



## Newsletter Table of Contents

- **Learn from a Colleague:** Association of College and University Educators (ACUE) Faculty Feature
- **Thank Someone:** Shout-outs to work Colleagues who go above and beyond
- **New Opportunity for Part-Time Faculty:** Part-Time Teaching Circle Drop-in Hours
- **Read and Attend:** Anti-Racist Reading and Conversation in the CTL
- **Contact Information:** Who to call if your classroom is locked
- **Read:** Articles from the Web about Teaching and Learning



### ***Association of College and University Educators "Effective Online Teaching Program"***

The University of Missouri System was selected by the National Association of System Heads (NASH) to participate in Scaling Instructional Excellence for Student Success, a strategic initiative focused on improving quality instruction, and ultimately student success, through intentional, high-quality professional development for faculty across our four universities. Four systems nationwide were selected for this program including University of Missouri System, California State University System, City University of New York and The Texas A&M University System.

Almost 50 faculty at UMSL were selected to participate in ACUE's "Effective Online Teaching Practices" year-long program. Each month we will be featuring some practices from the program and a faculty member that is implementing these practices.

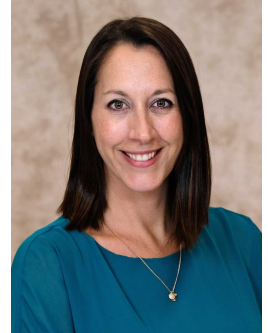
In a recent module we explored how to check for student understanding in online learning. The module focused on three main topics:

- implementing practices to check for understanding
- monitoring and addressing misconceptions

A perennial issue expressed by faculty is that students do not complete the readings or watch videos. A few ways to increase engagement with videos or readings is to build in:

- quizzes as formative assessments
- informal, continuous checks for understanding (one-minute thread, muddiest point, or use the chat strategically).

Professor Shannon Ahrndt from the Department of Communication & Media has implemented a notes template to help students focus on what is important from the course content. A [sample of Shannon's note template](#) can be found here.



Professor Ahrndt expressed the following about how she employs the activity, *"I ask students to engage with the course materials and complete the notes template before class. During class, we break into groups and students discuss each learning objective in their notes in order to review the materials and uncover any points or concepts that need to be clarified as a class."*

*In addition to the weekly learning objectives the template also includes the following three prompts:*

- *Is there anything you would like clarified from this week's materials?*
- *What was the most surprising or interesting thing you learned?*
- *Write a question about this week's materials you ask your classmates to stimulate discussion on this topic- think of current events this might be tied to.*

*I have noticed that when I assign the notes template for a grade, student quiz averages tend to be around 10% higher as a class than when the notes template is optional. I'd say that's a pretty good track record!"*

If you have any questions about how to use this activity in your course Erin Witteck from the CTL has a faculty support hour every Tuesday from 1-2 PM in her Zoom room <https://umsystem.zoom.us/j/3145165978>. If that time does not work for your schedule please reach out to Erin Witteck (elwbef@umsl.edu) or Jen McKanry (mckanry@umsl.edu) to schedule an individual appointment.



# SHOUT-OUTS

## **Shout-Outs: Giving Thanks**

We are all experiencing this challenging time in unique ways, it is very encouraging to acknowledge those around you that are going above and beyond. The recipients received a postcard in their e-mail, and are featured below. We are [accepting shout-outs for next month](#).

## **Recent Shout-Outs**

### **Judy Schmitt Librarian from the Thomas Jefferson Library**

*Judy took my mess of an OER document, cobbled together from several online resources, and transformed it into a beautiful and accessible file for my students. It looks like a legitimate textbook now and I can tell they are having an easier time getting to it and actually preparing for class! - Kate Votaw*



We are excited to announce the first two sessions of our Part-time Faculty Teaching Circle. See details and registration link below.

### **Part-time Faculty Teaching Circle Drop-in Working Sessions for October**

Topic: Mid-semester Course Prep Q&A

Description: In these drop-in working sessions the Center for Teaching and Learning staff will answer your technology and teaching strategy questions around preparing your courses for the 2nd 8-weeks of the semester. We will also discuss options, resources, and benefits of asking your students for mid-semester feedback. Join us for one or both sessions.

Tuesday, October 13, 12:00-1:00 PM CT, via Zoom

- [Registration form](#)

Please forward any questions about this new Teaching Circle to Jennifer McKanry, CTL Assistant Director, [mckanryj@umsl.edu](mailto:mckanryj@umsl.edu).



The Center for Teaching and Learning at UMSL does not position itself as an expert in anti-racist pedagogy but instead finds itself as part of a larger campus effort of facilitating ways for collective education, conversations and actions towards contributing to a truly diverse, equal, and inclusive campus.

The Columbia University's Center for Teaching Learning has recently compiled a guide called "[Anti-Racist Pedagogy in Action:First Steps](#)." In the introduction to the guide the CTL acknowledges the difference between inclusive teaching and anti-racist pedagogy. *"While there is certainly overlap between inclusive teaching practices and anti-racist pedagogies, they are not interchangeable. Inclusive teaching practices do not always address systemic inequality, nor do they automatically encompass the healing, decolonization, and justice-oriented work of anti-racist teaching practices."*

The Columbia CTL's guide starts with resources to self-educate and acknowledge racial trauma. The most accessible resource listed is from the National Museum of African American History and Culture called "Talking about Race." You can choose the orientation "[I am an Educator](#)" but you may want to choose "[I am a Parent/Caregiver](#)." The content in each section is the same but the examples are contextualized for each identity. The resource is based on sound pedagogical practices as there are a variety of ways (video, text, etc.) to learn the content and areas for reflection, practice, and application. The guide gives examples in education about how racism happens on many levels:

*"Developing routines to make antiracist choices is a daily commitment that must be carried out with intention. The continued efforts of each of us individually can add up to a lasting change in our society. Since racism operates at multiple levels, we have to make antiracist choices at the various levels - individual, interpersonal, and institutional - to eradicate racism from the structures and fabric of our society."* - Talking about Race from the National Museum of African American History and Culture

If you would like to commit to reading and interacting with the section "[Being Antiracist](#)" and having a conversation please sign up with this [Google form with your information and availability](#).

## IS YOUR CLASSROOM LOCKED?

HERE IS WHAT YOU CAN DO



If you find your classroom locked during the day, call Facilities at 314--516-6100.

Classrooms are not being locked between classes or cleaning during the class meeting schedules. If you find your room is locked accidentally, just call Facilities.

Perimeter doors for buildings are opened at 7AM and then locked when the last class finishes for the day.



### [7 Ways to Assess Students Online and Minimize Cheating](#)

With the advent of sites like "Chegg" and "Course Hero" many faculty are finding that it is virtually impossible to maintain academic integrity using high stakes exams. In this article Flower Darby provides many examples of alternative assessments that achieve the same learning outcomes but in ways that minimize cheating.

### [Cinderella Deadlines: Reconsidering Timelines for Student Work](#)

In the CTL we have been promoting a balance of structure and flexibility in course design. This article outlines how to strike the right balance around deadlines in your courses.