Stephen Chew: Developing Students’ Mindsets for Learning

By Pam Britton Reese, Assistant Professor of CSD

Stephen Chew brought ideas and psychological evidence about learning to IPFW in the 2017 Fall Teaching Conference sponsored by CELT. He spoke of the challenges that students face transitioning from high school to college: less structure, more independent learning, less feedback, and a demand for deeper level of understanding. This causes students to form two different types of mindsets (attitudes, beliefs, and expectations about learning) that affect all study behavior.

One mindset is only worried about passing the course to fulfill the degree requirements in the minimum amount of time and never thinks about it again. The other mindset commits the time needed to learn content and studies with friends, remembering the content long after learning it. Wise feedback is critical. Critical feedback must be conveyed as a reflection of the teacher’s high standards and not bias. Students must be reassured that they have potential to reach these standards. This type of feedback should build a trusting relationship between the teacher and the students.

Chew, who corrects misconceptions about learning and teaches cognitive principles of learning, presented many ways to help students.

He created a video series that can be found on YouTube (he was introduced as a YouTube rock star due to the popularity of his video series “Beliefs that Make You Stupid”). Misbeliefs addressed in the videos include:

- **Learning is fast.** Belief that learning is fast leads students to wait too late to study for tests. A week before the exam, students should have finished all reading and spend the next week studying.

- **Being good is based on inborn talent rather than hard work.** A fixed mindset believes one is good at something or not. A growth mindset can learn. Students don’t understand the difference between learning and ability.

- **Knowledge is composed of isolated facts.** Studying with index cards to memorize is very unhelpful and bolded terms in textbooks promote this bad idea.

- **Multitasking works.** The human system cannot multitask; we only focus on one task at a time. Attention is a small spotlight in a darkened room. In-attentional blindness (a narrow focus of attention) makes people unaware of what they have missed. With attentional blink we know that every time a person shifts attention it takes time to refocus (4-5 minutes).

Chew also weighed in on the lack of evidence for learning styles. He said there are preferences, but humans learn in complex different ways. Also, intention and motivation are not sufficient for learning. The implication for students is that effective studying depends on both quality and amount. The implication for teachers is that the pedagogy and teaching influence learning greatly. Orienting tasks and level of processing (shallow or deep) have an effect on student learning. Multiple exposures (class, assignment a week later, a review) are important to learning.

Cont. Stephen Chew, p. 3
The Alliance for Teaching Enrichment

By Stella C. Batagiannis, Professional Studies

The Alliance for Teaching Enrichment held its second IPFW Teaching Showcase on September 28. The Showcase provided an escape for a few hours from the plethora of tasks we all have. It provided the opportunity to focus on teaching: to talk, to learn, to connect with like-minded colleagues devoted to teaching and to their students, and to have some fun. Special thanks to the Alliance BOATE for organizing the second Showcase, reflecting their own gifts of creativity and leadership, to all the presenters, and to all who attended. The Alliance invites all colleagues to consider joining. All are welcome! The Showcase was buzzing with activities, all related to teaching:

- Colleagues presented fifteen poster sessions reflecting their creative teaching ideas.
- Another eleven colleagues prepared a Teaching Ideas Handout for all who attended the Showcase.
- Jeff Casazza addressed intellectual and emotional learning in Bodyguard; Abe Schwab presented Integrating Across the Curriculum; and Cynthia Wilson discussed Engaging Students to Think about Who Do They Want to BE(comes).
- Six colleagues led round table discussions on topics that generated animated conversation among those in attendance:
  1. What are the costs and benefits of running a university like a business? What are the implications for students and their education? Beth Boatright and Lee Roberts
  2. What do you think is the primary pedagogical purpose of a university? What does it mean to be an “educated citizen?” Dave Maloney and Lesa Rae Vartanian
  3. If My Students Only Knew . . . Karol Dehr and Dina Mansour-Cole

The evening also appropriately included Conversations with Award Winning Teachers: Betsy Berry; Stephen Buttes; John LaMaster; and Tanya Soule.

21st Annual Student Research and Creative Endeavor Poster Symposium

By Tina Gasnarez

The Office of Sponsored Programs, Helmke Library, and the Honors Program will sponsor the 21st Annual Student Research and Creative Endeavor Poster Symposium on Friday March 23, 2018, from 9:00 am – 3:00 pm in the WALB Classic Ballroom. The symposium is open to undergraduate and graduate students from all disciplines.

The Symposium planning committee invites faculty to serve as mentors and/or judges for the poster competition. Past faculty mentors and judges have enjoyed working closely with students and colleagues while observing the wide variety of student research and creative endeavors happening on our campus. Last year, 36 faculty mentored over 120 student presenters and 51 faculty served as judges.

Pairs of faculty will be asked to evaluate posters within their discipline or a closely related discipline using a scoring sheet provided by the Symposium sponsors. The results will be used to determine the undergraduate and graduate winners. Faculty will be treated to breakfast and/or lunch in the Symposium hospitality room and will receive special thank you gifts for spending part of the day at the Symposium.

The planning committee will send the formal invitation during duty week in January. Questions? Please contact Tina Gasnarez at 481-5788 or gasntm02@ipfw.edu.

Whether it is an hour or the entire day, please consider joining us to celebrate student research!

The 2018 Symposium Planning Committee

A Change of Heart about Online Teaching

By James C. McHann, Ph.D, Visting Professor in Management and Marketing

I reluctantly taught my first online class over ten years ago. I viewed online learning as a poor substitute for real higher education, which required face-to-face interactions and a strong connection with the professor. Many subjects, I thought, simply could not be taught online.

However, as I taught an increasing mix of on-ground, blended, and online classes, my perspective changed. I learned you can strongly connect with students online. People connect differently online, but strong bonds can be achieved—people can even fall in love online!

Using an online office forum, chat, video conferencing, email, etc., I can often give students more individual attention. Some tools increase student learning; others save me a lot of time. Google Docs can facilitate collaborative writing and team learning. Discussion forums can stimulate critical thinking and challenge unexamined views. Polling and quizzes help assess student understanding. Voice-over PowerPoints and instructional videos take time to develop, but once done it’s like a band recording an album—millions can hear their music without an exhausting road tour.

Years ago, it seemed only low-quality institutions did much online. Not today. Arizona State’s business school, for example, recently ranked in the top 30 worldwide in faculty research productivity and has risen rapidly across other quality metrics too. What made this possible? They developed expertise in designing and delivering hybrid and online classes, and now they have over 14,000 resident and online students from over 100 countries.

I’ve had a change of heart. Today, I embrace online teaching, and I’m trying to learn how to do it better.
**CELT NEWS – FALL 2017**

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### Coming Events

**Challenging Students’ Misconceptions about Learning (CE)** November 1, 12PM-1:15PM, LB 112. This is the last of three meetings. At this meeting, the group will discuss a new selection of readings pertaining to a variety of ways to challenge students’ misconceptions of learning so that we make them more effective learners. Articles will be emailed upon registration for any discussion meeting. You must register separately for each meeting. A Certificate of Achievement will be available to anyone who attends all three meetings and completes the application process. Registration required.

**Online Course Design Seminar (CE)**, November 15, 2017. This seminar will provide practice in using the online course design standards to review exemplary courses. Participants will engage in discussions about ways to enrich your online course content, interaction strategies, and assessment strategies to support your online teaching success. Resources and guidelines on how to get started with designing an online course will be included. Registration required. A Certificate of Achievement will be available to anyone who attends the entire seminar and completes the application process.

**Re-visioning Course Design Seminar (CE)**, December 1, 2017. This in-depth seminar provides you with tools for analyzing your course design and ideas for making improvements. We will examine the content and purpose of a syllabus, learn a systematic approach for improving student motivation, and learn what research tells us about the three priorities for effective instructional materials: (1) content, (2) presentation, and (3) learning and assessment strategies. Registration required.

**2017 Fall Writing and Project Development Institute (CASTLE & FACET)**, December 19-20, 2017. It is two solid days you devote to writing for publication on any subject. Please have proposals submitted by November 13, 2017.

### ABOUT CELT EVENTS

A workshop denoted as “Certificate Eligible” (CE) means that a participant may apply to receive a certificate in recognition of the time spent attending the event and the effort expended toward applying the content to enhance the participant’s teaching. For more information go to “Document your Teaching.”

### CELT NEWS

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- Pam Reese, Editor  
  Debrah Huffman, Copy Editor  
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As budgets remain flat and demands increase, your support insures CELT meets future needs and sustains innovative response to a changing academic environment.

Current use gifts provide immediate funding for faculty travel support to teaching conferences, a SoTL Fellow, co-sponsorship of Lilly teaching conferences, purchase of books on teaching, and helping CELT stay current with emerging technologies.  

“Donate to CELT”

### Cont. Stephen Chew, p. 1

Chew brought so much good information to the fall conference, I have only touched on part of what he shared. Three faculty reading groups were scheduled to help us keep exploring how to confront student misconceptions. To date, we have met twice with Ann Marshall leading discussion of the first session and Sue Mau leading the second discussion. We will have one more on November 1 in Helmke LB 112 with Betsy Berry leading the discussion. If you want more about ways for students to learn, and ways to challenge their misconceptions, you can join us at the next faculty reading group, or get on YouTube and see what Chew is telling students in his video series.