



GATEWAY Community of Practice

Summary of Improvement Strategies (2016-2021)

Improvement Strategy	Contact
Gateway to Completion Teaching and Learning Academy Fellows (2016-2019)	
Use more frequent individual chapter tests, rather than fewer high-stakes exams, in Intermediate Algebra and Finite Math along with supplemental note guides and PowerPoints so that students spend more time watching, listening, and understanding examples presented in class rather than taking notes	Leigh Britt - lbritt@iupuc.edu Math
Create student guides in a graphic organizer format (for both face-to-face and online classes) to provide step-by-step instructions that outline dates, resources, and milestones for major projects and assignments	Sally Jamerson – sjamerso@iupuc.edu Information Technology
Provide opportunities for composition students to read, consider, and apply feedback early in the semester in order to encourage students to think about their learning and to apply learned techniques throughout the course	Erin Lehman - elehman4@ivytech.edu English
Embed engaging, in-class activities including small group work, whole class discussion, and reflection in face-to-face First Year Seminar courses with a goal to increase retention	Shannan Norrell - snorrell@ivytech.edu English
Schedule time at the start of the term to get acquainted with each student individually – who they are, what biases they may hold for the course – to develop an informed strategy for effectively teaching the course	Josh Sayers - jsayers2@ivytech.edu Engineering Technology
Introduce collaborative testing, coupled with individual testing, to encourage better study skills through peer modeling	Jocelyn Ramos - jramos4@ivytech.edu Science
Forge strong professor-student bonds early in the semester that encourage students to openly discuss factors that might interfere with their success throughout the semester-long face-to-face composition course	Candy Wills – cwills23@ivytech.edu English
Offer optional student-determined online office hours in online gateway writing course	Kate Wills - kwills@iupuc.edu English
Make First Year Experience course more relevant and connected to overall baccalaureate learning	Debra Winikates – dwinikat@iupuc.edu RETIRED 7-2019
Gateway Fellows (2017-2018)	
Incorporate Transparency in Learning and Teaching (TILT) principles to more clearly articulate the purpose statement, skills and tasks sections on assignment sheets	Susan Cox - sbc Cox@iupui.edu English
Use frequent low-stakes assignments and assessments to scaffold major assignments providing detailed instructions, examples, and walk-thru activities leading up to major course projects	Terry Dibble - tdibble@iupuc.edu English

Improvement Strategy	Contact
Gateway Fellows (2017-2018 continued)	
Use principles from Teaching Students How to Learn and Transparency in Learning and Teaching (TILT) to emphasize the importance of discipline, organization, and time management and encourage students to connect classroom assignments with their jobs, majors, or other real-world experiences	Elisabeth Hegmann - ehegmann@ivytech.edu English
Use the Transparency in Learning and Teaching (TILT) teaching methodology in my MATH 153 class	Tamara Miller - tmiller156@ivytech.edu Math
Integrated Transparency in Learning and Teaching (TILT) concepts into assignments to provide more insight for students and help them understand learning expectations	Steve Mohler - shmohler@iupuc.edu Business
Introduce principles of Bloom’s Taxonomy to encourage students to take an active role in their learning	Stephanie Vertrees - svertree@iu.edu Communications
Gateway Fellows (2018-2019)	
Help students identify barriers to success and develop an anticipatory plan to help successfully complete coursework, build a sense of belonging, and enhance a feeling of being supported on campus. Consider a survey early in the semester to anticipate potential barriers and proactively identify available resources.	Mellie Andres – melaclar@iupuc.edu Advising – Nursing LEFT IUPUC 9-2019
Incorporated low-risk question- making skills and question stems to help students better understand themselves and their world. This is especially helpful for students from social and cultural environments that discourage questioning. Help students understand that education and career paths may not be direct (from high school, to a college major, to a related job) and encourage a growth mindset perspective. Sharing a personal journey may resonate with incoming students and their parents at orientation sessions.	Mariah Coley – mecoley@iupuc.edu Advising – University College LEFT IUPUC 2-2020
Consider the many challenges students face in their personal lives and that school, although important to them, is sometimes not their highest priority. Establish and share a policy which fairly balances efforts to support students through challenging circumstances with the need to be equitable and consistent about expectations. Create “instruction/reference sheets” for skills covered in class (e.g. double entry notes) that are used routinely throughout the semester.	Susan Cox - sbcox@iupui.edu English
Implement multiple best practices (e.g. Knows and Needs to Know; Chalk Talk) to acquaint classmates with each other; create a warm, supportive feel in the classroom; and encourage collaborative peer groups for students to lean on each other through the semester all with a goal to improve retention. The “human sliding scale” may be an effective way to gauge how much student like writing or how confident students feel about writing.	Elisabeth Hegmann - ehegmann@ivytech.edu English
Use knowledge surveys following each chapter to confirm students’ learning and understanding. Students improved their confidence, felt better prepared for the exams, and earned higher grades.	Sanjita Kar - skar@ivytech.edu Psychology

Improvement Strategy	Contact
Gateway Fellows (2018-2019 continued)	
<p>The “Help is Available” brochure is a helpful resource to share with students. It is particularly useful when students stop attending class due to a family or financial crisis. Introducing the resource proactively may help to reduce the number of students who withdraw from class.</p>	<p>Tamara Miller - tmiller156@ivytech.edu Math</p>
<p>Help to create an inclusive and welcoming classroom environment by providing students with points of contact for community resources through introductory class activities, the course syllabus, and the Canvas platform.</p> <p>Transparency in Learning and Teaching (TILT) strategies help students understand how various tasks support their learning. StrengthsQuest highlights the diversity of both students and instructors in the classroom and increases an understanding of learner variability.</p>	<p>Steve Mohler - shmohler@iupuc.edu Business</p>
<p>Dedicate time at the beginning of the term to help increase student awareness of the many available campus and community resources. Resources were accessible through the IvyLearn course management system. Students reported using multiple resources.</p>	<p>Becky Morse - rmorse8@ivytech.edu Math</p>
<p>Incorporate “Observation Writing” into composition and literature courses by encourage students to respond in writing to an image related to a short story. Faculty should allow plenty of time to identify images which relate to the stories, and to design assessments that measure intended learning outcomes.</p>	<p>Patrick Nevins - pnevins@ivytech.edu English</p>
<p>Student writing feedback should be specific to what an assignment hopes to teach students rather than focusing on mechanical errors. Writing is developmental and students should value and learn from the process. Good writers make good speakers and effective oral/written communication skills improve overall learning. Design pre- and post-writing assessments to give a better picture of improvement over time.</p>	<p>Roshun Radford - rradford4@ivytech.edu Communications</p> <p>TRANSFERRED CAMPUSES 8-2020</p>
Gateway Fellows (2019-2020)	
<p>After attending the Growth Mindset Series, I discussed mindset with my students and asked them to identify their dominant mindset. We discussed how mindset influences the way in which one deals with mistakes, and how mistakes can become part of learning.</p> <p>During the Alumni Panel discussion, I was struck by the students’ connections with their professors. All of them spoke about feeling welcomed and encouraged by their teachers. To ensure that feeling as we transitioned to remote instruction, I initiated virtual office hours so students could ask me questions since they wouldn’t be able to do so in person. I would recommend explaining what office hours are and how they work. Many of my students are freshmen and may not know what office hours are.</p>	<p>Susan Cox - sbcox@iupui.edu English</p>

Improvement Strategy	Contact
Gateway Fellows (2019-2020 continued)	
<p>I utilized the Transparency in Learning and Teaching (TILT) strategy to adapt several assignments in my First Year Seminar class. Students now have clearer instructions and a path to follow. They understand the knowledge and skills they were learning, and have a breakdown of tasks. Knowing the goals and outcome criteria makes the learning more meaningful for them.</p>	<p>Riah Coley – mecoley@iupuc.edu Advising – University College</p> <p>LEFT IUPUC 2-2020</p>
<p>On-going professional development, delving into best practices for teaching and learning, is integral to student success. Inquiry, reflection, and application are critical elements of the process. The mindset book study was extremely beneficial. Just as our intelligence can grow, we can also change our mindset. The implications for this research is critical for my work with pre-service teachers and I have shared this information broadly with friends, colleagues, and family! Research shows faculty who regularly participate in professional development improve their students’ chances of success. Professional learning has and will allow me to implement new strategies learned in a supportive environment surrounded by colleagues with whom I can interact and continue to grow.</p>	<p>Karen Garrity - garritka@iupuc.edu Education</p>
<p>The Growth Mindset series built upon my teaching philosophy, and I learned new ideas, activities, and approaches. Overcoming struggles and normalizing mistakes encourages viewing failures as positive learning opportunities. A discussion early in the term resulted in building trust and rapport between the instructor and students. Commitment to their work and each other sustained throughout the class and resulted in a transformative educational experience for the students. I learned how to frame my feedback using a “growth mindset” – praising work ethic rather than innate abilities and encouraging them to continue improving their writing. I will recommend students be proactive, seeking out help and resources, identifying strategies that fit their learning style, and taking charge of their education.</p>	<p>Elisabeth Hegmann - ehegmann@ivytech.edu English</p>
<p>The Community Builders and Motivators session introduced different individual and group games and activities which focus on course content/objectives and also help build trusting relationships among students, educators, and peers. I used a content-based game or activity during each class period. Students indicated the games/activities were a fun way to learn and they even helped to modify and create additional activities. I implemented this same strategy when teaching adult ESL students, and gave a presentation about games and play to graduate students at Ball State University. When work is turned into play, it can increase motivation, creativity, and provide opportunities for community building.</p> <p>Recommended reading about the benefits of play in the classroom: Sutton- Smith, Brian. <i>The Ambiguity of Play</i>, Harvard UP, 2001. Zichermann, Gabe & Christopher Cunningham. <i>Gamification by Design</i>, O’Reilly Media,2011.</p>	<p>Nell Hill – nhill65@ivytech.edu English</p> <p>TRANSFERRED CAMPUSES 8-2020</p>

Improvement Strategy	Contact
Gateway Fellows (2019-2020 continued)	
<p>More transparency has helped my students build their confidence in learning, and better prepare for success on assignments and exams. I provide a printed copy of the syllabus with course content, assignment details, examples of work, and assessment rubrics. By providing clarity and transparency, students know the expectations, purpose, and better understand the assessment criteria.</p>	<p>Sanjita Kar - skar@ivytech.edu Psychology</p>
<p>I am a medical doctor recently moved to the United States. Although I was an instructor for med school undergraduates in my country, I am adapting to a different situation. I was educated under a teacher-centered learning philosophy and now teach in a student-centered system. I have attempted to “pick the best of each world” blending both methods to facilitate the student’s cognitive learning process. The information provided in every Gateway session gave me insights into different teaching strategies, the learning process, and helped me to recognize the characteristics of the students that attend our college. We learned and analyzed how different mindsets can affect students’ performance and how instructors can use different techniques to help students shift their mindset into a more favorable way to approach the challenges they face in their classes. Mastering anatomy and physiology requires plenty of time to read, understand, learn, and memorize the copious amount of information in a short amount of time. Many students only want the best grade on assignments and exams, and/or to pass the course in the shortest possible time with minimum effort. Students are not necessarily interested in learning the topics of the course and this causes frustration, low grades, stress, and some students just give up. I observed challenges in three areas: Issues related to the subject, those related to the students, and issues related to myself as the instructor. I chose the instructional interventions that I considered most useful to engage students and help them succeed in my courses. I believe that from the beginning of our courses we must try to enhance engagement between the students, with us, and with the discipline that we are teaching. If we can establish that connection, then it will be easier to involve students in the class making them more willing to participate actively in their learning process and help them succeed not just in our class but in their professional lives.</p>	<p>Nahir Loyo Zambrano – nloyozambrano@ivytech.edu Science</p>
<p>I make assignments transparent by teaching intentionally, providing additional details and setting up examples which emphasize learning goals. I share assessment rubrics with students, and samples of successful learning strategies, tests, and writing assignments of former students.</p>	<p>Tamara Miller - tmiller156@ivytech.edu Math</p>

Improvement Strategy	Contact
Gateway Fellows (2019-2020 continued)	
<p>During a Gateway session, I learned about the work of Dr. Sandra Yancy McGuire, including how she has successfully taught her students specific learning strategies to help them to succeed not only in her Chemistry classes, but in all their classes. I was inspired to get her book on the subject, and have incorporated some of her teaching ideas into my Quantitative Reasoning class. This year, we read “Mindset” by Dr. Carol Dweck, which is also referred to in Dr. McGuire’s book. Knowing the importance of instilling a growth mindset in our students and coupled with the specific strategies offered by Dr. McGuire to help our students succeed, I plan on devoting even more time to discussing metacognition (thinking about how we think and learn things) with my students. I think if they have a deeper understanding of HOW they learn (from the basics of the brain, memory, etc.) and have some specific tools to use (notetaking, learning procedures, remembering what they read, getting the most out of their study time, etc.) their experience in my classroom will be more positive and more meaningful.</p>	<p>Becky Morse - rmorse8@ivytech.edu Math</p>
Gateway Fellows (2020-2021)	
<p><i>Fall</i> – It is important to be flexible and patient with ourselves and our students during this pandemic. I’ve given extra time on assignments and eliminated some assignments for a student experiencing a family emergency. Also critical is providing more positive feedback for our students and raising more positive flags. My goal is to use flags every 3 weeks if possible. This feedback seems extra important with online classes since we don’t have the opportunity to give regular, in person feedback. This feedback includes comments on students’ assignments. I look for places I can point out something students have done well. Patience is important in feedback as students are still learning and need to focus on how they are improving rather than how they are lacking.</p> <p><i>Spring</i> – I learned about using more online tools. Google docs and Google Jamboard are ways for students to share ideas with the rest of the class. I made a Google form for one activity, and I thought it worked well in my synchronous online class. Students were able to share their responses anonymously and then we could look at the responses as a class. Padlet also allows students to share anonymously and I plan to use it perhaps for questions or workshopping thesis statements. I will also consider where I could use some of the other Google tools. I have a frequently asked questions document that would be easy to maintain and update using Google tools.</p>	<p>Susan Cox - sbcox@iupui.edu English</p>

Improvement Strategy	
Gateway Fellows (2020-2021 continued)	
<p><i>Fall</i> – I attended “Increasing Empathy Utilizing Learner Design”. I have tried to become less defensive and more open to student feedback regarding the effectiveness (or lack thereof) of my assignments. To improve the amount of feedback I receive from students, I implemented an “exit question” asking students to name what they thought was most helpful, important, or effective in the just-completed module and what else they still need to know. This allows me to keep a constant conversation with students, address questions anonymously in class, and think about materials from the learners’ point of view, making adjustments to the course as we go. Student feedback revealed there are assignments they found ineffective. Though I had put a lot of thought and work into those assignments and thought they were creative, students found them ineffective. I replaced them with very practical stream-lined assignments involving small “bite-sized” exercises that led directly into their upcoming major essay. I saw immediate results of stronger essay drafts, as well as better skills. All subsequent essay drafts demonstrated better competence and better retention of the knowledge as compared to approaches I used with my past classes. My advice is to implement consistent feedback and communication tools. Strong communication is especially important in online teaching so students feel their instructor is “there” and responsive. My advice is to remain open to honest feedback and consider the students’ point of view.</p> <p>I also attended several of the Equity and Diversity sessions. I learned that we have a long way to go to establish true equity and we all play a role in this. We need to watch for unintended biases as we interact with diverse students. We need to be sensitive to student needs, abilities, and points of view and remain respectful, inclusive, and flexible to help everyone feel welcome and comfortable in my learning spaces (whether in-person or online).</p> <p><i>Spring</i> – The Service Learning Experience session stood out to me as most important for the improvement of my teaching. I’ve long had a vision to incorporate service learning in every course I teach, however, up to now, I have lacked the confidence to take that step. There are several reasons I’m motivated in the direction of service learning. I am paid to teach rigorous intellectual, academic skills, and I do, but I carry out those activities in the context of the heart. A second reason is that I am convinced students learn better when topics can be centered around things they naturally care about – and asking them to do service in a cause that matters to them. A good course should do both – it should engage with students “where they’re at,” and it should also challenge them to move into new areas. In truth, service learning can and does serve both these</p>	<p>Elisabeth Hegmann - ehegmann@ivytech.edu English</p>

functions, as it almost always asks us to step outside our comfort zones and encounter experiences that challenge our biases. While bridging both the familiar and the unfamiliar, service learning experiences tend to be extremely effective and memorable – students tend to actually remember and retain what they learned. A third reason I’m compelled toward service learning is: Why not do as much good in the world as possible while also teaching the subject matter of a class? If I can meet course objectives while also slipping in an opportunity for everyone in the class to serve others in the community, its a win-win.

The SLE presentation addressed both in-class as well as virtual experiences. I’ve already been teaching SLE as part of IUPUC’s W231 Professional Writing Skills, specifically, the group research project, so I already have the knowledge, experience, and skills to adapt and design service learning for the other courses I teach. I envision an overarching project that starts early in the semester and involves a few smaller papers and then a bigger final paper at the end. The project would require incorporation of library research, and a community volunteer or community “partner” component. Students would have freedom of choice of a charity or community partner to work with – they would be able to center their project on a cause they care about, and/or it could be related to their career or area of study. I already did this once several years ago when I taught a section of English 112 Exposition and Persuasion for Ivy Tech – I drew on my experience with W231 and had my students do a service-oriented research project. I plan to implement SLE into my first face-to-face classes post-covid. The SLE session has given me the confidence to start the process of integrating service learning components into all my courses.

“Designing Equitable Systems that Bring Out the Best in People,” introduced overlapping “contexts” and how students may contemplate the ways in which service learning impacts their community and brings unexpected benefits.

Service learning helps engage students in a more active way making information more relevant by relating projects directly to their families, jobs, churches, communities, etc. – *applying* knowledge to their “contexts”. “Windows, Mirrors, and Sliding Glass Doors” will help me bring diversity into my teaching of literature and creative writing. The TED Talk, “A Single Story,” may help to open up discussion and to encourage students to write about intersecting identities and how those “intersections” help to create diversity. Viewing and discussing the talk could be a way to encourage students to write about experiences they might otherwise be reluctant to write about – like “What story about yourself can you tell that would surprise/change/shape the perception of others about who you are, where you come from, groups that you belong to, etc.?”

I have not yet implemented anything I discussed above, but I intend to implement service learning in ALL of my classes.

Improvement Strategy	Contact
Gateway Fellows (2020-2021 continued)	
<p><i>Fall</i> – After participating in multiple Growth Mindset professional development opportunities, I developed and implemented a multi-week unit centered on the Growth Mindset. The unit includes readings, video clips, critical questions requiring student reflective responses, and Khan Academy activities. The sub categories addressed are: The Difference Between Growth Mindset and Fixed Mindset, The Truth About the Brain, Not Yet is OK, Determination and Grit, and Self Talk. The student response was extremely positive. I definitely will continue to utilize these materials.</p> <p>Community data was used to illustrate progress in Defining Diversity, Equity, and Inclusion. Generally speaking, it is perceived locally the schools, government, and large businesses/corporations are doing a decent job of adhering to DEI principles. I’m not sure that is consistently true. Education is a strong predictor of many factors that affect a person’s quality of life. Consequently, I asked myself how can I improve what I do in the Division of Education to advance inclusion and equity in my classes, and what can I do to increase diversity on campus, particularly by recruiting more minority students to enroll in Education. In my classes, I have endeavored to be more cognizant of the diversity of our students’ cultural backgrounds and to respond appropriately. I have also initiated conversations with some community leaders in an effort to increase the diversity of our enrollment. I have previously been involved in recruiting the Latinx students and will continue to do so. I have an ongoing commitment to do all of the above.</p> <p>Although most of my class time is delivered face to face, there continue to be some online classes. As a result of Utilizing Breakout Rooms in Online Classes, I am now able to utilize breakout rooms for discussion. I truly believe professional development is integral to my instructional continuous improvement efforts.</p> <p><i>Spring</i> – I shared <i>Burnt Toast Makes You Sing Good</i>, with my University Supervisors. Some of the takeaways include:</p> <ul style="list-style-type: none"> • We need to have a flexible response to our life experiences • We need to learn to appreciate and make the best of whatever situation in which we find ourselves • Perseverance prevails <p>Equity Works Series! <i>Building Relationships to Advance Belonging</i> <i>Working to eliminate the feeling of “outsiderness” is a key to supporting inclusivity</i> <i>Demonstrate a valuing of uniqueness/individuality</i> <i>Provide support through check-ins</i></p>	<p>Karen Garrity - garritka@iupuc.edu Education</p>

<p><i>The "I" in Inclusion</i> <i>Diversity ignites creativity, problem solving and innovation</i> <i>We all want to feel valued</i> <i>As one person who care,s we can make a difference</i></p> <p>I truly believe professional development is integral to my continuous improvement efforts as a faculty member.</p>	
<p>In equitable learning environments, students should be supported by teachers and given equal access to learning. Some students may need more time to finish their assignments, some may need help to understand the assignments, some students may not have prior knowledge specific topic, and some may find it difficult to participate in classroom learning activities. Equitable ways of teaching brings out the best in all students.</p> <p>Ivy Tech represents a diverse teaching and learning environment for students of different ages, sex, race, ethnicity, and socio- economic status. To achieve equity in the classroom while at the same time maintaining equality, I have implemented the following:</p> <ol style="list-style-type: none"> 1. On the first day of class, students mention if they need help in anything specific and what they need help with. 2. Establish a strong relationship with the students through one-on-one interaction, emails, spending extra time after class if needed. 4. Encourage students to participate in group discussion and classroom activities sharing their own experiences. 5. Motivate students to achieve their goals not only for this course, but for their future endeavors. <p>The plan works really well and the students like the approach. It helps them to build their confidence in learning the subject.</p> <p>By providing the self-assessment sheet, they could share what help they need for an effective learning. Students are provided help based on things like working in a group rather than individually, special guidance needed to complete assignments, consideration in case of emergency situations, and after class interactions to help resolve concerns. This strategy worked well. It helped them to be comfortable sharing their concerns and asking questions which helped them in their learning.</p>	<p>Sanjita Kar - skar@ivytech.edu Psychology</p>
<p><i>Fall</i> – During the Teaching and Learning Online series, we had the opportunity to share our experiences and learned different teaching techniques to optimize our digital resources for improving online/virtual teaching.</p> <p>During the Understanding Equity series, members of the Bartholomew County community provided information for a better understanding of equity, cultural competence, and implicit bias, among others.</p> <p>The Growth Mindset book discussion series reinforced the importance of our role as instructors to encourage students to adopt</p>	<p>Nahir Loyo Zambrano – nloyozambrano@ivytech.edu Science</p>

a growth mindset to approach the obstacles that they experience in class and their careers.

The interventions were framed with guiding principles of growth mindset. Some of the strategies that I decided to implement were:

“Chunking the content”

Anatomy and Physiology lectures can be long and complex, were virtual, non-mandatory, and were given in short segments with pauses every 15-20 minutes. During the pauses, students would answer polls based on the lectures content using the polling feature in Zoom, or answering by the chat. Another useful Zoom feature that I used during pauses was “Annotations”. This feature allows Students to label, identify or ask about specific anatomic structures, or trace pathways of physiological processes projected on the screen. Most students were able to interact using the Zoom features. Some students found the features or knew how to use them helped others to participate in the activity. However, the features are not always visible or available in all devices, or sometimes poor internet connections made it difficult to use. . Pauses were also used for watching short TedEd videos for further clarification of the lecture’s subject in an entertaining way.

Jigsaw activities

During the laboratory sessions at Ivy Tech, students worked in groups as part of their lab activities (keeping social distancing norms), identifying different structures in anatomical models, and then explained them. Students were willing to participate however, their goal was “memorizing” the names of the structures more than identifying and explaining them to their peers.

Low-stakes assessments

Frequent low-stakes assessments and “for practice only” assessments were set up in the digital platform integrated with the textbook. These assignments allow students to reinforce concepts based on individualized performance and they earn points just by taking the activities. The activities are always available for further consultation during the semester. I constantly encouraged students to take them and most of them took advantage of the activities. Nevertheless, about 25% of students did not take these assignments or lost many of them even after giving extensions.

As stated in my previous reflective narrative, (2019-2020) my main purpose is to enhance engagement because it has been proven to be a determining factor that improves learning and academic performance. I expected that the strategies implemented enhanced student engagement, and that I could evaluate their impact by measuring student’s attendance to online classes, their final grades and also knowing their feedback from the activities used.

Overall, students were engaged to lectures and to the learning process. Students were willing to interact with the zoom features asking and answering questions, and helping peers with technical issues. Students gave multiple verbal and written positive feedbacks related to the delivering of classes. Attendance to online sessions was among 80 – 100%. Regarding academic performance, the percentage of students that completed the courses with better outcomes (C and above) ranged from 50 – 62.5% of the students enrolled. It is important to notice that the percentage of students that dropped from class is higher than in previous course, mostly due to issues related to the pandemic that included quarantine; home/virtual schooling or lack of daycare for their children; and job-related issues. Despite keeping contact with them, offering extensions and alternatives to finish the course, they dropped.

Spring – The pandemic changed the dynamics of the teaching/learning process and caused us to modify or create methods to keep going. Helping students succeed requires resilience, perseverance, and understanding of our own perspectives and those of our students. Spring Gateway Community of Practice sessions featured a diverse selection of topics to help us adapt to the changes we have been making for over a year. We learned from how to use and take full advantage of the digital tools available to keep students engaged as we achieve the learning outcomes in hybrid, remote, or face-to-face environments. The book discussions of **“Burn Toast Makes You Sing Good”** reminded us of the importance of persistence and resilience in difficult times. The **“Equity Works! Building A Better Understanding”** series provided deep insight into equity issues affecting our communities and our students. These conversations were focused on the proactive role in building a more inclusive community.

Life experiences determine the way we perceive the world. Much of my professional and personal life, has involved unexpected changes that forced me to adapt new protocols, redefine goals, learn new strategies, or do whatever it takes to overcome the challenge. Our students don’t only deserve the best teaching strategies; they need guidance and support to adapt, persist, and complete their courses successfully, especially during the pandemic.

Strategies implemented during Spring 2021:

- Maintain more active communication with students to Identify if they need any support and provide it.
- Take full advantage of the capabilities of Zoom, Google Jamboard, and the textbook digital platform to deliver class content, confirm understanding, and to foster instructor-students, and peer interactions during synchronous classes.

Communication started with a short welcome email with instructions of what to do first when the course was active. I routinely reached out to students that missed assignments or lecture sessions. Some students contacted me when they had technical difficulties or personal issues that affected their attendance or homework submissions. Course modules were organized sequentially, with clear instructions. I recorded video tutorials and step-by-step tutorials on how to access each part of the course, how to order the required textbooks, and how to register on the electronic textbook platform. When necessary, I met individually to help students access resources in the digital textbook platform. Since the first synchronous session, students were asked to use the Zoom functionalities by sharing their screens, using reactions, writing in chat, answering a poll, and making annotations on the lecturer's screen. Most of them don't know how to access or use these tools, making it a fun way to interact while assessing learning. I used clinical cases that were analyzed in groups using Google Jamboard. Each group used a board to work on different questions. In the end, they shared their responses and analysis. When contacted individually, I asked the following questions to students

1. Is this your first online course / course with Asynchronous lectures?
2. Have you explored the content of modules in the order they are displayed on Ivy Learn? (or in any way)
3. Are the lectures and videos published in the modules useful for understanding the subjects?
4. Have you explored the textbook's platform?
5. What resource would you like to have or you think would be useful for you?

The hybrid / asynchronous course was challenging. Participation was inconsistent and students indicated it was more difficult for them to keep up with an asynchronous course. The average course grade for the virtual course was 80.06% and 52.3% for the hybrid/asynchronous course. (Data obtained from New Analytics/ Ivy Learn) In the virtual/synchronous course, the academic performance of the students that were contacted individually improved. Students' interactions happened in and out of the class sessions and they helped each other during group activities, and shared their notes as study guides.

Most students stated that they have not explored or "somewhat explored" the course modules. They also had not explored the textbook platform before. After exploring the modules and resources on the textbook platform, they found them useful and "time-saving" for study purposes. Time management was a common issue in all the individual conversations, especially with students of the asynchronous course. The obvious differences observed in the academic performance of the students in both groups despite using the same interventions may be related to the different modalities

<p>between the courses (online / synchronous vs hybrid / asynchronous), however, it is necessary to consider the cumulative effects of the ongoing pandemic. The hybrid / asynchronous course occurred in the 8-week second quarter of the spring semester, which is over a year of changes that have affected our daily lives. It can be inferred that the long-term effects of the pandemic also affected the academic performance of students, but those specific changes were not evaluated.</p> <p>As instructors, we are committed to learning and using the most effective educational techniques for our students, fostering the best inclusive and welcoming environment to help our students succeed. We are only one factor in the learning process. The pandemic has forced us all to face the unexpected. The usual difficulties can be magnified, so it is important to be flexible and resilient, and balance our expectations according to the particular reality of uncertainty.</p>	
<p>During the discussion Jon Padfield led of Carol Dweck’s book, <i>Mindset</i>, the need to support students and provide opportunities for them to realize their potential was highlighted. This includes multiple opportunities to succeed and to reinforce their accomplishments. Collaboration in a virtual scenario can be difficult, but using Zoom breakout rooms provides students an opportunity to work collaboratively in teams and demonstrate their ability to interact and develop solutions. Students have multiple opportunities outside of grading to develop their presentation skills with feedback for improvement. Scaffolding also provides students feedback as they develop a topic, prepare an outline, identify references, and write their final paper. “Oops” tokens are available for students to submit assignments late without explanation. This strategy supports students that may be experiencing difficulty or hold a fixed mindset. The flexibility has allowed students to seek support and submit work that may never otherwise be submitted.</p>	<p>Steve Mohler - shmohler@iupuc.edu Business</p>
<p><i>Fall</i> – I incorporated some of the neuroscience from <i>Mindset</i> by Carol Dweck in general class discussions – like ‘how to study for success in a math class.’ I also stressed the importance of mindset in ALL of classes, not just mine. Students seemed receptive to the ideas – and I think it was helpful in improving their attitude toward learning math in particular. Extra time spent making students aware of how they learn and how the brain works is time well spent. Discussion of mindset is particularly useful in terms of addressing and alleviating general math anxiety. I received fewer panicky emails, so I think that’s a good thing! It’s somewhat difficult to evaluate the student mindset when teaching virtually (can’t see their faces and reactions during classes as readily as when in person). In a discussion of mindset, the research shows a positive/growth mindset may not always lead to success (other factors play a large role, too) but a negative/fixed/limited mindset almost always gets in the way of success. If we encourage students to believe they are</p>	<p>Becky Morse - rmorse8@ivytech.edu Math</p>

<p>capable, that is the first step to helping them develop those capabilities/skills we want them to gain from our classes.</p> <p><i>Spring</i> – Student Engagement in Online Classes included many ideas to engage students with the content, instructor, and other students. Since shifting all classes to virtual delivery, it was critical to learn effective ways of using Zoom and other tools to engage students. Other Gateway sessions introduced ways to use chat and breakout rooms in Zoom, Padlet, Jam Board, Google Docs, etc. Using breakout rooms and the chat feature of Zoom worked REALLY well - even in a math class! I’m still working on getting the timing of the breakout room/small group practice down – seems students always needed more time than I thought they would – and more time than they may have if we were in person. Posting a ‘private’ message in chat was great for checking their understanding and for keeping them actively involved, knowing that I was going to ask them questions. It was also non-threatening, as only I would see their response and not the whole class (no embarrassment factor....). Virtual class was more ‘active’. These new tools and ideas helped since I was unable to ‘read the room’ like we do when teaching in person.</p> <p>And if you’re stuck, reach out to your colleagues. They are your best resource for ideas. All of the above applies to in-person instruction as well as online.</p>	
<p>Through the Equity Series sessions, I learned about myself, my biases, and just how bad things really are in general. The most striking thing I learned was the fear several Columbus citizens feel just being out in the city. I found it depressing and demoralizing, and it has stuck with me since then. I really liked the discussion we had about requesting assistance and how that can exasperate the situation further. That idea got me thinking about what I might say or ask in class that might have a similar effect. While I was discouraged by what I learned, I remain optimistic because our community dares to have these very difficult discussions. Nothing can be resolved if we are unwilling to confront the issue. By having these open and honest discussions, I believe we can get to a place where we make things better. One of my favorite Mahatma Gandhi quotes is, “You must be the change you wish to see in the world.”</p> <p>As an instructor, we teach best what we demonstrate in what we say and do. I will lead by example, and be the change I wish to see. I will work to be more understanding, see class through the eyes of my students, and speak up when I see something that is wrong. As I move forward, I will be more conscientious of what I say or do, and reflect on my own biases. None of us are perfect, but we can strive to be the best us we can be. Given the unique nature of inequality, my strategy or changes will be different from everyone else’s. It’s not easy, but my best advice is to look honestly at how you might be contributing to the inequality we see. We cannot reduce or eliminate it, if we are not honest with ourselves. As an educator, I can acknowledge that inequality exists and be a role model by</p>	<p>Cyrus Screwvalla - ccrewvalla@ivytech.edu Math and Physics</p>

<p>showing the importance of combatting inequality through my words and actions.</p>	
<p>The Gateway Community sessions were very informative and gave me tools to use in my everyday interactions. Topics were introduced that required some deep thought and reflection. Hearing and discussing the different perspectives encouraged me to listen more than I speak!</p>	<p>Brenda Vogel – bvogel9@iupuc.edu Development</p>
<p>Encouraging students/people to get out of their comfort zone improves empathy for others and may improve cultural competency. Having students interact with people they do not normally interact with may build empathy and a better understanding of others and their position in life. I will be using the same type of interactions with my virtual study abroad class in the spring 2021 semester.</p>	<p>Frank Wadsworth – fwadsw@iupuc.edu Business</p>
<p>The most powerful sessions I joined in 2020 were the Growth Mindset sessions. I was especially eager to learn more about neurodiversity of pathways to learning. More interesting to me is that the pathways may be plastic and open to change.</p> <p>"The growth mindset communicates that the brain is like a muscle that grows stronger and smarter when it undergoes rigorous learning experiences." Adolescents reflect on ways to strengthen their brains through schoolwork.</p> <p>I included the notion of teaching and talking of a growth-mindset and not a fixed-mindset through the Covid turmoil. I let the students know that I firmly believed that their abilities could be developed and would be developed through times of crisis. I tried to stay very positive by focusing students on the skills they already had, and the results that could produce with continued effort.</p> <p>My Mechanical Engineering TCM 36000 Practices in Technical Communication course is an example.</p> <p>It appears growth mindset language worked well for two reasons. First, the course evaluations for that tumultuous spring of 2020 received global scores as high as previous years. The students did not feel abandoned or dreading that they were going to fail because of circumstances outside of their control. Second, my global scores exactly met the Mechanical Engineering Department scores for student satisfaction.</p> <p>My course 4.1 All ME average course 4.1 My teacher score 4.6 All ME average teacher 4.6</p> <p>Given the resistance ME students often express towards writing instruction, as opposed to science, the added growth mindset teaching style, I would say, helped the students as well as sustaining the course global scores.</p> <p>This ME class did not have racial diversity, or much gender diversity; however, the mindset beliefs helped focus the students on their</p>	<p>Kate Wills - kwills@iupuc.edu English</p>

eventual success in the Tech Comm class during spring 2020 and related Covid challenges.

I would advise colleagues to read the literature of growth mind-set, Colleagues need to have buy-in about growth mind-set.

Colleagues might be able to assist first generation and minority students because they often lack a language of success, not necessarily the skills. Current “victim culture” can enforce a “can’t win for losing” attitude. The perception that others’ perceived privileges negate student success, is limiting, too.

We may consider more of a discussion about growth mind-set as a “practice.” Growth mindset seems like an internalized belief system blended with externalized practices. The closest comparison is mindfulness (meditation), which I have also used as a teaching concept for my writing classes. Though mindfulness is different in other ways. It focuses on being intensely aware of what you're sensing and feeling in the moment, without interpretation or judgment.