A guide on the side or a sage on the stage?

This past week I was working with my elementary age twins on word ladders. In word ladders, clues are provided for children to rearrange letters to make a new word from the one they have just made. For example, from the word “bring,” the clue was: “I did not hear the bell ____. Take away one letter.”

As we were working on our second page of word ladders, I realized I was reading the clues, writing the responses, and just barely giving the children enough time to think of the response. It dawned on me that I did not need to work on my reading, writing, or vocabulary skills and that I was missing a valuable opportunity to let them do the work and for me to be “a guide on the side rather than the sage on the stage” (or at the kitchen table).

Indeed, challenging intellectual work is central to learning for any age learner. According to the National Survey of Student Engagement (and decades of research into student learning), we know that instructors can promote student learning by challenging and supporting them to engage in deep learning through higher-order learning and reflection.

The next time that you are preparing for your class or even when you are teaching your class, reflect on the amount of time you are doing the critical (and fun) thinking, and the amount of time your students are spending:

• Applying facts, theories, or methods to practical problems or new situations
• Analyzing an idea, experience, or line of reasoning by examining its parts
• Evaluating a point of view, decision, or information source
• Forming a new idea from various pieces of information
• Connecting ideas from your course to their previous experiences and knowledge.

A great resource that can help you consider your place as a guide on the side or the sage on the stage is Bloom’s Taxonomy (view CELT’s Revised Bloom’s Taxonomy webpage [http://bit.ly/celt-blooms]). You can use the Bloom’s verbs to create your course learning objectives, create meaningful teaching and learning strategies, and determine effective assessment and evaluation methods providing students the opportunity to confirm that they have mastered the course level objectives. While it might seem daunting, paying attention to the amount of time you are doing the work in the class and the amount of time the students are spending grappling with course content is a great start to designing and delivering deep learning opportunities.

Hope to see you in 3024 Morrill Hall (all CELT staff are now centrally located!),

Sara Marcketti, Director
Center for Excellence in Learning and Teaching

Congrats to Dr. Shenglan Zhang, first recipient of the CELT Presenter Grant

Dr. Shenglan Zhang, Assistant Professor of Chinese in the Department of World Languages and Cultures is the first recipient of the CELT Presenter Grant. This grant provides eligible faculty and staff with the opportunity to present their SoTL research findings at a teaching and learning higher education conference. Dr. Zhang, a two-time Scholarship of Teaching and Learning (SoTL) Scholar will present two peer-reviewed papers: “Supporting CFL students to use self-regulated learning in blended/flipped learning environments” and “Design and implementation of an individualized approach to improving CFL learners’ self-regulated learning” at the 15th International Conference on Chinese Language Pedagogy in Beijing, China this summer. Congrats Dr. Zhang! (Learn more about Zhang via WLC’s webpage [http://bit.ly/2Rao1mH])

Interested learning more?

Applications are due Feb. 1 for institute on service-learning
Iowa’s three regent universities are partnering to offer an Engaged Faculty Institute on Service-Learning May 22-23. The institute is for faculty who want to incorporate service-learning into a class but aren’t sure where to begin, as well as faculty who have tried service-learning but seek assistance optimizing the experience. Service-learning incorporates community work into the curriculum,
giving students real-world learning experiences that enhance academic learning while providing a tangible benefit for the community. The Institute is open to all faculty: tenured, tenure-track, term, and staff with teaching responsibilities. More information, including the application, are on the CELT’s Engaged Faculty Institute on Service-Learning webpage (http://bit.ly/celt-efisl). Applications are due by noon Feb. 1.

Learning Online: Canvas and Beyond

Peer Review and Assessment with Canvas, Google Suite and Qualtrics

The term “peer assessment” is used to describe two teaching techniques, listed below with tools for accomplishing these approaches:

Teaching Technique 1: Peer Review
A student is assigned to review and provide feedback on an assignment completed by a peer before it is submitted for the instructor’s evaluation.

Peer Review in Canvas
The Peer Review functionality in Canvas allows students to review each other’s assignments and provide feedback for improvement. Peer reviewers can be assigned anonymously or be made known to the students whose work is being reviewed. The Peer Review functionality works best when paired with a well-designed and effective rubric guiding the student evaluation. Canvas relies on the instructor to scan through peer reviews and issue a final assignment score, thus emphasizing the importance of descriptive, and not evaluative peer review. View the How do I use peer review assignments in a course? web guide (http://bit.ly/2RauXjx).

Teaching Technique 2: Peer Assessment
A student is assigned to assess the behavior of a peer during or after a team assignment/project.

Peer Assessment Tools
Canvas does not currently provide a tool to accommodate peer assessment of student behavior. The following tools allow instructors to collect peer assessment data before taking other steps:

- Google Suite’s Google Forms: The Peer Assessment Google form (http://bit.ly/2R63zmZ) is available for you to copy into your Google Suite (G-Suite) account:
  - The pros: it can be easily modified for any course and embedded within a page in your Canvas shell.
  - The cons: you must call Solution Center (515-294-4000) and request that the G-Suite associated with your account is enabled; this form can be displayed inside your Canvas, but it is not integrated with the Gradebook in Canvas.
- A Qualtrics process developed by Dr. Karla Embleton (College of Human Sciences):
  - The pros: Qualtrics is adopted by ISU; the process can be modified for your course. Access Qualtrics through the ISU Okta web portal (https://iastate.okta.com/).
  - The cons: institutional support for this particular process is limited to those within the College of Human Sciences, but Dr. Embleton is happy to consult by request on the process.
- Additionally, there are peer evaluation options in Canvas Commons, a learning object repository that enables educators to find, import, and share resources. Search for peer evaluations or assessments via the Canvas Commons website (http://bit.ly/2RanRM7).

Interested in exploring these peer assessment tools?
Drs. Lesya Hassall (CELT) and Karla Embleton, (College of Human Sciences) will be facilitating a Peer Review and Assessment with Canvas, Google Suite and Qualtrics workshop on Feb. 7 (11 a.m.-noon) or Feb. 20 (2-3 p.m.). Register via the Learn@ISU website (http://learn.iastate.edu/).

Finally, learn more about formative and summative peer assessment, key questions to answer, types of peer assessment, resources and articles visit CELT’s Peer Assessment webpage (http://bit.ly/celt-peer-assess).

Canvas News & Updates

At our last ISU-Online Learning Community meeting (Jan. 18) we shared a few new things in Canvas that you may be interested in: Dashboard (update), Canvas Commons preview, Arc Video Quizzing, Analytics Beta and the new Gradebook. Read more on our Canvas News & Updates webpage (http://bit.ly/2R4C11f) on the MyCanvas Teacher at ISU website (http://bit.ly/mycanvasteacher).
Interested in making your online course better for your students?

If you're interested in making your online course better for your students, the Improving Your Online Course workshop is perfect for you. In this Quality Matters (QM) workshop, we will spend a half of a day focusing on the most important aspects of your course, and, best of all, you will come away with a prioritized list of goals to improve your course. Our next QM Improving Your Online Course workshop is this upcoming Wed., Jan. 30 (8 a.m.-Noon). Register via the Learn@ISU website (http://learn.iastate.edu/) or see future offerings on CELT’s Quality Matters at ISU webpage (http://bit.ly/isu-qm). Questions? contact Darrin Jones, CELT Quality Matters Program Coordinator, via email darrinj@iastate.edu or call 515-294-5357.

January programming (alpha by topic then date)

To learn more about our comprehensive array of events visit CELT’s Event and Registration website (http://www.celt.iastate.edu/events-registration) and register via the Learn@ISU website (http://learn.iastate.edu/).

Award-Winning Seminar Series
- Solutions for Disparate Disciplines: Using researched-based changes to improve learning in your classroom (Tom Holme), Jan. 25 (12:10-1 p.m.)
- Good Class Bad Class: Intenitons vs. Actions in Classroom Teaching (Raj Raman), Jan. 31 (12:10-1 p.m.)
- A Day in the Life of a Rural African Woman: Bringing global experiences into the classroom (Dorothy Masinde), Feb. 20 (12:10-1 p.m.)

Seminars, Workshops, and Workshop Series
- Workshop, Encouraging Critical Thinking and Intellectual Risks, Jan. 25 (4:10-5 p.m.)
- Workshop, Where Do I Start? Using social media to support learning in your classroom, Jan. 29 (12:10-1 p.m.)
- Workshop, Effectively managing disruptive classroom behavior, Feb. 4 (3:10-4 p.m.), or Mar. 26 (3:10-4 p.m.)
- Workshop, Peer review and assessment with Canvas, Google and Qualtrics, Feb. 7 (11 a.m.-noon), or Feb. 20 (2-3 p.m.)
- Seminar, Top Hat Updates and Issues, Feb. 21 (11:30 a.m.-1 p.m.)

Building & Managing Your Course in Canvas Workshop Series
- Rubrics and Outcomes in Canvas, Jan. 24 (11-12:30 p.m.)
- Your Canvas Course on Smart Devices, Jan. 25 (3-4:30 p.m.)
- Building a Canvas Course that Makes Sense to Your Students, Feb. 11 (10-11:30 a.m.)
- Low and High Stakes Quizzes in Canvas, Feb. 13 (10:30 a.m.-12 p.m.)
- Grading and Student Data in Canvas, Feb. 14 (9:30-11 a.m.)
- Group and Collaborative Work in Canvas, Feb. 15 (9:30-11 a.m.)
- Personalized Learning in Canvas, Feb. 18 (9:30-11 a.m.)

Programs on Teaching Inclusively
- Inclusive Classroom Workshop, Feb. 12 (9 a.m.-Noon)

ISU Online Learning Community
- Seminar, ISU Online Learning Community (ISU-OLC), Feb. 8 (11:30 a.m.-1 p.m.)

Quality Matters (QM) Programming
- Meeting, Quality Matters Teaching and Learning Community, Jan. 24 (3:30-5 p.m.), & Feb. 12 (3-4:30 p.m.)
- Workshop, Improving Your Online Course (IYOC), Feb. 25 (1-5 p.m.)

Team-Based Learning (TBL) Programming
- Team-Based Learning-Teaching and Learning Community (for graduates of the TBL Series), Feb. 15 (2:10 -3:30 p.m.) & Feb. 28 (1:10-2:30 p.m.)

Additional Professional Development Opportunities
- Thomas L. Hill Iowa State Conference on Race and Ethnicity (ISCORE), Professional Development Pre-Conference, Wed., Feb. 27 (11 a.m.-5 p.m., Iowa State Memorial Union), and Conference, Fri., Mar. 1 (8 a.m.-5 p.m., Iowa State Memorial Union)