2019-2020 CELT Programs with descriptions

Our Mission
The Center for Excellence in Learning and Teaching (CELT) established in 1993, focuses on our mission of “Partnering with educators to advance student-centered learning at Iowa State University.” CELT provides resources for instructors, faculty, staff, graduate students, and postdocs interested in teaching. We offer face-to-face one-off workshops, longer-term teaching and learning circles on selected topics, and facilitation of teaching and learning communities. We have also developed a rich set of online resources that support CELT’s mission and current initiatives available on our website (http://www.celt.iastate.edu/).

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:
   • 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

Questions? If you are interested in providing one (or more) of these workshops for your department/program/college email celt@iastate.edu or call 515-294-5357

Up-to-date Program Schedule is available on CELT’s Upcoming Events website (http://www.celt.iastate.edu/events-registration). 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).

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Award-Winning Seminar Series
(in chronological order)
Top 10 Ways to Help Freshmen Learn
   Sept. 19 (12:10-1 p.m.)
What are your tips for the transition from high school to college? Professionalism, communication, regular attendance, respect—how can you help make these skills habitual? Award-winning associate professor Jodi Sterle, Animal Science, shares how she helps freshman adjust to learning in the 300+ large introductory class environment. Participants in this session will discuss tips and tricks and leave with an action plan to help our shiny, hopeful, newest students navigate their first semester.
Engaging Students Through Creative Projects
Feb. 4, 2020 (12:10-1 p.m.)
Are your students engaged? Do they take ownership of the material and build connections between what they know and what they're learning? Award-winning professor, Julia Dominguez, World Languages and Cultures, will show you how she integrates high academic challenge with creative, relevant projects in a complex upper-level class. A psychology student may examine Don Quixote's madness. An education student may create a study plan for teaching Spanish literature. An art student, a painting with historical accuracy. A math student, a board game. Participants will leave this session with a plan for building engagement for students from diverse majors with creative final projects that are fun to do and fun to grade.

Engagement through creative notetaking
Feb. 19, 2020 (12:10-1 p.m.)
Do students in your classes sometimes have trouble paying attention for the entire period? How can we encourage them to put away cell phones and laptops and avoid distraction? Can you build a one-on-one relationship with students in a large class? Early achievement in teaching awardee, Tejas Dhadphale, Assistant Professor of Industrial Design, will share with you several notetaking techniques he uses in his 90-minute, 70+ creativity classroom to 1) keep student attention 2) assess individual learning progress and 3) build rapport. Participants will leave this interactive session with examples and ideas to create notetaking and visual aids to hold student attention in any length, any size class for any discipline.

Old Wine, New Wineskins: Online course design for seasoned professors
April 1, 2020 (12:10-1 p.m.)
How do we effectively adapt a traditional class for online learning? What are the benefits of working with an online designer from Engineering-LAS Online or CELT? Susan Yager, Morrill Professor of English, will share with you how she created innovative online learning for a discussion-based children's literature class. Participants will leave with new ideas for designing small group collaboration, creating a sense of instructor presence, and articulating clear outcomes relative to the assignments and rubrics in the online environment.

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

Inclusive Classroom Workshop
Choose to attend one of the following program offerings in 2030 Morrill Hall:
Dec. 6 (9 a.m.-12 p.m.), or Apr. 17, 2020 (9 a.m.-12 p.m.)
After participating in the pre-workshop learning modules and the face-to-face program., faculty, staff and graduate students (who have a teaching role) 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.
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/review the modules prior to the event. Prerequisite: This workshop is for faculty and staff (who have a teaching role). To learn more about inclusive classrooms visit CELT's Creating an Inclusive Classroom website (http://bit.ly/celtinclusion).

Applying the Quality Matters Rubric (APPQMR)
Register to attend one of the following offerings: Oct. 10 or Dec. 4 (9 a.m.-4:30 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
Turning your scholarly teaching into Scholarship of Teaching and Learning (SoTL) and professional development.

Building an inclusive and learner-centered syllabus

Dec. 3 (4:10-5 p.m., 2030 Morrill Hall or view on your own via this Zoom meeting registration webpage (http://bit.ly/2UQXMm5)

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.

Exploring ways to create an inclusive learning environment

Choose to attend one of the following offerings:

Nov. 12 (4:10-5 p.m., 2030 Morrill Hall or view on your own via this Zoom meeting registration webpage (http://bit.ly/2UQcHxK)

The teaching-learning process is an inherently social act. Throughout the learning process students interact with the instructor, their peers and the course content, often simultaneously in a classroom setting. All of these interactions help shape their success in the course. Explore ways to create a welcoming learning environment; brainstorm what we can do to continue to build an inclusive environment; share campus resources and programs; and extend your learning about teaching inclusively.

Discover the top 10 tips for creating accessible course content

Nov. 19 (4:10-5 p.m., 2030 Morrill Hall or and online via this Zoom meeting registration webpage (http://bit.ly/2US3zIW)

This conversation will discuss 10 basic strategies for creating accessible course content. Participants will explore the Quality Matters framework, specific approaches to address accessibility and usability and begin to build a timeline for implementing these changes. 'How to' resources will be provided.

Engagement Strategies for Every Classroom

Sept. 23 (2:10-3 p.m., 2030 Morrill Hall)

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.

Effectively managing disruptive conduct in learning spaces

Choose to attend one of the following offerings in 2030 Morrill Hall: Oct. 1 (4:10-5 p.m.), Nov. 14 (12:10-1 p.m.), Feb. 21, 2020 (12:10-1 p.m.), or Apr. 1, 2020 (4:10-5 p.m.)

When disruptive conduct takes place, a number of Iowa State University instructors 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 disruptive conduct, include language about behavioral expectations and mutual responsibility in course syllabi, and identify strategies, resources and possible responses for in-and-out of the learning environment. For additional information, visit CELT's Managing Disruptive Conduct in Learning Spaces webpage (http://bit.ly/isumanage).

Navigating controversial topics in the classroom

Oct. 29 (4:10-5 p.m., 2030 Morrill Hall or online via this Zoom meeting registration webpage (http://bit.ly/2UM3zu9)

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.

Documenting Your Teaching using the DART Matrix

Nov. 12 (2:10-3 p.m., 2030 Morrill Hall)

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.

Turning your scholarly teaching into Scholarship of Teaching and Learning (SoTL)

Dec. 5 (12:10-1:30 p.m., 2030 Morrill Hall)
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.

CELT Spring Semester Teaching Assistant (TA) Seminar
Jan. 10, 2020 (9-11 a.m., 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.

Canvas Open Labs
Bring your Canvas questions, and your laptop (this is a must) – no need to make an appointment. Open Labs will be held:
- Aug. 26-29 (3-5 p.m., 2015 Morrill Hall)
Beginning on Sept. 3 we will host:
• Tuesdays (1-3 p.m.)
• Wednesdays (11 a.m.-1 p.m.)
• Thursdays (9-11 a.m.)
Additionally, if you are interested in online Canvas Training (demonstration sessions, interactive sessions or discussion sessions) visit CELT’s Online Training with Canvas webpage (http://bit.ly/canvas)."
Team-Based Learning-Teaching and Learning Community
Meets on the following days in 2030 Morrill Hall:
- Aug 29 (3:10-4:30 p.m.),
- Sept 27 (1:10-2:30 p.m.),
- Oct. 31 (2:10-3:30 p.m.),
- Nov. 22 (1:10-2:30 p.m.),
- Jan. 31 (1:10-2:30 p.m.),
- Feb. 26 (1:10-2:30 p.m.),
- Mar. 27 (1:10-2:30 p.m.),
- Apr. 30 (1:10-2:30 p.m.)

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: Michael Dorneich, Associate Professor, Industrial & Manufacturing Systems Engineering. Registration is not required.

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).

Contact Information
Our office is located in 3024 Morrill Hall, 603 Morrill Road, Ames, IA 50011-2100
Contact us via phone: 515-294-5357, email: celt@iastate.edu, or our website: http://www.celt.iastate.edu/

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