2020 FORT WAYNE TEACHING & LEARNING CONFERENCE

Ivy Tech Community College

Trine University

Purdue University Fort Wayne

University of Saint Francis

Indiana Tech

Manchester University

Huntington University

February 21, 2020

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

A Collaborative Effort of Fort Wayne Area Colleges and Universities

Guest Wi-Fi Information:
Network: tconference
Password: 1WdRXWRZ

8:00 a.m. – Registration, Coffee and Light Breakfast: (Walb 149/150 International Ballroom)

8:30 a.m. – Welcome and Introduction of Keynote & Plenary Speakers:
Charles Blaich, Director of the Center of Inquiry, Wabash College and Higher Education Data Sharing Consortium (HEDS)
Kathleen Wise, Associate Director of the Center of Inquiry, Wabash College and Higher Education Data Sharing Consortium (HEDS)

Dr. Charles Blaich

Charles Blaich directs the Center of Inquiry at Wabash College and the Higher Education Data Sharing Consortium (HEDS). Blaich taught for nearly 20 years at the University of Connecticut, Eastern Illinois University, and Wabash College before taking on his current work. Blaich collaborated with researchers at the University of Iowa, University of Michigan, Miami University, and ACT to design and implement the Wabash National Study of Liberal Arts Education. In 2011, Blaich became director of the Higher Education Data Sharing Consortium, a 135-institution collaborative that shares data to improve student learning, equity, and student success.

Blaich's most recent publications include Clear and Organized Teaching: Simple in Concept, But Hard in Practice; The More Things Change, the More They Stay the Same: New Challenges to Using Evidence to Improve Student Learning; and Engaging with Diversity: How Positive and Negative Diversity Interactions Influence Students' Cognitive Outcomes.

Kathleen Wise

Kathleen Wise is the associate director of the Center of Inquiry at Wabash College and the Higher Education Data Sharing Consortium (HEDS). Wise earned her undergraduate degree from Yale University and her MBA from the University of Chicago. Wise joined the Center of Inquiry in 2004 and has worked with well over 100 colleges and universities to evaluate programs, offices, and institutional assessment plans and improve student learning, equity, and student success. She also taught a business/entrepreneurship program at Wabash College.

Her most recent publications include Clear and Organized Teaching: Simple in Concept, But Hard in Practice; Approaching Big Survey Data One Byte at a Time; and Engaging with Diversity: How Positive and Negative Diversity Interactions Influence Students' Cognitive Outcomes.

The Long And Short Of The Many Benefits Of Good Teaching

In this session, we will review our findings from two national studies on the positive impact of good teaching for college students. Our quantitative and qualitative research focuses both on the impact of good teaching for students while they are in college as well as the impact of good teaching one, five, and ten years after students graduate. Finally, we will review the research on the connection between good teaching and high-impact practices.

10:00 - 10:45 a.m. SESSIONS A-F

A. Walb G21/21A	**Helping Students Increase Cognitive Complexity: Constructivist and Phenomenological Methods** Dr. Brett D. Wilkinson, *Purdue Fort Wayne* Student growth beyond a rigid, dualistic mindset involves expanding mental models via differentiated complexity, a hallmark feature of constructivist teaching methods. However, developing an adaptive, relativistic mindset requires integrative complexity using phenomenological methods. The presenter will demonstrate instructional methods that examine the integrative relationship between abstract concepts and lived experience.
B. Walb G08	**A Student Perspective: Restructuring Education to be more Creative and Interdisciplinary** Dr. Alicia Wireman, Maxwell Craft, Dustan Herendeen, *Indiana Tech* Finding innovative ways to assess students is challenging, and students may get bored with the monotony of assignments. Therefore, this presentation will include students sharing their own perspectives on how professors can give students a say in how they are assessed while simultaneously maintaining the course objectives.
C. Walb 222	**Multiple Choice Questions for Subject Matter Novices, an Application of Small Teaching** Dr. Gary Greene, *Trine University* Presents an application of James Lang's Small Teaching that focuses on using multiple-choice questions to limit student cognitive load while practicing retrieval and learning new topics. The presentation applies the method described to teach the audience. The presentation provides multi-discipline examples. Participants are guided through developing their own examples.
D. Walb 114	**Addressing Student Anxiety in the Classroom: Implementing Evidence-Base Strategies of Mindfulness, Relationship-Building, and Resiliency** Dr. Sonia R. Strevy, Jennifer Mays, Renee M. Hammond, Patty Rinker, Amber Yoder, Elizabeth Gray, Dr. Mary Spath, *University of Saint Francis* Presenters include the anxiety study research team, the faculty involved in the classroom pilot, and two students who participated in the course. We will introduce the evidence-based framework which includes mindfulness, relationship-building and resiliency, and have students share their experiences as members of the course where the interventions were piloted.

E. Walb 226	**Assessment in Diversity in STEM Classrooms** Amy Shank, Dr. Julie Davis Good, *Indiana Tech* Diverse student populations bring numerous challenges to class, notably lack of preparation, differential ability, understanding/ESL, and cultural differences. As STEM professors, we use positive approaches through relationship-based education to fill the gaps. Case studies illustrate our approach to student success in the midst of diversity.
F. Classic Ballroom / Walb 126	**Effective Ways of Using Student Evaluations of Teaching in Higher Education** Dr. Jeong-il Cho, Dr. Yihao Deng, Dr. Koichiro Otani, Dr. Yvonne Zubovic, Dr. Kawther Hamash, *Purdue Fort Wayne* Influential and controllable aspects of teaching that have a significant impact on the overall ratings of instructor and course in university mathematics-related courses were investigated. The study analyzed Student Evaluations of Teaching (SET) data from 925 students at a midwestern US university. **Internationalizing Student Learning: Opportunities, Challenges, and Strategies** Dr. Meg P. Gardinier, Dr. Elton Skendaj, Indiana Tech, *Manchester University* During the roundtable, the topics of internationalization and global competence will be introduced. We will then open up for questions and discussion. If needed, we can do a think-pair-share activity, a collective brainstorm, or a concept map. A handout will be provided. The overall goal is to facilitate a discussion in which participants can share ideas about internationalizing student learning and learn about strategies such as on and off campus programs, curricular development, interactive pedagogies, and more. **Hosting Higher Education Conferences in Northeast Indiana: A Discussion of the Process, Challenges, and Strategies for Successful Execution** Dr. Michael Kirchner, Kimberly O'Connor, Dr. Gordon B. Schmidt, *Purdue Fort Wayne* Hosting a national conference on campus presents a tremendous opportunity to promote the local colleges and surrounding community, yet few organizations hold their conferences in Northeast Indiana. In this session, attendees will learn Purdue University Fort Wayne faculty's application process and corresponding plans to host a large national conference.

G. Walb G21/21A	**What does Cognitive Science Say about The Curse of Knowledge?** Shari Benyousky, *Purdue Fort Wayne* This presentation explores the importance of understanding and anticipating classroom and student audience's point of view and what the newest research into cognitive science tells us about the curse of pre-knowledge
H. Walb G08	**Applying an Online Tool to Improve Communication in Courses and Projects** Dr. Zesheng Chen, Dr. Chao Chen, *Purdue Fort Wayne* In this presentation, we will discuss how an online tool, Slack, helps improve communication in courses and projects, and thus enhances students' learning. Moreover, we will show the assessment on students' perception about applying Slack, as well as comments or feedback about the impact of Slack on their learning.
I. Walb 222	**A 360 Degree Graduate Course Assessment Methodology to SLO Mastery** Dr. Clifford Buttram, Jr., *University of Saint Francis* This presentation will focus on the implementation of a 360-degree instructor and student assessment of graduate course SLO mastery within the 8-week modality. The approached focus is to format the course assessment twice in 8 weeks to capture the student's analysis of the instructor's methodology and synthesis in achieving SLO mastery. Conversely, the focus also allows the instructor to assess the student's progression and evaluation of achieving SLO mastery.
J. Walb 114	**Best Practices in Service- Learning: Impacting Student Success** Dr. Caitlin Krouse, Dr. Paul Schmidt, *University of Saint Francis* Attendees will learn about research that supports service-learning and its positive impact on student success. We will discuss best-practices for implementing service-learning into coursework and share examples of this experiential learning. Faculty will see that service-learning can be added to any course, including undergraduate and graduate courses, online learning environments, and all disciplines.

| K. Walb 226 | **But I'm Really Tired and Hungry Right Now: Listening Behavior in the College Classroom**

Dr. Mary Lahman, Dr. Susan Klein, *Manchester University*

Presenters share the results of their teaching and learning research that crosses academic discipline and level. Exploring the extent to which an awareness of the automatic thinking processes affects student ability to listen in the college classroom, they found students could make choices to improve their ability to listen in classrooms across academic disciplines and levels. |

L. Walb G21/21A	**The Challenges and Rewards of Educating White Students about Racism: Experiences and Reflections of an African American Professor at a Predominantly White Institution** Dr. Alicia Dailey, *Manchester University* The session will begin with a brief literature review of the challenges that African American faculty at predominantly white institutions face. Next, the presentation will cover challenges and choices that one professor has faced in the classroom and community. Last, changes in some white students' thinking and behavior are presented.
M. Walb G08	**Put the Hammer Down and Build Your Teaching Toolbox** Dr. Jeremy A. Rentz, *Trine University* Start expanding your teaching toolbox by experiencing and practicing intentional questions during this session. Centered on retrieval practice, intentional questions break up your class and engage students with course content to improve student learning.
N. Walb 222	**Unlocking Grit and Growth Mindset in a Graduate Curriculum** Joshua Fairbanks, Dr. Courtney Lloyd, *University of Saint Francis* After being introduced to the concepts of 'grit and mindset' and the research detailing the role of these traits in developing critical thinking skills, participants will collaboratively discuss ideas as to how best to monitor and measure these attributes in their students and incorporate this research into their program curricula.
O. Walb 114	**How to Increase Student Self Efficacy, Persistence and Success through Assessment and Self-Reflection in a College Preparedness Course for Adult Learners** Nicole Scott, Dr. Courtney Shull, *Indiana Tech* This interactive session will discuss the importance of self –assessments and holistic wellness in an academic success course for new adult students. Attendees will learn how to engage adult students through course work with the desired outcome of an increase in self-efficacy, persistence and academic performance in subsequent courses.

P. Walb 226	**Use TACtivity, Technology and Reflections to Engage Students and Enhance learning** Dr. Yun Su, *Indiana Tech* This presentation shares using TACtivity, Kahoot, Geogebra, First Day Questionnaire, and exam wrapper to increase learning, build engagement, establish relationships, and collaborate. This is hands-on, interactive experience to share tools, reflections, tips, and lessons learned from my classrooms.
Q. Classic Ballroom / Walb 126	**Diverse Learners in the College Classroom: Strategies for Success** Dr. Jane Leatherman, Purdue Fort Wayne College classrooms contain diverse learners: age, culture, ability levels, and experiences. This round table discussion will address successful strategies from the facilitator and participants on meeting the needs of diverse learners in the classroom. A handout will provide multiple sources for tips to assist all learners. **Partially flipping the classroom for service courses. Will the students do the work?** Dr. Daniel Yorgov, *Purdue Fort Wayne* Partially flipping the classroom could improve student learning and benefit service courses by allowing for more active learning exercises in the classroom. How to better motivate the majority of the students to complete the work assigned in advance will be the main topic of this discussion. **Self-Determination and Self-Advocacy: Keys To Supporting Students With Learning Disabilities** Kurt L. Kurtzhals, *Manchester University* I will briefly share my personal story and how self-determination and self-advocacy changed my career and life trajectory. I will also share some practical suggestions for meeting the needs of our university students with learning challenges.

12:15 - 1:00 p.m.   **Lunch**
Walb 149/150 International Ballroom

THE ROAD TO GOOD TEACHING IS PAVED WITH GOOD INTENTIONS

What is it about good teaching that makes it effective? There's a great deal of research on the link between good teaching practices and the cognitive mechanisms that support learning. What's less well-known is the affective component of learning and teaching. In this session, we will review the results of hundreds of interviews that we've conducted with students about how they experience and interpret the intentions of their teachers based on the pedagogies and practices that teachers use. We will also discuss how these interpretations shape student learning.

1:55 – 2:40 p.m. SESSIONS R-V

R. Walb G21/21A	**Engaging "Drew": Slow thinking for deep learning** Michelle Blank, *Trine University* Venture into the field of learning science as we explore techniques (methods, ways, means) to stimulate learning by employing strategies that move learners past the quick answer. Through the application of concrete examples and elaboration we'll design learning opportunities for engaged note-making, test preparation, and in-class learner practice.
S. Walb G08	**Psychosocial and Behavioral Factors Associated with First-Year Student Outcomes** Dr. Monica L. Heller, Dr. Mike Martynowicz, *University of Saint Francis* This presentation shares data from a study of the Fall 2019 first-year student cohort at the University of Saint Francis. Emphasis was placed on measuring student well-being and academic outcomes (e.g., depression, anxiety, stress, sleep, substance use, motivation, self-efficacy, cognitive self-regulation, GPA) at the beginning and end of the semester.
T. Walb 222	**Creating an Inclusive Classroom: Practical Tips and Reflections** Dr. Cortney Robbins, Kayla Crecelius, Michael Dunne Steece, *Indiana Tech* This interactive session will provide a framework and practical tips for creating and managing an inclusive classroom. Examples, reflections, and feedback will be used to demonstrate effective methods of inclusion, as well as ways to promote and encourage an inclusive classroom environment.
U. Walb 114	**The Servant Professor** Dr. Scott Liebhauser, *Indiana Tech* The goal of this presentation is to promote servant leadership in the classroom with the goal of building trust with students. As a basis, I will be using my own career and classroom experiences while leaning on the academic works of Robert Greenleaf (The Servant as Leader) as well as Jim Kouzes and Barry Posner (The Leadership Challenge).

V. Walb 226	**Increasing Student Engagement with Challenge-based Learning— [Smart] Hackathons**
	Lucy L. La Hurreau, Kris Roberts, Dr. Darrel J.Kesler, *Ivy Tech*
	Hackathons are an informal method of learning. They tap into one's competitive and inquisitive natures, provide incentives to advance technical skills, and enhance "soft skills." Students at Ivy Tech are proof of the value of participating. Data demonstrate that they are now far more equipped for work in industry.

Please scan the code below or click the link after the conference to give us feedback:

https://purdue.ca1.qualtrics.com/jfe/form/SV_3TM1Pp5vJ8DqHbL

Directory

Walb Student Union

Floor 2

Floor 1

Ground Floor

Legend

- Restrooms
- Elevators
- Stairs
- Dining
- Coffee Shop
- P2 Parking
- Building Entrance
- Interior Pathway
- Information
- Nursing Mother's

DESTINATION	ROOM NUMBER	FLOOR
International Education	G42A, 145	G, 1
Student Government	225, 227, 229	2
Services for Students with Disabilities	113	1
Special Events	110	1
Studio M	220	2
Student Assistance Program	115	1
Student Life	210	2
Student Organizations	214, 218	2
University Bookstore	136, 236	1, 2
Upward Bound	G27	G
Women & Returning Adults	120	1

DESTINATION	ROOM NUMBER	FLOOR
Dean of Students	111	1
Diversity & Multicultural Affairs	118	1
Food Court	G24	G
Food Pantry	215	2
International Ballroom North	150	1
International Ballroom South	149	1

DESTINATION	ROOM NUMBER	FLOOR
Admissions	G25, G28, 121, 125	G, 1
Campus Ministry	231, 235	2
Classic Ballroom	126	1
Clinic	234	2
Coffee Shop	132	1
Communicator Student Newspaper	G42B	G
Computer Lab	221	2
Conference Room	G08, G21	G
Conference Room	114, 116	1
Conference Room	222, 224, 226	2
Convenience Store	G36	G
Credentials & Transprotation	127	1

Floor 2 labels: WU 235 Campus Ministry, WU 234 Clinic, WU 226 Conference Room, WU 224 Conference Room, WU 222 Conference Room, WU 225 PFW Student Government, WU 227, WU 229, WU 231, WU 221 Computer Lab, WU 220 Studio M, WU 218 Student Organizations, WU 215 Food Pantry, WU 214, WU 210 Student Life, WU 236 University Bookstore, WU 145 International Education, WU 150 International Ballroom North, WU 149 International Ballroom South, Loading Dock, To Athletics Center Gates Sports Center & Fieldhouse, To Parking Garage P2, Helmke Library Bridge, To Helmke Library

Floor 1 labels: WU 125 Admissions, WU 127 Credentials & Transportation, WU 120 Women & Returning Adults, WU 118 Diversity & Multicultural Affairs, WU 116 Conference Room, WU 114 Conference Room, WU 126 Classic Ballroom, WU 110 Special Events, WU 121 Admissions, WU 115 Student Assistance Program, WU 113 Students with Disabilities, WU 111 Dean of Students, WU 132 Coffee Shop, WU 136 University Bookstore, Classic Ballroom, You Are Here, Access to Helmke Library Bridge on Floor 2

Ground Floor labels: WU G08 Conference Room, WU G25 Admissions, WU G27 Upward Bound, WU G29, WU G28 Admissions, WU G23, WU G21 Conference Room, WU G21, WU G24 Food Court, WU G42A International Education, WU G42B Communicator Student Newspaper, WU G36 Convenience Store