Fall Intensive 2021

Teaching at the University of Colorado

Wednesday, August 18 – Friday, August 20

All sessions will take place online, via Zoom

CU

Center for Teaching & Learning
UNIVERSITY OF COLORADO **BOULDER**

Welcome to the Fall Intensive!

The Center for Teaching & Learning's Fall Intensive is an annual workshop series designed to support instructors at the outset of the academic year. Workshops are designed to help you teach at CU Boulder, provide opportunities for professional development in postsecondary education, and explore nonacademic jobs. While sessions are designed for graduate students, many are applicable to any educator new to CU Boulder and anyone is welcome at any event. Join us for a single workshop, or come to as many as you like!

The Center for Teaching & Learning supports the development of graduate students as teaching scholars. Teaching Assistants (TAs), Graduate Part-Time Instructors (GPTIs), Research Assistants (RAs), graduate students on fellowships, other graduate students, and instructors of all levels are invited to participate and meet peers, professors, and staff from across campus. Fall Intensive sessions count as credit toward the CTL's graduate and postdoctoral scholar teaching certificates.

Format & Registration

All Fall Intensive sessions will take place online, via Zoom. Register for Fall Intensive to gain access to the Fall Intensive Canvas site, which provides Zoom links, resources, and more for all sessions.

Participants will need to download Zoom and log in with a campus email address to access these virtual sessions. If you are an incoming graduate student and you have not set up your CU email, visit the OIT website for instructions on activating your IdentiKey.

Contact the CTL via email at CTL@colorado.edu or by phone at 303-492-4902 with questions or for any assistance.

Visit the Center for Teaching & Learning website to learn more about CTL programming.

Workshop Schedule

Wednesday, August 18th

8:30 – 9:00 am

Fall Intensive 2021: Welcome & Introduction

Join Preston Cumming, Professional Development Lead in the Center for Teaching & Learning, to kick off this year's Fall Intensive sessions. Come hear about the three days of workshops are designed to help you teach at CU Boulder, begin your professional development in postsecondary education, and explore nonacademic job opportunities.

9:00 – 10:00 am

How to Be an Anti-Racist in the Classroom

Becca Ciancanelli, Inclusive Pedagogy Lead, Center for Teaching & Learning
Avondine Hill, Special Assistant to the Dean on Diversity and Inclusion, Leeds School of Business

This workshop will include dialogues about grounding your work in an anti-racist framework. Participants will investigate how to create an inclusive classroom climate through examination of their current practices with students.

Introduction to Canvas

Megan Kitts, Lead Learning Technology Consultant, Office of Information Technology

This session is for instructors and TAs who are getting started with Canvas, and will provide you with basic knowledge of the system. Topics covered in the session include: effectively navigating the Canvas system, adding and organizing course materials, and ways to facilitate communication with students. During this session, you will have opportunities to practice using Canvas, so please bring sample course materials (*e.g.*, syllabus, PowerPoint slides).

10:30 – 11:30 am

Intercultural Communication in the Classroom

Roberto Arruda, Director, International Student Academic Success

Our students come from very diverse backgrounds. Developing our intercultural communication skills helps us build stronger relationships and better understand our students. It also makes us more effective in the classroom. In this session, we will discuss some basic aspects of intercultural communication that have direct impact in the classroom. We will also talk about how to engage in future intercultural development.

The Universal Classroom: Designing Your Course for Diverse Learners

Brad Grabham, Learning Experience Designer, Academic Technology Applications and Design; Office of Information Technology

The UDL framework seeks to remedy the limitations of learning environments by providing options for how information is represented, how students demonstrate knowledge and skills, and how students are engaged and motivated to learn. In addition to supporting diverse students, the flexibility of a universally designed course can help instructors manage unanticipated disruptions such as emergency remote teaching or inclement weather. After learning about UDL principles and practices, you'll identify a few simple strategies that you can start using now to enhance your teaching and improve the student experience.

After completing this session, participants will be able to:
- Define Universal Design for Learning
- Explore the neuroscientific basis for UDL
- Identify UDL principles and practices that proactively support students with diverse needs and learning preferences
- Discuss ways UDL can promote inclusive teaching and learning
- Begin to consider ways to implement UDL in your activities

12:00 – 1:00 pm

Returning to In-Person Learning

Emily Martin, French & Italian, Johanna Willruth, German and Slavic Languages & Literature, Erica Caasi, School of Education and Molly Ott, Art Practices, 2021-2022 CTL Leads

In this session we'll facilitate a discussion on what it looks like to transition from teaching online back to in-person. We'll cover several topics, including positive lessons from Zoom learning, addressing potential social anxiety, and tools and resources to address the transition for students and to help build classroom community.

Classroom Management with the Office of Institutional Equity and Compliance

Teresa Wroe, Senior Director of Education and Prevention and Julie Volckens, Director of Assessment, Office of Institutional Equity and Compliance

This session will focus on how to effectively create classroom norms for cultivating a respectful and inclusive classroom environment. Participants will also discuss scenarios and practice managing challenging student behavior. **Note: this session does not replace Skillsoft training.**

Grading in iClickers as a TA

Rob Leary, Academic Technology Professional, Office of Information Technology

This session is for those of you who will be acting as a TA this coming semester, and may be using iClicker Cloud to engage students in class, whether remote, in-person, or hybrid. Not sure if you'll be using iClicker in your upcoming courses? That's alright! We'll also be covering the basics of how to use iClicker Cloud to improve student engagement.

After completing this session, participants will know how to:

- Access the grade book in iClicker Cloud
- Understand how grading works in iClicker Cloud
- Upload grades to Canvas
- Adjust grades for students who require grade edits
- Find students with multiple clicker accounts
- Troubleshoot grading issues with iClicker Cloud

1:30 – 2:30 pm

Honor Code and Cheating

Maggie Higgins, Honor Code Conduct Coordinator, Student Conduct & Conflict Resolution

Cheating has gone online with a range of sites and services readily available to students. Sites offer students homework assistance and tutoring, charging admission through dollars or the uploading of course assignments. There are also discipline-specific sites, essay mills, and old-fashioned cheating to contend with… This program will share common types of cheating and cheating sites, methods for detection and prevention, and explain the process for reporting cheating to the Honor Code Office.

Using Dialogue in the Classroom (1:30-3:00 pm)

Karen Ramirez, Program Director and Pilar Sattler-McQuillan, Assistant Director, CU Dialogues

In this session you will learn about the CU dialogues program and how to incorporate dialogues as a tool for inclusive communication into your classes. You will learn about the methodology and hear students and faculty reflect on their experience of participating in classroom dialogues. At the end of

the session, you will have the opportunity to participate in a mini-dialogue to get a feel for what a dialogue can be like and consider how to apply it in your own work.

3:00 – 4:00 pm

What to Do on Day One and Beyond as a New Foreign Language TA?

Anne Becher, Senior Instructor, Spanish & Portuguese; Yumiko Matsunaga, Teaching Professor, Japanese and Sandrine Vandermarliere, Instructor, French & Italian

This session is designed to help new TAs prepare to teach in-person beginning-level language classes through a description of how to design activities for the first day of class and demonstrations of target-language interactive activities.

Disability Access: What You Need to Know as an Instructor

Rachel Busnardo and Laura Hamrick, Digital Accessibility Office; Ellie Brigger, Disability Services

What are your responsibilities as an instructor for ensuring that your course materials and teaching practices are accessible to all of your students, including students with disabilities? What is your role when it comes to student accommodations? Come ask lots of questions and meet some of the people on campus who are available to support you and your students in this area.

Thursday, August 19th

9:00 – 10:00 am

International Teaching Assistants: Teaching American College Students

Berit Jany, Senior Instructor, German & Slavic Languages & Literatures

This workshop provides international TAs with insights and strategies to teach at a US university. Topics include: different learning cultures, academic background of college students, appropriate roles of teachers and students, and the US system of assessment and grading.

Using Humor in the Classroom

Bud Coleman, Professor of Theatre and Associate Dean of the College of Arts & Sciences

The purpose of this workshop is not to turn you into a standup comedian, but rather to give you some suggestions on how you might incorporate humor into your pedagogy. In this interactive session, all you need is something to write with and a blank sheet of paper. In the words of the great John Cleese, "Humor connects you with people," and that is our goal: to connect.

10:30 – 11:30 am

Grading in Canvas

Christina Ryder, Lead Learning Technology Consultant, Office of Information Technology

This training is for instructors and TAs who would like to gain comprehensive knowledge of the Canvas Gradebook. You will learn about the Gradebook's relationship to other tools in Canvas, methods for efficient Gradebook usage and organization, Web Grading Sync functionality, and known limitations of the Gradebook as well as workarounds for those limitations.

Student Support and Case Management and CAPS

Hilary Love, Associate Director, Student Support & Case Management
Crisis/Triage Team Member, Counseling and Psychiatric Services

This workshop will focus on how to support students who are facing struggles with their mental health or other extenuating circumstances which are impacting their health, wellness, and academic success. This workshop will provide you with the skills to have these sometimes difficult conversations and feel confident in referring them to the right resources.

Transitioning Roles: What to Expect as a First-Time Teaching Assistant

Lilla Marein, Doctoral Student, Economics; Madelyn Zander, Doctoral Student, Information Sciences; Mitchell Leih, Doctoral Student, Molecular, Cellular and Developmental Biology; Kate Newell, Masters Student, Classics; CTL Leads 2021-2022

The goal of this workshop is to prepare you for your first time teaching at the college level. Its primary aim is to build your teaching confidence by providing practical advice for your first semester in the

classroom. Key topics include: common mistakes and their solutions, best practices for effective teaching, how to use basic grading tools in Canvas, and strategies for establishing professional authority in the classroom. This workshop includes a panel of current teaching assistants and graduate part-time instructors to answer participant questions.

12:00 – 1:00 pm

iClickers Nuts and Bolts

Rob Leary, Academic Technology Professional, Office of Information Technology

This workshop will cover how to download and install the iClicker software, how to configure it with Canvas, grading, and writing iClicker questions to effectively engage the class.

Diversity and Inclusion in College Classrooms

Alphonse Keasley, Former Associate Vice Chancellor, Office of Diversity, Equity and Community Engagement

Like many higher education institutions across the nation, our campus is engaged in Making Excellence Inclusive (MEI). In this session, the relationship between MEI equity-minded teaching practices and MEI High Impact Practices (HIPs) will be explored for incorporating in attendee's assigned courses, employing one or more of the following MEI Essential Practices: setting appropriately high expectations, significant investment of time and effort by students over an extended period of time, frequent and timely constructive feedback, experiences with diversity and structured opportunities to reflect and integrate learning, plus others.

The objectives of this sessions are:

- Learning University of Colorado Boulder's Learning Objectives
- Understanding the differences between equity-minded approaches to teaching/learning and deficit-thinking regarding teaching/learning
- Appreciating Making Excellence Inclusive (MEI) for inclusive teaching/learning
- Engaging with the MEI Essential Learning Qualities

Best Practices for Promoting Student Mental Health and Wellness

Levente Szentkirályi, Instructor, Program for Writing and Rhetoric and Chair, Boulder Faculty Assembly Student Affairs Committee

With the growing prevalence of mental health challenges that our students face, and the negative effect these challenges can have on the engagement, performance, and retention of our students, it is essential that we faculty make conscientious and concerted efforts to accommodate the diverse needs of our students to promote their mental health wellness and academic success. This workshop, which extends best pedagogical practices for student-centered teaching to problems of mental health, explores several practical ways in which graduate student teachers can work to adjust their curricula, course delivery, formative assignments, and classroom management, to better prevent mental health crises and to empower students to proactively utilize the mental health wellness resources available on campus. Some of the practical strategies we will discuss include creating meaningful opportunities for classroom discussion of mental health, educating students on available resources, establishing a clear albeit empathetic expectation that students take ownership of their mental health wellness, adopting flexible deadlines, improving faculty accessibility, utilizing features in Canvas to help students stay organized, increasing opportunities for experiential learning and applying abstract course material in tangible ways, and promoting community in the classroom.

1:30 – 2:30 pm

Setting Things Right at the Center: How Meditation Can Transform Your Teaching

Hoag Holmgren, ICF-trained coach, Zen teacher, and Executive Director, The Professional & Organizational Development Network in Higher Education

In this interactive session, we'll explore how the art of meditation enhances one's own well-being while deepening skills and capacities that allow one to serve others with greater skill and ease. Specifically, we'll look at ways in which creativity, listening, humility, ease with discomfort, focus, courage, vulnerability, and personal well-being are a) deepened by meditation, and b) support the work of teaching and learning.

Contentious Topics

Michaele Ferguson, Associate Professor, Political Science and President's Teaching Scholar

Are you teaching controversial topics, but nervous about inviting controversy in the classroom? Are you eager to have your students engage in discussion about contentious issues, and looking for techniques to help generate productive conversations? We will discuss strategies for helping students feel safe disagreeing with one another, for encouraging deep debates rather than reiteration of partisan talking points, and for resetting when a class discussion has gone off the rails or individual students have withdrawn.

3:00 – 4:00 pm

Honor Code and Cheating

Maggie Higgins, Honor Code Conduct Coordinator, Student Conduct & Conflict Resolution

Cheating has gone online with a range of sites and services readily available to students. Sites offer students homework assistance and tutoring, charging admission through dollars or the uploading of course assignments. There are also discipline-specific sites, essay mills, and old-fashioned cheating to contend with… This program will share common types of cheating and cheating sites, methods for detection and prevention, and explain the process for reporting cheating to the Honor Code Office.

Accommodations for All

Jordan Griffin, Access Coordinator, Disability Services and Vanita Patel, Program Manager, ADA Compliance

Come learn from Disability Services and the ADA Office about the process for requesting accommodations in the academic and employment settings. These two offices will review the resources available to you as a student and/or employee with disabilities. You can also learn how to refer students and/or employees to these two offices.

Teaching Well with Technology

Kimberley Bianca, Critical Media Practices; Rebecca Lee, Linguistics; Steven Kordonowy, Computer Science, CTL Leads 2021-2022

The goal of this session is to showcase different ways to successfully harness technologies to assess students' progress and understanding, construct and distribute course materials, and promote collaboration and participation on project based work. We will showcase a variety of scenarios in

which instructors can enhance communication and effectiveness in the classroom through the use of technological tools.

Friday, August 20

9:00 – 10:00 am

Classroom Management with the Office of Institutional Equity and Compliance

Teresa Wroe, Senior Director of Education and Prevention and Julie Volckens, Director of Assessment, Office of Institutional Equity and Compliance

This session will focus on how to effectively create classroom norms for cultivating a respectful and inclusive classroom environment. Participants will also discuss scenarios and practice managing challenging student behavior. **Note: this session does not replace Skillsoft training.**

Covering Content and Activities for a 50-minute Lecture

Jonnia Torres Carolan, Doctoral Candidate, Linguistics

This workshop aims to offer a "formula for success" for instructors and TAs teaching a 50-minute lecture. The session provides the essential tools needed to facilitate student learning. Participants will practice incorporating lecture-interrupting activities and strategies for active learning. These activities offer a creative way to design lectures that cultivate student motivation and enhance opportunities for more effective learning.

10:30 – 11:30 am

Getting Started with the Institutional Review Board (IRB) Process

Claire Dunne, IRB Program Director

This session is for anyone who is planning to do research with human subjects. The session will cover the process for submitting to the Institutional Review Board (IRB) and tips for what makes a successful application. If you have any specific questions about the IRB process, bring them to this session.

Keeping Your Options Open: Strategies and Resources for Non-Academic Careers

Cat Diebel-Wilson, Graduate Student Career Development Advisor, Career Services

Every Plan A needs a Plan B, and this session will discuss how to keep your options open while pursuing your graduate degree. We'll talk about mindset, strategy, and concrete steps you can take to set yourself up for success in the job market, whatever career you choose to pursue.

Improving Our Students' Writing and Critical-Thinking Skills in Content-Based Classes Without Sacrificing Content

Levente Szentkirályi, Instructor, Program for Writing and Rhetoric and Chair, Boulder Faculty Assembly Student Affairs Committee

Enhancing the critical thinking and writing skills of students are commonly-stated goals in content-based disciplines. Unfortunately, with the premium placed on teaching content-knowledge, these foundational skills are commonly left to students to develop through limited, ad hoc, and inconsistent training. With rare exception, students are expected to learn by doing: to read scholarly works, become familiar with how to interpret complex arguments and analyses, and to emulate the structure and style of the literature they read. However, this problematically assumes that students can infer from course readings principles of argumentation, rhetorical analysis, reader-based writing, and information literacy, and to successfully apply these principles in their own coursework. Further, this also assumes that students can independently learn how to successfully navigate the challenges of the writing, peer-review, and revision processes. This workshop offers graduate student teachers practical suggestions about how to integrate brief albeit meaningful lessons on the writing, revision, and peer-review processes into their content-based classes to improve student writing and critical-thinking—empowering their undergraduates to write better papers and essays without compromising the focus on content.

12:00 – 1:00 pm

Introduction to Canvas

Megan Kitts, Lead Learning Technology Consultant, OIT

This session is for instructors and TAs who are getting started with Canvas, and will provide you with basic knowledge of the system. Topics covered in the session include: effectively navigating the

Canvas system, adding and organizing course materials, and ways to facilitate communication with students. During this session, you will have opportunities to practice using Canvas, so please bring sample course materials (*e.g.*, syllabus, PowerPoint slides).

The Complex Classroom Dynamic: Compassion, Dignity and Sincerity in Dialogue with Boundaries and Expectations

Donna Mejia, Associate Professor, Theatre & Dance, Affiliate Faculty for The Center for Teaching & Learning, Ethnic Studies and Women and Gender Studies, Faculty Fellow for The Crown Institute for Wellness

Let's get real about power differentials, personal temperament, expectations, cultural indoctrinations, and the gift of various identities in our classrooms. Most importantly, let's review *tools* to make the classroom a transformative, nourishing, enriching and magnificent space for both instructors and students. Please bring your spirit of adventure and sense of humor.

1:30 – 2:30 pm

A Gift to Yourself: Surviving and Thriving in Graduate School

Polly E. Bugros McLean, Associate Professor, Communication

WIth years of experience supporting graduate students, Dr. McLean demystifies the graduate school experience at CU Boulder by providing useful tips for success.

Grading Creative Work

Cali Banks, MFA Art Practices and former CTL Lead; Lydia Wagenknecht, PhD Student, Ethnomusicology and former CTL Lead; and Sarah Fahmy, PhD Candidate, Theatre and current CTL Lead

This session will introduce participants to a variety of approaches for grading creative work. During the session, participants will collaborate with one another and develop grading criteria for their own classes.

3:00 – 4:00 pm

PlayPosit Nuts and Bolts

Rob Leary, Academic Technology Professional, Office of Information Technology

This training will introduce instructors and faculty to the ins and outs of using PlayPosit to create interactive videos. You will learn how to add a video to PlayPosit, create interactions, and review student progress. Time will be devoted to the discussion of applying this tool in your classroom with a teaching and learning focus.

Transitioning Roles: What to Expect as a First-Time Teaching Assistant

Huizhi Wang, MA Student, Chinese; Katie Mains, Doctoral Student, Chemical and Biological Engineering; Christopher Eagles, Doctoral Student, Music; CTL Leads 2021-2022

The goal of this workshop is to prepare you for your first time teaching at the college level. Its primary aim is to build your teaching confidence by providing practical advice for your first semester in the classroom. Key topics include: common mistakes and their solutions, best practices for effective teaching, and strategies for establishing professional authority in the classroom. This workshop includes a panel of current teaching assistants and graduate part-time instructors to answer participant questions.

Effective Feedback for Written Work

Rolf Norgaard, Teaching Professor of Distinction, Associate Chair, Program for Writing and Rhetoric and Stephanie Foster, Assessment Lead, Center for Teaching & Learning

Research has shown that students respond well to feedback that is timely, clear, actionable, and consistent with instruction and course goals. Students can grow as writers when they have multiple opportunities to receive feedback and revise their writing. This session will share effective strategies for providing feedback that is useful for students and effective for instructors who are teaching with writing.