



CARTHAGE
COLLEGE

THE TEACHING COMMONS

TEACHING COMMONS NEWSLETTER



NEW QUESTIONS RELATED TO COURSE DESIGN



BY DENNIS MUNK

*Co-Director of the Teaching Commons and
Professor of Psychological Science and Education*

With six very busy weeks left in the semester, it is too soon to pause and reflect on our challenges and successes this semester and in the past year. But at some point, be it May or June, we will all engage in that ritual of reflection and re-design of our courses or the building of a brand new course. Our annual **Course Design Workshop** is scheduled for **May 25-27** (details and registration form coming soon) to support your work in a group with supportive colleagues. While the basic framework for course design (e.g., backward planning) may still be relevant and effective, the new questions we must ask and answer are informed by our experiences with remote teaching and blended learning over the past three semesters.

Here are a few of the questions for us to consider when we reflect and begin to tool up for fall semester:

- **How current, relevant, and useful are the learning outcomes for my course?** In our transition to remote teaching, many of us recognized the need to streamline or prioritize learning outcomes. Did that process highlight an opportunity to improve your SLOs?
- **How can our best recorded lectures, learning activities, and assignments, designed to be accessed asynchronously or synchronously by students, be utilized in a design that involves face-to-face instruction?** What elements of our remote/blended classes warrant carrying over next year? How should we coordinate and link learning outside of class with learning during face-to-face class time? Are there moments or days in the semester when learning outside of class could be more beneficial than meeting face-to-face in a classroom? How can blended learning be implemented strategically and as part of the overall design of a course?

These are but a few of the questions that we can and should ask when we have had time to pause, reflect, and envision what might be, as we do by nature.

CONFERENCE SEASON IS HERE!



BY JOHN KIRK

Co-Director of the Teaching Commons and Associate Professor of Chemistry

While conference presentations occur throughout the year, the months of March and April are considered high conference season for undergraduate research, creative, and scholarly activities. During the COVID-19 pandemic, many conferences have pivoted to virtual presentations.

Carthage has a long history of sending students to many conferences, locally and nationally, for both discipline-specific and interdisciplinary conferences. This spring is no exception. Seventeen students will be presenting virtually this year at the **National Conference on Undergraduate Research (NCUR)** on April 12–14. Carthage students will present projects in Biology, Business, Psychology, Economics, Education, English and Literature, Mathematics, and World Languages.

More locally, Carthage's annual **Celebration of Scholars** is on March 26 from 4–6 p.m. More than 80 presentations are slated for this year's event, which will feature poster presentations in a live virtual format. Presenters and attendees will be able to move around the venue, view digital posters, and engage in video chats. Please encourage students in your classes to attend the celebration and support their peers. More information about the event is at www.carthage.edu/undergraduate-research/celebration-scholars/.

This year, Carthage has been invited to send students to present at the annual **University of Wisconsin System Symposium**. UW-Whitewater hosts this year's virtual event on April 28. In addition to presentations in various formats, the conference will also offer professional development discussion panels about applying for graduate and professional schools. The conference is free to attend, but there is a registration fee for presenters that Carthage will cover. The abstract deadline is April 12. If you wish your students to present at the symposium, please contact me at jkirk1@carthage.edu.

Are you or your students presenting scholarly work at other conferences? If so, please send me the presenter(s)' name, title of the presentation, the venue, and presentation date. We want to keep track of and recognize the hard work you and your students put into sharing their research, scholarship, and creative activities.

Thank you for your continued support of students' learning through this high-impact activity!

THE TECHNOLOGY INTEGRATION TOOLKIT FOR CLASSROOM PEDAGOGY



BY ZUBIA MUGHAL

Instructional Designer and E-Learning Specialist

The COVID-19 pandemic has created both threats and opportunities for students and faculty. One certainty we do have for the future is the prevalence of technology in our classroom pedagogy and our students' future workplaces. It has been amazing to witness the Carthage faculty's swift acquisition of technical skills during these difficult times. As an Instructional Designer, I aspire to build these skills with the aid of best practices for progressive improvement in the quality of our instruction, teaching, and learning.

As a part of obtaining my Ed.D degree in Career and Technical Leadership from the University of Wisconsin Stout, I have created an IRB-approved study called "The Technology Integration Toolkit for Classroom Pedagogy." For the study, I am working to determine this toolkit's effectiveness in enabling faculty to select the available educational technology tools for their lessons.

Some of the benefits of this study are:

- Teaching and empowering faculty to use the educational technology tools available at Carthage through LIS.
- Providing students the opportunity to utilize technology for effective learning.
- Developing quality learning environments in both face-to-face and remote learning environments.
- Creating authentic learning environments, grounded in industry, for students.
- Developing technology-contextualized soft skills in students for excellent performance in their future careers - a skillset in high demand by the industry.

I believe incorporating more ed-tech tools in the classroom will create more opportunities for Carthage in the near future.

If you are interested in participating in this study, please complete [this form](#). I am looking for a cohort of 6-10 faculty from different departments for the program beginning in April 2021.

Participation in this study would require you to update one complete classroom lesson (learning outcome - content - assessment item). The time commitment is a technology consultation with Instructional Designer, Zubia Mughal, once a week for a month.

First-come, first-served basis. Sign up soon before slots fill up!

WHY YOU SHOULD USE CLOSED CAPTIONING IN ZOOM AND GOOGLE MEET



BY CHRIS GRUGEL

Instructional Technology Librarian

Closed captioning is available in both Zoom and Google Meet. The main difference between the two is that the Zoom host has to turn on closed captioning to make it available, whereas in Google Meet it can be turned on by the end-user. An additional Zoom feature allows a user to save the full transcript as a text file at any time during the session by clicking on Live Transcript, which allows the user to view the closed captioning on the right-hand side of the screen, and then click on a save button at the bottom.

Is closed captioning perfect?

No, we have all seen closed captioning scramble and replace words with what it thinks it is hearing. Sorry, I meant hearing. The interpretation at times can either be hilarious or frustrating.

So why use it if it is not perfect?

When many users think of closed captioning, they think that they need to provide it because they have an end-user that has an accessibility issue. In 2017, Stritto and Linder published in Educause the article “A Rising Tide: How Closed Captions Can Benefit All Students”. The main takeaway is that about 50% of students not reporting disabilities used closed captioning “sometimes or more” at some stage to help with learning.

The main reasons identified for using closed captioning were:

- Focus
- Retention of information
- Poor audio
- Being in a sensitive environment

If you have not used this feature before, give it a test and ask your students if it is helping.

For instructions on how to enable closed captioning and save the live transcript in Zoom, please visit [this link](#).

TECHNOLOGY FOR READING AND WRITING SUPPORT



BY DIANE SCHOWALTER

Director of Learning Accessibility

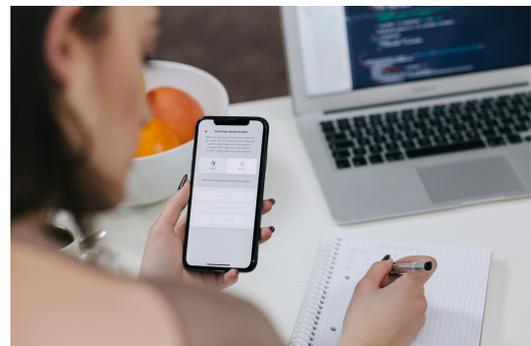
In the summer of 2020, Carthage purchased an excellent web-based technology resource called Kurzweil 3000. Although initially designed for use by students with learning challenges, it is a great resource for all students, faculty and staff who enjoy using technology to support their reading and writing.

Kurzweil 3000 allows users to:

- Simultaneously listen to and read scanned text, image text (such as PDF files), digital files and internet pages
- Access multiple file types that include: EPUB; TXT; HTML; PDF; TIFF; NIMAS; MathML; DOC; RTF; DAISY and ANY scanned paper with text and photos
- Use colored highlighters and other visual prompts to identify important information
- Create MP3 audio files for use with iPods, iPhones and iPads
- Hear their own writing read aloud to them
- Access English and bilingual dictionaries, Google® Translate and voice note tool
- Improve study skills by using the research and writing functionalities such as sticky notes, extraction of outlines and column notes, auditory spell check and word prediction
- Create files for students with disabilities who need reading support for tests and download tests to the files
- Dictate writing assignments using speech-to-text function

Kurzweil 3000 is free to Carthage students, faculty and staff and may be accessed using [this link](#).

Please share this excellent resource with your students and consider setting up an account to experiment with ways Kurzweil 3000 can enhance your own learning and teaching.



INTRODUCING GRAMMARLY



BY HEATHER CARROLL, PHD

Director of the Writing Center and Peer Tutoring

Library and Information Services, in conjunction with the Brainard Writing Center, is pleased to introduce Grammarly@edu. Grammarly is a student-facing resource, powered by artificial intelligence, that teaches grammar and sentence-level writing skills in the context of what students are already writing. Not only does it suggest grammatical corrections but also indicates tone, word choice improvements, and potential instances of plagiarism. Students are able to set audience and goals each time they write to ensure that reflective and creative pieces have a different feel than academic writing, for example.

Students enjoy the weekly reports that highlight their productivity, mastery of grammatical rules, and use of unique words. The reports indicate their top 3 mistakes and provide an easy-to-access explanation for how to correct them. Consistent use of Grammarly and awareness of categories of errors give student writers the ability to write with greater freedom and confidence. It also provides you the opportunity to focus your feedback on the bigger picture concerns in their writing.

A few ways to include Grammarly@edu in your writing assignments:

- Require students to submit the Grammarly report with their writing assignments and an explanation of why the remaining suggestions were rejected.
- Have students set individualized goals for improvement based on the top 3 errors in their weekly report. They should be reading those grammar guidelines and making the errors less often.
- Ask students to modify audience, tone, or knowledge level in their goals settings to see how Grammarly suggestions change and then write a reflection on their observations and why they think the suggestions differed with different goals.

To test Grammarly@edu for yourself, log onto Carthage.onelogin.com and look for the Grammarly icon there. You can then use the account on your own to test its features and multiple modalities:

- Online
- Desktop
- Browser extension
- Microsoft Word extension
- Phone and tablet extension

Students do not yet have access via OneLogin, but you can request access for your class by submitting a list of the email addresses of your students so we can invite them to get a license. Send the list of student email addresses to help@carthage.edu with the subject: Grammarly request: your name. You can put multiple classes into a single email.

More information about Grammarly can be found at www.carthage.edu/writing-center/faculty-resources/.

We encourage you to integrate the use of Grammarly into your writing assignments. You can also promote the Writing Center as a resource to help students understand the suggestions Grammarly produces and to develop the independence to decide which ones to accept and which suggestions to reject. We hope Grammarly will create greater opportunities for student writers and writing fellows to discuss higher-order writing concerns.

