

**February 2020  
Issue 2  
News Update  
Center for Teaching  
and Learning**

### **Upcoming CTL Workshops**

**Which Teaching  
Strategies Yield  
the Greatest Bang  
for Your Buck?**

March 2 - 3:00 pm to  
4:45 pm, Library 376

March 3 - 12:30 pm to  
2:15 pm, Library 376

**You Can Love Student  
Assessment. Really.**

March 9 - 3:00 pm to  
4:45 pm, Library 376

March 10 - 12:30 pm to  
2:15 pm, Library 376

### **Flourishing in Academia**

March 23 - 3:00 pm to  
4:45 pm, Library 376

March 24 - 12:30 pm to  
2:15 pm, Library 376



**Audrey Redmond**

## **Focus on Faculty**

As a highlight of this month's newsletter, the Center for Teaching and Learning (CTL) would like to share an interview with Audrey Redmond about the course GC2Y: Rebel Girls, Global Perspectives. Audrey Redmond is a Language Resource Center Coordinator here at Georgia College in the Department of World Languages and Cultures.

### **Tell us about your Rebel Girls course.**

The GC2Y: Rebel Girls, Global Perspectives course was created by combining my interest and background in international affairs and my experience in Cynthia Alby's Transformative Learning class. My dream for this course was that

students would see the connections between the women we studied and their personal lives, be inspired to find ways to reshape the world around them, and meaningfully apply what they learned in real-life situations.

### **How did you come up with the Rebel Girls course?**

I was shopping for my daughter and came across *Goodnight Stories for Rebel Girls*. This book (if you haven't read it) is a beautifully illustrated collection of women's stories from across the globe. These successful nonconformists (i.e. Rebel Girls) are women who are fearlessly curious, don't hesitate to question the culture around them, and work to galvanize the path for women of the present and future. I thought the concept was a wonderful idea for a student research project, so from there, I designed the course.

### **What did you hope to accomplish?**

We began the course by examining concepts and ideas that provided the underpinning needed to understand issues that women face around the world. Students participated in a Reacting to the Past game and had two large projects: an individual comparative research project, and the team book project. These three elements of the course challenged students to sharpen their research skills, learn how to work together as a team, and step back in time to gain a bit more context about how history shaped the world we live in. I wanted students to leave my course, regardless of major/minor or interest in the topic, with a sharp set of skills that would benefit them down the road. Students had a lot of freedom to explore topics that mattered to them and weren't confined to specific issues.

### **What were the results?**

The most popular element was the team book project. Students worked in teams of five to collaborate and explore a topic of their collective interest. They identified women in the weekly geographic regions we were studying who are currently making a difference. The challenge was to identify women who are, right now as you read, elbow-deep in the issues they seek to resolve. Students had to think about issues around the world, do their research on what is being done about it, and profile the women behind those changes. The nature of the assignments and course design led to a very tight-knit atmosphere among students in the class.

Students essentially spent the semester researching and creating their version of *Goodnight Stories for Rebel Girls*. Which left us with a wonderful challenge - what good would this project serve if we didn't DO anything with it? What is the point of digging up information about extraordinary women's lives around the world if we weren't going to make them known? We began a community-based engaged learning partnership with 7th-grade students at Georgia College Early College (GCEC) and spent time sharing what our class discovered. This was such an awesome experience for my students to see what it looked like to take an idea, put it into action, and deliver a tangible product. We were so fortunate to be able to provide printed copies of the team book to the GCEC students with support from GC Journeys.

### Tell us about your experiences in Cynthia Alby's Transformative Learning class.

I think everyone should make time to participate in this course! Cynthia has an incredible talent for helping instructors turn their courses into exciting, collaborative, and challenging arenas for student growth. This course offers support for all instructors at any phase of course development - whether it is a brand-new course or one that has been taught for many years.

### How did the Transformative Learning class help you develop your course?

GC2Y: Rebel Girls, Global Perspectives had not been fully developed when I began the Transformative Learning class, so it helped me think through how all aspects of the course would mesh together. I was able to work through the full picture with great peer feedback before the GC2Y course even launched, everything from course design to assessment. It was instrumental in helping me think outside of the box on how to engage students with content in a way that is both meaningful and would provide skills that they can articulate and put into practice later on. I've already had several students come back from internships or job interviews and tell me how they used the team book project as an example of how they solved problems and worked well with others. This makes it all worthwhile in my book!

For more details on Audrey's community-based engaged learning partnership with GCEC, please watch GC360's [coverage of the event](#).

## Upcoming Events

- **Spring Semester Midcourse Feedback Requests Due by February 25** Interested in getting valuable feedback that can help you improve your annual evaluation, student perceptions, and teaching craft? For more details, please visit [Midterm Course Feedback](#).
- **18th Annual Teaching Matters Conference** This year's theme is The Inclusive Academic: Strategies for Maintaining Balance in a Changing Academic World. The conference will be held on March 12 and 13 at Gordon State College. Early Bird Registration deadline is February 27. [Register for the Teaching Matters Conference!](#)
- **Spring Semester Workshop - Which Teaching Strategies Yield the Greatest Bang for Your Buck?** Cynthia Alby will explore strategies related to formative assessment and feedback - the two categories of strategies shown to most significantly boost student learning. This workshop will be held twice, first on March 2 from 3 pm to 4:45 pm, and again on March 3 from 12:30 pm to 2:15 pm. [Register for the Which Teaching Strategies Yield the Greatest Bang for Your Buck? workshop!](#)
- **Spring Semester Workshop - You Can Love Student Assessment. Really.** In this workshop, Cynthia Alby will examine a template that allows participants to easily create engaging and authentic assessments, even for hard-to-measure skills such as analysis, critical thinking, and many more. A technique that has

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been demonstrated to significantly improve student success on projects and assignments will also be examined. This workshop will be held twice, first on **March 9 from 3 pm to 4:45 pm**, and again on **March 10 from 12:30 pm to 2:15 pm**. [Register for the You Can Love Student Assessment. Really. workshop!](#)

- **Spring Semester Workshop - Flourishing in Academia** Join Cynthia Alby to learn more about applied positive psychology in education. This workshop will be held twice, first on **March 23 from 3:00 pm to 4:45 pm**, and again on **March 24 from 12:30 pm to 2:15 pm**. [Register for the Flourishing in Academia Workshop!](#)
- **Marking Classes for SRIS - Deadline March 20** The window to mark classes in Banner for the Student Rating of Instruction Survey (SRIS) Spring 2020 has opened and will close **March 20**. Contact [sis@gcsu.edu](mailto:sis@gcsu.edu) if you have any questions or concerns.
- **COPLAC Award Nominations Close on March 1** For more details, please visit [COPLAC Awards](#).

## CTL Updates

- **Spring 2020 Call for Faculty Research Grants – Application Deadline February 21, 2020** The Faculty Research Small Grant Program provides seed funding up to \$5,000 for faculty research projects. Funds can be used for supplies, equipment, software, or travel expenses incurred in carrying out the research. Faculty Research Grant Committee members individually read and rank research proposals using a rubric to make funding decisions. The calls for proposals are every fall and spring semester. For more information, please visit our [Faculty Research Grants website](#).
- **2020 USG Teaching and Learning Conference: Best Practices for Promoting Engaged Student Learning** The conference will be held on April 7 through April 9 at the UGA Conference Center and Hotel in Athens, Georgia. [Register for the USG Teaching and Learning Conference!](#)

## CTL Teaching Tips

Providing students with feedback is an essential part of learning. For more information about feedback in higher education, please visit the articles below.

## GeorgiaVIEW Updates

### Assignments Inline Feedback

To streamline access to assignment feedback, learners can now access in-line feedback from User Progress, Grades, and Assignments. From these tools, the View Inline Feedback link takes the learner directly to the annotations view (or Turnitin viewer, if that is the tool used to provide feedback).

### Geolocation Data Warning when Uploading Images

In some instances, when users upload .jpg files in any file upload in GeorgiaVIEW, an EXIF (exchangeable image file) data warning appears informing the user that the file may contain geolocation data.

### Course Reset

Course Reset is a new tool that enables your administrator (CTL) to reset a course to an empty shell. Course Reset permanently deletes course content, activities, associated files, user grades, user progress records, and interaction data from the course in a single bulk process.

### Video Note - Automated Closed Captions

To improve accessibility, Video Notes now provide automatic closed captioning for newly created videos and the ability to manually add or update closed captioning for all previously recorded videos. After video processing, users can view closed captions using video player controls.

## GC Journeys Info Sessions and Workshops

Drs. Cynthia Alby and Jordan Cofer will be hosting brief (half-hour) information sessions on GC Journeys. Learn more about GC Journeys and how you can get involved. Dr. Cynthia Alby will be leading GC Journeys Workshops. Create a new course or refresh an old one!

[Register for a GC Journeys Info Session](#)

[Register for a GC Journeys Workshop](#)

Questions? Email [journeys@gcsu.edu](mailto:journeys@gcsu.edu)

[20 Ways to Provide Effective Feedback for Learning](#)

[Making Sense of Assessment Feedback in Higher Education](#)

[Enhancing Feedback in Higher Education](#)

## CTL Tech Tip

Have you ever thought about giving students feedback using technology? Feedback is a powerful resource in higher education. Providing student feedback with the use of technology can make your course feedback more effective, engaging, and efficient. For more information, please read [How to Give Your Students Better Feedback with Technology](#).

## GeorgiaVIEW Webinars

Providing timely and descriptive feedback using Brightspace in the VLE (Virtual Learning Environment, February 26, 3:30 p.m. ET. [Register for the Providing Timely and Descriptive Feedback Using Brightspace in the VLE Webinar!](#)

Building an Online Course in Brightspace, On Demand. [Register for the Building an Online Course in Brightspace Webinar!](#)

## News from IT

Mark your calendars! Information Technology needs your input. We will host an open forum Tuesday, February 25 from 4 p.m. to 5 p.m. in the Arts & Sciences Auditorium. This forum is open to anyone interested in attending but will focus primarily on the needs of faculty and staff. While Susan Kerr, the new CIO, will talk a little about future directions for IT, the main purpose of the forum is to hear from faculty and staff regarding technology use around campus. Mark your calendars now and be willing to share your use of technology and how we can better meet your needs going forward. We look forward to seeing you there!

The EDUCAUSE Student Technology Survey is open through March 13. Please consider supporting the survey by reminding your students. Students may access the survey in a variety of ways: the link in the survey email, the survey tile in Unify, the QR code posted in GeorgiaVIEW, CTL's social media, or the posters located throughout Russell Library.

As a reminder, we are now required to go through information security awareness training twice a year. If you have not yet done so, please go to GeorgiaVIEW, select the "Information Technology Security Training" course, and complete the course by filling out the acknowledgement at the end. If you have any issues accessing the course, please contact the Serve Help Desk at [serve@gcsu.edu](mailto:serve@gcsu.edu) or call 478-445-7378. The deadline for completion is March 1.



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## Issues with Kaltura Capture and Catalina Upgrade for MAC

Kaltura Capture will not download properly when users have upgraded their MAC to Catalina. [See Apple MacOS Catalina 10.15.2 Release: Should You Upgrade Your MacBook Pro?](#)

## Have Suggestions? Need Help?

### Contact Us

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