Micro-CHIIPs
~ A virtual, morning conference ~
Keynote: V. Sathy & K. Hogan, authors of Inclusive Teaching
January 11, 2023
9:00 - Noon
Registration & Call for Proposals Are Open!

Wed, Jan 11: Optional in-person lunch and retreat time @ CTE in the afternoon until 2:50. (Pairs well with Book Club!) Optional virtual & in-person workshops, lunch, retreat time, and social breaks on 1/10 & 1/12.

Registration for optional events is à la carte.

QEP: Continued from Page 1

The QEP is due to SACSCOC in February 2023, and we will have an on-site review April 3-6, 2023. To kick off our Community-Engaged Learning initiative, we are hosting Dr. Barbara Jacoby on campus October 13-14. Dr. Jacoby is a long-time expert who launched community service-learning at the University of Maryland in 1992. We welcome her expertise as we get started, as well as that of the upcoming Faculty Fellow we will hire to continue our faculty development opportunities over the next several semesters here at ETSU.

I want to thank you for the very warm welcome I have received since joining the campus family. My decision to join ETSU is affirmed each day and I am very proud to be part of this community.

Why Community-Engaged Learning at ETSU? Why Now?
by Dr. Susan McCracken, Vice Provost for Community Engagement

As you may have heard, ETSU has selected Community-Engaged Learning as our topic for the SACSCOC Quality Enhancement Plan (QEP). This topic evolved from priorities identified in the 2016-2026 Strategic Plan, the 125 Plan Chapter II, and the Community Engagement Task Force Final Report. I was attracted to ETSU because it seemed that community engagement was a core value of the campus. Now, after 3 months on campus, I know this to be the case.

The QEP will take community engagement to the next level by strengthening the student learning environment. Through the intentional integration of curricular and co-curricular offerings with community needs identified through relationships with community entities, we will establish a sustainable culture of Community-Engaged Learning.

The QEP student learning outcomes (SLOs) are as follows:

1. Students will make meaningful connections between their community-engaged learning experiences and academic course content.
2. Students will critically reflect on how community-engaged learning influences their future aspirations.
3. Students will articulate how community-engaged learning prepares them to make productive contributions in a diverse society.

See QEP, back page

* See your email inbox for the digital edition (with active links), or contact us to get on our emailing list: teaching@etsu.edu

UPCOMING EVENTS
10/19 10:30-12:00 Grading for Fairness & Accuracy
10/21 9:00-10:30 Radical Reflections
10/21 12:00-1:00 TED Talk Lunch & Learn: Lunch!
10/25 10:00-11:30 OER: Saving Bucs
10/25 1:00-2:30 Authentic Assessments
10/25 3:00-4:30 Turn Students Into Their Own Teachers
10/27 10:00-12:00 UDL & Disability Services (@ Culp)
10/28 1:00-2:30 Feedback Early & Often
11/1 2:00-3:30 Campus as Text
11/2 10:00-11:30 Turn Students Into Their Own Teachers
11/2 2:30—4:00 If Your Syllabus Could Talk…
11/8 1:30-3:00 Radical Reflections
11/9 2:00-3:30 Campus as Text
11/10 1:00-2:30 Active & Collaborative Learning

See website for more late Fall workshops!

All workshops, unless otherwise noted, held in Room 433 Sherrod Library

Learn more, register, and see additional upcoming events at https://www.etsu.edu/teaching/
Questions, Answers, and Lessons Learned

I am currently reading, “Designing Authentic Performance Tasks and Projects: Toward Meaningful Learning and Assessment” by Jay McGligher, Kristina J. Dohun, and Eric M. Carbaugh. This text is a detailed “how-to” for creating authentic assessments - that is, projects, tasks, or activities that place the learner in a real-world context to demonstrate achievement of course goals in a manner that requires deep learning and often creative thinking. This book provides support for designing assessments that will challenge your students to think deeply, work creatively, and generate a product that demonstrates their mastery of course content. The authors even include an excellent chapter on creating the evaluation tools to provide feedback to your students. Although it is written largely toward K-12 educators, I have found it to be a treasure trove of solid course design advice.

Phil Smith, CTE Assistant Director

I’ve been following this series in the Chronicle Teaching Newsletter on the topic of class participation and how instructors should evaluate it. Main article: “Teaching. Is it Time to Redefine Class Participation?” by Beth McMurrill. Class participation is one of those things that seems obvious until you really try to pin it down and give it points. Is it just speaking up in class? What about that quiet student who you really try to pin it down and give it points. Is it just speaking up in class? What about that quiet student who you really try to pin it down and give it points.

I often ask my students, “Do you suppose Peyton Manning got so good as a quarterback by looking over his notes on how to throw a football, or listening to a lecture on how to throw a defense?” They, of course, answer no. It would be ridiculous to assume someone can gain the level of skill necessary to be inducted into the Football Hall of Fame by only listening to lectures and taking notes. Peyton Manning achieved the level of skill he did through active learning. He did drills, received coaching, lifted weights, and engaged in thousands of hours of practice. Sure, he watched film of previous games, and he studied a playbook, but the bulk of what made him the professional he became was though active participation in his learning.

In order to help students like Heath, it is essential that we, as educators, take up a “practice like you play” mentality and create experiences for our students that will engage them in two types of tasks and problems that are authentic and engaging. Visit the CTE online to learn about opportunities to move more about how to create active and collaborative learning assignments for your classes.

Patrick Brown, CTE Fellow

I’m currently reading “Open: How Anyone Can Create, Share, and Prosper in the New Age of Information” by Taylor Wimberly and Cornelia Harvey. This text details the possibilities of making meaningful content available to anyone, anywhere, at any time, for free. A great example of this comes from the efforts of two ETSU History Faculty, Dr. Constanze Weise and Dr. John Rankin, who are writing an OER world history textbook. “We are working on a world history textbook that offers a variety of perspectives and viewpoints and is meaningful to our students. Our textbook will privilege a diverse approach to history, providing space for marginalized and underrepresented voices.” The project is supported by a TBR grant to create new OERs and also use Open Educational Practices to create more inclusive and diverse learning environments. One way they intend to foster community engagement with the text is with an activity in which students create timelines of significant events for a given period after learning about it in reading and class discussions. Another way their work will promote diversity is by going beyond the usual canons of world history seen from a Western perspective and including more histories from lesser-known cultures around the globe.

Thinking of course materials through the lens of Open Practices can ensure students have access to high-quality content and, just as importantly, that they are invested and inspired to make it more their own. Weise and Rankin’s work is also supported by ETSU’s local Open and Affordable Course Materials Awards Program, co-managed by Digital Scholarship Librarian Ashley Sergiadis and CTE Assistant Director Phil Smith. Learn more about the program on the website (libraries.etsu.edu/research/oer/award) and join us for the “Saving Bucs” workshop, coming up October 13th and October 23rd.

ChIPIs Recap

The CTE hosted another successful Conference for High-Impact Instructional Practices, held August 9, with a pre-conference workshop on August 8. Our guest speaker was Dr. Kevin Gannon (aka “The Tattooed Professor”), led engaging sessions that encouraged faculty to create pedagogies of hope by giving students both agency and the equitable pathways to reach their goals.

ETSU faculty and guests from other institutions also led break-out sessions on topics ranging from grading to embedding student reflections on learning experiences. Participants were motivated by what they learned: “Very engaging and thought provoking,” “I made me think so much!”

Faculty can continue to learn at our “booster” Micro-ChIPIs conference this January! See back page for more.

Phillip Smith, CTE Assistant Director

In my time as an educator, I have come to realize that one of the most powerful tools in the classroom is the student’s own voice. By allowing students to participate in the creation of course materials, we can ensure that they feel engaged and invested in their learning. This is particularly important for marginalized and underrepresented voices. As we continue to develop Open Educational Resources, it is essential that we create opportunities for students to actively participate in the design and implementation of these materials. This not only empowers them but also enhances their understanding of the course content.

I recently came across a quote by Jane Addams: “The world is falling apart under our feet and there is no time for anything that is not of the moment.” As educators, it is our responsibility to ensure that our students are equipped with the tools they need to participate in the present moment. This means providing them with opportunities to actively engage in the course content and the creation of new knowledge. By doing so, we can help them develop critical thinking skills and a deeper understanding of the world around them.

Alison Barton, CTE Director

It should come as no surprise that I’m learning more about community-engaged learning by reading Dr. Barbara Jacoby’s foundational work, Service Learning Essentials: Questions, Answers, and Lessons Learned. I find the book very engaging and, for someone who is relatively new to the idea of community-engaged learning, enlightening. The research Dr. Jacoby reviews affirms the significance of this instructional practice in higher education teaching!