



## FALCON 2020

*2020 Vision: Culture, Curriculum, and Community*

<b>FALCON 2020</b> <b>Saturday, October 24</b>	
<b>TIME</b>	<b>Session Description</b>
<b>9:00 - 10:15 AM</b>	<p><b>Robin Hass-Birky Keynote</b> <i>Designing our Courses to Build Community in any Modality</i> Robin K. Morgan</p> <p>As a graduate student, I was handed a textbook and told to go teach an introductory psychology class. My plan was to start with chapter 1 and work my way through the book. Instead, I began by asking students about their favorite flavor of ice cream. It took almost 15 minutes but it led to an interesting phenomenon. My students formed partnerships with those who liked the same flavor – or who liked completely unusual flavors. My students shared their ideas, answered my questions, and asked interesting questions of their own. I walked away from this experience with the understanding that course design was not just about what content was to be covered, how many tests or papers would be assigned, or even what modality was being used. Instead, course design begins with designing opportunities for students and faculty to interact with one another – hopefully around the content of the course – and develop a sense of shared learning. In this talk, I will ask you to become part of a community and you will take away examples of how to design for building community in your own courses, regardless of whether you are delivering instruction in-person, via a hybrid format, or completely online.</p>
<b>10:15 - 10:30 AM</b>	Break
<b>10:30 - 11:15 AM</b>	<b>Concurrent Sessions 1</b>
<b>Session 1:</b>	<p>IFAT First You Don't Engage, Then Assess and Assess Again <i>Robert Allare and Ana Contreras</i></p> <p>We explored the use of an assessment tool that combines critical thinking and collaborative learning. To achieve this goal, we discovered the Immediate Feedback Assessment Technique (IFAT) which were used in many academic disciplines. The benefit of the IFAT is that this tool offers students the opportunity to engage in critical thinking while working collaboratively. We implemented the IFAT in 2019 and surveyed over 100 students obtaining their feedback.</p>
<b>Session 2:</b>	<p>Are Adjunct Instructors Adequately Prepared <i>Malea Crosby</i></p> <p>This session will describe the process Indiana State University used to create a training website for adjunct instructors. The presenter will share key pieces of literature that guided the development of the Lecturer Website at ISU.</p>

<b>Session 3:</b>	<p>Let's Solve It: Designing an Interactive and Engaging Online Forensic Science Laboratory Course <i>Gina Londino-Smolar</i></p> <p>Online STEM laboratories are possible for every learner. Come see the design of an online forensic science laboratory course. The theory behind teaching tools developed and how difficult tasks were conquered will be discussed. The design of hands-on and virtual labs will be shared with accessibility concerns of web-based content.</p>
<b>Session 4:</b>	<p>VALUE Rubrics Add Value <i>Frank Ponce</i></p> <p>Rubrics help instructors authentically assess the development of essential professional-level skills across both program and liberal arts courses. Instructors across the state are creatively using AAC&amp;U's VALUE Rubrics at both the program and course levels to help their students develop the critical skill that both employers and faculty consider essential for the 21st century. Special attention will be given to mapping the Indiana Statewide Transfer General Education Core's "Foundational Intellectual Skills" using VALUE rubrics.</p>
<b>Session 5:</b>	<p>Building Classroom Community on Day One <i>Julie Saam and Deb Jaworski</i></p> <p>Building strong classroom community is essential to student success. In this session, we will reflect on our current classroom atmosphere, envision the classroom community we hope to create, and commit to one idea to strengthen the sense of community starting on the very first day of class.</p>
<b>11:15 - 11:30 AM</b>	Break
<b>11:30 - 12:15 PM</b>	<b>Concurrent Sessions 2</b>
<b>Session 1:</b>	<p>A Professor, a Guitar, and a Microphone: Adventures in Podcasting <i>Robert Allare</i></p> <p>Today's college students want more than PowerPoint presentations and essay exams. Students want to be empowered to demonstrate their own learning through more engaging opportunities. One activity that students have embraced is podcasting. Podcasts can facilitate quality classroom discussion and can empower your students to demonstrate their knowledge through individual or team-based learning strategies.</p>
<b>Session 2:</b>	<p>Modeling The Role: Teachers Leading by Example <i>Andrew Bunger</i></p> <p>The leadership qualities we exhibit to our students create a lasting impact far beyond the classroom. The management concept "Model The Way" provides a practical framework for creating an inclusive and connected culture in online and face-to-face classrooms that influences and strengthens our campus communities. By clarifying our values, affirming our shared values with students and aligning our pedagogical practices with those values our impact will go beyond the subject matter we teach.</p>

<b>Session 3:</b>	<p>Creating Community as a Bulwark to Aid in Time of Crisis  <i>Michelle Clemons, Nancy Goldfarb, Leslie Miller, Mary Ann Frank, and Lynn Jettpace</i></p> <p>Personal connections create a sense of belonging for both students and faculty. During crisis situations, our Community of Practice provided space to discuss classroom challenges, practice new technology, and discuss the ever-changing situation in higher education and the world. In this session, we will share best practices and sample activities that build trust to help participants build connections in higher education so participants have a support system to aid in a time of crisis.</p>
<b>Session 4:</b>	<p>Combining Asynchronous and Synchronous Learning to Achieve Quality Student Learning Outcomes in Online Lessons  <i>Betty Dlamini</i></p> <p>Synchronous learning allows students to learn the same subject matter, at the same time and location. In online instruction, this means students can only be in different locations, but everything else is the same. On the other hand, asynchronous learning allows students to learn online, at their own pace, the same content at different times and locations. This presentation demonstrates how both approaches complement each other to bring quality student learning outcomes.</p>
<b>12:30 - 2:00 PM</b>	<b>Lunch Break and Optional Discussion</b>
<b>2:00 - 2:45 PM</b>	<p><b>Afternoon Plenary</b>  <i>Possibilities in the Cultures, Curricula, and Communities We Can Build and Sustain in Our Teaching</i>  Julie Goodspeed-Chadwick</p> <p>This presentation will examine and discuss practices, strategies, and examples that foster student engagement, belonging, persistence, and success within the framework of evidence-based teaching and praxis. Informed by scholarship that focuses on active learning, Universal Design of Learning, and feminist pedagogies that address community building and cohesion, the material presented will offer concepts and concrete examples that are intended to be generative: what exciting ideas and approaches to teaching in terms of our course designs, assignments, or approaches in delivery emerge when we consider the possibilities—and when we do so together? Among the possibilities, we will touch upon examples of how we establish an understanding and inclusive campus culture, develop corresponding curriculum, and create a strong sense of community via discussant activities, social media matrices, co-curricular programming, community engagement and service learning, scaffolded assignments that can lead to undergraduate research opportunities, and collaborative concept mapping. During our time together, we will consider how our visions for inclusive, welcoming, enriching, and rigorous classrooms, combined with our intentional efforts to create and activate those for our students, enable exciting possibilities for design and delivery that can invigorate our teaching.</p>

<b>3:00 – 3:45 PM</b>	<b>Concurrent Sessions 3</b>
<b>Session 1:</b>	<p>The Many Faces of Personalized Learning: Becoming a better instructor by personalizing your curriculum <i>Christian Rogers, Julie Saam, Holly Dickin, and Sandra Metzger</i></p> <p>How can we carefully craft our curriculum so as to personalize and adapt our instruction to meet our students where they are? The LEAP Indiana faculty learning community on personalized and adaptive learning will present their work on how to adapt your curriculum to learners needs.</p>
<b>Session 2:</b>	<p>Once Upon a Time: Stories to connect students to campus culture and classroom success <i>Katherine Ryan</i></p> <p>Campus communities, like organizations, have unique cultures that establish a sense of belonging, celebrate shared achievements, and promote values. How can faculty connect students to campus culture? Storytelling. This interactive session explores the art of storytelling as a tool both to convey the cultural identity of a campus and to strengthen interpersonal connections with students to facilitate classroom success.</p>
<b>Session 3:</b>	<p>Our Time Has Come: What campus closures taught us about the importance of the online learning community <i>Lamia Scherzinger</i></p> <p>Online learning has never been a hotter topic than when instructors scrambled to move their F2F classes online in March. This mad dash highlighted the importance of both the online teaching community and pedagogical basics. This session will discuss how online teaching should finally become a top priority in all pedagogical circles, lessons learned from this year, and provide some universal teaching techniques that can be incorporated into any class regardless of the format.</p>
<b>Session 4:</b>	<p>How to Strengthen Learners' Communities Despite Classes Shifting Online? <i>Karolina Serafin and Pantalea Mazzitello</i></p> <p>This session will focus on presenting the solutions adapted by the Italian Language Program to foster learners' communities despite the shift to online instruction in spring 2020. The presenters will familiarize the public with in-person events that the department had planned for spring 2020 (movie nights, conversations, outreach events, and karaoke concert) and how these events were adapted and translated into an online environment through the use of social media and student engagement.</p>
<b>3:45 – 4:30 PM</b>	<b>Continuing the Conversation</b>