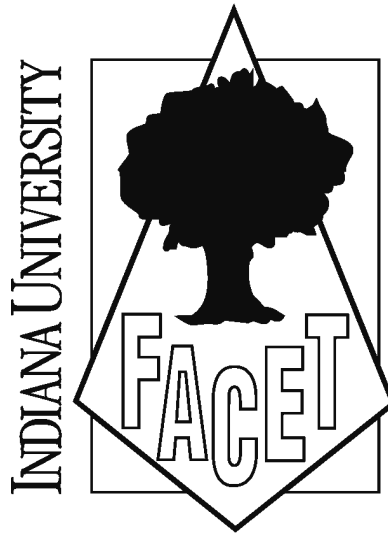


2006
Associate Faculty &
Lecturers Conference

**Discovering New Horizons in
Critical Thinking and Puzzling**



Sponsored by
Faculty Colloquium on Excellence in Teaching

October 13 & 14, 2006
University Place Conference Center

SCHEDULE

Friday, October 13th

4:00 pm Conference registration and hotel check-in (Ball Room Lobby Area)

6:00 pm Buffet Dinner (Ball Room)

7:00 pm Welcome & Introduction of Guests by 2006 Co-Chairs of Planning Committee (Ball Room)

7:30 pm **Opening Session: "Learning to Think Critically and Analytically, I'm Game" (Ball Room)**
David P. Maloney, Department of Physics, IPFW

This interactive session will introduce participants to a technique (based on a quote from Nobel Prize winning physicist Richard Feynman about what science is) for helping students learn about the nature of scientific, critical and analytical reasoning. The technique involves using simple abstract strategy games to model basic analytical reasoning and problem solving. Participants will work in groups to formulate and test hypotheses as they build a model of the game's rules and goal. The technique can also be used to explore issues like developing inferences, reasoning by analogy, and using evidence to draw conclusions. Consequently, the activity can be used to introduce students to active thinking in many fields.

Saturday, October 14th

7:45 - 8:30 am Breakfast (Room 132)

8:30 am

CONCURRENT SESSIONS #1

Cooperative Learning and Grouping (ROOM 132)

Julie Saam, Education, IUK

Cooperative learning used well in a classroom fosters discussion, achievement, motivation, and critical thinking. In this session, we will use instructional strategies of cooperative learning to learn the concept of cooperative learning and grouping. You will leave with hands-on experiences within cooperative learning strategies and a handful of research-based strategies to use in your own classroom.

Moving Toward the Transformed Classroom: Including Students in the Game Plan (ROOM 134)

Judy Spector, English, IUPUC

This session will describe a methodology for moving from the "exclusive" to the "inclusive" to the "transformed" classroom with concrete examples of the classroom as a game whose rules the students first discover, participate in, and finally, create; it will also address the theoretical underpinnings of the "transformed" classroom with several examples of implementation of this concept. In the transformed classroom, students will contribute to the nature of the course itself by creating their own examinations as part of a team-based exercise. The new classroom paradigms are particularly suited to the "millennial" student population whose affinity for problem-based learning and participatory activity has been well documented.

Using a Puzzle to Help Students Avoid Committing Cultural Suicide (ROOM 232)

Linda Wallace, Nursing, IUK

Going to school can put students in danger of committing cultural suicide. "A student's decision to attend college may entail many social and psychological changes. One of these is the risk of students being regarded with suspicion or mistrust in their home cultures and of eventually being excluded from these" (Brookfield, S. 1990. *The Skillful Teacher*. San Francisco: Jossey-Bass, p. 153). We will discuss the transformative power of education and how students should consider and prepare for the effects of education on their lives so they will not become disillusioned and just quit school. As a "puzzle piece" they will change and in so doing students will loose touch with some of the surrounding pieces or they will overlap some pieces, causing tension. If the other pieces (family, friends, and work and social groups) are unwilling to accommodate the change the student will no longer "fit". Participants will discuss how to prepare students for this possibility and prevent "cultural suicide".

8:30 am

CONCURRENT SESSIONS #1 (continued)

Identifying and Teaching Cognitive Strategies in your Discipline: An Interactive Workshop Presented by the Critical Thinking Community of Practice (ROOM 236)

Dakin Burdick, Office of Professional Development, IUPUI

Co-facilitators include: Lorinda L. Coan, Assistant Clinical Professor; Sara Anne Hook, Associate Dean and Professor; Ingrid Ritchie, Associate Professor and Director of Academic Affairs; Suosheng Wang, Assistant Professor; William Agbor-Baiyee, Assistant Professor; Teresa Tackett, Adjunct Instructor; Archana Dube, Senior Lecturer

Do your undergraduate non-majors find your disciplinary content less than scintillating? Do they undervalue your discipline? Teaching the cognitive strategies of a discipline can motivate non-majors, prepare majors to think deeply about their chosen discipline, and even rekindle faculty enthusiasm for teaching. Dakin Burdick will briefly introduce participants to a process for (1) identifying cognitive strategies in your discipline, (2) establishing assessment methods for those strategies, and (3) devising scaffolding that will help students learn those strategies. Participants will then work through this process with the help of Dakin and other members of the Critical Thinking Community of Practice. By the end of the session you should be able to describe one or more of the cognitive strategies of your discipline, assess student mastery of those strategies, and devise a series of graded and ungraded assignments that will support the achievement of that mastery.

9:40 am

Break (Refreshments located outside Room 132)

9:55 am

CONCURRENT SESSIONS #2

Teaching Critical Thinking and Passionate Responses Online (ROOM 236)

Paul Kriese, Political Science, IUE

Online courses are often seen as devoid of passion and controversial material. Humanities courses are often seen as overly emotional and disjointed. A colleague of mine in psychology and I have developed a course which has developed a humanities model for a totally online course. We have taught this course (the politics and psychology of hate) for over five years with real successful pedagogical findings. This workshop will guide us through the procedure with some examples of coursework and student responses.

Preparing a Poster Presentation: A How-to Guide (ROOM 232)

Jesse Y. Nelson, Office for Professional Development, IUPUI

This interactive presentation is designed for those who would like to better understand how to design a conference poster and for those interested in preparing a poster based on their own teaching or research experience. Participants in this session will compare poster design fundamentals from various disciplines. In addition to poster design issues, participants will discuss how practical experience and research can be translated into conference poster presentations.

Assertive Not Aggressive: Fostering Critical Exchange in Small Groups (ROOM 134)

Gail Bennett, English, IUPUI

Do your collaborative student groups suffer from “groupthink” or internal conflicts? Group projects are most likely to achieve excellence when both being (achieving group cohesiveness) and doing (accomplishing tasks) are emphasized. Assertiveness training can improve a group’s social skills, fostering open, critical dialogue instead of “groupthink;” facilitating solidarity; and improving group performance. Learn how assertive communication differs from aggressive and passive communication and participate in activities that will help you to both employ assertiveness skills and teach these skills to small groups.

- 8:30 am **CONCURRENT SESSIONS #2 (continued)**
Explore the Spirituality of your Teaching (ROOM 132)
Linda Wright Bower, Music Therapy, IPFW
This session will provide a rhythm-based method of exploring why it is we teach. The rhythm drumming will allow participants to experience the “entrainment” concept while exploring thoughts about the joys of teaching and the qualities of good teachers. Participants need not have a music background to enjoy this session. The only requirements are to be open to something new and have a real pulse (as in being alive). Participants may bring favorite quotations about good teacher and the qualities of good teachers or explore these concepts on the spot.
- 11:05 am **Break (Refreshments located outside Room 132)**
- 11:20 am **CONCURRENT SESSIONS #3**
Critical Thinking: A Process that can be Taught (ROOM 134)
Catherine A. Duchovic, Nursing, IPFW
Critical thinking skills are required of any professional, yet they are not acquired automatically. Students need to be guided in the process of developing these skills throughout their academic careers. Although critical thinking skills are often associated with the scientific process, important critical thinking attributes can be integrated into courses in all disciplines. The goal is to assist students on their journey to become critical thinkers and thoughtful citizens. The process of developing critical thinking skills benefits students both personally and professionally. This session will highlight features from an online course that are designed to foster critical thinking skills. We will evaluate the need for critical thinking skills in an educated citizenry, identify role of faculty in assisting students to develop critical thinking skills, and formulate ideas within small groups to integrate critical thinking skills into existing courses.
- Science & Technology Discussion Session (ROOM 232)**
Facilitate by Diane Larson, IUN
Share with best practices with your colleagues.
- Professional Schools Discussion Session (ROOM 236)**
Facilitate by Ron Dunlop, IUS
Share with best practices with your colleagues.
- Concept Mapping for Meta-cognitive Learning (ROOM 132)**
Mary Fisher, Nursing: Environments for Health, IUPUI
I teach in a problem-based learning format and as part of that methodology, we have students create concept maps in small groups in the midst of the case analysis. This is a reiterative process that begins with the students coming to some agreement as to what the Meta-concept from the case might be and then continues to be refined throughout the remainder of the case. As students add to their group learning, the concept map becomes more refined. This methodology aids the students in better understanding the dynamics behind a concept and the nuances that may impact how the concept is realized. This is the perfect meta-cognitive exercise for contextual learning. I would explain the process, show examples and then have them work in small groups to create their own concept maps.
- 12:30 -1:30 pm **Lunch in the Bistro (second floor of University Place Hotel)**
- 1:30 - 2:30 pm **Closing Plenary: Civility: Proactive Strategies and Responses (ROOM 132)**
John Jones, Student Life and Diversity, IUPUI
At times classroom behavior and discipline of students is at odds with your teaching and the students learning. In this session you will learn how to create a classroom environment that fosters civility as well as strategies to regain control of sticky situations. You will leave this session with a wonderful tip sheet of instructions on how to overcome challenging circumstances.
- 2:30 - 3:00 pm **Closing Remarks & Awards (ROOM 132)**
David Malik, FACET Director

Meet Your Presenters

Gail Bennett earned an MA in intercultural studies from Fuller Theological Seminary, in California, and a BA in history from Occidental College, a liberal arts school that is also located in California. She is currently a lecturer in the English Department at Indiana University Purdue University Indianapolis, where she has taught for the past six years. Her professional interests include group dynamics and assertiveness training, research writing, and argumentation. Gail Bennett has conducted training sessions on assertiveness for a variety of groups and organizations for the past ten years.

Dakin Burdick has Ph.D.s in American History and American Studies and has been teaching since 1987. Dakin began working as a faculty consultant at IU Bloomington in 2000 and came to IUPUI in 2005. Besides individual consultations with faculty on a variety of topics related to teaching and learning, he also serves on the Faculty Development Coordinating Committee at the School of Medicine. He also supports the development of ePortfolio, is an associate faculty member in the IUPUI history department, and is also the historian for the Professional and Organizational Development (POD) Network in Higher Education. He has studied Asian martial arts since 1980, is an Associate Editor for the *Journal of Asian Martial Arts*, and has designed and taught several classes in the arts for the Kinesiology department at IUB.

Catherine Duchovic earned Bachelor degrees in Sociology and Nursing from Indiana University Purdue University Fort Wayne (IPFW), and, most recently, a Master of Science degree in Nursing from Indiana University Purdue University Indianapolis (IUPUI). Her experience spans more than 20 years as a clinical nurse and case manager in Fort Wayne area hospitals. She served on Lutheran Hospital's Research Utilization in Nursing (RUN) Committee. Since 2002 she has been a clinical instructor in the Associate Degree Nursing program at IPFW and is now an IPFW Associate Faculty member teaching an online course in Nursing Research. Cathy is also currently Associate Director of the Northeast Indiana Area Health Education Center. In addition to her professional nursing roles, Cathy has served on the Allen County Suicide Prevention Council, the 2002 Governor's Commission on Home and Community Based Services: Children-at-Risk Task Force, and as Secretary, Vice-President, and Board Member of NAMI (National Alliance on Mental Illness) Fort Wayne. She is an active member of Sigma Theta Tau, (Secretary, Xi Nu Chapter), the American Psychiatric Nurses Association, and the International Society of Psychiatric Nursing.

Mary L. Fisher, PhD, RN, CNAA, BC is Professor, Nursing Administration and Department Chair, Environments for Health at the Indiana University School of Nursing, Indianapolis, IN. She teaches primarily in the Executive MSN program in Nursing Administration. She consults on Magnet Hospital preparation, evidence-based practice, problem-based learning, and administrative leadership and has been a legal nurse expert for over 20 years. She was awarded the President's Distinguished Teaching Award for 2006 and has been a member of FACET since 1997 and currently serves as IUPUI FACET co-liaison.

Dr. John R. Jones III is the Assistant Vice Chancellor and Associate Dean of Students in the Division of Student Life and Diversity at Indiana University Purdue University Indianapolis (IUPUI). He oversees Campus and Community Life, Adaptive Educational Services, Judicial Affairs, and Student Advocacy. He received a B.S. in Applied Mathematics from Appalachian State University. He was awarded Master ('94) and Doctorate ('97) degrees in Higher Education Administration from the University of Iowa. Following his graduation, Dr. Jones served as a Post Doc in the College of Education at Iowa. He left Iowa in 1998 to take his first administrative position in the Office of the Dean of Students at Purdue University. He left Purdue and started at IUPUI in 2001. Dr. Jones is a trained mediator. His professional affiliations include the Association for Student Judicial Affairs (ASJA), the National Association of Student Personnel Administrators (NASPA), and the American College Personnel Association (ACPA). Dr. Jones also serves on the Board of Directors for the Madame Walker Theatre Center. He is a member of Omega Psi Phi Fraternity, Inc.

Paul Kriese earned his Ph.D. from Purdue University in 1977. He is currently serving as Associate Professor and coordinator of Political Science program at Indiana University East in Richmond, Indiana. Dr. Kriese is the campus chair for the American Democracy Project and the campus Law School advisor. His professional interests include the politics of social justice with a focus on race and gender issues. He walks and writes poetry for relaxation. Recent professional honors include Best Teacher Award from the Richmond campus, The IVY Tech Excellence in Teaching and Service to the Community Award, Richmond, Indiana, and the Richmond NAACP Service Award. Recent publications include *From Ghetto to Ghetto: Growing Through Our Past into the Future: Journeys of Educators on the Path to Cultural Competence* IUPUI, Indianapolis, 2006 (an e-article in an e-book) and "The Color-Coded United States Constitution: Its Racist Roots?" *Humanity and Society*, fall, 2004.

David Maloney earned a B.S. in physics from the University of Louisville, and an M.S. in physics and an interdisciplinary (physics, geology and education) Ph.D. from Ohio University. Dr. Maloney has conducted research into students' natural beliefs about the physical world and how those beliefs affect students' ability to learn physics and solve problems in physics. He is a member of FACET and won a distinguished service citation from the American Association of Physics Teachers in January 2005. He is also the associate editor of the *Physical Review Special Topics: Physics Education Research* online journal. Recent publications include *Ranking Task Exercises in Physics: Student Edition* (2004) and *E & M Tasks Inspired by Physics Education Research (TIPERs)* (2006) both published by Prentice-Hall.

Jesse Nelson is Director of the Associate Faculty Office and an Instructional Development Specialist at Indiana University Purdue University Indianapolis. His current professional interests include maximizing creativity in the process of course design, improving student retention through instructional practice, developing social presence in online courses, and implementing a multicultural approach to teaching and learning. Jesse earned his doctorate in Education Policy Studies at Indiana University.

Julie Saam earned her Ph.D. in Science Education from Indiana University and currently is an Assistant Professor of Secondary Education at Indiana University Kokomo. Her professional interests include Scholarship of Teaching and Learning, Integration, Constructivism, and Inquiry. She recently received the following honors: FACET 2006, Trustees Teaching Award 2006, and Mack Fellowship 2005. Recent publications include: "Uncovering Student Perceptions of Rubrics" in *Journal on Excellence in College Teaching* (forthcoming) with Margo Sorgman and Sharon Calhoun and "Theory to practice: Teacher candidates' conceptual understanding & connections between educational psychology and mathematics methods" in *Journal of Scholarship of Teaching and Learning* (forthcoming) with Ellen Sigler.

Judy Spector earned her Ph.D. from Indiana University and serves as Professor of English and Coordinator for English programs at IUPUC. A 2005 winner of the Indiana University Trustee's Teaching Award, her professional interests range from expressivist writing theory/creative writing to scholarly studies of popular culture. She is currently working on a book of feminist fairy tales entitled "The Fairy Godmentor's Advice for Women Like Us" and an article on the uses of the virtual student in the classroom. Her most recent publication (in press) is an article on the aesthetics of materialism in Alan Ball's [*American Beauty*](#).

Linda Wallace earned her Ed.D. from Ball State University in Adult & Community Education and currently is an Associate Professor and Director of International Studies in the School of Nursing at Indiana University Kokomo. Some of Dr. Wallace's professional interests include critical care nursing, health promotion in diverse cultural groups, international nursing education and strategies to improve critical thinking. She has coordinated a faculty and student exchange program with a school of nursing in South Korea since 2000. She was a 2006 FACET award recipient. Recent publications include: "Beginning an Exchange with Korea" in *Nursing & Health Care Perspectives*; "Rhabdomyolysis: A Case Study" in *MEDSURG Nursing*; "Using Color to Simplify ABG Interpretation" in *MEDSURG Nursing*. Another manuscript, "When West Meets East: A Short-Term Immersion Experience in South Korea" is under review by the *International Journal of Nursing Education Scholarship*.

Linda M. Wright-Bower is the Practicum and Internship Supervisor for the IPFW Music Therapy program and the programs former director. Linda completed a Music Therapy Equivalency program at Cleveland State University and also holds a M.S. in Adult Education and Gerontology from University of Akron. Linda joined the university in 1987. Her areas of professional interest include Orff Schulwerk and Music Therapy, Neurological Music Therapy, Autism, Aspergers and Gerontology. She also focuses on program development including approaches to evidenced-based music therapy. She enjoys Enneagram and gardening as well.

Thanks to the following people for their assistance and support:

Judy (Carlson) McBride & Bob Wildblood - Conference Co-Chairs

David Malik – FACET Director

Kimberly Lane and Ali Morris Fitzgerald – FACET Staff

2006 Planning Committee Members

Judy (Carlson) McBride, Bob Wildblood, Scott Orr,

Charles Reyes, Ron Dunlop, Diane Larson

And all of you for participating this year, FACET hopes you will join us in 2007!
