

# FOCUS ON FACULTY



CENTER FOR TEACHING & LEARNING @ UCM

January 16, 2018 Vol. 2 Issue 1



## Students Learn by Giving Feedback—Peergrade

This free online platform was designed to facilitate peer feedback sessions with university level students. The instructor creates an assignment and grading criteria rubric; the students submit their work, which is then distributed anonymously among their classmates. Each student applies the rubric criteria to the work assigned to them for grading, and provides constructive feedback, also anonymously. Students can be assigned multiple assignments to review if desired. The assignment authors receive their feedback and the instructor gets a complete overview of the quality of the work and what feedback was given.



Check out some reviews [here](#), and [here!](#)

[How to provide good evaluation rubrics](#) from [Peergrade](#)

## Faculty Watercooler

*Faculty discussions on subjects that matter to you*

### Creating the Space for Engaged Discussions

In this article, Kevin Gannon, PhD, describes some techniques to help keep your students engaged and contributing more during classroom discussions.

Students seem to be more comfortable sharing ideas when they've had the opportunity to synthesize their thoughts, which can develop during



moments of reflection or group conversations. Check out this article for more detail on the subject.

## Did you know?

### Tips for faculty

### Harness the Power of Emotions to Help Your Students Learn

In this article Flower Darby describes how designing your course to take advantage of the power, motivation, and focus that accompany student emotions can create more lasting and effective learning.



Neuroscience research has found that "multiple areas involved in emotional responses and cognitive processing are all active at once. Since it's impossible to exclude emotion from cognition, why not take advantage of the power of emotions instead?"

She outlines some different ways to design emotion into your classes and activities.

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



## Keeping Up

*The latest in Teaching and Learning*

### 7 Ed-Tech Trends to Watch in 2018 from Campus Technology

Check out this discussion on education technologies and trends that are predicted to have the most impact this coming year! Four higher-ed IT leaders got together in a virtual roundtable and compiled and detailed their thoughts in this informative list:

1. *Data Driven Institutions*
2. *Immersive Learning*
3. *Digital Course Materials and Assignments*
4. *Enterprise-wise video*
5. *Mobile Tech and the Internet of Things*
6. *Changing Role of IT*
7. *Learning Space Design*



Check out last year's trends to watch [here!](#)

Check out this "2 minute\* takeaway" for a short videotaped nugget of advice you can apply to your teaching. This video content is from UCM Instructional Designer Carol Knight who demonstrates how students can contact classmates within their Blackboard course. Feel free to embed this how-to video into your courses!

**2 minute**  
**takeaway**  
**How to Email Other Students in Blackboard**  
With Carol Knight

*\*some videos may be a bit longer!*

# FOCUS ON FACULTY



CENTER FOR TEACHING & LEARNING @ UCM

January 29, 2018 Vol. 2 Issue 2

## CHECK THIS TECH! *innovative teaching tools & services*

### [Using Advanced Slides Features in Google](#)



(video 4:59) from The Apps Store with Drea Alphonso and Jimmy Tran

This video includes design do's and don'ts, using the Master Slide, new features, charts that update in real-time (linked Sheet), embedding video, and general Slides Q & A to get interactive content from your class or audience. Get more from [your Google Slides!](#)

### [How to Create an Interactive Diagram in Google Slides](#)

Richard Byrne's technology sharing blog [freetech4teachers.com](http://freetech4teachers.com) is a great site to check for free teaching resources. Want to create an interactive, value added graphic for your course? In [this short video](#) he demonstrates how to create linked detail slides from a hotspot on a Google Slide. While the diagram he creates is simplistic, the concept can be adapted for a wide range of applications. For a more elaborate feature application, check out [this 12 minute video!](#)

## Did you know?

### Tips for faculty

Are you using **Google Calendar** to stay organized? If not, maybe you should see the [new and improved version!!](#)

- View your calendar, as well as colleagues' calendars, side-by-side (day view only)
- Add formatted Notes and Attachments to events
- Appointment Slots has been simplified (great for letting students schedule visits during office hours!)
- Tasks/Reminders can help you stay on track
- Set Time Zones when working with others who live in different time zones
- Fun designs for selected appointments

Sign up for the [Supercharge Your Google Calendar](#) session today to learn more about these great features!

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



## Faculty Watercooler

*Faculty discussions on subjects that matter to you*

### [Simple Strategies for Promoting Student Academic Success](#)

Dr. Sarah Forbes describes strategies that educators can use to get and keep their students on "the path toward academic success."

Check out her article for more detail on the following student support concepts:

1. Assume positive intent
2. Provide clear expectations
3. Define a credit hour
4. Identify foundational success concepts



## Keeping Up

*The latest in Teaching and Learning*

The [Center for Teaching and Learning](#) has recently unveiled our new website design, now even easier to navigate (and even mobile friendly).

The website provides a wealth of information on how we support your teaching excellence! You can find descriptions for all of our services, grants, trainings, the quality assurance program, plus lots of helpful resource links.



Our blog is also a good place to stay informed, and of course you can find all of our staff members' individual contact information on our site. You'll also find detail on the [ALEC classroom](#) and a handy archive of past issues of this newsletter. Enjoy!

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

In this video Ed Wirthwein, Director of the Mentoring, Advocacy and Peer Support Office demonstrates how to submit a student report through our Academic Alert/Maxient system.

2 minute

[Using Maxient@UCM: Academic Reporting](#)

With Ed Wirthwein

\*some videos may be a bit longer!

# FOCUS ON FACULTY



CENTER FOR TEACHING & LEARNING @ UCM

February 12, 2018 Vol. 2 Issue 3

## CHECK THIS TECH! *innovative teaching tools & services*

Macintosh users: **Record** audio and video of yourself, or your computer screen, with QuickTime Player!



Mac users should be familiar with QuickTime Player for video playback, but what you may not have known is that the QuickTime Player can also **record** via webcam, audio only for making online voice announcements, or to capture your computer's screen (great for how-to's). Find it in your Applications folder.

After you record your video, you can quickly edit with basic features such as trim, split, copy, and paste. Finally, export your video and save, or use the convenient share feature and send it to others by email, upload to YouTube, Facebook, Vimeo, and more! Detailed Quick Time Player instructions can be found [here](#). To share your new video in your Blackboard course(s) [upload it to YouTube](#) or use [the MediaL mashup tool](#).

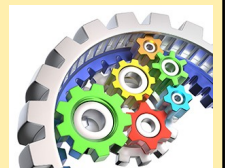
## Faculty Watercooler

*Faculty discussions on subjects that matter to you*

### Group vs. Collaborative Learning: Knowing the Difference Makes a Difference

In this article, Jane A. Scheuermann shares her thoughts and experiences on the differences between group work and collaborative learning. According to Scheuermann, it's not enough to just provide opportunities for students to work together. In understanding collaborative learning, the instructor/facilitator must "structure the group activities collaboratively so that learners are mutually dependent on each other yet are held individually accountable." "Activities are used to teach the competencies of the course, and students assume responsibility for their learning, and they earn their own grades based on their performances on an assessment of the competencies."

The article draws a comparison between collaborative learning and group work, provides evidence of the benefits of collaborative learning, and outlines steps you can take to create effective collaborative learning activities for your students.



## Did you know?

Tips for faculty

**CTL GRANT MONEY IS STILL AVAILABLE—APPLY NOW!**



CTL offers several grant opportunities that support faculty professional development. We still have FY18 funds available for the following grants:

- **Institutional Improvement Grant**  
[Check the Guidelines](#) [Apply Here](#)
- **Speaker Series Grant**  
[Check the Guidelines](#) [Apply Here](#)
- **Faculty Instructional Development Grant**  
[Check the Guidelines](#) [Apply Here](#)

**All funds must be expended by June 30, 2018!**

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



## Keeping Up

*The latest in Teaching and Learning*

### How to Create Accessible Word Documents

Pamela Hogle (Learning Solutions) provides this insightful look at how to make your Word Documents more accessible. Most users don't realize that the program includes several features that make it easy to create accessible documents using common formatting techniques.

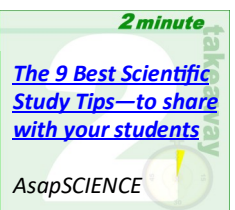
*"Accessibility is useful not only to learners who have disabilities; all learners benefit from accessible Word documents because they are easier to understand."*



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

In this video AsapSCIENCE offers some good study advice in an animated tip video to share with your classes. Consider linking it in your Blackboard courses!

*\*some videos may be a bit longer!*



**The 9 Best Scientific Study Tips—to share with your students**

AsapSCIENCE

# FOCUS ON FACULTY



CENTER FOR TEACHING & LEARNING @ UCM

February 26, 2018 Vol. 2 Issue 4

## CHECK THIS TECH! *innovative teaching tools & services*

The University of Central Missouri has a site-wide license to Respondus LockDown Browser and Monitor. LockDown Browser is a custom browser that locks down the testing environment within a learning management system, such as Blackboard. Used at over 1000 higher ed and K-12 institutions, LockDown Browser is the top choice of educators for securing online exams in classrooms or proctored environments.



Respondus Monitor is a companion application for LockDown Browser that uses webcam and video technology to prevent cheating during online exams. Respondus Monitor integrates seamlessly with learning management systems, and is ideal for non-proctored testing environments.

There are **no** per student or hourly fees. It is there for you and works straight from within our Blackboard Learn LMS. Here is a short video about [Respondus LockDown Browser and Monitor](#).

Use this handy [2018 Planning Calendar](#) as you plan your next semester!

## Did you know?

Tips for faculty



### Innovative Teaching Series from Blackboard

#### [Exemplary Course Program](#)

[Sign up now](#), this 5-part program starts March 6, 2018

Blackboard has designed a best practices program of five one-hour webcasts, created by leaders in instruction design. They'll present their rubric which provides a guide for evaluation and improvement of course design. More [about the program here](#).

Week 1: Course Design

Week 4: Learner Support

Week 2: Interaction and Collaboration

Week 5: Course Reviewer Training

Week 3: Assessment

### Using Wikis for Online Collaboration

[Sign up now](#), free webinar March 14, 2018, noon CST.

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



## Faculty Watercooler

*Faculty discussions on subjects that matter to you*

### [Classroom Diversity and Inclusive Pedagogy](#)

from the [ACUE Community Expert Series](#)

*Diversity, equity, and inclusion (DEI) continues to be an area of emphasis in higher education during turbulent social times. Over the past few years, discussions about DEI have increasingly begun to focus on student experiences (particularly with regard to their social identities) in the classroom. This has caused faculty to reconsider their pedagogy and how to best meet the needs of the rapidly diversifying students in our classrooms.*

In this article Amer F. Ahmed Edd & Shayla Herndon-Edmunds discuss:



- Developing Class Norms
- Creating a Safe Space
- Key Practices for the inclusive classroom experience

## Keeping Up

*The latest in Teaching and Learning*

### CTL's Lightboard Teaching Tool—

Not only can faculty create original content using the CTL lightboard, but students can arrange to use it for course projects as well. Email Carol Knight for an appointment at [cknight@ucmo.edu](mailto:cknight@ucmo.edu). Here's what one of our faculty members says about using this tool:

*I've used the lightboard now with two different classes and I couldn't be happier with the results. My students love learning about the technology and they're able to practice teaching in a new way. Using the lightboard has fueled class discussions of different ways to incorporate technology with instruction. I've used the lightboard myself a few times to prepare lessons for my students to watch while I'm away at a conference. I like knowing that my students can watch a lesson from me even when I'm away. Recording on the lightboard is easy and the finished product looks professional.* Dr. Natalia Bailey, UCM Assistant Professor in Mathematics Education

Click on the student video project link below in the **2-minute takeaway** for a sample of this new tool in action!

Check out this "**2 minute\* takeaway**" for a short videotaped nugget of advice you can apply to your teaching. In this video Dr. Natalia Bailey's math education student demonstrates how the lightboard tool in CTL can be used to create a unique video lesson.

*\*some videos may be a bit longer!*



2 minute

[MATH 3800 Lightboard Lesson](#)

By UCM student  
Allyson Guffey

takeaway

# FOCUS ON FACULTY



CENTER FOR TEACHING & LEARNING @ UCM

March 12, 2018 Vol. 2 Issue 5

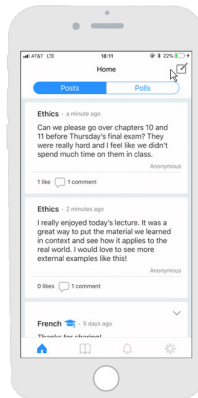


## [Taking the Pulse of a Class](#) *Inside Higher Ed*

New **free** app seeks to shake up student ratings of instruction by promoting open-ended feedback in the moment, throughout the semester, so that the feedback becomes more constructive.

“...allow(s) students to offer anonymous, instantaneous feedback on instruction, [ClassPulse](#) is a free application students and professors download to their phones. From there, students can post comments or questions visible to everyone in the class. Professors can gauge the significance of each post by the number of supporting votes it gets from other students. So a comment with one vote might not mean much. But a comment with 25 votes is probably representative of students’ concerns, depending on class size.”

See [this article](#) for more information.



## Did you know?

### Tips for faculty

#### [Multiple Choice Tests: Revisiting the Pros and Cons](#)

This article presents some in-depth analysis of the multiple-choice assessment format and presents both perks and pitfalls to consider. One strategy describes how creating a collection of questions can refine your testing. UCM’s Blackboard LMS provides mechanisms to [create pools of questions](#), as well as the option to randomize question presentation among students. Contact CTL staff for a personal demonstration if you’re interested. Several links to additional information on the subject of multiple-choice test creation are included at the bottom of the Pros & Cons [article](#).

[Designing Better Quizzes](#)—free 20 page report download with advice from 15 teaching peers on the subject.

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



## Faculty Watercooler

*Faculty discussions on subjects that matter to you*



### [Write an Engaging Video Script with These Six Tips](#)

from [Screencast-o-matic](#)

“An awesome video always starts with an engaging script”! Whether you’re creating a how-to screencast of a process or a more complex video, this article provides some good common-sense planning advice. Apply this list of practical considerations when developing your Adobe Presenter shows, screencasts, or actual video productions.

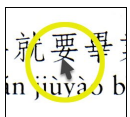
## Keeping Up

*The latest in Teaching and Learning*

### [UCM Instructor Creates Effective Learning Solution](#)

[Screencast-o-matic](#) has been instrumental in helping Abigail Chang, UCM’s Chinese II instructor, create instructional aids for her students. With the circular progress indicator and the addition of Ms. Chang’s voice narrating the chapter exercises, the recordings provide a unique and customized language practice tool. Inserted into her Blackboard course as embedded videos housed in each chapter’s folder, students can view the videos as many times as necessary to reinforce character recognition and pronunciation correlation. [Click here to view a sample lesson.](#)

你好!  
Nǐhǎo! CTL staff coached Ms. Chang on implementation and scanned lesson exercises from the course textbook so they could be screen captured along with her narration and the program’s progress indicator. Ms. Chang says students love the new videos, and she has seen dramatic improvement in her course since adding them. Contact CTL if we can help you integrate this easy to use tool in your course!



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

In this video, Dr. Natalia Bailey’s math education student demonstrates how the lightboard tool in CTL can be used to create a unique video lesson.

2 minute

[MATH 3800 Lightboard Lesson](#)

By UCM student  
Allyson Guffey

\*some videos may be a bit longer!

# FOCUS ON FACULTY



CENTER FOR TEACHING & LEARNING @ UCM

April 2, 2018 Vol. 2 Issue 6



## Google Slides' Engaging Q&A Feature

Google Slides now offers an audience participation tool called **Q&A**. Presenters can start a live Q&A session with an audience during a presentation using Google Slides. You can pose questions at any time, and your participants can ask questions from any device.



Google Slides

Audience members can submit questions during the presentation and can vote on other's questions they would like answered. Questions can even be asked anonymously. Presenters can sort the questions based on audience votes, then respond to the top ones first. You retain Q&A History from recent sessions.

For an added bonus, there is a laser pointer available in the Q&A feature. To learn more about the feature, watch [this video](#). Also see our 2 minute takeaway section for more information!

## Did you know?

### Tips for faculty

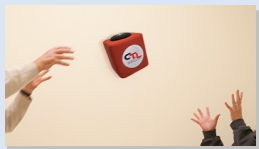
## New Learning Space Technology to Try Out and Evaluate

CTL has two new learning space technologies that it is testing and evaluating. We are asking for your help in doing so.

**HoverCam Pilot** - the world's first fully-integrated digital podium.

The HoverCam Pilot is armed with a sleek 21" multi-touch screen, powerful Intel Core i5 computer running Windows, 13MP HoverCam Solo 8Plus document camera, ports for your tablet and laptop, and it wirelessly connects to any interactive flat panel display.

**Catchbox** - Make your class, next conference, meeting or lecture more engaging and fun with the first microphone designed to increase audience participation. Instead of slowly passing around a hand-held microphone or forcing people to move to a microphone on a stand, audience members simply **throw** the soft Catchbox across the room to the next person with a question! CTL has a unit to demonstrate or loan out for you to try in your classes.



Call CTL at 543-8528 to arrange a time for a HoverCam Pilot demonstration or to find out more about the Catchbox.



## Faculty Watercooler

*Faculty discussions on subjects that matter to you*

### What Motivates Good Teaching?

*From Inside Higher Ed*



A new study of faculty motivation for teaching confirms that intrinsic motivations for teaching are linked to use of best teaching practices across institution types. Rewards and penalties appear to have no bearing on best practices.

## Keeping Up

*The latest in Teaching and Learning*

## CHLOE 2 Report Sheds Light on Issues Affecting Online Learning

In order to gain better insight into an array of issues affecting online learning, [Quality Matters](#) and [Eduventures](#) teamed up once again in 2017 to survey Chief Online Officers. Through the survey, they identified important practices and trends, including the reasons and motivations behind policy and strategic decisions advancing online learning.

Sign in to [download](#) the report, UCM is a Quality Matters member. The report is available to the online learning community through the partnership of QM and Eduventures and the support of sponsors [iDesign](#) and [ExtensionEngine](#).

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

In this video Shree Bose, winner of the first Global Google Science Fair, shares how she connects with her audience through **Google Slides** Q&A.

2 minute

**Introducing Google Slides Q&A feature**

Shree Bose

*\*some videos may be a bit longer!*



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

# FOCUS ON FACULTY



CENTER FOR TEACHING & LEARNING @ UCM

April 16, 2018 Vol. 2 Issue 7



## 3 Key Takeaways from the State of Video

in Education Report - Higher education institutions continue to use video as a means to connect with students and boost engagement.

**Video sources for your courses!**

National Geographic 101—free videos to use in your classroom

RefSeek's guide to the 25 best online resources for finding free educational videos. With the exception of BrainPOP and Cosmeo, all listed sites offer their extensive video libraries for free and most without registration.

NBC Learn is built right into our Blackboard interface, take advantage of this vast resource by creating links inside your courses to this vast library of content.

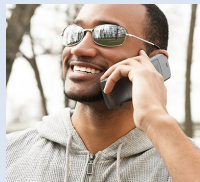
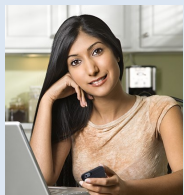
## Did you know?

### Tips for faculty

#### Always On. Always Available.

Millennials and Gen X/Z – they're technically adept, they use the devices and apps they want, and they have zero tolerance for downtime. So, how do you recruit them, then keep them happy, productive, and engaged?

In this white paper, Pomeroy discusses the five keys to supporting today's technology users, and the hardware and software that keep them productive.



- *Everything Can Be Mobile - It's a lifestyle not a tool*
- *Technology Transparency - Easy technology*
- *Anytime/Anywhere/Any App Connectivity - Access*
- *Retailing Experience for Internal Users - Consistent look and feel*
- *Ensure Security, Control and Flexibility - Great mobile experience that is secure*

Contact the [Center for Teaching and Learning](#) for this free white paper from Pomeroy, Inc.

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



## Faculty Watercooler

*Faculty discussions on subjects that matter to you*

### The Most Important Audience in Writing a Teaching Philosophy: You



In this article, Dr. Dannelle Stevens describes the details of creating and using a personal Teaching Philosophy. From external audiences such as administrators, tenure committees, and students, she outlines how you should consider yourself as the most important audience when crafting the content of your teaching philosophy.

From the ACUE Community blog; [subscribe here](#) for more interesting blog discussions, forums, podcasts, and their weekly newsletter.

## Keeping Up

*The latest in Teaching and Learning*

### Three Keys to Stopping Plagiarism



*Although there are software-based services that can help instructors check the originality of student writing and discourage students from deliberately copying the work of others, many instances of plagiarism stem not from a willful disregard of the rules but from simple ignorance of them.*

Check out this article for three ways to make plagiarism easier to understand for your students: proper use of sources, context matters, and credibility connections.

Blackboard does have a plagiarism checker built in, called [SafeAssign](#), that allows you and your students to see a report based on their written assignment content. If you'd like more information on how to incorporate this feature into your courses give CTL a call at 543-8528!

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

In this short informational video [National Geographic](#) provides information explaining how tornadoes form. See their site for many videos available for instructional use in your classroom or online course!

*\*some videos may be a bit longer!*

2 minute

### Tornadoes 101

A video short from National Geographic

takeaway

# 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!](#)

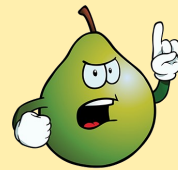


## Faculty Watercooler

*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*

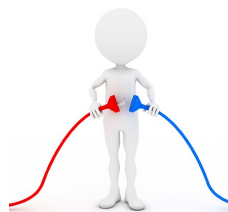
[Murphy's Law, Emerging Technologies and Online Education](#) (part 1 of a 2-part series)



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!



# FOCUS ON FACULTY



CENTER FOR TEACHING & LEARNING @ UCM

May 22, 2018 Vol. 2 Issue 9



## Windows Keyboard Shortcuts We Could All Use!

Thank you to Arpit Jain, who works at Transweb Global, for this comprehensive list of time-saving shortcuts! Linked inside [24 Life Skills Every Functioning Adult Should Master Before Turning 30](#) - great content you might also want to share with your students!

## Did you know?

### Tips for faculty

#### Five Strategies to Make the Learning Stick

by LuAnn Wood—Faculty, Reading and Student Success, Century College, MN

Using recent scientific research on the ways our brains are involved in forgetting and remembering, Youki Terada highlights five teaching strategies that can help students retain knowledge and make those connections stick in the article, "Why Students Forget -and What You Can Do About It."

As educators, we know without multiple connections to new information, our brains begin the task of pruning extraneous information. We also know we can use that same neural circuitry to reduce memory leaks and reinforce learning. Terada highlights two research-based approaches to help students retain what they learn, make connections to new information, widen their "spider web" of neural connections, and access that information repeatedly over time. Listed below are five strategies that educators can use to help students learn and retain new information.

- 1. Peer-to-Peer Explanations:** Help students gain mastery of the material by asking them to explain a concept to a peer; this strengthens, reactivates and consolidates information the student is learning. This is a primary example of an active learning strategy - where students are the ones 'doing the work.'
- 2. The Spacing Effect:** Revisit key concepts multiple times throughout the course/term/year to incorporate multiple opportunities for a brief review of learned material, thus diminishing the 'forgetting curve.'
- 3. Frequent Practice Tests:** In order to boost long-term memory and reduce stress, which often impedes memory, offer practice tests throughout the semester. Multiple low-stakes and ungraded practice tests ensure early success and a higher mastery of material. Breaking down one high stakes test into several smaller tests is another option.
- 4. Interweave Concepts:** Mix-up and vary problems rather than grouping similar problems together. Interweaving helps students enhance problem solving skills while helping them learn how to think critically and encode their learning more deeply.
- 5. Combine Text with Images:** Present information to the student in multiple modalities, making it easier for students to remember information. Visual aids help organize information for the student, making connections explicit.

Employing these five simple strategies reduces the natural tendency of the brain to start forgetting information soon after it is learned, while helping students retain and encode new information more effectively.



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

## Faculty Watercooler

*Faculty discussions on subjects that matter to you*

Learning Objectives: Where We Start and Where We End

Course design is complex, and writing clear, measurable objectives is an important piece in your process. [This article](#) brings up several aspects to be considered such as: How many are needed? What about double-duty objectives? Connected objectives? Sequencing?

Check out CTL training on the [Training Calendar!](#)

[FSUAC](#) requested that CTL conduct workshops on writing outcomes and creating assessment rubrics which led to the development of our 2-part peer faculty-collaborated program: **Writing Effective Learning Outcomes and Designing Rubrics to Assess Them**. First held this spring, the workshop will again be offered to UCM faculty this fall, when we will also make the course content available in an online format. Watch the UCM Training Calendar for details on how you can benefit from this new peer co-developed workshop!

## Keeping Up

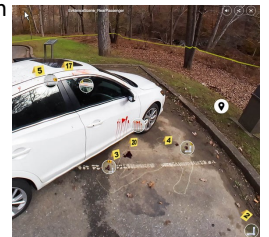
*The latest in Teaching and Learning*



### Virtual Reality 'as Memorable as the OJ Simpson Case'

Instructional Designer Cody House worked with professors from multiple disciplines to create a unique opportunity for [GW](#)'s police and security students to experience instruction from current and former police officers. Together they developed a virtual crime scene with several sites and a virtual evidence lab where materials gathered can be analyzed. They designed clues for the students to discover. Students experienced the VR exercise with Google Cardboard headsets via their smartphone, or a less immersive version with a tablet or computer.

Find out more about how this collaborative team created this innovative scenario and how new technologies can offer an immersive experience in crime scene investigation.



If you are interested in creating your own immersive VR project, contact [CTL](#) and let's brainstorm!

Check out the [CTL website](#) for even more!!

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



# FOCUS ON FACULTY



CENTER FOR TEACHING & LEARNING @ UCM

June 4, 2018 Vol. 2 Issue 10

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

## CHECK THIS TECH! *innovative teaching tools & services*

### 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 checked="" type="checkbox"/>	<input type="checkbox"/>
2	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4	<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!*

2 minute

**3 Tips for Learning & Teaching in Higher Education**

Kwee Yum Lee

takeaway

# FOCUS ON FACULTY



CENTER FOR TEACHING & LEARNING @ UCM

June 25, 2018 Vol. 2 Issue 11



Attention all [Flipgrid Fans](#): [Huge Flipgrid News!](#)  
All Features Now Free!

[Flipgrid](#) has been [acquired by Microsoft](#). That's good news for the founders of Flipgrid and great news for all of us who enjoy using Flipgrid. As of June 18th, all Flipgrid features are now free for all users! If you are a person who paid for a Flipgrid Pro account, you'll be getting a prorated refund of your subscription.

Flipgrid is where your students go to share ideas and learn together, where students amplify and feel amplified. It's video the way students use video. Short. Authentic. And fun! That's why it's the leading video discussion platform used by tens of millions of PreK to PhD educators, students, and families in 150 countries.

[Your classroom is next! Sign up for a free account here!](#)

**FLIPGRID.**

## Did you know?

Tips for faculty

### Creating Effective Research Posters

Has your research been accepted as a conference poster session? There are many resources available to help you plan your research poster. Often your original research document contains way too much detail for presenting in a poster, so watch the videos linked below to optimize readability and maximize your audience's interest!

CTL offers research poster design services for faculty whose research has been accepted for conference poster sessions. We require 2 weeks' notice for full design services, but if you like to design your own posters, we recommend the following resources for advice and ideas:

[PosterPresentations.com](#) We advise everyone to explore their free powerpoint templates for laying out posters as well: [https://www.posterpresentations.com/html/free\\_poster\\_templates.html](https://www.posterpresentations.com/html/free_poster_templates.html) and the same company has created **videos** for specific details of laying out a research poster in powerpoint in [this YouTube series](#) linked from their site.

Here is another great overview [video on laying out a successful research poster](#) (we highly recommended watching this!) **American Journal Experts** provides even more in-depth videos on creating research posters [here](#).



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*

### [Your Students Learn by Doing, Not by Listening](#)

from David Gooblar via the [Chronicle for Higher Education](#)

In thinking about teaching methods and what may be the most effective and lasting ways to change our students thoughts about a subject: *"We have to go beyond the idea that the perfect presentation of the relevant facts will be enough to help the majority of our students learn. Such pedagogy (whether or not we call it lecturing) will work for some students.*



*But for most students, we need to shift our focus from what it is we say to what it is they do."*

## Keeping Up

The latest in Teaching and Learning

Enroll in the July [Quality Assurance](#) training session!



This course is a valuable tool for anyone currently teaching online or planning to teach online. Learn how the standards of best practices via UCM's Quality Assurance rubric can be applied to your online course design, and by reviewing an existing online course. [This four week online course](#) (July3-31) is at no cost to you. We only ask that you make a commitment to complete the course once you start. Delivered 100% online via Blackboard; whether you are on or off campus this summer you can take advantage of this opportunity. Remember, online means anytime anywhere!

**If you are already a Quality Matters Reviewer—Complete the Free New QM Higher Education Rubric, 6th Edition Update**

If you haven't already, register for the free, self-paced [Rubric Update session](#). It's available to all members now and may be completed any time before December 31, 2018. It should take approximately three (3) hours to complete. After December 31, there will be a fee to complete the update. While all members are encouraged to participate, the Rubric Update is required for the following QM roles: Peer Reviewers, Master Reviewers, Online Facilitators, Face-to-Face Facilitators, Course Review Managers and QM Coordinators. [Register for the Rubric Update now!](#)

Check out this **"2 minute\* takeaway"** for a short videotaped nugget of advice you can apply to your teaching, or in this case your professional research presentations. This short tip-filled video answers many questions you may have about creating a successful research poster.

*\*some videos may be a bit longer!*

2 minute

[Making a Better Research Poster](#)

From [American Journal Experts](#)

takeaway

# FOCUS ON FACULTY



CENTER FOR TEACHING & LEARNING @ UCM

September 14, 2018 Vol. 2 Issue 12

**Welcome back** from the Center for Teaching & Learning! We are so excited to share some of our new services and procedures with you this year. We are now offering certification in both Online learning and Online course design (much of which is now offered in online format), consultations on course and course materials design, and of course, all KINDS of professional development opportunities. We have even created a new grant that we think you will find very helpful as you strive for excellence in both your own career and the school in which you “live.” Remember, if you need support for your teaching in any way – face-to-face or online – contact us at [CTL@ucmo.edu](mailto:CTL@ucmo.edu). We look forward to hearing from you! - *Kat McCormick, Director of CTL*

## CHECK THIS TECH! *innovative teaching tools & services*

### [The Power User Guide to Gmail](#) in [MakeUseOf](#) (MUO)



Unleash the power that resides inside our essential Gmail tool! Not only a great and informative article but also includes a [savable and printable .pdf](#) of the content for later reference that you are encouraged to share.

Explore all of the features inside your UCM Gmail account to make it into your power partner for productivity.

Visit the *Make Use Of* [MUO](#) website to discover a vast resource for all kinds of technology updates and tech issue solutions.

## Did you know?

### Tips for faculty

#### [Why we need to move our technology use beyond substitution](#)

In this recent article in [The Learner's Way](#), Nigel Cou tts discusses the debate about the use of technology in schools and some different ways we can apply technology for true learning potential.

*What if the notes that the students took during the class were shared online afterwards and were used as a catalyst for online discussion and dissection? What if the students and the teacher used this forum to unpack and expand their understandings? What if the lecture had an official back-channel that focused not on recording notes, but on sharing questions and wonderings posed by the lecture? How might such a resource later be used by students as they make sense of what they have listened to but are yet to master? In our highly connected worlds it becomes quite possible that a note taking system backed by a social network dimension could involve experts in the field and that their contributions could significantly enhance the learning.*

Click on the title link above for the full article!



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*

### Dear Debbie,

So even though our “real” Debbie (Gerhart) has recently retired, her popular “Ask Debbie” sessions—open forums for all types of questions about Google, Blackboard, etc. won’t disappear. We’ve decided to morph the concept into a collection of common questions answered . . . and the “*Dear Debbie*” online FAQ idea was born! This format will allow you to submit your question about Google apps or Blackboard directly to CTL, then we will use it to populate the new FAQ resource after we personally reply back to you. Start emailing your questions to us now at [ctl@ucmo.edu](mailto:ctl@ucmo.edu)! We will begin creating the resource and will post the new link in the newsletter soon! Watch for it!



## Keeping Up

*The latest in Teaching and Learning*

### ALEC in Its Second Year

UCM's first [Active Learning Engagement Classroom](#) (ALEC) is now in its second year of use for UCM faculty and students to experience a technology-based environment that facilitates active learning strategy and techniques.

Last year's Fall and Spring semesters saw a total of 14 different courses from across campus using ALEC. This semester there are currently 5 different classes using ALEC with several faculty being trained in order to use ALEC on a limited basis.

ALEC is designed for teaching using active learning techniques. ALEC enables faculty to engage with innovative teaching technologies paired with pedagogical advancement in a real classroom environment. Faculty can test ideas in ALEC in collaboration with the Center for Teaching and Learning staff to determine what new technologies best support their instruction.

ALEC is located in the JCK Library, Room 1268. For more information, to take a tour, or to determine whether ALEC has an opening for you to use it this semester, contact Mike Jeffries, [jeffries@ucmo.edu](mailto:jeffries@ucmo.edu) or 660-543-8203.



# FOCUS ON FACULTY



CENTER FOR TEACHING & LEARNING @ UCM

October 1, 2018 Vol. 2 Issue 13

## Congratulations ACUE program grads!

On September 28, 2018, graduates of the first phase of the Kaufman grant-funded ACUE program were congratulated for their hard work at a pinning ceremony presided over by Interim Provost Dr. Goddard. The participants spent months learning how to use research-based teaching techniques in their classroom, sharing and reflecting with their colleagues in a collaborative online environment.



After this initial success, the newest cohort kicked off Phase II with another 30 faculty. They will finish their program in May of 2019 with another reception. We wish them much success in their efforts!

### [ACUE Faculty Participants: Higher Student Success Rates...](#)

The Association of College and University Educators (ACUE) offers online faculty development courses in effective teaching practices based on research and expert advice. In [this free downloadable report](#) by ACUE Associates, Elizabeth Lawner and Meghan Snow, provide results of an investigation of the student success differences in courses offered by ACUE-trained faculty at Delta State, a regional public university in Cleveland, Mississippi.

The study looked at "course completion, grades, course evaluations, self-efficacy, growth mindset, perceptions of classroom practices and overall impressions of the course and instructor." Evidence was found to positively correlate ACUE faculty training with greater student success.

Sign up [here](#) for ACUE's weekly email newsletters.



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*

### [Focus Your Lectures with 'One-Sentence Lesson Plan'](#)

Give your students more opportunity to focus on learning class content by answering three simple things in your lesson plan design: *what, how* and *why*.

1. Identify the skill or content to be learned
2. How will students reach this goal
3. Why are students learning this

This article by Norman Eng, EdD, describes the process of simplifying your approach to lesson plan construction, and ultimately to the student path of course outcomes attainment.



## Keeping Up

*The latest in Teaching and Learning*

### [Everything You Need to Know to Get Started with AR/VR in the Classroom](#)

Jaime Donally's article in EdSurge describes the planning needed to embrace the AR/VR world of immersive technology.

- Effective collaboration among educators
- Curriculum team development and sharing
- Understanding technology demands and support requirements
- Resources for immersive technology integration (some ideas)

What's the difference between augmented and virtual reality? How can you apply it to your creative lessons? Jaime provides a descriptive list of AR and VR apps that educators can use today!

# FOCUS ON FACULTY



CENTER FOR TEACHING & LEARNING @ UCM

October 22, 2018 Vol. 2 Issue 14



## Top Tools for Learning 2018

The Top Tools for Learning list was compiled by [Jane Hart](#) at the Centre for Learning & Performance Technologies, and published on September 24, 2018.



It is made available as an interactive table which also shows each tool's presence on the 3 sub-lists, how they fit into 30 defined categories of tools, as well as their change in position since 2017. There is also an [interactive infographic](#) of the list to download. Jane Hart has also provided an [analysis](#) of this year's list and what she sees as the 10 Trends for Digital Learning in 2018.

The sub-lists are focused on different types of learning, Personal and Professional, Workplace Learning and **Tools for Education**. The sub-list rankings can be viewed using the buttons in the light blue bar at the [top of the list](#).

## Did you know?

### Tips for faculty

#### Seven Bricks to Lay the Foundation for Productive Difficult Dialogues

In this article [Annie Soisson](#) describes faculty members' most frequently discussed "difficult dialogue" scenarios:

*"in-class hot moments that were not anticipated and that the faculty member did not feel equipped to handle; and difficult dialogues that happen during office hours or outside of class."*



This article describes ways to prepare for difficult conversations:

1. Be cognizant of triggers
2. Communicate learning goals for controversial topics
3. Create a supportive classroom climate
4. Outline expectations about course content
5. Create shared goals
6. Help students develop their skills
7. Start with low-stakes trust builders



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*

### Dear Debbie,

Question from a faculty member this week:

**Q:** My student has taken a Blackboard test and says they can see their overall test score in My Grades but not the detail on which questions were incorrect. I can see I've set the test to show the students detailed feedback. I also see this student's test score in the Grade Center and nothing else seems to be amiss...

**A:** You may need to refresh the student's directions on how to view their graded tests and individual question results. They should select **My Grades** (under Tools unless you've created a separate menu button), select the **name** of that test they wish to review, **then** when that screen opens select the **red, underlined score number** for that test (found on the right side of the screen). That will take them into the detailed, individual test question results screen. Hope this helps!

Email your questions any time at [ctl@ucmo.edu](mailto:ctl@ucmo.edu)!

We are creating an online Q/A resource and will post the new link in the newsletter soon!



## Keeping Up

*The latest in Teaching and Learning*

### A Look Ahead: What will universities be like in the future?

Sir Anthony Seldon addresses ideas regarding higher education's adaptation to the rise of artificial intelligence, excerpted from his book [The Fourth Education Revolution](#) in eCampus News.

*Universities, for all their diversity across the world, will become still more so over the next 25 years, under the pressures of financial, social, and above all technological change.*

With all of the challenges to their current categorization Seldon sees the higher education market segmenting into six types: elite global research universities, national research universities, regional universities, professional program universities, digital online universities and local applied universities. Check out [this article](#) to read more.



# FOCUS ON FACULTY



CENTER FOR TEACHING & LEARNING @ UCM

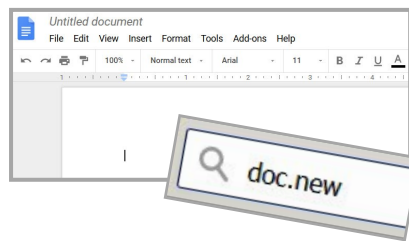
November 12, 2018 Vol. 2 Issue 15

## CHECK THIS TECH! *innovative teaching tools & services*

### [A Handy Google Shortcut .new!](#)

Google [has announced](#) a new time-saving trick for starting Google docs, slides, sheets and forms—and it works great! It lets you open a blank document, presentation, spreadsheet or form right from your URL bar! You no longer have to navigate to Google Drive to create.

Simply type these shortcuts (no www) into the browser URL bar for a quick jump into a new creation:



**Docs:** doc.new, docs.new, document.new

**Forms:** form.new, forms.new

**Sheets:** sheet.new, sheets.new, spreadsheet.new

**Sites:** site.new, sites.new, website.new

**Slides:** slides.new, deck.new, presentation.new

## Did you know?

### Tips for faculty

#### What is this Monday Morning Mentor email I am receiving in my inbox on Mondays?

As subscribers to [Magna Publications](#) we have access to presentations on various subjects related to higher education.

Each Monday a new presentation becomes available for viewing for **one week only**. Details regarding the featured presentation are delivered to CTL (which we forward on to all UCM faculty) and include the link to the presentation, the transcript, handouts and supplemental materials. There is always a short password required to view the feature, that's included in the body of that week's email. We have an unlimited number of logins during that week of availability, so check them out and feel free to alert your colleagues if you see a really interesting topic!



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

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



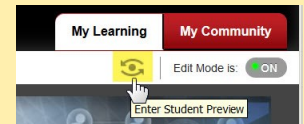
## Faculty Watercooler

*Faculty discussions on subjects that matter to you*

*Dear Debbie,*

**Q:** I used to have a "student account" to enroll myself into a section I was teaching so I could see exactly what the students see. I no longer have that account and am wondering if I can get a new "student account". ~Just Wondering

**A:** Dear Wondering, since Blackboard Learn now has a feature called **Student Preview**, we no longer create "student accounts" for instructors to use as a test account. The very same function and view occurs when you use Student Preview. Here is a video that will tell you more about what Student Preview is and how to use it in your courses: <https://www.youtube.com/watch?v=JCrAQewg7Is>



Email your questions anytime to [ctl@ucmo.edu](mailto:ctl@ucmo.edu)!

We are creating an online Q/A resource and will post the new link in the newsletter soon!



## Keeping Up

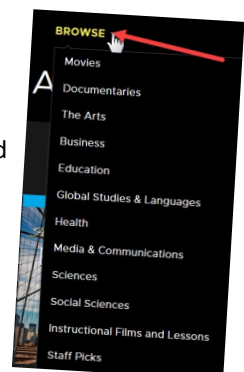
*The latest in Teaching and Learning*

kanopy

Use their handy search bar.....or browse by category ->



Film is a great way to engage your students, many of our faculty are using [Kanopy](#) to access valuable video inside their courses. Kanopy is free for all UCM faculty and student use, funded by our James C. Kirkpatrick Library. The free service features the Criterion Collection, Great Courses, Sundance and Oscar winning films and documentaries. Kanopy provides ratings, the ability to create a personal list, sharing links, embed codes for inserting directly into your course, and film clipping if you'd like to use just a portion. Closed captioning is available on many offerings. Great for student projects and research, too. Use Kanopy with your **UCM Gmail** (Google) credentials, enjoy!



# FOCUS ON FACULTY



CENTER FOR TEACHING & LEARNING @ UCM

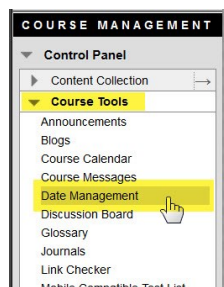
December 5, 2018 Vol. 2 Issue 16

## CHECK THIS TECH! *innovative teaching tools & services*

### HUGE Timesaver—Blackboard's Date Management Feature

Have your courses copied to their spring semester Blackboard shells? Did you know that all those system dates (due dates, availability, adaptive release dates) can be pushed forward in your spring 2019 courses **IN ONE STEP?!**

You have a few easy ways to approach this—which are detailed in the **More Help** content page found at the top of your Blackboard screen when inside Date Management...you'll love how this works!



#### Example using **Course Start Date**:

The original course started August 13th with an assignment due August 25. The assignment is due 12 days after the start date. If you adjust the new course start date to January 14, the assignment is now due January 26th, which is 12 days after the new start date.

*(Course start dates may be set under Customization->Properties->Set Course Duration)*

#### Using **Adjust by number of days** option:

When you know exactly how you want to adjust dates, base it on the dates that are currently set for each item in the course, not today's date. Negative numbers move the dates back. Positive numbers move the dates forward. Use the [CTL Planning Calendar](#) for semester views.

## Did you know?

### Tips for faculty - Blackboard Spring Cleaning

Spring is just around the corner! You do spring cleaning on your house. You do spring cleaning in your garage. You might even do spring cleaning in your garden. How about doing some spring cleaning in your Blackboard sections? We have a new information session that will take you through the steps and best practices of "cleaning up" your Blackboard sections before you copy them to new sections or begin using them for an upcoming semester. Its time to get rid of all the unneeded and unused items. Let us help you make your Bb section fresh and new. Watch your weekly CTL events emails for dates and sign-up details!



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

## Faculty Watercooler

*Faculty discussions on subjects that matter to you*

### Dear Debbie,

**Q:** I like how I've created this semester's Blackboard course and I teach the same course again next semester—what is the correct way to copy this structure and content into the Spring 2019 empty section shell?



**A:** If you want to copy course content forward into next semester's empty "shell", the simplest path is to perform a **course copy**. The following linked document takes you through, step by step in the course copy process.

[https://courses.ucmo.edu/Blackboard/help/Copying\\_Blackboard\\_Courses.pdf](https://courses.ucmo.edu/Blackboard/help/Copying_Blackboard_Courses.pdf)

To move material from an older Bb section to a new section without having to recreate the material, you have the option of importing entire content areas or individual components over to the new section. You can do an export/import of the entire course or whole sections of material. Here is a help document that will take you through step by step: [https://courses.ucmo.edu/Blackboard/help/Exporting\\_Blackboard\\_Courses.pdf](https://courses.ucmo.edu/Blackboard/help/Exporting_Blackboard_Courses.pdf)

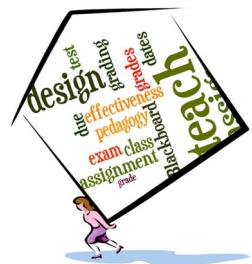
Then, if you just want to move or copy a **specific item** from one section to another, here is a YouTube video that takes you through the steps: <https://www.youtube.com/watch?v=XNnQt81r7qI>

## Keeping Up

*The latest in Teaching and Learning*

*Tailored Help on Your Schedule*

*My colleagues and I have questions, but we don't have time to attend your scheduled CTL training sessions! Never fear, CTL is here!*



If you and your colleagues have questions about Blackboard, course design, or working with multimedia content, let CTL help by creating **personalized training** for your group of faculty or entire department, focusing on your most pressing questions! Instructional designers in the Center for Teaching and Learning are happy to arrange training for small (2-5 faculty) or large groups (your whole department). We are happy to work around your schedule and will come to you. Contact CTL instructional designers Lisa Schmidt or Carol Knight to coordinate some individualized solutions training for your group today!