

2011-2012 Academic Affairs - Center for Teaching and Learning

Section	Document Name
Goals and Objectives	• 2011-2012 CTL Annual Report.pdf

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 2011-2012:

The third round of Curriculum Enhancement Grants (CEG) was awarded in spring 2012. 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 IUPU 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 second round of CTL's Curriculum Enhancement Grant (CEG) initiative wrapped up projects in June 2012 and will present their findings in September 2012 at the CEG Symposium. In the second round of grants, 11 projects were awarded nearly \$83,000 and involved 25 faculty members from nine schools. Awards for the third round of grants were announced in spring 2012 and funded eight projects for a total of \$74,110. The third round projects involved 22 faculty members representing five schools. All CEG funds awarded by CTL were matched by the faculty members' school or department.

2012 Funded CEG Projects

- Psychology Undergraduate Curriculum Enhancement: Addressing Curriculum Gaps in Ethics and Diversity, Leslie Ashburn-Nardo, School of Science;
- Transformation of Traditional First-Year Seminars to Blended Learning, Sarah Baker, University College and School of Medicine; Jan DeWester, University College and School of Liberal Arts; Kate Thedwall, University College and School of Liberal Arts; Michele J. Hansen, University College and School of Science; Francia Kissel, University College and School of Liberal Arts; Nathan S. Byrer, University College; and Rhonda Huisman, University Library
- Development, Implementation and Evaluation of Pharmacology Learning Activities at the Indiana University School of Dentistry, Karen Gregson, and Steven Blanchard, School of Dentistry
- Developing and Assessing Online Courses for the New Technical Communication BS degree, Marjorie Rush Hovde, Wanda Worley, Corinne Renguette, and Ellen Harley, School of Engineering and Technology
- Bringing Clinical Teaching on the Internal Medicine Wards into the 21st Century with INSPIRE (Integrated Supportive Presentations for Internal Medicine Rotation Educators), Jennifer Hur, Debra Litzelman, and Curtis Wright, School of Medicine
- How to Solve a Problem Without Solving it: Student Learning Through Connecting the Dots, Yogesh Joglekar and Ricardo Decca, School of Science
- Into the CAVE: Virtual Field Trips for Architectural Education, Bekir Kelceoglu, School of Engineering and Technology
- Family Medicine Clerkship Core Diagnoses Modules, Scott Renshaw and Matthew Holley, School of Medicine

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

Evidence of Progress for 2011-2012:

The 8 projects funded in spring 2012 have a combined enrollment of approximately 11,675 students. Faculty receiving the 2011 Curriculum Enhancement Grants completed a final report in June 2012. 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.

Activities planned for 2012-2013:

The Curriculum Enhancement Grants will be offered again in 2013.

☑ 1.2 Symposia/Major Events for 2010-2011

Campus Planning Theme: Teaching and Learning

Secondary Goals:

Sub Unit:

Time Frame:

Actions taken for 2011-2012:

Evidence of Progress for 2011-2012:

Activities planned for 2012-2013:

☑ 1.21 Associate Faculty Orientation

Campus Planning Theme: Teaching and Learning

Secondary Goals:

Sub Unit:

Time Frame:

Actions taken for 2011-2012:

The Center for Teaching and Learning again held a fall and spring faculty development opportunity for associate faculty. After input from the planning committee the name of the event was changed from the Associate Faculty Orientation to Associate Faculty Forum to better reflect that this was a professional development event open to all associate faculty not just those new to IUPUI.

Event Description

The forums were open to both new and experienced part-time faculty members. The events, held in the evening to accommodate associate faculty schedules, featured workshops on varying topics related to teaching and learning. 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 2011 Program

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

What I Wish I Had Known: A Panel of Experienced Associate Faculty

Dale DePoy, associate faculty, School of Public and Environmental Affairs

Tracey Jaffe, associate faculty, School of Liberal Arts

Tom Sturmer, associate faculty, School of Science

LaWanda Ward, associate faculty, IU School of Law-Indianapolis

Promoting Academic Integrity

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

Writing Learning Outcomes
Sarah Lang, STEM specialist, Center for Teaching and Learning

Overview of Oncourse Tools
Lorie Shuck, instructional design consultant, Center for Teaching and Learning

Advanced Oncourse Tools
Erich Bauer, instructional technology consultant, Center for Teaching and Learning

Engaging Students with Active Learning
Terri Tarr, associate director, Center for Teaching and Learning

Using Technology to Enhance the Learning Environment
Debbie Runshe, instructional design consultant, Center for Teaching and Learning

Spring 2012 Program
The interactive sessions were led by CTL and University Information Technology staff and included the following:

Using Advanced Oncourse Features
Tom Janke, assistant director, Center for Teaching and Learning

Overview of Oncourse
Erich Bauer, instructional technology consultant, Center for Teaching and Learning

Teaching Underprepared Students: Strategies for Promoting Success in the Classroom
Jennifer Beasley, instructional design consultant, Center for Teaching and Learning

What's Available? Using Classroom Technology at IUPUI
Amir Mirpoorian, University Information Technology Services
Joe Bieschke, University Information Technology Services

Approaches to Working with Challenging Students
Jennifer Beasley, instructional design consultant, Center for Teaching and Learning

Planning Committee
Jennifer Beasley, Center for Teaching and Learning
John Dawson, School of Engineering and Technology
Tracy Donhardt, School of Liberal Arts and Associate Faculty Coalition
Pat Harvey, School of Liberal Arts
Cynthia Konrad, School of Liberal Arts
Meryl Kreiger, School of Liberal Arts
Tracey Jaffe, School of Liberal Arts
Tom Sturmer, School of Science
Kate Thedwall, Gateway to Graduation Program

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

Evidence of Progress for 2011-2012:

On August 16, 2011 65 faculty members attended the forum. This was an overall decrease of 35% from fall 2010 when 100 overall attended. Comments from the symposium were overall positive with 92.3% 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 27 participants completed the online survey evaluating the event.

The spring orientation took place on January 5, 2012 and 28 faculty members attended. This was a decrease of 53% over spring 2011 when 60 faculty members attended the spring 2011 forum. The majority of the 6 individuals responding (83%) indicated that this orientation was a worthwhile investment in their professional development

Activities planned for 2012-2013:

Plans are underway for the 2012-2013 academic year. The forums are scheduled for August 14 and January 3.

☞ 1.22 CTL Winter Lecture, Darrell G. Kirch, M.D., president and chief executive officer of the Association of American Medical Colleges

Campus Planning Theme: Teaching and Learning

Secondary Goals:

Sub Unit:

Time Frame:

Actions taken for 2011-2012:

The CTL Winter Lecture was held Thursday December 1, 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 the IU School of Medicine.

Public Lecture

Can Anyone Fix Health Care?

Darrell G. Kirch, M.D., president and chief executive officer of the Association of American Medical Colleges

Dr. Kirch discussed that the nation's political gridlock, economic outlook, and high health care spending coupled with poor outcomes have converged in an unprecedented manner presented daunting challenges for academic medical centers, while also opening a remarkable window of opportunity for them. He stated that there has never been a better time to fundamentally redesign the health care system, which stands at the epicenter of many of the nation's challenges. However, he noted that in order for academic medicine to play a leadership role in this redesign of health care, it needs to make transformational changes in how it meets its missions of education, research, clinical care, and community engagement. In particular Dr. Kirch discussed how the Indiana University School of Medicine and academic medicine at large could respond to this leadership imperative and accomplish "true" health care reform.

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

In addition to the public lecture, Dr. Kirch met with faculty and staff from the IU School of Medicine involved in the school's curriculum reform efforts.

Evidence of Progress for 2011-2012:

Sixty-two individuals attended the public event. In comparison to the spring 2011 public event that 66 attended, this year's event saw an attendance decrease of 6%.

Seventy-six 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/medical education. Twenty-five individuals responded to the event survey.

Activities planned for 2012-2013:

The next Winter Lecture is scheduled for February 7, 2013. Lauren Robel, provost, Indiana University Bloomington will be the speaker and will discuss innovations in law school pedagogy.

☑ 1.23 Advancing Learning with Technology Symposium

Campus Planning Theme: Teaching and Learning

Secondary Goals:

Sub Unit:

Time Frame:

Actions taken for 2011-2012:

The Advancing Learning with Technology Symposium was held on November 4, 2011.

Event Description

Anne Massey, associate vice provost for academic affairs, Indiana University and Dean's Research Professor, Kelley School of Business, Indiana University presented the keynote presentation. Massey discussed that in order to meet the expectations of today's Millennial Learners faculty need to connect with students and engage them in the educational process. The focus of this presentation centered on how web 3.0 tools such as Second Life can be used to create environments that promote a more participatory form of learning. 3D virtual spaces can help enrich the educational environment through their ability to create engaging student centered experiences that might not otherwise be possible.

Concurrent Sessions

Best Practices for Mobile Tablets: Collaboration, Information

Willie M. Miller, University Library; Jonathan P. Rossing, School of Liberal Arts; Suzan Stamper, School of Liberal Arts; Jake Streepey, School of Physical Education and Tourism Management

On the (Virtual) Road: Using the Blog Tool for Experiential

John Gosney University Information Technology Services and School of Liberal Arts

Using Adobe Connect for Role Playing Exercises in an Online Environment

Phil M Ouellette, School of Social Work

Civility and the Use of Technology in the Classroom

Martin Vaughan, School of Science; Deborah Herold, School of Science; Dina David, School of Liberal Arts; and Mike Yard, School of Science

Interdisciplinary Collaboration in Business Education using Second Life

Peggy Daniels Lee, Kelley School of Business and Kenneth Jones, Indiana State University

Looking For Deeper Learning in a Cyber-Environment

Julianna Banks, Center for Teaching and Learning and Gina Ammerman, School of Science

Poster Sessions

Authentic Assessment and Other Evaluation Methods for Online Health Policy Course

Cynthia Stone, School of Medicine

The Use of Haptic Technology to Advance Dental Education

LaQuia A. Walker, School of Dentistry-

Teaching Software in an Online Course: Drawing on Lessons

Learned from Teaching SmartDraw

Sara Anne Hook and Beth Lykins, School of Informatics

Planning Committee

Mark Alexander, chair, Center for Teaching and Learning

Erich Bauer, Center for Teaching and Learning

Tom Janke, Center for Teaching and Learning

Randy Newbrough, Center for Teaching and Learning

Lorie Shuck, Center for Teaching and Learning

Terri Tarr, Center for Teaching and Learning

Evidence of Progress for 2011-2012:

Forty-eight attended the ALT Symposium. This represented a slight decrease over the 58 who attended Power Up Your Pedagogy, the event the ALT Symposium replaced. The overall comments from the symposium were positive. A total of 25 individuals completed the event survey. Most of the respondents (87%) agreed or strongly agreed that this workshop was a worthwhile investment in their professional development.

Activities planned for 2012-2013:

Plans are already underway for the 2012 ALT Symposium, scheduled for Friday, November 9, 2012.

☑ 1.24 Edward C. Moore Symposium on Excellence in Teaching

Campus Planning Theme: Teaching and Learning

Secondary Goals:

Sub Unit:

Time Frame:

Actions taken for 2011-2012:

The 2012 Edward C. Moore Symposium on Excellence in Teaching was held in the Campus Center on March 2, 2012

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. Michael Wesch, Coffman Chair for University Distinguished Teaching Scholars and associate professor of cultural Anthropology at Kansas State University headlined this year's symposium with his keynote address The End of Wonder in the Age of Whatever. Robert Bringle, Chancellor's Professor of Psychology, Philanthropic Studies and University College and executive director, IUPUI Center for Service and Learning presented the plenary session, Teaching: Quo Vadis?

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

The End of Wonder in the Age of Whatever.

Michael Wesch, Coffman Chair for University Distinguished Teaching Scholars and associate professor of cultural anthropology at Kansas State University

Plenary Session

Teaching: Quo Vadis?

Robert Bringle, Chancellor's Professor of Psychology, Philanthropic Studies and University College and executive director, IUPUI Center for Service and Learning

Concurrent Sessions

What You "Sense" is What You Learn: The Role of Observation Skills in Experiential Learning Environments

Mary Price, Center for Service and Learning, IUPUI

Patti Clayton, Center for Service and Learning, IUPUI and PHC Ventures

Implementing Problem-solving Discussion Sections in First Semester Organic Chemistry

Sarah Wilson, School of Science, IUPUI

Pratibha Varma-Nelson, School of Science, IUPUI

Robert Minto, School of Science, IUPUI

Ryan Denton, School of Science, IUPUI

Central Indiana STEM Talent Expansion Program (CI-STEP): Transforming Education

Kathleen Marrs, School of Science, IUPUI

Mariah Judd, School of Science, IUPUI

Jeff Watt, School of Science, IUPUI

Charlie Feldhaus, School of Engineering and Technology, IUPUI

Campus and Community Collaboration in the Civil Practice Clinic: Logistics and Preliminary Assessment
Stephanie Boys, School of Social Work, IUPUI
Stephanie Quiring, School of Social Work, IUPUI
Carrie Hagan, School of Law - Indianapolis

Learning Opportunities: Framing Evaluation and Assessment Practices to Promote Deep Learning
Jonathan Rossing, School of Liberal Arts, IUPUI

No More Grading Papers: Using Digital Stories to Facilitate Reflection and Demonstrate Student Learning
Kristin Norris, Center for Service and Learning, IUPUI
Libby Laux, Center for Service and Learning, IUPUI
Morgan Studer, Center for Service and Learning, IUPUI
Joseph Spaulding, IUPUI Student
Sarah Flores, IUPUI Student
Tanya Triggol, IUPUI Student

Engaging Undergraduates in the Archives: Case Study in Philanthropic Studies
Julie Hatcher, School of Liberal Arts, IUPUI
Fran Huehls, University Library, IUPUI
Brenda Burk, Ruth Lilly Special Collection, IUPUI

Enhancing Creativity in Teaching and Learning
Sara Anne Hook, School of Informatics, IUPUI
Joseph Defazio, School of Informatics, IUPUI
Josette Jones, School of Informatics, IUPUI
Felisa Tennant, School of Informatics, IUPUI

Finding New Ways to Assess Communication Competencies in the Digital Age
Elvinet Piard, School of Humanities and Social Sciences, Indiana University East
Natalia Rybas, School of Humanities and Social Sciences, Indiana University East

Critical Thinking Across Disciplines
Scott Weeden, School of Liberal Arts, IUPUI
Kate Thedwall, University College, IUPUI
Lin Zhu, School of Science, IUPUI
Nancy Evans, School of Engineering and Technology, IUPUI
Lisa Contino, School of Science, IUPUI

Making Silent Health Education Alive: Evaluation and Design of Written Health Materials
Carol Shieh, School of Nursing, IUPUI

Taking Hold of Practice Through TLC: Transformative Learning in Community
Josh Plaskoff, Kelley School of Business, IUPUI

Poster Sessions
Using the Patient's Medication History as a Learning Tool in Clinical Pharmacology Instruction
Karen Gregson, IU School of Dentistry, IUPUI
Laura Romito, IU School of Dentistry, IUPUI

Using Content to Improve Undergraduates' Professional Writing Skills
Dan Doerger, School of Education, IU East

Maureen Scane, School of Education, IU East

Health Impact Assessment with Community Service Learning Activities

Cynthia Stone, IU School of Medicine

Marion Greene, IU School of Medicine

Aakriti Bhargava, IU School of Medicine

A Review of the Literature Investigating the Impact of Integrated Clinical Education on Student Learning

Valerie Strunk, School of Health and Rehabilitation Sciences, IUPUI

Lora Dingledine, School of Health and Rehabilitation Sciences, IUPUI

Peter Altenburger, School of Health and Rehabilitation Sciences, IUPUI

Using Podcasting to Enhance Student Learning

Julie Meek, School of Nursing, IUPUI

Mikyong Lee, School of Nursing, IUPUI

Josette Jones, School of Informatics, IUPUI

Naomi Mutea, School of Nursing, IUPUI

The Use Web 2.0 Tools to Encourage Communication and Collaboration Online

Ilknur Kelceoglu, Division of Education, IUPU Columbus

Haptic Technology and the Advanced Dental Education

Ahmed Ghoneia, School of Dentistry, IUPUI

Judith Chin, School of Dentistry, IUPUI

LaQuia Walker, School of Dentistry, IUPUI

Michael Boyles, Information Technology, IUPUI

Along the Instructional Technology Continuum: What is Blended Learning?

Carolyn Hayes, IU School of Medicine

Cynthia Stone, IU School of Medicine

Josette Jones, School of Informatics, IUPUI

Measuring and Evaluating Use of Information Resources by First Year Dental Students in Small Group Learning Sessions

Barbara Gushrowski, IU School of Dentistry, IUPUI

Furthering the Discussion of Service Learning in First Year Seminars

Paul Porter, Marian University

James Norton, Marian University

Student Perceptions of iPads in the Classroom: A Report from the Field

Eugenia Fernandez, School of Engineering and Technology, IUPUI

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

Tim Diemer, School of Engineering and Technology, IUPUI

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

Biographical Stories and Oral Histories Lead to Understanding Culture and Diversity in Science

Eddy Gonzalez, University Library, IUPUI

Robert W Yost, Purdue School of Science, IUPUI

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David Tataw, School of Public and Environmental Affairs, IU Kokomo

Improving Student Evaluations of Medical Education

Andrew Rodenbarger, IU School of Medicine

Ian Ferries, IU School of Medicine

Sarah Diekman, IU School of Medicine

Richard Gunderman, IU School of Medicine

The Effect of Real-World Research on Students' Learning: Team-based and Project-based Learning

Carol Hostetter, School of Social Work, IU Bloomington

Sabrina Williamson, School of Social Work, IU Bloomington

Leila Wood, School of Social Work, IUPUI

Exploring an Interdisciplinary and Relevant Pedagogical Design to Exploring Sustainability

Sara O'Brien, Marian University

Carl Lecher, Marian University

Roderick Macrae, Marian University

Exploring and Valuing Differences for Enhancing Communication in a Multi-cultural Setting

Tamara Wolske, University of Indianapolis

STEMWorks Indiana: Using Career Blueprints and Social Networking to Enhance the STEM Pipeline

Charlie Feldhaus, School of Engineering and Technology, IUPUI

David Nickolich, School of Engineering and Technology, IUPUI

Jill Goodwin, School of Engineering and Technology, IUPUI

Kristen Bentrem, School of Engineering and Technology, IUPUI

Engaging Students with Local Archival Research in a Service Learning Project

Katherine Wills, Division of Liberal Arts, IUPU Columbus

Cynthia Scott, Division of Liberal Arts, IUPU Columbus

ePortfolio Use at Indiana University

Debra Runshe, University Information Technology Services, IUPUI

Medical Students' Perceptions of Residents as Teachers: Residents are Equally Effective as Faculty in Simulation Debriefings

Dylan Cooper, IU School of Medicine

Aloysius Humbert, IU School of Medicine

Gretchen Huffman, IU School of Medicine

How Oncourse Extends the Conversation for Commuting Students

Thomas Leahey, School of Humanities and Social Science, IU East

Adam Wilson, IU School of Medicine

Through the Eyes of Peer Educators: Implementing Discussion Sections in First Semester Organic Chemistry

Sarah Wilson, School of Science, IUPUI

Pratibha Varma-Nelson, School of Science and Center for Teaching and Learning, IUPUI

Robert Minto, School of Science, IUPUI

Ryan Denton, School of Science, IUPUI

Gender Mentoring Curriculum: A Needs Assessment of Women in Academic Medicine

Julie Welch, IU School of Medicine

Heather Jimenez, IU School of Medicine

Sheryl Allen, IU School of Medicine

Using Permanent Teams in an undergraduate Public Affairs Course. Implementation and Evaluation

David Tataw, SPEA, IU Kokomo

Improving the Student Experience - Making Course Documents "User Friendly"

Susan Shapiro, Humanities and Social Sciences, IU East

Using Student Learning Outcomes to Promote Critical Thinking Across Disciplines in a TLC

Francia Kissel, School of Liberal Arts, IUPUI

Erin Engels, School of Liberal Arts, IUPUI

Greg Keller, School of Liberal Arts, IUPUI

Using Service-Learning to Enhance Student Retention and Disciplinary Understanding

Emily McLaughlin, School of Engineering and Technology, IUPUI

Promoting Interdisciplinary Reflection and Learning in a Themed Learning Community Class

Sumana Jogi, School of Liberal Arts, IUPUI

Leslie Miller, School of Liberal Arts, IUPUI

David Strong, School of Liberal Arts, IUPUI

Cooperatively Designed and Delivered STEM Workshop Benefitting Indiana Workers

Michele Wedel, BizEd Consulting

David Nickolich, School of Engineering and Technology, IUPUI

Charles Feldhaus, School of Engineering and Technology, IUPUI

Stephen Hundley, School of Engineering and Technology, IUPUI

Kristin Bentrem, School of Engineering and Technology, IUPUI

Jill Goodwin, School of Engineering and Technology, IUPUI

Science in the Classroom - Partnering with Local Schools

Corinne Ulbright, University College and School of Science, IUPUI

Planning Committee

Erich Bauer, Center for Teaching and Learning, IUPUI

Jennifer Beasley, Center for Teaching and Learning, IUPUI

Angela Cleaver Briel, Center for Teaching and Learning, IUPUI

Krista Hoffmann-Longtin, Office of Faculty Affairs and Professional Development

Fredricka Joyner, School of Business and Economics, IU East

Sarah Lang, Center for Teaching and Learning, IUPUI

Tony Stamatoplos, University Library, IUPUI

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

Terri Tarr, Center for Teaching and Learning, IUPUI

Kate Thedwall, University College and School of Liberal Arts, IUPUI

For more information, go to <http://ctl.iupui.edu/ecmoore/history/2012/>.

Evidence of Progress for 2011-2012:

One hundred seventy-one individuals attended the 2012 symposium, this was a 16% decrease over the previous year in which 206 faculty attended. Overall comments about the symposium were positive with 50 individuals responding to the event evaluation. A majority of the respondents (86%) indicated that this workshop was a worthwhile investment in their professional development.

Activities planned for 2012-2013:

Preparations for the 2013 Edward C. Moore Symposium are already underway. The event will be held on Thursday, April 14, 2013, in the IUPUI Campus Center. The Call for Proposals will be issued in September 2012. For more information, visit <http://ctl.iupui.edu/ecmoore/>.

- ☑ 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 2011-2012:

One hundred forty-three (143) workshops or webinars were sponsored or cosponsored by the Center for Teaching and Learning during 2011-2012. Thirteen of the workshops were customized (To Your Door) offerings to programs, departments, or schools.

The CTL continued to offer two webinar series:

B.O.T.T. Series. B.O.T.T. stands for Brief Online Technology Topics. These workshops are 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 workshop series is tailored for faculty new to IUPUI and serves 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>

See below for the complete listing of CTL workshops with the number of attendees at each workshop in parentheses. Workshops that are offered multiple time have a combined attendance for all sessions and the workshop is noted with an #.

1. A Conversation with Darrell Kirch, M.D. (16)
2. Adobe Connect 8 New Features (23)
3. Adobe Day Faculty Focus Presentation: Teaching Online with Captivate and Connect Training (Online Version) (9)

4. Adobe Day Faculty Focus Presentation: Teaching Online with Captivate and Connect Training (15)
5. Adobe Presenter (14)
6. Better Scientific Writing: An Introduction to the Reader Expectation Approach to Controlling the English Language (39)
7. BOTT: Collaboration Series: Diigo (5)
8. BOTT: Collaboration Series: Google Docs (10)
9. BOTT: Gradebook (4)
10. BOTT: Migrating Tests (2)
11. BOTT: Oncourse Gradebook (12)
12. BOTT: Submitting Final Grades in Oncourse (4)
13. CEG Awardees Information Session and Meeting (15)
14. Content Delivery Options (6)
15. Conveying Messages with Graphs (78)
16. Copyright in Cyberspace – Online Version (28)
17. Creating Engaging Online Presentations with Adobe Presenter (14)
18. Curriculum Enhancement Grant (CEG) Symposium (63)
19. Delivering Engaging Lectures with Clickers (15)#
20. Demystifying Evaluation (11)
21. Designing an ePortfolio (9)
22. Designing and Utilizing Surveys for a University Setting (11)
23. Developing Curriculum Enhancement Grant Proposals (20)#
24. Developing Evaluation Questions (12)#
25. Developing Rubrics to Assess and Enhance Learning (4)
26. Discipline-Centered Instructional Design and Assessment (24)
27. Doing Real Work, Not Homework (36)
28. Enhancing Student Learning through Reflection (13)
29. eText Brownbag (4)
30. eTexts at IU: A Tour and Feature Demonstration (12)
31. Faculty Showcase: Using Oncourse Well (13)#
32. Faculty Writing Circle Organization Meeting (11)
33. Integrating the new IUPUI Common Theme: Sharing Ideas (24)
34. Introduction to IUPUI's Presentation Maker (13)#
35. Introduction to IUPUI's ePortfolio (7)
36. Introduction to the Collaborative Classroom (8)
37. IUPUI ePortfolio Symposium (15)
38. Learning Activities (2)
39. Mobile Tablet Faculty Learning Community Information Session (1)
40. NSF Data Policies (1)
41. Oncourse Advanced Features (28)#
42. Oncourse and Turnitin (7)
43. Oncourse Essentials (33)#
44. Oncourse: Preparing Your Course Site (36)
45. Oncourse: Tests and Surveys (18)#
46. Online Teaching Fundamentals (12)
47. Original Test and Survey Migration Infosession (6)#
48. Overview of Oncourse Tests & Surveys Beta (4)
49. Prepping Your Oncourse Site (16)
50. Submitting Final Grades (8)
51. Sun Yat-Sen: Promoting Engaging Lectures (40)
52. Sun Yat-Sen: Models for Student-Assisted Teaching (40)
53. Sun Yat-Sen: Getting Feedback on Your Teaching (40)

53.	Sun Yat-Sen: Setting a Good Example for Teaching	(10)
54.	Sun Yat-Sen: Developing and Assessing Student Learning Outcomes	(40)
55.	Sun Yat-Sen: Instructional Technology and Faculty Development	(40)
56.	Super Bowl Teaching Support Strategies	(18)#
57.	Sustaining Sound Information Literacy Practices	(7)
58.	Taking Stock of What Course Evaluations Measure	(6)
59.	Teaching Today's Students	(35)
60.	Teaching@IUPUI: Assessing Learning Efficiently	(22)
61.	Teaching@IUPUI: Developing Effective Exams	(9)
62.	Teaching@IUPUI: Engaging Learners during Lecture	(33)
63.	Teaching@IUPUI: Getting Students to Prepare	(23)
64.	Teaching@IUPUI: Informally Assessing Student Learning	(12)
65.	Teaching@IUPUI: Introduction to Online Teaching	(7)
66.	Teaching@IUPUI: Introduction to Service Learning	(4)
67.	Teaching@IUPUI: Navigating IUPUI	(25)
68.	Teaching@IUPUI: Planning a Class or Learning Session	(14)
69.	Teaching@IUPUI: Setting Expectations with Goals and Objectives	(9)
70.	Teaching@IUPUI: Supernatural Portfolios	(8)
71.	Teaching@IUPUI: Syllabus and First Day of Class	(30)
72.	Teaching@IUPUI: The Challenging Student	(10)
73.	Teaching@IUPUI: The Give and Take of Meaningful Feedback	(16)
74.	Think Again: Critical Thinking Refresher	(7)
75.	To Your Door: Course Design	(6)
76.	To Your Door: STEM-related Resources at the CTL	(14)
77.	To Your Door: Adobe Connect for Kelley Advisors	(4)
78.	To Your Door: Adobe Connect for Kelley Advisors	(5)
79.	To Your Door: Creating an Active Learning Environment	(16)
80.	To Your Door: E&T Best Practices for Online STEM Courses	(3)
81.	To Your Door: E&T Online Learning Series, Part 1	(4)
82.	To Your Door: Effective Lectures and Classroom Management	(7)
83.	To Your Door: Objective Test-Taking and Preparation Strategies	(20)
84.	To Your Door: Oncourse Essentials for Herron MFA students	(8)
85.	To Your Door: SPEA Online Course Development	(3)
86.	To Your Door: SPEA Softchalk Workshop	(7)
87.	To Your Door: Tests & Surveys Beta for School of Dentistry	(3)
88.	Video Series Day 1: Production	(8)
89.	Video Series Day 2: Publishing/Formats	(5)
90.	Video Series Day 3: Web-Based Video	(7)
91.	Web Conferencing	(6)
92.	Web Content Delivery	(8)
93.	Writing a Statement of Teaching Philosophy	(37)
94.	Writing and Assessing Learning Outcomes	(9)
95.	[REC] Adobe Connect 8 New Features	(1)
96.	[REC] Adobe Day Faculty Focus Presentation: Teaching Online with Captivate and Connect Training	(2)
97.	[REC] BOTT Collaboration Series: Diigo	(2)
98.	[REC] BOTT Collaboration Series: Google Docs	(3)
99.	[REC] BOTT: Migrating Tests in Oncourse	(6)
100.	[REC] BOTT: Oncourse Gradebook	(5)
101.	[REC] Copyright in Cyberspace	(9)
102.	[REC] eTexts at IU: A Tour and Feature Demonstration	(2)
103.	[REC] NSF Data Policies	(1)

104. [REC] Oncourse Advanced Features (1)
105. [REC] Oncourse Essentials (1)
106. [REC] Oncourse Essentials (1)
107. [REC] Oncourse Essentials (2)
108. [REC] Oncourse: Preparing Your Course Site (1)
109. [REC] Oncourse: Tests and Surveys (5)
110. [REC] Original Test and Survey Migration Infosession (1)
111. [REC] Prepping Your Oncourse Site (3)
112. [REC] Submitting Final Grades (1)
113. [REC] Teaching@IUPUI: Assessing Learning Efficiently (3)
114. [REC] Teaching@IUPUI: Developing Effective Exams (6)
115. [REC] Teaching@IUPUI: Engaging Learners during Lecture (13)
116. [REC] Teaching@IUPUI: Getting Students to Prepare (3)
117. [REC] Teaching@IUPUI: Informally Assessing Student Learning (2)
118. [REC] Teaching@IUPUI: Introduction to Online Teaching (7)
119. [REC] Teaching@IUPUI: Introduction to Service Learning (2)
120. [REC] Teaching@IUPUI: Navigating IUPUI (5)
121. [REC] Teaching@IUPUI: Planning a Class or Learning Session (7)
122. [REC] Teaching@IUPUI: Setting Expectations with Goals and Objectives (7)
123. [REC] Teaching@IUPUI: Supernatural Portfolios (2)
124. [REC] Teaching@IUPUI: Syllabus and First Day of Class (13)
125. [REC] Teaching@IUPUI: The Challenging Student (4)
126. [REC] Teaching@IUPUI: The Give & Take of Meaningful Feedback (2)

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

Evidence of Progress for 2011-2012:

In 2011-2012, 143 workshops and webinars (this number does not include five large scale events) were offered with a total attendance of 1,592 at those events. Of the 143 offerings 32 were recordings of sessions available for review by faculty leaving 106 live sessions that were offered. Based on all offerings, average attendance was 11.1 participants per event. This was an 11% decrease in number of workshops and a 12% decrease in attendance from 2010-2011 when 161 events were held with a total attendance of 1,819 with an average attendance of 11.3 participants per workshop.

Activities planned for 2012-2013:

For 2012-2013 CTL will once again offer a variety of workshops and Web seminars on teaching and instructional technology topics. A sampling of planned workshops include:

- CourseNetworking Brownbag Session
- Critical Thinking: Fundamental and Powerful Concepts
- Critical Thinking: Getting Started in the Classroom
- Critical Thinking: Identifying Essential Questions
- Delivering Engaging Lectures with Clickers
- Embedding YouTube Videos in Oncourse
- eText/Courseload Faculty Showcase
- Flipped Classroom Exploratory Discussion
- Grading Discussion Forums
- Making the Most of Your Presentation

- Planning and Leading Effective Discussions
- Promoting Academic Integrity with Oncourse and Turnitin.com
- Publishing Online Lectures

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 2011-2012 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:

Actions taken for 2011-2012:

During 2011-2012 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:

Topics of Center for Teaching and Learning Consultations*	2011-2012	2010-2011
Oncourse CL	610	551
Classroom Observations	90	33
ePort	41	80
Grant Support	62	8
Online Teaching	24	83
Portfolio Development	13	0
Small Group Instructional Diagnosis	42	52
Technology - general	512	619
Teaching Topics/Pedagogy	87	465
Other	2093	667
* topics were tracked as either the primary or secondary focus of the consultation		

Frequency of Attendance at CTL Consultations	2011-2012	2010-2011
Attended 1 consultation	324	331
Attended 2-3 consultations	156	196
Attended 4-5 consultations	60	83
Attended more than 5 consultations	66	142

Evidence of Progress for 2011-2012:

In the 2012 University Information Technology Services User Survey Report, the Center for Teaching and Learning had a 97.3% satisfaction rate, a slight decrease over the 2011 satisfaction rate of 98.7%. The average rating was 4.49 on a 5 point scale (with 5 being more favorable) also representing a slight change from 2011 in which the average rating was 4.45 on a point scale.

Activities planned for 2012-2013:

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 2011-2012:

CTL has continued to be a collaborating partner for Gateway to Graduation events. In 2011-12, 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 7-8, 2012

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.

Evidence of Progress for 2011-2012:

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

Activities planned for 2012-2013:

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:

Actions taken for 2011-2012:

Event Descriptions

Teaching@IUPUI: Introduction to Online Teaching, October 11, 2011

This online session provided information about creating a course in the online environment. During the workshop, participants discussed how to create social presence online, approaches to covering content, types of online activities to incorporate and ways to assess student learning.

Special Topics in Online Teaching, March 14-15, 2012

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.

Online Teaching Fundamentals, March 15, 2012

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.

Evidence of Progress for 2011-2012:

Total attendance for the two online teaching workshops was 60.

During the October 11, 2011 Teaching@IUPUI : Introduction to Online Teaching, 17 individuals attended. Of the 6 survey responses, 100% agreed that the workshop was a worthwhile investment in their professional development.

Fourteen faculty members attended the Online Teaching Fundamentals workshop, and on March 13, 2012. Ninety-two percent of the 12 respondents indicated that the event was a worthwhile investment in their professional development.

Activities planned for 2012-2013:

For 2012-2013, the CTL plans to again offer workshops on online teaching fundamentals and special topics in teaching online.

☑ 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:

Actions taken for 2011-2012:

CTL Contributions to ePortfolio initiative:

Events cosponsored by the Center for Teaching and Learning and the ePortfolio Initiative with attendance in parenthesis:

- Designing an ePortfolio (9)
 - Developing Rubrics to Assess and Enhance Learning (4)
 - Enhancing Student Learning through Reflection (13)
 - IUPUI ePortfolio Symposium (15)
 - Introduction to IUPUI's ePortfolio (7)
 - Introduction to IUPUI's Presentation Maker (13)
 - Teaching at IUPUI Supernatural Portfolios (10)
-

Evidence of Progress for 2011-2012:

A total of 71 participants attended the workshops cosponsored with the ePortfolio Initiative.

Results from a number of the 2011-2012 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:

- Designing an ePortfolio - 71% of 7 respondents indicated this workshop was a worthwhile investment in their professional development
 - 2012 ePortfolio Spring Symposium – 100% of 7 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.
-

Activities planned for 2012-2013:

The Center for Teaching and Learning will continue to offer workshops and consultations related to the ePortfolio initiative

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:

Actions taken for 2011-2012:

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 fourth 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 2011-2012 fiscal year.

2011–2012 Projects

- Classroom Furniture - LD 002 (\$12,519.12)
- Classroom Furniture - LD 004 (\$12,190.72)
- Scale Up Classroom in Psychology (\$25,000)
- Literacy Studies (Cavanaugh 347/349) (\$25,000)
- "PhyLS" - A Physics Learning Space (\$13,939.83)
- Taking 2110 into the 21st Century (\$25,000)
- Creating a technology-enhanced collaborative learning space for IUPUC Students (\$25,000)
- Musculoskeletal Learning Lab (PE0005) \$15,895.08)

Learning Environments Committee Members

- Tim Anno, Adaptive Education Services
- Mary Anne Black, Office of the Registrar
- Erin Cassity, School of Education
- Lisa Contino, Psychology
- Andrew Gavrin, Physics
- Jeffrey Wilson, School of Liberal Arts
- Sherri Hendricks, Kelley School of Business
- Renee Jackson, University Library
- Donna Kent, Campus Facilities Services
- Pam King, Adaptive Education Services
- Mary Beth Myers, Office of the Registrar
- Greg Paris, IUPUI Student
- Beverly Teach, UITs
- Pratibha Varma-Nelson, Chair, Center for Teaching and Learning

Evidence of Progress for 2011-2012:

Interest in creating innovative learning spaces remains high. Fifteen Learning Environment Grant proposals were received. Eight were funded, which was a 47% funding rate.

Activities planned for 2012-2013:

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 international partnerships with colleges and university and provide expertise on matters related to teaching and learning

5.1 Sun Yat-Sen University Partnership and Teaching Program

Campus Planning Theme: Teaching and Learning, Collaboration

Secondary Goals:

Sub Unit:

Time Frame:

Actions taken for 2011-2012:

The Center for Teaching and Learning, in partnership with the Confucius Institute at IUPUI, welcomed 40 faculty and administrators from Sun Yat-Sen University, located in Guangzhou, Guangdong Province, China, March 19 – 30, 2012. The visitors attended a two week teaching program which included a series of hands-on workshops related to teaching and learning. Topics for the workshops included:

- Promoting Engaging Lectures
 - Models for Student-Assisted Teaching
 - Getting Feedback on Your Teaching
 - Developing and Assessing Student Learning Outcomes
 - Instructional Technology and Faculty Development
-

Evidence of Progress for 2011-2012:

Sixteen of the 40 participants responded to a brief qualitative type overall program evaluation survey which asked participants:

1. What parts of the workshop did you find most valuable?
2. What topics would you have liked to learn more about?
3. How could we improve this workshop?

One participants, on the program evaluations, commented that “The function of the Center for Teaching and Learning. How to promote faculty’s professional skill of teaching, how to evaluate their lectures and feedback “ was the most valuable. Other responders comments that the service learning programming, promoting student engagement, and getting feedback on your teaching were valuable aspects to the program.

Additional programming has been requested by Sun Yat-Sen University and it is anticipated that another co-hort will be coming to IUPUI during 2013.

Activities planned for 2012-2013:

The Center for Teaching and Learning, partnering with the Office of International Affairs and other programs on campus, continues to explore partnerships with colleges and universities around the world. Current universities included in this Symbiosis University, Pune University and University of Hyderabad in India and City University located in Hong Kong. The CTL also plans to continue the relationship with Sun Yat-Sen University.

Fiscal Health

Reallocation Plan

Other Question(s)

