



FALCON 2021

Lessons Learned: The Pivot, Priorities, Perspectives, and Possibilities

Saturday, November 13

TIME	Session Description
9:00 - 10:00 AM	<p>Robin Hass-Birky Keynote <i>Teaching with Empathy for Equity</i> Jessica Calarco</p> <p>Recent studies have revealed high rates of depression and anxiety among US college students. The return to in-person classes has done little to address those challenges-- instead, many students have found themselves struggling amidst the push to return to "normal" college lives. Those struggles are compounded for students of color and students from low-income and working-class backgrounds, for whom the uncertainties and disruptions of the pandemic have been amplified by systemic racism and economic marginalization, as well. If we fail to support students through these challenges, we risk exacerbating inequalities on campus and making students' trauma worse. As educators we have a responsibility to teach for equity and with empathy. This keynote will discuss what that approach looks like in practice, with concrete recommendations for instructors teaching face-to-face and remotely.</p>
10:00 - 10:15 AM	Break
10:15 - 11:00 AM	Concurrent Block 1
Session 1:	<p><i>Ask Your Academic Advisor: What Can Academic Advisors Do for You?</i> Alice Dobie, Kate Goldstein, and Marion G. Hunt</p> <p>In this panel, an advisor, an advising administrator, and a liaison to regional campus advising will address the following:</p> <ul style="list-style-type: none"> • What do academic advisors do for students? • What can academic advisors do for me as an instructor? • Why are/aren't students registering for my class? • What do I do when a student struggles academically or emotionally? • How do I support students who excel?
Session 2:	<p><i>Using Backward Design to Improve Student Engagement</i> Michael Slavkin</p> <p>How can we use course objectives and key outcomes to realign our syllabi and class plans to ensure that students are more engaged and involved? Participants will walk through a step-by-step process of rethinking how they approach semester planning by using course management software to build objective-based goals and objectives for teaching face-to-face, in hybrid formats, and online classes. Participants will walk away with strategies that they can use in planning for next semester!</p>

Session 3:	<p><i>Designing a Virtual Exchange: How to Integrate Global and Intercultural Learning into Any Course</i> Lamia Scherzinger</p> <p>The past few semesters were ones full of unknowns and anxiety. While we often focus on the effect the change of in-person to online learning had on students, one area that was enormously affected was study abroad courses. This is where virtual exchange can help, which enables collaborations among students with peers in other countries through online technologies. During this presentation, tips for designing successful virtual exchanges no matter the course modality or subject area.</p>
Session 4:	<p><i>How to make group activity successful in a virtual environment?</i> Shamima Mithun</p> <p>IUPUI's remote synchronous adaptation of a sophomore Introduction to Data Management course during Covid-19 made barriers to student engagement in collaborative settings visible. In this session, we will discuss how such constraints placed on instruction impacted student motivation and informed future iterations of our course design and how student survey and focus group data indicated how instructional scaffolds and transparency may support student peer engagement in remote synchronous learning environments.</p>
11:00 - 11:15 AM	Break
11:15 - 12:00 PM	Concurrent Block 2
Session 1:	<p><i>Learning Partnerships: Using Feedback from Students Faculty</i> Molly Hare and Rachel Kartz</p> <p>Scholars recommend engaging students in the curriculum design process by soliciting their feedback. This is exactly what the LEAP Indiana Programming Committee would like to do with faculty attending the Falcon Conference. Programming Committee co-chairs Molly Hare and Rachel Kartz will share a brief history of LEAP Indiana programming, and then engage participants in a creative feedback session in which participants help Molly and Rachel learn how the LEAP Indiana Programming Committee might best serve faculty. This will be an interactive (and we think fun) session!</p>
Session 2:	<p><i>The Classroom Instructor and the Under-Resourced Student</i> Ron Sandwina</p> <p>Instructors may be unaware of the significant role they have in helping under-resourced students achieve academic success. This session examines what counts as being under-resourced and the various ways instructors can help under-resourced students move forward and achieve academic success.</p>

Session 3:	<p>Embedding and Assessing General Education Outcomes in Program Courses Frank Poncé</p> <p>AAC&U continues to assert that liberal education skills are the essential professional skills upon which all other skillsets are built. In this workshop, participants will explore opportunities to assess the continued development of general education skills to mastery levels as expressed in program-based key assessments. Consideration of alignments to Indiana’s Statewide Transfer Core will be reviewed as well, including examples of contextualized undergraduate general education rubrics.</p>
12:00 – 12:45 PM	<p>Lunch Break No sessions or discussions will be held at this time.</p>
12:45 – 1:45 PM	<p>Afternoon Plenary</p> <p><i>Authentic Projects as Alternative Assessments: Examples from an Introductory STEM Course</i></p> <p>Catherine Macris</p> <p>In Fall 2020, most courses at IUPUI had to be redesigned to adhere to pandemic-related policies. My Introductory Mineralogy course (G221) shifted from in-person lecture, lab, and recitation sections to a hybrid-traditional course: 26-75% asynchronous online or synchronous live video instruction with face-to-face laboratory activities when possible. This restructuring spurred a complete overhaul of the past curriculum, including replacing traditional mid-term and final exams with “Big Projects.” These projects were designed to assess student learning of course content as well as their ability to communicate that knowledge with non-experts. The projects also included skills that are relevant outside of the mineralogy classroom including, working with a team, utilizing design concepts and software, and building websites.</p> <p>The first Big Project asked the students to work in groups to create an educational infographic about ten of the most important minerals. I partnered with a local high school science teacher so that the infographics the student teams developed would be actually used to teach high school students in an Earth and Space Science class about these minerals. IUPUI students received feedback from these students about how effective and easy to understand their infographics were. The students found this motivating and fulfilling, and the experience of receiving the evaluations from the high school students allowed them insight into how to improve their science communication in the future. The second Big Project was broken into two parts to scaffold it over time, but ultimately required the students to create individual websites about their favorite minerals. Students used the knowledge and skills built over the course of the semester to present these minerals on their websites, with the goal of creating a resource for themselves in future geology classes, as well as a potential tool for anyone interested in minerals to use.</p>

	<p>These alternative assessments allowed students the opportunity to apply their knowledge from the course in an authentic and meaningful way, and to use other skills that may not be included in a traditional STEM exam (e.g., creativity, design, teamwork, etc.). I believe this represents a more equitable type of assessment, because it removes some of the barriers of traditional tests (e.g., memorization, the pressure of a timed test) and gives students the freedom to make a lot of their own choices and to use different delivery methods for communicating their knowledge.</p> <p><i>Catching Kindness: Building a Learning Community Through Social Media Collaboration, Ungrading, Creative Assignments, and Other Untried Efforts in Unprecedented Times</i></p> <p>Jay VanderVeen</p> <p>When nearly every university was forced to pivot from traditional face-to-face teaching methods to completely remote delivery of material, a panic set in among those who had no online teaching or learning experience. Both faculty and students were stressed by the world events, and the shift in pedagogy techniques added to the uncertainty. But into this scary space, collaboration appeared. More practiced professors freely shared their material using their professional organization. Strangers became colleagues, and tips, tools, and training were dispersed regardless of university affiliation or geographic distance. As instructors focused on what learning objectives were essential in the new form of their courses, they also considered how to assess their students' learning outside of the classroom. Perhaps it would be as useful to have students reflect on their learning processes and their experiences with the material as it was to sort and judge and score their work as faculty have done in the past. At the same time, giving the students space to show what they learned and how they met those objectives outside of a traditional examination seemed appropriate. If academic integrity was a concern with objective methods, then a more authentic measure could be used. The pivot allowed for re-thinking what was needed in a course, reconsidering how (and if) to formally measure learning, and reframing disciplinary boundaries and boundaries of ownership.</p>
1:45 - 2:00 PM	Break
2:00 - 2:45 PM	Concurrent Block 3
Session 1:	<p><i>Beyond Asynchronous: The Guided Run Approach to Student Success</i> Robert Rennie</p> <p>Online, Asynchronous Teaching. The term has become commonplace for anyone teaching in the midst of the COVID-19 Pandemic. While our classes feel asynchronous to us, my students taught me that their classes are anything but when they log on after a long shift at work. With that new insight, I utterly transformed my classes to help students feel a part of a wider community, with their professor to help them along the way.</p>

<p>Session 2:</p>	<p><i>Prioritizing a better learning environment—a Great Conversation with Russell Lowery-Hart and Ange Cooksey</i> Ange Cooksey</p> <p>Watch Dr. Russell Lowery-Hart, President of Amarillo Community College, and Dr. Ange Cooksey, Senior Lecturer, IU East, FACET member, and host of the Great Conversations series discuss dilemmas students face when life’s difficulties thwart their academic success and Lowery-Hart’s approach to creating a better environment in which to live, learn, and grow. The Great Conversation video will be followed by a conversation facilitated by Dr. Cooksey. Come to reflect on and challenge the status quo in how we support our students.</p>
<p>Session 3:</p>	<p><i>Four Gaming Dynamics to Increase Student Motivation & Achievement</i> Tara Kingsley</p> <p>Gaming provides the player with the power of persistence, the spirit of problem solving, and the will to keep trying despite repeated fails. Oftentimes in the classroom, we see failure as a problem, but in games, it is an opportunity! In this session, I will share four gaming dynamics and concepts found in game design—all of which can be applied to your course with little time investment. Discover how and why game design will work with today’s super-connected generation of learners and leave inspired to integrate these practices into your course. My gamification module available through IU Expand, along with My SoTL research on student perceptions and motivation levels in this setting, will be shared with attendees.</p>
<p>Session 4:</p>	<p><i>Multiple Pathways to Success: Helping Students Learn Best with Autonomy, Choice, and Access</i> Brenda Bailey-Hughes and Lisa Kurz</p> <p>Student accommodation is often misunderstood as a painful experience of receiving an official accommodation request, then scrambling to provide an accommodation. Universal Design for Learning (UDL) reimagines accommodation. Instructors focusing on UDL create a framework that minimizes physical and mental barriers to learning, to give all students an equal opportunity to learn and succeed. Participants will identify and plan one small, easily implementable change that will make learning success more attainable for all learners.</p>
<p>3:00 – 3:45 PM</p>	<p>Concurrent Block 4</p>
<p>Session 1:</p>	<p><i>Connecting in a Crisis: How a social media platform can help you connect with your students</i> Lamia Scherzinger</p> <p>“This is very scary. I am trying not to be too afraid. Everybody, be safe!” These were taken from students via CourseNetworking, a social media platform that I first started using to get to know my students better. Now it has become so much more. In this session, insights gathered from using this platform, the positive influence it has on my teaching, and how to incorporate it successfully into your course will be shared.</p>

<p>Session 2:</p>	<p><i>Reckoning with DEIJ after the Year of Reckoning: Strategies for Teaching after 2020</i> Steve Rahko, April Smith, and Jennifer Shelby</p> <p>American culture was transformed by the events of 2020, but how should faculty respond? This panel will feature several faculty members from the Kelley School of Business who will each share pedagogical strategies for teaching DEIJ content in order to build momentum for a transdisciplinary dialogue about best practices and strategies for building an inclusive climate for students and stakeholders across higher education.</p>
<p>Session 3:</p>	<p><i>Creating Inclusion on Campus Through DEI</i> Michael Slavkin</p> <p>Diversity, equity and inclusion, commonly referred to as DEI, has taken center stage on campuses over the past several years. Educators must actively work to create meaningful change in spite of the history of injustice that has marginalized underrepresented groups within campus spaces. This presentation will provide a chance to see how one campus is leading the charge through grassroots efforts to engage all faculty, staff, and students.</p>
<p>4:00 – 4:30 PM</p>	<p>Share your Priorities and Perspectives: What are you keeping and what are you letting go of?</p> <p>Join us for a discussion of the teaching practices you plan on keeping and those you will not. Keith Anliker, FALCON Planning Committee Chair, will facilitate the discussion and offer his own thoughts on what he did in his classes. In small groups, you will come up with several ideas to add to a list (Links to an external site.) that will be shared with all FALCON attendees.</p>