

CELT Newsletter: October 2020

Dear CELT Colleagues:

Thank you to everyone who participated in our late August and September workshops! It was wonderful to connect virtually and discuss teaching and share our ideas for the fall semester. I want to thank the many faculty members (and student panels) who led and facilitated our workshops. We had over 500 faculty registrations for our various workshops, and we could not have done it without you!

As we head into fall, and the fourth week, I hope your classes are going well. The CELT Board is busy planning workshops for the rest of the semester, and looking ahead to plan our Spring programming. Do you have an idea for a workshop to share with your MCC colleagues? Let us know what you are thinking about!

Check our website often as we continue to update and add great resources for learning and teaching, including video and supplemental materials from recent workshops!

CELT can help you with consultations on specific pedagogy, questions, or help you with research to support your teaching. Please reach out if you need our help!

Be well and healthy, Susan

Register for our October CELT Workshops on [Eventbrite](#)

To help us keep track of attendance and facilitate sending links to registered faculty, please sign up in advance on [Eventbrite](#) to join us! We will send a zoom link to all registrants. If you have any last-minute problems or questions, email: saltman@middlesexcc.edu

We hope that you will all join us at the following events:

Thursday, October 8 at 2 p.m. **Using Flipgrid to Empower Your Students** *Katalin Gyurian-Toth*

Flipgrid is an easy to use online tool to create and share video responses among your students. You can ask a question, or create a topic to engage your class in an interactive online discussion. Students can respond by recording up to 90 seconds of video; replying to the original post or to each other. **Flipgrid** allows for both videos and selfies, which gives this tool a social media feel to help students feel connected with both the content and each other. As the instructor, you can give basic feedback, or even create customized feedback which each student can view privately. Join this workshop and learn how to use this empowering addition to any online or remote class.



Upcoming Events

October 8: Using Flipgrid to Empower Your Students

October 27: Assessment doesn't Have to Be a Dirty Word!

Helpful Articles

The Scholarly Teacher reached out to students to find out [Features of Teaching that Support Online Learning](#). As you know from our own student panels, students give us important insight into what pedagogy works for them, and what doesn't.

Thinking about new ways to offer feedback to your students? A STEM instructor learns from the Arts on [A Different Way to Deliver Student Feedback](#) in his courses.

[Using Blogs for Online, Hybrid or HyFlex Teaching](#) is another way to encourage your students to be more engaged. Learn new ways to incorporate Blogs effectively in your courses.

Tuesday, October 27 at 2 p.m. **Assessment doesn't Have to Be a Dirty Word!**
Shannon Osbourne-Jones

Are you more of a traditional timed quizzes sort of professor, or do you want to explore authentic assessment as a tool to check student's progress? This workshop will take a look at the changing outlook on assessment and how best to conduct assessments in your remote live or online course. We will look into best practices for both types of assessments: how to limit cheating in online tests and quizzes using *Respondus* Lockdown Browser and the features within Canvas, as well as how to structure more thoughtful assessments using the principals of authentic assessment.

New Ideas/New Pedagogy

Zoom has a new break out option! If you have been using breakout rooms in Zoom, you already know how they can help create connections between students and help them engage with the material. If you update your Zoom to 5.3.0, you will now have three options for break-out rooms:

- Assign automatically
- Assign Breakout room
- Let participants choose room

The last option is new, and you can now have students choose the breakout room that they want to join based on their interest, or if you want students to choose a specific topic to work on.

Keep it simple with eLearning Modalities Neria Sebastian EdD, recommends breaking down assignments in to 3 -5 clear, clear, concise and sequential steps. Providing guidance in written form, and asking students clarifying questions will help them to understand the assignment and avoid confusion as they begin.

Have you ever used an *Idea Dump*? This strategy, suggested by David Adams, PhD, can help students take ownership of their own learning and develop a deeper understanding of content by creating multiple opportunities to share knowledge among the members of your class. Here are the steps for this process:

- Before class, provide students with an open-ended prompt
- Students have one to two minutes to think and jot down their individual answers
- Place your students in small breakout groups and allow time for students to go over their answers with their group members
- Groups are told to synthesize their answers to prepare to share with the entire class
- Join the class together to share their ideas and receive peer feedback



MCC Book Club

Thank you to everyone who attended **TedTalk Tuesday** to hear Dr. Ibram X. Kendi talk about his book, *How to Be An Anti-Racist*. If you signed up to join the MCC Book Club, watch your email for more information about meeting times for your group.

Tech Tips for Teaching

Google **Jamboard** is a collaborative online whiteboard that is very visual. Read some of the [tips and tricks](#) to using it in your virtual classroom.

Did you know you can use your [phone or iPad as a document camera](#) in Zoom? I have been doing live drawing demonstrations using my iPad as a second device (I log into Zoom using the classroom link) and ask students to pin the image so they can clearly see the demonstration. I bought a stand for my iPad, but you can use anything you have to hold the device. In addition to my pre-recorded video demonstrations, students are really responding to the demonstrations done in real time.