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April 12, 2021



CENTER FOR ENGAGED TEACHING AND LEARNING

NEWSLETTER

Students Are Paying Attention

Just a few weeks ago, at the end of Block 1, many of us felt like we had accomplished something; then without any break, we are starting all over again in Block 2. We are already half-way into Block 2. This rushed agenda can be a challenge, but I want you to hear us when we say you do have a strong impact on our students and their attitudes.

I remember when I taught first-grade, one of the things that stood out to me was how quickly the students would take on my personal traits, including my outlook and mood. It was then that I realized how important it was for me to be the most positive person I could be each day. In my teaching at the University level, I can still see that our students look to us to gauge their outlook. When I say you make a difference, it is not only in what we teach but how we teach. Everyday your smile and encouragement can make someone's day or week much better.

When you need encouragement or just need someone to talk to, please stop by the CETL office. We will be here to offer you a cup of tea or coffee and some warm conversation.

Chris Cain

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"I appreciate the text, Kate, but next time you can just raise your hand."

Spring 2021 CETL Hours



Do you want to discuss a new teaching strategy you would like to implement? Do you have questions about assignments or grading practices? Do you want to talk about how your Block 2 classes are going?

If you said yes to any of these questions, then please contact the CETL. Board members are available to answer your questions in person, in the CETL office space (Library 322), or virtually (http://mhu.zoom.us/my/mhu_cetl).

Monday: 12:00 pm - 1:00 pm and 2:00 pm - 3:00 pm

Tuesday: 11:00 am -12:00 pm

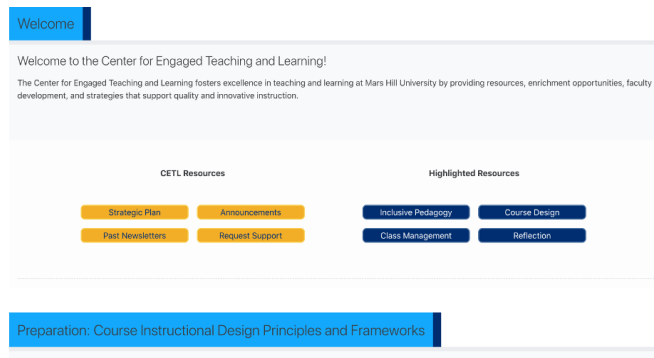
Wednesday: 12:00 pm - 1:00 pm

Thursday: 11:00 am - 12:00 pm & 2:30 pm - 3:30 pm

Not available during our office hours or looking for a one-on-one meeting instead? Email us (cetl@mhu.edu) to schedule an appointment!

Have You Visited the New CETL Website?

We are very happy to announce the launch of our new CETL website! The goal of the website is to provide you with an abundance of resources to promote best practices in teaching and learning. The website is divided into three broad categories (Preparation, Classroom Practice, and Reflection). Each category consists of multiple resources related to relevant teaching practices and pedagogical strategies.



We hope you find the new website helpful and easy to navigate. Please reach out with any questions, suggestions or feedback that will help us make this website a meaningful and valuable tool to assist you in your teaching. We will continue to update our website regularly to ensure that the information is current and relevant.

To access the site, visit <https://my.mhu.edu/> and click on the blue CETL block under Faculty/Staff on the main page. You will be required to login with your MHU username/password to access these materials.



Faculty Spotlight

Dr. Brad Alban is originally from Southern California, but moved to the eastern side of the country to get his PhD. Since the move to this part of the country, Brad met his wife and they are now proud parents to their 10-month-old son. Together they enjoy being active outdoors through running and hiking. His personal hobbies consist of running, specifically cross country, track, and marathons. To reach the professional standing he is at now, he attended St. Mary's College of California for his undergraduate degree in Kinesiology. He attended California State University, East Bay, for his Master's degree, also in Kinesiology. He then moved to Tennessee to receive his PhD at East Tennessee State University in Sports Physiology.

While at Mars Hill Brad has set some professional goals: to continue to work with college students through teaching and coaching, and to keep improving in the teaching field. He really loves the connection that you are able to create with students at a liberal arts school. As a member of the MHU community, Brad believes that he is able to bring some helpful qualities to the table. He always tries to meet students where they are, be open-minded in the classroom, and strives to be accessible. He also tries to incorporate flexibility with his teaching style and teach the content in a way that his students can understand. Lastly, if Brad could give any advice to his fellow faculty and staff it would be to push to be open-minded and engage with different ways and styles of teaching.

Thank you, Brad, for your contributions to MHU!

A Workaround for Students Who Keep Video Cameras off in Zoom Meetings

This came to us from Chris Heard at Pepperdine University:

Chris says, "I've been urging my colleagues not to require cameras on during synchronous class meetings, but I acknowledge my colleagues' and my own desire for nonverbal feedback from students (while recognizing that instructors with visual impairments teach all the time with great success absent the nonverbal cues that sighted instructors take for granted). In response, I created a series of "status cards" that students can use to give nonverbal feedback during Zoom sessions, by assigning their profile pictures to the appropriate cards. If students are logged into their Zoom accounts, they can change their profile pictures at will during meetings. If they joined as "guest," they won't have this option."

If this sounds helpful to you, you can view the cards at bit.ly/zoom-status-folder or download a .zip file from bit.ly/zoom-status-zipfile.

Resources

shared by faculty who were able to reflect on their successes for synchronous and asynchronous learning? Then make sure you read: [Reflecting on Effective Teaching Strategies: Faculty Share Their Successes.](#)

Inclusive Pedagogy:

At Georgetown's CTL, the Center for New Designs in Learning and Scholarship (CNDLS), they have released a new Toolkit for Inclusive Pedagogy. The Toolkit fleshes out 21 key strategies for making classrooms inclusive, equitable, and meaningful, laying out concrete ways to implement the strategies as well as the key scholarship behind these ideas. Please feel free to share! <https://cndls.georgetown.edu/inclusive-pedagogy/ip-toolkit/introduction/>

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