

# Center for Teaching and Learning

## Annual Report 2012-2013

**IUPUI**

**CENTER FOR  
TEACHING AND LEARNING**

INDIANA UNIVERSITY-PURDUE UNIVERSITY  
INDIANAPOLIS

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## Introduction

This report from the IUPUI Center for Teaching and Learning (CTL) will address activities from July 1, 2012, through June 30, 2013. It begins with highlights of the year; then reports data on the number of consultations and event participation; and, finally, provides details about events and programs offered by the CTL.

### Vision

The vision of the IUPUI Center for Teaching and Learning is to create an internationally renowned model of collaboration with schools and departments to promote a culture of excellence in teaching and learning.

### Mission

The mission of the Center for Teaching and Learning is to advance teaching excellence at IUPUI while supporting faculty through a collaborative approach that celebrates and embraces the diversity of our urban research university. The CTL offers a wide array of programs, events, and services that foster innovation and translation of educational research into practice.

The CTL was established in 1995 and is a partnership among the following organizations:

Academic Affairs  
University Information Technology Services (UITS)  
University Library

The CTL has a 12 member Advisory Board which is comprised of faculty and staff from 12 different schools and departments. For a complete board listing, see Appendix G.

## CTL Highlights and Summary

### Cyber Peer-Led Team Learning (cPLTL) National Adoption Workshop

With support from the Next Generation Learning Challenges (NGLC Wave I), the cPLTL team led by Pratibha Varma-Nelson hosted the second annual National Adoption Workshop to facilitate the adoption and evaluation of cPLTL in higher education. The workshop brought together teams of faculty, instructional technologists, and prospective peer leaders from diverse institutions for two days to learn about cPLTL. Thirty-two participants from 18 institutions around the United States convened in Indianapolis on June 3 and 4, 2013. The cPLTL project was among four projects that received a follow-on NGLC grant in February of 2013.

<http://cpltl.iupui.edu/Workshop>

### Learning Environment Grants

Through the awarding of small grants, the Learning Environments Grant (LEG) supports the creation of innovative, engaging formal and informal learning environments that meet the needs of both faculty and students. For the 2012-2013 academic year, the committee funded six projects in five different buildings totaling over \$145,000. Projects included a new lab for geology courses, a collaborative learning lab, a global classroom, a project and problem-based learning space for art education, a geography learning lab and seminar lab, and new furniture

for a high-usage general inventory classroom. (<http://ctl.iupui.edu/Programs/LEG>)

### **Curriculum Enhancement Grants**

Recipients of the second round of Curriculum Enhancement Grants (CEG) wrapped up projects and presented their findings at the fall 2012 CEG Symposium. The purpose of the CEG is to provide faculty with support, time, and resources to implement projects designed to improve student learning and success at IUPUI and IUPU Columbus. In the third round of grants, 8 projects were awarded a total of \$74,000 in matching grants to faculty representing five schools. Special Focus Curriculum Enhancement Grants, in support of IU Online, were awarded for the first time in summer 2013. In the first round of grants eight projects were awarded nearly \$95,000 and involved 20 faculty members from six schools. (<http://ctl.iupui.edu/Programs/CEG>)

### **Signature Events**

The CTL hosted several nationally and internationally known guest speakers during the 2012-2013 academic year. Author and effective communicating coach Jean-luc Doumont visited IUPUI for two days in September 2012, conducting seminars for IUPUI faculty and staff entitled “Making the Most of Your Presentation” and “Teaching is Not Learning.” Stanford associate professor, Coursera co-founder, and one of Time Magazine’s Most Influential people of 2013, Dr. Andrew Ng delivered a virtual keynote entitled “The Online Revolution: High-Quality Education for Everyone” during November’s Advancing Learning with Technology (ALT) Symposium. (<http://alts.iupui.edu/>) For the Edward C. Moore Symposium on Excellence in Teaching in April, Dean of the Meadows School of Arts at Southern Methodist University and Professor of Music José Antonio Bowen spoke about “Teaching Naked: How Moving Technology Out of Your College Classroom Will Improve Student Learning.” (<http://ecmoore.iupui.edu/>) Also in April was the annual CTL Lecture Series, featuring Indiana University Bloomington Provost and Executive Vice President Lauren Robel. Having previously served as the President of the American Association of Law School and the first female dean of the IU Maurer School of Law from 2003-2011, Robel spoke about the challenges facing legal pedagogy and her ideas to overcome those challenges. (<http://ctl.iupui.edu/Workshops-Events/Events/CTLectureSeries>)

### **International Relationships**

The CTL hosted two groups of international visitors from these universities:

- Durban University of Technology in Durban, South Africa
- Osaka Kyoiku University, Japan

Dr. Varma-Nelson also conducted the following international lectures:

- At the University of Hyderabad, Hyderabad, India. “Preparing College Students in the 21<sup>st</sup> Century.” (October 2012)
- At City University of Hong Kong. “Peer Led Team Learning (PLTL): A student-faculty partnership for transforming the learning environment.” (October 2012)
- At the Sun Yat-Sen University Department of Chemistry and Chemical Engineering, Guangdong, China. “The Introduction of Center for Teaching and Learning of IUPUI and the PLTL Model of Teaching.” (October 2012)

Dr. Varma-Nelson’s Other Honors and Awards

- Sloan Consortium Award for Effective Practices in Online and Blended Education at the 5<sup>th</sup> Annual International Symposium for Emerging Technologies for Online Learning, Las

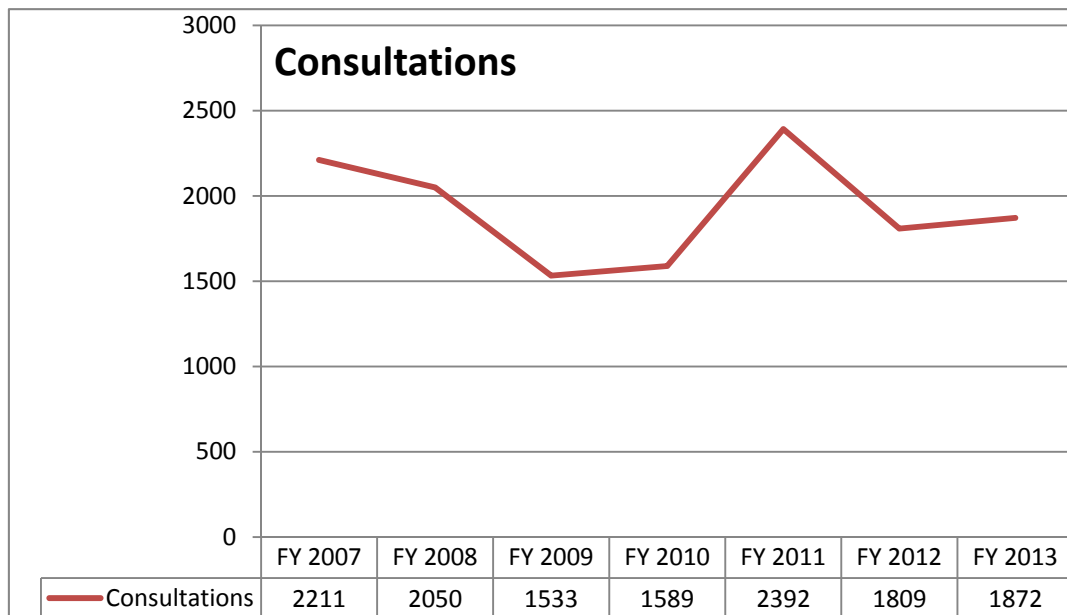
Vegas, Nevada (with Randy Newbrough, Julie Banks, Tom Janke, Lori Shuck, Lin Zhu, John Sours, and Joshua Smith) (July 25, 2012)

- 2013 Woodward Lecturer, Penn State Hershey College of Medicine (April 25, 2013)
- School of Science Service Award
- Received \$166,000 follow-on funding from the NGLC Wave 1 program funded by the Bill and Melinda Gates Foundation (February 2013-February 2014)

## Summary of Center for Teaching and Learning Activities

During 2012-2013 fiscal year the following activities were entered by CTL staff into the database:

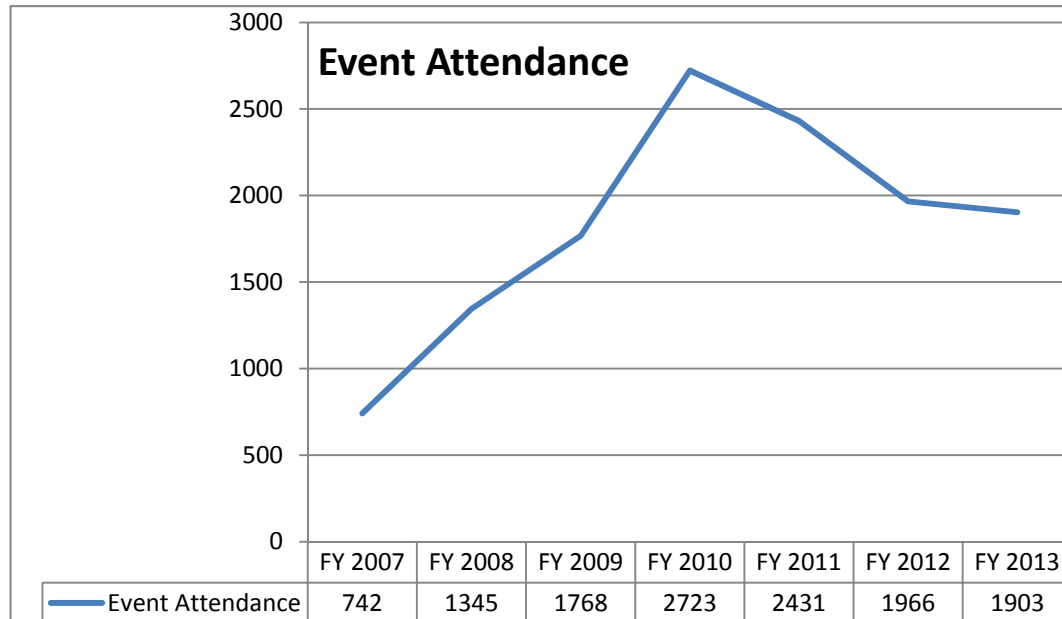
- Total consultations numbered 1,872. This was a three percent increase over the 1,809 consultations conducted in 2011-2012. Of these total consultations, there were 555 unique clients who received consultation services. This was a nine percent decrease over the 613 unique clients who received consultation services in 2011-2012. These numbers include both scheduled and walk-in consultations. Two primary factors likely account for the increase in total consultation and the decrease in unique consultation clients, vacant positions and increased focus on providing depth of consulting service (resulting in repeat consultation).



\*Note: prior to FY 2012 event numbers previously reported were based on registrations and not actual attendance figures. The numbers for FY 2007-2011 have been reduced by 10% to account for the difference.

- There were 106 sponsored or co-sponsored events with a total of 1,903 participants. This was a 16 percent decrease in number of events over the 143 sponsored events in 2011-2012. The reduced number of events was due to a deliberate decision to schedule fewer, more targeted workshops to increase the number of attendees per workshop. The total number of participants

in sponsored or co-sponsored events was four percent less than the 1,966 participants in last year's sponsored events, but the average workshop attendance (not including major events) was 16.7 participants per event. Compared to last year this was approximately a 50 percent increase in the average number of participants per workshop.



\*Note: prior to FY 2012 event numbers previously reported were based on registrations and not actual attendance figures. The numbers for FY 2007-2011 have been reduced by 10% to account for the difference.

- The total number of unique clients (individuals who either attended an event or had a consultation with CTL) was 1,127. This was a 22 percent decrease over the 1,439 unique clients served during 2011-2012. This decrease is likely due to staffing vacancies during the report year and a reduction in program offerings. Further, the amount of project-based work has increased.
- Over 250 internal presentations were organized by the CTL this year as part of our programming. CTL staff delivered or facilitated 75 presentations. Continuing the CTL's dedication to partnering with the greater IUPUI community, 173 non-CTL faculty and staff members from the IU system presented at one or more events in 2012-2013. In addition, CTL staff presented 18 presentations external to IUPUI. See Appendix C for a listing of external presentations given by CTL staff.
- CTL staff had two publications (see Appendix A).
- CTL staff served on 45 committees outside of CTL (see Appendix C); and taught nine classes (see Appendix D).

## 1.1 Teaching and Learning

### 1.1.1. Curriculum Enhancement Grants

<b>Achievements</b>	<p><b>Curriculum Enhancement Grant</b></p> <p>The fourth round of Curriculum Enhancement Grants (CEG) was awarded in spring 2013. The purpose of the CEG initiative is to provide faculty with support, time, and resources to implement projects designed to improve student learning and success at IUPUI and IUPU Columbus. In addition, it is expected that the grants will increase faculty competitiveness for external educational or curricular improvement grants and increase the number of faculty involved in pursuing the scholarship of teaching and learning.</p> <p>Example projects include but are not restricted to those that would:</p> <ul style="list-style-type: none"><li>• Enhance the effectiveness of courses through the use of technology.</li><li>• Enhance the effectiveness of courses through adapting pedagogies of engagement (e.g., just-in-time teaching, problem-based learning, peer-led team learning, peer tutoring).</li><li>• Incorporate experiential learning.</li><li>• Develop innovative curricular materials or laboratory experiences.</li><li>• Develop hybrid or fully online courses or sequence of hybrid or fully online courses.</li><li>• Develop a new course or sequence of courses.</li></ul> <p><b>Eligibility</b></p> <ul style="list-style-type: none"><li>• Open to all IUPUI and IUPU Columbus full-time faculty (tenured, tenure track, and non-tenure track).</li><li>• Associate (part-time/adjunct) faculty may be included on proposals but may not serve as the principal investigator.</li></ul> <p>Recipients of the third round of CTL’s Curriculum Enhancement Grant (CEG) initiative wrapped up projects in June 2013 and will present their findings in October 2013 at the CEG Symposium. In the third round of grants, eight projects were awarded nearly \$74,000 and involved 22 faculty members from five schools. Awards for the fourth round of grants were announced in spring 2013 and funded twelve projects for a total of \$63,000. The fourth round projects involved 20 faculty members representing five schools. All CEG funds awarded by CTL were matched by the faculty members’ school or department.</p> <p><b>2012 Funded CEG Projects</b></p> <ul style="list-style-type: none"><li>• <i>Psychology Undergraduate Curriculum Enhancement: Addressing Curriculum Gaps in Ethics and Diversity</i>, Leslie Ashburn-Nardo, School of Science;</li><li>• <i>Transformation of Traditional First-Year Seminars to Blended Learning</i>, Sarah Baker, University College and School of Medicine; Jan DeWester, University</li></ul>
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College and School of Liberal Arts; Kate Thedwall, University College and School of Liberal Arts; Michele J. Hansen, University College and School of Science; Francia Kissel, University College and School of Liberal Arts; Nathan S. Byrer, University College; and Rhonda Huisman, University Library

- *Development, Implementation and Evaluation of Pharmacology Learning Activities at the Indiana University School of Dentistry*, Karen Gregson, and Steven Blanchard, School of Dentistry
- *Developing and Assessing Online Courses for the New Technical Communication BS degree*, Marjorie Rush Hovde, Wanda Worley, Corinne Renguette, and Ellen Harley, School of Engineering and Technology
- *Bringing Clinical Teaching on the Internal Medicine Wards into the 21st Century with INSPIRE (Integrated Supportive Presentations for Internal Medicine Rotation Educators)*, Jennifer Hur, Debra Litzelman, and Curtis Wright, School of Medicine
- *How to Solve a Problem Without Solving it; Student Learning Through Connecting the Dots*, Yogesh Joglekar and Ricardo Decca, School of Science
- *Into the CAVE: Virtual Field Trips for Architectural Education*, Bekir Kelceoglu, School of Engineering and Technology
- *Family Medicine Clerkship Core Diagnoses Modules*, Scott Renshaw and Matthew Holley, School of Medicine

### **2013 Funded CEG Projects**

- *Expansion of the Classroom into the Real World*, Lingma Lu Acheson, School of Science
- *From Books to Bedside: Development of an Interdisciplinary Clinical Practicum for Students in Medical Humanities*, Emily Beckman, School of Liberal Arts
- *Hybrid Version of W231 (Professional Writing)*, Gail Bennett-Edelman and Julie Freeman, School of Liberal Arts
- *Teaching Interpersonal Communication Online*, Anna Carmon, IUPU Columbus
- *Enhancement and integration of ECE Digital Design Project and Lab Components*, Lauren Christopher, School of Engineering and Technology
- *Development of an Online iOS Application Programming Course*, Rob Elliott and Connie Justice, School of Engineering and Technology
- *Mixed Methods Research in Technology and Health Graduate Certificate*, Charles R. Feldhaus and Debra S. Burns, School of Engineering and Technology
- *B110 – Introduction to Psychology Course Enhancement*, Debora S. Herold, School of Science
- *Building Curricula to Enhance Medical Student Competence During Key Stages of Transition*, Aloysius (Butch) Humbert, Mark Seifert, and Cory Pitre, School



	<p>of Medicine</p> <ul style="list-style-type: none"> <li>• <i>Development of an Online Graduate Course: TECH 58100 Emergency Management for Facilities Personnel</i>, Emily A. McLaughlin, School of Engineering and Technology</li> <li>• <i>CSCI 101: CS Principles – A Novel, On-line Learning Experience in Computing</i>, Snehasis Mukhopadhyay, Michele Roberts, and Kathy Marrs, School of Science</li> <li>• <i>Using Tablets to Improve Technology Knowledge in Kinesiology Students</i>, Jake Streepey and Mark Urtel, School of Physical Education and Tourism Management</li> </ul> <p>For more information about the CEG initiative, see <a href="http://ctl.iupui.edu/programs/ceg.asp">http://ctl.iupui.edu/programs/ceg.asp</a>.</p>
<b>Future Plans</b>	The Curriculum Enhancement Grants will be offered again in 2014. CEG funds will be used to support projects in three tracks: General Track, Special Focus in Support of IU Online Track, and the Intergroup Dialogue Initiative Track.
<b>Evidence of Progress</b>	The eight projects funded in spring 2012 have a combined enrollment of approximately 11,675 students. Faculty receiving the 2012 Curriculum Enhancement Grants completed a final report in June 2013. Individuals reported that with the CEG funds they were able to create curricular material such as mobile, electronic, multi-media, curricular resources, course materials (e.g., blended learning modules, online learning activities, classroom activities and assignments, case studies, online resource materials), videos and recordings, and online courses.

### 1.1.2. Special Focus Curriculum Enhancement Grants in Support of IU Online

<b>Achievements</b>	<p><b>Special Focus Curriculum Enhancement Grants in Support of IU Online</b></p> <p>The Special Focus Curriculum Enhancement Grants (CEG) in Support of IU Online were awarded for the first time in summer 2013. The purpose of the grant is to provide faculty with support, time, and resources to develop <i>online</i> courses or programs designed to improve student learning and success at IUPUI and IUPU Columbus. A particular priority is for proposals emphasizing graduate and professional level offerings. In addition, it is expected that the grants will increase faculty competitiveness for external educational or curricular improvement grants and increase the number of faculty involved in pursuing the scholarship of teaching and learning.</p>
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Example projects include but are not restricted to those that would:

- Develop a new course or sequence of courses for online delivery.
- Enhance the effectiveness of online courses through adapting pedagogies of engagement (e.g., just-in-time teaching, problem-based learning, peer-led team learning, peer tutoring).
- Develop a course(s) that would complete an online program.

Eligibility

- Open to all IUPUI and IUPU Columbus full-time faculty (tenured, tenure track, and non-tenure track).
- Associate (part-time/adjunct) faculty may be included on proposals but may not serve as the principal investigator.

Recipients of CTL's Special Focus Curriculum Enhancement Grants (CEG) in Support of IU Online began their projects in June 2013 and will present their findings in October 2013 at the CEG Symposium. In the first round of grants, eight projects were awarded nearly \$95,000 and involved 20 faculty members from six schools. All Special Focus CEG funds awarded by CTL were matched by the faculty members' school or department.

**2013 Funded Special Focus CEG Grants in Support of IU Online**

- *Creating Online Statistics Courses: STAT 11300 "Statistics and Society", and STAT 30100 "Elementary Statistical Methods,"* Mamunur Rashid and Henry Hernandez, School of Science
- *French-Spanish Proposal for Online First-Year Language Sequence,* Didier Bertrand and Enrica Ardemagni, School of Liberal Arts
- *Development of an Online Bachelor Degree Completion Program in Dental Hygiene,* Nancy Young and Lorinda Coan, School of Dentistry
- *Creating a Distance Accessible Pediatric Clinical Nurse Specialist Graduate Program,* Desiree Hensel, Cheryl Crisp, and Janet Fulton, School of Nursing
- *Online Professional Development for Physical Education and Health Teachers,* Rafael Bahamonde, Brian Culp, Katie Stanton, and Kara Egan, School of Physical Education and Tourism Management
- *Online Course Series on Topics in Feminist Medical Ethics,* Peg Brand and Edward Weiser, and William Schneider, School of Liberal Arts
- *Development of Online Courses in the Graduate Certificate in Homeland Security and Emergency Management,* Abdul-Akeem Sadiq, School of Public and Environmental Affairs
- *Migrating Core Components of the Certificate in Geographic Information Science into an Online Environment,* Daniel Johnson and Jeffrey Wilson, School of Liberal Arts

	For more information about the Special Focus CEG initiative, see <a href="http://ctl.iupui.edu/programs/ceg.asp">http://ctl.iupui.edu/programs/ceg.asp</a> .
<b>Future Plans</b>	The Special Focus CEG Grants in Support of IU Online will be offered again in 2014, this time as one of three tracks available as part of the Curriculum Enhancement Grants.
<b>Evidence of Progress</b>	The eight projects funded in summer 2013 have an anticipated combined enrollment of approximately 1,020 students per year.

### 1.1.3. Flipped Classroom Faculty Learning Community

<b>Achievements</b>	<p><b>Flipped Classroom Faculty Learning Community</b></p> <p>The CTL sponsored a Flipped Classroom Faculty Learning Community (FLC) beginning in December 2012 and it will continue throughout 2013. The Flipped Classroom FLC is exploring the ways that active learning and new technologies can be combined to change the way educators design learning environments. In traditional course formats, students "receive" their first exposure to the content via an in-class lecture, which is followed by homework and other assignments that provide opportunities for students to grasp and apply content on their own, outside of class. In the flipped classroom, the course is designed so students are exposed to content before coming to class. Class sessions include discussion, problem-solving, and other forms of engaged, active learning, wherein students receive formative feedback as they process content more deeply. The Flipped Classroom FLC was established to explore the elements and continuum of "flipping," and in doing so, determine ways in which each faculty member will incorporate the underlying principles of flipping to a course.</p> <p>The Flipped Classroom FLC is intended to encourage faculty to flip their classrooms in order to:</p> <ul style="list-style-type: none"> <li>• Promote active learning</li> <li>• Promote deeper learning</li> <li>• Promote student collaboration</li> <li>• Provide feedback during classroom activities</li> <li>• Use technology to support active learning and collaboration</li> <li>• Increase student engagement with course concepts</li> <li>• Increase student responsibility for learning</li> </ul> <p>Eight faculty members were selected to be members of the interdisciplinary FLC based on the quality and creativity of their applications.</p>
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	<p>Members are the 2013 Flipped Classroom FLC are:</p> <ul style="list-style-type: none"> <li>• Susan Alvarez, Department of Tourism, Convention, and Event Management, School of Physical Education and Tourism Management</li> <li>• Carla Aldrich, Department of Microbiology and Immunology, IUSM-Evansville</li> <li>• Mary Ann Frank, Department of Engineering Technology, School of Engineering and Technology</li> <li>• Debora Herold, Department of Psychology, School of Science</li> <li>• Nancy Barton, Department of Kinesiology, School of Physical Education and Tourism Management</li> <li>• Nancy Evans, Department of Computer Information and Graphics Technology, School of Engineering and Technology</li> <li>• Cory Pitre, Department of Emergency Medicine, IU School of Medicine</li> <li>• Rob Elliott, Department of Computer Information and Graphics Technology, School of Engineering and Technology</li> </ul>
<b>Future Plans</b>	The CTL will consider offering another FLC in 2014.
<b>Evidence of Progress</b>	Flipped Classroom FLC faculty members have met regularly during spring 2013 and are creating plans to implement their “flipping” during summer or fall 2013.

#### 1.1.4. Faculty Writing Circles

<b>Achievements</b>	<p><b>Faculty Writing Circles</b></p> <p>The CTL sponsored an organizational meeting on September 14, 2012, for faculty interested in becoming involved in a faculty writing circle. Faculty Writing Circles are small groups of faculty who meet regularly to provide support and feedback about one's scholarly writing. Most groups involve 4-5 participants and provide a consistently scheduled support structure (e.g., weekly). In writing circles, individuals receive feedback from peers to enhance their efforts of writing for publication. A writing circle may be comprised of faculty from within the same or similar discipline or may be interdisciplinary dependent on the number of interested. At the meeting, participants discussed the concept of faculty writing circles and were invited to participate in a writing circle. Faculty were given the choice to join a writing circle that would meet online or face-to-face.</p> <p>Six faculty members attended the meeting. All chose to participate in a face-to-face rather than online writing circle. The circle met fall 2012, then discontinued meeting due to scheduling issues. A second writing circle that was originally formed in 2009 continued to meet regularly through fall 2012 and spring 2013.</p>
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<b>Future Plans</b>	The CTL will consider offering another writing circle in 2013-2014, this time focused on writing a statement of teaching philosophy.
<b>Evidence of Progress</b>	One writing circle that was originally formed in 2009 continued to meet regularly through fall 2012 and spring 2013.

## 1.2 Symposia/Major Events for 2012-2013

### 1.2.1 Associate Faculty Forum

<b>Achievements</b>	<p>The Center for Teaching and Learning again held a fall and spring professional development opportunity for associate faculty. The Associate Faculty Forum events are open to all associate faculty not just those new to IUPUI.</p> <p><b>Event Description</b> The forums were open to both new and experienced part-time faculty members. The events, held in the evening to accommodate associate faculty schedules, featured workshops on varying topics related to teaching and learning. During the fall, a welcome session and resource fair were held in the University Library during which representatives from various campus departments and offices (e.g., Office of International Affairs, Gateway to Graduation Program, Counseling and Psychology Services, Writing Center) were available to answer questions.</p> <p><b>Fall 2012 Program (August 14, 2012)</b> The following interactive sessions were led by IUPUI faculty, CTL staff and University Information Technology Services staff.</p> <p><b>Overview of Oncourse</b> <i>Tom Janke, assistant director, Center for Teaching and Learning</i></p> <p><b>What's Available? Using Classroom Technology at IUPUI</b> <i>Joe Bieschke, Classroom Technology Services, University Information Technology Services</i></p> <p><b>Grading Strategies</b> <i>Lisa McGuire, Ph.D., associate professor and BSW director, IU School of Social Work</i></p> <p><b>Using Advanced Oncourse Features</b> <i>Mark Alexander, instructional technology consultant, Center for Teaching and Learning</i></p>
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	<p><b>Designing an Effective Course Syllabus</b>  <i>Jennifer Beasley, instructional design consultant, Center for Teaching and Learning and Kate Thedwall, senior lecturer, Department of Communications Students and director, Gateway to Graduation Program</i></p> <p><b>Spring 2013 Program (January 3, 2013)</b></p> <p>The interactive sessions were led by CTL and University Information Technology Services staff and included the following:</p> <p><b>Promoting Academic Integrity in the Classroom</b>  <i>Jennifer Beasley, instructional design consultant, Center for Teaching and Learning</i></p> <p><b>Preventing Problems Before they Happen: Anticipating the Challenging Student</b>  <i>Lisa Contino, instructional design faculty fellow, Center for Teaching and Learning</i></p> <p><b>Overview of Oncourse Tools</b>  <i>Tom Janke, assistant director, Center for Teaching and Learning</i></p> <p><b>Rubrics: A Tool for Assessing Student Learning Efficiently and Effectively</b>  <i>Jennifer Beasley, instructional design consultant, Center for Teaching and Learning</i></p> <p><b>Strategies for Teaching in the Online Setting</b>  <i>Chip Easterling, instructional technology consultant, Center for Teaching and Learning</i></p> <p><b>Advanced Features of Oncourse (assignments and gradebook)</b>  <i>Mark Alexander, instructional technology consultant, Center for Teaching and Learning</i></p> <p>For more information about associate faculty programs, visit <a href="http://ctl.iupui.edu/Programs/Associate-Faculty">http://ctl.iupui.edu/Programs/Associate-Faculty</a></p>
<b>Future Plans</b>	<p>Plans are underway for the 2013-2014 academic year. The fall 2013 forum is scheduled for Wednesday, August 14. To increase attendance at the Fall Associate Faculty Forum, CTL will collaborate with Academic Affairs to sponsor and advertise the event and consider other changes such as the program structure and when the event is held.</p>
<b>Evidence of Progress</b>	<p>On August 14, 2012, 37 faculty members attended the forum. This was an overall decrease of 57 percent from fall 2011 when 65 overall attended. The decreased attendance may be due to challenges in effectively communicating information about the event to associate faculty. Comments from the forum were overall positive with 89.7 percent of respondents who either agreed or strongly agreed that the orientation gave them a better knowledge of resources available to them at IUPUI. Over 70 percent of respondents said they would recommend the forum to others. It</p>

	<p>should be noted that only 17 participants completed the online survey evaluating the event.</p> <p>The spring forum took place on January 3, 2013 and 29 faculty members attended. This was an increase of four percent over spring 2012 when 28 faculty members attended. Feedback was also positive of this event. The majority of the 13 individuals responding (85%) indicated that this orientation made them feel more comfortable starting their semester at IUPUI. Additionally, 100 percent of respondents felt the forum was a worthwhile investment in their professional development as an associate faculty member at IUPUI.</p>
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### 1.2.2 Curriculum Enhancement Grant (CEG) Symposium

<b>Achievements</b>	<p>The CEG Symposium was held on September 27, 2012 in University Library.</p> <p><b>Event Description</b>  Held to honor and celebrate the successes of the 2011 Curriculum Enhancement Grant (CEG) awardees, the 2012 CEG Symposium will feature a keynote address on <i>Teaching is Not Learning</i> by Jean-luc Doumont, poster presentations by the 2011 CEG recipients, and a reception.</p> <p>The purpose of the CEG initiative is to provide faculty with support, time, and resources to implement projects designed to improve student learning and success. In addition, it is expected that the grants will increase faculty competitiveness for external educational or curricular improvement grants and increase the number of faculty involved in pursuing the scholarship of teaching and learning. For more information on the CEG initiative and the 2011 awardees and their projects, go to <a href="http://ctl.iupui.edu/programs/CEG.asp">http://ctl.iupui.edu/programs/CEG.asp</a></p> <p><b>Schedule</b>  Welcome and Keynote: 2:30 - 4 p.m.  Reception and Poster Session: 4 - 5 p.m.</p> <p><b>Keynote Address</b>  <b>Teaching is Not Learning</b>  <i>Jean-luc Doumont</i></p> <p>Description: Many of us who teach students often feel they have done their job when they have “covered all material”: as lecturers, when they have said everything once; as TAs, when they have provided a solution to all the assigned exercises. But have students learned? In fact, have we done anything that a good book or video sequence could not have done in our place? Observing that “teaching is not learning,” the lecture will show the limitations of traditional approaches, establish the potential value added by an instructor, and provide strategies that will help students learn.  About the keynote speaker: An engineer from the Louvain School of Engineering and</p>
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PhD in applied physics from Stanford University, Jean-luc Doumont now devotes his time and energy to training engineers, scientists, business people, and other rational minds in effective communication, pedagogy, statistical thinking, and related themes. Articulate, entertaining, and thought-provoking, Dr. Doumont is a popular invited speaker worldwide, in particular at international scientific conferences, research laboratories, and top-ranked universities. For additional information, visit [www.principiae.be](http://www.principiae.be).

**Poster Session**

2011 Curriculum Enhancement Grant Awardees

*Development and Enhancement of a Haptic Training Program for the Dental School Curriculum*

Judith R. Chin, Ahmed Ghoneima, and LaQuia Walker, School of Dentistry; Eric Wernert and Michael Boyles, University Information Technology Services

*Sustainable Technology Certificate*

David Goodman, Patricia Fox, and David Jan Cowan, School of Engineering and Technology

*Positives Through Partnerships: Overview of an Experiential Collaboration Between Law and Social Work*

Carrie Hagan, School of Law; Stephanie Boys, School of Social Work, School of Law

*Making a Web Connection with Students*

Henry A. Hernandez, School of Science

*Experiential Learning in Motorsports Operations*

Peter Hylton, School of Engineering and Technology

*Liberal Arts Education as a Spider Web: Developing an Interdisciplinary Course in Native American Literature*

Megan Musgrave, School of Liberal Arts

*Online MSW Degree Program*

Philip Ouellette, School of Social Work

*Learning-Centered Evaluation and Assessment: Framing and Implementing Evaluation Practices to Promote Deep Learning*

Jonathan Rossing, School of Liberal Arts

*Measuring the Effectiveness of Systematic Student Assessment Via Teacher Work Samples and Service Learning Reflection on Pre-service Physical Education Teachers Knowledge, Skill, and Disposition Acquisition*

Kathleen Stanton-Nichols, Mark Urtel, Lisa Angermeier, and Brian Culp, School of Physical Education and Tourism Management



	<p><i>Curricular Enhancement through Integrated Clinical Education</i> Valerie Strunk, Peter Altenburger, Bobby Lassiter, and Lora Dingedine, School of Health and Rehabilitation Sciences</p>
<b>Future Plans</b>	<p>The next CEG Symposium will be held on October 17, 2013, and will feature a keynote address entitled “Lessons from Three Decades of Subversion” by Brian Coppola.</p> <p>In his talk, Coppola will review a set of four simple teaching principles that, in today's climate, might seem subversive. First, education is not the same as the certification of competency. Second, the truck is not the same as the groceries it carries. Third, entertainment is not the same as a good performance. And lastly, that doing real work is better than homework.</p> <p>Dr. Coppola is Arthur F. Thurnau Professor of Chemistry at the University of Michigan. He currently serves as the department’s Associate Chair for Educational Development and Practice, and also as the Associate Director for the University of Michigan-Peking University Joint Institute in Beijing, China.</p>
<b>Evidence of Progress</b>	<p>Forty-eight individuals attended the event. In comparison to the 2011 CEG Symposium where 63 attended, this was a slight decrease.</p> <p>Eleven people completed the evaluation and the majority (91 percent) agreed or strongly agreed that this workshop was a worthwhile investment in their professional development.</p>

### 1.2.3 Advancing Learning with Technology Symposium

<b>Achievements</b>	<p>The Advancing Learning with Technology Symposium was held in University Library on November 9, 2012.</p> <p><b>Virtual Keynote Description</b> <b>Dr. Andrew Ng: The Online Revolution: High-Quality Education for Everyone</b> <i>Associate Professor of Computer Science, Stanford University and co-founder of Coursera</i></p> <p>Last year Stanford University offered three online courses in which anyone in the world could enroll and take for free. Together, these three courses had enrollments of around 350,000 students, making it one of the largest experiments in online education ever performed. Ng has transitioned this effort into a new venture, Coursera, a social entrepreneurship company that partners with top universities to provide high-quality content to everyone around the world for free.</p>
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In his keynote address, Ng reports on this new enterprise in education, and why he believes this model can provide both an improved classroom experience for on-campus students, via a flipped classroom model, as well as a meaningful learning experience for the millions of students around the world who would otherwise never have access to education of this quality. He'll discuss the pedagogical foundations for this type of teaching, and the key technological ideas that support them, including easy-to-create video chunks, a scalable online Q&A forum where students can get their questions answered quickly, sophisticated auto graded homework, and a carefully designed peer grading pipeline that supports the at-scale grading of more open-ended homework, such as essay questions, derivations, or business plans.

Whereas technology and automation have made almost all segments of our economy—such as agriculture, energy, manufacturing, transportation—vastly more efficient, education today isn't much different than 300 years ago. Given the rising costs of higher education, the hyper-competitive nature of college admissions, and the lack of access to a high quality education, we think there is a huge opportunity to use modern internet and AI technology to inexpensively offer a high quality education online. Through such technology, we envision millions of people gaining access to the world-leading education that has so far been available only to a tiny few, and using this education to improve their lives, the lives of their families, and the communities in which they live.

Dr. Ng's keynote was delivered via Adobe Connect and broadcast to attendees in Lilly Auditorium.

To learn more, visit <http://online.stanford.edu/>

#### **Concurrent Sessions**

##### **Cell Phones in the Classroom: Friend or Foe**

*Debora S. Herold, Department of Psychology, Purdue School of Science; Dina David, Department of Communication Studies, IU School of Liberal Arts; Martin Vaughan, Department of Biology, Purdue School of Science; Michael Yard, Department of Biology, Purdue School of Science.*

##### **Online Collaborative Learning: Teaching Strategies and Demonstration**

*Johnna Hampton, IU School of Education*

##### **Teaching Digital Storytelling Through the Creation of Transmedia**

*Travis Faas, M.S., Media Arts and Sciences Program, IU School of Informatics*

	<p><b>Immersive and Inclusive: New Avenues for Expression and Exploration</b>  <i>Beth Lykins, M.S., Media Arts and Science Program, IU School of Informatics; Lloyd Roberson, B.S., IU School of Informatics</i></p> <p><b>Quality Matters at Ivy Tech Community College: Using Design Standards in Online Course Development</b>  <i>Robert K Morse, Sr., Ivy Tech Community College of Indiana and Human Computer Interaction and Human Computer Interaction, IU School of Informatics; Nathaniel Samba, Ivy Tech Community College of Indiana</i></p> <p><b>Virtual International Partnerships for Global Health Education</b>  <i>Rachel A. Umoren, Department of Pediatrics, IU School of Medicine; Evelyn McElhinney, School of Health and Life Sciences, Glasgow Caledonian University, Glasgow, Scotland</i></p> <p><b>Planning Committee</b>  Mark Alexander, Chair  Kenneth Carow  Robert Elliott  Randy Newbrough  Darrell Bailey  Eugenia Fernandez  Ian McIntosh  Peggy Daniels Lee</p>
<b>Future Plans</b>	Plans are already underway for the next ALT Symposium, scheduled for Friday, February 28, 2014. It will again be held in University Library. Dr. Kevin Werbach, Associate Professor of Legal Studies and Business Ethics at The Wharton School, University of Pennsylvania, will deliver the keynote address via Adobe Connect. He will speak about the business, policy, and social implications of emerging internet and communications technologies.
<b>Evidence of Progress</b>	Ninety-four people attended the 2012 ALT Symposium. This represented a significant increase from 48 people in 2011. The overall comments from the symposium were positive. A total of 35 individuals completed the event survey. Most of the respondents (77%) agreed or strongly agreed that this workshop was a worthwhile investment in their professional development, and 86 percent said they would recommend the symposium to others.

#### 1.2.4 Edward C. Moore Symposium on Excellence in Teaching

<b>Achievements</b>	The 2013 <i>Edward C. Moore Symposium on Excellence in Teaching</i> was held in the Campus Center on April 4, 2013.
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## **Event Description**

The Edward C. Moore Symposium on Teaching Excellence is one of IUPUI's oldest public events, dating from the years of IUPUI's inception. Named in honor of Edward C. Moore, former dean of the faculties, the symposium brings the higher education community together to examine the various instructional strategies that encourage student learning.

José Antonio Bowen, Ph.D., F.R.S.A., Dean of the Meadows School of the Arts and Algur H. Meadows Chair and Professor of Music headlined this year's symposium with his keynote address *Teaching Naked: How Moving Technology out of Your Classroom Will Improve Student Learning*. The plenary session featured an Excellence in Teaching Panel with Dr. Amanda Cecil, PETM; Dr. Jennifer Thorington Springer, Department of English; Dr. Jennifer Walthall, IUSM; and Dr. Jeffrey Watt, Department of Math. New this year were "Five-in-Ten" sessions during Concurrent Session II. Presenters had ten minutes to show five slides' worth of information.

Eight interactive concurrent sessions, 12 "Five-in-Ten" sessions and 26 poster presentations highlighted the event with faculty, staff, and student presenters representing seven IU campuses, Marian University, Butler University, Ivy Tech, University of Indianapolis, and the University of Notre Dame.

The symposium was sponsored by the Center for Teaching and Learning, the IU School of Medicine Office of Faculty Affairs and Professional Development (OFAPD), and the Faculty Colloquium on Excellence in Teaching (FACET).

## **Program**

### **Keynote Address**

#### **Teaching Naked: How Moving Technology Out of Your Classroom Will Improve Student Learning**

*José Antonio Bowen, Ph.D., F.R.S.A., Dean of the Meadows School of the Arts and Algur H. Meadows Chair and Professor of Music*

### **Plenary Session**

#### **Excellence in Teaching Panel**

In what we hope will be an inspiring 45-minute discussion, our four panelists, all of whom have been recognized for teaching, will introduce their teaching philosophies, describe how they have evolved as educators, explain what excites and inspires their teaching, and respond to audience questions.

*Amanda K. Cecil, Ph.D., C.M.P.; Jennifer Thorington Springer, Ph.D.; Jennifer Walthall, M.D.; Jeffrey X. Watt, Ph.D.*

## **Concurrent Sessions**

### **Interprofessional Education in Healthcare Disciplines**

*Deborah Poling, College of Health and Human Services, IPFW*

*Nancy Mann, College of Health and Human Services, IPFW*

### **Learning Communities for Graduate Students: Supporting Scholarly Teaching**

*Laura Carpenter, Center for Innovative Teaching and Learning, IU Bloomington*

*Keely Cassidy, IU School of Medicine - Bloomington*

*Alyssa Lederer, IU School of Public Health - Bloomington*

*Jill Sturts, IU School of Public Health - Bloomington*

### **Our Students Experience the Adventure of Leadership**

*Jay Bradley, School of Physical Education and Tourism Management, IUPUI*

*Allison Plopper, School of Physical Education and Tourism Management, IUPUI*

*Rachel Swinford, School of Physical Education and Tourism Management, IUPUI*

### **Team Teaching, Mentoring, and Peer Mentoring: Undergraduates Teaching and Mentoring Each Other**

*Jerome Clark, School of Engineering and Technology, IUPUI*

*Panelists: Jeff Bailey, John Balaska, Dalton Bishop, Lori Maxwell, Kristopher*

*Rutherford, Lauren Stine, Chaunda Williams, and Yelena Yezerets*

### **Learning Opportunities: Framing Evaluation and Assessment Practices to Promote Deep Learning**

*Jonathan Rossing, School of Liberal Arts, IUPUI*

### **Embedding Transformational Outcomes in Your Classroom: Learning beyond Transaction to Transformation**

*Rob Wolter, School of Engineering and Technology, IUPUI*

*Cliff Goodwin, School of Engineering and Technology, IUPUI*

### **MTBindingSim: Using Computer Simulators to Teach Protein Binding**

*Jill Voreis, College of Science, University of Notre Dame*

*Ben Paulson, College of Science, University of Notre Dame*

### **Role-Playing, Case Studies, and Debates as High-Impact Practices**

*Alicia McGill, College of Liberal Arts and Sciences, IU South Bend*

*Elizabeth Dunn, College of Liberal Arts and Sciences, IU South Bend*

*Rebecca Torstrick, College of Liberal Arts and Sciences, IU South Bend*

*April Lidinsky, College of Liberal Arts and Sciences, IU South Bend*

### **Using an Original Web-Based “App” to Engage Prelicensure Nursing Students in Evidence-Based Practice**

*Amy Hagedorn Wonder, School of Nursing, IU Bloomington*

## **Five-in-Ten Sessions**

### **Making It Personal: Using Individualized Midterm Conferences to Counter Student Resistance in Cultural Competency Courses**

*Susan Adams, College of Education, Butler University*

### **Student iNvolvement Academic Partnership for Success (SNAPS): Helping Students Qualify Co-Curricular Learning Experiences for Academic Credit**

*Kristin Bentrem, School of Engineering & Technology / Division of Student Life, IUPUI*

*Charles Feldhaus, School of Engineering and Technology, IUPUI*

*Stephen Hundley, School of Engineering and Technology, IUPUI*

*Diana Simms-Harris, Division of Student Life, IUPUI*

### **Making a Web Connection with Students: Using Adobe Software to Increase Student Learning and for Remediation**

*Henry Hernandez, School of Science, IUPUI*

### **What Do Students Really Learn from Moot Court? Active Learning in a Recreation Law Course**

*Sarah Young, IU School of Public Health - Bloomington*

*Bill Ramos, IU School of Public Health - Bloomington*

### **The Effects of Externalized Self-Editing and Reflection in a College Level Spanish Composition Class**

*Amy Bomke, School of Liberal Arts, IUPUI*

### **Using an Electronic Portfolio in a Four-Year Professional School to Improve Curricular Integration**

*Joan Kowolik, IU School of Dentistry*

*Melinda Meadows, IU School of Dentistry*

### **Interdisciplinary Design in a Virtual World: How Do We Create a Studio Culture?**

*Mary Embry, College of Arts and Sciences, IU Bloomington*

*Marleen Newman, College of Arts and Sciences, IU Bloomington*

### **The Use of High-Fidelity Simulation in Psychiatric and Mental Health Nursing Clinical Education**

*Bethany Murray, School of Nursing, IUPU Columbus*

*Kristen Needler, School of Nursing, IUPU Columbus*

*Rebecca Bartlett Ellis, School of Nursing, IUPU Columbus*

### **Blended Learning: Educating the Child Welfare Workers of Tomorrow**

*Matt Moore, School of Social Work, IUPUI*

### **cPLTL Peer Leadership Study: A Comparison of Online and Face-to-Face PLTL Peer Leadership Styles**

*Sarah Wilson, School of Science, IUPUI*

**Dialectical Argumentation: Learning to Use Critical Thinking and Communication Skills through Argumentation**

*Beth Applegate, School of Nursing, IUPUI*

**Closing the Skills Gap through Active Learning in an Integrated Marketing Communications Course**

*Lori Rumreich, Clark H. Byrum School of Business, Marian University*

*Morgan Crutcher, Clark H. Byrum School of Business, Marian University*

**Poster Sessions**

**Communicating Experimental Outcomes to Multiple Audiences for Learning**

*Barbara Hass Jacobus, Division of Science, IUPUI Columbus*

*Katherine Wills, Division of Liberal Arts, IUPUI Columbus*

*Keywords: Biology; Lab writing; Audience; Across curriculum*

**Explore, Expand, Exploit, and Exterminate: Teaching Colonialism and Rethinking Historical Narratives with Modern Computer Gaming**

*Justin Carroll, School of Humanities and Social Sciences, IU East*

*Keywords: History; Gaming; Teaching; Colonialism; Digital*

**Improving Teaching through Collaboration**

*Paula Magee, School of Education, IUPUI*

*Craig Willey, School of Education, IUPUI*

*Jane Leeth, School of Education, IUPUI*

*Keywords: Team teaching; Collaboration; Community partners*

**Increasing Student Learning, Engagement, and Success of Women in STEM Majors**

*Brittiney Reese, School of Science, IUPUI*

*Anna Brenneman, School of Science, IUPUI*

*Keywords: STEM; Women*

**INShape IUPUI Service Learning Program**

*Steve Fallowfield, School of Physical Education and Tourism Management, IUPUI*

*Rachel Swinford, School of Physical Education and Tourism Management, IUPUI*

*Keywords: Service learning; Real-world applications; Experiential learning;*

*Professionalism; Leadership skills*

**Interprofessional Education in Healthcare Disciplines**

*Deborah Poling, College of Health and Human Services, IPFW*

*Nancy Mann, College of Health and Human Services, IPFW*

*Keywords: Clinical education; Collaborative learning; Interdisciplinary education;*

*Multidisciplinary education; Problem-based learning*

**Learning Communities for Graduate Students: Supporting Scholarly Teaching**

*Laura Carpenter, Center for Innovative Teaching and Learning, IU Bloomington*

*Keely Cassidy, IU School of Medicine - Bloomington,*

*Alyssa Lederer, School of Public Health - Bloomington, IU Bloomington*

*Jill Sturts, School of Public Health, IU Bloomington*

*Keywords: Professionalism; Mentoring; Multidisciplinary education; Integration and application of knowledge; Scholarship of Teaching and Learning (SoTL)*

**Measuring Self-Awareness and Professionalism Competencies**

*Amanda Croy, IU School of Medicine - Indianapolis*

*Carolyn Hayes, IU School of Medicine - Indianapolis*

*Keywords: Assessment; Self-awareness; Professionalism*

**Multiple Patient Simulation Model**

*Joseph Turner, IU School of Medicine - Indianapolis*

*Dylan Cooper, IU School of Medicine - Indianapolis*

*Lee Wilbur, IU School of Medicine - Indianapolis*

*Keywords: Instructional technology; Clinical education*

**Necessity Is the Mother of Invention: Conducting a Distance Learning Course for Students in China**

*William Cleveland, School of Philanthropy, IUPUI*

*Lijun He, School of Philanthropy, IUPUI*

*Keywords: Distance learning; Multicultural education; Language and cultural barriers; Multidisciplinary education; International learning*

**Our Students Experience the Adventure of Leadership**

*Jay Bradley, School of Physical Education and Tourism Management, IUPUI*

*Allison Plopper, School of Physical Education and Tourism Management, IUPUI*

*Rachel Swinford, School of Physical Education and Tourism Management, IUPUI*

*Keywords: Leadership skills; Team-based learning; Problem solving skills; Professionalism; Values and ethics*

**Peer-Led Collaborative Development of Organic Chemistry Problem-Solving Skills**

*Sarah Wilson, School of Science, IUPUI*

*Keywords: Active learning; Collaborative learning; Problem-solving skills; Integration and application of knowledge; Critical thinking*

**Promoting Curricular Change and Student Learning through a Systematic Evaluation Process**

*Jennifer Choi, IU School of Medicine - Indianapolis*

*Tony Ribera, IU School of Medicine - Indianapolis*

*Alison Loftus, IU School of Medicine - Indianapolis*

*Keywords: Evaluation; Assessment; Clinical education; Faculty development*

**Queering the Curriculum**

*Charles Reyes, School of Liberal Arts, IUPUI*

*Keywords: Inclusive teaching; Intellectual depth, breadth, and adaptiveness*



	<p><b>Research in the Classroom: The Art of Bringing Experts into Your Classroom</b>  <i>Jacob Adler, IU School of Medicine - Indianapolis</i>  <i>Keywords: Collaborative learning; Community-engaged teaching; Experiential learning; Interdisciplinary education; Project-based learning</i></p> <p><b>Second Degree Nursing Students: Capturing Strengths with Project-Based Learning</b>  <i>Deborah A. DeMeester, School of Nursing, IUPUI</i>  <i>Keywords: Project-based learning; Collaborative learning; Integration and application of knowledge; Active learning</i></p> <p><b>Service Learning Is Win-Win: Powerful Partnerships = Empowered Students</b>  <i>Mike Polites, School of Liberal Arts, IUPUI</i>  <i>Keywords: Service learning; Experiential learning</i></p> <p><b>Service Learning Related to Virtual Reality Dental Education</b>  <i>Judith Chin, IU School of Dentistry</i>  <i>Keywords: Assessment; Curriculum development; Simulation</i></p> <p><b>Teacher Working Conditions = Student Learning Conditions</b>  <i>Tracy Donhardt, School of Liberal Arts, IUPUI</i>  <i>Sarah Layden, School of Liberal Arts, IUPUI</i>  <i>Keywords: Faculty development; Professionalism; Values and ethics; Understanding culture and society; Teacher education</i></p> <p><b>Teaching Evidence-Based Medicine through Clinical Inquiries in the Family Medicine Residency Program</b>  <i>Morhaf Al Achkar, IU School of Medicine – Indianapolis</i>  <i>Mike Busha, IU School of Medicine - Indianapolis</i>  <i>Mary Dankoski, IU School of Medicine - Indianapolis</i>  <i>Keywords: Evidence-based medicine; Clinical inquiry; PICO model</i></p> <p><b>Techno-Constructivism to Improve Learning in French Language &amp; Culture Courses: Beginnings</b>  <i>Didier Bertrand, School of Liberal Arts, IUPUI</i>  <i>Keywords: PowerPoint; Wikis; Forums; Oncourse; Social construction of knowledge</i></p> <p><b>The Change in Self-confidence Related to the Application of Clinical Skills for Novice Physical Therapy Students</b>  <i>Peter Altenburger, School of Health and Rehabilitation Sciences, IUPUI</i>  <i>Valerie Strunk, School of Health and Rehabilitation Sciences, IUPUI</i>  <i>Lora Dingleline, School of Health and Rehabilitation Sciences, IUPUI</i>  <i>Keywords: Active learning; Clinical education; Experiential learning</i></p> <p><b>The Guantánamo Public Memory Project: Exploring the Pedagogy of the Curatorial Process</b>  <i>Modupe Labode, School of Liberal Arts, IUPUI</i>  <i>Elizabeth Kryder-Reid, School of Liberal Arts, IUPUI</i></p>
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	<p><i>Keywords: Exhibition; Integration and application of knowledge; Active learning; Case studies; Collaborative learning</i></p> <p><b>The Impact of an Integrative Longitudinal Case-Based Learning Model on Clinical Internship Preparation</b>  <i>Peter Altenburger, School of Health and Rehabilitation Sciences, IUPUI</i>  <i>Valerie Strunk, School of Health and Rehabilitation Sciences, IUPUI</i>  <i>Terri Loghmani, School of Health and Rehabilitation Sciences, IUPUI</i>  <i>Amy Bayliss, School of Health and Rehabilitation Sciences, IUPUI</i>  <i>Linda Tomczuk, School of Health and Rehabilitation Sciences, IUPUI</i>  <i>Keywords: Case studies; Integration and application of knowledge; Clinical education</i></p> <p><b>Using an Original Web-Based “App” to Engage Prelicensure Nursing Students in Evidence-Based Practice</b>  <i>Amy Hagedorn Wonder, School of Nursing, IU Bloomington</i>  <i>Keywords: Research learning / undergraduate research; Information literacy; Collaborative learning; Communication skills; Problem-solving skills</i></p> <p><b>Using the Electronic Personal Development Plan (ePDP) to Explore “Why?” among Pre-Professional Undergraduate Interns</b>  <i>Brandi Gilbert, IU School of Medicine – Indianapolis</i>  <i>Evan Torline, IU School of Medicine - Indianapolis</i>  <i>Jeremy Sherer, IU School of Medicine - Indianapolis</i>  <i>Keywords: Experiential learning; ePortfolio; Integration and application of knowledge; Research learning / undergraduate research</i></p> <p><b>Planning Committee</b>  Sarah Lang, Center for Teaching and Learning, IUPUI (Chair)  Angela Cleaver Briel, Center for Teaching and Learning, IUPUI  Amanda Cecil, School of Physical Education and Tourism Management, IUPUI  Tom Janke, Center for Teaching and Learning, IUPUI  Krista Hoffmann-Longtin, Office of Faculty Affairs and Professional Development, IU School of Medicine  Terri Tarr, Center for Teaching and Learning, IUPUI  Jeffrey Watt, School of Science, IUPUI  Marianne Wokeck, School of Liberal Arts, IUPUI</p> <p>For more information, go to <a href="http://ctl.iupui.edu/ecmoore/history/2013/">http://ctl.iupui.edu/ecmoore/history/2013/</a></p>
<b>Future Plans</b>	Preparations for the 2014 Edward C. Moore Symposium are already underway. The event will be held on Friday, April 4, in the IUPUI Campus Center. Dr. Freeman Hrabowski, prominent educator and President of UMBC (The University of Maryland, Baltimore County) will deliver the keynote address. The Call for Proposals will be issued in October 2013. For more information, visit <a href="http://ctl.iupui.edu/ecmoore/">http://ctl.iupui.edu/ecmoore/</a> .
<b>Evidence of Progress</b>	One hundred fifty-three individuals attended the 2013 symposium, this was an 11 percent decrease over the previous year in which 153 attended. Overall comments

	about the symposium were positive with 50 individuals responding to the event evaluation. A majority of the respondents (86 percent) indicated that this workshop was a worthwhile investment in their professional development.
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**1.2.5 CTL Lecture Series, Lauren Robel, Professor, Provost, and Executive Vice President, Indiana University Bloomington**

<b>Achievements</b>	<p>The CTL Lecture was held the evening of Tuesday, April 9, 2013, in the Wynne Courtroom at the IU Robert H. McKinney School of Law.</p> <p><b>Event Description</b> To increase involvement of the various departments and schools and to increase discipline-based programming, the CTL Winter Lecture Series was created. The goal of this series is to bring speakers to the IUPUI campus who have made contributions to disciplinary research and conduct discipline-based education research. This year’s Winter Lecture was held in partnership with the IU Robert H. McKinney School of Law.</p> <p><b>Public Lecture</b> <b>Meeting the Challenges of Legal Education</b> <i>Lauren Robel, Professor, Provost, and Executive Vice President, Indiana University Bloomington</i></p> <p>Provost Robel discussed innovations in law school pedagogy. She currently serves as the Provost and Executive Vice President of Indiana University Bloomington, providing leadership for initiatives that enhance the academic excellence of the campus. Her academic home is the Maurer School of Law, where she has served on the faculty since 1985. Robel is the Val Nolan Professor of Law, and has served as dean of the school since 2003. Robel is a nationally recognized leader in legal education and a former president of the Association of American Law Schools.</p> <p>Robel’s research focuses on the federal courts. She has written articles and books on topics ranging from the role of the federal judiciary in a federal system to issues of federal litigation procedure. She has been the recipient of numerous teaching awards at the school, including the Leon Wallace Teaching Award, the Trustees Teaching Award, and the Gavel Award from members of the graduating class. Her public service has been recognized by the Indiana State Bar Foundation’s Pro Bono Publico Award, and the Indiana State Bar Women and the Law Recognition Award. Robel received a B.A. in English from Auburn University and a J.D. from Indiana University.</p> <p>A public reception in the atrium of Inlow Hall was held immediately prior to the presentation. This event was open to the public and offered Continuing Legal Education (CLE) credit for professionals attending the event. In addition to the public lecture, Provost Robel met with members of the IUPUI Office for Women, and had tea with a select group of female law students and faculty.</p> <p>For more information, go to <a href="http://ctl.iupui.edu/Workshops-Events/Events/CTLLectureSeries/2013-Robel">http://ctl.iupui.edu/Workshops-Events/Events/CTLLectureSeries/2013-Robel</a></p>
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<p><b>Future Plans</b></p>	<p>The next CTL Lecture is scheduled for March 5, 2014. Vincent Tinto, Distinguished University Professor at Syracuse University of sociology, will visit IUPUI for a public lecture and private meetings with campus leaders. He is a noted theorist in the field of higher education, particularly concerning student retention and learning communities.</p>
<p><b>Evidence of Progress</b></p>	<p>Sixty-seven individuals attended the public event. In comparison to the spring 2012 public event that 66 attended, this was a slight increase. One hundred percent of the respondents stated they would recommend the lecture to others. Eleven individuals responded to the event survey.</p>

### 1.3 Center for Teaching and Learning Workshops

<p><b>Achievements</b></p>	<p>Seventy-seven (77) workshops or webinars were sponsored or cosponsored by the Center for Teaching and Learning during 2012-2013. Five of the workshops were customized (To Your Door) offerings to programs, departments, or schools.</p> <p>The CTL continued to the Teaching@IUPUI webinar series and introduced a new face to face series:</p> <p><b>Teaching@IUPUI Webinar Series.</b> The Teaching@IUPUI workshop series is tailored for faculty new to IUPUI and serves as a forum for learning new strategies and honing teaching practices. Topics included Planning a Class Session, Syllabus and First Day of Class, Basics of Oncourse, and more. These webinars were recorded and available for viewing after the event.</p> <p><b>First Wednesday Brown Bag Series.</b> Starting September 5, 2012, the Center for Teaching and Learning and Gateway to Graduation will cosponsor a brown bag discussion on the first Wednesday of each month. The purpose of this series is to provide faculty with a forum to discuss common teaching challenges and to consider constructive, evidence-based solutions to those challenges. Each session will focus on a particular topic, be discussion-based, and provide resources related to the topic. The sessions are designed for faculty with all levels of experience. Coffee and popcorn will be provided.</p> <p>See below for the complete listing of CTL workshops (77) with the number of attendees at each workshop indicated to the left. Workshops that are offered multiple times have a combined attendance for all sessions and the workshop is noted with an #, and events that had three or fewer attendees were classified as consultations.</p> <p>21# A Discussion of the Degree Profile  4 Adobe Day Faculty Panel  6 Adobe Day Faculty Panel - Online session  4 Assessments in Oncourse</p>
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6	Collaborative Technologies Demonstrations
7	CourseNetworking Brownbag Session
10	CourseNetworking Brownbag session - Online
46	CourseNetworking Overview
8	Creating an Honors Contract with Your Student
9	Critical Thinking: Getting Started in the Classroom
4	Delivering Engaging Lectures with Clickers - Part 1
11	Delivering Engaging Lectures with Clickers - Part 2
4	Delivering Engaging Lectures with Clickers: Part 1
15	Discovering the Scholarship of Teaching and Learning
6	Effective Information Graphics, Part 1
4	Effective Information Graphics, Part 2
13	ePortfolio Assessment
4	eText/Courseload Faculty Showcase
7	Evaluation with Logic Models
6	Faculty Writing Circle Organization Meeting
23	First Wednesday Brown Bag: Engaging and Motivating Learners
8	First Wednesday Brown Bag: Managing Disruptive Behavior and Promoting Civility
8	First Wednesday Brown Bag: Promoting Academic Integrity
9	First Wednesday Brown Bag: Working with Unprepared (and Underprepared!) Learners
7	FLAGS System Design Review
18 <sup>#</sup>	Flipped Classroom Exploratory Discussion
11	Google Docs
7	Hands on Adobe Captivate Training
4	How To Write A Teaching Philosophy
12	Implementing Cyber Peer-Led Team Learning (cPLTL)
9	Incorporating Clickers into the Classroom
9	Integrating the Common Theme: Sharing Ideas
7	Introduction to IU ePortfolio Tools
9	IU FLAG System Discussion for Gateway Faculty
12	IUanyWare, IU Box, and your Courses: Creation and Collaboration
8	IUanyWare, IU Box, and your Courses: Productivity, Efficiency, and Quality
16	IUPUI ePortfolio Spring Symposium
76	Making the Most of Your Presentation
8	Managing Your Time as a Graduate Student
5	Mid-Semester Associate Faculty Forum
7	New Oncourse Features
20	NSF Proposal Writing Workshop: Division of Undergraduate Education (DUE)
6	Oncourse Advanced Features
4	Oncourse Essentials
21 <sup>#</sup>	Oncourse Essentials

5	Oncourse Resources: Tips and Tricks
4	Oncourse Tests and Surveys
5	Oncourse Tests and Surveys
6	Online Assessment for TCEM Faculty
7	Online Teaching Series: Creating Online Learning Activities
9	Online Teaching Series: Managing Communication in Online Courses
16	Online Teaching Series: Moving Your Course Online
6	Online Teaching Series: Online Assessments
8	Online Teaching Series: Web Conferencing with Adobe Connect
11	Online Teaching Series: Web Content Delivery
6	PowerPoint Alternatives
4	Prepping Your Oncourse Site
23	Professional Development for Teaching Assistants Orientation
7	Publishing Online Lectures
12	Reflection in Teaching and Learning: An Introduction
4	Scientific Writing from the Reader's Perspective
12	Scientific Writing from the Reader's Perspective
5	Scientific Writing from the Reader's Perspective
12	SPEA Online-Hybrid Workshop
12	Special Focus CEG Proposal Development Brown Bag
29	Spring 2013 Associate Faculty Forum
12 <sup>#</sup>	STEP-Up Your Pedagogy: Peer-Mentoring
10 <sup>#</sup>	Submitting Final Grades in Oncourse
7	Teaching Online Using Adobe
5	Teaching@IUPUI: Assessing Learning Efficiently
13	Teaching@IUPUI: Course Design
11	Teaching@IUPUI: Creating an Effective Course Syllabus
4	Teaching@IUPUI: Planning a Class Session
10	Teaching@IUPUI: Syllabus and First Day of Class
7	Teaching@IUPUI: Writing Learning Outcomes
24	To Your Door Workshop: IUSM Academic Standards Committee Syllabus
11	To Your Door: Oncourse Essentials for Herron Students
6	To Your Door: Oncourse Workshop for ASL Faculty
5	To Your Door: Online Content Delivery Methods for Psychology Dept.
7	To Your Door: Online Teaching Best Practices for Psychology
21	To Your Door: Student Learning Outcomes
14 <sup>#</sup>	Using Adobe Connect Within Oncourse
8	Web Design Basics for ePortfolios
15 <sup>#</sup>	Web-Based Conferencing with Adobe Connect
13	[REC] Advancing Learning with Technology (ALT) Symposium Keynote
10	[REC] CourseNetworking Overview

	<p>5 [REC] Teaching@IUPUI: Course Design</p> <p>6 [REC] Teaching@IUPUI: Creating an Effective Course Syllabus</p> <p>10 [REC] Teaching@IUPUI: Syllabus and First Day of Class</p> <p>5 [REC] Teaching@IUPUI: Writing Learning Outcomes</p> <p>*Note: [REC] indicates a recorded session of a previous workshop offered online</p>
<b>Future Plans</b>	<p>For 2013-2014 CTL will once again offer a variety of workshops and Web seminars on teaching and instructional technology topics. A sampling of planned workshops include:</p> <ul style="list-style-type: none"> <li>• Scientific Writing from the Reader’s Perspective</li> <li>• Implementing Cyber Peer-Led Team Learning (cPLTL)</li> <li>• Teaching@IUPUI: Creating a Syllabus</li> <li>• Teaching@IUPUI: Planning the First Day of Class</li> <li>• Teaching@IUPUI: Planning a Class Session</li> <li>• Oncourse Essentials for New Faculty</li> <li>• Designing Engaging Online Learning Experiences</li> <li>• Promoting Engagement with Classroom Technology</li> <li>• Courseload eText Overview</li> <li>• Introduction to Oncourse ePortfolio Tools</li> <li>• Oncourse Tests and Surveys</li> <li>• Engaging Learners with Clickers</li> <li>• Intro to Adobe Presenter</li> <li>• Writing a Statement of Teaching Philosophy</li> <li>• Designing Writing Assignments for Non-native English Speakers</li> </ul> <p>The CTL will continue to offer workshops on request of schools and departments and address any needs that may be determined by CTL work with faculty. Attendance at workshops during 2012-2013 also will be used to guide future programming.</p>
<b>Evidence of Progress</b>	<p>In 2012-2013, 84 workshops and webinars (this number does not include large scale events or symposia) were offered with a total attendance of 1,403 at those events. Based on all offerings, average attendance was 16.7 participants per event. Compared to last year this was approximately a 50 percent increase in the average number of participants per workshop.</p>

## 1.4 Consultations

<b>Achievements</b>	<p>During 2012-2013 the following consultations were entered into the database by Center for Teaching and Learning staff. A total of 1,872 consultations were conducted by CTL staff, a slight increase from 1,809 consultations the previous year. Major topics and the frequency of attendance at consultations were tracked as follows:</p> <table border="1" data-bbox="492 451 1304 926"> <thead> <tr> <th data-bbox="492 451 992 520"><b>Topics of Center for Teaching and Learning Consultations*</b></th> <th data-bbox="992 451 1149 520"><b>2012-2013</b></th> <th data-bbox="1149 451 1304 520"><b>2011-2012</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="492 520 992 562">Oncourse</td> <td data-bbox="992 520 1149 562">825</td> <td data-bbox="1149 520 1304 562">610</td> </tr> <tr> <td data-bbox="492 562 992 604">Classroom Observations</td> <td data-bbox="992 562 1149 604">64</td> <td data-bbox="1149 562 1304 604">90</td> </tr> <tr> <td data-bbox="492 604 992 646">ePort</td> <td data-bbox="992 604 1149 646">51</td> <td data-bbox="1149 604 1304 646">41</td> </tr> <tr> <td data-bbox="492 646 992 688">Grant Support</td> <td data-bbox="992 646 1149 688">137</td> <td data-bbox="1149 646 1304 688">62</td> </tr> <tr> <td data-bbox="492 688 992 730">Online Teaching</td> <td data-bbox="992 688 1149 730">181</td> <td data-bbox="1149 688 1304 730">24</td> </tr> <tr> <td data-bbox="492 730 992 772">Student Focus Groups</td> <td data-bbox="992 730 1149 772">26</td> <td data-bbox="1149 730 1304 772">42</td> </tr> <tr> <td data-bbox="492 772 992 814">Technology - general</td> <td data-bbox="992 772 1149 814">536</td> <td data-bbox="1149 772 1304 814">512</td> </tr> <tr> <td data-bbox="492 814 992 856">Teaching Topics/Pedagogy</td> <td data-bbox="992 814 1149 856">216</td> <td data-bbox="1149 814 1304 856">87</td> </tr> <tr> <td colspan="3" data-bbox="492 856 1304 926">*Topics were tracked as either the primary or secondary focus of the consultation. Some consultations addressed more than one topic.</td> </tr> </tbody> </table> <table border="1" data-bbox="492 961 1304 1184"> <thead> <tr> <th data-bbox="492 961 992 1031"><b>Frequency of Attendance at CTL Consultations</b></th> <th data-bbox="992 961 1149 1031"><b>2012-2013</b></th> <th data-bbox="1149 961 1304 1031"><b>2011-2012</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="492 1031 992 1073">Attended 1 consultation</td> <td data-bbox="992 1031 1149 1073">252</td> <td data-bbox="1149 1031 1304 1073">324</td> </tr> <tr> <td data-bbox="492 1073 992 1115">Attended 2-3 consultations</td> <td data-bbox="992 1073 1149 1115">164</td> <td data-bbox="1149 1073 1304 1115">156</td> </tr> <tr> <td data-bbox="492 1115 992 1157">Attended 4-5 consultations</td> <td data-bbox="992 1115 1149 1157">65</td> <td data-bbox="1149 1115 1304 1157">60</td> </tr> <tr> <td data-bbox="492 1157 992 1184">Attended more than 5 consultations</td> <td data-bbox="992 1157 1149 1184">73</td> <td data-bbox="1149 1157 1304 1184">66</td> </tr> </tbody> </table>	<b>Topics of Center for Teaching and Learning Consultations*</b>	<b>2012-2013</b>	<b>2011-2012</b>	Oncourse	825	610	Classroom Observations	64	90	ePort	51	41	Grant Support	137	62	Online Teaching	181	24	Student Focus Groups	26	42	Technology - general	536	512	Teaching Topics/Pedagogy	216	87	*Topics were tracked as either the primary or secondary focus of the consultation. Some consultations addressed more than one topic.			<b>Frequency of Attendance at CTL Consultations</b>	<b>2012-2013</b>	<b>2011-2012</b>	Attended 1 consultation	252	324	Attended 2-3 consultations	164	156	Attended 4-5 consultations	65	60	Attended more than 5 consultations	73	66
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<b>Future Plans</b>	The Center for Teaching and Learning will continue to offer consultations in response to faculty requests.																																													
<b>Evidence of Progress</b>	In the 2013 University Information Technology Services User Survey Report, the Center for Teaching and Learning had a 96.3 percent satisfaction rate, a slight decrease over the 2012 satisfaction rate of 97.3 percent. The average rating was 4.38 on a 5 point scale (with 5 being more favorable) also representing a slight change from 2012 in which the average rating was 4.49 on a point scale.																																													

## 2. Collaborate with University College to provide support for faculty and academic staff.

### 2.1 Gateway Initiatives

<b>Achievements</b>	CTL has continued to be a collaborating partner for Gateway to Graduation events. In 2012-13, the program involved two full day workshops on introducing critical thinking
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	<p>into the classroom. Additional workshops and Web seminars focused on the needs of faculty teaching first year courses were held.</p> <ul style="list-style-type: none"> <li>• <i>Gateway Critical Thinking Summer Symposium - May 7, 2013</i> Faculty Fellow Lisa Contino assisted at the Training in the Paul/Elder National Foundation of Critical Thinking Model workshop at the symposium. The purpose of this event is to foster critical thinking in higher education</li> </ul> <p>The Center for Teaching and Learning also maintains a presence on the Critical Thinking Community of Practice (CoP) with an instructional design consultant actively participating in this CoP sponsored by the Gateway to Graduation.</p>
<b>Future Plans</b>	The Center for Teaching and Learning will continue to cosponsor the Gateway program in various capacities.
<b>Evidence of Progress</b>	Evaluations of Gateway to Graduation Program events are administered by University College.

### 3. Assist faculty with the (re)design of courses and the integration of technology such as Oncourse and ePort.

#### 3.1 Online Teaching Workshops

<b>Achievements</b>	<p><b>Events</b></p> <p>In these online teaching workshops participants learned how to translate best practices of face-to-face course design to create an effective and engaging online learning environment. In doing so, participants became familiar with a variety of instructional technologies and how they support specific course objectives. The format was highly interactive, experiential, and collaborative, while focusing on the participants' unique course needs.</p> <p><b>Teaching Online Using Adobe – March 5, 2013</b> <i>Mark Alexander, Center for Teaching and Learning</i></p> <p><b>Online Teaching Series: Moving Your Course Online – March 12, 2013</b> <i>Tom Janke, Center for Teaching and Learning</i></p> <p><b>Online Teaching Series: Web Content Delivery – March 13, 2013.</b> <i>Amy Powell, Center for Teaching and Learning</i></p> <p><b>Online Teaching Series: Managing Communication in Online Courses – March 13, 2013</b> <i>Amy Powell, Center for Teaching and Learning</i></p>
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	<p><b>Online Teaching Series: Creating Online Learning Activities – March 14, 2013</b> <i>Chip Easterling, Center for Teaching and Learning</i></p> <p><b>Online Teaching Series: Web Conferencing with Adobe Connect – March 14, 2013</b> <i>Mark Alexander, Center for Teaching and Learning</i></p> <p><b>Online Teaching Series: Online Assessments – March 15, 2013</b> <i>Chip Easterling, Center for Teaching and Learning</i></p>
<b>Future Plans</b>	For 2013-2014, the CTL plans to again offer workshops on online teaching fundamentals and special topics in teaching online.
<b>Evidence of Progress</b>	Total attendance for the online teaching workshops was 140. During spring break 2013 the CTL hosted an “Online Teaching Series” set of five workshops focused on important facets of teaching online.

### 3.2 Support and evaluate the ePortfolio initiative.

<b>Achievements</b>	<p><b>CTL Contributions to ePortfolio initiative:</b></p> <p>Events cosponsored by the Center for Teaching and Learning and the ePortfolio Initiative:</p> <ul style="list-style-type: none"> <li>• ePortfolio Assessment (13)</li> <li>• Introduction to IU ePortfolio Tools (7)</li> <li>• Web Design Basics for ePortfolios (8)</li> <li>• IUPUI ePortfolio Spring Symposium (16)</li> <li>• Reflection in Teaching and Learning: An Introduction (12)</li> </ul>
<b>Future Plans</b>	The Center for Teaching and Learning will continue to offer workshops and consultations related to the ePortfolio initiative.
<b>Evidence of Progress</b>	<p>A total of 44 participants attended the workshops cosponsored with the ePortfolio Initiative.</p> <p>Results from a number of the 2012-2013 ePortfolio workshops were overall positive. When asked for each symposium/workshop if the symposium/workshop was a worthwhile investment in their professional development survey respondents indicated the following:</p> <ul style="list-style-type: none"> <li>• ePortfolio Assessment – 100 percent of 11 respondents indicated the workshop improved their ability to better understand IUPUI’s ePortfolio suite of tools. Ninety percent strongly agreed that the workshop was a worthwhile</li> </ul>

	<p>investment in their professional development.</p> <p>Web Design Basics for ePortfolios – Respondents answered that an average of 87 percent of the material presented was useful to them.</p>
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## 4. Provide leadership for the development of innovative formal and informal environments that promote learning.

### 4.1 Learning Environments Committee and Grants

<b>Achievements</b>	<p>Through the awarding of small grants, the Learning Environments Grant (LEG), the Learning Environments Committee (LEC) supported the creation of innovative, engaging formal and informal learning environments that meet the needs of both faculty and students.</p> <p>For the fifth year, the LEC put out a call for proposals, both as a means to further explore campus needs, and to make the selection process more transparent. This year the committee implemented an online proposal submission site which helped cut down on unnecessary paperwork. All approvals were done electronically.</p> <p>The committee was pleased by the number and diversity of departments who expressed an interest and the variety of projects represented. After careful review of the proposals received, the Committee decided to fund the following projects for the 2012-2013 fiscal year.</p> <p><b>2012–2013 Projects</b></p> <ul style="list-style-type: none"> <li>• Leadership Learning Lab: Enhancing Technology for Collaborative Teaching and Learning / ET 327OLS (\$22,389)</li> <li>• Geography Learning Lab and Seminar Room / CA 209 Renovation (\$24,939)</li> <li>• Renovation for Laboratory Classes / SL 008 (\$25,109)</li> <li>• Engaging the World Through the Global Crossroads Classroom / ES 2132 (\$25,000)</li> <li>• Designing Spaces for Project and Problem Based Learning for Art Education and Community Arts Programs / Herron 147 and 151 (\$23,240)</li> <li>• Cavanaugh Hall Classroom Furniture / CA 215 (\$24,696)</li> </ul> <p><b>Learning Environments Committee Members</b></p> <ul style="list-style-type: none"> <li>• Tim Anno, Adaptive Education Services</li> <li>• Mary Anne Black, Office of the Registrar</li> <li>• Angela Briel, Committee Coordinator, Center for Teaching and Learning</li> </ul>
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	<ul style="list-style-type: none"> <li>• Erin Cassity, School of Education</li> <li>• Lisa Contino, Psychology</li> <li>• Pamela Copenhaver, Purchasing</li> <li>• Andrew Gavrin, Physics</li> <li>• Sherri Hendricks, Kelley School of Business</li> <li>• Renee Jackson, University Library</li> <li>• Donna Kent, Campus Facilities Services</li> <li>• Pam King, Adaptive Education Services</li> <li>• Babak Loghmani, Office of the Registrar</li> <li>• Mary Beth Myers, Office of the Registrar</li> <li>• Kelly Reed, University Architect's Office</li> <li>• Beverly Teach, UITs</li> <li>• Pratibha Varma-Nelson, Chair, Center for Teaching and Learning</li> <li>• Jeffrey Wilson, School of Liberal Arts</li> </ul>
<b>Future Plans</b>	The Learning Environments Committee will continue to seek a separate funding source for restoration and repair of furnishings in general purpose classrooms in order to keep the focus of the Learning Environment Grants on creating informal learning spaces on campus.
<b>Evidence of Progress</b>	Interest in creating innovative learning spaces remains high. Seven Learning Environment Grant proposals were received. Six were funded, which was an 86 percent funding rate.

## **APPENDIX A: Center for Teaching and Learning Publications**

McDaniel, J., Metcalf, S., Sours, J., Janke, T., Newbrough, J. R., Shuck, L., & Varma-Nelson, P. V. (2013). Supporting student collaboration in cyberspace: A cPLTL study of web conferencing platforms. *EDUCAUSE Review Online*.

Varma-Nelson, P., & Banks, J. V. (2013). PLTL: Tracking the trajectory from face-to-face to on-line environments. In T. Holme, M. Cooper, and P. Varma-Nelson (Eds.), *Trajectories of chemistry education innovation and reform* (pp. 95-110). Washington, DC: American Chemical Society.

## **APPENDIX B: Center for Teaching and Learning External Presentations**

Banks, J. V., & Zhu, L. (2012, October). Cyber peer-led team learning (cPLTL). Paper presented at the Sloan-C International Conference on Online Learning, Lake Buena Vista, FL.

Briel, A.C. (2012, October). Indiana High School Press Association Convention Panelist on the importance of journalism in college. Presented at Franklin College, Franklin, Indiana.

Contino, L. (2013, February 15). Critical thinking in AP Introduction to Psychology. Annual Conference of Indiana High School Teachers of Psychology Conference, IUPUI.

Contino, L. (2013, May). Assessment workshop. Martin University, Indianapolis, IN.

Contino, L. (2013, April 12). Critical thinking as a clinical nurse specialist. Annual Retreat of CNS Staff, St. Vincent Hospital, Indianapolis, IN.

Easterling, W V. (2012, November). Describing and understanding the nature of faculty development activities using activity theory. Presented at the Association for the Study of Higher Education (ASHE) Annual Conference, Las Vegas, NV.

Newbrough, R., & Varma-Nelson, P. (2012, July). Cyber peer-led team learning: Taking the classroom experience online. Digital learning environments and communities. Symposium conducted at the SLOAN-C Emerging Technologies for Online Learning Conference, Las Vegas, NV.

Palmer, M., & Tarr, T. (2013). Motivating and teaching today's college students. Presented at the FACET Retreat, French Lick, Indiana.

Tarr, T., Singh, J., & Varma-Nelson, P. (2012, October). Evaluating the implementation of the Curriculum Enhancement Grant Initiative. Presented at the Assessment Institute, Indianapolis, IN.

Varma-Nelson, P., & Tarr, T. (2013, May 22). Scholarship of Teaching and Learning. Presentation at Centre College, Danville, KY.

Varma-Nelson, P. (2012, October). Preparing college students in the 21<sup>st</sup> century. Presented at the University of Hyderabad, Hyderabad, India.

Varma-Nelson, P. (2012, October). Peer Led Team Learning (PLTL): A student-faculty partnership for transforming the learning environment. Presented at City University of Hong Kong.

Varma-Nelson, P. (2012, October 25). The Introduction of Center for Teaching and Learning of IUPUI and the PLTL Model of Teaching. Presented at the Sun Yat-Sen University Department of Chemistry and Chemical Engineering, Guangdong, China.

Varma-Nelson, P. (2013, June). Evaluation of cyber peer-led team learning (cPLTL). Poster session presented at the Gordon Research Conference – Chemistry Education Research

and Practice: Strengthening the Pillars of Scholarly Work in Chemistry Education, Salve Regina, RI.

Varma-Nelson, P. (2013, January) Cyber peer-led team learning (cPLTL). Paper presented at the Transforming Undergraduate Education in Science Principal Investigators' Conference, Washington, DC.

Varma-Nelson, P. (2012, October). Spreading innovations for student success: Three next generation learning challenges projects. Paper presented at the Sloan-C International Conference on Online Learning, Lake Buena Vista, FL.

Varma-Nelson, P. (2012, July). Peer-led team learning (PLTL) and cyber peer-led team learning (cPLTL). Paper presented at the Biennial Conference on Chemical Education (BCCE), University Park, PA.

Zhu, L., Varma-Nelson, P., & Zhao, H. (2012, July). Cyber peer-led team learning. Paper presented at the 2012 Biennial Conference on Chemical Education (BCCE), University Park, PA.

## **APPENDIX C: Service by CTL Faculty/Staff**

### **CTL faculty/staff served on the following IUPUI committees (outside of CTL committees):**

1. 2012 Re-accreditation Committee – Terri Tarr, Pratibha Varma-Nelson
2. CI-STEP External Advisory Committee – Pratibha Varma-Nelson
3. Council on Retention and Graduation – Pratibha Varma-Nelson
4. Council on Retention and Graduation Steering Committee – Sarah Lang, Pratibha Varma-Nelson
5. Classroom Testing Committee – Lisa Contino
6. Common Theme Steering Committee – Sarah Lang
7. Council of Associate Deans for Research – Bill Orme
8. Department of Biology Curriculum Committee – Sarah Lang
9. Diversity Council (School of Science) – Mariah Judd
10. ePortfolio Advisory Committee – Amy Powell
11. ePortfolio Coordinating Committee – Mark Alexander, Amy Powell
12. ePortfolio Platform Review Committee – Amy Powell
13. Gateway to Graduation Committee – Lisa Contino
14. SPEA's Public Affairs Student Association Heat and Meat Drive for Homeless Veterans – Marie Chastain
15. Faculty Council – Lisa Contino
16. Faculty Roles, Responsibilities, and Recognition Committee – Sarah Lang
17. IU School of Medicine Curricular Review Team 2.0 – Sarah Lang, Terri Tarr
18. IU School of Medicine Curriculum Reform Team 2.5 – Terri Tarr
19. IUPUI Academic Affairs Committee – Bill Orme
20. IUPUI Faculty Council Distance Education Committee – Jennifer Beasley
21. IUPUI Office for Women – Marie Chastain
22. Learning Environments Committee – Angela Briel (committee coordinator), Lisa Contino, Pratibha Varma-Nelson (chair)
23. Mid-year New Faculty Welcome 2012 – Chad Beckner, Angela Briel, Terri Tarr (co-chair)
24. New Faculty Welcome 2012 – Chad Beckner, Angela Briel, Terri Tarr (co-chair)
25. Office of Online Education Teaching and Learning Advisory Board – Pratibha Varma-Nelson
26. Out-of-the-Box Thinkers Committee – Terri Tarr, Pratibha Varma-Nelson
27. PASS Project External Advisory Committee – Pratibha Varma-Nelson
28. Plater Institute Planning Committee – Jennifer Beasley
29. Primary Committee for Promotion and Tenure, Department of Chemistry – Pratibha Varma-Nelson
30. Program Review and Assessment Committee – Bill Orme, Jacqueline Singh
31. Search Committee, Office of Online Instructional Design, UITS – Terri Tarr



32. Strategic Planning Subcommittee (School of Science) – Lisa Contino
33. UITS Hiring Committee – Tom Janke
34. UITS Learning Technologies Functional Requirements Committee – Chip Easterling, Tom Janke
35. UITS Learning Technologies Support and Implementation Team – Tom Janke
36. University College Executive Committee – Bill Orme

### **National Service**

37. Organizer and Presider for American Chemical Society – Pratibha Varma-Nelson
38. Reviewer for the *Journal of the Scholarship of Teaching and Learning (JoSoTL)* – Jennifer Beasley, Terri Tarr
39. Reviewer for 2013 Professional and Organizational Development Network in Higher Education conference proposals - Jennifer Beasley, Terri Tarr
40. Reviewer for the American Evaluation Conference proposals – Jacqueline Singh
41. Reviewer for the 2012 Assessment Institute Conference proposals – Terri Tarr, Pratibha Varma-Nelson
42. Reviewer for the Career Awards, National Science Foundation – Pratibha Varma-Nelson
43. Reviewer for the Transforming Undergraduate Education in Science II Panel – Pratibha Varma-Nelson

## APPENDIX D: Courses Taught by CTL Faculty/Staff

<b>CTL Faculty/Staff Member</b>	<b>Course Name</b>	<b>Course #</b>	<b>Number of Students</b>	<b>Semester</b>
Mark Alexander	Advanced Web Design	CIT 31200	26	Fall 2012
Mark Alexander	Advanced Web Design	CIT 31200	22	Spring 2013
Mark Alexander	Advanced Web Design	CIT 31200	8	Summer 2013
Lisa Contino	Introduction to Psychology	B104	40	Summer 2012
Lisa Contino	Introduction to Psychology	B104	150	Fall 2012
Lisa Contino	Introduction to Psychology	B104	75	Spring 2013
Lisa Contino	Capstone Seminar in Psychology	B492	14	Summer 2013
Tom Janke	Social Media and the Musician	Z320/E536	6	Fall 2012
Tom Janke	Social Media and the Musician	Z320/E536	9	Spring 2013

## APPENDIX E: CTL Advisory Board 2012-2013

1. **Angela Bies**, Director of International Programs and Associate, Professor of Philanthropic Studies, Lilly Family School Of Philanthropy
2. **Brenda Blacklock**, Assistant Research Professor, Department of Chemistry & Chemical Biology
3. **Ken Carow**, Associate Dean for Indianapolis Research and Programs, Indiana University Kelley School of Business
4. **Jay Gladden**, Dean of the IU School of Physical Education & Tourism Management, Physical Education and Tourism, Conventions, and Event Management
5. **Pam Ironside**, Director, Center for Research in Nursing Education, Indiana University School of Nursing
6. **Carole Kacius**, Associate Dean of Education and Training, Associate Professor, Indiana University Richard M. Fairbanks School of Public Health
7. **Kathleen King Thorius**, Assistant Professor, Special Education, IU School of Education
8. **Joan Kowolik**, Associate Professor of Pediatric Dentistry, Director, Pre-Doctoral Pediatric Dental Clinic, IU School of Dentistry
9. **Kevin Mandernack**, Professor of Geology, IUPUI Department of Earth Sciences
10. **Ian McIntosh**, Director of International Partnerships, IUPUI Office of International Affairs
11. **Jean Robertson**, Professor of Art History, Herron School of Art and Design
12. **Mark Seifert**, Professor of Anatomy & Cell Biology and Adjunct Associate Professor of Oral & Facial Development