



UNIVERSITY OF WYOMING

Ellbogen Center for Teaching & Learning

Spring 2020 - Spring 2021

*Supporting Teaching & Learning Through a
Challenging Time*



*They understood they were a
lynchpin in a moment of crisis.*

The Ellbogen Center for Teaching and Learning (ECTL) is celebrating 30 years of supporting best practices in teaching and learning at UW. As we reflect on the past 12 months, the lessons learned, and all the challenges they entailed, we are also looking ahead to our next 30 years.

The mission of the ECTL is to promote and support continuous improvement in the enterprise of teaching and learning at the University of Wyoming through a broad range of research-based programs, services, and resources. We strive to advance an environment of excellence in teaching, learning, and assessment by:

- Highlighting "best-practice" pedagogies, informed by assessment of student learning
- Encouraging innovative and transformative teaching
- Fostering development of sustained reflective practice and Scholarship of Teaching and Learning
- Facilitating university-wide dialogue and collaboration among colleagues
- Supporting all modes of delivery, including face-to-face, blended/hybrid, and distance
- Facilitating faculty efforts in assessing student learning

We do this work through our three main divisions: Assessment, Critical and Creative Thinking, and Digital Teaching and Learning. Our programming also includes specific support for new faculty and graduate teaching assistants and a certification and badge program.

This document provides a snapshot of our work in 2020 and spring 2021 as we became what our external reviewers called, "A lynchpin in a time of crisis." It includes numbers of instructors we served, along with the number of students they impacted, and various quotes from participants in our digital teaching and learning course, certification program, workshops, learning communities, consultations, and assessment of teaching and learning through a pilot program in the scholarship of teaching and learning (SoTL).

We would like to share our appreciation for the Office of Academic Affairs and the Ellbogen Foundation for their support, and recognize all the talented, passionate, and caring instructors we have the privilege of working with, learning from, and supporting. We look forward to continuing our work, as together we all strive to provide valuable and effective learning experiences for our students.

In addition to the work reflected on the attached summary, the nine members of the ECTL faculty development team also contributed significantly to the mission of the center as well as the university community (see table at right).

ECTL STAFF CONTRIBUTIONS

| | |
|-----------|---------------------------|
| 7 | Publications |
| 15 | Presentations |
| 21 | Conferences Attended |
| 18 | Courses Taught |
| 49 | Committees/Service |
| 5 | Grants/Awards |
| 18 | Certifications/Trainings |
| 20 | Collaborations |
| 2 | Student Advisors |
| 6 | Leadership Activities |
| 17 | Professional Affiliations |

Note: The data represented in this report includes academic departments across all colleges and schools as well as units reporting under Academic Affairs.

KNOWLEDGE BASE RESOURCES

67 BEST PRACTICES IN PEDAGOGY LINKS

53 TEACHING TOOLS & TECHNOLOGY VIDEOS

545+ TEACHING AND LEARNING BOOKS

WORKSHOPS AND EVENTS

1,054

INSTRUCTORS
PARTICIPATED IN

83

WORKSHOPS
& EVENTS

- Fall 2020/Spring 2021 Workshops (See spotlight)
- Fall & Spring New Faculty Orientations
- Fall & Spring GTA Teaching & Learning Symposiums
- COVID Debrief Sessions
- Communication Across the Curriculum (CxC) Workshops



SPOTLIGHT

AY 20/21 Workshops/Events—ECTL staff and faculty fellows* from across campus offered 66 teaching and learning workshops to support instructors in their ongoing efforts to provide a resilient learning environment during the COVID-19 pandemic. Sessions focused on a variety of virtual teaching tools as well as workshops on managing online courses. During Spring 2021 we hosted a weekly workshop series with ideas for engaging students online and added recordings of these sessions to our Knowledge Base.

| | |
|-----------------------------------|-----|
| Number of Workshops/Events | 66 |
| Total Registrations | 500 |
| Number of Individual Participants | 311 |
| Faculty/Lecturer | 227 |
| GTA | 53 |
| Staff/Admin/Other | 31 |
| Academic Departments | 82 |
| Other Departments | 12 |

Thank you for offering these sessions--the presenter gave practical, engaging ideas that build community and raise engagement in any classes.

CONSULTATIONS

2,775+ Individual or group consultations*

- Faculty Learning Studio
- Spring 2020 Emergency Remote Teaching (see spotlight)
- ECTL Mentors/Faculty Fellows *
- AY 20-21 email/phone call assistance
- Consulting & Class Observations
- Communication across the Curriculum (CxC) Curriculum Development

SPOTLIGHT

Spring 2020 Emergency Remote Teaching Consultations—in March 2020 when COVID restrictions mandated UW go from in-person classroom teaching to remote learning, the ECTL immediately responded with resources for instructors to shift from classroom instruction to distance learning. In addition to a quick start guide to getting a class online and numerous webinars, a scheduling system was set up for instructors to request one-on-one consultations with ECTL staff. The data to the right represents the initial information collected for these consultation requests noting that the total number of consultations was much larger than 1,400. Data collection was discontinued when it became necessary for staff efforts to focus on requests for assistance.

1,400+
Consultations

254
Individuals

80
Departments

Without all the resources the ECTL has spent over the last 6-7 months the quality the students would have seen would be much lower.



Includes 800+ consultations, contacts, resources, and requests for assistance reported by ECTL Mentors/Faculty Fellows

COURSES

466

INSTRUCTORS
PARTICIPATED IN

17

COURSES

- DTL Courses-Summer, Fall, J-Term (see spotlight)
- Magna Enrichment Courses
- Quality Matters
- GRAD 5910-Course in College Teaching



SPOTLIGHT

413

Instructors
redesigned

391

courses impacting

16,632

Students

They really do care equally about faculty experience and helping faculty improve in all their teaching skills (not just online)... They've been heroes to so many people through COVID. They've demonstrated the importance of what they do for all of us.

Digital Teaching & Learning Courses - When it became clear at the end of the spring semester that the pandemic would continue to impact teaching and learning into the next academic year, the ECTL created a summer Digital Teaching & Learning Course to more thoroughly prepare faculty for teaching in an online environment. The ECTL supported hundreds of faculty as they redesigned courses in response to COVID considerations. We could not have done this without the help of UW faculty from across campus who were selected as ECTL mentors/faculty fellows because of their excellent pedagogy and/or online teaching skills.* The ECTL offered 11 sessions of the course over the summer, fall and J-term with each participant assigned a mentor for one-on-one assistance. This intensive course provided help with course design, assessment, best practices, and more starting with thinking about meeting clear objectives in a digital format. Instructors also considered assessment of online student learning and the digital activities and tools they might use in order to meet course outcomes and assess course objectives. Each instructor built a WyoCourses shell, and at the end of the course, the ECTL team evaluated newly designed or redesigned courses based on the learning outcomes of the course.

*ECTL Mentors/Faculty Fellows—17 UW faculty from across campus were selected to support our efforts in response to COVID. These faculty went above and beyond their regular job duties in order to serve as mentors, helping faculty revise courses for fall. These mentors were each active in at least four week-long courses, made themselves available for one-on-one consultations and created or shared videos, webinars and/or other resources to support programming in teaching and learning. A small group of mentors (Faculty Fellows) were chosen to continue to provide mentoring services throughout the fall as faculty continued to adjust their course(s) due to COVID

LEARNING COMMUNITIES

Learning communities are cohorts of small groups of instructors from across campus who commit to meeting multiple times, usually over a semester or academic year, to explore an important pedagogical topic and/or initiative. These meetings involve active and collaborative engagement structured to provide encouragement, support, and reflection as participants deepen their knowledge and expertise in the chosen area.

234
INSTRUCTORS
PARTICIPATED IN
24
LEARNING
COMMUNITIES

- Fall GTA Learning Community
- New Faculty Learning Community
- Radical Hope Book Groups
- Critical Thinking Book Groups
- Communication Across the Curriculum (CxC) Academic Fellows

| | |
|---------------------------------------|----|
| Fall GTA Learning Community | |
| Number of GTAs | 35 |
| Number of Departments | 24 |
| New Faculty Learning Community | |
| Number of New Faculty | 32 |
| Number of Departments | 27 |
| Radical Hope Book Groups | |
| Number of Participants | 80 |
| Number of Departments | 45 |
| <i>Participants by Role</i> | |
| Faculty | 54 |
| GTA | 15 |
| Staff | 11 |
| Critical Thinking Book Groups | |
| Number of Participants | 38 |
| Number of Departments | 34 |
| <i>Participants by Role</i> | |
| Faculty | 29 |
| GTA | 8 |
| Staff | 1 |
| CxC Academic Writing Fellows | |
| Number of Faculty | 9 |
| Number of Departments | 9 |

Fall Graduate Teaching Assistant (GTA) Learning Community Participant: *The feedback I received allowed me to make real-time, meaningful changes in my teaching strategies that benefited my ability to teach as well as my students' ability to learn. In addition, hearing and helping others through their respective "challenges" helped me to learn through others' experiences. A lot of really great advice and ideas were shared in Zoom meetings that have been and will be very meaningful to me throughout my teaching experiences.*

New Faculty Learning Community Participant: *This learning community allowed me to connect with new faculty across campus outside my home department. I liked being able to hear about issues/success my fellow learning community were experiencing in the classroom and brainstorming together about teaching techniques to engage students.*

Radical Hope Book Group Participant: *It was wonderful to take a step back and really think about trust and collaboration with students as co-creators of knowledge, and to check myself and my beliefs about my inclusivity and whether I really meet my students where they need me. It was also wonderful to spend time thinking with friends. Thank you for this opportunity!*

Critical Thinking Book Group Participant: *Reading this book was a great experience for me and gave me a lot to think about, specifically how to incorporate Problem-Based Learning (or a version of it) and Mastery Learning. It also convinced me that critical thinking really does need to become fundamental in my writing classes and that the very purpose of teaching writing is to teach clear thinking. So it's helping me rethink my priorities and purpose.*

Communication Across the Curriculum (CxC) Academic Writing Fellows Participant: *This has been a HUGE help for me this year. While I have an uphill battle ahead I feel more equipped with strategies to take on that feat. The community that has been built through this program has also been exceptional and I am grateful for that. Thank you!*

CERTIFICATION AND BADGE PROGRAM

The ECTL Certification and Badge Program enables UW instructors to further develop as informed scholars, teachers, and effective educators. This self-directed program is designed to provide opportunities to engage in teaching and learning activities and reflect on those experiences. In addition to the general Certification in Teaching and Learning, there are seven focus areas for participants to earn points toward certifications and/or badges: active learning; assessment; communication pedagogies; critical and creative thinking; distance education; diversity, equity, and inclusion; and information and digital literacy.



261 ENROLLMENTS SINCE 2017 IN THE CERTIFICATION AND BADGE PROGRAM INCLUDING **72** IN THE DIVERSITY, EQUITY, AND INCLUSION (DEI) CERTIFICATION

| | |
|----------------------|-----|
| Total Enrollments | 261 |
| Faculty/Lecturer | 111 |
| GTA | 56 |
| Staff/Administrator | 51 |
| Other | 16 |
| Outside UW | 27 |
| Academic Departments | 74 |
| Other Departments | 21 |

NEW FACULTY MEMBER'S REFLECTION ON HER TEACHING PHILOSOPHY

My thoughts on teaching and learning center around one word: FAIL. In my classroom fail does not mean that the student is incapable of learning or that they do not care about the material. FAIL stands for First Attempt In Learning. Students in my classes are provided with choice and flexibility in how they learn and multiple opportunities to demonstrate mastery of learning. A big part of my teaching philosophy is that students need multiple ways not only to learn material but also to demonstrate understanding... Being able to connect with my students on an individual basis is extremely important to fostering their learning and identifying misconceptions early.

PHD CANDIDATE REFLECTION AFTER COMPLETING THE DEI CERTIFICATION

The DEI certification program has been one of the most influential development projects I've engaged in at the University of Wyoming. It opened the door to a world of knowledge I was previously unaware of and has inspired me to pursue a career working towards social justice in STEM education. The DEI certification has been extremely helpful to me as an early-career scientist and educator, and I think everyone from graduate students to faculty to administrators would benefit from participating in this program.

SCHOLARSHIP OF TEACHING & LEARNING (SoTL)



As Pat Hutchings (Senior Scholar-English, National Institute for Learning Outcomes Assessment) notes, SoTL involves “faculty bringing their habits and skills as scholars to their work as teachers... habits of questions, gathering evidence of all different kinds, or raising new questions, and bringing what they learn through that to... students’ learning.” In 2018 at the John P. Ellbogen Faculty Summer Institute, the ECTL kicked off its SoTL initiative. Participants applied in teams to consider how to develop SoTL research as a means to assess teaching effectiveness and improve student learning. In fall 2021, SoTL project instructors will present their research at our teaching and learning symposium.

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Scholarship of Teaching & Learning Research Project Instructors

It was very eye-opening for me just to see that there was a whole world where people wrote these experiential papers about SoTL.

| | |
|----------------------|----|
| Participants | 21 |
| Faculty/Lecturer | 16 |
| GTA | 2 |
| Other | 3 |
| Academic Departments | 14 |

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30 Years of Building Community Around Teaching & Learning - Celebrating Resilience