the SPOTLIGHT

CETL
Center for Excellence
In Teaching and Learning

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

In This Issue

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.

Reflections on Reusing Online Course Materials

By Briana Keith

In Summer 2016, I was excited to begin planning and developing a new online course. I had new ideas for fun activities to engage the students that I couldn't wait to try. For a month or two I was extremely busy writing the course objectives, selecting a textbook, developing meaningful activities, and recording videos. (If only students could appreciate how much time goes into creating videos and building a fully online course!) Although I spent more time than I expected developing the course, it was a great success. My students accomplished the course goals and commented that the variety of activities, videos, hands-on practice, and reflections, were helpful.

When an opportunity arose to teach the course a second time, I was excited that I could reuse my course materials and that my hard work editing videos would pay off. I thought that instead of spending Christmas break recording new videos, I would update my syllabus, change some dates, and be ready to go.

I even made a conscious effort to use feedback from comments in my IDEA evaluation to revise my syllabus, but there were some conflicting opinions. Some students loved the weekly journal reflections and other students didn't find them helpful. I have to admit the journal articles were extreme-ly helpful to me by letting me know which activities helped students learn and which needed more detailed directions. Perhaps I valued the regular feedback because it was the first time I was teaching this course. Therefore, I decided to removed half of the journals for the next iteration and kept most of the other activities the same.

The next semester arrived quickly, as always, and it was time to begin teaching. One night I was previewing a video for an upcoming week, and I started to cringe, not only because I hate watching myself on video, but because I had mentioned specific dates. I realized that my time spent editing videos wasn't over. I had to remove clips where I mentioned dates or seasons, and replace Power-Point slides that contained dates and timelines. Although this was less time-consuming than recording and editing new videos, I learned to be careful with how specific I am if I want to reuse the content.

REFLECTIONS ON REUSING ONLINE COURSE MATERIALS

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As week two reached an end, I wasn't feeling as connected with these students as I had with the students from the first class. I interacted with these students during the introductory discussions just as I had in the first class. I provided students with detailed feedback on their activities just as I had in the first class. But, I still didn't feel like I knew them. I realized that I needed something new in the course to keep *me* engaged. I often hear about ways to increase student engagement in higher education and online classes. What about keeping the instructor engaged? Although I was still maintaining good instructor presence, I needed something else to keep me interested in this online course.

First, I made a spreadsheet of all the students in the course and added information about them such as their hometown, major, employer, and project topic. This was a useful tool for learning names and keeping track of progress on

#1 Modify at least one thing

#2 Get to know your students

#3 Have conversations

#4 Get Feedback

their final project. Next, I sent a personal message to each student. Students who were missing assignments in the course received some gentle reminders, while other students received praise and encouragement. Lastly, I edited a few activities to make the tone more conversational, to provide opportunities to learn from my stu-

dents, and to incorporate new technology. Although I was already using EDpuzzle to make my video lectures interactive with questions, I added more conversational questions at the beginning such as "How are you today," or "How is your project coming along this week?"

It is easy to slip into autopilot mode when teaching a course you have taught before, especially when teaching online. To avoid "just going through the motions," consider these four items, which helped me stay engaged and interested in the course. (1) Pick at least one thing to modify in the course. I reread my IDEA course evaluation reports when I began revising my course and changed the journal requirements; however, that wasn't enough. I needed to keep it fresh for me too; therefore, I edited a few activities and added some new technology tools. (2) Truly get to know your students, even if that means taking notes or creating a spreadsheet. (3) Have conversations with your students. Participating on the discussion board can be a good start, but I seemed to develop better relationships with students through private messages. (4) Create opportunities for students to provide feedback throughout the course. Although I reduced the number of journal reflections, it was still one of the best activities for me to gather feedback from the students, to learn from students, and to show them that I care.
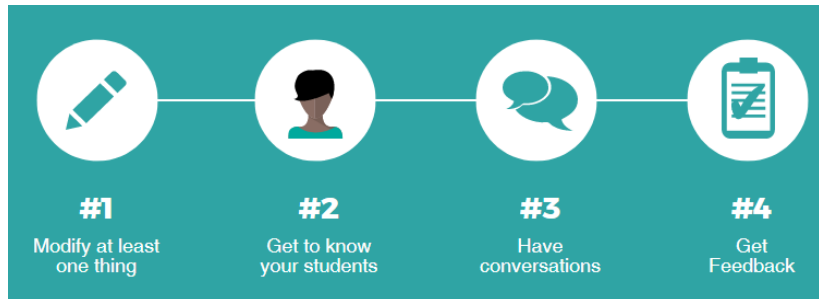
Canvas and Google: How They Work Together

By Misti Smith

Here at Saint Francis University we have had many changes in our technology tools, most notably our email change to Gmail, which includes the G Suite tools, and our change from Blackboard to Canvas. We gained new features with both tools that we did not have before, but even better than that, the two can work together in various ways to combine form with functionality. Some of the best ways we can use them together include posting information via Google doc in Canvas, using Google templates as the basis for an assignment, and creating collaborative documents inside of Canvas.

The first and most basic way we can combine Google and Canvas is to use embedded Google docs in place of static files. By creating or converting a file in Google Docs, the file becomes a living document that you can update anytime, and those updates appear in real time in Canvas. Better yet, you can actually edit the file directly in Canvas! Imagine only having to open the syllabus file, change the date and any other minor edits, and being done, rather than having a new saved syllabus file every semester and having to re-upload the file.

To embed a Google Doc in Canvas, simply create your file in Google Docs, then in Canvas:

- *Go to **modules.***
- *Click the **+** to add to your module.*
- *From the dropdown choose **External Tool**.*

- *Choose **Google Drive**.*
- ***Select the file** you want to embed.*

You will be able to edit the file on screen, but everyone else will have view only privileges.

Another way you can use Google and Canvas together is to create a Google Cloud Assignment. This assignment type allows you to use or build a worksheet, fillable chart, questionnaire, or any template you might want your students to fill out for the assignment. Once that template is ready, you can set up your Google Cloud Assignment.

- *You start by **setting up the assignment** like you normally would, give it points, a due date, etc., then for the **Submission Type**, choose **External Tool**.*
- *Then click **Find**.*
- *Choose **Google Docs Cloud Assignment**.*
- *This will take you to your Google Drive where you will **select the worksheet/template** you made ahead of time.*
- *Click **Select** and then **save the assignment**.*

When the student goes to this assignment, they will see on their screen their own personal copy of the template you created. Each student will have a unique file to submit. When they have filled it all in, which they can do at once or come back and finish in multiple sittings, they click the submit button, which will then show up in the gradebook to be graded.

Finally, you can also set up group collaborative Google Doc for students. This is done using a tool on the course navigation called Collaborations. This tool can be useful for activities like taking class notes as a group, brainstorming a group project, or completing a group assignment. This tool saves the students the hassle of having to create their own doc, then sharing with each individual member of the group. Collaborations creates a blank doc and automatically gives sharing rights to each member of the group. To use Collaborations,

- *Click **Collaborations** on the course navigation.*
- *Click **Start a New Collaboration**.*
- *In the drop down choose **Google Apps**.*

- *From here you can select what type of tool you want the group to collaborate on, such as a document, a spreadsheet or a slideshow.*
- *Then you can select the individuals you want in the group, or if you have previously grouped students you can use those groupings.*

- *After you click submit, the collaboration will be available to the students, and they will see the shared document in Canvas and are also able to work together in real time right from that same screen.*

These many ways to incorporate Google tools into a Canvas course provide a seamless integration for some of the best collaborative tools we have available. They allow us to provide students with a collaborative workspace directly inside the LMS; they allow faculty to save time by updating files directly in the LMS; and they allow faculty to easily turn handouts and worksheets into electronic submissions. If you are interested in taking advantage of these tools, visit the schedule for upcoming workshops or reach out the CETL staff for assistance.

CETL WORKSHOP SCHEDULE FOR FACULTY AND STAFF

June 2017

Mon	Tue	Wed	Thu	Fri
5	6 9am Canvas Overview 10am Canvas Basics 11am Canvas Assignments & Gradebook	7 6pm (Online) Canvas Course Cleanup 7pm (Online) Canvas Ready, Set, Go!	8 9am Canvas Course Cleanup 10am Canvas Quizzes 11am Ready, Set, Go!	9
12	13 10-11am Sharpen Word 2pm Canvas Overview 3pm Canvas Basics	14 10-11am Sharpen Excel 2pm Canvas Assignments & Gradebook 3pm Canvas Course Cleanup	15 10-11am Sharpen PowerPoint 2:30-4pm Go Animate	16 10-11:30am Gmail and Google Calendar Basics
19 2-3pm Google Forms	20 6pm (Online) Canvas Course Cleanup 7pm (Online) Ready, Set, Go!	21 Teaching Students Critical Thinking 2pm Video #1 3pm Discussion	22 10am-12pm Canvas Page Design—Beyond Basics	23
26 11-12pm Integrating Canvas and Google	27 11-12pm Interactive Content	28 10-11am Google Suite Basics	29 7-8pm (Online) Google Suite Basics	30 **LAST DAY TO ACCESS BLACKBOARD!**

July 2017

Mon	Tue	Wed	Thu	Fri
3	4	5 3pm Canvas Basics	6 2-3pm Interactive Content	7 10-11am Canvas Assignments & Gradebook
10	11 10-11am Sharpen Word 1pm Canvas Overview 2pm Canvas Basics 3pm Canvas Assignments & Gradebook	12 10-11am Sharpen Excel 2-3pm Fun Games to Refresh Your Customer Service Skills	13 10-11am Sharpen PowerPoint 1pm Canvas Course Cleanup 2pm Canvas Quizzes 3pm Ready, Set, Go!	14
17 2-3:30pm Go Animate	18 10am-12pm Canvas Page Design—Beyond Basics	19 Teaching Students Critical Thinking 2pm Video #2 3pm Discussion	20 1-2pm Integrating Canvas and Google	21 2-3pm Canvas Course Cleanup
24	25	26	27	28
	CETL Away This Week for Canvas Training			

Please let us know if you plan to attend. 1 day notice is appreciated.
Email bkeith@francis.edu or twilson@francis.edu to register.

CETL WORKSHOP SCHEDULE FOR FACULTY AND STAFF

August 2017

Mon	Tue	Wed	Thu	Fri
31	1 11am-12pm Google Forms	2 2-3:30pm Go Animate	3 1-2pm (Online) Canvas Assignments and Gradebook	4 2pm Canvas Course Cleanup 3pm Canvas Assignments and Gradebook
7	8 9am Canvas Overview 10am Canvas Basics 11am Canvas Assignments & Gradebook	9 11-12pm Interactive Content	10 9am Canvas Course Cleanup 10am Canvas Quizzes 11am Ready, Set, Go!	11
14	15 11am-12pm Google Suite Basics	16 10-11:30am Gmail and Google Calendar Basics	17 9am-12pm Canvas Page Design—Beyond Basics 7-8pm (Online) Google Suite Basics	18
21	22	23	24	25
	Community Development Week			

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Canvas Workshop Descriptions

Canvas Overview
The Canvas Overview will provide attendees with background information on the Canvas Implementation and an overview of the Canvas system. Topics include: logging in, enrollment processes, the global navigation menu, personal account and notifications settings, managing the dashboard, accessing a course, navigating a course, accessing training materials, and avenues for finding help. (50 minutes)

Canvas Basic Construction
This session will provide attendees with hands-on experience building a basic Canvas course site from scratch. Topics include: creating a welcome page, uploading files individually and batched, organizing the course using modules, creating a module, establishing a home page, and importing content into a Canvas course. (50 minutes)

Canvas Assignments and Gradebook
In Canvas, columns in the Gradebook are created only through the process of adding Assignments to a course. This session will take participants through process of creating and managing Canvas assignments. Topics include: creating an assignment, assignment settings, assignment groups and weighted grading, adding an assignment to a module, student view and submitting as a student, the gradebook, SpeedGrader, and rubrics. (60 minutes)

Canvas Course Clean-Up
If you created your Canvas course from a Blackboard migration, then this walk through our Course Clean-Up Checklist will be helpful. Topics include: organizing the course menu, clearing import errors, managing old announcements, setting a home page, cleaning up modules, readying the gradebook, adjusting rubrics, and preparing for a new semester. (50 minutes)

Canvas Quizzes
If you intend to use Canvas for administering your quizzes, this is a must-attend workshop for you. Topics include:
 creating a quiz, quiz options, quiz questions and question types, setting exceptions, SpeedGrader, re-grading questions, secure testing, and quiz analytics. (50 minutes)

Canvas Ready, Set, Go!
What will it be like to actually teach the course which you have developed? This session will help raise awareness of the things that will be important once your course gets rolling. Topics include: managing notifications, viewing as student, grading in SpeedGrader, originality checking, taking attendance, chat, calendar scheduler, and course analytics to view student activity. (50 minutes)

Integrating Canvas and Google
Saint Francis has made the move to two great tools, Google and Canvas. What is even better is that these two work together in ways that can enhance your course by simplifying workflow and promoting technology integration. This workshop will cover the following: embedding and linking files from Google Drive, submitting Google Docs as assignments, providing feedback prior to assignment submission, creating Google collaborations in Canvas, and using Google Docs in modules. (50 minutes)

Canvas Page Design – Beyond the Basics
In Canvas, a page is used to present content, similar to creating a webpage. It may contain text, video, audio, weblinks, and other types of content. This workshop will provide hands-on experience in designing Pages for Canvas. Topics include: best practices for page layout, working with images, creating interactive buttons, integrating multimedia, and using a page to consolidate course materials. (50 minutes)

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Teaching Students Critical Thinking Skills

Do you want your students to be more self-directed in asking questions, gathering and assessing information, and forming conclusions? Help your students develop critical thinking skills by integrating basic components into the content you already teach. In this series we will explore and discuss ways to help our students become better critical thinkers. Each session in this series will consist of two parts: (1) watching a video on critical thinking and (2) discussing how we can apply it within our courses. You can watch the video together in the CETL followed by discussion or you can watch the video on your own and just join us for discussion.

You Don't Need a Recording Studio to Make An Animated Video for Your Class

"A good video is like a shot of B-12 to any message," writes Jennifer Gonzalez on her blog Cult of Pedagogy. Instead of recording yourself on camera, you can create a fun animated video with moving objects and characters. Making an animated video is easier than ever with new tools such as Go Animate. Instructors can create short animated videos for a variety of purposes: to explain a difficult concept, to create flipped classroom lessons, to supplement online courses, to provide homework guidance, to create visual representations, and add interest. In this workshop you will receive a Go Animate account and create an animated video. Accounts are limited; therefore, we ask for serious registrations only.

Interactive Content

Including interactive content in your course can increase your students' interest in the content and help them to better understand concepts. This can come in many different forms, but any opportunity for the student to actually interact with the material will be beneficial. Some options that will be covered are accordions, hotspot images, videos with embedded questions, mini quizzes and more.

Gmail and Google Calendar Basics

Saint Francis University switched from GroupWise email to Gmail in February. Find out why we switched and get acclimated with the settings and features in Gmail. In this session you will learn how to organize your inbox, customize your signature, and adjust your Gmail settings. We will also practice using Google Calendar to create an event, invite people, find a mutual meeting time, reserve a room, and add notifications.

Google Suite Basics

Although Saint Francis University has been using Google Drive for many years, the University officially switched to using Gmail and the full Suite of Google Tools on February 28, 2017. In this session, we will explore the variety of apps available within G Suite for Education including Gmail, Google Calendar, Contacts, Hangouts, YouTube, and Google Drive, which includes Docs, Sheets, Slides, and Forms. We will also share answers to common questions people have about the G Suite apps.

Google Forms

Google Forms are powerful data collection tools that you can use to help plan an event, create a survey, and collect data in a quick and streamlined manner. In this workshop you will create a survey with Google Forms using various question types and learn how to send and share your form. Find out how easy it is to view responses and download the results to a spreadsheet.

Fun Games to Refresh Your Customer Service Skills

Are you feeling drained or stressed? Join us for some games that will be a great way to refresh and re-energize. When staff members are busy, it is helpful to take a break and get together for some fun to stay connected and motivated. While you are having fun, the exercises will also help foster a sense of teamwork and review customer service skills.

Sharpen Your Skills Triple Play - A workshop series focused on increasing your proficiency with Microsoft Word, Excel, and PowerPoint

- MS Word: MS Word is a staple in most offices on campus and you probably use it daily. Given that frequency of use, it makes sense to take advantage of settings, tools, and methods which can save you time on common tasks. This workshop will show you how to do so. We will customize menus and set document defaults, practice quick selection techniques and using keyboard shortcuts, uncover hidden gems on the ribbon toolbar, and more!
- MS Excel: A spreadsheet is not only for crunching numbers, it is an excellent tool for organizing, analyzing, and presenting data. Attendees at this session will practice efficiently creating and manipulating numeric and text data, learn how to apply quick formatting techniques, and experiment with a variety of data visualization tools.
- MS PowerPoint: In this session you will use the Slide Master and Theme tools to create a custom template. Then, utilizing that template, you will practice some quick-start techniques for building a presentation. Along the way, you will also accumulate a plethora of design and presentation tips!

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