



Students as Partners in Teaching and Learning

By Martha A. Coussement, Assistant Professor, Department of Hospitality and Tourism Management

IPFW welcomed Dr. Peter Felten to our campus on Thursday, August 20th to kick off our Fall semester. He spoke to a large group of 120 faculty gathered in the Walb Ballroom with his theme of "Engaging Students As Partners in Learning and Teaching."

CELT Director Gail Rathbun introduced Felten, Executive Director of the Center for the Advancement of Learning and Teaching at Elon University in North Carolina. Dr. Felten is an internationally recognized expert on transformative teaching. Dr. Felten began by asking the faculty to think about students as partners and to name one adjective that described our favorite students. We then shared these adjectives with everyone else in the room. Common characteristics of favorite students were self-motivated, engaged, open, challenging, willing to take risks, and yes, for many faculty, students who were also awake in class! Felten then stated "Faculty can shape how students behave in the classroom. We do not control behavior but we can shape it." He also said "We can teach

to our students OR we can teach with them." He then engaged the attendees with a variety of group activities based around organizational questions for faculty to ask themselves as they design this partnership: 1) what does the faculty want out of the partnership and why? 2) how does one go about forming the partnership? 3) what should the results be for this mutually beneficial partnership? and 4) who, me, do this?

Attendees then broke up into small groups of three to answer the above questions. The trios brainstormed about what they wanted out of a student partnership and asked themselves why students would want to partner with us. Perhaps the student is doing so out of curiosity or honor or even a tangible reward such as a recommendation letter at the end of the semester. Then we looked at the "how" of forming this partnership, which was a very exciting 30-minute period. Suggestions made were redesigning of the course, letting students formulate the cell phone policies or participate in the design of the course rubric.

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JumpStart 2015

By Ludy Goodson, CELT Instructional Consultant/Designer



Seeking to jump ahead of the learning curve, 18 new instructors devoted three days on August 10, 11, and 12 to workshop presentations and consultations with CELT, IT Services, Helmke Library, and IPFW Faculty. Early morning coffee, tea, conversations, and welcomes started

their days. They fully participated in interactive sessions, presentations, and work sessions. A few instructors continued their course design consultations in the days that followed. The rate of return on their investment, as reported in their evaluations, yielded stellar accomplishments—design of a fully web accessible syllabus; comfort and proficiency in all the useful ways to teach with Blackboard Learn for brick-and-mortar and online courses; finding resources on teaching, evaluation, rubrics, and IPFW standards; how to build and copy a course; successful ways

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What can students do as partners that faculty cannot accomplish? For one student partners can talk to their peers and give feedback about what is working and what is not working. And what about the results? In general, faculty can expect greater engagement, which will enhance motivation and learning as well as awareness, which translates into an improved classroom experience for all involved. Finally, for the "Who, me?" portion of our activities, Felten urged all of us to remember to start small and be patient—don't try everything all at once this Fall semester—try just one small change and build on that change for Spring.

Felten then closed with reminding us to think about the power imbalance that can occur between faculty and students and suggested we think about our attitudes toward power and develop the mindset that fosters working together on student activities/assignments with our student partner.

After lunch, the afternoon was divided into a series of faculty-led sessions. Jake Mattox, English, IUSB and FACET member, led the first group with the topic "Your Final Exam is to Re-write This Syllabus: Sharing power in the classroom."



Dr. Peter Felten describes case studies of engaging students as partners in teaching and learning.

Afterwards, attendees could choose one of the following two sessions:

- Marcia Dixon, Assistant Vice Chancellor for Teaching and Learning and a FACET member led a stimulating session titled "Negotiating the Final: Meaningful classroom experiential learning"
- Barton Price, CASA and Audrey Whetstone, the Writing Center; Ian Gatchell, Supplemental Instruction; and Joshua Cripe, Supplemental Instruction and Tutoring (student panel) led a session titled, "Student

and Faculty Collaboration in Academic Support"

The afternoon closed with the following session options:

- Lesa Rae Vartanian, PSY and FACET member provided a session titled "Games, Goals, and Groups: The benefits of teaching with less control and more choice"
- Art Herbig, COM, led a session titled, "Socratic Goes Virtual: Working with students to decipher their own digital experiences"
- Finally, a Student-Faculty panel on partnering was provided, facilitated by CELT Director Gail Rathbun. Members presenting were Michael Bendele, PSY and FACET member; Maisie Ross, PSY Teaching Assistant; Kimberly O'Connor, OLS, Corey Lininger, OLS Teaching Assistant; Irwin Mallin, COM and FACET member; Amanda Seilheimer, COM Graduate Student; Vince Maloney, CHM; and Ian Gatchell, CHM Teaching Assistant.

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to add quizzes and exams; and effective methods of online teaching. Our guest lecturers from multiple disciplines provided added returns with information relevant and adaptable to their classes. Among the bonus dividends reported were connections and conversations with colleagues that energized the instructors' collaborative thinking about teaching and best use of resources. One more bonus dividend was the Certificate of Achievement awarded to each instructor in this Jumpstart 2015 event! Special thanks to the library and faculty presenters:

- Kent Kauffman, Associate Professor of Business Law, "How Learning Emotions and the ARCS Model of Motivational Design Enhance Learning and Improve Critical Thinking;"

- Anna Gibson, Limited Term Lecturer, School of Business, and Margaret Brown Vega, Assistant Professor, Department of Anthropology (video), "Using Blackboard for Teaching and Learning;"
- Shannon Johnson, Helmke Library Information Services and Instruction Librarian, "Assignment Design and Research Strategies;"

And to the Jumpstart 2015 planners, welcomers, co-facilitators, and assistants who made this event so successful:

- Administrative team: Carl Drummond, Vice Chancellor for Academic Affairs and Enrollment Management; Marcia Dixon, Assistant Vice Chancellor for Teaching and Learning; Carol Sternberger, Associate Vice Chancellor for Academic Programs, Director of Graduate Studies; Julie

Stills, Graduate Administrative Assistant IT Services Team: Scott Vitz, Coordinator of Academic Computing; Todd Raines, IT Training Coordinator; Mike Phillips, Media Services Technologist; Han Fei and Kathie Surface, IT Services Academic Consultants; Marvin Haugk, IT Services Compliance Sheriff Coordinator

- CELT team: Gail Rathbun, Director; Sam Birk, Associate Director for Instructional Technologies; Ludy Goodson, Instructional Consultant/Designer; Stephanie Stephenson, Secretary

Director's Message



Gail Rathbun, Director

It has been an eventful start of the academic year for CELT. We had a very enthusiastic response to our Jumpstart for New Faculty and Digital Age Seminar events in the week preceding duty week. What dedication to teaching! Then an overwhelmingly positive response to Peter Felten's workshop on engaging students in teaching and learning that prompted many of the 118 attendees to immediately alter their syllabi and change the way they

do things. At least 30 of us were still going strong by 2:30 pm when the Student-Faculty panel began. A very encouraging day for all, and we hope, for our students.

At the same time, CELT has said goodbye to two long-time staff members, Sam Birk, Associate Director, and Stephanie Stephenson, Secretary, both to take advantage of exciting new opportunities that have come their way. Looking back, both have made significant contributions to CELT's program and operations. CELT would not be where it is today without their energy and devotion. Looking forward, CELT says hello to Regina Gordon, formerly with the TRIO program in Student Affairs, who has assumed the position of Program Assistant, taking Steph's place. The Associate Director position will change its focus to faculty development.

On the 2nd floor of Kettler you will notice a big digital display where CELT's

bulletin board was. Testing Services and CELT are sharing the display where we are posting our offerings, events, and hours.

CELT has also added new pages to its web site. One is called Document Your Teaching. This page describes the Certificate of Achievement, will provide a link to our new self-service Activity Reports (under construction), and includes a link to our SoTL page. The other page is in Teaching Resources and is called Mental Health Disorders. It has links to pages related to teaching students with autism spectrum disorder. Soon the CELT web site will have a new "look." Watch for it!

Hope your semester is off to a great start!

Free Legal Advice: Instructors, Students, and Copyright Law

By Kent Kauffman, Esq., Assistant Professor, Business Law

Somewhere between "Ignorance is bliss" and "A little learning is a dangerous thing" lies copyright law. It seems the more one learns about copyright the less one knows, due to its highly technical and esoteric nature. The basics of copyright law applied to instructors and students yield a few generalities, all of which have their own exceptions. It is the law, after all.

Copyright and an Instructor's Course Materials

Do an instructor's course documents or class notes qualify as sufficiently creative to be copyrightable? Yes—provided they aren't already copied from canned materials provided by another source, such as a textbook publisher. And an instructor's in-class presentation would be protected by copyright if it the instructor or institution is recording it. Even case law preceding the 1976 federal Copyright Act concluded professors' lectures and related materials were copyrightable.

A harder question is who owns the

copyright of an instructor's work product. While generally the creator owns the intellectual property (whose monopolistic rights include derivative works, licensing of the work, etc.), all bets are off in an employment environment. Purdue's Intellectual Property Policy (I.A.1), which can be found on purdue.edu/policies/, states that intellectual property arising in "any part of employment or enrollment at the University...is Purdue Property, except as follows." The first exception states: "The University permits authors to retain and manage the copyright to instructional Copyrightable Works and Scholarly Copyrightable Works, subject to a license in favor of the University as set forth below." That license, per a later section in the Policy, is a perpetual, nonexclusive, royalty-free license to "use, duplicate and distribute the Instructional or Scholarly Copyrightable Work for all research and educational purposes of the University." Instructional Copyrightable Work is defined in the Policy as that which hasn't been commissioned and is "authored by a faculty member or instructor primarily for the instruction of students." A Commissioned Copyrightable Work is that

which is commissioned by the University or a funding sponsor for the purposes of teaching and includes curriculum designs. A Scholarly Copyrightable Work is something intended to "express and preserve scholarship as evidence of academic accomplishment." This includes scholarly publications and journal articles, "books, plays, musical compositions and other works of artistic imagination."

Copyright and a Student's Course Work

Assuming a student actually takes notes in a class, a copyright issue surfaces regarding if the student's notes are sufficiently "transformative" to warrant a new copyright for the student or if the notes qualify as a "fair use" exception to an infringing copying. Of course, if the notes are drawn from a non-recorded lecture, then the issue is whether the notes are beyond a simple compilation of facts. A court case from the University of Florida illustrates this tension. There, a professor sued a publishing company named Class Notes LLC, for publishing student-written and paid-for notes of his very large conservation class. While concluding the students might have a "fair use," non-

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Upcoming Events

September

Best Practices in Using the Media Vault
(Kaltura) (CE)
Friday, September 25
12:00 pm-1:15 pm in KT 205B
Facilitated by Ron Lewis, CELT; and Mike
Phillips, IT

Re-visioning Course Design Seminar (CE)
Monday, September 28
1:30 pm-4:45 pm in Walb G21
Facilitated by Ludy Goodson and Gail
Rathbun, CELT; and Linda Lolkus, CFS

Rubrics for Learning and Grading
Wednesday, September 30
1:30 pm-1:15 pm in KT 128
Facilitated by Gail Rathbun, CELT

October

Fundamentals of Advising at IPFW (CE)
Friday, October 2
12:00 pm-3:00 pm in LA 35C
Facilitated by Michael Bendele, PSY; Julie
Hook, GNST; Curt Hosier, SOC; Irwin Mallin,
COM; and Christa Van De Weg, SIS

Teaching with Technology Showcase:
Improving Feed Back and Collaboration
with IPADS
Friday, October 16
12:00 pm-1:15 pm in LA 35C
Facilitated by Jeff Nowak, EDUC

Teaching Topics Webinars (CE)
Best Practices for Slide Show Presentations,
Thursday, September 24
11:30 am-12:15 pm in KT G83
Facilitated by Ludy Goodson CELT

Classroom Assessment Techniques
Thursday, October 1
11:30 am-12:15 pm in KT G83
Facilitated by Gail Rathbun, CELT

*Registration is
required for all CELT
events.*

*[https://www.ipfw.edu/
celt/](https://www.ipfw.edu/celt/)*

**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.**

Free Legal Advice...cont. from p. 3

infringing right to take their own class notes, the court acknowledge that the professor's practice test questions were protected against being re-used without his permission, and sent the case to a jury to decide if the students notes were "transformative," namely, that as taken, were the students' notes sufficiently new and original to qualify as distinct from their source.

Likewise, student-written research papers or projects belong to the authors and an instructor's reuse or display of student papers (or essay answers) would generally require permission or a license.

Purdue's Intellectual Property Policy (I.A.1) also grants students the retention of "title to Intellectual Property the students create for credit and without

compensation in a University course through the use of course-wide resources...." Notice the "without compensation" language because, fairly or not, some universities don't want students to profit from their class notes. California passed a law in 2000 that prohibits anyone, including students, from using class notes for any commercial purpose. UC Berkely has a policy that prohibits students from sharing their notes with any non-student in a given class, unless permitted by the instructor. And UNC Chapel Hill's Copyright Policy prohibits students from using their class and lab notes for commercial purposes.