

**REGISTER**

**NOW!**

2021-22

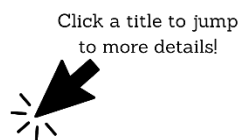
# Spring Offerings from CLI

4 Series including *new Moodle Essentials Program.*

19 Workshops covering a wide range of topics including:

- Minimizing Math Anxiety
- Demystifying Accessibility
- Supporting Student Self-Efficacy
- And more

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*Assiniboine Community College campuses are proud to be situated on the traditional territories of Treaty No. 1 and Treaty No. 2, and the shared traditional lands of Cree, Oji-Cree, Dakota, Dene and Anishinabek/Ojibwe peoples, and the homeland of the Red River Métis. We welcome students who seek knowledge here.*



# Series

These offerings run over a series of dates/times. Please ensure you are able to attend all sessions prior to registering. [Click series title to register.](#)

## [Course Design and Instructor Presence for Blended Courses \(CDIP\)](#)

May 9<sup>th</sup> -June 3<sup>rd</sup> (Tue & Thu 1:30-3:00pm + Asynchronous activities)

### Description:

In the Course Design and Instructor Presence for Blended Courses, you will have the opportunity to revisit the courses you've created and renew them for blended delivery. A blended course is a combination of face-to-face and online instruction. Even with face-to-face classes, Moodle can be an important part of your instructional strategy. This course will cover ACC's Moodle Minimum Presence Standards, outcomes-based assessment, aligned course content, educational technology, and more. You will leave with an intentionally designed course blueprint that will provide a quality framework to create effective and engaging learning experiences for your students.

### Learning outcomes:

1. Create a course blueprint for an intentionally designed course.
2. Determine which assessments and learning activities support student-centered learning in online and face-to-face contexts.
3. Develop a Moodle course page that establishes your instructor presence and sets students up for success.



*If you're looking for an upbeat, interactive and FUN way to improve your instructional skills, look no further than CDIP! The format is engaging, the time commitment is reasonable and the takeaways are HUGE! You learn about great ideas and tangible tools that are easy to implement in your lesson plans and classes. Five Gold Stars for sure!*

**Amy Doerksen, MBA, BAA, BA** (she/her/hers)  
Instructor, School of Business



**Click series/workshop title to register. 2**

## Teaching Essentials Program (TEP)

May 2<sup>nd</sup> – 6<sup>th</sup> (Mon-Thu 9:00-11:00am & Fri 9:00-10:00am) 5 sessions

### Description:

The course is presented in a blended format with online, synchronous meetings. These synchronous sessions will allow participants to ask questions, participate in discussions, and interact with guest speakers. The participants will also be asked to complete readings, watch videos, communicate via discussion posts, and complete assignments for feedback. A pedagogical approach to teaching in an online environment is woven into all topic areas.

### Learning outcomes:

1. Describe how ACC's vision, mission, values, and the Academic Plan and your personal knowledge, experience, identity, and philosophy inform your teaching practice.
2. Explain your role in creating and maintaining equitable and inclusive classrooms that support psychologically and physically safe learning experiences for students including applying relative policy and referring students to applicable supports.
3. Create assessments to measure student learning which are informed by trauma informed teaching, academic integrity, and universal design for learning.
4. Translate instruction techniques into a lesson plan in order to create effective learning experiences for your students.
5. Apply the Moodle Minimum Presence Standards to a course to support quality in blended and online course design and facilitation.



## Essentials Program (MEP)

May 16<sup>th</sup>, 19<sup>th</sup>, 24<sup>th</sup>, 27<sup>th</sup> & June 2<sup>nd</sup> (10:30-am-12:00pm) 5 sessions

### Description:

The purpose of the Moodle Essentials Program (MEP) is to provide participants with the foundational skills to use Moodle as a tool to support teaching. At the completion of MEP, engaged participants will be able to use the tools within Moodle to facilitate and assess student learning.

### Learning outcomes:

1. Participate in learning using a Learning Management System (LMS).
2. Describe the use of a LMS and how it supports student learning.
3. Align Assiniboine's Moodle Minimum Presence Standards to support the creation of quality Moodle courses.
4. Create a categorized gradebook following an ACC course outline.
5. Create and use Moodle assessment tools including Quiz, Assignment, Journal, and Discussion Boards.
6. Add resources to a Moodle page including links, documents and files, videos, and a label or page.
7. Set up a gradebook to correctly calculate student grades.
8. Perform course administration tasks as part of the course cycle including: requesting a new course shell, backing up and importing a course shell, and enrolling students in the course.

**Click series/workshop title to register. 3**

# Teaching with Technology: Digital Tools for Active Learning

May 30<sup>th</sup> – June 3<sup>rd</sup> (Mon-Fri 9:00am-11:00am) 5 sessions

## **Description:**

Join us as we “design authentic learning activities that align with content area standards and use digital tools and resources to maximize active, deep learning” (Educator Standard 2.5.b from the International Society for Technology in Education, 2017). To do this, we will use the TPACK framework (Mishra & Koehler, 2008) to support the effective integration of technology into teaching and learning. Come have fun, make connections with colleagues, and move out of your comfort zone as we practice using digital tools with active learning activities in a supportive learning environment. Topics addressed include:

- Effective integration of technology using TPACK
- Learning and building digital skills together
- Enhancing learner-to-learner, learner-to-content, and learner-to-instructor interaction
- Leveraging the science of learning
- Taking assessment to the next level (while saving time!)

All are welcome! This offering is for you no matter your current skill, experience, or comfort level with integrating technology in teaching and learning! We will use a variety of digital tools (e.g., Zoom, Microsoft Forms, Padlet, Microsoft Word, Google JamBoard, and more) and active learning activities (e.g., gallery walk, one-minute paper, jigsaw, pause breaks, think/pair/share, concept mapping, polling) with the goal of supporting all participants to find strategies that work for them, their course, and their learners. By the end of this offering, you will have created a technology enhanced active learning activity to use in your course. You will also leave with numerous resources, ideas, and activities to use in the future. We hope to see you there!

## **Learning outcomes:**

1. Identify how the TPACK framework supports effective integration of technology into teaching and learning.
2. Practice using digital tools with active learning activities.
3. Design technology enhanced learning activities that meet International Society for Technology in Education (ISTE) Educator Standards.

# Workshops

Attend one or attend them all! **Click workshop title to register.**

## [Preparing the Classroom for International Students](#)

May 9<sup>th</sup> | 9:00-11:00am

### **Description:**

This workshop explores the learning environment through the lens of international students. International students bring a variety of cultures, abilities and practises into the College classroom. Instructors can prepare the learning environment by purposefully developing inclusive spaces of teaching and learning. This development starts with the instructor seeking to understand their practises, beliefs and methods that govern the learning environment.

### **Learning outcomes:**

1. Identify effective Instructional Strategies for international students.
2. Describe implicit bias.
3. Explain the impacts of implicit bias on the learning environment.

## [Boosting Student Engagement in Online Synchronous Classes](#)

May 10<sup>th</sup> | 9:00-10:00am

### **Description:**

There are sensitive reasons why a student may need to have their camera off during a synchronous class. Join us as we explore strategies and Zoom features that can be used to engage students in the Zoom classroom without “cameras on.”

### **Learning outcomes:**

1. Define engagement as it pertains to the synchronous classroom.
2. Examine common classroom barriers & difficulties with engagement in a synchronous classroom.
3. Implement strategies for engagement in a synchronous classroom.

## Demystifying Accessibility: What Faculty Need to Know About Student Accommodations at ACC

May 12<sup>th</sup> | 9:00-10:00am

### **Description:**

Staff and faculty will at some point be involved in supporting students who identify as having a disability. In this session, we will share teaching tips that will support you when you receive a Memo of Accommodation for a student. As well, we will explore ways in which Accessibility and Disability Services support students with disabilities.

### **Learning outcomes:**

1. Describe how a student who identifies as having a disability gets support at ACC.
2. Identify the staff and faculty roles in supporting a student with a disability.
3. Examine ways in which students are supported by Accessibility and Disability Services and what services they can access.

## Using Moodle Completion

May 16<sup>th</sup> | 9:00-10:00am

### **Description:**

This session is for anyone that has a basic idea about Moodle functionality but would like to learn more. During this session we will look at setting up Activity Completion tracking, and setting up restrictions based on Activity Completion.

### **Learning outcomes:**

1. Set up activity and course completion in a Moodle course.
2. Set restrictions in your Moodle course.

## Backing Up and Restoring Moodle Pages

May 17<sup>th</sup> | 9:00-10:00am

### **Description:**

In this technical Moodle workshop, participants will learn how to back up and restore course shells in the Moodle platform.

### **Learning outcomes:**

1. Create and save a Moodle course back up file.
2. Restore a Moodle back up file into your course.



## Creating Seed Courses

May 18<sup>th</sup> | 9:00-10:00am

### **Description:**

In this workshop we will introduce seed courses and their importance. We will discuss best practices with respect to seed courses and examine the Moodle seed template.

### **Learning outcomes:**

1. Define 'Seed Course'.
2. Describe best practices with respect to the creation of seed courses.
3. Discuss the Moodle seed course template.

## Creating Question Banks

May 19<sup>th</sup> | 9:00-10:00am

### **Description:**

In this technical Moodle workshop, participants will learn how to input questions into a question bank on Moodle for the use in Moodle Quizzes.

### **Learning outcomes:**

1. Format a multiple-choice test bank using AIKEN format.
2. Import quiz questions using AIKEN format into the Moodle test bank.
3. Add non-multiple-choice questions to Moodle manually.

## Supporting Student Success with Online Asynchronous Learning Activities

May 24<sup>th</sup> | 9:00-10:00am

### **Description:**

Asynchronous learning activities require students to take additional responsibility for their learning and manage their time. Join us as we explore tips and tricks to boost student engagement in asynchronous learning activities.

### **Learning outcomes:**

1. Define engagement as it pertains to asynchronous learning activities.
2. Examine common classroom barriers and difficulties with engagement in asynchronous learning activities.
3. Implement strategies for engagement in asynchronous learning activities.

**Click series/workshop title to register. 7**



## Trauma Informed Practices

May 25<sup>th</sup> | 9:00-11:00am

### **Description:**

This workshop explores trauma informed practices (T.I.P.) in the context of post secondary environments. Working towards a trauma informed learning environment supports students to bolster their academic competence and increase their physical and emotional well-being. Together, we will explore key indicators of T.I.P. as we connect to evidence based, trauma informed teaching practises.

### **Learning outcomes:**

1. Express key indicators of trauma informed practices in the learning environment.
2. Connect trauma informed practices with adult learning principles and practices.
3. Integrate trauma informed practices as you develop curriculum and lesson plan.

## Anti-Racist Pedagogy Pt 2

May 26<sup>th</sup> | 9:00-11:00am

### **Description:**

This workshop builds on basic anti-racist pedagogy. Our goal is to support instructors to incorporate an anti-racist pedagogy into their personal teaching practices and curriculum development.

### **Learning outcomes:**

1. Access initial strategies for engaging in anti-racist pedagogical practices.
2. Identify key themes and patterns from a student -centered perspective.
3. Develop sources for further reflection, research, and self-education.

## Supporting Student Self-Efficacy

June 6<sup>th</sup> | 9:00-10:00am

### **Description:**

Student self-efficacy can improve student motivation and learning. This workshop will define student self-efficacy and outline practices that classroom instructors can do to enhance student self-efficacy.

### **Learning outcomes:**

1. Define self-efficacy.
2. Describe why self-efficacy is important for students.
3. List strategies that can be used to support student self-efficacy in the classroom.

## Using Blocks in Moodle

June 6<sup>th</sup> | 1:00-2:00pm

### **Description:**

A Moodle block contains a feature that loads on the right-hand or left-hand side of a course's home page. There are several types of Moodle blocks including Calendar, Quick Mail, and Accessibility as well as many others. In this workshop you will learn what blocks are, blocks that are available at ACC, how to add them to your course, and how a few Moodle Blocks work.

### **Learning outcomes:**

1. Describe Moodle Block functionality.
2. Explore the Moodle Blocks on the Assiniboine system.
3. Add a Moodle Block to a course.

## Strategies for Fostering Student Resilience and Wellbeing in Challenging Times

June 7<sup>th</sup> | 9:00-10:00am

### **Description:**

The pandemic has impacted many aspects of the college experience and students are finding success difficult to achieve. In this session, we will share teaching strategies and learning activities you can use to support your students to build resilience, while positively and effectively coping with stress.

### **Learning outcomes:**

1. Describe resilience how coping skills and resilience-building practices in the classroom can help students succeed in a post-secondary environment.
2. Discuss the connection between resilience and racism.
3. Describe the benefits of a growth mindset and positive, effective coping strategies to learning.
4. Examine ways students can identify obstacles, set goals and create a plan of action to feel self-empowered and supported to take on challenges.

## Setting Up Gradebook

June 7<sup>th</sup> | 1:00-2:00pm

### **Description:**

This workshop will prepare you to set up a Gradebook in Moodle. Using Moodle Gradebook gives students real-time information about their grades and is included in the Moodle Minimum Presence Standards 2021-2022. This workshop will help you to understand how Gradebook works and available options.

### **Learning outcomes:**

1. Outline how Moodle Gradebook works.
2. Describe the set-up of a Moodle Gradebook.
3. Determine which settings in Moodle meet your course needs.
4. Create a Gradebook for a Moodle course page that you facilitate.

## Setting Up Groups in a Course Page

June 8<sup>th</sup> | 1:00-2:00pm

### **Description:**

In this session, participants will be introduced to the Group function in Moodle. Participants will see how to create Groups, use Groups and how Groups can be used within a Moodle course.

### **Learning outcomes:**

1. Describe what Groups can be used for in Moodle.
2. Create Groups and/or Groupings in Moodle.
3. Use Groups to configure activities in Moodle.

## Creating Quizzes in (Question Bank)

June 9<sup>th</sup> | 1:00-2:00pm

### **Description:**

In this session, participants will learn about the different settings in the Quiz Activity in order to choose the settings for their intended purpose while supporting student learning.

### **Learning outcomes:**

1. Describe the settings in the Quiz Activity.
2. Set up quizzes for different purposes.

## Building Shame Resilient Classrooms

June 14<sup>th</sup> | 9:00-11:00am

### **Description:**

The literature on shame and shame resilience is found in many different areas of study. Recently education has begun to look at shame as a barrier to learning. What can we do to create safer spaces for our students and start to build shame resilient classrooms?

We have created The Shame Resilience Rubric, developed with 5 pillars: Connection, Feedback, Design, Developing Empathy, and Psychological Safety. Each pillar in the rubric provides evidence-based instructional strategies. These strategies support a learning environment that protects against the negative influences of shame responses in the classroom.

Instructors can use the rubric as a tool to identify shame resilient strategies and reflect on their current teaching practices.

### **Learning outcomes:**

1. Recognize the five pillars of shame resilience in the classroom.
2. Discuss shame resilient teaching strategies.
3. Illustrate how you will incorporate one of the pillars in to your teaching practice.

## Providing Feedback for Learning

June 15<sup>th</sup> | 9:00-10:00am

### **Description:**

Instructor feedback is an important aspect of student growth and learning during their time at college. This workshop will review the importance of quality feedback for student learning as well as strategies that can be implemented to give students quality feedback that encourages growth.

### **Learning outcomes:**

1. Describe the importance of quality feedback for student learning.
2. Describe strategies for giving student feedback to support growth.
3. Give student feedback to support learning.

# Minimizing Math Anxiety Through Course Design

June 16<sup>th</sup> | 9:00am-10:00am

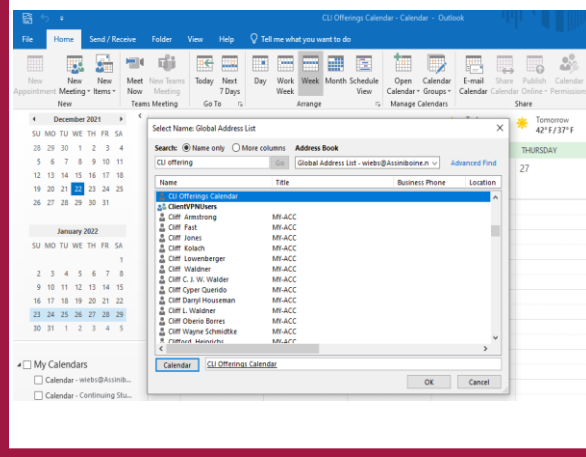
## Description:

Frustrated with students who avoid math? Have you seen an increase in student anxiety around math? In this workshop, you will learn about math anxiety, including its causes, impacts, and some practical strategies you can use to help math-anxious students succeed.

## Learning outcomes:

1. Define math anxiety and its impact on student performance.
2. Recognize the causes of math anxiety.
3. Identify how to incorporate anxiety-reducing strategies in your courses.
4. Demonstrate practical strategies for reducing math anxiety in assessments.

\*In case of changes/cancellations to sessions, we encourage you to add the calendar events to your personal calendar:



## Add workshops to your Outlook calendar

1. Click on **Open Calendar**
2. Click **From Address Book...**
3. Search **CLI Offering Calendar**
4. Select the calendar event for your session
5. Select **Copy to My Calendar**

# How to add your sessions to Talent Management

[Click here to watch a short video](#)

**Step 1:** Go to [Talent Management](#)

(Must be logged in to ACC server, on campus or through VPN)

**Step 2:** Choose the applicable template right from the home page.

*Please note: Series (TEP, MEP & CDIP) have specific templates. All other one-time sessions are included in the CLI 2021-22 Spring Offerings template.*

**TALENT MANAGEMENT**

Search [ ] [ ] [ ]

Actions Resources

Hi Stacy, Welcome to Talent Management!

**Your Inbox (Click Here to See Training Requests)**

No Items

**Your Tasks (Click to Expand to See All Tasks)**

	Due Date
2022 Performance Planning and Assessment (PPA)	5/20/2022

**Your Action Items**

	Due Date
2022 Performance Planning and Assessment (PPA)	5/20/2022
2022-23 Spring Offerings	6/30/2022

**NEWLY ADDED Training and Development Templates**

Training and Development Plan Templates provide an easier way for employees and managers to create and track team or individual development.

New this year, CLI will be adding their in-house training as development plan templates. HR has also updated the Customer Service Standard training and the Manager's Toolkit.

**Updated:**

Customer Service Standard - mandatory training for all employees under the Accessibility for Manitoban's Act; staff and managers are encouraged to review this Moodle at least every couple of years)

**\*\*\*NEW\*\*\***

- CLI 2022-23 Spring Offerings
- Teaching for Learning in Applied Education (TFL - Previously CAE)
- Course Design and Instructor Presence for Blended Courses (CDIP)
- Teaching Essentials Program (TEP)
- Moodle Essentials Program (MEP)
- Manager's Toolkit

**Step 3:** Customize template by removing any session that are not applicable to you.

Development Objectives

Add Objective

Preparing the Classroom for International Students

Category:

Delete Preparing the Classroom for International Students

**Step 4: Submit Plan**

Discard Changes Save as Draft Submit Plan