

NEWSLETTER



Looking for a random but fun holiday to celebrate?

Tuesday May 16 is *Love a Tree Day* and Sunday May 21 is *Take Your Parents to the Playground Day*.
link [here](#) and [here](#)

What's inside?

- Letter from the Editors p. 1
- Bloom’s Taxonomy: What it is & How to use it p. 2
- What’s on Our Desks p. 3
- Monthly Teaching Challenge p. 4
- Pedagogical POV: Bill Wallace (Edu. Dept.) Talks “Always Something Persons” p. 5
- Upcoming Events and Programs p. 6-11

A Letter from the Editors

May is a time for celebration! On the fourth, President Garry Jenkins celebrates his inauguration. On the seventeenth, the State of Maine celebrates its 204th birthday. On the twenty-sixth, our Class of 2024 celebrates their well-deserved degrees.

Here at CITL, we are celebrating the end of Winter (so good!) and the end of our academic year (so close!) and all the great work (so much!) we saw from Bates educators this year. Bill Wallace (Edu. Dept.) even shares some of his pro tips (p. 5).

In this newsletter, we explore Bloom’s Taxonomy  (p. 2) and invite you to come find us:

- To enjoy ice cream on May 14 (p. 6)
- To compete for great prizes on May 17 (p. 6)
- To chat about the impact of cultural and social capital on our students’ summer plans and post-COVID active learning (p. 3), or really any other teaching/learning topic this summer (p. 4)

Finally, we might just remind you, remind you, and remind you to complete the CITL annual feedback survey! Case in point: Here is the [LINK](#) to complete that survey.

Lindsey Wells 

Time to Bloom

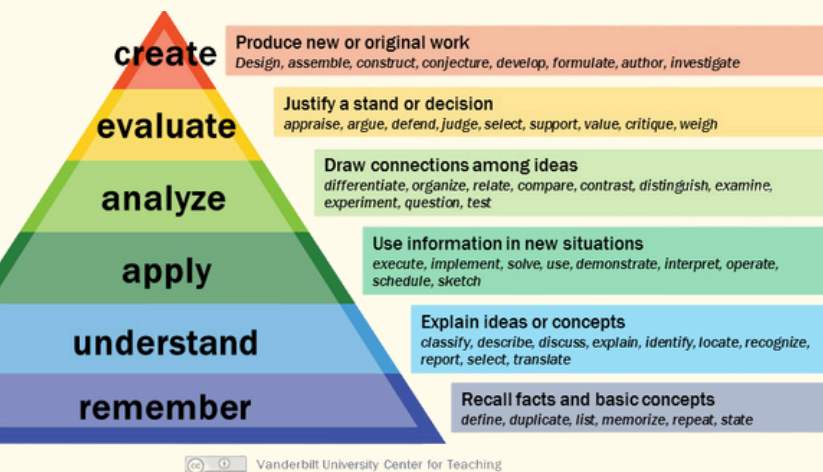
There is definitely pedagogical jargon:

Authentic Assessment, Backwards Design, Cognitive Load, Flipped Classroom, Threshold Concept.

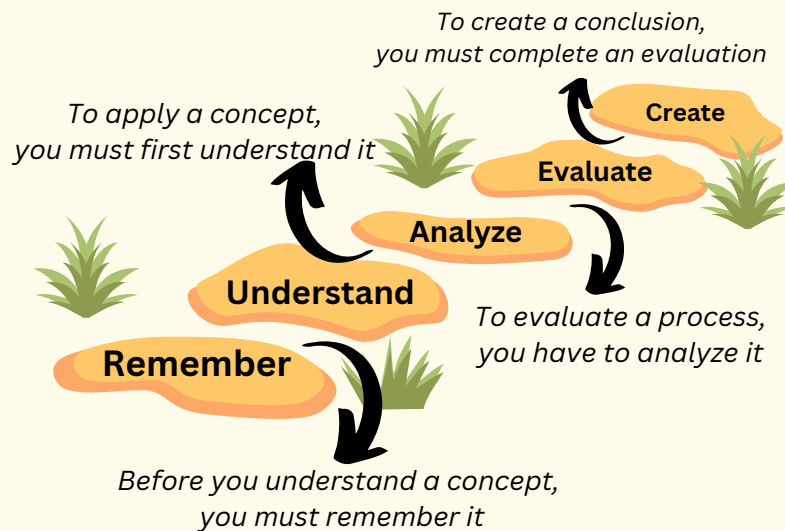
And then there's Bloom's Taxonomy.

This cognitive framework hierarchically organizes learning behaviors and becomes a tool to craft learning objectives, which both define and measure learning experiences. Learners begin at the lower levels (i.e., remember and understand), starting with recognition and recall. These encourage memorizing facts and articulating those facts. Learners move up to middle levels (i.e., apply and analyze) as they begin to use their knowledge to connect, translate, deconstruct, differentiate, predict, and infer. At the top levels (i.e., evaluate and create), learners must have the knowledge and practice working with that knowledge, to appraise, support, modify, and generate new, related information.

Bloom's Taxonomy



Learning Process



Using Bloom's Taxonomy

- 1) Articulate what you want students to know or be able to do at the completion of: *a task, lesson, assignment, course, or curriculum*
- 2) Ground each of those articulations with a verb from the taxonomy, cognizant of higher/lower levels
- 3) Create ways to assess attainment of those articulations

Good Blooms are specific, assessable, and concise

Bad Blooms are vague, not assessable, and/or verbose



- Students demonstrate knowledge of Python by completing a data mining analysis
- Students reflect on teaching practices that make them feel included
- Students articulate their understandings of the intersection of gender and race in Southern cuisine.
- Students employ biology writing conventions to draft a conference abstract

- Students know the programming language Python
- Students feel supported by teaching practices
- Students think about the intersection of gender and race in Southern cuisine
- Students learn the conventions for writing in the biology subfields of ecology, botany, and plant pathology and use those conventions to effectively communicate scientific argument, analysis, and reasoning to an intended audience (e.g., attendees at the conference for the American Society of Plant Biologists)

What's on our desks?

I did the same thing each college summer break: I was a camp counselor in Lincolnville, Maine. There, I swam with kids, taught them to canoe, smothered them in gallons of sunscreen, and learned a lot about the newest flavors of goldfish crackers.

As I read Ro et al. (2020)'s article *We Don't Know What they Did Last Summer: Examining Relationships among Parental Education, Faculty Interaction, and College Students' Post-First Year Summer Experiences* ([LINK](#)), I had this thought: During my B.A., what had my Bowdoin peers done during their long breaks and how had social and cultural capital impacted their opportunities and experiences? And what about Bates students now?

Ro et al. describe the connection between undergraduate summer research and internship experiences AND college GPA, college persistence, acceptance into graduate school, and civic engagement. In short: These High Impact experiences are beneficial to all students. However, the researchers found that students who had parents with graduate degrees were more likely to have these experiences (as compared to students who had parents without graduate degrees and/or bachelors degrees). And, although interacting with faculty outside of class had a positive relationship with doing these summer activities (i.e., a student who met with a faculty member had higher odds of a summer research position or internship), there was no differential effect for students who had parents without graduate degrees.

This research adds to the literature on the impact of cultural and social capital on our students' opportunities and experiences. Parents with advanced degrees are more likely (a) to have beneficial social networks that their children can use to find, secure, and retain research/internships; (b) to have had research/internships themselves and can support their children emotionally and professionally through personal experience; and (c) able to support their children financially if a research/internship is unpaid.

Now, not in the case of (c), the financial aspect, but faculty can also help students in terms of (a) and (b). But this study found that such interactions are not enough to bump students of parents without graduate degrees up to research/internship percentages of their peers with parents with graduate degrees.

I'm still ruminating on these findings and their implications. Would love to hear your thoughts! Come ruminate with me!



COVID-19

It's pretty well accepted in the scholarship of teaching and learning that college students prefer passive learning to active learning and even think they learn more with passive learning (e.g., lecture) than active learning despite active learning significantly improving performance on concept inventories (Deslauriers et al., 2019). So, just to be clear: Students are incorrect here.

In my view, this seems to have gotten more extreme in recent years. I just came across this new article by [Craig and Hsu \(2024\)](#): *A multi-year longitudinal study exploring the impact of the COVID-19 pandemic on students' familiarity and perceptions of active learning* that helped me think through my own observations.

When COVID hit, schools had to suddenly switch to emergency online or remote teaching. Craig and Hsu tracked college students' views on active learning and how it shifted over nine semesters at one college. Their findings concurred with my own impressions of Bates students' reactions to active learning: **students became less familiar with active learning during online/remote teaching**, and that lack of familiarity with (as well as hesitancy about active learning) has **persisted after returning to in-person**.

What are the implications? We must help students feel more comfortable with active learning. You could:

- **Read up on various active learning methods** (keep in mind: you and students might see them differently).
- **Share why you're using active learning** (include in your syllabus, share even on the first day!)
- **Talk about how active learning can boost critical thinking and more advanced thinking skills** (also let students know that you will provide structure and scaffolding, so that they can build those skills up).

Lindsey

PLEASE COMPLETE THE CITL ANNUAL FEEDBACK SURVEY

[LINK](#)

Monthly Teaching Challenge

May
2024

CITL offers a monthly teaching challenge—and that challenge might sound different or difficult, but we encourage you to try it out and see if it works for you, your course, and your students.

In addition, we would love to hear from you during the month. What has it been like to incorporate **this** teaching challenge into your current course? Write us or stop by Dana to share.

Find Us before the Next Academic Year

Our challenge this month is simple:

Come find us (in person or via email/zoom) before the next academic year.

Here are just a few ways you might engage with CITL in the next few months.

- Sounding board for an educational event or program
- Sounding board for a course syllabus, assignment, assessment, or unit
- Talk through something you're curious about (e.g., Ungrading)
- Talk through something you're nervous about (e.g., Generative AI)
- Work through your Student Evaluations of Teaching responses
- Attend CITL programming (see p. 6)

CITL is a resource for all teaching, learning, and educational projects here at Bates. We work with anyone at Bates who designs learning materials & programs and/or facilitates productive learning spaces for others to develop specific skills and knowledge. Does your work with others on or off campus look like this? If yes, we would be honored to collaborate with you on your (summer) projects!

What was Shared: Broader Learning Goals

"I have a Bloom's Taxonomy print-out over my desk. Every time I plan out a lesson, craft an assignment, or draft a syllabus, I glance over at it.

I remind myself to create learning opportunities that focus on remembering and understanding AND applying, analyzing, and creating. It's these latter ones students find meaningful; it's these former that build to the latter."

PLEASE COMPLETE THE CITL ANNUAL FEEDBACK SURVEY

[LINK](#)

Pedagogical Point-of-View: *Bill Wallace*

Education Dept.

Mid April. Second Floor Dana Building: I sit across from the legendary Bill Wallace. Smiles and jokes and warmth and passion radiate from him. It's quite clear: He loves teaching. He loves his students. And he loves talking about his teaching and his students.

For this month's POV, I share the takeaways of our conversation together, which focused mostly on creating learning environments of support, accountability, and discovery so that students forgo any tendencies to become "Always Something Persons" (i.e., ASPs).



Wells: You mentioned that sometimes your students are ASPs. But what is an ASP?

Bill: An ASP is an **Always Something Person**. An ASP has answers that begin with "I couldn't because..." I both teach in ways that discourage ASP tendencies and help my students refrain from ASP patterns.

Wells: Would you mind sharing those teaching practices and what you ask students to do?

Bill: I create **inclusive learning spaces**, so that students want to come to class, do the work, and participate because they feel like they belong and that they matter. I do this in many ways. For example, before the semester, I look at their names, photographs, and where they come from. I make associations, try and use their names as much as possible, and even ask my students to use their classmates' names. My goal? Make personal connections with my students.

I also **build in student choice within a structure**. For example, when students can select a project topic interesting to them from a list of options I provide to them, this curated choice approach offers them autonomy but also makes sure their projects meet my expectations. I also hope that by having choice, students feel more invested in their work.

I feel that learning spaces that encourage ownership also encourage responsibility. I see it as my job to **set expectations concerning what good work and what hard work looks like**. I also see it as my job to **be transparent concerning the time required** to complete that good, hard work. I tell my students "when you go to do work, select places without distractions and set reasonable time limits." It can take time and focus to do good work, but it takes less time when one focuses more. I want my students to feel that they are capable and can become masters—that you can find the time at Bates to be successful through doing good work.

Finally, I believe in exploratory, experiential learning, which **ask students to take risks**. For example, I create tasks and assignments that prompt students for their thoughts, but I then remind them: "Don't think that a suggestion is a bad one if it isn't one we use. It got us to the one we will use." I also try to **normalize growth by sharing my own learning journey**. I tell my students: "We're on the same path; we're all assembling knowledge. At this point, at my age, I'm just a little further along that path." Another example: I hold office hours in the Peer Learning Commons to show students that it's okay to utilize support and that these campus resources are there for everyone. Most importantly, I provide support myself. I give my students lots of praise.



During this conversation, Bill shared how important he feels inclusive, relevant, realistic, and growth-based learning is. He would love to chat with you about ASPs, but he would also be eager to hear all the other ways you create productive, supportive learning environments. And here at CITL, we would too (reach out!).

Thank you, Bill, for your sharing with us!

Thinking about teaching and learning? What is on your mind?
We are looking for contributions for this newsletter! Reach out if you are interested.

Upcoming Events & Programs

Community Building: Food

Tuesday, May 14
2-4 pm @ The Puddle

Confections and reflections! Drop by Lake Andrews any time between 2-4 pm and get a delicious ice cream sandwich (vegan, gluten-free, with Maine-inspired flavors) and kombucha (that bubbly drink good for your gut). How did we come up with that combo? It's a mystery. But come try it and let us know what you think. We will be around if you'd like to enjoy your treats while walking around the Puddle with some end-of-the-year reflection conversation prompts. Bring a buddy or make one at this event!

Do you want a calendar reminder?
[Click here.](#)



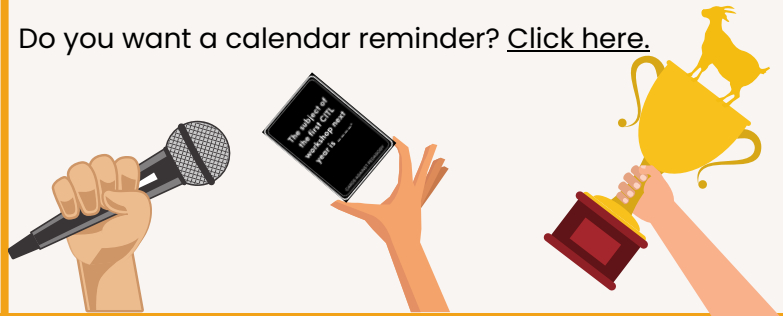
Community Building: Fun

Friday, May 17
2-3:30 pm, Dana 2nd Floor

Cards Against Pedagogy. Teaching Trivia. And the infamous Powerpoint Karaoke (i.e., can you give us a spontaneous academic presentation without knowing what the slides will be?).

You know you want to join us for some fun!
Who will win the coveted G.O.A.T. trophy?

Do you want a calendar reminder? [Click here.](#)



The Struggle Is Real

Thursday, May 16
11:30 am-1 pm
Commons 221/222 or Zoom

One of CITL's main observations from this year? Students are struggling with reading and/or are not doing their reading.

When we shared this in April, we heard: "let's continue to talk about this." So, let's!

Join us for this opportunity to discuss this challenge as a community. We can discuss the reasons for this trend and brainstorm ways to address this in our learning spaces. Get lunch on us in Commons and join us in person **OR** participate via Zoom. For a calendar reminder and/or a zoom link, click below.

REGISTER

Short-Term Showcase

Wednesday, May 22
2-3:30 pm, Pettingill Atrium

The annual Short Term Showcase is a celebration of the Short Term Innovative Pedagogy (STIP) and Practitioner-Taught Courses (PTC).

Come hear from the students that worked side-by-side with faculty to redesign learning experiences. Meet the industry members who brought their unique skills and expertise to our students this term. Learn more about the STIP program and if you should apply next year! Light refreshments will be served.

Do you want a calendar reminder? [Click here.](#)



Fall 2024 Communities of Practice

New Faculty

**1st Fridays, 12- 1 pm
Commons for lunch**

You are juggling a lot as a faculty member in your first few years here at Bates. Join this group to help lessen the load as we will share tips and tricks for time management related to teaching, just in time student support information, and bolster each other while making connections with colleagues over a meal.

This community is for any faculty member who has **been at Bates fewer than three years.**



FYS Instructors

**Every other Wednesday, 12-1 pm
Commons for lunch**

Are you teaching a FYS in the fall? We invite you to join this community of practice to have an opportunity to talk about challenges we experience throughout the semester, to receive guidance and support around advising and teaching from peers, and to build community with colleagues. Lindsey, teaching the FYS course *Sex in the Brain* this fall, will be the main facilitator.



Staff Educators

**1st Tuesdays, 12-1 pm
Commons for lunch**

Calling all staff educators!

Wait, who's a staff educator?

Do you design learning materials and programs, foster productive learning environments, or promote individual growth and development? Yes? You are a staff educator! No? We might find you opportunities!

Join this community of practice (basically lunch and chat) for a chance to work with colleagues from all over campus.



Language Instructors

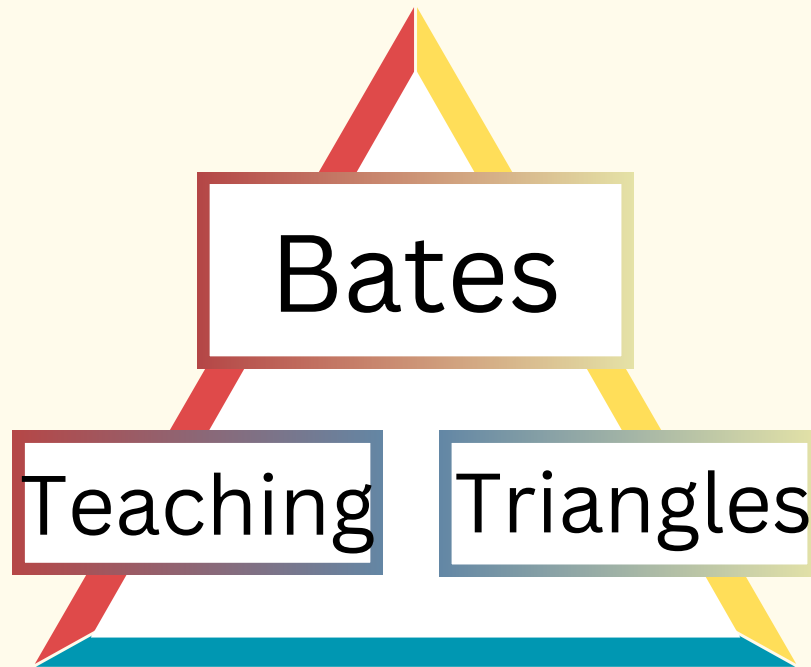
**1st Wednesdays, 4-5pm
Dana Lounge**

Teaching languages (other than English) and their respective cultures, histories, literature etc. is a wonderfully nuanced profession. So, let's share, swap, and explore our language teaching stories, practices, and dreams in this new community of practice.

Wells, who has taught German in English-dominant communities and English in German-dominant communities, and just finished a dual title Ph.D. in Language Science and Applied Germanic Linguistics, is excited to join this group as the main facilitator.

Snacks from around the world will be provided.





WHAT?

CITL matches you with two colleagues to engage in non-evaluative & growth-based class visits, discussion, and self-reflection.

WHEN?

Throughout the fall 2024 semester (total commitment = 7 hours)

- Informational Session (1 hr)
- Planning (1 hr)
- 2 Class Visits (2 X 1.5 hrs)
- Reflection Preparation (1 hr)
- Final Get-Together & Meal (1 hr)

WHO?

Anyone with teaching classes in Fall 2024!

WANT TO LEARN MORE?

Register [HERE](#) for our informational session (9/13/24)
or find us via email or in Dana!

SAVE THE DATES

BATES'S COURSE (RE)DESIGN INSTITUTE



CITL

REGISTER



TUESDAY-THURSDAY

20-22 AUG

9AM-4PM DANA*

***BREAKFAST, LUNCH, & SNACKS PROVIDED**

The Course (Re)Design Institute (CDI) focuses on designing inclusive courses and brings educators together to engage in meaningful guided discussions, hands-on workshops, and working sessions to (re)design a course, in which all components (e.g., activities, assessments) align & result in significant learning.

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

Come with ideas & leave with a completed syllabus!
Bonus: Meet all the new incoming faculty !

SAVE THE DATE

COLBY, BATES, BOWDOIN'S
PEDAGOGY MATTERS

THE COGNITIVE CHALLENGES OF EFFECTIVE TEACHING



Stephen
Chew

REGISTER



FRIDAY

23 AUG

9AM-12PM ZOOM*

***LUNCH TO FOLLOW ON CAMPUS**

CITL CAN PROVIDE YOU WITH A:
RECORD of PROFESSIONAL DEVELOPMENT



You made it to the end of the newsletter!

Now, if you have just a few more minutes...

PLEASE COMPLETE THE CITL ANNUAL FEEDBACK SURVEY

LINK

