SCHOLARSHIP of TEACHING & LEARNING CONFERENCE
Creating a Community of Scholarly Teaching & Active Learning

September 28, 2018

INDIANA UNIVERSITY SOUTHEAST
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*All presentations in UC 128 are part of our Service-Learning Track*
DETAILED AGENDA

WELCOME: 9:00 am

KEYNOTE: 9:15 am
Room: UC 127

Speaker: Jennifer Meta Robinson, Ph.D.
Professor of Practice, Anthropology Department
College of Arts and Sciences
Indiana University Bloomington

Big Data in Small Places: SOTL and the Possibilities for Transformation of First-Year Courses

The age of “big data” offers tantalizing possibilities for working at intersections of disciplinary knowledge, institutional capabilities, faculty teaching, and student learning—what we know as scholarship of teaching and learning. Although a SOTL approach to using big data has been proposed (Baepler & Murdoch, 2010), faculty are just beginning to explore this potential. While the digital trail students leave as they move through higher education can yield important insights into trends and patterns, SOTL importantly keeps focus on the people, roles, goals, knowledge domains, and situational contexts distilled by learning analytics. In this talk, I will explore the transformative possibilities of using learning analytics to inform disciplinary instructors about movement of student aggregate groups through their courses. I will share research results from a team of six faculty members from the physical sciences, information sciences, social sciences, and humanities-teaching five courses and 7000 students each year at Indiana University Bloomington. Our first-year, general education courses set the stage for students’ success in college, and the insights of big data reveal major opportunities in the small places of our courses. Extrapolated beyond any particular courses or institution, this model shows how SOTL, big data, and course-level student learning can complement each other in unprecedented ways. I will discuss how faculty, staff, and administrators can collaborate to transform courses by closing the gap between institutional data and classroom teaching and learning through SOTL.
Biography

Dr. Jennifer Meta Robinson teaches graduate courses on the pedagogy of higher education and directs a 10-person team of graduate-student associate instructors in a large general education course on interpersonal communication. Her pedagogy research currently focuses on developing the potential of harnessing learning analytics for classroom-based, disciplinary teaching and learning, particularly to understand and mitigate grade surprise. She has been an IU Student Learning Analytics Fellow since 2015 and currently leads a large collaborative grant involving six faculty members and their 6300 students annually. She was president of the International Society for the Scholarship of Teaching and Learning (ISSOTL) and received their Distinguished Service Award in 2016.

She coordinated three international projects for the Carnegie Academy for the Scholarship of Teaching and Learning and currently co-edits the Indiana University Press book series Scholarship of Teaching and Learning. She formerly directed Campus Instructional Consulting and the award-winning Scholarship of Teaching and Learning Program at Indiana and was awarded a distinguished service award by the IU Faculty Colloquium on Excellence in Teaching.

Her research on food and environment focuses on small-scale, alternative agriculture. Among her books are Selling Local: Why Local Food Movements Matter (2017) and The Farmers' Market Book: Growing Food, Cultivating Community (2007). She was part of a team that was awarded a $2.5 million grant from the Indiana University Office of the Provost in 2018 to study sustainable food systems, developing an in-depth case study of Indiana and comparative sites in the US, Europe, Africa, and South America. She teaches courses on food and culture throughout the undergraduate and graduate curricula. She co-edited Teaching Environmental Literacy across the Curriculum (with Reynolds and Brondizio 2010) and A Cultural Approach to Interpersonal Communication (with Monaghan and Goodman 2012). She earned a PhD in English with a graduate minor in Folklore from Indiana University. She lives on a farm in scenic Greene County, Indiana, and enjoys travelling to farmers’ markets around the world.
Applying Narrative to Pedagogy in a World of Chaos
Michael G. Strawser, Assistant Professor, Bellarmine University
Room: UC 121

Storytelling is powerful. Fraser Hannam proclaims that storytelling, in its most basic form, is a means by which a culture passes onto the next generation what they have found to be useful, or to be of value, or to be good. As college professors, we tell stories through our curriculum. In many ways we yearn for story to ask for equipment for life and to help us with the Aristotelian question: How, then, should we live? Robert McKee positions story not as a flight from reality but a vehicle that carries us on our search for reality, our best effort to make sense out of the anarchy of existence. In many ways, our students live in a story-based age. Story, then, is paramount to our existence and can serve as a catalyst for building classroom community and an encouragement for students to engage the community outside the classroom walls. Sharing ideas and concepts through story is an important way of encouraging social relations and helping students make connections between what they are learning and what they know of the world (Martin, 1994). Thus, this session will explore the following questions: How can college professors use fiction and narrative as a means to establish civil discourse and build classroom community? How can college professors use fiction and narrative as an effective instructional strategy? How can college professors use fiction and narrative to promote student learning, especially active learning?

Satellites Orbiting the Spire: Analysis and Impressions of Teaching on a Satellite Campus
Caleb Dempsey-Richardson, Adjunct Professor, Jefferson Community & Technical College
Room: UC 122

Higher education generally comes in one of several main varieties: the large university, the smaller liberal arts school, and the community college. Most anyone who's earned a degree has connected with one or more of these tiers. But there seems to be a longstanding misconception that higher education, of whatever stripe, is tied to cities and metropolitan areas, that these are where one goes to achieve their education and earn a degree. And while that is certainly true for many folks, that presumption fails to recognize the increasing number of people pursuing college studies on a satellite campus. This presentation intends to highlight both statistical evidence and personal experience about the vital role satellite campuses occupy within higher education as well as outlining potential strategies for raising their profiles respective to their institution's home campus.
The Effect of Reading Guides on Reading Compliance and Comprehension
Gregory T. Kordsmeier, Assistant Professor, Indiana University Southeast
Veronica Medina, Assistant Professor, Indiana University Southeast
Room: UC 126

One of the biggest challenges facing instructors is how to ensure that students read and understand the readings the instructors assign for the course. Deeper, higher-order learning can only happen once students understand the basic information in the readings. Previous research has suggested that students perceive reading quizzes and reading guides as two of the most effective methods of guaranteeing reading compliance.

This study examines the effectiveness of these methods by comparing two different classrooms that use the same readings at the same institution: one that uses reading guides as well as reading quizzes and one that uses reading quizzes alone. We offer preliminary data to answer two questions: Does the utilization of reading guides increase reading compliance? And does the utilization of reading guides increase the student comprehension as measured on the reading quizzes themselves?

Fostering Creativity through Uncertainty
Jared Law-Penrose, Assistant Professor, Indiana University Southeast
Room: UC 127

The theory of transformational leadership suggests that leaders embody idealized influence, individualized consideration, intellectual stimulation, and inspirational motivation (Bass & Avolio, 1993). While this theory has largely been applied in organizational settings, in this presentation I provide an overview of how these behavioral principles might be used in the classroom. Additionally, I integrate transformational leadership with the concept of informational uncertainty and suggest that when appropriately combined can foster higher levels of creativity and critical thinking. Based on these principles I provide suggestions of how this may be integrated within course design itself and implemented in both the physical and virtual classrooms. Finally, I provide an overview of one method that I have adopted as part of my teaching toolbox. Specifically, I allocate 15% of the overall course grade to a purposefully vague integrative assignment. The assignment challenges students to demonstrate how they have taken the course material and integrated it in some personally meaningful way. Students are also responsible for developing a comprehensive rubric which they offer as a suggestion for how their submission should be graded.
Broadening Self-Identity with a Service-Learning Travel Experience Abroad!
Amy Lynn Young, Assistant Professor, Psychology, Spalding University
Nora Chapman, Assistant Professor, Psychology, Spalding University
* Room: UC 128 – Service Learning Track

Over the past three years, Spalding University’s School of Professional Psychology has designed new courses to incorporate the educational benefits of service-learning. One of the learning outcomes that has emerged from our curriculum redesign, is how often compassion was increased by exposing our students to new environments and challenges. Pushing classroom boundaries and experimenting with new techniques has been so impactful, for both students and faculty, that we have decided to launch a larger scale experience.

In order to broaden the self-identities of our students we are sponsoring, in August 2018, a study abroad experience to three European destinations. The trip will include stops in Vienna, London and Amsterdam, and students will be participating in a variety of educational experiences designed to challenge their worldview. The travel experience is open to both undergraduate and doctoral level students, and we have interesting measures of evaluation planned to capture our experiences. Our presentation would highlight our outcome findings and travel highlights

Break: 11:30-11:45

CONCURRENT SESSION 2
11:45 – 12:30

Citation, Source Usage, and Students as Researchers: Moving Away from Surveillance to Encouraging Active Learning
Jacob Babb, Assistant Professor, English, Indiana University Southeast
Elizabeth Gritter, Assistant Professor, History and International Studies, Indiana University Southeast
Leigh Ann Meyer, Associate Faculty, English, Writing Center Director, Indiana University Southeast
* Room: UC 121

This panel explores the importance of teaching students about citation practices in ways that help students to understand not just the mechanics of citation but also to understand how working with sources makes students active participants in scholarly conversations. Additionally, this panel urges educators to move away from strict surveillance of source usage to the position that students sometimes make mistakes in source usage as they wrestle with how to incorporate the words and ideas of others in their own work. This more complex stance on plagiarism enables teachers to aid students to improve as writers and researchers.
Speaker 1 will argue for making methods of text usage more transparent by discussing how patchwork writing muddles the concept of what constitutes plagiarism. The speaker then will offer strategies for incorporating transparent source usage into instruction in classes across the curriculum.

Speaker 2 will give practical strategies for teaching citation to students through classroom exercises. The speaker will also discuss integrating primary and secondary sources into paper assignments, spotlighting how to teach oral history to students. Students may use oral history as a primary source for their work.

Speaker 3 poses a question many academics struggle with: To teach or trap? This part of our presentation will demonstrate using teaching tools like TurnItIn in a proactive way to help students use the Socratic Method to improve their writing and prevent plagiarism. Topics will include TurnItIn overview, ways to access and use it, and best practices that promote scholarly teaching and active learning.

Student Disability Issues for Higher Education
Lisa Rothstein Goldberg, Assistant Director of Disability Support Services, Ivy Tech Community College, Sellersburg
Laura Rothstein, Professor, Law, Director of Research and Faculty Excellence, University of Louisville

Room: UC 122

This presentation will provide an overview of disability discrimination law and provide a focus on some of the most significant and important recent developments that should be given a high priority by faculty members, student service administrators, and leaders at the community college level.

These include the following:
- Impact on higher education (for students, faculty, and staff) of the 2008 amendments regarding the definition of disability
- Documentation of disability and relationship to requested accommodations
- Testing issues and deference to past accommodations – problems for students later
- 2010 DOJ regulations regarding service animals and other issues
- Mental health issues – Virginia Tech issues receive attention, but remain unresolved
- “Otherwise qualified” – a revisit of Southeastern Community College v. Davis – recent rulings on individuals with sensory impairments seeking admission into medical education program.
- Technology requirements – what do distance learning delivery and websites and other technology issues mean for ensuring access for individuals with visual and other impairments. An overview of a few technology applications will be presented.
Instructing Students to NOT Follow the Instructions: Infusing an Analytical Mindset in Undergraduate Education
Ranida Harris, Professor, Management Information Systems, Indiana University Southeast
Chad Snow, Lecturer, Management Information Systems, Indiana University Southeast
Room: UC 126

With the prevalence of data analytics applications in many industries, college students are faced with different types of challenges as they enter the workforce. Of course, they own multiple devices, have taken several computer classes, and have used information technology (IT) since they can remember. What’s the big deal?

The problem with this is not that students do not know how to use computer programs or operate the latest gadgets. In fact, many of these tools are so well-designed that instructions are unnecessary. These consumer-oriented, super easy-to-use tools also lead students to have false impressions that all technology-related tasks are a piece of cake. In class, students usually perform well when there are instructions to follow. However, life doesn’t always come with instructions and many students felt like they got lost in the “wild.” Sound familiar? Welcome to a new way of addressing the classic learning objective: critical thinking.

This presentation will go through a series of our attempts to develop and improve students’ critical thinking skills in a class focused on using a computer for business. Many types of assignments (including service learning-type projects), grading, and feedback have been utilized over the years. We plan to share our progress as well as obstacles we have encountered. We also would like to encourage our audience to share their ideas, best practices, and suggestions in order to improve our strategies.

Quick Ideas for Active Learning: Sharing Our Experiences with SoTL-Supported Classroom Activities
Lisa Book, Lecturer in Accounting, Indiana University Southeast
Faye Camahalan, Dean of Education, Indiana University Southeast
Room: UC 127

Both presenters participated in a Faculty Learning Community focusing on “Intentionally Designed Educational Activities” (IDEAs) as described by Major, Harris, and Zakrjšek in Teaching for Learning (2016). As part of this professional development experience, we each selected new research-based instructional activities to try in our own classrooms and reflected upon their effectiveness. In this panel presentation, we will demonstrate several IDEAs that worked well with undergraduate and graduate students in business, education, and nursing classes. Activities will include Wake-Up Call, Lecture Bingo, In the News, and Crossword Puzzles. These high-interest activities cover a range of uses from engaging students at the beginning of class to providing creative alternatives to traditional review or homework assignments.
We will share personal experiences using these IDEAs to improve instruction and student learning, and we will also discuss limitations and planning considerations of which other faculty should be aware. Applications of some activities in flipped, hybrid, and online courses will be included.

Attendees will have the chance to participate in applied demonstrations of several activities during the session, and handouts with activity summaries will be provided. Reference: Major, C. H., Harris, M. S., & Zakrajsek, T. (2016). *Teaching for learning: 101 Intentionally Designed Educational Activities to Put Students on the Path to Success*. New York: Routledge.

**Community Engagement in High-Impact Leadership Development Programs**

Robin K. Hinkle, Director & Assistant Professor, MS in Business Communication, Spalding University

Linda E. LaPinta, Director of the Doctoral Program in Leadership, Spalding University

*Room: UC 128 – Service Learning Track*

This presentation focuses on how a small, urban liberal arts university links community engagement to high-impact leadership development in graduate education in both the Business and Education disciplines. At the master’s level, the Connection Challenge leverages the Advisory Board to draw on local employers’ needs to drive continual improvement in the Business Communication (MSBC) curriculum, and at the doctoral-level, community and global organizational partners present to program students actual leadership issues that those students’ research may help resolve. The primary objectives of the presentation are twofold. The facilitators aim to discuss how the Master’s-level Advisory Board and the doctoral-level organizational partner models function to promote best practices in their university programs and to suggest ways in which other graduate-level business and leadership programs could initiate similar practices.

Subsequently, the facilitators intend to invite participants to ask questions and provide examples related to their own institutions to build on the presentation. The presentation and discussion should encourage creative and critical thinking regarding forging partnerships between academic programs and community and global leaders of for-profit and not-for-profit organizations. Furthermore, positive outcomes result from the practical problem-solving opportunities for students that such liaisons provide, as well as from the crucial dialogue that occurs when educators and workplace leaders collaborate to discuss student learning outcomes for 21st-century success. For academic leadership programs to remain viable in this global economy, academic institutions must adopt such innovative and inclusive practices that simultaneously increase academic rigor and strengthen academic and community ties.
LUNCH Hoosier Room UC034  bottom floor
12:30 – 1:15

CONCURRENT SESSION 3
1:15 – 2:00

"Don’t Look at Me:" Adapting to New Cultural Rules
Michael Abernethy, Senior Lecturer, Communication Studies, Indiana University Southeast
Room: UC 121

An exercise in my Interpersonal Communication class forces students to adopt and adapt to a new set of cultural rules that they must follow, from small things like wearing a paper clip on clothing to more difficult challenges like avoiding eye contact with the opposite sex. Students are then asked to describe the experience. Session participants will duplicate the experiment and be given suggestions on how to adapt it for a variety of learning contexts.

Publishing Your SoTL Research
Chris Young, Assistant Professor of History, Indiana University Northwest
Room: UC 122

This session is geared toward those interested in publishing their SoTL work. Most of the time will be devoted to explaining the process of bringing a manuscript from first draft to publication. As a member of the editorial staff of the Journal of the Scholarship of Teaching and Learning, it is the presenter’s hope that his perspective will provide insights for prospective authors.

Using Testing to Support Student Learning
Sau Hou Chang, Professor, Education, Indiana University Southeast
Room: UC 126

The present study aimed to investigate the "testing effect" in a regular college class. The research question was whether there were any differences in unit tests performance under different learning conditions. Thirty-three college students at a Midwest university participated in the present study. A repeated measures analysis of variance (ANOVA) was used with the independent variable of learning conditions (study-study, test-test and control). The dependent variables were three unit tests.

Results showed that the mean unit test score in the test-test condition (66.29%) was significantly higher than that in the study-study condition (59.47%). However, the mean unit test score in the control condition (61.52%) did not differ from those in the test-test condition and study-study condition.
BYOD and Active Learning: How Campuses Can Enhance Student Learning Using Student-Owned Technologies
Susan L. Popham, Assistant Professor, English, Indiana University Southeast
Room: UC 127

As society progresses further into the 21st century, we recognize that an increasing number of students are bringing their devices to our classrooms, a trend that many argue could be a pedagogical boon for enhanced learning. Yet these device-carrying habits of students can pose a challenge to teachers, some of whom might see the devices as a classroom distraction, while some see the devices as having too much variety for a single pedagogical method. Some students have smart phones, some have laptops, and some have tablets, all of which use different operating systems and encourage different student behaviors. This presentation examines the way a campus-owned technology—Mersive Solstice—can be used in a classroom with student-owned devices without undue burdens on students of bring-your-own-device (BYOD) requirement policies and without undue burdens on teachers of learning software for multiple devices. I incorporated Mersive Solstice in a senior-level course, in which only 2/3 of the students had their own devices and in which these technologies were used to benefit and enhance student learning, rather than being a distraction or a problem. I will show conference attendees specific strategies for using Mersive Solstice for enhancing student writing and research skills. Ultimately, I argue that this single classroom-based device allowed students to use and share their own devices in ways that strengthened their engagement and learning of the course material.

Un-Belize-Able! Using Mission Work to Apply Didactic Knowledge in an Informal, Service Learning Environment
Sarah Raake, Assistant Professor, Clinical & Administrative Sciences, The Center for Health & Wellness, Sullivan University
Emily Espisito, Associate Professor, Pharmaceutical Sciences, Sullivan University
*Room: UC 128 – Service Learning Track

In many educational disciplines, a gap exists between the acquisition of knowledge and its application in the real-world. This is especially true in health science disciplines where patient safety and clinical competence is of utmost importance. Through organizing and executing two interprofessional mission trips to Belize, Sullivan University College of Pharmacy and Health Sciences was able to provide trip participants a chance to apply knowledge in a way that would serve others.

These trips were designed to provide learners a chance to experience cultural differences that surpass what could be simulated in a didactic environment. Allowing participants to gain experience in an informal, adventure learning setting, learners developed higher-order critical thinking and interpersonal skills as well as clinical confidence that will shape their practice for years to come. Applying a scholarly teaching approach to the service learning opportunity, core
components of this trip were mapped to educational and programmatic outcomes, providing evidence to support the learning that can and does occur within mission work. Assessing knowledge and attitudes regarding interprofessional education provided additional validation to the worth of this service learning endeavor.

In taking a holistic approach to teaching while incorporating service to others, trip leaders were able to demonstrate what service to others is truly about, while strengthening knowledge level learning and skill acquisition. While not everyone has the luxury of building and executing a mission trip like this, fundamental principles of the learning process can be emulated within the local classroom and service area.

**BREAK: 2:00 – 2:15**

**CONCURRENT SESSION 4**
**2:15 – 3:00**

The Contribution of Adolescent Risk-Taking to Learning Outcomes in First-Time Traditional University Students

Thomas L. Wilson, Associate Professor, Biology, Bellarmine University
Jean L. Davies, Senior Lecturer, Psychology, Edge Hill University, Lancashire, U.K.

**Room: UC 121**

Educational psychology research has identified several dispositional predictors of academic achievement in higher education including personality trait dimensions, individual motivation, and learning approaches (e.g., Biggs, 2001; Duff et. al, 2004; Jackson & Lawty-Jones, 1996; Svensson, 1977). While “learning styles” have been recently debated for their predictability of learning outcomes (e.g., Pashler, et al., 2009), emerging neuroscience research has uncovered an unexplored psychosocial factor that appears necessary to normal brain development: adolescent risk-taking (Blakemore, 2012). A presentation is proposed reporting correlational research in educational psychology that explored the unique contribution of self-reported risk-taking levels, both past and present, to variability in academic performance. Method: First-time university students of traditional age (18 – 20 years), numbering 368 from the UK and the USA provided their consent to access individual grades and their responses to the Study Process Questionnaire (SPQ-R) as well as two behavioral inventories.
The Columbia Card Task provided a behavioral validation of individual proclivity for taking risks. Results: While the expected relationship of study process to academic achievement was replicated, risk taking was a negative correlate and reported levels that significantly contributed unique variation to achievement scores. Implications for the adolescent brain’s central role in development during the first years of university education are discussed along with suggestions for teaching and learning practice that takes into account the student’s risk-taking brain. The finding that risky behavior is uniquely related to academic achievement is then evaluated within a multidisciplinary framework over a variety of social and service learning environments.

**Seeing Color: Supporting Students’ Cultural Identities**  
DeDe Wohlfarth, Professor & Director of Child, Adolescent, & Family Emphasis Area, Spalding University  
Truman Harris, Professor, Psychology, Spalding University  

**Room: UC 122**

Cultural conversations are difficult for many of us, regardless of our skin color, gender, and sexual orientation. Yet creating culturally responsive classrooms is critical to maximize the learning potential of all students, including our black and brown students and LGBTQ+ students. This workshop will help you take the next step on your cultural journey without using shame or confrontation to motivate you.

**Helping Students to Learn About Learning: Using Bloom’s Taxonomy in the Classroom and Beyond**  
Julie F. Toner, Professor, Marketing, Bellarmine University  

**Room: UC 126**

Although Bloom’s Taxonomy of Learning is older than many of the parents of our current undergraduates, it is still a very useful tool for improving teaching and learning today. In this presentation, I will demonstrate how I use Bloom’s Taxonomy from the first day of class through the last essay question on the final exam. The presentation will explore how faculty may use Bloom’s Taxonomy to develop syllabi, design projects, write exams, and lead discussions in the classroom. Current students often know how to score well on standardized tests by “bubbling in” the “right” answer, but unfortunately, they have failed to learn critical thinking and problem solving skills. Since many students have not had practice in critical thinking, they often lack confidence in their thought processes as well.
With Bloom’s Taxonomy, I have taught my students how to think for themselves and feel more confident in having more than one “right” answer to a problem. My students have also learned they do not have to be “perfect” learners. Too often, faculty assume that students already know the mechanics of learning by the time they reach the college/university environment, but we must be more diligent in talking with our students about what it means to learn and how to learn at different levels. When students understand why a professor is asking them to stretch their learning muscles, they are less resistant to the process and begin to be more creative, critical thinkers.

**Team-Based Learning: Engaging Students Before and During Class**  
Nancy Kern, Associate Professor, Nursing, Spalding University  
**Room: UC 127**

Students are often challenging. Some students can become easily bored while others feel that educators should simply share the answers to the exams. Thankfully, most students do not fit into these categories. As educators, we are challenged with presenting course materials in a manner that becomes useful and applicable. Teaching students to think or learn is not always possible; teaching students to work together as a team and achieve a shared goal, is possible. Team-based learning involves creating teams, in a unique and transparent way, assigning pre-work and then assessing individual readiness.

Next the teams’ readiness is assessed followed by addressing any areas of confusion or misunderstanding with the entire class. Finally, the teams work on in-class assignments specifically geared toward practical application of the principles and concepts just tested. Based on Dr. Larry Michaelsen’s research, Team-based learning is both a structure and a process. This session will introduce participants to the concepts of Team-based learning. There are two perquisites for gaining the most from this experience. In order to fully participate I ask that you please read this article, Black Holes May Offer a Way Out (http://go.iu.edu/24HU), by David Abel, prior to attending. Additionally, take the pre-survey (http://go.iu.edu/24HV). We will have some fun as you learn another approach to teaching.

**Crafting Your Community Engagement Story: Collaboratory at Indiana University Southeast**  
Gloria Murray, Professor, Education, Director for the Office of Service Learning & Community Engagement, Indiana University Southeast  
**Room: UC 128 – Service Learning Track**

IU Southeast has a rich history of community engagement. Documenting, measuring, and understanding the full scope of this work is important in developing and refining institutional goals and applying for the Carnegie Community Engagement Classification. Putting all the pieces together was a challenge for IU Southeast until the purchase of the Collaboratory software.
This on-line database allows us to record, analyze, and report overall engagement and internal and external impact. We are able to visually display our community engagement data at the individual, department, unit and institutional levels and also analyze and report data. We can use evidence to improve programs and inform new opportunities and resource or infrastructure decisions.

We become part of a national database to further understanding of the practice and scholarship of community engagement. The software helps us standardize language to create shared understandings about community engagement and public service. The presentation will demonstrate how the tools help us gather feedback and input from diverse stakeholders, including students and community partners. Participants will see how to create individual, office, and unit-level profiles for reporting, awards, and recognitions. A discussion on how Collaboratory can strengthen the voice and influence of our community partners and recognize and reward internal and external leaders of engagement will take place.

BREAK: 3:00 – 3:15

CONCURRENT SESSION 5
3:15 – 4:00

Steps in Building a New Program to Meet the Needs of our Students and Community Partners
Donna Albrecht, Associate Professor, ENL/ESL Program Coordinator, Education, Indiana University Southeast
Doyin Coker-Kolo, Professor, Education, Indiana University Southeast
Gloria Murray, Professor, Education, Director of Student Engagement and Service Learning, Indiana University Southeast
Lisa Hoffman, Associate Professor, Graduate Studies, Education, Indiana University Southeast

Room: UC 121

If you have thought about starting a new program to meet the needs of your students, stakeholders and community, but were not sure how to get started, this presentation is for you! This initiative came out of a great level of need in our community and the desire to provide our students with the tools required of them to be successful after graduation. Learn how to develop your ideas into a concrete plan, navigate the bureaucracy, gain support, and persevere through all of the steps in program design and development.
This process takes vision, multiple layers of participation, coordination, staffing and budget planning, curriculum mapping, approval through various campus and governmental organizations, in addition to many smaller steps. Vetting occurs throughout the process to ensure that the program is well structured, will meet the needs of our students and employers, and aligns with professional standards of the field.

Learn how we are including our community partners and colleagues across departments in the development and promotion of the program as it is being launched. Finally, learn how to align professional standards (TESOL/CAEP and REPA in this case) with courses and key assessments to ensure candidate success in their field after graduation.

3D Learning
Gary Pinkston, Associate Professor, Educational Technology, Indiana University Southeast
Room: UC 122

In the 20th century, technologies have allowed people to move great distances and even into outer space allowing new perspectives and experiences. Nonetheless, it is still generally difficult to share and learn about these places except through the use of 2-dimensional pictures and text. New technologies of computer generated Virtual and Augmented realities emerging across multiple disciplines and industries, most notably in military training and digital gaming have great potential in erasing the gulf between 3-dimensional experiences and 2-dimensional technologies.

Reasons to use VR in classrooms are many and include the ability to virtually travel and explore locations across the globe, oceans and outer space, as well as to develop empathy for people and communities in crisis by being able to step into their shoes, or time travel to important events and places from the past, tour museums, explore the human body, experience first responder training, and experience a variety of careers first-hand.

This presentation will demonstrate how to find and use a range of virtual apps, develop new VR experiences using 360 cameras and VR creation apps, create art and music in 3D space, and other innovative virtual apps which provide a vehicle to promote new learning, collaboration, curiosity and wonder. This presentation will illustrate scenarios of classroom integration of VR instruction using headset, interactive, augmented, and desktop-based VR applications in a range of classroom settings with special attention to how these instructional tools can address the needs of different learning styles, cultural groups, and handicapping conditions.
Who wants to haul around a laptop or tablet when your smartphone is in your pocket? As educators, we think of laptops and tablets as tools, why not smartphones? Smartphone usage can be beneficial for both students and faculty by enhancing learning and communication in the classroom as well as outside the classroom. As educators, we need to develop classroom opportunities so students can use their smartphones as educational tools versus having them viewed as distractions. So, instead of fighting students and requiring them to put their phones away, maybe the time has come to tell your students to use their phones as learning tools.

Using the smartphone as a participation tool can include helping students to become more comfortable engaging in discussions or asking questions. Some good smartphone apps for promoting participation include Poll Everywhere, Slack, KaHoot!, and Remind. Smartphones can also be used as resource tools. Students can use their phones to gather information either during or outside of class by Googling articles or some piece of information.

The TED app is a good resource to use to help students broach a hot topic within the classroom. Students can also be encouraged to use their smartphones as study tools by utilizing apps such as Notability and Study Blue. This presentation will be used to explore both the opportunities and drawbacks for students utilizing their smartphones in the learning process. We will discuss our results of using the noted apps.
Four Types of Engagement for Your Class
Aycan Kara, Assistant Professor, Business, Indiana University Southeast
Room: UC 127

I believe every student brings something unique to the classroom. An individual’s life and work experiences, values, beliefs, and overall knowledge of the world in general makes each and every student a valuable contributor to not only his/her learning but also to the learning of others. I believe it is my responsibility to empower all students to bring their unique experiences to bear, and to accommodate all different learning styles. To this end, I use a number of tools: I develop measurable and meaningful course objectives that align with School of Business’ Assurance of Learning goals; I develop assignments that measure course objectives; I provide appropriate resources to convey key information; I set the proper tone for face-to-face and online exchanges; I incorporate whatever other resources I can find to support student learning; Most importantly, I use assignments that incorporate student-student, student-material, student-teacher, and student-larger world around us engagement. Yes, engaged students learn more, engaged students retain better, and engaged students can scaffold better. Generally, three types of engagements are emphasized. My personal favorite is the type that is rarely mentioned: student-larger world around us engagement because no subject matter exists only within the hallowed halls of academia. I will share how I create, monitor, and measure all four types of engagement. I will also facilitate a session so that participants can take away some ideas about applying these in their face-to-face, hybrid, or online classes.

Improving and Assessing Learning in International Service Learning Programs
Regina Roebuck, Associate Professor of Spanish, University of Louisville
*Room: UC 128 – Service Learning Track

This paper presents a means of improving and assessing the experience of students engaged in international service learning programs. These programs have become a popular and economical choice for students looking for a language immersion experience. Unlike traditional, academically based programs, however, students may receive little preparation beforehand or supervision and feedback during the experience. After completion, they typically receive little more than a certificate indicating the number of hours worked. To address these concerns, I developed an online protocol based on an existing service learning course and grounded in the DEAL model (Ash & Clayton, 2009). The protocol uses structured and critical reflection before, during and after the program. Analysis of their reflections suggests that this method was successful in both deepening students' learning during the program and facilitating assessment of what they learned through the experience.
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SEPTEMBER 20, 2019.

KEYNOTE SPEAKER WILL BE
DR. L. DEE FINK

Dr. L. Dee Fink is currently a national and international consultant on college teaching and faculty development. He received his Ph.D. from the University of Chicago in 1976, and then accepted an academic appointment in the departments of Geography and Education at the University of Oklahoma. He established the Instructional Development Program at Oklahoma in 1979 and served as its director until May 2005.

He is a nationally recognized expert on various aspects of college teaching and has published two books. The first is about designing courses: Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses (Jossey-Bass, Updated Ed., 2013). He is also co-editor of another book on a special teaching strategy: Team-Based Learning: A Transformative Use of Small Groups in College Teaching (Stylus, 2004).

He served as President (2004-2005) of the Professional and Organizational Development [POD] Network in Higher Education, the primary professional association for faculty developers in the United States. His website is: www.finkconsulting.info

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Or contact Jon Bingham, FALCON Planning Committee Chair @ jebingha@ius.edu

Gwynn Mettetal, IU South Bend, Chancellor’s Professor of Psychology and Education and founding Director of the University Center for Excellence in Teaching will present the FALCON 2018 Robin Hass-Birky Keynote.

“Don’t just sit there! Active Learning in the college classroom.”

Active learning techniques are teaching strategies that engage students with course ideas and skills. They range from the very simple (think-pair-share) to the very complex (problem-based learning). Even the simplest strategies are more effective than straight lecture. In this presentation, you will learn about several of these strategies and how to implement them in your classroom.

Gwynn came to IU South Bend in 1989. Gwynn was a co-founder of the Journal of the Scholarship of Teaching and Learning (JoSoTL). She holds a number of teaching awards including the IU South Bend Distinguished Teaching Award, the (all-IU) Frederic Bachman Lieber Award for Teaching Excellence, and membership in the all-IU Faculty Academy for Excellence in Teaching. She earned a Ph.D. in Developmental Psychology from University of Illinois—Champaign-Urbana. Her early research interests were social development, but she currently focuses on faculty development topics such as mentoring and the Scholarship of Teaching and Learning. Her 1996 paper with De Bryant on Service-Learning-Research has provided a model for many of the promotion cases on the IU South Bend campus, and her 2001 JoSoTL essay on “The what, why and how of classroom action research” has been highly cited and has over 1600 “reads” on Researchgate.

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