‘Mixing it up’ at the CELT Fall Teaching Conference

By Karol Dehr, English and Linguistics

On Thursday, August 16, 2012, faculty, staff and administrators from several departments at IPFW participated in the annual Fall Teaching Conference, “Flipped, Blended, & Stirred: ‘Mixing it up’ with Learner-Centered Teaching Strategies.” Keynote speaker, Dr. Barbi Honeycutt, Director of Graduate Teaching Programs at North Carolina State University and owner of Flip It Consulting, introduced various teaching strategies to an audience of over a hundred people, in which she emphasized how changing from teacher-centered to student-centered learning environments enhances student learning in the higher education classroom.

She began her address by quizzing the participants on the three kinds of folding patterns they were to have seen in a video available prior to the conference. Then, each table was instructed to build a card castle, using the folding techniques discussed. In the next few minutes, a variety of creative, interesting and innovative castles were created during the first few minutes of the presentation, including some with sailboats, turrets, and moats.

Honeycutt debriefed the activity with questions and answers from the audience concerning how they perceived the activity, what they built and why, and the critical thinking that emerged as the structures were built. This exercise illustrated how flipping the skills outlined in Bloom’s (Continued on page 2)

Google Forms Make for Fun, Easy Classroom Assessment Techniques

By Worth Weller, English and Linguistics

Ever wonder if your students are doing their homework or even if your out-of-classroom reading assignments or video lectures are really meeting your teaching goals? Thanks to Google Forms, there is a simple classroom assessment technique that takes little time to set up and that can be used to answer these questions and more.

Presented as part of the teaching resources for CELT’s recent conference highlighting “The Flipped Classroom,” the idea to use Google Forms as a teaching and diagnostic tool can be easily implemented in both face-to-face classes and Internet classes. With these forms, which are easy to set up, you can gauge exactly where your class is in real (Continued on page 3)
Fall Conf. cont. from p.1

Taxonomy emphasized using lower-level critical thinking skills for students outside of class and higher-order critical thinking skills (such as analyzing, evaluating, and creating) for in-class, collaborative activities.

Participants were given time to design a “flipped” lesson plan, including the purpose, learning outcomes, and specific activities to accompany the lesson. A handout outlining the presentation and several resources were provided.

The conference ended with a panel of IPFW professors discussing how they flipped their classes. John LaMaster

May We Introduce...

The CELT Advisory Board welcomes two new members: Karol Dehr (ENGL) and Zeynep Ercan (EDUC). They will be serving on the board for the next three years.

Karol Dehr is a Continuing Lecturer in the Department of English and Linguistics and has been teaching at IPFW since 1991. She is the Associate Director of Writing for Outreach and the Appleseed Writing Project Director. As the English Department Representative for the Collegiate Connection/Dual Credit Program, she currently supervises 14 high school teachers who are certified to teach W131 (Elementary Composition) at the secondary level. She became a FACET member in 2010, was a CELT Fellow for four years, and was a former member of the FACET Board from 2004 to 2007.

Zeynep Ercan is an Assistant Professor in the Department of Educational Studies. She has been teaching since 1999 on the elementary and secondary education level and has taught grad/undergrad courses since 2005. As an assistant professor teaching early childhood/elementary education courses at IPFW, she enjoys being involved with peers and CELT to reflect on her teaching. She also mentors pre-service and in-service teachers in early childhood/elementary classrooms about teaching effectively. At home, her two kids teach her about life and then test her, and boy, are they good at it! Zeynep hopes to connect with you through the exciting CELT events planned for this academic year!

FACET Corner

By Yvonne Zubovic, FACET Liaison

The Indiana University Faculty Colloquium on Excellence in Teaching (FACET) has several events planned for this semester.

SoTL 101 is a workshop series for any faculty member who is interested in engaging in research on teaching and learning. The series is for faculty who are new to this research, and faculty who are engaged in the scholarship of teaching and learning. The first event, a panel comprised of Marcia Dixson (IPFW), Andy Gavin (IUPUI), Carol Hostetter (Bloomington) and David Pace (Bloomington) took place on Friday, September 21. This workshop was hosted as a videoconference by the Mack Center. Watch the CELT website for more information on other events in this series.

Are you planning to do a project on the scholarship of teaching and learning? October 1, 2012, is the deadline for applications from prospective Mack Fellows. You can submit an application by e-mail to FACET@iupui.edu or campus mail to Kimberly Olivares, FACET, UL 1180D, IUPUI. Each applicant must propose an ambitious yet attainable SoTL research project. Projects should be innovative, well grounded in the emerging body of knowledge about SoTL, and have a projected important effect on the IPFW campus, the IU system, SoTL and/or on scholarly teaching across the academy. Each Fellow will receive $2,000 in research funds. See the FACET website https://facet.indiana.edu/about/mack-center/become-mack-fellow/index.shtml for application criteria.

The FACET Faculty Leadership Institute is scheduled for September 28-29 in Indianapolis. Each of the IU campuses is sending a team of faculty to the Institute. Becky Jensen (NUR), Irwin Mallin (COM), Jeff Casazza (THTR), Terri Swim (EDUC), and Cigdem Gurur (MGMK) were selected as the IPFW campus team. Over the next 12-18 months the team will design, implement, and evaluate a project to embed high impact practices (as discussed by George Kuh) into the undergraduate curriculum. The team is already hard at work completing a campus inventory related to high impact practices.

FACET is continuing its lunch series of Educational Studies. She has been teaching since 1999 on the elementary and secondary education level and has taught grad/undergrad courses since 2005. As an assistant professor teaching early childhood/elementary education courses at IPFW, she enjoys being involved with peers and CELT to reflect on her teaching. She also mentors pre-service and in-service teachers in early childhood/elementary classrooms about teaching effectively. At home, her two kids teach her about life and then test her, and boy, are they good at it! Zeynep hopes to connect with you through the exciting CELT events planned for this academic year!

I was pleased to receive a number of FACET nominations. The next steps in the process of becoming a member are:

• Dossiers and peer reviews due: November 5, 2012
• Selection of candidates to support and notification of candidates: December 3, 2012
• Dossiers are sent to FACET office by the first week of January 2013

Information on the nomination and selection process can be found at the website https://facet.indiana.edu/membership/nomination/index.shtml

If you have questions, please feel free to contact me, Yvonne Zubovic, FACET Liaison at zubovic@ipfw.edu.
Google Forms cont. from p. 1

...time in terms of understanding the context of lectures and readings before students have to take exams or turn in graded projects. The forms can also be used as in-class teaching and discussion tools, vividly showing the whole class the arc of their learning curve and presenting talking points for further clarification.

Back up a bit, a Google Form is an interactive survey tool that provides as much information as you feel necessary. You can create fields in the form for names, summaries, multiple choice questions, and true/false questions. The form is then delivered to the students as an e-mail link or embedded directly into a web page (such as Blackboard) along with the reading assignment or the video lecture. Once the students have watched the video or read the assignment, they complete and submit the form, which is automatically sent to your Gmail account (under Documents). The results are gathered and presented within your password-protected account as an easy to read spreadsheet.

Face to face teachers then could display the spreadsheet to the whole class (judging for yourself whether or not to black out the names) and use these visual results to stimulate whole class discussions. In my own case, as an Internet instructor with little control over whether or not a student actually views my video lectures, this tool will enable me to get immediate feedback. I will be able to tell which students have not viewed the lectures, and of course I will be able to tell how effective the lectures are. I can spot problems early, and with a simple, personalized e-mail message I can urge those students who are not viewing the lectures to do so. For those students who are not getting specific elements of the lecture, I can tailor the information for them a bit more specifically.

This approach seems a lot easier and more personal than viewing Blackboard reports or quiz results, and it may help with the disconnect I sometimes feel with my Internet students. If I were teaching face-to-face classes, I would heartily welcome the opportunity to create whole class discussions based directly on the knowledge (or lack thereof!) my students hopefully gained from their homework assignments. If nothing else, this will be a good gut-check for me as to how well I am delivering content, before it becomes too late in the semester to make needed adjustments so that more students succeed.

Questions? Comments? Feel free to e-mail me at wellerw@ipfw.edu.

From the Director

CELT had a busy summer. In June we worked closely with the Helmkne Librarians and the OAA to run a 3-day writing institute for 20 faculty and in August we worked closely again with library staff, faculty, and IT Services User Technology Support staff to give a week-long Jumpstart training program to seven new faculty. These programs were so well received that we plan to repeat them next year.

CELT is very pleased to offer, for the first time, a campus-wide subscription to the Teaching Professor, edited by expert educator Mary Ellen Weimer. It is probably the best newsletter of its kind, providing research-based advice and suggestions to help you improve your student learning outcomes and gain more satisfaction from your teaching. See the CELT Clipboard for instructions on how to subscribe. (If you don't receive the CELT Clipboard, contact Stephanie Stephenson to be placed on the email distribution list.) Our subscription also gives you access to the TP archives.

CELT has re-organized the Teaching Resources section of its web site, and we have created a Request for Services page. Go to ipfw.edu/celt and check it out. We have also added an Online Teaching page in our Teaching with Technology section, and pages for the Online Course Design Review process and for the course design review team. Did you know that anyone can request a formative peer review of his or her online course? Just make a request on the Request for Services page under the Online Review tab.

CELT is involved in several interesting studies this year. In May the Committee for the Advancement of Scholarly Teaching and Learning Excellence (CASTLE) and CELT's SoTL Fellow worked with 5 faculty members to develop research designs to study the impact of the use of iPads on teaching and learning when both teacher and students have these devices. CELT will also be involved with two faculty members in conducting a study of the impact of the use of e-texts. In the Spring, the Office of Assessment awarded CELT a VCAP grant to study influences on the teaching practices of IPFW faculty. This study is underway and is being conducted by members of the CELT Advisory board.

As a result of enormous interest in “flipping the classroom” a faculty study/work group is forming and will meet two or three times in the Fall semester. Please contact me if you are interested in joining the group.

Have a great semester!
### Upcoming CELT Events

#### October

- **App Rap: Notability**  
  Wednesday, October 3, 12-12:50 pm in KT 128

- **Teaching Online I: Planning an online course (CS)**  
  Wednesday, October 3, 1:30-2:45 pm in KT G40

- **App Rap: Air Sketch**  
  Wednesday, October 10, 1:30-2:20 pm in KT G40

- **Revisioning Course Design I: Revisiting the course syllabus (CS)**  
  Friday, October 12, 12-1:15 pm in KT 128

- **Learning Anywhere, Anytime iPad Showcase**  
  Friday, October 12, 1:30-2:45 pm in KT G40

- **Producing Self-recorded Lectures**  
  Wednesday, October 17, 1:30-3:20 pm in KT 205

- **Teaching Online II: Conducting effective online discussions (CS)**  
  Wednesday, October 24, 1:30-2:45 pm in KT G40

- **Revisioning Course Design II: How the ARCS model can increase motivation (CS)**  
  Friday, October 19, 12-1:15 pm in KT 128

- **App Rap: Research Apps**  
  Friday, November 2, 1:30-2:20 pm in KT 128

- **App Rap: Goodreader and Notability**  
  Wednesday, November 7, 12-12:50 pm in KT 128

- **Teaching Online III: Effective practices in online assessment (CS)**  
  Wednesday, November 7, 1:30-2:45 pm in KT G40

- **Much Ado about MOOCs: Disruptive innovation or passing fad?**  
  Friday, November 9, 12-1:15 pm in KT 128

- **App Rap: Goodreader and Notability**  
  Friday, November 16, 12-12:50 pm in KT 128

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### Jumpstart: A new program for new faculty

**By Becky Jensen, Nursing**

**Carol Sterrberger**, Associate Vice Chancellor for Faculty Development, directed CELT to provide a week-long event for new faculty prior to mandatory week at the beginning of the fall semester. The program was developed by CELT, IT Services, and the Helmke Library. The program was designed to provide hands-on workshops for new faculty to understand the best use of instructional technologies, including Blackboard Learn; development of course syllabi; discussion of academic integrity; and techniques to foster student motivation. Workshops were also supported by IT Services’ user support staff.  

**Steven Carr**, the Blackboard Fellow; **Linda Lolkus**,(CF); and **Ramesh Narang** (MCET). Seven new faculty members were able to take advantage of the program and received certificates of completion. ▼

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Jennifer Stewart, Copy Editor  
Steph Stephenson, Graphic Designer

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Registration is required for all events.

Please visit our Workshops page at [http://ipfw.edu/offices/celt/workshops/earn-a-certificate-of-completion.html](http://ipfw.edu/offices/celt/workshops/earn-a-certificate-of-completion.html). A single CS session can also be taken as a “stand alone” workshop.

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