

# Kenyon College

## Digital Kenyon: Research, Scholarship, and Creative Exchange

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Annual Reports

Center for Innovative Pedagogy

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2018

## Annual Report AY 2017-18

Center for Innovative Pedagogy  
Kenyon College, [cip@kenyon.edu](mailto:cip@kenyon.edu)

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Center for Innovative Pedagogy  
AY 2017-2018  
Annual Report



Kenyon College



## Note from the Director...

It's an exciting time to be at the Center for Innovative Pedagogy. We're involved with some of the college's major strategic initiatives, including the Mellon Digital Storytelling grant and the HHMI Inclusive Excellence grant (described later in this report), and that means more contact with faculty, staff, and students, and their great commitment to teaching and learning at Kenyon.

2018-19 will also be a year of focus on accessibility issues for CIP. The new instructional strategies which rely on digital tools can significantly improve student learning, but we need to ensure that those resources are fully available to all members of our community. We'll be holding workshops about the principles and practices of universal design for learning, and the ways that accessible materials enable all people to make more full and creative use of course resources.

We're proud to review the work of our faculty learning communities in 2017-18 in this report. In 2018-19 we'll be announcing four new FLCs, to bring faculty members together to explore important issues in teaching, learning, and curriculum.

CIP is closely involved in the discussions about the innovative teaching spaces which will exist in the new library, which will give us spaces to experiment with new technologies (including new furniture) and see how they affect classes.

Speaking of the new library, we are in our new location on the second floor of Edwards House. Come up and visit, or let us know if it's more convenient for us to meet you in your office or classroom or another space on campus.

-Joe Murphy



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# Digital Storytelling

*In late June 2016, the Andrew W. Mellon Foundation awarded a three-year \$400,000 grant to Kenyon College to develop infrastructure, training and programs for innovative pedagogical applications of digital storytelling.*

This grant allows the CIP to fund guest digital storytellers and training opportunities, curricular projects, and stipends for summer digital scholars. It also allows us to purchase and maintain equipment for student and faculty use.

Over the course of 2017-2018, we held 20 specially-tailored digital storytelling workshops for students in American Studies, Chemistry, English, French, History, Legal Studies, Math, Psychology, Sociology, and Women's and Gender Studies. In total, we helped to enhance 14 courses with digital storytelling projects and 172 students were given the opportunity to create digital stories as a part of their curricular work.

We celebrated some of the great work done in these courses with our inaugural Digital Storytelling Showcase in February of 2018, which showcased some of the best student and faculty projects composed over the previous year. After a showing of 10 selected works, a forum of faculty, staff, and students exchanged experiences and ideas about the digital storytelling process and how it functioned in a given class. Twenty-one students, faculty, and staff attended the Showcase.

In June 2018, we hosted a four-day intensive Summer Digital Storytelling Seminar, led by Kenyon's Visiting Assistant Professor of Film, Phil Garrett. Five faculty and professional staff explored multimedia narratives, learned about faculty initiatives implemented in the last year, discussed their own interests and goals for digital storytelling projects, and wrote and produced their own short autobiographical or disciplinary digital story.

Additionally, the CIP also provided digital storytelling instruction for the Community-Engaged Learning Faculty Learning Community and CEL orientation. The CIP also partnered with the Center for Global Engagement to share helpful information about how to document and preserve memories through digital media.

Joe Murphy, Ashley Butler, and Daniel Olivieri presented some of our lessons learned at the Transformative Teaching with Technology conference at St. Norbert College in May 2018. Our abstract and PowerPoint are available at <http://sched.co/Eb6c>. Ashley Butler also spoke about the digital storytelling initiative on WMVO (Mount Vernon, Ohio) on June 27, 2018 with the Office of Community Partnerships.

## OUR REACH, IN NUMBERS:

20

specially tailored workshops created

14

courses enhanced

11

departments engaged

172

students exposed to digital storytelling



## Grant-Funded Projects 2017-2018

The Digital Storytelling Grant Advisory Committee awarded six project grants, one guest digital storyteller grant, and one summer digital scholarship grant for 2017-2018.

The six funded project grants included:

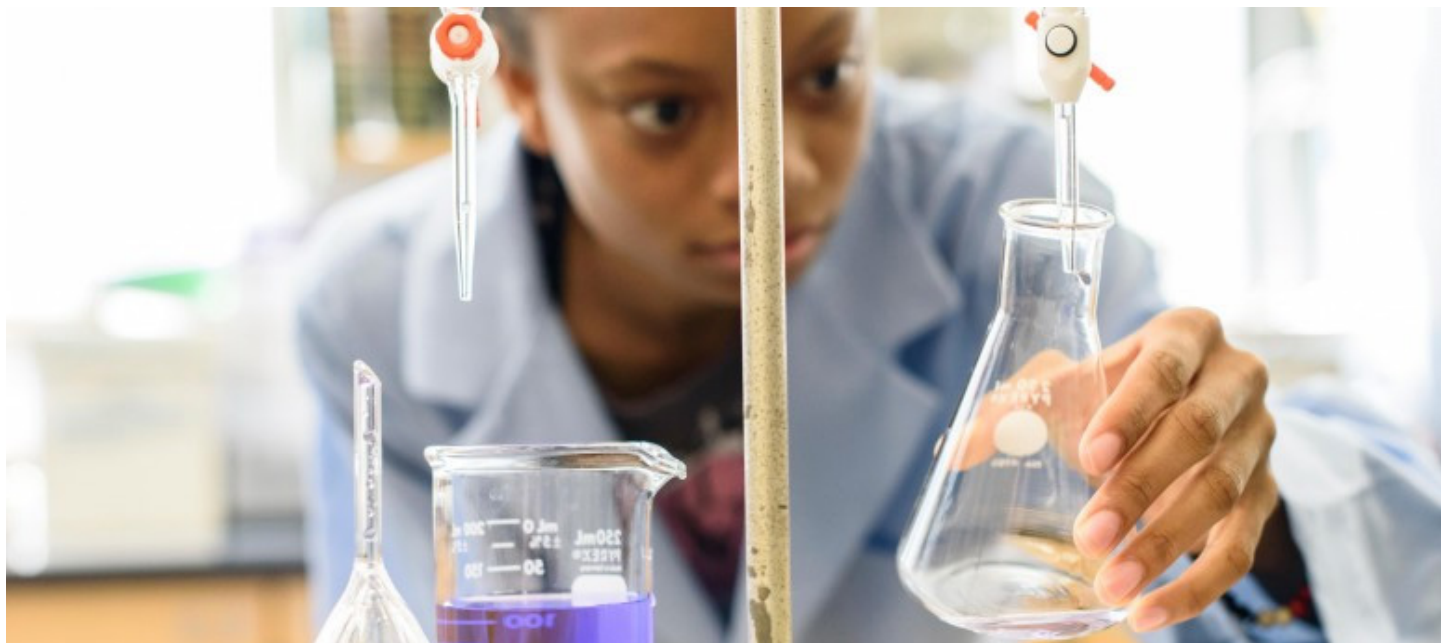
- ENGL 391 - Culture Work: Creating with New Media (Kim McMullen)
- HIST 337 - Socialism at the Movies (Eliza Ablovatski)
- CHEM 401 - Drug Interactions in the Body (Sheryl Hemkin and Uma Vangal)
- ANTH 327 - Narrative Lives (Sam Pack)
- “Three-Dimensional Medieval Architecture and Its Discontents” (Sarah Blick)
- “Hocking Hills School of Dance” (Elliot Gordon Mercer)

Reports for completed projects can be accessed on the CIP website.

The Advisory Board also received and funded one application for a visit by Anthony Masinton, an archaeologist at the University of York, to lead workshops on environmental storytelling. This visit is in the planning stages for the 2018-19 school year.

Our Summer Digital Scholar for 2018 is Daniel Oliveri, a rising senior majoring in English with a concentration in Scientific Computing, working with Micah Myers, Assistant Professor of Classics on a project titled “Mapping Ancient Texts: Visualizing the Second Punic War.” Examples can be viewed at [www.mappingancienttexts.net](http://www.mappingancienttexts.net).

## HHMI: Inclusive Excellence



*Kenyon is one of only two liberal arts colleges to receive a 2017 Howard Hughes Medical Institute Inclusive Excellence (HHMI IE) award.*

In support of the College's current strategic plan, the Natural Science Division's successful proposal focused on initiatives to increase inclusion of all students who study science at Kenyon. The CIP is proud to be a contributor to this effort. Director of the CIP Joe Murphy is a member of the grant's "core team." In this role, the CIP has provided advice and logistical support for the summer 2018 priming retreat, the Natural Science Reading Group (see next page), and the Course Initiative Grant Program.

The CIP's involvement will ramp up in August 2018 with the two-year Intensive Training Program, offered in partnership with the National Alliance for Partnerships in Equity (NAPE). This program will provide structured training on psychosocial barriers in education while leading faculty through the development and implementation of an intervention and assessment plan in a course or program in which barriers to inclusion exist.

It is also crucial to the success of this grant that we share our results across campus and to outside communities. We look forward to hosting some of these discussions at CIP or collaborating on larger meetings or publications.

For more information about the HHMI grant see <https://www.kenyon.edu/hhmi-grant>

### Natural Science Journal Reading Group

Since the spring of 2016 the Natural Sciences Faculty Reading Group has been meeting to review literature regarding the success and engagement of students in STEM fields, with an emphasis on issues related to the inclusion of traditionally underrepresented groups. Ranging from 12 to 20 faculty members each gathering, the group meets four or five times per semester over the noon hour for discussions of peer-reviewed articles covering problems (and potential solutions) involving some aspect of STEM pedagogy. For example, past conversations have covered gender bias in undergraduate biology classrooms; the Dunning-Kruger Effect in introductory chemistry labs; and pedagogical strategies to boost critical thinking skills in a non-majors biology course.



The Reading Group is the brainchild of Karen Hicks, Professor of Biology, and Kerry Rouhier, Associate Professor of Chemistry. Their choice of articles comes from perusing pedagogical journals, especially CBE – Life Sciences Education, an online quarterly published by the American Society for Cell Biology. Karen, Kerry, and colleagues have also participated in pedagogy-focused sessions held annually at the AAC&U STEM meeting. The CIP supported the Group from the inception, and we continue to cater the noon gatherings; additional support comes from the Howard Hughes Medical Institute (HHMI) and Clare Boothe Luce (CBL) grants awarded to Kenyon's Natural Sciences Division.

### Book Clubs

The CIP sponsors summer book clubs, which allow faculty to engage with the scholarship of teaching and learning both as critical researchers and reflective practitioners. Our readings spark engaging, cross-campus discussions in which faculty members swap successful techniques and support each other through challenges.

In June and July 2017, we hosted a book club on *Practice for Life: Making Decisions in College* by Joseph Swingle, Lee Cuba, Nancy E. Jennings, and Suzanne Lovett. Practice for Life makes a compelling case that a liberal arts education offers students a complex, valuable process of self-creation, one that begins in college but continues far beyond graduation. Seven faculty and staff joined us for our discussions. Nancy Jennings and Suzanne Lovett were kind enough to join us via videoconference for one of our meetings, following up on their successful March 2017 visit to Kenyon.



We welcome your suggestions for text on teaching and learning which you would like to share with your colleagues!

Contact us at [cip@kenyon.edu](mailto:cip@kenyon.edu) to suggest a title!



# Faculty Learning Communities



*This year, the CIP helped facilitate Kenyon's first Faculty Learning Communities (FLCs).*

To familiarize Kenyon faculty with the FLC model, the CIP brought in Milt Cox from Miami University to deliver a workshop to prospective participants. Based on Cox's recommendations, faculty and staff organized two FLCs: *Connecting Communities and Curricula*, facilitated by Professor Clara Roman-Odio of Modern Languages and Literatures, and *First Year Seminars*, facilitated by Professor Marla Kohlman of Sociology alongside Joe Murphy from the CIP. Both topics represent forms of the High Impact Experiences which are a major component of Kenyon's 2020 Strategic Plan.

## Connecting Communities & Curricula

In Connecting Communities and Curricula, faculty researched the pedagogy of Community Engaged Learning and developed syllabi for new CEL courses. After researching CEL principles and methods with other FLC members, faculty worked with Jen Odenweller, then Director of Community Partnerships, to identify community partners for projects. Throughout the year, the FLC hosted guest speakers to describe successful CEL courses, and CIP staff demonstrated the use of technologies to support future Kenyon CEL courses. Faculty recorded podcasts about their experiences in the FLC to help future faculty develop their own Community Engaged Courses.

## First Year Seminars

In First Year Seminars, faculty surveyed the kinds of first-year academic experiences offered by our peer institutions, and compared them to those offered at Kenyon. Early discussions showed a wide diversity in goals and approaches for engaging first-year students at Kenyon, which celebrates different disciplinary and collegiate values at the same time it complicates curricular coherence. Working from this template, the FLC designed a survey for department chairs to help us understand the availability of formal first-year seminars, courses which are focused on first-year students while not formally fitting the "seminar" model, and courses appropriate for first years but primarily designed as entry points to the major. The FLC recommended a tagging system to make these options more apparent to first-year students (and their advisors, parents, and Orientation Leaders), encouraged departments to review these courses regularly, and proposed that the CIP offer more faculty development opportunities for people interested in teaching focused on first-year students.



## 2017-2018 Co-Sponsored Programs

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### Social Justice Praxis in Academic Collaborations

In October 2018, Mari Castaneda, professor of Communications at the University of Massachusetts, Amherst, conducted a workshop on collaboration and faculty mentorship at the CIP. This workshop was co-sponsored with Kenyon's Latino/a Studies Program. Professor Castaneda focused on establishing a social justice praxis in academia that promotes the productivity, personal development, and professional success of all participants. To explain her feminista-inspired framework, she used the analogy of a *tamaleando*, a traditional gathering in which women of different generations work together to make tamales. As in the *tamaleando*, Castaneda and her academic collaborators work toward a common goal, share resources and knowledge, engage with each other personally, make distinct contributions to their projects, and take turns in leadership positions and supporting roles to make a fair distribution of both labor and credit.



After her presentation, Prof. Castaneda met with Kenyon faculty to discuss plans for applying the framework to their own academic collaborations.

### Inclusive Pedagogy

On Thursday, September 7, with support from the President's office and a Consortium on High Achievement and Success grant, Kenyon hosted Becky Wai-Ling Packard, Professor of Psychology and Education and Director of the Weissman Center for Leadership at Mount Holyoke College for Common Hour lecture titled "Inclusive Pedagogy: What We Know And Need To Know."



Working from a model based on ecological principles, Packard described factors that may affect who thrives or not in a group setting. These factors may be individual choices or institutional policies; they may relate to recent changes or historical contingencies; they may even arise from causes outside the institution. Whatever the source, Packard posed a sequence of questions to consider when thinking about solutions. When talking about "diversity", who is on the center and who

is on the margins? Is it possible to change this arrangement? Is Kenyon willing to break existing structures and rebuild, or are we only willing (and able) to build workarounds to accommodate "nontraditional" populations? She then suggested both frameworks and specific interventions to increase inclusivity.

### Teaching with Closed Stacks

To help faculty prepare for changes to library services during the construction of the new library, the CIP hosted a forum on Teaching with Closed Stacks. Library liaisons and representatives of Greenslade Special Collections and Archives explained new arrangements of services in the temporary library buildings and procedures for accessing materials. Faculty looked at the transition as an opportunity to teach students better research habits, and CIP staff offered assistance scaffolding assignments to help students plan their major writing projects. Staff and faculty shared ideas for future programming and course consultation, and the CIP will continue to support instructional needs throughout the transition to the new library.



### Digital Humanities 3.0



On November 14th, Kate Elkins presented a talk on her work “What is Digital Humanities 3.0?” 17 faculty, staff, and community members were in attendance. The talk was based on her work designing and offering her course “Programming Humanity”, which she co-taught with Visiting Instructor of Humanities Jon Chun. In the course, students paired their understanding of key concepts like data, probabilistic programming and artificial intelligence with lively debate surrounding social issues such as biased data, predictive policing and unemployment.

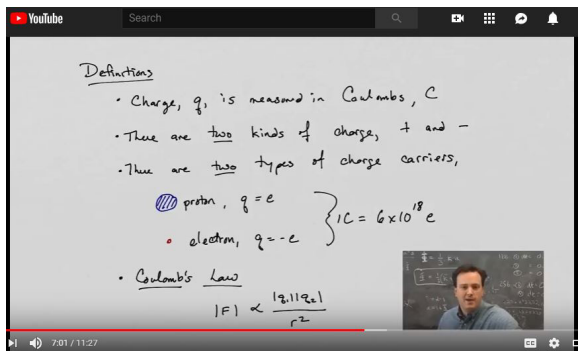
Elkins presented a view of the historical stages of the digital humanities, from a 1.0 version heavily based on digitizing analog materials, to a 2.0 version which concentrated on distributing, sharing, and curating that material, through a 2.5 version which introduced interactive experiences with digital information, including visualizations and mapping, to her vision of a digital humanities 3.0 for the liberal arts, in which an integrative, interdisciplinary approach prepares students to solve complex problems of the day.

Elkins addressed some of the critiques of the digital humanities, generally finding them valid but arguing that they can and should be successfully addressed in the liberal arts context. For example, it is true that “tools are not a discipline”, but that only underscores the need for students to learn both the humanistic analytic skills to ask meaningful questions, and a variety of technical skills to approach those questions from different angles.

Elkins has received Kenyon’s National Endowment for the Humanities Distinguished Teaching Professorship to establish a digital humanities initiative at Kenyon, and we look forward to continuing to partner with her on these efforts.

### Microlecturing Panel

In May 2018, Kenyon faculty presented their personal experiences creating short recorded lectures, or “microlectures”, for supplemental materials in courses and research projects. Presenters for the session included Tom Giblin from Physics, John Hofferberth from Chemistry, Katie Black and Jaret Treber from Economics, and George McCarthy from Sociology.



Professor Giblin led off the session with a “microlecture on microlecturing”, a short recorded video in which he gave his advice for how faculty can best make use of lecture recordings and what they should keep in mind while recording them. He emphasized the importance of explaining to students the purpose of the recordings ahead of time and afterwards, making recordings that accurately captured his process, and choosing a format that suited his own lecture style.

The presenters then explained the various methods they had used, such as pure audio recording, screencasting, and classroom recording with cameras, and they answered questions from other faculty about how the recordings had fit into their courses and what difficulties they had encountered in the process.

### Cognitive Style & Group Work

In the Fall of 2017, the CIP hosted David Brobeck P’02, Associate Professor of Graduate Education at Walsh University, to discuss cognitive style and group work. Brobeck conducted a Common Hour session where he introduced participants to the basics of Emergenetics, a personal profile that considers thinking and behavioral attributes that emerge from our life experiences and genetic traits--and its potential effects on student group-work dynamics. Eight faculty from six different disciplines engaged in this interactive discussion, which asked them to consider their own thinking and behavioral preferences through the completion of short questionnaires and moving around the room according to the preference groups with which they aligned or differed.



This prompted a wider discussion on how we handle group work in our curricular activities and posed the question of what makes a group more successful: having a group full of people who approach a problem in the same way, or having a group where analytical, conceptual, structural, and social thinking come together? And, how can this kind of understanding of individuals be gained in our classrooms here at Kenyon so that we might maximize our student group-work dynamics?

## 2017-2018 Programs

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### Small Teaching

On Thursday, February 15, 2018, James Lang, Professor of English and Director of the Center for Teaching Excellence at Assumption College, conducted a workshop on “Small Teaching.” 23 faculty, staff, and community members attended the session, which focused on material from three chapters of Professor Lang’s book, *Small Teaching: Everyday Lessons from the Science of Learning*. Acknowledging that a total course redesign is a daunting task, Lang firmly believes that small proactive changes can yield big results and greatly benefit students. Furthermore, Lang stressed, faculty can incorporate said changes a few at a time and still bring about significant impact; changes in course design, assessment structure, or communication methodology totaling 5-15 minutes of class time three or four times per semester may be all it takes.



Lang spent most of his time advocating for changes of even shorter duration (1-5 minute intervals) at the beginning or the end of class sessions, which he holds to be prime opportunities for effective small teaching. He began by presenting a number of short-term practices to improve the long-term retrieval of knowledge from students’ memories. One simple and time-efficient example for the end of a lesson is the “Minute Test” in which students are asked to write down the most important thing they learned that day and a question that they still have about the material. Next Lang shared techniques to help students make deeper connections to the material, including assigning one of four quick writing tasks at the end of a lesson: (1) make connections between the lesson’s material and their lives; (2) identify a book, TV show, or movie that somehow illustrates a concept from the day’s material; (3) connect past material in the course to current material; or (4) relate material learned that day to something learned in another of their courses. Additional techniques for making deeper connections involved concept maps and interactive in-class activities. The workshop ended with a discussion of practices to motivate students to want to learn the material. These ran the gamut from simple syllabus tweaks to major pedagogical challenges such as incorporating community-based service learning.

The response to the workshop prompted the CIP to offer a summer reading group on Lang’s *Small Teaching* book. More programming based on his procedures and how they are being deployed in courses may follow.

### Course Design Institute



In June, the CIP hosted its second annual Course Design Institute. For three days, Kenyon faculty met with the CIP’s Instructional Designer, Alex Alderman, to discuss the course design process, share their experiences from the classroom, and collaborate on courses in development.

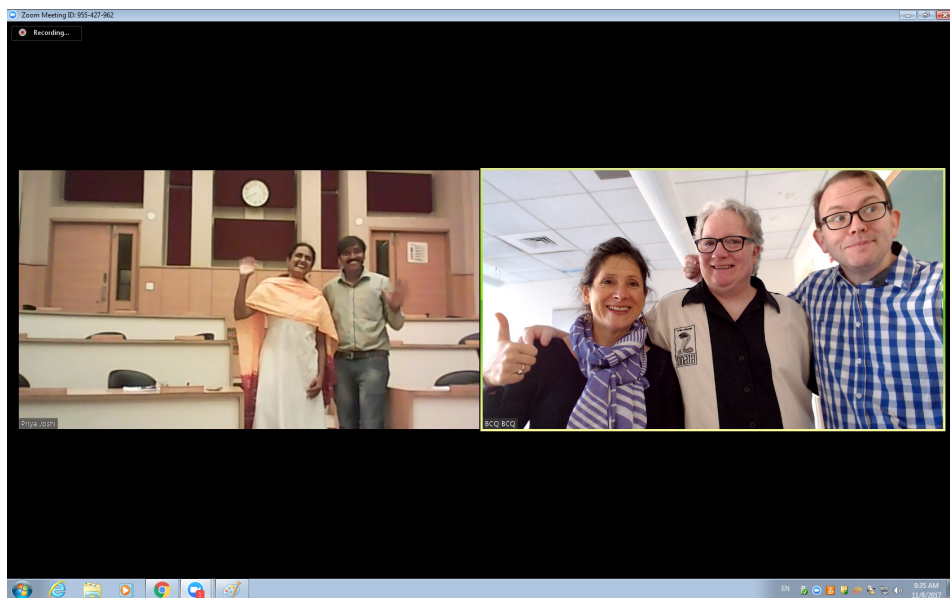
The institute was structured along the lines of a “backward design” process, devoting one day each to the steps of establishing learning goals, choosing assessment strategies, and planning classroom activities. Faculty discussed different approaches to understanding how students progress in their

courses and how faculty can keep them motivated, learned new techniques for assessing performance in the classroom, and evaluated a variety of collaborative learning activities through both analysis and practice. CIP staff provided supporting materials for the course planning process and demonstrated the use of relevant online tools and classroom technologies.

Fourteen faculty members from all divisions of the college have now participated in the Course Design Institute, and the CIP will continue to assist faculty advance course design projects throughout the school year.

### FLAME Collaboration

Through the GLAA and GLCA’s Globally Connected Courses program, Professor Balinda Craig-Quijada of Dance, Drama, and Film developed a collaborative course on dance choreography with Priya Joshi of FLAME University in Pune, India. Students from both institutions recorded videos that combined modern dance choreography with elements of traditional Indian dance. The CIP provided assistance with the technologies to support collaboration: faculty and students communicated progress on established milestones through a Slack channel, and the two groups used teleconferencing software to host a presentation of final projects with live questions and feedback between participants.



# On-going Opportunities

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## GIFT Sessions

The CIP offers the Group Instructional Feedback Technique (GIFT) for faculty seeking more timely and useful feedback from students about their courses.

After an initial meeting with the faculty member to go over the process, a representative of the CIP facilitates a structured group discussion with students during class time. In 20-25 minutes, the students offer their own perspectives on the course, and work together to identify the most significant points. The CIP then returns a summary of the students' responses to faculty within a week, and we recommend that faculty have a conversation with the students about the results. We recommend scheduling GIFT sessions in the middle third of the course: students need to have enough experience to give meaningful feedback, but there also needs to be enough time for faculty to consider reasonable changes to the course in response.



Faculty consistently find GIFT sessions helpful. GIFT sessions give students a chance to reflect on the course and their participation in it, and provide an opportunity for faculty to explain their goals and methods. Sometimes they reveal improvements which can be made before a course ends, and sometimes they give useful ideas for future iterations for the course.

In 2017-18, we conducted 12 GIFT sessions for 10 faculty. To schedule a GIFT session, see the CIP website or contact [cip@kenyon.edu](mailto:cip@kenyon.edu).

## TECH TUESDAY LEARNING SERIES

In Spring 2018, the CIP launched a bi-weekly learning series focused on technical training in various digital tools such as Audacity, Garageband, WeVideo, iMovie, Canva, and Piktochart. In its first iteration, Ashley Butler, our Digital Media Instructional Technologist, hosted five workshops altogether resulting in 6 faculty, 12 staff, and 4 student participants being exposed to new digital tools.

This learning series will be continued in 2018-2019 and expanded to include even more diverse digital tools that can be used in classrooms and scholarship.

In addition to offering sessions on the previously covered tools, topics for 2018-2019 will include: ArcGIS, Google Drive, Accessibility Tools, Flowchart and Concept Mapping tools, Collaboration tools in Moodle and Google, Alternatives to PowerPoint, ScreenCasting, Teleconferencing, and Photo Editing.

These trainings are open to faculty, staff, and students. Details on back cover!

## New Location

With the closure of Olin and Chalmers Libraries in June 2018, the CIP offices relocated to the 2nd floor of Edwards House. We welcome the opportunity for you to come check out our new space, and are also more than happy to meet you in alternative spaces that are more convenient for you!



## Meet the Staff



**Alex Alderman** is the CIP's Instructional Designer, a role that provides support to faculty in implementing new classroom technologies and teaching strategies. Before coming to Kenyon, he worked as an instructional designer in Denver, CO and Evansville, IN. In addition to a master's degree in educational technology, Alex has a doctoral degree in classics and seven years of experience teaching at the college level; he is particularly interested in the philosophical and pedagogical dimensions of ancient Greek literature.



**Ashley Butler** joined the CIP in the role of Digital Media Instructional Technologist in July of 2017. Her role supports faculty in implementing best practices in digital media usage in the classroom. She is available for one-on-one, group, and class consultations and trainings in all things digital media and digital storytelling--including how to design your course with these elements in mind. Before coming to Kenyon, Ashley worked as an instructional developer for Purdue University Libraries. In addition to a BA in English and Psychology from Otterbein College, she also has a MA in English from Purdue University.



**Eric Holdener** is an Assistant Professor of Physics and Scientific Computing and an Instructional Technologist in the CIP. He teaches courses in geology, planetary astronomy, geographic information science (GIS), and paleobiology. As an instructional technologist, Eric assists faculty and students with projects involving digital media technologies and with GIS projects utilizing industry-leading GIS software and online mapping applications. Eric earned his Ph.D. in Geology from the University of Illinois in Urbana-Champaign and his bachelor's degree in Anthropology from Washington University, St. Louis.



**Joseph Murphy** is the Director of the Center for Innovative Pedagogy. He came to Kenyon in 2001 as a Librarian and Technology Consultant, and served as the Director of Information Resources in Library and Information Services from 2006 to 2011. Joe holds a master's degree in Library Science and a bachelor's degree in English, both from the Catholic University of America. Working with faculty colleagues, Joe designs and implements the programming and presentations that connect the CIP to the campus at large and serve as the gateway for introducing faculty to CIP resources.



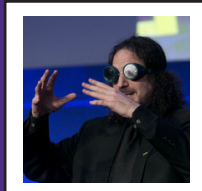
# 2018-2019 Outlook: Fall 2018 Programming

## FEATURED SPEAKERS



### SEPTEMBER 13: RE-REACHING MY STUDENTS: WHEN AN OLD DOG NEEDS SOME NEW TRICKS

Sabbatical research talk with Dane Heuchemer



### OCTOBER 16: A DAY OF UNIVERSAL EACCESSIBLE DESIGN WITH DAVID BERMAN

David Berman has over 30 years of experience with inclusive design. He believes we can include everyone, without trade-offs.

## NATURAL SCIENCE READING GROUP

Tuesday, September 4

Wednesday, September 19

Tuesday, October 2

Wednesday, October 17

Thursday, November 1

## TECH TUESDAY LEARNING SERIES

September 11  
Introduction to GIS Mapping

September 25  
Organizing Google Drive

October 9  
Capturing and Editing Audio with GarageBand

October 23  
Easy Accessibility Tools and Resources

October 30  
Capturing and Editing Audio with Audacity

November 6  
Flowchart & Concept Mapping Tools

November 27  
Easy Graphic Design and Infographics

## "TEACHING WRITING" READING GROUP

Thursday, September 13

Thursday, October 11

Thursday, November 15

Thursday, December 13