

**Ingredients for
Thriving at IUP
Center for Teaching
Excellence 30th
Anniversary Edition**

Edited By

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About this Book

IUP's Center for Teaching Excellence began in the fall of 1989. In the ensuing three decades it has offered workshops presented by national teaching and learning experts on diverse topics from active teaching to offering the highest quality advising or improving faculty scholarly productivity. Though nationally known speakers visited campus, the central work of the Center for Teaching Excellence has been offering opportunities for faculty to help each other by sharing their successes and challenges in a supportive session. For 30 years, IUP faculty have been drawn together by these opportunities to share good talk about good teaching.

In the spring of 2019, IUP Center for Teaching Excellence staff discussed how we might best celebrate the 30th year of this well-regarded Center. It seemed appropriate that since the work of the Center from the beginning has been grounded in faculty's willingness to share their successful teaching practices, we should plan an anniversary volume made up of submissions from IUP faculty. We were inspired in this endeavor by a similar volume, put together by Professor Jean Wilson and CTE director Mary Lou Zanich in 1990, called *Bright Ideas*. In the introduction to that volume, Zanich suggested that, "one of the better ideas one can have is to pay attention to the good ideas of others."

Following the lead of *Bright Ideas*, in the Fall of 2019, we invited IUP faculty to share suggestions that would help others nurture their joy in teaching and sustain positive and productive academic careers. Little did we know that 2019-2020 would be one of the most tumultuous years in IUP's history. In spite of these challenges, IUP faculty came through. From the first submissions from Rosalee Stillwell and Karen Rose Cercone, to a few that were received within the days before final preparation of the manuscript, IUP faculty were willing to take time out of their busy schedules to share with their colleagues what is working for them in hopes that this would help others and contribute to the improvement of student learning.

The result is the following volume. It is arranged by the rhythms of the semester.

Editors of the book would like to thank the contributors. They include current and former directors of the Center, professors from each of the University's colleges, current and former Co-Directors for Reflective Practice, Teaching Excellence Award Winners, and retired and current faculty who have presented at Reflective Practice Large Group Meetings.

Across time the Center for Teaching Excellence has been fueled by the dedication of its faculty to promote teaching excellence in all of its forms. CTE appreciates the Office of the Provost for continuing to value and support the value of CTE for IUP and its students.

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PART ONE: SETTING THE STAGE FOR A SUCCESSFUL SEMESTER

Show and Tell: Using Infographics to Keep and Sustain Engagement

Veronica Paz, Associate Professor of Accounting, vpaz@iup.edu

Introduction: I am committed to doing everything I can to help students engage with the materials in my classes. When I discovered that my students were having trouble understanding course requirements and projects because they were not carefully reading the syllabus or my lesson introductions in D2L I wanted to do something about it. A colleague showed me an infographic syllabus that she had developed that helped students understand better. I thought that was a fabulous idea, so I started using infographics in my Accounting Classes for my syllabus and to present projects in a way that my students can more easily understand. I find that using multiple modalities in this way has been very effective.

Time of the Year: Infographics can be used throughout the year. You might use at the beginning of the year for your syllabus. Later, you can use them for lesson introductions and to keep and sustain engagement. Additionally, give infographics a try to present projects to student or present at conferences. (See links to sample infographics in the Related Readings below)



Ingredients/Materials Needed:

- Syllabus Template: You can use the syllabus templates available at this link <https://www.drvpaz.com/accounting-teaching-tools>.
- You can also use infographic software such as the following:
 - Piktochart, <https://piktochart.com/>
 - Canva <https://www.canva.com/create/infographics/>
 - Venngage <https://venngage.com/>

Step-by-step instructions:

- To use the syllabus infographic, navigate to: <https://www.drvpaz.com/accounting-teaching-tools> . Scroll to the middle of the page and access the Infographic Templates by selecting a box for the format of your class. See sample infographics pictured at the right.



- Once you obtain the template you can modify it in Adobe Illustrator. If you need help you can contact the Digital Production Studio in the Eberly College of Business and we can help you modify the template. You can e-mail ecobit-dps@iup.edu to schedule an appointment.
- To use any of the free software mentioned above to create infographics you can contact Veronica Paz (vpaz@iup.edu) and I will be happy to show you how to navigate one of the programs. Each software also has easy to use tutorials that will help as well.

Links to Sample Infographics:

- [Theater Student Role Playing in Auditing](#)
- [Student Organization Report](#)

About the Author: Professor Paz explains her teaching style as simple: “Work smarter, not harder!” She loves using technology in the classroom to aid her students and herself. “I want to make it as non-intimidating and as fabulously fun as possible,” she said. “I like to keep students involved.” In 2018, she was awarded the George Krull/Grant Thornton 2018 Teaching Innovation Award for use of infographics in upper-level accounting courses. She loves seeing her students use the schedule part of the infographic syllabus and mark off the weeks with an X to help them keep track of their progress throughout the semester.

Related Readings:

- Bleghizadeh, S. s. (2010). The structural syllabus: The golden-egg- laying goose that should not be killed. *TESL Reporter*, 43(1), 15-30.
- Gannon, K. (2020, July 27). How to create a syllabus: Advice guide. *Chronicle of Higher Education*. Retrieved July 28, 2020, from https://www.chronicle.com/article/how-to-create-a-syllabus/?utm_source=Iterable
- Hess, J. L., & Whittington, M. S. (2013). Developing an effective course syllabus. *NACTA Journal*, 57(3), 67-71.
- Ludwig, M. A., Bentz, A. E., & Fyneweever, H. (2011). Your syllabus should set the stage for assessment for learning. *Journal of College Science Teaching*, 40(4), 20-23.
- Ludy, M.J., Brackenbury, T., & Folkins, J. (2016). Student impressions of syllabus design: Engaging versus contractual syllabus. *International Journal for the Scholarship of Teaching and Learning*, 10(2), 1-23.
- Robb, M. (2012). The learner-centered syllabus. *The Journal of Continuing Education in Nursing*, 43(11), 489-490.
- Saville, B. K., Zinn, T. E., Brown, A. R., & Marchuk, K. A. (2010). Syllabus detail and students' perceptions of teacher effectiveness. *Teaching of Psychology*, 37(3), 186-189. doi:10.1080/00986283.2010.488523
- Slattery, J. M., & Carlson, J. F. (2005). Preparing an effective syllabus: Current best practices. *College Teaching*, (4). 159.
- Sulik, G., & Keys, J. (2014). Many students really do not yet know how to behave!” The syllabus as a tool for socialization. *Teaching Sociology*, 42(2):151-160.

Fifteen Tips that Make a Difference for Your First-Online Class

Imran Ghani, Associate Professor of Software Engineering/Computer Science, Dept. Mathematical and Computer Sciences, Imran.Ghani@iup.edu

Introduction: In the spring of 2020, when the COVID-19 pandemic forced IUP faculty and students to teach and study entirely online, many relied upon Zoom for much of that interaction. To assist fellow faculty, Dr. Ghani sent guidelines and tips for using Zoom to IUP faculty via email to help them make the most of this tool in their online classrooms.

TEN GUIDELINES FOR YOUR STUDENTS

Ask your students to do these things before the class starts. For ease of writing, I am typing as a first person. Ask your students to:

1. **Find a quiet place** in your home before the class starts. **No Kitchen Table.** It will distract your attention.
2. **Put a note on the door** of your room to avoid distraction, e.g., "I am in class from 10:00 a.m. to 10:50 a.m."
3. **KEEP CAMERA ON DURING CLASS TIME TO PROMOTE QUALITY INTERACTION:** If too many participants are invisible (too many blank pictures) then some students might feel reluctant to talk. Lip movement also facilitates understanding. If you need to turn it off for some reason, ask the instructor for an excuse in the chat box.
4. **"What is Behind me?":** In Zoom video, you might be concerned about what is showing behind you that would be visible to others (messy walls, people's movement etc.). **Choose a Virtual Background.** When you are in the Zoom, Click on Up Arrow near Video Icon, select "Choose Virtual Background". Your real background will be covered with virtual one.
5. **No Dog Feeding / No Cooking / No Multi-Tasking During Class:** This is self-explanatory. These and other things can distract your focus, causing lack of attention.
6. **Explore your Zoom:** See your screen, find out where the Chat feature is, how to turn on/off your mic /video, how to save Chat etc. Send me a "hi" message in Chat to test it and also tell everybody "How you feel today in your first virtual class?"
7. **Use Chat or use Hand Signals** if you have a Question: Whenever you have a question, raise your hand, or if you ask me privately, ask me in the chat. You can also ask a question and send to "everyone" in the chat. See Chat feature.
8. **WhatsApp or Zoom Facilitator:** Apart from this online meeting/class, please create a WhatsApp group and send me the name of the WhatsApp group facilitator in each team because you would need to meet online for your group assignments. WhatsApp is a good one for that. Or you could create your own Zoom Meeting.
9. **Time Management for Group Discussion:** To discuss an assignment with your group members, it often works best to set up a WhatsApp / zoom assignment discussion meeting, break work up, spend 25 minutes working individually on project, and then connect together to discuss and put everything together, perhaps in a shared document.

10. **Final Tip:** Students, keep communication lines open among your group members, be self-organized, be focused during classes, and be kind to yourself and others during this wild volatile time.

FIVE TIPS FOR INSTRUCTORS

1. **Create a protocol/guideline** for your students as mentioned above: Inform your students
 - a. "How are we going to work together and participate in online lectures / discussions".
2. **Engage Everybody especially Quiet Students;** Use Zoom Chat Feature: Some students are quiet or even shy about asking questions, encourage them to ask questions in the Zoom Chat box. It will give everybody a chance to participate. To engage them online, ask a question then to tell them to type their responses in chat, but **DON'T HIT ENTER** until you say **GO!**. It will bring energy in your online class.
3. Allow students breaks: Related to Keep Camera on above, allow students to excuse themselves for 5 minutes or so when needed.
 - a. Ask them to text you in Chat if they want to be excused. After letting you know, they can turn off their camera. They can leave and come back.
 - b. Digital Coffee Break: Nobody wants to listen to long video lectures, right? Give them a break for 5 minutes, call it Digital Coffee Break, show your Coffee Cup to them ☕ etc.
4. **Make Your Remote Collaboration Fun:**
 - a. You may use real "Appreciation Cards", put them on your desk and show it students who answer correctly. Thumbs up, clapping, something like this.
 - b. Or, add to some fun in boring long lectures, use Santa Hats, or you might like to use funny toys available at home (borrow them from your kids), like this one. I bought a number of these plush toys from Walmart today at \$2.89 or some are less than a dollar, just to add fun in my remote classes.
5. **Slow Down.** Last, but not least, recognize that this kind of online meeting is distracting at some level. Slow down the information flow, re-discuss / repeat a difficult topic in the same session.



About the Author: Professor Ghani is an Associate Professor of Software Engineering in the Math/Computer Science Department.

Sources:

- *Suddenly Distributed: Effective Agility in the Age of Coronavirus*
<https://retrium.wistia.com/medias/1o477t16ej>

Online Teaching Best Practices

Members of the CTE Online Teaching and Learning Teaching Circle. 2019-2020
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Introduction: The following best practices for teaching online were suggested by the members of the Online Teaching and Learning Teaching Circle for the 2019-2020 academic year for the Teaching Online section of the CTE webpage.

<https://www.iup.edu/teachingexcellence/teaching-resources/online-teaching/>

Best Practices:

- Create a course announcement, direct email, or video message that is welcoming and tells students where things are, how to get started, and where/how to ask a question.
- Begin with an exercise inviting students to introduce themselves in the discussion forum.
- Reflect on how your online course syllabus should differ from an in-person course. It should include a schedule with assignments and due dates, directions on how to get help, and details about any other policies your students need to know about. Consider giving a syllabus quiz to encourage students to read it.
- Make changes to the course navigation so that it clearly points students to the areas that are most important for your course.
- Provide frequent feedback (video or text), clear expectations, and regular updates to help students keep current with the course.
- Design assessments that encourage engagement, allow for learner choice, and model learner self-expectations for good practice.
- Provide lessons that can capture and hold attention, keeping distractions or extraneous information to a minimum.
- Use small-stakes assignments and feedback to build motivation.



Recommended Resources

- Darby, F. (n.d.). How to be a better online teacher: Advice guide. *The Chronicle of Higher Education*. <https://www.chronicle.com/interactives/advice-online-teaching>
- Darby, F. (2019). *Small teaching online: Applying learning science in online classes*. Jossey-Bass.
- Ko, S. & Rossen, S. (2017). *Teaching online: A practical guide* (4th edition). Routledge.

Teaching and Research: As A Seamless Garment

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Introduction: During my time at IUP, I have focused my professional life on exemplifying the “Teacher-Scholar-Mentor” model. I have always believed that teaching and scholarship are deeply intertwined, as they inform and complement each other. In the process of conducting and writing up a study, I learn so much about topics both familiar and unfamiliar to me. Every time I conduct a piece of research, it makes me a better teacher.

My research plays a central and integral role in keeping my class current. My students want to know their professor’s research interests. My teaching sharpens my thinking and leads to new



research questions. My students asked me questions each semester that I do not have a good answer to, leading me to new research topics. Some of my students subsequently joined my research team, where they have co-authored papers and presented projects at academic conferences with me. By developing a synergistic and symbolic relationship between teaching and research, my students gain valuable hands-on experiences, and I get the unique opportunity to support their learning while advancing my scholarship.

The following are tips on how to link your teaching and scholarship which have worked for me and which have been inspired by mentors, colleagues, and research.

Tips for Combining Teaching and Scholarship

1. Strictly budget your time for teaching and for doing research. In my case, each morning (even if only a few minutes) is devoted to manuscript writing, afternoons to course preparation.
2. Compile a list of reasonable, but specific, long-term goals (for the month or the semester) and short-term ones (for the day and the week) for both teaching and research.
3. Be shameless in bringing your research into your teaching. Talking about your research outcomes and research interests will help you recruit motivated students to your research project
4. By giving your journal articles as reading assignments in your classes, you may be surprised at what useful information can come from students’ critiques.
5. Every time you read an article, imagine how you could use the piece in the classroom and then, turn relevant articles into PowerPoint slides for a class.
6. Learn more from your students. Recognize that student questions in class and their papers can lead to new insights.

7. Create a new course on the topic on which you would like to conduct research. For example, I familiarized myself with statistics and the related research while preparing a new course for meta-analysis.
8. Exploring issues and topics for a new course may allow you to question assumptions, arguments, connections, and disruption that you could then bring to your scholarship.

About the Author: Professor Bitna Kim has taught at IUP since 2008. After her CRIM 450 Women and Crime course in the Spring of 2015, Hali Santiago approached her and asked her to serve as a mentor for the McNair Scholars Program. Although the McNair Scholars Program requires only a research proposal, they designed survey questionnaires, received IRB approval, collected, and analyzed data. Based upon this project, Santiago was honored with the 2016 Outstanding Oral Presentation Award at the Undergraduate Scholars Forums. After expanding the research project, they have presented the research results at two national conferences and co-authored a paper, published in a top-tier gender specialty journal. (Kim, B., & Santiago, H. (2019). Rape myth acceptance among prospective criminal justice professionals. *Women & Criminal Justice*. Online First 10.1080/08974454.2019.1664969).

Working with another McNair Scholar, Josh Garcia, and Hyonna Bak, an international student in our Ph.D. program, she collected survey data from over 700 subjects on campus. The project resulted in Josh winning the 2018 Outstanding Oral Presentation Award at the Undergraduate Scholars Forums. Expanding the research questions, they then presented the results at a national conference. In 2020, the manuscript was published in the peer-reviewed academic journal (Kim, B., Bak, H., & Garcia, J. (2020). Revisiting Eigenberg's prison rape model with Criminal Justice majors. *Journal of Sexual Aggression*, Online First 10.1080/13552600.2020.1752835).

Professor Bitna Kim was invited to be a part of the "Turning Teaching into Research and Research into Teaching" Reflective Practice Large Group Meeting on February 21, 2018. She shared her experiences with how she enhances scholarship and teaching by bringing them together, discussed campus resources to support faculty and barriers that can hinder progress, and tips for managing teaching-research balance.

She believes that teaching can always be improved. She views herself as a lifelong learner and regularly attends workshops sponsored by the CTE to learn more about what makes a teacher effective and works to craft those techniques. Professor Bitna Kim has been "An Active-Plus Member in the Reflective Practice Project."

Related Readings:

- Bishop-Clark, C., & Dietz-Uhler, B. (2012). *Engaging in the scholarship of teaching and learning: A guide to the process, and how to develop a project from start to finish*. Stylus Publishing.
- Gurung, R. A., & Wilson, J. H. (Eds.). (2014). Doing the scholarship of teaching and learning, measuring systematic changes to teaching and improvements in learning. *New Directions for Teaching and Learning*, no. 136. John Wiley & Sons.

Add a Dash of Reality to Motivate Students and Make the World a Better Place

Theresa McDevitt, IUP Libraries, mcdevitt@iup.edu

Introduction: I teach an Information Literacy class in which choosing a topic, doing some research, evaluating resources, and using information ethically and effectively is discussed. In response to students' desire that assignments be relevant and prepare them for future careers, and given their interest in having a positive impact on the world, I added a service-learning element to the class by asking students to do research for a community service provider. Now, they go beyond doing a traditional bibliography as a culminating assignment, to creating a document to communicate what they discovered in their research to a broad popular audience through a STAHL News infographic.

Time of the Year: Making contact with campus service providers to seek partnerships and topics should be done before classes begin or as early in the semester as possible.

Ingredients:

- Community partners and topics are the only materials needed.

Step-by-step instructions:

- The first step is to find some community partners that offer services to students that students were likely to find interesting. My students were interested in helping fellow students, so I found partners in offices on-campus that provide student well-being and success support services.
- Once you have the topics, and the partners, create a handout which lists both, so students have something to choose from. You can allow students to use other partners, but it relieves their anxiety if you give them a list of possibilities to choose from to start with.
- If you have time in your class, and the partners are willing to come, you might invite them to your class to talk about what they do and what they are interested in. Having a session where they can meet with students and present their topics works really well.
- Spend the semester doing research just as you would otherwise and create a bibliography with annotations that demonstrates that students have found the best information on the topic.
- When the research is done, provide students with a list of qualities you are looking for in a good informational flyer, a sample STAHL News, a blank template, an assignment description and an evaluation rubric so students have a clear idea of what you want them to do.
- Allow them several opportunities to develop the STAHL News flyers in class. Start by asking them to draft the flyers on a paper template and ask them to review each other's



and discuss in a group. When they are comfortable with the content they have, ask students to draft their STAHL News on an electronic template.

- Peer review goes better if you ask them to work in teams to find the errors in an intentionally poorly done STAHL News with laughably bad, but also common, errors. Go over the errors as a class and then then ask them to review each other's to look for similar problems.
- Final class, have students present their findings to invited community partners, and celebrate!

About the Author: Theresa McDevitt has worked at IUP Libraries since 1986. She has been a Reflective Practice Co-Director member of the CTE Advisory Board for nearly a decade.

Low Risk Healthy Semester Planning Crispy Roasted Chickpeas

Rita Johnson, Food and Nutrition, rjohnson@auxmail.iup.edu

The semester is a marathon and not a sprint. Your semester will go better if you take time to plan for nutritious snacking, but changing eating habits, like teaching habits, can be risky. Try this recipe for a low risk treat!

Ingredients

- 2, 15-ounce cans of chickpeas (also called garbanzo beans)
- 2 tablespoons of olive oil (use any oil if you don't have olive)
- 1 – 1 ½ teaspoons of kosher salt
- 2-4 teaspoons of spices or finely chopped fresh herbs (chili powder, curry powder, garam masala, cumin, paprika, rosemary, thyme, and/or your favorites)

Instructions

- Heat the oven to 400 degrees and put an oven rack in the middle of the oven.
- Drain the chickpeas in a colander and rinse with water. Shake off the water and drain on paper towels that are on a rimmed baking sheet (also called a jelly roll pan). Remove any chickpea skins that come off during drying. Discard the paper towels.
- Spread the chickpeas out on the baking sheet Toss the chickpeas with olive oil and salt, using your hands or a spatula to make sure the chickpeas are evenly coated.
- Roast chickpeas for 20 – 30 minutes, stirring or shaking the pan every 10 minutes. The chickpeas are done when golden and slightly darkened, dry and crispy on the outside, and soft in the middle. During the roasting, a few chickpeas may pop – that's normal.
- After the chickpeas are out of the oven, toss the chickpeas with the spices or herbs and stir to coat evenly. Serve while warm and crispy, as they lost crispiness as they cool. And then that become addictively chewy! In addition to eating these as a snack, roast chickpeas are delicious in salads or sprinkled over soup.

PART TWO: THE FIRST CLASS

Get to Know you Bingo

Teresa Shellenbarger, Nursing and Allied Health, Teresa.Shellenbarger@iup.edu

Introduction: During the first-class session of a course, faculty may find it challenging to get students actively engaged in the course and with each other. Many students may not want to talk during the early days of the semester and expect the course to be primarily faculty-directed. However, it is important to set the tone and expectations for active learning and student engagement early in the course.

A gaming approach using a bingo game as a motivational ice breaker is one way to encourage student interaction with each other and to introduce course content. Additionally, even in majors' courses, students may not know their classmates and their names. For courses where students will be working on collaborative classroom activities during the semester, they will need to learn classmate names and get to know potential collaborators. It is helpful if they can start connecting with classmates during the first-class session. Rather than relying on traditional student introduction approaches where students introduce themselves to the class, a more engaging method to actively involve students in interactions with each other through a gaming activity called Get to Know You Bingo can be used.



This introduction strategy can also provide an overview of some course topics and serve as a preview of needed course skills and content. As a bonus, this innovative ice breaker strategy will also enable the faculty to assess student knowledge and preparation for the course and assist in learning student names. Lastly, it can serve as a creative way to introduce useful campus support and resources.

Time of the Year: This strategy is useful during the first-class sessions. However, other bingo games could be used throughout the course. If using this gaming technique at other times in the semester, different bingo topics and cards would be needed.

Materials Needed: Begin by creating bingo cards appropriate for the course. You can use a simple table in a Word document with 25 squares organized in a 5 by 5 table. Or, you can use a computer program to generate bingo cards such as myfreebingocards.com or bingobaker.com. Just make sure to label the center of the bingo card with a free space.

In each box on the bingo card, place a statement or item that you want students to find out about a classmate. Sample items might include statements such as: lives off-campus, works more than 20 hours per week, can locate the faculty member's office, has read the course syllabus, has purchased the course books, or knows the web address of the IUP library. Below that bingo item provide a

line to write a classmate's name. See the sample Bingo card provided. Print copies of the bingo cards and bring them to class.

Directions:

1. Provide each student with a bingo card. Instruct students to talk to their classmates to get to know them. Encourage students to get out of their seats and talk with a variety of students.
2. They need to find someone in the class who meets the criteria on the bingo card boxes. Once a student finds a classmate that knows the answer to the topic on the bingo square, they need to find out the classmate's name and write it in the appropriate box on the bingo card. Student names can only be used one time on the bingo card.
3. Once a student completes a column, row, or diagonal line of five spaces, they call out "bingo." Students then return to their seats, and the bingo card is reviewed.
4. The student who has called bingo reads the topic and introduces the classmate whose name they have written on the bingo card.
5. The instructor can then facilitate the introduction by asking the identified student to answer the question or topic that they know. For example, if the bingo item identified required the student to state the location of the faculty member's office, the student needs to report the location accurately. If the student answers correctly, the square is confirmed.
6. This verification of answers continues until the five bingo spaces have been answered correctly by the named student. If all five items on the bingo card have been verified as accurate, a small prize can be awarded for the winner of the bingo game. Prizes can include candy, pens/pencils, or other trinkets. I frequently use rewards from items accumulated from professional conference giveaways. Keep the prizes in a grab bag and allow the winning student to select their desired prize.
7. To conclude the activity, review the remaining bingo card item answers with the class.

Group size. Group size can vary but extremely small (less than 10) and very large (over 50) will make this more difficult. If using this gaming activity with a small class, you may need to alter the rules and allow student names to be used more than once. It works great for class sizes of 20-30 students.

Variations: This teaching-learning strategy is not course or program-specific but can be used in a variety of disciplines. The bingo game can also be modified from an introduction activity used during the first day of class to a learning and assessment activity appropriate at any point in the semester. The instructor can change the items listed on the bingo game cards to relevant class topics. The items listed on the bingo game cards can be generated to assist students in demonstrating knowledge of course content.

About the Author: Teresa Shellenbarger, is Distinguished University Professor in the Department of Nursing and Allied Health Professions. Dr. Shellenbarger has been attending IUP Reflective Practice (RP) events for 25 years. Additionally, she was a RP Co-Director from 1997 to 1999. She currently serves as an advisory board member of the Center for Teaching Excellence. Contact Dr. Shellenbarger in 246 Johnson Hall, at 724-357-2559, or via email at tshell@iup.edu

NURS 316: Get to Know You Bingo

Find someone in the class who has done the item listed in the square. Place their name on the line in the box. Shout BINGO when you have completed a row, column, or diagonal line. Each name may only be used once.

Has participated in a research study _____	Knows 2 of the topics for class today	Can tell what EBP stands for	Can list two nursing research journals.	Is excited to take this course
Has purchased the course textbooks	Can name two statistical tests	Has read a nursing research article	Has logged into D2L for the course	Knows the date of the last class for Spring Semester
Can state the instructor's e-mail address _____	Knows when the final exam for this class is scheduled _____	Free Space	Is an adult learner	Can name two nursing theorists
Knows where the writing center on campus is located	Can name the author of one of the course textbooks	Has used APA formatting for reference citations before	Can state the IUP nursing department web address	Can spell the instructor's last name
Works during the semester for at least 10 hours per week	Drives more than 30 minutes to attend class	Knows the difference between qualitative and quantitative research	Has used the CINAHL library database to search for articles	Is a member of a professional nursing organization

People Bingo

Jen Jones, Communication, School of Business, Seton Hill University, and Reflective Practice
Large Group Meeting Presenter, jjones@seatonhill.edu

Introduction: I modified this activity from a training session I participated in with Project Adventure <https://pa.org/> many years ago. The activity is flexible to accommodate various people, contexts, and subjects. As the title suggests, this activity helps participants get to know each other, but it can also be used to encourage students to share ideas about course content. I



often use it at the beginning of the semester as an icebreaker to help students build relationships with one another in class. Other times I use it to talk about the importance of networking, and at other times to guide students to explore their cultural identities and to value and appreciate intersectionality of identity with others. I hope you find other creative modifications of this versatile and fun activity.

Time of the Year: The activity can be used during any time of year. As an icebreaker, it's great for the beginning of the term. Since you can modify the prompts for students, you can use it in multiple occasions. For example, when I wanted students to share their experiences, excitement, and anxiety for an upcoming study abroad trip, I modified the prompts, which helped students find commonalities and share advice related to their travel.

On another occasion, I modified the prompts so students could share and celebrate aspects of their cultural identity. Any time of year, if you want to get students engaged through talking and laughing, this is an easy and effective go-to activity.

Ingredients/Materials: Simple! Plain paper and a pen/pencil for each person.

Step-by-step instructions:

1. Give all participants a blank piece of paper; any color will do, and scrap paper also works as long as one side is blank. Tell the students to fold the paper in half widthwise, or as I was told by a student "hamburger style." Ask them to fold it in half, hamburger style, again. Then again. And one last time, so they've folded it four times. When they open it, they should have sixteen squares. Note: sometimes, if I want the activity to be shorter, I'll prepare a three by three grid in advance, to have fewer boxes in the grid. I've also tried asking students to draw three lines down and three lines across but folding seems to work better.
2. Once you've made sure everyone has made the same kind of grid, ask them to mark off a "free space." If you need to make the activity shorter, you can reduce grid blocks by asking them to mark multiple free spaces but add that none of the free spaces should be adjacent. At this step, you can create the prompts that fit your pedagogical needs. When I'm doing an icebreaker, I keep it light and simple by asking students to fill in something about themselves in each block. Remind them that they will be sharing, so they should

only write things that they feel comfortable sharing, and that others will be comfortable hearing (it's a public space). Announce categories such as: favorites (food, place to vacation, movie, music, book, brand, etc.); places they travelled or would like to travel; whether they have tattoos, piercings, siblings; hometown; mac or PC preferences; left or right handed; glasses or contacts; pets; shoe size. The list is really endless, but sometimes students still struggle, so I ask the students to yell out additional categories they've thought of.

3. Once everyone has their grid filled in, provide them with the following directions: when the activity starts, get up and walk to someone you don't know well (sometimes I ask them to make awkward eye contact with someone in the room they don't know well, so they know where to start). They find this funny, but it also breaks down barriers.
4. Exchange bingo cards and look for similar items (assure them it doesn't have to be exact, for example, if someone wrote "I like the beach" and another person wrote "I like Florida" it's close enough. Once they find something in common, they should initial this block. They can mark off as many things they have in common, as long as it appears somewhere on both sheets, before moving to the next person. When they go to the next person, if something is marked off on their sheet, but not on the other's, they can still initial it. They should continue sharing bingo sheets until they get bingo, across, down, or diagonally. Ask if anyone needs clarification on any of the directions.
5. Once the activity commences, you'll see a lot of talking and laughing. Someone eventually yells "Bingo!" Look at their card to see where the bingo is, congratulate them, and then tell them to try to get more than one bingo, or help others get bingo. They are always happy to get back in the game.
6. You can let the activity continue for as long as you like; usually ten minutes is plenty of time. When you're ready, tell them to take one more minute to finish and then make their way back to their seats.

Debrief: Ask the group to talk about what the purpose of the activity was, and if getting bingo was really the goal. They often share that the goal really wasn't to get bingo; it was about getting to know each other, to feel more comfortable in class. I add, although we often think that finding commonalities is the most important to establish "common ground," it's more important to notice what makes us different and to value and appreciate our unique identities. Tolerance is the minimum for interpersonal relationships; we should strive for inclusion and appreciation.

When I do this activity with a more serious subject like cultural identity, this point is even more significant. In another context, when students are preparing to study abroad, the activity helps them to not feel alone about their anxieties and to share their excitement.

I also collect the bingo cards to assess students' thoughts, feelings, and experiences, so I can prepare for the next meeting by tailoring to their needs. You can also debrief about the value of networking and how uncomfortable it may be at first to attend a networking event. If they remember this activity and view networking as a fun opportunity to learn and share, they can view networking as an important and beneficial activity to build relationships and find connections among people.

Finally, I ask the students who got bingo to reflect on what I said to them afterwards, “get more than one bingo, and help someone else get bingo.” We discuss the importance of helping others find success and having their voices heard. Inclusion is key!

Group Size: I’ve used this activity with corporate clients and students, from large groups and classes ranging from ten to two-hundred, and in every case, everyone enjoyed it.

About the Author: Jen Jones, Ph.D., is an Associate Professor and Department Coordinator, Communication, School of Business at Seton Hill University. Her email: jjones@setonhill.edu. She greatly values the work of the CTE and regularly participated in RP and CTE workshops when she was part of the faculty at IUP.

Of the CTE and Reflective Practice, she wrote: “Not only does the Center provide space to share best teaching practices, it also fosters positive relationships among faculty. I am grateful for the colleagues I met through the Center, who have become great friends and longtime collaborators. I am continuously inspired by them, and they bring great joy to my work and life.”

While at IUP, she provided the “Team-building for Faculty & Administrators,” a full-day CTE workshop, (see images and handouts here : <https://www.iup.edu/teachingexcellence/reflective-practice/workshops/2009-05-team-building/>), as well as sessions on “Group Work in the Classroom” and “Transactive Memory, Synergy, & Teams.”

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All I Really Needed to Know about Life, I Learned at IUP

Tim Hibsman, English, tim.hibsman@iup.edu

Introduction: I share this with students at the beginning of the term to keep them focused on a successful experience.

1. Don't be late. Be on time. Attendance should be the easy part of classes (and job).
2. We are all in this together. Respect each other. We all have a reason for being here.
3. Plan ahead. Time management is very important to your academic and work success.
4. Stay fit. It's hard to succeed when you are sick and not feeling well.
5. Two heads are better than one. Ask for advice. Students, instructors, administrators, coworkers, and bosses are all there to assist you.
6. Speed isn't always an advantage. Fast workers sometimes make more mistakes. Slow people are often more efficient and meticulous. Know your strengths and weaknesses.
7. Make friends. Networking is important. Contacts are made now and kept for the rest of your life.
8. Neatness counts. Clean and neat presentations add to your professional image.
9. Aggravation can be a motivator. If a project bothers you, get it done quickly and move on to the fun stuff.
10. Success is grand. Knowing you have finished something provides pride and self-respect. There is a reason why students are smiling, cheering, and applauding at graduation.



About the Author: Tim Hibsman teaches in the English Department and specializes in Professional and Technical Writing, Nautical Film and Literature, Aviation Film and Literature, Educational Technology, and Online Learning.

Related Readings:

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Becoming Present Before Starting Classwork

Kim Weiner, Professor, IUP Counseling Center, Kimw2023@icloud.com

Introduction: Do you ever feel that students' bodies arrive in the classroom but not their minds? Maybe they are on their phones or looking off in space. They seem distracted and not ready to undertake the work for the class. This is a yummy ingredient to add to your classes that can serve to soothe and connect students, to each other, and to their present moment experience. It can help clear the air before starting class or debrief after an intense discussion or presentation.

Time of Year: Becoming present can be a great way to start a class. It can also be used interspersed throughout the semester. Good times are pre-exams, mid-terms or finals.

The Activity:

Use a quick body scan to begin your classes. It is a simple exercise you can use to help bring your student's minds into the classroom. It brings them into their body and out of their wandering mind. The whole exercise could be done within 3-4 minutes.

To do this exercise with the students, you can lead the activity yourself by reading a script like the one I inserted here, (adapted from Steven Hayes*), or you can work from a script you memorized. You might also use a short body scan meditation that you find online, so you can concentrate on doing it along with them:

1. "Can we simply get present with the fact that we are all here together now? Please close your eyes or gaze down at the floor in front of you. Let's spend just a moment and simply be with the sensations of touch and feeling. I'll do this with you. If for any reason you find this exercise uncomfortable or unpleasant, you can sit seated quietly and think about something pleasant. You are in charge of your experience in the next few minutes, so please take care of yourself."
2. Let's begin by doing a scan of the sensations you have in your body. Begin with your feet. If you find any sensation that stands out from the rest, take a moment to notice it. Notice where you feel it, where it begins and ends, and what the sensation is like. See if you can feel the feet from the inside out. "Then pause for 5 seconds.
3. "Gently move your attention up, sweeping through your legs, noticing any sensations there. You may notice warmth or coolness, pressure, tingling or nothing at all. Stay curious about what you notice..." "Then pause for 5 seconds.
4. "Keep scanning your body for sensations up through to your core. Are there any sensations you can notice there?" Then pause for 5 seconds.
5. "If you have several, just pick one. Let the other ones know that they're noticed but you're going to attend to only one. Focus your attention on that one sensation. Where exactly do you feel what you feel? What does it feel like? "Then pause for 5 seconds.



6. Then move up into the upper part of your torso and into your head, arms, and hands. Do you notice any sensations there? If you notice more than one, acknowledge them and focus on one. Then pause for 5 seconds.
7. “And see if you can notice that one sensation with curiosity – not in a dismissive way but as if it really is of interest to you. Where exactly does that sensation begin and end? What is it like?” Then pause for 5 seconds.
8. “Finally, let’s just take a breath and feel what it feels like to breathe in and breathe out, and open our eyes. And now would it be okay if we get to work?”
9. You can also process the experience with your students afterwards, asking them what it was like, and what they noticed.

Variations: There are many variants of this particular dish. You can use a breath meditation, where the focus on the in and out breath, or focus on sounds, or walking. The purpose is to bring the attention to the here and now, which opens us up to a new understanding of our moment to moment experience.

Any full attention to information coming in through our 5 sense can serve to anchor us in our present moment experience. This shift takes us out of our habitual (and stress inducing) thought patterns and gives our mind a rest for a few minutes.

* “ACT Immersion.” Steven C. Hayes, PhD, 1 June 2020, stevenchayes.com/actimmersion/.

About the Author: I am Kim Weiner and I have been a member of the CTE for a number of years. I participate in the Mindfulness in Higher Ed Teaching Circle and won a CTE Teaching Excellence Award in 2016 for work with the Mindfulness Living Learning Community and related efforts to bring mindfulness and meditative practices to the IUP community. I began working at IUP in 1994 and retired in the summer of 2020.

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Introduction Served with Three Things about You: Appetizer Recipe for a First Day of Class Icebreaker

Jennifer Forrest, Office of Extended Studies, j.l.forrest@iup.edu

Introduction: If your goal is to get to know your students better and to encourage them to get to know one another, try this recipe for a quick and easy appetizer for your class.

Ingredients:

- Students (as many as you have on hand)
- Instructor (one or more as needed)
- Instructional media to display the instructions for everyone to see during the activity

Instructions:

1: On a slide in a Power Point presentation, or written on a white board, or using the instructional media option of your choice, show the students this message:

- Stand-up.
- Tell us your name.
- Tell us any three things about you that you want to share.



2: Teach by doing. As the Instructor, you go first. Stand in front of the class. State your name the way you want the students to refer to you during the course. Tell them three things about yourself that you feel comfortable sharing and that the students might find interesting. (For example, you may want to share interesting facts about your background, your pets, or your research. Avoid anything controversial that might derail the activity into a debate about a single issue.)

3: Ask for volunteers to go next. Since the public speaking comfort level of the students will vary, avoid forcing anyone to go before they are ready. Some students will just stand and speak off the cuff. Others will need to make some notes. To keep the activity fun and low stress, avoid forcing anyone to go before they are ready to volunteer, and leave the instructions in view during the activity so the students can easily refer to it if they forget what they are supposed to be saying.

4: Find a positive comment to make for each student after they speak. Do not say the same thing each time like “Good job.” Try to make your comments specific to something they shared like “You are from Punxsutawney. That is a great town. I went there every year on Groundhog Day when I was a kid.” This is your first interaction with the students. Show them that you are interested in them, and that you listen to them when they speak.

5: Avoid ANY negative comments about their public speaking skills during this activity. This ice breaker can give you a good idea of who in the class is a talented public speaker and who may need some additional practice. But this is not the time to criticize them. This is a painless

practice that will give them some confidence that you don't "bite." Find something positive to say and save the constructive criticism for another day. Also, unless you have a very large class, don't give them any time limitations. Putting a time limit on them will make some students very nervous. In general, most students will do the activity fast without any time guidelines.

Yield: A fun and easy icebreaker activity that allows students and instructors to begin to know one another which will improve class participation throughout the rest of the course. It also helps students painlessly practice their public speaking skills.

Variations: This activity can be customized to any holiday or theme by changing the third item in the list of instructions shown to the class. Here are some examples:

- "Tell us three things that have happened in your life since we have seen you."
- Christmas season: "Tell us three things you'd love to receive as a gift."
- Valentine's Day: "If you were writing a poem to your Valentine this year, what three words would you want to make sure you included in the poem and why?" (Note: For this activity, your Valentine does NOT have to be a romantic interest – just someone or something you love.)
- Shark Week: "Tell us your three favorite things about Shark Week."
- Last class before graduation: "Tell us about three things that will be different in your life this time next year."

About the Author: Jennifer Forrest is a PhD who wrote her dissertation on the use of computer simulation software as a teaching tool for college instructors to use to teach leadership skills to online students. She is also the owner of Small Town Life Publishing where she works as an academic editor helping doctoral graduate students edit their dissertations. When opportunities arise, she loves to teach and interact with students in the college classroom. Her last instructor position was at the Punxsutawney campus of IUP teaching English, Communications, and Career Development in the Certified Medical Assistant Program until the program stopped accepting students in 2019. She can be reached through the Communications Media Department at IUP at j.l.forrest@iup.edu or directly at jennifer@smalltownlifemagazine.com.

Related Readings:

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“How to Succeed in this Class:” Letters from Former Students

Laurel Black, English, melaurelblack@gmail.com

Introduction: I have often told students that if they leave the university the same person they were when they entered, they have wasted their time. That change is not just about factual knowledge, theories, and skills they’ve gained through structured coursework. It is about seeing themselves as valuable members of a community of scholars.

I teach small courses with a lot of group work and interaction. Yet that doesn’t mean that students feel that they are part of a community or feel that their work or interaction with others matters. Each semester begins “anew,” and for most students, there is little sense of continuity: they have not met me before and it is almost as if they are the first to sit in that seat in the classroom. I use two activities to help them understand how important each person is to the class as a whole and how they will make a difference for others, even those students they will never meet: this one, and “Five Praises” which you will find in Part Four of this book.



The Activity:

1. On the first or second day of class, I pull out a plastic grocery store bag full of folded, stapled sheets of paper. I point out that they are stapled closed, and if I’d opened any, the marks would show. I explain that the previous semester when I taught this course, I asked my students to write a letter to my next group of students in the same or very similar course (for example, I may teach ENGL 100 fall semester but only ENGL 101 second). In this letter, they are to tell their peers, based on their own experiences, what they need to do to succeed in this course. I let them know that, while teachers always say, “You need to do X or Y to do well,” the reality of a course is not always the same as the imagined course that the professor has created in the syllabus. I tell them that the letter is to be polite and anonymous. I explain that after my previous students were done writing, they folded shut and stapled their notes and advice, and put it in this bag.
2. I distribute all the notes and ask students to pass them around so that they get to read eight to ten or more and have a good sense of how my previous students felt. They laugh, point, and interact.
3. After they have read enough to feel comfortable that reading more won’t substantially change the advice, I ask someone to collect all the sheets of paper and take them out of the classroom to a waste basket and throw them away. I want them to understand that these are truly anonymous to me as well.
4. Then I tell them that at the end of the semester, they will do the same for the next class I teach, and, at that time, they can tell me generally whether the advice they received was accurate.

Of course, there is a risk that students will say untrue things, that they will not take the task seriously. But in my experience, students feel that the advice was well given and explained, and because they have benefitted from that advice, they wish to do the same for the next class. Students already have access to “Rate My Professor,” but sharing handwritten, hard copy notes from students “just like them” is more powerful and believable. And it is a link to other students, to a larger community. They know, too, that they will be responsible for other students they will not meet, except through those notes. This can be done with any size class.

About the Author: Laurel Black, former Director of the Center for Teaching Excellence and three-time winner of CTE Teaching Excellence Awards, retires in the summer of 2020. She taught at IUP between 1996 and 2020. She will be missed as a member of the CTE Advisory Board, but hopefully will continue to participate in Reflective Practice Large Group Meetings. Her email in retirement will be: melauelblack@gmail.com.

First Day Lower Fat, Higher Fiber Choco-Nut Oat Bars

Rita Johnson, Food and Nutrition, rjohnson@auxmail.iup.edu

Introduction: From first-year instructors to seasoned professors, the first days of the semester can be a challenge for everyone. You deserve a treat to fuel you and reward you for your efforts. Try this version of a healthier version of higher fat, lower fiber recipe.

Ingredients

- 1, 14 ounce, can of sweetened condensed milk
- 2 oz unsweetened chocolate (or 6 tablespoons of cocoa + 2 tablespoons of vegetable oil, butter, or shortening)
- 1 ½ cups of chopped walnuts, pecans, almonds, or raisins
- ½ cup room temperature butter or margarine
- ½ cup unsweetened applesauce
- 1 cup packed brown sugar
- 2 teaspoons vanilla extract
- 2 cups whole wheat flour
- ¼ teaspoon salt
- ½ teaspoon baking soda
- ½ teaspoon baking powder
- 2 ½ cups quick cooking rolled oats

Instructions

- Heat oven to 375 degrees. Grease a 13 x 9-inch baking pan. Line with parchment paper or wax paper.
- Using a double boiler, combine the sweetened condensed milk and chocolate. Heat over hot, but not boiling water, until melted and smooth.* Remove from heat and stir in nuts or raisins. Set aside.

- In a medium size mixing bowl thoroughly combine the flour, salt, and baking soda.
- In a large mixing bowl combine butter or margarine, applesauce, brown sugar, and vanilla. Beat until light and somewhat fluffy. This can be done by hand, but using a mixer is easier.
- On a low speed, slowly add the flour mixture so that the flour does not fly out of the bowl. Mix well.
- The oats can be stirred in by hand, making a crumbly mixture. The oats can also be added using a mixer.
- Press half of the oat mixture evenly into the bottom of the pan. Be gentle, don't press the mixture into the pan too firmly. You will likely need to flour your fingers when working with the oat mixture as it is sticky. Spread the chocolate mixture evenly over the oat mixture and sprinkle with remaining oat mixture, lightly pressing it into the chocolate. The oat topping will not completely cover the chocolate.
- Bake 25-30 minutes. Finished product should have a rich brown color. Cool in pan. Remove from pan and cut into 54 (2 inches by 1 inch) bars.

*Milk and chocolate can be melted together in a 1-quart glass bowl in a microwave oven on full power for 1 ½ - 2 ½ minutes, stirring twice.

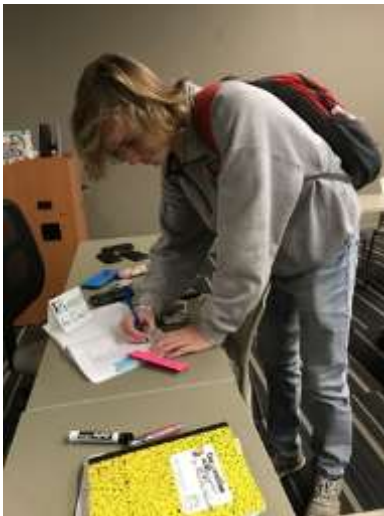
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PART THREE: THE MAIN COURSE: STRATEGIES FOR THE MIDDLE OF THE SEMESTER

Cooking up Classroom Community with the Phones for Credit Program

Rosalee Stilwell, English, stilwell@iup.edu

Introduction: Is there dead silence in your classroom before you signal it is time to begin? Have you noticed recently that your students do not know each other very well, even by the end of the semester? Do you sense that, in the last few years, there is a lot less community in your classes—and how much you miss having it? I am sure it comes as no surprise to any of us that



all the energy that used to be shared in our classes has all been sucked into that small rectangular gizmo they raptly gaze into...their very best friend, their cell phone. I have tried everything to cope with this now-entrenched problem...like we all have...the stern mandatory prohibition, the grade penalizations, the public shaming—day after day—to no avail. Finally, I found a system of bribery...er...I mean a kind of “learning incentive” that goes a long way to solving this problem: The Phones for Credit Program.

Time of The Year AND Semester to Start the Program: Any semester will work with this idea, but the time of the semester is critical. We must have their trust first. Why trust? Because you are going to get them to actually WANT to give you their phones.

They need to trust you to do that, and I have found it takes two or three weeks for students to really trust me. As well, if you have stressed substantive participation in your syllabus, this is the time when the students “forget” that and start using their phones with impunity during class time. Voila! The time is perfect for introducing The Phones for Credit Program.

Ingredients Needed:

1. Your grading system should include a heavy emphasis on active, substantive participation. “Participation” is notoriously hard to quantify, so just make it clear to them in writing that you are, at the end of the semester, the final arbiter of the quality of their participation. (In reality, don’t we do this anyway?)
2. Have an assignment in your syllabus that is scheduled toward the very end of the semester that you know could be jettisoned without endangering the overall excellence of their university liberal education.
3. Mention in the syllabus that you reserve the right to modify the policies for the good of the class and with reasonable notification.

Important Note for Recipe Success: A heavy emphasis on participation in the syllabus will naturally lead them right into giving you their phones willingly. How? Because they will be silent in class for the first two weeks, no matter how much you tell them that participation is important, no matter how much you may repeat yourself about it every single day. They will still be clutching and furtively using their cell phones because it is their habit and it makes them feel more secure.

Materials Needed:

1. Your willingness to change, if necessary, to look past what you might think students “should” do with their phones and realize that we are now in a world where students view their cell phones as an actual lifeline/best friend.
2. Your ability to engender student trust early and authentically.
3. Your ability to wait for students to lapse almost naturally into cell phone usage during class.
4. Your ability to present The Phones for Credit Program not as a punishment but as a solution to their need to participate fully in your class so they can get a good grade.
5. Your ability to put your own phone down first, as a role model.
6. A record book and a pen.

Size of Group: This program will work with any size class in which cell phone usage becomes a problem, BUT ONLY if you introduce it as a solution and not as a punishment. There must also be a reward for participation, and they must trust your word that the reward will be worth their willing participation.

The Results: If I introduce the program at the right time, with the right attitude, my students have always responded positively to it. It is a gentle form of useful bribery that has been working for over seven years for me because students in our society understand forms of “extra credit” because it is widely used in high schools. Students who choose not to do it are rare...especially with first-year students, because doing what everyone else is doing is easier than being an oddball. Groupthink works, in this case. It takes about one week for pre-class chatter to improve, and you will also then see more participation in class discussion as a result. I am not exaggerating when I say that not one student has ever criticized this program, either informally or formally in student evaluation instruments. The “Phones for Credit Program” also helps them reflect on the fact that their phones inhibit their direct communication skills with other people, which is something we would perhaps all do well to ponder.



About the Author: I specialize in the experience of first-year students in Liberal Studies English courses. I have participated in CTE/RP activities since 1998. In the past, I have won a Teaching Excellence Award, participated in Reflective Practice as a member of countless Teaching Circles at Indiana and Punxsutawney Campuses, and I served as a Reflective Practice Co-Director in past years.

The Pedagogy of Panic

Todd Thompson, English, todd.thompson@iup.edu

Since 2012 I have been a member of the GTD (Getting Things Done) Teaching Circle at IUP. Our group researches, discusses, and presents to faculty and staff on applying time management techniques to academic life. The techniques we study aren't just about productivity; they are also about stress reduction, achieving a state that time management guru David Allen calls "mind like water." So why am I advocating for a teaching practice as seemingly chaotic and decidedly un-Zen as a "pedagogy of panic"?

In spite of, or maybe even because of, all that I have learned from the GTD Teaching Circle, I think that it's important to keep a little edge as an academic. I attribute most of my modest achievements in my career as a teacher-scholar to the fact that I am a high-energy (and, yes, I admit it, high-stress) person fueled in equal parts by coffee and worry. Anxiety in the extreme, of course, can be cripplingly counterproductive; but, properly harnessed, it can become the mother of pedagogical invention.



I have half-jokingly coined the term "pedagogy of panic" to describe an important but, until now, unspoken part of my teaching style and philosophy. Panic helps me to avoid complacency in my teaching; complacency, if low-stress, can also keep us from experimenting and growing as educators. On a practical level, the pedagogy of panic means that I often look at my lesson plan the night before or the morning of class and think to myself, "this is pedagogically sound, but it's sooooo booooooring. What can I do instead that will introduce more variety into the classroom, get my students more invested, and/or encourage active learning?" My response to this thought is, appropriately, to panic. More often than not, from that panic emerges a brand-new idea or approach to the lesson. In short, panic forces me to experiment and innovate.

For example, what if, in a graduate course, instead of just synthesizing student response papers, I create a handout interspersing their quotes with those of the critics we've read, thus making students feel like real scholars engaging in critical discussions? What if, in a majors' survey course, instead of leading a discussion on Ralph Waldo Emerson's "Self-Reliance," I ask students to select and tweet key quotes from the essay and then discuss how their selections speak to the modern world of their Twitter followers? What if, in a liberal studies course, we review for the midterm by having students write their own exam questions so that they feel ownership over the shared knowledge that we've created together?

Will last-minute ideas like this don't always work? No. But if they don't, don't panic (further); you still have your other lesson plan to fall back on. Not to worry, however: panic-induced creativity usually yields energetic class sessions in reinvigorated learning environments.

[Warning: Pedagogy of Panic is not FDA approved. Please consult your physician before attempting.]

About the Author: Todd was winner of the CTE Content Pedagogy Award (2017) and the CTE Innovation Award (2013). He has been active in a Teaching Circle, called “Getting Things Done,” that has presented on time management techniques at PIMA (IUP Principle Investigators Mentors Academy), IDEAL (Institutions Developing Excellence in Academic Leadership), IUP Research Week, a CTE large group meeting, and elsewhere.

Related Readings:

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- Menzies, H. & Newson, J.. “No time to think: Academics’ life in the globally wired university.” *Time & Society* 16.1 (2007): 83-98
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Post-it Notes, Gel Pens, and Stickers.. Oh My!

Wendy Elcesser, Chemistry, Wendy.Elcesser@iup.edu



Introduction: How I love office supply stores! I use different color Post-It notes, different color pens to grade and stickers to keep track of student bonus points.

Time of the Year: Preparing for classes. Grading. beginning the semester, midterms, finals or post-semester reflection.

Ingredients/Materials needed:

- Post-it Notes.
- Different color pens (even crayons).
- Stickers. Any favorite office supply item.

Step-by-step instructions: Use Post-It notes on a paper calendar to plan dates for course coverage and exams. Also, useful to randomly assign lab partners: students pick a numbered post-it notes upon submission of their lab quiz and then report to that numbered station in the lab to perform the experiment. The post-it notes are randomly arranged on the chalkboard at the front of the lab. Change the color of the pen (or crayon) with which you grade. Keep track of student bonus points or attendance with stickers on a note card.

Group Size: Highly variable, depending upon the class

My Best Lesson Learned from Reflective Practice: “The more reflective you are, the more effective you are,” stated by Pete Hall and Alisa Simeral.

(<https://www.teachthought.com/pedagogy/the-cycle-of-reflective-teaching/>)

If nothing else, Reflective Practice has helped me feel “better” about my teaching. In fact, it has provided me with many ideas which I can adapt for my own, very personal use. For me, teaching is personal. And reflection improves my efforts even if from only my perspective

About the Author: Wendy Elcesser from the Madia Department of Chemistry, is a charter member of the Reflective Practice Project. When not in Weyandt Hall, she is likely in the local craft or office supply store staying just barely ahead of the Wicked Witch of Grading. Or “wearing” her ruby red Subaru.

Related Readings:

- Hall, P., & Simeral, A. (2015). *Teach, reflect, learn: Building your capacity for success in the classroom*. ASCD.



Secret Ingredients for Peer Review of Writing: Setup and Talking

Nan Sitrler, English, hsitrler@comcast.net

Introduction: Most of us rely on colleagues to read and respond to our drafts before we send out any professional writing. How can we set up a classroom so that our students have that same, empowering feedback? Here are steps I've found helpful in teaching composition courses. I believe they can be adapted for any subject area. When I think of peer response, I think of writers working in writing groups. So, I'll use the term writing group below to represent peers serving as interested readers and responders to writing.

Setup is Critical: Writing is personal and precious to the person who produced it. Critique can only be effectively heard from a place of trust and from a belief that improvement is possible. BEFORE any writing group work, students need to have a sense of who their classmates are and how those peers work with others.

Student Connections: Writing groups never met in my composition classes until at least the 4th or 5th week of the semester. Until then, we did group work often and in numerous configurations. Even on the first day of class, students worked with a partner or a group of 3-5 to produce a short piece of writing. I formed groups in ways that continuously rotated students into collaboration with peers they had not yet worked with. These moves allowed students to learn names of classmates and to discover some things about peers' working styles. These rotations also helped me. Through observing group work and also through short assignments that I collected and read, I learned which students were strong leaders and writers and which needed the most assistance or encouragement.

Writing Group Demonstration: A class or two before students had at least a two-page draft of their first assignment, they observed a live demonstration of a writing group. This way students could see firsthand what they would be expected to do. A colleague from the English Department or a former student came to class with me. We each brought a draft of something we were writing. We took turns, each reading our draft aloud (as I would ask students to do) with the listener posing questions and making other comments on the draft. The students were divided up with various jobs to do as the demonstration proceeded. Each student took notes on their assigned job, such as: What are the procedures in a writing group? What happens first, then second, etc. ; what does the writer do during writing group and what does the responder do? ; write down the exact words the responder used to tell the writer that the writing is working well; write down the exact words the responder used to tell the writer that something has gone wrong with the draft.

After the demonstration (about 20 minutes), the class debriefed, sharing their notes with the large group. Students commented on processes like these: you read your draft out loud; she asked you to reread a paragraph that confused her; you didn't get defensive but just listened to the comments



and wrote some things down; she didn't correct any of your grammar (we later talked about the difference between comments on a developing draft and one that was finished and ready for editing); she critiqued your draft but not in a hostile way; the draft never left the writer's hands; we had to listen instead of writing all over someone's work. The demonstration presented a critical point: It's the TALK, not the writing on someone else's draft that is likely to support revision.

Student Input on Writing Group Membership. At the end of the demonstration class, each student provided a written slip with the following information: The names of 2-3 students they would like in their writing group and the names of any student I cannot work with. Alternatively, the phrase "I can work with anyone."

Using this information and my own observations, I configured writing groups, each with 4-5 students. As composition classes had 20-25 students per class, each section would have 4-5 writing groups. I began by laying out the slips of the 5 strongest leaders or writers in the class, followed by matching each of those slips with one of the more tentative writers. Then I layered in names of other students, honoring everyone's hopes for at least 1 requested person in their group and without anyone "I cannot work with." In many years of teaching writing, only once did I have to talk with a student who could not be placed with requested peers. In creating writing groups, I took into account students who were absent, writing their names on the board so that they could be requested. I paid attention to ELL students, placing them with peers who would draw out content issues rather than speak only about grammar. I was also careful to balance the number of males and females in each group. Occasionally group membership needed to be changed after a few weeks, but this happened rarely.

Writing Group Day. The first writing group meetings were always my favorite days of the semester. After weeks of getting to know each other and then watching the live demonstration, students knew what to do in their groups. Each group chose a timekeeper, who monitored that everyone had equal time for response. To help conversations proceed, they used 3 guiding questions to respond to each writer:

1. What's the purpose of this writing?
2. Where did you feel yourself pulled into the writing? Be specific. Tell the writer which paragraphs, sentences, phrases, even individual words worked for you. For instance, a responder might say "I loved that you used 'gliding' rather than 'walking.' It created a strong picture for me."
3. Where did you feel confused or in need of more information? Be specific—paragraphs, sentences, phrases, even individual words that threw you off. For example, "In the third paragraph I didn't understand why you included statistics about homelessness. How did they fit into that part of the paper? Was there more you wanted to explain there?"

From the demonstration, students also noticed that many suggestions can be presented as questions: "Did you think about using the fourth paragraph as the opening?" "What if you offered more facts at the beginning?" "Can you say more about ...?" Writers knew not to interrupt or defend what they had done. They took notes, asked additional questions, then, urged by the timekeeper, moved on to the next person's paper. Writers came to understand that they had

ownership, i.e., they could not please every reader, but that repeated questions about the same elements of a draft demanded revision.

On this first day and in later writing group meetings, I circulated to listen in and to prod when necessary. First meetings were always somewhat stilted. We debriefed afterward. With more practice and, after ongoing individual conferences with me, students picked up more language to use in their groups and became more comfortable offering critique. Many days were not perfect, but over time students made progress with their critique and with their own writing. Usually at the end of Writing Group days, I stood in the doorway and required each student to announce one specific revision they planned to make before they left the room.

A male student from my ENGL100 Basic Writing class who enrolled in my ENGL101 composition course in the next semester provides a vivid memory. Nearly exploding with frustration after the first ENGL101 writing group meetings, he sputtered, “They don’t know how to work in writing groups!” I burst out laughing, thinking of his own first writing group day in ENGL100. But he was correct. He’d spent a semester already honing his response skills and was stunned that students who had bypassed ENGL100 didn’t know what he knew. On days when writing groups seemed to be floundering, I would think back to that student’s aggravation and remind myself that groups provide what writers most need—an authentic audience, and that they are worth the time an instructor invests in nurturing them.

About the Author: Helen (Nan) Sitler retired in 2016 after teaching in the IUP English Department for 17.5 years. Her teaching assignments included writing courses, Humanities Lit, and courses in the English Education program. English majors recognized her contributions in the classroom with the “Outstanding English Professor” award in 2013. In retirement she volunteers with an intergenerational “grandfriends”/7th graders program in her school district, teaches an occasional writing workshop, and continues to write and publish.

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Bad Examples Can Be Very Good Ways to Point Out What to Avoid and Facilitate the Peer Review Process

Theresa McDevitt, IUP Libraries, mcdevitt@iup.edu

Introduction: Seasoned writers understand the value of review of their work by others. The peer review process is central to academic writing. College professors recognize that peer review can be a very useful classroom practice that saves the professor the time of reviewing every draft of a student's project, saves students the embarrassment of having a professor look at their first draft, and allows the peer reviewer to learn and develop skills as they review the work of their peers.

When it works well, these are some of the many benefits. Alas, it does not always work well. Horses can be led to water but not made to drink, and students can be presented with the drafts of a peer and resist meaningfully engaging with the content for a number of reasons. They may not want to criticize a peer or they may be unsure of expressing their opinion, or they may not be sure how to get started. What to do? How about developing a clear set of guidelines for the writing project, a rubric or checklist for grading and a very bad example for group reviewing.

Here is how it works:

Materials needed:

- An assignment that requires writing or design of a product.
- A detailed description of the assignment including a checklist and/or grading rubric
- A good example of the project
- An intentionally poor (to the point of being comical) bad example of the project.



Process:

1. Students have been introduced to the project, shown a good example of one, a checklist of problems to avoid/things to do, and asked to create a rough draft their own. They are ready for providing peer review for each other's papers/projects.
2. When students arrive to class with their rough drafts, ask students to form small groups of two or three
3. Make sure that at least each group has copies of the checklists of things to include/things to avoid, project description and rubric, and any other aids you have provided them for doing their projects correctly.

4. Distribute the assignment checklist and a very bad example of the project that makes all the mistakes on the checklist and is missing some of the required content on the project description or display so all can see if it is the type of project that lends itself to such a display.
5. Ask students to work in their group to find issues that the example might have using the checklist to guide them.
6. Students are likely to begin to chat over examples and if your classroom established rapport you may even hear they start to laugh if the issues in your sample are blatant enough. Adding mistakes that are so bad that they are funny is certainly an option. Working together allows students to gain confidence and very blatant bad examples help students remember not to do those things.
7. Once students have had the opportunity to groups to review the very bad examples, go around the room asking each of the groups to comment on the bad example and point out some issues they have located.
8. Once you are done, ask students to share their own drafts with their peers and ask them to review them in the same way. Students will be ready to peer review and find the process more engaging and less intimidating

Special Memory: I did this with an infographic assignment and I felt like it was fun for all of us, and that the students were less likely to make the mistakes I demonstrated for them, better able to detect issues in their own and their peers. I hope that they also realized that everyone makes mistakes and we all benefit from having someone else read our drafts!

About the Author: Theresa McDevitt is the Government Information/Outreach Librarian at IUP Libraries, where she has served since 1986. She is a co-director for Reflective Practice and a member of the Center for Teaching Excellence's Advisory Board. She credits CTE and RP workshops for helping her improve her teaching practice.

Related Readings:

- Curwin, R. (2017). It's a mistake not to use mistakes as part of the learning process. *Edutopia* <https://www.edutopia.org/blog/use-mistakes-in-learning-process-richard-curwin>
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Dialogue Soup: A Recipe for Increasing Student Dialogue

Rachel DeSoto-Jackson, Applied Theatre, SPATE, jackson@iup.edu

Introduction: Classroom discussion is a foundation of pedagogical practice across disciplines which can make it frustrating when students don't talk in-class. Using methods common to theatrical practice and exercises based in diversity and inclusion training, this "soup" offers steps for inspiring classroom dialogue. I have used this "recipe," often called Minute Conversations, in many classes as a warm-up or a tool for critical dialogue.



Ingredients/materials:

- 10-15 minutes of class time
- 1 facilitator/teacher
- No limit on the number of students

Step-by-step instructions:

1. Invite students to stand up and walk around the room. When the facilitator calls "stop" students are instructed to find a partner (the person closest to them). If there is an odd number, a group of 3 can be formed.
2. Invite students to introduce themselves to their partner then to play "rock-paper-scissors." The winner will raise their hand in the air. As a facilitator, once you see a hand in the air for each pair, you can move onto the next step. NOTE: It is a rare occurrence if neither partner knows how to play "rock-paper-scissors" but if that is the case the facilitator can briefly instruct the partners on the game.
3. Instruct the students that the person raising their hand will be the first person to speak once a prompt is given. That student will have 1 minute to answer the prompt with their



partner. While the student is speaking, their partner is instructed to listen without interruption for the full minute.

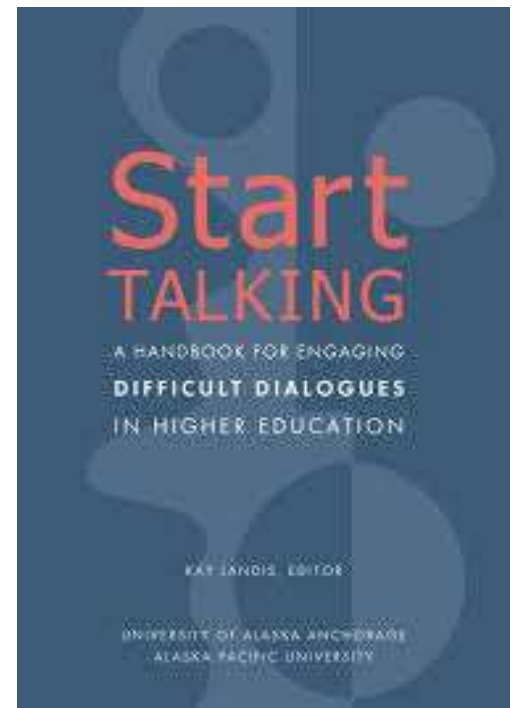
4. Provide students with the prompt then use a timer to measure 1 minute. When that minute is complete, it is the partner's turn to answer the same question for 1 minute.
5. Depending on the time available, this exercise can be completed in several rounds with students changing partners each round or it can be completed in one round.
6. End the exercise with a debrief during which students share-out their responses.

Recipe Notes: The prompts can range from warm-up questions (Describe a time when you felt successful) to content specific questions (In the reading, what do you think the author meant by...). There are a range of possibilities for prompts! The embodied nature of this exercise (students getting out of their chairs) is a useful practice for inspiring dialogue that moves beyond the “think-pair-share” model. The physical movement helps engage students and re-focus their attention.

About the Author: Rachel DeSoto-Jackson, is Associate Professor of Applied Theatre in the Department of Theatre, Dance, and Performance, currently serves at the CTE Co-Director for Cross-Disciplinary and Department Teaching Circles and as Women's and Gender Studies Affiliated Faculty and received the CTE Teaching Excellence Award for Innovative Teaching in 2020.

Related Readings:

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Cultivating Classroom Conversations

Valerie Long, Mathematics and Computer Sciences, vlong@iup.edu

Introduction: Think-pair-share is a useful teaching strategy to cultivate classroom conversations. Students are given a question or prompt to “think” about, then they are placed in a “pair” to discuss their ideas, and finally the whole group is called back together to collectively “share” the ideas discussed in small groups. Since writing is a means to process information and to capture student thinking, combing the idea of recording the think-pair-share teaching strategy benefits student learning and provides a means to monitor student understanding.

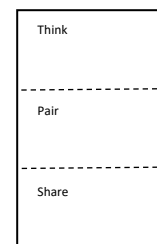


Ingredients/Materials needed, if applicable:

- Discussion prompt/question(s)
- Piece of blank notebook or copy paper
- 1 teacher giving instructions
- As many students as desired

Step-by-step teaching directions:

1. Before giving the discussion prompt for the think-pair-share, pass out a piece of blank paper or have students get out a piece of blank paper. Have students fold the paper into thirds, longways and label each section, think, pair, and share.
2. Before providing the students with the discussion prompt, say something like, “In a few moments I will be giving you a discussion prompt. For 5-10 minutes, ‘think’ about this prompt and record your thoughts in the “think” section of the paper. I will let you know when you have about one-minute remaining. I will call time and you will turn and talk about your ideas with one other person for another 5-10 minutes. Record what was discussed in the ‘pair’ section. Again, I will let you know when you have about one-minute remaining. I will call time again and we will come together as a whole class to “share” our ideas collectively.”
3. Provide students with the discussion prompt and tell them to begin.
4. It may be helpful to project a timer so students know how much time is remaining.
5. Circulate the room while students are initially thinking but especially when they turn and talk to a partner. Use this time to notice their ideas and plan which ideas you may want discussed in the whole class share. Also, as you circulate the room encourage students to record their ideas.
6. Repeat at least once a week throughout the semester for best results to cultivate classroom conversations.



Who you are with any CTE/RP connections that you would like to mention: Dr. Valerie Long has taught or supervised mathematics for over 20 years as a high school mathematics teacher, curriculum coordinator, and now as assistant professor in IUP’s Department of Mathematical and Computer Sciences. vlong@iup.edu.

Creating a Grateful Space

Mimi Benjamin, Student Affairs in Higher Education, mimi.benjamin@iup.edu

Introduction: I teach graduate students, and they often seem overwhelmed and are thinking about many things – assistantships, practicum experiences, personal life elements – when they come to class. To help them get centered and shift to a positive mindset, I created our Gratitude Go ‘Round activity to start class.

Materials Needed: About 10-15 seconds per student; 1 faculty member getting things started

Step-by-Step Instructions:

1. Tell students that they’re invited to share something that they’re grateful for. (*I explain the purpose of this activity the first time we do it.)
2. Ask who would like to start and invite that person to share.
3. Ask if the student would like to move to the right or left and go ‘round the class. As the faculty member, I always share, too.



Recipe Notes: This probably works best/easiest in a class with 25 or fewer students. When my class has more than 20 students, I usually tell them that it will be a quick Gratitude Go ‘Round for the sake of time. Students can pass the first time around, and I offer to come back to them; sometimes they need a minute to think. Students have told me that this activity helps them get settled for class, helps them shift their focus to something positive, and helps them get to know others in their class/community.

About the Author: Dr. Mimi Benjamin is Associate Professor in the Student Affairs in Higher Education Department. She is a CTE Co-Director, coordinating the Preparing Future Faculty Certificate Program workshops and has been at least an “Active” participant in CTE Reflective Practice since arriving at IUP in 2013. She received the CTE Teaching Excellence Award in Content Pedagogy in 2019.

Related Readings:

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Vocabulary Sauce: Dr. C's Super Simple Recipe for Better Classroom Outcomes

Dr. C. (aka Karen Rose Cercone), Geoscience, kcercone@iup.edu

Introduction: For many years, I felt frustrated when my students gave me low scores for encouraging critical thinking in classes that I KNEW had done a lot of critical thinking exercises. Then someone at a conference mentioned that students didn't always recognize critical thinking even when they were doing it. Eureka! I whipped up this simple recipe to add a dash of vocabulary to every critical thinking exercise in my class, and scores immediately improved.

Ingredients/Materials needed, if applicable:

- 1 or more class activities of any length or type
 - 1 teacher giving instructions
 - As many students as desired (recipe can serve 2 to 200)



Step-by-step teaching directions/cooking instructions.

1. Before giving the first instruction for the activity, say something like this to your students “Let’s apply some critical thinking to this problem. You will be practicing how to evaluate a situation and apply your critical judgement to it.”
2. As you circulate around the classroom during the activity, praise students by saying ‘Good critical thinking there!’ when you notice them doing it.
3. At the end of the activity, say something like, “Most of you had no trouble using your critical thinking skills like analysis and judgement to solve this problem.”
4. Repeat at least once a week throughout the semester for best results.

Recipe Notes: This sauce can be made with any ‘teacher vocabulary’ ingredients that you would like to raise student awareness of. By clearly labeling your learning activities as the students do them with the appropriate descriptive terms, you are building vocabulary so students can more accurately describe and evaluate what they got out of your class.

About the Author: Dr. C. (aka Karen Rose Cercone) has taught introductory geoscience classes for several geologic eras at IUP. She was honored with a CTE Teaching Excellence Award sometime back in the Mesozoic.

Building Interpersonal Skills: The Block Activity

Dana Driscoll, English and Writing Center Director, dana.driscoll@iup.edu

Introduction: Employers often talk about “soft skills” as one of the key areas that students seem unprepared for coming out of college. Skills like interpersonal communication, understanding how to relate to another person’s perspective, listening skills, or patience are all challenging to teach in our classrooms. I developed this activity originally to train Writing Center tutors to more effectively attend to their interpersonal and tutoring skills. Since developing it, I’ve shared it with many other teachers, who have used it for a variety of classroom practices such as building interpersonal communication, teaching how to work one-on-one, developing teaching or tutoring skills, or helping students understand that people bring different perspectives into situations.

Activity overview: Students work in pairs or small groups, depending on the size of the class. Typically, this activity is best suited for classes or groups under 30 (depending on how many blocks sets you develop). Each pair gets a set of blocks, a blindfold, and two envelopes. Inside each envelope is a color graphic, printed out on the full page. One person chooses to be the “builder” and the other the “teacher” (these roles are later reversed). The builder is blindfolded and places the blocks in front of them. The teacher opens up one envelope and verbally guides the builder to build the structure. The only rule is that the teacher cannot touch the builder’s blocks. After the structure is complete, the two switch roles. Then they discuss and wait for other groups to finish. Class discussion about the activity takes place and can be steered in a number of disciplinary directions.

Preliminaries: Putting Together Your Kit: To do this activity, it will require some prep work. But once you’ve developed your block kit, you can get years of use from it. Start by purchasing a set or two of kids blocks (you’ll need about 120-150 blocks for 10 kits, with 12-15 blocks per kit), some gallon paper bags, and some fabric for blindfolds). Place 12 blocks per kit, making sure some shapes repeat with different colors. With a digital camera on a white background, take each kit and build a simple structure, then photograph the structure. Build a second one. You don’t have to use all of the blocks for each structure, but you should use most. Print out in color your photographs and put them each in an envelope, adding them to the appropriate kit. Your completed kit should include the two photographs, each in an envelope, 12-15 colored blocks, and a blindfold. Now you are ready to go!



Instructor Notes:

- Put students into pairs and give one bag to each group. If your class is larger than what you have kits for, you can have one or more students in an “observer” role.
- Ask students to choose one person to be blindfolded (the builder) and one person to give directions (the teacher).
- The student who is building should be blindfolded.
- Once the student is blindfolded, ask the other student to pull out one of the images from the envelope and begin giving instructions on how to build the structure. The teacher should not touch the blocks during this process.
- Once all students have completed the first activity, ask students to switch off so that both have a turn at being blindfolded and giving instructions.
- Ask students after the activity concludes to discuss the activity and what it teaches them about [your theme]
- Once everyone is done (usually this takes about 15-20 minutes), have a group discussion about the experience.

While I suspect that you will be able to adapt this for your own disciplinary needs, I’ll share some of the discipline specific outcomes and discussion from this activity:

Key Discussion points:

- Different people (teachers/students, tutors/tutees, providers/clients) do not often the same language. Thus, we have to adapt our language to the needs of our audience
- Listening skills are critical for building understanding and moving forward
- Not everyone sees the world the same way; this helps us recognize how to explain something to someone who doesn’t see or understand things as we do
- Experience matters—Even though the “teacher” is a new builder during the second round, that teacher is usually much more effective because of their previous role
- Understand that as tutors/teachers/professional, we may have a big picture and understand where something needs to go (e.g. we have the image in front of us), but we have to lead others patiently to their own understanding
- When we are in the “teacher” role (be it a tutor, teacher, professional, peer reviewer) we are there to mentor and guide the process, not do their work for them
- This inevitably takes more time than doing it ourselves, so we learn the role of patience
- A new learner isn’t going to be able to build the structure exactly as we would, but they will complete the task to the best of their ability and limitations

About the Author: Dr. Dana Driscoll is a Professor of English who teaches in the Composition and Applied Linguistics Program and serves as the Jones White Writing Center Director. In 2019, she won a CTE Teaching Award for Content Pedagogy and in 2020, she received the IUP University Senate Distinguished Faculty Award for Research. As a specialist in learning transfer, writing expertise, writing centers, and long-term learning development, she offers workshops and keynotes around the globe. You can borrow her block kit, by visiting her at the Jones White Writing Center.

Toys for Teaching

Tracy Lassiter, English, University of New Mexico-Gallup, formerly IUP Temporary Assistant Professor, English, tlassiter@unm.edu

Introduction: I like to use children's toys as a way to help my college students learn. Given the individual and group activities or the visual projects I regularly ask students to engage in, a common phrase from me is, "Nothing says 'college' like Crayola!" It might sound simplistic or even unsophisticated for the academic level, but I do believe my use of these objects helps reinforce core concepts. Here are three examples:



Silly Putty. Students often don't understand why we make them take courses across various disciplines in order to meet their graduation core requirements. When I talk about this issue and the value of learning, I trot out a plastic egg of Silly Putty and ask a student to press on a page from one of their textbooks, whether for my English class or any other. Then I ask that student to roll the Silly Putty to enclose the information they pressed. I ask the students to think of the Silly Putty as their brain; they learn new material that's always part of the neural makeup. Whether or not they consciously draw on that information, once they've learned it, it's there. They can't "un-learn" it any more than they can remove the pressed information from the Silly Putty. It becomes part of them.

Legos. I often teach a developmental English course at our campus in New Mexico, a state notorious for its poor K-12 education and a host of other learning barriers. I begin the course with the very basics: parts of speech. So much of what we do the rest of the semester (recognizing sentence errors; eliminating wordiness; etc.) relies upon this foundational knowledge that students may have learned and forgotten or may never have heard at all during their elementary and middle school years. I make a guide that color codes parts of speech with Legos and put sample sentences on the overhead. In groups, students get a pile of Legos of different colors and they have to "build" correlatively with the Legos the sentence I project. I visit each group to ensure their Lego sequence is correct.

Mousetrap. I use this board game to introduce systems thinking. In my research writing course, students address the theme of "solving a problem in the community." Both problems and communities can be complex, and I don't want students to oversimplify a complex issue. I want them to be aware of moving parts, societal, legal, and economic structures, and those who become "trapped" at the end of a system, as represented metaphorically by the mice. I assemble the entire game and withhold the marble that triggers the whole contraption until a student volunteers to activate it. I then can mention the Mousetrap game during the rest of the term as a common referent.

About the Author: I teach English at the University of New Mexico-Gallup. As a graduate student, I attended Reflective Practices and later served as a Reflective Practices Co-Director for

Assessment and member of the CTE Advisory Board. I am very grateful to this day to Mary Ann Hannibal for including me in CTE/RP at those levels. I use what I learned over the years with CTE/RP all the time in my current teaching practice. I know it was formative to who I am as a professor today. The activities listed above remind me of the time I was a co-presenter on a workshop called “Low-Tech Teaching.” It seems particularly poignant now, as we all have made the sudden pivot to online teaching and a reliance educational technology. I hope these activities will find application again, one day when we’re able to resume face-to-face instruction with our students.

Related Readings:

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- Reichert, A. (2004). Using multiple intelligences to create better (teachers of) writers: A guide to MI theory for the composition teacher. *Teaching English in the Two Year College*, 32(2), 166.
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Using LittleBits Robot Kits to Sponsor Student Engagement

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Veronica Paz, Accounting, vpaz@iup.edu

Introduction: After attending Matt Vetter’s Technology Day presentation on using these little robot kits in his doctoral class, Paz saw the potential in using the kits to engage her Accounting students, add some fun, help them get to know each other, and facilitate the development of effective teams.

Ingredients/Materials needed, if applicable. Obtain the 12 “Rule Your Room’ LittleBit Kits” from the CTE via this request form: <https://www.iup.edu/page.aspx?pageid=255493>

Step-by-step teaching directions/cooking instructions.

To use the LittleBits “Rule Your Room” kits in the first and second week of class to break the ice and get the students to evaluate one another while working on teams.

- Ask students to sit in tables with other students who they don’t know in groups of 4-5 students
- Each group is given one of the robot kits.
- All groups had instructions to build the same robot.
- The first group to complete the task got extra credit points. This adds a competitive element and enticed the students to get to know each other quickly to work together to win.



Group Size: 4-5 students

Special Memory: In previous semesters, students have complained about perceived inequitable contributions to group projects. Use of these kits helped students get to know each other better before they chose their group members, and set the stage for meaningful communication surrounding work issues that reduced such perceptions. The students also enjoyed the alternative mode of community-building and a break from the traditional financial statement activities.

About the Author: Veronica Paz is a member of the CTE Advisory Board and has frequently presented at RP Large Group Meetings. To member and active member of reflective practices. Matt Vetter specializes in Digital Rhetoric, Critical Literacy and Theory, Composition Theory and Pedagogy, Internet Culture, Digital Humanities, Multimodal Composition, Creative Writing, Wikipedia Studies, To see additional photos of Dr. Paz’ use of this activity, see her presentation at: <https://sway.office.com/6ajGFtpQzSOls5T5?ref=Link> Paz and Vetter also wrote a blog about this tip for the CTE that can be accessed via this link

<https://iblog.iup.edu/ctebloggers/2018/11/19/using-littlebits-robot-kits-to-sponsor-community-building-and-student-engagement-across-campus/>

Paperless Substitute for Advisee Sign-Up

Meigan Robb, Nursing and Allied Health Professions, mrobb@iup.edu

Introduction: Advising can be a hectic time of the semester. Deciphering students' signatures, following appointment time changes, and adding additional time slots can be a cumbersome process when using the traditional paper method. Changing to a paperless substitute, such as Google Docs, is a simple strategy that both you and your advisees can benefit from.

Time of the Year: Fall and Spring semester.

Ingredients: Free Google account, dates and times for advisee sign-ups, and advisees' emails.

Cooking Instructions: First create a free Google account (www.google.com, then click "Sign in"). After your account is created, login and click on the Google Docs icon. Next, choose "start a new document". Then, title your document, provide directions to your advisees, and create a table outlining appointment dates and times. All changes are saved in real time in your Google Drive (free cloud-based storage that comes with your Google account). Once you are ready to share your secure web document, click on the "share" icon to obtain a shareable link. Click on "Get shareable link" and select "anyone with the link can edit". Copy the shareable link, paste in an email message, and send to your advisees. Advisees can schedule or reschedule their appointment time by clicking on the shared link using a laptop or any mobile device. You can view your advising schedule, make edits and add additional time slots at any time by clicking on the shared link sent in the email or by signing into your Google account. All changes made by you or your advisees are immediately available for viewing by anyone who has the shared link. You can quickly print or save the advisee sign-up list by clicking on "File" and selecting the appropriate option. See sample at right.

About the Author: Meigan Robb, PhD, RN is an assistant professor in the department of nursing and allied health professions at Indiana University of Pennsylvania. Dr. Robb's research interest encompasses student engagement in the learning process. She has authored numerous peer reviewed articles covering the topics of pedagogical strategies, online learning, evaluative and feedback techniques, and professional role development.



The screenshot shows a Google Docs interface with a table titled "EP 2020 Advisee Sign-Up List". The table has three columns: "Date", "Time", and "Name (First and Last)". The first section of the table is for "February 26th, 2020" and lists six time slots: 8:00am - 10:00am, 10:00am - 10:30am, 10:30am - 11:00am, 12:00pm - 1:00pm, 1:00pm - 1:30pm, and 1:30pm - 2:00pm. The second section is for "March 2nd, 2020" and lists three time slots: 8:00am - 10:00am, 12:00pm - 12:30pm, and 1:30pm - 2am. The "Name" column is currently empty.

Date	Time	Name (First and Last)
February 26 th , 2020	8:00am - 10:00am	
	10:00am - 10:30am	
	10:30am - 11:00am	
	12:00pm - 1:00pm	
	1:00pm - 1:30pm	
	1:30pm - 2:00pm	
March 2 nd , 2020	8:00am - 10:00am	
	12:00pm - 12:30pm	
	1:30pm - 2am	

Two Recipes for Collecting Formative Feedback on Student Learning and Your Teaching

Midterm Grade for the Professor

Bryna Finer, English and Director of Writing Across the Curriculum, brynasf@iup.edu and Veronica Paz, Accounting, vpaz@iup.edu

Introduction: Veronica Paz attended one of Bryna Siegel Finer's fabulous Writing Across the Curriculum workshops and they talked about getting feedback from students to help them learn and to help professors improve their teaching. Bryna shared a midcourse survey that she administers to her students through D2L and Veronica adopted the tool with a few modifications.

Veronica administers the survey to her students at the middle of the semester and asks them to grade her, as scary as that is, to tell her how things are going. The survey asks students what is working and what is not, and if appropriate, what modifications to the class might be made to improve the class.

After the survey is closed out, she reviews the results with the class, and then discusses with the students what is working and what is not, how the class might be improved, and student learning enhanced. She has received some great feedback and ideas from the survey.

Time of the Year: Administer the survey anonymously in D2L around week 7 or 8 of the semester. Veronica prefers to open the survey to her students after the first exam which coincides with that time frame in her courses.

Ingredients needed: Load the linked survey into your D2L or administered via hardcopy if preferred.

Step-by-step instructions:

- Create a D2L survey with the questions and administer the survey after the first exam around week 7 or 8 of the course.
- Leave the survey open for 3-5 days.
- Ask students to submit the final screen of the survey in an assignment drobox to award the students extra credit points for completion. The extra credit incentives them to complete the survey timely and ensures them of their anonymity.
- After the survey closes, prepare a brief presentation of the results
- Hold a discussion of the results with students relating to what might be changed or improved going forward.

Special Memory: Some of the ideas are not useable, such as having no exams, but other ideas have proven to have merit. Some outcomes from these sessions have been to record our lectures and use our class time for projects, to have more time to work on projects, to incorporate more case studies, even to take attendance and have that count toward the final grade. I never know

what each class is going to come up with, but I have been able to make modifications to each class based on this feedback. I feel it improves the course each semester.

Attachments. See the survey at this url:

https://libraryguides.lib.iup.edu/ld.php?content_id=56161892

About the Author: Veronica Paz, Accounting, vpaz@iup.edu, 724-590-9164, I am a CTE Advisory Board member and active member of Reflective Practice. She loves getting student feedback and especially love it when she is able to make modifications mid-semester to help students improve their learning and concept comprehension. She is always fearful of the grade the students may give her, but am always pleasantly surprised with their generosity. Bryna Siegel Finer, is an Associate Professor in English and the Director of Writing Across the Curriculum at IUP. In this role, she provides support for faculty university-wide in implementing writing into their courses.

3-2-1 Discussion of Readings

Veronica Paz, Accounting, vpaz@iup.edu

Introduction:

I incorporate the 3-2-1 Discussions in both my face to face and online or hybrid courses. This activity provides an incentive for the students to read the chapter and post in the discussion forum prior to our face-to-face class or early in the week if fully online. The students engage with the content and provides for better class or synchronous discussions. The following are the instructions given to students:

3-2-1 Module Discussion Activity

After reading the following for Module 1:

- Chapter 1: Accounting Information Systems Overview Accounting Information Systems (Romney, 14th edition)
- Chapter 1: Introduction and Cloud Based Software Instructions Microsoft Dynamics GP 2016 (Arens 8th edition)

Complete the following 3-2-1 reading activity:

- Post 3 take-aways from the reading in the discussion board.
- Post 2 insights or Aha moments from the readings in the discussion board.
- Post 1 muddiest point. What you still have questions about or are unclear about.

Please post a response (not an attachment) to this discussion topic. Each takeaway, aha moment, and muddiest point will be worth one point for a total of 7 points, if posted by the due date.

Surviving and Prospering in Lostralia

Dighton “Mac” Fiddner, Political Science, fiddner@auxmail.iup.edu

Introduction: Simulation games can be powerful instruments for engaging students and enhancing learning. Games are sometimes able to challenge students to go beyond recounting theories to applying them to simulated real world situations.



Mac Fiddner used *Nations: A Simulations Game in International Politics* in his Dimensions of National Security course to provide students with a more applied experience in his national security policy and strategy related classes. The game is based on an imaginary continent, Lostralia, containing seven countries, each with an independent government and unique civilization that approximates the real world. To play, students choose a fictional nation, adopt its culture and beliefs, and make decisions related to trading resources and making treaties, while providing for its continued security and defense.

He chose to use it because it offered the perfect format to teach what national security is, provided practice developing the different components of national security, and then a structure to put into practice what the student created for their imaginary country to survive and thrive.

It perfectly connected with his course objectives because the simulation is a microcosm of the real world with the same objectives as the real world, i.e., to ensure your country survives and thrives as the “play” progresses. Therefore, he could use the fictitious continent and countries to simulate the real world and have students identify with one country throughout the term and develop the national security strategy for that country which they then got the opportunity to put into practice over 3-4 weeks of class time at the end of term.

Time of the Year: Students play the game all semester.

Materials needed:.

1. *Nations: A Simulations Game in International Politics* by Michael Herzig and David Skidmore, available from : [Institute for the Study of Diplomacy at Georgetown University](#).

Instructions:

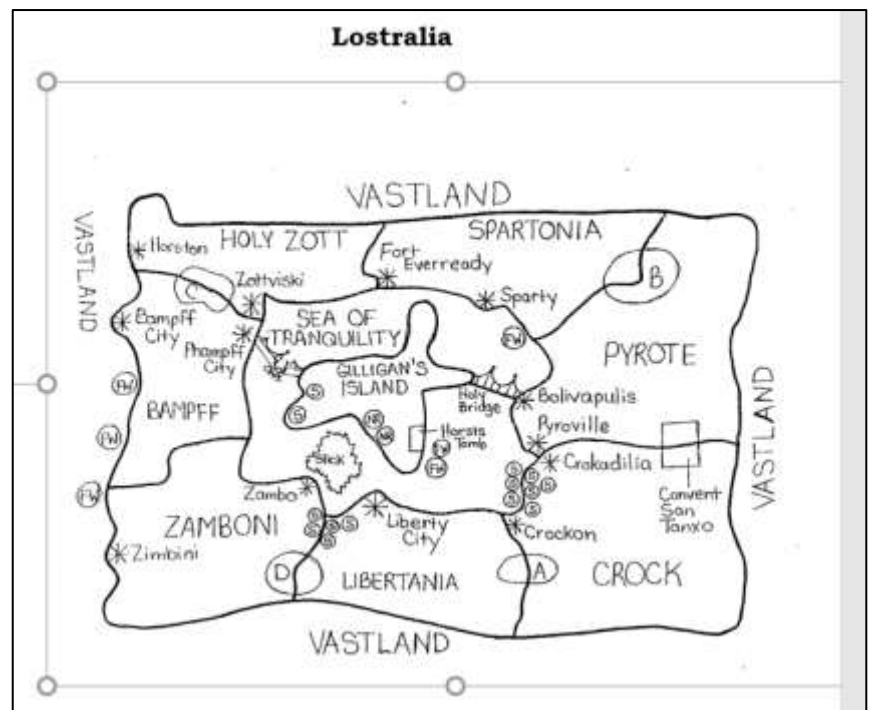
- Divide students into teams and explain game premise and rules.

- Students choose countries and form teams and develop their assigned country's political, economic, and military policies and strategies based on the simulation's description of that country. They are provided with rules and use these strategies to guide their interaction with the other six countries in an extended "play" of the simulation at the end of the term. Each country has resources and secrets. Each country has a series of problems that they must solve and a certain amount of resources that are available to their country to use to survive and thrive in Lostralia's international environment.

Size of group: 20-25 students works best to perform all of the duties of each country's national security team.

About the Author. Mac Fiddner taught in IUP's Political Science Department between 1999 and 2018. He liked this class activity because he it brought home to the students how difficult developing policy and then strategy to implement the policy was, and that they should always expect the unexpected. It also gave him the opportunity to "play" His Excellency, The Grand Omnipotent Poohbah (add any adjectives you care to) of the World, including dressing the part in an outlandish caricature military uniform.

Special Memory: The students loved the game once they got through the pain of learning what national security was, what it is composed of, and mastered applying those concepts to their imaginary country. The actual "play" of the simulation gave them the opportunity to see how well their efforts would actually work and what they needed to do as the situation/conditions changed. The students became invested in and identified with their adopted imaginary country!



Related Readings:

- Simpson, A. W., & Kaussler, B. (2009). IR teaching reloaded: Using films and simulations in the teaching of international relations. *International Studies Perspectives*, 10(4), 413-427.
- State System. A Simulation Game in International Politics. Instructions. <http://blogs.jccc.edu/bwright1/introduction-to-political-science/state-system-a-simulation-game-in-international-politics/>
- Weir, K., & Baranowski, M. (2011). Simulating history to understand international politics. *Simulation & Gaming*, 42(4), 441-461.

A Syllabus for Advising

Michele Papakie, Journalism and Public Relations, michele.papakie@iup.edu , and
Veronica Paz, Accounting, vpaz@iup.edu

Introduction: It seems advising has always been challenging at IUP. Every professor seems to approach it in his or her own way, and students frequently report they are underwhelmed with how some of their faculty handle this responsibility. I, Michele Papakie, have always believed that students don't really understand the advising process, and therefore were unfairly judging professors when it came to advising. I believe students expect their professors to initiate advising meetings, develop a schedule for them and nag them to register in a timely manner. Some students even expect professors to do their scheduling for them, because we hold their pin numbers hostage, I often received email messages that said, "Hey, I need my pin to register. Could you send it to me ASAP?" I do enjoy a teaching moment presenting itself every now and then, and emails like these present those moments of which I took full advantage. The eventual realization I had, was that I wasn't really formally trained to be an adviser, and subsequently, I wasn't teaching students how to be advisees. I concluded that faculty and students were both to blame for the misunderstood advising process.



As almost always happens, the Reflective Practice Program came to the rescue! I was thrilled to see that the CTE was planning a Saturday Workshop Jan. 26, 2019, on the subject. As always, I enthusiastically registered for the professional development opportunity. I was so glad I did! Fai Howard, an assistant dean at the University of South Florida, presented a six-hour workshop on advising best practices and provided us with many helpful resources. Never reinvent the wheel; adopt best practices!

<https://www.iup.edu/teachingexcellence/reflective-practice/workshops/advising-best-practices-and-professional-development-for-faculty/>

On Sunday, Jan. 27, I finished creating an advising syllabus for my students. Why not approach advising like I would a course? Duh! It's a little long, but I have found that the investment of reviewing the advising syllabus at length with freshmen pays big dividends to both the adviser and advisee throughout a student's educational journey.

Veronica Paz attended the same Saturday workshop and found it equally inspiring. When she attended a subsequent CTE advising workgroup, Michele's syllabus was shared. Veronica reached out to Michele and asked her if she would mind if she adapted it for her classes. Michele encouraged her to do so and Veronica developed her own. Veronica feels that adopting the advising syllabus has helped her teach her advisees how to get the most out of advising sessions. Link to Advising Syllabus

https://libraryguides.lib.iup.edu/ld.php?content_id=56161931.

About the Authors. Michele Papakie is Chair of the Department of Journalism and Public Relations and served as a Reflective Practice Co-Director for Large Group Meetings. Veronica Paz, Accounting, serves on the CTE Advisory Board.

Related Readings:

- IUP Advising Resources
 - Advising Handbook (Spring 2020)
<https://www.iup.edu/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=277867&libID=277891>
 - Script for Advising https://libraryguides.lib.iup.edu/ld.php?content_id=52059599
 - Advising Syllabus (Template)
https://libraryguides.lib.iup.edu/ld.php?content_id=52059559
 - Advising Syllabus. (Form)
https://libraryguides.lib.iup.edu/ld.php?content_id=52059566
- Outside Resources
 - Bloom, J., Hutson, B. (2008). *The Appreciative advising revolution*. Champaign, IL: Stipes Publishing. Call Number LB2343 .B576 2008
 - Drake, J. K., Jordan, P., & Miller, M. A. (2013). *Academic advising approaches: strategies that teach students to make the most of college*. San Francisco: Jossey-Bass. Call Number LB2343 .A23 2013
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 - Fowler, P. R., & Boylan, H. R. (2010). Increasing student success and retention: A multidimensional approach. *Journal of Developmental Education*, 34(2), 2-4
 - Folsom, P., Yoder, F., & Joslin, J. (2015). *The new advisor guidebook : Mastering the art of academic advising* Nacada: The Global Community for Academic Advising. [ebook](#).
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 - O'Banion, T. (2013). *Academic advising : The key to student success*. Washington, DC: Community College Press. Call Number LB2343 .A295 2013
 - Schulke, B. B., & Zimmermann, L. K. (2014). Morningness-eveningness and college advising: A road to student success?. *Mind, Brain, and Education*, 8(4), 227-230.
 - Smith, C. L., & Allen, J. M. (2014). Does contact with advisors predict judgments and attitudes consistent with student success? A multi-institutional study. *NACADA Journal*, 34(1), 50-63.
 - Strayhorn, T. L. (2015). Reframing academic advising for student success: From advisor to cultural navigator. *NACADA Journal*, 35(1), 56-63.
 - Whitsett, G., Lynn Suell, J., & Ratchford, D. (2014). Academic advising: Aspirations, angst, and achievement. *Review of Higher Education & Self-Learning*, 7(24), 52-58.

Cover Letter Assignments for Introductions and Self-Reflection

Theresa McDevitt, IUP Libraries, mcdevitt@iup.edu and
Kelsey Thompson, Career and Professional Development Center, kthomps@iup.edu

Introduction: Students will need both general and discipline related skills to be successful in college and secure a position in the field of their choice when they graduate. Unfortunately, training in job seeking skills may not be directly addressed in their course work.

Information literacy skills involve using information effectively and for a purpose. In order to help students, develop job seeking skills, librarian Theresa McDevitt worked with Kelsey Thompson from the Career and Professional Development Office to transform a thesis exploration activity to a cover letter writing assignment. It informs students of the best practices for writing cover letters as they choose their topics, so when they graduate, they will be better able to apply for positions

Time of the Year: Theresa used this assignment in the second or third week of the semester when students were choosing their research topics.

Ingredients/Materials needed, if applicable.

- Employees of the Career and Professional Development Office who are willing to help
- Cover letter best practices information and cover letter template



Step-by-step instructions

- Contact the Career and Professional Development Office to see if they would like to either visit your class or teach your students what cover letters are and the best practices in creating them, or simply provide information relating to cover letters and sample templates.
- Prepare a template and sample cover letter so students can see how their information would fit into a standard cover letter. Also include a rubric so students know what is expected of them in terms of content grammar, etc.
- Ask students to submit letters.

About the Author: Theresa McDevitt, is the Government Information/Outreach Librarian at IUP Libraries. She reports students mention in final reflections that this assignment was useful and not something covered in their other coursework. Kelsey Thompson is Associate Director of IUP Career and Professional Development Center.

Middle of the Semester Creamy Spinach Feta Dip

Rita Johnson, Food and Nutrition, rjohnson@auxmail.com

It's the middle of the semester and you are getting great ideas to expand your teaching from your faculty colleagues almost daily? But being a great, innovative teacher takes energy, so be sure not to go to class hungry! Make this recipe on Sunday and it might last all week!

This spread is good with corn chips or pita chips, but makes a great sandwich filling between two pieces of whole wheat toast or a toasted bagel. Once you are accustomed to making this recipe you'll want to try different spices or herbs.

Ingredients

- 10.5 ounce frozen, chopped, packaged spinach
- ½ cup fat-free yogurt
- ½ cup reduced – fat sour cream
- 8 ounces low fat cream cheese
- ½ cup fat free feta cheese, crumbled
- 1 can drained artichokes (cut into pieces if you have whole artichokes)
- 2 tsp jarred garlic or mince your own
- 1/3 cup fresh, chopped parsley or dill (or 2 teaspoons dried)
- ½ teaspoon black pepper
- ½ teaspoon salt

Instructions

- Cook spinach and drain in a colander. Press spinach with a fork, spoon, or squeeze with hands to remove water. Spinach should be moist, but not wet when combined with remaining ingredients.
- Combine all ingredients in a bowl and combine well or combine using a food processor or mixer. Refrigerate for one hour for flavors to combine.

Reference: American Heart Association, www.heart.org/recipes

PART FOUR: THE DESSERT: ENDING THE SEMESTER ON A POSITIVE NOTE

Five Praises

Laurel Black, English, melaurelblack@gmail.com .

Introduction: For quite a few years, I have finished up the semester with an activity I call “Five Praises.” It is a high-risk activity.



I ask students to fold a standard sheet of notebook paper accordion-style and then tear along to folds so they have five slips of paper. (This takes almost as long as what follows! You can bring in slips if you want to speed it up, but I’ve found this physical preparation actually leads to more thought and writing.) Then I ask them to write out a note on each slip identifying a classmate who meets one of the “five praises” criteria (below) and explaining why. These notes can be anonymous. I explain the five praises and show them one that I have already written out—I do this with them. We go around the classroom and everyone says their name (sadly, even on the last day in a small class, some people don’t know their peers’ names).

I ask them to think back over the **WHOLE** semester. I remind them about the kinds of ways they have shared thoughts, concerns, and writing. They can look back through their folders where they have their quick responses to our five-minute writing debates, their feedback on paper drafts, and can look on-line at responses they posted and feedback from peers.

Then they write. We wait until everyone is finished before we distribute these. It can take up to 30 minutes. Students take this seriously.

Here is a sample:

Lucy, you made me feel like I was part of a community. You asked me to join a discussion group on the first day, and you always talked to people around you as they came in to class. It made me feel like I had a place I belonged all semester. Thank you!

Then they walk around the room dropping their slips on classmates’ desks or handing them off as they pass each other in a jumble of distribution. It’s very chaotic for a couple of minutes. Then everyone sits down and reads them and laughs or looks amazed. I have had students cry because someone praised them. Dang! That’s both wonderful and sad.

There is **ONE BIG DRAWBACK**. Someone may not get **ANY** of these praises. I can’t control that. I explain to them that if I asked them all to write something for **EVERYONE**, it’s like being

in elementary school and having to give a valentine to everyone or no one. Pretty soon, those valentines are meaningless. It MATTERS if someone selected you.

However, I have never actually had a student who did not get at least one slip. Perhaps it's because of the interaction all semester or the size of the class (typically no more than 27-28). If a student is absent, I ask them to give the slip to me and I will get it to the student.

I remind them that it may well be that if everyone had to write just TWO slips for each of the five praises, EVERYONE would get one! Each of them might be just a hair away from getting one or a second slip. I point out that, if it matters to them, just make a tiny bit more effort to reach out, to support, to praise or advise, to be present and caring. That's all it takes.

Finally, I point out that only one of these praises has to do with writing, the "subject" of the class. The rest have to do with being a part of a community, with growing as a person, with understanding that what they do counts—so many are focused on their grades or what they "can't do" in a course. When they think back on a class, they will have two kinds of memories: "knowledge" in a classroom sense and "social knowledge." Years after graduation (heck, months if we're being honest), some will retain only the social knowledge and experience.

Here are the five praises I ask them to create. They are certainly easily adapted to various classrooms and disciplines.

FIVE PRAISES ASSIGNMENT

You will select five of your classmates, each of which will receive ONE of the following five notes.

Write a short note to a person who:

1. Made you feel like you were a part of a community, made you feel like you belonged in this class.
2. Really improved in writing over the course of the semester.
3. Went above and beyond to help you in some way: a phenomenal critique or response, or great suggestions for resources for you, maybe someone who reached out to you personally to support you.
4. Took a risk. Maybe that was expressing a view that s/he/they knew might not be well-received, or maybe it was writing about something that took courage to discuss, or maybe they shared something with you because they trusted you with it.
5. Made you think again about something. Maybe they offered information or an opinion that made you reconsider your own or gave you a whole new way of looking at an issue in the world.

On-line Adaptation: This can certainly be done on-line. Because of the COVID-19 switch to on-line learning in spring, 2020, I adapted the exercise a bit.

Because I gave it NO POINT VALUE, I was concerned that students simply wouldn't do it. But giving it points seemed to make it less authentic, a forced activity—the equivalent of those everyone-gets-one valentines.

I also decided to make it anonymous. I am sure there are better ways to do this but not with my on-line skill level. I asked students to simply email me their five praises, and I compiled a document that included their praises without any identifying information.

This could be done for each individual student and emailed back, or it could be done with a full-class document, especially if everyone got praise in some form.

I received five praises from two-thirds of the students, even with no points offered. Every student received at least one note of praise. Clearly, for many students, this exercise matters!

Completing the Circle: After the Five Praises exercise is complete, students pull out yet another sheet of notebook paper. I ask them to write to my next class: what advice do they have for success? (See Part Two.) They easily remember that this is how they started, and, now that they are veterans and knowledgeable, they are eager to offer the same advice to students they have not yet met. I ask them THEN whether their previous peers were close to the mark and remind them that accuracy and tone matter—how can they best help the next group of my students? They fill up another shopping bag.

About the Author: Laurel Black, former Director of the Center for Teaching Excellence and three-time winner of CTE Teaching Excellence Awards, retires in the summer of 2020. She taught at IUP between 1996 and 2020. She will be missed as a member of the CTE Advisory Board, but hopefully will continue to participate in Reflective Practice Large Group Meetings. Her email in retirement will be: melaurelblack@gmail.com.

Related Readings:

- Eggleston, T. J., & Smith, G. E. (2002). Parting ways: Ending your course. *APS Observer*, 15(3).
- Keith, K. D. (2011). The last word: Engaging students for life. 2011). *Promoting Student Engagement*, 1.
- Maier, M. H., & Panitz, T. (1996). End on a high note: Better endings for classes and courses. *College Teaching*, 44(4), 145-148.
- Sommers, J. (2011). Reflection revisited: The class collage. *Journal of Basic Writing*, 99-129.
- Wilson, J. T. (2016). Brightening the mind: The impact of practicing gratitude on focus and resilience in learning. *Journal of the Scholarship of Teaching and Learning*, 16(4), 1-13.

A Tweet Sums It Up in American Foreign Policy

Dighton “Mac” Fiddner, Political Science, fiddner@auxmail.iup.edu .

Introduction. This exercise was used in PLSC 283 American Foreign Policy as a stress-reduced final “concluding” exercise for the scheduled exam period class. It is intended to add some contemporary relevance to the students’ semester-long exploration of American foreign policy’s roots and rationale.

Step-by-step instructions:

“Each student will provide their interpretation of current American foreign policy as fully and accurately as possible in the 140-character limit of a tweet.” Tweets were chosen as the format for this exercise after Donald Trump won the 2016 Presidential election since much of his campaigning and post-election messaging was through tweeting.



Students’ interpretation of current American foreign policy will be informed by their earlier analysis of the current policy. Each student will have answered the question at the heart of the text’s treatment of American foreign policy: “How closely does the current administration’s foreign policy adhere to values of the United States and what is your evidence? “

Students are asked to post their tweet in “named” folder in the courses’ P drive during the exam period. They were also provided with the opportunity to explain their description, followed by a discussion of it.

Special memory about the dish, teaching experience, or efficiency tip or CTE/RP: I was amazed at how many of the students were unfamiliar with twitter and tweets and had to direct them to The Twitter Dictionary aka Twittonary (<http://twittonary.com/>) which provides explanations of various Twitter related words in order to complete the assignment. Distilling such a complex subject as American foreign policy into 140 characters is much harder than one would imagine, but leads to some very original tweets and extremely interesting discussion.

Author: Mac Fiddner, taught in IUP’s Political Science Department between 1999 and 2018 when he retired. He shared one of his end-of-the semester activities (poster sessions held in the library Java City Area) during the “Poster Assignments for Authentic Learning and Universal Design” Reflective Practice Large Group Meeting. The assignment can be found at this link: https://libraryguides.lib.iup.edu/ld.php?content_id=2153596

Tell Me About Yourself Recipe to Facilitate the Process of Writing Student Recommendation Letters

Rita Johnson, Food and Nutrition, rjohnson@auxmail.iup.edu

Introduction: Faculty write many types of recommendation letters and are often asked “on-the-fly” or via email. While recommendation letters can make or break a student’s career opportunities, most students don’t realize what type of information or criteria the faculty member will be asked to write about.

For many years the Department of Food and Nutrition has used a checklist and request form to help students organize information that helps the letter writer understand what is important to the student, as well as the recipient of the letter. This information, and a 20-30-minute visit with the student, provides the faculty member with specific information so that a personalized and powerful letter can be constructed.



This checklist and request form makes the process of writing a letter of recommendation a shared responsibility that gives students an example of a strategy that they can use as they advance their career.

Faculty review this document every two years or so. Of course, faculty can adapt this to their personal needs; it is not a requirement that faculty must use this request form. But, over the years, most have found that it is very helpful. The following is a version of the checklist and form used by many Food and Nutrition professors that could be adapted for any academic discipline.

STUDENT CHECKLIST FOR LETTERS OF RECOMMENDATION

In requesting a professional letter of recommendation have you:

- _____ requested recommendations at least 3 weeks before you need them? By the close of the day of business on the last day of classes in the semester?
- _____ verbally requested a meeting with a recommender and confirmed it via a professionally written email?
- _____ provided a resume? Completed your part of any forms and signed the waiver statement?

- _____ provided your recommender with the name and complete address of the individual who is to receive the recommendation? This is ALWAYS necessary even if you are only asking for a form to be completed. Many times, writers will write a formal business letter on your behalf.
- _____ provided your recommenders with any specific information that they should address via the instructions from a program/position that you are applying to? You can attach a Xerox copy of this specific information. What evidence can you discuss with the recommender that will help them to comment and evaluate you on these criteria?
- _____ reminded your recommenders about any specific information that would help them? (E.g., projects, interactions with the recommenders, contributions that set you apart from the rest, which classes the recommender has taught you, professional experiences that your recommender could remark about.)
- _____ provided a list of documents that the recommender could request from you as evidence for your letter?
- _____ told your recommenders the date that you would like to have the letter? (Avoid making these too far in advance of the actual due date.) Provided correct address and instructions for letters that are going to be mailed?
- _____ put all your information into an envelope so that materials do not fall out?
- _____ made an appointment to speak to your recommenders to review the above information with them?
- _____ written a thank you note to your recommenders after your application(s) is/are submitted? Recommenders work hard on these letters and professional courtesy require that you thank them.

Students should remember that recommenders handle requests for letters of recommendation differently. Some may ask for individual interviews, while others may not. Be sure that you provide your recommender with all the information that they need so that they can write a good letter for you.

LETTER OF RECOMMENDATION REQUEST FORM

Student Name

Permanent Email

School Email

Local Address and Phone Number

Home Address and Phone Number

Identify your relationship to the individual that is writing your letter in the space below.

Use a separate page to discuss the following. You should use at least one, typed, single spaced page of approximately 500 words.

- Describe three to five of your greatest strengths and evidence that supports these.
- Describe your career goals for the first three to four years after you graduate from IUP?
- What experiences have influenced these?

Attach a copy your MyIUP-generated academic transcript.

I am providing this information to assist in the writing of a letter of recommendation.

Your signature

Date

Use the following as a pattern to organize the information that your recommenders will need to write a letter of recommendation. You should type this information for each letter that you request. You may use this as a template.

----- EXAMPLE -----

Who the letter is written to:

Sue Jones, MS, RD (must have name; do not just use a title instead)
Dietetic Internship Director
The Christ Hospital
Food and Nutrition Services
2139 Auburn Ave.
Cincinnati, OH 45219

Mission and Goals of Program: Please provide the mission, goals, or objectives of the program here.

Specific information that is requested in the letter: Type the information that the site has requested that your letters include. If the site does not have specific requests, say so. Note that most sites have requirements.

Give directions as to how this letter should be returned: For example, return this to me by ___(date)___; it should be in a sealed envelope with your signature over the flap.

Include any other information that would be helpful. For example, I attended an open house/presentation for this internship/ job, and they stressed the importance of having good oral communication skills.

About the Author: Rita served as faculty member and chair of the Food and Nutrition department for many years and retired in the summer of 2019. She was a frequent participant in Reflective Practice Large Group Meetings and CTE Saturday Workshops.

Related Readings:

- Hartford, B. S., & Bardovi-Harlig, K. (1996). " At Your Earliest Convenience:" A Study of Written Student Requests to Faculty. <https://files.eric.ed.gov/fulltext/ED400704.pdf>
- Harris, S. R. Writing letters of recommendation: A form to help students help you, so you can help them. <https://www.slu.edu/ctl/docs/writing-letters-of-recommendation-harris.pdf>
- Kuncel, N. R., Kochevar, R. J., & Ones, D. S. (2014). A meta-analysis of letters of recommendation in college and graduate admissions: Reasons for hope. *International Journal of Selection and Assessment*, 22(1), 101-107.
- Landrum, R. E. (2008). Writing Letters of Recommendation. *Handbook of the Teaching of Psychology*, 270. https://scholarworks.boisestate.edu/psych_facpubs/130/
- Madera, J. M., Hebl, M. R., & Martin, R. C. (2009). Gender and letters of recommendation for academia: agentic and communal differences. *Journal of Applied Psychology*, 94(6), 1591.
- Stake, J. E., Walker, E. F., & Speno, M. V. (1981). The relationship of sex and academic performance to quality of recommendations for graduate school. *Psychology of Women Quarterly*, 5(4), 515-522.
- Zimbardo, P. (1976). Reducing the agony of writing letters of recommendation. *Teaching of Psychology*, 3(4), 187-188.

Modifying Recipes: Applying Principles of Cooking to Teaching and Learning all Semester

Stephanie Taylor-Davis, Food and Nutrition, stdavis@iup.edu



Introduction: Valuing that students have a lot going on in their lives that goes beyond my course, I always build in opportunity to get to know my students so I can revise some element(s) of the course assignments and consider ways I can support them. I am very interested in what my student's ambitions are as they relate to the course, their experience at IUP, for their careers, and personally. Throughout much of my doctoral training and all of my career I have needed to balance work with parenthood and family. Explicitly having students identify one SMART (specific, measurable, attainable, relevant, timely) professional goal and one personal goal early in my courses helps me to develop a tailored menu of learning opportunities and reinforcements that go beyond the established course objectives.

Recipe Description: In several of my courses I spend the first day of class, not going over the syllabus, but instead getting to know the students and helping them know each other. Often, what I learn about my students on that first day inevitably helps me to modify the syllabus. For example, I might add a dash more time on certain topics based on interest or integrate a guest speaker to spice up perspective. Day 2 we go over the syllabus and I share with students how I have added to or taken away ingredients of the course to meet their preferences, wants, or needs. This is similar to how as a dietitian I would assess a patient or client's preferences, wants, or needs then apply my expertise and work together with them to co-develop an intervention and monitoring plan.

Ingredients Needed:

- Curiosity about your students
- Desire to appeal to intrinsic motivation(s) of your students
- Day 1 Student Information Sheet (sample below)
- Willingness to reflect on student responses in a way that may revise the syllabus
- Flexibility on how you serve up one or more course components
- Time points to test progress
- A way for students to share the fruits of their labor

Basic Steps:

DAY 1

1. As students arrive for the first day of class, distribute the Student Information Sheet (SIS).

2. After introductions and ice breaker activities, share the course objectives and key topics to be covered to prime the student palate for the menu the course offers.
3. Next, give students a chance to think about the goals of the course and how it can help to forward their professional goal(s) as well as something they would like to work on personally during the semester. Request that they elaborate on the SIS how the course connects as well as how they think I might help them.

DAY 2

4. Review the syllabus, noting where SIS responses resulted in menu modifications (including topic emphasis, assignments, grading, or other components) were made to address expressed student preferences, needs, and wants.
5. Articulate that everyone's goals are different. That makes our menu interesting. Part of our community building in the class is to help each other move towards these important goals. Meshing of course goals to professional and personal goals helps to cultivate buy-in particularly for students for whom the original menu did not sound that appealing.



THROUGHOUT THE SEMESTER

6. Check back in with each student either through monitoring assignments and/or using the student's professional and/or personal goal progress as a conversation starter before class, through email, discussion board, after class. Optional Twist: Match students or ask them to see an accountability partner to share and compare goal progress and offer feedback.
7. Provide students with resources relevant to their goals.

CULMINATING ASSIGNMENT: GOAL PROGRESS POT LUCK PRESENTATIONS

In the last class periods of the course and/or during the final exam meeting, require that each student give a 5-7 minute presentation detailing their professional and personal goal progress, and interconnections with course components. Guidelines I use are also provided.

Important Note for Recipe Success:

- Students need to recognize how their professional and personal goal(s) connect and are relevant to the course. This has not been an issue in the past for me to help students to understand.

- As the instructor, you must build in time points to check progress. This means that you need to regularly open the oven and check how the goal(s) are cooking (need more of some ingredient, progress as expected, already done).

The Results: In addition to meeting course objectives, student motivation, satisfaction, and pride is evident when they share their challenges and successes (no matter how small) with their classmates. The purpose of the culminating presentation is not only for students to reflect and report on their learning and change, the presentation also serves as a way that everyone can learn vicariously through the experience of their peers. The process also encourages self-regulated learning by the student in the process of goal setting, and self-efficacy of working towards goal achievement, including helping others.

About the Author: Stephanie has been active in Reflective Practice since 1999 and served in various Co-Director positions from 2002 – 2014. She has been the Director of the Center for Teaching Excellence since 2014. She has presented on teaching and learning at conference such as the Teaching Professor and the Lily Conference on Teaching and Learning. A registered dietitian since 1991, Stephanie joined the Department of Food and Nutrition in 1998 and has been its chair since 2018.

FDNT 465 Nutrition Counseling and Education (Beginning of the Semester)

Name

Contact / Email

1. Expectations of course
2. Career Goal(s)
3. Previous Counseling and/or Teaching Experience
4. Areas of Interest or Expertise
5. What is one professional goal you would like to work towards or achieve this semester?
6. What is one personal goal you would like to work towards or achieve this semester?
7. Strengths that you bring to this course – Nutrition Counseling and Education – or to our learning environment in general

**End-of-Semester Presentation - Evaluation Sheet
FDNT 465 Nutrition Counseling and Education**

Presenter(s): _____

Date: _____

Evaluator: _____

*For criteria on the left side, the following scoring system will be used:
✓+ = mastery/thorough (3 pts); ✓ = proficient/adequate (2 pts); ✓- = improvement needed (1 pt)*

**DESCRIPTION OF ACCOMPLISHMENTS
AND LESSONS LEARNED (3 pts each)**

	Connection to teaching or counseling objectives
	Connection to professional and (if applicable) personal development goals
	Description of topic
	Description of audience
	Description of context/setting
	Description of strategies
	Description of successes
	Description of challenges
	Description of insights gained
	Ability to translate experience to one that is meaningful/useful for others
	Clarity of explanation
	Evidence of integration of concepts learned during course

General Comments:

MECHANICS OF PRESENTATION (2 pts each)

	Volume; pitch of voice
	Pace of presentation
	Poise; body language
	Professional level of language
	Expression/Interest/enthusiasm

ORGANIZATION (1 pt each)

	Appropriate introduction
	Logical organization of presentation
	Appropriate summarization
	Within time limit

MEDIA/(as applicable)

	Visual impact
	Connection to presentation
	Appropriate citations/resources

$$\text{Grade} = \frac{\text{Points earned}}{50} \times 100$$

Score = ____ Grade = ____%

End-of-Semester Video Presentation Instructions

Please prepare a 5-7 minute video for your end-of-semester presentation. As listed in your syllabus, this assignment is worth 50 points. See the grading rubric provided to be sure that you incorporate all elements in the video.

The following should be included in your video so that you share your experience with your classmates and your instructor. You can organize your presentation in whatever order you determine is best.

1. Identify the most important thing you learned about teaching or counseling this semester. Why was this important to you? Summarize your progress on the personal/professional development goals you established for yourself at the beginning of the semester.
2. Talk about 1 objective for a teaching lesson or counseling session that you led this semester. Be sure to inform us of your overall topic/focus, your audience and state the objective.

Answer the following: Why was this objective important for your topic and audience/client? What instructional methods/strategies did you use to help your learners/client achieve this objective? Why did you choose this/these method(s)? How did your learners/client respond? What is a strength of the approach you used to address this objective with your learners/client? What would you change or how would you improve upon the approach you took in the future. Show instructional materials used, photographs, etc.

Time permitting you can also present about other objectives, lessons/projects that you engaged in this semester.

3. Reflect on the Teaching or Counseling Philosophy Statement that you wrote at the beginning of the semester. Include information such as:
 - how your teaching philosophy may have impacted your teaching experience
 - how the choices you made were or were not reflective of your philosophy of teaching
 - commentary on whether or not involvement in the teaching experience shaped or modified your philosophy of teaching

Upload your Video to the FDNT465 MS Stream Channel
Dr. Taylor-Davis-FDNT465 – End-of-Semester Reflection Video

Secret Ingredient Celebration Brownies

Rita Johnson, Food and Nutrition, rjohnson@auxmail.iup.edu

Celebrate the end of the semester with these brownies that are lower in fat and calories than typical recipes. Try this recipe to help you get through your final grading work or to take to an end-of-semester celebration. Keep the ingredients a secret from your family or friends who will love them and beg for more! These cakey, not chewy, brownies take about 15 minutes to prepare and 20-30 minutes to bake, yielding 12 brownies.

Ingredients

- 1, 15 ounce can of black beans, drained and rinsed
- ½ cup semisweet chocolate chips, divided
- 3 tablespoons canola (or vegetable) oil
- 3 large eggs, room temperature
- 2/3 cup packed brown sugar
- ½ cup baking cocoa
- 1 teaspoon vanilla extract
- ½ teaspoon baking powder
- 1/8 teaspoon salt
- ½ teaspoon espresso powder (if you have it)

Instructions

- Heat the oven to 350 degrees.
- Grease an 8-inch square pan and line with parchment paper (wax paper is an acceptable substitute).
- Place the beans, ¼ cup chocolate chips and oil in a food processor. Process until blended. Add the rest of the ingredients and process until smooth. Pour batter into the pan and top with remaining chocolate chips.
- Bake for 20-25 minutes (but a glass pan may take 30-35 minutes) until a toothpick inserted in the center comes out clean. Cool on a wire rack. Cut into 12 bars.

Reference: <https://www.tasteofhome.com/recipes/black-bean-brownies/>

PART FIVE: A BRIEF HISTORY OF THE CENTER FOR TEACHING EXCELLENCE

Tradition of Teaching Excellence

In 1875, Indiana State Normal School opened its doors. In its first catalog, they stated they would offer the “highest order of excellence in teaching” based upon “the most correct methods and theories of instruction.” This would be possible because whether Normal School, Teachers College, State College or University, at Indiana, excellent instructors would be hired, and administrators would continue to make it clear that they valued faculty development related to quality teaching.

IUP Faculty Professional Development Committee and Teaching Excellence.

In the Fall of 1988, IUP Faculty Professional Development Committee, met to formulate plans for a concerted, coherent, and continuing effort to enhance teaching excellence at IUP.

It was guided by these beliefs:

- faculty are the University’s key resource
- IUP has a long history of excellence in teaching and its faculty are committed to maintaining that tradition
- teaching excellence comes from a co-operative relationship between faculty and students
- teaching excellence is a multi-dimensional concept encompassing a diversity of approaches and philosophies

Center for Teaching Excellence EST 1989

In 1989, a newsletter called the *Forum for Teaching Excellence*, reported that IUP ‘s Faculty Professional Development Committee’s Teaching Excellence Subcommittee had a mission to facilitate the enhancement of teaching excellence in all its forms. This included the provision of constructive and developmental mechanisms for nurturing the excellence in teaching which already existed at IUP. It reported the mechanisms would honor our differences and build upon our strengths, and attempt to:



- Expedite the achievement of the goals and missions of IUP, its faculty, and its students as they relate to teaching
- Facilitate the professional and personal development of faculty through teaching excellence activities



- Define, provide mechanisms for enhancing, and recognize excellence in teaching
- Stimulate thinking, discussion, and research on teaching excellence
- Provide forums for the exchange of information and ideas about teaching excellence.

One result of their work was the establishment of the Teaching Excellence Center in the Fall of 1989. The Center was to serve as a central location for resources and services related to the enhancement of teaching.

Among its goals for the fall of 1989 were to develop:

- an extended orientation program for new faculty
- formal recognition of faculty for excellence in teaching
- programs to enhance teaching including opportunities for faculty to talk with one another to share ideas about teaching through informal, multidisciplinary faculty discussion groups

So began what has become an IUP tradition of supporting quality teaching through “good talk about good teaching.” The Center soon changed its name to the Center for Teaching Excellence. They invited nationally known experts in teaching and learning encourage IUP faculty to discuss and consider the most progressive pedagogy. They built upon existing faculty strengths by setting up teaching circles to work on common challenges. They developed a series of monthly larger group meetings where members of all teaching circles could meet to share successes and challenges and brainstorm strategies to address them.

Monthly meetings evolved into workshops led by faculty on topics such as designing your courses, using case study methods, and adopting active learning strategies, and so establishing the core of CTE and Reflective Practice which continue to the present day.

Evolution of the Center

Over the years, the Center for Teaching Excellence has evolved in response to changing faculty and student needs. Its work has continued to include Saturday workshops, New Faculty Orientation, Reflective Practice Large Group Meetings, Teaching Award celebration dinners, teaching circles and mini grants, but also added promotion box nights, advising support programs including the Advisor Advocate newsletter. It has collaborated with programs for inclusive teaching and those supporting the development of future faculty.

Its work is fueled by a Director and Co-Directors for special projects and Reflective Practice, an administrative assistant and graduate student assistants and informed by members of the Center for Teaching Excellence Advisory Board. See personnel and purpose of each of these groups at this page: <https://www.iup.edu/teachingexcellence/personnel/> .

CTE Directors	
Mary Lou Zanich	1989-1993
Mary Ann Cessna	1993- 2004 (retired January 2004)
Dee Klein	January to December 2004
Francisco Alarcon and John Woolcock Interim Co-Directors	January 2005 to May 2005
Francisco Alarcon Interim Director	May 2005 to summer of 2006
Laurel Black	2006-2009
Mary Ann Hannibal	2009-2014
Stephanie Taylor Davis	2014-Present

Reflective Practice Co-Directors	
Francisco Alarcon, Mathematics	Theresa McDevitt, IUP Libraries
Robert Begg, Geography and Regional Planning	Kelly Jo Kerry-Moran, Professional Studies in Education
Mimi Benjamin, Student Affairs in Higher Education	Muhammed Numan, Physics
Carrie Bishop, IUP Libraries	Mark Palumbo, Psychology
Laurel Black, English	Michele Papakie, Journalism and Public Relations
Barbara Blackledge, Theater	Terry Ray, Finance and Legal Studies
Miriam Chaiken, Anthropology	Teresa Shellenbarger, Nursing and Allied Health Professionals
Erin Conlin, History	Rosalee Stilwell, English
Mary Ann Hannibal, Professional Studies in Education	Stephanie Taylor-Davis, Food and Nutrition
Valerie Helterbran, Professional Studies in Education	Marie Twal, Nursing and Allied Health Professions
Brian Jones, Theater	Judith Villa, English
Diane Klein, Special Education and Clinical Services	Lorraine Wilson, Music
Tracy Lassiter, English	Heide Witthöft, Foreign Languages
John Lewis, Criminology	Wayne Moore, Office Systems and Business Administration
Christoph Maier, Mathematics	Jacqueline McGinty, Instructional Design and Technology

CTE Administrative Assistants	
Marcia McCarthy	
Sharon Aikin	
Ann Marie Schweitzer	