



Executive Summary

In May 2020, Dr. Molly Buckley-Marudas and Dr. Shelley Rose, Associate Professors at Cleveland State University, founded the Cleveland Teaching Collaborative (CTC). Since May, Molly and Shelley have led this interdisciplinary group of educators with support from Cleveland State's College of Liberal Arts & Social Sciences, College of Education & Human Services, and the Departments of History & Teacher Education. The CTC is a supportive interdisciplinary network of Cleveland-area educators from Pre-Kindergarten to Higher Education which was launched in response to the emergency shift to remote learning during the COVID-19 pandemic. The main goals of the Cleveland Teaching Collaborative are to [curate](#), [share](#), [reflect on](#), and [analyze](#) educators' experiences of remote and hybrid instruction to improve teaching, learning, and student success. The project is deliberately designed as a collaborative to foster a professional learning community centered in Northeast Ohio. Since May, the CTC has created a strong network of educational practitioners and built an expansive, open access database of educational resources.

The CTC was designed around three key components:

1. Collection of Educator-Authored Case Studies

In order to gain a more nuanced understanding of teachers' experiences and share their experiences more broadly, a component of the CTC is the growing collection of educator case studies, authored by CTC participants and published to the project blog at <https://cleteaching.org/>. The case studies are essential for supporting our goal of teacher-driven reflection and analysis. The case studies also facilitate community-building, sharing, and cross-collaboration.

- **Summer 2020:** 21 Case Study essays on pandemic teaching were published on <https://cleteaching.org/category/su2020cohort/>.
- **Fall 2020:** 10 additional case studies essays in [Fall 2020 cohort](#).
- **Spring 2021:** Current call for case study proposals: <https://cleteaching.org/cfps21/>.

2. Resource Referatory

The second key component of the CTC is the creation of the crowdsourced resource referatory (<https://referatory.cleteaching.org/>). The resource referatory is a pathbreaking effort to increase findability of the growing number of born-digital instructional design and instructional support materials created or hosted by institutions in Northeast Ohio and around the globe. This referatory is open access and includes over 800 crowdsourced entries of educational resources.

- It is a central place for educators of all levels & disciplines to explore emerging technology and resources for instructional design, connecting our network to the broader digital pedagogy community and positioning CSU as a leader in the field of digital pedagogy.
- Educators are able search and sort the entries according to application or institution such as this list of resources at CSU: <http://bit.ly/CSUCTCItems>

3. Professional Peer-to-Peer Support

The third component of the CTC, regular group discussions and events, supports professional development and learning.

- Monthly discussions (<https://cleteaching.org/category/group-discussion/>)
- Assignment Design Café sessions with campus partners (<https://cleteaching.org/adcafe/>)
- "Peering In" peer visiting program

For additional information on the Cleveland Teaching Collaborative contact Dr. Molly Buckley- Marudas (m.buckley67@csuohio.edu) or Dr. Shelley Rose (shelley.rose@csuohio.edu)