



FACULTY
ACADEMY ON
EXCELLENCE IN
TEACHING

34th Annual Retreat

June 8-10, 2022

Sheraton Riverside, Jeffersonville

Creativity and Experience: Enriching Teaching and Learning

*Times and sessions are subject to change.

Wednesday, June 8		
9:00–11:00 a.m.	Statewide Steering Committee Meeting	Lewis
10:00 a.m.–8:00 p.m.	Future Faculty Teaching Fellows (FFTF) Summer Institute	Clark
11:00–11:15 a.m.	Break	
11:15 a.m.–12:30 p.m.	Campus Associate Director Meeting	Lewis
12:30–1:30 p.m.	Lunch with New Members	Ballroom
1:30–2:00 p.m.	Induction Ceremony Rehearsal Members from the Class of 2022 will participate in a short run through of the Induction Ceremony.	Ballroom
2:00–3:30 p.m.	Welcome Activity Members of the Retreat Planning Committee will lead participants in engaging icebreaker activities. This first activity will be the Name Game Participants will share with others at their table a story about their name. This can be about their first or last name, and can be an origin story, or something it means to them, how they feel about their name... anything goes! The second ice breaker is also done in small - medium groups. It is about creating a story. Each person will get to add one sentence. Each group should start with the prompt: Once upon a time at the FACET conference.....The next person picks up the story, adding their sentence until everyone has had at least two turns. If time allows, the third activity will be Rose & Thorn about Teaching. Each person shares a story showing something that happened or that they LOVE about teaching (the rose) as well as something that happened/is difficult about teaching (the thorn).	Ballroom
3:30–3:45 p.m.	Break	
3:45–4:45 p.m.	<i>What happens in art class?</i> Emily Sheehan, IU Southeast Creativity in education isn't confined to the arts, but it is no accident that creativity is considered critical to effective arts education. Effective art and design curriculum and pedagogy deliberately positions creative development as a prominent, and yes, essential learning outcome in every course, at every level. It is, of course, the teacher's task to intentionally emphasize, identify, nurture and assess each student's creativity.	Ballroom

	In this What happens in art class? presentation/workshop, Associate Professor of Fine Arts, Emily Sheehan, will provide an arts educator's insight into the teaching that works in a learning environment where creativity forms the bedrock of student expectations. This session invites attendees to participate in and learn about specific teaching and learning strategies that art and design educators use to cultivate student's creative development. Tools and techniques for providing supportive scaffolding for students' independent inquiry will be demonstrated. Participants will be introduced to critique and assessment approaches for learning outcomes that help/require students to chart their own creative course rather than complete a pre-planned path. As participants consider opportunities to apply the experience of the arts educator in the context of their own disciplines, it is anticipated that, as usual, creativity will result.	
4:45-5:00 p.m.	Break	
5:00-6:00 p.m.	Social Hour <i>Welcome Remarks provided by Rahul Shrivastav</i> Leadership Institute Poster Presentations <i>Campus teams will share updates on their projects.</i>	Restaurant
6:00-8:00 p.m.	Dinner Induction Ceremony	Ballroom
8:00 p.m.	Hospitality Suite	
Thursday, June 9		
8:00-9:00 a.m.	Breakfast	Ballroom
9:00-10:00 a.m.	P.A. Mack Lecture Kathy Johnson, IUPUI	Ballroom
10:15-11:30 a.m.	Concurrent Block 1 (75-minute sessions)	
Session 1:	Social Video for Social Change: Using Adobe Spark to Ignite Classroom Creativity <i>Andy Buchenot and Gail Bennett</i> Participants will learn to use Spark -- Adobe's web-based content creation platform -- to create social videos designed to engage audiences beyond the classroom. In addition to technical know-how, participants will gain an understanding of the generic conventions of social video, the possibilities and constraints of digital composing technologies, and the challenges of public discourse in online spaces. This classroom experience was originally developed for an upper-level course on writing for social change, a course that helps students produce public discourse directed toward advocacy. After guiding participants through the process of creating a video, the co-presenters will briefly share results from the class, including student videos created for community partners. Participants will leave with a Spark account, sample course materials, and ideas for future teaching innovations.	Jefferson

Session 2:	<p>World Climate Simulation <i>Susan Siena</i></p> <p>I will demonstrate the use of an on-line simulation developed by MIT. I will demonstrate two possible uses, one an international negotiation in which students play the role of various country groupings. The other is a global test of various policy solutions. The on-line program prepared at MIT provides a simulator that shows actual outcomes in terms of average increase in global temperature.</p>	Lincoln
Session 3:	<p>Hand Bound and Analog <i>Donna Stallard and Samantha Earley</i></p> <p>Take some time to slow down to analog--come make your very own hand bound journal. In this session, we will guide you through a simple method to make your own journals. Learn how to sew together the paper signatures with a Coptic stitch, then cover and bind the signatures together to make your very own book. No previous experience with sewing or bookbinding required. Come be creative and leave with a notebook to fit in your bag or backpack.</p>	Lewis
Session 4:	<p>Quick Hits</p> <p>These short, five-minute session presentations will provide creative strategies to use in the classroom. There will be time for discussion following the sessions.</p> <p><i>The Value of a Quick Course Reflection</i>, Linda Wright-Bower</p> <p><i>Helping Students Understand How their Daily Lives are Structured by their Media</i>, Lance Mason</p> <p><i>A Moment to Create Focus for Learning</i>, Pam Connerly</p> <p><i>Using Memes as a Tool for Engaging Discussion Boards</i>, Rebecca Carlton</p>	Clark
11:30–11:45 a.m.	Break	
11:45–12:15 p.m.	Concurrent Block 2 (30-minute sessions)	
Session 1:	<p>A Simulation Game to Connect Theory with Real World <i>Haiyan Yin</i></p> <p>Instead of giving students a comprehensive final exam, I use a simulation game to wrap up the course. After finishing all the chapters, students do the foreign investment negotiation simulation game in the last three weeks of the semester. The game simulates a negotiating situation among three multinational corporations, the governments of two large emerging market countries and four companies based in these two countries. The class is divided into groups, with each group playing one of these roles. The negotiations among these groups are concerned with the development of a high technology manufacturing industry in these countries. The game involves multiple negotiations among all the roles. I will describe how to implement the game and evaluate the effectiveness of the game on student learning in the session.</p>	Jefferson

Session 2:	<p>Coffee & Curriculum: A Model for Dynamic Course Simulations <i>Lisa Russell and Jared Law-Penrose</i></p> <p>Dr. Law-Penrose and Dr. Russell created a teaching simulation where students become Human Resource (HR) directors for a fictional regional coffee chain – Fika Coffee and student teams face decision points within pre-determined human resource management course modules. Teams are provided background on Fika Coffee and can email the owners (in an open canvas forum) requesting additional information. Subsequent scenarios require ongoing decision points; where each team present and defend their decisions to the board of directors (class) and respective governing body such as OSHA/EEOC (instructor). With each decision point, deliverables (like resume building and exit interview exercises) are added to the process to incorporate dynamism to the simulation. Students encounter an ongoing immersive experience that mimics a strategic HR decision so that previous decisions have a lasting impact. This decision process enhances critical thinking as students apply content that has been integrated into the modules and decision points.</p>	Lincoln
Session 3:	<p>Building an Interdisciplinary Learning Community <i>Mohsin Mukhtar and Richard Gunderman</i></p> <p>Our experience building a learning community is based on a course series, Answering the Call of the Healthcare Professions, which, in the spirit of the IU bicentennial, engages students on interdisciplinary issues – ranging from cancer to dementia to the opioid epidemic – beyond the domain of any individual university department. Students (class size ~22) from diverse backgrounds (all majors and class years are welcome) rearrange classroom seats from forward-facing to a large oval to promote cohesion and visual engagement. Some students even self-volunteer to bring snacks and baked goods for everyone. The co-instructors, a faculty member and an upper-level student, both from the IU School of Medicine, schedule around their clinical duties to commute from Indianapolis to Bloomington for a weekly 2.5-hour class meeting. Through in-depth readings and subsequent physician-guided discussions with patients, families, and health professionals, students gain deep insight into the disease experience.</p>	Lewis
Session 4:	<p>Grammar is Boring: Developing open-access lesson plans outlining revision clinics <i>Miranda Rodak</i></p> <p>Grammar is boring. However, effective writing requires facility with sentences. If you can't revise at the sentence level, how can you create crisp, clear prose? We believe teaching grammar, syntax, and the fundamentals of composition shouldn't be boring. Quite the opposite!</p> <p>With the support of a 2019 CITL Active-Learning grant, we created and published a series of open-access lesson plans outlining revision clinics. These clinics provide a creative take on teaching sentence-level grammar and revision strategies. For instance, we found more creative approaches - including games - inspired more student investment in their own writing.</p> <p>In this session, we will share some of our more creative strategies, provide access to our online educational resources that participants can adapt, and demonstrate one creative classroom activity for teaching passive voice with zombies. Bring on the grammar apocalypse!</p>	Clark
Session 5:	<p>Mack Fellow Presentation <i>David Smiley</i></p>	Ballroom

12:15–1:45 p.m.	Lunch 12:30 P.A. Mack Award Ceremony 12:45 P.A. Mack Lecture, Mark Hoyert, IU Northwest	Ballroom
1:45–2:00 p.m.	Break	
2:00–6:00 p.m.	Field Trips or Free Time We encourage you to engage in these optional field trips to experience the learning experience and mindset. This new learning will be part of a Friday morning activity of the type we often ask our students to engage in. <ol style="list-style-type: none"> 1. Louisville Slugger Museum \$16 Admission, includes all museum exhibits & galleries, a 30-minute guided tour of our factory, and a 16-inch souvenir bat. 2. Muhammad Ali Museum \$20 Admission, includes an introduction into the life and legacy of Muhammad Ali, and guided tour of 2 ½ levels of exhibitions. 3. Falls of the Ohio State Park Activities are dependent on weather and facility renovation. Options are a guided tour of exhibit gallery and a hands-on labs or other program. 4. Big4 bridge walk across Ohio River - followed by Schimpf's Candy store and museum (subject to change due to inclement weather) 5. Upland Brewery Tasting Guided tasting at reserved table. Payment due onsite to restaurant. Food also available for purchase. 	Varies
5:00–6:30 p.m.	Cash Bar <i>One free beverage ticket included in registration.</i>	Restaurant
6:00–7:30 p.m.	Dinner Innovate Awards	Ballroom
7:30 p.m.	Hospitality Suite Bourbon Tasting - TBD	
Friday, June 10		
8:00–9:00 a.m.	Breakfast Field Trip Follow-Up Activity	Ballroom
9:00–9:30 a.m.	Concurrent Block 3 (30-minute sessions)	
Session 1:	Gamification for the Win! A promising approach for student motivation and success <i>Tara Kingsley</i> "How would you behave differently if you approached learning like a game? If you could apply this mindset to the college classroom, what might students achieve? My journey with using gamification and game design began with the above questions. Through my teaching and SoTL research, I've explored how capitalizing on the principles of game design can support student autonomy, target mastery learning, and add perhaps, even add a layer of fun to the curriculum. In this talk, I share my experience with the goal of disrupting the industrial paradigm that separates school versus real-life learning. I offer solutions to the problems challenging student success, engagement, and learning."	Jefferson

Session 2:	<p>Creativity in Medicine <i>Mohsin Mukhtar and Alex Lion</i></p> <p>While medical knowledge and clinical skills increase dramatically as medical students progress through medical school, there is reason to believe that creativity – the use of reflection and imagination to create original work – is not only under-emphasized but actively inhibited in medical education. To counter this, a new course was designed to help students understand the importance of creativity and the critical role it can play in innovating the systems through which we deliver care. Creativity is explored in five distinct ways: 1) readings on biographical portraits of “creative” people like Leonardo da Vinci; 2) guest speakers; 3) creative engagement in clinic; 4) field trips to religious cultural centers to explore faith-based inspiration; and 5) personal projects (art, poetry, ukulele, pottery, and yoga). The course is modified with each iteration based on students’ input but consistently concludes with students presenting their personal projects and reflecting on the experience.</p>	Lincoln
Session 3:	<p>Developing Self-paced, Online Learning Courses for edX <i>Richard Magjuka</i></p> <p>I will provide a case study of my experience leading three projects for the Kelley School of Business to develop self-paced, online learning courses that would be delivered on the edX platform.</p> <p>The role of edX courses in the curriculum and the process of developing a course for the edX course platform should be of potential instructor at Indiana University.</p> <p>In addition, Indiana University and edX has entered into a long-term contractual relationship. Therefore, building new courses for edX is open to Indiana University faculty.</p>	Lewis
Session 4:	<p>This Word is Real! Applying Rules and Terminology to Real-World Examples <i>Katie Metz</i></p> <p>In this session, I'll demonstrate how I apply accounting terminology and rules to practical situations in the classroom. To promote fluidity across discussions and activities, I use two companies' annual reports. I demonstrate where terminology and rules appear in the financial statements as I am teaching the topics. Then, I assess students based on their ability to apply the terminology to a situation in the same company they saw in discussions. Finally, I use a second company to assess students' abilities to seek information in the financial statements on their own (individual mini cases) and then apply judgment calls to the information in teams. This creates a "real world" approach to what students would otherwise perceive as a litany of confusing and unimportant rules.</p>	Clark
9:30–11:00 a.m.	Break	
11:00 a.m. –12:00 p.m.	<p>IU Southeast Campus and Lab Tour (optional) Retreat Wrap-Up</p> <p>Following the Retreat Wrap-Up, feel free to explore other activities on your own.</p>	4201 Grant Line Rd New Albany, IN 47150