CITL NEWSLETTER

WHAT'S INSIDE?

EXCITING EXPANSION NEWS‼️

The Center for Inclusive Teaching and Learning is thrilled to announce that we are launching a national search for a full-time *assistant director* in February. This will greatly expand CITL's capacity to offer programs and resources next year. Please look forward to attending finalists' workshop presentations in April during on-campus interviews.

METACOGNITION

Metacognition is often used as a nebulous term referring to "thinking about thinking", but this description obscures its function and utility in learning. Broadly, metacognition involves our knowledge and regulation of our thinking processes. Join a CITL workshop focused on providing tools and techniques to engage students in their metacognition development. [Learn more on page 2]

www.bates.edu/CITL

Metacognition

February's On the Menu Workshop

Metacognition is the ability to
- think about your own thinking
- be consciously aware of yourself as a problem solver
- monitor, plan, and control your mental processing (e.g. "Am I understanding this material, or just memorizing it?")
- accurately judge your level of learning
- know what you know and what you don't know

In this workshop, CITL will share data showing why helping students developing metacognitive skills is such an effective practice. CITL will walk you through metacognitive activities that model how we can help students monitor and maximize their own learning strategies.

TUESDAY FEBRUARY 28TH
12-1 PM, COMMONS 211

Register now

CHAT GPT PANEL

MON FEB 13TH

Join us for this community panel discussing the applications of ChatGPT from OpenAI and the impact on composition and writing at Bates. The panel is presented as a joint offering from the Center for Inclusive Teaching and Learning, the Writing and Language Center, and Information and Library Services.

Submit your questions for the panelists when you register. All are welcome to attend.

MEET THE PANEL

PANELIST

PANELIST

MODERATOR

PANELIST

PANELIST

LINDSEY HAMILTON CITL

BRIDGET FULLERTON WLC

MARIANNE WILLIAMS ILS

DALE ROTHENBERG VIZ LAB

STELLA TERRY W-CAT

Register now and submit your questions in advance.

Monday, February 13th, 4:30-5:30 pm
Dana 219, Refreshments will be served

GROUP INSTRUCTIONAL FEEDBACK TECHNIQUE (GIFT)

Interested in having the CITL perform a non-evaluative midterm focus group with your class? February is the perfect time! Request one today as half the slots are already full.

You request a GIFT to schedule 20-30 minutes of class time for CITL to lead a focus group. Students are encouraged to create constructive feedback using open ended questions in small groups and then in a full group discussion to reach consensus. You get a full confidential report on what your students are thinking!

Want to do a check-in yourself? Make a copy of CITL's "Start, Stop, and Continue" three question survey and administer to your students yourself.

WHAT YOUR COLLEAGUES ARE SAYING...

"I particularly enjoyed the coaching on how to talk to students about the feedback."

"THIS WAS AN EXCELLENT TOOL AND I GOT A LOT OF FEEDBACK ABOUT THE COURSE AND COURSE DESIGN THAT I WAS ABLE TO INCORPORATE INTO MY PEDAGOGY DURING THE CLASS AND IT HELPED ME CONNECT WITH MY CLASS MORE EFFECTIVELY."

"I found the entire process to be very helpful and rewarding as my students felt heard."

Classroom Assessment Techniques

What are they and why should you use them?

Classroom Assessment Techniques (CATs) are generally simple, non-graded, anonymous, in-class activities designed to give you and your students useful feedback on the teaching-learning process as it is happening. These activities are appropriate at any point in a given class session.

CATs can be used to improve the teaching and learning that occurs in a class (Tanner and Allen, 2004). More frequent use of CATs can…
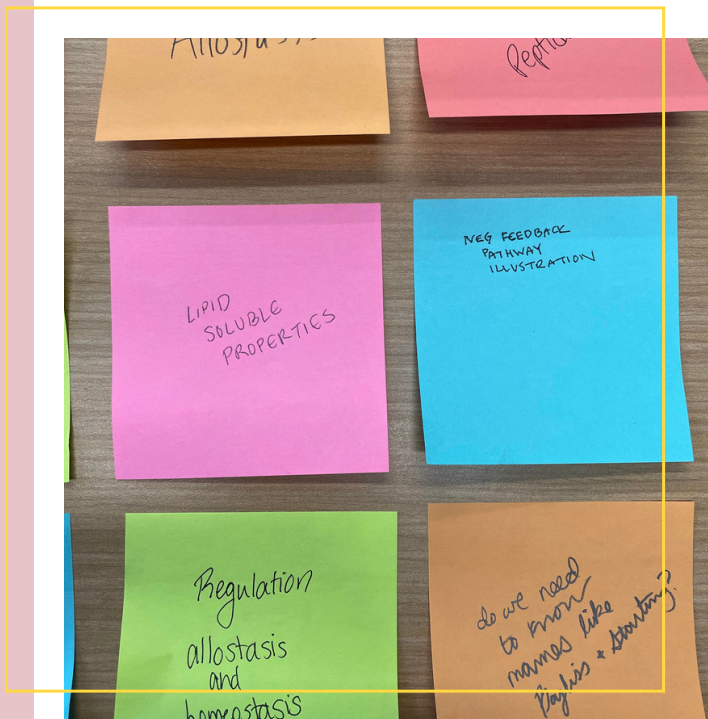
- Provide just-in-time feedback about the teaching-learning process
- Provide information about student learning with less work than traditional assignments (tests, papers, etc.)
- Encourage the view that teaching is an ongoing process of inquiry, experimentation, and reflection
- Help students become better monitors of their own learning
- Help students feel less anonymous, even in large courses
- Provide concrete evidence that the instructor cares about learning

CATs can be valuable tools for engaging students in their own learning, but not all CATs are right for every classroom. A few things to consider when choosing and using CATs:
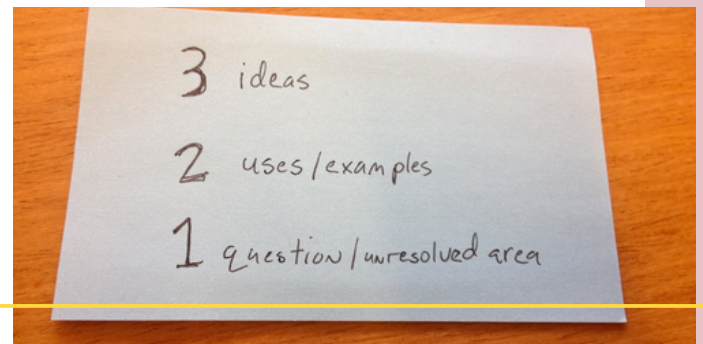
- Be purposeful. Choose CATs that align with course learning goals and course design. Plan ahead for the best times to use them and for how you will use the information.

- Review student responses immediately and discuss them in the following class period – or even in a follow-up post in Lyceum. Use the information to address concerns, correct misconceptions, or adjust instruction.

- Make it clear to students that participation is not optional. CATs are usually non-graded activities, though they may count towards a participation grade. Keep the values low, or give credit for completion. It is best to not mark down grades for wrong answers, since we want to encourage students to take risks and make mistakes.

- CATs should be a regular and ongoing part of classroom instruction.

Some of CITL's favorite CATs

- **The Background Knowledge Probe** is a short, simple questionnaire given to students at the start of a course, or before the introduction of a new unit, lesson or topic. It is designed to uncover students' pre-conceptions.

- **The Minute Paper** tests how students are gaining knowledge, or not. The instructor ends class by asking students to write a brief response to the following questions: "What was the most important thing you learned during this class?" and "What important question remains unanswered?"

- **The Muddiest Point** is one of the simplest CATs to help assess where students are having difficulties. The technique consists of asking students to jot down a quick response to one question: "What was the muddiest point in [the lecture, discussion, homework assignment, film, etc.]?" The term "muddiest" means "most unclear" or "most confusing." (Example in Image below)


The standard reference on CATs is Classroom Assessment Techniques: A Handbook for College Teachers, 2nd edition, by Thomas A. Angelo and K. Patricia Cross (Jossey-Bass, 1993). This book includes 50 CATs, indexed in a variety of useful ways.

- **3-2-1** is a debriefing method to reflect on conceptual knowledge and future application. At the end of a class period, students list on an index card or post it, 3 new facts or ideas they learned, 2 ways they plan to implement to apply their learning, and 1 question they have or idea that needs clarification (Example in image above)

- **Gots and Wants** captures anonymous feedback from students. Each student writes down a "got," a new idea, something learned, a positive response, a teaching approach that supported their learning and a "want," comment about process, request for info, or a comment about materials.

- **Brain Dump** is a simple act of retrieving and dumping all the contents of your brain onto paper to give students practice retrieving information. Without resources, have students write down everything they can remember from the class lecture, video, and/or readings in 5 minutes.

Share how you use CATs to be eligible to spin the CITL prize wheel!

CITL UPCOMING EVENTS
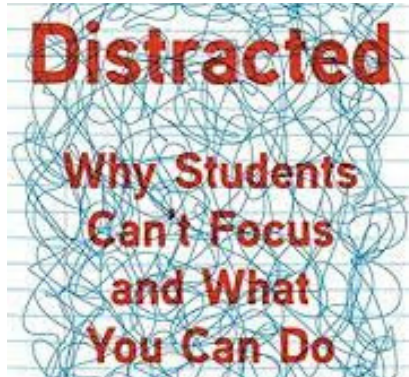
DISTRACTED

Monday, February 8th
8:15 am or 4:15 pm, Dana 220

Join Guilt-free Book Club's discussion of the first three chapters from James Lang's Distracted.

STAFF EDUCATORS

Monday, February 13th
2 pm, Dana 219

Join this Community of Practice as we break down silos and share tips about what works in our various roles.

CHAT GPT PANEL

Monday, February 13th
4:30 pm, Dana 219

Hear from four community panelists about the impact of ChatGPT on teaching and writing.

LAVA

Wednesday, February 15th
12 pm, Commons 211

Join lecturers, AIs, visiting and applied faculty in building community and share tips on navigating these unique roles.

INCLUSIVE STEM

Thursday, February 16th
12 pm, Commons 221

This Community of Practice will be sharing resources and ideas for helping all students feel like they belong in STEM.

METACOGNITION

Tuesday, February 28th
12 pm, Commons 201

In this On the Menu Workshop, we will be sharing techniques to increase students' metacognitive skills.

UNGRADING

Tuesday, February 28th
4:15 pm, Dana 220

Join this community of practice where we will explore alternative assessments and grading for growth.

FEBRUARY 2023

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