



TLPEC TIMES

May 2025 Edition

Faculty Showcases



Dr. Joanne Hayes
Assistant Professor, Education

BLENDED COLLABORATION

Dr. Hayes Blends Online and In-Person Learning, Grads with Undergrads

On Friday, April 25, Dr. Joanne Hayes, Assistant Professor of Education, shared her approach to teaching SPED 438/538, a course designed for both undergraduate and graduate students. What makes this course stand out is that it brings together students who are fully online with those attending face-to-face, all in one shared learning environment. Despite the range of backgrounds and experiences, Dr. Hayes has created a course structure that works well for everyone, assignments are consistent, with some added expectations for graduate students.

The course centers around collaboration, and students don't just read about it they actively practice it. From small group work to whole-class projects, students are expected to engage with one another regularly, whether they're logging in from home or sitting in the classroom. One of the more creative strategies Dr. Hayes uses is video-based discussion posts, which are short by design and help encourage authentic engagement. Tools like Padlet have helped make this process easier and more comfortable for students.

Throughout her presentation, Dr. Hayes emphasized the importance of building connections. She makes it a point to join student conversations, showing up not just as an instructor, but as a participant. Her goal is to keep the energy in the course high and the learning active, not passive. The showcase gave a great glimpse into how thoughtful course design can bring people together, no matter where they are, and make learning more meaningful in the process.



BACK TO BASICS

Clear & Simple Design Leads to Reliable Engagement in Dr. Ritzen's Online Courses

It's easy to think that engagement in online learning comes from using a bunch of fancy tech tools, bells, and whistles, but Dr. John Ritzen's courses challenge that assumption. On Monday, April 28th, Dr. Ritzen demonstrated the benefits of keeping things basic as his courses are simply organized with clean and clear communication. By relying on foundational practices of course design, his 8-week HPER courses foster consistent student participation each week and have received positive feedback for years.

Among Dr. Ritzen's tricks are a descriptive welcome message on his home page, modules organized by weeks, and a consistent scheme of tasks and due dates with explicit instructions. If there are hiccups that first week, he addresses them immediately, and by week two, everyone understands the procedures, falls into the groove and students can focus on learning through the content. Nothing fancy, but it works.

When something like a final project breaks from the norm, Dr. Ritzen takes extra precautions to communicate, communicate, communicate. He places repeated, detailed instructions throughout Canvas, videos when helpful, and sends reminder emails to the students to ensure everyone is prepared and on the same page.

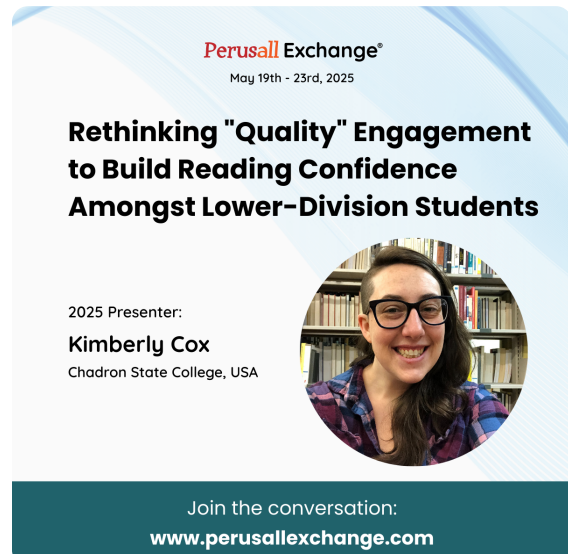
Underneath this simple design is John's sincere interest in students learning the material. For him, its not enough that students just get good grades and pass, he wants them to know their stuff. Dr. Ritzen's lighter course design is agile, gets out of the way, and affords him time to record weekly review videos to drive home important highlights and supply meaningful feedback to all students on their work. Dr. Ritzen proves that good teaching is about solid practice, not cool tools.



Dr. John Ritzen
Associate Professor, HPER



Dr. Cox Presenter in Virtual Conference for Perusall Software



Dr. Kimberly Cox, Associate Professor of English, has been selected to present at the upcoming Perusall Exchange, a free, online conference taking place May 19–23. Perusall is a social reading platform that allows students to collaboratively annotate course texts, helping them engage more deeply with assigned readings.

Dr. Cox was invited to participate after being recognized for exceptional student engagement, ranking in the top 5% of Perusall users across all participating institutions. Her presentation, *"Rethinking 'Quality' Engagement to Build Reading Confidence Amongst Lower-Division Students,"* explores how encouraging short, honest, and interactive responses can better support critical reading development, particularly in online and asynchronous learning environments.

Students in her classes consistently respond well to the tool, especially its features that allow direct interaction with both peers and instructor. Dr. Cox continues to use Perusall because it helps make reading more active, social, and accessible. To learn more about the event and view the full program, visit www.perusallexchange.com.



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](#)



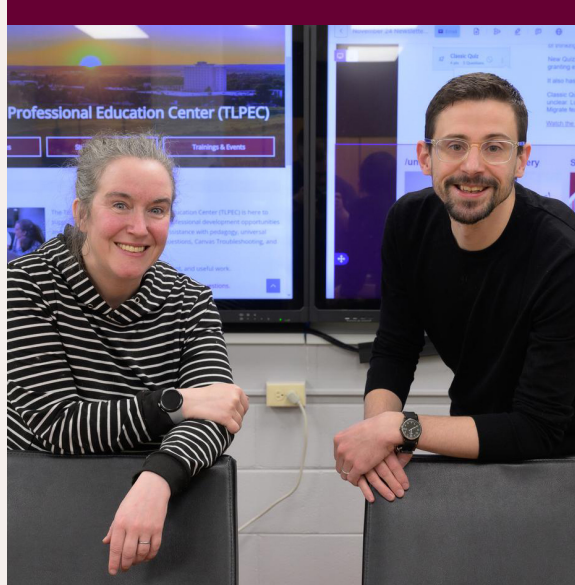
Whether you're teaching in-person, hybrid, or fully online with Canvas LMS, Canva Code lets you instantly create interactive activities like drag-and-drop games, quizzes, puzzles, and even custom content pages, all with just a simple prompt. No coding experience required!



Your Time is Valuable We Can Reduce the Load

How Instructors Have Used the TLPEC This Year

- Transferring course content
- Converting paper tests to Canvas
- Building question banks
- Creating instructional videos
- Designing page and assignment templates
- Embedding publisher materials
- Course reviews & consultations
- Developing courses
- Research & testing edtech tools
- Setting up Zoom sessions
- Troubleshooting issues and working with students
- Converting paper rubrics into digital rubrics within Canvas



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