

# TLPEC Times

**CONTACT US**

## For 1-on-1 Assistance with Canvas

ORGANIZE YOUR COURSE

- COURSE DESIGN
- ANNOUNCEMENTS
- MODULES
- ASSIGNMENTS

## Diversity, Equity, and Inclusion on Campus: An Interview with Dr. Ron Patterson



Listen as senior Student Curriculum Specialist, Rachel, interviews CSC President Dr. Ron Patterson about what DEI means to him and to our campus community.

**TLPEC PRESENTS**

Diversity, Equity, & Inclusion on Campus: An Interview with Dr. Ron Patterson

Student Curriculum Specialist  
Dr. Ron Patterson, PhD, DEd

## Considering Course Design

Course design matters. Courses should be easy to navigate, logically organized, consistent, uncluttered. As we end one semester and look to another, take time to reflect.

Use Canvas's **Course Evaluation Checklist** (version 3) to review a Fall class or plan for Spring.

- Print the course checklist and self-evaluate. Improve one item, such as offering a video and a written transcript – or an audio only file for students with low data (to reduce data usage & lower student Wi-Fi bills).



Ask: Did Fall courses follow **Universal Design for Learning (UDL)** principles?

- Universal Design is "a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn" (CAST). Play with interactive UDL guidelines below to learn more.

Use the checklist and universal design principles as tools to "ensure that all learners can access and participate in meaningful, challenging learning opportunities" (CAST). Reach out! The TLPEC team is here to help.



### Course Evaluation Checklist v3.0

Our Learning Services team members work with Canvas institutions across the globe to provide course evaluation reviews and have found the most successful courses combine both curriculum and learning design elements. The modifications in this version focus on adding curriculum elements found to be most effective for successful learning. These elements support instructors, designers, and administrators to develop courses that are fully functional for every learner.

Yes ✓	Criteria
<input type="checkbox"/> ★	<b>5.1</b> Learning activities directly tie into a standard or the tasks provide scaffolding to reach the standard. UDL: 8.1 Heighten salience of goals and objectives
<input type="checkbox"/> ★	<b>5.2</b> Formative and summative forms of assessment are included in consistent use throughout the course. UDL: 8.2 Vary demands and resources to optimize challenge
<input type="checkbox"/> ★	<b>5.3</b> A variety of assessment formats are used (e.g., discussions, quizzes, and individual/group assignments) to increase learner engagement and promote active learning. UDL: 4.1 Vary the methods for response and navigation
<input type="checkbox"/> ★	<b>5.4</b> Low-stakes (formative) assessments occur frequently throughout the course to measure knowledge, skills, and attitude and occur before high-stakes assessments. UDL: 8.4 Increase mastery-oriented feedback
<input type="checkbox"/> ★	<b>5.5</b> High-stakes (summative) assessments are clearly aligned with stated goals, learning objectives, and/or standards. UDL: 8.4 Increase mastery-oriented feedback
<input type="checkbox"/> ★	<b>5.6</b> Assessments support instructors' use of SpeedGrader to score and provide prompt and high-quality feedback. Canvas Guide: SpeedGrader UDL: 8.4 Increase mastery-oriented feedback

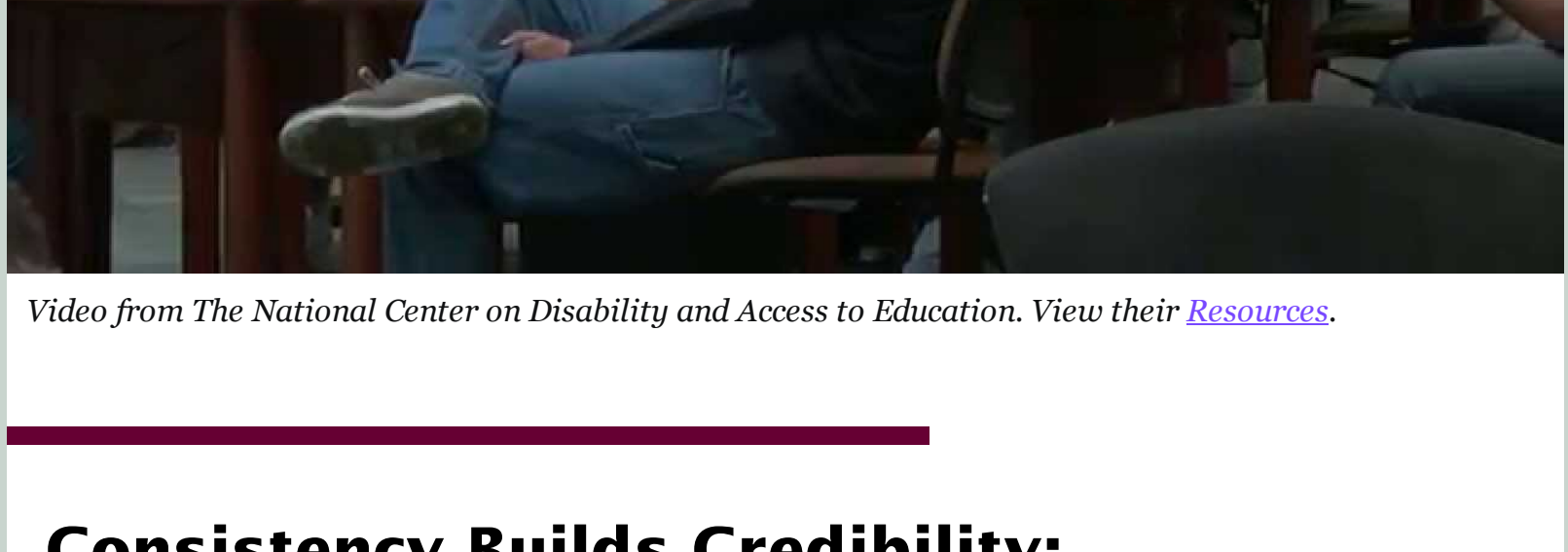
### Universal Design for Learning Guidelines

	Provide multiple means of Engagement	Provide multiple means of Representation	Provide multiple means of Action & Expression
<b>Access</b>	<ul style="list-style-type: none"> <li>Optimize individual choice and autonomy (a.1)</li> <li>Optimize relevance, value, and authenticity (7.2)</li> <li>Minimize threats and distractions (7.3)</li> </ul>	<ul style="list-style-type: none"> <li>Offer ways of customizing the display of information (a.2)</li> <li>Offer alternatives for auditory information (a.3)</li> <li>Offer alternatives for visual information (a.3)</li> </ul>	<ul style="list-style-type: none"> <li>Vary the methods for response and navigation (a.3)</li> <li>Optimize access to tools and assistive technologies (a.3)</li> </ul>
<b>Build</b>	<ul style="list-style-type: none"> <li>Heighten salience of goals and objectives (a.1)</li> <li>Vary demands and resources to optimize challenge (a.2)</li> <li>Foster collaboration and community (a.3)</li> <li>Increase mastery-oriented feedback (a.4)</li> </ul>	<ul style="list-style-type: none"> <li>Clarify vocabulary and symbols (a.2)</li> <li>Support decoding of text, mathematical notation, and symbols (a.3)</li> <li>Promote understanding across languages (a.4)</li> <li>Illustrate through multiple media (a.3)</li> </ul>	<ul style="list-style-type: none"> <li>Use multiple media for communication (a.3)</li> <li>Use multiple tools for construction and composition (a.3)</li> <li>Build fluencies with graduated levels of support for practice and performance (a.3)</li> </ul>
<b>Integrate</b>	<ul style="list-style-type: none"> <li>Promote expectations and beliefs that optimize motivation (a.1)</li> <li>Facilitate personal coping skills and strategies (a.2)</li> <li>Develop self-assessment and reflection (a.3)</li> </ul>	<ul style="list-style-type: none"> <li>Activate or supply background knowledge (a.1)</li> <li>Highlight patterns, critical features, big ideas, and relationships (a.3)</li> <li>Guide information processing and visualization (a.3)</li> <li>Maximize transfer and generalization (a.4)</li> </ul>	<ul style="list-style-type: none"> <li>Guide appropriate goal-setting (a.3)</li> <li>Support planning and strategy development (a.3)</li> <li>Facilitate managing information and resources (a.3)</li> <li>Enhance capacity for monitoring progress (a.4)</li> </ul>

Expert Learners who are...

- Purposeful & Motivated
- Resourceful & Knowledgeable
- Strategic & Goal-Directed

## A Personal Look at Accessibility in Higher Ed



Video from The National Center on Disability and Access to Education. View their [Resources](#).

## Consistency Builds Credibility: Why Modules are Important in Course Design

Canvas @ Yale / Discover Instructional Tools / Course Facilitation Tools

### Canvas Modules: Overview

Updated on Mar 22, 2022

As former CSC journalism instructor LaVida Dickinson always said, "Consistency builds credibility."

Using modules adds structure and clarity to online course design. Modules are help chunk and organize course content. Modules can be labeled by unit, topic, or section, as long as titling is consistent throughout.

Well-labeled modules (*Week 1: Introductions (Aug 21-27)*, on the left for example) help chunk and organize course content. Modules can be labeled by unit, topic, or section, as long as titling is consistent throughout.

Modules organize pages, assignments, discussions, and quizzes, so students can find and follow the course flow. Instructors can lock modules until a particular date, or even require students to complete certain items before progressing to the next task or next module.

We aren't the only institution championing the value of modules. See what Yale University has to say about the benefits of using modules.

Canvas @ Yale / Discover Instructional Tools / Course Facilitation Tools

### Canvas Modules: Overview

Updated on Mar 22, 2022

As you build your Canvas course, you may find that pieces of your learning materials are scattered across the course site. There may be assignments, quizzes, discussions, files, or more that all exist in your course, but in different places. Canvas Modules provides a space to bring these elements together into a single area, which allows you to build cohesion and flow into your course.

#### Why Use Canvas Modules?

- Group and organize related course content together
- Set and moderate student progress through requirements and prerequisites
- Provide paths to meet requirements for learning objectives

## Turnitin Tip: AI Writing Detection

Throughout this semester, TLPEC has been covering the features of Turnitin. This month's focus is on the tool's [AI Writing Detection](#). This feature helps instructors gain insight into how much of a student's submission is original writing compared to AI-generated text from ChatGPT or other similar tools. The tool can flag signs not only of AI-generated text but can also [flag the potential use of contract cheating](#).

**False Positives**  
Turnitin Chief Product Officer, Annie Chechitelli, [covers how to address false positives within the product's AI Writing Detection](#). There are three key-point covered: know that there is a possibility of false positives, have open and honest dialogue with those involved, and assume positive intent.

**Verifying Accuracy**  
Turnitin claims a 98% accuracy rate. To confirm the accuracy, Mark J. Drozowski, Ed.D. faculty at John Hopkins University writing for [BestColleges.com](#) [tested out Turnitin's AI Writing Detection feature](#). His article describes his testing methods for verifying accuracy within the tool. In his assessment, he gave the tool a grade of A- for accuracy and reliability.

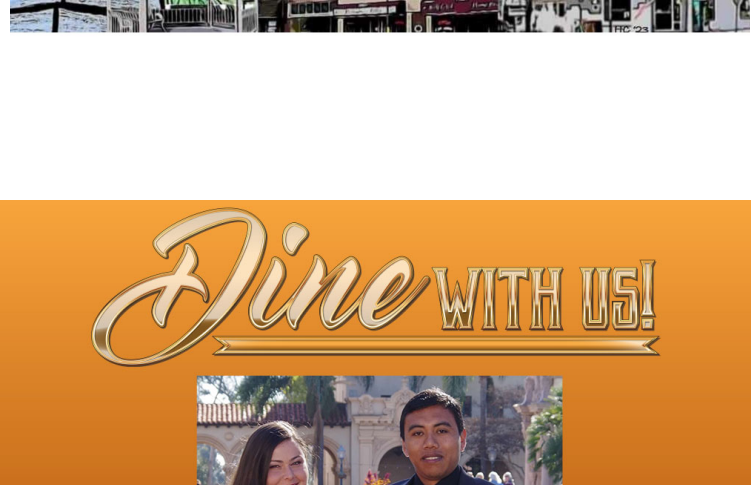


## How can instructors make Canvas student-friendly?

We asked current CSC undergrad and graduate students to tell us about their best online course experiences. Naturally, they also reported what could be improved. As you consider Spring course design, consider student perspectives.

STUDENTS' PERSPECTIVES PROS & CONS OF COURSE DESIGN EXPERIENCES	STUDENTS' PERSPECTIVES PROS & CONS OF COURSE DESIGN EXPERIENCES	STUDENTS' PERSPECTIVES PROS & CONS OF COURSE DESIGN EXPERIENCES
<p><b>STUDENT A</b></p> <ul style="list-style-type: none"> <li>Providing pre-recorded lectures after lessons to help with final project development.</li> <li>Not using a rubric. Students don't know how to meet expectations.</li> <li>Not adjusting instruction style for online students in a hybrid course as all students are included.</li> <li>Not having clear organization in a module causes students to feel lost and overwhelmed in class.</li> <li>Using Speed Grader for assignments. Students can quickly see grades and feedback.</li> <li>Assignments not labeled with dates in module headlines. Students are unable to find the correct assignment.</li> </ul>	<p><b>STUDENT B</b></p> <p>The best way to make Canvas more student friendly is to use the Modules feature. All assignments, quizzes, discussions, and materials can be linked in a certain module for that week (or unit). This helps so students do not have to go flipping around to find the right PowerPoint or worksheet (also, possible PowerPoints before a face-to-face class, so students can take notes).</p> <p>Modules can be scheduled to post at a certain time &amp; date, so professors can set up scheduled unlocks of modules to match the syllabus and never have to worry if the content for that week was sent on time. Also, when professors put due dates on the assignments, the assignment gets put on the calendar that is on Canvas home page.</p> <p>Something else that is super important is to try to be as consistent as possible. Classes are set up differently - and sometimes even from week to week - of the class to the end of the class things are different. This makes it super confusing for students trying to navigate the course. I also feel like using some of the self-grading features (SpeedGrader, Hot Spot Quiz questions) would be nice, so students are able to see how they did on assignments relatively quickly.</p>	<p><b>STUDENT C</b></p> <ul style="list-style-type: none"> <li>Using modern tools from using emojis.</li> <li>Using mismatched due dates.</li> <li>Using numbered lists for bulleting to separate instructions or files.</li> <li>Using ALL CAPS (looks like shouting).</li> <li>Providing expectations, due dates, possible re-try attempts, possible rubrics (put in a link or attach it to the assignment).</li> <li>Using multiple files for attachments within a page (if it's important, highlight).</li> <li>Labeling headings &amp; providing clear dates on assignment and modules (using topic and module-level, help students in what to do and when).</li> <li>Not consistently labeling headings and modules. This can cause uncertainty, what when is expected to be done, when.</li> </ul>

## SOCIAL MEDIA & EVENTS



**ATTENTION!**

The last date to access content in Sakai is **06/30/2024**.

Transfer content you wish to keep before that date!

Get help [HERE](#).

**Dine WITH US!**

Dr. Gabriella Pruitt Santos and Julio Santos  
Guatemala

### International Lunch Hour

featuring global cuisine and cultural discussion

Nov. 28, 11 a.m. - CSC Student Center

Second year faculty member, Dr. Gabriella Pruitt-Santos, and her husband, CSC student and employee, Julio Santos, shared how they met in Guatemala when she was a student. Many interesting facts, such as how the Mayans had Greek-like city-states and how Guatemala is known as the heart of the Americas, were shared. On the Day of the Dead, citizens release cities with messages to departed ancestors about the future. The pair presented information on food, clothing, music. Brenda learned a lot and encourages others to attend International Lunch Hour.

