

Thinking Critically about Critical Thinking

By Gail Rathbun, Director of CELT

The Committee for the Advancement of Scholarly Teaching and Learning Excellence (CASTLE) and the CELT Advisory Board are pleased to present a spring teaching conference, "Critical Thinking across the Curriculum," on March 30 from 8:30 AM - 2:30 PM in Walb Union. The conference is open to IPFW and Ivy Tech faculty and staff who want to improve their teaching and assessment of critical thinking.

Resourceful critical thinking and problem solving is one of six fundamental knowledge and skill goals that IPFW graduates must attain. What is critical thinking in your discipline? What methods are most effective in teaching critical thinking? How do you assess critical thinking as a learning outcome? The day long interactive workshop will be led by Bill Roberson, Director of the Institute for Teaching, Learning & Academic Leadership at SUNY Albany and advocate for transforming the way we define and structure learning experiences for novices in our disciplines. Using a hands-on experiential approach, Roberson will guide workshop participants in the creation of a plan that will allow them to design a new course or revise an existing course in ways that promote stronger student engagement with the materials, as well as greater student mastery of disciplinary thinking. This conference will benefit new and experienced faculty



Above: Bill Roberson will speak at the 2012 Spring Teaching Conference

and should be of special interest to teachers of Area VI General Education courses.

The day will cover three major topics. "Thinking Critically about the Teaching of Critical Thinking" serves as an introduction to the challenges of inducing students to think more rigorously, systematically, and reflectively both within and across disciplines. Participants will step into the role of critical thinking learners, in order to experience and reflect upon the precise structures and formats of university teaching that will engage students. "The Courage to Think" is designed for faculty seeking ways to decouple for their students and themselves the idea of "correctness" from learning. Participants will experience activities that help unpack the assumptions underpinning the tradition of procedural instruction. These activities and subsequent reflections will also allow construction of a new rhetoric and conceptual framework for

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Blackboard Fellow Provides Faculty Support



By Dr. Steve Carr, Associate Professor and Director of Graduate Studies, Communication and Blackboard Fellow

Beginning in January 2012, I accepted a position as an Office of Academic Affairs Blackboard Fellow. The role of the Blackboard Fellow is that of "course whisperer." I have initiated walk-in office hours in CELT for faculty throughout Spring semester, on most Mondays and Wednesdays 9:00 AM - 10:00 AM and Tuesdays and Thursdays 10:00 AM - 11:00 AM. There is no need to make an appointment, but you may want to call CELT first if you are going to be making a special trip to campus to meet with me, just in case I am not there. So far, I have met with faculty to help with setting up quizzes, discussion forums, the grade book, and selective release. In almost every case, I developed a

solution or workaround for the faculty member in less than 24 hours.

Blackboard Learn offers a broader range of web-based tools than what Blackboard Vista offered, but those tools may or may not meet the pedagogical needs of an actual class with actual students and an actual instructor. I try to meet with faculty, figure out what the course objectives are first, and then try to align the best tool or tools within Blackboard Learn to achieve those objectives.

I also have determined a need to support multi-section courses where one or two people are responsible for common templates. I have tapped a few individuals across campus to meet regularly to come up with some solutions and best practices for working with these kinds of courses. If you are interested in joining this team, please contact me at x16545 or x16309 or carr@ipfw.edu. We meet most Fridays at 9:00 AM in CELT, in Kettler 234. ▼

transforming teaching. Participants will be asked to analyze their own teaching practices, and to begin developing new strategies for reproblemizing learning in their courses and classrooms. "Course and Syllabus Design for

Active Learning and Critical Thinking" will enable participants to walk out of the conference with a course design plan that will include activities that motivate students to use critical thinking and effective evaluation strategies.

Save the date! Registration for this event will start in early March on the CELT web site. ▼

How Do You iPad? Two Reports on Using the iPad for Teaching



By **Suin Roberts**,
Assistant Professor,
International Language
and Culture Studies

As you may already know, IPFW has begun the second iPad cohort this Spring semester.

CELT has asked two iPad cohort members from last semester, **Joyce Lazier, PHIL**; and **Jeff Malanson, HIST**; to describe how they use the iPad in the classroom.

iPad Cohort Member Dr. Joyce Lazier

My iPad proof of concept course combined the traditional writing of a research paper with new technology that made the student spend more time in the revision process, alone and with each other, which resulted in better text.

The *iMovie* research paper involved *iMovie*, *iThoughtsHD*, *DropBox*, *GoodReader*, *iTunes* and IPFW's ArtStor. The students began the research paper in the traditional way: formulation of the thesis statement and building supporting body paragraphs. They began a mindmap with just their thesis statement. This document was submitted through *DropBox* where all students had access to the mindmap and were required to provide feedback to each other's papers using *GoodReader*. These apps allow for notations to be made and saved to the document where each author's name can be seen on the note they left. The peer comments were much more informative than when they write them on each other's papers. The reason for this, I feel, is the public nature of the notes. All students had access at all times to each other's projects through a shared folder in *Dropbox*.

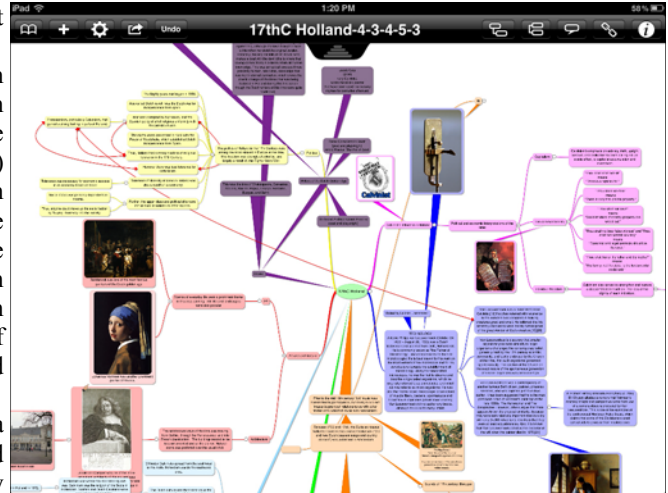
After this initial revision using the suggestions from peers provided in the notes, the student added the revised text to the mindmap of their thesis, which provided a visual map of their paper. They then added images and/or comment bubbles about what music might accompany what was being said in the text. This encouraged the student to read and re-read each paragraph as they searched for ideas for images to add to the text. Revisions to

the text were made easily at this point in the mindmap.

The students then hunted down the images on the Internet (making sure they were not copyrighted) or took or made their own pictures or video with the camera provided on the iPad. ArtStor (through IPFW's library) has an enormous collection of images that were also used in this capacity.

Once the students got a few images collected and had their introductory paragraphs ready in the mindmap, they then opened *iMovie* and began to make their movie. They read the intro and thesis (using the microphone in *iMovie*) and dropped images into the viewer to match what was being said. They replayed the audio and stretched or shrunk the duration of the image correlating it with the text. They also changed the direction of the focus on the image to keep the viewing exciting. Having to narrate the movie required the student to read their paper out loud section by section. This is one of the best ways to edit one's own work. Changes to the text were made at this point and were easily re-recorded. When there weren't enough images to fill out the text, the student had to think of more things that could work to fill out the narration. This made the student, once again, revisit the text and think creatively. *iMovie* makes it extremely easy to locate images since it collects all images or videos in your photo album for you. There's no hunting around to figure out which download folder the computer saved your image to! Some students added a background music track using *iTunes* that further enhanced the text and images.

The final product was a movie version of the research paper. The research paper text provided the narration and the images and music filled out the movie. At the end of the term, faculty and students were invited to a screening of all of the movies. This provided the students with more incentive to put together an



Above: A visual map of the paper created using mindmap

interesting movie.

Along with the HYPERLINK "<http://vimeo.com/35968258>" *iMovie* project, "History of Modern Philosophy" I used the iPad 2 for real time collaboration on reading primary texts and reconstructing the arguments therein. *Voice Thread* and *iThoughts HD* provided easy and engaging collaboration that the students were talking about before I got into class (this was almost a daily occurrence). I posted their last exam on *Dropbox* and provided a video link for them to watch and comment on as one of their exam questions. They were also able to view some Baroque art and make comments on that for another exam question.

To view Joyce's *iMovie* project, go to <http://vimeo.com/35968258>! CELT will be hosting an event titled "Teaching with Voice Thread" on March 23 at noon in KT 120.

iPad Cohort Member Dr. Jeff Malanson

When I got my iPad, I was curious to see how I would be able to incorporate it in my classroom, but I have been amazed with how quickly it has transformed various aspects of my teaching. The first area is course management. I used to have an *Excel* spreadsheet on my office computer where I would keep track of student attendance and grades. After each class or once I finished grading each assignment, I would sit at

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How Do You iPad?...Cont. from pg. 2

my desk and enter all of that information. Now I do all of this in *Numbers* (the Apple equivalent of Excel). I take attendance, enter grades as I finish each exam or paper, and I have this information with me at all times – I'm no longer tethered to a computer. Plus, when a student has a question about how they're doing or what work they're missing, I can answer them in a couple of quick taps on the screen.

A second area of transformation is in the presentation of course content. As a historian I spend a lot of time talking with my students about documents, images, and artifacts. With the iPad I can now very easily put those materials up on the screen and we can analyze them

together. If I'm focusing on a particular passage of a speech or figure in a painting, I can quickly zoom in to make sure my students see what I'm seeing. (This also helps when students forget their document collections at home.) As an added benefit, this type of interaction also draws the students in better than when everyone was simply looking down at the document on their desks.

The biggest transformation I've seen is in my grading. Students in my classes do a lot of writing, which used to mean carrying around large stacks of papers and getting hand cramps from all of the comments and corrections. Now students submit papers through *Blackboard* and

I use programs like *Dropbox* (a free cloud-based file storage service) and *GoodReader* (a PDF markup and annotation tool) to do all of my grading on the iPad. With the aid of a keyboard I can now grade a class of papers in about two-thirds the time it used to take. Beyond the time savings, students now have graded work stored in Blackboard that they can reference the next time they write a paper, and I can easily go back to see how well (or not) they are incorporating my feedback. I've only had my iPad for one semester but I can't imagine ever going back to the old way of doing things. ▼

IPFW Project#mobileEDU Continues



By Samantha Birk, Associate Director for Instructional Technologies, CELT

IPFW's first mobile technology cohort, "Project #mobileEDU," is already yielding positive results, from app development to the iPad in student-faculty research projects, and some pretty creative ideas as to how mobility could transform the classroom.

Above: Samantha Birk, CELT holds her iPad up so that Jim Brown, Blackboard Mobile representative could respond to questions virtually during the press conference on 1/6/12. Photo courtesy of URC.

During the Fall, IPFW's Department of Accounting and Finance became one of IPFW's first all-iPad department, with its faculty being equipped with these mobile devices thanks to the generosity of local accounting firm BKD.

Other departments who have also outfitted their faculty with iPads, asking them to also take a critical look at mobility could be used to transform teaching, support student learning and/or a tool in research include: Management and Marketing, Physics and Philosophy. Taking this one step further, the faculty in the department of Visual Communication and Design quickly recognized the growing pervasiveness of mobile technology in our society and has made several strategic recommendations that will help its majors graduate ready to design for a growing, mobile world.

The excitement and overwhelming response to the first iPad cohort during the Fall semester ushered in an expansion of the project for the Spring when a request for proposals for a second iPad cohort was launched on January 6, 2012. This second cohort added another 78 faculty to the project. It is estimated that nearly 1/3 of our faculty are now working with the iPad.

Faculty are finding some innovative ways to use the device. Some faculty provide more effective feedback on student papers using apps



Above: Joyce Lazier, PHIL; and Troy Bassett, ENGL; share some of their experiences as members of the first iPad Cohort with members of the second Cohort at their initial meeting on 1/6/12. Photo courtesy of URC.

like GoodReader, while others are discovering apps like AirSketch, that change how materials are presented in class. With the iPad, faculty more freely move around the room, draw on an existing presentation, easily insert new materials on the fly, and engage students by handing off the device, allowing students to participate in the discussion/presentation as well.

While some faculty are exploring the iPad's ability to innovate how course content is

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FACET Corner



By Yvonne Zubovic, Associate Professor of Mathematical Sciences and FACET Liaison

FACET Director Robin Morgan is scheduled to visit the IPFW campus on February 10th.

During her brief visit she will meet with FACET members, meet with the CELT director, and tour the Learning Commons. This

visit gives the IPFW FACET members an opportunity to discuss our projects for the semester.

FACET is continuing its lunch series for second and third year faculty. These gatherings bring full-time faculty members in their second or third year at IPFW together with FACET members to discuss issues related to teaching. The tentative dates for meetings this semester are February 17, March 23, and April 20 from noon to 1:15 p.m. in SB 176.

As we did last semester, FACET will offer

an information session on putting together a FACET dossier. In an effort to give nominated faculty members more time to assemble their dossiers, FACET will move the nomination deadline to February 28 this year. Dossiers will still be due in late fall giving candidates more time between being nominated and submitting their materials. FACET will offer an information session on putting together a FACET dossier in late February. Those with questions can contact me at zubovic@ipfw.edu for more details. ▼

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CELT News is published by the Center for the Enhancement of Learning and Teaching and the CELT Advisory Board.

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Looking for a past edition of the CELT News? You can find it on our website!

www.ipfw.edu/celt

Upcoming Events

February

Faculty Writing Circle (Call for Participation)
Wednesday, 2/8, 12-1:15 pm in KT 128

Re-visioning Course Design I
Friday, 2/10, 12-1:15 pm in KT 128

ISSOTL Showcase with Zeynep Isik-Ercan
Wednesday, 2/15, 12-1:15 pm in KT 128

ISSOTL Showcase with J. Cho and J. Leatherman
Thursday, 2/16, 12-1:15 pm in LA 16
(Please note change in location from what was published previously.)

Re-visioning Course Design II
Friday, 2/17, 12-1:15 pm in KT 128

Perspectives on Community Engaged Learning and Scholarship at IPFW
Monday, 2/20, 12-1:15 pm in KT 246

Teaching at Its Best Reading Circle
Monday, 2/20, 1:30-2:45 pm in LB 275

Teaching at Its Best Reading Circle
Tuesday, 2/21, 1:30-2:30 pm in NF 257

Teaching at Its Best Reading Circle
Wednesday, 2/22, 1:30-2:45 pm in LB 275

Teaching with Voice Thread
Thursday, 2/23, 12-1:15 pm in KT 250
(Please note change in location from what was published previously.)

Teaching at Its Best Reading Circle
Friday, 2/24, 10-11:15 am in ET 131

March

12 O'clock Scholars Brown Bag Series: Strategies for Supporting Teaching
Thursday, 3/1, 12-1:15 pm in the Learning Commons on the 2nd floor of Helmke Library

Teaching at Its Best Reading Circle
Friday, 3/2, 10-11:15 am in ET 131

Intercultural Communications
Wednesday, 3/14, 12-1:15 pm in KT 128

Lifelong Learning: Doing it and teaching it
Friday, 3/16, 10-11:15 am in LB 440A

Teaching at Its Best Reading Circle
Monday, 3/19, 1:30-2:45 pm in LB 275

Teaching at Its Best Reading Circle
Tuesday, 3/20, 1:30-2:30 pm in NF 257

Teaching at Its Best Reading Circle
Wednesday, 3/21, 1:30-2:45 pm in LB 275

Teaching at Its Best Reading Circle
Friday, 3/23, 10-11:15 am in ET 131

12 O'clock Scholars Brown Bag Series: Strategies for Supporting Teaching
Monday, 3/26, 12-1:15 pm in the Learning Commons on the 2nd floor of Helmke Library

12 O'clock Scholars Brown Bag Series: Strategies for Supporting Teaching
Thursday, 3/29, 12-1:15 pm in the Learning Commons on the 2nd floor of Helmke Library

2012 Spring Teaching Conference: Critical Thinking across the Curriculum
Friday, 3/30, in the Walb Union Ballroom

April

Creating and Using Rubrics Across a Program
(Rescheduled from 1/20/12)
Wednesday, 4/4, 12-1:15 pm in KT 128

See the complete schedule and register to attend events at ipfw.edu/celt

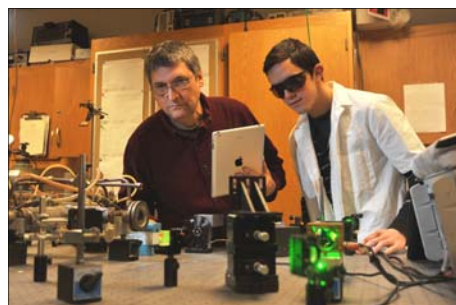
How Do You iPad?...Cont. from pg. 2

delivered, others are envisioning and exploring how mobile devices could create a more seamless, immersive experience between course content, classroom/homework activities and student engagement, including reconsidering a book or lab manual as an interactive app. Equally exciting is the interest some faculty have in developing new instructional apps for these devices. One faculty member has developed and published a free app that is listed in Apple's App store. GTS (Geologic

Time Scale) is an app to help students learn and better understand the Geologic Time Scale, which is a standard calendar of Earth's history used by geologists.

The impact of this project has reached beyond the two faculty cohorts to some of our students. While a small number of students are actively involved with some faculty on discipline-specific projects, two students from very different disciplines, Visual Communication and Design and Computer Science are in the process of forming a student club focusing on the development of apps. This fledgling student group has quickly grown to about 12-16 members drawn from different disciplines across campus.

As the project continues to unfold it is exciting to see the direction it takes, how it continues to inspire faculty innovation and how, as Dr. McKinney stated at a recent press conference, "using the device as a tool allows for IPFW to become a more innovative and more creative university." ▼



Above: Mark Masters, PHYS utilizes the iPad during a lab session. Photo courtesy URC.