FFYE Resource Shell Design Document

Purpose: This resource shell will provide FFYE members with additional resources, information, and activities pertaining to each month's FFYE meeting topic.

Target Audience: Members of the FFYE, both new and experienced teachers.

How it will be used: This resource shell will:

- Be a place for FFYE members to dive deeper into FFYE topics
- Provide FFYE members a way to communicate and collaborate with peers
- Act as a resource repository for FFYE members to reference
- Give FFYE members additional opportunities to practice topics and skills through discussions and activities

Formatting Decisions

Module Introduction pages:

- Border: double black lines
    - Border code:
- Read time
    - Read time code: <ul class="pill">
Estimated Reading Time 2 mins
- Call out boxes
    - Call out boxes code: Lorem Ipsum
- Section titles
    - Section titles code: <h4 style="background: whitesmoke; border-left: 6px solid #231f20; padding: 15px 20px; margin: 5px 0; font-family: Arial;">Faculty First Year Essentials</h4>
- Drop downs
    - Drop downs code:

Content pages:

- Border: double yellow lines

    - Border code:
- Read time
    - Read time code: <ul class="pill">
Estimated Reading Time 2 mins
- Section titles
    - Section titles code: <h4 style="background: whitesmoke; border-left: 6px solid #ffcd00; padding: 15px 20px; margin: 5px 0; font-family: Arial;">Lorem Ipsum</h4> Lorem Ipsum
- Drop downs:
    - Drop down code:

      <details>

      <summary style="cursor: pointer; font-size: large; background-color: #231f20; color: #fefefc; padding: 15px 20px; border-radius: 10px; font-family: Arial; width: 100%;">Regular and Substantive Interaction Statement</summary>

      Lorem Ipsum

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Activities:

- Border: single black line
    - Border code:
- Section titles
    - Section titles code: <h4 style="background: whitesmoke; border-left: 6px solid #ffcd00; padding: 15px 20px; margin: 5px 0; font-family: Arial;">Lorem Ipsum</h4>

Content:

Start Here Module

Module 1 | Foundations for Success

- ***Page***: Module 1 Overview
    - Short introduction to the topic in the call out box
        - Welcome to the first module of our new faculty onboarding course! This module is designed to give you a strong start by covering the essential information and skills you'll need for a successful first year at TJC.
    - Understanding TJC's Systems and Students
        - In this section, we'll start by exploring important college systems, such as grade and attendance deadlines, to ensure you are confident in navigating TJC's administrative processes. You'll also learn about our student population and how to effectively connect with them on a personal and academic level.
    - Essential Skills and Tools
        - A strong foundation in teaching involves more than just content knowledge. This section will cover practical skills like effective time management and work-life balance to help you thrive in your new role. We will also provide an introduction to using Canvas, TJC's learning management system, to prepare you for building your course online.
    - Creating a Positive Classroom Environment
        - The first year is all about building a classroom that encourages learning and growth. Here, you'll discover strategies for active learning and classroom management, including best practices for promoting academic integrity. We'll also help you prepare for a great first day of class with engaging activities that set a welcoming tone for the entire semester.
- ***Page***: Compliance and Deadlines
    - Grading – Faculty handbook
        - **Your Official Online Gradebook**
        - At TJC, the **Canvas Gradebook is the official gradebook of record**. To ensure the accuracy and integrity of your students' grades, you must enter all grades in a timely manner, with the expectation that assignments will be graded within one week of the due date. A key best practice is to **manually enter zeros immediately** for any missing assignments. This ensures the gradebook accurately reflects each student's current standing, preventing an inflated grade that could be

detrimental to their success. If you need any help with setting up your gradebook, such as configuring it to drop a low score or add bonus points, you can reach out to the Distance Education Department for support.

- **Consistency and Final Grading**

- The grading system and percentages you use in your Canvas gradebook must be **consistent with the course syllabus** and your department's standards. When it's time to report final grades, you'll use the official system in Apache Access. You'll enter a letter grade for each student, using the standard grading scale, which includes A, B, C, D, F, I (Incomplete), W (Withdrawn), and CR (Credit). For developmental education courses, a separate scale (AD, BD, CD, DD, FD) is used. When reporting a final grade of **"F" or "I," you are required to enter the student's last date of attendance**. This is a crucial step for financial aid reporting. Please be sure to follow the step-by-step instructions provided in the Forms and Procedures section of Apache Access to ensure your final grades are submitted correctly.

- Attendance – Faculty handbook
  - For TJC faculty, meeting all scheduled classes and attending college meetings is a mandatory professional obligation. If you need to be absent, you must notify your department chair or dean by phone or other means as far in advance as possible. Absences for full-time faculty require a Leave of Absence or Professional Leave and Travel form, which should be submitted upon your return to campus after the leave has occurred. Note that unapproved absences from required faculty meetings may result in a deduction from your salary.
  - All classes must be held for the full class period, which is defined by the contact hour requirements for the course. You are responsible for notifying students if a class is canceled. In the case of an adjunct professor's absence, a substitute may be used, but the cost of the substitute's pay will be deducted from the adjunct professor's salary. Full-time professors who substitute will be compensated on a per-hour basis.
- Concourse Syllabus completed – Faculty handbook
  - **Your Course Syllabus in Concourse**

        - Get ready to share your course details with students using Concourse, TJC's online syllabus system! You'll need to enter your syllabus into Concourse before the first day of class and complete any edits by the seventh class day. While you have the freedom to set specific policies and guidelines for your class, these must align with TJC's policies and your departmental standards. Remember that some key course information, like the title, credit hours, and prerequisites, is set at the catalog level and cannot be changed. If you notice an error in this information, simply let your department chair or coordinator know.

        - **Keeping Your Profile and Vitae Updated**

        - Concourse is also the place to keep your professional information current and to upload your vitae! If your office location or phone number is incorrect, just notify your department chair and submit a request to Human Resources to update your information. You can also easily enter your vitae details, including your education, instructional experience, and publications, by logging into Apache Access and navigating to your profile in Concourse. Make sure to keep this information up-to-date, with a deadline to enter or update your vitae by the fifth class day.
- ***Page***: The TJC Student
    - The Community College Mission & Students
        - Community colleges in Texas serve a clear and essential purpose: to provide broad access to affordable, high-quality education tailored to regional needs. They offer associate degrees, occupational skills awards (OSAs) workforce certificates, continuing education, GED preparation, and in some cases, bachelor's degrees. Community colleges also offer robust transfer pathways that allow students to complete their first two years of general education and major coursework before seamlessly transitioning to a university to finish a bachelor's degree. These institutions play a vital role in strengthening economic mobility and preparing students for careers in fields such as healthcare, infrastructure, and technical trades. Texas community colleges often maintain open-admission policies, welcoming students regardless of academic background, financial circumstances, or age. The student body is notably varied in life

experience. Many are older or returning learners, with a median age around 24 and an average age closer to 28. Most attend part time while managing jobs, family obligations, or other responsibilities. A significant portion are first-generation students, single parents, veterans, or individuals balancing full-time work with part-time study. This blend of backgrounds, commitments, and goals creates a learning environment defined by resilience, practicality, and determination.

- Non-traditional students
  - The modern community college student body is incredibly diverse, and a significant portion falls into the category of "non-traditional students." These are individuals who may be over the age of 25, are returning to school after a significant break, have families to support, or are navigating higher education while working full-time. Recognizing and serving this unique population is a core component of the community college mission.
  - Non-traditional students often face distinct challenges that differ from those of recent high school graduates. They are frequently juggling multiple responsibilities, including jobs, childcare, and financial obligations. These external pressures can make it difficult to attend classes on a traditional schedule or dedicate the same amount of time to coursework. Their academic journeys are often intertwined with real-world complexities, requiring a flexible and understanding approach from faculty and staff.
  - However, these students also bring incredible strengths to the classroom. Their life experience, maturity, and strong motivation can enrich classroom discussions and elevate the learning environment for everyone. Our role is to provide the support systems that allow them to leverage these strengths. This includes offering a variety of course formats (online, hybrid, evening), providing access to specialized resources like counseling and academic advising, and fostering a campus culture that values and accommodates their unique circumstances. By doing so, we not only fulfill our mission but also empower a vital segment of our community to achieve their educational goals.

- ***Page***: Canvas and Concourse Syllabus Training
  - Canvas Basics

        - The Canvas Basics course is designed to equip you with the fundamental skills needed to effectively manage your online learning environment. You'll learn how to customize your notification settings to stay informed, utilize the Canvas Inbox for seamless communication with students and peers, and navigate the comprehensive Canvas Guides for ongoing support. The course will also cover essential organizational tasks, including how to create and organize assignment groups, add assignments to those groups, and build modules to structure your course content logically. You'll gain hands-on experience in editing course pages to update information, adding images to enhance visual appeal, and uploading various files for easy access. Finally, you'll master the SpeedGrader feature for efficient grading and feedback, and learn to navigate and utilize the Grade Book to track student progress and manage grades effectively.
    - OFC
        - The Online Faculty Certification (OFC) is a required training program for TJC online and hybrid faculty designed to ensure all online and hybrid courses at Tyler Junior College meet the quality and compliance standards outlined by the Texas Higher Education Coordinating Board's *Principles of Good Practice for Electronically Offered Academic Degree and Certificate Programs*. Completion of the OFC equips faculty with the skills and knowledge to design courses that meet TJC's Distance Education Course Minimum Standards, which focus on course content, design, accessibility, regular and substantive interaction, and student orientation. The goal of the OFC is to create engaging, well-structured, and accessible online learning environments that foster student success while ensuring full compliance with state and institutional requirements.
    - AOFC
        - The Advanced Online Faculty Certification (AOFC) is a foundational component of Tyler Junior College's commitment to excellence in digital instruction. The AOFC is designed to prepare faculty for creating and delivering high-quality online and hybrid courses by aligning course design and delivery with national standards and best practices. The primary goals of the AOFC are to enhance student success through intuitive and engaging course structures, to empower faculty with skills and recognition in digital pedagogy, and to ensure consistent instructional quality across all TJC online and

hybrid offerings. The AOFC enrolls a cohort each January, and the academy runs a full year, ending in December. Enrollment in the academy includes instruction on how to align a course with premier designation standards and qualifies faculty to submit an unlimited number of courses for premier designation status.

- ***Page***: Time Management & Work-Life Balance
    - Using all your tools proficiently
        - You've already been introduced to a variety of tools at TJC, and using them proficiently is a key to effective time management. Leverage the Canvas calendar to keep track of all assignment due dates and deadlines. Use Concourse not just for your syllabus but also as a central place for students to find all important course information, reducing repetitive questions. Set aside dedicated time in your schedule for grading using SpeedGrader, and use your office hours and TJC email to maintain clear boundaries for communication. Mastering these tools streamlines your workflow and frees up mental space for other tasks.
    - Putting your needs first
        - Your well-being is essential for your students' success. Prioritize your own needs by setting clear boundaries and sticking to them. This might mean having specific times when you answer emails and avoiding checking them late at night or on weekends. It's okay to say no to new commitments if your schedule is already full. By establishing and communicating these boundaries, you model healthy work habits for your students and protect your own time and energy.
    - Importance of rest and relaxation
        - In a busy academic environment, it's easy to fall into the trap of constant work. However, taking intentional breaks for rest and relaxation is not a luxury—it’s a necessity for avoiding burnout and maintaining your passion for teaching. Whether it's a short walk during the day, a weekend without work, or a relaxing hobby, prioritize activities that allow you to unplug and recharge. A well-rested and energized faculty member is better equipped to handle the demands of the classroom and provide the best possible experience for their students.
- ***Page***: Classroom Management & Academic Integrity
    - Gen Z & Gen A motivations and learning preferences

        - Today's students, primarily from Generation Z and Alpha, come to the classroom with unique learning preferences. They are often digital natives who prefer hands-on, collaborative, and personalized learning experiences. They are motivated by authentic, real-world problems and value opportunities to engage with content through technology, short-form videos, and visual media. Creating a dynamic and interactive classroom that integrates technology and focuses on skill-building rather than rote memorization can significantly increase their engagement and motivation.
    - Classroom management styles & tips
        - Effective classroom management is about creating a positive and productive learning environment. A key strategy is to establish a clear and authoritative style: you are the leader of the classroom, but you also show warmth and respect for your students. This approach is well-suited for a junior college setting where a mix of traditional and non-traditional students may have different life experiences. To implement this, begin by setting clear expectations on the first day, consistently enforcing policies with fairness, and building rapport with your students. Simple tips like learning students' names, using varied instructional methods, and proactively addressing disruptive behavior can make a big difference.
    - Academic integrity
        - Maintaining academic integrity is a crucial part of your role, both in person and online. For face-to-face courses, the best approach is to foster a classroom culture that values honesty and ethical behavior from the start. Clearly define what constitutes academic misconduct in your syllabus, discuss the consequences, and focus on designing assignments that encourage critical thinking and original work. When a potential issue arises, address it privately and calmly, following departmental and college procedures.
        - In online courses, TJC provides several tools to help secure assessments. You can use Canvas tools such as setting a time limit on quizzes to reduce the window for outside help. Additionally, TJC supports Respondus LockDown Browser, which prevents students from accessing other applications or websites during an exam, and HonorLock, a remote proctoring service that uses a webcam to monitor students during tests. These tools help create a fair testing

environment for all students and are essential for maintaining the integrity of your online course assessments.

- ***Page***: First Day Activities
    - Active learning on the first day of school
        - The first day of class is your opportunity to set the tone for the entire semester. Instead of lecturing, start with an activity that gets students thinking, talking, and moving. This immediately communicates that your classroom is an active learning space where their participation is valued. By encouraging students to engage with a question, a problem, or each other, you not only make the first day more memorable but also establish a foundation for the collaborative and inquiry-based learning that will follow.
    - Activities to build community
        - Here are three specific activities to help you build a sense of community in a face-to-face classroom from day one:
            - Two Truths and a Lie: Ask students to write down two true facts about themselves and one lie. In small groups, they share their statements, and the group tries to guess which is the lie. This is a low-stakes way for students to get to know one another and find common ground.
            - Human Scavenger Hunt: Create a list of fun and simple criteria (e.g., "Find someone who has traveled to another country," "Find someone who has a pet dog," "Find someone who is taking the same major"). Students walk around the room and get a signature from a classmate who fits each description.
            - Collaborative Expectations: Divide students into small groups and ask them to brainstorm one or two "rules" or "expectations" they have for the classroom to ensure a positive learning environment. Have a representative from each group share their ideas, and collectively, you can build a class contract.
        - For online courses, building community requires intentional, asynchronous activities during the first week:
            - Video Introductions: Create a brief welcome video of yourself and post it in a discussion forum. Ask students to respond with a short video of their own, introducing themselves, sharing a fun fact, and expressing what they hope to get out of the class.

        - Syllabus Scavenger Hunt: Instead of a traditional syllabus quiz, create a scavenger hunt-style activity. Embed questions in an online document or a Canvas quiz that require students to find specific policies or information within the syllabus. This ensures they read it carefully while engaging in a more interactive way.
        - "My Learning Space" Photo Share: Ask students to take a picture of their desk, study area, or a favorite spot where they plan to do their coursework. Have them post the image in a discussion board and briefly explain what they like about it. This helps humanize the online experience and gives a glimpse into their individual lives.
- ***Page***: What is Active Learning?
    - Active learning definition
        - Active learning is an educational strategy that involves students directly in the learning process, moving beyond passive activities like listening to lectures. Instead, it requires students to actively engage with the material through discussion, problem-solving, group work, and hands-on activities. This approach is highly useful because it encourages students to apply, analyze, and synthesize information, leading to deeper understanding and improved retention of concepts. When students are active participants in their learning, they are more motivated, engaged, and responsible for their own educational journey.
    - Research and studies backing up active learning
        - Studies have consistently shown the benefits of active learning. A landmark meta-analysis of over 200 studies, published in the Proceedings of the National Academy of Sciences, found that students in classes with active learning performed significantly better on exams than students in traditional lecture-based classes. The research also revealed that students in passive learning environments were 1.5 times more likely to fail. This strong evidence suggests that incorporating active learning strategies not only improves academic performance but also helps reduce course failure rates, especially in STEM fields.
    - Active learning in higher education

        - In a higher education setting, active learning can be integrated in many ways to suit different course formats and class sizes. Here are three strategies to try:
            - Think-Pair-Share: Ask students a challenging question. First, give them a minute to think about their own answer. Then, have them pair up with a classmate to discuss their ideas. Finally, invite a few pairs to share their combined thoughts with the entire class. This strategy is great for encouraging participation and critical thinking.
            - Jigsaw Method: Divide students into "expert" groups, with each group assigned a different portion of the lesson or reading. After the groups have mastered their content, reconfigure them into new "jigsaw" groups, with one expert from each of the original groups. Each expert then teaches their topic to the other members of their new group. This method promotes peer teaching and collaborative learning.
            - Muddiest Point: At the end of a class or a major topic, ask students to write down the "muddiest point"—the concept they are most confused about or a question they still have. You can have them write this on a sticky note or submit it anonymously in a Canvas discussion. You can then use this immediate feedback to clarify confusion and address common misconceptions in the next class session.
- ***Page***: Active Learning Strategies Toolkit
    - Strategies over Systems
        - While TJC provides a variety of digital tools like Canvas and Concourse, it's important to remember that active learning is a pedagogical strategy, not a specific system. The goal is to get students thinking and doing, and this can be achieved with or without technology. Choosing strategies that are not tied to a single platform ensures that your teaching remains adaptable and effective, regardless of whether a tool is updated, replaced, or becomes unavailable. By focusing on the underlying principles of engagement, you can build a more resilient and powerful teaching practice.
    - Five Active Learning Strategies
        - Here are five additional strategies you can use to encourage active participation and deeper learning in your classroom:

- Role-Playing: This strategy involves students acting out scenarios to understand concepts from different perspectives. For example, in a history class, students could role-play as key figures in a historical debate. This strategy forces students to step into a new point of view, analyze motivations, and articulate arguments, leading to a more nuanced understanding.
- Case Studies: Present students with a real-world problem or situation and ask them to analyze it and propose solutions. This can be done individually or in small groups. Case studies compel students to apply theoretical knowledge to practical situations, develop problem-solving skills, and consider various outcomes.
- Peer Instruction: This method is perfect for large classes. After a brief lecture on a key concept, pose a multiple-choice question to the students. Have them answer individually using a show of hands or a clicker. Then, ask them to discuss their answers with a partner. After the discussion, ask the question again. Often, the number of correct answers increases dramatically, as students learn from explaining and defending their reasoning to a peer.
- Concept Mapping: Have students create a visual map that connects concepts, ideas, and facts. This can be done with sticky notes on a whiteboard or using digital tools. Concept mapping helps students visualize the relationships between different pieces of information, synthesize complex topics, and organize their thoughts in a meaningful way.
- One-Minute Paper: A simple but powerful assessment tool. At the end of a class session, ask students to spend one minute writing a response to a specific prompt, such as "What was the most important thing you learned today?" or "What concept is still unclear?" This provides you with immediate, low-stakes feedback on student comprehension and helps students reflect on their learning.

- Choosing the Right Active Learning Strategy

        - The best active learning strategy for your class depends on your learning objectives, class size, and course format. Here are a few tips to help you choose:
            - Align with Learning Objectives: Select a strategy that directly supports a specific learning goal. For example, if your goal is to have students master a process, a role-playing exercise is a great choice.
            - Start Small: Don't feel pressured to overhaul your entire course at once. Begin by incorporating one or two new active learning activities each week.
            - Build on Existing Content: Integrate active learning into your current lesson plans. For example, instead of a lecture on a topic, use a case study to introduce it.
            - Leverage Technology: While focusing on strategy is key, you can still use technology to enhance your active learning. Use Canvas discussion forums for "One-Minute Papers" or collaborative whiteboards for concept mapping.
            - Ask for Feedback: After trying a new strategy, ask your students what they thought of the activity. This will help you refine your approach and show that you value their input.
- ***Page***: Templates for Active Learning Activities
    - Class discussion template
        - In-Class Discussion Lesson Plan: The "Debate a Proverb" Discussion
            - This lesson plan turns a traditional discussion into an engaging activity where students must analyze and defend a specific viewpoint.
            - Activity: Debate a Proverb Time: 15-20 minutes Materials: Whiteboard or projector Learning Goal: Students will analyze a common saying, practice articulating a position, and engage in respectful debate.
                - Steps:
                - Introduce the Prompt (5 minutes): Present a well-known proverb or quote to the class, such as "Absence makes the heart grow fonder" or "Slow and steady wins the race." Ask the class to consider whether they agree or disagree with the statement and why.

        - Initial Vote & Partner Talk (5 minutes): Ask students to raise their hands to indicate if they "Agree" or "Disagree." Then, have students turn to a partner from the opposite side of the room and discuss their reasoning.
        - Facilitated Class Discussion (5-10 minutes): Lead a class-wide discussion. Start by inviting a few students from the "Agree" side to share a key point they made to their partner, then do the same for the "Disagree" side. Encourage a back-and-forth exchange, acting as a moderator to keep the conversation focused and respectful.
- Group activity template
    - **Small-Group Lesson Plan: The "Expert Poster Session"**
    - This activity is a great way to handle complex topics, breaking them down into manageable chunks for students to master collaboratively.
    - **Activity:** Expert Poster Session **Time:** 30-45 minutes **Materials:** Large paper or poster boards, markers **Learning Goal:** Students will become experts on a specific sub-topic, synthesize information, and teach their peers.
    - **Steps:**
    - **Form "Home" and "Expert" Groups (5 minutes):** Divide the class into "home" groups of 3-4 students. Then, assign each student in the home group to a different "expert" group (e.g., all "A's" go to Expert Group 1, all "B's" go to Expert Group 2, etc.).
    - **Expert Group Work (15 minutes):** In their expert groups, students work together to understand a specific section of the day's content. They should create a simple poster or visual aid that summarizes their sub-topic and highlights the most important points.
    - **Poster Session & Home Group Sharing (10-15 minutes):** Students return to their original home groups. Each expert then presents their poster and teaches the other members of their group what they learned. This ensures every student receives a full understanding of the entire topic.
- Full class activity template
    - **Full-Class Involvement Lesson Plan: The "Continuum Line"**

        - This strategy gets the entire class involved by having them physically move to represent their opinions on a topic, encouraging them to take a stand and defend their reasoning.
        - **Activity:** Continuum Line **Time:** 15 minutes **Materials:** Open space in the classroom **Learning Goal:** Students will consider a range of perspectives on a topic and practice articulating their position.
        - **Steps:**
        - **Set the Continuum (3 minutes):** Designate one side of the room as "Strongly Agree" and the other as "Strongly Disagree." The space in between represents a spectrum of opinion.
        - **Introduce a Statement (5 minutes):** Present a provocative or debatable statement related to the course content (e.g., "Technology has improved human communication," or "Historical narratives are always biased").
        - **Students Move to Their Position (5-7 minutes):** Instruct students to move to the spot on the continuum line that best represents their personal opinion. Once there, ask students to explain their position to the people standing next to them. Then, invite a few students from different parts of the line to share their reasoning with the entire class.
- ***Discussion***: My First Day Strategy
    - The first day of class is a powerful opportunity to set the tone for the entire semester. Instead of a traditional lecture, incorporating an active learning activity can immediately engage students and begin building a strong classroom community.
    - Drawing on the strategies we've explored in this module, please share one active learning or community-building activity you plan to use on the first day of your class.
    - In your post, please include:
        - A brief description of the activity.
        - The learning goal you hope to achieve.
        - Whether the activity is for a face-to-face or online class.
    - Feel free to ask questions and provide feedback on each other's ideas as we work together to create an engaging learning environment for our students!

Module 2 | Connecting Students to Resources and Support Services

- ***Page:*** Module 2 Overview

    - Short introduction to the topic in the call out box
        - This module is designed to introduce you to the robust network of resources available at TJC that support student success. You'll learn how to identify students who may need additional support and how to effectively connect them with the right services.
    - Student Support Services
        - In this section, we'll introduce you to the comprehensive list of support services available to TJC students, from academic help to health and wellness resources. We'll also provide a step-by-step guide on how to refer students to these services using the Navigate platform, ensuring they get the help they need efficiently and confidentially.
    - Faculty's Role in Advising
        - You'll discover your vital role as a faculty member in the advising process. This section will cover what it means to be an effective advisor at TJC, a foundational understanding of key college systems like GPAs and credits, and a guide on how to determine when a student's question is best answered by a professional advisor.
- ***Page***: TJC Student Support Services Registry
    - Pull content from College Success Coaching pages
- ***Page***: How to Refer a Student – Pull from Navigate course
- ***Page***: Faculty Role in Advising
    - As a faculty member at TJC, you are an essential part of the advising network. While we have dedicated advisors, students often turn to you first as a trusted mentor and subject matter expert. Your role isn't to replace a professional advisor but to serve as a vital **first point of contact** and a source of accurate information.
    - Understanding success at TJC
        - A successful student is more than just a student with a high GPA. At TJC, we define student success holistically. It includes **academic achievement** (earning a good GPA), **completion of their degree or certificate**, and **meaningful engagement** with the campus community. Your role is to help students see the connections between their classroom performance, their long-term goals, and the resources available to them. This can be as simple as pointing out how a particular concept relates to their chosen career path or encouraging them to join a student club related to their major.
    - Knowledge of how college systems work

        - Students will come to you with questions about how college works. While you don't need to be an expert on every policy, having a foundational knowledge of key terms and processes will help you guide them in the right direction. Be prepared to answer basic questions about:
            - **GPAs and Credits:** Explain how a student's GPA is calculated and what a credit hour represents.
            - **Applying and Registering:** Know the basic steps for new students to apply and the process for returning students to register for classes.
            - **Transferring:** Understand that many of our students plan to transfer to a four-year university and that their TJC course selection directly impacts this process.
    - Knowing when to send someone to their advisor
        - You will inevitably encounter questions that are beyond the scope of your role. Knowing when to refer a student to their professional advisor is crucial for their success. You should always refer a student to their advisor for:
            - **Academic Planning:** Questions about which courses to take next semester to stay on track for their degree.
            - **Degree Audits:** Complex questions about their degree plan, remaining requirements, or whether a course will count toward their major.
            - **Transfer Issues:** Specific questions about course equivalency at a particular transfer institution.
            - **Registration Holds:** If a student has a hold on their account that is preventing them from registering for classes.
        - By understanding your role as a key member of the advising team, you can help students navigate their academic journey more effectively and connect them with the right resources at the right time.
- ***Activities***: 2 Student Needs Case Studies

Module 3 | Designing Assessments that Promote Engagement

- ***Page****:* Module 3 Introduction
    - Short introduction to the topic in the call out box
        - Assessment is more than just assigning a grade. When done purposefully, it becomes one of your most powerful teaching tools.

This module will help you design assessments that not only measure student learning but also actively promote it. We'll explore strategies for crafting meaningful assignments, providing effective feedback, and using data to inform your instructional decisions.

- Foundational Principles of Assessment
  - In this first section, we'll cover the fundamental concepts of assessment, including the differences between **formative and summative assessments**. You will also learn about the importance of using a variety of assessment types to meet the diverse needs of your students, as well as strategies for providing effective feedback that is both constructive and encouraging.
- Designing for Success
  - This section dives into the practical application of assessment theory. You'll learn about **backward design**, a powerful approach that starts with learning outcomes and builds your course from there. We will also introduce you to the concept of **data literacy**, which will enable you to interpret student performance data and use it to improve your teaching and your students' learning.
- Advanced Tools and Techniques
  - The final part of this module focuses on advanced and innovative assessment strategies. We'll explore how to use technology to create **authentic assessments** where students can produce knowledge, not just consume it. You will also learn about the importance of using and creating well-designed rubrics and how to use data from college systems like **Canvas and Navigate** to gain institutional insights.

- Beginner:
  - ***Page***: Formative vs. Summative Assessment
    - Understanding the two primary types of assessment is the first step toward building a successful assessment strategy.
    - Formative Assessment
      - **Formative assessment** is designed to provide ongoing feedback during the learning process. It helps you, the instructor, understand what students are learning in real-time and allows you to adjust your teaching. For students, it provides a low-stakes opportunity to practice skills, identify knowledge gaps, and receive feedback without the pressure of a final grade. Examples include:
        - In-class polls or quizzes

        - Drafts of an assignment
        - Discussion board posts
        - Exit tickets
    - Summative Assessment
        - **Summative assessment** measures a student's final learning at the end of a unit, a module, or the entire course. It is used to evaluate how well students have mastered the course content and is typically tied to a final grade. Examples include:
            - Final exams
            - Research papers
            - Final projects or presentations
            - Portfolios
    - Using Formative Assessments to Shape Summative Assessments
        - The most effective teaching strategies use formative assessments to prepare students for summative ones. For example, a low-stakes practice quiz can highlight areas where students are struggling, allowing you to provide targeted review before a high-stakes exam. Similarly, giving students a chance to submit a partial draft of a paper allows you to provide feedback that they can use to improve their final submission, directly impacting their grade.
- **Page**: Using a Variety of Assessment Types
    - A mix of assessment types can help you more accurately measure student learning and cater to diverse learning styles.
    - Differentiation in Assessment
        - Differentiated assessment means tailoring your evaluation methods to meet students where they are. This doesn't mean having a different test for every student, but rather offering a variety of ways for them to demonstrate their knowledge. For instance, in addition to a written exam, you might offer the option for a student to give an oral presentation or create a video. This approach acknowledges that a student who struggles with writing may still have a deep understanding of the course material.
    - Innovative Assessment
        - Moving beyond traditional tests and essays allows you to measure higher-order thinking skills. Innovative assessments are often authentic, meaning they simulate real-world tasks.

This could be a project where students create a public service announcement, a case study where they solve a real problem in their field, or a portfolio where they showcase a collection of their work over the semester. These assessments are not only more engaging for students but also better reflect the skills they will need in their careers.

- Using Your Digital Tools for Assessment
  - Canvas offers a number of tools to help you vary your assessments. The **Quizzes** tool can be used for both low-stakes, formative checks and high-stakes exams. The **Assignments** tool can accept a wide range of submissions, from traditional documents to video files. You can also use **Discussions** for graded, collaborative assessments. Utilizing these tools can make your grading more efficient and provide students with a more dynamic learning experience.

- ***Page***: Effective Feedback Strategies
  - Feedback is a crucial component of the learning process. Here are a few ways to make your feedback more effective and meaningful for students.
  - Feedback Methods
    - Feedback should be specific, timely, and actionable. One popular approach is the **"sandwich method,"** where you start with a positive comment, provide a constructive critique, and end with a positive or encouraging statement. This approach makes the feedback easier for students to receive and act on. Other methods include:
      - **Audio or Video Feedback:** Using a tool like Canvas SpeedGrader, you can record a short message for students. This can feel more personal and allows you to explain complex ideas more clearly than text.
      - **Rubric-Based Feedback:** A well-designed rubric provides clear criteria, making your feedback consistent and easy for students to understand.
      - **Peer Feedback:** Allowing students to give each other feedback on drafts can deepen their understanding of the material and help them learn to evaluate work in a constructive way.
  - Sharing Feedback in Canvas

- Canvas provides several tools for sharing feedback. You can use **SpeedGrader** to leave comments directly on a student's submission, use a rubric for quick grading, or attach a file with more detailed notes. You can also leave comments on quizzes and discussion posts. Using these tools ensures that your feedback is tied directly to the assignment and is easily accessible for students.

- Using Student Feedback
  - Just as you provide feedback to students, you can also benefit from their input. Consider asking for a mid-term course evaluation or using a simple poll to check for understanding. This kind of feedback can give you valuable insights into what's working and what could be improved in your course.

- ***Page***: Common Assessment Pitfalls and Solutions

Pitfall	Description	Solution / Best Practice
Assessments misaligned with learning outcomes	Exams, quizzes, or assignments test material that isn't clearly tied to course objectives or student learning outcomes (SLOs).	Use **backward design**: Start with your outcomes, then design assessments that directly measure those skills or knowledge. Ensure every major assignment or quiz maps to a specific outcome.
Too many low-impact assessments	Overuse of small assignments that create grading overload without deepening learning (e.g., weekly quizzes that repeat reading content).	Be intentional: Focus on **quality over quantity**. Replace frequent low-level quizzes with fewer, **higher-order tasks** like case studies, applied reflections, or scenario-based questions.
Lack of clarity in instructions or rubrics	Students don't understand what is being asked, leading to confusion and poor performance.	Provide **clear instructions** with step-by-step expectations. Use **descriptive rubrics** that show what "excellent," "acceptable," and "needs improvement" look like.
Over-reliance on multiple-choice tests	These often assess recall rather than application, and may not reflect real-world skills or critical thinking.	Diversify assessment types. Add **authentic assessments** (e.g., presentations, projects, discussions, portfolios). When using MCQs, incorporate **higher-order Bloom's levels**.
No opportunity for	Students don't get meaningful feedback or chances to improve, which stunts learning.	Offer **low-stakes drafts**, formative assessments, and **instructor comments**. Build in revision opportunities to reinforce growth.

feedback or revision		
Assessment overload at the end of term	Final weeks are packed with multiple high-stakes assignments or exams.	Spread assessments across the course timeline. Use **scaffolded tasks** that build toward a final project or cumulative assessment.
Misuse of group work as assessment	Group grades may not reflect individual learning or effort.	Use **individual accountability tools** (e.g., peer evaluations, individual reflections) and clearly define group roles. Design group projects that require **collaboration, not just division of labor**.
No explanation of grading practices	Students feel unclear about how their grades were calculated or why they lost points.	Be transparent: Include **grading policies** in your syllabus and use **Canvas SpeedGrader** comments or annotation tools to explain points deducted.
Not leveraging Canvas tools effectively	Faculty manually grade or miss analytics that could guide instructional decisions.	Use **Canvas features** like Rubrics, SpeedGrader, Quiz Statistics, and Assignment Analytics to streamline grading and monitor trends.

- ***Page***: Aligning a Simple Assessment to Learning Outcomes
  - What is alignment?
    - **Alignment** is the process of ensuring that your assessments, activities, and content are all working together to support your student learning outcomes (SLOs). It's the "what you teach" matching the "what you test" and the "what they learn." When a course is aligned, every major component has a clear purpose.
    - Alignment is crucial for both faculty and students. For faculty, it provides a clear roadmap for course design and evaluation. For students, it builds trust and clarity; they know exactly what they are expected to learn and how they will be evaluated. This reduces student anxiety and confusion, leading to better performance and a more positive learning experience.
  - Matching Verbs to Assessment Tasks

        - SLOs often start with a verb that indicates the level of cognitive skill a student should achieve. For example, "Students will be able to **analyze** the causes of the American Revolution" requires a different type of assessment than "Students will be able to **list** the causes of the American Revolution." By matching the verb in your SLO to your assessment task, you ensure you are truly measuring the intended learning.
    - Examples of Alignment
        - Let's look at an example.
            - **Learning Outcome:** Students will be able to **evaluate** the effectiveness of different marketing campaigns.
            - **Content:** A lecture on the principles of marketing and readings about successful and unsuccessful campaigns.
            - **Assessment:** A project where students must select a product, create a marketing plan, and justify why their approach is the most effective.
- ***Activity***: Gradebook Analysis
    - This activity will help you assess the alignment of your course by analyzing your existing assignments.
    - **Instructions**
        - **Access Your Gradebook:** Log in to your Canvas course and navigate to the Gradebook. Make a list of your major assignments.
        - **Identify Learning Outcomes:** Open your syllabus or a course map (if you have one) and review your official student learning outcomes (SLOs) for the course.
        - **Analyze Alignment:** For each major assignment, ask yourself: "Does this assignment directly measure a specific learning outcome?" Use a separate document or a notepad to jot down your findings. For example, you might write: "Quiz #2 (Chapter 5) measures SLO #3."
        - **Identify Gaps:** Look for two things:
            - **Misalignment:** An assignment that doesn't seem to measure any of your official SLOs.

        - **Unmeasured SLOs:** A learning outcome in your syllabus that doesn't have a corresponding assignment in your gradebook.
    - **Reflect and Plan:** Based on your analysis, reflect on whether your assessments are truly measuring what you intend to teach. Consider what adjustments you might need to make to your assignments or your learning outcomes.
- Intermediate/Advanced:
    - ***Page***: Backward Design Principles
        - **Backward design** is a powerful approach to course development that flips the traditional process on its head. Instead of starting with what you'll teach, you start with the end in mind.
        - What is the Backward Design Principle?
            - Backward design is a three-stage process:
                - **Identify desired results:** What should students know and be able to do at the end of the course?
                - **Determine acceptable evidence:** How will you know if students have achieved the desired results?
                - **Plan learning experiences and instruction:** What knowledge and skills do students need to achieve the desired results?
        - Starting with Assessment
            - The core of backward design is starting with the **assessment**. Before you create a single lecture or reading assignment, you first decide how you will measure student success. This ensures that every piece of your course is purposeful and directly contributes to a student's ability to demonstrate the skills and knowledge you want them to master.
            - What Should Students Be Able to Do?
                - When designing a course, shift your focus from "What do I need to cover?" to "**What should students be able to do?**" This action-oriented approach helps you focus on tangible, measurable skills and knowledge. This process makes it easier to design assessments that are authentic and meaningful.
        - Aligning All Content

        - With backward design, everything in your course is strategically aligned. Your introductory statements, in-class activities, and content all build toward the final assessment. This creates a cohesive and logical learning experience for students, helping them connect the dots between each part of the module.
- ***Page***: Data Literacy for Educators
    - Understanding and using data can help you make more informed decisions about your teaching and students.
    - Interpreting Data
        - Data can provide a window into student learning and engagement. It can help you identify students who are struggling, pinpoint challenging course concepts, and assess the overall effectiveness of your teaching strategies. Interpreting data means moving beyond a single grade to look for patterns and trends.
    - Qualitative vs. Quantitative Data
        - There are two main types of data you'll encounter as an educator:
            - **Quantitative Data:** This is numerical data, such as test scores, quiz averages, or time spent in a module. This type of data can show you *what* is happening (e.g., "The class average on the last quiz was 75%").
            - **Qualitative Data:** This is non-numerical data, such as student comments on a survey, their performance in a discussion, or your own observations of classroom engagement. This type of data can help you understand *why* something is happening (e.g., "Students commented that the reading was confusing"). By combining both types of data, you can get a more complete picture of student learning.
- ***Page***: Innovative Assessment Techniques
    - Moving beyond traditional essays and exams can lead to more authentic and engaging assessments.
    - Students as Producers
        - Instead of just being consumers of information, students can become **producers of knowledge**. This shifts the focus from simple recall to creativity, analysis, and application.

Assignments where students produce something—a podcast, a video, a digital portfolio, a website, a presentation—can be powerful tools for demonstrating a deep understanding of the material.

- Using Technology for Assessment
    - Technology opens up a world of possibilities for assessment.
        - **Video Submissions:** Instead of a written report, have students submit a short video explaining a concept or demonstrating a skill. This is a great alternative to written essays and tests.
        - **Digital Portfolios:** Use a tool like Canvas Portfolios to have students collect their best work over the semester and reflect on their learning journey.
        - **Collaborative Tools:** Use shared documents (like Google Docs) or wikis for students to work together on a group project, allowing you to see their collaboration in real time.

- ***Page***: Institutional Data Insights
    - TJC provides a number of tools to give you data on your students and your courses.
    - Canvas Analytics
        - Your Canvas course is a rich source of data. In your course's **Analytics** section, you can view information on student activity, assignment submissions, and overall course grades. This can help you identify students who are not engaging with the content or who may need a nudge. You can also view **Quiz Statistics** to see which questions students found difficult, helping you refine your assessments for the future.
    - Navigate
        - **Navigate** is TJC's student success platform. It provides a holistic view of a student's academic progress, including grades, attendance, and interactions with other support services. Through Navigate, you can see if a student is facing challenges in other courses or has a hold that is preventing them from registering. You can also use Navigate to send targeted alerts to students, proactively connecting them with the right resources before a small issue becomes a big one.
- ***Page***: Connecting Assessment to Learning Theories

        - Assessment isn't just a technical process; it's deeply connected to how students learn.
        - Constructivist Learning Theory
            - This theory suggests that students construct their own understanding of the world through experience and reflection. Assessment aligned with this theory is focused on real-world problems and projects where students can actively build their knowledge.
        - Connectivism
            - Connectivism is the theory that learning happens through a network of connections. Assessments aligned with this theory encourage students to build connections between ideas, people, and resources. Group projects and collaborative research are great examples of assessments that align with connectivism.
        - Social Learning Theory
            - This theory suggests that people learn from one another through observation, imitation, and modeling. Assessments aligned with this theory often involve peer feedback, group work, and presentations where students can learn from their peers' work.
        - Situated Learning Theory
            - This theory suggests that learning is best understood as a function of the activity, context, and culture in which it occurs. Assessments aligned with this theory are highly authentic and require students to apply their knowledge in a realistic context.
    - ***Page***: Closing the Loop with Assessments
        - **Content already built**
    - ***Page***: Rubric Development
        - Why Use Rubrics?
            - Rubrics provide a clear set of criteria for grading an assignment. They help you:
                - **Be Consistent:** Ensure every student is evaluated on the same criteria.
                - **Save Time:** Make grading faster and more efficient by allowing you to provide specific feedback quickly.

        - **Increase Transparency:** Students know exactly what is expected of them and how their work will be graded.
    - Choosing Rubric Criteria
        - Your rubric criteria should be tied directly to your learning outcomes. For a project-based assessment, for example, your criteria might include:
            - Creativity
            - Application of concepts
            - Quality of research
            - Clarity of presentation
    - Weighting Rubric Criteria
        - Not all criteria are equally important. You can use weighting to reflect what you value most in an assignment. For a research paper, you might give more weight to the "quality of research" than to "grammar and spelling."
    - Rubric Building Strategies
        - **Collaborative Rubrics:** Ask students to help you build the rubric for an assignment. This gives them a sense of ownership over the criteria and a deeper understanding of the expectations.
        - **Holistic vs. Analytic Rubrics:** A **holistic rubric** gives a single overall score for a piece of work. An **analytic rubric** breaks down the assignment into different criteria and provides a score for each one. An analytic rubric provides more detailed feedback and is often more useful for formative assessments.
        - **Use Canvas Rubrics:** Canvas has a built-in rubric tool that makes it easy to create, use, and share rubrics with your students.
    - Example Rubrics
- ***Activity***: Create a Rubric
    - For this activity, you will create a rubric for an assignment in one of your courses. Choose an assignment that you currently have or one you plan to create. Then, create a rubric for it, including at least three criteria and at least three scoring levels.
    - **Assignment Instructions**
    - In the text box below, please include the following:

- **Identify the Assignment:** What is the assignment this rubric will be used for? For example: "Research Paper on the American Revolution."
- **Define the Criteria:** List your three or more criteria. These should be the main elements you'll be assessing. Think about what your learning outcomes for this assignment are and what students need to do to show you they've met them.
- **Define the Levels:** For each criterion, create a scale to describe performance. You can use a simple point scale (e.g., 5, 3, 1, 0) or descriptive levels (e.g., "Exemplary," "Acceptable," "Developing," "Incomplete").
- **Describe Each Level:** For each level on your scale, write a clear description of what student work looks like at that level. This is the most important part! It helps students know exactly what they need to do to get a good grade.
- **Example for your reference:**
    - **Assignment:** Research Paper on the American Revolution
    - **Criterion 1: Thesis and Argument**
        - **Exemplary (4 points):** Presents a clear, concise, and compelling thesis statement that takes a unique position and is consistently supported throughout the paper.
        - **Acceptable (3 points):** Presents a clear thesis statement, but it may be overly broad or lack a distinct position.
        - **Developing (2 points):** The thesis is unclear, difficult to locate, or a simple statement of fact.
        - **Incomplete (1 point):** No recognizable thesis statement.
    - **Criterion 2: Evidence and Analysis**
        - **Exemplary (4 points):** Provides strong, relevant evidence from scholarly sources and offers sophisticated analysis that connects the evidence to the argument.
        - **Acceptable (3 points):** Provides relevant evidence, but the analysis may be superficial or simply summarize the sources.

        - **Developing (2 points):** Evidence is irrelevant or missing, and analysis is weak or absent.
        - **Incomplete (1 point):** No evidence or analysis is present.

Module 4 | Teaching Collaboration Through Group Work

- ***Page**:* Module 4 Overview
    - Short introduction to the topic in the call out box
        - This module is designed to equip first-year faculty with strategies and resources to effectively integrate and facilitate collaborative group work in their in-person learning experiences. By the end of this module, you will have a foundational understanding of collaborative learning principles, practical approaches to designing and managing group activities, and methods for assessing both group and individual contributions.
    - Iterative Improvement in Group Work
        - This module emphasizes that teaching collaboration is an ongoing process. You will learn how to continuously refine your approach to group work based on experience and feedback, fostering a dynamic and adaptable teaching practice.
    - Adaptable Strategies for Collaborative Tasks
        - You will discover how to adjust various elements of group work, such as optimizing group sizes, structuring tasks for deeper interdependence, and modifying assessment methods to better suit your learning objectives and student needs.
    - Reflection-Driven Learning for Enhanced Collaboration
        - The module highlights the importance of reflection from both student and faculty perspectives. You will learn to use insights gained from these reflections to identify areas for improvement and build a more effective repertoire of collaborative learning strategies.
- ***Page**:* Foundations of Collaborative Learning
    - Why Collaboration? The Benefits of Group Work
        - Collaborative learning, when implemented thoughtfully, offers a multitude of benefits that extend beyond individual content mastery. It fosters deeper understanding as students articulate their thoughts, listen to diverse perspectives, and negotiate meaning. Beyond academics, it develops crucial 21st-century skills such as

communication, problem-solving, critical thinking, and conflict resolution, all highly valued in professional settings. Furthermore, group work can enhance student engagement, create a sense of community within the classroom, and cater to various learning styles.

- Defining Group Work vs. Collaborative Learning
  - While often used interchangeably, "group work" and "collaborative learning" have distinct nuances. "Group work" broadly refers to any activity where students work together, but it doesn't necessarily imply interdependence or shared responsibility. Students might simply divide tasks and compile individual contributions. "Collaborative learning," on the other hand, is a more intentional pedagogical approach where students work interdependently towards a common goal, sharing responsibility for the outcome and actively supporting each other's learning. The focus is on the process of co-construction of knowledge, not just the final product.
- Key Principles of Effective Collaboration
  - For group work to truly become collaborative learning, several key principles should guide its design and facilitation. These include: positive interdependence (students rely on each other to succeed), individual accountability (each student is responsible for their part), promotive interaction (students encourage and help each other), social skills development (students learn and use interpersonal skills), and group processing (groups reflect on their effectiveness). Integrating these principles ensures that students are not just working in a group, but truly as a group.

- ***Page***: Designing Effective Group Activities
  - Aligning Group Work with Learning Outcomes
    - The most effective group activities are those directly aligned with your course's learning outcomes. Before designing any group task, ask yourself: What specific knowledge, skills, or attitudes do I want students to develop through this collaboration? If the outcome is simply content recall, individual work might be more efficient. However, if the outcome involves critical analysis, problem-solving, synthesis of information, or application of concepts, collaborative tasks can be highly effective. Clearly define the purpose of the group work in relation to your learning objectives.
  - Choosing the Right Group Size and Composition

        - The size and composition of groups significantly impact dynamics and productivity. Generally, smaller groups (3-5 students) tend to be more effective for collaborative tasks, as they allow for greater individual participation and easier management of discussions. For composition, consider whether homogeneous (similar skills/backgrounds) or heterogeneous (diverse skills/backgrounds) groups would best serve the learning objective. Heterogeneous groups often promote richer discussions and peer teaching, while homogeneous groups might be better for focused practice on specific skills. Random assignment can also be a simple and fair approach.
    - Structuring Tasks for Interdependence
        - To foster true collaboration, tasks must be structured in a way that necessitates interdependence. This means students must work together to complete the task successfully; no single person can do it alone, and individual contributions are insufficient without the others. Strategies include: dividing a complex problem into interdependent sub-tasks, requiring a single group product that integrates all members' contributions, assigning distinct roles within the group, or creating a shared resource that all members contribute to and rely upon. Avoid tasks that can easily be "divided and conquered" without genuine interaction.
- ***Page***: Preparing Students for Group Work
    - Setting Clear Expectations and Norms
        - Before students begin group work, it is crucial to establish clear expectations for both the task and the collaborative process. Provide a detailed rubric for the assignment, outlining criteria for both the final product and the collaborative process itself (e.g., participation, communication). Discuss and, if appropriate, have groups create their own norms or ground rules for interaction, conflict resolution, and accountability. This proactive approach minimizes misunderstandings and provides a framework for productive group dynamics.
    - Teaching Essential Collaboration Skills
        - Many students lack explicit training in effective collaboration skills. Do not assume they inherently know how to work well in groups. Dedicate time to explicitly teach and model skills such as active listening, constructive feedback, respectful disagreement, equitable participation, and time management within a group context. You

might use short activities, role-playing, or provide sentence starters for giving feedback. Providing these tools empowers students to navigate group interactions more effectively.

- Tools and Resources for Group Organization
  - Equip students with practical tools and resources to manage their group work efficiently. This could include recommending digital collaboration platforms (e.g., Google Docs, Microsoft Teams, shared online whiteboards), providing templates for meeting agendas or project plans, or suggesting strategies for dividing tasks and tracking progress. Reviewing these tools and demonstrating their use can significantly reduce logistical hurdles and allow students to focus on the collaborative task itself.

- ***Page***: Facilitating Group Dynamics
  - Monitoring Group Progress and Interventions
    - Effective facilitation involves actively monitoring groups as they work. Circulate around the classroom, listen to discussions, and observe interactions. This allows you to identify groups that are struggling (e.g., off-task, dominated by one member, experiencing conflict) and intervene appropriately. Interventions can range from asking guiding questions to help them get unstuck, suggesting a strategy for conflict resolution, or gently redirecting off-topic conversations. The goal is to support, not to solve their problems for them.
  - Addressing Common Group Challenges
    - Be prepared to address common challenges such as "free riders" (students who do not contribute), "dominators" (students who take over), or significant interpersonal conflicts. For free riders, reinforce individual accountability and group processing. For dominators, encourage other group members to speak up and facilitate more equitable participation. For conflicts, help students practice conflict resolution skills, focusing on the issue rather than personal attacks. Sometimes, a private conversation with individual students may be necessary to understand underlying issues.
  - Promoting Equitable Participation
    - Ensuring all voices are heard and valued is critical for true collaboration. Encourage groups to use strategies like round-robin sharing, assigning specific roles for each meeting (e.g., facilitator, note-taker, timekeeper), or using "think-pair-share" within the group before a full discussion. As the instructor, you can also model

inclusive behaviors and provide feedback to groups on their participation dynamics. Emphasize that diverse perspectives enrich the learning process and that everyone's contribution is valuable.

- ***Page***: Assessing Collaborative Learning
    - Formative Assessment Strategies for Group Work
        - Formative assessment in group work focuses on monitoring student learning during the process to provide ongoing feedback. This could involve: requiring groups to submit a brief progress report, having groups present an interim finding, conducting quick check-ins with each group, or using peer feedback forms where students evaluate each other's contributions to the process. These strategies allow you to gauge understanding, identify areas of difficulty, and provide timely support before the final product is due.
    - Summative Assessment of Group Products
        - Summative assessment evaluates the final outcome of the group's collaborative effort. This typically involves grading the group's final product (e.g., presentation, report, project, solution). Use a clear rubric that outlines the criteria for success, focusing on the quality of the work, adherence to instructions, and demonstration of learning outcomes. It's often beneficial to have students submit a single group product, reinforcing the idea of shared responsibility for the outcome.
    - Assessing Individual Contributions within Group Work
        - While the group product is important, it's also crucial to assess individual learning and contributions. This can be challenging but is vital for individual accountability. Strategies include: requiring individual reflections on the group process, incorporating individual components into the group assignment (e.g., each student writes a section, then the group synthesizes), using peer evaluation forms (with clear guidelines and perhaps a weighting in the final grade), or conducting individual quizzes or exams that cover content learned through the group activity. Transparency about how individual contributions will be assessed is key.
- ***Page***: Reflecting and Refining Group Work
    - Student Reflection on Collaborative Experiences
        - Encouraging students to reflect on their group work experiences is a powerful learning tool. Provide prompts that guide them to consider: what they learned, how they contributed, challenges they faced and how they overcame them, what they would do differently next time,

and what skills they developed. This metacognitive process helps students internalize lessons about teamwork, self-management, and effective communication, preparing them for future collaborative endeavors.

- Faculty Reflection on Group Work Design and Implementation
  - As faculty, it's equally important to reflect on the effectiveness of your group work design and facilitation. After each group activity, consider: Did the activity achieve its learning outcomes? Was the task appropriately challenging and interdependent? Were the instructions clear? How effective were my interventions? What challenges did groups face, and how might I better support them next time? Gathering student feedback (e.g., through anonymous surveys) can provide valuable insights for your reflection.
- Continuous Improvement for Future Group Activities
  - Use the insights gained from student and faculty reflection to continuously refine your approach to teaching collaboration through group work. This might involve adjusting group sizes, modifying task structures, providing more explicit instruction on collaboration skills, or changing assessment methods. Treat each iteration as an opportunity to learn and improve, gradually building a repertoire of effective collaborative learning strategies that enhance your students' educational experience.

- ***Discussion:*** My Collaborative Group Work Experiment
  - We've been discussing a variety of active learning strategies, including those that involve small groups. Now, let's take a closer look at how to design a successful collaborative group project. Such projects are excellent for fostering teamwork and problem-solving skills, which are essential for student success.
  - Based on your course content, please draft a lesson plan for a collaborative group project. In your post, please include:
    - **The Project's Objective:** What is the main learning goal of the project?
    - **The Task:** Briefly describe what the students will be creating or doing in their groups.
    - **Collaboration Strategy:** Which specific collaboration tools or strategies (like Google Docs or a peer-evaluation process) would you use to ensure meaningful group work?
  - I look forward to seeing your creative project ideas!

- You might find this video on setting up groups and collaborations in Canvas helpful for implementing a group project in your course. Creating Groups & Using Collaborations
- Video html code: <iframe width="560" height="315" src="https://www.youtube.com/embed/TJ2CooQ6K-g?si=tuut5d7q9c4D3WFT" title="YouTube video player" frameborder="0" allow="accelerometer; autoplay; clipboard-write; encrypted-media; gyroscope; picture-in-picture; web-share" referrerpolicy="strict-origin-when-cross-origin" allowfullscreen></iframe>

Module 5 | Safety and Student Crisis Management

- ***Page**:* Module 5 Introduction
  - Short introduction to the topic in the call out box
    - This module is designed to equip first-year faculty with essential knowledge and practical strategies for ensuring student safety and effectively managing crisis situations on campus. By the end of this module, you will have a clearer understanding of your role in supporting student well-being, recognizing signs of distress, responding to emergencies, and connecting students with appropriate resources.
  - Holistic Approach to Student Well-Being
    - You will learn to view student safety comprehensively, encompassing both physical security and mental health support, understanding that these aspects are interconnected and crucial for a thriving learning environment.
  - Proactive Identification and Responsive Action
    - This module will equip you with the skills to recognize early signs of student distress or potential safety concerns, enabling you to take timely and appropriate actions, including connecting students with campus resources.
  - Preparedness for Crisis and Continuing Learning
    - You will gain an understanding of campus emergency protocols and crisis intervention techniques, along with the importance of ongoing professional development and reflection to enhance your ability to support students effectively.
- ***Page***: Foundations of Student Safety and Well-Being
  - Importance of a Safe Campus Environment

        - A safe and secure campus environment is fundamental to student success and well-being. When students feel safe, physically and emotionally, they are better able to focus on their academic pursuits, engage in learning, and participate fully in campus life. Conversely, feelings of insecurity or distress can significantly impede their ability to learn and thrive. Faculty play a vital role in contributing to this overall sense of safety through their awareness, actions, and responsiveness.
    - Holistic View of Student Safety (Physical and Mental)
        - Student safety extends beyond just physical security. It encompasses a holistic perspective that includes both physical safety (e.g., protection from harm, emergency preparedness) and mental well-being (e.g., addressing stress, anxiety, depression, and other mental health challenges). These two aspects are deeply intertwined; a student struggling with mental health may be more vulnerable, and physical safety concerns can exacerbate mental distress. Understanding this interconnectedness allows for a more comprehensive approach to student support.
    - Role of Faculty in Student Safety
        - As faculty members, you are often on the front lines of student interaction. While you are not expected to be mental health professionals or security personnel, you are crucial in identifying students who may be at risk, knowing campus resources, and following established protocols. Your role includes observing student behavior, creating a supportive classroom climate, being approachable, and knowing when and how to refer students to specialized support services. Early intervention and appropriate referral can make a significant difference in a student's life.
- ***Page***: Addressing Student Mental Health
    - Recognizing Signs of Distress
        - It is important for faculty to be able to recognize common signs that a student may be experiencing mental health challenges or distress. These signs can manifest in various ways, including changes in academic performance (e.g., sudden drops in grades, missed assignments), changes in behavior (e.g., withdrawal, increased irritability, excessive worry, changes in hygiene), or direct expressions of hopelessness or anxiety. Being attuned to these indicators allows

you to approach students with empathy and concern, initiating a supportive conversation or referral.

- Connecting Students to Resources
  - Once signs of distress are observed, knowing how and where to refer students is critical. Familiarize yourself with the mental health and counseling services available on your campus, including their location, hours, and typical referral process. It's helpful to have specific contact information readily available. When speaking with a student, focus on expressing concern and offering support, rather than diagnosing. Frame the referral as a way for them to get the best possible help from trained professionals.
- Promoting a Supportive Classroom Environment
  - Beyond direct referrals, faculty can significantly contribute to student mental well-being by fostering a supportive and inclusive classroom environment. This includes promoting open communication, being flexible and understanding when appropriate, reducing stigma around mental health by discussing it openly (if comfortable), and encouraging students to seek help when needed. Creating a sense of belonging and psychological safety in your classroom can act as a protective factor against mental health challenges.

- ***Page***: Ensuring Physical Safety on Campus
  - Understanding Campus Safety Protocols
    - Every campus has established safety protocols and procedures designed to protect its community. As a faculty member, it is essential to be familiar with these. This includes knowing the location of emergency exits, assembly points, and emergency call boxes. Understand the communication systems used for campus-wide alerts (e.g., text messages, email, public address systems) and how to respond to different types of emergencies, such as fire alarms, severe weather warnings, or active threat situations.
  - Emergency Procedures and Preparedness
    - Being prepared for emergencies means knowing the specific steps to take during various incidents. This involves understanding "Run, Hide, Fight" principles for active threats, knowing evacuation routes for fires, and identifying shelter-in-place locations for severe weather. Participate in any campus-provided safety training or drills. Having a personal emergency plan for your classroom and office can

significantly reduce panic and improve response effectiveness during a real crisis.

    - Reporting Safety Concerns
        - You are an important set of eyes and ears for campus safety. If you observe any suspicious activity, concerning behavior, or potential safety hazards (e.g., broken equipment, unsecured areas), it is crucial to report them promptly to the appropriate campus authorities. Know the contact information for campus security, emergency services, and any specific reporting hotlines. Timely reporting allows campus safety personnel to investigate and address issues before they escalate.
- ***Page***: Crisis Intervention and Management
    - Responding to Immediate Crises
        - In an immediate crisis situation, your primary role is to ensure the safety of yourself and your students, and to follow established emergency protocols. This might involve evacuating, sheltering in place, or taking other protective actions. Remain calm, provide clear instructions to students, and avoid actions that could escalate the situation. Once immediate safety is secured, contact campus emergency services or security as quickly as possible to report the incident and request assistance.
    - De-escalation Techniques
        - While not every faculty member is trained in crisis intervention, understanding basic de-escalation techniques can be invaluable when dealing with an agitated or distressed student. These techniques often involve maintaining a calm demeanor, speaking in a clear and respectful tone, actively listening to the student's concerns, avoiding confrontational language, and offering choices or solutions where appropriate. The goal is to reduce tension and guide the student towards a more rational state, making it safer to connect them with help.
    - Post-Crisis Support and Follow-Up
        - After a crisis has occurred, the impact on students and faculty can be significant. Be aware of the post-crisis support services available on campus, such as counseling for those affected, debriefing sessions, or academic accommodations for students who experienced trauma. Follow up with students who may have been directly involved or significantly impacted, offering empathy and reiterating the

availability of support resources. Your continued care and concern can aid in their recovery and return to normalcy.

- ***Page***: Prevention, Policy, and Continuous Improvement
    - Proactive Safety Measures
        - Prevention is key to effective safety and crisis management. This includes implementing proactive measures such as maintaining awareness of your surroundings, securing your classroom/office, and fostering a culture of mutual respect and reporting within your academic unit. Encourage students to utilize campus safety resources like escort services or safety apps. Regular review of security measures and participation in campus safety initiatives contribute to a safer environment for everyone.
    - Key Campus Policies and Legal Considerations
        - Familiarize yourself with relevant campus policies and legal considerations related to student safety and well-being. This includes policies on student conduct, Title IX (prohibiting sex-based discrimination and harassment), FERPA (student privacy), and any specific policies regarding threats of violence or self-harm. Understanding these policies helps you respond appropriately and legally, ensuring you protect both the student and the institution. When in doubt, consult with campus administration or legal counsel.
    - Ongoing Training and Reflection
        - The landscape of student safety and crisis management is constantly evolving. Commit to ongoing professional development in these areas, attending workshops, webinars, or training sessions offered by the college. Regularly reflect on your experiences, consider what went well and what could be improved in your responses to challenging situations, and seek feedback from colleagues or campus experts. Continuous learning ensures you remain prepared and effective in supporting student safety and well-being.
- ***Activity***: Scenario | Helping a Student in Crisis
- ***Discussion***: How to Support Student Mental Health
    - In today's college environment, student mental health is a critical concern. As faculty members, we are often on the front lines, and our interactions with students can play a significant role in their well-being.
    - Please share one practical thing you believe faculty can do to support student mental health. This could be something you already do, or a new strategy you plan to implement.

    - In your post, please include:
        - A brief description of your strategy.
        - Why you think this strategy is effective.
        - What resources you would point a student to if they needed more help.
    - I look forward to hearing your thoughtful responses.
    - Supporting Students in Distress This video offers valuable insights from educators on how to have supportive conversations with students who may be struggling with their mental health.

Module 6 | Strategies for Facilitating Classroom Discussions

- ***Page:*** Module 6 Introduction
    - Short introduction to the topic in a call out box
        - This module is designed to equip first-year faculty with effective strategies for designing and facilitating engaging classroom discussions that promote active learning and leverage social learning theory. By the end of this module, you will understand the pedagogical benefits of discussions, acquire practical facilitation techniques, and learn how to support deeper student understanding through interactive dialogue.
    - Leveraging Discussion for Active and Social Learning
        - You will learn how classroom discussions serve as powerful tools for active learning, moving beyond passive reception of information, and how they inherently support social learning by fostering peer interaction and collaborative knowledge construction.
    - Practical Techniques for Engaging Facilitation
        - This module will provide concrete strategies for initiating, guiding, and managing classroom discussions, ensuring broad participation and productive dialogue among students.
    - Enhancing Understanding Through Facilitator Support
        - You will discover how your role as a facilitator extends to actively supporting students in deepening their comprehension, clarifying misconceptions, and synthesizing diverse perspectives during and after discussions.
- ***Page***: The Power of Classroom Discussions
    - Why Classroom Discussions? Beyond Content Delivery

        - Classroom discussions are far more than just a way to check if students have read the material. They are dynamic pedagogical tools that transform the classroom from a passive listening environment into an active learning space. Discussions encourage students to articulate their thoughts, challenge assumptions, and engage deeply with complex ideas. This process moves beyond mere content delivery to foster critical thinking, analytical skills, and the ability to synthesize diverse perspectives, preparing students for real-world problem-solving.
    - Discussions as Active Learning
        - At their core, effective classroom discussions embody the principles of active learning. Instead of simply receiving information, students are actively constructing knowledge through dialogue. They are required to recall, analyze, evaluate, and apply concepts in real-time. This active engagement enhances retention and understanding, as students process information more deeply when they are required to explain, defend, or question it. Discussions push students to move beyond surface-level comprehension to a more profound and personal understanding of the subject matter.
    - Social Learning Theory in Practice
        - Classroom discussions are a prime example of social learning theory in action. Students learn not only from the instructor but also significantly from their peers. Through observation, imitation, and direct experience within the group, students develop new insights, refine their arguments, and learn to navigate different viewpoints. The social interaction inherent in discussions allows for the co-construction of knowledge, where collective understanding emerges from the interplay of individual contributions, fostering a richer and more nuanced grasp of the material.
- ***Page***: Designing Effective Discussion Prompts
    - Aligning Prompts with Learning Objectives
        - The effectiveness of a classroom discussion begins with a well-crafted prompt that is directly aligned with your course's learning objectives. Before formulating a question, consider what specific knowledge, skills, or critical thinking abilities you want students to develop through the discussion. Prompts should encourage higher-order thinking (analysis, synthesis, evaluation) rather than simple recall. A clear alignment ensures that the discussion serves a

meaningful educational purpose and contributes to the overall course goals.

    - Crafting Open-Ended and Provocative Questions
        - Effective discussion prompts are open-ended, meaning they don't have a single "right" answer, and are often provocative, designed to spark genuine inquiry and debate. Avoid yes/no questions or those that can be answered with a quick factual recall. Instead, use phrases like "How might...", "What are the implications of...", "Compare and contrast...", or "To what extent...". A good prompt invites multiple interpretations, encourages students to draw connections, and provides ample room for diverse perspectives and reasoned arguments.
    - Scaffolding Questions for Deeper Understanding
        - To support all students and guide them towards deeper engagement, consider scaffolding your discussion questions. Begin with more accessible questions that allow all students to participate, building confidence and establishing a baseline understanding. Then, progress to more complex or challenging questions that require deeper analysis, synthesis, or application. This gradual increase in cognitive demand helps students build upon their initial thoughts and move towards a more sophisticated understanding of the topic, ensuring that the discussion remains productive for everyone.
- ***Page***: Facilitation Techniques for Engagement
    - Establishing Ground Rules and Expectations
        - Before diving into discussions, it's crucial to establish clear ground rules and expectations for participation. This sets a respectful and productive tone. Discuss norms such as active listening, respectful disagreement, equitable participation, and avoiding interruptions. You might even co-create these rules with your students to foster a sense of ownership. Clearly communicate how participation will be valued and assessed, whether through quality of contributions, frequency, or a combination, to encourage meaningful engagement.
    - Strategies for Encouraging Broad Participation
        - Ensuring that all voices are heard, not just the most vocal ones, is a key challenge in discussion facilitation. Employ various strategies to encourage broad participation. Consider using "think-pair-share" before a full group discussion, allowing students to formulate their thoughts and practice speaking in a smaller setting. Use techniques

like "calling on" students (with prior notice or a "no pass" option), or employing structured turn-taking methods. Creating a welcoming and non-judgmental atmosphere is paramount to making all students feel comfortable contributing.

    - Managing Discussion Flow and Time
        - Effective facilitation involves skillfully managing the flow and timing of the discussion. Be prepared to gently redirect conversations that stray off-topic, summarize key points to maintain focus, and synthesize different ideas to build collective understanding. Use verbal and non-verbal cues to encourage or pause contributions. Be mindful of time, ensuring that all important points are covered without rushing or allowing the discussion to drag. A well-managed discussion feels purposeful and respectful of everyone's time.
- ***Page***: Supporting Student Understanding
    - Clarifying and Elaborating Student Contributions
        - As a facilitator, your role is not just to ask questions but also to actively listen and help students clarify and elaborate on their contributions. When a student offers an idea, you might ask follow-up questions like, "Can you explain what you mean by that?" or "Could you give an example?" Rephrasing or summarizing a student's point can also ensure that everyone understands it. This process helps students articulate their thoughts more precisely and allows the entire group to build upon shared understanding.
    - Connecting Ideas and Synthesizing Discussions
        - A crucial aspect of supporting student understanding is helping them connect disparate ideas and synthesize the various threads of the discussion. Periodically pause the discussion to summarize what has been said, highlight emerging themes, or draw connections between different student contributions. You can also prompt students to make these connections themselves: "How does what [Student A] said relate to [Student B]'s point?" This synthesis helps students see the bigger picture and integrate new knowledge into their existing frameworks.
    - Addressing Misconceptions and Gaps in Understanding
        - Discussions often reveal misconceptions or gaps in student understanding. As a facilitator, it's important to address these constructively without shutting down participation. You might pose a clarifying question to the group, "Does everyone agree with that

interpretation?" or present an alternative viewpoint for consideration: "Some might argue X; how would that fit with what we've discussed?" This allows for peer correction or for you to provide direct clarification, ensuring that students leave the discussion with accurate and robust understanding.

- ***Page***: Reflection and Continuous Improvement
    - Student Reflection on Discussion Participation
        - Encouraging students to reflect on their own participation in discussions is a powerful metacognitive exercise. Provide prompts that guide them to consider: how well they listened, how effectively they articulated their ideas, what they learned from others, and how they might improve their contributions in future discussions. This self-assessment helps students develop their communication and collaboration skills, making them more effective participants in academic and professional settings.
    - Faculty Reflection on Discussion Facilitation
        - After each discussion, take time to reflect on your own facilitation. Consider questions such as: Did the discussion meet its learning objectives? Was participation equitable? Were the prompts effective in stimulating thought? How well did I manage the flow and address challenges? What interventions were most effective, and which could be improved? This self-assessment is crucial for identifying areas for growth and refining your approach to leading dynamic and productive classroom discussions.
    - Iterative Refinement of Discussion Practices
        - Use the insights gained from both student and faculty reflection to continuously refine your discussion practices. This might involve adjusting your prompt-crafting techniques, experimenting with new facilitation strategies, or modifying how you assess participation. Treat each discussion as an opportunity to learn and adapt. Over time, this iterative process will enable you to cultivate a classroom environment where rich, engaging, and deeply meaningful discussions become a cornerstone of your teaching.
- ***Activity***: Writing Discussion Questions
    - **Assignment: Crafting Effective Discussion Questions**
    - The key to a great class discussion isn't just the topic—it's the questions you ask. Well-crafted questions can transform a passive classroom into a dynamic learning environment where students feel empowered to think

critically and share their ideas. Follow-up questions are particularly important, as they encourage students to go beyond a surface-level response and dig deeper into the material.

- For this assignment, you will develop a set of discussion questions for a topic from your own course. This will help you prepare for a rich, student-centered conversation in your class.

- **Instructions:**

- **Select a Topic:** Choose a specific topic, concept, or reading from your course that you believe would be good for a classroom discussion.
- **Write Three Core Questions:** Create three open-ended, thought-provoking discussion questions related to your chosen topic. These questions should not have a simple "yes" or "no" answer. They should prompt students to analyze, evaluate, or synthesize information.
- **Add Two Follow-Up Questions for Each:** For each of your three core questions, write two additional follow-up questions. The goal of these follow-up questions is to:
    - **Deepen the discussion:** Ask students to provide evidence or a specific example.
    - **Challenge an assumption:** Ask them to consider a different perspective.
    - **Broaden the scope:** Connect the topic to a larger theme or real-world application.
        - **Format:** Please submit your questions in the following format. Feel free to use the example below as a guide.
        - **Example Topic:** The Importance of the Scientific Method
            - **Core Question 1:** "How does the scientific method differ from everyday problem-solving, and why is that distinction crucial for academic research?"
                - **Follow-up Question A:** "Can you give an example from your own life where you used a process similar to the scientific method, and what were the limitations?"
                - **Follow-up Question B:** "From a historical perspective, what was a major scientific breakthrough that would not have been possible without the rigor of the scientific method?"
            - **Your Assignment:**
            - **Topic:** [Your Course Topic Here]

- **Core Question 1:**
    - **Follow-up Question A:**
    - **Follow-up Question B:**
    - **Core Question 2:**
        - **Follow-up Question A:**
        - **Follow-up Question B:**
    - **Core Question 3:**
        - **Follow-up Question A:**
        - **Follow-up Question B:**

Module 7 | Educational Technologies

- ***Page***: Module 7 Introduction
    - Short introduction to the topic in a call out box
        - This module is designed to equip first-year faculty with a comprehensive understanding of educational technologies, ranging from core campus-supported tools to emerging trends and AI integration. By the end of this module, you will be better prepared to leverage technology to enhance learning, ensure digital accessibility, troubleshoot common issues, and explore innovative pedagogical approaches.
    - Mastering Core & Supported Technologies
        - You will gain proficiency in utilizing advanced features of the learning management system (Canvas) and understand the capabilities of key campus-supported tools like Panopto, Respondus, and Camtasia to enrich your teaching.
    - Ensuring Accessible Digital Learning Environments
        - This module will emphasize the critical importance of digital accessibility, providing strategies to design and deliver technology-enhanced content that is usable and equitable for all students.
    - Navigating Emerging Trends and AI in Education
        - You will explore current and future trends in educational technology, including the pedagogical implications of Artificial Intelligence, and learn how to design assignments that responsibly and effectively integrate AI tools.
- ***Page***: Advanced Canvas Features
    - Optimizing Course Navigation and Organization

        - Effective course navigation and organization within Canvas are crucial for student success. Beyond basic module structures, consider using custom navigation links to highlight important resources, creating a clear and consistent naming convention for all files and assignments, and utilizing the "Pages" feature for rich content delivery. Employing the "Blueprint Courses" (if available at TJC) can ensure consistency across multiple sections or instructors. A well-organized Canvas course reduces cognitive load for students, allowing them to focus on learning rather than navigating.
    - Leveraging Communication and Collaboration Tools
        - Canvas offers robust tools for communication and collaboration that can significantly enhance student engagement. Explore features like Announcements for timely updates, Discussions for fostering peer-to-peer learning and active dialogue, and Conferences or Collaborations for real-time group work. Utilizing the Inbox for private messaging and SpeedGrader for providing timely, rich feedback are also key. These tools facilitate a dynamic learning environment that extends beyond the traditional classroom.
    - Utilizing Analytics and Gradebook Features
        - Canvas provides powerful analytics and gradebook features that can inform your teaching and support student progress. Familiarize yourself with the Course Analytics dashboard to track student engagement, identify at-risk learners, and understand content usage patterns. The Gradebook offers various views and filtering options, allowing for efficient grading and communication of performance. Understanding how to use weighted grades, rubrics, and assignment groups can streamline your assessment process and provide clear feedback to students.
- ***Page***: TJC Supported Technologies
    - Panopto for Lecture Capture and Video Content
        - Panopto is a powerful tool supported by TJC for creating, managing, and sharing video content, particularly useful for lecture capture. It allows faculty to record lectures (audio, video, screen content), create interactive quizzes within videos, and integrate seamlessly with Canvas. Panopto's search capabilities enable students to find specific moments within videos, enhancing their review process. Utilizing Panopto can provide flexible access to course content,

support diverse learning styles, and facilitate flipped classroom models.

- Respondus for Secure Online Assessments
  - Respondus LockDown Browser and Monitor are TJC-supported technologies designed to enhance the security and integrity of online assessments. LockDown Browser prevents students from accessing other applications, copying, or printing during an exam. Respondus Monitor adds webcam proctoring, verifying student identity and flagging suspicious behavior. Understanding how to configure these tools within Canvas is essential for administering secure online quizzes and exams, ensuring a fair assessment environment for all students.
- Camtasia for Video Editing and Production
  - Camtasia is a versatile software supported by TJC for creating professional-quality video tutorials, demonstrations, and educational content. It offers robust features for screen recording, video editing (cutting, splicing, adding effects), and incorporating annotations, captions, and interactive elements. Faculty can use Camtasia to produce engaging instructional videos, provide personalized video feedback, or create multimedia presentations. Its intuitive interface makes it accessible for faculty looking to elevate their digital content creation.

- ***Page***: Digital Accessibility
  - Understanding the Importance of Digital Accessibility
    - Digital accessibility ensures that all students, including those with disabilities, can perceive, understand, navigate, and interact with digital content and tools. It's not just about compliance; it's about creating an equitable and inclusive learning environment where every student has an equal opportunity to succeed. Ignoring accessibility can create significant barriers to learning, leading to frustration and exclusion for students with diverse needs. Proactive design for accessibility benefits all learners.
  - Key Principles of Accessible Content Creation
    - Creating accessible digital content involves adhering to several key principles. This includes providing alternative text for images (for screen readers), using proper heading structures (H1, H2, etc.) for navigation, ensuring sufficient color contrast for readability, and providing captions or transcripts for all audio and video content.

Using clear, concise language and avoiding complex jargon also contributes to overall readability and comprehension for a wider range of learners.

- Utilizing Accessibility Checkers and Tools
  - Many platforms and software include built-in accessibility checkers that can help identify potential issues. Canvas has an Accessibility Checker within its Rich Content Editor that flags common problems. Microsoft Office and Adobe products also offer similar tools. Additionally, consider using browser extensions or online validators to check web content. While these tools are helpful, they are not exhaustive; a human review for clarity and usability remains important. Regularly checking your content ensures it meets accessibility standards.

- Beginner:
  - ***Page***: Integrating Technology to Enhance Learning
    - Enhancing Engagement with Interactive Tools
      - For beginner learners, integrating technology can start with tools that enhance student engagement and participation. Simple interactive elements, such as polls (e.g., using Canvas Quizzes for quick checks, or external tools like Poll Everywhere), short online discussions, or collaborative documents (e.g., Google Docs, Canvas Collaborations), can transform passive learning into active involvement. These tools provide immediate feedback and allow students to contribute in various ways, catering to different comfort levels with technology.
    - Utilizing Multimedia for Diverse Learning Styles
      - Technology allows for the easy integration of multimedia, which can cater to diverse learning styles and make content more accessible and engaging. Instead of relying solely on text, consider incorporating relevant videos (e.g., Panopto, YouTube), audio clips, or interactive simulations. For beginner users, this might involve embedding existing media into Canvas pages or assignments. Multimedia can help explain complex concepts, provide real-world examples, and break up long blocks of text, making learning more dynamic.
    - Streamlining Workflow with Basic Digital Tools

- Technology can also streamline basic administrative and pedagogical workflows, freeing up time for more meaningful interactions. For beginner users, this could involve using the Canvas calendar for clear assignment deadlines, submitting and grading assignments online via SpeedGrader, or utilizing email/announcements for efficient communication. Embracing these basic digital tools can improve organization, reduce paper waste, and provide students with a consistent and reliable course experience.

- ***Page***: Troubleshooting Common Tech Issues
  - Common Student Tech Support Questions
    - As faculty, you will inevitably encounter common tech support questions from students. These often include issues with submitting assignments, accessing course materials, viewing videos, or problems with external tools. Familiarize yourself with the most frequent inquiries and know where to direct students for help (e.g., IT Help Desk, Canvas support, library tech support). Providing clear instructions and anticipating potential tech hurdles in your assignments can proactively reduce student frustration.
  - Basics Troubleshooting Steps for Faculty
    - When a student reports a tech issue, a few basic troubleshooting steps can often resolve the problem quickly. Encourage students to: clear their browser cache and cookies, try a different browser, restart their computer, or check their internet connection. For Canvas-specific issues, verify that the assignment or content is published and accessible. Knowing these initial steps can empower you to provide immediate, helpful guidance before escalating to formal tech support.
  - When and How to Refer to OTS Support
    - It's important to know your limits and when to refer a tech issue to professional OTS support. If a problem persists after basic troubleshooting, involves system-wide outages, requires administrative access, or deals with complex software installations, it's time to direct the student (or yourself) to the campus OTS Help Desk. Provide students with clear contact information (phone, email, website) and instructions on how to

submit a detailed support ticket, including screenshots or error messages if possible.

- Intermediate/Advanced:
    - ***Page***: Educational Technology Trends
        - Exploring Adaptive Learning and AI in Education
            - Adaptive learning systems and the increasing integration of Artificial Intelligence (AI) are significant trends in educational technology. Adaptive platforms personalize the learning experience by adjusting content and pace based on individual student performance. AI is being used for intelligent tutoring systems, automated feedback, and data analytics to predict student success. Faculty should explore how these technologies can offer personalized support, enhance efficiency, and provide deeper insights into student learning patterns.
        - The Rise of Immersive Technologies (VR/AR)
            - Immersive technologies like Virtual Reality (VR) and Augmented Reality (AR) are transforming learning experiences by providing highly engaging and experiential environments. VR can transport students to historical sites or simulate complex scientific experiments, while AR overlays digital information onto the real world. For advanced users, exploring how to incorporate existing VR/AR applications or even developing simple immersive experiences can create profound learning opportunities, especially for subjects requiring visualization or hands-on practice.
        - Data Analytics and Learning Analytics
            - The increasing availability of data in educational technologies offers powerful insights through learning analytics. This trend involves collecting and analyzing student data (e.g., engagement patterns, performance on assignments, discussion contributions) to understand learning behaviors, predict outcomes, and optimize instructional design. Advanced faculty can leverage these analytics to identify effective teaching strategies, personalize interventions, and conduct research on student learning, moving towards more data-informed pedagogical decisions.
    - ***Page***: Designing AI-Integrated Assignments

        - Understanding AI Tools and Their Capabilities
            - Before designing AI-integrated assignments, it's crucial for faculty to understand the capabilities and limitations of various AI tools (e.g., generative AI like large language models, image generators, coding assistants). Explore how these tools work, what they can produce, and their potential biases or inaccuracies. This foundational understanding allows you to design assignments that leverage AI effectively while mitigating risks and ensuring academic integrity.
        - Pedagogical Approaches for AI Integration
            - Integrating AI into assignments requires thoughtful pedagogical approaches. Instead of banning AI, consider how it can be used as a collaborative tool, a research assistant, or a thought partner. Assignments can focus on prompt engineering (teaching students how to effectively interact with AI), critical evaluation of AI-generated content, or using AI to brainstorm ideas before students produce their own original work. The goal is to teach students how to use AI responsibly and ethically as a professional skill.
        - Crafting AI-Specific Rubrics and Guidelines
            - When designing AI-integrated assignments, it is essential to create clear rubrics and guidelines that address the role of AI. Explicitly state expectations regarding AI use: Is it allowed? If so, for what purposes? Should students cite AI use? How will originality be assessed? Rubrics should evaluate not just the final product, but also the process of using AI, including the quality of prompts, the critical analysis of AI output, and the student's ability to refine and build upon AI-generated content. Transparency and clear communication are paramount.
- ***Discussion***: AI in my Classroom – Opportunities and Challenges
    - Artificial intelligence is rapidly changing the way we teach and learn. While AI tools can present exciting opportunities for faculty and students, they also bring new challenges.
    - Please share your thoughts on the use of AI in the academic setting. In your post, address the following points:
        - **Opportunities:** Describe two ways you believe AI can be used to enhance learning or improve teaching.

        - **Challenges:** Describe two challenges you anticipate or have already experienced with students using AI in your courses.
    - Feel free to also share any strategies you've developed to navigate these challenges.

Module 8 | Celebrating YOU! And What's Next?

- ***Page***: Module 8 Introduction
    - Short introduction to the content in a call box
- ***Page***: Year End Reflection Prompts
    - Congratulations on completing your first year here at TJC! You have made it through a significant milestone, and it's a great time to pause and celebrate your accomplishments. Taking a moment to reflect on your journey can help you recognize your growth, understand the challenges you've overcome, and set a powerful intention for the years to come.
    - Please consider the following questions as you reflect on your first year:
        - Think back to your first few weeks in the classroom here at TJC. How were you feeling? Now, think about the last two weeks you spent with your students. How have your thoughts and feelings changed since the start of the year? Are you surprised by any of it?
        - Looking back on your first year at TJC, what are you most proud? Why do you feel so proud of that accomplishment?
        - What challenges did you face during your first year teaching at TJC? How did you overcome those challenges?
        - What is your favorite stand out memory from your first year here at TJC? Why was that moment so special?
- ***Page***: Faculty Evaluation
    - TJC is dedicated to academic excellence, and faculty evaluations are a key part of ensuring that commitment. All employees, including faculty, have the right to a periodic evaluation of their performance and the opportunity to review, rebut, and file a grievance regarding that evaluation.
    - Full-Time, Adjunct, and Dual Credit Faculty
        - These faculty members are evaluated at any time during the academic year (August to July). The evaluation process includes:
            - A self-evaluation
            - A classroom observation
            - An evaluation from the department chair/supervisor

            - Student evaluations are also reviewed for trends. Once a faculty member has received acceptable performance reviews for three consecutive years, their evaluation schedule shifts to once every three years. However, a department chair may choose to observe or evaluate a faculty member more frequently as needed.
        - Duration Faculty Members
            - Faculty members who have achieved duration status are evaluated on an annual basis. The process is similar to other full-time faculty, consisting of a self-evaluation, classroom observations, and an evaluation from their department chair/supervisor. Trends from student evaluations are also taken into account.
- ***Page***: Curriculum Development
    - Online course design
- ***Page***: Lifelong Learning
    - As an educator, your role is not just to teach—it's to be a continuous learner. The most impactful teachers are often those who remain students themselves, always seeking new knowledge and refining their craft. Looking ahead to the next phase of your career at TJC, this is a perfect time to embrace the mindset of a **lifelong learner**.
    - How to Become a Lifelong Learner
        - Becoming a lifelong learner is less about a formal class and more about cultivating a mindset. It means being intellectually curious, open to new ideas, and actively seeking opportunities to grow. Here are a few ways you can practice lifelong learning:
        - **Embrace New Technologies:** Explore and experiment with a new app or tool in your field. This could be a new tool to create videos, a new interactive quiz platform, or even just a feature in Canvas you haven't used yet.
        - **Read Beyond Your Discipline:** Pick up a book, listen to a podcast, or watch a documentary on a topic outside of your core subject area. Learning from other fields can spark new ideas and connections for your own teaching.
        - **Connect with Colleagues:** Have coffee with a colleague from a different department. Ask them about the challenges they are facing in their classroom and what new things they are trying. You may find that their solutions can be adapted to your own teaching.

        - **Seek Professional Development:** Take advantage of workshops, conferences, and training opportunities offered by TJC and other organizations. These are designed to help you stay current with new teaching strategies and tools.
    - Why Continued Learning?
        - In today's fast-changing world, the skills and knowledge you have today may not be enough for tomorrow. Lifelong learning ensures that you remain relevant and effective throughout your career. As an educator, being a lifelong learner is especially important:
            - **It models good behavior:** When your students see you learning and growing, they are more likely to see the value in education beyond the classroom.
            - **It keeps you engaged:** The best way to avoid burnout is to stay curious and engaged with your profession. Learning something new can bring fresh energy and excitement to your teaching.
            - **It improves your teaching:** The more you learn, the more connections you can make, and the more nuanced and engaging your teaching becomes. New knowledge can transform your lectures and assignments, keeping them fresh and exciting for you and your students.
    - Training Opportunities at TJC
- ***Activity***: Academy Feedback Survey
- ***Discussion***: Your Year One Successes and Goals for the Future
    - To cap off this module and your first year at TJC, you'll engage in a discussion that combines reflection and forward-thinking. This is an opportunity to celebrate your successes and share your aspirations with your colleagues.
    - Instructions:

  Your Initial Post: In your first post, please share two things:
    - **A "Year One" Success:** What is one accomplishment from your first year at TJC that you are most proud of? This could be anything from a successful lesson or an improved teaching technique to a moment of connection with a student.
    - **A Goal for the Future:** What is one professional goal you have for your future at TJC and beyond? This could be a skill you want to master, a new course you want to develop, or a teaching strategy you want to implement.
- **Reply to Two Colleagues:** Read the posts from at least two of your colleagues. In your replies, offer a word of encouragement or a brief thought on their shared

success or future goal. Your goal is to foster a supportive and celebratory community.