

May 18, 2020

Spring Volume 1 Issue 5

CETL Weekly Lifeline for Teaching Thru the Pandemic

This newsletter displays the content and links for our final Monday Basic and Wednesday Wisdom. Remember that the links to these workshops are housed on the CETL webpage and on Bb. Wednesday Wisdom is live and we will view the Bb award winning class of Dr. Katrina Kardiasmenos. Also included in this newsletter is an interesting article describing the skills that make a great teacher. Finally, I would like to take this opportunity to thank the members of the **CETL Technology Committee** who met weekly during the pandemic to create opportunities and support for our move to a virtual campus. Their names are:

Fabio Chacon Erica Hernandez Nedra Mahone	Hoda El-Sayed Katrina Kardiasmenos Sumanth Reddy Fran Thorn	Eva Garin Ayanna Lynch Jackie Sweeney
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Online Teaching Survival Series

Week 6: May 18, 2020 – Monday Basics

	<u>Description</u>
<p>Monday Basics: May 18, 2020</p> <p><i>Leave No Student Behind: Accessibility Resources For All Students</i></p>	<p>In this recorded video, Dr. Fabio Chacon (Academic Computing) will demonstrate step-by-step how to use the Ally Technology tools in Blackboard to ensure that students with disabilities can access all course content, including images, lectures, and tables. He will also discuss how to use Blackboard test settings to allow students to have extended time on tests.</p>
<p><u>Webinar Link</u> https://us.bbcollab.com/collab/ui/session/playback/load/a910184a66c04d849c21f89a8234dad</p>	

Week 6: May 13, 2020 – Wednesday Wisdom

<p>Wednesday Wisdom: Wednesday, May 6, 2020 (3:00PM-4:00PM EDT) – Course Tour with Katrina Kardiasmenos</p>	<p><u>Description</u></p>
	<p>Wednesday Wisdom Course Tour Facilitator: Dr. Katrina Kardiasmenos (Psychology, CETL Fellow, LOTTO II Facilitator) This is the final course tour in our series for insights about how she constructs her online courses to get a perfect score on the Quality Matters rubric! She will also share her extensive experiences with online teaching and grading. This webinar will stream live, and the recording will be available for viewing afterward on the CETL website and the BBTRAIN-007: Getting Started with Blackboard Virtual Campus Edition on Blackboard (links to come). Webinar Link: https://zoom.us/j/275887470?pwd=ZGxvdy92KzVaK2p1SzM1dldVWjFkQT09 Meeting ID: 275 887 470 Password: 234264</p>

Additional Updates and Information

<p>Summer 2020 LOTTO 1 June 22- July 10 Offered virtually</p>	<p><u>Description</u></p>
	<p>Led by Dr. Sumanth Reddy and Dr. Michelle Phipps, with the assistance of several colleagues who will be serving as peer mentors): The Summer 2020 LOTTO I workshop has been designed for faculty members who need to know how to use the tools on Blackboard in order to offer their current face-to-face courses as online or hybrid courses, dependent upon what the pandemic necessitates. LOTTO I is designed for instructors who do not plan on continuously teaching online/hybrid once the campus fully opens. LOTTO I will be a three-week, self-paced, primarily asynchronous (with some synchronous sessions) workshop intended to give faculty an in-depth training on how they can offer current face-to-face classes using an entirely online delivery method. Emphasis will be placed on a learner-centered approach and using the different tools within Blackboard to ensure academic continuity when face-to-face classes are not possible. The Emergency Remote Instruction Checklist,</p>

Description

published by Quality Matters, will be used to guide the design and organization of these classes.

Even if you have taken LOTTO I in the past, you *may* repeat LOTTO I in order to learn more than what is involved in minimum presence or if you feel as though you need more experience using the tools within Blackboard. If you repeat LOTTO I, you will receive a special certificate for your participation.

Summer 2020 LOTTO II (led by Dr. Katrina Kardiasmenos and Dr. Erica Hernandez, with the assistance of several colleagues who will be serving as peer mentors):

The Summer 2020 LOTTO II workshop has been designed for faculty members who want to build a fully online, or hybrid, course that meets *at least* the essential standards on the Quality Matters (QM) rubric. LOTTO II is designed for instructors who *do* plan on continuing to offer online/hybrid courses once the campus fully opens.

LOTTO II Institute will be a three-week, self-paced, primarily asynchronous (with some synchronous sessions) workshop intended to train faculty how to design a course that meets Quality Matters standards using the full Quality Matters rubric (more extensive than the Emergency Remote Instruction Checklist).

Since the emphasis of LOTTO II will be on course design, faculty attendees will be expected to be able to use Blackboard tools with little instruction or assistance so that the pedagogical implications of the design can be discussed.

**Summer 2020
Lotto 2**

June 22 – July 10

Offered Virtually

Which one should you take? Watch this brief video to learn the differences so you can make a more informed decision: [LOTTO I and II Video](#)

Know which one to take? You can complete the registration form here: [LOTTO Summer 2020 Registration](#).

More questions? Contact [Katrina Kardiasmenos](#)

Registration will close: 5:00 PM on June 5, 2020.

Washington Post News Article

The Skills That Make a Great Teacher, By Kevin Dickinson

Published: May 18, 2020

There are many reasons you may find yourself teaching, even if it isn't in your background. You could be [shifting from tech to teaching](#), taking on a side gig, or volunteering at a local organization. Whatever the reason, you may be nervous to find yourself in such a position.

Don't be. Chances are your history has imparted many skills critical for quality teaching. You just need to recognize your pedagogical prowess and nurture any skills that may be lacking.

Here are five skills that make great teachers—and that you may already possess.

1. The curse of knowledge

Through years of practice, experts can perform complex tasks with unthinking ease. But when they try to teach those skills, they are often befuddled at their student's inability to master even the easy stuff.

This is the curse of knowledge, a cognitive bias that prevents experts from imagining what it is like for neophytes to not know something.

[The best teachers](#) can break this curse by suspending their biases and empathizing with the learner.

They start by dissecting complex skills and knowledge into simplified parts. They then introduce those parts in an orderly, jargon-free fashion—making sure to spell out all rationale and necessary details along the way.

2. Communication

After overcoming the curse of knowledge, teachers must be able to communicate efficiently. Some teachers will be better in person, others on the page, but any teacher [must be able to communicate](#) in many ways.

It's not about finding that perfect way to relay information. Rather, teachers must develop the skill of explaining the same subject in a myriad of ways, altering their approach to match the needs of individual students.

3. Feedback

Too many teachers see feedback as an opportunity to inform students what they did wrong. In their mind, pointing out flaws ensures students know what to fix. However, negative feedback dampens motivation, lessens confidence, and strains teacher-student relationships.

Skilled teachers [use positive feedback](#) to bolster confidence, motivation, and a sense of control—all favorable to learning.

Of course, good teachers need to point out errors, but they communicate those as growth opportunities. They never cast a critique as a character flaw, more a common mistake.

4. Patience

Irritation is part of a teacher's job. Students can be rude, concepts may need to be repeated *ad nauseam*, and promising projects can fail to materialize learning gains. Yet, great teachers [rarely show their irritation](#).

It's not that teachers are supernaturally gifted. It's that when vexation arises, they use mindfulness and [stress management techniques](#) to maintain a calm, even disposition. Teachers who give in to their outbursts risk students perceiving themselves as flawed learners. This is detrimental to the student's self-esteem and the student-teacher trust necessary for learning.

Don't mistake patience as a virtue. It's not. Because mindfulness and stress management are learnable, that makes patience a skill.

5. Creativity

The difference between great teaching and mediocre instructing is [creativity](#). Instructors lecture. They heedlessly dump information on their students and assume any difficulties are a sign of the student's ineptitude. They further confuse parroting their words with true learning.

Conversely, creativity helps teachers devise teaching methods that engage students' minds. When students are engaged, their attention and curiosity are sparked. This spark reinforces enthusiasm and focus, both critical to retention and drive. They also devise assessment rubrics that allow the student to use the skills or knowledge in unique ways.

A love of learning

Don't be disheartened if you think you lack one or two of these skills. Remember these are *skills*; they can be improved with practice, hard work, and perhaps a teacher of your own.

Nor is this list comprehensive. Great teachers host many skills we didn't mention, such as organizational and [scheduling skills](#). Then there are personality traits like passion, adaptability, and confidence.

But perhaps the most important quality of great teachers is the drive for self-improvement. As any teacher can tell you, there's always something more to learn, and any teacher, at some point, must also be a student.

<https://jobs.washingtonpost.com/article/the-skills-that-make-a-great-teacher-when-teaching-isn-t-your-background-/>