



## CENTER FOR ENGAGED TEACHING AND LEARNING

### Newsletter

#### Welcome from CETL

Dear Instructors,

As you well know the fall semester will be a modified version of what most of us would like. We all miss our students and miss what we once called normalcy. We believe these changes offer us a chance to grow and learn. Our hope is that we all come out on the other side of COVID-19 better than we went into this pandemic, as stronger and more compassionate teachers.

In this newsletter, we provide resources to assist you in your planning for the fall and to enhance the classroom experience (online, face-to-face, and blended). Now more than ever we need to feel connected, so we have also included resources to help us better understand how to be inclusive and build community no matter the modality of institution.

We want you to continue to reach out for encouragement - you are not alone. Individuals from the CETL are here to support you. This includes talking through assignments and assessments, thinking about engagement, or visiting your class (online or face-to-face). We want to make sure you know you are supported.

#### Moodle News

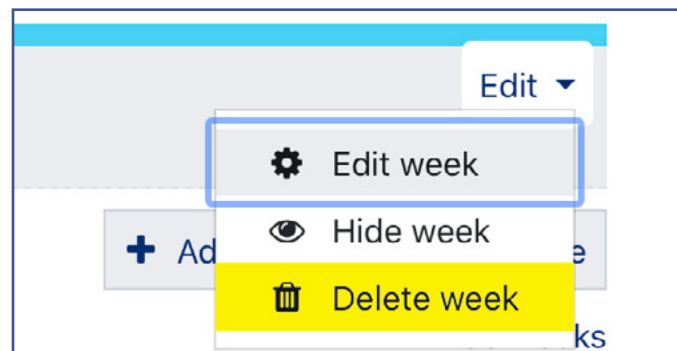
Our fall academic calendar and course schedules have been...fluid over the past several months due to the ongoing pandemic. When the fall Moodle courses were created, the start date and length of the course were set assuming we would have a normal semester. You will need to adjust the a) course start date and b) number of weeks in your course before using them this fall.

To adjust the course's start date, click on the **Course Management** icon at the top of your course's page, then select **Edit course settings**. Find the **Course start date** field (Fig.1) and set it to the correct date.

The recommended start day is the Monday prior to your first day of class (e.g., Aug 17 for Block A) and then the dates for your Moodle weeks will run Monday – Sunday instead of Tuesday – Monday.

Course start date ⓘ 17 August 2020

After setting the course start date, it's likely that you will have extra weeks at the end of your course, since they were created with the typical term length in mind. To remove these weeks, click the **Turn Edit On** button at the top of the screen, scroll to the bottom of your course, click **Edit** on the last week and then select **Delete Week** (Fig. 2), making sure that week is empty because all of the content in that week will also be deleted.



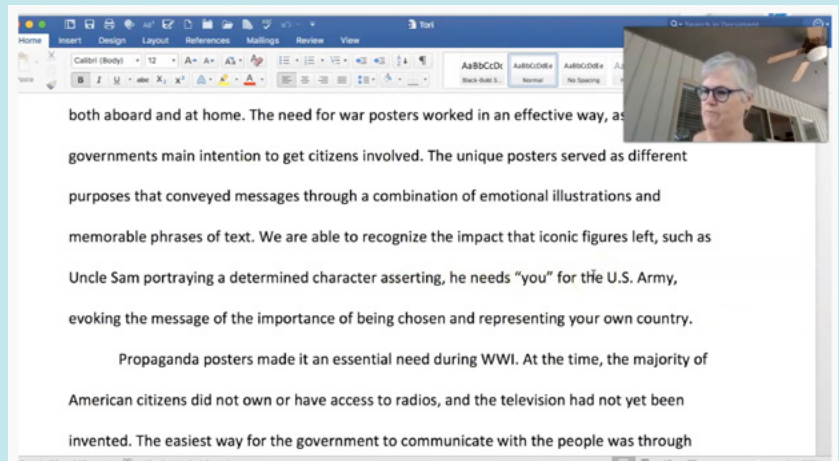
## FACULTY2FACULTY

I normally spend an inordinate amount of time commenting and editing student writing – which research shows students often don't look at or don't understand. By using video feedback – which took anywhere from 10 to 20 minutes to record per student - I was able to connect better with each student and, in a conversational tone, point out what was good, what needed working on, and provide suggestions and examples for changes.

This technique is especially useful in online classes, although you can also use it in f2f classes when you don't have time to meet with each student. I got a lot of positive comments from students in all my classes this past Spring semester.

It's easy to do: read the paper and note the issues you want the student to see. Use Screencast-O-Matic or other screen recorders. Set it up to record both the paper on the screen and yourself (click "Both" on S-O-M). Don't worry about making a script, just talk as you would in a face-to-face manner – mistakes are OK, it shows your students that you're human. You don't need to re-record if you mess up. 🧐

- Phyllis Smith



## RESOURCES FOR YOU

Video: [A good start to prepare for the fall](#)

Webinar Series - Effective Online Instruction:

<https://acue.org/webinars/>

Google Share Doc:

[Ideas for Virtual Community-Building](#)

## RESOURCES FOR YOUR STUDENTS

Video – What Students should expect:

<https://bit.ly/2JYebD1>

A Time Management resource to share with your students: <https://bit.ly/2ygpjpaD>

