TEACHING + LEARNING

The official newsletter of Humber's Teaching + Learning Team

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🐦 **@Humber_TLS**

Teaching Effectiveness Certificate.

The Teaching Effectiveness Certificate (TEC) program is designed for those interested in the field of teaching or private sector training. The courses within this certificate program provide participants with an opportunity to develop essential teaching competencies by exploring and applying effective practices in teaching and learning. Upon successful completion of the five courses, participants receive a Certificate of Completion. The complete program is offered in the Winter 2021 semester online. Registration opens December 4. To register, please visit the Continuing Education – TEC webpage.

Culturally Inclusive Educator Certificate

The Culturally Inclusive Educator Certificate (CIEC) program is designed for those interested in the field of teaching or private sector training. The courses within this certificate program provide participants with an opportunity to enhance their intercultural knowledge, communication skills, curriculum development and differentiated teaching skills essential for supporting international students in higher education. Upon successful completion of the five courses, participants receive a Certificate of Completion. The complete program is offered in the Winter 2021 semester online. Registration opens December 4. To register, please visit the Continuing Education – CIEC webpage.

Where Video is Concerned - Brevity is Better

How long are your course content recordings? According to MIT research, the ideal length for an educational video is less than 6 minutes. Creating asynchronous material allows us the freedom to offer content in smaller, bite-sized chunks, which makes it easier for students to retain information. Chunking your content doesn't have to be a huge undertaking.

Consider these tips to help reduce your videos' length and maximize student engagement:

- Each video should have a single, clear theme and title.
- Segment content into bite-size learning points.
- You don't have to plan your short video to great extents. If your video is longer, simply break the video down into smaller videos, based on the topics you wish to convey.
- If your video is part of a series, clearly direct your students to the next recording in the series. In subsequent videos, consider recapping the learning from the previous video(s).
- Consider putting your videos into a series playlist, in Panopto, for easy student access.
- If your video is on the longer side, consider using Panopto to add in-video quizzes, which helps with knowledge retention.

QUICK TIPS

We hope that these tips are helpful for you in your digital teaching journey. If you are stuck, or need a hand in adapting your content, please reach out to any of us at T+L Creative – we are happy to help!

Blackboard Support!

Live Blackboard Training Sessions are being offered this December. Please visit our website for more information and to register.

The Traffic Light Card: CATs in practice

Classroom assessment techniques (CATs) are quick and easy in-class activities that provide you with learner feedback that can help you gauge the teaching and learning process in your course.

Two common CATs - muddiest point and minute paper – are useful, but have weaknesses. Muddiest point can lead to discouragement, as learners identify only the most challenging material in a session. The minute paper provides learners with the opportunity to respond to a specific prompt put forward by the instructor, but can easily stray from the original intent. Enter the traffic light card. This strategy gives learners the opportunity to "traffic light" content in a lecture or module, with "green" (high understanding), "yellow" (some understanding), and "red" (low understanding) feedback. Asking learners for specific details on their yellow and red zones can provide you with tangible items to revisit with your class, and with ways to improve your course overall.

The traffic light card can be easily adapted for an online class environment. Do you want feedback from an asynchronous module? Collect responses from learners using a questionnaire service like Google Forms or Survey Monkey, and record videos that address areas of concern. Teaching a

synchronous session? Use the polling feature built right into Blackboard Collaborate Ultra for an instant response, and address the highlighted areas at the beginning of the next session. For more details on this method, check out: He, Y. (2019). Traffic light cards: A cross and modification between the minute paper and muddiest point. College Teaching, 67(1), 70–72.

For more ways to collect student feedback, take a look at this Course Feedback Form Learners tip sheet!
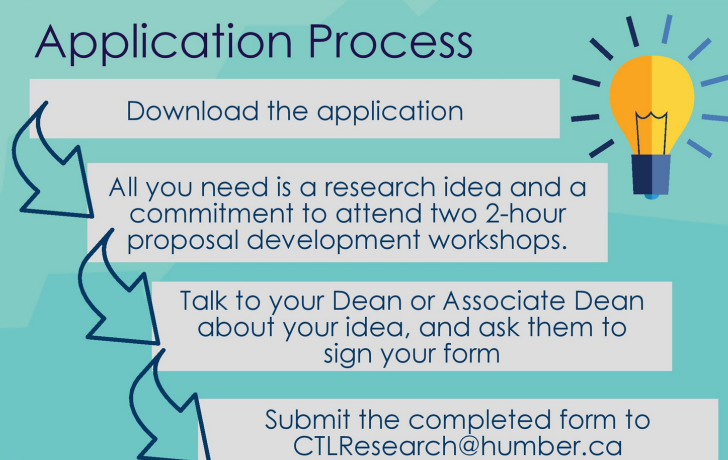
Teaching Innovation Fund (TIF):

The fund includes $1,400 per investigator and support in developing and conducting a research project about teaching and learning. There are typically two types of projects: "Build" projects, in which you develop and build a new, evidence-based teaching tool or approach, and "Impact" projects, in which you measure the impact of an innovative teaching tool or approach with your students. Deadline to apply: January 29, 2021 .Click here to apply. More information on the next page!

Teaching Innovation Fund

What's Included:

- ✓ Up to $1,400.00 per investigator to conduct a project focused on a teaching and learning research question

- ✓ A SoTL workbook to guide faculty through the research process

- ✓ Ongoing guidance and support from the CTL, from research design through to data collection and analysis

- ✓ Peer mentorship and support throughout the research process, through a Community of Practice

Application Process

Download the application

All you need is a research idea and a commitment to attend two 2-hour proposal development workshops.

Talk to your Dean or Associate Dean about your idea, and ask them to sign your form

Submit the completed form to CTLResearch@humber.ca

Eligibility:

All Faculty (full-time; part-time; partial load) are eligible to apply for the fund.

Faculty may apply jointly to share a combined, larger amount for a collaborative project.

The fund CANNOT support research that contributes directly to credentials.

Faculty that complete research through the fund get priority of application for the scholarly writing boot camps and presenting their research at teaching and learning conferences

Expectations of Fund Holders

- ✓ Attend two proposal development workshops, where you will put together your research plan with consultation and feedback from CTL staff and peers.

- ✓ Submit a proposal, complete any suggested revisions, and submit a final proposal.

- ✓ Apply for approval from the Humber Research Ethics Board (REB) for research involving human participants, where applicable.

- ✓ Attend celebratory lunch and a one-on-one data coaching session

- ✓ Submit a final report - either a presentation at Showcase or a brief written report.

Eligible Expenses

👍 Software License
Research Assistant
Educational Tool or Equipment
Research Participant Incentives
Research Instrument (e.g., survey)
Transcription service

Ineligible Expenses

👎 Meals
Travel
Course Release Time
Faculty Remuneration
Professional Membership or Subscription
Computer Hardware (unless specifically required for the research)

(?) Questions? Contact CTLResearch@humber.ca