NEWSLETTER

Welcome New Faculty!
Welcome Returning Educators!
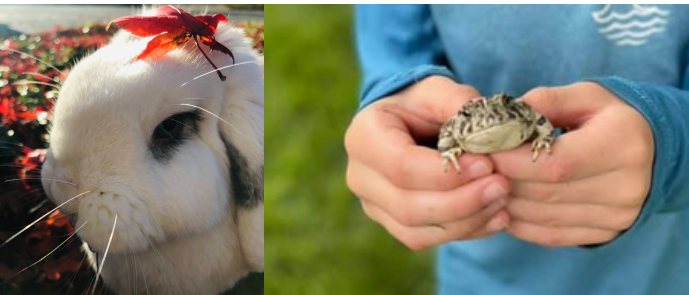
Dr. Jess Maddox
@drjessmaddox

If you were the type of kid that got excited to buy school supplies at the end of each summer I regret to inform you that you have a PhD now.

7:03 PM · Jul 31, 2023 · **662.1K** Views

> **New academic year!**
>
> **New CITL programs!**

Featured CITL pets: Pippin, Rocco, and Brühilde

What's inside?

Meet the CITL's new Assistant Director: Dr. Wells Castonguay

Dr. Castonguay has a PhD in Language Science and German Linguistics from Penn State. They were previously the Diversity, Equity, Inclusion, and Accessibility Instructional Consultant at the Schreyer Institute for Teaching Excellence. Dr. Castonguay's areas of expertise include anti-racist and social justice pedagogy, language learning, universal design for learning, open educational resources, and ethical pedagogy.

Dr. Castonguay is a Bowdoin College graduate (triple major in German, Teaching, and Psychology) and is thrilled to return to Maine. They are most looking forward to the chance to collaborate with our Bates educators and exploring the Maine hiking opportunities again. Come stop by CITL to meet Dr. Castonguay!

CITL's First Year

By the Numbers

ENTHUSIASM IS HIGH

Were you one of the 313 educators who joined us for at least one program? Short term alone saw over 480 hours of participation during the celebratory May Conference.

VARIETY OF EVENTS

The CITL offered 68 programs and events during our inaugural year, including workshops, communities of practice, and book club. CITL offered 3 types of services year-round (consultations, observations, and GIFTs).

PARTICIPANTS SAID

"Great ideas and helpful resources! I will definitely use! The way Lindsey presents and facilitates allows us to BOTH think about our teaching AND be in discussion with others about theirs."

1745
Hours of CITL participation by Bates educators

78%
of faculty participated in a CITL program

313
unique educators participants

185
Individual CITL consultations

# TEACHING A NEW COURSE PREP THIS FALL? WANT TO REFRESH A COURSE? JOIN THE COURSE (RE)DESIGN INSTITUTE!

The Course (re)Design Institute (CDI) is a two-day learner-centered experience focused on designing courses for significant and inclusive learning. The CDI brings educators together to engage in meaningful guided discussions, hands-on workshops, and working sessions to design or redesign a course in which all components (outcomes, assessments, and activities) align to result in significant learning.

AUGUST 15 & 16TH
9 AM - 4 PM, DANA 219

Most of this institute will happen in-person over two days, and will include guided discussions, hands-on workshops, and independent working sessions led by the Center for Inclusive Teaching and Learning staff. Leave with your completed syllabus!
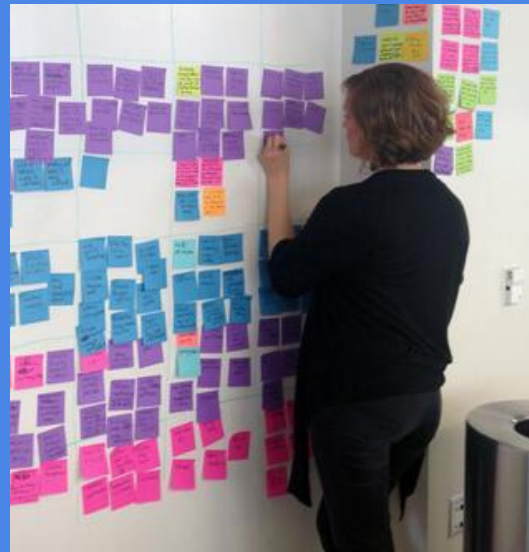
Register Now

"The CDI energized the way I think about designing my courses."

COLBY, BATES, BOWDOIN (CBB)

PEDAGOGY MATTERS

THE CALL IS COMING FROM INSIDE THE HOUSE: HOW GRADES UNDERMINE LEARNING AND JEOPARDIZE STUDENT WELLBEING

Dr. Josh Eyler

WORKSHOP | FRI AUGUST 25
9-12 PM ZOOM

REGISTER NOW
LUNCH TO FOLLOW ON CAMPUS

Can you have three forms of assessment (that don't have to be all graded necessarily) in the first three weeks of the semester?

Students need early feedback to make informed decisions about add/drop, grading mode, and/or withdrawing from courses.

Three in Three Challenge

Assessments are a way to measure our aim and determine our outcomes. Too often though assessments occur too late in the teaching and learning interaction. *Early and frequent assessment in the semester has several benefits.*

Advantages for students:

- engage early in the course
- identify where to concentrate their study attention
- spend more time studying
- develop a better understanding of what they know and don't know
- reduce assessment anxiety if early low stakes tasks are used
- engage with your feedback

Advantages for faculty:

- inform teaching and learning decision-making
- understand how class content is being received and understood while still time to adjust
- identify students that are not engaged and/or may need extra support with their learning

Formative or summative? Formative assessment is valuable in that it provides both the student and instructor with information about the student's learning and course progress, but it can be difficult to get students to complete it when they know the exercise won't contribute to their overall grades. If summative assessment is used in the first weeks, it should be low risk/low stakes; enough to warrant students' best effort, but not enough to be a make-or-break deal if the learner is unsuccessful. The purpose of the assessment task should be to get your students to begin to immerse themselves in the course materials through reading, thinking and responding.

Managing impact on your time: Assessment this early in the semester can be designed to be less demanding of your time in terms of preparation, marking and providing feedback. The assessment task could be an in-class, at home or an online activity. You might also consider setting a task that allows students to learn by providing feedback to their peers, using a form to guide their response.

References and Resources: Angelo, T. A., & Cross, K. P. (1993). Classroom assessment techniques: A handbook for college teachers. Wiley.
Barkley, E. F. & Major, C. H. (2016). Learning assessment techniques: A handbook for college faculty. Wiley.

PROJECT:
MAKING INCLUSIVE CLASSROOMS

Statistically, **1 in 5 students has some degree of hearing loss.** Some don't realize they have an impairment, while others are reluctant to say anything. Even if you believe your voice is loud enough, students with hearing loss will have difficulty comprehending, particularly as you move around the classroom.

Classrooms are filled with competing sounds from other students, HVAC system noise, and hallway noise. **The best way to improve the signal-to-noise ratio in a classroom is to use a microphone.**

Use a microphone in every class, every time!
Best practices for amplifying your voice in the classroom:

1 Don't rely on your audience by asking, "Can you hear me ok if I don't use a mic?" Instead, assume the inclusive strategy of always using a microphone when speaking.

2 Lapel microphones are preferable over hand-held microphones, as they do not obscure the speaker's mouth.
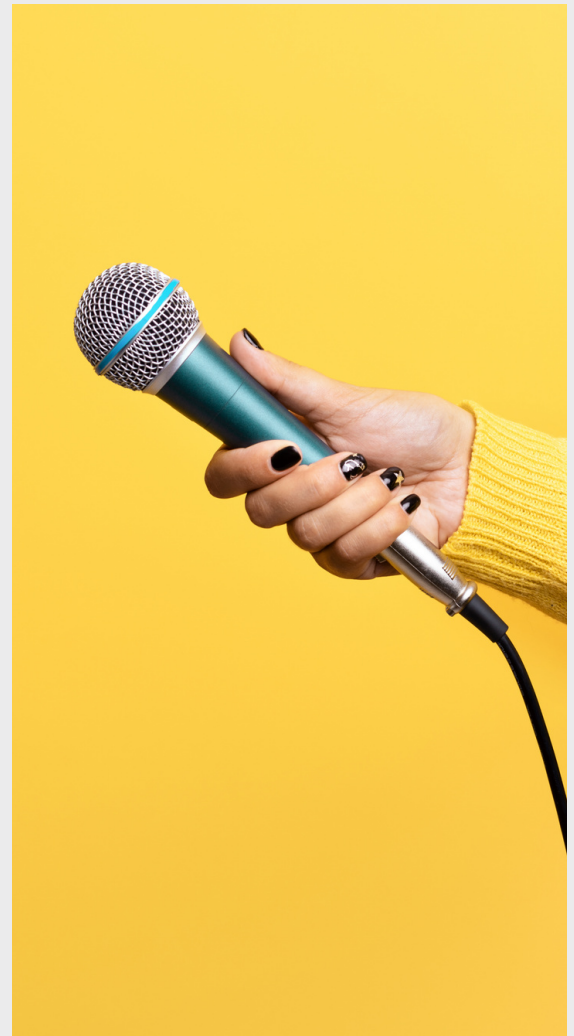
3 Repeat or rephrase questions or comments from other students before responding.

4 Use a normal speaking volume and do not exaggerate the speed or enunciation of your speech as this distorts the lip patterns.
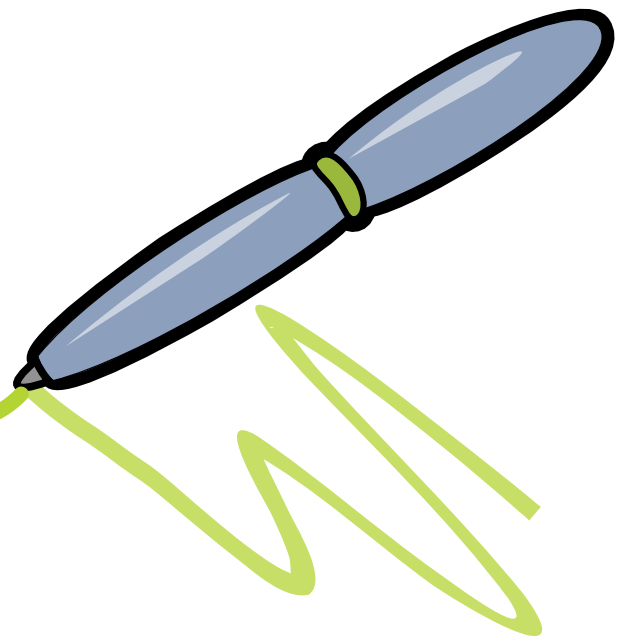
5 Don't talk to the class at the same time you're having them read something on a slide.

Shargorodsky et al., 2010 JAMA 304(7):772-778

WRITING
To learn

What is Writing-to-Learn? When we think of incorporating writing into a classroom experience, often we first think of formal writing-to-communicate assignments, which demand faculty evaluation and extensive grading time. These are high-stakes writing assignments in which students must clearly and accurately communicate what they have learned.

There is another type of writing we can use in any classroom: writing-to-learn activities. This kind of writing is informal, exploratory, and often ungraded. In these low-stakes writing activities, students explore and grapple with the content of the discipline. The goal in writing-to-learn activities is not necessarily "good" writing that communicates well-formed thoughts. Rather, the goal is to use writing as a tool to explore ideas, discover possibilities, and clarify thoughts.

Every course in every discipline can use writing-to-learn activities to provide a rich learning environment!

TYPES OF WRITING-TO-LEARN ACTIVITIES

- No response – writing remains uncollected and private
- Submit to you but no response – you read writing but do not comment
- Peer response – writing is shared with peers as a way to generate discussion on course content
- Instructor response – you provide minimal response such as ok/strong/weak or check/check plus/check minus

WRITING@BATES NOW IN THE CITL!

- The Center for Inclusive Teaching and Learning will now provide educator-facing support and resources for teaching writing.
- Look for our new writing pedagogy programs this fall!
- Request a meeting to think through way to incorporate writing-to-learn activities in your courses.
- Tell us what types of resources you want to see!

Join a Fall Community of Practice

A community of practice (CoP) is a group of people who share a common concern, a set of problems, or an interest in a topic and who come together to fulfill both individual and group goals. Our CITL communities of practice will focus on sharing effective practices and creating new knowledge around the topic.

[REGISTER NOW](#)

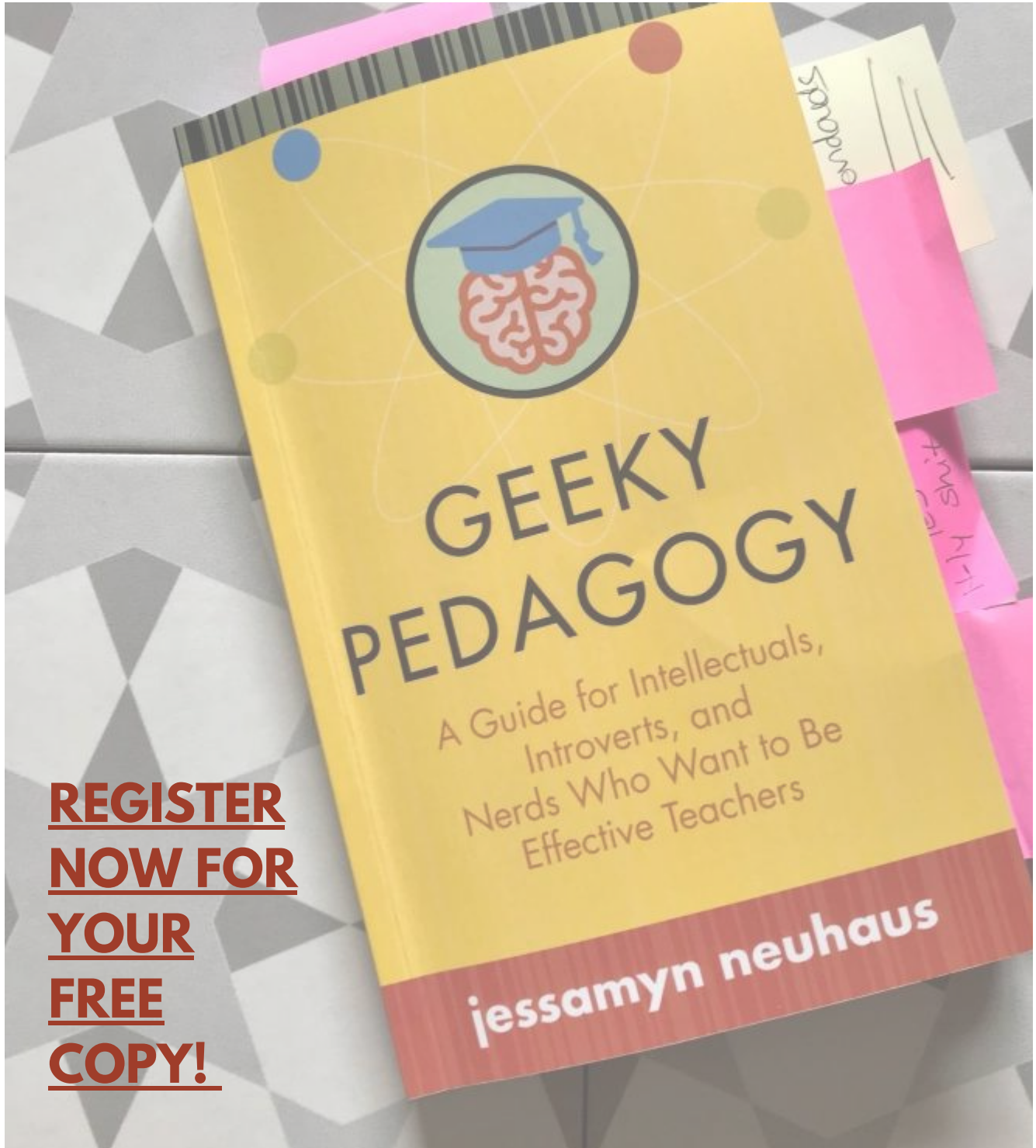**Fall meeting dates currently scheduled for:**

- **New Faculty**, 1st Fridays
  12-1 pm, Commons (lunch provided)

- **Staff Educators**, last Wednesdays
  12-1pm, Commons (lunch provided)

- **Ungrading**, 1st Wednesdays
  4-5 pm, Dana Hall (snacks provided)

- **Writing to Learn**, last Thursdays
  4-5 pm, Dana Hall (snacks provided)

GUILT-FREE BOOK CLUB SELECTION

REGISTER NOW FOR YOUR FREE COPY!

UPCOMING AUGUST EVENTS

Ongoing Services

CONSULTATIONS

CITL offers one-on-one and group consultations on a wide range of pedagogical practices with the goal of having faculty who are excited to teach and whose students are excited to learn. CITL's goal is to tailor each consultation to meet your needs. Use the form to request a consultation.

REQUEST A CONSULTATION

OBSERVATIONS

CITL uses a collaborative observation model for classroom observations where we first meet with you to discuss your pedagogy and what you want the focus of the observation to be, then attend your class, and then meet with you to share our feedback and reflections. All class observations are confidential and formative.

REQUEST AN OBSERVATION

Featured August Events: *Register Now*

Course (re)Design Institute
Tues & Wed Aug 15 & 16
9 am-4 pm, Dana 219

Pedagogy Matters: Keynote Dr. Josh Eyler
Friday, Aug 25
9 am-12 pm, Zoom

Syllabus Consults
Week of August 28th
Email Lindsey or stop by Dana 220

www.bates.edu/CITL