

FOCUS ON FACULTY



CENTER FOR TEACHING & LEARNING @ UCM

April 30, 2018 Vol. 2 Issue 8



[Add Voice Comments to Google Docs, PDFs and Word Docs](#)



Richard Byrne from [PracticalEdTech](#) demos a slick, **free** extension you can add to your Chrome browser's functionality. [Kaizena](#) is a Chrome extension that allows teachers to grade student work and provide audio feedback, comments, or even a URL link right on their shared Google Doc. It can also be used for group work.



Kaizena originated as a Japanese business philosophy which works towards continuous improvement and personal efficiency. The extension provides a useful tool that allows teachers to provide specific and deliberate feedback which the students can view on their own shared document. Speak instead of type!

Did you know?

Tips for faculty

[Three Active Learning Strategies You Can Do in 10 Minutes or Less](#)



A recent survey found "that the number one barrier preventing faculty from implementing the flipped classroom model and other active learning experiences into their courses is TIME. Faculty reported they don't have time to plan extra learner-centered activities, due to increasing responsibilities, and they don't have time to implement the activities in class because there's too much content to cover."

In this article Dr. Barbi Honeycutt explains what FLIP means in her work—which focuses on how students need opportunities to stop and review, connect, analyze, and create with newly presented content. She offers some quick and easy strategies to incorporate these opportunities into course delivery, challenging students to actively synthesize the material and keep them more focused.



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

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

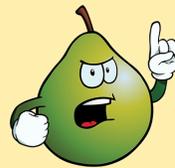


Faculty Watercooler

Faculty discussions on subjects that matter to you

[Responding to Microaggressions in the Classroom](#)

In this article Dr. Tasha Souza provides a series of ACTION response ideas you can use to maintain a supportive climate in your classes. Doing nothing can be damaging to the atmosphere, but addressing the situation effectively can cool down tensions.



Check out this 6-step guide to be prepared for the next time you have to respond to a "microaggression" situation in one of your courses.

Keeping Up

The latest in Teaching and Learning

[Murphy's Law, Emerging Technologies and Online Education](#) (part 1 of a 2-part series)



The rapid pace of change in technology means that as online classrooms evolve, instructors will have to become increasingly agile at managing the new problems that arise with the never-ending supply of new tools.

So, competence in online classroom instruction demands that instructors be prepared for two types of problems: 1) Known Problems 2) Unknown Problems that do not yet exist. When it comes to managing online problems, the acronym R.E.A.D.Y is a helpful reminder of best practices:

- Rapid Response
- Educate and Orient
- Alternative path
- Damage control
- Yield



SOFTCHALK TALK BLOG

Check out this "2 minute* takeaway" for a short videotaped nugget of advice you can apply to your teaching.

This short [Educause](#) video has some great ideas and tips for teaching online.



*some videos may be a bit longer!