

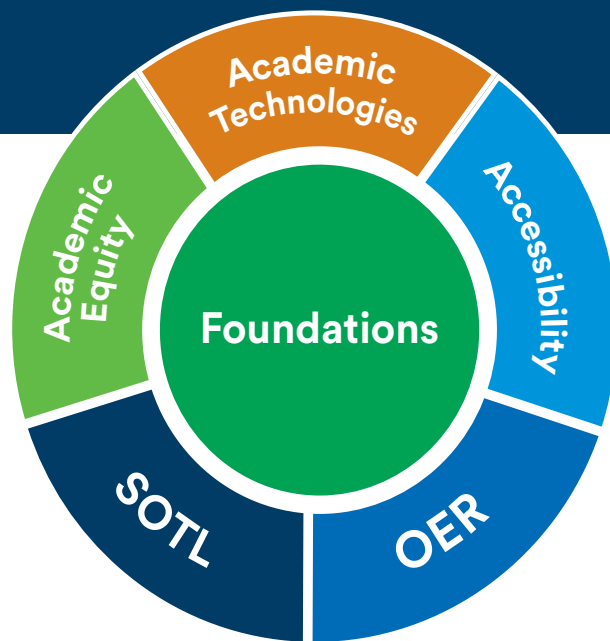


NED Course Catalog

Fall 2022 - Summer 2023

The Minnesota State Network for Educational Development (NED) is pleased to offer a series of webinars, short courses, long courses, and learning communities on the [NED Events Calendar](#). This course catalog is to serve as a guide of the offerings and suggested sequencing of courses.

Not all opportunities are offered each semester. Find the current semester's opportunities on the [NED Resource Site](#) or browse the [NED Events Calendar](#).



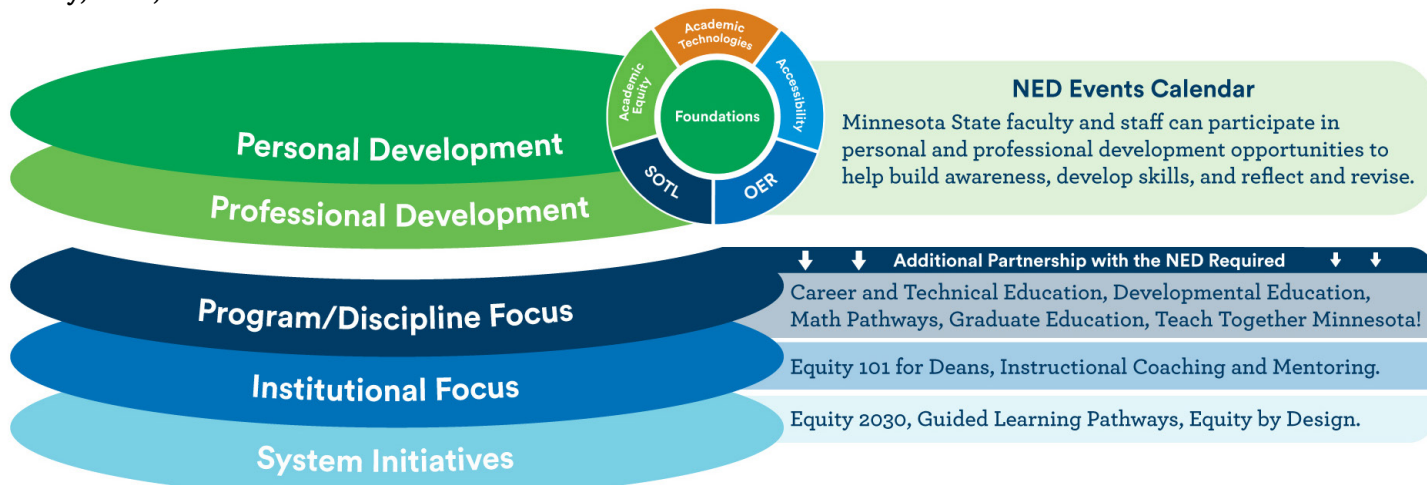
Explore by theme.

Mission Statement

The mission for Minnesota State Network for Educational Development is to promote and sustain academic excellence by providing relevant educational development programs relating to classroom climate, content, teaching practices, and assessment.

- Outcome 1: Examine evidenced-based principles through reflective practice.
- Outcome 2: Apply evidence-based principles to teaching practices.
- Outcome 3: Design, implement, and assess student centered curriculum and instruction.
- Outcome 4: Investigate scholarly teaching within a community of colleagues.

This catalog includes opportunities that are foundational to the personal and professional development of faculty, staff, and administrators.



This catalog does not include additional NED opportunities that support emerging program, institutional, and system priorities. These opportunities are communicated in the weekly *Upcoming Events* email and the monthly *Educational Development Digest*.



Welcome



Catherine Ford, Ed.D.

Director of Educational Development

Catherine.Ford@MinnState.edu

Greetings! I am delighted to welcome you to the 2022-2023 NED year. The mission of the NED is to promote and sustain academic excellence by providing relevant educational development programs relating to classroom climate, content, teaching practices, and assessment. Created by and for Minnesota State faculty and staff, the NED strives to target offerings that support the outcomes of this mission.

Since its creation in August 2019, the NED has welcomed over 2,900 unique individuals and over 10,500 total registrations, which represent each of the Minnesota State institutions. In 2021-2022, the NED offered 91 webinars and 50 short courses & learning communities totaling 3,221 registrations.

The goal of this course catalog is to identify personal and professional development opportunities (short courses, learning communities, webinars, etc.) organized by theme: Academic Equity, Accessibility, Academic Technologies, Scholarship of Teaching and Learning (SoTL), and Open Education Resources (OER). On each theme page you will find suggested, although not required, sequencing of opportunities and a sample of associated webinars, which can be viewed in the NED Resource site. New webinars and topics are added each term.

You will also find FAQs about the NED and the course catalog offerings that we often receive. Hopefully, these will be helpful for you as well. If you have a different question that is unanswered, please let me know.

I am so excited about the NED and the opportunities it provides to learn, grow, and connect!

2022 - 2023 Theme



The theme of connection allows us to intentionally explore ways to create belonging for students, colleagues, and ourselves. As we work to create change for equity in our classrooms, we will inevitably experience the “implementation dip” – the feelings of self-consciousness and chaos that occur when we implement new practices. In order to support each other through this, we need to create intentional spaces and times for connection with our colleagues and our practice.

After spending almost 2 years at least partially in a virtual environment and in uncertain conditions, many of us need of reconnect to our colleagues, our students, and our purpose for engaging in equity work. This year, we aim to help faculty and staff reconnect to themselves, each other, and students to provide them with opportunities to revitalize their values and connect them to their practices in teaching, learning, and serving students.

Contents

[Welcome](#) | [Foundations](#) | [Academic Equity](#) | [Academic Technologies](#) | [Accessibility](#) | [Open Educational Resources](#) | [Scholarship of Teaching and Learning \(SoTL\)](#) | [Learning Objective Index](#) | [FAQs](#)



FOUNDATIONS

Focus on or review foundational concepts related to course design, assessment, and humanizing.

LONG COURSE | 8 WEEKS

Dean and faculty tracks available.

Foundations of Teaching Online
Summer Only

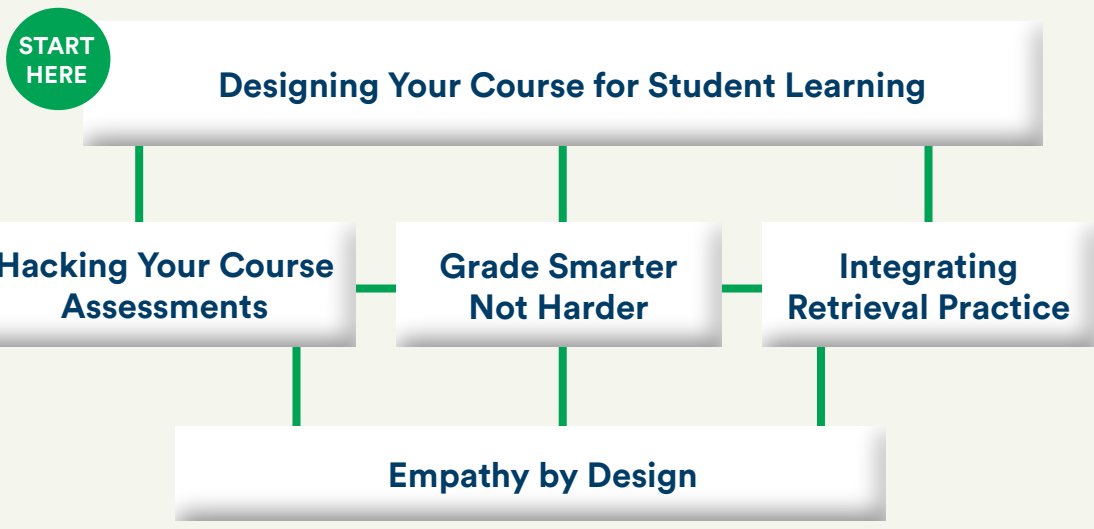
SHORT COURSES | 3 WEEKS

Suggested sequencing, no prerequisites required.

WEBINARS

Webinar topics include:

- Empathy by Design
- Alternative Grading Methods
- Assessment Design for Motivation
- Effective Feedback



Visit the OLC and QM websites to register for development opportunities at a reduced rate

The NED funds memberships to OLC and QM for every Minnesota State institution



Online Learning Consortium
Track



Quality Matters
Track

- Creating Rubrics
- Facilitating Live Online Sessions
- Fundamentals: Giving Effective Feedback
- Fundamentals: Increasing Interaction and Engagement

Applying the Quality Matters (QM) Rubric

Improving Your Online Course

APPQMR is a prerequisite for IYOC



ACADEMIC EQUITY

Gain awareness and increase knowledge and skills to improve academic equity.

SHORT COURSES | 3 WEEKS

Suggested sequencing, no prerequisites required.

START
HERE

Equity 101 or Equity 101 for Deans

6 WEEKS

Introduction to Antiracist
Pedagogy

Culturally Responsive
Pedagogy

Equity by Design
Onboarding

Equity and Technology

More Academic Equity Short Courses Coming Spring 2023

FACULTY LEARNING COMMUNITIES | 10 - 12 WEEKS

Discipline-Specific
Faculty Learning
Communities

Fall 2022

- History
- Peace Officer Programs
- Computer Science/MIS
- Mass Communication

Spring 2023

- Accounting
- Health & Exercise Science
- Economics
- Math

Culturally Responsive
Pedagogy Learning
Community

Equity by Design Campus-Based
Learning Communities

Coming Spring 2023

WEBINARS

Webinar topics include:

- A Framework for Antiracist Praxis
- Application of Antiracist Pedagogy
- CRP/Trauma Responsive Pedagogy
- Creating a Culturally Responsive Syllabus



ACADEMIC TECHNOLOGIES

This is where technologies and pedagogy intersect for student engagement and success.

SHORT COURSES | 3 WEEKS

No prerequisites required.



D2L Brightspace

Manage Course Dates to Improve Student Engagement

Improving Student-to-Content Interaction

Applying Templates in D2L Brightspace
Summer Only

Improving Instructor-to-Student Interaction



Zoom and Kaltura Mediaspace



Technology Tools for Teaching

WEBINARS

Webinar topics include:

- What's New in D2L Brightspace?
- Creating an Inviting Digital Learning Space through Zoom
- Using the Awards Tool in D2L Brightspace
- Create Materials with HTML Content Templates



ACCESSIBILITY

Learn more about the when, why, and how to make courses and materials accessible.

SHORT COURSES | 3 WEEKS

No prerequisites required.



Recommended Reading

Academic Ableism, by Jay Timothy Dolmage

Available online or as an audiobook for free. Interested in starting a book club? Post a message in the [NED Resource Team Site](#), or send an email to the [NED Members](#).

WEBINARS

Webinar topics include:

- Accessible Virtual Presentations and Live Captioning
- Automated Closed Captioning: When to Bot and When to Not
- Universal Design for Learning: Quick Tips to Enhance Learning
- Disability Justice Workshop Series



OPEN EDUCATIONAL RESOURCES

Learn about the what, where, how, and why to use OER.

SHORT COURSES | 3 WEEKS

No prerequisites required.

**Using Pressbooks to Enhance
OER Delivery**

FACULTY LEARNING COMMUNITIES | 10 WEEKS (5 IN SUMMER)

Prerequisite required.

START
HERE

OER Learning Circles

OER Learning Circle Leaders

WEBINARS

Webinar topics include:

- OER FAQ
- OER Community Conversations
- Open Educational Network Webinars



SCHOLARSHIP OF TEACHING AND LEARNING (SOTL)

SOTL uses classroom research to reflect, revise, and assess pedagogical practices with intent to share results with others.

SHORT COURSES | 3 WEEKS

No prerequisites required.

**Classroom Reflection to
Classroom Inquiry**
Spring 2023

Classroom Inquiry and IRB
Spring 2023

Collecting and Analyzing Data
Coming Soon

Excellence in Teaching
Hosted by BOT Award Recipients

FACULTY LEARNING COMMUNITIES | 2 YEARS

Minnesota State REFLECT
Research Experiences for Learning,
Engaging, Connecting, and Teaching



Learning Objective Index

After completing the course/community, participants will be able to:

Accessible Digital Media

Short Course | Accessibility

- Understand definitions, laws, and policies surrounding accessible media that help ensure equitable access
- Know the importance of having accessible features for media as well as effective ways to add audio descriptions, captions, and transcripts with our existing technology service
- Understand how accessible media is a way to improve student success and lead to more equitable delivery

Applying Templates in D2L Brightspace

Short Course | Academic Technologies

- Explain the benefits of using an HTML template for Content pages in D2L Brightspace
- Create a Content page in D2L Brightspace using an HTML a template
- Modify multiple HTML elements within a Content page

Applying the Quality Matters (QM) Rubric

Short Course | Foundations | Register on the QM website at a reduced rate

- Recognize the foundational concepts of Quality Matters
- Identify the critical elements of the QM quality assurance program, including the QM Rubric, materials, processes, and administrative components
- Apply the QM Rubric to review online courses
- Make decisions on whether the demo course meets selected QM Rubric Standards
- Apply the concept of alignment
- Draft helpful recommendations for course improvement by citing annotations from the QM Rubric

Applying UDL Principles to Online Courses

Short Course | Accessibility

- Identify barriers that may be present in an online course environment
- Identify the fundamental concepts of UDL, including how UDL differs from differentiated instruction, and how UDL eliminates barriers in online course environments
- Design and deliver an element of an online course using the principles of UDL

Classroom Inquiry and IRB

Short Course | SoTL

- In development!



Learning Objective Index

After completing the course/community, participants will be able to:

Classroom Reflection to Classroom Inquiry

Short Course | SoTL

- Explain the differences between good teaching, scholarly teaching, and the SoTL
- Identify problems of teaching or opportunities for SoTL inquiry
- Describe the SoTL process and write SoTL inquiry research questions
- Create a plan for moving forward in their SoTL work

Collecting and Analyzing Data

Short Course | SoTL

- In development!

Creating Accessible Course Documents

Short Course | Accessibility

- Describe the importance of having accessible course materials
- Identify the degree of accessibility of current materials and technologies
- Create or revise course documents and HTML pages to be accessible

Culturally Responsive Pedagogy

Short Course | Academic Equity

- Explain to others the central tenets of Culturally Responsive Pedagogy
- Gain ideas for incorporating central tenets into outcomes, materials, assessments, activities, syllabi, and relationships
- Identify interconnections between microaggressions, structural racism, stereotype threat, and course success
- Use our increased knowledge of CRP to share with, support, and encourage other faculty learners to increase everyone's skills at CRP
- Trace how our values have changed and/or deepened through engaging in course, and
- Create a professional development plan for making next steps on the journey of culturally responsive teaching

Culturally Responsive Pedagogy Learning Community

Faculty Learning Community | Academic Equity

- Explain to others the central tenets of Culturally Responsive Pedagogy (CRP)
- Gain ideas for incorporating central tenets into outcomes, materials, assessments, activities, syllabi, & relationships
- Identify interconnections between microaggressions, structural racism, stereotype threat, and course success
- Use our increased knowledge of CRP to share with, support, and encourage other faculty learners to increase everyone's skills at CRP
- Trace how our values have changed and/or deepened through engaging in course, and
- Create a professional development plan for next steps on the journey of culturally responsive teaching



Learning Objective Index

After completing the course/community, participants will be able to:

Designing Your Course for Student Learning

Short Course | Foundations

- Apply Bloom's Revised Taxonomy to course module objectives
- Select assessment tools, learning materials, and learning activities that align with course and module objectives
- Explore various teaching and learning tools that align with a course design
- Implement a course map for one module using D2L Brightspace

Disability Justice

Short Course | Accessibility

- In development!

Discipline-Specific Faculty Learning Communities

Faculty Learning Community | Academic Equity

- Explore and discuss an array of evidence-based interventions that can be made within a course to support culturally responsive pedagogy
- Develop an action plan to implement evidence-based interventions in your course to support culturally responsive pedagogy

Empathy by Design

Short Course | Foundations

- Define "humanizing" as it relates to online teaching and learning and explain why it's important
- Discuss research findings connecting humanizing facilitation and course design strategies with online student success
- Review the literature on the impact of humanizing strategies specific to your own discipline/course
- Evaluate three tools and techniques for implementing evidence-based humanizing strategies
- Develop a fully articulated implementation plan for introducing or enhancing two to three evidence-based humanizing strategies in your online courses that best fit your teaching style

Equity 101 or Equity 101 for Deans

Short Course | Academic Equity

- Establish a shared framework for understanding systemic privilege and oppression
- Distinguish the difference between equality and equity
- Develop skills to look inward and to reflect on how your own identity and worldview are constructed
- Evaluate how your values and experiences impact how you perceive and interact with other.
- Establish shared terminology
- Identify individual and institutional threats to equity
- Connect to people, perspectives, and lived experiences that are different from your own



Learning Objective Index

After completing the course/community, participants will be able to:

- Describe characteristics of an equity minded person
- Identify some of our own assumptions, practices, and policies that are inequitable
- Build an action plan for relentless reflection, lifelong learning, and measurable milestones at the individual, departmental, and institutional levels
- Set a date to review your progress on your action plan

Equity and Technology

Short Course | Academic Equity

- Understand how we can design our online, hybrid, blended, and hyflex courses with equity in mind
- Intentionally create relationships with our students
- Understand how to help the students navigate all of the different technological requirements of the classroom
- Be equity-minded in online environments
- Know what extra factors to be aware of in an online class environment

Equity by Design Campus-Based Learning Communities

Faculty Learning Community | Academic Equity

- In development - launching Spring 2023!

Equity by Design Onboarding

Short Course | Academic Equity

- In development - launching Spring 2023!

Excellence in Teaching

Short Course | SoTL

- In development!
- The purpose of this NED series is to continue honoring and showcasing the experience and expertise of the Board of Trustees Awards for Excellence Educators of the Year through opportunities to present and share on a topic and in a format of their choosing relevant to teaching and learning.

Foundations of Teaching Online

Long Course - Faculty Track | Foundations

- Construct a course schedule, template, or outline that includes at least one learning objective for each module
- Create an alignment map with your learning objective(s), assessment tool, and learning activities
- Plan strategies to humanize your online course, using principles of trust, presence, awareness, and empathy
- Identify elements that improve the accessibility of course materials including documents, webpages, and media



Learning Objective Index

After completing the course/community, participants will be able to:

Foundations of Teaching Online

Long Course - Deans Track | Foundations

- Describe key components of quality course design
- Compare two different sets of online course evaluation standards
- Evaluate a course for alignment
- Evaluate a course for evidence of humanizing strategies and student-friendly navigation
- Demonstrate ability to use D2L and academic technologies through practice or review of examples/best practices
- Identify elements that improve the accessibility of course materials including documents, webpages, and media

Grade Smarter Not Harder

Short Course | Foundations

- Describe key components of quality course design
- Compare two different sets of online course evaluation standards
- Evaluate a course for alignment
- Evaluate a course for evidence of humanizing strategies and student-friendly navigation
- Demonstrate ability to use D2L and academic technology tools through practice and/or review of examples/best practices
- Identify elements that improve the accessibility of course materials including documents, webpages, and media

Hacking Your Course Assessments

Short Course | Foundations

- Apply principles of effective assessments to developing test questions
- Implement strategies to improve test security
- Utilize different methods of feedback on assessments

Improving Instructor-to-Student Interaction

Short course | Academic Technologies

- Define and classify traditional and performance assessments
- Identify, classify, and align an assessment tool to measure and evaluate student learning for an objective
- Create an assessment aligned to measure student learning for a learning objective that you have prepared
- Define and classify the elements that make these assessments effective
- Analyze assessments and make suggestions to improve validity and reliability, as well as to reduce bias
- Make improvements to your own traditional assessment or scoring rubric to improve validity and reliability, as well as reduce the presence of bias in your assessment
- Apply the wise feedback method to provide effective feedback on a student work sample
- Identify the changes you made to your assessments you brought with you to this course



Learning Objective Index

After completing the course/community, participants will be able to:

Improving Student-to-Content Interaction

Short Course | Academic Technologies

- Understand and differentiate online course tools and features (Content, HTML Editor, and Release Conditions) that may be utilized for course content design
- Understand best practices using online course tools and features to improve student-to-content interaction
- Analyze and apply practical strategies for real-world scenarios to design content learning paths
- Evaluate and reflect how these strategies may improve student learning and interaction in online courses

Improving Your Online Course

Short Course | Foundations | Prerequisite: Applying the QM Rubric | Register on the QM website at a reduced rate

- Recognize the foundational concepts of Quality Matters
- Apply the essential Specific Review Standards of the Quality Matters Rubric to your own online course
- Describe the alignment of at least one module/unit in your online course
- Prioritize improvements to your online course

Integrating Retrieval Practice

Short Course | Foundations

- Apply principles of retrieval practice to course design or unit development
- Discuss research findings connecting retrieval practice to student success
- Explore various teaching and learning tools that align with retrieval practice
- Implement strategies to support student retrieval practice

Introduction to Antiracist Pedagogy

Short Course | Academic Equity

- Define antiracist pedagogy as an individual and community process, and why it is important
- Learn strategies for sustained critical self-reflection as a foundation for antiracism work
- Begin applying antiracist pedagogy to classes, across curriculum in their department, and across their college

Manage Course Dates to Improve Student Engagement

Short Course | Academic Technologies

- Understand and differentiate online course tools, features, and applications (Import/Export/Copy Components, Manage Dates, and Brightspace Pulse) that may be utilized to manage course dates
- Understand best practices using online course tools and features to communicate course dates to students
- Analyze and apply practical strategies for real-world scenarios to motivate students
- Evaluate and reflect how these strategies may improve student learning and engagement in online courses



Learning Objective Index

After completing the course/community, participants will be able to:

Minnesota State REFLECT

Faculty Learning Community | SoTL

- Develop, implement, and present research results at a conference or in a journal. Research studies should focus on pedagogical practices that enhance the teaching and student experience

OER Learning Circles

Faculty Learning Community | OER

- Collaborate with other Minnesota State faculty who are committed to redesigning courses around open educational resources (OER) and/or creating ancillary materials or primary course resources to help eliminate textbook and resource costs for students. The equivalent of .5 RCE is available to participating faculty.

OER Learning Circle Leaders

Faculty Learning Community | OER | Prerequisite: OER Learning Circles

- Gain experience facilitating cross-disciplinary OER Learning Circles
- Create a plan for the design, delivery, and evaluation of a campus-based OER Learning Circle
- Identify, modify, and/or create a D2L support course room and other materials to be used for facilitating OER Learning Circles at your campus

Technology Tools for Teaching

Short Course | Academic Technologies

- Identify and align at least one instructional strategy with one of the tools within Kaltura MediaSpace as part of your course
- Use a webcam or mobile device to record a video that demonstrates the use of teacher presence
- Use a webcam or mobile device to record a video that applies each of the five video production principles
- Use Kaltura to create captions that have an accuracy of at least 99%
- Share a video from Kaltura MediaSpace in an D2L Brightspace course
- Identify and align at least one instructional strategy with one of the tools within Zoom as part of your course
- Select and implement one of the tools within Zoom as part of your instructional strategies in your course

Using Pressbooks to Enhance OER Delivery

Short Course | OER

- Explain how Pressbooks can be applied to an individual scholarship plan
- Consider 2-3 possible topics for publication in Pressbooks
- Identify options for including culturally responsive teaching practices and accessibility using Pressbooks
- Demonstrate knowledge of the Pressbooks Dashboard through the design of a book shell with a title, front matter, part, chapter, and back matter



FAQs

General

Where do these opportunities come from?

Ideas for new opportunities are heard in the Educational Development Committee and are brought to the Academic Affairs Council for approval.

Why should I join the NED?

Members of the [NED](#) receive weekly ‘Upcoming Events’ emails and the monthly [Educational Development Digest](#) to their inbox. Members can also use Teams to have conversations with other members, ask questions, or email the community.

How do I join the NED?

Minnesota State employees can visit the [NED Resource Site](#) using StarID@MinnState.edu and select the “Join the NED Community” button. Non-Minnesota State employees can request guest access by emailing ed-innovations@minnstate.edu.

Where can I learn more?

The [NED Resource Site](#) has a history of the NED, recordings from previous webinars, resources for educators, promotional materials, and more. Visiting the [NED Events Calendar](#) will always provide the most up-to-date opportunities.

How much do NED opportunities cost?

All opportunities on the [NED Events Calendar](#) are no cost.

Who facilitates NED opportunities?

NED opportunities are designed and facilitated by Minnesota State faculty and staff.

Who can register for NED opportunities?

Anyone can register for webinars, all other opportunities are limited to Minnesota State employees.

How is my registration data used?

Campuses may want to know if their faculty are using the educational development resources and opportunities made available from Minnesota State to best tailor their on-campus offerings. We will provide participation information upon campus request. You may opt out of this report by contacting ed-innovations@minnstate.edu.



FAQs

Faculty Learning Communities

Is there a participant limit?

There is a 30 participant limit.

Long and Short Courses

What happens after I finish a course?

Participants will receive a completion certificate that can be used in a Professional Development Plan.

Is there a participant limit?

There is a 25 - 30 participant limit.

Are long and short courses self-paced?

No, they are not self-paced, and are facilitated by instructors from around Minnesota State.

How do I redeem and access my eBook?

Some courses and communities provide a free eBook for participants. Accessing these do not require an eReader, participants are able to read in a browser (Chrome, Safari, etc.). To redeem, participants can click on the link in the calendar appointment sent after registering.

Webinars

How can I watch the recording of a webinar I missed?

The [NED Resource Site](#) has a resources such as slides or recordings from previous webinars,

Is there a participant limit?

No there is no participant limit for webinars, other than the default limit Zoom allows.

What happens after I finish a webinar?

Completion certificates are not available for attending webinars, instead we encourage the use of learned practices in courses.