

Annual Report | 2016–2017

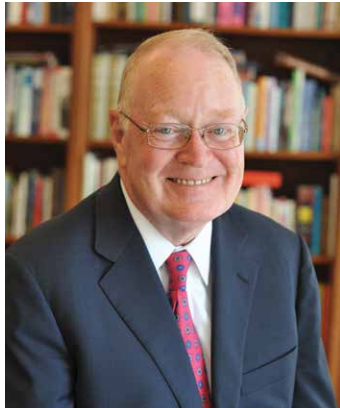
Center for Teaching and Learning
Office of the Provost



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Letter from the Provost



Dear Colleagues:

The 2016-2017 Annual Report of the Center for Teaching and Learning summarizes the programs and services provided during the year to the Columbia University teaching community. Faculty, graduate students, postdocs, and staff have affirmed, by their strong participation in CTL's programs and services, the importance of a University-wide center that incorporates insights from the learning sciences to enhance the experience of our students. This report also restates the CTL's mission and philosophy, originally developed in partnership with faculty, faculty committees, and other University stakeholders.

The report highlights the work of Columbia's faculty and instructors in their efforts to achieve successful learning outcomes in the classroom while leaning on the expertise and support of CTL staff. You will see examples of faculty and instructors who are transforming classrooms at Columbia, strengthening their pedagogy, and innovating at the intersection of education and technology. You will also see examples of graduate students and postdocs who are preparing for careers as educators and scholars and who are guided and assisted by the CTL's professional development programs and resources for preceptors, teaching fellows, teaching assistants, and readers.

We look forward to continuing to support the Columbia teaching community as we develop new and exciting ways to enhance teaching and learning at the University to the benefit of our students on campus and around the world.

Sincerely,

John H. Coatsworth
Provost

Letter from the Vice Provost



Dear Colleagues:

Since its launch in September 2015, the Columbia Center for Teaching and Learning (CTL) has seen tremendous growth in programs and services. We have created strong partnerships with faculty, students, and colleagues across the University to support excellence and innovation in teaching and learning. I am pleased to present the CTL's annual report highlighting the Center's progress in 2016-2017.

In this second year, the CTL focused on creating new opportunities to support the teaching and learning community at the University. The CTL staff interacted with 2,113 faculty, graduate students, postdocs, administrators, and other members of the Columbia teaching community.

To maintain this level of support, we welcomed several new additions to our robust staff of learning designers, software developers, media producers, teaching consultants, and support staff. We also embarked on a restructuring of the organization to better reflect our commitment to working collaboratively at the intersection of technology and pedagogy. The CTL now has three groups that serve key audiences at the University: Faculty Programs and Services, Graduate Student Programs and Services, and Columbia University Medical Center (CUMC) Programs and Services. These groups are anchored by an Instructional Technologies group that works across the CTL and its audiences to integrate the creative use of technology and digital media in teaching and learning.

This year marked the Provost's fourth Request for Proposals (RFP) for Hybrid Learning Course Redesign and Delivery. Since the Provost launched the first RFP in 2014, 70 faculty members have received support from the CTL to develop innovative and technology-rich pedagogy and learning strategies for Columbia courses. These novel modes of education have allowed for a thoughtful exploration of new teaching methods, course designs, and strategies for promoting participatory learning. Many of the faculty awardees and their projects were featured at the second annual Celebration of Teaching and Learning Symposium at Low Library this past spring.

Columbia's renowned faculty were also featured in several Massive Open Online Courses (MOOCs) produced by the CTL and launched on the edX platform this past year including *Freedom of Expression in the Age of Globalization*, led by Agnès Callamard, Director of the Columbia University Global Freedom of Expression; *Global Muckraking: Investigative Journalism and Global Media*, led by Anya Schiffrin, Director of the Technology, Media, and Communications specialization at the School of International and Public Affairs; and *Women Have Always Worked*, a two-part, self-paced course led by Alice Kessler-Harris, R. Gordon Hoxie Professor of American History Emerita. In addition to these courses, the CTL produced two courses with faculty at Teachers College, Columbia University: *The Science of Learning: What Every Teacher Should Know* and *Innovating Instruction: Reimagining Teaching with Technology*. Both courses were part of the White House ConnectED Initiative.

Finally, the CTL continued to offer a range of programs for Columbia faculty and graduate students, from workshops to multi-day institutes, emphasizing community-building, hands-on activities, and the exchange of ideas across disciplines. We introduced a new Reflective Teaching Seminar program that provided Columbia faculty and instructors an opportunity to engage in a supportive community of practice through a series of connected modules, workshops, and discussion groups on teaching and learning topics. In the spring, the CTL launched its new teaching observation service. Columbia faculty, graduate students, and other members of the teaching community can now request teaching observations to get a fresh perspective on their teaching goals and receive feedback from a trained consultant.

I hope that the activities highlighted in this report will inspire new teaching innovations and insights in the coming year. We look forward to seeing you at the Center.

Sincerely,

Soulaymane Kachani
Vice Provost for Teaching and Learning

What We Do

Our Mission

The Center for Teaching and Learning (CTL) partners with faculty, students, and colleagues across Columbia University to support excellence and innovation in teaching and learning. The CTL is committed to advancing the culture of teaching and learning for professional development, curricular enhancement, and academic support through our programs, services, and resources.

Our Approach

The CTL understands teaching as a critical practice, driven by inquiry, experimentation, reflection, and collaboration. The Center promotes pedagogy that is inclusive, learner-centered, and research-based. It supports the purposeful use of media and emerging technologies in the classroom and online to foster the success of Columbia's instructors and students.

Our Teaching Community

The CTL serves the Columbia teaching community at large. The Center supports full-time and adjunct faculty in their efforts to achieve successful outcomes in the classroom and advance teaching and learning through scholarly inquiry. It also supports graduate students and postdocs who are preparing for careers as educators and scholars, through professional development programs and guidance for preceptors, teaching fellows, teaching assistants, and readers. The CTL extends its programs, services, and resources to Columbia staff and

administrators who have teaching roles that impact the learning of undergraduate and graduate students.

Programs and Services

Teaching at one of the great universities in the world can present unique opportunities and challenges. The CTL provides a range of free services and programs to support faculty, graduate students, postdocs, and staff with a teaching role at Columbia.

PROGRAMS

Faculty, graduate students, postdocs, and staff with a teaching role at Columbia interested in exploring and developing new approaches and methods to teaching can participate in a variety of programs and events at the CTL. Participants engage in cohort-building, hands-on activities, and the exchange of ideas across disciplines.

University-Wide Events

The Columbia teaching community can attend events to share accomplishments, showcase educational innovations, and discuss timely topics relevant to teaching and learning at Columbia.

Seminars

Faculty, graduate students, postdocs, and staff can apply for seminar programs to engage in a supportive community of practice through a series of connected modules, workshops, and discussion groups on teaching and learning topics.

“Faculty and graduate instructors at Columbia University are world-renowned for their prowess in the classroom. By focusing on empowering learners through student-centered approaches, the Center for Teaching and Learning maintains this legacy by partnering with the Columbia teaching community to help shape the future of higher education on campus and beyond.”

—John H. Coatsworth
Provost, Columbia University

Institutes

Faculty and graduate students interested in developing new teaching approaches, applications, and skills with hands-on guidance from CTL staff can apply to participate in multi-day immersive institutes.

Workshops

Faculty, graduate students, postdocs, and staff can explore topics related to teaching, learning, and instructional technologies by registering for one- to two-hour workshops. Participants who attend a workshop series develop deeper understanding and skills.

Orientations

Faculty and graduate students can register for orientation sessions to discover a range of teaching and instructional resources at Columbia, learn about university procedures and policies, and discuss methods for getting a class off to a good start.

Customized Workshops

Administrators and academic leaders can request to work with the CTL to develop custom workshops and information sessions where faculty and staff can explore, articulate, and develop strategies to address the specific teaching needs of their department or school.

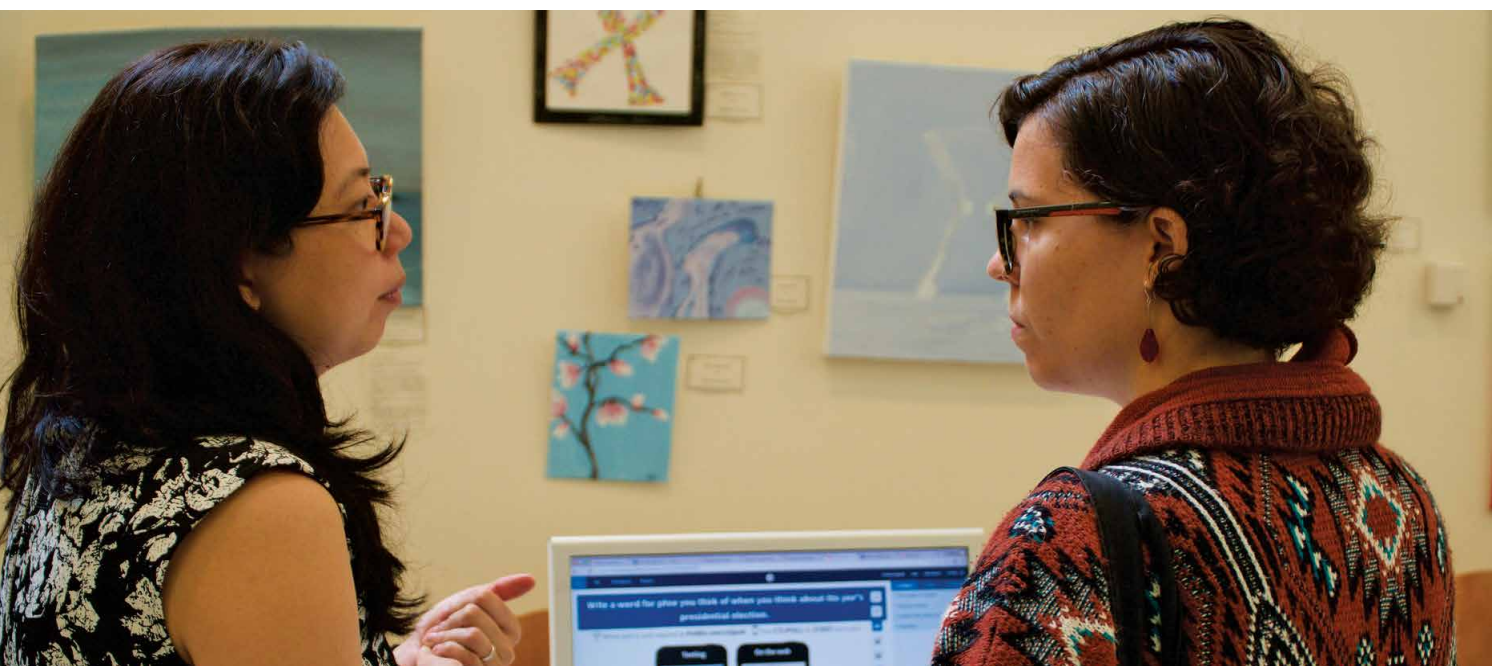
SERVICES

The CTL offers a wide range of free services to help members of the Columbia teaching community become reflective and effective instructors. Services range from consultations and teaching observations to intensive project development and support.

Teaching Support

Faculty, graduate students, postdocs, and staff can request support for course design, curriculum planning, assignment development, learning activities and teaching approaches, and a range of other topics related to teaching and learning in today's academic environment.

- **Consultations:** Faculty, graduate students, postdocs, and staff can request in-person consultations to get support for their teaching and learning needs throughout the year.
- **Observations:** Faculty, graduate students, postdocs, and staff can request teaching observations to receive individualized feedback on their teaching. Through a structured process, consultants observe instructors in the classroom and provide suggestions to improve their teaching. The CTL can also work with schools, programs, and departments seeking to refine their peer-teaching observation practice.
- **Microteaching:** The CTL offers microteaching sessions for small groups of graduate students and postdocs to rehearse teaching practices and get direct feedback and support.



Learning Designer **Angie Lee** shares information on using blended learning approaches in the classroom.



Digital Video Specialist **Laura Lechner** showcases media production tools and the DIY station for flipping classrooms.

Assessment and Evaluation Support

Faculty, graduate students, postdocs, and staff can request support for identifying appropriate student learning outcomes, designing course-based assessment tools, aligning learning objectives with course-based assessment tools, interpreting course-based assessments, planning and designing curricular initiatives, and a range of other topics related to assessment and evaluation.

- **Consultations:** Faculty can request consultations with the CTL to assess the impact of curricular innovations in their classrooms or design evaluation strategies for grants that support teaching and learning and/or professional development.
- **Curricular Planning and Evaluations:** The CTL offers evaluation support for faculty who are seeking to assess the impact of curricular innovations. The CTL also consults with curriculum committees for planning and designing larger curricular initiatives.

Instructional Technology Support

Faculty, graduate students, postdocs, and staff can request in-person support or access online resources for using a range of instructional technologies and tools. Instructional technologies allow learners to conveniently access online course content, interact with and analyze multimedia content, and engage with their peers and instructors inside and outside of the classroom. The CTL also maintains and supports collaborative platforms such as EdBlogs for course blogging, Wikispaces for course wikis, and Mediathread for media analysis and annotation. These platforms can supplement and enrich Columbia's CourseWorks (Canvas) course management system.

- **Consultations:** Faculty, graduate students, postdocs, and staff can request in-person consultations to get support for using instructional technologies to improve student learning.
- **Media Production:** Instructors working with media production tools such as Camtasia, ScreenFlow or Articulate to produce classroom materials can consult with CTL learning designers and media producers. The CTL offers a Do-It-Yourself (DIY) station in the Learning Commons (Room 204 in Butler Library) for recording course content.
- **Project Development:** Faculty can partner with the CTL to develop online environments to support and enrich students' learning. These projects are led by project managers or learning designers and typically feature unique media productions, online tools, and interactive materials. The CTL also supports the recipients of the Office of the Provost's Request for Proposals for Hybrid Learning Course Redesign and Delivery and Massive Open Online Courses (MOOCs).

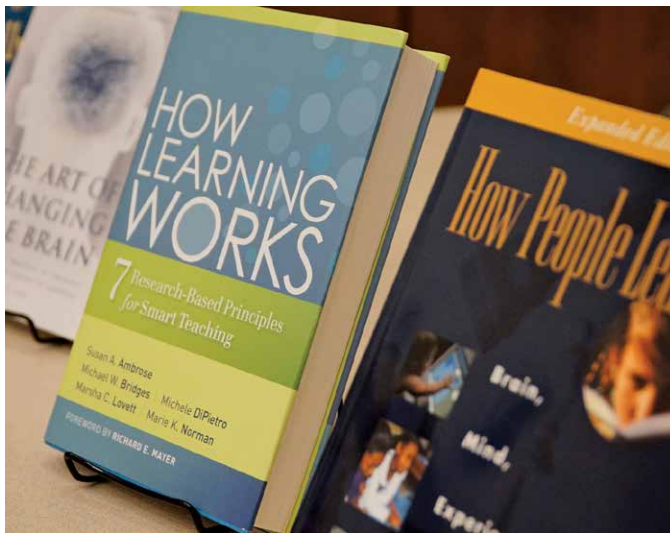
Resources

Knowledge Base

The CTL maintains a comprehensive set of FAQs related to various programs, services, and educational platforms.

Liaison Network

Department liaisons help keep the CTL informed about faculty and graduate students' needs for programming and support. Liaisons also share announcements of CTL programs and activities to colleagues in their departments.



Teaching Resources

The CTL has an online repository of resources covering a range of teaching and learning topics. This includes resources from various University departments and affiliated institutions, and a list of FAQs for new graduate student instructors.

Teaching & Learning Reference Library

The CTL maintains a collection of reference books in Butler Library Room 212 for use by the Columbia teaching community.

Opportunities

HYBRID LEARNING COURSE REDESIGN AND DELIVERY

The Office of the Provost's Hybrid Learning Course Redesign and Delivery grant program provides funding for faculty who are developing innovative and technology-rich pedagogy and learning strategies for Columbia courses. Faculty awardees also receive in-kind support from the CTL for the redesign, delivery, and evaluation of their courses.

MASSIVE OPEN ONLINE COURSES

The Office of the Provost provides funding for faculty interested in reaching a large and global audience through Massive Open Online Courses (MOOCs). Faculty awardees receive instructional design and media production support from the CTL.

GRADUATE STUDENT FELLOWSHIPS

Columbia doctoral students can apply for two paid fellowship opportunities at the CTL. Lead Teaching Fellows produce teaching-related events and workshops in their home departments. Teaching Observation Fellows perform instructional observations to reflect on the design, implementation, and assessment of teaching.

Locations

The Center for Teaching and Learning has several locations across Columbia University, including:

- The main reception, consultation, and training space in Butler Library Room 212;
- The Learning Commons for workshops, one-on-one consultations, and a DIY recording station in 204 Butler Library;
- Staff offices in 505 Butler Library and 603 Lewisohn Hall;
- The second floor of the 168th Street Armory on the Columbia University Medical Center campus; and
- A satellite office in the Jewish Theological Seminary.

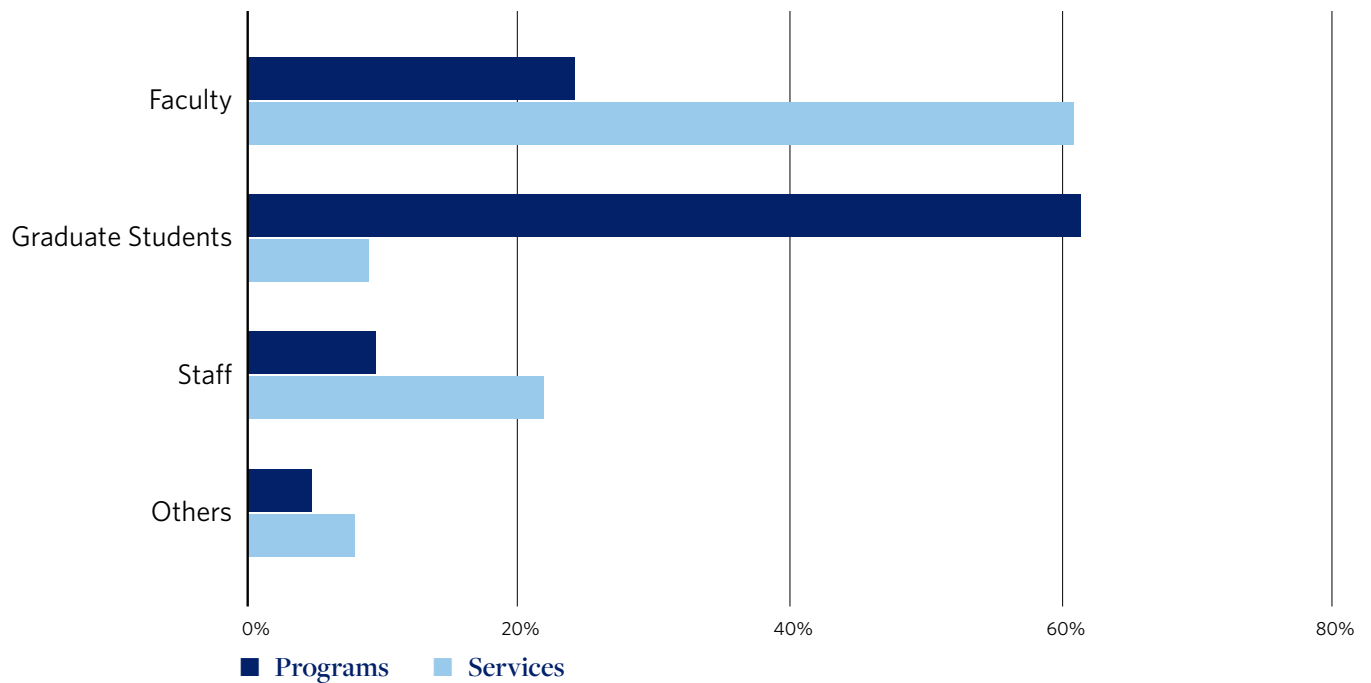
Contact the CTL

Contact the CTL by phone at 212 854-1692 or email at ColumbiaCTL@columbia.edu. Additional information about CTL programs, services, and campus resources is available at the CTL website: ctl.columbia.edu. Subscribe to the CTL mailing list to receive frequent updates and helpful resources and teaching insights collected from faculty, graduate students, and other members of the Columbia teaching community.

Summary of 2016-2017 Programs and Services

Activities logged from July 1, 2016–June 30, 2017.

Interactions by Affiliation



The chart shows participation in programs and services by affiliation/status.

1. Unique Individuals Served by the CTL

By University Status/Affiliation

Graduate students	838
Faculty	807
Administrators and university staff	382
Postdocs	49
Research scientists	20
Undergraduate students	17
Total	2,113

By School

Arts and Sciences	977
Barnard College	74

College of Dental Medicine	49
College of Physicians and Surgeons	196
Columbia Business School	22
Columbia Law School	5
Fu Foundation School of Engineering and Applied Science	151
Graduate School of Journalism	12
Jewish Theological Seminary	48
Mailman School of Public Health	83
School of Architecture, Planning and Preservation	16
School of International and Public Affairs	44
School of Nursing	85
School of Social Work	117
Teachers College	76
Other academic units	158
Total Columbia-affiliated individuals	2,113
Total external visitors	63
Total unique individuals served	2,176

2. CTL Interactions with Clients

By University Status/Affiliation

Faculty	2,702
Graduate students	2,520
Administrators and university staff	1,005
Postdocs	146
Research scientists	143
Undergraduate students	21
Total	6,537

By School

Arts and Sciences	3,390
Barnard College	185
College of Dental Medicine	180
College of Physicians and Surgeons	517
Columbia Business School	59

Columbia Law School	11
Fu Foundation School of Engineering and Applied Science	323
Graduate School of Journalism	31
Jewish Theological Seminary	126
Mailman School of Public Health	315
School of Architecture, Planning and Preservation	35
School of International and Public Affairs	98
School of Nursing	270
School of Social Work	376
Teachers College	153
Other academic units	468
Total Columbia-affiliated interactions	6,537
Total external visitor interactions	105
Total interactions	6,642

3. Programs and Events

Client Interactions By Program Type

Workshops	2,665
University-wide events	512
Teaching orientations	272
Institutes	125
Outreach events	101
Total program and event interactions	3,675

4. Services

Client Interactions By Program Type

Consultations	1,762
Project consultations	1,041
Course consultations	275
General CTL consultations	245
School/Department/Program consultations	143
Professional development consultations	58
Technology training and support	1,081
Assessment and evaluation services	124
Total service interactions	2,967

5. ColumbiaLearn YouTube Channel

- a. Media produced for CTL projects and courses are available on the ColumbiaLearn YouTube channel. The channel receives over **1,150 views daily** averaging over **100 hours of watch time per day**.

Videos added to channel in AY 2016-2017: 1,023

Total videos on channels: 3,382

Subscribers gained in AY 2016-2017: 1,009

Total subscribers to channel: 4,555

Watch time: 2,309,181 minutes (38,486 hrs)

Video views: 413,390

Average view duration: 5:35 minutes

(data for www.youtube.com/ccnmtl from July 1, 2016 to June 21, 2017)

6. Support for the Office of the Provost's Request for Proposals (RFP)

- a. Hybrid Learning Course Redesign RFP

Fourth round recipients: 18

Total recipients since October 2014: 70

- b. Massive Open Online Courses RFP

Second round recipients: 5

Total recipients since Spring 2016: 12

CTL Leadership and Staff

Leadership Council

Soulaymane Kachani , Vice Provost for Teaching and Learning; Senior Vice Dean and Professor, Columbia Engineering	A. Maurice Matiz , Senior Director
Michelle V. Hall , Director	Suzanna Klaf , Interim Director
Mark L. Phillipson , Director	Sandesh Tuladhar , Director; Office of the Provost; Ex officio

Below is a list of staff at the Center for Teaching and Learning.

Directors

A. Maurice Matiz , Senior Director	Michelle V. Hall , Director, CUMC Programs and Services
Suzanna Klaf , Interim Director, Faculty Programs and Services	Mark L. Phillipson , Director, Graduate Student Programs and Services

Communications and Outreach

Caitlyn Esposito , Manager

Faculty Programs and Services

Suzanna Klaf , Interim Director	Lucy Appert , Associate Director
Amanda Irvin , Associate Director	Christine Simonian Bean , Assistant Director
Jessica Brodsky , Learning Designer	Aurora Collado , Learning Designer
Kenny Hirschmann , Senior Learning Designer	Andrew Flatgard , Learning Designer
Amanda Jungels , Assistant Director	Andre Laboy , Learning Designer
Lakshmi Nair , Learning Designer	Jessica Rowe , Senior Program Specialist
Paul Joseph Stengel , Senior Learning Designer	

CUMC Programs and Services

Michelle V. Hall , Director	Ashley Kingon , Senior Learning Designer
Jason Guzman , Learning Designer	Angie Lee , Learning Designer

Graduate Student Programs and Services

Mark L. Phillipson , Director	Ian Althouse , Assistant Director
Christopher Chen , Assistant Director	

Instructional Technologies

A. Maurice Matiz, Senior Director	Stephanie Ogden, Associate Director
Vincent Aliberto, Media and Production Lead	Nick Buonincontri, Programmer
Michael R. Deleon, Media and Production Lead	Jose Diaz, Senior Tech Specialist
Susan Dreher, Senior Software Engineer	Jon Hanford, Video Technical Specialist
Laura Lechner, Digital Video Specialist	Zarina Mustapha, Senior Front-end Developer
Nik Nyby, Programmer	Anders Pearson, Senior Programmer
Marc A. Raymond, Senior Designer, Experience and Creative	Ben Silver, Senior Technical Specialist

Administration

Sarah Carswell, Executive Assistant	Teresa Gonzalez, Administrative Coordinator
Elizabeth Hernandez, Programs Coordinator	



Support for Faculty

The Center for Teaching and Learning supports the professional development of Columbia faculty. CTL programs and services take a scholarly approach to teaching and learning, allowing faculty to explore, experiment, and reflect on their teaching practice. Faculty are introduced to innovative pedagogies and novel approaches to instructional technologies for integration into the classroom. The CTL and faculty model and promote teaching practices that cultivate inclusive learning environments for a diverse student body. This section highlights the range of customized programs and services offered to Columbia faculty by the CTL.

University-Wide Programs and Services for Faculty

PROGRAMS

The CTL offers professional development programs and events to connect Columbia faculty and instructors to effective teaching approaches, resources, and instructional technologies. The Center offers programs ranging from standalone workshops and workshop series to immersive multi-day institutes and semester-long seminar programs. This year the CTL logged 893 total interactions with faculty at CTL programs and events.

This section highlights programming offered to faculty along with selected testimonials.

Seminar Programs

The CTL defines seminars as a set of related sessions typically held during one semester. Faculty apply to join a supportive community of practice and gather in discussion groups to reflect on teaching and learning topics specific to their experiences. Each cohort comes to the seminar with relevant teaching experience and an interest in engaging with peers in a series of connected online modules, in-person workshops, and group discussions. This year the CTL offered two seminars described below.

Reflective Teaching Seminar

Faculty in the Reflective Teaching Seminar join a community of instructors to systematically reflect on teaching and learning. Members of the cohort apply the latest research on the science of learning to their pedagogical practice.

Total number of faculty participants in CTL seminars: 39

Here's what they said . . .

"I highly recommend participation to anyone who wants to add to their pedagogical repertoire, refresh their knowledge of latest evidence-based teaching methods, and most of all take some time to celebrate the growing community of committed teachers we have at Columbia. Grab a colleague on the way—going through the program with a peer will make the experience even more valuable and fun."

— **Ivana Hughes**, *Director of Frontiers of Science* and participant in the Fall 2016 cohort of the Reflective Teaching Seminar. Read more about Hughes's experience participating in the CTL's Reflective Teaching Seminar this past fall at www.bit.ly/hughesinsights.

"My experience with the seminar was very positive, even life-changing. I have been teaching at the university level for over 20 years. I consider myself a very experienced teacher, and one who is always trying to find new and better ways of reaching my students. The seminar indeed offered many suggestions for new and sometimes better ways of doing things."

— **Marilyn McCoy**, *Adjunct Assistant Professor of Music* and participant in the Spring 2017 cohort of the Reflective Teaching Seminar

"The Digital Literacy Seminar totally transformed both how I was doing a digital project during the semester of the seminar, and how I envision moving forward with projects in the future . . . It truly was one of the most enriching and stimulating pedagogical experiences I have ever had: practical and intellectually engaging!"

— **Laurie Postlewait**, *Senior Lecturer in French at Barnard College* and participant in the Spring 2017 Digital Literacy for Instructional Practices Seminar



The CTL offered the Reflective Teaching Seminar in the fall and spring semesters to cohorts of faculty, graduate students, postdocs, and staff. The seminar was organized over five modules during the semester. Participants peer-reviewed draft course materials and submitted revised drafts for feedback from a CTL facilitator. Each participant contributed to a discussion forum and completed a formative Teaching Observation facilitated by the CTL.

Digital Literacy for Instructional Practices Seminar

The Digital Literacy for Instructional Practices Seminar provides participants with a broader understanding of digital literacy as an intrinsic element of higher education, helping the cohort discover ways to better integrate digital literacy skills instruction into the intellectual work of their courses. This seminar is held in partnership with the Columbia University Libraries.

The CTL piloted the seminar series in Spring 2017 with faculty from the Digital Humanities. The five workshops explored the basics of digital literacy, data management, and open practices in scholarship and research. The sessions also featured a lab component where participants applied concepts to their own teaching and received feedback from CTL staff and their peers. The Digital Literacy Competency Calculator was developed as part of this seminar. See page 29 to learn more about this tool.

INSTITUTES

The CTL's multi-day institutes offer a concentrated experience for faculty who wish to immerse themselves in exploring and practicing new teaching approaches, applications, and skills. With astute hands-on guidance from CTL facilitators and invited experts, faculty

Total number of faculty participants in CTL institutes: 36

Here's what they said...

"I was guided each step of the way in thinking through my syllabus from the ground up, but the workshop also included invaluable tips and tricks on many other aspects of teaching... I can't wait to teach my new-and-improved course and put it all into action."

— **Kathryn Tabb**, Assistant Professor of Philosophy and participant in the 2017 Course Redesign Institute

"I found it really helpful to look back at how I draft my course learning objectives, and how I can better align them with my pedagogies and assessment practices. I highly recommend educators to push the pause button and participate in future runs of the Active Learning Institute. It will help you become a better educator."

— **Lenin Grajo**, Assistant Professor of Rehabilitation and Regenerative Medicine (Occupational Therapy) and participant in the 2017 Active Learning Institute

experience a number of activities and reflections that strengthen their hold on best practices in teaching and learning. All of CTL's institutes for faculty offer a high facilitator-to-participant ratio, and personalized consideration of each instructor's pedagogy, disciplinary context, and course logistics.

The CTL's institutes require an application from interested faculty. The CTL offered the Course Redesign Institute and the Active Learning Institute this year.

Course Redesign Institute

The Course Redesign Institute is an intensive three-day experience in which faculty are provided with tools, time, and collegial support as they work to design or redesign an effective, learner-centered course.

This year the CTL held the Course Redesign Institute on May 22-24, 2017. Participants began their course design or redesign with the "end in mind" by articulating the course goals and objectives, and designing assessments and activities that aligned with those objectives. By the end of the Institute, faculty created the basic structure of their course and produced a draft syllabus, assignments, assessment tools, and course outline. Participants engaged in peer review, shared ideas about teaching, and gathered new ideas from colleagues across disciplines. Each participant received a workbook of course planning materials as well as access to online materials in a CourseWorks (Canvas) course site.

Active Learning Institute: Flipped Classrooms and Beyond

The Active Learning Institute provides in-depth training for faculty interested in increasing active learning and



preparing to flip their courses. During the Institute, participants explore the purposes and outcomes of active learning and apply research-based practices to the process of developing active, student-centered course units.

This year the CTL held the Active Learning Institute on June 6-8, 2017. Instructors were given opportunities to experience and reflect on active learning techniques and best practices, and to experiment with instructional technologies to facilitate active learning inside and outside the classroom. New features of the 2017 Institute included a session about meeting students' needs and creating an inclusive classroom, a session on facilitating active learning with CourseWorks (Canvas), and a course site for accessing online materials.



Total number of interactions with faculty participants in CTL workshops: 520

Here's what they said . . .

"Sometimes it seems the easiest route between what needs to be taught and the student is the slide deck . . . Slow Teaching, Deep Learning, however, provided a forum to step back from technology and reconsider what it means to create an authentic learning environment."

— **Diane Rubino**, *Course Associate in the Applied Analytics MS Program* and participant in the Slow Teaching, Deep Learning workshop series

"Over the years, I have come to recognize how important it is for me to find ways of connecting with those I teach in order to make a notoriously challenging subject meaningful and less intimidating to them . . . When I saw the title of this workshop, I thought that it might be helpful in lending substance and a theoretical framework to back up what my instincts have already been guiding me to do. I was not disappointed."

— **Karen E. S. Phillips**, *Senior Lecturer & Director of Undergraduate Studies in the Department of Chemistry* and participant in the Inclusive Teaching workshop series

"Our collaborations with CTL have not only created opportunities for engaged scholarship in the various programs The Heyman Center supports: they have also led to increased awareness on campus of the value of working with community organizations and of the innovative work such collaborations can produce. CTL's promotion of engaged scholarship at Columbia is opening new paths for learning and the meaningful exchange of ideas."

— **Eileen Gillooly**, *Executive Director, Society of Fellows and Heyman Center for the Humanities* and collaborator in Engaged Scholarship workshop series

WORKSHOP SERIES

The CTL's one- to two-hour workshops provide a space for faculty to explore timely topics related to teaching, learning, and instructional technologies. Participants who attend a workshop series develop deeper understanding and skills to apply to their teaching. This year the following workshop series were offered to faculty.

Essentials of Teaching and Learning

The Essentials of Teaching and Learning series offers participants the opportunity to refresh their knowledge of the basics: from syllabus design to grading and rubrics. The CTL ran these workshops during teaching orientations for new faculty in August 2016 and January 2017, as well as two standalone sessions during the fall and spring semesters.

Course Management and Collaboration Tools

The Course Management and Collaboration Tools series offers participants the opportunity to learn how to use CourseWorks (Canvas) and other educational tools for course management and collaboration. This year the CTL held workshops on using EdBlogs and Wikispaces for online collaboration; Mediathread for close reading and annotation of multimedia; and TurningPoint and Poll Everywhere for audience response. See page 27 to learn more about the CourseWorks (Canvas) migration initiative.

Assessing Student Learning

The Assessing Student Learning series offers participants the opportunity to explore ways to improve students' knowledge, skills, and abilities, and show evidence of their teaching success. The CTL held two workshops in this series during the spring semester. The first workshop of the series focused on rubric design and implementation. The second workshop explored classroom assessment techniques (CATs) as key tools to formatively assess student learning.

Inclusive Teaching

The Inclusive Teaching workshops offer participants the opportunity to affirm Columbia's commitment to diversity and inclusion. In workshops held in Fall 2016 and Spring 2017, participants considered strategies for making learning environments more inclusive. After the 2016 presidential election, the CTL held two community conversations where participants reflected on their personal and professional experiences, and shared ideas about how to continue their commitment to diversity and inclusion at Columbia. See page 47 to learn more about the CTL's community conversation events.



Learning Designer **Jason Guzman** and Senior Learning Designer **Paul Stengel** moderate a panel featuring faculty during the final showcase of the RewirED workshop series.

RewirED: Blended Learning

The RewirED: Blended Learning series offers participants the opportunity to harness instructional technologies to make learning environments effective and engaging. The CTL ran the series in Fall 2016 and Spring 2017 on both the Morningside and CUMC campuses. Workshop facilitators from the CTL engaged faculty in foundational concepts, shared stories of how Columbia faculty have integrated technology into their classrooms, and provided opportunities for faculty to think about the workshop content for their own teaching context. Each semester, the series culminated with a faculty showcase in which participants presented on a blended learning approach they had developed for their courses.



Engaged Scholarship

The Engaged Scholarship series offers participants the chance to discover opportunities and resources for developing course-based service-learning experiences that help students put academic concepts into practice. In Fall 2016 the CTL partnered with the Heyman Center for the Humanities to offer the pilot series with the goal of supporting ongoing engaged scholarship activities across multiple disciplines on campus. Based on the success of this pilot series, the CTL offered an expanded workshop series in Spring 2017. The series included three workshops for participants to learn about working with community partners, mentoring students in community settings, syllabus and assignment design, and service-learning assessment strategies.

Case Study Method

The Case Study Method series offers participants ways to use the case study method to promote students' development of critical thinking and problem-solving skills within disciplinary contexts. The CTL ran the case study method workshop series in Fall 2016 and Spring 2017. In Fall 2016 the CTL hosted two informal lunch discussions on case-based teaching and learning with the goal of building a community of practice. In Spring 2017 the CTL hosted three sessions that culminated in an informal implementation lab session for participants to build case-based teaching and learning material for their courses.

Slow Teaching, Deep Learning

The Slow Teaching, Deep Learning series offers participants the opportunity to experience how mindfulness can improve student engagement, enhance active learning, and stimulate inquiry.

Total number of teaching observations provided to faculty: 45

Here's what they said . . .

"[CTL's Teaching Observation service] is a great chance to receive feedback in an extremely professional, detailed, helpful, and confidential way. It is a chance to reflect on your teaching practices, to be prepared to answer questions on your lesson plan and your teaching methodologies, and ultimately to improve as an instructor. It can be also a good way to prepare for a job interview, or before a university review process."

— **Federica Franze**, *Lecturer in Italian* and participant in the Teaching Observation service. Read more about Franze's experience participating in a teaching observation this past fall at www.bit.ly/franzeinsights.

"I requested a teaching observation because I had never had one before . . . my experience was thoroughly positive. The interaction between teacher and evaluator is structured, helping both parties do their job . . . Overall, I'd recommend the experience without hesitation."

— **Andreas Avgousti**, *Lecturer in the Department of Political Science* and participant in the Teaching Observation service.



The CTL ran this series in Fall 2016 and Spring 2017 for the Columbia teaching community. In Fall 2016 the CTL held sessions on mindfulness and meditation, beholding, deep listening, and a special post-election session. In Spring 2017 the CTL held sessions on contemplative reading and writing, and movement practices.

"Pedagogies in Practice" Workshops

The "Pedagogies in Practice" series features guest speakers that share insights about research-based instructional methods and discuss strategies for implementing them in the classroom. This years workshops included:

- "Queer Pedagogy: Reflecting on and Affirming Difference"
- "Teaching with Writing"
- "City as Living Lab: STEAM-powered Action Research in NYC"
- "From Lecturer to Facilitator – Turning Away from the Board in Science and Engineering Courses"

Teaching Orientations

Orientation sessions offer faculty the opportunity to discover a range of teaching and instructional resources at Columbia, to learn about university procedures and policies, and to discuss methods for getting a class off to a good start. This year the CTL held orientation sessions on the Morningside and Columbia University Medical Center (CUMC) campuses for faculty in late August and in early January. The orientation agenda included a welcome to the CTL and teaching at Columbia combined with an interactive "preparing to teach" session. This was followed by three one-hour workshops from the Essentials of Teaching and Learning workshop series. Faculty were also invited to attend walk-in syllabus review consultations prior to the start of the semester. The CTL hosted 66 participants on the Morningside campus and 25 participants on the CUMC campus.

Services

The CTL offers a wide range of free services to help faculty at Columbia become reflective and effective instructors. Services range from consultations and teaching observations to intensive project development and support. This year the CTL provided a total of 1,809 services to faculty.



CONSULTATIONS

Faculty can request in-person consultations to receive support for their teaching and learning needs throughout the year. Consultation topics include curricular design, student engagement strategies, teaching observation and evaluation, the purposeful use of instructional technologies, blended learning, and online education, and many others. This year the CTL provided 1,023 consultations to faculty.

Administrators and academic leaders can also request to work with the CTL to develop custom workshops and sessions where faculty and staff can explore, articulate, and develop strategies to address the specific teaching needs of their department or school. See page 31 to read more about the CTL's customized programs.

TEACHING OBSERVATIONS

Faculty can request teaching observations to receive individualized feedback on their teaching. Through a structured process, consultants observe instructors in the classroom and provide suggestions to improve their teaching. The CTL can also work with schools, programs, and departments seeking to refine their peer-teaching observation practice. The Teaching Observation service launched as a pilot program in Fall 2016 and widened to the Columbia teaching community in Spring 2017.

ASSESSMENT AND EVALUATION

Faculty can request consultations with the CTL to assess the impact of curricular innovations in their classrooms or design evaluation strategies for grants that support teaching and learning and/or professional development on the assessment of student learning. This year

CTL provided 89 consultations to faculty focused on assessment and evaluation.

SUPPORT FOR THE PROVOST'S REQUESTS FOR PROPOSALS

The CTL provides logistical, organizational, and instructional support for two Request for Proposals (RFP) programs from the Office of the Provost. The Hybrid Course Redesign and Delivery RFP and the Massive Open Online Courses (MOOCs) RFP offer faculty small grants and in-kind support from the CTL. A senior faculty committee reviews and selects the proposals to receive grants.

Hybrid Learning Course Redesign and Delivery RFP

The Office of the Provost's Hybrid Learning Course Redesign and Delivery Request for Proposals provides faculty with funds up to \$20,000 and support from CTL to develop innovative pedagogies and technology-rich learning strategies for Columbia courses.



Amanda Irvin, Associate Director of Faculty Programs and Services, chats with a visitor at the CTL Open House.

Hybrid Learning Courses Released in 2016–2017

Below is the list of faculty that released courses in the 2016–2017 academic year with support or advice from the CTL.

SUMMER 2016 COURSES

Laurel Abbruzzese, *Assistant Professor of Physical Therapy*

COURSE: Clinical Geriatrics

Abbruzzese redesigned her course to incorporate the creation of web modules and podcasts for students, collaborative learning activities involving inter-professional team interviews of patient actors, and team reflection activities using iPads in the classroom.

Sarah Hansen, *Lecturer in the Discipline of Chemistry*

COURSE: General Chemistry Laboratory

Hansen redesigned her course to better engage students and assess their learning using online modules, pre-class quizzes, and audience response systems.

Silvia Martins, *Associate Professor of Epidemiology*

COURSE: Principles of Epidemiology

Martins redesigned her course to include recorded video lectures and used just-in-time teaching techniques that promote using class time for more active learning.

FALL 2016 COURSES

Peter Allen, *Professor of Computer Science*

COURSE: Computational Aspects of Robotics

Allen redesigned his course to introduce activities based on an assembled robot mobile platform called GoPiGO that helps students learn key technical concepts of robotic navigation, vision, sensing, and manipulation.

Jonathan Barasch, *Professor of Medicine and Pathology*

COURSE: Molecular Mechanisms

Barasch redesigned his course to introduce videos and extensive problem sets, discussion tools for facilitating Q&A, and novel computer-based simulations of biochemical pathways.

Mary Marshall Clark, *Senior Research Scientist, INCITE*

COURSE: Oral History Method, Theory and Interpretation

Clark redesigned her course to include new media learning modules for video capture, analysis, and interpretation, and a public-facing website for showcasing student work.

Elisabeth Counselman-Carpenter, *Lecturer in Social Work*

COURSE: Advanced Clinical Practice with Children and Families

Counselman-Carpenter redesigned her course to provide students with more class time to explore family practice techniques and to develop digital resources to contribute to the field.

Yaniv Erlich, *Assistant Professor of Computer Science*

COURSE: Ubiquitous Genomics

Erlich redesigned his course to allow more time for active learning, collaboration, and hands-on training in genomics using MinION mobile DNA sequencers.

Deepthiman Gowda, *Associate Professor of Medicine*

COURSE: Foundations of Clinical Medicine Tutorials

Gowda developed Applied Clinical Thinking cases (ACTs) to give first-year medical students the opportunity to apply their knowledge to realistic scenarios.

Kevin Griffin, *Professor of Earth and Environmental Sciences*

COURSE: Forest Ecology

Griffin redesigned his course to introduce video, blogs, and wikis that more effectively integrate the field and lecture components of the course. He also developed field-based technologies to report tree-growth rates in near real time. These tools are available via the Virtual Forest website at www.blackrock.ccnmtl.columbia.edu.

Ioannis Kougiumtzoglou, *Assistant Professor of Civil Engineering and Engineering Mechanics*

COURSE: Mechanics/Uncertainty and Risk in Civil Infrastructure Systems

Kougiumtzoglou redesigned his courses to incorporate pre-class activities that used custom e-learning software to identify key gaps in students' knowledge and tailor group problems accordingly.

Kyle Mandli, *Assistant Professor of Applied Physics and Applied Mathematics*

COURSE: Introduction to Numerical Methods

Mandli redesigned parts of his course to include pair programming techniques and other collaborative activities.

Lance Weiler, *Adjunct Assistant Professor of Film*

COURSE: New Media Producing

Weiler updated his course to include hands-on experiences with various emerging storytelling technologies.

SPRING 2017 COURSES

Federica Franze, *Lecturer in Italian*

COURSE: Advanced Conversation II

Franze improved upon an intercultural exchange project with peers at an Italian institution by allowing students to engage in live one-on-one lessons.

Thomas Groll, *Lecturer in International and Public Affairs*

COURSE: Macroeconomics for International and Public Affairs

Groll introduced an adaptive e-learning homework format that allows students to review and practice the material at their own pace, receive immediate feedback, and tailor practice problems to their needs.

Henry Hess, *Associate Professor of Biomedical Engineering*

COURSE: Fundamentals of Nanobioscience and Nanobiotechnology

Hess redesigned his course using a mixture of class lectures, case studies, and case histories inspired by the active learning approaches practiced in business schools.

Patricia Lindemann, *Lecturer in the Discipline of Psychology*

COURSE: Experimental Psychology: Human Behavior

Lindemann redesigned a selection of course lectures to incorporate group discussion activities and Poll Everywhere for assessing student learning.

Reyes Llopis-Garcia, *Lecturer in Spanish*

COURSE: Intermediate Spanish

Llopis-Garcia created videos that covered the main grammatical structures taught in her course and paired them with short learning modules in CourseWorks.

Caroline Marvin, *Director of Instruction and Lecturer in the Discipline of Psychology*

COURSE: Mind, Brain, and Behavior

Marvin redesigned her course to incorporate videos, quizzes, and audience response systems for formative assessment and student engagement.

Pamela Smith, *Seth Low Professor of History*

COURSE: What is a Book in the 21st Century? Working with Historical Texts in a Digital Environment

Smith further refined her syllabus to include assignments and evaluations that will help set standards in introducing digital literacy to students in the Columbia community.



Hybrid Learning RFP recipient **Laurel Abbuzzese**, Assistant Professor of Rehabilitation and Regenerative Medicine, presents her course redesign at the 2017 Celebration of Teaching and Learning poster session.

Spring 2017 Hybrid Learning Course Redesign and Delivery RFP Grants

Eighteen proposals were selected in the fourth round of awards, bringing the total awards since the fall 2014 to 70.

FALL 2017 COURSES

Sharon R. Akabas, Associate Professor of Nutrition and
Eleanor Sterling, Adjunct Senior Research Scientist
COURSE: Food Ecology and Globalization
PROJECT: "Redesigning an Interdisciplinary Foods Course from a Systems Thinking Perspective"

William E. Bailey, Associate Professor of Materials
Science and Engineering
COURSE: Electronic and Magnetic Properties of Solids;
Mechanical Properties of Materials
PROJECT: "Interactive Web-facing Simulations in the Physical Properties of Materials (two-semester sequence, MSAE4206 and MSAE4215)"

José Antonio Castellanos-Pazos, Lecturer of Portuguese and Spanish
COURSE: Elementary Comprehensive Portuguese I/II for Spanish Speakers
PROJECT: "Maximizing Class Time Learning by Flipping a Classroom: An Elementary Comprehensive Portuguese I/II for Spanish Speakers Course"

William B. Eimicke, Professor in the Practice of International and Public Affairs
COURSE: Public Management Innovation
PROJECT: "EMPA Program Technology Supported Curriculum Redesign"

Kevin Griffin, Professor and Chair, Department of Ecology, Evolution and Environmental Biology
COURSE: Plant Physiological Ecology
PROJECT: "Engaging Students and Improving Learning Outcomes in a Blended Classroom: A Redesign of EESC 4550 Plant Physiological Ecology"

Silvia Martins, Associate Professor of Epidemiology
COURSE: Principles of Epidemiology
PROJECT: "Principles of Epidemiology: An Upgraded Flipped Classroom Proposal"

Caroline Braun Marvin, Director of Instruction and Lecturer in the Discipline of Psychology
COURSE: Mind, Brain, & Behavior
PROJECT: "Engagement through Exploration and Experimentation: Building "21st-Century Skills" in an Introductory Neuroscience Course"

Ansaf Salleb-Aouissi, Lecturer in Discipline
COURSE: Artificial Intelligence MicroMasters
PROJECT: "Adding a Chatbot to Answer FAQs in Massive Open Online Courses"

Soda Mariame Iyane Sy, Lecturer in Discipline
COURSE: Elementary Wolof
PROJECT: "A Technology-based Supplemental Redesign for Elementary Wolof"

SPRING 2018 COURSES

Angelina Craig-Florez, Senior Lecturer in Discipline
COURSE: Spanish Intermediate II
PROJECT: "Beyond the Textbook: A Hybrid Redesign for Spanish Intermediate II"

Lenin Grajo, Assistant Professor at CUMC
COURSE: Theories of Measurement and Instrument Development
PROJECT: "Developing Client-Centered and Function-based Outcome Measures through a Hybrid Doctoral Course on Measurement and Instrumentation"

Thomas Groll, Lecturer in Discipline
COURSE: Macroeconomics for International and Public Affairs
PROJECT: "Adaptive e-Learning in Economics"

Thai Jones, Herbert H. Lehman Curator for American History
COURSE: The Sixties in the Archive
PROJECT: "Hybrid Learning and Redesign Course Proposal for the Sixties in the Archives"

Shantanu Lal, Associate Professor of Dental Medicine at CUMC
COURSE: Pediatric Dentistry
PROJECT: "Virtual Reality For Dental Anxiety Management: A Paradigm Shift In Healthcare Education"

Letty Moss-Salentijn, Edward V. Zegarelli Professor of Dental Medicine
COURSE: Local Anesthesia
PROJECT: "Local Anesthesia: VR/AR Learning Tool Development"

José P. Ruiz Campillo, Senior Lecturer
COURSE: Elementary Spanish II
PROJECT: "Building Gamification and Interactivity to Drive Out-of-Class Work in Spanish Language Courses"

Bette Weneck, Associate Director and Lecturer, Center on History and Education
COURSE: History of Education in New York City
PROJECT: "Mapping the History of Education in New York City"

SUMMER 2018 COURSES

Kathleen Mullen, Assistant Professor of Nursing
COURSE: The Science of Nursing Practice
PROJECT: "Team-Based Learning of the Nursing Process"

Massive Open Online Courses RFP

The Office of the Provost's Massive Open Online Courses (MOOCs) Request for Proposals provides faculty with funds up to \$25,000 and support from CTL to develop innovative online courses that stimulate curiosity and intellectual exploration, and make more visible the teaching and research activities of the University.

MOOC instructors partner with the CTL to develop a learning design for media production and course delivery. Below is the list of MOOCs complete and released in the 2016-2017.

MOOCs Released in 2016-2017

Global Muckraking: Investigative Journalism and Global Media (MOOC RFP 2016)

Anya Schiffrin, *Director of the Technology, Media, and Communications specialization at Columbia University School of International and Public Affairs*

This five-week MOOC explored the vital role that journalism has played in fighting injustice and wrongdoing over the last 100 years, and delved into the current trends reshaping investigative reporting in the digital age. Released February 2017 on edX.

Innovating Instruction:

Reimagining Teaching with Technology

Ellen B. Meier, *Director and Co-Founder of the Center for Technology and School Change at Teachers College, Columbia University*

This four-week course prepared K-12 educators to integrate technology through the use of a design-based process. As a part of the White House Connected Initiative, U.S. teachers and students who participated in this course will be eligible for free Verified Certificates. Released May 2017 on edX.

Freedom of Expression in the Age of Globalization

Dr. Agnès Callamard, *Director of the Columbia University Global Freedom of Expression*

This six-week course provided an introduction to political expression, freedom of the press, and freedom of expression—complex fundamental rights at the heart of today's many global challenges and controversies. Released October 2016 on edX.

"Collaboration was a big part of this course. It allowed students to see each other's strengths and weaknesses, and learn from each other. In addition to a group project that they worked on together they also worked together to solve problem sets during the seminar sessions. I think this was important for them because when you work in research, you work in collaboration with others."

— Eva Siegel, Seminar Leader for the Principles of Epidemiology course. Watch an interview with Hybrid Learning RFP recipient **Silvia Martins**, Associate Professor in the Department of Epidemiology, and her co-instructors to learn more about the innovative redesign of her Principles of Epidemiology course: www.bit.ly/martinsspotlight.

Spring 2017

Massive Open Online Courses RFP

Below are five selected proposals from the Spring 2017 RFP. This brings the total awards for the MOOC RFP to 12 since Spring 2016.

An Introduction to Causal Inference

Michael Sobel, *Professor of Statistics*

Introduction to Computer Vision

Shree Nayar, *T.C. Chang Professor of Computer Science*

Rethinking the Protection of Children in Disaster and War

Neil Boothby, *Allan Rosenfield Professor of Forced Migration and Health*; **Mark Canavera**, *Associate Director of Strategy & Practice*; and **Hanna-Tina Fischer**, *Associate in Population and Family Health*

The Indian and Tibetan Contributions to the River of World Buddhism

Robert Thurman, *Jey Tsong Khapa Professor of Indo-Tibetan Buddhist Studies*

Use of Antiretroviral Drugs for Treating and Preventing HIV Infection

Susan Michaels-Strasser, *Assistant Professor of Epidemiology*



Alice Kessler-Harris, R. Gordon Hoxie Professor of American History Emerita, explores the history of women in America in the Women Have Always Worked MOOC.

Science of Learning: What Every Teacher Should Know

Pearl Kane, *Klingenstein Family Professor for the Advancement of Independent School Education at Teachers College*, and **Kevin Mattingly**, *Adjunct Associate Professor at Teachers College*

This self-paced course explores, through current research, how we learn—the way our brain makes, stores, and retrieves memories. As a part of the White House ConnectED Initiative, U.S. teachers and students in high-need schools who participate in this course will be eligible for free Verified Certificates. Released November 2016 on edX.

Women Have Always Worked – The U.S. Experience 1700–1920

Women Have Always Worked – The U.S. Experience 1920–2016

Alice Kessler-Harris, *R. Gordon Hoxie Professor of American History Emerita*

This two-part, self-paced course explores the history of women in America and introduces students to historians' work to uncover the place of women and gender in America's past. Released Spring 2017 on edX.

MOOCs in Development

Corporate Finance

Daniel Wolfenzon, *Stefan H. Robock Professor of Finance and Economics*

Crisis Resource Management

Vivek Moitra, *Associate Professor of Anesthesiology*;
Jessica Leia Spellman, *Assistant Professor of Anesthesiology*;
David Oren Kessler, *Assistant Professor of Pediatrics*

From Soldier to Student:

Skills for a Successful Transition to College

Robert J. Jenkins, *Senior Assistant Dean of Students*



View trailers for recently released MOOCs at www.bit.ly/ctl-moocplaylist.

Pediatric HIV E-Learning for Nurses and Midwives in Sub-Saharan Africa

Susan Michaels-Strasser, Assistant Professor of Epidemiology

Instructional Technology Support

The CTL helps members of the Columbia teaching community effectively integrate instructional technologies in their teaching practice. Faculty and instructors can get advice, training, and support to experiment with a rich portfolio of online platforms and digital and media tools to turn classrooms into active spaces for learning. The CTL also supports custom software development and media production driven by the faculty's teaching and assessment goals. These efforts allow faculty to stay on the cutting edge of instructional technologies.

Columbia's learning management system, CourseWorks, is at the center of many instructional technology activities. CourseWorks is supplemented and enhanced by other tools that support a range of instructional objectives, such as tools for online collaboration, presentations, lecture capture, audience response, media annotation, and electronic portfolios. The CTL researches and experiments with new digital and media tools, expanding the opportunities for instructional activities that can be enhanced by technology.

Faculty, graduate students, postdocs, and staff can request in-person support or access online resources for using a range of instructional technologies. This year the CTL participated in the following initiatives to support the use of instructional technologies among Columbia faculty.

CourseWorks Migration Initiative

In partnership with CUIT, the CTL supports faculty and administrators in the migration from the Sakai-based learning management system to Canvas. The CTL's learning designers facilitate training workshops and labs, and they are available for consultations by phone, email, or in person. This year the CTL offered more than 50 CourseWorks (Canvas) workshops and trained over 300 faculty, teaching assistants, and staff to support the transition to the new learning management system. To date, six schools, several departments, and many early adopters have successfully transitioned. Over 20,000 individuals are using Canvas daily for teaching and learning. The CTL also continued to offer a limited number of CourseWorks (Sakai) workshops to support instructors still using that system.

Do-It-Yourself (DIY) Media Stations

Faculty wishing to use a blended or a flipped classroom approach are increasingly interested in learning to create their own videos, quiz widgets, online learning modules, animations, and simulations. To meet this demand, the CTL installed DIY Media Stations in our offices at Morningside and CUMC with a wide selection of software and hardware for experimentation and production.

Media and Software Development Projects

Faculty can partner with the CTL to develop online environments to support and enrich students' learning. These projects typically feature unique media productions, online tools, and interactive materials. CTL programmers, designers, and media producers collaborate with faculty to create reusable and scalable software and applications. Such projects can serve students at Columbia and beyond. The CTL also supports the recipients of the Office of the Provost's Request for Proposals for Hybrid Learning Course Redesign and Delivery and Massive Open Online Courses (MOOCs). The following is a list of projects released or in development during the 2016-17 academic year.



Learning Designer **Andrew Flatgard** helps faculty experiment with technologies for engaging students in the classroom during the Active Learning Institute: Flipped Classrooms and Beyond.

Black Sea Networks

Department of Slavic Languages

URL: blackseanetworks.org

The CTL supported a research-a-thon for the Black Sea Networks project. The research-a-thon aimed to compile a database that will allow researchers to map the spread of these linguistic units against known Black Sea trade routes. The resulting data set will be available for other scholars to use in their own research, expand to adjacent regions, or re-imagine in other ways. The initiative is a recipient of Columbia's Presidential Global Innovation Fund for 2016-2018.

Columbia University and Slavery

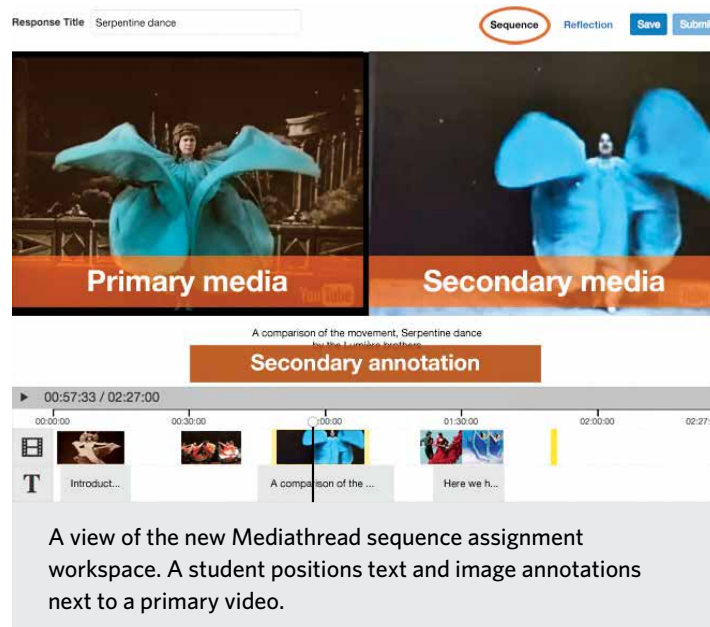
Department of History

URL: columbiaandslavery.columbia.edu

On January 30, University President Lee C. Bollinger hosted an event in Low Memorial Library for the release of *Columbia University and Slavery*, a website created by Columbia faculty, students, and staff to present information to the public about Columbia's historical connections with the institution of slavery. This CTL-produced site contains a wealth of material about the University and individuals connected with it, including primary sources, interviews with historians, and a preliminary report authored by Professor Eric Foner, DeWitt Clinton Professor of History. Much of the content was derived from student research in the Department of History's Columbia University & Slavery course.



Jordan Brewington, CC '17, and Jared Odessky, CC '15, discussed their research projects during a Q&A session at the January 30 launch of the Columbia University and Slavery website.
CREDIT: Eileen Barroso, University Photographer.



Edward M. Kennedy Prize

Columbia University Libraries

URL: kennedyprize.columbia.edu/2016-miranda

The CTL works with the winning playwrights each year to create a public web page with an educational video and resources about the play. This past year the winner was Lin-Manuel Miranda's *Hamilton*.

Digital Footprints – Mediathread

Paul Scolieri, Associate Professor in the Department of Dance at Barnard College

URL: mediathread.info/content/spring-2017-new-sequence-assignment-type-launches

The CTL partnered with Scolieri on a new functionality for Mediathread—the CTL-authored innovative, open-source platform for exploration, analysis, and organization of web-based multimedia content. This new feature allows students in Scolieri's Digital Footprints course to create original multimedia compositions by selecting, juxtaposing, and annotating archival films. Digital Footprints is part of a four-year grant from the Andrew W. Mellon Foundation to create courses that allow students to partner with New York City cultural institutions for open-source digital and design projects.



The CTL produced interviews with **Lin-Manuel Miranda**, an award-winning composer, lyricist, and performer. Miranda's *Hamilton* was the recipient of the 2016 Edward M. Kennedy Prize for Drama Inspired by American History.

Digital Literacy Competency Calculator

Pamela Smith, *Seth Low Professor of History*

URL: ccnmtl.github.io/digital-literacy/index.html

The open source Digital Literacy Competency Calculator represents the connection between digital literacy competencies and the teaching and learning practices that produce them. This customizable representation format allows learners to see what is involved in mastering a digital skill and how a specific learning experience contributes to their mastery. Prototypes for the Competency Calculator were developed as part of Hybrid Learning faculty awardee Pamela Smith's course redesign and piloted during the Digital Literacy for Instructional Practices Seminar. Columbia University Libraries was a partner in the development.

Dissemination of WORTH in Transitional Settings

Dr. Louisa Gilbert, *Co-Director of the Social Intervention Group (SIG) at the Columbia School of Social Work*

WORTH (Women on the Road to Health) is an HIV prevention intervention delivered on a tablet platform either self-paced or facilitated by a health educator for women transitioning out of prison in New York and Connecticut. WORTH Transitions builds on the CTL and SIG's previous intervention projects to provide core prevention information and skill-building activities for participants, and includes a narrative and cast of video characters who help lead participants through the

intervention exercises. WORTH Transitions is funded by the Substance Abuse and Mental Health Services Administration (SAMHSA).

Human Rights Watch

Jo Becker, *Director for Human Rights Watch Children's Rights Division and SIPA Human Rights and Humanitarian Policy Adjunct Associate Professor*

URL: bit.ly/HRWplaylist

The CTL worked with Becker to produce a series of videos on practical human rights advocacy techniques as part of a new flipped classroom approach to her Human Rights Skills and Advocacy course. The videos feature interviews with experts on successful human rights campaigns and highlight particular areas of focus such as working with legislators and the UN, and cooperation between local and international rights groups.

Masivukeni

Robert Remien, *Director of the HIV Center for Clinical and Behavioral Studies*

URL: masivukeni2.ccnmtl.columbia.edu

Masivukeni, which translates to "Let's wake up!" in the Xhosa language, is a computer-supported program designed to help patients in South Africa stay on their antiretroviral medication. At the close of the grant in June 2017, the CTL team had made a sustainable version of the application available for future trainings.

Multidisciplinary Approaches to Children's Oral Health (MATCH)

Population Based Approaches to Patient Service and Professional Success (PASS)

Dr. Burton Edelstein, *Professor of Dental Medicine and Health Policy at the College of Dental Medicine*

URLS: match.ctl.columbia.edu, pass.ctl.columbia.edu

The CTL released sustainable versions of two learning environments used for educating and training dental professionals at Columbia University and beyond. The simplified low-maintenance websites can be offered to all healthcare professionals through the Public Health Foundation's TRAIN online training platform. MATCH and PASS were funded over a five-year period by grants from the Health Resources and Services Administration (HRSA) to Edelstein.

Office of the National Coordinator for Health Information Technology Workforce Training Grant

Rita Kukafka, *Associate Professor of Sociomedical Sciences and Biomedical Informatics at the Mailman School of Public Health*

The CTL partnered with the client team to develop a case-based curriculum to train incumbent health care workers to use new health information technologies in a variety of settings. At the close of the grant in June 2017, more than 1,000 learners had received certificates for completing the training on the Coursera MOOC platform.

POLAR Hub

Stephanie Pfirman, *Professor of Environmental Science at Barnard College*

URL: thepolarhub.org

The Polar Learning and Responding (PoLAR) Hub is a website that provides up-to-date, easy-to-understand information and resources vetted by leading climate scientists and education experts on climate change at the Arctic and Antarctic poles. The CTL provided website development and information design support for this five-year project ending August 2017.

Public Health Training Center

Marita K. Murrman, *Associate Professor of Sociomedical Sciences at the Mailman School of Public Health*

URL: region2phtc.org

The Region 2 Public Health Training Center's mission is to enhance the current and future public health workforce's ability to effectively deliver the Essential Public Health Services (EPHS) to the populations of New York, New Jersey, Puerto Rico, and the U.S. Virgin Islands. For this project, the CTL provides instructional design support for learning modules and video capture and editing support for a monthly webinar series.

Women Initiating New Goals for Safety (WINGS)

Dr. Louisa Gilbert, *Co-Director of the Social Intervention Group at the Columbia School of Social Work*

URL: bit.ly/WINGSpreview

The CTL collaborated with Gilbert and colleagues to produce a free online version of the Women Initiating New Goals for Safety (WINGS) tool. WINGS is a self-paced screening, brief intervention, and referral to treatment (SBIRT) tool that seeks to reduce intimate partner violence and improve relationships among women.

Other projects of note in 2016-2017:

Teach Dentistry Sustainability

URL: teachdentistry.org

Footprints – Jewish Books Through Time and Space

URL: footprints.ccnmtl.columbia.edu

ELDEX – Urban Education Leaders Collaborative

URL: eldex.org

Virtual Forest Initiative

URL: blackrock.ccnmtl.columbia.edu

The Living and Thriving Project

URL: livingandthriving.ctl.columbia.edu

Learn more about the CTL's expertise in software development and media production at ctl.columbia.edu/support/project-development.

Customized Programs and Services

Columbia University Medical Center

The CTL provides the Columbia University Medical Campus (CUMC) faculty, students, and administrators pedagogical and instructional technology support. The Center also consults with academic deans, department chairs, and individual faculty to support proposals for internal programs such as the Provost's Office RFP and external grants. It holds regular events and workshops to expand the reach of its programs and services.

The CTL offers a range of faculty development programs and events to connect Columbia instructors to effective teaching approaches, resources, and instructional technologies. The CTL's flagship CUMC program, the CUMC Summer Institute for Teaching and Learning is collaboration between the CTL, the Office of Academic Affairs and the teaching academies. Now in its tenth year, this event attracts junior faculty from all medical center schools.

The CTL also offers CUMC faculty and schools a range of services such as syllabus and course design consultations, basic support covering CourseWorks (Canvas) and other instructional technologies, and more expansive partnerships through CTL projects.

Interactions with CUMC faculty: 716

Interactions with CUMC faculty at CTL programs and events: 247

Services provided to CUMC faculty: 469

This year the CTL facilitated several customized workshops and information sessions to address the specific teaching needs of schools, departments, and other academic units at CUMC.

SCHOOLS

College of Dental Medicine

In collaboration with the Center for Education Research & Evaluation (CERE), the CTL developed a three-part workshop series to explore strategies for assessing students in clinical learning environments.

- "Essentials of Teaching and Learning: Grading, Rubrics, and Feedback" (December 16, 2016): This workshop introduced instructors to assessment basics, effective feedback practices, and rubric implementation with a focus on improving student learning. Participants



The CTL offers programs and services for faculty at the Columbia University Medical Center.

discussed formative and summative assessment, analyzed feedback techniques, and practiced using a grading rubric.

- “Global Assessment of Student Knowledge, Skills, and Attitudes in the Clinical Environment” (March 8, 2017): This workshop introduced the basic principles of assessment in the clinical setting. Participants discussed the purpose and essential elements of a global assessment instrument.
- “Providing Effective Feedback and Learning Opportunities in the Clinical Environment” (April 26, 2017): In this workshop participants practiced strategies for providing more effective feedback and learning opportunities in the clinical environment.

Mailman School of Public Health

Inclusive Teaching Institute (February 15, March 13, and March 24, 2017): The CTL collaborated with colleagues in Mailman to design a one-day institute for instructors in the Core Curriculum. Participants used case studies and reflective activities to consider the roles of privilege in teaching, instructors’ responsibility for managing instructional power, and strategies for creating an inclusive course climate.

Orientation for Teaching Assistants in the Core Curriculum (August 29, August 31, and September 1, 2016; February 6 and April 26, 2017): This workshop provided an overview of the learning management system and covered teaching assistants’ key responsibilities including grading assignments and quizzes, adding files and resources, creating meeting times, and updating the course calendar.

DEPARTMENTS

Department of Biomedical Informatics

Orientation for Students in the Health Information Technology Certificate Program (August 30, 2016): This workshop provided an overview of the learning management system for students in this hybrid certificate program. Students were introduced to tools for accessing course content, taking quizzes and other assessments, creating and participating in discussion forums, and web conferencing.

CENTERS

HIV Center

“Developing Online Training: Tools and Platforms” (April 25, 2017): HIV Center researchers often need to create remote training materials for research project staff

working in international settings. Participants of this workshop learned about tools and platforms for designing online learning experiences.

Academic Units

SCHOOLS

This year the CTL facilitated several customized workshops and information sessions to address the specific teaching needs of schools, departments, and other academic units.

Barnard College

“Including First Generation College Students in the Barnard Classroom” (April 24, 2017): This workshop engaged participants in a Barnard-specific conversation about teaching first-generation college students. Participants examined classroom case studies and applied inclusive principles to interactions. They also developed and shared classroom strategies for faculty to better meet the needs of students.

DEPARTMENTS

Department of Latin American and Iberian Cultures

“Digital Alternatives to Textbooks” (December 2, 2016): The CTL facilitated a presentation on leveraging CourseWorks (Canvas) and other web tools to increase student motivation and engagement in and out the of the classroom.

Department of Music

“Using Mediathread in Music Humanities” (September 1, 2016): The CTL facilitated a workshop on using Mediathread’s multimedia annotation tools to teach concepts in Music Humanities.

INSTITUTES

Human Rights Advocates Program, Institute for Study of Human Rights

“Improving Teaching with Educational Technology” (December 9, 2016): This workshop explored instructional approaches and educational technologies that advocates can use to meet various instructional goals and engage their learners in blended and online course contexts.

Support for Graduate Students

The Center for Teaching and Learning supports the professional development of Columbia graduate students across the University with current or future teaching responsibilities. It also offers an array of support to graduate students to help them reflect on, improve, and measure their teaching at Columbia. Graduate students participating in the CTL's programs and services develop a sense of pedagogical agency, interdisciplinary exchange, and peer-driven inquiry that helps prepare them for the future in a variety of academic and professional settings. They also develop instructional practices that are learner-centered and inclusive. This section highlights the range of programs and services offered to graduate students by the CTL.

University-Wide Programs and Services for Graduate Students

The CTL offers professional development programs and events that connect Columbia graduate students to effective teaching approaches, resources, and instructional technologies. The CTL runs a wide variety of offerings so that graduate students can choose the right amount of engagement in teaching development at any given stage in their academic programs. This year the

CTL had 2,251 interactions with graduate students at CTL programs and events.

This section highlights programs offered to graduate students during 2016–2017 along with selected testimonials from participants.

PROGRAMS

Fellowships

Columbia doctoral students can apply for paid fellowship opportunities at the CTL that provide them with sustained professional development experience. This year the CTL offered the Lead Teaching Fellowship and the Teaching Observation Fellowship.

Lead Teaching Fellows

Lead Teaching Fellows (LTFs) produce teaching-related events and workshops for peers in their home departments. This year Senior Lead Teaching Fellows mentored a roster of 33 Lead Teaching Fellows as they designed and produced over 60 teaching-related workshops and discussions across the University with support from the CTL. See page 42 for a list of LTF-facilitated workshops customized for schools and departments. LTFs also participated in a series of gatherings to plan and reflect on their departmental events.

2016–2017 Senior Lead Teaching Fellows

Franziska Landes , Department of Earth and Environmental Sciences	Tabea Weitz , Department of Germanic Languages
Sahar Ullah , Department of Middle Eastern, South Asian, and African Studies	Ben Hansberry , Department of Music
Max Hayward , Department of Philosophy	Hadas Aron , Department of Political Science

2016–2017 Lead Teaching Fellows

Jonah Rowen , The Graduate School of Architecture, Planning and Preservation	Charles Kang , Department of Art History and Archaeology
Andrea Derdzinski , Department of Astronomy	Neda Bassir Kazeruni , Biomedical Engineering Department
Elizabeth Bailey , Department of Chemistry	Alyssa Manz , Department of Chemistry
Evan Jewell , Classical Studies Program	Jeremy Simmons , Classical Studies Program
Maria Combatti , Department of Classics	Laura Haynes , Department of Earth and Environmental Sciences
Allison Bernard , Department of East Asian Languages and Cultures	JM Chris Chang , Department of East Asian Languages and Cultures

Cameron LaPoint , Department of Economics	Matthew Margini , Department of English and Comparative Literature
Victoria Wiet , Department of English and Comparative Literature	Alyssa Greene , Department of Germanic Languages
Mary Freeman , Department of History	Irene Bulla , Department of Italian
Nicole Hughes , Department of Latin American and Iberian Cultures	Almudena Marin Cobos , Department of Latin American and Iberian Cultures
Braden Czapla , Department of Mechanical Engineering	Maeve Sterbenz , Department of Music
Elizabeth Heitkemper , School of Nursing	Adam Blazej , Department of Philosophy
Alexander Rigas , Department of Philosophy	Rainer Corley , Department of Physics
Luise Papcke , Department of Political Science	Zachary Ugolink , Department Religion
Molly Rose Avila , Department of Slavic Languages	Ryan Hagen , Department of Sociology
Caitlin McMahon , Department of Sociomedical Sciences	Ana Varela Varela , Sustainable Development Program
Emily Madison , Theatre Program	

Teaching Observation Fellows

Teaching Observation Fellows (TOFs) are Columbia doctoral students who work closely with the CTL, peer mentors, and each other across the academic year to assess and reflect on targeted elements of classroom teaching. The fellowship helps them to develop critical perspectives on the design, implementation, and assessment of teaching by observing each other in various settings and offering structured feedback.

This year two Senior Teaching Observation Fellows mentored 14 Teaching Observation Fellows. TOFs participated in formal and formal observations of one another's teaching, microteaching sessions, and observations of faculty. Having completed this fellowship, TOFs will be qualified to join a cohort of trained teaching consultants next year.

2016-2017 Senior Teaching Observation Fellows

Allison DeWitt , Department of Italian	Nicole Gervasio , Department of English and Comparative Literature
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2016-2017 Teaching Observation Fellows

Daniel Barulli , Department of Psychology	Kirsten Blancato , Department of Astronomy
Maria Bo , Department of English and Comparative Literature	Logan Brenner , Department of Earth and Environmental Sciences
Elena Carazo , Department of Biological Science	Zachary Domach , Department of Religion
Erica Drennan , Department of Slavic Languages	Mahmood Gharavi , Department of Religion
Ani Kodzhabasheva , Department of Art History and Archaeology	Brittany Koffer , Department of Philosophy
Niki Krieg , Department of Italian	Haixing Li , Department of Applied Physics and Applied Math
Andrew Pinkard , Department of Chemistry	Colin Raymond , Department of Earth and Environmental Sciences

CIRTL Fellowship

The CIRTL Fellow is a key component of Columbia's institutional partnership with the Center for the Integration of Research, Teaching and Learning (CIRTL) Network. (See page 52 in the "External Visibility" section to learn more about the CIRTL Network.) This fellowship provides a select science, technology, engineering and math (STEM) doctoral student with opportunities to serve in a leadership role on campus and participate in networking opportunities with STEM leaders across 43 member institutions. Drawing on resources provided through the CIRTL Network and the CTL, the CIRTL Fellow promotes and supports CIRTL learning communities and workshops on the Morningside and CUMC campuses. He or she also serves as a mentor to STEM peers during the year.

The 2016-2017 CIRTL Fellow Susie Newcomb led the STEM Teaching and Learning Community for graduate students and postdocs. See page 38 for more details about this program.

OTHER PROFESSIONAL DEVELOPMENT OPPORTUNITIES

Columbia doctoral students can also apply for other paid professional development opportunities, in which they are trained and supported by CTL to offer teaching support services to peers. Priority is given to applicants who have previously participated in CTL institutes or fellowship programs.

Microteaching Facilitators

Microteaching Facilitators run sessions in which 3-4 participants deliver short samples of instruction and receive feedback from the facilitator and other session participants. Facilitators follow a structured process and use materials created at the CTL. For some sessions, they also capture and replay video footage during the session. After the session, facilitators author and distribute a brief follow-up report.

2016-2017 Microteaching Facilitators

- Allison DeWitt, Department of Italian
- Massimiliano Delfino, Department of Italian
- Carlos Diez, Department of Neurology
- Meiping Sun, Department of Economics
- Kate Turetsky, Department of Psychology



Lead Teaching Fellows gather for an end-of-year gathering with **Mark Phillipson**, Director of Graduate Student Programs and Services.



CIRTL Fellow **Susie Newcomb** leads a session on backward design for postdocs, graduate students, and other instructors participating in the STEM Teaching and Learning Community.

"While the LTF program did demand some time investment, the benefits of this program are more than worth it. I learned so much not only about teaching and pedagogy, but also just about organizing events and public speaking. By participating in this program, I met amazing people and got a whole new insight into teaching and learning in various departments. I am so glad I participated and can highly recommend it to anybody interested!"

— **Alyssa Manz**, *Graduate Student in the Department of Chemistry and 2016-2017 Lead Teaching Fellow*

"The frantic pace of research, writing, and teaching that invariably shapes my semesters usually leaves little time for assessing my core of go-to teaching and learning approaches, let alone reflect on teaching as a profession. Participating in the Lead Teaching Fellows program provided this important opportunity."

— **Allison Bernard**, *Graduate Student in the Department of East Asian Languages and Cultures and 2016-2017 Lead Teaching Fellow*

"The TOF program helped me realize the benefit of teaching development as a communal activity. Throughout the year I got to talk about teaching and pedagogy with many different instructors, and realize that new instructors, regardless of discipline, have similar concerns and worries about teaching. This not only made me more confident in myself as a new instructor, but also made me realize that my peers can be a great source of help and inspiration when it comes to teaching."

— **Kirsten Blancato**, *Graduate Student in the Department of Astronomy and 2016-2017 Teaching Observation Fellow*

Teaching Consultants

Teaching Consultants provide teaching observation services to instructors at Columbia. These observations are structured, confidential, formative, and overseen by CTL staff. Graduate student Teaching Consultants are trained in the protocols of observing peers through a year-long participation in the Teaching Observation Fellowship.

2016-2017 Teaching Consultants

- Nassime Chida, Department of Italian
- Holly Myers, Department of Slavic Languages
- Alex Fabrizio Sumpter, Department of English and Comparative Literature

Institutes

The CTL's multi-day institutes offer a concentrated experience for graduate students who wish to immerse themselves in exploring and practicing new teaching approaches, applications, and skills. With astute hands-on guidance from CTL facilitators and invited experts, graduate students experience a number of activities and reflections that strengthen their hold on best practices in teaching and learning.

The CTL's institutes require an application from interested graduate students. The CTL offered the Innovative Teaching Summer Institute during the 2016-2017 year.

Innovative Teaching Summer Institute

The Innovative Teaching Summer Institute (ITSI) is an intensive, multi-day series of workshops, discussions, and posted reflections for graduate students centered on the effective use of instructional technologies and pedagogical approaches. Interested graduate students must apply to participate. By the end of the Institute, each participant defines, revises, and presents an innovative assignment that exemplifies his or her instructional priorities.

During the 2017 Institute, participants were tasked with developing their assignments with specific learning goals and planning assessments to measure their students' progress in meeting those goals. Fifteen Columbia faculty and graduate student instructors inspired participants by discussing their own innovative teaching projects—including case studies, role playing games, projects cultivating digital literacies, multimedia creation and analysis, and other learner-centered student activities. Participants embarked on "field trips" to several locations on campus to try out a variety of instructional technologies and advanced pedagogies, and learn about campus and online resources that could help them meet their goals.

Seminar Programs

The CTL defines seminars as a set of related sessions on a focused topic typically held during one semester. Each cohort comes to the seminar with relevant teaching experience and an interest in engaging with peers in a series of connected online modules, in-person workshops, and group discussions engaging with timely teaching and learning topics.

This year graduate students were invited to apply for the Digital Literacy Seminar and the Reflective Teaching Seminar programs. See page 15 in the “Support for Faculty” section to learn more about the CTL’s seminar programs.

CTLgrads Learning Communities

Working with support from the CTL, Senior Fellows in the CTL’s fellowship programs work in interdisciplinary pairs to design and co-facilitate three-part series on teaching and learning topics. Discussion draws on educational research and literature, and addresses particular interests that graduate students have as they cultivate instructional practices in today’s teaching and learning environment.

This year Senior Fellows hosted the following learning communities for their peers:

- Role Play and Inclusive Teaching (Fall 2016)
- Addressing Race and Gender Bias in the Classroom (Fall 2016)
- Activist Pedagogy in the Trump Era (Spring 2016)
- Columbia International: Cultural Diversity Among Teachers and Students (Spring 2016)



Graduate student participants and CTL facilitators gather for a group photo at the 2017 Innovative Teaching Summer Institute.

Total number of graduate student participants at the 2017 Innovative Teaching Summer Institute: 52

Here’s what they said . . .

“The biggest thing that impacted me at ITSI was conversation with my peers, and watching other people present their posters and pitch their assignments . . . seeing the enthusiasm and the love that really goes into people’s teaching and the creative ways in which they hope to make their students equally passionate about what matters to them.”

— **Christina McGrath**, *Doctoral Student in the Department of Italian* and participant in the 2017 Innovative Teaching Summer Institute

“ITSI changes your understanding of what teaching can be. People are often thrown into teaching, we don’t always appreciate that it’s a skill you can learn. Having this kind of supportive environment that really allows you to explore and push yourself, [along with] other people doing the same thing, is really inspiring, and it’s a rare experience. Once you go through this, you can then take that experience into your professional life.”

— **Caitlyn McMahon**, *Doctoral Student in the Department of Sociomedical Sciences in the Mailman School of Public Health* and participant in the 2017 Innovative Teaching Summer Institute



STEM Teaching and Learning Community

The STEM Teaching and Learning Community, sponsored by the Office of Postdoctoral Affairs and the CTL, is open to all graduate students and postdocs in science, technology, math or engineering fields. The program offers participants the opportunity to learn about evidence-based approaches to undergraduate teaching and form a learning community with their STEM colleagues. In 2016-17 this learning community was

led by CIRTl Fellow Susie Newcomb, and focused on backward design in STEM teaching.

Workshop Series

The CTL's one- to two-hour workshops provide a space for graduate students to explore timely topics related to teaching, learning, and instructional technologies. Participants who attend a workshop series develop deeper understanding and skills to apply to their teaching. Graduate students are also welcome to attend a range of workshops designed for faculty (see page 18) if they meet the requirements and space allows. This year the following series were specifically offered to graduate students.

Teachers' Lounge

The Teachers' Lounge series offers participants an informal space to gather for pizza and conversation. In Fall 2016 the series focused on engaging international perspectives in the classroom. Participants heard directly from international graduate and undergraduate students at Columbia, and from faculty designing learning activities in international environments for their students. In Spring 2017, the series focused on approaches to class discussion that genuinely engage a diverse range of students, drawing on the work of Stephen Brookfield, Donald Finkel, the University of Michigan's Center for Research in Learning and Teaching, and the Ford Foundation Difficult Dialogues in Higher Education series.

Total number of graduate student participants in seminar programs: 34

Here's what they said...

"I found the course extremely useful in many respects. First, I was able to apply some of the lessons from the course into my teaching during the same spring semester. Second, as I am teaching this summer a course of my own design, the takeaways on designing learning goals, activities, and assessments became very useful. Finally, I did develop a sense of community with other facilitators, and with participants."

— **Hadas Aron**, Graduate Student in the Department of Political Science and a student facilitator in the Fall 2016 cohort of the Reflective Teaching Seminar

Collaborative Learning

The Collaborative Learning series offers participants the opportunity to explore group learning activities and the digital technologies that support them. The CTL ran this series in Spring 2017. Participants were encouraged to attend all three workshops in the track: “Modes of Collaborative Learning,” “Mobilizing Collaborative Learning,” and “Assessing Collaborative Work.” By the end of the track, participants had developed a fully conceptualized group learning assignment and a strategic assessment plan. The series was also attended by faculty members.

Documenting Your Teaching

The Documenting Your Teaching series offers participants the opportunity to document evidence of their teaching experiences and prepare for a teaching career after graduate school. In Fall 2016 and Spring 2017, the CTL ran a two-part Teaching Statement Sprint as part of this series. The series offered participants a hands-on opportunity to prepare a teaching statement for the academic job market. In Spring 2017 the CTL offered a two-part sequence, “Building a Teaching Portfolio,” that prepared graduate students to represent and reflect on their development as instructors.

Slow Teaching, Deep Learning

The Slow Teaching, Deep Learning series offers participants the opportunity to experience how mindfulness can improve student engagement, enhance active learning, and stimulate inquiry.



Total number of interactions with graduate students at workshops: 1,830

Here's what they said . . .

“The workshops I have attended on Teaching Statements and Building a Teaching Portfolio forced me to assemble my teaching materials into a coherent, legible, and attractive summation of my pedagogical capabilities and philosophy.”

— **Evan Jewell**, Graduate Student in the Department of Art History & Archaeology and participant in Documenting Your Teaching workshop series

“I appreciated how [CIRTL Fellow Susie Newcomb] modeled such a wide range of active learning techniques throughout the learning community; it was an excellent opportunity to be the student, while meta-reflecting on how you might use the method as an instructor. I enjoyed the community aspect of the workshop series: it was satisfying to see the same people in class each week and to build a shared knowledge-based and expanding conversation.”

— **Elizabeth Bailey**, Graduate Student in the Department of Chemistry and participant in the STEM Teaching and Learning Community, Spring 2017



The CTL ran this series in Fall 2016 and Spring 2017 for the Columbia teaching community. In Fall 2016 the CTL held sessions on mindfulness and meditation, beholding, deep listening, and a special post-election session. In Spring 2017 the CTL held sessions on contemplative reading and writing, and movement practices.

“Pedagogies in Practice” Workshops

The “Pedagogies in Practice” series features guest speakers that share insights about research-based instructional methods and discuss strategies for implementing them in the classroom.

Workshops included:

- “Teaching as Performance”
- “Beyond Technique: Developing and Articulating Your Teaching Identity”
- “Developing a Teaching Narrative”
- “Thinking Outside the Classroom: Using Technology to Facilitate Learning Between Classes”
- “Backward Designing Your Recitation: Alignment of Class Time with Learning Goals”
- “Maximizing Student Participation”
- “Lesson Design for Active Student Learning”
- “Engaging Diversity in the Classroom”

Teaching Orientations

Graduate students can register for orientation sessions to discover a range of teaching and instructional resources at Columbia, learn about university procedures and policies, and discuss methods for getting a class off to a good start. This year the CTL held two discipline-focused orientation sessions on the Morningside campuses attended by 160 graduate students.

The orientations featured concurrent sessions on topics such as establishing classroom policies, grading tactics, running class discussions, managing activities in CourseWorks (Canvas), and inclusive teaching practices. A campus resources session featured representatives of campus services and support offices providing guidance on common challenges faced by new teaching assistants.

Total number of teaching observations provided to graduate students: 19

Here’s what they said . . .

“Having two fellow graduate students from CTL come observe my class was a great experience. Our planning sessions helped me to articulate and refine my learning goals, and think about how I wanted to best use class time. The observation helped me to see new ways to engage my students and create a welcoming, fruitful environment for everyone. I’d recommend the experience for every teacher!”

— **Max Shmookler**, PhD Student in the Department of Middle Eastern, South Asian and African Studies and participant in Teaching Observation service

SERVICES

The CTL offers a number of free services to help graduate students at Columbia become reflective and effective instructors. Services range from consultations and teaching observations to intensive project development and support. This year the CTL provided a total of 269 services to graduate students.

Consultations

Graduate students can request one-on-one consultations to get support for their teaching and learning needs throughout the year. This year the CTL provided 188 consultations to graduate students on a range of topics, including syllabus design, creating and refining a teaching statement, integrating instructional technologies into class activities, and presentation practices.

Teaching Observations

Graduate students can request teaching observations to receive individualized feedback on their teaching. Through a structured process, consultants observe instructors in the classroom and provide suggestions to improve their teaching. The CTL can also work with schools, programs, and departments seeking to refine their peer-teaching observation practice. The CTL Teaching Observation service launched as a pilot program in Fall 2016 and became available to all Columbia faculty, graduate students, and other audiences in Spring 2017.

Total number of microteaching participants: 31

Here's what they said . . .

"Microteaching sessions are unique opportunities for practically putting everything into question again, and, with the help of others, integrate new strategies, or change some beliefs we previously held on our roles as instructors."

— **Massimiliano Delfino**, PhD Student in the Department of Italian and 2016-2017 CTL Microteaching Facilitator

Microteaching

The CTL offers microteaching sessions for small groups of graduate students and postdocs to rehearse teaching practices and get direct feedback and support. This service launched in Fall 2016 at Columbia with support from the Teagle Foundation, as part of a Preparing Doctoral Students for 21st Century College and University Classrooms grant awarded to the Graduate School of Arts and Sciences. Doctoral students who completed CTL training to become Microteaching Facilitators ran the sessions.



Customized Programs and Services

Columbia University Medical Center

The CTL provides pedagogical and instructional technology support to graduate students at the Columbia University Medical Campus (CUMC). The CTL offers professional development programs and events to connect graduate students at CUMC to effective teaching approaches, resources, and instructional technologies. Staff also provide a range of services including teaching consultations and instructional technology support.

Total interactions with CUMC graduate students: 478

Interactions with CUMC graduate students at CTL programs and events: 431

Services provided to CUMC graduate students: 47

Academic Units

This year CTL staff and fellows facilitated several customized workshops and information sessions to address the specific teaching needs of schools, departments, and other academic units.

SCHOOLS

Graduate School of Arts and Sciences

The CTL designed an orientation presentation for 1,400 new GSAS students in collaboration with Columbia University Libraries staff.

- “Orientation to Digital Resources and Scholarly Techniques” (August 31, 2016)

The CTL helped facilitate a presentation skills workshop for master’s students presenting research projects.

- “Masters SynThesis workshop” (April 24, 2017)

Graduate School of Architecture, Planning, and Preservation

Lead Teaching Fellow Jonah Rowen designed workshops for PhD students and candidates teaching in the Graduate School of Architecture, Planning, and Preservation.

- “History Classes in Professional Programs: A Conversation on Approaches to Teaching Historical Subjects to Architecture Students” (October 25, 2016)
- “How to Make the Most Out of Student Presentations and Feedback on Class Material in Seminar Classes” (March 21, 2017)

School of Nursing

Lead Teaching Fellow Elizabeth Heitkemper ran focus groups to design new forms of support for graduate students teaching in the school of nursing.

- “TA Orientation Focus Group” (December 16, 2016)
- “TA Orientation Focus Group with Faculty” (February 27, 2017)

DEPARTMENTS

Department of Art History and Archaeology

Lead Teaching Fellow Charles Kang designed workshops for Art Humanities instructors and teaching assistants in the Department of Art History and Archaeology.

- “Dialogical Teaching at the Frick Collection” (November 29, 2016)
- “From Ideas to Projection: Course Design in Art History” (April 19, 2017)

Department of Astronomy

Lead Teaching Fellow Andrea Derdzinski designed workshops for teaching assistants in the Department of Astronomy. Her second workshop was also open to graduate students and researchers in STEM departments.

- “Engaging with Scientific Practices through Astronomy” (October 28, 2016)
- “Practicing Science Communication with your Research” (April 18, 2017)

Department of Chemistry

The CTL facilitated a workshop tailored for graduate students in the Department of Chemistry.

- “Essentials of Teaching and Learning: Facilitating Active Learning and Interactive Classrooms” (January 24, 2017)

Lead Teaching Fellow Elizabeth Bailey designed workshops for graduate students in the Department of Chemistry. Both events were also open to graduate students from other departments.

- “Revising Fellowship Applications: Feedback Beyond ‘Fine’” (October 14, 2016)
- “Proof Isn’t Truth: How Can Scientists Address Alternative Facts?” (April 7, 2017)

Lead Teaching Fellow Alyssa Manz designed workshops for teaching assistants in the Department of Chemistry.

- “Alternatives to Lecturing: Can TAs Step Away from the Blackboard?” (December 5, 2017)
- “Are You Testing What You’re Teaching? A Workshop on Chemistry Quiz Writing” (March 20, 2017)

Department of Classical Studies

Lead Teaching Fellow Evan Jewell designed workshops tailored to graduate students in the Classical Studies departments including Classics, History, Art History & Archaeology, and Philosophy.

- “Undergraduate Research as Pedagogical Tool: Research as Student-driven Learning in and Outside of the Classical Classroom” (November 1, 2016)
- “Role-playing in the Classical Classroom: From Richlin (2013) to Reacting to the Past” (April 25, 2017)

Lead Teaching Fellow Jeremy Simmons designed workshops tailored to graduate students in Classics, History, Art History & Archaeology, and Philosophy departments.

- “Extreme Language Learning: Teaching Intensive Language” (November 22, 2016)
- “Technology in the Ancient Studies Classroom” (February 7, 2017)

Department of Classics

Lead Teaching Fellow Maria Combatti designed workshops for graduate students in the Department of Classics.

- “Adapting Teaching Strategies to Learning Processes” (October 11, 2016)
- “Politics and Social Justice in the Classical Classroom” (April 18, 2017)

Department of Earth and Environmental Sciences

Lead Teaching Fellow Laura Haynes designed workshops tailored specifically for Earth Science/DEES courses. Both events were also open to graduate students from other departments.

- “How to Gauge Student Understanding” (November 3, 2016)
- “Learning to Give Effective Lectures” (April 5, 2017)

Department of East Asian Languages and Culture

Lead Teaching Fellow Allison Bernard designed workshops for graduates in the department of East Asian Languages and Culture. Both of the events were also open to graduate students from other departments.

- “Beyond PowerPoint: A Workshop on Enhancing Lecturing in the East Asian Humanities Classroom” (November 10, 2016)
- “East Asia and Public Scholarship” (March 28, 2017)

Lead Teaching Fellow JM Chris Chang designed workshops for graduates in the department of East Asian Languages and Culture. Both of the events were also open to graduate students from other departments.

- “Open Archive: Web Publishing for Collaborative Research” (November 18, 2016)
- “China Between the Lines: A Conversation with Jonathan Landreth” (April 14, 2017)

Department of Economics

Lead Teaching Fellow Cameron LaPoint designed workshops for members of the Economics Department and Sustainable Development program and PhD students in the Sustainable Development program.

- “Strategies for Making Teaching a Win-Win for You and Your Students” (November 18, 2016)
- “Teaching as Professional Development: Tips & Tricks” (March 24, 2017)

Department of English and Comparative Literature

Lead Teaching Fellow Matt Margini designed workshops for graduate students in the Department of English and Comparative Literature. Both of the events were also open to graduate students from other departments.

- “Pop Culture in the Classroom” (December 7, 2016)
- “The End Comment: Dissecting a Dreaded Genre” (March 21, 2017)

Lead Teaching Fellow Victoria Wiet designed workshops for graduate students in the Department of English and Comparative Literature. The latter event was also open to graduate students from other departments.

- “Teaching Beyond the Classroom: Mentoring, Office Hours, and Beyond” (October 26, 2016)
- “Teaching the Canon in the 21st Century” (April 25, 2017)

Department of Germanic Languages

Lead Teaching Fellow Alyssa Greene designed workshops open to all graduate students from other all departments.

- “Supporting Students in Crisis” (November 11, 2016)
- “Dealing With the Unexpected: Workshop and Resources for Graduate Instructors on How to Support Their Students in and out of the Classroom” (April 3, 2017)

Department of History

Lead Teaching Fellow Mary Freeman designed workshops for history TAs and graduate students in the humanities. Both of the two events were open to graduate students from other departments.

- “From the Archive to the Classroom: Teaching History with Primary Sources” (December 8, 2016)
- “Making Digital Tools Work for You” (December 8, 2016)

Department of Italian

The CTL ran a microteaching practice session for graduate students in the Department of Italian on April 7, 2017.

Lead Teaching Fellow Irene Bulla designed workshops for graduate students in the Department of Italian. Both of the events were also open to graduate students from other departments.

- “Pixels with A Purpose: The Struggle With Technology in the Classroom #talktome: Fluency in Technology” (November 17, 2016)
- “Moving Minds: How to Build Better Learners through Physical Engagement” (March 30, 2017)

Department of Latin American and Iberian Cultures

CTL ran a microteaching practice session for graduate students in the Department of Latin American and Iberian Cultures on November 4, 2017.

Lead Teaching Fellow Casa Hispánica designed workshops tailored to teaching in Department of Latin American and Iberian Cultures. The latter one was also open to everyone.

- “Palaces of Thought: Medieval & Early Modern Technologies of Learning in the Modern Classroom” (October 20, 2016)
- “Pedagogies of the Oppressed: Radical Experiences of Learning in the 20th Century and Today” (April 5, 2017)

Lead Teaching Fellow Almudena Marín Cobos designed workshops for students in the Department of Latin American and Iberian Cultures. Both of the events were also open to graduate students from other departments.

- “#followme: Imagining Learning Beyond the Classroom” (November 11, 2016)
- “Making Others Believe: the Afterlife of Active Learning Pedagogies” (March 9, 2017)

Department of Mechanical Engineering

Lead Teaching Fellow Braden Czaplá designed workshops for graduate students in the Department of Mechanical Engineering. Both of the events were also open to graduate students from other departments.

- “Spicing Up Recitation with Active Learning” (November 16, 2016)
- “Learning in the Lab: Mentoring Researchers as a Form of Teaching” (April 4, 2017)

Department of Music

Lead Teaching Fellow Maeve Sterbenz designed workshops for graduate students in the Department of Music. The 2016 fall event was also open to graduate students from other departments.

- “Enabling Productive Music-Analytical Classroom Discussions” (November 11, 2016)
- “Music Analysis Assignments” (April 10, 2017)

Department of Philosophy

Lead Teaching Fellow Adam Blazej designed workshops for graduate students in the Department of Philosophy. Both of the events were also open to graduate students from other departments.

- “What Students Want: An Undergraduate Panel on Teaching and Learning” (October 26, 2016)
- “Political Animals in the Classroom” (April 5, 2017)

Lead Teaching Fellow Alexander Rigas designed workshops for graduate students in the Department of Philosophy. Both of the events were also open to graduate students from other departments.

- “Teaching the History of Philosophy: Texts, Contexts, and Inclusivity” (November 16, 2016)
- “Becoming an Effective Lecturer” (February 28, 2016)

Department of Physics

Lead Teaching Fellow Rainer Corley designed workshops for teaching assistants and graduate students in the Department of Physics.

- “How to Give an Effective Scientific Talk” (November 18, 2016)
- “How to Write an Effective Teaching Statement” (March 24, 2017)

Department of Political Science

Lead Teaching Fellow Luise Papcke designed workshops for new teaching assistants in the Department of Political Science in Fall 2016. The Spring 2017 event was open to graduate students from other departments.

- “TA Orientation – Teaching at Columbia” (September 9, 2016)
- “Easy Ways to Teach Students How to Write (Better)” (May 1, 2017)

Department of Religion

Lead Teaching Fellow Zachary Ugolnik designed workshops for graduate students in the Department of Religion. Both of the events were also open to graduate students from other departments.

- “The First and Last Five Minutes of Class: Religion Department Teaching Workshop” (November 10, 2016)
- Teaching (with) Peer-Editing or Teaching (with) Peer-Review: Religion Department Teaching Workshop” (April 5, 2017)

Department of Slavic Languages

Lead Teaching Fellow Molly Rose Avila designed workshops for faculty and graduate students across GSAS.

- “Learning Twice: Inspiring Student Ownership through Student Presentations” (October 27, 2016)
- “Acting Out: The Performing Arts in the Humanities Classroom” (March 29, 2017)

Department of Sociomedical Sciences

Lead Teaching Fellow Caitlin McMahon designed workshops for graduate students in the Department of Sociomedical Sciences. Both of the events were also open to graduate students from other departments.

- “Down to the Core: Ready-Made Tools for Upending the Lecture” (October 28, 2016)
- “Strengthening the CORE: Facilitating Synthesis Across Studios” (April 28, 2017)

Department of Sociology

Lead Teaching Fellow Ryan Hagen designed workshops for graduate students in the Department of Sociology. Both of the events were also open to graduate students from other departments.

- “Tricks of the Trade for TAs: How to Lead Discussion Sections & Review Sessions” (October 12, 2016)
- “Unsettled Times: Teaching in the Trump Era” (February 10, 2017)

Department of Sustainable Development

Lead Teaching Fellow Ana Varela Varela designed workshops tailored for graduate students in the Department of Sustainable Development.

- “Demystifying Teaching Statements: Brand Yourself as an Effective SusDev Instructor” (October 28, 2016)
- “Designing Syllabi in Sustainable Development” (March 30, 2017)

Department of Theatre

Lead Teaching Fellow Emily Madison designed a workshop for all faculty and graduate students from different departments.

- “Performance Pedagogy: Teaching Drama as and through Performance” (November 16, 2016)

Department of Biomedical Engineering

Lead Teaching Fellow Neda Bassir Kazeruni designed workshops for graduate students in the Department of Biomedical Engineering. Both events were also open to graduate students from other departments.

- “We Need to Talk!” (November 15, 2016)
- “Slow Down” (March 23, 2017)

Department of Psychology

- The CTL ran a microteaching practice session for graduate students in the Department of Psychology on April 5, 2017.

Service to the Columbia Teaching Community

University-Wide Events

The Columbia teaching community can attend events to share accomplishments, showcase educational innovations, and discuss timely topics relevant to teaching and learning at Columbia. This year the CTL hosted 512 participants at events open to the entire Columbia community.

2017 CELEBRATION OF TEACHING AND LEARNING SYMPOSIUM

At the annual Celebration of Teaching and Learning Symposium, the Office of the Provost welcomes the Columbia teaching and learning community to celebrate the efforts of faculty and graduate students in transforming their courses and pedagogies. This year 170 participants attended the event on Monday, March 6, 2017 at Low Memorial Library.

The agenda included panels and breakout sessions featuring exemplary faculty and graduate students at Columbia including the Provost's Hybrid Learning Course Redesign and Delivery awardees. The keynote speaker was José Antonio Bowen, President of Goucher College and the author of *Teaching Naked: How Moving Technology Out of Your College Classroom Will Improve Student Learning*.

The Symposium closed with a reception and a poster exhibition showcasing teaching innovations.

CRLT PLAYERS AT COLUMBIA

The nationally renowned CRLT Players from the University of Michigan's Center for Research on Learning and Teaching (CRLT) brought a series of high-energy interactive performances to Columbia University on October 27-28, 2016. These sessions engaged 192 participants in thoughtful conversations about diversity, inclusion, and institutional climate. The events were sponsored by the CTL, the Office of the Vice Provost for Faculty Diversity and Inclusion, the CUMC Deans for Diversity, the Office of University Life, and the Graduate School of Arts and Sciences.

The CRLT Players gave a performance titled *7 into 15* on both the Morningside and Medical Center campuses. The performance featured a series of short sketches illuminating aspects of student/faculty identities, and challenges of teaching and learning within the academy. The CRLT Players also performed *Great Expectations: Mentoring Graduate Students* on the Morningside Campus. This performance explored common tensions that can arise between advisors and their advisees, and the strengths and weaknesses of different mentoring



Angelina Craig-Florez, Senior Lecturer in Spanish, presents on the “Innovating for Student Engagement” panel at the 2017 Celebration of Teaching and Learning Symposium.

approaches. At all three performances, Dr. Sara Armstrong, Artistic Director of the CRLT players, led participants in reflections and discussions, asking them to communally consider issues of diversity and inclusion.

Afterward the CTL invited participants to gather for a post-performance conversation. Faculty, graduate students, and undergraduate students discussed ways that the performances allowed them to imagine different positionalities and critique the inclusiveness (or non-inclusiveness) of various teaching environments. Participants also brainstormed concrete ideas for creating a more inclusive space on campus and received related resources from the CTL.

CTL OPEN HOUSE

On September 20 and 22, the CTL hosted Open House events on the Morningside and CUMC campuses. The theme of the Open House events focused on learning partnerships and their benefits in creating meaningful connections with students and developing a collaborative teaching and learning community at Columbia. Visitors enjoyed an interactive expo-style session showcasing the CTL's program and service offerings for the new academic year. CTL staff were also present to answer questions and provide consultations.

COMMUNITY CONVERSATIONS: TEACHING AFTER THE ELECTION

On November 18 and December 5, the CTL held two community conversations on teaching after the 2016 presidential election. Faculty, graduate students, administrators, and staff reflected on their personal and professional experiences after the election, and shared ideas about how to continue their commitment to diversity and inclusion at Columbia.

Customized Programs and Services

ALLIANCE

Alliance Workshop (March 27-28, 2017): The CTL co-hosted a workshop with Alliance, an innovative academic joint-venture between Columbia and three major French institutions: École Polytechnique, Sciences Po, and Paris 1 Panthéon-Sorbonne University. The focus of the workshop was on creating a community to share teaching and learning ideas and knowledge, and to explore potential joint projects and collaborations.



Participants gather for a breakout session at the 2017 Celebration of Teaching and Learning Symposium.



Audience members participate in a post-performance reflection at the CRLT Players 7 into 15 event.



Participants in the Alliance Workshop on March 27-28, 2017.

COLUMBIA UNIVERSITY LIBRARIES

WORKSHOP: “Using Games to Engage Students and Enhance Learning” (April 24-25, 2017): The CTL facilitated the workshop as part of the Libraries’ two-day event hosted by Michelle Chesner and Karla Nielsen on the Codex Conquest: The Game of Book History, an open educational resource created by Amy Hildreth Chen, Special Collections Instruction Librarian at the University of Iowa.

OFFICE OF POSTDOCTORAL AFFAIRS

STEM Teaching and Learning Community (Spring 2017): The CTL hosted a learning community, sponsored by the Office of Postdoctoral Affairs and the Center for Teaching and Learning, for graduate students and postdocs in science, math or engineering fields. The program offered participants the opportunity to learn about evidence-based approaches to undergraduate teaching and form a learning community with their STEM colleagues.

OFFICE OF THE VICE PROVOST FOR FACULTY DIVERSITY AND INCLUSION

WORKSHOP: “Difficult Conversations in the Classroom” (October 5, 2016): The CTL facilitated this workshop as part of the Junior Faculty Career Development series from the Office of the Vice Provost for Faculty Diversity and Inclusion.

WORKSHOP: “Effective Scientific Presentations” (February 21, 2017): The CTL facilitated this workshop for “Bridge to PhD Program in the Natural Sciences” scholars as they prepared presentations for an annual research symposium.

University Committee Work

- Academic Technologies Leadership Group
- Black Sea Networks, President’s Global Innovation Fund Project Advisory Board
- Canvas Working Group
- College of Dental Medicine Curricular Innovation Committee
- College of Physicians and Surgeons Accreditation Subcommittee on Institutional Resources
- College of Physicians and Surgeons Working Group on First Semester Curriculum
- CUMC Educational Resource Council
- Educational Policy and Planning Committee’s Subcommittee on Innovative Practices in Teaching and Learning
- HIV Center for Clinical and Behavioral Studies New Media Core
- Race, Ethnicity and Inclusion Task Force Steering Committee, Office of University Life, Columbia University
- University Senate Education Committee

CTL Liaisons

CTL LEARNING DESIGNER LIAISONS

CTL learning designers help promote the purposeful use of educational technologies for hybrid and online education. Visit the CTL website to find contact information for Learning Designers, organized by their assigned school or department: ctl.columbia.edu/ctl-learning-designers.

FACULTY AND GRADUATE STUDENT LIAISONS

Department liaisons help keep the CTL informed about faculty and graduate students’ needs for programming and support. Liaisons also share announcements of CTL programs and activities to colleagues in their departments.

Faculty and Graduate Student Liaisons

Graduate School of Architecture, Planning and Preservation Graduate Student Liaison: Jonah Rowen	Department of Art History and Archaeology Faculty Liaison: Eleonora Pistis Graduate Student Liaison: Charles Kang
Department of Astronomy Faculty Liaison: Frits Paerels Graduate Student Liaison: Andrea Derdzinski	Barnard Education Program Faculty Liaison: Lisa Edstrom
Department of Biological Sciences Faculty Liaison: Debby Mowshowitz	Department of Biomedical Engineering Faculty Liaison: Ed Guo Graduate Student Liaison: Neda Bassir Kazeruni
Department of Chemistry Faculty Liaison: Laura Kaufman Graduate Student Liaisons: Elizabeth Bailey, Alyssa Manz	Classical Studies Program Graduate Student Liaisons: Evan Jewell, Jeremy Simmons
Department of Classics Faculty Liaison: Joseph Howley Graduate Student Liaison: Maria Combatti	Columbia University Libraries Faculty Liaison: Kelly Barrick
Department of Computer Science Faculty Liaison: Adam Cannon	Industrial Engineering and Operations Research Faculty Liaison: Jaychandran Sethuraman
Department of Dance Faculty Liaison: Katie Glasner	College of Dental Medicine Faculty Liaison: Letty Moss-Salentijn
Department of East Asian Languages and Cultures Graduate Student Liaison: Allison Bernard, JM Chris Chang	Department of Ecology, Evolution, and Environmental Biology Faculty Liaison: Jill Shapiro
Department of Economics Faculty Liaison: Susan Elmes Graduate Student Liaison: Cameron LaPoint	Electrical Engineering Department Faculty Liaison: Charles Zukowski
Department of English and Comparative Literature Graduate Student Liaisons: Matthew Margini, Victoria Wiet	Department of Earth and Environmental Sciences Graduate Student Liaisons: Franziska Landes, Laura Haynes
Department of French Faculty Liaison: Pascale Hubert-Leibler Graduate Student Liaison: Anna Provitola	Department of Germanic Languages Graduate Student Liaisons: Tabea Weitz, Alyssa Greene
Department of History Graduate Student Liaison: Mary Freeman	Institute for the Study of Human Rights Faculty Liaison: Kristina Renee Eberbach
Department of Italian Graduate Student Liaison: Irene Bulla	School of Journalism Faculty Liaison: Duy Tu
Department of Latin American and Iberian Cultures Faculty Liaison: Angelina Craig-Florez Graduate Student Liaison: Nicole Hughes, Almudena Marin-Cobos	Department of Mechanical Engineering Faculty Liaison: Sunil Agrawal Graduate Student Liaison: Braden Czapla

Department of Middle Eastern, South Asian and African Studies Graduate Student Liaison: Sahar Ullah	Department of Music Faculty Liaison: Susan Boynton Graduate Student Liaisons: Ben Hansberry, Maeve Sterbenz
School of Nursing Faculty Liaison: Brenda Janotha Graduate Student Liaison: Elizabeth Heitkemper	Department of Philosophy Graduate Student Liaisons: Max Hayward, Adam Blazej, Alexander Rigas
Department of Physics Faculty Liaison: Jeremy Dodd Graduate Student Liaison: Rainer Corley	Department of Political Science Faculty Liaison: Jeff Lax Graduate Student Liaisons: Hadas Aron, Luise Papcke
Department of Psychology Faculty Liaison: Caroline Marvin	Department of Religion Graduate Student Liaison: Zachary Ugolink
Department of Slavic Languages Graduate Student Liaison: Molly Rose Avila	School of Social Work Faculty Liaison: Craig Schwalbe
Department of Sociology Faculty Liaison: Van Tran Graduate Student Liaison: Ryan Hagen	Department of Sociomedical Sciences Graduate Student Liaison: Caitlin McMahon
Department of Statistics Faculty Liaison: Banu Baydil	Sustainable Development Program Graduate Student Liaison: Ana Varela Varela
Theatre Program Faculty Liaison: Bill Worthen Graduate Student Liaison: Emily Madison	

Publications

Amanda Irvin, "The Female 'Confidence Gap' and Feminist Pedagogy: Gender Dynamics in the Active, Engaged Classroom," in *Critical Approaches to Women and Gender in Higher Education*, ed. Eddy, Pamela, Kelly Ward, and Tehmina Khwaja (New York: Palgrave Macmillan, 2017), 259.

Jason Guzman, "Using a Flipped Classroom Approach and Just-in-Time Teaching to Engage Students," in *Faculty Focus*. May 19, 2017. Retrieved from www.facultyfocus.com/articles/blended-flipped-learning/using-a-flipped-classroom-approach-and-just-in-time-teaching-to-engage-students/.

Presentations

- Appert, Lucy. "How Can We Successfully Drive Team Learning in Virtual Environments?" Presentation at the Future of Learning Forum at Columbia University, New York, NY, March 10, 2017.
- Appert, Lucy. "The End of Print: Possibilities for Teaching and Learning in a Post-Textual World." Presentation at Cengage Product Summit, Keystone, CO, August 1, 2016.
- Appert, Lucy, Jessica Brodsky, Jose Diaz, Andrew Flatgard, Maurice Matiz, and Stephanie Ogden. "Feedback-driven iteration for a deeper, cohort-based learning experience: the evolution of Civil War and Reconstruction MOOC." Presentation at Learning with MOOCs III Conference, Philadelphia, Pennsylvania, October 6-7, 2016.
- Brodsky, Jessica. "Putting Active Learning into Practice: Preparing Instructors to Integrate Active Learning Inside and Outside Their Classrooms." Presentation at the Bronx CUNY Educational Technology Showcase, New York, NY, April 28, 2017.
- Brodsky, Jessica, and Stephanie Ogden. "Teaching Women's History in the Digital Age: Building a Massive Open Online Course (MOOC)." Presentation at Berkshire Conference of Women Historians, Hempstead, NY, June 1-4, 2017.
- Chahal, Sarohini. "Instructional design skills, methods, and knowledge in the era of MOOCs: A research proposal." Presentation at Learning with MOOCs III Conference, Philadelphia, Pennsylvania, October 6-7, 2016.
- Ferracuti, Alexia. "Graduate Student Development Showcase: Leveraging our Community for Transformative Programs." Presentation at the 2016 POD Network Conference, Louisville, KY, November 9-13, 2016.
- Ferracuti, Alexia, Mark Phillipson and Suzanna Klaf. "Creating a Campus-Wide Forum for Inclusive Teaching and Learning." Presentation at the 2016 POD Network Conference, Louisville, KY, November 9-13, 2016.
- Kingon, Ashley and Mark Phillipson. "Re-Bundling Higher Education: High Impact ePortfolio Practice and the New Digital Ecosystem." Presentation at the 2017 New York Regional ePortfolio Conference, New York, NY, March 2-3, 2017.
- Kingon, Ashley and Jessica Rowe. "Masivukeni: M-Health Counseling Tool." Presentation at Valkenburg stakeholders meeting, Cape Town, South Africa, May 10, 2017.
- Klaf, Suzanna and Zachary Kornhauser. "Active Learning and Assessment." Presentation at the Active Learning Approaches in Mathematics Instruction: Practice & Assessment Symposium, Columbus, OH, August 2-3, 2016.
- Klaf, Suzanna. "Discourses about SoTL in Research-Intensive Universities: Challenges and Opportunities." Presentation at the 2016 ISSOTL Conference Telling the Story of Teaching and Learning, Los Angeles, CA, October 12-15, 2016.
- Klaf, Suzanna. "Caring for Others, Caring for Ourselves: POD Professionals' Self-Care." Presentation at the 2016 POD Network Conference, Louisville, KY, November 9-13, 2016.
- Lee, Angie. "Mobilizing your Training: Designing E-learning in a Multi-Device World." Presentation at the TRAIN Affiliate Consortium (TAC) Annual Meeting, Cheyenne, Wyoming, May 22-25, 2017.

Representation at Conferences and Workshops

- Alliance Workshop at Columbia University, New York, NY, March 27-28, 2017.
- Annual Summer Session on Contemplative Learning in Higher Education at Smith College, Northampton, MA, August 6-11, 2017.
- Center for the Integration of Research, Teaching and Learning (CIRTL) Network Meeting at the University of Nebraska-Lincoln, Lincoln, NE, March 23-24, 2017.
- Center for the Integration of Research, Teaching and Learning (CIRTL) Network Meeting at the University of Rochester, Rochester, NY, October 17-18, 2016.
- Conference on Higher Education Pedagogy at Virginia Tech, Blacksburg, VA, February 14-16, 2017.
- Coursera Partners Conference, Boulder, CO, March 29-31, 2017.
- CRLT Inclusive Teaching at Michigan Series at the University of Michigan's Center for Research on Learning and Teaching, Ann Arbor, Michigan, May 11-12, 2017.
- edX Global Forum, Paris, France, November 14-16, 2016.
- Faculty Institute for Diversity: Train the Trainer Workshop at Cornell University, Ithaca, NY, June 21-23, 2017.
- Ivy Plus Graduate Student Summit: "Teaching Transformations" at Princeton University, Princeton, NJ, April 28, 2017.
- Ivy Plus Teaching and Learning Centers Annual Meeting at the University of Pennsylvania, Philadelphia, PA, May 4-5, 2017.
- Learning with MOOCs III Conference at the University of Pennsylvania, Philadelphia, PA, October 6-7, 2016.
- Professional Organizational Development (POD) Network Conference, Louisville, KY, November 9-13, 2016.
- Professional Organizational Development (POD) Network's Institute for New Faculty Development, Saratoga Springs, NY, June 20-23, 2017.
- Winter Symposium on Digital Literacy and Higher Education at Rhode Island University, South Kingstown, Rhode Island, January 12-13, 2017.

Engagement with Networks

CENTER FOR THE INTEGRATION OF RESEARCH, TEACHING AND LEARNING (CIRTL) NETWORK

In 2016, Columbia University joined the Center for the Integration of Research, Teaching and Learning (CIRTL) Network. CIRTL was established in 2003 by the National Science Foundation to improve teaching skills and increase the diversity of future university faculty in science, technology, engineering and mathematics (STEM) fields. CIRTL stresses the use of successful, evidence-based strategies proven to promote active learning and to help STEM students from all backgrounds succeed and complete their degrees.

Columbia graduate students and postdoctoral fellows in STEM and Social Science disciplines are invited to participate in local on-campus and national online cross-network programs. Though the Network emphasizes its role in preparing future faculty, faculty new to teaching benefit from CIRTL as well.

This year CIRTL at Columbia focused on developing local learning communities that promote proven teaching and mentoring techniques for STEM graduate students. The CTL hosted the STEM Teaching and Learning Community, sponsored by the Office of Postdoctoral Affairs and the CTL, for graduate students and postdocs in science, technology, math, or engineering fields. Led by CIRTL Fellow Susie Newcomb, the series focused on backward design in STEM teaching.

Columbia also hosted Alexander Kotelsky, a doctoral student at the University of Rochester, as part of the CIRTL Network Exchange Program on April 19-20. This CIRTL offering gives graduate students and postdocs at any of the 43 CIRTL member institutions the opportunity to visit an institution to give a "teaching-as-research" colloquium and interact with disciplinary colleagues.

IVY PLUS TEACHING AND LEARNING CENTERS

The CTL participated in the Ivy Plus Teaching Centers Annual Meeting hosted by the University of Pennsylvania's Center for Teaching & Learning in Philadelphia, Pennsylvania, on May 4-5, 2017. The meeting brought together directors and staff from teaching and learning centers to reflect on their work and share practices. A major theme of the meeting was assessment; topics of discussion included defining assessment work, planning

and conducting assessments, integrating assessment into the work of centers, and centers' roles in establishing a culture of assessment on campus.

LEARNING WITH MOOCs

The CTL participated in the third annual Learning with MOOCs Conference at the University of Pennsylvania on October 6-7, 2016. The theme of the workshop was: "Being and Learning in a Digital Age." Staff from the CTL presented two papers selected by the program committee. (See the list of presentations from CTL staff on page 51.)

External Committee Participation

- Diversity Committee, Professional Organizational Development (POD) Network Conference
- Regional Public Health Training Centers (PHTC) Instructional Designer Committee
- Scholarship Committee, Professional Organizational Development (POD) Network Conference
- TRAIN Learning Network Advisory Committee



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