Courses and resources  
(May 2021)

Short courses

- An overview of classroom engagement (Erik Blair)
- Being present in your online teaching (Flower Darby)
- Creating engaging First Year Experience programmes (Sarah Kravits, Carol Carter)
- Developing a growth mindset among your students (Steve Joordens)
- Enhancing self-generated feedback (David Carless)
- Establishing the foundations for building community online (Flower Darby)
- Introducing capstone projects (Dave Lewis)
- Introduction to academic coaching (Sarah Kravits, Carol Carter)
- Introduction to inclusive teaching (Julie Hulme)
- Introduction to person-centred education (Erik Blair)
- Introduction to reflection-based activities for students (Erik Blair)
- Managing stage fright and anxiety (Richard Bale)
- Self and peer assessment in/for a digital world (Chie Adachi)
- Setting the path to online communities of learning (Konstantina Martzoukou)
- Supporting students’ use of feedback (Naomi Winstone)
- Using improvisation in teaching (Richard Bale)
- Working with emotions in learning (Kate Ippolito)

Community building activities

Introductory activities

- Asynchronous and synchronous introductions (Mia Zamora, Maha Bali)
- Choose a plant (Jen Alexander)
- Human scavenger hunt (Susan D. Blum)
- Introductions: story of your name (Patrice Prusko)
- Language portrait (Francesca Helm)

Warm up activities

- Collaborative storytelling (Jasmina Najjar)
- Four ideas for checking in (Maha Najjar, Mia Zamora)
- Imaginary buffet (or Potluck) (Maya Hey)
- Lost in translation (Francesca Helm)
- Meditation (Nadine Aboulmagd)
- Pop-up psychogeography journey journal (Sarah-Jane Crowson)
- PowerPoint Karaoke (Maha Bali, Jasmina Najjar, Hoda Mostafa)
- Spiral Journal (Maha Bali, Mia Zamora)
- Theater of the Oppressed: Opposites (Tina Pippin)
- Theatre of the Oppressed: Image Theatre (Maha Bali)
- Thick Greetings (Maha Bali, Mia Zamora, Autumm Caines, Laura Gibbs)
- Tiny Demons/Drawing Monsters (Lyse Edwards)
- Two by Three by Bradford (Sarita Shukla)
- Using metaphors to express thoughts (Sayyed Daifallah)
- What Can You Do with a ...? (Noha El-Sebaie)
- While We Wait (Jasmina Najjar, Maha Bali)
- Wild Tea / Mad Tea (Maha Bali)
- Would you rather? (Frank Tontala)

Setting the tone activities

- About video conferencing (Maha Bali, Autumm Caines)
- Alternative approaches to grading (Maha Bali, Jasmina Najjar, Mia Zamora, Laura)
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Gibbs, Clarissa Sorensen-Unruh, Arley Cruthers

- Authentic open letter/video addressing students (Maha Bali)
- Desert Island Songs (Isabel Rodriguez)
- Gratitude journal (Maha Bali, Nadine Aboulmagd, Hoda Mostafa, Azza Awwad)
- Purpose to Practice (Maha Bali)
- Survey students early in the semester: pre-course survey (Maha Bali)
- Teaching ethics with Theatre of the Oppressed and Liberating Structures (Maha Bali)
- Third places for ongoing community building (Maha Bali)
- Trauma-Informed Pedagogy & How is Your Heart? (Mays Imad)

Ongoing engagement activities

- 15% solutions (Jasmina Najjar, Maha Bali)
- 9 whys of Liberating Structures (Michael Weinraub, Maha Bali)
- Annotate the syllabus (Remi Kalir)
- Appreciative Interviews (Maha Bali, Mia Zamora, Autumm Caines)
- Cognitive/exam wrappers for metacognition (Maha Bali)
- Collaborative literature review matrix (Jasmina Najjar)
- Conversation café (Maha Bali)
- Creating Escape Room Experience For Students (Karina Alonso)
- Critical uncertainties (Autumm Caines, Maha Bali)
- Daily creates (Mia Zamora)
- I wish my students/teacher knew... (Amena Magdy)
- Pass the Paper (Sarah Silverman)
- Room 101 (Jasmina Najjar)
- Simple metacognitive activities (Maha Bali)
- Start/Stop/Continue (Maha Bali)
- Structured dialogues (Sherri Spelic)
- Studio visits (Mia Zamora)
- Tiny tales (Laura Gibbs)
- TRIZ (Maha Bali)
- Troika Consulting (Maha Bali)

- Using dominoes in teaching (Ahmed Gebaly)
- Wheel of Life for student self-help (Maha Bali)

Guidance and help for community building

- Estimate workload (Maha Bali)
- Karen Ray Costa’s Trauma-Aware Teaching Checklist (Maha Bali)
- Office hour scheduling via Google Calendar (Fikry Boutros)
- Self-assessment tool (of social justice in your teaching) from DISCs (Disciplines Inquiring into Societal Challenges) (Maha Bali)
- Some safety considerations for online community building (Maha Bali, Autumm Caines)
- Torrey Trust’s Technology is not the solution to cheating (Maha Bali)

Resources and infographics

- Fast switch to e-learning (Virna Rossi)
- How to show your presence in online classroom (Flower Darby)
- Maximising the use of the virtual office hours (Flower Darby)
- My caring instructor (Michelle Pacansky-Brock)
- Predicting the Great Snapback with Dr Steve Joordens (Steve Joordens)
- Quick guide to online student engagement in week one (Flower Darby)
- Small steps to engaging teaching in the big online world (Flower Darby)
- Small teaching with James M. Lang (James M. Lang)
- The art of giving feedback (Virna Rossi)
- The path to online learning communities (Dina (Konstantina) Martzoukou)
- The Present Professor (Michelle Pacansky-Brock)
- Wondrous week one (Virna Rossi)
## Courses and resources (May 2021)

### Short courses in production

- Digital: Curated Resources
- Digital: Microblogging
- Digital: Open Note Taking
- Embedding flexibility in assessment processes (Sam Elkington)
- Ethical framework for using technology
- Facilitating engaging asynchronous online discussions (OneHE)
- Foundations of effective teaching/getting started in teaching (Jim Lang)
- Giving feedback (Leigh Wolf)
- Humanising your online course (Michelle Pacansky-Brock)
- Introduction to community building (Maha Bali, Autumn Caines, Mia Zamora)
- Introduction to Experiential Education (NSEE)
- Introduction to Small Teaching (James M. Lang)
- Moving from good to great in online facilitation (Irameet Kaur)
- Online facilitation – refresh your skills (OneHE)
- Resilience/mindfulness for educators (Marcus O’Donnell)
- Shifting from Systems to Interactions with UDL (Thomas J. Tobin)
- Small Teaching: Connecting (James M. Lang)
- Small Teaching: Expanding (James M. Lang)
- Small Teaching: Growing (James M. Lang)
- Small Teaching: Interleaving (James M. Lang)
- Small Teaching: Motivating (James M. Lang)
- Small Teaching: Practicing (James M. Lang)
- Small Teaching: Predicting (James M. Lang)
- Small Teaching: Retrieving (James M. Lang)
- Small Teaching: Self-explaining (James M. Lang)
- Taking Action for Inclusive Design (Thomas J. Tobin)
- Tech Tools and How to Use Them Inclusively (Thomas J. Tobin)
- Understanding feedback (Leigh Wolf)
- Working with Flexible Assessment (Samuel Elkington)

### Activities / resources in production

- Alumni Advice Book
- Alumni Lectures
- Brainstorm Poker
- Collective wellbeing
- Communicating effectively in English
- Critical thinking
- Cultural humility- developing skills and defining key actions
- Debate Chains
- Decoupled Assessment
- Design Investment
- Digital Information Competences
- Digital Participation Competences
- Digital Production Competences
- Digital Responsibility and Security Competences
- Dismantling the idea of the ‘super teacher’
- Dragons Den
- E-learning quality frameworks
- Enquiry based learning in real-life
- Escape Rooms
- Extracurricular: Hackathons
- Game-based Learning
- High Impact Practices: Collaborative assignments and projects
- High Impact Practices: ePortfolios
- High Impact Practices: Research in the curriculum
- High Impact Practices: service learning and community-based learning
- How to teach writing
- Hybrid-Flexible Course Design (Hyflex)
- Internationalisation of the curriculum
- Introduction to ABC curriculum design
- Introduction to the concept of ‘A pedagogy of kindness’
- Language in equity, diversity and inclusion
- Leadership in online learning
- Lightweight Feedback
- Misconception about learning
- One minute thesis
- Personal tutoring
- Problem based learning
- Story telling – sharing lived experiences in digital context
Courses and resources
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- Student-Led Staff Interviews
- Student-Led Video Content
- Students Consulting on Deadlines
- Teaching meaningful writing
- Troublesome knowledge
- UDL in UK context
- Use of interactive theatre for mental health teaching