

22nd ANNUAL FORT WAYNE TEACHING AND LEARNING
CONFERENCE

Fort Wayne Teaching and Learning Conference



A Collaborative Effort of Fort Wayne Area Colleges and Universities International Ballroom

February 22, 2019

Guest Wi-Fi Information:

Network: tconference

Password: TI45UctP

8:00 a.m. – Registration, Coffee and Light Breakfast: (Walb 149/150 International Ballroom)

8:30 a.m. – Welcome and Introduction of Keynote Speaker: Dr. Tanner Babb, Associate Academic Dean, Huntington University

8:35 a.m. -9:45 a.m. - Keynote Speaker: Dr. Richard Ruhrold

Dr. Richard Ruhrold

Dr. Richard Ruhrold earned his Ph.D. in Clinical Psychology in 1986 from the University of Michigan. He is a licensed psychologist in the State of Indiana. Dr. Ruhrold currently serves as Senior Vice President for Clinical Operations and Chief Psychologist at the Otis R. Bowen Center. Bowen Center is a large comprehensive mental health center employing over 1,200 staff and serving over 30,000 clients across an 18-county region of northern Indiana.

Dr. Ruhrold has worked in community mental health for over 30 years and has been in continuous clinical practice for 37. He is a national board certified fellow and trainer in clinical hypnotherapy. His areas of specialization include early childhood trauma, complex trauma, and the development of trauma-informed systems for effective community intervention with high-risk youth and their families. He also practices and provides professional training on topics related to the relationship of trauma to mental illness, substance use and chronic disease, chronic disease management and health behavior change. He has been well received for his many professional seminars and educational presentations in Indiana and across the region.



**Huntington University, Indiana Tech, Purdue University Fort Wayne, Ivy Tech Community College,
Manchester University, Trine University, University of Saint Francis**

10:00-10:45 a.m. SESSIONS A-E

A. Walb G21/21A	<p>The Importance of [Teaching] Listening in the College Classroom</p> <p>Panelists describe metacognitive listening strategies that help students understand that metacognition is not one single tactic or skill, but rather a sequence of tactics that are used to be more effective listeners and learners.</p> <p>(Dr. Tim McKenna-Buchanan, Dr. Mary Lahman, Manchester University)</p> <p>Dr. Tim McKenna-Buchanan teaches courses in organizational communication, public relations and ethics. He strives to create learning environments that guide, develop and challenge students to take accountability for their learning.</p> <p>Dr. Mary Lahman incorporates appreciative inquiry and diversity-affirming ethics into her teaching of intercultural communication, listening, and general semantics. She encourages students to give voice to and make sense of their experiences in light of applied communication theories.</p>
B. Walb G08	<p>Top 5 Most Effective Ways to Bridge the Communication Gap with Gen Z Students</p> <p>Presenters will outline our Top 5 tricks to Bridge the Gap with Gen Z. We will explore how and in what way Generation Z likes to be contacted and what we can do together to serve these students. We will have discussion with specific scenarios. Walk away from this session with ideas for next week!</p> <p>(Meg Underwood, Jenna Hoppe, Purdue University Fort Wayne)</p> <p>Meg has a bachelors in French Education from IU Bloomington and Masters in School Counseling from IPFW. Her primary role is working with freshmen-juniors in Education, teaching a freshmen success course, helping to coordinate a SIG in Housing, coordinating recruitment & retention programs, as well as serving on campus committees such as the Degree Audit Advisory Committee and an advisor for Alpha Sigma Alpha sorority.</p> <p>Jenna Hoppe graduated from IPFW in May 2017 with a Bachelor of Science in Human Services and is now pursuing a Master's in Organizational Leadership at Purdue University Fort Wayne. She currently works in Student Success & Transitions facilitating the withdrawal process and assisting the primary role advisor of Pathway program with outreach to students, mentoring, etc.</p>
C. Walb 222	Developing and Maintaining a Center for Teaching and Learning

	<p>Fall 2017, Ivy Tech Community College Fort Wayne implemented a Center for Teaching and Learning. The presenter will share her personal experience with developing a center. Various ideas will be highlighted and recommended for utilization and the challenges will be discussed. This presentation invites a discussion about establishing a center at other institutions as well.</p> <p>(Rula Mourad Koudsia, Ivy Tech Community College)</p> <p>Rula is an Associate Professor and Department Chair for Student Success, Communication, and ESOL. Additionally, she is serving as the Director of the Ivy Tech Center for Teaching and Learning.</p>
<p>D. Walb 114</p>	<p>Supercharge your Slide Deck for Student Learning</p> <p>Using visual design principles, cognitive load theory, and dual coding, we will show attendees how they can generate slides that enhance student learning.</p> <p>(Dr. Jeremy Rentz, Trine University)</p> <p>Jeremy Rentz is an Associate Professor of Environmental Engineering and the Director of the Center for Teaching Excellence at Trine University.</p>
<p>E. Walb 226</p>	<p>Building Student Research-Based Writing Competency through a Cognitive Self-Regulation Approach</p> <p>A scaffolding method has been developed to help students successfully complete research-based writing assignments, engaging them in self-regulatory processes to promote metacognition, self-efficacy, improved performance, and positive self-evaluation. Presentation attendees will be actively involved, including an opportunity to consider the utility of this strategy within their own course curriculums.</p> <p>(Dr. Mike Martynowicz, Dr. Monica Heller, University of Saint Francis)</p> <p>Dr. Martynowicz is an educational psychologist with an emphasis in human development and learning. He researches students achievement motivation, metacognitive self-regulation, selection and use of learning strategies, and mental health issues that impact academic performance and behaviors.</p> <p>Dr. Monica L. Heller is an educational psychologist and serves as the Director of the Undergraduate Psychology program at the University of Saint Francis. Her research primarily investigates person-oriented emotional, cognitive, and behavioral factors that hinder student success and effective strategies that support student academic resilience, persistence, and achievement.</p>

10:55-11:15 a.m. SESSIONS F-J

<p>F. Walb G21/21A</p>	<p>Concept Mapping through Physiological Phenomena</p> <p>This presentation will discuss the use of concept maps in the classroom as a learning tool to help boost understanding and grades of physiological processes.</p> <p>(Dr. Amy Shank, Indiana Tech)</p> <p>Dr. Amy Shank is the Assistant Professor of Biology of Indiana Tech with more than 28 years of combined teaching experience in Biological Sciences currently teaching students within the Biomedical Engineering Department.</p>
<p>G. Walb G08</p>	<p>Fostering Inclusive Classrooms through Culturally Responsive Teaching</p> <p>In this presentation, we will explore concepts and models of global education including peace education, intercultural learning, and global citizenship education. We will then examine a few pedagogical activities to help cultivate inclusive learning in diverse classroom contexts ranging from school-aged learners to international and online students in higher education.</p> <p>(Dr. Meg Gardinier, Dr. Josh Long, Indiana Institute of Technology)</p> <p>Meg Gardinier is an Associate Professor of Global Leadership in the Global Leadership PhD Program at Indiana Tech. She has over two decades of experience as an instructor and researcher in the field of global education.</p>
<p>H. Walb 222</p>	<p>Facilitating Student-Led Group-Conferences to Encourage Collaborative Learning and Maximize Learner Potential</p> <p>Conducting student-led, small group conferences as a method of peer review encourages collaborative learning, places students in leadership roles, and if structured properly, results in better student work. This presentation discusses methods for effectively incorporating group conferences across disciplines.</p> <p>(Dr. Jennifer Royston, Trine University)</p> <p>Dr. Jennifer Royston teaches technical communication and writing courses at Trine University. She is a 2017 graduate of Michigan State University and has published on early modern literature and teaching writing in digital learning environments.</p>

<p>I. Walb 114</p>	<p>Fostering Student Success in Team Projects: Three Methods of Weighing Individual Contribution</p> <p>Team projects are widely used but are long plagued by social loafing. One way to promote student engagement is to strengthen the connection between individual contribution and outcome (grade). I propose three methods of weighing individual contribution in determining individual grade and discuss evidence of student success for each approach.</p> <p>(Dr. Tao Yang, Purdue University Fort Wayne)</p> <p>Dr. Tao Yang is an assistant professor of organizational leadership at Purdue University Fort Wayne. He received my Ph.D. in Business Administration from the University of Minnesota and I teach undergraduate and master-level courses related to organizational behavior, human resources, and leading change.</p>
<p>J. Walb 226</p>	<p>Fostering Positive Outcomes in Students Throughout their Undergraduate Program Experience</p> <p>This presentation demonstrates an undergraduate program’s intentional approach to fostering greater student engagement, competency, and preparedness from beginning to end of their students’ undergraduate careers. Attendees will be provided with the program description, evidence of success, and challenged to apply the approaches to their own programs to facilitate student success.</p> <p>(Dr. Monica Heller, Dr. Mike Martynowicz, University of Saint Francis)</p> <p>Dr. Monica L. Heller is an educational psychologist and serves as Director of the Undergraduate Psychology program at the University of Saint Francis. Her research primarily investigates person-oriented emotional, cognitive, and behavioral factors that hinder student success and effective strategies that support student academic resilience, persistence, and achievement.</p> <p>Dr. Martynowicz is an educational psychologist with an emphasis in human development and learning. He researches students’ achievement motivation, metacognitive self-regulation, selection and use of learning strategies, and mental health issues that impact academic performance and behaviors.</p>

11:25-12:10 p.m. SESSIONS K-P

<p>K. Walb G21/21A</p>	<p>What Are Micro-aggressions and How Do They Impact Your Goal of Creating a Culturally Responsive Classroom?</p> <p>This session explores the subtle ways that racial, ethnic, gender, ability and other stereotypes can surface in a diverse culture. Participants will learn</p>
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	<p>about different types of micro-aggressions, explore some of the complexities of intent vs. impact, and learn strategies for both avoiding unintentional micro-aggressions as well as addressing those that do arise. This session should particularly benefit participants who are responsible and/or interested in leading diverse staff and creating inclusive classroom environments.</p> <p>(Lisa Givan, Indiana Tech)</p> <p>As the Associate Vice-President of Diversity & Inclusion at Indiana Institute of Technology, Lisa is responsible for leading efforts to develop and maintain a welcoming environment that embraces, supports, and celebrates diversity. A Chief Diversity Officer who actively provides point and coordinates leadership for diversity issues institution-wide; Lisa advances the implementation of a strategic plan for inclusion and diversity, aligned with the university strategic plan.</p>
<p>L. Walb G08</p>	<p>Student Involvement in Course Development: The Co-Created Classroom</p> <p>This session will introduce an innovative teaching strategy which involves engaging students in the development and implementation of their class. The presenters “a faculty member using the co-created classroom approach and a student who recently completed the course” will outline the framework for designing, implementing, and evaluating a co-created classroom.</p> <p>(Dr. Michael Kirchner, Bethany Carlson, Purdue University Fort Wayne)</p> <p>Michael Kirchner holds a Ph.D. in human resource development and is an Assistant Professor in the Department of Organizational Leadership at Indiana University Purdue University-Fort Wayne currently teaching courses on human behavior and training methods.</p>
<p>M. Walb 222</p>	<p>Encouraging Professional Identification in the First Year of College</p> <p>First-year science students in a selective STEM student cohort begin to construct individual academic and professional identities through peer mentoring, first-year seminar, and research-based lab. Lessons from two cohorts can apply to other aspects of the first-year experience or to contexts in which such identity-building could improve student outcomes.</p> <p>(Dr. Kristen Short, Dr. Kathryn Davis, Manchester University)</p> <p>Kristen Short (Ph.D. Biology University of Cincinnati, 2011) is an Associate Professor in the Niswander Department of Biology and Environmental Studies at Manchester University. Since 2017, she also co-directs the STEM Pathways Academy at Manchester University, a comprehensive, four-year program funded by the National Science Foundation, which is intended to encourage persistence in STEM fields among high-achieving, low-income students.</p>

	<p>Kathryn Davis (Ph.D. Chemistry, University of Pittsburgh 2010) is an Associate Professor of Chemistry at Manchester University. Since 2016, she co-directs the STEM Pathways Academy, a comprehensive, four-year program funded by the National Science Foundation, which is intended to encourage persistence in STEM fields among high-achieving, low-income students.</p>
N. Walb 114	<p>Acting the Change through Theatre of the Oppressed</p> <p>Theatre of the oppressed is a game in which participants act out the social problem until they figure out a solution that is accepted by the group. Through theatre, students question their assumptions about power, and ultimately see themselves as agents of change.</p> <p>(Dr. Elton Skendaj, Manchester University)</p> <p>Elton Skendaj, Ph.D., is the Gladdys E. Muir Associate Professor of Peace Studies at Manchester University. His teaching and research focus on addressing root causes of civil wars, the role of international organizations in post-war peacebuilding, and combating corruption through responsive institutions.</p>
O. Walb 226	<p>Community Engagement Strengthens Integrative Academic Programs and Increases Student Success</p> <p>The presentation will cover how community engagement by students and faculty will assist in strengthening an integrative curriculum. It will also focus on how community engagement improves student success. Experiential activities will be conducted with participants of the session.</p> <p>(Dr. Patricia Eber, Purdue University Fort Wayne)</p> <p>Dr. Patricia Eber is a licensed family therapist and the Chair for the Department of Human Services. She has presented regionally and nationally on student engagement and the assessment of student learning through community engagement.</p>
P. Walb 126	<p>Survivor: Adjunct Islands</p> <p>This presentation will be presented as a panel discussion, where Adjunct Faculty will be guided in a discussion about what it is like to be an Adjunct Faculty member and how to survive.</p> <p>(Carolyn Carpenter, Dawn Burns, Jewel Flitcraft, Rhea Hendricks, Tiffany Hough, Keven Kensinger, Rachel McNelly, Roy Nevil, Sara Paris, Dr. Liz Peterson, Ivy Tech Community College)</p>

Carolyn Carpenter has a B.A. in English, a minor in Spanish and Linguistics, and a Certification in TENL from Indiana University and graduated with an M.A. in English Education with a certification in TESOL from the University of Puerto Rico. She is the Adjunct Faculty Coordinator and ESOL Tutor at Ivy Tech where she also adjuncts as an ESOL professor. Carpenter has a deep interest in learning about other cultures and the struggles and successes of immigrants and minorities while specializing in Second Language Acquisition.

Dawn Burns received her MFA in fiction from the University of Notre Dame and has since taught at six colleges across three states over twenty years, including at present Ivy Tech's Warsaw campus and Manchester University. In addition to teaching and working on her own creative projects, Burns is also a freelance writer and editor for Unmeasured Words, founder and co-organizer of the SwampFire Retreat for Writers and Artists, originator of The 42 Beautiful Things Project, and active member of The Society for the Study of Midwestern Literature.

Jewel Flitcraft, Adjunct Faculty for Ivy Tech Community College teaching Introduction to Sociology and Social Problems (2 years), also teaches for Marian University (Indianapolis) Adult Program where she teaches a variety of Sociology and Human Services (5 years). Flitcraft is currently working on her dissertation for her Ph.D. in Human and Social Services.

Rhea graduated from Purdue University with a Bachelor's degree in Genetic Biology and a Master's degree in Nutrition, studying the effects on Vitamin A on cell growth patterns. She has been an adjunct with Ivy Tech State College for 12 years, teaching Bio 101, APHY 101, APHY 102, and APHY 201; she has survived 2 course management systems, 5 program chairs, 6 different courses, 10 textbooks changes and 31 semesters throughout her Adjunct career.

Tiffany Hough enjoys diversity and the challenges she has encountered throughout life, hobbies, and interests, and she brings this trait into her work which includes: teaching biological sciences for the past 6 years at multiple institutions; practicing massage therapy for 12 years, through my business Rehabilitative Massage for 9 years; and, being a Forensic Technician for 10 years. Hough received an Associate of Applied Sciences in Massage Therapy from Sandhills Community College as well as a Bachelors and Masters of Science in Biology from Purdue University.

Kevin Kensinger is a retired U.S. Reserve Officer (LTC), a CPA, and a Management Consultant focusing on Six Sigma Lean Manufacturing and Supply Chain, where he is also certified in Six Sigma Black Belt. Before teaching for the last 19 years at five universities, he graduated from Purdue University with a degree in Industrial Management - Computer Information Systems Accounting and obtained an M.S. from Boston University in Computer Information Systems.

	<p>Rachel McNelly is a 20+ year paralegal and has been teaching at Ivy Tech for four years. She is also a member of the Northeast Indiana Paralegal Association as the student/associate Board Member and the Chair of the Ivy Tech Paralegal Program Advisory Board.</p> <p>Roy Nevil is an Adjunct Instructor in the Communication Department who is dedicated to developing the speaking capabilities of his students. His humor and public speaking expertise create an atmosphere in the classroom often described by his students as "the one class I truly look forward to attending."</p> <p>Sara Paris has been a college English instructor since 2000 and has been an adjunct for Ivy Tech since 2008. She has an M.A. in English from IPFW and currently teaches as an adjunct instructor there as well, and when she's not teaching classes, she heads up the writing lab at Ivy Tech and moms so hard for her two sets of twins.</p> <p>Dr. Liz Peterson holds a Doctorate of Education from Ball State University, an MBA with a focus in Finance from the University of Saint Francis, and a Bachelor of Science from Texas Southern University. She has been teaching in higher education since 2004 and is an avid volunteer in her church and the community.</p>
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12:15 p.m.-1:00 p.m. Lunch, WALB 149/150 INTERNATIONAL BALLROOM

1:00 p.m.-1:45 p.m. Plenary Session, WALB 149/150 INTERNATIONAL BALLROOM

1:55-2:40 p.m. SESSIONS Q-V

Q. Walb G21/21A	<p>Bringing a Sense of Place to Online Courses with Alumni Guest Videos</p> <p>Students can feel detached in online classes, as they do not physical interact with others. Students can also struggle to see how class material connects to future jobs. In an online course I helped combat both by having class alumni create videos about how class material applied in their jobs.</p> <p>(Dr. Gordon Schmidt, Purdue University Fort Wayne)</p> <p>Gordon Schmidt is an associate professor and chair of the organizational leadership department at Fort Wayne. His pedagogy interests include technology in the classroom and having students engage in meaningful projects in applied settings.</p>
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<p>R. Walb G08</p>	<p>Recipes for Transformative Learning Experiences: Assignments Designed to Connect Course Content to Situated Learning Contexts</p> <p>Our goal is to create transformative learning experiences for business students, so they can progress from knowing to doing to being successful people and professionals. We strive to design assignments students can follow like “recipes” that connect course theories to situated learning contexts in the business community.</p> <p>(Dr. Nichaya Suntornpithug, Dr. James McHann, Purdue University Fort Wayne)</p> <p>Nichaya Suntornpithug is an Associate Professor in Marketing at Purdue University Fort Wayne. She earned her Ph.D. in Marketing from the University of Memphis (2004). She has published articles in various journals including Electronic Market and Journal of Electronic Commerce Research. She received various awards including Doermer School of Business Pride Award and Leepoxy Teaching Award.</p> <p>James McHann earned a Postdoc (Freeman School of Business, Tulane University); Ph.D. (University of Aberdeen, Scotland); M.B.A. (Kellogg School of Management, Northwestern University); Th.M. (Dallas Theological Seminary); and B.A. (Mississippi College). He received the Excellence in Teaching Award PMBA, Doermer School of Business (2018). Before coming to PFW, he served for ten years as Professor of Strategy and Management at Walsh College in Troy, MI, where he was nominated for the U.S. Professor of the Year Award. He has served also as a Fulbright Scholar in India, and a Visiting Scholar at the University of Gothenburg, Sweden.</p>
<p>S. Walb 222</p>	<p>Beyond the Policies: Getting Students to Interact with the Syllabus</p> <p>It’s the syllabus introduction. But despite the look of enthusiasm for a new semester, students’ expressions are filled with glossed-over eyes and blank stares. This presentation introduces an activity that gets students engaged with the syllabus on day one so that they recognize its value and purpose in the course.</p> <p>(Dr. Alicia Wireman, Indiana Tech)</p> <p>Dr. Alicia Wireman is the chair of the Communication Department at Indiana Tech and has taught English, English as a Second Language, and Communication in higher education.</p>
<p>T. Walb 114</p>	<p>Mindful Practices in Higher Education: A Dialogue About Transforming Teaching and Learning</p> <p>During this session we will begin a dialogue about mindful practices in higher education, review evidence and best practices with the goal of cultivating deep personal and social awareness. Participants will experience</p>

	<p>a mindful exercise and dialogue about possible application of reflective approaches in their classroom setting.</p> <p>(Dr. Sonia Strevy, Dave Johnson, University of Saint Francis)</p> <p>Sonia is an Associate Professor in the Department of Nursing at the University of Saint Francis. Her interests are focused on student persistence and success, psych/mental health and integrative health.</p> <p>Dave is a Professor of Nursing at USF. His interest includes mental health nursing, organizational science, and mindfulness as clinical and organizational science framework.</p>
<p>U. Walb 226</p>	<p>Developing Student Maturity Through Rubrics that Dispel the Unwritten Curriculum</p> <p>The best backward course design fails without considering each student’s role in understanding their own progress. This session helps participants develop methods to provide consistent, continual, and meaningful formative feedback for student growth and success in any course or program.</p> <p>(Dr. Julie Davis Good, Indiana Institute of Technology)</p> <p>In three diverse STEM positions over the past 20 years, Julie Davis Good, PhD, focused on curriculum innovation and educational development as well as program evaluation and accreditation. Whether a student enrollment of 150 students or a cohort of 3, she focuses on individualized instruction, student metacognition, and professional development in each course.</p>
<p>V. Walb Classic Ballroom</p>	<p>Supporting Students with Autism Spectrum Disorders on Campus</p> <p>I will introduce the topic of ASD with a brief overview of definition, diagnosis and characteristics. I will then talk about specific issues of people with individuals with ASD in IHE [Institutions of Higher Education]. Recommendations for practice will be provided.</p> <p>(Dr. Rama Cousik, Purdue University Fort Wayne)</p> <p>Dr. Rama Cousik teaches courses on inclusion of students with special needs, special education strategies, autism and transition. Rama is interested in qualitative research and is exploring creative ways of representing research.</p>

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