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JCCTL Mailer – February 26, 2021

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Abstract

Updates on training and support and useful pedagogical resources compiled and sent by the JCCTL on February 26, 2021.

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Keywords

JCCTL, higher education, pedagogy, teaching and learning

Disciplines

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

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Dear colleagues-

Congratulations on making it through week 4 of the semester! We have some, hopefully timely, suggestions that may make your life easier during these busy times. Apologies – this mailer is on the long side.

An important Moodle-related PSA first: **Read on if you or your students use Apple Preview in editing files.** Sometimes, annotations, form entries, or other markings made on a PDF in Apple's Preview do not appear in other PDF viewers. This can result in your students (or you) posting annotated files (exams, assignments, etc.) to Moodle, and the other party not being able to see these annotations. To avoid this, flatten the PDF file before submitting it using the steps [outlined in this document linked here](#) that was prepared by our colleagues in Educational Technology.

Readings & resources:
Our students, like many at institutions around the country, are reporting increased workloads. Robert Talbert, PhD, discusses[Three Things That the Workload Dilemma Might Really Be About](#): a lack of connectedness among the concepts being learned, a lack of experience in managing multiple high-level commitments, and assessment schemes based on high stakes and zero tolerance. The piece itself is quite short (approx. 6 min reading time) and contains several productive links to some of Talbert's other writing on [mid-semester evaluations](#), and Dr [Betsy Barre's thoughts on this topic](#).

Bottom line: checking in with your student via a mid-semester evaluation can be a helpful strategy to gather feedback and adjust course for the rest of the semester. (I've used the "[start/stop/continue](#)" method for several years with good results.)

In a Lecture Breakers podcast on just this topic, Dr. Luke Hobson shares tips on [How to Use Student Feedback to Improve Your Online Course](#). He covers **a step-by-step mixed methods approach** to getting student feedback about your course, **questions to ask yourself** before you begin getting feedback from students, **questions to ask your students** about the course, when to ask those questions, and in what format, how to **establish trust** with your students so they feel they can share their honest feedback with you, and how to **prioritize feedback, save time, and make the right changes** for you, your students, and your course. (Running time approx. 32 min)

Lastly, if you missed any of the January JCCTL sessions, the resources guides are posted in the [Teaching and Mentoring Resources section](#) of the JCCTL website. Direct links to two of them can be found here directly, and a third one (on Advising) will be posted early next week. Thanks to all who presented and participated!

- [Understanding Our Students' Lives Outside of the Classroom](#)

- [An Effective First Day of Class](#)

Upcoming Events:

It's not a JCCTL-sponsored event, but our friends in Musselman Library have asked us to pass on the word on this upcoming Friday Forum on Open Educational Resources. Please check out this session below, and consider applying for our brand-new OER grant!

Friday Forum – March 5, noon: Faculty and Student Perspectives on Open Education at Gettysburg College
Commercially available textbooks and course materials are often expensive for students and sometimes don't cover topics in exactly the way you might prefer to teach. Freely available and completely adaptable, open educational resources (OER) have risen in popularity in recent years, both nationwide and locally, as a way to address both issues. Join Alice Brawley Newlin (Management), Tasha Gownaris (Environmental Studies), Chris Oechler (Spanish), and Ryan Nedrow '22 to hear about their experiences with OER in the classroom. Panelists will talk honestly about the benefits, drawbacks, challenges, and successes associated with open course materials in order to give you a better sense of whether OER might be a good fit in your own context.

Grants and other Funding Opportunities
We have a few grant due dates approaching over the next four weeks. Please note that all travel-related expenses must adhere to the College's current travel policy.)

Johnson Creative Teaching Summer Grant – Due date Monday, March 1
The Creative Teaching Summer Fellowship provides up to $2000 to cover expenses for labor-intensive teaching projects that are best undertaken in the summer rather than during the school year. These funds may be used for materials, supplies, travel related to the project, conference attendance, or for a student assistant to work part-time on the project over the summer.

Johnson Teaching Grant – Due date Monday, March 1
The Johnson Teaching Grant provides support up to $1,000.00 for the development of innovative and creative teaching projects designed to benefit one or more specific courses taught by the applicant.

Digital Literacy Assignment Grant – Due date Friday, March 12
The Digital Literacy Assignment Grant is designed for faculty who wish to enhance a course to include a digital literacy assignment. The grant provides a $500 stipend for the recipient and consultation with librarians on Musselman Library's Digital Scholarship Committee. In addition, the JCCTL will pay for up to 20 hours of support by a Digital Scholarship Fellow.

The Johnson Center Teaching with Special Collections Grant – Due date Friday, March 12
The Johnson Center Teaching with Special Collections Grant is designed for faculty members who wish to enhance a course to include using archival or primary sources for student assignments. Assignments must be based on the resources (primary sources, staff, or physical space) of Special Collections. The grant provides a $1,000 stipend for the recipient to collaborate closely with an archivist or Special Collections librarian.

Mellon Grant Opportunity – Paired Courses – Due date Friday, March 19
A grant from the Mellon Foundation, Enlivening the Humanities at Gettysburg College: A Presidential Leadership Grant, provides support for two faculty to pair their First-Year Seminars in the fall 2021 semester. The goal of the grant is to enhance interest in the humanities by providing students a better understanding of the ways that different disciplines address common questions. One course must be

taught by a member of the humanities faculty and the other by a colleague in a different department, preferably in the social sciences or STEM fields. Paired courses should have regular interactions over the semester between the students enrolled in each course, such as shared events, collaborative projects or discussions. Each faculty member receives a $1500.00 summer stipend for course development and revision. The expectation is that faculty will continue to teach their paired seminar with their partner in subsequent years.

The two instructors should submit one form. Please return your form by email to Josef Brandauer (jbrandau@gettysburg.edu) and Ian Isherwood (iisherwo@gettysburg.edu) by **Friday, March 19, 2021.**

For more information, please see the attached Paired Courses form.

As always, we're grateful for your suggestions regarding our programming or content for this mailer. 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 jcctl@gettysburg.edu.

All the best and stay safe!

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