

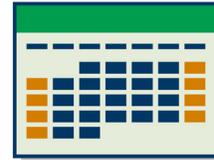


## Spring 2021 Faculty Development Opportunities

The Network for Educational Development (NED) is offering several courses throughout the spring tailored to support our faculty colleagues as they focus on intentional online teaching practices.

### Long Course | Learning Community

Dates	Title
2/8 - 4/11	Foundations of Teaching Online
2/1 - 4/25	CRP Learning Community



Enter the NED Resource Site  
Network for Educational Development

- Resources
- Recordings
- Discussions

Visit [asanewsletter.org/events](https://asanewsletter.org/events) to learn more and register.

### Short Courses | Register now! | FAQ

Find Course Learning Objectives on Pages 2-3 | Register at [asanewsletter.org/events](https://asanewsletter.org/events)

All opportunities are **FREE**. Course registration closes 1 week before it starts. Limit of 30 participants per course. Short courses are facilitated by colleagues from around Minnesota State and provide participants an opportunity for immediate application to courses and teaching. Suggested time commitment is 4-6 hours per week. [Short & Long Course FAQ](#).

Dates	Short Course Title	Register
1/18 - 2/7	Skills to Manage Course Dates to Improve Student Engagement	<a href="#">Register</a>
1/25 - 2/7	Applying the Quality Matters Rubric (QM)	<a href="#">Register</a>
1/25 - 2/14	Culturally Responsive Pedagogy	<a href="#">Register</a>
2/8 - 2/28	Creating Accessible Course Documents	<a href="#">Register</a>
2/22 - 3/7	Improving Your Online Course (QM)	<a href="#">Register</a>
2/22 - 3/14	Humanizing Your Online Course	<a href="#">Register</a>
3/8 - 3/20	Applying the Quality Matters Rubric (QM)	<a href="#">Register</a>
3/8 - 3/28	Improving Instructor-to-Student Interaction	<a href="#">Register</a>
3/22 - 4/11	Improving Online Assessments	<a href="#">Register</a>
3/29 - 4/18	Culturally Responsive Pedagogy	<a href="#">Register</a>
4/5 - 4/25	Improving Student-to-Content Interaction	<a href="#">Register</a>
4/12 - 5/2	Designing Your Course for Student Learning	<a href="#">Register</a>
4/12 - 4/25	Improving Your Online Course (QM)	<a href="#">Register</a>



# Spring 2021 Faculty Development Opportunities

## Learning Objectives

After completing the course(s) participants will be able to:

### Culturally Responsive Pedagogy | Learning Community

- Explain to others the central tenets of Culturally Responsive Pedagogy
- Incorporate those central tenets into course outcomes, materials, assessments, activities, syllabi, and relationships
- Identify interconnections between implicit bias, microaggressions, trauma, structural racism, stereotype threat, & course success
- Use our increased skills at CRP to share with, support, and encourage other faculty learners to increase everyone's CRP skills
- Trace how our values have changed and/or deepened through engaging in course
- Create a professional development plan for making next steps on the journey of culturally responsive teaching

### Foundations of Teaching Online | Long Course

- Construct a course schedule, template, or outline that includes at least one learning objective for each module
- Create an alignment map with your learning objective(s), assessment tool, and learning activities
- Develop one assessment tool that will measure or evaluate your intended learning outcome(s)
- Develop plans for your course that includes one instructional strategy for each of three elements of the community of inquiry framework
- Identify elements that improve the accessibility of course materials including documents, webpages, and media

## Short Courses Learning Objectives

After completing the course(s) participants will be able to:

### Applying the Quality Matters Rubric (QM)

- Recognize the foundational concepts of Quality Matters
- Identify the critical elements of the QM quality assurance program, including the QM Rubric, materials, processes, and administrative components
- Apply the QM Rubric to review online courses
- Make decisions on whether the demo course meets selected QM Rubric Standards
- Apply the concept of alignment
- Draft helpful recommendations for course improvement by citing annotations from the QM Rubric and evidence from the course

### Creating Accessible Course Documents

- Describe the importance of having accessible course materials
- Identify the degree of accessibility of current materials and technologies
- Create or revise course documents to be accessible
- Create or revise HTML course pages to be accessible

### Culturally Responsive Pedagogy (CRP)

- Explain to others the central tenets of Culturally Responsive Pedagogy
- Gain ideas for how to incorporate those central tenets into course outcomes, materials, assessments, activities, syllabi, and relationships
- Identify interconnections between microaggressions, structural racism, stereotype threat, and course success
- Use our increased knowledge of CRP to share with, support, and encourage other faculty learners to increase everyone's skills at CRP
- Trace how our values have changed and/or deepened through engaging in course, and
- Create a professional development plan for making next steps on the journey of culturally responsive teaching

## Designing Your Course for Student Learning

- Apply Bloom's Revised Taxonomy to course module objectives
- Select assessment tools, learning materials, and learning activities, that align with the course and module objectives
- Explore various teaching and learning tools that align with a course design
- Implement a course map for one module using D2L Brightspace

## Humanizing Your Online Course

- Define "humanizing" as it relates to online teaching and learning and explain why it's important
- Discuss research findings that connect humanizing facilitation and course design strategies with online student success
- Review the literature on the impact of humanizing strategies specific to your own discipline/course and contribute your findings to a shared knowledge base
- Evaluate three tools and techniques, including one that's new to you, for implementing evidence-based humanizing strategies
- Develop a fully articulated implementation plan for introducing or enhancing two to three evidence-based humanizing strategies in your online courses that best fit your teaching style

## Improving Instructor-to-Student Interaction

- Identify and apply communication tools within D2L Brightspace (including the following tools Claslist, Announcements, Intelligent Agents, and Discussions) to facilitate instructor-to-student interactions in your own course
- Select and implement one of the D2L Brightspace tools in your course

## Improving Online Assessments

- Apply principles of effective assessments to developing test questions
- Implement strategies to improve test security
- Utilize different methods of feedback on assessments

## Improving Student-to-Content Interaction

- Use D2L Brightspace tools (e.g. Content, HTML Editor, and Release Conditions) efficiently in order to apply effective course design for student learning
- Apply D2L Brightspace tools to organize a logical path for students to take within your course. Select and implement one of the D2L Brightspace tools in your course

## Improving Your Online Course (QM)

- Explore the QM Rubric and provide a framework to improve the quality of online courses
- Use the QM Rubric to review their own online courses and develop a course improvement plan

## Skills to Manage Course Dates to Improve Student Engagement

- Identify and apply communication tools within D2L Brightspace (including the following tools Claslist, Announcements, Intelligent Agents, and Discussions) to facilitate instructor-to-student interactions in your own course
- Select and implement one of the D2L Brightspace tools in your course