

INSTRUCTIONAL SUPPORT SERVICES

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For more information
on the Hinkle-Garton
Farmstead, please visit:
[www.bloomington
restorations.org](http://www.bloomingtonrestorations.org)

STUDENT POWERED RESTORATION COMMUNITY-BASED RESEARCH

by Jennifer Johnston

“I thought it would be a good idea to get students involved locally,” says April K. Sievert of her decision to incorporate a service-learning component into her P330 Historical Archaeology class. In fall 2006, she arranged for the 25 students enrolled in her course to work closely with Bloomington Restorations, Inc. to participate in community-based research on the Hinkle-Garton Farmstead Historic Site. Sievert saw BRI’s recent acquisition of the farmstead, which has been nominated for the National Register of Historic Places, as an opportunity for her students to lend their “people power” to the restoration project.

Although BRI has spent the days since acquiring the farmstead in December 2004 cleaning up, repairing, and working to stabilize structures on the property, the ultimate goal is to restore and preserve Daisy (Hinkle) Garton’s legacy so that it can be used

as a resource for the community. Danielle Bachant-Bell, BRI’s coordinator for the Hinkle-Garton Farmstead, explains how she “must rely on volunteers—student or otherwise—to conduct a lot of what has been and will be accomplished. This is especially true of research and documentation. Involving students and others in projects and getting folks to take an interest in the site is all part of formulating it into a community education center.”

With guidance from Bachant-Bell as well as Claire King, former Director of the Office of Service-Learning (OSL), Sievert developed a plan for her course that would ideally benefit everyone involved. King emphasizes that this is “a key factor for any faculty person integrating a service-learning or community-based research component into a course.” “We [OSL] always say to start with your academic objective first. Then ask how it can benefit the

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INSTRUCTIONAL SUPPORT SERVICES (ISS)

Provides instructional consultation and media services to IU faculty through the following offices:

IUB Evaluation Services & Testing (BEST)

Franklin Hall M005 • 855-1595

Assistance to faculty, students, and administrators in assessment, evaluation, and testing.

Campus Instructional Consulting

Franklin Hall 004 • 855-9023

Assistance to faculty and departments with teaching, course development, and classroom innovations.

Campus Writing Program

Franklin Hall 008 • 855-4928

Assistance to faculty and departments with incorporating writing into courses.

Office of Service-Learning

Franklin Hall 004 • 856-6011

Assistance connecting community engagement with course-based learning.

Graphic Services

Franklin Hall M114 • 855-4047

Custom visuals for teaching, publication, and presentations.

COVER STORY CONTINUED

students and the organization involved.”

“We often recommend replacing a traditional text or project with the service experience so as not to overload students and to allow them to set aside the amount of time it takes to engage and reflect appropriately on this,” says new OSL director Nicole Schönemann.

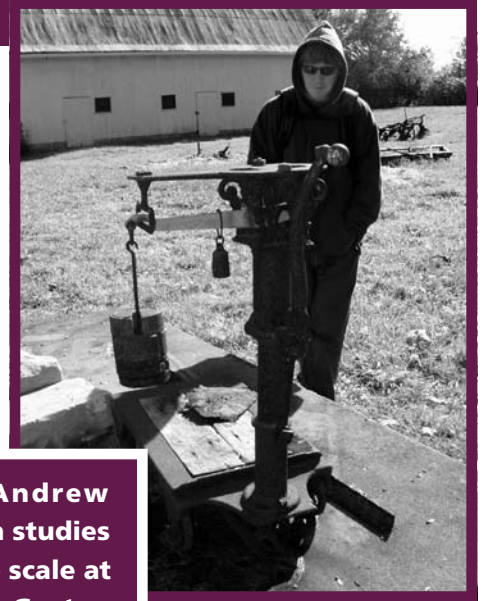
Sievert believes that combining the service-learning with her already existing P330 syllabus enabled her students to “apply the research skills that they learned in the beginning part of the course.” She asked the students to participate in research on the farmstead, which she then structured the final around. “They had to answer certain questions,” she says, “but also had to create something that could be given to the farmstead for their archive, for other researchers to use.”

Bachant-Bell and her husband, a historian and tree expert, came to speak with Sievert’s class before the students began their projects. They discussed how the farmstead, as an archaeological site, provides access to historical information about the local community. With limited people power, however, it is difficult to facilitate documentation and research on the property’s structures, buried foundations (for structures no longer there), buried farm equipment, and landscaping.

After learning more about the farmstead, Sievert and her students took a couple of class meetings to look around the 12-acre site. During this time, she wanted her students to “learn how to look at property and be observant.”

Bachant-Bell worked with the class directly, supervising access to various structures on the property. Each student concentrated his or her research project on a small piece of the site, whether it was an old chicken coop, a buried cistern, or an empty flowerbed.

Because she had not written the service-learning into her course description, she sought a way to introduce the research project without throwing extra work at the students. Fortunately, she had written in an open-ended final for which she substituted the project. The students still “had to know that this



Student Andrew McGlothlin studies an antique scale at the Hinkle-Garton Farmstead.

was an important part of the course,” says Sievert.

Looking back, Sievert, who did not finalize the addition of the service-learning component until the semester began, says that if she were organizing the course again, she “would start planning earlier, because it takes a big chunk of time to figure out what you’re doing and how it’s going to work.” She feels that more time would allow her to incorporate other archaeological skills, such as the relatively new use of GPS mapping, into future versions of the course.

King also gave her suggestions about how to integrate the project without overwhelming the students. “She talked about how to make it individual, yet also collaborative.

In the end, the students handed her the final projects at the end of the semester, and Sievert was pleased. “They really did great work in this class,” she says. “I was very impressed.”

Echoing Sievert’s enthusiasm, Bachant-Bell says, “Some of the projects are interactive, providing us [BRI] with usable museum display materials or documents that visitors can actually take home. All the projects generate new ways of looking at the site and its various elements. They could be useful jumping off points for other students to conduct more in-depth research and documentation projects, and it would be tremendous if this happened. Or they could generate the sharing of knowledge by those in the community who might be able to answer questions posed.” ■

ADVOCATES FOR COMMUNITY ENGAGEMENT (ACE) LIAISONS NAMED



IU student and ACE Donnie Morgan works with the Boys and Girls Club of Bloomington executive director, Jeffrey P. Baldwin

This fall the Indiana University Advocates for Community Engagement (ACE) Program welcomed 13 new and nine returning students charged with serving as liaisons between local nonprofit agencies and IU service-learning courses.

Since the program's inception in 2000 by the Office of Service-Learning (OSL), the ACE program has grown significantly from its start with just three students. OSL now offers 22 service-learning leadership positions for IUB undergraduate students with a commitment to service and social justice.

The types of activities that students have been involved in can vary greatly, capitalizing on individual ACE talents and interests.

Deanna Elkins helps to coordinate students from the Service-Learning in Chemistry class who teach basic chemistry concepts through hands-on, child-centered pedagogy—with a focus of having fun while learning—to the kids at the Banneker Center.

Katelyn Holsclaw helps to coordinate students from the Service-Learning French Teaching Project where students create elementary textbooks in French. They use the customized books, along with other materials, to teach French language and culture classes in local elementary schools—schools that would not normally have an opportunity to have a foreign language taught.

Donnie Morgan works with the Boys and Girls Club of Bloomington executive director, Jeffrey P. Baldwin (see photo), creating policies and procedures for volunteers. Morgan said

he believes that students have a responsibility to be proactive in helping to address issues of poverty in the community.

ACE Emily Prifogle works with students at Templeton Elementary School and says that “becoming an ACE has transformed my college experience and who I am as a person. It has brought me closer to the community in which I live and has deepened my understanding of how nonprofits work within a community.”

IUB's new general education requirement's focus on enriching educational experiences elevates the importance of the ACE program. ACEs serve as an integral component of service-learning at IU—developing, nurturing, and sustaining academic links between the university and nonprofits. The ACEs coordinate, orient, and train service-learners and volunteers, helping students make connections between their coursework and the service they're providing outside of the classroom. ACE community partner agencies address a myriad of social issues, including domestic violence, the environment, prison systems, education, and poverty—offering students multiple opportunities to apply their knowledge in the real world.

In addition to advocating for local nonprofits, coordinating service-learning opportunities, and assisting their fellow students to become more civically engaged, ACEs also participate in professional and leadership development opportunities. Many attend and present at national conferences, ultimately raising the visibility of the program on a national level and providing assistance to other colleges and universities interested in creating programs similar to the IUB ACE Program. ■

To learn more about the ACE program, visit <http://www.indiana.edu/~copsl/aces.shtml>

COMMUNITY PARTNERS AND THEIR ACES

Benjamin Banneker Community Center

—Deanna Elkins

Big Brothers Big Sisters

—Anna Remenschneider

Boys and Girls Club, Crestmont Club

—Matt Careskey

Boys and Girls Club, Main Club

—Donnie Morgan

City of Bloomington Parks and
Recreation Department

—Kelsey Botne

Fairview Elementary—Katelyn Holsclaw

Family Resource Center at
Edgewood Primary School

—Travis Smith

Girls, Inc.—Ashley Flora

Head Start—Natalie Kianoff

Indiana Forest Alliance and The Caldwell
Center for Culture and Ecology

—Daniel Watts

Indiana University Division of
Recreational Sports

—Joseph Dodson

Midwest Pages to Prisoners Project

—Anita Mazkoori

Monroe County Community School Corp.
English as a Second Language Office

—Heydi Correa-Encarnacion

Monroe County Community School Corp.
Literacy Services—Kathryn Goodwin

Monroe County Public Library

—Lauren Berman

Mother Hubbard's Cupboard

—Jessica Johnson, Ashley Troth

Rise of Middle Way House

—Jorge Wellman

Shalom Community Center

—Brittany Shepherd

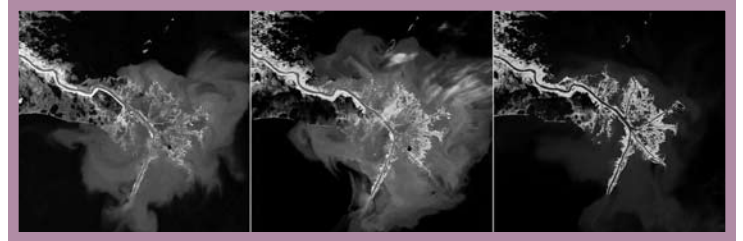
Stonebelt Inc.—Chelsey Winger

Templeton Elementary—Emily Prifogle

Volunteers In Medicine—Bryce Winger

FACULTY SHOWCASE

USING SATELLITE IMAGES AS GEOGRAPHICAL DATA



These USGS satellite images show three decades of change in the birdsfoot delta of the Mississippi River.

*Photo: U.S. Geological Survey
Department of the Interior/USGS*

Instructional Goals

- Draw scientific conclusions from satellite images as geographical data
- Synthesize results and personally connect to the study of ecosystems

G305 Environmental Change has traditionally relied upon a textbook-based format that did not actively engage students with broad practical geographic aspects of looking at changes. Professor of Geography Constance Brown sought to bridge the gap between conceptual understanding and practical application by supplementing the course with visual data that was derived from archived satellite images of changing ecosystems. An Active Learning Grant from Campus Instructional Consulting helped her reach this goal.

Professor Brown integrated the visual data available from satellites into the course, assigning students to an ecosystem that had experienced significant and observable environmental changes. Throughout the term, each student developed a dossier for their particular ecosystem, examining the physical, chemical, or biological changes that occurred and documenting the results of these changes (i.e., environmental impact, societal response). The dossier project required that students became personally involved in the scientific process of discovery.

They were also encouraged to engage in analytical thinking as they pursued questions resulting from their research about affected ecosystems. Discussion on the dossier's progress became a habitual element of class in which students processed and learned from each other's challenges. To establish even greater value to the students'

projects the resulting dossiers were used in class presentations for which the source information was accessible on a comprehensive Web site that showcased the projects while serving as a gateway for further student research.

Professor Brown was interested in the potential for students to calculate change over time by using images that documented environmental changes; but in the process of working with the visual data some unanticipated challenges surfaced about her student's limited technological knowledge and scientific expertise. Professor Brown provided course supplements to help students overcome these issues.

At the same time there were benefits to this new approach of teaching the class. For example, the active learning structure introduced students to a breadth of knowledge on multiple ecosystems based on student presentations and group discussion.

Reflecting on the overall results from using active learning in her class, Professor Brown now realizes course size, and prior student knowledge all influence the dynamics of engaging students. Striking a balance of all these variables comes from trial and error and also strategic planning by outside resources like Campus Instructional Consulting. Manipulating that balance may take time, but the end result can trigger a transformative learning experience. ■

FACULTY SHOWCASE

Instructional Goals

- Reflect on lectures and readings
- Show how educational and social phenomena affect teachers

THE NECESSITY OF INCORPORATING WRITING

Assistant Professor of Education Leadership and Policy Studies Dionne Danns, recipient of a 2006 Campus Writing Program Writing–Teaching Summer Grant, believes that future teachers not only need to know historical and contemporary issues in American education, but also must be able to assess and apply this information to make it more relevant to their lives and careers. Students learn best when they are able to take ownership of the material. In order to avoid mere regurgitation of facts in quizzes and exams, Danns explored more imaginative writing assignments to use with her students.

H340 Education and American Culture is a core course fulfilling professional education requirements for future elementary and secondary school teachers. Its goal is to enable recognition that teaching has historical, social, moral, and political dimensions, and that these operate in a complex environment. Students are required to demonstrate an understanding of these issues and the impact such matters have on what it means to “teach well” through analysis, discussion and writing.

In this undergraduate foundations course, students are usually assigned an educational biography paper where they reflect on their schooling. However, Danns detected that many students were not able to move beyond seeing their educational success only as a

product of individual motivation in their personal histories.

To improve student writing and achieve the objectives outlined above, Danns redesigned and amplified her autobiography assignment to retain a sense of personal history while applying education concepts such as tracking, school funding, and high-stakes testing. In order to get a better sense of the larger issues associated with educational experiences and move beyond the idea that educational achievement is simply about individual efforts and choices, students interviewed and wrote an additional biography of someone different from themselves (e.g., a different race, class, gender, ethnicity, or religion).

This two-part assignment allowed the students to compare and contrast their educational experiences with the person they interviewed, using course readings, films, and lectures to critically frame their discussions. By asking how issues of gender, class, race, ethnicity, sexual orientation, religion, language, and geography influenced schooling for themselves and the person they interviewed, they aimed to figure out how the two individual educational experiences fit within the larger educational context.

As a result, students indicated a new level of understanding about education and the context in which their schools operate. Because many students were able to identify

their track, and think about their gender, their privilege, and their socioeconomic status, they were able to begin to understand educational inequities and the impact various factors have on them and their future students. For example, student papers demonstrated: their own assumptions of difference, the impact that race has on the way a school or teacher perceives a student, how they take their own class experiences for granted, and how different classes of parents understand how to negotiate the system in order to increase their children’s opportunities for success.

This assignment revision provided a way for Professor Danns to reaffirm the importance of these elements in thinking through the foundations of education in the American system. In addition, from an analysis of student work from the course, Danns found that this assignment revealed interesting gaps in student perceptions of their own class and race groups, especially concerning the idea of white privilege. Danns intends to continue emphasis on clearing up misconceptions based on stereotypical representations of race, class, gender, or religion. ■

To see other faculty showcases, visit the IU Bloomington Teaching & Learning Web Gateway, www.teaching.iub.edu.

2008 ISS GRANT OPPORTUNITIES

SUMMER WRITING– TEACHING GRANTS

Deadline for proposals: February 15, 2008

The Campus Writing Program, in conjunction with the Office of Academic Affairs and Dean of the Faculties, is soliciting applications for as many as five \$1500 Summer Writing–Teaching Grants dedicated to helping faculty design undergraduate courses that use writing in innovative and fruitful ways.

Bloomington campus tenured, tenure-track, and clinical faculty members are eligible for the awards. Recipients should devote two weeks of full-time effort to incorporating writing into courses they teach; they may not be on appointment for any other teaching, administrative, or research duties during the grant period. (By University policy, no faculty member may receive extra compensation amounting to more than 22.5% of his or her regular annual compensation.)

Grant recipients will meet twice with other fellows and with Writing Program consultants as necessary. A report outlining the design of the course or courses and evaluating the efficacy of that design in the classroom must be produced within a calendar year of the end of the fellowship period. Recipients can also expect an invitation to present their work to other faculty in one of the Campus Writing Program's faculty workshops.

The Writing Program is eager to fund the efforts of faculty who wish to use writing to solve a pedagogical problem as well as to teach undergraduate students to express, to reformulate, or to apply the concepts of an academic discipline. Applications are welcome from faculty in all disciplines; particularly encouraged are proposals that:

- Represent substantive changes from a conventional lecture–test format;

- Promise to employ imaginative, practical, and replicable ways of using writing to teach or to evaluate;
- Would allow students to meet departmental or school requirements.

Courses supported by CWP grants must be taught within the subsequent academic year. Applications must include a letter from the department chair or dean that endorses the project and certifies that the applicant will teach the course twice in the following three academic years.

A short application form is available online as a Word document, at: www.indiana.edu/~cwp/grants.shtml, and may be returned to cwp@indiana.edu. Additional forms are available from the Office of Academic Affairs and Dean of the Faculties, Bryan Hall 111 (855–2809), or from the Campus Writing Program, Franklin Hall 008 (855–4928).

Please direct questions about the grants and application procedures to Laura Plummer, Director, Campus Writing Program (lplummer@indiana.edu; 855–4928). Past winners of Writing–Teaching Fellowships and staff from the Office of Academic Affairs and Dean of the Faculties will serve as referees; awards will be announced in March.

ACTIVE LEARNING GRANTS

Deadline for application: February 15, 2008

Instructional Support Services is pleased to offer instructional development grants of \$1500 for courses in the 2008–09 academic year. Offered in conjunction with the Office of Academic Affairs and Dean of the Faculties, each grant will be awarded for the revision of an existing course or the creation of a new course that engages students more actively in learning. Bloomington campus full-time faculty are eligible for these awards. Team taught courses are eligible to receive

one grant for a total of \$1500.

Active Learning Grants will be awarded to course development plans that encourage greater student engagement with critical thinking, “higher levels” of learning, analysis, synthesis, and evaluation of information, in contrast to simple absorption of information. Examples of active learning methods include, but are not limited to, collaborative learning, problem-based learning, case methods, course projects, and simulations. Strong proposals will:

- Address an identified instructional need or opportunity via creative active learning strategies.
- Explain how students will be more engaged in disciplinary content.
- Incorporate evaluation of the effectiveness of the innovation after implementation.
- Display a creative and unique approach.
- Assess the impact of the project on undergraduate student learning.
- Demonstrate a commitment of any additional funds or resources required to implement the proposal.
- Involve a plan for sharing results of the project in the department or school.
- Include a letter from the department chair or dean that endorses the project and certifies that the applicant will teach the course twice in the following three academic years.

Examples of past Active Learning Grant projects are available at <http://teaching.iub.edu/showcases.php.shtml>. As a part of the process of developing course innovations, grant recipients will be expected to:

- Devote two weeks or more of full-time effort to their projects in the summer of 2008 for a course to be taught twice in the following three years.
- Participate in one or two group planning /working sessions in late spring of 2008.



An Active Learning Grant allowed Professor Liese van Zee to develop software that allowed students to conduct research projects using data from the WIYN consortium telescope (left).



- Deliver a short written report for Web publication and an oral presentation—for interested faculty and staff—outlining the implementation and evaluation of the project within a calendar year of the fellowship period.
- Participate in the Scholarship of Teaching and Learning Community Poster Session. A faculty and staff committee will make selections and announce them on or about March 15. For more information, please contact: George Rehrey, Assistant Director, Campus Instructional Consulting, grehrey@indiana.edu, 856-4231, Franklin Hall 004.

SCHOLARSHIP OF TEACHING AND LEARNING GRANTS

Deadline for proposals: March 7, 2008

This award program supports new or ongoing studies into issues of teaching and learning as part of the Scholarship on Teaching and Learning (SOTL) Program (www.indiana.edu/~sotl) at Indiana University. It supports faculty members' efforts to improve and better understand teaching and learning through their own in-depth, contextualized, and evidence-based study.

This research grant is for \$2,500 (typically \$2000 upon receipt of the award and \$500 upon presentation at a campuswide SOTL forum). If joint awards are made, recipients will share \$2,500. Recipients are also expected to attend at least two meetings with other award recipients and resource consultants

(to be scheduled after awards are announced) and to formally disseminate the results of their instructional development project to other IU faculty.

Full-time IU Bloomington faculty members are invited to submit proposals for SOTL grants for the Academic Year 2007–2008. Projects involving collaboration among faculty members and among faculty members and graduate students are especially encouraged.

Grant applications will be evaluated on the quality of proposed scholarship and its potential contribution to the advancement of teaching and learning. Though the scholarship must be research-based, the basis may be broadly defined to include classroom research, research of the existing literature, or other unconventional forms. Separate competitions will be held for proposals from the humanities and for those from the physical sciences, social sciences, and professions.

Projects may involve acquisition of new information from students, faculty, and other interested parties, or they may involve scholarly interpretation of and reflection on existing information. Projects may be qualitative, quantitative, or combine elements of both. The grant requires systematic investigation of effects, interpretation of results, and dissemination to peers both within Indiana University and beyond in an appropriate scholarly publication or presentation.

The most potentially useful scholarship transfers to different contexts, contributes

to existing knowledge, and contains broad implications for teaching in different disciplines. Proposed projects connect to significant strands in the literature on teaching and learning. While potentially valuable to teaching practice, the type of contributions found in entirely anecdotal teaching articles will not meet the suggested standard of scholarship.

Applications will be evaluated for the soundness of approach, scholarly products to be delivered, potential impact of the results, creativity, uniqueness, and scholars' potential to serve as a resource for others in the SOTL community. Inherent in the grant award is the obligation to share knowledge and expertise. Grant recipients will be expected to participate in one or more SOTL-related activities such as (but not limited to):

- Leading interest groups in topics related to the research project.
- Facilitating seminars to mentor or support new researchers.
- Presenting the work as part of the SOTL event series.
- Publishing the results of the project.

Grant recipients will be expected to deliver a poster presentation of their preliminary thinking at the SOTL poster session in April 2008 and a public report on their projects by the end of academic year 2008–09. Upon completion of a project, grant recipients will be expected to submit a one-page summary of the project for posting on the Web. In no more than four, single-spaced pages, please include:

- The question you propose to investigate and how it advances the scholarship of teaching and learning; and the method you plan to use and an explanation of why you have chosen this approach.
- Preliminary results (if any), anticipated results, and overall expectations.
- The impact of your study on undergraduate or graduate teaching and learning.
- The potential contribution to the Scholarship of Teaching and Learning Program at IUB—i.e., your plan to share your knowledge and expertise with others in the SOTL community.
- Milestones and timelines for the research project and a plan for disseminating the results of the research.
- A brief budget statement that includes any commitment of additional funds or resources required to implement the proposal.

In addition to this document please attach:

- A curriculum vita.
- A list of any previous SOTL and university teaching related publications and grants.
- Any other documentation you think may be helpful for the evaluation of the proposal, such as survey instruments, interview questions, examples of class materials, and preliminary data.

Those proposing a project are encouraged to attend a public informational meeting on January 18, 2008 (3:00–4:00 p.m.; Walnut Room, IMU). A subcommittee of the SOTL Steering Committee and the SOTL Advisory Council will review the proposals. Awards will be announced by April 1, 2008. Please send the complete application package as an email attachment to smiths@indiana.edu or to: Jeanne Sept, Dean of the Faculties and Vice Provost for Academic Affairs, Bryan Hall 111.

SERVICE-LEARNING FACULTY FELLOWS

Deadline for application: February 15, 2008

The Office of Service-Learning would like to invite you to apply to be a 2008–09 OSL Faculty Fellow. OSL Faculty Fellows will be part of a learning community that explores issues related to service-learning and community-based research and will also serve as a resource for other instructors considering adopting a service-learning pedagogy or developing a community-based research design.

- Six full-time faculty members on the Bloomington campus will be chosen from a variety of disciplines as Faculty Fellows for the 2008–09 academic year.
- Fellows can be either seasoned service-learning instructors/ community-based researchers or exploring the possibility of developing a service-learning component/ community-based research project.
- Fellows will be part of colloquia to discuss common readings, local issues, curriculum development, and research design. Colloquia will take place three times during the fall semester and three during the spring semester—the first meeting will be on Monday, September 8. Meeting location will vary; many will be held at local non-profit agencies. A variety of topics relevant to service-learning and community-based research will be explored.
- Each fellow will receive a \$1,000 honorarium paid to their research account at the completion of the fellowship year.

Applications are due on Friday, February 15, 2008. If you have any questions, please contact: Nicole Schönemann, Director, Office of Service-Learning, nschonem@indiana.edu, 855-7849, Franklin Hall 004. ■

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instructional support services

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