TEACHING TRANSFORMATION and DEVELOPMENT ACADEMY (TTaDA or The Academy)

www.UND.edu/TTaDA
701.777.3325
TTaDA

- In all different buildings – July 2019, we will be in O’Kelley Hall, Third Floor

- Faculty and Staff Development – Anne Kelsch and Carrie Herrig – Gillette Hall, Room 10

- Writing Center – Anna Kinney, Merrifield Hall, Room 12

- Instructional Design, Digital Learning and Academic Technologies – Lori Swinney, Dara Faul and Staff, Elizabeth Becker and Instructional Designers – Starcher Hall, Room 135

- Office of Extended Learning – Lynette Krenelka – Director, Gretchen Schatz- non-credit programming, Heidi Flaten – self-paced, enroll anytime and support unit – Gustafson Hall

- Faculty Fellows
  - Administrative – Gail Ingwalson
  - Diversity and Inclusive Excellence – Casey Ozaki
  - Essential Studies-Intercultural Knowledge and Skills – Melissa Gjellstad
Priorities – Strategic Plan

• High Impact Practices
• Increase and Enhance Writing
• Diversity and Inclusive Excellence
• Student Success and Teaching Transformation
  – SGID – mid-term
  – SELFI – end-of-term – Oct. 18 3:30 O’Kelley 103
• Teaching strategies (high enrollment courses, student engagement and online)
• Alternative ways to Assess Learning
• Instructional Design – on-ground and online
• Staff Development – will include some online courses
• Mentoring and Coaching
• Women’s Leadership
• Digital Badging
• Non-Credit and Growing Professional Development - partnerships
• Self-Paced, Enroll Anytime Courses – undergraduate and graduate

• DELIVER SERVICES THROUGH
  – Open, Public Workshops
  – Come Out to Departments and Colleges for Specific Services
Diversity and Inclusive Excellence

• **TTaDA presentations** related to diversity and inclusion in the classroom—for example, “Inclusive Teaching and Classroom Practices” and “Minoritized student experiences in the classroom;”

• **Outreach** to colleges, programs/departments, & faculty to generate and support diversity and inclusion work at the local level that is relevant to your discipline/field/profession;
  – E.g., presentations tailored to department/college, curriculum revision, curriculum mapping, data disaggregation & analysis across student populations, recruitment/retention plans, etc.

• Create an **action plan** for diversity and inclusion work within academic affairs;

• Collect and build web **resource page** related to inclusive teaching, strategies, & practices for faculty and programs/departments.

• Contact—**Casey Ozaki, carolyn.ozaki@und.edu**
Diversity and Inclusive Excellence in Essential Studies

• **ES 2020** = to strengthen general education at UND

• Listen to the inaugural **ES 2020 podcast**
  – what, when, and how of the ES 2020 progression
  – teaching pedagogies around diversity and inclusive excellence

• Transform all existing “U” and “G” Diversity courses to the **Intercultural Knowledge and Skills** learning goal with new criteria:
  – The Diversity of Human Experience
  – Analyzing Worldview

• Use the “Faculty/Department Toolkit” document, post-podcast, to begin conversations with peers about how we accomplish this work
  – ESC Deadlines: **01 December 2018** and **01 December 2019**
High Impact Practices

• First Year Seminar and Experiences
• Common Intellectual Experiences
• Learning Communities
• Writing Intensive Courses
• Collaborative Assignments and Projects
• Undergraduate Research
• Diversity/Global Learning
• ePortfolios
• Service Learning, Community-Based Learning
• Internships
• Capstone Courses and Projects
Exercise

• How do you identify HIPs in your college and let’s think about the Capstone.

• What is one area you would like to learn more about when it comes to teaching strategies or TTaDA Services within your Department or College?
TTaDA Website and Contacts

- www.UND.edu/TTaDA
- 777.3325

Questions

United Way Campaign
The Teaching Transformation and Development Academy creates excellence in professional development by supporting effective teaching and lifelong learning.

Fall Sessions: To Register, Visit www.und.edu/TTaDA

**THEME – Diversity and Intercultural Knowledge and Skills**

**Here to Help: Diversity of Human Experience**
Melissa Gjellstad  
Co-Presented by: Anne Kelsch and Ryan Zerr  
November 6  
2-3 pm  
Memorial Union, Badlands Room  
Ask questions and receive constructive feedback on your course design and/or assignment ideas. Confer with ES staff and ESC members on learning outcomes and assignments to meet the Diversity of Human Experience criteria.

**Here to Help: Analyzing Worldview**
Melissa Gjellstad  
Co-Presented by: Anne Kelsch and Ryan Zerr  
November 7  
3-4 pm  
Memorial Union, Badlands Room  
Ask questions and receive constructive feedback on your course design and/or assignment ideas. Confer with ES staff and ESC members on learning outcomes and assignments to meet the Analyzing Worldview criteria.

**THEME – Improved Learning in the Classroom**

**SELFI – Increase Scores and Alternative Ways to Measure Effective Teaching**
October 18, 3:30 – 4:30 pm  
O’Kelley Hall, Room 103  
Lori Swinney and Anne Kelsch  
Would you like to increase your SELFI response rates, increase SELFI scores and learn about alternative ways to measure effective teaching? TTaDA will introduce strategies to improve teaching and/or student learning. End of course evaluations can be helpful by improving teaching methods and revising course design for the next term. We will share best practices for increasing the response rates and methods to integrate a variety of formative evaluations and assessments throughout the course. Research indicates by showing students their input is valuable and makes a difference in teaching and learning, they will be more responsive in their evaluations.

**Coffee & Course Design**
8:30 am – 10:00 am on Thursdays (Oct 25, Nov 8, Nov 29)  
Starcher Hall, Room 137  
Transform your teaching to be more effective and efficient. Instructional designers will be available to assist with your course logistics – whether it be teaching strategies or technology. Bring your questions and enjoy a cup of coffee.
THEME – Enhancing Writing

Thesis & Dissertation Proposal Writing Workshop for Graduate Students
October 15 – 12-2:30 pm
Memorial Union: River Valley Room

The School of Graduate Studies and TTaDA’s Writing Center are sponsoring thesis & dissertation proposal writing workshops for both new and current graduate students.

THEME – Success in the Workplace

Generations in the Workplace
Date and Time TBA - November

The workplace is drastically changing and within the next 10 years, there will be many generational/Management changes. Generations like Millennials and Gen Z will be a powerful force within the professional world. We will look at six different generations: G.I, Traditionalists, Baby Boomers, Gen X, Millennials, and Gen Z. We will discuss how to prepare to handle generational changes within the workforce/workplace and present tools to interact effectively with each generation.

Facilitation Best Practice
Date and Time TBA - November

Facilitation is more than just presenting. It’s more than public speaking and more than training. Facilitation is engagement. It’s the act of asking questions and letting others lead. We will present facilitation best practices within a series: 1) Facilitation skills - active listening, managing skills around group dynamics, diversity, and more 2) Facilitation skills for your professional life to include meetings, and 3) Facilitation in the classroom.

THEME – Technology Tools

Creating Surveys in Qualtrics (Beginner)
October 16 – 2:30-3:30 pm, November 5 – 1-2 pm
Starcher Hall, Room 137
Elizabeth Becker

Qualtrics surveys offer a variety of question types, and "smart logic" to display questions based on user's previous responses. In this session you will create a survey, add and edit questions, and use "smart logic" to your questions to customize the survey for users. You will also learn how to activate and distribute your survey and view some of the different reporting options.

THEME – Women’s Leadership Series

Advocating for Oneself: Exploring the Power of Influence and Persuasion – Women’s Leadership Series
November 5, 2018
2:30 – 4:30 pm
Julia Ernst

This session, will share ideas about effectively advocating for yourself and navigating your career path though the power of influence and persuasion. Discussion topics include: Finding you voice and confidence; Essential skills to getting positive attention from the top down; Ways to champion yourself and others; and Picking yourself up after set-backs.
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Sessions to take to the College or Department:

**THEME – High Impact Practices**

**What are HIPs? Why are They Effective? (& How do We Know?)**

Intended for those who want to better understand why some teaching and educational practices are designated as High Impact Practices (HIPs) in higher education, what characteristics make them effective, and why they are at the center of curricular reform efforts (including here at UND). We’ll share current research demonstrating that HIPs promote deeper learning, lead to more positive attitudes towards learning, and increase retention and graduation rates (with the biggest gains for historically disadvantaged students).

**Embedding HIPs Strategically**

Part of what makes HIPs effective is their intensity and intentionality. Given constraints on faculty and staff time, it makes the most sense to be thoughtful about where we embed these practices in the curriculum and co-curriculum. We will look at some of the innovative ways in which other institutions have implemented HIPs as a way to enhance learning and student success more effectively and equitably.

**Does Having Students Write a Lot Make my Course a HIP?**

No matter what the discipline, writing intensive courses are a High Impact Practice. But like all such practices, the key is that they are done well. What does it mean to “do well” with student writing? And given the need to ensure the quality of assignments and feedback, how do we do this without being crushed under the weight of grading? In this session, we will look at the research on ways of teaching and assessing writing that are more efficient in terms of your time and effective in terms of their impact on student learning.

**Diversity and Global Learning as a HIP**

High impact practices have the potential to be deep learning experiences in part because they ask that students invest more time and effort; interact with faculty and peers around substantive matters; get more frequent feedback; reflect and integrate their learning; and discover the relevance of their learning through real-world applications. Teaching students to understand and appreciate diversity and global perspective should be structured to have high impact. In this session, we will discuss how we can increase the likelihood that students get the kind of learning they need in this essential area.

**THEME – Teaching Strategies Leading to Student Success**

**What Can We Do to Minimize Drop, Failure and Withdrawal (DFW) rates?**

Courses with high DFW rates are often considered “killers.” These courses “kill” a student’s GPA, motivation, academic progress, scholarship eligibility and interest in remaining in college. We all want students to succeed and keep academic rigor. There are ways to increase course pass rates without compromising UND’s standards. TTaDA will work with Colleges and Departments to incorporate strategies to address high DFW rates.
Small Group Instructional Diagnosis (SGID) is a voluntary, confidential feedback process that enables instructors to get frank, useful comments from students on a course that is still in progress. Designed to increase communication between the students and the instructor, with the aim of improving learning in the class, the process uses small group student interviews to identify strengths of the course, areas of student concern, and possible ways to address those concerns.

**Evaluation of Teaching**

Would you like to increase your SELFI response rates, increase SELFI scores and learn about alternative ways to measure effective teaching? TTaDA will introduce strategies to improve teaching and/or student learning. End of course evaluations can be helpful for teaching and course design for the next term. We will share best practices in increasing the response rates and methods to integrate a variety of formative evaluations and assessments throughout the course. Research indicates by showing students their input is valuable and makes a difference in teaching and learning, they will be more responsive in their evaluations.

**Wholistic Approach to Revealing Opportunities for Program Effectiveness**

As a Department, have you thought about every aspect that leads to student success starting with program goals, learning objectives, quality course design and standardizing course templates, effective course sequencing, student advising, student success coaching, retention strategies, levels of student satisfaction, tracking students once they graduate, etc. TTaDA would like to have a conversation with you and talk through strategies to enhance your overall program.

**Active Learning Strategies Series**

Would you like to find ways to engage your students, and get them to participate in class and collaborate with one another? Even in large courses you can employ Active Learning strategies to increase your students’ motivation, improve their skills, and encourage them to be involved in higher order thinking.

**Articulating Learning Goals**

Clearly articulated learning goals are a key foundation course design learner-centered course environment, the “ideal” learning environment envisioned by the authors of the National Research Council’s comprehensive report How Students Learn. In the learner-centered environment, the focus has been shifted from teaching to learning, from what must be covered to what a student should be able to do with the material.

**Effective Lecture Strategies**

While research presentations are a regular part of academic life, lecturing and communicating with students clearly in and out of the classroom provide unique opportunities and challenges. In this active workshop, you will learn and be able to apply best practices for clearly and effectively communicating in both face-to-face and online courses.

**Designing Assignments & Activities that Create Deep Learning**

We all want class experiences for our students that generate lasting and significant results. With the constraints of larger course sizes, heavier teaching loads, increases in blended and online learning, and a greater need to document student learning, we find ourselves seeking new approaches. Research shows that deep learning is accomplished when assignments and activities incorporate analysis, elaboration, synthesis, application and reflection.
Humanizing Your Course

Whether you are teaching on-campus, online, hybrid or blended courses, Blackboard and other academic technologies can be intimidating for both students and faculty. Learn about developing and enhancing a teacher, social and cognitive presences for an active and engaging learning experience. In this workshop, we will explore best practices for making students feel welcome, building community, creating a user-friendly learning environment, and reducing barriers to success.

Introduction to Course Design Series

The series will begin with an introduction to Backward Design principles that will provide the foundation for the rest of the workshops in the series. This interactive workshops will include a guided discussion about creating well-defined learning goals and using these goals to begin the process of course design. Workshop participants will have time to apply the ideas presented in the workshops to draft well thought out learning goals.

Taking Your Course Online

Learn the most effective strategies and best practices in online teaching and learning. Overall pedagogy, active learning, engaging students, instructor presence, assessment methods and quality will be highlighted. What are the next steps, what is the design process, how long does it take and what can Instructional Designers do to help?

THEME – Success in the Workplace

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THEME – Technologies

Blackboard Organization Sites for Departments

TTaDA will provide information on the use of Blackboard organization sites for departmental use. We will show examples of sites and use cases, including leave calendars, discussion boards, wikis, content dissemination, etc.

Effective Use of Academic Technologies

The Instructional Design and Digital Learning office helps to connect faculty with the appropriate technology tools to promote collaboration, enhance communication, and share knowledge for both online and traditional instruction.

- Online Collaboration & Meetings – Skype, Blackboard Collaborate Ultra, Zoom
- Creating Digital Presentations – Power Point, YuJa, Tegrity, VoiceThread
• Course Management – Blackboard
• Interacting Online – wikis, blogs, discussion boards, journals, VoiceThread
• Evaluating Student Learning – assignments, exams, SafeAssign, Respondus, Gradecenter, Proctoring
• Tutoring, Training & Student Success – Hoonuit, Smarthinking, Writing Center, Student Success Center, Starfish
• Research & Surveys – RefWorks, Qualtrics

Instructional Design (ID) Open Lab Hours

Coffee & Course Design
8:30 am – 10:00 am on Thursdays (Oct 25, Nov 8, Nov 29)
Starcher Hall. Room 137

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