Welcome Fall

The fall colors are making me especially happy this year since it has been a while since I lived in a place that has autumn, or seasons in general. I may be talking about it a lot – to, like, strangers in the grocery store.

The CTL is also talking a lot about another subject – well-being. Joy, Eric, and I are excited to share the CTL’s Pedagogical Wellness Initiative. This multi-year project focuses on the well-being of students and faculty in the classroom and designing supportive institutional practices and policies. Our hypothesis is the classroom becomes a more inclusive learning environment when belonging and well-being are prioritized for both the instructors and the students. We’re designing programs, writing papers, and presenting at conferences – we’re all in on this topic! And we are only the second CTL in the country with a focus on pedagogical wellness (mic drop).
I'm also happy share my reading slump is over. It took a big book to pull me out of it, Demon Copperhead by Barbara Kingsolver. It’s a big book in both pages (over 500) and subject matter—poverty, the opioid crisis, a broken social welfare system. While totally heartbreaking, this coming-of-age story set in Appalachia will stick with you long after you’ve finished reading.

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**HyFlex 1.0 Training Registration Now Open**

If you plan on teaching a HyFlex course, you’ll first need to complete the CTL’s HyFlex training. The asynchronous training begins November 13th and includes one in-person meeting on **December 15th from 12:30 to 4:00**. Participants will receive a $1,000 stipend for the training. If you would like to offer a course in the HyFlex modality in spring 2024, you can build your class as part of this training. Please work with your department chair to see if there is a course that would be appropriate to convert to HyFlex and then sign up for the workshop.

**Please register by November 10th.** For more information, [visit our website](#).

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**Faculty Belonging and Wellbeing Discussion Series #2 – Impostor Syndrome and Burnout**

Research shows impostor syndrome and burnout are common experiences for faculty. But talking about them openly and without stigma is uncommon. So what is causing us to feel like frauds, instead of experts, and burnout? Join us for an open conversation for all faculty to share their thoughts and connect with colleagues as we unpack our experiences in higher education.

**October 6th, 10:00–11:00 am, COE 328 and WebEx** Please RSVP
Artificial Intelligence Reading/Discussion Group Session #2

This discussion session will focus on the challenges of AI—plagiarism, rewriting course material, copyright, etc. It’s an opportunity to ask questions and learn together. Participation in the first session is not required to attend the second session.

Facilitated by John Pannell, Instructor of Computer Systems Technology

October 9th, 4:00–5:00 pm, COE 328 and WebEx

RSVP and download suggested readings

Are you looking for our full list of events? You can find them on our events page. You can RSVP, get WebEx links, and view recordings from past events. You can always email us at ctl@msubillings.edu if you can’t find what you’re looking for.

Events on CTL Website

Tyr’s Pedagogy Pick-Me-Ups

Everyone knows that courses are just about one thing. English courses are about English. Art courses are about art. Physics courses are about spherical cows. This is what everyone knows.

But it's wrong.
Nothing in education actually exists in a vacuum. Right now, no matter what course you're thinking about, the odds are you're thinking about that course using either words or pictures, a.k.a. Language and Art. And while that's almost a joke of an example, the truth is that it's just as easy to bring in almost any subject into any other subject.

Accounting and Public Speaking? Does making a presentation in front of a board of directors ring a bell?

Welding and Astrophysics? Tell me, have you ever seen a movie set in space?

Ethics and AI programming? Hoo boy.

The thing is, everyone knows that math courses are just about math because that's how it gets presented to them. Blocks of time are assigned to one subject or another. Projects that are tied to multiple subjects never get labeled as such (it's just drawing a graph in math class; it's not art). Entire degrees are earned inside a single building named after one discipline.

But recent research has been overwhelmingly positive on the benefits of these cross-disciplinary studies (a.k.a. Integrated learning, multi-disciplinary studies, cross-curriculum teaching, and so many, many more). And, when you get right down to it, it's how life actually works. It's what our students are actually going to do, no matter what field they go into, because you can't even walk through your own home and only encounter a single discipline's worth of material.

If that sounds like something worth pursuing, then feel free to read a few of these articles, and give Tyr a call anytime for additional tips, tricks, advice, or even just to use as a wall to bounce ideas off of. x5723.

A paper from the NSTA (National Science Teaching Association) that's quite a good read (and which covers what I've covered in much more depth)

Eduporium's guide to Project-Based Learning models of cross-curriculum activities

Here's several strategies for integrating other subjects into Physical Education (or for integrating physical education into other subjects)