

FOCUS ON FACULTY



CENTER FOR TEACHING & LEARNING @ UCM

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Do you use Google Docs to collaborate or share documents with your students or colleagues? Tony Vincent describes these quick and easy [Google Document URL Tricks](#) to make the most versatile use of this sharable technology. Each one includes step by step methods and a sample for you to see the “trick” applied.



- Preview Link**— create a clutter free view of a document
- Make a Copy Link**—forces viewer to make a copy before viewing
- Template Link**—shares a preview and template to copy
- PDF Link**—converts your Google Doc to pdf automatically (also suggests other format conversions just as easily changed)

[Eleven Empowering Quotes About Education](#) from [Dictionary.com](#)

Did you know? Tips for faculty

First Documentary's thought provoking video [Latest Technology of 2017](#)



documentary provides a fascinating look into the history and (possible) future of technology in our lives. Food for thought and discussion!

If you'd like segments of this (or any) video extracted for a class discussion, give CTL a call at 543-8528 or [email](#), we'll be glad to show you how easy it is to embed video into your course materials!

Suggestions? Please click on our [Ideas box](#)!



Faculty Watercooler

Faculty discussions on subjects that matter to you

[The Distracted Classroom](#)

In this four-part special report in *The Chronicle of Higher Education* James M. Lang explores the impasse over how to cope with unwanted digital distractions from students' cellphones and laptops.

[The Distracted Classroom](#) - New research may help us break the impasse over how to cope with digital diversions in the classroom.

[Is It Getting Worse?](#) - Today's devices do have a more negative effect on students' attention span than did new technologies of the past.

[Do Tech Fasts Work?](#) - A look at solutions in the latest column of our series on teaching and digital disturbances.

[Transparency, Autonomy and Pedagogy](#) - When cellphones distract students from engaging with work in class, the users can regulate themselves far more effectively than we can.

Keeping Up

The latest in Teaching and Learning

Ever wonder how “audio description” works, or were you aware it exists as an accessibility aid? Elisa Edelberg from 3PlayMedia explains the technology in her blog [What is Audio Description?](#)

Imagine trying to enjoy a TV show, movie, or live performance, but not being able to see it. It would be challenging to gain a complete understanding of what is happening. You would most likely miss crucial information that is expressed visually through gestures, character actions, or scenery, rather than through audio. There is an exorbitant amount of detail that can be conveyed in a single image.



*Now, take a moment to imagine this description—
“A snowman shuffles up to a purple flower peeping out of deep snow. He takes a deep sniff. His nose lands on a frozen pond. A reindeer looks up and pants like a dog. Seeing the reindeer slip on the ice, the snowman smiles and moves toward him, though actually, he's running on the spot. The reindeer falls on his chin. The snowman uses his arm as a crutch. The reindeer paddles his front legs.”*

Check out this “**2 minute* takeaway**” for a short videotaped nugget of advice from teaching peers, this video from [Educause](#)

**some videos may be a bit longer!*

**2 minute
takeaway**
[Five Tips for Active Learning Space Design](#)

By Chris Kobuza