UMSL | Center for Teaching and Learning

April 2022

CTL's Monthly Newsletter keeps you up to date on events and support available to everyone in the UMSL teaching community and evidence-based practices for use in the classroom or online.
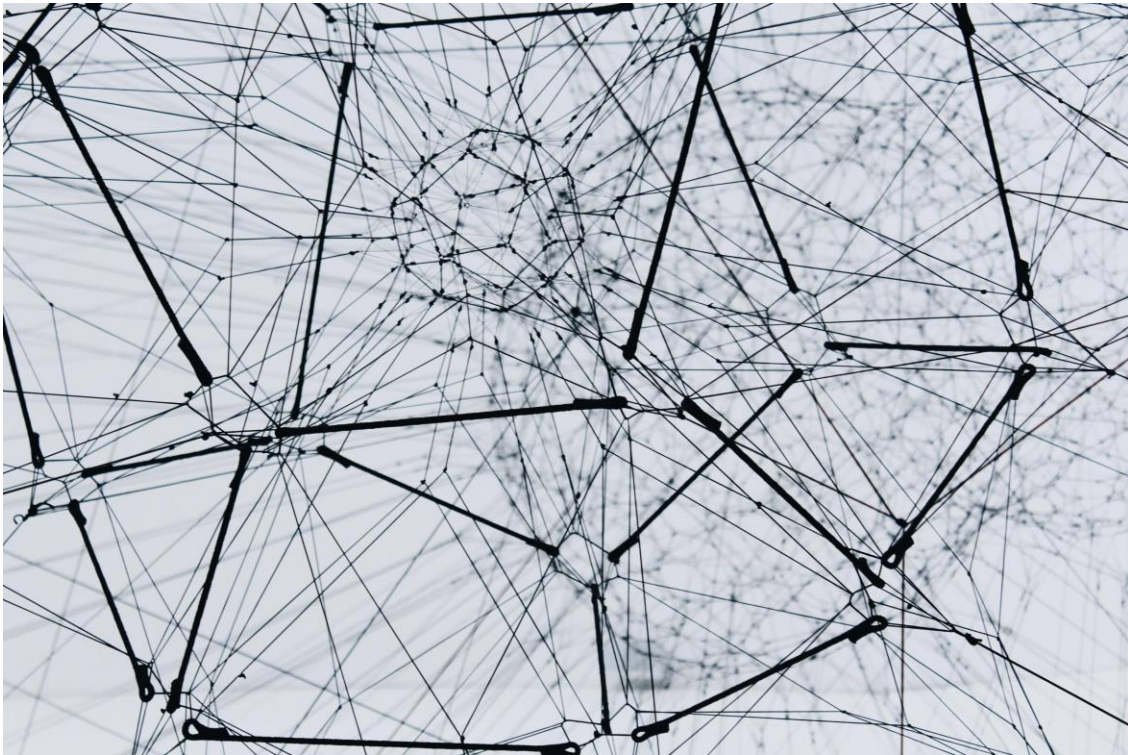
Photo by Alina Grubnyak on Unsplash

In This Issue

- **Learn new teaching intentions:** Help students connect the dots in your course and beyond

- **New tool for grading and feedback:** Learn about Gradescope
- **Summer CAMP Opportunity**: Apply by May 1 to join a cohort of colleagues working on an aspect of your teaching this summer
- **ACUE Lunch and Learn Series:** Learn from and with ACUE credentialed faculty
- **Meet new Faculty:** Charity Galgani from the College of Nursing
- **Focus on Teaching and Technology Conference:** Submit your abstract by April 30th to join the program
- **Course Evaluation Dates:** Dates for 8-Week-1, 8W-2, and 16-Week Course Evaluation

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Connecting the Dots

Almost all departments and Colleges have completed the first 3 phases of the Curriculum Alignment Process (CAP). The first phase of CAP involves crafting program-level learning outcomes. It is a research-informed practice to develop learning outcomes at the course level that align with program-level outcomes. If you have not created course-level learning outcomes, check out this guide or schedule a consultation with the Center for Teaching and Learning. This practice has many advantages for both the instructor and students. Course-level learning outcomes aid in aligning activities and outcomes and help faculty make judicious choices in course design. Clear learning outcomes help students stay motivated and give them agency to choose what best prepares them to be successful in the course. They help students to connect the dots within courses and throughout their program. If students know why they are learning something and what skills they are gaining, they will be more motivated.

For these course-level learning outcomes to be effective, they need to be revisited regularly throughout the semester. How do you integrate course-level learning objectives into your online or on-ground course?

At the end of your course, can your students:

- communicate course-level learning outcomes?
- verbalize how course-level learning outcomes align with program-level learning outcomes?
- provide evidence of how they have achieved course-level learning outcomes?

For strategies to help students communicate their learning, please see the article below written by CTL Assistant Director Erin Whitteck at elwbcf@umsl.edu.

Three Teaching Intentions - Connecting the Dots Edition

This section will highlight technology, activities, practices, or course design elements for the online or on-ground classroom to be implemented intentionally. Every suggestion will not be appropriate for every context. Please see our contact information at the bottom of the newsletter to set up an individual consultation if you are interested in discussing these ideas in more detail.

1 During the Semester

During the semester, there are many opportunities to connect what students are learning back to the learning outcomes of the course.

- Use a symbol (I have used an anchor) on course materials to indicate that certain activities or assessments are connected to the course's learning outcomes.
- Give students a pre-and post-assessment of their confidence and knowledge/skill level with learning outcomes at the beginning and end of a unit. See an example in this blog post.

- When opportunities arise, ask students how learning outcomes will benefit them in the future and connect to the bigger picture of their learning path.

2 End of Semester

We are nearing the end of the semester, so even if you have not revisited your learning outcomes regularly, the end of the semester provides a perfect opportunity to bookend the semester with an activity about learning outcomes.

- Ask students these five questions ([first outlined in this blog post](#)):
  - Using your own words, what does each learning outcome mean?
  - How will you know if you have achieved each learning outcome?
  - Why do you think each learning outcome is important?
  - How does each learning outcome relate to something we have learned or an activity/assessment in the course?
  - How does this course fit into the bigger picture of your learning path?
- If you have more time and want to be more creative or provide an alternative to the list of questions above provide students with the learning outcomes and ask them to create a mind map or storyboard of the learning outcomes.

3 Building Evidence of Learning

We all have an opportunity to support students in building a portfolio and language to explain the knowledge and skills they have gained in their courses. At the end of the semester, encourage students to reflect on what transferable skills they have gained in the class and how they would both explain and provide evidence for those skills.

- For example, if students have completed a group project in the course, encourage them to list what transferable skills they gained: communication, teamwork, working across differences, time management, etc. Explain that they should start to organize and archive evidence of these skills either through an ePortfolio or other digital form that allows them to share this evidence with others easily.

Gradescope

This section highlights technology adopted on UMSL's campus.

What is Gradescope?

Gradescope is a tool integrated into Canvas that allows instructors to grade paper assessments or grade online assessments more easily. UMSL has purchased an unlimited use for (at least) the next three years.

In particular, Gradescope offers the following:

- **Improves grade consistency.** Gradescope's use of horizontal grading ensures consistency and fairness across graders and sections, especially for courses with multiple graders or TAs. Instructors can supervise graders and with one click ensure consistency across all assignments or exams.
- **Encourages substantive feedback.** Gradescope simplifies the ability for instructors to give more constructive, embedded feedback to students, rather than only marking answers correct/incorrect. The time-saving features in Gradescope encourage faculty teaching larger enrollment course sections to provide valuable feedback.
- **Provides students quicker feedback.** Gradescope was originally designed for in-person classes where students have on-paper assessments such as engineering, organic chemistry, physics, economics, or math where students need to draw diagrams or show problem-solving steps.

Gradescope easily ingests paper submissions and allows for AI-enhanced horizontal grading in a more timely way.

- **Saves instructor time.** Gradescope's handwriting recognition and interactive rubric make it easier to grade student submissions as questions with similar responses can be graded all at once.

Opportunities to Learn from other Faculty

- Gradescope is supported by the UM-System Missouri Online academic technologies team. Their online resources provide a great starting point to learn more.
- On Tuesday, April 26th Gradescope will be offering a free Gradescope Summit featuring how faculty are using Gradescope in their courses Register for the Gradescope Summit here
- Gradescope offers online materials to get started and to learn more.

Faculty on campus using Gradescope

The tool is especially popular in the sciences but can be applied in many fields.

Associate Professor of Biology Lon Chubiz who teaches BIOL2482 Microbiology, BIOL4550 Bacterial Pathogenesis and uses Gradescope in both courses:

"*Gradescope has enabled me to provide transparent, high-quality feedback to students in exams and in-class coursework. Flexible rubric designs allow for objective and uniform grading and allows students to see multiple paths toward a correct answer in more complex problem-solving assignments. The platform also reduces burdens associated with returning work to students, particularly in hybrid teaching formats. It is now an indispensable tool in my teaching*."

Associate Teaching Professor Trey Kidd who teaches Biology 1162 – General Microbiology:

"*I use Gradescope because it's awesome. First, digitizing paper exams/work means I don't have to lug around a pile of papers. Second, AI helps make a great deal of grading much quicker than doing it manually. Further, it allows me to build*

adaptable rubrics that help give consistent and thorough feedback. Regrade management is exceptional too!"

If you are using Gradescope, please reach out and let us know how you are using it. For more information please contact CTL Assistant Director, Erin Whitteck, elwbcf@umsl.edu.

2022 Summer C.A.M.P. Opportunity

Summer 2022 faculty program offered by the Center for Teaching and Learning to support fully in-person, blended, or synchronous online Fall 2022 or Spring 2023 courses.

Join the UMSL Center for Teaching and Learning Summer C.A.M.P. (Collaborating to Advance Meaningful Partnerships). The CTL offers faculty the opportunity to refine and hone skills in a selected area to support their teaching goals for Fall 2022 and beyond. Faculty participants agree to provide peer feedback to fellow participants and share what they learn within their departments/colleges. (Note if you are teaching entirely online asynchronously, you might also be interested in considering the UM-System Missouri Online programs).

In this program you will work with faculty colleagues, student partners, and CTL camp leaders to work collaboratively within a faculty cohort. You'll receive student and peer feedback as you focus on specific aspects of your course. Stipends will also be provided for those who complete the program. This program will run from **June 6 through July 15, 2022**. Facilitators and student partners will also be available throughout July to help faculty with questions, course design, and implementation.

This summer's cohort will meet weekly as a large group on Tuesdays for a 2-hour Zoom and in smaller accountability groups as needed with those with similar goals and more individualized feedback from your student partners. This year's program features a guest presentation by Jenae Cohn during one of the Tuesday meetings.

We will have a maximum capacity of 25 faculty accepted into the program. The **registration deadline is May 1**. You will be notified shortly after if you have

been accepted into the program (as capacity allows) or added to the waitlist—
Email Jen McKanry mckanryj@umsl.edu with questions.

[Register for CTL'S Summer C.A.M.P.](#)

ACUE Lunch and Learn Series: Open to All Members of our Teaching Community

Faculty who participated in ACUE's "Effective Online Teaching Practices" will host monthly Lunch and Learn meetings in 2021-2022 to share what they found to be successful in their courses. These monthly meetings are open to all UMSL faculty, staff, and graduate students to learn more about the innovative work of our colleagues.

The Association of College and University Educators (ACUE) "Effective Online Teaching Practices" program provided faculty with an opportunity to learn evidence-based teaching strategies, apply, and reflect on what they have learned. We have been featuring faculty from the program who employ practices from the [program in our CTL newsletters](#) over this past year. Please check out past issues to learn from the creativity of your colleagues.

You will have the opportunity to continue to learn from and with your colleagues through a virtual Lunch and Learn Series where ACUE credentialed faculty will share strategies that have been successful in their courses and then host discussions about how you can employ those strategies in your own context. All members of the UMSL community (faculty, staff, graduate students) are welcome to attend.

Last month we heard from Lynda McDowell (Chemistry & Biochemistry) and Diane O'Brien (School of Social Work) about Canvas Gradebook tips and tricks and skeletal outlines to support students watching course videos.

Event Details:

- **Date of the next Lunch and Learn:** April 15th, 2022 from 12:00 - 12:50 PM
- **Presenters:** Seemantini Pathak (College of Business) and Erin Whitteck (CTL and Chemistry and Biochemistry)
- **Topics:** Using Social Annotation Tools and a strategy from the new professional development platform OneHE
- **Location:** Virtual (see Registration below)

If you have any questions please reach out to CTL Assistant Director Erin Whitteck (elwbcf@umsl.edu). If you have already registered for the event you do not need to register again. A Zoom link and Outlook invite will be sent through email.

We would love to hear your feedback if you have attended a Lunch and Learn event and if you would like to see them continue in the future.

Register for ACUE Lunch and Learn Sessions

Meet New UMSL Faculty

Throughout this academic year, we will be featuring the new full-time faculty joining our campus. This month we are featuring Assistant Professor Yuima Mizutani from the College of Education.

Charity Galgani, DNP, APRN, WHNP-BC, is a doctorally-prepared, board-certified Women's Health Nurse Practitioner who is passionate about providing reproductive health care, advocating for reproductive justice, and teaching future nurse practitioners.

Charity is a new Assistant Teaching Professor in the College of Nursing and the Lead Faculty for the women's health nurse practitioner program. Charity was the first BSN to DNP women's health NP to graduate from UMSL's program in 2018. She graduated with her BSN, cum laude, from Valparaiso University in 2012. Charity works as a provider at Planned Parenthood of the St. Louis Region & Southwest Missouri, and was previously their Director of Clinical Services and Risk and Quality. Prior, she worked for five years as a registered nurse in the family birthplace at SSM St. Mary's Health Center.

Charity has two wonderful daughters, ages 5 & 3, and she is passionate about animal rescue. Last summer, she hopped into a local pond to rescue a neurologically impaired baby duck that was drowning, along with ferrying numerous ailing wildlife to rescue centers. She has fostered/adopted three dogs in the past year, one of which is feral and is still in the process of rehabilitation. The family also has successfully rescued two feral cats, and three (not feral) adorable silkie chickens who don't contribute to the household by producing eggs, but make up for it with fluffy cuddles and silly antics.

Focus on Teaching and Technology Conference 2022 - Call for Proposals

The Focus on Teaching and Technology Conference offers an ensemble of keynote addresses, faculty innovations during concurrent sessions, technology workshops, and vendor exhibits. The conference program has evolved over the years to reflect emerging trends in technology applications in higher education and shared expertise in online teaching experiences and strategies.

The FTTC planning committee invites you to submit a proposal for our 2022 VIRTUAL conference on September 29-30, 2022. We are seeking presenters who can offer attendees both a vision of the impact and importance of their topic and concrete, practical examples of real-world implementation.

The deadline for proposal submissions is **April 30, 11:59 PM, 2022**. The proposal selection committee will review proposals throughout May and early June. We will reach out to you as soon as decisions have been made about the program. We highly recommend that presenting candidates take care to specifically address the questions asked and follow the guidelines listed for those questions. A careful review of the Evaluation Criteria below will also benefit proposals.

Thank you for your interest in being a part of this amazing, dynamic and engaging conference. Our presenters are such a big part of what makes this a great event, year after year!

Submit a proposal for FTTC

Course Evaluation System

Course evaluations are now managed in the CTL. The Faculty Senate set dates for opening and closing of course evaluation surveys, as well as when faculty can access their results.

When do students complete course evaluations for Spring 2022?

- Spring 2022 8-Week 1: March 28 - April 6
- Spring 2022 8-Week 2: April 25- May 8
- Spring 2022 16-Week: April 25- May 8

For more information on course evaluations, please visit our [CourseEval Resource Guide](#).

About the Center for Teaching and Learning (CTL)

The Center for Teaching and Learning (CTL), a division of the Office of Academic Affairs, supports the professional development of those who teach and learn at the University of Missouri-St. Louis. Our goals - to promote engagement in courses, on campus, and in the community - enhance the University as we align our activities, services, and consultations with the campus goals to promote excellence in teaching, research, and service.

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