NEFDC EXCHANGE

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President's Message

The Importance of Academic Technology

Instructors today struggle more than ever to stay current with changing technologies. In graduate school, they learn to conduct research and sometimes even learn how to teach, but little or no time is given to learning the technological tools they will need in the future. They may know PowerPoint and Prezi. They use one or more forms of social media, but rarely know how to apply them to the best effect in the classroom. They learn how to use the Learning Management System (LMS) of their home institution, but rarely is that same LMS used in the college of their first position.

U.S. News and World Report recently published (Sept. 1, 2015) a report on *"The College of Tomorrow,"* which argued that new faculty may understand how to operate new technologies, but not how to use them effectively in promoting student learning. This problem is often even deeper with senior faculty who have successfully avoided the use of blended learning and LMSs until now, when such use is expected by both students and administrators. So, there is a deep need for faculty to learn how to use new technological tools. This issue of the Exchange and our upcoming fall conference *(Inclusive Excellence: Teaching and Learning in an Increasingly Interconnected World)* address the effective use of those technologies.

In this issue of the *Exchange,* Lori Rosenthal provides highly practical advice about using technology to turn snow days into snow lessons. Her timing is impeccable, as we face what the meteorologists say will be another hard winter. Last year's snow left us with a lot of days to make up and snow lessons are a great way to do that.

Albert DeCiccio's article balances Rosenthal's extensive use of technology with a call for renewed commitment to experiential learning. He declares that is the *kairos* (right time) to treat college as a laboratory for learning and certainly there is great need for today's graduates to develop skills during their college career, and be able to demonstrate those skills.

At the upcoming NEFDC fall conference *(Reclaiming Innovation: Promoting Student Ownership of Learning Through Social Media)*, we will delve deeply into the use of new technologies, especially social media tools. Keynoter Justin Reich from Harvard University will take our conversation to the next level by exploring alternatives to Learning Management Systems (LMSs). How students learn is as important as what they learn. The skills they learn in college will often be critical to their future success and professional development.

There are many new tools available to faculty, some more useful than others to our teaching mission. Academic technologists must help instructors prioritize tools as to their relative value in specific teaching situations. They must help instructors weigh the value to students of learning those tools, both in disciplinary settings and in general for the modern workplace. Finally, technologists need to guess at the possible longevity of the tool. Early adopters among the faculty must understand that other faculty will only adopt a tool after its usefulness and longevity have been proven. In return, early adopting faculty can help technologists discover effective use of those new technologies, as their understanding of teaching methodologies is often deeper than that of technologists. The final partners in this effort are students, or at least, they can be partners, if they are taught with experiential learning as DeCiccio outlines.

The key to staying abreast of current technologies in teaching is improved communication. The introduction of the Web was, after all, created a revolution in communication; we should expect that its best use will involve greater interaction between students, faculty, and everyone else involved in college education.

Dakin Burdick - NEFDC President

Snow Lessons from a New England Winter: Using Technology Tools to Empower Learning during Class Cancellations

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For those of us living in New England, planning for snow day school cancellations is a must, especially last year as we dug out from record snowfall. Even without snow cancellations, faculty and students occasionally experience an emergency or personal issue that interferes with physically getting to class. When this happens, we can use social media and other electronic tools to both take the learning outside of the classroom as well as to empower students to take control of their learning. A benefit of this is the increased flexibility to ensure that emergencies don't have a negative impact on classroom time by allowing us to hold class even when we can't hold class. Another advantage is that students gain skills in continuing their learning individually, outside of class, working towards the learning objective of "creating lifelong learners," one of the AAC&U's (2011) identified essential learning outcomes. But, moving the learning from the classroom to electronic tools requires balance between planning classes in advance, following the syllabus timeline, and having the flexibility to shift gears for an 8 a.m. class when you found out at 5 a.m. that it's a snow day. This can be challenging for even the most experienced educator. In this article, I address the main barriers to snow day lesson planning faced by faculty while providing several suggestions for managing those last minute cancellations and ensuring that learning continues beyond the classroom walls.

The primary difficulties that educators experience instituting a snow-day/emergency plan include: student resistance and perceptions of busy-work, technological barriers such as difficulty in learning/using technology, relevance to the planned content for that class period and questions about the potential added value of technology (Butler & Sellbom, 2002). Students (and faculty, let's be honest) enjoy those snow days. Yes, students attend college because they want to learn but a surprise break, especially at a stressful part of the semester, is a welcome opportunity to relax and catch up. Students will

be particularly resistant to "giving up" their snow day if they perceive your last minute fix to be just that, a last minute fix. Students get frustrated lose intrinsic motivation when they are assigned work simply to fill time. Conversely, schoolwork that is meaningful, relevant to the planned content of the course, and focused on task-mastery or knowledge gains enhances intrinsic motivation (Kerssen-Griep, Hess & Trees 2003).

The key to overcoming each of these barriers is advance planning but it isn't feasible for faculty to have a meaningful and relevant backup plan for every class period or every lesson. There are three ways around that. The first is to simply move the face-to-face class into the virtual world through technological tools; the second is to provide a pre-planned, student-centered, technology-delivered lesson plan – what I call a "Snow Lesson"; and the third is to build semester-long projects into your course. In each of these, the added benefit that technology serves in comparison to a cancelled class is additional time on learning tasks.

Virtual Class

One last minute snow-day fix is to move the faculty-student interaction from the physical classroom into virtual space asynchronously by posting discussion prompts in your learning management system or asking students to participate in a group discussion using social media tools such as Facebook. The more familiar faculty and students are with the selected tool, the fewer the perceived technological barriers. However, asynchronous discussion may not be the most effective tool for achieving learning outcomes as feedback is delayed and often non-specific.

For content that relies on open discussion or that is particularly challenging, it will likely be more effective to have a synchronous, non-text-based discussion. Instructors can require students to participate in web conferencing or other electronic meeting forms. While some schools have purchased platforms available, there are free alternatives such as Freeconferencecall, Fuze, Google Hangout, Joinme, and Anymeeting. There is generally a steep learning curve in using these technologies but they allow verbal discussion and visual cues among multiple participants. If you plan to use one of these, try the service in advance, preferably with your students so no one experiences the frustration of technology failure. You could have an early web conference class in a computer lab together or an evening review session for practice so that every one gets familiar with the system before you need to use it.

Snow Lessons

Snow lessons are pre-planned learning activities dropped into a course to continue learning when class is cancelled. They can be created to substitute for specific content or to cover general issues relevant to a course. The key component is that the lesson be meaningful and clearly related to learning objectives. Following are some ideas for creating snow lessons.

Recorded Lecture. When you need to cover specific content and had a lecture planned, you can turn on a camera and start talking. Upload your video to your course management system or Youtube (keep it private by emailing students a link). Keep in mind that it is difficult to simply watch a video of a person staring at the camera and talking so any recorded lecture you use should be very short.

Narrated Slide Show. If you use slides in class, you can record your voice linked to each slide and students can watch a video of the slides while listening to your explanation. It is possible to use slide development software (i.e. Powerpoint) but I've found it easier to use free web2.0 tools such as Screencast-o-matic.com or Screenr.com since students don't always have the same software I have. These tools also force me to keep videos short: Screenr limits videos to 5 minutes, screencast-o-matic limits to 15 minutes.

Recorded Whiteboard. This is similar to a narrated slideshow allowing you to take video of your writing on a whiteboard while explaining instead of using pre-prepared slides. This is ideal for math problems, enabling students to see you work as you explain the steps. This is also helpful in "workshopping" writing assignments. A sample paper can be the background and you can talk about the paper as you mark it for corrections. Several ipad apps allow you to write on a whiteboard while recording your voice: Showme, Educreations, and Doodlecast are my favorites.

Self-Paced Internet Lesson. There are many existing resources – articles, websites, and videos - that can substitute for the professor or textbook as a learning source. In every class I teach, I identify a few high quality internet resources such as documentary films that I plan to incorporate. These are materials that I would use even if I don't cancel class but they are readily available online for students to use individually. In most cases, there are several points in the semester when the material relates meaningfully to course objectives making it a successful snow lesson. I pair the resource with a writing assignment, discussion questions, or a pre-recorded mini-

lecture using the tools described above. If class is cancelled at any point in the semester, this lesson is likely to fit because it relates to our content in multiple ways. If class never gets cancelled, I can use it as a wrap-up activity.

Let me give an example. In my Child Development course, I had shown a video about language development in class. The video is so compelling, the student discussion always went beyond the topic of language development. Students discussed therapy ethics, the research conducted, and how the case relates to early education and social services. They applied theories they had learned previously – Freud's Personality Theory, Bandura's Social Learning Theory, and Vygotsky's Sociocultural Theory. The discussions were rich and we revisited the content of the video multiple times during the remainder of the course. The video is now available online for streaming so I started assigning the video as homework to spend more time in class on the discussion. Since it relates to so many course topics, I now reserve the video as a snow day lesson. If class is cancelled, I send the students a link to the video and an assignment. The student deliverable depends on the timing– if it's the first week, students pose questions the video raises about child development as a springboard for later discussions. If we are talking about personality, students write a position paper discussing the impact of early life on personality development as evidenced in the video. If we are covering language, students participate in a discussion board debating the evidence supporting conflicting views of language acquisition. If it's the end of the semester, students reflect on how the video case illustrated major concepts they learned in class.

You might be thinking this is good for a psychology class but there aren't any film or other resources that could relate to every topic in your course. You don't actually need a single resource that relates to everything as in the example I shared. I collect 2-3 resources for each course because there are some that work well for some topics but not others. If I have a few choices, I can select one that either fits perfectly for that day, reviews a concept covered in recent weeks or foreshadows an upcoming concept. In that way, a single resource can be a snow lesson to cover approximately a month of the semester.

You might also be thinking, great idea but I don't know any appropriate films or resources. I often google for resources that on particular topics but there are certain excellent sources for a variety of materials. Frontline.org and PBS.org have wonderful documentaries made for the general public with an educational component so they are typically interesting and educational. They often come with lesson plans to help generate ideas about how to use them in the classroom (for example: http://www.pbs.org/wnet/humanspark/lessons/social-skills/lesson-activities/?p=528). The History Channel, Discovery Channel and National Geographic are also good sources for online material. Educators in many fields have created resource lists of films, online demonstrations and tutorials that can be found by searching for "tutorial" and "your field." Searching for psychology tutorials online brings you to John Krantz's page where he collects links to psychology resources (http://psych.hanover.edu/Krantz/tutor.html).

Project Based Learning

Another technique that can be used as a snow lesson is an application of project based learning (www.bie.org). In PBL, students are focused on applying the content of a particular course to solving a problem. These are generally complex problems without a specific answer and are generally tied to a problem that exists in real life. In some definitions, practitioners state that true project-based learning involves students working with a community partner to address a specific problem out in the community. Snow lessons are not conducive to working with a community partner because one never knows when the lesson will be needed and community partners generally want to know when they can expect solutions. But, students can use the time made available by their snow day to either begin conducting background research on potential solutions to an existing or a hypothetical problem, to create an educational material to inform others about the problem or to apply their learning to develop a solution to the problem. For example, in a class on behavior change, my students created Vine videos (6 second videos) to promote an environmental behavior change on topics they were working on in groups throughout the semester (i.e. turning off lights when you leave a room, recycling, shorten shower time). They created videos using their cell phone (or provided the text of a video if they didn't have video capability) using one of the behavior change principles we had covered in the class. They shared the videos with a brief written piece describing the theory they applied and students discussed online which videos they felt would be effective for promoting behavior changes.

Case studies can be used as the basis for problem based learning and there are several repositories of case studies

such as the National Center for Case Study Teaching in Science (http://sciencecases.lib.buffalo.edu/cs/) and Harvard Business Review (https://hbr.org). Cases are typically complex and require extensive discussion making them difficult to implement as snow lessons but the case background can provide ideas for problem statements. I occasionally use a schizophrenia case study (Gow, Nava-Whitehead, & Augusto, 2011) but it takes multiple days to complete. As a snow lesson, students read only the portion of the case that describes the symptoms. Instead of discussion, I present them with the diagnosis. The students then developed a therapy plan for the patient based on an assigned role. On returning to class, instead of working through the case, students first meet with others who share their role ensuring everyone understood their role and then form groups with contrasting roles to compare plans and discuss relative benefits. The case became a means of providing pre-written background material and a realistic problem for the students to solve.

In this paper, I have provided ideas to help instructors create plans for using technology to continue classroom learning in the face of circumstances that interfere with the ability to hold face-to-face classes as planned. The advantages of planning for such emergencies are that student learning and coverage of class activities can continue uninterrupted and that the use of technology facilitating individual learning outside of class enables students to develop skills in becoming self-motivated, lifelong learners. However, there are some additional concerns with moving the classroom online during a class cancellation. Using technology instead of "face-time" implies that all students have access to a computer and internet connection which may be especially problematic in weather emergencies that might interfere with public utilities. Before moving online, it is best to consider whether some students will be left out due to limited computer or internet access.

There is also something wonderful about an unexpected break in routine. Sometimes a snow day should just be a snow day where our students get to wake up to the news that class is cancelled and they can throw snowballs, enjoy time with friends or burrow indoors with hot chocolate and a movie. And maybe our students will rejoice in those extra few hours to unexpectedly catch up on reading assignments and projects.

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Call for Proposals for the Spring 2016 Conference

The NEFDC welcomes proposals for interactive workshops, teaching tips and poster sessions related to effective programming that reflects how we are designing pedagogy and documenting our approaches to successful learning outcomes for engaged learning.

Topics might include:

- peer instruction
- collaborative, interdisciplinary and/or engaged learning
- learning in the disciplines as well as approaches to general education
- blended and online learning
- transfer and continuation options from high school to higher education (as well as from two-to four-year institutions)
- documenting student outcomes inside and outside the classroom

Watch our website for guidelines and deadlines.

ALL SUBMISSIONS FOR CONFERENCE PROPOSALS OR ARTICLES FOR THE EXCHANGE PUBLICATION ARE BLIND/PEER REVIEWED FOR ACCEPTANCE.

Kairos: The Right Time for the Laboratory as Educational Model

Al DeCiccio - Vice President for Academic Affairs
Labouré College

We are all familiar with the Greek concept of chronos, or chronological time, of which we too often lament there is not enough. Perhaps we should embrace the other Greek concept of time: kairos, or the right time, the time when something remarkable is about to happen. As I believe about UDL, I believe that now is the right time for higher education to distinguish itself by becoming, from its leadership to its staff and students, a laboratory for learning. To date, probably because chronological time has allowed other things to get in the way, higher education has failed to realize the potential of a laboratory approach across campuses. Taking advantage NOW of these crucial missed opportunities–if explored, developed, and then implemented and assessed–can alter in the most positive way both how education happens and how an institution operates. Higher education can apply a laboratory approach to everything that is undertaken inside and outside the classroom. We can experiment, reflect, and write about what we do institutionally and in our living and learning communities. We can encourage imagination and problem-solving. We can even recognize the cost-benefit importance of utilizing students as resources and of interdisciplinary as well as inter-professional programming.

To be fair, higher education has attempted some of this in fits and spurts across the country. Sadly, though, the truly rich idea of laboratory learning (i.e., praxis, or connecting theory to practice) has ended up becoming associated with remediation. So, we need an architecture that explains our approach, guides our decisions, informs our teaching and pedagogy, and articulates a vision for campus life. Laboratory teaching and learning should become the staple for higher education. If successful, we will have found a way of reaching a wide range of students, credentialing individuals prepared as thoughtful, engaged leaders.

To extrapolate from MIT's Neal Lerner (whose book, The Idea of a Writing Laboratory, treats the possible future role of the writing laboratory), laboratories are alternatives to lectures and 'recitation'; they elicit and respond to hands-on learning and social interaction among students with each other and collectively among faculty and staff and students. As Lerner and others have noted, the early and recent proponents of the laboratory approach to science and the early supporters of the laboratory approach to teaching writing offer a challenge for educators: take the best of laboratory learning and extend it to ALL disciplines—now and in the future (Agassiz, Dewey, Genung, Moore, Parkhurst). We should think about laboratories in healthcare, in the liberal arts, in the physical sciences and social sciences, in fitness, in business. In a nutshell, laboratory education, at its best, involves teaching and learning "as an experiment in possibility," to use Lerner's terminology.

Laboratories are places where risk-taking occurs, where mistakes can be made safely, where learning from errors is encouraged (indeed fostered), where getting it right the first time is less important than learning while doing over time. The central notion of experimentation inherent in the idea of a laboratory can offer ALL learners and teachers the opportunity to initiate profound reform and a common pedagogical orientation.

Laboratories acknowledge the social nature of learning and encourage collaborative learning. As UDL advocates stress, when we put our students in Vygotsky's "zone of proximal development," we create tasks that are challenging enough that one student on her own struggles to complete, but no so challenging that two or more students, working collaboratively, cannot complete efficiently and effectively. As Kenneth A. Bruffee wrote, "a necessary intermediate step on the way to effective independence is effective inter-dependence" ("Preface to the Third Edition").

A laboratory model will adjust what happens in class to allow collaborative learning, the nature of coverage to encourage deep learning, and the approach for assigning grades to reward mastering the process of learning. It alters teacher and student preparation; it changes our approach to teaching and learning. It suggests ways of shaping residential and commuter lifestyles.

It offers repeated opportunities for reflection. It alters expectations. The outcomes generated by laboratory learning are supported by associations like the AAC&U, which calls for inquiry, experimentation, and cross-disciplinary alliances (cf. Greater Expectations).

Making colleges and universities laboratories of lifelong learning can address three critical issues in higher education: (1) the so-called crises in literacy and technical proficiency as colleges and universities lament the preparedness of their students; (2) the lack of resources which complicates (and sometimes thwarts) innovation and experimentation; and (3) the inability to realize the imaginative possibilities that rest within a diverse student population, most particularly those who have social, economic or class differences, and the challenges of making progression through college both possible and relevant for first-generation students, career-changers, and other non-traditional learners.

The question is not whether laboratory learning makes sense. Instead, the question is whether we are courageous enough to embrace a different approach to learning and make laboratory learning THE central piece of our higher educational model–and to employ the principles of the laboratory across the curriculum and across the nation. All that impedes us is our willingness to try. We should get ready, to "don those white coats and safety glasses and discover what works" in order to affirm that "teaching [. . . is] a way of offering meaning-making opportunities for students no matter the subject matter" (Lerner). It is a risk well worth taking for, as some have observed about the laboratory approach to learning in disciplines such as writing, "the idea promotes 'possibility' and 'productive chaos'"(Spigelman and Grobman).

Laboratory learning, within and outside the classroom, provides a frame for the good work of higher education. If we act now, if we accept the concept of kairos, the right time, we will do more than help our current students. We will be sustaining higher education for the future. We will be a laboratory experiment that works–for students, for faculty, for staff, and in the larger higher education community.

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Universal Design for Learning for 21st Century Success

Katie Novak - Assistant Superintendent of the Groton-Dunstable Regional School District
Keynote Speaker – NEFDC Spring 2015 Conference

Never before has the global skills race been so competitive. In higher education, instructors are tasked with preparing students for their future careers and incorporating opportunities for them to develop critical 21st century skills. To provide students with an advantage in the global marketplace, we must design a learning environment that ensures they become creative problem solvers, clear and effective communicators, and self-directed learners.

To do this well, higher education faculty must design assessments that require higher cognitive demand and 21st century, real-world thinking. This necessitates a shift in the way instructors design and deliver curriculum and instruction. If we teach the way we have always taught, that won't set up our students for success in the future. Universal design for learning (UDL) is the answer.

UDL is an educational framework built on neuroscience research. Although it has decades of peer-reviewed research to support its effectiveness, it didn't rise in popularity until it was explicitly mentioned in the Common Core State Standards (CCSS). The CCSS cited UDL as the sole best practice to allow all students, regardless of variability, to access rigorous education. This overt mention of UDL in the CSSS lead some to falsely believe it is exclusively a K-12 initiative. Dr. David Rose, a long time professor at Harvard University, founder of the CAST, and the father of UDL, notes that his graduate students at Harvard heavily influenced the development of the UDL framework. According to Dr. Rose, UDL is just as applicable to college students and adult learners as K-12 students.

UDL is built upon three principles of sound instruction. These principles align to the three networks of the brain responsible for learning: the affective network, the recognition network, and the strategic network. If we want all students to learn, we must engage them, present information in ways they can comprehend, and provide options (offer choices that allow students to pick the way they learn and express what they know) so they can share that knowledge back to us in meaningful ways. The UDL Guidelines, and the corresponding checkpoints, identify specific strategies to activate these three networks of the brain and necessitate 21st century learning.

The affective network is the part of our brain that needs to know why we are learning. To activate this network, the corresponding UDL principle reminds instructors to provide multiple means of engagement. To do so, we must provide options for recruiting interest, sustaining effort and persistence, and self-regulation. Specific checkpoints provide more specific strategies for meeting the needs of all learners.

Providing multiple means of engagement also allows our students to become creative and practical problem solvers. Sustained engagement requires a willingness to self-regulate, self-reflect, and think outside the box. When we provide assessments that have varying levels of challenge and few parameters, we encourage students to practice real world skills in meaningful context.

Once students are engaged and have strategies to persevere in challenging situations, they need to gather new information and comprehend that information so they are able to use it. This is the "what" of learning and would be what we consider the "teaching" portion of a lesson. When we share new knowledge and skills with students, the UDL Guidelines remind us to provide options for perception and comprehension so students can build required schemata, highlight big ideas, and maximize transfer. Embedding options into this presentation of information allows all learners to self-direct their learning. Self-directed learners set goals, create strategies, and persevere in challenging situations. This intersects with important work on growth mindset and the belief that all things are possible with appropriate effort.

The strategic network needs to be activated to answer the question, "How do I use this new information?" Once

students are engaged, have a growth mindset, and have comprehended important information, they must be able to apply that knowledge in real-world, authentic situations. This requires them to be self-directed learners. Self-directed skills are important executive functions, which need to be explicitly taught by channeling the UDL Guidelines. When instructors leverage those Guidelines by providing options for expression and communication and executive functions, they are scaffolding skills that will allow students, regardless of their chosen career, to be more competitive.

To be clear and effective communicators, adult students must be able to analyze task, purpose, and audience. Doing so allows students to determine an appropriate strategy to inform, persuade, or entertain their target. When assessments require one specific product, where student choice is not encouraged, the assessment does not require self-direction. Without self-direction, there is no opportunity for students to analyze the task and determine the most appropriate and effective product.

So, why is it suddenly so important to leverage the Guidelines? It's because without 21st century skills, student knowledge is hollow. If higher education doesn't provide the opportunity for students to practice these important skills, they will not be able to compete globally. Higher education faculty must be coaches in this global race in which our students are competing. We can continue to deliver instruction that was effective in the 20th century, but those times and those skills have passed. UDL provides a framework to empower our learners to not only know our content, but use it to get ahead in life.

For more information on the Guidelines, including research and examples of the strategies in practice, visit the National Center for UDL web site at udlcenter.org.

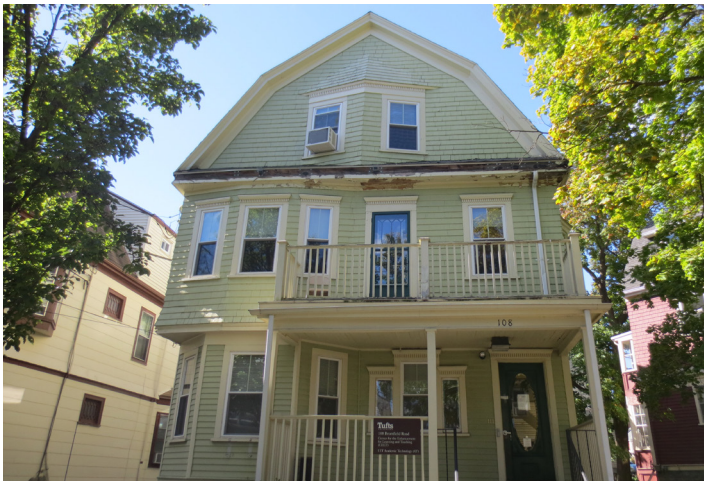
In each upcoming issue of The Exchange, we will profile a distinctive campus center which promotes effective teaching and learning.

Here we explore the Tufts Center for the Enhancement of Learning & Teaching

Background

Tufts Center for the Enhancement of Learning and Teaching (CELT) staff collaborate with faculty to discover the best available evidence about learning and apply it to their teaching. The Center guides faculty in their on-going development as critical, reflective and innovative teachers and academic leaders by promoting and espousing teaching scholarship leading to effective student learning.

CELT was founded in the fall 2006, and has since grown steadily. The Office is located on the Medford Campus, in a small converted house shared with colleagues and strong partners from Educational Technology Services. The building's conference room seats 15 people comfortably, and we do many of our programs there. The kitchen makes it easy to cater events, and the atmosphere of the house lends an intimate atmosphere.



Staffing

In 2006, staff consisted of a half time Director and a part time teaching and learning specialist. By September of 2008, both positions became full-time, and the Center moved to the Office of the Provost. A new director was hired in 2012, and the teaching and learning specialist was promoted to Associate Director. As the impact and awareness of CELT increased, another Associate Director with expertise in technology and learning spaces was engaged in 2013. In the summer of 2015, the Center was able to hire an associate director for learning assessment. CELT now has a senior staff of 4, a Program Manager, and four graduate assistants. We have an active Board that meets three times a year, with representatives from across Tufts University and from all levels of the faculty.

Focus

The Center strives to provide programming for all Tufts faculty across the life cycle of their careers, and to develop programs of varying levels of commitment so all faculty are able to participate. Unlike many teaching and learning centers, the focus is not on graduate teaching assistants.

While primarily a teaching and learning center, we also offer opportunities for faculty development beyond teaching and learning so that faculty can find support in the balance of their commitments at any given point in their careers. We offer targeted workshops for faculty (and sometimes for whole departments), and conduct individual consultations.

Most of our programs are open to all of Tufts faculty in all of the schools (Nutrition, Medical, Dental, Veterinary, Arts and Sciences, Engineering, and the Fletcher School of Law and Diplomacy), with the exception of those tailored to specific needs or departments. Feedback shows that faculty appreciate the opportunity to build community around teaching and learning, to understand the whole of Tufts better, and to work in interdisciplinary groups.

Strategy

Because the Center has grown slowly and has responsibility for faculty from all three Tufts campuses (889 full time faculty and 493 part time), we mostly work with groups, in multi-session programs. This allows the Center to reach a larger number of faculty, helps build community, and provides the opportunity to effect real change. In recent years, in addition to our programs, we have been invited to facilitate a number of half or whole day retreats for entire departments.

Several core programs support our mission to improve teaching and learning: the CELT Fellows Seminar; the Course Design Institute (CDI); and our Mid-Term Feedback Program. These particular programs have proven very effective, and are at capacity each time they are offered. (For descriptions of these programs, see below.) The Center is currently developing an Assessment Institute that we believe will complement these three core programs.

Thanks to a generous three-year grant from the Davis Educational Foundation, CELT has also supported two faculty learning communities a year for the past two years to focus on teaching for inclusive excellence. These learning communities are part of the Center's commitment to Tufts' strategic initiative of diversity and inclusion.

For the larger faculty development agenda, the Center offers an Academic Leadership Development Program (ALD) in partnership with Human Resources, a pilot Mutual Mentoring Program, and is in the process of creating a writing program for junior faculty, or faculty who need to carve out time for writing.

Marketing and Communication

We have developed three communication sources to engage faculty with the Center. Our Center's website highlights programming, resources, and hosts all applications and registration for our programs. The website had 6500 visits last year.

Recently, in collaboration with our colleagues in Educational Technology Services, we launched a new site called Teaching at Tufts. This site features blogs about teaching and learning, links to articles, profiles of faculty, and highlights opportunities for faculty development across the three campuses.

Both the CELT website and the Teaching at Tufts site are fueled by our email marketing effort (our newsletter, published twice a year, and more regular event highlights). The newsletter currently has1300 subscribers, primarily faculty.

Tufts CELT has had the good fortune of the strong support of the Office of the Provost, evidenced by steady growth and solid funding. Through numerous partnerships with other departments on campus, such at Educational Technology Services, we strengthen the network of support and continue to increase opportunities for faculty development.

Program Descriptions

For more information about any of our programs or events, please visit our website: http://provost.tufts.edu/celt/

Multi-Session Programs

CELT Faculty Fellows (All Schools)

This is a semester-long opportunity for a group of 12 faculty members who meet for a morning twice a month to reflect on learning and teaching. Over the past six years, over 110 faculty have participated in the program, creating an increasingly large community of practice.
12 participants, 8 morning sessions with a stipend, by application

OEA / CELT Scholars (Medical School)

This is a five-session program for medical school faculty, and is similar to the CELT Faculty Fellows Seminar.
8 – 18 participants, 5 mornings, by application

Course Design Institute (CDI) – January and June (All Schools)

This is a four-day program in which faculty actively engage with Tufts colleagues across disciplines as they design a new course or re-design an existing course. A "backward design" model helps faculty focus on essential course goals.
Up to 14 participants, 4 full days, by application

Faculty Learning Communities (All Schools)

These communities are supported by a grant from the Davis Educational Foundation. CELT offers groups of up to 12 faculty the opportunity to explore and develop best practices for addressing topics related to teaching for inclusive excellence.
Year-long commitment, twice monthly meetings, up to 12 participants

Large Lecture Consortium (All Schools)

This program addresses the challenges faced by Tufts faculty who teach large enrollment courses. Through the consortium, faculty share experiences, strategies and resources with each other. They invite presenters from other institutions to learn about and experiment with new technologies and, evidence based practices for teaching large enrollment courses.
Twice a semester, open meetings

Academic Leadership Development Program (ALD) (All Schools)

As a collaborative effort between CELT, the Provost's Office, and the Organizational Development & Training Dept./HR, the ALD program offers faculty leaders the tools and skills to navigate the myriad issues that arise with leadership roles.
Up to 18 participants, 5 mornings, by Dean's nomination

Mutual Mentoring (All Schools)

CELT offers small grants to participating faculty to create a network of colleagues outside the university to support their research and teaching.
8 participants, by application, small grant

Assessment Institute (under development, All Schools)

Writing Program (under development, All Schools)

Single-Session Programs

Book Discussion Groups (on each campus)

Twice each semester, CELT offers faculty on each of the campuses the chance to read a selected book on teaching (which they receive for free), and discuss it over lunch with their colleagues. Recent books included: Mindstorms; The Spirit Catches You and You Fall Down; Mindset; Make it Stick; and Don't Be Such a Scientist.
Up to 12 participants, twice a year on each campus

Mid-Term Feedback (All Schools)

Faculty have the opportunity to invite CELT staff to visit classes, and using a research-based protocol elicit feedback from students. CELT then meets with faculty to offer anonymous feedback that allows faculty to make timely adjustments in their courses during the semester.
10 faculty per semester, first come, first served

Annual Teaching Conference (All Schools, rotate campuses)

Each year, Tufts sponsors an internal conference on a different topic around learning and teaching. This gives Tufts faculty an opportunity to present improvements they have made to their teaching to their colleagues, broadening the conversation about teaching at Tufts.
125 – 160 Tufts faculty and staff typically attend

CELT Library

CELT has an extensive library of books, and makes these readily available to faculty through the mail. Over 200 books were checked out over the past year.

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