



Alliant International University Center for Teaching and Excellence - Newsletter

May 17, 2022

The [Center for Teaching Excellence](#) monthly newsletter provides information about events sponsored by the CTL as well as around the university and beyond. We also highlight resources available to Alliant faculty on the CTE site and elsewhere. We encourage you to submit possible content of interest to faculty for an upcoming newsletter.

Dalia Ducker

Center for Teaching Excellence Events

ON DEMAND



The Benefits and Challenges of Facilitating Allyship Among Faculty, a webinar presented by four CSP/Alliant faculty members (Dr. Julli Green, Dr. Jennifer Staples, Dr. Tara Shuman, and Dr. Jan Estella). This workshop described allyship efforts among faculty, including ongoing commitment to create and maintain allyship relationships through action, self-reflection, and accountability. The presenters discussed their cross-racial and intersectional allyship development and impact on their professional roles, program faculty, and students, while highlighting collaboration and transparency and shared efforts toward social justice advocacy. Implications for admissions review, approach to BIPOC students, course content, clinical supervision, and teaching style were addressed, as well as suggestions for implementing allyship efforts among faculty while acknowledging the challenges of forming and maintaining these relationships.

[▶ Watch here](#)

Other Events

UPCOMING



[Teaching for Inclusivity: What College Leaders Need to Know](#)

Inclusive teaching gives all students a voice and the opportunity to participate fully in class. In this webinar sponsored by the *Chronicle of Higher Education*, experts address how colleges encourage it. Traditional teaching practices can widen, not close, existing disparities in student performance. Four experts, speaking in three segments will address the following topics: (a) closing equity gaps, (b) teaching to include across the digital divide, and (c) connecting to student success. They will examine

- How do administrators, faculty leaders, and heads of campus teaching-and-learning centers create an environment in which inclusive practices are encouraged?
- How do they expand instructors' awareness of inclusivity ideas, especially in disciplines like math and the sciences?
- How do campus leaders help their faculty members better understand why participation imbalances exist in the classroom — and how to overcome them?

May 19, 11am - 12:15pm PDT



Consultations Request Form

If you are interested in a consultation, please fill out this form:



Consultations Request Form

If you are interested in a consultation, please fill out the form below.

Hi, When you submit this form, the owner will see your name and email address.

* Required

1. Name: *

2. Email: *

3. Status: *

Core Faculty

Adjunct Faculty

Other

4. What would you like to discuss? *

5. Other questions or comments:

Submit

[▶ Submit the request form](#)



Flipping the classroom

Flipping the classroom means that students gain first exposure to new material outside of class, usually through reading or lecture videos, and then use class time to do the work of assimilating that knowledge through active learning techniques such as problem-solving, discussions, or debates. In relation to Bloom's taxonomy, students are doing the lower level cognitive work (gaining knowledge and comprehension) outside of class and the higher level cognitive work (application, analysis, synthesis, and evaluation) in class.

The key elements of a flipped classroom are:

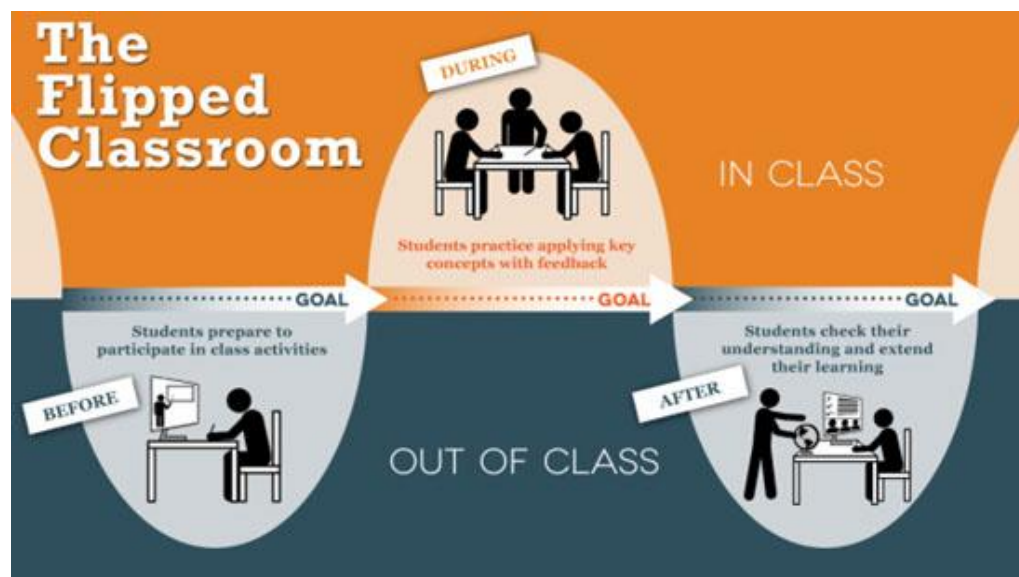
1. Provide an opportunity for students to gain exposure prior to class. The method used for first exposure can vary, from simple textbook readings to lecture videos to podcasts or screencasts.
2. Provide an incentive for students to prepare for class. Students should be required to complete a task associated with their preparation. The assignment can vary (e.g., online quizzes, worksheets, short writing assignments). These should be completed before class.
3. Provide a mechanism to assess student understanding. The pre-class assignments that students complete as evidence of their preparation can also help both the instructor and the student assess understanding. They allow the instructor to tailor class activities to focus on the elements with which students are struggling and students to focus on and ask for help in those areas.
4. Provide in-class activities that focus on higher level cognitive activities. If students have gained basic knowledge outside of class, they should be ready to participate during class time in activities to deepen their understanding and increase their skills at using their new knowledge.

This section is part of the CTE site on Active Learning, which also provides an annotated list of several active learning techniques.

[Active Learning](#)

The University of Texas/Austin Center for Teaching and Learning provides this visual representations of the flipped classroom.

[Flipped Classroom](#)





Articles

[How to Give Your Students Better Feedback with Technology](#)

In the *Chronicle of Higher Education*, the authors enumerate the qualities of good feedback (frequent, specific, balanced, and timely) and describe ways to provide feedback using technology. They discuss when to use audio or video tools for feedback and when to stick to test feedback. Additionally, they provide tips for getting started as well as “common pitfalls and smart solutions.”

[How to Escape Grading Jail](#)

In this *Chronicle of Higher Education* column, a faculty member describes the three strategies he’s found most helpful in his continuing quest to better manage his grading workflow. Briefly, these include (a) pre-semester calendaring, (b) using rubrics, and (c) giving comments verbally (e.g., dictating comments into Google Doc and using speech-to-text to transcribe them in real time or recording his comments and sharing them with students via an audio file).

[Evaluating active learning](#)

This 2019 article in *The Harvard Gazette* describes the findings of an experiment by faculty members teaching physics on the effectiveness of using active learning techniques. Their findings indicated that although students felt as if they learned more through traditional lectures, they actually learned more when taking part in classrooms that employed active-learning strategies.

Podcasts

[The Evolving Conversation About Quality Online Learning](#)

This episode of the *Key* explores *Inside Higher Ed’s* recent report, “The Evolving Conversation About Quality in Online Learning.” The report examines a wide range of issues regarding the current and future state of technology-enabled learning to help administrators and faculty members deliver high quality virtual education.

[Hidden Motives](#)

In this *Academic Minute* podcast, Oriel FeldmanHall of Brown University explores how people understand and predict the hidden emotions of other through the process of structural learning.

[Stress is Contagious in Relationships](#)

In this episode of the *Academic Minute*, Rosie Shrout of Purdue University reports on findings of her research on stress in relationships. She and her colleagues found that arguing with a stressed partner altered a person’s own cortisol levels, and people with stressed partners who used negative behaviors during the conflict had higher cortisol levels even four hours after the conflict ended.

[Does evidence shape our views?](#)

In this episode of *Academic Minute*, Steven Sloman of Brown University explores how people form their opinions on issues. He addresses whether the people around us are the key to changing minds.

Shared Resources



Teaching Advice

[Untimed open book tests](#)

This very brief handout from Oregon State Center for Teaching and Learning presents the pros and cons of using untimed/open book tests.

[Active Learning Cheat Sheet](#)

This handout from Vanderbilt University is a brief guide to designing and implementing active learning strategies. It provides information on “10 Step to Getting Started” as well as “Words From the Wise” with practical advice.

[Stereotype threat handout](#)

This handout on stereotype threat was developed by the Office of the Stanford University Vice President for Teaching and Learning. It defines stereotype threat, explains who is likely to be affected, and lists strategies for reducing stereotype threat. It also provides references to related research as well as a list of sample course introduction assignments aimed at reducing stereotype threat.



Managing Work Life

[What is the Real Cost of Academe's Fixation on Productivity?](#)

In this *Chronicle of Higher Education* Article, Maria LaMonaca Wisdom, director of faculty mentoring and coaching programs at Duke University, discusses academics' difficulty creating "intellectual community." According to the author, faculty members seem interested in relationship-building only when it is directly related to professional advancement, and "productivity is prioritized over people." She discusses the need to build "social capital" and makes recommendations for what faculty members can do to fit related activities into their busy lives.

[The Best Career Advice My Mentors Ever Gave Me](#)

Aaron Basko, an administrator at the University of Lynchburg, in Virginia, uses this *Chronicle of Higher Education* article to describe the advice he would give to mentees. These include: (a) find the work you love; (2) execute, execute, execute; (c) underpromise and overdeliver; (d) seek out people of substance; and (e) learn to let it go.

[What the Best Presenters Do](#)

The author of this brief column in the *Harvard Business Review* stresses the importance of telling a story when presenting. He suggests five storytelling strategies: (a) crafting a narrative, not just a PowerPoint; (b) using pictures rather than only text; (c) humanizing rather than "dumping" data; (d) surprising audiences instead of being predictable; and (e) rehearsing out loud rather than silently.

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