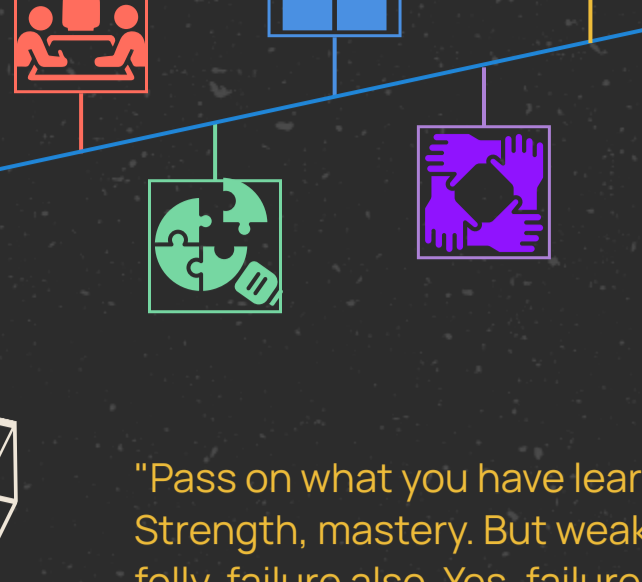


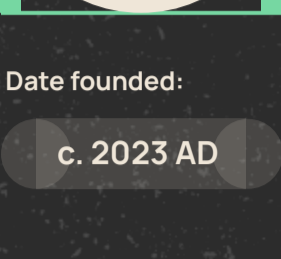
Teaching Voyages



"Pass on what you have learned. Strength, mastery. But weakness, folly, failure also. Yes, failure most of all. The greatest teacher, failure is. Luke, we are what they grow beyond. That is the true burden of all masters." - Yoda (Star Wars)

Issue: Oct 2023

LTC Jedi Order



Date founded:

c. 2023 AD

Have feedback for the LTC? We want to hear what you think!
LTC Survey: <https://forms.gle/huYwsePAI4qJzNASA>

Our goals for the upcoming year:

Re-envision how the LTC serves faculty and the broader campus community.

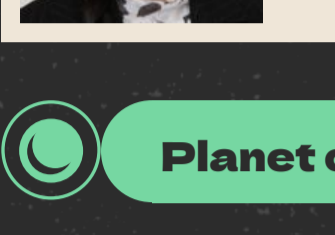
Re-organize LTC to better support faculty in professional growth and learning.

Re-engage a diverse group of faculty in professional learning and bring people together.

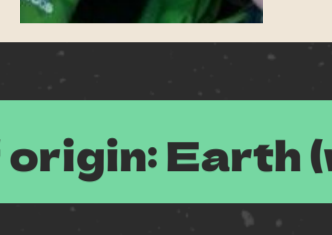


Members

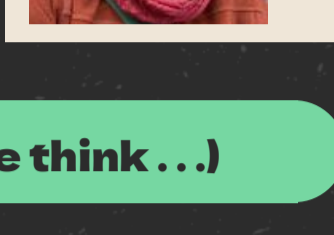
Aleya



Tarisa



Rashmi



Equity
Evidence
Excellence
Partnership
Pedagogical Passion



Planet of origin: Earth (we think...)



Feeding our Soul - Inspirational Quotes of the Month



"This moment does not define the sum of who you are."

"We're all here for the collective good."

A Little Thing - Stories about Teaching



Started by the amazing Sangeeta Sangha

I got this technique from Nicole Scoggins. When a student asks a question, begin your response by thanking them for their question. Reassure them that many others probably had the same question. Do not evaluate the question such as "good question." Since implementing this small technique I have had many more students ask questions in class. Think-Pair-Share. When asking students to respond to a question, allow them time to think about it and discuss it with a classmate first. This gives them processing time, and makes sharing in front of the whole class less intimidating. I have had increased participation since implementing this practice.

Teacher Toolkit - Active Learning Library



Active learning is defined as "instructional activities involving students in doing things and thinking about what they are doing" (Bonwell and Eison, 1991). The focus is on developing students' skills rather than knowledge transfer in one direction. Active learning has been shown to increase exam performance, decrease failure rates and increase student engagement. Activities can range from the very simple (e.g., one minute papers asking students to reflect at the end of class) to the more complex (e.g., case studies and inquiry based learning).

For ideas, check out this very handy **Active Learning Library** where you can search and filter based on difficulty level, class modality, prep time, Bloom's taxonomy, inclusive teaching outcomes and more.

<https://teaching.tools/activities>

Filters
Clear All

Difficulty Clear

Easy: great for all instructors

Medium: takes a little practice

Complex: mastered over time

Prep Time Required Clear

Low: less than 5 minutes

Average: 5 to 30 minutes

High: more than 30 minutes

Class Size Clear

0 to 7 students

8 to 15 students

16 to 25 students

26 to 50 students

Over 50 students

3-2-1 Survey

Conduct a structured exit survey. For example, ask 3 concepts students learned, 2 applications that interest them, and 1 question they still have.

Affective Response

Let students express their first impressions about the topics or skills you're about to cover, or to material they have prepared for this session.

Backchannel Discussion

Open an online chat in the background of a live class session.

Background Knowledge Probe

Give a short pre-test to evaluate what students already know about the material you're about to cover.

Active Learning Library

Diversify Your Lesson

Using diverse activities promotes student engagement and learning. It can also make the lesson more rewarding to teach.

Start Small

You don't have to revolutionize the way you teach tomorrow. Try integrating just one new activity type into your lesson.

Explore Your Options

Use the filters provided to identify activities that may work best for your specific teaching context.

Teacher Toolkit - AI & Bloom's Taxonomy



AI is on our mind! With the introduction of AI, higher education has had to move and adapt the teaching and assessment practices. How do we use AI as a tool that enhances rather than replaces critical thinking and higher order thinking skills?

Oregon State University provides a nifty tool in the form of **Bloom's Taxonomy revisited**. Historically, Bloom's Taxonomy is often used to design student learning outcomes, assignments and class activities, in order to assess teaching strategies and students' higher order thinking. The figure below shows a best estimation of what the current status is for AI versus human capabilities at each level of Bloom's taxonomy.

Some suggested ways to use this include:

- a guide to reflect on which activities, assessments, and course outcomes may need revision going forward
- a way to start a discussion with students on what unique assets they bring to the learning process and how to better utilize AI
- an in-class advising assignment where students identify what skills in their chosen profession may be a greater priority for them to learn with the advent of AI

To read more on this topic please see OSU's page on AI: <https://ecampus.oregonstate.edu/faculty/artificial-intelligence-tools/meaningful-words/>

Bloom's Taxonomy Revisited

Use this table as a reference for evaluating course changes and assignments (or, where possible, learning outcomes) that account for generative Artificial Intelligence (AI) tool capabilities and distinctive human skills.

All course activities and assignments will benefit from review given the capabilities of AI tools; those at the **Remember** and **Analyze** levels may be more likely to need **amendment**.

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	RECOMMENDATION	AI CAPABILITIES	DISTINCTIVE HUMAN SKILLS
CREATE	Review	Suggest a range of alternatives, enumerate potential drawbacks and advantages, describe successful real-world cases	Formulate original solutions incorporating human judgement, collaborate spontaneously
EVALUATE	Review	Identify pros and cons of various courses of action, develop rubrics	Engage in metacognitive reflection, holistically appraise ethical consequences of alternative courses of action
ANALYZE	Amend	Compare and contrast data, infer trends and themes, compute, predict	Critically think and reason within the cognitive and affective domains, interpret and relate to authentic problems, decisions, & choices
APPLY	Review	Make use of a process, model, or method to illustrate how to solve a quantitative inquiry	Operate, implement, conduct, execute, experiment, and test in the real world; apply creativity and imagination to idea & solution development
UNDERSTAND	Review	Describe a concept in different words, recognize a related example, translate	Contextualize answers within emotional, moral, or ethical considerations
REMEMBER	Amend	Recall factual information, list possible answers, define a term, construct a basic chronology	Recall information in situations where technology is not readily accessible

Adventures in Advising, Leadership and Service: Creating Inclusive Meeting Spaces



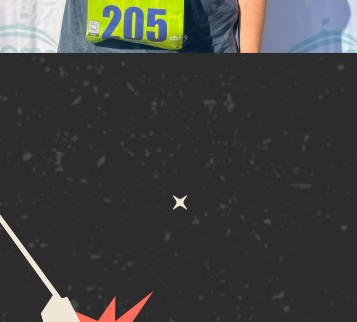
What are some effective practices for **holding inclusive meetings**? Just as we may create community agreements and norms for our classrooms, doing so for department or committee meetings can help us ensure that we:

- Put Relationships First
- Keep Focused on Our Common Goal
- Notice Power Dynamics in the Room
- Create Spaces for Multiple Truths and Norms
- Be Kind and Brave
- Practice Examining Biased Systems and Processes
- Look for Learning

To learn more about what this looks like and practices for establishing such a space, take a look at this wonderful article from Boston University on **'How Meeting Agreements Support Equity and Inclusion'**:

<https://www.bumc.bu.edu/bumg/files/2022/05/How-Meeting-Agreements-Support-Equity-and-Inclusion-1.pdf>

Spotlight on Teaching Journeys: Patrick Kwon, Math



What made you decide to pursue teaching? What keeps you motivated to teach?

My earliest memories of doing math were when my grandmother would teach me how to add and subtract using pennies in the back of my uncle's liquor store. My grandmother never received a formal education past elementary school, so it was important to her that her grandchildren receive as much education as possible. My brother and I grew up with a single mom and we struggled a lot financially; I was not sure if college was in the stars for me. Fortunately, I had educators in my life that truly cared about me and pushed me to apply for a scholarship that covered most of my college tuition and expenses. I always enjoyed math growing up, but I think that what was more important to me was to end up in a career where I was able to help people. I love that teaching is the intersection of those two things. Don't get me wrong, sometimes teaching is like training for a half-marathon: there are days where every ounce of me is exhausted, but other days are so rewarding. My students are my biggest motivation to keep teaching; grading assignments and receiving 200 emails per day, less so.