

The CLT Chatter

May 1, 2010

CLT Team Vision

The CLT aspires to be recognized as leaders in educational innovations to enhance learning and success.

CLT Mission Statement

The CLT is an instructional resource for all faculty members. The CLT collaborates with and supports faculty in research and the implementation of innovative strategies and technologies to enhance learning and increase student engagement and success.

As Another Semester Ends...

By Glenné Whisenhunt

As the semester ends and you rush to grade the last exam, paper, project, and submit the final grades, you interact with multiple types of data. While we often interact with each assignment individually and even further, each student's response to the given assignment is considered in isolation to the class as a whole. What do you do when the grades are submitted and the course is "finished"? Are the papers lost into "THE" file cabinet? Are they electronically filed into the "spring semester" folder on your computer? Just as each student enters your class with a story, the data tells a similar story, a story of the class' learning.

What does the data tell? Are there commonalities in responses that indicate a misperception or misunderstanding among the students? "Data that is collected must be evaluated and used to make decisions about the entire process of course design and development", (Wehlburg, 2006). Teaching and learning can be viewed as a dialogue between students and faculty (Magennis & Farrell, 2005) but a dialogue is only worthwhile if both parties listen to the entire conversation. Instructors often have a plethora of anecdotal data regarding student learning. Look at all of the data holistically before your focus shifts to one part of the conversation. Just as the setting in which words are spoken is just as important as who is involved in the conversation as well as the body language of those involved, so is true of student and course data. It all needs to be considered when attempting to determine the meaning of any individual piece.

Once all of the data has been considered, identify one area of interest or concern and explore the data to see whether it supports your intuition regarding that concept. If changes are needed, visit with colleagues to see if their data is similar. If there is a difference, what makes the difference? Investigate possible strategies to present the content or consider the order in which the content is presented in the course. Would students be better served if they had other content before the identified topic? Would the content better fit in a subsequent course? As the climate in higher education becomes increasingly more data-focused, the more data-aware we as instructors can become, the better prepared we will be for the future of higher education and so will our students!

Change is in the Air...

As the seasons change from winter to spring and summer so come some changes in the College. While they are only minor changes they could affect how you teach and interact with your students in your courses.

- ◆ Summer courses are now available for development.
- ◆ Changes to ANGEL for increased 508 compliance – **Effective May 17.**
 - ◇ The font being used in ANGEL will change to one that is more easily read by a screen reader to better accommodate all of our students
 - ◇ A larger font size will also be utilized. This will impact all documents that have been created in ANGEL. This change will impact those with decreased visibility and decrease eye strain for those working in ANGEL for extended periods of time.
 - ◇ The hyperlinks in ANGEL will be changed from red to blue for greater readability by all.
 - ◇ These changes will change the manner in which your pages are viewed but will not affect functionality nor should it affect your course content.
- ◆ ANGEL Timeouts.
 - ◇ Still exist and are frustrating to everyone but ANGEL has yet to provide a solution to the issues.
- ◆ Workarounds for the Timeout Issues.
 - ◇ Divide assessments into parts with no more than 30 questions per section
 - ◇ Create a separate assessment for essay question(s).

If you have any questions about any of these changes, please feel free to contact the CLT at 7838.

Copying a Course for Summer Courses

Some issues have arisen, yet once again, with copying course content into the summer courses. Amanda has been very diligent in researching a workaround for the course copying process and this is what she has determined. (Thank you, Amanda!) The process is what ANGEL calls an official “course copy”. This process was not working earlier so we found other processes to use to make the process of copying course content easier. The steps are below, but as always, if you have any additional questions or concerns, please feel free to call us and we’ll be happy to help!

1. Select the course you are wanting to copy the content into
2. Go to Manage, Import Console, Select “Copy Course”
3. Select the Course you want to copy from in the dropdown.
4. If the course you want to copy from does not appear in the drop down listing, please contact the CLT at 7838 for assistance.
5. Verify the content loaded into the new course and no students are loaded into the roster.
6. IF students appear in your course prior to 48 hours before the beginning of your course, please contact the CLT immediately so that we can begin the process of removing those from your course!

PLEASE do not delay in this process. Please do this as soon as possible so that we can have the time needed to remove any students that may copy into your course.