



Center For Teaching & Learning Newsletter

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## Last Call: Faculty Learning Community on Equitable Approaches to Teaching & Assessing Writing

This cross-disciplinary [Faculty Learning Community](#) will focus on equitable approaches to the teaching and assessing writing as specific to each participants' discipline, but we will also discuss pedagogies and curricular designs that support all writers, such as “writing to learn,” code-meshing, and labor-based approaches to writing assessment. During the FLC, participants will connect discipline-specific writing practices to both theories of writing development and equitable approaches to teaching and learning.

- Call for Participants by: **January 31, 2020**
- Spring 2020 sessions: February-April (dates/times TBD)

[Call For Participation Form](#)



[Faculty Led Workshops - Sponsored by the Center for Teaching & Learning](#)

The CTL is thrilled to offer a selection of Spring 2020 faculty-led teaching and learning workshops

[Details and Registration for Spring workshops](#)

- Labor-Based Grading Contracts as Anti-Racist Classroom Assessment (this Friday! See below)
- Understanding and Adopting Equitable Teaching Strategies
- Engaging Students in the Classroom Through Cooperative Learning
- Enhancing Motivation after Failure: Perceiving Academic Control
- Teaching a Flipped Classroom



[Labor-Based Grading Contracts as Anti-Racist Classroom Assessment](#)

**Friday, January 31st, LIB 317  
10:00-11:30am**

How can instructors implement contract-based grading into their courses? What are the first steps of this process, and how can we use Canvas to support contract-based grading? This session offers a follow-up to Asao Inoue’s workshop “Labor-Based Grading Contracts as Anti-Racist Classroom Assessment” (delivered on Friday, December 13, 2019). Participants will share ideas



[Webinar: Active Learning With Turning Point](#)

**Wednesday, January 29th, LIB 209  
11:00am-12:00pm**

TurningPoint is great tool for simple engagement but, in the right hands, it has the potential to be so much more. This webinar will demonstrate how TurningPoint can support numerous [active learning strategies](#) – including [peer instruction](#), [assessment for learning](#) and [flipped classroom](#) – that have been shown to enrich the learning environment and improve student success.



[Register Early for your Mid-Semester Feedback!](#)

The MSF process includes trained HSU graduate students who meet with the instructor to discuss what they hope to discover at mid-semester. The graduate students facilitate a student feedback session (20-30 minutes of class time) on the course’s strengths and challenges. A detailed report of the anonymous feedback is provided to the instructor. As a follow-up, faculty may choose to set up a consultation with the CTL to discuss resources and strategies for desired course changes. At the end of the semester, the graduate student returns to the class (~5 minutes) and

and approaches for contract-based grading as an anti-oppressive and useful framework for thinking about grading and assessment. You do not need to have attended the 12/13/19 session to attend this follow-up. Bring your laptop!

conducts a Last Class Interview to obtain additional student feedback and close the loop in the feedback process. Participation in MSF is confidential and not associated with the evaluation of teaching effectiveness.

[Mid-Semester Feedback Request Form](#)

## SCHOLARSHIP & CONVERSATIONS



### [Faculty Focus: Organic Online Discussions: Saving Time and Increasing Engagement](#)

Beth René Roepnack, PhD serves as an online faculty mentor for the University System of Georgia's eCampus. In this article, she discusses how the simple change from student-initiated conversation threads to instructor-initiated conversation threads created a massive increase in student engagement in organic online discussions.



### [The Chronicle of Higher Ed: What Happens When You Give Students Control of the Syllabus?](#)

Beth McMurtie, Senior Writer at the Chronicle of For Higher Ed, shares two projects in which instructors ask their students to help create their syllabus, and shares additional readings that helped inform her work of giving students more agency in the classroom.

[READ MORE ON OUR WEBSITE](#)

[Bright Ideas Submission Form](#)