

Peer Review Workshops



By **Rebecca Jensen**,
*Assistant Professor
of Nursing/Director of
Simulation and
Research*

Faculty in the Departments of English and Linguistics and Nursing appreciated the work of the CELT Peer Review Subcommittee in providing Peer Review Workshops this semester. Fourteen faculty from English and nine from Nursing attended separate workshops. The two-hour workshop provided a review of formative versus summative evaluations, as well as the process of doing peer review. The presenters conducted role playing of a formative peer review, completing pre- and post- conversations around a sample of faculty instruction. Workshop attendees participated by suggesting discussion items for both peer consultation meetings, based on the information provided in the workshop and the role playing demonstrations.

Faculty from the English Department expressed enthusiasm for the presentation.

They have formed an ad hoc committee to develop guidelines centered on formative and summative peer review as an ongoing activity as evidence of teaching excellence for promotion and tenure. Several faculty continued peer review discussions with CELT presenters over lunch.

Some of the Nursing Department faculty had attended a similar workshop in the past, but reported that the current workshop was a good review. **Katrina Kessler**, a new faculty member, felt that the workshop provided a positive example of evaluation and building peer relations. She added that often evaluations are seen as punitive while the process outlined by CELT for Peer Review is much more collegial in nature.

Faculty can request Peer Review Workshops for their departments or schools by contacting **Sara Webb-Sunderhaus** (webbs@ipfw.edu) or **Gail Rathbun** (rathbun@ipfw.edu). The workshop is conducted by IPFW faculty with training in the formative review process using best practices, as explained in CELT's Peer Review handbook (which is available in pdf format at <http://www.ipfw.edu/ceLT/insite/peerreview.shtml>). ▼

IPFW Faculty Present at ISSOTL



By **Gail Rathbun**,
*Director, Center for the
Enhancement of
Learning and Teaching*

In 2008 IPFW became a Carnegie Academy for the Scholarship of Teaching and Learning Affiliate campus, becoming part of a national network of over 40 universities in the US and Canada. Affiliates who support each other in studying the place of SoTL in their respective settings, and in pursuing activities that would further ongoing inquiry into evidence-based improvement of student learning. The International Society for the Scholarship of Teaching and Learning (ISSOTL) was founded in 2004 in Bloomington, IN, to “recognize and encourage scholarly work on teaching and learning in each discipline, within other scholarly societies, and across educational levels.” In 2009 the IPFW CASTL committee attended the 6th annual ISSOTL conference, joining other affiliate campuses in bringing to a close a decade of work



L to R: Yvonne Zubovic, Betsy Berry and Ludy Goodson at the 2011 ISSOTL Conference. Photo courtesy of Ludy Goodson.

under the Carnegie umbrella, and beginning a new decade of refinement and dissemination, continuing to build the “teaching commons.” After the 2009 event, the committee, then composed of **Gail Rathbun**, CELT; **Michael Bendele**, PSY; **Carrie Stumph**, ECON; **Linda Lolkus**, CFS; and **Yvonne Zubovic**, MATH, set a goal of bringing at least 10 people from

(Continued on page 2)

ISSOTL...Cont. from pg. 1

IPFW to the 2011 ISSOTL conference as presenters.

Between 2009 and 2011, CELT sponsored a SoTL work group, SoTL workshops, a SoTL conference, and through Research, Engagement and Sponsored Programs (RESP), funded a SoTL Fellow (currently Yvonne Zubovic). The CASTL committee also authored an article published with other affiliates' articles in *Transformative Dialogues*, a journal published by Kwantlen Polytechnic University in Surrey, British Columbia. These activities bore fruit for the faculty listed below, for their students' learning, and for the reputation of IPFW. Our presence at ISSOTL was noticed, as shown by one attendee's comment that "there are so many people from IPFW here."

The CASTLE, Committee for the Advancement of Scholarly Teaching and Learning Excellence, as the CASTL committee has been renamed, thanks the departments of this year's IPFW participants, the Office of Research, Engagement and Sponsored Programs (RESP), and the Office of Academic Affairs for their generous support of travel to the 9th annual ISSOTL in Milwaukee, WI.

IPFW participants and the titles of their presentations appear below.

Stella Batagiannis, EDUC; **Yvonne Zubovic**, MATH; **Ludy Goodson**, CELT; and **Gail Rathbun**, CELT, presented a pre-conference workshop, "Using the 'Publishing Hook' for SoTL Project Development". (**Michael Bendele**, PSY, played a significant role in developing this workshop but was unable to attend.) The workshop was developed by the SoTL Work Group, 2010-11.

Jane Leatherman and **Jeong-il Cho**, EDUC, presented a concurrent session on "Teaching Assistive Technology: An Investigation of the Impact of New Assistive Technology Course Content on Student Learning," which grew out of a CELT Summer Instructional Development grant.

Betsy Berry, MATH, presented a concurrent session on "An Investigation of Integrating Portfolio Assessment with Learning to Enhance Pre-Service Elementary Teachers' Mathematics Content Knowledge for Teaching." Her work received support from the CELT Instructional Development grant program.

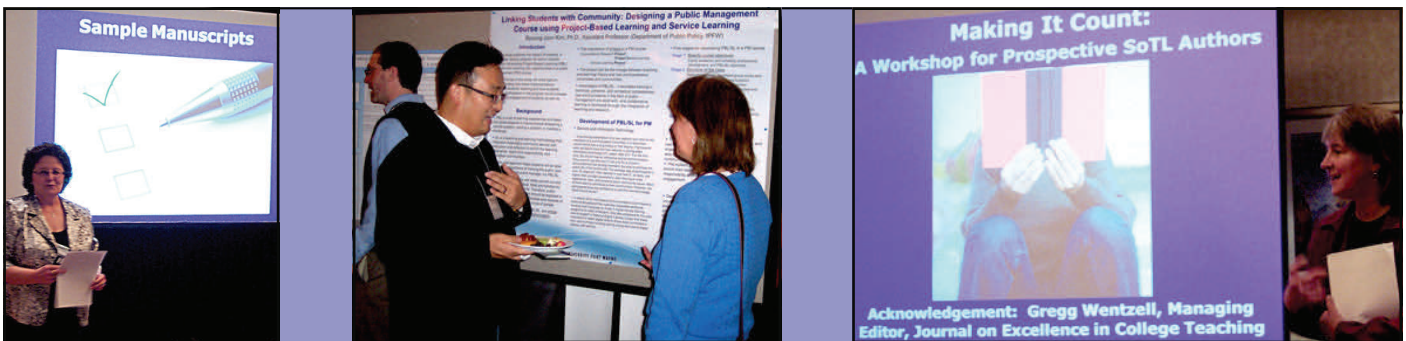
Ludy Goodson, CELT, and **Yvonne**

Zubovic, MATH, presented a concurrent session on "The Scholarly Difference in Student Evaluation and Learning: The Case of Site Construction." Don Slater, Construction Management and Civil Engineering Technology, at Georgia Southern was the faculty member who instigated and carried out the research in collaboration with Goodson. Zubovic was the statistical analyst on the project. A second presentation, "Reflections on Students and Teaching A Transformative Path for Pedagogy and Course Design," was also based on Slater's project.

Zeynep Isik-Ercan, EDUC, presented a concurrent session entitled "Utilizing Case Study Assignments to Teach Theoretical Concepts in Child Development and Education."

B. Joon Kim, PEA, presented a poster session entitled "Linking Students with Community: Designing a Public Management Course using Project-Based Learning and Service Learning."

The current composition of the CASTLE is: **Gail Rathbun**, CELT (Chair); **Michael Bendele**, PSY; **Denise Jordan**, NURS; **Ludy Goodson**, CELT; **Yvonne Zubovic**, MATH; and **Michelle Drouin**, PSY. ▼



Photos from the ISSOTL Conference. At top, L to R: Stella Batagiannis, EDUC explains the article review activity in the pre-conference workshop. B. Joon Kim at his poster session. Yvonne Zubovic, MATH introducing the pre-conference workshop. At bottom, L to R: Gail Rathbun, CELT discusses student behaviors. Ludy Goodson, CELT speaks with an attendee. Gail Rathbun, CELT facilitates a post-workshop de-briefing. All photos courtesy of Ludy Goodson, CELT.



2011 FACET Associate Faculty and Lecturers Conference



By Laura Rodriguez-Duran, Continuing Lecturer, International Language and Culture Studies

The 2011 FACET Associate Faculty and Lecturers' conference focused on Innovations in Teaching. The presenters showed us some innovative changes related to the use of new technologies in the classroom that help create positive learning experiences.

Jillian Kinzie was the keynote speaker at this year's conference. She encouraged us to think about the importance of student engagement in effective educational practices. Kinzie stressed the need for institutions to create powerful learning experiences by increasing student engagement. These high-impact practices, such as internships and capstones or study abroad programs, showed significant educational benefits among students.

Many workshops regarding new technologies were offered at the conference. The panel "If you send it, they will come" by Gipsi L. Sera from IU Bloomington showed us the benefits of IU's Oncourse system. This software improves faculty-student communication and it allows faculty to take attendance very easily. Oncourse is also used to let students know that we have noticed them. The presentation showed how sending weekly emails to

those students who were absent from class increased student engagement in the classroom.

"Lights, Camera, Action: The next step in your future presentations" by Olga Scrivner from IU Bloomington revealed the multiple possibilities that Beamer offers us. Combining this software with audio editing programs such as Audacity and video editing such as MovieMaker, guarantees both a high quality and dynamic presentation for our classes.

We were also able to share our own experiences regarding the use of new technologies in the classroom with fellow colleagues in a round table discussion.

Marcia Dixon's lecture (IPFW) was the closing event. Her presentation "Thirty years of teaching: Have I learned anything?" was stimulating and very inspiring. The essence of her lecture tied in the need to bring to class who we are and to allow our students to be their authentic selves in the classroom. As she mentioned, "we teach who we are."

Overall, it was a great conference. Even though new technologies are very present in my Spanish classes since we use E-books and many other media resources, I found that some of the strategies that the presenters shared with us could be very valuable for my own classes. It was also a great opportunity to network with faculty from other campuses and disciplines and it gave us the chance to share and discuss new technologies with fellow colleagues. ▼



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FACET Corner



By Kathy Pollock, Associate Professor of Accounting and Finance

Members of FACET recently met with the VCAA and Dean of Students about the lack of student civility and student harassment of faculty or other students. The Dean of Students described the procedures in place for reporting such student behaviors. We expressed concern with the lack of

training for faculty who must deal with these scenarios, both in dealing with the individual posing the threat as well as maintaining an appropriate learning environment for the rest of the class. We expressed a need for more assistance, from the faculty perspective, in dealing with these issues.

On a more encouraging note, members of FACET met with second- and third-year tenure-track faculty members to discuss ways to motivate students. The discussion was lively and full of suggestions. Overall, successful methodologies seemed to center around

the need for immediate and tangible rewards or consequences. Telling students that reading the chapter or completing an assignment will help them prepare for a test just is not enough. ▼



Cracking the Secrets in the Square



*By Laura Leichty,
Secretary, Computer
and Electrical
Engineering
Technology and
Information Systems*

What secrets are stored in the small squares surfacing on signs, subscriptions and even soup cans? Is it a subversive plot signaling society's demise or a subliminal code for the scientifically savvy? It is a code, a two dimensional barcode, first used by the auto industry in the 1990s to tag car parts. "So why is it on my soup can?" you may wonder. Quick Response (QR) Codes steer smart phones to websites, contact information, and yes, sometimes, secret messages promoting contests or special events.

When a business, magazine or product reaches out to customers with a

QR, it is called *mobile tagging*. Understanding how the information is embedded into the square is not essential to creating a QR. A Google search on "QR codes" returns 22,900,000 sites in .11 seconds. Anyone can visit a site such as zxing.appspot.com/generator/ to turn telephone numbers, Twitter accounts or text into your own personal mobile tag. Type in your message, tap the generate button and you are ready to tag your own customers or audience or students. Copy and paste your QR anywhere you would like.

"How will my customers, audience or students know the secret QR code?" They just download an app on their smart phone, scan the QR with their phone's camera, then they get your message. Paste a QR on a syllabus, and students scan to add your contact information, office hours or web site to their smart phone. Sneak one on



Example of a QR Code for the CELT Website

homework directing them to additional resources or to Blackboard Learn information. Now the QR secret is out. It's just another smart way to communicate packed in a small, square code. ▼

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Got questions about using Scantron forms or equipment?
Call Stephanie at the CELT office (x16354) or email her at scantron@ipfw.edu.

Leepoxy Teaching Award 2011



*By Suin Roberts,
Assistant Professor,
International
Language and
Culture Studies*

**Dr. Nichaya
Suntornpithug,**
Associate Professor

of Economics, was recently chosen for the Leepoxy Teaching Award 2011 for her work in her D490 Special Studies in International Business Administration class. Suntornpithug has been teaching this class that focuses on training ten

students from across the disciplines in the School of Business to work as consultants to a local firm that is investigating possible entry into a foreign market. The class ends up going on a business trip to the particular country of interest, which allows the students to gain a better understanding and appreciation of the local cultural and business environment.

Suntornpithug has taught this course since 2007 using different approaches, such as problem-based learning, experiential learning, cooperative learning, and service learning. She was

involved in six trips that took her and her students to Mexico, China, and India. Undoubtedly, she has made a positive impact on her students who often stress how much they have learned in her courses and on the trips abroad. But the local business clients also benefit from these partnerships. The Director of Strategic Initiatives of Vera Bradley indicated recently that the quality of the student projects exceeded the work of real (and expensive) consulting firms. ▼

12th Annual National Outreach Scholarship Conference Report



*By Gail Rathbun,
Director, Center for
the Enhancement of
Learning and
Teaching*

A contingent of IPFW faculty and staff attended the 12th Annual Outreach Scholarship Conference at Michigan State University in East Lansing, Michigan from October 2-4. The group, sponsored by the Office of Research, Engagement, and Sponsored Programs, included **Deb Barrick**, OACS; **Talia Bugel**, ILCS; **Dong Chen**, ENGR; **Pat Eber**, HS; **B. Joon Kim**, PEA; **Cigdem Gurgur**, MGMK; and **Sean Ryan**, Office of Engagement. Members of the group were nominated by chairs and deans, at the request of RESP.

In October and November, CELT convened a Community Outreach Working Group to share the experiences of those attending the conference and to discuss ideas for supporting community based learning opportunities at IPFW. **Jospeter Mbuba**, PEA; **Kitty Luo**, COM; and **Suzanne Rumsey**, ENGL, faculty active in service learning and outreach scholarship joined the discussions. The group is planning a panel discussion on February 20 at noon in KT 246.

Each participant offered a unique

perspective on the NOSC 2011.

Ryan said that IPFW compares favorably to other institutions that presented at the conference and we ought to aim for IPFW to make presentations at the 2012 conference. Ryan highlighted successful outreach scholarship programs at the University of New Hampshire and at the University of Delaware. The UNH produces measurable outcomes such as \$2.6 million in grants to enable outreach scholarship. The UD program has developed an algorithm for measuring the value of service learning in dollars and cents.

Eber was particularly interested in learning about tools that could be used in program building and in teaching. She pointed to the Michigan State *Engaged Scholar* magazine as an example of an activity that IPFW could do in order to raise visibility for community based learning and scholarship across campus and the community.

Bugel attended the conference last year. This year she focused on sessions about migrant Latinos in southern Michigan and networked with them. She also attended sessions on ethics and reciprocity in community based learning, and the need to be sure that it is the community requesting service. A third area she focused on was international outreach. Though IPFW already does much international

outreach, the underlying ideas are applicable locally. She reiterated Ryan's view that IPFW should be presenting at the conference.

This was Kim's second time at the conference, at which he presented the poster "Senior Citizens and their Use of Internet for Community Engagement." His personal goal for the conference was to determine how to use outreach scholarship in Promotion and Tenure. Kim had previously attended the IUPUI Service Learning Research Academy. He went to a session given by presenters who had created a framework for measuring impact, based on three factors: immediate outcomes, long term impact, and evaluation as research. He asked if IPFW could create its own framework. Kim commented that sustainability ought to be another factor in evaluating the effectiveness of community based work, giving as an example the Korean Saturday School, which could vanish if its founder left.

Chen presented a poster entitled "Collaborations between Engineering Faculty/ Students and the City Utilities."

For more information about outreach scholarship and community-based learning please contact **Jay Al Bayyari**, Chair, Community Engagement Council. ▼



Season's Greetings

and a

Happy New Year!

From the CELT Staff

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Associate Professor, Education

Upcoming Events

January

COAS Symposium on Teaching and Learning 1/5 10:30-11:45 am in LA 159

Overview of Instructional Technologies 1/13 12-1:15 pm in KT 128

Re-visioning Course Design I 1/18 12-1:15 in KT 128

Creating and Using Rubrics across a program with J. O'Connell, Chair of THTR 1/20 12-1:15 pm in KT 128

Teaching at Its Best Reading Circle 1/23 1:30-2:45 pm in LB 275 with K. Pollock

Teaching at Its Best Reading Circle 1/24 1:30-2:30 pm in NF 257 with M. Dixon

Re-visioning Course Design II 1/25 12-1:15 pm in KT 128

Teaching at Its Best Reading Circle 1/25 1:30-2:45 pm in LB 275 with Y. Zubovic

Teaching at Its Best Reading Circle 1/26 1:30-2:45 pm in SB 176 with V. Maloney

Teaching at Its Best Reading Circle 1/27 10-11:15 am in ET 131 with M. Bendele

12 O'clock Scholar 1/30 12-1:15 pm in Helmke Library Learning Commons

Using the Web to Build Course Content 1/31 12-1:15 pm in LB 440A

February

Re-visioning Course Design III 2/1 12-1:15 pm in KT 128

12 O'clock Scholars 2/2 12-1:15 pm in Helmke Library Learning Commons

SID Grant Briefing 2/3 12-1:15 pm in KT 128

Using the Web to Build Course Content 2/6 12-1:15 pm in LB 440A

Writing Circle 2/8 (Call for participation) 12-1:15 pm in KT 128 with L. Goodson and M. Coussement

Re-visioning Course Design I 2/10 12-1:15 pm in KT 128

ISSOTL Showcase with Zeynep Isik-Ercan 2/15 12-1:15 pm in KT 128

ISSOTL Showcase with J. Cho and J. Leatherman 2/16 12-1:15 pm in KT 120

Re-visioning Course Design II 2/17 12-1:15 pm in KT 128

Perspectives on Community Engaged Learning and Scholarship at IPFW 2/20 12-1:15 pm in KT 246

Teaching at Its Best Reading Circle 2/20 1:30-2:45 pm in LB 275 with K. Pollock

Teaching at Its Best Reading Circle 2/21 1:30-2:30 pm in NF 257 with M. Dixon

Teaching at Its Best Reading Circle 2/22 1:30-2:45 pm in LB 275 with Y. Zubovic

Teaching with Voice Thread 2/23 12-1:15 pm in KT 120 with C. O'Connor, K. Ataoguz, J. Lazier

Teaching at Its Best Reading Circle 2/23 1:30-2:45 pm in SB 176 with V. Maloney

Teaching at Its Best Reading Circle 2/24 10-11:15 am in ET 131 with M. Bendele

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*Suin Roberts, Editor
Jennifer Stewart, Copy Editor
Steph Stephenson, Graphic Designer*



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www.ipfw.edu/celt

Registration is required for all events. Please visit our website at ipfw.edu/celt to register or to view the most up-to-date list of events and much more.