

So Everyone Keeps Asking... Are You Engaged?



Keynote speaker, Dr. Patti Clayton, presenting at the Fall Teaching Conference. Photo by Elmer Denman.

**By Michelle Drouin, Assistant Professor,
Psychology**

Engagement seems to be a buzz word on campus these days. Administrators want to know *if* we're doing it, other instructors want to know *how* we're doing it, and some don't even understand what "*it*" really is. On August 19, CELT, in cooperation with FACET, helped us to better understand "*it*" by co-sponsoring a conference entitled "The Scholarship of Engagement: Integrating Teaching, Service and Research." A total of 89 faculty from IPFW and Ivy Tech attended the conference this year, which was rated overwhelmingly positively by attendees.

The day started with a keynote from **Dr. Patti Clayton**, founding Director of the Center for Excellence in Curricular

Engagement at North Carolina State University, and Senior Scholar with the Center for Service and Learning at IUPUI. Clayton provided a definition of engagement that defied traditional notions, suggesting that engagement is intertwined with, rather than separate from, teaching and research. Clayton also challenged attendees to think beyond service learning and existing community partnerships and consider ways in which students, instructors, and the institution might connect with the community in a way that is beneficial for all.

Concurrent sessions throughout the day highlighted and expanded upon points in Dr. Clayton's keynote, offering attendees the opportunity to hear about others' experiences with engagement activities and the support available for those hoping to add

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Gail Rathbun and panelists discuss the challenges and opportunities involved with the scholarship of engagement at IPFW. Photo by Elmer Denman.

Best Practices from Award Winning Teachers

**By Suin Roberts, Assistant Professor,
International Language and Culture
Studies**

Each spring, a select group of IPFW teachers are recognized for their outstanding contributions to students. CELT would like to honor two of these awardees in a two-part series to highlight some of the best teaching practices for which they were being recognized. **Adam Dirksen**, COM, who received the DECCO Award for Innovative Online Teaching for 2010, is featured this issue.

You won the 2010 DECCO Award for Innovative Online Teaching for using Web-based conferencing and time-based media to forge personal connections with your students in your online courses. Could you explain what Web-based conferencing is? We use a program called



Adam Dirksen, COM, receiving the 2010 DECCO Award for Innovative Online Teaching. Photo by Elmer Denman.

Adobe Connect. It allows us to meet synchronously online. We do an hour and a half meeting basically every three or four weeks. It's optional. Students can attend, or they can do an alternative assignment, but we end up with about 80 percent of active students in there. We meet in a forum online, and we start off with an open

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Fall Teaching Conference...(continued from page 1)



Guest presenter, Mark Malaby, Ball State University takes an informal approach in his sessions. He addressed the meaning of service learning in the promotion and tenure. Photo by Elmer Denman.

engagement opportunities to their courses. For example, **Kitty Luo**, COM, talked about her experience with service learning. Students in her COM 303 class work with the local group Reclamation Project, which helps resettled refugees integrate themselves into the Fort Wayne Community. Meanwhile, **J.R. Jamison** from Indiana Campus Compact talked about funding opportunities for faculty who are interested in implementing community-based partnerships (see http://www.indianacampuscompact.org/images/stories/2010-2011_Funding_Opps.pdf for more information about these grants).

The day culminated with a panel discussion with **Kathleen O'Connell**, VCAA; **Andy Downs**, POLS; **Jeff Nowak**, EDU and **Charles O'Connor**, VPA. The panelists described their various outreach projects and provided examples of how these projects

contribute to student learning while serving the community. Panel members also discussed how these projects integrate teaching, service, and research on an institutional level, and at the individual level of students and faculty.

At the end of the day, it was helpful to reflect on some of the points from Clayton's keynote. Traditional teaching methods provide students with a predictable, controlled environment, where they learn through lectures and reading. However, the world is an uncertain, messy place, full of the unfamiliar, and learning happens

through experiences and reflection. Maybe it's time to get messy...



Guest presenter, JR Jamison of Indiana Campus Compact, discussing funding opportunities for faculty during his session at the Fall Teaching Conference. Photo by Elmer Denman.

To see more photos, view streamed video of sessions, print out copies of the handouts, and find other helpful resources, go to <http://www.ipfw.edu/celt/workshops/previousconferences.shtml#2010FTC>.



L to R: Kitty Luo, COM; Sharon Egly, CSD; Jeff Nowak, EDUC and Nancy Mann, DENT ED were among IPFW faculty that presented concurrent sessions at the conference. Photos by Elmer Denman and Stephanie Stephenson.

FACET Corner



By **Tiff Adkins**,
*Reference and
Information
Services Librarian,*
Helmke Library

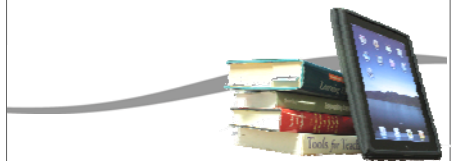
Dr. William Glasser reportedly stated, "Effective teaching may be the hardest job there is." Many in the academy would tend to agree with that statement. Being an effective teacher takes an investment of time and effort to make the learning process as successful as possible. Those dedicated to teaching often go to great lengths to learn new teaching methods and techniques to keep their skills sharp and their pedagogical approaches

fresh—with student success being the ultimate goal. The Faculty Colloquium on Excellence in Teaching (FACET) strives to seek out these highly committed individuals. As a full-time faculty member or administrator you can recognize your colleagues for their excellence in teaching by nominating them for FACET membership.

Current IPFW members of FACET include **Tiff Adkins**, **Patrick Ashton**, **Lowell Beineke**, **Donna Bialik**, **Elaine Blakemore**, **Elliott Blumenthal**, **Mary Ann Cain**, **Steven Carr**, **Dan Coroian**, **Stan Davis**, **Karol Dehr**, **Shree Dhawale**, **Marcia Dixon**, **Michelle Drouin**, **Ronald Duchovic**, **William Frederick**, **Arthur Friedel**, **Robert**

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Don't miss the next wave!



**The Next Wave in
Learning Technologies:
ebooks, dynamic learning
objects and beyond**

Wednesday, September 29
12 noon -1:30 pm in Neff 101

Registration is required.
Visit www.ipfw.edu/celt to register.

Best Practices...(continued from page 1)

discussion: Any questions anybody has about any of the content in the unit or the quiz or the structure or the big project in the unit, a lot of housekeeping issues that often don't get answered in an online class. We take 5 or 10 minutes in the beginning, and then I take about 15 maybe 20 minutes and do a PowerPoint lecture, covering or recovering some of the most important content within that unit. Then, I break them into small groups within that Adobe Connect forum. Each group answers questions related to the content, connecting the materials to themselves, coming up with their own examples and evidence to support their answers. After the small group activity, we come back to the large-group forum and each small group reports out to wrap things up. Students can type to communicate with each other and they can use a microphone. Either communication avenue is very effective.

Can you talk a little about your use of time-based media? I do video lectures. ...I put together a usually 15-20-minute video lecture that includes PowerPoints, pictures, and sometimes video clips as examples and illustrations. Feedback

that I give... I use Apple Pages or Microsoft Word to make comments in the right margin for the papers, and then I make a screen-capture recording of me going through the paper with them so they can see where I am pointing out different areas where they could have elaborated more or provided stronger evidence as I talk to them.

What was your rationale in implementing those techniques/tools?

Student engagement and connectedness, not only with one another but also with the material. I think the video lectures push that a little bit more. So, if I describe something that might not have been clear to them in the reading or in the video that they watched, they might go back to it and watch it again. And the feedback, I think, helps them to engage with me more and see me as an actual person rather than this embodied individual somewhere in cyberspace communicating with them. So, I guess, my rationale for all of these techniques is to get them more engaged and excited.

What was the students' feedback?

Inevitably, on student evaluations at

least half of the students say that (the Adobe Connect) is *the* or one of the most important learning tools in the course. I have a much higher degree of satisfaction teaching online using these techniques and part of it is that [the students] are more satisfied and I am satisfied because of that.

How did you find out about Adobe Connect or that this is available to you as an instructor? I'm going to guess ... CELT. It's been a while... My guess is **Samantha Birk** may have mentioned it.

Anything else you would like to mention? I work in a very supportive department that encourages us to look for new ways to engage the students. And CELT is always a great resource!

Watch for the conclusion to this series next issue when we feature Mary Cooper, DHYG.

In the CELT Office

The CELT office is busier than ever. The CELT Program Committee and CELT staff have planned a very ambitious Fall semester event schedule—14 events



in September alone—that includes three new series: Revisioning Course Design, the Online Journey, and Masterworks in Multimedia. The Fall Teaching Conference on the topic of the Scholarship of Engagement and the New Faculty Orientation have stimulated and increased interest in the information, resources, and expertise that CELT can provide. Read workshop descriptions and register online at the CELT web site.

We are delighted to have senior **Paul Fager**, a full-time Computer Science student, as our Multimedia Assistant. He has quickly picked up video digitizing

and has made great headway through our backlog of CELT videos. CELT is grateful to the Division of Continuing Studies for its support of this position.

This year, CELT staff members have been asked to make presentations at professional conferences focused on faculty development. I have been proud to represent IPFW in the programs of two international conferences in which IPFW has not participated in the last six years, the biennial International Consortium of Educational Development (ICED) and the upcoming Professional and Organization Development Network (POD), which is to take place in St. Louis in November. **Yvonne Zubovic**, MATH and past Teaching Fellow, and I will present a session about the growth of peer consulting at IPFW, and I will present a session about program assessment in teaching centers. CELT Instructional Consultant/Designer, **Ludy Goodson**, presents on the topic of

“Re-Visioning a Course for Guided Self-Regulation” at the Lilly-Traverse City conference in late September.

If you have a colleague who is an outstanding teacher and who has put forth effort to share that love of teaching with other faculty, please do not hesitate to nominate him or her to become a member of the Faculty Colloquium on Excellence in Teaching. FACET membership is not just an honor; FACET advocates pedagogical innovation, inspires growth and reflection, cultivates the Scholarship of Teaching and Learning, and fosters personal renewal in the commitment to student learning. Email your nominations to Yvonne Zubovic, FACET Liaison, at zubovic@ipfw.edu.

Be sure to take time to enjoy the autumn and to create space for personal reflection.

-Gail

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Upcoming Events

Learning on the Go! Using Audio as a Teaching Tool with Audacity and iTunesU
Friday, September 24, 11am-1pm in NF B73

Simple and Effective PowerPoint Layouts and Visuals
Monday, September 27, 12-2pm in NF B41

SoTL Work Group
Tuesday, September 28, 12-1:15pm in NF 140

The Next Wave in Learning Technologies: ebooks, dynamic learning objects and beyond
Wednesday, September 29, 12-1:30pm in NF 101

Quick Sprint: Enriching Course Content with Good and Bad Web Resources
Thursday, September 30, 12-1:15pm in LB 440A

Copyright and You!
Friday, October 1, from 12-1:15pm in KT 178

Content, Presentation, and Learning
Monday, October 4, 12-1:15pm in KT 119

Reading Circles: Classroom Research
Tuesday, October 5, 12-1:15pm in KT 244
(Read chapter 2 "The Leslies")

PowerPoint: Animations and Didactics
Friday, October 15, 12-2pm in NF B88

Re-Visioning the Course Syllabus
Monday, October 18, 12-1:15pm in KT 119

12 O'clock Scholars Brown Bag Discussion Series: "Going up" for Tenure and Promotion Based on Teaching
Tuesday, October 19, 12-1:15pm in KT 244

Giving Voice with Adobe Presenter
Friday, October 22, 11am-1pm in NF B73

The ARCS Model: Attention, Relevance, Confidence, and Satisfaction
Tuesday, October 26, 12-1:15pm in KT 244

SoTL Work Group
Tuesday, October 26, 12-1:15pm in NF 140

Video Editing to Enhance Teaching and Learning
Friday, October 29, 11am-1pm in NF B73

Learning on the Go! iPods, iPads, Apps, and Smart Phones
Monday, November 1, 12-1:15pm in NF B41

SoTL Work Group
Tuesday, November 2, 12-1:15pm in NF 140

Reading Circles: Classroom Research
Tuesday, November 2, 12-1:15pm in KT 244
(Read chapter 4 "But Is It Working?")

Making eLearning Come to Life with Adobe Presenter
Friday, November 5, 11am-1pm in NF B73

Content, Presentation, and Learning
Tuesday, November 9, 12-1:15pm in KT 244

Interactive Student Learning with ScreenCorder
Friday, November 12, 11am-1pm in NF B73

Re-Visioning the Course Syllabus
Tuesday, November 16, 12-1:15 pm in KT 244

Tutorials and Presentations with Microsoft Producer
Friday, November 19, 11am-1pm in NF B73

SoTL Work Group
Tuesday, November 23, 12-1:15pm in NF 140

12 O'clock Scholars Brown Bag Discussion Series: Peer Mentoring
Tuesday, November 30, 12-1:15pm in KT 244

Registration is required for all CELT events. To view workshop descriptions and register for events, please visit www.ipfw.edu/celt

CELT News is published by the Center for the Enhancement of Learning and Teaching and the CELT Advisory Board.

*Jennifer Stewart, Editor
Steph Stephenson, Graphic Designer*



Looking for a past edition of the CELT News? You can find it on our website!
www.ipfw.edu/celt

FACET Corner...(continued from page 2)

Gillespie, James Hersberger, Craig Hill, Linda Hite, John LaMaster, Thomas Laverghetta, Linda Johnson Lolkus, Irwin Mallin, David Maloney, Dina Mansour-Cole, Kimberly McDonald, George Mourad, Kathleen Murphey, Jeffrey Nowak, Kathy Pollock, Barbara Resch, Deborah Ross, Hedayah Samavati, Michael Slaubaugh, Carol Sternberger, Lesa Rae Vartanian, Nancy Virtue, Linda Wright-Bower, and Yvonne Zubovic.

Members of FACET are part of a

state wide group of Indiana University faculty who are dedicated to and recognized for excellence in teaching and learning. If you would like to nominate a candidate for the FACET Class of 2011, please contact IPFW's own FACET liaison Yvonne Zubovic, MATH, at zubovic@ipfw.edu. You may also want to visit the FACET Web site at <http://www.facet.iupui.edu/index.php>. Nominations are due by mid-October!