

**From:** MIT Teaching + Learning Lab [tll@mit.edu](mailto:tll@mit.edu)  
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**To:** [fisherp@mit.edu](mailto:fisherp@mit.edu)



Teaching +  
Learning Lab



## May 2022 Newsletter

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### Registration open now through May 15 for 2022-2023 Teaching Development Fellowship

*All MIT grad students* are welcome to apply for the 2022-2023 cohort of [Teaching Development Fellows](#).

As a Fellow, you will join an interdisciplinary network of your peers dedicated to teaching and learning. With training and mentorship in teaching from TLL staff, you'll design and lead independent, department-based workshops and events (in-person or remote) aimed at improving the teaching skills of MIT grad students.

The Fellowship requires a time commitment of 8-10 hours per month, and Fellows will receive a \$200/month stipend supplement for one ten-month term (September-June).

**Applications are open now and will close at 11:59 pm (ET) on Sunday, May 15:**

- For additional information, a recording and slides from a recent info session, instructions, *and the online application*, click [HERE](#);
- For questions at any time, please contact [Ben Hansberry](#) or the Fellow in your department. For a list of current Fellows, click [HERE](#).

Photo by [Yuhan Du](#)



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### Registration to open May 13-22 for Summer 2022 Lesson Planning Track

*All MIT grad students* are welcome to apply for the Summer 2022 Lesson Planning Track, part of our ongoing efforts supporting [Grad Teaching Development](#).



**Applications will open at 12:00 pm Noon (ET) on Friday, May 13, and will close at 11:59 pm**

**(ET) on Sunday, May 22, 2022.** Participants from previous workshop tracks are given priority and then applicants are selected on a first-come, first-served basis. *During the application window*, the application form will be available [HERE](#).

This track consists of three interactive 2-hour workshops, held in person on the following days:

- Workshop 1: **Facilitating Learning**, Thursday, June 9, 10:00 am-12:00 pm
- Workshop 2: **Planning for Learning**, Thursday, June 16, 10:00 am-12:00 pm
- Workshop 3: **Feedback and Learning**, Thursday, June 23, 10:00 am-12:00 pm

In these workshops, we will discuss the relevant scholarly literature as we identify strategies for preparing an effective lesson plan for a class session or recitation, developing skills for classroom presentation and effective classroom activities, and giving formative feedback to students. Over the course of the workshop track, each participant will develop a detailed lesson plan on a topic of their choice with feedback from the instructor.

Photo by [Pierre Bamin](#)

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**Monday, May 16**  
**10:00 am - 11:00 am**  
**(hybrid event)**

***Creating a Discipline-Specific  
Pedagogy Program for  
Professional Development in Teaching***

Dr [Summer Morrill](#), Instructor of TA Training and Curriculum Development (Biology), earned her PhD at MIT ('20) and has served as a [Teaching Development Fellow](#) with our office. As part of the department's Teaching and Learning group, she employs her expertise to guide "the teaching development of graduate and undergraduate students through training and curriculum design." She is leaving MIT soon to take up a new position but, in true teacher form, will share a last lesson before departing!



Dr Morrill will present a seminar to showcase her experience, insights, and accomplishments relating to TA training in the Department of Biology. Please note that the topics and work to be discussed could apply to any department or academic program at MIT.

**ALL ARE WELCOME** to this hybrid event:

- **Monday, May 16, 2022, from 10:00 am - 11:00 am**
  - In person (with light refreshments): [Koch Institute Auditorium \(Bldg 76\)](#)
  - Online: <https://mit.zoom.us/j/92603268759>
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## Join TLL's Fall Cohort of the Community of Anti-Racist Educators!

All MIT faculty and instructors are invited to join a **Community of Anti-Racist Educators** (Aug-Dec 2022) to explore the theory and practice of inclusive and anti-racist teaching, and to make plans to incorporate specific teaching practices to their own subjects.

Designed to be “**part education, part activation**” to support educators engaging in anti-racist work in teaching and learning spaces, we'll begin with an in-person reading group before the Fall semester begins and continue with monthly community of practice gatherings through Fall 2022 as a space for collaborative learning and feedback as well as sharing current challenges, setbacks, and progress.

- If you are interested in **learning more** about the first cohort of the Community of Anti-Racist Educators, visit our website [HERE](#).
- If you are interested in **joining this community** of anti-racist educators in Fall 2022, please complete a brief interest form [HERE](#) by **Monday, June 6th**.
- **If you have questions**, feel free to reach out to Ruthann Thomas, Associate Director for Teaching and Learning, by emailing [HERE](#).

Photo by [Matt Howard](#)



### ***"Providing and Soliciting Feedback"***

**Fresh Perspectives** is our homegrown collection of interviews with MIT instructors exploring how effective teaching techniques adopted during the pandemic can shape our post-pandemic practices.

In a new ten-minute video, **Dr Bruno Verdini** (DUSP) discusses the importance of committing to a positive *"everything is*



*achievable*" mindset as a basis for promoting student agency toward success in and beyond the classroom. He confesses to finding a silver lining in the ubiquitous adoption of the "black boxes" of Zoom. Dr Verdini also offers insights on the enduring importance of coaching students in the values of "reciprocity [and] responsibility for the other". Watch the video [HERE](#).

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## Shout-out to the 'Secret Superheroes' of EECS!

A recent MIT News article chronicled the essential and wide-ranging work of the department's lecturers, naming them "an elite group of educators who have dedicated their careers to ensuring that the technology, curriculum, and instructional delivery of MIT's classroom education all keep up with the dizzying pace of its research."

To read more about how their competence, compassion, and classroom presence shape the teaching and learning enterprise at EECS, click [HERE](#).

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## Some new resources this spring @ MIT

### Edges & Nodes: a series

MIT postdoc [Tigist Tamir](#), host and creator of Edges & Nodes, describes this new storytelling resource: "I started this series as a way to increase visibility of the amazing scientists I work with everyday, but also to show our humanity. Yes, we all love our work, but we have multifaceted interests that deserve to be seen."

- To view the beginning episodes, click [HERE](#)
- To sign up for an episode of your own, click [HERE](#)

### BeeLine Reader

A finalist at the MIT SOLVE 2021 [Digital Workforce Challenge](#), BeeLine Reader declares itself "A simple way to make reading on screen more inclusive and accessible" by using subtle color gradients to assist visual tracking. See it in action and learn more details [HERE](#).



### WeLEAP Aerospace

MIT postdoc [Durgesh Chandel](#) has begun organizing WeLEAP (*Women LEaders in Aerospace and Mechanical Engineering Programs*), a newly formed cohort of technical experts, role models, career coaches, and allies to promote STEM diversity and talent retention. For more information about the group, visit their website [HERE](#).

Photo by [Zoe Schaeffer](#)



## Help us plan our Speaker Series events for AY22-23

*During this academic year, as our teaching and learning continued through precarious times, we invited five noteworthy professors to carry forth, in online presentations, on a variety of evidence-based topics which explore the well-being of students and instructors:*

- [Mays Imad](#) (Pima Community College/Gardner Institute) described the neuroscience of toxic stress and how to increase engagement, connection, and healing in the classroom;
- [Justin Reich](#) (MIT) recounted his research into personal experiences of pandemic schooling, with an eye toward recovery and building back better;
- [Eric Mazur](#) (Harvard) revealed how, in the face of pandemic circumstances, he adapted and further innovated even his nontraditional approaches for teaching undergraduate physics;
- [Carlton Fong](#) (Texas State University) discussed evidence-based strategies to maximize student confidence, learning, and belonging; and
- [Anthony Johnson](#) (The Ohio State University) shared his ongoing research about the positive and negative roles of social class in shaping students'

*As summer begins, we will be planning our AY22-23 roster of guest speakers and we invite your participation!*

We are very interested in hearing your suggestions for:

- an overall theme for the upcoming school year;
- your ideas for topics to be addressed; and
- your suggestions of specific individuals to serve as guest speakers.

**If you wish to contribute in any or all of these categories, please complete our short 3-question survey form [HERE](#).**

We'll leave the survey form online through **Wednesday, June 1st**. At the end of the survey, we'll randomly draw a half-dozen participants to select a book (as our thank-you) from a list of recent teaching and learning publications. (You can also contribute anonymously to the survey.)

Thank you for supporting our work!

Photo by [Joshua Hanson](#)

interactions with peers.



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