Tuesday, September 29
Purdue University Teaching Academy Day
9:00-4:00
STEW 218 A & B

In an ongoing effort to share the network of teaching expertise and resources available to Purdue faculty, 15 Academy members will share their insights on 16 teaching topics during the 2nd Annual Teaching Academy Day, September 29, 2015.

Please feel free to sit in on as many of the sessions as your schedule allows, and to network with the presenters and other participants. It is part of the Teaching Academy’s mission to provide opportunities for all interested faculty, staff and graduate students to talk, learn, and work together on important and meaningful educational initiatives.

In addition to attending great presentations during the Teaching Academy Day, we also hope you will also join us the evening of September 29th as we honor the 9 newest Fellow and Associate Fellows nominated and selected for their outstanding achievements and commitment to teaching excellence. The Teaching Academy Induction Ceremony will be held in the Purdue Memorial Union North Ballroom. A reception begins at 6:30 PM followed by the ceremony at 7:00 PM. All members of the campus community are invited.

As the largest body of experienced educators and teachers on the Purdue University West Lafayette campus, the Teaching Academy provides leadership, and serves as a catalyst to enhance and strengthen the quality of undergraduate, graduate, and outreach teaching and learning.

We hope you will be able to take advantage and participate in some of the activities of the Teaching Academy Day on September 29th.

Sincerely,

Joel Ebarb
Teaching Academy Chair
Associate Dean for Undergraduate Education and International Programs
Associate Professor of Visual and Performing Arts
College of Liberal Arts
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Brad Benhart  
Purdue Polytechnic Institute  
**Engaging industry into classroom mentoring**  
2:00-2:20

This session will highlight the lessons learned by the teaching team to build an industry-engaged capstone program. The course synthesizes previous coursework with real-world problems and industry mentors. Industry is used to help the students understand the applications of their education while developing their problem-solving skills.

Pete Bill  
College of Veterinary Medicine  
**Tips to avoid giving a disastrous lecture**  
9:30-9:50

Lecture is something we all still do and is an effective tool when used properly. However, it is easy to sabotage an otherwise effective lecture in ways you may not yet be aware. This presentation will discuss one instructor’s accumulated experience in effective and defective lecturing, based upon many years of teaching, plus evaluating instructional faculty and staff to improve their presentation styles.

Pete Bill  
College of Veterinary Medicine  
**Can you hear me NOW!? Giving effective feedback to motivate and evaluate students**  
10:30-10:50

As instructors, we give feedback formally and informally almost continuously during and after our teaching. Good feedback can motivate a student, while poor feedback (sometimes intentionally, but more frequently unintentionally) that can totally derail students’ learning experiences or completely demotivate them. Learn some tips from the FFT Model of Feedback so you can do the former and avoid the latter.

Josh Boyd  
Brian Lamb School of Communication, CLA  
**Adding captions to teaching videos: Why and how?**  
1:30-1:50

As more instructors create videos for classes (either as supplements to classroom instruction or as part of flipped classes), the university has encouraged captioning of those videos. Captioning increases accessibility and is particularly helpful for international students. But once you’ve used a VideoExpress room or Camtasia to create that classroom video, how exactly—step by step—do you add captions without typing them all yourself? This session will take two uncaptioned VideoExpress-created videos and walk you through the process of ordering and attaching captions.
Almost all of today's undergraduate students have been educated in an environment that includes the Internet, smart phones, social media, and an increased emphasis on standardized test outcomes in their pre-college schools. In the past decade or so, I have observed a gradual change, mostly negative, in students' approach to their education that I attribute to these factors. Increasingly, college faculty have been encouraged to modify their courses and teaching style to more "active learning" and "student-centered" approaches. Although these approaches can increase learning, I believe that faculty and higher education institutions also need to emphasize that, as always, student learning and success is mostly controlled by student preparation, effort, and attitude.

This session will address the causes behind academic dishonesty, especially among international students, and provide ways for faculty and instructors to be proactive and reduce cheating and plagiarism.

This presentation defines what type of educational experience can shape the T-shaped student (Breadth of Knowledge, Depth of Experience). Examples are shared that illustrate how to combine the depth of disciplinary expectations with breadth of and application of knowledge.

This presentation will focus on simple strategies to effectively communicate course requirements and materials to both international and non-international students. Tips for breaking down cultural barriers and ensuring that all students have an equitable classroom experience will be discussed.
John Graveel  
Department of Agronomy, College of Agriculture  
**Innovative approach to active learning**  
2:30-2:50

This presentation will focus on in-class exercises and active learning scenarios developed in the Introduction to Environmental Science and Soil Science courses, but suitable for adaptation in all disciplines.

Jon Harbor  
Department of Earth, Atmospheric, and Planetary Sciences,  
**This is a game changer – a new way to do writing assignments in a large-enrollment class**  
9:00-9:20  
9:30-9:50

I really wanted to have lots of reviewed writing assignments in my large introductory course, but the time involved in reading and evaluating all those assignments made it impossible. Calibrated Peer Review (Purdue’s Gradient tool) has been a game changer. Now I have 7 writing assignments in my 8-week course, and spend just a couple of hours a week of my time on each assignment. In Gradient, students learn to evaluate writing (calibration and peer review) and improve their writing while they learn course content.

Dr. Joseph "Mick" La Lopa  
Department of Hospitality and Management, College of Health and Human Sciences  
**Debunking the learning styles myth**  
2:00-2:20

For decades, the learning style theorists have convinced educators and administrators that students have learning styles. To enhance the academic achievement of students, all educators had to do was identify the styles of the students and then teach them according to their instructional preferences. The problem is that there has not been any independent research to prove whether the learning style theories are valid...until now. In this workshop educators will learn how one of the leading learning style theories was debunked and what educators can do instead to enhance the quality of their instruction.

Michael Melloch,  
School of Electrical & Computer Engineering, College of Engineering  
**Enhanced student learning and well-being**  
3:00-3:20  
3:30-3:50

I use a simple technique that benefits many aspects of student learning and well-being. After each exam, if the students have attended at least 80% of the lectures, they have an opportunity to improve their score on one problem. The students have 15 minutes to explain, as if they were teaching a classmate, the concept behind the problem on which they are trying to improve their score. This results in active learning by teaching, an increased learning experience from exams, reduced exam anxiety, increased class attendance, increased utilization of office hours, an early opportunity to counsel students having difficulty, and students who feel that a faculty member cares about them as individuals. Concepts are learned, not just the steps to get to a solution, and students become comfortable presenting a technical topic one-on-one.
Dave Meyer
School of Electrical and Computer Engineering College of Engineering
13 things I have learned along the way (...and it only took me 33 years)
10:30-10:50

In this presentation I will outline 13 things I have learned, studied, and experienced concerning development and deployment of effective teaching strategies over the past 33 years.

Matt Ohland
School of Engineering Education, College of Engineering
Learning your students’ names and other ways to communicate caring
10:00-10:20

The Gallup-Purdue study showed that students who had at least one professor who cared about them personally are much more likely to be engaged at work and have a high well-being after graduation. Learning a student’s name is an important way of showing you care, but it’s not the only way. The presenter will share some other ideas – come and share yours too!

David Rollock
Department of Psychological Sciences, College of Health & Human Sciences
Diversity in race and ethnicity: Communicating in teaching and mentoring
3:00-3:20

In support of (re)emerging emphases on active learning, cultural competence in teaching and research, and appreciating diversity in learning styles, this session will offer an introduction to challenges and evidence-based approaches for addressing, incorporating, and facilitating matters of race and ethnicity in interactions with students, and disciplinary content, in teaching and mentoring.

Mark Daniel Ward
Department of Statistics, College of Science
Research experiences in the context of a living learning community
11:00-11:20

This presentation will briefly discuss how to combine research, coursework, residential, and professional development experiences into an immersive student experience. We will reflect briefly on lessons learned in the sophomore-year Purdue Statistics Living Learning Community.

Teaching Assistant Scholarship of Teaching & Learning (SoTL) Poster Session
11:30-12:30

Graduate students who have, or have had, teaching duties at Purdue will showcase research on teaching and learning. Posters are on display during the day, but the researchers will be on-hand to discuss their work during this time. Presenters meet the research presentation criteria for the Advanced Graduate Teacher Certificate (AGTC) sponsored by the Teaching Academy.