

# Updates from the CTL

December 2021

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## Upcoming Workshops and Learning Opportunities

### Active Learning and Inclusive Teaching Techniques for Winter Session and Other Course Offerings

Wednesday, December 1 (10:00-11:30am)

[Register to receive Zoom link](#)

In this workshop, faculty will learn about active learning techniques that provide the biggest impact for student learning and success. We will model practical activities that contribute to an

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inclusive learning environment, such as creating a welcoming environment, demystifying college and course expectations, and providing regular opportunities for student feedback and reflection.

## Bongo Video Assignments Demonstration

Thursday, December 2 (11:00am - noon) [via Zoom](#)

Bongo is a video-based assessment & engagement solution that enables experiential learning, skill validation, skill practice, and coaching at scale. Instructors use our Video Assignment workflows to create opportunities for presentations, practice, demonstration, analysis, and collaboration.

Through live and self-paced video-based engagement your students can facilitate repeated skill practice, receive personalized feedback as well as Machine Driven feedback all within the safety of their Brightspace environment. When learners demonstrate skills and apply their knowledge on video, the instructor is going to get an authentic representation of what they can do, the knowledge the learner possesses.

Join us for a demonstration of the Video Assignment tools and how your students can use video to truly engage in their learning as well as their classroom community.

## How to Use the Hypothesis Social Annotation Tool to Empower Students' Reading and Writing in the Digital Environment

Wednesday, December 8 (10:00-11:00am)

[Zoom link](#)

Hypothesis is a digital tool enabled in the learning management system (i.e., D2L) in which students collaboratively annotate course readings and documents, take notes, comment, critique ideas and participate in knowledge-building communities in the virtual environment. The Center for Teaching and Learning has the opportunity to participate in an exciting pilot project for this tool during the spring semester, by recruiting faculty to try out this feature.

Please join us for a demonstration and Q&A with the Hypothesis professionals. This session will address how collaborative annotation with Hypothesis can be:

- Used to make student reading visible, active, and social

- Used to leverage reading assignments toward the improvement of student writing
- Used with course readings in learning management systems like D2L and integrated with the LMS gradebook
- Applied in specific disciplines to meet course learning objectives

Participants can expect to come away from this session with a clear idea about how they can start incorporating collaborative annotation into their courses immediately to improve student success. Faculty interested in taking part in this pilot can try out the tool as early as the current semester.

## CTL Session: Building a Liquid Syllabus

Thursday, December 9 (11:00-12:30 pm)

This will take place as an in-person session in the SU 214. (This is a repeat workshop)

Please sign up no later than Monday, December 6th using this [registration form](#).

According to Pacanski-Brock, (2021) a Liquid Syllabus “is a humanizing element that ensures students start a course feeling supported by their instructor.” It addresses equity-based practices as conceptualized by the Center for Urban Education, culturally responsive teaching and Universal Design for Learning (UDL). Rather than a pdf or word document, it exists on a public, accessible, mobile-friendly website, which can be linked easily into the learning management system. In this informal, face-to-face, 2-hour workshop, participants will roll up their sleeves, laptop or device in hand, and begin to build their own liquid syllabus for one of their courses using Google Site. Participants should bring or be able to access their syllabi and use their NEIU Google account for this workshop. For more information, see [Pacansky-Brock, Smedshammer, & Vincent-Layton, 2020](#).

## Register Now for “Online Teaching Fundamentals and Tools”

February 1 through February 28, 2021

[Register](#) by January 31, 2022.

If you are taking this course as part of the “January 2022: CTL Virtual Instruction \$1000.00 Stipend Initiative,” please [use this form instead](#).

“Online Teaching Fundamentals and Tools” is a non-credit professional development course designed and taught by Dr. Liz Rodriguez in the Center for Teaching and Learning. Participants will be introduced to the tentpoles of online pedagogy and course delivery: faculty presence, effective online communication, student-centered learning activities, and intentional integration of technology. This asynchronous course has no set meeting times, but there are weekly due dates to meet. Participants should expect to spend 5-6 hours per week reviewing instructional materials, participating in online discussions, and working on individual assignments that apply course materials to their teaching practice.

## Faculty Orientation and Retention, Promotion and PAI Sessions

### Faculty Portfolio Work Session: Years 1-5

Wed, December 1 (3:45-5:00pm)  
COBM/CBT Room 114

### Work Session: Years 1-5

Thurs, Dec 2 (9:00-10:30am)  
COBM/CBT Room 114

## D2L News You Can Use

### NEIU Success Story Using the CTL Course Template

Laura Tejada, Associate Professor in Counselor Education was one of our colleagues who piloted our D2L Course Template. Subsequently, and in consultation with her students, she made changes in her D2L course design. [Watch this video](#) for a before and after peek at her course. We have loaded these D2L Templates with “how to guides” on the CTL website. These user-friendly guides, created by Sik Son, illustrate the steps for downloading the templates, uploading them into your D2L course and editing them according to your needs. Here is [the link](#). If you need help in adapting the templates, Sik Son can provide you with individual consultation. You can email him at [sson@neiu.edu](mailto:sson@neiu.edu) to set up a meeting.

### [Tejada D2L Course Template Show and Tell Video](#)

## Technology Updates

### Leveraging the Power of Groups in D2L (Recorded Session)

Groups offer opportunities for facilitating collaborative dialogue, discussion and projects in the virtual learning environment. In case you missed our session of November 18th, please see the following [Recording Link](#) (password = Groups21!).

Here is a copy of the [Slide Presentation](#).

## In Case You Missed It

### Virtual Instruction for Online Learning Training Opportunity

The CTL is pleased to offer another stipend opportunity for faculty who have not previously earned one for completion of our two-part online training. Part I, a two-week course, Designing Your Online Course (DYOC) delivered by Quality Matters, takes place from January 6-January 20, 2022. Part II, the four-week “Online Teaching Fundamentals and Tools” course delivered by NEIU’s Center for Teaching and Learning, takes place from February 1-February 28. Participants will receive a \$1,000 stipend for their participation in the full series of training (i.e., Part I and Part II). In addition, they will receive a Quality Matters Certificate of Completion as long as they meet the assignment deadlines established for the QM course. QM informs us that participants who do not adhere to deadlines will not be allowed to complete the course. The QM sessions are asynchronous and not self-paced. Participants must log on the first day and work regularly throughout the scheduled dates in order to successfully complete the course.

- Participants should expect to spend the following amount of time in course activities:
  - NEIU CTL’s four-week course: 5-6 hours per week on readings, discussions and assignments, or a total of 20-24 hours
  - Quality Matters two-week course: 8-10 hours per week or a total of 16-20 hours on DYOC
- To register for both Part I and Part II, no later than December 6, 2021, please [sign up using this form](#).

- Compensation will be processed after participants complete both courses. Please allow time for processing of paperwork.
- Only those individuals who have not previously taken a CTL online teaching or online development course are eligible for the stipend.
- Faculty who have taken CTL's Hybrid Teaching, but not Online Teaching Fundamentals and Tools (formerly known as Online Teaching) or Online Design are eligible for the stipend.

## Quality Matters (QM) Online Teaching Workshops Initiative

The CTL has purchased dedicated training sessions in January to support faculty in completing two (of the seven) QM Online Teaching Workshops that lead to the QM Teaching Certificate. These sessions are the following:

- Creating Presence in Your Online Course (January 5-January 19, 2022)
- Assessing Learners (January 19-January 26, 2022)

These workshops are asynchronous sessions and not self-paced. Participants should log in on the first day and work regularly throughout the scheduled dates in order to successfully complete. Participants can expect to spend 8-12 hours per week completing the learning objectives.

Participating faculty will be asked to purchase a required textbook, but will be reimbursed for this expense. This opportunity is limited to the first 20 applicants. Please complete [this form](#) **no later than December 6, 2021**.

## EDI-Focused Training: Certificate in College Teaching and Learning in HSIs Initiative

The CTL offers a training opportunity for a cohort of faculty (six faculty total) in partnership with ESCALA Educational Services. This initiative intends to prepare these professionals to engage in practical demonstrations of culturally responsive teaching, create a relevant change in a course, and then participate in group coaching to increase accountability for implementation. The ultimate goal of this experience is to build capacity to address equity-based teaching at our

institution using a train-the-trainer approach. Selected faculty will be expected to collaborate with the CTL on faculty development training the year after this initiative.

### **What is the Certificate in College Teaching & Learning in HSIs?**

It is a 27-hour course for HSI faculty to study their practice and master culturally responsive teaching to benefit Latinx students.

### **What is ESCALA?**

ESCALA (Spanish for “striving”) is a consortium of higher education consultants based in the U.S. Southwest who are committed personally and professionally to increasing the retention and graduation rates of underrepresented students in higher education. ESCALA works specifically with Hispanic-Serving Institutions (HSIs) to close the gap in educational access and completion rates for Latinos, mainly through faculty development programming and remedial program evaluation.

### **When does the training take place?**

This experience consists of three parts:

July-August 2022

- Attend a 3-day retreat in Sante Fe, New Mexico. There the faculty will study research and techniques, and combine them to plan a classroom inquiry project to improve student learning in a Fall course. There will be pre-work needed in readiness for this training initiative.

September-October-November 2022

- Complete 3 coaching appointments with ESCALA trained coach with an estimated total coaching time demand of 3-4 hours;
- Conduct an inquiry project in a course you are teaching, collecting data and student feedback;
- Deepen and revisit your summer learning by logging into ESCALA's CTL site for more readings and refresher videos;

January/February 2023

- Present your inquiry project findings to ESCALA, your coach, and other colleagues from the program in a 15 min presentation on Zoom (and/or potentially on the NEIU campus)

### Will I be required to pay for this training?

Travel, hotel and the entire cost of the professional development opportunity will be paid for by the CTL in collaboration with Academic Affairs. In addition, faculty will receive a \$1000.00 stipend to support their efforts.

### Who can apply?

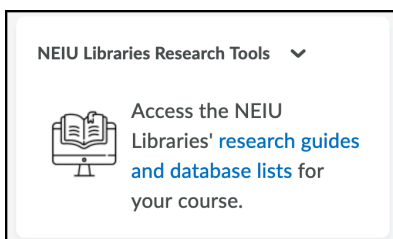
We encourage tenure/tenure track faculty from all colleges to apply for this initiative. Funding is available for six faculty. If more than six faculty apply, the CTL will make the final selection based on a combination of factors, including but not limited to cross college representation, approval by the dean and department chair, and alignment of this work to program/department/college initiatives focused on building capacity for the use of culturally responsive teaching.

### How do I apply for consideration?

If you are interested in being considered, please complete [this application](#) no later than **December 6, 2021**.

### There's a Library Guide for That!

Did you know that all of the D2L courses have relevant links to library guides linked right from the front page? Help your students find the librarians and databases they need to do well in your class. Look for the box:





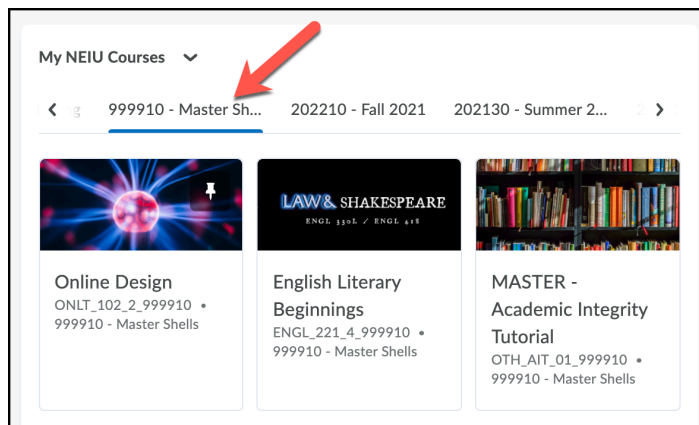
## D2L Spring Cleaning: Action Steps for Faculty

This spring, the CTL will begin the much-needed cleanup of old courses in D2L. Since NEIU adopted D2L in Fall 2012, we have never performed the routine archiving of courses that are essential for the health of the system and usability for faculty and students.

We will begin by archiving courses prior to and including the Summer 2018 semesters. This means that faculty will need to store their courses in master shells, which is a sound practice for keeping D2L as streamlined as possible. Master shells are sandbox courses or staging areas that all faculty can use to build and store entire courses. Faculty can have a master shell for each course that they teach, and the CTL will never archive or remove your access to these courses.

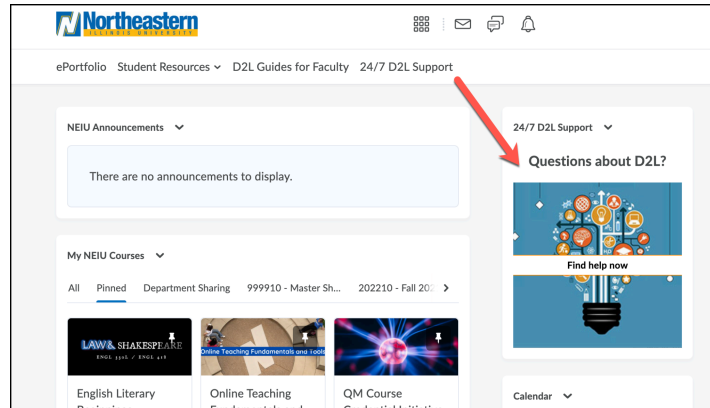
So we need your help! Here are some tips that will help you prepare for D2L Spring Cleaning:

- ☐ Make sure that you have a master shell for each course you teach. You can easily view all of your master shells from the corresponding tab on the My NEIU Courses tab on your D2L homepage:



- ☐ [Copy your most recent version of each course](#) into a master shell. Please note that the D2L course copy tool does not overwrite any information in the course shell. This means that it keeps everything that's already in the course, and it adds anything you've requested to copy. To avoid duplicate materials in your master shell, we recommend that you [delete all materials](#) before copying your course.
- ☐ [Request a master shell](#) for any courses that you are missing.

- ☐ At the end of each semester, make sure to copy each course that you made changes to into the appropriate master shell.
- ☐ Remember that you can contact 24/7 D2L support for assistance with this process via your D2L homepage:



## Teaching Tips & Deeper Dives

[The Benefits of Student Peer Review](#)

[Improving Student Discussions](#)

[Want Better Group Discussions?](#)