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## JCCTL Mailer – January 19, 2021

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### Abstract

Updates on training and support and useful pedagogical resources compiled and sent by the JCCTL on January 19, 2021.

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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
- Understanding our students' lives outside the classroom
- An effective first day of class

Readings & Resources

- 8 Strategies to Prevent Teaching Burnout, Flower Darby
- What do we do and say on the all-important first day of class

Grants and other Funding Opportunities

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

### Keywords

JCCTL, higher education, pedagogy, teaching and learning

### Disciplines

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

## Weekly JCCTL update – January 19, 2021

Colleagues-

Another substantial mailer coming your way today – we're offering some 1-hour workshops this week and next. **The first one (on syllabus building) is today at 3 PM. Join us if you can!**

As always, we're grateful for your suggestions regarding our programming. We'd also love to showcase your expertise! Whether you see a need in our programming or have a skill you're willing to share, please be in touch at [jctl@gettysburg.edu](mailto:jctl@gettysburg.edu).

Thank you also for your participation in our events. We strive to create an environment where we can learn from each other, and one where help provide you with resources you can use in your own learning environment. Again, we are always looking for feedback to do this better.

All the best, and be well.

Josef

### **Upcoming Events:**

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

#### **TODAY! 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.

### **Understanding our students' lives outside the classroom**

**Tuesday 1/26, 1 – 2 PM**

Our students spend < 20 hours a week in classrooms, studios, labs, or other academic spaces with us. What happens during the rest of their time on campus, at home, or at work affects their learning in many ways. If you'd like to gain some insight into our students' lives in order to foster trust and engagement in your classroom, consider joining colleagues from several offices on campus (Athletics, Residence Life, Musselman Library, Office of Multicultural Engagement, Office of Student Activities and Greek Life, and others) for a moderated Q&A session next week.

### **An effective first day of class**

**Friday, 1/29, 11 AM – 12 PM**

Our ability to engage, build trust, and clarify expectations and norms with students on the first day of class can have semester-long positive effects on our courses (please see some of the suggested resources below). In this session, we'll use the framework James Lang spells out in [How to Teach a Good First Day of Class](#) and share tips and tricks for what has worked (and what hasn't!) at Gettysburg.

### **Readings & resources:**

If you're looking for tips and tricks to support your students this semester, while maintaining some semblance of balance in your life, The Chronicle of Higher Education recently featured an article on [8 Strategies to Prevent Teaching Burnout](#) by Flower Darby. This helpful article highlights practical, actionable steps to look after your own well-being as you prepare for your courses this semester. (approx. 8-minute read)

If the author's name rings familiar, it's because we've shared her work before: She is the co-author of *Small Teaching Online* (site license available via Musselman Library!) and I've shared a synopsis of tips and tricks from this book before. I'm attaching it again to this mail in pdf form.

This link is primarily about STEM disciplines but helpful to all: [What do we do and say on the all-important first day of class?](#) From the introduction: a "study of psychology students showed that students' impressions of the course and instructor after the first class period persisted until the end of the semester and were reflected on course evaluations". It's a helpful prompt to consider the goals of Day 1.

### **Grants 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](mailto: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.

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