It makes sense to explain relevant theories, concepts, and principles before attempting to apply them to a real situation, doesn’t it? As Michael Prince, this year’s CELT fall conference speaker, demonstrated through multiple examples, this approach all too frequently results in negligible learning gains. Inductive teaching—“teaching backwards”—starts with challenges to students’ existing knowledge and probes misconceptions before moving on to instruction. The challenges can be as simple as questions that ask students to predict outcomes given certain assumptions and parameters, or be as complex developing a solution for solving a social problem.

A key take-away is that the problems that we design to initiate an inductive lesson must accomplish two vital tasks. The problem must fully expose misconceptions so that they can be changed (the technical aspect of the problem). At the same time, and perhaps even more important than the technical aspect, students must be moved to care, not by telling them how relevant or important the learning is, but by their experience of struggling with a meaningful problem or question. The design of problems and questions that accomplish these two goals is not an easy task.

Instructors should use inductive strategies when the learning payoff is valuable enough to justify the time needed to plan, implement, and evaluate a problem-based approach.

Prince emphasized that inductive teaching is not a tool for everyone to use all the time. Just as we select a hammer to pound but a screwdriver to manipulate, we should use inductive teaching appropriately. He illustrated that inductive teaching can take place on a continuum. A teacher may begin a lecture with a highly motivating question that invites inquiry or at the other end of the scale a course might be driven by a series of problems that students work on in lieu of time spent in lecture.

Inductive methods include inquiry-based or guided inquiry, discovery learning, problem-based learning, project-based learning, case-based learning, and just-in-time teaching (Prince and Felder, 2007). The claims made for the effectiveness of inductive teaching are: improved long-term retention of knowledge, enhanced transfer of knowledge, better conceptual (not fact-based) understanding and connections, a deep approach to learning, and positive student attitudes.

Over one hundred people listened to Prince at the August 18 conference held at the Holiday Inn. Afternoon sessions included “Faculty Learning Community Information Session” led by Ludy Goodson, CELT, and Yvonne Zubovic, FACET co-liaison, and “Inductive Teaching at IPFW” with Scott Moor, ENGR, Dina Mansour-Cole, OLS, and Jacob Millspaw, PHYS. FACET co-sponsored the event.

Teaching Backwards Reading Groups will take place on Sept. 26 and on Oct. 24. The reading lists for the groups are on the CELT Register for Events page. Registrants will receive copies of the articles.


Register for CELT events at ipfw.edu/celt
FACET Corner - E. Blumenthal

The 2017-19 FACET Leadership Team for IPFW is: Deb Huffman, ENGL, Mark Jordan, BIOL, John Egger, MUS, Beth Boatright, Helmke, Jamie Drake, ILCS, and Gary Steffen, CELT. They will develop a project that is focused on retaining students from the first to the second year.

FACET’s 21st annual conference full- and part-time lecturers, will be held on November 21-23, 2016, at the Sheraton City Center Hotel in Indianapolis. The theme this year is Visualizing Your Next Steps: Developing as a Teaching Professional. For more information, visit the facet.iu.edu web site.

Each year the Mack Center selects a group of fellows to conduct ambitious research in the Scholarship of Teaching and Learning. Mack Fellows receive $5,000 in initial research funds and $1,000 after they complete their project and submit a paper to a scholarly journal. Proposals are due October 1, 2016. Go to facet.iu.edu for more information.

FAST FACTS ABOUT ONLINE COURSE DESIGN

100%
All 63 IPFW faculty who responded to the Online Course Design Campus profile survey in spring 2016 provide items, folders or documents to give students a bird’s eye view of the course.

68%
Proportion of survey respondents who had one or more courses reviewed by one of CELT’s online course design reviewers.

43%
Proportion of survey respondents who use the CELT online course template.

FOR MORE INFORMATION
Go to the Online Teaching page on the CELT web site at ipfw.edu/celt to see an infographic of the results of the 2016 Online Course Design Campus Profile survey.

IPFW Offers Opportunities to Help You be a Better Advisor
By Irwin Mallin, Department of Communication and Academic Advising Council

Numerous studies have indicated the strong link between advising and student success and retention. And IPFW’s Plan 2020 emphasizes student success and engagement, specifically listing advising as a means toward that end. Because professional development in advising helps faculty to understand the importance of and to feel competent in their advising responsibilities, IPFW is offering a number of professional development opportunities to help faculty be better advisors. These include:

- On Friday, September 23 from 12 to 3 pm, CELT and Academic Advising Council will partner to offer Fundamentals of Advising for Faculty. This workshop, which was successfully offered both semesters in 2015-2016, is grounded in the three areas that the advising literature has identified as the three core areas for advisor training, presented in this order:
  - Conceptual (the context of advising—why advising matters for the student, the advisor, and the institution, emphasizing what’s in it for you as an advisor)
  - Relational (interpersonal skills necessary for the advising relationship, done through case study advising conversations), and
  - Informational (knowledge of policies and procedures, showing you how to find what you need to know).

Indeed, the survey of advisors that AAC conducted with CELT’s assistance in Fall 2014 bears out the importance of all three areas. When asked about what makes advising satisfying, advisors frequently mentioned relational aspects, and when asked what makes advising frustrating, advisors frequently mentioned informational aspects. A faculty advisor who attended a previous workshop on the conceptual area of advising wrote that it “changed the way I thought about advising—I started to see it as a formal part of my job, one that I should take very seriously.” Understanding why advising matters, being able to guide students through an advising conversation, and being confident about the information we provide students are all central to a faculty member’s confidence and satisfaction in advising. Certificate of Achievement will be available to anyone who attends the entire seminar and completes the application process.

There are always new developments for advisors to be aware of, so AAC also produces IPFW Advising News, a weekly e-mail newsletter with information advisors should know. To subscribe, just send an e-mail to LISTSERV@LISTSERV.IPFW.EDU as follows:

- Leave subject line blank
- In the body of the message put: SUBScribe ACADEMIC_ADVISORS-L Your Name
- Delete any signature lines so that one line is the only thing in the body of the message

Because advising is a partnership between advisors and advisees, we want to help students be better advisees. The week of September 19-23, at a variety of times and locations across campus, we will offer Tune Up myBLUEprint, at which experienced advisors will be available to show students their myBLUEprint audits and what to look for when reading a myBLUEprint audit. Any resulting questions that students have will be an excellent springboard for advisor-advisee conversations. An upcoming issue of IPFW Advising News will feature handouts that will help advisors with those questions.

On Friday, January 20 from 12:30 to 2:30 pm, the New Faculty Institute will offer an advising workshop for new faculty.
What is that hole in the Neff parking lot?” (And other news from Communication Sciences and Disorders)
By Pam Reese, Assistant Professor Communications Science Disorders

Stacy Betz is a new faculty member and department chair in Communication Sciences and Disorders. After a quiet summer getting acclimated to Fort Wayne, she is excited to be back in the classroom working with IPFW students. Stacy enjoys exploring new teaching methods, anything from flipped classroom sessions, Socratic teaching, case studies, clinical simulations, and everything in between. When a class on phonetic transcription starts with the warning, “you might need some hand sanitizer after you try this demonstration,” you know things can’t get much more ‘hands on!’ Her closest relationships with students have often come from the one-on-one teaching she does with students who work in her research lab. She looks forward to working with the Honors Program to increase the number of honors students in CSD and sparking students’ interest in understanding the ‘why’ behind everything they learn in the classroom.

And what about that construction hole in the Neff parking lot? We have learned that we will be moving into a new modular building arriving sometime in the spring 2017 semester. Not only will we have two innovatively designed classrooms and two meeting rooms that we will share with others, but we’ll have new clinic therapy rooms and clinic reception area, an audiometric suite, our CSD library, a computer lab, a snack area (with a sink for handwashing) and, perhaps best of all, offices with windows. After years landlocked in the center of the second floor of Neff, it will be a joy to be able to look out a window—even if it is only a view of a parking lot. Feel free to stop by and welcome Dr. Stacy Betz and when we are moved, come see our new space.

IPFW’s First Northeast Indiana Faculty Professional Development Event a Success!
By Kimberly O’Connor, Assistant Professor of Organizational Leadership & Supervision

IPFW hosted its first Northeast Indiana faculty professional development retreat on May 19-20, 2016. The two-day retreat, which featured twenty-six faculty members from five area colleges, was called “Course Design with Student Engagement in Mind.”

The facilitator for the retreat was the Principal Instructional Consultant with IU Bloomington’s Center for Innovative Teaching and Learning, George Rehrey. During the retreat, intercollegiate groups of faculty participants were guided through a series of interactive exercises, with the end goal of developing a new course or redesigning an existing course. Participants were taught a four-step backward course design method, which helps instructors’ better measure student learning. In addition, participants discussed learning outcomes for their course and also got group feedback about assessment methods.

By the end of the retreat, participants had ideas for effective class activities, helpful grading strategies, and also a defined set of learning outcomes that aligned with their individual course goals. The retreat was a real success, with many intercollegiate faculty connections made and all participants focused on the effect of backward course design on student engagement.

DONATE TO CELT

As budgets remain flat and demands increase, your support insures CELT meets future needs and sustains innovative response to a changing academic environment.

Current use gifts provide immediate funding for faculty travel support to teaching conferences, a SoTL Fellow, co-sponsorship of Lilly teaching conferences, purchase of books on teaching, and to help CELT stay current with emerging technologies.

Use the “Donate to CELT” link on the CELT web site at ipfw.edu/celt.

CONTACT
Gail Rathbun, CELT Director, at 1-6504 or rathbun@ipfw.edu.
SEPTEMBER

Tour of Multimedia Resources at IPFW (CE)
Friday, September 9 from 12-1:15 pm in KT 128
Facilitated by Katie Jia and Michelle Lussier, CELT, with Mike Phillips, Andrew Antalis and Kathie Surface, IT Services, John Nicklin, Studio M, and Tiff Adkins, Helmke Library

Fundamentals of Advising for Faculty (CE)
Friday, September 23, from 12-3 pm in KT 119
Facilitated by Michael Bendele (PSY), Julie Hook GNST, Curt Hosier SOC, Irwin Mallin, COM, Christa Van De Weg, COAS

Teaching Backwards Reading Group - Meeting 2 (CE)
Monday, September 26 from 12-1:15 in LA160
Facilitated by David Maloney, Physics

Assessment Design Seminar (CE)
Friday, September 30, from 12-3 in KT 119
Facilitated by Ludy Goodson and Gail Rathbun, CELT, Shannon Johnson, Helmke Library, and faculty

OCTOBER

Producing Effective PowerPoints (CE)
Friday, October 14 from 12-1:15 pm in KT 205B
Facilitated by Katie Jia, CELT, with Michelle Lussier, CELT, and Kathie Surface, IT Services

Teaching Backwards Reading Group - Meeting 3 (CE)
Monday, October 24 from 12-1:15 in LA 160
Facilitated by Barry Dupen, MCET

Developing Effective Video Demonstrations and Narrated Lectures with Camtasia (CE)
Friday, October 28 from 12-1:15 pm, in KT 205B
Facilitated by Katie Jia, CELT, with Michelle Lussier, CELT, and Kathie Surface, IT Services

NOVEMBER

Re-visioning Course Design Seminar (CE)
Monday, November 7, from 12-3 pm, in LA 35C
Facilitated by Ludy Goodson and Gail Rathbun, CELT; and Linda Lolkus, HTM

CONTACT
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CELT NEWS

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Pam Reese, Editor
Regina Gordon, Graphic Designer

CONNECT WITH CELT

Improve your teaching and your satisfaction by getting involved in CELT. Nominate yourself for the CELT Board in April, offer to facilitate a reading group or brown bag discussion, “audit” our committees to see if you want to join. Learn more by browsing the CELT web site at ipfw.edu/celt.