2013-2014 Annual Report

Appendices

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Appendix A:

Program Evaluations

1. CELT Faculty Fellows Seminar – Fall 2013
2. Course Design Institute – January 2014
3. Course Design Institute – June 2014
4. UCTFD Annual Teaching Conference – December 2013
1. What did you most value about this seminar?

- I valued many things. First, as much as I cared about teaching, I know I wouldn’t have had the discipline to self-reflect on my own, and our meetings allowed me time and space to do that. I also really valued hearing about teaching issues and experiences from people from such a wide range of teaching experience, facing such different challenges, and from different departments and schools.
- I really appreciated the different perspectives that the fellows brought to the table. I also valued the supplemental perspectives brought by Donna and Annie – incredibly helpful in augmenting the discussion. They let us learn from each other but gave valuable insight when appropriate.
- I value most the discussion with the other fellow professors.
- Discussion with colleagues. The readings.
- I really appreciated having a designated time to dedicate to my teaching – and in particular, thinking about my teaching. In the day to day, even thought it is a focus, it is challenging to really carve out time to be truly thoughtful and reflective.
- The ability to have time to reflect upon different aspects of teaching. By consciously setting aside time, whether in the classroom, at home, or on the train it was a reminder that learning and teaching are important.
- Meeting with the other members of the group who teach different subjects in different contexts. I was impressed with the creativity of many of them in dealing with their own challenges. I also appreciated the guidance and input from your CELT facilitators. Your knowledge about teaching and learning and your ability to often come up with cogent comments was impressive. I also especially like the step back exercises and thought the collective wisdom of the group was wonderful.
- Meeting my fellow faculty members; learning about their teaching struggles; insights, and perspectives; and, of course, learning about learning and teaching.
- The opportunity to hear about learning and think systematically about teaching. These are gaps in my education. I found especially worthwhile to be exposed to the research literature on these topics.
- I enjoyed hearing the perspective of others on topics related to teaching, which is something we really don’t take the time to do in our day to day lives. It was nice to interact with other members of the Tufts faculty, especially as the Grafton campus is removed from others.

2. Describe one specific idea related to teaching or learning that you found useful from the seminar?

- I most enjoyed our week on “mastery.” The four stage in the book, from the unconscious incompetence to conscious competence (while a little crude), has
really stuck with me. So much, in fact, that I’ve shared it with my own students and had a conversation with them about how they should let me know when I assume things (my unconscious competence), which things they are very aware of that they struggle with (their conscious incompetence).

- Do less, but do it better.
- I found the chapter about feedback in the required book very useful.
- Ask students to evaluate their own participation and performance and provide feedback to that.
- I think it is important to always think about my students’ motivation and level of expertise and how this impacts their interaction/engagement with the material. Although I have considered many of these aspects before, our explicit conversation helped me think about how to approach this consistently and incorporating these aspects into how I develop my teaching/course goals.
- It was useful to have read from the textbook how theory and empirical research supports my teaching techniques, which I have always thought of as “it comes naturally” or “intuitive” or “it makes sense.”
- I really liked your piece on reflection. I think it spoke to me because I always feel so pressed for time that I don’t think I really reflect at all. It is revealing to purposefully mull over something that occurred in class or to ponder how I could better approach a subject in a class. The act of teaching has become so automatic to me that I seldom reflect.
- I loved when you two modeled giving and receiving feedback. Make this a bigger thing.
- Less is more
- “Scaffolding” – it is something I’ve always done instinctively, but now that I know what it is, I’ll try to do it better.
- Being clear about setting expectations. I realized in this process that my expectations had not been clearly defined (even in my head) and not clearly communicated to the class. I was able to make some changes in the class this year to remedy this.

a. **Have you implemented any changes in your teaching as a result of the seminar (or do you plan to)?**

- I didn’t teach this semester – however, I plan to make changes as a result of the seminar.
- I changed how to give feedback. I tended to give a lot of feedback on students’ writing, but not I focus on one aspect of their writing and also tell them to focus on it.
- I’ve tried two things: (1) student self-evaluation (2) differentiating institution on reading
• In my planning for future courses, I have incorporated news ideas to help address areas that I felt needed development in my teaching (enhancing outside of class (ex. reading questions) and being explicit about connections (ex. concept mapping)
• I have a concept map to the beginning of each session as a reminder of where we’ve been, where we are, and where we’re going.
• I haven’t made any major changes in approach but our discussions from the book have made me more mindful of the frameworks for learning that I build in class and how I can help the students practice using the concepts we cover.
• I have done more group work exercises to encourage students to share their knowledge/collaborate with each other (rather than listening to me lecture more) and make them practice verbalizing the concepts they are tested on.

3. What suggestions do you have to improve the seminar (including specific suggestions for changes for next year, such as the length and number of sessions, topics, anything we missed)?

• Having more time for everyone to be able to do a step back consultation or to practice an exercise. The number of sessions seems appropriate, but I might not have a 3 week break between sessions 6 and 7 (it broke up the flow a little and so the end of the seminar got closer to the end of the semester, which is a super busy time anyway).
• It is very interesting to talk with people from various disciplines. I wonder if I can do this with people from the same kind of disciplines.
• None.
• I think really continuing to connect the research element to action items for our teaching is most important. Perhaps spending a week talking about the research – and then having an assignment in between that forces us to figure out how to apply it to our teaching might lead to fewer topics with more depth.
• I think everyone should have a step back consultation, etc. instead of or in addition to the book chapter discussion since it directly impacts our classrooms.
• The length of the seminar is good and nicely ties to the book chapters. As you’ve likely asked this question every year, I’m certain you’ve improved the seminar to the extent that I have nothing to add.
• I think the seminars were just right in terms of time spent and topics covered. I still think that the challenges of teaching a large volume of material to large classes remains and it would be good to explore it further. Perhaps we could have a CELT session exclusively for those who teach in the professional schools (Med, Dent, Vet). However, I am aware that many others do not have the same situation.
• Eight sessions seemed like a bit much, especially after a two week break (lost of continuity and momentum). Had there been a continuous or just one week break at midterm, it would have been better. Three hour sessions are long as well. Perhaps cut back by 30-60 minutes and have students post to the online discussion forum instead of taking up so much class time that way. I found myself needing more
concrete examples presented to me. The examples from the book were okay, but I was hoping for more presentation perhaps because I am a visual learner.

- This seminar was more time consuming than I had imagined. And there was virtually no slack in my Fall 2013 schedule. As a result, I was not able to participate fully (ie – no postings online). It’s regrettable that the university’s incentive structure offers no rewards for faculty who participate in the CELT seminar. Given the time commitment, there are clear trade-offs. One’s salary might be improved by spending time on another publication.

- Sometimes the idea of changing things up is exciting but the reality of it is daunting. Maybe when we talk about rubrics have each of us make one; I personally used the outline from the book we read. For the classroom flipping, we could go through a class (one of our real ones) and talk about how we could flip it. Also, I bet everyone would have liked a step back consultation.

4. **Would you recommend this seminar to colleagues?**
   10 people answered this question
   Average Number (on a scale of 5) – **4.6**

5. **How would you rate the usefulness of the seminar in enhancing your teaching?**
   10 people answered this question
   Average Number (on a scale of 5) – **3.95**

6. **How would you rate the book *How Learning Works*, as a text for the seminar?**
   10 people answered this question
   Average Number (on a scale of 5) – **4.3**

7. **Was the observation and feedback process helpful to your teaching?**
   10 people answered this question
   Average Number (on a scale of 5) – **3.2**

8. **If YOU facilitated a chapter discussion, did you find leading a session useful to your learning to lead a session?**
   3 people answered this question
   Average Number (on a scale of 5) – **3.7**

9. **If YOU volunteered as a candidate for a Step Back consultation for yourself, did you find the process useful?**
   5 people answered this question
   Average Number (on a scale of 5) – **4.2**

10. **Did you use any of the extra resources posted on the Trunk site?**
    - Yes – not as much as I should of. Will we return to our teaching philosophies at the last class to see what has changed?
• No – not yet, but I might in the future. I’m glad they’re there.
• No – would love to, but my time limitations this semester made it hard.
• No [2]
• Yes – I very much like the extra articles. I think some would have been useful to incorporate directly into the sessions.
• Yes
• No – but I might still.
• No – when I have the time, I plan to go back and review many of them.
• No – I read through the comments periodically, but I haven’t gone back to the resources on there. I just have not had the time. I love the site though and think you should keep using it.

11. Did you find the Trunk forum (discussion board) an effective way to engage with others outside the seminar? Why or why not?

• I wonder how you could get more people to participate?
• Not really, because as I said, I find it hard to find time to read other things when it’s not required. It could be useful, but I didn’t make the time to engage with it.
• I read discussion, but I was not able to participate. I simply didn’t have the time.
• Yes – though I prefer face-to-face communication during seminars.
• I appreciate having an on-going conversation; however, since it was an underutilized resource, it wasn’t as valuable as it could have been. More feedback from everyone would have very much enhanced the utility. I realize that you don’t want to add to people’s plates, but I wonder about assigning folks to respond in given weeks so we can guarantee to have some level of depth to the conversation.
• Yes, when I had the time to read and respond.
• Yes, although I was late getting started, I enjoyed reading the comments of others and occasionally putting in my two cents worth.
• Yes and no – posting on Trunk in addition to the extensive in-class discussion made it feel as though it were an afterthought. Had we been required to post to Trunk rather than discuss face to face then I would have found it more engaging. There might be a happy medium though.
• Never managed to find the time to use it.

12. Please explain whether the ePortfolio was a useful tool for you, and why or why not.

• I didn’t take the time to work with it so it was not useful to me.
• At this point, I didn’t put anything, but I will write my teaching philosophy during winter break.
• It’s like a diary for teaching reflections, which allows you to see the progress and keep down useful tips. I would have used it more if I had more time.
• I did like having this resource and though I haven’t completed it, I like having a place to put my ideas.
• I didn’t spend enough time on the eportfolio. I’m just as guilty as my students who say there’s already too much expected from week to week in terms of preparation.
• I really did not explore it very much. I was absent on the second meeting and missed the discussion of online tools. I don’t think I really understood what we should be doing on it other than put our philosophy of teaching on it.
• Not really. While it was nice to be able to post my reflections, I did not understand the purpose of creating my own portfolio. It was not obvious to me what I was supposed to do with it or get out of it.
• Never got a chance to use it. However, I’ve had my students do e-portfolios in the past and I am a big fan.
• I was a little lost at first. Maybe we should have spent more time on this in the beginning, or maybe make this a requirement before the first session as a “introduce yourself” exercise.

13. How might we make the ePortfolio a more useful tool for change and reflection?

• I didn’t use it during the semester because I didn’t have time. If the site was available during the summer, it might be more useful.
• I think that having one avenue (forum VS eportfolio) for discussion might allow for more focus. Perhaps, we could incorporate the reflection tool from the portfolio and every week one person is in charge of a posing that other respond to...allow us to get to know one more person’s goals better. People could continue to reflect on the portfolio but it wouldn’t be required.
• I like to sit and reflect – typing reflections on a computer feels artificial – perhaps because it’s something I’ve never done.
• Its usefulness to me was limited by myself, not the tool.
• Make it available for faculty on a permanent basis.
• I liked getting the reflection comments by email so thanks for helping with that. I really struggled with taking the time to reflect, I think I am overstretched right now and feel as though I am barely getting by. I reflected a low on my drive though and really enjoyed being able to do it. I liked seeing the perspective of others for sure.

14. [CELT Fellows Effectiveness Chart]

15. How would you rate this overall seminar?
   10 people answered this question
   Average Number (on a scale of 5) – 4.6

16. Is there anything else you would like us to know about your experience this semester?

• Observing the lecture was nice, but do you have video of a model discussion section? So the whole group can talk about it? Also, I would have enjoyed talking more about
assessments. It came up often, but a really comprehensive talk about aims, how to create effective ones, etc.

- As much as I enjoyed my time at CELT, I’m glad it’s over – the driving and parking are starting to get to me, neither of which are in CELT’s control.
1. Overall value of the CDI:

<table>
<thead>
<tr>
<th>Quality</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Excellent</td>
<td>90%</td>
</tr>
<tr>
<td>Good</td>
<td>10%</td>
</tr>
<tr>
<td>Poor</td>
<td>0%</td>
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<td>Very poor</td>
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2. I intend to make changes in my course as a result of what I learned at this workshop.

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<tr>
<th>Opinion</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Strongly agree</td>
<td>80%</td>
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<tr>
<td>Agree</td>
<td>20%</td>
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<tr>
<td>Disagree</td>
<td>0%</td>
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<tr>
<td>Strongly disagree</td>
<td>0%</td>
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<td>Don't know</td>
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3. The amount of information provided was:

<table>
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<tr>
<th>Quality</th>
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<tr>
<td>About right</td>
<td>90%</td>
</tr>
<tr>
<td>Not enough</td>
<td>10%*</td>
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<tr>
<td>Too much</td>
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*only because it wasn't new to me

4. The information presented was new to me.

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<th>Opinion</th>
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<tr>
<td>Strongly agree</td>
<td>30%</td>
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<td>Agree</td>
<td>50%</td>
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<tr>
<td>Disagree/agree</td>
<td>10%*</td>
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<td>Disagree</td>
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<td>Strongly disagree</td>
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<td>Don't know</td>
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*disagree/agree = Looking at familiar info from a new perspective
5. The materials provided were useful.

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<td>Strongly agree</td>
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<tr>
<td>Agree</td>
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<td>Disagree</td>
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<td>Strongly disagree</td>
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<td>Don’t know</td>
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6. Overall, the facilitators were effective.

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<td>Strongly agree</td>
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<td>Disagree</td>
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<td>Strongly disagree</td>
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<td>Don’t know</td>
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7. The workshop logistics were well managed.

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<tr>
<td>Strongly disagree</td>
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<td>Don’t know</td>
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8. Would you recommend the Course Design Institute to colleagues?

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<tr>
<td>Yes</td>
<td>90%</td>
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<tr>
<td>No</td>
<td>0%</td>
</tr>
<tr>
<td>Maybe</td>
<td>10%</td>
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*strongly; enthusiastically; !

9. Describe what, if any, actions you will take in your teaching as a result of this workshop.

- Much richer thinking about design and syllabus.
- Much more diverse activities and assignments for students.
- More effective transparency about objectives.
-Reduce learning objectives and content.
-Be explicit about why I am doing things I am doing—content and assignments.

-Will change the syllabus to include course objectives.
-Will change/prioritize content.
-Will add more student reflection throughout to integrate and consolidate knowledge/more frequent check-ins.
-Major change: drop midterm and in its place have student presentations on “content quizzes” I will be adding to class Powerpoints.

-Create specific LOs for each class/assignment.
-Redefine my course’s LOs and make sure the content matches them.

-Present the course goals to the students, in addition to the objectives (usually I only put the objectives on the syllabus).
-More student responsibility and engagement → jigsaw to teach some content.

-New ideas for assessment/activities.
-Thinking more about student learning.

-I am going to try to supplement my lectures with a number of different activities/assessments.

-Backward design process—all of it to start planning.

-I used not to discuss the course goals with my students, but I will start going over them with students because they need to know and understand why I am doing what I am doing.

-Making sure I take more time for pre-course planning.

10. What were the strengths of this workshop?
-Rock/goal/objective/activity/content model.
-Participants! And peer interaction.

-Sense of community, safety to ask questions, share perspectives.
-Learning about strategies that other people use in their classes.
-Active applied learning.

-Opportunity to build cross-discipline and even cross-campus collegiality.
-Gift of time to reflect on one’s own teaching practices.
-Opportunity to start some of the actual work.

-Interaction with peers and guidance by organizers.
-Hands-on, minds-on use of the concepts learned on our own courses.

-Diversity of participants.
-Having a final product at the end.
-Lots of time for reflection.
-Peer interaction.
-Workshop environment.

-I thought the main strength was the breakout sessions that allowed people to interact and discuss problems and ideas.

-3 different facilitators, thus experience and perspectives.

-The facilitators were very helpful and experts in the field so they answered our questions effectively and were open to many discussion topics.

-Peer sharing. Guided structure.

**11. What can be done to improve this workshop?**

-I will send you an email, but—even more peer interaction—ideally less structured, but still focused on email and on institute ideas, not on chocolate or parking.
-Have listserv or Trunk site or wiki noted prominently from day 1.

-I can’t think of anything—but I think follow-up will be really helpful.

-Yes, delete the class session column on maps.

-More outside resources for those who want deeper dives (don’t’ need to deal explicitly with the material in class) specifically related to types of assignments and assessments.

-There were areas/topics that didn’t fit my class very well—having alternate ideas/options pre-planned would have been nice—i.e. like breakout sessions that could be useful for certain types of courses/teaching.

-I’m not sure it needs to be 4 days. There were a few times when the instructions weren’t so clear. I am thinking about the concentric circle exercise. I am still not certain what that exercise was all about.

-A discussion of time management when designing courses.
-It was a really great opportunity and very helpful experience. Having said that, I think spending more time on the process of writing course goals and objectives could have been helpful and valuable.

-One small thing: on day 2, “Taking Action,” making space for instructor learners to share/acknowledge what they might be doing well already.

12. What single most important lesson did you learn from this workshop?

- New organizing principle for course-planning ideas.

- Managing expectations—from students and of instructor—are really key to setting foundation for new course.

- Even though the content is required by accrediting body, I feel I am in the best position to be the driver of the course design now.

- I need to put more thought on the big picture.

- I need to assume less and be more explicit about the expectations from the students and outcomes of the course.

- Backwards design needs to happen in a reflective arena where the participants are given permission (and time!) to really engage in the process. This can’t be done (effectively) in one-hour increments squeezed in between other obligations.

- All faculty members struggle with the same issues, regardless of discipline.

- The most important lessons I gained were learning about all sorts of activities and assessment methods that I would like to introduce into the course.

- Course design is not stagnant. The flexibility to allow your course to evolve is necessary for success.

- Need to remind myself that the course should always be learner centered!

- Thinking of the big picture before thinking of the content.

- How much more I can improve and empower my teaching.

13. Please write any additional comments you may have about this workshop.

- Really good.

- Use this room/space again.
-Four consecutive days is a very effective footprint.

-I am so grateful to be a part of a community that cares so much about good teaching and where there are such great resources and expertise to support it.

-Thank you so much for all your helpful feedback. This was such a valuable and transformative learning experience for me as a beginning professional teacher. The support is so crucial; glad I found it here.

-I feel so lucky that I had the opportunity to do this workshop. Not only did I learn a lot of new things, but I really appreciate the wonderful atmosphere you guys created the whole week. I loved it and I will definitely use what I have learned in any future courses that I create.

-So useful to have this eight months before I teach my course.

-Food was excellent and contributed well to course—encouraged socialization and made for a welcoming atmosphere.
-Course environment was great—warm, friendly, encouraged interaction and participation.

-Thank you for all of your wisdom and enthusiasm throughout the week. This was very valuable to my faculty development.

-In my field, pacing the course outline is a little challenging, and it’s sometimes tricky to decide how much time you should spend on each topic so if there’s a way that could help us with that, it would be much appreciated. But overall, it was truly fantastic and I benefited a lot from it. Thank you so much for all your efforts and dedication.

-Thank you so much! I look forward to more CELT PDs!
-Possible mid-semester reunion of peers and a check-in.

Faculty Drop-out:
9. I will most likely use the course goals that I developed in the workshop.
10. Lots of opportunities for dialogue, interaction, exchange of ideas.
11. Make it clear that the workshop has specific intentions focused upon the measurement of learning outcomes derived from measurable and observable learning objectives.
12. In designing a new course, thinking about what I want students to learn can be very valuable in addition to thinking about what I am going to teach.
13. I found the approach to be too prescriptive, behavioral, and outcome oriented. I’m more interested in the attitudes, dispositions, and ways of thinking that students take away from a course. I’m skeptical that the learning process and transformations that occur in a successful course are always measureable and observable, and that they can be operationalized and measured in a meaningful way.
# CELT
## Course Design Institute JUNE 2014: Feedback

In an effort to understand the value of this workshop, we request that you fill out the following questionnaire to aid us in improving the Institute. Thank you for your time!

1. **Overall value of the CDI**
   - a. Very poor
   - b. Poor
   - c. Good
   - d. *Excellent (14)*

2. **I intend to make changes in my course as a result of what I learned at this workshop.**
   - a. Strongly disagree
   - b. Disagree
   - c. *Agree (1)*
   - d. *Strongly agree (13)*
   - e. Don’t know

3. **The amount of information provided was:**
   - a. Not enough
   - b. *About right (14)*
   - c. Too much

4. **The information presented was new to me.**
   - a. Strongly disagree
   - b. *Disagree (1)*
     
     Note: But only because I work in faculty development © - the angle, styles, and some perspectives were new and useful. – *Julie Rowan*
   - c. *Agree (11)*
   - d. *Strongly agree (2)*
   - e. Don’t know

5. **The materials provided were useful.**
   - a. Strongly disagree
   - b. Disagree
   - c. *Agree (2)*
   - d. *Strongly agree (11)*
   - e. Don’t know

6. **Overall, the facilitators were effective.**
   - a. Strongly disagree
   - b. Disagree
   - c. *Agree (2)*
   - d. *Strongly agree (14)*
   - e. Don’t know

7. **The workshop logistics were well managed.**
   - a. Strongly disagree
   - b. Disagree
   - c. *Agree (2)*
   - d. *Strongly agree (12)*
   - e. Don’t know

8. **Would you recommend the Course Design Institute to colleagues? (Circle one)**
   - Yes *(14)*
   - No
   - Maybe

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**Notes:**
- Strongly recommend or require it even for new faculty
- Definitely – This should be essential training for all faculty.
- In fact, it was recommended to me by a colleague!
9. Describe what, if any, actions you will take in your teaching as a result of this workshop.

- Changing phrasing in assignments; explicitly stating course goals for students; I'll experiment with having a (rotating) secretary or records of class discussions.
- I will try to be more aware of the non-content content that I am teaching. I will tailor assignments/activities to meet specific learning objectives.
- Be thoughtful and intentional in choosing materials and frameworks; prioritize goals and objectives carefully; focus more on “stripping down” some at what I do to focus on biggest ideas. – Julie Rowan
- Think more deeply about objectives, assignments, and course goals, and how these are all clearly connected; open my teaching to the feedback of others; seek more input from students on their experience in and feedback on the course. – Ryan Redmond
- Implementing jigsaw; changing readings; reorganizing placement of assignments; mini assessment opportunities; being more explicit regarding non-content content.
- Make a stronger link between goals/objectives; assessment and assignments; place higher value on non-content content.
- I will be more systematic in overall course planning and more specifically – in each course session – tying both session objectives to the overall course objectives.
- I’ll look for more ways to give immediate feedback to students, to get students to interact with each other, and I’ll be more aware of the non-content material of the course.
- Reorganize and improve my existing courses. In particular, I will optimize the objectives and add my non-content goals to the course goals.
- I’ll revise all the courses I am teaching and try to have them planned according to the knowledge learning in this program.
- Systematically planning my goals and objectives before determining specific contents and activities.
- Better planned class time; clearer communication of content and outcomes; more follow-up to see if ideas are clear; add more non-academic elements
- Align assignments with objectives; include non-content content objectives; include assessment with each activity/assignment.
- Will articulate goals and learning objectives repeatedly during class; will assume that there is alignment between goals, objectives, AAA, and content.
10. What were the strengths of this workshop?

- A nice balance between learning general theories/strategies and working on our own course.
- Lots of time to think about our own courses; dialogue with others to get feedback; the big course poster/map project; some teaching techniques were modeled by facilitators.
- Engaging facilitators – very knowledgeable, helpful, and thoughtful; opportunities to discuss ideas with faculty, and to get their insights and the thoughtfulness and engagement of faculty; course mapping activities; so many things! – Julie Rowan
- Organized well; facilitated well; brought together faculty from various corners of the university collegiality building. – Ryan Redmond
- Facilitators- modeling, skillful; time; poster mapping; handouts; being a team member.
- Strong emphasis on design; multi-disciplines; assessment ideas; teaching to learn; time for side discussions and problem solving.
- Offering a valuable systematic process to course development and design
- The number of participants was good. The breadth of background of participants was good. The participant/facilitator ratio was good.
- There was enough time to work on projects and think through the process. There was opportunity for peer feedback. (?) was presented in digestible portions.
- Knowledge of the educator; work environment; teaching style.
- Lots of great ideas and opportunities to learn from colleagues.
- Good content, well organized, systematic progression.
- Facilitators were very knowledgeable and helpful; small group break-out sessions; peer review on course mapping; interdisciplinary group; handouts/resources were excellent.
- Material was presented in a clear, building-block manner.

11. What can be done to improve this workshop?

- There was some terminology ("goals"/"objectives") on the first day that could have been introduced more clearly, either with definitions or examples, before we began the exercises. Since so many of our cumulative work depends on these terms, getting especially clear about them at the outset would be helpful.
- Maybe give a quick intro on the first day to the CELT, what it does, what resources are there, etc. For example, it was news to me that a member of CELT is willing to come to my class to give feedback.
- Not sure at this point. One thought (perhaps because I struggle with this…) is there any way to incorporate more visual cues – images – especially for the brief didactic portions? This might make some of the ideas resonate more. But as it was, we all seemed engaged and attentive, so perhaps not necessary. – Julie Rowan
- More time per workshop; more frequent workshop offered. – Ryan Redmond
- One more day – perhaps a follow-up day in 2 weeks – 1 month; include content on reflection.
- Time to work on content specifics (would need another day)
- Find a better room.
- Participants’ presentations could be 5 minute presentations in front of their respective partner. This would give the opportunity to see/share individual (?). It was a good feedback session at the roundtable but it was not an opportunity to summarize the actual work.
- More info on course goals before applying that to our course; wondering whether it would make sense to first identify content that link to the objectives and then consider the AAA; working on a computer is more intuitive to me than the post its and big posters. It’d be nice to find a way to make that a feasible way to do/share the work.
- A bit more clarity up front of what a course design involves, and what we will be doing; don’t be afraid to assign readings for 1 hour each night.
- Better room; include syllabus development as part of workshop.
- Each day could involve a bit more hands-on and reflection time.
12. What single most important lesson did you learn from this workshop?

- That I can reach out to colleagues across the university for teaching ideas, solutions, and support.
- Be more aware/intentional in my teaching: aware of my non-content content goals, aware of how assignments should connect to learning goals, aware of different ways students learn.
- Allow for lots of faculty work time – independent and shared (not sure if this is single biggest thing, but the amount of work time we had really struck me) – Julie Rowan
- Teaching does not come naturally; it is an endeavor that requires study, learning, reflection, and practice → training like this should be part and parcel of the faculty experience. – Ryan Redmond
- Process key otherwise content doesn’t matter
- The students really need the direct information regarding what we are assessing them on. Do not assume.
- Preparing the course planning map
- A way to deal with a class that will be much larger that desirable.
- Strategize and plan start up with the goals and objectives. Fill in the contents later.
- Teaching is not a talent, it is a science that needs to be taught and perfected.
- Goals → Objectives → Content/AAA
- How to properly plan the course and syllabus; specifics; articulate specifics
- Alight activities/assessment/content with objective.
- Develop and align goals, objectives, assessment/assignments/activities and content in a systematic way.

13. Please write any additional comments you may have about this workshop.

- Thank you very much!
- Have a session on general teaching tips, gimmicks, strategies (I know it’s a course design workshop, but we are all teachings and I’m always looking for more tips). Thank you!
- Thank you, so much. This was wonderful. – Julie Rowan
- If we had more time, I would have liked learning more, hearing more about colleagues’ experiences with curriculum design and teaching. For example, a session where we looked more deeply at particular assignments that colleagues were planning would have been nice. – Ryan Redmond
- Really wonderful opportunity regardless of “teaching” experience. Thank you!
- Ability to use many teaching methods including moving around the room.
- Thank you!
- I loved this workshop. It was eye opening. It will greatly enhance my effectiveness as a teacher.
- Thank you! Much appreciated.
- The only weak item was 11-12:15 on Thursday – team talk. Not clear goals and not followed. One of the team just talked about her course for ½ hour without stopping. I never said a word the whole time or was asked to.
- The workshop was excellent. I will definitely be able to use this information I learned in this class to apply to other courses I teach. I want to thank the facilitators for an excellent workshop.
- You gave us a wonderful gift of time in which to reflect on what we do, talk with colleagues, and redevelop. Thanks tons!
Annual Teaching Conference December 2013 Evaluation

1. **What teaching-related topics, services, and/or resources should be offered in the future at Tufts?**

- Same as today.
- More smaller conferences of this sort. Great speakers and interaction.
- I will think about this—perhaps a conference with students as presenters—thoughtful sharing re: student experience with ______ (technology, diversity, assignments, curriculum, etc.).

- Creating & using rubrics. Creating and using more minds-on assignments/activities for the classroom in non-skills courses.
- Writing across the curriculum initiatives.
- Teaching techniques.
- Mentoring—classroom observation/advice.
- Discipline-specific workshops—for example, all the language teachers, all the literature teachers, comparing notes.
- Is syllabus review or course design review available?
- Grading.
- Learning objective workshop.
- More on understanding the learning process and being an effective teacher (strategies). Teaching strategies for large classes.
- Technology use specifically in areas that are constantly progressing such as chemistry, biology, physics, etc.
- I think a session on how research and teaching can interact would be very helpful.
- How to teach students when they are so stressed/exhausted/over-committed and (at the same time) expect As. *And* for class to be fun!
- Information on simulation learning. TBL.
- Workshop or a reference person to help you apply pedagogy in (re)designing your courses. Individual support. More concrete idea of how to apply retrieval practice, reducing student multitasking in class, spacing studying.

- Big issue for me is one that “teaching tips” and strategies can’t address: limited and declining resources for TA/grader support. There are so many things I want to do in class, but have even had to cut innovative ones out this year because of resource limitations. So: How do we integrate such individual-centered discussions about *teachers’* strategies with administrative decisions that allow or prevent us from effectively carrying them out?
- Simulation and teaching.
- I think we should have a bigger conversation (university wide) on the points David Hammer is making—especially with science departments.
- Storytelling/public speaking as methodology for presenting as a university-wide sponsored part of each curriculum in undergrad/grad programs.
2. What was the most valuable part or content of the conference?

- Daniel Willingham’s book, talk, various discussions.
- Keynote—excellent.
- The keynote speaker was fantastic!
- Keynote speaker’s presentation and teaching with technology.
- Hard to decide. Both keynote speaker and workshop sessions.
- Keynote—he was great and that was very interesting material. I’d like to get the stream of that and send it to our grad students as a resource.
- Keynote—introducing the new core concepts.
- Keynote. Team based learning exercise.
- Excellent quality of keynote talk.
- Keynote and David Hammer’s contributions to panel discussion.
- Willingham’s keynote—wish there were more of it.
- Keynote speaker and Holly & co.’s workshop. I wish the book had been on sale at the conference.
- Keynote and student-centered syllabus.
- Daniel Willingham’s talk—great to know research on learning and memory. I learned a lot to apply in my courses and in my own research and learning.
- The keynote speaker was excellent.
- Keynote talk. Suggestions about what to tell students about how to study. Strategies in class/strategies for students.
- Willingham’s science on how students learn and his explanation of where/how they go wrong.

- Ideas that came up in workshops—different aspects covered in 4 mini-sessions.
- Weaving of themes and questions; workshop format in afternoon was excellent way to follow keynote panel.
- Workshops, keynote speaker.
- Workshop sessions.
- For me, the syllabus workshop.
- Student-centered syllabus workshop was great!
- Technology information was helpful. TBL was excellent!
- Q & A with evidence of plenary session.

- Mixing with colleagues.
- Hearing about/practicing evidence-based teaching methods/research about memory (basically getting a review of published research relevant to teaching and a discussion about how to apply that research, all without having to try to read all the literature myself).
- Discussion of cognitive science related to memory and how to use it to improve course design.
- Information of what is available for technological improvement in courses.
- I liked the use of students in the classes. Naomi Berlove was excellent.
3. Will you make changes in your teaching based on what you learn today? If yes, please specify.

- Incorporate Willingham’s advice regarding activities and timing for shortcuts to learn and especially retain knowledge.
- Space for student talk—specific time versus spontaneous.
- Specifically: students explaining concepts to each other, then ask for questions.
- I will think more about how and why students learn and will not take for granted things that I did in the past. Will try to help them more reach the goal, read about memory and cognitive capacity.

- About more frequent tests.
- Repeated testing/quizzes. Syllabus revision.
- More frequent feedback.
- More attention to new info gleaned today.
- More assessments, scaffolding of assignments, more student-centered syllabus, focus more on teaching process.
- More formative assessments. I’ll play closer attention to context of my content.
- Ideas for review session sheet and study strategies from the plenary panel speaker’s discussion of how students learn and should and should not study. (But again, I’m annoyed I now have to run my own review sessions because of too limited support for TAs and graders.)
- I will make more “breaks” in my lectures.

- Maybe TBL.
- Using team based learning strategies to develop strategies to support learning.
- Will try to focus my classroom activities based on what I learned in the keynote. Will definitely try to use TBL.
- Improve team based approach. More sensitive to diversity issues.

- That is to say, it will reinforce some of my thinking regarding simulation. I would like to try self-guided learning with the Residents.
- Reinforced my thinking about content vs. process (see Holly).
- Will try to tell students more about science of learning so they have more buy-in.
- I’m still thinking about how far I want to go in the direction of what David Hammer is talking about in terms of making the class about students’ ideas instead of the content I have pre-decided in my mind. I will incorporate tricks Dan mentioned that I don’t already use.
- The conference forced some self-evaluation of my teaching habits. This yielded some reinforcement of my current practices and more re-evaluation of ideas not reinforced.
- Looking critically at how to get the students more involved with their learning in an active way.
• I feel as though I walked away with a knowledge that the process of learning is best to teach/lay as a foundation to students versus getting through all the content learning objectives, curriculum goals to assist in cementing together/aligning projects/process.

• Introducing technology in my course. Adjusting my syllabus.
• Use some more technology that I learned about. Revise the way syllabus is written.

• Inspired for another round of breaking my head against my department’s reluctance to plan curriculum. Improve the most embarrassing parts of my syllabus.
• Syllabus design and learning & memory tools/techniques.
• More student-centered; work toward building a learning community in the classroom.
• Investigating further the Tufts Spark assistance and use of Media Markup. Additions to my syllabi, specifically including offerings of practicing.
• Check for gender, race, etc. bias in material. Add study methods to introductory lecture.
• I will address how students study and train them in effective habits.
• Not sure yet—need to think about it.

4. **What modifications or improvements would you make to this conference?**

• Handouts would be great.
• Dropbox link of uploaded Powerpoints for conference attendees to choose to print out (if want) ahead of time for their specific workshops to assist in note-taking/energy to absorb meaning of context/process.
• List of attendees would be handy.
• Breakfast was skimpy. Add tea, more fruits.
• Nothing major—would rather a less echo-y space for lunch than Remis so can network better.
• Some workshops were not as relevant.
• Some speakers had their back to audience and read the slides.
• Some participants talked and presented their own ideas a bit more than others. Some of them were also kind of long-winded.
• Time management: make sure the mini-workshops know that they should switch at 35 minutes. Most went 45 minutes long so we didn’t have breaks and had less time to debrief at the wine and cheese. All of them could have their key points in less time.
• The Teaching with Technology spotlight was very interesting, but not applicable for large classes of students.
• The workshop on How Psychological Science Can Inform Teaching for Learning needs more concrete tips. It should have been more narrowly focused.

• Great job! I’d aim for a few more hands-on workshops (ex. TBL) where we are students—and make sure to leave lots of time for meta-level discussion.
• More hands-on learning. Most information was on cognitive learning. Small group exercises in short mini-workshops were tough—not really enough time to be valuable and
too much moving around. Discussion in the workshop groups as a whole would have been just as effective.

- Make it easier to interact with speakers—perhaps have each sit at a different table at lunch.
- More breaks structured for interaction.
- More time for questions during panel.
- It was very useful. In the future, I would allow for the panelists to have more time to discuss the differences and disagreements between them. This could lead to productive conversation, and it was cut short.

- I thought the breakout sessions could have had material that was a little bit more new, stimulating, not a rehash of things I think many people already know. [written by a graduate student in the Education department]
- Session on emotions and teaching learning needed more substance, research based, suggested practices. Session on language/linguistics was too abstract, not helpful in terms of application to teaching.
- The resource/administration question. I always love this conference and learning to be a better teacher. But I will never feel like I can be an effective teacher with the current (lack of) support Tufts offers me for TA/grading support. It simply isn’t possible.
- I think this is a teaching conference but at a research university, so having topics about balance and interaction of teaching and research would be great.
- Would have like to have student reps as well for this particular topic. Maybe students could have participated in panel discussion. Would have also shortened the panelists’ presentation to promote more dialogue with the audience. Last, workshops (in session 1) were too didactic and could have engaged participants more by having them work in teams/small groups. Still, really good conference. Thank you so much!

- None. Loved it. Thanks!
- Great! One of the best!
- Excellent. Thank you!
- I’m glad this conference had better advertising or invitations to postdocs this year.
- It was very well organized and informative.
- Not to change: stick with this date. Do have it right after classes end.
- I liked the concept—keynote speaker, panel discussion, small groups.
Please indicate your level of agreement with each of the following statements:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Total respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>I gathered ideas I will use for my teaching.</td>
<td>75.6%</td>
<td>22%</td>
<td>0%</td>
<td>2.4%</td>
<td>0%</td>
<td>41</td>
</tr>
<tr>
<td>I liked the mix of theory and practical suggestions.</td>
<td>60%</td>
<td>32.5%</td>
<td>7.5%</td>
<td>0%</td>
<td>0%</td>
<td>40</td>
</tr>
<tr>
<td>I found interacting with colleagues valuable.</td>
<td>50%</td>
<td>31%</td>
<td>19%</td>
<td>0%</td>
<td>0%</td>
<td>42</td>
</tr>
<tr>
<td>Overall, I found the conference experience valuable.</td>
<td>69%</td>
<td>26.2%</td>
<td>4.8%</td>
<td>0%</td>
<td>0%</td>
<td>42</td>
</tr>
</tbody>
</table>

Please indicate for the sessions that you attended how useful each one was for the enhancement of your teaching:

<table>
<thead>
<tr>
<th>Session</th>
<th>Very Useful</th>
<th>Somewhat Useful</th>
<th>Not Useful</th>
<th>Total respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keynote Presentation (Daniel Willingham)</td>
<td>61.8%</td>
<td>38.2%</td>
<td>0%</td>
<td>55</td>
</tr>
<tr>
<td>Panel Presentation &amp; Discussion</td>
<td>33.3%</td>
<td>61.5%</td>
<td>5.1%</td>
<td>39</td>
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</tbody>
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**Workshop Sessions #1**

<table>
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<th>Topic</th>
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<th>Somewhat Useful</th>
<th>Not Useful</th>
<th>Total respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Book Group of &quot;Why Don't Students Like School?&quot;</td>
<td>50%</td>
<td>50%</td>
<td>0%</td>
<td>2</td>
</tr>
<tr>
<td>How Psychological Science Can Inform Teaching for Learning</td>
<td>53.3%</td>
<td>26.7%</td>
<td>20%</td>
<td>15</td>
</tr>
<tr>
<td>Teaching with Technology Spotlight</td>
<td>43.8%</td>
<td>56.3%</td>
<td>0%</td>
<td>16</td>
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</table>

**Workshop Sessions #2**

<table>
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<th>Topic</th>
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<th>Somewhat Useful</th>
<th>Not Useful</th>
<th>Total respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Centered Syllabus</td>
<td>82.4%</td>
<td>17.6%</td>
<td>0%</td>
<td>17</td>
</tr>
<tr>
<td>How Psychological Science Can Inform Teaching for Learning</td>
<td>60%</td>
<td>40%</td>
<td>0%</td>
<td>5</td>
</tr>
<tr>
<td>Team Based Learning</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
<td>12</td>
</tr>
</tbody>
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Appendix B:

CELT Communications

1. CELT Brochure
2. CELT Website Homepage
3. CELT Twitter Page
4. Teaching @ Tufts Homepage
5. CELT Newsletter
About CELT

CELT is a division of the Office of the Provost and a university-wide resource that supports faculty to think critically and collaboratively about their teaching. Through a range of services and programs, we provide opportunities for faculty to understand the latest research on teaching and learning, develop new and often innovative approaches to their teaching, and develop assessment strategies for these new approaches.
The CELT Faculty Fellows Program is a semester long opportunity for faculty who would like to reflect more deeply about their teaching. Twelve faculty members meet for eight mornings throughout the semester.

The intent of the seminar is to create a learning community where faculty can reflect on effective teaching to enhance learning.

The agenda for the program is largely based on the needs of each group, and facilitated by a teaching and learning professional. During the eight weeks, participants have the opportunity to have in depth conversations about their teaching, read a common text, share best practices, observe each other in the classroom and give feedback, and research teaching and learning topics to share with each other.

Over the past six years, 72 faculty members have participated in the program, creating an increasingly large community of practice.

“The best part of the seminar was the opportunity to meet and learn from CELT staff and faculty from across campus who are passionate and dedicated to teaching. The workshop is a highly effective tool for building and nurturing a community of teacher-scholars across the campus.”

Former CELT Faculty Fellow
Office of Educational Affairs (OEA)/CELT Scholars Program

Tufts University faculty are eligible to participate in the OEA/CELT Teaching Scholars Program, which takes place on the Tufts University School of Medicine (TUSM) Campus. Up to 24 teaching faculty are enrolled each session, which takes place over four mornings. Some of the topic areas covered include learner-centered teaching, active learning, peer observation of teaching with collegial feedback, and reflection and analysis of participants' own teaching practices, using the step-back consultation approach.

“I just have to say (again!) how impressed I am by your passion for the advancement of faculty’s educational skills and the enthusiasm with which you and your colleagues convey this. The availability of the OEA/CELT program is a wonderful “fringe benefit” of being a Tufts faculty member.”

- Faculty Participant 2012
Collaboration and Discussion

Collaborations

Educational and Scholarly Technology Services (ESTS)

CELT and ESTS partner closely to offer seamless services to Tufts faculty. Two examples of ways in which we collaborate are:

Veterinary Mini-symposium: ESTS conducts a daylong faculty development workshop on teaching with technology at Cummings School of Veterinary Medicine. CELT offers a workshop within the day to discuss teaching strategies within which faculty can integrate available technologies.

Teaching at Tufts Website: On page seven of this publication, you can read more about a website for teaching and learning resources that is a collaborative effort between CELT and ESTS.

Graduate Institute for Teaching (GIFT)

CELT plays a significant role in this three-week workshop, which is primarily for doctoral students who are TA’s and would like to become college faculty. In addition to teaching and facilitating some sessions, CELT offers teaching feedback to students at the end of the course.

Tufts Institute of the Environment (TIE)

Each summer, TIE offers a several day workshop called the Tufts Environmental Literacy Institute (TELI) for faculty who would like to incorporate environmental topics into their course(s). CELT works with faculty during the sessions to design learning objectives and assessment strategies for their topics.
Discussion Groups

Twice a semester, CELT offers faculty the chance to read a selected book that they receive for free, and to discuss it over tea and lunch with their colleagues. Some of the books we have read thus far include *Leaving the Lectern*, by Professor Dean McManus, and *Learner Centered Teaching*, by Mary Ellen Weimer.

Individual or Group Consultations

CELT provides confidential consultations to faculty. These consultations can include, but are not limited to, advice about teaching and learning; curriculum and course development; classroom management strategies; ideas for alternative teaching methodologies, and confidential classroom observations and feedback.

Academic Leadership Development Program (ALD)

The ALD program is a collaborative effort between CELT, the Office of the Provost, and the Organizational Development and Training department / HR. The program provides faculty leaders with the tools and skills to navigate the myriad of issues that arise with leadership roles. Designed for Tufts’ academic leaders (academic deans, department chairs, program directors, etc.), the ALD is a five-module program offered in half-day sessions over three months that addresses:

1) the role of an academic leader
2) the academic leader as university agent
3) communication skills and conflict resolution
4) managing change
5) the leader’s role as coach and mentor

Over the past five years, over 100 academic leaders have participated in this program, not only creating a positive culture among academics leaders, but also a community of practitioners who can work across schools.

Midterm Feedback

Midterm Feedback sessions are entirely voluntary. When a faculty member signs up, a CELT colleague will go into the course to meet with the students for about 30 minutes with the faculty member out of the room. Students form confidential small group discussions and respond to 3 questions:

1) What aspects of this course enhance your learning?
2) What aspects of this course could be improved?
3) What could you (as a student) do to make the course better for your classmates and the teacher?

CELT staff members correlate the information and produce an anonymous and confidential report for the faculty member. CELT staff share the report during a face-to-face meeting with the faculty member to discuss the results and brainstorm ideas for any changes.
Annual Teaching Conference

Each year, in December, the University-wide Council on Teaching and Faculty Development (UCTFD) co-sponsors, with CELT and ESTS, a conference on teaching and learning. The conference rotates between the Boston, Grafton and Medford campuses. These highly interactive conferences have taken place for twenty-five years, and each year, the attendance has grown.

Tufts Innovates Support

The Tufts Innovates! seed grant program, an initiative of the Office of the Provost, seeks to spark imaginative ideas to enhance learning and teaching, including approaches that integrate research and are interdisciplinary. CELT assists awardees in developing assessment strategies for their work.

Committee Representation

CELT is represented on a variety of committees, allowing us to learn about and be connected to efforts that relate to or impact our work, and to help shape those efforts.

University-wide Council on Teaching and Faculty Development (UCTFD)

Tufts Distance Learning Consortium (TDLC)

Learning Management System Steering Committee (LMS/Trunk)

Arts and Sciences Assessment Committee

Arts and Sciences Educational Policy Committee

GIFT Selection Committee

Engineering Faculty Seminar Committee
Reaching out
Communication and Publications

To broaden our accessibility, CELT promotes collaborations with other departments, and works to effectively use electronic communication tools and print resources.

Teaching at Tufts Website

This website is a collaborative effort between CELT and ESTS. The site is a constantly evolving resource where faculty can find information about teaching and learning best practices. It highlights elements of the teaching cycle (the design, teaching and assessment of courses), videos of Tufts faculty discussing their teaching, technologies available to support teaching and learning, and potential solutions to common teaching challenges. Users are encouraged to offer feedback to improve the site. http://sites.tufts.edu/teachtufts/

CELT Website

The CELT website is often the point of contact for those new to the Center, but also a source of information for returning visitors. On the homepage, we feature rotating stories about faculty from across the university. We host information about all of our programs, resources and services on the website, and highlight non-CELT faculty development opportunities across Tufts as well.
http://provost.tufts.edu/celt/

CELT Newsletter

The CELT newsletter is published electronically, and currently reaches over 1,000 faculty and staff, including a growing non-Tufts audience. In each issue, we highlight an aspect of teaching that we have taken from our recent conversations with faculty. In addition to offering a brief description of the topic, based on the literature, we try to identify a few practical suggestions for how this might be implemented in the classroom.

CELT Library

Over time, we have collected what we think are some of the best books on teaching and learning. They cover a wide range of content areas, including teaching in a diverse classroom, active large lecture teaching, effective assessment strategies and more. Books in the collection are available for loan from CELT, and we are always adding to the collection.
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**CELT Board Members 2013:** Ralph Aarons (TUSM), Julie Dobrow (A&S), Nick Frank (Cummings), Roger Tobin (A&S), Linda Hudson, (TUSM), Dominique Penninck (Cummings), Norman Ramsey (Engineering), Laura Rogers (A&S), Yun Saksena (TUSM), Gina Siesing (UIT/ESTS), Evan Simpson (Libraries) (A&S), Chris Swan (Engineering), Jean Wu (A&S)

**Center for the Enhancement of Learning and Teaching**

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(617) 627-4000  
celt@tufts.edu
University-wide Teaching Conference 2013

Tufts’ annual teaching and learning conference was held December 10th, 2013 on the Medford campus. The keynote speaker was Daniel Willingham, and over 150 people attended. To learn more, click [here](#).

STREAM at Tufts

STREAM (Sharing Technology for Research, Education, and New Media) is a faculty-based community of practice where we can share ideas about leveraging technology to support our teaching and research goals. Many faculty members have developed exciting & innovative ways to use technology, and this is a venue for us to interact and share our work. Click [here](#) to learn more.

Teaching with Technology Symposium @ Tufts

May 21 & 22, 2014, Medford Campus.
Click [here](#) to learn more.

Journal on Excellence in College Teaching

Tufts Campus Only: Click [here](#) for access to the Journal on Excellence in College Teaching.

CELT Newsletters

November 2013: Motivating Students: The Impossible Dream?
Subscribe to our CELT Newsletter
Listen to this TED talk that highlights the importance of diversity of thought! Dare to disagree on.ted.com/Heffernan
Welcome to Teaching at Tufts

“Teaching at Tufts” provides teaching and learning resources for faculty at different stages of their careers and across diverse disciplines and fields at Tufts.

We invite Tufts faculty, as well as the broader academic community, to explore and make use of these resources, and hope that they will enrich your thinking about teaching and learning at Tufts and beyond.

Creating Digital Stories

Colin Orians
Tufts Department of Biology

Sections In This Site

The Teaching Cycle:
Resources to help design a course, teach a course, assess student learning, and assess and revise a course.

Teaching Challenges:
Letter from the Associate Director

Welcome back to a new semester!

The Tufts December conference on "The Science of Learning and the Art of Teaching" was the largest conference held here yet! This is yet another indicator of the level of faculty commitment to teaching here at Tufts.

At CELT, we try to offer a wide range of opportunities for faculty to engage in conversations about teaching, and we hope that in this update you will find something that appeals to you!

As always, if you have ideas you would like to share with us for programming, if you would like to have us visit your department, or stop by for an individual

Upcoming Events
Spring 2014

Safe Space Training for Faculty and Staff

The Safe Zone symbol is meant to communicate a message to lesbian, gay, bisexual, transgender, queer, and questioning people and their allies. The message is that the person displaying this symbol will be understanding, supportive, and trustworthy if a LGBTQ person needs help, advice, or just someone with whom they can talk. The Safe Zone presentation will offer participants accurate information and resources in relation to sexual orientation and gender identity/gender expression. Come learn more while you enjoy a lunch with colleagues!

Co-sponsored by the LGBT Center and CELT.

February 7
12-1:30pm
LUNCH INCLUDED
RSVP to CELT

CELT Mid-term Evaluations

Applications are now being accepted!
CELT introduced a new program last spring offering mid-term evaluations for faculty. The program is very popular, and we were at full capacity in the spring and fall! Take advantage of this opportunity to get mid-semester feedback on your course while you still have time to make improvements.

Evaluations will take place during the weeks of February 24th and March 3rd. In order to learn more and to request an evaluation, please visit the CELT website. SPACE IS LIMITED.

Faculty (and students this time!) Book Group

We provide the book and lunch, you simply commit to read, show up, and discuss! Limited space.
What the Best College Students Do by Ken Bain
Combining academic research on learning and motivation with insights from top people in their fields, Ken Bain identifies the key attitudes that distinguish the best college students from their peers. (This is a follow up to his book What the Best College Teachers Do.)

Friday, April 4th - 12:00-1:30pm
Location: CELT, 108 Bromfield Road, Somerville

A New Twist!!
This time each faculty member is asked to bring an undergraduate student with them to the book group (limited to 10 faculty/student pairs).

Please RSVP to celt@tufts.edu, and space permitting, we will send you a copy of the book, and one for your invited student!

Annual Health Sciences Mini-Symposium: Getting Started with the Flipped Classroom

Tuesday, February 25, 2014
8:45 am - 12:30 pm
Sackler 114 (Harrison Avenue, Boston)
RSVP to Amanda Oriel
Sponsored by Educational & Scholarly Technology Services, Tufts Technology Services

ESTS Teaching with Technology Symposium

HOLD THE DATES!
May 21 and 22, 2014

Other Opportunities in 2014!
More information available soon

CELT Fellows

Applications for the CELT Fellows will be accepted beginning in late February. Keep your eyes open for the notice! For more information about this signature program, visit the Fellows page on the CELT website.
The Center for the Enhancement of Learning and Teaching (CELT) is a division of the Office of the Provost, and is a resource for teaching-related initiatives on all three campuses at Tufts University. For an up-to-date listing of seminars, workshops, and other offerings, please visit our website or email us!

**Tea for Lecturers**

After a successful tea for lecturers held in the fall, we would like to hold another...we will post the date for the spring soon on the CELT website!

**Gender Identity and Expression Workshop**

Would you like to be more knowledgable about the significance of using accurate terminology and begin to understand the particular experiences of trans*, genderqueer, and gender nonconforming individuals at Tufts? This session aims to help participants to increase your fluency with the vocabulary of trans* identities and experiences in order to foster a campus community that supports and makes space for trans*, genderqueer, and gender nonconforming individuals to be open and empowered in their respective genders.

*The LGBT Center and CELT will co-sponsor this session for faculty and staff to learn more. Date and time coming soon!*
Appendix C:

CELT Program & Event Schedules

1. CELT Faculty Fellows Seminar Schedule – Fall 2013
2. UCTFD Annual Teaching Conference Schedule – December 2013
3. Course Design Institute Schedule - Days 1-4 - January 2014
CELT Fellows Fall 2013

The goals of the CELT Faculty Fellows Program are to:

- Create a community of practice around teaching and sense of collegiality among faculty.
- “Open the classroom doors.”
- Increase knowledge and understanding of how to apply the science of teaching and learning theory and assessment of learning.
- Partner with and draw from the experience and expertise within the group.

<table>
<thead>
<tr>
<th>Day</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-meeting:</td>
<td>Introductions, hand out book, describe the Seminar</td>
</tr>
<tr>
<td>May 2 10:00 – 11:30</td>
<td></td>
</tr>
<tr>
<td>Day 1:</td>
<td><strong>Introductions and Classroom Observation</strong></td>
</tr>
<tr>
<td>September 12</td>
<td>We will:</td>
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<tr>
<td></td>
<td>• Reacquaint ourselves with each other and the seminar through some short exercises</td>
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<tr>
<td></td>
<td>• Sign up for peer observation partners and other activities</td>
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<tr>
<td></td>
<td>• Discuss the process of observing a class</td>
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<tr>
<td></td>
<td>• Observe a large lecture class and record our reflections</td>
</tr>
<tr>
<td>Day 2</td>
<td><strong>How Does Students’ Prior Knowledge Affect Their Learning?</strong></td>
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<tr>
<td>September 19</td>
<td>We will:</td>
</tr>
<tr>
<td></td>
<td>• Reflect on teaching philosophy statements.</td>
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<td></td>
<td>• Discuss the Psych class observation</td>
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<td></td>
<td>• Talk about: What is good feedback?</td>
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<td></td>
<td>• Role-playing/modeling giving feedback</td>
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<td></td>
<td>• Get together with peer observation partners to schedule a time to observe.</td>
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<tr>
<td></td>
<td>• Introduce ePortfolios</td>
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<td></td>
<td>• Engage in a discussion on Chapter 1 of How Learning Works</td>
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<td></td>
<td>• Respond to questions.</td>
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<tr>
<td></td>
<td>• Give a reflection prompt as “homework”</td>
</tr>
<tr>
<td>Day 3</td>
<td><strong>How Does the Way Students Organize Their Knowledge Affect Their Learning?</strong></td>
</tr>
<tr>
<td>September 26</td>
<td>We will:</td>
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<td></td>
<td></td>
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<tr>
<td>Day 4</td>
<td>October 10</td>
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<tr>
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<td>------------</td>
</tr>
<tr>
<td>What Factors Motivate Students to Learn?</td>
<td></td>
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<tr>
<td>Discuss prior week’s prompt</td>
<td></td>
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<tr>
<td>Engage in a guided discussion of chapter 3</td>
<td></td>
</tr>
<tr>
<td>Talk about models of reflection</td>
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<tr>
<td>Step back consultation or classroom activity</td>
<td></td>
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<tr>
<td>Wrap up and reflection prompt, collect mid-term evaluations</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day 5</th>
<th>October 17</th>
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</thead>
<tbody>
<tr>
<td>What Kinds of Practice and Feedback Enhance Learning?</td>
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<tr>
<td>Discuss prior week’s prompt</td>
<td></td>
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<tr>
<td>Engage in a guided discussion of Chapter 4</td>
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<tr>
<td>Pre-ongoing and post-assessment practices?</td>
<td></td>
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<tr>
<td>Step back consultation or classroom activity</td>
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<tr>
<td>Wrap up and reflection prompt, collect mid-term evaluations</td>
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</table>

<table>
<thead>
<tr>
<th>Day 6</th>
<th>October 24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why do Student Development and Course Climate Matter for Student Learning?</td>
<td></td>
</tr>
<tr>
<td>Discuss prior week’s prompt</td>
<td></td>
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<tr>
<td>Engage in a guided discussion of Chapter 6</td>
<td></td>
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<tr>
<td>Discussion on inclusive excellence</td>
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<tr>
<td>Step back consultation or classroom activity</td>
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<tr>
<td>Wrap up and reflection prompt</td>
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</table>

<table>
<thead>
<tr>
<th>Day 7</th>
<th>November 14</th>
</tr>
</thead>
<tbody>
<tr>
<td>How do Students Become Self-Directed Learners?</td>
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<tr>
<td>Discuss prior week’s prompt</td>
<td></td>
</tr>
<tr>
<td>Engage in a guided discussion of Chapter 7</td>
<td></td>
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<tr>
<td>Discussion on inclusive excellence</td>
<td></td>
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<tr>
<td>Step back consultation or classroom activity</td>
<td></td>
</tr>
<tr>
<td>Wrap up and reflection prompt</td>
<td></td>
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</tbody>
</table>

NOTE: I believe that there are 2 people who cannot make this date so we may just want to use December 5.
27th Annual University-Wide Conference on Teaching and Learning
Sponsored by the Office of the Provost and the University Committee on Teaching and Faculty Development
The Science of Learning & The Art of Teaching
TUESDAY, DECEMBER 10, 2013
8:30 A.M. – 4:30 P.M.
TUFTS UNIVERSITY
COHEN AUDITORIUM, TALBOT AVENUE, MEDFORD CAMPUS

PROGRAM

8:30 a.m. – 9:00 a.m.  Registration - Location: Cohen Auditorium Lobby
Continental Breakfast - Locations: Alumnae Hall & Remis Sculpture Court

9:00 a.m. – 9:15 a.m.  Welcome
David Harris, Ph.D., Provost, Tufts University
Mary Y. Lee, MD, MS, Associate Provost, Tufts University
Location: Cohen Auditorium

9:15 a.m. – 10:15 a.m.  Keynote Presentation:
Daniel Willingham, Ph.D., University of Virginia
Location: Cohen Auditorium

10:15 a.m. – 10:30 a.m. Break

10:30 a.m. – 12:00 p.m.  Panel Presentation & Discussion:
Panelists: Daniel Willingham, Donna Qualters, David Hammer, & Holly Taylor
Location: Cohen Auditorium

12:00 p.m. – 12:45 p.m. Lunch (2 locations)
Locations: Alumnae Hall & Remis Sculpture Court

12:45 p.m. – 2:00 p.m.  Workshop Sessions #1: Participants may attend one of the following workshops

Workshop #1A: A book group on Willingham's book
Facilitator: Claire Sharp, Clinical Sciences, Cummings School of Veterinary Medicine

Join colleagues in an interactive dialogue applying the lessons learned from cognitive science to teaching practice across the disciplines. Participants will receive a free copy of the book a few weeks prior to the session. Dr. Willingham will be joining the discussion as a special guest. Participation is limited to the first 15 faculty members who sign up.
Location: Sophia Gordon Hall
Workshop #1B: How Psychological Science Can Inform Teaching for Learning

Psychological Science research can give important insights into learning and teaching. This special session consists of four mini-workshops over the two time periods. The four workshops, covering different aspects of Psychological Science, will provide attendees with interesting insights into the science of learning. Each is led by a Tufts faculty member and a Ph.D. candidate. Attendees will move between the mini-workshops allowing for group interaction. Attendance at all four is encouraged.

Mini-session 1: Cognition and Learning/Teaching
Holly Taylor, Professor, Psychology, School of Arts and Sciences
Dan Barch, Ph.D. Candidate, Psychology, School of Arts and Sciences
Joe Sanford, Ph.D. Candidate, Computer Science: Cognitive Science, School of Arts and Sciences
Location: Granoff Music Center Room 251

Mini-session 2: Diversity and Learning/Teaching
Jessica Remedios, Assistant Professor, Psychology, School of Arts and Sciences
Sarah Gaither, Ph.D. Candidate, Psychology, School of Arts and Sciences
Location: Granoff Music Center Room 271

Workshop #1C: Teaching with Technology Spotlight
Facilitator: Sheryl Barnes, Interim Director, Educational and Scholarly Technology Services, Tufts Technology Services

Come hear from faculty colleagues who have successfully experimented with innovative technologies in their classes. Presenters will talk about what they have done, why they did it, the impact of their efforts, and the tools and techniques they used to get it done. This will be a highly interactive session connecting these innovative efforts with principles of effective learning. There will be time for questions and discussion.
Location: Granoff Music Center Room 155

2:00 p.m. – 2:15 p.m. Break

2:15 p.m. – 3:30 p.m. Workshop Sessions #2: Participants may attend one of the following workshops

Workshop #2A: Student Centered Syllabus
Annie Soisson, Associate Director, Tufts Center for the Enhancement of Learning and Teaching

Course syllabi are more than just a road map, constructed under the principles of how people learn they can become an important learning tool for students. This interactive workshop will explore the elements of an evidence based
syllabus. Participants are encouraged to bring a course syllabus with them and will leave with a refined syllabus.

Location: Sophia Gordon Hall

Workshop #2B: How Psychological Science Can Inform Teaching for Learning

This session continues the exploration of the role of Psychological Science research and its impact on teaching and learning.

Mini-Session 3: Language and Learning/Teaching
Ariel Goldberg, Assistant Professor, Psychology, School of Arts and Sciences
Naomi Berlove, Ph.D. Candidate, Psychology: Cognitive Science, School of Arts and Sciences

Location: Granoff Music Center Room 251

Mini-Session 4: Emotion and Learning/Teaching
Heather Urry, Associate Professor, Psychology, School of Arts and Sciences
Victoria Floerke, Ph.D. Candidate, Psychology, School of Arts and Sciences
Lara Vujovic, Ph.D. Candidate, Psychology, School of Arts and Sciences

Location: Granoff Music Center Room 271

Workshop #2C: Team Based Learning
Priya Garg, Assistant Professor, Pediatrics, Tufts University School of Medicine

Team Based Learning (TBL) is a learner centered, instructor led, learning strategy that has been used in a variety of disciplines. In a TBL approach, students talk and listen to peers to arrive at consensus decisions. TBL provides frequent opportunities for students to enhance learning, as evidenced by better test performance and positive behavior change. This session will simulate a TBL session that would be delivered to students using the principles which underlie TBL: readiness to learn, immediate feedback, application of concepts.

Location: Granoff Music Center Room 155

3:30 p.m. – 4:30 p.m.  Wine & Cheese Reception / Raffle Drawing & Poster Session – Tufts Innovates!

Organizers: Dawn Terkla, Associate Provost & Carmen Lowe, Dean of Academic Advising

Location: Alumnae Lounge in Alumnae Hall, Aidekman Arts Center
# Center for the Enhancement of Learning and Teaching
## Course Design Institute

### DAY 1: Defining Course Goals and Learning Objectives

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:45-9:00</td>
<td>Continental Breakfast available; Registration – Olin Center, Packard Ave.</td>
</tr>
<tr>
<td>9:00-9:15</td>
<td>Overview of the Institute: Goals, Objectives and Participant Responsibilities</td>
</tr>
<tr>
<td>9:15 – 9:45</td>
<td>Introductions/ICE Breaker/Pre-Assessment Activity</td>
</tr>
<tr>
<td>9:45-10:30</td>
<td>“Big Rocks” Demonstration &amp; Discussion</td>
</tr>
<tr>
<td>10:30-11:00</td>
<td>Morning Break</td>
</tr>
</tbody>
</table>
| 11:00-12:00 | Course Goals Inventory  
Objective: link your big rocks to your course goals  
Fill out “Questions for Writing Course Goals” Handout |
| 12:00-12:45 | Lunch Break |
| 12:45-1:15 | Introduction and Modeling of Learning Objectives  
Large Group Exercise/Discussion |
| 1:15-2:05 | Writing Learning Objectives  
Fill out “My Course Goals and Learning Objectives” handout |
| 2:05-2:35 | Review Learning Objectives/Partner discussion |
| 2:35-2:45 | Refine/Revise Learning Objectives as Needed |
| 2:45-3:00 | Course Design Journal Reflection; Debrief the first day |
## Center for the Enhancement of Learning and Teaching
### Course Design Institute

**DAY 2: Designing the Course Skeleton of Assignments**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:45-9:00</td>
<td>Continental Breakfast available</td>
</tr>
<tr>
<td>9:00-9:15</td>
<td>Debrief Journal entries; goals for today;</td>
</tr>
<tr>
<td></td>
<td><strong>Review Goals and Learning Objectives</strong></td>
</tr>
<tr>
<td></td>
<td><em>Look over your goals/objectives from yesterday for gaps? Disconnect between objectives &amp; goals; add any goals and learning objectives as necessary</em></td>
</tr>
<tr>
<td>9:15-9:55</td>
<td>Large Group Debrief</td>
</tr>
<tr>
<td></td>
<td><em>What are you learning about your course so far through this process?</em></td>
</tr>
<tr>
<td>9:55-10:15</td>
<td>Article Discussion</td>
</tr>
<tr>
<td>10:15-10:30</td>
<td>Break</td>
</tr>
<tr>
<td>10:30-11:15</td>
<td>Context and Constraints</td>
</tr>
<tr>
<td>11:15-12:15</td>
<td>Introduction to the 7 Principles of Learning</td>
</tr>
<tr>
<td></td>
<td><em>How do these apply to your course?</em></td>
</tr>
<tr>
<td>12:15-12:45</td>
<td>Lunch Break</td>
</tr>
<tr>
<td>12:45 – 1:15</td>
<td>Taking Action</td>
</tr>
<tr>
<td></td>
<td><em>What should you start doing? stop doing? add more of?</em></td>
</tr>
<tr>
<td>1:15-2:00</td>
<td>Concentric Circle Exercise</td>
</tr>
<tr>
<td></td>
<td><em>Now begin to think about content!</em></td>
</tr>
<tr>
<td>2:00-2:30</td>
<td>Non-content Content</td>
</tr>
<tr>
<td></td>
<td><em>Fill out non-content sheet</em></td>
</tr>
<tr>
<td>2:30-3:00</td>
<td>Begin Constructing Your Course Map</td>
</tr>
<tr>
<td>3:00-3:15</td>
<td>Course Design Journal Reflection; Debrief the second day;</td>
</tr>
</tbody>
</table>
# Center for the Enhancement of Learning and Teaching
## Course Design Institute

### DAY 3: Developing Assignments and Criteria for Evaluation

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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</thead>
<tbody>
<tr>
<td>8:45-9:00</td>
<td>Continental Breakfast available</td>
</tr>
<tr>
<td>9:00-9:15</td>
<td>Review Journal entries</td>
</tr>
<tr>
<td>9:15-10:00</td>
<td><strong>Constructing your Course Skeleton</strong>&lt;br&gt;1. Begin to fill in your Course Skeleton poster starting with <strong>Learning Goals</strong>&lt;br&gt;2. Add objectives to the poster; remember some objectives will likely appear more than once&lt;br&gt;<strong>NO BREAK</strong> - Feel free to get coffee as needed</td>
</tr>
<tr>
<td>10:00-11:00</td>
<td><strong>Beginning Assessment</strong>&lt;br&gt;Take your goals/objectives and review the corresponding activities (from the end of yesterday) or new ideas that will measure the success of these objectives&lt;br&gt;10:15 In groups of 3-4 share your thoughts on activities and brainstorm additional ideas for how you can construct activities or assignments that will help students meet ONE of your objectives.</td>
</tr>
<tr>
<td>11:00-11:30</td>
<td><strong>Course Skeleton revisit</strong>&lt;br&gt;Post your possible assignments on Course Skeleton poster</td>
</tr>
<tr>
<td>11:30-12:15</td>
<td><strong>Assignment Creation</strong>&lt;br&gt;Fill out “Assignment Description” – consider what do I want to tell my learners to do?</td>
</tr>
<tr>
<td>12:15-12:45</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:45-1:15</td>
<td><strong>Assignment Feedback</strong>&lt;br&gt;Pair up with a partner outside your discipline (if possible) and respond Using the questions on the Assignment Feedback Sheet&lt;br&gt;Rewrite assignment based on peer feedback</td>
</tr>
<tr>
<td>1:15-2:15</td>
<td>Rubric Design</td>
</tr>
<tr>
<td>2:15-2:45</td>
<td>Rubric Design Debrief</td>
</tr>
<tr>
<td>2:45-3:15</td>
<td><strong>Informal Assessments &amp; Engagement</strong>&lt;br&gt;Assessing Learning and Engagement in Large and Small Classes</td>
</tr>
<tr>
<td>3:15-3:30</td>
<td><strong>Continue Mapping</strong>&lt;br&gt;Now – add the preliminary content to your course map</td>
</tr>
<tr>
<td>3:30</td>
<td>Journal reflection, debrief</td>
</tr>
</tbody>
</table>
Center for the Enhancement of Learning and Teaching
Course Design Institute

DAY 4: Finishing, Sharing and Celebrating

8:45- 9:00 Continental Breakfast available
9:00-9:30 Review Journal entries and Check in on the Process
9:30-9:45 Considering Content
   Participants will fill out sheet on questions on organizing course content
9:45-10:15 Sharing and Discussion
   At your tables debrief content sheet – did you notice anything particular about your course content? How was it organized? What is most relevant now?

10:15-11:00 Update your map/poster – Get coffee as needed
11:00-11:15 Group Discussion on Content Questions

11:15 – 12:15 Review Posters
   Participants will reflect for five minutes and write down what questions they have remaining about their posters that they then would like to have colleagues give feedback on in groups of 3 – 4.

12:15-12:45 Lunch

12:45- 1:30 Present Final Posters/ Group Reflection
   Each participant will have 5 minutes to talk about:
   • The process of designing/redesigning their course
   • What they learned over the four days
   • Share any insights about course design
   • Share changes/challenges

1:30 - 2:00 Final Evaluation and Closing Ceremony
Appendix D:

CELT Event Flyers

1. Academic Leadership Development Program Booster - Fall 2013
2. Course Design Institute - January 2014
3. Course Design Institute – June 2014
5. Upcoming Events (Book Group, Mid-term Feedback, & Lecturer Tea) - Fall 2013
6. New Faculty Lunch - Spring 2014
7. UCTFD Annual Teaching Conference – December 2013
Academic Leadership Development (ALD) Program Booster Session
Leading Great Meetings: Increasing Productivity, Creativity and Enjoyment
Friday, November 15, 2013
8:30am – 1:00pm
Chase Center, Medford Campus

For better or worse, face-to-face meetings, despite our ever-escalating reliance on technology, remain our primary mechanism for getting work done collectively. At the same time, how many meetings do you participate in where information gets shared, and some work actually gets accomplished but are virtually devoid of energy and creativity? Meetings can in fact, be fun, creative, energizing, productive and a good use of your time. Meeting participants whether they are directly responsible for the meeting or just attending can very much affect the quality of the experience for everyone. This particular booster session is designed as a “meeting learning lab” in which tested meeting protocols and models will be shared and applied in real time. Participants will have the opportunity to experience for themselves the power and impact of these methodologies as well as share their own experience as to what they have found makes for the best meeting experience. This booster session will be a great meeting!

Jeff Clanon is a Founding Partner of Systems Perspectives LLC and also a founding consultant member and former Director of Partnership Development for SoL, The Society for Organizational Learning. SoL evolved from the Center for Organizational Learning at MIT where Jeff was the Executive Director for five years. Jeff is particularly interested in leadership as systemic phenomena and its implications for senior leaders as they create and sustain environments which facilitate learning, tap intrinsic motivation and generate effective, collaborative action.

Over the past 10 years Jeff has focused on teaching, coaching and consulting with leaders in academic institutions and Federal Government agencies. Jeff has more than 30 years experience in the area of individual and organizational learning, as a clinical psychologist, educator, and organization development consultant, business manager and executive coach. Jeff has published a number of articles in the area of organizational change, organizational learning and technology.

RSVP by November 8th to celt@tufts.edu! We will be serving a light breakfast and a buffet lunch!

We look forward to seeing you.

The ALD Team,
Mary Lee and Donna Qualters
The Center for the Enhancement of Learning and Teaching (CELT) is pleased to offer an exciting series of workshops called the Course Design Institute.

**Upcoming Institutes:**
January 7–11, 2014

Each Course Design Institute participant receives:

- A focused format for accomplishing course design in four sessions
- The tools, the time and the collegial support to dig in and (re)design any course
- The chance to interact with a diverse group of colleagues from across our university, allowing you to share your own ideas about teaching and gather new ideas from your peers
- A full set of course design materials that can be used to (re)design your courses during and after the institute
- A week of delicious lunches with your colleagues

We ask that each participant commit to attending all four sessions, so please carefully consider your availability before registering. Registration closes at 15 participants.

For more information on upcoming Course Design Institutes or to register, call CELT at (617) 627-4000 or e-mail us at celt@tufts.edu.
Apply Now: Course Design Institute
June 9, 10, 11, 12

This four-day workshop is designed to provide you with the tools, time, and collegial support to help you work through the course (re)design process in time for your fall semester courses. The Institute is intended for faculty teaching a traditional or mini course for graduate or undergraduate students. By the end of the Institute, you will have (re)created the basic structure of your course.

Past participants said the highlights were:

- "Opportunity to build cross-discipline and even cross-campus collegiality."
- "Gift of time to reflect on one's own teaching practices."
- "Peer interaction!"

Participants have also said:

- "I feel so lucky that I had the opportunity to do this workshop. Not only did I learn a lot of new things, but I really appreciate the wonderful atmosphere you guys created the whole week. I loved it, and I will definitely use what I have learned in any future courses that I create."
- "This was such a valuable and transformative learning experience for me as a beginning professional teacher. The support is so crucial; glad I found it here."
- "I am so grateful to be a part of a community that cares so much about good teaching and where there are such great resources and expertise to support it."

To learn more about the CDI and to apply, please visit our [website](#).
CELT Book Discussion Groups 2013–2014

Come spend some time with your colleagues, enjoy lunch, and participate in a lively discussion about teaching and learning.

We will provide the book and lunch, so that all you have to do is read and show up!

October 23rd and 25th – Boston/Medford Campus

The acclaimed social psychologist offers an insider’s look at his research and groundbreaking findings on stereotypes and identity. Claude M. Steele, who has been called “one of the few great social psychologists,” offers a vivid first-person account of the research that supports his groundbreaking conclusions on stereotypes and identity. He sheds new light on American social phenomena from racial and gender gaps in test scores to the belief in the superior athletic prowess of black men, and lays out a plan for mitigating these “stereotype threats” and reshaping American identities in this book Whistling Vivaldi.

October 31st and April 17th – Grafton/Medford Campus

What makes a great teacher great? Who are the professor’s students remember long after graduation? This book, the conclusion of a fifteen-year study of nearly one hundred college teachers in a wide variety of fields and universities, offers valuable answers for all educators. In stories both humorous and touching, Bain describes examples of ingenuity and compassion, of students’ discoveries of new ideas and the depth of their own potential. What the Best College Teachers Do is a treasure trove of insight and inspiration for first-year teachers and seasoned educators.

April 10th – Grafton Campus

Medical teaching formal and informal, preclinical and clinical, planned and impromptu is complex. Physician-teachers must be concerned with meeting the needs of the learner while providing effective care for the patient. Offering the insight and experience of dedicated medical educators, Theory and Practice of Medicine includes: Practical applications of learning theories to better meet learners needs Characteristics of successful medical teachers Approaches to developing faculty and improving clinical teaching Vignettes addressing specific clinical teaching challenges Resources and literature for medical teachers to enhance their knowledge A special section, Memorable Moments in Teaching and Learning, shares poignant anecdotes and personal stories of the power, joy, and humanity of teaching medicine from 22 colleagues in the field of internal medicine.
### CELT Upcoming Spring Events (2013-2014)

#### CELT Book Group
**October 25th**

Join us for the CELT Book Discussion on Claude M. Steele’s *Whistling Vivaldi*. The book and lunch are free! All you need to do is read and show up for good conversation. To receive a copy of the book and RSVP, please email celt@tufts.edu.

#### NEW
**Mid-term Feedback**

Do you want valuable, confidential student learning feedback about your course? Then sign up for a new CELT Mid-term Feedback program. This is a pilot project for the Medford Campus. Check our website provost.tufts.edu/celt for further information.

#### NEW
**CELT Faculty Teatime**

Looking for a great way to meet your colleagues and share ideas? Enjoy an informal teatime at CELT. We’ll provide the coffee, tea and cookies; you provide the good conversation. Space is limited, please RSVP to celt@tufts.edu.

<table>
<thead>
<tr>
<th>The next CELT Book Group is Friday, October 25th 12:00pm – 1:30pm at CELT (108 Bromfield Road).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid-term Feedback Applications are due <strong>September 27th</strong>. Space is limited.</td>
</tr>
<tr>
<td>CELT Teatime is scheduled for October 28th from Noon – 1:30pm in the CELT Conference Room.</td>
</tr>
</tbody>
</table>
New Faculty Lunch

APRIL 4, 2014
12:00 – 1:30PM

108 Bromfield Road
Somerville, MA 02144

Come join us to share your teaching experiences from this year, and bring your suggestions for how CELT can support new faculty.

Lunch provided – Please inform us of any food restrictions.

Please RSVP by March 27th

Tufts University
The 27th University-Wide Teaching Conference

The Science of Learning
and the Art of Teaching

Keynote Speaker Daniel T. Willingham
author of Why Don’t Students Like School?
Presentation: “What You and Your Students Should Know About Learning.”

December 10, 2013
8:30 am – 4:30 pm
Medford Campus – Alumnae Hall, 40 Talbot Avenue

Registration includes breakfast and lunch.
An iPad mini will be raffled at the wine & cheese reception,
must be registered and present to win.

To register, go to celt.tufts.edu
Appendix E:

CELT 2013-2014 Advisory Board

1. CELT Advisory Board Members Roster
2. Board Members Bios
# CELT Faculty Advisory Board

<table>
<thead>
<tr>
<th>Name</th>
<th>School</th>
<th>Department</th>
<th>E-mail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ralph Aarons</td>
<td>Medical</td>
<td>Educational Affairs</td>
<td><a href="mailto:ralph.aarons@tufts.edu">ralph.aarons@tufts.edu</a></td>
</tr>
<tr>
<td>Julie Dobrow</td>
<td>A&amp;S</td>
<td>Ex College</td>
<td><a href="mailto:julie.dobrow@tufts.edu">julie.dobrow@tufts.edu</a></td>
</tr>
<tr>
<td>Nick Frank</td>
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<td>Clinical Sciences</td>
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</tr>
<tr>
<td>Roger Tobin</td>
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</tr>
<tr>
<td>Linda Hudson</td>
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<td>Public Health &amp; Community Med.</td>
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</tr>
<tr>
<td>Dominique Penninck</td>
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<tr>
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</tr>
<tr>
<td>Yun Saksena</td>
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<td>Prosthodontics &amp; Operative</td>
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</tr>
<tr>
<td>Sheryl Barnes</td>
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<td>ESTS</td>
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<tr>
<td>Evan Simpson</td>
<td>AS&amp;E</td>
<td>Tisch Library</td>
<td><a href="mailto:Evan.Simpson@tufts.edu">Evan.Simpson@tufts.edu</a></td>
</tr>
<tr>
<td>Chris Swan</td>
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<td>Civil &amp; Envir. Eng</td>
<td><a href="mailto:chris.swan@tufts.edu">chris.swan@tufts.edu</a></td>
</tr>
<tr>
<td>Jean Wu</td>
<td>A&amp;S</td>
<td>American Studies</td>
<td><a href="mailto:jean.wu@tufts.edu">jean.wu@tufts.edu</a></td>
</tr>
</tbody>
</table>
Center for the Enhancement of Learning and Teaching
2013-2014 Faculty Advisory Board

CELT formed a Faculty Advisory Board in the Spring of 2012 to guide their strategic programming.

Ralph Aarons, MD, Ph.D. Director, Problem-Based Learning Program, School of Medicine. Ralph Aarons is a practicing neonatologist at the Elliot Hospital and has been a leader in the Problem Based Learning (PBL) program at Tufts Medical School for the last 12 years. His role as Course Director for the program during the last three years in addition to his work with I-Clickers has made him invaluable to Tufts.

Sheryl Barnes, Assistant Director, Client Services, Educational & Scholarly Technology Services (ESTS) Tufts Technology Services (TTS). Sheryl helps faculty, students, and the university as a whole leverage technology to improve teaching and learning and collaborates very closely with CELT on many aspects of this endeavor. Sheryl also guides students through their transition from high school to college as an academic adviser & former proctor in residence at Harvard College. Prior to joining Tufts, Sheryl was the webmaster at Harvard's Arnold Arboretum. She received her Ed.M. in Technology in Education from the Harvard Graduate School of Education and her B.A. in Biology & Society/Government from Cornell University.

Julie Dobrow, Program Director, Experimental College, Communications and Media Studies, School of Arts & Sciences. Julie Dobrow is the Director of the Communications & Media Studies Program and a Lecturer in the Department of Child Development. Her lifelong interest in teaching and learning led her to be a CELT Fellow in 2009. Believing the CELT experience to be so formative and important, she collaborated with co-Fellow Ralph Aarons to create the CELT Extension Program, which offers ongoing opportunities for faculty on all campuses to explore issues that percolated in CELT.
Nick Frank, Professor and Chair, Clinical Sciences, The Cummings School of Veterinary Medicine. Dr. Frank joined the faculty of Tufts University in June 2011 and serves as chair of the Department of Clinical Sciences at Tufts Cummings School of Veterinary Medicine. His professional interests include veterinary education and pedagogical research and he strongly encourages faculty members in his department to expand their interests in teaching and learning. Serving on the CELT Faculty Advisory Board affords Dr. Frank the opportunity to engage with educators from other schools and involve his department and school in new programs and initiatives. In 2006, Dr. Frank joined the University of Nottingham on a part-time basis one year after the first class of students was admitted. The University of Nottingham has the newest veterinary school in the United Kingdom and takes a novel approach to veterinary education, and this provides Dr. Frank with many opportunities to compare and contrast programs.

Linda Hudson, Sc.D., M.S.P.H., Sc., Department of Public Health & Community Medicine, School of Medicine. Relationship to CELT: 2011-2012 Faculty Fellow; Faculty in the Department of Public Health (TUSM) and Community Medicine, teaching within the health communication concentration, TUSM; Interests in health communication, Academic-Community partnership; Chronic Disease Prevention behaviors among vulnerable populations.

Dominique Penninck, D.V.M., D.V.Sc., Professor, Clinical Sciences, The Cummings School of Veterinary Medicine. My first exposure to CELT was via the Academic Leadership Development program. I then discovered the CELT group, committed to provide resourceful support to faculty interested in bringing their teaching to the next level. Teaching veterinary ultrasonography is a challenging task that need to be refined to adapt to the changing clinical needs and the changing student profile. CELT represents the natural niche to foster this type of effort, and to inspire faculty from all campuses to develop pedagogic tools best suited to the material to be delivered. Being part of the Advisory Board is an unique opportunity to contribute to the future development of the center.

Norman Ramsey, Associate Professor, Computer Science, Engineering. Norman Ramsey was a CELT Fellow in 2009--2010. He teaches in Computer Science, where students say that his courses push them to their limits and give them confidence in their own abilities. His teaching interests include technical writing and curricular development.
Laura Rogers, Ed.D., Lecturer, Department of Education, School of Arts & Sciences. Laura Rogers is a licensed psychologist and a licensed school psychologist. For the past thirteen years, Laura has served as the school psychologist and special education administrator in the Francis W. Parker Charter Essential School, a school she helped to found. Aside from serving on the CELT board, Laura Rogers also helps CELT facilitate mid-term feedback sessions.

Yun Saksena, Clinical Associate Professor, Department of Prosthodontics & Operative, School of Dental Medicine. Yun Saksena is a Clinical Associate Professor, in the Department of Prosthodontics and Operative Dentistry at Tufts University School of Dental Medicine (TUSDM). She was a CELT Faculty Fellow in 2011. My primary responsibility at TUSDM is clinical teaching, though she is also a pre-clinical course director. She loves working with students and mentoring them.

Evan Simpson, Head of Reference and Instruction, Tisch Library, School of Arts, Sciences & Engineering. Evan leads Tisch Library’s Research and Instruction group in the provision and development of library research services supporting of teaching, learning, and scholarship in the School of Arts and Sciences and the School of Engineering.

Chris Swan, Associate Professor and Associate Dean, Civil and Environmental Engineering, School of Engineering. Dr. Swan was an inaugural CELT Fellow in 2007 and is currently performing a number of engineering education research projects in coordination with the center. He is also affiliated with the Center for Engineering Education and Outreach at Tufts, and serves as program chair of the Community Engagement in Engineering Education Constituent Committee of the American Society for Engineering Education. Dr. Swan’s current research interests in engineering education focus on project-based learning and service-based pedagogies.
**Roger Tobin**, Professor and Chair, Physics and Astronomy. Roger Tobin came to Tufts in 1995 from positions at Michigan State University and AT&T Bell Laboratories. His research is in the area of experimental condensed matter physics, studying the interactions of gases with metal surfaces. He has taught physics classes at all levels from introductory mechanics to graduate quantum theory, and is a recipient of the Lillian and Joseph Leibner Award for Distinguished Teaching and Advising. He has strong interests in methods of engaging students as active participants in learning and in improving pre-college science education, especially at the elementary school level.

**Jean Wu**, Senior Lecturer, American Studies, School of Arts and Sciences. Jean Wu is Senior Lecturer in the American Studies Program at Tufts. Her research and teaching are in the areas of race in America, comparative race studies, Asian American Studies, the creation of antiracist inclusive learning environments, and community-based anti-racist social justice.
Appendix F:

CELT 2013-2014 Lending Library - New Arrivals List

1. CELT Library : New Arrivals Book List

In her one of her most intimate and seamlessly book to date, Adichie turns her penetrating eye on not only Nigeria but America, in twelve dazzling stories that explore the ties that bind men and women, parents and children, Africa and the United States.


Although campuses have seemingly evolved from being exclusionary to accepting, data on admissions, retention, and graduation indicate that there is considerably more work to be done in creating engaging campus environments. This book offers insight on how to promote a more welcoming campus through a multi-faceted process that urges those in higher education to recognize the influences of privilege and inequality. The contributors guide individuals through difficult conversations regarding differing social identities. Through this process, educators learn to advocate for and generate change on in the classroom and across college campuses.


Contemplative pedagogy is a way for instructors to, empower students to integrate their own experience into the theoretical material they are being taught in order to deepen their understanding; help students to develop sophisticated problem-solving skills; and support students’ sense of connection to and compassion for others; and engender inquiries into students’ most profound questions.


This book investigates whether the existing paradigm of teaching and learning has changed, as technology and social media has increasingly altered expectations and practices within the classroom. Through experience and extensive research, Tisha Bender supplements an already very helpful guide to online teaching by exploring innovative opportunities offered by social media. This is a book for all educators and administrators in higher education who seek an engaging and practical approach to online teaching, as well as face-to-face and hybrid classes.


The “flashpoints” covered are the topics that pop up the most frequently and heatedly on listservs, blogs, and the literature. Each flashpoint is defined succinctly, options are presented, and then evidence-based recommendations for concrete action steps are proffered in an effort to
stop the popping. The recommendations are grounded in psychometric, professional, and legal standards. The last-named, in particular, can protect you from costly litigation.


This handbook offers faculty a wide array of theory-based techniques designed for online teaching and technology-enhanced courses. Written by two pioneers in distance education, this guidebook presents practical instructional strategies spread out over a four-phase timeline that covers the lifespan of a course. It includes information on course management, social presence, community building, and assessment.


This book illustrates how technology is most powerfully used outside the classroom, and, when used effectively, how it can ensure that students arrive to class more prepared for meaningful interaction with faculty. Bowen offers practical advice for faculty and administrators on how to engage students with new technology while restructuring classes into more active learning environments.


This book serves as a practical guide to outcomes-based assessment in student affairs is designed to help readers meet the growing demand for accountability and for demonstrating student learning. The authors offer a framework for implementing the assessment of student learning and development and pragmatic advice on the strategies most appropriate for the readers’ particular circumstances.


The concept of positive academic leadership emphasizes strengthening what is working well, instead of focusing strictly on problem solving. This new book gives academic leaders new insights and practical tools, as well as language and strategies, for fostering a more constructive leadership style that plays to the strengths rather than the weaknesses of their institutions.


It can seem at times as though all of academic administration today is focused only on the need for continual change and the endless pursuit of "the big idea." This book takes an entirely different approach to developing your proven academic leadership: It introduces one practical and field-tested idea each day for an entire academic year.

This book emphasizes the teacher’s role as a facilitator of learning rather than a transmitter of knowledge. It is designed to be practical and accessible and will support good teachers in becoming even better at what they do. Each chapter seeks to explain how different aspects of learning and assessment work (the theory) as well as providing descriptions of educational approaches that work (the practice).


This book explores best practices for effective teaching and learning about various forms of systemic group privilege such as that based on race, gender, sexuality, religion, and class.


This book illustrates how higher education can respond to the forces of disruptive innovation, and offers a nuanced and hopeful analysis of where the traditional university and its traditions have come from and how it needs to change for the future.


Offering insight on a relatively new idea, this book provides a step-by-step guideline for overcoming barriers and establishing student-faculty partnerships alongside expert advice, experience, and theory. These recommendations help develop student-faculty partnerships that improve teaching and learning in higher education.


This book provides a clear understanding of the concept of social justice on college campuses, including aspects of identity development and oppression. The authors discuss institutional and historical systems of power and how these affect identity and relationships. The second half of the book provides conceptual tools and strategies to help design and implement social justice programs on campuses.


In this book, top researchers in the field of learning science and educational technology examine the current state of design and research on Digital Teaching Platforms (DTPs), the principles for evaluating them, and their likely evolution as a dominant medium for educational improvement. The authors examine DTPs in light of contemporary classroom requirements, as well as current initiatives such as the Common Core State Standards, Race to the Top, and the 2010 National Educational Technology Plan.


While the last two decades have seen an increase in our knowledge about how students learn, about leadership and change, and about how institutions work, there has been, over the same
period, little change in how this information is used. The goal of this book is to help close this gap between research and practice.


Neuroscience, biology and cognitive science research have made it clear that it is the one who does the work who does the learning. Many faculty do too much of the work for their students, which results in diminished student learning. This book presents the research-based case the Learner-Centered Teaching (LCT) offers the best means to optimize student learning in college. Terry Doyle presents an LCT-based approach to course design that synthesizes current research on cognition and learning, student concerns, proven approaches to improve student comprehension and recall, and more. This book seeks to improve student-faculty communication within the classroom through LCT.


Learning how to learn in harmony with your brain is crucial to your long-term success. This easy-to-read guide on highly effective learning strategies puts students on the path to reaching their full learning potential from freshman year through graduate school. Special attention is paid to how to recall information easier, as well as the importance of sleep, exercise, and senses, in information retention and recall.


This book helps you make a strong connection with your audience and lead them to purposeful action. The author's approach is simple: building a presentation today is a bit like writing a documentary. Using this approach, you'll convey your content with passion, persuasion, and impact.


This book is full of practical approaches to visual story development that can be applied by anyone. The book combines conceptual thinking and inspirational design, with insightful case studies from the world's leading brands. With *slide:ology* you'll learn to: connect with specific audiences, turn ideas into informative graphics, use sketching and diagramming techniques effectively, create graphics that enable audiences to process information easily, develop truly influential presentations and utilize presentation technology to your advantage.


Offering the insight and experience of dedicated medical educators, this book includes: practical applications of learning theories to better meet learners needs, characteristics of successful medical teachers, approaches to developing faculty and improving clinical teaching,
vignettes addressing specific clinical teaching challenges, and resources and literature for medical teachers to enhance their knowledge.


In this book the author offers a clear and user-friendly map to this maze. Drawing on decades of experience in academia, he provides a comprehensive, empirically grounded, and, most important of all, practical guide to academic life.


In this book the authors explore what it means to be “app-dependent” versus “app-enabled” and how life for this generation differs from life before the digital era. Through innovative research, including interviews of young people, focus groups of those who work with them, and a unique comparison of youthful artistic productions before and after the digital revolution, the authors uncover the drawbacks of apps: they may foreclose a sense of identity, encourage superficial relations with others, and stunt creative imagination.


Synthesizing the best current thinking about learning, course design, and promoting student achievement, this is a guide to developing college instruction that has clear purpose, is well integrated into the curriculum, and improves student learning in predictable and measurable ways. Edmund Hansen directs the readers through the process of implementing idea-based learning, which derives from big conceptual ideas of a discipline that give structure and unity to a course, and aligns with notions of student-centered and outcomes-based learning environments. This guide is for educators who seek to refine student skills and knowledge through a transparent course blueprint, while avoiding potential learning barriers.


This tool, intended for students and non-students alike, enables readers to examine systems of privilege and difference in our society. Written in an accessible, conversational style, Johnson links theory with engaging examples in ways that enable readers to see the underlying nature and consequences of privilege and their connection to it.


As the world of higher education recognizes cultural and social differences, interdependence among organizations, and the increasing role of technology in decision-making, the nature of leadership has become more complex and diffuse. This book embraces new theories and concepts of leadership from an extensive amount of literature – from government to non-profit and business communities – that can be used to explore the possibilities for leadership in higher
education. This book is particularly useful for anyone designing programs, workshops, or training associated with leadership development, or any aspiring leaders.


In this book, the author cultivates a bodily investigation of noncombative argument, offering direct pedagogical strategies anchored in three modalities of learning—conceptual-procedural, kinesthetic, and contemplative—and projects, activities, assignments, informal responses, and final papers for students. Kinesthetic exercises derived from martial arts and contemplative meditation and mindfulness practices are key to the approach, with Kroll specifically using movement as a physical analogy for tactics of arguing.


In this book, editors R. Eric Landrum and Maureen A. McCarthy identify four broad areas of concern in the ethical teaching of undergraduate psychology: pedagogy, student behavior, faculty behavior toward students, and considerations in the diverse classroom. Together with their team of experts, they provide evidence-based advice and case studies that illustrate the application of relevant ethical principles.


This book focuses on the changing dynamics of teaching. It is no longer simply about passing on knowledge to the next generation. Teachers in the twenty-first century, in all educational sectors, have to cope with an ever-changing cultural and technological environment. Teaching is now a design science. Like other design professionals – architects, engineers, programmers – teachers have to work out creative and evidence-based ways of improving what they do. Yet teaching is not treated as a design profession.


How can faculty create a strong e presence for their online classes? This volume highlights the need for creating a presence in the online environment. The authors explore the emotional, psychological, and social aspects from both the instructor and student perspective. It provides an instructional design framework and shows how a strong presence contributes to effective teaching and learning. Filled with illustrative examples and based on research and experience, the book contains methods, case scenarios, and activities for creating, maintaining, and evaluating presence throughout the cycle of an online course.


Examining college student expectations, aspirations, academics, attitudes, values, beliefs, social life, and politics, this book paints an accurate portrait of today’s students. Timely and comprehensive it offers educators, researchers, practitioners, policymakers, and employers
guidance and a much-needed grasp of the forces shaping the experiences of current undergraduates.


This book is a comprehensive, cross-disciplinary encyclopedia of design. Richly illustrated and easy to navigate, it pairs clear explanations of every design concept with visual examples of the concepts applied in practice. From the "80/20" rule to chunking, from baby-face bias to Occam's razor, and from self-similarity to storytelling, every major design concept is defined and illustrated for readers to expand their knowledge.


Teaching a college class for the first time can be extremely daunting. This book offers a foundation from which new faculty and graduate student instructors can develop their skills and personal teaching styles. Through an introduction to the theory of teaching, proven strategies for engaging students in learning, and advice on classroom organization, this guide prepares readers for a confident start as teachers.


Before you prepare instruction, it's important to be able to clearly state what the desired outcomes of that instruction should be. In this book, you'll learn the characteristics of well-stated objectives, how to derive suitable objectives, and how to write objectives to match the instructional results you are seeking to achieve.


This book extends the ideas presented in Understanding by Design (UbD) by focusing on professional development and the practical matters of curriculum design. The Workbook is a guide for Understanding by Design workshops and undergraduate and graduate courses, as well as further independent exploration. It provides a valuable resource to educators in developing curricula and assessments with a focus on developing and deepening students' understanding of important ideas.


This book examines the difficulties of student learning and offers advice on how to overcome them through course design, assessment practice and teaching methods. It also provides innovative case material from a wide range of institutions and disciplines, including the social sciences, the humanities, the sciences and economics.

This volume increases the empirical evidence for threshold concepts across a large number of disciplinary contexts and from the higher education sectors of many countries. It develops the theoretical perspectives and provides fresh pedagogical directions, and is useful for teachers, practitioners and managers in all disciplines as well as for educational researchers.


While cultivating the health professionals of tomorrow, modern educators are increasingly compelling students to apply knowledge to authentic problems. This book introduces Team-Based Learning (TBL) as a form of “active” learning that teaches students to engage in the kind of collaboration that is expected in contemporary clinical practice. TBL transforms passive, lecture-based coursework into an environment that promotes more self-directed learning and teamwork, and makes the classroom come “alive.” This guide is beneficial for science and health educators instructing in basic or advanced programs, as it demonstrates how TBL refines problem-solving skills, aligns with the goals of health courses, improves knowledge retention, and develops students as professional practitioners.


The author’s discoveries about contemporary undergraduate culture are surprising and her observations are invaluable, making this book essential reading for students, parents, faculty, and anyone interested in educational policy.


Self-regulated learning can be developed by just about anyone and is a fundamental prerequisite of academic success. This book provides the theoretical background to student self-regulation, the evidence that it enhances achievement, and the strategies to help students develop it. By analyzing an array of tested activities and assignments, Linda Nilson recommends course design strategies that aim to produce self-regulated learners. This guide is for both students aspiring to become self-regulated learners and educators attempting to implement self-regulated learning in the classroom.


This title offers faculty in the sciences a model for effectively teaching research to a diverse audience. By collaborating respective experiences in the academic and experiential sectors, scientist Randy Olson joins story consultant Dorie Barton and improv actor Brian Palermo, to produce a skillful guide to story making. Instead of constructing stories that distort and manipulate the truth appeal to a wide audience, lecturers must craft stories that keep students engaged while emphasizing the facts.

In this book, the author shares the secrets of talking substance in an age of style. The key, he argues, is to stay true to the facts while tapping into something more primordial, more irrational, and ultimately more human.


This book brings together a broad array of current "best practices" in the design, implementation, and assessment of multicultural change initiatives on college and university campuses. Readers will find that this volume advocates for more transparent connections between change initiatives at individual, departmental, and college-wide levels by highlighting the ways in which such practices and change goals can relate to and support each other, thus addressing a noticeable absence in the current available literature.


This book is an extraordinarily helpful guide for anyone facing the daunting challenge of putting together a course and delivering it successfully. Representing teachers at all stages of their careers, the authors, including distinguished historian Alan Brinkley, offer practical advice for almost any situation a new teacher might face, from preparing a syllabus to managing classroom dynamics. Beginning with a nuts and bolts plan for designing a course, the handbook also explains how to lead a discussion, evaluate your own teaching, give an effective lecture, supervise students' writing and research, create and grade exams, and more.


This book is for all who are new to the field of holistic education, all who want to deepen their understanding of its challenges, and all who want to practice and promote this vital approach to teaching and learning on their campuses. The book offers a rich interplay of analysis, theory, and proposals for action from two educators and writers who have contributed to developing the field of integrative education over the past few decades.


In this book, the author redefines the way we understand ourselves in relation to one another. It is about how we think in groups--and how our collective wisdom exceeds the sum of its parts. Why can teams of people find better solutions than brilliant individuals working alone? And why are the best group decisions and predictions those that draw upon the very qualities that make each of us unique? The answers lie in diversity--not what we look like outside, but what we look like within, our distinct tools and abilities.

When we learn to present naked, we reach our audiences by communicating the essence of the message, stripping away all that is unnecessary and embracing the ideas of simplicity, clarity, honesty, integrity, and passion. If "slideware" is used, the slides never steal the show or rise above serving a strong but simple supportive role. The ideas in the presentation may or may not be radical, earth shattering, or new, but there is freshness to the approach and content that makes a lasting impression.


In this new edition, Garr gives his readers new, fresh examples to draw inspiration from, with a whole new chapter for those who present on more technical and educational topics based on techniques used by many presenters who give high-level talks at TED and other powerhouse events.


Grounded in research on neuroscience, faculty development, work productivity, positive psychology, and resilience, this faculty development guide is filled with the techniques and strategies that go beyond a discussion of work-life balance and teaching tips to offer practical tools for managing the life of the professor while maximizing his or her potential.


This book represents pioneering work in teaching by scientists, mathematicians, and engineers to attract and retain women. Each chapter in this edited volume is written by a teacher who has transformed her or his course to appeal successfully to women students in particular, while retaining its appeal for male students.


This practical handbook will introduce readers to social justice education, providing tools for developing “critical social justice literacy” and for taking action towards a more just society. Accessible to students from high school through graduate school, this book offers a collection of detailed and engaging explanations of key concepts in social justice education, including critical thinking, socialization, group identity, prejudice, discrimination, oppression, power, privilege, and White supremacy.
Appendix G:

CELT Data

1. CELT Comparison Data
2. Contact & Hours Comparisons
3. CELT Outreach Data by Rank and School
4. CELT Website – Number of Visits
### CELT Comparison Data 2011-12 vs. 2013-14

<table>
<thead>
<tr>
<th># of Individual Contacts</th>
<th># of Total Contacts</th>
<th># of Contact Hours</th>
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<tr>
<td><strong>Consultations</strong></td>
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*As of 2013-14, measurements changed from 1 hour increments to 30 minutes increments.
Contact and Hour Comparisons
2011-12 vs. 2013-14

*As of 2013-14, measurements changed from 1 hour increments to 30 minutes increments.
## CELT Outreach Data 2013-2014

### CELT Outreach: Distribution By Rank

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<thead>
<tr>
<th>Rank</th>
<th>Number of Participants</th>
<th>Percentage</th>
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<tr>
<td>Associate Professor</td>
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<td>Clinical Professor</td>
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<td>Graduate Student</td>
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<tr>
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<tr>
<td><strong>TOTAL</strong></td>
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### CELT Outreach: Distribution by School

<table>
<thead>
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<td>Nutrition</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>398</strong></td>
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**Audience Overview**

You are using a filtered view, which may cause your Users count to be inaccurate.

### Overview

- **Sessions**: 6,724
- **Users**: 4,271
- **Pageviews**: 16,615
- **Pages / Session**: 2.47
- **Avg. Session Duration**: 00:02:07
- **Bounce Rate**: 59.37%
- **% New Sessions**: 61.04%

### Language

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