Teaching as a Reflective Practice

A Collaborative Effort of Fort Wayne Area Colleges and Universities
IPFW International Ballroom
February 6, 2015

Huntington University, Indiana Tech, Indiana University-Purdue University Fort Wayne, Ivy Tech Community College, Manchester College, Trine University, University of Saint Francis
Teaching as a Reflective Practice
Lessons learned from: -Lecturing and traditional approaches –Teaching with technology –Experimental pedagogy or andragogy –Assessment practices

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8:15 a.m. – Registration, Coffee and Light Breakfast: (Walb 149/150 International Ballroom)

8:50 a.m. – Welcome: Carol Sternberger, Associate Vice Chancellor for Faculty Affairs and Director of Graduate Studies, IPFW

9:00 a.m. -9:45 a.m. - Keynote Speaker: Dr. Paul Pribbenow, President of Augsburg College in Minneapolis

Refer to the link to view Dr. Pribbenow’s biography- http://www.augsburg.edu/president/
Teaching as a Reflective Practice
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10:00-10:45 a.m. SESSIONS A-G

A. Walb Classic Ballroom
Statewide Transfer General Education Core: Librarian and Faculty Collaboration on Information Literacy

B. Walb G08
How to Put the “You” in YouTube Videos

C. Walb G21/21A
The Fort Wayne Area Interprofessional Education Consortium: Integration of multidisciplinary collaboration for health care students

D. Walb 114
International Students’ Perceptions of Traditional American Teaching Styles

E. Walb 222
Funny side effects: Perceptions of humor in a health professions classroom

F. Walb 224
Q & A Dr. Pribbenow

G. Walb 226
What Do You Believe About Teaching?: Using Narrative Writing as Reflective Practice

G1. Walb International Ballroom
Improving the usefulness of teaching evaluations in higher education

10:55-11:40 a.m. SESSIONS H-N

H. Walb Classic Ballroom
Using Research on Working Memory to Improve the Scaffolding of Lectures and Assignments

I. Walb G08
Providing supports in online or hybrid settings

J. Walb G21/21A
How Formative Assessments Changed 20 Years of Teaching Methods

K. Walb 114
Making the Connection: Understanding How Social Media is Changing Relationships

L. Walb 222
Applying Real Life Application to Real Professions

M. Walb 224
Airing the Frustrations: How to Develop Teaching Methods to Meet the Needs of International Students

N. Walb 226
Programs that are standards-driven and student-centered? Can you have it both ways?
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11:45-12:30 p.m. SESSIONS O-U

O. Walb Classic Ballroom
Using Songs and Poetry as Instructional Tools in College Teaching
P. Walb G08
Easy access technologies for today’s classroom needs
Q. Walb G21/21A
Lessons Learned From Utilizing PBL Pedagogy to Teach Entrepreneurism
R. Walb 114
Small Changes That Lead to Big Results: 5 Practical Strategies to Enhance Your Classroom Instruction
S. Walb 222
Hybrid Classroom Teaching: Understanding the Benefits and Challenges
T. Walb 224
Design Thinking to Create Collaborative Learning Opportunities
U. Walb 226
Using Student Assessment to Shape Curriculum: Reflecting on Pedagogical Practices

12:30-1:15 p.m. Lunch, WALB 149/150 INTERNATIONAL BALLROOM

1:20-2:05 p.m. SESSIONS V-BB.

V. Walb Classic Ballroom
Using Pinterest as a way to have students share content and build class engagement
W. Walb G08
Using Mobile Devices for Anonymous Student-Instructor Communication During Class
X. Walb G21/21A
Increasing Student Investment in a Non-majors Chemistry Course Via A Flipped, Project-Based Learning Approach
Y. Walb 114
Journaling as a Reflective Practice in the Undergraduate Speech Class
Z. Walb 222
Are American Students Really That Dumb?: Current Pedagogy and Preparing Students for Citizenship
AA. Walb 224
Help Students Get a Handle on Time
BB. Walb 226
Relinquishing Control in Classroom Management through the Use of Play and Game to Foster Student Engagement
Teaching as a Reflective Practice

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2:15-3:00 p.m. SESSIONS CC-II

CC. Walb Classic Ballroom
Facebook Fired: Teaching students to recognize and reflect upon the potential professional ramifications of personal social media usage

DD. Walb G08
A Case for Case Competition

EE. Walb G21/21A
Turning a Mirror on the Brain: Reflecting on Brain-compatible Teaching Strategies in the Classroom

FF. Walb 114
Learning and Applying Basic Adult Learning Theory

GG. Walb 222
Making Video Work For You

HH. Walb 224
Use of Multiple Sources of Evidence of Student Learning

II. Walb 226
Doing More Than Trusting Our Guts: Systematic Reflection as Instructional Validation
In the learning objectives of the Indiana Statewide Transfer General Education Core, the Helmke Library, IPFW, saw an opportunity to collaborate with faculty by providing learning materials and an online quiz to assess a learning objective related to information literacy.

For a pilot collaboration, the library chose learning objective 1.7 in the Foundational Intellectual Skills (FIS) “Written Communication” which requires a “…proficiency in reading, evaluating, analyzing, and using material collected from electronic sources (such as visual, electronic, library databases, Internet sources, other official databases, federal government databases, reputable blogs, wikis, etc.)”...(http://www.in.gov/che/files/STGEC_Guidance_13May22(1).pdf).

This learning objective mirrors the Helmke Library’s academic program of information literacy. Librarians worked with writing faculty teaching 100 and 200 level courses to pilot the learning modules that contain tutorials, activities and short videos along with a multiple-choice quiz in Fall 2014. Librarians are assessing the pilot outcomes of the collaboration and refining the learning modules for broader implementation. It’s clear that librarians at any institution are potential collaborators with faculty addressing the information literacy General Education learning objectives which closely reflect libraries’ mission to promote information literacy.
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Session B
Walb G08

How to Put the “You” in YouTube Videos

Dr. K. Monique Gregg, Assistant Professor of Sociology, University of Saint Francis, Melissa Rasmussen, Instructional Designer, University of Saint Francis

Creating connections and engaging students are important parts of the educational process. These relationships, however, are often lost in online courses, which in turn make students feel as if they are learning in a vacuum. How can instructors bring themselves and their personalities back into an online course? Quite simply - videos. In this session participants will see how to engage students with video - not videos already located on YouTube, but videos that instructors create themselves. Participants will learn how to set-up a YouTube account and channel, as well as the various means at our disposal (smartphones, cameras, camcorders, webcams) that can be used to quickly and easily create and edit videos. We will provide participants with examples of preregistration course "commercials," instructor introductions, course tours, weekly announcements, lectures. We will discuss the key components of videos, such as brevity, humor, and quality, which make them successful educational tools.
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Session C
Walb G21/21A

The Fort Wayne Area Interprofessional Education Consortium: Integration of multidisciplinary collaboration for graduate health care students

Beth Bright, Assistant Professor, Academic Field Coordinator, Huntington University, Deb Poling PhD, FNP-BC, Assistant Professor, IPFW, Dawn LaBarbera, PhD, PA-C, DFAAPA, Associate Professor and Department Chair, University of St. Francis, Ahmed Abdel, PharmD, Associate Director of Experiential Education, Manchester University, Kimberly Beran-Shepler, PT, DPT, OCS, Assistant Professor and Director of Clinical Education, Trine University

Interprofessional education (IPE) is an essential component of teamwork and collaboration as recommended by the Pew Health Professions Commission, the Institute of Healthcare Improvement and the Institute of Medicine. IPE is now mandated by accrediting organizations in healthcare education. Research has linked IPE to a reduction in patient deaths, sentinel events and health care costs. The Fort Wayne Area Interprofessional Education Consortium (FWAIPEC) presents its unique four year local collaboration across multiple educational entities for the education of graduate health care students. FWAIPEC started with five distinct graduate medical education institutions representing programs for pharmacy, physician assistant, nurse practitioner, nurse educator, nurse executive, medical student and family practice residency and has grown to include the new occupational therapy and physical therapy programs. The consortium successfully conducts a three-session IPE seminar series for its first year students. FWAIPEC continues to develop curriculum for a second year program. From its roots of about 60 learners a session to approximately 250 learners a session, FWAIPEC is piloting curriculum to reach other local health care learners. Participants will learn about FWAIPEC’s curriculum concepts, tips from lessons learned and may extrapolate FWAIPEC experiences to their respective fields to consider how collaboration may benefit their students.
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Session D
Walb 114

International Students’ Perceptions of Traditional American Teaching Styles

Gail Lugo, ESL Director, Trine University, Graham Reeves, Trine University, Kate Villafranca, Trine University, Sarah Algaradi, Trine University, Hsian Ling Lin, Trine University, Sarah Algaradi, Trine University

By simply passing back homework, asking questions, calling on students, or getting students in groups, many teachers in the US have offended or made international students feel uncomfortable in their classes. And they never even knew about it. Many American universities are experiencing increased enrollment of international students especially from the Middle East and China. Teachers and administrators want to welcome and accommodate these students’ needs but are often unaware of the cultural implications of some of their actions. This panel made up of educators from Taiwan, Yemen, and the United States will explore the cultural preconceptions that their international students had before entering the US and how they perceive some activities that happen daily in a traditional US university classroom. Using Power point and videos of their students, the panel will address how some international students may react to cultural differences, and how teachers and administrators in the US can help their international students adapt to life on US campuses.
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**Session E**
Walb 222

**Funny side effects: Perceptions of humor in a health professions classroom**

*Robert D. Beckett, PharmD, BCPS, Assistant Professor and Director of the Drug Information Center, Manchester University*

Benefits of judicious classroom humor include improved interest, attention, and retention; however, humor could decrease instructor authority and increase student anxiety. Published studies of classroom humor have focused on undergraduate liberal arts students. Factors such as age, subject, and classroom expectations could alter perceptions of classroom humor in health professions students.

Our objective was to explore how faculty and students view humor at one college of pharmacy. Participants completed a survey consisting of questions formatted as 5-point Likert scales. Eighty-nine students and 20 faculty (response rate 67% and 74%) responded. Students and faculty agreed there is a role for humor in didactic instruction (median 4 and 5) and that humor could improve learning, interest, attention, and enjoyment (median 4 and 4, all items). Responders preferred relevant (median 5 and 5) and self-deprecating (median 4 and 4) humor. Responders indicated one or two instances of humor per hour are optimal (49% and 50%) and typical (74% and 85%).

Lecture and active learning will be used to present study results. The objectives are for participants to recall positive and negative effects of humor, state preferred frequency and types of classroom humor, and brainstorm ways to incorporate humor into teaching, considering study results.
Teaching as a Reflective Practice

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Notes:

Session F
Walb 224

Dr. Paul Pribbenow’s Q&A Session
Session G
Walb 226

What Do You Believe about Teaching?:
Using Narrative Writing as Reflective Practice

Karol Dehr, Continuing Lecturer, IPFW

An essential aspect of refreshing one’s teaching practice includes regular and sustained reflection of pedagogical approaches. To combat complacency and perhaps familiar strategies, we are challenged to continually consider innovative ways to not only foster our own success as scholars in our fields, but to also empower our students to be successful citizens of the world. This interactive session will demonstrate and model what it means to be a lifelong learner, for both teacher and student. Using the 6-word story and This I Believe models for reflection, we will explore our individual beliefs about teaching, what motivates us to facilitate success in our classrooms, and how we might use narrative as a pedagogical strategy, regardless of discipline or grade level. The presenter will demonstrate how this approach can be used as a model for the classroom where teachers could use narrative strategies to address student beliefs about individual concepts or other issues within their discipline. Participants will be introduced to both kinds of narrative writing, view model essays, and write about their own teaching approach. Participants will engage in quick writes, pair/share and whole group discussions, and applications to their specific disciplines.
Session G1
Walb International Ballroom

Improving the usefulness of teaching evaluations in higher education

Marcie Coulter-Kern, Manchester, Rusty Coulter-Kern, Manchester, Alivia Benbow, Manchester, Ally O’Neill, Manchester

The student evaluation is a nearly ubiquitous part of program review, usually given in survey form after the completion of a class. Despite widespread implementation, student evaluations may not have a meaningful impact on teaching behaviors. Response rates in many classes are less than half, affecting the ecological validity of the evaluations. The current study used interviews and surveys to understand faculty and student perceptions of course evaluations. Many faculty members questioned the usefulness and legitimacy of teaching evaluations. However, students placed higher value on them than faculty and saw course evaluations as their only outlet for providing feedback. Results from this study were compared to the current literature to validate emerging themes. Based on these findings, we provide recommendations to increase student completion rates of electronic course evaluations and present ways that faculty can use student evaluations to improve their teaching. Although imperfect, student evaluations of teaching continue to play an important role in providing feedback to faculty.
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Session H
Walb Classic Ballroom

Using Research on Working Memory to Improve the Scaffolding of Lectures and Assignments

Brian Royse, Assistant Professor of English, Ivy Tech Community College

This presentation integrates research from Alan Baddeley, Ronald Kellogg, Thierry Olive, and John Hayes to show how understanding working memory can improve the scaffolding of instructors’ lectures and assignments. “Working memory” is defined, including explaining its role in moving information to and from long-term memory. In addition to the theoretical framework, already tried practical applications are discussed as well as offering exercises to help the participants experiment with uses for their own courses. These exercises help the participants to understand how much scaffolding is needed and how much time is needed between scaffolding assignments based on students’ known knowledge, and these exercises are divided into the following categories: known knowledge used as students expect the knowledge to be used, known knowledge used in a similar way as expected, known knowledge that is used in a different way than expected, and new knowledge that is not similar to the students’ known knowledge.
Session I
Walb G08

Providing supports in online or hybrid settings

June Robinson, Director of Special Education, University of St. Francis

Teaching in an online setting requires a different set of strategies to provide supports for students. This session will provide strategies based on research in the areas of adult learning, distance learning, UDL (universal design for learning) and executive functioning skills.

We all have strengths and weaknesses in executive functioning skills which help us organize our learning. Students in an online setting require strategies besides the use of discussion boards and reading printed material asynchronously. Strategies will be presented to address the needs of all learners that all instructors will be able to adapt to their content.

The presentation format will be:
* discussion of practices that are currently be used in participants courses
* identifying what Executive functioning skills are and how they affect our college age learners
* identifying basic tenets of adult learning and how we can use those to frame our strategies
* identifying strategies and practices based upon research in distance educ (using UDL)
* discussion of how new strategies could be implemented in their courses.
Teaching as a Reflective Practice

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Session J
Walb G21/G21A

How Formative Assessments Changed 20 Years of Teaching Methods

Ludwika Goodson, Instructional Consultant/Designer, IPFW; Yvonne Zubovic, Associate Professor

In this presentation, we show how an instructional designer and instructor collaborated to turn around low student engagement and motivation in learning and the qualitative and quantitative methods applied to data on confidence measures, other formative assessments, and student performance.

The instructor's decision to make changes and to collaborate with the instructional designer led to an instructional task analysis and formative assessments that produced changes in course content and organization, which along with changes in teaching methods, activated more interactions with students, increased students' confidence, gave students a study guide, and shifted grades. These methods changed the whole experience of teaching, assessment, and interactions with students.

Excel data and charts showed basic results. However, statistical expertise determined what tests to apply across the five years, eleven semesters, and eighteen sections of this course. We will discuss what non-parametrics were used and their results. We will also discuss advancement of the principles for good practice in undergraduate education, value of the confidence survey, and changes in student confidence and grades.
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**Session K**
Walb 114

**Making the Connection:**
*Understanding how Social Media is Changing Relationships.*

**Dr. Tanner Babb, Assistant Professor**
Psychology, Huntington University

- Understand how changes in brain have changed how students process information in the classroom.
- Understand how this generation processes information differently, and how that leads to preferences in classroom instruction.
- Learn about how this generation approaches communication in relationships and how that impacts the professor/student relationship.
- Realize how much technology addiction factors into the life of a college student, and how this can lead to changes in academic preparation.
- This presentation will also highlight specific strategies for teaching students how to manage the many different demands of technology in their life.
- This presentation will also help professors and teachers learn to talk to students about finding balance with technology in their life.
- This presentation will also highlight some of the legal and ethical issues that teachers need to be aware of in their use of social media and how that impacts student interactions.
Teaching as a Reflective Practice

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Session L
Walb 224

Applying Real Life Application to Real Professions

Eva Sagan, Mathematics Instructor, Manchester University

The lower level mathematics classes that I teach consist primarily of students who are neither mathematics nor computer science majors. On the first day of each semester, I ask every student to tell me their intended degree program of study if they know. Throughout the semester, I engage the students in the study of real life applications of the material using acquired research focusing on the aforementioned degree programs represented. This allows the students to learn how the course material can be applied in their intended profession as well as gain a deeper understanding and respect of the degree programs represented by the other students.

By making the material relevant to everyday life with an emphasis on the future professional aspect, my goal is for students to gain a stronger sense of the meaning and relevance of what is learned in the classroom and that it is more than just earning the necessary credits required for the major.
Teaching as a Reflective Practice  
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**Session M**  
Walb 224

**Airing the Frustrations: How to Develop Teaching Methods to Meet the Needs of International Students**

*Alicia Wireman, Adjunct Faculty, Indiana Tech, Gloria Chen, Assistant Professor, Intensive English Program, Indiana Tech*

International students in American college classrooms have drastically increased over the past 10 years. Although many of these students have been accepted into academic coursework, their transitional hurdles (language, culture, etc.) are greater than that of American students. Therefore, some professors express frustration when trying to educate these students while others simply do not know what to do. Approaches may vary when educating international students in the college classroom, but there are techniques that work while others do not. Through experiences and educational backgrounds, the purpose of this presentation is to show the teaching methods that should be applied when interacting with international students. These methods will include various techniques to meet the various learning styles as well as the needs of these students. International students provide diversity; the value of having international students in the American college classroom is immeasurable to the professor and the other students. Professors just need to know the ideal teaching methods in order to meet their needs so that this value is optimized.
Teaching as a Reflective Practice

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Session N
Walb 226

Programs that are standards-driven and student-centered?
Can you have it both ways?

Amy Nicholls, Instructor, Chair, Trine University

With the shift in focus to "customer-service" oriented institutions of higher education, department chairs and individual professors may feel that the university's administration cares more about how the students "feel" about their classes and their coursework than what they "learn" from it. All too often students report that they fail to persevere in the face of academic struggle because their instructors don't listen to their concerns or don't care about their success. And equally as often, professors relate that students are only interested in taking the easy way out or don't follow through with their obligations as defined in the course syllabus. Based on best practices and research-based pedagogy, this session will offer strategies for the department chair and individual professor to address student concerns in a way that fosters the student's growth as a student and as an adult. Strategies that support rigorous course expectations and foster student accountability while ensuring that students also feel that their voices are heard.
Teaching as a Reflective Practice

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SESSIONS O-U 11:45 a.m.-12:30 p.m.

Notes:

Session O
Walb Classic Ballroom

Using Songs and Poetry as Instructional Tools in College Teaching

Rama Cousik, Assistant Professor, IPFW

Elementary and secondary education majors are encouraged to differentiate instruction using a variety of media aimed at different learning styles that students may possess. However, very few instructors have used media such as music, poetry and rhythm during teaching in college. Students benefit from models that demonstrate use of multimedia and creative media in teaching. This paper will demonstrate how music and poetry were used effectively in combination with appropriate visuals to teach selected chapters in an undergraduate course.
Session P
Walb G08

Easy Access technologies for today’s classroom needs

Karen Jones, Associate Professor and Department Chair, Ivy Tech Northeast,
Becky Moening, Ivy Tech Northeast

Flipped classrooms, co-requisite models, emporium models, pathways approaches, online courses, and the list goes on…

Teachers are tasked with implementing a multitude of dynamic curriculum delivery methods in order to increase pass and persistence rates, often times before an ideal level of development occurs. Faculty need resources to answer student questions and provide instruction asynchronously. We must provide instructional resources that address multiple learning styles as well as tools for coping with student absence. Instructors must create community among our students, and personal connections for our students with us.

This interactive session will present free and low cost technological solutions to address these needs and bridge gaps left by textbooks and standard technology packages. Check out how Screencast-O-Matic, ShowMe, and other readily available applications that can help you communicate course material effectively and address the challenges of today’s classroom.

This session is being presented by Mathematics faculty, but will be generalized in nature and appropriate for multiple disciplines.
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Notes:

Session Q
Walb G21/21A

Lessons Learned from Utilizing PBL Pediagogy to Teach Entrepreneurism

Andre Robinson Hinsey, META
Director, Assistant Professor of Creative Arts, University of Saint Francis,
Liz Unger, Director of Experiential Learning, University of Saint Francis

Using the experiences from teaching an Introduction to Entrepreneurship, this presentation will be based on a comparison of a course taught during the Spring 2014 semester to the Fall 2014 semester. The Spring course utilized a less structured project base learning (PBL) approach whereas the Fall course integrated a more traditional PBL model following the Buck Institute’s PBL practices. Both courses utilized the Ice House Entrepreneurship Program, an online learning platform as well as numerous in class activities. The distinct course experiences as referenced by the students as well as their assessment outcomes make an interesting dialog regarding the notion of allowing students to be in charge of their own learning. Both structured and less structured courses utilizing a project based learning model allowed the students to have a richer, hands on experience as they developed an entrepreneurial mindset. Both presenters are full time administrative faculty at the University of Saint Francis, have received extensive PBL training through the New Tech Network, and are Ice House Entrepreneurship Program facilitators.
Session R
Walb 114

Small Changes That Lead to Big Results: 5 Praciticle Strategies to Enhance Your Classroom Instruction

Anthony Kline, Ph.D., Assistant Professor, Trine University

As an educator who has taught second graders in elementary schools through graduate students in higher education, distinct themes of effective pedagogy have emerged that are essential to captivate and enhance classroom instruction at any academic level. Though due to the ever-increasing demand on today’s teachers to cover required content, the art and science of powerful pedagogical strategies can be commonly overlooked. This presentation will identify themes, including classroom outcomes building off the conceptual frameworks of Anderson and Krathwohl (2000), effective questioning proposed by Brookfield and Preskill (1999), formative assessment strategies developed by Johnston and Cooper (1997), and instructor’s language as shared by Hobson (2002). Each of these components will be paired with anecdotal experiences and evidence-based research to ensure that the audience can relate to and have confidence in the provided information. By utilizing the pragmatic strategies identified, educators can help improve student engagement, assignment clarity, academic rigor, and measurable outcomes.
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Session S
Walb 222

Hybrid Classroom teaching:
Understanding the Benefits and Challenges

Ana Boman, Adjunct professor, Trine University

The presentation aims at the understanding of the benefits and disadvantages of a hybrid platform in teaching. The research considers the issue of blended learning with face-to-face (F2F) sessions and the integration of technological tools for an interactive classroom environment. It explores the importance of learner-centered courses for student engagement with online activities. The study analyzes the delivery of instructional content through computer-mediated tasks to encourage student participation, commitment and responsibility in their learning. It also reflects on the instructor's critical role in tutoring a hybrid classroom during F2F meetings with students as well as the instructor's role in providing meaningful computer activities to facilitate student learning progress. The project considers the challenges in regards to the instructors' level of confidence in managing computer-mediated communication (CMC), and most importantly, it evaluates the students' readiness in computer literacy and attitude towards hybrid instruction. Researcher discusses some of her personal experiences in a computer-mediated language learning classroom for an interactive student-centered environment.

Keywords: Hybrid Platform, Blended Learning, Computer-Mediated-Communication, Technological Tools, Interactive Classroom.
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Session T
Walb 224

Design Thinking to Create Collaborative Learning Opportunities

Dr. Staci Lugar Brettin, Assistant Professor of Business, Indiana Tech

Design is an iterative process that creates something of value based on imagining what things could be; not on what they currently are. It improves on what’s been done, in order to generate results different from what others have generated in a world that is not always coherent and regular, but filled with value conflicts (Collopy and Youngjin, 2014). Design thinking is the spark that lights the process of design.

This high-energy seminar will cover the design process elements of:

- Opportunity/need recognition
- Creating a stakeholder profile
- Developing creative solutions
- Designing a prototype
- Testing the prototype with the stakeholder group
- Refining the prototype based on stakeholder feedback
- Presenting the designed solution

Attendees will collaborate on a design process for one of their courses, and will leave with a design thinking resource toolkit with design worksheets.
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Session U
Walb 226

Using Student Assessment to Shape Curriculum: Reflecting on Pedagogical Practices

Dr. Heather Schilling, Associate Professor of Education, Director of Teacher Education, Manchester University, Mike Martynowicz, Professor of Education, Manchester University

In 2012, the Manchester University Education Department implemented a new senior comprehensive exam (SCE) that focuses on students using data to evaluate their effectiveness as student teachers. This data-driven assessment has allowed the department to make specific curricular changes based on apparent student needs as a result of data analysis. Faculty in the secondary education program have identified specific courses and key assessments that strengthen student understanding of key concepts of the major. As students move through the program, they progressively learn to apply these concepts to their future career through authentic experiences and formative assessments. The new SCE serves as both a capstone assessment for individual students and a summative assessment for the entire program. This model is applicable across disciplines because it provides a theoretical and structural framework for annual program review. This session is designed for departments or programs that are interested in using authentic assessment to provide a structure for identifying necessary curricular changes and demonstrating continuous improvement.

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Notes: SESSIONS V-BB 1:20 p.m. -2:05 p.m.

Session V
Walb Classic Ballroom

Using Pinterest as a way to have students share content and build class engagement

Gordon B. Schmidt, Assistant Professor, IPFW

Pinterest is a popular social networking site that has primarily been considered for personal life use. In this presentation I will show that Pinterest can be a beneficial tool for student engagement and participation in the college classroom. I will discuss as an example an assignment I use in my Training Methods course, a course that spends half of its time meeting face-to-face and half its time being online. I will begin by defining social media and briefly describe Pinterest and how it is often used. I will then discuss the impetus for why I considered its use for the classroom. I will then illustrate how Pinterest was used in my Training Methods class. I will discuss the actual assignment given. I will show the Pinterest board of students as an example of how the assignment played out. I will then discuss how students reacted to the assignment. I will leave time at the end for questions and discussion, asking others to share their related teaching experiences.
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**Session W**
Walb G08

**Using Mobile Devices for Anonymous Student-Instructor Communication during Class**

*Britton Wolfe, Assistant Professor, IPFW*

Less than 25% of undergraduate students participate often in class, despite the fact that even minimal amounts of student participation have been linked to improved learning. Researchers have found various barriers to participation, including students' inability to form specific questions and their fear of appearing unintelligent to the instructor and their peers.

This project studies a software system called ClassResponse, which lets students communicate with their instructor anonymously during class. The system works on any laptop, smartphone, or tablet. It supports three forms of communication: multiple-choice polls (like "clickers"), open-ended questions, and students' opinions about the pace of class (too slow, just right, or too fast).

The project examines students' question-asking behavior during one semester without ClassResponse and three semesters with ClassResponse. We found that the pace-of-class feedback was not very useful, the multiple-choice questions were popular, and the usage of the open-ended questions varied across semesters. The presentation will include details about the usage patterns, as well as survey results regarding why students used or did not use ClassResponse.
Teaching as a Reflective Practice

Lessons learned from:
- Lecturing and traditional approaches
- Teaching with technology
- Experimental pedagogy or andragogy
- Assessment practices

Session X
Walb G21/21A

Increasing Student Investment in a Nonmajors Chemistry Course Via A Flipped, Project-Based Learning Approach

Kathryn L. Davis, Assistant Professor, Manchester University

Project-based learning (PBL) helps students to develop content knowledge and process skills through the extended investigation of a central driving question. A flipped classroom increases an instructor’s opportunities for individualized and small-group interactions by moving much of the content delivery online; classroom time is used for group work and investigative activities. Combined, the two methods were observed to be a powerful tool for engaging students’ interest in a nonmajors chemistry course that is taught over an intensive, three-week January session at Manchester University.

This presentation will reflect on best practices as learned over the five-year evolution of the course, both through faculty development experiences and from responding to student feedback. Particular attention will be paid to (1) the utility of combining PBL with a flipped classroom to improve usage of class time, (2) developing PBL investigations that provide students with authentic explorations of the societal role of chemistry, and (3) flipping the classroom as a method of balancing the presentation of content knowledge with opportunities for students to develop process skills.
Teaching as a Reflective Practice

*Lessons learned from:*
- Lecturing and traditional approaches
- Teaching with technology
- Experimental pedagogy or andragogy
- Assessment practices

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**Session Y**
Walb 114

**Journaling as a Reflective Practice in the Undergraduate Speech Class**

*Cynthia Skiba-Jones, Adjunct Professor, Trine University*

My objective as a speech teacher was to discover whether journaling after presenting three main speeches in the introductory speech course assists college students to review their speech content, speech preparation and delivery, feelings of communication apprehension and class climate, as well as reflect upon two strengths and two weaknesses of their past speech.

I wanted to develop this tool in addition to the standard lecture, group activities and assignments in an effort to allow each student to honestly assess themselves with no penalty for sharing the truth. This is a confidential journal each student submits after the demonstration, informative and persuasive speech. This semester long course gives them time to improve their skills, assess their own performance as well as getting experience filling out anonymous speech assessment evaluations of their peers. The journal has been a way for students to communicate with themselves as well as with me, their teacher, to honestly appraise their progress, as well as to realize and plan how to improve in the future. Students make comments relevant to themselves and their comments help me to understand each student and the journey they experience taking the speech course.
Teaching as a Reflective Practice

Lessons learned from: -Lecturing and traditional approaches –Teaching with technology –Experimental pedagogy or andragogy –Assessment practices

Notes:

Session Z
Walb 222

Are American Students Really That Dumb?: Current Pedagogy and Preparing Students for Citizenship

Dwight Brautigam, Professor of History, Huntington University

For nearly a century American educators and journalists have been lamenting the historical ignorance of Americans from high school and college students to the general public. In recent years late night television shows get reliable laughs and many YouTube hits by doing street interviews where unsuspecting pedestrians become the latest hilarious examples of our collective ignorance. More comprehensive serious surveys reinforce this impression, and reports on these surveys show up in the mainstream media as evidence that America’s schools are failing to teach American citizens the knowledge of basic American history and politics needed to function in our democratic society. Woe is us! However, a growing body of research on history pedagogy raises serious questions about these impressions and conclusions. This presentation will review some highlights of this research and suggest that changes in how we teach may be the antidote to these fears that America’s schools are failing to prepare their students for the basic responsibilities of citizenship. In particular, the presentation will challenge the traditional “coverage” model of teaching history and emphasize the many research-based benefits of teaching students to become historical thinkers rather than history fact regurgitators.
Help Students Get a Handle on Time

LeAnn Sinclair, Tutor/Academic Support, Ivy Tech Northeast, Jennifer Homan-Meeks, Ivy Tech Northeast

Because many college students today often have multiple responsibilities in addition to taking courses, they must learn to budget their time to complete assigned papers and projects successfully. Time management is one of the biggest obstacles students face as they attempt to meet deadlines for major assignments. In addition, many students do not understand how to construct an academic paper; thus they may not designate enough time or have an appropriate plan for each step of writing a paper, such as, finding and evaluating sources appropriate for the topic and purpose of their papers. What is frustrating for instructors is that they have little flexible time for adding additional content to their courses. Time management techniques, therefore, need to be easy to incorporate within an existing curriculum and need to be geared to helping students understand how to manage the learning process by complementing existing class activities and experiences. By using either a Research Diary or a Backwards Calendar, students can see both the structure of creating papers or other major projects and the time that they need to devote to completing their work. They can implement all that they are learning about course content, research, and writing in a scaffolded order using due dates as reminders for each task. Both techniques show students how to see how they use their time and the sequence of tasks which will help them complete their papers on time, hopefully with less stress. Instructors will appreciate students who know how to stay on top of their assignments.
Relinquishing Control in Classroom Management through the Use of Play and Game to Foster Student Engagement

Sherrie Steiner, Visiting Assistant Professor of Sociology, IPFW

Faculty are increasingly encouraged to incorporate group interaction and social media into classroom pedagogies to enhance learning and facilitate student engagement. With that goal in mind, I designed a game entitled Find the Sociology! and kept a journal during the process of its implementation in three 100-level sociology courses during Fall Semester 2014. The game requires students to use sociology concepts as if they were 'tools in a toolkit' that they draw upon to analyze a video. For this reason, the game is only used during the second half of the semester (on Fridays). In this session, I describe the game and reflect upon the pedagogical challenges and opportunities associated with relinquishing control of classroom time to students to foster student engagement. The structure of the game ensured the involvement of all students. Some students resisted complete involvement while others began bringing their textbook to class on Fridays to assist them with the classroom activity. I describe how, through reflection over time, the rules of the game evolved to balance the goals of increased student engagement with accurate clarification of sociological content.
Teaching as a Reflective Practice

Lessons learned from:
- Lecturing and traditional approaches
- Teaching with technology
- Experimental pedagogy or andragogy
- Assessment practices

**Notes:**
SESSIONS CC-II 2:15 p.m. -3:00 p.m.

**Session CC**
Walb Classic Ballroom

Facebook Fired: Teaching students to recognize and reflect upon the potential professional ramifications of personal social media usage.

Kimberly W. O'Connor,
Assistant Professor of Organizational Leadership and Supervision, IPFW,
Gordon B. Schmidt, Assistant Professor, IPFW

In this session, we will examine the impact of personal social media use on professional status, and we will focus on how to educate students about this topic. Recent case law involving public and private sector employees who were fired for their social media activity will be analyzed. Also, the topic of social media usage by companies to "screen out" candidates will be discussed. We will focus on legal protections, such as privacy, the First Amendment, the National Labor Relations Act, and various state laws. We will suggest teaching methods that professors can use to educate students about their own social media usage and its potential professional implications. This session will include an activity, a presentation, and general discussion of the topic, with an emphasis on teaching students to recognize and reflect upon how personal social media usage can impact their careers.
Teaching as a Reflective Practice

Lessons learned from:
- Lecturing and traditional approaches
- Teaching with technology
- Experimental pedagogy or andragogy
- Assessment practices

Notes:

Session DD
Walb G08

A Case for Case Competition

Paresh Mishra, Assistant Professor, IPFW

For over a century, the case method has been a central part of education in many disciplines such as law, medicine and business. The popularity of this method is not surprising given the power that stories have in grabbing attention and sparking action (Pfeffer & Sutton, 2006). Additionally, it helps contextualize abstract theories into real world issues and problems (Menna, 2010). The case method that I demonstrate in my presentation is a variation of the traditional case method that I have used successfully in my class for over two years. This method involves using a real-time case on a local organization (as opposed to archival cases typically used in the case method) for an end-of-the-semester case competition in which teams of students compete with each other in presenting evidence-based recommendations for the problems described in the case. Lastly, in my presentation, I enumerate the benefits of this modified approach over the traditional case method, and describe the steps that instructors could take to maximize these benefits.
Teaching as a Reflective Practice
Lessons learned from:
- Lecturing and traditional approaches
- Teaching with technology
- Experimental pedagogy or andragogy
- Assessment practices

Notes:

Session EE
Walb G21/21A

Turning a Mirror on the Brain:
Reflecting on Brain-compatible
Teaching Strategies in the Classroom

Amy Alexander, Assistant Professor, Trine University

New medical technologies are constantly allowing researchers to peer more deeply into the workings of the human brain. Many of the discoveries provide biological support for what educators have long identified as effective teaching practices, leading to the development of a new discipline: mind, brain, and education (MBE) science. Using several of Caine, Caine, McClintic, and Klimek’s (2009) 12 brain/mind learning principles, attendees will learn how neuroscience is informing education by having the opportunity to reflect on their own learning and teaching through several simulations and examples. From neuronal growth to metacognition to emotions to patterning, understanding brain biology and its role in education can help all teachers and learners become more effective in their roles. This presentation seeks to provide relevant information from both areas of study in order to allow attendees become more reflective of their implementation of brain-compatible practices.
Session FF
Walb 114

Learning and Applying Basic Adult Learning Theory

Rebecca S. Grable, Associative Professor, Ivy Tech, Vicki Welch, Assistant Professor, Ivy Tech

Goals of this Workshop:

Learn and Apply Basic Adult Learning Theory

The three major learning theories for adult education will be presented. The characteristics for each theory will be identified, their models for implementation in the classroom will be discussed, and their best practices will be reviewed. The three major andragogy learning theories are: cognition learning theories, associational learning theories, and observation learning theories. During the presentation the facilitator will demonstrate examples of how she utilizes these learning theories in her math classroom. After the characteristics of each type of adult learning theory will be identified, participants will be encouraged to discuss the implementation of these theories and the modeling of these theories in their own teaching techniques in their classroom. Strategies engaging these theories in the best practices will also be reviewed.

Educational Theory – Basically, all learning theories can by classified into one of three different types: cognition, associational, or observational.
Teaching as a Reflective Practice

Lessons learned from:
- Lecturing and traditional approaches
- Teaching with technology
- Experimental pedagogy or andragogy
- Assessment practices

Session GG
Walb 222

Making Video Work For You

Jeffrey Beer, Tenured Associate Professor, Manchester University

Video has become a valuable component of teaching over the last several years. I approach my teaching with video as a method of delivery and assessment that suits students in this generation of learning. Video allows students the ability to become creative with content delivery and completion. The use of video has been used in the form of Ipad applications such as Imovie, ubersense, medical video demonstration, and goniometry. Video recording has been used to aid students in self-assessment feedback, biomechanical breakdown and practical evaluation. Students today utilize technology in multiple ways and through my classroom settings I ensure dynamic learning with video. Video has improved the learning environment, enthusiasm and creativity with classroom projects and assignments. The use of video has aided me in helping students with evaluation skills, producing rehabilitation protocols for patients and obtaining feedback from clinical work on the field. Technology and video specifically will continue to aid my teaching and clinical practice for years to come.
Teaching as a Reflective Practice

*Lessons learned from:* -Lecturing and traditional approaches –Teaching with technology –Experimental pedagogy or andragogy –Assessment practices

**Session HH**
Walb 224

**Use of Multiple Sources of Evidence of Student Learning**

*Jeong-IL Cho, Assistant Professor and Program Director, IPFW, Jane Leatherman, Ph.D., Associate Professor, IPFW*

Multiple measures were used for triangulation in measuring students’ knowledge and attitudes toward Assistive Technology (AT) devices and services. A survey was used as a pre- and post-measure of knowledge about AT devices and services. A classroom observation report focusing on AT devices and services in local inclusive general education classrooms was used to identify AT devices currently used by students with disabilities. The third measure was designed to gather students’ opinions about their experiences with AT training offered by the state-funded AT program in Indiana. Definitions of AT collected from each participant three times throughout the semester were used to measure formative knowledge of devices. Participants’ descriptions, evaluations, and recommendations for the frequently used AT devices at school were collected. We will provide tips and information about multiple assessments and their uses in different courses (i.e., pre-post tests used to assess students’ prior knowledge and adjust course content based on assessment results.)

The results from the IRB-approved preliminary study with 14 students revealed that students gained fundamental knowledge about AT devices and services. Moreover, all students expressed positive attitudes toward the use of AT and reported a pressing need and willingness for further training on AT.

**Notes:**
Teaching as a Reflective Practice

Lessons learned from:
- Lecturing and traditional approaches
- Teaching with technology
- Experimental pedagogy or andragogy
- Assessment practices

Notes:

Session II
Walb 226

Doing More Than Trusting Our Guts: Systematic Reflection as Instructional Validation

Jennifer Stewart, Visiting Assistant Professor, IPFW

Often instructors make anecdotal assumptions about the effectiveness of particular pedagogical practices; however, without concrete data to support those assumptions, they cannot be certain that their practices are, in fact, effective. The best way to support these assumptions is with data-driven reflection. Systematic, rigorous reflection can offer instructors a method for validating or challenging the anecdotal assumptions that are valued most. Drawing on the work of Schön (1983), Holt (2001), and Duncan (2004), the presenter will report on the implications of a systematic study of discussion board use in an online writing class. Specifically, the presenter will frame the investigative process as a means for challenging dismissive views of the knowledge types often understood as lore. Specifically, the presenter will offer findings that highlight the ways that this structured reflection on pedagogical methods can lend agency to practitioners who not only seek to validate their ways of knowing and to adjust their current practices.