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JCCTL Mailer – August 19, 2020

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Abstract

Updates on training and support and useful pedagogical resources compiled and sent by the JCCTL on August 19, 2020.

Contents:

Suggested Readings

- Party Like Your Life Depends On It
- Online Tools for Student Collaboration
- Avoid Zoom Fatigue

Other Resources

- Effective Anti-Racist Teaching
- Diversity and Inclusion Syllabus Statements
- Becoming an Anti-Racist Educator
- Anti-Racism and Allyship in the Classroom

Keywords

JCCTL, higher education, pedagogy, teaching and learning

Disciplines

Curriculum and Instruction | Educational Technology | Higher Education | Higher Education and Teaching

Weekly JCCTL update – August 19, 2020

Colleagues-

Welcome to the first week of classes! It's a shorter mailer this week as we're all busy getting classes going and supporting our students and colleagues.

Suggested Readings

Many of us have talked with our students about our reliance on their choices in how they socialize when it comes to whether we'll be able to keep our classroom doors open. [Brendan Cushing-Daniels encourages us all](#) to have this discussion with our students now. He argues that it's up to our students now – and that “faculty and staff must reinforce social norms that capitalize on students' natural tendency to want to do the right thing”. (Estimated reading time: 3:30 min)

Now that the reality of physically distanced and/or online teaching has set in, I wanted to remind of you Kevin Moore's suggestions for [Online Tools for Student Collaboration](#) from our June Pedagogy Institute. Kevin presented some potentially extremely helpful tech solutions in his session that will also benefit instructors who teach in person. I added Perusall to Kevin's list as it seems like an interesting option to encourage collaborative work but need to point out that this platform, like many online tools, [has its drawbacks](#) concerning copyright liability, student surveillance, etc. Please choose your technology carefully!

Lastly, this article may be on how to [Avoid Zoom Fatigue](#), but it applies to student engagement in a broader sense. (Estimated reading time: 6 min)

Other resources

Last week, many of us met for divisional workshops on Best Practices for Promoting Inclusive & Anti-Racist Classrooms. The following resources were shared and I wanted to pass them on here:

- Effective Anti-Racist Teaching (Brown Univ): <https://www.brown.edu/sheridan/teaching-learning-resources/inclusive-teaching/effective-teaching-anti-racist-teaching>
Specific tips about teaching topics, course content, and assessment.
- Diversity and Inclusion Syllabus Statements (Brown Univ): <https://www.brown.edu/sheridan/teaching-learning-resources/inclusive-teaching/statements>
Questions to help faculty think through what to include in syllabus statements and examples.
- Becoming an Anti-Racist Educator (Wheaton): <https://wheatoncollege.edu/academics/special-projects-initiatives/center-for-collaborative-teaching-and-learning/anti-racist-educator/>
Personal development perspective as well as a teaching practice perspective for faculty ready to go deeper.

- Anti-Racism and Allyship in the Classroom: <https://docs.google.com/document/d/1or-vfugilbQcgCA9WEeq1cL-Nu03Og1yqHmk8dv-JV8/edit#heading=h.fs44dkb2runv>
Living document includes discipline-specific resources for over a dozen subjects—help faculty who need help thinking of ways to bring anti-racist perspectives into content.

Please let us know via jcctl@gettysburg.edu if you have any suggestions, questions or comments, or if you would like to be removed from this list. Please also forward this to colleagues who may be interested in hearing from JCCTL. They may use the same address to be included in the mailing list. We will send no more than one mail per week unless absolutely necessary.

All the best,

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