

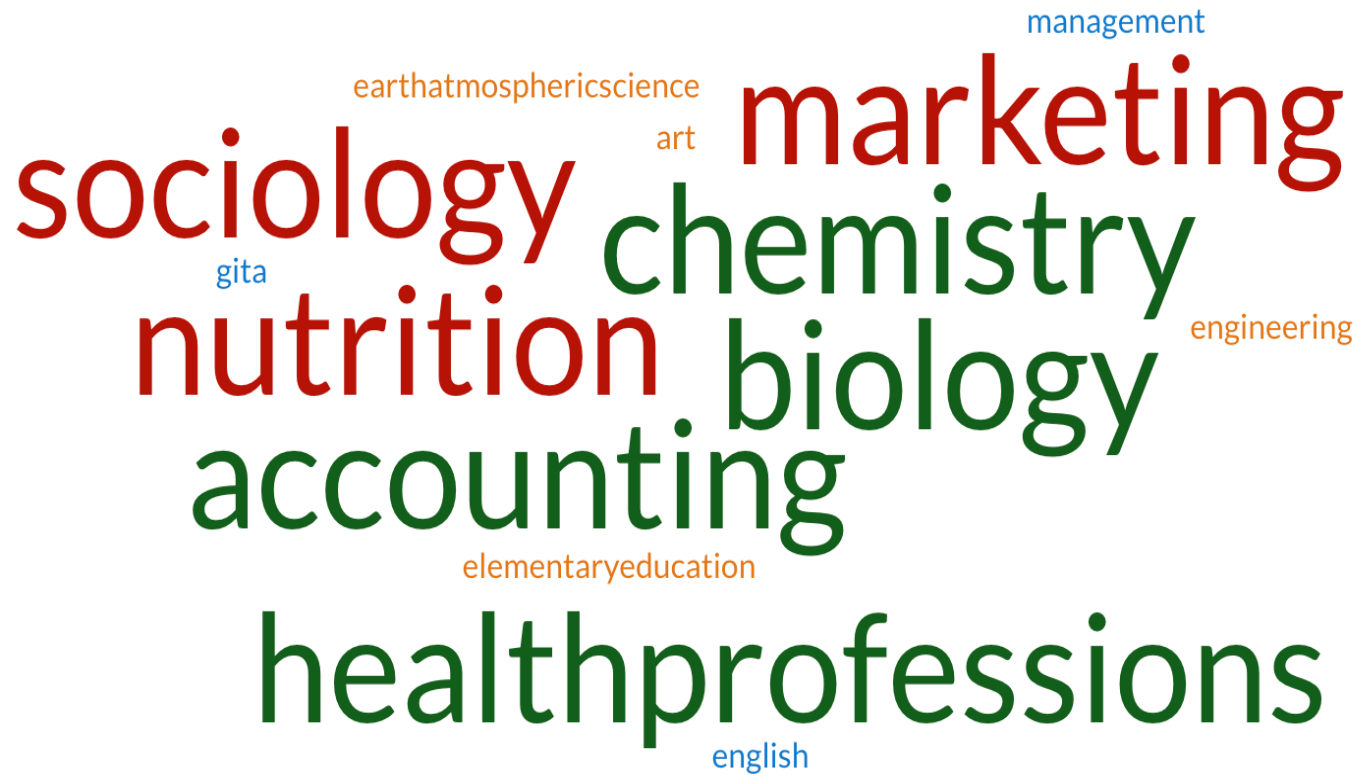
# CTLD Peer Associates Program

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**MSU**<sup>SM</sup>  
DENVER

Center for Teaching, Learning  
and Design

A word cloud of academic disciplines enclosed in a blue border. The words are arranged in a roughly rectangular shape. The largest words are 'marketing', 'chemistry', 'biology', 'accounting', and 'healthprofessions'. Other visible words include 'sociology', 'nutrition', 'management', 'earthatmosphericscience', 'art', 'gita', 'engineering', 'elementaryeducation', and 'english'. The colors of the words are red, green, and blue.

management  
earthatmosphericscience  
art  
marketing  
sociology  
gita  
chemistry  
nutrition  
biology  
engineering  
accounting  
elementaryeducation  
healthprofessions  
english

4 Cohorts

22 Peer Associates

14 Departments

**CTLD Peer  
Associates  
Program**

**Goal  
#1**

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**Develop additional  
expertise across  
campus for  
teaching-related  
ideas and support.**

**CTLD Peer  
Associates  
Program**

**Goal  
#2**

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**Provide multiple  
overlapping  
resources and  
channels that  
instructors can call  
upon as needed.**

**CTLD Peer  
Associates  
Program**

**Goal**

**#3**

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**PAs explore a  
teaching-related  
passion project**

# Peer Associate Feedback

“I loved meeting other faculty from across the university. Teaching can be so insular, and it's really nice to learn about all the amazing things happening throughout the university.”

“It's also great to learn more about what the CTLD offers; it's always nice to have a refresher and share opportunities with my colleagues”

## Fall 2023 Peer Associates



**Amy Cardillo**

Department of Accounting



**Amy Dore**

Health Professions



**Charles Butterworth**

Biology



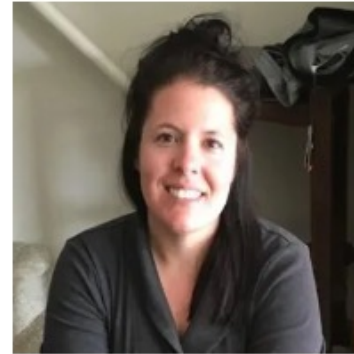
**Sanaa Riaz**

Sociology and Anthropology



**Summer Trentin**

Art



**Brooke Woolman**

Chemistry

# Department-level Teaching Visit Exchange Protocol

Summer Trentin  
Professor of Fine Art

## DEPARTMENT OF ART TEACHING EXCHANGE

### PURPOSE & OVERVIEW

With so many areas, programs, majors, and minors in our department, we can lose sight of what is going on beyond our own classrooms. The vision for this teaching exchange is to provide art department faculty an opportunity to learn from one another by sitting in on two to three class sessions taught by a colleague over the course of a semester. This is intended to be a very informal process focused on encouragement, respect, and learning.

This process is not intended to be evaluative, but reflective. Participants will reflect on their own teaching but also have the opportunity to share ideas, learn about other teaching within the department, and potentially foster collaboration.

### GOALS & OUTCOMES

Participating faculty will:

- reflect on their own teaching practice and how it supports our students and the department's mission.
- share strategies and ideas for pedagogy and student engagement.
- learn more about teaching and courses throughout the department, helping to promote a community of inclusion, respect, and interdisciplinarity.
- discover more about our colleagues and their work.
- reflect on the student experience in our department, which can be leveraged in advising, outreach, and retention initiatives.
- practice being lifelong learners as we discover new subject matter, techniques, scholarship, and theoretical models.

### TIMELINE & PROCESS

First weeks of semester

- Participants sign up and meet informally to discuss objectives
- Participants share class meeting times, modalities (online or in-person) and create visit schedules



# Guide to Accessibility Support for Instructors

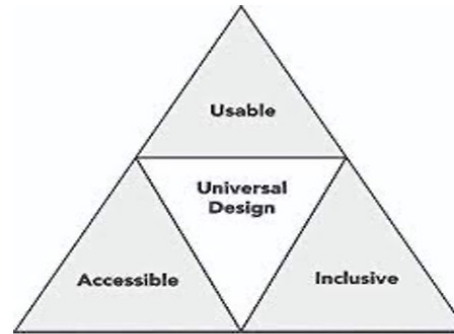
## Sanaa Riaz, Associate Professor of Anthropology

### Instructional Accessibility



#### Navigation

Planning, controlling, and recording the movement of a learner from one place to another in the online course next” and “previous” buttons



#### Readability

Similar content is grouped together  
Heading and body styles are consistent  
Increase comprehension and reduce eye fatigue that occurs with large blocks of text, multiple images, or embedded media.  
common headers of “instructions,” “grading information,” and “submission instructions”).  
Naming conventions are consistent across the course



#### Accessible text

accessibility tools and checkers to assist in the review of the accessibility of the text.  
search an accessible PDF for keywords

# Creating Advisory Boards for Online Programs

Amy Dore

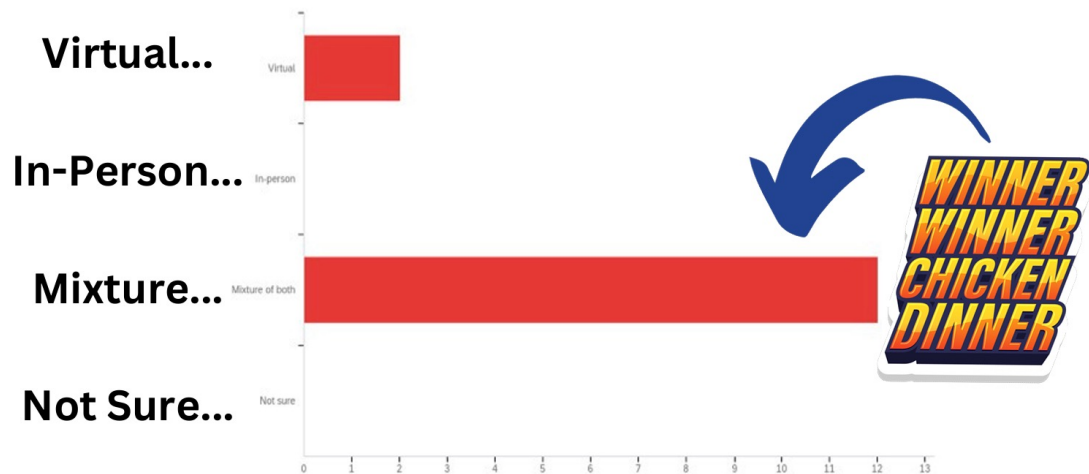
Professor of Health Care Management

## PURPOSE

Q1 - Experience with Advisory Boards: In your experience, what makes a good advisory board?



Q4 - Meeting Format: Should advisory board meetings be virtual, in-person, or a mixture of both?



# Using AI for Alt Tags in Scientific Journals

## Charles Butterworth, Biology

### Conclusions

- AI ought to be great for generating Alt-Text, but it has some problems
  - Can create, short captions for images however, do they really fit the criteria established by WebAIM.org?
    - Simplistic images are likely suitable for AI generated alt-text
    - Complex images not suitable for AI generated alt-text
- Is Alt-Text the best tool for ensuring accessibility?
  - WebAIM.org conclude that alt-text is a significant issue that affects web accessibility, and that “divergent” approaches have been used. One of these is <figcaption> that is used with <img> within the <figure> element in HTML.
  - <figcaption> can be detailed, allowing the alt-text to remain succinct and appropriate.

```
<figure>  
    
  <figcaption>An elephant at sunset</figcaption>  
</figure>
```
  - In other words, multiple approaches should be used to ensure web accessibility

# Online Readiness Quiz

Amy Cardillo

Lecturer of  
Accounting

The screenshot shows a web interface for an "Online Learning Self-Assessment Quiz". On the left is a dark blue sidebar with navigation icons for Account, Dashboard, Courses, Calendar, Inbox, History, and Help. The main content area has a white background with a "Return" button and a blue "Submit" button at the top right. The quiz title is "Online Learning Self-Assessment Quiz". Below the title is a disclaimer: "This quiz does not impact your grade unless you fail to do it. Please answer truthfully as the results are for your own self evaluation." The first question, labeled "1" and worth "1 point", lists four steps: 1. Go to [Google.com](https://www.google.com), 2. Search for internet speed test, 3. Tap or click **Run Speed Test**, and 4. Upload a screenshot of your speed test results (you want a fast or very fast connection). Below the question is a rich text editor with a toolbar containing options like font size (12pt), paragraph style, bold, italic, underline, text color, background color, text alignment, and list creation. A large empty text box is provided for the answer. The second question, labeled "2" and worth "1 point", states: "[Here](#) is the link to the Canvas Quick-Start Guide for MSU Denver Students. Please navigate to the page and then bookmark the page. Upload a screenshot showing the page bookmarked." This question also features a rich text editor with a similar toolbar and an empty text box for the answer.

# Online Student Learning Contract

Brooke Woolman

Lecturer of  
Chemistry and  
Biochemistry

### Online Student Learning Contract

The purpose of this assignment is help facilitate online student success by specifying behaviors and habits for success. Please take the time to thoughtfully respond to the questions.

- 1 point

I have read and understood the course syllabus.

Agree

Disagree
- 1 point

I have reviewed the course schedule and noted appropriate deadlines.

Agree

Disagree
- 1 point

I will attend office hours if I am struggling to understand course concepts.

Agree

Disagree
- 1 point

I will regularly login and check Canvas.

Agree

Disagree
- 1 point

I understand that all course announcements will be posted in Canvas, and that I should be checking them at least once a week.

Agree

Disagree

# Peer Associate Feedback

“I loved meeting colleagues from other departments. I also loved learning about the multitude of other services offered by the CTLD.”

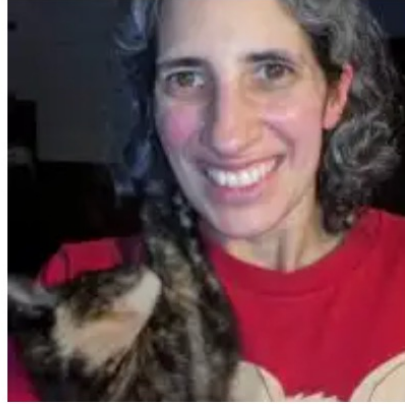
“I liked getting to know wonderful people in other departments and I like how informal yet productive the program was.”

# Spring 2024 Peer Associates



**Ingrid Carter**

School of Education



**Elizabeth Medina**

Department of Biology



**Becky Prater**

Department of Management



**Sarah Schliemann**

Department of Earth and  
Atmospheric Sciences

# Outcomes Mapping in Canvas

Becky Prater

Lecturer of  
Management

## here's how

Quizzes

Select New Quiz

Build

Create test question

Scroll down to find

Align to outcomes

Find outcome in CBUS list

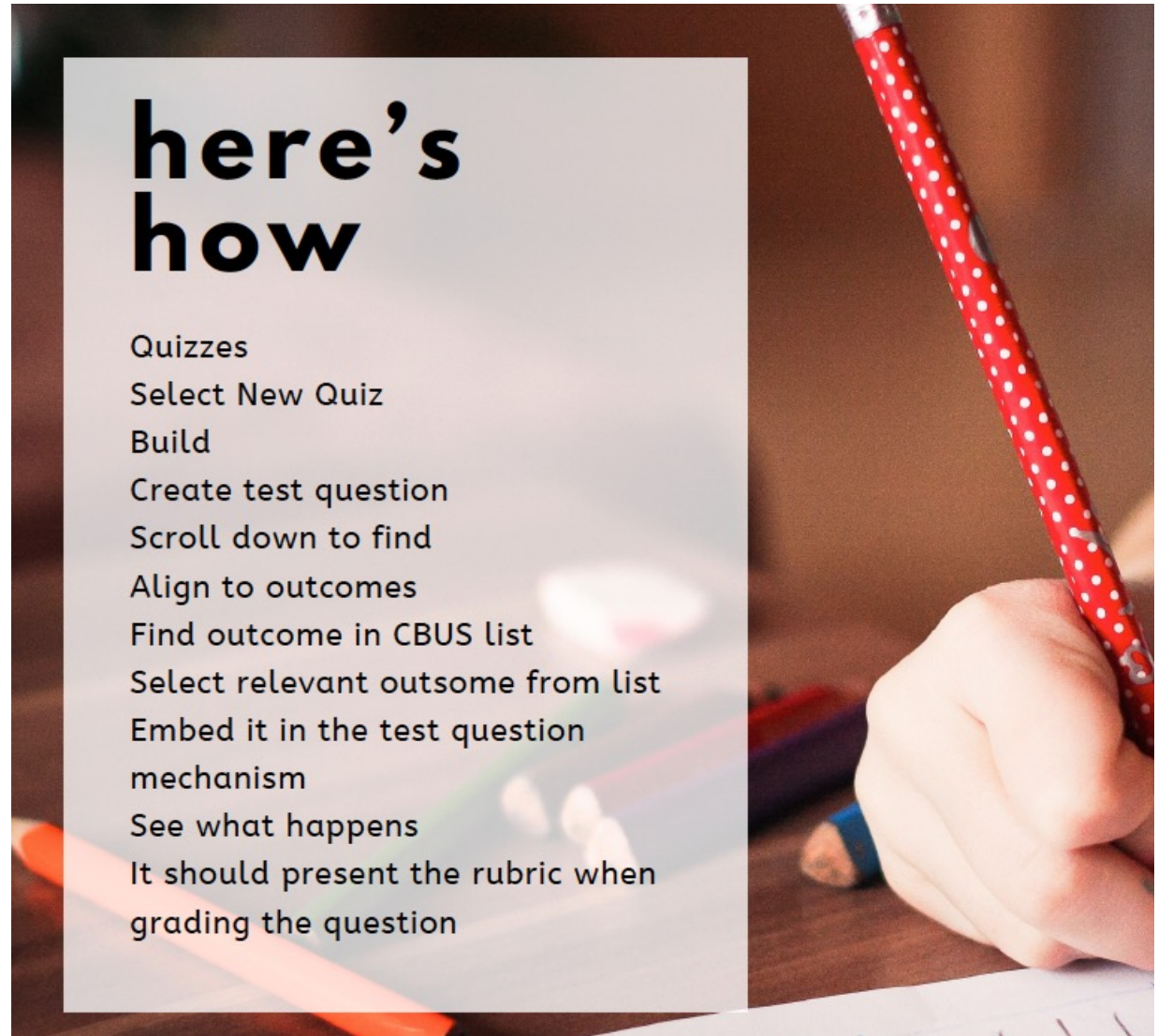
Select relevant outcome from list

Embed it in the test question

mechanism

See what happens

It should present the rubric when  
grading the question





# Online Student Engagement Beyond Discussion Boards

Sarah Schliemann

Environmental Science

Student engagement is critical to learning and is developed through interactions including:

- student – student
- student – instructor
- student – content

Some course content does not lend itself well to online discussions. I sought alternatives to engage students in these critical human interactions. Options include:

- [hypothes.is](https://hypothes.is)
- Wikis
- Blogs
- SharePoint/Teams Collaborations
- Microsoft Whiteboard

# Video Pre-Class Activities

## Elizabeth Medina, Biology

### Videos + Question= New Pre-class Activity!

- Use segments of the videos and insert them into a platform I can add questions to.
- Answers will be provided after they complete the assignment.
- If it is complete, the score will automatically go to the gradebook.
- Can skim answers to see where students are struggling.



# Approaches to Attendance in a Post-Pandemic Environment

Ingrid Carter

Professor of Elementary Education & Literacy

## Approaches to Attendance:

### Creating an Equitable and Robust Attendance Policy

*“By embracing a model of intellectual rigor in order to keep high expectations, we can re-design our classroom approaches to allow multiple means of demonstrating mastery of course content”* (Ciancapelli & Adamo, 2023, paragraph 5).

#### A Few Strategies...

<b>Administer a pre-class survey</b>	Gather information from students at the beginning of the semester to create a plan for absences and how to make up the learning that is missed.
<b>Set clear expectations at the beginning of the semester</b>	Outline in the syllabus your expectations for attendance—this will depend on the course modality and the frequency of in-person class sessions. Let students know what they will gain from attending class and what they will lose from not attending class.
<b>Demonstrate on the first day to students <u>why</u> their attendance matters</b>	Begin the class with interactive teaching strategies, learn students’ names quickly, encourage rich discussion, and make connections to students’ lives.
<b>Share why the in-person modality is uniquely important for students’ learning</b>	Provide course-specific details about why the in-person sessions are valuable—for example, live interactive discussions with the instructor and peers, hands-on learning opportunities, and access to unique resources and materials.
<b>Use “freebies” or “tokens”</b>	Allow students a set number of class sessions they can miss without question or penalty. Tokens can also be used for grading (see <i>Grading for Growth</i> by David Clark and Robert Talbert).

#### References

University of Connecticut, Center for Excellence Teaching and Learning. (n.d.). *Improving student attendance*. <https://ctl.uconn.edu/resources/teaching-your-course/classroom-management/improving-student-attendance/>

Ciancapelli, B. & Adamo, P. (2023, March 24.). *Embracing inclusive approaches to attendance policies*. University of Denver, Office of Teaching and Learning. <https://otl.du.edu/embracing-inclusive-approaches-to-attendance-policies/>

University of Massachusetts, Amherst, Office of Teaching and Learning. (n.d.). *How do I provide flexibility and ensure attendance?* <https://www.umass.edu/ctl/how-do-i-provide-flexibility-and-ensure-attendance>



# Peer Associate Media Studio Tours

# Peer Associate Feedback

“I think my favorite part was the Media Studio tour-- I didn't know anything about this previously and I really enjoyed learning about it and recording my own video with Todd!”

“The peer associate program introduced me to MSU Denver peers I normally do not work with daily. The time spent focusing on best practices and investigating ways to improve teaching was priceless.”

# Interested in becoming a Peer Associate?

- **One semester commitment**
- **Meet every 3 weeks as a small cross-disciplinary learning community.**
- **Learn about CTLD and work on your own teaching-related topic.**
- **Time commitment roughly equivalent to a 1 credit course**
- **Peer Associates receive a stipend.**

**Interested?**

**Contact Bridget Arend,  
[arendb@msudenver.edu](mailto:arendb@msudenver.edu)**