



CETL
Center for Excellence
In Teaching and Learning

the SPOTLIGHT

Right in the Middle of Things!

By Theresa Wilson

See what is in “The Spotlight” this month in the CETL newsletter. We enjoy sharing teaching resources, tech tips, Blackboard advice, and offering a schedule of workshops and events.

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What do January 1, Mondays, and birthdays have in common? For me, it’s that they provide an opportunity for starting something new. You know, that point in time where it seems normal to say to yourself, “I will start (*whatever*) on (*whenever*).” *Whatever* might be making sure I eat breakfast, go for a daily walk, or become more conscientious in cleaning up my e-mail. *Whenever*? See first sentence.

As Bri and I began planning for this newsletter, it occurred to me that we would be beginning the second half of the semester, and that even though it is right in the middle of the semester, it is also an opportunity to start something new. So, here are three simple things that you might consider integrating into your teaching practice at this point that could still benefit you and your students.

1. Classroom Assessment Techniques: Lovingly referred to as CATs by author educators Thomas Angelo and Patricia Cross, these are quick activities that provide an instructor with feedback on how well things are going in a course. By asking for feedback regularly throughout a course, an instructor has the opportunity to change something while there is still time for the change to impact student success. You might ask for feedback on a specific day’s lesson (ex: Muddiest Point, Most Important Concept, One Unanswered Question) or a general check of how the course is going so far (perhaps an anonymous survey asking what is helping them be successful in the course, what is hindering their learning).
2. Active Learning Strategies: Integrate a brief activity every 12-15 minutes which requires students to apply whatever information or concept you are currently addressing. You might have students map out relationships between new and old concepts, solve a problem, discuss a case, place steps in proper sequence, compare and contrast theories...anything that gets them to engage deeply with content.
3. Mid-Semester Office Visit: Schedule students to stop by your office for a progress check. Ask what’s going well, what they are struggling with, and if there is anything you might be able to do to help. Or, review performance on quizzes, homework, written work. Identify strengths and areas where a change might help. Talk about ways to impact success.

Here’s to starting something new!



For more ideas, visit

<https://cft.vanderbilt.edu/guides-sub-pages/cats/>

<https://cit.duke.edu/get-ideas/teaching-strategies/active-learning/>

<http://blog.cengage.com/power-pausing/>

<https://teaching.berkeley.edu/getting-know-your-students>

The mission of the CETL is

- to promote excellence in teaching,
- to assist in the pedagogical and professional development of Saint Francis University faculty, and
- to encourage the integration of appropriate technology to enhance teaching and learning.

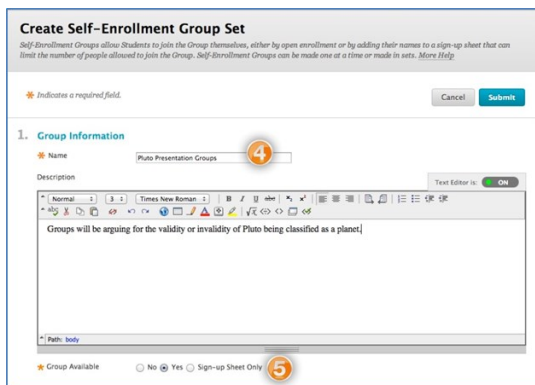
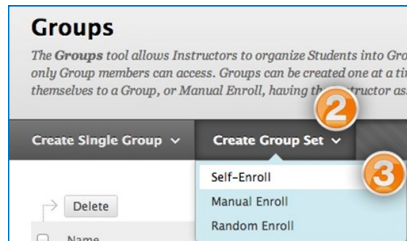


Creating Sign-Up Sheets Using Self-Enroll Groups

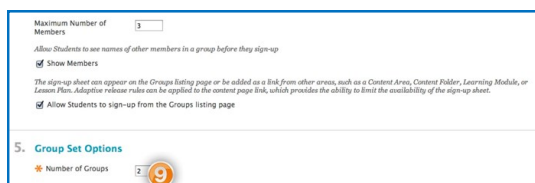
By: Theresa Wilson

Self-Enrollment Groups allow students to use a sign-up sheet in order to join a Group themselves. You can make sign-up sheets available to students on the Groups Page or by adding a link to a Content Area.

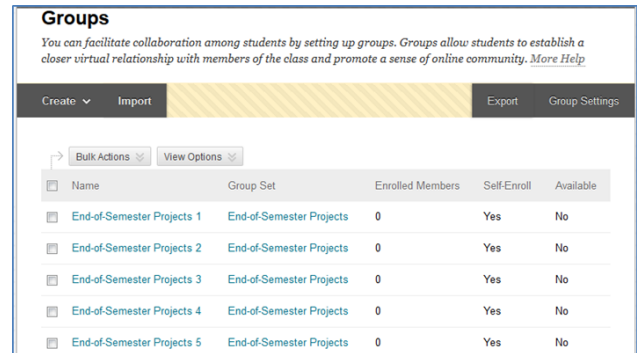
1. On the Control Panel Menu, under Users and Groups, select Groups.
2. On the Groups page, click Create Group Set on the Action Bar to access the drop-down list.
3. Select Self-Enroll.
4. On the Create Self-Enrollment Group page, enter a Name and optional Description.



5. To make the Group Available, select the Sign-Up Sheet Only.
6. De-select all tools.
7. De-select Module Personalization Setting.
8. From the Sign-Up options area, enter a sign-up sheet name and instructions. You can use the same name as the Group name.
9. Then enter the Maximum Number of Members, and select other Member options. Set Group Set Options to reflect the desired number of groups. Optionally, you can create a Smart View for the Grade Center for each group.



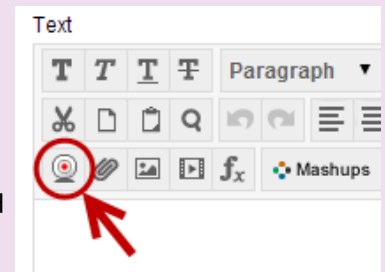
10. Click Submit.
11. The Group Set List appears, displaying as many sign-up sheets as you specified in step 10. Each name uses the Sign-Up Sheet name followed by a number. You can edit the names to reflect the topics you are assigning, if you wish, or add a date/time for a meeting, etc. Point to the Group name, open the context menu, select Edit Group. Make the modifications, then Submit. You can also manually assign users here, if that should be needed.



12. Add the Groups tool to the Course Menu or create a content area called sign-up sheets, then add the group set to the Content area through the Tools menu.

Bye Bye Video Everywhere

On January 16, 2016 YouTube removed their record from webcam feature, because they said "it is built on technology that is no longer supported." Unfortunately this makes the Video Everywhere tool in Blackboard no longer available. We were very disappointed to say good bye to Video Everywhere, but we would be happy to show you a few alternatives, such as recording a webcam video using computer software or screencastomatic.com and upload the video to YouTube.





How Instructors are Using Pinterest

By Briana Taylor and Jordynn Kish

Pinterest is a social media tool for creating visual collections of bookmarks. It is like adding items to a bulletin board. You can “pin” pictures, websites, videos, etc. onto “boards” that you can organize by category. Be warned that this tool can be addictive; however, it is a great way to brainstorm, organize research, gather inspiration, find recipes, and more. This probably sounds fun, but you might be wondering “How could Pinterest be used in the classroom?”

Classroom Uses:

- Students can pin ideas and organize them on different boards by category.
- Students can share pictures.
- Student can collaborate as a group or class.
- Students can comment on each others posts or provide peer critiques.

At Speed Geeking, Amy Hudkins shared how her Occupational Therapy students used Pinterest to collect strategies and interventions for working with patients. By using this app students can access their research while doing field work and even after the course ends.

After students read about an encyclopedia on world fashion, Ani Bose used Pinterest for an in-class activity where students worked together to create a board with pictures of clothing from countries around the world. It was an effective exercise that helped students appreciate the making of an encyclopedia.

Let’s look at how to get started.

Create an Account—It’s Free:

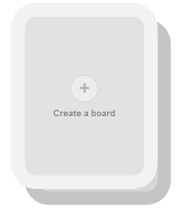
1. Visit www.pinterest.com.
2. **Sign Up** with Facebook or your email and a password.
3. Enter your full name, age, and gender. (Note: Pinterest also allows the option to have an account for businesses.)
4. You will then be prompted to follow five topics that interest you. This is to build a home feed that is geared towards your interests. You can follow as many boards as you would like. Select the topics that you wish to follow and click **Continue**.
5. You will be given the option to download the Pinterest browser button, which allows you to quickly pin pages you visit on the internet from a small button in your browser. Select **Get it now** or **Skip**.

Create a Board:

1. Access your profile page by clicking the icon with your

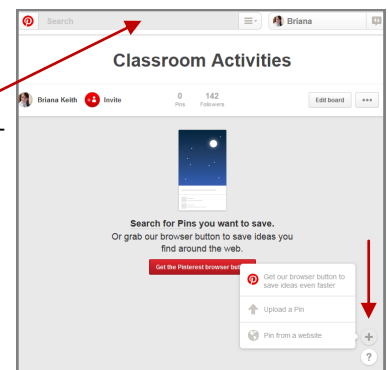
name in the top right corner.

2. Click **Create Board**.
3. Name it.
4. A description is optional.
5. Select a category.
6. The map option organizes pins on a map by place.
7. The secret option keeps this board hidden from everyone except collaborators.
8. Collaborators can add pins to the board. You can add students to your board and collaborate as a class or asks students to create a board with a group.
9. Click **Create**.



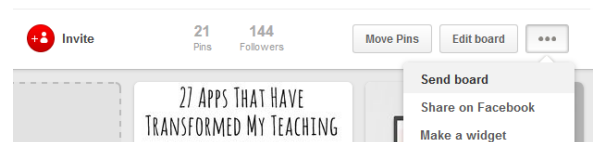
Pin a Picture:

- Option 1: Search on Pinterest.
 - Type key words in the search bar or click the dropdown arrow to view categories.
 - In the results, click an image to view it or click Pin it. (Send will directly message the pin to a person. Heart is to like the Pin.)
 - Select a Board and click Pin it.
- Option 2: Click the + (in the bottom right corner) to upload a pin or pin from a website.
- Option 3: Add the Pin button to your browser.



Share a Board via Weblink:

- Students can send you a link to their board or you can easily share your board with others.
- Go to your profile (click your name) and click the board.



- Click the ellipse and select send board.
- Click the chain-link icon.
- Copy the URL. Then paste it in Blackboard, an email, etc. (Note: Pinterest will only let you view a portion of a board without an account; therefore, instructors will need a Pinterest account even if students are creating the boards and sharing with a web link.)

IT SERVICES



Voicemail Tips

By Annette Kelly

Here are some answers to common questions, quick reminders and shortcuts for using your University voicemail.

How do I access my voicemail?

- When on campus dial 3189
- When off campus dial 814-472-3189

Why should I record a subscriber name?

It is important to record a subscriber name, because callers hear your name before hearing your personal voicemail greeting.

- Access your voicemail box
- Press 8 for Answering Options
- Press 4 for Personal Subscriber Name
- Press 1 to record only your name

What is the difference between my regular greeting and alternate greeting?

- **Regular External:** This is your day-to-day voicemail greeting for off-campus callers. You might want to include the Saint Francis University in this greeting.

Sample External Greeting:

Hi, you have reached (Name) in (Department) at Saint Francis University. I am sorry that I missed your call. Please leave your name, number, and a message and I will get back to you as soon as I can.

- **Regular Internal:** This is your day-to-day voicemail greeting for on-campus callers.
- **Alternate:** The alternate greeting should be used when you go away on vacation or holiday breaks. Note: When selected, the alternate greeting is for both external and internal callers.

Sample Alternate Greeting:

Hi, you have reached (Name) in (Department) at Saint Francis University. I will be out of the office from (date) and returning on (date). Please leave your name, number, and a message and I will get back to you as soon as I can. If you need immediate assistance, press zero, then pound to be transferred to (Name) at extension (number).

How do I set up my referral extension?

You might have noticed in the sample alternate greeting that you can choose an extension of a person who will answer your calls if callers push 0 # once in your voicemail.

- Access your voicemail box
- Press 8 for Answering Options
- Press 3 for Personal Referral Extension

How do I prepare my voicemail before I go on vacation?

Before you leave for vacation or holiday, the first step is to record your alternate greeting.

- Access your voicemail box
- Press 8 for Answering Options
- Press 1 for Personal Greeting
- Press 2 for Change Alternate Greeting

Next select the alternate greeting to be used for your voicemail.

- Press 8 for Answering Options
- Press 1 for Personal Getting
- Press 3 to Select Greeting
- Press 2 for Alternate Greeting

When you return to the office, don't forget to change your voicemail back to your regular greeting.

How do I transfer a call into the voicemail system without ringing an employee's telephone number?

Sometimes a caller might want to leave a voicemail for another employee and you know the employee is currently out of the office, in a meeting, or does not want to be disturbed.









- Press the XFER/CONF button
- Dial 4049
- Dial the extension of the other employee and Press #
- Listen and press # again once you are sure you have the correct extension

Shortcuts While Listening to Voicemail Messages

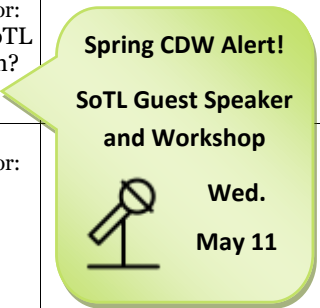










	Press
Decrease message speed	7
Increase message speed	9
Stop a message and skip to next	*2
Stop a message and save it	*4
Stop a message and delete it	*6
Stop a message and skip to previous	*72
Stop a message and replay from beginning	*73
Stop a message and replay the previous few words	*78

CETL WORKSHOP SCHEDULE FOR FACULTY AND STAFF

March 2016

Mon	Tue	Wed	Thu	Fri
7 Monday Morning Mentor: How Can I Make the Activities in My Course More Inclusive?	8 10-10:50am (CETL) Create a Research Poster 1-1:50pm (CETL) Create a Research Poster	9 12-12:50pm (CETL) Create a Research Poster	10 11-11:50am (CETL) Create a Research Poster	11 10-10:50am (CETL) Create a Research Poster 1-1:50pm (CETL) Blackboard Grade Center
14 Monday Morning Mentor: How Do I Build Community in My Classroom? 	15 10-10:30pm (CETL) Atomic Learning 2-3pm (CETL) "Faculty Members & FERPA, ADA, Section 504, & Title IX"	16 2:30-3pm (CETL) Atomic Learning 	17 3-3:30pm (CETL) What's New in Google Forms? 	18 3-3:30pm (Online) What's New in Google Forms? 
21 Monday Morning Mentor: How Do I Give Feedback that Improves Student Writing?	 Faculty Reading Group Meets Tuesdays at 12:15 Thursdays at 10am	23 	24 3:10-4pm (CETL) Blackboard Ate My Homework	25  Happy Easter
28 Monday Morning Mentor: How Can I Enhance Class Using Story, Popular Media and Objects?		30 12-12:50pm (Online) Blackboard Ate My Homework	31 12:15-1:00pm (CETL) Blackboard Grade Center 	1

April 2016

Mon	Tue	Wed	Thu	Fri
4 Monday Morning Mentor: How Do I Prepare a SoTL Article for Publication?		6 1:10-2pm (CETL) Blackboard Group Tools 	7 3-5pm Faculty Poster Session 	8 2:10-3pm (CETL) Blackboard Group Tools 
11 Monday Morning Mentor: What Key Factors Influence Test Performance?		13 2:10-3pm (CETL) Barnes & Noble Integration with Blackboard 	14 3-3:50pm (CETL) Basic Video Editing With Movie Maker 	15 3:10-4pm (CETL) Basic Video Editing With Movie Maker 
18 Monday Morning Mentor: How Do Prepared Students Change The Way I Teach?	19	20 12-12:50pm (Online) Blackboard Collaborate Moderator Tools 	21 8-8:50pm (Online) Blackboard Collaborate Moderator Tools 	22
25 Monday Morning Mentor: Is Your Syllabus Sending the Wrong Message?	26	27 10-10:50am (CETL) Microsoft Excel 	28 1-1:50pm (CETL) Microsoft Excel 	29



Don't forget to let us know if you plan to attend.

1 day notice is appreciated.

Email bkeith@francis.edu or twilson@francis.edu to register.

WORKSHOP DESCRIPTIONS

How to Create a Research Poster (March 8, 9, 10, 11)

Are you participating in the faculty poster session or an upcoming conference poster presentation? Come learn how to setup your poster in PowerPoint. You will get tips for design and directions on how to prepare your poster for printing.

The Common Tools Forgotten in the Blackboard Grade Center (March 11, 31)

Get a refresher on everything the grade center has to offer. In this session you will review how to delete old unwanted columns, check calculated totals and weighted totals, edit grading schemas, create smart views, use grade reports, and save a copy of your grade center. There will also be time for Q & A.

“Faculty Members and FERPA, ADA Section 504, and Title IX:

How to Use the Fundamentals of These Regulations to Better Identify and Resolve Potential Problems” (March 15)

Join us in the CETL for this Magna Publications Online Seminar. Legal experts will explain important government regulations and how to comply as a faculty member. Listen to case study examples that can help you reduce conflicts and potentially avoid lawsuits.

Explore the Tutorials Available in Atomic Learning (March 15, 16)

Atomic Learning provides 24/7 access to video tutorials on a variety of topics including career skills, federal compliance rules, academic skills, and computer applications. In this 30 minute introductory session, faculty and staff members will learn how to login, explore videos, add favorites, and view assigned and recommended training. Additionally, faculty will learn how to assign Atomic Learning tutorials to students in Blackboard.

What’s New in Google Forms? (March 17, 18)

Google recently updated their forms. Come explore the new features. There will also be a brief explanation of how to use Google forms for anyone who is new to Google Forms or brand new to Saint Francis Google Apps for Education.

Blackboard Ate My Homework (March 24, 30)

A student says, “I know I submitted that paper in Blackboard on Wednesday.” How do you tell if the student is lying or if Blackboard is really at fault? Put on your investigator hat and learn what reports and tracking tools you can use to solve these Blackboard cases.

Blackboard Group Tools (April 6, 8)

Blackboard groups provide private areas for students to exchange files, hold discussions, and complete projects. In this session you will learn how to create assigned group sets, group sign up sheets, and group assignments. You will explore the group tools available and learn how to track group participation.

Barnes & Noble Integration with Blackboard (April 13)

Barb Shingle, the bookstore manager, will share Barnes and Noble’s tool for faculty called “FacultyEnlight.” FacultyEnlight is a place to search for textbooks, submit course materials adoptions, and explore digital resources. Learn about the new FacultyEnlight integration with Blackboard. This is also a great opportunity to ask questions about the bookstore.

Basic Video Editing with Windows Movie Maker (April 14, 15)

Make your videos look professional by trimming clips, adding music, inserting titles, and using transitions. In this session you will learn how to use Windows Movie Maker to edit and publish a video.

Making the Most of Blackboard Collaborate Moderator Tools (April 20, 21)

Whether you are new to teaching synchronously online or a seasoned Blackboard Collaborate user, come discover advanced moderator tools that can help you manage the class and keep your students engaged. There will also be a brief demonstration on how to create sessions for anyone that is new to hosting their own Blackboard Collaborate meetings.

Microsoft Excel – Working Smarter, Not Harder (April 27, 28)

Come for some tips and tricks to help you work more efficiently with Excel. Topics include: Keyboard Shortcuts, Selection and Navigation Shortcuts, AutoFormat Option, Data Manipulation (Copy, Paste, Transpose data), Auto-Fill Techniques, Basic Formulas and Functions, and Controlling Printing.

Don’t forget to let us know if you plan to attend. 1 day notice is appreciated.

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