Full Contact Teaching: Making the Most of Class Time

19TH ANNUAL DEPAUL FACULTY TEACHING & LEARNING CONFERENCE

FRIDAY, MAY 2, 2014
DEPAUL CENTER, 8TH FLOOR

AGENDA

8:30 – 3:30	Conference Registration
8:30 – 9:00	Breakfast Buffet
9:00 – 9:10	Welcoming Remarks—Caryn Chaden, Associate Vice President for Academic Affairs
9:10 – 10:35	Keynote Presentation— José Bowen, Southern Methodist University
10:35 – 10:50	Morning Break & Coffee
10:50 – 11:50	Concurrent Session I
11:50 – 1:00	Lunch & Teaching Excellence Panel
1:00 – 2:00	Concurrent Session II
2:00 – 2:10	Afternoon Break
2:10 – 3:10	Concurrent Session III
3:10 – 4:30	Reception & Resource Fair

2014 SCHEDULE AT A GLANCE

	Room 8002	Room 8005
9:00 – 10:35		**Keynote Address** José Bowen
10:50 – 11:50	**Write Now!** Judy Friedman, Ron Culp, Jason Martin, and Jill Stewart Kate Flom, Molly Rentscher, and Kelly Tucker	
11:50 – 1:00		Teaching Excellence Lunch Panel
1:00 – 2:00	**Workshop with José Bowen**	**EnLIGHTNING Ideas** D. Scott Tharp Jane Cleland-Huang Lauri Dietz Peggy Burke Elizabeth Murphy
2:10 – 3:10	**Workshop with José Bowen**	
3:10 – 4:30	Reception & Resource Fair	

2014 SCHEDULE AT A GLANCE

Room 8009	Room 8010	Room 8011
Overflow seating		
	Real-Time Problem Solving Craig Miller and Edward Evins Ken Krimstein	**Full Contact Learning: Employing the Body as a Learning Tool** Mary Bridget Kustusch Susan Fischer
Peer-to-Peer Learning Charlene Blockinger Sarah Richardson Elizabeth LeClair	**Blended Instruction with a Blended Team: A Teamwork Approach to Course Development and Teaching** Jan Costenbader Ozlem Elgun Tillman Joanna Deszcz Jennifer Galka Tracey Connor	
Rethinking Face Time Kelly Kessler Karl Nass Richard Hudson	**Flippers' Toolbox** Kate Daniels and Jessica Alverson Denise Nacu Paul Vadola	
Reception & Resource Fair		

9:00 – 10:35

Keynote Address

Room 8005

Welcoming Remarks

Caryn Chaden, Associate Vice President for Academic Affairs

Teaching Naked: How Moving Technology out of your College Classroom Will Improve Student Learning

José Bowen, Southern Methodist University

Technology is changing higher education, but the greatest value of a physical university will remain its face-to-face (naked) interaction between faculty and students. The most important benefits to using technology occur *outside* of the classroom. New technology can increase student preparation and engagement between classes and create more time for the in-class dialogue that makes the campus experience worth the extra money it will always cost to deliver. Students already use online content, but need better ways to interact with material before every class. By using online quizzes and games, and rethinking our assignments and course design, we can create more class time for the activities and interactions that most spark the critical thinking and change of mental models we seek.

10:50 – 11:50

Write Now!

Room 8002

Raising Better Writers: What the Workplace Wants

Judy Friedman, **Ron Culp**, **Jason Martin**, and **Jill Stewart**, College of Communication

How do we challenge students to become better writers? Tap into workplace expectations, writing resources, and hands-on strategies for building students' writing and editing skills; encouraging creativity; and grading efficiently. Informative research and interactive discussion will leave you with practical, actionable ideas you can implement in the classroom.

Interactive Teaching Strategies for Engaging Students in Foundational Writing Skills

Kate Flom, **Molly Rentscher**, and **Keli Tucker**, University Center for Writing-based Learning

The UCWbL Workshops Team presents an interactive workshop addressing strategies for presenting commonly "boring" lessons such as citations, thesis statements, and active reading to promote knowledge retention and in-class engagement. Session participants will develop concrete strategies for integrating active learning in their courses to make the most of class time.

Real-Time Problem Solving

Room 8010

Live Problem Solving in the Traditional Classroom

Craig Miller, School of Computing, and **Edward Evins**, Writing, Rhetoric & Discourse

As an alternative to flipped classrooms, we present "live problem solving." This classroom activity is instructor-led, yet involves the entire class to practice problem solving as it actually occurs, messy parts and all. Examples are drawn from the diverse contexts of computer programming and first-year composition and rhetoric.

Rock, Paper, Scissors, Shoot – TNT For Writer's Block, Art Director's Block, and Any Other Kind of Block

Ken Krimstein, Public Relations and Advertising

Creativity is not a miracle, a kiss from the "muse," or something only a select few possess. It is part of our DNA. It is a rough and tumble skill that can be taught and learned. And to do that, I will employ an excerpt from my "Rock, Paper, Scissors, Shoot" exercise.

Full Contact Learning: Employing the Body as a Learning Tool

Room 8011

Mary Bridget Kustusch and **Susan Fischer**, Physics

This workshop will introduce participants to a variety of Embodied Learning Activities (ELAs) that employ the body as a learning tool. Drawing primarily on examples from physics, we will discuss some of the research on ELAs and participants will have a chance to brainstorm ways to incorporate ELAs into their classrooms.

11:50 – 1:00

Teaching Excellence Lunch Panel

Room 8005

Inspired by Our Students: Memorable Moments

Moderators: **Kyle Petersen**, Mathematics, and **Elissa Foster**, Health Communication

Panelists: **Stanley Cohn**, Biological Sciences

Tim Cole, Communication

Heidi Nast, International Studies

1:00 – 2:00

Workshop with the Keynote Speaker: Opportunity 1

Room 8002

Flipping One Class: Designing Assignments and Activities for Massively Better Classes

José Bowen, Southern Methodist University

Technology creates many more opportunities to rethink the sequence of learning activities in any unit. Teaching Naked is really about using technology to rethink how, where, when, and what. In this workshop, we will work through the creation of a single cycle of entry point, exposure to content, and creation of short preparation assignments that can be extended and "disturbed" with new interactive class activities.

EnLIGHTNING Ideas

Room 8005

This session features five seven-minute lightning round presentations.

Enhancing Diversity Learning Through Online Modules

D. Scott Tharp, Center for Intercultural Programs

Flipping the Software Engineering Classroom: An Interactive Experience

Jane Cleland-Huang, School of Computing

Work Hard, Play Hard: What We Can Learn From Games

Lauri Dietz, University Center for Writing-Based Learning

Using PechaKucha 20x20 Talks to Enhance Engaged Student Learning

Peggy Burke, Student Affairs

Manual Alternative to iClickers for All Disciplines

Elizabeth Murphy, School of Accountancy & Management Information Systems

Peer-to-Peer Learning

Room 8009

Culminating Assignment: An Iterative Approach to a Team-Based Final Project

Charlene Blockinger, School for New Learning

In this innovative alternative to the final course project, students work collaboratively throughout the term to develop, through an iterative process, a final project that requires them not only to demonstrate their understanding of the course concepts but also to apply them in order to complete the project.

Inquiry Methods that Lead Students Through the Process of Authentic Scientific Discovery

Sarah Richardson, Biological Sciences

Research on teaching science indicates that inquiry methods help students understand the process of scientific discovery. In my

introductory biology course for non-majors, students collaborate in designing and running experiments. I'll describe how I lead students through the process of authentic discovery in the discipline.

What I Learned About Team-Based Learning
Elizabeth LeClair, Biological Sciences

Do students learn in lecture, or do they just learn to pass lecture courses? This talk describes how I converted a large introductory biology lecture to a Team-Based Learning (TBL) course. I'll discuss how a TBL course is organized, the responsibilities of students and instructor, and the benefits and drawbacks of this kind of course.

Blended Instruction with a Blended Team: A Teamwork Approach to Course Development and Teaching
Room 8010

Jan Costenbader, **Ozlem Elgun Tillman**, **Joanna Deszcz**, **Jennifer Galka**, and **Tracey Connor**, Quantitative Reasoning Center

This session will focus on four core areas: 1) Cooperative development of online content with a team of faculty members; 2) Maximizing the use of face-to-face time in a hybrid course format; 3) developing engaging, interactive activities using low stakes self-assessment; and 4) tracking student progress using new tools built into D2L.

2:10 – 3:10

Workshop with the Keynote Speaker: Opportunity 2

Room 8002

Flipping One Class: Designing Assignments and Activities for Massively Better Classes

José Bowen, Southern Methodist University

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Rethinking Face Time

Room 8009

Finding Face-to-Face When You Have No Face: Fostering Student-Student and Student-Professor Engagement in the Online Classroom

Kelly Kessler, Media and Cinema

With a shift in modality to online learning, instructors are confronted with additional challenges regarding student-student and student-professor engagement. Using both DePaul supported and external platforms, this presentation will explore various techniques for fostering intellectual and communal engagement in the online classroom.

Vincentian Personalism in a Digital Age: Humanizing Online Teaching and Learning at DePaul University

Karl Nass, University Ministry & School for New Learning and Community Service Studies

This presentation will engage participants in an exploration of practices utilized to create a sense of presence in hybrid or distance teaching and learning contexts. The presentation will provide findings of diverse techniques utilized to humanize these learning environments. As well, the presenter will share documented challenges and successes encountered by a cadre of experienced DePaul faculty who strive to create a sense of presence in digital learning environments.

Student Group Presentations: Preempting Common Problems and Engaging the Student Audience

Richard Hudson, Biological Sciences

Group oral presentations are excellent educational opportunities— for those students doing the presenting. However, their peers in the audience may not be learning much from the experience—they can be unmotivated, frustrated, confused and fatigued. I will describe fifteen steps for how to improve this important peer-to-peer learning situation.

Flippers' Toolbox

Room 8010

Ready, Set, Poll

Kate Daniels, Faculty Instructional Technology Services, and **Jessica Alverson**, DePaul Libraries

Learn how to embrace the power and convenience of mobile devices to engage students in real-time interactions in the classroom. Presenters will introduce two classroom response systems (CRS) that allow students to use mobile devices for learning.

Sharing in-class work using Evernote and Students' Mobile Technology

Denise Nacu, College of Computing and Digital Media

I will share some tips for using technology to support small group activities in which students discuss, create, and problem-solve. Using examples from my design-oriented courses in at CDM, I will demonstrate some simple but effective techniques that take advantage of student smart phones and the Evernote note-taking application.

My Virtual Clone: Freeing Class Time by Providing Detailed Explanations and Review Materials on the Web Through D2L

Paul Vadola, Chemistry

To maximize class time in Organic Chemistry 2 "video keys" are being used to present solutions for worksheets and exams. By transferring these discussions to D2L, significant class-time can be reclaimed and diverted to more in-depth presentation of new material.

3:10 – 4:30

Please join us in the foyer outside room 8005 for an opportunity to mingle with colleagues and visit with representatives from the campus resources listed below. Wine, beer, and hors d'oeuvres will be served.

- Academic Integrity
- Art Museum
- Division of Student Affairs
- Faculty Instructional Technology Services: Mobile Learning Initiative, Global Learning Experience, DePaul Online Teaching Series
- Office for Teaching, Learning and Assessment: Teaching Commons, Teaching and Learning Certificate Program, Assessment Certificate Program, Supplemental Instruction
- Society of Vincent DePaul Professors' Scholarship of Teaching and Learning Committee
- University Center for Writing-based Learning
- University Libraries

Poster Presentation

Foyer outside room 8005

iPadagogy for Adults

Jessica Alverson and **Sue Shultz**, DePaul Libraries

Learn how the DePaul University Library incorporated iPads into their research instruction program. The presenters will discuss best practices and tips for implementing iPads in instruction, as well as challenges and student reception. This session will focus on use of iPads with adult learners.

Teaching and Learning Certificate Program (TLCP) Recognition Ceremony

The TLCP is a workshop-based program for all faculty and instructional staff at DePaul who are interested in enriching their teaching practices in collaboration with colleagues from across the university. To receive a certificate, participants complete a total of six workshops within two years and create a digital teaching portfolio.

We would like to recognize the following faculty members who have received certificates this academic year:

- **Jay Baglia**, Communication
- **Jennifer Conary**, English
- **Tricia Hermes**, Writing, Rhetoric & Discourse
- **Marcia Good**, Anthropology
- **Yeuseung Kim**, Communication
- **Daniel Makagon**, Communication
- **Michele L. McCay**, Health Sciences
- **Amy Newendorp**, University Internship Program
- **Thomas O'Brien**, Religious Studies
- **Joe Olivier**, Writing, Rhetoric & Discourse
- **Remo Picchietti**, Business
- **Jill Stewart**, Communication

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