



FACULTY  
ACADEMY ON  
EXCELLENCE IN  
TEACHING

31<sup>th</sup> Annual Retreat

May 15-17, 2019

Potawatomi Inn, Angola, IN

*Role Reversal: Driving Engagement while Avoiding Chaos*

<b>Wednesday, May 15</b>		
<b>8:00 a.m.–6:00 p.m.</b>	Retreat Registration	Hotel Lobby
<b>9:00–10:15 a.m.</b>	<b>Campus Liaison Meeting</b>	Snow Lake B
<b>10:00 a.m.–9:00 p.m.</b>	<b>Future Faculty Teaching Fellows (FFTF) Summer Institute</b>	Snow Lake A
<b>10:15–10:30 a.m.</b>	Break <i>Light Refreshments</i>	Hallway Outside of Snow Lake
<b>10:30 a.m.–12:30 p.m.</b>	<b>Statewide Steering Committee Meeting</b>	Snow Lake B
<b>12:30–2:00 p.m.</b>	<b>Lunch with New Members</b>	Crooked Lake
<b>2:00–2:15 p.m.</b>	<b>Retreat Opening Welcome</b> Lisa Russell, Co-Chair Retreat Planning Committee	Ballroom
<b>2:15–3:30 p.m.</b>	<b>Welcome Activity: Teaching at the Improv</b> Yvonne Zubovic, FACET Fort Wayne Campus Liaison	Ballroom
<b>3:30–5:00 p.m.</b>	<b>Induction Ceremony Rehearsal</b>	Ballroom
<b>3:30–5:00 p.m.</b>	<b>Mack Fellows Camp</b>	Snow Lake B
<b>5:00–6:00 p.m.</b>	<b>Social Hour</b>	Sun Deck
<b>6:00–8:00 p.m.</b>	<b>Dinner</b> <b>Induction Ceremony</b>	Ballroom
<b>8:00 p.m.</b>	<b>Hospitality Suite</b>	Cabin
<b>Thursday, May 16</b>		
<b>7:00 a.m.–1:00 p.m.</b>	Retreat Registration	Hotel Lobby
<b>7:30–9:00 a.m.</b>	<b>Breakfast</b>	Hotel Lobby
<b>7:30–8:30 a.m.</b>	<b>Mack Center Advisory Committee</b>	Snow Lake B
<b>7:30–8:30 a.m.</b>	<b>FFTF Summer Institute</b>	Snow Lake A

<b>9:00–10:15 a.m.</b>	Class Block I	
<b>Session 1:</b>	<p><b>Creating Characters for Fiction or Drama</b>  <i>TJ Rivard</i>  Learn to create characters for that story, novel, or play that you always wanted to write or are in the midst of writing. In this session, we will learn how to create characters for fiction and drama through an interactive session that allows students to chart the direction of the class.</p>	Jimmerson
<b>Session 2:</b>	<p><b>The Final Countdown: A Design for Helping Students Implement Business Strategies</b>  <i>Lisa Russell and Aycan Kara</i>  In this activity, we assume various roles of functional business managers during the strategy implementation process. By stepping into a managerial role different from that for which you are trained, you experience the tension associated with critical thinking and experiential learning necessary to execute high-level decisions in a dynamic business environment. This case-based, strategic decision-making exercise helps you appreciate decisions, and the respective decision-making process, that come from the executive suite, even if you don't particularly care for them!</p>	Snow Lake A
<b>Session 3:</b>	<p><b>Walking Your Way to Increased Participation</b>  <i>E. Scott Lee</i>  Join your colleagues for a "moving" experience where we will combine two learning activities. First we will use "vote with your feet" and then "pair, square, share" and model how these two activities combined can get students up and moving and talking in pairs and in small groups before discussing the topic as a whole class.</p>	Snow Lake B
<b>Session 4:</b>	<p><b>Problem-based learning in the social science classroom: Encouraging collaboration, problem-solving and critical thinking</b>  <i>Andrea Quenette</i>  This lesson uses collaborative problem-based learning as the primary teaching method. This involves a blend of group discussion, class discussion, and lecture.</p>	Wigwam
<b>10:15–10:30 a.m.</b>	<p>Break  <i>Light Refreshments will be served.</i></p>	Stillwater Lounge
<b>10:30–11:45 a.m.</b>	Class Block II	
<b>Session 1:</b>	<p><b>"Bomb the Church?" - Experiencing the High Impact Practice of a "Reacting to the Past" Educational Game</b>  <i>April Lidinsky, Carolyn Schult and Jay VanderVeen</i>  Learn the game-based role-playing pedagogy called "Reacting to the Past" by playing a micro-game called "Bomb the Church," about balancing community safety and the preservation of an historic building. After we play, we'll discuss incorporating "Reacting" games into a variety of General Education courses in a range of disciplines, and explain how this High Impact Practice can strengthen student self-efficacy and persistence beyond the "Reacting" classroom.</p>	Jimmerson
<b>Session 2:</b>	<p><b>Giving and Receiving Feedback Effectively</b>  <i>Dawn Kutza</i>  Giving and receiving feedback often creates cognitive dissonance, challenges one's self-esteem, and exposes personal blind spots, yet it is crucial to our students' professional growth. We will discuss how to help students overcome these issues and we'll practice applying strategies for giving and receiving feedback more effectively.</p>	Snow Lake A
<b>Session 3:</b>	<p><b>Applied Improvisation: The playful way to reach your communication goals</b>  <i>Dawn Wisher</i>  Borrowing exercises from the improvisational comedy world (think: Whose Line is it Anyway?), we will work in groups to apply the five tenets of improv to our teaching. We will learn, discuss, and play games together!</p>	Snow Lake B

<p><b>Session 4:</b></p>	<p><b>Teaching your subject to those who hate your subject (which is basically everyone but you)</b>  <i>Shahir Rizk</i>  The goal is to make a traditionally difficult subject approachable to a diverse audience. For chemistry, this requires the ability to lower the anxiety level of the student and increase the excitement level about the subject. This will be accomplished by making connections to everyday life and using hands-on exercises.</p>	<p>Wigwam</p>
<p><b>11:45 a.m.-1:15 p.m.</b></p>	<p><b>Lunch</b>  <b>Bender Memorial Lecture: The Long Way Around</b>  <i>Anya Peterson Royce, Chancellors' Professor, Anthropology</i></p> <p>My first ethnographic field research was in 1967 when I was an undergraduate anthropology major examining changes in dance in Mexico from pueblo to the big stage at Bellas Artes. That began my long-term field research in Juchitán, Oaxaca, research now in its sixth decade. I have spent shorter periods of field research in Poland, Italy, France and Ireland. I have been teaching and mentoring students almost as long. The quality and honesty of material that you learn and record in the field matters but equally important are the ways in which you discover, understand, and present it. This whole process leads you on journeys of reflection and transformation that often mean taking the long way around. The world does not always reward what it might see as dead ends, snail-like progress, and lack of certainty. [I take heart from Wittgenstein's warning about drawing hard lines around inherently fuzzy concepts.] But this open-ended path of infinite possibilities signals the kind of learning that brings new knowledge and understanding. Ethnographers experience many things but perhaps one of the most difficult is what happens when a disaster strikes the place that has become another home, for example, the 8.2 magnitude earthquake that struck Juchitán in 2017. What is true in field research is also true in teaching and learning. Both require fearlessness, the courage to ask new questions, and the willingness to be known. I have learned from each encounter in the field—from my Zapotec family and friends, from dancers in the maverick Pilobolus Dance Theatre, from long-ago commedia dell'arte players, from walking the pilgrimage landscapes of Ireland, and, in the academy, from my colleagues and from my students. I have had the privilege of hearing their wise, witty, fearless voices over the decades. I hope to share them here.</p>	<p>Ballroom</p>
<p><b>1:30–2:45 p.m.</b></p>	<p>Class Block III</p>	
<p><b>Session 1:</b></p>	<p><b>Using the Computer to create Comic Art illustrating Behavioral50 Business Practices</b>  <i>Steve Dunphy</i>  This presentation on using comic art to illustrate various and nefarious business practices suggests that comic art or cartoons can be used for depicting, skewering or even satirizing various practices associated with modern business. The steps for creating a meaningful cartoon will be outlined and various examples given.</p>	<p>Jimmerson</p>
<p><b>Session 2:</b></p>	<p><b>Paragraph Development &amp; Marshaling Evidence in Business Writing</b>  <i>Miranda (Yaggi) Rodak and Dana Cattani</i>  Do your students ever wonder if the order they think of ideas is the optimal sequence for their readers? To inspire a little more wondering—and lots of talking—our hands-on session will demystify the writing process from brain dump to well-crafted argument through active analysis, collaborative revision, and rubric development and application.</p>	<p>Snow Lake A</p>
<p><b>Session 3:</b></p>	<p><b>Escape or Trap? Incorporating escape room learning experience for information literacy.</b>  <i>Vincci Kwong, Julie Feighery, and Judith Falzon</i>  In this lesson, the presenters will discuss the use of an immersive learning games platform, Breakout EDU, to create an academic-focused escape room learning experience. Breakout EDU kit is a unique collection of resettable locks, boxes, and items that can be used to create themed escape games.</p>	<p>Snow Lake B</p>

<b>Session 4:</b>	<b>Role Reversal: Applying Critical Thinking Instruction to Deepen Student Engagement</b> <i>Deborah Miller and Beth Trammell</i> We will present introductory direct instruction on the concepts in Paul & Elder's (2002) Critical Thinking Framework, then lead the participants in a classroom exercise applying critical thinking to current controversial topics that have a psychological component. Participants will work in small groups to form arguments each side of the issue, and to challenge each other's arguments using the elements and standards of the Critical Thinking Framework.	Wigwam
<b>2:45-3:00 p.m.</b>	Break <i>Light Refreshments</i>	Stillwater Lounge
<b>3:00-4:15 p.m.</b>	Class Block IV	
<b>Session 1:</b>	<b>Public Health and Private Rights</b> <i>Erin Cooperman</i> This is a demonstration of an active learning technique called the idea line up. The presenter will show how this technique is used to help students understand the tension between public health and individual liberties in undergraduate and graduate public health law classes.	Jimmerson
<b>Session 2:</b>	<b>College Readiness &amp; Habits of Mind: Steering First-Year Students Towards Success</b> <i>Karol Dehr</i> This interactive session will emphasize the social nature of reading, writing, and inquiry necessary for first-year students. Participants will engage in a quick write, pair/share, and small group work as they collaborate on and reach consensus after unpacking a brief article on college readiness and success.	Snow Lake A
<b>Session 3:</b>	<b>Buffon's Needle and What It Has to Do With Pie and Noodles</b> <i>Vesna Kilibarda</i> Imagine that a needle is exactly as long as slats in a wooden floor are wide. If we throw a needle on the floor, what is a chance that the needle crosses one of the cracks separating the slats? We will use basic geometric intuition to answer this almost three-hundred-year-old game of chance.	Snow Lake B
<b>Session 4:</b>	<b>Deliberative Dialogue: A Process to Enhance Student Engagement</b> <i>Richard Magjuka and Marianne Magjuka</i> Deliberative Dialogue represents a process that has been developed to enhance civic and student engagement. In this session, the authors will demonstrate how a formal Deliberative Dialogue process can be embedded in Canvas and used to teach in undergraduate and graduate settings.	Wigwam
<b>4:30-5:30 p.m.</b>	<b>FFTF Summer Institute: What did we learn?/ Wrap-up</b>	Snow Lake A
<b>5:00-6:00 p.m.</b>	<b>Social Hour</b> <b>Mack Center Fellows and Leadership Institute Progress Presentations</b>	Sun Deck
<b>6:00-8:00 p.m.</b>	<b>Dinner</b> <b>FACET Innovate Awards</b>	Ballroom
<b>8:00 p.m.</b>	<b>Hospitality Suite</b>	Cabin
<b>Friday, May 17</b>		
<b>7:30-9:00 a.m.</b>	<b>Breakfast</b>	Ballroom

<p><b>9:00–10:15 a.m.</b></p>	<p><b>P.A. Mack Award Announcement</b></p> <p><b>P.A. Mack Forum: <i>Anastasia Morrone, 2018 PA Mack Award Recipient</i></b>  <b>What Works and What Doesn't: Research Findings on Mosaic Active Learning Classrooms</b></p> <p>In this session, the research findings on Mosaic active learning classrooms at IU will be explored with an emphasis on what we've learned about what works and what doesn't work in these classrooms. We will then engage in an actual classroom redesign activity where you will have the chance to make recommendations for how this classroom could be redesigned to better support active learning.</p>	<p>Ballroom</p>
<p><b>10:15–11:00 a.m.</b></p>	<p><b>Closing Comments</b></p>	<p>Ballroom</p>