2023 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

02.17.23
Purdue Fort Wayne

SPEAKER:

BOB GILLETTE, Ph.D.

https://www.pfw.edu/FWTLC

Bringing Educators Together to Share Great Ideas

A Collaborative Effort of Fort Wayne Area Colleges and Universities

Guest Wi-Fi Information:

Network: fwtlc1

Password: 5bJP78vz

Dr. Bob Gillette

Dr. J. Robert (Bob) Gillette is an economics professor at the University of Kentucky. He teaches both large classes of over 400 students and small classes of 10 to 75 students, and both undergraduate classes and Master's level classes. He has given over fifty presentations and workshops at universities, and regional and national conferences on topics ranging from presenting intellectually exciting lectures; to designing a learner-centered course using cooperative group projects, writing-across-the-curriculum principles, and advising and mentoring the student project groups; to how to get your students to come to class prepared, ready to learn. He has been honored with over twenty-five college and university teaching awards.

He received his B.A. in Economics from the University of Richmond and his Ph.D. in Economics from Texas A&M University. He has served on the advisory boards for economics textbooks for Addison-Wesley, John Wiley & Sons, McGraw-Hill Irwin, and Pearson Education, and has served as a reviewer, accuracy checker, and author of end-of-the-chapter questions and solutions on numerous textbooks. He has authored or co-authored economic studies for various public agencies, including the Internal Revenue Service and the State of California, and for numerous private organizations and has given keynote addresses at national industry association meetings on leadership and on the economy.

8:00 – 8:30 AM
REGISTRATION, COFFEE, & LIGHT BREAKFAST

8:30 – 8:35 AM
WELCOME

8:35 – 9:45 AM
KEYNOTE SESSION | Dr. Bob Gillette

10:00 – 10:45 AM
SESSION 1

Location: Walb G21 Session: 1-A	**Helping Find the Why** Abstract: We all find ourselves more willing to commit to a task if we believe in why we are doing it. This is applicable in all realms of our lives. This presentation will reflect on why we have assignments, projects, exams, etc. and how we are better able to engage our students in the work. There will be examples of how we have focused on engaging the students' brains to help them internalize the why and get buy in for tasks that often seem tedious. In health sciences we find that we must have documentation of repetitive practice and then evaluation of skills. This may be tempting for students to "pencil-whip" instead of holding one another accountable. So, it has become necessary to further emphasize the why. With students committed to the same goals as the instructors, it has become easier to manage the documentation. This doesn't prevent poor student engagement, however, it does elevate most. Jennifer Cole (Ivy Tech Community College)
Location: Walb G08 Session: 1-B	**On the Spectrum: A Guide to Helping Autistic Students in the Classroom** Abstract: Approximately 2.2 percent of the U.S. population has autism, the fastest growing development disability in the country (CDC, 2020), and 34.7 percent of students with autism attend college (Florida State University, 2021). It is obvious that higher education is no different than the national averages as more college students identify as autistic. However, it can be challenging to manage the needs of these students in the classroom. Florida State University (2021) reported that 39 percent of students with autism do not graduate college, a consideration that is attributed to the university's and faculty's lack of understanding for autism. To better serve students on the spectrum, this session will identify the differences of autistic students as well as explore strategies to help them in the classroom. Dr. Alicia Wireman, Angela Williams (Indiana Tech)

Location: Walb 114 Session: 1-C	**Yes, your students are cheating.** Abstract: Not all of them, but students are cheating, to some degree, in each of your classes. While we feel like this cheating is worse now than ever, it isn't. Students are cheating today for all the reasons students and humans have cheated for millennia. What has changed recently is the technology that can be used to cheat, as well as, easy access to individualized resources. As instructors we can quickly become oblivious to novel technological advances used to cheat. Fortunately, there are many course design strategies and class management philosophies that can be used together to mitigate cheating, both the cheating we know about and the cheating we cannot fathom yet. Beautifully, these strategies also support learning by increasing student engagement, purpose, and support. Please join us to discuss what cheating looks like in 2023, to learn why students are likely to cheat, and to explore a few ways to ease the most detrimental cheating in your classes. Dr. Jeremy Rentz, Megan Tolin (Trine University)
Location: Walb 222 Session: 1-D	**Loaded Language & Other Manipulative Methods: Teaching Critical Reading Skills for the Misinformation Age** Abstract: Students have access to much material online these days, but how is the untrained reader to discern what is fact and what is fiction? Based on an activity Roberts and Steiner have previously used and now revised for the second iteration of their team-taught Human Rights course (IDIS 10605 - offered at PFW Spring 2023), this presentation teaches critical reading techniques applicable to many online sources that might fool the unprepared. While the topic of the presentation remains human rights violations in online media, the activity might be applicable to critical reading exercises across many courses. First, the presenters will teach tips for distinguishing between propaganda and information, and then participants will apply these tips to various media reports about the Russia-Ukraine conflict. Just as a YouTube algorithm feeds viewers their own preferences and shapes what groups of similar viewers come to think, the language of news reports in one's own language can create an informational bubble. Secondly, therefore, participants will read lines on the same issues from articles in other languages (original and English translations provided) to see how differently each language communicates the issues and to gain a broader perspective on the variety of renderings of the conflict. Dr. Lee Roberts, Dr. Sherrie Steiner (Purdue Fort Wayne)

| Location: Walb 226

Session: 1-E | **Conversations between Students and Faculty: Making Room at the Table for Everyone**

Abstract:
This session will present a panel of current university students and high school teachers to share their reflections, insights, and strategies for preparing high school students for successful transitions into college. Panelists and session participants be given the opportunity to reflect and craft their experience from wire. Our three-dimensional representation will lead us into a discussion about the student experience, participant expectations, and unconscious beliefs that underline what we do in the classroom. The goal of this presentation is to facilitate a deeper understanding of student needs through reflective analysis, clarify supports that have worked to prepare students for college, and bring to light strategies that empower students. Specific topics to be explored include compassion-based teaching, empathic teaching, and reimagining how we support students in our new normal. The session will include prompts and questions from a moderator. A chance for attendees to pose questions to the panelists will follow.

Dr. Elizabeth Christian (Purdue Fort Wayne)
Erin Brady (Bishop Dwenger School)
Greg Bierbaum (Leo High School)
André Centlivre (Purdue Fort Wayne, Sophomore)
Sydney Coyne (Purdue Fort Wayne, Junior)
Brock Fuller (Purdue Fort Wayne, Freshman)

Additional organizers of the presentation include: Purdue Fort Wayne Alliance Outreach Team: John LaMaster, Karol Dehr, Kevin Stoller, Yvonne Zubovic, Stephanie Van Dellen, Michelle Shawver, Xiaokai Jia. |
| Location: Classic Ballroom

Session: 1-F | **Integrating Service-Learning in Classrooms**– **Roundtable Discussion**

Abstract:
Service-learning (SL) is a relatively new learning framework compared to other learning models. Sometimes, SL is often described as an educational approach where students engage with the community to address relevant problems. However, this simple definition can mislead the adoption of SL in classrooms. For example, the literature often emphasizes the benefits of SL, but little is known about students' experiences. To further complicate SL, time constraints and placement quality also impact the adoption of SL in the classroom. But how can we effectively adopt SL in our classrooms? On the one hand, this question can have distinct interpretations and applications in different disciplines. On the other hand, there are some core ideas that must exist across every discipline, such as reciprocity, community empowerment and engagement, agency, and mutual learning. The purpose of this session is to invite participants to think critically about how they can implement service-learning in their classrooms. This session will create a space for educators, policymakers, students, and stakeholders to contribute with ideas, suggestions, and experiences.

Dr. Claudio Freitas (Purdue Fort Wayne) |

Location: Classic Ballroom Session: 1-G	**Nurturing Student Persistence: Identifying Strategies to Boost Student Motivation and Engagement – Roundtable Discussion**
	Abstract: Within academia, considerable attention is given to matters concerning student retention, yet student persistence is often underappreciated or overlooked. Defined as student desire and action to complete a course of study in higher education from start to finish, persistence represents a critical facet of student success. Educators committed to ensuring students that students can realize their educational pursuits must endeavor to nurture student motivation, engagement, and sense of belonging in their courses and student interactions. In this round table discussion, the presenters seek to immerse attendees in a rigorous discourse on novel strategies to promote student persistence across a range of disciplines and degree programs. Presenters will share insights into strategies that have proven successful in their own programs and further stress the importance of inspiring students to achieve their educational and professional goals. Dr. Courtney Lloyd, Dr. Joshua Fairbanks, Andrew Lehr (University of Saint Francis)

11:00 – 11:45 AM
SESSION 2

Location: Walb G21 Session: 2-A	**Everyone Has Limits: Accounting for Cognitive Load Theory in Instruction**
	Abstract: We have an amazing capacity for learning. You can probably remember information or events from decades ago. However, we have limitations for processing new information in real-time. Our sensory memory is the first stop for incoming stimuli. Within a second, the sensory memory can register the stimulus and determine whether to discard it or send it on to our working memory. If the information makes it to this phase, it enters a log jam for processing and movement onto long-term memory. Our working memory is a bottleneck limiting our ability to learn. Cognitive Load Theory (CLT) recognizes this issue with working memory and provides strategies to help account for and minimize the bottleneck. The three types of cognitive load—intrinsic, germane, and extraneous – have implications for teaching and learning. Intrinsic load is the innate difficulty of the subject matter, which is fixed. Germane load involves the organization of new information into schemas and is the only type of cognitive load that we want to increase. Extraneous load is the part of working memory used as students interact with instructional materials. This session will provide concrete ways to help faculty help students mitigate the impact of CLT and improve learning. Melissa (Rasmussen) Bray (Manchester University)

Location: Walb G08 Session: 2-B	**The Difference a Picture Makes - Infographics for Diverse Learners** Abstract: "My mind works like Google for images. You put in a key word; it brings up pictures." This quote by Dr. Temple Grandin, scientist, researcher, and neurodiverse advocate highlights the need for visual representations of knowledge and data, especially for neurodiverse students. Infographics are a powerful communication tool used in healthcare and public health, for example, to clearly present complex subjects so that, regardless of literacy level, diverse audiences can easily grasp the message being communicated. For example, infographics can motivate people to make changes (e.g., how to correctly wash their hands) or can provide an easier way to see patterns and trends in complex information (e.g., how respiratory droplets spread COVID-19; a genogram of family relationships and dynamics). Focusing on how to incorporate graphics into instruction (e.g., using PowerPoint presentations or software such as Canvas), and create assignments around information graphics and visual assessments, the presenters will briefly have a panel discussion on the graphic tools and presentations styles that they use in the classroom, including online teaching platforms, to engage students in learning. Examples of student work will also be displayed for participants to observe. Dr. Amelia Clark, Dr. Michelle Fleig-Palmer Dr. Courtney Lloyd, Danielle Peterson (University of Saint Francis)
Location: Walb 226 Session: 2-C	**Efficacy of Collaborative Exams** Abstract: Traditional college exams are often underutilized as a learning tool. The design of this research was based on the cognitive learning theory of reciprocal determinism. In breaking the exam paradigm, personal and environmental factors that would normally inhibit engagement, theoretically are replaced by a new reinforcing stimulus that could lead to increased understanding. This study is intended to apply these ideas through a structured approach to collaborative exams. These exams were administered in introductory statistics courses over the course of seven semesters. The scores of collaborative test-takers have been found to be consistently higher than those of a control group in the same semester. Protocols for group assignment and assembly are discussed, along with measures to ensure individual accountability. Dr. Garret Marshall (Purdue Fort Wayne)

Location: Walb 114 Session: 2-D	**Increasing Student Engagement for Class Discussions** Abstract: Our presentation is going to focus on strategies professors can do in class to increase engagement and participation during class discussions. We plan to share some strategies we have found to be successful and model these strategies during the presentation. One strategy involves getting students up out of their seat and standing somewhere else in the room, depending on their opinion of a specific topic. For example, Students can agree or disagree with a statement and stand on either side of the room. Then, they work together to build an argument and share their opinion with the other side. After both sides share their thoughts, students sit back down in their seats and reflect on the other opinion and we revisit to see if it changed anyone's mind. Another easy strategy is think-pair-share, which is widely used in k-12. This strategy includes asking a question to the class, then students have time to think about it, share their thoughts with another student, then share their thoughts with the class. We have found this to be really beneficial when we pose a question and no one wants to respond. During the sharing with a partner portion, we often walk around, listen, and tell a few groups we are going to have them share their thoughts with the class. Then they are prepared and the class discussion flows much better. Chelsea Superczynski, Alecia Pfefferkorn (Trine University)
Location: Walb 222 Session: 2-E	**Group work in a post-COVID world: What are the rules?** Abstract: The COVID-19 pandemic caused a shift in modalities of education, forcing classrooms and classroom activities to change. Across modalities, group work may look and feel different to students. Their experiences in the different modalities may result in varying levels of satisfaction and performance. Are there significant differences in the ways students perceive group performance? What, as teachers, can we do to help ensure our students have satisfying and high performing group work experiences across modalities? Our research found the modalities in which groups work were not nearly as significant as having structured rules to follow within the group. To ensure positive student experiences in group work, regardless of modality, it is important for groups to be given rules or given the opportunity to establish group rules among themselves. Post-pandemic, these new and different modalities are here to stay. This change in modalities comes with its own challenges. However, our study indicates that modality may not be as important as the rules groups choose to implement. Particular types of rules are related to higher group performance and more satisfaction with group work. Laney Blevins, Raphael Kwaning, Ting Hsuan Lee (Vivian), Lyzbeth Safoah King, Deborah Eyram Anornu (Purdue Fort Wayne, Grad Student) Lindsay Butcher (Purdue Fort Wayne)

Location: Classic Ballroom Session: 2-F	**Supporting students' learning: A discussion on the role of technology in improving course letter grades earned – Roundtable Discussion** Abstract: Technology is a rapidly changing field that may be crucial for creating more effective programs that seek to support students' learning; the use of technology, such as an online teaching and learning resource for completing and submitting coursework, could improve the learners' percentages of points earned toward a letter grade. Further, the literature accesses transforming teaching through technology and offers a computer-based integrated learning system as a helpful tool. This round table will discuss the usefulness of incorporating technology into a college course as many traditional and nontraditional students face challenges when attempting to pass certain courses successfully. For example, numerous studies by colleges and universities have indicated that certain courses are challenging to pass, and some learners do not seem to comprehend fully a portion of the course content. Further, there will be a conversation regarding various types of practical instructional practices and techniques, as well as a practical practice for leveraging technology that includes five ways in which learning can be enhanced through technology according to the United States Department of Education Office of Educational Technology. Furthermore, a discussion will ensue around one of the most popular pedagogical methodologies in which educators tailor their instructional approaches to accommodate learners with various learning styles. Sam Koudsia (Purdue University Fort Wayne)
Location: Classic Ballroom Session: 2-G	**Everyone's Involved - A discussion about engaging and retaining students – Roundtable Discussion** Abstract: For those interested in learning new strategies for their own classroom setting, this session is designed to be a starting point for discussion about how to improve learning, engagement, and retention for students in multiple class settings. Specifically, this session will look at techniques created to boost engagement in online, new student, in-person, and hands-on classes. The presenters will share tips utilized in their own classes to improve student interest and success. Some of the suggestions will cover discussion boards, community involvement, attendance, and skill development. Following the presenters' experiences, there will be a time for further discussion among the entire room. This question-and-answer style discussion will give those interested a chance to ask for help in improving their own classes or sharing their own best practices. Essentially, this session is a way to learn from peers and to find new approaches to classroom management. Abigail Larrison, Kelli Kreider, Leigh Ann Routh, Dawn Hammond (Ivy Tech Community College)

11:45 – 12:30 PM
LUNCH BREAK

12:30 – 1:15 PM
PLENARY SESSION | Dr. Bob Gillette

1:30 – 2:15 PM
SESSION 3

Location: Walb G21 Session: 3-A	**"Preparing Professors for International Students"** Abstract: Instructors may have noticed that the number of international students on campus has been rising slowly but steadily. While many of these students speak English fluently already and may be indistinguishable from American students in the way they dress, their different cultural backgrounds may influence how they perceive the world and how they communicate, which may clash with American cultural beliefs and communication styles. For instance, their expectations of what a good teacher looks like and does, may be very different from what Americans believe "good teaching" is. Papers might also be structured differently in their countries (argument first or evidence first?). Presentation styles may be vastly different. In general, differences in verbal and non-verbal communication due to cultural and linguistic backgrounds can potentially lead to miscommunication or even communication breakdown. In my presentation, I highlight cultural differences and potential pitfalls with the hope that instructors will develop enough cultural awareness so that they can cope with future communication issues/culture shock on their own. Dr. Suin Roberts (Purdue University)
Location: Walb 226 Session: 3-B	**Improving Student Success and Completion in Online College Algebra – A Pilot Discussion** Abstract: Online College Algebra is a particularly challenging course, often with low success rates and high withdrawal rates. The presenter will share details of an IvyOnline pilot used at Ivy Tech Community College for the Fall 2022 semester for all sections of online College Algebra. We took a multi-tiered approach to impact student success, which included student outreach and communication along with adding weekly live lectures. We tracked student assignment outcomes and completion rates on a weekly basis, as well as tracking withdrawals and final course outcomes. Debbie Youse (Ivy Tech Community College)

Location: Walb G08 Session: 3-C	**Improving Knowledge Retention and Students' Engagement Through Daily Quizzes in Calculus Courses** Abstract: The knowledge retention is a major outcome in successfully completing a course at any level. While there are many pre- and post-factors pertaining to knowledge gain, students' preparation plays a major role in the teaching-learning process. Lack of students' preparation could create a major distraction to an in-class lecture since it is a common practice to connect one topic from a former lecture to latter. If the students are not prepared or do not remember what they have learned in the previous lecture, the instructor may need to spend a considerable amount of time going over the same topic sacrificing a considerable amount of time for something unnecessary. As a remedy we seek whether administering a quiz at the first 2-5 minutes of every lecture that only covers the materials learned in the previous lecture would make any significant difference in knowledge retention. Some of the outcomes are immediate. Students switched from spending time on cellphones to reviewing course materials before the lecture and they are more prepared to answer questions than questioning themselves. In addition, students' performance has significantly improved compared to a course without such practices. Dr. Udita Katugampola (Indiana Tech)
Location: Walb 222 Session: 3-D	**Creating a Significant Circle to Discuss the Links Between Identity and Practice in the College Classroom** Abstract: For hands-on experience and active learning, participants will be invited to create a significant circle and engage by discussing their insights related to cultural and social identity in their teaching practice. They will additionally be supported to apply ways in which the significant circle can be implemented in the college classroom across disciplines. This presentation will focus on making one's own circle and using this approach as a tool with college students. The circle allows the learner to share their lived experience, individuality and reflect on how identity relates to current learning, future life visions and career endeavors. Participants will consider examples from student work which implemented the concepts of funds of identity by creating the circle with children in field placements in local elementary schools. Moreover, college students can create their own significant circle in the college classroom to discuss their lived experience, identity and the links to personal and professional inspiration towards their purpose. This method benefits college students considering their personal uniqueness that they bring to the college classroom and their future life and career choices. The practice is based on Vygotsky's sociocultural theory which considers knowledge constructed through the lens of artifacts, cultural practice, social worlds and historically collected over time (Esteban-Guitart & Moll, 2014). Dr. Julia Smith (Purdue Fort Wayne)

Location: Walb 114 Session: 3-E	**Maximizing Engagement – Mixed Modality Connections** Abstract: The purpose of this presentation is to review some of the challenges and successes learned from piloting a Mixed Modality Teaching course in the Fall 2022 semester. We will also review a conversational platform tool called Yellowdig that was also piloted in the Fall 2022 semester that has been transformational in connecting students in a radically different way from the traditional discussion boards. One section of the BUS 20401 course was completely restructured to accommodate the Mixed Modality Teaching style. The classroom was completely re-designed with up-to-date technology and with a non-traditional seating floor plan. Online students joined the FTF students through Zoom, which allowed them to seamlessly participate in the in-class activities, which included a group informal report project and a presentation. I also piloted the Yellowdig platform in my BUS 20002. It completed changed my thinking on how discussions can be more than "a once-and-done assignment" to an ongoing, connection tool to engage students. Successful student responses have prompted me to implement the Yellowdig in the BUS 20401 Mixed Modality Teaching course in Spring 2023. Cynthia Wilson, Angela Miller (Purdue Fort Wayne)
Location: Classic Ballroom Session: 3-F	**Trauma-Informed Pedagogy: What Educators Need to Know– Roundtable Discussion** Abstract: In trauma research, the term "ubiquitous" is used when discussing the pervasiveness of trauma exposure (Hess & Bradley, 2020; Hess 2020; Blackburn, 2019; Schwab, 2010). Hess and Bradley (2020) suggest that understanding how it manifests should be crucial for educators, including an awareness that damaging experiences may affect more students than not in the average classroom. Discussion will begin with sharing collective understanding of foundational information on the initial research in the field of the impact of trauma on individuals and the focus on the ultimate physiological changes to the human body. Additionally, the behavioral, environmental, and sociocultural aspects of traumatic experience on learners will be shared and how they typically manifest in the classroom with relevant real world examples.

Trauma-informed pedagogy has been suggested as a way to counterbalance the negative consequences of trauma in learners (Oehlberg, 2008) and Trauma-informed approaches have now come to the attention of schools and educators (Thomas, Crosby, & Vanderhaar, 2019). Participants will discuss their own current practices and identify areas of improvement to implement trauma informed strategies in the classroom to best support students that have been impacted by truama. Participants will have the opportunity to collaborate with peers to share successful best practices from their own experiences. Ultimately, participants will discuss the possibility of systemic change using a flexible framework to create a trauma sensitive environment either at a department level or an institution wide approach.

Dr. Casey Collins (Purdue University Fort Wayne)
Alison Todd (Trine University)

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