



CENTER FOR ENGAGED TEACHING AND LEARNING

Newsletter

Welcome from the CETL

It is hard to believe that it's already the midpoint of our second block here on The Hill. As you may already know, one of the best ways to improve our teaching is to ask for feedback. I want to remind you that you are welcome and encouraged to use the [Student Feedback and Reflection Survey](#) template. Use [this link](#) to duplicate the survey for your own use. There is never a bad time to seek feedback, and given all that is going on in our world, this feedback is more important than ever. Thank you for all of the work you are putting into helping your students find success.

The CETL is looking for your diverse teaching resources!

We are compiling a list of resources that can be used to diversify the way we teach all disciplines across campus, and we need your help! We are accepting recommendations for resources to be added to our list. These could be textbooks or other teaching materials written by underrepresented or marginalized individuals, or resources that talk about underrepresented or marginalized individuals in the context of your discipline. The goal is to provide a free list of resources to use in the process of [diversifying and decolonizing syllabi](#), and by extension, to make our classrooms feel more inclusive and welcoming.

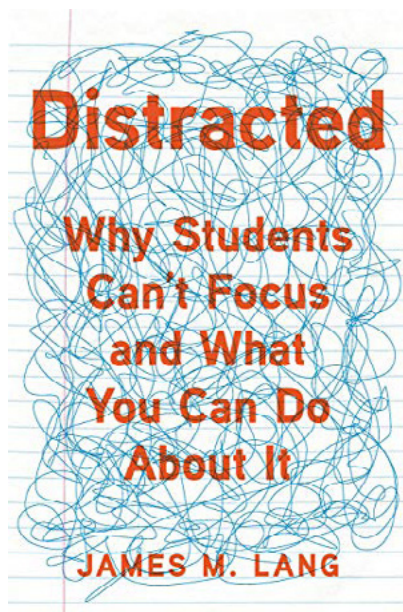
We would love to have suggestions from everyone on campus and from all disciplines! Once we start getting entries for our list, we'll share access with everyone. In the meantime, please submit your recommended resources via [our Microsoft Form](#).

Join The CETL's Book Discussion Group

There has been much discussion around James M. Lang's new book *Distracted: Why Students Can't Focus and What You Can Do about It*. The CETL would like to host a book discussion group around this reading once fall classes have concluded (schedule forthcoming). Please email the center (cetl@mhu.edu) if you would like to participate so we can purchase a copy of this book for you. The deadline for placing a book request is Nov. 15th. If you would like to know more about this book and/or the author, here are two podcasts that are worth your time.

[Tea for Teaching Podcast: Distracted](#)

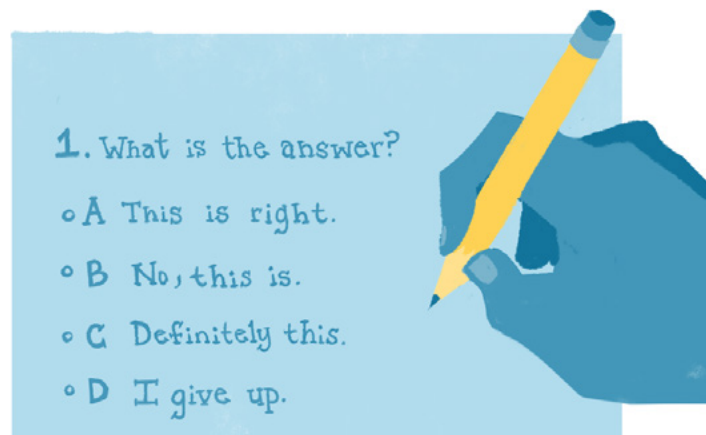
[Teaching in Higher Education: Distracted.](#)



Faculty2Faculty: Optimizing Multiple-Choice Questions

Multiple choice questions are a proven and effective form of both formative and summative assessment. Here are some best practice suggestions in designing effective multiple-choice questions:

- Three-choice responses are the optimum number to use
- Avoid questions that use negatives, e.g., “all of the following except . . .”
- Avoid give-away questions, e.g., one choice is much longer than the others
- Avoid “none of the above” questions
- Avoid “all of the above” questions
- Avoid composite answers like “A and B but not C”
- Questions stems should be as short as possible, but contain all relevant information
- Choice should be parallel in structure and equal in length
- Randomize answer positions



See the resource links below for more information on designing the most effective multiple-choice assessments:

- Vanderbilt University’s [Writing Good Multiple Choice Test Questions](#)
- Research Review Article: [Multiple-Choice questions: Tips for Optimizing Assessment In-Seat and Online](#)

The most asked question of the month

To Zoom or Not to Zoom

We are hearing professors express concern that students are attending class by Zoom simply because it seems to be more convenient for the student, and not necessarily related to COVID-19 or as a disability accommodation. Although we do not have a written policy on this topic, we were given this guidance from Dr. Parkinson earlier in the semester: “Faculty should accommodate students who can’t attend class in person because they are not on campus or because they are in isolation or quarantine. If the student is residing on campus and is not in isolation or quarantine, then a faculty member should be able to ask that they attend their classes as scheduled, provided the class abides by social distancing guidelines.”

Yes, office hours are now on Zoom as well as in person! If you need assistance outside of these times, we are happy to make an appointment that works with your schedule.

UPDATED CETL Office/Zoom hours:

Monday: 10 – 11:30 AM

Tuesday: 9:30 – 11 AM

Wednesday: 9 - 10 AM (Zoom Only)

Thursday: 9:30 – 11 AM & 2 - 3:30 PM

The zoom link for the CETL is:

<https://mhu.zoom.us/j/9101111111>

RESOURCES: For Teaching in Times of Strife

[Preparing to Teach about the 2020 Election \(and After\)](#)

[Teaching in Times of Strife and Trauma \(Harvard list of resources\)](#)

[Teaching in Turbulent Times Toolkit](#)

[How to Make Your Teaching More Inclusive](#)