

**University of Idaho**

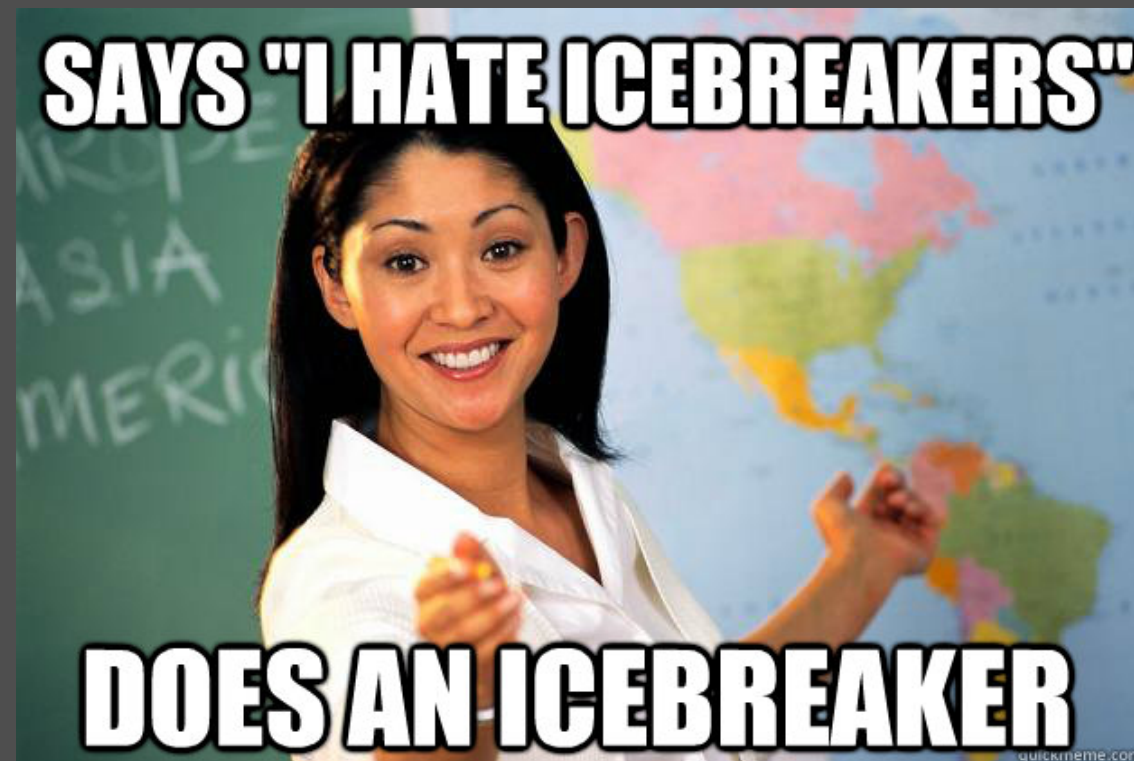


**BRACE YOURSELVES**



**THE ICEBREAKER IS COMING**

**SAYS "I HATE ICEBREAKERS"**



**DOES AN ICEBREAKER**





## OUR MISSION

The Center for Excellence in Teaching and Learning (CETL) is a full-service faculty and academic development center dedicated to the success of all faculty, graduate students, and academic programs. With expertise in higher education pedagogy, we provide course and instructional design support for all faculty, across all instructional modalities: in-class, online, and everything in-between. We are also active scholars and not only support and promote the scholarship of teaching and learning and scholarly teaching but help faculty at all levels develop strong and sustainable research programs while maintaining a healthy work-life balance.

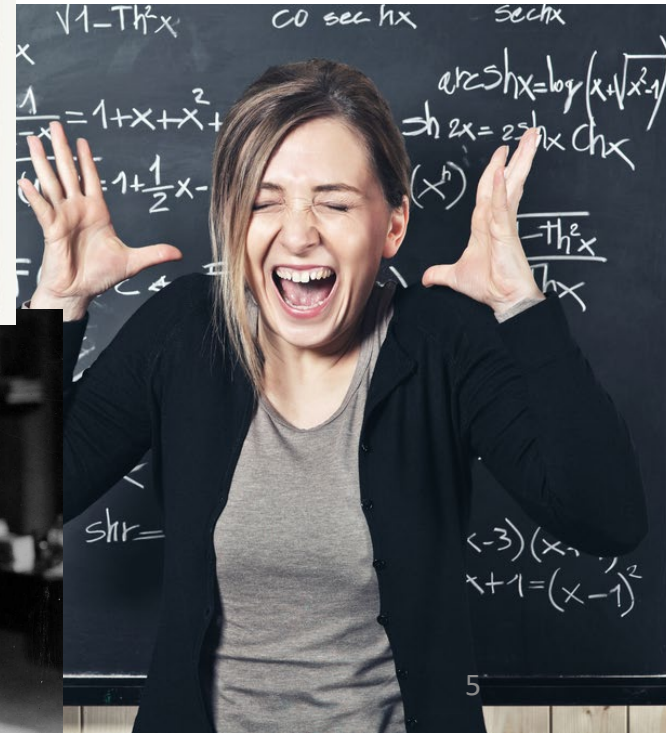
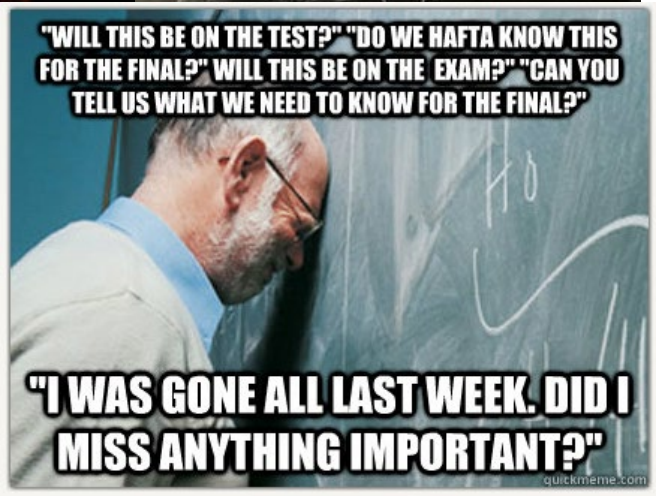
# We're Here to Support Your Success...



- As scholars
- As teachers
- As scholar-teachers and scholarly teachers (CIRTL, TAR, and SoTL)
- On and beyond campus
- With balance and well-being in mind

*The focus of this session is teaching and learning at the U of I*









# Teaching & Learning

## *A Shared Responsibility*

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- **Successful students** grasp content, reveal knowledge, work through difficult challenges, and are aware of their own learning *and how to enhance it*.
- **Impactful faculty** guide, challenge, and inspire students. They know their stuff and foster curiosity, creativity, critical thinking, inquiry, risk, and –you guessed it– learning.
- Success happens when we move beyond assumptions that because we teach, they learn. We need to connect the two. **We need to teach for learning.**
- **How?**





# By Reframing the Value Proposition

## What is our role and our value?

- *As faculty, if we are primarily concerned with transmitting content, then our value will only decrease. The Internet contains a much broader selection of lectures, demonstrations, animations, and examples on more subjects, in more languages, and with a greater variety of approaches, methods, and pedagogies than any professor, department, or even entire university can provide. If, however, we are more concerned with faculty-student interaction; the design and sequence of learning experiences; the application, analysis, and synthesis of information; the motivation of students; and, especially, the increasing complexity of students' mental models, then the value of what we do will increase.*
- <https://www.aacu.org/liberaleducation/2014/spring/bowen>

## Exercise 1: What do you/will you do?

- What are you scheduled to teach?
- Have you taught before?
- What modality?
  - Face-to-face?
  - Online –asynchronous?
  - Virtual –synchronous remote?
  - In the field?
  - Lab?
- How do you teach or expect to teach?
- How did it go?
- How do you think it will go here?
- Concerns/needs?



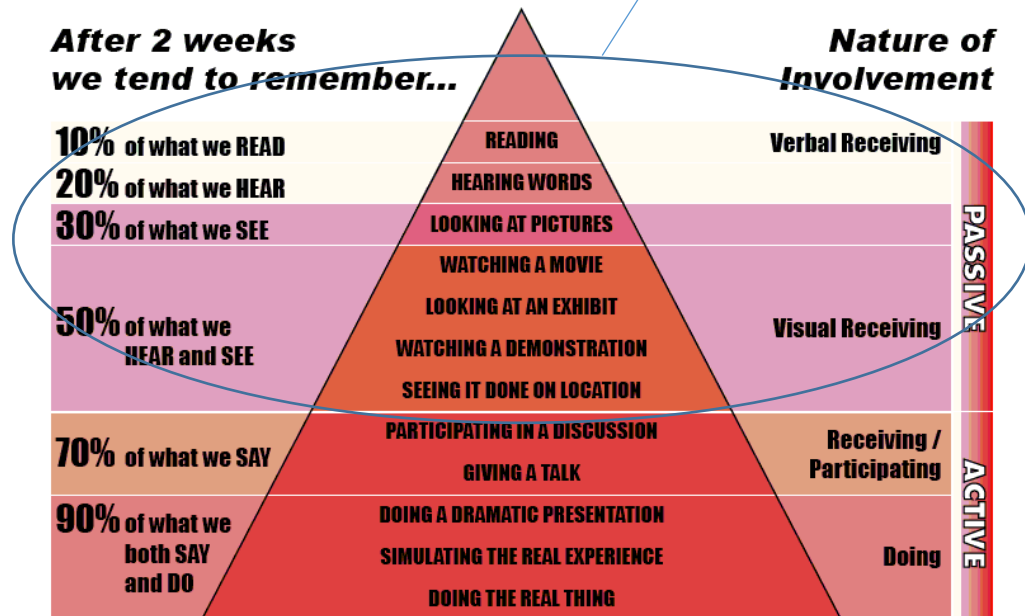
# Enhancing Learning Through Engagement

Call...

*Even passive learning  
is active learning!*

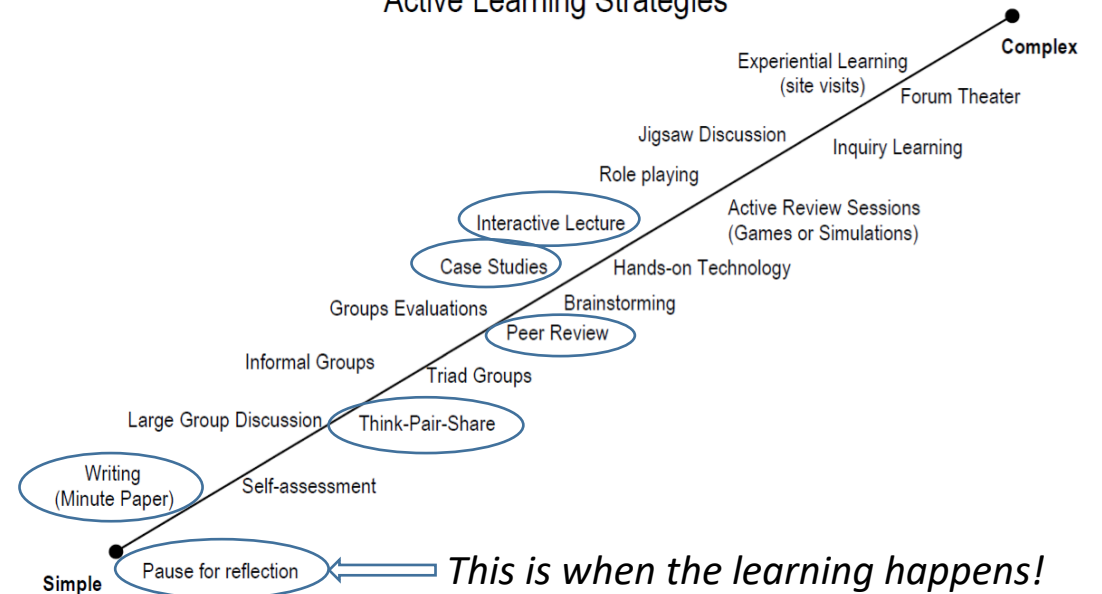
...and response

## Cone of Learning (Edgar Dale)



Edgar Dale, *Audio-Visual Methods in Technology*, Holt, Rinehart and Winston.

## Active Learning Strategies



This is a spectrum of some active learning activities arranged by complexity and classroom time commitment.



# Low-Risk/High-Yield Active Learning Strategies

*Interactive Lecture*

*Think-Pair-Share*

*One Minute Papers*

*Discussions –large  
& small*

*Muddiest/Clearest  
Points*

*Concept Tests*

*Debates and  
Simulations*

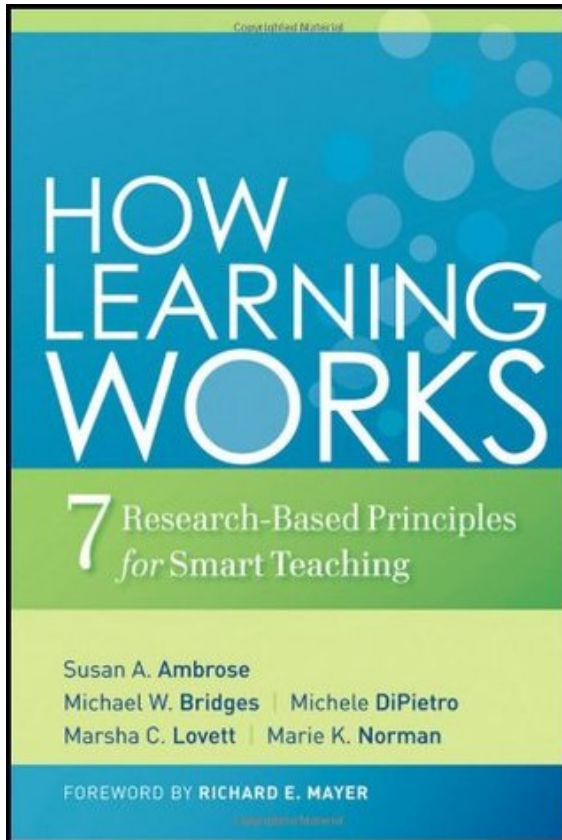
*Peer Review*

*Info Lit Races*

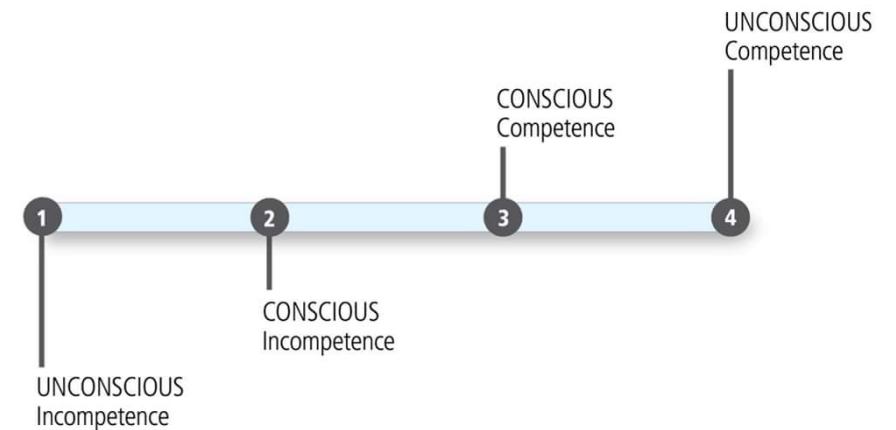
*Case Studies, CBL,  
PBL*



We can also help students **learn** and **thrive** by focusing on...



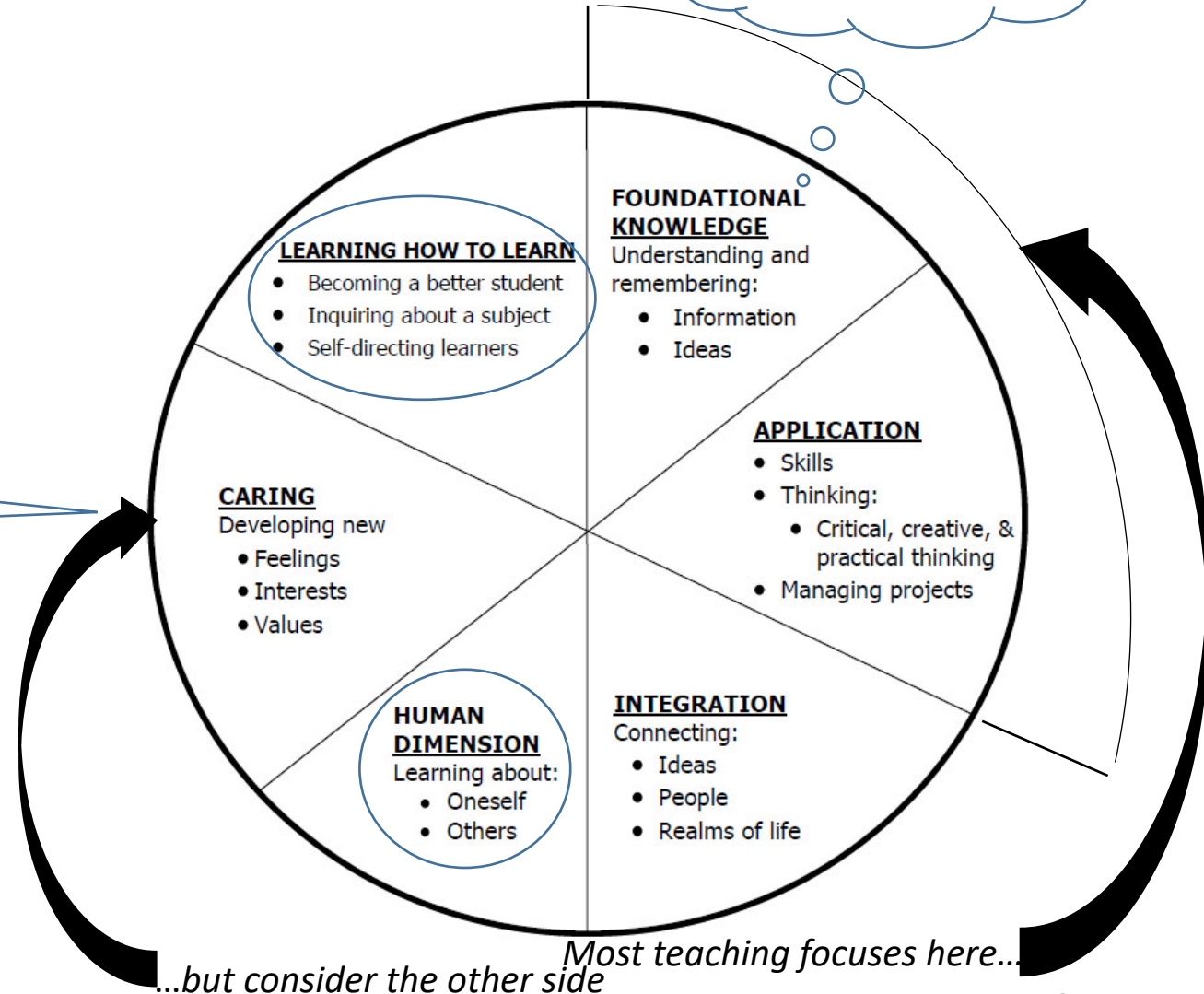
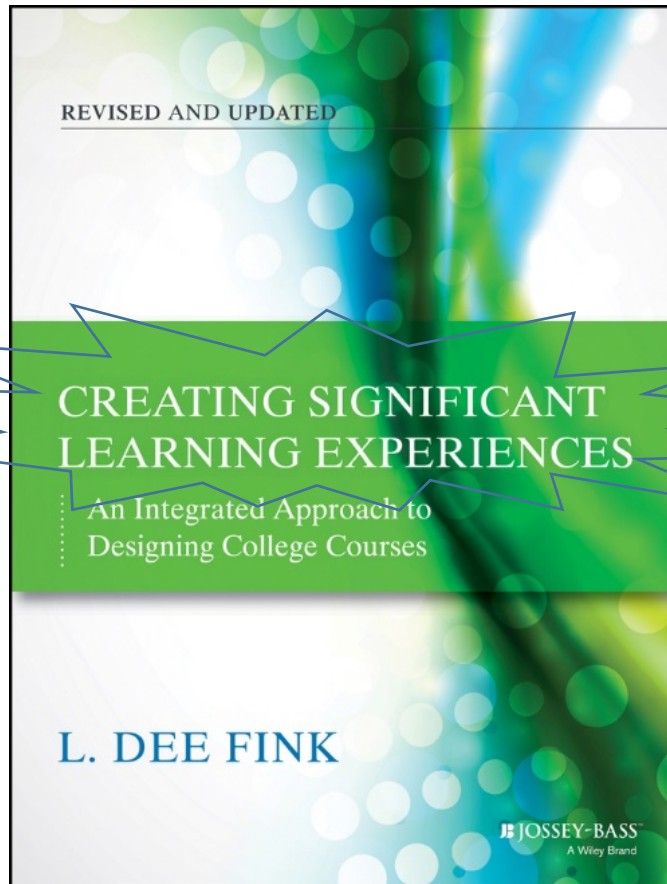
### The Development of Expertise



Ambrose, S., Bridges, M., DiPietro, M., Lovett, M., and Norman, M. "How Learning Works: Seven Research-Based Principles for Smart Teaching." San Francisco: Jossey-Bass, 2010.

# And by...

Read: *Make it Stick!*



...but consider the other side

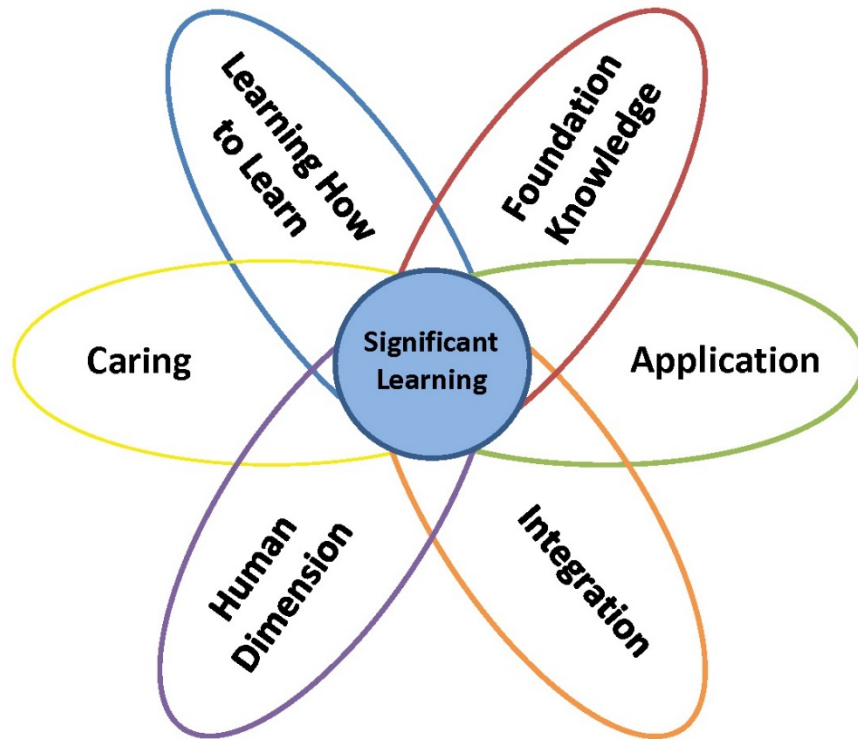
Most teaching focuses here..



# Exercise 2: Creating Significant Learning Experiences

**How do YOU (intend to) create significant learning experiences?**

*Think-Pair-Share*



**Why does, for example, the human dimension or self-regulated learning matter to you?**

Learning  
can also be  
HIP!

**High Impact Practices** enhance the academic success, persistence, and retention of students. They're typically fun but can also take students out of their comfort zones.

Examples:

- Critical thinking
- Inquiry-based learning
- Internships
- Study abroad
- Undergraduate research
- Collaborative assignments
- Community-based and service learning
- Critical self-reflection





# Top Ten Tips for HIPs

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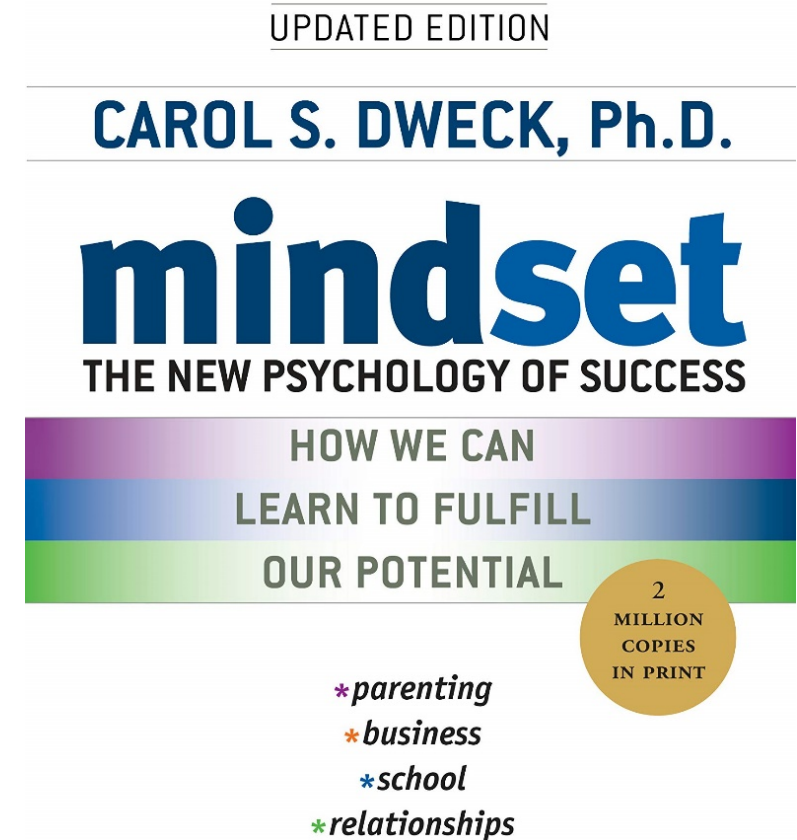
At the core of HIP programs are **HIP pedagogies and practices** that make the learning experience valuable. You can become a High Impact Professor. Just...

1. *Engage students in the learning experience and their awareness of it.*
2. *Use a variety of active and collaborative learning techniques in your classes.*
3. *Set and maintain high expectations of student performance.*
4. *Clarify what students need to do to succeed in class, in college, and potentially beyond.*
5. *Employ pedagogies appropriate for course objectives and students' abilities (inclusion, UDL).*
6. *Build on/tie into students' knowledge, experience, interests, and abilities.*
7. *Provide meaningful feedback.*
8. *Weave diversity into the curriculum.*
9. *Make time for students.*
10. *Help them become accountable for their learning.*

# Mindset Matters

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- “The view you adopt of yourself profoundly affects the way you lead your life”
- What are the implications of this?
  - *Why* does it matter?



“Through clever research studies and engaging writing, Dweck illuminates how our beliefs about our capabilities exert tremendous influence on how we learn and which paths we take in life.”  
—BILL GATES, *GatesNotes*

# Why It Matters

- At this stage of their development, many students haven't (yet) had the opportunity to think about their thinking and learn about their learning.
- **Further:** *"...research on younger undergraduate students reveals [that] students take little or no responsibility for their own learning, blaming their shortcomings in achievement on their 'ineffective' instruction and the 'too advanced' or irrelevant course... Reinforcing their avoidance of responsibility for their learning is their widespread belief that learning should not require effort"*
  - Linda Nilson, *Creating Self-Regulated Learners*.



# Ditch the Single Loop for the Double Loop & Shift from A Fixed Mindset to Growth Mindset

"Failure is an opportunity to grow"

## GROWTH MINDSET

"I can learn to do anything I want"

"Challenges help me to grow"

"My effort and attitude determine my abilities"

"Feedback is constructive"

"I am inspired by the success of others"

"I like to try new things"

"Failure is the limit of my abilities"

## FIXED MINDSET

"I'm either good at it or I'm not"

"My abilities are unchanging"

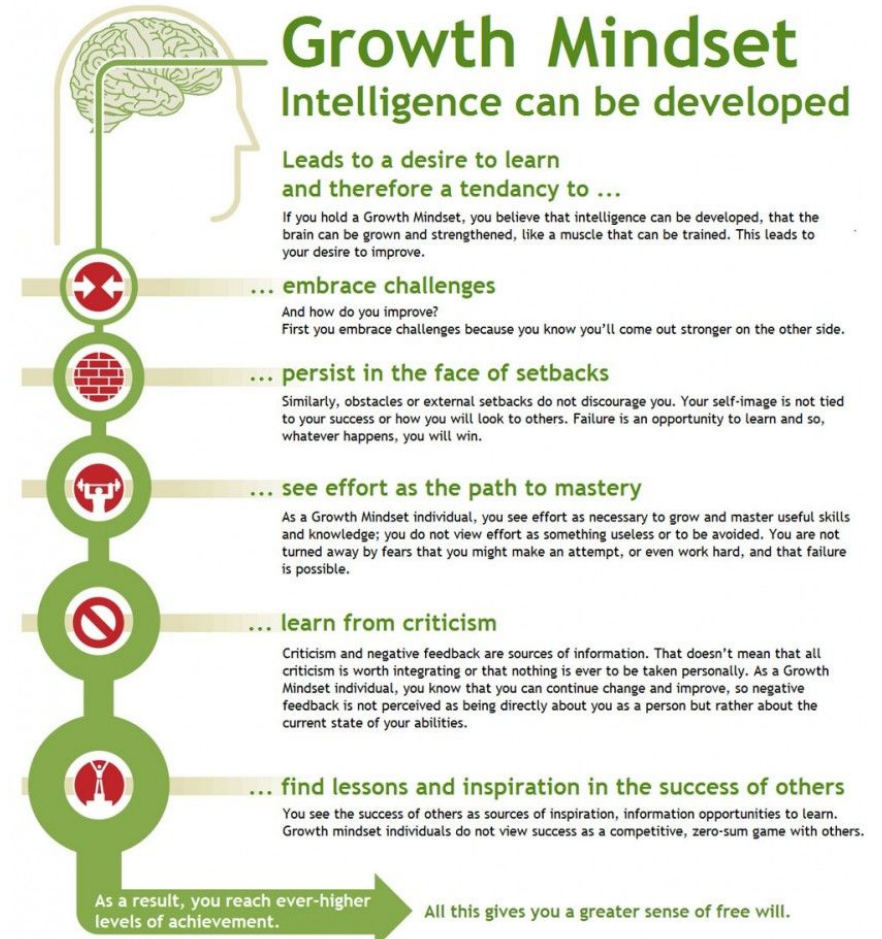
"I don't like to be challenged"      "I can either do it, or I can't"

"My potential is predetermined"

"When I'm frustrated, I give up"

"Feedback and criticism are personal"

"I stick to what I know"



As a Growth Mindset individual, you note your improvements and this creates positive feedback loops that encourage you to continue learning and improving. Most people do not have a 100% Growth Mindset or a 100% Fixed Mindset; most of us have some of both. The good news is that it is possible to change your worldview from Fixed Mindset to Growth Mindset. Carol Dweck's research indicates that both children and adults can be taught to change their mindsets.

## Exercise 3: How?

Think about something you can do

# 5 WAYS TO DEVELOP A GROWTH MINDSET

by @inner\_drive | www.innerdrive.co.uk

- 1 Don't Rush to "I Can't"** When people start a new task, or are doing one that is very difficult, it is sometimes tempting to say "I can't do this" or "I can't be bothered". With a bit of effort, you might surprise yourself by how well you can do the task and how much you enjoy it.
- 2 The Power of "Yet"** This simple word can have a big impact. There is a huge difference between saying "I am not good at this" and "I am not good at this yet". By adding the word "yet", it suggests you may get there with some hard work and resilience.
- 3 Ask Yourself "What would I do differently next time?"** This is a great question to ask after a setback. It stops you dwelling on the past and helps you reflect and focus on what you need to improve on in the future.
- 4 Failing Better** Everyone experiences failure at some stage in their life. But can you fail better? This doesn't mean failing more often. One way to fail better is if you ask someone for feedback and then use it.
- 5 Try New Things** Having a sense of curiosity and courage can be really helpful. It can help you learn new things. Sometimes new equals the unknown which equals scary. But it doesn't have to be this way. Sometimes new experiences can be the most rewarding and most exciting.

# Link Critical Thinking to Critical Reflection

- Critical Reflection is the “active, persistent and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it, and the further conclusions to which it tends”.
- It involves “thinking about our thinking” (Dewey, *How we Think*).
- *Do you let your students do this??*

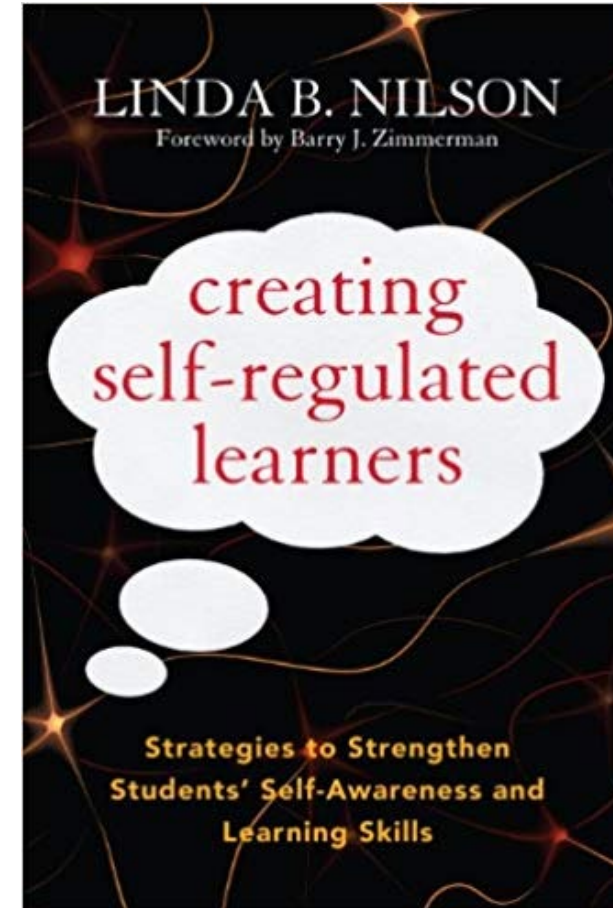
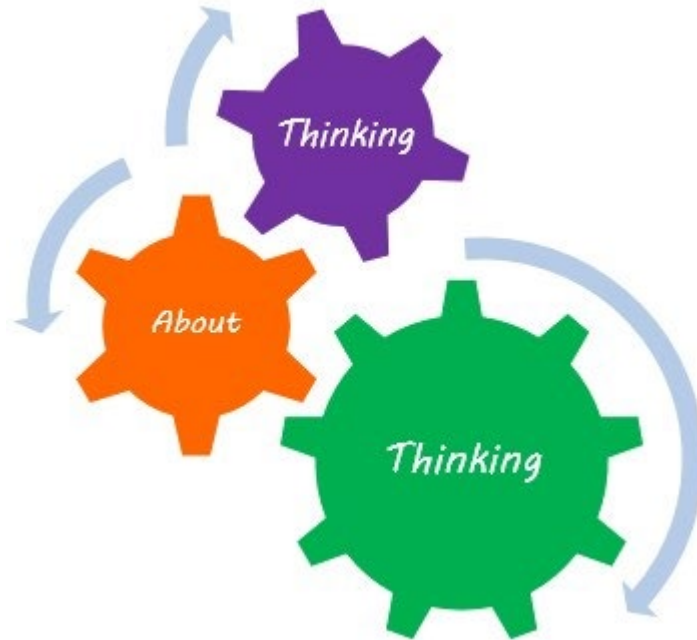




# Link Critical Reflection to Metacognition and Self Regulated Learning



*Conscious control over one's cognitive processes*



*The monitoring and managing of one's cognitive processes as well as the awareness of and control over one's emotions, motivations, behaviors, and environment as related to learning*

# Consider the Cognitive Wrapper Template

## COGNITIVE WRAPPERS TEMPLATE

This template was designed to help students better understand their own learning –what’s working, what’s not, and why...and what they/we can do about it.

Note that it emphasizes REFLECTION, FEEDBACK, and ADJUSTMENTS

### REFLECTION

1. **How much total time** did you spend preparing for/working on this assignment or project?
2. **When** did you prepare for/work on it? How did you spread out your preparation? USE TIME LINE TOOL: <https://timeline.knightlab.com/>. Can be used for collaborative projects.
3. Did you make time for thinking and reflecting? If so, when, how much, and what breakthroughs? Remember the 5 day rule.
4. **How** did you prepare?
5. How much time was spent:
  - a. Conducting research? \_\_\_\_\_
    - i. Did you work with a librarian? \_\_\_\_\_
  - b. Reading course material \_\_\_\_\_
  - c. Re-reading course material \_\_\_\_\_
  - d. Working independently \_\_\_\_\_
  - e. Working in groups \_\_\_\_\_
  - f. Pausing \_\_\_\_\_
  - g. Thinking \_\_\_\_\_
  - h. Reflecting \_\_\_\_\_
  - i. Note taking \_\_\_\_\_
  - j. Drafting \_\_\_\_\_
  - k. Editing \_\_\_\_\_
  - l. Problem solving \_\_\_\_\_
  - m. Memorizing \_\_\_\_\_
  - n. Brainstorming \_\_\_\_\_
  - o. Practicing \_\_\_\_\_
  - p. Other \_\_\_\_\_

## USING FEEDBACK

- First, *GIVE GOOD FEEDBACK*.
- This can come in a variety of forms –what do you do?
- It can come from other sources, like their peers.

*Based on the feedback,*

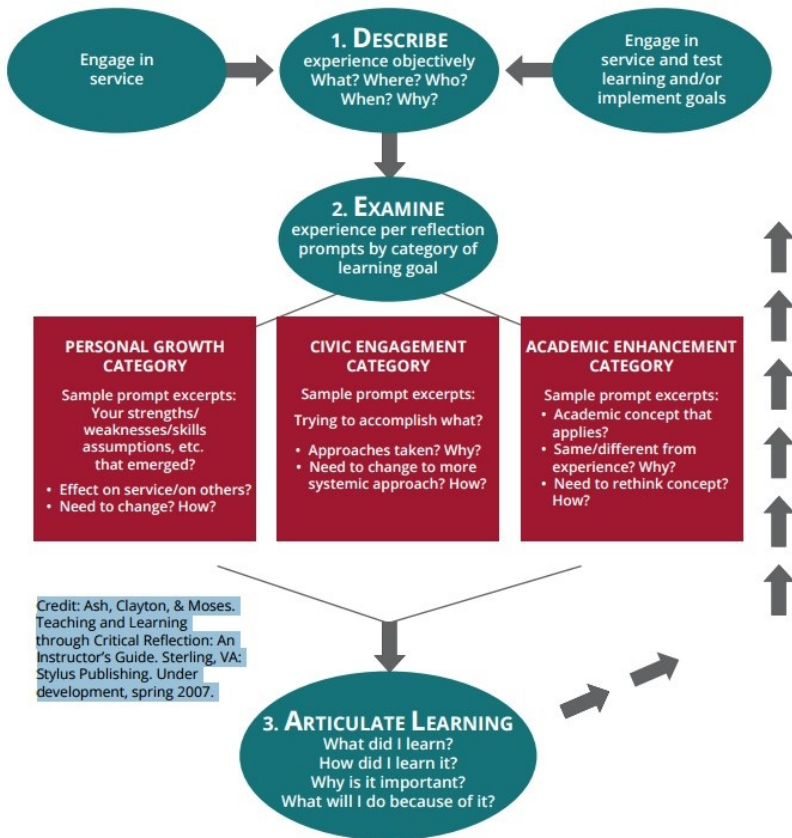
- What went well/what’s working?
- What went wrong/what kind of mistakes did you make?
- When you review the feedback, do you think that you lost points because of
- Trouble understanding the instructions/assignment? (Lack of clarity or direction/misunderstanding; unclear expectations)
- Trouble understanding concepts
- Trouble understanding or remembering processes or techniques
- Misapplication of techniques? (doing the wrong thing the right way)
- Carelessness
- Lack of preparation in class or on your own
- Time limits/management/not enough time given (explain)
- Frustration / anxiety
- Trouble with format / assignment type (eg, writing, problem solving, collaborative, performative)
- Other?

## ADJUSTMENTS

1. Name at least three things you can/will do differently next time.
2. Assess if these changes work.
3. What will help you learn or demonstrate your knowledge or ability most effectively?
4. Propose alternative formats?

# DEAL with Learning

**SCHEMATIC OVERVIEW OF THE DEAL MODEL FOR CRITICAL REFLECTION**



| D                                                                                                                                                                                  | E                                                                                                                                                                  | AL                                                                                                                                                                                                                     |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>DESCRIBE the learning experience.</p> <p>Think:</p> <ul style="list-style-type: none"> <li>• What?</li> <li>• Where?</li> <li>• Who?</li> <li>• When?</li> <li>• Why</li> </ul> | <p>EXAMINE the experience through the lens of academic concepts, theories, or strategies</p> <p>EG: Culturally Responsive Pedagogy, UDL, Course Learning Goals</p> | <p>ARTICULATE LEARNING by discussing and explaining what you learned, when you learned it, how you learned it and why it is important –to you and the field!-- and what you can/will do differently because of it.</p> |



# Focus on the learning!



- “Dense content [is] *a barrier* to significant learning”
  - Nilson and Goodson, *Online Teaching at its Best*.
- So...
- **Make Time for Learning To Happen!**

They probably don't need...



# We're here to help!

<https://www.webpages.uidaho.edu/cetl/> ← The website the New York Times has (not yet) proclaimed to be the single greatest contribution to teaching and learning in higher education since the dawn of time.





### OUR MISSION

The Center for Excellence in Teaching and Learning (CETL) is a full-service faculty and development center supporting all aspects of faculty success at all career stages, within and across all academic programs and across instructional modalities.

### WHAT WE DO

CETL collaborates with faculty to design transformative educational experiences that improve the lives and learning of our students through innovative, and often collaborative, teaching, research and service.

### WHAT WE OFFER

- ◆ Expert consultation on diverse teaching and learning strategies
- ◆ Customized support in instructional, course, and curriculum design
- ◆ Leadership in technology-enhanced instruction
- ◆ Online and hybrid course development and support
- ◆ High-impact teaching observations for all faculty
- ◆ Mentoring in and across disciplines and differences
- ◆ Creating inclusive learning environments and experiences
- ◆ Opportunities for teaching and research in service learning
- ◆ Expert support for the scholarship of teaching, learning & engagement


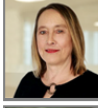


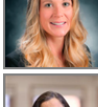


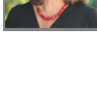
### HOW WE DO IT

Through campus-wide programming (workshops, conferences, institutes, and events), individual consultations, peer collaborations, open doors and open minds.



Learn more at  
[www.uidaho.edu/cetl](http://www.uidaho.edu/cetl)

*Flip this over to see who we are and how to find us*

|                                                                                       |                                                                                                                                                                                                                                                                                     |
|---------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
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|    | <p><b>Erin Chapman, Faculty Associate</b><br/>           Areas of specialization: faculty development, mentoring, inclusive teaching and learning, preparing future faculty chapman@uidaho.edu 208-885-6789</p>                                                                     |
|    | <p><b>Rula Awwad-Rafferty, Faculty Associate</b><br/>           Areas of specialization: service learning, community engaged teaching, learning and scholarship, universal design rulaa@uidaho.edu</p>                                                                              |
|   | <p><b>Brian Smentkowski, Director of CETL and Service Learning</b><br/>           Areas of specialization: faculty development, mentoring, instructional observation, SoTL, service learning, campus-wide teaching and learning initiatives bsmentkowki@uidaho.edu 208-885-0967</p> |
|  | <p><b>Patricia Tilden, Management Assistant</b><br/>           Runs the shop ptilden@uidaho.edu 208-885-0968</p>                                                                                                                                                                    |



Education Bldg. Suite 220 -- [cetlsupport@uidaho.edu](mailto:cetlsupport@uidaho.edu) -- 208-885-0968



## Fall 2021 CETL Faculty Development Workshops & Events [www.uidaho.edu/cetl](http://www.uidaho.edu/cetl)

**Wired Wednesdays** – Zoom in every Wednesday at noon for 30 minutes of quick tips & tricks on the latest teaching and learning technologies.

*September 1 thru December 1*

**Fall 2021 Workshops Schedule** – Each semester CETL presents a series of workshops that inform and enhance teaching and learning at the University of Idaho. *Thursdays at 12:30pm*

- Sept 9 Pedagogy of Care and Kindness
- Sept 16 Success Beyond the Classroom: Tutoring & SI-PASS
- Sept 23 Teaching the Tough Stuff
- Oct 7 Online Excellence
- Oct 21 Self-Regulated Learning
- Nov 4 Trauma-Informed Teaching and Learning
- Nov 18 Beyond the Basics: A Panel Presentation on SETs

**Faculty Spotlight** – showcasing the innovative work of our incredible faculty. Every semester, the Center for Excellence in Teaching and Learning features a diverse array of faculty whose teaching and research defines, inspires, and informs excellence at the University of Idaho.

**Learning Communities** – trans-disciplinary groups of people assembled around common goals and interest who learn, develop, and share ideas through a process of collaborative inquiry.

- Accessibility and Inclusion (UDL for Learning, Living, and Being)
- Online Teaching and Learning (Small Teaching Online by Flower Darby)
- Pedagogy of Care and Kindness
- The Nature and Future of Higher Education (Radical Hope by Kevin Gannon)

Register for these and other events at:

<https://www.webpages.uidaho.edu/cetl/workshops>

**New(er) Faculty Seminar Series** – a year-long program focused on a cluster of topics essential to a strong start and a fruitful career at UI and in higher education. Specifically designed to support our new full-time faculty and to sustain a sense of academic community, topics include:

- What I Need to Succeed: Charting a Course for a Successful First Year and Career
- Third Year Review and Dossier Preparation for Tenure Track and Non-Tenure Track Faculty
- Diversity, Equity, and Inclusion at the University of Idaho and in Everyday Life and Practice
- Teaching for Learning: Identifying and Refining Pedagogy that Works for You and Your Students
- Supporting Diverse Students and Initiatives
- Teaching, Student Research, and the Library
- Developing a Strategic Plan for Funding your Research
- Goal Setting: Semester to Semester and Year to Year
- How's it Going? Looking Back, Looking Ahead
- Developing a Productivity Pipeline: Targets, Goals and Action Plans
- Difficult Discussions and Hot Topics
- Library Services for Faculty Research and Scholarship
- Mentoring Graduate Students
- Well-being and Balance: Perspectives and Strategies
- Preparing for Promotion and Tenure



# Jump Start Your Classes!

- **Make a Connection!**
- <https://www.facultyfocus.com/articles/teaching-professor-blog/the-first-day-of-class-a-once-a-semester-opportunity/>
- **Keep an eye out for our [Fall Workshop and Events Series!](#)**
- **Follow us on [Facebook!](#)**
- **Come to CETL's "Getting Started" open sessions!**
  - **Here, from 11am-12pm on Wednesday, August 18;**
  - **Every day this week from 3-4pm**
    - **In person: CETL Office Suite: Education Building, room 220, or**
    - **Via Zoom at <https://uidaho.zoom.us/j/89911115392>**
  - **Syllabus and Class Tune-Up Special: Design or redesign a learning-centered syllabus and class:**
    - **Email Doug Habib at [dhabib@uidaho.edu](mailto:dhabib@uidaho.edu)**
    - **Email Carolyn Raynor at [craynor@uidaho.edu](mailto:craynor@uidaho.edu)**
      - **Use our [template](#) & learn about enhancing learning, inclusion, community, and engagement through your syllabus and in your classes!**





# Appendix A: Ready to Use Teaching-Learning Strategies

# Find Out What They Know and What They Don't

## *Consider these Learning Strategies for New(er) Material*

| Strategy                            | Description                                                                                                                                                                                                                                       |
|-------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CATs and LATS, like “quick quizzes” | Set aside a few minutes of class time for low-stakes quizzes and exercises to help students practice retrieving and processing newly learned information.                                                                                         |
| Distributed Practice                | Allow students to work on skills and knowledge acquisition over time. (Consider 5 day rule!)                                                                                                                                                      |
| The Productive Struggle             | Offer challenging tasks that require creative and/or critical thinking skills. Remember: the one who does the work does the learning!                                                                                                             |
| 3-2-1                               | Let students write down 3 things they learned (potentially from the previous class session), 2 things they found interesting, and 1 thing they have questions about.                                                                              |
| Ticket In-and-Out the Door          | Have students present a question or finding from previous session to current session, and at the end, share one thing they learned or didn't quite grasp today.                                                                                   |
| Technology                          | Use technology APPROPRIATELY and as part of the authentic learning experience.                                                                                                                                                                    |
| How I Learned, not What I Learned   | Retrieval is critical to new learning (read Make it Stick), but don't let the students rely on you as the source of all knowledge and information! Learning is about discovery. Get them to think about how they learn, not just what they learn. |

# Reminders




Here's a [One minute read](#)  
And a [Two minute read](#).

1. **Put the learning before the teaching so we *teach for learning*.**
2. **Think about pedagogy before (and then *with*) technology** –and chose the right combination
  1. Active learning and engaged learning strategies can be modified to different instructional modalities.
  2. Have students view *and respond to* recorded zoom sessions, podcasts, panel discussions, guest lecturers.
  3. Apply flipped principles.
  4. Create time in class for discussion and interaction.
  5. Consider [flipgrid](#), and [padlet](#) –students “get” it and get into it.
  6. Consider recordings via screencastomatic, but *don't forget about how existing/free programs can be used optimally* –graphics-enhanced and narrated PPTs, google docs, etc. Also: the Lightboard.
3. **Create a nimble/learning-centered syllabus** –it's their roadmap to success. Yours, too.
4. **Focus on community and communication** –establish a presence; let them, too. Maintain it throughout the semester, no matter what. Set and stick to communication expectations.
5. **Focus on learning outcomes** –this is what you and the students “signed up for”.
  1. Clarify and justify. The more they know *why* they are doing something, the more likely they are to do it.
6. **Create transparent assignments** --decide how students will demonstrate that they have met learning outcomes, and give them the opportunity to do so. Clearly communicate what the submitted artifact will look like –a spreadsheet, slides, video, quizzes, posters?
7. **Make time for the learning to happen and for students to make the most of feedback**

Here's a [One minute read](#) and here's a [Two minute read](#).



As you design your classes, think about a map with alternate routes. Backwards design it!

| Goal/outcome  | What I usually do  | Alternatives?  | Methods & Instruments |
|------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|-----------------------|
|                                                                                                |                                                                                                       |                                                                                                   |                       |
|                                                                                                |                                                                                                       |                                                                                                   |                       |
|                                                                                                |                                                                                                       |                                                                                                   |                       |
|                                                                                                |                                                                                                       |                                                                                                   |                       |

# Timely Tips and Lessons Learned from 2020

## What's working and what's not

### What's working: Three Cs

#### 1. *Communication*

1. *Predictable patterns*
2. *Common technological foundations*
3. *Mutually agreeable expectations*

#### 2. *Community*

1. *Using technology to create a visible presence –us and them*
2. *Building and sustaining engagement*
3. *Fostering relationships among class members*

#### 3. *Clarity*

1. *What's expected, when, and how*
2. *On shifting instructional modalities*
3. *On how and why different technologies and pedagogies are used.*

### What's not:

1. Too rigid or too flexible
2. "More of me", the instructor, lecturing
3. Poor use of class time
4. Poor use of/aversion to technology
5. Lack of variety
6. Poor LMS presence/usage
7. Unpredictable communication
8. Never asking for student input
9. Never doing anything with it
10. Ditto for faculty feedback
11. Inside-the-box thinking
12. What we did in a crisis isn't sustainable for quality