Documenting Effective Teaching

By Karol Dehr, Continuing Lecturer/Associate Director of Writing for Outreach, and Debrah Huffman, Assistant Professor, English and Linguistics

The 2013 Spring Teaching Conference, co-sponsored by CELT and FACET, welcomed George Rehrey from Indiana University to discuss “Effective Teaching: Documenting What Works.” Rehrey, Principal Instructional Consultant for Innovative Teaching and Learning at IUB, explained what he calls a “backward course design model” that begins with listing course goals and ends with mapping actual classroom activities instead of the more common practice of designing a course beginning with a selection of assignments, topics, and assessments to map onto a schedule. Numerous handouts and slides guided conference attendees, where they were provided with abundant time to interactively work on their own..

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Student Engagement and Classroom Diversity

By Karol Dehr, Continuing Lecturer/Associate Director of Writing for Outreach, English and Linguistics and Zeynep Isik-Ercan, Assistant Professor of Early Childhood Education, Educational Studies

The 16th Annual Fort Wayne Teaching Conference—“Classroom Diversity: Student Engagement Across the Spectrum”—was held on February 22, 2013 in the IPFW International Ballroom. VCAA Steve Sarratore welcomed the large group representing higher education in the greater Fort Wayne area. Glenn Sharfman, Manchester University’s Vice President and Dean for Academic Affairs, reflected on the changes in higher education and the diverse nature of our students, reinforcing the importance of engagement and teaching practices, remarking that “excellent teachers make a difference.” The collective teaching excellence from area colleges and universities were represented on the plenary panel, with Mary Kay Solon (University of St. Francis), IL-Hee Kim (IPFW), Jack Phlipot (Indiana Tech), Patrick McCormick (Ivy Tech), Tim Odgen (Manchester), Craig Laker (Trine), and Kent Eilers (Huntington). Del Doughty (Huntington University’s Interim Senior Vice

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courses in the two morning sessions. Rehrey later described the collaboration he witnessed among the participants as “the sound of people learning.”

Rehrey’s Four-Part Worksheet for Course Design used Bloom’s Taxonomy of cognitive process dimensions (remember, understand, apply, analyze, evaluate, create) and four knowledge dimensions (factual, conceptual, procedural, metacognitive) to help participants identify their own course goals, put them in measurable language, create a final assessment and learning outcomes for the assessment, and map how each outcome would be addressed through class activities.

Much of Rehrey’s two sessions focused on helping faculty map out goals using Bloom’s Taxonomy and on authentic assessment, having students apply knowledge to a real task or realistic situation. And, he recognized that because a major factor that motivates students is assessment, he advocated integrated learning and meshing the learning outcomes with course assessments.

His materials were particularly suited for faculty who use multiple choice questions for assessment. Four primary guiding questions were more applicable to all faculty and disciplines creating goals and assessments: What should students have gained by course end (goals)? How will you know if they have gained the objectives (assessment)? What do they need to know and do in order to gain the objectives (outcomes)? What should they do to achieve the outcomes (activities)?

Faculty who remained for the afternoon activities could enjoy a poster session with eight participants from across IPFW and short presentations by six IPFW faculty members. Posters used learning objectives, teaching strategies, assessment methods, and assessment results to describe projects focusing on technology uses, service learning, and sites for participation and engagement. Three of the posters described CELT Summer Grant projects. “Teachers Ignited” shared five-minute, creative mini-lectures with visuals from six faculty members. Participants voted on their favorite presentation using smart phones and a polling site, with Lesa Rae Vartanian, PSY, emerging the favorite with her presentation comparing teaching to yoga. Other mini-lectures addressed the benefits of students texting in class, using mobile technology for motivation, trusting ourselves and our students, and teaching as a performance art.
Student Engagement... cont. from p.1

President of Academic Affairs) introduced the panelists and led them in a Q and A about what kinds of diversity they encounter among their student population, what challenges they’ve faced, and how they’ve addressed those challenges. The panelists contributed that building a safe and engaging community is key, along with being passionate about teaching, recognizing the complexity of our students’ lives and responsibilities, and engaging students with basic questions to get them thinking. They generally agreed that we all need to be aware of the individual nature of our student body and work on concrete strategies to engage that diversity.

Concurrent presentations followed the plenary panel, including three sessions before lunch and two after. Lesa Rae Vartanian and Michelle Drouin, PSY, co-facilitated a morning session entitled “Capturing the Non-Captive Audience.” They engaged the audience with their online teaching and shared their research into the methods most preferred with their students. Chand Chauhan, MATH, presented on “Enhancing Students’ Classroom Participation.” Particular highlights included understanding subtleties among student personalities and gearing classroom discussions towards their individual strengths. Chauhan explained that providing particular examples from subject area knowledge can help students in their out-of-school lives and future professions.

Tim Brauch and Wesley Heath (both from Manchester College), presented “Engaging LGBT Students within the Classroom Community.” They focused on terminology related to LGBT students, ways of facilitating positive communication among students, and a variation of Safe Zone program in Manchester College that actively involves student leadership in the program.

Other sessions offered such diverse topics as field placement and critical thinking, grading, teacher leadership, using social media, wikis, course response systems, and engaging students in large-enrolling classes. Additional sessions addressed student evaluations, collaborative classroom methods, flipped instruction, online lecture formats, academic integrity, learner-centered classroom design, peer teaching evaluation programs, engaging ESL students, and career expectations for high school students. ▼
Summer Instructional Development Grant Showcase and Briefing

By Zeynep Isik-Ercan, Assistant Professor of Early Childhood Education, Educational Studies

Tuesday, February 5, from 3:00 pm – 4:15 pm in LA 14

Presenters: Adam Dircksen, COM, and Britton Wolfe, CS

In this showcase, 2012 grant winners presented the results of their course transformations. Both projects were extremely interesting. Adam Dircksen shared his experience in “Building a Service Learning Project Option in an Online Course” (COM 318: Principles of Persuasion). He challenged his students’ thinking and helped them gain new skills through a service learning project where he placed these students in the area secondary schools. His course had two components, an elective service learning component and a regular online session. He reported that students benefitted from such experiences while also serving the school communities. He is planning to continue the partnership with schools. Britton Wolfe demonstrated his work in his “Anonymous, Real-Time, In-Class Student Questions and Their Impact on Student Engagement” (CS 232000: Introduction to C and UNIX). He developed The ClassResponse (CR) software during this project “to facilitate anonymous student-instructor communication during class using mobile devices such as laptops, tablets, and smart phones. CR supports several types of communication, including open-ended questions, multiple-choice polls, and student-initiated feedback about the pace of class.” Wolfe found that students were motivated to use the system for its anonymity feature and preferred to use it with multiple choice polls and asking questions.

Maloney and Chen will attend the Summer Instructional Development grant institute in May prior to beginning work on their projects in order to finalize their plans for evaluating the impact of their innovations.

CELT’s Summer Instructional Development Grant program began in 1999. Over 40 grants have been made since then, with funding provided by the office of the Vice Chancellor for Academic Affairs. The CELT Advisory Board is currently evaluating the impact of the grants on teaching, learning, research, and professional development by surveying all past awardees. You will find a list of past winners, project titles, and project reports on the Past Winners of CELT Summer Instructional Development Grants page on the CELT web site.

Vince Maloney, Associate Professor of Chemistry, for “Transformation of the Traditional Organic Chemistry Lecture Sequence into a Hybrid of Face-to-Face Peer Learning and Online Lecture,” and Chao Chen, Associate Professor of Engineering, for “Using Web-based Tools to Enhance Student Learning and Practice.”

By Gail Rathbun, Director, CELT

The CELT Advisory Board recommended, and Steve Sarratore, VCAA, approved funding for the following summer instructional development projects:

Vince Maloney, Associate Professor of Chemistry, for “Transformation of the Traditional Organic Chemistry Lecture Sequence into a Hybrid of Face-to-Face Peer Learning and Online Lecture,” and Chao Chen, Associate Professor of Engineering, for “Using Web-based Tools to Enhance Student Learning and Practice.”
Changes in Scantron-based Services

By Gail Rathbun, Director, CELT

Due to the unreliability of our test-scoring system CELT must temporarily discontinue processing Scantron forms used for exams and quizzes after the end of the Spring 2013 semester. Self-serve machines are available at the following locations:

- Liberal Arts Building Room 157, near the first floor lounge
- Kettler Hall, second floor, outside Room 234 (CELT)
- Neff Hall, second floor, near the stairwell and copy machine
- Science Building, in the faculty lounge across from Room 176

The self-serve machines use these Scantron form numbers: 882-N, 882-N-E, and X101864. The forms are available from Stores. An Item Analysis form can also be ordered from Stores.

A new test scoring system has been ordered and every effort will be made to implement the new system as soon as possible. Until that system can be installed and tested, however, the self-serve machines and forms will be used. CELT will notify the campus when the new system is in place.

Course evaluation processing will continue using the existing survey processing software until further notice. A new system that will process both paper and online forms has been ordered. This system, Class Climate, will require more time to install and test. CELT anticipates that full implementation of this system will probably not occur until sometime in 2014. For more information contact Gail Rathbun, CELT Director, at 481-6504. ▼

Planning to bring your Scantron forms to CELT for finals?

Have you completed your online work request form yet?

NOTICE: CHANGE OF FINALS WEEK POLICY

We will no longer be running forms on a while-you-wait basis during finals week. Finals will be processed in the order in which they are received. We ask that you please plan for a 24 hour turn-around time for each order.

Thank you in advance for your understanding and cooperation during this hectic time of the semester.

-Stephanie and Eric,
Your CELT Scantron Team

Harmonizing Healthcare That is Safe and Effective

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

Three departments within the College of Health and Human Services merged their respective students for a patient care simulation March 28, 2013. Initial planning began early in the spring semester and continued until the event. The planning committee for the event included the author, Ann Obergfell, Dean of CHHS; Cheryl Duncan, RAD; Nancy Mann, DENT; Deb Poling, NUR; and Linda Finke, NUR. The simulation goals were to increase students’ awareness of other professionals and their role in patient care, as well as developing a process by which future simulations can be developed.

Students from the disciplines of dental hygiene, radiography, and nursing worked together to care for a patient who developed severe chest pain in the dental clinic. Subsequently, the patient was taken via stretcher to the radiography lab and then to the “IPFW Hospital” in the Liberal Arts Building third floor for further treatment. IRB approval was obtained for student surveys before and after the interprofessional educational event. The simulation was repeated four times, and one simulation was videotaped throughout. Two nursing lab personnel, Katie Gaydos and Marcie Miller, were instrumental in developing the simulation and running the manikins, which are able to breathe and have heart and lung sounds. All of the radiography, nursing, and dental students interacting in a simulation were debriefed afterward. An additional discipline of medical students from the IU School of Medicine at the Fort Wayne campus will be included in future simulations. ▼
FACET Corner

By Yvonne Zubovic, Associate Professor, Mathematical Sciences

Mary Cooper will be the only IPFW faculty member inducted into the 2013 FACET class at the annual FACET Retreat in French lick on May 17-19, 2013. In her role as Associate Dean of Health and Human Services and Professor of Dental Hygiene, Cooper has contributed to the teaching mission of IPFW in several areas, most notably in her commitment to student learning, her mentorship of junior faculty members, and her leadership in dental hygiene education reform. Her scholarship of teaching and learning activities include numerous teaching related presentations as well as peer-reviewed textbooks, book chapters, and articles. Congratulations on this well-deserved honor.

Congratulations to Dina Mansour-Cole, Associate Professor in Organizational Leadership and Supervision, on her selection as a 2013-2014 Mack Fellow. Mansour-Cole plans to study how to evaluate the quality of learning in the flipped classroom environment. She will focus on which factors need to be included in the assessment of teaching in flipped courses, and then test actual questions with students in a flipped classroom setting.

CELT Seeking New Board Members for 2013-16

- Are you committed to teaching well?
- Would you like the opportunity to work with other dedicated teachers to enhance teaching and learning at IPFW?

If you answered "yes", CELT is looking for you!

Vacancies and Eligibility

The CELT board consists of eight faculty representing at least four schools/divisions. Members serve overlapping three-year terms. Nominations are invited to fill three vacancies for the 2013-2016 CELT Advisory Board term. All faculty, including limited-term lecturers, are eligible to serve. Representatives from any schools/divisions are needed. Past Board members are encouraged to apply.

For more information go to the CELT web site What's New menu or contact CELT at 481-6354. Completed applications are due in CELT by Friday, April 12.