Active Learning in the Classroom
Facilitated by: Kathleen Ensenat.
Year-long; 3-4 hrs/quarter
Most of us have heard of the “flipped classroom” at this point. Many of us already include experiential and small group activities in our classrooms. But how can these types of activities be designed to best support student learning? What are the best practices when it comes to active learning? Members of this cohort will learn about and apply active learning strategies in one course.

Online Instructional Support
Facilitated by: Kari Thierer. Year-long; online
This community of practice will be 100% virtual with both asynchronous and synchronous opportunities for engage-ment, and is designed to support faculty who are teaching online courses. We will utilize Canvas, along with other instructional technologies, to share best practices for course design, along with strategies for engaging students in an online environment. Faculty will be able to share dilemmas and challenges, and as a community, we will work together to support one another and co-design new ways of teaching and learning in the online environment.

Best Practices for Professional Technical Faculty
Facilitated by: Kari Thierer. Year-long; 1-2 meetings/quarter
This CoP is designed to support Professional Technical instructors to help build their capacity as instructors of adult learning. Participants will have the opportunity to collaborate with other professional/technical instructors discussing teaching and learning. The 2019-2020 focus will be on moving content online to support developing hybrid/flipped classrooms; as well as developing lessons and strategies to help students develop stronger soft skills/workforce employability skills and create more self-regulated learners.

Find more online at https://spssc.edu/ctl

ACCESSIBILITY 101
Facilitated by: Missy Yates.
Schedule: http://spssc.edu/it-help-center/training
Want to learn how to create accessible digital materials? IT specialist Missy Yates leads workshops on general accessibility principles, Office 365, Outlook email & calendar tips, Smart-sheet, Zoom, and file management. If you cannot attend one of the face-to-face trainings, or need a more customized approach, we will work with you to offer one-on-one or group training! Contact the Help Desk at x5544 or email helpdesk@spssc.edu.

WHAT CAN CTOL DO FOR YOU?
Located in 22.181, CTOL is the place to go for all of your learning and instructional needs! We’re here to support faculty with questions around the design of instruction, assessment, and technical solutions to meet course goals.

Instructional Technology Support We offer both drop-in opportunities and scheduled appointments to faculty who need support with Canvas, Panopto or other instructional technologies. We also have microphones and cameras available for faculty to record lectures and videos from their office or personal computers.

Curriculum & Instruction Support Not sure how to design that rubric? Looking for a different way to assess student learning? In a teaching rut and need some new ideas? We spend all of our time thinking about teaching and learning; we’re ready to support you. Our professional development library has books on a variety of subjects from mindfulness to Universal Design.

Collaboration Space We have spaces where you can collaborate with colleagues, train with our staff, view webinars, and record instructional videos. Book one for your project today! https://spssc.libcal.com/reserve/ctoladmin

Contact
Front Desk: (360) 596-5260
Jenn Berney, Faculty Development Coordinator x3247
Cary Bidot, Instruction & Classroom Support x5314
Brady Fowler, Instructional Technologist x5494
Kari Thierer, Curriculum Designer x5490

ADJUNCT FACULTY ACADEMY
Facilitated by: Jenn Berney and Kari Thierer. Year-long; 6 hrs/quarter
Adjunct faculty can apply to participate in the 2019-2020 Adjunct Faculty Academy. The academy reads the book How Learning Works: Seven Research-Based Principles for Smart Teaching to engage foundational concepts of teaching and learning. Through seminars, peer collaboration, and independent projects participants learn and practice strategies of curricular design, classroom instruction, and authentic assessment. Participants will assemble a teaching portfolio as part of this Academy. Faculty members who successfully complete the Academy receive a stipend of $1000. Participants must be able to attend daytime Friday sessions throughout the academic year.

QUALITY REVIEW RUBRIC PRIMER
Facilitated by: Kari Thierer. Self-paced Online
The Quality Review Rubric Primer workshop is a fully online, self-paced workshop to help you prepare your online course for your Dean’s review. This course includes a series of brief modules designed to help you identify where your course can be improved and what steps to take. There are options available for how to complete each module, so you can really target the areas you feel are most necessary. Even if you’re not yet teaching an online course, you don’t have a course for your Dean to review, or you’ve completed another requirement and are exempt from the Dean’s review, the course has some great resources available, so we encourage you to take a look through! Contact Kari Thierer to enroll.
COMMUNITIES OF PRACTICE

TIME COMMITMENT Each title below indicates how many quarters they will last and an approximate amount of hours per quarter you can plan to spend engaged in cohort activities. This hourly time includes meetings, reading time, and class room project planning time. The balance of these activities varies among the different communities of practice.

Deep Adaptation: Facing the Realities of Climate Change
Facilitated by: Jenn Berney. Year-long; 5 hrs/quarter
What future are we preparing our students for? How might our classrooms transform if we considered that the next 10–20 years are likely to bring major changes to our economy, social systems, and ecosystems? Jem Bendell, in his paper “Deep Adaptation: A Map for Navigating Climate Tragedy” asks us to take seriously “the possibility that it is too late to avert an environmental catastrophe” and offers a framework for facing, mitigating, and coping with an uncertain future. Participants in this group will use Bendell’s framework as a starting point for examining our role as educators in a time of crisis.

Creatively Engaging with Media in Higher Education
Facilitated by: Joe Batt, Michael Gray. Year-long: 6-8 hrs/quarter
In this community of practice we would like to engage in discussions and creative projects around the idea of being confident in a time of crisis. Participants will have the opportunity to approach digital media and technology as a creative tool for teaching and learning. We will read and discuss relevant materials, collaborate on creative projects such as podcasts, short videos and Photoshop compositions, as well as develop a robust sense of wellness in the digital age.

Latest Research on STEM Pedagogy
Facilitated by: James Chen. Quarterly; 4-5 hrs
Focusing on current science pedagogy and open to all faculty interested in this conversation. Will include search and review of recent science-focused peer-reviewed educational literature and related media, with discussion of evidence promoting ongoing science educational and collaborative efforts.

What Is Critique?
Facilitated by: Stephen Sadlier. Year-long: 5-6 hrs/quarter
Teachers seem to know what it means to critique: to reflect, analyze or to interrogate the power at play within social and structural spaces. However, when it comes to becoming a critical educator, a set of traits often seen as key for affirming diversity in a learning community, nobody knows for certain what being critical calls for as a personal, everyday level. How much of doing this is a cognitive act of reflecting on practice, as the constructivists maintain? When is criticality about identifying and transforming unequal power relations, as the radical idealists suggest? In addition, how do we enact it via embodied and affective practices, as feminist pedagogies hold? Addressing the three questions, this seminar-like community of practice reads from and responds to contemporary articles and videos on the question what critique is for us as professors in our given fields.

OER & Open Pedagogy as Tools for Social Justice & Diversity
Facilitated by: Amanda Ybarra, Amy Kelly, and Lily Kun. Year-long: 3-4 hrs/quarter
In this community of practice, we will explore the ways that incorporating open pedagogy and open education resources (OER) into curriculum might support constructivist learning, social justice efforts, diversity, and inclusion. We will also try to expand the traditional notions of OER. Finally, starting Winter quarter, faculty will have the option to develop OER at varying levels for stipends.

Psychology of Diversity
Facilitated by: James Chen. Year-long; 2 meetings/quarter
Based on Harvard course materials, this community of practice will explore connections between diversity and psychological processes. Examining case studies and other social science research, it will explore possible impacts of diversity on interpersonal and cross-group relationships; cultural perceptions and misperceptions; issues of fairness and justice; communication inside and outside the classroom. Focus will be on studying diversity in a non-binary manner, and creating a safe space for all opinions about diversity to be expressed.

Best Practices in Assessment
Facilitated by: John Schaub and Kari Thierer. Year-long: 2-3 times/quarter
This community of practice will focus on assessment practices. We will do some reading about new and emerging assessment strategies, as well as share ideas of how we are providing both formative and summative assessments within our classes. Participants will have an opportunity to develop and implement new assessment practices, and come back to the group to share their results and refine assessments for future use.

Linguistics of Cultural Proficiency
Facilitated by: Jenn Berney. Year-long; 5 hrs/quarter
In this community of practice we will work to understand how we as instructors, as well as our students, respond to and interact with the many layers of instructor identities, creating an awareness of the ways our identities and biases affect our students and our classroom culture. We will explore the complexity of diversity as we determine strategies to use our awareness to be more effective and inclusive teachers.

Teaching Science to Non-Science Students
Facilitated by: Stephanie Lee & Kari Thierer. Year-long; 3-4 hrs/quarter
This CoP is designed to support science instructors who are teaching the science courses within guided pathways that may be targeted to non-science majors. We will talk about ways to engage non-science students through contextualized lesson design and think together about the best teaching strategies to support student learning in a science classroom. We will share best practices and instructional strategies that help all students be prepared and successful in science courses.

To enroll in any of the 2019-2020 Communities of Practice, respond to this Google Form:

https://forms.gle/uRgEzobh1rQeFaK0g9V
 Faculty Reading Group  
Facilitated by: C.J. Dosch. Year-long; 2 meetings/quarter  
In this group we will start by reading *There There* by Tommy Orange during the Fall quarter, meeting twice to establish context, discuss character basics, and identify spaces for focused study during Winter quarter. During winter quarter, we will do a more in-depth study of specific issues in the novel and how they shape, remediate, complicate, and (re)present contemporary Native American identities and experiences. We’ll engage in discussion about the text through short readings from native scholars, histories, and memoir that complicate and extend our experience of the novel. Spring quarter will be optional, with a focus on disciplinary connections to the novel that resonate with faculty participants.

TILT Lesson Design  
Facilitated by: Kari Thierer and Corrie Martin.  
Quarterly; 2-3 meetings  
This CoP will focus on understanding and utilizing the TILT Lesson Design model. TILT is an acronym that stands for Transparency in Learning and Teaching, and is a research-based best practice for designing lessons that increase student achievement, particularly for first generation and historically marginalized students. We will learn about the research behind the TILT process, the lesson design model, and then practice TILTing some of our lesson designs. Many faculty at SPSCC have been practicing this with great success. If you have students who typically ask lots of questions on every assignment, TILTing may be a good option to help reduce the confusion, increase the student engagement, and ultimately have students experience more success.

CCS Instructors  
Facilitated by: Kari Thierer. Year-long; 1-2 meetings/quarter  
This CoP is designed to support instructors teaching the newly launched College and Career Success Course (CCS 101). We will share resources, dilemmas, and ideas for helping grow the CCS curriculum so that we can continue to best support our students. We will provide both in-person and virtual opportunities for connection, as well as synchronous and asynchronous opportunities for connecting and sharing ideas and resources.