

FOCUS ON FACULTY



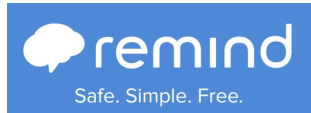
CENTER FOR TEACHING & LEARNING @ UCM

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CHECK THIS TECH! *innovative teaching tools & services*

Tired of trying to figure out the most effective ways to communicate with your students about deadlines and last minute class changes? They just don't always check those email accounts, so use this tool to reach them where you know they live: their phones!

[Remind.com](#) is a free app that allows your students to sign up for text alerts. This is a great way to stay in contact with your students. You can contact one student or the entire class through the app. It's easy to set up, and the best part is that you don't have to keep track of their cell number, and they don't get yours.



You simply set up a free Remind Class for each of your course groups. You'll receive a unique code to give your students to "opt in," and you are on your way to a well-informed group! You can even share documents via the app. Check it out today!

Faculty Watercooler

Faculty discussions on subjects that matter to you

[Moving from Silos and Burnout to Community and Engagement](#) In this article, Scott Gabriel, PhD, describes ways to create an engaged community in the face of shrinking educational support. Fostering greater connections within departments and across the university can help faculty and institutions weather the stresses that higher education is currently facing.

Keeping Up

The latest in Teaching and Learning

Whether we call them grading sheets, schemes, or guides, this article provides a comprehensive look at [Using Assessment Rubrics](#) in your courses. Check out the article for more info on:



1. Overview of Rubrics
2. When to Use
3. Benefits
4. Challenges
5. Strategies
6. Case studies (download [pdf of full article](#) here)

Check out even more with this collection of rubric resources:

[IRubric](#) from Rcampus
University of West Florida's [Rubric Resources page](#)
[Rubric Samples for Higher Education](#)
[Tame the Beast: Tips for Designing and Using Rubrics](#)
Cornell University's [Using Rubrics](#)
Higher Education Academy's [article on Rubrics](#)
Berkeley's [Getting Started with Rubrics](#)

Check out this "2 minute* takeaway" for a short videotaped nugget of advice from teaching peers, this video from educator Jennifer Gonzalez and [Cult of Pedagogy](#)

**some videos may be a bit longer!*

2 minute
Faster Grading
With Rubric
Codes

Speed up your grading with educator Jennifer Gonzalez



Did you know?

Tips for faculty

[Making it OK to Ask for Help](#)

Students' need for individual help navigating college waters is discussed

in this recent Chronicle article. Students may ask questions that are already answered in their syllabi or course materials, disguising their "true need for what they really want: a conversation."

One idea to spur students to ask their professors real questions and have meaningful contact is described in this linked article: [Make Your Office Hours a Requirement](#).

[Chronicle Vitae](#) columnist David Gooblar describes how research indicates that students who take advantage of those office hours benefit personally and academically — with correlations to greater degree completion, more developed college and workplace skills, and higher grades.

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

