

# NCTL Newsletter - Spring '23, No. 1

From the Jane B. Nord Center for Teaching + Learning

## Spring Programming and Announcements

In this newsletter, I share some upcoming events and information about the Jane B. Nord Center for Teaching and Learning (NCTL). This includes the Spring program calendar, updates on Canvas and Qwickly, and additional resources.

### Spring Programming



*Save the date! We have a lot of exciting sessions planned for Spring, including CIA TRI Conversations, reading groups, Canvas training and discussion of current issues relevant to teaching and learning.*

#### FEBRUARY

**ChatGPT/AI and Learning.** Friday, February 3, 12:30-1:30 PM. In this session, we will explore AI tools for writing and image creation and discuss ethical implications and possible practices for teaching and learning. [Register here](#)

**Canvas Training: Google and Gradebook.** Monday, February 6, 11:30 AM - 1 PM. This 90-minute online training provides a deeper dive into Google functionality with Canvas and Canvas Gradebook functions. This training will be led by a Canvas learning specialist from Instructure. [Register here](#)

**CIA TRI Conversation: How to prevent, identify, and address microaggressions.** Wednesday, February 15, 11:45 AM - 1 PM. These conversations are meant to help us enact our institutional values of transparency, responsibility, and inclusion. Sessions include facilitated dialogue around poignant and provocative questions. [Register here](#)

#### MARCH

**Canvas Check-In.** Tuesday, March 7, 12:30 - 1:30 PM. In this informal session, faculty will share our Canvas practices and troubleshoot issues. This is a great opportunity to share something you have created in Canvas, or to highlight a Canvas function that you love. [Register here](#)

**Sharing Classroom Practices.** Tuesday, March 21, 12:30 - 1:30. Select faculty share innovative approaches and practices. There will be time for questions and discussion. **Lunch is provided.** [Register here](#)

**Student Development Theory Primer.** Friday, March 31, 12:30 - 1:30. In this session, Kari Weaver and Jesse Grant will lead a discussion about theories of student development. These theories can help us understand how students might experience the world, what they might need from their experiences in higher education, how they engage in thinking, and what matters for their holistic growth across multiple identities, backgrounds, and experiences. We will share materials prior to the session to allow participants to explore varied theories. [Register here to receive materials and attend the session.](#)

#### APRIL

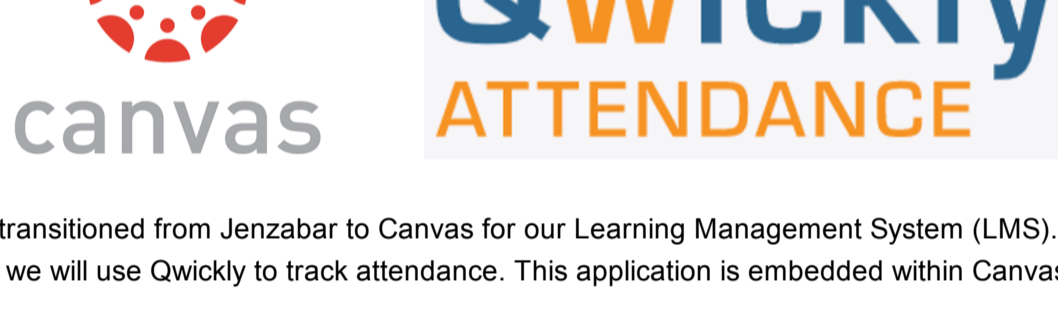
**CIA TRI Conversation: The harm of silence:** How can we learn to acknowledge issues of inequity in ways that are both powerful and respectful? Wednesday, April 19, 11:45 AM - 1 PM. These conversations are meant to help us enact our institutional values of transparency, responsibility, and inclusion. Sessions include facilitated dialogue around poignant and provocative questions. [Register here](#)

#### MULTIPLE SESSION DATES

**Reading group for *Small teaching: Everyday Lessons from the science of learning*.** This book pulls from cognitive theory to describe easily implemented strategies for improving student learning. If you haven't done so already, [sign up here](#) to join the group and be informed on meeting dates and plans. Our library has provided **unlimited digital copies of this book**. Our first meeting will be in February.

**Reading group for *I never thought of it that way: How to have fearlessly curious conversations in dangerously divided times*.** In this book, the author describes how to overcome fear and work toward understanding and learning from people with different worldviews. If you haven't done so already, [sign up here](#) to join the group and be informed on meeting dates and plans. Our library has **print copies, e-books**, and an **audiobook** copy available. Our first meeting will be in February.

### Canvas and Qwickly Updates



CIA has transitioned from Jenzabar to Canvas for our Learning Management System (LMS). In addition, we will use Qwickly to track attendance. This application is embedded within Canvas.

#### Resources:

- We have had several training sessions for both Canvas and Qwickly. [Recordings of these training sessions and answers to frequently asked questions are posted on myCIA](#). For one-on-one assistance, please email Kari Weaver: [keweaver@cia.edu](mailto:keweaver@cia.edu) or [submit a support ticket](#).
- We have two upcoming sessions on Canvas: Google Integration and Gradebook; and a Canvas Check-In (see calendar above for information).
- The NCTL created a commons course called "[Faculty Resources for the Cleveland Institute of Art](#)." This course includes resources for faculty such as a module on setting classroom agreements and student-facing language around topics of handling challenge, community responsibilities, and understanding the relationship of anxiety and learning. Feel free to suggest or contribute to additional content.

**Reminder for Faculty:** [Past classes](#) will be kept on myCIA Learn until March 2023. You are responsible for downloading all of your content.

### Other Opportunities for Learning, Engagement, and Exploration



Higher education has been abuzz about **ChatGPT and other AI**. As with many other technological innovations, reactions include moral panic and excitement around new possibilities. These types of change offer opportunities to talk about the nature of teaching and learning. Here are just a couple of upcoming opportunities to join in the conversation:

- AI Tools for Student Engagement (January 31, 2-3 PM)** - a virtual forum hosted by the Chronicle of Higher Education and the University Innovation Alliance. From their website: "Artificial Intelligence already has a wide range of uses, including self-driving cars, smart assistants, and marketing chatbots. But as it makes its way into higher education, how can it be used as a student-centered tool? There is no longer a question on whether or not colleges and universities will adopt AI. The concern now is how to ethically and efficiently implement AI to improve the student experience. [Register here](#)
- Trends and Tips: Assessment in the Classroom (Thursday, February 2, 12-1 PM).** This panel discussion, led by the Stony Brook University Center for Excellence in Learning and Teaching, centers on AI writing bots, how to address this technology with students, how it can benefit you, and offers tips for assessment practices. [Register here](#)
- AI in Education Resource Directory:** This shared document is a landing page for links to other documents, tools, and resources on AI in education. [Link to the document.](#)
- What might ChatGPT mean for Higher Education?** This is a recording of a panel discussion by the Future Trends Forum, which is a weekly discussion bringing together practitioners across education and technology. In this session, they discussed how ChatGPT works, how it might reshape academic writing, and other implications of AI. [Link to the video.](#)

Over the break, I attended Loyola University's [Focus on Teaching and Learning conference](#). My favorite session was called "Don't Stop Thinking About Tomorrow: Practicing Critical Hope in the Classroom." The facilitator shared two great resources:

- [Note to Educators: Hope Required When Growing Roses in Concrete](#) (Duncan-Andrade, 2009). The author of this article explores different forms of hope and describes three elements of educational practice that "produce and sustain true hope." (181). This article helped me reflect on my own questions about the relationship between CIA and the greater Cleveland community.
- [Critical Hope: How to grapple with complexity, lead with purpose, and cultivate transformative social change.](#) (Grain, 2022). From the publisher's website: "Hope alone can be transformational—but in moments of despair, or when you're up against profound injustice, it isn't enough on its own. Hope without action is, at best, naive. At its worst, it tricks you into giving up the power and agency you have to change systems that cause suffering. nter critical hope: a spark of passion, an abiding belief that transformation is not just possible, but vital. This is hope in action: a vibrant, engaged practice and a commitment to honoring transformative potential across a vast spectrum of experience."

#### Other Opportunities

## 2023 SUMMER INSTITUTE

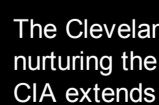
CO-CREATING REGIONAL HUMANITIES ECOSYSTEMS

### READING, WRITING, AND TEACHING THE RUST BELT

The Rust Belt Humanities Lab at Ursuline College works to tell the story of this region through the voices of its people. The Rust Belt is often overlooked as "flyover" country and part of a dead, industrial past. Through the act of storytelling, we'll pull the Rust Belt into the dynamic present. With the support of the National Endowment for the Humanities, we'll host a 2-week summer seminar for 25 college-level educators who will create lesson plans suitable for use in undergraduate humanities courses. We'll focus on the importance of regional storytelling in fostering a sense of place. Participants leave with new tools to equip their students to shape the future of the Rust Belt, identify and contribute to social solutions, and reimagine the role of the humanities within this sphere.

We aim for this to be the start of a larger effort to create a Rust Belt humanities hub—the only of its kind—telling our stories and imagining solutions from within this region, a metonym for the interconnected issues of class, race, justice and education facing this country. Because so much of the United States' problems and promise converge on the Rust Belt, our work can be a model for ways to use the humanities to find new solutions, tell better stories, and empower our students to imagine themselves as productive citizens within their rooted context.

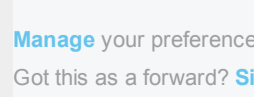
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