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CTL Newsletter

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Center For Teaching & Learning Weekly Newsletter

INSPIRE. INNOVATE. IMPACT.



Spring 2020 Professional Development Day

by [Xandra Gradine](#), Admin Support

Join us for Spring 2020 Professional Development Day. This event features a panel of community leaders who will discuss topics relevant to the future of HSU and Humboldt County, including economic development, equity, sustainability, emergency preparedness, innovation, and more.

Participants will also learn about the results of an HSU professional development survey and upcoming professional development opportunities that can help us address challenges and build an even stronger community.

Please join us on Thursday, January 16 from 8:30-11 AM in the College Creek Great Hall to participate in this exciting discussion!

Last Chance to Pre-Register for Spring 2020 Professional Development Day!

UPCOMING OPPORTUNITIES



Register Early for your Mid-Semester Feedback!

The MSF process includes trained HSU graduate students who meet with the instructor to discuss what they hope to discover at mid-semester. The graduate students facilitate a student feedback session (20-30 minutes of class time) on the course's strengths and challenges. A detailed report of the anonymous feedback is provided to the instructor. As a follow-up, faculty may choose to set up a consultation with the CTL to discuss resources and strategies for desired course changes. At the end of the semester, the graduate student returns to the class (~5 minutes) and conducts a Last Class Interview to obtain additional student feedback and close the loop in the feedback process. Participation in MSF is confidential and not associated with the evaluation of teaching effectiveness.

[Mid-Semester Feedback Request Form](#)

SCHOLARSHIP & CONVERSATIONS



Faculty Focus: UDL and 21st Century Learning

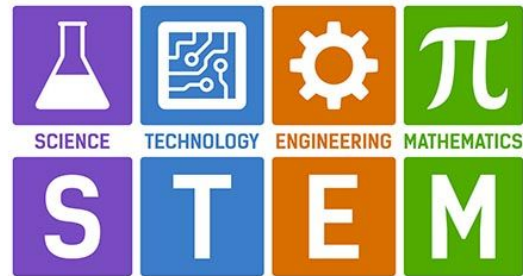
Dr. Gwen Bass, Director of the Teacher Leadership division of Professional and Graduate Education at Mount Holyoke teams with multimedia and digital curriculum expert Michael Lawrence-Riddell to discuss how to incorporate the principles of UDL into multimedia theory in practice.

Put simply, “people learn more deeply from words and pictures than from words alone” (Mayer, 2005). Multimedia theory posits the idea that people’s brains more effectively integrate new information when they can receive that information in multiple ways. As we move towards a model of Universally Designed Learning (UDL), we’re inviting students to acquire and share information in novel ways, and assisting them in linking their learning directly to their experiences, past, and future.

[Labor-Based Grading Contracts as Anti-Racist Classroom Assessment \(Follow-up\)](#)

Facilitator: Dr. Lisa Tremain, English
Friday, January 31st, LIB 317
10:00-11:30am

How can instructors implement contract-based grading into their courses? What are the first steps of this process, and how can we use Canvas to support contract-based grading? This session offers a follow-up to Asao Inoue's workshop "Labor-Based Grading Contracts as Anti-Racist Classroom Assessment" (delivered on Friday, December 13, 2019). Participants will share ideas and approaches for contract-based grading as an anti-oppressive and useful framework for thinking about grading and assessment. You do not need to have attended the 12/13/19 session to attend this follow-up. Bring your laptop!



[PsyPost: First-generation university students are more likely to struggle with imposter syndrome.](#)

Dr. Elizabeth Canning, Assistant Professor of Psychology at Washington State University, recently published new research finding that first-generation college students are more likely to suffer from imposter syndrome in competitive STEM classroom environments.

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[Bright Ideas Submission Form](#)