

# CELT Fall Teaching Conference

Co-sponsored by FACET

August 18, 2022 | 8:30 AM—4:00 PM | Walb Union

Fresh Perspectives on Persistent Problems

## Agenda at-a-glance

- 8:30—8:50 AM Registration
- 8:50—9:00 AM Welcome
- 9:00—10:15 AM Plenary 1
- 10:30—11:15 AM Plenary 2
- 11:15 AM — Noon Lunch & Awards
- 12:05—1:00 PM Breakout Sessions
- 1:10—1:30 PM PFW Student Data
- 1:30—2:50 PM Embracing Accessibility
- 3:00—3:40 PM Closing Sessions
- 3:40—4:00 PM Wrap up & CELT Swag



## Joshua Eyler, PhD

Josh is Director of Faculty Development and Director of the Thinkforward Quality Enhancement Plan at the University of Mississippi, where he is also on the faculty in the Department of Teacher Education.

### Plenary 1: Why Failure is Essential for Student Learning.

Students are frequently asked to achieve, on their first attempts, stellar results on high-stakes, high-pressure assessments. New research on the science of learning is beginning to show us that this strategy does not work well, though, because it is not how human beings naturally learn. We need to make mistakes before we can get the right answers. In this workshop, I'll be reviewing some of the most important findings in this new area of inquiry and suggesting ways that we can generate "opportunities for failure" in our courses so that our students may learn more effectively.

### Plenary 2: On Grief & Loss: Building a Future for Higher Ed without Losing Sight of our Students \*and\* Ourselves.

This talk will be a reflection on coming to terms with this grieving for the higher ed that was, thinking through what we've learned about students and teaching from this experience, and building hope for what the future of higher ed might look like.

## PFW Student Data

Adam Dircksen will present aggregate data about our PFW students, that instructors might find helpful as they think about and design their courses and activities. Points will include student use of campus mental health services and Disability Access Center, and incoming Freshmen self-reported data, including how strong of learners our incoming freshmen believe they are in various subjects; what study methods they use most; and how much time they spend studying, are on social media, work, and other points worthy of our considerations.

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Center for the  
Enhancement of Learning  
and Teaching (CELT)

### 2022 Scholarship of Teaching and Learning Showcase

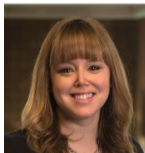
#### William Sauerland

Assistant Professor of Music  
Director of Choral Studies  
Interim Chair of Vocal Studies  
Interim Chair of the School of Music

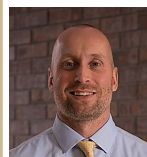


#### Rebecca Essig

Assistant Professor of Engineering  
First year Engineering Program Coordinator



### 2022 Teaching Award Recipients



*Friends of the University Outstanding Teacher*  
**Luke Rodesiler**  
Associate Professor of Education



*Excellence in Online or Hybrid Teaching*  
**Nichaya (Nan) Suntornpithug**  
Associate Professor of Marketing



*Leepoxy Plastics, Inc.*  
*Excellence in Undergraduate Teaching*  
**Mary Encabo Bischoff**  
Lecturer in English & Linguistics

## Embracing Accessibility: Working Together to Optimize Learning Environments that Benefit All of our Students.

In this session, a diverse panel of experts from Education, Disability Access Center, User Technology Support, and CELT will:

- Discuss the significance of accessibility for all learners;
- Confront barriers to creating inclusive and equitable learning environments; and
- Describe campus resources that faculty can rely on for support with accessibility. The accessibility experiences of real students will be described, along with practical strategies for putting accessibility goals into practice.

## Breakout Sessions

**Experiential Learning: Live concert promotion and the impact on student learning.** Jason Lundgren, Clinical Assistant Professor of Music

This presentation focuses on the student experience of an interactive “real world” learning environment. Students promoted a live concert at a local venue. This included researching venues and local talent, setting prices, creating a budget, contracting with the venue and talent, marketing, artist relations, giving interviews to news outlets, creating press releases, and more. Attendees will: (1) Learn how incorporating student led teams into your classroom empowers students to take charge of their learning and to move beyond memorization of material to being able to demonstrate and apply their learning; (2) Observe how giving students ownership over their learning environment fosters rapid growth potential in

**Using Vertical Learning Spaces to Build Thinking Classrooms... in Mathematics and ANY Content Area.** Dr. Betsy Berry, Associate Professor of Mathematics

What if we used a model of learning where students are up and engaged in small groups working on whitespaces or chart paper on open-ended problems during class and the understandings emerge and evolve from these investigations? In this session I will share my experiences including successes and challenges using this model in my classes. Attendees will: (1) Experience a collaborative problem-solving event with peers using vertical space principles; (2) Gain an understanding of the research and principles of using vertical learning spaces from the work of Peter Lijedahl; and (3) Hear about and discuss the successes and challenges of the presenter’s implementation of these principles in a 400-level

**Strategies to Create a Safe and Comfortable Classroom.** Aaron McCord, Clinical Assistant Professor of Nursing

Creating a safe and comfortable classroom allows students to engage with the material with the best possible mindset. The students can sense when respect is given and when the instructor is their advocate in education. We will discuss several strategies that can help to create a positive classroom environment. Attendees will discuss practical strategies that foster a safe and comfortable classroom environment.

**Low stakes Games, High Stakes Gains: How to Create a Sense of Community and Inclusion During a Pandemic Semester.** Dr. Suin Roberts, Associate Professor of German

This session introduces community-building activities that focus on creating a safe and engaging learning environment. In my German class games, using German is a means, not the goal. German ability is necessary to understand the game, but world and personal experience and fellow students decide who ultimately wins. Attendees will (1) Learn about various types of games that I created for my German language classroom; (2) Play a couple of games and share their experiences; and (3) Brainstorm games/activities for their own classes.

**Now That’s Interesting! Making Boring Lectures Interesting.** Dr. Paresh Mishra, Associate Professor of Organizational Leadership

In this presentation, I will dispel common myths surrounding the lecturing method. Combining the classic work of Davis (1971) on what makes a theory interesting, the transformational leadership literature, and neurobiology of emotions, I will share several lecturing strategies that override the boredom-emotional pathways and instigate the natural curiosity instinct existing within human beings. Attendees will: (1) Identify myths and facts about lectures; (2) Identify the characteristics of interesting lectures; and (3) Formulate how to structure interesting and effective lectures.

## Closing Sessions

### Roundtable Discussion

WU 126 (Classic Ballroom)

The roundtable session will provide conference attendees with an opportunity to engage in collegial discussion and deeper exploration of a specific topic. Each table will focus on one of the five concepts related to the conference theme (Sociality, Curiosity, Emotion, Authenticity, and Failure) and will be facilitated by a faculty member with relevant expertise and interest in the topic area. Attendees who select the roundtable session may select their preferred table at the time of the session, according to which topic is of greatest interest to them.

### Panel Discussion: Mixed Modality Teaching in Interesting Times.

WU 114

Mixed modality teaching is a reality, and we must find ways to address the needs of students and faculty. Our team is using “Mixed Modality” to describe teaching that includes both online and in-person students simultaneously. The panel members were chosen to provide a balance of faculty, instructional design, and appropriate technology. Each panelist will provide information on these 4 main areas: Student engagement, Software availability, Management of mixed class sessions; and Addressing assignments as they relate to the mixed modality classroom.

### Pearson Accessibility Workshop

WU G21

Representatives from Pearson will be on hand to discuss accessibility in Pearson courseware. We’ll share the history of accessibility at Pearson and the work we’ve done with Purdue to move accessibility forward. Hands on demos of where to find accessible resources and answers to your accessibility questions will be shared.

