Event Schedule for Fall 2018-Spring 2019

How to Register
1. Go to the Learn@ISU website at http://learn.iastate.edu/ (Note: View on your own programs will include a separate registration link)
2. Login with your Net-ID (username) and password (upper right corner)
3. Locate the program by doing one of the following:
   • Click on “Schedule” to use the calendar and view events by day/time
   • Use the Keyword search box (upper left section) enter the title of the program and click Search
   • Use the Course Catalog link for CELT: Center for Excellence in Learning and Teaching
4. Click on the name of 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 to call or email to register:
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 available on CELT’s Upcoming Events website (http://www.celt.iastate.edu/events-registration)

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Award-Winning Seminar Series
Many of the sessions may be available to view on your own via Zoom, to learn how-to connect visit CELT’s Upcoming Events website (http://www.celt.iastate.edu/events-registration).

Authentic Problems: What to do when learners just aren’t getting it? (Monica Lamm)
   Sept. 26 (12:10-1 p.m., 2030 Morrill)
Monica Lamm, Associate Professor, Chemical and Biological Engineering, Outstanding Achievement in Teaching awardee, uses ill-structured problems in her upper-level classes. Sometimes, these problem-solving exercises do not go according to plan. Participants in this workshop will learn practical ways to use authentic problems in their classrooms, how to lower barriers for students to engage with the sorts of undefined problems they will encounter in the workplace, and what to do when learners miss the mark. Learn how to maximize learning, critical thinking, and problem solving when conditions are not perfect. Participants are encouraged to share their own authentic classroom problems and inspire each other.
Multiple Modalities and Top Hat: Mixing methods for learning (Shannon Hostetter)
Oct. 9 (12:10-1:30 p.m., 2030 Morrill)
Shannon Hostetter, Associate Professor, Veterinary Pathology, Early Achievement in Teaching awardee, shares how she has blended lecture and case-based learning in her classroom so students can choose the modality that is most effective for them. Participants to this workshop will leave with ideas for 1) how to blend traditional lecture with team and case-based learning, 2) what kinds of questions to ask students on informal evaluations, 3) how to incorporate that feedback into redesigned, multiple learning opportunities, and 4) practical ways to implement these ideas using Top Hat.

How Can I Do This Better Next Time Around? Implementing backward design in your classroom (Stacey Weber-Feve)
Oct. 16 (12:10-1:30 p.m., 2030 Morrill Hall)
Associate Professor Stacey Weber-Feve, World Languages and Cultures, Louis Thompson Distinguished Undergraduate Teaching awardee, shares how she uses research on learning as a blueprint for her class. She designs course work in both Canvas and in the traditional classroom to help students go beyond content and engage in more active styles of learning and critical thinking. In this facilitated discussion workshop, Dr. Weber-Feve will share what has and hasn’t worked in her classroom to engage students with learning theory and build a backward curricular design, set realistic student and instructor expectations for learning achievements, and construct formative evaluations that result in more useful feedback from students. Participants in this session will leave with a tool box of ideas and techniques.

Advising Graduate Students: Ten tips for major professors (Dan Nettleton)
Oct. 24 (12:10-1 p.m., 2030 Morrill)
Distinguished Professor Dan Nettleton, Statistics, ISU Margaret Ellen White Graduate Faculty Awardee, will share how he encourages, supports, and challenges his doctoral and master’s students to be their best. How can you help students transition from the student-professor relationship to a partnership where they are taking ownership of their own research? How do you foster great communication skills? How do you give advice to a student who is considering a career path very different from your own? Participants in this session will leave with a new paradigm for advising advanced students.

Among Others: How to Really Make Your Classroom More Inclusive (Javier Vela-Becerra)
Nov. 7 (12:10-1 p.m., 2030 Morrill Hall)
In our attempts to connect and help, we can cause others to feel as though they are “other,” or not as deserving, or as able as the majority. Javier Vela, Associate Professor, Chemistry, recipient of the Martin Luther King, Jr. Advancing One Community Faculty Award and a pioneer of change for the cultural climate of ISU, will help you develop your cultural literacy. Throughout his career, Dr. Vela has increased cultural understanding, awareness, and fostered conversations among people from different backgrounds. You will leave this session with practical ways to create a welcoming classroom environment, what to do when something that is not inclusive happens, and ways to challenge and reframe your own thinking to help create future world citizens who must be ready and able to work “among others.”

Find Your Empowerment: Communities of change at ISU (nicci port)
Jan. 23, 2019 (12:10-1:30 p.m., 2030 Morrill)
Does Iowa State welcome and include you? Where at ISU can you find your influence and how can you join and create communities that support you? nicci port (she | her | hers), Martin Luther King, Jr. Advancing One Community awardee, will illustrate the big changes at Iowa State over the last few years, share how they influenced the path that led to her role as a Project Director in the Office of the Vice President for Diversity & Inclusion (VPDI), and steps she took to set herself on that road. She will also share insight regarding what anyone can do to put themselves on their own course to success at ISU and elsewhere, using principles from her own journey. Participants in this workshop will leave with an understanding of Iowa State’s recent history, the VPDI’s planned future and practical plans for empowering themselves and others in the ISU organization and beyond.

Solutions for Disparate Disciplines: Using researched-based changes to improve learning in your classroom (Tom Holme)
Jan. 25, 2019 (12:10-1 p.m., 2030 Morrill Hall)
What measurements are “doable” for understanding how students in your classroom are learning? When you obtain concrete, actionable information, what practical changes can you make to effect learning? How are these methods scalable for large classrooms, student readiness for the next course in the sequence, and adapted to different fields of study? Attendees to this workshop will complete practical exercises to reveal instructional values and goals important to their classrooms, understand how to measure learning that prepares students for the disciplinary learning sequence, and discover a pathway toward workable solutions.
Good Class Bad Class—Intentions vs. Actions in Classroom Teaching (Raj Raman)
Jan. 31, 2019 (12:10-1 p.m., 2030 Morrill Hall)
D Raj Raman, Morrill Professor, Agricultural and Biosystems Engineering, reflects on the parallels between student motivation, which is well recognized as crucial for student success, and instructor motivation (and bandwidth). What are the “motivation killers” for us as instructors, and how can we overcome them and foster our own commitment, engagement, and excitement? There are many ways of succeeding, but there are some common attitudinal components to the success formula. Participants will leave this session with Dr. Raman’s key behaviors of successful instructors and a new motivation for teaching well.

A Day in the Life of a Rural African Woman: Bringing global experiences into the classroom
Feb. 20, 2019 (12:10-1 p.m., 2030 Morrill Hall)
Looking for more ways to excite, activate, and engage students? Needing a solution to transform frustrated students into successful, passionate learners? Award-winning lecturer Dorothy Masinde, Global Resource Systems, Horticulture, has thirty years of experience inspiring learners of all ages and cultural backgrounds. Examples from a variety of learning situations in both traditional and non-traditional classrooms will be presented. Participants in this workshop will work together to discover how to bring real problems into their classrooms for students who want to make a difference in the world.

Real Talk About Inclusion: Do your students feel safe? (Audrey Kennis)
Mar. 27, 2019 (12:10-1:30 p.m., 2030 Morrill)
How do you know if your classroom is inclusive? Can you be proactive instead of reactive to your classroom environment? What can you do to start learning how to address microaggressions embedded in your messaging? How can you ensure your good intentions aren’t undermining a high-quality learning environment? Audrey Kennis, Multicultural Liaison Officer, Design Administration, Iowa State University Inclusive Excellence Awardee, will guide you through critical issues we see manifesting in Higher Education and inclusion. Learn language and tools to both head off potential issues and respond to student concerns in the moment.

Teaching Playful Communication: Inspiration from a visual studio classroom (April Katz)
Apr. 11, 2019 (12:10-1:30 p.m., 2030 Morrill)
In this interactive workshop, Morrill Professor Apr. Katz, Art and Visual Culture, shares how she helps learners discover and explore their own unique artistic voices and evoke varied responses. Participants in this session will leave with ideas for refining their own assignments to develop communication skills across a broad range of disciplines—assignments which reinforce and ensure basic skill acquisition, but also incorporate both playful engagement and creative thinking.

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

Workshop: Engagement strategies for every classroom
Sept. 17 (12:10-1 p.m., 2030 Morrill)
Sara Marcketti, Director, CELT and Professor in Apparel, Events & Hospitality Management, will guide participants through engagement strategies applicable for every classroom. From the carousel technique to the "barometer" attendees will experience a variety of techniques that they can implement right now and scale to any size learning environment.

Workshop: Effectively managing disruptive classroom behavior
Choose to attend one of the following workshop offerings:
- Fri., Sept. 21 (12:10-1 p.m., 2030 Morrill Hall)
- Thurs., Nov. 1 (12:10-1 p.m., 2030 Morrill Hall)
When disruptive behavior takes place, a number of Iowa State University faculty members recommend addressing it immediately. Their advice: remain calm, assess the situation, listen to student concerns. Especially recommended: provide a clear, firm response that is consistent with responses you’ve given other students. The strategies and resources in this workshop will help you prepare for these moments before they occur. Learning objectives: recognize the appropriate responses to classroom disruption, include language about behavioral expectations and mutual responsibility in course syllabi, identify strategies and possible responses for in-and-out of classroom disruptions concerning student behaviors, and locate resources to develop strategies on how to respond to classroom disruptions. For additional information, visit CELT’s Managing Disruptive Classroom Behavior website (http://bit.ly/disruptclass) and/or download CELT’s Effectively Managing Disruptive Classroom Behavior Toolkit (PDF) (http://bit.ly/isudispdf). Facilitator: Laura Bestler, Program Coordinator, CELT
Workshop: Undergraduate Research in Your Classroom
Sept. 25 (12:10-1 p.m., 2030 Morrill Hall)
How can you excite your students with practical research? Hands-on experience with assignments using real research data, even in a lecture-style classroom, is an efficient way for undergraduates to understand the practical applications of what they are learning. Iowa State faculty across the disciplines have been using real research, from text analysis to images to big data sets, to enrich learning experiences in many different kinds of classrooms. Attendees to this informational session will learn from their peers what publicly available sources they are using to create interesting assignments and leave this session with a preliminary plan for how they might implement these techniques in their own classrooms. Facilitated by: Cincia Cervato, Morrill Professor, Geology; Massimo Marengo, Professor, Astronomy; and Craig Ogilvie, Morrill Professor, Physics

3-Part Series: Sketchnoting for Visual Note Taking and more
Meets for 3 consecutive Thursdays: Oct. 4, 11, & 18 (12:10-1:30 p.m., 2030 Morrill Hall)
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. The third session in the series (Oct 18) will be an open work day/practice session.

Workshop: Using Free, Openly-Licensed Textbooks in Your Classroom
Oct. 17 (11-12:30 p.m., 2030 Morrill)
Are you concerned about the impact of high textbook costs on your students? In this workshop, a representative from the Open Textbook Network will guide you through the benefits of open textbooks and answer your questions. Capacity is limited and open textbooks are not available for all disciplines. To participate, browse the Open Textbook Library for open textbooks in your discipline and register at Learn@ISU website (http://learn.iastate.edu/)

Workshop: Documenting Your Teaching using the DART Matrix
Nov. 27 (12:10-1 p.m., 2030 Morrill)
In this interactive session, Sara Marcketti, Director, Center for Excellence in Learning and Teaching, Professor, Apparel Merchandising, and Design, will lead you through a personalized workshop designed to help you consider where you are on the Dimensions of Activities Related to Teaching (DART) matrix. You will leave this session with a clear understanding of your teaching so far and a path for where you'd like to be. Participants will find this especially useful for documenting teaching for promotion, tenure, and professional development. To view resources for this workshop, visit CELT's Using the DART Matrix website (http://bit.ly/celtdartmatrix).

Workshop: Turning your scholarly teaching into Scholarship of Teaching and Learning (SoTL)
Dec. 6 (12:10-1 p.m., 2030 Morrill)
Scholarly teaching focuses on student learning and is grounded in the subject matter being taught, and in the implementation of effective pedagogies. The scholarship of teaching and learning (SoTL) involves framing a research question related to student learning and systematically investigating it. The research methods often include qualitative and quantitative data collection as well as direct and indirect measures. Upon completion of the workshop participants will have: 1) identified and developed a researchable question; 2) developed a framework for data collection; and 3) completed a project timeline including milestones. This CELT workshop is presented by Cindy Haynes, Horticulture Associate Professor and CELT Advisory Board Member, and Sara Marcketti, Director, CELT and Professor in Apparel, Events & Hospitality Management.

3-Part Series, Teaching with Transparency: Empowering equitable learning
Meets for three consecutive Thursdays, Feb. 7, 14, & 21, 2019 (3:30-5 p.m., 2030 Morrill Hall):
For this series, Sara Marcketti, Director, CELT, Professor, Apparel Merchandising, and Design; & Laura Bestler, Program Coordinator, CELT will lead an exploration of Transparency in Learning and Teaching in Higher Ed. (TILT Higher Ed) an award-winning national educational development & research project that helps faculty to implement a transparent teaching framework that promotes college students' success. Transparency in teaching is the practice of sharing underlying reasons with students -- for example, why and how assignments and courses are set up the way they are. Though seemingly simple, transparency as a teaching practice ends up significantly boosting students' success, especially that of underserved students, in three important areas: academic confidence, sense of belonging, and mastery of key skills.
- Feb. 7, Introduction to Teaching with Transparency (Part 1 of 3): During the first seminar we will share findings from seven US universities showing how transparent assignment design promotes students' success equitably, as well as educational research behind the concept of transparent teaching and learning. A curated list of resources will be provided and these artifacts will inform our work during our second workshop.
• Feb. 14, Explore and reflect on readings and artifacts (Part 2 of 3): We will reflect, summarize and share our most interesting findings from the resources; as well as, share any new finds. The final workshop will provide opportunities to apply our exploration of the design of class activities and course assignments in our final workshop.

• Feb. 21, Applying Transparent Design (Part 3 of 3): The follow-up workshop gives you a chance to apply transparent design principles to an assignment or activity for a class of their choice, with expert guidance and feedback. You can use this opportunity to redesign an assignment or activity for a lecture course, a lab, a recitation, or even an independent study or research mentoring experience. You will leave with a draft assignment or activity and a concise set of strategies for designing future assignments that promote students’ learning. Additionally, we will discuss the opportunity for our group to share our "Teaching with Transparency" experience during the 2019-2020 academic year.

To learn more visit the TILT Higher Ed website ([http://bit.ly/tilt-hged](http://bit.ly/tilt-hged)) ([This workshop description was adapted from Winkelmes, M. (2017, January 18). Teaching with transparency: Empowering equitable learning (keynote and workshop). California Institute of Technology, Pasadena, CA. Retrieved from [http://www.caltech.edu/content/teaching...e-learning](http://www.caltech.edu/content/teaching...e-learning))

Building & Managing Your Course in Canvas Workshop Series

Each 2-hour-long workshop consists of mini-demonstrations and hands-on opportunities to work on your own course. Both series is offered alternately each week and participants can mix and match to best meet their needs. Additionally, participants should bring along their laptop and your instructional materials (files, images, media, links, etc.). Workshop outcomes are available on CELT’s Event and Registration website ([http://www.celt.iastate.edu/events-registration](http://www.celt.iastate.edu/events-registration)), determine which day/time you would like to attend, and register via the Learn@ISU website ([http://learn.iastate.edu](http://learn.iastate.edu):

Building Your Course in Canvas Series

• **Course Design Basics**, Sept. 4 (10 a.m.-Noon), Sept. 17 (3-5 p.m.), Oct. 1 (9-11 a.m.), Oct. 16 (3-5 p.m.), or Oct. 29 (9-11 a.m.)
• **Assignments and Quizzes**, Sept. 5 (10 a.m.-Noon), Sept. 19 (9-11 a.m.), Oct. 2 (9-11 a.m.), Oct. 17 (3-5 p.m.), or Oct. 30 (9-11 a.m.)
• **Grading and Student Data in Canvas**, Sept. 7 (10 a.m.-Noon), Sept. 20 (1-3 p.m.), Oct. 5 (9-11 a.m.), Oct. 18 (3-5 p.m.), or Nov. 2 (9-11 a.m.)

Manage Your Canvas Course Series

• **Group Work and Collaboration**, Sept. 11 (10 a.m.-Noon), Sept. 25 (3-5 p.m.), Oct. 8 (9-11 a.m.), Oct. 23 (3-5 p.m.), or Nov. 5 (9-11 a.m.)
• **Rubrics and Outcomes**, Sept. 12 (10 a.m.-Noon), Sept. 26 (2-4 p.m.), Oct. 9 (9-11 a.m.), Oct. 24 (3-5 p.m.), or Nov. 6 (9-11 a.m.)
• **Personalized Learning and Mastery Paths**, Sept. 13 (10 a.m.-Noon), Sept. 27 (10 a.m.-Noon), Oct. 12 (9-11 a.m.), Oct. 25 (3-5 p.m.), or Nov. 9 (9-11 a.m.)

Programs on Teaching Inclusively

Inclusive Classroom Workshop

Faculty, staff and graduate students (who have a teaching role) may choose to attend one of the following program offerings:

• Tues., Sept. 18 (2:10-5 p.m., 2030 Morrill Hall)
• Wed., Oct. 17 (2:10-5 p.m., 2030 Morrill Hall)
• Mon., Nov. 30 (9 a.m.-Noon, 2015 Morrill Hall)
• Thurs., Jan. 17, 2019 (2:10-5 p.m., 2030 Morrill Hall)
• Tues., Feb. 12, 2019 (9 a.m.-Noon, 2030 Morrill Hall)
• Wed., Mar. 13, 2019 (2:10-5 p.m., 2030 Morrill Hall)
• Fri., Apr. 12, 2019 (9 a.m.-Noon, 2030 Morrill Hall)

After participating in the pre-workshop learning modules and the face-to-face program attendees will:

1. Identify specific improvements to foster inclusion 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.

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. To learn more visit CELT’s Creating an Inclusive Classroom website ([http://bit.ly/celtinclusion](http://bit.ly/celtinclusion)). Facilitated by: Laura Bestler, Program Coordinator, CELT
Conversations on Teaching Inclusively
This series provides an opportunity for faculty, staff and graduate students (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.

Navigating controversial topics in the classroom
  Oct. 30 (4-5 p.m., 2030 Morrill Hall or view on your own using Zoom by registering via this [http://bit.ly/2MusVZw](http://bit.ly/2MusVZw) web link)

Many instructors consciously avoid controversial issues in the classroom because of the difficulty involved in managing heated discussions. However, controversy can be a useful, powerful, and memorable tool to promote learning. This conversation will provide instructors with resources to facilitate classroom discussion around controversial issues including the O.T.F.D. (Open The Front Door) and A.C.T.I.O.N. communication frameworks.

Building an inclusive and learner-centered syllabus
Choose to attend one of the following offerings:
  Nov. 13 (4-5 p.m., 2030 Morrill Hall or view on your own using Zoom by registering via this [http://bit.ly/2N5Z1Md](http://bit.ly/2N5Z1Md) web link)

This conversation will be a starting place for thinking through how to implement inclusive pedagogy and learner-centered practices into your syllabus for the upcoming year. We will discuss strategies for producing a student-centered syllabus; as well as, the importance of establishing clear expectations and goals, using transparent teaching methods, and building rapport and community in your class.

Top 10 tips for creating an accessible course
  Nov. 27 (4-5 p.m., 2030 Morrill Hall or view on your own using Zoom by registering via this [http://bit.ly/2MqIu5Q](http://bit.ly/2MqIu5Q) web link)

This conversation will cover 10 basic strategies for creating accessible online course content. Participants will learn about the Quality Matters framework, specific approaches to address accessibility and usability, as well as how to build a timeline for implementing these changes. 'How to' resources will be provided.

Addressing Implicit Bias in STEM (CIRTLCast Series)
How can an evidence-based approach to implicit bias promote greater equity and inclusion within STEM teaching and learning? Join us on Mondays in October to explore this question in depth alongside future faculty from all disciplines, levels, and roles within STEM. Participants will explore the impact of implicit bias in various contexts rooted in current literature, share their experiences, and identify evidence-based strategies and resources to mitigate implicit bias. Sessions will also include discussion of key concepts, such as intersectionality, microaggressions, and privilege. This CIRTLCast series will feature a short presentation of relevant publications, followed by a moderated discussion modeled after the Indiana University-Purdue University Indianapolis (IUPUI) learning community, and concluding with a synthesis of the information discussed. Participants will use handouts and resources during the session to identify practical applications of the concepts discussed.

Each session will serve as a foundation for the following week's theme; therefore, participants are encouraged to attend all four online events either by viewing on your own or joining the CELT staff. Each part of the series program description and registration information (in-person and view on your own) may be found on the ISU Events Calendar website:

- Oct. 22 (10:30-11:30 a.m.): How can we minimize implicit bias in our academic communities (e.g., courses, departments, schools)? ISU Event webpage ([http://bit.ly/2LeKiq2](http://bit.ly/2LeKiq2))

About CIRTLCast (Center for the Integration of Research, Teaching, and Learning): Iowa State University’s membership in CIRTL is sponsored in a partnership between CELT and the Graduate College. To learn more, visit the CIRTL website ([https://www.cirtl.net](https://www.cirtl.net)).
Quality Matters (QM) Programming

Questions? If you are interested in providing one of these workshops for your department, contact Darrin Jones, CELT Quality Matters Program Coordinator, via email darrinj@iastate.edu, call 515-294-5357, or visit the QM at ISU website (http://bit.ly/isu-qm).

Quality Matters Teaching and Learning Community

CELT’s Quality Matters Teaching and Learning Community will focus on the practical use of the Quality Matters Standards, share success stories, planning continuous course improvement, charting pathways, setting course review goals, and connecting you with resources to inform your work. You are welcome to join even if you have not completed any of the Quality Matters workshops. This community will meet Sept. 19, Oct. 25, Nov. 16, and Dec. 13 (3-4:30 p.m.)

Applying the Quality Matters Rubric (APPQMR)

Learn the underlying principles behind the QM Rubric and the critical elements of the QM quality assurance process. Learn about drafting helpful recommendations as you apply the Rubric to an actual course. QM’s flagship workshop on the QM Rubric and its use in reviewing the design of online and blended courses is intended for a broad audience, including but not limited to faculty, instructional designers, administrators, and adjunct instructors. It is particularly helpful to those new to QM or those considering the adoption of a quality assurance process for online and blended learning. In addition to learning about the QM Rubric and the course review process, participants will learn to apply the concept of alignment and draft helpful recommendations for course improvement. The APPQMR is the prerequisite for the Peer Reviewer Course, which is the required course to become a QM Peer Reviewer. This workshop is recommended for those looking to understand the QM Rubric and course review process and wish to complete the Higher Ed Peer Reviewer Course.

Learning Objectives

After completing this workshop, participants will be able to:
1. Recognize the foundational concepts of Quality Matters.
2. Identify the critical elements of the QM quality assurance program, including the QM Rubric, materials, processes, and administrative components.
3. Apply the QM Rubric to review online courses.
4. Make decisions on whether the demo course meets selected QM Rubric Standards.
5. Apply the concept of alignment.
6. Draft helpful recommendations for course improvement by citing annotations from the QM Rubric and evidence from the course.

Flagship APPQMR workshop:

Register via the Learn@ISU website (http://learn.iastate.edu) for the Applying the Quality Matters Rubric, Dec. 3 (8 a.m.-4 p.m.)

Improving Your Online Course (IYOC)

The “Improving Your Online Course” workshop explores the QM Rubric and provides a framework to improve the quality of online courses. Participants use the QM Rubric to review their own online courses and develop a course improvement plan. The content is based on the essential Specific Review Standards of the Quality Matters Rubric. Participants come away with a plan for course improvement so enrolling in the workshop with a pre-developed online course is required. This workshop is recommended for tenured, tenure-eligible, and term faculty; staff with a teaching role, and instructional designers with a course they are wanting to improve.

Learning Objectives

1. Recognize the foundational concepts of Quality Matters.
2. Apply the essential Specific Review Standards of the Quality Matters Rubric to your own online course.
3. Describe the alignment of at least one module/unit in your online course.
4. Prioritize improvements to your online course.

IYOC workshops is offered four times:

Sept. 6, Oct. 23, Nov. 19 or Dec. 7 (8 a.m.-Noon). Register via the Learn@ISU website (http://learn.iastate.edu)

Follow-up work sessions:

This session provides you with additional time to improve your course based on the information you learned during one of the IYOC workshops. Follow-up work session, IYOC, Sept. 6, Oct. 23, Nov. 19 and/or Dec. 7 (1-3 p.m.) Register via the Learn@ISU website (http://learn.iastate.edu)
Team-Based Learning (TBL) Programming

5-Part Series: The Research-Based Flipped Classroom: Team-Based Learning

Meets for five consecutive Thursdays:
- Sept. 13, 20, 27, Oct. 4 and 11 (3:30-5 p.m., 2030 Morrill Hall)

The research-based team-based learning (TBL) is 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. Facilitated by Holly Bender, Morrill Professor, Veterinary Pathology and Associate Director, CELT

Team-Based Learning-Teaching and Learning Community

Meets on the following days in 2030 Morrill Hall:
- Mon., Sept. 10, 1:10-2:30 P.M.
- Fri., Sept. 21, 2:10-3:30 P.M.
- Mon., Oct. 8, 1:10-2:30 P.M.
- Fri., Oct. 19, 2:10-3:30 P.M.
- Fri., Nov. 30, 2:10-3:30 P.M.

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. Pre-Requisite: Completion of the Team-Based Learning Workshop Series. Registration is not required.

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)

Meets on the following Fridays (11:30 a.m.-1 p.m., 0031 Library):
- Sept. 14, Oct. 12, Nov. 16, and Dec. 14

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. Audience: faculty, staff, and graduate teaching assistants. Registration is required at least one-day prior for this learning community.

Quality Matters Learning Community

View events under the Quality Matters Programming (p.7)

Team-Based Learning-Teaching and Learning Community (TBL FLC)

View events under the Team-Based Learning Programming (p. 8)
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 Spring Semester Teaching Assistant (TA) Seminar
Jan. 11, 2019 (10 a.m.-Noon, 2030 Morrill Hall)
All TAs who are new to the ISU classroom, or who have received a teaching assignment different from what they have done before, are strongly encouraged to attend this seminar. Discussion will focus on topics such as classroom management, effective grading, and preparing for the first day of class. Additionally, TAs are encouraged to enroll and participate in the CELT Teaching Resources (TA Cohort) [Year-Round Training] on Canvas prior to the TA Seminar.

2019 Thomas L. Hill Iowa State Conference on Race and Ethnicity (ISCORE)
Professional Development Pre-Conference, Wed., Feb. 27, 2019, Iowa State Memorial Union Conference, Fri., Mar. 1, 2019, 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
• Develop and enhance ISU student, faculty, and staff awareness of racial and ethnic issues in higher education around the country,
• Continue to promote addressing multiculturalism in the classroom and in American higher education, and
• 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 present and/or participate, visit the ISCORE website (http://iscore.iastate.edu/) or email iscore@iastate.edu

CELT Teaching Symposium 2019 *Save the Date*
Tues., Aug. 20, 2019 (8 a.m.-Noon, Scheman Building, Iowa State University)
A half-day program encompassing best teaching practices and student support resources available at Iowa State. New faculty, staff with a teaching role 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 information is available on the CELT Teaching Symposium website (http://bit.ly/isucts)

Programs
• 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.
• 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.
• Teaching Observation Program is a peer observation program that provides formative, rather than summative feedback on classroom teaching.
• Teaching Partners Program matches new junior or term faculty members with a senior faculty member who is a successful, experienced teacher from a different discipline.

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.

Revised 8/28/18 4:11 PM