Teaching Times

BALDWIN CENTER FOR LEARNING & TEACHING

https://www.bowdoin.edu/baldwin-center

JANUARY 15, 2021

In this issue…

This Week Suggestions:

- Register for one of the faculty development offerings in January 2021.
  - Recommended: Promoting Equity through Inclusive Teaching Practices with Drs. Sathy & Hogan (UNC-Chapel Hill) on Wednesday, January 27, 10-11:30am.
  - Want to spend 3 days (Jan 25-27, 9am-4pm, 15 hours) with colleagues from Bates and Colby and make significant progress on your course design for a spring class? Looking for accountability and to talk through ideas on learning goals, assignments and pedagogical strategies? Register today by noon for the course design experience, Jan 25-27 with colleagues from Bates and Colby.
- Work through a Diversity EDU module: **To get started, log in using your Bowdoin email address and password here**: **https://lms2.diversityedu.com/sso/bowdoin**. The course usually takes about two and a half hours, and you can stop and resume it whenever you want. (The course must be completed, however, no later than Monday, February 8, 2021.)
- Connect with an academic partner (AT&C,Baldwin Center for Learning & Teaching, Library, Special Collections,McKeen Center for the Common Good, Museum of Art, and Peary-MacMillan Arctic Museum) to talk through ideas for your classes.

Consider:

https://sites.google.com/view/inclusified/home/why?

Students say they feel included when:
"my professor takes the time to learn my name."
"my teacher is willing to discuss disagreement in a welcoming and kind way."
"they assign reading that were written by more than just white people."
"I have the opportunity to participate without talking."
"pronouns are asked and respected."

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Students say they don't feel included when:
"faculty let certain students hijack or dominate class discussions."
"my grade depends on speaking out in class because this makes me feel like I do not belong or am somehow doing something wrong by being shy or introverted."
"the professor says to talk to a neighbor but neighbor has other friends and I am left isolated."
"professors project an identity on me based on the way that I look."
"they generalize about Christians or Republicans/Conservatives."

Kelly Hogan and Viji Sathy are both award winning instructors with a combined 25+ years in the classroom at the University of North Carolina. They are passionate about student success, equity, and inclusion in the classroom. They have expertise on inclusive techniques and active learning in any size crowd, because both teach courses routinely with hundreds of students. On their campus, they lead innovative classroom and diversity administrative initiatives that benefit all students, faculty, and staff. Both are leading the campus in curriculum reforms, bringing course-based undergraduate research experiences and makerspace courses to all disciplines. Kelly and Viji have shared their work with faculty through hands-on workshops at numerous types of institutions. Both have been featured experts in ACUE's **Course on Teaching Effectiveness**, have been active in the scholarship of teaching and learning in their respective disciplines of biology and statistics, and their work has been featured in a number of national publications such as The Chronicle of Higher Education and the New York Times.

8 Ways to Be More Inclusive in Your Zoom Teaching.
Linked to a **Students' Guide to Zoom**
https://www.chronicle.com/article/8-ways-to-be-more-inclusive-in-your-zoom-teaching/

By Kelly A. Hogan and Viji Sathy
APRIL 7, 2020

By this point in the Covid-19 transition to remote instruction, you've probably had a few sessions on Zoom. You've taught a few classes, met students for office hours. No doubt more than once, you've seen a lot of students staring blankly at you after you pose a question. (*Insert crickets-chirping sound.*)

Faculty members are getting a crash course in Zoom and finding it can be supremely awkward, at least at first. One reason for our collective uneasiness: Most of us are not well acquainted with the "hidden curriculum" of Zoom — all the unwritten rules and expectations that you're supposed to know but none of us have been taught. Faculty members and students together are diving into a new tool with little to no experience with it, technically or culturally.

As you lead a class discussion or a meeting on Zoom, it's all too easy to lose people in the process. But the principles of inclusive teaching can help you reach students in a virtual classroom, just as in a physical one.

As longtime advocates of inclusive teaching — the practice of embracing student diversity and designing courses in ways that reach all students — we know how important structure is. More

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structure in face-to-face teaching works for most students, without harming those who don't need it.

Fortunately, there are ways to incorporate structural elements into remote teaching, too — and it's not too late to add them, with the goal of reaching more of your now-online students. So if you're in the "emergency fine-tuning stage," looking ahead to more remote teaching this summer, or both, here are eight suggestions to help you keep inclusiveness in mind along the way:

Before a session, ask students to consider the settings for their names. In face-to-face teaching, if you ask students what you can do to help them feel welcome, one of the most common responses is "know my name in class." Apply that lesson to Zoom: Invite students to edit their name on display and choose how they would like to be addressed. Suggest they consider adding a preferred pronoun and/or a pronunciation guide, too. As educators who teach large classes, we've always dreamed of having students' names attached to their faces like this, so let's take advantage of the best aspects of this tool, which makes it easy to learn and use their names.

Establish the rules of engagement for each Zoom meetup. In our own courses, we've found that if we ask students to use video in Zoom, most do. (Be aware that some can't because their internet access is too spotty to make the video option work, or they may feel uncomfortable sharing their work space at home.) As always, we advocate being transparent about the reasoning behind your requests. You might also decide which other aspects of class culture are important to you — such as asking students to maintain eye contact, keep their audio muted until called upon, use a certain method to ask a question, or indicate in a particular way when they have to leave a session early. Invite students to suggest a few rules of engagement of their own, since, at this point in the transition to remote instruction, they have probably seen both good and bad examples. As we learned in our initial Zoom sessions, in March, many students had no idea (and some anxiety) about the etiquette professors might expect online.

Use different ways for students to "speak up." In Zoom, just as in face-to-face teaching, there are many ways to hear from people. As self-declared introverts, we're now learning in our own campus administrative meetings what number of people starts to feel like "a crowd" on Zoom and when we might be tempted to retreat and shut down. Likewise, the more ways you can allow students to engage, the better. Besides instructing them to click on the hand-raised symbol to speak, you can allow students to use the chat tool or you could open a live external Q&A. For really quick questions — "Can you see my screen?" or "How are you feeling about the material so far?" — just ask everyone for a thumbs up or down.

Give careful consideration to the way you start. Without structure, the beginning of online meetings can be very awkward. As people join in at different times, consider using those initial minutes to build community. Invite students to pick a virtual background that tells something about them — you could even propose themes: the place you would be if you could snap your fingers and make it happen, the food you are most craving. Another way to begin is to pose a question — "What's one thing that you're grateful for today?" — that students answer through the chat tool. They can scroll through responses as they get settled.

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Be intentional about how you end your Zoom sessions. In face-to-face teaching, the universal signal that class is nearly over is that students start packing up their notebooks and other materials. Find ways to make the closing of your virtual class more structured and routine, too. For example, you might end every class with students sharing their "muddiest point" in the chat window before they leave, so you know what to go over again in the next Zoom session. Or you could invite students to hang around after class if they want to chat more informally.

Break out the breakout-room tool. Consider adding to your repertoire the division of the class into small groups. Many students are more likely to participate in a small-group discussion than in a class-wide one. The tool itself will randomly assign students to small groups, but you can change the default timing settings of when they enter and exit the breakout rooms, as well as who is in which groups. To keep the first words out of their mouths from being "What does she want us to do?," provide clear instructions to explain the prompt. Ask students to share their names and Zoom locations before beginning the discussion or assignment. Tell them how much time they will have, and how and where to report the results. Groups function more inclusively with more structure, so consider assigning someone (use random criteria, such as "the student who has the largest pet") to report on each group's results once back in the main Zoom meeting. To hold them accountable and give you formative feedback, designate a place (such as a Google doc) to show each group's thoughts or work.

Provide resources and opportunities for asynchronous learning. One certainty in these uncertain times is that students face a whole host of barriers to remote learning — unreliable internet access, computer snafus, even different time zones — that they don't encounter when we are together in a physical classroom. For that reason, record each Zoom session in order to be inclusive. If your subscription allows, record to the cloud to create audio transcriptions. (Another option for transcription: Upload your class sessions to YouTube and then post the link in a secure place on your campus's learning-management system to protect students' privacy.) Post the audio files, too, since video can be difficult to view for some students. Create an online discussion forum that asynchronous users can contribute to before and after class, even if they couldn't contribute in real time. In general, it's helpful to ask yourself: How can I ensure that students who aren't able to join in any synchronous activities feel included in the learning and in our class community?

Lastly, acknowledge that we're all learning together. It's understandable that you may feel frustrated, sad, mad, or any host of other emotions about switching to Zoom (or some other website) from the comfort of your usual classroom. This is not what you, or your students, signed up for this term. But as Harriet Schwartz, a professor of psychology at Carlow University, wrote on the Scholarly Teacher website, "We are always teaching on at least two levels. Clearly we teach the essence of our disciplines, and at the same time, by virtue of our presence and approach, we model ways of being in the world." To that end, you can model how remote learning doesn't have to mean exclusion and social isolation. Perhaps now, more than ever, is the best time to reassure students that they belong in your classroom and you believe in them.

Postscript: This essay is aimed at faculty members, but we also have created "A Students' Guide to Zoom" that may be of use to readers. It can be found here.

Kelly A. Hogan

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Viji Sathy
Viji Sathy is a teaching associate professor of psychology and neuroscience and an administrator in the office of undergraduate education at the University of North Carolina at Chapel Hill. Her Twitter handle is @vijisathy.

January Faculty Development Opportunities
Colby, Bates & Bowdoin January Virtual Course Design Experience
Register by noon on Friday, Jan 22 at: https://bit.ly/2VsfRup

Jan 25-27, 9am-4pm. (15 hours)

Participants engage in a morning webinar followed by individual work in a small group Zoom room with the guidance of a small group facilitator. In the afternoon, participants will return to the small group Zoom room to work on feedback provided on the morning activity, engage in additional activities related to the theme of the day, and participate in a large group reflection activity. Participants should expect to work on CDE activities throughout each day, with breaks for coffee and lunch (on your own). All participants will be assigned a small group and a small group facilitator to support progress and share ideas.

The CBB Course Design Experience brings faculty from across campuses and disciplines together for an interactive, virtual institute that supports evidence-based course design. The CDE provides opportunities for participants to work individually, in small group settings, and with feedback from a member of the facilitation team. Participants will design their student learning outcomes (Module 1), assessments (Module 2), and pedagogical strategies (Module 3) for one upcoming course they will teach. Ultimately, participants will reflect on the ways their course design welcomes all learners to a deep learning experience, while creating a course that is fully accessible to students, especially those in remote settings.

Promoting Equity through Inclusive Teaching Practices Workshop
January 27, 10-11:30am
Register by January 26 at: https://forms.gle/vHVmPoFSPpkZvvDo6

Join Dr. Kelly Hogan and Dr. Viji Sathy (University of North Carolina) for this online, interactive workshop on inclusive teaching. The session will highlight the need for high course structure and model techniques designed to elicit equity in both online and face to face courses.

Learning Community-Ungrading
Join a community of faculty interested in learning more about ungrading and possibly experimenting with it in a course in 2021. Details about meetings, readings, etc. will be created by the group. If interested, contact Katie Byrnes.
FMI: https://www.jessestommel.com/how-to-ungrade/
Ungrading: Why Rating Students Undermines Learning (and What to Do Instead) Edited by Susan Bloom

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ESD-DPI Course Development January Workshop
January 28, 3-4:30pm EST
https://bowdoin.zoom.us/j/99041571480
Katie Byrnes, John Fitzgerald, Theo Greene, Dharni Vasudevan
For faculty who have taught ESD courses in the past and would like to complete the expedited process to transition those courses to DPI before the February 1 CIC deadline.
FMI: Blackboard-Organizations-Teaching Resources for Faculty-DPI

BOLT Workshops
https://www.bowdoin.edu/bolt/workshops/index.html
https://bowdoin-bolt.libcal.com/calendar/workshops?cid=13572&t=g&d=0000-00-00&cal=13572&inc=0

You've Been UDL'd
Thursday, January 28, 1-1:45pm
Katie Byrnes, Juli Haugen & Jennifer Snow
Are you interested in learning what technology is currently available to assist in making your course materials or synchronous class sessions more accessible? In this brief 45-minute webinar you will experience and view a selection of tools and services already at your fingertips that can help create a more inclusive learning environment for all students.

FRIDAY, January 22, 2021
  Blackboard Open Lab @ 10:30-11:30
  Zoom Refresher/Open Lab @ 2 PM

MONDAY, January 25, 2021
  Blackboard Open Lab @ 10:30-11:30
  Zoom Refresher/Open Lab @ 2 PM

TUESDAY and THURSDAY, January 19 and 21, 2021
  Ensemble Refresher T and TH @10 AM
  Blackboard Refresher @ 11 AM
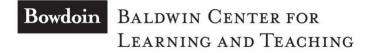 **iPad Open Labs T and TH @ 2 PM**

FRIDAY, January 29, 2021
  Blackboard Open Lab @ 10:30-11:30
  Zoom Refresher/Open Lab @ 2 PM

Academic Partners
Academic Technology & Consulting
AT&C supports faculty and technology used in teaching online and in-person. If you would like to talk more about the tools available for teaching online, please contact your department's AT&C liaison and our staff will find the support and expertise you need. For more resources relating to Bowdoin online learning and teaching, visit the BOLT website.

Library

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The Bowdoin College Library offers a variety of services to assist you with your research and teaching. We recommend that new faculty visit the new faculty web page to orient themselves to the services and resources of the Library.

Support for Teaching
- Film/Video screening policy
- Honor projects guidelines
- Research and instruction services, including first year instruction
- Research guides and course guides
- Support for Teaching and Research: Stories from Faculty
- Special Collections & Archives
- Library-purchased ebooks available as course adoption books

Special Collections & Archives
SC&A is available to help you design engaging and meaningful synchronous and/or asynchronous classroom activities and assignments that make use of digitized and born-digital collections in order to meet a wide variety of learning goals. We are here to workshop ideas and cheer you on as we navigate this new learning modality—please contact Marieke Van Der Steenhoven to discuss the details of your class.

- Learn more about ways to integrate collections into online teaching at SC&A's instruction site
- Watch (and engage) with sample lesson plans to provide a framework for thinking about primary source literacy and active learning in the archives

McKeen Center Resources for Community-Engaged Learning
 As you plan for the spring semester, we write to remind you of resources through the McKeen Center for incorporating community engagement components into courses, including through remote learning. A key part of the McKeen Center's mission is to support academic connections between courses and the world outside Bowdoin.

Community engagement can be either a large or a small component of a course, and we are eager to help you think through the possibilities and forms of support available. Examples of McKeen Center resources include:
- Individual consultation for specific courses
- Group conversations related to challenges and strategies in community-engaged teaching
- Mini-grants to support costs associated with courses, such as honoraria for guest participants or funding to hire a student to assist with community-engagement components of a course
- Orientations for students to prepare them for engaging with communities
- Support for community-engaged independent studies, honors projects, and class projects, including the Ladd Community-Engaged Learning Fund, which provides funding for student community engagement.

Lessons Learned: Remote/Virtual Community-Engaged Fall 2020 Courses

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Wednesday, February 3, 11 a.m.
[Zoom Link](#)
Join the McKeen Center and faculty colleagues for a conversation about utilizing remote and virtual community-engagement options in courses to connect core concepts with the world outside Bowdoin. We'll learn from fall 2020 experiences of Margaret Boyle (Romance Languages and Literatures), Eileen Sylvan Johnson (Environmental Studies), Steve Majercik (Computer Science), and Allison Riley Miller (Education). Please reach out to Sarah Seames with questions or to request the link to the recording if you cannot attend.

Museum of Art
The Bowdoin College Museum of Art (BCMA) is excited to share new ways to access and engage museum objects in the remote classroom and invite you to explore the possibilities together with us. During the COVID-19 pandemic, BCMA has been hard at work developing new strategies for synchronous and asynchronous remote learning involving the collection, including virtual visits, class projects and online exhibitions. We remain committed to partnering with faculty and the campus community to create opportunities for learning through meaningful and innovative curricular engagements. We are confident that together, we can creatively meet new and evolving curricular needs and enrich our learning community online.
Faculty contact: Sean P. Burrus, Andrew W. Mellon Post-Doctoral Curatorial Fellow
Student contact: Elizabeth Humphrey, Curatorial Assistant and Manager of Student Programs
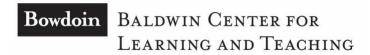

Peary-MacMillan Arctic Museum
The Peary-MacMillan Arctic Museum has many resources for online teaching, including over 13,000 historic photographs and objects searchable through our online kiosk , online exhibits, and other resources. Staff are available to work with faculty to create engaging course content for a broad range of subjects. Contact Hannah Moore or Genevieve LeMoine to find out what the Arctic Museum has to offer your class.

The Baldwin Center for Learning and Teaching
The Baldwin Center promotes *intentional*, *equitable,* and *effective* learning and teaching environments. We are committed to inclusive excellence and to helping all students, faculty, and staff grow as learners and teachers. The programs housed in Kanbar 102 serve as a location for discussions, tutoring, mentoring, and advising. Tutoring, mentoring and writing assistance occur Sunday-Thursday nights 6-10pm and other day hours. Students may schedule appointments at: **www.bowdoin.edu/baldwin-center,** drop in for peer-to-peer support or make an appointment directly with Baldwin CLT Staff listed below. Faculty may make an appointment for a consultation directly with staff.

ACADEMIC MENTORING & COACHING (AMC)
Tina Chong, **Assistant Director**, 102F Kanbar, 207-721-4274 cchong2@bowdoin.edu
Tina consults individually with students to strategize plans and schedules, develop techniques for acquiring new knowledge and skills, and manage their workload while maintaining health and well-being. Make an appointment here!

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ACADEMIC COMMUNICATON FOR MULTILINGUAL SPEAKERS (ACMS)
Lisa Flanagan, Associate Director, 102B Kanbar 207-725-3056 lflanag2@bowdoin.edu
Students, faculty, and staff who are multi-lingual or who have parents who are non-native speakers of English may work with EMS Advisor Lisa Flanagan. They may seek help with understanding assignments and reading strategies, grammar, outlining, revising, editing, and the conventions of scholarly writing.

QUANTITATIVE REASONING (QR)
Eric Gaze, Director, 301 Kanbar 207-725-3135 egaze@bowdoin.edu (ON LEAVE SPRING 2021)
Provides support to students in understanding and using numerical information. Peer tutors lead study groups and individual tutorials for students in quantitative courses. Supports faculty in the design and analysis of quantitative material in coursework.

WRITING AND RHETORIC (WR)
Meredith McCarroll, Director, 102E Kanbar 207-721-5056 mmccarro@bowdoin.edu
Students in any discipline may work one-on-one with a trained, peer writing assistant to improve their writing process and strengthen their writing. Writing assistants work with students in selected courses, semester partnerships, and drop-in workshops. Directs the First Year Seminar program and supports faculty incorporating writing and oral presentations in their classrooms.

FACULTY DEVELOPMENT-TEACHING
Kathryn Byrnes, Director, 102D Kanbar 207-725-5035 kbyrnes@bowdoin.edu
Provides support to faculty on course design, learning goals, syllabi, assignments, assessment, mid-course feedback, Bowdoin Course Questionnaires, challenges with students, and other aspects of teaching and student learning. Supports Baldwin Faculty Fellows program and Teaching Triangles reflection program. Organizes August, January, and May Institutes on teaching and learning. Spring 2021 Open Office hours Fridays 2-3pm. Email for Zoom link or to make an appointment.

Administrative Contacts
Kathryn Byrnes, Director 102D Kanbar 207-725-5035 kbyrnes@bowdoin.edu
Tammis Donovan, Administrative Coordinator 102G Kanbar 207-725 3006 tdonovan@bowdoin.edu

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