

CTL's Monthly Newsletter keeps you plugged into events and support available to everyone in the UMSL teaching community and research-informed practices for use in the classroom or online.

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Critical Reflection

A message from CTL's Assistant Director Erin Whitteck

Critical reflection is a “meaning-making process” that helps us set goals, use what we’ve learned in the past to inform future action and consider the real-life implications of our thinking (*Critical Reflection. Centre for Teaching Excellence, University of Waterloo*). In his book "Becoming a Critically Reflective Teacher" Stephen Brookfield describes four lenses (listed below) to consider when reflecting on our teaching practice.

- **Personal Experience**
 - What is your personal experience with different learning contexts? How can you use those experiences as a lens on your own teaching?
- **Students' Eyes**
 - How do different students experience the learning context of your course week in and week out?
- **Colleagues' Perceptions:**
 - How can bringing a trusted critical colleague into our course reveal different aspects of your teaching?
- **Theory:**
 - How can you seek out relevant literature to support your teaching context?

In the three teaching intentions section below I will provide some examples of how to apply these lenses to reflect on your teaching and model critical reflection in your own courses for your students.

Three Teaching Intentions to build critical reflection into your practice

This section highlights technology, activities, practices, or elements of course design 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 interested in

discussing these ideas in more detail.

Build a Reflection Loop

It is hard to reflect on an entire semester at once. One option is to build in a continuous reflection loop that incorporates you as the instructor and the students. This practice will help you see your teaching both from a personal lens and students' eyes.

- **Instructor:** Have a brief plan/summary for each class meeting or week of an asynchronous course and build in time each week to reflect at the end of the session. What worked? What didn't? What would you change next time? At the end of the semester you can go back to these short weekly reflections and devise an action plan for short and long term changes you want to make.
 - This is [one example of a lesson plan](#)
 - This is [my semester reflection for this past semester](#). To put together this end of semester reflection I looked back on feedback I gained over the semester from entrance/exit tickets to class, my own weekly reflections, and end of semester course evaluations. I also spoke to our student mentor. I broke down my thoughts into my overall thoughts, and then the major assessments or activities that made up the bulk of the course activities.
 - Doing this type of reflection now will save you time in the future and improve the class. Make this work visible by including it in MyVita and being transparent with students about how you incorporate student feedback into your course structure.

- **Students:** Consider using "[Exit Tickets](#)" or a "[Classroom Critical Incident Questionnaire](#)" to collect anonymous weekly feedback from students. This practice gives you actionable feedback to make small changes in the moment and plan for larger changes down the road. It is key that you thank students for their feedback and explain changes that are realistic and those that are not at that point in the semester. This practice also gives students a space to reflect on what they have experienced in the course and gives them practice giving critical feedback. Giving critical feedback is a skill that will help strengthen the feedback you get in course evaluations and benefits students when they will have to give feedback to others in the future.
 - The Center for Teaching and Learning also offers two ways to get feedback from students before end of semester course evaluations: [mid-semester feedback and GIFTS](#).
 - **Mid-semester feedback - sign up now!** The deadline to sign up is February 21st and students will have until March 11th to complete the survey.

Group instructional feedback technique (GIFTS) - sign up by the fifth week of the semester

Invite Trusted Peers into your Course/Classroom

- Depending on our department structure we may be asked to observe peers but it is typically in an evaluative context. What if we invited trusted peers into our courses to get informal, formative feedback about certain aspects of our teaching or to uncover biases or assumptions that we may not even realize we have?
- If you are interested in applying this lens to your own teaching, ask a trusted colleague to review an assignment, sit in on your synchronous course or read your syllabus and offer to do the same for them. Meet with the colleague to share your goals for the observation and work out logistics. Also set up a time afterwards to debrief.
- The added benefit of this process is that both the observer and observee learn something new, and it is one small step towards opening up our classrooms and building community.

Seek out Theory

- It is hard to find the time to seek out relevant literature to support your teaching.
- One place to start is your discipline. Many disciplines have discipline based education journals that have peer-reviewed articles that may be a great place to start. A [directory of educational journal by discipline can be found here](#).
- You can always reach out to the Center for Teaching and Learning to connect you to relevant literature as well.

Interested in more ideas specific to your course or work? We would love to chat with you. Reach out to Jen McKanry mckanryj@umsl.edu or Erin Whitteck erin.l.whitteck@umsl.edu, and let's strategize how we can make your ideas come to life without falling into the traps that so often derail our efforts.

References

Brookfield, Stephen D. *Becoming a Critically Reflective Teacher*. 2nd ed., Jossey-Bass, 2017.

Technology for Students in Financial Need

A Service from the Division of Student Affairs

The Triton Loaner Technology Program has a new look and a new request form. Please direct students who are experiencing temporary technology needs to read the information on the webpage and complete the form linked on the bottom. This program is for students in financial need, and there are limited supplies. <http://www.umsl.edu/studentlife/dsa/triton-loaner-tech.html>

Any questions can be directed to Andrea Guimaraes, M.S.,
Associate Director, Student Conduct and Academic Integrity
Division of Student Affairs
Phone: 314-516-4026
Email: aguimaraes@umsl.edu

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 evidenced-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.

In November we heard from Ho Kim (College of Business Administration) and Paula Prouhet (College of Nursing) about Delta/Plus Feedback and the Transparency in Learning and Teaching (TILT) framework.

Event Details:

- **Date of the next Lunch and Learn:** February 18th 2022 from 12:00 - 12:50 PM
- **Presenters:** Lynda McDowell (Department of Chemistry) and Diane O'Brien (School of Social Work)
- **Topics:** Tips and Tricks to save you time in Canvas and TBD
- **Location:** Virtual (see Registration below)

If you have any questions, please reach out to CTL Assistant Director Erin Witteck (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 Series](#)

Join us in the Part-time Faculty Teaching Circle! The CTL helps coordinate the Part-Time Faculty Teaching Circle to provide support and community to our amazing part-time faculty. All planning is coordinated by the Circle's Advisory Group consisting of current part-time faculty. The purpose of this group is to design relevant and timely supports for part-time faculty. Due to time of day and the unique needs of part-time faculty, traditional campus offerings are not always ideal for participation. We invite all part-time (adjunct) faculty to join the group as their schedule allows.

Our monthly meetings will be held via Zoom. Current topics and questions will be addressed at each meeting as well as an incorporating time for an open Q&A session for sharing ideas and challenges in the classroom. For Spring 2022 a learning collaboration cohort model will help build connections on campus with other part-time faculty colleagues interested in similar topics. Cohort groups will be created based on the times and topics of interest for meeting.

Why join a Teaching Circle?

- Connect with other part-time faculty throughout the semester to share teaching tips and tricks.
- Have a topic of interest? We can help connect you with campus leaders to answer your cohort's questions.
- Stay on top of relevant and valuable information by receiving a consolidated summary/email digest of important events and initiatives happening on campus that impact you as part-time faculty.

Please email CTL Assistant Director, Jen McKanry mckanryj@umsl.edu with any questions.

[Register for Part-Time Teaching Circle](#)

Course Evaluation System

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

[The course evaluation schedule for the 2021-2022 academic year as decided by the Faculty Senate is now updated on the CoursEval Resources Guide webpage](#) and the [CoursEval for Students webpage](#). On these webpages, faculty and students can find

information on when surveys will be open, report release dates, and information on the CoursEval system.

Last year, CoursEval and course evaluation services were added to the CTL portfolio of services. Starting in the Fall, course evaluation surveys are set up through the CTL in collaboration with department chairs and college deans. Faculty, business support personnel, college deans, and department chairs will be able to access reports through courseval.umsl.edu.

If you have any questions about course evaluations, please contact CTL's Learning Analytics Coordinator, Mary Painter at mapxvc@umsystem.edu.

Meet New UMSL Faculty

Throughout this academic year we will be featuring the new full-time faculty joining our campus. This month we are featuring Associate Professor Rachel Winograd from the Department of Psychological Sciences.

Rachel Winograd, PhD, is fascinated by drugs and all the reasons and ways people use them. She's most interested in how some peoples' drug use turns into problematic use or addiction, their experiences accessing care, and the beliefs, knowledge, and practices of those working in clinical settings to provide substance use services to those who need them. Now an Associate Professor in UMSL's Department of Psychological Science with a dual appointment with the Missouri Institute of Mental Health, Dr. Winograd began her psychology and addiction training two hours west in Mizzou's Clinical Psychology doctoral program. While in Columbia, she studied "drunk personality" – or how drinkers' mood, affect, and behaviors change in unique ways when they become intoxicated. She worked with college students and young adults whose drinking had interfered in their lives and helped develop University programming to better address the needs of students and patients with various substance use disorders. She received her PhD from Mizzou in 2016 after completing her predoctoral internship with the VA St. Louis Healthcare System, where her interests shifted from alcohol use to the escalating opioid overdose crisis and the promise of harm reduction focused interventions.

Dr. Winograd joined MIMH in late 2016 to help lead statewide efforts to address Missouri's rising rates of overdose deaths through innovative prevention, treatment, and recovery oriented strategies. Since then, she established and now directs MIMH's Addiction Science team (www.MIMHaddsci.org), a dedicated group of over 20 faculty, staff, and students aiming to save and improve the lives of people who use drugs through research-informed practice and practice-informed research. In 2021, Dr.

Winograd joined the Department of Psychological Sciences where she began to broaden her scope to include undergraduate and graduate teaching and mentoring, as well as deepen collaborations with fellow addiction-focused faculty. She is currently teaching an upper-level undergraduate course “Drug Use and Addiction: People, Policy, and Practice” and is thrilled to be accepting graduate students for her lab beginning in the Fall of 2022.

Dr. Winograd currently serves as Principal Investigator of eight grants and contracts from various federal and state funders totaling over \$8 million annually, including Missouri’s State Opioid Response grant (funded by SAMHSA; www.noMOdeaths.org) and the St. Louis-focused CENTER Initiative (funded by the Missouri Foundation for Health; www.CENTERstl.org). Broadly, Dr. Winograd is committed to expanding access to medical treatment and harm reduction strategies for those most in need of evidence-based care for opioid and other drug use disorders, especially those not being adequately served by our existing health and social service systems. This requires examining and eliminating obstacles to good care – both for people seeking that care as well as the providers striving to deliver it.

Rachel enjoys being outdoors and has recently discovered she likes puzzles. She’s outspoken and rarely takes no for an answer, except when dealing with her three young children ages 7, 3, and 2, when sometimes she chooses to simply give up.

Meet our New Team Member - Jamie Martin

We are lucky to have grant funding to bring a new graduate assistant to our team in the Center for Teaching and Learning to assist our Assistant Director Jennifer McKanry with the Certificate in University Teaching (CUT) Program.

We are excited to welcome Jamie Martin, a graduate student in the EdD program in Social Justice, as a Graduate Assistant in the Center of Teaching for Teaching and Learning. Her role as a GA, supporting CTL Assistant Director Jen McKanry in the [Certificate in University Teaching \(CUT\) program](#), is one she is excited to fill.

Jamie comes to the CTL as a teacher-leader with 9 years of teaching experience in K12 public education. During her time as a public educator, Jamie frequently served on campus and district leadership teams, led instruction directed by student data, and enjoyed presenting holistic grading and writing development processes to her peers. Jamie’s extensive experience in supporting K12 educators will be integral to giving graduate students feedback on their teaching. She understands the pressures of classroom presentation, including preparation, unexpected student conduct and outcomes, and time constraints. While Jamie recognizes her learning curve as she

navigates higher education and academia, she is both prepared and eager to assist graduate students in streamlining tasks and securing outcomes they and their students will find satisfying. She is grateful for the opportunity to continue growing as both a teacher and a learner.

Jamie is a recent Saint Louis transplant, having lived (and taught) in Texas and then Utah, before moving to the Midwest in 2019. Alongside her partner of 20 years, she is the proud parent of four children, ages 4-16 yrs. Jamie claims she doesn't have pets, but the kids do- two dogs, one snake, two sugar gliders, and an unfortunate tarantula. Her family loves to be outside, camping, hiking, and exploring. Jamie, herself, is a podcast connoisseur, who loves to garden, make fresh salsa, and piece together jigsaw puzzles. During her time with UMSL, Jamie intends to work and study intentionally to ensure her EdD will afford her the knowledge and skills to be the strongest accomplice in the struggle for equity and justice.

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](#)

Flipped Learning Symposium

February 4th, 2022 at Southern Illinois University Edwardsville

Southern Illinois University Edwardsville and St. Louis Community College are hosting a "Flipped Learning Symposium" to be held both virtually and in-person.

[Register for the Flipped Learning Conference at SIUE](#)

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.

**Director, CTL and
Assistant Vice Provost for
Academic Innovation**
Keeta Holmes
holmeskm@umsystem.edu

**Assistant Director of Student
Support Programming**
Jenna Alexander
alexanderjm@umsystem.edu

Assistant Director
Jen McKanry
mckanryj@umsystem.edu

**Assistant Director
Assistant Teaching Professor of
Chemistry and Biochemistry**
Erin Whitteck
elwbcf@umsystem.edu

Learning Analytics Coordinator
Mary Painter
mapxvc@umsystem.edu

Testing Center Coordinator
Sarah Butler
butlersr@umsystem.edu

Testing Specialist
Joel Erickson
ericksonjw@umsl.edu
