Active Teaching Lab eJournal

DOIT ACADEMIC TECHNOLOGY AND THE UW-MADISON TEACHING ACADEMY

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UW-MADISON DOIT ACADEMIC TECHNOLOGY'S FACULTY ENGAGEMENT SERVICE
MADISON, WISCONSIN
Contents

Part I. Part 1: Spring 2015 Labs

1. Google+ with Michael Maguire - 02.13.2015  2
2. Piazza with Brian Esselman - 02.20.2015  4
3. D2L with Morton Ann Gernsbacher - 02.27.2015  6
4. Open Lab Hours - 03.06.2015  8
5. Wordpress with Linsey Steege - 03.13.2015  10
6. Wikipedia Editing with Tom Dubois - 03.20.2015  12
7. Student-Produced Videos with Ryan Martinez - 03-27-2015  15
8. Webquests with Lane Sunwall - 04.10.2015  17
9. Siftr with Cathy Middlecamp - 04.17.2015  19
10. Top Hat with Ed Hubbard - 04.24.2015  21
11. Scapple with Nick Balster - 05.01.2015  23
12. Twitter with Shawn Peters - 05.08.2015  25

Part II. Part 2: Fall 2015 Labs

13. Diigo with Duncan Carlsmith - 09.18.2015  28
14. Course Design in D2L with Margene Anderson - 09.22.2015  32
15. Google Docs with Tim Paustian - 09.25.2015  34
16. Google Apps in D2L with John Martin - 09.29.2015  37
17. Social Media with Catalina Toma - 10.02.2015  39
18. Adobe Captivate with Dan LaValley and Josh Harder - 10.06.2015  42
19. eText with Colin Connors - 10.09.2015  47
20. CSCR with Margene Anderson, Dan LaValley, and Emmanuel Contreras - 10.13.2015  49
21. Moodle with Shiela Reaves, Jenny Chung & Josh Harder - 10.16.2015  52
22. CSCR with Cid Freitag, Dan LaValley, & Emmanuel Contreras - 10.20.2015  54
23. Sifter with Margene Anderson - 10.23.2015  56
24. Kaltura MediaSpace with Josh Harder - 10.27.2015  58
25. Flipped Learning Tool-a-palooza with Lauren Rosen - 10.30.2015  62
26. Google Forms with John Martin - 11.03.2015
27. Google Maps (custom) with Colin Connors - 11.06.2015
28. Popplet with Margene Anderson - 11.10.2015
29. Flipping Lectures in CSCR with Aurelie Rakotondrafara - 11.13.2015
30. Skype with Andrew Irving - 11.20.2015
31. Makerspaces with Catherine Stephens - 12.01.2015
32. Blackboard Collaborate with Yuyen Chang & David Feldstein - 12.04.2015

Part III. Part 3: Spring 2016 Labs
33. Canvas with Catherine Arnott Smith - 02.05.2016
34. Imaginez with Andrew Irving - 02.12.2016
37. GoPro cameras with Kristen Pickett - 03.03.2016
38. LabArchives (Electronic Lab Notebooks) with John Puccinelli - 03.11.2016
39. Workflow Visualization Toolkit with Alan Hackbarth - 03.18.2016

Part IV. Part 4: Fall 2016 Labs
42. Padlet, Tricider, Dotstorming with Lauren Rosen - 09.30.2016
46. Online Rubrics with Beth Fahlberg - 10.28.2016
50. Wordpress with Kevin Ponto - 12.02.2016
52. Study Pattern with Judith Burstyn - 12.16.2016

Part V. Part 5: Spring 2017 Labs
53. Effective File Organization with Margene Anderson - 01.27.2017
54. Large class solutions with Miguel Garcia-Gosalvez - 01.30.2017
55. Rubrics with Dan Pell - 02.03.2017
56. Embedded Content with Evan Nelson - 02.10.2017
57. SpeedGrader with Sue Wenker - 02.13.2017
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>59.</td>
<td>Large class solutions with Miguel Garcia-Gosalvez - 02.24.2017</td>
</tr>
<tr>
<td>60.</td>
<td>Peer-to-Peer with Tim Paustian - 02.27.2017</td>
</tr>
<tr>
<td>61.</td>
<td>Emerging Best Practices with John Martin - 03.03.2017</td>
</tr>
<tr>
<td>62.</td>
<td>Canvas Grade Schemes with Cathy Middlecamp - 03.10.2017</td>
</tr>
<tr>
<td>63.</td>
<td>Canvas Discussion Assessment with Catherine Arnott-Smith - 03.13.2017</td>
</tr>
<tr>
<td>64.</td>
<td>Canvas Quizzing and Surveys with John Parrish - 03.17.2017</td>
</tr>
<tr>
<td>65.</td>
<td>Canvas Syllabus/Calendar with Charles Dill - 03.31.2017</td>
</tr>
<tr>
<td>66.</td>
<td>Canvas Case Scenarios with Jen Reinhart - 04.03.2017</td>
</tr>
<tr>
<td>67.</td>
<td>Canvas Peer Grading with John Zumbrunnen - 04.07.2017</td>
</tr>
<tr>
<td>69.</td>
<td>Google Collaboration in Canvas with Janet Branchaw - 04.17.2017</td>
</tr>
<tr>
<td>70.</td>
<td>Canvas Group Discussions with John Zumbrunnen - 04.21.2017</td>
</tr>
<tr>
<td>71.</td>
<td>Canvas SpeedGrader with Laura Grossenbacher - 04.28.2017</td>
</tr>
<tr>
<td>72.</td>
<td>Peer-to-peer learning in Canvas with Andrea Porter - 05.05.2017</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Part VI. Part 6: Fall 2017 Active Teaching Labs</td>
</tr>
<tr>
<td>73.</td>
<td>Quizzes in Canvas with Elisa Torres - 09.08.2017</td>
</tr>
<tr>
<td>74.</td>
<td>Organizing a Course in Canvas with Elise Davis - 09.15.2017</td>
</tr>
<tr>
<td>75.</td>
<td>Course Design in Canvas with Stephanie Graham and Maria Widmer - 09.21.2017</td>
</tr>
<tr>
<td>76.</td>
<td>Wayfinding and the Canvas Homepage with Lane Sunwall - 09.22.2017</td>
</tr>
<tr>
<td>77.</td>
<td>Canvas Blueprint Courses with Daniel Pell - 09.27.2017</td>
</tr>
<tr>
<td>78.</td>
<td>Scheduler for Office Hours with Naomi Salmon - 09.29.2017</td>
</tr>
<tr>
<td>79.</td>
<td>Assessments, Assignments, and Rubrics with Debra Shapiro - 10.12.2017</td>
</tr>
<tr>
<td>80.</td>
<td>CATME (Automatic Group Creation) with Courtney Seidel - 10.13.2017</td>
</tr>
<tr>
<td>81.</td>
<td>Feedback Manager Challenge with David Abbott and Amy Moser - 10.20.2017</td>
</tr>
<tr>
<td>82.</td>
<td>Using Digital Media Effectively with Mark Millard - 10.26.2017</td>
</tr>
<tr>
<td>83.</td>
<td>Canvas and Assessment with Michael Maguire - 10.27.2017</td>
</tr>
<tr>
<td>84.</td>
<td>Asynchronous Discussions in Canvas with Karin Spader - 11.03.2017</td>
</tr>
</tbody>
</table>
PART I

Part 1: Spring 2015 Labs
Google+ with Michael Maguire - 02.13.2015

In the Active Teaching Lab on February 13, 2015, Michael Maguire shared how he and his colleagues in the School of Human Ecology have been using Google+ Communities in the process of designing a new course, EcoYou.

Key Takeaways

• Because they started before G+ was turned on for campus, there were some hiccups in getting started. This was especially true for those, like him, who were part of the “lead pencil society.” But, the intuitive and accessible nature of the platform won them over quickly.

• It provided a “real feeling of online community” and affords a “raw” sharing of ideas right when they’re fresh (on the bus, in committee meetings, after midnight, etc.)

• It also offers very simple integration with Google docs; much better than sharing documents via email.

If you’re interested in learning more to get up and running with Google+ Communities, watch the videos below and try stepping through the Google+ worksheet we used in this session!

The Active Teaching Lab, a Faculty Engagement program, provides a safe space for structured explorations of cool teaching tools and techniques that your colleagues are using to engage students and teach more effectively. During the academic year, labs are held weekly and will be listed on the Active Teaching Lab page.

Michael’s Google+ Communities Story
In the Active Teaching Lab on February 20, 2015, Brian Esselman shared how he uses Piazza in his Organic Chemistry courses to both provide practice for his students solving difficult problems, and as an administrative tool to lessen the amount of student emails he needs to attend to.

**Key Takeaways**

- Communicate to your students from the beginning that you will not answer email, but you are happy to respond to posts (and private posts to instructor) on Piazza. Stick with that policy! This gets them to go there more often, and it allows them to see the answers that others are asking.

- Don’t answer student questions too soon. Give them a chance to work on each others’ questions, so they start to see each other as resources. Better to endorse a correct student answer than to answer it yourself.

- It takes a few weeks before most will be on it. Some may never get on it. Participation spikes tend to map neatly with (the night before) quizzes and tests.

If you’re interested in learning more to get up and running with Piazza, watch the videos below and try stepping through the Piazza worksheet we created for the session!

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**Brian’s Piazza Story**
In the Active Teaching Lab on February 27, 2015, Morton Ann Gernsbacher shared how she uses the oft-ignored synchronous chat in Desire2Learn for her online Psychology courses.

Key Takeaways

• Having a specific assignment in preparation for the chat contributes to students being well-prepared for it (for example, instructor curates the articles and has students “jigsaw” in groups of three. Each student reads one article in advance and then the group discusses for one hour).

• Since the course is 100% online, having a synchronous chat provided the human element for students.

• Creating and assigning roles within student groups made all students accountable (create group, write summary of discussion, copy chat to send to instructor, etc.).

If you’re interested in getting up and running with chat in Desire2Learn, watch the videos below and try using the D2L chat worksheet we created for this session!

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Morton Ann Gernsbacher’s D2L Chat Story
Open Lab Hours - 03.06.2015

In the Active Teaching Lab on March 6, 2015, we took a breath and reconsidered the content presented in the past three weeks. We discussed ways to use various tools, technological and cultural challenges participants experience when trying out new tools and methods in their classrooms, and suggestions for future AT Lab sessions.

Key Takeaways

• Google+ in teaching space allows bridging real to virtual classroom. Giving participants +1 and comments on their posts helps them feel like they’re not just posting to a brick wall.

• Having face-to-face discussions that are synchronously supplemented by online (G+ Community, Today’s Meet, Twitter, etc.) “backchannel” discussions help reinforce that “the discussion is taking place in this space.”

• Good course design includes “way-finding” prompt for students (they’re more likely to engage if they know how/where). Sometimes one needs to lead a horse to water so they know where to drink.

• We all have little tricks that we know, that others don’t know; and we can all benefit from seeing the tips and tricks that others use, that we hadn’t even considered. Look for more sessions where we crowd-source the sharing of tips and tricks!

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Wordpress with Linsey Steege - 03.13.2015

Key Takeaways

• WordPress is pretty easy once the students are in, and once one member of a group is in, they can re-invite others. But expect a little bit of chaos the first week.

• Students took seriously the responsibility of creating posts that the public can see. They learned to write less formally (for the web), but more carefully (for public consumption). Some used their real names; though none were required to.

• Structure group assignments so they have to work together and iterate on a post, so they don’t divide and conquer (each take one post). They learn more when forced to read/comment on each others’ posts.

• WordPress is not a UW-Madison supported tool, though many departments use it. It can also be set as the D2L home page (instructions here)

If you’re interested in learning more to get up and running with WordPress, watch the videos below and try using the WordPress activity worksheet we used in this session!

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Lindsey’s WordPress Story
In the Active Teaching Lab on March 20th, 2015, Tom Dubois shared how he had students share content with the world through Wikipedia editing. We dug into the assignment, addressed challenges, and even took a walk through the editing process.

**Key Takeaways**

- Start very small and specialized — instead of trying to make major edits in a major page in Wikipedia (where the current page editors will probably reject your changes), start by addressing something very specialized and somewhat obscure. That will be less likely to get changed immediately.

- Have the students take a screen shot immediately after their change becomes live. There’s a good chance their changes won’t stick around, so their documentation of it is their assignment deliverable.

- Wikipedia is edited/maintained mostly by men, but they’re looking for female Wikipedians — get your female students involved in controlling the discourse there!

- Liam Lair, an instructor at Louisiana State University, shares his experience of teaching with Wikipedia in a Women’s and Gender Studies course.

If you’re interested in getting up and running with Wikipedia editing, watch the videos below and try using the Wikipedia activity worksheet we used in this session!

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**Tom’s Wikipedia Editing Story**
Interested in going deeper? Check out a webinar about using Wikipedia editing in a Psychology class at Carnegie Mellon (audio starts a bit late — be patient) or checkout the webinar below on teaching with Wikipedia.
Wikimedia’s YouTube Playlist on Editing in Wikipedia
Student-Produced Videos with Ryan Martinez - 03-27-2015

In the Active Teaching Lab on March 27th, 2015 Ryan Martinez (one of the course designers who helped teach UW–Madison’s first MOOC) shared how he used student-produced videos to tap into the personal relevance and prior knowledge of thousands of students.

Key Takeaways

- Start Easy: On the technical side, it’s no longer a big deal for students to create video. Most share phone video on social media fairly often. Set the requirements low (short, no titles or transitions required), and share a few YouTube videos on how to create a simple video. Encourage students to ask each other and their friends for help — even if they don’t have the expertise themselves, they probably have friends who do.

- Respect privacy concerns: Although the technical side is easy, it still requires a bit of bravery for students to share their work with classmates. Have them set YouTube privacy as “unlisted” and tell them they can delete immediately after the class sees it.

- Model it: Make a model of yourself doing an “embarrassing” and “simple” (low bar) assignment. Seeing that you can do it (and are willing to look foolish on camera) will bolster their work. It also alleviates the pressure to make a video that must be perfect and portray them as cool (don’t worry, some will still geek out on the assignment!).

If you’re interested in learning more about student-produced videos, watch the videos below and try using the video activity worksheet we used in this session!

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**Ryan’s Student-Produced Videos Story**
In the Active Teaching Lab on April 10, 2015 Lane Sunwall shared how he uses Webquests to engage students. He discussed both well structured Webquests that students excelled at, and a less structured one that led to an excellent class discussion on sources.

Key Takeaways

• Model what you want: Create an example for students to model off of. Be sure it includes all the components, and is done to the level of quality that you expect. You may want to create a second “not up to par” one for comparison.

• Try it before you assign it: For the topics that you assign, do a preliminary check on what online sources exist. Do the top search engine returns cover the topic adequately? How will you steer them away from the shallowest coverage of the topic and toward deeper and more scholarly material? Be very clear about the assignment and your expectations.

• Structure: Use the first one as a “throwaway” that they fail at in order to set the stage for a discussion on finding good information. Perhaps, have them create both a “popular media” webquest as well as a “scholarly” view that digs below the top hits and uncovers what the popular media misses and gets wrong.

If you’re interested in learning more about getting up and running with Webquests, watch the videos below and try stepping through the Webquests worksheet we used in this session!

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Lane’s Webquest Story
In the Active Teaching Lab on April 17, 2015, Cathy Middlecamp shared how her students used their smartphones to collectively crowdsource a map of photographs and descriptions of campus wildlife.

**Key Takeaways**

- Siftr is a good tool to help students to see the world in new ways.
- When creating your Siftr, choose tags / categories that don’t overlap much.
- Consider assigning hashtag use in image descriptions to make analysis easier. (E.g., see where the #sophomores go as opposed to the #seniors.)
- Use different colors and shapes for tag / category icons to make patterns more evident on the map.

If you’re interested in getting up and running with Siftr, watch the videos below and try stepping through the Siftr worksheet we created for this session!

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**Cathy’s Siftr Story**
Top Hat with Ed Hubbard - 04.24.2015

Key Takeaways

- There’s a distinction between studying (information encoding into long term memory) and testing (information retrieval from long term memory). The problem in learning is mostly about retrieval!

- Use of Student Response Systems (SRS) for frequent low-stakes formative assessment increases Information Retrieval, which is much more effective in reinforcing learning than less-frequent, higher-stakes summative assessments (e.g. mid-terms, finals).

- In order for SRS to improve grades significantly, they must be used for ~20% of grade; less than 10% and all you get are student complaints — “attendance can be increased if clicker points are worth just 10% of the course grade (Caldwell, unpublished observations). Other instructors, however, report that when clickers contribute 5% or less to the course grade, their effect on attendance remains negligible.” (in Caldwell, Jane E. 2007. “Clickers in the Large Classroom: Current Research and Best-Practice Tips.” CBE—Life Sciences Education Journal Vol. 6, Spring, page 13).

- Choose questions that challenge students and inspire peer conversations. If questions are dumb students feel insulted.

If you’re interested in getting up and running with TopHat, watch the videos below and try stepping through the TopHat worksheet we created for this session!

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Ed’s Top Hat Story

The School of Nursing has posted some resources about TopHat as well, including a screencast overview of how to use it.
In the Active Teaching Lab on May 1, 2015, Nick Balster shared how he’s been using Scapple to design his courses. From semester overview to individual sessions, participants explored Scapple and other mind mapping tools and techniques that can be used for course design and student activities.

**Key Takeaways**

- Find what feels good: There are many tools available with different capabilities and options; play around with them and use what works for you.
- Mind maps are multipurpose: In addition to course design, mind maps can be used for: vision boards, curriculum mapping, task breakdown for project management, decision trees, outline writing, planning research.
- Simplify for in-class use: When using in class, don’t give students the option to waste time with formatting or font or color choices. Give them a simple tool (e.g., C-Map) so that they are focused on the concepts/content versus aesthetics.

If you’re interested in getting up and running with mind-mapping, watch the videos below and try stepping through the worksheet we used in this session!

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**Nick’s Scapple Story**
In the Active Teaching Lab on May 8, 2015, Shawn Peters shared how he gets students interacting outside of class with Twitter.

**Key Takeaways**

- Use of Twitter-type activity to record questions needing to be answered
- “Challenge students to summarize key takeaways in 140 characters or less.”
- TodaysMeet.com lets you very easily do a private Twitter-esque activity in class.
- Have a conversation with the students about how they represent themselves, the class, and the university, via their tweets, since tweets are public.
- Synchronous and asynchronous nature of Twitter is cool
- Analytic tools around Twitter can be good for assignments and/or for digging deeply into current topics.

If you’re interested in getting up and running with Twitter, watch the videos below and try stepping through the [Twitter activity worksheet we used in this session](#)! You can also find Shawn Peter’s Slides [here](#).

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**Shawn’s Twitter Story**
PART II

Part 2: Fall 2015 Labs
Diigo with Duncan Carlsmith - 09.18.2015

In the Active Teaching Lab on September 18, 2015, Duncan Carlsmith from Physics shared how he blended his teaching with Diigo. We got a chance to see the strategies and examples he’d developed and tried out Diigo on our own.

Key Takeaways

• Possible ways to use Diigo:
  ◦ Teach students to find and read original research that interests, inspires, or engages them, or answers their own scientific questions — this is a lifelong learning skill.
  ◦ Contribute to networking literacy with a goal of building relationships (read it, like it, list it, share it, augment it, discuss it).
  ◦ Develop subject literacy by reading articles critically.

• Diigo is quite easy for students to get in and use; that is a big selling point.

• Every click costs you 90% of your customers — so Diigo is one click to share it with the group/class — fewer clicks than posting in a D2L discussion forum.

• Another tool — “Paper Pile” — Josh Harder uses it; it’s a paying service.

• If you have an “educator account” in Diigo (or maybe if you are the owner of a group?), you have access to a teacher console that allows you as the instructor to see activity reports on what your student/group is doing.

• You can use embed code to put updating list of post/articles into a website — through a Diigo feed widget.

• Multiple people can annotate the same document — webpage and/or pdf.
If you’re interested in learning more to get up and running with Diigo, watch the videos below and try stepping through the Diigo worksheet we created for the session! You can also check out Duncan’s slides, posting rubric, and commenting rubric.

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Duncan’s Diigo Story
Course Design in D2L with Margene Anderson - 09.22.2015

In the Active Teaching Lab on September 22, 2015, Margene Anderson from DoIT Academic Technology shared how she designs her courses with Learn@UW. She shared the why and the how, with special focus on quick tricks we can easily do to improve our Curriculum Design.

Key Takeaways

• Map out what you want to teach, when you want to teach, etc. — the map might be formal, (e.g. organizational chart), or less formal (e.g. pieces of a puzzle)
• Don’t expect Moodle or D2L to make your course flow nicely – they are for content management, not teaching!
• Embedding links in a narrative summary of the class helps students contextualize
• bit.ly/learnuw100 is Knowledgebase on this topic
• A successful course will emphasize the interconnections of information that form knowledge (the contextualization for the students, so they know that the activity is part of the bigger picture of learning objectives for the class)
• There are many paths up the mountain.

If you’re interested in learning more to get up and running with D2L Course Design, watch the videos below and try stepping through the D2L worksheet we created for the session! Also, check out Margene’s slides.

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Margene’s D2L Course Design Story
In the Active Teaching Lab on September 25, 2015, Tim Paustian from Bacteriology shared how he used Collaborative Google Docs to get his students to work together.

**Key Takeaways**

- Different types of Google documents (Docs, Sheets, Slides) are a great place for collaborative writing/creating/building by students.

- Using tables within a shared Doc to create a “holding” space for each individual’s notes can minimize students typing over each other. The Collaborative Notes page for this Lab has examples of this.

- Tutorials are a must; don’t assume the students know how to use Google Apps just because they are on their cell phones all the time — plan to teach the features you want them to use. Scaffolding is critical.

  - Include social engineering and expectations
    - For collaborative writing, teach the difference between editing grammar and being an effective editor.
    - Require that students use Wisc.edu accounts only, as opposed to their personal Google accounts.

- Show the students the “revision history” feature of Docs. It allows you as the instructor to hold each student individually accountable for their work, AND allows teacher and students to see improvements in the end product.

- Issues:
  - Everyone has access, which could disrupt the data.
  - Everyone must understand how the sheet was constructed and how it is used.
Challenge students to “see” the whole proposal rather than just their own piece.

- Google is still not as easy to use as we might wish, especially when one person has more than one Google account (e.g., personal and UW).

If you’re interested in learning more to get up and running with Google Docs, watch the videos below, see Tim’s slides, and try walking through the Google Docs worksheet we created for the session!

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**Tim’s Google Docs Story**
Google Apps in D2L with John Martin - 09.29.2015

16.

In the Active Teaching Lab on September 29, 2015, John Martin from DoIT Academic Technology shared how to embed various Google Apps in Learn@UW. We learned how to use this simple trick both to make the course easier for instructors to administer, and to encourage student peer learning.

Key Takeaways

- Here are some ideas on how to use Google Apps in D2L for your class:
  - sign-up sheets
  - wiki-like collaboration (for notes or observations in labs)
  - students use it themselves
  - collaborative slides
  - discussion
  - color-coded responses — to see who has contributed what
  - journaling

- KnowledgeBase documents on Google Apps: kb.wisc.edu/googleapps

- You can now embed Google Docs, Sheets, and Slides into D2L content windows. This allows students to work (view, edit, comment) on the google docs without leaving D2L content page.

- With Google Docs embedded in D2L courses, it is easier for faculty/instructors to manage / edit LIVING course documents (e.g., syllabus, schedule, assignments).

- You can link through D2L to a folder in Google Drive to provide a set of readings — much easier than managing straight in D2L.
If you’re interested in learning more to get up and running with Google Apps, watch the videos below and try stepping through the Google Apps in D2L worksheet we created for the session!

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**John’s Google Apps in D2L Story**
In the Active Teaching Lab on October 2, 2015, Catalina Toma from Communication Science shared her research in social media and strategies and stories of using Twitter in class. Rather than focusing on the specific technology of Twitter, as we did in Shawn Peter’s Active Teaching Lab last spring, Catalina focused more on the challenges of engaging students with social media.

**Key Takeaways**

- Have students post highlights from the readings.
- Create private groups on Facebook.
- Students didn’t have to post to their public profile.
- Have students develop their professional profile.
- Could be done in multiple social media platforms – maybe start with Google+, since all have access through UW.
- Provide careful structuring for your students for what you want them to do.
- Consider using a hashtag to organize student tweets.
- Consider using software (TweetBeam, TwitterFall) to get a live running list of tweets as they come in.
- This is hard because it is a crossroads between personal and academic space for students.
- Live in the space yourself before you have your students do it.
- Participate in the space WITH your students.
- Social media can be a way to connect your students to experts / authors of papers / the outside world.
If you’re interested in learning more to get up and running with Twitter and social media, watch the videos below and try stepping through the worksheet we created for the session!

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Catalina’s Social Media Story
Adobe Captivate with Dan LaValley and Josh Harder - 10.06.2015

In the Active Teaching Lab on October 6, 2015, Dan LaValley and Josh Harder from DoIT Academic Technology shared tips and best practices in using Adobe Captivate to blend teaching. They take a look at this technology and other ways to engage students in deeper learning activities.

Key Takeaways

• Don’t make more work for yourself! Adobe Captivate is a complex and complicated tool. Do you need all its complexity, or would a simpler tool work better (e.g. if you’re just narrating PowerPoint slides or doing a screencast, look to simpler tools)?

• Keep things as simple as you can, because updating simple files in the future to newer software is less complicated than updating complex files. If your goal is to simply put your lecture and slides online, consider simpler means to do so.

• There is a very active online Captivate community, so you can get help via YouTube or in the Adobe Captivate forum (forums.adobe.com/community/adobe_captivate)

• Think about the way you want to quiz/assess your students. Captivate is great for having students check themselves, but you can also link to Learn@UW quizzes (but do not try to connect Captivate with D2L gradebook — currently too buggy)

• When importing PowerPoint files, make sure they are in the most recent version of PPT before putting them into Captivate.
• If you want to edit your slides in PowerPoint, right-click on the slide in Captivate and select Edit with Microsoft PowerPoint

• Preview your slides often!

If you’re interested in learning more to get up and running with Adobe Captivate, watch the videos below and try stepping through the Captivate worksheet we created for the session! Also, check out Dan and Josh’s slides from the session.

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Dan and Josh’s Adobe Captivate Story
Here are some other similar software. These may not currently be supported by campus, but they’re still work checking out.

- Camtasia [https://www.techsmith.com/camtasia.html](https://www.techsmith.com/camtasia.html)
- Open Broadcaster Software (OBS) [https://obsproject.com/](https://obsproject.com/)

Finally, we have compiled all the useful resources from the session here for you. Simply work your way through the following steps, and you will find yourself ready to use Adobe Captivate.

1. Log in to the [Campus Software Library](https://www.techsmith.com/camtasia.html).
2. Click on “Adobe Site License”.
3. Scroll down to “Adobe ETLA Captivate”.
4. Download the installer for your operating system.
5. Run the installer to install Captivate on your laptop.
6. Bring your laptop with Captivate installed.
7. Bring a three slide Powerpoint file to the session.
If you’d like a more advanced look at what Captivate can do, check out “Adobe Captivate Demo for Educators” (note there are 4 parts):

https://www.youtube.com/watch?v=F-7w81rl93M

If you think Captivate might be the tool for you, Lynda.com has extensive online tutorials. If you’ve never logged into Lynda.com before, check out the instructions here. Once you’ve logged in, check out the following tutorials:

- Captivate 8 Essential Training (don’t worry, this works well for Captivate 9)
- Captivate 9 First Look
- Captivate 8 Advanced Techniques
In the Active Teaching Lab on October 9, 2015, Colin Connors in Scandinavian Studies shared how he created an eText called eSaga. He told us the process he used, the reactions he got from students, the lessons he learned, and what he would do if he tried this again (hint: he will!).

Key Takeaways

• Be prepared to spend a lot of time on the goals and design of the eText, before moving to creation and use of technology.

• Start with a small paper/project before you move to a full book. Work out kinks in simpler projects.

• eText technology is evolving in terms of accessibility and capabilities, so balance choice based on what you need and what reaches the most students. Expect maintenance.

• Base your decisions about your eText on the learning challenges students face.

If you’re interested in learning more to get up and running with eTexts, watch the videos below and try stepping through the eText worksheet we created for the session! You can also find Colin’s eSaga iBook here.
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Colin’s eText Story
In the Active Teaching Lab on October 13, 2015, Margene Anderson, Dan LaValley, and Emmanuel Contreras from DoIT Academic Technology shared examples and techniques in making interactive case scenarios with CSCR (The Case Scenario/Critical Reader Builder) to give students control in authentic problem solving.

Key Takeaways

- Plan to spend some time storyboarding and planning before you jump into the tool.
- End product of using the CSCR tool is static HTML webpages that can be hosted on any server, or within Moodle and D2L.
- When building, make sure your default browser is Firefox, so that when you “preview project” the preview will work. (Final product will work in any browser.)
- Examples and templates are your friends! Start there for ideas and modify for your purposes and then build your own and share with us!

If you’re interested in learning more to get up and running with CSCR, watch the videos below and try stepping through the CSCR worksheet we created for the session!

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What is CSCR?
Margene, Dan and Emmanuel’s Story
Moodle with Shiela Reaves, Jenny Chung & Josh Harder - 10.16.2015

In the Active Teaching Lab on October 16, 2015, Shiela Reaves & Jenny Chung of Life Sciences Communication, along with Josh Harder of DoIT Academic Technology, shared what they learned in two years of teaching an online summer course using Moodle. They discuss their planning process using Fink’s (2003) Castle Top Model design strategies and how they integrated visually-based platforms and apps such as Google Slides.

Key Takeaways

• As with any and all models of curriculum design, change them to fit your way of thinking. They’re just guides. Sheila and Jenny changed the Castle Top model to include a third tier: 1) what Sheila does; 2) what Jenny does; 3) what the students do. John uses a three column table and shares it with his students: 1) class learning objectives; 2) what we’re doing in class; 3) what to do to prepare for the next class.

• Google Slides on autoplay makes a cheap-and-easy “rotating banner” to showcase student projects in Moodle (and D2L) without scrolling. It can also be used to communicate any other “course commercials” in a D2L News Item.

• Students posted photos for the weekly themes (a good community builder)

• This was a highly visual course and the materials inspired me to consider adding much more visual content to my teaching, even though I don’t teach a communications course.

If you’re interested in learning more to get up and running with Moodle, watch the videos below and try stepping through the Moodle worksheet we created for the session!
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Shiela, Jenny and Josh’s Moodle Story
CSCR with Cid Freitag, Dan LaValley, & Emmanuel Contreras - 10.20.2015

Key Takeaways

• The Knowledge Base has Critical Reader templates – they are a great place to start!

• Plan how to scaffold your students in their reading – make assignments more structured at the beginning, and train them to read as scholars in your discipline read. Then later you can have assignments that provide students the opportunity to explore a text more, rather than being guided through it step-by-step.

• To get open-ended responses from your students about a reading, you can embed a Google Form in the CSCR. You can also embed a link to the responses to the Form, so that students can see what each other wrote.

If you’re interested in learning more to get up and running with CSCR, watch the videos below and try stepping through the CSCR worksheet we created for the session! You can also view their slides from the session and check out our related Active Teaching Lab on interactive case scenarios with CSCR.

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Cid, Dan and Emmanuel’s Story
In the Active Teaching Lab on October 23, 2015, Margene Anderson shared how she uses Siftr assignments to extend her students’ learning. Low risk, simple to create and use, Siftrs help embody learning through student-crowdsourced sharing of examples of course content.

Key Takeaways

- Siftrs are cheap and easy – instead of making ONE for your class, create a new SIFTR map each week with a new theme (plaques & landmarks, cool thing to do, quiet places, culture, find advisor’s office, a place connected to their identity – or with themes that would provide evidence for your course’s learning objectives).
- Great way for students to learn from each other’s work, rather than have papers turned in to the instructor only without classmates seeing them.
- Embed a Siftr map in D2L or Moodle, and student sharing can happen there.
- Siftr uses the brain in a different way than more traditional assignments, written assignments specifically.
- Siftrs can be private or public.
- Instructor and students can learn about all the students based on what they choose to post – allows validation and community building among students.
- There is a Siftr widget for D2L.
- Use “categories” within a Siftr map (it’s the tag icon) to break down/sort types of posts.
- Sort by Categories, or use hashtags in photo descriptions to sort.
- Use Siftr as an icebreaker in class.
- Add other people (e.g., TAs) as editors to your Siftr.
• What if not all students have phones? Put them in teams – at least one of them will have a phone! Anything with a web browser works.

If you’re interested in learning more to get up and running with Siftr, watch the videos below and try stepping through the Siftr worksheet we created for the session!

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**Margene’s Siftr Story**

Cathy Middlecamp also led an Active Teaching Lab session on Siftr in Spring 2015. For more on that session, click [here](#).
Kaltura MediaSpace with Josh Harder - 10.27.2015

In the Active Teaching Lab on October 27, 2015, Josh Harder from DoIT Academic Technology shared tips and best practices in using Kaltura MediaSpace to create and host online videos. Kaltura MediaSpace is a UW supported platform similar to YouTube in that it provides you a place to upload, create, organize and share media such as video, audio, and images.

Key Takeaways

- You can share your media with others as editors; before you can add them, however, they need to have already logged into mediaspace.wisc.edu at least once so that their username shows up (this may mean that it takes two class periods, or an in-class tutorial, to introduce a video project).

- Other tools that can be used for similar purposes include: Office Mix (Windows), OBS (Open Broadcaster Software), Screencast-o-matic, Quicktime (Mac).

- The Timeline Feature in Kaltura is worth exploring; it allows you have both slides or images and video as a user-adjustable picture-in-picture window.

- Use the “Shared repository” to have students do a video scavenger hunt with smartphones and post directly to the shared repository, where they can discuss each other’s submissions.

- Greenshot screenshot software is an alternative software recommended by one of the participants for use with Windows computers.

If you’re interested in learning more to get up and running with Kaltura MediaSpace, watch the videos below and try stepping through the Kaltura worksheet we created for the session!

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Josh’s Kaltura MediaSpace Story

Presentation Overview

1. MediaSpace Usage at UW-Madison
2. Quick Overview of MediaSpace functionality
   a. Upload and Create Media
   b. Edit Media
   c. Organize Media
   d. Share Media
3. Demonstrate Real Instructional Use
4. Hands-On and Q&A

Upload and Create Media: Currently, Kaltura MediaSpace allows you to upload media files (audio, video, images), create webcam recordings, embed YouTube videos, and create screen recordings.
Organize Media

Currently, media can be organized in Channels and Playlists. Kaltura channels are very similar to YouTube channels. They are essentially aggregated buckets of media. As an owner of a channel, you do not have control over the order media files are viewed. If you want to have more control over the order media is played, you should use a playlist. Playlists can also be embedded whereas channels cannot.

Share Media and Channels
Kaltura MediaSpace allows you to share editing and publishing of individual media items via the Collaboration feature. This feature allows you to add anyone else who has logged into https://mediaspace.wisc.edu with the ability to edit and/or publish media.

Kaltura MediaSpace also allows you to collaborate within Channels. What this means is you can have a centralized channel in which many people add media and remove media.

**Instructional Uses:** Here are a few ways you can use Kaltura MediaSpace in your instruction:

- Host your online lectures (most common).
- Have your students do a video scavenger hunt in which they record video and post it to a collaborative channel.
- Have your students to a digital media assignment instead of a traditional paper.
- Post pieces of relevant videos to your course (documentaries, snippets from popular media, etc.).
- What else can you think of?

**Timeline (Advanced):** The timeline feature lets you add bookmarks to your videos. These bookmarks can have text or images associated with them. This essentially turns the timeline feature into another way to do narrated PowerPoints (but you can use any image, not just PowerPoint Slides).
In the *Active Teaching Lab* on October 30, 2015, Lauren Rosen from UW System shared how she capitalized on available technologies to differentiate learning for students and gain time to focus on higher order thinking skills, and also shared strategies for engaging students in flipped environments.

**Key Takeaways**

- Flipped is NOT doing homework in class and doing the lecture and reading outside the class – it’s about starting with lower order thinking skills, for example, learning concepts with self-quizzing (Bloom: knowledge, comprehension, application) and building on them in the classroom with the use of higher order skills
  - Students rated the out-of-class videos highly, and importantly for learning, they liked the option to rewind and listen again.
- When videos are used for out-of-class work, these may be instructor lectures but may also include student-created videos.
- Flipped learning can help/allow students to take ownership of their learning.
- A homework checklist that lists everything to do before class in sequenced order helps keep students focused and on track. (See *Teaching Undergraduates Science* Chp. 2 for more on creating effective homework and checklists.)
- Do you tell students how much time various assignments may take? Is this micromanaging, or is it useful for your students?
- Concept checks allow teachers to focus in-class time and effort on review of ONLY the concepts that
students are struggling with, rather than doing an overall review of all concepts.

If you’re interested in learning more to get up and running with flipped learning, watch the videos below and check out the tools and activities on the worksheet we created for the session!

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Lauren’s Flipped Learning Story
Concept Check: What do you already know about Flipping Lessons?

- **Socrative Quiz** Enter Room: lrosen

Technologies to Create Lessons

- **Educanon**
• Weird or Just Different

• EDPuzzle
  ◦ Sandra Bullock-German

• Zaption
  ◦ Migrazioni

• Educreations
  ◦ Vocabulary lesson-Spanish

• Blubrr (doesn’t work well on mobile devices)
  ◦ Parts of a school-French

• TeachEm
  ◦ Russia’s Indigenous People

**Sample Flipped Lesson “Lectures”:**

• **TeachEm:** Create a video lecture with flashcards interspersed in video to capture students attention to particular details, vocabulary, or ideas that they should notice.
  ◦ **Russia’s Indigenous People:** video in English. Nice example of how TeachEm works with timed “flashcards” on a video.

• **Knowmia:** Create assignments using text and video followed by comprehension questions. Lots of options and preferences available so bit more complex than the other options.
  ◦ Not all lessons are listed under world languages so search by language.
  ◦ **Demo Arabic Lesson**

• **Educreations:** blank whiteboard to which you can add photos, text, drawings, etc. and audio record your descriptions.
  ◦ **World Languages**

• **ShowMe:** blank whiteboard to which you can add photos, text, drawings, etc. and audio record your descriptions.
  ◦ **World Languages**
    ◦ Chinese: What’s in the Sea

• **Educannon:** add questions to an instructional video.
• **Movenote**: upload slides, documents, graphics, or anything in Google drive. Then narrate it with video that will go along with your presentation.

• **VideoNotes** – synchronize your note taking with the video you are watching. Using your Google login this integrates with your Google apps.

• **Sophia**
  - World Languages
  - Our practice lesson in Sophia

• **Doceri**

• **Screencast-o-matic**

• **TEDEd**

• **Educreations – Spanish Shoe Verbs**: Danielle Chaussee
  - Additional samples by Señora Chaussee

**Additional Resources and Guidance**

• **Doug Holton: Flipping your Classroom**

• **Explore-Flip-Apply Model**

• **Lauren’s Diigo Resources on Flipped Lessons**
Google Forms with John Martin - 11.03.2015

In the Active Teaching Lab on November 3, 2015, John Martin from DoIT Academic Technology shared how he used Google Forms to remind students of course concepts while getting anonymous formative feedback on how effectively he was teaching.

Key Takeaways

- Google Forms is fully embeddable in D2L or Moodle (as a news item)
- Google Forms (forms.google.com) and Qualtrics (survey.wisc.edu) have similar but not identical features. Qualtrics can do more, and is free for UW-Madison, but is more complicated to learn; one or the other might work best for your needs.
- Get anonymous qualitative and quantitative formative feedback from students and give students credit for it by linking a “click here for credit” (not anonymous) survey where they enter their name to get credit.
- Google Forms does branching! (insert new sections and direct certain answers there)

If you’re interested in learning more to get up and running with Google Forms, watch the videos below and try stepping through the Google Forms worksheet we created for the session!

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John’s Google Forms Story

https://www.youtube.com/watch?v=ql4v0kkTt7Q
Want to know what happened next? Watch the discussion video:

https://www.youtube.com/watch?v=5ACjGr1jKss
In the Active Teaching Lab on November 6, 2015, Colin Connors from Scandinavian Studies shared how he used Custom Google Maps to layer a sense of place onto his content and explained how anything that has a geographical component might benefit from Google Maps integration.

Key Takeaways

• The “My Maps” option in Google Maps (mymaps.google.com) lets you add custom markers, photographs, and descriptions to Google Maps.

• Think of using My Maps in your teaching as “annotating a landscape” for your students. For example,
  
  ◦ show travel routes of different characters in a story with lines of different colors.
  ◦ draw lines to demarcate watersheds or neighborhoods
  ◦ map out certain phenomena (trees, geological formations, architectural examples, etc.) for students to tour — or to add to
  ◦ show boundary change of political entities, or locations of important events.

• Create collaborative maps that your students add to, in order to crowdsource the mapping of examples of course concepts in the world (see also the free and open-source Siftr.org)

• Give each class group their own Google My Map to fill out, then, as the instructor, export each of the maps as a KMZ file and open them in Google Maps or Google Earth to compare what each group mapped.

• Images or videos connected to specific locations on the map can enrich students’ understanding of a landscape and events.

• There are lots of cool things that one could do with maps – keep in mind your goals for your students when you choose what features to use or what to do with your geo-spatial data.

• Consider assigning students to create their own annotated maps
• A trouble is getting to a VERY specific spot – one tree vs. another tree, when they are only 2-3 feet apart. A photo on the map of the two trees can help identify which is which.

• ARIS (arisgames.org) is a cool and easy to use, open-source iOS-only solution.

• Getting a more expensive GPS unit that will get more precise coordinates. Google Earth provides features similar to Google Maps, such as locating points and paths of interest. It also includes built-in data layers, more tools, features for imported data and images, and the ability to develop animated tours.

• Google Maps will export KML and KMZ (compressed) files, if you are using customized icons, use KMZ.

If you’re interested in learning more to get up and running with Google Maps, watch the videos below and try stepping through the Google Maps worksheet we created for the session!

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Colin's Google Maps Story
In the Active Teaching Lab on November 10, 2015, Margene Anderson from DoIT Academic Technology shared how she uses the mind-mapping software Popplet for curriculum design and lesson planning.

**Key Takeaways**

- Popplet is Flash-based, so won’t work on iPads.
- First 10 popplets are free, then you pay for them.
- Popplet is simple to use, but also somewhat limited (simple) in abilities
- For course design using backwards design, use Popplet (or some other mind-mapping software) to list qualities you want the students to leave with in first set of popples, then what they need to learn/know/do to get that, and finally what activities will support those.
- The lines we draw in mind mapping software represent real connections that we want our students to make between topics, and we need to be direct in how we help them make those connections.

If you’re interested in learning more to get up and running with Popplet, watch the videos below and try stepping through the [Popplet worksheet we created for the session](#)! Also, check out the related Active Teaching Lab by Nick Balster on Scapple for course design.

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**Margene’s Popplet Story**
29.

Flipping Lectures in CSCR with Aurelie Rakotondrafara - 11.13.2015

In the Active Teaching Lab on November 13, 2015, Aurelie Rakotondrafara from Plant Pathology shared how she used CSCR to blend her lectures by punctuating the modules with no-stakes required quizzes so students can self-check that they’re learning what they’re supposed to.

Key Takeaways

• CSCR is one of many tools that can be used to present content. Think carefully about your goals are for your students when choosing a tool.

• Don’t jump into a new tool like CSCR right away. First, plan how you want to cover the content, THEN proceed to put the content into the tool.
  ◦ It will take time, especially when you’re just starting to use the tool.
  ◦ Start with one class or activity, test it, tweak it, then scale to others.

• Use AT staff for consults!

• You CAN edit a CSCR after it has been launched (provided you save the files, and not just the exported piece).

• You don’t have to commit to doing a full class in CSCR (or ANY tool!); you can do pieces at a time, as you feel is the best approach, and as you get comfortable with the tool.

• Use CSCR or another content-presentation tool to present basic content that you have to cover, and save live lectures and class time for the more exciting aspects and topics!

• You can direct students to online materials if they don’t understand concepts in the self-check. Very easy
review!

- In CSCR, students can’t “save their place,” so think of ways to be modular (e.g. table of contents) so they wouldn’t have to go through a really long CSCR a second time to get back to where they are.

If you’re interested in learning more to get up and running with CSCR, watch the videos below and try stepping through the CSCR worksheet we created for the session! Also, check out these related Active Teaching Labs: CSCR for Case Scenarios and CSCR for Critical Readers.

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Aurelie’s CSCR Story
Skype with Andrew Irving - 11.20.2015

In the Active Teaching Lab on November 20, 2015, Andrew Irving from French and Italian shared how he used Skype to connect students to experts across the world. This type of activity can also be done with Google Hangouts, Blackboard Collaborate, and appear.in.

Key Takeaways

- Have a really detailed script and plan for the video conferencing session so that all parties know the goal and the plan.
- Even after doing a dry run, be prepared for technology not to work.
- Always have a Plan B (what if I get hit by a bus) – ended up using FaceTime; consider Google Unhangout.
- Have a pedagogical Plan B, too – “while we’re trying to fix the tech, students can do this pre-planned activity.”
- Consider the level of participation of all the students. Do you have a plan for this? Consider how you will mic the students so they can be heard from the other end. Consider passing around an iPod Touch / iPad on a selfie stick that is dialed in to the video call. Or have multiple breakout rooms.
- The biggest pedagogical highlight from what Andrew did with the Skype assignment in his class was: It was a REAL event. They built up to it a lot in class and with assignments before the event, so the students were really prepared to have a good experience during the live interview. They were talking with real people, who didn’t even know how to talk to language learners. It was a real writing competition, and they really got published.
- Students praised this real world experience in course evals.
- Instructor would not replace the video conference with only a voice-only call.
- Keep in mind that timezone differences could make synchronous connections difficult to schedule.
• Lots of unexpected people on the other end made for an unscripted but very authentic conversation during the video call.

If you’re interested in learning more to get up and running with Skype, watch the videos below and try stepping through the Skype worksheet we created for the session!

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Andrew’s Skype Story
Additional Information: Skype in the Classroom
Makerspaces with Catherine Stephens - 12.01.2015

In the Active Teaching Lab on December 1, 2015, Catherine Stephens from the School of Education shared how Makerspaces pose a new framework for teaching and learning, and imply the building of bridges across libraries, industry, and area schools. In this interactive session, we explored nearby and resource rich learning spaces both in and out of schools, and consider support for community partnerships. Participants also took part in a Maker activity, and came away with lessons learned about what Make Culture teaches us about teaching and learning, community building, and the underlying bridge across disciplines including education, the arts, sciences, and service learning.

Key Takeaways

• Make Magazine is a maker resource that has been around since the 80’s – http://makezine.com/
• The Bubbler is a MakerSpace at Madison’s Public Library – http://madisonbubbler.org/
• The Bodgery – http://www.thebodgery.org/
• Trent Miller – The Bubbler – YouTube interview – https://www.youtube.com/watch?v=fHNaLF_INTY
• Where do you want your students’ attention to be? On you, or on the project they are making? How to get their attention at the “end” of free work time?
• Larry Stephens – art teacher at Middleton High School – https://www.youtube.com/watch?v=pz5ZcjHLFS8
• Video about Sector 67 – https://www.youtube.com/watch?v=WXbfJYsdXhA

If you’re interested in learning more to get up and running with MakerSpace, watch the videos below and try stepping through the MakerSpace worksheet we created for the session! Or, check out Catherine’s slides from the session.

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cool teaching tools and techniques that your colleagues are using to engage students and teach more effectively. During the academic year, labs are held weekly and will be listed on the Active Teaching Lab page.

Catherine’s MakerSpace Story
In the Active Teaching Lab on December 4, 2015, David Feldstein and Yuyen Chang shared how they used Blackboard Collaborate to connect with their off-campus residents who didn’t have a classroom to meet in.

Key Takeaways

• Teacher presence in a class is an important consideration; perhaps Collaborate can help meet that need.

• Students can use mic to talk with each other in the breakout rooms. Six mics can be open at a time, so groups of six students are a good size for that reason. Up to six students are generally a good size based on pedagogy.

• Give students instructions about what to do in the breakout rooms – both pedagogy instructions and tech instructions.

• Assign another person besides the instructor, as a facilitator, to take care of the technical issues that might happen during the web conference. This is especially important for large courses.

• Have the students in the breakout groups designate a spokesperson, so that the instructor knows they can call on that person to report for the group.

• Do an orientation for the whole class before the first web conference so that students have already used the software before they need to use it for a class.

• Have a plan for if students have poor connection – how to redirect them to their breakout rooms.

• Recommend headsets for all students to minimize feedback.

• some features are not supported in the mobile app version of Collaborate
• University affiliation is required for the moderator of a Collaborate session (you can only launch a session via portal/Moodle/D2L, while there is no such requirement for the participants.

• At this time, there is no clear information about the accessibility of Collaborate.

• As with other campus supported tools, an advantage of using Collaborate is that student privacy and information will be protected.

• There are more tips on the activity sheet!

If you’re interested in learning more to get up and running with Blackboard Collaborate, watch the videos below and try stepping through the worksheet we created for the session!

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David and Yuyen’s Blackboard Collaborate Story
PART III

Part 3: Spring 2016 Labs
In the Active Teaching Lab on February 5, 2016, Catherine Arnott Smith from the School of Library and Information Science shared how she used the Learning Management System Canvas to teach an online course.

Key Takeaways

- The online Canvas Community help forums are a great resource!
- The analytic tools need work (though the Canvas Community members are creating their own solutions!).
- Students and instructors love the look of Canvas.
- The structure and features of Canvas help instructors improve and restructure their online course delivery (e.g. the quiz builder’s intuitive way to provide feedback on answers, and the Syllabus tool’s structuring framework).

If you’re interested in learning more to get up and running with Canvas, watch the videos below and try stepping through the Canvas worksheet we created for the session!

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Catherine’s Canvas Story
Resources

There are extensive Canvas help resources available online, starting with these Canvas videos on doing anything:
https://vimeo.com/album/1863509

Additional Resources
Canvas App for Android Phone (Video)
Canvas App for Android Tablet (Video)
Canvas App for iPad (Video)
Canvas App for iPhone (Video)
Canvas Help Resources Overview (Video)
Conversations Overview (Video)
New Canvas User Interface (UI) Overview (Video)
Notification Preferences (Video)
Rich Content Editor (Video)
User Settings & Profile Picture (Video)

Community

Canvas Community (Video)
Canvas Guides (Video)

Instructors

Announcements Overview (Video)
Assignment Creation (Video)
Assignments Overview (Video)
Calendar Overview (Video)
Canvas App Center – External LTI Tools (Video)
Canvas Instructor Training (Video)
Canvas Interface Overview (Video)
Canvas-PowerSchool Integration Overview (Video)
Chat Overview (Video)
Collaborations Overview (Video)
Communication Overview (Video)
Conferences Overview (Video)
Courses: Creation & Management (Video)
Course Analytics (Video)
Course Expectations: Canvas Kaleidoscope (Video)
Course Import Tool (Video)
Course Layout: Customization (Video)
Course Settings (Video)
Cross-Listing (Video)
Discussion Creation (Video)
Discussions Overview (Video)
Draft State Overview (Video)
Files: Add Course Content (Video)
Gradebook Overview (Video)
Groups: Creation & Management (Video)
Modules: Creation and Management (Video)
Outcomes Overview (Video)
Pages: Creation and Management (Video)
People Overview (Video)
Quiz Creation: Questions (Video)
Quiz Creation: Settings (Video)
Rubrics Overview (Video)
SpeedGrader for Android (Video)
SpeedGrader for iOS (Video)
SpeedGrader Overview (Video)
Syllabus Overview (Video)

Students
Assignments Overview (Video)
Assignment Submissions (Video)
Calendar (Video)
Canvas Overview (Video)
Chat (Video)
Collaborations (Video)
Communication (Video)
Discussions (Video)
ePortfolios (Video)
Files (Video)
Grades (Video)
Groups: Creation & Interaction for Students (Video)
Peer Reviews (Video)
Quizzes (Video)

Canvas Commons

Commons Overview (Video)
Commons: Find, Import, Share (Video)
Commons: Updatable Resources (Video)
Imaginez with Andrew Irving - 02.12.2016

In the Active Teaching Lab on February 12, 2016, Andrew Irving from French shared how he uses a specialized online platform, Imaginez, to structure and assess student learning. We explore some of the methods and strategies employed and discuss the pedagogical and administrative advantages and disadvantages of online textbooks such as this one.

Key Takeaways

- Be transparent with your students about:
  - why you are using a given technology or technique (maybe share what the research tells us about how teaching and learning in your discipline happens),
  - what you expect the students to do with the technology, including…
  - which parts of the technology you want them to use, and when.

- If you are using a technology for flipping a classroom, make sure that what you do in class really are higher order learning activities.

- Don’t overwhelm students with too many options. Scaffold their learning through a series of assignments to introduce them to various methods and technologies, one at a time. Once they’re comfortable with each, give them the choice of which they feel help them learn best, OR then have an assignment that integrates multiple methods or technologies.

If you’re interested in learning more to get up and running with Imaginez, watch the videos below and try stepping through the worksheet we created for the session!

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cool teaching tools and techniques that your colleagues are using to engage students and teach more effectively. During the academic year, labs are held weekly and will be listed on the Active Teaching Lab page.

Andrew’s Online Platforms for Language Learning Story

Designed to strengthen students’ language skills and develop cultural competency, Imaginez provides students with an active learning experience and a smooth transition between first-year and second-year French. It features a fresh, user-friendly design and short films by award-winning francophone filmmakers that serve as a springboard for exploring the themes and concepts in every lesson. Features include:

- Unique integration of authentic, award-winning films
- Signature design that supports and facilitates language learning
- An articulated curriculum for seamless transition to advanced French
- A flexible grammar sequence that keeps students focused and motivated
- *Fiches de grammaire* that builds on concepts introduced in earlier lessons and provides additional grammar topics and activities
- Simulated “voyages” to francophone regions through literary and cultural readings in each lesson
- Groundbreaking, text-specific technology—now on a new Supersite platform with powerful tools—copy all assignments from previous courses in minutes; set time limits and passwords for assessments; add your own content; and more
- Online chat activities—virtual conversations and live video chats for communication practice outside of class
- vText—the interactive, online version of the textbook—that links directly with Supersite practice activities,
audio, and video

• iPad®-friendly* Supersite and vText for access on the go

*Students must use a computer for audio recording and select presentations and tools that require Flash or Shockwave.


In the Active Teaching Lab on February 19, 2016, Pamela McGranahan and George Jura from the School of Nursing shared how they use IDEO’s “Design Thinking” process to engage students in authentic activities in Public Health.

In many disciplines, “design thinking” has become a preferred approach to solving complex problems. It has been used to develop not only innovative and commercially successful products, but also to create services, experiences, and education, finance, healthcare, and government processes. Initially developed at Stanford by Rolf Faste as a “method of creative action,” design thinking was embraced by IDEO, a prominent design firm, and later adopted by IDEO’s founders as the core method in Stanford’s prestigious d-school, where the five-step process (empathize > define > ideate > prototype > test) has been used by students and faculty from various disciplines to “take on the world’s messy problems together.”

It is entirely possible to use the five-step “design thinking” approach in any course, but fully implementing the process is time-consuming, and can be resource-intensive. We wanted to introduce students in a Community Health Nursing course to the concept in just two class periods, in a way that would not only give them a solid grasp of the method, but would also let them creatively apply its principles in practice.

Key Takeaways

- Students appreciated the opportunity to use DT to better understand why patients act the way they do.

- Start with individual pieces of this process that you are already doing, determine where they fit into this process, and then build on that.

- Let your students know upfront that this is a departure from standard teaching, and that it is meant to be confusing and disorienting, so those feelings are expected and are part of the process. (Side effects may
include disorientation and confusion).

• Balance active learning activities such as this, which may be new to students, with more familiar structures. Ease students into it so they can adapt.

• Make your objectives clear to your students so they know what they are expected to get out of it.

• Try the design thinking process for designing your course!

If you’re interested in learning more to get up and running with Design Thinking, watch the videos below and try stepping through the Design Thinking worksheet we created for the session! You can also check out these additional resources:

• Doug Dietz TED Talk: http://tedxtalks.ted.com/video/TEDxSanJoseCA-2012-Doug-Dietz-T

• Morton Ann Gernsbacher’s method of highlighting parts of complex texts

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Pamela and George’s Story

In the Active Teaching Lab on February 26, 2016, John Gillett from Statistics shared how he uses Piazza, an online Q&A platform, to challenge and engage his students. Piazza is a unique Q&A environment for asking and answering course questions that is integrated with D2L. Students leverage their shared knowledge and collaborate on a single student response to questions. Instructors can provide their own answers to questions or simply endorse the community-generated response.

• Ask students to solve challenging course problems through collaboration.
• Poll students to identify misconceptions, reveal prior knowledge, examine first ideas, and check for understanding.
• Provide a place for students to ask and answer their own questions, form study groups, and find help when they need it.
• Post announcements.
• Ask questions to promote discussion.
• Put students in groups to promote group discussion.
• Answer questions related to homework.
• Use it as a discussion board.
• Create polls.
• Load files and resources for collaboration.

Key Takeaways

• Piazza is integrated in D2L and Moodle, already populated with instructor and student information for each course. The integration with Canvas should be similar.
• Piazza is typically best for questions with definitive answers, but can also be used to create consensus answers. These require a distinctly different set up by the instructor.

• Built-in statistics allows the instructor to view student and TA participation (page views and posts).

If you’re interested in learning more to get up and running with Piazza, watch the videos below and try stepping through the Piazza worksheet we created for the session! Also, check out our previous Active Teaching Lab on Piazza.

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John’s Piazza Story
Also, see the post on Piazza by the UW–Madison School of Nursing’s Academic Technology (https://uwsonat.wordpress.com/2013/09/09/piazza-com-better-online-class-discussions/):

“Although D2L has a discussions module, piazza.com offers students and instructors features not available in D2L, and the software is now officially UW-Madison-supported. Using piazza.com, students, instructors, and TA’s can post questions or notes (announcements) regarding course assignments, as well as the logistics of the class, and answer other students’ questions. Instructors and TA’s can easily “endorse” some answers or announcements, or add their own answers or comments to existing student answers. For students who are hesitant to pose questions, piazza.com allows questions which may be posted as anonymous to other students (only the instructors or single instructor know who posted the question), or anonymous to everyone – so that no-one (not even the instructor) knows who posted the question (or the answer). Piazza.com allows instructors to avoid answering the same questions over and over again, and additionally offers one place where the answer to someone’s question is also visible to others (if the person asking and answering the questions chose such option).

Overall, piazza.com allows a more productive and nuanced exchange of ideas than email, and definitely a faster exchange than D2L discussions, adding a convenience of choices in addition to the web-interface access at the piazza.com website, participation is also possible through native apps for iOS (iPhone, iPod Touch, iPad), and Android.

For more information, see a complete list of piazza.com features with how-to instructions.”
In the Active Teaching Lab on March 3, 2016, Kristen Pickett from Occupational Therapy shared how she used GoPro cameras. Her idea was to give her Occupational Therapy (OT) students opportunities for concrete, real world learning experiences prior to and when embarking on their fieldwork training. She gave students GoPro cameras (small cameras worn on your person), allowing them to capture both the OT and patient vantage points while engaged in assessment and treatment activities. Recordings were then incorporated into situated learning experiences. Students were able to assemble a video library of techniques and procedures for later review and use.

Key Takeaways

- Multiple-perspective video can help students self-assess their “soft” skills by seeing how the people they interview or interact with react to their mannerisms, ways of talking, body language, etc.
- Even one-perspective video can assist with interviews; the interviewer doesn’t have to be frantically taking notes the whole time, and can watch later for notes.
- Consider the time that it will take for students to film and produce the video, and the time it will take you as the instructor to review the videos. Rather than watch everything, have student give you time codes for three parts they want feedback on.
- Work in peer feedback so students can learn from each others’ videos, interviewing skills, and technical processes.
- Giving and receiving feedback are skills themselves; explicitly teach those.

If you’re interested in learning more to get up and running with GoPro Cameras, watch the videos below and try stepping through the GoPro worksheet we created for the session!

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cool teaching tools and techniques that your colleagues are using to engage students and teach more effectively. During the academic year, labs are held weekly and will be listed on the Active Teaching Lab page.

Kristen’s GoPro Story
LabArchives (Electronic Lab Notebooks) with John Puccinelli - 03.11.2016

In the Active Teaching Lab on March 11, 2016, John Puccinelli from Biomedical Engineering shares how he uses LabArchives (Electronic Lab Notebooks) to replace traditional lab notebooks in his research, courses, and life.

Key Takeaways

- LabArchives is one of the few ELNs that can be used both for research labs and for courses, to get students familiar with authentic procedures and protocols used in the field.
- LabArchives are a permanent record AND a living manual. Instructors can create labs ahead of time and release/rearrange new labs throughout the course, depending on student readiness. Templates can be used to standardize content.
- Any “notebook” can export to a beautiful chronological PDF with live links that students can revisit or share with future teams.
- LabArchives is quite inexpensive — $7.50 for students/per course; about the cost of a blank paper lab notebook. (It is free for personal/research use.)
- LabArchives is set up to conform to standard patent/copyright protections, and to standard lab procedures/structures.
- Each student can have their own notebook, so instructor can see thought development of individuals.
- Widgets can be created (dozens already exist) for different calculations, procedures, etc.

If you're interested in learning more to get up and running with Electronic Lab Notebooks, watch the videos below and try stepping through the worksheet we created for the session!
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John’s Electronic Lab Notebook Story
Additional Information
LabArchives is a web-based application designed for scientists to organize and share their laboratory data with their colleagues, friends, students, or anyone across the world. A LabArchives Notebook may be shared among any number of users; access rights are controlled by the group Administrator and can be easily modified to suit the individual needs of each researcher, educator, or contributor. LabArchives can be used for all types of data, including text, images, spreadsheets, etc. Here are some reasons why LabArchives will be successful in your lab:

**Organize your laboratory data.** If you’re like most investigators, you have hundreds or even thousands of files of valuable data that are spread across multiple computers, files and folders. In addition, you often have several versions of the same information (some of which may be overwritten). With LabArchives, all versions of all of your files are securely stored and easily searched by a wide variety of criteria. You can quickly and easily view an older version of a file, or even view what was changed from one version to another (and which party made that modification).

**Preserve all your data securely, including all versions of all files.** LabArchives stores all of your data on a network of redundant servers; your information is far safer on LabArchives than on your local computers or even an institutional server. And far more secure than in a paper notebook.

**Share information within your laboratory.** Share selected or all information among your group. Under your control, you may allow individual “read only” or “read write” access to specific work, or to the entire notebook.

**Keep abreast of developments in your lab even when traveling.** As the LabArchives Administrator, you have full rights to view the entire notebook. View any data that has been produced; you can “filter” by individual, date, or combination. View any data or files from across the globe with the click of the mouse.

**Collaborate with investigators by sharing selected data.** Share selected data, entire folders, or your entire notebook with a colleague anywhere in the world. This individual will see only what you want them to see; they may make comments and/or, with your permission, add data to your Notebook.

**Publish selected data to specific individuals or the public.** Insert selected data into your personal or laboratory
web pages to share with the world; including dynamic updates to any new information! With our forthcoming optional “Publishing Module”, create and publish elegant web pages that include your selected data.

Protect your intellectual property. All data is automatically date and time stamped and stored on the LabArchives server network. This preserves every version of every data entry, and provides clear evidence who completed the work and when the work was done.
In the Active Teaching Lab on March 18, 2016, Alan Hackbarth from UW Colleges shared how he uses the Workflow Visualization Toolkit to track how students interact with course content. WVS allows instructors to design student work, tracks their work (currently in Moodle and D2L), and analyze time-on-task and other data.

**Key Takeaways**

- Remember that this is a tool that is under development (even the User guide (link to pdf) was created the week before this lab.) Please send feedback on the tool to Alan Hackbarth (alan.hackbarth@uwc.edu) and Chris Lalande (chris.lalande@wisc.edu)!

- The Workflow Visualization System (WVS) can help instructors see data on individual assignments, to help them refine assignments, directions, etc. based on student interaction with the assignments and each other.

- The WVS can also help instructors better “front end” entire course planning by designing intended student workflows and tracking how effective individual assignments build on each other.

- The WVS can help instructors easily identify who online discussion student leaders are, and note whether participation connects to overall success.

- For more developed learning analytics tools available on campus, check out the Learning Analytics Tool Chest: [https://kb.wisc.edu/page.php?id=58492](https://kb.wisc.edu/page.php?id=58492)

If you’re interested in learning more to get up and running with the Workflow Visualization Toolkit, watch the videos below and try stepping through the worksheet we created for the session!

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cool teaching tools and techniques that your colleagues are using to engage students and teach more effectively. During the academic year, labs are held weekly and will be listed on the Active Teaching Lab page.

Alan’s Workflow Visualization Toolkit Story
PART IV

Part 4: Fall 2016 Labs
Popular in small workgroups and startups, Slack gets team chat right, with customizable features and channels to fit your needs. At UW-Madison, it’s becoming very popular in research groups, labs, and class projects. In the Active Teaching Lab on September 16, Vanessa Simmering from Psychology shared how she uses it in her research and teaching.

Key Takeaways:

- Undergrads do not use email; Slack is like texting for them — more natural
- Good way for formative feedback; students ask the questions they need to ask
- Anyone can answer their questions (vs. email to instructor only)
- History shows who is participating
- Maintains a history of interactions
- Difficult to balance number of channels — too many is confusing; too few is overwhelming
- No way to flag posts that require a response
- **Other options**

If you’re interested in learning more to get up and running with Slack, watch the videos below or review the Activity sheet.

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upcoming labs or read the recaps from past labs. To stay informed about upcoming Labs, check back to this website or sign up for regular announcements by sending an email to join-activeteaching@lists.wisc.edu.

Vanessa’s story:
https://www.youtube.com/watch?v=MWtq8V9gNss

Want to know what happened next? Watch the discussion video:
https://www.youtube.com/watch?v=JWeSFjhRlfk

What is Slack?
https://youtube.com/watch?v=9RJZMSsH7-g
Sway (in Canvas) with Ian Muehlenhaus - 09.23.2016

As a Microsoft tool to create and share polished, interactive reports, presentations, personal stories, and more, Sway alone kicks PowerPoint up a notch. Ian Muehlenhaus, from Geography, kicks it up another by integrating Sway in Canvas.

Takeaways:

- Sway is free, cloud-based, and part of the Office 365 suite you can access along with your campus email and calendar.

- Whereas PowerPoint seems geared for structured presenting/teaching of content in a face-to-face setting, Sway seems more geared for individual, self-paced absorbing/learning of content in a blended or online setting.

- It’s simple to transform documents created in MS Word into Sways. Sway beautifully maintains the structure while using headings to create a more interactive, animated eDocument that automatically reformats content to fit effectively on whatever screen it is accessed with (i.e. desktop and mobile look different, but are structured similarly).

- Sway allows (forces?) more focus on content and less on trying to control formatting (you’ll need to let go of some design control with it).

If you’re interested in learning more to get up and running with Sway, watch the videos below or review the Activity sheet.

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Ian’s story:

https://www.youtube.com/watch?v=XvbZv4wV-tE

Want to know what happened next? Watch the discussion video:

https://www.youtube.com/watch?v=3ii8FWj6chE

What is Sway?

https://youtube.com/watch?v=pcg6DGO9hpI
This week’s Active Teaching Lab was about Padlet, Tricider, and Dotstorming, which are student engagement and collaboration tools that can activate blended and online learning. Lauren Rosen from the UW System Collaborative Language Program shared how she uses them in her courses.

Padlet is an online bulletin board that leverages student-curation of ideas on a topic (short video overview). Tricider solicits feedback and ideas from a group in such a way that allow others to append pro and con arguments and upvote them (short video overview). Dotstorming, like Padlet, allows participants to add ideas and images on a topic. Dotstorming adds voting, ranking, and commenting (short video overview).

Takeaways:

- None of these require students to sign-up for, or install anything, to use — making them easy to access.
- All are very simple for instructors to set up — sign up and go!
- These can be used in a face-to-face (f2f) class or online. Use them in blended classes to help students prepare for f2f.
- Create a prompt that requires the type of thinking and response you want to get from them (no yes/no questions!).

If you’re interested in learning more to get up and running with these tools, watch the videos below and review the session’s Activity Sheet.
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Lauren’s story:

https://www.youtube.com/watch?v=w8IqQGgir5w&feature=youtu.be

Want to know what happened next? Watch the discussion video:

https://www.youtube.com/watch?v=sLziIaJOTP0

Learn more about these tools:

https://www.youtube.com/watch?v=ddckL03apsY

https://www.youtube.com/watch?v=dvLuwL9Quzw

https://www.youtube.com/watch?v=li3wi_Ypucs

Last week’s Active Teaching Lab was about SoftChalk, which is a digital course content authoring tool that integrates easily into learning management systems. John Hollenbeck from Online Learning Commons, shared how his department uses this program to create online courses.

Takeaways

• Softchalk is easy to use — once you get past the initial setup (it runs on Java, which can be quirky). It also has a dated look and interface, but it does work well.

• Create content in MS Word or Google Docs using headings, and import it into Softchalk; headings (1,2,3) will maintain organizational elements once inside Softchalk.

• If you want an easier option to make interactive lessons (but not the quizzing options that Softchalk has), look at Sway by Microsoft.

• Softchalk is not free, but an interesting tool to take a look at.

If you’re interested in learning more on how to get up and running with this tool, watch the videos below and review the session’s Activity Sheet.

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John’s story:

https://www.youtube.com/watch?v=GS7h-XVdavM
Want to know what happened next? Watch the discussion video:

https://www.youtube.com/watch?v=8gKCMJvjdoM

What is SoftChalk?

https://www.youtube.com/watch?v=Vdy-l513LbE

Last week’s Active Teaching Lab was about the campus tool for video hosting and streaming, Kaltura Mediaspace which integrates well in our LMSs. Rob Beattie and Caitlin Iverson, from the Nelson Institute for Environmental Studies and UW Design Lab, shared how they use it for student projects.

**Takeaways**

- Unlimited space to host private course videos so you won’t run out of space, as you might if you try to host media in Canvas, D2L, Moodle, etc.
- Integrated (login, course access, etc.) with Canvas, D2L, and Moodle.
- Fairly easy to learn (for you and students).
- Offers In-Video Quizzing for knowledge checks.
- Offers flexible screen-capture options, as well as “talking head”/screen capture options.
- YouTube might be an easier/better option at times — especially for authentic student-produced video assignments they might want to share with friends/family outside the course.

If you’re interested in learning more on how to get up and running with this tool, watch the videos below and review the session’s Activity Sheet.

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upcoming labs or read the recaps from past labs. To stay informed about upcoming Labs, check back to this website or sign up for regular announcements by sending an email to join-activeteaching@lists.wisc.edu.

Rob & Caitlin’s story

https://www.youtube.com/watch?v=sWDJjWF1Upg

Want to know what happened next? Watch the discussion video:

https://www.youtube.com/watch?v=_1TnIClr0Vk

What is Kaltura?

https://www.youtube.com/watch?v=lGRvge4mDvw
Universal Design with Ruben Mota and Mike Mohr -

Last week’s Active Teaching Lab was about making life better for all your students (and yourself) through

Universal Design. Also known as inclusive design, Universal Design refers to broad-spectrum ideas meant to produce buildings, products and environments that are inherently accessible to older people, people without disabilities, and people with disabilities. Ruben Mota and Mike Mohr from the McBurney Disability Resource Center shared some simple tips and tricks for doing it well in the online spaces.

Takeaways

• Not just for people with disabilities, UDL habits are a good way for disorganized instructors to get more organized (hint: your students will appreciate it too!)

• Although it often takes some practice and work to get started, once you establish the basic habits of Universal Design for Learning, it gets much easier.

• It’s required by law.
If you’re interested in learning more on how to get up and running with this tool, watch the videos below and review the session’s Activity Sheet. Slides and notes are also available here.

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Ruben & Michael’s story

https://www.youtube.com/watch?v=SZdUQ6UxRlc&list=PL2fP2TxHG36qwK_AVXTzNUz35-q5O8upM&index=1

Want to know what happened next? Watch the discussion video:

https://www.youtube.com/watch?v=vaZ2W0FZ5z0

Learn more about what universal design for learning is in this video:

https://www.youtube.com/watch?v=p-IQbZkVuWs
Online Rubrics with Beth Fahlberg - 10.28.2016

Last week’s Active Teaching Lab was about making grading more transparent for students and more efficient for instructors. Grading online can often be time-consuming and difficult. Beth Fahlberg, from Continuing Studies, shared tips from her online courses, on how to make it quicker and simpler.

Takeaways

• If you’re interested in learning more on how to get up and running with rubrics, watch the videos below and review the session’s Activity Sheet.
• Best practices from Beth’s experience are also available here.
• Test your rubrics before you use them!
• When first starting with rubrics, start simply and openly with students, reserving the latitude to adjust as you learn to refine them.

Watch Beth’s story here:

https://www.youtube.com/watch?v=Ekr8QnL0rF8

Want to know what happened next? Watch the discussion video:

https://www.youtube.com/watch?v=XXbB1ZKotqw

Creating a rubric in D2L:

https://youtu.be/6w95isbLjeY?list=PLxHabmZzFY6lO-XqMhwdt9qeRbVffGtwG

Using a rubric to grade discussions in D2L:

https://www.youtube.com/watch?v=wBWqSKWPXkQ

Last week’s Active Teaching Lab was about using Pressbooks to create lecture replacement modules for online or hybrid courses. James McKay, from Academic Technology, shared how he used Pressbooks as an authoring tool in teaching a History course over the summer.

Takeaways

• If you’re interested in learning more on how to get up and running with Pressbooks, watch the videos below and review the session’s Activity sheet.

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James’s story

https://www.youtube.com/watch?v=Z5f3rgPl8UE

Want to know what happened next? Watch the discussion video:

https://www.youtube.com/watch?v=O_9DqOEmxy4

An introduction to Pressbooks:

https://www.youtube.com/watch?v=Lqqsp8soXT0

We also touched on adding interactive content to Pressbooks via H5P:
Here are several other videos on using Pressbooks: youtube.com/user/pressbooks
Google Hangouts with Nicole Olthafer - 11.11.2016

Last week’s Active Teaching Lab was about using Google Hangouts for engaging students. The platform is useful because the vast majority of public K-12 schools use Google Classroom, so students are familiar; and everyone on campus already has an account. Nicole Olthafer, from Online Course Production services, shared her experiences using Google Hangouts for a live presentation.

Takeaways

- While Google Hangouts is simple for friend-to-friend chatting, using it with a moderator for a production-level event requires a more significant understanding. Practice and explore!
- Chats can be moderated, special effects can be employed, and several other Google Hangout “Apps” are available — but these come and go. Check out the latest, and don’t presume that they’ll stick around.

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Nicole’s story

https://www.youtube.com/watch?v=8kL4HROhhIU

Want to know what happened next? Watch the discussion video:

https://www.youtube.com/watch?v=aX7Xt73XLbI
Hangouts ON AIR has moved to YouTube. Here’s what you need to know:

https://www.youtube.com/watch?v=l6gneWligRc

Other strategies for communicating with Hangouts (The Apps Show)

https://www.youtube.com/watch?v=FPTYeNkmJes
Last week’s Active Teaching Lab was about using Articulate Storyline as a high-end tool for interactive content. Andrea Mason, from Kinesiology, shared her story of using Articulate Storyline to create an online version of her course.

**Takeaways**

- Traditionally Windows-only, Articulate is breaking into the cloud space with 360 — easy to use and flexible, but not cheap.
- For your first time producing interactive content, start small; you don’t need to use all the bells and whistles in your first go.
- If you’re recording, use a good mic. Students are more tolerant of bad video than bad audio.

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Andrea’s story

https://www.youtube.com/watch?v=kCQfexXTopE

Watch the discussion for more

https://www.youtube.com/watch?v=twjOL-q6-Y&feature=youtu.be

Learn more about Articulate Storyline 2

https://www.youtube.com/watch?v=Brg3RyZ0_To&t=627s

Learn about Rise, the new web-based tool for creating interactive learning content, from Articulate 360 from our **activity sheet** or by watching the video below.

https://www.youtube.com/watch?v=TXR0-ryLeAY
Wordpress with Kevin Ponto - 12.02.2016

The Active Teaching Lab on December 2, 2016 featured the Wordpress blogging platform, which has a well-deserved reputation as a simple blogging and website tool. Kevin Ponto, from Human Ecology, shared how he has used WordPress in his courses for public-facing student work — to document their project process, share with potential employees (and friends/family), and learn from each others’ reflections.

**Takeaways**

- Students tend to do higher quality work when their work is public-facing than when the audience is just the instructor.
- Privacy and plagiarism issues are items that need to be accounted for with self-chosen usernames and removing content from semester to semester.
- The level of technical difficulty is fairly low, but will require some ramp up time at the beginning of each course.
- Rather than try to embed WordPress in the LMS to take advantage of the, just link your LMS from WordPress.
- Review our activity sheet to get started using WordPress.

**Kevin’s Story**

https://www.youtube.com/watch?v=IYtOn-b4qHk

Want to know more? Watch the discussion that followed here:
Getting started with WordPress

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Analytics and Recommendation with Sharon Thoma - 12.09.2016

Last week’s Active Teaching Lab was about the course analytics tool in the Desire to Learn LMS. Learning analytics are proving to be a valuable new tool because the more you and your students know about their learning habits, the better equipped all will be to increase effectiveness. Sharon Thoma in Zoology shared her use of Analytics & Recommendation (A&R) in her large classes to monitor and support student learning.

**Takeways**

- The Analytics & Recommendation tool will not be used in Canvas, instead Canvas has its own course analytics function (which is pretty good). Interested in learning more about Canvas’ course analytics? Review the activity sheet [here](#).
- Learning analytics is still in its infancy; the information provided is only as good as the data gathered.
- A&R is helpful for allowing instructors to see what her/his students are accessing and when.

To learn more about learning analytics and how Sharon has put it to use, watch the video below.

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**Sharon’s story:**
Interested in a general discussion of learning analytics and what’s available in Canvas? Watch the discussion below:

https://www.youtube.com/watch?v=edNZVzsg3ec
The December 16, 2016 Active Teaching Lab explored the Pattern app, it’s “Like a FitBit for studying” — Study Pattern is a Learning Analytics tool available to students and instructors. Rachel Bain, in Chemistry shared how her 700-student Chemistry course used it.

Takeaways

- Over 50% of students used the app, but only 30% became regular users.
- Students found the app easy to use, but the user-interface was “a little clunky”.
- For instructors, the settings are not very customizable.
- Survey of students found that they wanted reminders (i.e. push notifications) and/or alerts to let them know they haven’t studied in a while or are falling behind the class average.
- Self-reflection on study habits (metacognition) improves grades, so giving credit for it will help class grades.
- There are over 50 “study time tracker” apps for Android (here), and 30+ for iOS, but Pattern provides the ability to check your time against your classmates’ average.
- To learn more check out the activity sheet.

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Watch Rachel’s story:
https://www.youtube.com/watch?v=X45BcoQlyOs

Want to learn more? Watch the discussion:

https://www.youtube.com/watch?v=rF9aTRhMrnk

Getting started with Pattern:

https://www.youtube.com/watch?v=ZSEbkCxv3zw&index=3&list=PL0JI8zMtD3cYfvM-XKkd40kSmY3IOQBee

Instructor dashboard in Pattern:

https://www.youtube.com/watch?v=pnYVjalaNMw&index=4&list=PL0JI8zMtD3cYfvM-XKkd40kSmY3IOQBee
PART V

Part 5: Spring 2017 Labs
Effective File Organization with Margene Anderson - 01.27.2017

The January 27, 2017 Active Teaching Lab explored strategies for file management in Canvas. Margene Anderson shared how to manage files in Canvas and embed media and content using external tools (GoogleApps, Kaltura, YouTube, and Box) to stay organized and under the 1GB storage limit. She inspired us all to stay organized behind-the-scenes.

**Takeaways**

- Label your pages and modules wisely for future use.
- Use pages to guide students through their tasks, with text explanations, embedded videos, links to readings and assignments, etc.
- Although Canvas offers file storage, the 1GB limit and rudimentary organization options encourage us to look to better means for file organization, such as UW-Madison’s Google Drive (unlimited storage), and Kaltura for media files.
- Instead of uploading files, content can be embedded into pages from external tools like Kaltura, GoogleApps, Box, YouTube, etc.
- View the session’s [activity sheet](#) for additional support materials.

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stay informed about upcoming Labs, check back to this website or sign up for regular announcements by sending an email to join-activeteaching@lists.wisc.edu.

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Watch Margene’s story:

https://youtu.be/q9OA6Or2SWU
Large class solutions with Miguel Garcia-Gosalvez - 01.30.2017

The January 30, 2017 Active Teaching Lab explored strategies for managing large classes in Canvas. Miguel Garcia-Gosalvez shared how he is able to manage a 400-student, 3-credit fully online course with over 40 assignments by using Canvas’s rubrics, automatic score calculation, audio assignments, infographics, peer-review, etc. to provide fast, meaningful feedback for his students.

Takeaways

- Canvas is a different LMS. Just as it offers new opportunities, it also requires some adjustment in approaches and behaviors.
- Requiring students to turn on notifications allows instructors better options than using the class list to communicate with students.
- Tying all assignments to learning outcomes helps instructors structure their class, and helps students understand what and why they’re learning.
- Using rubrics can help students better understand assignment objectives, and also helps norm grading between TAs and instructors.
- View the session’s activity sheet for additional support materials.

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Watch Miguel’s story:
The February 3, 2017 Active Teaching Lab explored strategies for creating and using rubrics in Canvas. Daniel Pell shared how he transitioned his D2L rubrics into Canvas and discussed the advantages of using rubrics.

**Takeaways**

- Using rubrics can help students better understand assignment objectives, and also helps norm grading between TAs and instructors and streamline the grading process.
- Plan ahead! Save rubric specs (points, descriptions, etc.) somewhere external from Canvas (e.g. Word doc).
- Tying rubrics to learning outcomes helps instructors structure their class, and helps students understand what and why they’re learning.
- Consider whether you want grades to export automatically to students or if you prefer grades to remain hidden while grading.
- The student view of feedback in Canvas may not be intuitive for your students. Consider walking students through the process of finding their feedback in canvas either in class or via an online tutorial.
- View the session’s activity sheet for additional support materials.

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Watch Dan’s story:

https://www.youtube.com/watch?v=nkIJNuU6_AM

Check out his Prezi slides here.
Want to learn more? Watch the discussion:

https://www.youtube.com/watch?v=PNpkO5z1Ok4

Get started with Canvas Rubrics by viewing this overview video from the Canvas Community:

https://vimeo.com/133373847
Embedded Content with Evan Nelson - 02.10.2017

The February 10, 2017 Active Teaching Lab explored strategies for embedding and organizing content in Canvas. Evan Nelson shared how he uses various tools to embed content within his Canvas course to help his students find everything they need in one place.

Takeaways

- **Embed** content from external resources will make it appear as though the content exists within your Canvas course rather than sending students to countless sites outside of Canvas or asking them to download file after file.
- Embedding content is user-friendly and helps student attention to course material.
- Turn your course content into user-friendly pages complete with embedded content.
- YouTube, Kaltura, GoogleDocs, Box files, external webpages and more — all can be embedded effortlessly by instructor.
- Consider using modules as your central course navigation and homepage for a nice, outlined look in your course.
- View the session’s activity sheet for additional support materials.

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Watch Evan’s story:

https://www.youtube.com/watch?v=0Xl9YsZ-OVI&t=3s

Want to learn more? Watch the discussion:

https://www.youtube.com/watch?v=DalbuqkdkM
The February 13, 2017 Active Teaching Lab explored strategies for using Canvas’ SpeedGrader tool. Sue Wenker shared how she uses SpeedGrader for her 4-credit lab in the Doctor of Physical Therapy program to provide specific feedback and efficiently enter grades on her students’ writing assignments.

**Takeaways**

- “Mute” grades until you’ve completed grading to minimize student emails asking when you’ll be finished.
- Utilize rubrics for standardized feedback and to clarify your expectations to students.
- SpeedGrader allows for seamless movement from student to student so grading is more efficient.
- View the session’s activity sheet for additional support materials.
- For a detailed tutorial on using the Canvas SpeedGrader tool, click here.

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Watch Sue’s story:
Want to learn more? Watch the discussion that follows:
Navigation solutions with Greg Downey - 02.17.2017

The February 17, 2017 Active Teaching Lab explored navigation and scheduling strategies in Canvas. Greg Downey shared how he helped his students stay on track.

Takeaways

- A “splash page” as a homepage provides quick facts about the course with fun hooks and inviting images/fun optional videos/articles.
- Co-teachers can upload content for other teachers in the course and keep content unpublished for students.
- Simplicity in assignment design keeps it clear for students (e.g. every assignment worth the same number of points).
- Students use the calendar, so it’s important to plug assignments, discussions & lectures into calendar.
- View the session’s activity sheet for additional support materials.

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Watch Greg’s story:
https://www.youtube.com/watch?v=2lNCtxKC9yM

Want to learn more? Watch the discussion:

https://www.youtube.com/watch?v=OtA80Cv67FM
Large class solutions with Miguel Garcia-Gosalvez - 02.24.2017

The February 24, 2017 Active Teaching Lab explored strategies for managing large classes in Canvas. Miguel Garcia-Gosalvez shared how he is able to manage a 400-student, 3-credit fully online course with over 40 assignments by using Canvas’s rubrics, automatic score calculation, audio assignments, infographics, peer-review, etc. to provide fast, meaningful feedback for his students.

Takeaways

• Canvas is a different LMS than Moodle or D2L. Just as it offers new opportunities, it also requires some adjustment in approaches and behaviors.

• Requiring students to turn on notifications allows instructors better options than using the class list to communicate with students.

• Tying all assignments to learning outcomes helps instructors structure their class, and helps students understand what and why they’re learning (students really like this).

• Using rubrics can help students better understand assignment objectives, and also helps norm grading between TAs and instructors.

• Have students enter text into Canvas text entry for assignments to reduce rendering time.

• Miguel has created a very detailed syllabus organized into sections with pages and modules. Students are given a quiz on the syllabus, and they need to retake it until they get 100% on it. Then they can move to next assignment.

• Miguel’s course lectures are downloadable podcast episodes for student-friendly, on-the-go learning.
• Miguel recommends using Canvas for student communication (vs. email) because it offers several advantages over classlist emails or other communication options:
  ◦ Students can set where they want to be notified — email, text, etc.
  ◦ Notify different groups of students in your course — all, sections, groups, etc.
  ◦ Notifications can be sent to each student individually for a more personal feel.
  ◦ Keep communication for each course out of your email boxes, and separated by course.
  ◦ Track student communication in Course Analytics.
  ◦ You won’t lose student emails in your personal inbox.

• View the session’s activity sheet for additional support materials.

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Watch Miguel’s story and discussion:

https://www.youtube.com/watch?v=mIq4LYwx1XM
Peer-to-Peer with Tim Paustian - 02.27.2017

The February 13, 2017 Active Teaching Lab explored strategies for using Canvas’ peer review tool. Tim Paustian from Bacteriology shared how he uses the tool in Canvas to encourage peer-to-peer feedback and improve students’ writing.

Takeaways

- The peer review function makes peer-to-peer feedback an efficient and seamless activity.
- Tim has shifted from one major writing assignment to many minor peer-reviewed ones that lead up a final one. The students appreciate the scaffolding and feedback, and he has noticed a significant increase in the quality of writing as the semester progresses.
- Initial reviews without a rubric resulted in superficial comments (*looks good, missing comma, etc.*), but the rubric helps them make better comments about the structure.
- Tim now has student reviewers use the same rubric to provide feedback that he uses.
- Tim currently has not found a good way to keeps track of student reviewer comments within Canvas, so he keeps track with a spreadsheet outside of Canvas.
- View the session’s activity sheet for additional support materials.
- For a detailed tutorial on using the Canvas Peer Review tool, click here.

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Watch Tim’s story:

Want to learn more? Watch the discussion that follows:
Emerging Best Practices with John Martin - 03.03.2017

The March 3, 2017 Active Teaching Lab explored emerging best practices in Canvas. John Martin and the Active Teaching Lab team collated the most useful Canvas tips we have heard and invited others to share.

Takeaways

• Go to the Canvas Community and vote for changes you want to see in Canvas.

• Sometimes what the instructor sees is not what the student ultimately sees in Canvas, so be sure to regularly check “Student view” under settings or enroll a colleague/TA as a student to see the final product.

• Consider hiding grades as you are still entering them so that students do not panic when some students have grades and others do not.

• In D2L, grades could be grouped under a grade theme (e.g. all quizzes could be entered under “quizzes”). This process is not as clear in Canvas.

• Students and instructors can control their own contrast settings in Canvas by going to “Account,” “settings.” “High Contract UI” makes everything black, gray and white. Google Chrome also has a high contrast option.

• If you teach multiple sections of the same course, you can create a single Canvas course, invite students from all sections to a single course and separate the students into groups.

  ◦ No need to recreate multiple courses if the same content/assignments/rubrics are covered.
  ◦ When you divide students into groups, they gain access to user-friendly group-based navigation.
  ◦ Take a look at the video (35:00) for a demonstration.
• If you want to randomize quiz questions, create a “question group” in your quiz. You can then choose how many of those questions you would like to appear randomly for the students.

• Canvas Release Notes cover the latest Canvas updates.

• View the session’s activity sheet for additional support materials.

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Watch the full discussion:

https://www.youtube.com/watch?v=jwonATeUI10
The March 10, 2017 Active Teaching Lab explored strategies for promoting and assessing discussions in Canvas. Cathy Middlecamp, and her TAs, Tom Bryan and Tim Lindstrom, discussed how they handle lab report grading each semester using Canvas for her 4-credit environmental science course.

**Takeaways**

- Assessments: Frequent feedback, low-stakes testing, and lab work.
- Each week students turn in their lab work (~15 pages per student). Graders agree to choose 5 of the 20 questions to grade each week. Students don’t know which five will be graded, so they complete them all.
- Cathy’s team chose to do paper-based quizzes done in the lab, in order to limit access to online resources. Grades are entered into grade book manually. Lab assignments are also done on paper, but graders use the rubrics in Speed-Grader to grade the labs — a hybrid approach.
- TAs create a different rubric for each assignment.
- The calendar is a powerful feature in Canvas that can serve as the main navigation tool. Every quiz, assignment, exam is made visible in the calendar.
- In assignments, TAs include sample quiz questions (to practice), and after the quiz, they add the answer key to the quiz details in Canvas so students can access all study materials easily within Canvas.
- View the session’s activity sheet for additional support materials.

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Watch Cathy’s Story:

https://www.youtube.com/watch?v=LMlU2ceHjG8

Watch the discussion that followed:

https://www.youtube.com/watch?v=mCvzekuRvlQ
Canvas Discussion Assessment with Catherine Arnott-Smith - 03.13.2017

The March 13, 2017 Active Teaching Lab explored strategies for promoting and assessing discussions in Canvas. Catherine Arnott-Smith shared her experiences and tips using rubrics for assessing student participation on the discussion board in her large online class.

Takeaways

• Provide a clearly defined participation rubric so students understand your expectations.
• Randomly grade students’ discussion participation twice throughout the course term. Provide feedback on the first assessment, but hold the grade on the second assessment to encourage ongoing participation throughout the course.
• Grading discussions is quicker and easier in Canvas than in D2L.
• Ideas for quality discussion:
  ◦ require students to synthesize course concepts with supplemental readings;
  ◦ give students agency over what they post about;
  ◦ split large classes into smaller groups for deeper discussion;
  ◦ ask students to identify and summarize favorite posts from peers;
  ◦ assign specific roles to students to ensure breadth in discussion.
• View the session’s activity sheet for additional support materials.
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Watch Catherine’s Story:

https://www.youtube.com/watch?v=XNFUXDF0zoY

Watch the discussion that followed:

https://www.youtube.com/watch?v=F1nF_1O5azw

Learn how to create, manage, and grade discussions in Canvas:

https://www.youtube.com/watch?v=kjF7lhoF5RA
The March 17, 2017 Active Teaching Lab explored the use of quizzing and surveys in Canvas. John Parrish shared how he uses surveys to get to know his students.

**Takeaways**

- Consider creating an ungraded Canvas quiz at the beginning of the semester to collect information about your students — what they know, where they are from, major, what they are hoping to learn, etc.
- Analytics can show you which questions are more challenging.
- As you design your questions and time limits, remember to design multiple ways for learners to express what they know.
- To randomize quiz questions, create a “question group” in your quiz and choose how many of those questions you would like to appear randomly for the students.
- View the session’s activity sheet for additional support materials.

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Watch John’s Story:
https://www.youtube.com/watch?v=DLbSHpfI18U

Watch the discussion that followed:

https://www.youtube.com/watch?v=cD9zNxEzZqY
The March 31, 2017 Active Teaching Lab explored the syllabus and calendar tools in Canvas.

Charles Dill shared how he links all aspects of the course — activities, assignments, quizzes — directly in the syllabus and calendar, so students need only go to one or two places to access everything in the course.

**Takeaways**

- His aha moment was realizing the benefits of removing the extraneous options in the Navigation menu.
- He distinguishes between general assignments for all and assignments that only the Comm B students need to do with the prefixes GA and CB
- He links to separate syllabi for General students and Comm B students
- Students can get to the assignments from the Calendar or from Modules
- He also has a separate course schedule Page that links to the assignments, readings, videos, etc. in more context
- The multiple “wayfinding paths” to get to the content is a good example of Universal Design for Learning
- View the session’s activity sheet for additional support materials

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Watch Charles’s Story:

https://www.youtube.com/watch?v=PSH8c5d-coY

Watch the discussion that followed:

https://www.youtube.com/watch?v=qNqJqdm-lew

Get Started with Syllabus and Calendar in Canvas:

https://vimeo.com/78942602

https://vimeo.com/78093181
Canvas Case Scenarios with Jen Reinhart - 04.03.2017

The April 3, 2017 Active Teaching Lab explored strategies for building case scenarios in Canvas. Jen Reinhart shared how she used the pages tool to set up case scenarios, comparing the strengths and weaknesses of Canvas to Case Scenario/Critical Reader Builder (CSCR).

Takeaways

- Scenarios built in CSCR do not import into Canvas
- A strength of Canvas is the ability to use images as links (could not do that in CSCR)
- Students can see the title of the linked pages, so don’t use “Correct…” or “Incorrect…” as the titles
- Since keeping pages organized is difficult due to a lack of file structuring, naming pages wisely should be considered prior to building the scenario
- Quizzes can be embedded at the end of the scenario to assess students’ knowledge
- View the session’s activity sheet for additional support materials

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Watch Jen’s Story:

https://www.youtube.com/watch?v=z3mL36q283U
Watch the discussion that followed:

https://www.youtube.com/watch?v=vN7YN9pbCiA

Get Started with organizing pages in Canvas for the use of case scenarios or for presenting other content:

https://vimeo.com/72307216
The April 7, 2017 Active Teaching Lab explored peer grading tools in Canvas. John Zumbrunnen shared his experience and lessons learned from using these tools.

**Takeaways**

- Peer review both reveals feedback that John might not have thought of, but it also reinforces many of the points that he makes. Hearing it from both the professor and their peers helps it sink in further for students.

- In assignments, you can have Canvas assign peer reviews, set a date to assign reviews, and provide a due date.

- SpeedGrader lets students have the same assessment and commenting tools that instructors have (Crocodoc comments in the margins, general comments, freehand notes, etc.)

- After the peers have reviewed, there’s less for John to do.

- John encourages peers to borrow and learn from each other.

- Late papers don’t get reviewed. And late students don’t get papers assigned to them. So set the peer review assignment date after you’re sure all the papers are in.

- After the semester is underway, John has a better understanding of his students, and he manually assigns groups for peer reviewing to take advantage of their strengths and balance the makeup of the groups. (This is extra work, but not much extra work in smaller classes).

- View the session’s [activity sheet](#) for additional support materials
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Watch John’s Story:

https://youtu.be/ymahk6pC0cc

Watch the discussion that followed:

https://youtu.be/ZKReGLXKbqA

Get Started with Peer Grading in Canvas:

https://vimeo.com/7496153
The April 14, 2017 Active Teaching Lab explored synchronous small group discussion options in Canvas. Morton Gernsbacher shared how she coordinates synchronous small group discussions for her online course using Canvas Collaborations and Google Docs chat.

Takeaways

- Jigsawing assignments separate the assignment into multiple tasks. This gives every student a job and every an opportunity to contribute equally and in a way that is necessarily valuable.
  - JigSaw: Each reads separate articles. Come together online and share what they know
  - “Go Find”: Each is sent on a quest to go find specific information, then come together and share. Collaboratively come up with answer that includes all the info.

- Assigns groups at beginning of semester, but then gives people a chance to regroup on their own at mid-semester.

- Self-selected groups (reassembled) means that people who like to be in groups (go-getters) find each other first, the people who are mainstream find each other, and the “laggards” end up with each other, and the research shows that they all tend to be happy.

- When grading, they just skim to check that all participate, who comes in late, any bullying or other issues that need to be addressed, etc.

- View the session’s activity sheet for additional support materials.
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Watch Morton’s Story:

https://youtu.be/MeGAZew4ycQ

Watch the discussion that followed:

https://youtu.be/w2y66p7u5CM
Google Collaboration in Canvas with Janet Branchaw - 04.17.2017

The April 17, 2017 Active Teaching Lab explored Google tools in Canvas. Janet Branchaw shared how she’s been using Google tools in Canvas for student collaborations.

**Takeaways**

- Uses Collaborations to try to get students to prepare for class by assigning them to finish a Learning Guide before class (based on readings in the textbook).
- Based on their learning Guides, they work together in class to fill out an official “key”
- How does she get Collaboration-generated docs to include her text?
- The big challenges are to get them to check each other’s answers, correct each other’s answers, and build to trust each other’s answers.
- Hoping to add peer facilitators (students who have had the class before) to get them to talk to each other.
- Students also fill out a “Group Effort Analysis” for each other.
- View the session’s activity sheet for additional support materials

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Watch Janet’s Story:

https://www.youtube.com/watch?v=aA45oOqD0WE

Watch the discussion that followed:

https://www.youtube.com/watch?v=yN7DfhrQJMs

Get Started with Google Collaboration in Canvas:

https://vimeo.com/90333227
The April 21, 2017 Active Teaching Lab explored small group discussions in Canvas. John Zumbrunnen shared his experience and lessons learned from using these tools.

**Takeaways**

- John shared how to let students know that he’s monitoring the online discussions, without it being too much work for him.
- Learning Objectives are about skill-building (e.g. students learn to articulate and defend views) rather than content transfer.
- Discussions are low stakes (15 weeks @3pts each; 45 pts of 200 total).
- 10 groups of 5-6, randomly assigned at beginning of semester, in Group Set “Discussion Groups”.
- First week introduction (and favorite historical figure or actor — easy, light, fun) gets students used to responding to each other.
- He does “Structured discussions” — important to give them good prompts!! Earn up to 3 points. Most students get 3 points.
- Uses a rubric, which makes Speedgrading very easy. He responds to one person per group per week at the end of the week (10 total) that pull together threads. He generally stays low-key in the discussions both to keep himself sane, and also to not dominate the discussions. He writes general rubrics that he reuses for all the discussions.
• He allows students to see each other’s posts so they can learn from each other (more appropriate for thought out responses than for fact-based responses.

• Discussion prompts with posted videos are great because students can continuously go back to videos as they respond.

• In class he sometimes breaks them into their online groups to further build community/connections.

• Used online discussion to have students crowdsource and refine a prompt for the final essay.

• For some discussions he will assign roles in the Discussion (e.g. Plato, Machiavelli, Rousseau, etc.) and has each group collectively summarize on Padlet (to minimize grading and have them work on summarizing and synthesizing). Students sort out who will play which role.

• View the session’s activity sheet for additional support materials

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Watch John’s Story:

https://youtu.be/021oKoliaLk

Watch the discussion that followed:

https://youtu.be/gaCC5vuocH4

Get Started with discussions in Canvas:

https://vimeo.com/108385146

https://vimeo.com/72433449
The April 28, 2017 Active Teaching Lab explored feedback tools in Canvas. Laura Grossenbacher discussed her experience using the Canvas SpeedGrader tool to give feedback to her students.

**Takeaways**

- Laura is a big believer in Canvas (just *don’t start 4 days before the course! Build it over the summer.*)
- Be incremental. Take small steps and take notes. Don’t try too many things all at once.
- Canvas requires point-based grading (be difficult to translate from some teaching philosophies and assessment styles).
- Mute the grade assignment until you’re all done grading (hard to find — mouse over a blank space for a dropdown menu). Don’t “Save and Submit” unless it’s muted. Unmuting will release all grades for that assignment at the same time.
- Her course works thematically rather than week-by-week
- View the session’s [activity sheet](#) for additional support materials

Check out [upcoming labs](#) or read [recaps from past labs](#) — or see them all ([bit.ly/ATL-ejournal](http://bit.ly/ATL-ejournal)). To stay informed about upcoming Labs, check back to this website or sign up for regular announcements by sending an email to join-activeteaching@lists.wisc.edu.

Watch Laura’s Story:
https://youtu.be/2TNj5xA2dGs

Watch the discussion that followed:

https://youtu.be/fei5IMSuYPo

Get started with SpeedGrader in Canvas:

https://vimeo.com/72662612
Peer-to-peer learning in Canvas with Andrea Porter - 05.05.2017

The May 5, 2017 Active Teaching Lab explored peer learning tools in Canvas. Andrea Porter shared how she used the Canvas Groups tool to facilitate peer-to-peer learning in her Pharmacy course. In a 150-student blended course, students are divided into groups of 3 to complete group-specific course assignments including reflections using the discussions area of Canvas as well as a year-long portfolio using GoogleDocs.

Takeaways

• Coming soon!
• View the session’s activity sheet for additional support materials

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Watch Andrea’s Story:
Coming soon!

Watch the discussion that followed:
Coming soon!

Get started with SpeedGrader in Canvas:
PART VI

Part 6: Fall 2017 Active Teaching Labs
The September 8, 2017 Active Teaching Lab explored the learning potential of the quiz tool in Canvas. Elisa Torres shared how she uses quizzes to get formative and summative feedback.

**Takeaways**

- Quizzes are low-stakes means for both you and students to assess teaching and learning success by providing feedback that can guide future efforts.
- Elisa shared how she uses the Canvas Quiz tool both to give and receive feedback.
- Lab participants used their own laptops and mobile devices to experiment with quizzes from the student perspective and a Sandbox course to work with the tool as instructors.
- View the session’s activity sheet for additional support materials.

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Watch Elisa’s story:

https://www.youtube.com/watch?v=3yJIWzYCIYw

Get started with Canvas Quizzes:
Organizing a Course in Canvas with Elise Davis - 09.15.2017

During the September 15, 2017 Active Teaching Lab, Elise Davis demonstrated how she uses Canvas navigation tools like Calendar and Assignments to guide students.

Takeaways

- The more options a course has, the more possibilities for students to get lost in it.
- The Canvas Calendar spans all the courses your students (and you!) are involved in.
- Participants heard Elise’s experience using Assignments and the Calendar to help guide learning tasks.
- Using their own laptops or mobile devices and a Sandbox course, attendees gained hands-on experience with Canvas tools from both the student and instructor perspective.
- View the session’s activity sheet for additional support materials.

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Watch Elise’s Story:

https://youtu.be/AAvu8K4rRYw
Get started Organizing a Course in Canvas:

https://vimeo.com/69658934

https://vimeo.com/72433450
Course Design in Canvas with Stephanie Graham and Maria Widmer - 09.21.2017

In the September 21, 2017 Active Teaching Lab, Stephanie Graham and Maria Widmer shared best practices for course organization and played in modules, syllabus, pages, files, settings, and announcements.

Takeaways

- Course design is the foundation of a class.
- Lab attendees heard Stephanie and Maria share their favorite practices for course organization.
- Participants used their own laptops and mobile devices as well as a Sandbox course to play with modules, syllabus, pages, files, settings, and announcements from both the student and instructor perspective.
- View the session’s activity sheet for additional support materials.

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Watch Stephanie and Maria’s Story:

https://youtu.be/n8gH7nP2aJE
Get started with Canvas course organization:

https://vimeo.com/72433450
Wayfinding and the Canvas Homepage with Lane Sunwall  
- 09.22.2017

In the September 22, 2017 Active Teaching Lab, Lane Sunwall shared tips and tricks to keeping students on track in Canvas.

**Takeaways**

- Modules? Pages? Quizzes? There is no one right way to organize all courses.
- Participants learned strategies to help them develop the best organizational approaches for their individual courses.
- Experimenters brought their laptops or mobile devices to get hands-on experience with Canvas tools as a student and created a Sandbox course to work with the tools as an instructor.
- View the session’s [activity sheet](#) for additional support materials.

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Watch Lane’s Story:

[https://www.youtube.com/watch?v=qsZzCJMY8vY](https://www.youtube.com/watch?v=qsZzCJMY8vY)

Get started with wayfinding and the Canvas homepage:

[https://vimeo.com/69658934](https://vimeo.com/69658934)

[https://vimeo.com/72433450](https://vimeo.com/72433450)
In the September 27, 2017 Active Teaching Lab, Daniel Pell shared his experience using Blueprint courses for the English as a Second Language courses he teaches and supports.

This brownbag-style lab varied from our regular labs in that the focus was on story, demo, and discussion rather than hands-on experimentation.

**Takeaways**

- Blueprint courses allow you to share content across several courses
- They leave custom content as is (won’t be overridden)
- Great for a course coordinator who works with multiple instructors
- Great video introduction of it here
- Syncs content and settings, but only syncs settings initially; any changes are honored (unless you want to override it manually later)
- Can foster more sharing of ideas and content (activities) between instructors of a course
- Negative: had to revise pretty much every document (flip side: at least they didn’t have to create every document!)

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Watch Daniel’s Story:

https://youtu.be/3ItUuJrvksA

Get started with Canvas Blueprint courses:
https://www.youtube.com/watch?v=hx2v7UdETqM
The September 29, 2017 Active Teaching Lab explored Canvas Scheduler. Naomi Salmon shared how she takes the nightmare out of scheduling.

A useful but often-overlooked feature, the Scheduler can help streamline office hours, individual performance exams, study groups and other hard-to-schedule meetings.

**Takeaways:**

- Used When2Meet.com before Canvas Scheduler.
- Scheduler offers multiple ways to meet: face-to-face, online, individually and in groups.
- Canvas Scheduler lets you give yourself breaks. Schedule across multiple times (e.g. 10-12, and 1-3).
- Once students get over the initial awkwardness of the first online office hours, they voluntarily do it more. Screen sharing lets the focus be on the paper/problem, etc rather than on interpersonal, face-to-face dynamics.
- View Naomi’s google slides
- Check out the session’s activity sheet for additional support materials.

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Watch the recorded livestream:

https://youtu.be/IwdaG3LTth8

Get started with the Canvas Calendar:
https://vimeo.com/canvaslms/528en
Assessments, Assignments, and Rubrics with Debra Shapiro - 10.12.2017

In the 10.12.2017 Active Teaching Lab, Debra Shapiro shared useful strategies for assessing learning through the use of assignments, grades, and rubrics.

Participants brought their laptops and mobile devices to get hands-on experience with Canvas tools as a student and used a Sandbox course to work with the tools as an instructor.

**Takeaways**

- Encourage students to explore professional identity by curating examples of professional activities.
- Promote the modeling of professional work in student assignments by making the in-course writing reflect professional writing activities.
- Use holistic rubrics to guide students as they do their assignments.
- Give students choices of assignments — pick 4 of 6 options, for example.
- Organize a group project with modules and pages. Make a module for a group project and include a page for each component of the complex project. Use a non-graded Assignment (page) with an overview, description, and links to the separate project components to make sure it gets to students’ calendars.

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Watch Debra’s story:
https://youtu.be/PeJCpWzb3ik

Get started with the assignments in Canvas:
https://vimeo.com/71970884
CATME (Automatic Group Creation) with Courtney Seidel - 10.13.2017

In the October 13, 2017 Active Teaching Lab, Courtney Seidel shared how to make better groups for better learning using CATME and Canvas.

CATME is a tool that allows instructors to automatically create useful student learning groups based on their skills, interests, grades, gender, or a host of other options. Participants brought their laptops and mobile devices to get hands-on experience with the CATME and Canvas tools from both the teacher and student perspective.

Takeaways

• Transparency in the group formation process helps students understand why they are distributed. Student-selected teams are often just “social entities” (Brickell et al, 1994).

• Purposeful group construction helps students get outside their social circles. Instructors may create teams based on diversity — or similarity of schedule.

• With a department or university CATME license, there is no student fee.

• Team-Based Learning works to eliminate the social loafer by putting them in teams where their strengths are promoted.

• Tip: Use your wisc.edu address because CATME verifies your faculty (vs. student) status before granting an instructor account.
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Watch Courtney’s Story and our lab discussion here:

https://youtu.be/27jTfrtpiDo
In the October 20, 2017 Active Teaching Lab, David Abbott and Amy Moser shared how they give detailed assignment feedback easily.

UW-Madison’s custom-developed Moodle’s Feedback Manager saved graders time by offering blocks of assignment/exam feedback text based on the most common mistakes the class made. During the Lab, Abbott and Moser discussed how they worked with the university to adapt Moodle’s Feedback Manager to fulfill their feedback-giving wish list. Participants then brainstormed similar workarounds available for Canvas.

**Takeaways**

• Participants put their heads together to brainstorm Canvas-compatible solutions to giving feedback that allows:
  ◦ Students to respond to questions in table-style fields  
  ◦ Instructors to see TA grading (and provide feedback to TAs) in real time  
  ◦ Grading by question (e.g. all responses to #1) rather than by student to promote consistency  
  ◦ Creating personalized feedback for students using a bank of comments.

• Test drive some possible solutions by working through the Lab’s activity sheet.
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Watch Amy and David’s Stories

https://youtu.be/w0ODuvgcnnY

Check out what feedback you can currently give with Canvas Speedgrader:

https://youtu.be/MxkRQDkMnlw
In the October 26, 2017 Active Teaching Lab, Mark Millard shared how to make videos and online lectures effective. Lab participants experimented with Kaltura and CaptureSpace Lite in Canvas and reviewed other tools from both the instructor and student perspective.

**Takeaways**

- Use Google Drive (a campus-supported tool) to deliver instructional video because it allows for multiple sharing options, supports closed captioning, and provides great flexibility for the instructional support team and faculty. Furthermore, students can access all the advantages of YouTube without the noise of “Recommended Videos.”
- Opt for audio/video feedback via Speedgrader (many students prefer it).
- Construct Quiz and Exam reviews of common mistakes.
- Create previews of upcoming topics.
- Clarify problem-solving or process-explaining with Document Camera or Screencast.
- Take advantage of the UW-Libraries video sources (e.g. Kanopy, FilmsOnDemand, Docuseek2).
- Assign students to find a video example of course content for the week (then use the best as an example next semester!).
- If you find an important video, find a backup of the video (in case the internet changes and your link goes away).
- Contact DoIT to get access to Adobe Presenter and Captivate via UW’s Adobe license (see KnowledgeBase). Lynda.com has great tutorials for these programs.
- Stick with videos that are topic-based (so you can re-use them), last 7-10 minutes, and employ conversational language.
- Check out the Explain Everything app (interactive whiteboard).
• Try Quicktime for ScreenCapture — If you plug in your iPad or iPhone to your computer, Quicktime lets you record what happens on the iPad (directions).

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Check out the session’s activity sheet for more information.

Watch Mark’s Story:

https://youtu.be/Q2lrXxYFrpM

Get started with Kaltura Media in Canvas:

https://www.youtube.com/watch?v=p9k_2TjwOpY
Canvas and Assessment with Michael Maguire - 10.27.2017

In the October 27, 2017 Active Teaching Lab, Michael Maguire shared how to simplify grading scheme(s) in Canvas. Participants learned strategies to help move the needle toward more authentic and accurate assessment with an equitable grading system that aligns with the GPA scale. Attendees came equipped with laptops and a Sandbox course to work with grading schemes as an instructor and to get hands-on experience with Canvas tools as a student.

**Takeaways**

Using a GPA-based grading scale (out of 4.0) in Canvas can help make grading:

- easier for the instructor and student to manage
- more equitable
- more closely aligned with transcripts
- supportive and reflective of authentic assessment practices.

To dive deeper into grading schemes, check out the session’s activity sheet.

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Watch Michael’s Story:

https://youtu.be/keDxZah-s2M

Get started with Canvas Grading Schemes:

https://www.youtube.com/watch?v=E_awR0i5ClO
Asynchronous Discussions in Canvas with Karin Spader - 11.03.2017

In the November 3, 2017 Active Teaching Lab, Karin Spader shared how to design more productive class discussions in Canvas.

There are many ways to structure discussions, among them threaded, anchored, visual conversations. Lab participants discussed the pros and cons of each and learned how Canvas can support them. Karin demonstrated discussions she has used in her classes and described the pedagogical basis behind the different approaches.

Takeaways

- Embed videos or readings in a discussion to create an Anchored Discussion (anchored to that particular content).
- Use a YouTube timer to help students keep track of time for free-writes or timed responses.
- Encourage students to provide peer feedback that’s more constructive than “this is really good” by asking them to post a segment of their paper on which they want input from others. Require peer reviews for at least two other students.
- Use the online space to give students more time to respond thoughtfully compared to the pressure of being “on-the-spot” in a face-to-face class.
- Clarify your directions — they’re never clear enough for all students.
- Gather feedback from students on the discussion process; they may realize that assisting and responding to
others reinforces their own understanding.

- Use online discussions to create a written record to refer back to.
- Try a two-part deadline (1 = post, 2 = feedback) to help prevent a lack of response/feedback to late posters.
- Check out these 5 tips for Online Discussion.

For more information, see the session’s activity sheet.

Active Teaching Labs are held Fridays from 8:30-9:45am (and every other Thursday from 1-2pm, see events calendar for dates) in room 120, Middleton Building. Check out upcoming labs or read recaps from past labs. To stay informed about upcoming Labs, sign up for regular announcements by sending an email to join-activeteaching@lists.wisc.edu.

Watch Karin’s story and the discussion that followed:

https://youtu.be/SX8VdYrd9Eo

Get started with the Canvas Discussion Board:

https://www.youtube.com/watch?v=1jHNYk8zDOE