



Upcoming Events

Spring Semester

All Semester	Master Class Series
February	Teaching for Learning Series
March	Mindfulness Series
3/10	TILT
4/22	Book Club

Register for all workshops through the [Marian Events Page](#) or by clicking the title above.

Marian Faculty Are The BOMB!

Wednesday, January 13th | 9:30am-11:30am | Alumni Hall |

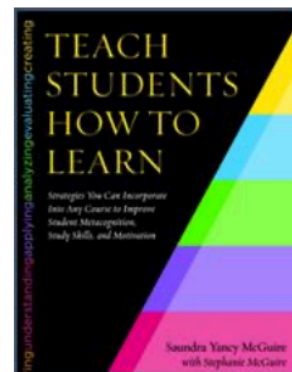
The CTL wants to recognize and rejoice all the hard work of Marian faculty this past semester. It has been extremely difficult with extraordinary circumstances to navigate. Thank you for your extra time, extra effort, and extra emotional and mental energy. We have seen all the extra each of you have contributed and want to express our gratitude.



On Wednesday, January 13 in Alumni Hall between 9:30am-11:30am, please stop by to pick up your gift and enjoy the coffee and hot chocolate bar. No registration required – just stop on by. It's our way to show our appreciation for your hard work.

CTL Spring Book Club: Teach Student How to Learn

Join us for the CTL Spring book club. The book this semester is [Teach Student How to Learn by Sandra McGuire](#). For over a decade Sandra McGuire has been acclaimed for her presentations and workshops on metacognition and student learning because the tools and strategies she shares have enabled faculty to facilitate dramatic improvements in student learning and success. This book encapsulates the model and ideas she has developed in the past fifteen years, ideas that are being adopted by an increasing number of faculty with considerable effect. Please be sure to register for the discussion being held virtually on Thursday, April 22 from 3:30pm-5:00pm. We have about 30 books available for pickup in the CTL for those who register – first come first served. [Register here.](#)



CTL Standard Offerings Scheduled

The CTL has scheduled our standard offerings for the spring semester. Please check [the CTL calendar](#) to sign up for a scheduled event. Check back often, as we are always adding programming, as needed.

Course Evaluations Now Administered Via EvaluationKit

Course evaluations are now administered through EvaluationKit. Here are steps for instructors to access course evaluations in EvaluationKit.

- In Canvas, go to a Fall 2020 course in which evaluations were conducted
- Click "Instructor Course Evaluations" on the left side of the page
- EvaluationKit will be displayed in a window within your course. In this window, click "Fall 2020 Student Responses to Instruction"
- On the following Project Results screen, click the download icon under "Report"
- Select the report that you would like to view ("Detailed Report + Comments" is the type of the report that has normally been sent in the past)



Once you've accessed EvaluationKit through Canvas, you will be able to set your own password so that you can also login directly to EvaluationKit if you would like. To do this, click your name at the top right, click "My Account", then click "Change My Password". Once you've set your password, you will be able login directly to EvaluationKit by going to <https://marian.evaluationkit.com/> then entering your Marian username and the password that you just set.

Deans and Chairs will receive a separate email with instructions on accessing course evaluations in EvaluationKit. If you have any questions or concerns, please contact Michael Lockett at mlockett@marian.edu.

Program-Level Assessment Reports are Due March 12th

Marian's program-level assessment planning and reporting process seeks to be Meaningful, Authentic, Reasonable, Inclusive, Appreciative, and Nimble. Last academic year focused on planning with programs submitting their assessment plans. This academic year, the focus is on reporting with programs providing details about assessment findings and how they are using these findings to improve their programs. In March, reports will be shared with the TLC subcommittee who will review them and provide programs with formative feedback. The [report template](#) and [rubric used by the TLC subcommittee](#) is available [HERE](#). We also have [FAQs](#) from the assessment planning process.



Track Student Progress on Institutional Learning Outcomes and Criteria in Canvas

Canvas allows instructors to track student progress and mastery of [institutional learning outcomes and criteria](#). A [video tutorial](#) and [step-by-step guide](#) are available [HERE](#). If you have any questions or need any assistance setting up outcomes and rubrics in Canvas for your courses, please contact [Tony Ribera](#).

LEAP Indiana Book Club: Small Teaching Online by Flower Darby

Facilitated by Dr. Julie Saam of IU Kokomo, this book club will focus on [Small Teaching Online by Flower Darby](#), which targets the small and strategic changes you can incorporate into your online course to help improve student engagement and learning. As a LEAP Indiana member institution, registering by January 14th ensures you receive a complimentary copy of the book. Below are the dates for the four scheduled discussions. [Register here](#).

February 16, 2021, 8- 9 am. Part I: Designing for Learning

Pre-planning a course with student engagement and learning in mind will increase your effectiveness as an instructor and increase student learning. We will discuss how to intentionally design a course to engage students and what tools and techniques can best facilitate this design.

March 16, 2021, 8- 9 am. Part II: Teaching Humans

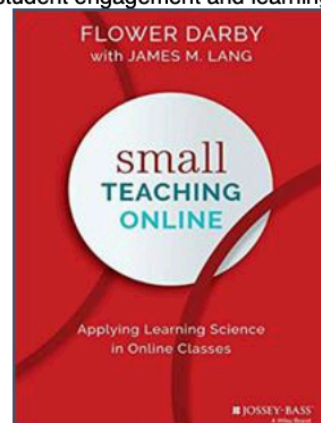
Learning is a social process and providing opportunities for student voices to be valued and for students to feel they belong will increase student learning. We will discuss ways to build a community online and foster student success by providing consistent feedback.

April 13, 2021, 8- 9 am. Part III: Motivating Online Students (and Instructors)

Sustaining excellence in teaching and learning requires internal motivation. We will discuss how we can cultivate this motivation in our students by helping them improve their self-regulation of learning while nourishing our persona as an online instructor.

May 11, 2021, 8- 9 am. Applications of the Book

Improving teaching involves connecting content with process and applying knowledge and concepts. We will discuss our takeaways from the book and how we will incorporate these into our instructional practices and provide extended opportunities for our students' learning.



Upcoming Virtual Events

Please check out these worthwhile, upcoming events:

LEAP Indiana: How to Tap in if you're Tapped Out: A Workshop for Engaging Yourself and Your Learners - The primary goal of this event is to provide an opportunity for faculty to step back and reflect on the shift we have experienced in education and then rediscover why we choose to teach as opposed to working a profession only. Friday, February 19 from 9:00am-11:00am. Registration coming soon. [Learn more here](#).

University of Southern Indiana: Celebration of Teaching and Learning Symposium - The Symposium highlights works focusing on improving student learning, academic success, and curriculum in higher education. Thursday, February 25. [Learn more here](#).

IUPUI: E.C. Moore Symposium on Excellence in Teaching - The 2021 E.C. Moore Symposium on Excellence in Teaching brings together stakeholders in the higher education community across Indiana to examine teaching excellence and innovative pedagogies that encourage student learning. Friday, March 5 from 10:00am-3:00pm. [Learn more here](#).



Podcast: Distracted by James M. Lang



[Dr. James M. Lang](#), author of *Small Teaching*, *Cheating Lessons*, and more, discusses his new book in this Teaching in Higher Ed podcast – *Distracted: Why Students Can't Focus and What You Can Do About It*. The book begins with a quick tour through the history and biology of

attention in order to help teachers understand that distraction has always plagued our efforts to focus and learn, from the ancient Greek philosophers to the schoolrooms of 19th-century England. Following this grounding in attention history and the biology of distraction, the book offers multiple pathways toward better attention in college and high school classrooms, from basic recommendations about the use of the physical space to more complex strategies for awakening the attention of students to the wonders of our course content. [Listen to podcast here](#).

