This spring CIRTL's online programming includes a course, a MOOC, five workshops, two drop-in event series, and two Teaching-as-Research events, each designed to dig into specific aspects of inclusive, effective, evidence-based STEM pedagogy. Schedules and registration will be announced in the next few weeks, so stay tuned for updates!

Comments? Questions? Contact our help desk at info@cirtl.net.

Online Courses

Courses have live, real-time online sessions and require regular homework outside of those class meetings. Short courses typically meet weekly for one to two months, while full courses typically meet for two to three months. Registration is required; STEM grad students and postdocs from CIRTL institutions receive enrollment priority.

**Basics of Online Learning and Teaching**  
*Monday, January 25 through Monday, March 29*  
3-4:30PM AT / 2-3:30PM ET / 1-2:30PM CT / 12-1:30PM MT / 11AM-12:30PM PT  
Learn and apply the fundamentals of online course design in this 10-week course. Cap: 40.

Massive Open Online Courses (MOOCs)

CIRTL MOOCs take place on the EdX platform and use video-based modules, discussion boards, and peer-reviewed assignments to teach participants about different aspects of evidence-based STEM teaching over the course of 8 weeks. Registration is required; there is no cost to participate and no enrollment cap. For more information, visit the [CIRTL MOOC website](https://www.cirtl.net/mooc).

**Advancing Learning through Evidenced-Based STEM Teaching**  
*Weekly asynchronous modules from Monday, January 25 through Monday, March 21*  
Learn about developing effective, evidence-based STEM teaching practices at your own pace through online video modules and discussion boards in this 8-week MOOC developed by CIRTL Network faculty. No cap.

Workshops

Workshops have live, real-time online sessions and require independent work outside of those meetings. Workshops can have one, two, or three online sessions (multi-session workshops typically have one session per week). Registration is required; STEM grad students and postdocs from CIRTL institutions receive enrollment priority.
Becoming an Anti-Racist Educator
Discuss and crowd-source possible solutions to the challenges of bringing anti-racist teaching into a STEM community and classroom in this three-session workshop. Cap: 20.

Considering the Whole Self in Teaching and Learning: Mental and Physical Wellbeing in the Classroom
Explore the relationships between mental and emotional health and learning, with a focus on developing learning objectives and assessments that support the whole student in this two-session workshop. No cap.

From Student to Expert: Breaking Down Disciplinary Tasks in the Classroom
Learn how to prevent complex disciplinary tasks from becoming bottlenecks for student learning by breaking them down with inclusive instructional approaches in this two-session workshop. Cap: 20.

Trauma-Responsive Teaching
Learn general principles and practices associated with trauma-responsive teaching in this one-session workshop. No cap.

Writing an Effective Teaching Philosophy Statement
Monday, February 8 and Monday, February 22, 2021
12-1:30PM AT / 11AM-12:30PM ET / 10-11:30AM CT / 9-10:30AM MT / 8-9:30AM PT
Draft a peer-reviewed teaching philosophy statement that reflects your teaching beliefs and experiences in this two-part workshop. Cap: 40.

Events
Events have live, real-time online sessions; event series include a handful of events that revolve around a unifying theme in STEM teaching and learning. Events run on a drop-in basis and do not require advance registration. Participants can attend as many or as few events as they like in a given series.

Exploring and Unpacking Post-PhD Career Possibilities: Recognizing and Articulating the Value of What You've Learned as a Graduate Student
Explore your skills and strengths, and develop a unique career plan in this four-part event series intended for later stage graduate students and postdocs planning for careers in academia. No cap.

The Graduate Roadmap: Leveraging Individual Development Plans in Academic Career Planning
Walk through the process of developing an Individual Development Plan and applying it to your academic career in this three-part event series. No cap.

How Completing a Teaching-as-Research Project Impacted My Career: Reflections from CIRTL TAR Alumni
Hear a panel of CIRTL alumni reflect on their experience doing a Teaching-as-Research (TAR) project - not the research they conducted, but what they learned from the process and how they leveraged their TAR project in their career - in this stand-alone, drop-in online event. No cap.

Teaching-as-Research Presentations
Hear grad students and postdocs from across the CIRTL Network share the results of their Teaching-as-Research projects in this stand-alone, drop-in online event. No cap.

Academic Careers & Job Postings

Assistant Dean for Inclusion and Engagement, UMass Amherst Graduate School (Deadline: 12/18)
Curriculum & Instruction Specialist, The Ohio State University (Deadline: 12/20)

Assistant Professor of Instruction & Director of Teaching Laboratories in Physics & Astronomy, Northwestern University (Deadline: 12/31)

Associate/Full professor & Whitaker Center for STEM Education Director, Florida Gulf Coast University (Deadline: 1/4/21)

Associate Director, Data Science Supporting Student Success, UCLA (Deadline: 1/9/21)

Associate Director, Faculty Engagement in Action Research, University of Illinois at Chicago (Deadline: 1/21/21)