What CETLA Can Do for You

Center for Excellence in Teaching, Learning & Assessment
College of Medicine’s New Faculty Orientation, Howard University
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SPEAKER DISCLOSURE

I have had no financial interests or relationships with a commercial product, service, technology interests or programs in the past 12 months.

I have no conflicts of interest to disclose.
Objectives

1. Locate CETLA resources that can help you teach more effectively.
2. Locate CETLA resources that can help you teach more efficiently.
Scenario #1

1. You teach a large basic science class in a large lecture hall. All too often you notice that some students are texting, emailing, or even sleeping! What can CETLA do for you?
TEACHING LARGE CLASSES
UNDER CONSTRUCTION
Teaching a large class can be daunting. Gazing out at a sea of faces, you may wonder how you can possibly reach each student. After all, you can’t maintain eye contact or physical proximity with all of your students. Moreover, if the class fills a lecture hall, you can’t see whether students are emailing, texting, or even sleeping in class. Even if the students are paying attention, it may seem impossible to find enough time for every student to participate. However, your situation is not as hopeless as it seems. In fact, using some of the strategies and tips described below, you will discover that you can engage classes with even 100, 200, or 300 students in active learning.

Examples

STRATEGIES AND TIPS
Personalizing the Class
Engaging Students’ Interest (PPT)
Scenario #2

Many of your students do not read the assigned textbook or watch the assigned video or slide show prior to class. What can CETLA do for you?
Welcome to Blackboard

First-Time Users
Username: BisonWeb ID without the @-sign
Password: 6-digit BisonWeb Pin
Mobile app available on Apple Store and Google Play.
BlackBoard Mobile App is also available on the Howard Mobile App.

Login Help
Click "Forgot Your Password?" under the login form.
An e-mail will be sent to your e-mail address.
If you are having trouble logging in, contact the Help Desk at helpdesk@howard.edu or 202-806-2020.
Scenario #3

You are assigned to a large team to teach an interdisciplinary course. A few weeks before the term begins, your course coordinator asks you to submit the learning objectives for your lectures, but you don’t know where to begin. What can CETLA do for you?
A Quick Guide to Writing Learning Objectives

Center for Excellence in Teaching, Learning & Assessment (CETLA)

Office of Institutional Assessment & Evaluation (OIAE)

Howard University
August 10, 2009
Scenario #4

You are a facilitator for small case-based group sessions. However, a few students do all of the talking while others stare blankly at their laptops. What can CETLA do for you?
CASE-BASED TEACHING (CBT)

WHAT IS CBT?  |  GENERAL INFORMATION  |  CBT IN ACTION  |  SEARCH FOR CBT SYLLABUS

Cases are narratives that students explore interactively in order to draw a conclusion, determine a course of action, or to debate issues in a realistic context. Developed in law schools in the 1800s, Case-Based Teaching (CBT) has been widely adopted by professors in other professional schools such as medicine and business, but CBT has also proved to be a powerful tool for stimulating active learning in the liberal arts and sciences. Compared to other small group pedagogies, CBT is usually more directive, featuring the teacher rather than a student as the primary facilitator. Therefore, the videos, audio files, slides, websites, rubrics, and documents below reveal how a teacher can develop, facilitate, and assess a CBT session.

PREPARING TO TEACH
SETTING GROUND RULES
ASKING QUESTIONS AND LISTENING
GIVING FEEDBACK
WRAPPING UP
ASSESSING SESSIONS

GENERAL INFORMATION

Facilitating Learning in a Small Group
Scenario #5

Your accrediting body is urging medical schools to assess student learning more frequently and accurately, so the dean asks all of the faculty to incorporate more assessments in their courses. What can CETLA do for you?
ASSESSMENT WORKSHOPS

Click on any workshop title for a complete description.

CA01 Assessing Student Learning
CA02 Monitoring Student Learning
CA03 Constructing Tests
CA04 Developing Independent Learners
CA05 Designing a Classroom Research Study
CA06 Building a Digital Portfolio
CA07 Diagnosing
CA08 Using SPSS for Assessment
CA09 Writing Concept Test Questions
CA10 Collecting Assessment Data via SurveyMonkey
CA11 Interpreting and Using Course Evaluation Data
CA12 Assessing Online Courses
CA13 Building a Commonsense about the Evaluation of Student Performance

See also:
BB01 Administering Course Evaluations via Blackboard
WC01 Handling the Paper Load
WC02 Discouraging Plagiarism
WC03 Marking Papers Electronically

CA01 Assessing Student Learning

Prerequisite: None

What’s the big deal about outcomes assessment? What can you and your students "get out of it?" How can you assess learning in your classroom without adding significantly to your workload? By the end of this workshop, you will be able to do the following:

1. define "learning"
2. determine how well you have been assessing learning in your classroom.
3. identify the benefits of assessing your students’ learning.
4. describe at least one efficient way to assess learning in your classroom.
5. explain how classroom assessment could generate data for program assessment.

Register Now
Jump to the top of this page.

CA02 Monitoring Student Learning (2 hrs.)

Prerequisite: None

As Thomas Angelo and Patricia Cross observe, most tests, term papers, and lab reports come too late to improve student learning. Therefore, Angelo and Cross have proposed a series of Classroom Assessment Techniques (CATs) that teachers can administer before tests, papers, and reports are due. These techniques can give teachers information to guide the continual small adjustments and corrections needed to keep student learning on course. Such feedback can empower students as well as teachers to enhance students’ learning. This workshop will give you an
Scenario #6

- You completed a Blackboard workshop at CETLA, but you’re having trouble posting your PowerPoint slides. What can CETLA do for you?
OPEN LAB
On course evaluations, your students complained that you just droned on and on while they sat passively in silence. Some even stopped coming to class because they felt they could learn just as much from the slides you posted online. What can CETLA do for you?
FLIPPING THE CLASSROOM

Learn how to "flip" your classroom to transform your teaching and your students' learning! Instead of lecturing in the classroom, post videos of your lectures and other course materials online so that you can "free up" classroom time for more teacher-student and student-student interaction. Flipping the classroom will allow you to spend more classroom time helping students apply what they learned online. That means you can engage students in more class discussions, more group activities, more hands-on labs, or more fieldwork. Instead of passively listening to lectures, students can engage in active learning. For details and examples, see the resources on this webpage.

Click here to listen to a skit that explains why you should consider flipping the classroom.

Click here to view the rest of Dr. Andre Farquharson's lecture about Flipping the Classroom.
Scenario #8

1. Since you teach in a clinical setting, your students must perform a lot of tasks correctly, exhibiting professionalism at all times. When it’s time to evaluate their professionalism, you’re not sure where to begin. What can CETLA do for you?
INSTILLING PROFESSIONALISM
CLIVE CALLENDER, PH.D.
November 6, 2012

HANDOUTS
- Professionalism PowerPoint Presentation (pdf)

RELATED LINKS
- Professionalism Guide
- Developing medical professionalism in future doctors: a systematic review
- Assessment of Professionalism Project
- Professionalism: Developing this Vital Characteristic
- NSPE Code of Ethics for Engineers
- Code of Ethics of the National Association of Social Workers

VIDEO SEGMENTS
- What is professionalism?
Scenario #9

You unexpectedly find yourself in a classroom equipped with an Epson “smart” projector, but you don’t know how to take advantage of this new instructional technology. What can CETLA do for you?
Teaching with the Epson BrightLink Pro Projector (1410wi or 1430wi)

Objectives
References
Videos
Epson Projector Apps
Quiz

SR05 Getting Started with the Epson BrightLink Pro Projector (Online)

Note: Faculty who are already scheduled to teach in a room with an Epson Projector will be certified first. Therefore, until further notice, please do not request an appointment for Epson certification unless you are already scheduled to teach in an Epson room.

Turn your classroom into a Smart Room without using a smart board; in fact, use any flat, white surface. Discover how to operate and teach effectively with the Epson 1410wi or 1430wi BrightLink Pro Projector. Then, just walk into your classroom, turn on this self-calibrating projector, and start writing or drawing on the whiteboard, adding
Scenario #10

You are a new faculty member who is feeling overwhelmed trying to track down information about HU academic policies, practices, and technologies. What can CETLA do for you?
MODULE V: CULTURE

Learning Objectives:
1. Define "cultural competence."
2. Identify successful strategies for teaching African American students.
3. Identify successful strategies for teaching in a multicultural classroom.
4. Apply culturally appropriate strategies to solve a classroom problem.

What Is Cultural Competence?

Attached Files: NEA Policy Brief.pdf (201.51 KB)
Those of you in the health sciences have heard a lot about cultural competence. But everyone who teaches, especially at a culturally diverse institution like Howard, should strive to be a culturally competent teacher. For a brief explanation of cultural competence in education, see the attached policy brief from the National Education Association (NEA). For more information, see the website for Brown University's Education Alliance.
Scenario #11

You use technology effectively in your classroom to enhance teaching and learning and would like to share what you do with the wider University. What can CETLA do for you?
The Teaching with Technology Award recognizes the effective use of instructional technology at Howard University.
You reduce paper usage in your class, save energy and decrease emissions associated with holding classes, while encouraging students to engage in environmental activities. What can CETLA do for you?
This initiative aims to reward faculty members who are green teachers and enable students to select green courses.
Conclusion

Now what can YOU do for CETLA?
Access our resources!

Website: http://www.cetla.howard.edu

Email: cetla@howard.edu

Phone: 202-806-0870