



# Mapping the Terrain: Our Role as Teachers



**Friday, November 8, to Sunday, November 10  
Indianapolis Marriott East**

# Weekend At-A-Glance

## Friday, November 8, 2013

8:00 AM	Registration Begins
9:00 AM	Pre-Conference Events
1:00 PM	Exhibit Halls Opens (Salon A)
2:00 PM	Poster Session Set Up (Salon A)
3:00 PM	Opening Remarks by Jon Becker (Salons B-E)
3:30 PM	Hass-Birky Keynote Address presented by Todd Zakrajsek
5:00 PM	Networking and Cocktails (Salon A)
6:00 PM	Dinner (Salons B-E)
8:00 PM	Hospitality Suite Opens

## Saturday, November 9, 2013

7:30 AM	Breakfast (Salon 4-5)
8:30 AM	Session I
9:45 AM	Break
10:00 AM	Session II
11:15 AM	Lunch (Salon 4-5)
12:30 PM	Session III
1:45 PM	Break
2:00 PM	Session IV
3:15 PM	Break
3:30 PM	Session V
4:45 PM	Poster Session, Networking, and Cocktails (Salon A)
5:30 PM	Dinner (Salon 4-5)
6:45 PM	Awards, Roundtables presented by Jon Becker
8:00 PM	Hospitality Suite Opens

## Sunday, November 10, 2013

7:00 AM	Breakfast (Salon 4-5)
8:30 AM	Speed Learning
9:45 AM	Panel: Your Questions Answered
10:30 AM	Closing Plenary presented by Mike Polites
11:30 AM	Closing Remarks by Jon Becker

# Welcome to FALCON 2013

## FACET's Adjunct Faculty and Lecturers CONFERENCE

On behalf of FACET, I would like to welcome you to FACET's Adjunct Faculty and Lecturer Conference (FALCON) at the Indianapolis Marriott East Hotel. This is our 18th annual conference, and I am pleased to serve once again as your chair. For 17 years, this conference has been open only to Indiana University faculty. This year, we are pleased to invite faculty from colleges and universities across the United States.

Due to the very hard work of our top notch planning committee, this year's conference promises to be the best one yet. Past conferences have looked at best practices, student learning styles, and many other facets of the teaching and learning process. As a community, we have asked whether there were "sure-fire" methods to communicate our expectations to our students in ways that they can all understand in spite of the fact that our students come from a very wide range of backgrounds. We have also had presentations that we know have affected many members of our faculty because these presentations have made positive changes in the classroom.



This year's theme is "Mapping the Terrain: Our Role as Teachers." As we introduce more and more technology, we reflect on the basic principles of good teaching whether that teaching is face-to-face or in a hybrid or online environment. This year's conference will reinforce effective teaching strategies from the past and present, while providing you with an opportunity to learn new and innovative strategies that some of your colleagues have adopted in their classes related to the use of new technology, how to facilitate learning in content areas, and reaching beyond course content to teach students about the skills needed to be active, participatory, and fully functioning members of today's society. We have added pre-conference session options, including Online Teaching Practices, Community-Based Teaching and Learning Opportunities, and a session on the Scholarship of Teaching and Learning.

A variety of presentations and workshops will be offered for your personal and professional growth, and our Keynote speaker, Dr. Todd Zakrajsek, is an internationally known and respected expert on student learning.

In addition to your own personal and professional development, we also hope that you will develop new relationships with other faculty members from all cross-sections of Academia.

Thank you once again for your participation. I look forward to serving you this weekend!

Sincerely,

Jon Becker  
FALCON Chair

# Pre-Conference Events

Title & Location	Presenter	Description
<p><i>Technology is your friend! Using technology effectively in the classroom and online</i></p> <p><b>Salon C</b></p>	<p><b>Suzi Shapiro</b>, Associate Professor of Psychology, IU East</p>	<p>While technology can be a big help in the learning process for both instructors and students, it does not always enhance the student experience or assist the faculty in preparing or managing course materials.</p> <p>What are the top 10 best ways to use technology in an educational setting?</p> <p>(And it's not just uploading the syllabus to the LMS and PowerPoint!)</p>
<p><i>Community-Based Teaching and Learning: A Workshop on Charting Your Course for Service-Learning</i></p> <p><b>Salon D</b></p>	<p><b>J.R. Jamison</b>, Associate Director of Indiana Campus Compact, IUPUI</p>	<p>Community-based learning, service-learning, service engagement, engaged teaching and research. Buzz words that are often thrown around to hint at engagement in and with your local community outside of the academy walls. But how do you navigate the systems as non-tenured faculty?</p>
<p><i>SoTL 101</i></p> <p><b>Salon E</b></p>	<p><b>Beth Kern</b>, Associate Director of FACET for the Mack Center for Inquiry on Teaching and Learning Associate Professor of Accounting, IU South Bend</p>	<p>Do you want to learn more about how to assess your students' learning? This session will be of benefit to those who want feedback about their students' learning for their own use to improve a course as well as those who are contemplating trying to publish research about teaching and learning. This session is designed to provide a broad overview of the scholarship of teaching and learning (SoTL). It will focus on both <i>why</i> one might want to engage in SoTL work as well as <i>how</i> to get started. Participants will work to articulate SoTL questions and will learn about the basic components of a SoTL project. Participants will also delve into what strategies can be employed for assessment in their SoTL projects, how to do a literature search, and how to disseminate their findings.</p> <p>After attending this session, participants will be able to:</p> <ul style="list-style-type: none"> <li>• develop a working definition of the scholarship of teaching and learning (SoTL).</li> <li>• articulate a SoTL question that can be addressed in one's classroom.</li> <li>• identify the basic components of a SoTL project and resources that can be used to move a project forward.</li> <li>• apply different ways in which evidence of student learning can be collected for SoTL projects to a given teaching and learning situation.</li> <li>• create a plan for starting a SoTL project.</li> </ul>

# Hass-Birky Keynote Speaker

## The Lecturer

Dr. Todd Zakrajsek is the Executive Director of the Center for Faculty Excellence at the University of North Carolina at Chapel Hill. He was previously the Director of the Faculty Center for Innovative Teaching at Central Michigan University and the founding Director of the Center for Teaching and Learning at Southern Oregon University, where he also taught as a tenured Associate Professor in the Psychology Department. Dr. Zakrajsek has published and presented widely on the topic of student learning and effective teaching strategies.



**Todd Zakrajsek**

## The Lecture

### Teaching for Student Learning

There is a proliferation of misinformation pertaining to how students learn and how best to teach. Students themselves often do not fully understand their own cognitive processes, typically relying on implicit assumptions and trial-and-error to learn new material. The good news is that scholarly work provides clear evidence pertaining to what works best in the classroom with respect to human motivation and learning.

This session is designed to provide you with evidence about how students learn, show you methods to get students more involved in the content, and demonstrate relevant applications from pedagogical research that can be used in just about any class. Opportunities will also be given to try out a few classroom strategies designed to increase student engagement.



**Robin Hass-Birky**

**The Hass-Birky Keynote Address** honors the commitment and spirit of former FACET member Robin Hass-Birky, who died in 2008, for her dedication to the scholarship of teaching and learning and who was especially aware of the needs and interests of associate faculty.

Those invited to present the Hass-Birky Keynote Address are nationally recognized in the scholarship of teaching and learning, adjunct faculty issues, or pedagogical theories.



# Saturday Sessions

## Concurrent Session I (8:30-9:45am)

### **Brick by Brick: The Foundations of Service-Learning in your Classroom**

Matthew Hottell, Lecturer in Informatics and Computing, IU Bloomington  
Nicole Schonemann, Director, Service Learning Program, IU Bloomington

#### **Salon B**

Service-learning is a pedagogical approach whereby students engage in a service activity that fulfills course learning goals and meets a genuine community need. As a form of experiential learning, service-learning offers academic benefits; and, as a form of service, service-learning can provide social, emotional and civic benefits to students while fulfilling service-based and skills-based needs of the community. Service-learning is significantly more complicated than merely identifying a community partner agency and sending students to provide service there. This presentation explains how to create and maintain a strong, effective service-learning partnership. A unique clinic-style service-learning project will also be presented.

### **Goof Offs, Gunners, & Grade Grubbers: Can You Create a Comfortable Classroom?**

Mike Polites, Senior Lecturer in Communication Studies, IUPUI

#### **Salon C**

This session is geared for any faculty members who wish to be better prepared to run a civil classroom. It will begin with research in this area, continue with a discussion of audience concerns and experiences, and conclude with comments and suggestions from an experienced faculty member to help the participants feel more competent and confident, thereby creating a comfortable classroom.

### **Moving on Up**

Gwynn Mettetal, Profession of Education and Psychology, IU South Bend

#### **Salon D**

Lecturers at all IU campuses must submit a dossier to be considered for promotion to Senior Lecturer. Although dossier preparation can seem daunting, it is actually a very affirming reflective experience. In this session you will get an overview of what goes into that dossier, the process of preparing it, and what you should begin doing now. Much of the information would also be useful to those preparing a teaching dossier for a teaching award. Come learn how to DO IT, DOCUMENT IT, AND DISPLAY IT!

*Note: This session will be repeated in Concurrent Session V.*

### **Going Paperless: Gateway to Nirvana**

Kimberlee Goodman, Senior Lecturer in Music, Otterbein University

#### **Salon E**

I began teaching Encountering World Music in the Fall of 2008; this course is in my field (which is music) but outside of my expertise. The text that I "inherited" had neither power point slides nor electronic resources to speak of. Over the next 10 reiterations of teaching this course, it has morphed and evolved into a well-oiled, paperless machine. In this presentation I will show colleagues how by going virtually paperless with this course through the use of Blackboard and ePortfolio (Digication), I have found a path to Nirvana (both the mental state and the band).





# Saturday Sessions

## Concurrent Session II (10:00-11:15am)

### **CATs: More than just cute furballs?**

T.J. Rivard, Asst. Vice President for Regional Affairs and University Academic Planning, IU East

#### **Salon B**

The use of classroom assessment techniques (CATs), most widely associated with the work of Thomas A. Angelo and K. Patricia Cross, has proliferated in both K-12 and university teaching. Essentially, CATs allow an instructor to gauge if the students are learning what you are teaching. These learner-centered techniques provide a formative assessment of what is actually happening in the classroom and allow an instructor to modify their teaching to accommodate the students' needs. This session will provide:

- A basic theoretical understanding of CATs
- Examples of CATs that you can readily implement and how they can save you time
- Information on how to select or modify a CAT for your particular teaching modality
- Information on how to make CATs a component of your assessment plan

### **The Ultimate Classroom Cookbook: Spicing your Classroom with Active Learning Techniques**

Nina Onesti, Lecturer in Informatics and Computing, IU Bloomington

Dan Richert, Lecturer in Informatics and Computing, IU Bloomington

J Duncan, Lecturer in Informatics and Computing, IU Bloomington

#### **Salon C**

Active learning, CATs, team-based learning – we are all familiar with these terms, but how do you actually implement them in the classroom? In this 75 minute presentation, you will hear from three faculty members that use active learning techniques in their classroom. We will have a short introduction to active learning followed by in-session demonstrations of these activities, ending with time to consult with our team of “experts” that will help you select activities that will be good for YOUR specific classroom! Spice up your classroom with our collection of active learning techniques.

### **Who am I as a teacher: No really, who am I?**

Marcia Dixon, Associate Professor and Chair of the Department of Communication, IPFW

#### **Salon D**

As a teacher, it is easy to get caught up in covering the important concepts and facilitating the necessary skills. But, how do we decide what is important and necessary? While part of this is driven by our disciplines and curriculum, some of it is driven by who we are as teachers – by our teaching philosophy. What is that? Can we articulate it (i. e., share it in writing or otherwise)? If we cannot articulate it or have not done so recently, how effective can it be in guiding our decisions? This session will walk participants through some exercises to discover and/or refine a clearly articulated teaching philosophy. The session is designed to facilitate the expression of your teaching philosophy to clearly guide your own teaching as well as to articulate to others (colleagues, students, chairs, search committees) who you are as a teacher.

### **Flipped Classrooms: What you need to know before you flip**

Robin Morgan, Professor of Psychology and University FACET Director, IU Southeast

#### **Salon E**

Flipped classrooms have become quite popular in the past few years. In this presentation, you will learn what a flipped classroom is, advantages, disadvantages, and first steps to creating a flipped classroom.



# Saturday Sessions

## Concurrent Session III (12:30-1:45pm)

### **Learning Opportunities: Creating an Environment for Deep Learning**

Jonathan Rosling, Assistant Professor, Communication Studies, IUPUI

#### **Salon B**

Evaluation processes not only measure performance, but also shape students' motivation for learning and communicate with students about their learning processes. The frames and metaphors faculty employ to describe evaluation and assessment shapes student attitudes toward learning and impacts the assessment process itself. Therefore, learning-centered assessment practices have the potential to increase the level of energy students invest in the learning process, to help students develop strong learning habits that lead to successful educational outcomes, and to inspire students as lifelong learners. First, this presentation will share strategies grounded in communication theory and learning-centered pedagogy for framing assessment as a learning-centered process. Second, this session will report qualitative and quantitative data that compares student perceptions of "traditional" grading and evaluation systems versus their perceptions of a Learning Centered Assessment system.

### **Resuscitating Your Lectures**

Richard Gunderman, Professor of Radiology, Pediatrics, Philosophy, Philanthropy, IUPUI

#### **Salon C**

Reports of the lecture's demise are much exaggerated. As Steve Jobs' 2005 Stanford commencement address and Randy Pausch's 2007 last lecture richly illustrate, the "sage on the stage" still has much to contribute to learning. In this interactive presentation, we will focus on 8 key features of really good lectures, and work together to develop strategies by which each of us can enhance the effectiveness of our lectures.

### **Assessment for Fun and Profit**

Debrah Huffman, Associate Professor, English and Linguistics, IPFW

#### **Salon D**

Assessment doesn't have to be painful. Really. The term has heavy connotations, but this session takes the weight off the process to show instructors how assessment of goals, teaching, and learning can reap many benefits and even be enjoyable. Keeping adjunct and lecturer needs and limitations in mind, this session discusses and models methods of assessment that result in findings that can (im)prove teaching and learning, certainly, but lead to tangible rewards as well. Effective and impressive assessment can range from simple gathering of data to more complex methods, such as collaborative rating and grading. The presenter will offer suggestions and welcome more from participants. Participants will leave this interactive session with ideas and plans for assessment that makes the most sense for them, clear purposes for the assessment, and ways to present it that lead to positive outcomes.

### **Creating Social Presence in Online Learning**

Carol Hostetter, Associate Professor of Social Work, IU Bloomington

#### **Salon E**

The disembodied messages we send and receive through computer lines often convey only a shadow of the meaning that a face-to-face encounter would provide. If meaning is made, in part, through social context, then online education presents faculty members with a heightened challenge in facilitating a sense of community without the accustomed face-to-face classroom culture. As online components become more prevalent and more important in residential and distance courses, how can we understand and improve communication between an instructor and her students and among students themselves. This presentation will share findings from a study that compares two entirely online courses with one face-to-face course, in order to understand students' perceptions of social presence in electronic courses. Also discussed are "social presence" and how fostering it can aid instructors' efforts "to instigate, sustain, and support critical thinking in a community of learners." Recommendations for increasing a sense of social presence will help to guide other instructors as they design online interactions for their students and could serve as the foundation for others' scholarship of teaching and learning projects.





# Saturday Sessions

## Concurrent Session IV (2:00-3:15pm)

### **Renewed “Hype” with High Impact Educational Practices (HIEPS)**

Henry Wakhungu, Senior Lecturer in Mathematics/Statistics, IU Bloomington

#### **Salon B**

High Impact Educational Practices (HIEPS) is a nationally-recognized pedagogical movement coined by Professor George Kuh of Indiana University. These practices are defined as “an investment of time and energy over an extended period that has unusually positive effects on student engagement in educationally purposeful behavior.” Studies indicate that students who participate more frequently in educationally purposeful activities are more satisfied with their college experience.

In this session, we will have an overview of the HIEPS with a focus on how/why these practices benefit students and how to address potential obstacles. We will also interactively discuss how these practices require diverse approaches, depending on (1) the classroom environment - face-to-face, hybrid, or virtual environment, (2) individual students’ skills and abilities, (3) the culture and nature of the disciplines, and (4) types of activities offered by each. Participants’ personal contextual experiences and strategies used in their specific disciplines will be shared in an interactive format.

### **Using Bugs Bunny to Teach Gun Control**

Lisa Siefker Bailey, Lecturer in English, IUPU Columbus

#### **Salon C**

I have engaged students by having them draw cartoons in the classroom in order to understand a variety of perspectives surrounding controversial topics. Students learn the importance of images and how they convey meaning, draw images to represent ideas, and find ways to convey various angles of vision which represent different perspectives. Drawing cartoons is literally a mapping of ideas. Determining representations for the topic and the various angles of vision on it requires complex critical thinking, and the act of drawing and explicating selected images engages students as they integrate their learning and synthesize disparate ideas.

### **Molding and Growing: How to be a better teacher through professional development opportunities**

Julie Saam, Associate Professor of Science Education, IU Kokomo

#### **Salon D**

Teaching is not a stagnant profession and that is what makes it so exciting. New innovative strategies and technologies, and refurbished strategies and technologies abound. Professional development opportunities provide a platform to learn about these strategies and technologies and a safe place to critically examine them. This session will discuss how to engage in professional development opportunities on your campus and how to use these opportunities to inform your teaching.

### **Quality Matters: Well, duh!**

Sharon Calhoun, Associate Professor of Psychology, Assistant V.P. for Regional Affairs and University Academic Planning, Director of Institutional Research, IU Kokomo

Chérie Dodd, Instructional Strategies Specialist, IU Kokomo

#### **Salon E**

Have you already ventured into online teaching? Are you sitting on the edge and thinking of putting your toe in the online teaching pool? Wondering how teaching online might impact the quality of your course? This session will describe the Quality Matters™ rubric and how the implementation of these nationally-recognized standards can help you design a high-quality and engaging educational experience for your students. Come learn some best practices in designing online courses!

# Saturday Sessions

## Concurrent Session V (3:30-4:45pm)

### Getting your HIPs on

Ange Cooksey, Senior Lecturer in Humanities, IU East

Edwina Helton, Professor of English and Writing Program Director, IU East

### **Salon B**

In the changing climate of higher education, teachers at all levels need reach out to students with more effective pedagogies to help better prepare them for the complex, global marketplace. The IU East Leads Program provides new learning environments reworked from long-standing foundational programs designed to assist students in developing leadership and professional skills needed to perform as distinguished graduates in today's world. Our fully interactive, hands on session begins with a brief overview of the new learning environments created for the IU East Leads Program and how these can be implemented on other campuses. Particular attention will be upon the unique role adjunct faculty members and lecturers play in supporting the achievements of our students. The session will conclude with strategies for inspiring total campus involvement in discovering new ways to use existing resources to create high impact practices that truly make a difference in the growth of our students and ourselves.

### Adjuncts Bring Change: The ABCs of Improving Adjunct Conditions for Better Student Outcomes

Sarah Layden, Associate Faculty, English, IUPUI

Tracy Donhardt, Lecturer, English, IUPUI

### **Salon C**

Because student learning is directly impacted by the effectiveness of the instructor, faculty working conditions and insufficient resources for them need to be examined. This session will explore the significance of part-time faculty's inadequate professional resources, and how they relate to student learning. Assessment measures planned include how to evaluate working conditions using surveys and turning that data into best practices.

### Moving on Up

Gwynn Mettetal, Profession of Education and Psychology, IU South Bend

### **Salon D**

*Note: This session is a repeat from Concurrent Session I. See Session I for description.*

### eText 101

John Gosney, Faculty Liaison, Learning Technologies, IUPUI

Alix Grimm, Courseload, Inc.

### **Salon E**

This session will examine the pedagogical implications of using eTexts by using the example set by Indiana University's eText Initiative. With eleven publishers now part of the Indiana University eText initiative, faculty can choose from an ever-growing list of eTexts for use in their courses, replacing the outdated printed textbook with an exciting new pedagogy of collaboration and engagement. In fact, over 15,000 students across the university will be using an eText in one or more of their classes during the fall 2013 semester. This represents steady growth in faculty adoption of eTexts since the initiative went into full production in spring, 2012 with a little over 4800 students. However, despite the increasing interest in eText, many faculty still have questions, ranging from what exactly is an eText to how to take full advantage of Courseload (the university's eText reader/collaboration platform). Do you have questions about eTexts but up to this point have been afraid to ask? Then this session is for you! We'll take an "eText 101" approach, by specifically addressing frequently asked questions such as (1) what is an eText and what are the pedagogical advantages of teaching with it?; (2) what is the process for ordering an eText for class?; (3) what options are available for students in using the eText (access to the eText, obtaining a printed hard copy, how long do they have access to the eText once the class is complete)?; (4) what are the features and functionality of Courseload?; (5) what options are available to make my own content available as an eText?



# Additional Programming

## Poster Session

*Salon A*

### **Clinical Based Preparation: The Story of One Laboratory School**

Cathy Hargrove, Butler University

**Abstract:** This poster will share how the College of Education at Butler University has developed a partnership with one elementary school for clinical based preparation for pre-service teachers. Although the examples shared within the presentation will focus on teacher education, audience members will be introduced and invited to consider 10 Design Principles for Clinically Based Preparation, which are offered from The National Council for Accreditation of Teacher Education (NCATE). These principles could be applied to numerous academic areas, which call for students to connect their theories & coursework objectives to practices in their chosen field of study.

### **I Feel Your Pain - Empathy & Partner-in-Learning Approach to Science Education**

Emily Phillips Tansey, Otterbein University

**Abstract:** Biochemistry is challenging and intimidating for many students. For medical professionals, biochemistry is an essential component to successful understanding of the field. An empathetic, partner-in-learning approach and presentation of relevant applications can make even the most anxious or hostile student excited about biochemistry. Semesters begin by conveying an understanding of their anxiety and expressing a desire for them to not only appreciate biochemistry's relevance but to know that they can use this knowledge if ever necessary. Clear learning objectives, suggested chapter problems, weekly assessments, in-class problem sets, and medically-relevant examples all help guide the student towards successful completion of the course.

### **Zombie Brain Bits – Are they Really so Different ?**

Amy Lindsey, Indiana University Southeast

**Abstract:** Zombie, vampires, and werewolves are obviously different from humans. But why? This poster looks at the differences in the brain, peripheral nervous system, and the endocrine system of other-worldly creatures. By identifying the brain bits of these beings, we can better understand how our own mortal brains work.

### **Five Ways to Motivate e-Students**

Johannah Casey-Doecke, IUPUI

**Abstract:** The poster presentation reflects SoTL methods used by outstanding higher education online teaching specialists. These noted scholars include, but are not limited to, Errol Craig Sull (Drexel University and Excelsior College, 2013), Andrew Marcinek (George Lucas Educational Foundation), Charles B. Hodges (Virginia Tech), Rob Kelly (Magna Publications, Online Classroom), and the presenter's own work (Using e-Rewards, FACET Publication 2012). Online educators attending the FALCON Conference will be able to view and discuss five cutting edge ways to motivate e-students participating in their Distance Learning courses. All suggestions are ONCOURSE compatible.

### **Linguistics: From Foe to Friend**

Patricia Bayona, North Central College

This poster addresses the innovative incorporation of experiential learning into undergraduate linguistics courses (Beard and Wilson, 2006; Thayer 1981). Through a dialectology project, students are engaged into the collection and study of real scenarios, which challenges the traditional theory-based approach in the teaching of linguistics (Nilson, 2010). The poster shows the chronological development of the activity, and how the understanding of the core components of linguistics (phonology, morphology, syntax) is tested at each step. This novel pedagogical approach to linguistics focuses on the activation of complex cognitive processes like analysis and synthesis, and has received highly positive reviews from students. Nilson, Linda (2010). Teaching at its best: a research-based resource for college instructors. Beard, C. and J. Wilson (2006). Experiential Learning: A best practice handbook for educators and trainers. London; Kogan Page. Thayer, L. (1981). 50 Strategies for Experiential Learning. San Diego, California. University Associates.

# Additional Programming

## Closing Plenary

Born to Teach, Teach to Live, Live to Impact, presented by Mike Polites

Mike Polites earned both his BS and MA from Ball State University (1996 and 2003), along with a Certified Training Certificate. He began his teaching career as a graduate student and soon after graduation, he began teaching as an adjunct instructor in the Department of Communication Studies at IUPUI. He was then offered a Lecturer position after a year. In 2012 he received the “IU School of Liberal Arts Outstanding Lecturer Award” and was also promoted to Senior Lecturer. His academic interests include first year experience, humor in the classroom, methodologies for student engagement, service learning, and classroom civility. His desire to help students succeed in the classroom and after they graduate is a passion that drives him. He believes he was born to teach, he teaches to live, and lives to impact.

As a means for better preparing students for life after college, he created a service learning project for his Interviewing Principles and Practices class. His students create, edit and facilitate their own interviewing workshop for their community partners. He refers to this project as “my baby” and continues to offer students opportunities to grow both personally and professionally by way of creative and innovative assignments, or as he refers to them “Learning Opportunities”. One of which is his “Pay It Forward” project, a 2011 Themed Learning Community “Most Innovative Assignment” award winner that encourages students to do good deeds for others...expecting nothing in return.

To further share his knowledge of communication, Mike began SpeakingWithSparks.com, a corporate training company offering customized training in the area of communication as well as academic break-out topics, keynote speeches and even standup comedy, which he has been performing at clubs, colleges, and corporate events for over a decade. Having trained companies all over the United States, he truly believes that competent communicators can help make the world a better place for everyone.



Mike Polites

# Conference Evaluation



## **FACET's** **ADJUNCT FACULTY &** **LECTURERS** **CONFERENCE**

Dear FALCON Attendee:

My name is Ange Cooksey and this year, I am a Bender FACET Fellow working on assessment and evaluation of the FALCON conference. As a part of my work, I would like to assemble post-conference focus groups of individuals willing to communicate with me through the upcoming months about the long-term effects and pedagogical impact of conference attendance and participation. These interactions would be virtual, convenient, and brief. All data will be recorded in such a way that your name would not be associated with your responses. These data will be used to improve future conferences.

If you would be willing to participate in this post-conference assessment and evaluation activity, please email me at [mcooksey@iue.edu](mailto:mcooksey@iue.edu). You will be contacted with more project information and specific, virtual conference dates and details at that time.

Thank you for your willingness to consider this invitation to participate in this important undertaking. I very much appreciate your important contribution to this project.

Sincerely,

Mary A. Cooksey  
Senior Lecturer in Humanities  
Indiana University East

# Conference Agenda

2013 FALCON Conference, Indianapolis

Track 1	Teaching
Track 2	Technology
Track 3	Professional Development

## FRIDAY, November 8, 2013

9:00 am - 12:00 pm		Pre-Conference Sessions		
		Salon C	Salon D	Salon E
		Technology is your friend! Using technology effectively in the classroom and online-	Community-Based Teaching and Learning: A Workshop on Charting Your Course for Service-Learning	SoTL 101
12:00 pm - 1:00 pm		Lunch (Pre-Conference Attendees Only) with Voucher		
9:00 pm - 7:00 pm	Exhibit Hall Open (Salon A)	Registration		
2:00 pm - 2:45 pm		Poster Session Set up (Salon A)		
3:00 pm - 3:30 pm		Opening Remarks (Salon B-E)		
3:30 pm - 5:00 pm		Hass-Birky Keynote Address: Todd Zakrajsek (Salon B-E)		
5:00 pm - 6:00 pm		Networking and Cocktails (Salon A)		
6:00 pm - 7:00 pm		Dinner (Salon B-E)		
8:00 pm - 10:00 pm		Hospitality Suite Open		

## SATURDAY, November 9, 2013

7:30 am - 8:30 am		Breakfast (Salon 4-5)			
		Salon B	Salon C	Salon D	Salon E
8:30 am - 9:45 am	Exhibit Hall Open (Salon A)	Brick by Brick: The Foundations of Service-Learning in your Classroom	Goof Offs, Gunners, & Grade Grubbers: Can You Create a Comfortable Classroom?	Moving On Up	Going Paperless: Gateway to Nirvana
9:45 am - 10:00 am		Break and Networking (Salon A)			
10:00 am - 11:15 am		CATs: More than just cute furballs?	The Ultimate Classroom Cookbook: Spicing your Classroom with Active Learning Techniques	Who am I as a teacher: No really, who am I??	Flipped Classrooms: What you need to know before you flip.
11:15 am - 12:30 pm		Lunch (Salon 4-5)			
12:30 pm - 1:45 pm		Learning Opportunities: Creating a Environment for Deep Learning	Resuscitating Your Lectures	Assessment for Fun and Profit	Creating Social Presence in Online Learning
1:45 pm - 2:00 pm		Break and Networking (Salon A)			





# Conference Agenda

2013 FALCON Conference, Indianapolis

Track 1	Teaching
Track 2	Technology
Track 3	Professional Development

## SATURDAY, November 9, 2013

	Salon B	Salon C	Salon D	Salon E
2:00 pm - 3:15 pm	Renewed "Hype" with High Impact Educational Practices (HIEPS)	Using Bugs Bunny to teach gun control	Molding and Growing: How to be a better teacher through professional development opportunities	Quality Matters: Well, duh!
3:15 pm - 3:30 pm	Break and Networking (Salon A)			
3:30 pm - 4:45 pm	Getting your HIPs on	Adjuncts Bring Change: The ABCs of Improving Adjunct Conditions for Better Student Outcomes	Moving On Up	E-text 101
4:45 pm - 5:30 pm	Poster Session, Cocktails, and Networking (Salon A)			
5:30 pm - 6:30 pm	Dinner (Salon 4-5)			
6:45 pm - 8:00 pm	Awards, Roundtable Discussion led by Jon Becker (Salon 4-5)			
8:00 pm - 10:00 pm	Hospitality Suite Open			

## SUNDAY, November 10, 2013

7:00 am - 8:30 am	Breakfast (Salon 4-5)
8:30 am - 9:30 am	Speed Learning
9:45 am - 10:30 am	Panel: Your Questions Answered
10:30 am - 11:30 am	Closing Plenary by Mike Polites (Salon 4-5)
11:30 am - 12:00 pm	Closing Remarks (Salon 4-5)

# Our Thanks To:

## FALCON Planning Committee

Jon Becker, chair	IU Northwest
Diane Larson	IU Northwest
Ange Cooksey	IU East

### Special Thanks For Their Assistance To:

Indiana University Campus Contacts:

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The Office of the Executive Vice President for  
University Academic Affairs

Jay Howard

Staff of the Indianapolis Marriott East

All of our session presenters and all of the FACET Members who have joined us for the weekend

## Special Thanks to our Exhibitors & Sponsors

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**Journal of Teaching and Learning with Technology (JoTLT)**

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## FACET Staff

Robin K. Morgan, FACET Director

Beth Kern, Associate Director of FACET for the Mack Center for Inquiry on Teaching and Learning

Kimberly Olivares, Assistant Director of FACET for Strategic Outreach

Courtney Henderson, Administrative Assistant

Thank you for attending this year's conference.

Save the date for the 2014 FALCON Conference!

**November 7-9, 2014 at Sheraton City Centre Hotel**

Check out the **FACET Website** at [facet.indiana.edu](http://facet.indiana.edu)

755 West Michigan Street, UL 1180

Indianapolis, IN 46202

(317) 274-5647

[facet@iu.edu](mailto:facet@iu.edu)