

CSL STEM EDUCATION ADVISOR DIRECTORY

The following individuals have expertise in teaching, learning, and/or education research in STEM. They are available to meet with you on an as-needed basis. All consultations are preceded by a short intake conversation with the program PI, Stephanie Chasteen, who can make some recommendations of consultants based on their expertise. Consultations beyond 3 meetings require a short application to identify the goals of the meetings. This is a program of the Transforming Education, Stimulating Teaching and Learning Excellence (TRESTLE; <http://colorado.edu/csl/TRESTLE>) project and the Center for STEM Learning (<http://www.colorado.edu/csl/opportunities/consultations>).

The following list is provided so that you may choose the best advisor for your needs, and either contact them, or request that CSL do so, as indicated below.

DEREK BRIGGS

CONTACT: Contact Chasteen@Colorado.edu to be connected

POSITION: Professor, Education

AREAS OF EXPERTISE: Assessment, Measurement, Psychometrics, Statistics

TYPICAL RESPONSE TIME: 1-2 weeks



ABOUT ME: Derek Briggs is a professor of quantitative methods and policy analysis and chair of the Research and Evaluation Methodology program at the University of Colorado Boulder. He is also the Director of the Center for Assessment, Design, Research and Evaluation. Dr. Briggs' long-term research agenda focuses upon building sound methodological approaches for the measurement and evaluation of growth in student learning. He has a special interest in the use of learning progressions as a method for facilitating student-level inferences about growth, and helping to bridge the use of test scores for formative and summative purposes. Other interests include critical analyses of the statistical models used to make causal inferences about the effects of teachers, schools and other educational interventions on student achievement.

I CAN HELP YOU WITH....

Assessment: Developing content surveys or assessments; Interpreting student data and/or feedback;

Educational research: Designing studies; Survey design and analysis; Quantitative analysis and statistics; Program evaluation;

STEPHANIE CHASTEEN

CONTACT: Contact Chasteen@Colorado.edu to be connected

POSITION: Associate Director, Science Education Initiative. Course Transformation Specialist, Center for STEM Learning, Physics, Center for STEM Learning

AREAS OF EXPERTISE: Physics education research, backwards design, national instructional resources

TYPICAL RESPONSE TIME: less than a week



ABOUT ME: I have broad experience in STEM education and education research, drawing from multiple disciplines and projects. I am a physicist and education researcher, with a focus on educational transformation -- that is, how faculty and institutions incorporate active learning, and the barriers that they face in doing so. I have a finger on the pulse of the national STEM education scene and so am a good person to advise on grants, finding educational resources across disciplines, or finding other faculty (here and elsewhere) to talk to. I am an experienced program evaluator, particularly on NSF-funded projects. I have developed pre/post conceptual assessments for upper-division physics. I am also very good at reading learning goals across disciplines, and helping to refine them.

I CAN HELP YOU WITH....

Curriculum and course design: Developing learning goals;

Instructional strategies: Active learning and engagement in general; Use of clickers and peer instruction; Teaching upper-division courses;

Technological tools: iClicker, The Course Network, Piazza

Assessment: Developing content surveys or assessments; Developing student feedback surveys; Interpreting student data and/or feedback;

Student learning: Improving student motivation and/or engagement;

Educational research: Designing studies; Survey design and analysis; Quantitative analysis and statistics; Qualitative analysis (e.g. interviews, open-ended responses); Program evaluation;

MELISSA DANCY

CONTACT: Contact Chasteen@Colorado.edu to be connected

POSITION: research faculty, physics

AREAS OF EXPERTISE: educational transformation

TYPICAL RESPONSE TIME: 1-2 weeks

ABOUT ME: My expertise would probably be most helpful to someone working with faculty to move toward research-based teaching.



I CAN HELP YOU WITH....

Educational research: Designing studies; Qualitative analysis (e.g. interviews, open-ended responses); Program evaluation;

DOUG DUNCAN



CONTACT: Contact Chasteen@Colorado.edu to be connected

POSITION: Senior Instructor, STEM researcher, APS

AREAS OF EXPERTISE: Technology (Clickers); tutorials, engagement

TYPICAL RESPONSE TIME: Less than a week

ABOUT ME: My research and experience center on student

engagement, the thoroughness with which students learn concepts, and approaches to student engagement such as "clickers" and tutorials. I wrote the first book in the US on teaching with clickers, and published the first data on the correlation between texting and student grades. As the author of over 50 refereed papers I am sensitive to the time pressures on faculty members, and can and do differentiate between teaching methods that take more or less time to implement.

I CAN HELP YOU WITH....

Curriculum and course design: Developing learning goals;

Instructional strategies: Incorporating active learning for the first time; Active learning and engagement in general; Choosing instructional strategies that match learning goals; Preparing and/or presenting lecture; Facilitating group work; Facilitating worksheets or tutorials in lecture; Facilitating worksheets or tutorials in a recitation; Use of clickers and peer instruction; Using Learning Assistants; Teaching large introductory courses; Peer learning;

Technological tools: iClicker

Assessment: Developing student feedback surveys;

Student learning: Improving student motivation and/or engagement; Responding to poor student evaluations / FCQs; Student retention in the major; I can help you with dealing with Digital Distraction (phones, laptops)

Educational research: Designing studies; Quantitative analysis and statistics; Qualitative analysis (e.g. interviews, open-ended responses);

TERESA FOLEY

CONTACT: Contact Chasteen@Colorado.edu to be connected

POSITION: Instructor, Integrative Physiology

AREAS OF EXPERTISE: physiology education research and curriculum development

TYPICAL RESPONSE TIME: 1-2 weeks

ABOUT ME: I have extensive experience in physiology education research and curriculum development. From 2008 to 2011, I served as a Science Teaching Fellow for the Science Education Initiative in Integrative Physiology (IPHY). In 2011, I was hired as an instructor in IPHY where I continue to work with faculty on improving our undergraduate curriculum. Over the last seven years I have helped convert 15 IPHY courses from a teacher-centered to a student-centered approach. This work includes developing learning goals for each of these courses, creating assessments that align with the learning goals, surveying students about their attitudes towards the course, observing classrooms, and helping faculty implement instructional approaches that improve student learning (i.e., clickers, case studies, homework, worksheets, inquiry-based laboratories). I have been the recipient of two Chancellor Awards for Excellence in STEM Education, one ASSETT Development Award, one Type II TRESTLE Award, and I am the current IPHY representative for the AAU STEM Education Initiative. As a CSL STEM Education Advisor, I can provide expertise in implementing a new teaching tool, assessing the effectiveness of the tool, troubleshooting potential issues, and sustaining these changes in the classroom.

I CAN HELP YOU WITH....

Curriculum and course design: Developing learning goals; Alignment across a curriculum; Sequencing within a course; Sequencing across courses;

Instructional strategies: Incorporating active learning for the first time; Active learning and engagement in general; Choosing instructional strategies that match learning goals; Preparing and/or presenting lecture; Facilitating group work; Designing group activities; Facilitating worksheets or tutorials in lecture; Facilitating worksheets or tutorials in a recitation; Designing student worksheets; Use of clickers and peer instruction; Using Learning Assistants; Teaching large introductory courses; Teaching upper-division courses; Case studies; Peer learning; Inquiry-based laboratories

Technological tools: D2L, iClicker, Camtasia, Mediasite Lecture Capture, ePortfolios, Survey Monkey

Assessment: Developing exams and homework; Developing content surveys or assessments; Developing student feedback surveys; Interpreting student data and/or feedback;

Student learning: Improving student motivation and/or engagement; Responding to poor student evaluations / FCQs;

Educational research: Designing studies; Survey design and analysis; Quantitative analysis and statistics;

ERIN MARIE FURTAK

CONTACT: Contact Chasteen@Colorado.edu to be connected

POSITION: Associate Professor, School of Education

AREAS OF EXPERTISE: Assessment, Professional Development, Effective Science Teaching Strategies

TYPICAL RESPONSE TIME: 1-2 weeks



ABOUT ME: As a former high school science teacher and now an educational researcher, my interest has always been in the alignment of curriculum, teaching, and assessment. I am happy to draw on my experience in designing and studying K-12 learning environments - primarily high school biology - to support faculty as they think about curriculum design, formative assessments, collecting and analyzing mixed-methods data about their teaching, and student learning.

I CAN HELP YOU WITH....

Curriculum and course design: Backwards course design; Developing learning goals; Alignment across a curriculum; Sequencing within a course; Sequencing across courses;

Instructional strategies: Facilitating group work; Designing group activities; Formative Assessment

Technological tools:

Assessment: Developing content surveys or assessments; Developing student feedback surveys; Interpreting student data and/or feedback;

Student learning:

Educational research: Designing studies; Survey design and analysis; Quantitative analysis and statistics; Qualitative analysis (e.g. interviews, open-ended responses);

MARK GAMMON

CONTACT: mark.gammon@colorado.edu

POSITION: Learning Experience Design Manager, Office of Information Technology

AREAS OF EXPERTISE: Academic/Educational Technology, Sociology, Social Media, Project Management, Course Design

TYPICAL RESPONSE TIME: 1-2 weeks



ABOUT ME: Learning Experience Designers lead and contribute on teams that rapidly design, deploy, and evaluate digital education initiatives. Working closely with faculty, schools & colleges, and campus leadership, LXDs manage large-scale projects and provide expertise in learning, design, technology prototyping, project management, and assessment of emerging educational innovations. LXDs also provide strategic consultations for faculty members, programs, and departments to identify, support, and assess effective uses of technologies for teaching and learning.

I CAN HELP YOU WITH....

Curriculum and course design: Backwards course design; Developing learning goals; Other Course redesign, technology design & implementation

Instructional strategies: Incorporating active learning for the first time; Active learning and engagement in general; Choosing instructional strategies that match learning goals; Preparing and/or presenting lecture; Facilitating group work; Designing group activities; Use of clickers and peer instruction; Flipped classroom techniques; Using Learning Assistants; Teaching large introductory courses; Teaching service courses; Teaching upper-division courses; Peer learning; Learning technologies, technology prototyping

Technological tools: D2L, Clickers, Qualtrics, Coursera, Media tools, emerging educational technologies

Assessment: Developing content surveys or assessments; Developing student feedback surveys; Interpreting student data and/or feedback; Other (including particular technological tools)Qualtrics

Student learning: Improving student motivation and/or engagement; Responding to poor student evaluations / FCQs; Working with student diversity, identity, or under-represented minorities; Student retention in the major;

Educational research: Designing studies; Qualitative analysis (e.g. interviews, open-ended responses);

SETH HORNSTEIN

CONTACT: Contact Chasteen@Colorado.edu to be connected

POSITION: Senior Instructor, Astrophysics and Planetary Sciences

AREAS OF EXPERTISE: Astronomy Education

TYPICAL RESPONSE TIME: Less than a week



ABOUT ME: Technical Expertise using Clickers and D2L.

I CAN HELP YOU WITH....

Instructional strategies: Use of clickers and peer instruction; Using Learning Assistants; Teaching large introductory courses; Peer learning; Technical questions related to D2L;

Technological tools: D2L, iClicker, Powerpoint

ANNE-BARRIE HUNTER

CONTACT: Contact Chasteen@Colorado.edu to be connected

POSITION: Researcher; Program Manager, CSL, Ethnography & Evaluation Research and CSL

AREAS OF EXPERTISE: undergraduate STEM education, including persistence/retention, issues of access, science career pathways, undergraduate research; STEM program evaluation

TYPICAL RESPONSE TIME: 1-2 weeks



ABOUT ME: Anne-Barrie Hunter is program manager for the Center for STEM Learning and co-director of and research associate with Ethnography & Evaluation Research. Since 1991, she has collaborated with group members to conduct qualitative research and evaluations of STEM initiatives seeking to improve college science education. Research interests include issues of women and underrepresented groups in STEM education and career pathways, faculty and graduate student professional development, and organizational change and development in higher education.

I CAN HELP YOU WITH....

Curriculum and course design: Backwards course design; Developing learning goals; Other Principles of course structure

Instructional strategies: Active learning and engagement in general; Preparing and/or presenting lecture;

Technological tools:

Assessment: Developing content surveys or assessments; Developing student feedback surveys; Interpreting student data and/or feedback; Other (including particular technological tools) Student Assessment of Learning Gains (SALG)

Student learning: Working with student diversity, identity, or under-represented minorities; Student retention in the major;

Educational research: Qualitative analysis (e.g. interviews, open-ended responses); Program evaluation; SALG, URSSA, CAT, etc.

MIKE KLYMKOWSKY

CONTACT: Contact Chasteen@Colorado.edu to be connected

POSITION: Professor, MCD Biology

AREAS OF EXPERTISE: biology and chemistry (and some physics)

TYPICAL RESPONSE TIME: Less than a week



ABOUT ME: Thinking about content, what is important to include, what can be excluded, and the best ways to teach specific concepts and observations.

I CAN HELP YOU WITH....

Curriculum and course design: Backwards course design; Developing learning goals; Alignment across a curriculum; Sequencing within a course; Sequencing across courses;

Instructional strategies: Choosing instructional strategies that match learning goals; Facilitating worksheets or tutorials in lecture; Designing student worksheets; Flipped classroom techniques; Teaching large introductory courses; Teaching upper-division courses; Case studies;

Technological tools: NB / beSocratic

Assessment: Developing content surveys or assessments;

Student learning: Improving student motivation and/or engagement; Responding to poor student evaluations / FCQs; Working with student diversity, identity, or under-represented minorities; Student retention in the major;

Educational research: Designing studies; Survey design and analysis; Program evaluation; BCI, beSocratic-based assessments

JENNY KNIGHT

CONTACT: Contact Chasteen@Colorado.edu to be connected

POSITION: associate professor, MCD Biology

AREAS OF EXPERTISE: curriculum development, assessment development, best practices in active learning, extensive research on student discussions and clicker use, misconception in biology

TYPICAL RESPONSE TIME: 1-2 weeks



ABOUT ME: With 16 years of teaching experience and 10 years experience as a science education researcher, I can offer consultation on course and curriculum matters, active learning, assessment, and design of education research projects. My discipline is biology, but I am happy to work with other STEM disciplines as well.

I CAN HELP YOU WITH....

Curriculum and course design: Backwards course design; Developing learning goals; Alignment across a curriculum; Sequencing within a course; Sequencing across courses;

Instructional strategies: Incorporating active learning for the first time; Active learning and engagement in general; Choosing instructional strategies that match learning goals; Preparing and/or presenting lecture; Facilitating group work; Designing group activities; Facilitating worksheets or tutorials in lecture; Facilitating worksheets or tutorials in a recitation; Designing student worksheets; Use of clickers and peer instruction; Using Learning Assistants; Teaching large introductory courses; Teaching upper-division courses; Case studies; Peer learning;

Technological tools: clickers

Assessment: Developing exams and homework; Developing content surveys or assessments; Developing student feedback surveys; Interpreting student data and/or feedback;

Educational research: Designing studies; Survey design and analysis; Quantitative analysis and statistics; Qualitative analysis (e.g. interviews, open-ended responses);

CLAYTON LEWIS

CONTACT: Contact Chasteen@Colorado.edu to be connected

POSITION: Professor of Computer Science, Computer Science

AREAS OF EXPERTISE: Computer Science, Cognitive Science

TYPICAL RESPONSE TIME: 1-2 weeks



ABOUT ME: I'm a computer scientist and cognitive scientist with a long standing interest in education, in computing, mathematics, and science. I'm especially interested in educational technology, including the use of games in education and the creation of nonvisual representations.

I CAN HELP YOU WITH....

Curriculum and course design: Developing learning goals;

Instructional strategies: Active learning and engagement in general; Teaching large introductory courses; Peer learning;

Assessment: Developing exams and homework;

Student learning: Improving student motivation and/or engagement; Responding to poor student evaluations / FCQs;

Educational research: Designing studies; Qualitative analysis (e.g. interviews, open-ended responses);

ANDREW MARTIN

CONTACT: Contact Chasteen@Colorado.edu to be connected

POSITION: Professor, EBIO

AREAS OF EXPERTISE: Biology

TYPICAL RESPONSE TIME: Less than a week



ABOUT ME: There are many different ways of teaching that can achieve desirable student learning gains, but it is not always clear why one method may be better than another, how to implement particular methods given the characteristics of a course or classroom, and what strategies work best. I have experience with many different ways of teaching, with authentic assessments of teaching and learning, and have worked with many professors and instructors to facilitate adoption of student-centered approaches in the classroom. Because of my experience as an educator and facilitator, I can help educators realize short or long-term goals for improving their teaching. I can provide recommendations about how to use a particular teaching strategy or engage with faculty as a coach for a semester or longer.

I CAN HELP YOU WITH....

Curriculum and course design: Backwards course design; Developing learning goals; Alignment across a curriculum; Sequencing within a course; Sequencing across courses; Other Use of varied modes of student centered activities, use of observation protocols and collection of student and professor data in the classroom.

Instructional strategies: Incorporating active learning for the first time; Active learning and engagement in general; Choosing instructional strategies that match learning goals; Preparing and/or presenting lecture; Facilitating group work; Designing group activities; Facilitating worksheets or tutorials in lecture; Facilitating worksheets or tutorials in a recitation; Designing student worksheets; Use of clickers and peer instruction; Flipped classroom techniques; Using Learning Assistants; Teaching large introductory courses; Teaching upper-division courses; Case studies; Peer learning;

Technological tools: D2L, i>Clicker, R (programming language)

Assessment: Developing exams and homework; Developing content surveys or assessments; Interpreting student data and/or feedback; Other (including particular technological tools) Student Assessment of Learning Gains (SALG)

Student learning: Improving student motivation and/or engagement; Responding to poor student evaluations / FCQs; Student retention in the major;

Educational research: Quantitative analysis and statistics; Program evaluation; .

AMANDA McANDREW

CONTACT: amanda.mcandrew@colorado.edu

POSITION: Sr. Teaching and Learning Consultant, ASSETT

AREAS OF EXPERTISE: Education

TYPICAL RESPONSE TIME: Less than a week



ABOUT ME: My experiences include serving as an instructional

designer, educational technologist and instructor in a school of education over the past 12 years. I have worked with numerous faculty across the College of Arts and Sciences here at CU, to successfully address teaching and learning challenges in small and large class, with or without technology. My strengths lie in using backwards design to incorporate active learning, student centered approaches and knowing when a technology is a good fit for the particular situation. One of the biggest lessons I have learned, is that trying new teaching and learning methods requires risk taking for both the teacher and the learner. In my consultative role, I look to find approaches that match the teachers strengths yet appropriately push comfort zone boundaries in order to create meaningful student learning experiences.

I CAN HELP YOU WITH....

Curriculum and course design: Backwards course design; Developing learning goals; Sequencing within a course; Other Hybrid and Online Course Design, Alignment with Assessments

Instructional strategies: Incorporating active learning for the first time; Active learning and engagement in general; Choosing instructional strategies that match learning goals; Preparing and/or presenting lecture; Facilitating group work; Designing group activities; Designing student worksheets; Flipped classroom techniques; Teaching large introductory courses; Case studies; Peer learning; Formative Assessment, Information Literacy, Authentic Assessment, Rubrics, Just in Time Teaching, Learning Communities, Portfolio

Technological tools: Collaboration Tools (Google Apps, Evernote), Screencasting (Camtasia Studio, SnagIt, Jing, Screencast-o-matic), Non-Clicker student response systems (PollEverywhere, Padlet, Socrative, TopHat Monocle), Alternative Presentation Programs (Prezi, HaikuDeck, Google Slides), Collaborative Reading (nb.mit.edu), Blogging (wordpress, blogger), Social Media (Twitter, Storify, TodaysMeet, Instagram, Facebook), Concept Maps (Mindomo, etc.), Discussion Tools (Piazza, etc.), Content Curation (Scoop.It, etc), Others (ThinkLink, Omeka, Infographics)

Assessment: Developing student feedback surveys; Interpreting student data and/or feedback; Other (including particular technological tools) D2L Quizzes, Google Forms, Qualtrics, Survey Monkey

Student learning: Improving student motivation and/or engagement; Responding to poor student evaluations / FCQs; Student retention in the major;

JACIE MORIYAMA

CONTACT: jacie.moriyama@colorado.edu

POSITION: Teaching and Learning Consultant, ASSETT

AREAS OF EXPERTISE: Instructional Design

TYPICAL RESPONSE TIME: Less than a week



ABOUT ME: ASSETT's mission is to support the use of technology in advancing the teaching and learning mission of the College of Arts and Sciences at the University of Colorado at Boulder. As a Teaching and Learning Consultant, I can help you determine tools that best meet your teaching and students learning needs; point you to existing resources; and provide consultation about course design and redesign.

I CAN HELP YOU WITH....

Curriculum and course design: Backwards course design; Developing learning goals;

Instructional strategies: Incorporating active learning for the first time; Active learning and engagement in general; Choosing instructional strategies that match learning goals; Designing group activities; Flipped classroom techniques;

Technological tools: Google Apps for Edu, Snagit, Camtasia, Nota Bene, VoiceThread,

ROBERT PARSON

CONTACT: Contact Chasteen@Colorado.edu to be connected

POSITION: Professor and Associate Chair, Chemistry and Biochemistry

AREAS OF EXPERTISE: Chemistry, especially Physical Chemistry

TYPICAL RESPONSE TIME: 1-2 weeks



ABOUT ME: From my experience as a departmental liaison with the Science Education Initiative, as chair of my department's Undergraduate Curriculum Committee, and as member of the Arts and Sciences Undergraduate Curriculum Committee, I have become very familiar with the institutional and logistical challenges that confront a faculty member who wishes to carry out an educational transformation project.

I CAN HELP YOU WITH....

Curriculum and course design: Developing learning goals; Sequencing within a course;

Instructional strategies: Incorporating active learning for the first time; Facilitating group work; Use of clickers and peer instruction; Using Learning Assistants; Teaching large introductory courses; Teaching upper-division courses;

Technological tools: PhET interactive simulations in a large lecture setting

Assessment: Developing exams and homework;

Student learning: Responding to poor student evaluations / FCQs;

STEVEN POLLOCK

CONTACT: Contact Chasteen@Colorado.edu to be connected

POSITION: Physics Professor, Physics

AREAS OF EXPERTISE: Physics Education Research

TYPICAL RESPONSE TIME: Less than a week



ABOUT ME: My research is in Physics Education, studying student learning in large and small classes - investigating the constraints and opportunities of replicating "proven" curricular practices, and extending educational models to the upper division. I have taught a wide range of physics classes, from introductory to advanced, and apply some research-based teaching approaches in all of them. This includes explicating learning goals, extensive use of clickers in class, some small-group activities (Tutorials), and pre/post testing (whenever possible). I have worked extensively with the LA program, including running LA prep sessions in physics, and occasionally give teaching workshops for faculty and graduate students. (Having said all that, I must also confess that much of what I do is based on intuition, albeit "research based", but which I cannot always externalize or transfer to other situations and personalities as effectively as I would like. So caveat emptor regarding getting advice from me!)

I CAN HELP YOU WITH....

Instructional strategies: Incorporating active learning for the first time; Active learning and engagement in general; Preparing and/or presenting lecture; Facilitating worksheets or tutorials in lecture; Facilitating worksheets or tutorials in a recitation; Use of clickers and peer instruction; Teaching large introductory courses; Teaching upper-division courses;

Technological tools: Competent but not expert in D2L, iclicker, piazza, powerpoint, ...

Assessment: Developing exams and homework; Developing content surveys or assessments; Developing student feedback surveys; Interpreting student data and/or feedback;

Student learning: Improving student motivation and/or engagement;

Educational research: Designing studies; Quantitative analysis and statistics; Research in student learning, assessment design, and curriculum development at both lower and upper-division in Physics

SANDRA SAWAYA

CONTACT: sandra,sawaya@colorado.edu

POSITION: Academic Design Strategy Manager, Office of Information Technology

AREAS OF EXPERTISE: Universal Design for Instruction. Multimedia Design. Design Thinking. Educational Technology.

TYPICAL RESPONSE TIME: Less than a week



ABOUT ME: Our team can offer consultations on universal design for instruction, multimedia design, and design thinking, / / We provide consultations on universal design principles and best practices in learning, instructional design, and accessibility. This includes: making documents, presentations, newsletters, and surveys accessible. / / We are also available to consult with faculty on using multimedia design best practices when developing content for their courses. / / Finally, we can meet with faculty to discuss and help integrate design thinking into courses. A design thinking approach to teaching and learning allows students to develop a creative problem solving mindset and navigate complex and real everyday problems. Following a design thinking approach, we suggest changes to learning goals, instruction, assessments, or course plans and assist faculty in planning for, and assessing, those changes.

I CAN HELP YOU WITH....

Curriculum and course design: Backwards course design; Developing learning goals; Alignment across a curriculum; Sequencing within a course; Sequencing across courses;

Instructional strategies: Active learning and engagement in general; Choosing instructional strategies that match learning goals; Preparing and/or presenting lecture; Designing group activities; Designing student worksheets; Flipped classroom techniques; Teaching large introductory courses; Teaching upper-division courses;

Technological tools: Presentation software. Multimedia software. Assistive Technology

Assessment: Developing exams and homework;

Educational research: Designing studies; Qualitative analysis (e.g. interviews, open-ended responses);

JOANNA WEIDLER-LEWIS

CONTACT: Contact Chasteen@Colorado.edu to be connected

POSITION: Post-doctoral Researcher, Education

AREAS OF EXPERTISE: Learning Theory, Instructional Technology, and community of learners

TYPICAL RESPONSE TIME: Less than a week



ABOUT ME: I am a learning scientist who researches, theorizes, and teaches about learning and human development. As the former online learning coordinator for CU's Continuing Education department, I have expertise in instructional technology and online communication and collaboration tools. I am a critical learning theorist in that my research attempts to inform the design of learning environments to make them more just and equitable for all participants. I well designed learning environment takes into account both the learning goals of the instructor and how best to achieve these goals given the students in the class. As a consultant, I help teachers draw on their strengths to support the growth and development of their students.

I CAN HELP YOU WITH....

Curriculum and course design: Backwards course design; Developing learning goals;

Instructional strategies: Choosing instructional strategies that match learning goals; Facilitating group work; Designing group activities; Case studies; Peer learning;

Technological tools: Presentation Tools, D2L, iClicker, Collaboration Tools (Google Apps, Evernote)

Assessment: Alternative assessment

Student learning: Working with student diversity, identity, or under-represented minorities;

Educational research: Designing studies; Survey design and analysis; Qualitative analysis (e.g. interviews, open-ended responses);

MARK WERNER

CONTACT: Mark.J.Werner@Colorado.Edu

POSITION: Associate Director of Academic Technology Strategy and Support, OIT

AREAS OF EXPERTISE: Academic Technology, Collaboration, Leadership, Education, Rhetoric, Technology, Information Design, and Writing Across the Curriculum

TYPICAL RESPONSE TIME: Less than a week



ABOUT ME: I can offer deep, appreciative listening and advice in the areas of managing innovative and collaborative teams. I have expertise in teaching with technology and can provide advice in that area as well.

I CAN HELP YOU WITH....

Curriculum and course design: Alignment across a curriculum; Sequencing within a course; Sequencing across courses;

Instructional strategies: Active learning and engagement in general; Choosing instructional strategies that match learning goals; Facilitating group work; Designing group activities; Use of clickers and peer instruction; Flipped classroom techniques;

Technological tools: Slack, Google Apps for Education, YouTube, SquareSpace.

Assessment: Developing content surveys or assessments; Developing student feedback surveys; Interpreting student data and/or feedback;

Student learning: Improving student motivation and/or engagement;

Educational research: Designing studies; Survey design and analysis; Qualitative analysis (e.g. interviews, open-ended responses);

SARAH WISE

CONTACT: sarah.wise@colorado.edu

POSITION: Education Researcher, ASSETT

AREAS OF EXPERTISE: teaching technologies, curriculum development, guiding discussion, biology, writing

TYPICAL RESPONSE TIME: Less than a week



ABOUT ME: I can help faculty and instructors determine ways to choose among, gather and analyze quality classroom data that will help them reach pedagogical goals and gauge whether learning technologies are effective -- within a manageable scope. For example, we can discuss which student course work, quiz and rubric scores, clicker data, student survey data, instructional observations, or other data are the best fit for the questions the faculty want to answer for their class. The data could be used day-to-day for Just In Time Teaching, and/or to inform their course revisions.

I CAN HELP YOU WITH....

Technological tools: iClickers, instruction observation tools (SITAR, COPUS)

Assessment: Developing content surveys or assessments; Developing student feedback surveys; Interpreting student data and/or feedback;