

# 2010-2011 Academic Affairs - Center for Teaching and Learning

Section	Document Name
Mission Statement	• <a href="#">CTL Annual Report 2010-2011.pdf</a>

## Mission

### Vision

The vision of the IUPUI Center for Teaching and Learning is to create a nationally renowned model of collaboration with schools and departments to promote a culture of excellence in teaching and learning.

### Mission

The mission of the Center for Teaching and Learning is to advance teaching excellence at IUPUI while supporting faculty through a collaborative approach that celebrates and embraces the diversity of our urban research university. The CTL offers a wide array of programs, events, and services that foster innovation and translation of educational research into practice.

The CTL was established in 1995 and is a partnership among the following organizations:

Academic Affairs  
University Information Technology Services  
University Library

## Goals and Objectives

### 1. Promote best practices in teaching and learning.

#### 1.1 Curriculum Enhancement Grants

**Campus Planning Theme:** Teaching and Learning, Research, Scholarship and Creative Activity

**Secondary Goals:**

**Sub Unit:**

**Time Frame:**

**Actions taken for 2010-2011:**

#### Curriculum Enhancement Grant

The second round of Curriculum Enhancement Grants (CEG) were awarded in spring 2011. The purpose of the CEG initiative is to provide faculty with support, time, and resources to implement projects designed to improve student learning and success at IUPUI and IUPUI Columbus. In addition, it is expected that the grants will increase faculty competitiveness for external educational or curricular improvement grants and increase the number of faculty involved in pursuing the scholarship of teaching and learning.

Example projects include but are not restricted to those that would:

- Enhance the effectiveness of courses through the use of technology.
- Enhance the effectiveness of courses through adapting pedagogies of engagement (e.g., just-in-time teaching, problem-based learning, peer-led team learning, peer tutoring).
- Incorporate experiential learning.
- Develop innovative curricular materials or laboratory experiences.
- Develop hybrid or fully online courses or sequence of hybrid or fully online courses.



- Develop a new course or sequence of courses.

#### Eligibility

- Open to all IUPUI and IUPU Columbus full-time faculty (tenured, tenure track, and non-tenure track).
- Associate (part-time/adjunct) faculty may be included on proposals but may not serve as the principal investigator.

Recipients of the first round of CTL's Curriculum Enhancement Grant (CEG) initiative wrapped up projects in June 2011 and will present their findings in October 2011 at the inaugural CEG Symposium. In the first round of grants, 15 projects were awarded nearly \$99,000 and involved over 40 faculty members from 10 schools. Awards for the second round of grants were announced in spring 2011 and funded 11 projects for a total of \$83,000. The second round projects involved over 25 faculty members representing nine schools. All CEG funds awarded by CTL were matched by the faculty members' school or department.

#### 2011 Funded CEG Projects

- *Development and Enhancement of a Haptic Training Program for the Dental School Curriculum*, Judith R. Chin, Ahmed Ghoneima, and LaQuia Walker, School of Dentistry; Eric Wernert and Michael Boyles, University Information Technology Services
- *Sustainable Technology Certificate*, David Goodman, Patricia Fox, and David Jan Cowan, School of Engineering and Technology
- *Interdisciplinary Advancement – Bringing Law and Social Work Together Experientially in a Law Clinic and Classroom Setting*, Carrie Hagan, School of Law; Stephanie Boys, School of Social Work, School of Law
- *Making a Web Connection with Students*, Henry A. Hernandez, School of Science
- *Experiential Learning in Motorsports Operations*, Peter Hylton, School of Engineering and Technology
- *Liberal Arts Education as a Spider Web: Developing an Interdisciplinary Course in Native American Literature*, Megan Musgrave, School of Liberal Arts
- *Online MSW Degree Program*, Philip Ouellette and Kathy Lay, School of Social Work
- *Enhancing International Student Preparedness, Enrollment and Retention at IUPUI through Online English for Academic Purposes Coursework*, Jonathan Rossing, School of Liberal Arts
- *Measuring the Effectiveness of Systematic Student Assessment Via Teacher Work Samples and Service Learning Reflection on Pre-service Physical Education Teachers Knowledge, Skill, and Disposition Acquisition*, Kathleen Stanton-Nichols, Mark Urtel, Lisa Angermeier, and Brian Culp, School of Physical Education and Tourism Management
- *Making Learning Fun: Enhancing Introduction to Informatics Using Instructive Media*, Jennifer Stewart and William Ryan, School of Informatics
- *Curricular Enhancement through Integrated Clinical Education*, Valerie Strunk, Peter Altenburger, and Bobby Lassiter, School of Health and Rehabilitation Sciences

For more information about the CEG initiative, see <http://ctl.iupui.edu/programs/ceg.asp>.

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#### Evidence of Progress for 2010-2011:

The 15 projects funded in 2010 have a combined enrollment of approximately 2,745 students. Faculty receiving the 2010 Curriculum Enhancement Grants completed a final report in June 2011. Individuals reported that with the CEG funds they were able to create curricular material like Adobe Presenter presentations, course materials (e.g., case studies, online resource materials), videos and recordings, and online courses. Awardees will be asked to complete an impact survey in June 2012 to determine longer-term outcomes of their projects.



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**Activities planned for 2011-2012:**

The Curriculum Enhancement Grants will be offered again in 2012.

**1.2 Symposia/Major Events for 2010-2011**

**Campus Planning Theme:** Teaching and Learning

**Secondary Goals:**

**Sub Unit:**

**Time Frame:**

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**Actions taken for 2010-2011:**

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**Evidence of Progress for 2010-2011:**

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**Activities planned for 2011-2012:****1.21 Associate Faculty Orientation**

**Campus Planning Theme:** Teaching and Learning

**Secondary Goals:**

**Sub Unit:**

**Time Frame:**

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**Actions taken for 2010-2011:**

Due to the success of the recent fall associate faculty orientation, the Center for Teaching and Learning for the first time in a number of years held orientations in spring (January 5, 2011) as well as fall (August 17 and 19, 2010).

**Event Description**

The orientation was open to both new and experienced part-time faculty members. The fall orientation was held on two consecutive evenings with topics varying per night so individuals could choose to attend one or both evenings, while the spring orientation was held on one evening. During the fall, a welcome session, a resource fair was held in the vestibule of University Library during which representatives from various campus departments and offices (e.g., Office of International Affairs, Gateway to Graduation Program, Counseling and Psychology Services, Writing Center) were available to answer questions.

**Fall 2010 Program**

The interactive sessions were led by IUPUI Faculty and CTL staff and included the following:

*Motivating Students in Your Classroom*

Anastasia S. Morrone, associate dean, Learning Technologies, Office of the Vice President for IT and associate professor, School of Education

*What do I do with the Principles of Undergraduate Learning?*

Kate Thedwall, director, Gateway to Graduation Program and senior lecturer, School of Liberal Arts

#### *Grading Efficiently and Fairly*

Jennifer Beasley, instructional design consultant, Center for Teaching and Learning

#### *Overview of Oncourse Tools*

Erich Bauer, instructional technology consultant, Center for Teaching and Learning

Mark Alexander, instructional technology consultant, Center for Teaching and Learning

#### *Student Perspectives: A Panel of IUPUI Students*

#### *Creating an Active Learning Environment*

Debbie Runshe, instructional design consultant, Center for Teaching and Learning

#### **Spring 2011 Program**

The interactive sessions were led by IUPUI Faculty and CTL staff and included the following:

#### *Advanced Oncourse Tools*

Erich Bauer, instructional technology consultant, Center for Teaching and Learning

#### *Encouraging Critical Thinking in Your Course*

Kate Thedwall, director, Gateway to Graduation Program and senior lecturer, School of Liberal Arts

#### *Preventing Problems Before they Happen: Anticipating the Challenging Student*

Mona Kheiry, instructional design consultant, Center for Teaching and Learning

#### *Strategies to Assess Student Learning*

Jennifer Beasley, instructional design consultant, Center for Teaching and Learning

#### **Planning Committee**

Jennifer Beasley, chair, Center for Teaching and Learning

Erich Bauer, Center for Teaching and Learning

Mona Kheiry, Center for Teaching and Learning

Debbie Runshe, Center for Teaching and Learning

Kate Thedwall, Gateway to Graduation program and Department of Communications Studies.

For more information about associate faculty programs, see <http://ctl.iupui.edu/programs/associateFaculty.asp>.

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#### **Evidence of Progress for 2010-2011:**

On August 17, 2010 65 faculty members attended the orientation and on August 19, 2010 35 faculty members attended, for a total of 100 participants. This was an overall decrease of 18% from fall 2009 overall attendance. Comments from the symposium were overall positive with 86% of respondents who either agreed or strongly agreed that the orientation was a worthwhile investment in their professional development. It should be noted that only 22 participants completed the online survey evaluating the event.

The spring orientation took place on January 5, 2011 and 60 faculty members attended. For the spring 2011 orientation the majority of the 22 individuals responding (92%) indicated that this orientation was a worthwhile investment in their professional development.

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#### **Activities planned for 2011-2012:**



For 2011-2012, the CTL plans to adjust the structure of the orientation by offering the fall orientation on one evening instead of two prior to the start of classes. This change is based on attendance levels for the second day offered over the past few years. The orientation will continue to have a variety of sessions on topics of interest to associate faculty. The CTL distributed a survey in spring/summer 2010 asking school deans and department chairs, Gateway course coordinators, and 2010 associate faculty orientation participants what session topics should be included in the 2011 program. The results of this survey along with feedback received from the 2010 orientation will be used to plan concurrent session topics.

For 2010-2011 the planning committee will be composed of associate faculty, CTL staff and the director for Gateway Programs. Plans are also underway to create an associate faculty advisory board to inform CTL programming and offerings related to part-time faculty.

#### ☒ 1.22 Publish and Flourish Workshop with Tary Gray

**Campus Planning Theme:** Teaching and Learning

**Secondary Goals:**

**Sub Unit:**

**Time Frame:**

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##### **Actions taken for 2010-2011:**

On October 1, 2010 the Center for Teaching and Learning invited Tara Gray, associate professor and director of the Teaching Academy, New Mexico State University to discuss strategies to encourage scholarly writing and publishing of work. The event was cosponsored by the IU School of Medicine and the IU School of Law-Indianapolis and correlated with the formation of the 2010-2011 writing circles sponsored by the Center for Teaching and Learning. During the two ½ day workshops, Gray tried to dispel the myth that persists that prolific scholars are born not made, by presenting research and strategies that suggests otherwise. Gray presented steps to take to become a prolific writer:

- Write daily for 15-30 minutes
- Organize around key sentences
- Solicit the right feedback from the right colleagues
- Make effective use of feedback

Gray has used these steps to publish three books, including *Publish and Flourish: Become a Prolific Scholar*. She has presented workshops to more than 5,000 scholars in twenty states, and in Guatemala, Mexico, Thailand, and Saudi Arabia. As a workshop presenter, Dr. Gray is "spirited, informative and entertaining—she's anything but gray!"

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##### **Evidence of Progress for 2010-2011:**

Ninety-six individuals in total participated in one of the two workshops offered. Nineteen evaluations were returned with all respondents (100%) indicating that this workshop was a worthwhile investment in their professional development.

As a result of these workshops, one faculty writing circle was formed for 2010-2011. The writing circle met weekly throughout the year and had seven faculty express interest and participate at various times throughout the academic year.

<http://ctl.iupui.edu/programs/writingCircles.asp>

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### Activities planned for 2011-2012:

The Center for Teaching and Learning will continue to sponsor writing circles and provide resources for those involved in the scholarly writing process.

#### ☒ 1.23 Science and Society Special Lecture with Sir Harry Kroto

**Campus Planning Theme:** Teaching and Learning

**Secondary Goals:**

**Sub Unit:**

**Time Frame:**

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### Actions taken for 2010-2011:

On November 10, 2010 The Center for Teaching and Learning (CTL) welcomed 1996 Nobel Prize Laureate in Chemistry, Sir Harry Kroto to the IUPUI campus for a public lecture on Science and Society in the 21<sup>st</sup> Century. This event was free and open to the public and began with a reception from 4:30 – 5:30 p.m. followed by the lecture from 5:30 – 7:00 p.m. The event was cosponsored by the Center for Teaching and Learning, Department of Chemistry and Chemical Biology, School of Science, Office of Academic Affairs, and Office for the Vice Chancellor of Research

### Lecture Abstract

In the lecture, Kroto discussed the necessary condition for creativity in the sciences and the arts to flourish is a liberal/democratic sociopolitical environment. In Europe this was manifested in the Enlightenment as Galileo, Copernicus and others laid the foundations for the evidence-based natural philosophy which signaled the birth of "The Enlightenment." The importance of intellectual and personal freedom for humanitarian advance is clearly manifested in the exponential success of the sciences in conquering many humanitarian problems from starvation and disease to the more obvious technologies that make modern life relatively pleasant for many – especially in the developed world. On the down side however has been the reckless thirst of a plethora of governments to exploit the vast powers of the sciences to construct ever more powerful destructive weapons.

Since then, the great thinkers from Hume to Russell, scientists from Haldane to Feynman and writers from Whitman to Pinter have repeatedly pointed to the importance of the doubt-based philosophy that is the crucial antidote to the stultifying effect of dogmas of all kinds. Indeed it is only doubt that leaves the road open for all advances in human endeavour. Unfortunately it is not clear that progress in sociopolitical issues has kept commensurate pace as we still seem unable to solve our pathetically trite interpersonal, international and inter-racial differences without sending young people to kill each other. In the 21st Century we have reached a watershed in that the human race now confronts a set of crises significantly more serious than any previously. These threats can only be overcome by a liberal education of the next generation of young people. They must recognize that Science is the only philosophical construct that man has developed to determine what is true, might be true and/or can be true. This will require equality of opportunity for all young people whatever their race, colour, nationality and most importantly sex. This is vital to the development of the creative sociopolitical as well as science/technology environment that the human race will need to survive. It is almost certainly not an accident that science and technology first broke through in Europe as nowhere else in the world had a sustained Enlightenment occurred - except perhaps in ancient Greece and possibly briefly in the Arab World. These two, all too brief flowerings, seem to have been extinguished by the rise of powerful purveyors of irrational mystical world forces. As the 21st Century begins there are echoes of similar anti-libertarian and antidemocratic forces at work signaling the possibility of Dark Ages 2.0.

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### Evidence of Progress for 2010-2011:



Of the 33 respondents 89% either agreed or strongly agreed that attending the event was a worthwhile investment of their time.

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**Activities planned for 2011-2012:**

As funding and the situations arise, the Center for Teaching will continue to invite individuals for special lectures.

☑ 1.24 Jeffrey Watt Special Lecture and Reception

**Campus Planning Theme:** Teaching and Learning

**Secondary Goals:**

**Sub Unit:**

**Time Frame:**

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**Actions taken for 2010-2011:**

On January 25, 2011 Jeffrey Watt, a faculty member in the Department of Mathematical Sciences at IUPUI, shared teaching strategies he used in his undergraduate mathematics courses that were recognized by the Professor of the Year Award. Dr. Watt was the 2010 Indiana State winner of this award from the Carnegie Foundation, which is the only national teaching award to recognize excellence in undergraduate teaching. His presentation, Effective Teaching Strategies in the Classroom, discussed effective pedagogical practices (including those strategies that failed), external support for curriculum and instruction reform, and student outcome data from his classroom. It all begins on the first day of class, Dr. Watt discussed with his students that learning mathematics is like learning to swim.

A reception was held in the foyer outside Lilly Auditorium in University Library at 4:00 pm, immediately following Dr. Watt's lecture.

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**Evidence of Progress for 2010-2011:**

Eighty-two individuals participated in the special lecture and reception. Fifteen event evaluations were returned with the majority of the respondents (83.3%) indicating that this workshop was a worthwhile investment in their professional development.

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**Activities planned for 2011-2012:**

As IUPUI faculty members are nationally recognized for their teaching, the Center for Teaching and Learning will offer them opportunities to speak.

☑ 1.25 Power Up Your Pedagogy Symposium

**Campus Planning Theme:** Teaching and Learning

**Secondary Goals:**

**Sub Unit:**

**Time Frame:**

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**Actions taken for 2010-2011:**

*Power Up Your Pedagogy* was held on February 11, 2011, in the IT building.

## **Event Description**

How can faculty extend collaboration using technology both in the face-to-face classroom and online? The Power Up Your Pedagogy symposium gave participants an opportunity to see how their colleagues make use of collaborative technologies in their classes. Symposium session topics included mobile computing, Second Life, Adobe Connect, Zotero, Open Access, and Turning Point (clickers). There were guided discussion sessions with faculty who are using iPads, clickers, and team learning in the classroom. Additionally, attendees could take a tour of IU's Advanced Visualization Lab.

## **Concurrent Sessions**

### *Engaging Students with Clickers*

Melinda Micheletto, School of Business Administration and Accounting, Saint Michael's College

### *Web-Based Collaborative Research Made Easy with Zotero*

Jessica Trinoskey, University Library

### *iPad Mobile Learning Discussion*

Moderated by: Randy Newbrough, Center for Teaching and Learning

### *Teaching with Second Life*

Peggy Daniels Lee, Kelley School of Business

Nolan Taylor, Kelley School of Business

### *Adobe Connect: Come Together...Right Now... CONNECTively*

Megan Palmer, IU School of Education

Debra Wood, IU School of Pathology and Laboratory Medicine

### *Engaging Students with Technology*

Moderated by: Erich Bauer, Center for Teaching and Learning

### *Using iPads and Mobile Learning*

Tim Diemer, School of Engineering and Technology

E.J. Choe, School of Music and Arts Technology

Willie Miller, University Library

Jonathan Rossing, School of Liberal Arts

### *Open Access for All: Resources for Curriculum, Collaboration, and Community*

Rhonda Huisman, University Library

Kristi Palmer, University Library

Gina Baich, University Library

### *Team Learning in an Online Environment*

Moderated by Randy Newbrough, Center for Teaching and Learning

## **Planning Committee**

Mark Alexander, chair, Center for Teaching and Learning

Erich Bauer, Center for Teaching and Learning

Angela Briel, Center for Teaching and Learning

Tom Janke, Center for Teaching and Learning

Randy Newbrough, Center for Teaching and Learning

Terri Tarr, Center for Teaching and Learning



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**Evidence of Progress for 2010-2011:**

Fifty-eight attended the symposium a decrease of 58% over 2010 when 116 attended the event. The overall comments from the symposium were positive. A total of 16 individuals completed the event survey. Most of the respondents (94%) indicated that this workshop was a worthwhile investment in their professional development.

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**Activities planned for 2011-2012:**

For the 2011-2012 academic year the Power Up Your Technology symposium will be revamped. The symposium will be renamed the Advancing Learning with Technology and while the event will still focus on examining and showcasing instructional technology strategies that impact learning across a variety of disciplines, one major change is that for the first time, a call for proposals will be issued to the IUPUI community.

**1.26 Edward C. Moore Symposium**

**Campus Planning Theme:** Teaching and Learning

**Secondary Goals:**

**Sub Unit:**

**Time Frame:**

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**Actions taken for 2010-2011:**

The 2011 *Edward C. Moore Symposium on Excellence in Teaching* was held in the Campus Center on February 25, 2011

**Event Description**

The Edward C. Moore Symposium on Teaching Excellence is one of IUPUI's oldest public events, dating from the years of IUPUI's inception. Named in honor of Edward C. Moore, former dean of the faculties, the symposium brings the higher education community together to examine the various instructional strategies that encourage student learning.

James E. Zull, professor of biology and founding director of the University Center for Innovation in Teaching and Education (UCITE) at Case Western Reserve University, headlined this year's symposium with his keynote address "What is the Art of Changing the Brain?" In addition, Joshua Danish, Kathy Johnson, and Kylie Peppler shared their evidence-based approaches to "Supporting Learning in Formal and Informal Contexts." As in previous years, the program included poster presentations and three sets of interactive sessions.

Twelve concurrent sessions and 34 poster presentations highlighted the event with faculty, staff, and student presenters representing 14 IUPUI schools as well University Library, 7 of 8 IU campuses, Purdue University, and Ivy Tech Community College.

The symposium was sponsored by the Center for Teaching and Learning, the IU School of Medicine Office of Faculty Affairs and Professional Development (OFAPD), and the Faculty Colloquium on Excellence in Teaching (FACET).

**Program****Keynote Address**

*What is the Art of Changing the Brain?*

James E. Zull, professor of biology and founding director of the University Center for Innovation in Teaching and Education at Case Western Reserve University



## Plenary Session

### *Supporting Learning in Formal and Informal Contexts*

Joshua Danish, assistant professor, IU Bloomington

Kathy Johnson, professor and chair, IUPUI

Kylie Peppler, assistant professor, IU Bloomington

## Concurrent Sessions

### *INVITATIONS to Learn: Using the Arts to Foster Divergent and Critical Thinking*

Beth Berghoff, School of Education, IUPUI

Cindy Borgmann, Herron School of Art and Design, IUPUI

### *iPULs: Using iPads to Promote the Principles of Undergraduate Learning (PULs)*

Jake Streepey, School of Physical Education and Tourism Management, IUPUI

Amanda Cecil, School of Physical Education and Tourism Management, IUPUI

Willie Miller, University Library, IUPUI

Jonathan Rossing, School of Liberal Arts, IUPUI

Suzan Stamper, School of Liberal Arts, IUPUI

### *The Professional Interview: Intentional Learning in an Introductory Course*

Larita Killian, Division of Business, IUPUI Columbus

Christopher Brandon, Division of Business, IUPUI Columbus

### *Transforming Bioethics Education with Team-Based Learning*

Susan Hickman, School of Nursing, IUPUI

Lucia Wocial, School of Nursing, IUPUI

### *Project-Enhanced Learning in STEM (Science, Technology, Engineering and Mathematics) Education*

Razi Nalim, School of Engineering and Technology, IUPUI

Sameera Wijeyakulasuriya, School of Engineering and Technology, IUPUI

### *The Intentional Use of Videos and Interactions as Teaching Tools*

Paulo Tan, School of Education, IUPUI

Samantha Mockler, School of Education, IUPUI

Erik Tillema, School of Education, IUPUI

### *Preparing Students for Successful Transition to Practice*

Angela McNelis, School of Nursing, IUPUI

Patricia Ebright, School of Nursing, IUPUI

Tracey Fonacier, School of Nursing, IUPUI and Community Health Network

Pamela Ironside, School of Nursing, IUPUI

### *Team Based Critical Analysis: A New Look at Evidence Based Argument*

Linda Ficht, School of Business, IU Kokomo

Mary Pat Acord, School of Business, IU Kokomo

Adam Cloud, School of Business, IU Kokomo

Sarah McClurg, School of Business, IU Kokomo

Sabrina Sheehan, School of Business, IU Kokomo

### *The Wisdom of Heroes: Partnering with Community Veterans to Engage Students in Basic Research*

Christina A. Downey, School of Arts and Sciences, IU Kokomo

### *Moving Past "What He Said": Coupling Visual Metaphor with Discussion Forums to Enhance Reflection and Inquiry*



*Moving Fast: What Media Technology Offers to Enhance Reflection and Inquiry*  
Fredricka Joyner, School of Business and Economics, IU East

*Social Work in Other Fields of Work: The Need for Interdisciplinary Education*

Stephanie Boys, School of Social Work, IUPUI

Carrie Hagan, IU School of Law-Indianapolis

Valerie Volland, School of Social Work, IUPUI

*Using Team-Based Learning to Teach Peer Feedback Techniques in the IUSM Competency Curriculum*

Edward McKee, IU School of Medicine - South Bend

Stacey Jackson, IU School of Medicine - South Bend

**Poster Sessions**

*Action Research in Medical Education: The Neuroscience Laboratory Design*

Samar Khirallah, School of Veterinary Medicine, Purdue University

James Walker, School of Veterinary Medicine, Purdue University

*Assessment of Modern Experiments in the Introductory Calculus-Based Physics Lab*

Brian Woodahl, School of Science, IUPUI

John Ross, School of Science, IUPUI

Derek Scott, School of Science, IUPUI

Jeremy Williams, School of Science, IUPUI

Sarah Lang, Center for Teaching and Learning, IUPUI

*Collaborative Tagging and Knowledge Sharing in Education*

Malika Mahoui, School of Informatics, IUPUI

*Cross Course Collaboration*

Rob Elliott, School of Engineering and Technology, IUPUI

Nancy Evans, School of Engineering and Technology, IUPUI

*Curricular Enhancements to the First-Semester Organic Chemistry Sequence Using Online Tools*

Ryan Denton, School of Science, IUPUI

Mark Collins, School of Science, IUPUI

Hunter Underwood, School of Science, IUPUI

Tyler Crumppacker, School of Science, IUPUI

*Designing and Implementing Team-Based Learning Exercises in a Basic Medical Science Course*

Edward McKee, IU School of Medicine – South Bend

*Developing an Online Legal Research Course*

Debra Denslaw, IU School of Law-Indianapolis

Catherine Lemmer, IU School of Law-Indianapolis

*Development of an Online Tobacco Cessation Module: Lessons Learned*

Laura Romito, IU School of Dentistry

Lorinda Coan, IU School of Dentistry

Tom Janke, Center for Teaching and Learning, IUPUI

*Doing It Right from the Start: Needs Assessment as a Fundamental Pedagogical Tool*

Estela Ene, School of Liberal Arts, IUPUI

*E-learning is Learning Tool*

Marquita Walker, School of Social Work, IUPUI



*Ensuring Experiential Learning for Students through Facilitating Student Consulting*

Erdogan Sener, School of Engineering and Technology, IUPUI

Dan Koo, School of Engineering and Technology, IUPUI

Behnam Hashemi, School of Engineering and Technology, IUPUI

Modibo Boubacar Traore, School of Engineering and Technology, IUPUI

*Farewell to Death by PowerPoint: Teaching with Team-Based Learning*

Carol Hostetter, School of Social Work, IUPUI

Bruce McCallister, School of Social Work, IUPUI

Leila Wood, School of Social Work, IUPUI

*Impact of a Competency-Based Curriculum on Medical Student Advancement*

James Brokaw, IU School of Medicine

Laura Torbeck, IU School of Medicine

Mary Alice Bell, IU School of Medicine

Dennis Deal, IU School of Medicine

*Implementing Problem-solving Discussion Sections in the First Semester Organic Chemistry Lecture*

Sarah Wilson, School of Science, IUPUI

Ryan Denton, School of Science, IUPUI

*The Intentional Use of Videos and Interactions as Teaching Tools*

Paulo Tan, School of Education, IUPUI

Samantha Mockler, School of Education, IUPUI

Erik Tillema, School of Education, IUPUI

*International Project-Based Learning: A Project-Management Approach to Student Leadership*

Timothy Diemer, School of Engineering and Technology, IUPUI

Jan Cowan, School of Engineering and Technology, IUPUI

*"Justice-Learning" through the Inside-Out Prison Exchange Program*

Susan Hyatt, School of Liberal Arts, IUPUI

Roger Jarjoura, School of Public and Environmental Affairs, IUPUI

*Moving Past "What He Said": Coupling Visual Metaphor with Discussion Forums to Enhance Reflection and Inquiry*

Fredricka Joyner, School of Business and Economics, IU East

*Multi-Method Teaching Model*

Kim Decker, School of Education, IU Bloomington

Sharon Gates, School of Education, IU Bloomington

*Oh, the Drama of It All!*

Sharon Egly, College of Arts and Sciences, IPFW

*Preparing Students for Successful Transition to Practice*

Angela McNelis, School of Nursing, IUPUI

Patricia Ebright, School of Nursing, IUPUI

Tracey Fonacier, School of Nursing, IUPUI and Community Health Network

Pamela Ironside, School of Nursing, IUPUI

*The Role of Today's Mobile Tablet in the Classroom*

Freddy Barnes, School of Informatics, IUPUI

*A Strategy for Incorporating Cultural Relevance in an Integrative Longitudinal Case-Based Learning Model*

Valerie Strunk, School of Health and Rehabilitation Sciences, IUPUI  
Peter Altenburger, School of Health and Rehabilitation Sciences, IUPUI  
Amy Bayliss, School of Health and Rehabilitation Sciences, IUPUI  
Terry Loghmani, School of Health and Rehabilitation Sciences, IUPUI

*Student Explorers in Online Learning*

Mary Ann Frank, School of Engineering and Technology, IUPUI

*The Talk Show Approach to Guest Speaker Presentation: A Structured Process for Engaging Learners*

Kevin Jones, Division of Business, IUPUI Columbus

Beth Borst, School of Liberal Arts, Ivy Tech Community College

*Using ePortfolio to Enhance Students' Learning Experiences*

Mary Beth Riner, School of Nursing, IUPUI

Debbie Grew, School of Nursing, IUPUI

Julie Meek, School of Nursing, IUPUI

Cathy Fulton, School of Nursing, IUPUI

*Using Many Eyes and Engaging Students to Explore and Interact with Data*

William Ryan, School of Informatics, IUPUI

Jennifer Stewart, School of Informatics, IUPUI

*Using Team-Based Learning to Teach Peer Feedback Techniques in the IUSM Competency Curriculum*

Edward McKee, IU School of Medicine - South Bend

Stacey Jackson, IU School of Medicine - South Bend

*Videoconferencing: A Cross-Cultural Experience*

Deborah Biss Keller, School of Education, IUPUI

Jennifer Hashem, School of Education, IUPUI

Michelle Muldoon, University College, IUPUI

Becca Trott, University College, IUPUI

*We Have an App for That! Using the iPad in Health and Medical Education*

Patricia Scott, School of Health and Rehabilitation Sciences, IUPUI

Alexander Djurichich, IU School of Medicine

Erika Galyean, School of Social Work, IUPUI

Leslie Hulvershorn, IU School of Medicine

Rakesh Mehta, IU School of Medicine

Susan Robinson, IU School of Medicine

Debra Wood, IU School of Medicine

*We Teach....Must We Also Entertain?*

Mike Polites, School of Liberal Arts, IUPUI

*When One plus One Equals Fifteen: Team Teaching in Distance Education*

Sara Anne Hook, School of Informatics, IUPUI

Elizabeth Lykins, School of Informatics, IUPUI

*The Wisdom of Heroes: Partnering with Community Veterans to Engage Students in Basic Research*

Christina A. Downey, School of Arts and Sciences, IU Kokomo

*Women in Academic Medicine Mentoring Program*

Julie Welch, IU School of Medicine



### **Planning Committee**

Sarah Lang, chair, Center for Teaching and Learning

Megna Babbar-Sebens, School of Science

Jennifer Beasley, Center for Teaching and Learning

Eugenia Fernandez, School of Engineering and Technology and FACET

Krista Hoffman-Longtin, IU School of Medicine

Richard Jackson, IU School of Dentistry

Tom Janke, Center for Teaching and Learning

Kathy Johnson, School of Science and FACET

Jasper Sumner, School of Liberal Arts

Terri Tarr, Center for Teaching and Learning

Jennifer Walthall, IU School of Medicine

Emily Walvoord, IU School of Medicine

For more information, go to <http://ctl.iupui.edu/ecmoore/history/2011/>.

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### **Evidence of Progress for 2010-2011:**

Two hundred six individuals attended the 2011 symposium, this was a 30% increase over the previous year in which 170 faculty attended. Overall comments about the symposium were positive with 73 individuals responding to the event evaluation. A majority of the respondents (90%) indicated that this workshop was a worthwhile investment in their professional development.

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### **Activities planned for 2011-2012:**

Preparations for the 2012 Edward C. Moore Symposium are already underway. The event will be held on Friday, March 2, 2012, in the IUPUI Campus Center. The Call for Proposals will be issued in September 2011. For more information, visit <http://ctl.iupui.edu/ecmoore/>.

### **1.27 CTL Winter Lecture, James Cuno, President and Eloise W. Martin Director of the Art Institute of Chicago**

**Campus Planning Theme:** Teaching and Learning

**Secondary Goals:**

**Sub Unit:**

**Time Frame:**

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### **Actions taken for 2010-2011:**

The CTL Winter Lecture featuring James Cuno, Ph.D., President and Eloise W. Martin Director of the Art Institute of Chicago, was held Thursday, March 23, 2011, in the IUPUI Campus Center.

### **Event Description**

To increase involvement of the various departments and schools and to increase discipline-based programming, the CTL Winter Lecture Series was created. The goal of this series is to bring speakers to the IUPUI campus who have made contributions to disciplinary research and conduct discipline-based education research. This year's Winter Lecture was held in partnership with Office of Academic Affairs, Herron School of Art and Design, IUPUI Museum Studies Program, and the Indianapolis Museum of Art.



## Public Lecture

### *The Discursive Museum: Installations, Interpretations, and Institutional Authority*

James Cuno, Ph.D., President and Eloise W. Martin Director of the Art Institute of Chicago

In this lecture, Cuno talked of how, over the past twenty-five years, art museums have become extraordinarily popular. According to *The Art Newspaper*, the top thirty most popular exhibitions of 2009 attracted 12,361,882 people, while the Association of [North American] Art Museum Directors reported a total 2009 attendance of just over 42 million at its top 100 museums. They have also become the subject of considerable academic scrutiny and criticism.

During his lecture, Cuno argued against the prevailing academic critique of museums as instruments of the state and forces for the propagation of the hegemony of the financial and political elite. "Museums are public institutions open to all. We invite our visitors in and let them wander as they wish. They make their own way through our collections, drawn to individual works of art that attract their attention," Cuno said. "They, our visitors, and not the museum, are the authors of their experiences with our collections. And while we are right to characterize their experiences as narratives, they do not constitute meta-narratives, or comprehensive explanations of historical experience or knowledge. The sheer, stubborn, matter-of-factness of works of art resist such narrative inflation."

A public reception in the Campus Center was held immediately prior to Dr. Cuno's presentation. This event was open to the public.

In addition to the public lecture, Dr. Cuno gave a lecture to an IUPUI faculty and student audience on how encyclopedic art museums, those with representative examples of most of the world's visual cultures in their collections, are dedicated to the proposition that by introducing their visitors to works of art from different cultures, they are helping to dissipate ignorance and superstition about the world and promoting inquiry and tolerance of *difference* itself. Dr. Cuno also participated in a forum with Max Anderson, Melvin & Bren Simon Director and CEO, Indianapolis Museum of Art to explore current issues in the museum field related to the ownership and display of antiquities and other cultural property

For more information, go to <http://ctl.iupui.edu/winterseries/2011>

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### **Evidence of Progress for 2010-2011:**

Sixty-six individuals attended the public event, 33 attended the museum studies talk, and 95 attended the forum with Max Anderson. In comparison to the 2010 public event that 125 attended, this year's event saw an attendance decrease of 47%.

Approximately, 79% percent of the respondents either agreed or strongly agreed that after attending the public event they had at least one new idea related to teaching/learning/museum studies. Nineteen individuals responded to the event survey.

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### **Activities planned for 2011-2012:**

The 2011-2012 CTL Winter Lecture will be held on December 1, 2011 and will feature Darrell G. Kirch, M.D., president and chief executive officer, Association of American Medical Colleges (AAMC).

## ☒ 1.3 Center for Teaching and Learning Workshops

### **Campus Planning Theme: Teaching and Learning**



## Secondary Goals:

### Sub Unit:

### Time Frame:

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#### Actions taken for 2010-2011:

One hundred sixty-one (161) workshops or webinars were sponsored or cosponsored by the Center for Teaching and Learning during 2009-2010. Nineteen of the workshops were customized (To Your Door) offerings to programs, departments, or schools.

The CTL offered three webinar series:

**B.O.T.T. Series.** B.O.T.T. stands for Brief Online Technology Topics. These workshops were designed to introduce faculty to one instructional technology topic. B.O.T.T. workshops were 30 minutes long and held online in an Adobe Connect meeting room. Topics included Adobe Presenter, Diigo, Google Docs, NEW Test & Survey Tool, Submitting Final Grades, and more. These webinars were recorded and available for viewing after the event.

<http://ctl.iupui.edu/events/bott.asp>

**Teaching@IUPUI Webinar Series.** The Teaching@IUPUI online workshop series was introduced in 2010 and was tailored for faculty new to IUPUI and served as a forum for learning new strategies and honing teaching practices. Topics included Planning a Class Session, Syllabus and First Day of Class, Basics of Oncourse, and more. These webinars were recorded and available for viewing after the event.

<http://ctl.iupui.edu/Events/teachingatiupui.asp>

**Teaching Excellence: Research and Practice (formerly Let's Talk Teaching)** was a monthly webinar sponsored by the CTL. The sessions focused on a variety of teaching topics, were facilitated by faculty, and had an emphasis on discussing teaching research, sharing teaching practices, and exploring teaching-related questions. Topics included Reflect & Communicate with Sakai (Joshua Danish, IUB), Documenting Your Teaching (Mary Fisher, associate vice chancellor, IUPUI), and Teaching with Primary Documents (Rhonda Huisman and Tina Baich, assistant librarians).

<http://ctl.iupui.edu/Events/teachingExcellence.asp>

**Supporting the Integration and Assessment of PULs.** The Center for Teaching and Learning continued to offer workshops related to assessing PULs and writing and assessing student learning outcomes both at the course and program level. Offerings included:

- *Teaching@IUPUI: PULs.* This session was geared toward faculty new to IUPUI and discussed each of the PULs and provided examples of how they can be implemented and assessed in courses.
- *Going Beyond Identifying Your PULs: Developing Learning Activities and Assessment.* Provided participants the opportunity to develop, refine, and get feedback, on PUL activities and assessment for their course.
- *Writing and Assessing Student Learning Outcomes.* During the session, participants were asked to bring learning outcomes they wanted to refine and time was allotted at the end of the workshop for consultation and feedback.

See below for the complete listing of CTL workshops with the number of attendees at each workshop in parentheses.

1. B.O.T.T. Series: New Oncourse Test and Survey Tool (10)
2. B.O.T.T. Series: Oncourse Collaboration Tools (9)
3. B.O.T.T. Series: Oncourse New Assignments Tool (1)
4. B.O.T.T. Series: Using the Oncourse Blog Tool (4)
5. B.O.T.T.: Collaborating Online w/Google Docs (13)
6. BOTT Collaboration Series: Diigo (7)
7. BOTT Collaboration Series: Google Docs (9)
8. BOTT Collaboration Series: Photo Sharing Tools (1)



9. BOTT Oncourse Series: Collaboration Tools (7)
10. BOTT Oncourse Series: Communication Tools (2)
11. BOTT Oncourse Series: Managing Your Course Site (4)
12. BOTT Oncourse Series: Managing Your Oncourse Site (9)
13. BOTT Oncourse Series: New Assignments Tool (14)
14. BOTT Oncourse Series: NEW Test & Survey Tool (11)
15. BOTT Oncourse Series: Oncourse Gradebook (8)
16. BOTT Oncourse Series: Oncourse Resources (6)
17. BOTT Oncourse Series: Preparing Your Course Site (7)
18. BOTT Oncourse Series: Submitting Final Grades (6)
19. BOTT Series: Oncourse Collaboration Tools (5)
20. BOTT Series: Submitting Final Grades in Oncourse (5)
21. CEG Awardees Information Session and Meeting (27)
22. CEG Breakfast (17)
23. CONNECTing w/Students using Adobe Connect (23)
24. Content Delivery Options for Online Classes (9)
25. Copyright in Cyberspace (13)
26. Copyright in Cyberspace [ONLINE] (39)
27. Creating Engaging Online Presentations (14)
28. Creating Engaging Online Presentations (15)
29. Creating Online Learning Activities (3)
30. Creating Online Learning Activities (7)
31. Cultural Differences in the Classroom (4)
32. Deliver Engaging Lectures with Clickers (11)
33. Deliver Engaging Lectures with Clickers (14)
34. Delivering Engaging Lectures with Clickers (4)
35. Developing an Online Environment (12)
36. Developing CEG Proposals (23)
37. Dreamweaver CS5: Incorporating Multimedia (1)
38. Engaging Students with Clickers (2)
39. Enhancing Online Courses Series Session 1: Online Course Showcase and Online Teaching Guidelines (21)
40. Enhancing Online Courses Series Session 2: Web Content Delivery (19)
41. Enhancing Online Courses Series Session 3: Planning an Evaluation for Your Blended Learning or Online Course (11)
42. Enhancing Online Courses Series Session 4: Managing Online Interactions (15)
43. Enhancing Online Courses Series Session 5: Assessing Student Learning in Online Courses (10)
44. Enhancing Student Learning through Reflection (22)
45. ePortfolio Fall Symposium (23)
46. ePortfolio Spring Symposium (16)
47. Faculty Showcase: Using Oncourse Well (13)
48. Faculty Showcase: Using Oncourse Well (7)
49. Faculty Showcase: Using Oncourse Well (9)
50. Faculty Writing Circles Organizational Meeting (11)
51. Getting Started with Instructional Podcasting (9)
52. Integrating the Common Theme into your Course (20)
53. Introduction to IUPUI's ePortfolio (17)
54. Introduction to IUPUI's Presentation Maker (24)
55. iPad Faculty Learning Community Info Session (34)
56. iPad Faculty Learning Community Info Session (40)
57. iPad FLC Petting Zoo (4)
58. IRB Review for Education Projects (25)
59. IT Discussion: Exploring Mobile Technology (12)
60. IUPUI 1st International Faculty Orientation (22)
61. Learner Friendly Video (5)



61. Learner Friendly Video (7)
62. Learner Friendly Video (5)
63. Leveraging Web-Based Video for Instruction (16)
64. NSF Proposal Writing Workshop: TUES (23)
65. Oncourse Gradebook and New Assignments Tool (12)
66. Oncourse New Test and Surveys Tool (16)
67. Oncourse Overview for New Faculty (8))
68. Oncourse: Exploring the New Assessment Tool (12)
69. Oncourse: Preparing Your Course Site (19)
70. Online Teaching Fundamentals (20)
71. Online Teaching Topic #1: Web Content Delivery (18)
72. Online Teaching Topic #2: Adobe Presenter (23)
73. Online Teaching Topic #3: Learning Activities (21)
74. Online Teaching Topic #4: Web Conferencing (17)
75. Open Access: Leveraging e-texts for Instruction (10)
76. Open Access: Open Education Resources (9)
77. Powerpoint 2010: Backgrounds, Graphics & Animation (2)
78. Powerpoint 2010: The Basics (1)
79. Promote Academic Integrity w/Turnitin & Oncourse (1)
80. PUL Learning Activities and Assessment (2)
81. SCALE-UP Project (20)
82. Scholarship of Teaching and Learning (14)
83. Second Life for Instruction (9)
84. Social Media for Instruction (10)
85. Strategies for Incorporating Video in Instruction (9)
86. Supporting your Online Research with Zotero (4)
87. Supporting your Online Research with Zotero (9)
88. Teaching Excellence: Documenting your Teaching (16)
89. Teaching Excellence: Primary Documents (8)
90. Teaching Excellence: Reflect & Communicate w/Sakai (9)
91. Teaching Excellence: Tablet PCs in the Classroom (2)
92. Teaching Excellence: Team-Based Learning (20)
93. Teaching Excellence: Using Student Portfolios (14)
94. Teaching@ IUPUI: Inclusive Teaching (16)
95. Teaching@ IUPUI: Managing the Online Experience (10)
96. Teaching@ IUPUI: Oncourse Basics (8)
97. Teaching@ IUPUI: The Challenging Student (20)
98. Teaching@IUPUI: Engaging Your Students in Lecture (42)
99. Teaching@IUPUI: Getting Students to Prepare (21)
100. Teaching@IUPUI: Grading Efficiently (26)
101. Teaching@IUPUI: Library Resources (11)
102. Teaching@IUPUI: Planning a Class Session (15)
103. Teaching@IUPUI: PULs (4)
104. Teaching@IUPUI: Syllabus and First Day of Class (24)
105. Teaching@IUPUI: The Basics of Oncourse (15)
106. Teaching@IUPUI: Using Mid-semester Feedback (29)
107. Teaching@IUPUI: What Do I Need to Know? (13)
108. The Basics of Oncourse (19)
109. The Basics of Oncourse (4)
110. The Basics of Oncourse (4)
111. The New IUPUI Common Theme: Sharing Ideas (42)
112. To Your Door: IUSM Assessing Learning Using Objectives (3)
113. To Your Door: PETM, SoTL: What is it? (24)
114. To Your Door: E&T,- An Introduction to Student Response Systems (4)



115. To Your Door: Herron, Oncourse Overview (9)
116. To Your Door: IUSD Oncourse Gradebook (6)
117. To Your Door: IUSN Assignments 2 (3)
118. To Your Door: Going Beyond Identifying Your PULs (3)
119. To Your Door: Assessing the PULs - Dental Asst Pgm (4)
120. To Your Door: End of Course Evaluations (8)
121. To Your Door: Genetics Brown Bag (9)
122. To Your Door: Objective Test Strategies (5)
123. To Your Door: Online Teaching Workshop for SPEA (7)
124. To Your Door: Online Teaching Workshop for SPEA Day 1 (4)
125. To Your Door: Online Teaching Workshop for SPEA Day 2 (6)
126. To Your Door: SPEA, Online Teaching Topics Medley (9)
127. To Your Door: Testing Center, Tests & Surveys Beta (7)
128. To Your Door: Writing Learning Outcomes (6)
129. To Your Door: Writing Learning Outcomes and Beyond (16)
130. Tweeting in Support of Learning (13)
131. User-Centered Web Design & Usability Testing (1)
132. Using Rubrics to Assess and Enhance Learning (16)
133. Using Rubrics to Assess and Enhance Learning (17)
134. Using Test Analysis Reports to Improve Assessments (11)
135. Working with Challenging Students (25)
136. Writing and Assessing Student Learning Outcomes (16)
137. [REC] BOTT: Google Docs (1)
138. [REC] BOTT: Managing Your Oncourse Course Site (2)
139. [REC] BOTT: Managing Your Oncourse Site (2)
140. [REC] BOTT: Oncourse Collaboration Tools (1)
141. [REC] BOTT: Oncourse Gradebook (4)
142. [REC] BOTT: Oncourse NEW Assignments Tool (2)
143. [REC] BOTT: Oncourse NEW Test & Survey Tool (6)
144. [REC] BOTT: Oncourse Resources (1)
145. [REC] BOTT: Preparing Your Oncourse Site (1)
146. [REC] BOTT: Submitting Final Grades in Oncourse (1)
147. [REC] CONNECTing w/Students using Adobe Connect (1)
148. [REC] Copyright in Cyberspace (33)
149. [REC] Copyright in Cyberspace (7)
150. [REC] Teaching Excellence: Documenting Teaching (2)
151. [REC] Teaching@IUPUI: Manage Online Experience (2)
152. [REC] Teaching@IUPUI: Engaging Your Students (6)
153. [REC] Teaching@IUPUI: Grading Efficiently (9)
154. [REC] Teaching@IUPUI: Inclusive Teaching (3)
155. [REC] Teaching@IUPUI: Mid-semester Feedback (3)
156. [REC] Teaching@IUPUI: Oncourse Basics (4)
157. [REC] Teaching@IUPUI: Planning a Class Session (10)
158. [REC] Teaching@IUPUI: Preparing Students (3)
159. [REC] Teaching@IUPUI: PULs (4)
160. [REC] Teaching@IUPUI: Syllabus & 1st Day of Class (10)
161. [REC] Teaching@IUPUI: The Challenging Student (2)

\*Note [REC] indicates a recorded session of a previous workshop offered online.

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**Evidence of Progress for 2010-2011:**



In 2010-2011, 161 workshops and webinars were held with a total attendance of 1,819 at those events. Of the 161 offerings 26 were recordings of sessions available for review by faculty leaving 135 live sessions that were offered. Based on all offerings, average attendance was 11.3 participants per event. This was a 30% increase in number of workshops and a 11% decrease in attendance from 2009-2010 when 108 workshops were held with a total attendance of 2140 with an average attendance of 19.8 participants per workshop.

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#### **Activities planned for 2011-2012:**

For 2010-2011 CTL will once again offer a variety of workshops and Web seminars on teaching and instructional technology topics. A sampling of planned workshops include:

- BOTT Oncourse Series: Managing Your Oncourse Site
- BOTT Oncourse Series: Oncourse Gradebook
- BOTT: Collaboration Series: Diigo
- BOTT: Collaboration Series: Google Docs
- Deliver Engaging Lectures with Clickers
- eTexts at IU: A Tour and Feature Demonstration
- Supporting Your Online Research with Zotero
- Teaching at IUPUI: Getting Students to Prepare
- Teaching at IUPUI: Grading Efficiently
- Teaching@IUPUI: Introduction to Online Teaching
- Teaching at IUPUI: Library Resources
- Teaching at IUPUI: Syllabus and First Day of Class
- Using Rubrics to Assess and Enhance Learning

The CTL will continue to offer workshops on request of schools and departments and address any needs that may be determined by CTL work with faculty. Attendance at workshops during 2010-2011 also will be used to guide future programming.

#### **1.4 Center for Teaching and Learning Consultations**

**Campus Planning Theme:** Teaching and Learning

**Secondary Goals:**

**Sub Unit:**

**Time Frame:**

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#### **Actions taken for 2010-2011:**

During 2010-2011 the following consultations were entered into the database by Center for Teaching and Learning staff. Major topics and the frequency of attendance at consultations were tracked as follows:

<b>Topics of Center for Teaching and Learning Consultations*</b>	<b>2010-2011</b>	<b>2009-2010</b>
Oncourse CL	551	450
Classroom Observations	33	48
ePort	80	203
Grant Support	84	26
Online Teaching	83	70
Portfolio Development	0	0
Small Group Instructional Diagnosis	52	22
Technology - general	619	596
Teaching Topics/Pedagogy	465	263

Information Resources	0	0
Other	667	210
* topics were tracked as either the primary or secondary focus of the consultation		

<b>Frequency of Attendance at CTL Consultations</b>	<b>2010-2011</b>	<b>2009-2010</b>
Attended 1 consultation	331	251
Attended 2-3 consultations	196	138
Attended 4-5 consultations	83	53
Attended more than 5 consultations	142	91

#### **Evidence of Progress for 2010-2011:**

In the 2011 University Information Technology Services User Survey Report, the Center for Teaching and Learning had a 98.7% satisfaction rate, a slight increase over the 2010 satisfaction rate of 97.1%. The average rating was 4.45 on a 5 point scale (with 5 being more favorable) also representing a slight change from 2010 in which the average rating was 4.32 on a point scale.

#### **Activities planned for 2011-2012:**

The Center for Teaching and Learning will continue to offer consultations in response to faculty requests.

#### **2. Collaborate with University College to provide support for faculty and academic staff.**

##### **2.1 Gateway Initiatives**

**Campus Planning Theme:** Teaching and Learning

**Secondary Goals:**

**Sub Unit:**

**Time Frame:**

#### **Actions taken for 2010-2011:**

CTL has continued to be a collaborating partner for Gateway to Graduation events. In 2010-2011, the program involved two full day workshops on introducing critical thinking into the classroom. Additional workshops and Web seminars focused on the needs of faculty teaching first year courses were held.

- *Introducing Critical Thinking Into the Classroom*  
Gerald Nosich,, professor, Buffalo State University and fellow, Critical Thinking Foundation  
May 9-10, 2011

In addition to the Gateway Scholars workshops, the following events targeting Gateway faculty were cosponsored by CTL in collaboration with the Gateway to Graduation Program which is part of University College.

- *Gateway to Graduation Fall Event*
- *Gateway Mid- Winter Tune- up: Gateway to Gateway*

The Center for Teaching and Learning also maintains a presence on the Critical Thinking Community of Practice (CoP) with an instructional design consultant actively participating in this CoP sponsored by the Gateway to Graduation.



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**Evidence of Progress for 2010-2011:**

Evaluations of Gateway to Graduation Program events are administered by University College.

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**Activities planned for 2011-2012:**

The Center for Teaching and Learning will continue to cosponsor the Gateway program in various capacities.

▶ **3. Assist faculty with the redesign of courses and the integration of technology such as Oncourse and the ePortfolio.**

▼ **3.1 Online Teaching Workshops**

**Campus Planning Theme:** Teaching and Learning

**Secondary Goals:**

**Sub Unit:**

**Time Frame:**

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**Actions taken for 2010-2011:****1**

*Online Teaching Fundamentals* was a half-day workshop held on March 15, 2011, and was followed by another half-day workshop on *Special Topics in Online Teaching* on March 17, 2011. Both workshops were held in University Library. The *Online Teaching Fundamentals* workshop was then followed up with a workshop series for faculty already teaching online for some time but interested in updating their skills and learning about new technology. The *Enhancing Online Courses Series* took place June 28-30, 2011

**Event Descriptions***Online Teaching Fundamentals, March 15, 2011*

This half-day workshop introduced faculty to the basics of online course development. Participants discussed approaches for designing online/hybrid courses and investigated online learning activities, web-based presentation options, and methods for assessing student learning. Finally, a panel of experienced online teaching faculty answered questions about teaching online.

*Special Topics in Online Teaching, March 17, 2011*

This series of workshop allowed faculty to explore a variety of topics related to online teaching. They were able to choose from sessions covering topics such as web conferencing tools, tools to deliver online content, communication methods, and others.

*Enhancing Online Courses Series, June 28-30, 2011*

This three-day event was constructed as multiple topic workshops to allow faculty to explore a variety of topics related to online teaching. Participants rotated through workshops and were able to explore topics such as managing online interactions, evaluation of blended and online courses, delivering content online, online teaching guidelines and a showcase of online courses. All sessions had hands-on components.

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**Evidence of Progress for 2010-2011:**

Total attendance for the online teaching workshops was 126.

On March 15, 2011, 20 faculty members attended the *Online Teaching Fundamentals* workshop, and on March 17, 2011, attendance total 79 individuals who participated in the various *Special Topics in Online Teaching* workshops. Each event in the series was evaluated separately.

During the June 28-30 *Enhancing Online Course Series*, 76 individuals attended the various sessions and each event in the series was evaluated separately.

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**Activities planned for 2011-2012:**

For 2011-12, the CTL plans to again offer workshops on online teaching fundamentals and special topics in teaching.

3.3 Support and evaluate the integration and impact of the PULs and the ePortfolio

**Campus Planning Theme:** Teaching and Learning

**Secondary Goals:**

**Sub Unit:**

**Time Frame:**

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**Actions taken for 2010-2011:****CTL Contributions to ePortfolio initiative:**

Events cosponsored by the Center for Teaching and Learning and the ePortfolio Initiative:

- Enhancing Student Learning through Reflection (22)
- ePortfolio Fall Symposium (23)
- ePortfolio Spring Symposium (16)
- Introduction to IUPUI's ePortfolio (17)
- Introduction to IUPUI's Presentation Maker (24)
- Using Rubrics to Assess and Enhance Learning (16 and 17)

CTL staff presented or co-presented six external presentations on IUPUI's ePortfolio

- 2010 Assessment Institute: Pre-Institute Workshop: Implementing Student Electronic Portfolios for Assessment (56)
- 2010 Assessment Institute: Generating and Assessing Learning through an Online Personal Development Plan (18)
- 2011 Sakai Conference: The Open Source Portfolio Tools in Sakai (11)
- 2011 Sakai Conference: A Showcase of Open Source Portfolio Implementations (60)
- 2011 Sakai Conference: Creating an Open Source Community That Works! (11)
- 2011 Sakai Conference: Opening Endless Possibilities through Opportunities for Reflection (27)

CTL staff participated as a member of Cohort VI of the Inter/National Coalition for Electronic Portfolio Research.

CTL staff participated as a member of FIPSE grant Connect to Learning.

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**Evidence of Progress for 2010-2011:**



A total of 135 participants attended the workshops cosponsored with the ePortfolio Initiative.

Results from a number of the 2011 ePortfolio workshops were overall positive. When asked for each symposium/workshop if the symposium/workshop was a worthwhile investment in their professional development survey respondents indicated the following:

- Introduction to IUPUI's ePortfolio - 100% of 1 respondents indicated this workshop was a worthwhile investment in their professional development
- 2011 ePortfolio Spring Symposium – 90% of 10 respondents indicated this workshop was a worthwhile investment in their professional development.
- Enhancing Student Learning through Reflection – 100% of 8 respondents indicated this workshop was a worthwhile investment in their professional development.

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#### **Activities planned for 2011-2012:**

The Center for Teaching and Learning will continue to offer workshops and consultations related to the ePortfolio initiative. Events planned for 2011-2012 include Introduction to IUPUI's ePortfolio, Introduction to IUPUI's Presentation Maker, Developing Rubrics to Assess and Enhance Learning, Enhancing Student Learning through Reflection, Designing an ePortfolio, and the IUPUI ePortfolio Symposium.

#### **4. Provide leadership for the development of innovative formal and informal environments that promote learning.**

##### **4.1 Learning Environments Committee and Grant**

**Campus Planning Theme:** Teaching and Learning

**Secondary Goals:**

**Sub Unit:**

**Time Frame:**

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#### **Actions taken for 2010-2011:**

Through the awarding of small grants, the Learning Environments Grant (LEG), the Learning Environments Committee (LEC) supported the creation of innovative, engaging formal and informal learning environments that meet the needs of both faculty and students.

For the third year, the LEC put out a call for proposals, both as a means to further explore campus needs, and to make the selection process more transparent. The committee was pleased by the number and diversity of departments who expressed an interest and the variety of projects represented. After careful review of the proposals received, the Committee decided to fund the following projects for the 2010-2011 fiscal year.

#### **2010–2011 Projects**

Classroom Furniture for ET 302, 304 (\$25,000)

Classroom Furniture for ET 308 (\$10,470.68)

School of Health and Rehabilitation Student Learning and Research Facilitation Lab (\$24,991.50)

Classroom redesign and technology upgrade for ES 2101 (\$25,000)

Center for Service Learning and Office of Student Engagement Enhanced Learning Space - BS 2010A (\$25,000)

An environment for global and civically engaged learning in CA 435 - (\$25,000)

#### **Learning Environments Committee Members**



Pratibha Varma-Nelson, chair, Center for Teaching and Learning  
Tim Anno, Adaptive Education Services  
Mary Anne Black, Office of the Registrar  
Julie Bowman, Architect's Office  
Erin Cassity, School of Education  
Lisa Contino, Department of Psychology  
Andrew Gavrin, Department of Physics  
Philip Goff, School of Liberal Arts  
Sherri Hendricks, Kelley School of Business  
Renee Jackson, University Library  
Donna Kent, Campus Facilities Services  
Pam King, Adaptive Education Services  
Dan Maxwell, Division of Student Life  
Mary Beth Myers, Office of the Registrar  
Jeff Plawecki, Campus Facilities Services  
Beverly Teach, University Information Technology Services

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#### **Evidence of Progress for 2010-2011:**

Interest in creating innovative learning spaces remains high. Fifteen Learning Environment Grant proposals were received. Seven were funded, which was a 53% funding rate.

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#### **Activities planned for 2011-2012:**

The Learning Environments Committee will continue to seek a separate funding source for restoration and repair of furnishings in general purpose classrooms in order to keep the focus of the Learning Environment Grants on creating informal learning spaces on campus.

#### **5. Develop programs and activities that will provide resources and information to address the concerns of less-represented populations.**

##### **5.1 Multicultural Teaching and Learning Institute (MTLI)**

**Campus Planning Theme:** Teaching and Learning, Campus Climate for Diversity

**Secondary Goals:**

**Sub Unit:**

**Time Frame:**

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#### **Actions taken for 2010-2011:**

The *Multicultural Teaching and Learning Institute* (MTLI) has been held annually since 2006. The *Multicultural Teaching and Learning Institute: Creating an Environment of Inclusivity for Women and Men* was held on February 11, 2010, in the Campus Center.

#### **Event Description**

The Multicultural Teaching and Learning Institute (MTLI) addressed ways of creating an inclusive classroom and supporting student success in regards to gender issues. The theme was *When Gender Matters: Creating an Environment of Inclusivity for Women and Men*, with sessions exploring how to best support African American males, women, and LGBT students.



## **Program**

### **Keynote Address**

*Allies at the Intersections: Creating and Sustaining Inclusive Classrooms, Departments and Universities*  
Erik Malewski, associate professor, Department of Curriculum and Instruction, Purdue university

Explored some of the contemporary challenges in building gender inclusive teaching and learning environments in higher education, including discussion on models and strategies meant to help our communities to integrate the knowledge, dispositions and skills that lead to creating and sustaining gender inclusive classrooms, departments and institutions.

### **Plenary Sessions**

*Reflecting on Bias and its Impact on Teaching and Learning*  
Natasha Flowers, School of Education

*Panel Discussion: Graduation, Retention, and Beyond of Underrepresented Populations (Science, Technology, Math, and Engineering)*  
Kenneth B. Durgans, Office of Diversity, Equity and Inclusion  
Kathy Johnson, Department of Psychology, School of Science  
Sarah Lang, Center for Teaching and Learning  
Khalilah Shabazz, Office of Student Scholarships  
Pratibha Varma-Nelson, Department of Chemistry and Chemical Biology, School of Science

### **Concurrent Sessions**

*Classroom Dynamics: Infusing Diversity into Teaching*  
Leslie Ashburn-Nardo, Department of Psychology, School of Science  
Kathryn A. Morris, Department of Psychology, Butler University  
Angela M. McNelis, Department of Environments for Health, School of Nursing  
Sara Horton-Deutsch, Department of Environments for Health, School of Nursing

*How Gender Shapes Student and Faculty Experience in Higher Education*  
Kathy Grove, Office for Women  
Mary Dankoski, Office of Faculty Affairs and Professional Development, School of Medicine

*Out in the Classroom: Addressing the Experiences of LGBTQ Faculty and Students in the Classroom*  
Mathew Ouellett, Center for Teaching, University of Massachusetts, Amherst

*A Framework of Excellence in African American Male Support*  
Khaula Murtadha, School of Education  
Robin Hughes, School of Education  
Steve Ingram, Indiana Commission on the Social Status of Black Males

This event was cosponsored by the Center for Teaching and Learning; the Office for Diversity, Equity, and Inclusion; Office for Women; and University College.

For more information, see the event Web site at <http://ctl.iupui.edu/mtli/2010>

### **Planning Committee**

Mona Kheiry, Chair, Center for Teaching and Learning



#### **Evidence of Progress for 2010-2011:**

Fifty-nine participants attended the Multicultural Teaching and Learning Institute. This was a 3% decrease from 2008-2009 when 61 participants attended.

Overall comments about the institute were positive with 93% of respondents to an online evaluation survey responding that they either strongly agreed or agreed that the information presented during the institute was useful to their professional work. A total of 31 individuals completed the online survey.

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#### **Activities planned for 2011-2012:**

The 2010-2011 MTLI will be held on November 10, 2010, and will have a theme of *Culturally Sensitive Pedagogy*. The keynote speaker will be Dr. David Stinson, Associate Professor of Mathematics Education, Department of Middle-Secondary Education and Instructional Technology, Georgia State University.

### **Fiscal Health**

### **Reallocation Plan**

### **Other Question(s)**

#### **1. What initiatives have you undertaken, or have planned, to improve retention and graduation rates?**

The CTL attempts to indirectly influence retention and graduation rates by promoting teaching strategies that are known to increase retention through consultations, events, and programs. The CTL also partners with the Gateway to Graduation Program in University College to offer workshops and to support other programming related to the needs of faculty teaching first year courses, such as the Critical Thinking Community of Practice.

#### **2. What are the priorities that shape your decisions about initiatives you will undertake and maintain?**

- a. Promoting innovative and student-centered teaching
- b. Supporting faculty in creating new knowledge related to teaching and staying current in the teaching and learning literature
- c. Employing a discipline-based approach to faculty development which includes CTL winter lectures, CEG grants, customized workshops, and having faculty involved in workshops
- d. Building basic teaching skills through orientations, the Teaching@IUPUI series, and individual and group consultations
- e. Promoting strategies to encourage inclusiveness in the classroom
- f. Acting on relevant priorities outlined in Empowering People, Indiana University's comprehensive strategic plan for information technology
- g. Supporting IUPUI initiatives such as the RISE initiative and implementation and assessment of the Principles of Undergraduate Learning



**3. How is the move to centralized services affecting your operations? How are you dealing with these effects?**

- a. The time required to go through the process to get IRB approval for education research projects has increased. This is delaying the ability to begin and complete projects on time. This is affecting CTL-funded projects as well as externally funded projects within the CTL.
- b. The new timeline for submitting grant proposals for external funding to the sponsored programs office has made it difficult to meet the deadlines.
- c. Travel reimbursements were very slow but appear to have improved recently.

**4. What marketing strategies/materials are you planning to develop/disseminate during the coming year?**

- a. Who is the intended audience for each?
- b. What do you hope to accomplish with this strategy with this audience?
- c. How much are you planning to spend for each strategy?
- d. How will you tell if your expenditure was worth your investment? [Provide return on investment (ROI) data for past expenditures, if available, and plan to track ROI in the future.]

We are planning to continue to use established marketing strategies including the CTL Happenings (weekly electronic newsletter), CTL website, and targeted emails to promote CTL events, programs, and services. Our audience is IUPUI faculty and the local community, for some events. We hope to accomplish increased participation in CTL activities. Marketing materials will be developed and disseminated using CTL staff time. Numbers of faculty participating in various CTL activities will be tracked using the CTL database that has been created for that purpose.