

## CELT Teaching Tip for August 23, 2018

### Welcome back.....thinking about next semester? Strategies for tracking adjustments to your class

Was your first week of teaching just what you had planned? Or are there already changes that you would like to make next time you teach the course? One of the common questions that CELT staff receives is, "how do I keep track of changes that I want to make for next term?" There are several low-resource (read: low time!) strategies that you can employ to help you keep track of the adjustments that you would like to make.

A professor in the College of Human Sciences spends the last 2 minutes of each class session opening the course syllabus and reviewing with the students the topics discussed on that day and looking forward to the next class session. This closing activity reminds the students that the syllabus is the place to go for course information and helps the students visually see the semester's progress. After students leave the classroom, the instructor keeps the syllabus open on her laptop and makes notes about the length of time activities took, new questions that students asked, and notes of possible areas that need to be expanded or minimized the next semester.

A collaborative approach is taken by a professor teaching a multi-section, laboratory course in the College of Agriculture and Life Sciences. At their weekly course meeting, the professor and laboratory and section teaching assistants take 5-10 minutes to update a CyBox note that lists the date and subject of each week's class session. Working together, they keep note of topics that seemed difficult for students to grasp, track activities that worked extremely well, and generally debrief the speed and pace of the semester.

In the College of Business, an assistant professor has begun utilizing "one-minute papers" after his lectures. At the very end of each class session the students respond to a question such as: "what new information did you learn in today's class session?" or "what did you find most confusing in today's lecture," or "how does today's material relate to a previous course, job, or work experience?" Following class he prepares for the next class session by summarizing these one-minute responses and includes them as a slide on the next day's lesson. Sharing these reflections with students offers a nice review of the previous day's content, but also provides a written summary of student interest (or confusion) to be addressed for the next time he teaches the course.

Whether it is individual or group reflection, instructor alone or informed by student feedback, thinking about what went well and what could be changed during our class time with students is invaluable.

Be sure to check out the [CELT listing of events](http://www.celt.iastate.edu/events-registration) website (<http://www.celt.iastate.edu/events-registration>), and sign up today via [Learn@ISU](http://learn.iastate.edu/) website (<http://learn.iastate.edu/>) for a program that can help inform your teaching practice.

Best wishes,  
Sara Marcketti  
Director, CELT

### Need Help with Canvas?

#### Canvas Support

Canvas offers 24/7 support options listed in the **?Help** option in the global navigation (far left of your screen) in Canvas:

- Canvas Support Line (Call 515-294-4000 then press 2, press 1)
- Live Chat with Canvas Support
- A web-based Report a Problem Form

#### Training and Pedagogical Support

Are you an instructor user who is new to Canvas? Or are you experienced with the Canvas basics and ready to take your course to a new level? CELT offers a variety of on-campus and online Canvas training opportunities via the [Choose your training adventure](http://bit.ly/2MtG3Y7) website (<http://bit.ly/2MtG3Y7>).

#### Individual Appointments

To schedule an appointment use the [Schedule an appointment with CELT's instructional designers](http://bit.ly/2BjZzv7) website (<http://bit.ly/2BjZzv7>).

## Energize your teaching and students using the Team-Based Learning teaching approach

Monica Lamm, Associate Professor in Chemical and Biological Engineering is one of several faculty members who have implemented the research-based flipped classroom method of Team-Based Learning (TBL) in courses at Iowa State University. Lamm reflects on her experience using TBL in a class of about 60 students in the [Reflections on Team-Based Learning YouTube \(7m 45s\) video](https://youtu.be/ONPxxCU-txo) (<https://youtu.be/ONPxxCU-txo>).

### Want to learn how?

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, Associate Director, CELT and Morrill Professor, Department of Veterinary Pathology

This series meets for five consecutive Thursdays: September 13, 20, 27, October 4 and 11 (3:30-5 p.m., 2030 Morrill Hall).

Register using your netid/password via the [Learn@ISU](http://learn.iastate.edu/) website (<http://learn.iastate.edu/>), or email [celt@iastate.edu](mailto:celt@iastate.edu) or call 515-294-5357 with your name, program, and program dates.

## 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.). Read the workshop descriptions on [CELT's Event and Registration](http://www.celt.iastate.edu/events-registration) website (<http://www.celt.iastate.edu/events-registration>), determine which day/time you would like to attend, and register via the [Learn@ISU](http://learn.iastate.edu/) website (<http://learn.iastate.edu/>):

### Build Your Canvas Course Series

- Course Design Basics, Sept. 4 (10 a.m.-Noon), or Sept. 17 (3-5 p.m.)
- Assignments and Quizzes, Sept. 5 (10 a.m.-Noon), or Sept. 19 (9-11 a.m.)
- Grading and Student Data in Canvas, Sept. 7 (10 a.m.-Noon), or Sept. 20 (1-3 p.m.)

### Manage Your Canvas Course Series

- Group Work and Collaboration, Sept. 11 (10 a.m.-Noon), or Sept. 25 (3-5 p.m.)
- Rubrics and Outcomes, Sept. 12 (10 a.m.-Noon), or Sept. 26 (2-4 p.m.)
- Personalized Learning and Mastery Paths, Sept. 13 (10 a.m.-Noon), and Sept. 27 (10 a.m.-Noon)

## Upcoming CELT programs

To learn more about our comprehensive array of events visit [CELT's Event and Registration](http://www.celt.iastate.edu/events-registration) website (<http://www.celt.iastate.edu/events-registration>) and register via the [Learn@ISU](http://learn.iastate.edu/) website (<http://learn.iastate.edu/>).

- Quality Matters: Improving Your Online Course, Sept. 6 (8 a.m.-Noon)
- Improving Your Online Course (IYOC) Follow Up, Sept. 6 (1-3 p.m.)
- Workshop Series, The research-based flipped classroom - Team-Based Learning, Sept. 13, 20, 27, Oct. 4 & 11 (3:30-5 p.m.)
- Meeting, ISU Online Learning Community (ISU-OLC), Sept. 14 (11:30 a.m.-1 p.m.)
- Workshop, Engagement Strategies for Every Classroom, Sept. 17 (12:10-1 p.m.)
- Inclusive Classroom Workshop, Sept. 18 (2:10-5 p.m.)
- Meeting, Quality Matters Learning Community, Sept. 19 (3-4:30 p.m.)
- Workshop, Effectively managing disruptive classroom behavior, Sept. 21 (12:10-1 p.m.)
- Workshop, Undergraduate Research in Your Classroom, Sept. 25 (12:10-1:00 p.m.)
- Award-Winning Seminar Series, Authentic Problems: What to do when learners just aren't getting it?, Sept. 26 (12:10-1 p.m.)