



FACULTY
COLLOQUIUM ON
EXCELLENCE IN
TEACHING

The Indiana University Teaching Academy



4th IU Kokomo Statewide Faculty Conference

Connecting the Threads

A Special Thanks

Financial support for this conference was provided by

CTLA - IU Kokomo's **C**enter for **T**eaching, **L**earning, and **A**ssessment

FACET - **F**aculty **C**olloquium on **E**xcellence in **T**eaching

Turning Technologies



Conference Coordinator Chérie Dodd
Center for Teaching, Learning, and Assessment

Connecting
the



Teaching
with
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Reflecting
on
Engagement
and
Active Learning
for
Diverse
Students

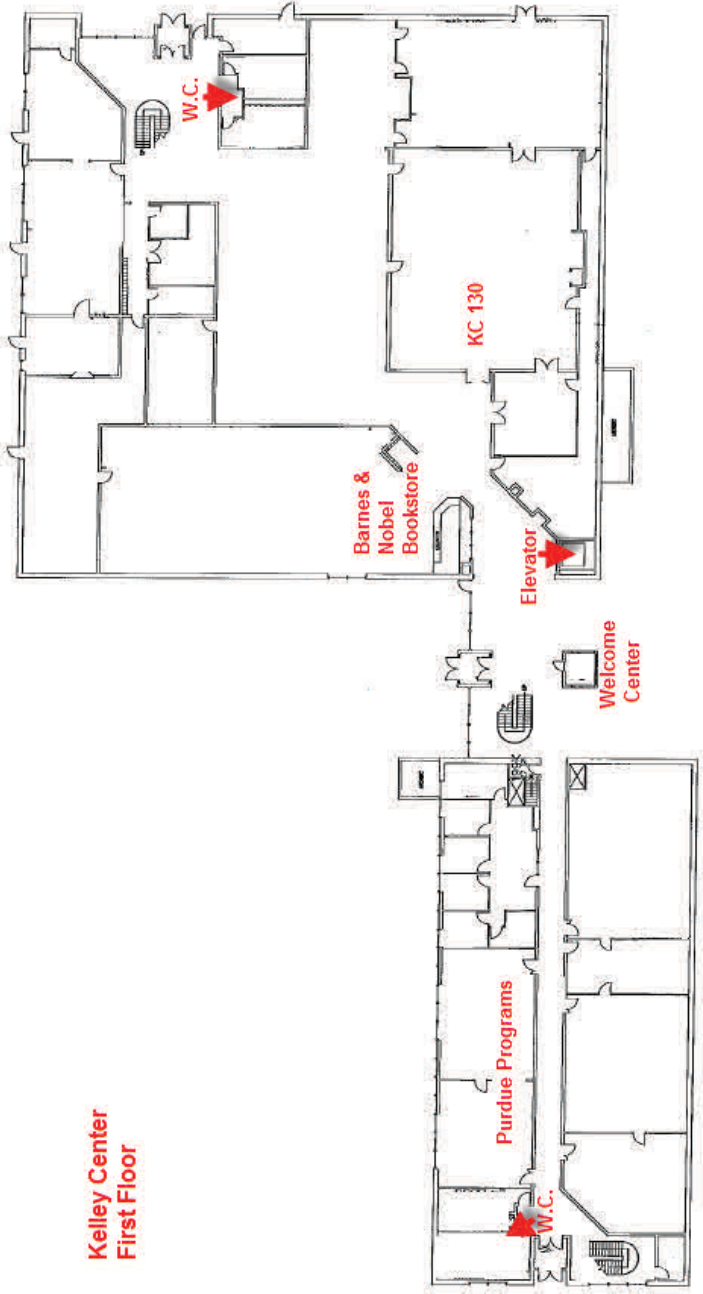
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 **INDIANA UNIVERSITY
KOKOMO**

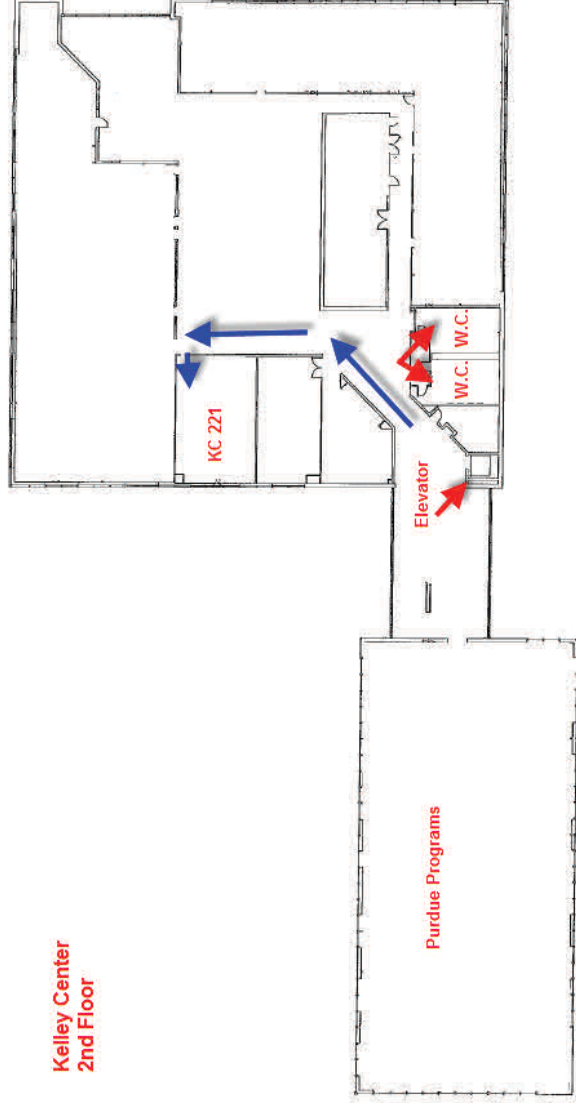
**Kelley Center
First Floor**



Alumni Hall

W.C. indicates Restrooms

**Kelley Center
2nd Floor**



W.C. indicates Restrooms

Meet the Authors

FIRST CONTACT: TEACHING AND LEARNING IN INTRODUCTORY

Greenwood, Nancy A. and Jay R. Howard, 2011. *First Contact: Teaching and Learning in Introductory Sociology*, Rowman and Littlefield Publishers.

Introductory Sociology is usually the first contact that students have with the discipline of sociology. This course can determine whether students take other sociology courses and learn to use sociology in their lives as adults and citizens. *First Contact* identifies important issues facing instructors in introducing students to the sociological imagination. The book provides an overview of the scholarship of teaching and learning, best practices, and other essential information to create and execute a successful first course in sociology. It walks the instructor through the course design process including the following:

- learning about your students
- understanding contextual factors which influence course design
- determining appropriate course goals and learning objectives
- writing a complete syllabus
- selecting the best fitting textbooks and reading material
- using pedagogical strategies (such as lecture and discussion, etc. effectively)

The book is an invaluable resource for anyone teaching introductory sociology—including graduate students, new professors, and seasoned instructors who seek renewal in their approach to teaching this critical course in the sociology curriculum. But it is also useful to administrators who oversee sociology programs.

JUST-IN-TIME TEACHING: BLENDING ACTIVE LEARNING WITH WEB TECHNOLOGY

"Just-in-Time Teaching: Blending Active Learning with Web Technology" Gregor M. Novak, Evelyn T. Patterson, Andrew D. Gavrin, and Wolfgang Christian. Prentice Hall, Upper Saddle River, NJ 1999

Just-in-Time Teaching (JiTT) is a pedagogical method that enables faculty to increase interactivity in the classroom and engage students in the learning process.

The goals are to increase learning during classroom time, to enhance student motivation, to encourage students to prepare for class, and to allow the instructor to fine tune the classroom activities to best meet students' needs. By creating a feedback loop between students work at home and in the classroom setting, students' time on task is improved in both quality and quantity.

The JiTT method has been adopted by faculty in many academic disciplines, particularly in physics (in which the technique originated).

September 7, 2012

Program

8:30— 9:00
am

Registration & Refreshments
Alumni Hall Kelley Center

9:00—
9:15 am

Introducing Chancellor Harris—Kathy Ross, Ph.D.
Welcome—Chancellor Michael Harris, Ph.D.
Conference Opening & Announcements—Chérie Dodd, M.Sc.
Alumni Hall Kelley Center

9:20—
10:05 am

Build excitement in your classroom: Actively engage students using clickers
KC 130 Kelley Center

SecondLife, extending the traditions of teaching into the digital landscape
KC 221 Kelley Center

10:05—
10:20 am

Refreshment Break—*Alumni Hall Kelley Center*

10:20—
11:05 am

Dual-purpose everything: Creating relevant designs for busy, diverse learners
KC 130 Kelley Center

The Next Generation technology classroom at IU Kokomo: Experiences from four faculty
KC 221 Kelley Center

11:15 am -
12:00 pm

Teaching with heart: How ethics of caring wins through threading connections
KC 130 Kelley Center

Finding a community partner for a successful service-learning project
KC 221 Kelley Center

12:00—
12:45 pm

Lunch

Alumni Hall Kelley Center

12:45—
1:15 pm

Poster & Invitational Session
Alumni Hall Kelley Center

1:20—
2:05 pm

Should we offer multiple textbook formats? Evidence from economics courses
KC 130 Kelley Center

Walking in the footsteps of giants: Active learning beyond the classroom
KC 221 Kelley Center

2:15—
3:00 pm

Engaging 21st Century learners with Web 2.0 tools
KC 130 Kelley Center

Academic advising as a learning-centered practice
KC 221 Kelley Center

Presentation / Demonstration / Panel Descriptions

BUILD EXCITEMENT IN YOUR CLASSROOM: ACTIVELY ENGAGE STUDENTS USING CLICKERS

A.J. Parker—Turning Technologies
Lina Rifai, Ph.D.— Indiana University Kokomo
Patrick Motl, Ph.D.—Indiana University Kokomo

Student response technology, commonly known as clickers, is an effective tool that helps facilitate pedagogical best practices and enhance student learning.

- Transform your classroom into an interactive and engaging learning environment.
- Experience increased attendance and participation - even from those quiet ones.
- Create open discussions that are fueled by students, rather than forced by you.
- Gauge student understanding instantly with visual charts in real-time.
- Check reading assignments instantly with short quizzes graded instantly.

The positive impact student response technology has on classroom environments has been documented in multiple published research papers, educational articles and real-life success stories.

<http://www.turningtechnologies.com/studentresponsesystems/>

In this session Lina Rifai and Patrick Motl will share their experiences of using clickers in their classes. AJ Parker from Turning Technologies will demonstrate the use of clickers and provide some clickers for participants to use during the session.

SECONDLIFE, EXTENDING THE TRADITIONS OF TEACHING INTO THE DIGITAL LANDSCAPE

Gregory Steel, M.F.A. - Indiana University Kokomo

SecondLife is a virtual world, which resembles the look and feel of popular video and computer games. The crucial difference is that SecondLife allows the participants to interact in much the same way as in real space.

In addition to having the ability to interact in the SecondLife classrooms I use Facebook, Skype, Email, videos, Oncourse, cell phones and person-to-person meeting in my real office. This method gives multiple ways to interact and exchange information, ask and answer questions and suggest help or support in the reading material, projects, and overall understanding of the course intentions and outcomes. The uniqueness of using this approach is that I can continue to teach in the very same way I do in a traditional classroom.

This serves to keep the individual student engaged, confident and active in the classroom discussion, and attached to the learning goals set by the instructor.

An interesting manifestation was that students embraced the responsibility for the learning in a significant way. This system was pleasantly effective and the results were encouraging. This presentation will demonstrate and propose the use of the digital landscape as teaching tool with SecondLife being the hub, if you will, of this new university.

Poster and Invitational Sessions

PROGRAM "STEP" (SEMINAR TOWARDS EFFECTIVE PLACEMENT) – DESIGNING A FLEXIBLE SCHEDULING REFRESHER WORKSHOP

Stela Pudar-Hozo, M.A.— IU Northwest

Over 30% of our students come to IU Northwest five or more years after high school, and need a few hours to refresh their math skills just before taking the placement exam. Delivering an advanced arithmetic course in 1.5 hours, exactly and only at the time when the student needs it, was a challenging goal to a group of 13 faculty, staff and administrators. To solve this puzzle we used educational research, latest technology, statistical analysis and our extensive experience. The result is an uncomplicated and inexpensive program STEP.

CUSTOMIZING TED TALKS (OR ANY YOUTUBE VIDEO FOR LESSONS/ ASSIGNMENTS) TO ENGAGE STUDENTS IN LEARNING ACTIVITIES

Yan He, M.S., M.L.S.—IU Kokomo

This poster session will demonstrate how to use the "flip this video" button on the TED-Ed website to turn a video into a customized lesson for your students. Major features include choosing from preconfigured quizzes and questions, creating new open-ended questions, and adding additional readings or activities.

STORE YOUR FILES IN THE CLOUD

Gregory Ogle, B.S.—IU Kokomo

Store your files in the cloud and access them on the go from any device even with your iPhone. With Box you can easily organize your files, share them with your friends, and access them anytime. Anyone can get a 5 GB free personal account. In addition current students, faculty, and staff of IU are entitled to an IU Box account which provides 50 GB or storage. Stop by this poster session to find out more about BOX.



ENGAGING 21ST CENTURY LEARNERS WITH WEB 2.0 TOOLS

David Nickolich, Ed.D., M.B.A., SPHR - Indiana University Purdue University Indianapolis

Educators today face an ongoing challenge to engage learners in the Web 2.0 world. Educators must possess a careful balance when integrating technology. What does this balance look like? What are the clear benefits of integrating technology? When does technology enhance learning, and when can technology become a distraction? When is technology not helpful, even counterproductive, to educators?

The properly integrated use of technology can enhance student learning. You do not use technology just to use it; it must make sense to use it. When students see value in using the carefully selected technology, students can be quick to embrace it; both in an online and face-to-face learning environment.

The presenter will begin with a short and concise overview of “cloud computing”. He will then demonstrate and discuss some Web 2.0 tools; in particular the use of Bubl.us a free mind-mapping tool and a selection of iPad apps, and will show how these tools have been used effectively in classes.

Handouts will be provided.

ACADEMIC ADVISING AS A LEARNING-CENTERED PRACTICE

Scott Blackwell, M.A. – Indiana University Kokomo

In their book “Leading the Learning-Centered Campus: An Administrator’s Framework for Improving Learning Outcomes”, authors Michael Harris and Roxanne Cullen emphasize that the learning-centered classroom should serve as a “microcosm of the learning centered university.” They show how university administration is not separate from university teaching, and, because teachers are leaders, it is natural for them to become administrators.

The National Academic Advising Association states: “Academic advising, based on the teaching and learning mission of higher education, is a series of intentional interactions with a curriculum, a pedagogy, and a set of student learning outcomes.” Academic advising should embody learning-centered values: establishing community, sharing power, and using assessment and evaluation to reach outcomes.

This presentation will explore the advising as teaching model. It will show that it is a natural extension of Crookston’s model of developmental advising, that advising as teaching using a learning-centered model is a natural offshoot of appreciative advising and coaching, and what a learning-centered model of advising would look like.



DUAL-PURPOSE EVERYTHING: CREATING RELEVANT DESIGNS FOR BUSY, DIVERSE LEARNERS

Michele R. Wedel, M.S. - Indiana University Purdue University Indianapolis

How do educators capture the attention and motivate today’s busy and diverse learners? By ensuring that the design and implementation of the curriculum not only include specific and measurable learning objectives but is also immediately applicable to their hectic lives. This timely and interactive session will model this concept by pairing a “backwards design” instructional design model with case studies and exercises that participants will be able to immediately apply in their classrooms.

The session will begin with an overview of the concept of backwards design and how it can be used to ensure the learning objectives and course outcomes align with the expectations and needs of the learner. Next will be designing interactive components that are relevant and can be immediately used by the learners in other areas of their lives. Finally, participants will engage in case studies and interactive exercises to see how these approaches can be implemented.

THE NEXT GENERATION TECHNOLOGY CLASSROOM AT IU KOKOMO: EXPERIENCES FROM FOUR FACULTY

Mary Bourke, R.N., M.S.N, Ph.D. – Indiana University Kokomo

Christian Chauret, Ph.D.– Indiana University Kokomo

Dmitriy Chulkov, Ph.D.– Indiana University Kokomo

Scott Jones, Ph.D. – Indiana University Kokomo

Several Faculty members have been early adopters of the Next Generation Technology Classroom at IU Kokomo. In this panel discussion, they will share their experiences with this classroom and highlight how it impacts student learning in their respective disciplines. Their reflections, as well as questions and comments from the audience, will help in defining how these classrooms could be used in the future.

Some highlights of classroom:

- Used to help move away from a traditional lecture/discussion. The seating arrangement, huddle boards, and large computer monitors facilitated group discussion.
- Used recording equipment to record discussions and take pictures of the huddle boards which could be used as the basis for further discussions and lectures.
- Used to facilitate student-centered instruction. Students were assigned to groups and social constructivist learning was guided by a “Guide on the side”.
- Used for an interactive case study that took advantage of the principles of team-based learning (TBL) and problem-based learning (PBL).

In general, the classroom has been very successful in promoting TBL and PBL, demonstrated success in that students acquired in-depth understanding of the course and the ability to apply this knowledge, and vastly improved interactions between students and between students and faculty.

TEACHING WITH HEART: HOW ETHICS OF CARING WINS THROUGH THREADING CONNECTIONS

Patricia A. Walker, Ph.D. - Indiana University Northwest

This presentation shows how “ethics of caring” threads a foundational connection to feminist pedagogy in the college classroom. Nel Noddings (1988) espouses a *care* theory that is central to education. It includes four components: *modeling, dialogue, practice* and *confirmation*. I view teaching as an adventure to explore, share new knowledge and build upon my learners’ ways of knowing. It allows me to crystallize and share what I know to a *multi*-leveled, diverse group of learners. The pervasive use of technology and internet has reshaped our learning goals and has had a profound impact on higher education. *Herein lies the challenge*.

How does the college professor demonstrate an ideology of *caring* in the classroom where culture of anonymity in society exists? How can we turn the clock back to resurrect “caring as moral orientation to teaching” while losing ground to technology? (Noddings, 1988). Societal ills and lack of morality pervade the university setting in spite of our aim to impart knowledge, values, and new learning experiences. I am constantly seeking to parse out knowledge that can direct my students to see the threads of real world learning.

This session includes examples and ways to provide support and resolve conflict.

FINDING A COMMUNITY PARTNER FOR A SUCCESSFUL SERVICE-LEARNING PROJECT

Melissa Grabner-Hagen, Ph.D. – Indiana University Kokomo

Service-learning is a teaching pedagogy in which course learning objectives are met through experiential, applied learning. Service-learning can be an effective means of helping students master class materials and skills. Through service-learning students provide a needed service to the community while achieving course objectives. Setting up service opportunities for students can be challenging for instructors. This presentation will discuss strategies for identifying and working with community partners for an optimal experience for the students and for the community. A checklist for working with community partners will be discussed while describing two completed service-learning (SL) activities.

Finding a specific teaching goal which can be met through a learning experience, a project which addresses a genuine, authentic need, and strategies for approaching a potential community partner and how to establish a dialogue will be discussed.

Considerations for defining and working with a partner will be illustrated through two case studies, one with a school and one with multiple non-profit organizations.

SHOULD WE OFFER MULTIPLE TEXTBOOK FORMATS? EVIDENCE FROM ECONOMICS COURSES

Dmitriy Chulkov, Ph.D. – Indiana University Kokomo

Jason VanAlstine, Ph.D. – Indiana University Kokomo

Electronic textbook options are experiencing greater availability and popularity. Research has shown the potential for the electronic formats to change the interaction between students and course content. Rising textbook costs and technological developments lead higher education policy-makers towards expanded and even required use of electronic textbooks in the hopes of reducing the costs of education. In this study, we examine the impact of having multiple textbook format options in a course.

Each textbook used provided multiple options including new and used printed books, as well as electronic books. The students received explanation of all the available options and selected the option that suited them. A survey was utilized at the end of the semester to gather data on the decisions that students made and the factors that students saw as important in making this decision.

Exploration of multiple textbook options in the context of electronic textbooks is a new contribution. Earlier studies of multiple textbook options focused on satisfying needs of students with disabilities and on promoting the principles of Universal Design for Learning (UDL) that improve inclusiveness for students with diverse learning styles.

WALKING IN THE FOOTSTEPS OF GIANTS: ACTIVE LEARNING BEYOND THE CLASSROOM

Minda Douglas, M.F.A. – Indiana University Kokomo

Karla Stouse, M.A. – Indiana University Kokomo

Christine Taff, M.A – Indiana University Kokomo

During this presentation we will discuss the impact active learning had on the study of important historical figures associated with IU Kokomo travel courses. Minda Douglas will explain how the study of Filippo Brunelleschi and the climbing of the Florence cathedral dome impacted her students during overseas trips to Italy. Karla Stouse will use her students’ study of Isaac Newton and their experiences in England to illustrate how the connections enriched the overall learning. Christine Taff will discuss how the study of prominent political figures changed her students’ understanding of the politics in Guatemala, and how visiting actual sites of political oppression and war was a transforming experience.

This session shows how varied approaches to course material can enhance overall impact and how deeper connections can be made through active learning and diverse approaches to content. The presentation will address using historical novels, videos, class discussion, model building, reflective writing, and hands on experiences.

Come for a lively discussion about ways to engage students in course content and how to make a lasting impact on learning while infusing active learning into courses.