

## Events Schedule Academic Year 2017-2018

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### How to Register

Online:

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

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

### Up-to-date Program Schedule:

View the [CELT Events and Registration](http://www.celt.iastate.edu/events-registration) website (<http://www.celt.iastate.edu/events-registration>)

## Canvas Training and Online Course Design (in chronological order)

Attendees are encouraged to watch the two [Welcome to Canvas](http://bit.ly/2vTKb6z) video recordings (<http://bit.ly/2vTKb6z>) as prerequisites for onsite training, to provide a baseline of content knowledge in the platform. If you are unable to attend these Canvas trainings there will be recordings made available through the [MyCanvas Teacher at ISU](http://bit.ly/2g4TCsW) website (<http://bit.ly/2g4TCsW>) following the event.



### Canvas-led Faculty and Staff Training

Erin Wasson, Canvas Trainer will facilitate multiple 90-minute training sessions on the topics below. To view a description of each topic, download the [Canvas-led Faculty & Staff Training \(PDF\)](http://bit.ly/2w3Orh7) (<http://bit.ly/2w3Orh7>)

**Tuesday, September 5** (Face-to-Face in 206 Durham with a Live webcast in 253 Durham)

- **Modules & File Management** (8:00 a.m. – 9:30 a.m.)
- **Communication & Collaboration** (10:00 a.m. – 11:30 a.m.)
- **Assignments & Discussions** (1:00 p.m. – 2:30 p.m.)
- **Grading & Assessment** (3:00 p.m. – 4:30 p.m.)

**Wednesday, September 6** (Face-to-Face in 206 Durham with a Live webcast in 116 Durham)

- **Assignments & Discussions** (8:00 a.m. – 9:30 a.m.)
- **Grading & Assessment** (10:00 a.m. – 11:30 a.m.)
- **Quizzes & Question Banks** (1:00 p.m. – 2:30 p.m.)
- **Modules & File Management** (3:00 p.m. – 4:30 p.m.)

## CELT-led Canvas Training

CELT's Online Learning Innovation Hub staff will be facilitating training throughout September 18 – October 1:

- **Canvas Overview**, September 18 or 25 (12:10 – 1:00 p.m., 2015 Morrill Hall)  
Canvas Overview introduces participants to the Canvas environment. Attendees will explore personal preferences, and communication tools, such as the Inbox and Calendar, and an overview of the layout and features included in a Canvas course. This introductory demonstration provides users with the background knowledge to begin their Canvas journey.
- **Communication**, September 20 or 27 (12:10 – 1:00 p.m., 2015 Morrill Hall)  
Communication & Collaboration introduces participants to the communication tools, such as the Inbox and Calendar; as well as, collaboration features in Canvas, including discussions, group assignments, the Collaboration tool, and web conferencing using the Big Blue Button. Participants will see how these tools can be used to infuse interactivity and cooperation in their classes.
- **Quizzes**, September 21 or 28 (12:10 – 1:00 p.m., 032 Library)  
Quizzes will prepare instructors to use the quizzing tool in Canvas. Users will learn how to customize quiz settings and differentiate assessment windows to students. A variety of quiz question types will be explored, and participants will have the opportunity to view example quizzes and use cases.
- **Gradebook**, September 22 or 29 (12:10 – 1:00 p.m., 2015 Morrill Hall)  
Explore the interface of the Canvas gradebook from the instructor and student perspectives. Participants will experience the power of the Speedgrader and the various ways it can be used to provide timely and detailed feedback for students while making the grading process more efficient and enjoyable.

## Canvas Open Labs

CELT is offering open lab sessions for faculty, staff and teaching/graduate assistants to drop in and get support related to quality course design, and effective teaching practices in Canvas. Bring your work, and your laptop (this is a must). Open labs are planned for Tuesday, Wednesday, and Friday in August – November 2017 from 8:00 a.m. to 10:00 a.m. and 1:00 p.m. to 4:00 p.m. in the Rotunda of Parks Library (near 281 Parks Library). Note: Open Labs will not be held on September 5 and 6 due to Canvas training.

## 3-Part Series: Best Practices in Online Course Design

Faculty and staff may choose to attend one of the following program offerings:

- 3 consecutive Fridays: September 15, 22 and 29 (11:30 a.m. – 1:00 p.m., in-person in 2030 Morrill Hall or view on your own via Zoom)
- 3 consecutive Wednesdays: October 18, 25 and November 1 (10:00 a.m. – 11:30 a.m., in-person in 2030 Morrill Hall or view on your own via Zoom)
- 3 consecutive Tuesdays: October 31, November 7 and 14 (3:30 p.m. – 5:00 p.m., in-person in 2030 Morrill Hall or view on your own via Zoom)

This series will explore best practices in online course design using the Quality Matters (QM) rubric. Upon completion participants will be able to:

- Locate CELT's Quality Matters and online course design resources
- Describe the Quality Matters standards and how QM can serve as a framework for course design
- Develop an action plan that includes incremental steps for implementing Quality Matters rubric standards into their online course design

## Series Description

- **Part 1: Preparing Your Students to Learn:** What do your students experience when they first interact with your course? This session will focus on developing your course introduction and aligning course and learning objectives with student assessment. Session objectives: recognize tools for introducing your course, create measurable learning objectives to guide your students' learning, and evaluate different forms of course assessments.
- **Part 2: Delivering Content and Learning Activities Effectively:** How do you know your students are learning? This session will help align your learning objectives with your course's instructional content, activities and technologies as well as assess student learning and progress. Session objectives: list best practices for presenting instructional materials, apply learning activities that promote various types of interaction, and plan appropriate use of technology in your course.
- **Part 3: Providing Essential Learner-Centered Support:** Is your course learner-centered when students access it? This session focuses on the need for clear support, accessibility and usability for all learners. Session objectives: implement essential learner support modules into your course, apply techniques to promote accessibility, and locate additional universal design for learning tools and resources to make your course accessible.

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



## Inclusive Classroom Programming (in chronological order)

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To learn more about inclusive classrooms visit, [CELT's Creating an Inclusive Classroom](http://bit.ly/celtinclusion) website (<http://bit.ly/celtinclusion>).

### Inclusive Classroom Faculty Development Workshop

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

- September 13 (1:10 – 4:00 p.m., 2030 Morrill Hall)
- October 5 (2:10 – 5:00 p.m., 2030 Morrill Hall)
- November 6 (2:10 – 5:00 p.m., 2030 Morrill Hall)
- November 30 (2:10 p.m. - 5:00 p.m., 2030 Morrill Hall)

After participating in the pre-workshop learning modules and the face-to-face program, faculty and staff will:

1. Identify discipline-based and course specific improvements to foster inclusive excellence in the classroom.
2. Develop an individual action plan for promoting inclusion in the classroom.
3. Become familiar with the campus resources and programs that support diversity and inclusion.

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

### Conversation on Teaching Inclusively

Choose to attend one or all the following conversations on the following Thursdays from 7:30 – 9:00 a.m. in 2030 Morrill Hall:

September 14, October 12, November 9 and December 7

This program will provide an opportunity for faculty and staff (who have a teaching role) to dialogue about teaching inclusively at Iowa State University. The intent of these conversations will be to help build a stronger teaching community, create collaborative partnerships, and develop effective teaching practices for meeting the diverse needs of our students. Each month we will choose a topic based on input from our teaching community. Facilitated by: Laura Bestler, Program Coordinator, CELT

Sample topics include:

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

### 2018 Thomas L. Hill Iowa State Conference on Race and Ethnicity (ISCORE)

Professional Development Pre-Conference, Wednesday, February 28, Iowa State Memorial Union

Conference, Friday, March 2, 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,

- 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 participate, visit the ISCORE website (<http://www.iscore.iastate.edu/>) or email [iscore@iastate.edu](mailto:iscore@iastate.edu)

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

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### Workshop: They Didn't Want to Leave at the End: How TBL can transform your classroom

September 6 (1:10 – 2:00 p.m., 2030 Morrill Hall)

Professor Elgin Johnston and Senior Lecturer Heather Bolles, Mathematics, share their journey reformatting how calculus is taught at ISU. Implementing active learning and clickers; earning HHMI, Miller, and Flipped Classroom grants and other funding; changing TBL to fit mathematics; building community among students; and recording and reporting learning gains are some of the tools Drs. Bolles and Johnston will discuss. Participants will leave this session understanding ways TBL can change their classrooms, prepared to apply for TBL grants, and ready to structure TBL-based Scholarship of Teaching and Learning efforts.

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

Meets for five consecutive Mondays:

September 11, 18, 25, October 2 and 9 (3:30 - 5:00 p.m., 2030 Morrill Hall)

"The research-based flipped classroom and team-based learning (TBL)," an increasingly-popular form of flipped-classroom where small-group learning that can be implemented effectively in small or large classes. TBL was originally developed nearly 40 years ago by a professor of organizational psychology to maximize the power of teams, and carefully designed to avoid the pitfalls of small group learning. TBL provides students with a more intimate, small class feel even in large theater-style classrooms with fixed seats. TBL teachers report high levels of student attendance, preparation, participation and critical thinking. TBL students report enjoying class and being more motivated and actively engaged. Collaboration in teams builds student problem-solving skills that are valued by employers in real-life workplace environments. Just like on the job, participants are expected to be responsible and prepared as individuals and then bring their best efforts into group activities. Facilitator: Holly Bender, Associate Director, CELT

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

Meets on the following Thursdays:

September 14, 21, and 28 (12:10 – 1:30 p.m., 2030 Morrill Hall)

Verena Paepcke-Hjeltness, Assistant Professor of Industrial Design, and Mani Mina, Associate 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.

## Workshop: Engagement Strategies for Every Classroom

September 20 (12:10 – 1:00 p.m., 031 Parks Library)

Sara Marcketti, Associate Director, CELT and professor in Apparel, Events & Hospitality Management, will guide participants through the best practices in engagement strategies for every classroom. Attendees will experience a variety of engagement techniques and leave this session with strategies they can implement right now and scale to any size learning environment.

## Panel: Miller Faculty Fellowship Superstars

October 17 (12:10 – 1:00 p.m., 2030 Morrill Hall)

Curious about how to create, submit, and resubmit a Miller grant and scholarship? Sara Marcketti, Associate Director, CELT has assembled a panel of superstars to show you examples and guide you through their lived experiences with the Miller process. Participants will leave this session well prepared to apply.

## Workshop: Documenting Your Teaching using the DART Matrix

November 3 (12:10 – 1:00 p.m., 2030 Morrill Hall)

In this interactive session, Sara Marcketti, Associate 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 to Document Your Teaching](http://bit.ly/celtdartmatrix) website (<http://bit.ly/celtdartmatrix>).

## Workshop: Tools for Change: How to increase student success while maintaining academic rigor

November 9 (12:10 – 1:00 p.m., 2030 Morrill Hall)

Timothy McNicholl, Professor of Mathematics, made big changes for ISU's STEM students. His team reduced pre-calculus's D, drop, and fail rate from 65% to 25% and increased attendance from 60% to 90%. In this interactive workshop, Dr. McNicholl will share the supports ISU and Mathematics put in place, the research that inspired his team, and the tools they created and refined to change how this course is taught at ISU. Participants will leave this workshop armed with what they need to know to make big changes in their disciplines.

## CELT Spring Semester Teaching Assistant (TA) Seminar

January 5, 2018 (10:00 a.m. – 12:00 p.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. To request access, email [askcelt@iastate.edu](mailto:askcelt@iastate.edu).

# Teaching and Learning Communities (in alpha order)

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## ISU Online Learning Community (ISU-OLC)

Meets on the following Fridays (11:30 a.m. - 1:00 p.m., 031 Parks Library):

2017: September 15, October 13, November 10, December 8

2018: January 12, February 9, March 9, April 13, May 11

The purpose of the ISU-OLC is to share campus best practices to improve online teaching and learning; see how others are using the University Learning Management System (LMS) to create innovative learning experiences, inform the campus about existing and new web-based instructional technologies, participate in new technology testing and evaluation; as well as, to leverage LMS expertise, experience and training resources across campus. In addition, this group will be asked to inform activities surrounding ISU’s migration to Canvas. Audience: faculty, staff, and graduate teaching assistants. Registration is required at least one-day prior for this learning community.

## Team-Based Learning – Teaching and Learning Community (TBL TLC)

Meets on the following days:

- Thursdays from 2:10 - 3:30 p.m.: August 31, September 28, and October 26
- Fridays from 1:10 - 2:30 p.m.: September 15, October 13, and November 10

### TBL Scholars

Meets on the following days in 2030 Morrill Hall:

- Wednesday, September 27, 2:30 – 4:00 p.m.
- Thursday, October 19 from 1:10 – 2:30 p.m.
- Thursday, November 16 from 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: Meghan Gillette, Senior Lecturer, Human Development and Family Studies. Pre-Requisite: Completion of the Team-Based Learning Workshop Series. Registration is not required.

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## ThinkSpace Teaching and Learning Community

Meets on the following Fridays from 2:00 – 3:30 p.m. in 2030 Morrill Hall:

August 25, September 8 & 22, October 6 & 20, November 3 and December 1

We welcome you to join the ThinkSpace Learning Community (TLC) where ISU faculty meet to create exceptional learning opportunities for students. Centering on ThinkSpace, an active learning and problem-solving platform with a set of unique, powerful pedagogical tools, the TLC is designed to help



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

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## Top Hat Learning Community

Instructors who participate in this learning community series will learn more about Top Hat, an interactive, cloud-based teaching and learning platform. Registration is required.



### Series Description

- **Academic Integrity and Top Hat**, September 5 (11:30 a.m. – 1:00 p.m., 2030 Morrill Hall): The first session in a three-event series focuses on classroom solutions to address academic dishonesty. When Top Hat, a cloud-based interactive platform is integrated into routine learning activities that ought to be tracked, establishing the baseline for academic honesty is integral to student success.

- **Application questions in Top Hat – why, how and what?** October 10 (11:30 a.m. – 1:00 p.m., 2030 Morrill Hall): The second session is led by two experienced instructors who ask applications questions in their classrooms using Top Hat. Application questions are designed to challenge students' novice thinking and assess their application of key concepts.
- **Student voices through open-ended questions and discussions**, November 7 (11:30 a.m. – 1:00 p.m., 2030 Morrill Hall): The last session is dedicated to using Top Hat for asking open-ended questions and discussions in order to create spaces for course-wide engagement.

Facilitator: Lesya Hassall, Program Coordinator, CELT

## **2018 Award-Winning Faculty Series** (in chronological order)

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### **Research Mentoring: Providing the Opportunity to Learn from Mistakes**

January 23, 2018 (12:10 -1:30 pm, 2030 Morrill Hall)

Basil Nikolau, Professor of Biochemistry/Biophysics & Molecular Biology and Margaret Ellen White Graduate Faculty Awardee, shares how the Center for Biorenewable Chemicals diverse interdisciplinary team inspires curiosity, drive, and flexibility in graduate students, helping them overcome fear, take on responsibility, and communicate effectively. Participants in this workshop will leave with new ways to help graduate students in a variety of research environments

### **Hands-on with Team Based Learning: Simple Activities to Engage Your Students**

February 1, 2018 (12:10-1:30 pm, 2030 Morrill Hall)

This interactive workshop showcases Lisa Orgler's (Senior Lecturer in Horticulture, recipient of Iowa State University's Award for Early Achievement in Teaching) unique method of teaching using teams and in-class activities. Lisa will share several activities to inspire ways for you to scaffold difficult concepts, engage learners, and invigorate your classroom.

### **Engaging a Large Class: Expectations, active learning, and writing**

February 8, 2018 (12:10 – 1:00 p.m., 2030 Morrill Hall)

Rachel Meyers, Assistant Professor, World Languages and Cultures, recipient of the James Huntington Ellis Award for Excellence in Undergraduate Introductory Teaching, shares feasible, practical ways she engages her 200-student Greek and Roman Mythology class. Participants will leave this session with tips for structure, active/small group activities, and even ways to incorporate memorable, manageable-to-grade writing assignments. Help students take ownership of their learning, get excited, and find connections between your course and their daily lives.

### **Building Connections: Keeping Students Engaged in Large, Required Courses**

February 12, 2018 (12:10-1:00 pm, 2030 Morrill Hall)

Anne Clem, Senior Lecturer, Accounting, recent winner of the ISU Award for Outstanding Achievement in Teaching, shares how she keeps 300 students engaged in her 8 a.m. required accounting courses. Anne will share relationship-building methods to excite learners using games, humor, and stories. Consider how you might use top ten lists, brain dumping, mnemonics and other methods to create your classroom environment. Participants will leave this session with ways to help students connect to instructors, each other, and course materials.

### **Escape the “Lure of the Lecture”: Choose a Pedagogy that’s right for You and Your Students**

February 15, 2018 (3:10-4:30 pm, 2030 Morrill Hall)

Jan Thompson, Morrill Professor, Natural Resource Ecology and Management, will help you explore research-based, evidence-driven methods that shift the classroom focus from the instructor to the learners. Participants will experience ways to design learner-centered forms of instruction.

### **Implementing Project-Based Learning in Any Classroom: Lessons from Studio**

February 20, 2018 (12:10-1:00 pm, 2030 Morrill Hall)

It has been said that design is the process of finding elegant solutions to complicated problems. Morrill Professor Thomas Leslie, Architecture, presents tips and tricks for the project-based learning his discipline has used for 150 years. Learn how to coach students synchronizing diverse skills and help them take responsibility for meeting learning milestones. Participants will leave this session knowing how to adapt and structure hands-on learning, foster creative environments, and critique project-based learning in their classrooms.