

**June 2020  
Issue 6  
News Update  
Center for Teaching  
and Learning**

**SRIS for May-June  
and June Terms  
Opens June 24;  
Closes July 1**

Please encourage your May-June Term and June Term students to complete the Student Rating of Instruction (SRIS) survey. We need a 65% completion rate for usable data. To locate updates to your class response rate, log in to [Campus Labs](#) using your Unify credentials.

**Quality Matters  
Webinar**

**Building Excellence: A  
Community of Online  
Teaching & Learning  
Where Quality Matters**

Topics will include accessibility standards, universal design principles, connecting institutional goals to professional development, and more.

Wednesday, June  
17, 2 p.m.

[Register for the  
Building Excellence  
Webinar!](#)

## Focus on Faculty

As a highlight of this month's newsletter, the Center for Teaching and Learning (CTL) would like to share an interview with Dr. Nicole DeClouette, Mr. Matt Forrest, and Dr. Rob Sumowski about their thoughts and experiences with the recent transition to teaching and learning remotely. Dr. DeClouette and Dr. Sumowski are faculty members here at Georgia College in the Department of Teacher Education, and Mr. Matt Forrest is the Assistant Professor of Art and Printmaking in the Department of Art.

### How were you inspired to become a teacher?

The professors who taught Mr. Forrest during his undergraduate and graduate studies took the time to encourage him and help expand his abilities as an artist by connecting his artistic expression to his community. By working with community members, such as K-12 students, he saw the impact that an arts education can achieve. That impact continues as he helps his students connect their ideas and talent to the Georgia College community.

Dr. Sumowski began his career as a special education teacher for middle grades before entering P-12 administration, where he served as an assistant principal and behavior specialist. Prior to coming to Georgia College, he served as Bibb County's director of student safety and management, where he oversaw conduct, HR investigations, and crisis management for 25,000 students and 3,800 employees.

Dr. DeClouette was working at an inclusive preschool in Syracuse, New York, where six out of sixteen children had disabilities. She recalls being perplexed by the mismatch between her graduate course readings on the limitations of students with disabilities and the growth and learning her students were experiencing in the classroom. She vowed then to become a teacher and researcher who would set the story straight about the abilities and joy that students with disabilities bring to the classroom.

### Describe your philosophy of teaching and learning.

At the core of Dr. DeClouette's teaching is a deeply-held belief that all children can learn and all students should be taught in ways that foster their learning. When she says "all" she really means all—students who roll, students who flap, students who use alternative means of communication, black, brown, white, socioeconomically privileged, and poor—all students. Teachers' work, she says, including her own, must incorporate this expectation.

Content is constantly evolving, according to Dr. Sumowski, especially in his field of Special Education, where theory on disabilities such as dyslexia and autism as well as the associated legal definitions and policies can turn on a dime. One new research study can change the way Special Education views entire areas of knowledge. Like the students, he is learning every day.

### How did you approach the transition from face-to-face to remote instruction?

Necessity dictated that flexibility become his only option, says Dr. Sumowski. He had to think on his feet and adapt not only assignments but class policies and content delivery models. While he already used the online platforms pretty regularly, who could predict a pandemic? First, he identified the most important remaining content elements and assessments that were left in the semester, then doubled back to make sure the content was accessible and that instructions and resources were crystal clear for students.

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Due to current online support options, says Mr. Forrest, his transition to online instruction was relatively seamless. Mr. Forrest utilized GeorgiaVIEW so students could create a virtual portfolio. WebEx allowed him to provide live demonstrations and provided a forum for his students to continue to produce highly detailed imagery using traditional methods of hand printing. This approach would not have been possible without the determination and drive of his students who continued to produce work, participate in live group discussions, and produce research, all while troubleshooting and engineering new methods of printing at home. With the support of the [Memory Project](#), Mr. Forrest also completed an exchange print project with students in 10th-12th grade. These prints will be shipped to Afghanistan this August.

Dr. DeClouette shared that the senior special education cohort classes experienced unique challenges as they had already completed their intensive face-to-face classes in January, but were unable to complete their student teaching internships when K-12 schools closed. Students' professional development plans and capstone class activities for the course had to be modified. Instead of completing their teaching internships, Dr. DeClouette asked her students to watch videos of teachers in the classroom and assess their teaching. Students utilized Internet resources to research and create their professional development plans while capstones were prepared and presented via WebEx.

### **What challenges have you encountered with remote instruction?**

One of the greatest challenges Mr. Forrest has faced was how to best facilitate each student's requirements to produce effective designs and works of art. Over time, technology such as iPads, smartphones, and laptop drawing pads was incorporated in class to produce both preliminary sketches and final works of art. Problem-solving is always part of an art-making class, and Mr. Forrest is very proud of how his students worked together to solve many issues and concerns throughout the course.

Dr. Sumowski shared that while his policy is to be available to his students at any time, which he was able to continue during the transition via email and cellphone, he misses the face-to-face give and take involved in healthy classroom discussion of concepts and ideas covered.

### **What strategies do you use to stay organized when teaching in an online environment?**

Dr. Sumowski stated that whatever the approach, staying organized while teaching online comes down to the professor's skill in communicating content and expectations.

Mr. Forrest worked to instill creative development within his course content keeping students involved in online discussions and active research. He provided focused support for individual projects with one-on-one feedback using a variety of video and audio platforms.

### **How do you keep your students engaged in an online environment?**

Dr. DeClouette stayed in contact with her students through email, WebEx, and text, while trying not to inundate them with communications as they were also supporting their K-12 teachers to teach their students remotely. She shared that the two years with each cohort of students builds strong relationships between students and faculty. Virtual communication proved meaningful when one student and her family member were diagnosed with COVID-19. The family member ended up in ICU, and the professors were able to continue to communicate with the student to let her know that they were there for her.

Dr. Sumowski worked to provide videos for his students, creating discussion boards that emphasized give-and-take discussion and collaboration, making his courses hands-on whenever possible, while remaining on call for individual students as needed. He has always believed students learn as much from each other as they learn from faculty. "If I can't be interacting with students", he says, "I want them interacting with each other through online collaborative small group projects". *cont. next page*

**Keep Up with the Center for Teaching and Learning on Social Media!**



**In the current environment, what tips can faculty give students in their junior and senior years to prepare them for their future careers?**

Mr. Forrest says that the current environment has taught him that learning from a distance is a tool that can be incorporated into any future endeavor our students may encounter. Our juniors and seniors can continue to benefit by becoming lifelong learners, expanding their ideas while learning from others. More than ever, he believes that each student brings a unique voice, and skill set to our community at Georgia College and the community at large.

Dr. DeClouette encourages her juniors and seniors to learn as much as they can about online teaching and online resources for K-12 students while also learning as much as they can about the community in which they work.

A gift we can give upperclassmen, says Dr. Sumowski, is helping them understand that unexpected change is going to come into their lives in a hundred different ways, whether they want it or not, and embracing flexibility will help to prepare them for that change.

## Update for GeorgiaVIEW

### Quiz Question Converter

When creating a quiz or exam in the GeorgiaVIEW quiz tool, questions can be entered in several different ways.

For example, questions can be typed directly into a specific quiz or the question library. A publisher's test bank can be imported in the D2L or QTI format. A complicated .csv file using a specific format to enter all questions can be created.

What if you prefer to type your tests in MS Word? There are now two quiz converters that allow you to type all of your quiz questions and answers into a text box and have the questions converted to a .csv file, formatted for importing to GeorgiaVIEW.

The first option is found in the [D2L Brightspace Community Learning Center](#). The second option is from [Algonquin College](#). This option does not require a login of any sort.

Both options provide an online area to create your quiz or exam questions, samples of how the questions should be entered, and then the conversion process that will convert the quiz questions into a .csv file acceptable by GeorgiaVIEW for importing into the question library.

Not all question types found in GeorgiaVIEW can be created with these converters. For example, arithmetic, significant figures, and Likert questions can not be created with the converters and must be typed directly into GeorgiaVIEW using the quiz tool.

For more information and specific instructions for using either of these quiz converters, please review the quick reference guides found in the Center for Teaching and Learning Faculty Resource course within GeorgiaVIEW.

## GeorgiaVIEW Webinar

### Reimagining Accessibility Online: Designing for Equity First

June 25, 2 p.m.

As more and more teaching and learning moves online, providing multiple ways for students to interact and gain and demonstrate knowledge is deeply important, especially students with disabilities. Unpack the value of universal design principles, how they apply to online learning, and how they can support equity and accessibility for both faculty and students.

[Register for Reimagining Accessibility Online: Designing For Equity First Webinar!](#)

## GeorgiaVIEW Digital Bootcamp Now Available

The Center for Teaching and Learning is proud to announce the release of our Digital Bootcamp! The Digital Bootcamp is a self-paced course that walks participants through the steps of creating an online course. Best practices in online learning and the use of active-learning approaches are central to the Bootcamp. Hands-on activities are an integral part of the Digital Bootcamp and demonstrations of each of the tools are included. Participants in this course will be given tools and provided a sandbox course where they can practice the use of those tools. The Digital Bootcamp is facilitated by our very own Ms. Queen and Dr. Vinson.

To register for the Digital Bootcamp, send an e-mail to the [Center for Teaching and Learning](#). Once we have received your e-mail, you'll be entered into the Bootcamp and a sandbox course will be set up for you.

## CTL Teaching Tip

“Online environments require some element of social presence, humanization, and critical interaction among people for effective learning to occur. An asynchronous course can easily become a ‘robotic set of instructions’ rather than a ‘dynamic learning environment’...Intentionality around the ways learners receive and use feedback is essential in learner-centered instructional design. The primary barrier to high-quality feedback experiences is the time that it takes for human instructors to provide that feedback, coupled with doubt about the extent to which learners engage with the feedback. Both of these issues can be ameliorated, to some extent, through careful course design.”

For more, read Erin Crisp’s article, [Leveraging Feedback Experiences in Online Learning](#).

## News from IT

Greetings from IT! We hope you are having a great summer!

We have several updates this month. Here are a few things we are doing to support academic endeavors.

In preparation for the fall, we are making several improvements to classrooms across campus. We are upgrading several analog-based classroom technologies to digital-based systems. We are looking to deploy video cameras for those who may need to have a video conferencing component to their course. We are enhancing wireless across campus, including additional coverage in some external areas where we anticipate students to gather. We are increasing our Thundercloud capacity. And we are working with the USG to get additional bandwidth for both on-campus as well as residential areas.

We are working on the configuration of a new service management tool that will provide for a more robust ticketing system. With the new system, you will be able to submit and track tickets online, receive more effective communications regarding your submitted ticket, and obtain self-services guidance through a knowledge base.

To meet state-mandated regulations, we have rolled out multi-factor authentication via DUO to any computer with local administrative rights.

If you have any questions, concerns, or suggestions, please don’t hesitate to reach out directly to the Chief Information Officer, [Susan Kerr](#).



**Conference canceled? You can still get credit for your research! For more information, check out [this flyer](#).**

**Have Suggestions? Need Help?**

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