Event Schedule for Late 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; or
   • Use the Keyword search box (upper left section) enter the title of the program and click Search; or
   • 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).

Find Your Empowerment: Communities of change at ISU (nicci port)
Jan. 23 (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 (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 (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 (Dorothy Masinde)
Feb. 20 (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 (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 (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: 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 Merchandizing, 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.

**Workshop, Encouraging Critical Thinking and Intellectual Risks**  
Jan. 25 (4:10 -5:00 p.m., 102 Science I)
Do your students struggle to demonstrate their critical thinking skills? Instructor Rachindra Mawalagedara, Geological and Atmospheric Sciences, guides students in a sophomore-level large-lecture class to create and test scientific hypothesis. Physics is an important part of what drives weather—abstract and complicated concepts that intimidate new learners. In Dr. Mawalagedara’s class, students practice the scientific method in Thinkspace online learning software: gathering data, conducting experiments, testing hypothesis, receiving expert feedback. They then modify and revise methods in a safe environment where they are encouraged to take intellectual risks. Students not only demonstrate developing critical thinking skills, they report it’s fun to do so. Participants in this session will leave with ways to not just demonstrate and simulate critical thinking in their classrooms but engage learners in these processes. To participate fully in the workshop, attendees are encouraged to bring a laptop.

**Do Your Students Need Help Writing for Research?**  
Jan. 28 (12:10-1:30 p.m., 2030 Morrill Hall)  
Part of ISU’s strategic plan is to “Provide learning opportunities to prepare students for careers in a dynamic, global community” (subgoal 1.3) through their participation in at least two high impact educational activities. Metrics of success will include communication as measured by: communication intensive courses, in which typically >25% of the course grade is based on student’s writing assignments; capstone courses and projects, where students produce a report or presentation deliverable; and course-based undergraduate or graduate research, which enables students to share their discoveries beyond the course and enhance the university’s research profile. Do you engage your students in doing and reporting research? Are you ready to design and implement a high-impact activity for research writing? In this workshop, Elena Cotos, Assistant Professor in the English Department and Director of the Center for Communication Excellence of the Graduate College, will share research writing resources that you can seamlessly integrate into your courses or advising. Grounded in her scholarship in applied linguistics, these resources can help you foster your students’ awareness of the conventional and rhetorically constructed nature of research writing in the disciplines. You will also learn how your students can benefit from efficient feedback through automated analysis of their multiple continuously-improving drafts.

**Workshop, Where Do I Start? Using social media to support learning in your classroom**  
Jan. 29 (12:10-1 p.m., 2030 Morrill Hall)  
Are you interested in how social media may be changing students’ concepts of literacy, digital citizenship, identity, relationships, and learning? What would it look like in your classroom? Come to this interactive work group to learn about the latest research on social media in higher education as well as to consider the range of possibilities for using social media for learning in your discipline. This workshop will balance playful inquiry with research-based theory and support each other’s scholarship.

**Workshop: Effectively managing disruptive classroom behavior**  
Choose to attend one of the following workshop offerings:  
Feb. 4 (3:10-4 p.m., 2030 Morrill Hall) or Tues., Mar. 26 (3:10-4 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

**Seminar, Top Hat Updates and Issues**  
Feb. 21 (11:30 a.m.-1 p.m.)  
Come learn about the latest additions to Top Hat, an interactive student engagement platform that was standardized at Iowa State University in 2016. Several new functionalities, such as digital content authoring and secure test administration, have been added to the platform since then. This session will address the logistics and issues around the platform’s added capabilities. Participants are welcome to share their experiences of teaching with Top Hat and make inquiries about its implementation.
Seminar, Top Hat Content Authoring
Mar. 26 (11:30 a.m.-1 p.m.)
Top Hat is an interactive student engagement platform that has been used in ISU's classrooms since 2016. The instructor's ability to add and author digital content in Top Hat is a recent addition. Come hear from instructors at ISU who have partnered with Top Hat to publish a book that suits the unique needs of their classroom.

Building & Managing Your Course in Canvas Workshop Series
Each workshop consists of mini-demonstrations and hands-on opportunities to work on your own course. Participants can mix and match the workshops to best meet their needs and should bring along their laptop and your instructional materials (files, images, media, links, etc.).

Building Your Course in Canvas Series
- Course Design Basics, Nov. 13 (9-10:30 a.m.), or Dec. 4 (3-4:30 p.m.)
- Assignments and Quizzes, Nov. 14 (1-2:30 p.m.), or Dec. 5 (3-4:30 p.m.)
- Grading and Student Data in Canvas, Nov. 15 (9-10:30 a.m.), or Dec. 6 (9-10:30 a.m.)

Manage Your Canvas Course Series
- Group Work and Collaboration, Dec. 11 (3-4:30 p.m.)
- Rubrics and Outcomes, Dec. 13 (1-2:30 p.m.)
- Personalized Learning and Mastery Paths, Nov. 9 (9-11 a.m.), Nov. 14 (3-4:30 p.m.), or Dec. 14 (3-4:30 p.m.)

Workshop, Building a Canvas Course that Makes Sense to Your Students (Canvas Track 1)
Choose from one of the following offerings:
- Jan. 14 (9:30-11 a.m.), Feb. 11 (10-11:30 a.m.), Mar. 4 (2-3:30 p.m.), Apr. 8 (9-10:30 a.m.), or Apr. 29 (2:30-4 p.m.)
Learn about the top five strategies to ensure that your Canvas course is navigable and user-friendly! Upon completion, participants will be able to do the following: Choose a landing page; create an attractive homepage; add an introductory module to their courses; clean up the navigation; and calibrate the course's settings.

Workshop, Low and High Stakes Quizzes in Canvas (Canvas Track 1)
Choose from one of the following offerings:
- Jan. 15 (10-11:30 a.m.), Feb. 13 (10:30-12 p.m.), Mar. 5 (9-10:30 a.m.), Apr. 9 (9-10:30 a.m.), or Apr. 30 (9:30-11 a.m.)
The quiz set up in Canvas depends on the purpose with which the assessment is administered. Upon completion, participants will be able to do the following: Differentiate between the low and high stakes assessment purposes; select an appropriate quiz set up in Canvas depending on the assessment purpose; create questions that use the Canvas potential for engaging learning; organize question banks; and articulate the connections between question banks and quizzes.

Workshop, Grading and Student Data in Canvas (Canvas Track 1)
Choose from one of the following offerings:
- Jan. 16 (2:30-4 p.m.), Feb. 14 (9:30-11 a.m.), Mar. 6 (9-10:30 a.m.), Apr. 10 (2:30-4 p.m.), or May 1 (9:30-11 a.m.)
Use the power of Gradebook and student data in Canvas to fuel your students' progress! Upon completion, participants will be able to do the following: Organize your Gradebook in ways that make sense to you; experience grading as a student; calculate course grades; use the SpeedGrader for making and grading student work; and articulate where in Canvas student data can be collected.

Workshop, Group and Collaborative Work in Canvas (Canvas Track 1)
Choose from one of the following offerings:
- Jan. 18 (2-3:30 p.m.), Feb. 15 (9:30-11 a.m.), Mar. 7 (9-10:30 a.m.), Apr. 12 (1:30-3 p.m.), or May 3 (2:30-4 p.m.)
Canvas has several options for organizing effective groups and collaborative work in Canvas. Upon completion, participants will be able to do the following: Decide on the type of group/collaborative work for a variety of contexts; create different types of groups; use different communication channels for group work; enable collaborations; and explore the Canvas functionalities that foster collaborative work.

Workshop, Personalized Learning in Canvas (Canvas Track 2)
Choose from one of the following offerings:
- Jan. 22 (9:30-11 a.m.), Feb. 18 (9:30-11 a.m.), Mar. 11 (9:30-11 a.m.), Apr. 15 (1-2:30 p.m.), or May 6 (9:30-11 a.m.)
Personalized learning is the type of instruction that targets individual student's needs. How does personalized learning look like in Canvas? Upon completion, participants will be able to do the following: Use the module's prerequisites and requirements for
personalized learning; track student completion of module's prerequisites and requirements; articulate what is a Mastery Path in Canvas; create mastery paths; use the Learning Mastery functionality in the Gradebook.

**Workshop, Video Instruction and Learning in Canvas (Canvas Track 2)**

Choose from one of the following offerings:

Jan. 23 (9:30-11 a.m.), Feb. 19 (1-2:30 p.m.), Mar. 12 (10-11:30 a.m.), Apr. 16 (9:30-11 a.m.), or May 7 (2-3:30 p.m.)

Video instruction speaks to the modern visual and busy learner. Discover Arc, a video tool in Canvas that helps you create engaging and accessible media interactions around your subject matter! Upon completion, participants will be able to do the following: Articulate the capabilities of Arc; create accessible video instruction in Arc; articulate sharing conventions around Arc videos; engage learners in meaningful conversations around Arc instructional video materials; and organize video materials for use inside Canvas course and outside of Canvas courses.

**Workshop, Rubrics and Outcomes in Canvas (Canvas Track 2)**

Choose from one of the following offerings:

Jan. 24 (11-12:30 p.m.), Feb. 20 (9:30-11 a.m.), Mar. 14 (3-4:30 p.m.), Apr. 17 (2-3:30 p.m.), or May 8 (2-3:30 p.m.)

Rubrics are a great way to provide useful formative feedback to your students. Rubrics can also help you understand where your students stand in your course. Learn how to receive insights into whether your students are meeting your intended outcomes as you monitor their progress with constructive feedback! Upon completion, participants will be able to do the following: Place your learning objectives and outcomes inside your Canvas course; design meaningful rubrics that provide useful feedback to you and your students; connect rubrics to assignments and outcomes in Canvas; and track student achievement of outcomes in Canvas.

**Workshop, Your Canvas Course on Smart Devices (Canvas Track 2)**

Choose from one of the following offerings:

Jan. 25 (3-4:30 p.m.), Feb. 22 (2-3:30 p.m.), Mar. 15 (9:30-11 a.m.), Apr. 18 (9:30-11 a.m.), or May 9 (9:30-11 a.m.)

What platforms do your students use to access your Canvas course most frequently? Is your course design responsive to different platforms/smart devices? How can you use your smart device to effectively perform your teaching functions? Upon completion, participants will be able to do the following: Experience a Canvas course on a mobile device as a student; identify the major roadblocks to responsive course design; define the major discrepancies between Canvas apps on different platforms; and use the Canvas Teacher app productively.

**Workshop, Managing Large Enrollment Courses in Canvas: Blueprints and More**

Choose from one of the following offerings: Feb. 28 (9-11 a.m.), or Apr. 3 (2-4 p.m.)

Are you an instructor in charge of a multi-section large enrollment course? Are you part of a teaching team concerned with providing consistent student experiences throughout your individual sections? The Blueprint functionality is designed to help you distribute course content to multiple Canvas course shells with just a few clicks. Your course administration is all in one place, so your co-instructors and you can focus on teaching your students. You will walk away from this session knowing exactly whether Blueprint is a good fit with your large enrollment course and how you can save time while effectively managing your large enrollment course.

**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:

- Nov. 30 (9 a.m.-Noon, 2015 Morrill Hall)
- Jan. 17 (2:10-5 p.m., 2030 Morrill Hall)
- Feb. 12 (9 a.m.-Noon, 2030 Morrill Hall)
- Mar. 13 (2:10-5 p.m., 2030 Morrill Hall)
- Apr. 12 (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.

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 web link
- Nov. 14 (11 a.m.-Noon, 2030 Morrill Hall or view on your own using Zoom by registering via http://bit.ly/2wjY2SA web link)
- Apr. 30 (4-5 p.m., 2030 Morrill Hall or view on your own using Zoom by registering via http://bit.ly/2yGV2AA 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/2Mqlu5Q 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.

3-Part Series, Teaching with Transparency: Empowering equitable learning
Meets for three consecutive Thursdays, Feb. 7, 14, & 21 (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) ((This workshop description was adapted from Winkelmes, M. (2017, Jan. 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))

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
This community will meet on the following days:

- Nov. 16 (3-4:30 p.m.), Dec. 13 (3-4:30 p.m.), Jan. 24 (3:30-5 p.m.), Feb. 12 (3-4:30 p.m.), Mar. 8 (3:30-5 p.m.), & Apr. 15 (3:30-5 p.m.)
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.

**Applying the Quality Matters Rubric (APPQMR)**

Register to attend one of the following offerings: Dec. 3 (8 a.m.-4 p.m.), or May 2 (8 a.m.-4 p.m.)

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.

After completing this workshop, participants will be able to: Recognize the foundational concepts of Quality Matters; identify the critical elements of the QM quality assurance program, including the QM Rubric, materials, processes, and administrative components; apply the QM Rubric to review online courses; make decisions on whether the demo course meets selected QM Rubric Standards; apply the concept of alignment; and draft helpful recommendations for course improvement by citing annotations from the QM Rubric and evidence from the course.

**Improving Your Online Course (IYOC)**

Register to attend one of the following program offerings:

- Nov. 19 (8 a.m.-Noon), Dec. 7 (8 a.m.-Noon), Jan. 30 (8 a.m.-Noon), Feb. 25 (1-5 p.m.), Mar. 29 (8 a.m.-Noon), or Apr. 23 (1-5 p.m.)
- Noon), Feb. 25 (1-5 p.m.), Mar. 29 (8 a.m.-Noon), or Apr. 23 (1-5 p.m.)

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-selected QM Rubric is highly recommended. This workshop is recommended for tenure, tenure-eligible, and term faculty; staff with a teaching role, and instructional designers with a course they are wanting to improve.

After completing this workshop, participants will be able to: recognize the foundational concepts of Quality Matters; apply the essential Specific Review Standards of the Quality Matters Rubric to your own online course; describe the alignment of at least one module/unit in your online course; and prioritize improvements to your online course.

**Team-Based Learning (TBL) Programming**

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

Meets for five consecutive Wednesdays: Jan. 23, 30, Feb. 6, 13, and 20 (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 the class style classrooms with fixed seats. TBL teachers report high levels of student attendance, preparation, participation, and critical thinking. TBL students report enjoying the class style classrooms with fixed seats. TBL teachers report high levels of student attendance, preparation, participation, and critical thinking. 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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**

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 from 11:30 a.m.-1 p.m. in 2030 Morrill Hall: Nov. 16, Dec. 14, Jan. 18, Feb. 8, Mar. 15, and Apr. 5

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. 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.6)

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

View events under the Team-Based Learning Programming (p. 7)

**Additional Professional Development Opportunities**

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 (11 a.m.-5 p.m., Iowa State Memorial Union)
- Conference, Fri., Mar. 1 (8 a.m.-5 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

- 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 (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)

**Tenure-track and term faculty opportunities**

- **CELT Teaching Symposium:** A half-day of programming about teaching, student learning, and becoming familiar with the student support resources at ISU. Attendees learn how to prepare for the first week of class, as well as explore CELT’s services, resources, and professional development opportunities.
• **Teaching Partners Program**: Supplements departmental mentoring by pairing a junior tenure-track and term faculty members with a senior faculty member from a different discipline who is a successful and experienced teacher. Partners discuss teaching and learning topics and complete classroom observations. This partnership runs for an entire academic year.

• **Teaching and Learning Academy**: New program to be announced in fall semester 2019

### Graduate student opportunities

- **CELT Teaching Symposium**: A half-day programming about teaching, student learning, and becoming familiar with the student support resources at ISU. Graduate teaching assistants learn how to prepare for the first week of class, as well as explore CELT’s services, resources, and professional development opportunities.

- **Preparing Future Faculty**: Supplements departmental graduate preparation by offering additional teaching, mentoring, and learning possibilities.

- **CIRTL (Center for the Integration of Research, Teaching, and Learning)**: Online courses, CIRTL webcasts (CIRTLcasts), and graduate learning communities.

- **Graduate Student Teaching Certificate**: Enhances the professional development of graduate students who want to become professors. Completion of 12 additional credits.

### Teaching Resources

**Professional Development Programming**: Includes seminars, workshops, and Teaching and Learning Communities. Our programs are open to anyone with a teaching role or interested in teaching. Programs offered throughout the year with a calendar of events on the CELT website ([http://www.celt.iastate.edu/](http://www.celt.iastate.edu/)).

- **Inclusive Classroom**: Programming to support a more inclusive campus.

- **Quality Matters**: Workshops to evaluate and improve online courses.

- **Course Design Institute**: Multi-day intensive experience to design or re-design your course.

- **CIRTL**: Professional development opportunities, including learning, teaching, and research.

- **Team-Based Learning (TBL)**: Multi-week workshop focused on TBL teaching approach. Graduates of the workshop series may join the TBL Learning Community.

- **ISU Online Learning Community**: Meets monthly to share best practices to improve online teaching.

### Resources

- **Scholarship of Teaching and Learning (SoTL) Scholars Program**: Guided experience for tenure-track and term faculty to develop a SoTL project and gain experience in conducting classroom-based research.

- **Miller Faculty Fellowship Program**: Provides funding for enhancing scholarly teaching work and to develop innovative approaches to enhance student learning.

- **CELT Presenter Grant**: Funding opportunity to present SoTL research at a teaching and learning higher education conference.

- **Consultation and Classroom Observation**: Tenure-track faculty, term faculty and staff members (who have a teaching role) may visit CELT on a confidential basis to discuss course design or presentation, course materials (including course syllabus, presentation aids, writing assignments, or test materials). Observations are formative in nature and confidential.

- **Digital and online pedagogy consultations**: Provides guidance in all areas of online and blended learning, including new course development and innovative course designs and teaching methods, all aimed toward enhanced quality of instruction.

- **Advisory Board Member**: Tenure-track faculty, term faculty and staff members (who have a teaching role) are encouraged to serve on the advisory board to learn more about teaching and learning initiatives at ISU, serve as a college liaison, and promote scholarship of teaching and learning across campus.

### Contact Information

You may contact us via phone: 515-294-5357, email: [celt@iastate.edu](mailto:celt@iastate.edu), or the CELT website: [http://www.celt.iastate.edu/](http://www.celt.iastate.edu/)

Our CELT staff office locations may be found in Morrill Hall and Parks Library at Iowa State University.

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