Enthusiastic just begins to describe what Keith Tonne, Limited Term Lecturer in Music, feels about his work. His passion for singing and teaching other budding vocalists was evident as he explained his interesting and varied career that spans two continents.

Keith earned his Master’s degree in Vocal Performance at IU Bloomington, taught at Jacksonville State University in Alabama, and then headed to Europe where he studied at the American Institute of Musical Studies in Austria. He was the leading lyric tenor at the State Opera House in Darmstadt, Germany for eight years and guest starred at numerous European opera houses. After returning from Europe, he taught at Michigan State University for three years. He now teaches at IPFW, conducting individual voice lessons at the 200, 300, and 400-level, with a variety of students per semester.

As a vocalist in the Music Department, Keith was eager to share his work with his students and wanted to make copies of his own vocal CDs that were readily available to them. He was advised to seek help from the CELT multimedia lab, located in KT 234. Darlene Miller, CELT’s Instructional Technologist there, has been an invaluable source for him—what he calls “a human interface to the computer.” Using Dream Weaver under Darlene’s capable guidance, Keith created a web page, was able to digitalize his CDs, and link them to the original translations.

Among the varied consulting services Darlene offers, she can walk interested parties through the process of creating a web page, and then serve as a consultant after the initial planning stages are done. She uses multimedia and high-end software in the lab and does one-on-one workshops. Her goal, though, is to teach faculty to do it themselves and use the (Continued on Page 2),

Over 80 participants from 25 different departments and disciplines across IPFW met for the 4th Annual Associate Faculty Conference, “Engaging the First Year Student,” on Saturday, February 12, 2005. Gail Rathbun, CELT Director, introduced keynote speaker Constance Staley, Professor of Communication at the University of Colorado in Colorado Springs.

Staley is the director of the nationally recognized Freshman Seminar Program at the University of Colorado. She also trains Freshman Seminar faculty across the country and works with institutions to develop and refine their college success programs. She won the Outstanding Teacher Award at her university in 1998 and was recently nominated for a CASE U.S. Professor of the Year Award. In 1995-1996, Dr. Staley was selected as a Fulbright Scholar to teach in the Republic of Kyrgyzstan, representing the University of Colorado and the United States.

She is the author of Communicating in Business and the Professions: The Inside Word, Teaching College Success, a multimedia training package to prepare first-year seminar instructors, and 50 Ways to Leave Your Lectern.

In her keynote address, Staley described five guiding principles for teaching first-year students and shared experiences from her university’s Freshman Seminar Program. First-year students there can choose from among nine different classes that both engage and connect them to the university.

Staley showed the participants a moving slide show created by students enrolled in the Life & Death Freshman Seminar class, which clearly demonstrated the connection they felt with their community.

Staley’s advice for engaging first-year students included the following:

- Know your students individually and collectively
- Learn all you can about learning
- Make the case for active learning
- Teach by design, not by default
- Get engaged yourself

She ended the entertaining and informational session with a motto she believes in personally: “My heart is in the work.”

Four morning conference sessions were held concurrently (Continued on Page 4)
Technology a (Macromedia) Breeze for Computer Science Students

In Fall 2004, with support from the School of Continuing Studies and CELT, Tammy Toscos launched her CS 160 Intro to Computer Science I in WebCT Vista. This experience helped Tammy discover that her students needed her to demonstrate and explain programming principles, but this need had not been satisfactorily met by her previous course design or delivery system.

This semester, Tammy re-designed her course, using Macromedia Breeze to bring live programming demonstrations to the desktops of her Internet students. Tammy reports, “This has improved my online teaching experience 100 fold. In addition to developing rapport with my students and fostering a sense of community, I can do some actual teaching via demonstration. During my sessions I share my desktop JBuilder with the participants. JBuilder is the integrated development environment we use to create Java programs. I demonstrate various programming skills using simple examples that relate to their lab assignment for the week. They can ask questions, take notes and/or type the code into their own JBuilder project as I move through the example. I’m still learning and hope to make things even better, utilizing more of Breeze’s functionality.”

While there are some problems with choppy and delayed audio, and not all students have microphones to easily explain their problems, Tammy remains enthusiastic about her experience with the technology so far, made possible through a pilot program with Purdue.

Recently she used another new technology, video streaming in Media Site Live, to produce a video lecture supported by PowerPoint. Students can access the 38-minute program from WebCT to review for an upcoming exam. The MediaSite Live software allows the student to use an icon-based index to jump to those portions of the lecture the student most wants to see. The streamed lecture appears in a browser window.

To find out more about how you can use these technologies to enhance student learning, please contact CELT at 16354 or Tammy at toscost@ipfw.edu.

Visit our webpage
www.ipfw.edu/celt

Teaching Fellows Announced

CELT is pleased to name the first cohort of five faculty members as Teaching Fellows: Mary Ann Cain, Associate Professor, English & Linguistics; Marcia Dixson, Associate Professor, Communication; Dina Mansour-Cole, Associate Professor, Organizational Leadership and Supervision; Barbara Resch, Associate Professor Music; and Yvonne Zubovic, Associate Professor, Mathematical Sciences.

The Fellows assist faculty members who want to work on one or more aspects of their teaching, including design, delivery, and evaluation strategies. They will also develop the framework of the new program, and help recruit and train new Teaching Fellows.

In the short term, the Teaching Fellow program will enable CELT to meet the needs of faculty who seek to excel in their teaching and want help in doing so. A long-term goal is to have Teaching Fellows use their instructional consulting experience in their own schools or departments, thereby extending the reach and impact of the Fellows program.

A CELT Teaching Fellowship requires a time commitment of 30 to 40 hours per semester and carries with it compensation. A full description of the program will be available by the end of the Spring 2005 semester via the CELT website.

If you would like more information, or need the assistance of a Fellow, please call CELT at 16504. (All requests remain confidential.)
Got T ‘ n T (Tips ‘N Tactics)?

Do you have a tip or tactic you have used with success in your online teaching? Why not share it with colleagues by contributing it to a collaboratively constructed web site hosted by CELT?

The goal of the site is to begin a web-accessible database of practical tips and tactics that IPFW faculty have found to be successful in achieving teaching and learning objectives when teaching in a distance delivery mode. The format of the contribution is an illustrated "idea paper" of 50-1000 words.

See these linked examples for details: http://www.ipfw.edu/celt/tnt/tnt_sample1.html and http://www.ipfw.edu/celt/tnt/tnt_weller.htm

Suggested topics (and examples) include:

• Motivating Learners: What things have you done that have been specifically designed to motivate the learner?
• Promoting collaboration and interaction (effective designs for discussion, topics, grading)
• Lesson/module design (lesson map, featured example, tutorials, resources)
• Learning Activities (case studies, role-playing, interactive spreadsheets)
• Formative Assessment (virtual Classroom Assessment Techniques)
• Summative Assessment (handling plagiarism)
• Jumping Technical Hurdles (scheduling "live" introductory sessions for online courses)
• Utilizing available institutional resources (how to utilize your teaching assistant effectively)

Between now and March 30 CELT will accept contributions to this database.

On Friday, April 1, from 1:30 to 3:30 p.m., contributors will present and discuss their tips and tactics in public poster sessions in Kettler Hall.

Please submit your contribution by email to celt@ipfw.edu in a word-processed document or HTML document. Be sure to include graphics as *separate* .jpg files, even if you have inserted them in the word-processed document. Call CELT at 16504 or 16368 with questions about formatting your submission.

Four New LEAD Grants Awarded-April 1st Deadline

The Office of the Vice-Chancellor for Academic Affairs has awarded four new LEAD Project grants to teams of faculty from Biology, Chemistry, Mathematical Sciences, and Education. The purpose of the LEAD Project is to support faculty in the development, modeling, evaluation, and dissemination of innovative ways using technology to enhance student learning.

Mark Jordan and Ahmed Mustafa of Biology will undertake a project promoting active learning in Principles of Functional Biology (BIOL 219) and Basic Mammalian Physiology (BIOL 203/204). The team plans to use tablet PCs and virtual lab software that will enable students in these courses to evaluate research questions and design original experiments.

The goals of the Chemistry team -- composed of Robert Berger, Michael Columbia, Ron Duchovic, and Arthur Friedel--are to simulate a modern “paperless” lab environment, support the development of students’ skills in database searching to solve complex problems, and facilitate the integration of key concepts of chemistry by preserving data as it accumulates over time. The project impacts the two-course sequence of General Chemistry for the sciences (CHM 115 and 116).

John LaMaster and Yvonne Zubovic of Mathematical Sciences seek to promote student engagement, develop math and statistics concepts, and gauge their own level of understanding by implementing a wireless network between the teacher’s and the students’ graphing calculators in the classroom. The system will be piloted in the pre-calculus general education math and statistics courses of Algebra and Trigonometry I (MA 153) and Communicating with Statistics (STAT 125). The project of the cross-disciplinary Education team of Glenda Moss and Jeffrey Nowak of Education and Georgios (Continued on Page 4)

From the Director...

This year’s Associate Faculty Conference attracted 87 people who heard Dr. Constance Staley speak on the topic of “Engaging the First-year Student”. She and conference presenters Donetta Cooper, Sue Keck, Barbara Kirkwood, Mary Lehto, and Kacee Ferrell led the enthusiastic participants in an exploration of ways to draw entering students into academic life. According to evaluations of the event, people came away energized and themselves re-engaged in the teaching and learning process. It was a rewarding experience and I look forward to organizing next year’s conference.

By the time the next CELT News comes out May 1, CELT Board will be able to announce the winners of the Summer Instructional Development grants. Please note that the due date is now March 14! See the Grants section of the CELT web site for an application form.

Watch your mailbox for the Call for Nominations to the CELT Advisory Board for the term 2005-2008. Our Board members have been overheard saying that this is the most interesting and exciting committee they serve on. I encourage you to call a Board member (phone numbers are listed in this issue) and find out for yourself. Nominations are due by April 8.

Please call or write to CELT with your ideas for workshops or programs, requests for departmental workshops, or questions about our services or those of the LRC.

-Gail A. Rathbun, Director

CELT NEWS-MARCH
Demetriou of Engineering represents an effort to disseminate file sharing technology developed in the School of Education to learn how sharing files among students and teachers within and across sections can foster collaborative work and critical thinking.

The final round of LEAD grant applications are due in to Susan Hannah, Vice-Chancellor for Academic Affairs, in KT 169 by April 1, 2005. For more information about the LEAD Project contact Steve Carr at carr@ipfw.edu or get an application from the CELT link at http://www.ipfw.edu/celt/LEADrfp_rev.doc.

Registration is required. Learn more or register online at www.ipfw.edu/celt.

Getting Started with e-Instruction
Thursday, March 3, 1:30pm - 3:00pm in ITS Training Lab, KT 205B

The TEACH Act: Will This Copyright Exemption Work for You?
Facilitated by Donna Ferullo, Purdue University
Wednesday, March 9, 12noon - 12:50pm in KT G20

Instructional Multimedia Workshop Series (IMWS) Part III: Working with Digital Images for the Classroom and the Web
Friday, March 18, 12noon - 1:20pm, in KT 234 (Multimedia Lab)

IMWS Part IV: Designing PowerPoint for the Web
Friday, March 25, 12noon - 1:20pm in KT 234

Session A, “Identity Development in First Year Students,” was facilitated by Mary Lehto and Kacee Ferrell, ACCS. After an explanation of the “Seven Vectors of Identity Development Theory,” participants met in groups and developed strategies to challenge their students to move towards developing their identities in the academy.

Session B, “Right Process, Right Product: Issues in Designing Real Life Interdisciplinary Learning Experiences,” was facilitated by Doneta Cooper, COM. She described the fundamental issues her linked-class team faced when developing a real-life problem solving project that helped her students feel invested in the campus community.

Session C, “Engaging First Student by Using Simulations and Games,” was facilitated by Barbara Kirkwood, Sue Keck, and Jane Ehle, from CASA. Participants were “born” into a new life in a new location, in which they were presented with ethical dilemmas and issues about adversity as seen from their altered perspectives.

The hands-on workshop contrasted teaching by “default” with “teaching by design,” and focused on current research on student learning and principles of course design that helps promote it.

Various area organizations donated door prizes that were awarded at the conference wrap-up. Participants for the drawing offered up their unique teaching strategies when answering the following question:

What is the most successful strategy that you have used to engage the first year students?

“Winning” answers can be found on the CELT web site.

Many thanks go to all persons who contributed to and co-sponsored the conference including CELT and FACET, along with support from First Year Experience, the Office of Academic Affairs, the Departments of Communication, English and Linguistics, Mathematical Sciences, and the Division of Continuing Studies.