



TEACHING AND LEARNING SPOTLIGHT

Newsletter of Eastern's Center for Teaching, Learning, & Assessment

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In This Issue

- [Results of the faculty survey](#)
- [Tool to help pronounce students' names correctly](#)
- [Book spotlight](#): The Norton Guide to Equity-Minded Teaching
- [Consider OER for your class](#)
- [Tech Tip](#): Blackboard grading tools
- [Faculty development opportunities](#)

Results of the Faculty Survey

Thank you to all who completed the survey on faculty development needs related to teaching. A total of 112 full-time and part-time faculty responded, representing 45% of full-time faculty and 19% of part-time faculty. The responses indicate that there is considerable interest in in-person workshops—and much less interest in online formats. Related to content of faculty development, the topics that were selected most frequently in each of the content areas are as follows:

- High Impact Practices: Collaborative assignments and projects, followed closely by Diversity/global learning
- DEIJ: Culturally relevant and responsive pedagogy, Minimizing bias and microaggressions in class, and Course design to meet diverse learning needs/Universal Design for Learning (UDL)
- Specific student populations: First generation college students and Students with mental health concerns
- Planning and instruction: Increasing student engagement through active learning and Generative AI in the classroom
- Assessing student learning: Authentic assessment

These results are being used to help plan faculty development opportunities over the next 18 months. In addition, faculty who filled out the supplementary survey to volunteer in faculty development efforts will be contacted related to their interests.

Tool to Help With Pronouncing Students' Names

As noted at a recent University Senate meeting, some students have shared in a variety of forums concerns about having their names mispronounced in class. One tool that some find helpful in learning and remembering how to pronounce names is [NameDrop](#). This tool allows you to record yourself pronouncing your name for free and share the link with others.

Some faculty have asked students to record their names and upload them to Blackboard or a course website as a getting-to-know-you activity in the first week of class. (You can also add a link to your own NameDrop recording to your email signature to help students remember how to pronounce *your* name correctly!)

Spotlight on a Book in the CTLA Lending Library

The Norton Guide to Equity-Minded Teaching

By Isis Artze-Vega, Flower Darby, Bryan Dewsbury, and Mays Imad

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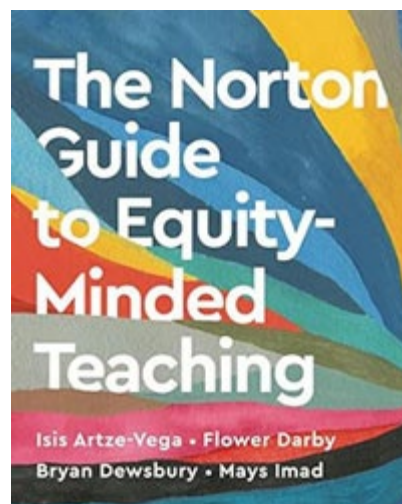
[\(download the complete book for free from the publisher\)](#)

Written by teaching and learning leaders from four institutions, this guide offers concrete, research-based suggestions for course design and everyday teaching practices that ensure all students have an equal chance for success. Each chapter includes a review of the research (e.g., What does the research say about Rigor?), followed by strategies to put the research to work. Topics covered in the 285-page book include:

- Equity-minded course design and ensuring both relevance and rigor
- Equity-minded assessment and grading
- Course design to ensure students feel welcomed and supported
- Building and maintaining trust with students
- Creating contexts of belonging
- Specific structural strategies for advancing equitable outcomes
- Reflecting on and engaging with student evaluation data
- Gathering and learning from additional student data and feedback

The book is available as a free ebook from the publisher. Educators who wish to purchase a paperback copy can receive a 25% discount and free shipping by [ordering directly](#) from the publisher. In addition, the authors conducted a series of webinars related to themes in the book, and you can [request access to the recordings](#).

Interested in learning about other books related to DEIB in teaching? Stop by the CTLA Lending Library in room 425 of the J. Eugene Smith Library, or check out the [list of titles available](#).



New Year - New Textbook? Consider OER!

By Angela Walker, your librarian

I'm happy to assist you with finding open educational resources or library resources that work for the courses you're teaching. If you want to learn more about OER, check out the library guide, [Open Educational Resources \(OER\)](#). If you are searching for OER related to your courses, visit the [OER Finding Guide](#) for a quick start! Your students will appreciate it. Please email me (walkerang@easternct.edu) with questions.



Tech Tip (A periodic column from CIT)

The [Center for Instructional Technology](#) (CIT) supports the application and integration of technology across the curriculum. We provide essential support services for the use of technology in teaching, learning, and research. To accomplish these strategic goals, the team works with faculty and staff to find optimal solutions. CIT facilitates collaboration with other ITS teams and other University departments.



Blackboard Grading Tools

The end of the semester can be demanding. Did you know that Blackboard has tools to help streamline your grading process while automatically keeping your students informed of their progress? To learn more about Blackboard's grading tools, contact cit@easternct.edu or [make a one-on-one appointment](#) with a CIT staff member to discuss options that best suit you. Both virtual and in-person appointments are available.

Faculty Development Opportunities

Eastern opportunities

- January 10 – 11: [Workshop on High Impact Practices \(HIPs\)](#). This 2-day workshop will focus on the research behind HIPs, the key elements needed to make HIPs truly high impact, the importance of equity in HIP design, and examples of how Eastern faculty have developed HIPs for their courses.
- Coming spring semester: [Teaching and Learning Conversations \(TLCs\)](#). Each TLC session will provide faculty with the opportunity to hear a brief presentation on a specific teaching strategy that has been successfully implemented by one of their peers at Eastern. Participants will then have time to reflect and engage in small group discussions about how the strategy might be adapted and utilized in their own discipline. TLCs will generally be held over lunch (provided by the CTLA) at Hurley. [Submit a proposal](#) to lead a TLC by **January 16** at 5 pm.
- January 8 – 9, 9:30-12:30: **Teaching Writing-Intensive Courses**. Rita Malenczyk, Director of Eastern's Writing Program, will be holding her annual wintersession workshop for FT and PT faculty planning to teach writing-intensive courses. The Zoom-based workshop will cover assignment design, response to student writing, and other matters. If you're interested in attending, contact Rita directly at malenczykr@easternct.edu.

Free opportunities

- December 22: Deadline to apply for the 2024-2025 [Workshop Fellowship for Early Career Faculty](#), sponsored by the Nielsen Center for the Liberal Arts at Eckerd College. Focused on teaching in the liberal arts, the year-long seminar-style program will bring together a cohort of early career faculty from small liberal arts colleges. Cohort members will come together for 3 in-person meetings in Florida (all expenses paid) and receive a stipend.
- January 10 at 2 pm: [AI and Higher Education: Implications for Learning, Curricula, and Institutions](#): A webinar by AAC&U on January 10 from 2 to 3 pm. Panelists will discuss the many ways higher education will be affected by artificial intelligence and will suggest paths forward to help institutions succeed.

- January 10, 9 am – 1 pm: [Focus on Teaching and Learning Conference](#). A free, virtual event organized by Loyola University Chicago and co-sponsored by the Institute for Racial Justice. The title of this year’s conference is “Decolonizing the Future: Possibilities and Alternatives for Promoting Justice and Equity.”
- January 26 – 27, 11am – 3pm: [Student Learning Outcomes \(SLO\) Symposium](#). This free online conference by the California Outcomes & Assessment Coordinator Hub (COACHes) will feature breakout sessions on integrating artificial intelligence in SLO assessment, competency-based education, promoting equity in learning outcomes assessment, and engaging students in the assessment process.
- February 26 – March 1: [Teaching and Learning Symposium on Social Justice in Higher Education](#). This free online conference will feature dozens of thought leaders in racial and social justice from within and outside of academia. Register for one or all five days.
- On-demand: [Workshop series on equity-minded pedagogy](#). In conjunction with the release of *the Norton Guide to Equity-Minded Teaching*, W.W. Norton and Company held a series of webinars by the book’s authors and other equity experts. Topics include “Creating a Welcoming Learning Environment” by Bryan Dewsbury, “Connecting Courses to Students’ Lives” by Isis Artze-Vega, and “Culturally Responsive Teaching: Finding Your Way and Cultivating Community” by Erica Caton. Recordings of the webinars are available for free for faculty.

Other opportunities

- The 2024 University of Calgary is currently accepting proposals for its [Conference on Postsecondary Learning and Teaching](#), which will be held virtually April 25-26 (with in-person preconference sessions April 24). The theme of the conference is “Courageous Practices: Equity, Diversity, and Belonging in Postsecondary Education.” Proposals for a variety of formats (including 10-minute multimedia submissions) are due January 3.
- The University of Delaware is hosting a [Problem-Based Learning workshop](#) from January 9 – 12.
- The [Red Rock Great Teaching Retreat](#) will be held in Moab, UT, from February 29 – March 2.
- AAC&U is hosting a [Conference on General Education, Pedagogy, and Assessment](#) in Providence, RI, from April 11-13 (with additional dates for virtual participation).

Write for the Teaching and Learning Spotlight

Do you have a successful teaching strategy or quick tip you think other faculty might be interested in? Consider writing about it in an upcoming CTLA newsletter. Contact Julia DeLapp to discuss possibilities.



Have a wonderful winter break!