UMSL | Center for Teaching and Learning

Setting and Disrupting Routines

By the 3rd week of the semester, we've developed routines for our classes. Students, by now, have determined where they'll sit, how they'll prep (or determined they don't need to) for class, and what to expect to occur during class time. Now is the time to consider disrupting the routine. While feeling comfortable in class is a positive, expecting that nothing will change for the entire semester is not. Consider a different type of classroom activity, or ask students to sit near people they don't know. If you typically lecture for the entire class period, consider asking a question that students have to answer on a piece of paper. Or, ask a question at the beginning of class – directly related to the topic of the day – that students will want to know the answer to; just don't get to the answer until the end of class.

Students enjoy coming to class (and are more likely to have better attendance) when the routine you set guarantees something out-of-the-ordinary. It doesn't have to be big or risky, just something different. If you're looking for ideas, ask anyone on the CTL Staff for a quick conversation.

Have a great semester!

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canvas *Quick Tips*

Frequently Asked Questions: Canvas Communication Tools
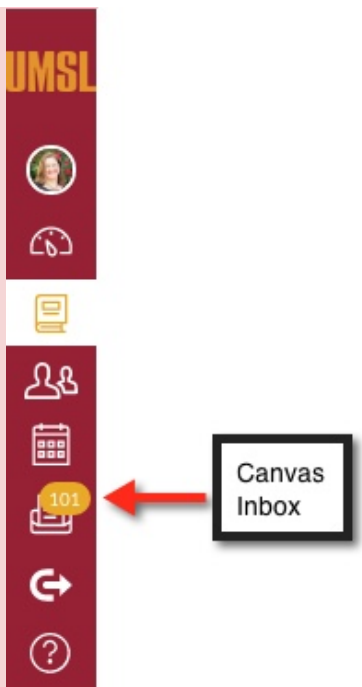
Canvas Inbox

1. Is the Canvas Inbox the same as my UMSL email Inbox?

No, these are different inboxes, but you can set up your Canvas notifications so that Canvas Conversations go to your UMSL email.

- The Canvas inbox is a messaging area that collects "Conversations" you send and receive from Canvas. Conversations is split into two panels and displays messages chronologically. You can view and reply to conversations and sort them by course or inbox type. Conversations itself does not have any file size limits; however, attachments added to a conversation are included in the sender's personal files. In the Canvas Global Navigation red bar on the left, click the **Inbox** link.
- Your UMSL Faculty/Staff email can be found here https://owa.umsl.edu (UMSL Faculty/Staff Email Direct Link). Please note that you can make sure that your Canvas Conversations go to your UMSL email if you have that checked under Canvas Notifications. Need help? Here's how.

2. How do I send an email (aka, Canvas Conversation) to my students?

- In the Canvas Global Navigation red bar on the left, click the **Inbox** link.
- If the inbox link includes a numbered indicator, the indicator shows how many unread Conversations messages you have in your Inbox. Once you read the new messages, the indicator will disappear.

1. Filter messages by course
2. Filter messages by types (unread, starred, sent, archived, and submission comments)
3. **Compose a message**
4. Search for messages from a particular person using the search field.

3. What is the difference between "Announcements" and the "Inbox" in Canvas?

As a general rule, we recommend using Announcements to share time-sensitive, urgent information that does not necessarily require a response (e.g. a class cancellation, or a new Assignment posting), but should be received by every student/member of the Canvas course site. Conversation messages, however, can be used for lengthier, sustained exchanges between instructors and their students (e.g. questions about a class discussion, or something that should only be shared individually). Messages sent from either of these options are delivered to the recipients' preferred tool (specified by each person in Canvas notifications which include email, text, or Canvas mobile app.)

- Announcements are limited to users with a **Teacher** role in a single Canvas course site. They are automatically sent to every member of a Canvas course site (by email, text or Canvas app as specified by the student), and posted in the Announcements section for future review. Here's how to send an announcement.

- Any Canvas user can send a Conversation message from their Canvas Inbox regardless of their role. These messages can be sent to an entire course, a course section, a student/sub-group, or an individual. These messages will only be sent to the recipients, and are not posted (publicly or otherwise) on any Canvas site.

4. How can I get recent announcements to show up on my course home page?

You can show recent announcements as part of your Course Home Page. You can set the number of announcements that should be displayed. The Course Home Page only displays text and links within announcements; any images or media will not be shown.

- Go into your course settings.
- On the "Course Details" tab, scroll down and click "More Options" to reveal the setting to check "Show recent announcements on Course home page.
- Specify the number of announcements to show on the home page. You can have up to 15 recent announcements appear on the home page.

> ☑ Show recent announcements on Course home page
>
> 3 ⬍ Number of announcements shown on the homepage

Quick Tips:

- If you right-click or option-click on the Inbox link, you can open your Conversation Inbox in a new browser tab to keep it handy while you are doing other tasks in Canvas.
- Users display in Conversations once they have an active enrollment in the course, and users cannot join a course unless it is published.
- Once a course has concluded, you will only be able to message instructors or TAs in that course.

Call for nominations for UMSL Teaching and Service Awards - deadline March 1, 2018

This announcement is from the Senate Faculty Teaching and Service Awards Committee calling your attention to the **March 1** submission date for nominations for UMSL's Teaching and Service Awards. We also wish to highlight several changes approved by Faculty Senate for this round of awards including clarification on eligibility for several teaching awards and the service award.

All awards can be accessed from this link: http://www.umsl.edu/services/academic/faculty/faculty_awards.html or from the link to Faculty Awards in the A-Z index.

1. Chancellor's Award for Excellence in Teaching to a Tenured or Tenure-Track Faculty Member
2. Chancellor's Award for Excellence in Service
3. Chancellor's Award for Excellence in Teaching to a Non-Tenure Track Faculty Member
4. Chancellor's Award to a Part-time Faculty Member
5. Gerald and Deanne Gitner Excellence in Teaching Award
6. Governor's Award for Excellence in Teaching
7. Emerson Excellence in Teaching Award

Nomination Procedure:

The Faculty Teaching and Service Awards Committee receives and reviews all nominations, and presents its recommendations to the chancellor for final approval. The Committee requires submission through electronic format. These nominations should be a **_single file_** in MS Word or pdf format, and should be emailed to the Senate office (senate@umsl.edu) no later than 5 pm on the deadline.

Deadline for Submission:
March 1, 2018 is the deadline for electronic submission of the nomination and completed materials packet.

Questions? Contact a member of the committee and review components of winning nominations linked to the Faculty Awards web pages. For more information, please contact the Committee Chair, Assistant Teaching Professor Diane OBrien, x5284 or Associate Provost, Andy Goodman, x7133

Save the Date!
2018 Spring Forum on Teaching and Technology
Friday, February 2, 2018
9:00 AM - 3:30 PM
JC Penney Conference Center

Register now to secure your spot in this popular event!

Teaching Online this Summer or Fall?
Register by February 7 to Join Online in 9 This Spring

Our Fall cohort of Online in 9 is just wrapping up and the faculty have created some wonderful online courses that are heading to a course catalog near you. Now it's your turn! Join the Spring Online in 9 program to develop your own online course over 9 weeks and meet some fellow faculty along the way.

Series runs February 12 - April 27. Space is limited, so register today!

Don't have the schedule flexibility for a set time each week? We're now offering a fully online version of Online in 9.

Learn more and Register

DIY with a Guide: For Your Next Online Course!

Have you graduated from Online in 9 and are you ready to design your next online course? 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. The program consists of 4 modules spread out over the semester: Designing, Building, Testing, and Reflecting. The central components of the program are built around Chickering and Ehrmann's framework, "Implementing the Seven Principles: Technology as Lever." At the end of the semester, faculty participants will have a completely designed, quality-assured course ready to offer students.

Spring 2018 Meeting Dates:
Kickoff Lunch and Learn – Feb 16th 12-1:30pm
Lunch and Learn – March 2 - 12–1:30pm
Lunch and Learn – April 6 – 12-1:30
Lunch and Learn – May 4 – 12-1:30pm

Register

Intercampus Course Sharing

The Intercampus Course Sharing Initiative from University of Missouri-System allows faculty from any of the UM campuses to teach an online course that can be taken by students at other UM campuses. Faculty or departments interested in the Course Sharing process will need to complete a proposal for the course(s) they intend to share to other campuses. Stipends are available for applicable development and coordination costs associated with building the course and/or transitioning it online.

Spring 2018 RFP

Forms

Use the guidelines and forms below to develop and submit your proposal; discussions, feedback, and agreed upon implementation with the Instructional Design team are **required** before your proposal can be submitted to the Academic Affairs Office.

- Proposal guidelines and additional information
- Proposal template in Word
- Proposal template in PDF
- Faculty checklist (for use each semester)

Submission schedule

- March 2: Proposal due date.
- March 2 - 16: Faculty will have a two-week period to work with Instructional Designers and develop a final version of their proposal.
- On or before the end of the two-week review period, a member of the Instructional Design staff will submit the completed proposal to the Provost Office for review.
- The Provost Office will have one week in which to recommend proposals for final committee approval.
- Final committee approval and award notification will occur toward the later part of the semester.

The [UM System Affordable & Open Educational Resources (A&OER) initiative](#) works to enhance the use of affordable and open educational resources at the university. A&OER provide students immediate and unlimited access to course materials, enhance learning by providing up-to-date and interactive resources, and lead to greater retention and graduation. Additionally, they help to lower the cost of education.

A&OER also benefit faculty as they can easily tailor course materials to keep content relevant and up-to-date. To support faculty in transitioning to more affordable and open educational resources, the A&OER Taskforce, formed in 2017, has created a faculty-first grant funding programs for all UM System faculty who which to adopt or develop new A&OER course materials. Information on A&OER, the taskforce, and the grant program is below.

About the Grant

The A&OER Grant Program encourages faculty experimentation and innovation in finding new, better, and less costly ways to deliver learning materials to their students than traditional textbooks and other educational resources. Specifically, the grant program recognizes and encourages faculty and instructors who commit to the *creation, adaptation, adoption,* and *review* of A&OER. The definitions of these terms are provided below.

Reviewing an existing OER in the Open Textbook Library. Faculty reviews of textbooks in the Open Textbook Network represent an important contribution to furthering Affordable and Open Education both in the UM System and within the larger Open Education Community.

Adopting existing OER or affordable resources. Using available resources lower barriers for faculty course redesign. In many situations, existing OERs can be used to meet course student learning objectives.

Adapting existing OER or affordable resources. Revising and/or re-mixing requires more faculty effort and time in the course re-design, but allows greater tailoring of course materials to meet unique course student learning objectives.

Creating and licensing a new OER. Creating a new OER resource is an option where there are currently no sufficient OER available to meet learning objectives or subject matter. This typically requires previous experience with OER and/or textbook development.

As described below, two types of grants will be awarded:

- Adopting, adapting, or creating affordable or open educational resources
- Associated activities
  - Reviewing Open Education Resources textbook
  - Recognizing early adopters of A&OER

Grant Categories:
Adopting, Adapting, Creating

Faculty can achieve any of these grant levels by adapting, adopting, or creating resources (see definitions above).

Level I – Open Educational Resources (OER) ($0): Proposal must replace an existing textbook or course material with a no-cost alternative.

Level II – Low-Cost Resources (<$40): Proposal must replace an existing textbook or course materials with a low-cost alternative (defined as less than $40).

Level III – Major Cost Reduction: (50%-90% cost reduction): Proposal must replace an existing textbook or course material such that student costs are reduced by 50%-90% over the previous course adoption.

Level IV – Moderate Cost Reduction (up to 50% cost reduction): Proposal must replace an existing textbook or course material such that student costs are reduced by up to 50% over the previous course adoption.

Alternative Proposals: Proposal does not fit in the levels above but would impact the affordability of educational resources for students. Examples may include departmental proposals, proposals that would cost more than $10,000 to implement but have a significant impact on students, etc.

Award Amounts:

Maximum award amount listed below.

Total cost of educational resources for a course/section per student, per semester	Mostly Adopt	Mostly Adapt	Mostly Create
Level I: $0	$2,500	$6,250	$10,000
Level II: <$40	$2,000	$5,000	$8,000
Level III: 50%-90% cost reduction	$1,500	$3,750	$6,000
Level IV: up to a 50% cost savings	$1,000	$2,500	$4,000
Total Maximum Award Amount	**Award Amount + Student Impact + Diversity and Inclusion** (see below)		

- *Student Impact*: In addition to providing the above grant amounts based on whether the faculty adopted, adapted or created resources, additional funds will be provided to recognize the number of students impacted by the lower cost resources. Outlined below are the additional amounts

awarded by campus based on the projected enrollment of the course/section.

- **For MU:**
  - >250 = $1,000
  - 100 – 249 = $500
  - 0 – 99 = $250
- **For UMSL, UMKC & S&T**
  - >75 = $1,000
  - 41–75 = $500
  - 0–40 = $250

- *Diversity and Inclusion:* In addition to providing grants based on whether the faculty, adopted, adapted or created resources, additional funds will be provided to those who incorporate inclusive teaching practices into their courses. To learn more about inclusive teaching practices and resources, contact us at the CTL.

Learn more about the grant process, selection criteria and how to apply here: https://www.umsystem.edu/ums/aa/oer

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Tips for Managing Your Email

This quick read from the Chronicle of Higher Education lists a number of easy solutions to manage our ever-growing Inbox.

1. If you can reply to someone in 2 minutes or less, reply right then.
2. Set up a defined set of times when you check and respond to email. Consider using 8:00, 12:00, 4:00 and 8:00. This will help you stay focused on projects that require concentration.
3. Use scheduling tools such as Doodle to schedule meetings (instead of email)
4. Pause before sending an email that is better suited as a meeting (or perhaps a video call). UMSL has a great new video tool Zoom - https://umslcanvas.zoom.us
5. Ask students to use Canvas conversations to send you messages, then use the tips above to filter messages by the course. When there are several messages about the same issue, post a course announcement. Alternatively, set up a Q&A discussion forum for course related questions (that aren't private) and encourage students to post questions and reply to each other, too.

DEAR KEVIN,

I'M SORRY IT'S TAKEN ME TWO YEARS TO REPLY TO YOUR EMAIL. I'VE BUILT UP SO MUCH STRESS AND ANXIETY AROUND MY EMAIL INBOX; IT'S AN UNHEALTHY DYNAMIC WHICH IS MORE PSYCHOLOGICAL THAN TECHNICAL. I'VE TRIED ONE MAGICAL SOLUTION AFTER ANOTHER, AND AS EACH ONE HAS FAILED, DEEP DOWN I'VE GROWN MORE CERTAIN THAT THE PROBLEM ISN'T EMAIL—IT'S ME.

REGARDLESS, THESE ARE MY ISSUES, NOT YOURS; YOU'RE MY FRIEND, AND I OWE YOU THE BASIC COURTESY OF A RESPONSE. I APOLOGIZE FOR MY NEGLECT, AND I HOPE YOU HAVEN'T BEEN TOO HURT BY MY FAILURE TO REPLY.

ANYWAY, I APPRECIATE YOUR INVITATION TO JOIN YOUR PROFESSIONAL NETWORK ON LINKEDIN, BUT I'M AFRAID I MUST DECLINE...