



TEACHING AND LEARNING SPOTLIGHT

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

Issue 8 • September 2024

Welcome to the September issue of *Teaching and Learning Spotlight*! Thanks to everyone who applied to join a faculty learning community – all applicants were able to be accommodated in their first choice, and two of the learning communities had their first meeting last Wednesday (if you completed an application and did not hear back, please contact Julia). Thanks also to faculty who submitted proposals to lead a Teaching and Learning Conversation – we will have 4 sessions this fall, with more to come in the spring.

In This Issue

- Upcoming [Teaching and Learning Conversations](#)
- Workshop on [Preparing Dossiers for Promotion, Tenure, and Professional Assessment](#)
- Watch recording of [Developing New ELAC Courses workshop](#)
- [Update from the Assessment Coordinator](#)
- [Preparing for Challenging Conversations](#)
- [Tech Tip from CIT](#): Record audio and video feedback in Blackboard
- [Book spotlight](#): *A Pedagogy of Kindness*
- [External faculty development opportunities](#)
- Opportunities to [share your teaching and learning expertise](#)

Upcoming Teaching and Learning Conversations (TLCs)

TLCs are faculty-led conversations about specific teaching strategies over lunch at Hurley Hall. They are designed to provide faculty with an opportunity to explore new pedagogical ideas while building community among teaching faculty and showcasing innovation. TLC sessions feature a brief presentation on a specific teaching strategy, followed by time for participants to reflect and engage in small group discussions about how the strategy might be adapted and utilized in their own discipline. Faculty should come prepared to think about their own teaching, write down some ideas, and share thoughts with peers. All TLCs take place in the President's Dining Room in Hurley Hall, with lunch provided by the CTLA. *No registration is required.*

A partial fall schedule is posted on the [CTLA website](#). The first session of the semester is:

Using OER-Enabled Pedagogy to Engage Students in Meaningful and Lasting Content Creation

Wednesday, September 25, 12 – 1 pm, Hurley Hall

Led by Nicolas Simon (Sociology, Anthropology, Criminology, and Social Work)

This session introduces Open Pedagogy, an innovative teaching approach where students and educators collaboratively create educational materials that are openly licensed with a Creative Commons License. This approach not only enhances the accessibility of resources but also plays a crucial role in developing students' creative thinking, critical thinking, and communication skills—core competencies essential to a Liberal Arts education. The session will feature concrete examples that demonstrate the practical application and transformative potential of Open Pedagogy in academic settings.

Preparing Dossiers for Promotion, Tenure, Professional Assessment

A Workshop for Full-Time Faculty

Wednesday, September 25, 3 pm, Library 263

Led by Nicole Krassas (*Political Science*) and Manuel Otero (*English*)

This session will include information about the content of dossiers, the P&T and Professional Assessment process/deadlines, and how to use available technology to maximize presentation of your dossier on Interfolio. Participants will have access to computers and will be able to log in to Interfolio.

The workshop is designed for full-time, tenure-track/tenured faculty. (New faculty have been invited to a separate session on preparing dossiers for renewal to be held later this semester.)

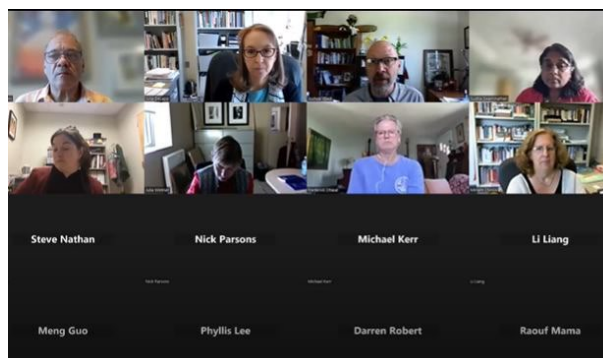
You can read about deadlines, dossier content, and templates for dossiers submitted through Interfolio on the [Renewal, Tenure, Promotion, and Professional Assessment Sharepoint site](#) (requires Eastern login).

Please [register in advance](#) for this session.

Recording of Previous Workshop

Information Session on Developing New ELAC Courses

On September 4th, ELAC Coordinators Josh Idjadi and David Pellegrini held a virtual session on Developing New ELAC Courses. Participants were directed to Eastern's [faculty-focused ELAC web page](#) for step-by-step instructions on the course submission process. In addition, the [ELAC](#)



[Resources Sharepoint site](#) includes a folder of course design resources, which includes a course planning tool and syllabus template developed by Courtney Broschious. The Sharepoint site also includes a folder of the Senate-approved ELAC rubrics for assessing learning outcomes.

Missed the workshop? [Watch a recording](#) of the session.

Assessment Update from the Assessment Coordinator

The ELAC Assessment process has begun. As a first step, all faculty teaching an ELAC course focused on the critical thinking learning outcome have been asked to submit their prompt for the assignment that will result in an assessable artifact related to critical thinking. These prompts will be anonymized and then reviewed for alignment with the Critical Thinking rubric adopted in [Senate Bill 19/20-07](#).

Results of LAC 101 Pre-Survey

During Warrior Welcome, students taking LAC 101 were given the opportunity to complete an anonymous pre-survey measuring their basic understanding of ELAC learning outcomes. A link to the survey results is available on the [CTLA website](#).

Please don't hesitate to contact Assessment Coordinator Suki Grandhi (grandhis@esaternct.edu) with any questions.

Preparing for Challenging Conversations

With the election approaching, many faculty are wondering how to support productive and civil conversations in and outside of class. The CTLA has a web page of resources for faculty on [preparing for and managing challenging conversations](#). Resources include links to tips for responding to hot button moments in class, creating community agreements to promote respectful classroom dialogue, and reflecting on how challenging discussions connect to larger learning goals. In addition, the University of Michigan has a blog post on [Preparing to Teach During the 2024 Election](#), which includes guidance for thinking about how an individual course might allow students to practice skills critical to democracy.



Tech Tip (A periodic column from CIT)

Record Audio and Video Feedback in Blackboard (Original Bb)

Contributed by Mauricio Calpa, Instructional Design Coordinator



Providing students feedback can be a time-consuming task, especially when you can't always have face-to-face conversations. But did you know that you can use audio and video recordings to deliver personalized feedback when grading in Blackboard?

Enhance Your Feedback with Recordings

By using the audio and video recordings option, you can enhance your feedback by easily embedding it alongside the text feedback for graded items. This feature allows students to hear your voice or see you explain their work, while also creating a more personal and engaging learning experience. And, with built-in auto-captioning, your feedback is accessible to all students without extra setup.

Seamlessly Integrate Video Feedback in Your Workflow

Record up to 5 minutes of audio or video feedback, edit, and save—all in just a few clicks. It's easy, fast, and the perfect way to provide actionable, personalized feedback that can be paired with text to increase comprehensibility.

Personal Feedback

Audio and video feedback are tied directly to individual student submissions, ensuring that each student receives unique, meaningful feedback. Also, students can view the recordings instantly—no downloads, plugins, or special software is required.

If you're ready to incorporate audio and video feedback into your grading process, follow the steps in the [Blackboard guide](#) or feel free to contact CIT@easternct.edu to book a meeting.



NOTES: 1) For best results, we recommend using Chrome or Firefox. 2) Audio and video feedback is currently not supported with rubric grading.

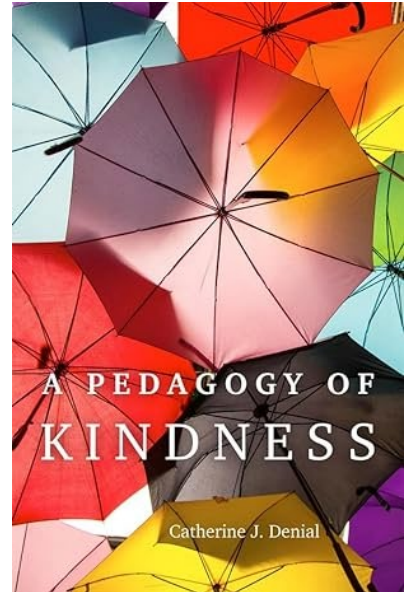
Spotlight on a Book in the CTLA Lending Library

A Pedagogy of Kindness

By Catherine J. Denial

© 2024 by the University of Oklahoma Press ([see publisher's description](#))

In this book, Knox College history professor Cate Denial details her evolution from an authoritarian teaching style to an approach centered around care. Denial describes the “pedagogy of kindness” as including three critical elements: 1) Attending to justice, which includes keeping in mind the complexities that students face (e.g., financial situations, social identities, etc.) when designing courses and teaching. 2) Believing students when they describe the challenges they are facing that affect their performance. 3) Believing IN students to be collaborators and co-create the classroom experience.



Denial distinguishes kindness from “being nice,” which often means avoiding conflict and truth. She also points out that kindness requires establishing boundaries.

The 151-page book includes the following chapters:

1. Kindness toward the Self
2. Kindness and the Syllabus
3. Kindness and Assessment
4. Kindness in the Classroom

To borrow *A Pedagogy of Kindness*, stop by the CTLA [Lending Library](#) in room 425 of the Eugene Smith Library, or [fill out a request](#) to have the book sent to you via interoffice mail (enter **book #161** under question 1).

You can also listen to Denial discuss the concept of a pedagogy of kindness on a [May 2023 episode of Teaching in Higher Ed](#).

External Faculty Development Opportunities

Free (or very low cost) opportunities

- September 25, 2-3 pm: [Learning in Action: Navigating and Responding](#). The final webinar in a 9-part series on Universal Design for Learning will explore practical strategies for applying the UDL Guideline “Physical Action” to any modality.
- September 26, 2-3:15 pm: [Crafting Assessments that Matter in an AI World](#). This free hybrid workshop offered by Eastern Kentucky University will explore the role of GenAI in reshaping teaching practices. Participants will learn practical applications of AI to enhance student engagement, foster a culture of curiosity, and navigate student use of AI. Presenters will discuss strategies for designing assessments that are both AI-resilient and AI-embracing.

- September 27, 9 am – 1 pm: [Kean Conference on Teaching](#). This free, online conference features an opening workshop on “Playing with AI Across the Curriculum,” followed by other interactive sessions.
- October 3, 11:30-12:30: [AI & College Writing](#). Stonybrook University is hosting a free, online session featuring a panel of students and faculty sharing their perspectives on the opportunities and challenges of AI in higher education.
- October 15, 2 – 3:15 pm: [Assessment and Higher Education: Navigating the Changing Landscape](#). This \$15 webinar by the New England Educational Assessment Network will discuss the impacts of political, social, and economic changes on assessment practices and will consider the future of assessment.
- October 15 to March 15: [Teaching Everyone: Designing More Inclusive Courses](#). Offered by Notre Dame Learning, this free, self-paced, asynchronous course will focus on building faculty skills in applying inclusive teaching principles and practices throughout the course design process. The course includes five modules. Deadline to register is October 10.

Other opportunities

- October 27 – 29: Indiana University Indianapolis is hosting [The Assessment Institute](#), an annual conference in Indianapolis focused on assessing and improving higher education.
- October 28-31: The International Society for the Scholarship of Teaching and Learning is hosting its 20th anniversary [ISSOTL conference](#) at the French Lick Resort in Indiana.
- November 14 – 16: The [Fall Red Rock Great Teaching Retreat](#) will be held in Bryce Canyon, UT. In this annual retreat, faculty participants are considered to be the “experts” and engage in interactive discussions, share successful teaching strategies and innovations, seek solutions with peers for their own persistent teaching problems, and explore what it means to be a great teacher.
- November 21-23: Miami University is hosting the [Original Lilly Conference on College Teaching](#) in Oxford, OH. This year’s theme is “Evidence-Based Teaching and Learning.”

Opportunities to Share Your Teaching and Learning Expertise

- Due October 7: The [Student Learning Outcomes \(SLO\) Symposium](#) is currently accepting proposals for their 12th annual virtual symposium, to be held January 24-25, 2025. This year’s theme is “Navigating the Challenges of Assessment: Tales from the Field.”
- Due November 1: The [SOTL Commons Conference](#) is currently accepting proposals for their annual conference, to be held February 26-28, 2025, in Savannah, GA. The conference draws presenters and participants from around the world to discuss the Scholarship of Teaching and Learning (SoTL).
- Due November 18: The [Teaching Professor Conference](#) is currently seeking proposals for their annual conference, to be held June 6-8, 2025, in Washington, DC.