



Center For Teaching & Learning Newsletter

INSPIRE. INNOVATE. IMPACT.



Faculty-Led Workshops

[Understanding and Adopting Equitable Teaching Strategies](#)

Friday, February 14th, @ 11:00am
CTL Classroom (LIB 317)

Facilitator: Dr. Kim White, Chemistry

Attendees will learn about equitable teaching strategies and reflect upon their own pedagogies and classroom practices. Participants will work in teams to discuss challenges and strategize equity-based course modifications for future implementation.

This is Part 2 of a two-part workshop series. Attendance to Part 1 is not required to attend Part 2.

[Enhancing Motivation after Failure: Perceiving Academic Control](#)

Tuesday, February 25th, @ 12:00pm
Library Fishbowl (LIB 209)

Facilitator: Dr. Brandilynn Villarreal, Psychology

College courses are difficult and failure or poor performance in some capacity is common, especially among freshmen, first-year transfer students, first-generation students, and/or minoritized students. These groups are especially likely to see college as a low-control environment. One of the goals of this workshop is to help students see college as a high-control environment by modeling and encouraging attributions after failure that are internal, unstable, and controllable. Students who perceive more control over their performance

are likely to extend additional effort to reach their educational goals.

[Register for Faculty-Led Workshops](#)

UPCOMING OPPORTUNITIES



[Sponsored Programs Foundation: Successful Beginnings in Scholarship and Research](#)

**Tuesday, February 18th, LIB 317
3:00-4:00pm**

Presented by Kacie Flynn from the Sponsored Programs Foundation. This event is a brief primer on how to get started on your scholarship & research, including financial and other support that SPF can provide.



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

Dr. Asao Inoue joined HSU in a live webinar that provided hands-on experience. This webinar gave participants hands-on experience with labor-based grading contracts, which can be used in a wide range of courses across all disciplines.

Follow the instructions on the [Webinar Page](#) to login and view the live recording of this amazing and impactful workshop!



[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 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](#)



[AAC&U Webinar: Challenging the Normalization of Hate: Strategies for Truth, Racial Healing & Transformation](#)

**Tuesday, February 18th, LIB 317
12:00-1:00pm**

How can [Truth, Racial Healing & Transformation](#) (TRHT) inform strategies to address the increasing normalization of hate within our communities? Given the power of the internet and social media for spreading white supremacist thought, Jessie Daniels, the author of [Cyber Racism](#), will share strategies for countering the spread of racist ideology. Panelists from three TRHT Campus Centers—Jermaine Pearson (Brown University), Charmaine DM Royal (Duke University), and J. Goosby Smith (The Citadel, the Military College of South Carolina)—will also discuss how the TRHT Framework can bring about radical change, through storytelling, active listening, and community-engaged work.

HIGHLIGHTS



[ESCALA Educational Services Visited HSU](#)

Thank you to Dr. Amy Sprowles and Dr. Matt Johnson, [ESCALA Educational Services](#), and Dr. Mica Estrada for hosting the following sessions at HSU on February 10-11:

- Workshop: *High/Low 2.0: Deepening Your Understanding of High/Low Cultural Contexts* - Dr. Melissa Salazar and Rachel Passmore, ESCALA Education Services
- Keynote Talk: *Befriending Kindness and Community in STEM* - Dr. Mica Estrada, Department of Social and Behavioral Sciences and the Institute for Health and Aging at the University of California, San Francisco.
- Systematic Inquiry Projects (SIPs) focused on *Culturally Relevant Instructional Shifts on Student Learning*: Congratulations to the 19/20 HSU ESCALA faculty and staff Alumni who presented their SIPs and received a *Certificate of College Teaching and Learning in Hispanic-Serving Institutions*.



[Chris Harmon: Teaching How to Learn](#)

Dr. Harmon credits much of his success in reducing equity gaps to having participated in the [ESCALA](#) program that has been part of an HHMI grant in CNRS. "Before attending ESCALA, I believed that science isn't inherently racist, so race doesn't matter. I was not aware of the variations in learning beyond that of just putting in hard work, and I was convinced I couldn't change the way I taught." ESCALA and collegial relationships provided Dr. Harmon with the context to critically reflect on various dimensions of the teaching and learning ecosystem. It also presented numerous ways he could intervene to address inequities and generally improve student success.

He started with course design. He created learning goals that aligned with subject specific competencies, developed a substantial bank of test questions for student exam preparation, and refined the exams to align with the theories and applications covered in the test bank. In class, students are challenged to assess the extent to which they were on task and moving forward on building understanding. He also asks students to explicate how the course has changed them.

[See More Faculty Stories Here](#)

SCHOLARSHIP & CONVERSATIONS



[Inside Higher Ed: Avoiding Unforced Errors in Online Classes](#)

Working from a checklist of best practices can help medical teams care for their patients better. A similar approach might help professors (and the professionals they work with) support students better, Penelope Adams Moon, acting director of online learning strategy at the University of Washington at Bothell, writes.



[Inside Higher Ed: Who Leads on College Learning?](#)

Significant experimentation has taught us much about what works and what doesn't in teaching and learning -- yet the knowledge remains diffused, not systemic. Can anyone marshal it? Doug Lederman, editor and co-founder of *Inside Higher Ed*, shares his thoughts.

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