Spring 2017 Event Schedule

How to Register

Online:
1. Visit the Learn@ISU website at http://learn.iastate.edu/
2. Login with your Net-ID (username) and password (upper right corner)
3. Click the Login button
4. Locate the Keyword search box (upper left section) > Input “CELT” > Click Search
5. Locate the program > Click List Events next to the appropriate cohort/program
6. Click Enroll – a pop-up window will appear
7. Click Register
8. You will receive an email with the subject: Enrollment Confirmation

Or if you would prefer:
Call CELT at 515-294-5357 or email celt@iastate.edu and specify: event title, date, your name, department and email

Up-to-date Program Schedule:
View CELT Events and Registration website at: http://www.celt.iastate.edu/events-registration

Award-Winning Faculty Series

Become the Change You Want to See in the World: Mentoring advanced students solving real-world, interdisciplinary problems
March 9 (12:10 – 1:00 p.m., 2030 Morrill Hall)
Alicia Carriquiry, Distinguished Professor in Statistics, recently elected to the National Academy of Medicine, shares with you how she helped solve the real-world, interdisciplinary problems of nutritionists and forensic scientists. Mentoring your postdocs and graduate students to reach out across disciplines, interact on national and global levels, and effect both public policy and human wellbeing can be a challenge—Professor Carriquiry will share how she prepares her mentees to become agents of change and inspire outreach in your research and teaching.

Come for the Jokes, Stay for the Learning: Motivating your large classroom
April 7 (12:10 – 1:00 p.m., 2030 Morrill Hall)
How do you engage both struggling students and high-performing students in the same classroom? Alexander Stoytchev, Associate Professor of Electrical and Computer Engineering and recipient of the James Huntington Ellis Award for Excellence in Undergraduate Introductory Teaching, shares how he motivates his 260-student Digital Logic class to not only attend, but also achieve their personal best scores. Jokes, popular culture, stories and anecdotes are only the beginning — Dr. Stoytchev will share his formula for effective lectures, how the principles of “see one, do one, teach one” create deeper learning in his merit-based classroom, and the elegant way he rewards his most engaged students.

Award-Winning Faculty Series: Funding Online Course Development: Finding and Filling a Need (Jim Roth)
April 10 (12:10 – 1:00 p.m., 2226 College of Vet Med, webcast in 2030 Morrill Hall or view on your own)
Distinguished Professor Jim Roth, member of the National Academy of Medicine, Veterinary Microbiology & Preventive Medicine, Center for Food Security and Public Health, will share the story of how he and his team grew online veterinary training from one online course to multiple funded projects and course offerings, including:
• A course funded by the USDA and offered at all Colleges of Veterinary Medicine in the United States
• Modules used for required continuing education by more than 60,000 accredited veterinarians in the U.S. A course primarily used by industry veterinarians and funded by user fees
• A course developed and delivered with funding from a DHS Center of Excellence
He will also discuss their plans to expand the distance education programs to an international audience. This session will help you learn how to find and fill an education need, acquire funding to support developing outstanding online course materials, and serve your discipline.

CELT Office, 3024 Morrill Hall • CELT Online Learning Innovation Hub, 281 Parks Library
515/294-5357 • celt@iastate.edu • http://www.celt.iastate.edu
**Session Descriptions:**

**TBL (Team-based Learning)** Upon completion, participants will be able to:
- Define TBL and describe its benefits and limitations.
- Design and implement TBL in their courses.
- Evaluate the effectiveness of TBL and make adjustments as necessary.

**Series:**

- **Session 1: Best Practices for Online Course Design: One Instructor’s Experience**, January 31 (12:10 – 1:00 p.m., 2030 Morrill Hall)
- **Session 2: Preparing Your Students to Learn**, February 7 (12:10 – 1:00 p.m., 2030 Morrill Hall)

**Every Class Better than the Last: Creating Future Professionals Using Case-Based Learning in your Classroom**

In this jointly sponsored CELT/VETMED event, Jim Noxon, Morrill Professor, Veterinary Clinical Sciences, will help you discover how to implement realistic, case-based learning in your classrooms. Dr. Noxon has taught dermatology at four universities by developing case-based learning for his courses since the 80s—learn how to implement real cases and use roleplaying and practical challenges to coach students as they develop an expert way of thinking. Professor Noxon will share with you how he’s been using case-based learning in his classroom and then help you discover how to tweak these methods to help your students process, make decisions, and communicate their findings with both clients and colleagues.

**SEMINARS, WORKSHOPS, AND WORKSHOP SERIES**

**Series: The Research-Based Flipped Classroom: Team-Based Learning (Meets for 5 consecutive Thursdays)**

Meets for five consecutive Thursdays for Spring 2017:
- January 26, February 2, 9, 16 and 23 (3:30 - 5:00 p.m., 2030 Morrill Hall)
- "The research-based flipped classroom and team-based learning (TBL)," an increasingly-popular form of flipped-classroom where small-group learning can be implemented effectively in small or large classes. TBL was originally developed nearly 40 years ago by a professor of organizational psychology to maximize the power of teams, and carefully designed to avoid the pitfalls of small group learning. TBL provides students with a more intimate, small class feel even in large theater-style classrooms with fixed seats. TBL teachers report high levels of student attendance, preparation, participation and critical thinking. TBL students report enjoying class and being more motivated and actively engaged. Collaboration in teams builds student problem-solving skills that are valued by employers in real-life workplace environments. Just like on the job, participants are expected to be responsible and prepared as individuals and then bring their best efforts into group activities.

**Series: Best Practices in Online Course Design (Meets for 5 Tuesdays)**

Meets once weekly for five Tuesdays:
- January 31, February 7, 14, 21, and March 7 (12:10 – 1:00 p.m., 2030 Morrill Hall)
- This series will explore best practices in online course design through the use of the Quality Matters (QM) rubric. Upon completion participants will be able to:
  - Locate CELT’s Quality Matters and online course design resources
  - Describe the Quality Matters standards and how QM can serve as a framework for course design
  - Develop an action plan that includes incremental steps for implementing Quality Matters rubric standards into their online course design

**Series Facilitator:** Darrin Jones, Program Coordinator, CELT and QM Coordinator

**Session Descriptions:**

**Session 1: Best Practices for Online Course Design: One Instructor’s Experience**, January 31 (12:10 – 1:00 p.m., 2030 Morrill Hall)
- Ever wonder what counts as “effective course design”? Join us as Jeanna Nation, Lecturer (Human Development & Family Studies), shares her experience on (re-)designing the online course, HDFS 283 Personal and Family Finance, using the Quality Matters (QM) rubric. Nation successfully submitted the course for official Quality Matters certification and scored 97/99 (84/99 was required to pass). Session objectives: share the basic steps of the course design process, describe how using QM rubric provides a framework for course design, and identify the CELT support available to you.

**Session 2: Preparing Your Students to Learn**, February 7 (12:10 – 1:00 p.m., 2030 Morrill Hall)
- What do your students experience when they first interact with your course? This session will focus on developing your course introduction, aligning course and learning objectives with student assessment (QM 1-3). Session objectives: recognize tools for introducing your course, create measurable learning objectives to guide your students’ learning, and evaluate different forms of course assessments.
Session 3: Delivering Content and Learning Activities Effectively, February 14 (12:10 – 1:00 p.m., 2030 Morrill Hall)
How do you know your students are learning? This session will help align your learning objectives with your course’s instructional content, activities and technologies as well as assess student learning and progress (QM 4-6). Session objectives: list best practices for presenting instructional materials, apply learning activities that promote various types of interaction, and plan appropriate use of technology in your course.

Session 4: Providing Essential Learner-Centered Support, February 21 (12:10 – 1:00 p.m., 2030 Morrill Hall)
Is your course learner-centered when students access it? This session focuses on the need for clear support, accessibility and usability for all learners (QM 7 & 8). Session objectives: implement essential learner support modules into your course, apply techniques to promote accessibility, and locate additional universal design for learning tools and resources to make your course accessible. Guest facilitator: Dena Fife, Instructional Development Coordinator, Brenton Center

Session 5: Next Steps with Quality Matters and Course Design, March 7 (12:10 – 1:00 p.m., 2030 Morrill Hall)
The final session will provide a comprehensive look at the QM peer review certification process. Session objectives: give an overview of the QM rubric, describe in brief the QM certification process, and leave with clear next steps on how CELT can support your course (re-)design efforts.

Series: Make It Stick: The Science of Successful Learning (Meets for 2 consecutive Wednesdays)
Meets for two consecutive Wednesdays:
February 8 and 15 (1:10 p.m. – 2:00 p.m., 2015 Morrill Hall)
In this two-session teaching and learning circle, professors Cindy Haynes, Horticulture, and Shana Carpenter, Psychology, will share the research behind and application methods for Make It Stick. Copies of this engaging, entertaining, easy-to-read book will be provided and facilitators will help you implement this evidence-based learning research in your classroom right away. Please bring your classroom challenges for discussion.

Workshop: Using Respondus to Create and Deploy Tests in Blackboard
February 9 (12:10 – 1:00 p.m., 2030 Morrill Hall)
Are you interested in converting previously developed tests to be administered online? Respondus 4.0 is a powerful tool that offers a fast and convenient way to transfer tests built in Word and other text programs to be published directly to Blackboard. Karla Embleton, Instructional Designer, Human Sciences, and Darrin Jones, Instructional Designer, CELT, will share a brief overview of the Respondus software, and provide hands-on training which will teach participants how to use Respondus. NOTE: Respondus 4.0 is only available on Windows.

Panel: SOTL Scholars: How to Design a Scholarship of Teaching and Learning Project
March 10 (12:10 – 1:00 p.m., 2030 Morrill Hall)
Sara Marketti, Associate Director, Center for Excellence in Learning and Teaching, Professor, Apparel Merchandizing and Design, will introduce you to faculty from a range of disciplines documenting their teaching effectiveness for promotion, tenure, and professional development. Participants will leave this session with ideas for implementing SOTL projects in their own teaching and ready to apply for the SOTL Scholars program. Registration will open on November 1.

Workshop: Easy Ways to Make Your Course Accessible Using Universal Design for Learning (UDL)
March 30 (12:10 – 1:00 p.m., 2030 Morrill Hall)
In this interactive workshop, Samuel Harvey, a doctoral student in English with a BS in Special Education and an MA in Rhetoric, will help you generate tips and tricks for making your classroom more accessible to all your students. Persona theory is an effective method for re-imaging how various students are interfacing with your course material, and Sam will guide you through this process. Participants will leave this workshop with practical, ready-to-use, tailor-made strategies for their own classrooms that don’t cause a stigma for students who need them.

Inclusive Classroom Programming

Inclusive Classroom Faculty Development Workshop
Faculty and staff (who have a teaching role) may choose to attend one of the following program offerings:
• January 27 (9:00 a.m. – 11:50 a.m., 2030 Morrill Hall)
• February 22 (2:10 – 5:00 p.m., 2030 Morrill Hall)
• March 28 (2:10 – 5:00 p.m., 2030 Morrill Hall)
• April 20 (2:10 – 5:00 p.m., 2030 Morrill Hall)
Today’s university classrooms are more diverse than in the past. With this diversity of students comes the need to ensure the learning environments associated with courses are inclusive and designed to support all students. This workshop includes online learning modules and an interactive face-to-face workshop focused on creating an inclusive classroom environment. Pre-workshop
learning modules will be available at least one week prior to the workshop and should be completed prior to the start of the face-to-face program; therefore, registration is required at least one week prior to each workshop. By participating in attendees will:

• Learn about teaching inclusively and why it is important at Iowa State University
• Identify their own attitudes towards inclusion, acknowledge how it impacts teaching, and develop strategies to be more inclusive
• Enhance self-awareness and instructional skills that may contribute to our inclusive campus environment
• Become familiar with student support resources at Iowa State University

Discussion: Coffee and Crucial Conversations
Choose to attend one or all of the following discussions:

February 3, March 10, and April 7 (7:30 – 9:00 a.m., 2030 Morrill Hall)
Coffee and Crucial Conversations will provide an opportunity for faculty and staff to dialogue about teaching inclusively at Iowa State University. The intent of these conversations will be to help build a stronger teaching community, create collaborative partnerships, and develop effective teaching practices for meeting the diverse needs of our students. Each month we will choose a topic based on input from our teaching community.

Iowa State Conference on Race and Ethnicity (ISCORE) Professional Development Pre-Conference
March 1 (12:00 – 5:00 p.m., Iowa State Memorial Union)
The Iowa State Conference on Race and Ethnicity (ISCORE) will be offering a professional development opportunity for all faculty, professional, and merit staff. These sessions will provide a structured environment to enhance your employees’ understanding and sensitivity to cultural differences. Many of the sessions will focus on providing tools to improve employee interactions and create inclusive workspaces. To register visit the ISCORE website (http://www.iscore.iastate.edu/).

Iowa State Conference on Race and Ethnicity (ISCORE)
March 3 (8:00 a.m. – 5:00 p.m., Iowa State Memorial Union)
ISCORE is the university's local initiative designed to provide an ongoing platform of sharing and applying new knowledge through presentations and workshops. The local conference models the National Conference on Race and Ethnicity in Higher Education (NCORE). It is free and open to all university employees, students and invited guests. To register visit the ISCORE website (http://www.iscore.iastate.edu/).

TEACHING AND LEARNING COMMUNITIES
(in alpha order)
Members of Teaching and Learning Communities are multidisciplinary faculty and professionals who attend monthly or bi-weekly meetings to engage in a topic related to the scholarship of teaching and learning.

ISU Online Learning Community (ISU-OLC) (formerly ISU-BUG)
Meets on the following Fridays:

January 13, February 10, March 24, and April 14 (11:30 a.m. - 1:00 p.m., 2030 Morrill Hall)
The purpose of the ISU-OLC is to share campus best practices to improve online teaching and learning; see how others are using the University Learning Management System (LMS) to create innovative learning experiences, inform the campus about existing and new web-based instructional technologies, participate in new technology testing and evaluation; as well as, to leverage LMS expertise, experience and training resources across campus. In addition, this group will be asked to inform future activities surrounding ISU’s migration to a new LMS software product. To learn about this process visit ISU’s Learning Management System website (http://www.lms.iastate.edu). Audience: faculty, staff, and graduate teaching assistants. Registration is required at least one-day prior for this learning community.

Team-Based Learning – Learning Community
Meets on the following days:

Mondays: January 23, February 6, and February 20 (1:10 – 2:30 p.m., 2030 Morrill Hall)
Thursdays: March 9, March 30, and April 13 (1:10 – 2:30 p.m., 2030 Morrill Hall)

TBL Scholars
Meets on the following Thursdays: January 19, February 23, March 23, and April 27 (1:10 – 2:30 p.m., 2030 Morrill Hall)
Graduates of the TBL Teaching and Learning Circles are invited to participate in the TBL Teaching and Learning Learning Community. We work as teams to optimize application exercises, readiness assurance tests, peer evaluation, and other aspects of course design, and also invite speakers to facilitate discussions of TBL theory, research and classroom application. Facilitator: Meghan Gillette, Lecturer, Human Development and Family Studies. Pre-Requisite: Completion of the Team-Based Learning Workshop Series. Registration is not required.
ThinkSpace Teaching and Learning Community
Meets on the following:

- Wednesdays: January 11, February 8, and March 29 (2:10 – 3:30 p.m., 2030 Morrill Hall)
- Fridays: February 24, and April 21 (1:10 – 2:30 p.m., 2030 Morrill Hall)

We welcome you to join the ThinkSpace Learning Community (TLC) where ISU faculty meet to create exceptional learning opportunities for students. Centering on ThinkSpace, an active learning and problem solving platform with a set of unique, powerful pedagogical tools, the TLC is designed to help you take your students’ learning to higher levels—learning that builds problem solving skills required in the workplace. TLC colleagues exchange new ideas and novel ways of infusing active learning into face-to-face, online, blended learning or flipped classrooms. TLC meetings support veteran ThinkSpace users, new comers, as well as those “just curious.” Members will showcase exemplary ThinkSpace use by faculty across campus and in many disciplines- encouraging discussions on best practices and experiences, facilitating research collaborations and brainstorming solutions to instructional problems. We invite you to join this supportive and vibrant community to help you create exciting learning experiences in your classrooms. Registration is not required.

Top Hat Learning Community
Instructors who participate in this learning community series will learn more about Top Hat, an interactive, cloud-based teaching and learning platform. Spring 2017 seminars include:

**Seminar 1: Student engagement strategies and question types with Top Hat**, February 16 (11:30 – 1:00 p.m., 2030 Morrill Hall)
This is the first session in a three-event series to kick start a faculty community around teaching and learning with Top Hat, an interactive teaching platform recently standardized at Iowa State University. Each of the three events is co-led by a faculty representative to discuss a significant teaching and learning issue associated with using Top Hat, typically in large enrollment undergraduate courses. This first session is dedicated to different types of interactive questions that can enhance student engagement and maximize the benefits of the face-to-face classroom time.

**Seminar 2: Evaluation of learning and attendance with Top Hat**, March 23 (11:30 – 1:00 p.m., 2030 Morrill Hall)
The second session in a three-event series focused on the use of Top Hat, a teaching interactive platform, offers insights into faculty experiences with evaluating student learning and attendance and the role this tool plays for efficient course management.

**Seminar 3: Academic integrity and Top Hat**, April 26 (11:30 – 1:00 p.m., 2030 Morrill Hall)
The third and final session in a three-event series on teaching and learning with Top Hat, an interactive teaching platform, discusses faculty concerns with integrating this cloud-based tool in the routine learning activities in the classroom and ways to address potential academic cheating.

Additional Professional Development

CELT also offers additional programs that are longer in duration, and a few which last the entire academic year. These programs allow participants to learn about a topic in more depth with the guidance of a program mentor. To learn more about each program visit the CELT website (http://www.celt.iastate.edu).

**CELT Teaching Symposium**
August 15 (8:00 a.m. – 12:00 p.m., Scheman Building)
A half-day program encompassing best teaching practices and student support resources available at Iowa State. New Faculty and Graduate Teaching Assistants will learn from Iowa State’s educators about how to prepare for a successful first semester of teaching, and explore CELT’s services, resources, and professional development opportunities. Registration opens on June 1.

**Programs for Faculty**
**Scholarship of Teaching and Learning (SoTL) Scholars Program** provides a structured approach to help faculty design, implement, and evaluate a SoTL research project. Applications will be available in spring.

**Consultation and Classroom Observation** allows any faculty member to contact CELT on a confidential basis to discuss teaching related ideas or concerns. Available upon request.

**CELT Teaching Partners Program** matches second and third year tenure-track faculty with a senior faculty member who is a successful, experienced teacher from a different discipline. Invitation to participate will be available in spring.
Programs for Graduate Students and Postdocs

CIRTL (Center for the Integration of Research, Teaching, and Learning), National Science Foundation Center for Learning and Teaching in higher education, uses graduate education as the leverage point to develop a national STEM faculty committed to implementing and advancing effective teaching practices for diverse student audiences as part of successful professional careers. ISU is a member of this national initiative providing the following: CIRTL Programming and Certificate Levels, CIRTL-ISU Sponsored Graduate Student Learning Communities (GLCs), and CIRTL-ISU Teaching as Research Grants.

CELT’s Graduate Student Teaching Certificate (GSTC) is a professional development program designed to help graduate students prepare for teaching in higher education.

Preparing Future Faculty (PFF) program supplements departmental graduate preparation by offering additional teaching, mentoring, and learning possibilities.