Visit a World Beyond Power Point on February 25th

By Gail Rathbun, Director, CELT

New technologies enhance effective teaching practices in higher education, offering a variety of easy ways to encourage contact between students and faculty, to develop reciprocity and cooperation among students, to facilitate active learning in authentic contexts, and to effortlessly increase the amount of time students spend with content, practices identified in 1986 by Chickering and Gamson as most likely to result in improved learning outcomes. (Go to http://www.tltgroup.org/programs/seven.html for more about “The Seven Principles of Good Practice in Undergraduate Education.”)

The theme of the 14th annual Fort Wayne Teaching Conference on Friday, February 25, 2011, is “Beyond PowerPoint: Incorporating Innovative Technology to Enhance Student Learning.” The conference program will include over 20 presentations by faculty and staff from the seven-member consortium of northeast Indiana universities, who will share uses of new technologies in teaching, such as mobile learning, utilizing course management systems, best practices in online teaching, and podcasting, and social networking.

After coffee and a light breakfast starting at 8:15 am, Lorne Oke, Executive Director of the Center for Innovation at Indiana Wesleyan, will give the keynote address at 9 am in IPFW’s Walb Ballroom. Oke joined Indiana Wesleyan University in the summer of 2007 as the Assistant Vice President for Information Technology after 16 years in Higher Education in multiple roles that included CIO, tenured faculty member, residence director and coach. He has addressed audiences at regional and national conferences on a variety of topics including instructional design, web site design & development, faculty development and technology integration.

To register for the conference go to http://new.ipfw.edu/departments/dcs/depts/ppd/teachingconference.html on the Division of Continuing Studies web site.

Big Ideas from Cathy Small

By Michelle Drouin, Assistant Professor, Psychology

The students on Cathy Small’s dorm floor said that they wanted to participate in a group activity. Organizers solicited ideas, students voted, and the group activity was set—a movie night. After an advertising campaign of dorm-floor proportions (i.e., flyers slid under doors), the movie night came. There was a movie. There were drinks and snacks. And there were four people who attended the event, including Cathy Small.

Northern Arizona University professor Cathy Small’s “Freshman Year” was enlightening to her, and she shared some of that enlightenment with IPFW faculty and staff at the Spring 2011 College of Arts and Sciences Faculty Development Presentation. Small shared stories about her freshman year, and how her experience living the life of a college freshman changed the way she views today’s students.

Among the experiences she mentioned was the dorm-movie event described above. Small was very interested in the reasons why students resisted the opportunity to bond with their dorm-mates, and while wandering the halls during failed-movie night attempt #2, she found that students were bonding—they had just chosen to stay in their own social groups.

According to Small, today’s students are skillful navigators of a time-pressed world; when they do have free time (between work and school), they try fill it with activities they want — not have to — attend. How can this knowledge translate to the classroom? Well, Small has changed the way she interacts with students—trying to give the work she talks about more relevance to the students’ personal lives and being more engaging and interactive. She is also mindful of the fact that many of these students have other priorities aside from their education, and she attempts to use good pedagogical practice to lure them into the classroom and towards learning. These principles are not new, but Small’s ethnography depicting the life of the college freshman serves as a wonderful reminder of how important it is to engage our students.
By Gail Rathbun, Director, CELT

Adam Dircksen has been on an odyssey—not a Space Odyssey as his musical segue into Wednesday’s lecture would have you think—but an evolutionary process that started with his 2001 master’s thesis entitled “Lack of Interpersonal Communication Yields Ineffective Online Courses.” Dircksen admitted that even as he consented to take over Steve Carr’s Intercultural Communication online course several years ago, he “still wasn’t really sold on online courses.” But the job paid good money and he was off on his journey to become DECCO’s first winner of the Innovative Online Teaching Award in April 2010.

Initially Dircksen thought that effective online teaching was very different from effective classroom teaching. Only weeks into his first online teaching experience, and then progressively over the years as technologies improved and he became more seasoned, Dircksen came to realize that there were advantages in each delivery format and that the principles of good teaching applied equally to online and to classroom instruction. One significant advantage in the online delivery format appears in classroom discussion. Dircksen observed that perhaps 10 percent of a face-to-face class might make most of the contributions to an in-class discussion, while in an online discussion, contributions from 100 percent of the class are possible and regularly achieved. At this point in the lecture, the audience was given the chance to discuss the principles and best practices of teaching, whether online or in the classroom. Their responses confirmed Chickering and Gamson’s widely used seven principles of good undergraduate teaching. (See the TLT Group web site for links to the principles and other related resources. http://www.tltgroup.org/seven/basics.htm)

In the rest of the lecture, attended by over 40 faculty and staff, Dircksen demonstrated the innovations that helped him earn his award. Dircksen believes that the challenges in online teaching revolve around building student connections and building a community.

In his Principles of Persuasion course he uses Adobe Connect (web-based video conferencing software) class meetings and recordings that allow the students to ask questions and go over terms and theories that they will be using during the small group discussion that will follow. During these synchronous meetings students will also see a video clip, web site, or short reading that they will use in the small group discussions that Dircksen manages with the help of a teaching assistant. Students who choose not to attend the “live” meeting may watch a recording of it and write a synthesis paper in lieu of participating in the small group discussion. Dircksen says that he experiences a 80 to 90 percent attendance rate at the two meeting times he offers.

In this course Dircksen also offers 15-30 minute video lectures that explain difficult ideas/theories more clearly, provides students with examples to which they can themselves relate and apply these ideas and theories, and provides another mode with which students can build a connection with him.

Lastly, Dircksen provides enhance feedback to student papers, an idea from online colleague Worth Weller (ENGL), and which appeared in the December 2007 CELT News (http://www.ipfw.edu/celt/CELTNews/NewsletterDec2007.pdf). He embeds comments in the right margin of the word processed paper, and a detailed breakdown of the grade earned at the end of the paper. He also embeds a 2-4 minute narrated video screen capture explaining where the project is meeting the assignment objectives (and working towards the course objectives) and areas where they need to build for future assignments in order to best meet those assignment objectives.

Dircksen concluded by warmly acknowledging the support provided by the Division of Continuing Studies for his training as a Quality Matters™ peer reviewer of online courses. He also expressed his gratitude to Lesa Vartanian (PSY), who had reviewed one of his online courses, and to Matt Kubik (MCETI) and John Kessler (ECON), whose online courses he had reviewed, and from whom he had gleaned so many good ideas. He encouraged online faculty in the audience to contact CELT to arrange for a formative peer review on their own online course design, whether the course had been funded by DECCO or not.

You can listen to Dircksen’s lecture on IPFW iTunes in the CELT area.

Forum Discussion on Promotion and Tenure at IPFW

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

On the last day of January, the “Reimagining IPFW’s Academic Future” Project, also known as Red Balloon Project, invited faculty to attend the first meeting of 2011 on “Promotion and Tenure at IPFW: Practices, Policies, and Problems.” Not surprisingly, this particular forum was very well attended: junior and senior faculty members and deans from across the campus appeared to listen to a group of panelists who have served on promotion and tenure committees on several occasions: Carol Lawton (PSY), Mark Masters (PHY), Mike Nussbaumer (SOC), Rick Sutter (ANTH), and Carol Sternberger (NURS). Attendees posed questions about the efficacy of Third- and Fourth-Year Reviews, the weight of the VCAA’s and Chancellor’s recommendation in the P&T process, the role of external review letters, and the diversity of multiple measures to prove excellence or competence in teaching. Among the issues addressed were particular problems with current departmental promotion & tenure documents; Some departments have not defined clearly what competence and excellence mean and what the exact expectations are. In particular, it seemed to the panelists that excellence in teaching is not as clearly defined as excellence in research.

In general, the practices of proving excellence in either teaching or research also vary significantly across the campus and may sometimes be difficult for members on P&T committees to interpret. The Faculty Affairs Committee has been charged to revisit campus P&T documents this year and is to report back to the Senate after having interviewed faculty members about current procedures. There was general agreement that this task is long overdue, since no one has looked at the process and criteria of P&T for a long time.

As Vice Chancellor McKinney pointed out at the beginning of the forum, a complex and difficult topic such as promotion and tenure cannot be handled in merely 60 minutes. Indeed, many may have left this forum with more questions than there was time to answer during this one session.
Don’t Spend Your Vacation, Invest Yourself!

How will you spend your summer vacation this year? Consider investing yourself in the process of scholarly teaching and course transformation by making a Summer Instructional Development Grant proposal. The CELT SID grant provides faculty members with financial support for the time and resources that it takes to implement innovative projects designed to improve student learning and success at IPFW. In addition, the grant provides faculty members the opportunity to enhance their skills, experiment with new teaching methods, and engage in scholarly teaching.

Every year the CELT Advisory Boards selects 3 to 5 proposals for funding. Examples of funded projects appear on the Past Winners page on the CELT web site, accessible from the CELT Grants page at http://www.ipfw.edu/celt/grants.shtml. Courses which are already being taught are eligible for course transformation grants. A copy of the application form and the proposal guidelines also appear on the Grants page. If you desire more information or assistance in preparing a proposal, please contact CELT at x16354 or celt@ipfw.edu. Due date for the proposal is March 14, 2011. (For the creation or revision of online courses, please see the DECCO grant guidelines at http://www.ipfw.edu/dcs/dlcoursedev/.)

UC² at IPFW

By Michelle Drouin, Assistant Professor, Psychology

Big names, big crowds, and big ideas are afoot. The College of Arts and Sciences initiative to engage the community in ongoing conversations (University Community Conversation — UC²) has started off with great success. The conversations for 2011 will cover issues around the central theme of “The Promise and Problems of Democracy,” and the first three conversations have already sparked much interest in the community.

More than 100 people were in attendance at the inaugural event—a town hall meeting on January 26th featuring Speaker of the Indiana House, Brian Bosma. The room swelled, and people listened from outside as Representative Bosma addressed issues related to education reform. Many of these issues were related to charter schools and the plight of educators.

Two more UC² events were hosted in early February. The first featured Paul Helmke speaking about the “Tragedy in Tucson: Impact on Gun Legislation and the Accessibility of Elected Officials,” and the second was a panel discussion featuring Farah Combs (ILCS), Jim Lutz (POLS), and Assem Nasr (COM) discussing “Arab Uprisings: Emerging Democracies in Egypt and Tunisia?”

More information about the previous UC² events as well as advertisements for upcoming events can be found at http://uc2.ipfw.tumblr.com/.

Don’t miss the 2011 Technology Showcase
Friday, April 8, 9 am - 2 pm in the Walb Ballroom
Visit the CELT website to register.
Upcoming Events

CELT events are open to IPFW and Ivy Tech staff, full and part-time faculty, and graduate students.

**Take Five.** A “Take Five” workshop can be arranged for anyone who has at least five people who are interested in a workshop on a particular topic. Like an improvised jazz arrangement, we can begin the planning when our office is notified and together create a time, place, and activities customized to your interests and needs.

Earn a CELT Certificate of Completion. Visit the CELT Upcoming Workshops webpage for details.

ITS conducts training in a wide variety of software, including Blackboard Vista. Register for ITS workshops by clicking here. CELT’s workshops will help you apply the software to support specific teaching and learning opportunities.

Excellent Blackboard Tutorials are available from the elearning.ipfw.edu page.

**Online tutorials** in all of the software you want to use are now available with your IPFW login at Lynda.com. CELT also provides “how-to” information about instructional software such as Safe Assign, ScreenCorder, Adobe Connect and others on its “Instructional Software” web page accessible within the Teaching with Technology menu on the CELT main web page.

**FYE Brown Bag Discussion: Interdisciplinary Learning Communities**
Monday, February 21, 12-1:15 pm in KT 128

Content, Presentation and Learning
Tuesday, February 22, 12-1:15 pm in SB 178

**SoTL Work Group**
Thursday, February 24, 12-1:15 pm in NF 355

**Reading Circle: Classroom Research**
Monday, February 28, 12-1:15 pm in KT 128

*NEW* Online Teaching Interest Group
Tuesday, March 1, 12-1:15 pm in SB 178

12 O’clock Scholars Brown Bag Discussion: “Going up” on Teaching for Promotion and Tenure
Tuesday, March 15, 12-1:15 pm in SB 178

**Designing Effective Online Courses with the IPFW Online Course Design Standards and Design Guide**
Wednesday, March 16, 12-1:15 pm in SB 178

**SoTL Work Group**
Thursday, March 17, 12-1:15 pm in NF 355

**Video Editing to Enhance Teaching and Learning**
Friday, March 18, 11 am-1 pm in KT 234

**FYE Panel Discussion: “Community Hour” and how it helps students learn**
Monday, March 21, 12-1:15 pm in KT 128

**Designing Effective Online Courses with the IPFW Online Course Design Standards and Design Guide**
Tuesday, March 22, 12-1:15 pm in SB 178

Making eLearning Come to Life with Adobe
Friday, March 25, 11 am-1 pm in KT 234

**Making it Count: A workshop for prospective SoTL authors**
Friday, March 25, 12-1:15 pm in KT 128

**Designing Effective Online Courses with the IPFW Online Course Design Standards and Design Guide**
Tuesday, March 29, 12-1:15 pm in SB 178

**Reading Circle: Classroom Research**
Wednesday, March 30, 12-1:15 pm in KT 128

**SoTL Work Group**
Thursday, March 31, 12-1:15 pm in NF 140

*NEW* Online Teaching Interest Group
Friday, April 1, 12-1:15 pm in KT 128

**Interactive Student Learning with ScreenCorder**
Friday, April 1, 11 am-1 pm in KT 234

**Service Learning Showcase with Talia Bugel, ILCS, and Adam Dircksen, COM**
Monday, April 4, 12-1:15 pm in KT 128

**12 O’clock Scholars Brown Bag Discussion: Teaching “here” vs. “there” - Cultural differences in student and professor expectations about teaching**
Tuesday, April 5, 12-1:15 pm in SB 178

**2011 Technology Showcase**
Friday, April 8, 9 am-2 pm in WU Ballroom

**Community Hour: Exploring connection opportunities for first year students**
Thursday, April 28, 8:30-11:30 am in WU 114/116

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

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