

Visit a World Beyond Power Point on February 25th

By Gail Rathbun, Director, CELT

New technologies enhance effective teaching practices in higher education, offering a variety of easy ways to encourage contact between students and faculty, to develop reciprocity and cooperation among students, to facilitate active learning in authentic contexts, and to effortlessly increase the amount of time students spend with content, practices identified in 1986 by Chickering and Gamson as most likely to result in improved learning outcomes. (Go to <http://www.tltgroup.org/programs/seven.html> for more about “The Seven Principles of Good Practice in Undergraduate Education.”)

The theme of the 14th annual Fort Wayne Teaching Conference on Friday, February 25, 2011, is “Beyond PowerPoint: Incorporating Innovative Technology to Enhance Student Learning”. The conference program will include over 20 presentations by faculty and staff from the seven-member consortium of northeast Indiana universities, who will share uses of new

technologies in teaching, such as mobile learning, utilizing course management systems, best practices in online teaching, and podcasting, and social networking.

After coffee and a light breakfast starting at 8:15 am, Lorne Oke, Executive Director of the Center for Innovation at Indiana Wesleyan, will give the keynote address at 9 am in IPFW’s Walb Ballroom. Oke joined Indiana Wesleyan University in the summer of 2007 as the Assistant Vice President for Information Technology after 16 years in Higher Education in multiple roles that included CIO, tenured faculty member, residence director and coach. He has addressed audiences at regional and national conferences on a variety of topics including instructional design, web site design & development, faculty development and technology integration.

To register for the conference go to <http://new.ipfw.edu/departments/dcs/depts/ppd/teachingconference.html> on the Division of Continuing Studies web site. ▼

Big Ideas from Cathy Small

By Michelle Drouin, Assistant Professor, Psychology

The students on Cathy Small’s dorm floor said that they wanted to participate in a group activity. Organizers solicited ideas, students voted, and the group activity was set—a movie night. After an advertising campaign of dorm-floor proportions (i.e., flyers slid under doors), the movie night came. There was a movie. There were drinks and snacks. And there were four people who attended the event, including Cathy Small.

Northern Arizona University professor Cathy Small’s “Freshman Year” was enlightening to her, and she shared some of that enlightenment with IPFW faculty and staff at the Spring 2011 College of Arts and Sciences Faculty Development Presentation. Small shared stories about her freshman year, and how her experience living the life of a college freshman changed the way she views today’s students.

Among the experiences she mentioned was the dorm-movie event described above. Small was very interested in the reasons why students resisted the opportunity to bond with their dorm-mates, and while wandering the halls during failed-movie night attempt #2, she found that students were bonding—they had just chosen to stay in their own social groups.



Dr. Cathy Small, a.k.a. Rebekah Nathan, author of the book “My Freshman Year.”

According to Small, today’s students are skillful navigators of a time-pressed world; when they do have free time (between work and school), they try fill it with activities they want — not have to — attend.

How can this knowledge translate to the classroom? Well, Small has changed the way she interacts with students—trying to give the work she talks about more relevance to the students’ personal lives and being more engaging and interactive. She is also mindful of the fact that many of these students have other priorities aside from their education, and she attempts to use good pedagogical practice to lure them into the classroom and towards learning. These principles are not new, but Small’s ethnography depicting the life of the college freshman serves as a wonderful reminder of how important it is to engage our students. ▼

2001 Online Odyssey

By *Gail Rathbun, Director, CELT*

Adam Dircksen has been on an odyssey—not a Space Odyssey as his musical segue into Wednesday’s lecture would have you think—but an evolutionary process that started with his 2001 master’s thesis entitled “Lack of Interpersonal Communication Yields Ineffective Online Courses.” Dircksen admitted that even as he consented to take over Steve Carr’s Intercultural Communication online course several years ago, he “still wasn’t really sold on online courses.” But the job paid good money and he was off on his journey to become DECCO’s first winner of the Innovative Online Teaching Award in April 2010.

Initially Dircksen thought that effective online teaching was very different from effective classroom teaching. Only weeks into his first online teaching experience, and then progressively over the years as technologies improved and he became more seasoned, Dircksen came to realize that there were advantages in each delivery format and that the principles of good teaching applied equally to online and to classroom instruction. One significant advantage in the online delivery format appears in classroom discussion. Dircksen observed that perhaps 10 percent of a face-to-face class might make most of the contributions to an in-class discussion, while in an online discussion, contributions from 100 percent of the class are possible and regularly achieved. At this point in the lecture, the audience was given the chance to discuss the principles and best practices

of teaching, whether online or in the classroom. Their responses confirmed Chickering and Gamson’s widely used seven principles of good undergraduate teaching. (See the TLT Group web site for links to the principles and other related resources. <http://www.tltgroup.org/seven/basics.htm>)

In the rest of the lecture, attended by over 40 faculty and staff, Dircksen demonstrated the innovations that helped him earn his award. Dircksen believes that the challenges in online teaching revolve around building student connections and building a community.

In his Principles of Persuasion course he uses Adobe Connect (web-based video conferencing software) class meetings and recordings that allow the students to ask questions and go over terms and theories that they will be using during the small group discussion that will follow. During these synchronous meetings students will also see a video clip, web site, or short reading that they will use in the small group discussions that Dircksen manages with the help of a teaching assistant. Students who choose not to attend the “live” meeting may watch a recording of it and write a synthesis paper in lieu of participating in the small group discussion. Dircksen says that he experiences a 80 to 90 percent attendance rate at the two meeting times he offers.

In this course Dircksen also offers 15-30 minute video lectures that explain difficult ideas/theories more clearly, provides students with examples to which they can themselves relate and apply these ideas and

theories, and provides another mode with which students can build a connection with him.

Lastly, Dircksen provides enhance feedback to student papers, an idea from online colleague **Worth Weller** (ENGL), and which appeared in the December 2007 CELT News (<http://www.ipfw.edu/celt/CELTNews/NewsletterDec2007.pdf>) He embeds comments in the right margin of the word processed paper, and a detailed breakdown of the grade earned at the end of the paper. He also embeds a 2-4 minute narrated video screen capture explaining where the project is meeting the assignment objectives (and working towards the course objectives) and areas where they need to build for future assignments in order to best meet those assignment objectives.

Dircksen concluded by warmly acknowledging the support provided by the Division of Continuing Studies for his training as a Quality Matters™ peer reviewer of online courses. He also expressed his gratitude to **Lesia Vartanian** (PSY), who had reviewed one of his online courses, and to **Matt Kubik** (MCETI) and **John Kessler** (ECON), whose online courses he had reviewed, and from whom he had gleaned so many good ideas. He encouraged online faculty in the audience to contact CELT to arrange for a formative peer review on their own online course design, whether the course had been funded by DECCO or not.

You can listen to Dircksen's lecture on IPFW iTunes in the CELT area. ▼

Forum Discussion on Promotion and Tenure at IPFW

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

On the last day of January, the “Re-imagining IPFW’s Academic Future” Project, also known as Red Balloon Project, invited faculty to attend the first meeting of 2011 on “Promotion and Tenure at IPFW: Practices, Policies, and Problems.” Not surprisingly, this particular forum was very well attended: junior and senior faculty members and deans from across the campus appeared to listen to a group of panelists who have served on promotion and tenure committees on several occasions: **Carol Lawton** (PSY), **Mark Masters** (PHY), **Mike Nussbaumer** (SOC), **Rick Sutter** (ANTH), and **Carol Sternberger** (NURS). Attendees posed questions about the

efficacy of Third- and Fourth-Year Reviews, the weight of the VCAA’s and Chancellor’s recommendation in the P&T process, the role of external review letters, and the diversity of multiple measures to prove excellence or competence in teaching. Among the issues addressed were particular problems with current departmental promotion & tenure documents; Some departments have not defined clearly what competence and excellence mean and what the exact expectations are. In particular, it seemed to the panelists that excellence in teaching is not as clearly defined as excellence in research.

In general, the practices of proving excellence in either teaching or research also vary significantly across the campus and may sometimes be difficult for

members on P&T committees to interpret. The Faculty Affairs Committee has been charged to revisit campus P&T documents this year and is to report back to the Senate after having interviewed faculty members about current procedures. There was general agreement that this task is long overdue, since no one has looked at the process and criteria of P&T for a long time.

As **Vice Chancellor McKinney** pointed out at the beginning of the forum, a complex and difficult topic such as promotion and tenure cannot be handled in merely 60 minutes. Indeed, many may have left this forum with more questions than there was time to answer during this one session. ▼

FACET Corner



By *Tiff Adkins, Reference and Information Services Librarian, Helmke Library*

SoTL?

As many of you know, IPFW became an affiliate institution with the Carnegie Academy for the Scholarship of Teaching and Learning (CASTL). In support of this, a five-member IPFW CASTL Steering Committee is working to raise awareness and support the scholarship of teaching and learning

(SoTL). Partnering with the CELT Board, the Office of Academic Affairs, and Faculty Colloquium on Excellence in Teaching (FACET) the committee is offering fellowships, grants, and awards. A great way to learn more about the IPFW CASTL Steering Committee and SoTL is to visit the CELT *Getting Started with SoTL* Website - <http://www.ipfw.edu/celt/learning/sotl.shtml>

Another rich resource dedicated to the topic of SoTL is the *Journal of the Scholarship of Teaching and Learning* (JoSoTL). FACET, along with additional sponsors Indiana University and the Mack Center at Indiana University, sponsors the peer reviewed journal. Each issue of the

JoSoTL promotes the writings of those who have an interest in sharing their work on the scholarship of teaching and learning. Keep in mind, you don't have to be a FACET member to contribute to the JoSoTL, it is an outlet for all educators who have an interest in SoTL. As a contributor or consumer, the JoSoTL is a journal to keep an eye on. In fact, since it is an e-journal, keeping an eye on it is as easy as setting-up an e-mail alert for the latest issues. Visit the *Journal of the Scholarship of Teaching and Learning* Website to view the journal and discover more about it - <https://www.iupui.edu/~josotl/index.php> ▼

Don't Spend Your Vacation, Invest Yourself!

How will you spend your summer vacation this year? Consider investing yourself in the process of scholarly teaching and course transformation by making a Summer Instructional Development Grant proposal. The CELT SID grant provides faculty members with financial support for the time and resources that it takes to implement innovative projects designed to improve student learning and success at IPFW. In addition, the grant provides

faculty members the opportunity to enhance their skills, experiment with new teaching methods, and engage in scholarly teaching.

Every year the CELT Advisory Boards selects 3 to 5 proposals for funding. Examples of funded projects appear on the Past Winners page on the CELT web site, accessible from the CELT Grants page at <http://www.ipfw.edu/celt/grants/grants.shtml>. Courses which are already being taught are eligible for course

transformation grants. A copy of the application form and the proposal guidelines also appear on the Grants page. If you desire more information or assistance in preparing a proposal, please contact CELT at x16354 or celt@ipfw.edu. **Due date for the proposal in the CELT office is March 14, 2011.** (For the creation or revision of online courses, please see the DECCO grant guidelines at <http://www.ipfw.edu/dcs/dlcoursedev/>) ▼

UC² at IPFW

By *Michelle Drouin, Assistant Professor, Psychology*

Big names, big crowds, and big ideas are afoot. The College of Arts and Sciences initiative to engage the community in ongoing conversations (University Community Conversation — UC²) has started off with great success. The conversations for 2011 will cover issues around the central theme of "The Promise and Problems of Democracy," and the first three conversations have already sparked

much interest in the community.

More than 100 people were in attendance at the inaugural event—a town hall meeting on January 26th featuring Speaker of the Indiana House, Brian Bosma. The room swelled, and people listened from outside as Representative Bosma addressed issues related to education reform. Many of these issues were related to charter schools and the plight of educators.

Two more UC² events were hosted in early February. The first featured Paul

Helmke speaking about the "Tragedy in Tucson: Impact on Gun Legislation and the Accessibility of Elected Officials," and the second was a panel discussion featuring **Farah Combs** (ILCS), **Jim Lutz** (POLS), and **Assem Nasr** (COM) discussing "Arab Uprisings: Emerging Democracies in Egypt and Tunisia?"

More information about the previous UC² events as well as advertisements for upcoming events can be found at <http://uc2ipfw.tumblr.com/>. ▼



Don't miss the
2011 Technology Showcase
Friday, April 8, 9 am - 2 pm
in the Walb Ballroom

Visit the CELT website to register.

