



FALCON 2019

Maximizing Opportunity: Helping Students Where They Are

FALCON 2019		
Friday, November 15		
TIME	Session Description	Location
1:30 - 6:30 PM	Registration Check-in	Executive Office Alcove
5:00 PM	Networking <i>Hors d'oeuvres & Bar</i>	Grand Central AB
6:30 PM	Dinner	Pennsylvania Station
7:30 PM	Plenary Session: <i>All Aboard the Truth Train!</i> <i>Your Station-to-Destination Ticket for Student Success</i> Mike Polites As educators, there are certain inevitable “teaching truths” in our profession. The good truths, we can ace them and embrace them. The not-so-good truths, we can face them and erase them. If we ignore them, our train will never leave the station. What are your “teaching truths”? Do not get derailed; stay on the right track by attending this opening session!	Pennsylvania Station
8:45 PM	Hospitality Activities	Parlor
Saturday, November 16		
TIME	Session Description	Location
7:30 AM - 1 :00 PM	Registration Check-in <i>Information Desk will remain open until 5:30 PM</i>	Executive Office Alcove
7:30 - 8:45 AM	Breakfast	Victoria Station
8:45 - 10:00 AM	Robin Hass-Birky Keynote, <i>Student Success: The Rapidly Changing Landscape of an Emerging Field.</i> George L. Mehaffy Student success was a passion for Dr. Robin Hass-Birky, who is honored by this lecture series in her name. Student success has become an emerging field of practice which is growing rapidly, with new research, nuanced insights and evidence-based practices. This presentation will trace the development of the field, report on its current state, and identify the challenges that remain.	Victoria Station
10:00 - 10:15 AM	Break	Corridor

10:15 - 11:15 AM	Concurrent Sessions 1	
Session 1:	<p>How to Teach College Live Podcast: How do WE learn? <i>Katie Metz and Dawn Wisher</i></p> <p>In this live session of the How To Teach College Podcast, we will discuss how we learn – through conferences like FALCON and also through our experiences hosting a podcast. These learning opportunities have created more chances to converse and collaborate, to plan and research, and to simply think about teaching. We will take questions from the audience about how we learn to teach college, too!</p>	Grand Central AB
Session 2:	<p>A Professional Mentor Experience – Connection to the Future <i>Julie Hill-Lauer and Hailie Workman</i></p> <p>Community engagement, professional networking, personal growth, and leadership experience are key factors in preparing undergraduate students for a successful career in their field. Volunteer community professionals and department alumni were enlisted to participate in the planning, development, and implementation of a professional mentor pilot program matching senior students with community professionals who work in the field throughout Purdue Fort Wayne’s service area.</p>	Grand Central CD
Session 3:	<p>When We Assume... We Confuse Our Students: Meeting students where they are technologically <i>Lamia Scherzinger</i></p> <p>Kids these days are so busy tweeting and texting, we assume they are tech wizards. What happens then when they enter your class and can't figure out how to access the etext? In this session, a blueprint will be provided on how to organize your class and introduce digital tools to your students without the assumptions we sometimes can have due to the digital world they live in.</p>	Haymarket A
Session 4:	<p>Teaching from your strengths for student engagement <i>Kelly Zimmerman and Jeana Jorgensen</i></p> <p>With much emphasis on Strength Leadership in the business world, I want you to consider Strength Teaching. If you play to your strengths in the business world to find success then also do it in the classroom! This session will look at several professional development strategies aimed at the business professional and spin it for considerations in the classroom. Be the best teacher by teaching from your strengths. Emphasis on being an adjunct instructor.</p>	Haymarket B
11:15 - 11:30 AM	Break	Corridor
11:30 - 12:30 PM	Concurrent Sessions 2	

Session 1:	<p>The Flunked-Out Professor: Communicating Our Expectations With a Diverse Student Population <i>Jon Becker</i></p> <p>Student failure is common. Our response as educators is not. Students returning to college after academic failure don't always know how to make the changes necessary to succeed. What seems intuitive to us may be completely foreign to our students. In this session, Jon draws from his own experiences as a college flunk-out to help other faculty members connect with students mentally and emotionally and help them turn their big failure into bigger success.</p>	Grand Central AB
Session 2:	<p>You don't know what you don't know: beginning where our students are <i>Lisa Thomassen</i></p> <p>College is not the 5th year of high school. There is a disconnect between high school prep and college, for traditional and non-traditional students alike. This session uses psychology to understand the challenges in this disconnect, to help student success, and our own success, by beginning where our student students are.</p>	Grand Central CD
Session 3:	<p>Courageous Classrooms: Addressing Bias and Microaggressions to Promote Inclusion <i>Trish Kerle</i></p> <p>Free speech is guaranteed by the U.S. Constitution. Yet students also have the right to a safe and inclusive classroom environment. This session will explore - 1) how educators can prepare for, practice, and respond to specific classroom-based bias scenarios, 2) how to enlist students in addressing bias, and, 3) how educators can develop their knowledge, skills and commitment to inclusive education.</p>	Haymarket A
Session 4:	<p>Avoiding the dreaded group project: strategies to engage students in collaborative learning <i>Maureen Rutherford</i></p> <p>Collaboration is a key ingredient for success in both learning and working environments; in the classroom, collaborative learning techniques are considered to be high-impact. Students, particularly on commuter campuses, tend to have difficulties with managing collaborations outside of scheduled class sessions. Instructors can be mindful about these challenges while designing activities intended to develop students' collaboration skills. In this session, several collaborative techniques will be presented.</p>	Haymarket B
12:30 - 1:30 PM	Lunch	Victoria Station
1:30 - 2:30 PM	Concurrent Sessions 3	

Session 1:	<p>Inclusion in Online Classes: The Problem and Resources to Address It <i>Janice Poston</i></p> <p>It is sometimes assumed that the technology used in online courses will overcome any issues with diversity and inclusion in online courses, but that is not the case. This session will examine current research and strategies one can use to create an inclusive classroom online as well as in other delivery modalities.</p>	Grand Central AB
Session 2:	<p>“I Hate Group Work”: Using Drama-Based Pedagogy to Support Collaborative Learning <i>Nancy Goldfarb, Mary Ann Frank, Leslie Miller, and Lynn Jettpace</i></p> <p>Participants will experience first-hand the importance of building trust within learner groups before asking learners to collaborate. Participants will engage in a drama-based activity that builds trust among their group members. They will then be assigned a simple collaborative project to be completed in small groups. The session will conclude with a brief reflection about the role of trust in designing collaborative assignments and projects.</p>	Grand Central CD
Session 3:	<p>UDL in a Day – A Quick and Easy Transformation to a More Inclusive Classroom <i>Michael Mace</i></p> <p>More opportunities exist than ever before for students from all abilities and backgrounds to attend universities. For this expanded population, traditional teaching strategies may not be as effective as in the past. Instructors must prepare themselves to address this significantly increased diversity in their classrooms. This session teaches attendees to leverage tools they use daily to create multiple avenues for students to engage with content, thereby increasing student comprehension and retention of important concepts.</p>	Haymarket A
Session 4:	<p>Strategies to prevent cognitive overload: A team-based approach to improving student success and persistence in a gateway chemistry course <i>Marguerite Benko and Kristin Johnson</i></p> <p>From 2013 to 2018, the student success rate(class completion with A, B or C) for introductory chemistry classes at the Indianapolis campus of Ivy Tech Community College increased from 50% to 65% for traditional lecture setting and to 75% in sections using active learning. We attribute the improvement to curriculum and pedagogy modifications, and also to the mindset of the instructors, who worked as a team and felt they had ownership for the program.</p>	Haymarket B
2:30 - 2:45 PM	Break	Corridor
2:45 - 3:45 PM	Concurrent Sessions 4	

Session 1:	<p>Building Transparency in the Classroom: Direct and collaborative practices that help students succeed <i>Suzanne Plesha and Claire Donohue Roof</i></p> <p>Expectations for class assignments and projects may seem straightforward to faculty, but students are often confused as to how they can best succeed in a course. This is especially true for students from first-generation, low-income or underrepresented groups. Presenters will discuss how the Transparency in Teaching and Learning (TILT) method improves learning outcomes and overall student success. Participants are asked to bring a class assignment they can revise or a sample will be provided.</p>	Grand Central AB
Session 2:	<p>Collaboration Between Disability Support Services and Professors <i>Marsha Turner-Shear and Caroline Reader, PhD</i></p> <p>Students struggling with disabilities are becoming more common on college campuses. No longer can professors consider these students and their needs someone else's responsibility. Helping students with disabilities succeed in college is possible when professors collaborate closely with psychologists, social workers, and other student services personnel across campus.</p>	Grand Central CD
Session 3:	<p>Open Your Laptops! Using Quizzes Effectively Across Diverse Course Sizes <i>Katie Metz and Diane Biagioni</i></p> <p>We will conduct a demonstration-based session that highlights the Quizzes function in Canvas across all class sizes. First, we will discuss using Quizzes for frequent retrieval exercises in class. Next, we will discuss using Quizzes as a test simulation to serve as a practice test for course exams. Finally, we will discuss using Quizzes "in case of emergency" when an extenuating circumstance prevents us from meeting face-to-face or completing activities on paper.</p>	Haymarket A
Session 4:	<p>Open educational resources: From Baby Steps to Giant Leaps <i>Keith Anliker</i></p> <p>Open educational resources are making a big splash in higher education. Some see OER as the one way that faculty can participate in controlling college costs. Others focus on OER as a way to create Goldilocks materials for our classes, or to invigorate our teaching through OER implementation. We will look at many options for dipping your toe into the OER ocean, including one or two first steps that you could implement yet this term!</p>	Haymarket B
3:45 - 4:00 PM	Break	Corridor
4:00 - 5:00 PM	<p>Continuing the Conversation Networking with Presenters Hors d'oeuvres & Bar</p>	Conrail Station