

CHELT News

February 2016
Newsletter of the Center for the Enhancement of Learning and Teaching



Decoding the Disciplines at the COAS 6th Annual Symposium on Teaching and Learning

By Pam Britton Reese, Department of Communication Sciences & Disorders

On January 7, 2016 faculty from across campus met to hear **Arlene Diaz**, Associate Professor, Department of History, Indiana University, and **Joan Middendorf** (Lead Instructional Consultant, Center for Innovative Teaching & Learning, Indiana University) present their ideas on Deep Learning Through Decoding the Disciplines. Dr. Diaz went first and discussed using a decoding method from Middendorf and Pace to assess her students' learning of El Cid. She described asking students to make lists of clues to El Cid's life: his goals and beliefs, physical attributes, things and people that surround him. The goal was to create a worldview of a medieval knight. The students analyzed the work and made lists twice, adding to the list the second time. Then, in groups of three they compared their lists and made a poster and then compared the lists to the poster.

Dr. Diaz brought examples of student posters for us to evaluate and a short selection from El Cid for us to read and make lists like her students. We then compared our lists to the student posters. Posters had crosses, Jesus, dollar signs and no blood or violence and no Moors, none of which matched what was found in the selection of El Cid that she shared. She found that students 1) read for random information, 2) had a Eurocentric point of view, 3) used modern values to interpret the past, 4) revealed more about the students than El Cid himself. Once Dr. Diaz had identified this student "bottleneck" to learning, she worked to address it. She taught students to recognize their own

cultural view and explicitly showed them how to switch perspectives. They practiced conversing with and about other points of view.

The faculty group moved to Walb for a shared lunch and the afternoon session led by Joan Middendorf. There she broke us into teams of three and led us through the "Decoding the Disciplines" Cycle. After finding a bottleneck to student learning in the classroom, the steps include learning what specialists do to get past the specific bottleneck, and then how to model these operations for students, give students opportunities for practice, motivate the students and assess if the students have mastered the operations. The final step in decoding is figuring out how to share what is learned with others. In the small groups we worked to identify student bottlenecks and the followed each step and gave suggestions to each other of strategies to get past the bottlenecks. As an example, my "bottleneck" was helping students to take a different perspective problem solving in sample cases. Ideas shared by my teammates included using concept maps, removing a selected solution and asking for another, or using different colored index cards for them to write alternative solutions on.

This proved to be a full day of hands-on collaborative work with peers. It was refreshing to experience what the presenters were preaching about decoding. I have a folder full of ideas to finding and addressing bottle necks to learning for my students. The COAS Symposium on Teaching and Learning has once again proven to be a valuable use of time during duty week.

Reflections on Teaching Working Class

By Jeong-il Cho, Assistant Professor, Professional Studies

This is an excerpt from Dr. Cho's application for a Certificate of Achievement. She is working on a lengthier version of the piece for publication in a journal.

At the 2015 COAS Symposium on Teaching and Learning: Teaching Working Class Students, **Dr. Sherry Lee**

Linkon emphasized that it is important for university instructors to get to know students. The symposium confirmed that my teaching practices were on the right track and boosted my confidence in my teaching. Inspired by Dr. Linkon's keynote, I conducted individual meetings outside class for the first time in my introductory special education course for **cont..... reflections pg 3**



The Power of Voice

By *Jamie Drake, Continuing Lecturer in Spanish, Department of International Language and Cultural Studies*



Have you ever thought about harnessing the power of your students' voices? Have you ever had students in class that express themselves most effectively through the spoken word? If you answer "yes" to either of these questions, then a relatively new tool may be for you: VoiceThread. VoiceThread is a web- and app-based technology that enables you and your students to communicate via the spoken word. As an instructor, you can create a thread consisting of a prompt or specific task instruction. The prompt can be an image, a PowerPoint file, or virtually anything else. In addition, you can leave an audio or video message to attach to the prompt before sharing it with your students, which you can do via URL, social media, email, or by embedding the

thread in your personal web page. Once shared, the power of voice is unlocked!

The potential applications for VoiceThread are limited only by your imagination. As a Spanish instructor, I have used threads to enable students to "Describe Katy Perry as you see her in this photo" or answer "What do you like to do on the weekends?" in Spanish. The technology is so user friendly that students can deliver their spoken responses using a PC mic, webcam, or their phones, mobile and stationary. In language courses, this tool empowers instructors and students alike to spend more time in the target language, enhancing listening and speaking. As powerful as this is for what I do, there is an even greater and expansive potential for VoiceThread.

Built into each thread is the opportunity to give and receive feedback. When a student adds a message to a thread, you and all other students invited to the thread can consume that message and respond to it if desired, and therefore the creator of the message can receive timely and meaningful feedback. In history, imagine

inviting students to respond to Martin Luther King's "I Have a Dream" speech, or in music, inviting students to respond to the question "Will the Beatles be thought of like Beethoven in 200 years, like Paul McCartney stated?" While specific applications in your discipline would have to be developed, VoiceThread technology can be utilized effectively by any instructor and in any field. It is that flexible. VoiceThread is easy to get and it is free. Simply point your browser to voicethread.com or access your app store and sign up for a free account. The premium level, which carries an annual fee of \$99, allows for the unlimited creation and downloading of threads.

This semester, I plan to use VoiceThread as a vehicle to deliver feedback to students on their writing and speaking in Spanish S112. It's a new adventure, comparable to an audio feedback journal. How might you be able to use VoiceThread in your courses? Would you like to discuss it? I would love to have others on this journey with me. Share your journey at celtblog.blogspot.com.

The iPad, Tablet, Smart Phone, and Emerging Digital Future of Teaching

By *Jeffrey A. Nowak, Associate Professor of Science Education*

A lot has changed in the past 15 years at IPFW. I recall receiving a Gateway laptop that could play DVDs, and the secretary (now retired) wondering if I was going to watch movies rather than complete scholarly work on the new-fangled device. Over the years I have run Linux operating systems, Windows, and Macintosh, and have hosted websites developed by our students with LEGO robotics lesson plans, where animated gifs were considered "neat" because they moved on the page. Students who had only a dial-up modem at home had to come to campus to view video over the internet.

I recall students being excited when I handed out CD-ROMs of course content on the first day of class, and later making the discs into a single downloadable .zip file so I could avoid the time and trouble of copying discs. When savvy enough, I switched to hosting File Transfer Protocol (FTP) folders that allowed students to upload their course assignments. "Going green" was a strong enough justification for using a newer yet clunky protocol that had security risks and would not allow for files to be organized remotely without a good deal of hassle. We were living in a wired world where printing on paper stock was becoming less critical to the sharing of information.

Then the brilliant world-changer Steve Jobs took the stage holding in his hands the nearly wireless-only, non-Ethernet connected, camera-less, iPad. File sharing and wireless technologies were not yet ready for the untethered

iPad. Wireless file sharing needed to catch up, and Apps for this new device needed to be developed. Today, just a few years later, we see the vast majority of our students with smart phones that are much more capable than those first generation iPads, allowing students to read an annually updated eBook over a hardbound text with its static text.

Today we are seeing the evolution of one to one computing in our K-12 schools. Many of our state-wide districts have equipped all K-12 students with a digital learning device such as a Windows or Macintosh laptop, tablet, iPad, or Google Chromebook. In our College of Education and Public Policy Educational Studies department, we have instituted an iPad Initiative and require students in Block 1 to rent, purchase, or borrow iPads for future class activities. In the Fall semester of 2015, I required my Q200 students to use iPads. In W200 we used Windows and Macintosh computers, as well as iPads. While just having one semester of iPad-only usage in Q200 under my belt, I have switched to supporting iPad and other digital devices for my Q200 courses this semester.

To be certain, I love the iPad. I really do. Video-based instruction using iPads has been employed to enhance the learning of students with special needs (Weng et. al., 2014). Story apps have been used to help in early literacy education (Merchant, 2015),

cont..... iPad pg 3

2016 Fort Wayne Teaching Conference

Friday, February 26, 2016
IPFW International Ballroom

Student Retention and Success

Keynote address by

Dr. George D. Kuh

Founding Director of NSSE

Agenda and registration on the Academic Affairs web site at

<https://www.ipfw.edu/offices/oa/faculty-affairs/fort-wayne-teaching-conference/>

Registration is required for all 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.

<https://www.ipfw.edu/celt/>

Director's Message



Whoosh! It's February already.

On February 1st CELT welcomed Xiaokai (Katie) Jia as its new Instructional Consultant/Designer. (Yes, Ludy is still with us, but as Associate Director.) Katie is taking over Ludy's workload. Her

email is jiax@ipfw.edu. You can phone her at 1-6368. To request a course design consultation with Katie you can complete an online Request for Services on the CELT web site.

CELT has made it easier, we hope, to request a customized workshop for your department, program, or informal work group. Go to the CELT Workshops page to access the link to "Workshops on Demand" toward the top of the page. This short request form will help you give us a brief description of your need and will assist us in scheduling the event.

Reflections...cont. pg 1

undergraduate students. Each meeting was supposed to last about 10 minutes.

Even though the individual meetings were meaningful for both us, it was very time-consuming and exhausting due to frequently extended meeting times and constant rearrangements of meeting schedules due to unforeseen events (e.g., sickness, car issues, family matters, child care issues) experienced by my students.

I had doubts about doing the interview meetings again, especially when I found out that I was going to have an over-enrollment. However, I was energized by Dr. Linkon's speech and in Spring 2015 I had individual meetings with each of my students in the last three weeks in order to get to know them, let them speak up about any issues they experience in the class, and help them to see the big picture of each course requirement. Meeting students in a class as a whole class is different from meeting them individually in my office. They are more open to sharing their unique situations so that I get to know about their other classes, jobs, families, and future plans. Having individual meetings with 29 students was very time-intensive, but my students and I certainly feel more comfortable with each other and I now know better about where they are in terms of their assignments and level of understanding of the class materials and activities.

The discussion sessions I have attended this semester urged me to have a stronger desire to be a helping professional for my students, since I know some of my students might not be well understood in

If you are committed to teaching well and want to help others excel, consider becoming a CELT Advisory Board member. There will be three spots open for the 2016-19 term. Further information can be found on the CELT website.

Have you flipped your classroom, encouraged brain-based learning, engaged students as partners in teaching and learning? These were all topics of CELT fall conferences over the past several years. You can turn your conference-inspired changes in teaching into documentation of your teaching by earning a CELT Certificate of Achievement. For information go to the Document Your Teaching page on the CELT web site. Do you have an idea for an article for the CELT News? Send your idea to the Editor; Kent Kauffman, at kauffmak@ipfw.edu.

Have a great semester!

Gail

some classes taught by faculty members who might simply say "I don't know how to work with students." This time I was even more flexible with meeting times, as I was meeting students early in the morning, immediately after class, and on Saturday. The meeting was a class requirement clearly stated in the syllabus. I passed out a sign-up sheet for meetings in class. Students were clearly informed multiple times that the purpose of this meeting was a "mid-term advising" on their progress on assignments and also to discuss any questions and concerns they had about the class. Students brought their drafts and outlines of their future assignments and, at the conclusion of a meeting, many students expressed their improved understanding of course assignments and expectations.

The influence of the individual meetings was documented in a mid-semester evaluation. I sought anonymous mid-semester evaluations of my teaching from students on four important instructional practices (Lecture, Requirements, Interactional Style, and Strengths) and also solicited suggestions for making the class a better learning/teaching environment for students. Students especially made positive comments on my interaction style, such as "I feel very comfortable asking the professor questions if I don't understand," "She is always welcoming and open for questions or ideas," "I feel that she is very approachable and is easy to work with," "She makes herself available to us and is willing to help," and "willingness to help and the

iPad...cont. pg 2

and math apps help students learn otherwise difficult math concepts (Beal & Rosenblum, 2015; Larkin, 2014). I have shared with my students articles written on how to best choose iPad apps that align with gifted and talented student skills and the Standards (Powell, 2014), and iPad apps are being used to teach Science, Technology, Engineering, and Mathematics (STEM) education concepts to students as young as preschool (Aronin and Floyd, 2013). In the April issue of CELT News, "The problem with iPads..."

Read CELT's blog at
celtblog.blogspot.com.



care she shows. She wants us to do well and it shows." I strongly believe that students need to be in a positive and risk-free socio-emotional and behavioral environment in order for them to effectively and successfully respond to teaching. A positive learning environment is not something that happens naturally in class, but something a university instructor needs to intentionally create and constantly improve with all students with diverse backgrounds and needs.



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[#CELTWORKSHOPS](https://twitter.com/CELTWORKSHOPS)

FACET Corner

By Elliot Blumenthal, Associate Chair, Biology

FACET has three initiatives going right now: A) Mentoring; B) Summative Review; and C) New Faculty Reading Circles. Also a new approach will be implemented for the FACET Selection process. Currently, other campuses' FACET groups engage in mentoring for applicants prior to selection of their campus nominees, and IPFW will begin doing that as well. We also will move the deadline for FACET nominations to April, which will allow the nominee to work on their FACET cases over the Spring and Summer. This will allow the candidates to submit a draft of their document to the review committee early so they can get feedback in a timely manner, and get revisions in before the final submission date.

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Upcoming Events

February

CELT Certificate Showcase

Friday, February 5
12 noon - 1:15 p.m in LA 35C
Presenters; Jeong-il Cho, Edu., Adolfo
Coronado, CS, Rachel Hile, Eng., Pam
Reese, CSD

Flipping, Dipping, and Dunking; Using Blackboard to Support Classroom Activities

Friday, February 12
12 noon - 1:15 pm in LA 35C
Facilitated by Ludy Goodson, CELT

Teaching Metacognitive Skills

Wednesday, Feb. 17
11:30 am - 12:30 pm in KT G83
Presenters: Anusha S Rao, Terri Tarr
(IUPUI CTL staff)
Webinar facilitated by Gail Rathbun,
CELT Director

SID Faculty Showcase

Friday, February 19
10:30-11:45 am in KT 119
Facilitated by Kerrie Fineran

Fundamentals of Faculty Advising at IPFW (CE)

Friday, February 19
12:00 pm - 3:00 pm in LA 35C
Facilitated by Julie Hook, GNST

Fort Wayne Teaching Conference Student Retention and Success

Friday, February 26
7:00 am - 5:00 pm in International
Ballroom
Keynote speaker: Dr. George D. Kuh

Pedagogy of Real Talk Reading Group

Monday, February 29
1:00 pm - 2:00 pm in Kettler faculty lounge
Facilitated by Curt Hosier, SOC

March

Rubrics for Learning and Grading

Friday, March 18
12 noon-1:15 pm in LA35C
Facilitated by Gail Rathbun, CELT
Director

Documenting Your Teaching

Thursday, March 31
11:30 am - 12:30 pm in KT G83
Presenters: Douglas Jerolimov, Richard
Turner (IUPUI CTL staff)
Webinar facilitated by Gail Rathbun,
CELT Director

April

Hunks, Chunks, and Bites: How to Get Your Writing Projects Planned so You Can Get Them Completed

Friday, April 1
8:00 am - 3:00 pm in Walb 126
Keynote speaker: Meggin McIntosh,
Textbook & Academic Authors Assoc.

Evidence-based Instructional Practices in STEM

Wednesday, April 13,
11:30 am - 12:30 PM KT G83
Presenters: Anusha S Rao, Douglas
Jerolimov (IUPUI CTL staff)
Webinar facilitated by Gail Rathbun,
CELT Director

June

2016 Summer Writing and Project Development Institute

Thursday, June 2, and Friday, June 3
9:00 am - 4:00 pm in Honors Center

Hunks, Chunks, and Bites: How to Get Your Writing Projects Planned So You can Get Them Completed

April 1, 2016
Walb Classic Ballroom
8:30 am – 2 pm



Meggin McIntosh invites you to take advantage of IPFW's one-year membership in the Textbook Authors Association. Join at <http://www.taaonline.net/join-taa-today> to receive news of grants, webinars, the newsletter, and more!

Register for the April 1 event on CELT Workshops page.
IPFW Writing Circle "Table Talks" during and after lunch.
Sponsored by College of Health and Human Services, CASTLE, and FACET.