

FOCUS ON FACULTY



CENTER FOR TEACHING & LEARNING @ UCM

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Our newsletter will be going from bi-weekly to monthly until UCM's fall 2018 semester begins in August, have a great summer!



Great Idea—Use Google Sheets to Make Lists with Check Boxes!

This quick and easy step-by-step tutorial shows you how to quickly set up a column with checkboxes right inside your Google Sheet. This new Google feature is sure to become a mainstay in your course organization and is so easy to create!

| | A | B | C | D |
|-------|-------------------------------------|-------------------------------------|--------------------------|--------------------------|
| GROUP | Assign Roles | Submit Plan | Presentation | |
| 1 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

You might find it useful for course processes such as group task distributions, personal teaching detail organization, or any other to-do lists in your work or private life that you'd like to record! And of course Google makes it easy to access with its web-based Drive storage. For more information on this, or other Google tools, contact [CTL](#) or attend one of our [Ask Debbie](#) sessions listed on the [training calendar](#).

Did you know?

Tips for faculty



High Impact Educational Practices

from [AAC&U](#)

These teaching and learning practices have been widely tested and have been shown to be beneficial for college students from many backgrounds. These practices take many different forms, depending on learner characteristics, institutional priorities, and contexts:

First Year Seminars/Experiences, Common Intellectual Experiences, Learning Communities, Writing-Intensive Courses, Collaborative Assignments/Projects, Undergraduate Research, Diversity/Global, Service and Community-based learning, and internships and capstones.

[Chart of high impact practices](#) and [Resources page](#)



Click [here](#) for the 2018-19 Planning Calendar!

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



Faculty Watercooler

Faculty discussions on subjects that matter to you

Why Is This Course Required?

If you are struggling to get students engaged in required courses, writer and University of Iowa lecturer [David Gooblar](#) suggests you might consider giving your students options in the process of the course activities. In two separate cases he noted:

"student motivation improved, and more choices led to livelier discussions. That made the course more interesting for the instructor to teach as well"



He describes giving students choices, and the relationship of autonomy to motivation, along with some ideas for keeping your required courses engaging. Check out David's website [Pedagogy Unbound](#), a website for college instructors to share teaching strategies.

Keeping Up

The latest in Teaching and Learning

Ten Low-prep high-return Activities for Class TOMORROW



Low-prep doesn't have to mean less learning. Technology allows us to be more efficient and effective in the classroom in many ways. When we focus on sound teaching and learning, we can do high-quality learning in less time — AND take less time to prepare for it!

Check out this "2 minute* takeaway" for a short videotaped nugget of advice you can apply to your teaching. Turn up your speakers a bit on this one.

**some videos may be a bit longer!*

2minute

[3 Tips for Learning & Teaching in Higher Education](#)

Kwee Yum Lee

2minute
takeaway