CTL's Monthly Newsletter keeps you up to date on events and support available to everyone in the UMSL teaching community and evidence-based practices for use in the classroom or online.
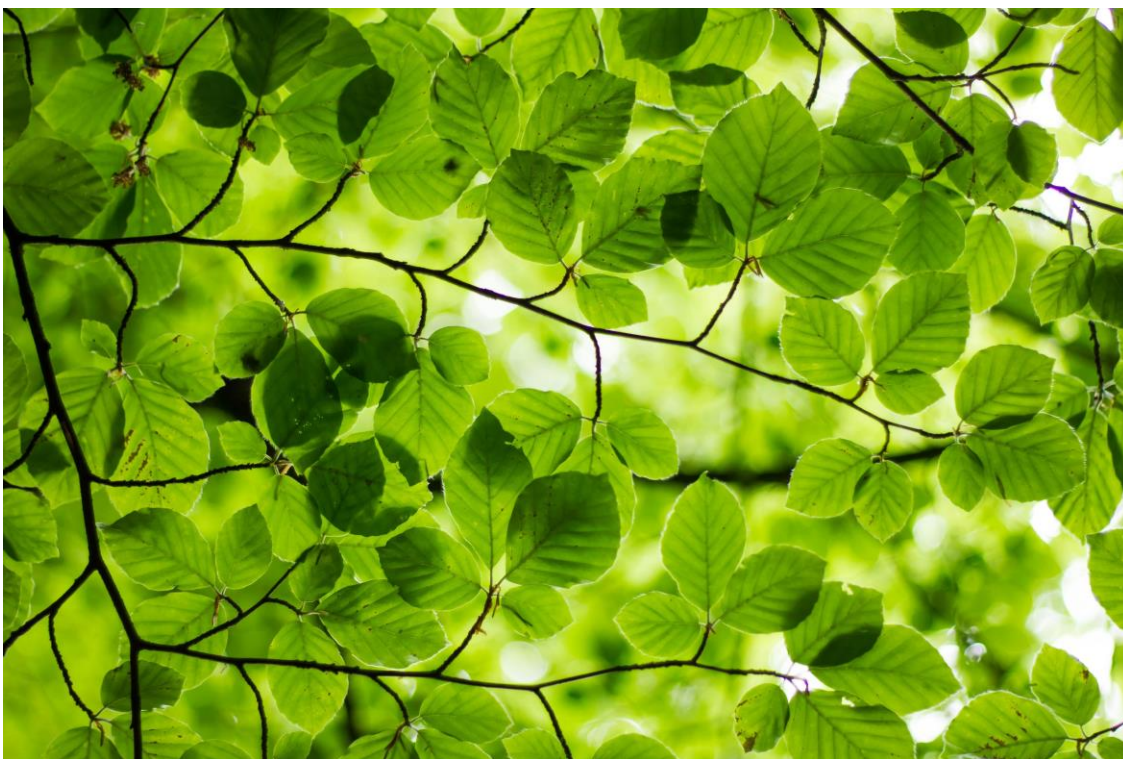

Photo by [Ash from Modern Afflatus](#) on [Unsplash](#)

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Teaching Matters

UMSL is one of the hundreds of four-year colleges that participates in the National Survey of Student Engagement (NSSE) that provides us with important measures of student engagement.

The [annual report for the National Survey of Student Engagement](#) (NSSE) for 2021 was recently released. If you are not familiar with this survey NSSE's website describes the survey as: "*NSSE annually collects information at hundreds of four-year colleges and universities about first-year and senior students' participation in programs and activities that institutions provide for their learning and personal development. The results provide an estimate of how undergraduates spend their time and what they gain from attending college.*"

What stuck out to me about the 2021 report is that it highlighted how incredibly hard faculty worked on their teaching and how that resonated in the student experience. This shows that what you do **MATTERS** whether or not this

sentiment was reflected in student comments in person or on evaluations. The report also measured the correlation between the perceived quality of student-faculty interactions and effective teaching practices. This echoes research about the concept of *mattering*. When students feel they **matter** in a course, in an institution, or to someone on campus, they are more motivated and connected to their learning. **Mattering** can be defined as being recognized and having an impact (Prilleltensky 2014). All members of the University (faculty, staff, and students) want to feel like they **matter** to each other. More broadly, how can we foster an environment in the classroom and with colleagues that indicates that we **matter** to each other?

For more ideas about how to show that students and colleagues **matter** check out the teaching intentions section below written by CTL Assistant Director Erin Whitteck at elwbcf@umsl.edu.

Three Teaching Intentions - Mattering Edition

This section will highlight technology, activities, practices, or course design elements for the online or on-ground classroom to be implemented with intentionality. Every suggestion will not be appropriate for every context. Please see our contact information at the bottom of the newsletter to set up an individual consultation if you are interested in discussing these ideas in more detail.

1 Recognition

Everyone wants to feel seen either as a colleague or as a student. There are both big and small ways to recognize both students and colleagues to make them feel like they **matter**.

- If a student does exceptionally well on an assignment, contributes significantly to a discussion, or uplifts someone else, send them a quick email recognizing their efforts. This practice is an excellent way to show colleagues that you acknowledge their efforts. I build this practice into my weekly gratitude practice. I try to email at least one former student and colleague a week to check in with them and let them know what I appreciate about them and check in with them. It does not take long, and I cherish the responses.
- More significant acts of recognition involve nominating students and colleagues for awards (see below: deadline is March 4th) or other opportunities. Being nominated can help uplift and recognize both students and colleagues.
    - For example, if you integrate [supplemental instructors or active learning assistants](#) into your courses, be on the lookout for current students that may serve in that capacity the following year. Many students may not see themselves in that role until you tell them that you think they would be excellent.

2 Soliciting and Responding to Feedback

We often talk about the importance of soliciting feedback from students either through [exit tickets](#), [midsemester surveys](#), or other informal means. It is also important to seek input from colleagues. We indicate that we value their feedback by seeking input from students and colleagues. Equally as important as *seeking* feedback is *responding* and *thanking* students and colleagues for feedback. You may not agree with all the input, but explaining how you will use it is essential to show students and colleagues that they **matter**.

③ Valuing and Building on Ideas

I recently started taking an improv class, and one of the key ideas in practice is the concept of "Yes, And..." This means that we accept our scene partner's reality and context and build on it. I immediately saw the connection of this concept to both teaching and working in a collegial environment where everyone feels like they **matter**.

- What if when a student brings up an idea in class, we use the frame of Yes, And... We accept the student's vision and build on it. Using this frame of mind, we acknowledge their perspective, context, and reality, and we build on it. In doing this, we show the student that they **matter**.
- What if we used this approach of Yes, And... in faculty meetings and committee work? What if, instead of dismissing someone's idea, we see value in it and build on it. We show the colleague that they **matter** and that we can all contribute and build on the concept.

UMSL Service and Teaching Awards

*See below for the recent call for nominations for UMSL awards due by March 4, 2022. What better way to show your colleagues that what they do **matters***!

The Academic Affairs [site on Faculty Awards](#) lists all of the available awards.

[UMSL Faculty Awards](#) (Deadline March 4, 2022, 5 PM; Submit by email to Senate office senate@umsl.edu)

- [Governor's Award for Excellence in Teaching](#)
- [Chancellor's Award for Excellence in Service](#)

- [Chancellor's Award for Excellence in Teaching to a Non-Tenure Track Faculty Member](#)
- [Chancellor's Award for Excellence in Teaching to a Tenured or Tenure-Track Faculty Member](#)
- [Chancellor's Award for Excellence in Research and Creativity](#)
- [Chancellor's Award for Sustained Excellence in Online Teaching](#)
- [Chancellor's Award to a Part-time Faculty Member](#)
- [Gerald and Deanne Gitner Excellence in Teaching Award](#)
- [Emerson Excellence in Teaching Award](#)

Please also note that the nomination packets often ask for some of the same materials as are prepared for promotion and tenure portfolios, so you might already have the materials you need to nominate someone from your department. Student representatives on the Teaching and Service Awards Senate Committee are also soliciting input from students for faculty names to consider nominating.

2022 Summer C.A.M.P. Opportunity

Summer 2022 faculty program offered by the Center for Teaching and Learning to support fully in-person, blended, or synchronous online Fall 2022 or Spring 2023 courses.

Join the UMSL Center for Teaching and Learning [Summer C.A.M.P.](#) (Collaborating to Advance Meaningful Partnerships). The CTL offers faculty the opportunity to refine and hone skills in a selected area to support their teaching goals for Fall 2022 and beyond. Faculty participants agree to provide peer feedback to fellow participants and share what they learn within their departments/colleges. (Note if you are teaching entirely online asynchronously, you might also be interested in considering the [UM-System Missouri Online programs](#)).

In this program you will work with faculty colleagues, student partners, and CTL camp leaders to work collaboratively within a faculty cohort. You'll receive student and peer feedback as you focus on specific aspects of your course. Stipends will also be provided for those who complete the program. This program will run from **June 6 through July 15, 2022**. Facilitators and student partners will also be available throughout July to help faculty with questions, course design, and implementation.

This summer's cohort will meet weekly as a large group on Tuesdays for a 2-hour Zoom and in smaller accountability groups as needed with those with similar goals and more individualized feedback from your student partners. This year's program features a guest presentation by Jenae Cohn during one of the Tuesday meetings.

We will have a maximum capacity of 25 faculty accepted into the program. The **registration deadline is May 1**. You will be notified shortly after if you have been accepted into the program (as capacity allows) or added to the waitlist—Email Jen McKanry mckanryj@umsl.edu with questions.

Register for CTL'S Summer C.A.M.P.

ACUE Lunch and Learn Series: Open to All Members of our Teaching Community

Faculty who participated in ACUE's "Effective Online Teaching Practices" will host monthly Lunch and Learn meetings in 2021-2022 to share what they found to be successful in their courses. These monthly meetings are open to all UMSL faculty, staff, and graduate students to learn more about the innovative work of our colleagues.

The Association of College and University Educators (ACUE) "Effective Online Teaching Practices" program provided faculty with an opportunity to learn

evidence-based teaching strategies, apply, and reflect on what they have learned. We have been featuring faculty from the program who employ practices from the [program in our CTL newsletters](#) over this past year. Please check out past issues to learn from the creativity of your colleagues.

You will have the opportunity to continue to learn from and with your colleagues through a virtual Lunch and Learn Series where ACUE credentialed faculty will share strategies that have been successful in their courses and then host discussions about how you can employ those strategies in your own context. All members of the UMSL community (faculty, staff, graduate students) are welcome to attend.

Last month we heard from Lynda McDowell (Chemistry & Biochemistry) and Diane O'Brien (School of Social Work) about Canvas Gradebook tips and tricks and skeletal outlines to support students watching course videos.

Event Details:

- **Date of the next Lunch and Learn:** March 18th, 2022 from 12:00 - 12:50 PM
- **Presenters:** Sanjiv Bhatia (Department of Computer Science) and Umit Tokac (College of Nursing)
- **Topics:** Using VoiceThread to foster community and Think Pair Share in Online Courses
- **Location:** Virtual (see Registration below)

If you have any questions please reach out to CTL Assistant Director Erin Whitteck (elwbcf@umsl.edu). If you have already registered for the event you do not need to register again. A Zoom link and Outlook invite will be sent through email.

Register for ACUE Lunch and Learn Sessions

Student Voices - Creating an Environment Where Mistakes Are Welcome
Written by Sara Hegger

Every two months we will be incorporating student voices into the newsletter. The Center for Teaching and Learning greatly values student voices in all aspects of teaching from design to delivery. Students chosen are current [Active Learning Assistants or Supplemental Instructors](#). Sara Hegger is an Accounting major and an Active Learning Assistant for Accounting 2400 with Paul van Wert. Note that the degree to which you can implement any strategy depends on your identity and context.

In one of my upper-level accounting classes, my professor would get excited when students caught mistakes. I could tell she was genuinely happy when students raised their hands to bring a mistake to her attention. I remember one instance when we had gone through a problem in class using a wrong number, and a student was able to catch this and point out why it was wrong. My professor took this opportunity to praise the student and explain to the class how we should have calculated the problem. When students pointed out mistakes, she would say, "good eye!" or "I'm so glad you caught that!" This professor would even take the time to talk to students after class and thank them for catching mistakes in the problems. She would reinforce that she wanted students to point out mistakes.

I feel most comfortable in classes where I know mistakes are not only tolerated but welcomed. Mistakes mean students are trying and should not be punished. I am not just speaking for myself when I say students will raise their hands more often in class if there are "no wrong answers." Students will want to participate because they know they will be rewarded for simply participating and sharing their thought processes.

If students are rewarded for their thinking instead of only for "right answers," this will strengthen their critical thinking skills. In turn, stronger critical thinking skills will help students come to correct conclusions. Rewarding students only

for coming up with the "right answer" encourage them to memorize answers, while rewarding students for sharing how they thought through a problem motivates them to keep trying.

Professors also deserve the same grace and understanding. From a student's perspective, mistakes are welcome and beneficial. I thrive in classes where professors are not embarrassed about making a mistake and instead show us how to correct it. Knowing that everyone makes mistakes sometimes, even experienced professors I admire, makes me feel better about my own mistakes. When a professor makes a mistake while writing out a problem on the whiteboard, students have the chance to catch this and bring it to the professor's attention. My favorite professors have been the ones who thank students for bringing mistakes to their attention and praise the student for catching them. When students can see a mistake, they are not just passively following along with the lecture but paying attention and questioning things.

If a student raises their hand in class and does not say the answer the professor was hoping for, it is helpful if the professor says, "I can see why you thought that" or asks the student "Could you explain to me how you got that answer?" Instead of simply telling the student their answer is wrong and moving on to another student with their hand raised, the professor can validate the student's thinking by responding in this way. I have been receiving these types of responses in my upper-level accounting courses and it encourages me to keep participating and not get discouraged. All students will thrive in an environment where mistakes are welcome.

Course Evaluation System

Course evaluations are now managed in the CTL. The Faculty Senate set dates for opening and closing of course evaluation surveys, as well as when faculty can access their results.

When do students complete course evaluations for Spring 2022?

- Spring 2022 8-Week 1: March 28 - April 6
- Spring 2022 8-Week 2: April 25- May 8
- Spring 2022 16-Week: April 25- May 8

For more information on course evaluations, please visit our [CourseEval Resource Guide](#).

Affordable and Open Educational Resources Summit

The Missouri Affordable and Open Educational Resources Conference invites you to share your research, ideas, and best practices for using, creating, or adapting A&OER.

Conference Theme and Schedule:
The theme of this year's conference will be Show Me the Path to A&OER through Affordability, Access, and Awareness.
The Conference will be held virtually on March 9-11, 2022. [Click here for more information.](#)

If you have any questions please contact Lindsay Schmitz, University of Missouri St. Louis, schmitzl@umsl.edu or Scott Curtis, University of Missouri Kansas City, curtissa@umkc.edu.

Register for Open Educational Resources Summit

Innovation in Teaching and Learning Conference

March 17th, 2022 at Missouri S & T

The ITLC - Innovation in Teaching and Learning Conference was formerly known as Missouri S&T's TLT - Teaching and Learning Technology Conference.

Registration is now OPEN for Missouri S&T's Innovation in Teaching and Learning Conference 2022!

Please use the link below to register for the conference. NOTE: If you will be presenting *virtually*, please make sure you select that you will be a *virtual* attendee so that the conference team can track your participation efficiently.

The ITLC website has now been updated with the full schedule.

If you have general questions, comments, or concerns regarding the conference, please don't hesitate to contact Malcolm Hays at mhays@mst.edu.

Register for Innovation in Teaching and Learning Conference

About the Center for Teaching and Learning (CTL)

The Center for Teaching and Learning (CTL), a division of the Office of Academic Affairs, supports the professional development of those who teach and learn at the University of Missouri-St. Louis. Our goals - to promote engagement in courses, on campus, and in the community - enhance the University as we align our activities, services, and consultations with the campus goals to promote excellence in teaching, research, and service.

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