Weekly Happenings
Newsletter

Spring 2021 Courses – Last Chance to Join!

**Prep for an Academic Career**

This is seminar series designed for Ph.D. students interested in pursuing an academic career and within 1.5 years of graduating. Experienced faculty provide seminars and discussions on two areas: getting the desired academic position and how to be successful during the early years. Topics include, but not limited to: how to apply for academic positions, preparing for the interview, supervising graduate research, balancing service obligations, the promotion and tenure process, funding avenues, publishing and intellectual property, teaching expectations, and balancing work-life issues.

**For Graduate Credit:** ENGR 3001-1250 (CRN #22050)

**Audit (Not for Credit) Registration:** [https://forms.gle/YfScLTjFem7v2Koa8](https://forms.gle/YfScLTjFem7v2Koa8)

**Class Times:** Class meets Thursdays, 12:10 – 1:00 PM online with synchronous Zoom Session, and begins Jan 21st.
Spring 2021 Courses – Last Chance to Join!

Advancing Learning Through Evidence-Based STEM Teaching

This course is designed for graduate students and postdocs preparing for academic careers in the STEM disciplines and interested in learning how to apply research principles to their disciplinary teaching. The primary focus of this course is to provide an introduction to "teaching-as-research" (TAR) - defined as "the deliberate, systematic, and reflective use of research methods to develop and implement teaching practices that advance the learning experiences and outcomes of both students and teachers." Participants will learn about effective teaching strategies and the research that supports them in addition to learning how to collect, analyze, and act upon their own evidence of student teaching.

Cross-Listed as:
- ENGR 3002-13460 (CRN #24277)
- BIOSC 3002-1340 (CRN #24331)
- CHEM 3002-1340 (CRN #24286)

Audit (Not for Credit) Registration
Audit using this form:
https://forms.gle/ezFGjgkGVcDlajQt8

Class Times: Class meets Tuesdays, 5:00 – 5:56 PM online with synchronous Zoom Session, and begins Jan 21st.

The CIRTL Network
CENTER FOR THE INTEGRATION OF RESEARCH, TEACHING, & LEARNING

Course: Basics of Online Learning and Teaching
2:00-3:30PM ET Mondays from January 25-March 29, 2021
This online blended 10-week course walks students through online course development in a mix of synchronous and asynchronous activities. The course will begin with 4 weeks of synchronous online sessions providing an overview of the course and effective online pedagogy. This will be followed by a mix of synchronous and asynchronous sessions on building a course. Each week will involve approximately 4-6 hours of readings, videos, assignments, discussions, and peer feedback. During this time students will work on their final projects where they will develop materials for an online course (or unit) they plan to teach in the future. The course will end with 1 week of student micro-teaching presentations to the group.

MOOC: Advancing Learning through Evidence-Based STEM Teaching
Asynchronous, Mondays from January 25-March 21, 2021
Advancing Learning through Evidence-Based STEM Teaching is an open, online course (MOOC) designed to provide graduate students, postdoctoral scholars, and other aspiring faculty in STEM disciplines with an overview of effective college teaching strategies and the research that supports them. This course is also suitable for other interested university staff, faculty, and administrators. The goal of the eight-week course is to equip the next generation of faculty to be effective teachers, thus improving the learning experience for the thousands of students they will teach.
The CIRTL Network
CENTER FOR THE INTEGRATION OF RESEARCH, TEACHING, & LEARNING

The Graduate Roadmap: Leveraging Individual Development Plans in Academic Career Planning
2:00-3:00PM ET Fridays, February 5, 12, and 19, 2021
Walk through the process of developing an Individual Development Plan and applying it to your academic career in this three-part workshop. In our first session, you will get an introduction to the Individual Development Plan (IDP) process, learn about tools available to help guide you through IDP development, and have a chance to reflect on your own values, skills, and interests. In our second session, you will be able to develop strategies for exploring and experimenting with different professional pathways. In our third and final session, you will start the work of creating your IDP, identifying goals over the next year, how you intend to achieve them, and how to involve mentors in your plans. By the end of this three-part workshop, you will have a solid foundation for an IDP that you can continue to refine and build upon.

Writing an Effective Teaching Philosophy Statement
11:00AM-12:30PM ET Mondays, February 8 and 22, 2021
Draft a peer-reviewed statement that reflects your teaching beliefs and experiences in this interactive, two-part online workshop. Participants will work to draft and edit a teaching statement, which is often required for US academic job applications. We will discuss elements of teaching statements, evidence of effective teaching tailored for different academic jobs, and strategies to get started or polish existing teaching statements. Participants from all disciplines will become better equipped and prepared to communicate their teaching practice through this workshop's collaborative, peer-review process.

Trauma-Responsive Teaching
2:00-3:00PM ET Tuesday, February 16, 2021
Learn general principles and practices associated with trauma-responsive teaching in this one-session workshop. Participants will learn what trauma-responsive teaching is, understand how trauma affects learning and classroom behavior, and explore teaching techniques that you can bring back to your own classrooms.

From Student to Expert: Breaking Down Disciplinary Tasks in the Classroom
3:00-4:30PM ET Tuesdays, February 16 and 23, 2021
Why are certain tasks harder to teach than others? What makes these tasks easy for us as experts while stumping our students? What creates these "bottlenecks" in students' learning, and how can we help our students overcome them? In this two-part workshop, we will leverage cross-disciplinary conversations to address how to identify and communicate the processes behind tasks in our disciplines. By applying methods from David Pace’s Decoding the Disciplines, we will work together to break down (or "decode") such tasks and learn how to model them for our students. Through a series of interactive and reflective activities, we will learn how this decoding framework can help us teach complex skills to a wider range of students and to do so in an inclusive manner. We will also discuss the rewards and challenges of making the process of decoding tasks, processes, and curricula a long-term, regular pedagogical practice.
dB-SERC Lunch (virtual)
12:00-1:00 PM, Monday, February 1, 2021
The discussion will be virtual, so please sign up using the link below to receive the Zoom link. During the lunch, Dr. Sara Brownell from Arizona State University will lead a special lunch discussion about challenges for students with disabilities in active learning, undergraduate research, and the transition to online in college STEM. The abstract is as follows:

Students with disabilities are one of the most underrepresented groups in STEM. Although universities are legally required to provide accommodations for students with disabilities, changing college learning environments present challenges for students with disabilities to receive the accommodations that they need. This talk highlights work that we have done exploring the experiences of students with disabilities in active learning courses, in online courses after the rapid transition online due to COVID-19, and the experiences of students with disabilities in undergraduate research experiences. This work illuminates current challenges for students with disabilities and ways that universities can better support students with disabilities.

"George Barbour: Journalist" Screening and Discussion
7:00-8:30 PM, Thursday, February 11, 2021
Join us for a screening of filmmaker Ken Love's documentary featuring a compilation of interviews with George Barbour talking about his career leading up to and including the seminal Selma-to-Montgomery March. A discussion on the historical influence of Black journalists and matters around Black journalism, featuring contemporaries of Barbour and Pitt students, will follow the screening.

In 1965, as the first African-American KDKA Radio reporter, George Barbour marched 54-miles alongside civil rights activists including Martin Luther King Jr., interviewing participants, including John Lewis, along the way. A Pittsburgh native and University of Pittsburgh alum, Barbour stands as an important and resilient journalist from a revolutionary period of U.S. history.
Developing A Lesson Plan
1:00-2:30 PM, Monday, February 1, 2021
Whether it’s scribbled on the back of a napkin or filed in a formal record of course instruction, planning ahead for a class session creates a more effective class. A detailed description of instructional activities for each class provides a roadmap for the instructor and structure for the students. It can also help you determine how well class goals have been met.

Video Creation Feedback and Critique Session
3:00-4:00 PM, Tuesday, February 2, 2021
Are you looking for creative, low-tech approaches to being your best self on Zoom? Would you like to know how to improve your amateur (or not-so-amateur) video-creation skills? Whether you are an instructor, content-creator, or film aficionado, this session is for you. Join our expert facilitators in an informal process to receive constructive feedback on creating video. Be prepared to share a short clip of a video you have made or your usual Zoom setup and you will learn how to create good composition for a video shoot, taking into account the subject, lighting, and audio. This workshop is a collaboration between the University Center for Teaching and Learning and the University Library System.

Deliver and Grade Assignments with Gradescope
4:00-5:00 PM, Tuesday, February 2, 2021
Join us for an online workshop and learn how instructors use Gradescope. The workshop will offer guidance on remote delivery of assignments that are paper-based, fully online, and a combination of the two. We will also cover the grading and rubric-building workflow on Gradescope and walk attendees through the instructor interface for creating an assignment and student interface for submitting assignments and viewing feedback. Instructors are welcome to invite their TAs and grading staff.

Flex@Pitt: Using Classroom Technology
10:00-11:00AM AND 1:00-2:00PM, Friday, February 5, 2021
10:00-11:00AM AND 1:00-2:00PM, Friday, February 12, 2021
10:00-11:00AM AND 1:00-2:00PM, Friday, February 19, 2021
10:00-11:00AM AND 1:00-2:00PM, Friday, February 26, 2021
B26 Alumni Hall
The Teaching Center's Classroom Services team will offer training sessions to faculty, staff and TAs who want to gain experience with the Zoom Room hardware used in the Flex@Pitt model. Attendees will have the opportunity to use equipment that is identical to the equipment in classrooms. By the end of the workshop, participants will be able to operate Zoom Room hardware and schedule Zoom meetings for Zoom rooms (starting from Canvas.)
ALL ATTENDEES MUST WEAR A FACE COVERING AT ALL TIMES.
Please bring the mobile device (laptop, iPad, etc.) that you will be using for teaching to this session.
Seating is limited to five (5) participants for each session. Registration closes at 12 a.m. on the day of event.
Event dates, times and registration links:
Mentoring Academy | First Session  
12:00-2:30 PM, Friday, February 5, 2021  
**Introduction to Mentor Training**
This session will launch the spring sessions for the Mentoring Academy. The first of three, this session will provide an opportunity to discuss the different roles which mentors and mentees play, and covers the first four competencies in the Mentoring Academy (Introduction, Communication, Aligning Expectations, and Assessing Understanding). Participants will have an opportunity to discuss the principles of effective mentoring through interactive case studies. Participants can attend one session or choose to attend all sessions to complete all eight competencies based on the National Research Mentoring Network curriculum.

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Center for  
**Doctoral and Postdoctoral Career Development**  
Office of Academic Career Development

*Translating Your Current Academic Skills to Future Careers*  
3:00-5:00PM, Wednesday, February 10, 2021  
Doing academic research requires and develops a rich skillset beyond the technical skills needed to accomplish the project or answer the question. This webinar will discuss skills gained during academic training that are valued by both the public and private sectors for a variety of career options available to advanced degree professionals.

*Leveraging LinkedIn: Building Your Online Presence*  
3:00-5:00PM, Wednesday, February 24, 2021  
LinkedIn is one of the most powerful tools used to develop an effective network, yet many users don’t know how to get the most out of the platform. This program will focus on the major concepts of LinkedIn; creating a profile, making connections and finding opportunities, for both first time and experienced users. Attendees will learn tips and tricks to ensure their profile stands out and are targeted to attract the people or organizations who can help them advance their careers.

This is an interactive session that will utilize breakout rooms. Please be sure that you are in a setting where you are able to speak aloud, and that you are running the most current update of Zoom.
### Additional Resources:

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