

# Instructional Excellence Committee

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HIGHLIGHTS OF WHAT I LEARNED AND WISH TO SHARE

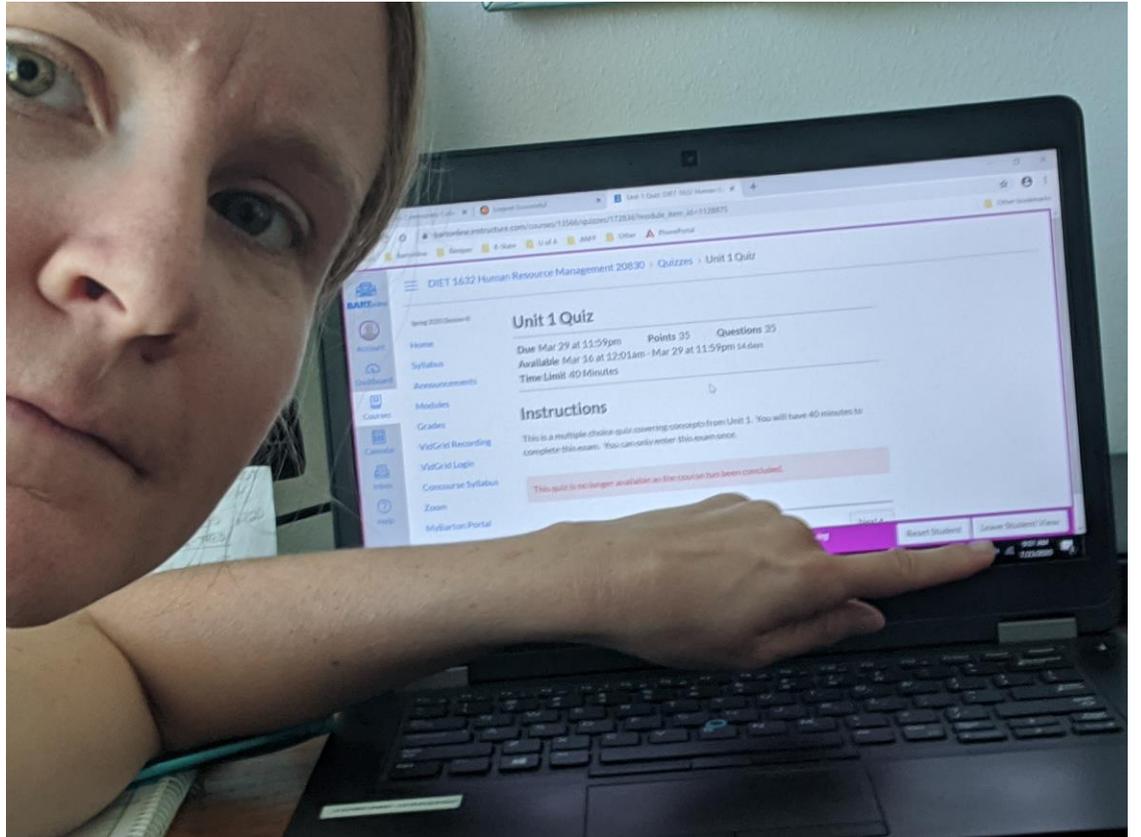
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# New and Creative Ways to help ensure academic Integrity

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Got idea from another member of the class to have students take a pictures of themselves about to take a quiz with them pointing to the date and time on their computer. Great idea!



# Utilizing features of Canvas to help student engagement

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Got idea from a member of the class to let students see what they got wrong on a quiz but not show the correct answers yet as a opportunity for them the student to see what they got wrong and submit what they do think the answer would be with an explanation. This is a great way to engage the students and help them to learn what they at first didn't understand. Could even throw in some extra credit. This will be useful in some of my classes.

- Let Students See Their Quiz Responses (Incorrect Questions Will Be Marked in Student Feedback)
- Only Once After Each Attempt
- Let Students See The Correct Answers

# Utilizing features of Canvas to help maximize efficiency

There are several features in the Gradebook I learned about from others to help me sort items and make the grading process more efficient.

The screenshot shows the 'Arrange By' dropdown menu in the Canvas Gradebook interface. The menu is open, displaying various sorting options. The 'Default Order' option is selected, indicated by a checkmark. The background shows a portion of the gradebook table with columns for 'Student Evaluation Out of 0' and 'Points'.

Student Evaluation Out of 0	Points
-	-
-	-
-	-
-	-
-	-
-	-
-	-
-	-

Navigation: :book ▾ View ▾ Actions ▾

Arrange By ▸

- ✓ Default Order
- Assignment Name - A-Z
- Assignment Name - Z-A
- Due Date - Oldest to Newest
- Due Date - Newest to Oldest
- Points - Lowest to Highest
- Points - Highest to Lowest
- Module - First to Last
- Module - Last to First

Filters ▸

Statuses...

Columns

- Notes
- ✓ Unpublished Assignments

# I shared about **teaching with technology** – especially with older adults

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Read and shared based on info from the following article:

- The 60's are the new 20's: Teaching older adults technology
  - By: Raphael C. Heaggans
  - SRATE Journal Summer 2012, Vol. 21, Number 2
  - peer-reviewed publication of the Southeastern Regional Association of Teacher Educators

# Why this article?

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- A large number of the students in my program are close to or over the age of 50
- Generally speaking older adults tend to be more intimidated by technology and have more challenges in doing an online class
  - Older adults have special learning needs that differ from younger adults when it comes to technology
  - The prior experiences of older adults may not necessitate a desire for them to learn new technologies

# Trainers of older adults should consider

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- Avoid the usage of technical jargon when teaching older adults to use computer technology
- Have the site be hierarchically organized
- Simplify and have as few steps as possible
  - The article discussed a study that found the following:
    - 1) older adults were just as likely as younger adults to complete the computer assignment using two or fewer moves (that is, hypertext links and the number of pages to scroll);
    - 2) older adults were less likely to complete the computer assignment if it required three or more moves;

# Trainers of older adults should consider

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- Show them how to navigate and minimize the amount they are required to figure out by reading alone
- Familiarize older adults with online help features
- Allow them to ask questions during instruction to help clarify information.
- Provide more pauses during lectures so that older adults have time to take notes and break up instruction into small units with specific goal and relate new information to older adults existing knowledge
- Allow practice after each unit has been taught

# Things that I do/consider with my classes:

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- While I want to make my class very technology advanced and fancy I also try to keep it as simple as possible
- Make videos of my screen navigating how to do things on the site
- When it is apparent that a student needs more help I set up a phone call so I can walk them through things and give them the opportunity to actively ask questions
- Conduct live zoom review sessions which also gives students an opportunity to actively ask questions. I often share my screen during these meetings to show them how to do things on the class site
- With my recorded lectures I remind students how they can pause the lecture. I also break up the material often with an application question in the lecture.

# Conclusion

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There are many others things learned during this time and it was very beneficial. These are just a few of the takeaways I wish to share with others.

Thanks Todd and team!!