Adjunct Faculty Convocation

Contact info:

Learning & Teaching Center

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Helpful Websites from the Presentation:

- For class lists and grading:
  http://www.uc.edu/registrar/faculty_resources.html
- LTC:
  http://www.ucblueash.edu/ltc/index.html
- Videos:
  http://youtube.com/user/ucbafye2012
- For students:
  http://www.ucblueash.edu/basics/index.html
Disability Services Office

Muntz Hall, Room 112E, phone 792-8625, fax 792-8624

John Kraimer, Director – john.kraimer@uc.edu
Mary Lou Ellison, Learning Disabilities Specialist – mary.ellison@uc.edu

We are required by law to provide reasonable accommodations for students with disabilities:
- Rehabilitation Act of 1973, Section 504
- Americans with Disabilities Act (ADA), 1990
- Individuals with Disabilities Education Act (IDEA) 1975 – targets K-12 students but has a trickle-down effect on higher education.

Types of disabilities commonly seen:
- learning disabilities, processing disorders
- attention deficit disorder (ADD)(ADHD)
- psychological (depression, anxiety, bipolar)
- physical (spinal cord injury, cerebral palsy, uses wheelchair or crutches)
- health conditions (cancer/chemo, epilepsy, sickle cell, Crohn’s)
- hearing impairments or deafness
- visual impairments or blind

Types of accommodations (as justified by disability needs):
- quiet testing rooms
- extended time on tests
- note taker in classroom
- tape recorder in classroom
- audio books
- scribe
- use of computer
- special furniture in classroom (back surgery → soft chair)
- large print materials
- sign language interpreters
- CART (computer assisted real-time translation) i.e. stenographer typing notes
- medical excused absences

Process for using Disability Services:
- student presents documentation of disability to Disability Services office
- reasonable accommodations are determined by Disability Services staff
- student presents accommodation form to instructor for signature
- student returns form to Disability Services

Miscellaneous:
- Instructors with any concerns about accommodations should contact Disability Services.
- Instructors should refer students to Disability Services who request accommodations but have not yet registered with our office.
- Details about the student's disability are confidential. Students are not required to tell the instructor about specific disability issues.
- Students are required to present accommodation request form to teacher in a timely manner.
Blackboard Help

For video tutorials go to:
http://ondemand.blackboard.com or http://www.ucblueash.edu/ltc/online_teach.html

For Blackboard written tutorials go to the BB help button in your BB account.

Number 1 Problem: Not making your course available

- Open Blackboard
- Open your course
- Go to Control Panel (lower left)
- Open Customization
- Open Properties
- Look at #2, Set Course Availability.
- Click on yes
- Click on Submit
Components of a Learning-Centered Syllabus

♦ Course Logistics
  This section provides basic information about the course, including title, number, section, any prerequisites, and your name and contact information, as appropriate. In addition to office phone number, email address, you may also provide links to Blackboard.

♦ Instructor Information
  ✓ What do I want students to know about myself? My interest in the discipline? My teaching philosophy?
  ✓ How can I convey my enthusiasm for teaching, for the course?
  ✓ Other instructors in the course and how multiple instructors are involved in the course.

♦ Course Overview
  ✓ What content will the course address? How does the course fit in with other courses in the discipline?
  ✓ How does the course fit into the program curriculum? How is the course valuable to the students?
  ✓ What do students need and/or want to know about the course?
  ✓ What prior knowledge do the students have? What core courses have they taken in the program?
  ✓ How is the course structured? Large lecture with discussion sessions? Large lecture with laboratory and discussion sessions? Seminar? How does each component contribute to the students' learning?

♦ Course Learning Outcomes
  ✓ What will the students know and be able to do as a result of having taken this course?
  ✓ What levels of cognitive thinking do I want my students to engage in?
  ✓ What learning skills will the students develop in the course?
  ✓ How do the course learning goals align with the program goals?
  ✓ How do course learning goals address general education goals, i.e., oral and written communication, critical thinking, quantitative reasoning, information literacy, global citizenship

Teaching Approaches / Activities
  ✓ Given the kind of learning I'd like to encourage/foster, what kinds of instructional interactions need to occur? Teacher-student, student-student, student-peer tutor?
  ✓ What kinds of teaching approaches are most conducive to helping students accomplish set learning objectives?

♦ Course Requirements, Assignments
  ✓ What will students be expected to do in the course?
  ✓ What kinds of assignments, tests, exams do most appropriately reflect the course objectives?
  ✓ Do assignments, tests, exams elicit the kind of learning I want to foster?
  ✓ What kinds of skills do the students need to have in order to be successful in the course? Computer literacy? Research skills? Writing skills? Communication skills? Conflict resolution skills? Familiarity with software?

♦ Course Policies
  ✓ Academic dishonesty? Referencing online materials? Makeup policy?
  ✓ Accommodations for students with documented disabilities.
Grading, Evaluation
✓ How will the students’ work be graded and evaluated? Number of tests? In-class? Take-home? Point value? Proportion of each assignment toward final grade? Grading scale?
✓ How is the final grade determined? Drop lowest grade?
✓ Opportunities for improvement? Ungraded assignments?
✓ How will the students be informed about their progress and grades? Grade posting in Sakai?

Texts/Resources/Readings/Supplies
✓ What kinds of materials will be used during the course? Online databases? Online Course Reserve? Sakai? Software? Simulations? Clickers? Laboratory equipment?
✓ What kinds of instructional media will be used?

Course Calendar
✓ In what sequence will the content be taught? When are major assignments due? Fieldtrips? Guestspeaker? Drop/add dates? Formative feedback?

Study Tips/Learning Resources
✓ How will the student be most successful in the course?
✓ What resources are available? Online quiz? Study guides? Lecture notes online? Guestspeaker to highlight / illustrate resources?
  - TA? Peer tutors? Study groups? Academic Enrichment Center? Writing Center?
✓ Evaluation of online resources? Citation of web resources?

Student Feedback on Instruction
✓ E-mail? Survey in Sakai?
✓ Early term student feedback for instructional improvement purposes?
✓ End-of-term student feedback? Supplement to departmental student feedback form?
  - Tailor online departmental student feedback form?

Miscellaneous Information
✓ Instructor biography? Instructor personal statement?
✓ Student information form?
✓ Other instructor information (e.g., TA)?

By Gabriele Bauer, Center for Teaching and Learning, 212 Gore Hall, University of Delaware

Adapted from:
Syllabus Checklist

Expected Elements

- Course Name and Number
- Instructor Contact Information
- Class Meeting Days, Times, and Locations
- Course Overview/Introduction
- Student Learning Outcomes – course level, possibly chapter or unit-level ones as well
- Policy for Course Cancellation and method for notifying students
  
  Suggested Statement: In case of an emergency cancellation, an announcement will be posted on Blackboard, and an email will be sent out through Blackboard.

- Course alignment or role in the program (prerequisites)
- Prerequisite skills—technology and/or content, e.g., Can use Microsoft Word, attach a document to an email, use the Assignment manager function in Blackboard, and where to go for remediation for these
- Content outline/ Course schedule
- Text(s) and Readings
- Assessments: List and some people provide rubrics in the syllabus or in appendices
  - Project/Papers/Products
  - Tests/Examinations
- Basic Classroom Management Policies
  - Attendance/Tardy Policy
  - Late work/make up policy
  - Phones/devices/computers/recording policy
- Other responsibilities (lab / field work etc.)
- Grading (include whether you grade on a +/- scale; extra credit opportunities etc.)
- Disabilities Services
  
  Suggested Statement: If you have any special needs related to your participation in this course, including identified visual impairment, hearing impairment, physical impairment, communication disorder, and/or specific learning disability that may influence your performance in this course, you should meet with the instructor to arrange for reasonable provisions to ensure an equitable opportunity to meet all the requirements of this course. At the discretion of the instructor, some accommodations may require prior approval by Disability Services.

- "Academic dishonesty" / Plagiarism statement
  
  Suggested Statement: The University Rules, including the Student Code of Conduct, and other documented policies of the department, college, and university related to academic integrity will be enforced. Any violation of these regulations, including acts of plagiarism or cheating, will be dealt with on an individual basis according to the severity of the misconduct.

- BOK statement
  
  Suggested Statement: [English Composition] comprises a set of university-wide required General Education courses that are designed to help you develop knowledge and skills as you work to achieve the four Baccalaureate Competencies. The Baccalaureate Competencies are the critical abilities shared by all educated persons, and they comprise a major component of the General Education Program. [English Composition] focuses on [Critical Thinking and Effective Communication]. For more on the Baccalaureate Competencies, see the General Education Website: http://www.uc.edu/gened/

Optional Elements

- Email etiquette/expectations (e.g., include “Psych 102” in the subject line and always use your UC email address.)
- Links to online tutorials (e.g., Blackboard OnDemand videos for frequently used tools)
- Course website address
- Description of a typical class meeting
- Additional material related to course content—be sure you label this clearly so students understand how they are supposed to use this material
- Course Motivational Statement/Promise
- Self-regulated learning: place for allowing students to predict the grade on each assignment and reflect on what could be done better next time.
- List of recommendations for students/advice from previous classes
- Study skills help information—college resources such as writing and study skills labs, and/or your own tips for success.
<table>
<thead>
<tr>
<th>Options for Activities to Break Up a Lecture</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Create a concept map</strong> about a topic</td>
</tr>
<tr>
<td>(<a href="http://cmap.ihmc.us/Publications/ResearchPapers/TheoryCmaps/TheoryUnderlyingConceptMaps.htm">http://cmap.ihmc.us/Publications/ResearchPapers/TheoryCmaps/TheoryUnderlyingConceptMaps.htm</a>)</td>
</tr>
<tr>
<td>2. <strong>Problem-based learning</strong> (<a href="http://www.udel.edu/pbl">www.udel.edu/pbl</a>)</td>
</tr>
<tr>
<td>3. <strong>Team-based learning</strong> (<a href="http://www.teambasedlearning.org">www.teambasedlearning.org</a>)</td>
</tr>
<tr>
<td>5. <strong>Gallery walk</strong> (<a href="http://serc.carleton.edu/introgeo/gallerywalk/index.html">http://serc.carleton.edu/introgeo/gallerywalk/index.html</a>)</td>
</tr>
<tr>
<td>6. <strong>Questions within students’ notes</strong></td>
</tr>
<tr>
<td>The instructor poses a question or problem for the student to answer in his or her notes. For example, the instructor might ask students to explain how the current topic fits with the overall course goals or Monday’s lecture, or the overall field.</td>
</tr>
<tr>
<td>7. <strong>Think-pair-share (Lyman 1981)</strong></td>
</tr>
<tr>
<td>The instructor poses a question or problem. Individuals are given a minute to reflect on and write brief notes in response. Students pair up with someone sitting near them and share their answers verbally for two to three minutes, or they may choose to work together to create a better answer. The instructor chooses a few pairs to give summaries of their answers, or collects for grading.</td>
</tr>
<tr>
<td>8. <strong>Think/Pair/Square</strong></td>
</tr>
<tr>
<td>As above, except after 2 students discuss the issue, they then get together with another pair and confirm their thinking. The 4 students come to consensus.</td>
</tr>
<tr>
<td>9. <strong>Videos</strong></td>
</tr>
<tr>
<td>Short clips from publishers’ videos or popular media can apply concepts or introduce a topic. <em>After the video, ask students to summarize the main points in their notes for 1-2 minutes. You can find anything on YouTube!</em></td>
</tr>
<tr>
<td>10. <strong>One minute paper (Wilson 1986)</strong></td>
</tr>
<tr>
<td>Have students reflect on your lecture by writing answers to questions like, • What was the most important concept? What’s not clear? How does today’s topic connect with _____________?</td>
</tr>
<tr>
<td>11. <strong>Muddiest point</strong></td>
</tr>
<tr>
<td>At the end of a lecture, ask students to jot on note cards the most confusing or “muddiest” part of the material. Collect these and look for clarification opportunities in the next class.</td>
</tr>
<tr>
<td>12. <strong>Exam questions (debriefing and practice)</strong></td>
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<tr>
<td>Use old exam questions to connect class with exams, to give them practice and to let students know what to expect. Alternately, have students write exam questions and turn them in.</td>
</tr>
<tr>
<td>13. <strong>Clarification pause / note review / share notes</strong></td>
</tr>
<tr>
<td>Simply say, take a minute to look over your notes to see if they make sense and then, check in with your neighbor. Allow students time to assimilate information and compare notes.</td>
</tr>
<tr>
<td>14. <strong>Predict the demo</strong></td>
</tr>
<tr>
<td>Make prediction for the result of an experiment (real or described). Do the experiment (or explain the results) and discuss what happened.</td>
</tr>
<tr>
<td>15. <strong>Active Multiple Choice.</strong> Have students hold up fingers or cards to indicate the answer of a multiple-choice true/false, or yes/no type question or use the <strong>Clickers /Personal response systems</strong> where students use remote controls to answer questions.</td>
</tr>
</tbody>
</table>
16) Background knowledge/ misconception check. The instructor asks a few open-ended or true false items about prior knowledge to assess students’ familiarity with the topic.

17) Attitude survey/questionnaire

The instructor provides a scale or questionnaire that measures attitudes toward the topic. Student’s answers can be collected, and overall course results can be shared. (Use an established scale, and you might be able to find national norms. Just google up “questionnaire about _____” and you’ll probably get something.)

18) Rating or ranking items on a list.

When presenting a list of information which students could have differing levels of usage or agreement, have students rate or rank each item and compare student’s ratings.

19) Mnemonics practice with a list

Have students stop and create a mnemonic device or memory strategy using the first letters of each word to make a sentence. Share these for 1-2 minutes.

20) Sequentially ordering steps. For a list of procedures, present the steps out of order, and in small groups, have students put them in sequence.

21) Memory matrix. Distribute a matrix with row and column headings representing categorizing variables for information covered in lecture. Have student fill in the relevant cell information. For example:

<table>
<thead>
<tr>
<th>Structure</th>
<th>Functions</th>
<th>Enzymes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mouth</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Esophagus</td>
<td></td>
<td></td>
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<tr>
<td>Stomach</td>
<td></td>
<td></td>
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<tr>
<td>Pancreas</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

22) Figure/Diagram explanation

After presenting a complicated figure or diagram, ask students to describe it with a few sentences in their own words in their notes.

23) Quote for All Reasons (Staley, 2003)

Hand out quotes from lecture or famous author on the topic, one per student. The student has a minute to look at the quote and then another minute to present. The student will state whether she agrees or disagrees with it and offer 2 pieces of supporting evidence from experience or their text.

24). Presence Diaries (Jacob & Elser, 1997)

At the beginning of class, have students rate their 1) mental, 2) physical, and 3) emotional states in terms of readiness to learn. This helps students identify the outside influences of their learning and reminds them to responsibility for learning.

25) Wake Up Call (Eitington, 1996) –not for fall quarter & not often

Give each student a numbered slip before class. Set an electric timer to buzz at 5 or 10 minute intervals. When the timer goes off, call a random number. The student holding that number must 1) ask a question, 2) make a comment, or 3) summarize the last few minutes of content.
Identify the requisite skills that are required for students to succeed in your course. These can include course content expectations and technical skills. Consider ideas for incorporating content.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Potential ideas to assess and remediate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td></td>
</tr>
<tr>
<td>□ Discipline-specific skills</td>
<td></td>
</tr>
<tr>
<td>□ Content knowledge</td>
<td></td>
</tr>
<tr>
<td><strong>General</strong></td>
<td></td>
</tr>
<tr>
<td>□ E-mail (□ with or □ without attachment)</td>
<td></td>
</tr>
<tr>
<td>□ PDF files</td>
<td></td>
</tr>
<tr>
<td><strong>Blackboard</strong></td>
<td></td>
</tr>
<tr>
<td>□ Logging into/Navigating Bb</td>
<td></td>
</tr>
<tr>
<td>□ Discussion Board</td>
<td></td>
</tr>
<tr>
<td>□ Blackboard Testing</td>
<td></td>
</tr>
<tr>
<td>□ Blog (Blackboard or other ________________)</td>
<td></td>
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<tr>
<td>□ Journal (Blackboard or other ________________)</td>
<td></td>
</tr>
<tr>
<td>□ Assignment Manager /Submitter feature</td>
<td></td>
</tr>
<tr>
<td>□ Safe Assign (plagiarism checker)</td>
<td></td>
</tr>
<tr>
<td>□ Elluminate (web conferencing tool)</td>
<td></td>
</tr>
<tr>
<td><strong>Course or Instructor Specific Tools or Skills</strong></td>
<td></td>
</tr>
<tr>
<td>□ Accessing podcasts/movies/video/audio</td>
<td></td>
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<tr>
<td>□ Using external software/apps ____________</td>
<td></td>
</tr>
<tr>
<td>□ Other Testing (text web site, other resources)</td>
<td></td>
</tr>
<tr>
<td>□ Conferencing Which type: ____________</td>
<td></td>
</tr>
</tbody>
</table>
## The First Week of Class: Small Group Problem Solving

<table>
<thead>
<tr>
<th>Question</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>How can you get students to interact with the syllabus besides talking about it on the first day of class?</td>
<td></td>
</tr>
<tr>
<td>How can you support students who miss the first day of class because they added the course late? (Does your department have a policy about this? Do you have a policy in your syllabus about this?)</td>
<td></td>
</tr>
<tr>
<td>What are your strategies for encouraging attendance?</td>
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<tr>
<td>What have you found to be the most effective way to communicate with students outside of class?</td>
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</tbody>
</table>