



TLPEC TIMES

December 2024 Edition

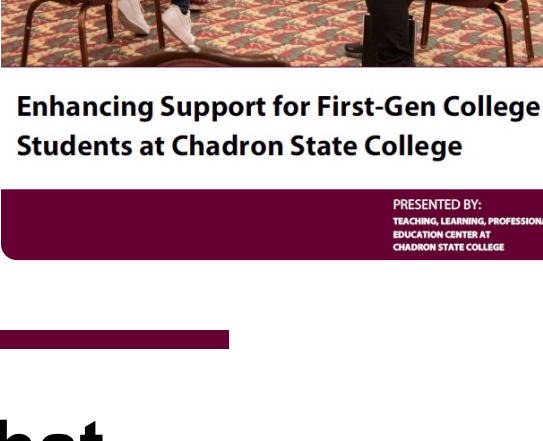
Enhancing Support for First-Gen Students

TLPEC has developed a resource for instructors to utilize that can help offer support to first generation college students. Based off of evidence-based best practices, tips are provided that were generated by a CSC Professor, Dr. Joyce Hardy, and an expert in the field of first-gen students, Tamam Waritu, to support first-generation college students. It includes methods for identifying first-gen students, tailored teaching strategies, helping the students make connections, and offers campus resources to enhance first-gen students' academic success, retention, and sense of belonging.

[Learn more](#)



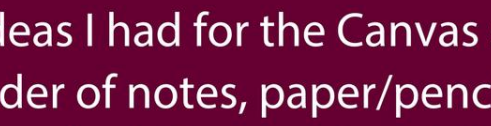
CHADRON STATE COLLEGE



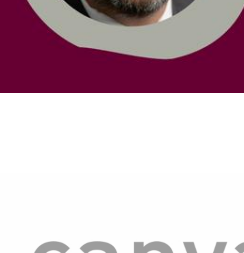
Enhancing Support for First-Gen College Students at Chadron State College

PRESENTED BY:
Tamam Waritu
Dr. Joyce Hardy
Chadron State College

Yes, TLPEC Can Help You with That



I hadn't realized all that the TLPEC could do to help make me more efficient in the classroom. I emailed Heather and Travis about working with me on a class for the spring semester that I hadn't taught since Sakai. I had all my materials from the Sakai shell, but wanted to create a great Canvas shell for my students and was looking for some ideas of how to build it. Heather and Travis came to my office and discussed with me the ideas I had for the Canvas shell. We brainstormed for a while, then they took my binder of notes, paper/pencil assignments, and tests, and built the Canvas course that we had discussed, and I had envisioned. I just thought they were just going to show me some tips and tricks for building and let me go to work, but they built the whole thing and just left me with some minor details to add. They turned my paper/pencil assignments into quizzes with different types of questions including fill in the blank, multiple choice, hot spot, and numeric responses. They even made the math symbols look great. The best part? They emailed me back in less than a week that it was ready for me to review. They even gave me a checklist of items that I needed to add. It would have taken me several days of playing with things on Canvas to make it look as good as they made it and use the features and question types that they used. If you have any questions or ideas about creating something on Canvas, I would highly recommend reaching out to Heather and Travis at the TLPEC for guidance and support!



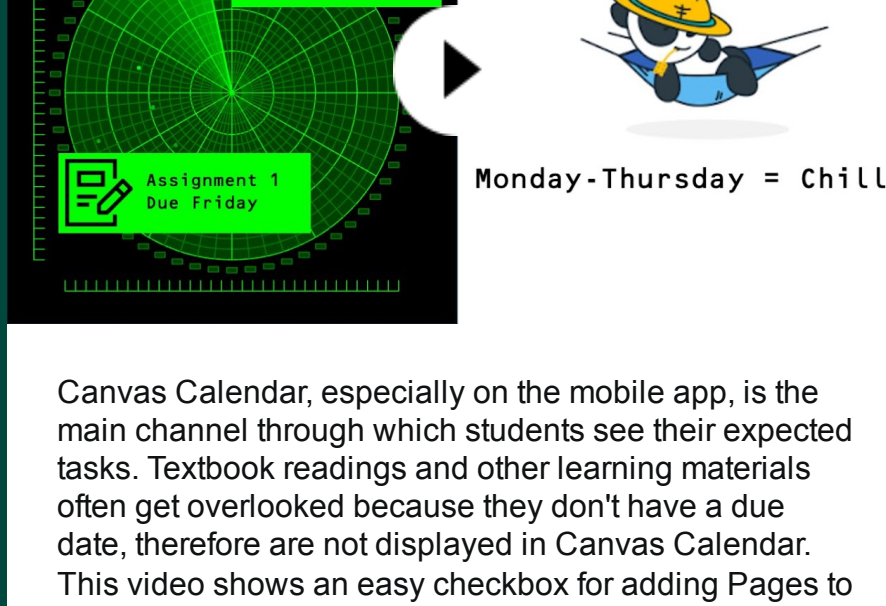
Jordan Haas
Assistant Professor | Mathematics



TLPEC has created a dropdown menu of Canvas resources which offers a curated list of answers to questions posed by CSC educators. Below are topics which recently have been brought up by faculty and are important to share with the CSC Canvas community.

[Canvas Resource Library](#)

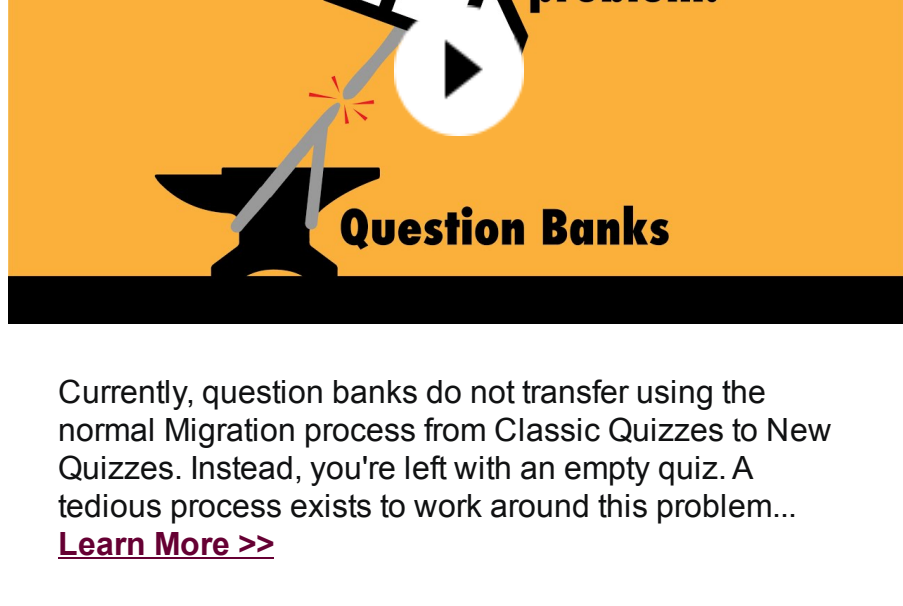
Get Readings On Your Students' Radar



Canvas Calendar, especially on the mobile app, is the main channel through which students see their expected tasks. Textbook readings and other learning materials often get overlooked because they don't have a due date, therefore are not displayed in Canvas Calendar. This video shows an easy checkbox for adding Pages to Calendar and a design idea with Assignments that ought to get your readings in front of your students' eyes.

[Learn More >>](#)

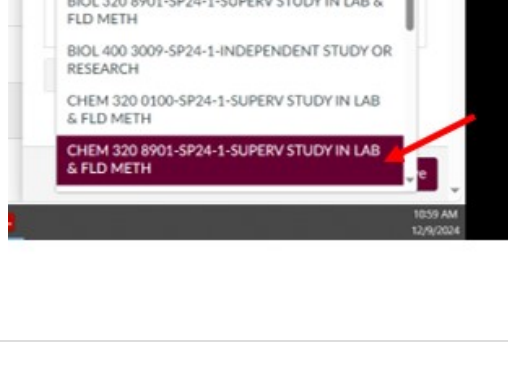
Migrating Question Banks to New Quizzes



Currently, question banks do not transfer using the normal Migration process from Classic Quizzes to New Quizzes. Instead, you're left with an empty quiz. A tedious process exists to work around this problem...

[Learn More >>](#)

[The Tedious Fix Process](#)



Making Life Easier in Canvas with Combined Course Shells

Avoid unnecessary course shells when teaching multiple sections of the same course in a term by utilizing combined course shells. If certain items (Pages or Quizzes) are only to be used by students of a specific section, there is a way to set access to just that section.

[Learn more >](#)

Never Miss Academic Calendar Deadlines

Spring 2025

[Spring 2025 Academic Calendar](#)

[Add to Calendar](#)

[Student Academic Calendar Spring 2025 PDF](#)

There is a new feature available on [CSC's Academic Calendar](#) website. Viewers have the option to add the events from the Academic Calendar into the individual's CSC Outlook calendar.

[Learn more](#)

First Tuesday at 2: December Meeting

On Tuesday, December 3rd, at 2 p.m., the First Tuesdays at Two meeting was held in the Idea Space (room 109) in the library basement. Twelve faculty and staff gathered for this monthly round table discussion, which focuses on various pedagogical topics and takes place on the first Tuesday of every month during the academic year. This month's topic was all about Assessment for Learning.

Travis Hency demonstrated [Padlet](#) as a tool to facilitate the discussion as attendees dealt with questions as individuals, small groups, and the whole room. The questions posed to the group and the main points of conversation were as follows:

What are your best methods for assessing student learning? What makes this method so effective for you?

Process over product was a theme here. Though tests & quizzes were mentioned, many emphasized the value of a more conversational approach employed through methods like small-group discussions, project reflections, and observing natural conversation. Concern was expressed for maintaining objectivity while also going beyond just correct answers to determine if students were ready for the next level in difficulty. Dr. Evrard noted that correct answers will eventually come through learning the process, and therefore he focuses on checking his students' steps in solving problems.

What challenges have you encountered with assessment? How might we overcome these challenges?

Cheating and AI rose to the top of conversation rather quickly. The group seemed to acknowledge cheating as a given with certain types of assessment, therefore giving purpose to more rigorous engagement in the task's design. Porter Anderson suggested a need to integrate artificial intelligence into the expected workflow -- teaching students to use AI as a tool to enhance their learning rather than a way to get around the learning.

The usefulness and purpose behind assessments were pulled into question as attendees remarked on the lack of student motivation to complete some assessments with full effort. It can be a challenge to communicate the value of practice and skill development, but students who make the push inevitably feel the benefits on summative assessments.

How do you use the results of the assessment?

This conversation was fairly cut and dry with instructors commenting on the need to use assessment results to guide course direction. Seeing a trend in students' answers might shed light on an instructional gap needing filled, rather than student fault.

This led to a connection between student feedback and the motivation conversation. If students receive constructive feedback and feel like their assessments lead to changes in instruction, they are more likely to believe their effort serves a greater purpose toward learning, beyond checking boxes and getting the grade.

What are your thoughts on points & grades? What do they mean to instructors? What do they mean to students?

Here, the group circled around the need for grades to be both objective and meaningful. Grades lacking meaning might lead students to succumb to the "Ds get degrees" mentality. Too much grader subjectivity and the students have trouble seeing the target and learning from mistakes.

Many agreed that a rubric type of system could grant deeper, useful feedback (beyond A or B) while maintaining enough objectivity that multiple graders could arrive at a similar result. Dr. Rapp and Dr. Morgan brought up their preference for annotating rubrics by hand vs. using the graded rubric system in Canvas-- though it takes more time, it affords that more personal, meaningful feedback that keeps the student's learning in focus.

The session ended with brainstorming ideas for the next session which will be February 4th. Tentatively, the next session will operate as a workshop where attendees work together to develop rubrics applicable to real classes. There will be no January session so as not to add extra clutter to the semester start.

FIRST TUESDAY @TWO



Faculty Learning Opportunity

Harvard Business Publishing- Education is hosting a free webinar Thursday, December 12 from 9 am-10 am. The topic is Fostering Student Engagement with Gen AI. Webinar participants will:

Explore how AI advancements can elevate your teaching and enhance connections with your students.

Discover methods for developing materials that encourage active learning and help simplify complex topics.

Uncover techniques for using AI to deliver personalized feedback that promotes student growth and sustained engagement.

Registration is required.

[Learn more >](#)

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