CTLD Peer Associates Program

MSU DENVER — Center for Teaching, Learning and Design

4 Cohorts

22 Peer Associates

14 Departments

CTLD Peer Associates Program

Goal #1

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

CTLD Peer Associates Program

Goal #2

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

CTLD Peer Associates Program

Goal #3

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
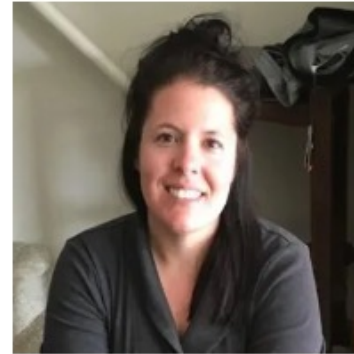
Health Professions

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
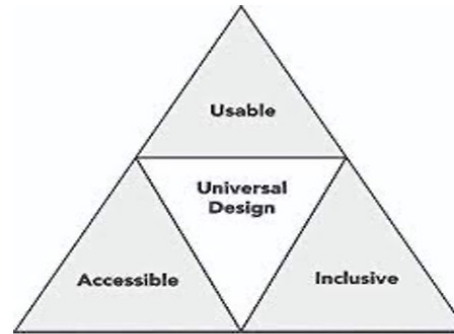
Guide to Accessibility Support for Instructors
Sanaa Riaz, Associate Professor of Anthropology

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

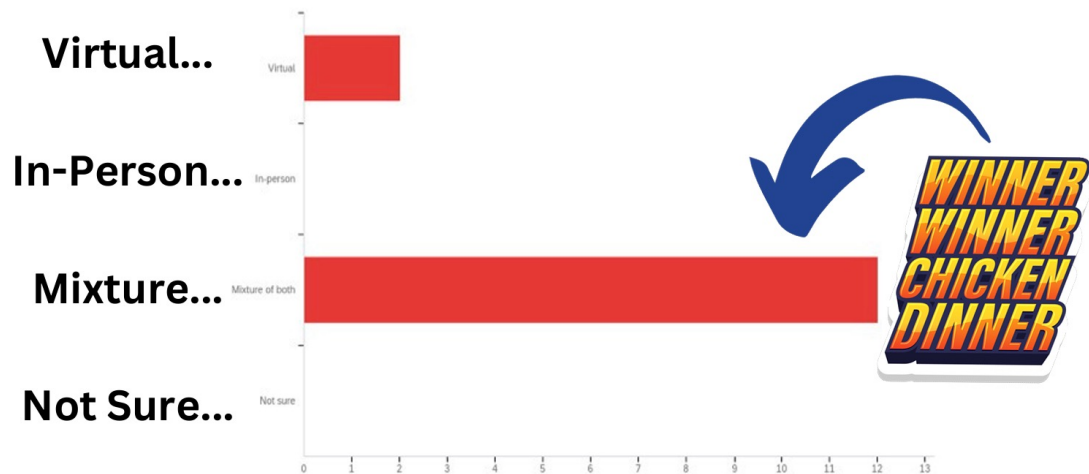# Creating Advisory Boards for Online Programs

Amy Dore

Professor of Health Care Management

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>
      <img src="/media/cc0-images/elephant-660-480.jpg" alt="Elephant at sunset" />
      <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

Online Student Learning Contract

Brooke Woolman

Lecturer of Chemistry and Biochemistry

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
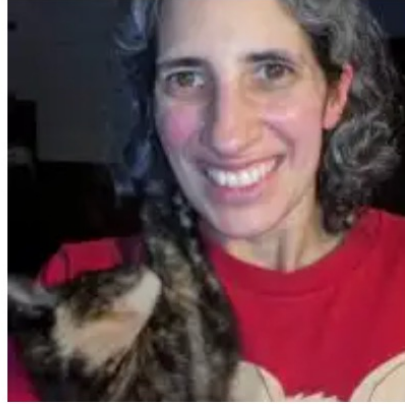
Elizabeth Medina

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 outsome from list
Embed it in the test question
mechanism
See what happens
It should present the rubric when
grading the question
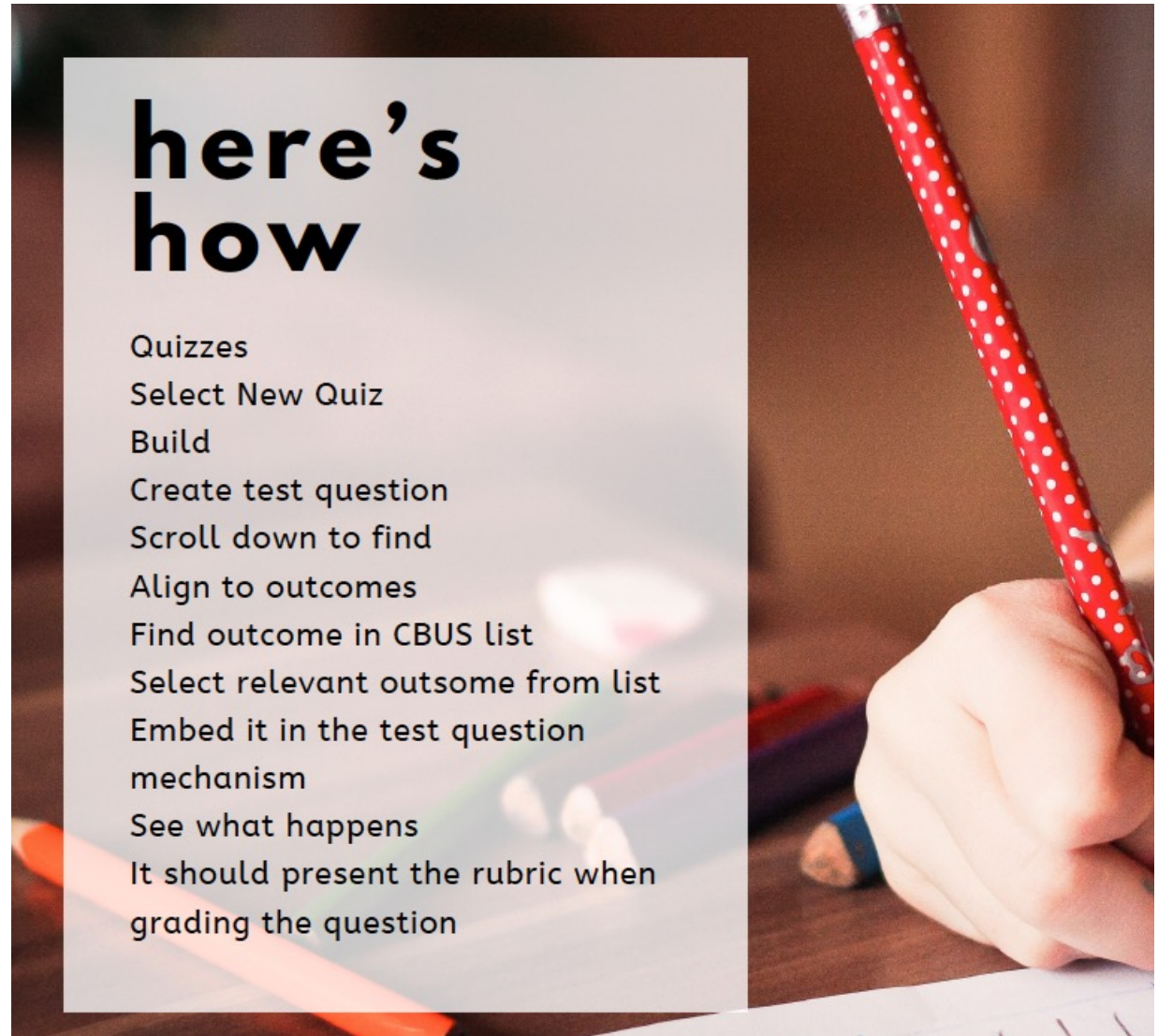
Online Student Engagement Beyond Discussion Boards

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
- 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" (Ciancanelli & Adamo, 2023, paragraph 5).

A Few Strategies…

Administer a pre-class survey	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.
Set clear expectations at the beginning of the semester	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.
Demonstrate on the first day to students why their attendance matters	Begin the class with interactive teaching strategies, learn students' names quickly, encourage rich discussion, and make connections to students' lives.
Share why the in-person modality is uniquely important for students' learning	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.
Use "freebies" or "tokens"	Allow students a set number of class sessions they can miss without question or penalty. Tokens can also be used for grading (see *Grading for Growth* by David Clark and Robert Talbert).

References

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

Ciancanelli, 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