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### ***Association of College and University Educators "Effective Online Teaching Program"***

The University of Missouri System was selected by the National Association of System Heads (NASH) to participate in Scaling Instructional Excellence for Student Success, a strategic initiative focused on improving quality instruction, and ultimately student success, through intentional, high-quality professional development for faculty across our four universities. Four systems nationwide were selected for this program including University of Missouri System, California State University System, City University of New York and The Texas A&M University System. Almost 50 faculty at UMSL were selected to participate in ACUE's "Effective Online Teaching Practices" year-long program. Each month we will be featuring some practices from the program and a faculty member that is implementing

these practices.

In the first module we explored how to [foster a welcoming environment in an online class](#) through strategies to build:

- a clear course structure
- welcoming environment
- community

A syllabus activity is one way to ensure a clear course structure, establish a welcoming environment and build community. A syllabus activity can be in the form of a:

- Syllabus quiz
- Syllabus scavenger hunt
- Syllabus discussion board
- Syllabus annotation

Professor Aimee Dunlap from the Department of Biology implemented syllabus annotation in her courses this fall. Professor Dunlap is using [Perusall](#) for students to collaboratively read different texts. In order to get students familiar with the Perusall platform and the syllabus she had students make a single question or comment on any part of the syllabus. This activity was part of her "Start Here" module along with filling out a student information form, and students introducing themselves on the discussion board.



Professor Dunlap said the following about the activity, *"It worked really well! I made sure I commented on every student comment, and this enabled everyone to see the answers to questions that were posed so it also worked as a FAQ. I also quickly saw aspects of the syllabus and course plan that students were excited about. It was great to see students commenting on each other's comments, for instance welcoming new students to UMSL. I loved seeing that. I will definitely include this kind of first assignment in the future."*

If you would like more information about the free annotation tool Perusall please reach out to Erin Witteck (elwbcf@umsl.edu). Another annotation tool that is being piloted by the Office of eLearning is [Hypothes.is](#). Both tools would work for this purpose.

If you have any questions about how to use this activity in your course Erin Witteck from the CTL has a faculty support hour every Tuesday from 1-2 PM in her Zoom room <https://umssystem.zoom.us/j/3145165978>. If that time does not work for your schedule please reach out to Erin Witteck (elwbcf@umsl.edu) or Jen McKanry (mckanry@umsl.edu) to schedule an individual appointment.



**Opportunity for Formative Feedback**

[Mid-semester feedback opportunities - Sign up by the end of September](#)

## Mid-semester feedback system

**What is it?** Confidential online questionnaire administered to students to obtain early feedback on the course. See the [questions in the survey before you register](#).

**Who can see the results?** Only the instructor has access to the feedback.

**What are the benefits?** Confidential feedback that can be implemented before final course evaluations.

**When can you register?** [Faculty can register for the mid-semester feedback system](#) as soon as the semester begins and continue until registration closes September 28th.

**When is the survey available for students?** The survey is available through October.

## On-Line Courses

### Mid-semester Design Survey

**What is it?** Confidential online questionnaire administered to students to obtain early feedback on the course. See the [questions in the survey before you register](#).

**Who can see the results?** Only the instructor has access to the feedback.

**What are the benefits?** Confidential feedback that can be implemented before final course evaluations.

**When can you register?** [Faculty can register for the mid-semester feedback system](#) as soon as the semester begins and continue until registration closes September 28.

**When is the survey available for students?** The survey is available through October.

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# SHOUT-OUTS

## **Shout-Outs: Giving Thanks**

We are all experiencing this challenging time in unique ways, it is very encouraging to acknowledge those around you that are going above and beyond. The recipients received a postcard in their e-mail, and are featured below. We are [accepting shout-outs for next month](#).

### **Recent Shout-Outs**

#### **Gretchen Haskell Instructional Designer from the Office of eLearning**

*Gretchen spent hours with me every week early in the semester to help me with online teaching. Since we have gone online, I email her questions, which she immediately responds to. Thanks to her, all my classes are going very well.* - Denise Mussman

#### **Tom Roedel from the Office of eLearning**

*Thanks for all of your help as I transitioned my courses online. I don't know how I would have done it without you!* - Anne Torrusio



This is an important update regarding the process for submitting exams to the Testing Center. The RegisterBlast system is now integrated in Canvas, enabling you to:

- Access the Testing Center RegisterBlast system in Canvas with no separate login required

View the status of student appointments

Accessing RegisterBlast within Canvas allows students to select their Disability Access Services approved testing accommodations during registration. **It is important that you enable RegisterBlast in your Canvas course so that students can access the system and their approved accommodations. Accommodations will not appear for students who are not logged in while registering.** To enable RegisterBlast for your course:

1. Go to Canvas Settings in the course menu placement
2. Click on Navigation tab
3. Scroll to the bottom to view disabled apps; enable RegisterBlast and Save.

Please submit your Fall 2020 proctored exam information as soon as possible if you have not done so already, particularly if you know you have students who will require Testing Center services this semester.

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## DISABILITY ACCESS SERVICES

The Disability Access Service office will no longer be distributing new memos each semester. A student's memo will remain the same for their academic career at UMSL, and will be created at the time of intake. The student will have access to their accommodation memo/letter at all times once it is posted to our online portal.

In addition, a student may choose to notify instructors of their accommodations via email or in person. Either is acceptable as long as the student has provided you with hardcopy or electronic copy of their accommodations memo. The DAS office is encouraging students (in honor and compliance with social distancing) to email electronic copies to instructors. If you would still like to meet with the student to discuss and review their accommodations we ask that you consider meeting remotely through via a teleconference platform or phone.

Please be aware, if the student has provided you with a copy of their accommodations memo/letter whether hardcopy or electronic, this is identified as official notification to the instructor, and accommodations should be honored from that point of contact.

The Disability Access Service office is continuing to work remotely and can be reached via email at [das@umsl.edu](mailto:das@umsl.edu). Please let the DAS office know if you have any questions or concerns.



The Center for Teaching and Learning (CTL) is building a Part-time Faculty Teaching Circle group to enhance teaching effectiveness on the UMSL campus specifically aimed at the specific needs of part-time faculty. Due to time of day and their unique needs, traditional campus offerings are not always ideal for part-time faculty participation. And especially this fall, faculty need teaching support more than ever. This Teaching Circle would be led by an advisory board of part-time faculty and will be supported by CTL staff. Meetings will be at an interval identified by the advisory board (likely monthly) and held via Zoom. A repository of teaching materials, as identified as useful by the steering committee, will also be created.

We are looking to start this process by compiling the advisory board of part-time faculty who will help determine times for meetings, frequency of meetings, and topics to be addressed specific to teaching at UMSL. The commitment for sitting on this advisory board would be 1-2 hours per semester plus attending any of the Teaching Circle sessions participants choose to attend. All logistics and support (recruiting speakers, scheduling meetings, managing a shared resource area, promoting the program, etc.) will be handled by CTL staff.

If you would be interested in serving on the advisory board, attending sessions, or would like to suggest meeting times or contribute ideas for possible topics, please complete this [Google Form](#).



## OPPORTUNITIES FOR GROWTH

This summer Jennafer Alexander (CTL Assistant Director of Student Support Programs) and I (Erin Whitteck, CTL Assistant Director) had the opportunity to support an affinity group called "Anti-Racist Educators." This cross-disciplinary group of faculty has had some great conversations around language, representation, and our curricula. None of us claim to be experts in anti-racist pedagogy but instead have made a pledge to learn together and share our own



stories of growth. If you are interested in the resource we started reading from it is the [Wheaton College](#) web page called "Becoming an Anti-Racist Educator."

Other departments have made statements of solidarity (Psychological Sciences, Public Policy and Administration, and [Biology](#)) and have committed to actions. The [English Department's statement can be accessed here](#). As part of the list of actions Professor Kimberly Welch is hosting the Black Futurity Reading Group's [first event on September 30th at 1 PM](#).

The Office of Diversity Equity and Inclusion is hosting a Anti-Racism and Learning Dialogue Series that starts on September 16th, [information about that series can be found here](#).

If any other departments have made statements or have actions or groups that would like to be highlighted please reach out to Erin Whitteck (elwbcf@umsl.edu) we would love to highlight you in our newsletter. We will start posting a monthly article about anti-racist pedagogy as part of the CTL's commitment to UMSL's mission to Transform Lives.



Contact Keeta Holmes at [keetaholmes@umsl.edu](mailto:keetaholmes@umsl.edu) to make your request and arrange a time to pick up what you need. Limited quantities available.

Available for Checkout:

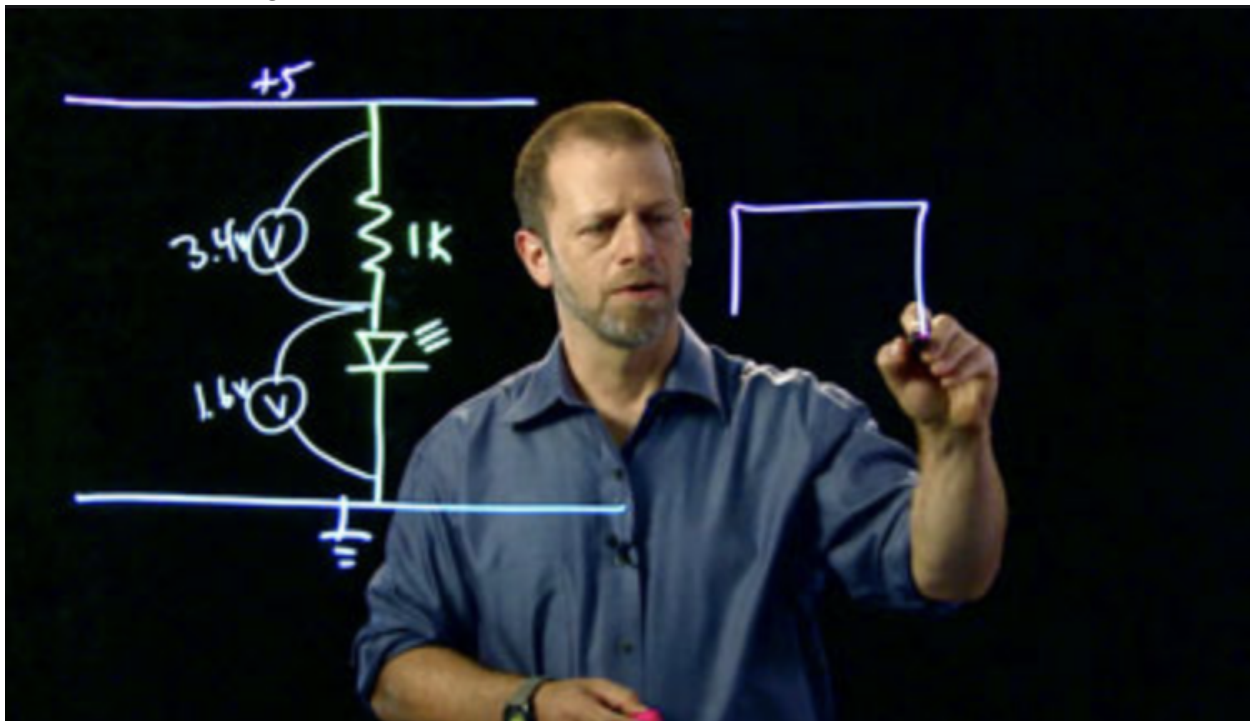
- HD Webcams (USB connector; Mac and PC compatible) (40)
- Document Cameras (5)

- Classroom Student Whiteboard sets (60 11"x14" whiteboards, enough for 3 classes of 20 students)

Available for Use in the CTL:

Contact [Daphne Rivers](#) in the CTL to reserve time in the CTL Recording Studio where we have two areas for lecture recording equipped with everything you might need to record a lecture. Room availability based on CTL or Office of eLearning personnel staffing and availability.

1. Lightboard. We have a new lightboard where you can record yourself writing on the lightboard while lecturing. This is great for problem-solving and showing illustrated flowcharts, diagrams, and more, as in this image below.



2. Document Camera/Webcam Setup on a Computer with green wall. Set up a time to record your lecture.



Do you have questions about Canvas or other UMSL technology tools? Get your answers to these questions and more from the Office of eLearning team.

- [Register to virtually attend](#) one of the upcoming tool trainings/workshops
- Explore the UM System [Teaching Tools website](#)

Additionally, the Learning Resource Lab is happy to provide personal or remote professional development on the following Canvas tools:

- Canvas basics-Modules, adding content, hiding left-hand menu items and notifications



- Canvas assignment tool, Canvas quiz tool, and Turnitin
- Setting up group assignments and VoiceThread group presentations
- Google Drive (Docs, Sheets, Slides) and Peer Review tool
- Moving grades from Canvas to MyView, organizing your assignments, and Speedgrader
- Copying Canvas DEV shell to your live course; and publishing your course
- Or schedule your own topic and time

Please contact the Learning Resource Lab to set up a consultation time. Contact Paul, Tom, or Dave with questions: [lr@umsl.edu](mailto:lr@umsl.edu).

# Keep Learning

MU UMKC Missouri S&T UMSL

*[Contact the Office of eLearning](#) for more information about the following programs to support online course design and delivery programs.*

## Start Here 101: Online Course Design Basics Workshop

Fall 2020: September 14 through October 12

[Register Online](#)

This high enrollment online course is asynchronous, and largely self-paced within each week. Some parts of it will be lightly facilitated by instructional designers from the Office of eLearning and there will be opportunities for peer interaction throughout. Participants must come to the workshop with a course already identified for designing in an online format.

The course materials will lead you through the fundamentals and basic work involved with designing a functional online course, and you will be applying those concepts each week into your own course.

As you engage in this course, you will:

1. Explain how learning goals impact course structure
2. Define the goals for your course
3. Make a plan how you will connect with your learners
4. Connect your assessments to your course vision
5. Create course materials that are accessible and inclusive

## Start Here 102: Best Practices in Online Instruction

Fall 2020: September 21 - October 19

[Register Online](#)

Instructors are invited to register for Start Here: Best Practices in Online Instruction, a workshop that is designed to help instructors deliver and facilitate quality online learning experiences for their students.

Instructors who complete both Start Here 101 and 102 will be considered certified to teach online for five years from the date of completion of Start Here 102.

This 100% online workshop will build upon the foundation built in the [Start Here: Online Course Design Basics Workshop](#). It will help faculty discover strategies to help deliver quality learning experiences for their students. This high enrollment online course is asynchronous, and will be facilitated by instructional designers from the Office of eLearning.

## Online Teaching Certification

Fall 2020 Options (two sessions available)

[Register Online](#)

This 100% online course is asynchronous with a weekly schedule and regular peer-to-peer interaction requirements. The course will be facilitated by instructional designers

At the end of this course, participants will be able to:

1. Demonstrate proficient Canvas navigation.
2. Demonstrate an awareness of university academic policies and resources to support diverse learning needs.
3. Select appropriate university-supported technologies to enhance online teaching and student needs.
4. Analyze and integrate effective online instructional strategies.
5. Design communication and feedback strategies to engage and motivate students in the online environment.
6. Develop a learning community that fosters interaction



## Join us!

Focus on Teaching and Technology Conference 2020  
at the University of Missouri - St. Louis

**This year the conference will be virtual and free of charge. Registration is still required.** [Read our virtual conference](#)

[FAQ's](#)

## September 24 & 25, 2020

[Register Online Now](#)

Scholars, educators and practitioners representing many universities share their technology innovations and teaching experiences. Join faculty from across the region in discussing topics surrounding teaching and technology.



# Keynote: James M. Lang

Teaching Distracted Minds:  
Old Challenges, New Contexts

SAVE THE DATE: FTTC 2020, SEPTEMBER 24 & 25

## James M. Lang, Assumption College

**Keynote: Teaching Distracted Minds: Old Challenges, New Contexts**

**Friday, September 25, 9:00-10:30 AM**

As faculty struggle with the problem of distracted students in our courses, they have become increasingly frustrated by the ways in which digital devices can interfere with student learning. But are students today more distracted than they were in the past? Has technology reduced their ability to focus and think deeply, as some popular books have argued? This webinar draws upon scholarship from history, neuroscience, and education in order to argue that distractions are endemic to the human condition, and can't be walled out of the physical classroom or online course. Instead, we should focus on creating educational experiences that cultivate and sustain attention. Participants will learn about a variety of potential pathways to developing such experiences for their students.

**Workshop: Small Teaching in the COVID Era: From Minor Changes to Major Learning**

**Friday, September 25, 1:00-3:00 PM**

Research from the learning sciences and from a variety of educational settings suggests that a small number of key principles can improve learning in almost any type of college or university course, including both face-to-face and online courses (and everything in between). This workshop will introduce some of those principles, offer practical suggestions for how they might foster positive change in higher education teaching and learning, and guide faculty participants to consider how these principles might manifest themselves in their current and upcoming courses.

[Read more about James M. Lang.](#)

For more information including program, logistical details including maps, parking information, and lodging, visit our website <http://www.umsl.edu/services/ctl/fttc/index.html>



[Back-to-School Hack Shares Students' Handwritten Work — and Teacher Response — in Real Time](#)

It is difficult to replicate some interactions that might have happened in class or in office hours online. One example is the ability to share written work between faculty and students. There are options that use technology such as document cameras, or [applications that use your smartphone as a document camera](#) but some students do not have access to this technology. The Professor in this article came up with a procedure that uses a mirror and some bell wire, or a make-up compact to achieve the same results. There is a video embedded in the article that shows how to complete the hack in a step-by-step manner.

More intentional effort is required to build community in online classes as opposed to face-to-face classes but the impact of this effort can be truly rewarding. This checklist use the Community of Inquiry Model to provide strategies for creating community in your online classroom.

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