

FOCUS ON FACULTY



CENTER FOR TEACHING & LEARNING @ UCM

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CHECK THIS TECH! *innovative teaching tools & services*

Guide to Finding Media for Classroom Projects

In this article, [Richard Byrne](#) has compiled a descriptive list of resources and information to keep you copyright-safe when creating media materials for your courses.

He has included blog posts, web pages, videos, slideshows, and podcasts, as well as twenty-one online places that provide legal-use media. Many times it's just not possible to personally create the instructional content you need, yet you need to be aware of unintentional copyright violations in using works created by others.



This article also provides some easy to read commentary on public domain designation, creative commons and fair use.

Did you know - CTL Offerings Supporting You

Did you know that CTL offers several [professional development grants](#) that UCM faculty members can apply for?

The **Institutional Improvement Grant** provides \$300- \$1,800 for improving your classroom environment and/or instructional methods. For example, you could use these funds to purchase technologies like an electrical and USB tower for your classroom to facilitate active learning! The one shown at right retails for \$250- 350 each. You could also get your students excited about a course topic by bringing an expert to your classroom with the **Speaker Series Grant** (\$500 - \$1,000).



Stay current in your field by attending a workshop with an **Academic Advancement Grant** that provides an award of \$500- \$1,000. This grant can be used for program development, learning from an expert in the field, and research. The **Scholarly Activity Fund** could provide you with \$1,500 for an international trip, or \$750 - \$1,000 for domestic travel to visit possible locations for a field research summer course or study abroad course!

Although funds for FY 2019 have been expended, funds for FY 2020 will be available July 1, 2019, so check out our [grants page](#) now for application details and deadlines so you're ready for the new year.

Click [here](#) to download the Spring/Fall 2019 Planning Calendar!



Faculty Watercooler

Faculty discussions on subjects that matter to you

Dear Debbie,

Q: I am increasingly having problems with websites that use Adobe Flash. My browser either won't play the Flash material, or I get a message to update Flash. Why is this problem getting worse, and what can I do about it? ~ Gordon



A: *Dear Flash Gordon, YES! Playing Adobe Flash content from the web is a problem. This is due to Adobe announcing (in 2017) that [they will no longer support Adobe Flash](#) by the year 2020. Browser creators and web developers have been converting Flash products to new industry standards such as HTML5; however, some sites that continue to use Flash, and these browser creators have established their own roadmap for [how and when they will end support for Flash](#).*



What you can do is be aware of how the browser you are using treats Flash content and how you can allow the browser to play it. [This link](#) takes you to a comparison of what to do in each browser. The Google Chrome browser will block Flash and use HTML5 by default, while the current Mozilla Firefox and Microsoft Edge browsers will make users request Flash activation before running it. Flash is turned off by default in Apple's Safari browser. So, to activate Flash on the computer and browser you are using, follow the steps outlined by Indiana University [on this website](#).

Keeping Up

The latest in Teaching and Learning

Backwards design facilitates deeper learning.

Are you concerned about "covering content" in your class, but frustrated that your students can't do more than parrot back definitions? This situation is especially problematic in introductory survey courses with a massive amount of information and pressure to prepare students for upper-level coursework.



Instead of worrying about whether or not you mention every topic during class time, focus on what you want students to be able to do as a result of finishing your class. This idea, called "backwards design," looks at the desired outcomes of a course first, then selects content and activities that will guide students to the achievement of those goals. It's the same concept as planning a trip with your destination in mind from the beginning; you only fill in the details of the trip *after* you've decided where you want to end up.

Using backwards design can be painful, because it forces you to focus on the most important aspects of your course, sometimes at the expense of "pet" topics. It also tends to lead to difficult discussions about curriculum goals and responsibilities. However, the improvements you'll see as a result can be transformative for you and your students.

Learn more about backwards design in this article: [Backwards Design, Forward Progress](#), and in L. Dee Fink's book, *Creating Significant Learning Experiences* (San Francisco: Jossey-Bass, 2003).

Talk to us at CTL for help implementing backwards design in your course!