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JCCTL Mailer – January 14, 2021

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Abstract

Updates on training and support and useful pedagogical resources compiled and sent by the JCCTL on January 14, 2021.

Contents:

Upcoming Events:

- What you say and how you say it: The Syllabus as a guiding document
- Derailment prevention: Course design strategies for fostering respectful dialogue

Grant and other Funding Opportunities

- Open Educational Resources (OER) Grants
- Faculty-Created Working Group

Other Recommended Resources

- How to Teach a Good First Day of Class, James M. Lang
- First Day of Class, Vanderbilt University Center for Teaching
- Leading Lines podcast
- National Center for Faculty Development & Diversity, Spring Webinar Schedule

Keywords

JCCTL, higher education, pedagogy, teaching and learning

Disciplines

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

Weekly JCCTL update – January 14, 2021

Colleagues-

Greetings! We don't know about you, but your friends at the JCCTL are thus far not impressed by 2021. Keeping in mind the challenges ahead of us, we have been working on programming to assist you get ready for another semester. One of our themes for the spring will be the theory and practice of building meaningful trust with our students. Research suggests that building trust with students can lead to improved retention and better participation and engagement of students. In support of this theme, we're excited to offer the following sessions.

Upcoming Events:

(All sessions will be recorded and shared on the [JCCTL Teaching and Mentoring Resources webpage](#).)

What you say and how you say it: The Syllabus as a guiding document

Tuesday, 1/19, 3 – 4 PM

Sarah Bryant (Mathematics), Dave Powell (Education)

We know the basics: a syllabus is the first document we give students and it provides key information for a class. But what does your syllabus say (or not say) about inclusivity, alignment of assessment with learning goals, and your teaching philosophy? How does your syllabus show students *they belong* in your course and in your discipline? In this session, we will actively explore these questions through a guided syllabus review and discussion. All participants will leave the session with a syllabus checklist and further resources for innovative syllabus creation and deeper reflection.

Derailment prevention: Course design strategies for fostering respectful dialogue

Tuesday 1/26, 10 – 11 AM

Amy Dailey (Health Sciences), Brent Harger (Sociology)

Teaching and participating in a politically charged classroom (whether real or virtual) can cause anxiety for instructors and students. Once an emotionally charged exchange has occurred, it can feel difficult to bounce back, especially when you have regrets about how you handled the situation (or more likely, did not handle the situation). How can you prevent derailment from happening in the first place? The objective of this session is to share ways you can build ground rules, structure, and specificity into your course design and discussions to foster respectful dialogue, while making sure that your classroom remains high-energy and course content is not compromised.

There are still a few other sessions we're working on. We will announce them next week. Both are designed to assist you in getting ready for the first week of classes. Stay tuned!

Grant and other Funding Opportunities

New this year, the JCCTL is offering, in collaboration with Musselman Library, **Open Educational Resources (OER) Grants**. These grants support course instructors who wish to replace commercial textbooks or other required class materials with OER. OER are completely free and can be customized to support course content and learning goals. Assigning zero-cost materials equalizes access and ensures

that all students can access the materials they need to learn. Using OER benefits everyone, and especially our most vulnerable students.

Applications (see the attached form) from all disciplines are encouraged and are due Friday, April 2. If you have any questions whether your proposed project is fundable, please contact us at jcctl@gettysburg.edu. Stipends range from \$500 to \$1,000 depending on the scope of your proposed project.

The [Faculty-Created Working Group](#) spring proposal deadline of **Friday, February 5** is approaching.

Faculty-Created Working Groups offer an opportunity for faculty collaboration within and across departments/programs. Working groups are often exploratory in nature and enable brain-storming, feedback, sharing of experiences, and cross-disciplinary conversations within a framework that offers some accountability. Many topics are possible as long as they connect to the JCCTL's mission.

Lecturers, tenure-track, and tenured faculty are eligible to apply. Visiting and part-time faculty are also encouraged to apply, as long as the period of their appointment coincides with the time frame of the proposed working group. Faculty participants receive a stipend of \$100. Groups may include colleagues who do not have a faculty appointment. Please note, however, that the JCCTL cannot pay stipends to non-faculty. Working groups may spend up to \$250 in reimbursable expenses.

Other recommended resources:

As you prepare for a new semester, [How to Teach a Good First Day of Class](#) by James M. Lang highlights numerous tips on how to set the tone of your class from the very first day, including four key principles that may guide you in selecting which activities and approaches to include during your first class.

(Estimated reading time: 20 mins)

From Vanderbilt University's Center for Teaching comes this article on the [First Day of Class](#). Don't forget to check out the convenient Summary Checklist located below the Additional Resources. (Estimated reading time: 7 mins)

In this [Leading Lines podcast](#), Dan Levy (Harvard University) shares strategies for teaching and assessing on Zoom along with new forms of virtual class participation. (Run time: 47 mins)

Lastly, **The National Center for Faculty Development & Diversity has released their [spring webinar schedule](#)**. The College has an institutional membership, so create a (free to you) account and take a look. Upcoming webinars include "Every semester needs a plan", "Turning Chutes into Ladders for Women Faculty: A Roadmap to Equity in Academia", and "A Multi-Week Course to Facilitate Healing from Racial Trauma". Many of these webinars are repeats from previous years and you may also watch last year's recording.

Best wishes as we get ready for the start of the semester! As always, please feel free to share this information with colleagues if you're so inclined.

Hang in there,

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