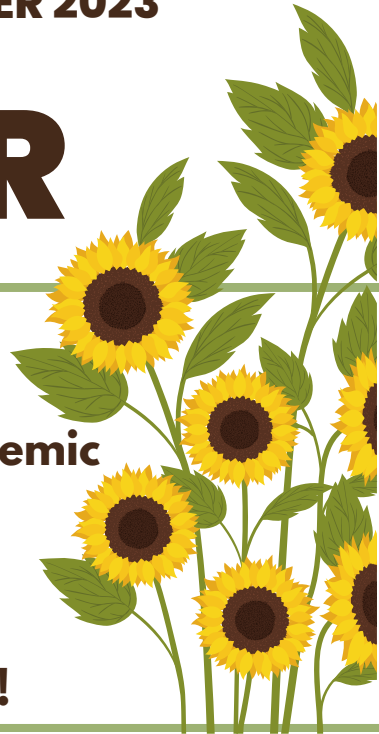


NEWSLETTER



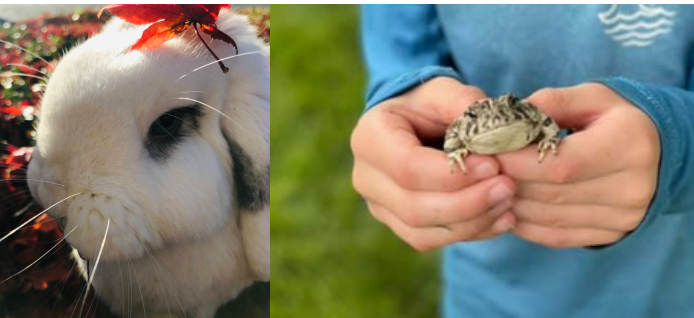
Welcome New Faculty!
Welcome Returning Educators!

**“This is a new year. A new beginning.
And things will change.”
— Taylor Swift**

“

**New academic
year!**

**New CITL
programs!**



Featured CITL pets: Pippin, Rocco, and Brühilde



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Meet CITL's Assistant Director: Dr. Anna (Wells) Piotti Castonguay

Dr. Castonguay (they/she) 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 and studied German, Teaching, and Psychology. They are thrilled to return to their home state and are most looking forward to the chance to collaborate with our Bates educators and be outside in the woods, on the lakes, up a mountain, and even in the ocean! Come stop by CITL to meet Dr. Castonguay!



ARE YOU OUR NEXT FACULTY FELLOW?

WHAT DO FACULTY FELLOWS DO?

Fellows will:

- identify an area of focus related to a teaching need
- serve as a support for other faculty around their chosen topic (for example, creating workshop(s) or lead a community of practice on their topic)
- participate in a CITL Fellows Learning Community and have the opportunity to attend and/or present at a teaching and learning conference

HOW ARE FACULTY FELLOWS COMPENSATED?

- Selected Faculty Fellows will receive one course release each semester of appointment



Seeking 2 Faculty Fellows to start Winter 2024 & Fall 2024

The Faculty Fellow Program is designed to offer a successful applicant the opportunity to serve in a leadership role in expanding campus capacity for inclusive and evidence-based pedagogical practices.

Who should apply? Any Bates College faculty (all titles and all disciplines encouraged to apply) who have taught at Bates College for 4+ consecutive years with a desire to learn about and support colleagues in implementing inclusive teaching practices.

Learn more and apply on the [CITL website!](#) Review of applications begins October 1st



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.

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

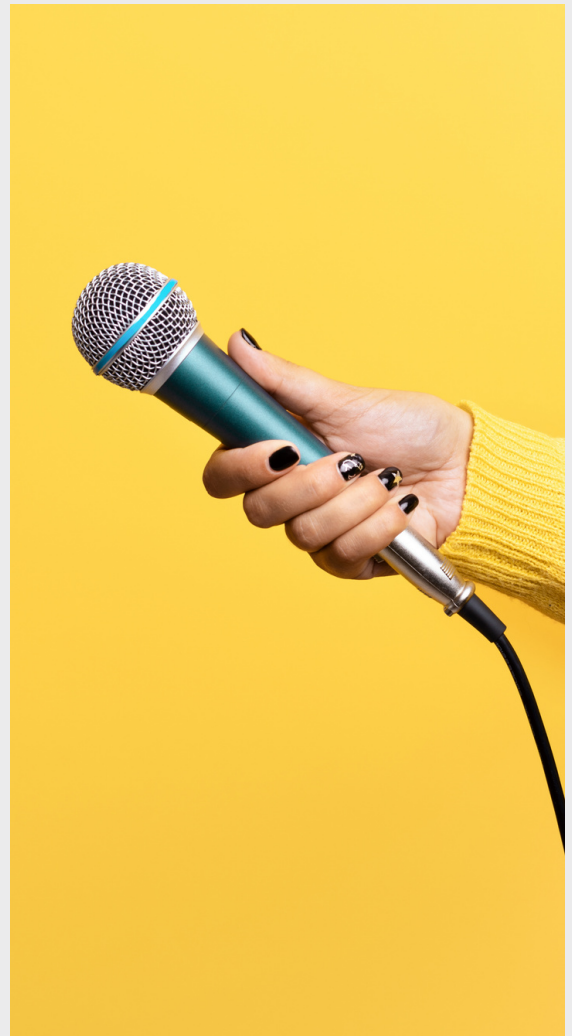
Repeat or rephrase questions or comments from other students before responding.

4

Use a normal speaking volume and do not exaggerate the speed or enunciation of your speech as this distorts the lip patterns.

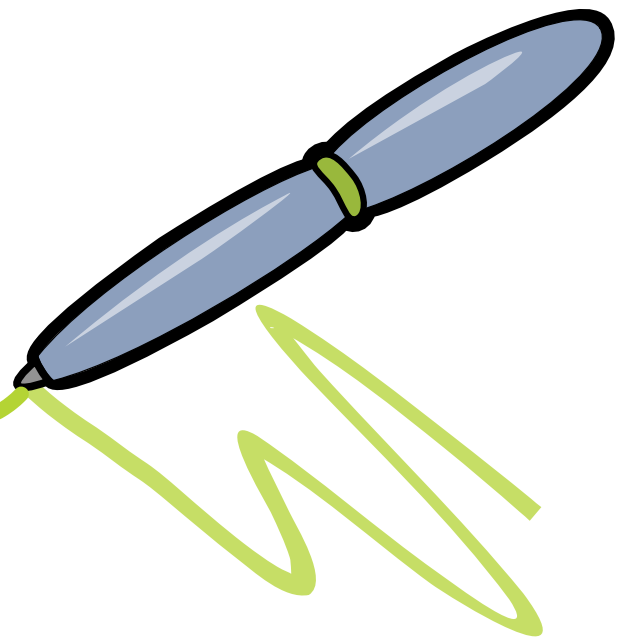
5

Don't talk to the class at the same time you're having them read something on a slide.



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](#)

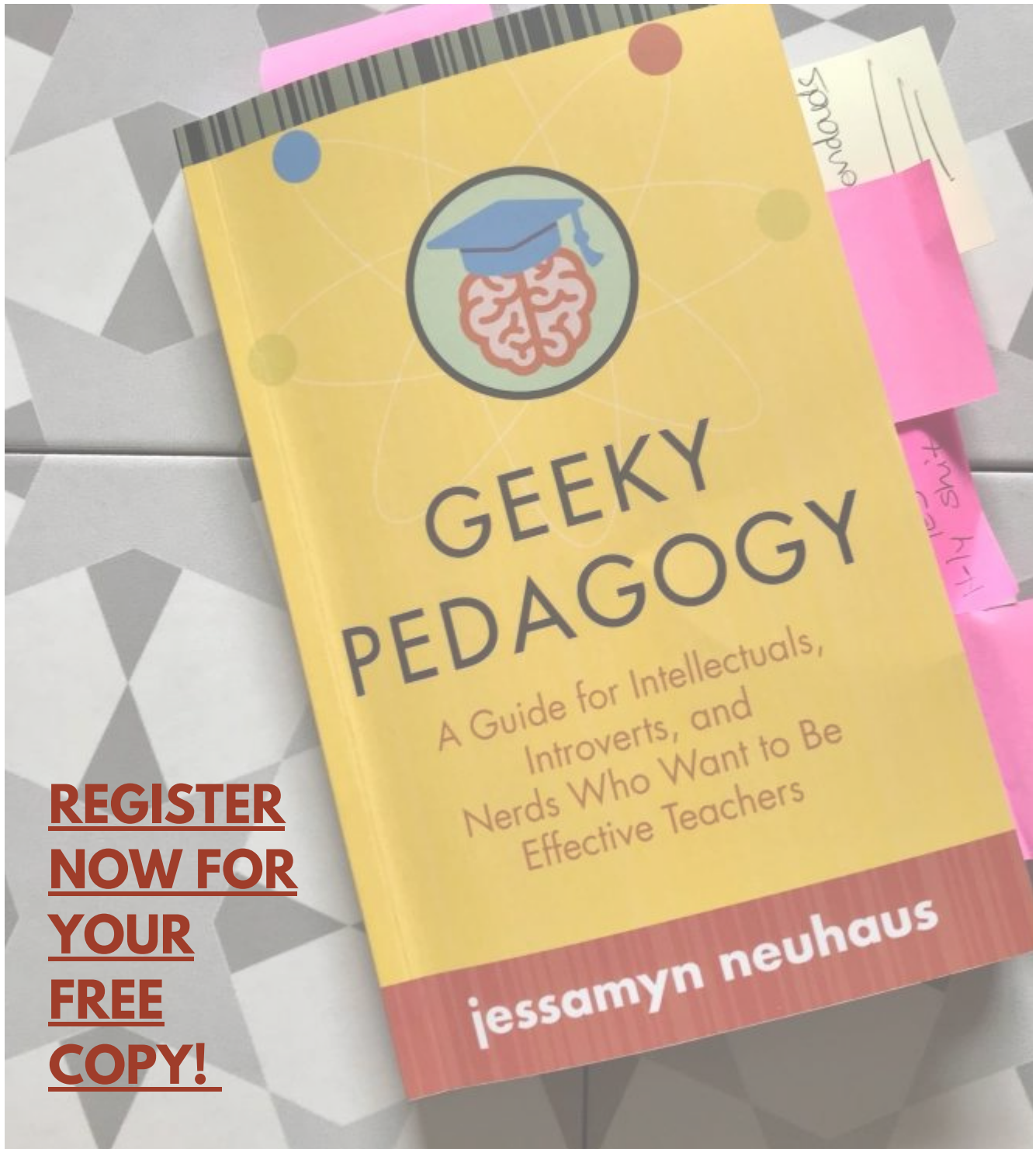
Fall meeting dates currently scheduled for:

- **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

FALL 2023 CENTER FOR INCLUSIVE TEACHING AND LEARNING



REGISTER
NOW FOR
YOUR
FREE
COPY!

UPCOMING SEPTEMBER 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.

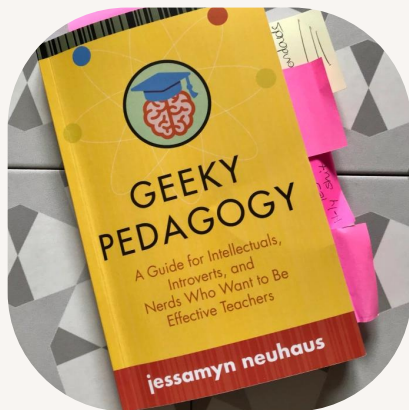
**REQUEST A
CONSULTATION**

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 September Events: Register Now



Guilt-free Book Club

Tues Sept 12th

8 am OR 4 pm, Dana 216

Pick up your copy of Geeky Pedagogy at this session



Progressing with Mentimeter

Wed, Sept 13th

4:15-5:15 pm, Zoom



On the Menu: Writing to Learn

Fri, Sept 29th

Commons 221

Go thru the line for lunch