# 2022 FORT WAYNE TEACHING & LEARNING CONFERENCE

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

## 02.18.22
### Purdue Fort Wayne

**SPEAKER:**

**TERRENCE J. DOYLE, Ph.D.**

**https://www.pfw.edu/FWTLC**

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| **8:00 – 8:30 AM**<br>**REGISTRATION, COFFEE, & LIGHT BREAKFAST** | |
| **8:30 – 8:35 AM**<br>**WELCOME** | |
| **8:35 – 9:45 AM**<br>**KEYNOTE SESSION \| Dr. Terrence J. Doyle** | |
| **10:00 – 10:45 AM**<br>**SESSION 1** | |

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| Walb G21 | **Sharing First-Year Perspectives: Listening to Student and Teacher Voices**<br><br>Abstract:<br>Transitioning from a high school environment to higher education can be difficult for many students, even in the best of times. The current climate and situations we all face have increased the stress and the ability of many first-year students to navigate this new and complex world in their attempt to be academically successful. Research from the Education Data Initiative reports that 30% of college freshmen will end up dropping out before their sophomore year begins. This staggering statistic reveals the relevance of this phenomenon that we as higher education faculty must face, especially those who teach this student demographic. Listening to student voices and their concerns should be paramount to all educators if we are to positively affect this attrition rate. This timely panel discussion will bring together the shared experiences of FY college students, high school faculty, and college faculty who teach those students. We will share our collective experiences and insights with the audience, inviting an interactive and open discussion on the challenges and successes students face as they transition from high school to college.<br><br><br>Karol Dehr, John LaMaster, Kevin Stoller, Dr. Yvonne Zubovic (Purdue University Fort Wayne)<br>Jeanine Tietz (Northrop High School)<br>Joe Urschel (Columbia City High School)<br>Greg Bierbaum (Leo High School)<br>Thaylea Pierce, Saniya Carr (Purdue University Fort Wayne - Student) |
| Walb G08 | **"Professor, can you help me?" Remediation Strategies for Struggling Students**<br><br>Abstract:<br>Despite expert employment of active learning strategies and review of the learning outcomes tested on the exam, a few students performed poorly. With clear knowledge gaps, it's undoubtedly in the students' best interest to re-study the material, engage with the educator, and demonstrate mastery of the material. Within academia, this process is known as student remediation. Remediation approaches are highly varied and applicable to any |

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| | discipline. They offer educators an opportunity to personalize their teaching approaches to the needs of floundering students and provide students additional opportunities for learning, comprehension, and retention. Within this interactive presentation, student remediation strategies from both the literature and anecdotal experiences will be considered. Participants will actively explore the utility of audits, oral reviews, and deliberate practice to their own courses. Student perceptions of remediation strategies employed in the Physician Assistant Program at the University of Saint Francis will also be shared to offer student insights into the remediation process.<br><br>Dr. Courtney Lloyd, Dr. Joshua Fairbanks (University of Saint Francis) |
| Walb 114 | **"Everything I Needed To Know I Learned in Kindergarten"**<br><br>Abstract:<br>STEM classes bring immense benefits as widely diverse students register for these courses. Students bring large differences in preparation, understanding ability, temperament, social status, wealth, support, and culture.  When these multifactorial elements come together, a professor is faced with difficult challenges to be fair while also maintaining the integrity of the course.  As professors in the Life Sciences, we approach these challenges with enthusiasm because this diversity is a microcosm and a benefit of our work as scientists.<br><br>In order to meet the learning challenges of a diverse learner pool, we introduce our college level interpretation of the skills referenced in the Robert Fulghum poem, "All I Need to Know I Learned in Kindergarten." This poem illustrates at least six academic values that we bring to this session.  With the ongoing challenges due to COVID-19, our examples will include active learning pedagogies that break down learning barriers, generate student agency, and illustrate abstract concepts more fully for those students lost in the margins.  Our approaches to increase student engagement will provide participants with concrete examples of success for all students in the classroom.<br><br>Dr. Julie Good, Amy Shank (Indiana Tech) |
| Walb 222 | **Invigorating Assessments with Interactive Quizzes**<br><br>Abstract:<br>The literature is clear that active learning and promotion of metacognition in classrooms improves student experiences. However, many courses still use traditional pencil and paper exams which do not capture the active learning environment or reflect future career experiences. Traditional exams are also known to trigger anxiety in students (Chapell et al, 2005 https://doi.org/10.1037/0022-0663.97.2.268) and can reinforce/increase achievement gaps of students from educationally or economically disadvantaged backgrounds (Smeding et al, 2013 https://doi.org/10.1371/journal.pone.0071678). To address these issues, the Interactive Quiz format was developed. Interactive Quizzes are the combination of hands-on activities and student reflections to evaluate their understanding of large concepts and relationships. For example, in marine biology students were given a habitat and feed strategy for a fish which they then had to use to design appropriate external morphologies. This required students to apply their knowledge of anatomical features with behavior and |

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| | environmental constraints to design the ideal fish form. This session will feature an overview of how Interactive Quizzes can be implemented, student feedback on Interactive Quizzes, and time for participants to brainstorm Interactive Quizzes for their own classes.<br><br>Dr. Jennifer Robison (Manchester University) |
| Walb 226 | **Cognitive Skills and Learning Preferences: The Role of Awareness in Student Success**<br><br>Abstract:<br>Spatial ability is the capacity to comprehend three-dimensional structures, positional relationships, and to mentally manipulate these structures and relationships to correctly predict the outcome. The skill of being able to mentally manipulate objects in three dimensions is useful for coursework or professions that require extensive knowledge of three-dimensional relationships. This is especially true when these relationships are not easily visualized, as is the case in the study of human anatomy, an important component of rehabilitation science curricula. In this presentation, we discuss the results and implications of our investigation into the relationships between anatomy course grades, learning preferences, and spatial abilities of graduate healthcare students from two fields of study. The spatial abilities of doctoral students in physical therapy and occupational therapy programs reflect consistently reported trends for gender and anatomy performance. Physical therapy students demonstrated higher spatial ability scores compared to occupational therapy students which could be the result of differential life experiences or academic preparation.  This interactive presentation will demonstrate that awareness of such relationships has important implications for teaching, learning, success, and retention.<br><br>Dr. Ryan Dombkowski, Dr. Thomas Ruediger, Dr. Max Baumgartner (Trine University) |
| Classic Ballroom | **Implementing Vygotsky's Social Learning Theory in a Post-lockdown College Classroom – Roundtable Discussion**<br><br>Abstract:<br>It is evident to educators that, in the past year, online learning and social distancing has taken its toll on students' interpersonal skills, especially when it comes to using them for learning purposes.  Not only are interpersonal skills integral to education, as illustrated in Vygotsky's theory of social learning, but these skills are also paramount to students' post-college success.  While Covid restrictions are still a part of our lives, they won't always be. How can we develop (or maintain) students' social skills while teaching content at the same time?  This round table will be an opportunity for educators to brainstorm some ideas to implement now, or put in the back pocket, ready to pull out later.<br><br>Renee Jandorf (Indiana Tech) |

| Classic Ballroom | **An Innovation Supernova in Teaching During the Pandemic – Roundtable Discussion**<br><br>Abstract:<br>March, 2020; a month that will go down in infamy. Our lives changed; many hoped only for the short-term others feared forever. Leadership, by modern convention, was practiced by example, by walking (wandering) around (MBWA), by face-to-face dialogue, ... Virtual leadership wasn't new in 2020, yet it was minimally practiced and avoided by many.<br><br>Although we were in the digital era with a plethora of online educational platforms, conventional teaching—pure in-classroom lecturing and pure hands-on laboratories—endured. Change was incremental. Then the disrupter—SARS-CoV-2—arrived.<br><br>Interestingly, the resulting pandemic released an innovation supernova in some areas of higher education. If sustainable it could be powerful—think Copernicus. Yet, the "return to normal" mentality is attractive, lazy but attractive. In cosmology the seeds of change had been laid in the third century BC, yet it took another 18 centuries before Nicolaus Copernicus disrupted conventional thinking.<br><br>Technical education will always include "hands-on", but novel virtual elements can be included. That blend will vary, but will profoundly enhance knowledge transfer as we move further into the digital era. Or will we allow a lazy mentality to dominate and will teachers just "return to normal? Leaders, you are needed now more than ever.<br><br><br>Dr. Darrel Kesler (Ivy Tech Community College) |

# 11:00 – 11:45 AM
## SESSION 2

| Walb G21 | **Cultivate Connections to Improve Student Learning**<br><br>Abstract:<br>Do your students trust you? To deliver accurate content? To assign worthwhile assignments and projects? To have their best learning interest at heart? If you answered "wholeheartedly," great job, your students are likely learning a lot in your classes due to the relationships you have fostered. If one or more of your answers were "maybe" or "I don't know," it might be time to think about how you can improve your connections with the students in your class.<br><br>How many students does Jane or John (any individual student) trust in your class? To ask for help in the classroom? To ask for help outside of class via email or text? To work with on homework regularly? To complete a large, heavily weighted class project? The answer is likely far less than you assume. This lack of trust between students can hinder in-class discussion, group work, and group projects, cornerstone strategies in many of our teaching toolboxes.<br><br>As course leaders and organizers, it is our responsibility to help build trust in the classroom and the online learning environment by developing relationships. Join us to discuss |

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| | cultivating instructor-to-student and student-to-student connections in the collegiate setting.<br><br>Dr. Jeremy Rentz (Trine University) |
| Walb G08 | **Preventing Academic Misconduct: The Role of Teachers**<br><br>Abstract:<br>Academic misconduct has come a long way from the days when students used to hide tiny notes in their clothing or make minutiae jottings on their bodies. Today, there is an increased use of James Bond-esque hi-tech products to beat the invigilators. Systems and technology to counter cheating are also evolving, but not at fast-enough speeds to outdo motivated cheaters. For example, even the advanced Artificial Intelligence algorithms of Turnitin and SafeAssign become useless when students employ the services of numerous ghostwriting websites to submit original work on their assignments. In this session, we will critique the prevalent 'reactive' systems within universities that tend to focus only on the detection of academic misconduct and appropriate disciplining of the offenders. I will share findings from my research that provide insights into the motivations of cheating behavior. Based on these insights, we will brainstorm and evaluate the merits of different 'proactive' alternatives that instructors can adopt in their teaching to develop a culture of integrity amongst their student population.<br><br>Dr. Paresh Mishra (Purdue University Fort Wayne) |
| Walb 114 | **Empathy, Gender, and Learning in Higher Education**<br><br>Abstract:<br>Empathy is markedly lacking in our society, decreasing in our traditional college student population (Konrath, O'Brien, and Hsing), and is a prerequisite to any real step toward social justice. As educators, we need to more actively consider whether empathy enhancement ought to be one of our learning objectives. And, how can this growth in empathy be measured?<br><br>Further, much research has shown that women have a greater capacity for or report engaging in empathy more than men (Belenky, Clinchy, Goldberger, and Tarule; Billington, Baron-Cohen, and Wheelwright; Gilligan). Associating empathy with women, however, is problematic. In part through its feminization, empathy has been devalued by our society.<br><br>Drawing upon both primary and secondary research, the presenter will share research on empathy and its connections to gender and learning.  The presenter will also provide some examples of empathy support and growth in her literature courses. After discussion of these findings and cases, session attendees will engage in a discussion to work through difficult questions about how to best teach empathy and how to make its value apparent.<br><br>Dr. Cortney Robbins (Indiana Tech) |

| Walb 222 | **Dream Teams: Developing and optimizing teamwork skills in project-based courses**<br><br>Abstract:<br>The science of teams is vast and spans both the educational and organizational psychology literatures. Within the pharmacy education literature, studies have typically examined teamwork perceptions or effectiveness within one course or one academic year. Similar to other skills, developing a teamwork mentality requires continuous practice and engagement in teams on various activities and projects. This session will present on how teamwork has been intentionally integrated and assessed across one pharmacy program's didactic curriculum in three project-based courses and provide strategies to optimize teamwork among students. A brief summary of relevant teamwork models will also be presented. Strategies to develop and optimize teamwork will be discussed, including team formation, team contracts, peer evaluations, and formative and summative assessments. Preliminary data will be presented based on end-of-semester course evaluations. Audience members will get an opportunity to share their own experiences with student teamwork and work together to brainstorm some potential plans for incorporating teamwork-based activities in a course.<br><br>Dr. Marwa Noureldin, Dr. Kathryn Marwitz (Manchester University) |
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| Walb 226 | **From the LockerRoom to the ClassRoom: Helping College Student-Athletes Reach Success**<br><br>Abstract:<br>This interactive session is designed to provide attendees with a unique perspective of assisting and serving student-athletes. Many student-athletes enroll in college, focusing solely on athletics and not exactly understanding the interconnectedness of education and sports. Also, some student-athletes have trouble building meaningful relationships outside of their sports community, thus challenging their campus integration. In this interactive session, attendees will have a paradigm shift by learning the mindset/profile of student-athletes, how to help them identify barriers, and lastly, how to genuinely form a connected relationship with these students.<br><br>Dr. Ron Lewis (University of Saint Francis)<br>Mara Youngbauer (Manchester University) |
| Classic Ballroom | **Should Educators Shift from Student-Centered to Learning-Centered Teaching?: A Discussion on Culturally Relevant Pedagogies and the "Amazonification" of Education in the United States – Roundtable Discussion**<br><br>Abstract:<br>The assertive push for student-centered teaching as the epitome of excellence has limited the diversity of philosophies of education within schools and teacher education programs. It is assumed that student-centered teaching is the "best" or good practice and a teaching-centered approach is bad practice. However, these are simplistic views of teaching that reflect the values of Western countries, such as the United States. The population of the United States continues to grow more diverse as non-dominant beliefs, languages, and |

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| | cultures continue to permeate k-12 and college classrooms. Reconciling these polarized views on teaching is necessary in providing culturally relevant and holistic education to diverse groups of students. This, I propose, is possible through a learning-centered approach toward education. Using preliminary research and examples from my teaching, I will begin by presenting a definition and comparison of student-centered and learning-centered education. Participants will then be split in small groups to discuss a set of questions. Lastly, as a whole group we will come up with a summary of our views on this topic and action steps for our own practice. By exploring learning-centered teaching, educators can come together to question, trial, and share ideas for creating a culturally responsive classroom.<br><br>Mary Encabo (Purdue University Fort Wayne) |
| Classic Ballroom | **Don't Do It Alone: Leveraging Campus Resources for Student Success – Roundtable Discussion**<br><br>Abstract:<br>Over the past two years, the Teaching and Learning Services department (TLS) and the Lee and Jim Vann Library (library) at the University of Saint Francis have developed a strategic partnership to cross-promote their expertise and resources to better serve the needs of students and faculty. The collaboration between TLS and the library has led to the following achievements that will be discussed: seamless integration of library resources into the LMS to meet students at their point of need, co-creation of a faculty newsletter to promote departmental services and best practice pedagogical strategies, collaboration on copyright solutions, serving as a connection between faculty and library materials during course design. The partnership between TLS and the library has had a positive impact on faculty and student success while also elevating the presence of both departments on campus. As campus budgets tighten, the teamwork between TLS and the library can serve as a blueprint on how to leverage limited resources for the biggest impact.<br><br>Kerri Killion-Mueller, Dr. Godwin Haruna, Amber Pavlina, Dr. Nathalie Rouamba, Will Wells (University of Saint Francis) |

## 11:45 – 12:30 PM
### LUNCH BREAK

## 12:30 – 1:15 PM
### PLENARY SESSION | Dr. Terrence J. Doyle

# 1:30 – 2:15 PM
## SESSION 3

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| Walb G21 | **Building and Delivering an Online Course: Student, Faculty, Course Developer Perspectives**<br><br>Abstract:<br>In this interactive presentation we discuss the process of transforming an emergency remote online course (EROC) developed in response to COVID into an 8-week online course in accord with good practices. The presentation includes the perspective of the instructor, the online course designer, and two students that first took the EROC and later worked in an independent study to evaluate the 8- week course. The students use the University of New Mexico Online Course Standards Rubric as well as their own online learning experiences to evaluate the redesigned EROC course. Each participant will present their perspective on the process and the course as well as lessons learned. We highlight those issues most important to the instructor, the course designer, and the students in engaging online courses. In this way, we explore online course development and delivery from the perspective of teachers, designers, and students. We then will guide the group in discussion of how we believe these perspectives and experiences can lead to better course development, delivery, and student engagement. We further will argue that this process, working collaboratively with the instructor, a course designer, and students can be replicated and improve online course experiences.<br><br>Dr. Shannon Bischoff, Nathan Jarboe, Alyssa Sherman (Purdue University Fort Wayne)<br>Dr. Eric de Araujo (Purdue University) |
| Walb G08 | **Teaching the Students We Have: Pedagogy, Praxis, Cognitive Bandwidth, and Systemic Inequities**<br><br>Abstract:<br>Students in the 21st century arrive to college or university academically underprepared and/or psychologically drained. Concurrently experiencing the initial effects of the climate change crisis, the devastation of the (seemingly) ongoing Covid-19 pandemic, social unrest, and economic instability, they have little left to give. Higher education practitioners must utilize a holistic approach that recognizes the recursive dynamic between historical and contemporary systemic inequities and their impacts on current crises. An intersectional cognitive bandwidth framework integrates the reflexive best practices of critical pedagogy and student-centered outreach, alongside practical recommendations to bolster student resilience. In this presentation we will cover the basic terminology related to cognitive bandwidth and systemic inequities, learn the ways in which systemic inequities impact college success, retention, and completion, explore application of pedagogical, interpersonal, programmatic and collaborative approaches to addressing systemic inequities that affect student persistence, and lastly share resources for ongoing professional development in building inclusive spaces that make room for cognitive bandwidth recovery.<br><br>Kim Myers, Paula Ashe (Purdue University Fort Wayne) |

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| Walb 114 | **Exploring Neurodiversity through Improvisational Theatre**<br><br>Abstract:<br>This interactive presentation will feature the Mirror Lake Players, a local improvisational group comprised of people with intellectual/developmental disabilities. A sub-group of the University of Saint Francis Jesters performing arts program, the Mirror Lake Players will engage conference attendees in a 30-minute series of improvisational theater games. Time before and after the 30-minute improvisation will be spent introducing the group and answering questions.<br><br>This Neurodiversity Awareness Education Project will use improvisation to create opportunities for attendees and people with IDD to interact on a level playing field. Improvisational theatre games foster basic life skills, such as choice-making, problem solving, adaptability and support. The social interaction and risk-taking build relationships while developing trust in self, others and the creative process. The inherent elements of play, humor and laughter increase motivation and reduce stress<br><br>Allison Ballard, Diane Gaby (University of Saint Francis) |
| Walb 222 | **Gen Z-ers: Meeting the Needs of this Innovative Population**<br><br>Abstract:<br>Today's students are demanding more innovative approaches to learning. In 2015, Wildness, a market research firm, concluded that Gen Z-ers do not want to consume entertainment—they want to create it. In fact, 80% of Gen Z-ers claimed that finding themselves creatively is important (Kleinschmit, 2019). While creativity in higher education is not a new concept, Alencar, Fleith, and Pereira (2017) claimed that faculty have struggled to encourage and integrate more innovative pedagogical approaches. It may be difficult for such faculty to integrate new teaching methods in the classroom, especially when it has been so varied from the norm.<br><br>Therefore, it is imperative to understand various educational strategies that can be implemented in the classroom that will encourage student creativity. This presentation will introduce a variety of creative alternatives so that students can still apply the concepts of the course in more innovative ways. Professors spend a significant amount of time designing the course, so it is important to develop activities that will allow the content to remain in the students' minds after the 16 weeks. Meeting the creative needs of the Gen Z population, the college students of today, is the only way to do this.<br><br>Dr. Alicia Wireman (Indiana Tech) |
| Walb 226 | **Increasing Student Satisfaction in an Online General Education Class**<br><br>Abstract:<br>At University of Saint Francis, the traditional introduction to visual arts course (aka "art appreciation") historically had very low student satisfaction ratings regardless of modality or instructor. When art historians were tasked with developing an online-only version of the |

| | course, we were concerned that students' general dissatisfaction with online courses would compound their dislike of art appreciation. In working with professional instructional designers, we implemented some changes to the content and structure of the course. Using more interactive assignments, incorporating new media such as podcasts, and drawing explicit connections between humanities subject matter and fields such as nursing and business were all strategies that fostered success. After running several sections of the class over 4 semesters, student evaluation statistics and comments indicate that student satisfaction with this class is greatly improved over past iterations of the course. This presentation will outline the strategies we used to rethink the content and assignment design of the course to increase student satisfaction.

Dr. Elizabeth Kuebier-Wolf (University of Saint Francis) |