

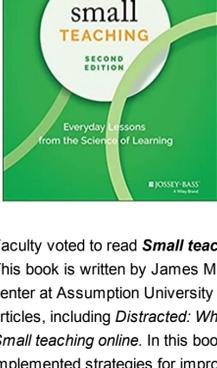
# NCTL Newsletter - Fall 2022, No. 3

From the Jane B. Nord Center for Teaching + Learning

## Planning for Spring

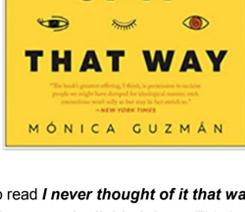
In this newsletter, I share some upcoming events and information about the Jane B. Nord Center for Teaching and Learning (NCTL). This includes information about upcoming Canvas Training opportunities and other Spring programming.

### Spring Shared Reads on Teaching and Equity



Faculty voted to read ***Small teaching: Everyday Lessons from the science of learning.*** This book is written by James M. Lang, Professor of English and the director of the teaching center at Assumption University in Massachusetts. Lang is the author of several books and articles, including *Distracted: Why students can't focus and what you can do about it* and *Small teaching online*. In this book, Lang pulls from cognitive theory to describe easily implemented strategies for improving student learning.

Monthly reading sessions will be held both in person and online. Our library has provided [unlimited digital copies of this book](#). If you are interested in getting a hard copy, please contact Kari Weaver ([keweaver@cia.edu](mailto:keweaver@cia.edu)).



CIA staff and faculty voted to read ***I never thought of it that way: How to have fearlessly curious conversations in dangerously divided times.*** This book is written by Mónica Guzmán, director of storytelling at Braver Angels, a cross-partisan organization working towards depolarization in the U.S. In this book, Guzmán describes how to overcome fear and work toward understanding and learning from people with different worldviews.

Monthly reading sessions will be held both in person and online. Our library has a variety of options to access this book in different formats. If you are interested in getting a hard copy, please contact Kari Weaver ([keweaver@cia.edu](mailto:keweaver@cia.edu)).

### Canvas and Qwickly Training Opportunities



CIA is transitioning from Jenzabar to Canvas for our Learning Management System (LMS) in Spring 2023. This means that all courses from Spring 2023 on will need to be housed on Canvas. This is a user-friendly platform with great supportive resources. In addition, we will use Qwickly to track attendance. This application is embedded within Canvas. The Teaching + Learning Center is partnering with the IT department to offer workshops and other learning opportunities to help faculty in using these platforms. [You can register for these training opportunities here](#). Recordings of these training sessions will be posted [on myCIA](#). For one-on-one assistance, please email Kari Weaver: [keweaver@cia.edu](mailto:keweaver@cia.edu).

#### Qwickly Attendance training, January 4, 12:30-1:30 PM (online)

- This 60-minute online training provides an overview of our new attendance tracking application, Qwickly. This training will be led by a Qwickly representative. This application is accessed through Canvas.

#### Canvas training, January 4, 2-3:30 PM (online)

- This 90-minute online training is meant to help faculty who are new to Canvas. It includes Canvas basics and information on how to migrate content from Jenzabar e-learning. This training will be led by a Canvas learning specialist from Instructure.

#### Canvas practice, January 5, 1-2:30 PM (in person)

- This 90-minute workshop allows faculty time to work on their Canvas courses and see examples from faculty who are using Canvas. The workshop will provide a brief overview of the content provided from the training on the 4th and offer helpful strategies for migrating content and using Canvas. This training will be led by a representative from the Office of Academic Affairs and will include faculty who are currently using Canvas as early adopters. A representative from our IT department will be available at this session to assist with technical questions.

#### Qwickly Attendance training, January 18, 12:00-1:00 PM (in person)

- This 60-minute in-person training provides an overview of our new attendance tracking application, Qwickly. This training will be led by a Qwickly representative. This application is accessed through Canvas.

#### Canvas LMS advanced training (Google and Gradebook), February 6, 11:30 AM - 1: PM (online)

- 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.

### CIA's TRI Conversations



In December, we launched a new series of events for learning and dialogue around challenging topics. **CIA's TRI Conversations** are meant to help us enact our institutional values of transparency, responsibility, and inclusion.

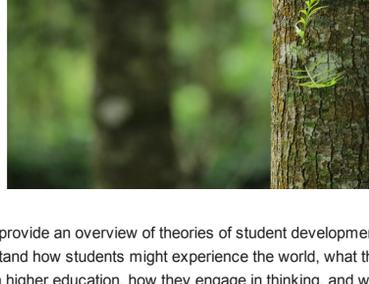
- Transparency:** We believe in fostering a collaborative community built on open communication, honesty, and trust.
- Responsibility:** We believe our students must learn to be civically and socially aware, entering the world equipped to engage in a multicultural society and committed to contribute to the public good.
- Inclusivity:** We believe our academic and campus environment—from our classrooms and studios, to our residence halls and institutional policies and procedures, to our galleries and public spaces—must reflect our society and encourage just, equitable, and expansive access and opportunity for all students, faculty, staff, alumni, and visitors.

CIA's TRI Conversations will be ongoing programming, demonstrating a commitment to building our capacity to address issues of diversity, equity, inclusion, and justice (DEIJ). The acronym TRI indicates a willingness to attempt to put ideas into practice, trying out different perspectives, and disrupting entrenched thinking or methods. We hope to include a variety of events in this series, but all will include facilitated dialogue around poignant and provocative questions.

- February's topic:** How to prevent, identify, and address microaggressions: How can we promote a culture of empowerment in the face of microaggressions?
- April's topic:** The harm of silence: How can we learn to acknowledge issues of inequity in ways that are both powerful and respectful?

Registration and additional details forthcoming.

### Student Development Theory: A Primer



This workshop will provide an overview of 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. This extended session allows time for discussion, application, and questions.

**January 13, 9 AM - 12 PM** at the Cleveland Institute of Art (in person). Breakfast and coffee will be served.

[Register here!](#)

### 3rd Annual Keithley Symposium



The Joint Program between CWRU's Department of Art History and Art and the Cleveland Museum of Art invites you to our next Keithley Symposium: "Monuments and Memory."

These events are free and open to the public, but advance registration is required.

December 14, 2022 at 6 pm

Keynote Speaker: Dread Scott

Title: "Dread Scott: Anti-American"

Ballrooms, 2nd floor, Tinkham Veale University Center, CWRU

December 15, 2022 between 10:00 am - 3 pm

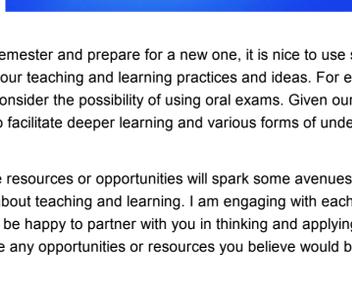
"Monuments and Memory"

Gartner Auditorium & Atrium, Cleveland Museum of Art.

What happens when our collective thinking about a person, event, or issue changes? How do we "undo" a past memorialization and decide what may come in its place? What happens when the physical existence of a place or event is lost? How can we make visible these hidden or unspoken histories?

Through a series of talks, panel discussions, gallery conversations, and interactive experiences, learn how artists in Cleveland and elsewhere have transformed the monumental topography of the United States and share your own thoughts on what should be remembered in your community.

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



As we wrap up one semester and prepare for a new one, it is nice to use some of our time to sit with questions about our teaching and learning practices and ideas. For example, this [NYT article](#) drove me to consider the possibility of using oral exams. Given our small class sizes, could this be a way to facilitate deeper learning and various forms of understanding? Could this promote equity?

Perhaps one of these resources or opportunities will spark some avenues for you to explore your own questions about teaching and learning. I am engaging with each of these, so if you are drawn to any, I would be happy to partner with you in thinking and applying these ideas. And I welcome you to share any opportunities or resources you believe would be interesting to your peers.

**Free Online Conference on Teaching and Learning, January 12, 2023.** 10 AM - 2 PM EST. Loyola University is offering their Focus on Teaching and Learning conference. The theme is *Reflections Toward Action*. According to the description, they "will discuss questions of growth and development both for you as an educator, and for your students as learners. Presentation topics include implementing constructivist pedagogy as a tool for deeper learning, using learning portfolios as a tool for reflection, crafting program learning outcomes, and more. [Register here!](#)

**Book: Art, Critical Pedagogy, and Capitalism.** From the publisher: "An investigation of ways in which art practice can be used to engage with critical pedagogy in relation to a commodity driven neoliberal agenda, *Art, Critical Pedagogy and Capitalism* constitutes a radical rethinking of art making, and an attempt to address the paradox between the proliferation of the commodity of learning and the perceived crisis of arts education." Available to borrow from OhioLINK.

**Free instructional videos and downloadable resources from the K. Patricia Cross Academy.** [These resources](#) outline high-impact, evidence-based teaching practices. You can search for resources by activity type (e.g., graphic organizing, group work, problem solving), teaching problem (e.g., surface learning, low motivation), and learning taxonomic dimension (e.g., foundational knowledge, integration and synthesis).

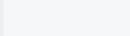
**Podcast Interview with Leigh Patel on her book, No Study Without Struggle: Confronting Settler Colonialism in Higher Education.** This interview is featured on the podcast, *Fully Booked*. Patel explains and troubles settler colonialism and explores how it is replicated in higher education. [Access it here.](#)

These resources are also available on [myCIA](#)

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The Cleveland Institute of Art is an accredited, independent college of art and design committed to nurturing the intellectual, artistic and professional development of students in 13 undergraduate majors. CIA extends its programs to the public through exhibitions, lectures, continuing education and the CIA Cinematheque, a nationally acclaimed art and independent film program.

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