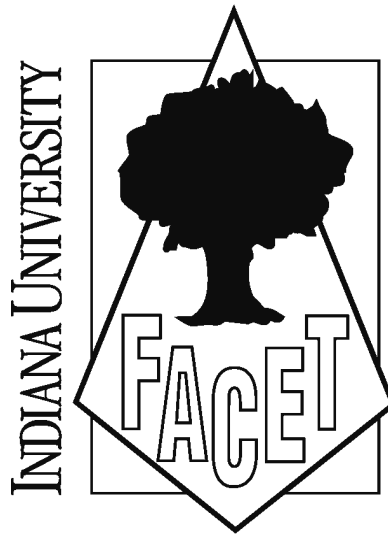


2005
Associate Faculty &
Lecturers Conference

Celebrate Excellence in Teaching



Sponsored by
Faculty Colloquium on Excellence in Teaching

October 21 & 22, 2005
University Place Conference Center

SCHEDULE

Friday, October 21st

- 4:00 pm **Conference registration and hotel check-in (coffee and cookies available)**
- 6:00 pm **Buffet Dinner (Room 137)**
- 7:00 pm **Welcome & Introduction of Guests by 2005 Chair of Planning Committee**
- 7:30 pm **Opening Session: “Celebrate Excellence in Teaching” (Room 132)**

Saturday, October 22nd

7:45 - 8:30 am **Breakfast, Room 137**

8:30 am

CONCURRENT SESSIONS

Effective Use of Discussion in the Undergraduate Classroom

Jay Howard, Sociology, IUPUC (Room 132)

Tired of answering your own questions in the classroom? Wonder how to get students talking? Ever wonder how to stop certain students from dominating class discussions? This workshop will address such issues as which students are likely to participate in classroom discussion and which are not. We will also explore some of students’ reasons for their participation or lack thereof and finally, we share ideas for more effectively leading discussions in undergraduate classrooms of all sizes.

Confessions of an Urban Teacher

Charlotte Reed, CTL, IUN (Room 232)

This session is a performance and a work in progress, which will capture my experiences as an urban educator for more than 30 years. Included in this presentation are stories that I have shared with my teacher education students and workshop participants. The stories are my way of driving home important aspects of urban teaching that may or may not be talked about in our texts, handouts or video resources. This session will illustrate the point that a teacher can be entertaining and effective and that drama is a very powerful learning tool.

The Present and Future of e-learning

Andy Harris, Computer and Information Science, IUPUI (Room 134)

The pressure is on. You’re faced with large class sizes, a diverse student population, scheduling challenges, and a constantly changing curriculum. Various technologies have offered help over the years, but the choices can be dizzying, and they seem like a whole lot of work. In this workshop, I show you several models for extending your teaching using technology. Specifically, I cover: distributed and distance education, real-time and archived video, web-based alternatives and distance technology as a research and teaching collaboration tool. I will demonstrate several technologies, describe common pitfalls, and discuss ways in which you can use technology to improve your students learning whatever your current comfort level with technology.

Theory to Practice: It can be done!

Sabrina Williamson, Social Work, IUB, (Room 236)

Undergraduate students, particularly those who are of a traditional age, often have difficulty applying theoretical concepts to real-world practice situations. While they may understand the material in an abstract sense, they may struggle with how to utilize the information when faced with a “real” project, client, or patient. In this workshop, we will explore how to develop and utilize small group activities and other experiential learning exercises that assist students in making the leap from theory to practice. Workshop participants will also have opportunity to share their successes and challenges in this area.

9:40 am

Break

9:55 am

CONCURRENT SESSIONS

How do I Know if My Students are Learning What I Want Them to Learn?

Walter F. Wagor, Psychology, IUE (Room 132)

This session will look at determining whether or not students have learned what it is that you want them to learn in your course. While the answer may seem obvious, it probably isn't. Why don't student grads provide the answer? How does assessment of student learning differ from evaluation? During this session, we will practice a process designed to help you: Clarify what it is you want students to learn, examine what you and they are doing to help them learn, and know when they have or have not learned what you have identified as important.

Teaching the Abstract: The Roles of Visual Heuristics

Leah Savion and David Landy, Philosophy, IUB (Room 134)

Highly abstract material poses a special challenge to most students: comprehension is slow, retention is skewed, and application is often beyond reach. Current theories in Cognitive Science suggest that most components of abstract knowledge are rooted in spatial knowledge of concrete and familiar situations. In this interactive workshop we'll expose our own cognitive devices for dealing with abstract reasoning, and explore various visual and spatial heuristics that support understanding in the audience disciplines.

Celebrating Excellence in Diversity: Sharing and Enhancing Strategies for Multicultural Teaching and Learning

Natasha Flowers, OPD, IUPUI (Room 236)

Don't come empty-handed. Bring an example of a strategy you employ to engage diverse learners. This strategy could focus on integration of diverse cultural content, interactive and collaborative pedagogy, multiple approaches to assessment, and ways in which you help shape the learning environment for diverse perspectives. With reminders of why multicultural teaching and learning is important to you and students, you will participate in a sharing exercise and hopefully leave with encouragement and ways to enhance your great idea.

Learning the Game of Science

David P. Maloney, Physics, IPFW (Room 232)

This interactive session will introduce participants to a technique (based on a quote from Nobel prize winning physicist Richard Feynman about what science is) for helping students learn about the nature of scientific and analytical reasoning. The technique involves using simple *in terms of pieces and rules* abstract strategy games to model basic scientific reasoning. Participants will work in groups to formulate and test hypotheses and develop a "theory" of the game. The technique can also be used to explore issues like developing inferences, reasoning by analogy, and using evidence to draw conclusions. Consequently, the process has applications in fields other than science.

11:05 am

Break

11:20 am

CONCURRENT SESSIONS

When Students Don't Know They Don't Know, We're All in Trouble

Randy Isaacson, Psychology, IUSB (Room 132)

In this session we will examine the relation between metacognition knowledge monitoring (i.e., knowing-when-you-know) and student motivation, learning, and academic success. What happens to a student's motivation when they honestly believe they know the material but they fail your test? What might you be doing in your classroom that leads students to over-estimate their mastery of the material? How can teachers create environments that help students take responsibility for their own learning?

11:20 am

CONCURRENT SESSIONS CONTINUED

Building Teaching and Learning Identities in the Undergraduate Classroom

Judy Spector, English, IUPUC (Room 232)

Based on the theory and practice of psychologist Carl Rogers, this session provides some strategies for building a “person-centered” classroom that will engage students in learning as it engages instructors in the dynamics of teaching and learning. The classroom must consist of more than the mere exchange of knowledge: the exercises described in this session will assist teachers in building a positive, mentoring classroom identity and in providing students with the same opportunity to form selves/voices in dialogue with other selves. The session includes instructions for the creation of a “virtual student” who requires frequent assistance from other class members..

Creating Community on the First Day of Class

Terri Tarr, OPD, IUPUI and Joyce Lucke, Paragon Consulting (Room 134)

In this session, we will articulate reasons why the first day of class is important, identify possible objectives for the first day of class, and share suggestions for making the classroom an inviting and welcoming atmosphere from the first day of class.

Improve and Accelerate Group Process in Your Classes: Tips and Tools That Work!

Betty Jones, Physical Education, and Marilyn H. Bedford, HRA, IUPUI, (Room 236)

Ever set up group projects in classes—only to see students “spin their wheels”, sputter, stall? Want some tips and tools to improve and speed up generation of ideas and solutions? To draw out ideas from less vocal members? To empower groups to “get going” and produce results? Using materials from the Accelerated Improvement Process (API) model IUPUI has adopted for improving organizational performance, participants will hear about and try out AIP tips and tools, and look at applications to fall 2005 classes. **Highly interactive session!** Handouts provided, including great websites.

12:30 -1:30 pm

Lunch in the Bistro (second floor of University Place Hotel)

1:30 - 2:30 pm

Closing Presentation (Room 132)

Sharon Hamilton and Bob Orr

2:30 - 3:00 pm

Closing Remarks (Room 132)

Thanks to the following people for their assistance and support:

Judy Carlson- Conference Chair
Sharon Hamilton and Bob Orr – FACET Co-Directors
Kimberly Lane and Ali Morris Fitzgerald – FACET Staff

2005 Planning Committee members

Judy Carlson, Karen Jaquish, Scott Orr, Melinda Phillabaum,
Alan South, Jennifer Szabo, Terri Tarr, and Bob Wildblood

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And all of you for participating this year, FACET hopes you will join us in 2006!

Meet Your Presenters

Marilyn H. Bedford is a Senior Consultant in Training and Organization Development, Human Resources Administration, Indiana University – Purdue University, Indianapolis (IUPUI). Her main responsibilities include consulting with schools, departments and units to identify training needs and assess needs for organizational and culture change and then to develop, design and facilitate interventions responsive to those needs. She also coordinates the HRA OD consulting team and the campus-wide Accelerated Improvement Process (AIP) facilitators. Ms. Bedford is a part-time lecturer in the Organizational Leadership and Supervision Department, Purdue University School of Engineering and Technology. She teaches Training Methods and team-teaches Leadership in Dynamic Organizations, a course for staff and undergraduates which includes meeting with the leaders of the IUPUI administration to discuss the challenges of leading and directing the institution. In April, 2005, she received a Grant-in-Aid for Associate Faculty and Lecturer Development from the Office for Professional Development, Associate Faculty Office. She is a member of the American Society for Training and Development (ASTD), the Central Indiana Chapter of ASTD, and the Organization Development Network.

Judy Carlson has been teaching at IUPUI since the fall of 1995. She is a senior lecturer in the Department of Mathematics and the Director of the Developmental Mathematics Program. Prior to that, she taught one semester at IPFW, two years at Western Michigan University in Kalamazoo, Michigan, and also two years at Indiana State University in Terre Haute, Indiana. Here at IUPUI Judy's focus has been in Gateway Courses, the math for elementary teachers, and faculty development of associate faculty. Recent awards and recognition include: "Excellence in Teaching" by IUPUI Intercollegiate Athletics Department in 1998, 1999, 2002, 2003; SOS "Excellence in Teaching" Award for Fulltime non-TT Lecturer 2002; "Who's Who Among College Teachers" in 2004, 2005; Trustees "Excellence in Teaching" Award for Full-time Lecturer, 2004. This is her second year as chairperson for the conference. Judy's innovative ideas and planning brought exciting changes to the schedule and overall conference format. FACET has enjoyed working with her throughout the planning process.

Natasha Flowers is the Director of the Office for Multicultural Professional Development within the Office for Professional Development. Her work includes coordinating and supporting programs for the recruitment and retention of faculty and academic staff from less-represented populations. Her research interests are multicultural education, faculty from less-represented populations, student retention and instructional design. She has a great husband and three growing sons!

Sharon Hamilton, Associate Dean of the Faculties, Chancellor's Professor, and Professor of English, is currently Co-Director of the Indiana University Faculty Colloquium for Excellence in Teaching (FACET) and Director of The Office for Integrating Learning at Indiana University Purdue University Indianapolis (IUPUI). She directs the project team developing the conceptual design and implementation process for student electronic portfolios that document both improvement and achievement in student learning. Additionally, for the past several years, she has played a leadership role on campus for the assessment of teaching and learning. Dr. Hamilton has written extensively about writing across the curriculum, collaborative learning, literacy, and portfolios, including *Collaborative Learning in the Arts, Sciences, and Professional Schools*, *Collaborative Learning in Higher Education: Underlying Processes and Effective Techniques*, and *My Name's Not Susie: A Life Transformed by Literacy*. She has also written a play, *My Brother Was My Mother's Only Child*, and has just completed an edited collection: *Writing in the Arts, Sciences, and Professional Schools*. Dr. Hamilton received her baccalaureate degree from the University of Winnipeg, her B. Ed. and M. Ed. from the University of Manitoba, and her Ph. D. in language and literature from the Institute of Education at London University, England.

Andy Harris is a Lecturer in the Department of Computer and Information Science. He is also the director of the Streaming Media Laboratory, where he is responsible for applying educational and communication technologies towards the advancement of the School of Science's academic goals. He is the author of numerous trade books on various types of computer programming including game programming, web server development, and programming portable devices. He has recently presented a paper on distributed education technology for the DIVERSE conference on video conferencing in higher education.

Jay Howard earned his Ph.D. in Sociology from University of Notre Dame and currently is an Associate Professor and Head of Liberal Arts at Indiana University Purdue University Columbus. Dr. Howard's professional interests range from the Scholarship of Teaching and Learning to religion and popular culture. He recently was awarded a 2004 P.A. Mack Fellowship from the Mack Center at Indiana University for Inquiry on Teaching and Learning. Recent publications include: "Just-in-Time Teaching in Sociology or How I Convinced My Students to Actually Read the Textbook" *Teaching Sociology* (in press); *Discussion in the College Classroom: Applications for Sociology Instruction*. Washington, DC: American Sociological Association Teaching Resources Center; "Classroom Discussion Norms" and "Getting Started on a Teaching Portfolio" in Rosanne Cordell, Robin Morgan, and Betsy Lucal (Editors). *Quick Hits for New Faculty*. Bloomington, IN: Indiana University Press.

Randy Isaacson earned his Ph.D. from Michigan State University and is currently an Associate Professor of Educational Psychology at Indiana University South Bend. Dr. Isaacson teaches educational psychology, educational motivation, and interpersonal classes for teachers. He recently received a 2004 P.A. Mack Fellowship from the Mack Center at Indiana University for Inquiry on Teaching and Learning and has received many teaching awards including the Frederic Bachman Lieber Memorial Teaching Award from Indiana

University in 2003. His research interests are in the field of educational motivation and the impact of learning strategies and metacognition on college students, particularly low achieving students.

Betty Jones, IUPUI associate professor of physical education, hails from North Carolina and earned her doctorate at IU-Bloomington. Dr. Jones joined the IUPUI faculty in 1983; teaches/has taught a wide range of classes, including computer applications in HPER, personal health, teaching soccer, coaching of swimming/diving, and 1st year learning communities; and recently completed a 7-year term as Department Chair. She is overjoyed to be “back in the classroom.” A 1994 FACET inductee, Betty presented at several FACET conferences on using movement and team building activities to boost student engagement and learning outcomes. As a member of the IUPUI Diversity Corps, Betty participated in “accelerated process improvement” (API) leadership training and is a member of the IUPUI - AIP consultant group. Dr. Jones is a 2005-2006 University College (UCOL) fellow, researching pedagogical and curricular “best practices” in UCOL 110 First Year Learning Communities.

David Landy earned an undergraduate degree in Physics, Computer Science, and Math from Alma College in Michigan. He is currently pursuing an advanced graduate student in the Cognitive Science Program, IU Bloomington. His interests include: Psychology, Philosophy of mind, Computer modeling, Astronomy, Astrophysics, Belly dancing, and Sky diving. His most recent publication is *Relational Reasoning in the Eye of the Beholder*.

Joyce Lucke earned a Ph.D. in Anthropology from University of Wisconsin-Milwaukee in 1995. Joyce came to Indiana University in 1992, first at the Columbus campus, and then at IUPUI. Beyond teaching classes occasionally in the Department of Anthropology, she worked in the Office for Professional Development with the Urban Universities Portfolio Project, as an instructional design consultant, and coordinates various events. A part of her duties included supervising both the IUPUI awards program and coordinating the annual E.C. Moore Symposium on Teaching. Joyce also sat on the IUPUI Associate Faculty Office’s Advisory Committee. Lucke’s teaching skills have been recognized numerous times during her tenure in the IU system. In 1999, Joyce received the Indiana University Distinguished Teaching Award for Part-Time Faculty, the highest mark of distinction the University can bestow on a part-time faculty member. Joyce served for three years as the co-Chair of the FACET Associate Faculty Conference. Combining anthropology, professional development and event planning from her days with Indiana University, Joyce started her own event management consultant business.

David Maloney earned a B.S. in physics from the University of Louisville, and an M.S. in physics and an interdisciplinary (physics, geology and education) Ph.D. from Ohio University. Dr. Maloney has conducted research into students' natural beliefs about the physical world and how those beliefs affect students' ability to learn physics and solve problems in physics. He is a member of FACET and won a distinguished service citation from the American Association of Physics Teachers in January 2005. Recent publications include *Ranking Task Exercises in Physics: Student Edition* (2004) and *E & M Tasks Inspired by Physics Education Research (TIPERs)* (in press) both published by Prentice-Hall.

Bob Orr is a Professor of Computer and Information Technology at IUPUI and Co-Director of the Faculty Colloquium on Excellence in Teaching (FACET) at Indiana University. Professor Orr’s research interests include Applied Statistics, Leadership, Writing Across the Curriculum, and Information Quality. He received the Wisner Stoelk Outstanding Faculty Award, Purdue School of Engineering & Technology at IUPUI in 2001. Recent publications range from *Learning Quantitative Analysis Using Dialog Journals* by Robert Orr, Amber Harmon and Parastoo Kashanipour, Writing in the Arts and Sciences and Professional Schools at IUPUI [Sharon Hamilton, ed.], St. Clair Press (Indianapolis, IN), 2002; *So, What’s Your Grading Philosophy?* in FACET Quick Hits Volume 3, IU Press (Bloomington, IN), 2004.

Leah Savion is a Senior Lecturer of Philosophy at IU Bloomington. In addition to teaching responsibilities, she engages in research in philosophy, cognitive science, and pedagogy, and is the Director of AI training and provides numerous faculty development workshops around campus. Areas of professional interest range from analytic philosophy and logic, cognitive science and pedagogy, to music, singing, tennis, and international folkdance. Publications include: “Rationality, Logic, and heuristics” (with Raymundo Morado) -- Conference Proceedings of the Special Session on Knowledge Representation and Reasoning, June 2002 International Conference on Artificial Intelligence (IC-AI’02), CSREA Press; “Walls of misconceptions” in *The Successful Professor*, August 2002; “Naïve Logic” in *Iyyun*, January 2003; “Enhancing students’ motivation: Emotive aspects” *The Successful Professor*, Feb 2003 issue; “Enhancing students’ motivation: Cognitive aspects” *The Successful Professor*, April 2003 issue; “The Role of Logical Inference in Heuristic Rationality” (with Raymundo Morado) – abstract in the Conference Proceedings: The XXI World Congress of Philosophy, Istanbul Aug 2003; *Facet’s “Quick Hits for New Faculty”* 2004; “Learning By Teaching” in *The Successful Professor*, Vol 2 issue 4, Nov 2003; “Teaching in Kazakhstan” a commentary in *The Successful Professor*, Sept 2004.

Judy Spector earned her Ph.D. from Indiana University and serves as Professor of English and Coordinator for English programs at IUPUC. A 2005 winner of the Indiana University Trustee’s Teaching Award, her professional interests range from expressivist writing theory/creative writing to scholarly studies of popular culture. She is currently working on a book of feminist fairy tales entitled “The Fairy Godmentor’s Advice for Women Like Us” and is teaching a course based on literary parallels of Desperate Housewives. Her most recent publication (in press) is an article on the aesthetics of materialism in Alan Ball’s American Beauty.

Sabrina Williamson earned her Ph.D. in Social Work from University of North Carolina at Chapel Hill and currently is an Assistant Professor of Social Work at Indiana University Bloomington. Dr. Williamson's professional interests include participatory action research, welfare reform, and the scholarship of teaching and learning. In the summer of 2005, Dr. Williamson taught classes on poverty in Mini-University and the Intensive Freshman Seminar. Recent publications include: "She Saw Something in Me: The Role of Volunteers in Faith-Based Social Services (2005); and "Building Skills for Social Action" (in press) in *Quick Hits for Civic Engagement*. Bloomington, IN: Indiana University Press.

Terri Tarr is the Director of the Instructional Design and Development unit of the Center for Teaching and Learning and the Director of Associate Faculty Development at Indiana University-Purdue University Indianapolis. She is also an adjunct assistant professor in the Department of Psychology at IUPUI, teaching Child and Adolescent Psychology and Life Span Development courses. She earned a Ph.D. in Developmental Psychology from Purdue University as well as an M.A. in School Psychology and a B.A. in Psychology from Ball State University.

Charlotte Reed earned a doctorate in Curriculum and Instruction from the University of Virginia and currently is the Executive Director of the Center for Excellence in Teaching & Learning (CETL) and a full professor of Education at Indiana University Northwest. She was inducted into FACET in 2004 and graduated from Leadership Northwest Indiana in 2005. Dr. Reed's professional interests are focused on the improvement of teaching and learning in higher education and P-12 schools, particularly urban schools, through teacher training and support. She has researched, presented, and published on the application of Invitational Education Theory to the improvement of schools, classrooms, relationships, and achievement. She was invited to Hong Kong this summer to co-facilitate a series of workshops for 150 educators, representing 30 schools, on the application of Invitational Education Theory to the improvement of their schools. She will return to Hong Kong in September to give an invited presentation at the International Leadership Institute sponsored by the International Alliance for Invitational Education.

Walter F. Wagor earned his Ph.D. in Psychology from George Peabody College of Vanderbilt University. He has been a college professor for over 26 years and is now in his 21st year at Indiana University East. He just returned from a year away as an American Council on Education ACE Fellow during which time he spent working with the President and Provost of The University of Toledo. Previously he served for five years in the role of Assistant Vice Chancellor for Academic Affairs where he was responsible for overseeing both the assessment of student learning for the campus and faculty development for full- and part-time faculty. He is a member of the FACET class of 1990 and has remained active in improving teaching at Indiana University through service on the FACET Selection Committee, as FACET liaison to the East campus, and as a member of the FACET Steering Committee, as examples. He has been extensively involved in the assessment of student learning since a sabbatical leave on this topic in 1993. He has made numerous presentations on teaching and assessment at local, regional, and national conferences and has published on teaching in Teaching of Psychology, To Improve the Academy, Activities Handbook for the Teaching of Psychology, and Handbook of Demonstrations and Activities in the Teaching of Psychology.