



“Hunks, Chunks, Bites” Workshop was no April Fools Event

Martha Coussement, Health and Human Services

How many of our IPFW faculty lament or say: “I’m going to write.” “I’m going to write that article.” “I’m going to write that book chapter.” BUT perhaps we do not write it, and it keeps getting pushed to the next day, the next semester or the favorite excuse — “I will do it in the summer.”

On Friday, April 1st, CELT, along with the College of Health and Human Services, CASTLE, and the IPFW Writing Circle, hosted a writing workshop, “Hunks, Chunks & Bites—How to Get Your Writing Projects Planned So That You Can Get Them Completed.” This event was also sponsored by the Textbook and Academic Authors Association (TAA).



Deb Huffman, ENGL, Matthew Perkins Coppola, EDUC, Nurgul Aitalieva, PPOL enjoy a light moment together.

Dr. Meggin McIntosh, founding director of the Excellence in Teaching Program at the University of Nevada Reno, conducted the writing workshop and during the interactive time period gave numerous tips, tools, and ideas for getting your writing accomplished.

Throughout the day, she asked to think about breaking the writing process into “Hunks,” “Chunks,” and



Meggin McIntosh

“Bites.” Early questions to be resolved were, “How do you define what a hunk of your project is?” Then, “How do you break it down to the chunks and bites?”

Hunks = major pieces of the project

Chunks = pieces of the hunks

Bites = tasks & activities that can be done by one person in a short time frame

Meggin also provided various strategies and techniques for learning to avoid procrastination. Procrastination is a trouble spot for all writers, students and faculty alike. Meggin provided a number of strategies to help all of us accomplish what needs to be done, ways to manage that elephant, as she called it. (Conjuring the aphorism, “How do you eat an elephant? One bite at a time.”) Begin with the idea of SMART (ER) (EST) Goals/Objectives. We all remember SMART right?

Specific, Measurable, Action, Realistic, Time-Framed, Then, Energizing and Relevant, And, Energizing, Strategic, Test you, and/or thoughtful

Hunks cont....pg. 7

VoiceThread Continued

Jamie Drake, Continuing Lecturer in Spanish, ILCS



Jamie Drake

Well, here we are, racing to the end of the semester. I have really enjoyed working with my students and leaving them feedback messages using VoiceThread, and I thought I

would take this opportunity to update you on the project.

As you may recall, I had the goal of using VoiceThread to leave voice-driven, positive, and constructive feedback in English for each of my students after chapter assessments in Spanish S112. I am happy to report that I achieved my goal for all but one of our assessments, and I was able to expand the project to include the midterm exam and the bi-weekly cultural reflections the students completed. As a result, each of my

students has an audio file that is now between twelve and eighteen minutes long.

The good news: the feedback project has not been difficult, technologically speaking. The bad news: it has been time consuming.

There was a lot of work required at the beginning, such as searching for and logging the email addresses of all 47 of my students. When assessment began, I delivered feedback before returning items to students in class. Therefore, my time on task increased and I often felt a lot of pressure to finish quickly so the students could get their feedback in a timely manner. Fortunately, I grew more efficient with each assessment.

Has the feedback been effective? Overall, students have responded favorably, albeit infrequently, to the use of VoiceThread. Occasionally a student will approach me at the end of a class session with a response to something I left in a voice message. If prompting a conversation with a student is the one clear

positive I have from the use of VoiceThread, I'll consider it a success.

I also must report some failures. First, I never made a direct announcement that students could leave me voice messages on their threads. So far, no student has interacted with me in this way. Second, on two occasions I mistakenly emailed a student a link to another student's VoiceThread. Finally, I did not put in place any way of monitoring whether or not the students were listening to the feedback. It came as a surprise to me when, at the end of February, two students in different sections sent me similar emails, saying something like, "I just found your messages and I wanted to thank you. They are helpful."

As I leave my final voice messages this semester, I hope to collect student feedback about VoiceThread. Did they find it helpful in improving their Spanish? Were they faithful listeners? These are valuable questions. So is this one: Was all my time and effort worth it? I hope so.

Document and Improve Your Online Teaching: Request a Formative Peer Review

Gail Rathbun, Director, CELT

The newly published "Documenting Teaching Effectiveness: Overall Plan," available on the Office of Academic Affairs web site, suggests that faculty regularly have their online courses reviewed by a member of the CELT Online Course Review Team. And as with any peer review, the faculty member should reflect on this review in writing.

In response to the recommendations made by a campus-wide task force study of online learning CELT set up the Online Course Design Review program in late 2008 with support from Division of Continuing Studies. The eight

peer reviewers, all trained by Quality Matters™, conduct their formative reviews using the IPFW Standards and Guidelines. The IPFW document is an adaptation of the Quality Matters™ rubric created by the review team and periodically revised based on other rubrics such as the Blackboard Exemplary Course Rubric. Since the start of the program, over ninety (90) course reviews have been completed or assigned, representing about 53% percent of the approximately 170 online courses offered at IPFW. Twenty-nine departments and programs are represented in this total.

CELT recently evaluated the effectiveness of the Online Course Design Review program. CELT surveyed faculty who requested peer reviews, reviewers, and chairs. We found that the Online Course Design Review Program has had a very positive impact on improving the design of online courses. The program has led to useful exchanges among faculty across disciplines. In their responses to a survey of faculty member who had their course reviewed, faculty members evinced a high degree of appreciation of the peer review process

Cont....pg. 7

Free Legal Advice “God Bless You” or Gesundheit:” Free Speech Issues in the Class Room

Kent Kauffman, Esq., Associate Professor, Business Law

Most likely, the professor at the University of Texas Rio Grande Valley didn't mean to start a firestorm last fall semester when the professor's syllabus included a prohibition on saying, “God bless you” in class. It may have been—as was asserted by the university—a discouragement against potentially disruptive behaviors, but after students protested that their First Amendment rights were being infringed, the line was removed from the syllabus. There are multitudinous reasons why we might take offense at what another says or writes. Stopping or preventing such expression may seem a natural act to many. But for First Amendment purposes at a public university, a difficult question is how far a student or faculty member's right to offend another in the class extends?



The First Amendment and Offensive Speech

When, in 1989 in *Texas v. Johnson*, the U.S. Supreme Court affirmed the right of one to burn the American flag as symbolic of one's hatred of America, the court repeated the maxim that a bedrock principle undergirding the First Amendment is “government may not prohibit the expression of an idea simply because society itself finds it offensive or disagreeable.” Of course, no rule is without exceptions and all forms of speech aren't “protected:” defama-

tion; bribery; and, threats, for example. But what about allegedly hateful or provocative speech in class? Here are a few examples where students and faculty were disciplined for their in-course or in-class speech, some of which led to litigation:

- In 2009, a student at Los Angeles Community College sued his speech professor and college because the professor forced a stoppage of the student's informative speech—which was about his religious beliefs—when the student expressed opposition to same-sex marriage and recited Bible verses from the books of Matthew and Romans. After stopping the speech, the professor called the student a “fascist bastard” in front of the other students and refused to grade the speech.

- In 2011, a student at Oakland University was suspended from his Advanced Critical Writing class (and from campus for three semesters and required to take sensitivity counseling) because in his creative writing journal he wrote a few sexualized entries, including one about his attraction to his female professor, titled “Hot for Teacher.” The student sued Oakland University in 2013, alleging in part that the professor said no topic was off limits for class journals.

- In 2013, an instructor at Florida Atlantic University (FAU) teaching an intercultural communications class was placed on administrative leave after a student protested the instructor's in-class exercise involving students writing “Jesus” on a piece of paper and stepping on it, which is evidently a decades-old activity suggested in a communication textbook, emphasizing the emotional power of symbols. FAU eventually renewed the instructor's one-year contract, but promised students the activity wouldn't be done again.

- In 2013, a tenured professor of education at Louisiana State University

(LSU) was suspended and then fired in 2015, over allegations that in her classes she made insensitive or sexual jokes and used salty language, including occasionally saying “F--k, No.” Her dismissal was tied to the conclusion she violated LSU's sexual harassment policy and created a hostile learning environment. In 2016, the professor sued LSU. The American Association of University Professors (AAUP) issued several statements in support of the professor after investigating the matter.

Faculty and the Juggling of Academic Freedom, the First Amendment, and Speech or Harassment Policies

Academic freedom is not an express constitutional right. It exists by custom, culture, common law, and by contract. Purdue's Academic Freedom principles exist in an Office of the President Executive Memorandum and can be found here: <http://www.purdue.edu/policies/human-resources/b-48.html>.

For those at public colleges and universities, academic freedom can be related to the First Amendment. In 1967, the U.S. Supreme Court ruled that a New York law requiring public university faculty to sign oaths affirming they weren't communists unconstitutionally infringed on academic freedom and the First Amendment's freedom of association (*Keyishian v. Board of Regents*). But the generalized freedom of expression or association faculty members have because their employers are state actors whose actions are ultimately governed by the Bill of Rights does not equally apply in teaching settings. Largely, a public institution instructor has a freedom of speech right to say or do in the classroom (or online, by inference) that which is relevant to the

Legal cont....pg. 4

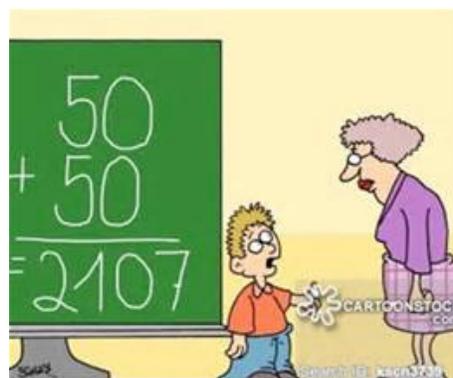
pedagogy, known as the “germaneness” standard.

For example, in 2001, a federal court applied the germaneness standard when ruling in favor of an adjunct communications professor who was fired after a student complained that in the professor’s lecture on language and social constructivism he used “b--h,” “f---t,” and “n---r,” as examples of language used to marginalize certain groups (Hardy v. Jefferson Community College). Other federal courts have similarly, but not uniformly, concluded that the First Amendment (or academic freedom) protects provocative or controversial speech by public institution faculty. One court noted that a public university’s sexual harassment policy shouldn’t be applied against a writing instructor who used provocative sexual language to illustrate points in class or to maintain student interest in the material (Silva v. University of New Hampshire, 1994). By contrast, years earlier a different federal court denied the First Amendment claim of an economics instructor at a public college who was fired for his repeated use of profanities and coarse language, including “God d--n,” “Bull s--t,” and even “sucks.” In fact, the court refused to consider his academic freedom claim, concluding that his language was not germane to his subject matter and served no educational purpose (Martin v. Parrish, 1986).

Yet, even the germaneness standard isn’t consistently applied. In 2001, a federal court confirmed the immunity against litigation for administrators who fired a public college composition instructor for using a free-association teaching technique, “clustering,” where students called out any topic and then called out words related to the topic. For the class in question, the students chose “sex” as their topic of choice and I’ll leave to your creativity what words or phrases were yelled and then writ-

ten on the board. George Carlin would have been very proud. Not one student complained, yet the college fired the instructor for his vulgarity and for fear that such a teaching technique could lead to college-liability related to its own sexual harassment policy (Vega v. Miller). There was a strong dissent in that case; that judge concluded the instructor’s academic freedom and First Amendment rights were trampled, in no small part because that institution’s academic freedom policy stated faculty “may, without limitation, discuss their own subject in the classroom.”

Concerning sexual harassment policies or other Title IX hostile learning environment policies that have been used against professors and students for their provocative speech, the AAUP issued a 56-page draft report on March 24, titled “The History, Uses, and Abuses of Title IX.” The drafters of this report argue, among other things, for a clearer demarcation between on-campus speech that is sexual harassment and speech that is simply offensive or upsetting. Included in the report are examples of what are thought to be cases where faculty have had their academic freedom and speech rights violated by inarticulately created or sloppily applied anti-harassment codes. The report can be found at: <http://www.aaup.org/file/TitleIX-Report.pdf>.



Students and their Free Speech Rights in Class

In the fall 2015 semester, a gender studies professor at Washington State University (WSU) issued a syllabus whose in-class prohibitions included using “oppressive and hateful language,” and specifically outlawed words such as “illegal alien,” “female,” and “male.” Repeated use of language in violation of the syllabus subjected students to punishments ranging from the removal of participation points to assignment F’s to “failure for the semester.” After student outrage and national news coverage, WSU negated such speech proscriptions in a public statement, declaring in part “no student will have points docked merely as a result of using terms that may be deemed offensive to some.... Blanket restriction of the use of certain terms is not consistent with the values upon which this university is founded.” Later that year, a Washington State legislator who is a political science professor at Central Washington University put forth a bill that would fine universities for infringing student’s First Amendment rights, as well as for forcing faculty to use trigger warnings.

What the First Amendment offers to public institution faculty is, to large extent, granted to their students. In 1969, the U.S. Supreme Court ruled students had First Amendment rights to wear black armbands to class to protest the Vietnam War (Tinker v. Des Moines Indep. Cmty. Sch. Dist.), and as recent as 2010, a federal court upheld the right of college students to wear empty holsters to class as a protest against campus policy prohibiting concealed firearms (Smith v. Tarrant County College Dist.).

But a public college student’s First Amendment rights in class give way where the speech disrupts the instructor’s teaching efforts or hinders other

students' rights to learn (Burnside v Byars, 1966). Unfortunately, from a student's vantage, some federal courts apply to college student speech cases a broader speech restriction standard from a U.S. Supreme Court case involving high school students. In that case, the Supreme Court upheld a high school principal's restriction on what journalism students could write about in the student newspaper, which included an article on teen pregnancy in the school (Hazelwood Sch. Dist. v. Kuhlmeier, 1988). In so doing, the Court ruled that schools don't have to tolerate student speech that is inconsistent with their basic educational mission, provided the restrictions "are reasonably related to legitimate pedagogical concerns."

For example, in 2002, a federal court applied this standard to a Master's student whose mathematical sciences thesis was retroactively disapproved because he post hoc inserted into his thesis (before being placed in the library) a "Disacknowledgments" section, where he offered various "F--k You's" to various "degenerates for being an ever-present hindrance during my graduate career." Those degenerates included his professors and Dean (Brown v. Li). Summarily, the court found no First Amendment protection for student speech the relevant educators believed violated proper publication standards. And in 2013, a federal court upheld the sanctions against the Oakland University student for his earlier-mentioned "Hot for Teacher" journal entries (Corlett v. Oakland University Bd. of Trustees). The student argued his entries never disrupted the learning process of anyone and, therefore, the actions taken against him violated his free speech rights. But the court thought his writings were "not tolerable in a civilized society," when directed at female professors or fellow students and weren't protected, in light of the university's pedagogical interest in preparing stu-

dents for proper communication in the workforce.

Purdue's Adoption of the "Chicago Principles" on Freedom of Expression

In May 2015, the Purdue Board of Trustees endorsed a free expression policy, commonly known as the "Chicago Principles." Originating from the University of Chicago in January 2015 and drafted by a faculty committee, the Chicago Principles acknowledge the need for "lively and fearless freedom of debate and deliberation." And like the University of Chicago (and Princeton University, whose faculty adopted the same policy), Purdue's statement acknowledges that members of the university are free to criticize speakers, but says they "may not obstruct or otherwise interfere with the freedom of others to express views they reject or even loathe." A key section of the statement says: "In a word, the University's fundamental commitment is to the principle that debate or deliberation may not be suppressed because the ideas put forth are thought by some or even by most members of the University community to be offensive, unwise, immoral, or wrong-headed." Purdue is the first public university to adopt the Chicago principles, and a full reading of it can be found at: <http://www.purdue.edu/purdue/about/free-speech.html>.

The Takeaway: As murky as any takeaway might be, public institution faculty have more First Amendment protection for their course-related speech the closer those expressions connect to the underlying subject matter or pedagogy. Students also have a right to freedom of expression in their classes, which includes their right to the expression of their beliefs, opinions or word choices. But faculty may reasonably restrict student speech that hinders faculty teaching and learning efforts or disrupts other students' learning. Finally, if you're looking for a Deity-free alternative to a

post-sneeze benediction, consider what Jerry Seinfeld suggested in Season 3 of his TV show: "You're sooo good looking." Who would be offended by that, right?

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

Jeffrey A. Nowak, Associate Professor of Science Education

This month CELT News presents Part II of Jeff's article, "The problem with iPads..."

The iPad was designed to be a niche device, neither a laptop nor at its inception a small screen smartphone, that runs iOS rather than the full operating system found on Macintosh computers. Therein lies the inherent benefit and problem, a device that had long battery life, but was not able to run the full programs installed on laptops and desktops. Today battery technologies are much more advanced and competitors have caught up the iPad. Another issue is that Steve Jobs did not support use of a stylus on this niche device, and thus the multi-touch touchscreen was developed so we could use our fingers to write with, but they often make for poor precision pointing devices.

Of course today we see the evolution of the iPad to include the Apple Pencil on the iPad Pro, and peek and pop gestures are changing the way we interact with the multi-touch screen. This has been wonderful for the consumer, as we now have richer features on small easy to carry devices. The number of apps for the iPad is now over one million, most of which cost much less than a Happy Meal from McDonald's. However, as the device has matured to become an "all-in-one" device in the schools, other cloud and more platform-rich devices have been developed that match or beat the iPad on value delivered for the price.

Specifically, the Google Chromebook has been growing in popularity, and is being adopted as the digital device in some school districts. While the Chromebook primarily uses apps in the "cloud" rather than on the device, the robust wireless bandwidth available in most classrooms today has proven

more than sufficient for them to serve as the only device necessary. Another device gaining popularity is the Windows Surface and Surface Pro. We already have elementary through high school students who carry home with them district-purchased Windows laptops, and the Surface allows for use of a stylus pencil and detachable keyboard on a tablet that costs about the same as a similarly featured iPad while running the full version of Windows 10. That means limitations of the iPad such as lack of a USB port and lack of being able to install a desktop application such as MSOffice do not exist for the Surface Pro.

Herein lies the question, what should we require our education students know in terms of technology when they leave IPFW? Is the iPad the best device? Of course, the answer is, "Yes, sometimes, but not always. It depends." Using the iPad last semester in Q200 posed some frustrations for my students when writing in data on labs, and taking notes. Only one student had an iPad Pro, and the Apple Pencil was only available at that time on preorder status. Typing can be assisted via use of a Bluetooth keyboard, and I have heard presenters at conferences and symposia share that in the future we will not need to keyboard as we will simply speak our text out loud to our devices and apps will transcribe for us. I am less certain. I have yet to see a class full of students all speaking at the same time do this effectively. More likely, we will write or type when in group settings until brain research allows for us to quietly write via direct brain wave stimuli. It would seem to me that if in a board room meeting all notes were recorded as people were speaking to their smart device, the presenter might become distracted.

This semester I decided to continue to use WebDAV apps for file sharing (Dropbox, Box, OneDrive, etc.), but expand and allow my students to use any digital device they wish. WebDAV or Samba protocols may be used natively on Linux, Macintosh, and Windows computers, and a freeware client app like Cyberduck found in our campus computer labs work on Windows and Macintosh computers. WebDAV Nav (free) for iOS and the ported Android version work well on iPads and smartphones, and a program like the free portable CarotDAV does not require installation to work on Windows 10.

Of course, I do not mean to suggest that students should not learn the iPad. Some iPad apps are either not yet available in the app stores of other operating systems, or simply work best on an Apple device. However, the same argument may be made for some Windows and Linux devices too. Unless the iPad becomes either much less expensive or more feature rich than competing devices, we may see in the very near future the iPad return to what it was originally intended to be – a niche device instead of an all-in-one computing device in one to one settings. In any case, the days of paper - for anything other than the quiz or test you do not want to have screen captured – are likely numbered.

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Hunks cont....pg. 1

More strategies from the workshop included:

1. Find a third place where you can work—location is key.
2. All of us have a “to-do” list—look at your “to-do” list and multiply it by Pi—so Pi is 3.14, therefore multiply your time by 3.14. Once you have written out your to-do list, estimated the time, and then multiplied by pi, you have a sense of HOW LONG it is going to take to get everything done. This practice forces you to begin making choices. If your to-do list looks like it will require 7,9, or 11 hours to complete and you know you have 2 meetings and your daughter’s piano recital is this afternoon before an afternoon with family/friends, then turn you laser focus on what has to get done which means some items may get done another day or not at all.

3. Discipline yourself. Write daily; you will get back into the habit. Trust her on this one.

When should you use the “Hunks, Chunks, and Bites” Process?

1. Anytime a project is crushing you.
2. When you are procrastinating because procrastination is paralyzing.
3. When projects matter—and they have to matter.

There are both cost and benefits to planning and carrying out your project. The ending of a successful writing project begins with answering these questions: what are your priorities and how committed are you to completing your projects?

Document cont....pg. 2

and reviewers’ thoughtful comments about their online teaching. They understood the importance of the review to documenting their teaching effectiveness.

The findings of our study showed that opportunities to interact with peers about the shared experience of teaching college courses are what faculty valued most about the online course design review program regardless of whether they were being reviewed or were performing the review. Unsolicited comments from reviewers support the truism that the best way to learn something is to teach it, or in this case, “peer review it.”

Online course design reviewers freely admitted that they are the biggest beneficiaries of the work that they do.

We also found that in courses taught by the 19 faculty members participating in the study, the success

rate (> C) of students in eleven of these courses increased anywhere from 2% to 20% after the faculty member made changes resulting from the review. If you seek new ideas for your online course, are looking for affirmation of your course design, or you would like to gather evidence to document your teaching effectiveness, consider requesting a formative peer review from the Online Course Design Review team. An incentive and Certificate of Achievement is Improvement is available. Use the online Request for Services link on the CELT web site. You can also ask a review team member to your department to discuss how the program works and its benefits by contacting CELT Director Gail Rathbun, who coordinates the program. CELT looks forward to hearing from you.