Reflect, Renew, Recharge: Teaching Sustainably to Prepare Lifelong Learners

18th Annual DePaul Faculty
Teaching & Learning Conference

Friday, May 3, 2013
DePaul Center, 8th Floor

Thank you to our sponsors who have made this conference possible:

Office for Teaching, Learning and Assessment

Faculty Instructional Technology Services

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2013 Conference Committee

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Sharon Guan
Director, Faculty Instructional Technology Services

Kelly Kessler
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Members, Committee on Teaching and Learning

Agenda

Friday, May 3, 2013

8:30 a.m. – 2:00 p.m.	Conference Registration & Coffee
8:30 – 10:30 a.m.	Breakfast Buffet
9:00 – 10:30 a.m.	Welcoming Remarks—Gian Mario Besana, Associate Vice President for Academic Affairs - Online Learning and Internationalization Keynote Presentation—Dr. Ann-Louise de Boer, University of Pretoria
10:40 – 11:40 a.m.	Concurrent Morning Sessions
11:50 a.m. – 12:50 p.m.	Teaching Excellence Lunch Panel
1:00 – 2:00 p.m.	Concurrent Afternoon Sessions I
2:10 p.m. – 3:10 p.m.	Concurrent Afternoon Sessions II
3:20 p.m. – 4:20 p.m.	Workshop – Dr. Ann-Louise de Boer, University of Pretoria
4:30 – 6:00 p.m.	Wine and Cheese Reception

2013 Schedule at a Glance

	Room 8002	Room 8005	Room 8009
9:00 – 10:30		Keynote Presentation Ann-Louise de Boer	Overflow seating
10:40 – 11:40	**Student-Centered Learning:** **Informal Learning Communities** Pamela Meyer Catherine Marienau		
11:50 – 12:50		Teaching Excellence Lunch Panel	
1:00 – 2:00	*Student/Faculty Personal Development:* *Renewing your passion for teaching* Presenter: Mark Laboe Julie Benesh		**Student-Centered Learning:** **Encouraging Student Choice** Joanna Dery Alex Marback Blair Davis
2:10 – 3:10			**Student-Centered Learning:** **Applying New Teaching Methods** Marina Girju Leah C. Neubauer
3:20 – 4:20	Workshop: Ann-Louise de Boer		
4:30 – 6:00	Wine and Cheese Reception		

2013 Schedule at a Glance

Room 8010	Room 8011	Room 8014	
			9:00 – 10:30
Tech and Techniques: Online Capstone Courses Carolyn Bronstein Jill Stewart Jim Motzer Joann Golas	*Student/Faculty Personal Development: Inspiring Student Service I* Patricia Bombard J. Patrick Murphy, C.M.	*Student/Faculty Personal Development: Diversity & Social Justice* Scott Tharp Elena Esquibel	10:40 – 11:40
			11:50 – 12:50
Tech and Techniques: Facilitating Critical and Creative Thinking Amber Settle Jesus Pando		*Student-centered learning: Expanding Our Teaching Contexts* Christine Skolnik Gloria Alter	1:00 – 2:00
Tech and Techniques: Experimenting with New Media Kate Daniels Erin Kasprzak Marcia Good Christine Skolnik		*Student/Faculty Personal Development: Inspiring Student Service II* Jeffrey Howard Marco Tavanti Michael Diamond Howard Rosing	2:10 – 3:10
			3:20 – 4:20
Wine and Cheese Reception			4:30 – 6:00

Sessions

9:00 – 10:30 a.m.

Room 8005

Welcoming Remarks

Gian Mario Besana, Associate Vice President for Academic Affairs - Online Learning and Internationalization

Teaching in Colors: Reflect, Renew, Recharge

Ann-Louise de Boer, Research Fellow, University of Pretoria

In her keynote, Dr. de Boer will focus on the application of research on cognitive function to help instructors reflect on their own teaching styles and understand the range of their students' learning preferences. As a result, instructors can design and deliver activities that facilitate sustainable teaching practices and deep learning.

10:40 – 11:40 a.m.

Student-Centered Learning: Informal Learning Communities

Room 8002

Learning Belongs to Everyone: Crossing the Formal and Informal Learning Divide

Pamela Meyer, Center to Advance Education for Adults, School for New Learning, and Catherine Marienau, School for New Learning

We, as faculty, and students spend most of our lives in contexts not formally designed for learning as we interact in our communities, religious/spiritual institutions, workplaces

and volunteer activities, and with family and friends. Yet, these are the very contexts where the richest learning often occurs. These are the contexts where learning is accessible to individuals and groups, without the constraints of time, place, and cost. While formal training may be offered in such environments, most learning in these contexts is informal. For example, studies show that up to 70% of learning in the workplace, the setting where many adults spend most of their waking hours, is informal. In this session the facilitators will share their findings from a year-long collaborative **inquiry in which they asked, "what if every encounter were a learning encounter?" and engage participants in an** exploration of how we can each find, create and sustain informal learning communities and networks beyond the classroom. Participants will also consider how the insights can guide their work with learners in both formal and informal learning settings and sustain their own commitment and passion.

Tech and Techniques: Online Capstone Courses

Room 8010

Creating an Online Capstone Course: Best Practices in Online Learning for the Liberal Studies Program and Beyond

Carolyn Bronstein, Jill Stewart, Jim Motzer, Public Relations and Advertising, College of Communication; Joann Golas, Online Education, College of Communication

This panel will discuss the team-built online capstone seminar for public relations and advertising majors, which debuted in Winter 2013. A team of 12 faculty members

secured a QIC Departmental Initiative Grant and worked together to create a fully online capstone course designed to prepare students for the competitive, digital 21st century workplace. Online teaching methods are increasingly important for the higher education landscape, and offer powerful new ways to drive student learning. They also offer instructors a challenging, innovative set of pedagogical tools, like Wimba, VoiceThread, Odeo and Our Story, all of which **can reinvigorate one's teaching and drive new forms of** creativity in the virtual classroom. Many instructors who learn online methods find that the technology can transform and improve traditional face to face teaching as well, allowing the instructor to extend the classroom beyond typical limits. These instructors and the Director of Online Learning will use the new Capstone course to demonstrate how to develop and build a successful new online course and will encourage audience members to consider how they might create online courses in their own areas of specialization.

Student/Faculty Personal Development: Inspiring Student Service I

Room 8011

Vincent and Louise as Educators and Inspiring Roles Models for Students—and You!

Patricia Bombard and J. Patrick Murphy, C.M., School of Public Service

Vincent de Paul and Louise de Marillac were life-long learners and innovative educators. They partnered to provide knowledge, skills and inspiration to priests and peasants

alike. In this panel presentation we will take a fresh look at how Vincent and Louise expanded on traditional methods of education in their day. Panel members also will demonstrate how we incorporate their inspiring story and Vincentian values into our own courses.

Student/Faculty Personal Development: Diversity & Social Justice

Room 8014

RENEW Your Strategies to Effectively Promote Diversity & Social Justice in the Classroom!

Scott Tharp, Center for Intercultural Programs, Student Affairs

Issues of diversity and social justice can be challenging topics for students to positively respond towards and productively engage, resulting in uncomfortable or even destructive classroom conversations. At the same time, our university mission implores us to educate students about the value of diversity and work towards a more socially just society. With an emphasis on the social and cultural dimensions of sustainability as presented by the Sustainability Taskforce at DePaul, this session will teach participants the LARA Method as a conversation strategy to address and engage diversity and social justice topics and questions posed in the classroom setting. Participants will learn this strategy and practice applying the technique using student-created classroom scenarios. This session would particularly benefit faculty seeking strategies to engage challenging students who are resistant to issues of diversity and social justice, as

well as faculty who have less comfort engaging conversations about diversity in the classroom.

Managing Difficult Dialogues: A Look at "The Museum" Activity

Elena Esquibel, College of Communication
The purpose of this presentation is to reflect on my teaching experience in a course on race and communication. Specifically, I will reflect on how I managed difficult student dialogues through what I refer to as a "museum" activity. I taught this course from a critical and social justice approach that was received differently by students. From the very beginning of the class, I began to notice a gap between the opinions that students expressed vocally in class and opinions that were shared in students' work. I struggled throughout the quarter over how to bridge this gap in order to invite the written communication that was unfolding underneath the surface of our class discussions. Interestingly, the discussions in class—more often than not—aligned with a critical anti-racist ideology, whereas in some students' written communication I found resistance, reaffirmations of Whiteness, and denial of racial prevalence. Towards the end of the quarter, I staged an intervention. I began by writing and sharing a letter to my students, followed by an invitation for their anonymous responses. I then created the "museum" activity, where I posted quotes from students around the classroom on poster boards and invited students to respond. The museum activity involves six steps; 1) read student quotes, 2) write written responses, 3) share written responses, 4) individual short-essay reflection, 5) minute monologues, and 6) post activity dialogue.

11:50 a.m. – 12:50 p.m.

Room 8005

Teaching Excellence Lunch Panel

Moderator: Kelly Kessler, College of Communication

Panelists: Akilah Martin, School for New Learning
Lori Cook, Management, Driehaus College of
Business
Li Jin, Modern Languages, College of Liberal
Arts and Social Sciences

1:00 – 2:00 p.m.

Student-Centered Learning: Encouraging Student Choice

Room 8009

Building Community in the Classroom

Joanna Dery, Animation, School of Cinema and Interactive
Media, and Alex Marback, Student, College of Computing
and Digital Media

In this presentation, I will share the experience of bringing
my own creative interests into the classroom and
collaborating directly with students during my Fall 2012
Project Bluelight course. Project Bluelight is a special
initiative supported by the College of Computing and Digital
Media, whereby students get to work on a faculty-directed
animation, cinema or game production. Our project is an
interactive animation designed for the web, titled "Heat
Spell," and produced by the 21-person collective we formed,
Simple Machine.

The Project Bluelight course was the most fulfilling teaching experience I have ever had. I brought my ideas and passions to the students and made space for them to respond in kind. I challenged my students, and they challenged me. I have not only learned that collective efforts raise the bar for everyone involved, but also that they foster respect, responsibility, and mutual aid.

Topics discussed will include: the Project Bluelight structure and how it might be adapted across disciplines, bringing my creative interests into the classroom, fostering community in the classroom, utilizing the momentum of cultural and technological trends to inspire, making space for contribution and growth, identifying strengths in individual learners, and promoting trust through collaboration.

Red Pill or Blue Pill? – Offering Students Viewership Options in the Classroom
Blair Davis, Media and Cinema Studies, College of Communication

This presentation will examine one aspect of providing self-selected learning options for students as it relates to screening visual texts in the classroom. Throughout the Fall 2012 quarter, I regularly offered students in my MCS 349 "B-movies" course multiple options for which film they wanted to screen in a particular class. After a lecture and discussion contextualizing the possible choices, students were able to choose between up to four different films that fit the week's theme or topic, with a majority vote determining what was screened. In so doing, control over course content was

placed in the hands of the students rather than the instructor (indeed, my students never chose the option I personally wanted to watch!).

I see this approach to selecting visual materials for classroom use as forcing the instructor to adopt more spontaneity in his/her teaching methods. How then should instructors prepare visual material for classroom use? Should we watch a film beforehand, then screen it with students and watch a second time, so that we have mastered the content? If so, how far in advance should the film be pre-screened? Would the same need to see a film twice before discussing it apply if teaching a novel, textbook chapter, etc.? On the other hand, does this pre-screening approach have the potential to actually limit discussions about what the students see in the film, instead of **favoring the instructor's agenda and** interests? These and other pressing questions about the potential values and limitations of offering students such viewership options in the classroom will be explored.

Tech and Techniques: Facilitating Critical and Creative Thinking

Room 8010

Encouraging Creative and Critical Thinking Through Active Pedagogies

Amber Settle, School of Computing, College of Computing and Digital Media, and Jesus Pando, Physics, College of Science and Health

Helping students to think critically and creatively is an ongoing challenge for faculty. One of the learning goals at DePaul University is the development of the ability to think

critically and imaginatively, and yet doing this while also conveying necessary academic material can be a difficult balancing act. In this panel we discuss approaches taken in computer science and physics to encourage students toward creative and critical thinking by shifting responsibility for learning onto the student. The panelists have found various pedagogical approaches to be fruitful, including debates, peer instruction, just-in-time instruction, iterative refinement, and live coding. Classroom management techniques such as the de-emphasis of lecturing in favor of active learning, de-stigmatization of mistakes, an emphasis on achievable goals, peer-to-peer learning, and the presentation of multiple viewpoints are also important in bringing students to a place where they accept responsibility for their learning, are able to fully embrace their creativity, and can effectively evaluate information. Many of the approaches are useful in a variety of disciplines, and commonalities between the fields represented will be emphasized.

Student/Faculty Personal Development: Renewing Your Passion for Teaching

Room 8002

Remembering the Desire to Teach: Renewal Through Self-Reflection

Mark Laboe, University Ministry, Student Affairs

At some point, and perhaps in our best moments... teaching and the field of education are a good idea for us, perhaps even a calling to which we feel passionate and know ourselves to be particularly suited to do. On other days, the work may seem burdensome, unimportant, monotonous, or

challenging to reconcile with who we are or want to become. How we understand and tend to our "vocation" as educators impacts the quality and effectiveness of our teaching, can help to sustain a renewable energy and creativity through the inevitable ups and downs, and can bring a refreshing authenticity and courage to our teaching and relationships. This session will involve self-reflection and conversation among participants with the goal of suggesting and encouraging ongoing practices for fostering sustained self-renewal and authenticity.

How I Got My Groove Back by Teaching How to Achieve Satisfaction
Julie Benesh, School for New Learning

It's been said we teach what we need to learn, and that is certainly true of the Liberal Learning seminar I created for the SNL Personal Effectiveness domain entitled "Achieving Satisfaction." The course was an experiment for myself and my students and involved the keeping of three different journals (meta-reflection, practice log, and readings commentary), development of one or two self-selected and instructor-approved "practices" (physical, behavioral, or cognitive-emotional), directed yet individualized reading, a discussion board, and interactive exercises and final projects all designed to increase their subjective well-being-- and my own--now and in the future.

"Self-help" may have morphed into positive psychology but easy answers remain elusive, so experimentation, critical thinking, and active sharing were key instructional

components. And as you might imagine, not every moment was exactly fun--there is little sustainable "satisfaction" without work, as well as play.

What we learned, how we learned it and how you can apply any of the above techniques and the subject matter of positive emotions to your own discipline for the benefit of your students, your teaching, and your SELF is the subject of this session.

Student-Centered Learning: Expanding Our Teaching Contexts

Room 8014

The Social Media: If You Can't Beat 'Em . . .

Christine Skolnik, Writing, Rhetoric & Discourse, College of Liberal Arts and Social Sciences

Teachers might think that students spend far too much time on Facebook and YouTube. Indeed, we might feel that we are competing with these media in the classroom. But perhaps we should ask what makes these forms of communication so compelling to our students? (What makes them so compelling to us?) Can we learn anything from them? Can they inform our teaching?

My recent research in imagining alternative and, indeed, sustainable futures, brought into focus the potential of the social media to tap into memory processes, engage the imagination, and circulate meaningful information. The social media meet all the criteria for constructing vivid memories and images of the future. They present spatiotemporally coherent and socially-contextualized information. They present detailed images and they

punctuate important life events. They tend to focus on short-term goals, and they are an expression of personal identity as well as social attachments.

But how can we employ the social media in our classrooms without compromising our literacy standards? I will address this question and provide three critical tools students can use to engage social media: Messaging analysis, narrative power analysis, and critical blog analysis.

Chicago is Our Classroom: A Self-Study of Curriculum Innovation

Gloria Alter, Teacher Education, College of Education

This session will describe a course innovation that involved risk-taking to re-frame a standard methods course. Real world learning, service learning, special activities, and school field experiences were integrated to provide a community-centered social studies methods course. The vision guiding this development was the DePaul University slogan, "Chicago is our Classroom," and Vincentian values were its underlying force.

The course goals and perspectives, actual activities, and the process of translating standard course goals into an integrated real world experience will be described. Student responses from written logs and other assignments, and the professor's subsequent course modifications upon reflection will be shared.

This project raises a number of questions for discussion: How can instructors best live out their values and commitments in

and through their coursework? In what sense is Chicago our classroom? What risks should/can we take with course innovation? What social action imperatives should guide our teaching, if any? How do students best learn socially responsible teaching and living? How do we take into account individual student differences, such as prejudice and moral development? And overall, how can our own self-reflection guide our teaching and learning?

2:10 – 3:10 p.m.

Student-Centered Learning: Applying New Teaching Methods
Room 8009

Insights, Not Findings: Repositioning Teaching Objectives to Fuel Curiosity and Foster Deep Learning
Marina Girju, Marketing, Driehaus College of Business

As teachers, one of our most important goals is to have students learn theories and concepts, master mathematical methods and know how to use formulae. We dedicate significant amounts of class time to teach underlying assumptions and specific theories. Then, we assess our **students' learning by quizzing them on definitions,** classifications or the mechanics of mathematical calculations. However, while short term recall of theoretical concepts may bring satisfactory grades in the class, remembering these concepts, even weeks later, is severely limited. Students complain about boring, not useful classes and, worse, how they do not wish to learn any further on that subject. **Employers are discontent with students' gaps in knowledge,**

their inability to identify real problems, or their lack of curiosity in studying various solutions. Reflecting on my own industry experiences, I saw employers seek to answer two questions (1) What is the insight?, and (2) How can I profit?, rather than (1) How did you analyze the problem?, and (2) What theory/formula did you use? I took these ideas to my **classes and renewed my teaching approach to: "it is all** about **insights, not findings".**

In this presentation, I will discuss teaching practices tied to this approach that will help bring fun and immediate relevancy to what seemed boring theories. They recharge my **teaching and my students' intellectual curiosity for a longer-**lasting learning. These teaching techniques have been applied at two universities and can be used in a multitude of disciplines, such as computer science, analytics, finance, accounting, marketing, etc.

Critical Self-Reflection, Inquiry Methodology & Communities of Practice (CoP): Enriching and Recharging Practice Through Collaborative Inquiry

Leah C. Neubauer, Public Health, Liberal Arts and Social Sciences

This session will explore the exemplar, a Chicago-based year-long multiple-method research study which investigated critical self-reflection and cultural competence within inquirer's community-based research and practice. Drawing from Heron's (1971) cooperative inquiry, pragmatism and hermeneutic phenomenology, collaborative inquiry (CI) is a systematic process whereby peers work collaboratively to address an issue of mutual significance through repeated episodes of reflection and action. The new knowledge generated becomes the basis for innovative actions designed to create changes in professional practice or research (e.g., curricula, guidelines, professional principles). While a fluid and experiential form of inquiry, CI is highly rigorous with its concerns about the validity of the learning that emerges among inquirers. Inquiry methodology provides an excellent organizing structure for adult learning, continued professional growth, and ongoing lifelong development. The presenter will highlight key project components including: a) assembled literature from progressive and radical adult education, b) Communities of Practice (CoP), c) critical theory, critical race theory/LatCrit, d) cultural humility and cultural responsiveness literature, e) critical self-reflection/action-oriented activities, and f)

recommendations for further development and implementation. Benefits and challenges of using CI as an innovative action-research methodology will be discussed.

Tech and Techniques: Experimenting with New Media

Room 8010

Mobile Learning: Out of the Classroom and Into the World

Kate Daniels, Faculty Instructional Technology Services; Erin Kasprzak, School for New Learning; Marcia Good, Anthropology, College of Liberal Arts and Social Sciences

Two-thirds of 18-24 year olds own smartphones, and that figure continues to rise. How can DePaul faculty meet these students in the environment where they spend so much of their time? MoLI, the mobile learning initiative at DePaul, is now in its second year of exploring and encouraging mobile learning solutions for DePaul faculty. Comprised of academic support staff from multiple units, MoLI leverages the near ubiquity and unique capabilities of mobile devices to create new kinds of multi-modal learning experiences. In our presentation, we will discuss the pedagogical possibilities and pitfalls of the mobile environment. We will include case examples of successful mobile learning collaborations, as well as projects in progress, between DePaul faculty and the members of MoLI. Featured projects represent diverse disciplines including anthropology, art history, and nursing. Designed for the innovative faculty member as well as the reticent Luddite, this presentation will include faculty testimonies. After participating in this session, conference

attendees will walk away with concrete examples of mobile learning solutions that are scalable to any discipline.

Student/Faculty Personal Development: Inspiring Student Service II

Room 8014

Sustainable International Service-Learning: Models and Principles of Successful Practice for Teaching, Learning, and Serving in International and Intercultural Contexts

Jeffrey Howard and Howard Rosing, Steans Center for Community-Based Service Learning; Marco Tavanti and Michael Diamond, School of Public Service

International service-learning (ISL) is exponentially growing as universities seek to prepare students for the global world. Drawing on the growing literature, undergirding theories, **and panel members' experiences, we will address models,** principles of successful practice, and potential dilemmas and resolutions thereof.

Panel members will illustrate effective and sustainable curriculum-based ISL models through the perspectives of faculty, alumni, and international community organizations. Cases will illustrate intercultural/international issues related to teaching and learning, monitoring and evaluating, and partner collaboration. These cases will be reviewed from (a) an adult student-centered perspective, (b) a community development and organizational capacity-strengthening perspective, and (c) an undergraduate teaching and learning perspective.

Attendees will be invited to share their programs and panel members will offer insights based on established principles and criteria for teaching and learning in ISL. In addition, the facilitators will provide a list of useful articles and documents relevant to the teaching and quality monitoring of ISL courses/programs.

3:20 – 4:20 p.m.

Room 8002

Hands-on Workshop with Dr. de Boer

In the afternoon, keynote presenter Dr. de Boer will lead a hands-on workshop giving participants a better understanding of their learning preferences. In order to receive personalized feedback, participants will need to have completed a thinking styles survey online by Friday, April 19. *Workshop capacity is limited to 30 participants.*

4:30 – 6:00 p.m.

Wine and Cheese Reception

Your feedback is important.

Please take a moment to complete an evaluation form before you leave today.

Teaching and Learning Certificate Program

The TLCP is a workshop-based program for all full- and part-time faculty 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 teaching ePortfolio.

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

- Amina Gautier, College of Liberal Arts & Social Sciences

- Arlene Crandall, College of Education

- Gary Miller, School for New Learning

- José Zagal, College of Computing & Digital Media

- Lauren Heidbrink, College of Liberal Arts & Social Sciences

- Lisa Thomas, Driehaus College of Business

- Perry Zurn, College of Liberal Arts & Social Sciences

My Planner

	Track	Room Number
Morning Sessions 10:40 – 11:40 a.m.		
Afternoon Sessions I 1:00 – 2:00 p.m.		
Afternoon Sessions II 2:10 – 3:10 p.m.		