Active Teaching Lab eJournal

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DOIT ACADEMIC TECHNOLOGY AND THE UW-MADISON TEACHING ACADEMY; JENNIFER HORNBAKER; JOHN MARTIN; JULIE JOHNSON; KARIN SPADER; MARGARET MERRILL; MARGARET MURPHY; AND JEFFREY THOMAS

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Introduction

The [Active Teaching Lab eJournal](#) is a compilation of material from University of Wisconsin-Madison's [Active Teaching Lab](#). Beginning February of 2015, the Active Teaching lab has provided a safe space for structured explorations of teaching tools and techniques that faculty and staff are using to engage students and teach more effectively. Labs are held weekly during the academic year and include coffee and bagels.

Active learning refers to purposeful learning through engagement with instructors, other students and course content to promote problem-solving, application and understanding. A wide variety of technologies can help foster active learning.

Each Active Teaching Lab is broken into four parts:

1. **Listen**: Hear colleagues share how they used a tool or technique in their teaching
2. **Experiment**: Get hands-on experience with the tool
3. **Discuss**: Unpack the pedagogy and develop ideas on applying it to your course
4. **Expand**: Discover additional options to accomplish similar results

The Active Teaching Lab was developed in collaboration with the [Teaching Academy](#) and [DoIT Academic Technology](#). To stay informed, sign up for regular announcements by sending an email to join-activeteaching@lists.wisc.edu. [Find out more](#) about our other partnerships that span the campus, state and nation.

PART 1: SPRING 2015 LABS

1. 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.

[Michael Maguire](#)

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

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2. Piazza with Brian Esselman — 02.20.2015

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.

Brian Esselman

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

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3. D2L with Morton Ann Gernsbacher — 02.27.2015

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.

[Morton Ann Gernsbacher](#)

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

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4. 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.

Active-Teaching-Lab-flask-photo

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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5. Wordpress with Linsey Steege — 03.13.2015

In the **Active Teaching Lab** on March 13, 2015, Linsey Steege shared how she has been using WordPress in her undergraduate and graduate courses. She discussed how she shapes her assignments and how her students have reacted to submitting them on WordPress.

Lindsey Steege

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

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6. Wikipedia Editing with Tom Dubois — 03.20.2015

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.

Tom Dubois

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

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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](#)

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7. 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.

Ryan Martinez

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

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8. Webquests with Lane Sunwall — 04.10.2015

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.

[Lane Sunwall](#)

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

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9. Siftr with Cathy Middlecamp — 04.17.2015

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.

Cathy Middlecamp

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

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> *https://wisc.pb.unizin.org/atlejournal/?p=84#oembed-1*

10. Top Hat with Ed Hubbard — 04.24.2015

In the [Active Teaching Lab](#) on April 24, 2015, Ed Hubbard shared a learning sciences perspective on using the Top Hat student response system to keep students engaged in lectures.

Ed Hubbard

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

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The School of Nursing has posted some resources about TopHat as well, including a screencast overview of how to use it.

11. Scapple with Nick Balster — 05.01.2015

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.

Nick Balster

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

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12. Twitter with Shawn Peters — 05.08.2015

In the [Active Teaching Lab](#) on May 8, 2015, Shawn Peters shared how he gets students interacting outside of class with Twitter.

Shawn Peters

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

13. Audio and Podcast Assignments — 10.25.2018

Audio and podcast assignments require students to organize, synthesize, and manipulate information differently than a traditional essay or quiz. At the October 25, 2018 Active Teaching Lab, participants discussed scenarios well-suited for audio assignments in addition to how to structure, facilitate, and grade audio productions. Attendees explored multimedia options for students to express content mastery and the logistics to make it all happen.

Takeaways

- Podcasts provide opportunity for students to go in-depth with a topic, with time for unpacking and reflection without the cognitive load of attending to a lecture.
- Using podcasts successfully in the classroom requires teaching students *how* to listen. Try in-class listening with a worksheet that guides students through the process, helping them to identify main points, supporting evidence, transitions in speakers and points of view, and other facets of the conversation you want them to notice. Then provide them the same worksheet to try the process on their own at home.
- The purpose of podcast creation assignments can be content synthesis, but it can also be presentation skills. Weigh the importance of production value vs. content and assess final products accordingly.
- Uses of podcasts outside the communication arts include audio assignments to demonstrate language proficiency, analysis of soundscapes, and debates.
- Tried-and-true podcast listening and creation options include:
  - [Anchor](#) — Adds a soundtrack or sound effects to a recording, automatically adjusting the soundscape based on when someone is speaking
  - [Microsoft Sway](#) — Creates a web page that can contain audio but also other media, as well; can be published broadly but also limited to classroom or more personal circulation
  - [Audacity](#) — Considered the "standard," most widely used podcasting app
  - [Kaltura MediaSpace](#) — Has both audio and video capabilities that integrate smoothly into Canvas
  - [SoundTrap](#) — Allows user-friendly collaborative recording
  - [Soundcloud](#) — Features an annotation tool to leave and view comments and reactions throughout the podcast
  - [ClustrMaps](#) — Tracks site hits so that students can see the reach of their self-produced, publicly available podcasts. (E.g. someone from Australia accessed my podcast!)

- MERIT provides podcast kits that look intimidating but really only require about 10 minutes of training to get up and running.
- Check out other equipment and training resources available at UW-Madison.

For more information on audio and podcast assignments, visit the session's activity sheet.

Video

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The Active Teaching Lab is a Faculty Engagement program with sessions held on Thursdays from 1:00-2:00pm (room 302) and Fridays from 8:30-9:45am (room 120) in the Middleton Building (1305 Linden Dr.) during fall 2018. Check out upcoming Labs or read the recaps from past Labs. We build interdisciplinary conversations that are more emergent than a presenter and more dynamic than a panel — a conversation with colleagues sharing challenges, solutions, and experiments on topics selected by a variety of stakeholders.

Sign up for regular Lab announcements by sending an email to join-activeteaching@lists.wisc.edu.

14. Engage

PART 2: FALL 2015 LABS

15. 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.

[Duncan Carlsmith](#)

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

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16. 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.

[Margene Anderson](#)

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

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17. Google Docs with Tim Paustian — 09.25.2015

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.

Tim-Paustian

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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students and teach more effectively. During the academic year, labs are held weekly and will be listed on the [Active Teaching Lab page](#).

Tim's Google Docs Story

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18. Google Apps in D2L with John Martin — 09.29.2015

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. john-martin
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

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https://wisc.pb.unizin.org/atlejournal/?p=100#oembed-1

19. Social Media with Catalina Toma — 10.02.2015

In the [Active Teaching Lab](#) on October 2, 2015, Catalina Toma from Communication Science shared her research in social media and strategies and

catalina-toma

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

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20. 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.

Dan-LaValley   Josh-Harder

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

https://youtube.com/watch?v=WVIwvKW9hNw

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
- Open Broadcaster Software (OBS) 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.
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):

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]()

21. eText with Colin Connors — 10.09.2015

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!).

Collin-Connors

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.

eText-Steps

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

22. CSCR with Margene Anderson, Dan LaValley, and Emmanuel Contreras — 10.13.2015

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.

Margene Anderson
Dan-LaValley
Emmanuel-Contreras

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?

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https://wisc.pb.unizin.org/atlejournal/?p=109#oembed-1

Margene, Dan and Emmanuel's Story

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23. Moodle with Shiela Reaves, Jenny Chung, and Josh Harder — 10.16.2015

In the [Active Teaching Lab](#) on October 16, 2015, [Shiela-Reaves](#) [Jenny-Chung](#) [Josh-Harder](#)

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

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> *https://wisc.pb.unizin.org/atlejournal/?p=111#oembed-1*

24. CSCR with Cid Freitag, Dan LaValley, and Emmanuel Contreras — 10.20.2015

In the Active Teaching Lab on October 20, 2015, Cid Freitag, Dan LaValley, and Emmanuel Contreras from DoIT Academic Technology shared examples and techniques for making critical readers with CSCR.

Cid-Freitag   Dan-LaValley   Emmanuel-Contreras

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

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https://wisc.pb.unizin.org/atlejournal/?p=113#oembed-2

25. Siftr with Margene Anderson — 10.23.2015

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.

Margene Anderson

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.

26. 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.

Josh-Harder

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

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Presentation Overview

1. MediaSpace Usage at UW-Madison
2. Quick Overview of MediaSpace functionality

   1. Upload and Create Media
   2. Edit Media
   3. Organize Media
   4. 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](#).

addnew

Organize Media

KalturaChannels

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

making-another-user-a-media-owner--co-editor--or-co-publisher--part-04---add-a-collaborator

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).

27. Flipped Learning Tool-a-palooza with Lauren Rosen — 10.30.2015

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.

Lauren-Rosen

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

https://docs.google.com/presentation/d/1Kp7NdZiu-ORigaT4NYmYz0lc_XCC_ZPBxXgQ4nD7nhY/embed?start=false&loop=false&delayms=3000

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
- Blubbr (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](#)
- [Educanon](#): 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](#)

28. 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.

john-martin

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

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

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29. Google Maps (custom) with Colin Connors — 11.06.2015

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.

Collin-Connors

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

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30. Popplet with Margene Anderson — 11.10.2015

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.

[Margene Anderson](#)

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

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31. 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.

Aurelie-Rakotondrafara

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

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32. 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](#).

Andrew-Irving

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

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Additional Information: Skype in the Classroom

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https://wisc.pb.unizin.org/atlejournal/?p=151#oembed-3

33. 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.

Catherine-
Stephens

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_lNTY
- 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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Catherine's MakerSpace Story

34. Blackboard Collaborate with Yuyen Chang, and David Feldstein — 12.04.2015

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.

[David-Feldstein](#)   [Yuyen-Chang](#)

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

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PART 3: SPRING 2016 LABS

35. Canvas with Catherine Arnott Smith — 02.05.2016

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.

Catherine-Arnott-Smith

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

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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)](#)

36. 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.

Andrew-Irving

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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Andrew's Online Platforms for Language Learning Story

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> *https://wisc.pb.unizin.org/atlejournal/?p=160#oembed-1*

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.

– See more at: http://vistahigherlearning.com/educators/highered/french-programs/imaginez-3rd-edition.html#sthash.ebEAFUsX.dpuf

37. Design Thinking with Pamela McGranahan and George Jura — 02.19.2016

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.

[Pamela-McGranahan](#)   [George-Jura](#)

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

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> *https://wisc.pb.unizin.org/atlejournal/?p=162#oembed-2*

38. Piazza with John Gillett — 02.26.2016

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.

John-Gillett

- 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 then 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."

39. GoPro cameras with Kristen Pickett — 03.03.2016

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.

Kristen-Pickett

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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Kristen's GoPro Story

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> https://wisc.pb.unizin.org/atlejournal/?p=166#oembed-1

40. 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.

John-Puccineli

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

https://docs.google.com/presentation/d/1xeFeD4s29f4gojvEW5Z3T2nZCE5E1z5ndIZ-vqaHJ1s/embed?start=false&loop=false&delayms=3000

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.

41. Workflow Visualization Toolkit with Alan Hackbarth — 03.18.2016

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.

[Alan-Hackbarth](#)

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

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](#)!

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](#).

Alan's Workflow Visualization Toolkit Story

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> *https://wisc.pb.unizin.org/atlejournal/?p=170#oembed-1*

PART 4: FALL 2016 LABS

42. Slack with Vanessa Simmering — 9.16.2016

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](#).

   [Active Teaching Labs](#) are held every Friday from 8:30-9:30am in room 120, Middleton Building. Check out the [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:

> ▣ *One or more interactive elements has been excluded from this version of the text. You can view them online here:*
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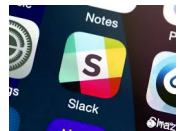
Want to know what happened next? Watch the discussion video:

What is Slack?
https://youtube.com/watch?v=9RJZMSsH7-g

43. 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:

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> *https://wisc.pb.unizin.org/atlejournal/?p=69#oembed-1*

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

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> *https://wisc.pb.unizin.org/atlejournal/?p=69#oembed-2*

What is Sway?

https://youtube.com/watch?v=pcg6DGO9hpI

44. Padlet, Tricider, Dotstorming with Lauren Rosen — 09.30.2016

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]().

[Active Teaching Labs]() are held every Friday from 8:30-9:30am in room 120, Middleton Building. Check out the [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.

Lauren's story:

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> *https://wisc.pb.unizin.org/atlejournal/?p=71#oembed-1*

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

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> *https://wisc.pb.unizin.org/atlejournal/?p=71#oembed-2*

Learn more about these tools:

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

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> *https://wisc.pb.unizin.org/atlejournal/?p=71#oembed-4*

45. SoftChalk with John Hollenbeck — 10.07.2016

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.

John Hollenbeck

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:

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

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> *https://wisc.pb.unizin.org/atlejournal/?p=73#oembed-2*

What is SoftChalk?

46. Kaltura Mediaspace with Rob Beattie and Caitlin Iverson — 10.14.2016

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.

Rob Beattie   Caitlin Iverson

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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Rob & Caitlin's story

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> *https://wisc.pb.unizin.org/atlejournal/?p=75#oembed-1*

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

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> *https://wisc.pb.unizin.org/atlejournal/?p=75#oembed-2*

What is Kaltura?

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https://wisc.pb.unizin.org/atlejournal/?p=75#oembed-3

47. Universal Design with Ruben Mota and Mike Mohr — 10.21.2016

Last week's Active Teaching Lab was about making life better for all your students (and yourself) through Universal Design. Also known as inclusivedesign, [Universal Design](#) refers to broad-spectrum ideas meant to produce buildings, Ruben Mota 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!)Michael Mohr
- 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

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> *https://wisc.pb.unizin.org/atlejournal/?p=5#oembed-1*

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

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> *https://wisc.pb.unizin.org/atlejournal/?p=5#oembed-2*

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

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https://wisc.pb.unizin.org/atlejournal/?p=5#oembed-3

48. 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.

beth2

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:

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> *https://wisc.pb.unizin.org/atlejournal/?p=63#oembed-1*

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

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> *https://wisc.pb.unizin.org/atlejournal/?p=63#oembed-2*

Creating a rubric in D2L:

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> *https://wisc.pb.unizin.org/atlejournal/?p=63#oembed-3*

Using a rubric to grade discussions in D2L:

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https://wisc.pb.unizin.org/atlejournal/?p=63#oembed-4

49. Pressbooks with James McKay — 11.04.2016

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.

JamesMcKay

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

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> *https://wisc.pb.unizin.org/atlejournal/?p=121#oembed-1*

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

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> *https://wisc.pb.unizin.org/atlejournal/?p=121#oembed-2*

An introduction to Pressbooks:

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> *https://wisc.pb.unizin.org/atlejournal/?p=121#oembed-3*

We also touched on adding interactive content to Pressbooks via [H5P](#):
Here are several other videos on using Pressbooks: [youtube.com/user/pressbooks](#)

50. 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.

Nicole Olthafer

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.

Active Teaching Labs are held every Friday from 8:30-9:30am in room 120, Middleton Building. Check out the upcoming labs or read the recaps from past labs — or see them all in one place in our new Active Teaching Lab ejournal (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.

Nicole's story

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> https://wisc.pb.unizin.org/atlejournal/?p=174#oembed-1

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

> One or more interactive elements has been excluded from this version of the text. You can view them online here:
> https://wisc.pb.unizin.org/atlejournal/?p=174#oembed-2

Hangouts ON AIR has moved to YouTube. Here's what you need to know:

Other strategies for communicating with Hangouts (The Apps Show)
https://www.youtube.com/watch?v=FPTYeNkmJes

51. Articulate Storyline with Andrea Mason — 11.18.2016

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

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> *https://wisc.pb.unizin.org/atlejournal/?p=176#oembed-1*

Watch the discussion for more

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> *https://wisc.pb.unizin.org/atlejournal/?p=176#oembed-2*

Learn more about Articulate Storyline 2

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> *https://wisc.pb.unizin.org/atlejournal/?p=176#oembed-3*

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-ryIeAY

52. Wordpress with Kevin Ponto — 12.02.2016

Wordpress logo   The Active Teaching Lab on December 2, 2016 featured   Kevin Ponto
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

> *One or more interactive elements has been excluded from this version of the text. You can view them online here:*
> *https://wisc.pb.unizin.org/atlejournal/?p=178#oembed-1*

Want to know more? Watch the discussion that followed here:

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> *https://wisc.pb.unizin.org/atlejournal/?p=178#oembed-3*

Getting started with WordPress

Active Teaching Labs are held every Friday from 8:30-9:30am in room 120, Middleton Building. Check out the 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.

53. 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.

Sharon Thoma

Takaways

- 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. Active Teaching Labs are held every Friday from 8:30-9:30am in room 120, Middleton Building. Check out the 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.

Sharon's story:

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Interested in a general discussion of learning analytics and what's available in Canvas? Watch the discussion below:

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> *https://wisc.pb.unizin.org/atlejournal/?p=180#oembed-2*

54. Study Pattern with Judith Burstyn — 12.16.2016

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.

Rachel Bain

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:

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Want to learn more? Watch the discussion:

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://wisc.pb.unizin.org/atlejournal/?p=191#oembed-2

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 5: SPRING 2017 LABS

55. 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.

Margene Anderson

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.

[Active Teaching Labs](#) are held every Friday from 8:45-9:45am (and every other Monday from 12:30pm-1:30pm, see [events calendar](#) for dates) in room 120, Middleton Building. Check out the [upcoming labs](#) or read the [recaps from past labs](#) — or see them all in one place in our new [Active Teaching Lab eJournal](#) ([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.

UW-Madison is transitioning to Canvas as a single, centrally supported LMS, and will discontinue support for D2L and Moodle by 2018. Visit [canvasinfo.wisc.edu](#) for information and resources.

Watch Margene's story:

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https://wisc.pb.unizin.org/atlejournal/?p=195#oembed-1

56. 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.

Miguel Garcia-Gosalvez

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:

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https://wisc.pb.unizin.org/atlejournal/?p=198#oembed-1

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57. Rubrics with Dan Pell — 02.03.2017

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.

dan-pell

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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UW-Madison is transitioning to Canvas as a single, centrally supported LMS, and will discontinue support for D2L and Moodle by 2018. Visit canvasinfo.wisc.edu for information and resources.

Watch Dan's story:

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://wisc.pb.unizin.org/atlejournal/?p=202#oembed-1

Check out his Prezi slides here.

Want to learn more? Watch the discussion:

Get started with Canvas Rubrics by viewing this overview video from the Canvas Community: https://vimeo.com/133373847

58. 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:

> *One or more interactive elements has been excluded from this version of the text. You can view them online here:*
> *https://wisc.pb.unizin.org/atlejournal/?p=215#oembed-1*

Want to learn more? Watch the discussion:

59. Canvas SpeedGrader with Sue Wenker — 02.13.2017

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.

Sue Wenker

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:

> 🖥 *One or more interactive elements has been excluded from this version of the text. You can view them online here:*
> *https://wisc.pb.unizin.org/atlejournal/?p=205#oembed-1*

Want to learn more? Watch the discussion that follows:

> 🖥 *One or more interactive elements has been excluded from this version of the text. You can view them online here:*
> *https://wisc.pb.unizin.org/atlejournal/?p=205#oembed-2*

60. 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.

greg-downey

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:

> 📠 *One or more interactive elements has been excluded from this version of the text. You can view them online here: https://wisc.pb.unizin.org/atlejournal/?p=212#oembed-1*

Want to learn more? Watch the discussion:

> 📠 *One or more interactive elements has been excluded from this version of the text. You can view them online here: https://wisc.pb.unizin.org/atlejournal/?p=212#oembed-2*

61. 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.

Miguel Garcia-Gosalvez

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:

One or more interactive elements has been excluded from this version of the text. You can view them online here:
https://wisc.pb.unizin.org/atlejournal/?p=217#oembed-1

62. 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.

Tim-Paustian

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:

> 🖳 *One or more interactive elements has been excluded from this version of the text. You can view them online here:*
> *https://wisc.pb.unizin.org/atlejournal/?p=209#oembed-1*

Want to learn more? Watch the discussion that follows:

63. Canvas 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:

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https://wisc.pb.unizin.org/atlejournal/?p=221#oembed-1

64. Canvas Grade Schemes with Cathy Middlecamp — 03.10.2017

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 handles 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:

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https://wisc.pb.unizin.org/atlejournal/?p=224#oembed-1

Watch the discussion that followed:

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https://wisc.pb.unizin.org/atlejournal/?p=224#oembed-2

65. 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.

Catherine Arnott-Smith

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:

> *One or more interactive elements has been excluded from this version of the text. You can view them online here: https://wisc.pb.unizin.org/atlejournal/?p=226#oembed-1*

Watch the discussion that followed:

Learn how to create, manage, and grade discussions in Canvas:
https://www.youtube.com/watch?v=kjF7lhoF5RA

66. Canvas Quizzing and Surveys with John Parrish — 03.17.2017

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:

📊 *One or more interactive elements has been excluded from this version of the text. You can view them online here:*
https://wisc.pb.unizin.org/atlejournal/?p=228#oembed-1

Watch the discussion that followed:

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https://wisc.pb.unizin.org/atlejournal/?p=228#oembed-2

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67. Canvas Syllabus/Calendar with Charles Dill — 03.31.2017

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.

Charles Dill

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:

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> *https://wisc.pb.unizin.org/atlejournal/?p=230#oembed-1*

Watch the discussion that followed:

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> *https://wisc.pb.unizin.org/atlejournal/?p=230#oembed-2*

Get Started with Syllabus and Calendar in Canvas:
https://vimeo.com/78942602
https://vimeo.com/78093181

68. 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 weakness of Canvas to [Case Scenario/ Critical Reader Builder (CSCR)](#).

Jen Reinhart

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:

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Watch the discussion that followed:

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://wisc.pb.unizin.org/atlejournal/?p=232#oembed-2

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

https://vimeo.com/72307216

69. Canvas Peer Grading with John Zumbrunnen — 04.07.2017

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:

> *One or more interactive elements has been excluded from this version of the text. You can view them online here:*
> *https://wisc.pb.unizin.org/atlejournal/?p=234#oembed-1*

Watch the discussion that followed:

Get Started with Peer Grading in Canvas:
https://vimeo.com/74966153

70. Canvas Synchronous Group Discussions with Morton Gernsbacher — 04.14.2017

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.

Morton Ann Gernsbacher

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.

[Active Teaching Labs](#) are held every Friday from 8:30-9:45am (and every other Monday from 12:30pm-1:30pm, see [events calendar](#) for dates) in room 120, Middleton Building. Check out [upcoming labs](#) or read [recaps from past labs](#) — or see them all ([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 Morton's Story:

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Watch the discussion that followed:

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https://wisc.pb.unizin.org/atlejournal/?p=236#oembed-2

71. 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:

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> *https://wisc.pb.unizin.org/atlejournal/?p=244#oembed-1*

Watch the discussion that followed:

> *One or more interactive elements has been excluded from this version of the text. You can view them online here:*
> *https://wisc.pb.unizin.org/atlejournal/?p=244#oembed-2*

Get Started with Google Collaboration in Canvas:
https://vimeo.com/90333227

72. Canvas Group Discussions with John Zumbrunnen — 04.21.2017

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:

Watch the discussion that followed:

Get Started with discussions in Canvas:
https://vimeo.com/108385146
https://vimeo.com/72433449

73. Canvas SpeedGrader with Laura Grossenbacher — 04.28.2017

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](#)). 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:

> 🖳 *One or more interactive elements has been excluded from this version of the text. You can view them online here:*
> *https://wisc.pb.unizin.org/atlejournal/?p=242#oembed-1*

Watch the discussion that followed:

> 🖳 *One or more interactive elements has been excluded from this version of the text. You can view them online here:*
> *https://wisc.pb.unizin.org/atlejournal/?p=242#oembed-2*

Get started with SpeedGrader in Canvas:
https://vimeo.com/72662612

74. 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.

Andrea Porter

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:
https://vimeo.com/72662612

PART 6: FALL 2017 LABS

75. Quizzes in Canvas with Elisa Torres — 09.08.2017

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:

🖥 *One or more interactive elements has been excluded from this version of the text. You can view them online here:*
https://wisc.pb.unizin.org/atlejournal/?p=260#oembed-1

Get started with Canvas Quizzes:
https://vimeo.com/72004690
https://vimeo.com/72004689

76. 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](#) and Elise's [slides](#) for additional support materials.

[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 Elise's Story:

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https://wisc.pb.unizin.org/atlejournal/?p=269#oembed-1

Get started Organizing a Course in Canvas:
https://vimeo.com/69658934
https://vimeo.com/72433450

77. 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.

Stephanie Graham

Takeaways

- Course design is the foundation of a class.
- Lab attendees heard Stephanie and Maria share their favorite practices for course organization.
  Maria
  Widmer
- 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.

[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 Stephanie and Maria's Story:

🖥️ *One or more interactive elements has been excluded from this version of the text. You can view them online here:*
https://wisc.pb.unizin.org/atlejournal/?p=275#oembed-1

Get started with Canvas course organization:
https://vimeo.com/72433450

78. 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.

Check out the session's activity sheet and follow along with Lane's slides for more information.

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Watch Lane's Story:

📄 *One or more interactive elements has been excluded from this version of the text. You can view them online here:*
https://wisc.pb.unizin.org/atlejournal/?p=283#oembed-1

Get started with wayfinding and the Canvas homepage:
https://vimeo.com/69658934
https://vimeo.com/72433450

79. Canvas Blueprint Courses with Daniel Pell — 09.27.2017

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.

dan-pell

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 over-ridden)
- 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 and follow along with his [Blueprint](#) and [Rubrics](#) Prezis:

> One or more interactive elements has been excluded from this version of the text. You can view them online here: https://wisc.pb.unizin.org/atlejournal/?p=302#oembed-1

Get started with Canvas Blueprint courses:

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80. Scheduler for Office Hours with Naomi Salmon — 09.29.2017

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:

🖼️ *One or more interactive elements has been excluded from this version of the text. You can view them online here: https://wisc.pb.unizin.org/atlejournal/?p=305#oembed-1*

Get started with the Canvas Calendar:
https://vimeo.com/canvaslms/528en

81. 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:

📇 *One or more interactive elements has been excluded from this version of the text. You can view them online here: https://wisc.pb.unizin.org/atlejournal/?p=309#oembed-1*

Get started with the assignments in Canvas:
https://vimeo.com/71970884

82. 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:

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83. Feedback Manager Challenge with David Abbott and Amy Moser — 10.20.2017

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, and follow along with the presenters' slides.

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Watch Amy and David's Stories

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://wisc.pb.unizin.org/atlejournal/?p=318#oembed-1

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

84. Top Hat in Canvas with Duncan Carlsmith — 10.25.2017

The October 25, 2017 Active Teaching Lab explored Top Hat in Canvas. Duncan Carlsmith shared his experience using Top Hat to engage students and deepen learning. This brownbag-style lab varied from our regular labs in that there was no hands-on lab portion — it simply included a story, demo and then discussion.

Duncan Carlsmith

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View the speaker's slides here.

Duncan's Story:

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https://wisc.pb.unizin.org/atlejournal/?p=336#oembed-1

Learn more about Top Hat:
https://www.youtube.com/watch?v=5WtggEp79pk

85. Using Digital Media Effectively with Mark Millard — 10.26.2017

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:

Get started with Kaltura Media in Canvas:

86. Canvas and Assessment with Michael Maguire — 10.27.2017

In the October 27, 2017 Active Teaching Lab, <u>Michael Maguire</u> 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.

Michael Maguire

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 <u>activity sheet</u> and Michael's <u>slides</u>.

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Watch Michael's Story:

One or more interactive elements has been excluded from this version of the text. You can view them online here:
https://wisc.pb.unizin.org/atlejournal/?p=325#oembed-1

Get started with Canvas Grading Schemes:

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https://wisc.pb.unizin.org/atlejournal/?p=325#oembed-2

87. 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](#).

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Watch Karin's story and the discussion that followed:

> 🖭 *One or more interactive elements has been excluded from this version of the text. You can view them online here:*
> *https://wisc.pb.unizin.org/atlejournal/?p=327#oembed-1*

Get started with the Canvas Discussion Board:

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https://wisc.pb.unizin.org/atlejournal/?p=327#oembed-2

88. Rubrics II with Karla Ausderau - 11.17.2017

The November 17, 2017 Active Teaching Lab explored Canvas Rubrics. Karla Ausderau shared how to improve student learning with rubrics.

Rubrics help focus student efforts as they complete assignments, and provide easy, specific instructional feedback that reinforces learning goals.

Takeaways:

- Use analytic rubrics (see examples of rubric types here) to provide directed, specific feedback and also make grading easier.
- Think of a rubric as a working document, not a locked tool. Work to continuously align rubrics with course objectives and materials to help students understand why they're being asked to do what they need to do in the course.
- Begin a course with a scavenger hunt in which students connect objectives to rubrics.
- Start out with a single-point rubric. Then, as you gain experience with it, increase specificity incrementally to develop it into an analytic rubric.
- Strive toward a conceptual rubric that is flexible enough to reuse across assignments and fit a variety of formats.

Check out the session's activity sheet for more tips and tricks on using rubrics in Canvas.

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Watch Karla's story:

One or more interactive elements has been excluded from this version of the text. You can view them online here:
https://wisc.pb.unizin.org/atlejournal/?p=347#oembed-1

89. Instructional Materials and Lectures with Ian Muehlenhaus and I-Pang Fu - 11.09.2017

In the November 9, 2017 Active Teaching Lab, [Ian Muehlenhaus](#) and [I-Pang Fu](#) shared a variety of ways to engage students and embed interactive content.

Some examples of tools demonstrated include H5P, Sway and converting PowerPoints to HTML5. Participants brought laptops to get hands-on experience with Canvas tools as a student in our [Canvas course](#) and used a [Sandbox course](#) to work with the tools as an instructor.

Takeaways

Online and face-to-face methods don't work the same way. Be intentional with your design; consider your group and your instructional format. Two questions can help guide your thinking:

1. Do your materials meet your students' needs?
2. Are they easy to use?

Building engaging interactive content can be daunting the first time around, but the presenters offered some advice for getting started. From the beginning, think mobile first. Many students access materials on the go on their smartphones. Secondly, design with chunking in mind: 5 minutes (or less) of reading time, then reflection. Finally, take advantage of open technologies, such as H5P, to embed interactive content within your materials.

Tools to Try

- [**Zoom**](#): Similar to Skype. It's free up to 45 minutes, allows computer control, handles up to 50 people, and can record the session.
- [**H5P**](#): Too much interactivity isn't great, but some is essential to increasing engagement. Easily create and embed mobile-friendly interactive HTML5 content.
- **Convert Flash to HTML5 with Captivate**: Flash is gone as of 2019. Check your site to make sure you don't have any. If you have Flash video, convert it to HTML5 with Captivate. (See the

[activity sheet on Captivate here](#))
- **Convert PowerPoint to Captivate**: Import PowerPoint and add interactivity in Captivate. Bonus if the interactivity can reveal concept systems.
- **Microsoft Sway**: Makes interactive slideshows easy and plays well with Canvas. Upload a PowerPoint or Word doc and add interactivity. Formats mobile-friendly documents beautifully, organized by styles (heading 1,2,3, etc.). See Ian's Active Teaching Lab ([activity sheet here](#)) for more information.
- **Slides.com**: Creates HTML5 compatible, interactive maps that can move in both a linear and nonlinear progression.

For more tips and tricks, check out the session's [activity sheet](#) and the presenters' [slides](#).

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Watch Ian and I-Pang's Story:

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://wisc.pb.unizin.org/atlejournal/?p=338#oembed-1

90. Rubrics I with Andrea Porter - 11.10.2017

In the 11.10.2017 Active Teaching Lab, [Andrea Porter](#) shared how to use Canvas rubrics to clearly communicate expectations and feedback to students and to facilitate faster, more equitable grading.

Rubrics prevent grading fatigue and bias by keeping instructional goals Andrea Porter
front and center throughout the grading process. They also offer a quick way for instructors to provide specific feedback on common issues. Lab participants brought laptops to get hands-on experience with Canvas tools as a student in our [Canvas course](#) and used a [Sandbox course](#) to work with the tools as an instructor.

Takeaways

- Use one rubric for multiple assignments instead of creating a new one for each assignment.
- Check the "Use this rubric for assignment grading" box to have Canvas sum and autopopulate the rubric total into the grade box in Speedgrader. (More information [here](#))
- Canvas now allows rubric criteria to include a point range rather than a single point value. (More information [here](#))
- Try using a rubric in quiz, especially for an essay question.
- Free-form comments in rubrics allow instructors to provide more personalized feedback AND can be saved and re-used for other students. (More information [here](#).) However, note that saved comments are [not auto-saved](#) for future use.
- Consider explaining to students that, for communicating grade concerns, email is preferred over responding directly to Speedgrader comments because notification settings do not allow instructors to tease out student grade questions from the "thank you" and "here is my assignment" messages.
- There is currently [no way in Canvas rubrics to set categories with subpoints](#). Help us find a solution!

Work through the session's [activity sheet](#) to explore rubrics in Canvas further.
Watch Andrea's Story (reference her slides [here](#)):

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https://wisc.pb.unizin.org/atlejournal/?p=333#oembed-1

Get started with Rubrics in Canvas:

https://vimeo.com/133373847

Check out the Active Teaching Labs from 02.03.2017 and 10.28.2016 to learn more about rubrics.

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91. Rubrics II with Karla Ausderau - 11.17.2017

The November 17, 2017 Active Teaching Lab explored Canvas Rubrics. Karla Ausderau shared how to improve student learning with rubrics.

Rubrics help focus student efforts as they complete assignments, and provide easy, specific instructional feedback that reinforces learning goals.

Takeaways:

- Use analytic rubrics (see examples of rubric types here) to provide directed, specific feedback and also make grading easier.
- Think of a rubric as a working document, not a locked tool. Work to continuously align rubrics with course objectives and materials to help students understand why they're being asked to do what they need to do in the course.
- Begin a course with a scavenger hunt in which students connect objectives to rubrics.
- Start out with a single-point rubric. Then, as you gain experience with it, increase specificity incrementally to develop it into an analytic rubric.
- Strive toward a conceptual rubric that is flexible enough to reuse across assignments and fit a variety of formats.

Check out the session's activity sheet for more tips and tricks on using rubrics in Canvas.

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Watch Karla's story:

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https://wisc.pb.unizin.org/atlejournal/?p=351#oembed-1

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92. Universal Design for Learning with Morton Gernsbacher - 11.29.2017

In the November 29, 2017 Active Teaching Exchange, Morton Gernsbacher shared how she draws upon Universal Design principles in her courses for more student learning and less work teaching. This brownbag-style Exchange varied from regular labs in that there was no lab part — it was just story and discussion.

Morton Ann Gernsbacher

Takeaways

- Students (as well as faculty, staff, visitors, etc.) do not need to be registered at the McBurney Center to get access and accommodation; it's required by law. In fact, many students opt not to register.
- People tend to overestimate the number of mobility-related disabilities and underestimate the number of psychological disabilities on campus.
- Video captions help everyone, especially ESL students. For that matter, all accommodations help everyone!
- Multiple, low-stakes opportunities are a preferred method for students to demonstrate mastery of content (vs. a few high-stakes exams).
- Providing information and assignments in advance allows students who have less-predictable disabilities to plan and work ahead. In the same vein, providing as much course information as possible at registration helps students make informed decisions about their enrollment schedule, thereby reducing drops and time to graduation.
- "Drop the Lowest" options for assignments and grace periods with minimal but real consequences better reflect real-world flexibility when emergencies or unplanned events intervene with school/work.
- The "What if" grading function in Canvas as well as transparency with grading policies enables students to prioritize their studying.
- A simplified grading system for multiple low-stakes assignments works well (e.g. 2 points: Did they do it well? 1 point: Did they do it? 0 points: Is it missing?).
- Immediate feedback is vital for student progress!
- The use of laptops in class has not been shown to affect performance.

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Watch Morton's Story here:

93. Building Interactivity through SCORM with Meghan Cotter - 12.01.2017

In the December 1, 2017 Active Teaching Lab, Meghan Cotter shared how to connect interactive activities to Canvas.

SCORM, or "Sharable Content Object Reference Model," is a set of technical standards so digital tools play well together. It's needed for online tools such as Articulate Storyline and Adobe Captivate to connect to the Canvas gradebook.

Takeaways

- Articulate with SCORM can track that students go through all content pages, whether linear or branching.
- SCORM can be set such that students need to simply "complete" content (ungraded, click-through assignments) or "pass" an assessment (graded).
- Because SCORM assignments are Assignments and not Quizzes, students can retake them. This can be a problem if they go back and retake an assignment for practice; the latest grade is saved. A workaround for instructors is to end access to the graded assignment and open a copy as an ungraded one.
- Use the Canvas Test Student to run through assignments several times (all correct, part correct, none correct).
- Articulate Storyline doesn't work well with the Canvas Mobile App (yet), though it does work on the Articulate App (if stored outside of Canvas — e.g. WordPress). This option cannot be graded in Canvas.
- SCORM only plays well with upgraded WordPress accounts.
- A drawback of building content in a third-party tool like Articulate is that it must be reloaded whenever updates are made.
- Use an outside web page as a Page in Canvas by inserting it as an iframe. To make the iframe full-screen, remove *?preview=* from the code and try a width of 100% and a height of 6000 pixels.

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

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Watch Meghan's Story here and follow along with her slides:

94. Active Learning Activities with Joy Altwies - 12.07.2017

In the 12.07.2017 Active Teaching Lab, Joy Altwies shared ideas for making activities meaningful and creating constructive discussions and group activities.

In this lab, participants delved into Discussions and Collaborations for group assignments in Canvas. Attendees worked on laptops and mobile devices to get hands-on experience with Canvas tools as a student in our Canvas course and brought a Sandbox course to work with the tools as an instructor.

Takeaways

- Use the Discussion tool with small groups to prepare students as they work on final projects.
- Design a course with Backwards Design and the "Absorb-Do-Connect" framework. (Refer to Joy's slides for a refresher on these concepts.)
- Create *authenticassignments* with real-world applications. What are examples of authentic assignments? Joy uses the Discussion function in Canvas to link to an online water use calculator, which students use to assess, share, and discuss their own home usage. She also sends students on a photo scavenger hunt of course concepts in their world; photos are peer reviewed by mid-semester. (Tip: Try a tool like Siftr.org for photo collection and discussion.)
- Time discussions to be completed during the middle of the week, with consistent weekly deadlines for both posting and responding to others. Use a prompt to guide students to respond to each other.
- Employ Bloom's Cognitive Domain to organize student thinking and objectives throughout the semester.
- Scaffold final projects so that most pieces are done throughout the semester. The result is less stress at the end.
- Use the Canvas Discussion tool to group students into subgroups of 2-3. Students can see each others' work so they can do peer reviews that help them learn from each other. Provide a rubric and grade feedback as an Assignment.
- Set up Discussions so each group can see other groups. With this setup, students can learn from everyone in the class instead of just their partners.

Check out the session's activity sheet as well as Joy's presentation slides, example assignment, and peer review form.
    Watch Joy's Story:

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95. Getting Student Feedback with Joe Anistranski - 12.08.2017

In the 12.08.2017 Active Teaching Lab, Joe Anistranski shared how he builds student feedback into assignments.

This lab explored both traditional methods (e.g., surveys) to get student feedback and creative ways to build student feedback into assignments. Participants discussed the pros and cons of anonymous feedback and drawing explicit attention to learning objectives. Joe then facilitated a brainstorming session on ways to disguise getting formative feedback through formative assessments.

Takeaways

- Don't be afraid to ask for *overt feedback* through surveys, conversations, LMS comments, and course evaluations.
- Build assessments, activities, and discussion assignments to gather *covert feedback.*
- Check out Google Slides Q&A to get feedback during slide presentations.
- Use student journaling not only to garner personal statements (that point to covert feedback) but also to encourage students to connect course content with their own objectives and goals. A week one journal assignment can be repeated as an end-of-course assignment to get a pre-/post- type comparison.
- Try the Piazza function in Canvas for anonymous discussions.
- Learn more with the Vanderbilt *Gathering Feedback from Students* resource and Harvard *Making Student Feedback Work* resource

For ways to use Canvas to cultivate student feedback, check out the session's activity sheet.
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Watch Joe's Story and follow along with his slides:

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PART 7: SPRING 2018 LABS

96. Large Enrollment Lessons with Margene Anderson - 01.19.2018

At the Active Teaching Lab Sneak Preview on January 19, [Margene Anderson](#) shared her successes and challenges-yet-unsolved with promoting active learning in large-enrollment classes. She discussed the rationale behind her approaches to in-class quizzing and classroom management of peer-to-peer learning as well as the technical challenges with grouping in Canvas.

Margene Anderson

Takeaways:

- Five-minute, low-stakes Canvas quizzes at the beginning of each class promote student accountability, preparedness, and collaboration before class and keep lecture attendance high.
- The Canvas [Quiz Statistics](#) feature alerts the instructor to patterns and allows for activity adjustment based on student performance and misconceptions.
- Quizzes taken first individually, then in a group create opportunities for peer learning as students with correct responses teach others
- Readiness-Assurance-Tests (RATs) ensure that students have gone through all the initial readings.
- The peer pressure of in-group in-class quizzing, especially if peer review is part of the grade, helps address student readiness issues.
- [IF-AT quiz forms](#) for team quizzing provide scratch-off lottery satisfaction.

For more information about using Canvas Quizzes, Groups, and Discussions for large-enrollment courses, check out the session's [activity sheet](#). See Margene's [inventory of activities and formative assessment](#) for more ideas.

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97. AEFIS Integration with Canvas with Laura Grossenbacher - 02.01.2018

At the February 1, 2018 Active Teaching Exchange, Laura Grossenbacher discussed her experiences assessing student outcomes and the challenges and potential of integrating AEFIS with Canvas rubrics to do so. View her presentation slides here, and check out the Exchange Notes here.

Takeaways:

- Assessment is about fairness — is one section easier or harder than another? Program assessment helps everyone be on the same page.
- Direct assessment (vs indirect) provides metrics that can span across courses.
- Each outcome has Key Performance Indicators (KPIs) that show evidence of how well students in courses meet expectations.
- KPIs should be specific in student-facing rubrics so that all parties can see what their outcomes are and what the KPIs are.
- Automating outcomes assessment requires that instructors grade online or transfer grades to an online format. Canvas SpeedGrader makes this easy.
- Video feedback for students can help soften constructive criticism.
- Just because something doesn't work out of the gate, doesn't mean it's not a good idea. Give it time to develop and mature.
- AEFIS is adjusting itself according to our needs
- The "Official Syllabus" tool added to Canvas guides instructors through the steps required by the UW for HLC accreditation (and isn't as complicated as it looks).
- One pitfall to avoid is assessing what's *easiest* to measure instead of what we *should* assess (which may be more difficult to quantify).
- Starting anywhere is better than not starting at all; people/departments who might not have highly developed program and course outcomes shouldn't fear the mistakes that naturally occur during the growth cycle.

Examine the student assessment process more closely by visiting the Student Learning Assessment website and browsing the Provost's Annual Assessment Report worksheet.

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> *https://wisc.pb.unizin.org/atlejournal/?p=382#oembed-1*

98. Canvas on iPad with Miguel Garcia-Gosalvez - 02.02.2018

At the February 2, 2018 Active Teaching Lab, Miguel Garcia-Gosalvez demonstrated how he uses Canvas on an iPad. Two different Canvas-related iPad apps offered by Instructure allow users to capture the portability and flexibility of a mobile device without losing the features and capabilities of Canvas on a regular computer.

Takeaways:

- Top-of-the-line technology isn't required to achieve satisfactory functionality; Miguel uses a low-end $299 iPad and loves it.
- The Canvas Teacher and Canvas Student apps help a lot toward making the mobile version of Canvas useful, but they don't replace the computer.
- Depending on how you set up your assignments, SpeedGrader works great on the iPad.
- The Canvas Student app comes in handy from time to time, even for instructors. The apps focus on different elements based on the needs of the roles of the users.
- Several tasks are much easier on the Canvas apps than on the computer browser version. Experiment and find which tasks work better for you on which device. For example, long typing tasks are still easier on a computer.
- In the Canvas Teacher app, the Assignments feature includes dashboards that quickly and easily display the status of submissions: graded, needs grading, and not submitted.

To learn more, check out the session's activity sheet.

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99. Calibrated Peer Review with John Moore - 02.08.2018

[Calibrated Peer Review](#) is an online tool that enables peer evaluation of written materials.
In the February 8, 2018 Active Teaching Exchange, [John Moore](#) shared his experience using the tool for chemistry lab reports and how his process can be adapted for other written assignments. Follow along with John's [slides](#) and the [Exchange notes](#).

Takeaways:

- Explain to students 1) why this process is important to do, 2) how to prep for deadlines, and 3) that the experience is authentic professional practice.
- Set expectations for professional, courteous behavior and language.
- Avoid scheduling a CPR assignment in the same week as an exam (too much time required of students).
- Borrow a colleague's eye for calibration question review while creating the assignment; mistakes in calibration questions cause headaches later.
- Start students off with shorter reports (John does three pages) and gradually increase the length as they develop their skills.

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100. Ultra Conference with Karla Ausderau - 02.09.2018

At the February 9, 2018 Active Teaching Lab, [Karla Ausderau](#) shared how she uses Ultra Conference for office hours, synchronous discussions, and guest speakers. Explore the options in Ultra Conference with the session's [activity sheet](#).

Takeaways:

- Karla started using Ultra Conference for online classes and liked it so well that she expanded to face-to-face courses for student presentations, guest speakers, etc.
- You can always elevate people to presenter or moderator status while in session, but it's harder to take away that status if you set them up before the session.
- The "No end" scheduling option is good for courses in which people use Ultra Conference regularly (like rolling notes). Ultra Conference will keep content that you've uploaded (PowerPoints, files, etc.) but will reset generated content (e.g. whiteboard drawings) between sessions. It processes as soon as everyone leaves the session.
- Check the setting option "Allow recording downloads" to make an MP4 file from the conference. Note that recording stops when everyone leaves the main room, as may occur if you form breakout groups and then join a group to listen in on their discussion.
- Recordings take up to 48 hours to process. Longer recordings take longer, but people report an hour-long session takes only three hours to process.

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101. Canvas Tools, Google Community with Lalita du Perron - 02.14.2018

In the February 14, 2018 Active Teaching Lab, Lalita du Perron shared how to build online learning communities.

Participants gained strategies for developing the digital classroom space, welcoming students, and personalizing learning through the use of announcements, welcome videos, introductory discussion forums, and small group work. See Lalita's slides and the session's activity sheet for more information.

Takeaways:

- The rhythm and pace of a course is especially important in an online space. Organize for predictability to avoid students getting flustered, and minimize instructor response time.
- Students complete higher quality work when final projects are chunked and scaffolded throughout the semester. Keep them on track with "deadline points" throughout the semester.
- An online course can be more inclusive by enabling more students to attend, not just those privileged to have the time and resources required to attend in-person classes.
- An intro video goes a long way in building students' relationships with both the instructor and the course.
- One challenge of online teaching is the time required to keep up. Find ways to save time, such as using Canvas to assign students to small groups (saves Lalita five hours vs. assigning groups by hand).
- Sticking with the same small group throughout the semester helps students to build rapport with each other despite the lack of face-to-face time.
- Nothing will shut down a student discussion more than if an instructor posts; minimize interventions in group discussions. (For more strategies for online discussions, check out these 5 Tips from Morton Gernsbacher.)
- Different platforms promote different forms of communication. Use a G+ Community for brief exchanges (more social media-esque) and Canvas for longer conversations.
- A rubric that guides students on how to respond to instructor feedback ensures they both read and reflect on that feedback.

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102. What does a "hybrid course" really mean? with Erica Halverson - 02.15.2018

In the February 15, 2018 Active Teaching Exchange, [Erica Halverson](#) shared lessons learned in transitioning a face-to-face course to an online medium and pedagogical approaches to creating a model for a hybrid course.

Takeaways:

- In a hybrid course, students meet both online and in the physical classroom.
- Erica presents material as podcasts, and uses a podcast format to structure content. Erica does guest interviews with experts on the week's topic.
- Uses audio cues to make the podcasts engaging and help students hone in on important information. Erica's podcasts have a theme song at the beginning and sounds that play when key terms are mentioned.
- Includes text versions of podcasts to help students who want to refer back or prefer written communication.
- Revises the syllabus so that it's more structured than a typical face-to-face class. Includes suggestions for how students should be using their time throughout the week.
- Builds student relationships in the digital space. Creates an assignment in which students have to get to know one another, assign weekly leaders in discussion groups, and keep the same discussion groups throughout the semester.
- Uses the Canvas peer review tool to foster accountability.
- Helps students understand what it's like to represent others and be represented by others with a Google sites gallery assignment.

See the session's livestream recording below for more details.

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103. kbAdmin as LMS? with Michel Wattiaux - 02.16.2018

In the February 16, 2018 Active Teaching Lab, [Michel Wattiaux](#) shared how he uses the kbAdmin tool in small enrollment, flipped classroom courses. To dive deeper into this topic, follow along with Michel's [lesson plan](#) and work through the session's [activity sheet](#).

Takeaways:

- Teaching is about students, not the instructor or the discipline.
- A course website offers a consistency and reliability that learning management systems can't if they're changing every few years.
- A flat structure keeps it simple; try three main pages students need to visit (syllabus, schedule, quizzes). It's not about flashy technology, it's about pedagogy. See this [discipline main page](#) and this [course main page](#) as examples.
- PowerPoint lectures are comfortable but often don't cultivate student curiosity and motivation. A course is an ongoing story, not disparate slide sets. Getting rid of PowerPoint has helped students draw connections from class to class.
- The first activity of the semester should require students to get to know each other AND demonstrate competency with the site; provide a photo roster on the internal site so they can put faces to names.
- Pre-class blogs on preparatory readings help students to organize and reflect on impressions from those readings.
- The purpose of reading quizzes is to prepare students for discussion; don't go back over reading material in class if the expectation is they've already read it. Reserve class time for new information and problem solving.
- Allow multiple attempts at quizzing to shift the focus from mastery to engaging with the material.
- Blog posts can be copied into [Wordle](#) to get a quick picture of what students are talking about
- A website creation project that requires students to interpret their academic writing in layperson terms for online viewers teaches students how to convey message for multiple audiences.

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104. Textbook-Associated Adaptive Quizzing Tool with Andrew Lokuta - 02.22.2018

Many textbooks offer adaptive quizzing tools to assess content comprehension. These quizzes are content-aligned and mastery-based, with questions tailored to students' self-reported confidence (e.g. I know it, I think so, I'm unsure, I have no idea). The tools then use an algorithm to determine what questions should be repeated or come next, until students show mastery. This is considered "intelligent tutoring" and sounds ideal in theory but has some flaws in reality. Andrew Lokuta shares a cautionary tale of what can go wrong when this technology is utilized in a large-class setting.

Takeaways:

- Adaptive teaching tools have the potential to provide different levels of assessment and challenge for a variety of students (sophomores through graduate students).
- Student-centered problems include lack of instruction-reading, mis-clicks while navigating the quiz, missed deadlines and requests for exceptions, and lack of validation that the task is completed.
- Technology problems include downtime, especially with issues the help desk can't support immediately.
- Small problems can add up to a lot of time *managing teaching* instead of teaching.
- Students are creatures of habit. *Be consistent about deadline hours from test to test!*
- The "Challenge" button allows students to challenge the correct answers. An email gets sent to the textbook author. Many students aren't aware this happens, which is reflected in the tone of many emails.
- Students who start and complete the assignments sooner tend to be the ones who do better in the class. The earlier finishers are also the ones who spend less time to finish. Does this indicate they make connections more quickly?
- The goal of quizzing tools is to have students read the book and be exposed to content — even content not explicitly covered in lecture or class activities. The quizzing process should help them ask questions, make connections, spur curiosity, increase conversations, and think ahead (vs. cramming).
- After several semesters of working with publishers' quizzing tools, Drew is going to use the Canvas quizzing tool to try to hopefully accomplish the same goals with fewer snags.
- Piazza is a Canvas-compatible tool that can help eliminate students posing the same question multiple (hundreds of) times. (New to Piazza? See the 2.26.2016 Lab activity sheet and try it out, and reference the 12.08.2017 Lab activity sheet for information on how to use Piazza in Canvas.)

For more information on adaptive quizzing, take a look at Drew's [slides](#) from the session.

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One or more interactive elements has been excluded from this version of the text. You can view them online here:
https://wisc.pb.unizin.org/atlejournal/?p=422#oembed-1

105. Weebly.com with Ahna Skop - 02.23.2018

In the February 23, 2018 Active Teaching Lab, Ahna Skop shared how she uses Weebly.com for authentic active learning in her bioinformatics/genomics course. Her students build their own websites to publish their work from their capstone project. Check out her Genetics 564 Weebly site and examples of student projects. See the session's activity sheet to get started on your own Weebly site.

Takeaways:

- Diversity and creativity in learners can get shut down in a culture of conformity.
- Students need a multitude of *experiences* (vs. bubble sheet assessments).
- Students are learning content, but not organizational skills, communication skills, or writing skills enough.
- The web-production project lets students choose their own interest (disease and associated gene). This allows them to learn about issues that may be directly affecting their own family/friends — and the web site project lets them share it with family and friends (and future employers)!
- Students see the work others do, so they can learn from their peers and teach each other both the course content and how to create their websites.
- "Backwards grading" — starting every student with full credit for the semester and taking points away as the semester proceeds — is based on Growth Mindset research and especially helps under-represented minorities.
- The TeacherKit app allows instructors to track student responses (and thus prompt students to participate in class if they don't offer up their insight readily).
- Peer review and self-assessment help to lessen the burden of grading.
- Students do research with real data and *unknown* outcomes (not recipe lab assignments); many struggle to come to terms with the idea that there is no one right answer in real-world science.
- Students can view their web hit map, which shows how many and where in the world people have viewed their site. The quality of their work increases when they see they are producing an authentic resource.

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https://wisc.pb.unizin.org/atlejournal/?p=425#oembed-1

106. Orientation Template with Greg Konop and Tim Paustian - 02.28.2018

In the February 28, 2018 Active Teaching Lab, Greg Konop from Online Course Production discussed the background in the genesis of a Canvas course template, and Tim Paustian from the Department of Bacteriology shared his experience creating an online orientation with the Canvas templates. See the session's activity sheet to experiment with templates yourself.

Takeaways

- The JumpStart self-paced technology course provides a useful staring place to get familiar with teaching online.
- Templates provide a structure and even a checklist of often-overlooked but helpful features to include for students (and combat Blank Canvas Paralysis for teachers).
- Good structure helps decrease information overload for students.
- The templates demonstrated in the session will be improved upon throughout the 2018 spring semester, but a beta version can be exported from the sandbox courses linked on the activity sheet.
- Blueprint courses are another option for streamlining Canvas course creation. See the Active Teaching Lab on Canvas Blueprint with Daniel Pell for more information.
- Lots of alternative resources for Canvas course templates are readily available. Check out Dartmouth Sample Courses and Design Options for even more ideas.

Video

> One or more interactive elements has been excluded from this version of the text. You can view them online here:
> https://wisc.pb.unizin.org/atlejournal/?p=474#oembed-1

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107. Online Modules for Case-Based Learning with Ruth Sullivan and Kathy Hendricks - 03.01.2018

In the March 1, 2018 Active Teaching Exchange, [Ruth Sullivan](#) and [Kathy Hendricks](#) described how they moved a "bricks and mortar" case-based, capstone group learning exercise in the first-year veterinary curriculum to a digital format in an active learning classroom. They related their experience creating the digital modules, preparing students and staff to navigate the active learning classroom and the range of online tools used with the integration of Canvas, and supporting the final deployment of the modules.

Takeaways

- Case-based exercises in a face-to-face setting can be a logistical nightmare because of all the moving pieces and distribution of materials. Students move at different paces, or they often need the same physical material object (e.g. film radiographs) at the same time.
- Shifting these case studies to a digital delivery can eliminate many of those logistical challenges.
- The process of moving a first-year, 96-student veterinary medicine case exercise to the digital realm took about six months using [Articulate 360](#). Although Articulate 360 comes with a $500 licensing price tag, the program works well for case studies because it combines a narrative of multimedia, quizzing, and feedback. (For more on Articulate, see the [November 18, 2016 Active Teaching Lab recap](#).)
- A structure that worked well was for student teams to view the case in Articulate and use Google Docs to collaborate and problem-solve in a three-hour session. Ruth and Kathy recommend a short training session for students on using Google Docs and Articulate beforehand.
- The process of moving to a digital platform prompted scrutiny, restructuring, and refinement of the case — as well as a tighter focus on the main student learning outcomes.
- The clarity of the instructions in the modules is crucial. Ruth and Kathy piloted three iterations with students and colleagues before they finalized the case.
- Digital case exercises offer flexibility for students, harmonization of approaches, and easy onboarding for new instructors.
- Grading groups in Canvas requires SCORM. (See the [December 17, 2017 Lab recap](#) for more on SCORM).
- Grading on process rather than finding the "right answer" emphasizes the step-by-step critical thinking required in real-life scenarios.

Video

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108. Kahoot and Padlet with Chris Dakes - 03.02.2018

In the March 2, 2018 Active Teaching Lab, [Chris Dakes](#) shared how he uses polling tools like [Kahoot.it](#) and [Padlet](#) to engage students in active learning in the classroom. In-class polling tools are fun, free, easy to use, and can quickly solicit input and gauge understanding from students. Try it for yourself with the [activity sheet](#) from the session.

Takeaways

- Both Kahoot and Padlet are free (for basic use) and easily accessible for students and instructors.
- Both tools can be used for simple, formative feedback and increased student engagement.
- Many K-12 classrooms currently use Kahoot, so there's a danger of it looking too childish (especially for recent K-12 students). Students who have been (over)exposed to Kahoot in the past may already have negative attitudes about it, thus it's especially important to identify a specific purpose and intent when bringing it to a higher ed classroom.

Video

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109. Famous Figures on Facebook with Jamie Henke - 03.08.2018

At the March 8, 2018 Active Teaching Exchange, [Jamie Henke](#) shared how her students bring famous composers to life in her music theory course. Using a private course webpage platform and role-playing, students interact with one another as famous composers would interact with one another on modern social networking sites.

Takeaways

- Discussion posts were boring — students would post basic facts that no one cared about. Based on seeing her daughter on Facebook, she devised the assignment to impersonate dead composers interacting with each other as if they were Facebook friends ("Social Tactus" as a 5-week project)
- Students need to research the composers in order to simulate their style and be factually believable. Also need to be aware of each others' work. (10-15 composers depending on the size of the class)
- Group project: group takes on the composer. Graded half as group and half as individual.
- Students love the assignment, feel it fits their world.

Video

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> *https://wisc.pb.unizin.org/atlejournal/?p=545#oembed-1*

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110. Outcomes on Canvas with Naomi Salmon- 03.09.2018

At the March 9, 2017 Active Teaching Lab, we looked at the [Outcomes in Canvas](). [Naomi Salmon]() shared how she uses the Outcomes feature in her English 100 lab to encourage revisions and a growth mindset instead of using a points-based punitive rubric. Try it for yourself with the [activity sheet]() from the session.

Takeaways

- Uses Canvas Outcomes for a small group of 19 students 3x/week in a writing intensive course.
- Naomi says you can think of it as a hyped up rubric, with categories and levels.
- She changes all the point levels to 0 (across the board) and used qualitative statements instead in order to focus on support of risk-taking and learning instead of punishment (and implicit encouragement of "playing it safe"). Encourages revision.
- "Outcomes-Supported Contract Grading": can take multiple forms (semester-long and specific grading), instructor as coach vs gatekeeper. Can be confusing for students (*does "meets expectations" mean I got an A?*)

Video

> One or more interactive elements has been excluded from this version of the text. You can view them online here: *https://wisc.pb.unizin.org/atlejournal/?p=547#oembed-1*

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III. Ultra Conference Online Synchronous Discussions with Lynet Uttal - 03.14.2018

In the March 14, 2018 Active Teaching Lab, [Lynet Uttal](#) shared strategies to foster student participation and engagement using Ultra Conference online synchronous discussion sections in Canvas. Visit the session's [activity sheet](#) for more information, and take a look at [this Woodley et al. (2017) article on best practices in culturally responsive online teaching](#).

Takeaways

- Ultra Conference provides an opportunity for online *synchronous* (real-time) discussions in otherwise asynchronous online courses. Asynchronous online learning is often considered to be more didactic (content transfer vs. critical thinking and constructivism), so synchronous learning opportunities are essential for rich learning in an online medium.
- A challenge of online courses is finding ways to increase students' self-awareness and emergent thinking. Student questioning, experiential learning activities, and online group discussions in Ultra Conference have proven to be successful strategies to meet this challenge.
- Writing an effective discussion question is the first step toward engaging online discussion. Instruct students on the art of questioning and make it an assignment to assess their progress.
- Structured discussion notes promote group member accountability. Have students submit their group's notes for a grade. Use a rubric to help communicate expectations and ease grading.
- Scheduling conflicts can be minimized by allowing students to sign up for online discussion groups based on the time and day of week they want to meet. Four people per group is a manageable size, and students can negotiate with others in the group to reschedule the discussion if they can't meet.
- Ultra Conference is an effective space to hold team meetings, as well.

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Labs and Exchanges by signing up for regular announcements by sending an email to join-activeteaching@lists.wisc.edu.

References:

Woodley, X., Hernandez, C., Parra, J. et al. *TechTrends* (2017) 61: 470. https://doi.org/10.1007/s11528-017-0207-z

112. Piazza with Joe Anistranski - 03.15.2018

At the March 15, 2018 Active Teaching Exchange, [Joe Anistranski](#) shared how he uses Piazza for gathering student feedback, collaborative activities, and meaningful discussions. Visit the session's [notes page](#) for more information.

Takeaways

- Joe recommends to regularly and actively engage with Piazza as the instructor for best results.
- Piazza is efficient and Students *do* help each other (including telling each other "it's in the syllabus").
- Piazza shows instructor's average response time (the data shows your teaching habits).
- Tip: go for your low response time, but make the responses "Good question! Any help from others?" — this shows students you care, but lets them take the lead on content responses (on helping each other).
- Peer Feedback/Support: students answer each other, and it's good formative feedback for instructors to see how their students explain the course and their understandings with each other.

Video

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113. Smartboards for Poster Presentations with Michelle Harris - 03.16.2018

At the September 5, 2017 Active Teaching Lab, Michelle Harris shared how students in the Biocore program give oral presentations of their final research projects
in the form of electronic posters. Visit the session's activity sheet for more information.

Takeaways

- Course and assignment activities are directly connected to Program Goals (including communicating solutions to problems based on evidence).
- Course is based on CURE (Course-based Undergraduate Research Experience), where the questions addressed don't yet have answers (vs. recipe book experiences).
- Before the posters, students present a slideshow "pitch" of their project in person, in order to get a "check" (part of the project). Then they formalize the pitch in a graded written proposal. Then they do formal graded presentations, followed by development of the Poster.
- Students helped her figure out how to use the technology more effectively (tip: be open and encouraging of this).
- They require student groups to do a practice session (run-through) on the whiteboard to build familiarity.
- The biggest win is that students get a chance to reflect on and revise their ePoster (better cognitive activity).

Video

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> *https://wisc.pb.unizin.org/atlejournal/?p=556#oembed-1*

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114. Sharing Teaching Resources and Strategies with Kristi Slack - 03.22.2018

In the March 22, 2018 Active Teaching Exchange, Kristi Slack discussed the motivations and challenges of sharing and learning teaching scholarship that led to Prof2Prof.com, a cloud-based platform for higher education instructors to share tools, strategies, and resources. Prof2Prof.com facilitates collaboration across disciplines and institutions to reduce the time required to find high-quality teaching resources developed by academic professionals.

Takeaways

- The pressure on instructors to create higher-production value teaching materials and the information overload experienced in searching for online resources spurred the creation of Prof2Prof as a resource for finding quality materials from a trusted network.
- The currency in higher education isn't necessarily money but recognition. Prof2Prof encourages academics to share teaching resources while facilitating referencing and citation in the exchange.
- The Prof2Prof feedback feature provides users with a multi-perspective look at alternative approaches for using materials.
- Prof2Prof is first about the person, then the academic products. This distinction places priority on interdisciplinary networking that can broaden understanding of a field beyond the confines of a single department. It also provides members a place to showcase work that lies outside their job description.
- Each member decides what is shared, how much is shared, and with whom it is shared, giving users more control over their intellectual property.

Video

📺 *One or more interactive elements has been excluded from this version of the text. You can view them online here:*
https://wisc.pb.unizin.org/atlejournal/?p=559#oembed-1

For more on materials-sharing resources for teachers, see the Exchange Notes from the session.
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115. Creating a Multimedia Website with Anja Wanner, Lynn Zhang, Kelsey Berkshire, and Tim Cavnar 03.23.2018

In the March 23, 2018 Active Teaching lab, [Anja Wanner](#), Lynn Zhang, Kelsey Berkshire, and Tim Cavnar shared how students created a multimedia resource website called [Grammar Badgers](#) using Qualtrics, videos, podcasts, and other tools as part of an outreach assignment. Everything on the website is student-created. Anja, Lynn, Kelsey, and Tim reported on the process from conceptualization to production to consolidation. Check out the session's [activity sheet](#) to get started with your own website.

Takeaways

- The concept emerged from a "Wisconsin Idea" project created and developed by students. Nineteen students took on the creation of a grammar website and self-organized into 4 groups: video, quiz, teaching, podcasts.
- One particularly successful aspect of the project was drawing connections with professionals in the field. Students emailed 400 linguists from around the world with inquiries aimed at answering questions for the general public. Students were surprised at the high response rate.
- Students chose a listicle approach ("Twenty things you need to know about…") due to its popularity in current social media and ease of digestibility.
- Momentum in a project like this dramatically changes the difficulty and investment required; it's easier to add to an existing project than to create a new one.
- By freeing students to choose the topic and limiting instructor involvement to parameter-setting, students felt a sense of ownership and were more willing to step up and work harder. In general, students take more responsibility for the project if they are involved in decisions. Find a balance between top-down and bottom-up control, then trust students to pull it off.
- Producing a public-facing website pushed the students to do better work.
- Pro tip: People are more willing to be interviewed if Bucky Badger is involved.

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116. Online Discussions, Grading Discussions, Group Tool with David Dwyer 04.04.2018

In the April 4, 2018 Active Teaching Lab, [David Dwyer](#) from School of
Nursing shared how to effectively manage engaging online group discussions and grade them in way that is motivating and creates accountability using a rubric. See the session's [activity sheet](#) to get started with your own Canvas Discussions.

Takeaways

- David's top tips for new online course development:

  1. Make sure all instructions are clear! (have colleagues go through and try to get confused; students will find anything that isn't exceptionally clear!)
  2. Add a "Module Zero" explaining to students how to navigate and be successful in the course.

- In online courses, Discussions can carry a heavy grading weight if they are a primary means of eliciting student participation and gauging understanding. In his class they're worth 30% of the grade, but he's raising it to 35 or 40% next time.
- Consistency is key; keep days and times of discussion deadlines the same throughout the course, and consider limiting deadlines to weekdays to allow student to unplug on weekends if desired.
- Expectations for discussions, such as length and citation requirements, should be laid out beforehand. Use anonymous examples of full-point responses to help students understand the rubric and expectations and compare their own work to that of others.
- When only a post and comment is required, most often the original poster never goes back to revisit her original post. Requiring a post, a comment, and a response to comments pushes the original author to revisit the thread.
- Because the goal is to create a dialog, late discussion posts are not accepted.
- Referencing a supplemental source beyond the course text helps students to expand and deepen the discussion. For this reason and because students can take time to process, David finds online discussions to be much richer than realtime discussions were in the face-to-face version of his course.
- David uses five kinds of discussion questions for different purposes.

  1. Content questions ask students to explain a concept and reveal understanding.
  2. "No duplicates please" questions require students to explore different topics. Have students post their topics early so that they don't spend lots of time researching, only to

find that their topic has already been examined.

3. "Complete report" questions ask students to write an essay and upload that essay to the Discussion as a Word document. Peers then review the essay and post feedback to the Discussion. Doing peer review in discussion format encourages students to summarize and synthesize their feedback.

4. "Reduce reading" questions break up a reading among group members jigsaw-style, with students summarizing their pieces for the group. Use this technique deep in the semester as a treat to help motivate stressed students.

5. Prep questions, such as "tell us what you've learned so far by working on X project," prevents students from putting off big projects.

Video

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117. Connecting Objectives to Activities with Casey Gallimore 04.05.2018

What do you hope your students learn in your course? How do you use these learning objectives to steer your learning activities and assessments? In the April 5, 2018 Active Teaching Exchange, Casey Gallimore from the School of Pharmacy prompted participants to examine these questions for themselves and shared how she links program objectives to learning activities in her own courses.
  Check Categories–Learn@UW only if Canvas app discussed. Same with Canvas tag.

Takeaways

- Pharmacy did a project to better align the program goals with the actual learning activities in their courses.

  - Steps:
  - ID program objectives
  - Create mapping tool (now shareable!)
  - Map out course
  - Which of the program objectives will fit in which course
  - This process identified some inadequately-written program objectives,
  - so they rewrote and improved the program objectives.
- Analyze map to identify gaps

  - was the objective covered?
  - Is it covered deeply enough?
  - Was it covered but not assessed?
  - Was it covered too many (unnecessary) times?
  - Was the objective connected to a real-world practice? (can students see why they're doing it?)
- Design/redesign activities based on gap analysis

  - Use backwards design: start with goals, then acceptable evidence, then activity
  - Goals: Program Objectives → Course Objectives → Activity objectives

Video

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118. In-Lecture Online Activities with Ashley Bellet 04.06.2018

In the April 6, 2018 Active Teaching Lab, [Ashley Bellet](#) from Integrated Liberal Studies shared how she uses in-class Canvas Discussions with large lecture sections to enhance participation. Explore Canvas Discussions with the session's [activity sheet](#), and watch the session recording below.

Takeaways

- Ashley uses discussions as an in-class tool to promote attendance and active engagement. One possible structure is to have students

    1. Talk to each other
    2. Write their thoughts online
    3. Connect and/or compare their ideas to others' thoughts online

- To encourage students to be present in class (vs. scrolling through slides in their dorm rooms), discussion is only open during the class period, questions relate to that day's lecture material and are answerable only if students understand the context of that lecture, and students can only reply to others after they post.
- Ashley has used groups of 17 based on the idea that a "cohort" is 15 people but may make smaller groups in the future so that no voices are lost in the group.
- Building strong, open-ended questions is key.
- The combination of both face-to-face and online opportunities to discuss gives different types of learners more equal opportunities to engage.
- One challenge has been minimizing the distractions of the internet once laptops come out for the discussion.

Video

One or more interactive elements has been excluded from this version of the text. You can view them online here: *https://wisc.pb.unizin.org/atlejournal/?p=567#oembed-1*

[Active Teaching Labs](#) are held Fridays from 8:30-9:45am in room 120, Middleton Building (1305

Linden Dr.) as well as some Wednesdays from 12:30-1:30pm in room 302 Middleton Building. Check out upcoming Labs or read the recaps from past Labs.

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119. Active Learning in Large Lectures with Barb King 04.12.2018

Promoting participation and engagement in large-enrollment courses can be one of the toughest challenges to active teaching. How do you move away from the "sage on the stage" approach to teaching with a class of hundreds? In the April 12, 2018 Active Teaching Exchange, Barb King from the School of Nursing shared how she transforms the traditional lecture into an active learning experience.

Takeaways

- It took quite a bit of time and effort to learn how to use active teaching — including a lot of failures teachable moments!
- Even though students often initially resist (and dislike) active learning activities (it's more work than listening), it's correlated with tremendous gains in deeper learning.
- Because there were portable whiteboards in the nursing Active Learning Classroom, group concept mapping was used all the time by many instructors. Students quickly got tired of it. (New activities had to be used)
- A challenge of moving to new teaching spaces is that each time it takes a lot of effort to fit activities to the affordances of the classroom.
- Power lectures in class are 20-25 minutes, and don't overlap what they see in their online work.
- All quizzes are low-stakes, and done online.
- After they learn a concept, she has "stop points" where they are directed to visualize, reflect on, and kinesthetically engage their bodies on, how they would apply the concept in their future jobs, etc.

Video

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SaveSave

120. Effective Discussion Boards with Susan Brantly 04.13.2018

At the April 13, 2018 Active Teaching Lab, [Susan Brantly](#) shared her approach to creating and managing discussions boards that balance the best aspects of both digital and traditional discussions.

Takeaways

- Susan teaches her Scandinavian literature class entirely online.
- You cannot build a learning environment and expect others to thrive in it. If you don't live in it, your students won't either.
- The instructor view/dashboard for Discussions in Canvas lets her see how the different groups are doing.
- Set early deadlines to get people to come back and have time to look at and dig into other posts. Consider giving extra points for the first post.
- Each week students get a choice of 3-5 questions to talk about.

Video

> 📰 *One or more interactive elements has been excluded from this version of the text. You can view them online here:*
> *https://wisc.pb.unizin.org/atlejournal/?p=573#oembed-1*

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121. Creativity to Deter Cheating in Canvas with Lyn Van Swol - 04.18.2018

In the April 18, 2018 Active Teaching Lab, <u>Lyn Van Swol</u> from the Department of Communication Arts shared strategies for eClassroom management. Participants learned tips and tricks to save time when teaching online or blended courses as well as techniques to deter cheating on quizzes. For more information, check out the <u>slides from the presentation</u> and work through the session's <u>activity sheet</u>.

Takeaways

- Opt for more frequent, smaller assessments, such as Quizzes in Canvas, versus one large exam only.
- Make each Quiz low stakes (= low points) that add up to a larger aggregate. Mustering up the organization and effort to cheat isn't worth the effort for only a few points.
- Don't write "All of the above" or "None of the above" response options on a Quiz if allowing Canvas to shuffle answer choices. "All of these" / "None of these" is much less confusing when presented as option A or B in a multiple-choice question.
- Rotate case studies every semester to minimize sharing of written analyses.
- For written assignments, allow students to choose their own topics. This strategy improves student motivation and engagement while making the assignment more personalized and, thus, more difficult to copy in the future.

Video

> *One or more interactive elements has been excluded from this version of the text. You can view them online here:*
> *https://wisc.pb.unizin.org/atlejournal/?p=576#oembed-1*

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122. Writing Good Clicker Questions with Jeff Henriques - 04.19.2018

In the April 19, 2018 Active Teaching Exchange, Jeff Henriques, a 14-year clicker veteran from the Department of Psychology, shared his thoughts about the types of questions that best facilitate student comprehension and engagement with course material. Visit the presentation slides and the Exchange notes for a closer look at Jeff's advice for maximizing clicker utility in the classroom.

Takeaways

- Avoid concerns about dead batteries or forgotten clickers by keeping points earned low stakes. In Jeff's class, students have to participate with their clickers in 10 of 15 classes to get full points. Another consideration is to provide options for students who don't want to buy clickers to get equivalent points through other means.
- Capitalize on questions gone wrong. Even bad clicker questions can provide learning opportunities if they generate student discussion about the content.
- Go for frequency and regularity. Jeff now uses about 120-150 clicker questions in a semester. He's found that the more questions he uses, the more students learn.
- Use clicker questions as an exam-prep opportunity. Include examples of the types of questions students will see, and provide in-class opportunities to examine strategies for reading and answering those questions.
- Have students work in pairs so they can compare their understanding with their peers. Try a Think, Pair, Share approach in which students vote on a response, discuss why they voted as they did, and then vote again. If most of the students get it wrong, take responsibility.
- Don't rely on publisher-provided questions to spur higher-order thinking. The questions from publishers tend to focus on lower-level thinking.
- As a warm-up, try providing only incomplete answers as response choices, then follow up by asking students how they could make the answer better.
- Use office hours, makeup exams, and common misunderstandings as question inspiration.
- Most importantly, take the time to explain why the wrong answers are wrong. Clicker questions are best used as a tool for *both* teaching and assessment.

Video

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123. Pinterest as a Teaching Tool with Mark Nelson - 04.20.2018

In the April 20, 2018 Active Teaching Lab, [Mark Nelson](#) from the School of Human Ecology shared how he uses Pinterest for group activities as an extension beyond the classroom. Participants considered how Pinterest can be used to engage students in courses across a variety of fields. Check out the session's [activity sheet](#) to learn more.

Takeaways

- Many students already have and use Pinterest, so employing it for academic purposes requires little learner training.
- The visual nature of Pinterest is ideal for photo essays and one-glance representations of student development and evolution of thought.
- Pinterest allows students to curate visual content with text fields for short analysis. These pins can be used by instructor in later semesters.
- Group boards enable students to collaborate in posting examples and applications of course content. Mark creates a single account and/or group for all students to create a holistic representation of concepts from the class.
- Pinterest encourages and facilitates affinity groups in which students can make connections with people who have similar interests.
- Textbooks that deal with changing culture and societal thought are limited in their currency and can quickly become outdated. Pinterest builds a compilation of content that records history as it unfolds.

Video

> *One or more interactive elements has been excluded from this version of the text. You can view them online here:*
> *https://wisc.pb.unizin.org/atlejournal/?p=582#oembed-1*

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124. Using Audio Commentary for Feedback with Kurt Kuehne - 04.26.2018

Audio commentary has excellent potential for instructors who wish to provide meaningful yet time-efficient feedback on longer written assignments, field projects, and/or group work. In the April 26, 2018 Active Teaching Exchange, Kurt Kuehne from L&S Career Initiative shared how he employs audio commentary to deliver more feedback in the same amount of time – with greater dynamism – while reducing the possibility that students will mistake criticism for rudeness. This Exchange explored both the pedagogical benefits and the practical logistics of audio feedback. View Kurt's presentation slides here and the Exchange notes here.

Takeaways

- Detailed feedback can sometimes make students feel that they're failing. Audio feedback conveys emotions and some of the nonverbal nuances (e.g. tone, pitch, mood) that might be lost in written feedback, so it can sound more constructive than critical.
- The average narrator reads 9,300 words per hour, which equates to 23 pages, according to wordstopages.com. That means instructors can give 2.3 pages' worth of written feedback in only 6 minutes of speaking.
- Kurt adds some written feedback, such as arrows and short notes, to use as references during the audio feedback. One pitfall to avoid is continuing to write comments that will be reiterated in the audio feedback, as that effort mitigates the time-saving perk of audio.
- Audio files serve as a permanent record of the feedback. The voice-typing feature in Google Docs allows instructors to keep a written record, as well.
- The analog linearity of audio feedback helps students spend a certain amount of time reflecting on the feedback rather than focusing on the grade only, or just scanning.
- Structuring feedback so that it moves from top to bottom makes it easy for students to follow.
- Two cons of providing audio feedback is it requires a quiet room and can at times feel awkward speaking to no one.
- Canvas has an audio and video commenting function integrated into SpeedGrader that makes for a streamlined sharing process. Kurt uses his phone, which allows pausing, rewinding, and rerecording of short snippets.
- A cheap document camera (<$50), phone stand ($15 on Amazon), Blackboard Collaborate, or Kaltura Mediaspace might be great options for trying *video* feedback in the future.

Video

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125. Embedding Digital Lab Manuals in Canvas with Tom Bryan and Tim Lindstrom - 04.27.2018

In the April 27, 2018 Active Teaching Lab, [Tom Bryan](#) and [Tim Lindstrom](#) from the Nelson Institute for Environmental Studies discussed embedding effectiveness in Canvas. They shared how their students access lab manuals via an embedded Box folder in Canvas. Once completed, students are asked to upload the manual back to Canvas for SpeedGrading. Embedding content in Google Drive or Box can improve access and reduce clutter in your Canvas course design. For details on the embedding process in Canvas, check out the [presenters' slides](#) and the session's [activity sheet](#). See an [example embedding-friendly lab document here](#).

Takeaways

- Embedding the lab worksheets reduced the physical load TAs had to carry (25 pages x 120 students each week).
- [Turning Word docs into PDFs with fillable fields](#) made digital completion of the labs more streamlined. [Fillable text boxes can be created in Google Docs, as well](#).
- Tom encountered formatting problems when embedding PowerPoint files in Box. To avoid these issues and preserve formatting, export PowerPoints as PDF/XPS documents, not just PDFs.
- Canvas Inbox is the recommended medium for communication, which greatly cuts down on email flooding.
- Hyperlinking in lab manuals changes the students' ability to access content.
- In Adobe Acrobat, selecting all text fields and editing their properties for the whole document saves time. A recommended setting is to choose "multiline" for longer answers to prevent student responses from getting truncated upon submission.

Video

> *One or more interactive elements has been excluded from this version of the text. You can view them online here:*
> *https://wisc.pb.unizin.org/atlejournal/?p=589#oembed-1*

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PART 8: FALL 2018 LABS

126. Canvas Course Design - 09.06.2018

In the September 6, 2018 Active Teaching Lab, participants discussed Canvas course design methods that have (and haven't) worked well for students and instructors across disciplines. Attendees weighed in on how to design a clear, compelling, and navigable [Canvas](#) course, including when and why to choose Modules or Pages as well as chronological vs. topical course organization.

Takeaways

- Be consistent. Put documents, deadlines, and "FYI only" resources in the same place every time.
- Hide unnecessary tabs and tools. Removing distractions from view will streamline the look and navigability of the course.
- Rather than creating lists of links, set the context and objectives by including the purpose and intended outcomes for each file links/assignments. For example, instead of a lone link to an article, provide a target for students: "In class on Friday, be able to summarize the author's main point, list examples she used to support her position, and share an example from your own life that relates to the article."
- Use headings (rather than simply bolding or enlarging text) to create hierarchical structure within text that is accessible for those using screen readers.
- Include images, video, and media to add personality and interest.

For more tips on designing a Canvas course, check out the session's [activity sheet](#).

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127. Learning Analytics - 09.07.2018

Learning analytics help track student learning. These data enable instructors to improve curriculum, define outcomes, and adjust teaching based on student performance. In the September 7, 2018 Active Teaching Lab, participants explored learning analytic tools available in Canvas, investigated what trends can be identified from that data, and discussed how those trends can inform teaching.

Takeaways

- Learning analytics can be especially informative in online courses with limited or no face-to-face meetings, but it's also easier to form assumptions and biases when the data rather than in-class interactions serve as a primary representation of student work.
- Analytics shed light on learning at two levels: the general course trends and individual performance. Once the goal of identifying trends from numbers is achieved, the greater challenge lies in determining what those trends actually mean for teaching.
- Analytics provided by Canvas, such as time and clicks, can be misleading if students are downloading materials for offline use or leaving materials open while doing other tasks.
- Two useful pieces of information to glean from Canvas include 1) what materials were referenced and 2) when they were referenced. This can be used, for example, to assist students who performed poorly on an exam by showing if and how far in advance they accessed the content.
- Canvas analytics can also depict if and which online content is most heavily used by students, helping instructors to direct materials-creation time to where it is most needed and appreciated.
- The Canvas Student Access Report generates an Excel file that can be sorted to view which Canvas Pages had the most activity.
- Creating a rubric that sets standards for student engagement on Canvas can help define participation expectations for online content. For example, a discussion rubric may deduct points if a student logs in less than 30 minutes prior to the discussion closing.

For more information on learning analytics, visit the session's activity sheet.

Video

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128. Trigger Warnings - 09.14.2018

Some of the most important topics to address in class are also the most difficult. At the September 17, 2018 Active Teaching Lab, participants explored how to navigate trigger warnings in online and face-to-face coursework that deals with sensitive issues. Attendees discussed strategies for maintaining a safe, inclusive Canvas course space while facilitating effective discussions on controversial or sensitive content.

Takeaways

- **Don't shock to entertain:** Be wary of incorporating shocking current events (e.g. homicide case) into course content for the sheer purpose of entertainment or discussion rather than pedagogical intention. Especially if the story is local, students may have a connection to the people involved.
- **Share upcoming content:** It's impossible to know what may trigger trauma. People often do not themselves know what will trigger them. A simple suggestion is to share ahead of time class content and agendas. This also aligns with good learning as it helps students *cognitively* prepare for class.
- **Don't assume:** Avoid stereotypes and assumptions about what students may or may not have experienced.
- **Provide natural breaks:** Allowing individuals to step out before sensitive content may "out" those who have experienced trauma as outsiders. Announce engagement with sensitive content, and provide a break for all, so students can prepare or leave.
- Consider hosting office hours over Skype or BBCollaborate Ultra (previously UltraConference) in Canvas to allow students to express concerns from the privacy and comfort of their home. Students often feel more at ease discussing sensitive topics and experiences from a familiar space.

For more information on the trigger warnings debate, visit the session's activity sheet.

Video

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> *https://wisc.pb.unizin.org/atlejournal/?p=606#oembed-1*

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129. Case-based Learning - 09.20.2018

Case-based learning helps bring life to what students often perceive as otherwise abstract information, rendering the content relevant and memorable. At the September 20, 2018 Active Teaching Lab, participants explored how to streamline case content delivery and guide students' thought processes. Contributors demonstrated tools that integrate well in Canvas, and the group discussed how to adapt the strategies presented to their individual classes. For more ideas on case-based learning, check out the session's activity sheet.

Takeaways

- Start simple, both technologically and pedagogically speaking, and add layers of complexity as the semester progresses. This scaffolding technique will familiarize students with the tools, strategies, and expectations so that they feel confident and successful as they expand their thinking.
- Choose one case creation tool (there are many) and stick with it to create consistency for students. Consider longevity, storage, cost, and ease of updating when making a decision.
- Use cases that are authentic and relevant to students.
- Weigh the importance of arriving at the correct outcome vs. following a particular reasoning process and align assessments accordingly.

Video

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> *https://wisc.pb.unizin.org/atlejournal/?p=608#oembed-1*

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130. Canvas Quizzing - 09.21.2018

Question banks? Immediate answer feedback? Video questions? [Canvas](#) Quizzes offer features that can facilitate both formative and summative learning (not to mention efficient grading). At the September 21, 2018 Active Teaching Lab, participants shared examples and tips to promote meaningful student learning and assessment via quizzing. For more information and how-tos on Canvas Quizzing, visit the session's [activity sheet](#).

Takeaways

- Use Surveys and Quizzes to assess students' reading and understanding of the syllabus. Moving "syllabus day" outside of class takes back class time for course content and also provides feedback on areas where the syllabus might not be as clear as initially thought.
- Provide quizzes to help structure students' before-class preparation. Students may not realize they have gaps, misunderstandings, or questions until asked to describe or synthesize the material. Pre-class quizzes shed light on their questions so that they may make better use of face-to-face meeting time.
- Consider many low-stakes quizzes rather than fewer high-stakes quizzes to increase participation and promote more frequent review of the material. Assigning point values to tasks drastically improves student completion rates, regardless of how low the stakes.
- Quizzes not only provide feedback to the instructor but also provide feedback to the student. Take advantage of the feedback options available in Canvas Quizzes to provide rich responses and refer students to resources for review.
- Try [in-video quizzes](#) to help students identify key takeaways and provide pause for reflection.

Video

> *One or more interactive elements has been excluded from this version of the text. You can view them online here:*
> *https://wisc.pb.unizin.org/atlejournal/?p=611#oembed-1*

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131. Canvas Rubrics - 09.27.2018

How do we know students are learning what they need to? How do we help them reach learning goals instead of missing the mark? [Canvas](#) Rubrics serve as a useful tool to set expectations, guide students through the learning process, streamline grading, provide feedback, and inform teaching. At the September 27, 2018 Active Teaching Lab, participants shared rubric strategies that work (and haven't worked) for them and best practices for adapting and applying those strategies to various settings. For more information on Canvas Rubrics, visit the session's [activity sheet](#).

Takeaways

- Plan rubrics in Excel or Google Sheets before moving them into Canvas to create an artifact that can translate across learning management systems. Then use the [Rubric Importer](#) tool to add the rubric to Canvas.
- Use the ["save this comment for reuse" option](#) in Canvas Rubrics to minimize the monotony of providing the same feedback to multiple students (and consider addressing and reviewing sticking points with the class as a whole afterwards).
- Take advantage of [Rubric integration with SpeedGrader](#) to streamline grading.
- Put the responsibility of giving feedback on the students using peer review rubrics. Providing a rubric for the peer review process helps students to provide more targeted, meaningful feedback to peers, identify weaknesses in their own work, and improve the quality of the final product.
- Set expectations for discussions with a rubric. Doing so lets students know what does (and does not) comprise a thoughtful response and helps to keep the conversation dynamic and engaging.

Video

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132. Google Drive in Canvas - 10.04.2018

Google Docs, Slides, and Sheets have advanced the ways students can participate in group work, both in and out of class. In the October 4, 2018 Active Teaching Lab, participants discussed effective practices for ensuring campus Google tools encourage rather than discourage cooperative thinking. Integrated in [Canvas](#) or used outside of it, attendees explored how Google Drive can facilitate productive, balanced group work.

Takeaways

- [Google Forms](#) allow for data collection on feedback that is easily shareable with other instructors.
- Another use of Google Forms is for student signup. Let students sign themselves up for groups/partners on the Google Form and embed the generated results Sheet in a Canvas Page so that students can see who is matched with whom. Tip: Make the Sheet "View Only" so that students can't remove others' names.
- Embedding Google Folders in Canvas helps keep Canvas updated because last-minute changes made on the file itself in Google automatically translate into Canvas.
- The [Redirect Tool](#) can create direct links to a Google Doc or folder in the Canvas navigation menu.
- The [Groups](#) tool in Canvas sets up assignments so that a collaborative group document submitted by one student appears as the submission for all students in the group, and all students receive instructor feedback. Make sure to check "[This is a Group Assignment](#)" in the Assignment editing pane.
- By default, entering one grade for a Group auto populates that grade to all group members. Check "[Assign Grades to Each Student Individually](#)" to modify students' grades one by one.
- Navigation instructions and/or links back to Canvas home reduce complications when students access outside resources in Google.
- [Google Course Kit](#) is coming soon and will make Google integration with Canvas more streamlined. For instance, when students submit a Google Doc for an assignment, ownership will transfer to the instructor to make comments. When feedback goes back to the student, an archive copy of the submission with feedback will be kept for the instructor.

For details on using Google Drive in Canvas, visit the session's [activity sheet](#).

Video

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133. Kaltura MediaSpace - 10.05.2018

[Kaltura MediaSpace](#), part of the [Learn@UW](#) suite of learning technologies, is a [Canvas](#)-integrated tool often underutilized on campus. In the October 5, 2018 Active Teaching Lab, participants explored how to use audio, video, and screencasts to engage students with content and let them express what they've learned. Multimedia can be one of the best ways to reach the current generation of students, so attendees discussed best practices to make media accessible, navigable, and efficient for students and instructors alike.

Takeaways

- Canvas videos are great for providing quick submission feedback, but Kaltura specializes in streaming longer higher-quality media, such as course content.
- In the Canvas navigation tabs, *Kaltura My Media* lets individual users see all of their media, while *Kaltura Media Gallery* presents media for a specific course.
- All videos populate to one gallery, with no folder capabilities. If there are lots of videos to sift through, it can get confusing for students. Possible workarounds include creating separate channels, searching videos by tag, and embedding videos in Canvas within the context of the content.
- Canvas allows instructors to create Pages that are editable by students. Use editable Pages for students to embed their own videos and comment on others' videos.
- Create Group assignments to provide feedback to everyone without the time demand of providing feedback to individuals.
- Use Kaltura for student-created videos, too! Quality goes up when peers can see the product instead of just the instructor. Visit the [DesignLab's Digital Showcase](#) to view student-created video examples, hosted in Kaltura.

For more information on Kaltura MediaSpace, visit the session's [activity sheet](#).

Video

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> *https://wisc.pb.unizin.org/atlejournal/?p=617#oembed-1*

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134. Canvas Discussions - 10.11.2018

Online discussions can be challenging and tedious, from the student and instructor perspective alike. At the October 11, 2018 Active Teaching Lab, participants discussed how to make discussion boards both engaging and useful. Attendees shared pitfalls to avoid and Canvas features to streamline the assignment, delivery, and grading of discussions.

Takeaways

- Include discussion forum options for students to share resources with each other, so all their course discussions don't feel like "must-do" items.
- To build a sense of community, try assigning peer interviews at the beginning and throughout the course so that students get to know their classmates on a more personal level. Responses are more likely to be meaningful with that personal connection. Also, profile pictures can go a long way toward making discussions feel more personal.
- Break large classes into small groups so that the board doesn't become overwhelming. Smaller groups also prevent students from becoming invisible or lost in a conversation.
- Provide guidance on keeping posts concise so that others will actually read it, and structure the prompt to promote responses that are substantive and conversational without needing to be paragraphs long.
- Respond to students on SpeedGrader instead of on the discussion board so that any praise, shaping, or criticism is private, not public. This strategy helps to limit instructor intervention in the discussion but still builds a relationship between instructor and student. (Note: Teach students where to look for instructor feedback in SpeedGrader.)
- Be intentional with settings. Can students delete their posts? Attach files? Start new threads? Many important settings are embedded deep within Canvas.
- Decide what analytics are important to access for a particular Discussion when creating it. For example, a Canvas Discussion must be a graded assignment to view all of a student's posts at once in SpeedGrader.

To learn more about Canvas Discussions, visit the session's [activity sheet](#).

Video

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135. In-class Screens and Collaboration - 10.12.2018

In-class screens have changed the way the classroom — and learning — looks. In the October 12, 2018 Active Teaching Lab, attendees discussed how screens shift the manner in which students interact with instructors, course materials, and each other. Participants debated the tradeoffs of banning vs. embracing electronics and examined the constructive and destructive effects of digital devices on face-to-face collaboration.

Takeaways

- Use a common image or document to guide discussion rather than as a working document to complete the assignment. On the surface level, digital tools that allow students to work together in real time, such as Google Docs, may seem like a good option for fostering collaborative learning. However, in actuality, students tend to assign responsibilities and then put their heads down to work individually.
- Divide students into smaller groups and provide a template for each group instead of a single Google Doc for the class, which creates confusion and causes students to disengage.
- Embrace students' tendencies to divide and conquer for *part* of the assignment (e.g. prep, research) and use in-class screens for the steps in the process that naturally lend themselves to group collaboration (e.g. brainstorming, problem solving, final decision making).
- Eng a jigsaw assignment with a whole-picture problem. Construct the assignment so that students are required to synthesize *all* of the pieces to solve the problem, encouraging experts to indeed share and teach their assigned content rather than simply pasting it onto a shared document.
- Move review to small groups to make each student more accountable for providing answers and questions. Additionally, students often feel more comfortable pushing pause in a small group to seek clarification vs. redirecting the whole class.

For more information on digital collaboration, visit the session's activity sheet.

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136. BBCollaborate Ultra - 10.18.2018

[Blackboard Collaborate Ultra](#), part of the [Learn@UW](#) suite of learning technologies, can be used inside or outside of [Canvas](#). Within Canvas, it is displayed as BBCollaborate Ultra. It helps facilitate video conferencing for small or large groups. At the October 18, 2018 Active Teaching Lab, participants explored how Ultra can be used for office hours, study groups, and breakout sessions. Attendees experienced the tool from both the instructor and student perspective and discussed common pitfalls to avoid and strategies for success.

Takeaways

- Host a few low-stakes sessions to work out technical kinks before hosting important meetings.
- To avoid hiccups, send instructions prior to a session, be available 30 minutes prior to the start of the session for technical assistance, and, once in the video session, remind students of available features and where to find them.
- Arrange for a second person to help with managing the chat, questions, and troubleshooting so that the presenter/moderator can focus on content.
- Use Google Chrome (BBCollaborate Ultra was designed for it), test all features before hosting a session in case any updates/restarting are required, and turn off email notifications/clean off your device's desktop for screen sharing.
- Require use of headphones to eliminate unwanted and distracting noise.
- Be transparent to students regarding what is being recorded. The session recording feature is incredibly useful for exam review sessions, for example, but less so for personal office hour conversations.
- If using the Breakout Sessions feature to make large-class discussions more manageable, keep one group in the main session room so that late joiners have a group to land in. If a student loses connection and has to re-enter the session, they enter into the main room, not the original breakout group.
- Take advantage of file/screen sharing and live chat to capture the collaboration process in a recording.
- See [Blackboard's Session Best Practices](#) and UW-Madison's KnowlegeBase [Tips for Presenters](#) for more BBCollaborate Ultra recommendations.

For step-by-step instructions on using the various features of BBCollaborate Ultra, visit the session's [activity sheet](#).

Video

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137. Canvas Outcomes Tool - 10.19.2018

The [Canvas](#) Outcomes tool connects to Canvas Rubrics to align assignment grading with big-picture learning outcomes. In the October 19, 2018 Active Teaching Lab, participants discussed how outcomes can guide teaching, keep students focused on what's most important, and inform both instructors and students on learning progress. Attendees explored how to set up the Canvas Outcomes tool and shared some tips for its successful application. [Laura Grossenbacher](#) also shared how the College of Engineering has been using the Canvas/AEFIS integration to streamline data gathering. [Follow along with her slides here](#).

Takeaways

- In Canvas, just as in good pedagogy, outcomes need to be established first before assignment rubrics can be aligned to them.
- The creation of outcomes involves four decision points: 1) the outcomes, 2) how to map learning activities and assessments to reach them, 3) threshold for mastery, and 4) weighting.
- Outcomes should align and build all the way across assignment-, section-, course-, and program-levels. The School of Pharmacy provides a working example of this flow. Using AEFIS, they have mapped all the courses to program outcomes and are now mapping course assignments.
- Clear rubrics and outcomes can make the "rules for success" in a class more visible to students.
- Granularity in rubrics shows data on the individual components that students need more work on.
- Biting off more than you can chew is an easy pitfall when working with outcomes. Start slow and gradually grow your scope.

For more information on Outcomes in Canvas, visit the session's [activity sheet](#).

Video

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138. Top Hat in Canvas

[Top Hat](#), part of the [Learn@UW](#) suite of learning technologies, is a student response system (SRS) that is integrated in [Canvas](#). It can help instructors measure student comprehension, gauge reactions to a topic, and foster discussion throughout the course of a lecture. At the October 26, 2018 Active Teaching Lab, participants exchanged ways to enrich teaching and keep students engaged during lectures. Attendees also shared ways to use Top Hat to assess and adjust the pace of a course to promote student success.

Takeaways

- When starting out in Top Hat, prepare questions beforehand, and be methodical with the process. Consider what questions to ask, when to ask them, and what response options to include. Once comfortable in Top Hat, add some questions on the fly in class to maximize unanticipated teaching moments.
- Use response accuracy to assess whether students are ready to move on. Responses that are all over the map are just as informative to the instructor as everyone getting it right.
- Design questions that push students to show process rather than just a result. For example, ask them to point out the error in a table of information or a sequence of steps.
- Focus on questions that encourage real-world application more so than mere fact memorization.
- Open a topic with a question that uncovers common misconceptions to pique the interest of students.
- Choose question types (such as the world cloud generator) that don't provide answer choices for a more accurate representation of student knowledge compared to multiple choice questions.
- Pose questions in an unpredictable time frame (pop questions) to encourage students to engage and pay attention throughout the lecture and promote accountability.
- Use Top Hat at the beginning of class to review concepts from the previous class in a low-stakes manner that nevertheless communicates the need to come to class prepared.

For more information on Top Hat, visit the session's [activity sheet](#) and [handout on using Top Hat to engage students](#).

Video

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139. Canvas Peer Review - 11.01.2018

Students naturally teach and learn from each other. The [Canvas](#) Peer Review tool allows instructors to formalize the peer learning process and saves teacher grading time. At the November 1, 2018 Active Teaching Lab, participants discussed how to capitalize on the Peer Review tool to promote student self-discovery and peer learning.

Takeaways

- Consider peer review for more than written assignments. For instance, instructors on campus have used it for foreign language pronunciation recordings and anatomy dissection photos.
- Help students see the benefits of peer review by explaining the rationale for the peer feedback assignment (e.g. practice for a professional setting, opportunity to improve assignment before final grade, solidifying understanding and helping to recognize potential revisions in their own work).
- Decide on the appropriateness of anonymity for your assignment and be aware of anonymity limitations in Canvas; even under the anonymous peer reviewer setting in Canvas, annotations made directly on a document show which student provided the feedback. Comments in a rubric on the right side, on the other hand, stay anonymous.
- Clearly communicate deadlines for assignment submission and peer review completion to students at the outset, and recognize that late assignments may be problematic in Canvas. For example, if the "automatically assign peer reviews" setting is selected and a student submits the assignment late, no one will be assigned to review their paper, and someone who submitted may not have a peer reviewer.
- Walk through the process together with students first to clarify questions and set expectations, and provide [resources](#) for students to reference for how-to reminders.
- Use a rubric to guide students toward giving constructive feedback, and structure your peer review assessment to likewise foster rich feedback. Try asking students to capture and share five of their best feedback comments, providing examples of both strong and weak feedback, creating a quiz for peer review process thoughts, or holding a individual conversation for small classes.

See notes and step-by-step Canvas peer review instructions on the session's [activity sheet](#).

Video

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140. ePortfolios - 11.02.2018

Do your students leave class with concrete evidence of their learning? Digital portfolios serve not only as a way to visually track progress over the semester but also as lasting products that can showcase knowledge and skills to future employers. At the November 2, 2018 Active Teaching Lab, participants explored how ePortfolios can be used in different contexts, how to get started, and how to adapt to ever-evolving options for creating them.

Takeaways

- Weigh the value of openness to the public in selecting the ePortfolio creation tool. Public-facing work can improve student buy-in, sense of ownership, and quality of the final product, but using the tools available within Canvas can prevent students from spending hours on the design instead of focusing on content.
- Consider the intent of the ePortfolio when creating the assignment and its assessments. Is the purpose to sell the student's skills to future employers? To build comfort in articulating job skills with employers? To reflect on the learning process?
- Recommend that students pull out relevant components (1 page) of the ePortfolio to show to potential employers rather than the whole portfolio. This strategy prevents the publication from becoming overwhelming to potential employers and pushes students to decide what is important to that particular business/agency and why.
- Require students to create written or video annotations about their ePortfolio artifacts to 1) help them reflect on the importance of each piece of work, and 2) be more discriminating about which pieces to include. Considering the audience will push students to think about the relevance of their work more deeply than "this was the biggest project I've ever done."
- Use task-based assessment with a timeline that stretches the entire semester to encourage incremental completion of portfolio components versus all-nighters.

For more information on ePortfolios, visit the session's [activity sheet](#).

Video

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> *https://wisc.pb.unizin.org/atlejournal/?p=635#oembed-1*

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141. Engaging Online Activities - 11.08.2018

Online activities can bring relevance and currency to a topic, but they also can easily miss the mark. At the November 8, 2018 Active Teaching Lab, participants shared their experiences with and questions about online activities to increase student engagement. Attendees discussed tools, activity ideas, Canvas integration, and facilitation strategies to maximize effectiveness and student buy-in with online content.

Takeaways

- Revisit traditional activities with fresh look at what the online environment offers, using Puentedura's (2006) SAMR model: Substitution, Augmentation, Modification, Redefinition.
- Rethink the essay. Discussion forums provide an audience for student writing outside of the instructor. Students benefit from peer feedback, and all students benefit from instructor comments on one response, realizing an efficiency in instructor time. In this way, collaborative work can encourage individual writing and thinking.
- Use creative writing prompts to make originality fun, engaging, thought-provoking, and hard to find on (and thus plagiarize from) Google or Wikipedia. Try varying perspective, audience, and genre to encourage students to think deeply about the material and how they use it. For example, write a rejection letter from a historical figure's perspective, and cite text to support assertions.
- Guide students by providing multiple models or examples of what an assignment calls for and the level of work involved. Unless the assignment is directly connected to their lives, provide *multiple models* so they don't feel a need to replicate a single example. Modeling personal connection to content helps create and reinforce a strong teacher presence in the online classroom.
- Build community and comfort to foster engagement. Students who have the agency and means to customize and personalize their learning are able to make deeper content connections for themselves and for their peers. Some community-building activities include: a get-acquainted forum for which students decide what questions to ask each other in a survey, mandatory profile pictures to help students put names to faces, and open forums for students to share when they happen upon something related to class.
- Promote connection and reconnection to content. When students self-generate personal value and connection to course content, they are more likely to learn it and succeed in the class. Also, each time they revisit content reinforces learning (Dunlosky et al, 2013). For example, at the beginning of the semester, have students write a letter to themselves or respond to a general question like "what defines race?" as part of the technical orientation to practice using tools in Canvas. At the end of the semester, give them an assignment revisiting their answer and evaluating how and why their thinking changed, encouraging self-

evaluation and hopefully a sense of accomplishment.

For more information about online activities and increasing engagement, visit the session's [activity sheet](#).

Video

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142. Interactive Content - 11.09.2018

Interactivity can help students connect more closely with course content to become active agents in their learning. At the November 9, 2018 Active Teaching Lab, participants discussed ways to move activities beyond traditional readings and videos. Attendees explored what options exist for building interactive materials, how to integrate them into Canvas, and how to strike a balance between the time required on the instructor end and the payoff in achievement of learning outcomes.

Takeaways

- Consider accessibility: What technology will your students need to successfully participate? Laptop? Smartphone? Do your students have access to these tools? Do students (and instructors) have access to support? Click here for a list of UW-supported applications.
- For in-class use, build in plenty of time for training, facilitation, and troubleshooting, and have back-up plans. For out-of-class use, provide detailed instructions, and be sure the first experience with any tool is low- to no-stakes to avoid penalizing students for misunderstandings or tech problems.
- Identify the activity's purpose. Is the primary purpose to break up a dense lecture? To gauge student understanding? To provide an opportunity for application of knowledge? Knowing your intent will help you make decisions about the format and facilitation of the activity.
- Start simple. Use the existing capabilities of Canvas to create a short branching case scenario or a Kaltura in-video quiz. Using UW-supported tools ensures you will have access to tech support. Once you have established a system and expectations that work well with your course, expand your possibilities by experimenting with tools like H5P.

For more information on interactive content, visit the session's activity sheet.

Video

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143. Watching Yourself Teach - 11.15.2018

Just as athletes watch footage to improve their game, so can we use video to improve our teaching. In the November 15, 2018 Active Teaching Lab, participants discussed the logistics, purpose, and outcomes of video feedback for teaching. What setup options best capture the classroom? What do student responses and interactions reveal about their learning? Attendees shared simple, low-stakes steps that assess learning and promote positive classroom dynamics.

Takeaways

- Determine specific goals for video beforehand and *why* — how will student learning benefit from the insight gained?
- Acknowledge that your first try may not capture what you're after. Allow multiple trials before the particular class session to be analyzed to identify ideal camera placement for your space and goal.
- Informing students of recording likely changes their behavior, but keeping them in the dark presents privacy concerns. Consider possible ways to inform students (brief statement before class, note in syllabus, detailed explanation the week before, etc.) and select approaches that keep them informed while maintaining a natural classroom environment. If you record every class — even if you don't review them all — the camera becomes part of the norm.
- Enlist the students! Modeling that you need reflection and review to get better shows that you care. You may be surprised at the effect this alone has on their engagement and learning — and on the *constructive* feedback you get from them!
- Be familiar with FERPA guidelines before taking on a classroom recording project. A video is considered an "education record" if it is 1) directly related to the student and 2) maintained by an educational institution. A video focused on instructional practice is not an education record. If that video captures a presentation of a particular student or group, however, consent would need to be granted by those student(s) to publicly share it. Contact the [Office of the Registrar](#) with questions about FERPA compliance.

For more information on video feedback for teaching, visit the session's [activity sheet](#).

Video

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144. Makerspaces and Beyond - 11.16.2018

The UW Makerspace is an open shop and design space equipped by the College of Engineering and run largely by students. The makerspace cultivates a community of designers and builders with access to prototyping technology for hands-on learning and innovation. At the November 16, 2018 Active Teaching Lab, participants explored how instructors are using makerspaces. How might your course use them? Follow along with Makerspace Director Lennon Rodgers' slides to see the history and impact of the Makerspace at UW thus far and how it might impact your own teaching.

Takeaways

- Draw upon makerspaces to create a welcoming, inviting space for interdisciplinary problem solving and hands-on work. Since completion of the UW-Makerspace, the number of females and minorities using the engineering shop facilities and participating in formal training has increased. Departmental diversity in users has grown, as well, and an average of 70% of workshop attendees report learning skills outside their major.
- Encourage higher-order critical thinking and student engagement with makerspaces. Makerspaces allow the development of real solutions to real problems in the real world, which can be motivating to students and help them synthesize and build upon their learning.
- Promote multifaceted learning through makerspaces. Skillfulness in an area involves material, cognitive, and social literacies: material literacy for learning specific technical skills, cognitive literacy for knowing what to build and how it plays into the learning process, and social literacy for being able to communicate these ideas and connect to other people. Students need all three to learn and can build all three in a makerspace.
- Teach students how to use equipment once they have identified a need for it in their project. It can be tempting to teach the technology first and then try to find a way to use it within the scope of a project, but this strategy often results in a sense of artificiality.
- Promote on-campus resources to students in a centralized, accessible location. Many students don't know where they can go to ask questions, learn new skills, and solve problems. The Libraries Equipment Checkout System and the Makerspace workshops calendar are good places to start.

For more information on makerspaces and UW-Madison resources in particular, visit the session's activity sheet.

Video

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145. Virtual/Augmented Reality - 11.29.2018

Cadavers? Viruses? WWI trenches? Prototype designs? At the November 29, 2018 Active Teaching Lab, participants explored the possibilities presented by Virtual Reality (VR) and Augmented Reality (AR) for opening up new, immersive learning opportunities for students. How might your discipline use AR or VR to teach and learn difficult concepts?

Takeaways

- Take advantage of AR/VR for topic introductions, but use caution for complex content delivery. Students can become easily distracted by the novelty of a VR experience and consequently focus less on the actual information being conveyed. Try employing AR/VR to pique student interest before diving into more depth with tried-and-true methods.
- Try AR/VR for culminating experiences in which students need to translate content learned into real-life applications. VR allows students to make this jump and build comfort with their skills with lower stakes.
- Capitalize on the immersive experience of VR to build empathy. Emerging evidence suggests that "living" an experience through VR can help students more easily take other perspectives. VR and AR can also be used to build relationships among a student group by creating shared experiences.
- Leverage AR/VR to give students a sense of scale. For example, it's one thing to read about a crowd size of thousands or the size of a dinosaur but another to actually see it.
- Exploit AR/VR to save costs and better allocate resources in fields that require lots of simulated experiences to build student skills, such as nursing. For example, AR/VR can help scale back instructor time spent on role-playing cases while at the same time providing more frequent opportunities for student practice.
- Provide alternatives to AR and especially VR experiences, and limit activities to short, < 20-minute experiences. VR can be disorienting to some and result in dizziness, headaches, and eyestrain.

To learn more about AR and VR and how to bring these technologies into the classroom, visit the session's activity sheet.

Video

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https://wisc.pb.unizin.org/atlejournal/?p=645#oembed-1

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Sign up for regular Lab announcements by sending an email to join-activeteaching@lists.wisc.edu.

146. Canvas Course Design Templates - 11.30.2018

In the November 30, 2018 Active Teaching Lab, participants experimented with how [Canvas](#) course design templates can be used to take the bite out of January back-to-school prep. Lab contributors showcased professionally designed, plug-and-go Canvas course templates that allow instructors to devote time and brain power to content, not Canvas. Attendees discussed the pros and cons of available template options and how they can simplify course setup. [Preview the templates here.](#)

Takeaways

- The templates are the product of an interdisciplinary team collaboration and, thus, reflect intentional design informed by experts in both pedagogy and academic technology.
- The templates provide time-saving structure while remaining flexible enough to adapt to the needs of a variety of fields.
- The templates are mobile compatible so that information is clearly conveyed whether students access the course on a laptop or on their phones. Ease of mobile viewing can encourage students to check your course more regularly since they can do so on the go.

For more information on and to get started with Canvas templates, visit the session's [activity sheet](#).

Video

> One or more interactive elements has been excluded from this version of the text. You can view them online here: *https://wisc.pb.unizin.org/atlejournal/?p=647#oembed-1*

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147. eTextbooks - 12.06.2018

Electronic textbooks provide digital access to content and have the potential to save students thousands of dollars. In the December 6, 2018 Active Teaching Lab, participants explored the benefits, challenges, and learning effects of eTexts. How does going digital change the way students prepare and interact with course information? How do you go about making an eText? Attendees discussed the process of creating, implementing, and revising electronic textbooks.

Takeaways

- An eText ≠ a textbook on a screen. To capitalize on the advantages of digital vs. paper, add video, animations, and interactive activities to keep students engaged and help them prioritize and assess their learning.
- Don't reinvent the wheel; make use of shared resources by adapting existing content to your needs.
- Involve students in the eText creation process. Knowing that they are creating an enduring resource for future classes will increase motivation and quality of student work.
- UW-Madison currently offers two primary eText tools: Engage eText and Unizin Pressbooks. Dive in to the session's activity sheet to learn more about these tools at UW-Madison and which one might be right for you.

Video

> *One or more interactive elements has been excluded from this version of the text. You can view them online here:*
> *https://wisc.pb.unizin.org/atlejournal/?p=649#oembed-1*

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Sign up for regular Lab announcements by sending an email to join-activeteaching@lists.wisc.edu.

148. File Organization in Canvas - 12.07.2018

In the December 7, 2018 Active Teaching Lab, participants shared tips for file organization in [Canvas](#) to keep the Canvas space from becoming a digital junk drawer. Attendees discussed pitfalls to avoid as well as approaches that have worked well for instructors and students alike given only 1GB and a limited file structure.

Takeaways

- Canvas courses have a 1GB storage limit, so organizational tricks are important. Embed documents to streamline access, organization, and updating of your course. Learn more about the Canvas file storage quota in this [KB document](#).
- Iframes enable embedding of Docs, Slides, Sheets, Forms, and Folders, but always check sharing permissions (can students view, comment, or edit?) before pushing Google Docs/Slides/Sheets/Folders out to students. To easily embed Google Folders and Docs into your Canvas course, try [this easy Google Drive Resource Embedder](#).
- The Canvas [Redirect tool](#) is useful to personalize left-hand navigation tabs, but be aware of its limitations (i.e. try it first) on mobile devices and in pushing out Canvas blueprint courses.
- Help students focus on course objectives by minimizing the cognitive effort of locating materials and instructions. Reduce visual clutter by hiding unused Navigation bar options. For each class, use a single page that includes directions, embedded materials, and a summary of what they should have learned.

For more ideas on organizing files within Canvas and embedding how-tos, visit the session's [activity sheet](#).

Videos

Part 1

> *One or more interactive elements has been excluded from this version of the text. You can view them online here:*
> *https://wisc.pb.unizin.org/atlejournal/?p=653#oembed-1*

Part 2 (continuation after Part 1 audio loss)

One or more interactive elements has been excluded from this version of the text. You can view them online here:
https://wisc.pb.unizin.org/atlejournal/?p=653#oembed-2

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149. Using Social Media - 12.13.2018

Can we harness social media for learning, or is it best to keep school and personal media separate? At the December 13, 2018 Active Teaching Lab, participants discussed if and how social media can be used to achieve academic outcomes. Attendees shared experiments with using social media in the classroom, what happened, and how it shaped students' learning.

Takeaways

- Use Instagram as a discussion-starter. Images can quickly elicit strong reactions and opinions, or teach students to analyze various facets of a post, such as angle, inclusion/ exclusion of content, hashtags chosen and their impact, or color/lighting/filter.
- Humanize a topic or field with Instagram. The "To Selfie or Not to Selfie" research project is examining whether Instagram posts can improve the public's perception of scientists' warmth and, by extension, increase trust.
- Provide a list of recommended Instagram accounts of key organizations and figures in the field for students to follow, gain inspiration and ideas, and identify topics for assignments. Get started with this list of recommendations.
- Let Facebook group formation happen from the students, not the instructor. Instructor-implemented social media assignments and communication can seem artificial and forced; organic, student-led communication is typically more motivating for students.
- Draw on the popularity of Pinterest among students to enhance participation and engagement. Try a class Pinterest account with predetermined boards based on course concepts. Students can pin relevant material—articles, images, statistics, quotes—as they encounter it throughout the semester. This process encourages students to make real-world connections to class material and revisit past content.
- Try Google apps to fulfill the in-class social role of social media. For instance, most students are already comfortable with Google apps and will readily use a blank Doc set up for communication among a group. The Q&A function in Google Slides is also a fantastic tool for non disruptive, real-time questions during a presentation.

For more information on social media for learning, visit the session's activity sheet.

Video

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150. Active Learning vs. Gimmicks - 12.14.2018

If students equate *active learning* to *busywork*, we're doing it wrong! When can best intentions for active learning turn into a superfluous misuse of time? At the December 14, 2018 Active Teaching Lab, participants discussed how to ensure active learning is truly engaging and meaningful. Attendees examined active teaching practices and reflected on how the array of tools for active learning are best employed to promote meaningful learning.

Takeaways

- Promote deeper learning by implementing activities and tasks that prompt students to independently and collaboratively build upon content with their own experiences, expertise, and inquiry.
- Instead of trying to predict what might be relevant to students' lives, structure assignments so that there are multiple avenues for students to find personal meaning in the work.
- Set the context for a learning activity, both in the scope of the course/program and in the real world. Students often invest more in tasks that have immediate, real-world effects.
- Use the [castle top model of activity flow](#) to balance pre-, in-, and post-class tasks. Emphasize that students won't be able to participate in class if they haven't done the prep work, and use low-stakes but still value-holding assessments or accountability measures to promote student completion of prep work.
- Assign roles for debates and discussions of articles or controversial topics in class. Author advocate, devil's advocate, mediator, and troll are fun and purposeful positions for students to assume.
- Make an orientation module (Module 0) in Canvas to show students how the course maps out, set them up for success, and shift "syllabus day" to the online space so you can use in-class time more productively. Templates for orientation modules are available from DoIT. [View the templates here](#) and see the [KnowledgeBase document on templates](#) to learn how to use them in your course.
- Record students from previous semesters giving advice on how to succeed in class as a peer-to-peer resource; return to this advice after the first exam and provide time for reflection and goal revisiting before moving forward.
- Intersperse group quizzes with individual quizzes to allow social construction of knowledge and let students gauge how they're doing in comparison to peers.
- Be intentional with group formation. Try [CATME](#) for automated group formation based on selected student characteristics, such as schedule, major, interests, or existing skill sets.

For more tips on active learning, visit the session's [activity sheet](#).

Video

> One or more interactive elements has been excluded from this version of the text. You can view them online here: https://wisc.pb.unizin.org/atlejournal/?p=658#oembed-1

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PART 9: SPRING 2019 LABS

151. Course Management Tips for Canvas - 01.17.2019

In the January 17, 2019 Active Teaching Lab, attendees shared [Canvas](#) design and facilitation practices that save instructors time and effort while also making learning less complicated for students. Participants heard from other instructors and swapped best quick-start tips to make the most of Canvas for instructors and students alike.

Takeaways

- Use [templates](#) to provide time-saving structure, flexibility to adapt to various course needs, and intentional design informed by experts in both pedagogy and academic technology.
- Embed documents to save space. UW-Madison Canvas courses have a 1GB storage limit ([KB document](#)), so organizational tricks are important. Rather than uploading files to Canvas, embed them to streamline access, organization, and updating.
- Keep students on the page by using iframes. Iframes enable embedding of all sorts of online content (Docs, Slides, Sheets, Forms, Folders, videos, animations, etc.). Be sure to check sharing permissions.
- Eliminate distractions. Help students focus on course objectives by minimizing the cognitive effort of locating materials and instructions. Reduce visual clutter by hiding unused Navigation bar options. For each class, use a single page that includes learning objectives, activity instructions, embedded materials, and a summary.
- Ask the students what works for them. They're each in several different courses and have a much better perspective of what other instructors are doing with their courses. They also may know what works for them and perhaps what works for their generation. Offer points to reflect on each assignment as well as to give feedback on course design, *then demonstrate that you're listening.* Some may offer great insight to leave their mark and improve the course for future students.

For more information on course management in Canvas, visit the session's [activity sheet](#).

Video

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152. Week 0: Teach Students to Succeed - 01.18.2019

In the January 18, 2019 Active Teaching Lab, participants explored how to create resources in [Canvas](#) that help students understand how to effectively learn course content. Attendees discussed common stumbling blocks for students and strategies to set students up for success.

Takeaways

- Use a Week 0 [template](#) to provide a structure and even a checklist of often-overlooked but helpful features to include for students.
- Communicate student responsibilities in all facets of academic success, including time expectations, technology requirements, peer-peer and peer-teacher interaction standards, and how to seek help.
- Establish rapport by providing opportunity for students to get to know one another as well as the instructor.
- Push students to discover the utility of content themselves rather than laying out the importance of the course for them; self-generated utility has been demonstrated to promote better student performance and interest (Canning & Harackiewicz, 2015).
- Encourage students to express their personal values, why they hold these values, and how those values relate to the course.
- Show images of the people behind the research/topics presented in class, especially if they look like the students, to foster a sense of belonging and achievement potential.
- Explain that feedback is provided because the instructor believes students can meet high standards.

For more information on Week 0 for student success, visit the session's [activity sheet](#).

Video

> One or more interactive elements has been excluded from this version of the text. You can view them online here: *https://wisc.pb.unizin.org/atlejournal/?p=664#oembed-1*

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153. Evidence-Supported Learning - 01.24.2019

In the January 24, 2019 Active Teaching Lab, participants discussed how to make assignments both interesting and effective learning opportunities for students. Attendees examined current research and what it says about strategies that work and don't work. The session concluded with a conversation about ways to align activities and assignments with research-supported practices.

Takeaways

- Effective learning is inclusive. To foster inclusivity in the classroom, 1) get students to find the value of the content themselves (self-generated utility value), 2) emphasize that intelligence is not fixed (malleability of intelligence), and 3) allow students to express their personal values (self-affirmation). See research presented by Markus Brauer, Dept. of Psychology, for more on these inclusive teaching practices.
- Effective learning is distributed over time; revisit exposure to, and application of, content. Every time and different way that students use what they learn, they deepen their understanding of it. Massed learning (one-and-done exposure) doesn't work as well.
- Effective learning is interactive (with others); the more senses used in learning the content the better, but solving authentic problems with a peer or two provides a depth of challenge, perspective, and feedback that is hard for a single instructor to match.
- Effective learning empowers learners to explore good problems that reveal systems (Gee 2013). Give students agency in designing learning environments and activities that work for them (and their peers!) so they can explore problem spaces in personally relevant ways to understand the underlying systems. Let them share what they learned in ways the honor their unique paths in life.

For more information on effective learning activities, visit the session's activity sheet.

Video

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://wisc.pb.unizin.org/atlejournal/?p=667#oembed-1

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154. Accessibility in Canvas - 01.31.2019

Making courses accessible to all can be a challenge, but the solutions to these challenges needn't be complicated or time consuming. In the January 31, 2019 Active Teaching Lab, participants shared how they have addressed accessibility in their [Canvas](#) courses and discussed potential solutions to the challenges that remain.

Takeaways

- The effort you put into making your course more accessible helps more than just the students who require accommodation. It helps other students and yourself! While [Canvas accessibility features](#) are built in, also follow accessibility [design guidelines](#).
- [Use Canvas analytics](#) to prioritize course pages and materials that students most frequently use. Start with essential materials for participation and those requested through a formal accommodation request. [See more UW accessibility guidelines here](#).
- Organize content both structurally and visually. Are headings and subheads nested to create an outline? Are lists automatically bulleted or numbered? Do tables have row and column titles? Do images have alternative text descriptions? Does all text retain its meaning if color and font changes are removed? Is there enough color contrast to easily read the text? Are link destinations and purposes clear from context? [See more on getting started with accessibility for content owners here](#).
- Lay out the learning space for easy mobility and transitions between activities. If students will be working in pairs or small groups, make sure aisles, desks, and tables have enough clearance for all students to navigate them and that content being delivered can be seen, heard, or otherwise accessed from all locations students occupy.
- Think inclusivity rather than accommodation to make positive changes for all students. For example, using a Google Doc as a virtual chalkboard allows students with visual impairments to enlarge the text, but it also creates an enduring record of the entire semester's board work that is searchable for all students to use. Plus, students who require different setups aren't singled out from their peers.

For more information on accessibility, visit the session's [activity sheet](#).

Video

Due to connection issues, this Lab was recorded in three parts.
Part 1

Part 2

Part 3

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155. Rubrics - 02.01.2019

Despite dangerously-icy sidewalks on February 7, 2019, ten participants skated in to discuss effective group work strategies at the Active Teaching Lab. Attendees shared approaches to promoting cooperative learning among students through purposeful group formation and facilitation.

Takeaways

- Share the learning objectives with students — not only the *academic* goals of the activity but also the *social* skills involved. This helps communicate that developing group dynamics are an intentional part of the activity, and important in the discipline.
- Try [CATME](#) to quickly yet purposefully form groups based on a number of variables, including skill sets, schedule, or major.
- Provide a recommended time frame for completing steps of the project, with 5-minute progress update meetings at those suggested times to promote accountability. For a more hands-on approach, require work to be submitted in stages.
- Embrace students' tendencies to divide and conquer for *part* of the assignment (e.g. prep, research) and use in-class time for steps that naturally lend themselves to group collaboration (e.g. brainstorming, problem solving, final decision making).
- Be proactive to avoid common pitfalls. For example, to prevent one student from dominating discussion or doing the majority of the work, jigsaw with roles (editor, researcher, manager) and/or form groups with intentionally diverse abilities related to the tasks. See [Roberts and McInnerney's "Seven problems of online group learning (and their solutions)" (2007)](#) for more ideas.
- Provide opportunity for reflection to promote growth. Ask students to reflect on what did and did not work well the next group assignment gets better. See [ideas for group work reflection activities](#) from the University of New South Wales to get started.
- Communicate to students that peer feedback on their contributions to the group proves useful for future letters of recommendation.
- For more group work tips, check out [UW Extension's guide to group work](#).

To see group activity ideas, the pedagogical framework of group learning, and Canvas how-tos, visit the session's [activity sheet](#).

Video

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156. Group Work - 02.07.2019

Despite dangerously-icy sidewalks on February 7, 2019, ten participants skated in to discuss effective group work strategies at the Active Teaching Lab. Attendees shared approaches to promoting cooperative learning among students through purposeful group formation and facilitation.

Takeaways

- Share the learning objectives with students — not only the *academic* goals of the activity but also the *social* skills involved. This helps communicate that developing group dynamics are an intentional part of the activity, and important in the discipline.
- Try [CATME](#) to quickly yet purposefully form groups based on a number of variables, including skill sets, schedule, or major.
- Provide a recommended time frame for completing steps of the project, with 5-minute progress update meetings at those suggested times to promote accountability. For a more hands-on approach, require work to be submitted in stages.
- Embrace students' tendencies to divide and conquer for *part* of the assignment (e.g. prep, research) and use in-class time for steps that naturally lend themselves to group collaboration (e.g. brainstorming, problem solving, final decision making).
- Be proactive to avoid common pitfalls. For example, to prevent one student from dominating discussion or doing the majority of the work, jigsaw with roles (editor, researcher, manager) and/or form groups with intentionally diverse abilities related to the tasks. See [Roberts and McInnerney's "Seven problems of online group learning (and their solutions)" (2007)](#) for more ideas.
- Provide opportunity for reflection to promote growth. Ask students to reflect on what did and did not work well the next group assignment gets better. See [ideas for group work reflection activities](#) from the University of New South Wales to get started.
- Communicate to students that peer feedback on their contributions to the group proves useful for future letters of recommendation.
- For more group work tips, check out [UW Extension's guide to group work](#).

To see group activity ideas, the pedagogical framework of group learning, and Canvas how-tos, visit the session's [activity sheet](#).

Video

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157. Programmed Learning in Canvas - 02.08.2019

Self-paced, individual learning activities in Pressbooks, Storyline, and Articulate are hard to build but well received by students. At the February 8, 2019 Active Teaching Lab, 20 participants braved single digit temperatures and ice to gather for a discussion on how to more easily create effective programmed learning activities. Several debated which tools are best for various purposes and swapped experiences with designing and implementing programmed learning for improved student studying.

Takeaways

- Identify the activity's purpose. Is the primary purpose to break up a dense lecture? To gauge student understanding? To provide an opportunity for application of knowledge? Knowing your intent will help you make decisions about the format and facilitation of the activity.
- Don't reinvent the wheel; make use of shared resources by adapting existing content to your needs.
- Consider accessibility: What technology will your students need to successfully participate? Laptop? Smartphone? Do your students have access to these tools? Do students (and instructors) have access to support? Click here for a list of UW-supported applications, reference this KnowledgeBase chart to distinguish among the advanced content creation tools available at UW-Madison, and learn more about the tools discussed: Articulate360/ Storyline, Pressbooks, H5P, SCORM.
- Build in plenty of time for training, facilitation, and troubleshooting, and have back-up plans. Provide detailed instructions, and be sure the first experience with any tool is low- to no-stakes to avoid penalizing students for misunderstandings or tech problems.
- Use programmed learning activities as formative as well as summative assessment. Students can use self-paced activities to see how they're doing and determine where their studying efforts are best directed.

For more programmed learning tools, tips, and examples, visit the session's activity sheet.

Video

One or more interactive elements has been excluded from this version of the text. You can view them online here:
https://wisc.pb.unizin.org/atlejournal/?p=676#oembed-1

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158. Online Resources vs. Handouts - 02.14.2019

Do students prefer printouts or links? Is tangibility a convenience or a burden? When are handouts best used in a digital learning environment? These were some of the questions discussed during a snow emergency at the February 14, 2019 Active Teaching Lab. Eight participants skied in to weigh advantages and disadvantages in accessibility, portability, readability, etc. of digital vs. paper resources for various settings and learning purposes.

Takeaways

- Decide if laptops/devices will hinder students' ability to carry out the learning task. Will students have messy hands or work with materials that could damage their devices? Will they be able to effectively use the technology if it's covered by a protective shield? Will they move about in ways that make dragging along a laptop inconvenient?
- Take advantage of the ability to hide and open digital materials. Don't want students to access the answers before the experiment but also want to shift their attention away from frantic note-taking of every detail to thoughtfully considering the topic at hand? Post materials online that open up to them only after a particular date or class.
- Eliminate distractions. Help students focus on course objectives by minimizing the cognitive effort of locating materials and instructions. Reduce visual clutter by hiding unused Navigation bar options. For each class, use a single page that includes learning objectives, activity instructions, embedded materials, and a summary. Use iframes to embed content and keep students on one page rather than opening tab after tab.
- Ask your students! They're each in several different courses and have a much better perspective of what other instructors are doing with their courses. They also may know what works for them and perhaps what works for their generation. Offer points to reflect on each assignment and give you feedback, *then demonstrate that you're listening!* Some may offer great insight just to save the poor students who have to take the class in the future!

For more information on online vs. paper resources, visit the session's activity sheet, and check out Tanner, M. J. (2014). Digital vs. print: Reading comprehension and the future of the book.

Video

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159. Engaging Students - 02.15.2019

The February 15, 2019 Active Teaching Lab focused on fostering student buy-in and engagement in [Canvas](#), whether the course is directly tied to students' passions or merely a requirement. Fourteen participants shoveled driveways early so they could share and learn strategies to make course content more relevant to students, even when they aren't in the course by choice.

Takeaways

- Promote deeper learning by implementing activities and tasks that prompt students to independently and collaboratively build upon content with their own experiences, expertise, and inquiry.
- Instead of trying to predict what might be relevant to students' lives, structure assignments so that there are multiple avenues for students to find personal meaning in the work.
- Set the context for a learning activity, both in the scope of the course/program and in the real world. Students often invest more in tasks that have immediate, real-world effects.
- Make content eye-catching (e.g. lots of images, colorful fonts) to increase students' initial interest.
- Make the topic's utility in everyday life evident to increase students' sustained interest. Self-generated utility is even better; have students write about the importance of a topic as well as their own values to identify their personal reasons for investment ([Harackiewicz, Tibbetts, Canning, & Hyde, 2014](#)).
- Turn the work of making connections onto the students. Self-generated utility value has been demonstrated to have positive effects on students, while instructor-provided utility has actually shown negative effects ([Canning & Harackiewicz, 2015](#)).
- Prompt students to find everyday examples of utility value rather than career and school examples to benefit individuals lacking in confidence ([Canning & Harackiewicz, 2015](#)).
- Trigger and maintain situational interest by providing activities that use structural features (e.g. problems, challenges, surprise) to stimulate attention and engagement for all students ([Harackiewicz, Smith, & Priniski, 2016](#)).
- Build on emerging and well-developed individual interest. Work with content and academic tasks that facilitate connecting academic topics with existing interests ([Harackiewicz, Smith, & Priniski, 2016](#)).

For more information on ways to engage students, visit the session's [activity sheet](#).

Video

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Sign up for regular Lab announcements by sending an email to join-activeteaching@lists.wisc.edu.

160. Beyond Accessibility — UDL and Inclusive Learning - 02.21.2019

Universal Design for Learning aims to provide multiple means of student engagement, representation, and expression. At the February 21, 2019 Active Teaching Lab, 20 participants took on the daunting topic of how to move beyond individual accommodations to inclusive teaching practices that are effective for *all* students. Attendees discussed how to increase flexibility, accessibility, and inclusivity while keeping the time demand of such a task under control.

Takeaways

- Design for people with different abilities or circumstances who may not represent the "norm," and the middle will fall into place. No learner is a "typical" learner. See accessibility consultation company [Deque's presentation on personas for inclusive design](#) for more.
- Expect the invisible. Understand where students are coming from and what challenges they face. See the [UW-Madison Campus-Wide Disability Survey Results](#) to gain a clearer picture of ability differences on campus—and how our perceptions may not reflect reality. Note that students are not required to have a [Faculty Accommodation Letter](#) to get accommodations.
- Assess UX. Push students to consider user-facing design and accessibility in multimedia projects. Doing so promotes higher quality student work, gives instructors new ideas for ways to present information, and trains the next generation to integrate UDL and inclusivity into their practices.
- Enlist students to make content relevant. The 1:*many* instructor perspective of teaching is typically geared for mainstream needs. Smaller peer learning groups can often more nimbly address more personalized individual learning needs.
- Think: Am I providing one student information that others aren't getting? If one student asks a question, post the answer for all students to access.
- Rather than trying to anticipate the needs of every student, simply ask them what could have gone better. [Anonymous surveys in Canvas](#) are useful for getting student feedback.
- Go for captioning over transcriptions for video audio. Captioning captures nonverbal meaning and parenthetical utterances while pre-planned transcriptions do not. Try the captioning app [Kapwing](#) to auto-generate editable captions.
- Keep it simple to start. Small changes, such as making syllabi and course content available for early viewing, providing access to notes, and using the [Canvas accessibility checker](#) are quick and easy ways to begin shifting teaching practices toward inclusivity.

For more information on inclusive learning, visit the session's [activity sheet](#).

Video

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161. Peer Review in Canvas - 02.22.2019

Canvas student peer review helps students see more perspectives and reflect on their work. At the February 22, 2019 Active Teaching Lab, 17 participants swapped tips and techniques for peer review over coffee and bagels. Attendees discussed best practices for setting up and managing peer review assignments in Canvas, approaches to making the process simple yet effective, and lessons learned for fostering productive in- and out-of-classroom peer feedback.

Takeaways

- Share expectations with students. Provide examples of high-, medium- and low-quality student work, use significant comment starters as a launching point, and walk through the peer-review process together before assigning individual reviews. Students trained in how to review a peer's work are better equipped to move from superficial reactions to providing informative, thorough feedback (Nilson, 2003).
- For more robust, targeted student feedback, use rubrics to help students identify and compare desired (and undesired) components in their own work. For the instructor, single-point rubrics work well for grading peer reviews.
- Shoot for small groups, not pairs. Multiple sets of eyes on work provides greater depth, breadth, and helps identify issues better than a single person (even the instructor!) can (Rubin, 2006).
- Focus student attention on feedback rather than logistics by showing them how to leave (and check) feedback in the Canvas DocViewer, how to use rubrics in Canvas, and how to navigate the Canvas peer review tool.
- Allow multiple modes of feedback to let students make the most of their strongest communication skills. For example, structure an activity so that students provide written or recorded feedback online and/or then debrief in person. The online space allows students to take time to ponder and revisit, work on a flexible schedule in a familiar space, refer to resources, and organize their thoughts, while the in-person conversation takes advantage of face-to-face communication that often can soften what would otherwise seem like harsh criticism.
- Help students see the real-world benefits of peer review; research shows self-generated utility value increases student success far better than instructor-provided information (Canning & Harackiewicz, 2015).

For more information on peer review in Canvas, visit the session's activity sheet.

Video

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162. Google in Canvas - 02.28.2019

With Google integrated into most K-12 schools as well as UW-Madison, students are familiar and comfortable navigating G-Suite tools. At the February 28, 2019 Active Teaching Lab, ten participants gathered to discuss how they use Google Docs, Sheets, Slides, Forms, and other Google tools. Attendees explored what's easy and effective from both the instructor and student perspective.

Takeaways

- Set students up for success by showing them [how to authorize Google in Canvas](#) and [submit Google Docs for Assignments](#) *before* any required Google submissions.
- Check sharing permissions (can students view, comment, or edit?) before pushing Google Docs/Slides/Sheets/Folders out to students. Since docs are linked inside a protected LMS, allow "Anyone with the link" to participate instead of the default "UW-Madison Google Apps," forcing some to switch to their secondary account, creating an unnecessary barrier to learning (and a stream of confused email messages to you).
- Google integration with Canvas isn't limited to Collaborations and Cloud Assignments. Iframes enable [embedding of Docs](#), Slides, Sheets, Forms, and [Folders](#) for streamlined access and organization.
- Replace the "/edit" ending of a Google Doc URL with "/copy" to create a template or worksheet that generates a new copy for students when they click the link. Try "/preview" to create a cleaner view of a Doc for embedding.
- Use Google Docs to as a virtual "chalkboard" to foster inclusivity in the classroom. A Google Doc chalkboard allows students with visual impairments to enlarge the text, but also creates a searchable record of the semester's board work for students. Students who require accommodations aren't singled out to peers, and the whole class benefits. (More on this and other ideas for inclusive classrooms in these [notes on accommodation and accessibility](#) from Jennifer Gipson.)
- Capitalize on Google functionalities to fulfill your pedagogical intention:
  - Foster collaboration and idea sharing → Make an editable Doc
  - Promote formative feedback while keeping sight of the original work → Set permissions to comment-only
  - Create a transparent, accessible course file organization schema → Embed a Google Folder system
  - Provide structure for student work → Create a copyable template
  - Show students real-time survey results → Embed a Form questionnaire as an iframe and instruct respondents to "See previous responses" at its conclusion

For more information and instructions on using Google in Canvas, visit the session's [activity sheet](#).

Video

> 📧 *One or more interactive elements has been excluded from this version of the text. You can view them online here:*
> *https://wisc.pb.unizin.org/atlejournal/?p=689#oembed-1*

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163. Using Canvas in Class - 03.01.2019

Laptop, tablet, phone — whatever the device of choice, there's no question screens have become pervasive on campus and in the classroom. At the March 1, 2019 Active Teaching Lab, ten Lab regulars discussed how we can adjust in-classroom activities to harness the ubiquitous screens for better learning in Canvas. Participants shared what's worked and what hasn't in managing screens and students.

Takeaways

- Identify the purpose of the activity. Is the primary purpose to break up a dense lecture? To gauge student understanding? To provide an opportunity for application of knowledge? Knowing your intent will help you make decisions about the format and facilitation of the activity. Communicating the activity's intention to students will also help them meet expectations.
- During collaborative group work, provide a template for each group instead of a single Google Doc for the class, which creates confusion and causes students to disengage.
- Embrace students' tendencies to divide and conquer for part of the assignment (e.g. prep, research) and use in-class screens for the steps in the process that naturally lend themselves to group collaboration (e.g. brainstorming, problem solving, final decision making).
- Use Canvas as a home base for compiling all the resources, websites, and applications that will be accessed in class. Add the day's agenda and tasks to a Canvas Page so that students can follow the steps as they work through an activity. Think about durability in the design of the Page for reuse in future semesters.
- Decide how imperative it is that *each* student have a device, have backups for those who don't, and keep stakes low if technology is required. One screen per group is often sufficient for group tasks. For quizzes, students may submit a piece of paper with their responses as an alternative to Canvas.
- Set expectations for minimum technology required to succeed in class. Check out [UW-Madison's Canvas templates](#) to see how you can build this language in to your course.
- Ensure the activity preserves the value of a face-to-face meeting (e.g. building social skills, cooperatively constructing knowledge) instead of merely using class time for a task students could complete on Canvas from home.

For more information on using Canvas in class, visit the session's [activity sheet](#).

Video

Note: Video begins during participant introductions due to audio issues.

> 🎞️ *One or more interactive elements has been excluded from this version of the text. You can view them online here:*
> *https://wisc.pb.unizin.org/atlejournal/?p=691#oembed-1*

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164. Kaltura MediaSpace Updates - 03.07.2019

At the March 7, 2019 Active Teaching Lab, 17 participants explored what's new in [Kaltura MediaSpace](#), including how to use Interactive Video Quizzing effectively. Attendees shared examples of practical and creative ways to capitalize on Kaltura tools for improved student learning and engagement.

Takeaways

- Shorter videos reduce cognitive load and attention lapses while also easing the process of revising and updating content. Break your content into multiple 5-minute videos rather than one 20-minute video.
- [Use Chapters and Slides](#) to help viewers navigate recorded content. The ability to jump to a desired section to review greatly increases the convenience of a video for student learning.
- [Add subtitles to video](#) for increased accessibility (required by UW-Madison policy for all non-text web elements). [3Play](#) and [CaptionSync](#) are the university-approved vendors for captioning services, but [editable auto-captioning](#) may be coming soon!
- Identify the [analytics available for Kaltura media](#)—they're different than Canvas learning analytics—and decide what and how data may help inform future instruction and content creation.
- Use [interactive video quiz](#) questions to help students assess their learning in real-time and make key takeaways more salient.

For more information on the potential of Kaltura in Canvas, visit the session's [activity sheet](#).

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165. Social Learning in Canvas - 03.08.2019

Research shows peer-to-peer interaction greatly enhances learning, but it's not always easy to facilitate. In the March 8, 2019 Active Teaching Lab, nine participants unpacked how to create more opportunities for social learning without losing educational intent. Attendees weighed how Canvas can help and hinder social construction of knowledge, swapped examples and experiences with social learning, and brainstormed how to share their conclusions, challenges, and questions with campus on a broader level.

Takeaways

- Share learning objectives with students — not only the *academic* goals of an activity but also the *social* skills involved. This helps communicate that developing group dynamics are an intentional part of the activity and important in the discipline. Consistently building objectives into the context and description of assignments using Canvas Assignment and Page tools is an easy way to transmit the intent of a task to students.
- Be proactive to avoid common pitfalls. For example, to prevent one student from dominating discussion or doing the majority of the work, jigsaw with roles (editor, researcher, manager) and/or form groups with intentionally diverse abilities related to the tasks. Try the Canvas Groups feature for quick and easy group formation and communication and see Roberts and McInnerney's "Seven problems of online group learning (and their solutions)" (2007) for more group work ideas.
- Provide opportunity for reflection to promote growth. Ask students to reflect on what did and did not work well so the next social learning task gets better. See ideas for group work reflection activities from the University of New South Wales to get started. Consider Canvas Surveys and Peer Review to streamline the feedback process and promote individual and group reflection.
- Empower learners to explore good problems that reveal systems (Gee 2013). Give students *agency* in designing learning environments and activities that work for them (and their peers!) so they can explore problem spaces in personally relevant ways to understand the underlying systems. Let them share what they learned in ways that honor their unique paths in life.

For more information on Canvas how-tos and the pedagogical underpinnings of social learning theory, visit the session's activity sheet.

Video

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166. Online Teaching - 03.14.2019

Online learning is an entirely different animal than the traditional classroom. In the March 14, 2019 Active Teaching Lab, 17 participants discussed how to fine-tune teaching practices to create rich, effective digital learning experiences for students. Talking points included instructor presence, student engagement, and approaches to attending to individuals online vs. a physical classroom.

Takeaways

- An online course is not the same as a face-to-face course, so when shifting from one to the other use the [SAMR model](#) to help evolve content for new possibilities.
- Have a conversation at the department level about online teaching. Consider establishing a departmental vision or strategy. Collaborate, share, and establish standards. Building consistency is great for students.
- Start putting content up and organizing it early rather than as you go. You should finish developing the course online before students start the course.
- Be careful not to create "a course and a half." Just because the interweb is limitless in size doesn't mean you should overwhelm your students with a deluge of every educational resource that has ever helped you with anything remotely related to the topic. Help your students succeed by giving them access to what they truly need.
- Make a personal connection so you are a human behind the screen. Complete your teacher profile and photo, and require students to do the same so you put face to person. From the beginning, hold some form of virtual conference with students, even if it is just for 5 minutes. Track each student with any personal information that you get on them throughout the semester.
- "Direct traffic," meaning construct the course and the course artifacts such that either:
    - The students have redundant links at several locations to get them to the things you want them to see, or
    - Extraneous links are removed to help them follow a predetermined path. (In Canvas, that means removing some tools on the toolbar if you aren't using them.)
- Don't respond to every discussion post. Let the discussion live in the hands of the students to share and generate ideas without interruption. Later, summarize or make connections so students know you were there. If you step in too often, you stifle the communication and ideas that can generate organically.
- Don't give your students infinite support in every possible avenue of contact. Set up specified channels of conversation and Q&A, and support them. Before diving in to content, set students up for success with a "week 0" module that lays out expectations, objectives, and [effective study strategies](#). [See a template for such an orientation module here](#).

- Gain firsthand knowledge of this topic as an online student with the TeachOnline@UW course. Participants learn online course design and teaching best practices while experiencing how an online course works from the student perspective.

For more information on online teaching, visit the session's activity sheet.

Video

> 📽️ *One or more interactive elements has been excluded from this version of the text. You can view them online here:*
> *https://wisc.pb.unizin.org/atlejournal/?p=697#oembed-1*

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167. Engage eTexts - 03.15.2019

The [Unizin](#) Engage eText platform, currently in a limited pilot, enables instructors to select and integrate an eText into Canvas, reducing materials costs for students and opening up a wide array of possibilities for digital resources, annotation, and communication. At the March 15, 2019 Active Teaching Lab, 10 participants convened to kick off spring break with a discussion of how eTexts are being used on campus, the results of the [Engage eText pilot](#) thus far, and what the future may hold for students and instructors using eTexts.

Takeaways

- Advantages of eTexts include easy updating and content searchability. Downsides can include the demand to constantly update and the temptation for students to just search for answers rather than actually reading the text.
- With a physical textbook, content is presented and scaffolded within a carefully designed framework. Students typically start with the basics and build to integrate that knowledge into more complex topics. The nimbleness of an eText allows instructors to pick and choose what content to use, but doing so introduces the potential to lose continuity and leave gaps as students try to follow the learning pathway of the course. This shift doesn't have to be negative, though, if it 1) instills problem solving skills on the part of the students in accessing digital resources, and 2) encourages instructors to map learning objectives and instructional methods with more intent and personalization.
- eText publishers provide unique digital learning tools (DLTs) that integrate with Canvas courses. The value of these DLTs is that instructors don't have to create supplemental activities and assessments from scratch, but constraints include challenges with support, customization, and what to do with students who opt not to participate in the eText pilot.
- By law, students must have the option to opt out of the eText pilot. Currently, emails with opt-out information are sent to students, but this information will need to be available in more locations for students to access once the pilot shifts to production mode.
- Price is determined by how many students participate, so instructors tend to encourage students to use the eText and its associated content.
- Other options to control costs for students do exist, such as allowing students to use older versions of printed textbooks or using Kaltura as an open educational resource for course content.
- In addition to the Engage eText pilot, UW has prioritized a [broader initiative to adopt and produce Open Educational Resources](#).

For more information on Engage eTexts, visit the session's [activity sheet](#).

Video

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168. Tech for Soft Skills - 03.28.2019

Recent research on grades has shown that the majority of what grades measure is *student engaged participation* in the act of the schooling process ([Bowers, 2016](#)). Participation, along with other "soft" skills, like flexibility, leadership, productivity, collaboration, and communication, are important to learn in all disciplines, but they are rarely explicitly taught. In the March 28, 2019 Active Teaching Lab, eleven attendees discussed how technology might factor in to developing skills that are often cultivated and demonstrated through group interaction.

Takeaways

- Use tech to facilitate prep and research outside of class, then shift the focus to in-class processes that naturally lend themselves to group collaboration (e.g. brainstorming, problem solving, decision making).
- Design activities that require students to 1) work in teams, 2) organize their thoughts, 3) communicate with team members, 4) solve a problem, 5) present their findings orally, and 6) evaluate their success through a written document. Activities that push students to work outside of their comfort zone stretch soft skill development ([Harris & Rogers, 2008](#)).
- Take advantage of the vast array of communication examples available to students through technology to help them identify and shape their own communication strategies.
- Try www.teambasedlearning.org for resources on promoting active participation on teams. The Team-Based Learning Collaborative aims to support students (and teachers) in recognizing that the traditional, receptive way of being a student is over, and the new expectation of problem-solving skill building with real challenges is better.
- Let students lead the learning so they engage in course content based on their own personality and learner needs. For instance, student-curated content with memes can effectively engage learners.
- Set expectations for group work and refer to them throughout the semester. Making explicit that the team listens to and treats others with respect creates a safer environment for learners to interact.
- Assign projects with the intention of building team skills, and then try a more challenging project in which students can apply their skills.
- Build agency for learners and help them understand various opinions through role play. For developing clinical skills, technology provides opportunities for more realistic problem solving through case scenarios and simulations.

For more information on using tech to build soft skills, visit the session's [activity sheet](#).

Video

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169. Self-Assessing Your Classroom - 03.29.2019

Improving the classroom environment often requires seeing things from a different perspective. At the March 29, 2019 Active Teaching Lab, eight participants explored how technology can help us capture classroom dynamics for self-reflection and observation. Attendees explored how to decide when, where, and on what to focus for the most payoff and swapped their own experiences with self-assessment.

Takeaways

- Determine specific goals for the self-assessment beforehand and *why* — how will student learning benefit from the insight gained?
- Acknowledge that your first try at recording a class may not capture what you're after. Allow multiple trials before the particular class session to be analyzed to identify ideal tech setup for your space and goal.
- Be familiar with FERPA guidelines before taking on a classroom recording project. A video is considered an "education record" if it is 1) directly related to the student and 2) maintained by an educational institution. A video focused on instructional practice is not an education record. If that video captures a presentation of a particular student or group, however, consent would need to be granted by those student(s) to publicly share it. Contact the [Office of the Registrar](#) with questions about FERPA compliance.
- Consider possible ways to inform students of classroom recording (brief statement before class, note in syllabus, detailed explanation the week before, etc.) and select approaches that keep them informed while maintaining a natural classroom environment. If you record every class — even if you don't review them all — the camera becomes part of the norm.
- Enlist the students! Modeling that you need reflection and review to get better shows that you care. You may be surprised at the effect this alone has on their engagement and learning — and on the *constructive* feedback you get from them!

For more information on self-assessment for teaching, visit the session's [activity sheet](#).

Video

One or more interactive elements has been excluded from this version of the text. You can view them online here:
https://wisc.pb.unizin.org/atlejournal/?p=712#oembed-1

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170. Top Hat - 04.04.2019

What does [Top Hat](#) do that Canvas can't? How can we harness the potential of Top Hat to inform teaching practices? In the April 4, 2019 Active Teaching Lab, 24 participants gathered to see and share ways Top Hat, part of the Learn@UW suite of tools, can provide data, direction, and variety to guide student learning.

Takeaways

- If you elect to make Top Hat part of your course, use it regularly and frequently to demonstrate its benefits to students. Although free for instructors, Top Hat student subscriptions are $26/semester, $38/year, or $75/four years.
- Draw on Top Hat responses to assess students' prior knowledge; use the results to decide where to start in instruction.
- Use Top Hat for formative assessment, identifying areas needing further development and explanation before moving on to the next content topic.
- Opt for anonymous questioning to gain a clearer picture of student attitudes, biases, and misconceptions.
- Promote student preparedness with low-stakes in-class quizzes. Bonus: Top Hat can sync with the Canvas gradebook.

For more information on Top Hat, visit the session's [activity sheet](#).

Video

> *One or more interactive elements has been excluded from this version of the text. You can view them online here:*
> *https://wisc.pb.unizin.org/atlejournal/?p=715#oembed-1*

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171. Purposeful Action - 04.05.2019

Providing students with agency in their learning fosters self-regulated learners who are more interested and effective in applying knowledge. In the April 5, 2019 Active Teaching Lab, 14 attendees explored how to transform assignments to serve authentic world and local problems. Participants shared activities and practices to promote purposeful action for students on and beyond campus.

Takeaways

- Instead of trying to predict what might be relevant to students' lives, structure assignments so that there are multiple avenues for students to find and/or generate their own personal meaning in the work.
- Set the context for a learning activity, both in the scope of the course/program and in the real world. Students tend to invest more in tasks for which they can see the immediate, real-world effects.
- Draw on social media to bring awareness to or humanize a topic. For instance, the "To Selfie or Not to Selfie" research project is examining whether Instagram posts can improve the public's perception of scientists' warmth and, by extension, increase trust. (What are the implications of increased/decreased trust in science?)
- Build in public-facing projects, such as student-created websites to enhance student motivation and quality of work. (Check out Ahna Skop's approach in her genetics course from the 02.23.18 Lab on Weebly.) Website hit trackers like clustrmaps.com help students visualize how many people they have impacted and how far that reach spreads.
- Encourage interprofessional, collaborative critical thinking and problem solving with makerspaces.

For more information on cultivating purposeful action, visit the session's activity sheet.

Video

One or more interactive elements has been excluded from this version of the text. You can view them online here: *https://wisc.pb.unizin.org/atlejournal/?p=717#oembed-1*

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172. Pressbooks - 04.11.2019

Pressbooks is a WordPress-based platform used to create, share and publish etexts that can integrate H5P and other interactive elements. At the April 11, 2019 Active Teaching Lab, 15 participants explored the potential of Pressbooks for creating resources more expansive and relevant than a digital textbook. Pressbooks veterans and novices discussed questions, experiences, examples, and getting starting with this campus-supported etext authoring tool.

Takeaways

- Analyze existing Pressbooks from various fields to get ideas for what may or may not work well for your purposes. This beginning Portuguese text, *Português para principiantes*, is a media-rich resource out of UW-Madison. It's also the most popular Pressbook on our instance, with 126,956 page views and counting since August 2016!
- Involve students in the resource development process. For a recent example of a student-created resource at UW, try *What's In a Jug? Art, Technology, Culture* (with Ann Smart Martin and Ellen Faletti).
- For quality assurance, request a Canvas Sandbox for your Pressbook, and set other faculty or staff members as students to view the student perspective. Note that a Pressbook can be embedded in a Canvas page via a thin common cartridge.
- Take advantage of a Pressbook's capacity to provide multiple means of engaging with content, such as providing a web text, a pdf export, and an ePub exporter. Doing so allows for more inclusive access options. For example, if a student found it useful to read a text that uses the OpenDyslexic Chrome font plugin, they would be able to do so by navigating to the web version and clicking on their OpenDyslexic browser extension. (This is not as simple a thing to achieve if students only have access to a PDF copy.)
- Use Pressbooks as more than simply digital textbooks. Pressbooks supports a Hypothes.is annotation layer plugin that allows students to write public or private group notes about their readings. You can also embed H5P activities within annotations. Check out an example of an H5P activity embedded within a Hypothes.is annotation. (Click the yellow highlighting to see the annotation activity.)
- Build your Pressbooks skills and stay up-to-date on new developments:
  - To join the Learn@UW-Madison's Pressbooks newsletter list, send an email to join-pressbooksusers@lists.wisc.edu.
  - Come to a Pressbooks user group for conversation, questions, and support requests. The next meeting is May 21st, 2:30-4pm in room 120 of the Middleton building. RSVP here.
  - Request a consult from a Learn@UW-Madison team member at learnuwsupport@doit.wisc.edu.
  - Join the online Pressbooks Community.

For more information on Pressbooks, visit the session's [activity sheet](#).

Video

> 📄 *One or more interactive elements has been excluded from this version of the text. You can view them online here:*
> *https://wisc.pb.unizin.org/atlejournal/?p=719#oembed-1*

The [Active Teaching Lab](#) is a [Faculty Engagement](#) program with sessions held on Thursdays from 1:00-2:00pm and Fridays from 8:30-9:45am in the Middleton Building (1305 Linden Dr.), room 120. Check out [upcoming Labs](#) or read the [recaps from past Labs](#). We build interdisciplinary conversations that are more emergent than a presenter and more dynamic than a panel — a conversation with colleagues sharing challenges, solutions, and experiments on topics selected by a variety of stakeholders.

Sign up for regular Lab announcements by sending an email to join-activeteaching@lists.wisc.edu.

173. "A dark and learny night" - 04.12.2019

"It was a dark and learny night" alludes to the infamous opening line of [Edward Bulwer-Lytton's 1830 novel *Paul Clifford*](#) and, later, Snoopy's enduring attempts at authorship. Today, the [Bulwer Lytton Fiction Contest](#) inspires participants to "write an atrocious opening sentence to a hypothetical bad novel." Similarly, assigning and celebrating failure (what *not* to do) can be equally, if not more, valuable in helping students identify underlying systems, patterns, and conclusions. In the April 12, 2019 Active Teaching Lab, 11 participants explored how to structure and facilitate exploration of *bad* models to give students constructive takeaways. Attendees posed examples and considerations for designing these assignments for reflection and success.

Takeaways

- Introduce students to the idea of bad models by providing one for them to critique. Collect their observations and suggestions on the board or a shared document to make the vastness of their knowledge apparent to them.
- Help students discover the advantages and limitations of models. Models provide a starting place when they might otherwise not know where to begin and serve as shortcuts to success by helping them learn from others' experiences. On the other hand, models tend to confine creativity to the characteristics represented in the model provided. Let students weigh when models may and may not be beneficial in their learning.
- Encourage students to plan their bad models by first mapping possible missteps *and* providing a rationale for why that direction may not be the ideal. Knowing the *why* behind their decisions to do or not do something deepens students' understanding of the concept or system under review.
- Connect to failure in video games. James Paul Gee writes, "The role of failure is very different in video games than it is in school. In good games, the price of failure is lowered – when players fail, they can, for example, start over a their last saved game. Furthermore, failure – for example, failure to kill a boss – is often seen as a way to learn the underlying pattern and eventually to win. The features of failure in games allow players to take risks and try out hypotheses that might be too costly in places where the cost of failure is higher, or where no learning stems from failure."

For more information on embracing mistakes, failures, and bad models, visit the session's [activity sheet](#).

Video

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174. Team Teaching - 04.18.2019

While often difficult to negotiate, team teaching done well benefits learners with varied perspectives and benefits instructors with less workload. At the April 18, 2019 Active Teaching Lab, 10 participants discussed how to manage the time, resources, and expertise of a team for harmonious course planning and delivery. Attendees swapped stories on navigating Canvas instructor roles, file and slide management, and design decisions with a group.

Takeaways

- At the outset, team teaching may require more resources (i.e. time and planning) than individual teaching. Acknowledge and embrace this possibility going in to avoid frustrations and persevere long enough to reap the efficiency benefits of a mature, work-sharing team.
- Clearly establish expectations for the teaching team, including roles, who takes the lead when, conflict resolution processes, in-person and remote collaboration plans, and participation/attendance in classes.
- Meet with an experienced teaching team to discuss what has and hasn't worked for them as well as to identify potential sticking points and their possible solutions.
- Build coherence by co-planning curriculum rather than taking the divide-and-conquer approach. Likewise, decide on a consistent method of Canvas course organization and presentation to take the cognitive load of navigating different systems off the students.
- Inform students of the purpose and organization of the teaching team. Tell them (or, better yet, help them discover for themselves!) how the team approach benefits their learning. Clarify roles and to whom they should direct questions.

For more information on team teaching, visit the session's [activity sheet](#).

Video

> One or more interactive elements has been excluded from this version of the text. You can view them online here: *https://wisc.pb.unizin.org/atlejournal/?p=723#oembed-1*

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120. Check out [upcoming Labs](#) or read the [recaps from past Labs](#). We build interdisciplinary conversations that are more emergent than a presenter and more dynamic than a panel — a conversation with colleagues sharing challenges, solutions, and experiments on topics selected by a variety of stakeholders.

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175. AEFIS: Aligning section, course, and program outcomes - 04.25.2019

At the April 25, 2019 Active Teaching Lab, 24 attendees discussed the status of [AEFIS](#) at UW-Madison. Participants explored ways instructors and programs streamline teaching by aligning section and assignment outcomes with course and program outcomes. The lab touched on what's been done, what's happening now, and what's coming in the future.

Takeaways

- Although the role of course evaluations in contributing to student learning seems apparent to instructors, students may not see the full picture. State the purpose of the evaluation at the top of the survey: that student input and feedback helps guide improvements in the course.
- Create focused feedback questions. In other words, each question should ask about only one thing. This way, students don't have to prioritize their responses, sift through a laundry list of ideas, or skip parts of the question to keep responses concise.
- Include both closed- and open-ended questions on evaluations. Closed-ended questions enable easier data analysis, but open-ended questions help identify perspectives you may not have considered before.
- For more best practices and sample course evaluation survey questions, visit the Provost's [Student Learning Assessment](#) page.

For more information on AEFIS, evaluation, and outcomes alignment, visit the session's [activity sheet](#).

Video

> One or more interactive elements has been excluded from this version of the text. You can view them online here: *https://wisc.pb.unizin.org/atlejournal/?p=725#oembed-1*

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120. Check out [upcoming Labs](#) or read the [recaps from past Labs](#). We build interdisciplinary conversations that are more emergent than a presenter and more dynamic than a panel — a conversation with colleagues sharing challenges, solutions, and experiments on topics selected by a variety of stakeholders.

Sign up for regular Lab announcements by sending an email to join-activeteaching@lists.wisc.edu.

176. Quizzing in Canvas - 04.26.2019

In the April 26, 2019 Active Teaching Lab, 21 participants discussed recent and upcoming changes in Canvas Quizzes, what options are available, and how to move beyond the basics to make quizzes do more.

Takeaways

- Quizzing is in a state of flux at UW-Madison. The Canvas Quiz tool is not going away anytime soon, but Quizzes.Next is an additional tool in development to offer options that Canvas Quizzes doesn't. Additionally, Atomic Assessments is coming out of the Canvas migration project to meet the functional gaps that neither Canvas Quizzes nor Quizzes.Next are expected to meet.
- The tentative timeline for campus integration of and documentation on comparative features between Canvas Quizzes and Atomic Assessments is spring 2020.
- The same course will be able to host quizzes from Atomic Assessments and Quizzes.Next, but you won't be able to meld the functionalities within the same quiz.
- One of the biggest weaknesses of Canvas is that Quizzing is not very robust (hence the quest for more tools). Atomic Assessments will be part of the left-side navigation in Canvas and allow the ability to do math, spoken responses, matching, and drag 'n' drop questions in quizzes. For ideas on how to move beyond multiple choice quizzing, see Dan Pell's Beyond the MCQ presentation.
- Currently, Canvas Anonymous Surveys can be non-anonymized by changing the settings to revert back to non-anonymous after responses are received . Vote here to help push changes forward to fully anonymize! Until changes are made, a workaround to complete an anonymous survey without checking individual contributions is to award one point to every class member but only if the whole class (or XY% of the class) completes the survey.

For more information on Canvas Quizzing updates, visit the session's activity sheet.

Video

One or more interactive elements has been excluded from this version of the text. You can view them online here:
https://wisc.pb.unizin.org/atlejournal/?p=727#oembed-1

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177. Course Design for Mobile - 05.02.2019

With most students using mobile devices, how should we adjust our courses and teaching? At the May 2, 2019 Active Teaching Lab, 14 participants discussed ways to optimize content for mobile access and how Canvas templates can help.

Takeaways

- Build content with mobility in mind. A 5-minute video not only reduces cognitive and attentional demand vs. a 20-minute video but also chunks the information into a package that can be easily accessed and digested on the go. Smaller pieces of material encourage students to spread out learning with time for reflection and synthesis (distributed learning) rather than cramming studying into marathon sessions (massed learning).
- Keep file sizes small and, if a piece of material won't be available on a mobile device, inform students in advance.
- Acknowledge that smartphones may be out of reach for low-income students or, on the flip side, a less expensive alternative to a laptop. Consider a statement in the syllabus that refers students to campus resources and acknowledges the challenges of completing coursework with less-than-reliable technology.
- Take the time to show students how to change their notification settings on their devices: iOS and Android instructions here.

For more information on course design for mobile, visit the session's activity sheet.

Video

> One or more interactive elements has been excluded from this version of the text. You can view them online here:
> *https://wisc.pb.unizin.org/atlejournal/?p=729#oembed-1*

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conversation with colleagues sharing challenges, solutions, and experiments on topics selected by a variety of stakeholders.

Sign up for regular Lab announcements by sending an email to join-activeteaching@lists.wisc.edu.

178. Students' Tech Choices - 05.03.2019

What technologies are students using to learn? How can we align activities accordingly? In the final Active Teaching Lab of the spring semester on May 3, 2019, 21 participants shared examples of and experiences with student-selected tools for learning and collaboration.

Takeaways

- Help students focus their cognitive energy on learning the content vs. learning the tool by using tools that are familiar to them.
- Establish expectations for technology use and communicate a process for troubleshooting and solving problems ahead of time. Involve students in arriving at such a process, and provide a line of intra-class communication so that students can teach each other rather than relying solely on the instructor for help.
- During collaborative group work, provide a template for each group instead of a single shared document for the class, which creates confusion and causes students to disengage.
- Push students to represent content visually rather than in a paragraph. Doing so encourages creation and prioritizing of information as well as thinking about content from a different perspective.
- For collaborative assignments, pair students with different areas of expertise.
- To communicate advice on study habits and useful learning tools, make it come from peers (e.g. previous students in the class) or young, relatable alumni rather than an instructor. Video testimonials from former students work great for future students.
- Write tips for success into the assignment introduction and instructions. For example, "previous students have found [x,y,z] helpful in completing this assignment successfully."
- Effective study skills and life balance go hand in hand. Help students study effectively so they have time for their lives.
- Kahoot, Quizlet, Top Hat , ANKI, and other learning tools can be engaging and motivating, but be careful of overuse. Use them purposefully and with variety to avoid burnout.
- At the start of the course, tell students that assignment options and course plans are flexible, providing some examples so they know they have agency and responsibility to communicate learning needs throughout the course.

For more information on student-selected technology, visit the session's [activity sheet](#).

Video

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179. Analyzing Your Course - 05.07.2019

How can you reflect on your course to improve it? At the May 7, 2019 Teaching Effectively in Canvas session, seven participants carved room in their finals week schedules for a guided exploration of Canvas analytics, student evaluations, and self-reflection to determine what worked (and what didn't). Attendees shared tips on how to unpack the teaching experience for actionable takeaways for student-centered course delivery and design.

Takeaways

- Get thoughtful student feedback! Demonstrate to students that their evaluative input is heard and valued. To earn their trust, try an early-semester reflection, after which you share their responses and changes you will make as a result. Likewise, communicate aspects of the course you cannot or do not want to change (and why) so students understand the rationale.
- Include time at the beginning of class for students to complete evaluations. Doing so will help them feel less rushed and take the time to provide thoughtful feedback.
- Try a peer evaluation to get the perspective of another instructor. Pose a specific aspect of the classroom (e.g. transitions) or a particular trouble spot (getting students to stay on task during discussions) for observation to prioritize their attention.
- Use descriptive analytics (describe the current state) to determine students' prior knowledge and how much background and scaffolding to incorporate into instruction. Use predictive analytics (past and present data predicting what will happen next) to track students who may struggle and intervene with support before they fall behind.
- Look for indicators that something is working well or not working well. Are students asking the right kinds of questions? Is talk on task? How many emails are you receiving with clarification questions? These cues can point you in the right direction if an area of instruction needs attention.
- When trying something new, inform the students. They are more likely to be forgiving and willing to offer feedback. Enlisting them in figuring out new processes also gives them agency in their learning.

For more information on analyzing your course, visit the session's activity sheet.

Video

Teaching Effectively in Canvas is a Faculty Engagement program designed to highlight experiences of UW-Madison instructors in the Canvas learning environment and to dig into solutions to challenges faced. In these responsive sessions, participants put forth questions and needs they'd like to see addressed, hear practical ways that other instructors use Canvas, connect teaching practices to evidence-based learning research, and learn how to access and apply resources that can guide them beyond the session.

Canvas topics are also regularly address throughout the semester in Active Teaching Labs. Sign up for Active Teaching Lab announcements by sending an email to join-activeteaching@lists.wisc.edu.

180. Redesigning Your Course - 05.08.2019

How can you use the past semester's experience to increase student learning and teaching efficiency? At the May 8, 2019 Teaching Effectively in Canvas session, seven participants wrapped up finals week by exploring ideas for integrating research-informed practices in Canvas to improve teaching effectiveness.

Takeaways

Use a pedagogical framework to build your course; course redesign should center on:

- **Good Learning** — Empower learners to explore good problems together that reveal systems.
- **Outcomes** — Why are students learning what they're learning?
- **Feedback** — Do students know if they're understanding, and why or why not?

With these guiding principles as your foundation, use technology to make the redesign process quick and easy:

- **Use templates** to provide time-saving structure, flexibility to adapt to various course needs, and intentional design informed by experts in both pedagogy and academic technology.
- **Embed to save space.** UW-Madison Canvas courses have a 1GB storage limit ([KB document](#)), so organizational tricks are important. Rather than uploading files to Canvas, embed them to streamline access, organization, and updating.
- **Keep students on the page by using iframes.** Iframes enable embedding of all sorts of online content (Docs, Slides, Sheets, Forms, Folders, videos, animations, etc.). Be sure to check sharing permissions.
- **Eliminate distractions.** Help students focus on course objectives by minimizing the cognitive effort of locating materials and instructions. Reduce visual clutter by hiding unused Navigation bar options. For each class, use a single page that includes learning objectives, activity instructions, embedded materials, and a summary.
- **Build content with mobility in mind**. A 5-minute video not only reduces cognitive and attentional demand vs. a 20-minute video but also chunks the information into a package that can be easily accessed and digested on the go. Smaller pieces of material encourage students to spread out learning with time for reflection and synthesis ([distributed learning](#)) rather than cramming studying into marathon sessions (massed learning).
- **Ask your students!** They're each in several different courses and have a much better perspective of what other instructors are doing with their courses. They also may know what works for them, and perhaps what works for their generation. Offer points to reflect on each assignment and give you feedback on course design, *then demonstrate that you're listening!*

Some may offer great insight just to save the poor students who have to take the class in the future!

For more information on redesigning your course, visit the session's [activity sheet](#).

Video

> One or more interactive elements has been excluded from this version of the text. You can view them online here:
> *https://wisc.pb.unizin.org/atlejournal/?p=735#oembed-1*

[Teaching Effectively in Canvas](#) is a Faculty Engagement program designed to highlight experiences of UW-Madison instructors in the [Canvas](#) learning environment and to dig into solutions to challenges faced. In these responsive sessions, participants put forth questions and needs they'd like to see addressed, hear practical ways that other instructors use Canvas, connect teaching practices to evidence-based learning research, and learn how to access and apply resources that can guide them beyond the session.

Canvas topics are also regularly address throughout the semester in [Active Teaching Labs](#). Sign up for regular Lab announcements by sending an email to join-activeteaching@lists.wisc.edu.

181. Building Feedback into Your Course - 05.14.2019

How do you know if students are keeping pace? How do the students know? At the May 14, 2019 Teaching Effectively in Canvas session, six attendees kicked off summer by digging into options in Canvas for getting and giving student feedback. Participants discussed good practices in using feedback to save time and improve student success.

Takeaways

- To build feedback into your course, consider how it fosters student agency, student belonging, and students' feelings that the instructor cares about their learning and success.
- Promote self-generated utility value. Research from Canning & Harackiewicz (2015) suggests that prompting students to discover for themselves why and how a topic might be useful (self-generated utility value) has positive effects on their learning.
- Prompt students to find context for the *what*, *why*, and so *what* of their learning. To promote student investment, help them identify how their efforts today play into the big picture of what they want to accomplish and where they want to be.
- Let students grapple with real-world problems. A useful framework for activity development is Papert's (1991) Constructionism, which promotes creating tangible solutions to interesting problems.
- Gauge student buy-in and participation with analytics. To see analytics such as which Pages have been viewed for an individual student in Canvas, check the access report in their profile under the People tab.
- Gather qualitative and quantitative feedback through Canvas surveys, peer feedback, and muddiest point activities.
- Communicate evidence-based messages for student empowerment: that intelligence is malleable (Paunesku et al., 2015 and Broda et al., 2018), students are worthy of being here (Miyake et al., 2010 and Cohen et al., 2009), people like them are successful here (Lockwood, 2006), and they belong in the group (Walton et al., 2012 and Walton & Cohen, 2011).
- Provide thoughtful yet efficient feedback through Canvas Quiz feedback, Speedgrader, peer review, or audio commentary.
- Use student input to shape the course throughout the semester.

For more information on building feedback into your course, visit the session's activity sheet.

Video

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https://wisc.pb.unizin.org/atlejournal/?p=737#oembed-1

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Canvas topics are also regularly address throughout the semester in [Active Teaching Labs](#). Sign up for regular Active Teaching Lab announcements by sending an email to join-activeteaching@lists.wisc.edu.

182. Best of: Course Design Tips - 05.15.2019

At the May 15, 2019 Teaching Effectively in Canvas session, six disciplined participants opted out of the sunshine for an hour to engage in a problem-solving discussion. Attendees brought teaching successes and challenges and worked collaboratively to build solutions and new approaches to Canvas course design. Instructors in attendance left with things to try and how-to directions.

Takeaways

- **Use [Universal Design for Learning](#)** as a framework to provide students with versatile representations of content so they may engage in and express their learning in multifaceted ways.
- **Center learning on the [Wisconsin Experience](#)**. Construct activities, assignments, and interactions to foster empathy and humility, relentless curiosity, intellectual confidence, and purposeful action.
- **Build from templates** for time-saving structure, flexibility to adapt to various course needs, and intentional design informed by experts in both pedagogy and academic technology.
- **Organize content strategically**. Example A: If content is housed in a Module, students don't necessarily have to access it sequentially. If material should be worked through in a certain order, provide access with links in a Page, not Modules. Example B: Use the [Redirect Tool](#) to personalize left-side navigation buttons to improve student wayfinding and the saliency of important resources.
- **Provide a designated resource for questions and course-related comments**. Leave a pinned Discussion open for students to post questions or interesting/course-related finds. Make the Discussion the first line of inquiry in your course policies to reduce the number of clarification emails from students so that you (or better yet, other students!) answer questions once, not multiple times.
- **Ask your students!** They're each in several different courses and have a much better perspective of what other instructors are doing with their courses. They also may know what works for them, and perhaps what works for their generation. Offer points to reflect on each assignment and give you feedback on course design, *then demonstrate that you're listening!* Some may offer great insight just to save the poor students who have to take the class in the future!

For more information on course design, visit the session's [activity sheet](#).

Video

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https://wisc.pb.unizin.org/atlejournal/?p=739#oembed-1
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PART 10: FALL 2019 LABS

183. Module 0 -- Preparing Students in Canvas 08.21.2019

Active Teaching Lab Recap: Module 0 — Preparing Students in Canvas

In this fall's first Active Teaching Lab on August 20, 2019, over 20 participants from numerous departments and programs gathered to share examples from their Canvas course sites, discussed past experiences, and proposed ways to improve in the future.

Takeaways from the Lab:

"Module 0" can be designed as an opportunity for students and instructors to start the year off strong!

- **Centralize Access to Course Information** through Canvas Pages to house deadlines, important links, and other critical information about your course.
- **Communicate Student Responsibilities** in all facets of academic success, including time expectations, technology requirements, peer-peer and peer-teacher interaction standards, **and suggest where to seek help** from campus services. Consider a [statement in the syllabus](#) that refers students to campus resources and acknowledges the challenges of completing coursework with less-than-reliable technology.
- **Foster community and relationships** by offering students opportunities to learn about one another as well as the instructor. One contributor suggested inviting former students to give written or recorded testimonials about study strategies, better time management, and more!
- Use "Module 0" **introduce and train** students on the different features of Canvas, especially those that you will use over the course of the semester (e.g., how to upload assignments, access Discussions, log-in to video conferencing, etc.
- Take the time to show students how to **change their notification settings** on their devices: [iOS](#) and [Android](#) instructions here.

For more information visit the session's [activity sheet](#).

Video

The [Active Teaching Lab](#) is a [Faculty Engagement](#) program with sessions held on Wednesdays from 1:00-2:00pm and Fridays from 8:30-9:45am, both sessions are in the Middleton Building (1305 Linden Dr.), room 120. Check out [upcoming Labs](#) or read the [recaps from past Labs](#). We build interdisciplinary conversations that are more emergent than a presenter and more dynamic than a panel — a conversation with colleagues sharing challenges, solutions, and experiments on topics selected by a variety of stakeholders.

Sign up for regular Lab announcements by sending an email to join-activeteaching@lists.wisc.edu.

184. Managing your Canvas Course -- 08.23.2019

The Active Teaching Lab on Friday, August 24, 2019, focused on tips and tricks instructors could use to make teaching in Canvas easier. That included minimizing email questions with Canvas Inbox and harnessing student-to-student support with Discussions.

Takeaways from the Lab:

- **Way-finding** — Students exert much cognitive energy and resources trying to find course information, to learn where and how to submit assignments online, and how to engage with their peers through avenues such as Discussions. When designing your course site, simplify as much as possible! Turn off the features of the side-bar navigation that you are not using to keep students focused on the active elements of your course (e.g., if you do not want students to access your Pages, remove them from student access!).
- **Piazza** can be an effective tool to **manage students' questions** about the course (content, administration, organization, etc.) and create rich opportunities for peer-to-peer learning. Even better than Canvas Discussions, Piazza supports anonymous (to students) questions, so they won't withhold their questions out for fear of judgement or perception. See past Labs on Piazza ([Brian Esselman](#), [John Gillett](#), [Joe Anistranski](#)) and attend the [Oct 23rd Piazza Lab](#)!)
- **Design course interactions with an eye to what is mobile-friendly** (tablets, smartphones, etc.) for students that are on-the-go, working part-time jobs, commuting, and for those down moments between classes during the day. Smaller pieces of material encourage students to spread out learning with time for reflection and synthesis ([distributed learning](#)) rather than cramming studying into marathon sessions (massed learning).
- Encourage students to update their [notification settings in Canvas](#) so that they never miss an announcement, discussion forum post, or a message in their Canvas Inbox! For instructors, [Canvas Inbox](#) is a great way to cut-down on emails and to manage messaging to-and-from students in your course and offers the possibility to message distinct groups of students (e.g., those who have yet to turn in their homework!)

For more information visit the session's [activity sheet.](#)

Video

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Sign up for regular Lab announcements by sending an email to join-activeteaching@lists.wisc.edu.

185. Supporting Student Success in Canvas 08.28.2019

On August 28, 2019, the Active Teaching Lab brought together numerous instructors, instructional designers, and affiliates to discuss strategies for encouraging student success through Canvas. This Active Teaching Lab shared easy-to-implement suggestions that help all students!

Takeaways

- Design and implement "Module 0" to share suggestions for time management and studying, as well as sharing campus resources with students to help with tutoring, mental & physical wellness, etc.
- Reduce chances for confusion by eliminating unused features from your course site!
- Using Canvas Learning Analytics and low-stakes assignments early in the semester offers your an opportunity to connect with students who might have had slow starts to the semester, who might need extra assistance, or who are experiencing personal challenging impacting their course performance.
- Structure and promote a Discussion for Troubleshooting as a way to encourage peer-to-peer learning!

For more information visit the session's [activity sheet.](#)

Video

> 📑 *One or more interactive elements has been excluded from this version of the text. You can view them online here:*
> *https://wisc.pb.unizin.org/atlejournal/?p=762#oembed-1*

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186. Rubrics for Better Grading 08.30.2019

On August 30, 2019 the Active Teaching Lab welcomed campus instructors and staff to explore the intricacies (and challenges) of crafting and implementing rubrics in the classroom. Often the bane of instructors, grading can be a much simpler task when assignments are designed and supported with rubrics. As a bonus, students have a clearer understanding of what they're supposed to learn! This Active Teaching Lab explored examples and techniques for simplifying assignments and grading.

Takeaways

- **Assess what's important:** Identify the desired *learning outcomes* of the assignment and design performance criteria that assesses student performance in relationship to these course goals and objectives using clear and simple language. For example, if formatting is not a key component of understanding the concept, make it a lower value.
- **Design:** Determine the type of rubric, categories and levels of completion, and distinct attributes of each level. See this Pressbooks eText on Developing Rubrics with interactive H5P content created by the excellent TeachOnline@UW program!
- **Build outside of Canvas:** Rubric-building and editing in Canvas is clunky, work in Google Sheets or Excel then move to Canvas.
- **Share with students:** Give rubrics to students with assignments and/or involve them in rubric creation or adaptation. After, involve them in identifying what worked, what was missing, and what was confusing. Revise accordingly.

For more information visit the session's activity sheet.

Video

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187. Evaluating Learning -- Questions and Feedback 09.04.2019

On September 4, 2019, several participants and contributors of the Active Teaching Lab gathered to discussed new strategies and approaches for assessment design and how to grapple with intrinsic and extrinsic motivations of students in our courses.

Takeaways

- Low stakes quizzing keeps students on track with course materials while also providing you with clear indications of how your students are engaging with course materials.
- Consider using question banks for your quizzes–they provide an opportunity for a maximum of exposure to course content while potentially keeping each student's quiz experience unique. Using a question bank for non-graded quiz questions might also be a beneficial review practice for students as well.
- Ask your students! Elicit their input on drafts of rubrics, use anonymous surveys as an avenue for students to reflect on their assignments and evaluations.

For more information visit the session's [activity sheet.](#)

Video

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> *https://wisc.pb.unizin.org/atlejournal/?p=767#oembed-1*

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188. Learning Analytics -- 09.06.2019

Over 40 participants squeezed into the Active Teaching Lab to discuss Learning Analytics and their importance (and complications!) for evaluating both student learning in courses as well as the effectiveness of teaching methods themselves.

Takeaways

- What can you learn from Learning Analytics (LA)? Looking at the data provided from Canvas Analytics, instructors are able to visualize how much time students have spent on a given assignment (e.g., a Quiz), the number of times students have opened a Page, and the number and timestamps of interactions (discussion posts, assignment submissions, etc.)
- Learning Analytics can be a tool for assessing instruction. Are numerous students missing the same quiz question? Are certain types of questions the hardest for students? LA offers a prism into how students are engaging with course materials from the perspective of your assessments.
- With these data points comes an important caveat: the number of page views does not accurately reflect *interaction* with course materials. LA is best used as one element of your bigger picture when making instructional decisions!
- If you are interested in receiving occasional updates, events and news about learning analytics, send an email to this listserve: join-uwmadisonlearninganalytics@lists.wisc.edu
- **Mark your calendars for a presentation Sept 18, 12-1 at Union South:** *Game-based Learning and Data Analytics*
  As game-based learning is becoming more prevalent in higher ed classrooms, what kinds of gameplay data are useful, and how should that data be used? Mike Beall and Greg Vaughan of Gear Learning will provide an interactive and in-depth look at the game "A*t Play in the Cosmos*" which is designed to support learning in an Introductory Astronomy classroom. To register: https://go.wisc.edu/33eu5k

For more information visit the session's [activity sheet.](#)

Video

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189. Peer-to-Peer Learning 09.11.2019

This week's Wednesday meeting of the Active Teaching Lab (09.11.2019) discussed numerous ways to leverage peer-to-peer learning in an active classroom. With examples from high-enrollment Physics courses to an intimate accelerated Italian language course, this week's lab dug into activities, lesson design, and different assessment strategies!

Takeaways

- Several types of activities can be organized and adapted to meet instructional needs and settings, here are a few that our contributors mentioned during the lab:
    - Think Pair Share
    - Peer Review of Lab Reports
    - Group Writing
    - Info Gap Activities
    - Jigsaw activities
    - Roleplay
- Add "Think Time" to your course! Asking students for an immediate response is often a recipe for a quiet classroom or for under-developed responses from your students. Making time for students to consider course content, to reflect on their own perspectives, and even to share them with a small group of peers is a great way to encourage a larger, more nuanced conversation.
    - Tip: Have a discussion question ready to go on the slides to engage students in the few minutes before class starts!
- Canvas Peer Review Tool is rich with potential for peer-to-peer learning. Asking students to read and comment on their work at the early stages of an assignment helps them gauge how much they already know and/or how they can improve their presentation and delivery. Modeling feedback often leads to more [effective commentary from students](), who might not bee too familiar with the process. Not sure to get started with Canvas Peer Review? Check out this [Canvas Community Page]() to get going!
- For more information visit the session's [activity sheet.]()

Video

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190. Teaching the Google Generation
09.13.2019

191. Personalized Learning -- 09.18.2019

On September 18, 2019, participants of the Active Teaching Lab discussed "Personalized Learning" (PL). The focus of the discussion was on how to design paths for students to customize their learning experience.

Takeaways

- What is "personalized learning"? Focusing on just a few aspects of this concept, participants discussed how PL is a student-directed demonstration of learning that focuses on project-based outcomes.
- Scaffolding is essential. Assigning benchmarks, scheduling meetings, and affording in-class time to progress on a project keeps students on track and also allows you to monitor their progress at numerous stages of the process.
- Involve your students in the design and re-design process! Consider including a way for students to reflect on the entire process itself and use their comments as starting points for a redesign of the curricular experience.

For more information visit the session's [activity sheet.](#)

Video

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192. Accessibility and Universal Design for Learning -- 09.20.2019

On September 20, 2019, participants of another highly-attended Active Teaching Lab discussed Accessibility and Universal Design for Learning (UDL). The focus was on Big and Small Picture components of Accessibility and how to approach the planning and implementation of course components that reach the highest number of students.

Takeaways

- Even small adjustments in course design can open doors towards increased student interaction–baby steps are okay!
- Build content with accessibility in mind. A 5-minute video not only reduces cognitive and attentional demand vs. a 20-minute video but also chunks the information into a package that can be easily accessed and digested on the go. Smaller pieces of material encourage students to spread out learning with time for reflection and synthesis (distributed learning) rather than cramming studying into marathon sessions (massed learning).
- Plan for the extremes. Before the semester starts: investigate the physical orientation of your classroom; brainstorm alternative methods of assessment for learning goals (is a 5-paragraph essay the only way students can demonstrate mastery of course objectives?); also consider the financial costs associated with your course as a potential obstacle for students.
- Variety! Universal Design for Learning is grounded in Multiple Mean of Expression-Representation-and-Engagement.
- You're not alone on campus — numerous campus resources exist to help you plan and implement your course : LSS, McBurney, colleagues, DoIT-AT, Active Teaching Lab colleagues. Do not hesitate to reach out and ask for help!

For more information visit the session's activity sheet.

Video

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> *https://wisc.pb.unizin.org/atlejournal/?p=797#oembed-1*

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193. Instructor- and Student-Created Video — 09.25.2019

On September 25, 2019, participants of the Active Teaching Lab discussed how students and instructors both use and create videos in their courses. The focus was on best conditions for recording the video and how to coordinate video projects over the course of a semester.

Takeaways

- Shorter might be better. Ideally, a video of 5-7 minutes is just long enough to offer a coherent presentation of materials while retaining student attention. This length is also easily accessed for students on-the-go. Smaller pieces of material encourage distributed learning rather than cramming studying into marathon sessions (massed learning).
- Use a dedicated microphone (with headset) to help control for background noise. Advanced planning and experience with locations where you film might be necessary for an effective video.
- Kaltura Mediaspace offers instructors a suite of beneficial resources and features: in-video assessments, captioning, adjustments to playback speed, and many others. Using Kaltura also allows Canvas course sites to not be bogged down by storage limits (currently, 1GB).

For more information visit the session's activity sheet.

Video

> One or more interactive elements has been excluded from this version of the text. You can view them online here:
> *https://wisc.pb.unizin.org/atlejournal/?p=800#oembed-1*

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194. Students' Tech Choices — 10.02.2019

On October 2, 2019, participants in the Active Teaching Lab discussed students' technology choices. The discussion focused on which apps, programs, and tools students use outside of class. Concerns for academic misconduct were also shared.

Takeaways

- Install the Canvas Mobile app, and see what your course looks like to your students.
- Use tech to facilitate prep and research outside of class, then shift the focus to in-class processes that naturally lend themselves to group collaboration (e.g. brainstorming, problem solving, decision making).
- Establish expectations for technology use and communicate a process for troubleshooting and solving problems ahead of time. Involve students in arriving at such a process, and provide a line of intra-class communication so that students can teach each other rather than relying solely on the instructor for help.
- Use Google Docs as a virtual "chalkboard" in the classroom that can be shared across platforms and devices. Engaging students enhances peer-to-peer learning and promotes participation.

For more information visit the session's activity sheet.

Video

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195. Building the Wisconsin Experience into your course — 10.04.2019

On October 4, 2019, participants of the Active Teaching Lab discussed integrating the Wisconsin Experience (WE) into course content and design. The focus was on how instructors and students perceive the Wisconsin Experience and how learning goals can be aligned with the WE.

Takeaways

- Expand the learning environment. Beyond the confines of a lecture hall or seminar room, the homes, towns and places your students move through are vibrant classrooms of diverse experiences, cultures, and backgrounds. Incorporating learners' lived places into assignments personalizes their learning. Reach out to community partners and organizations to discover other ways to "influence people's lives beyond the boundaries of the classroom (Wisconsin Idea | Van Hise Beneficent Address, 1905).
- Explore new options. New tools and options are rolled-out each day, enabling increasingly personalized ways to learn. What helps students achieve their (and your) learning goals?
- Foster sharing and groupwork. Learning from others' stories, perspectives, and experiences is fundamental to our own understanding of the world. Bringing together diverse thoughts and world-views can create empathetic problem-solvers, able to weave together multiple factors into the solutions they propose.
- Connect to values. Traditionally, secular education has focused on students' cognitive abilities, and avoided (rightly) grading a set of values. However, when students connect course content to their *own* values, they're more successful (Harackevicz et al 2016, Cohen et al 2006).

For more information visit the session's activity sheet.

Video

> 🖳 One or more interactive elements has been excluded from this version of the text. You can view them online here:
> *https://wisc.pb.unizin.org/atlejournal/?p=807#oembed-1*

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196. Open Educational Resources: Canvas Commons — 10.09.2019

On October 9, 2019, participants of the Active Teaching Lab discussed Canvas Commons as a warehouse from which to share and import course materials. The focus was on the specific steps to import to Canvas Commons, as well as some of the obstacles users will encounter when downloading to their own course pages.

Takeaways

- Canvas Commons facilitates the sharing of content between faculty members of the same department while also serving as a warehouse for a single instructor to archive their course materials.
- [Request](#) a Canvas Sandbox course! The Sandbox course is your personal experimentation space for developing and designing course materials before releasing them to students.
- Preview course materials before you decide to import them from Canvas Commons. Materials from other instructors or institutions might include LTI components that the UW might not yet have a license for and so not all content will work as it should.

For more information visit the session's [activity sheet](#).

Video

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> *https://wisc.pb.unizin.org/atlejournal/?p=811#oembed-1*

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197. Students' Tech Choices (II) — 10.11.2019

On October 11, 2019 participants of the Active Teaching Lab gathered to reflect again on students' technology choices. The focus was on which applications and programs students choose to supplement their learning, as well as collaborate with their peers.

Takeaways

- Ask your students! Create on-going discussions [Canvas, Piazza] to share effective learning technology ideas/resources with the entire class.
- Share research on effective learning. Get students thinking about how their learning practices align (or don't) with research. Note that research generally indicates trends, and that students' specific technology choices *might* work for them (but perhaps they think about it and try new things). A good place to start is with *What Works; What Doesn't* — a meta-analysis of learning research.
- Do your due diligence with working with new technologies in your class. Test the apps/software prior to the start of the semester and provide up-to-date support resources for students when trouble arises.

For more information, view the session's activity sheet here.

Video

> 📑 *One or more interactive elements has been excluded from this version of the text. You can view them online here:*
> *https://wisc.pb.unizin.org/atlejournal/?p=914#oembed-1*

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198. OER Pressbooks — 10.16.2019

On October 16, 2019 participants of the Active Teaching Lab discussed the design and implementation of Open Educational Resources, specifically Pressbooks. The focus was on sharing examples, best practices, and how digital resources best fit the needs of modern classrooms.

Takeaways

- [Contact the DoIT Help desk](#) to request a consultation from the Learn@UW-Madison Team to get started !
- If you are venturing into Pressbooks for the first time: start slowly! Take your time to learn about your own design preferences. Experiment with page formatting to ensure that your content is accessible and appropriately laid out.
- Involve students. Creating an enduring resource for future classes increases motivation, quality of work, peer-to-peer learning, and diversifies the multiple means of engagement, representation, and expression (UDL) of course materials!
- Advanced Planning is crucial. Designing good OER materials may require time to develop content authoring skills (in Pressbooks, H5P, Hypothes.is, etc.), but the payoff can be enormous for your students and your own experiences as an instructor. Also, take into account the time needed to revise, edit, and troubleshoot potential problems.

For more information, view the session's activity sheet [here.](#)

Video

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199. Personalized Learning (II) — 10.18.2019

On October 18, 2019, participants of the Active Teaching Lab discussed strategies and examples of Personalized Learning. The focus was on sharing examples, best practices, and how digital resources best align to offer students personal learning paths.

Takeaways

- **Scaffold student workflow:** Set clear benchmarks and deadlines for students; encourage regular meetings with you or TAs discuss progress and struggles; offer in-class work time for students to connect with peers.
- **Everything might not go according to plan...and that's okay!** Adopting new methods to enhance student learning sometimes can result in frustration, but you can learn from past miss-steps by including reflection components to student work. Also, be upfront with students that you're adopting a new strategy to enhance their experience in your course!
- **Begin with the end in mind**. At the end of the semester, what does "done" look like? What steps are needed to be successful? [Backwards Design](#) promotes intentional organization of the course around learning outcomes rather than content. In other words, this paradigm is more concerned with *how students learn* rather than *what instructors teach.*

For more information, view the session's activity sheet [here](#).

Video

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200. Piazza — 10.23.2019

On October 23, 2019, participants of the Active Teaching Lab discussed best practices for implementing Piazza. The focus was on how to organize and apply different settings to manage the flow of messages to-and-from students.

Takeaways

- **Create a Risk-Free Environment**. Designed "*so every student can have that opportunity to learn from her classmates. Whether she's too shy to ask, whether she's working alone in her dorm room, or whether her few friends in her class don't know the answer either.*" Enable Anonymous Posting to reduce implicit biases that often hinder participation from women and marginalized student groups. [Source: piazza.com/about/story]
- **Promote Student Engagement**. When students ask beneficial questions and/or provide informative responses, respond with your own commentary — a simple "Great response!" or a redirect to students increases peer-to-peer learning!
- **Encourage Multimodal, Multimedia Responses.** Instructors and students can upload images, links, and files in questions or responses. Materials (and insight) gained from Piazza can be incorporated into course content or be the basis for public-facing, student-generated solutions to problems in the course!

For more information, view the session's activity sheet here.

Video

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> *https://wisc.pb.unizin.org/atlejournal/?p=924#oembed-1*

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201. Evaluating Learning (II): Rubrics and Grading Tips — 10.25.2019

On October 25, 2019, participants of the Active Teaching Lab discussed strategies for evaluating student learning. The focus was on tips and strategies for designing rubrics to align with course learning outcomes.

Takeaways

- Learn from others: Ask students about their previous experiences in different courses! Ask colleagues for their best quiz tips!
- Rubrics remind both graders and students what expectations are, so students can focus on demonstrating mastery, and graders don't grade on unexpected components.
- Provide feedback at every opportunity — summative & formative assessment — so students both a grade *and* another impression of correct content and explanations. Every impression of content deepens learning.
- Encourage personal connection: Create questions, activities, and assignments that require students to personalize content and connect it to their lives. This both deepens learning and reduces cheating because every student experience is different.

For more information, view the session's activity sheet here.

Video

> 🖥️ *One or more interactive elements has been excluded from this version of the text. You can view them online here:*
> *https://wisc.pb.unizin.org/atlejournal/?p=920#oembed-1*

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202. Learning Analytics (II) — 10.30.2019

On October 31, 2019, participants of the Active Teaching Lab continued the discussion on Learning Analytics (LA). The focus was on tips and strategies for using Canvas Analytics and other analytics options to improve your teaching and course design.

Takeaways

- **Course Design:** LA can inform instructional design decisions with data on how students interact with online course materials.
- **Personalized Learning:** Adaptive or individualized learning systems apply learning analytics to customize course content for learners. Like Facebook and Google ads, user profiles and other data can support targeted interventions.
- **Predict Student Performance:** LA can attempt to predict learning performance to identify and target support for likely at-risk students. Data can prompt instructors to intervene early.
- **Visualize Activities:** LA could produce data visualizations of online learning activity behavior to inform student and instructor motivations, practices, and efficiency.

For more information and resources, view the session's activity sheet [here](#).

Video

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> *https://wisc.pb.unizin.org/atlejournal/?p=927#oembed-1*

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203. Effective Peer Learning — 11.01.2019

On November 1, 2019, participants of the Active Teaching Lab discussed strategies and applications for more effective peer learning. The focus was on tips and strategies for designing course activities that encourage peer interaction while also meeting personal learning goals.

Takeaways

- Learn from others: Ask instructors and colleagues about their previous experiences and consider which practices best align with your course outcomes.
- Prompt students to find context for the *what*, *why*, and *so what* of learning.
- Provide feedback at every opportunity — summative & formative assessment — so students both a grade *and* another impression of correct content and explanations. Every impression of content deepens learning.
- Let students grapple with real-world problems to find greater meaning in applying knowledge to solve problems bigger than ourselves.

For more information and resources, view the session's activity sheet here.

Video

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> *https://wisc.pb.unizin.org/atlejournal/?p=929#oembed-1*

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204. Teaching the Google Generation (II) — 11.06.2019

On November 6, 2019, participants of the Active Teaching Lab discussed conceptual pedagogical challenges posed by the "Google Generation." The focus was on how new(er) generations of students influence adoption and use of specific technologies to enhance the learning environment while at the same time complicating it.

Takeaways

- Ask students what tech they're using and why they use it.
- Prompt students to find context for the *what*, *why*, and *so what* of learning. Create opportunities for students to reflect on the intrinsic value of the course.
- Share research on effective learning. A good place to start is with *What Works; What Doesn't* — a meta-analysis of learning research.

For more information and resources, view the session's activity sheet here.

Video

> One or more interactive elements has been excluded from this version of the text. You can view them online here:
> *https://wisc.pb.unizin.org/atlejournal/?p=933#oembed-1*

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205. OER: Adding Interactivity —
11.08.2019

On November 8, 2019, participants of the Active Teaching Lab discussed methods to enhance digital materials and acquainted themselves with Pressbooks interactivity options such as H5P and Hypothesis plug-ins. The focus was on design tips, comparing sample formats, and identifying conceptual hurdles that you might encounter along the way.

To get started with OER Interactivity, contact the [DoIT Help Desk](#) to request a consultation with the Learn@UW-Madison team.

Takeaways

- **Plan ahead.** Adding interactivity is time consuming. Begin by identifying goals and what "done" looks like. Identify and develop activities aligned with learning outcomes and add time to add them to Pressbooks (and double check that they work!).
- **Be selective**. Many options for interactivity exist — select ones that are congruent to learning goals; consider adopting a [backwards design](#) or [learning for use](#) approach to how you design and develop interactive learning objects.
- **Learn from others.** OERs open new avenues for developing and sharing content. Check out examples like this [Portuguese textbook](#) or this [Biocore writing manual](#)!
- **Create Sufficient Workspace.** Use a large monitor/display and keep two windows/tabs open: one to work on the front-end of Pressbooks (user-facing) and another to work behind-the-scenes (author facing).

For more information and resources, view the session's activity sheet [here](#).

Video

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> *https://wisc.pb.unizin.org/atlejournal/?p=935#oembed-1*

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206. Wisconsin Experience — Activities & Assignments - 11.13.2019

On November 13, 2019, participants of the Active Teaching Lab discussed the Wisconsin Experience, its tenets, and how to design courses and programs to best integrate its principles: Empathy & Humility, Relentless Curiosity, Intellectual Confidence, and Purposeful Action.
   To learn more about the Wisconsin Experience, click here.

Takeaways

- Reward students for moving outside their comfort/knowledge zone in low-stakes activities both in-class and out.
- Prompt students to find context for the *what*, *why*, and *so what* of learning through self-generated utility value statements.
- Encourage students to design public-facing content through blogs and videos.
- Explore non-traditional classroom environments through service learning projects.

For more information and resources, view the session's activity sheet here.

Video

> 📼 *One or more interactive elements has been excluded from this version of the text. You can view them online here:*
> *https://wisc.pb.unizin.org/atlejournal/?p=937#oembed-1*

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207. Team Teaching, Feedback and Redesign — 12.04.2019

On December 4, 2019, participants of the Active Teaching Lab met to discuss strategies and organizational obstacles to developing team-taught courses.

Takeaways

1. **Plan ahead**. Team teaching will require more coordination and preparation than individual teaching
2. **Establish clear expectations and work-load sharing.** Discuss and configure roles, who takes the lead and when, conflict resolution processes, in-person and remote collaboration plans, and participation/attendance in classes.
3. **Learn from others.** Meet with an experienced teaching team to discuss what has and hasn't worked for them as well as to identify potential sticking points and their possible solutions.

For more information and resources, view the session's activity sheet.

Video

> 📄 *One or more interactive elements has been excluded from this version of the text. You can view them online here:*
> *https://wisc.pb.unizin.org/atlejournal/?p=943#oembed-1*

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208. Using Video in Canvas — 12.06.2019

On December 6, 2019, participants of the Active Teaching Lab met to discuss the use of video by students and instructors. The focus on was on how to best design and prepare videos with storyboards as well as ideas for student-curated content.

Takeaways

1. **Keep it short** to reduce cognitive load and attention lapses, and simplify content revision and updates. Use four 5-min videos rather than a 20-minute one. If longer, organize it with [Chapters and Slides](#) to increase viewers' agency to navigate content.
2. **Add captions** and [subtitles to videos](#) for increased accessibility (required by UW-Madison policy for all non-text web elements). [3Play](#) and [CaptionSync](#) are university-approved captioning vendors. Add for [Youtube](#), [Google Slides](#), [Powerpoint](#).
3. **Add interactive knowledge checks** in [Kaltura](#) or with [H5P](#) to help self-assess learning in real-time.
4. **Have students curate or create** video examples or explanations of course content!

For more information and resources, [view the session's activity sheet](#).

Video

> 📄 *One or more interactive elements has been excluded from this version of the text. You can view them online here:*
> *https://wisc.pb.unizin.org/atlejournal/?p=945#oembed-1*

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209. Accessibility and Universal Design for Learning — 12.11.2019

On December 11, 2019, participants of the Active Teaching Lab met to continue the discussion of accessibility and Universal Design for Learning. The focus was on the fundamentals of accessible instructional design, instructor perspectives on accessibility, and how to find more resources through contacts with campus partners.

Takeaways

1. **Design for Extremes**: Design for learners with different abilities or circumstances who may not represent the norm.
2. **Expect the Invisible**: Understand where students are coming from and what challenges they face. See the [UW-Madison Campus-Wide Disability Survey Results](#) to gain a clearer picture of ability differences on campus—and how our perceptions may not reflect reality.
3. **Assess the User Experience**: Push students to consider user-facing design and accessibility in multimedia projects. Doing so promotes higher quality student work, gives instructors new ideas for ways to present information, and trains the next generation to integrate UDL and inclusivity into their practices.
4. **Enlist Students**: The 1:*many* instructor perspective of teaching is typically geared for mainstream needs. Smaller *peer learning groups* can often more nimbly address more personalized individual learning needs.

For more information and resources, [view the session's activity sheet](#).

Video

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> *https://wisc.pb.unizin.org/atlejournal/?p=947#oembed-1*

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PART 11 - SPRING 2020 LABS

210. Canvas as a Course Hub - 01.17.2020

On January 17, 2020, the first Active Teaching Lab of the Spring 2020 semester met to discuss strategies and best practices for organizing your Canvas page as a "Course Hub." Participants shared their own tips to streamline student engagement, facilitate workflow between instructors and Teaching Assistants, and enhance visual features for a more dynamic online presence.

Takeaways

- **Eliminate Distractions** by simplifying the course as much as possible. Consider a "[Module 0](#)" to establish expectations, refresh/build necessary tech skills, and introduce students to the flow and goals of the course before diving in to content.
- **Use External Tools** to facilitate access to course materials and to save storage space ([Canvas course sites are limited to 1GB](#)). In Canvas, strategic file management is a must! Experiment with embedded files and folders, develop consistent file labeling conventions, and find out what files are most frequently accessed to streamline navigation for instructors and students alike.
- **Ask Your Students!** Enrolled in other courses, they have a wider perspective of what other instructors are doing with their courses. Give time for students to reflect on course design and to offer feedback, then *demonstrate* that you are listening!

To learn more, visit the session's [activity sheet.](#)

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211. Supporting Mental Health in Canvas - 01.23.2020

On January 23, 2020, participants in the Active Teaching Lab met to discuss how specific features within Canvas can be mindfully used to support students. Participants shared past experiences, current practices, and suggestions for how best to anticipate the needs of our students and in ways that helps everyone in the course.

Takeaways

- **Be proactive vs. Reactive**: You may not see or know about the issues students are facing (and they may not either!) so build flexibility into your schedule and assignments! Encourage students to work ahead when possible.
- **Avoid high-stakes times**: Break high-stakes tests or other assignments into multiple, lower-stakes assessments to lower student stress — and for better ([distributed](#)) learning. Avoid timed tests as they're less valid, less reliable, less inclusive, and less equitable ([source](#)).
- **Ask what they need!**: Anonymously please, as some may not want to out themselves to you or other students. The more you ask students (about anything, really), the more you'll understand them, and the more they'll feel that you care. Feeling that their instructor believes in them is a huge factor in student success ([here are others](#))!

To learn more, visit the session's [activity sheet.](#)

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212. Tips for Managing Canvas Files - 01.24.2020

On January 24, 2020, participants in the Active Teaching Lab discussed efficient practices for managing, sharing and archiving files in Canvas. Participants shared embed techniques, efficient naming conventions, and suggestions for how best to anticipate hurdles in student way finding and navigation.

Takeaways

- **Establish clear naming conventions**. For each document, Page, Quiz, and Module, be sure to have clear titles (perhaps even with dates) to facilitate access for students and for the next time you teach the course.
- **Use Pages to guide students** through their assignments and tasks with clear instructions, context for reading assignments, clearly labeled links to reading assignments, and embedded video content to keep students on the *right* page.
- **Remember: 1GB storage for your Canvas page!** Embed documents to streamline access, organization, and updating of your course. Learn more [here](#) about the Canvas file storage quota.

To learn more, visit the session's [activity sheet.](#)

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213. Rubrics and Universal Design for Learning (UDL) - 01.30.2020

On January 30, 2020, participants in the Active Teaching Lab discussed connections and relationships between Universal Design for Learning and Rubrics. Participants shared design strategies, methodological concerns and challenges, campus resources, and their own personal experiences.

Takeaways

- **Assess what's important:** Use the *learning outcomes* and a few acceptable measures to assess mastery. Measure *what learners need to show*, NOT *how they show it* (unless the format is important). Is explaining a concept well important? Or do they need to explain it in Times New Roman? The fewer unneeded constraints you assess, the more they can focus on the content.
- **Use the Developing Rubrics** guide from the TeachOnline@UW program!
- **Build rubrics outside of Canvas:** Rubric-building and editing in Canvas is currently offputtingly-clunky.
  Build in Google or Excel then move to Canvas
- **Test** your rubric with this rubric for rubrics.
- **Share with students:** Give rubrics to students with assignments and/or involve them in rubric creation or adaptation. After, involve them in identifying what worked, what was missing, and what was confusing. Revise accordingly.

To learn more, visit the session's activity sheet.

Video

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> *https://wisc.pb.unizin.org/atlejournal/?p=959#oembed-1*

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214. Effective Online Discussions - 02.06.2020

On February 6, 2020, participants in the Active Teaching Lab addressed the challenges faced with online discussions even though they are structured environments for students to reflect on course materials, exchange ideas with peers, and propose their own perspectives. But they often fall flat — *why*? Below are some of the questions and potential solutions proposed during the Lab.

Takeaways

- *Challenge*: Lack of visual connections, body language, and gestures inherent in organic face-to-face conversation

    ◦ Possible solution: encourage students to [post video messages](#), allow "[liking](#)," (only for those grading or for everyone)
    [Case (2012)](#) studies the potential for audio posting parallel to text posts with inconclusive results, even though "posts were shorter in the written condition, they contained higher levels of content quality [...] Spoken comments also contained more social content...that were less common in the written posts."

- *Challenge*: Inability for self correction causes students to self-censor

    ◦ Possible solution: [allow students to edit and delete their own posts](#)

- *Challenge*: Ease of identifying or following a discussion matching students' interests

    ◦ Possible solution: allow students to [create their own discussion threads](#)

To learn more and discover new resources, visit the session's [activity sheet.](#)

Video

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215. H5P.org for Pressbooks - 02.07.2020

On February 7, 2020, participants in the Active Teaching Lab discussed interactivity within Pressbooks via H5P integration. In addition to the nuts-and-bolts of both platforms, presenters shared examples from their own courses and discussed how their design decisions aligned with their teaching practices and pedagogy.

Takeaways

- **Plan accordingly.** Adding interactivity is time consuming. Begin by identifying goals and what "done" looks like. Identify and develop activities aligned with learning outcomes and add time to add them to Pressbooks (and double check that they work!).
- **Avoid "shiny objects"!** Many options for interactivity exist — select ones that are congruent to learning goals; consider adopting a [backwards design](#) or [learning for use](#) approach to how you design and develop interactive learning objects.
- **Learn from others.** OERs open new avenues for developing and sharing content. Check out examples like this [Portuguese textbook](#) or this [Biocore writing manual](#)! To get started, contact the [DoIT Help Desk](#) with your UW-Madison NetID, a description of your goals, and please request a consultation with the Learn@UW-Madison team.
- **Create Sufficient Workspace.** Use a large monitor/display and keep two windows/tabs open: one to work on the front-end of Pressbooks (user-facing) and another to work behind-the-scenes (author facing).

To learn more and discover new resources, visit the session's [activity sheet.](#)

Video

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> *https://wisc.pb.unizin.org/atlejournal/?p=964#oembed-1*

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216. Learning Analytics - 02.13.2020

On February 13, 2020, participants in the Active Teaching Lab met to discuss current Learning Analytics (LA) initiatives, definitions, and practices of collecting data about student learning.

Takeaways

- Learning Analytics (LA) "is the undertaking of activities that generate actionable data from the learning environment intended to improve student outcomes by informing structure, content, delivery or support of the learning environment" — as contextually defined for UW-Madison by the Learning Analytics Roadmap Committee.
- LA is a muddy subject with many moving parts in a changing landscape. Join the LA email list to stay up to data by sending an email to: join-uwmadisonlearninganalytics@lists.wisc.edu
- In March 2020, existing "Canvas Analytics" will be replaced with "New Analytics." The new interface offers more opportunity to visualize student data. Start here for New Analytics in Canvas.

To learn more and discover new resources, visit the session's activity sheet.

For more information about Learning Analytics at UW-Madison, see the Vice Provost for Teaching & Learning's page here.

Video

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217. Learning From and About Students - 02.14.2020

On February 14, 2020, participants in the Active Teaching Lab met to discuss how to enhance the evaluation and feedback process to learn more about how students learn, as well as community building techniques and ideas to welcome students into the classroom community.

Takeaways

- **Personalize activities, questions, and evaluations**: require students to personalize content, connect it to their lives, and evaluate their own performance on a given assignment (or from the entire semester).
- **Go where students are**: Connect with students in *their learning environments*: hold *online* office hours via Blackboard Collaborate Ultra, join conversations in [Piazza](#), ask how their other courses are going, and have them connect content between courses! Not only can you learn more about current students (different from your student experience!) but this fosters personal support for students on the edge, who might otherwise not feel comfortable initiating conversations with instructors.
- **Give them agency**: Student-led rubric design lets students more deeply understand expectations, but also invites them to co-create activities and assignments that frame their own learning outcomes. Encourage students to frame what the outcomes *should* look like to inspire them to meet their own goals, not just the instructor's.

To learn more and discover new resources, visit the session's [activity sheet.](#)

Video

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218. Connecting with Personalized Content - 02.20.2020

On February 20, 2020, participants in the Active Teaching Lab strategized how to personalize content (at scale for students). Current examples of personalization were shared along with potential roadblocks to tailoring the learning environment to meet a student's personal preference for pace and content.

Takeaways

- **Structure student workflow:** Establish clear benchmarks and deadlines; encourage regular meetings to discuss progress and challenges; schedule in-class work time for students to connect with peers but also to help carve out dedicated work time.
- **Everything might not go according to plan…and that's okay!** Adopting new methods to enhance student learning sometimes can result in frustration, but you can learn from past miss-steps by including reflection components to student work. Also, be upfront with students that you're adopting a new strategy to enhance their experience in your course!
- **Begin with the end in mind**. At the end of the semester, what does "done" look like? What steps are needed to show mastery of learning? Engage students in the construction of learning objectives and outcomes for their own project, focusing on Backwards Design, as well as in the design process for the rubric you will use to assess their work.

To learn more and discover new resources, visit the session's activity sheet.

Video

🖥️ *One or more interactive elements has been excluded from this version of the text. You can view them online here: https://wisc.pb.unizin.org/atlejournal/?p=970#oembed-1*

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219. Project-Based Learning and the Wisconsin Experience - 02.21.2020

On February 21, 2020, participants in the Active Teaching Lab explore how project-based learning can align with the pillars of the Wisconsin Experience, a cornerstone of our undergraduates' experience. Contributors shared strategies for scaffolding student workflow, managing scale, and funding for public-facing student projects (research symposia, video editing, etc.)

Takeaways

- **Reframe Group work!** Emphasize that team projects are not "*terrible group work*" but are "*low-stakes chances to get better at being productive with others*", where students learn strategies for positive, inclusive behaviors that bring out and develop team members' individual and unique expertise and experience.
- **Give students agency!** Let students choose the projects that connect with their interests. When students find purpose in activities, their motivation and learning increase.
- **Move beyond the Classroom.** Learning is useless unless it's applied, but application doesn't have to be high-stakes professional work.
- **Assign public-facing content.** When students see their work accessed by and useful to others, it increases motivation, quality, and confidence. Increase student-sharing to build experiences and develop communication skills.

To learn more and discover new resources, visit the session's [activity sheet.](#)

Video

📊 *One or more interactive elements has been excluded from this version of the text. You can view them online here:*
https://wisc.pb.unizin.org/atlejournal/?p=973#oembed-1

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220. Peer Review with Canvas - 02.27.2020

On February 27, 2020, participants in the Active Teaching Lab explored the Peer Review tool in Canvas from the perspectives of both instructor and student. Participants considered the use of the tool in their own course design and shared tips, suggestions, and hesitations about how to implement Peer Review in their courses.

Takeaways

- **Train students on expectations and processes for peer review.** Provide examples of high-, medium- and low-quality comments and walk through the peer-review process together *before* assigning individual reviews. Show students how to leave (and check) feedback in the Canvas DocViewer and how to use rubrics to focus attention on feedback, not logistics.
- **Use rubrics for more robust, targeted student feedback.** Rubrics also provide practice for students to identify desired (and undesired) components in their own work.
- **Make real-world benefits of peer feedback skills salient** — Encourage students to reflect on why the perspectives of their peers is an important component of their academic and professional experiences. Peer-to-peer learning

To learn more and discover new resources, visit the session's activity sheet.

Video

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221. Student-Curated Content - 02.28.2020

On February 28, 2020, participants in the Active Teaching Lab discussed how to engage students in the curation of their own content that reflects their own experiences and their own perspectives on course content. Examples, technology-driven design, and assessment strategies were discussed along with many others!

Takeaways

- **Ask students!** Students are more creative, dynamic, and curious than the limited course contact we have with them allows us to understand. At the beginning of the semester (Module 0!) and continuing throughout the semester, check-in with students to gauge their interests and how *they* connect course content to their academic and professional trajectories.
- **Generate opportunities for public-facing presentations.** The collection, editing, and generation of anthologies, libraries, interactive course materials, etc. should not sit in a dark corner of your office! Share your work with colleagues, departments, libraries, and the wider public to give students' work exposure to a wider audience.
- **Connect students with campus services**: The Design Lab, Software Training for Students (STS), and UW-Madison Libraries offer significant amounts of training, resources, and production assistance (design consultation, editing, large format printing) that can help students polish their work for a professional finish.

To learn more and discover new resources, visit the session's activity sheet.

Video

<table>
<tr><td>📇</td><td>One or more interactive elements has been excluded from this version of the text. You can view them online here: https://wisc.pb.unizin.org/atlejournal/?p=977#oembed-1</td></tr>
</table>

The Active Teaching Lab is a Faculty Engagement program with sessions held on Thursdays from 1:00-2:00pm and Fridays from 8:30-9:45am in the Middleton Building (1305 Linden Dr.), room 120. Check out upcoming Labs or read the recaps from past Labs. We build interdisciplinary

conversations that are more emergent than a presenter and more dynamic than a panel — a conversation with colleagues sharing challenges, solutions, and experiments on topics selected by a variety of stakeholders.

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222. Practical Applications for Rubrics - 03.05.2020

On March 5, 2020, participants of the Active Teaching Lab discussed strategies and best practices for designing and editing rubrics within Canvas, as well as connecting them with its "Outcomes" feature.

Takeaways

- **Assess what's important:** Use *learning outcomes* and a few acceptable measures to assess mastery. Measure *what learners need to show*, NOT *how they show it* (unless the format is important). Is explaining a concept well important? Or do they need to explain it in Times New Roman? The fewer unneeded constraints you assess, the more focus can be on content.
- **Use the Developing Rubrics** guide from the TeachOnline@UW program to help you more clearly articulate expectations.
- **Build rubrics outside of Canvas:** Rubric-building and editing in Canvas is currently offputtingly-clunky. Build in Google or Excel then move to Canvas.
- **Share with students:** Give rubrics to students with assignments and/or involve them in rubric creation or adaptation. After, involve them in identifying what worked, what was missing, and what was confusing. Revise accordingly!

To learn more and discover new resources, visit the session's activity sheet.

Video

> One or more interactive elements has been excluded from this version of the text. You can view them online here: *https://wisc.pb.unizin.org/atlejournal/?p=979#oembed-1*

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conversation with colleagues sharing challenges, solutions, and experiments on topics selected by a variety of stakeholders.

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223. Intra-Departmental Collaboration - 03.06.2020

PART 12: SPRING 2020 - REMOTE READINESS ACTIVE TEACHING LABS

224. Improving the remote student experience (03.31.2020)

Remote Support 🧪ctive Teaching Lab

In this Lab, discussed challenges and solutions in engaging student experiences in remote learning. View the activity sheet [here](). We raised questions such as: How can we check in with students and get their feedback? How do we help reduce their (and our?) stress and anxiety? What can we do to help students with low bandwidth and technology access? How might the rhythm of our course change with the remote environment? What similar questions do you have?

Top 5 Takeaways

1. Communicate with your students frequently. Communication with students is essential. Informing them that changes are coming and more details will be shared soon. Carefully think through how you will maintain regular communication with your students regarding expectations, content delivery, assessments, and feedback. Use your syllabus as a primary communication tool, and continue to cultivate a sense of presence with students as times goes on.

2. Consider converting synchronous activities to asynchronous activities to avoid potential conflicts or difficulties around assignment due dates. If possible, try to maintain some consistency when scheduling activities and assignments (a course rhythm that is predictable – due dates, grading, communication). Also, have a plan for when technology is not working or students do not have access to the Internet or have low-bandwidth issues.

3. Provide more than one option: For every learner interaction — with the materials, with each other, and with the instructor — provide one more way for interaction to happen and be flexible to be accessible (i.e. allow text, video, audio; drop lowest grade) and provide one more way to access the material (i.e. video + transcript/captioning). "Plus-one" options encourage thinking about what barriers to learning students are facing, and how we can reduce or eliminate those barriers.

4. Create small chunks: breaking lectures into 5-7 minute sections with active learning, application opportunities, and knowledge checks between them has long been suggested in face-to-face teaching because of the benefits to learning. For remote teaching, it's even more important because smaller chunks are easier to download and view for those with

unreliable internet access.
5. (Continue to) Ask your students! The transition to online modalities might be as new (and intimidating) for you as it is for them — remember, they did not initially sign up for an online course. Consider graded anonymous surveys to collect feedback: give a few points for filling out a reflection survey at the end of each week. Canvas tracks completion points but keeps names disassociated from answers, so students feel free to be more honest.

For digital copies of the activity sheets with active links and access to session notes (at bottom), join our Canvas course and follow the instructions at canvas.wisc.edu/enroll/GPT8NL. Find info from past Labs at bit.ly/ATL-ejournal

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The Remote Readiness Active Teaching Labs are a partnership between DoIT-Academic Technology and the Division of Continuing Studies at the University of Wisconsin-Madison. Each 90-minute session is offered from 10am-11:30am through Blackboard Collaborate Ultra and is facilitated by a team composed of staff from both DoIT-Academic Technology and the Division of Continuing Studies at the University of Wisconsin-Madison.

Reminder: Your first stop for questions and support is to e-mail: instructionalcontinuity@provost.wisc.edu

225. Better asynchronous collaborations (04.01.2020)

In this Lab, strategized on promoting effective asynchronous collaborations among students. View the activity sheet [here](#). We asked and answered questions such as: How can we create discussion forums that encourage dialogue? How do we help students effectively work with group members remotely? What size of groups are best for asynchronous discussions? How much should the instructor participate in asynchronous collaborations? What similar questions do you have?

Top 5 Takeaways

1. Elicit connections. Recognize that asynchronous online interactions often lose some of the richness of face-to-face ones — but we can offset that with options unavailable in face-to-face ones. Prompts that require students to apply course content with cases or examples (hypothetical or real-life) promote deeper engagement with material and offer opportunities for alternative perspectives. Prompts to build on peers' contributions work better in asynchronous forums because there's time to think. Don't limit variation in responses and stifle interaction with prompts that ask students merely for fact-based responses (e.g., definitions, author viewpoints).
2. Award points for participation. Forum ("discussion") posts may not get students' best effort, or be considered important, if points are not awarded in alignment with time and energy invested. Use simple rubrics to guide answers, and use the Speedgrader to easily provide feedback and points — and also to send reminders to those who did not yet participate.
3. Establish clear expectations for contributing to collaborative projects with group charters. Encourage students to help create their own guidelines for group work. Have students explicitly agree to the charter and use it as an accountability tool.
4. Give groups a space with Canvas Groups to facilitate "instructor-level" access to tools. When in a Canvas group, students can create their own discussion forums, create pages, share files, and start Collaborations (through Google or Office365 tools).

Offer variety in activities with [multiple means of expression](#). Forums are not the only option for engaging students collaboratively. Consider activities that have groups curate resources, produce

a representation of course concept(s), peer review activities to improve work, or complete a simulation together (see below for more ideas). Encourage students to share through text, audio, video, and mixed media whenever possible.

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226. Lecturing and Alternatives (04.02.2020)

Remote Support ⚗ctive Teaching Lab

In this Lab, considered effective alternatives to an in-person lecture... What is the best strategy to continue to deliver lecture content? What options are there other than recording video? How do I make a record lecture more interactive? Are there tools for captioning my recorded lectures?

Top 5 Takeaways

1. Create small chunks: break lectures into 5-7 minute sections with active learning, application opportunities, and knowledge checks between them has long been suggested in face-to-face teaching because of the benefits to learning. For Remote teaching, it's even more important because smaller (2-5min) chunks are easier to download and view for those with unreliable internet access. Embed small videos in Canvas quiz question fields for graded comprehension checks.
2. Incorporate outside resources with expert presentations and/or educational videos. Consider the plethora of resources available through UW Libraries and the internet more broadly before you re-create everything new, there is a lot of good information out there already; you just have to locate it and provide access (or have your students curate it!)
3. Provide alternatives wherever possible. Be considerate of learners' different levels of access to high speed internet. If you conduct live courses, record (and chunk!) them for students who can't attend. Supplement videos with readings.
4. Show your personality in audio and video you add to Canvas. Humor, self-disclosure and sharing your experiences and stories helps students connect with the content and with the instructor. (And let, but don't require, students show theirs!)
5. Try new ways to utilize video. Provide demonstrations, walkthroughs, and virtual tours. Create asynchronous weekly videos guiding students through the course content, clarifying assignments, and summarizing the main points. Video while walking!

For a digital copy of this activity sheet with active links and access to today's session notes (at bottom), join our Canvas course and follow the instructions at canvas.wisc.edu/enroll/GPT8NL. Find info from past Labs at bit.ly/ATL-ejournal

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227. Assessment Strategies: Asynchronous Options (04.03.2020)

Remote Support ⚗ctive Teaching Lab

In this Lab, we discussed challenges and solutions for designing and delivering remote assessments. Looking toward the end of the semester: What plans did you have for final, summative assessment in your course? How will you revise or replace "finals" for remote learning? What concerns do you have about remote assessment? What issues/concerns might your students have? What similar questions do you have?

Top 5 Tips

1. Assign asynchronous qualitative assessments instead of synchronous high-stakes exams so students can apply learning in ways that more meaningfully connect content to their lives. Consider, for example: short answers or essays, projects, case studies, presentations, discussions, and reflective activities.
2. Vary assessments. Use multiple means of [online classroom assessment strategies](#) to assess students' prior knowledge and gauge their comprehension and progress. Provide frequent low-stakes quizzing with immediate question feedback.
3. Create secure and accessible quizzes. Canvas Quizzes offers shuffled questions and answers, allows multiple attempts to promote student learning, can give immediate feedback to their answers, and allows restrictions (Caution: restrict carefully!).
4. Assume students do not intend to "cheat" but may not understand your expectations and what can and cannot be used in a testing environment or what is considered as plagiarism. Provide clear academic integrity policies and clearly explain your expectations. Also consider using Turnitin to help students learn proper source attribution.
5. Be clear and transparent. Share rubrics so students understand what is expected. Involve them by utilizing peer review to develop key skills such as describing, assessing, criticizing, analyzing — and to improve assignments before you review — saving time and providing the ability to focus on higher-level feedback.

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228. Remote Collaboration (4.14.2020)

In this Lab, we discussed challenges and solutions for fostering student-to-student learning — experiences, expectations, and navigating needs. Questions such as: How do you support social learning during remote instruction? What criteria are important in selecting collaborative learning activities (to you? to your students?)? How might you foster equitable digital study groups for final exams and projects? How might you use discussion forums to wrap up the semester? What other questions do you have?

Access this session's activity sheet here and be sure to check out the substantial resources section!

Join our Canvas course and follow the instructions at canvas.wisc.edu/enroll/GPT8NL. Find info from past Labs at bit.ly/ATL-ejournal

Takeaways

1. **Elicit connections.** Recognize that asynchronous online interactions often lose some of the richness of face-to-face ones. Offset what is lost with opportunities that online forums offer! For example, prompt students to apply course content with cases or examples (hypothetical or real-life, from the internet) that promote deeper engagement with material and offer opportunities for alternative perspectives. Prompts to build on peers' contributions work better in asynchronous forums because there's time to think. Encourage variation in responses and unstifled interactions with prompts that ask for more than fact-based responses (e.g., definitions, author viewpoints).

2. **Award points for participation.** Forum ("discussion") posts may not get students' best effort, or be considered important, if students don't see value (currency=points) in participating. Use simple rubrics to guide answers, and use the Speedgrader to easily provide feedback and points — and also to send reminders to those who did not yet participate.

3. **Establish clear expectations for contributing** to collaborative projects with group charters. Encourage students to help create their own guidelines for group work. Have students explicitly agree to the charter and use it as an accountability tool.

4. **Give groups a space with Canvas Groups** to facilitate "instructor-level" access to tools. When in a Canvas group, students can create their own discussion forums, create pages,

share files, and start Collaborations (through Google or Office365 tools).

5. **Offer variety** in activities that allow [multiple means of expression](#) for students to show their understanding. Text-based forums are only one of many options to engage students collaboratively. Consider activities where groups curate resources, produce representations of course concept(s), review peers' activities to improve work, or complete a simulation together (see below for more ideas). Encourage students to share through text, audio, video, and mixed media whenever possible.

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229. Improving the Remote Student Experience (04.15.2020)

VIRTUAL LAB Support for Remote Active Teaching

In this Lab, we continued our discussions around improving student experiences in remote learning. Looking toward the end of the semester: What student feedback do you need about exams, final projects, personal concerns/issues? How will you gather that feedback? What options will be provided to students who may be facing barriers (Internet, personal concerns, other). What needs to be communicated to explain what will take place in the last few weeks? What resources will you provide students to help them successfully complete your course?

5 Tips

1. **Communicate clearly, frequently.** In asynchronous courses, even more so than synchronous ones, keeping remote students informed regarding expectations, content delivery, assessments, and feedback is essential. Be clear on what changes are coming and check your clarity with students (e.g. ask students, and give them a few points to share their understanding — see #5). Use your syllabus or course schedule as a primary communication tool, and continue to cultivate a sense of presence with students with announcements, check-ins, office hours, and the like.
2. **Convert synchronous activities to asynchronous when possible** to minimize "stay-at-home" time conflicts, tech or bandwidth issues, or other difficulties around assignment due dates. Maintain consistency scheduling activities and assignments with a predictable course rhythm (due dates, grading, communication). Plan for student (and your own) technology issues.
3. **Provide multiple options for learner interactions** — with materials, each other, and yourself. Be flexible to be accessible (e.g. allow text, video, audio; drop lowest grade). Offer multiple ways to access material (e.g. video + transcript/captioning). "Plus-one" options encourage thinking about learning barriers students face, and means to reduce or eliminate barriers.
4. **Chunk lectures** into small (2-5-7 minute) pieces with active learning, application opportunities, and knowledge-checks between them. This is important in remote instruction because smaller chunks are easier to download and view for those with unreliable internet

access.

5. (Continue to) **Ask your students!** Remember that students did not sign up for an online course, and may be confused — but also too intimidated to bring up their concerns. Consider [graded anonymous surveys](#) to collect feedback: give a few points for filling out a reflection survey at the end of each week. Canvas tracks completion points but keeps names disassociated from answers, so students feel free to be more honest.

Review this session's activity sheet [here.](#) Join our Canvas course and follow the instructions at [canvas.wisc.edu/enroll/GPT8NL](#). Find info from past Labs at [bit.ly/ATL-ejournal](#)

230. Assessment (4.22.2020)

VIRTUAL LAB Support for Remote Active Teaching

For the final Virtual Lab of the semester, we returned to the concerns around assessment in the digital age. Participants raised questions of academic integrity, exam design, and how to manage times when technology fails during the exam. Moderators and participants shared their experiences with Examity, an online proctoring software.

5 Tips

1. Assign asynchronous qualitative assessments instead of synchronous high-stakes exams so students can apply learning in ways that more meaningfully connect content to their lives. Consider, for example: short answers or essays, projects, case studies, presentations, discussions, and reflective activities.
2. Vary assessments. Use multiple means of [online classroom assessment strategies](#) to assess students' prior knowledge and gauge their comprehension and progress. Provide frequent low-stakes quizzing with immediate question feedback.
3. Create secure and accessible quizzes. Canvas Quizzes offers shuffled questions and answers, allows multiple attempts to promote student learning, can give immediate feedback to their answers, and allows restrictions (Caution: restrict carefully!).
4. Assume students do not intend to "cheat" but may not understand your expectations and what can and cannot be used in a testing environment or what is considered as plagiarism. Provide clear academic integrity policies and clearly explain your expectations. Also consider using Turnitin to help students learn proper source attribution.
5. Be clear and transparent. Share rubrics so students understand what is expected. Involve them by utilizing peer review to develop key skills such as describing, assessing, criticizing, analyzing — and to improve assignments before you review — saving time and providing the ability to focus on higher-level feedback.

Review this session's activity sheet [here.](#) Join our Canvas course and follow the instructions at [canvas.wisc.edu/enroll/GPT8NL](#). Find info from past Labs at [bit.ly/ATL-ejournal](#)

231. Student-Centered Remote Learning (05.13.2020)

    In this Lab, we'll work together to share challenges, ideas, and potential solutions to meet student needs in our remote teaching practices, recognizing that students need to take more ownership and agency to be successful in online learning.

Tips for the Remote Learning Environment

1. Communicate clearly, frequently, consistently. In asynchronous courses, even more so than synchronous ones, keeping remote students informed regarding expectations, content delivery, assessments, and feedback is essential. Use your syllabus or course schedule as a primary communication tool, and continue to cultivate a sense of presence with students with announcements, check-ins, office hours, and the like.
2. Scaffold workflow. For long-term projects, divide the final product into [increasingly-larger pieces](#) to lay a solid foundation; offer students a clear timeline and calendar with important dates and benchmarks along the way; offer "in-class time" for students to share progress with other groups and for you to check-in with the entire class.
3. Maintain consistency by scheduling activities and assignments with a predictable course rhythm (due dates, grading, communication). Plan for student (and your own) technology issues. Identify challenges and seek solutions with class. Keeping in mind the issues which impact instruction, such as:

   ◦ Can't see everyone – BB Collaborate doesn't show everyone; sometimes students don't want to show video or can't due to bandwidth issues.

- ◦ Working with more than 4-5 students at a time can be difficult.
- ◦ Internet bandwidth problems and strategies to deal with this (such as muting video)
- ◦ More time to accomplish less: facilitating a synchronous meeting vs an in-person meeting takes more time
- ◦ dealing with connectivity problems as students drop out and reconnect
- ◦ managing breakout rooms
- ◦ fielding questions through "raised hands" or chat function
- ◦ Privacy for students (sharing spaces at home)
- ◦ Uncomfortable spaces (lacking ergonomic design)
- ◦ Whiteboard functionality of BB Collaborate – not user friendly, can't save it

4. Provide multiple options for learner interactions — with materials, each other, and yourself. Be flexible to be accessible (e.g. allow text, video, audio; drop lowest grade). Offer multiple ways to access material (e.g. video + transcript/captioning). [Universal Design for Learning and Accessibility](#) encourages thinking about learning barriers students face, and ways to reduce or eliminate barriers.
5. Chunk lectures into small (2-5-7 minute) pieces with active learning, application opportunities, and knowledge-checks between them. This is important in remote instruction because smaller chunks are easier to download and view for those with unreliable internet access.
6. Establish regular feedback mechanisms by regularly asking your students for feedback. Consider graded anonymous surveys to collect feedback: give a few points for filling out a reflection survey at the end of each week. Canvas tracks completion points but keeps names disassociated from answers, so students feel free to be more honest.

For a copy of this session's activity sheet, click [here](#).

For a digital copy of this activity sheet with active links and access to today's session notes (at bottom), join our Canvas course and follow the instructions at [canvas.wisc.edu/enroll/GPT8NL](#). Find info from past Labs at [bit.ly/ATL-ejournal](#)

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232. Backwards Design for Remote Learning (05.20.2020)

ACTIVE TEACHING LAB

Tips for Backwards Design

1. [Accessibility](). New modalities and media bring to light new needs, different means of engagement, and other relationships to digital materials. [Captions](), [bandwidth requirements](), [available technology](), [font](), [page layout](), image size, [video quality](), sound quality, and many more design and production pieces are crucial to students' successful participation in your course – but also to the quality of the online learning experience.
2. Build in opportunities for reflection for both the course design itself (anonymous surveys) AND for course content to gauge how students are engaging with their own learning.
3. Clarity of instruction is essential when delivering remote learning. Consider a practice run through of the proposed instructional strategies and content from the perspective of a "student" to evaluate if the expected performance is appropriately connected to the desired learning outcomes.

For a copy of this session's activity sheet, click [here]().

233. Universal Design for Learning & Inclusion and Remote Learning (05.27.2020)

234. Discussions and Forms for Remote Learning (06.10.2020)

On June 10, 2020 over 60 participants participated in a virtual Active Teaching Lab to share experiences with Discussions, both online (as posts) and synchronous (in groups). Ideas and strategies for improvement, for tweaking, and for genre-bending were expressed and participants engaged in a lively conversation about the limits of engagement, mindfully pairing students who you do not know into groups, and how to assess these connections.

View this session's activity sheet here. If you have additional resources and/or ideas to share, please feel free to add them!

5 Tips for Improving Discussions

1. Elicit connections. Recognize that asynchronous online interactions often lose some of the richness of face-to-face ones. Offset what is lost with opportunities that online forums offer! For example, prompt students to apply course content with cases or examples (hypothetical or real-life, from the internet) that promote deeper engagement with material and offer opportunities for alternative perspectives. Prompts to build on peers' contributions work better in asynchronous forums because there's time to think. Encourage variation in responses and unstifled interactions with prompts that ask for more than fact-based responses (e.g., definitions, author viewpoints).

2. Award points for participation. Forum ("discussion") posts may not get students' best effort, or be considered important, if students don't see value (currency=points) in participating. Use simple rubrics to guide answers, and use the Speedgrader to easily provide feedback and points — and also to send reminders to those who did not yet participate.

3. Establish clear expectations for contributing to collaborative projects with group charters. Encourage students to help create their own guidelines for group work. Have students explicitly agree to the charter and use it as an accountability tool.
4. Give groups a space with Canvas Groups to facilitate "instructor-level" access to tools. When in a Canvas group, students can create their own discussion forums, create pages, share files, and start Collaborations (through Google or Office365 tools).
5. Offer variety in activities that allow multiple means of expression for students to show their understanding. Text-based forums are only one of many options to engage students collaboratively. Consider activities where groups curate resources, produce representations of course concept(s), review peers' activities to improve work, or complete a simulation together (see below for more ideas). Encourage students to share through text, audio, video, and mixed media whenever possible.

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235. Course Showcase (06.17.2020)

The Active Teaching Lab concluded its modified semester with a lively discussion of virtual reality, service learning, new ideas for remote/distance connections to engineering and science labs, and new software updates to enhance video conferences.

See today's activity sheet here.

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PART 13: SUMMER 2020 LABS

236. 05.13.2020 | Student-Centered Remote Learning

05.13.2020 | Student-Centered Remote Learning

JOHN MARTIN

Link to Activity Sheet: https://docs.google.com/document/d/1hKpk4qvrCgCxp86hYzPsfNvZLjwTLOhAouJbOcWMjL8/edit

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📽 *One or more interactive elements has been excluded from this version of the text. You can view them online here:*
https://wisc.pb.unizin.org/atlejournal/?p=1106

Appendix

This is where you can add appendices or other back matter.