



Center For Teaching & Learning Weekly Newsletter

INSPIRE. INNOVATE. IMPACT.



Bright Idea

Going Multimodal: 5 Tips for Making the Switch to Multimodal Assignments

by **Christian Aguiar**, Asst. Professor at the University of the District of Columbia Community College

Shared by **Terri Georgopolous**, Instructional Designer

Instructors can benefit from altering some assignments by making them multimodal in two ways:

First, the move to multimodal can help prepare students for a world of communication that is increasingly multimodal and help them develop valuable insights on how to write effectively in that world.

Second, the move to multimodal assignments can help students produce better work. As Christine Joy Edwards-Groves has argued, students who have grown up in a multimodal world “thrive on the utility of technology, creativity, social interaction and communication” (2011, 52). By offering them such assignments, we give them the opportunity to thrive.

Tip #1: Start Small

Rather than revamping your favorite end-of-the-semester research paper, consider tweaking some of the smaller assignments. This works particularly well for assignments that are platforms for assessing content knowledge. For example, you might transform a traditional weekly reading quiz or an in-class writing response into a multimodal video response where students provide spoken and visual analysis.

For more tips, read the [full article here!](#)

UPCOMING OPPORTUNITIES



Call For Participants: Faculty Learning Community on Integrating Sustainability

Interested in integrating sustainability into your curriculum but not sure where to begin? Have you heard about the new Equity and Social Justice/Sustainability and Environmental Awareness institutional learning outcomes (ILOs 1 and 2) and not sure how you might teach to them? Or, do you already have some sustainability content in your courses but you are interested in going further?

To apply, complete the [Call for Participants for the FLC on Integrating Sustainability Form](#) by 5:00 pm, December 13

SCHOLARSHIP & CONVERSATIONS



[Chronicle of Higher Education: 'Brilliant' Philosophers and 'Funny' Psychology Instructors: What a Data-Visualization Tool Tells Us About How Students See Their Professors](#)

At Humboldt State University we are constantly surrounded by examples of teaching excellence, both inside and outside the classroom. But all too often, these examples are siloed and isolated, their results ignored. The Center for Teaching & Learning is committed to documenting and sharing as many of these stories as possible. Check back regularly for new stories of teaching excellence at HSU.



[Labor-Based Grading Contracts as Antiracist Classroom Assessment!](#)

Friday, December 13th, LIB 209
1:00pm-3:00pm

Dr. Asao Inoue will join HSU in a live webinar to provide hands-on experience. This interactive webinar gives participants a hands-on experience with labor-based grading contracts, which can be used in a wide range of courses across all disciplines. Participants of the workshop will get a number of resources:

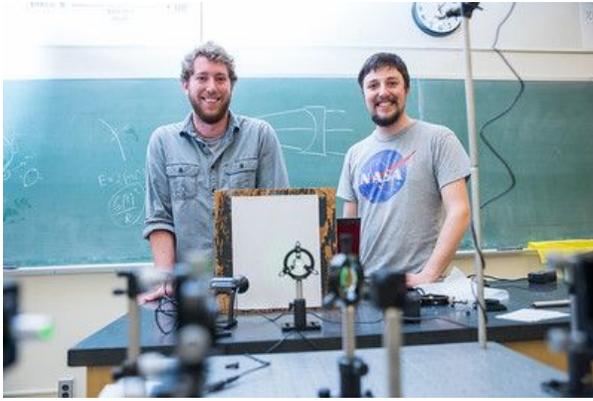
- a sample labor-based grading contract
- sample labor log for students
- a handout with other electronic resources for teachers who wish to explore this practice in their own classrooms.

[Register Here for Labor-Based Grading Contracts!](#)



[Education Week: Carol Dweck Revisits the 'Growth Mindset'](#)

“Students need to try new strategies and seek input from others when they’re stuck. They need this repertoire of approaches – not just sheer effort – to learn and improve. We also need to remember that effort is a means to an end to the goal of learning and improving. Too often nowadays, praise is given to students who are putting forth effort, but not learning, in order to make them feel good in the moment: “Great effort! You tried your best!” It’s good that the students tried, but it’s not good that they’re not learning. The growth - mindset approach helps children feel good in the short and long terms, by helping them thrive on challenges and setbacks on their way to learning.”



[Professional Development: Classroom Management Strategies](#)

Tuesday, December 17th, LIB 209
11:00am-12:00pm

This session will provide participants with a variety of strategies around classroom management and 1-on-1 interactions related to student behavior. Participants will be able to identify patterns of behaviors that may be related to specific disabilities (Autism Spectrum Disorder, Tourette syndrome, and/or other neuro-behavioral disorders) and engage in discussion scenarios that relate to these topics.

[Register Here for Inclusive Design to
Support Student Behavior!](#)



[The Chronicle of Higher Education: Want to Study Your Classroom Dynamics? There's an App for That](#)

“Teachly also allows professors to track and analyze students’ participation. The functionality is a bit low-tech: Someone — a TA, in most cases — has to note who speaks during class in the app, though a future version might interface with clickers. Afterward, however, professors are able to see patterns in class participation. Are there gaps by race or gender? Do a handful of students do most of the talking? Professors probably have a hunch of what the answers are, Svoronos says, but it’s helpful to have data to back it up. In one instance, a student of Svoronos’s complained that he was never called on. Svoronos was able to show the student that he was in fact one of the most frequent speakers in the class.”

[READ MORE ON OUR WEBSITE](#)

[Bright Ideas Submission Form](#)