WEBVTT

**[ALL TIMESTAMPS ARE 00:00:03 AHEAD DUE TO VIDEO EDITING]**

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00:00:03.650 --> 00:00:04.920

Veronica Y Womack: Welcome!

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00:00:07.430 --> 00:00:08.710

L Dahline: Good afternoon.

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00:00:11.840 --> 00:00:18.219

Veronica Y Womack: Great to see everyone the 4th session you've made it.

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00:00:19.070 --> 00:00:37.509

Veronica Y Womack: It's not the final session, though we have one more a lab, but we elle and I are super excited to facilitate today's session all focused on. Oh, thanks for your comment, Kevin. Yeah. All focused on assessment. And so we

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00:00:37.880 --> 00:00:44.020

Veronica Y Womack: plan on building upon some of the knowledge there, or at least the the shared idea of what

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00:00:44.200 --> 00:00:52.390

Veronica Y Womack: holistic student success looks like and feels like to us. And yeah, we're so welcoming people in

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00:00:52.660 --> 00:00:54.599

Veronica Y Womack: great to see you

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00:00:58.450 --> 00:01:21.469

Veronica Y Womack: awesome. All right. Well, my name is Veronica Womack, and I'm the associate director of high impact teaching the Searle center. And I'm here with my colleague, Elle. Delane. And 1st I wanted to share a little bit about why I think assessment is so important and just kind of connected to my lived experience

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00:01:21.760 --> 00:01:40.780

Veronica Y Womack: as a educational director, and I feel deeply connected to accurately assessing student success. One of my main roles as an associate director in the Searle center for advancing. Learning and teaching is to help instructors see how they can create and sustain inclusive learning environments.

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00:01:40.780 --> 00:01:54.460

Veronica Y Womack: And we know that assessment policies are a major mechanism for creating meaningful and learner-centered experiences that we desire for our students. And I'm facilitating today with my colleague elle.

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00:01:55.990 --> 00:02:17.829

L Dahline: Hi, everyone I go by. Elle and I use she and they pronouns. I'm from the teaching and learning technologies. Team. You might also know us as the canvas team, because we are primarily the canvas administrators for the university. But our team is focused on providing tech solutions to help facilitate both your teaching and helping the students achieve their learning goals.

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00:02:17.850 --> 00:02:34.880

L Dahline: We've been working on piloting a couple of new tools. So if you've heard anything about Poll everywhere, or padlet or miro. Those are some of the things that we've launched recently. But before coming to Northwestern, my background is actually in K through 12 instruction. And so I've had the privilege of

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00:02:34.880 --> 00:02:59.999

L Dahline: practicing many different styles of teaching across a wide range of age ranges. I also used to be a swim coach. So my fun fact of teaching is, I've had students as young as 6 months and as old as 80 and 80 was in my current role as a piano teacher at the old town school of folk music. So if you ever want to come to Old Town and take some music, we'd love to have you.

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00:03:02.040 --> 00:03:21.550

Veronica Y Womack: Well, that is such a flex being able to say yours. Your students are 6 months. They could be 6 months. They could be 80 like you, you have the range. Okay? Yeah. Well, we're going to go ahead and just know that what we want to invite you to do during this time. And

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00:03:21.780 --> 00:03:46.230

Veronica Y Womack: we want you to actively engage with this program in a way that we can bring each other together across academic and professional disciplines and instructional context and levels of pedagogical training. But we really want you to tap into your beginner's mind a sense of curiosity and openness about the content that we'll be sharing, and we

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00:03:46.670 --> 00:04:05.399

Veronica Y Womack: we also invite you to participate in ways that both challenge and encourage us as individuals as well as for our collective growth in terms of expanding our knowledge and skills. So you may know this. But participating in today's session does count towards earning

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00:04:05.680 --> 00:04:28.540

Veronica Y Womack: a digital to reflect your commitment to supporting student success, and also our content will be turned into an open educational resource and meaning that this recording could be used within that that resource which will be accessible to people both within and outside of Northwestern.

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00:04:32.010 --> 00:04:57.500

Veronica Y Womack: So as a bit of a review of the guidelines that we'd like to uphold. I'm pretty sure you all have seen some of these guidelines from previous sessions, but a few that now and I really want to. Highlight is the idea of being aware of your assumptions, expectations, and judgments, just being aware of them, committing to curiosity over certainty.

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00:04:57.560 --> 00:05:17.029

Veronica Y Womack: identifying your learning edges, and pushing them, and by learning edge. That means like where you think you kind of know it all. Let's see if we can continue to to push that edge, and then also being mindful of speaking for yourself from your own experience and your own perspectives.

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00:05:19.790 --> 00:05:41.829

Veronica Y Womack: So as an overview of today's session, we do plan on exploring a variety of student-centered approaches to assessment and facilitation, that both align instructional goals with students, varied motivations as well as their strengths. And we'll be doing this to enhance the achievement of student learning outcomes.

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00:05:41.830 --> 00:05:52.760

Veronica Y Womack: and by the end of today's session you would have had an opportunity to apply a student-centered framework to reflect your current assessment practices.

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00:05:58.490 --> 00:06:16.430

Veronica Y Womack: So here we have a bit of our, the flow of today's session. We will engage in an activity where we reflect upon and think deeply about one of our current assessment practices. And then we'll talk about really cultivating a student success mindset

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00:06:16.600 --> 00:06:27.849

Veronica Y Womack: and thinking about that in relation to how we develop our course policies and then going into how we might design our course in this.

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00:06:27.880 --> 00:06:55.490

Veronica Y Womack: in our assessments, in a more student or learner centered way, and then, as we've done with other sessions, we'll conclude with an exit ticket, and then have the remaining time. Be a bit open and fluid where we can look at our practices, pose questions to each other, and actually in a structured way. So I think if you're able to stay on for the final 20 min. We have something really nice

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00:06:56.000 --> 00:06:57.500

Veronica Y Womack: set up for you.

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00:07:01.140 --> 00:07:18.069

L Dahline: So as we start our session thinking about how we measure student success primarily through the different types of assessments that we offer students as instructors. We're going to kind of think of the parameters. What do we use to measure these outcomes that

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00:07:18.270 --> 00:07:33.169

L Dahline: we're asking students to display or perform? So, starting with these 2 questions, there's a pull everywhere. Link in the chat you can press, skip, for now, if it asks you to register for credit, and then

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00:07:33.340 --> 00:07:46.679

L Dahline: estimate how much time do you spend providing feedback both for students? And then how much do you provide in scaffolding the time so that students can actually give peer feedback for each other.

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00:07:47.640 --> 00:07:59.229

L Dahline: and this can definitely depend on the type of class that you have, or how many students can greatly affect, how much time is spent.

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00:08:01.500 --> 00:08:22.669

L Dahline: I kind of think back on some of my time in the classroom with depending on the type of task that I'm asking them to complete as well. If it's something that needs more coaching, or if it's just simply measuring, if they've obtained the information and knowledge that they need to move on to the next topic.

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00:08:29.240 --> 00:08:31.729

L Dahline: Let's check some of our answers here

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00:08:39.010 --> 00:08:49.139

L Dahline: for coming in with providing feedback for students on class participation looks to be like the majority of this group, is over or around 4 HA week.

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00:08:49.670 --> 00:08:55.099

L Dahline: So pretty time intensive in focusing on what the students are doing.

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00:08:56.520 --> 00:09:10.704

L Dahline: and then for students giving feedback to each other, maybe in class, or whether that be online forums, we'll talk about a variety of ways to do that slightly less one to 2 h per week, so that kind of informs.

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00:09:11.240 --> 00:09:22.760

L Dahline: our next topic of conversation, of how we provide instruction and set up our assessments to be either through like an instructor, focused lens or a student focused lens.

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00:09:35.690 --> 00:09:36.310

Veronica Y Womack: Right.

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00:09:36.980 --> 00:10:05.519

Veronica Y Womack: So thank you all for engaging in that our poll everywhere activity. And so now we're going to talk about creating and cultivating a student success mindset. So in previous sessions we talked about a more holistic definition of student success. And honestly, you know, when I think of holistic students in a holistic way. I think of their social dynamics, their bodies, their minds

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00:10:06.340 --> 00:10:12.120

Veronica Y Womack: who they are inside and outside of the classroom, who they want to be and also what they

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00:10:12.230 --> 00:10:30.799

Veronica Y Womack: need. And so when we've talked about a more holistic definition of student success, we are thinking about grades, not just grades and retention very important. But we're also thinking about their social integration into the campus, into the classroom setting. We're thinking about

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00:10:30.800 --> 00:10:43.430

Veronica Y Womack: keeping the the students healthy. And are they healthy as well as helping them gain leadership skills? And we do know that intentionally creating assessments can help instructors

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00:10:43.590 --> 00:10:49.609

Veronica Y Womack: capture the more learner centered elements of success that we are featuring in this

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00:10:49.980 --> 00:11:05.260

Veronica Y Womack: definition of student success, and we believe that cultivating a student success mindset entails shifting from censoring the instructor's tendencies and comforts to centering the learner's needs.

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00:11:08.220 --> 00:11:14.004

Veronica Y Womack: Okay? So now we're gonna engage in a little bit of an exercise. So

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00:11:14.550 --> 00:11:28.620

Veronica Y Womack: with this exercise, we're going to deconstruct the components of a syllabus and explore how they are operationalized, when being more learner centered as opposed to being more instructor centered.

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00:11:28.790 --> 00:11:38.080

Veronica Y Womack: and this exercise was inspired by Erin Richmond's scholarship on learner-centered syllabi. And so here are

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00:11:38.470 --> 00:12:01.090

Veronica Y Womack: on our screen, we see some of the syllabus factors of the components that are within a syllabus, and we see some ways that they can be operationalized. So let's take the instructor's role. So instruct an instructor centered view of a student. They might say that the student is told

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00:12:01.090 --> 00:12:09.849

Veronica Y Womack: what they are responsible for learning. But what might a learner centered view of the students role look like.

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00:12:11.090 --> 00:12:17.499

Veronica Y Womack: been told to do. We know that won't be the learner centered one. Let's kind of check that out.

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00:12:17.800 --> 00:12:32.489

Veronica Y Womack: So instead, with the learner centered view of the student they might be. The instructor might say that the students take responsibility for bringing additional knowledge to the class. Another example might be to look at

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00:12:32.490 --> 00:12:54.339

Veronica Y Womack: the role that how instructors view their own role. And so a more instructor centered way of viewing an instructor's role is to say, well, you know, the rules are written as directives. But a learner centered approach to the instructor's role might be to say, students participate in developing the policies and are involved in that process.

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00:12:55.270 --> 00:13:14.670

Veronica Y Womack: So let's try this again with another component that you might find in your syllabus, which is the feedback mechanisms. So an instructor centered approach towards relaying the feedback might be to only have a great exam. Grades and students may not be given.

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00:13:15.070 --> 00:13:21.250

Veronica Y Womack: and any other kinds of feedback about performance in the course, but

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00:13:21.660 --> 00:13:32.420

Veronica Y Womack: with a more learner centered approach to the feedback mechanisms, you might be more open to providing periodic feedback mechanisms that are employed for the

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00:13:32.710 --> 00:13:38.739

Veronica Y Womack: explicit surface of ongoing both formative and summative assessments of learning.

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00:13:40.570 --> 00:13:42.399

Veronica Y Womack: But we're bringing you back in.

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00:13:42.760 --> 00:13:56.849

Veronica Y Womack: Let's think about evaluation. Okay? So with a more instructor centered approach to evaluations. You might say that we're only going to do tests and tests that are not comprehensive.

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00:13:58.229 --> 00:14:05.250

Veronica Y Womack: And let's see if what what might be a more learner centered approach to evaluations and assessing their knowledge.

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00:14:05.730 --> 00:14:27.360

Veronica Y Womack: Ideas coming up. Let's see if the ideas that are floating in your mind are matching up to what we're going to see on the screen. All right, let's show an example. So a learner centered approach or really delve into having multiple means of demonstrating outcomes and self evaluation and peer evaluation. Okay.

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00:14:28.420 --> 00:14:36.449

Veronica Y Womack: and let's do this again with the idea of one's policies around revising or

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00:14:36.740 --> 00:15:03.990

Veronica Y Womack: doing assignments. So a more instructor. Centered approach to this policy might be to say, Well, no, you won't be revising or rewriting your assignments. That is not allowed, and we can imagine that a learner centered anchor or approach might be to provide the opportunity for them to revise or rewrite their assignments, as having it be both encouraged and possibly even required.

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00:15:06.300 --> 00:15:36.160

Veronica Y Womack: Okay, so now I love, if we could kind of just think to ourselves and just kind of collectively generate examples of how instructors versus learner center approaches might look to your teaching. So far we've thought about that from the perspective of components of a syllabus. But are any other examples coming up for you as to how we might create a more learner, centered approach to

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00:15:36.240 --> 00:15:37.609

Veronica Y Womack: our teaching.

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00:15:39.070 --> 00:15:56.620

Veronica Y Womack: and if any ideas come to mind, you could come off of mute. You can add it your comments to the chat. And again, we're just thinking about generating examples of how, of instructor or learner centered approaches to teaching.

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00:16:07.740 --> 00:16:11.060

Veronica Y Womack: We will have many opportunities that

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00:16:11.720 --> 00:16:19.139

Veronica Y Womack: reflect on this, both from our own practices. As well as some ideas that you might gain from

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00:16:19.974 --> 00:16:22.110

Veronica Y Womack: up in today's session.

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00:16:22.750 --> 00:16:32.415

L Dahline: I've had a yep. I see Shelby in the chat says we can use poll everywhere. It's a great formative assessment tool. In my role. I've also worked as

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00:16:33.340 --> 00:16:41.570

L Dahline: course designer and had several consults with instructors. I worked with a school of communications professor who had kind of like a standard paper

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00:16:41.570 --> 00:17:05.149

L Dahline: for each of the 10 weeks of the quarter, and we modified them to accept different types of submissions, besides just a writing based submission. And it was he was amazed when I got back from an art student kind of these really amazing graphic organizers with these detailed illustrations. And so even just changing a little bit of the language to accept more types of submissions.

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00:17:05.675 --> 00:17:10.400

L Dahline: Was really beneficial for the entire group to

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00:17:10.550 --> 00:17:12.670

L Dahline: analyze their learning in a new way.

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00:17:15.790 --> 00:17:26.130

Veronica Y Womack: Yeah, we also see in the chat, giving opportunities for them to revise their exam responses. And giving partial points back.

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00:17:28.420 --> 00:17:30.110

Veronica Y Womack: I'm loving it. Yeah, so.

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00:17:30.110 --> 00:17:50.469

L Dahline: I recognize, too, that the revisions and the redoing can be sometimes more taxing on the instructors, because we just looked at that poll everywhere. Of how much time do we use to provide feedback? And then you have to reanalyze on. How am I going to restructure my time, either personally or in class to allow for that revision and redoing. Shelby. I see a hand.

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00:17:52.530 --> 00:17:55.059

Shelby Hatch: Yeah, I was at a

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00:17:55.230 --> 00:18:06.049

Shelby Hatch: symposium on Friday. And during one of the sessions the person who was leading it was talking about a standards based approach to grading. And

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00:18:06.250 --> 00:18:08.670

Shelby Hatch: what? And that's like

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00:18:08.780 --> 00:18:29.940

Shelby Hatch: in that model. You keep allowing revisions until you reach mastery. Essentially. But one of the things that he said was, he teaches math, and he doesn't necessarily require that they redo a test like in a written form. But he might have, like an oral exam, or a discussion with the student about the

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00:18:29.940 --> 00:18:41.839

Shelby Hatch: the like, the questions or the type of questions that they missed and evaluate that way, rather than just like having to rewrite an entire exam, which I think would also be more student centered.

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00:18:42.191 --> 00:18:44.649

L Dahline: And last time we graded as well.

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00:18:44.650 --> 00:18:45.759

Shelby Hatch: Right, exactly.

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00:18:45.760 --> 00:18:47.740

L Dahline: We're having to write another version of the exam.

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00:18:47.740 --> 00:18:48.760

Shelby Hatch: Exactly.

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00:18:50.240 --> 00:18:51.570

L Dahline: Yes, thank you for sharing.

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00:18:57.110 --> 00:19:03.039

Veronica Y Womack: We also see requiring in-person presentation versus students electing how to present

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00:19:03.200 --> 00:19:18.160

Veronica Y Womack: again the of course, students selecting how to present being the more learner centered approach, and having a students can take charge of their learning by being proactive and choosing the topic of the assessment.

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00:19:18.540 --> 00:19:33.169

Veronica Y Womack: Yes, I mean, we're already really good it. It feels like the more opportunities we provide for options and choice. That's a way to really cultivate the to

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00:19:33.550 --> 00:19:40.949

Veronica Y Womack: to have our assessments be rooted in this student success mindset that is aware of their need.

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00:19:41.694 --> 00:19:53.239

Veronica Y Womack: Interests. So yeah, anchoring ourselves and flexibility. But then, also thinking about the thinking about structure. Seems to be kind of keeping that balance

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00:19:53.400 --> 00:19:55.990

Veronica Y Womack: to be a winning approach. Oh, it's Shelby.

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00:19:56.130 --> 00:20:17.209

Shelby Hatch: I had a question about it, I mean, sometimes like there might be, say, a certain type of writing. If say, especially if you're doing. You know a writing course where you you want. The students like part of your learning goals are that a student needs to learn how to write in a certain way. And so in that case, like

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00:20:17.870 --> 00:20:27.129

Shelby Hatch: you couldn't really say, Okay, you can do an art project instead of a writing assignment in this particular example. So I I feel like sometimes

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00:20:27.590 --> 00:20:32.259

Shelby Hatch: if part of the learning goal is to learn how to do this technical thing, you can't give

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00:20:32.890 --> 00:20:34.449

Shelby Hatch: options in that way.

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00:20:34.680 --> 00:20:47.669

L Dahline: Correct. I've worked with several clinical professors and saying, you have to learn how to write your patient education for all these different, you know clients or patients. And so yes, teaching them to a specific

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00:20:47.790 --> 00:20:56.369

L Dahline: task and skill and style, in addition to the content, is another thing that can be measured with all of our assessments. Yes.

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00:20:59.270 --> 00:21:07.169

Veronica Y Womack: Well, I wanted to share some of the benefits of being of having learner-centered policies. So in a 2,006,

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00:21:07.370 --> 00:21:32.790

Veronica Y Womack: 16 study, published in the scholarship of teaching and learning. In psychology. 90 students were randomly assigned to either a learner or teacher centered syllabi, and they rated the faculty using well validated measures of teaching behaviors, and the study found that the student perceptions of faculty, using a learner centered syllabus rated the faculty as more creative.

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00:21:32.820 --> 00:21:57.989

Veronica Y Womack: caring, happy, receptive, reliable, and enthusiastic. But, more importantly, I might say that there was increased student engagement in those classes. And so we're seeing, possibly you know, a better rapport between the students and the faculty, who used more, had more learner centered policies, and then again more increased engagement and participation.

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00:21:58.683 --> 00:21:59.326

Veronica Y Womack: So

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00:22:00.590 --> 00:22:17.329

Veronica Y Womack: when we think about creating more. Think about the the student success mindset, we're really thinking about centering. The students needs and by that and characterizations of centering the students needs right might be to

102

00:22:18.260 --> 00:22:35.900

Veronica Y Womack: be aware and sensitive towards fluctuating needs and the multiple roles of students as well as current events. So you have this awareness and sensitivity to these types of factors and things that the students are experiencing. We also believe that

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00:22:36.395 --> 00:22:50.770

Veronica Y Womack: you, these instructors are a growth oriented. They're centering the growth mindset. And that could look like having including low stakes, opportunities that lead toward final assessment. So

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00:22:51.050 --> 00:23:03.370

Veronica Y Womack: really carving out space for the students to show their evolution and their their knowledge, enhancements, and another kind of practical way to bring in your awareness and sensitivity

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00:23:03.570 --> 00:23:28.480

Veronica Y Womack: to the student experiences might be to allow for unlimited submissions on canvas. So with each of these levels of, or types of awareness that we're encouraging, that we know creates a more learner centered course. There are accompanying practices that the instructors can engage in. So we also have this idea of, you know, embrace

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00:23:28.800 --> 00:23:44.689

Veronica Y Womack: options. So I just mentioned that a few slides ago. And so by this we're saying that the instructors appreciate the need for showcasing options challenging the single story, and they also have an appreciation for multi vocal approaches.

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00:23:45.136 --> 00:23:59.420

Veronica Y Womack: So how might this look in practice? Well, the instructors might make sure that the students can choose how they submit their assignments. And these submission type options can include text entry

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00:23:59.420 --> 00:24:10.750

Veronica Y Womack: media recordings. Website, URL, file upload student annotations. So that's an example of how one could really embrace options.

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00:24:11.060 --> 00:24:17.199

Veronica Y Womack: And then, lastly, we think that the instructors who really center

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00:24:17.800 --> 00:24:34.560

Veronica Y Womack: the students and their needs, they think about being reflective as well as being critical about their own learning experiences and not feeling pressure to replicate their experiences onto their current students.

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00:24:34.560 --> 00:24:50.669

Veronica Y Womack: And so examples of showcasing this level of reflexivity and criticalness might be for the instructor to revisit and revise their own teaching philosophies and their narratives, and doing this on a regular basis.

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00:24:56.020 --> 00:25:18.480

Veronica Y Womack: we also believe that it's important to regularly revisit our knowledge of the student experience. And so by regularly, this means thinking about the doing this at multiple time points. You might want to do this before class during class, after the class after the course concludes.

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00:25:18.960 --> 00:25:42.900

Veronica Y Womack: And this can really look like a check-ins, a student check-ins, getting a sense of what their interests are, what their motivations are. And we have a few questions that can tap into this. So we're featuring one question of you know, possibly asking them, what is your previous experience with the particular topic of the class?

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00:25:42.940 --> 00:25:53.729

Veronica Y Womack: And this can be posed in an informal way, or you can actually capture the experiences that they've had informally

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00:25:53.980 --> 00:26:12.369

Veronica Y Womack: or for me, like we want to get the range of of what the students have experienced and written to the content. Or you can ask them questions like, you know, what skills do you want to bring field through your work in this course, and the the information that you might get

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00:26:12.770 --> 00:26:37.630

Veronica Y Womack: from this type of question can really give you information about the students backgrounds on the course content and via previous question can give us information about how you can build rapport with your students, noting what some of their previous experiences have been. And so these types of questions, they can be relayed through a student questionnaire.

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00:26:38.110 --> 00:27:01.519

Veronica Y Womack: free surveys. We do know that these types of surveys can help you cultivate a welcoming and inclusive course. Climate, which is one of the Northwestern principles of inclusive teaching, and the tools that you can utilize to get a sense of these student experiences could be the canvas survey as well as utilizing reflection, assignments.

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00:27:03.170 --> 00:27:05.732

L Dahline: Several instructors that I've worked with.

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00:27:06.620 --> 00:27:26.249

L Dahline: sometimes use the canvas surveys when they publish their course. They'll publish like maybe a week early the overall course, but leave all of their modules unpublished, and then they send an assignment or the link to this certain quiz or assignment to get that information. So they get to get a little overview before they actually see their students face to face.

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00:27:30.930 --> 00:27:31.630

L Dahline: Okay.

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00:27:32.206 --> 00:28:00.100

L Dahline: so now, we're going to think about our course design, 1st by looking at syllabus statements, some of the 1st information that our students interact with and then talking about how student voice is implemented throughout our course, then going to finish off with our assessment design and assessing, how did we actually do with implementing this definition of success that we're establishing here in the practicum.

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00:28:02.870 --> 00:28:25.490

L Dahline: So one of the 1st things that instructors might have a policy on would be extensions. I'm not going to read some of these excerpts on the slides. You have a copy of the slides available in our canvas page, and all of these tech tools that are linked in the slides are also linked on the canvas page that UN can place in the chat for us.

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00:28:25.950 --> 00:28:35.890

L Dahline: But we've noticed, that a variety of policies around extensions depending on the task at hand. And the timing of the course.

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00:28:36.100 --> 00:28:46.339

L Dahline: You can do this through a couple of tools. I'm going to exit the presentation here and actually go into canvas so that we can see some of these in practice.

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00:28:48.750 --> 00:28:54.080

L Dahline: So this was the page that I was referring to. You'll get access to this here.

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00:28:54.990 --> 00:28:56.310

L Dahline: Thank you. UN.

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00:28:58.318 --> 00:29:06.560

L Dahline: We were talking also about how you make a survey. It's through quizzes in canvas. That link was provided earlier in the chat.

128

00:29:06.760 --> 00:29:14.120

L Dahline: and when you're creating an assignment as well, let me go to a sample course here.

129

00:29:18.020 --> 00:29:22.659

L Dahline: We can use the settings underneath that assignment

130

00:29:23.580 --> 00:29:33.080

L Dahline: to create extensions for students. So this is just a demo course that has not real students. They're named after wildcats

131

00:29:34.500 --> 00:29:36.870

L Dahline: going to a sample assignment here.

132

00:29:38.730 --> 00:29:41.190

L Dahline: and we'll just call it homework one

133

00:29:41.980 --> 00:30:09.960

L Dahline: and at the bottom of your instructions. It says when it's due, and it says for everyone. But if Maria Ocelot, for example, says, I have an extenuating circumstance. I will be out of town for A family funeral. Can I? Please have an extension? Yours, you say? Yes, of course. Then, you can go down to the very bottom and add this little button that says assigned to type the name of the student.

134

00:30:10.170 --> 00:30:17.090

L Dahline: and then give them the separate due date. This is not viewable to any other students. Just you as the instructor.

135

00:30:19.650 --> 00:30:40.560

L Dahline: Another thing that you can do whenever you begin a course, you may get the list of accommodations needed from accessible and new, and if students need additional time on quizzes or tests, then you can use the quiz moderation function within canvas to make those adjustments.

136

00:30:41.920 --> 00:30:52.729

L Dahline: So this link here as well shows that once you have built a quiz going to zoom in here. There's a little gear in the right menu that says, Moderate this quiz.

137

00:30:54.440 --> 00:31:07.630

L Dahline: and then you will be able to add time in addition to so if they get time and a half, you would add 15 min to a 30 min quiz, for example, you can also moderate it by giving them extra attempts.

138

00:31:13.070 --> 00:31:21.170

L Dahline: Would anyone like to share other experience with providing extensions or any methods that they found useful in their teaching or courses.

139

00:31:22.590 --> 00:31:26.099

L Dahline: feel free to use the chat or unmute if you'd like.

140

00:31:33.180 --> 00:31:37.909

L Dahline: or challenges are welcome. We can also discuss solutions

141

00:31:38.080 --> 00:31:45.059

L Dahline: and compare what has worked and what hasn't worked. Sometimes we learn best by also finding out what doesn't work in our

142

00:31:45.280 --> 00:31:46.330

L Dahline: are teaching

143

00:31:50.054 --> 00:32:13.100

L Dahline: the next item here, meaningful engagement, talking about how we want students to be present in our courses. Sometimes this could be like technology policies of like using phones or how you want students to address one another and have respectful conversations, especially in this political climate, that we're enduring right now.

144

00:32:15.830 --> 00:32:33.470

L Dahline: so a couple different tools that we have for student discussion are the canvas discussions and peer reviews. Both of these features also have anonymous functions. So, depending on how you want students to interact, or if you want it to be graded or not

145

00:32:33.690 --> 00:32:36.390

L Dahline: those tools can be useful as well.

146

00:32:37.200 --> 00:32:46.810

L Dahline: Discussions can be done either as a whole course or in groups. So if you have a large

147

00:32:47.120 --> 00:33:02.030

L Dahline: course of 60 students. But you don't want threads for all 60 people. In one place you can split them up into groups of 5, using the people tab. And then those conversations discussion boards would create separate ones for each group

148

00:33:03.140 --> 00:33:13.140

L Dahline: and some instructors I've worked with create new discussion groups like every week, so that they are talking with different members of their course of their section each time.

149

00:33:14.460 --> 00:33:39.360

L Dahline: and then peer reviews can be assigned to the assignments that you've created, and then that provides basically the same kind of speed grader view that you see, and they can provide comments, feedback as well as annotate on each other's work within canvas. But you as the instructor, then get to see how they've communicated with each other and help facilitate that process.

150

00:33:46.200 --> 00:33:51.440

L Dahline: Thank you. Corrine for sharing the chat. Sometimes we don't offer extensions and provide a homework grade drop.

151

00:33:56.120 --> 00:34:01.389

L Dahline: and might require some rebranding, depending on how? What language you use to explain that.

152

00:34:03.620 --> 00:34:11.629

L Dahline: and Chris shares that, in addition to a grace period, also apply an equal percentage drop in grade earned for every day past due.

153

00:34:11.880 --> 00:34:19.329

L Dahline: unless the student requests and is granted an extension otherwise awesome. Thank you so much for sharing your practices with us.

154

00:34:24.620 --> 00:34:26.209

L Dahline: Yeah. And also in the silk.

155

00:34:26.550 --> 00:34:27.330

L Dahline: Go ahead.

156

00:34:27.330 --> 00:34:39.510

Veronica Y Womack: Yeah, I I wanted to note that with the the quote that we're using for meaningful engagement. It was actually pulled from one of our Northwestern colleagues, Syllabus Charlene Mitchell.

157

00:34:39.730 --> 00:35:06.120

Veronica Y Womack: who was a co-designer for session 2. But just the setup of this moment was that you know he was express expressing that this is a conversation based class, and the quality of the conversations are important. But then, she adds, and you see in the bold, you know. But I do understand that some people do not wish to talk in groups, and that is perfectly fine.

158

00:35:06.388 --> 00:35:18.460

Veronica Y Womack: And then she goes on to say, You know. Please let me know if that's the case for you and I will work to accommodate you, and the idea behind this is that we know that the engagement can't be meaningful if a student might

159

00:35:18.850 --> 00:35:24.719

Veronica Y Womack: become anxious or like. If that's not how they want to relay information so kind of bringing in

160

00:35:26.192 --> 00:35:33.080

Veronica Y Womack: opportunities for accommodations is just what this particular aspect of the syllabus was highlighted.

161

00:35:34.640 --> 00:35:35.560

L Dahline: Thank you. Veronica.

162

00:35:35.800 --> 00:35:36.350

Veronica Y Womack: Sure.

163

00:35:39.205 --> 00:35:47.935

L Dahline: Next up some people also continue the conversation about like extensions, meaningful engagement engagement with flexibility.

164

00:35:49.479 --> 00:35:59.360

L Dahline: And kind of sharing that as the instructor, they want to use flexibility throughout the course and explain to what extent they're

165

00:36:00.050 --> 00:36:02.200

L Dahline: Allowing that flexibility.

166

00:36:04.188 --> 00:36:15.370

L Dahline: In order for you to understand what your students need. We do have a couple of tools that the teaching and learning technologies team has built. One is called end use submissions.

167

00:36:17.940 --> 00:36:21.079

L Dahline: Let me find that here. Oh, gotta open it.

168

00:36:22.520 --> 00:36:47.659

L Dahline: And any submissions actually allows you to see when your students have things due across all courses. So this is very handy. So if you teach undergraduates specifically, then it'll show like, if they have a lot of things due on a Friday, for example, that you might stagger things on a different day if all of their course loads have them

169

00:36:47.900 --> 00:36:52.530

L Dahline: submit things in one particular area of the week.

170

00:36:56.420 --> 00:37:18.569

L Dahline: and then the other option is using the assigned to feature in canvas. If you want to split up students into different groups based on what their choice is for the assignment, or when we've worked with law instructors, they have students split up into 2 groups on 2 different sides of the case.

171

00:37:18.570 --> 00:37:39.128

L Dahline: Then this assigned to feature allows you to assign, like a module of content to a group of students, and then a separate module, perhaps to another one. You can do that with pages as well, so that students actually can't see the other groups content. And then you can have a peer teaching moment, or one of those more active, learning

172

00:37:39.970 --> 00:37:43.440

L Dahline: problem-based kind of assignments as well.

173

00:37:44.890 --> 00:38:04.941

Veronica Y Womack: and I wanted to note, too, with the examples that we're showing on this particular slide with flexibility, I want to highlight it because it showcases sometimes we don't want to. People are worried about like, well, the students kind of take advantage of these policies, and maybe it won't

174

00:38:05.390 --> 00:38:26.119

Veronica Y Womack: aid them in the future if they're too flexible. It's like you're giving them too many options. And so this again is from Charlane Mitchell syllabus, and she says, You know, please note that although there is flexibility built into the structure of this class to enable students to work more fluidly through the quarter to prepare for more challenging weeks and other classes. And here's the part.

175

00:38:26.120 --> 00:38:35.919

Veronica Y Womack: It is suggested that students do not backload assignments. So with each step, we're still giving them guidance and suggestions as to how to

176

00:38:36.826 --> 00:38:42.500

Veronica Y Womack: act these these policies. So it's like, okay, the flexibility is there? But

177

00:38:42.840 --> 00:38:46.380

Veronica Y Womack: kind of be told. With this accommodation and opportunity.

178

00:38:49.290 --> 00:38:55.940

L Dahline: And feel free to continue adding your thoughts to the chat as you wish or unmute. If you want to share as well.

179

00:38:57.541 --> 00:39:09.098

L Dahline: We want to also, emphasize that. How we want to respect each other in our courses. So several instructors have a policy on

180

00:39:09.850 --> 00:39:18.935

L Dahline: how to display that respect. And what kind of policies are in place to listen or

181

00:39:19.750 --> 00:39:33.299

L Dahline: remediate any issues or student conflicts, or what are the resources? The university that were actually shared with you, I think, in the 1st couple of sessions to help students through those types of conflicts.

182

00:39:34.580 --> 00:39:46.210

L Dahline: Oh, one way to communicate with students individually is through the canvas inbox. This is like a direct messaging service. It is not their email

183

00:39:49.000 --> 00:39:57.000

L Dahline: but it is this icon on your left. Global menu here. That says inbox.

184

00:39:57.210 --> 00:40:23.959

L Dahline: And what's nice about this is, you can actually send messages to groups of students to sections of students to your tas without having to go through your email. If you use the canvas inbox, though, we do want to note that sometimes in your notifications it's called Conversations. So we would suggest that in your canvas notifications you have them turned on for conversations, that you get an email. When the student sends you a message on canvas.

185

00:40:25.030 --> 00:40:29.558

L Dahline: Otherwise. You'll just have to log into canvas, and then you'll have a little

186

00:40:30.580 --> 00:40:34.459

L Dahline: icon or badge, saying how many unread messages you have.

187

00:40:41.520 --> 00:41:05.359

L Dahline: and this excerpt is from a source that we have an instructor, Professor Casey, in our canvas Learning Center. We have several full courses that instructors have been generous to share with us. We've removed all student information, but you can actually see their syllabi, their assessments, the entire layout of their course content, and how they utilize canvas.

188

00:41:06.020 --> 00:41:13.940

L Dahline: So let me go ahead and pull that up here in the canvas learning center. When I scroll down to samples and templates.

189

00:41:15.000 --> 00:41:25.761

L Dahline: we have examples of completed core sites, and you can actually click through each one of these to see, what do these fellow instructors, modules, looks like?

190

00:41:26.790 --> 00:41:36.139

L Dahline: etc. And so this syllabus excerpt was taken from the English. 338 course. Here, I'll go ahead and put this in the chat as well.

191

00:41:41.750 --> 00:41:51.390

L Dahline: So then, moving on from our syllabi kind of the 1st interaction with our course material that students have. We want to think about our student, input

192

00:41:53.400 --> 00:42:16.499

L Dahline: how do they get their voice heard in the content or in their learning? So we want to provide multiple opportunities to connect with students and have them engage with the content, not just with the instructor and the Tas, but also with each other. We can do this by creating comprehension checks that can be, as you all have shared earlier.

193

00:42:16.500 --> 00:42:37.029

L Dahline: formally written, or maybe just walking around the room some oral conversation, or just observing them as they're working through things when you give them work time in class. If you're online, you can ask them to share their screens as well, just so that you can observe how they're getting through an issue or a problem.

194

00:42:37.946 --> 00:42:51.779

L Dahline: We also encourage many different types of reflections, and the exam wrappers in the chat that UN shared are kind of like an addition additional page added to a test.

195

00:42:52.620 --> 00:42:54.980

L Dahline: Here's an example from physics

196

00:42:56.620 --> 00:43:22.149

L Dahline: asking students, how much time did you prepare for this? Did you spend preparing for this exam and putting in like a percentage of these possibilities. What tools, what resources did you use? So you're getting an insight of, even though you told them what to do in class, how did they actually implement your suggestions? And you can compare with this reflection with their actual performance.

197

00:43:23.740 --> 00:43:30.129

L Dahline: can also be informative of how you help tas in their sections as well.

198

00:43:32.580 --> 00:43:39.900

L Dahline: So here's a sample of a biology, one filled out from a student saying they spent almost 12 h, and then

199

00:43:40.170 --> 00:43:46.349

L Dahline: designated the 100% on the choices that was best for them.

200

00:43:59.070 --> 00:44:26.859

L Dahline: As we said at the at the beginning of this, too. Surveys can also help you get information about understanding where students are coming from so that can support the design of what types of assessments that you're using based on their interests or relevance and the purpose to their experience in the program, or what they're going to be using this information for after their university experience, how are they going to be using this content in the field

201

00:44:26.920 --> 00:44:39.580

L Dahline: and so understanding their work, experience their life experience can really help you craft some of those more project based learning or authentic learning experiences as well.

202

00:44:40.340 --> 00:44:58.639

L Dahline: We also want to encourage some of the higher order. Thinking skills, like the application and analysis, rather than just the studying and then presenting that they have attained the information we wanted them to be able to evaluate and use this information in their own context. So taking it.

203

00:44:58.790 --> 00:45:06.779

L Dahline: the next step outside of what they've learned from a textbook and applying it to a variety of scenarios.

204

00:45:08.011 --> 00:45:13.629

L Dahline: One tool that might help is these Nu academics here.

205

00:45:13.740 --> 00:45:32.340

L Dahline: It shows you Caesar information about students, majors, schools, and their academic year. So again, if you have a large population, you can get into this Nu academic tool, and it will show you what all the majors are of your students without having to ask and look through a survey.

206

00:45:41.352 --> 00:45:59.340

L Dahline: Sometimes our summative assessments can build up a lot of pressure for students, and I wanted to highlight this example from the English 338 course that I shared in the sample courses that really focuses on instructor transparency, and the process over the product, instead of grading

207

00:45:59.800 --> 00:46:04.401

L Dahline: or mandating, that students have a certain length turned in, or

208

00:46:05.510 --> 00:46:22.239

L Dahline: have a certain amount of things covered. This project was to focus on. How did you approach it, and how much did you get done in the time? How would you revise your approach or your process if you had to do it again in the future. So just taking a quick look here.

209

00:46:23.244 --> 00:46:29.239

L Dahline: the instructions on this assignment, again, are in the sample courses of the canvas learning center

210

00:46:30.822 --> 00:46:40.120

L Dahline: the instructor opens with some scaffolding on what resources to use. But I'm going to scroll through here until the end.

211

00:46:41.460 --> 00:46:54.120

L Dahline: So the last 2 paragraphs. I've asked all of you to track the number of hours you spend on this assignment from start to finish, and spend at least as much time as you would on a final paper, and then gives an estimate to clarify.

212

00:46:55.370 --> 00:47:09.570

L Dahline: But if you reach your limit and have not made it yet live, you can stop. So giving permission to not actually get a finished product, and the evaluation will allow you to reflect on the work you were able to complete in the time you allotted.

213

00:47:10.060 --> 00:47:13.750

L Dahline: and it could still be in the sandbox process, not product.

214

00:47:14.150 --> 00:47:40.739

L Dahline: And then the transparency. Here the assignment is an experiment for me as well. So grading will err on the side of generosity, and I'll prioritize your insights. So trying to create that culture of good faith and comfort and vulnerability to allow both the students and the instructors to try something new and then modify as needed the next iteration of the course.

215

00:47:42.360 --> 00:47:51.409

L Dahline: If you have done something similar or want to share how you've implement implemented a new project or new process feel free to

216

00:47:51.780 --> 00:47:53.910

L Dahline: unmute or share in the chat.

217

00:48:11.250 --> 00:48:20.539

L Dahline: There are so many types of summative assessments out there, and it can be really exciting to hear about new methods. But understanding how much to implement and

218

00:48:21.020 --> 00:48:26.180

L Dahline: when we can add them into our course, can be challenging. So it's always a work in progress

219

00:48:26.807 --> 00:48:32.182

L Dahline: bringing back this resource from our keynote speaker who we had.

220

00:48:33.290 --> 00:48:48.789

L Dahline: Chapter 4, was the the main concept that stuck out to me about reimagining the student experience. And I have 5 bullets there that really speak about the ways that we utilize the student voice and craft. Our assessment based on this learner focused

221

00:48:48.950 --> 00:49:00.390

L Dahline: approach. We want to make sure that we have explicitly stated the purpose and relevance of these assessments to what the students are doing, and

222

00:49:01.510 --> 00:49:12.890

L Dahline: from not only from our experience, but also ask the students to provide? What is their purpose, and how do they see the relevance? Is it aligned to what we think it should be for them?

223

00:49:14.060 --> 00:49:19.409

L Dahline: Secondly, active and experiential learning speaks to providing

224

00:49:21.060 --> 00:49:25.209

L Dahline: ways that students can kind of grapple and have multi-step

225

00:49:26.790 --> 00:49:32.106

L Dahline: processes to get to a product at the end. It could be

226

00:49:32.810 --> 00:49:41.215

L Dahline: working in groups for one part of the assignment, then another component is an individual item or

227

00:49:41.780 --> 00:49:53.249

L Dahline: finding more sources to contribute to a larger project with the class. That's more also of the 4th bullet open pedagogy. I've worked with instructors that are creating like a gallery

228

00:49:53.250 --> 00:50:22.060

L Dahline: of say performance studies. So they're collecting their student work over time. And so the students, each quarter are contributing to this department or program wide gallery of work, so that they can not only compare their experience with students in their own course, but across the program over several years, and see how it's changed, depending on the topics that people have picked, or the the time period, etc.

229

00:50:22.630 --> 00:50:44.129

L Dahline: The 3rd bullet, also authentic learning, provides students with experiences of actually maybe working with people in the field. So bringing in those speakers, and maybe actually having students engage in the interviews or conducting research and working with our community partners. Things like that

230

00:50:44.600 --> 00:50:58.689

L Dahline: and collaborative learning. I am sure that pretty much everyone has done. That's just another way of saying group work and getting students to think pair share either with the people around them or engaging in online

231

00:50:59.630 --> 00:51:02.920

L Dahline: discussion boards as well could be examples of those.

232

00:51:03.110 --> 00:51:08.910

L Dahline: And if you have more examples of any of these items feel free to add them to the chat.

233

00:51:12.020 --> 00:51:14.899

L Dahline: It's really cool to hear of all of the different types of

234

00:51:15.390 --> 00:51:18.209

L Dahline: authentic learning that we see across the university.

235

00:51:29.535 --> 00:51:51.949

L Dahline: This next item is very popular in K through 12 scenarios. I know sometimes it's hard in the quarter system when we only have 10 weeks to work with students, especially if you haven't taught them before, developed a relationship with them beforehand. But we can then maybe pick one aspect of our course, or one assignment in which we experiment with co-creation.

236

00:51:53.220 --> 00:52:12.250

L Dahline: whether that be us providing a list of topics or a list of possibilities that students choose from, or students actually help create a column or 2 of our rubric. So we might have a couple items that we're looking for. And then students say, well, this is what we want to. Also, you consider as part of our grade.

237

00:52:13.630 --> 00:52:42.430

L Dahline: Another way that students can contribute is that you provide samples of student work. Names redacted, of course, doesn't have to be from your current batch of students could just be fictional samples as well, and you have students practice grading them so they understand your perspective of grading, so having them doing, flipping the roles and seeing it through the eyes of the instructor, can help bridge that conversation of what you expect from them, and

238

00:52:42.580 --> 00:52:48.019

L Dahline: them getting that feedback from you, of of what they need to do to get to that expectation.

239

00:52:49.060 --> 00:53:18.510

L Dahline: They could also practice designing an assessment or part of an assessment. I've had instructors that say, Okay, everybody write down an open, ended question on a piece of paper, send it to the front, and then, you know, Ta will construct a quiz at the end of the class for your exit ticket from these questions, or use it as a bank as you go through. I know that can be challenging, depending on your students prior knowledge, and if you're very content, heavy in the course. They may not have all of the knowledge needed to create those questions.

240

00:53:18.820 --> 00:53:24.169

L Dahline: but you can decide in in which way that can be implemented.

241

00:53:24.500 --> 00:53:38.589

L Dahline: and then finally deciding the assessment weight. If you have a final project in which students can either do an oral presentation, a paper or a combination of things. Some instructors say, Okay.

242

00:53:38.720 --> 00:53:47.000

L Dahline: these have to add up to 100. But you tell me, is your oral presentation. You know, 40%. And your paper is 60, or

243

00:53:47.500 --> 00:53:54.600

L Dahline: give me a proposal of of why this is the way you would like. Your grade to be considered.

244

00:53:56.290 --> 00:54:01.040

L Dahline: and of course I wanted to share the Udl principles here again with us.

245

00:54:02.217 --> 00:54:07.940

L Dahline: As we look to craft any assessment for our students, we want to make sure that

246

00:54:09.260 --> 00:54:18.900

L Dahline: it follows these guidelines that allow students to have multiple means of engagement, representation and expression.

247

00:54:19.890 --> 00:54:28.470

L Dahline: This is a very helpful tool that helps us understand student access support, and then

248

00:54:29.024 --> 00:54:30.840

L Dahline: the output as well.

249

00:54:35.080 --> 00:54:55.498

L Dahline: A question in the chat asks, Is there a way in canvas to customize the weighting of grades by student that would be lovely. I'm familiar with waiting. Overall in the course so similar to how you might have in your syllabus. That quizzes are 20% discussion boards are 30% and

250

00:54:57.040 --> 00:55:08.585

L Dahline: assignments are, you know. However, we can wait it that way. But within the actual grade book you can make adjustments

251

00:55:09.440 --> 00:55:18.050

L Dahline: manually through points. Let me look up a couple more ways of how you're asking that question and see if there are a couple other workarounds.

252

00:55:18.660 --> 00:55:20.160

L Dahline: That's a great question.

253

00:55:26.510 --> 00:55:27.729

L Dahline: All right.

254

00:55:30.770 --> 00:55:48.800

L Dahline: So overall, we want to present this positive culture of feedback for students and understand that we're providing this feedback, not as punitive, but to help them grow in that mindset that some of you shared already of mastery. And we can provide feedback in multiple ways.

255

00:55:48.930 --> 00:55:51.450

L Dahline: We can provide

256

00:55:51.560 --> 00:56:18.220

L Dahline: rubrics, oral feedback under here in this list of tech tools there are also media comments now available in canvas to where you can provide a video. That you've recorded, or just use your voice. Want to recognize also that sometimes as instructors, it can be really tedious to like, spend so much time in front of a screen. But if you can just record your voice rather than having to type everything out that can be helpful as well.

257

00:56:20.906 --> 00:56:30.439

L Dahline: We also want to pro provide time for students to incorporate that feedback and not just receive it.

258

00:56:31.070 --> 00:56:37.769

L Dahline: and then not understand how they can utilize that to improve their performance.

259

00:56:38.510 --> 00:56:45.520

L Dahline: and that might include conversations with Tas and instructors, or also other colleagues in the program.

260

00:56:46.710 --> 00:56:48.960

L Dahline: So again, couple of things here.

261

00:56:49.640 --> 00:57:09.630

L Dahline: rubrics. This is a sample of what a rubric looks like in canvas. You can actually have different points in each of these items, and then, when you go to grade, you click on whichever rating you have, and can provide comments within each specific rating or in addition, comments for the entire rubric as well.

262

00:57:12.200 --> 00:57:37.640

L Dahline: here's an example of a comment library. So if you're writing the same feedback for each student, and you've noticed there's a trend here that every student needs this, you can either send like an announcement to a class right and say, y'all did a great job. But here's what I would suggest, or you can develop this comment library and provide it individually for students rather than typing it out. You can just click whichever comment you need. And it's added to that assignment.

263

00:57:40.730 --> 00:57:52.859

L Dahline: And then here is where you add a media comment. Next to the blue submit button at the bottom of your speed grader. There is, both the video cam and the audio speaker to use those

264

00:57:53.310 --> 00:57:54.440

L Dahline: features.

265

00:57:55.450 --> 00:57:58.621

L Dahline: And this is one of my favorites in your grade book.

266

00:57:59.520 --> 00:58:25.850

L Dahline: is when you use the 3 dots next to an assignment, you can message students who and canvas will pre-populate several options for you, so you can message students who have not yet submitted who scored a certain percentage, either high or low. That way, you can really differentiate the information. To say, people who got less than a 60% might need some extra support. So they should go to this section

267

00:58:26.233 --> 00:58:30.829

L Dahline: or if students scored very high, then I might suggest an additional

268

00:58:32.170 --> 00:58:43.339

L Dahline: way that they can be engaged on campus with their skills, especially for our language courses. Here's an opportunity for a conversation table, or here's an opportunity for a film festival.

269

00:58:46.550 --> 00:58:47.779

L Dahline: All right.

270

00:58:55.540 --> 00:59:17.917

L Dahline: So wrapping up here, Ed Tech provides a lot of solutions for us. As before, I said, the canvas Learning center has many tools that Northwestern supports directly. But our team is already always interested in hearing what tools you have found. Outside of just the northwestern sponsored ones.

271

00:59:18.500 --> 00:59:24.809

L Dahline: the ones that I would suggest. That we've seen a lot of input on would be Miro, which is a whiteboarding

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00:59:25.540 --> 00:59:30.000

L Dahline: tool padlet, which is more like a public posting

273

00:59:30.140 --> 00:59:32.710

L Dahline: kind of like a cork board kind of tool

274

00:59:32.890 --> 00:59:46.389

L Dahline: and poll everywhere is the polling software. We've also been exploring different AI tools we have at Northwestern Microsoft Copilot available to all faculty and students and staff.

275

00:59:47.450 --> 01:00:05.329

L Dahline: And when you're considering using different tools, you might want to consider looking through the terms and the privacy settings, acknowledging that the ones that aren't sponsored by Nu have not been vetted for security by our team

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01:00:05.780 --> 01:00:17.500

L Dahline: and we cannot verify. Necessarily, if that tool in particular will protect our student information, or whatever information they upload to the tool in their accounts.

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01:00:17.500 --> 01:00:35.590

L Dahline: So please reach out to our canvas at Northwesternedu. If you have any questions about that specifically, also, to add to this, I will add it to our canvas page. We have a new student, AI literacy module. So that if you are using AI tools, our team has created.

278

01:00:36.015 --> 01:00:42.815

L Dahline: basically a 6 page guideline for students on how to use. AI, what is AI and

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01:00:43.250 --> 01:00:49.089

L Dahline: what to consider when using AI as either a learning tool

280

01:00:49.750 --> 01:01:06.190

L Dahline: or as a brainstorming tool? And what are some prompts and things that they can use for each of those scenarios that way if you're not familiar in teaching AI. But you still want to practice using one of those tools. You can upload that module to your course and go through it with your students together.

281

01:01:08.020 --> 01:01:13.159

L Dahline: So I know it's been a ton of information for you all throughout this entire practicum.

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01:01:13.440 --> 01:01:30.630

L Dahline: And we were talking about assessment with your content. But as some of you brought up, you also want to assess students skills. So now, this idea of using student success, or this approach of a student or a learner centered mindset, how do we assess that

283

01:01:30.700 --> 01:01:50.410

L Dahline: as an instructor was using this definition or changing our assessments actually effective? Did students enjoy it or appreciate it? So these 3 questions you might be able to use with your students. Ask your students, could they use the definition that you created in your syllabus to get the resources when they needed them?

284

01:01:51.060 --> 01:01:57.149

L Dahline: Ask your students? Did your experience inform and contribute to the design of my course?

285

01:01:57.870 --> 01:02:03.820

L Dahline: You can also ask students what were some factors or notable moments in this course that helped you feel successful.

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01:02:03.960 --> 01:02:13.350

L Dahline: How did I help you feel successful? And how did this contribute to your overall university or program experience?

287

01:02:14.170 --> 01:02:20.280

L Dahline: So not only focusing on assessing students, but assessing our own teaching practices as well.

288

01:02:24.680 --> 01:02:35.220

L Dahline: So here in closing, there are many assessments and resources here. And you, I'm sure Veronica, can also share some more about the resources from the Searle center.

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01:02:35.760 --> 01:03:01.530

L Dahline: We have also the learner centered framework, and we're going to go over some action items here, after UN shares our exit ticket, we can talk about kind of an open conversation, how we are going to select an assessment to modify for our future courses? How can we address our syllabi and our expectations adjust our timing and our calendar?

290

01:03:01.530 --> 01:03:07.729

L Dahline: And how do we actually collect the data so that we can understand what our student experience is, and then

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01:03:08.670 --> 01:03:11.529

L Dahline: modify our experience based on that.

292

01:03:14.530 --> 01:03:30.139

Eun Sandoval-Lee: Great oops. I think we skipped through there. Thank you. Elle and Veronica, as a friendly reminder, for what's coming up next is the last live offering in the Practicum the faculty panel on student success reflections and illustrations will take place.

293

01:03:30.140 --> 01:03:46.520

Eun Sandoval-Lee: Live and online. This Thursday, April 24.th At noon central time featuring colleagues across academic disciplines at Northwestern, sharing their experiences with defining and redefining, creating an environment for facilitating and assessing student success for their classrooms.

294

01:03:46.809 --> 01:03:51.149

Eun Sandoval-Lee: If you're interested in further thought, partnership and discussion on how to support student success

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01:03:51.150 --> 01:04:01.700

Eun Sandoval-Lee: for your instructional context. Please feel free to schedule a 30 min consultation with me anytime this spring quarter, including next month at the link in the Zoom chat. I have some other links I'll share as well.

296

01:04:02.066 --> 01:04:06.350

Eun Sandoval-Lee: And I think now I'll go ahead and launch the zoom pool real quick.

297

01:04:07.400 --> 01:04:26.350

Eun Sandoval-Lee: Here we go. So with these next just couple of minutes or few minutes. Please complete the anonymous zoom, Poll, as an exit ticket to request your feedback on. Today's live offering we welcome you to check back for response, your feedback, or questions on the Feedback and Insights board, which you can also add more feedback or questions to at any time.

298

01:04:26.593 --> 01:04:40.690

Eun Sandoval-Lee: Once you complete the poll. Please feel free to stay, to ask the facilitators questions and engage in discussion with others. We also understand that we're sort of past that half of the hour, Mark. So if you do need to leave the zoom room for any reason for the next commitment today, we completely understand.

299

01:04:40.690 --> 01:04:59.300

Eun Sandoval-Lee: So thanks everyone, though, for attending, and we'll hope you'll stay for open conversation again with Al and Veronica, and we also hope to see you this Thursday. If you have any questions, please email us at practicum at Northwesternedu. And now I'm going to go ahead and stop the recording so folks can engage more comfortably and confidently

300

01:04:59.900 --> 01:05:02.540

Eun Sandoval-Lee: ahead and pause. The recording now.