CELT Teaching Tip for March 28, 2019

The 10,000-hour rule of becoming a great teacher

In his popular book *Outliers*, Malcom Gladwell wrote about the average number of hours one needs to become an expert in their field. The 10,000-hour rule of "achievement [equals] talent plus preparation" has entered the popular lexicon as the key to success in a field. While there are certain arenas in which you can become an expert without putting in 10,000 hours (darts for example), Gladwell contends that cognitively complex activities take deliberate practice to master.

So, what does all of this have to do with teaching? How can you gain deliberate practice to foster the kind of teaching that promotes deep and intentional student leaning? Much of the faculty development literature states that the keys to becoming a better teacher are 1) desiring to teach better, 2) using effective strategies, 3) collecting data on teaching effectiveness and student learning, and 4) self-assessing through critical reflection identifying which aspects of teaching help promote the process of learning.

This upcoming summer and academic year, the Center for Excellence in Learning and Teaching has a number of programs to help you grow in your knowledge and application of effective teaching strategies and ways to collect data on teaching effectiveness and student learning. In this Teaching Tip you will find key information about the CELT Teaching and Learning Academy, CELT Teaching Partners Program, CELT SoTL Scholars Program, and CELT Course Design Institute. Each of these opportunities, both new and retooled from previous years, require an application process as they are in-depth experiences that require time and your dedication.

With a joy for teaching,

Sara Marcketti, Director
Center for Excellence in Learning and Teaching

References:

- Gladwell, M. (2013, August 21). Complexity and the ten-thousand-hour rule. The New Yorker. Retrieved from https://www.newyorker.com/sports/sporting-scene/complexity-and-the-ten-thousand-hour-rule
- Ambrose, S. (2010). How learning works seven research-based principles for smart teaching / Susan A. Ambrose ... [et al.]; foreword by Richard E. Mayer. (1st ed., Jossey-Bass higher and adult education series). San Francisco: Jossey-Bass.
- Blumberg, P., & Weimer, M. (2013). Assessing and improving your teaching: Strategies and rubrics for faculty growth and student learning / Phyllis Blumberg; Maryellen Weimer, consulting editor. (First ed., Jossey-Bass higher and adult education series).

Do you want to learn the skills to become a more effective teacher?

Work with CELT faculty fellow, master teachers from across the university, and fellow participants in the new CELT Teaching and Learning Academy.

Academy participants will attend monthly sessions that address course design, evidence-based teaching strategies, inclusive classroom practices, peer-review of teaching, and documentation of teaching effectiveness. The Academy is open to faculty members (tenured, tenure-eligible, term, staff member with teaching appointment) who have between one and five years of teaching experience at Iowa State University. Faculty from all disciplines are encouraged to apply.

Learn more from the CELT Teaching and Learning Academy webpage (http://bit.ly/celt-tla) and submit your application. Applications are due Apr. 15th. Applicants will be notified by Apr. 30th if they have been selected to participate in the CELT Teaching and Learning Academy. Questions? Contact Dr. Monica Lamm, CELT Faculty Fellow via email at mhlamm@iastate.edu.

Apply for the 2019-20 CELT Teaching Partners Program (due April 15th)

The CELT Teaching Partners Program supplements departmental mentoring by pairing two new junior or term faculty members (tenured, tenure-eligible, term, staff member with teaching appointment) with a senior faculty member from a different discipline who is a successful and experienced teacher. Junior partners should be in their second or third year at Iowa State University. Partners discuss teaching and learning topics, complete classroom observations, and focus on documenting teaching effectiveness for continuous improvement efforts of use in teaching portfolios. The partnership runs for the entire academic year.

Learn more from the CELT Teaching Partners Program webpage (http://bit.ly/celt-tpp) . Applications are due Apr. 15th. Applicants will be notified by May 10th if they have been selected to participate in the CELT Teaching Partners Program. Questions? Contact Dr. Monica Lamm, CELT Faculty Fellow via email at mhlamm@iastate.edu.

Apply to participate in the CELT Course Design Institute (due April 26th)

The CELT Course Design Institute is a four-day event (May 20-23, 8:30 a.m. -5 p.m.) full of interactive, hands-on and collaborative activities to give ISU's instructors skills, time and space for designing or substantially revising their courses. By the end of CELT Course Design Institute participants will be able to:

- Develop a course design which aligns the course's learning objectives, outcomes, summative and formative assessments and learning experiences.
- Choose and apply appropriate functionalities for creating course design elements in Canvas.
- Evaluate the completed course design using the principles of alignment.

All faculty members (tenured, tenure-track, or term), and staff with a teaching role at Iowa State University who have a genuine interest in learning about course design and development in Canvas are encouraged to apply. The application deadline is April 26th and applicants will be notified by May 3rd if they have been selected to participate. Learn more about the overall program from the CELT Course Design Institute webpage (http://bit.ly/celt-cdi) and apply. Questions? Contact Dr. Lesya Hassall, Program Coordinator, CELT via email lesya@iastate.edu or celt@iastate.edu

Call for: Scholarship of Teaching and Learning (SoTL) Scholars 2019-2020

The SoTL Scholars Program is a year-long experience focused on writing research questions for classroom-based research, implementing quantitative and qualitative assessment techniques, and articulating the types of evidence that can be used to help answer SoTL research questions. SoTL is a valued form of scholarship at Iowa State University, as it involves systematically investigating questions related to student learning, with the goal of improving student learning and advancing practice beyond it through peer-reviewed presentations and publications.

Learn more from the CELT SoTL Scholars Program webpage (http://bit.ly/celt-sotl) and apply via the SoTL Scholars Program Application Qualtrics web form (http://bit.ly/2XDoW3z). Applications are due Friday, March 29th. For more information, please contact CELT Faculty Fellow, Ann Gansemer-Topf, anngt@iastate.edu

Request for Proposals: Miller Open Education Mini-Grants (due April 15)

The request for proposals for the Miller Open Education Mini-Grants are due on April 15. Learn more about these grants on the Miller Open Education Mini-Grants webpage or email Abbey Elder, Open Access Librarian for Parks Library

Learning Online: Canvas and Beyond

A Blueprint is a template for instructors of large enrollment multi-section courses to display, update and maintain instructional content across multiple section-specific Canvas shells via the process of course syncing. Which courses benefit from Blueprint?

- Large enrollment multi-section courses in which sections are taught by instructors, who make use of locked identical content, such as modules and announcements, as well as assignments, including the assignment values and due and availability dates. Section-specific instructors are tasked with student management (sending announcements, giving feedback, monitoring discussions, grading, etc.) in their own shells and are not expected to modify shared content or assignments.
- Large enrollment multi-section courses in which sections are taught by independent instructors who view the Blueprint as a starting point, and may modify unlocked resources (change assignment values, due and availability dates) and create their own content. All changes made in the associated shells by independent instructors are preserved, even as new content is pushed from the blueprint. Instructor modifications of shared content take priority, so shared content is no longer updated if modified.

Which courses do not benefit from Blueprint?

- Large enrollment courses in which section-specific instructors view the shared content as a starting point and plan to introduce significant changes to both the shared content and its organization.

Interested in learning whether Canvas Blueprint is a solution for your course? Email celt@iastate.edu call the CELT Office at 515-294-5357. Register to attend the Workshop, Managing Large Enrollment Courses in Canvas: Blueprints and More, Apr. 3 (9-11 a.m.) via the Learn@ISU website (http://learn.iastate.edu/).

Canvas News & Updates

Learn about all new features in Canvas and software updates on our Canvas News & Updates webpage (http://bit.ly/2R4C11f) on the MyCanvas Teacher at ISU website (http://bit.ly/mycanvasteacher).

2-Part Series: Sketchnoting for Visual Note Taking and more
2 consecutive Wednesdays: Apr. 10 & 17 (12:30 -2 p.m.)
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. Register via the Learn@ISU website (http://learn.iastate.edu/).

To learn more about Paepke-Hjeltness's Sketchnoting and research with colleagues Ann Russell (NREM), and Ann Gansemer-Topf (SOE) on the KCCI's coverage of Doodlers, Rejoice! ISU professors bring doodles to the classroom YouTube video. (https://youtu.be/J727NQdaonE)

Award-Winning Seminar Series: Teaching Playful Communication: Inspiration from a visual studio classroom
Apr. 11 (12:10-1:30 p.m.)
In this interactive workshop, Morrill Professor April 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. Register via the Learn@ISU website (http://learn.iastate.edu/).

Upcoming CELT programs (alpha by topic then date)
To learn more about our comprehensive array of events visit CELT's Event and Registration website (http://www.celt.iastate.edu/events-registration) and register via the Learn@ISU website (http://learn.iastate.edu/).

Seminars, Workshops, and Workshop Series
- Discuss Published Education Research in Your Discipline (DBER Journal Club), Apr. 12, & May 6 (12-1 p.m.)
- 2-Part Series: Sketchnoting for Visual Note Taking and more on 2 consecutive Wednesdays: Apr. 10 & 17 (12:30-2 p.m.)
- ISU Online Learning Community (ISU-OLC), Apr. 19 (11:30 a.m.-1 p.m.)
- CELT Course Design Institute, May 20-23 (8 a.m.-5 p.m.)
- *save the date* CELT Teaching Symposium for new faculty, staff, & graduate teaching assistants who teach, Tues., Aug. 20 (8 a.m.-Noon)

Building & Managing Your Course in Canvas Workshop Series
- Building a Canvas Course that Makes Sense to Your Students, Apr. 8 (9-10:30 a.m.), or Apr. 29 (2:30-4 p.m.)
- Low and High Stakes Quizzes in Canvas, Apr. 9 (9-10:30 a.m.), or Apr. 30 (9:30-11 a.m.)
- Grading and Student Data in Canvas, Apr. 10 (2:30-4 p.m.), or May 1 (9:30-11 a.m.)
- Group and Collaborative Work in Canvas, Apr. 12 (1:30-3 p.m.), or May 3 (2:30-4 p.m.)
- Personalized Learning in Canvas, Apr. 15 (1-2:30 p.m.), or May 6 (9:30-11 a.m.)
- Video Instruction and Learning in Canvas, Apr. 16 (9:30-11 a.m.), or May 7 (2-3:30 p.m.)
- Rubrics and Outcomes in Canvas, Apr. 17 (2-3:30 p.m.), or May 8 (2-3:30 p.m.)
- Your Canvas Course on Smart Devices, Apr. 18 (9:30-11 a.m.), or May 9 (9:30-11 a.m.)
- Managing Large Enrollment Courses in Canvas: Blueprints and More, Apr. 3 (9-11 a.m.)

Programs on Teaching Inclusively
- Inclusive Classroom Workshop, Apr. 12 (9 a.m.-Noon)

- Does my _____ scare you? Let's talk about it - An open discussion on microaggressions & perceived bias with Lover Chancler, Director of The Center for Multiculturalism and Inclusivity at University of Central Missouri, Mar. 29 (1:10-3 p.m., Gallery Room, MU - registration not required)
- Navigating controversial topics in the classroom, Apr. 2 (2:10-3 p.m., in-person and online)
- Exploring ways to create a welcoming learning environment, Apr. 9 (2:10-3 p.m., in-person and online)
- Building an inclusive and learner-centered syllabus, Apr. 30 (4-5 p.m., in-person and online)

Quality Matters (QM) Programming
- Quality Matters Teaching and Learning Community, Apr. 15 (3:30-5 p.m.)
- Workshop, Improving Your Online Course (IYOC), Apr. 23 (1-5 p.m.)
- Workshop, Applying the Quality Matters Rubric (APPQMR), May 2 (8 a.m.-4 p.m.)

Team-Based Learning (TBL) Programming
- Team-Based Learning-Teaching & Learning Community, Apr. 4 (1:10-2:30 p.m.)