Synchronous Events & À La Carte Workshops

May 13

May 14
9:00-10:30  Course Design Fundamentals: Laying the Foundation for your Nimble Course (session 1)
1:30-2:45  Student Voices: A Panel Discussion on Remote Learning

May 15
9:00-10:30  Course Design Fundamentals: Laying the Foundation for your Nimble Course (session 2)
12:30-1:30  Blackboard: Big Picture, Key Details:

May 18
11:00-12:00  Specifications & Contract Grading
12:30-1:30  Crafting Effective Multiple-Choice Questions
2:00-3:15  Sarah Jaquette Ray, PhD - *What the Climate Crisis has Taught Me About Teaching During a Global Pandemic*

May 19
9:30-10:30  How can Contemplative Pedagogy Benefit Faculty and Students in Challenging and Uncertain Times?
11:00-12:00  (Re)Imagining Assessment - Tests, Papers, Projects, and More
12:30-1:30  The Power of Transparent & Explicit Assignment Design
2:00-3:00  Increase Learning While Reducing Cheating

May 20
11:00-12:00  Facilitating Discussions: Approaches and Tools for Multiple Environments
12:30-1:30  Teaching Writing Online
2:00-3:00  Blackboard Quizzes and Tests
2:00-3:00  Blackboard Discussion Board

May 21
9:30-10:30  Developing Research-Based Writing Assignments
9:30-10:30  Adapting Community-Engaged Learning for Flexible Delivery
11:00-12:00  Facilitating Challenging Conversations in the Online Diversity Classroom
12:30-1:30  Rubrics 101
12:30-1:30  Talking with Librarians
2:00-3:00  Talking with Librarians
2:00-3:00  Blackboard Grade Center

May 22
11:00-12:00  Coaching Better Peer Review
12:30-1:30  Microsoft Teams for Teaching
2:00-3:15  Pivotal Pedagogy Closing Session

Asynchronous À La Carte Workshops
  Screencasting with Screencast-O-Matic: A Self-Service Workshop with Asynchronous Q&A
  Flipgrid—A Virtual Workshop Using Video-Based Discussion
  Teaching with Open Educational Resources: A Self-Service Workshop with Asynchronous Q&A

Full descriptions on the next page.
Synchronous Events & À La Carte Workshops
These workshops will be held virtually. Please be prepared to participate on a device with a microphone and video camera (camera optional) from a quiet space. In preparation for attending any session, please Download and Install Teams. Workshops are one-hour unless otherwise noted.

May 13


Dr. Gannon will suggest some ways in which our teaching (even and especially if we continue in an online/remote format) can embody an ethic of hope. Moving beyond simple optimism, we should be thinking about the specific strategies and practices with which we are engaging our students. In particular, he hopes to focus on how we can balance compassion and flexibility on one hand with requirements and “rigor” on the other, and do so in a way which keeps our students and their learning at the center.

May 14

9:00-10:30  Course Design Fundamentals: Laying the Foundation for your Nimble Course (session 1)

This two-part workshop (with both synchronous and asynchronous components) focuses on broad principles for designing courses that are inclusive, flexible, and organized to align course goals, assignments, and assessments. Peer sharing and feedback will be an important component of our work. A wide range of examples of potential assignments and activities will be explored. After the first session, participants will view some brief screencasts and do a short amount of reading and planning, which will form the basis for activity and discussion in the second day’s session. By the end of this workshop, participants will have articulated well-formed goals for their course and have sketched plans to flesh out their course (which might include workshops in the following week). We estimate this workshop will require a time commitment of roughly two half-days (much of it on participants’ own timeframes within the two days).

Facilitated by Holly Buckland Parker, CTL Faculty Development Specialist; Facilitated by Susanmarie Harrington, Director of Writing in the Disciplines; and Nicole Phelps, Associate Professor of History

1:30-2:45  Student Voices: A Panel Discussion on Remote Learning

A panel of UVM students will share their perspectives on the remote portion of the Spring semester, including reflections on what worked well, what was challenging, and what advice they’d give faculty about planning for future flexible courses. The panelists will share responses to some moderator-chosen questions and then there will also be time for audience Q&A.
May 15

9:00-10:30  Course Design Fundamentals: Laying the Foundation for your Nimble Course (session 2)

(See Above.)

12:30-1:30  Blackboard: Big Picture, Key Details:

Blackboard might seem very familiar in some areas but not in others. As structured as it is, it can be flexible enough to enhance your ability to “pivot.” In this session we’ll start with the big picture: how it “thinks,” what course design strategies it supports, and what commonalities can be found across its features so that learning one helps with learning another. Then we’ll chart a path through its many tools—Assignments, Attendance, Groups, Discussion, Blogs, Journals, Tests, Surveys, and the Grade Center—helping you experience just enough of each to decide if and how you would use it. We’ll wander briefly, but purposefully, down some byways to discover features you may not have considered. If you ask, you may even learn about our favorite obscure, but entirely useful, one.

CTL’s many workshops, copious documentation, and individual consults can help you fill in the “how to” details later, but for now, let us pique your interest as we map the Blackboard world.

Facilitated by Hope Greenberg, CTL Information Technology Specialist

May 18

11:00-12:00  Specifications & Contract Grading

With remote instruction comes many questions about handling grading and assessment. Are you interested in making your grading more efficient? Would you like to be more confident that your students meet the learning objectives? This workshop will introduce you to a different way of grading called, “Specifications Grading.” Examples will be provided to show how this type of “contract grading” works in a college course and spend some time thinking about how to implement this type of grading in your own course so you can plan over the summer for the Fall semester. Contract grading will also be discussed in its full form. You will leave this workshop with ideas of how to grade assignments in your fall courses.

Facilitated by Holly Buckland Parker, CTL Faculty Development Specialist

12:30-1:30  Crafting Effective Multiple-Choice Questions

In these uncertain times, many faculty are seeking flexible assessment tools that minimize grading demands, can be used in both face-to-face and remote teaching contexts, and are familiar to students. Although multiple choice tests and quizzes offer a versatile and flexible option for assessment, many faculty and students believe that these tools assess test-taking skills rather than learning, are inherently “tricky,” and can only be used to measure basic knowledge. Yet evidence indicates that well-crafted questions can push students to use high-level thinking skills and foster gains in student learning. In this session, we will discuss
strategies for constructing good multiple choice questions and using multiple choice tests to promote student learning; the lessons from this session can be used in courses of all sizes that occur in face-to-face, hybrid, or online formats.

Facilitated by Nicole Phelps, Associate Professor of History

2:00-3:15  Sarah Jaquette Ray, PhD - What the Climate Crisis has Taught Me About Teaching During a Global Pandemic

As a climate educator, Dr. Jaquette Ray has a unique perspective to share about teaching during this pandemic. As an advocate for embracing the affective domain in teaching, she encourages students to constructively engage with uncertainty. Based on this rich teaching experience, she will share her insights and strategies, focusing on how can we support our students in developing skills needed in this moment.

May 19

9:30-10:30  How can Contemplative Pedagogy Benefit Faculty and Students in Challenging and Uncertain Times?

During this session faculty will explore these questions: What is contemplative pedagogy and how might it contemplative enhance student learning during a pandemic? What are examples of personal contemplative practices and practical classroom teaching activities? What resources are available for contemplative teaching and learning in higher education? Throughout the session, we will engage in various contemplative practices centered on mindfulness, reflection, and relational practices, which can be adapted to classrooms across the curriculum.

Facilitated by Laura Hill, CTL Faculty Associate and Senior Lecturer, Plant Biology

11:00-12:00  (Re)Imagining Assessment - Tests, Papers, Projects, and More

What’s the best approach to determining whether and how students are learning? In this workshop, we’ll revisit course goals and explore strategies for assessment strategies that reveal students’ understandings. Given the possible spaces you’ll be teaching in, and given your course goals, what might evidence of student learning look like? This workshop will guide participants in considering whether essays, tests, or other assessment genres might best suit their course.

Facilitated by Susanmarie Harrington, Director of Writing in the Disciplines and Jen Garrett-Ostermiller, CTL Faculty Development Specialist

12:30-1:30  The Power of Transparent & Explicit Assignment Design

How do assignments (dis)encourage students to work and learn? This workshop will present research findings on the ways assignment design affects student performance, drawing in part on the The Transparency in Learning and Teaching in Higher Education project (TILT), an award-winning, scholarly project focused on improving students’ learning experiences. The TILT framework (defining assignment purpose, task, & criteria) has been shown to increase student learning
and motivation, especially for first-generation students, low-income students, and students of color. We’ll explore strategies for shaping assignments that get students working in ways you value. We'll share examples and assignment frameworks. Whether you’re considering developing a new assignment or problem-solving with existing assignments, this workshop will open up possibilities for you.

Facilitated by Susanmarie Harrington, Director of Writing in the Disciplines and Jen Garrett-Ostermiller, CTL Faculty Development Specialist

2:00-3:00  Increase Learning While Reducing Cheating

Research shows that cheating behavior is linked, not to individual students, but to the environment in which those students are learning. This is good news, because it means you can actually reduce cheating in your classes. The additional good news is that the ways to decrease academic dishonesty are directly linked to methods for increasing deep learning. Come find out more about how to develop classes and assignments that motivate students to learn rather than cheat. During the workshop, you will have the opportunity to begin to redesign an assignment or course to better align with the principles reviewed during the workshop, drawn from James Lang’s book “Cheating Lessons: Learning from Academic Dishonesty.”

Facilitated by Deanna Garrett-Ostermiller, Assistant Director of the Center for Student Conduct and Jen Garrett-Ostermiller, CTL Faculty Development Specialist

May 20

11:00-12:00  Facilitating Discussions: Approaches and Tools for Multiple Environments

If dialogue is essential to a participatory democracy, then college classes play an important role in teaching and practicing respectful and productive discussion. No matter the learning environment, discussions can be rich and thoughtful when effective questions and strategies are combined to engage students. Come learn about approaches and tools that will enhance discussion in your courses.

Facilitated by Jen Garrett-Ostermiller, CTL Faculty Development Specialist

12:30-1:30  Teaching Writing Online

This workshop explores principles for teaching writing online. We’ll explore features of online spaces that support teacher goals for student writers, exploring how creating connections, managing workload and work flow, and focusing on writing rather than technology benefits both teachers and students.

Facilitated by Susanmarie Harrington, Director of Writing in the Disciplines an Daisy Benson, Howe Library, Library Instruction Coordinator

2:00-3:00  Blackboard Quizzes and Tests

This workshop will help you get started with the Test tool in Blackboard. This tool can be used to set up short quizzes, as well as longer tests. You will work on an activity sheet independently then join the live synchronous Q and A session in Microsoft Teams to ask questions and gain additional insights about giving test/quizzes in Blackboard.
Attendees will learn about:

- Selecting the right question types e.g., multiple choice, short answer, essay, and more.
- Importing questions from a Word document.
- Setting the test/quiz options for when students see will see feedback, how the test is displayed, adding additional time for specific students and more.
- In addition, we can answer questions about Respondus Lockdown Browser (to lock access to other windows/tabs in the browser after students open the Blackboard test).

Facilitated by Holly Buckland Parker, CTL Faculty Development Specialist

2:00-3:00  Blackboard Discussion Board

This workshop will cover the basics of setting up discussion areas in Blackboard as well as tips for facilitating effective, engaging discussions.

You'll learn how to set up whole-class discussions, and since those can be unwieldy in large classes, you’ll learn how to set up small group discussions using the Group Tool. When we meet online in a Teams live session, you can ask questions about the tools, practice using the discussion board as a student, and discuss ideas for facilitating and grading online discussions.

Facilitated by Wendy Verrei-Berenback, CTL Assistant Director

May 21

9:30-10:30  Developing Research-Based Writing Assignments

This workshop will open with a short overview of research on how students identify and work with sources as they conduct research and write. We’ll explore several strategies for developing assignments that will promote successful research and writing practices.

Facilitated by Susanmarie Harrington, Director of Writing in the Disciplines and Daisy Benson, Library Associate Professor

9:30-10:30  Adapting Community-Engaged Learning for Flexible Delivery

While the current situation presents some challenges for community-engaged learning, there are significant opportunities to continue to meet community needs and support community partners. Join Susan Munkres of CELO to brainstorm flexible engagement and problem-solve challenges for fall courses. Susan will also share resources and innovations from faculty at UVM and nationally.

Facilitated by Susan Munkres, Director of the Community Engaged Learning Office

11:00-12:00  Facilitating Challenging Conversations in the Online Diversity Classroom

Teaching diversity (D1 and D2) courses can be both a rewarding and challenging experience at the best of times. How do we do so in online environments? How do we manage discussions – either ‘live’ or in asynchronous fashion? How do we
avoid recreating the worst of online discussion boards? What tools work best and what might we think about avoiding? In this workshop we will explore such questions with examples from a decade’s worth of D1 and D2 classes.

Facilitated by Pablo Bose, Associate Professor, Geography

12:30-1:30  Rubrics 101

Rubrics are often touted as a time-saving approach to grading and responding, but not every rubric delivers on that promise. This workshop explores principles for making rubrics that work, and will guide participants in determining whether rubrics are the right solution to the grading or responding challenges they want to address.

Facilitated by Susanmarie Harrington, WID Director

12:30-1:30  Talking with Librarians

Thinking about assigning projects that involve research? UVM Librarians can help you to develop research-based assignments that will meet your course outcomes and challenge your students whether they are enrolled in foundational courses or are graduate students. This workshop will give you an opportunity to work in a small group to share ideas; review assignments and projects in development; and learn more about ways in which UVM’s teaching librarians can support you and your students.

Facilitated by UVM Librarians Daisy Benson, Prudence Doherty, Laurie Kutner, and Christie Silkotch

2:00-3:00  Talking with Librarians

(See above.)

2:00-3:00  Blackboard Grade Center

This Grade Center workshop will help you set up the necessary columns to give students their grades in Blackboard. We will also look at how you can create a Weighted Total column to calculate students’ final grades. There will be a brief assignment to complete before the “live” remote demo and Q&A session in Microsoft Teams.

Facilitated by Holly Buckland Parker, CTL Faculty Development Specialist and Hope Greenberg, CTL Information Technology Specialist

May 22

11:00-12:00  Coaching Better Peer Review

Do you assign peer reviews on essay drafts and feel disappointed in the results? Peer-to-peer interaction can be a powerful motivator for student learning. This workshop will introduce several rationales for peer responses, provide strategies for how to prepare students to do effective reviews, and offer participants the chance to try peer review themselves.

Facilitated by Susanmarie Harrington, Director of Writing in the Disciplines
12:30-1:30  Microsoft Teams for Teaching
Find out if Microsoft Teams, a software available to UVM faculty, staff, and students, can be a part of your teaching plan. In this workshop, we will explore Team's features while you experience the synchronous classroom functionality as a participant.

Attendees will learn how to:
▪ Create a “Team” for a class and add students.
▪ Create "channels" within your Team for project work and share documents.
▪ How to create a link to connect Team to your Bb course site.

Facilitated by Holly Buckland Parker, CTL Faculty Development Specialist

2:00-3:15  Pivotal Pedagogy Closing Session
As we come to the end of Pivotal Pedagogy, the closing session creates space for participants to gather once more and look back on their shared experiences, and look ahead toward the fall. We’ll facilitate a shared reflection that will help us plan for future events and connections; we’ll celebrate the accomplishments of the week; we’ll name the questions, challenges, and opportunities that have emerged.

Asynchronous À La Carte Workshops
These workshops are self-access, self-paced with Blackboard access May 18-May 22.

Screencasting with Screencast-O-Matic: A Self-Service Workshop with Asynchronous Q&A
Learn how to make your own video recordings (welcome messages, lectures, demonstrations, etc.) using the Screencast-O-Matic software available to UVM faculty.

You’ll complete some tasks independently, making your very own screencast video. And then, during the week of May 18-May 22, you’ll have the opportunity to ask questions (pedagogical and technical) of CTL staff on a virtual discussion board.

Facilitated by Jen Garrett-Ostermiller, CTL Faculty Development Specialist

Flipgrid—A Virtual Workshop Using Video-Based Discussion
Flipgrid, a tool that allows for video-based asynchronous discussion, is available as part of UVM’s Microsoft Office 365. This workshop will give you the opportunity to participate in Flipgrid discussions and consider the best ways to incorporate video-based, asynchronous discussions into your teaching. Flipgrid is structured with Grids and Topics, set up by the instructor.
This workshop will be held virtually—you'll experience the student perspective of this interactive tool! Any time between May 18-May 22, please join the discussion by recording video responses in the 3 Topics on our Grid and responding to other participants. Be prepared to participate on a device with a video camera and microphone from a quiet space where you can record videos.

Facilitated by Jen Garrett-Ostermiller, CTL Faculty Development Specialist

Teaching with Open Educational Resources: A Self-Service Workshop with Asynchronous Q&A

Open Educational Resources (OER) are to teaching what Open Access publications are to scholarship. They provide access to license-free online materials such as textbooks, works of media, assessment instruments and more at no cost. This self-serve workshop will give you an introduction to finding and integrating OERs into your classes in ways that are effective and will save you from having to reinvent the wheel. Who knows, maybe you’ll even realize you have materials you can share back to the community of OER users?

You’ll complete some tasks independently and then, during the week of May 18-May 22, you’ll have the opportunity to ask questions and share ideas with others on a virtual discussion board.

Facilitated by Daisy Benson, Howe Library, Library Instruction Coordinator