Fort Wayne Teaching Conference

By Gail Rathbun, CELT Director and Rebecca Jensen, Assistant Professor/ Director of Simulation and Research, Nursing

Emphasizing that today’s college students are not unprepared for college work but under-prepared, keynote speaker Jillian Kinzie, Associate Director of the Indiana University Center for Postsecondary Research and the NSSE Institute, challenged conference-goers to radically alter their attitudes toward the newest students currently entering college.

Kinzie identified the causes of the perception that today’s college students are unprepared for college work. A greater variety of people are headed for college today because 63 percent of today’s jobs require a college education as compared with 30 percent requiring college 35 years ago. Among these students there is a great diversity in preparation and in expectations. To support the academic success of this student population, Kinzie proposed key design principles:

- A strong start with an orientation that fosters personal connections with faculty and other students and which stresses connection to courses.
- Clearly marked pathways to campus resources and services, early warning systems and safety nets.
- Integrated support, meaning support services like writing centers are woven into courses (Kinzie favors making student use of services and resources mandatory.)
- High expectations accompanied by a high level of support.

(Continued on page 3)
to help students accomplish the goals.

Roberson introduced IPFW faculty to a “Simple Plan” for classroom instruction that promotes the development of critical thinking. The “plan”, based on recent research in cognition and neuroscience, suggests re-sequencing learning activities so that an affective and cognitive framework is built before new content is introduced.

**Step 1** involves students taking some action, usually in the form of making a decision, a prediction, or a hypothesis, usually without complete information. The action will give the teacher an idea of the students’ starting point, focus students’ attention on as-yet unnamed concepts, and arouse curiosity through struggle.

**Step 2** is a reflective move where the student faces explaining the rationale behind his or her action. The student must search for his or her own reasons, whether they are completely accurate or competent or not. The formation of these “proto-concepts” is the framework for the formal information to follow.

**Step 3** calls for students to draw conclusions and make generalizations, based on their experience and their reflections. This step prepares them to bring order and transferability to their understanding.

**Step 4** is where students receive new information, usually Step 1 in the traditionally sequenced class session. As a result of the previous 3 steps, students are actively seeking new information to help explain, enhance, or correct the knowledge that they have been constructing.

**Step 5** requires students to apply the new information to new situations. Students are tasked with taking action in response to a new, more difficult problem or scenario than that encountered in Step 1. Students who get it will be rewarded with their new capacity for action. Those who are still struggling will still have the opportunity to receive immediate and useful feedback that will help them act with confidence.

The workshop was highly interactive and provided participants with methods to apply to individual courses and activities. Some positive evaluative comments from participants included: “dialogue with colleagues”; “new perspectives and practical ideas”; “modeling critical thinking strategies during the hands-on portion of the workshop”; and “I thought the encouragement to alter teaching methods was valuable. Also, the references to theorists (and information grounded in theory) were useful”; “I think this presentation was the best and most applicable CELT has offered. I liked the way the speaker modeled the change he was advocating with the attendees, e.g. posing the questions, making small group teamwork, etc.”

The results of the 2012 CELT Survey indicate that teaching critical thinking is the top interest of IPFW faculty. CELT will be doing more in the upcoming academic year to help faculty learn about all aspects of this topic.

This article uses ideas from “Notes from the ITLAL Underground: A Simple Plan,” the green handout distributed in workshop packets, authored by Bill Roberson.
• Intensive student engagement
  where students interact with peers as well as with content.

She urged institutions and faculty to look for opportunities for intentional learning experiences outside the classroom in co-curricular activities.

Kinzie reported that over the years, studies have shown that interaction with peers and faculty “who get in the way” to offer advice and guidance have the greatest influence on student success in college. A theme running through Kinzie’s presentation and the rest of the conference was that teachers should be very explicit in their instructions, assuming nothing. Spend time building scaffolding for learning, modeling skills, and explaining your thinking. Show students how to read and digest a textbook. Another theme running through her description of High Impact Practices (HIPs) was that to be effective, HIPs must be tied closely to course goals.

In “A New Day in the Field” IPFW’s P.H. Sundquist explained how she helps students realize that they already possess the basic skills that will enable them to be successful in the Geology L100 laboratory. Study of topographical maps precedes time spent outdoors on site, an activity that engages all students equally and makes skills relevant to everyday life.

With humor and wit, Alma Hoffmann, pleaded the case for doodling during the lecture, using examples of famous doodlers such as Picasso and Bill Gates to illustrate her talk, “Surviving Lectures: Tools and Methods for Visual Learner Students.” A Visual Communication and Design professor at IPFW, Hoffman provided evidence that doodling is a way to connect with what the lecturer is saying. She asks her students to show her their doodles as proof that they have been paying attention.

Heather Schilling, Associate Professor of Education at Manchester College, pointed out during “Unprepared to Teach Underprepared Students” that today’s traditional age students have never seen a chalkboard in school. Computer technology is part of the fabric of their lives and always has been. There has never been a world without the web. She recommended that teachers be explicit in their instructions, accept change, and collaborate with high school educators in order provide consistency in instructional language and expectations between high school and college.

In “Teaching the Transition,” Melissa Hirsch, Instructor in English and Linguistics at IPFW, highlighted the differences in the language used by high school and by college composition teachers to critique student writing. She recommended that college instructors teaching writing take the time to define their terminology and build on what freshmen already know about the writing process.

Rama Cousik, Assistant Professor of Special Education at IPFW, shared many of the techniques she uses while integrating creative media in the classroom. Several types of media were demonstrated during the session, including poetry, music, sketches, and role play. She shared several applications available on the Internet for faculty and students to develop creative presentations.

Audience participation was portrayed by conference attendees in “Active Learning Strategies.” Deana Surfs, Program Chair and Instructor at IVY Tech, asked conference participants to Think, Pair, Share active learning strategies they have used in their classrooms after she shared several activities she has used to engage students.

Statistics and soccer were used creatively to engage students in understanding statistical concepts by Eva G. Sagan, Mathematics Instructor, Manchester College. In “Application of World Cup Soccer in Basic Statistics, Sagan used the top twenty historically successful Men’s World Cup Soccer teams between 1930 and 1990 to demonstrate to her students rudimentary concepts in statistics, such as central tendency and variability. She then favored the audience with select videos.
In Appreciation

CELT wishes to thank the faculty, staff, and students who gave of their time and expertise to enhance CELT’s program offerings in the past academic year. We could not offer the breadth and depth of service that we do without your dedication to teaching.

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(Please see the members list on the last page of this newsletter.)

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App Library Course Guide
Shannon Johnson, LIB
Beth Overhauser, LIB

iPad Cohort 2 Kick-off
Alma Hoffmann, VCD
David Liu, CS
Jeff Malanson, HIST
Joyce Lazier, PHIL (iPad Fellow)
Michelle Fritz, HSRV
Susan Ahrens, NURS
Troy Bassett, ENGL
Greg Scalet & Kevin Villela (students)
Shannon Johnson, LIB
Sarah Beckman, NURS
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Teaching at its Best Reading Circle Facilitators
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Michael Bendele, PSY
Vince Maloney, CHEM
Yvonne Zubovic, MATH

Fall 2011 iPad Presenters
Christopher Rutkowski, MUS
Andres Montenegro, VCD
Greg Scalet, (Graduate student), ETCS

SoTL Fellow
Yvonne Zubovic, MATH
Have You Heard of Vibe Yet?

By Todd Raines,
IT Training
Coordinator,
Information
Technology Services

Information Technology Services has recently released Vibe—a collaboration and social networking platform for the entire campus. Vibe is a versatile tool allowing collaborative document management, blogging, creation of photo galleries, and more. Vibe allows the creation of customizable workspaces consisting of blogs, wikis, discussion boards, photo albums, tasks, and calendars. IPFW account holders can limit access to their workspaces to a small group, the entire campus community, or even to just themselves.

The uses of Vibe are open to the individual’s creativity and motivation. Some ideas and samples of how pilot groups have begun using Vibe include: a technology knowledge base, departmental handbook, directors blog, new employee orientation, project committees, steering committees, or managing student worker tasks. A workspace can be customized to contain many different folders (e.g., wikis, blogs, photo albums, etc.) and can be modified at any time to add or remove folders.

Information Technology Services officially supports Vibe through providing training and technical support. Campus-wide training classes were made available in March and can be found by visiting http://ipfw.edu/training. Training is offered to provide both an overview of Vibe’s features as well as step by step procedures on how to get started with Vibe. If your department would like individualize training on Vibe or would just like to learn more about the product please contact Todd Raines, rainest@ipfw.edu, (260) 481-6031. If you would like to access Vibe please visit http://vibe.ipfw.edu and log in with your IPFW username and password.

CELT Summer Grants Announced

The CELT Advisory Board is pleased to announce that the Office of Academic Affairs will fund two summer instructional development grants. Britton Wolfe, CS, will receive a $4,000 stipend to develop “Anonymous, Real-Time, In-Class Student Questions and Their Impact on Student Engagement.” Adam Dircksen, COM, will receive the same amount to add a service learning component to COM 318: Principles of Persuasion, an online course. The grants are meant to provide a stipend for one summer session during which the faculty member does not teach. This year, an additional $500 per awardee has been made available to help defray the cost of future conference travel to present the results of changes made possible by the grant. Britton and Adam are invited to attend and join the discussion. If you have questions please contact Yvonne Zubovic at zubovic@ipfw.edu or (260)481-6037.

FACET Corner

By Yvonne Zubovic,
Associate Professor of
Mathematical Sciences and FACET
Liaison

Chand Chauhan, Associate Professor of Mathematical Sciences, will be inducted into FACET at the annual FACET Retreat in Pokagon State Park on May 18, 2012. Congratulations, Chand, on this well-deserved honor.

IPFW was the first campus to receive a mini-grant from FACET to bring a speaker to campus. As already mentioned above, on Friday, March 30th Bill Roberson from University at Albany, New York, presented a day-long workshop on Critical Thinking sponsored by FACET, CELT, and CASTLE.

FACET sponsored a second faculty panel discussion on the use of Blackboard Learn on Tuesday, April 10 at 9:00-10:00 a.m. in ET 131. Four faculty members who piloted Blackboard Learn last semester, Steve Carr, COM; Adam Dircksen, COM; Michelle Drouin, PSY; and Sara Webb-Sunderhaus, ENGL; shared their experiences using the system, including issues related to teaching online.

The final lunch meeting for the 2nd and 3rd year faculty members is scheduled for Friday, April 20th at noon in SB 176. The topic for this discussion is collaborative learning through the use of small groups in the classroom. FACET members Mary Ann Cain, ENGL; Marcia Dixson, COM; and John LaMaster, MATH; have agreed to share their experiences, including what has worked and what hasn't, in using this pedagogical approach. Second and third year faculty members, as well as FACET members are invited to attend and join the discussion. If you have questions please contact Yvonne Zubovic at zubovic@ipfw.edu or (260)481-6037.
Teaching Awards Conferred

Il-Hee Kim, Assistant Professor of Educational Studies, is the 2012 recipient of the Leepoxy Award for Excellence in Undergraduate Teaching. The award was established by area business owner Lawrence Lee to recognize and encourage innovative teaching that enhances student learning. The selection committee felt the significant and numerous changes that Kim made in EDUC 341 Methods of Teaching Reading contributed to student learning and profoundly impacted the attitudes of his students toward their own reading, and thus will impact the attitudes of their own future students.

Michelle Drouin, Assistant Professor of Psychology, and Ken Johnson, Continuing Lecturer of Music, will both receive the DECCO Award for Innovative Online Teaching. The award was established to recognize and encourage innovative online teaching that enhances student learning. Johnson’s use of multimedia was innovative in the way that it supported learning the musical concepts and principles of his L101 Music for the Listener online course. The design of the course was of superior quality and the level of student engagement outstanding. The selection committee was impressed with the multiple methods that Drouin employed in her PSY 369 Developmental Psychology course to ensure that the quality of the students’ online learning experience would match or exceed that of a face to face classroom. The committee also commended her for her scholarly approach to teaching. Drouin and Johnson will present their award winning dossiers at a campus wide presentation in the Fall.

The recipient of the prestigious Friends of the University Outstanding Teacher Award will be announced in late April. All of the winners will receive their awards from the Chancellor at Convocation on August 20, 2012.

By Rebecca Jensen, Assistant Professor/ Director of Simulation and Research, Nursing

Bill McKinney, the Vice Chancellor for Academic Affairs, hosted an Open Academic Forum on Instructional Technology Policy on February 28 in Kettler 118. Mike Wolf, POLS, presented two different policies being considered by ACITAS, the Academic Computing and Information Technology Advisory Subc...
IRB Workshop Now Available Online

By Jeannie DiClementi, Associate Professor of Psychology, IPFW IRB Representative and Chair of the Social Sciences IRB Committee at Purdue University

The IRB’s workshop, "Nuts & Bolts of applying for IRB Review" is now an online workshop in Adobe Presenter format, and found in Blackboard Learn. Developed by IRB chairs Rick Mattes and me (Jeannie DiClementi, the workshop presenter) and IRB administrator Kristine Hershberger, this workshop explains the process of completing an application, including which application form to use, submitting for review, requesting revisions, and the like. "Nuts & Bolts" is updated frequently to offer the most current information and investigators are strongly encouraged to enroll. In the Blackboard Learn course page, enrollees will also find links to relevant websites, documents, and decision trees to help with the IRB process. To enroll in the workshop, contact Jane Markin in the Office of Research, Engagement, and Sponsored Programs (ORESP) at (260) 481-4101.

If you are an instructor of a class and wish to have your entire class take the workshop, contact me at diclemej@ipfw.edu and I will send you the URL for the workshop and a text file of the exam. In addition to the Nuts & Bolts course, ORESP has an IRB mentoring program available for any faculty wanting assistance with the IRB application. I am also available by appointment or during my walk-in office hours. Refer to the ORESP web page for more information.

A final note. Many problems with IRB applications can be avoided by having the accurate guidance before beginning the application. By taking the Nuts & Bolts workshop, and utilizing me and/or our trained mentors, this can be a much less painful process. Good luck with your research! ▼

2012 CELT Survey Results

By Gail Rathbun, CELT Director

More than 150 faculty, students, and staff responded to the 2012 CELT Survey, far exceeding response to the previous survey in 2007. Seventy-three percent (73%), accounting for 110 individuals, of those completing the survey had attended one or more CELT events in the past year. Of those who had not attended any CELT events, 40 percent stated that the scheduled event times did not fit into their schedules, 23 percent said they were unaware of CELT events, and 18 percent stated that the topics did not interest them.

CELT was pleased to learn that 80 of those responding to the survey are regular readers of the CELT News and that the majority of our readers prefer to peruse the electronic version of the CELT News available online. Readers like hearing about what other faculty are doing in their classrooms, knowing what’s coming up, and what resources for teaching are available. Sixty-six (66) of the respondents are also regular readers of the CELT Clipboard, a weekly email newsletter sent to CELT’s opt-in listserv.

CELT offers instructional consulting from its staff and through the Teaching Fellows (peer consultants). There were over 40 individuals who had taken advantage of consulting and a similar number of people who said that personal consultation/coaching was their preferred mode of receiving training.

Nearly 60 percent of those who had participated in CELT events or services identified informal discussions with other faculty and hands-on workshop as their preferred formats for training. The 75-minute training event was preferred by 81 percent.

The survey presented respondents with 17 teaching techniques and topics. “Teaching critical thinking,” and “Increasing student motivation” were chosen as topics in which more than half of the respondents expressed a “strong interest.” Respondents were also asked with which technological tools they would like to have assistance. Nearly half of those responding to this question expressed a strong interest in “Creating effective visuals for learning.” About 38 percent expressed strong interest in “Effective use of Blackboard Learn in my teaching.” All other expressions of strong interest fell below 35 percent. Faculty had the strongest interest in support for writing for publication (see CELT’s planned Summer Writing Institute) and documenting teaching effectiveness.

Three-quarters of respondents who had participated in CELT were not aware of the “Take Five customized departmental workshops” that CELT offers. Half of these respondents were also unaware of the SoTL Fellow, the Friends Teaching Award, CELT’s online consultation request forms, the online course design formative peer review service, and Give CELT Feedback web page. These findings will be extremely useful to CELT in improving its communication.

Fifty percent (50%) of the respondents who had participated in CELT events were from the College of Arts and Sciences. Approximately 50 percent were tenure track or tenured faculty. Limited term lecturers represented 15 percent of the respondents. A quarter of the respondents had participated in CELT as a workshop/discussion leader.

Lastly, the CELT Advisory Board wants to thank everyone who responded to the survey for their constructive comments and suggestions, and for sharing their most memorable experiences of CELT programs. This input is rich with ideas that the CELT Advisory Board and CELT staff will use in crafting future programs, to improve its services, and to assess its effectiveness. ▼
Upcoming Events

Changing Cycles
Summer Writing Institute
June 6, 7, and 8

Writing in circles? Turn them into cycles and get somewhere! Do you speed along at the start of a project but abandon it when the going gets tough? Do you know who to put on your team and how to make the most of collaborators? Do you lose focus because of a lack of rewards along the way? Join CELT and Helmke Library for our own writing Tour de France! The CELT and Helmke team will coach you to “King of the Mountain” success during this exciting 3 day event. Lunch will be provided and preference given to those who can attend all days. Registration is required. Visit ipfw.edu/celt to register.

**DAY 1-Scout the Cycling Route**
8:30 Refreshments
9:00 Welcome and Scouting the Cycling Route
9:15 Introductions: People and writing projects
10:15 Getting in Shape
11:45 Lunch
1:00 Getting Outfitted for the Race: Resources and scholarly writing workshop
3:30 Qs, Recognition, and Rest Stop
3:45 Publisher Contracts and Specs
4:15 Preview of Next Day’s Ride

**DAY 2-Changing Cycles: Writing, editing and publishing**
8:30 Refreshments
9:00 How to Become a Better Cyclist
9:30 Looking at the Literature
10:45 Writers’ Reports on Selections
11:45 Lunch
1:00 Evaluation of Manuscripts (Simulation)
1:45 Qs, Recognition and Rest Stop
2:00 Writing Good Abstracts
3:15 Report on Abstract Writing Progress
3:45 Ask an Editor (Panel)

**DAY 3-Individual Time Trials and Prologue**
8:30 Refreshments
9:00 Welcome Back and Prologue Time
9:30 Beginning the Writing Climb
11:45 Lunch
1:00 Team Collaboration
3:20 Progress Reports and Next Steps
4:00 Are You King of the Mountain?
4:15 Evaluation
4:30 Victory lap