

Getting Down to the Nitty-Gritty: Enhancing the Role of Teaching in Student Success 2014 FALCON Conference



Friday, November 7, to Sunday, November 9
Sheraton Indianapolis City Centre

Weekend At-A-Glance

Friday, November 7, 2014

8:00 AM	Registration Begins (Lower Foyer)
9:00 AM	Pre-Conference Sessions
12:00 PM	Lunch for Pre-Conference Attendees (Circle Cafe with lunch ticket)
1:00 PM	Poster Session Set Up (Assembly Area)
1:30 PM	Opening Remarks (Meridian East & Center)
1:45 PM	Discipline Specific Roundtable Meetings by Mark Bradford (Meridian East & Center)
3:30 PM	Hass-Birky Keynote Address presented by Connie Staley (Meridian East & Center)
5:00 PM	Networking and Cash Bar (Assembly Area)
6:00 PM	Dinner (Meridian East & Center)
7:00 PM	Roundtable Discussions (Meridian East & Center)
8:30 PM	Hospitality Suite Opens

Saturday, November 8, 2014

7:30 AM	Registration Begins (Lower Foyer)
7:30 AM	Breakfast (Meridian East & Center)
8:30 AM	Session I
9:30 AM	Break
9:45 AM	Session II
10:10 AM	Break
10:20 AM	Session III
10:45 AM	Break
11:00 AM	Session IV
12:00 PM	Break
12:15 PM	Lunch (Meridian West)
1:30 PM	Poster Session (Assembly Area)
2:30 PM	Session V
3:30 PM	Break
3:45 PM	Session VI
5:00 PM	Dinner On Your Own
8:00 PM	Hospitality Suite & Movie

Sunday, November 9, 2014

7:30 AM	Registration Begins (Lower Foyer)
7:30 AM	Breakfast (Meridian West)
8:30 AM	Session VII
9:30 AM	Break
9:45 AM	Session VIII
10:45 AM	Break
11:00 AM	Closing Plenary Address presented by Curt Bonk (Meridian East & Center)
12:15 PM	Closing Remarks and Awards Presentations

Welcome to FALCON 2014

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 Sheraton Indianapolis City Centre. This is our 19th annual conference, and I am pleased to serve once again as your chair. We are pleased to host faculty from colleges and universities across the world.

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 "Getting Down to the Nitty-Gritty: Enhancing the Role of Teaching in Student Success." The notion of grit will serve as a backdrop for our conference as we focus on student persistence and the role adjunct faculty and lecturers play in teaching this skill and aiding our students in a successful and timely completion of their degree.

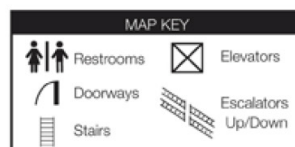
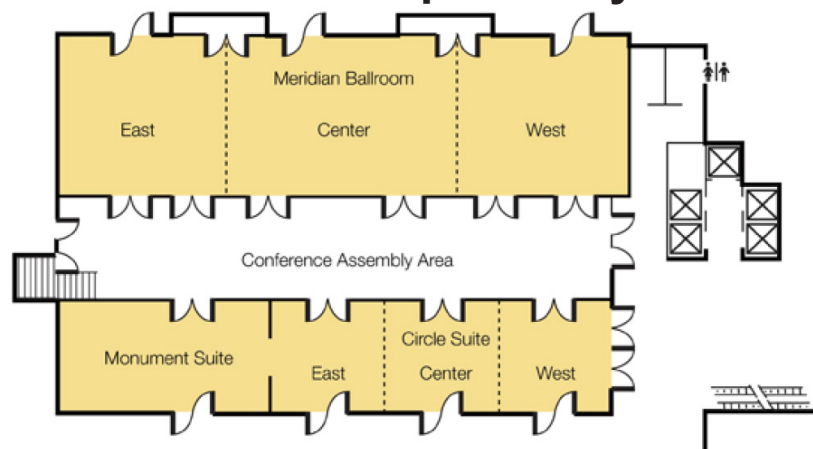
A variety of presentations and workshops will be offered for your personal and professional growth, and our Keynote speaker, Dr. Constance Staley, is an internationally known and respected expert on student learning. In addition to your own personal and professional development, we also hope that you will develop new relationships with other faculty members from all cross-sections of Academia.

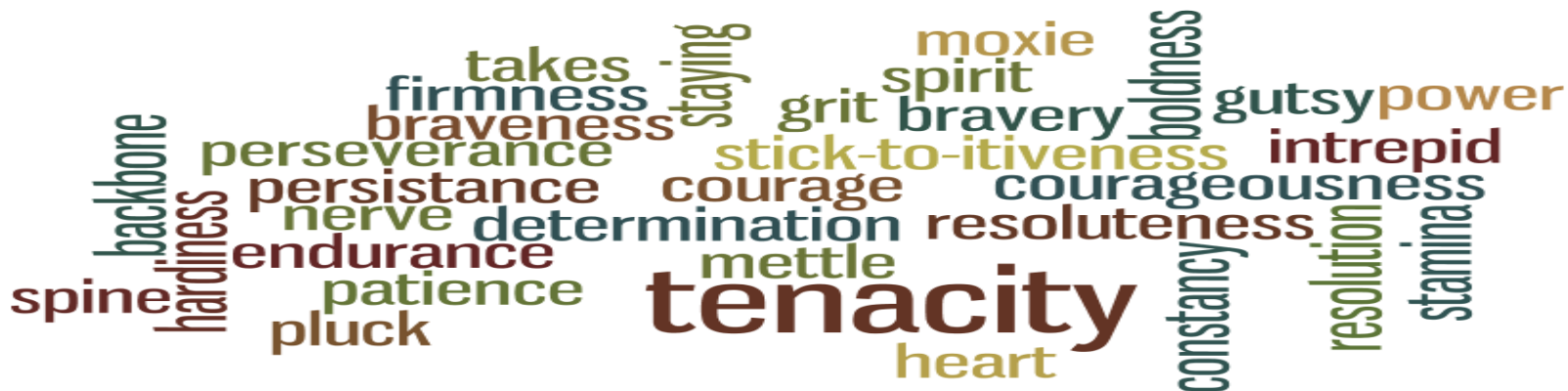
Thank you once again for your participation. I look forward to serving you this weekend!

Sincerely,
Jon Becker
FALCON Chair



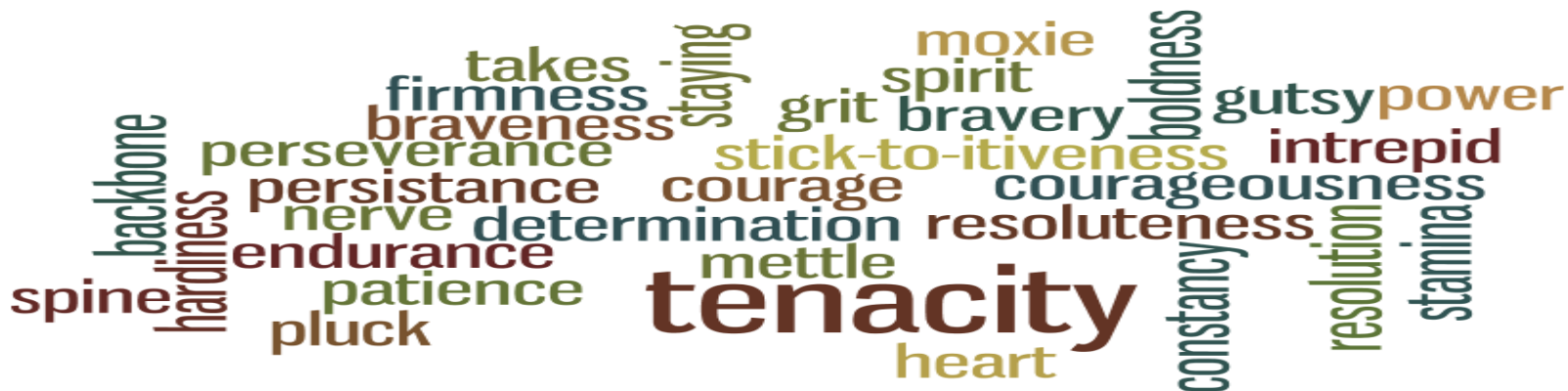
Sheraton Indianapolis City Centre





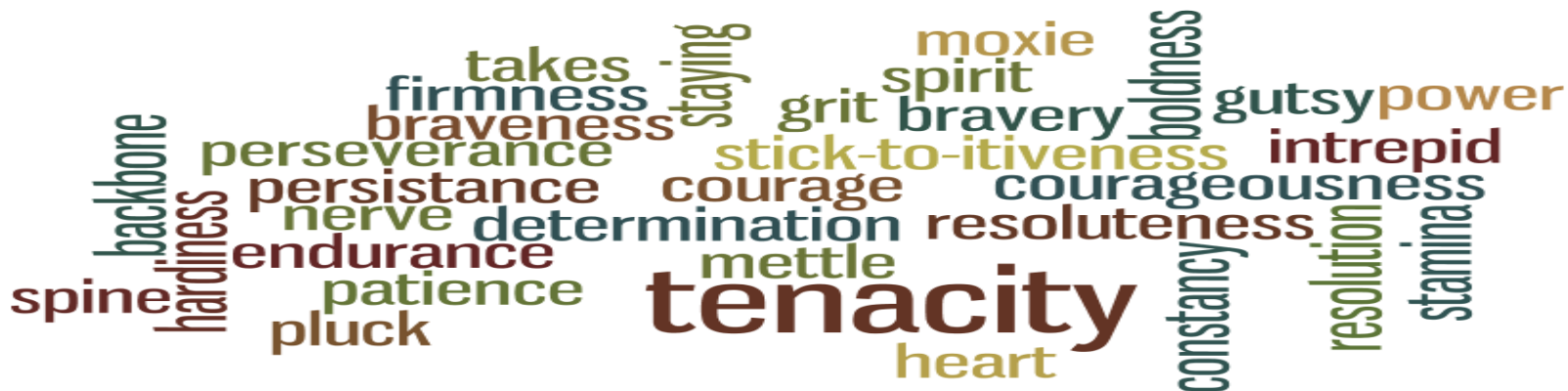
FRIDAY, November 7, 2014

8:00 am - 7:00 pm	Registration (Lower Foyer)		
9:00 am - 12:00 pm	Pre-Conference Sessions		
	<p><i>SoTL 101</i> Beth Kern, IU South Bend (Circle East)</p>	<p><i>Universal Design for Learning: Little Steps to Big Impact</i> Renee Petrina & David Rainbolt, IU Southeast (Circle Center)</p>	<p><i>Innovative Technology to Increase Student Engagement</i> Angela Velez-Solic, IU Northwest (Circle West)</p>
10:30 am - 11:45 am	FACET Liaison Meeting (Monument Suite)		
12:00 pm - 1:00 pm	Lunch (Pre-Conference Attendees Only) with Voucher (Meridian West)		
1:00 pm - 2:45 pm	FACET Steering Committee Meeting (Monument Suite)		
1:00 pm - 1:30 pm	Poster Session Set up (Assembly Area)		
1:30 pm - 1:45 pm	Opening Remarks (Meridian East and Center)		
1:45 pm - 3:15 pm	<p>Discipline Specific Roundtable Meetings facilitated Mark Bradford IU South Bend (Meridian East and Center)</p>		
3:30 pm - 5:00 pm	<p>Hass-Birky Keynote Address "True Grit: Is Resilience Something We Can Teach?" Constance Staley University of Colorado at Colorado Springs (Meridian East and Center)</p>		
5:00 pm - 6:00 pm	Networking and Cash Bar (Assembly Area)		
6:00 pm - 7:00 pm	Dinner (Meridian East and Center)		
7:00 pm - 8:30 pm	<p><i>Roundtables-Gritty Issues Facing Non-tenured Faculty</i> Jon Becker IU Northwest (Meridian East and Center)</p>		
8:30 pm - 10:00 pm	Hospitality Suite Open		



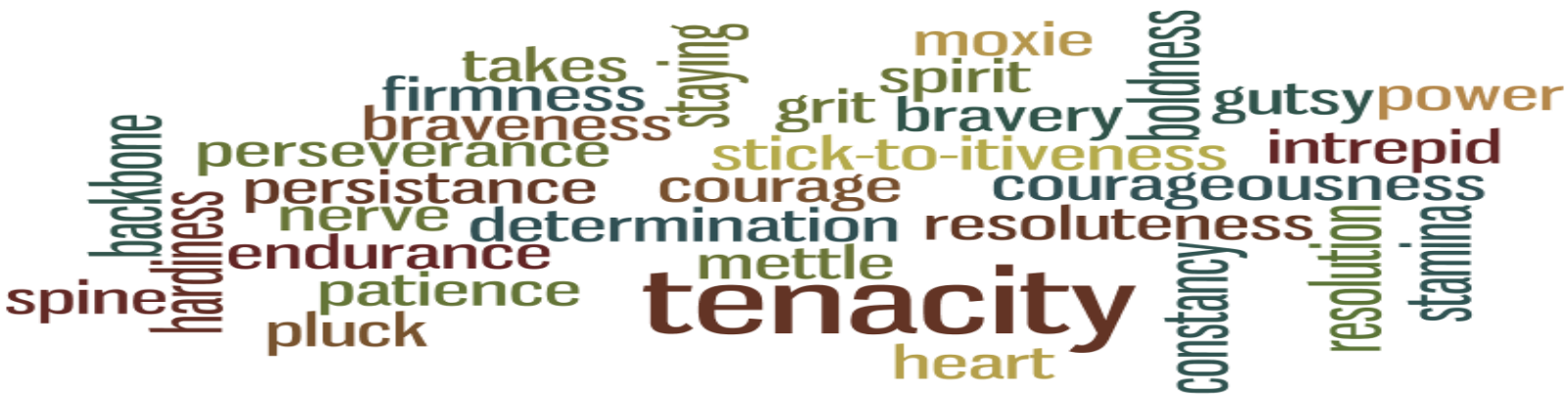
SATURDAY, November 8, 2014

7:30 am - 7:00 pm	Registration (Lower Foyer)			
7:30 am - 8:30 am	Breakfast (Meridian East and Center)			
	Circle East	Circle Center	Circle West	Monument Suites
8:30 am - 9:30 am	<i>The Games Adjuncts Play: Classroom Exercises</i> Jim Rodgers IU South Bend	<i>Using Forays Into the Arts to Help Students Think Differently</i> Fredricka Joyner IU East	<i>Translating Information into Knowledge: Communicating Data Clearly and Effectively in the Classroom</i> Katie Metz IU Bloomington	<i>Work/Life Balance - From OMG to IMT!</i> Mike Polites IUPUI
9:30 am - 9:45 am	Break and Networking (Assembly Area)			
9:45 am - 10:10 am	<i>Authenticity in Generalist Practice Skills Development</i> Tammi Nelson IU Bloomington	<i>Anatomy of the Classroom: You and Them</i> Olga Scrivner IU Bloomington	<i>The Do's and Don'ts of Teamwork and Collaborative Assignments in the Online Environment: It is Possible!</i> Tonya Breymier, IU East	<i>Develop Professionally: Listen to your Students</i> Raymond Benton, Jr. Loyola University
10:10 am - 10:20 am	Break and Networking (Assembly Area)			
10:20 am - 10:45 am	<i>Managing Problematic Classroom Situations</i> Nathanael G. Mitchell, & Norah Slone Spalding University	<i>Using Design Competitions as a Motivational Tool</i> Michael Golub IUPUI	<i>Incorporating Seven Principles for Good Practice in Undergraduate Education in Online and Traditional Courses.</i> Mimi O'Malley Spalding University	<i>Am I a Good Teacher? What do my Evaluations Say?</i> Mary Embry IU Bloomington
10:45 am - 11:00 am	Break and Networking (Assembly Area)			
11:00 am - 12:00 pm	<i>Controlling the Masses: Engaging the Large Classroom</i> Daniel Boylan Ball State University	<i>Building a Course Framework for Student Success</i> Nina Onesti, J Duncan, Matt Hottell, Jeff Whitmer & Dan Richert IU Bloomington	<i>Making an Impact Beyond the Classroom</i> Karla Farmer Stouse & Minda Douglas IU Kokomo	<i>Who am I as a Teacher: No Really, Who am I?</i> Marcia Dixson IPFW



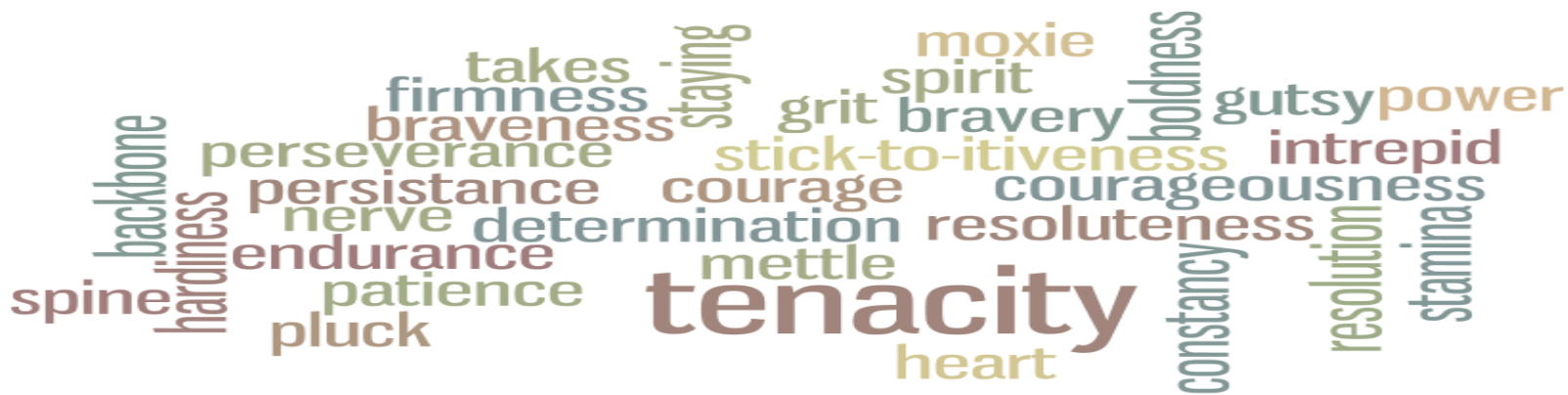
SATURDAY, November 8, 2014 (cont'd)

12:00pm - 12:15pm	Break and Networking (Assembly Area)			
12:15 pm - 1:30 pm	Lunch (Meridian West)			
1:30 pm - 2:30 pm	Poster Session			
	Circle East	Circle Center	Circle West	Monument Suites
2:30 pm - 3:30 pm	<i>Motivating Millennials</i> Katie Metz & Susan Loucks IU Bloomington	<i>Getting Students to do the Reading and do it Well</i> Debrah Huffman IPFW	<i>Class Resuscitation by Animation: Bringing your Classroom Back to Life</i> Olga Scrivner & Jim Scrivner IU Bloomington	<i>Molding and Growing: How to be a Better Teacher Through Professional Development Opportunities</i> Julie Saam IU Kokomo
3:30 pm - 3:45 pm	Break and Networking (Assembly Area)			
3:45 pm - 5:00 pm FALCON Faculty Forums	<i>Roundtable Discussion #1</i> <i>HR/Legal Issues facing Non-Tenured Faculty</i> Linda Christiansen IU Southeast - moderator (Meridian West)		<i>Roundtable Discussion #2</i> <i>Student Persistence and the Role of the Adjunct Faculty and Lecturer</i> Kate Thedwall IUPUI - moderator (Meridian Center)	
5:00 pm - -8:00 pm	Dinner (On your Own)			
8:00 pm - 10:00 pm	Hospitality Suite Open and Movie			



SUNDAY, November 9, 2014

7:30 am - 12:00 pm	Registration (Lower Foyer)			
7:30 am - 8:30 am	Breakfast (Meridian West)			
	Circle East	Circle Center	Circle West	Monument Suites
8:30 am - 9:30 am	<i>Socrates to Sartre: The Enduring Effectiveness of the Dialectic</i> Ange Cooksey IU East	<i>Adding Some TEC-VARIETY for Online Motivation and Retention</i> Curt Bonk IU Bloomington	<i>Motivating Millennials</i> Katie Metz & Susan Loucks IU Bloomington	<i>When a Curriculum You Must Build, a Jedi You Must Become</i> William Emigh & Erika Lee, IU Bloomington
9:30 am - 9:45 am	Break and Networking (Assembly Area)			
9:45 am - 10:45 am	<i>What's a CTL and Will it Hurt?</i> Christopher Young, IU Northwest & Gail Rathbun, IPFW	<i>Motivation by Design-Including Motivators in your Content-rich E-course Design</i> Johannah Casey-Doecke IUPUI	<i>TED Ed: Gettin' Gritty with TED Talks</i> Jon Becker IU Northwest	<i>Reflections from a Non-Tenure Track Faculty Learning Community: The Benefits of Cross Disciplinary Discussions among Non-Tenured Track Faculty</i> Susan Loucks, Jared Allsop, William Emigh, Victor Bongard, Chris Cook, Lisa Kurz, Sandra Ortiz, Mary Embry, & Shabnam Kavousian IU Bloomington
10:45 a.m. - 11:00 am	Break and Networking (Assembly Area)			
11:00 am - 12:15 pm	Closing Plenary <i>Education 3.0: My, Our Learning World is Changing!</i> Curt Bonk IU Bloomington (Meridian East and Center)			
12:15 pm - 1:00 pm	Closing Remarks and Poster Awards			



Pre-Conference Events

SoTL 101 (Circle East)

Beth Kern, IU South Bend

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 why one might want to engage in SoTL work as well as how 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.

Universal Design for Learning: Little Steps to Big Impact (Circle Center)

Renee Petrina & David Rainbolt, IU Southeast

Do you enjoy supermarket doors that automatically open for you? That's Universal Design. The doors may have been created for people with mobility issues, but they are used and appreciated by everyone.

Universal Design is when a product or building is created to be maximally accessible. As it turns out, things intended to help those with disabilities frequently also make life better for normally abled people.

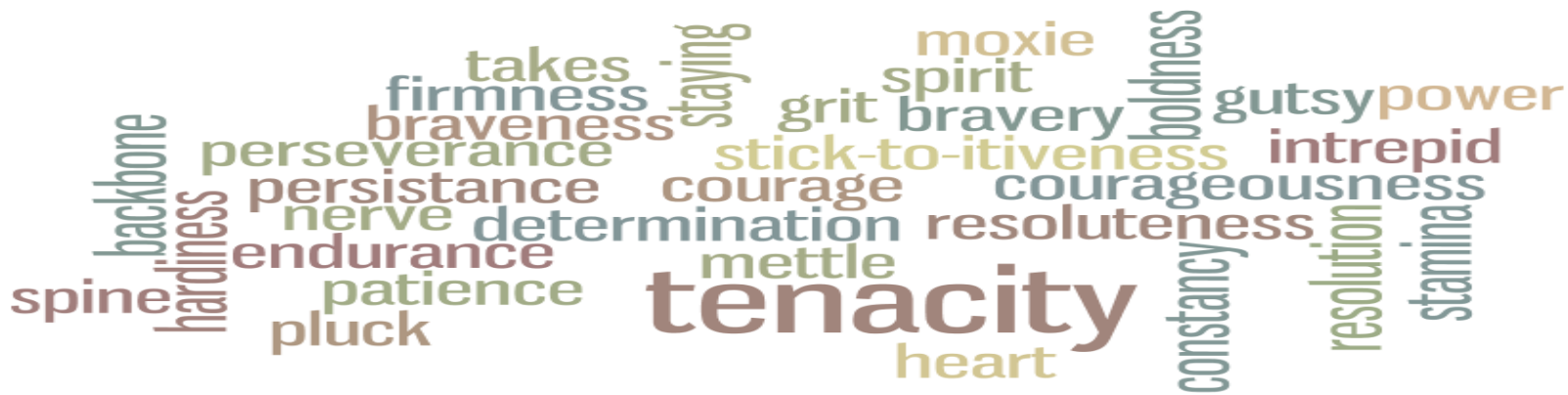
Universal Design for Learning is when we apply these same concepts to education. By designing your course and materials to be maximally accessible, you reap tremendous benefits for ALL of your students. In this workshop, we'll discuss the principles behind UDL, the unexpectedly large contingent of students that it helps, and some baby steps you can use to start implementing it in your courses.

Bring a laptop or tablet with Microsoft Word on it, because we'll also get hands-on and practice creating universally accessible documents.

Innovative Technology to Increase Student Engagement (Circle West)

Angela Velez-Solic, IU Northwest

In this session you will learn about several technology innovations that you can immediately implement in your courses. *This is a hands-on session, so please bring a laptop (preferable over a tablet or iPad).* Learn how to create a PowToon, a screencast using Screencast-o-matic, and interactive videos with TedEd and Mozilla Popcorn Maker.



Hass-Birky Keynote Speaker

The Lecturer

Dr. Constance Staley will be presenting the 2014 Hass-Birky Keynote address. Dr. Staley is well known for her work in FYE circles, and a leader in instructor workshop training.

The Lecture

True Grit: Is Resilience Something We Can Teach? (Meridian East and Center)

True grit. It's the title of a famous novel and movie, but what does it have to do with today's students? Grit is defined as "firmness of character; indomitable spirit; pluck: She has a reputation for grit and common sense." Students with grit tough things out, despite huge obstacles that get thrown in their paths. Grit explains the difference between two students who fail the same calculus test but have very different reactions. One throws the exam in the trash can on the way out of the lecture hall and refuses to ever crack the textbook open again. The other vows to study differently and spend more time at it. "I'm not going to let calculus get the better of me. I'm going to take control of my learning so that it gets the best from me!" Resiliency, or 'grit,' has become recognized as an important component of student persistence and success. Dr. Staley will be sharing practical experience and current research on how we can teach the skill of resilience in the classroom. Additionally, Dr. Staley will share tools and strategies for approaching student resistance to high impact pedagogies and the college classroom.



Constance Staley



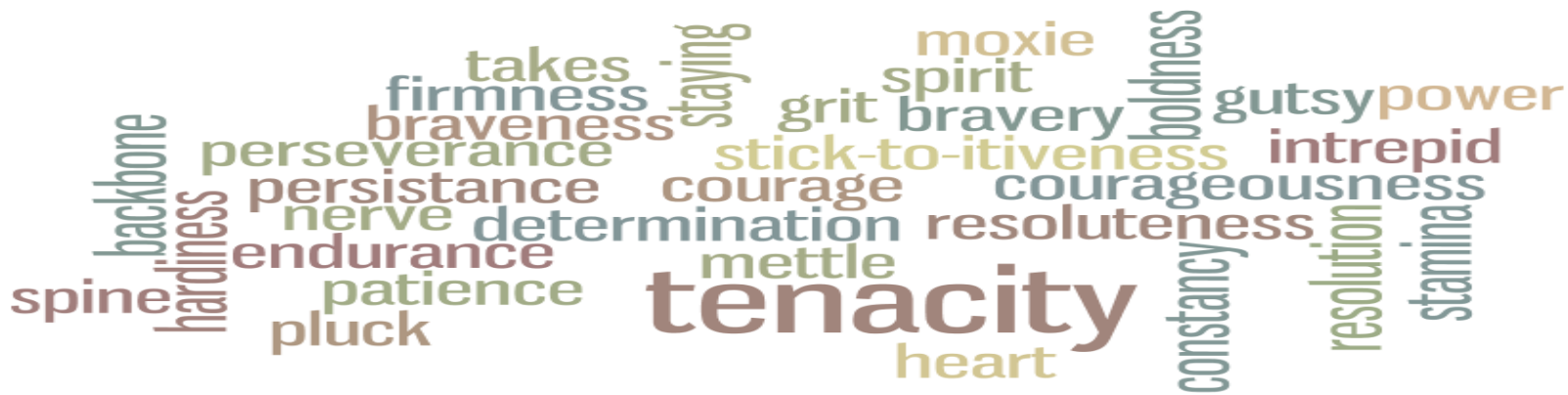
Robin Hass-Birky

The Hass-Birky Keynote Address

Honoring 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.

Since interest in the speaker may extend beyond conference attendees, the Hass-Birky Keynote Address is open to the general population.



Saturday Sessions

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

The Games Adjuncts Play: Classroom Exercises (Circle East)

Jim Rogers, IU South Bend

Hands on games engage students' cognitive skills at a broader and deeper level. It requires engagement and interaction in ways that contain energy and value beyond standard visual or auditory learning. Most activities are cheap, easy, fast and more instructive than any book example offered. Games can be easily found online, borrowed from colleagues or invented with just a bit of thought. No matter the source, they are almost always worthwhile in teaching students less intuitive lessons.

Using Forays Into the Arts to Help Students Think Differently (Circle Center)

Fredricka Joyner, IU East

This session will present several simple (and fun) examples in which quick forays into the arts can stimulate students to think differently. These examples can be adapted for a variety of disciplines. Participants will have the opportunity to engage in some of the activities.

Translating Information into Knowledge: Communicating Data Clearly and Effectively in the Classroom (Circle West)

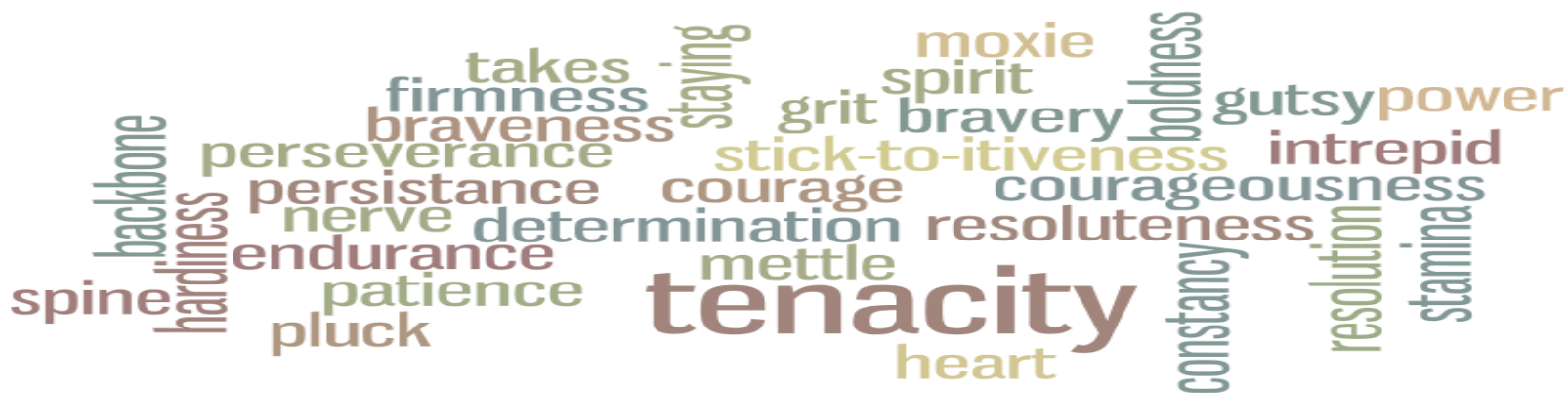
Katie Metz, IU Bloomington

We all have excellent information to share with our students – but how do we translate this valuable data and information into meaningful knowledge for our students? This presentation will get down to the “nitty gritty” of communicating data effectively: translating raw information into clear, meaningful knowledge for our students. We will discuss contextualization of information, as well as presenting relevant information without leaving out key points or inadvertently giving too much information. In small groups, we will discuss scenarios of data communication and suggest ways to translate this specific data into knowledge. We will also address scenarios specific to participants' teaching needs in a large group discussion. I will then demonstrate to participants how to use visual techniques such as charts, graphs, Infographics, and slideshows to communicate data clearly and effectively to students.

Work/Life Balance — From OMG to IMT! (Monument Suites)

Mike Polites, IUPUI

Whether you are a full time or a part time faculty member life can often become a balancing act. Teaching, often multiple classes at a few different colleges, as well as service, grading, faculty and committee meetings etc on top of the demands you may have at home can be challenging to say the least. Some weeks you may wonder when you'll be able to get any sleep at all. In this session, you'll learn both from the presenter as well as from other attendees, about ways to better balance all these demands to lessen your stress, increase your confidence, and go from OMG to IMT. Don't know what IMT is? Come to the session and find out!



Saturday Sessions

Concurrent Session III (10:20 - 10:45 am)

Managing Problematic Classroom Situations (Circle East)

Nathanael G. Mitchell, & Norah C. Slone, Spalding University

The presenters will share strategies to manage various problematic classroom situations that plague many instructors. You will leave with ideas that you can apply to your classroom. This presentation builds on a submission to the upcoming, Quick Hits for Adjunct Faculty and Lecturers (from IU Press in Fall 2015).

Using Design Competitions as a Motivational Tool (Circle Center)

Michael Golub, IUPUI

Sustainable engineering design competitions have the potential to stimulate student learning outcomes. Students that participate gain insights into aspects of sustainable design that is not available in a classroom setting. Students also gain valuable hands-on knowledge and they learn "by-doing." They also get to compete against other schools, instilling school pride. Using this as a tool as part of a college education is rewarding for the student, but is time intensive. This session will discuss some of the benefits of using design competitions as part of one's curriculum. Disadvantages will also be examined. The competitions do not always align themselves to course schedules, and the content is not always in sync with student knowledge.

Incorporating Seven Principles for Good Practice in Undergraduate Education in Online and Traditional Courses (Circle West)

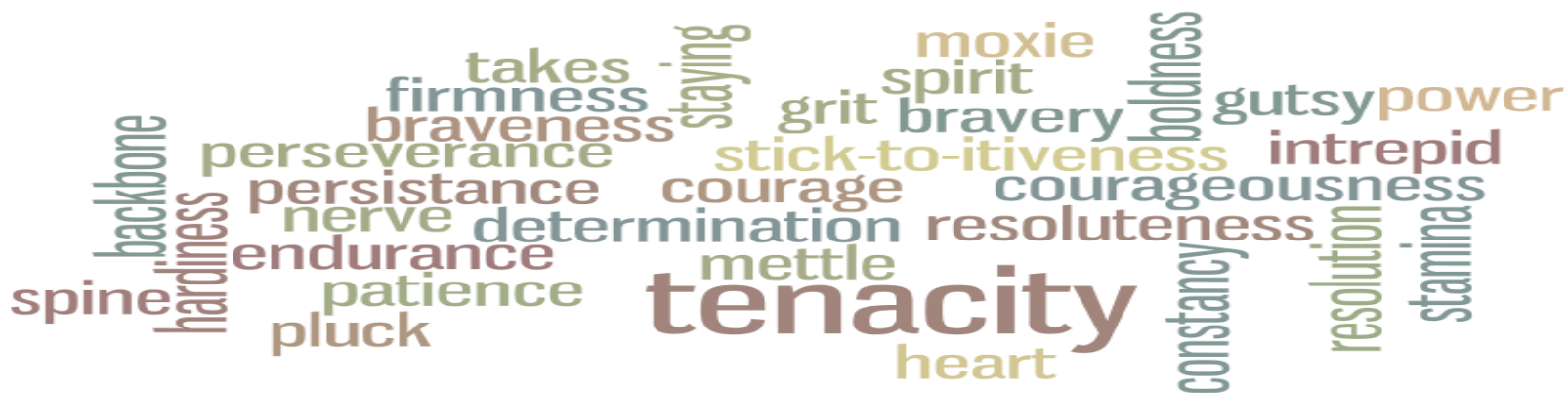
Mimi O'Malley, Spalding University

The session will expand on Chickering and Gamson's (1999) work, "Seven Principles for Good Practice in Undergraduate Education" to include online and traditional courses. This presentation builds on a submission to the upcoming, Quick Hits for Adjunct Faculty and Lecturers (from IU Press in Fall 2015).

Am I a Good Teacher? What do my Evaluations Say? (Monument Suites)

Mary Embry, IU Bloomington

How can you use your student evaluations to enhance your teaching and improve student learning. This presentation builds on a submission to the upcoming, Quick Hits for Adjunct Faculty and Lecturers (from IU Press in Fall 2015).



Saturday Sessions

Concurrent Session IV (11:00 - 12:00 pm)

Controlling the Masses: Engaging the Large Classroom (Circle East)

Daniel Boylan, Ball State University

Today's students is different. They are technologically advanced and skilled but they also tend to be very short term thinkers, focused on themselves and enamored with handheld devices. To make the classroom environment better, contract employees should understand: how their position in the school impacts their decision making

ability, methods of keeping distracting activities out of the classroom, ways to deal with issues and maintaining a positive atmosphere through appropriate humor. This session deals with understanding how young people gather information so course content is delivered in a manner consistent with the student's strengths.

Building a Course Framework for Student Success (Circle Center)

Nina Onesti, J Duncan, Matt Hottell, Jeff Whitmer, & Dan Richert, IU Bloomington

Goals, objective, student learning, syllabus, assignments – how does everything fit together? In this 60-minute interactive presentation, we will provide you with “blueprints” to build a course from the top down! Measurable course goals and objectives AND learn how to measure student success using assignments and assessments.

By the end of this session, all participants will:

- Have at least ONE well-written, MEASURABLE goal for their chosen course.
- Have at least ONE assignment/assessment created that MAPS directly to their written goal.
- Learn about various other classroom techniques that can be employed to help achieve these goals and objectives.
- Engage in a discussion on what has worked/not worked in current classrooms.

Making an Impact Beyond the Classroom (Circle West)

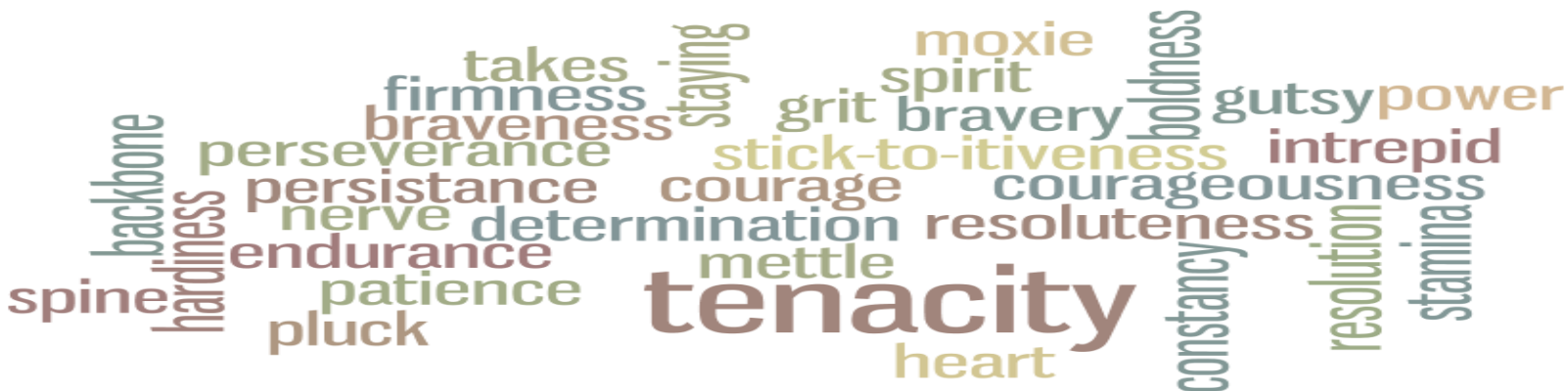
Karla Farmer Stouse and Minda Douglas, IU Kokomo

The presenters will discuss examples of distinctive teaching methods using field trips, service learning, group projects, overseas study, and other unique experiences to make an impact on students' learning. The faculty will offer strategies to accomplish these high impact practices and will include a discussion on the benefits and challenges of teaching beyond the classroom.

Who am I as a Teacher: No Really, Who am I? (Monument Suites)

Marcia Dixon, IPFW

As a teacher, it is easy to get caught up in covering the important concepts and facilitating the necessary skills. But, how do we decided 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.



Saturday Sessions

Poster Session: 1:30 - 2:30 pm (Assembly Area)

Conversion of a Traditional Lecture Science Course to a Blended Learning Format

Emily Tansey

The sciences have lagged behind in the increasing trend of online courses. Several complicating factors have made this conversion challenging. Among these challenges are classes that include hands-on laboratory work, students who have higher success rates in courses where educator-guided problem solving is completed together in the classroom, and the development of important student-educator relationships. In addition, there are technical difficulties such as the depiction of chemical structures and changes to these structures in chemical reactions. Blended learning lends itself well to incorporate both a face-to-face format as well as an online one. In a blended format, lecture material and information can be presented online, freeing up face-to-face time for important laboratory hands-on activities, problem work, and the establishment of student-educator relationships. This work describes the adaptation of an existing face-to-face lecture course to a blended format.

FALCON Assessment Project: How FALCON Impacts Teaching

Ange Cooksey, IU East

In 2013, a project was created to assess the short and long term impact of FALCON attendance on classroom teaching. This poster presents the findings from that study.

Student Learning Outcomes Influenced by Sustainable Engineering Design Competition

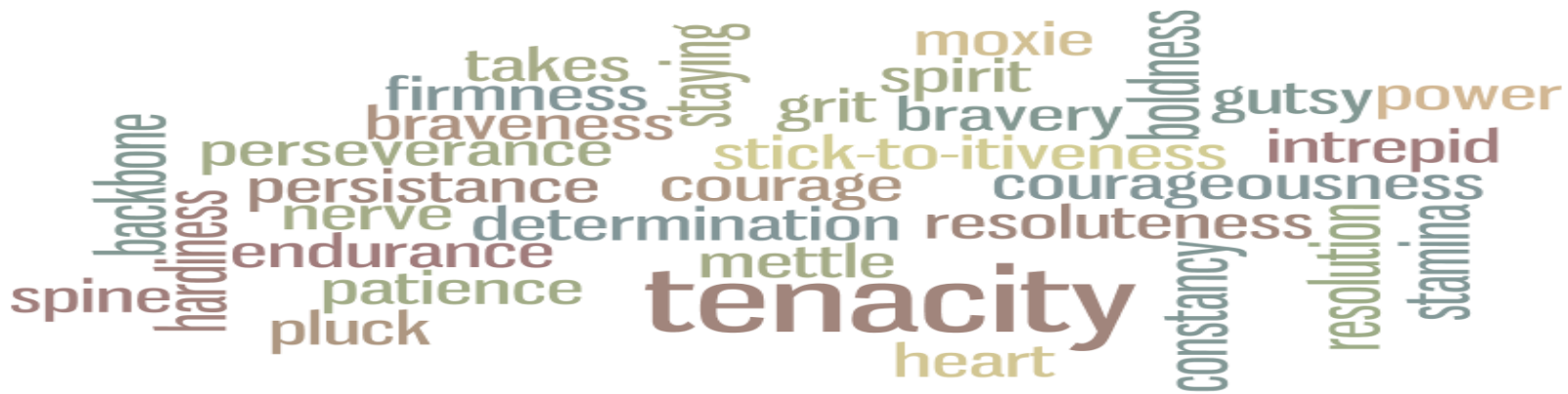
Michael Golub, IUPUI

Sustainable engineering design competitions have the potential to stimulate student learning outcomes. Students that participate gain insights into aspects of sustainable design that is not available in a classroom setting. Students also gain valuable hands-on knowledge and they learn "by-doing." They also get to compete against other schools, instilling school pride. Using this as a tool as part of a college education is rewarding for the student, but is time intensive. This session will discuss some of the benefits of using design competitions as part of one's curriculum. Disadvantages will also be examined. The competitions do not always align themselves to course schedules, and the content is not always in sync with student knowledge.

Flip Out!

Nancy Barton, IUPUI

The flipped classroom model is a tool meant to engage students and maximize personal interaction in class. This poster illustrates how IUPUI Lecturer, Nancy Barton used the flipped classroom concept during a portion of her traditional lecture class. Barton was a member of a Faculty Learning Community at IUPUI convened by the Center for Teaching and Learning to explore the flipped classroom pedagogy. In Barton's class, Complementary and Alternative Approaches to Health, guest speakers presented experiences in their discipline. The flipped class portion revolved around assignments that prepared the students and speaker for the day when they finally meet. A year to year comparison of student evaluation scores, grades and student comments will be presented.



Saturday Sessions

Concurrent Session V (2:30 - 3:30 pm)

Motivating Millennials (Circle East)

Katie Metz & Susan Loucks, IU Bloomington

What exactly motivates Millennials? This question has continued to stump academics as we strive to make the classroom environment conducive to evolving learning styles and technology. Through our teaching activities and collaboration with a major corporate retailer, we understand how important motivating Millennials is not only in the classroom but also in a professional environment. During this presentation, we will discuss research we have found to support what exactly motivates these Millennials to actively participate and engage in classroom discussion. We will also share some specific tools and strategies we personally use in our classrooms to engage Millennials in today's evolving academic environment. Specifically, we will focus on using technology and engaging classroom activities to facilitate topic discussion. Finally, we will share personal testimony about Millennial attitudes and behaviors in academia and beyond.

Getting Students to do the Reading and do it Well (Circle Center)

Debrah Huffman, IPFW

According to some surveys, we can expect that well over half of our students haven't finished the assigned reading for class. Some haven't begun it, and a few won't even buy the book. This session explores possible reasons why students aren't reading and digs into strategies that can get them engaged. Emphasis is on the importance of considering different factors affecting sustained and effective reading, beyond the easy blame on student laziness and apathy. We will discuss and model a range of reading methods including reading journals, says/does annotation, rhetorical reading, sleuthing, and concept mapping. We will also consider the particular challenges and possibilities technology offers to student reading.

Class Resuscitation by Animation: Bringing your Classroom Back to Life (Circle West)

Olga Scrivner, IU Bloomington

When we train our body, it is recommended to incorporate interval training: hard work followed by muscle relaxation to increase functionality. Why not train our brain the same way: lecture followed by animation? The use of non-animated cartoon strips in the classroom is not new. While the still pictures create some fun in the classroom environment, it does not seem to provide the same auditory and visual brain stimulation, as animated cartoons do. Recent study (Kayaoglu et al, 2011) has shown that the use of multimedia application not only contributed to a positive atmosphere and motivation of students, it also increased students performance. Now the good news is, you do not have to work in Disney or Pixar in order to make your own animation. Web sites, such as GoAnimate, offer necessary tools, including templates and characters of cartoons that most of your students grew up watching, such as Lil' Peepz or Cartoon Classics, among others.

Now, let's flip the coin. The teacher also needs a break from monotone class assignments. Why not have some fun by letting students work on their projects through the eyes of animation? This session will introduce you to simple techniques of creating animation. There will also be a round table discussion of how the animation can be used in your specific field and how your students can benefit from it.

Molding and Growing: How to be a Better Teacher Through Professional Development Opportunities (Monument Suites)

Julie Saam, IU Kokomo

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.



These sessions will be guided/facilitated discussions on topics of interest to the conference participants based on the evaluation information of the 2013 program. Be ready to share your thoughts and insights, get ideas and resources from your peers!

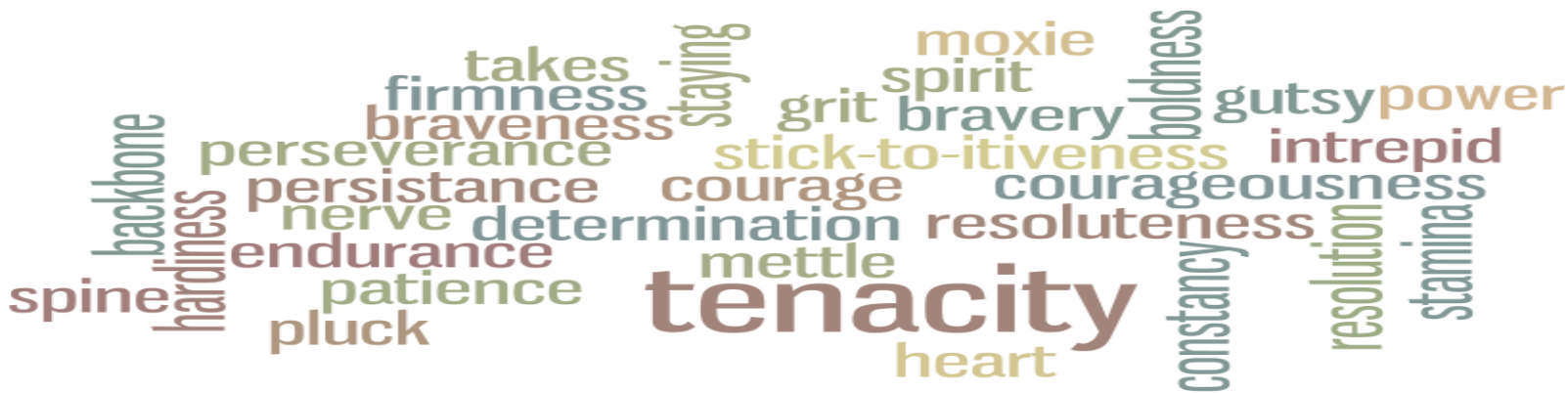
Facilitator: Linda Christiansen, IU Southeast

Facilitator: Kate Thedwall, IUPUI

There are several amazing restaurants within walking distance as well as shopping and nightlife.

The Hospitality Suite is open throughout the event. Stop by and grab a soda, snack or just sit and visit with your colleagues. Beginning at 8pm, a movie will be shown and discussion is sure to ensue.

During this talk, Dr. Bonk will outline dozens of active learning ideas and solutions that motivate students and creatively engage them in deeper learning experiences. It is time to break out of boring online approaches with a bit of TEC-VARIETY!!!



Sunday Sessions

Concurrent Session VIII: 9:45 - 10:45 am

What's a CTL and Will it Hurt? (Circle East)

Christopher Young, IU Northwest & Gail Rathbun, IPFW

Two Directors of Teaching and Learning Centers will offer insight into what you are likely to find in your campus teaching and learning center, when you should use the center and why. Come to this interactive session to find out about these valuable resources.

Motivation by Design-Including Motivators in your Content-rich E-course Design (Circle Center)

Johannah Casey-Doecke, IUPUI

This presentation will begin with the five key points presented on the 2013 FACET Winning Poster, "Five Ways to Motivate e-Students". Each point will be expanded to show how lecturers and adjunct faculty can integrate motivators into their content rich e-course, blended, hybrid and traditional course designs. The course design elements included in this presentation are part of the Quality Matters in Higher Education Rubric as presented in the IU-East, Center for Teaching and Learning, Certificate in Online Teaching course series.

A brief question and answer session will be held at the conclusion of the presentation.

TED Ed: Gettin' Gritty with TED Talks (Circle West)

Jon Becker, IU Northwest

Amidst the chaos of planning and delivering an effective learning experience, we often find ourselves struggling to remain motivated and energized. Why do we teach? What must I do to reach an ever changing population of students?

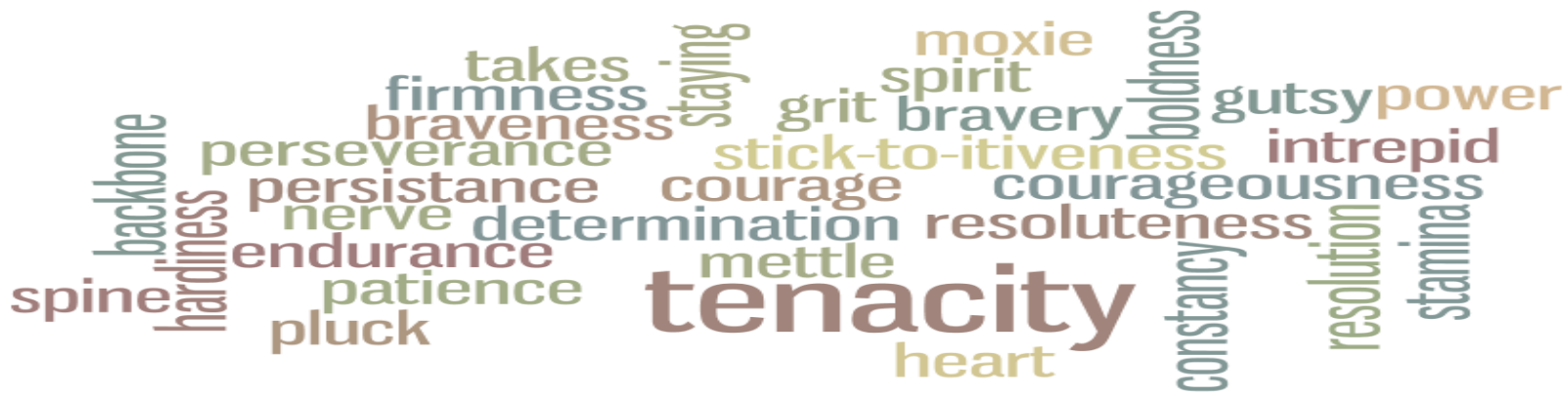
In this session, we will take a look at TED© talks:

- What are they?
- How can we use them in our classroom?
- How might they just help us in our professional development as teachers?

Reflections From a Non-Tenure Track Faculty Learning Community: The Benefits of Cross-Disciplinary Discussions among Non-Tenured Track Faculty (Monument Suites)

Susan Loucks, Jared Allsop, William Emigh, Victor Bongard, Chris Cook, Lisa Kurz, Sandra Ortiz, Mary Embry, & Shabnam Kavousian, IU Bloomington

Members of a Non-Tenured Track Faculty Learning Community will share some of the common themes and issues pertaining to NTT positions they discussed as a group during the 2014 Spring semester. These faculty members will facilitate an interactive roundtable discussion mirroring the actual Faculty Learning Community experience with topics that include ways to document and evaluate teaching, identifying good teaching techniques that can be used to improve teaching, interpreting student evaluations, employing this information in a useful manner, and the benefits of creating discussion groups like this on campus.



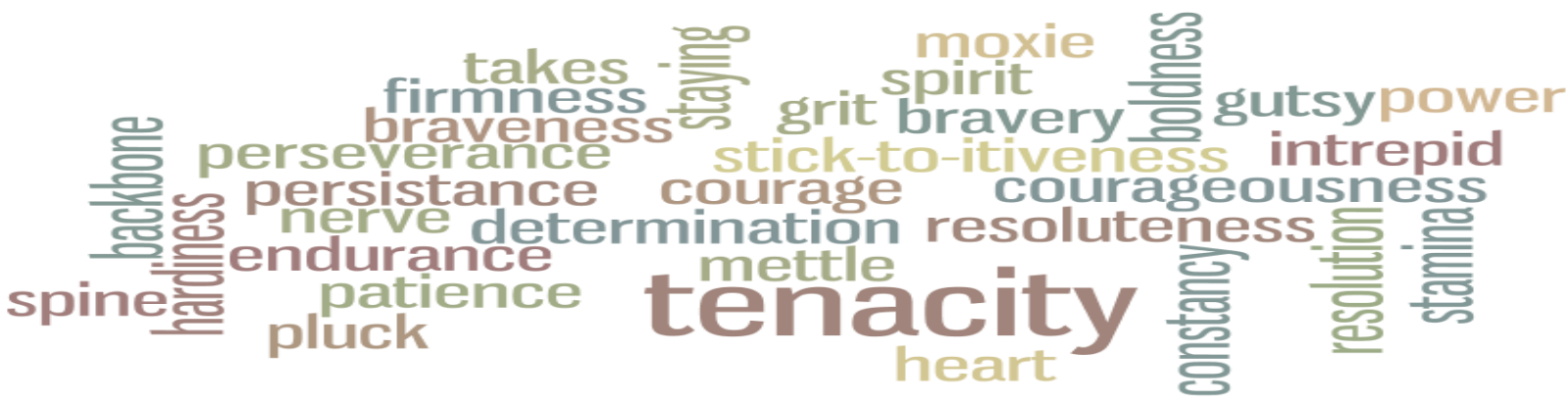
Closing Plenary

Education 3.0: My, Our Learning World is Changing! (Meridian East and Center)

Curt Bonk, IU Bloomington

Pick up any bestselling book in the field of education these days and you will find proclamations and visions of how education can be enhanced. Some of these same stories are found in daily news reports, white papers, and educational research reports. For a change, the authors of these books, reports, and news stories are right; education is changing and not in a minor or modest way. In fact, we are in the midst of a learning revolution or transformation. During the past few years, learning has become increasingly collaborative, global, mobile, modifiable, open, online, blended, massive, visually-based, hands-on, ubiquitous, instantaneous, and personal. And this is just a start! This is the age of Education 3.0 where learning is about playful and highly engaged design where learner creation of products is the new norm, often with the use of digital media. We humans tinker, invent, and express ourselves. We find meaning in our playful pursuits. Fortunately, we are living in an age of educational resource abundance where passion, play, purpose, and freedom to learn take precedence over the more mind-numbing traditional information reception models of learning. The instructors and experts whom we meet and interact with along the way are most effective as curators, counselors, consultants, concierges, and cultivators of our learning. These are the new instructional “C” words; gone are words like learning coercion, credit management, and fixed notions of correctness. Education 3.0 instructors are the ones who foster our autonomy and self-directed learning pursuits while, simultaneously, offering insightful guides and timely scaffolds where and when appropriate. Attend this talk and find out how Education 3.0 will impact you too and how you can, in turn, significantly impact it.



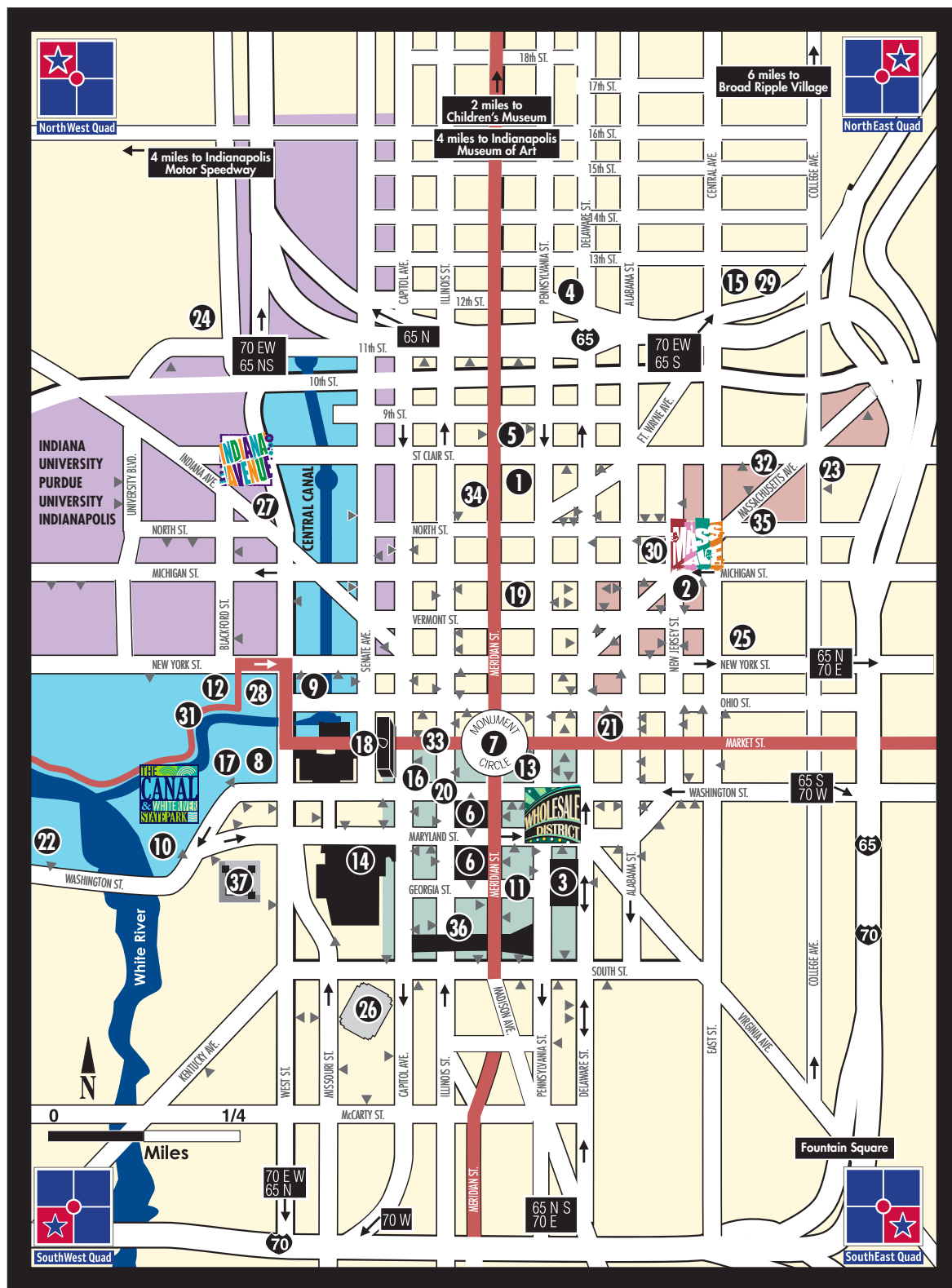


Notes

tenacity

backbone
spine
hardiness
perseverance
persistence
nerve
endurance
patience
pluck
firmness
bravery
braveness
takes
staying
grit
moxie
spirit
boldness
guts
power
intrepid
courageousness
courage
determination
stick-to-itiveness
resoluteness
mettle
heart
constancy
resolution
stamina

Notes



PLACES OF INTEREST

- | | | |
|--|---|--|
| 1 American Legion Mall/
Veterans' Memorial Plaza | 12 Herron School of Art & Design and Galleries | 24 IPS Crispus Attucks Museum |
| 2 Athenaeum | 13 Hilbert Circle Theatre/
Indianapolis Symphony Orchestra | 25 James Whitcomb Riley Home |
| 3 Bankers Life Fieldhouse (Fever, Ice, Pacers) | 14 Indiana Convention Center | 26 Lucas Oil Stadium (Colts) |
| 4 Benjamin Harrison Presidential Site | 15 Indiana Landmarks | 27 Madame Walker Theatre Center/
Freetown Village |
| 5 Central Library | 16 Indiana Repertory Theatre/
Indiana Roof Ballroom | 28 Military Park |
| 6 Circle Centre | 17 Indiana State Museum & IMAX Theater | 29 Morris-Butler House Museum |
| 7 Col. Eli Lilly Civil War Museum/Soldiers and
Sailors Monument | 18 Indiana Statehouse/Government Center | 30 Old National Centre/Broadway in Indianapolis |
| 8 Eiteljorg Museum of American
Indians & Western Art | 19 Indiana War Memorial & Museum/
USS Indianapolis Museum | 31 NCAA Hall of Champions |
| 9 Eugene and Marilyn Glick Indiana History Center | 20 Indianapolis Artsgarden | 32 Phoenix Theatre |
| 10 Farm Bureau Insurance Lawn at White River
State Park | 21 Indianapolis City Market | 33 Rhythm! Discovery Center |
| 11 Georgia Street | 22 Indianapolis Zoo | 34 Scottish Rite Cathedral |
| | 23 IndyFringe Theatre | 35 Theatre on the Square |
| | | 36 Union Station Grand Hall |
| | | 37 Victory Field (Indians) |



Public Parking

There are 73,000 convenient, affordable parking spaces Downtown.

For a detailed Downtown pocket map, call 237.2222.

www.indydt.com

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Thank you for attending this year's conference. Save the date for the 2015 FALCON Conference
November 13-15, 2015 in Indianapolis, Indiana.

Check out the **FACET Website** at facet.indiana.edu

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