



March Newsletter



Day or Night, We Have a Canvas Workshop for You!

We've added a handful of new dates and times for Canvas workshops this spring, including afternoon and evening sessions.

[See the entire list of Canvas Workshops](#)

Thursday, March 2

Lucas Hall 589 (LH589)

1:30 - 3 PM

Teaching with Canvas 101

Get a jumpstart on the LMS migration with this workshop designed to get you ready to teach your next course in Canvas.

[Register](#)

Tuesday, March 28

Lucas Hall 589 (LH589)

5:30 PM - 7 PM

Canvas After Dark

Is your 9-5 schedule packed to the gills? Come learn about Canvas after work. We'll have fresh coffee and answers to your questions.

[Register](#)

Friday, April 7

Lucas Hall 589 (LH589)

2 PM - 3:30 PM

Teaching with Canvas 101

Get a jumpstart on the LMS migration with this workshop designed to get you ready to teach your next course in Canvas.

[Register](#)



Fostering Independent Learners

By. Andy Goodman, CTL Director

We all want to cultivate independent learning on the part of our students. One framework for doing that is “self-authorship”. Based on her 20+ year longitudinal study of college students, Marcia Baxter Magolda¹ found that students pass through a number of phases in the development of self-authorship, which tends to emerge most clearly near graduation and develop further into their 20s and 30s.

Three core principles suggest a set of instructional strategies that transform the relationship of faculty and students into a partnership for learning. This framework can explicitly support the development of self-authorship.

1. Validate learners as knowers

- Ensure students know their voices are important – and actively invite them to share their voice
- Help students to view you as human, approachable, and concerned—students more likely to see knowledge construction as reachable
- Mute the voice of faculty as “the” authority

2. Situate learning in learner’s own experience

- Use analogies, draw from student experiences, share stories, build student experience into assignments
- Explain the relevance of material to students’ daily lives
- Provide opportunities for self-reflection to help students become clearer about what they know, why they hold their beliefs, and how they want to act on them
- Offer guidelines to students, rather than requirements

3. Define learning as mutually constructing meaning

- Frame learning as something you do together (instructor and student) – and that learning is a change agent
- Allow students to see your thinking, reasoning, learning, and writing processes

Adapted from Teaching Tip #2, by D.L. Davidson, Teaching and Learning Enhancement Center, Bloomsburg University of Pennsylvania
(<http://www.bloomu.edu/tale>)

[1] Baxter Magolda, M. B. (2001). *Making their own way: Narratives for transforming higher education to promote self development*. Sterling, VA: Stylus Publishing; Baxter Magolda, M. B., & King P. M. (2004). *Learning partnerships: Theory and models of practice to educate for self-authorship*. Sterling, VA: Stylus.

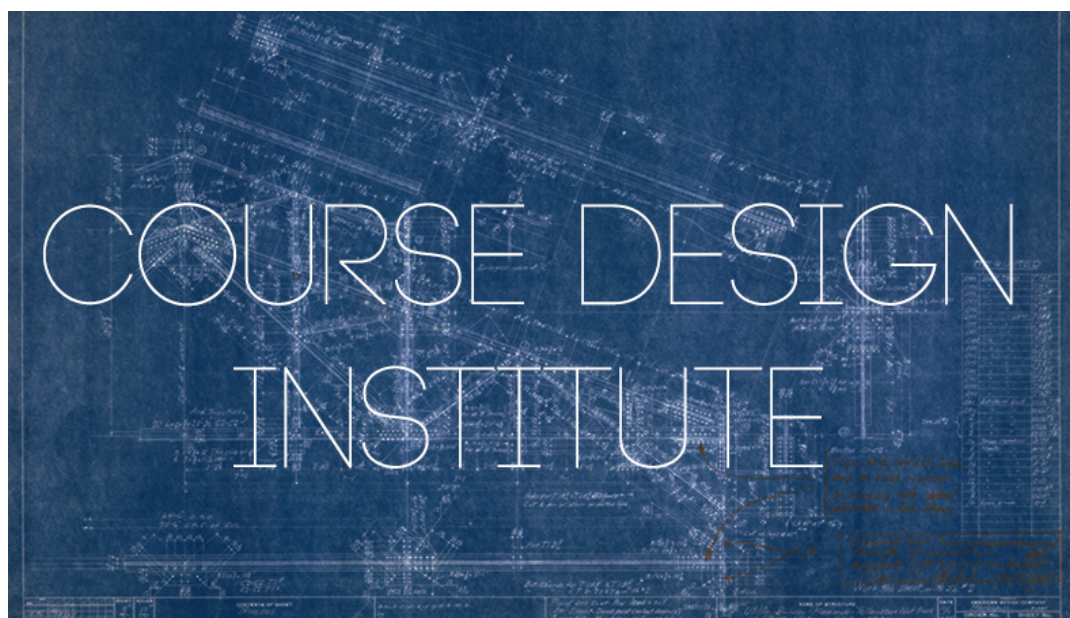


FTTC Call for Proposals Now Open

Deadline: May 1, 2017

The FTTC is an annual two-day regional conference held on the UMSL campus that hosts faculty, staff, and students from universities, community colleges, and K-12 schools. Our new conference format features a blend of concurrent sessions and workshops throughout both days of the conference. Join us for Thursday, Friday, or both days as we celebrate teaching and technology.

[Submit a proposal](#)



Apply for the Course Design Institute

Monday, May 22 - Thursday, May 25; 8:30 - 4:30 PM

Are you teaching a new course next year? Or ready to redesign one you've already taught? Interested in aligning the components of your course to intentionally foster significant student learning? If so, join colleagues from across campus in an intensive

four-day working institute. Together participants will focus on the role of course design in the overall act of teaching and write learning outcomes that will provide focus for the course activities and assessment. By the end of the week, participants will have substantial work completed towards a new or revised course design.

Application and Eligibility



Free Teaching and Technology Conf. at MST

March 16-17
Butler-Carlton Hall, MST Campus

TLT X is Missouri S&T 10th annual Teaching and Learning Technology Conference. This is an opportunity for instructors from all over the spectrum of education (K-12 and higher ed) to meet and share their experiences in teaching while incorporating some aspect of technology into their teaching practices. This conference is **FREE!*** to attend and features presentations, workshops,

demonstrations, and plenty of chances to mingle with interesting educators from around the country.

** There is NO registration fee for attending due to the generous vendor support and efforts of the Information Technology department at Missouri S&T. Attendees are responsible for providing their own travel and lodging arrangements.*

[Register](#)



Upcoming CTL Events

March

Wednesday, March 1

Lucas Hall 589 (LH589)

2:00 - 3:30 PM

myVita for Annual Evaluation

Join colleagues in this hands-on workshop to make the most of using myVita for annual evaluations.

[Register](#)

Thursday, March 9

Lucas Hall 589 (LH589)

3:00 - 4:30 PM

Faculty Colloquia: Preparing the Factual Record

You plan to submit your papers for review, but what goes into the all-important Factual Record? How do you work with your ad personam committee? What's

a dossier? Whether you will be reviewed for promotion or promotion with tenure, bring your questions and ideas to this informal session. Guidance and coffee will be served.

[Register](#)

Friday, March 10

Express Scripts Hall 107 (ESH107)

10:00 AM - 12 Noon

CUT Unit 5 Workshop: Preparing for Campus Visits

[Register](#) | [More Information](#)

Tuesday, March 14

Lucas Hall 589 (LH589)

12 Noon - 1:30 PM

DIY with a Guide, Session 2: Building

The new DIY with a Guide program offers faculty a self-paced opportunity to design a course in collaboration with an instructional designer in the CTL. This program is reserved for those faculty who have already successfully completed Online in 9. It is structured to build on what you learned in Online in 9 to design a next-level, quality-assured online course with carefully integrated technologies and instructional strategies to achieve course goals. Though the program is self-paced, the cohort will meet 4 times over lunch to share ideas and get valuable feedback from peers.

[Register](#)

Wednesday, March 15

Lucas Hall 589 (LH589)

2:00 - 3:30 PM

Canvas Workshop: Making Meaningful Assessments with Canvas

Learn about the basics of using the Quizzes tool, including how to create a quiz, specify settings, and add individual questions. Participants will also learn how to use Question Groups to organize and randomize questions, as well as the range of response options for quizzes. Lastly, we'll cover the Assignments area and talk about the different types of submissions students can make for an assignment.

[Register](#)

Friday, March 17

Express Scripts Hall 107 (ESH107)

10:00 AM - 12 Noon

CUT Unit 1 Workshop: Philosophy of Teaching/Teaching Portfolio

[Register](#) | [More Information](#)

April

Thursday, April 6

Lucas Hall 589 (LH589)

12 Noon - 1:30 PM

myVita for Promotion

Join colleagues in this hands-on workshop to learn the basics about adding your accomplishments in research, teaching, and service activity data in myVITA.

[Register](#)

Friday, April 7

Express Scripts Hall 107 (ESH107)

10:00 AM - 12 Noon

CUT Unit 5 Workshop: Negotiating Your Salary

[Register](#) | [More Information](#)

Wednesday, April 12

Lucas Hall 589 (LH589)

2:00 - 3:30 PM

Designing Great Discussions in Canvas

Online discussions can build community, develop thinking and writing skills, and promote broad student participation. This workshop provides background and practical knowledge needed to use online discussions successfully in your class, including how to create discussions in Canvas, VoiceThread, and other tools.

[Register](#)

Tuesday, April 18

Lucas Hall 589 (LH589)

12 Noon - 1:30 PM

DIY with a Guide, Session 3: Testing

The new DIY with a Guide program offers faculty a self-paced opportunity to design a course in collaboration with an instructional designer in the CTL. This program is reserved for those faculty who have already successfully completed Online in 9. It is structured to build on what you learned in Online in 9 to design a next-level, quality-assured online course with carefully integrated technologies and instructional strategies to achieve course goals. Though the program is self-paced, the cohort will meet 4 times over lunch to share ideas and get valuable feedback from peers.

[Register](#)

Thursday, April 20

Lucas Hall 589 (LH589)

12 Noon - 1:30 PM

Faculty Colloquia: UMSL's Tenure/Promotion Procedure and Guidelines for Preparing Dossiers: Guidance from the Senate Committees for Chairs of Departments and Ad Personam Committees

*Designed for chairs or members of promotion committees who will guide an applicant through the process of promotion.

Members of the Senate ATP and NTT Promotion Committees clarify areas of the UMSL Tenure and Promotion Procedures that are often misinterpreted, and offer wisdom about preparing dossiers that provide committee members with the information they need, in a format they can easily grasp. This colloquium focuses on reviewing the procedures that kick into action after candidates file their initial factual record, alerting responsible faculty to frequently-made mistakes, and providing hints about what committee members look for in a dossier. Co-sponsor: Faculty Senate.

[Register](#)

May

Sunday, May 1

Online

Proposals Due - Focus on Teaching and Technology Conference

The FTTC is an annual two-day regional conference held on the UMSL campus that hosts faculty, staff, and students from universities, community colleges, and K-12 schools. Our conference format features a blend of concurrent sessions and workshops throughout both days of the conference.

[Submit a Proposal](#)

Tuesday, May 9

Lucas Hall 589 (LH589)

12 Noon - 1:30 PM

DIY with a Guide, Session 4: Reflect

The new DIY with a Guide program offers faculty a self-paced opportunity to design a course in collaboration with an instructional designer in the CTL. This program is reserved for those faculty who have already successfully completed Online in 9. It is structured to build on what you learned in Online in 9 to design a next-level, quality-assured online course with carefully integrated technologies and instructional strategies to achieve course goals. Though the program is self-paced, the cohort will meet 4 times over lunch to share ideas and get valuable feedback from peers.

[Register](#)

Week of May 14

Lucas Hall 589 (LH589)

Tuesdays, 2:00 - 4:00 PM

Fridays, 10:00 AM - 12 Noon

Online

Online in 9 Begins!

Take your online course to the next level by participating in a 9-week series designed to help you efficiently develop or redesign your course. By the end of the series, you will have a completely finished course site, confidence with new technologies and strategies for managing your time and students. Join your colleagues in an interdisciplinary small group to share ideas and learn new tools and strategies guided by research-based, national standards.

[Register](#) | [More Information](#)

Thursday, May 18

Lucas Hall 589 (LH589)

12 Noon - 1:30 PM

Collaborative Learning with Canvas

Collaborative assignments can give students opportunities to engage with disciplinary content, address authentic complex problems, and build the valuable team communication and project development skills they will need in their professional lives. Such work also can be rife with obstacles: student confusion, grading issues, and complications associated with collaborating on projects outside of class. In this workshop, participants will learn how to design group work that addresses common problems in advance, learn how to scaffold and support group work to gradually build student progress, and experience how Canvas supports student-centered learning for group assignments.

[Register](#)

Monday, May 22 - Thursday, May 25

Lucas Hall 589 (LH589)

All-day

Course Design Institute

Are you teaching a new course next year? Or ready to redesign one you've already taught? Interested in aligning the components of your course to intentionally foster significant student learning? If so, come and join colleagues from across campus in an intensive four-day working institute. Together participants will focus on the role of course design in the overall act of teaching; write learning outcomes that will provide focus for the course activities and assessment. By the end of the week, participants will have substantial work completed towards a new or revised course design.

