

TEACHING AND LEARNING SUPPORT

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Teaching Methods and Materials

Creating Multimodal Classroom Assignments

In this workshop, we will share assignments that go beyond standard essays and exams in order to promote student learning. We will discuss the rewards and challenges assignments such as digital assignments, collaborative work, and multimodal assignments, as well as brainstorm activities that have worked in the classroom.

Facilitators: Jessica Bannon (bannonj@uindy.edu) and Leah Milne (milnel@uindy.edu)

Please feel free to browse the [Google site](#) created for this workshop for access to assignment examples and links to additional resources. Stills from the site appear in the video.

View the [workshop video](#) below (19:51)

Experiential Teaching and Student Engagement in an Online Environment

Experiential, or "real-world", interaction with course concepts can elevate student learning in ways that more traditional approaches to teaching may fall short. It can be argued that this approach to teaching holds even more weight in an online course environment where student engagement happens primarily through a screen. This session will cover methods by which instructors can increase and add variety to student engagement in an online environment, including the use of experiential activities and projects. Participants will have the opportunity to share their ideas and adapt provided examples to their own disciplines.

Facilitator: Lisa Borrero - borrerol@uindy.edu

Here's a list of useful resources:

- [Faculty Focus](#) offers an array of articles focused on the development and implementation of an online course. Article topics run the gamut, including online teaching techniques, course development, mentoring, common pitfalls, and making effective connections with students from a distance (just to name a few). New articles on various topics are added regularly.
- Geared toward those who may be relatively new to online teaching, [Take My Advice](#) (Inside HigherEd) features a multitude of online instructors who offer their perspectives on how to effectively develop and deliver a course in an online environment.
- [Effective Teaching Online](#) (Inside HigherEd) highlights key tips in making your online course an engaging one for students and more manageable and enjoyable for instructors.
- [Applying the Seven Principles for Good Practice to the Online Classroom](#) (Faculty Focus) discusses the application of Chickering and Gamson's seven principles to the online classroom.

View the [workshop video](#) (37:25) below:

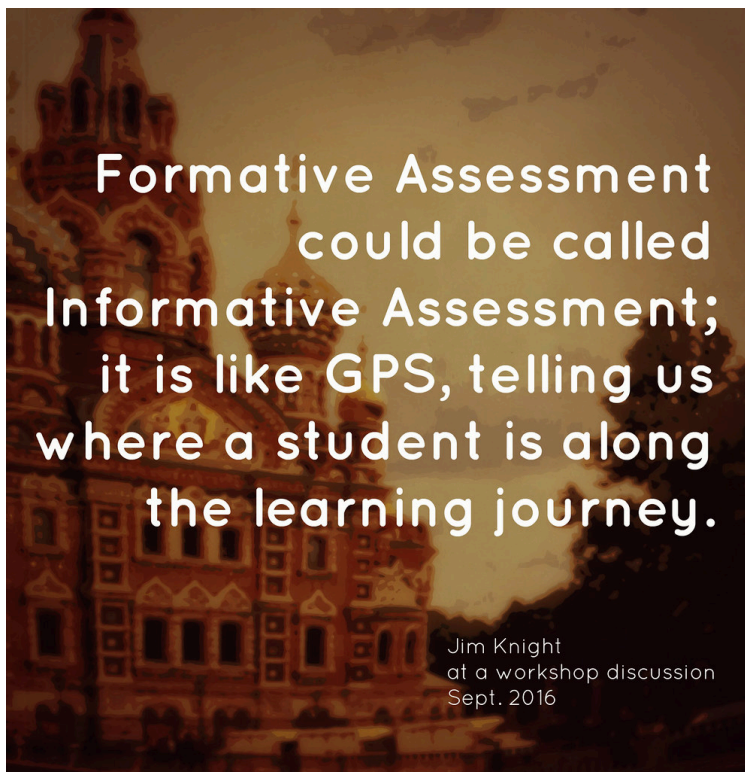
Formative Assessment

Do you ever reach the end of a lesson and see a room-full of glazed over eyes? How do we prevent the glaze from beginning in the first place?

This hands-on, interactive workshop will assist you in leaving no student behind. Learn how systematic checks for understanding can be built into in type of course such that your instructional time is most on-target and effective. Come prepared with one or two of your class lesson materials and a laptop or tablet in hand. Both low and high-tech strategies for assessing student learning will be shared.

Facilitator: Amanda Miller - milleraj@uindy.edu

- [Formative Assessment and the AERA Model of Lesson Design](#) (slide show presentation)
- [Peak and Valley Self Assessment](#) (AERA Model of Lesson Design)
- [National Council of Teachers of Mathematics \(NCTM\): What is Formative Assessment?](#)
- [Card Sort](#)
- Temperature Reading Graphics
 - [Hot/Cold](#)
 - [Arrows](#)



Helping Students Avoid Plagiarism

Are you interested in helping your students learn to avoid plagiarism and use Turnitin.com? Feel free to share this video with all of them. Here's the URL, if you want to share it directly, [How Students Can Avoid Plagiarism](#).

Facilitator: Amanda Miller - milleraj@uindy.edu

TurnItIn.com - Beyond Plagiarism

Would you like to cut down on grading time? In this workshop, Amanda Miller will demonstrate both the plagiarism detection functions of turnitin.com to help support you this semester and beyond.

Facilitator: Amanda Miller - milleraj@uindy.edu

Writing Across the Curriculum and Writing in the Disciplines

This workshop will review strategies for integrating formal and informal writing activities and assignments into a variety of courses across the curriculum. Participants will leave with a stronger sense of the pedagogical tools available for improving students' writing and critical thinking abilities.

Facilitator: Jessica Bannon - bannonj@uindy.edu

- [Statement of WAC Principles and Policies](#)
- [Introduction to Writing Across the Curriculum](#) - The WAC Clearinghouse at Colorado State provides a wealth of resources for educators interested in learning more about writing across the curriculum. This introductory page is a great start for determining why and how WAC approaches be applied.
- [Teaching Writing in the Disciplines: Student Perspectives on Learning Genre](#) (Goldschmidt, University of Scranton)
- [WAC Teaching Strategies: What Worked, What Didn't and Why](#)
- [WAC and Second Language Writing](#) - The WAC Clearinghouse provides resources specifically designed for addressing the needs of students for whom English is a foreign language.
- [Roots in the Sawdust: Writing to Learn Across the Disciplines](#) - "In this collection, editor Anne Ruggles Gere offers a response to Arthur N. Applebee's call for 'more situations in which writing can serve as a tool for learning rather than as a means to display acquired knowledge' (1982). Gere brings together teacher-authors from a wide variety of disciplines to detail how they have successfully used writing activities to improve their students' comprehension—without creating significant grading burdens for themselves."
- [Baruch College Faculty Interview Series](#) - The Baruch College Writing Center presents brief interviews with faculty across the disciplines who share insights into the writing expectations in their respective fields.



Supporting a Diverse Student Body

Engaging Adult Learners Through Principles of Andragogy

Adult learners can transform how you teach! What do you know about adult learning theory? What is Andragogy? Are you familiar with Malcolm Knowles' 4 Principles of Andragogy? This workshop will:

1. define andragogy;
2. introduce the 4 principles; and
3. explore how Knowles' 5 adult learning theory assumptions can be translated to today's learning experiences for learner engagement and motivation.

Participants will identify how the adult learners' cognitive and social characteristics impact the creation of course content and structure. Strategies for instructional design will be discussed for immediate application.

Facilitator: Lynn Shaw - lyshaw@uindy.edu

- [Adult Learning in Higher Education](#) (Schreyer Institute for Teaching Excellence, Penn State University)
- [Adult Learning Theory: Applications to Non-Traditional College Students](#) (Kenner & Weinerman)
- [Andragogy for Adult Learners in Higher Education](#) (Thompson and Deis)
- [Resources on Adult Learning](#) (resources are available in the UIndy library)



Diversity and Inclusion in the Classroom

Diversity and inclusion are "buzz words" in our society today due to changing demographics of the country. Today's professors in higher education are teaching students from various cultures and generations in a variety of environments. This requires them to possess the knowledge, skills and attitudes to work effectively with these multidimensional populations. In addition to cultural diversity, the diversity of generations in the classroom is wide and broad.

Facilitator: Leah Milne - milnel@uindy.edu

- [Teaching for Inclusion: Diversity in the College Classroom](#) (Center for Teaching and Learning, University of North Carolina at Chapel Hill)
- [Diversity and Inclusion in the College Classroom](#) (Faculty Focus Special Report)
- [Faculty Resources: Inclusive Classrooms & Classroom Dynamics](#) (Office of Diversity and Inclusion)
- [Faculty Resources: Inclusive Classrooms & Classroom Dynamics](#) (Office of Diversity and Inclusion)
- [Select Resources on Academic Diversity and Inclusion](#)
- [Additional Links and Descriptions](#) (compiled by workshop facilitator)



How to Support Unprepared College Students

Underlying philosophy: the [Seven Principles of Good Practice in Undergraduate Education](#) outlined by Chickering and Gamson.

Facilitator: Angelia Ridgway - aridgway@uindy.edu

Handy Summary of "[Teaching Unprepared Students: Strategies for Promoting Success and Retention in Higher Education](#)" by Kathleen F. Gabriel

1. Encourage contact between students and faculty: [Encouraging Student Faculty Interaction Outside the Class](#) (Stanford's Tomorrow's Teacher Postings)
2. Develop reciprocity and cooperation among students: [Group Work: Using Cooperative Learning Groups Effectively](#) (Vanderbilt University)
3. Encourage active learning: [Active Learning Strategies](#) (Berkley Center for Teaching and Learning)
4. Give prompt feedback: [5 Research-Based Tips for Providing Students with Meaningful Feedback](#) (Edutopia)
5. Emphasize time on task: [Emphasize Time on Task](#) (Indiana University Center for Innovative Teaching and Learning)
6. Communicate high expectations: [Realistic Student Expectations](#) (Indiana University Center for Innovative Teaching and Learning)
7. Respect diverse talents and ways of learning: [About Universal Design for Learning](#) (CAST)

Teach Online?

[Applying the Seven Principles for Good Practice to the Online Classroom](#) (Faculty Focus)

The Care and Feeding of Graduate Students

Graduate student learners fill an interesting niche: they are more heavily invested in their fields than undergraduates, but they are not yet fully-qualified professionals.

Stephen Nawrocki (snawrocki@uindy.edu), a graduate program director and 25-year thesis-advising veteran, examines the special needs of graduate students and present techniques for supervising, mentoring, and motivating that can help you to foster their development. Special attention given to turning graduate students into solid writers in their chosen subject matter.

- [Understanding Graduate Students](#) (Barna) - This article focuses on sources of stress, coping mechanisms, and perceptions of graduate students. While brief and lacking references, it is nonetheless an informative read.
- [Supporting Graduate Students across Student Affairs](#) (Barnhart & LeMaster) - This is a somewhat more technical report that is geared towards administrative issues, and so it may be more helpful for Student Affairs / Residence Life / Mental Health Services agents than for faculty, but it contains some useful information nonetheless.
- [The Flip Side of the Attrition Coin: Faculty Perceptions of Factors Supporting Graduate Student Success](#) (Gilmore, Wofford & Maher) - This in-depth study found that faculty explanations for the success (or failure) of their doctoral students cluster into three major themes: student motivation, access to formative learning experiences, and student foundational knowledge. Includes an excellent, in-depth reference list.
- [Mentoring Graduate Students](#) (Johnston) - This brief presents some of the psychosocial models that describe the development of the mentor/mentee relationship. It includes good FAQs for mentors.
- [Supporting Graduate Students](#) (Parkman) - This article reports on the U. of Arizona's development of 'survival' workshops designed specifically for graduate students. Topics include time management, writing skills, stress management, and research methods. Is this a strategy we might want to adopt at UIndy?
- [Why Do So Many Graduate Students Quit?](#) (Patterson) - Only half of all doctoral students complete their programs. While many profs attribute drop-out to student failure, it is likely that systematic and cultural aspects of graduate programs (such as poor communication & weak mentoring) significantly contribute to the problem. Read this only if you are not already feeling inadequate!
- [How to Mentor Graduate Students: A Guide for Faculty](#) (Rackham Graduate School, University of Michigan) - A nice summary of what successful mentors do in Chapter 3; portions are focused on UM local resources but it does include various mentoring plans from different departments, which faculty from other universities could potentially modify for their own use.
- [How to Get the Mentoring You Want: A Guide for Graduate Students at a Diverse University](#) (Rackham Graduate School, University of Michigan) - The companion piece to their guide for faculty, this manual is designed for the graduate student, providing advice for getting the most out of a relationship with a faculty mentor. I liked the way that it encourages certain

professional behaviors that may not be as obvious to the modern “iGen” generation of students, such as effective communication strategies. It also helps the student understand the special circumstances and stressors facing graduate faculty members.

- [Stress Relief for American Graduate Students: Results from a Nationwide Survey](#) - This article focuses on sources of stress, coping mechanisms, and perceptions of graduate students. While brief and lacking references, it is nonetheless an informative read.
- Second Symposium on "[Promising Practices in Supporting Graduate and Professional Students](#)", Washington University at St. Louis, held June 6-8, 2019

Supporting International Students

- [Helping Faculty Teach International Students](#) (Kisch)

Supporting International Faculty

- [Teaching in America: A Guide for International Faculty](#) (Vimeo)
- [Innovative International Student Programming: Innovative Practices Helping International Faculty Understand U.S. Students](#) (The Center for Global Education)
- [Innovative International Student Programming: Innovations in Faculty Support for International Students](#) (The Center for Global Education)
- [Language and Other Challenges: Faculty Perceptions of International Students](#) (Inside HigherEd)
- [WAC and Second-Language Writing](#) (WAC Clearinghouse)

Supporting Students Who Have Autism

Would you like to be better able to assist all UIndy students? Students who have autism have many strengths, but faculty often have questions about how best to support them inside and outside of the classroom. In this workshop, learn more about this student population and ways to help all students succeed.

Facilitator: Betsy Fouts (foutse@uindy.edu)

Workshop video (14:06)

Miscellaneous Teaching Resources

Meaningful Peer Observation of Fellow Faculty Members

Peer observation across the University varies widely, depending on the department. Observers aren't always confident in their role, and those being observed are often nervous or unsure of what to expect. This workshop will give tips to all parties involved to help build confidence and transparency in the process. Whether you're being observed or observing faculty peers, the observations should be a transparent and meaningful opportunity for all parties involved. Drawing on multiple resources, this workshop will give a model for meaningful peer observation and give tips to both the observer and those being observed. Discussion on what peer observation looks like at U-Indy and elsewhere will take place and what weight peer observation might carry in the evaluation of faculty teaching.

Facilitator: Clay Roan - roanc@uindy.edu

View the [workshop video](#) below (27:50)

Presenting Your Work to the Media

Are you comfortable when speaking with journalists? Are you able to explain your research in layperson's terms? In this media training workshop presented by University Communications & Marketing, you'll learn tips from media veterans in a comfortable, informal setting. You'll also participate in mock interviews and learn strategies to develop your voice as a faculty expert. Anyone with an interest in publicizing their work is encouraged to attend. While this workshop is primarily designed for faculty who have limited experience in media relations, everyone is encouraged to attend and share their experiences.

Facilitator: Sara Gahler - galers@uindy.edu

AAP Media Training 101: Bridging Techniques

What to do if you don't want to answer a question.

Additional resources:

- [Bridging Techniques](#) (2:11)
- [Tips for Media Interviews](#) (UIndy's Marketing and Communications)
- [Media Training Workshop: Developing Your Voice as a Faculty Expert](#) (Workshop Presentation)

Additional Ways of Assessing Your Teaching

Student evaluations of teaching are just one form of classroom evaluation. In fact, there are dozens of ways to evaluate teaching effectiveness. In this workshop, we will share rapid-fire ideas about additional ways you can learn more about what's happening in your classroom using crowdsourced wisdom about lectures, labs, discussions, and studio courses from your UIndy colleagues so that you can begin to think about how to thoughtfully compose your own classroom assessments.

Facilitators: Sarah Pfhol (pfhols@uindy.edu) and Amanda Miller (milleraj@uindy.edu)

Workshop video: (20:48)