

FOCUS ON FACULTY



CENTER FOR TEACHING & LEARNING @ UCM

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CHECK THIS TECH! *innovative teaching tools & services*

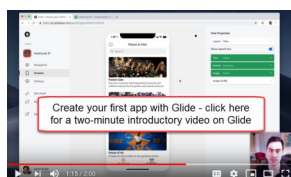
Glide makes it super simple to create and customize a mobile app based on your data in a Google Sheet. You can share your apps with your students or peers with the free link, and if you need to make an update to the data, any changes made to your Google Sheet are automatically reflected in the app.



While you may share a link to your app for free, publishing your app to Apple's app store or Google Play is monetized. Each published app will incur a monthly charge as long as it is available on an app store.

You might create an app for:

- A glossary with definitions
- An interactive periodic table
- Lab equipment list with instructions
- Course status, upcoming events/due dates



Visit Glide's website - www.glideapps.com - for additional information.

Did you know - CTL Offerings Supporting You

Looking for ways to make your course more accessible?

We can help! Regardless of whether or not you have students with disabilities recognized by [OAS](#), certain course modifications could benefit everyone.

For instance,

- using a larger font and increasing the white space on your tests can make it more readable and easier to understand, especially for students whose first language is not English,
- using the captioning feature when showing video clips in a face-to-face class will not only help students with hearing difficulties, but also those who remember what they read better than what they hear,
- adding a caption to images can help all your students connect the image with the text, as well as allowing a screen reader to convey the image content to visually-impaired learners.



Make an appointment with CTL to go over your course for ways you can improve accessibility!

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

Really helps you visualize next semester as you push content forward into the fall Blackboard "shells" as semester weeks are numbered!



Faculty Watercooler

Faculty discussions on subjects that matter to you

Dear Debbie,



Q: Do you recommend a particular browser to do online school work (like my Blackboard classes, etc.)?? ~Browser Challenged

A: Dear Challenged,

As long as you keep your browser version current, you should be able to use any browser to work online. Pay attention when you see notifications recommending updating your version. For using Blackboard Learn, there is a good webpage inside their Blackboard Help that provides great information. It can be found [here](#).

A standard practice I use when working on the Internet is when something doesn't seem to be working in one browser, I switch to another to see if it works there. Generally, this will tell me if it is my browser or something wrong with the website.



The other exception to the above is when viewing sites that use Flash. I exclusively use the [Puffin](#) browser to play Flash videos. Puffin is a cloud-based browser that has Flash natively built in. Puffin does cost (\$10 per year), but I find it well worth it for hassle free Internet use.

Keeping Up

The latest in Teaching and Learning

It's finals season! Instructors are preparing their final exams while students prepare to take them. This is a busy and stressful time for everyone. In the frenzy of the end of the semester, don't forget that final exams, projects, and portfolios have TWO functions: to assess student learning, AND as learning experiences themselves. This second function is often overlooked, but everyone will benefit when you harness the power of the exam as a learning tool.



To accomplish this, Maryellen Weimer [suggests using a review session](#) that will help students "...organize, summarize, distill, and integrate the content..." A standard review session involves the instructor going over select topics that might be on the exam, and students trying to figure out what questions will be asked. To turn it into a learning experience, have the students do the work with your guidance. For example, group them and have them come up with 3 questions (with answers) that they think should be on the exam. After being given time to work, each group shares one question with the class, then posts all the group's questions and answers in a Blackboard Discussion. This way, everyone in the class has helped to build a study guide that they can all access. To make the experience even more powerful, have groups explain why they thought their three questions were important; this forces them to think about the course holistically and identify main ideas.

Talk to one of us at CTL for help making sure students learn from your assessments!