Rochester Institute of Technology
Institute Effective Teaching Committee (IETC)
2011-12 Annual Report

Submitted July 20, 2012

<u>Members</u>

Stephen Aldersley – Dean's Council
Sarah Cass – TLS
Jeanne Christman (co-chair) – CAST
Jennifer Freer - WML
Keith Jenkins (co-chair) – CLA
Alex Lobos-Solis – CIAS
Carol Marchetti – COS
Brian O'Neil – SCB
Robert Pearson – KGCOE
Larry Quinsland – NTID
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POLICY ON EFFECTIVE TEACHING COMMITTEE

1. The Academic Senate and the chief academic officer shall create a standing committee of the Academic Senate called Institute Effective Teaching Committee (I.E.T.C.).

a. The committee shall be composed of the Provost or his or her delegate, one academic dean appointed by the Provost, and one faculty member per college appointed by the Executive Committee of Academic Senate. The faculty members should be those whose major responsibility is teaching, and if possible, past recipients of the Eisenhart Awards. The Executive Committee may appoint additional members.

b. The term of office shall be two years on a rotating basis at the end of spring quarter. The committee shall annually select its own chair from among its faculty members.

c. The I.E.T.C. will work for the faculty and with the Institute academic administration to foster quality teaching at the Institute. The committee will report by April 30 each year to the chief academic officer and to the Academic Senate. This report will include:

- evaluation of the current Institute efforts in promoting effective teaching
- projection of needs forward for two years

The committee will receive its charge, which will reflect the evaluative report from the previous year, from the Academic Senate in September.

d. The chair of the committee may have up to one-third release time from normal teaching activities depending upon the charge identified by the Academic Senate and the chief academic officer. Clerical support will be provided to the committee. Professional assistance will be provided to the committee when needed by the appropriate RIT staff. The operating budget will be determined on the basis of the charge.

2. The I.E.T.C. shall have the following specific responsibilities:

- to identify development needs related to quality teaching
- To foster collegiality and mentorship among faculty.

Executive Summary

The work of the IETC has included surveys administered through Clipboard, an IETC open house session, faculty "coffee days", three newsletters and a classroom innovation session at FITL. Throughout the course of this year, we have collected and shared information and tips between faculty members related to maintaining focus in the classroom, managing group work, engaging students, quarter to semester conversions and innovative course design. Further findings are outlined in this report, and the full results will be submitted to the RIT Digital Media Library for archiving along with this report. The IETC plans to continue this same work next year while refining our data collection methods, creating a website where faculty can browse past survey results and newsletters at any time, and promoting discussion related to survey topics in an online forum.

Goals, Objectives, and Activities

The IETC spent the past year collecting information from faculty members across the campus and developing ideas for activities to help meet our goals and objectives, as defined below. A mapping of our activities to these goals and objectives is provided in Table 1. Each event contributed to at least one objective and each objective had at least one activity contributing to it, so the committee is on track for meeting its goals with appropriate choices of activities.

Goal 1: Identify development needs related to quality teaching.

Associated Objectives:
1. Determine level of faculty awareness of current RIT resources related to teaching
2. Make faculty aware of current RIT resources related to teaching
3. Determine additional resources faculty need or want on campus to improve and maintain high-quality teaching
4. Gather feedback from faculty across campus on issues related to teaching

Goal 2: Foster collegiality and mentorship among faculty.

Associated Objectives:
1. Create opportunities for faculty from across campus to come together for causal conversation
2. Create opportunities for faculty from across campus to come together for teaching-related discussion
3. Create opportunities for faculty from across campus to work together on teaching-related activities

During 2011-2012, the IETC performed the following activities:
1. hosted an IETC Open Session to allow faculty to share ideas, have coffee, and celebrate teaching
2. distributed three institute-wide surveys to collect data on various topics related to effective teaching
3. distributed three IETC Newsletters highlighting faculty comments and ideas regarding teaching
4. hosted five "coffee days" where faculty could gather informally
5. and presented at the Faculty Institute on Teaching and Learning (FITL)

Table 1. Contribution of IETC activities to goals and objectives

	Open Session	Surveys	"Coffee Days"	FITL presentation
Goal 1: Identify development needs related to quality teaching. • **Determine level of faculty awareness of current RIT resources related to teaching**	**X**	**X**	**X**	

• **Make faculty aware of current RIT resources related to teaching**	X	X	X	
• **Determine additional resources faculty need or want on campus to improve and maintain high-quality teaching**	X	X	X	
• **Gather feedback from faculty across campus on issues related to teaching**	X	X	X	
Goal 2: Foster collegiality and mentorship among faculty				
• **Create opportunities for faculty from across campus to come together for causal conversation**	X		X	X
• **Create opportunities for faculty from across campus to come together for teaching-related discussion**	X		X	X
• **Create opportunities for faculty from across campus to work together on teaching-related activities**	X			X

Results

A summary of responses to our various activities is included here. Full survey responses, along with this report, are being submitted to the RIT Digital Media Library.

IETC Open House Event
On October 12, 2011, the IETC held an open house in the Reading Room of the Campus Center. All faculty members were invited to attend and let us know which topics, related to quality teaching, they would like to learn more about. Although the event was not well attended, the following input was obtained.

What topics related to tips on teaching do you feel are important to share?
- How to incorporate seminar style teaching in the classroom
- Most of us learn "lecture style" due to grad school
- It isn't about "teaching". Focus on "learning". Put the student in charge.
- "Teaching" students to meet deadlines is important. Students cannot always be allowed to set their own timetables.
- Active Learning/Experiential learning is a great way to involve the class and allow them to employ the skills they're learning

What topics regarding working with students (Millennial students, staying current, etc.) are of interest to you?
- My best lectures don't seem to always work with millennial students
- Integrating social media (Facebook, Twitter, Google+) in courses
- Activities that can be used for active learning
- What constitutes an honors course?
- FYE and Foundation electives for GE

What topics regarding classroom technology are of interest to you?
- Online testing/assessments
- Online accommodations—testing
- Social media integration
- If some students have laptops out during class, should class be held in a room with computers for everyone and should they be forced to use computer problem solving?
- Get faculty to allow and encourage students to use any and all devices. Design tests around process, not facts.

What do we need to discuss/explore regarding blended learning?
- Accountability (student/teacher)
- Team teaching/collaboration
- Outcomes assessment (course level)
- Blended learning practices applied to semester-format courses

What <u>format</u> do you recommend for gaining insight/sharing about teaching (questionnaires, FITL-like workshop sessions, TED talks, etc.?)
- Focus groups with lunch or dinner

What topics related to <u>course evaluations</u> are of interest to you?
- How do you get good evaluations without dumbing down your course?
- As we transition to online evaluations, how do we maintain/increase student participation?
- How do you determine if a criticism comes from a student who actually is engaged in the course?
- Implications of bad teaching evaluations for tenured faculty (penalties; firings, etc.)
- If course evaluations are made public, what value will such be? What if faculty stops participating? What then?

Are there <u>other topics</u> of interest related to teaching?
- The "flip" model of teaching; get rid of traditional lectures
- Student creativity in capstone courses
- How to promote cross-disciplinary or cross-industry <u>awareness</u>
- Many courses use laptops or at least many students come to class with a laptop. How do you keep them on task/topic? (e.g. Not on Facebook)
- How to promote cross-disciplinary collaboration (i.e. industrial design/business)

What do we need to discuss/explore regarding <u>online learning</u>?
- Group or Team projects in an online course
- How can "hands-on" and visual learning be translated to "online"; we do not have video production support
- Extended training opportunities for faculty on software (online + general)

Survey #1

Drawing from ideas obtained during the open house, the following survey was given to the faculty. There were 122 responses to this survey and the results were used to generate three newsletters (included at the end of this report).

Q1. Many courses integrate computer devices (laptops, tablets, smart phones, etc.) into the classroom experience. In other classes, students bring computer devices for note taking or other purposes. How do you keep students on task/topic and reduce unrelated classroom activity?

Q2. Monitoring how student teams work together, both on-campus and online, is another issue that surfaced. Please share how you monitor teamwork.

Q3. Engaging today's students is a recurring teaching topic. Please share your methods and activities for engaging millennials in the classroom.

Survey #2

The IETC collaborated with the TLS to create a survey that would serve to generate questions for the faculty panel entitled "opportunities & challenges of teaching in a semester system". The survey questions are outlined below. One hundred faculty members completed the survey.

Q1. Teaching and Learning Services is hosting a lunch discussion panel on the semester conversion topic: opportunities & challenges of teaching in a semester system on Friday, February 10th. Panel members are RIT faculty members who have previously taught at universities on the semester system. They will share their experiences and answer questions on the topic.

Please enter a question that you would like the panel to answer. The IETC will summarize the questions and ask at the lunch. (There is still time to register—after you complete the survey a registration link for the event will be displayed.)

Q2. How can the semester system provide opportunities to enhance student learning in your course?

Q3. What resources are you using to prepare for converting your course from a quarter system to a semester system? Check all that apply.

Q4. How would you rate your readiness for course conversion?

Q5. Change is often stressful. What do you do to alleviate Q2S stress?

Eighty-seven questions were generated from Q1 and many were used during the TLS panel discussion. The following table contains all of the questions.

1	What are strategies to maintain student interest in the longer time frame?
2	Do you find there is more or less time for things such as research and scholarly activities?
3	What is the feasibility of co-teaching a semester course?
4	What is the normal teaching load under semesters?
5	The proposed load by the administration basically adds a course per term under semesters. What will that be like? Like adding a prep per term, I would think (i.e. overload).
6	What element of teaching in a semester system will be happiest to get back to and how will you take advantage of it?
7	I am concerned about the student's ability to manage 5 courses at a time. While the decision to run 3-credit courses is supposed to be handled in terms of different expectations, in practical terms the students will have 5 midterms the same week, then 5 term papers and 5 final exams.
8	When I talk with students about it, the thought scares them. Who will help the faculty to help the students adjust?
9	Do you think RIT professors will be able to modify our slightly frenetic teaching style, or will we crush the students with 15 week "quarters"?
10	How much extra time should I plan to spend on conversion related issues once we are in semesters? I suspect the conversion will not be complete for 3-5 years and wonder if you can identify issues that will still remain.
11	This is pretty basic but, "What are the advantages and disadvantages of semesters?"
12	I am combining two courses into one and am having concerns about the testing schedule. Right now I give two midterms and a final for each course. If I keep the same format, then there would be material that would need to be omitted on the exams due to time constraints. But too many will cut into teaching time. So my question is how many exams would be typical in a semester system for a course that may be jammed packed?
13	I'm most concerned with the shift from 110 minute classes to 75 and 50 minutes. How much learning/lecturing can one do in 50 minutes? So many of my classes involve team presentation/discussion exercises that can't be easily split into 50 minute segments.
14	I teach several technical courses where I assign homework every week. If the course drops to 3 credit hours from 4, (and students take one more course at a time) it seems like I should be assigning homework less often or shortening it if it's still one per week. Yet in the semester schools I attended I don't recall the weekly homework load being very different. What do you suggest? I am of course concerned about my own workload as well because the dean has told us we will be teaching more courses per term than we are now.
15	When I taught on semesters, by about the 12th week I began to dread the sight of my students. How do you overcome the inevitable sense of malaise of spending 4 months with the same group of 18 year olds?
16	What qualities will make a good January term class? The way I understand it, these classes allow for less ordinary teaching/learning situations. So what's a good way to design this course?
17	With a longer semester in place, would time be better spend slowing down the curriculum over the 15 weeks, or having more time to review at various points throughout the semester?
18	How do we ensure that we keep a strong pace? I worry that there will be time "wasted" under semesters and will naturally provide students with less content?
19	For many years, in order to sell the quarter system to prospective students and families, we looked for ways to contrast ourselves favorably with semester system schools. We were sincere and believed what we said. Was everyone who did this wrong for all those years?
20	no question
21	What were your experiences during your time teaching within the semester system, then converting to quarters?

22	What are the advantages and disadvantages you experience?
23	In getting ready to go back on semester system are you experiencing any quandaries with what to teach and when?
24	My question is concerns a 2 credit course that is mandatory, how will the class work? Will the in class hours be spread out to equal the same as a 10 week course? Does this mean I can cover more topics during the course of a semester? Is the 3 hour lecture/studio time become less per week but equaled to my current 3 hour lesson/studio for 10 weeks?
25	What will the course load for lecturers look like under semesters? Will there be any accommodation for teaching large classes?
26	Do you find the students getting restless 12-14 weeks into a specialized course?
27	Do facilities, especially classrooms and labs, appear to be better utilized under semesters or trimesters?
28	What is the best way to handle the situation where a course would be great for 10 weeks, but would really drag on under a semester system?
29	The block scheduling of courses.
30	If students will generally take 5 courses at a time instead of 4, do you have to reduce the scope of end-of-term projects to prevent overload?
31	Will there be any learning opportunities for faculty to engage in conversation about how to make the transition easily???
32	How different really is the semester system from the quarter system? I tend to regard it as an opportunity to go into more depth in the course. I don't really see a great deal of conflict with this conversion.
33	advantages & disadvantages of each system (quarter and semester)
34	How would you suggest changing the cycle or rhythm of graded assignments to keep the students actively engaged for the longer 15 week period?
35	In reading-intensive courses what new opportunities for assignments are created by the conversion?
36	How is course scheduling to be handled given the 2 day a week schedule most faculty have as of today.
37	How is the structure of the 2, 3 and 4 credit courses applied towards the teaching load of the faculty in tenure track positions?
38	Is it educationally desirable that, under the semester system, students will be taking five courses each term?
39	What, if any college, will be more effected than others and why?
40	It feels as though service courses and service departments by extension have suffered some loss of instruction time due to this conversion. Is this the case at other institutions?
41	Under quarters, in engineering we typically expect the student to spend 2-3 hours outside of class for every hour spent in class. Is this still a reasonable expectation under semesters where there is likely to be more time between classes?
42	Questions for those who have experienced January terms: Other than being profitable for the university, what are the real benefits of having a January term? What problems arise?
43	Given that you were in a semester system, when you switched to the quarter system, what was the one/biggest change that made you say, "Man x is so much better now that I am in quarter system"?
44	What is the biggest classroom mistake faculty make when switching from quarters to semesters? How can this mistake be managed or avoided?
45	I've taught in a semester model for seven years prior to the five years of quarter system. I'm not sure that I'm looking forward to semesters. I like quarters. How do I 'energize' myself for the semester?
46	The major concern I have is whether we will keep the 5 hour class block of time?
47	Over years of teaching in 2-hour blocks, I have developed rich active learning experiences that require 2 hours for ramp up, student exploration, and wrap up. I am at a loss as to how to break these into 50-minute experiences without losing the flow. Any suggestions?
48	How are we supposed to include labs?
49	As someone that has taught in the semester system I don't really have any questions but thank you for asking.
50	Given the change in credits (for a standard course) from 4 to 3, should the amount of content in each course theoretically remain the same under semesters as it is in quarters?

51	The only thing I like about teaching during a 110-minute period is the opportunity to show feature-length films (which I don't actually do that often, but sometimes it provides a nice break from lecture for both me and the students, and provides a different kind of learning opportunity). How can one still utilize films effectively in shorter classes?
52	Has your implementation of projects and assignments changed in your transitions between semester and quarter and now back to semesters?
53	I would direct questions to those who have been through a conversion from quarter to semester system. Did anyone experience a change from 3 to a 4 course workload with classes that utilize labs and unique facilities with courses that range from 2-6 hours as currently taught? Someone having only taught a semester system isn't qualified to completely answer these issues. I'm sure many of us attended semester systems in our own college career and remember them.
54	What is the greatest challenge we face as RIT changes to semesters?
55	What suggestions do you have for keeping the momentum going?
56	Did it allow the professor's more time to dwell deeper even though there are only 5 hours more of class time?
57	What is the greatest opportunity and what is the greatest challenge of teaching in the semester system?
58	What are typical (average) workloads of faculty in "teaching-centric" universities like RIT...?
59	My classes have evolved based on active learning principles. They take place in a computer lab and the 2 hour blocks we currently enjoy permit me to move between presentation and active learning experiences during each class. How can I provide an equivalent experience in 50 minute blocks?
60	Having only taught on the quarter system, I typically give either two mid-term exams (in weeks 4 and 8) or three mid-term exams (in weeks 3, 6, and 9) in my classes. Moving to semesters, should I still stick to two or three mid-term exams that are more spread apart in time, or is it more useful to the students to add an extra mid-term exam so that they are getting tested at least every 3-4 weeks?
61	How do you deal with balancing the energy to finish 15 weeks?
62	Making a good Design requires a mix of effectively using tools and also applied design skills. What % of your teaching is tech / what % is on design concepts?
63	Will there be a time for reflection after conversion in which the institute as a whole can evaluate how well the semester model and the class period model has worked? Perhaps a institute wide body composed of faculty to evaluate after three years?
64	How do you maintain the "big picture" over the longer course so that students do not forget what they may have learned in the beginning of the semester once it is time for final exams?
65	What's the biggest downside -- hence challenge -- to teaching in a semester system?
66	Will MyCourse be modified specifically for semester.... or there will be no difference?
67	As a wellness instructor, will the semester shift make it more difficult for students to enroll in wellness courses that will greatly improve their health and fitness? Currently a student can make this decision 3 times an academic year. After the semester shift, this opportunity will drop to 2.
68	I'd like to hear how to better manage the longer time to help with student projects. I love that there will be more time, but worry that students will not work as well if deadline is farther off.
69	The issue is not being on Semesters. Most everyone learned in that mode. The issue is making the conversion.
70	How is it to teach a writing course when you have less time per class to do so?
71	Why the MWF and TR schedule. This muddles teaching schedules and syllabi.
72	What would be the time for "early alerts" under the semester system? Currently it is on week 3 and a major assignment or a survey assignment has to be done by then in order to assess if a student will receive an early alert. How would this work on the semester system.
73	Would it be a thanksgiving break during the fall semester? I am coming from teaching at a semester-based university and the thanksgiving break was so short and so late, it disturbed the pace of the end of the quarter.
74	High schools and middle schools are evolving to 80-minute 'teaching blocks.' Class instruction is sub-divided into shorter in-class instructional sessions where students first receive instruction, then provided opportunities to demonstrate their understanding of a concept through individual or group work. After this 'interactive' period, the instructor once again teaches a short instructional session.
75	What are merits to or theory behind a 50-minute class session?
76	I don't have any questions
77	No question - I have taught in both systems. Semesters will be better for the students - more time.

78	What fraction of a typical class will skip the first few days before labor day?
79	I've taught on semesters before. I know how it works.
80	None that I can think of.
81	I have no questions
82	Currently, 4 credit courses containing a laboratory component meet for 3 lecture hours per week (3 credits) and 3 lab hours per week (1 credit). Going to 3 credit courses under semesters, how should these classes be scheduled? I have not heard a consensus opinion and have heard options ranging from (2 lecture hours + a 2 hr. lab) all the way to the current (3 lecture hours + a 3 hr. lab). This is a significant difference in faculty and student time, yet people are considering that time worth the same 3 credits. The panel's thoughts?
83	Will 10 week summer courses consist of semester courses presented in 10 weeks? That is, will there be more contact hours per week?
84	Is the between-semesters break (i.e., the first 3 weeks of January) long enough to offer a regular 3-credit course? If so, what type of course is most appropriate to offer during this time, and what are the major challenges for both students and faculty) involved in offering 3 credits in 3 weeks of class time?
85	No one has talked about students who now face five people saying all your time belongs to me and my course is the most important. The fire hose theory of education is valid at any engineering style school, and as long as 'institute of technology' is in the name, students will expect an educational experience of trying to sip from a fire hose. Bldg. 1 should reconsider its commitment to 3 credit courses and let each department use the number of credits appropriate to cover the material necessary to cover. 120 credits to graduate, 15 hours of classroom contact per credit.
86	How will sequenced courses, such as language courses, be able to offer students in two 45 hour semesters (90 hours per year) what is offered now in three 40 hour quarters (120 hours per year)? Will there be support for offering additional courses to maintain at a minimum the level of current offerings or will this conversion result in a diluted educational experience in such cases with even fewer opportunities to learn languages other than English?
87	Regular semester (16 week, 15 +1) courses will be compressed into 10 weeks over summer, requiring the "slicing & dicing" of semester lectures for summer delivery. Why not just have an 8 week summer session so that I just double my lectures every week with no "slicing & dicing" required? How has "summer" worked at other institutions?

A tabular summary of the results of Q3 and Q4 follow:

Q3. What resources are you using to prepare for converting your course from a quarter system to a semester system? Check all that apply.	
Teaching and Learning Services	13
My department chair	32
Websites	2
Collaborating with colleagues	66
Other	22

Q4. How would you rate your readiness for course conversion:	
Have not started thinking about converting my courses to a semester format	12
Vaguely aware of what and how I will convert my course	23
Have reviewed the official course outline form	8
Ready to move forward with design	18
Have partially completed redesigning my courses	19
Already converted all my courses	13

Survey #3
The topic of the third survey was innovative course design. The IETC hosted a panel discussion at FITL entitled "What Faculty are Saying About Designing Innovative Courses" and used the survey to gather ideas for a handout and also to identify speakers/panel members for the FITL session. The survey contained the following questions:

Q1. What innovative element have you added to a course recently?

Q2. What were the results? Please share the challenges encountered and/or successes achieved.

Q3. Given the results, would you try this again? If so, what would you do differently?

Q4. What resources were required for you to implement your idea?

Q5. Would you be willing to share you contact information with other faculty members who are looking for help with innovative course design?

Newsletters

The committee brainstormed to identify the best method for disseminating all of the data collected to the RIT faculty. The low turnout at the IETC's open house coupled with informal discussions with colleagues indicated that faculty members were very busy this year. As such we decided to publish a short (2-3 page) newsletter one to two times per month and distribute to all faculty and adjuncts via email. Three newsletters were distributed in March and April. Each newsletter focused around a different teaching topic and included an article on the topic and faculty suggestions garnered from survey #1 along with announcements of upcoming events and a coupon for a free coffee. All three newsletters are attached to this report and will be submitted to the RIT Digital Media Library. Faculty response to the newsletters has been positive and the committee will continue to publish them next year.

FITL

The IETC hosted a panel discussion at FITL entitled "What Faculty are Saying About Designing Innovative Courses". In this presentation, the IETC disseminated the results from a faculty survey on innovative course design. Course design ideas from faculty across the institute were presented and four contributors were present to further explain their courses. An open discussion format was encouraged among session participants. In addition to the list of innovative course design ideas, the survey results included contact information of faculty members willing to further share their expertise. The session was well attended and Dawn Carter, Tom Reichlmayr, Duane Beck and Dan Harel presented four very unique ideas. Due to the FITL sessions being only 35 minutes this year, there was not much time for open discussion. If this format were to be used again, it would be better suited for a one-hour session. The handout distributed at the session is included at the end of this report with the newsletters.

Expenditures

The IETC began the year with a $2000 budget. This year, participants were again provided with a coupon worth $2.50 towards the cost of a beverage. IETC continued coffee days at either Artesano Bakery and Café or Java Wally's. The IETC was charged $2.50 per coupon regardless of the actual cost of the drink. The total expenditure for IETC Coffee Days was approximately $820.80, well within our allotted budget. The IETC was not billed for the final coffee day held 27 April 2012, so the figures posted are approximations (averages of preceding costs and # of drinks). A final bill has been requested. Expenditures for free coffee events are given in the table below.

Date	Cost	# drinks	# survey responses
12-Oct-11	$126.50	50	NA
14-Dec-11	$145.50	58	122
7-Feb-12	$185.00	74	100
30-Mar-12	$89.50	51	NA
12-Apr-12	$137.50	79	70
27-Apr-12	~$136.80	~62	NA

Total	~$820.80	~374	292

Summary

The IETC has now spent four years collecting and sharing information and developing surveys that are useful and timely. Overall, this has been a successful venture. Attempts to bring faculty together for informal discussions were not as successful as we had hoped, so our efforts were shifted to disseminating survey results and teaching tips through newsletters. Future endeavors will focus on continued distribution of the valuable teaching ideas that have been generously shared through the surveys of the last several years. The committee will also continue to collaborate with other units on campus such as TLS to provide faculty support of their efforts.

Major accomplishments this year included:
- An open house session to allow faculty to let the committee know what topics they would like to learn more about
- Publishing an IETC newsletter as a means of sharing with the entire faculty teaching tips and ideas collected in the surveys
- Collaborating with TLS to generate interest in and questions for the quarter to semesters faculty panel discussion
- Hosting an Innovative Course Design Idea Exchange at FITL that provided faculty with innovative ideas that can be used when redesigning courses for the semester conversion.

Recommendations

The IETC discussed the relevance of the committee in light of the many opportunities at RIT that purposes to enhance faculty teaching and learning. The key questions were, "Is IETC duplicative of other efforts to enhance teaching and learning and is the committee viable in 2012?" The consensus of the committee was that IETC is still important because it gives "voice" to faculty regarding teaching and learning. In fact, although other opportunities exist to enhance teaching and learning (e.g. FITL, Teaching & Learning Center, etc.), the only faculty committee designed to (1) identify development needs related to quality teaching and (2) foster collegiality and mentorship among faculty through more face-to-face encounters is IETC. IETC is the only faculty committee designed to regularly gather feedback from faculty across campus on issues related to teaching and generate ideas, recommend solutions, and create opportunities for faculty from across campus to regularly come together for causal conversation. Thus, it is recommended that IETC continue to provide this important outlet for faculty.

2012-13 Plan of Work and Budget

The committee plans to continue in its role of facilitating teaching discussion among the faculty. Building on the surveys that have been an effective method of gathering information related to quality teaching, IETC will share highlights of this information via newsletters that showcase best practices and ideas related to quality teaching. The IETC Coffee Days will continue, allowing faculty to meet and exchange ideas face-to-face. New surveys may be generated as needed based on ongoing newsletter feedback. When applicable, faculty discussions (some involving student representatives) will be held as needed in Wallace Center Idea Factory and the Reading Room.

If additional charges come from the Academic Senate in the fall, they will be mapped onto the current plan of work to gather input and ideas from faculty related to particular topics, share that information back to the faculty, and encourage discussion.

The committee will plan to keep expenditures within the $2000 budget that we have been given. Planned usage for these funds includes free coffee days and refreshments for faculty discussion groups.

IETC membership for 2012-13 will be:

Stephen Aldersley – Dean's Council
Ed Brown - KGCOE
Jennifer Freer – WML
Robert Garrick - CAST
Keith Jenkins– CLA
Alex Lobos-Solis – CIAS
Brian O'Neil – SCB
Larry Quinsland – NTID
Tom Reichlmayr – GCCIS
Scott Williams - COS

A chairperson will be appointed at the first meeting of the 2012-13 school year.

IDEAS FOR EFFECTIVE TEACHING

A newsletter from the Institute Effective Teaching Committee
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March 2012 - Rochester Institute of Technology
https://wiki.rit.edu/display/IETC20102/IETC+Home

SURVEY HIGHLIGHTS:
MAINTAINING FOCUS IN THE CLASSROOM
-Compiled by Nivedita Singh, summarized by Jennifer Freer

In a recent IETC survey, faculty were asked about how to keep students on task/topic and reduce unrelated classroom activity when they bring computer devices (laptops, tablets, smart phones, etc.) into the classroom. Here are some of the ideas that faculty shared:

- I can usually tell whether a student is taking notes or doing something else. When I get this sense, I remind students of my policy that laptops can only be used for note taking. I also call on students that look more engaged with their laptops than note taking would imply. Lastly, I structure my courses as more discussion oriented -- even if using PPT lectures there is a lot of Q&A -- so it is difficult for students to become distracted.

- I let students know on the first day of class that if they use a laptop, they should be prepared for me to throw out questions for them to research at a moment's notice.

- Since my classes are workshop classes, I give the students exercises every 10-20 minutes -- that keeps them engaged pretty well. I walk around the room every 15-20 minutes and look at what students are doing. If I see a student using his cell phone, I take the phone away from him.

- I cold call on students. I ask students to use their technology "for" class purposes. For instance, I'll ask them to Google an item or to look for multimedia they can share with the class.

- Announce in class, and state in the syllabus, a policy on use of electronic devices. Cell phone use is essentially forbidden, and laptops can be used only for purposes related to the class, such as taking notes.

- I ask that their computers and hand-held devices be closed and off UNLESS we are researching or checking something on line. I give specific permission for this. I tell them I take points off their class participation grade if I see them using their devices during lectures or other activities that need their full attention. I also try to make sure they have a 5-10 minute break, and during that time they are free to use the restroom or their smart phones or whatever...

- I require all students to use a sketchbook for recording notes instead of laptops or iPads and things. These sketchbooks are collected and graded at the end of the quarter.

-When I have class in the lab, we have a program called NET SUPPORT SCHOOL TUTOR CONSOLE that can lock all student monitors while the professor talks, shows a film, whatever, so students are not checking email, Facebook, doing other homework, etc. It also allows you to send a link to all of the lab computers, you can check a student's monitor to see what is on his/her screen, you can Chat with a student about the work that s/he is doing at the moment, and other features. I ask students to shut off their cell phones in class. If someone brings a laptop to a regular classroom, I make sure s/he is taking notes and using our e-book rather than doing other work.

Keeping Students on Task in the Classroom – Part of a Larger Framework

-By Carol Marchetti

As seen from the survey results reported in this newsletter, RIT faculty use many diverse approaches to keep students on task in the classroom. A number of the techniques mentioned bring to mind Chickering & Gamson's [1] Seven Principles for Good Practice in Undergraduate Education:

1. Encourage Student/Faculty Contact
2. Develop Cooperation Among Students
3. Use Active Learning Techniques
4. Give Prompt Feedback
5. Emphasize Time on Task
6. Communicate High Expectations
7. Respect Diverse Talents and Ways of Learning

It is suggested that each of the principles can stand alone, but that there is a synergistic effect when all seven are employed.

Together the principles employ six "powerful forces in education":

-Activity   -Expectations
-Cooperation   -Interaction
-Diversity   -Responsibility

From Wikimedia commons: US Navy 110713-N-QE550-023 Rear Adm. Gretchen S. Herbert peaks with young women at an event sponsored by the Society of Women Engineers at RIT Xero.jpg

However, these practices need a favorable campus environment in which to thrive, including: a strong sense of shared purposes supported by administrators, adequate funding, and policies and procedures; and continuing examination of success in achieving these purposes.

[1] Chickering, A.W. & Gamson, Z.F. (1987) "Seven principles for good practice in undergraduate education" *American Association of Higher Education Bulletin,* 39(7), 3-7. Accessed March 21, 2012 from http://www.aahea.org/bulletins/articles/sevenprinciples1987.htm.

MARK YOUR CALENDARS:

- **Educational Futures: A faculty showcase**
  Wednesday April 4, 2012 4:00pm - 7:00pm
  CSI - Center for Student Innovation
  http://www.rit.edu/provost/faculty-showcase

- **Faculty Institute on Teaching and Learning (FITL)**
  Wednesday – Thursday May 30-31, 2012
  http://www2.rit.edu/fitl/

FREE COFFEE… YOU DESERVE IT!

Thank you reading this newsletter and for sharing your ideas on effective teaching. Print this coupon and use it towards $2.50 in the purchase of a beverage at Java Wallys.

VALID ONLY ON
FRIDAY MARCH 30, 2012

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Ideas for Effective Teaching

Student Teams and Cooperative Learning

-By Carol Marchetti

In the survey, RIT faculty reported many different methods for monitoring student work groups. An article by Shimazoe & Aldrich (2010) focuses on cooperative learning, described as focused on coordinating, stimulating, and encouraging interactions among small groups of students, with students expected to learn from their own activities and interaction with their peers. This involves a shift in teaching from lecture to orchestration of student interactions.

Principles *(Johnson, Johnson & Smith 2007)*

1. **Positive interdependence between members**
2. **Individual accountability**
3. **Face to face interactions**
4. **Development & improvement of interpersonal skills**
5. **Regular self-assessment of group functioning**

Benefits to students include improved learning, higher order thinking skills, social skills, and positive attitudes toward autonomous learning. Benefits to instructors include more time to reflect on student learning and decreased grading load.

Johnson, D. W., Johnson, R. T. & Smith, K. (2007). "The state of cooperative learning in postsecondary and professional setting." Educational Psychology Review 19: 15–29.

Shimazoe , J. & Aldrich, H. (2010). "Group Work Can Be Gratifying: Understanding & Overcoming Resistance to Cooperative Learning", College Teaching, 58: 52–57. DOI: 10.1080/87567550903418594

Keys to successful group processes are divided into three stages:

1 Design and Development Stage: Establish group goals and rewards, control group composition, and develop students' social (team) skills.

2 Operation Stage: Design tasks & clarify expected outputs, monitor group performance.

3 Output and Disbanding Stage: Provide prompt feedback, maintain consistency in the reward system.

Survey Highlights:
Working with Student Teams

-Summarized by Tom Reichlmayr

In a recent IETC survey, faculty were asked about issues related to working with student teams both on-campus and online. Here are some of the ideas that faculty shared regarding tools, management strategies and assessment techniques:

Tools

- I monitor online student teamwork by using Discussion and wiki modules in myCourses and Google Docs.
- I require my students to complete weekly video entries (using sign, speaking and self-captioning). They critique each other on their performance to achieve assigned goals.
- Using DyKnow I can 'watch' students work live and playback their work with erasing and corrections to understand the process they used.

Assessment

- I never allow team work to count for more than 25% of a course grade total. In some team projects, I have asked that each individual identify the sections which they were responsible for. I have asked for peer evaluations; although I received mixed results with the level of honest feedback I received (It was usually the weaker teams that all said each person on the team was "great".)
- Whenever there is a team-based assignment, part of their grade is how well they worked as part of a team. This is evaluated by having each team member submit a post-assignment questionnaire about each team member's contribution (including their own). These questionnaires are strictly confidential and kept private (only I will see them). A student's grade may be significantly lowered if all other team members agreed that the student's contribution was lacking.

Peer Evaluation

- After group projects I ask each group member submit a breakdown of effort each contributed to the project, adding to 100. If in a group of, say, 3, two point out that the third member did not participate, that is a reasonably reliable indication of that member's performance. I have found that freeloaders usually fess up and mark themselves contributing less than other members of their group.

Management Strategies

- I introduce team work with a discussion of social loafing and how to build in protection against one person or a few people doing the work for everyone. I also elicit peer reviews in which people rate the performance of group members, and give rationales for their ratings. I try to get peer ratings twice, once in the midst of the project and once at the end. The ones at the end are more honest, but the ones in the middle help catch teams that are really having trouble. I also find the troubled teams seek out help, perhaps in response to my prompting them to stay on top of the work and each other.
- I have been part of professional discussions one purpose and use and overuse of team activities. They cannot be an easy way to grade. The job and responsibilities of the team members need to be clearly defined. I do a reflection after such an activity is completed and ask the questions of who did what, did the team function well to inform my structuring of team activities in the future.

No Teams

- I don't assign teamwork assignments because I don't have the time to monitor shared workload.
- Wow, this is going to sound really negative, but I have steered away from group interactions. They are more problems than they are work. Students these days tend not to play well with other. This has not always been the case - but has been true in recent years. Even by their admission, they hate to work in groups.

Mark your calendars

Course Conversion: Let the Games Begin! A Workshop with Lee Sheldon
Thursday, April 12, 2012 11:30am - 1:00pm WAL - Wallace (05), A650
http://wallacecenter.rit.edu/events/index.cfm?oneEvent=7571

Course Conversion: Dennis Pearl, National Center for Academic Transformation (NCAT) Redesign Scholar and Professor of Statistics at The Ohio State University

Wednesday, April 18 1:30PM – 3:30PM CPC - Campus Center (03), 1010/1015
http://wallacecenter.rit.edu/events/index.cfm?oneEvent=7551

Thursday, April 19 1:30PM – 3:30PM SLA - Louise Slaughter Hall (78), 2230
http://wallacecenter.rit.edu/events/index.cfm?oneEvent=7552

Check out a full list of upcoming events at: https://wallacecenter.rit.edu/events/

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Ideas for Effective Teaching

A newsletter from the Institute Effective Teaching Committee
Rochester Institute of Technology – April 26, 2012

https://wiki.rit.edu/display/IETC20102/IETC+Home

Survey Highlights:

Engaging Students in the Classroom

-Summarized by Keith B. Jenkins

In a recent IETC survey, faculty were asked about methods and activities used to engage students in the classroom. Responses ranged from employing active learning techniques and current events to demonstrating effective communication skills, humor and use of technology both during and beyond class. The following are just a few of the ideas shared by faculty:

1- Active Learning / Classroom Discussion

- In my visual communication class I have the students attend field trips, even if they are on campus and give them questions they have to answer and submit later on myCourses. I also have them participate outside of class by posting photos that they have to relate to readings using Posterous.com (http://dd-illustrations.posterous.com/). Students also have to make presentations and I have them break into groups where they have to answer discussion questions about the readings (there they make presentations too).

- Creating group quiz or collaborative work using Wiki site.

- One of the methods is to blend teaching and lab together so that it is more of interactive among the students and faculty. Usually classroom and lab are separate room but I found beneficial if we can use same room for both type of activities.

- Delivering the class lecture external to the class using "Kahn academy" like lectures and then in class utilize active learning methods to engage the student. (Invert the classroom). Move from "sage on the stage" to "guide from the side".

- The Kahn Academy teaches subjects in 5-6 minute units. To teach freshmen programming, I will be organizing my course in 5-6 minute units with teams of 3 to practice the concepts. At the end of the class, some designated student will present their work.

- Try to make the STEM material practical & relevant to their experience-level. Also use multi-faceted delivery in same delivery-venue: traditional lecture, computer simulation, handouts with blank-spots, which must be filled in as the instructor delivers material, hands-on experimentation. I need to explore more "group work", pre-lessons recorded to YouTube, and smaller/shorter mini-experiments to allow for 10-20 minute sub-set lecture/lab/demo possibilities in same class period. Takes resources & expertise which I lack at present....

2- Current Events

- I try to bring examples from the news and from popular culture into the classroom. For example, when discussing projectile motion, I use the "bus jump" from the movie "Speed."

- I give many, many real-world examples of the topics I'm lecturing on. I worked in industry for many years and I consult with many companies. Millennial students are quite world-savvy without the substance. In many cases, they have better tools to tackle today's world, but they lack experience. Student evaluations indicate that they enjoy my stories and how they are linked to the course material.

- It is very important to select topics that connect to their daily lives or current events. For example, in recent days, I have assigned essay topics related to the Occupy Wall Street Movement and the upcoming presidential race. Both topics are current and the classroom is the perfect place to increase undergraduate awareness about the world around them. Finally, timely assignments increase their investment in their assignments and benefits classroom discussion.

- I start one of my classes (first year business class) with the front page of the Money section of USA Today from my laptop and onto the screen. This usually creates some interest from the class that can carry over to the topic of discussion for the day.

3- Effective Communication

- Calling on students by name; making references to topics that are relevant to them; using a little humor during the lecture.

- I print out names and pictures for the first week. Second week I place pictures and names in a seating assignment. Most students stay in the same seat. I always call on each student during class by name. I walk around the classroom as I teach.

- Students respond to organization and enthusiasm. It doesn't matter what method you use to present the information if they can follow and see that you are excited about the subject matter they will get excited as well.

- I require students to have a Twitter account. This way we continue the conversation offline. It's also provides me a way to gauge if they have questions regarding the material ...

4- Responsibility of the Student

- It is the responsibility of the student to engage the topic. I remind them at all opportunities of this responsibility, and I award fair grades. Students seem to catch on to the fact that there are real academic consequences for apathy in a college level course. So, by vigilantly protecting the integrity of the academic transaction, I avoid the need for any particular gimmick (or, perhaps I should say "innovation") for engaging students. Those who rise to the challenge generally have a better experience in class than those who don't. Isn't that how it is supposed to work?

- Everybody should come to my classes voluntarily and because they are either interested in the material I teach or they know that they need the skills and knowledge to pursue their goals. I do not want to distract myself from delivering the content in my classes by employing gimmicks to engage students. Students who do not use their initiative because no one told them to probably should not be in a college.

5- Humor

- I use humor in the class, pepper my discussions with references to popular culture, and remain at the top of my game -i.e. I can answer every question that is raised in class, and then some. I remain very active in the field of culture and avoid over-specialization.

6- Other

- We're not responsible for entertaining them, and need to get that philosophy out of our heads. This is very topic-dependent, but giving assignments that force the student to think, and be creative, and then reading and respecting work is important.

- I reject the notion that 'millennials' are somehow different than 'generation x' or 'generation y' or 'baby boomers'. If you take any discussion on this topic, and substitue the generational term with a race, religion, or ethnicity, the discussion becomes distasteful at best, and most likely abhorrent. Students are indivduals and need to be treated as such, not lumped in to some sort of broad-brush generalization invented by a marketing executive.

Humor as a Pedagogical Tool?
-By Carol Marchetti

As seen in the survey results, RIT faculty employ a variety of techniques to engage students. A number of faculty mentioned the use of humor, and since I love a good laugh, I decided to see if there was any support in the literature for using humor in the classroom.

In a controlled experiment (Garner, 2006), students in a research methods course volunteered to watch three video lectures. The students were randomly assigned to either the control group, who watched standard lectures, or the humor group, who watched versions of the same lectures into which humorous stories and metaphors related to the material were added at three different points. There were no significant differences in how students in the two groups rated the lessons or the instructor. But students in the humor group significantly recalled and retained more information regarding the topic.

Wanzer, Frymier, & Irwin (2010) looked more closely at how different types of humor are related to student learning. In this study, participants in introductory communication courses with a variety of instructors were asked to complete an online survey regarding the most recent class session. It was found that instructor humor related to the material is associated with student learning, presumably because it enhances motivation and the ability to process. Instructor humor unrelated to the material was not correlated with student learning. Inappropriate humor (e.g. offensive or otherwise disparaging) did not have any impact on student learning; however, students did not appear to find this type of humor to be funny.

If you're thinking about using humor in the classroom, Hellman (2007) offers a number of tips, including: Be yourself, pick your spots, be politically correct, and know your audience. I'll add this: Have fun!

- - -

Garner, R. L. (2006). Humor in pedagogy: How ha-ha can lead to aha! College Teaching, 54(1), 177-180.

Hellman, S. V. (2007). Humor in the classroom: Stu's seven simple steps to success. College Teaching, 55(1), 37-39.

Wanzer, M. B., Frymier, A. B., & Irwin, J. (2010). An explanation of the relationship between instructor humor and student learning: Instructional humor processing theory. Communication Education, 59(1), 1-18.

Mark your calendars

Registration for FITL is now open!
Faculty Institute of Teaching and Learning
Wednesday - Thursday, May 30-31, 2012
Information at https://www2.rit.edu/fitl/

RIT's annual teaching and learning conference featuring tremendous keynote speakers, workshops, and much more! It provides a day and a half of opportunities to learn, exchange ideas, and experience the latest in high impact teaching and academic technologies, as well as network with other colleagues.

We are again inviting RIT faculty and staff, as well as faculty and staff from other Western New York colleges and universities to both present and attend.

This year's theme is **Innovative Course Design**. Like this conference, course (re)design provides us with a rare opportunity to reflect upon and rethink our teaching strategies and, at the same time, explore new and innovative teaching strategies.

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Ideas for Effective Teaching

Institute Effective Teaching Committee
Rochester Institute of Technology – FITL 2012
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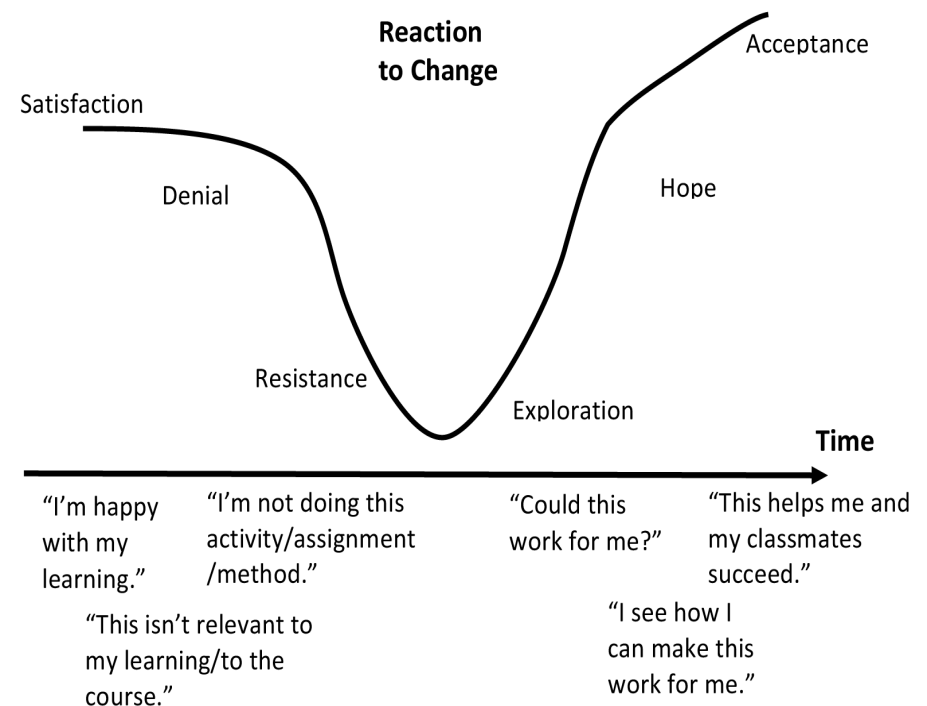
Innovation?

By Carol Manchetti

A recent article in the Wall Street Journal claims that the word "innovation" is overused and has lost its meaning ("You Call That Innovation?", by Leslie Kwoh, May 23, 2012). Perhaps it's just part of the trend to use exaggerated words, such as the "devastation" to a student's GPA caused by earning a B in a course. Innovation is one of many types of change. And the ability to change is vital to keeping a business, government service, or college course relevant.

But change is not easy. People often resist thinking or doing things differently. Productivity (or in our case, learning) may actually decrease at first when a change is introduced, while employees or students go through a series of reactions to the change. Consider the change curve to the right, modified for an academic setting:

Understanding the types of reactions students may have to change can help an instructor to persist in their efforts to change and improve a course. It often takes some courage for the innovators, modifiers, adaptors, and changers, to try something new. It may also take some time…

Reaction to Change

Satisfaction — Denial — Resistance — Exploration — Hope — Acceptance

"I'm happy with my learning."

"This isn't relevant to my learning/to the course."

"I'm not doing this activity/assignment /method."

"Could this work for me?"

"I see how I can make this work for me."

"This helps me and my classmates succeed."

Time

SURVEY HIGHLIGHTS:
What faculty are saying about designing innovative courses
Summarized by Jennifer Freer

Category	What innovative element have you added to a course recently?	What were the results? Please share the challenges encountered and/or successes achieved.	Given the results, would you try this again? If so, what would you do differently?	What resources were required for you to implement your idea?	Contributor's name and email address.
Blended course	I am teaching a blended course right now. We meet in the classroom for two hours and the students work online.	It is still too early to tell but I would say that the results are mixed. Getting the students to understand that the assignments online matter as much as what is done in the classroom is a challenge.	Yes, but I might meet for three hours in the classroom instead of two. I might also add online discussions and quizzes on the readings. I sometimes use online quizzes in my online courses but am hesitant to use them in the blended format because of the increased possibility of cheating.	Just elbow grease. I already taught the course online so I spent a lot of time creating the classroom portion of the course and balancing what is online and what is done in the classroom.	Tom Hanney tfhism@rit.edu
	Not sure if this qualifies but i have been converting my classes to a blended format. This facilitates many of the administrative class activities and frees up class time for discussions.	Students seemed to prefer the flexibility and participation of on-line students.	Yes. I am quite pleased with the format.	Use of MyCourses and Adobe Connect.	Guy Johnson gnjics@rit.edu

Class Project	producing a published book of writings done by the class. These were memoirs. Students not only wrote the pieces, but designed the cover, wrote the preface, did the lay out for the text and become actual publishers	very motivating activity. Once the students understood that their story was going to go public, they put a great deal of time into making it the best it could be. They were exposed to the full range of duties and responsibilities of publishing and they were very proud to show their family and friends their book	Yes...although it is very time consuming on the faculty part. Numerous revisions are needed which means numerous feedback sessions and individual conferencing time. Not sure what I could do differently. Perhaps shorter pieces.	departmental funds for Lulu.com publishing of about $300 and interactive grant for a publication event at the end of the quarter for about $250	rmtnge@rit.edu

Class Room Technology	iClickers	They are great to liven up the class. It has become a challenge to see how many questions we can get 100% correct.	Yes. I alter the questions each year. Some are knowledge questions, other we use to pool the class to help us decide on what projects to assign based on interest and experience.	Cheaper iClickers. I also would love to find an easy way to record lectures and make them available to students, In the past when I have posted lecture notes, they have quite coming to class. Would love to find a solution to that problem,	nlspph@rit.edu
	Recently - Adobe Connect. Over the last two or three years - Wiki.	Adobe Connect:This technology was utilized in an online course. A class of 25 or 30 students (...as I recall) were sub-divided into five or six person groups. Groups had a difficult time determining when to 'meet' online. Group-member presentations/sharing too much larger than anticipated (by the instructor). All features of Adobe Connect aren't of use when deaf and hear-of-hearing students participate. Wiki: This program is very time consuming...especially with a first-time user. Wiki was used with my Courses and YouTube...this was too much.	Adobe Connect - yes. Wiki - no (not in the near future).	I need office technology to reproduce "Khan Academy" like video (...the problem is word inscription for deaf and hear-of-hearing students - ETS takes too long) and then conduct open hours (...possibly using Adobe Connect).	Jon Horne - jj-harm@rit.edu

Homework	"Just-In-Time-Teaching" pre-class assignments. These are (typically) three multiple choice questions desigend to make the students go over the material to be covered before each lecture. They are due two hours before the lecture and allow the instructor to fine tune his/her lecture to focus on or away from topics as gleaned from student response to the pre-class questions. This carried 10% of the grade.	A questionnaire was handed out to assess (among other class parameters) the efficacy of the pre-class assignment in getting the students to read the book. A majority of students said it helped them prepare for the class. However I also noted that difficulties with enrollment in WebAssign kept some students from using this functionality effectively.	I would try it again, and would try to explore using a different modality than WebAssign (maybe My-Courses).	I used WebAssign.	Mishkat Bhattacharya mxbsps@rit.edu
	Ask students to write a short reflection on what was covered in previous class, and then spend a few minutes rpocessing this in the subsequent class.	Students seem more engaged in discussing previous topics.	Yes, I am still using this strategy.		jrmeie@rit.edu
	For deaf students, I have used a self-captioning video application that allows my classes to develop entrepreneurial business plans and e-portfolios.	I think with exception of few technical problems students have new tools for marketing their competencies.	I would continute to have older students providing technical support.	I got supported for an MDP and a Perkins Grant.	lggnca@rit.edu

I have made it a priority on all courses that the students generate some innovative application of the course material, ie, extend their knowledge beyond the course material in some novel way. Generally this will take the form of a design but I have students who actually perform research or integration of that course material with content in other courses generating novel applications. It is an expectation of scholarly activity by the students in the course beyond the course content.	The results have been very gratifying. Many of these student "projects" achieve a life of their own, resulting in continued effort by the students. The tangible results include patents pending, conference papers, journal articles by the students and emerging enterprises.	My only regret is teaching at RIT for more than 20 years before placing this expectation on students. With almost 10 years of increasing success I couldn't imagine not continuing.	Rather physical resources, concentrate on the fact that you are a "partner" with each student (or team) and you need to encourage, cajole, and most important clearly expect the students NOT to play it safe. That last element means you have to tolerate "failures" and provide appropriate safety nets so that the students will risk the INNOVATION. You will find them exploring the subject area outside the course "box" for propel their innovation forward. Lastly, I have students share their results with the entire class. Dissemination is part of the innovation process.	carl lundgren(calite@rit.edu)
In the past, we have always worked on practice examples together in class. This quarter, I decided to upload answer keys of those practice examples to mycourses and instruct the students to, if they feel the need, practice on their own time examining the answer keys as necessary.	Mixed. I have a hard time convincing the students to actually take advantage of these resources and, in the end, they usually ask questions that they could discover on their own (by examining the answer keys). Typically, they would be "forced" to complete these practice problems as we would all do them in class together but with the responsibility of taking advantage of them or not I find that they often do the later.	Yes. Perhaps make the first few in the quarter a requirement so to hopefully show them the valuable resource that is offered.	Clearly written answer keys to upload to mycourses.	Mitchell Bacot, mrbntm@rit.edu

In-class Discussions	My goal is to bring the idea of "social innovation" into my classes: Engineer for the Developing World (through Industrial and Systems Eng), Sustainable Sanitation Design (through Multidisciplinary Studies), and Multidisciplinary Senior Design (School of Engineering). I am new to teaching, but am working on developing non-traditional courses which include work with interdisciplinary course content and student teams, student-led content (popular education methods), and external disadvantaged "customers" who are homeless or live in developing countries. Because I am new, I'm not sure which aspects you might consider innovative... I have students (lots of them are engineers, but also industrial design, photography) compare authors whose theories conflict, make them take a stand on issues and explain why, do case studies on current technologies looking for both strengths and weaknesses, and use a design process to develop innovative solutions for customers which have included a local homeless shelter and a disadvantaged community in Haiti. Currently I have a class working on 6 projects for the same shelter. I treat the entire class as a large team...for example, they decided how to break up the students into groups based on discipline and the 6 projects' needs and each group leads a full class brainstorming session for their project.	One of the challenges is the open ended nature of the projects and questions we discuss. There are no "right" answers. Some students respond well and some don't, and the course evaluations can be all over the board from "the best class I ever had" to "this professor shouldn't be paid" in the same class. Co-teaching with a professor from another discipline is wonderful. There are definitely difficulties with differences in teaching style and terminology--different words for the same concept as well as the same word meaning very different things--which can be a challenge for the students to negotiate. Overall I think interdisciplinary teaching leads to much more creative and practical design solutions and also prepares the students for the types of challenges they will face in an interdisciplinary work world. Treating the whole class as a large team reduces competition between the groups and seems to be leading to more creative solutions (we are only in the brainstorming phase now). I am teaching my third class now, and I think that it is getting better based on trial and error and incorporating student feedback and suggestions. I require them to do 5 blog assignments...the last one is an anonymous survey about the course content which is specific to the activities we do in class. The standard course evals don't really fit what I am doing in class (no tests, for example.)	Teams need to be formed early in the quarter to start the process of team bonding and they would benefit from a team building workshop to help them understand normal team behavior and deal with issues that might come up (especially interdisciplinary teams). I need to explain the experimental nature of the class to them more in the beginning, including the open ended nature of the problems and the participatory learning style, so that they will know what to expect. I need to let them try first and then point out where they might have holes in their thinking rather than giving them as much information up front. Students seem to respond better to critique than to lecturing--learn by doing. I need to better understand the maturity level of the students (grads vs. undergrads) and the work load that they are able to handle.	The support of the departments that I work with has been essential. They have fund-raised to support my course ideas (ISE) and funded student senior design projects for non-paying "customers" (like people in Haiti) (MSD). We really need more rooms on campus with moveable chairs and tables. I often use a U shape or group tables and almost never use the typical lecture format with everyone facing the front. We had to change rooms this year because the tables were impossible to move in our assigned space. Last quarter we taught in the innovation center, which worked pretty well, except for being hard to hear. I have personally invested in some teaching materials like post it notes and large paper.	Sarah Brownell sabeie@rit.edu

Research & Writing	To my Writing seminar course, I have been asking students to do more primary source research, using primarily digital archives from the American Memory collection.	It takes them a while to get used to working with the archives, but they seem to enjoy it. This work also asks them to incorporate secondary sources, so they begin to see he differences between the two.	I would, but with different topics.	None except computer labs, and the Bi Lab.	Linda Rubel larnge@rit.edu
	I am having my students in COLA (copywriting and advertising) work on a sustainability project for Enid Cardinal that helps publicize the new rideshare board roceasyride.org.	I have yet to see the results. We did a mini assignment related to Campaign4Life where students had to come up with strategies and ads. Some of the students came up with some interesting and visually compelling ads. Campaign4Life was happy but I hope they can take the rockeasyride project to another level with innovative ideas.	If students come up with some good ideas and if Enid is happy I will definitely try to give them service/interactive assignments again.	A computer lab and time with Enid to meet and plan	Kelly Martin knmgpt@rit.edu
	This quarter I added "Independent Research" assignments to the curriculum in the place of quizzes and readings. The assignment is like a scavenger hunt where I ask students to find some articles and images on the internet (Examples: "Find something that you feel to be an art form that many others do not." "Find an example of what you believe is great art and an example of bad art.") and then answer a few questions to be shared in small discussion groups in class. Students are also required to submit their research to a dropbox so their work can be graded.	The response from students is fairly positive. It's a low stress, low stakes assignment that allows students to direct their own learning instead of forcing them to slog through readings and then have them answer quizzes. They get more of a personal connection to the material. It also gives students a chance to socialize and meet others in the classroom (since the groups are randomized each time).	This quarter I'm only assigning 4 independent research assignments. Next quarter I may assign more. I also may connect the assignments more closely to the material being covered in class (For example: students may have to research an Impressionist painting for class the day we cover the Impressionist style of art) I might also have students post their results on a public discussion board instead of uploading them to a dropbox. One challenge is having students actually bother to bring in their materials for the class discussion. This might be solved by making students hand in the assignment on paper instead of electronically (which I'm not crazy about since going paperless is something I've been working toward)	Very few! I use playing cards to sort students into groups. Mycourses for the dropboxes. Students are required to print their research for class—access to color printers is helpful.	Jonathan Schnapp, jm-scla@rit.edu

Reward	I gave students cookies for completing their teacher evaluations in class.	It worked (34/37).	Yes. I would do it exactly the same. I watched the screen and when it indicated that they had completed the evaluation, I called them up to get their cookie.	Sugar, brown sugar, flour, salt, vanilla, chocolate chips, eggs, butter, shortening	Paul Craig. paul.craig@rit.edu
	bonus points -- if we have penalties for being late and making mistakes on assignments, why not give rewards for going beyond what we require?	students seemed less stressed and took advantage of multiple opportunities to recover from mistakes	I'm giving more bonus opportunities in all my courses.	It helps having grading support, because now there's more to check.	David I. Schwartz, dis@mail.rit.edu

Social media	Using social media tools to encourage interactivity among students and changing the grading system to a "video-game style" system where students have to level up an d as they reach each level they receive a congratulatory email and a "badge."	-The social media tools, such as Twitter chat and RSS feeds of class members' blogs has led to much more interactivity among students, more sharing of interesting material they find and more encouragement for each others' blogging efforts. The only real c	Absolutely (to both). The only real change I would like is to be able to automate the messaging from the MyCourses grading system so that I spend less time sending individual emails (about an hour to 90 minutes a week, some weeks).	Just the knowledge of how to make these things relevant to the course materials and how they operate. A retooled MyCourses would be a huge asset (re automated messaging to students)	Mike Johansson - mojgpt@rit.edu

Software	New software tools in "beta-test" from a software developer.	Some of the students eagerly studied and learned to use the new software. Others cruised Facebook, snoozed, browsed shopping sites, and sent text messages on-line while they were supposedly using their computers to learn the new software.	I would try it again if I could limit the class to the 25% who actually seem interested in learning.	Cooperation with software developer willing to license new software for student testing and usage. Computer lab with computers for all students, digital projection facility, and, of course, that 20% of the students who can read and write and do arithmetic and who are eager to learn.	Charles Bigelow cabppr@rit.edu
	Computer software refresher for Junior-level students re-capping software tools "learned" freshman year.	Transfer students who were given transfer-credit by administrators for key (RIT-offered) freshman computing classes when developed skill-set is very different between CC and RIT. Also scheduling computing rooms for Junior-level classes which were previously taught as lecture-only stresses resources at best, or causes wholesale problems with room/lab scheduling at worst. Computing-room resource allocation is bottleneck as labs are being eliminated while curricular demand for lab time is increasing	I am doing it now. I need to be pro-active with scheduling room/lab resources quarters in advance of delivery. But I may not have a known teaching load/ assignment from which to work early enough to be proactive. Failure of administration to plan & assign faculty teaching assignments at least an entire academic year ahead is the Achilles Heel		Mark Kempski mhkeme@rit.edu

Web 2.0 Technology	Guided support materials on Google Docs. Student collaboration via Google Docs.	The results from the guided support materials are not available yet; I just began this approach this term. The student collaboration via Google Docs has proven to be much better than Confluence, mainly because students can interact dynamically from anywhere. The quality of the submissions from teams has improved significantly (though it's still not where I'd like it to be).	Support materials - still in beta. Google collaboration - absolutely.	A Google account.	Mike Lutz mjlvse@rit.edu
	Using a wiki as an 'online lab notebook. I used the wiki in Plant Molecular biology, and I am also trying this in my new course, Science in the Garden. the idea is that student groups are able to share project ideas, results, problems and successes. I can also monitor group progress and also assess individual student's participation.	Some student groups took a while to get going. Other groups were content to let one person do most of the work, until I pointed out that I could track their contributions. Once the groups made a start, then they made a good job of making the wiki look good, organizing pages and commenting on each others work. The Plant Molecular Biology class was 60% Malaysian- All of the Malaysian students seemed very comfortable with the wiki format. The assessment was fairly time consuming- it's easy to see how many contributions each student makes, but takes more time to look at the quality of the contributions- i.e. a real contribution rather than just editing spelling!	I would definitely try this again. I think students need more instruction, and maybe tighter deadlines and a grade incentive to get started- perhaps everyone should contribute to an introduction and game plan within the first 3 weeks of class. Possibly also getting one of the Wallace center staff to answer questions for the students might help too.	Just a little help with setting up the wiki, and re-learning a few things	Dawn Carter dxcsse@rit.edu
	I require my students to use twitter to share thoughts or news items related to our course.	The students who use it a lot are a lot more engaged with the course, tweeting related articles in between class meetings.	Yes. I would try to figure out a way to get them to use it more. Not sure how, though. As of now, it gets rolled into their participation grade.	an iphone and data plan	xanthe.matychak@rit.edu