

Center for Excellence in Teaching & Learning

University of Colorado Denver

WHAT'S INSIDE?

SAVE THE DATE: CETL RECOGNITION & CETL TURNS TWO

Wednesday March 9th, 12:00 pm - 1:00 pm

FCQ scores & Coaching Conversations

Considerations for teaching & Learning remotely **& students perspectives**

Early Action: Important Spring Deadlines

December Newsletter winners & **enter our January newsletter!**

Book of the Month by Teague Bohlem, CETL Faculty Fellow

Spring 2022 Workshops & Events
[Register now.](#)

FCQ SCORES GOT YOU CONFUSED?

The FCQ program is managed within the [Office of Data Analytics](#) at CU Boulder but in CETL, we want to help you better understand your scores and learn how to improve them for next time.

Have you ever wondered:

- What do they mean?
- What does the score indicate?
- What can you do?
- Who can help?
- What do FCQ's mean to your students?
- How can you improve them next semester?
- How can you get a better response rate?



THAT'S WHY WE ARE HERE!

Discuss your FCQ scores with CETL. Learn what your scores mean, how to increase the scores in the future, and how your FCQ scores reflect student learning. Schedule a [1:1 Coaching Conversation with CETL](#) here or visit, www.ucdenver.edu/CETL Faculty Coaching Conversation.

TEACHING & LEARNING CONSIDERATIONS FOR MOVING REMOTE

1 FOCUS ON BIG PICTURE

Take a step back and consider overall objectives and learning outcomes for the class. Ensure and adjust syllabus to focus on the essential learning and assessment needed to fulfill overall objectives.

4 CENTRALIZED "CLASS LOCATION"

Students need a one-stop shop for your course like Canvas. Students should only go to one location for both course delivery content as well as assignments.
See the next page for more details!

2 COMMUNICATE WITH STUDENTS

When moving online or remote, communication needs to be **MORE FREQUENT** using a consistent communication channel.

5 BUILD COMMUNITY INTENTIONALLY

In the first week, invest time to build relationships with and between students. Establish group norms for your learning community. Encourage participation early.

3 EMAIL/CANVAS ANNOUNCEMENT

Email students before the first day of class to let them know how the first day will work. A Canvas announcement is recommended on a regular and predictable schedule.

6 FLEXIBILITY & TRANSPARENCY

You may need to make changes more frequently. Clearly communicate changes to course syllabus and schedule in writing to students via Canvas announcement.

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Still, have questions? Visit www.ucdenver.edu/CETL to make a Coaching appointment or [Make an appointment to learn about remote teaching.](#)

Using Canvas as a centralized "class location"

DOCUMENT STORAGE

Use the "Syllabus" module to upload and store your syllabus all semester long. If you make updates, simply re-upload it and notify students (*Announcement module*).

Store readings, documents, assignments, videos, and other important resources students.

GRADING & FEEDBACK

Provide students with grades and feedback all in Canvas. Use Gradebook to grade faster. Don't want to type feedback? You can also leave feedback as audio!

Providing grades in Canvas allows you to grade faster, and gives students their grades faster therefor allowing them to ask questions sooner!

ONE-STOP-SHOP

Makes it easier for students to navigate multiple courses at a time instead of having to switch platforms for different courses.

As educators, it's our jobs to help students be the best student they can be - that's why Canvas is so important.

A STUDENT PERSPECTIVE ON CANVAS

In CETL, we *see* and *know* how important Canvas can be in a student's academic career no matter if their course is in-person, hybrid, remote, or online. The impact it has on students is incredible. The best part about Canvas it doesn't have to be an "all or nothing" platform for your in-person course, so **we asked students why they like Canvas and why it helps them in their academic careers. Here's what they told us:**

KRISTEN FUKUMOTO, GRADUATE STUDENT, COUNSELING (HIGHER EDUCATION & STUDENT AFFAIRS)

"Before the semester, I always look at how the instructor structures their Canvas shell. I appreciate when each week has its own module, and each module is organized with relatively consistent components (e.g., the theme/topic of the week, presentation slides, assignments, supplemental reading or videos, etc.). I check the assignments listed in the grades tab and if hyperlinks work. When those items on my checklist have been ticked off, I assume I'll have a good experience with the instructor and enjoy the class."

JONATHAN CHANG, SOPHOMORE, ELECTRICAL ENGINEERING

"Canvas is a portable classroom—you can take your education wherever you go on your phone, laptop, or computer. The functionality of having instructor feedback, due dates, and grades all in the same place is one of the best features for me as a student. Having a user-friendly interface allows me to monitor my growth and relieves some of the stress of juggling schoolwork. An all-in-one app, Canvas is THE digital tool for academic success."

SAAIDA EL DURSI, JUNIOR, BIOLOGY

"[Canvas makes it] easier to turn in assignments instead of in person. It's better for the environment and you don't have to worry about your assignments going missing or waiting until your professor brings in your paper assignments to see your score."

KIARA KNIGHT, SENIOR, BUSINESS MARKETING

"The use of Canvas has really excelled my learning with the variety of tools it offers. The incorporation of videos, discussion posts, modules, and messaging has allowed me to get a good understanding of my learning. Canvas also has a feature that links my due dates to my phone calendar which has saved me a lot when it comes to assignments. I'm so glad my professors have and continue to use Canvas in their courses."

CHEYENNE ADHIKARI, SENIOR, BIOLOGY

"There isn't a better way to get students to participate and take control of their learning, especially if the class is in-person."

LEXIE KING, GRADUATE STUDENT, PUBLIC HEALTH

"I cannot imagine taking a graduate-level course without Canvas. I would be completely lost without it, especially the app on my phone. If the Canvas course is well organized, labeled correctly, and the modules are organized clearly by week and subject - I know I will better understand the flow of the course, what to expect for the semester, and I can better learn the content instead of trying to navigate Canvas. I especially appreciate Canvas messages instead of email so I can connect with faculty or fellow students!"



Thank you to the students who were willing to provide their names and quotes for our newsletter!



SUPPORTING STUDENTS THIS SEMESTER: EARLY ACTION IN YOUR CLASSROOM

Early Action is the early warning system at CU Denver. Faculty report if students need extra support by submitting a referral through Early Action. The [Student Success Initiative \(SSI Team\) webpage](#) has videos and links that will walk you through the Early Alert process for faculty. They even provide a syllabus statement that you can provide to students explaining that Early Action is intended to support their academic success.

BIGGEST TIME-SAVING TIP FOR THE SEMESTER: You only need to click 'yes' for students that could benefit from outreach! If you want to leave the form open to complete it at a later time, select "Submit unmarked students as not needing extra support (I'm all done)" at the bottom of the form.

[VIEW THE FULL ARTICLE HERE!](#)

IMPORTANT SPRING 2022 DATES

First Week Absence: January 24 - January 31
let us know if students are not attending class or logging into Canvas/Zoom.

Main Course Progress Report:
February 7 - March 3

1st 8-Week Course Progress Report:
February 1 - February 16

2nd 8-Week Course Progress Report:
March 28 - April 18

Course Progress Report lets us know if students are missing assignments, not attending, or benefit from tutoring or other campus resources. The SSI team will reach out to the student and connect them with the right support services.



EARLY ACTION IMPACT

Fall 2021 saw the highest level of faculty participation yet, with total participation coming in at 52.8%. Early Action reached out at least once to 3,499 cases in Fall 2021 and was able to have a two-way conversation with 37.1% of referrals.

THE TRIAGE PROCESS

Case is created by faculty via an email sent through Navigate. Automatically assigned to SSI Team with the course, student name, and any comments.



SSI Team performs initial outreach to students via phone call and email.



Action is taken offering support, triage to another office, or close the case based on our interaction with the student.



SSI Team follows-up if the student hasn't responded. (Call and/or email one more time.)

IT'S EASY TO DO. EASY AS...

- 1 "It really only takes me five minutes to fill out the alerts because I only mark students I have a concern about. Quick and easy!" - Erik Oleson, Psychology
- 2 "Early Action is crucial to help us know who to reach out to about our tutoring, supplemental instruction, and study skill workshops. We thank all the faculty partners that help us reach out to the students that need our help the most!" -Lory-Ann Varela, Learning Resources Center Director
- 3 "I have found Early Action to be invaluable in helping me support my students. The form is really easy to fill out. It only takes me about 5 minutes. My TAs can help me fill out the form, saving me time. I have had students that I was very concerned about being able to get support through the Early Action program. The Student Success Initiative team can also fill you in on their outreach to your students if you ask for a follow-up!" - Lindsey Hamilton, CETL Director



Book of the Month: Me & White Supremacy

Written by Teague Bohlen, Professor, English & CETL Faculty Fellow

Do you feel that you stand solidly against White Supremacy--but at the same time, you're not certain that you're doing everything you can? You're not alone.

When bestselling author and anti-racism speaker Layla F. Saad began an Instagram challenge called #MeAndWhiteSupremacy, she never predicted it would spread so quickly. Using a step-by-step reflection process, she encouraged people with white privilege to examine their racist thoughts and behaviors.

Thousands of people participated in the challenge, and more than ninety thousand people downloaded the Me and White Supremacy Workbook. Since then, the work has spread to families, book clubs, educational institutions, nonprofits, corporations, event spaces, and more.

Saad leads readers through a journey of understanding their white privilege and participation in white supremacy so that they can stop (often unconsciously) inflicting damage on Black, Indigenous, and People of Color, and in turn, help other people do better, too.

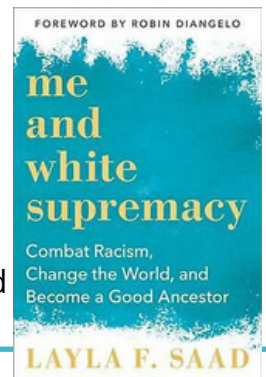
The book goes beyond the original workbook by adding more historical and cultural contexts, sharing moving stories and anecdotes, and includes expanded definitions, examples, and further resources. It is, in short, an insight into considering ourselves and how we each individually can "do better" in addressing one of the central issues of our time.

Here's an opportunity to not only challenge ourselves to follow the better angels of our natures, but also to do it in a warm and welcoming space of fellow educators.

JOIN THE DISCUSSION:

BOOKS@WORK: ME AND WHITE SUPREMACY

Wednesday, February 23rd
1:00 pm – 3:00 pm



Join our lively discussion on Zoom. Everyone is invited whether you've read the book or not! Books@Work isn't about deadlines or "not doing your homework."

We provide the book! Simply register and email us to learn how to pick up your book.

[REGISTER HERE.](#)



WONDER HOW LONG IT TAKES STUDENTS TO DO YOUR ASSIGNMENTS?

Use our [Course Workload Estimator!](#)

Get **an estimate of your course** to help you get a better feel for the amount of work you are assigning to your students. It can be difficult to estimate how much time it takes the average college student to complete the common academic tasks that are often assigned in college courses.

This tool is intended to help you plan the appropriate workload for your students, not to reduce rigor, but to reduce barriers to student success.

This is only an **estimate**, of course, not the precise amount of time or hours, however, it will help you to get a better feel for the amount of work you are assigning to your students.

Tip: Share with your students so they understand how much they should be studying!

If your estimate surprises you, please register for a [Coaching Conversation](#) to discuss strategies to align your workload.

Visit www.ucdenver.edu/CETL for more information.



SPRING 2022 WORKSHOPS & EVENTS

LEARN MORE & REGISTER AT WWW.UCDENVER.EDU/CETL

FACULTY CONVERSATIONS: (VIRTUAL)

Teaching Through a Pandemic

Friday, January 28th, 9:00 – 10:00 am

Managing Student Accommodations

Monday, January 31st, 3:30 – 4:30 pm

THE ABC'S OF HOW WE LEARN (VIRTUAL)

Wednesday, February 2nd, 11:00 am – 12:15 pm

Wednesday, March 2nd, 11:00 am – 12:15 pm

Wednesday, April 6th, 11:00 am – 12:15 pm

Wednesday, May 4th, 11:00 am – 12:15 pm



COMMUNITY OF PRACTICE: UNGRADING (VIRTUAL)

Thursday, February 10th, 12:30 pm – 1:45 pm

Thursday, March 10, 12:30 pm – 1:45 pm

Thursday, April 7, 12:30 pm – 1:45 pm

LUNCH & LEARN (VIRTUAL)

Mindfulness in the Classroom

Tuesday, February 8th, 11:00 am – 12:30 pm

Designing a Playful Classroom & Increase Student Learning

Thursday, February 17th, 1:00 – 2:30 pm

Gender Inclusive Teaching

Tuesday, March 8th, 11:00 am – 12:30 pm

BOOKS@WORK (VIRTUAL)

Me and White Supremacy

Wednesday, February 23rd, 1:00 pm – 3:00 pm

While Justice Sleeps

Wednesday, April 27th, 1:00 pm – 3:00 pm

SAVE THE DATE: CETL RECOGNITION & CETL TURNS TWO

Wednesday March 9th, 12:00 pm – 1:00 pm

SAVE THE DATE: RESEARCH & CREATIVE ACTIVITIES SYMPOSIUM

Friday, April 29th

RaCAS is an annual opportunity for CU Denver | Anschutz undergraduate and graduate students to showcase their scholarly activities. [Learn more about RaCas](#) from [Undergraduate Research](#).

December Newsletter Winners

- Franci Crepeau-Hobson (SEHD)
- Kim Kennedy White (Auraria Library)
- Kirsten Christensen (CLAS)
- Amanda Grell (CLAS)
- Omhagain Dayeen (SEHD)

Check your University email to learn how to claim your prize!

LAST MONTH WE ASKED:

"What strategies have you found meaningfully to engage students with readings?"

FEATURED RESPONSE:

"Have students split into groups or arrange themselves in different areas of the room. Take a stand: have students move to a particular area of the room to indicate their thoughts on an issue

“ A quick bit of physical activity will leave them more alert for the next phase of learning. ”

for example, everyone who thinks X, move to the right side of the room; if you think Y, stand on the left. Movement works equally well to engage sluggish or weary students."

Enter the January Drawing

Enter to win **some CETL prizes** by completing the form and responding to our question:

How does having Canvas help make your teaching easier?

[TELL US HERE](#)
or scan the code

