



NEWSLETTER

The warmth of the sun belies September
A truth to which I must surrender
- Gino Vannelli, *The Last Days of Summer* -



What's inside?

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A Letter from the Editors

Well...

We seem to have arrived at September, and we are not quite sure how that happened. Weren't we in Short-Term just last week?

Luckily, September is one of our favorite times of year: We are delighted to welcome in a new cohort of students, a new cohort of faculty, a new cohort of staff educators and Bates staff, and the new academic year. For those new to our newsletter, we usually have a feature piece (this month on *TILting Assignments*, p. 2), a blurb about what we're currently reading or working on (*What's on our desks*, p. 3), a monthly teaching challenge (*How might you encourage your students to interact with your syllabus?*, p. 4), and a share-out from someone(s) in our community about their pedagogy (*Large Classes & Large Classrooms*, p. 5), and information about CITL offerings, events, and programming (pp. 6-9).

Lindsey  Wells

Listen below to the newest hit song:



*Start of the Year:
CITL is HOT TO GO*

Dr. H & The Generative AIs
(single)

Click Here to Play



Note: Effective
Microphone Use



Transparency In Learning & Teaching

What is TILT?

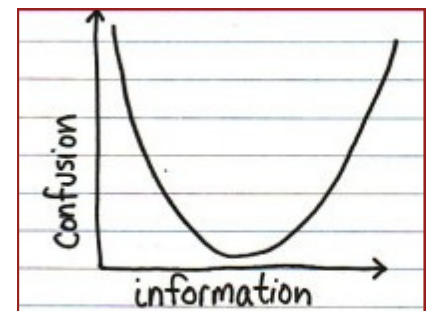
The Transparency in Learning and Teaching project aims to advance equitable teaching and learning by using transparent teaching methods that help students understand how and why they are learning course content in particular ways and how and why they are participating in activities or completing assignments. Below is one way to make assignments more transparent. More at this website: [TILT LINK](#).

Purpose

- The assignment instructions communicate:
 - The skills that will be practiced in the task
 - The knowledge that will be gained in the task
 - The reasons one might need those skills and knowledge beyond this assignment (e.g., how those skills and knowledge are connected to a particular genre, task, format, convention, audience, or voice).
- Questions to ask yourself:
 - How does this assignment connect to course learning outcomes? How does this assignment relate to what students have been discussing, doing, and learning?
 - What is the relevance of this assignment to the course, to (any) course progression, to the field, and to students' daily lives or their futures?

Task

- The assignment instructions communicate:
 - What students will do to complete the assignment
 - How students will complete the assignment
- Questions to ask yourself:
 - How might having too little information cause problems?
 - How might having too much information cause problems?
 - How do I know what is just right?



Criteria

- The assignment instructions communicate:
 - How an assignment (a student's work) will be evaluated
 - What good work and what poor work looks like
- Questions to ask yourself:
 - What types of resources could help students self-evaluate (e.g., rubrics, peer-feedback, models, or examples)?
 - How might students be invited into the conversation about assessment (e.g., annotating examples as a class)?

Want this information as a print out?

Want some TILT-ing examples?

HERE IS YOUR LINK

What's on our desks?

Each month, we write up a little blurb about whatever is on our desks.

We write about the Chronicle articles that landed in our inbox, the books recommended by colleagues, the research budding in the field, the podcasts we're hooked on, and the novels we can't put down.

But what's on our desks this month? Answer: Too much.

But we'll focus on the most impactful texts cluttering our workspaces.

This summer, Wells enjoyed *Whatever It Is, I'm Against It* (Rosenberg, 2023). This book "exposes the entrenched structures, practices, and cultures that inhibit meaningful higher education reform." Basically, it reimagines tenure, enrollment numbers, cost of education, student-faculty ratios, disciplinary divisions, school rankings, shared governance, and (even) how learning is measured and the necessity of grading.

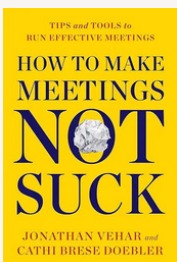
One of the biggest takeaways from the book actually concerns the notion of "change." We (those in academia, generally) have a tendency to shy away from change, as it often corresponds to uncertainty, extra work, risking failure, and choices that might garner contenders. But, Rosenberg counters: Higher Education is currently too expensive for students to afford and too expensive for the institutions to run, and change is necessary. Rosenberg peppers this book with his own and others' ideas for changing Higher Education, and if you ever want to chat about them--come find me!

Wells

This summer, Lindsey dove into the scholarship on "running effective meetings." The common arguments in all these books were 1) we have too many meetings and 2) yellow book covers are a must. Some other key takeaways were to cancel meetings that don't have an agenda and the agenda cannot be simply informational. Stick to time limits on the agenda. Limit the number of attendees and hold attendees accountable to coming prepared to the meeting. All this is

easier said than done,
but we will try our best
this year!

Lindsey



Do these topics interest you too? Do you know similar pieces or pieces in dialogues with these? Please reach out or stop by our office to offer your thoughts or to recommend what might be "on our desks" next month.

Monthly Teaching Challenge

September
2024



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

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

Syllabus Interaction Activity

Starting the semester with one of these activities sets a collaborative tone and ensures that students understand course expectations, policies, and key dates. It transforms the syllabus from a static document into a dynamic tool for learning and fosters student engagement!

Possible Activities:

- **Scavenger Hunt** - Students work in small groups to find answers to specific questions about the syllabus, encouraging them to explore it thoroughly.
- **Quiz** - A brief, low-stakes quiz on the syllabus content helps reinforce important details and clarifies expectations from the outset.
- **Bingo** - Create a bingo card with key syllabus topics. Students mark off items as they find them, making the review process interactive and fun.
- **3-2-1 Annotation** - Ask students to identify 3 important things from the syllabus, jot down 2 questions they have, and highlight 1 thing they are excited about in the course then share through small groups or whole class discussion.
- **Jargon Hunt** - Students identify and define unfamiliar terms or concepts in the syllabus, ensuring everyone starts the course on the same page.

Now tell us about it!

We invite you **not only** to bring a syllabus interaction activity into your course(s) this semester, **but also** to let us know how it went!



What worked? What did not work?

We would love to anonymize and share your thoughts with our readership (i.e., you all)



Pedagogical Point-of-View: Bates Faculty

BACK TO SCHOOL

On August 28th, a group of 20 Bates faculty gathered to share concerns, strategies, and advice concerning teaching courses with large enrollments in large classrooms. In this Pedagogical Point-of-View, we offer a sampling of those concerns, strategies, and advice aired in that lofty Keck classroom.



Challenges With Large Classes

- Taking Attendance
- Tracking Participation
- Engaging Students
- Getting to Know One Another
- Providing Quality Feedback
- Grading ALL THAT WORK!

Challenges With Large Classrooms

- Hearing Everyone
- Seeing Everything
- Being Far Apart (challenge for group work)
- Distributing Materials
- Reducing Distracting Behaviors



Top Tips for....

- Encouraging Attendance and Participation
 - Offer participation points
 - Use interactive questioning (e.g., Mentimeter)
- Taking Attendance and Tracking Participation
 - Use Entry/Exit Tickets (with name attached)
- Getting to Know Everyone
 - Learn and Use Names (Name Tents!)... and encourage students to do, too
- Hearing Everyone & Seeing Everyone
 - State: "I want to see/hear you all, move yourself if need be"
 - You can also intentionally design your seating to reduce this
 - Use a Microphone!
- Providing Quality Feedback & Grading (a lot of) Work
 - Consider having a "bank" of potential feedback responses (copy/paste!)
- Reducing Distractions & Distributing Materials
 - Communicate on Day 1: What disruptions look like, what makes them disruptive (their effects), and how you will respond to them
 - Consider about offering students a laptop contract ([link](#))

**More Tips
Shared
Here**



NEW THIS YEAR! MINI-WORKSHOPS IN UNIT MEETINGS

sparkshop Menu

We encourage you to read through the topics listed below. If any are "sparks" for you, have us come to your unit/department/program/office/center and talk through this topic with you over a 10-15 discussion.

Spark action

- ◆ Entrance/Exit Tickets
- ◆ Exam Wrappers
- ◆ Jigsaw Activities
- ◆ Rubrics
- ◆ Think-Pair-Share
- ◆ Mid-semester Feedback

LEARN ABOUT A
TECHNIQUE YOU COULD
IMPLEMENT IN YOUR
NEXT CLASS SESSION!

Spark interest

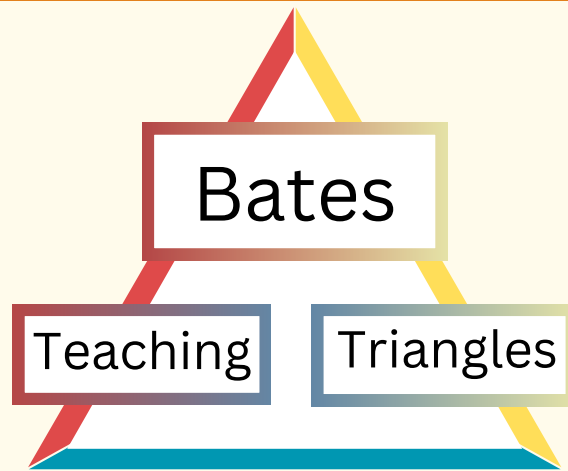
LEARN ABOUT A
BROADER TOPIC
FOR PLANNING
YOUR COURSES

- ◆ Community Agreements
- ◆ Informal Group Work
- ◆ Learning Objectives
- ◆ Teaching Large Classes

Fall Teaching Triangles

(though, they will be back next semester)

**CITL IS
BRINGING
IT BACK!**



WANT TO LEARN MORE?

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

REGISTER

WHAT?

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

WHEN?

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

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

**Friday Sept. 13
@ 12:00
(Commons +
Lunch)**

WHO?

Anyone teaching classes in Fall 2024!

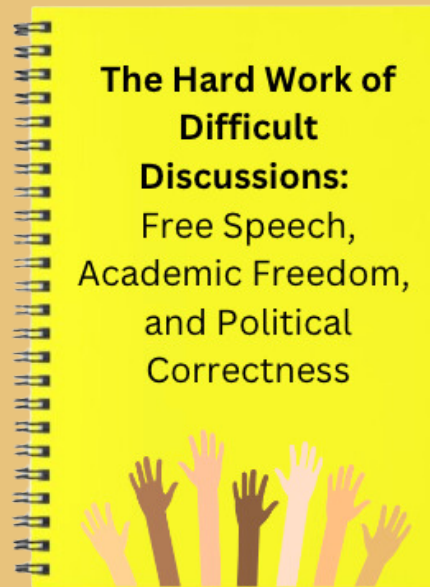
Fall's Reading Group:

The Hard Work of Difficult Discussions

CITL has put together a curated reading pack for our fall Reading Group!

If you sign up, we will get you a reading pack and you can join as many or as few discussion sessions as you'd like.

No pressure!



WHEN? **Bi-monthly on Thursdays (note: times vary so that more can attend)**

- September 12 (9am OR 4pm; Dana 216)
 - Texts-Pick Up and First Thoughts
- September 26 (11:30am-1:00pm; Chase 102)
 - Case Studies: When you integrate difficult topics into class
- October 10: (9am OR 4pm; Dana 216)
 - Topics: Academic Freedom, Free Speech, & Political Correctness
- October 24 (11:30am-1:00pm; Chase 102)
 - Case Studies: When students bring up the difficult topics in class
- November 7: (9am OR 4pm; Dana 216)
 - Topics: Pedagogy as a Weapon; Safe, Brave, & Accountable Spaces
- November 21: (4pm, Dana 216)
 - With the Banned Book Book Club, reading: *Fahrenheit 451*
- December 5: (9am OR 4pm; Dana 216)
 - Topics: RPPC & Our Own Teaching

WHAT? Discuss communal texts about difficult discussions, trigger warnings, brave spaces, power and platforms, and silenced /amplified voices in teaching and learning environments.

During this election semester, we hope these get-togethers become a place to work through local, national, and international challenges and opportunities in our educational spaces. Also, helpful for RPPC courses!

WHO?

Anyone interested in discussing these topics through the lens of teaching and learning here at Bates.

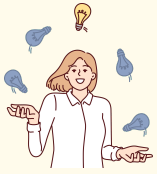
WANT TO LEARN MORE?

Look at our website, or find us via email or in Dana!

REGISTER

Communities of Practice

Where might you find your people?



New Faculty

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

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

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

REGISTER



FYS Instructors

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

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

Lindsey, teaching the FYS course *Sex in the Brain* this fall, will be the main facilitator.

REGISTER



Staff Educators

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

Calling all staff educators!

Wait, who's a staff educator?

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

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

REGISTER



Language Instructors

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



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

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

Snacks from around the world will be provided.

REGISTER



for more information,
see our website's event page: [HERE](#)