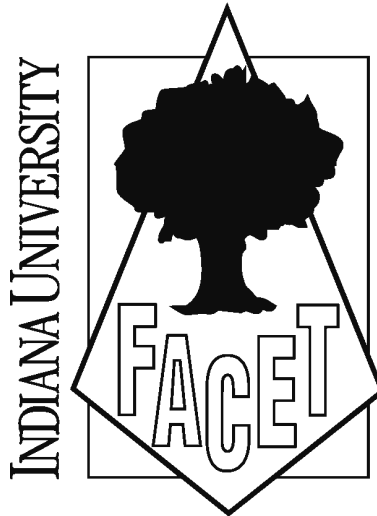


2004
Associate Faculty & Lecturers Conference

Teaching with Style: Considerations for effective communication and student motivation



Sponsored by
Faculty Colloquium on Excellence in Teaching

October 15 & 16, 2004
University Place Conference Center

SCHEDULE

Friday, Oct 15

- 4:00 pm Conference registration and hotel check-in (coffee and cookies available)
- 6:00 pm Buffet Dinner (Hotel Ballroom)
- 7:00 pm Welcome & Introduction of Guests by 2004 Chair of Planning Committee
- 7:30 pm Keynote Presentation (Room 137)

Randy Isaacson: *I really deserved an A in the class, I memorized all the terms!:* *Exploring the motivational problems when college students don't know they don't know.*

In the Friday keynote session, we will examine the relation between metacognition knowledge monitoring (i.e., knowing-when-you-know) and student motivation, learning, and academic success. What happens to a student's motivation when they honestly believe they know the material but they fail your test? What might you be doing in your classroom that leads students to over-estimate their mastery of the material? How can teachers create environments that help students take responsibility for their own learning?

Saturday, Oct 16

7:45 - 8:30 am Breakfast, Room 137

8:30 am

CONCURRENT SESSIONS

Principles of Effective Grading

Linda Wright-Bower, Music Therapy, IPFW (Room 134)

This workshop will assist instructors to prevent the "academic autopsy," a term for the perception of grading practices by university students. The content of this workshop will include: (1) reflection and organization, (2) course design, learning outcomes, and meaningful assignments, (3) clear instructions and evaluation criteria, (4) productive feedback and communication, (5) techniques for motivation students, and (6) appropriate means of evaluation. By the end of the presentation, each participant should be able to identify strengths and weaknesses in his or her own syllabi and classroom practices.

Effective Use of Discussion in the Undergraduate Classroom

Jay Howard, Sociology, IUPU Columbus (Room 232)

Tired of answering your own questions in the classroom? Wonder how to get students talking? Ever wonder how to stop certain students from dominating class discussions? This workshop will address such issues as which students are likely to participate in classroom discussion and which are not. We will also explore some of students' reasons for their participation or lack thereof and finally, we share ideas for more effectively leading discussions in undergraduate classrooms of all sizes!

Using Writing to Support the Learning of Quantitative Techniques

Bob Orr, Computer and Information Technology, IUPUI (Room 236)

This workshop engages attendees in developing various strategies that employ writing to promote mastery of quantitative reasoning techniques. Approaches such as minute paper and dialog journals are demonstrated. Alternative testing strategies are introduced that rely less on performance of computation and more on verbal explanations to demonstrate concept mastery. Results of research may be presented as time permits.

Communication that Works: The Key to Unlocking Student Motivation

Alan South, School of Education, IU Southeast (Room 137)

This fast paced and interactive workshop will focus on key communication skills that will ignite your students' motivation to learn and produce their best work. These proven and practical skills have been distilled from my 25 years of research into applied communication and motivation. Utilizing these skills will enable you to transform any class into a cooperative, cohesive and energetic team of learners.

9:40 am Break

9:55 am

CONCURRENT SESSIONS

The Effective Grading Toolbox

Linda Wright-Bower, Music Therapy, IPFW (Room 134)

Participants will learn how to construct effective assignment instructions and objective criteria, develop meaningful assignments that reinforce expected student learning outcomes, and use various daily accountability measures to determine if students are reading and understanding the textbook. Another key feature to this workshop will be student-friendly techniques for creating and maintaining student motivation. Every professor's dream is to overhear a student saying "I am going to study my \$%#(butt) off for this test!" By the end of the presentation, each participant should be able to identify how to create test-friendly enthusiasm and three or more strategies for improving student performance and motivation.

9:55 am

CONCURRENT SESSIONS CONTINUED

Effective Communication in Online Courses.

Carol Hostetter and Monique Busch, School of Social Work, IUB (Room 236)

Whether using Oncourse to increase your communication in a classroom-based course, or teaching entirely online, it's important that faculty build a sense of community in our classes. In this interactive presentation we will share what we learned from designing and evaluating an online course. Together, we taught two online sections and one face-to-face section of the same course. We obtained extensive student feedback regarding the community-building aspect of online courses, or social presence. The presentation will help faculty develop a "guide on the side" online communication style, rather than the "sage on the stage" style.

REPEAT SESSION: Effective Use of Discussion in the Undergraduate Classroom

Jay Howard, Sociology, IUPU Columbus (Room 232)

REPEAT SESSION: Communication that Works: The Key to Unlocking Student Motivation

Alan South, School of Education, IU Southeast (Room 137)

11:05 am

Break

11:20 am

CONCURRENT SESSIONS

Rethinking In-Class Time: Motivation students and instructors

Robin K. Morgan, Psychology, IU Southeast (Room 137)

Are there any questions over the material? Asking this question is typically a pretty good way to ensure absolute silence in the classroom. Turning your classroom into an interactive one where students are prepared to discuss the material may seem overwhelming, if not impossible. Creating an interactive classroom, however, can lead to increased motivation for students and instructors. In this session, various strategies for creating an interactive classroom will be described and participants will apply these strategies to a class of their own. Bring a syllabus and be prepared to create a more invigorating class.

Understanding and Motivating Millennial Students

Megan Palmer and Terri Tarr, Office for Professional Development, IUPUI (Room 232)

According to the most recent *Beloit College Mindset List*, for traditional aged college students (those students born in the middle 1980s), the Energizer bunny has always been going, and going, and going and politicians have always used rock music for theme songs. The millennial generation is hitting our campuses and classrooms with experiences and expectations different than those of early generations of students and faculty. During this session, participants will discuss generational differences, what motivates millennial students, and tips for effectively working with the next generation.

Increasing self-awareness as a motivational tool

Leah Savion and Stacey Swain, Philosophy, IUB (Room 236)

Standard sources of motivation proposed in the literature point to internal and external facets of rewards. This interactive session focuses on "learning your own mind" as an internal motivational device. The group work during the last part of the workshop will be designed to encourage participants to learn about the relevant pedagogical literature, and to devise motivational methods along the ones illustrated.

Conceiving Courses to Enhance Mastery of Learning Rather than Bell-Shaped Curve Outcomes.

Margo Sorgman, School of Education, IUK and Kathy Parkison, Economics, IUK (Room 134)

The overarching objective is mastery learning, which implies that course structures will be designed to maximize the potential of students to achieve mastery. We will run a simulation and lead the audience to explore the concept of mastery learning by looking at content knowledge, application of content, exemplars of excellence, pre-post test assessments, peer presentations, simulations and other interactive strategies and course content. Participants will leave with an understanding of mastery learning and how it is exhibited in the classroom.

12:30 -1:30 pm

Lunch in the Bistro (second floor of University Place Hotel)

1:30 - 2:30 pm

Keynote Presentation (Room 137)

Stacy Morrone, Psychology, IUPUI

I really need an A in the class!: Exploring the complexities of motivating students in the college classroom.

In the Saturday keynote session, we will explore the intersection of theories of learning and motivation in the context of college instruction. Questions we will address in the session include: How does the classroom context influence students' achievement goals? What strategies can instructors use to increase learning and engagement in the classroom? How can we help students to care about more than just getting a good grade?

2:30 - 3:00 pm

Wrap-up (Door prizes; Thank yous; Evaluations), Room 137

Meet Your Presenters

Linda Wright-Bower, MS, MT-BC is an Assistant Professor Music and coordinator of Music Therapy Outreach and Clinical Activities at IPFW. Linda formerly directed the Music Therapy program and beginning in the Fall of 2002 she took a sabbatical to develop a music therapy program at the Hospice Home and Visiting Nurse Service of Northeastern Indiana. The program has progressed and her hope is to have a school-based music therapy internship arranged for the Spring 2005 term. Other areas of professional interest and expertise include: Orff Music Therapy; Program Development in Music Therapy; Techniques for teaching various music therapy concepts; and writing a book on protocols, outcomes and evidenced-based practices for music therapists. Her recent awards include selection into FACET Class of 1999; AMTA Service Award, November 1999, for 20 years of service to the association; Excellence in Teaching Award, 2000, IPFW School of Visual & Performing Arts; AMTA Presidential Award, November 2000, for service on the AMTA Commission; and Excellence in Service Award, 2001, IPFW School of Visual & Performing Arts. Linda spent ten years on the national American Music Therapy Executive Board and a five year term on the AMTA Education and Clinical Training Commission.

Monique Busch, MSW, ACSW completed her graduate work at Portland State University and is currently a Ph.D. student and Associate Instructor, Indiana University School of Social Work, Indianapolis campus. Monique is currently employed at IARCCA – An Association of Children & Family Services, Institute for Excellence, Inc. in the position of Outcome Project Coordinator under a Lilly Endowment Inc. grant. The IARCCA Outcome Project is examining seven program types: foster care, transitional living, crisis stabilization, residential care, home-based, day treatment, and shelter care. She is also an associate faculty member at the Indiana University School of Social Work, teaching a policy class and a child welfare seminar. Monique has experience in the child welfare field as a child protective services worker, foster care certifier, and family sex abuse treatment specialist. She has also worked in higher education as the Coordinator of the Portland State University, Child Welfare Partnership, and Title IV-E Graduate Education Program. During her course work at Indiana University School of Social Work, she worked as a Research Assistant on two projects with the State of Indiana, Division of Families and Children, examining customer satisfaction and determining education and training needs of Family Case Managers. She received the 2004 Outstanding Associate Faculty Award, BSW Student Association and 2002 Esprit Award for Academic Excellence, Indiana University School of Social Work, IUPUI, Indianapolis, IN.

Judy Carlson has been teaching at IUPUI since the fall of 1995. She is a senior lecturer in the Department of Mathematics and the Director of the Developmental Mathematics Program. Prior to that, she taught one semester at IPFW, two years at Western Michigan University in Kalamazoo, Michigan, and also two years at Indiana State University in Terre Haute, Indiana. Here at IUPUI Judy's focus has been in Gateway Courses, the math for elementary teachers, and faculty development of associate faculty. Recent awards and recognition include: "Excellence in Teaching" by IUPUI Intercollegiate Athletics Department in 1998, 1999, 2002, 2003; SOS "Excellence in Teaching" Award for Fulltime non-TT Lecturer 2002; "Who's Who Among College Teachers" in 2004; Trustees "Excellence in Teaching" Award for Full-time Lecturer, 2004. This is her first year as chairperson for the conference. Judy's innovative ideas and planning brought exciting changes to the schedule and overall conference format. FACET has enjoyed working with her throughout the planning process.

Carol Hostetter received a Ph.D. in sociology in 1998 from Indiana University and is an Assistant Professor at the Indiana University School of Social Work on the Bloomington campus. Her research interests are in child welfare and online teaching. Recent awards and grants include: Trustees Teaching Award for the School of Social Work, Spring 2003; FACET award, Spring 2003; Scholarship of Teaching and Learning grant, from the Office of Academic Affairs and Dean of the Faculties, Bloomington campus, for 2004-2005; P.A. Mack Fellowship, Social Presence in Distance Education, 2004-2005; Grant-in-Aid of Research from the Indiana University Office of Professional Development; IHETS grant, from the Indiana Partnership for Distance Education and Module Development. (Co-Principal Investigator with Gail Folaron); and NETwork for Excellence in Teaching Grant, 2003 – 2004.

Jay Howard earned his Ph.D. in Sociology from University of Notre Dame and currently is an Associate Professor and Head of Liberal Arts at Indiana University Purdue University Columbus. Dr. Howard's professional interests range from the Scholarship of Teaching and Learning to religion and popular culture. He recently was awarded a 2004 P.A. Mack Fellowship from the Mack Center at Indiana University for Inquiry on Teaching and Learning. Recent publications include: "Just-in-Time Teaching in Sociology or How I Convinced My Students to Actually Read the Textbook" *Teaching Sociology* (in press); *Discussion in the College Classroom: Applications for Sociology Instruction*. Washington, DC: American Sociological Association Teaching Resources Center; "Classroom Discussion Norms" and "Getting Started on a Teaching Portfolio" in Rosanne Cordell, Robin Morgan, and Betsy Lucal (Editors). *Quick Hits for New Faculty*. Bloomington, IN: Indiana University Press.

Robin Morgan is a Professor of Psychology at IU Southeast, serves as the Program Coordinator for the Psychology Program, chairs the Statewide Selection Committee for FACET, and is serving on the FACET Steering Committee. Dr. Morgan was awarded the Master Teacher Recognition Award from IU Southeast in 2002 and Herman Frederic Lieber Memorial Award in Recognition of Distinguished Teaching, Indiana University in 2001. Recent publications include: Writing in Psychology. In W.F. Buskist & S.Davis (Eds.), *The Handbook of the Teaching of Psychology*, Blackwell Publishing; Cordell, R.M., Lucal, B., & Morgan, R.K. (Eds.). *Quick Hits for New Faculty: Successful Strategies by Experienced Teachers*, IU Press; and Single-participant research design: Bringing science to managed care. In A.E. Kazdin (Ed.), *Methodological Issues and Strategies in Clinical Research, Third Edition*.

Bob Orr is a Professor of Computer and Information Technology at IUPUI and Co-Director of the Faculty Colloquium on Excellence in Teaching (FACET) at Indiana University. Professor Orr's research interests include Applied Statistics, Leadership, Writing Across the Curriculum, and Information Quality. He received the Wisner Stoelk Outstanding Faculty Award, Purdue School of Engineering & Technology at IUPUI in 2001. Recent publications range from *Learning Quantitative Analysis Using Dialog Journals* by Robert Orr, Amber Harmon and Parastoo Kashanipour, Writing in the Arts and Sciences and Professional Schools at IUPUI [Sharon Hamilton, ed.], St. Clair Press (Indianapolis, IN), 2002; *So, What's Your Grading Philosophy?* in FACET Quick Hits Volume 3, IU Press (Bloomington, IN), 2004.

Megan Palmer earned her doctorate in higher education at Indiana University with a minor in social foundations of education. Megan is an instructional design consultant and coordinator of the Gateway Scholars Program with the IUPUI Center for Teaching and Learning. In addition, she is an associate faculty member in the higher education and student affairs program. Megan's research interests include college choice, access and equity in higher education, and student-centered learning. She has co-authored a monograph on the social, political, and institutional influences on college choice as well as articles on student engagement in effective educational practices. Just prior to her work at IUPUI, Megan served as a project associate with the National Survey of Student Engagement.

Kathy Parkison is an Associate Professor of Economics and serves as the MBA Director and Director of the Center for Economic Education at IU Kokomo. She earned her Ph.D. in Economics from Purdue University and MBA from University of Nebraska at Omaha. Dr. Parkison's recent awards include: National Council for Economic Education's Economics International Fellow, 2004; Sam M. Walton Fellow, 2002-2004; SBC Technology Fellow, 2004; and Indiana University Kokomo Claude Rich Teaching Award winner, 2003. Her publications range from "Intersection of Teachers' Perceptions and State Economic Standards," *Journal of Economics and Economic Education Research*, forthcoming (with Dr. Margo Sorgman and Mrs. Charlotte Miller) to "Economics in Action: A SIFE, University, and Classroom," *Journal of Entrepreneurship Education*, pp. 77-85, Volume 6, 2003 and "A Comparative Study of Area Professionals and Undergraduate Education Majors' Economic Literacy and Curriculum Applications." *Economics and Economic Education Research Journal*, forthcoming. (both with Dr. Margo Sorgman).

Leah Savion is a Senior Lecturer of Philosophy at IU Bloomington. In addition to teaching responsibilities, she engages in research in philosophy, cognitive science, and pedagogy, and is the Director of AI training and provides numerous faculty development workshops around campus. Areas of professional interest range from analytic philosophy and logic, cognitive science and pedagogy, to music, singing, tennis, and international folkdance. Publications include: "Rationality, Logic, and heuristics" (with Raymundo Morado) -- Conference Proceedings of the Special Session on Knowledge Representation and Reasoning, June 2002 International Conference on Artificial Intelligence (IC-AI'02), CSREA Press; "Walls of misconceptions" in *The Successful Professor*, August 2002; "Naïve Logic" in *Iyyun*, January 2003; "Enhancing students' motivation: Emotive aspects" *The Successful Professor*, Feb 2003 issue; "Enhancing students' motivation: Cognitive aspects" *The Successful Professor*, April 2003 issue; "The Role of Logical Inference in Heuristic Rationality" (with Raymundo Morado) -- abstract in the Conference Proceedings: The XXI World Congress of Philosophy, Istanbul Aug 2003; Facet's "Quick Hits for New Faculty" 2004; "Learning By Teaching" in *The Successful Professor*, Vol 2 issue 4, Nov 2003; "Teaching in Kazakhstan" a commentary in *The Successful Professor*, Sept 2004.

Alan South, Psy.S., J.D. is an Adjunct Lecturer in Educational Psychology at IU Southeast. Alan teaches various graduate level educational psychology courses for professional educators, provides Professional Development In-service for schools and school systems and also works as a school psychologist in the public schools. He has studied motivation, effective communication, negotiation and mediation for over 25 years. The core skills in these disciplines have a tremendous amount of carryover into the classroom and have allowed him to consistently motivate and mold his classes into supportive, cohesive and energetic learning teams that stay in touch long after the semester ends. He received the Distinguished Teaching Award for Adjunct faculty in 2003 and the Metroversity Outstanding Faculty of Adult Students Award in 2004.

Margo Sorgman is a Professor of Education and Director of Student Teaching at IU Kokomo. She earned her Ed. D. and M.S. Ed. from Boston University in Curriculum & Instructional-Social Studies. Dr. Sorgman's professional interests and expertise are Social Studies Education with an emphasis in economics education and women's studies. Her recent awards and fellowships include a P.A. Mack Center fellowship in 2002-2003 and IU Trustee's Teaching Award in 2001, 2003, and 2004. Recent publications include: "Intersection of Teachers' Perceptions and State Economic Standards," Journal of Economics and Economic Education Research, forthcoming (with Dr. Kathy Parkison and Mrs. Charlotte Miller) to "Economics in Action: A SIFE, University, and Classroom," Journal of Entrepreneurship Education, pp. 77-85, Volume 6, 2003 and "A Comparative Study of Area Professionals and Undergraduate Education Majors' Economic Literacy and Curriculum Applications." Economics and Economic Education Research Journal, forthcoming. (both with Dr. Kathy Parkison).

Stacey Swain is an Associate Instructor of Philosophy at IU Bloomington and currently teaches introductory Philosophy courses. Stacey earned her B.A. from the University of Wisconsin-Stevens Point. She is working on a dissertation proposal focusing on intuitionism and the a priori in epistemology. She received the Outstanding Associate Instructor Award from the Department of Philosophy at IUB in 2003.

Terri Tarr is the Director of the Instructional Design and Development unit of the Center for Teaching and Learning and the Director of Associate Faculty Development at Indiana University-Purdue University Indianapolis. She is also an adjunct assistant professor in the Department of Psychology at IUPUI, teaching Child and Adolescent Psychology and Life Span Development courses. She earned a Ph.D. in Developmental Psychology from Purdue University as well as an M.A. in School Psychology and a B.A. in Psychology from Ball State University.

Keynote Speakers: Randy Isaacson and Stacy Morrone, see keynote flyer for personal bios.

Thanks to the following people for their assistance and support:

Judy Carlson- Conference Chair
Sharon Hamilton and Bob Orr – FACET Co-Directors
Megan Taylor and Mary Wineglass – FACET Staff

2004 Planning Committee members

Justine Atchey, Jon Becker, Julie Freeman, Susan Holladay, Sumana Jogi, Scott Orr, Don Petkus, Melinda Phillabaum, Alan South, Sandra Stenhoff, Diane Sweeney, Terri Tarr, and Bob Wildblood

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And all of you for participating this year, FACET hopes you will join us in 2005!
