

The Center for Teaching and Learning

Annual Report FY 2013-2014



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 cover activities from July 1, 2013 through June 30, 2014. 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 13 member Advisory Board which is comprised of faculty from 13 different schools and departments. For a complete board listing, see Appendix E.

CTL Highlights and Summary

The Success of our Students

Promote Undergraduate Student Learning and Success

- [Cyber Peer-Led Team Learning](#) (cPLTL) was developed in the Center for Teaching and Learning. Grounded in Peer-Led Team Learning methodology, cPLTL situates small groups' problem solving discussions in a synchronous online setting rather than face-to-face environment. In cPLTL, six to eight students and a trained peer leader participate in the virtual workshop session by logging into a web-conference, such as an Adobe Connect meeting. This teaching method has the capacity to positively impact student retention rate, students' mastery of subject learning, and to increase deep learning and leadership develop for non-traditional underrepresented students. The cPLTL project led by Pratibha Varma-Nelson, executive director of the CTL, continues to produce publications and presentations including:

- 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.
- Pratibha Varma-Nelson, professor of chemistry and executive director of the Center for Teaching and Learning, edited a book that considers the way that educational research and reform efforts change over time.
 - Holme, T., Cooper, M., & Varma-Nelson, P. (2013). *Trajectories of chemistry education innovation and reform*. Washington, DC: American Chemical Society.

Increase Capacity for Graduate and Graduate Professional Education

- [Educational Training for Teaching Associates](#) (ETTA)
The CTL increased its support of graduate students by creating the Educational Training for Teaching Associates (ETTA) program to provide training and other resources to support IUPUI graduate students who serve in any type of teaching-related role. ETTA officially launched in August 2013 with a fall conference, a website ([ETTA Online](#)), and a series of workshops and events on various teaching-related topics. The purpose of ETTA is to improve the quality of training and support for graduate students serving in instructional roles, and, therefore, to help improve the quality of undergraduate education at IUPUI. CTL's ultimate goal is to partner with schools, departments, and programs at IUPUI to create events and services that complement existing graduate student training for a future faculty role.

Transform Online Education

- The Center for Teaching and Learning (CTL) supported faculty in developing online courses by providing a Special Focus on IU Online track as part of the [Curriculum Enhancement Grant](#) (CEG) initiative. During the 2013-2014 academic year, CTL, in partnership with the Online Instructional Design and Development unit of University Information Technology Services, through team consultations supported 17 faculty involved in seven online course development projects. In May 2014, seven additional CEG Special Focus on IU Online grants were awarded.
- Support for several non-CEG funded IU Online projects was also provided by the CTL. These projects include several multi-year endeavors that involve the McKinney School of Law, Social Work, Public Health and other schools and programs at IUPUI.

- The [Advancing Learning with Technology \(ALT\) Symposium](#) featured Kevin Werbach, associate professor of legal studies and business ethics at the Wharton School, University of Pennsylvania. His keynote address focused on gamification in education and was given virtually using Adobe Connect. The ALT Symposium had concurrent sessions on online teaching including *Teaching in Cyberspace: Reflections of Online Course Development and Teaching*, *Elements for Engaging Learners in Distance Education*, and *Promoting Scholarship and Research in Online Course Design, Teaching, and Learning*.

Contributions to the Well-Being of the Citizens of Indianapolis, the State of Indiana, and Beyond

Promote an Inclusive Campus Climate

- The Center for Teaching and Learning's largest two events featured speakers known for their work in promoting inclusivity. Freeman Hrabowski, President of the University of Maryland, Baltimore County gave the keynote address at the [2014 Edward C. Moore Symposium](#) on *Institutional Culture Change: Academic Innovation and Inclusive Excellence*. Also at the Edward C. Moore Symposium, the recipient of the 2013 Chancellor's Award for Excellence in Multicultural Teaching at IUPUI, Leslie Ashburn Nardo, Department of Psychology gave a plenary address titled *Multicultural Teaching Increases Student Learning and Engagement: Why We Can (and Should) Try Multicultural Teaching*. The [2014 CTL Lecture Series speaker](#) was Vincent Tinto, Distinguished University Professor Emeritus, Syracuse University, who spoke on *Access Without Support is Not Opportunity*.

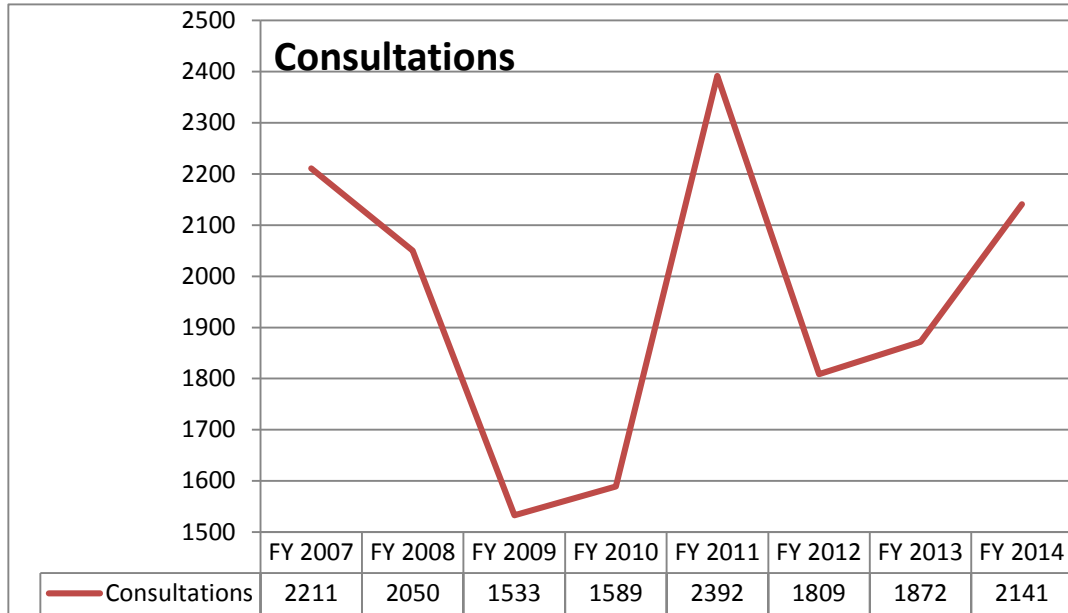
Develop Faculty and Staff

- The Center for Teaching and Learning offered the fifth round of Curriculum Enhancement Grants (CEG). 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, the grants are expected to 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. A total of 14 CEG grants were awarded in three different tracks – six in the general track, seven in the Special Focus on IU Online track, and one in the Intergroup Dialogue Group track.
- The Center for Teaching and Learning offered the [Teaching@IUPUI](#) online mini-workshop series which focused on foundational teaching skills. Designed for new faculty, adjunct faculty, graduate students, and faculty looking for a refresher on good teaching practices, the workshops consisted of brief presentations interspersed with opportunities for interaction and questions. [Recordings of past Teaching@IUPUI events](#) are available on the [Center for Teaching and Learning website](#).

Summary of Center for Teaching and Learning Activities

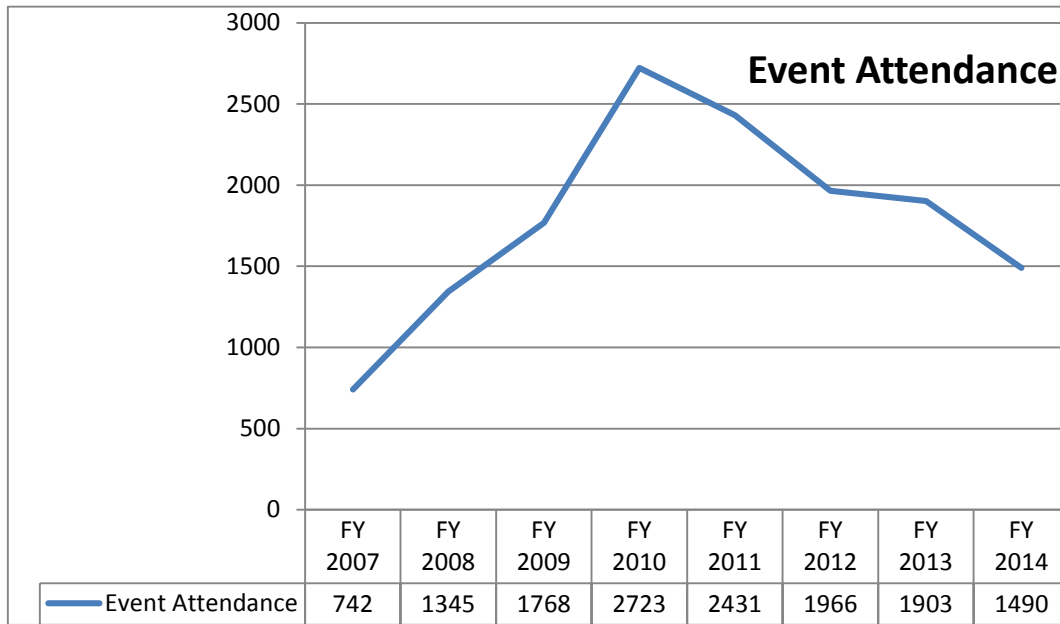
During 2013-2014 fiscal year the following activities were entered by CTL staff into the database:

- Total consultations numbered 2141. This was a 14.4 percent increase over the 1,872 consultations conducted in 2012-2013. Of these total consultations, there were 607 unique clients who received consultation services. This was a very slight increase over the 606 unique clients who received consultation services in 2012-2013. These numbers include both scheduled and walk-in consultations.



*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 104 sponsored or co-sponsored events with a total of 1,490 participants. This was a two percent decrease in number of events from the 106 sponsored events in 2012-2013. This was a result of a decision to decrease the number of workshops and put more of our efforts in deeper forms of professional development such as consultations. The total number of participants in sponsored or co-sponsored events was 28 percent less than the 1,903 participants in last year's sponsored events, but the average workshop attendance was 14.3 participants per event. Compared to last year's 16.7, this was approximately a 14 percent decrease 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.

- Over 150 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, the remainder were presented by non-CTL faculty and staff members from the IU system presented at one or more events in 2013-2014. In addition, CTL staff presented 11 presentations external to IUPUI. See Appendix B for a listing of external presentations given by CTL staff.
- CTL staff had three publications (see Appendix A).
- CTL staff served on 35 committees outside of CTL (see Appendix C); and taught four courses (see Appendix D).

1.1 Teaching and Learning

1.1.1. Curriculum Enhancement Grants

<p>Achievements</p>	<p>Curriculum Enhancement Grant</p> <p>The fifth round (CEG₁₄) of Curriculum Enhancement Grants (CEG) was awarded in spring 2014. Grants were awarded in three tracks – General, Special Focus on IU Online, and Intergroup Dialogue Initiative. 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"> • Enhance the effectiveness of courses through the use of technology. • Enhance the effectiveness of face-to-face or online courses through adapting pedagogies of engagement (e.g., just-in-time teaching, problem-based learning, peer-led team learning, peer tutoring). • Incorporate experiential learning. • Develop innovative curricular materials or laboratory experiences. • Develop hybrid or fully online courses or sequence of hybrid or fully online courses. • Develop a new course or sequence of courses for face-to-face or online delivery • Enhance the effectiveness of online courses through adapting pedagogies of • Develop a course(s) that would complete an online program. <p>Eligibility</p> <ul style="list-style-type: none"> • 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. <p>2013 Funded CEG Projects</p> <p>Recipients of the fourth round (CEG₁₃) of CTL’s Curriculum Enhancement Grant initiative wrapped up projects in June 2014 and will present their findings in October 2014 at the CEG Symposium. In the fourth round of grants, 19 projects were awarded over \$150,000 and involved 37 faculty members from nine schools.</p> <p>General Track</p> <ul style="list-style-type: none"> • <i>Expansion of the Classroom into the Real World</i>, Lingma Lu Acheson, School of Science
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- *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 of Medicine
- *Development of an Online Graduate Course: TECH 58100 Emergency Management for Facilities Personnel*, Emily A. McLaughlin, School of Engineering and Technology
- *CSCI 101: CS Principles – A Novel, On-line Learning Experience in Computing*, Snehasis Mukhopadhyay, Michele Roberts, and Kathy Marrs, School of Science
- *Using Tablets to Improve Technology Knowledge in Kinesiology Students*, Jake Streepey and Mark Urtel, School of Physical Education and Tourism Management

Special Focus on IU Online Track

- *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

- *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

2014 Funded CEG Projects

Awards for the fifth round (CEG14) of grants were announced in spring 2014 and funded thirteen projects for a total of \$91,528 -- five in the general track for \$52,146, six in the Special Focus on IU Online track for \$34,382, and one in the IGD track for \$5000. The fifth round projects involved 25 faculty members representing six schools. All CEG funds awarded by CTL were matched by the faculty members' school or department.

General Track

- *Developing an Online International Business Environments and Operations Class: A Core Class in the IUPUC Business Program*, Erica Berte, IUPU Columbus, Business
- *Theory into Practice: Enhancing Evidence-based Patient Care in Dentistry*, Christianne Guba, Melinda Meadows, William Browning, Steven Haug, Joan Kowalik, Matthew Moeller, Elizabeth Ramos, Lawrence Garetto, Michelle Kirkup, Jeffrey Platt, Laura Romito, School of Dentistry
- *Causality and Inductive Reasoning*, Victoria Rogers, School of Liberal Arts
- *Curriculum for the Integration of Advanced Practice Providers on Resident Surgical Inpatient Services*, Laura Torbeck, School of Medicine
- *The Sociology Online Project – Intro and Sports; Methods, Theory, and Statistics*, Robert White, David Bell, Carrie Foote, Devon Hensel, David Strong, and Kenzi Latham, School of Liberal Arts

Intergroup Dialogue Initiative Track

- *Facilitating Cross-Cultural Technical Communication Through Intergroup Dialogue*, Corrine Renguette, School of Engineering and Technology

Special Focus on IU Online Track

- *Mixing Law & Technological Concepts: Developing an Online Cybercrime Course*, Shawn Boyne, School of Law
- *Payment Systems Online*, James Nehf, School of Law
- *New Online Course: Trusts & Estates*, Margaret Ryznar, School of Law

	<ul style="list-style-type: none"> • <i>Technology Leadership and Communication</i>, Marjorie Hovde, School of Engineering and Technology • <i>Enhancing German Language Courses Through Online Delivery</i>, Claudia Grossman, School of Liberal Arts • <i>Choosing Your Own Adventure: Utilizing Standardized Patients in an Online Learning Environment in Motivational Interviewing for Family Medicine Clerkship Students</i>, Scott Renshaw, School of Medicine <p>For more information about the CEG initiative, see http://ctl.iupui.edu/programs/ceg.asp.</p>
Future Plans	The Curriculum Enhancement Grants will be offered again in 2015. CEG funds will support projects in two tracks: General Track and the Intergroup Dialogue Initiative Track.
Evidence of Progress	The 19 projects funded in spring 2013 have a combined enrollment of approximately 5,314 students per academic year. Faculty receiving 2013 Curriculum Enhancement Grants completed a final report in June 2014. Awardees reported that with the CEG funds they were able to create curricular materials, many using instructional technology, such as a virtual environment, simulation experiences, online instructional modules, online exercises, flashcards, forum assignments, video introductions, podcasts, recorded and video lectures, other materials adapted to an online environment, and completely online courses. Other curricular materials included syllabi, assignments, reflective essays, research examples, grading rubrics, flash cards, quizzes, projects, research examples, students feedback forms, evaluation forms, quizzes, redesigned lab modules, and data collection kits.

1.1.2. Flipped Classroom Faculty Learning Community

Achievements	<p>Flipped Classroom Faculty Learning Community</p> <p>The CTL sponsored a Flipped Classroom Faculty Learning Community (FLC) December 2012 through December 2013. The Flipped Classroom FLC explored 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</p>
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	<p>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 could incorporate the underlying principles of flipping to a course.</p> <p>The Flipped Classroom FLC was intended to encourage faculty to flip their classrooms in order to:</p> <ul style="list-style-type: none"> • Promote active learning • Promote deeper learning • Promote student collaboration • Provide feedback during classroom activities • Use technology to support active learning and collaboration • Increase student engagement with course concepts • Increase student responsibility for learning <p>Eight faculty members were selected to be members of the interdisciplinary FLC based on the quality and creativity of their applications. Each faculty member was provided \$1,000 in professional development funds in order to support the investigation and dissemination of work conducted in the FLC.</p> <p>Members are the 2013 Flipped Classroom FLC are:</p> <ul style="list-style-type: none"> • Susan Alvarez, Department of Tourism, Convention, and Event Management, School of Physical Education and Tourism Management • Carla Aldrich, Department of Microbiology and Immunology, IUSM-Evansville • Mary Ann Frank, Department of Engineering Technology, School of Engineering and Technology • Debora Herold, Department of Psychology, School of Science • Nancy Barton, Department of Kinesiology, School of Physical Education and Tourism Management • Nancy Evans, Department of Computer Information and Graphics Technology, School of Engineering and Technology • Cory Pitre, Department of Emergency Medicine, IU School of Medicine • Rob Elliott, Department of Computer Information and Graphics Technology, School of Engineering and Technology
<p>Future Plans</p>	<p>The CTL will sponsor an evidence-based practices in STEM FLC, part of two proposals where, if funded, will allow us to work with Engineering and Forensic Chemistry faculty in curricular change.</p>

Evidence of Progress	Flipped Classroom FLC faculty members met regularly during spring 2013 and implemented their “flipping” during summer or fall 2013. Members of the FLC presented an interactive session at the 2013 Edward C. Moore Symposium titled “Flip It. Flip it Good! Tips and Tricks for Flipping Your Classroom.”
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1.1.3. Faculty Writing Circles

Achievements	<p>Faculty Writing Circles</p> <p>The CTL continues to sponsor 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 regularly attend the FWC on Friday afternoons, in the CTL. A writing circle originally formed in 2009 continued to meet regularly through fall 2013 and spring 2014.</p>
Future Plans	The CTL will consider offering another writing circle in 2014-2015.
Evidence of Progress	One writing circle that was originally formed in 2009 continued to meet regularly through fall 2013 and spring 2014.

1.2 Symposia/Major Events for 2013-2014

1.2.1 Associate Faculty Forum

Achievements	<p>The Center for Teaching and Learning again held a 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>Event Description</p> <p>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. A welcome session and resource fair were held in the University Library during which representatives from</p>
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	<p>the CTL and various university departments were on hand to answer questions. Topics included:</p> <ul style="list-style-type: none"> • Collaboration Tools for Teaching • Promoting Academic Integrity with Turnitin.com • Web Conferencing with Adobe Connect • Tips on Teaching • Getting Feedback on Your Teaching • Gateway to Graduation <p>Fall Program (August 14, 2013) The following interactive sessions were led by IUPUI faculty, CTL staff and University Information Technology Services staff.</p> <p>Designing an Effective Course Syllabus <i>Mariah Judd, Post-Doctoral Fellow, Department of Biology, School of Science and STEM Instructional Design Consultant, Center for Teaching and Learning</i></p> <p>What's Available? Using Classroom Technology at IUPUI <i>Joe Bieschke, Classroom Technology Services, University Information Technology Services</i></p> <p>Teaching with Oncourse: Basics and Beyond <i>Amy Powell, Instructional Technology Consultant, Center for Teaching and Learning</i></p> <p>Teaching and Course You Did Not Design <i>Lisa Contino, Faculty Fellow, Center for Teaching and Learning</i></p> <p>For more information about associate faculty programs, visit http://ctl.iupui.edu/Programs/Associate-Faculty</p>
Future Plans	<p>Plans are underway for the 2014-2015 academic year. The fall 2014 forum is scheduled for Wednesday, September 3. 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. Some sessions of the 2014 AFF will also be broadcast live online to allow faculty members greater flexibility.</p>
Evidence of Progress	<p>On August 14, 2013, 50 faculty members attended the forum. This was an increase of 35 percent from fall 2012 when 37 overall attended. The increased attendance may be due to an increase 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 should be noted that only 17 participants completed the online survey evaluating the event.</p>

1.2.2 Curriculum Enhancement Grant (CEG) Symposium

<p>Achievements</p>	<p>The Curriculum Enhancement Grant Symposium was held on October 17, 2013 in University Library.</p> <p>Event Description Held to honor and celebrate the successes of the 2012 Curriculum Enhancement Grant (CEG) awardees, the 2013 CEG Symposium featured a keynote address on <i>Lessons from Three Decades of Subversion</i> by Brian Coppola from the University of Michigan, poster presentations by 2012 CEG recipients, a reception, and a drawing for five free copies of the book <i>Engaging in the Scholarship of Teaching and Learning</i> by Cathy Bishop-Clark and Beth Dietz-Uhler.</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 2012 awardees and their projects, go to http://ctl.iupui.edu/programs/CEG.asp</p> <p>Symposium Schedule</p> <p>Welcome and Introductions, 2 - 2:15 p.m.</p> <p>Keynote Address, 2:15 - 3:45 p.m.</p> <p>CEG Future Directions and Engaging in the Scholarship of Teaching and Learning Book</p> <p>Drawing, 3:45 - 4 p.m.</p> <p>Poster Session and Reception, 4 - 6 p.m.</p> <p>Keynote Address</p> <p><i>Title:</i> Lessons from Three Decades of Subversion</p> <p><i>Speaker:</i> Brian Coppola, University of Michigan</p> <p><i>Description:</i> In his talk, Coppola reviewed 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</p>
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carriers. Third, entertainment is not the same as a good performance. And lastly, that doing real work is better than homework.

About the speaker: Dr. Brian P. 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. Dr. Coppola received his B.S. degree in 1978 from the University of New Hampshire and his Ph.D. in Organic Chemistry from the University of Wisconsin-Madison in 1984. Among his many awards, Dr. Coppola received the American Chemical Society's James Flack Norris Award for work that has impacted the field of chemistry education in 2006. In 2009, he was selected as the CASE/Carnegie US Professor of the Year (for doctoral institutions) and in 2012, he received the 2012-14 Robert Foster Cherry Award for Great Teaching.

2012 Curriculum Enhancement Grant Awardees

Psychology Undergraduate Curriculum Enhancement: Addressing Curriculum Gaps in Ethics and Diversity, Leslie Ashburn-Nardo, Purdue School of Science

Transformation of Traditional First-Year Seminars to Blended Learning Sarah Baker, IUPUI University College and IU School of Medicine; Jan DeWester, IU School of Liberal Arts and IUPUI University College; Kate Thedwall, IU School of Liberal Arts and IUPUI University College; Michele Hansen, IUPUI University College; Francia Kissel, IU School of Liberal Arts; Nathan Byrer, IUPUI 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, IU 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, Purdue 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 R. Hur, Debra Litzelman, and Curtis Wright, IU School of Medicine

How to Solve a Problem Without Solving It: Student Learning Through Connecting the Dots, Yogesh N. Joglekar and Ricardo Decca, Purdue School of Science

	<p><i>Family Medicine Clerkship Core Diagnoses Modules</i>, Scott Renshaw and Matthew Holley, IU School of Medicine</p>
Future Plans	<p>The next CEG Symposium will be held on October 16, 2014, and will feature a keynote address by Arlene Russell, UCLA, entitled <i>Calibrated Peer Review®: Not Just Writing in the Discipline</i>.</p> <p>Calibrated Peer Review® (CPR) constitutes a web-based instructional program that allows instructors to use writing-to-learn pedagogy in classes of any size. In addition, by teaching students the vitally important skill of peer review, CPR addresses the need for our graduates to develop critical thinking skills to evaluate scientific information. Beyond its Chemistry roots, CPR has seen wide-spread adoption in other STEM fields particularly Biology and Engineering. Over 700 CPR assignments are in the repository of the Central Library.</p> <p>About the Speaker: Arlene Russell is a Senior Lecturer at UCLA in both the Department of Chemistry and Biochemistry and in the Department of Education. She has been active in Chemical Education for over 30 years. She is the campus Faculty Director of the UCLA California Teach Program and co-chair of the new Science Education minor. She is also director of the Lower Division Undergraduate Laboratory Program and teaches the range of general chemistry courses in this area. She is project director of Calibrated Peer Review® (CPR), a widely adopted on-line writing program that involves student writing, training as a reviewer, and peer reviewing and serves all disciplines.</p>
Evidence of Progress	<p>Fifty-four individuals attended the event. In comparison to the 2012 CEG Symposium where 48 attended, this was a slight increase.</p> <p>Seventeen people completed the evaluation and the majority (65 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

Achievements	<p>The Advancing Learning with Technology Symposium was held in University Library on Friday, February 28, 2014.</p> <p>Virtual Keynote Speaker Dr. Kevin Werbach, Associate Professor, Wharton School of Business, University of Pennsylvania</p> <p>“Gamification for Learning”</p>
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Kevin Werbach is a leading expert on the business, policy, and social implications of emerging Internet and communications technologies. Werbach is an Associate Professor of Legal Studies and Business Ethics at The Wharton School, University of Pennsylvania. He is also the founder of the Supernova Group, a technology analysis and consulting firm. He advises companies, writes about emerging trends in communications and information technology, and organizes Supernova, a major annual executive technology conference. He co-led the review of the Federal Communications Commission for the Obama-Biden Transition Project. Dr. Werbach's keynote was delivered via Adobe Connect and broadcast to attendees in Lilly Auditorium.

Concurrent Sessions

How Tablets Are Used to Improve Technology Knowledge in Kinesiology Students

Jake Streepey, Department of Kinesiology, School of Physical Education and Tourism Management, IUPUI

Mark Urtel, Department of Kinesiology, School of Physical Education and Tourism Management, IUPUI

Anthony Meek, Department of Kinesiology, School of Physical Education and Tourism Management, IUPUI

Teaching in Cyberspace: Reflections on Online Course Development and Teaching

Julia Sanders, Online Instructional Design and Development, Learning Technologies, UITS

Amy Powell, Center for Teaching and Learning, IUPUI

Nancy Young, Dental Hygiene Program, School of Dentistry, IUPUI

Jeani Young, Online Instructional Design and Development, Learning Technologies, UITS

Mark Alexander, Center for Teaching and Learning, IUPUI

Enrica Ardemagni, Department of World Languages and Culture, School of Liberal Arts, IUPUI

Engage Students in Collaborative and Global Learning through CN (CourseNetworking)

Beth Lewis Samuelson, Department of Literacy, Culture and Language Education, School of Education, IU Bloomington

Alice (Mengyuan) Zhao, CyberLab, IUPUI

Sarah Zike, CourseNetworking, LLC

Elements for Engaging Learners in Distance Education

Stephen LeBeau, Department of Communication Studies, School of Liberal Arts, IUPUI

Christopher Fox, Department of Communication Studies, School of Liberal Arts, IUPUI

Angela J. Sisson, Department of Communication Studies, School of Liberal Arts, IUPUI

	<p>Promoting Scholarship and Research in Online Course Design, Teaching, and Learning: A Case Study on Design Framework Based Learning Analytics <i>Robert K. Morse, Center for Instructional Technology, Ivy Tech Community College of Indiana</i> <i>Nathaniel S. Samba, Center for Instructional Technology, Ivy Tech Community College of Indiana</i></p> <p>Planning Committee Mark Alexander, Chair Tom Janke Lorie Shuck Amy Powell Peggy Lee Daniels Randy Newbrough</p>
Future Plans	There will be no ALT Symposium in 2015.
Evidence of Progress	Sixty-three people attended the 2014 ALT Symposium. This represented a decrease from 94 people in 2012. A total of 12 individuals completed the event survey and overall comments from the symposium were positive. All respondents (100 percent) agreed or strongly agreed that this workshop was a worthwhile investment in their professional development, and 83 percent said they would recommend the symposium to others.

1.2.4 Edward C. Moore Symposium on Excellence in Teaching

Achievements	<p>The 2013 <i>Edward C. Moore Symposium on Excellence in Teaching</i> was held in the Campus Center on April 4, 2013.</p> <p>Event Description</p> <p>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.</p> <p>Keynote by Freeman Hrabowski, President of the University of Maryland, Baltimore County (UMBC): "Institutional Culture Change: Academic Innovation and Inclusive Excellence"</p> <p>Dr. Freeman Hrabowski, President of the University of Maryland, Baltimore County (UMBC), leads a campus widely recognized for its culture of embracing academic innovation and inclusive excellence. This culture has produced a number of distinctive initiatives to support and enhance teaching and learning – from infusing entrepreneurship and civic engagement into the curriculum to establishing an</p>
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academic innovation fund to support faculty as they redesign courses and develop new approaches to help students succeed. Dr. Hrabowski will discuss some of these innovative initiatives, focusing special attention on building a diverse culture of innovation and excellence in STEM fields, and the critically important process of institutional culture change. 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

Institutional Culture Change: Academic Innovation and Inclusive Excellence

Freeman Hrabowski, University of Maryland, Baltimore County

Interactive Sessions (50 minutes)

Cultural Competence: A Longitudinal Approach for Medical Students

Matthew Holley, IU School of Medicine, Indianapolis

Scott Renshaw, IU School of Medicine, Indianapolis

Jennifer Custer, IU School of Medicine, Indianapolis

Jennifer Burba, IU School of Medicine, Indianapolis

Shannon Cooper, IU School of Medicine, Indianapolis

As part of the third-year curriculum, medical students participate in a three-session series related to cultural competence, which is designed to provide students with the necessary knowledge, skills, and attitudes to work effectively with patients and their families. In this session, participants will learn how to integrate formal group learning activities and experience a mini-version of a cultural competence session.

Flip It. Flip It, Good! Tips and Tricks for Flipping Your Classroom.

Rob Elliott, School of Engineering and Technology, IUPUI

Carla J. Aldrich, IU School of Medicine, Indianapolis

Susan L. Alvarez, School of Physical Education and Tourism Management, IUPUI

Nancy A. Barton, School of Physical Education and Tourism Management, IUPUI

Nancy Evans, School of Engineering and Technology, IUPUI

Mary Ann Frank, School of Engineering and Technology, IUPUI

Debora Herold, School of Science, IUPUI

In an effort to increase student preparedness and course engagement, instructors from multiple disciplines explored the flipped classroom pedagogy. In this interactive session we will share our experiences and provide time for you to consider how you can apply the flipped concept to your course whether you typically teach a large lecture course, small discussion section, traditional classroom section, or a hybrid/online course. Attendees will receive a number of resources and will have

specific ideas about integrating flipped learning into their individual style of classroom.

Implementing a Doctoral Pedagogy Class in Health Behavior: Lessons Learned from a Pilot Course and Research Study

Alyssa Lederer, School of Public Health, IU Bloomington

Catherine Sherwood-Laughlin, School of Public Health, IU Bloomington

Katherine Kearns, Office of the Vice Provost for Undergraduate Education/University Information Technology Services, IU Bloomington

Doctoral-level pedagogy courses are recommended to support future faculty, but literature is sparse regarding best practices for the design and impact of these classes. This session will fill this gap by describing the creation, implementation, and evaluation of a piloted pedagogy class with a unique framework within the Department of Applied Health Science at Indiana University's School of Public Health-Bloomington.

Now You're the Doctor – An Interactive Diagnostic Game for Anatomy & Physiology Students

Tirzah Birk, IU School of Medicine, Bloomington

This interactive game allows students to integrate new and existing knowledge to simulate doctor-patient interactions; given a set amount of money, the doctor purchases diagnostic tests when cost increases with each decision. This activity provides a technology-free student-centered classroom. In this session, participants will experience this game, learn student responses from a case-study, and understand how to recreate this experience.

Snapshot Sessions (25 minutes)

Abandoning Campus Class Time: Utilizing a Variety of Learning Environments Outside the Classroom

Ashley Hasty, College of Arts and Sciences, IU Bloomington

Learning environments are the physical and virtual spaces in which learning takes place. Participants will be exposed to a variety of learning environments, exploring course design within multiple environments through application in a visual merchandising course. Also, participants will see how blending learning environments is key to ensure all elements (physical and virtual) are well integrated (Trevitt & Highton, 2012).

Bridging the Gap: Are First-Year Students Really Ready for University?

Jaime Hamilton, School of Liberal Arts, IUPUI

We will understand and examine the issues surrounding "No Child Left Behind" students as they start college. The audience will learn how to bridge the gap between the writing/critical thinking proficiencies of "No Child Left Behind" high school students and faculty expectations of first year college students by using an audience-centered approach to teaching.

Bridging the Gap: The Use of Voicethread as a Pedagogical Tool to Enrich Content Delivery and Socially Connect our Students

Tara Kingsley, School of Education, IU Kokomo

This session will focus on the integration of a free online tool, Voicethread, to transform traditional, hybrid, or fully online courses. Voicethread will be shared as a platform to support a social presence for online environments to a) “flip” face-to-face courses, b) bridge the gap between video lecture and collaborative discussions, or c) promote peer-to-peer learning and content creation.

Developing Information Literacy Skills and Assessing Program Goals Across the Biology Curriculum

Lisa Wiltbank, College of Arts and Sciences, IU Bloomington

Sarah Keesom, College of Arts and Sciences, IU Bloomington

Jacquelyn Petzold, College of Arts and Sciences, IU Bloomington

Students require repeated and increasingly more challenging opportunities to authentically engage with the scientific literature in order to deepen their understanding of the scientific process. In this session, participants will learn about a novel approach for systematically implementing and assessing a progression of information literacy model exercises across several courses in a biology undergraduate program.

Does Participation in Curriculum Reform Enable the Creation of New Educational Leaders?

Emily Walvoord, IU School of Medicine, Indianapolis

Megan Palmer, IU School of Medicine, Indianapolis / School of Education, IUPUI

Maryellen Gusic, IU School of Medicine, Indianapolis

We aimed to determine if involvement in a backward design curricular reform process changed how faculty thought about themselves as teachers, how they engaged with learners, and/or altered their career paths. Derivations of themes from semi-structured interviews will be discussed and highlight what faculty gained from involvement; if their thinking about teaching and learning changed and if they considered pursuing new educational leadership roles.

Enhancing Online Disciplinary Engagement, Understanding, and Achievement with Peer Comments, Endorsements, Promotions, and Recognitions

Xinyi Shen, School of Education, IU Bloomington

Daniel Thomas Hickey, School of Education, IU Bloomington

Peer commenting, endorsement, promotion, and recognition can enhance disciplinary engagement and learning in threaded online discussions of student-generated artifacts. Participants will learn how these features were implemented in a graduate-level course on educational assessment, their direct impact on disciplinary engagement, and their presumed impact on student motivation and learning.

Facilitating Student Transition in Clinical Practice to the Workplace

Wendy Marencik, School of Education, IU Bloomington

Ben Edmonds, School of Education, IU Bloomington

This presentation offers a strategic model for facilitating transition during clinical practice in preparing college students for the world of work. The design of this model was adapted as part of a mixed-method study on student teachers into their first year

as professional educators. Important implications for the university's role and responsibility in bridging transition for students are also identified.

Integrating Courseload E-text Reader in An Open Online Course

Retno Hendryanti, School of Education, IU Bloomington

Courseload is part of eTexts @ IU program (See <http://etexts.iu.edu/index.php>). It is Indiana University's e-text platform developed to help students have access to affordable textbooks and experience digital learning environment enabling them to interact with each other within the e-textbook. Participants will learn possible challenges and approaches associated with integrating Courseload in an open online course.

Motivation Matters: Self-Determination Theory and Nursing Education

Rhonda Schwindt, School of Nursing, IUPUI

Health professional schools generally fail to provide adequate tobacco cessation training to their students. As a result, students often lack the confidence to engage in tobacco cessation counseling with clients who smoke. We discuss a multimodal tobacco education program that used Self-Determination Theory to assess the perceived confidence and motivation of psychiatric nursing undergraduates to intervene with clients using tobacco.

Moving Beyond the Traditional: Developing Authentic Assessments for Online Learning Modules

Scott Renshaw, IU School of Medicine, Indianapolis

Matthew Holley, IU School of Medicine, Indianapolis

Shannon L. Cooper, IU School of Medicine, Indianapolis

Jennifer Custer, IU School of Medicine, Indianapolis

This session explores the integration of authentic assessment practices within the development of online modules in the Family Medicine Clerkship to deliver curricula related to health disparities and motivational interviewing. This presentation will describe the development of the online modules and corresponding assessment tools using best practices in teaching and learning, adult learning, and instructional technology.

Transforming a Lecture Course Through Discussion Groups and Student Choice

Scott Jones, School of Humanities and Social Sciences, IU Kokomo

In what had been a traditional lecture-style course, I sought to improve student motivation, participation and performance by employing student led-discussion groups and giving students "buffet-style" choices of assignments. I will outline the changes I made to my course and the positive and negative impact of those changes.

Visual Thinking Strategies in Nursing and Medical Education

Meg Moorman, School of Nursing, IUPUI

Visual Thinking Strategies (VTS) is a student-centered discussion around artwork led by a facilitator that has been shown to increase observational skills, tolerance of ambiguity and communication skills and requires no previous knowledge about art.

This session will allow participants the opportunity to discuss art using VTS questioning and discuss basics of VTS and potential uses in the classroom.

Poster Session

A Novel Simulation-Based Interprofessional Simulation Experience for Graduate Medical Education

Joseph Turner, IU School of Medicine, Indianapolis

Interprofessional education (IPE) occurs when students from multiple professions learn about, from and with each other. IPE is required in residency curricula and across healthcare disciplines. A team of faculty designed an IPE simulation experience for emergency residents, nursing students, pharmacy residents, respiratory therapists, and paramedic students. Following each case, learners participated in a debriefing using Interprofessional Education Collaborative domains.

Capturing What Works: A System for Continuous Course Improvement

Susan Larimer, School of Social Work, IUPUI

Each time you teach a course, you think a lot about what worked and what flopped. Often that wisdom and experience is not captured in an organized way and results in vague memories (or none at all) of what happened. This poster presents a systematic way to capture your experience so that you can build on it the next time around.

Development of an Oral Pathology/Radiology Spaced Repetition System Mobile Device Optimized Cross Platform App for Dental Education

Wisam Al-Rawi, School of Dentistry, University of Detroit Mercy

Lauren Easterling, Center for Teaching and Learning, IUPUI

Paul Edwards, School of Dentistry, IUPUI

In the health sciences, the ability to effectively apply didactic information into clinical practice is critical. We developed an oral pathology/radiology database for use with Anki software, a cross platform application/program that allows for the creation of fully customizable electronic flashcards. Preliminary perception-based findings on the use of this approach among sophomore dental and dental hygiene students will be reviewed.

Fostering Critical Teacher Identities through Unconventional Activities

Craig Willey, School of Education, IUPUI

Paula Magee, School of Education, IUPUI

Jane Leeth, School of Education, IUPUI

It is becoming increasingly clear that conventional college assignments do not support, nor provide insights into, pre-service teachers' (PSTs) teacher identity development. This project introduced alternative forms of assessments, ones that invited PSTs to show what they have learned while attempting to transcend the notion of assignments as necessary "hoops" to jump through to earn a grade.

GREAT Expectations: Promoting Active and Collaborative Learning in Online and Face-to-Face Courses

Liugen Zhu, School of Informatics and Computing, IUPUI

Sara Anne Hook, School of Informatics and Computing, IUPUI

GREAT Expectations stands for Group work, Reflection, Evaluation of self and peers, Application of course content to real-world problems and Testing (pre- and post-testing). It encompasses all of the techniques and technologies that the presenters

use to promote active and collaborative learning in their online and face-to-face courses and to encourage students to take more responsibility for their own learning.

Holistic Service Learning Curriculum Design Projects: Personal & Professional Growth Through Theory & Practice

Marsha Heck, College of Liberal Arts & Sciences, IU South Bend

Krista Bailey, College of Liberal Arts & Sciences, IU South Bend

Service Learning Internships are successful tools for student personal and professional growth and development when part of holistic curricula integrating theory and practice through reading, reflection, inquiry, and experiential learning. This interactive poster session outlines approaches to service learning curriculum planning which led to the growth of partnering departments by creating and supporting students' opportunities to experience interdisciplinary transformative opportunities.

Interprofessional Learning: A Case-Based Pilot

Heather McCabe, School of Social Work, IUPUI

Carol Clark, School of Nursing, IUPUI

Laura Romito, School of Dentistry, IUPUI

Richard Jackson, School of Dentistry, IUPUI

The activity was formulated and supervised by faculty from four schools. Students were provided a multifaceted hypothetical patient case of sufficient complexity so that no single discipline could address all issues. Students met in small interdisciplinary groups and developed a comprehensive care plan. Comments, afterwards, were favorable. Many participants stated an increased appreciation of the expertise brought by other professions.

Introducing biology honors undergraduates to authentic research in the context of environmental effects on development and disease in Zebrafish

Swapnalee Sarmah, School of Science, IUPUI

Grady Chism, School of Science, IUPUI

Martin Vaughan, School of Science, IUPUI

James A. Marrs, School of Science, IUPUI

Kathleen A. Marrs, School of Science, IUPUI

To increase student excitement/engagement in science, a course-based undergraduate research experience (CURE) was introduced into the Biology Honors lab. Students developed research projects to investigate prenatal nicotine and caffeine exposure effects on development of zebrafish embryos. In documenting the developmental effects, students gained experience with authentic research methods, laboratory techniques, microscopy, image analyses, statistical analyses, scientific writing and presentation skills.

Investigating the Use of Quick Response (QR) Codes in the Gross Anatomy Laboratory

Courtney Traser, IU School of Medicine, Indianapolis

Leslie Hoffman, IU School of Medicine, Indianapolis

Adam Wilson, IU School of Medicine, Indianapolis

This project examined student perceptions of the usefulness of quick response (QR) codes as study-aids in a medical gross anatomy course and statistically analyzed whether this resource impacted student performance. A demonstration of QR code usage will be presented alongside the study's findings.

Mentoring Residents-As-Teachers

Morhaf Al Achkar, IU School of Medicine, Indianapolis

Teaching is recognized as one of the main responsibilities of medical residents. Residents teach their peers, junior residents, medical students, and patients. Improving teaching skills for residents makes them better teachers and better physicians. The IU Family Medicine Residency provides a unique mentorship opportunity for residents-as-teachers. This poster presents the experience of preparing residents for in-class peer teaching.

Preparing for the Next Step: Developing Courses at Key Transition Points of an Undergraduate Medical Curriculum

Cory Pitre, IU School of Medicine, Indianapolis

Laurie Wilkie, IU School of Medicine, Indianapolis

Victoria Palmer-Smith, IU School of Medicine, Indianapolis

Aloysius (Butch) Humbert, IU School of Medicine, Indianapolis

The goal in developing the Transitions Courses at IUSM is to provide just-in-time learning at three key points in undergraduate medical education. This session will focus on the process used by a team of faculty and students to accomplish this goal and will identify how this process can be applied to course development in other professional school settings.

Providing Interactive and In-Class Student Presentation Solutions in Distance Education

Stephen LeBeau, School of Liberal Arts, IUPUI

Angela Sisson, School of Liberal Arts, IUPUI

Christopher Fox, School of Liberal Arts, IUPUI

This poster session illustrates various technologies used to fulfill traditional classroom activities (such as presentations) in an online learning environment.

Setting the Stage For Inter-Professional Learning with a Team Building Exercise

Susan Hendricks, School of Nursing, IUPUI

Lisa Maxwell, School of Dentistry, IUPUI

Beth Townsend, School of Nursing, IUPUI

Mary Mueller, School of Nursing, IUPUI

This project demonstrates how faculty from multiple professions came together to plan and implement an interactive learning beginning with an interactive team building exercise that set the stage for effective working relationships.

Ignite Sessions

Born to Teach, Teach to Live, Live to Impact

Mike Polites, School of Liberal Arts, IUPUI

What would we want the educators of our own kids or family members to be like? Can WE then (as educators ourselves) meet those same qualities/characteristics? There are three key lessons to teach our students that will move us toward making maximum impact. Come and be inspired!

Feminist Pedagogy in the Undergraduate Classroom

Katrina Davis, Doctoral Candidate, Indiana State University

Feminist pedagogy is a true emphasis on diversity and education as freedom, not simply adding a group project to an existing curriculum. I have developed five practical steps for transforming your undergraduate course. This change benefits all people, not just females. Added benefits include decreasing educational segregation based on age, race, and sexual orientation.

Open Doors, Open Minds

Cynthia Carr, School of Liberal Arts, IUPUI

As we experience a rapid increase in diversity of our student body, we encounter more students who are multilingual – international students as well as domestic students with diverse backgrounds. This provides an opportunity for us to broaden our understanding of linguistic diversity and inclusiveness and to open our minds to language difference as we open our doors to these students.

Inspiring Students in STEM through Grand Challenges in Global Health

Kathleen A. Marrs, School of Science, IUPUI

What teaching strategies have the most significant effect on student persistence, motivation, and identity as a scientist? We have integrated three strategies widely recognized for inspiring STEM students into our Introductory Biology course. Through STEM learning communities, active learning in introductory courses, and early research experiences, students develop into a diverse team inspired to explore grand challenges in global health.

Planning Committee

James Gregory – Co-Chair – Center for Teaching and Learning, IUPUI

Amy Powell – Co-Chair – Center for Teaching and Learning, IUPUI

Angela Cleaver Briel - IUPUI Center for Teaching and Learning

Amanda Cecil – IU School of Physical Education and Tourism Management, Indianapolis

Judith Chin – IU School of Dentistry, Indianapolis

Charles Feldhaus – Purdue School of Engineering and Technology, Indianapolis

Natasha Flowers – IU School of Education, Indianapolis

Krista Hoffmann-Longtin – Office of Faculty Affairs and Professional Development, IU School of Medicine, Indianapolis

Stephen Hundley – Office of Academic Affairs, School of Engineering and Technology, Indianapolis

Kathy Marrs – Purdue School of Science, Indianapolis

Brian McFerron – IU School of Medicine, Indianapolis

Deborah McGregor – IU Robert H. McKinney School of Law, Indianapolis

NaShara Mitchell – IUPUI Graduate Office

Matthew Moore – IU School of Social Work, Indianapolis

	Jonathan Rossing – IU School of Liberal Arts, and University College, Indianapolis Terri Tarr – IUPUI Center for Teaching and Learning Marianne Wokeck – IU School of Liberal Arts, Indianapolis For more information, go to http://ecmoore.iupui.edu/History
Future Plans	Preparations for the 2015 Edward C. Moore Symposium are already underway. The event will be held on Friday, March 6, in the IUPUI Campus Center. The Call for Proposals was issued in August 2014. For more information, visit http://ctl.iupui.edu/ecmoore/ .
Evidence of Progress	One hundred fifty-three individuals attended the 2013 symposium, this was the same number as last year. 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.

1.2.5 CTL Lecture Series, Vincent Tinto

Achievements	<p>The CTL Lecture was held the evening of Wednesday, March 5, 2014, in the Campus Center Theater.</p> <p>Public Lecture Access Without Support is Not Opportunity <i>Vincent Tinto, Distinguished University Professor Emeritus, Syracuse University</i></p> <p>Event Description While the gap in access to higher education between high and low income students has diminished over the past several decades, the gap in the completion of four-year degrees has not. That this is the case reflects a range of issues not the least of which is the fact that too many low-income students enter higher education without the academic and social resources they need to succeed.</p> <p>Therefore while the recent push to increase access to higher education among low-income youth is welcomed, it will do little to change their rates of completion unless institutions take seriously the need to provide students the academic and social support they need to translate the opportunity access provides into success in college. Professor Tinto explores what this requires of institutions and the sorts of actions they must take to ensure that more of their low-income students complete their college degrees.</p> <p>About the speaker Vincent Tinto is a Distinguished University Professor Emeritus at Syracuse University and the former Chair of the Higher Education Program. He has carried out research and has written extensively on higher education, particularly on student success and the impact of learning communities on student growth and attainment. His book,</p>
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	<p>Leaving College, published by the University of Chicago Press, lays out a theory and policy perspective on student success that is considered the benchmark by which work on these issues are judged. His most recent book, <i>Completing College</i>, also published by The University of Chicago Press, lays out a framework for institutional action for student success, describes the range of programs that have been effective in enhancing student success, and the types of policies institutions should follow to successfully implement programs in ways that endure and scale-up over time. He has received numerous recognitions and awards. He was awarded the Council of Educational Opportunity Walter O. Mason 2012 Award for his work on the retention of low-income students, the Council of Independent Colleges 2008 Academic Leadership Award, the National Institute for Staff Development International 2008 Leadership Award and was named Distinguished Fellow in the Council of Learning Assistance and Developmental Education Associations. He has some 50 notable publications, including books, research reports, and journal articles, to his credit and has lectured across the United States, South America, Europe, the Middle East, New Zealand, Australia and South Africa. From 1990 to 1996 he was associate director of the National Center for Teaching, Learning, and Assessment. He has worked with a number of organizations, foundations, and government agencies on issues of student success and sits on a number of advisory boards including the Community College Survey of Student Engagement and the Lumina Foundation.</p> <p>The event was co-sponsored the CTL, University College, and Academic Affairs.</p> <p>For more information, go to http://ctl.iupui.edu/Workshops-Events/Events/CTLLectureSeries/2014-Tinto</p>
<p>Future Plans</p>	<p>The next CTL Lecture is currently being scheduled for late Spring 2015.</p>
<p>Evidence of Progress</p>	<p>One hundred and thirty-four individuals registered for the public event. In comparison to the 67 who attended the spring 2013 CTL Lecture event with Provost Lauren Robel, this was a large increase. One hundred percent of the respondents stated they would recommend the lecture to others. Eleven individuals responded to the event survey.</p>

1.2.6 STEM Education Research Lecture featuring John Creswell

<p>Achievements</p>	<p>The inaugural STEM Education Research Lecture was held in the Information and Communications Technology Complex auditorium on Wednesday, February 26, 2014 from 10:30 a.m. – 12 p.m. The event was co-sponsored by the CTL and by SERI: the STEM Education Research Institute in University Library as well as the Indiana University School of Nursing Center for Enhancing Quality of Life in Chronic Illness.</p> <p>Mixed Methods in the Social, Behavioral, Health Sciences and STEM Fields Dr. John Creswell of the University of Nebraska-Lincoln.</p>
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	<p>John W. Creswell is a Professor of Educational Psychology at the University of Nebraska-Lincoln. In addition to teaching at the University, he has authored numerous articles on mixed methods research, qualitative methodology, and general research design and 22 books(including new editions), many of which focus on types of research designs, comparisons of different qualitative methodologies, and the nature and use of mixed methods research. His books are translated into many languages and used around the world. He held the Clifton Institute Endowed Professor Chair for five years at the University of Nebraska-Lincoln.</p> <p>For the last five years, Dr. Creswell served as a co-director at the Office of Qualitative and Mixed Methods Research at the University of Nebraska-Lincoln, which provided support for scholars incorporating qualitative and mixed methods research into projects for extramural funding. He served as the founding Co-Editor for the SAGE journal, the Journal of Mixed Methods Research, and as an Adjunct Professor of Family Medicine at the University of Michigan where he assisted investigators in the health sciences and education with research methodology for National Institutes of Health and National Science Foundation projects. He also served extensively as a consultant in the health services research area for the Veterans Administration. Dr. Creswell was a Senior Fulbright Scholar to South Africa and in 2008 lectured to faculty at five universities on education and the health sciences. In 2012 he again was a Senior Fulbright Scholar to Thailand. In 2011 he served as a co-leader of a national working group at NIH developing "best practices" for mixed methods research in the health sciences. In spring 2013, Dr. Creswell has been a Visiting Professor at Harvard's School of Public Health.</p> <p>In summer, 2013, he conducted mixed methods training at Cambridge University in the UK. In 2014, he will be awarded an honorary doctorate from the University of Pretoria in South Africa.</p>
Future Plans	There are currently no plans to host another speaker in this series, but the CTL is open to continuing the series.
Evidence of Progress	<p>Interest in this topic generated a huge response and 195 people registered to attend. Interest was so large that we moved the event from the Lilly Auditorium in University Library to a larger venue, IT 152. Ultimately 172 people attended the event, and CTL personnel video recorded it for future viewing.</p> <p>Of the 99 respondents, 75 said they strongly agreed or agreed that the lecture will better prepare them to conduct mixed methods research. Eighty-three respondents indicated they strongly agreed or agreed that the lecture was a worthwhile investment in their professional development.</p>

1.2.7 Writing a Statement of Teaching Philosophy

Achievements	Three workshops on writing a statement of teaching philosophy were sponsored by the CTL in October 2013.
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	<p>Writing a Statement of Teaching Philosophy Dr. Brian Coppola, Professor of Chemistry, University of Michigan A statement of teaching philosophy is a discipline-centered argument about one's instructional practices. As with any other professional argumentation, the essay ought to have a thesis (or claim), and a coherent text that focuses on providing evidence that warrants the claim. In this workshop, participants will prepare an outline for their personal teaching statement. In preparation, participants should think about one sentence: a global statement about student learning that represents your most significant instructional goal.</p> <p>Dr. Brian P. 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> <p>Dr. Coppola received his B.S. degree in 1978 from the University of New Hampshire and his Ph.D. in Organic Chemistry from the University of Wisconsin-Madison in 1984.</p>
Future Plans	CTL Consultants attended Dr. Coppola's workshops and hosted their own workshop on Writing a Statement of Teaching Philosophy in April 2014. Ten people attended.
Evidence of Progress	Dr. Coppola originally agreed to conduct two workshops on Writing a Statement of Teaching Philosophy. However after a both workshops quickly filled and a wait list grew he agreed to conduct a third, which was also full. A total of 69 people participated in Dr. Coppola's workshops over two days, and CTL personnel recorded his third workshop for future reference. It can be found on the CTL website.

1.2.8 American Chemical Society (ACS) Division of Chemical Education Reception

Achievements	<p>The Center for Teaching and Learning and Pratibha Varma-Nelson, the executive director and longtime member of the ACS, hosted a reception for members of the Division of Chemical Education at the IUPUI campus.</p> <p>The event was held from 6-8pm on Saturday September 7, 2013 the night before the Technical Sessions begin. Light refreshments were served, a cash-bar available, and a band provided live music. The CTL staff provided hands-on experience with Cyber Peer-Led Team Learning (cPLTL) developed at the CTL.</p> <p>Along with demonstrations there was also a poster session featuring projects from the Purdue School of Science Departments of Chemistry, Physics, and Biology.</p>
Future Plans	Since the ACS national meeting is sporadically in Indianapolis there are currently no plans to host another reception.

Evidence of Progress	Seventy-nine people attended the reception, not including CTL staff. Attendees came from institutions around Indiana and the country, as well as one attendee from the Open University of Israel, and one from Malta.

1.3 Center for Teaching and Learning Workshops

<p>Achievements</p>	<p>Sixty-four (64) workshops or webinars were solely sponsored by the Center for Teaching and Learning during 2013-2014. Three of the workshops were customized (To Your Door) offerings to programs, departments, or schools.</p> <p>The CTL continued to offer the Teaching@IUPUI webinar series.</p> <p>Teaching@IUPUI Webinar Series. 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, Slide Show Presentation Best Practices, and more. These webinars were recorded and available for viewing after the event.</p> <p>See below for the listing of CTL workshops (64) 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 a #, and events that had three or fewer attendees were classified as consultations and are not included in overall attendance numbers.</p> <ul style="list-style-type: none"> 10 Canvas Overview for McKinney Law School 14 Canvas Overview: Kelley Grad Faculty 12 CONNECTing with Students 52 Conveying Messages with Graphs 4 Creating Accessible Course Materials 10 Creating Online Presentations with Echo360 11 Designing Engaging Online Learning Experiences, Part 1 9 Designing Engaging Online Learning Experiences, Part 2 10 Designing ePortfolios 6 Designing Writing Assignments for Non-native English Speaking Students 8 Developing CEG Proposals 9 Developing CEG Proposals 12 Digital Storytelling: A Hands-On Design and Application Workshop 19 Digital Storytelling: An Introduction to the Pedagogy 4 Engaging Learners with Clickers 6 ENT - Getting Started with Canvas 50 ETTA Fall Conference 11 Getting Started with Canvas 14 Getting Started with Canvas 18 Getting Started with Canvas 18 Getting Started with Canvas 29 Getting Started with Canvas 11 i-Core Canvas Overview 12 Integrative & Leadership Experiences for the DNP
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11	Intro to Adobe Presenter
13	Intro to Adobe Presenter
6	Learning and the IU Cloud, Part 1: Students and Collaboration
6	Learning and the IU Cloud, Part 2: Strategies for Online Courses
12	Oncourse Essentials for New Faculty
9	Oncourse New Features – Online
7	Oncourse Tests and Surveys – Online
4	Oncourse Advanced Tools
8	Quality Matters - Applying the QM Rubric
8	Quality Matters - Applying the QM Rubric
13	Quality Matters - Applying the QM Rubric (Pilot Session)
6	Research Materials on the Go: Mobile Friendly Library Resources
100	Scientific Writing from the Reader's Perspective
120	Scientific Writing from the Reader's Perspective
10	Supporting Student ePortfolio Development
10	Teaching Online and Hybrid Courses - SPEA
9	Teaching Online using the Lessons tool in Oncourse
11	Teaching@IUPUI: Assessing Learning, Online Approaches and Tools
13	Teaching@IUPUI: Classroom Assessment Techniques
7	Teaching@IUPUI: Creating a Syllabus
12	Teaching@IUPUI: Creating a Syllabus
12	Teaching@IUPUI: Creating Rubrics that Work
14	Teaching@IUPUI: Creating Rubrics that Work
6	Teaching@IUPUI: First Day of Class
20	Teaching@IUPUI: From Learning Goals to Learning Outcomes
6	Teaching@IUPUI: Incorporating Courseload eTexts
7	Teaching@IUPUI: Informally Assessing Learning
10	Teaching@IUPUI: Lecture Capture Technologies
28	Teaching@IUPUI: Lecturing with the Learner in Mind
10	Teaching@IUPUI: Planning a Class Session
15	Teaching@IUPUI: Planning a Class Session
22	Teaching@IUPUI: Planning the First Day of Class
14	Teaching@IUPUI: Preventing and Managing Disruptive Behavior
23	Teaching@IUPUI: Slide Show Presentation Best Practices
12	Teaching@IUPUI: Writing Student Learning Outcomes
13	Ways to Document Your Teaching
17	Writing a Statement of Teaching Philosophy
24	Writing a Statement of Teaching Philosophy
28	Writing a Statement of Teaching Philosophy
11	Writing a Teaching Philosophy Statement
4	Writing Student Learning Outcomes

Future Plans	<p>For 2014-2015 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"> • Teaching@IUPUI: First Day of Class • Teaching@IUPUI: Creating a Syllabus • Getting a Quick Start in Moving from Oncourse to Canvas • Getting Started with Canvas • Assessing Writing Assignments for Non-native English Speaking Students in Your Classes • Using Groups in Canvas • Promoting Engagement with Classroom Technology • Courseload eText Overview • Engaging Learners with Clickers <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 2013-2014 also will be used to guide future programming.</p>
Evidence of Progress	<p>In 2013-2014, 64 workshops and webinars (this number does not include large scale events or symposia) were offered with a total attendance of 1,050 at those events. Based on all offerings, average attendance was 16.4 participants per event. Compared to last year this was approximately a 2.4 percent increase in the average number of participants per workshop.</p>

1.4 Consultations

Achievements	<p>During 2013-2014 the following consultations were entered into the database by Center for Teaching and Learning staff. A total of 2,141 consultations were conducted by CTL staff, a 14 percent increase from 1,872 consultations in 2013. Major topics and the frequency of attendance at consultations were tracked as follows:</p> <table border="1" data-bbox="506 451 1317 783"> <thead> <tr> <th>Topics of Center for Teaching and Learning Consultations*</th> <th>2013-2014</th> <th>2012-2013</th> </tr> </thead> <tbody> <tr> <td>Oncourse</td> <td>1910</td> <td>825</td> </tr> <tr> <td>Canvas</td> <td>549</td> <td>-</td> </tr> <tr> <td>Online Teaching</td> <td>478</td> <td>181</td> </tr> <tr> <td>IU Online</td> <td>303</td> <td>-</td> </tr> <tr> <td>Classroom Observations</td> <td>104</td> <td>64</td> </tr> <tr> <td>ePort</td> <td>355</td> <td>51</td> </tr> <tr> <td>Student Focus Groups</td> <td>7</td> <td>26</td> </tr> </tbody> </table> <p>*Topics were tracked as either the primary or secondary focus of the consultation. Some consultations addressed more than one topic. For a full list of topics and their frequency please see Appendix F.</p> <table border="1" data-bbox="506 930 1317 1150"> <thead> <tr> <th>Frequency of Attendance at CTL Consultations</th> <th>2013-2014</th> <th>2012-2013</th> </tr> </thead> <tbody> <tr> <td>Attended 1 consultation</td> <td>279</td> <td>252</td> </tr> <tr> <td>Attended 2-3 consultations</td> <td>169</td> <td>164</td> </tr> <tr> <td>Attended 4-5 consultations</td> <td>66</td> <td>65</td> </tr> <tr> <td>Attended more than 5 consultations</td> <td>92</td> <td>73</td> </tr> </tbody> </table>	Topics of Center for Teaching and Learning Consultations*	2013-2014	2012-2013	Oncourse	1910	825	Canvas	549	-	Online Teaching	478	181	IU Online	303	-	Classroom Observations	104	64	ePort	355	51	Student Focus Groups	7	26	Frequency of Attendance at CTL Consultations	2013-2014	2012-2013	Attended 1 consultation	279	252	Attended 2-3 consultations	169	164	Attended 4-5 consultations	66	65	Attended more than 5 consultations	92	73
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Future Plans	The Center for Teaching and Learning will continue to offer consultations in response to faculty requests.																																							
Evidence of Progress	In the 2014 University Information Technology Services User Survey Report , the Center for Teaching and Learning had a 95.1 percent satisfaction rate, a slight decrease over the 2013 satisfaction rate of 96.3 percent. The average rating was 4.38 on a 5 point scale (with 5 being more favorable), which was consistent with the rating from 2013, also a 4.38.																																							

2. Assist faculty with the (re)design of courses and the integration of technology such as Oncourse, Canvas, and ePort.

2.1 Online Teaching Workshops

Achievements	<p>Events</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</p>
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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.

Creating Online Presentations with Echo360 – February 14, 2014

Erich Bauer, Center for Teaching and Learning

Designing Engaging Online Learning Experiences, Parts 1 & 2 – August 27 & 28, 2013

Amy Powell, Center for Teaching and Learning

Digital Storytelling: A Hands-On Design and Application Workshop – December 11, 2013

Lauren Easterling, Center for Teaching and Learning

Digital Storytelling: An Introduction to the Pedagogy – November 11, 2013

Lauren Easterling, Center for Teaching and Learning

Getting Started with Canvas – Multiple offerings

IT Staff, Center for Teaching and Learning

i-Core Canvas Overview – May 30, 2014

Amy Powell, Tom Janke, Center for Teaching and Learning

Intro to Adobe Presenter – October 22, 2013 & January 13, 2014

Erich Bauer, Center for Teaching and Learning

Learning and the IU Cloud, Part 1: Students and Collaboration – December 3, 2013

Lauren Easterling, Center for Teaching and Learning

Learning and the IU Cloud, Part 2: Strategies for Online Courses – December 10, 2013

Lauren Easterling, Center for Teaching and Learning

Oncourse Essentials for New Faculty – August 14, 2013

Amy Powell, Center for Teaching and Learning

Oncourse New Features – September 5, 2013

Mark Alexander, Center for Teaching and Learning

Oncourse Tests and Surveys – September 24, 2013

Tom Janke, Center for Teaching and Learning

Oncourse Advanced Tools – October 3, 2013

Mark Alexander, Center for Teaching and Learning

Future Plans	For 2013-2014, the CTL plans to again offer workshops on online teaching fundamentals and special topics in teaching online. As IU fully transitions to Canvas the CTL will continue to support phasing out Oncourse and assist faculty with moving content to Canvas.
Evidence of Progress	Total attendance for the online teaching workshops was 256.

2.2 Support and evaluate the ePortfolio initiative.

Achievements	<p>CTL Contributions to ePortfolio initiative:</p> <p>Events cosponsored by the Center for Teaching and Learning and the ePortfolio Initiative. Attendance number in parenthesis.</p> <ul style="list-style-type: none"> • Designing ePortfolios (10) • Supporting Student ePortfolio Development (10)
Future Plans	The Center for Teaching and Learning will continue to offer workshops and consultations related to the ePortfolio initiative.
Evidence of Progress	<p>A total of 20 participants attended the workshops cosponsored with the ePortfolio Initiative.</p> <p>Results from a number of the 2013-2014 ePortfolio workshops were overall positive. When asked attendees at each workshop if they felt it was a worthwhile investment in their professional development survey respondents indicated the following:</p> <ul style="list-style-type: none"> • Designing ePortfolios – 100 percent of seven respondents indicated the workshop improved their ability to better understand IUPUI’s ePortfolio suite of tools. Seventy one percent strongly agreed that the workshop was a worthwhile investment in their professional development. • Supporting Student ePortfolio Development – 100 percent of ten respondents indicated the workshop was worthwhile for their professional development.

3. Provide leadership for the development of innovative formal and informal environments that promote learning.

3.1 Learning Environments Committee and Grants

<p>Achievements</p>	<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 sixth 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>For the 2013-2014 academic year the committee funded six projects in five different buildings totaling \$108,532. Projects included:</p> <ul style="list-style-type: none"> • Classroom Furniture - ES 2104 (\$12,416) • Classroom Furniture - BS 2006 (\$12,416) • Building the Flipped Classroom: Designing a Collaborative Workspace for Active Learning - ET 329 (\$25,000) • School of Education Multipurpose Learning Spaces - ES First Floor (\$25,000) • I-Learn (Informatics - Learn, Engage, Apply, Reflect, Network): A Collaborative Space for Informatics - IT 592 (\$25,000) • Creating a small class/meeting/study room for the Economics graduate programs - CA 536A (\$8,700) <p>Learning Environments Committee Members</p> <ul style="list-style-type: none"> • Tim Anno, Adaptive Education Services • Mary Anne Black, Office of the Registrar • Angela Briel, Committee Coordinator, Center for Teaching and Learning • Erin Cassity, School of Education • Lisa Contino, Psychology • Pamela Copenhagen, Purchasing • Andrew Gavrin, Physics • Sherri Hendricks, Kelley School of Business
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	<ul style="list-style-type: none"> • Renee Jackson, University Library • Donna Kent, Campus Facilities Services • Pam King, Adaptive Education Services • Babak Loghmani, Office of the Registrar • Mary Beth Myers, Office of the Registrar • Kelly Reed, University Architect's Office • Beverly Teach, UITS • Pratibha Varma-Nelson, Chair, Center for Teaching and Learning • Jeffrey Wilson, School of Liberal Arts <p>http://ctl.iupui.edu/Programs/LEG</p>
Future Plans	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.
Evidence of Progress	Interest in creating innovative learning spaces remains high. Twelve Learning Environment Grant proposals were received. Six were funded, which was a 50 percent funding rate.

APPENDIX A: Center for Teaching and Learning Publications

Holme, T., Cooper, M., & Varma-Nelson, P. (2013). *Trajectories of chemistry education innovation and reform*. Washington, DC: American Chemical Society.

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](#). Washington, DC: American Chemical Society.

APPENDIX B: Center for Teaching and Learning External Presentations

International Presentations

Varma-Nelson, P., Janke, T. & Rogers, C. (2014, June). Cyber Peer-Led Team Learning (cPLTL). Presented at EdMedia World Conference on Educational Media and Technology by the Association for the Advancement of Computing in Education (AACE), Tampere, Finland.

Other presentations

Alexander, M. (2013, October). Case Study: Implementing Accessibility in Online Distance Education Courses. Presented at the 29th Annual International Technology and Persons with Disabilities Conference, California State University Northridge, San Diego, CA.

Alexander, M., Humbert, J., & Stores, M. (2013, October). Making your online course accessible. Presented at the Indiana University Statewide IT Conference, Bloomington, IN.

Powell, A., Alexander, M., & Ward, L. (2014, May). IUPUI's ePortfolio support model: a multifaceted approach to faculty development and technology support. AAEEBL Midwest Regional Conference 2014, Ann Arbor, MI.

Varma-Nelson, P. (2013, October). Presented at the Louis Stokes Midwest Center of Excellence (LSMCE) Conference. Indianapolis, Indiana.

Banks, J.V., & Varma-Nelson, P. (2013, October). Presented at Assessment Institute, Indianapolis, Indiana.

Varma-Nelson, P. (2014, January). Effective Evaluation of Teaching and Learning: Peer Observation and Evidence of Learning. Presented at the Cottrell Scholars Collaborative Meeting, Washington, D.C.

Varma-Nelson, P. (2014, March). Distinguished Scientist Lecturer Series Keynote Speaker. Presented at Skidmore College, Saratoga Springs, New York.

Varma-Nelson, P. (2014, April). Department of Chemistry Seminar Guest Speaker. University of Illinois at Chicago.

Varma-Nelson, P. (2014, May). Designing Courses for Significant Learning. Presented at Jackson State University.

Varma-Nelson, P. (2014, June). Peer-Led Team Learning. Presented at the Alan Alda Center for Communicating Science at Stony Brook University, Stony Brook, New York.

APPENDIX C: Service by CTL Faculty/Staff

CTL faculty/staff served on the following system-wide committees (outside of CTL committees):

1. AAEEBL Midwest Program Committee – Amy Powell
2. Celebration of Black Graduates, Black Faculty and Staff Council – Lorna Dawe
3. CI-STEP External Advisory Committee – Pratibha Varma-Nelson
4. Council on Retention and Graduation – Pratibha Varma-Nelson
5. Council on Retention and Graduation Steering Committee – Pratibha Varma-Nelson
6. Council of Associate Deans for Research – Bill Orme
7. ePortfolio Advisory Committee – Amy Powell
8. ePortfolio Coordinating Committee – Mark Alexander, Amy Powell
9. ePortfolio Platform Review Committee – Amy Powell
10. Intergroup Dialogue Steering Committee – James Gregory
11. IU Online Faculty Development Workgroup – Amy Powell, Terri Tarr
12. IU Online Instructional Design Consultant Search Committee – Terri Tarr
13. IU School of Medicine Curricular Reform Transitions Team – Terri Tarr
14. IU School of Medicine Curriculum Reform Team 2.5 – Terri Tarr
15. IUPUI Academic Affairs Committee – Bill Orme
16. Learning Environments Committee – Angela Briel (committee coordinator), Douglas Jerolimov, Pratibha Varma-Nelson (chair)
17. Mid-year New Faculty Welcome 2014 – Chad Beckner, Angela Briel, Terri Tarr (co-chair)
18. New Faculty Welcome 2014 – Chad Beckner, Angela Briel, Terri Tarr (co-chair)
19. Office of Online Education Teaching and Learning Advisory Board – Pratibha Varma-Nelson
20. Out-of-the-Box Thinkers Committee – Terri Tarr, Pratibha Varma-Nelson
21. PASS Project External Advisory Committee – Pratibha Varma-Nelson
22. P.R.A.C. Workshop Sub-committee – James Gregory
23. Primary Committee for Promotion and Tenure, Department of Chemistry – Pratibha Varma-Nelson
24. Program Review and Assessment Committee – Bill Orme
25. Search Committee, Office of Online Instructional Design, UITS – Terri Tarr
26. UITS Classroom Testing Advisory Committee – Tom Janke
27. UITS Hiring Committee – Tom Janke
28. UITS Learning Technologies Functional Requirements Committee – Lauren Easterling, Tom Janke
29. UITS Learning Technologies Support and Implementation Team – Tom Janke, Amy Powell
30. UITS OIDD Teaching and Learning Advisory Group – Tom Janke
31. University College Executive Committee – Bill Orme

National Service

32. Organizer and Presider for American Chemical Society – Pratibha Varma-Nelson
33. Reviewer for the *Journal of the Scholarship of Teaching and Learning* (JoSoTL) – Terri Tarr
34. Reviewer for the Career Awards, National Science Foundation – Pratibha Varma-Nelson
35. Reviewer for the Transforming Undergraduate Education in Science II Panel – Pratibha Varma-Nelson

APPENDIX D: Courses Taught by CTL Faculty/Staff

CTL Faculty/Staff Member	Course Name	Course #	Number of Students	Semester
Mark Alexander	Advanced Web Design	CIT 31200	22	Fall 2013
Mark Alexander	Advanced Web Design	CIT 31200	21	Spring 2013
Mark Alexander	Advanced Web Design	CIT 31200	13	Summer 2014
Tom Janke	Social Media and the Musician	Z320/E536	7	Fall 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. **Melissa Lavitt**, Senior Associate Vice Chancellor for Academic Affairs, IUPUI
10. **Kevin Mandernack**, Professor of Geology, IUPUI Department of Earth Sciences
11. **Ian McIntosh**, Director of International Partnerships, IUPUI Office of International Affairs
12. **Jean Robertson**, Professor of Art History, Herron School of Art and Design
13. **Mark Seifert**, Professor of Anatomy & Cell Biology and Adjunct Associate Professor of Oral & Facial Development

APPENDIX F: CTL Consultation Topics and Frequencies

Tag	Occurrences	Tag	Occurrences
Academic Integrity	142	IGD	6
Accessibility	123	Internal Outreach	502
Administrative	49	Internal Presentation	80
Adobe Captivate	168	iRubric	25
Adobe Connect	403	IU Box	106
Adobe Presenter	441	IU Online	303
ALT Symposium	90	IUanyWare	12
Assessment	190	Jabber	49
Audio	29	Learning Activities	25
Blackboard	57	LEG	15
Canvas	549	LGBTQ	4
CEG	226	Luncheon	1
Class Tech	59	Mobile Learning	22
Classroom Observation	104	OIDD	82
Conceptual Model	23	Oncourse	1910
Copyright/Fair use	5	Online Course Review	22
Course Design	317	Online Teaching	478
Course Evaluation	14	Outreach	8
Courseload eText	14	Paperless Classroom	31
cPLTL	30	Peer Assessment	2
Curriculum Design	244	Prep	205
D2L	47	Presentation	12
Data Analysis	10	Productivity Software	151
Digital Storytelling	25	Quality Matters	113
Documenting Teaching	58	Research	3
Early Career Dev	166	SFCEG	318
EC Moore	269	Social Media	12
Echo360	188	Softchalk	43
ePortfolio	355	SoTL	27
Equipment	4	Student Focus Group	7
ETTA	86	Student Response Systems	271
Evaluability Assessment	1	Survey	13
Evaluation Planning	6	Teaching Strategies	251
Evaluation Questions	3	Tech Training	241
Event Preparation	37	theCN	6
External Outreach	96	Turnitin Suite	20
External Presentation	5	Video	333
Flipped Classroom	34	Voicethread	12
FWC	1	Web Development	38
Google Docs	4	xpLor	1
Grants	5		

APPENDIX G: CTL Consultations by school

Schools	School Tallies	Unique Clients
(blank)		45
Fairbanks School of Public Health	30	11
Graduate School	2	2
Herron School of Art and Design	27	15
Honors College	1	1
Indiana University-Purdue University Columbus	88	11
Kelley School of Business	42	14
Lilly Family School of Philanthropy	22	8
McKinney School of Law	66	10
Medicine	1	1
N/A	113	39
Other IUPUI Office	1	1
School of Dentistry	67	25
School of Education	82	18
School of Engineering and Technology	358	93
School of Health and Rehabilitation Sciences	87	18
School of Informatics and Computing	36	20
School of Liberal Arts	388	89
School of Medicine	120	38
School of Nursing	56	22
School of Physical Education & Tourism Mgmt.	83	14
School of Physical Education and Tourism Management	3	3
School of Public and Environmental Affairs	229	26
School of Science	138	48
School of Social Work	86	27
University Libraries	15	8
Grand Total	2141	607

APPENDIX H: CTL Event Attendance by school

Schools	School Tallies	Unique Clients	Unique Event Attendance
Fairbanks School of Public Health	36	23	22
Graduate School	5	3	5
Herron School of Art and Design	9	6	8
Honors College	1	1	1
Indiana University-Purdue University Columbus	20	15	14
Kelley School of Business	63	40	26
Lilly Family School of Philanthropy	21	12	12
McKinney School of Law	32	20	19
N/A	205	85	61
Other Units	101	92	34
School of Dentistry	67	33	40
School of Education	38	31	17
School of Engineering and Technology	162	91	38
School of Health and Rehabilitation Sciences	35	12	27
School of Informatics and Computing	22	9	17
School of Liberal Arts	133	82	53
School of Library and Information Science	1	1	1
School of Medicine	219	124	64
School of Nursing	55	46	21
School of Physical Education and Tourism Management	4	4	3
School of Public and Environmental Affairs	38	31	17
School of Science	165	110	43
School of Social Work	58	30	29
Grand Total	1490	901	104