Alliance Launched!!!

By Marcia Dixson, Assistant Vice Chancellor for Teaching and Learning

The new IPFW organization, The Alliance for Teaching Enrichment, officially launched on October 27th. Along with the launch, thirty colleagues shared their teaching ideas via live teaching demonstrations, posters, Powerpoints, videos, and handouts. About 75 faculty, staff, advisors, and coaches talked teaching, hunted “treasure,” and enjoyed food, drink and collegiality.

Each team of The Alliance: Student, Scholarly Teaching, Celebration, Membership and Outreach, had interactive events for participants, such as a photo booth, fishing for questions, and assessing understanding of today’s students. Participants received prizes for playing as well as for achieving stamps on their treasure maps from all five teams. Live Teaching Demonstrations by David Maloney (Physics), Laura Link (Professional Studies), Kevin Stoller (Communication) and Jeff Malanson (History) allowed participants to become students again. Along with these, posters, Powerpoints, handouts, and videos shared effective teaching ideas and stimulated conversations about teaching and student success.

At 5:00 pm Vice-Chancellor Carl Drummond officially “launched,” including hitting a boat with a bottle, The Alliance amidst applause and a champagne toast.

The Alliance is an IPFW organization dedicated to student success, creativity, and building community. It is open to faculty, staff, advisors, administrators and coaches who work with students or support teaching and/or student success.

To find out more about The Alliance, check out the videos and pictures on the website at: http://www.ipfw.edu/offices/oaa/2016-faculty-support-resources/teaching/the_alliance_option_2.html. The website also contains explanations of each team, their goals for the year, and overall values and mission of The Alliance, as well as the link to the membership application.
Re-visioning Course Design
Pam Britton Reese, Assistant Professor, Communication Sciences and Disorders

I have a confession to make. I attended Course Design with Student Engagement in Mind back in May. It was a two-day workshop involving five area universities and a dynamic leader, George Rehrey, who led us to redesign a class to make it more engaging. I brought a class that I teach to juniors that I inherited upon arriving at IPFW three years ago. I ripped the class apart and got down to needing activities for weekly in-class assignments (case problems that groups would analyze and solve). I worked on it over the summer, and then, as anyone on the faculty can agree, my email exploded and chaos ensued. I have not looked at the class since August, and now, with the semester’s end fast approaching, I need to finish what I started.

So I signed up for CELT’s Re-visioning Course Design on November 7 to refocus my mind on the class I was in the midst of revising. What I got was one of the best in-house workshops CELT has ever offered and much more than a refocused mind. It was a 3 in 1 workshop beginning with Linda Lolkus taking us through syllabus design and how to make it accessible to all learners. We were redirected to 10 Steps toward Universal Design and a link on our workshop’s Blackboard site. Next came the ARCS Model of Motivation (Attention, Relevance, Confidence and Satisfaction). After we were told what it was, we viewed videos of great teachers to analyze and apply the ARCS model to. This was a very effective way to help us learn about the model. The last of the three topics was Content, Presentation and Learning, AND Assessment. The big ideas I took from that were to make my content relevant, less encyclopedic and organized. The workshop concluded with an opportunity to think carefully about my course content, the skills I want my students to develop and situations to prompt their thinking. I was led right back to my original plan to use case based problem solving in my spring course re-design!

Thank you, Ludy, Linda, and Gail.

Moving Forward with Teaching Backwards: Tips from the CELT reading groups
By Katie Jia, CELT Instructional Consultant/Designer

You may have heard a colleague talking about inquiry-based learning, problem-based learning, case-based learning or project-based learning. You might wonder what happens in his or her classroom. You may have read an empirical article on one of these inductive teaching approaches and wonder whether it might work in your class. Or you have come across a blog post with not-so-satisfying results from a teacher’s first round of teaching inductively. The post may make you wonder even more whether you should move forward. If that sounds like you, thank you for your interest and how much you care about your students! No matter what specific approaches instructors adopt in their classes, one thing in common is that they want to connect their teaching of new knowledge to where the students are in the real world, the common trait among all inductive approaches.

- In the three Teaching Backwards Reading Groups held this fall, CELT invited three passionate IPFW teachers to guide discussion of the benefits and potential barriers in implementing various inductive teaching methods. Here is the collective wisdom of the leaders and the group members.

- Inductive teaching includes a variety of teaching approaches with different focuses. For instance, with project-based learning, you start with a real-world project for students to design. With problem-based learning, students will figure out answers to ill-structured complex problems.

- Inquiry-based learning is not unguided learning. On the contrary, instructors facilitate student learning in significant ways.

- Orient your students to this teaching approach. Communicate as clearly and early as possible so that they understand your expectations and their responsibilities.

- Group projects are commonly used for inductive teaching. There are different strategies (e.g., group rotation, peer teaching, think-pair-share) to monitor student learning and contributions in group projects or activities. You are probably using many of the strategies in your current teaching. With a little tweak, they could help you teach inductively, too.

I hope this article has aroused your interest in using an inductive teaching approach in your own class. If so, contact the CELT consultants. We will walk with you as you embark on this exciting adventure.

Special thanks to Kimberly O’Connor (OLS), David Maloney, Physics (Physics) and Barry Dupen (MCET) for facilitating the Teaching Backwards reading groups.

FACET Corner - E. Blumenthal
Kent Kauffman, Associate Professor of Business Law in the Doermer School of Business led a pre-conference workshop that discussed legal issues related to syllabi and grading, intellectual property and FERPA laws at the 2016 FALCON (Faculty Academy on Excellence in Teaching) Conference in Indianapolis. Parveen Quarrar, from the Department of Biology, also attended the conference, with her interest area being in learning more about setting up on-line classes.

FACET is currently reviewing nominations from Faculty who have submitted their names for membership, to be selected in the Spring 2017.

facebook.com/CELIpfw
Universal Design for Learning: Making the Curriculum Accessible for All
By Rama Cousik, Assistant Professor Special Education

How often do faculty hear students exclaim “I wish we did more hands-on!” “I learn better by doing projects” “Power points with a lot of text are boring!” “I enjoy in-class discussions with my peers! I learn more from them!” “I like to have time to reflect on what we learn each class day!” “I prefer to express my ideas through writing rather than answering questions in class!”

Such feedback from students are valuable because they often point to the diverse ways in which students access information and accrue knowledge. Recent trends in classroom instruction in college points to the advantages of adopting a Universal Design for Learning (UDL) model, to address such classroom diversity. Drawing from architecture, rather than retrofitting to adjust for student needs during teaching, UDL promotes accessibility to curriculum from the beginning.

According to the National Center on Universal Design for Learning, “Universal Design for Learning is a set of principles for curriculum development that give all individuals equal opportunities to learn. UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone—not a single, one-size-fits-all solution but rather flexible approaches that can be customized and adjusted for individual needs.”

UDL uses three types of networks in the brain that help students access, absorb and express knowledge:

- Recognition Networks-the What of learning
- Strategic Networks-the How of learning
- Affective Networks-the Why of learning

Based on the above 3 constructs, faculty can align their curriculum along the three principles of UDL, which are:

- Multiple Means of Representation-Faculty provide instruction in a variety of ways
- Multiple Means of Expression-Faculty allow students to express their knowledge in flexible ways
- Multiple Means of Engagement-Faculty allow their students to engage with the curriculum in both routine and novel ways.

I have been employing UDL principles in my own teaching and find a difference in the extent of student engagement. Doing so has enabled me to model the UDL method to my students, who are required to complete a final project in which they create UDL lessons for K-12 students.

Through UDL, learning experiences can be designed for all learners, right at the conceptual stage, rather than as accommodations based on student needs (Feldman, Battin, Shaw & Luckasson, 2013).


http://www.udlcenter.org/aboutudl/whatisudl


Report from FALCON 2016
By Parveen Quarrar, Continuing Lecturer Biology

The Faculty Academy on Excellence in Teaching (FACET), since its foundation in 1989, has served as a model to help faculty in shaping teaching and learning at Indiana University and elsewhere. One of FACET’s program is FACET Associate Faculty and Lecturer Conference (FALCON).

I have been fortunate to be able to attend three of its conferences. The first was in November, 2013, the second was in November, 2014, and the third was in November, 2016. This year the theme was “Visualizing Your Next Steps: Developing as a Teaching Professional.”

This year’s preconference workshop was led by Kent Kauffman, J.D., Associate Professor of Business Law in the Doermer School of Business at Indiana University-Purdue University, Fort Wayne (IPFW) and the Hass-Birky Lecture of 2016 was given by Jon Becker, Senior Lecturer, Department of Mathematics and Actuarial Sciences, IU Northwest. The lecture was very emotional and full of humor as he shared his own experience of becoming a successful teacher.

The conferences to me were very useful where I not only got to meet full time lecturers and adjunct faculty members from different universities but also I got to listen to excellent talks given by speakers which were specially designed to help us. I also met colleagues with whom I could discuss about the challenges we face in teaching and could exchange ideas to help us out to enhance our teaching styles.

During the event this year, there were several sessions held at different halls and even though all the sessions sounded interesting I attended the ones that I thought would help me most. Since I am teaching all online classes this semester, I attended sessions that had information about online teaching. This year, the most interesting one to me was “Using Voice Thread for Group Presentations in Online Courses.” I plan to use this concept in my classes in the future. The presenters were FALCON cont..pg 4
### Coming Events

**DECEMBER**

**Open House**
Monday, December 19 from 10-3 in Kettler 238
In honor of Gail Rathbun, retiring CELT Director

**JANUARY**

**Summer Instruction Development**
Grant Faculty Showcase
Friday, January 27, 12-1:15 pm in LA 35C
Presenters: Damian Fleming, ENGL, Jordan Marshall, BIOL, Lee Roberts, ILCS

**FEBRUARY**

**Facilitating Online Learning with WebEx**
Wednesday, February 8, 12-1:15 pm
Online
Facilitated by Kati Jia, Kathie Surface, ITS

**CELT Certificate Showcase**
Friday, February 10, 12-1:15 pm in LA 35C
Presenters: Peter Bela, VCD, Nila Reimer, NURS

**Fundamentals of Faculty Advising at IPFW (CE)**
Friday, February 17 from 12-3 pm in LA 35C
Facilitated by Michael Bendele, PSY, Julie Hook, GNST, Curt Hosier, SOC, Irwin Mallin, COM, Cassandra Bracht, GNST, Christa Van De Weg, SIS

**MARCH**

**Re-visioning Course Design Seminar (CE)**
Friday, March 3, from 12-3 pm in KT G83
Facilitated by Ludy Goodson and Linda Lolkus, HTM

### ABOUT CELT EVENTS

A workshop denoted as “Certificate Eligible” (CE) means that a participant may apply to receive a certificate in recognition of the time spent attending the event and the effort expended toward applying the content to enhance the participant’s teaching. Go to “Document your Teaching” on the CELT web page for more information.

**Registration is required for all CELT events.**

[https://www.ipfw.edu/celt/](https://www.ipfw.edu/celt/)

### CELT NEWS

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Pam Reese, Editor
Regina Gordon, Graphic Designer

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**FALCON cont’d from pg 2**

very friendly and helpful. We also have the chance to contact presenters to get a copy of their visuals or electronic versions of their handouts or their presentations.

One good thing about this conference is the lunch time where we meet for lunch in a big hall and sit with faculty members from other universities. We exchange ideas and try to implement those ideas in our classes.

My attendance in the conferences would not have been possible without the help of IPFW. I would like to thank Dr. Marcia Dixson and Dr. Frank Paladino for making it possible for me to attend this year’s conference. I hope to visit FALCON again in the future as this conference helps me to learn a lot and use what I learnt to serve the students and foster student success in my classes that I teach at IPFW.