UMSL | Center for Teaching and Learning

February Newsletter

Register Today for the Feb 24 Spring Forum!

Once again, the Center for Teaching & Learning invites you to our Annual Spring Forum, February 24th, in 402 J.C. Penney Conference Center. This year's theme is **Transitioning to Canvas: Let the Games Begin!** Coffee will be ready at 9:00 A.M. with the conference starting at 9:30 A.M. The day will conclude at 2:30 P.M. <mark>One last reminder, if you would like to fully participate in the day, please bring your own Wi-Fi-enabled laptop. Please remember there will be no laptops or computers available for you to use during the sessions.</mark>

The day will focus on diving into our new learning management system, Canvas. There will be workshops for those just curious about Canvas; online teaching with Canvas; and Canvas for face-to-face classes. Throughout this day, instructors and experts will share their experience using Canvas in a variety of ways and circumstances to aid you with your teaching. To find out more, please call contact Michael Porterfield (314-516-4207).

Register

New Canvas Workshops Added!

We've added a handful of new dates and times for Canvas workshops this spring, including afternoon and evening sessions.

Look for the "Just Added!" label to see the new workshop times at the link below!

See the entire list of Canvas Workshops and Register Online

February Canvas Workshops

Friday, February 10, 2 - 3:30
Lucas Hall 589
Teaching with Canvas 101

Thursday, February 16, 2-3:30
Lucas Hall 589
Canvas Workshop: Making the Most of Modules

Monday, February 20, 5:30 - 7PM
Lucas Hall 589
Canvas After Dark

Get Your Students' Take with Mid-Semester Feedback

The Mid-Semester Feedback Survey is an excellent way to take the pulse of your courses, and best of all, it's easy to do. You just need to opt-in to the survey and it will be automatically distributed and collected.

Sign up before Feb. 21

New Call for Proposals for UM-System Intercampus Course Sharing

Information Session
Thursday, Feb. 9
2:30 - 3:30 p.m.
Lucas Hall 589 - CTL Conf. Room
Register

The University of Missouri System is committing up to $250,000 in total funding to encourage faculty members to share their expertise with other UM campuses. Grants will be awarded to develop and offer online "shared

courses" that are available to students on at least one other UM campus. This initiative is designed to promote collaboration, increase options for students, provide opportunities for faculty developmental leaves, and expand departmental offerings. To learn more, join us on Thursday February 9 from 2:30-3:30 for an informational meeting about the Intercampus Course Sharing proposal process, including insight from a faculty member who has participated in a past round. For more information, the proposal template and guidelines are on the [Intercampus Course Sharing website](#).

How to Apply:

Step 1: Choose courses to share Identify an UMSL course(s) you'd like to share with another campus and browse UMKC, MU, and S&T catalogs for courses in similar or other departments you'd like UMSL students to have the opportunity to take.

Step 2: Network and discuss plans with another campus. Contact faculty who teach those courses at MU, MO S&T, or UMKC and discuss how sharing expertise across campuses and departments might benefit students at each institution. Be sure to discuss the proposal deadline and the documents required for this proposal and how you might each contribute to the proposal. Collectively, name and describe the course(s) you want to share across institutions and the impact collaboration will have.

Step 3: Develop your proposal Work with the CTL staff on your proposal. Andy Goodman can help you prepare a budget including the cost of developing and offering the course. The proposal requires a signature from a CTL instructional designer that states you've developed a plan for the course development.

Step 4: Get approvals Include a letter, e-mail or signature approval from relevant department chairs and deans. Then submit copies of complete proposals to the Provost's office as described in the [Request for Proposals](#).

[Download Proposal Form](#)

Faculty colloquia are a great way to meet fellow colleagues, improve your work, and learn how to promote yourself in your role as an UMSL faculty. This spring, the CTL is offering colloquia on the following topics:

myVita for Annual Evaluation
Thursday, March 1
2 - 3:30 PM
Lucas Hall 589

Preparing the Factual Record
Thursday, March 9
3 - 4:30 PM
Lucas Hall 589

myVITA for Promotion
Thursday, April 6
12 - 1:30 PM
Lucas Hall 589

UMSL's Tenure/Promotion Procedures and Guidelines for Preparing Dossiers: Guidance from the Senate Committees for Chairs of Departments and Ad Personam Committees
Thursday, April 20
12 - 1:30 PM
Lucas Hall 589

Register

Upcoming CTL Events

Week of February 6
Lucas Hall 589 (LH589)
Tuesdays, 2:00 - 4:00 PM
Fridays, 10:00 AM - 12 Noon
Online
Online in 9 Begins!

Take your online course to the next level by participating in a 9-week series designed to help you efficiently develop or redesign your course. By the end of the series, you will have a completely finished course site, confidence with new technologies and strategies for managing your time and students. Join your colleagues in an interdisciplinary small group to share ideas and learn new tools and strategies guided by research-based, national standards.

Register | More Information

Tuesday, February 7
Lucas Hall 589 (LH589)
12 Noon - 1:30 PM
DIY with a Guide: Session 1, Designing
The new DIY with a Guide program offers faculty a self-paced opportunity to design a course in collaboration with an instructional designer in the CTL. This program is reserved for those faculty who have already successfully completed Online in 9. It is structured to build on what you learned in Online in 9 to design a next-level, quality-assured online course with carefully integrated technologies and instructional strategies to achieve course goals. Though the program is self-paced, the cohort will meet 4 times over lunch to share ideas and get valuable feedback from peers.

Register

Thursday, February 9
Lucas Hall 589 (LH589)
2:30 - 3:30 PM
Intercampus Course Sharing Information Session
The University of Missouri System is committing up to $250,000 in total funding to encourage faculty members to share their expertise with other UM campuses. Grants will be awarded to develop and offer online "shared courses" that are available to students on at least one other UM campus. This initiative is designed to promote collaboration, increase options for students, provide opportunities for faculty developmental leaves, and expand departmental offerings. To learn more, join us on Wednesday, Feb. 24 from 2:30-3:30 for an informational meeting about the Intercampus Course Sharing proposal process, including insight from a faculty member who has participated in a past round. For more information, the proposal template and guidelines are on the Intercampus Course Sharing website.

Register | More Information | Proposal Template

Friday, February 10
Express Scripts Hall 107 (ESH107)
10:00 AM - 12 Noon
CUT Unit 5 Workshop: Writing in Grad School

Register | More Information

Friday, February 10 <mark>Just Added!</mark>
Lucas Hall 589 (LH589)
2 PM - 3:30 PM
Teaching with Canvas 101
Get a jumpstart on the LMS migration with this workshop designed to get you ready to teach your next course in Canvas.
Register

Thursday, February 16
Lucas Hall 589 (LH589)
2:00 - 3:30 PM
Canvas Workshop: Making the Most of Modules
Modules are used to organize course content by weeks, units, or whatever organizational structure works for your course. Add Assignments, Discussions, Quizzes, Files and more in an organized sequence of learning activities.
Register

Friday, February 17
Express Scripts Hall 107 (ESH107)
10:00 AM - 12 Noon
CUT Unit 1 Workshop: Observing Your Professors
Register | More Information

Week of February 20
Online
Asynchronous
CUT Unit 3 Begins
Unit 3 of the Certificate in University Teaching CUT) program is a 4-week online, asynchronous workshop series designed to lead participants through the best practices of building online courses and assessments.
Register

Monday, February 20 <mark>Just Added!</mark>
Lucas Hall 589 (LH589)
5:30 PM - 7 PM
Canvas After Dark
Is your 9-5 schedule packed to the gills? Come learn about Canvas after work. We'll have fresh coffee and answers to your questions.
Register

Friday, February 24
JC Penney Conference Center 402 (JCP402)
9:30 AM - 2:30 PM
Spring Forum on Teaching and Technology
Once again, the Center for Teaching & Learning invites you to our Annual Spring Forum, February 24th, in 402 J.C. Penney Conference Center. This year's theme is Transitioning to Canvas: Let the Games Begin! Coffee will be ready at 9:00 A.M. with the conference starting at 9:30 A.M. The day will focus on diving into our new learning management system, Canvas. There will be workshops for those just curious about Canvas; online teaching with Canvas; and Canvas for face-to-face classes. Throughout this day, instructors and experts will share their experience using Canvas in a variety of ways and circumstances to aid you with your teaching. To find out more, please call contact Michael Porterfield (314-516-4207). <mark>Be sure to bring your own device to fully participate!</mark>

Register | More Information

March

Wednesday, March 1
Lucas Hall 589 (LH589)
9:30 - 11:30 AM
PALS: Rules and Regulations for Undergraduate Students
It is campus policy that all students who are employed as tutors, mentors, or in positions attend the Peer Academic Leader Seminar (PALS) to learn the mandatory campus policies and procedures concerning discrimination, sexual harassment, and privacy laws; prevention of academic dishonesty; student conduct regulations; and promotion of a positive work and learning environment.
Register | More Information

Wednesday, March 1
Lucas Hall 589 (LH589)
2:00 - 3:30 PM
myVita for Annual Evalution
Join colleagues in this hands-on workshop to make the most of using myVita for annual evaluations.
Register

Thursday, March 2 <mark>Just Added!</mark>
Lucas Hall 589 (LH589)

1:30 - 3 PM
Teaching with Canvas 101
Get a jumpstart on the LMS migration with this workshop designed to get you ready to teach your next course in Canvas.
[Register](#)

Friday, March 3
Express Scripts Hall 107 (ESH107)
10:00 AM - 12 Noon
CUT Unit 1 Workshop: Integrating Service Learning
[Register](#) | [More Information](#)

Thursday, March 9
Lucas Hall 589 (LH589)
3:00 - 4:30 PM
Faculty Colloquia: Preparing the Factual Record
You plan to submit your papers for review, but what goes into the all-important Factual Record? How do you work with your ad personam committee? What's a dossier? Whether you will be reviewed for promotion or promotion with tenure, bring your questions and ideas to this informal session. Guidance and coffee will be served.
[Register](#)

Friday, March 10
Express Scripts Hall 107 (ESH107)
10:00 AM - 12 Noon
CUT Unit 5 Workshop: Preparing for Campus Visits
[Register](#) | [More Information](#)

Tuesday, March 14
Lucas Hall 589 (LH589)
12 Noon - 1:30 PM
DIY with a Guide, Session 2: Building
The new DIY with a Guide program offers faculty a self-paced opportunity to design a course in collaboration with an instructional designer in the CTL. This program is reserved for those faculty who have already successfully completed Online in 9. It is structured to build on what you learned in Online in 9 to design a next-level, quality-assured online course with carefully integrated technologies and instructional strategies to achieve course goals. Though the program is self-paced, the cohort will meet 4 times over lunch to share ideas and get valuable feedback from peers.
[Register](#)

Wednesday, March 15
Lucas Hall 589 (LH589)
2:00 - 3:30 PM
Canvas Workshop: Making Meaningful Assessments with Canvas
Learn about the basics of using the Quizzes tool, including how to create a quiz, specify settings, and add individual questions. Participants will also learn how to use Question Groups to organize and randomize questions, as well as the range of response options for quizzes. Lastly, we'll cover the Assignments area and talk about the different types of submissions students can make for an assignment.
Register

Friday, March 17
Express Scripts Hall 107 (ESH107)
10:00 AM - 12 Noon
CUT Unit 1 Workshop: Philosophy of Teaching/Teaching Portfolio
Register | More Information

Tuesday, March 28 <mark>Just Added!</mark>
Lucas Hall 589 (LH589)
5:30 PM - 7 PM
Canvas After Dark
Is your 9-5 schedule packed to the gills? Come learn about Canvas after work. We'll have fresh coffee and answers to your questions.
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Check out our Events in April and May

Worth the Read

Bridging the Gap between Pre-Work and In-Class Sessions in the Flipped Classroom

"One of the challenges of the flipped classroom is building meaningful connections between the pre-work and the in-class sessions. Opponents of the flipped classroom argue that information overload can easily occur in flipped classrooms (Benitez, 2014). Furthermore, while many instructors prefer to use short videos or online modules for the delivery of the pre-work, active learning strategies in the classroom need not be tech heavy.

The greatest benefit to using the flipped classroom is the implementation of active learning strategies within the repurposed

class time (Michael, 2006; Jensen *et al.*, 2015). The techniques provided here can all be completed in your class with whiteboards, markers, and/or chart paper..."

Keep reading

"We've Got to Keep Meeting Like This": A Pilot Study Comparing Academic Performance in Shifting-Membership Cooperative Groups Versus Stable-Membership Cooperative Groups in an Introductory-Level Lab

"This study examined possible ways to increase student engagement in small sections of a large, introductory-level, required university course. Research shows that cooperative group learning boosts achievement through fostering better interpersonal relationships between students. Cooperative group learning is an evidence-based instructional practice engaging students in active learning. The present study investigated whether cooperative groups with sustained-membership functioned more effectively for boosting performance than shifting-membership cooperative groups.

Findings indicated that the amount of class time spent in groups influenced the impact of shifting or sustained-membership. A significant difference in performance was found for sustained-group students when group activities were used the majority of the time during recitation..."

Keep reading

Image credit: Lisa Vanovitch