Events Schedule Spring 2018

Table of Contents
2018 Award-Winning Faculty Series (in chronological order).................................1
Canvas Pedagogy and Mechanics.............................................................................2
Inclusive Classroom Programming (in chronological order).................................3
Seminars, Workshops, and Workshop Series (in chronological order)...............4
Teaching and Learning Communities (in alpha order)........................................5
Additional Professional Development.................................................................5

How to Register
Online:
1. Visit the Learn@ISU website (http://learn.iastate.edu/)
2. Login with your Net-ID (username) and password (upper right corner)
3. Locate the Keyword search box (upper left section) > Input “CELT” > Click Search
4. Locate the program > Click List Events next to the program
5. Click Enroll—a pop-up window will appear
6. Click Register
7. 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 the CELT Events and Registration website (http://www.celt.iastate.edu/events-registration)

2018 Award-Winning Faculty Series (in chronological order)

Research Mentoring: Providing the opportunity to learn from mistakes (Basil Nikolau)
January 23 (12:10 -1:30 p.m., 2030 Morrill Hall)
Basil Nikolau, Professor of Biochemistry/Biophysics & Molecular Biology and Margaret Ellen White Graduate Faculty Awardee, shares how the Center for Biorenewable Chemicals diverse interdisciplinary team inspires curiosity, drive, and flexibility in graduate students, helping them overcome fear, take on responsibility, and communicate effectively. Participants in this workshop will leave with new ways to help graduate students in a variety of research environments

Hands-on with Team Based Learning: Simple activities to engage your students (Lisa Orgler)
February 1 (12:10-1:30 pm, 2030 Morrill Hall)
This interactive workshop showcases Lisa Orgler’s (Senior Lecturer in Horticulture, recipient of Iowa State University’s Award for Early Achievement in Teaching) unique method of teaching using teams and in-class activities. Lisa will share several activities to inspire ways for you to scaffold difficult concepts, engage learners, and invigorate your classroom.

Engaging a Large Class: Expectations, active learning, and writing (Rachel Myers)
February 8 (12:10 – 1:00 p.m., 2030 Morrill Hall)
Rachel Meyers, Assistant Professor, World Languages and Cultures, recipient of the James Huntington Ellis Award for Excellence in Undergraduate Introductory Teaching, shares feasible, practical ways she engages her 200-student Greek and Roman Mythology class. Participants will leave this session with tips for structure, active/small group activities, and even ways to incorporate memorable, manageable-to-grade writing assignments. Help students take ownership of their learning, get excited, and find connections between your course and their daily lives.
Building Connections: Keeping students engaged in large, required courses (Anne Clem)
February 12 (12:10-1:00 pm, 2030 Morrill Hall)
Anne Clem, Senior Lecturer, Accounting, recent winner of the ISU Award for Outstanding Achievement in Teaching, shares how she keeps 300 students engaged in her 8 a.m. required accounting courses. Anne will share relationship-building methods to excite learners using games, humor, and stories. Consider how you might use top ten lists, brain dumping, mnemonics and other methods to create your classroom environment. Participants will leave this session with ways to help students connect to instructors, each other, and course materials.

Escape the “Lure of the Lecture”: Choose a pedagogy that’s right for you and your students (Jan Thompson)
February 15 (3:10-4:30 pm, 2030 Morrill Hall)
Jan Thompson, Morrill Professor, Natural Resource Ecology and Management, will help you explore research-based, evidence-driven methods that shift the classroom focus from the instructor to the learners. Participants will experience ways to design learner-centered forms of instruction.

Implementing Project-Based Learning in Any Classroom: Lessons from studio (Thomas Leslie)
February 20 (12:10-1:00 pm, 2030 Morrill Hall)
It has been said that design is the process of finding elegant solutions to complicated problems. Morrill Professor Thomas Leslie, Architecture, presents tips and tricks for the project-based learning his discipline has used for 150 years. Learn how to coach students synchronizing diverse skills and help them take responsibility for meeting learning milestones. Participants will leave this session knowing how to adapt and structure hands-on learning, foster creative environments, and critique project-based learning in their classrooms.

Information Overload: Practical ways to help your students recall information after graduation (Alex Ramirez)
March 21 (12:10-1:00 pm, 2226 Vet Med and via Zoom)
Alex Ramirez, Associate Professor, Veterinary Diagnostic & Production Animal Medicine, Interim Assistant Dean of Academic and Student Affairs, Iowa State University awardee for Early Achievement in Teaching, knows that professional practitioners often need an answer right now, because an animal’s life is on the line. In his courses, he helps students reach deeper understandings about structures and concepts so that later, when they really need it, they can recall and research the data that will save a life. Bring your course concepts and ideas about what professionals in your field need to know to be effective; leave with a practical, transformed plan for your classroom.

Canvas Pedagogy and Mechanics
Canvas Workshops
The CELT staff is offering four 90-minute Canvas workshops multiple times this spring to highlight the pedagogy and mechanics behind Canvas functions. Read the workshop descriptions below and determine which day/time you would like to attend, and register via the Learn@ISU website (http://learn.iastate.edu/):

The Pedagogy of Canvas Quizzes
Participants will learn how to use Quizzes in Canvas. The workshop will focus on practical ways to customize Quiz Settings as well as create and administer Quizzes with a variety of question types to accommodate specific learning situations. Quiz Moderation and Analytics will be also explored.

Assignments and Grading in Canvas
Assignments are a backbone of the course’s Gradebook in Canvas. Participants will learn to create and manage Assignments and Assignment Groups as well as explore how the Gradebook is connected to the organization of Assignments. Participants will experience the power of SpeedGrader for efficient and effective grading.

Groups and Collaborative Work in Canvas
Instructors can create groups for students to collaborate on group Assignments and Discussions, use Web-conferencing, and Collaborations for online projects. Participants will reflect on demonstrations exemplifying how active learning, collaboration and cooperation can be supported through Canvas’ integrated tools.

Updated on 1/23/18 3:46 PM
Course Design in Canvas
Participants will learn how to design courses in Canvas, facilitate easy and intuitive course navigation and pace instruction. This workshop will highlight the mechanics and pedagogy behind Homepage, Syllabus, Content Pages and Modules in Canvas. Participants will learn about best practices for creating, organizing and structuring content in Canvas courses.

Additional Ways to Learn Canvas
There are multiple ways and teaching approaches for faculty, staff, graduate teaching assistants, and students to learn Canvas to be found via MyCanvas Teacher at ISU Canvas Training and Resources website (http://bit.ly/mycanvas-training) the following opportunities are highlighted:

• CELT-led Webinars
• On-site Recorded Resources
• Self-Paced Online Canvas Tutorials
• Online Canvas Training Webinars
• MyCanvas Guide for Students

Attendees are encouraged to watch the two Welcome to Canvas video recordings (http://bit.ly/2vTKb6z) as prerequisites for onsite training, to provide a baseline of content knowledge in the platform.

Inclusive Classroom Programming (in chronological order)
To learn more about inclusive classrooms visit CELT's Creating an Inclusive Classroom website (http://bit.ly/celtinclusion).

Inclusive Classroom Faculty Development Workshop
Faculty and staff (who have a teaching role) may choose to attend one of the following program offerings:

• Monday, February 5 (2:10-5:00 p.m., 2030 Morrill Hall)
• Thursday, March 22 (2:10-5:00 p.m., 2030 Morrill Hall)
• Friday, April 13 (9:00 a.m. – 12:00 p.m., 2030 Morrill Hall)
• Thursday, May 10 (9:00 a.m. – 12:00 p.m., 2030 Morrill Hall) *following spring semester*
• Tuesday, June 5 (1:10 -4:00 p.m., 2030 Morrill Hall)
• Wednesday, July 11 (1:10 – 4:00 p.m., 2030 Morrill Hall)
• Friday, August 10 (9:00 a.m. – 12:00 p.m., 2030 Morrill Hall) *before fall semester*

After participating in the pre-workshop learning modules and the face-to-face program, faculty and staff will:
1. Identify discipline-based and course specific improvements to foster inclusive excellence in the classroom.
2. Develop an individual action plan for promoting inclusion in the classroom.
3. Become familiar with the campus resources and programs that support diversity and inclusion.

Pre-workshop learning modules will be available at least one week prior to the workshop and will be instrumental to our face-to-face program; therefore, we ask that you complete the modules prior to the event. Prerequisite: This workshop is for faculty and staff (who have a teaching role). Facilitated by: Laura Bestler, Program Coordinator, CELT

Conversation on Teaching Inclusively
Choose to attend one or all the following conversations on the following Tuesdays from 4:00 – 5:00 p.m. in 2030 Morrill Hall:

• January 30, February 27, March 27, and April 24

This program will provide an opportunity for faculty and staff (who have a teaching role) 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. Facilitated by: Laura Bestler, Program Coordinator, CELT

Sample topics include:
• Identity and positionality; how it affects your teaching
• Inclusive projects and study groups
• Incorporating diversity issues more deeply into the curriculum
• Working effectively with different learning styles

2018 Thomas L. Hill Iowa State Conference on Race and Ethnicity (ISCORE)
Professional Development Pre-Conference, Wednesday, February 28 (11:45 a.m. – 5:00 p.m., Iowa State Memorial Union)
Conference, Friday, March 2 (8:00 a.m. – 5:00 p.m., Iowa State Memorial Union)
ISCORE is a comprehensive forum on issues of race and ethnicity at Iowa State University and beyond. The local conference* is designed to model the National Conference on Race and Ethnicity in Higher Education (NCORE). ISCORE seeks to bring the more salient ideas and concepts of the national conference (NCORE) to Iowa State University, add local perspectives, and

1. Develop and enhance ISU student, faculty, and staff awareness of racial and ethnic issues in higher education around the country,
2. Continue to promote addressing multiculturalism in the classroom and in American higher education, and
3. Make information, regarding issues of race and ethnicity, accessible to the entire university community and support the university’s ongoing efforts.

To learn how you can participate and/or volunteer, visit the ISCORE website (http://www.iscore.iastate.edu/) or email iscore@iastate.edu

**Seminars, Workshops, and Workshop Series (in chronological order)**

**5-Part Series: The research-based flipped classroom - Team-Based Learning**

Meets once weekly for five consecutive Wednesdays: Jan. 24, 31, Feb. 7, 14 and 21 (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 that 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. Facilitator: Holly Bender, Associate Director, CELT

**Workshop: Miller Open Education Mini-Grants Q&A**

March 5 (12:10 – 1 p.m., 2030 Morrill Hall)

Curious about how to complete and submit a Miller Open Education Mini-Grant application? Abbey Elder, Open Access Librarian, and Holly Bender, Associate Director, CELT, will guide you through the application process in this Q&A-styled workshop. Bring your questions to the session to have them answered! Participants will leave this session well prepared to apply.

**What I Wish I Had Said: Basic bystander intervention skills**

March 28 (12:10-1:30 p.m., 2030 Morrill Hall)

Have you found yourself in situation where communication is breaking down and you’re not sure how to intervene? Do you know how each person contributes to the situation, and how we ourselves can own who we are? What skills can you draw upon to fight personal paralysis during conflict? Lora-Leigh Chrystal and Janice Crow, Program for Women in Science & Engineering, will teach you the basic skills every bystander needs to know to intervene and reframe conversations onto more productive tracks. Participants in this session will be challenged with a series of practice scenarios and learn a variety of responses. Gender, race, and cultural identities influencing various contexts including casual hallway/watercooler conversations, learning spaces such as classrooms/laboratories, and small group interactions such as committee and faculty meetings will be discussed.

**3-Part Series: Sketchnoting for Everyone: Deepen learning with visual notetaking**

Meets once weekly for three consecutive Wednesdays: Apr. 4, 11, and 18 (12:10 – 1:30 p.m., 89-90 Armory) Verena Paepcke-Hjeltness, Assistant Professor of Industrial Design will show you the essentials of Sketchnoting, a pattern-based notetaking strategy that actively engages learners. Participants will learn the basics of Sketchnoting, start building their own simple image libraries, and discuss ways to implement low fidelity visual maps of what they see, hear, and think. No artistic talent is required. You will leave this session with concrete ways to break linear thinking barriers for yourself and your students.

**Good Teaching Counts: What ISU does with student evaluations**

Thursday, April 5 (12:10-1:00 pm), 2030 Morrill Hall

Amy Slagell (Associate Dean, Liberal Arts and Sciences), Kristen Constant (Chair, Materials Science and Engineering), and Elena Karpova (Professor, Apparel, Events, and Hospitality Management) will share with you what actually happens to student evaluations of teaching.

**2-Part Series: Sketchnoting - Planning a research poster**

Meets once weekly for two consecutive Thursdays: April 12 & 19 (12:10 – 1:30 p.m., 89-90 Armory)
Make your posters more accessible with this vibrant visual story-telling tool. Verena Paepcke-Hjeltness, Assistant Professor of Industrial Design, will introduce basic visual strategies to compose research posters based on design thinking methodologies. Please bring an existing poster, poster abstract or paper to be presented as a poster to the workshop sessions.

Teaching and Learning Communities (in alpha order)

ISU Online Learning Community (ISU-OLC)
Meets on the following Fridays (11:30 a.m. - 1:00 p.m., 031 Parks Library):
  January 12, February 9, March 9, April 13, May 11
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 activities surrounding ISU’s migration to Canvas. Audience: faculty, staff, and graduate teaching assistants. Registration is required at least one-day prior for this learning community.

Team-Based Learning – Teaching and Learning Community (TBL TLC)
Meets on the following days in 2030 Morrill Hall:
  Thursdays from 2:00-3:30 pm on January 11, March 22, and April 19
  Fridays from 1:30-3:00 pm on February 2 *, February 16, and April 6
Graduates of the TBL Teaching and Learning Circles are invited to participate in the TBL Teaching and Learning Community. We work as teams to optimize application exercises, readiness assurance tests, peer evaluation, and other aspects of course design, and invite speakers to facilitate discussions of TBL theory, research and classroom application. Facilitator: Monica Lamm, Associate Professor, Chemical and Biological Engineering, College of Engineering. Pre-Requisite: Completion of the Team-Based Learning Workshop Series. Registration is not required. (*will meet in 2015 Morrill Hall)

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 14 (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.