

NEWS UPDATE

Center for Teaching and Learning



Reacting to the Past Campus Participants

Pictured, L-R: Dr. Peggy Elliott, Dr. Brantley Nicholson, Dr. Elissa Auerbach, Dr. Jim Schiffman, and Ms. Holly Croft. Not Pictured: Dr. Steve Elliott-Gower

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. Elissa Auerbach, Dr. Jim Schiffman, and Dr. Brantley Nicholson on their work with *Reacting to the Past: Role-Playing Games for Engaged Learning*. Pictured are several Georgia College faculty who are leading the charge in utilizing *Reacting to the Past* in their courses.

Tell us more about *Reacting to the Past*.

According to Dr. Schiffman, *Reacting to the Past* is a role-playing pedagogy that enables students to inhabit historical characters and play out important historical situations as they believe their characters would act. It is a highly engaging and effective mode of classroom instruction because it combines things college students enjoy, such as competition (students want to win the game), trying on new identities, and subversion (students take over the classroom and the instructor steps back, taking on the role of game master).

How did you become involved in *Reacting to the Past*?

Dr. Auerbach shared that the Center for Teaching and Learning sent her to the *Reacting Consortium Winter Conference* at the University of Georgia to learn to play a game called *Modernism versus Traditionalism: Art in Paris, 1888-1889*. *Modernism versus Traditionalism* is the first art history game to be offered by the Consortium. She went to the conference thinking it would benefit her only as a faculty development experience. However, by the first day, she was hooked and planning a new course to use the game.

What do you enjoy about incorporating *Reacting to the Past* into your course(s)?

Dr. Nicholson shared that *Reacting to the Past* goes to great lengths to immerse students in the course material. This allows students to empathize with opinions they would otherwise not consider, view historical and current issues as active problem solvers, and do research, all while having fun.

Dr. Auerbach stated that she has never seen her students more energized, engaged, and intellectually stimulated than when they are playing a *Reacting to the Past* game. While her students appreciate that the game is a pleasant departure from regular discussions and lectures, they do not realize that they are doing more research, writing, critical analysis, and speaking during the game than they would otherwise. The games are lively and get quite loud with lots of laughter. Outside of class, students are writing speeches, wheeling and dealing, and sometimes debating with their fellow players. Her students even ask for more game sessions. In the first semester Dr. Auerbach taught using *Reacting to the Past*, students unanimously requested and attended an extra game session outside of their regular class meeting time so they could continue their debate before the conclusion of the game.

Dr. Schiffman has had a similar experience: a student who played a game Dr. Schiffman was developing and volunteered to come back and play the game again during the next semester simply because he liked the game so much.

What has been the significance of incorporating *Reacting to the Past* to yourself and your students?

Dr. Nicholson has always considered *Reacting to the Past* an innovative pedagogical tool. However, its classroom implementation far surpassed his expectations. Not only have *Reacting to the Past* activities been the most enjoyable activities he has experienced in the classroom, watching students maneuver through real-world problems that they previously viewed superficially is a professional treat.

Reacting to the Past has completely changed Dr. Auerbach's way of thinking about teaching. She found that students are motivated to engage with the content because they want to win. Through *Reacting to the Past*, Dr. Auerbach has recognized that games can be an outlet for students to put their course material into action in a way that helps them build communication skills that transfer broadly to their other courses. Dr. Auerbach has created several mini-games as well as a course called *Art History Through Games*. She has become part of a nationwide network of faculty members who use *Reacting to the Past* in their courses and has found this network to be a tremendous support system. These faculty members are quick to share games, tips, strategies, teaching materials, and general encouragement.

Dr. Schiffman shared with us that he enjoyed *Reacting to the Past* so much that he decided to write a game related to the history of broadcasting. He found a significant historical moment around which a game could be built: a series of Federal Communication Commission hearings in 1938 and 1939 that examined monopoly power in radio broadcasting from which he created *Radio Days and FCC: Breaking up Broadcast Monopoly*.

What do you want faculty at Georgia College to know about *Reacting to the Past*?

Dr. Nicholson shared that few activities make formal knowledge come to life like *Reacting to the Past*. Dr. Schiffman stated that this is a pedagogy that can revolutionize your classrooms and reinvigorate your teaching. He invites interested faculty to "talk to any of us if you have questions or doubts".

GeorgiaVIEW

Updates

Assignments: Letter grading (A, B, C, etc.) is now available in assignments. There is also a New column on the Assignments page that shows a count of new submissions and resubmissions in the New column.

Intelligent Agents: Users can now insert images directly into the body of Intelligent Agent emails using the Add Image button in the HTML editor.

Quizzes: Instructors can now clearly see when feedback is saved as a draft or published while evaluating quiz submissions with the new Publish and Save as Draft buttons. Instructors can also set additional quiz options when creating quizzes. A More Actions button is visible when users select the checkbox for one or more questions allowing instructors to set questions to mandatory, bonus or changing the points assigned.

Click **GeorgiaVIEW November Updates** to learn more. Updates effective 11-29-19.

GC Journeys Info Sessions and Workshops

Drs. Cynthia Alby and Jordan Cofer will be hosting brief (half-hour) information sessions on GC Journeys. Learn more about GC Journeys and how you can get involved. All sessions held in the Museum Education Room, Ina Dillard Russell Library.

Register for a GC Journeys Info Session

The GC Journeys Program is working hard to ensure that every faculty member (as well as interested staff) receives the needed preparation to incorporate Essential Skills in every undergraduate course and weave Transformative Experiences across the curriculum.

Register for a GC Journeys Workshop

Questions? Email journeys@gcsu.edu.

CTL Updates

- **Scholarship of Teaching and Learning Workshop** Ever tried something new in your classroom? Want to share it with your colleagues? Then come to the Scholarship of Teaching and Learning (SoTL) Workshop! In this workshop, we'll help you explore SoTL topics, walk through the process of planning and conducting your research, identify places to present and publish, and leave you with a plan for furthering your scholarship. In this engaging and hands-on workshop, participants will work in teams to explore opportunities to publish what you have learned from your teaching experience. Handouts will be provided. The workshop will be held Friday, November 22nd, 2 pm to 2:50 pm in Ina Dillard Russell Library, Room 376. **Register for the SoTL Workshop!**
- **Faculty Excellence in Teaching Awards Deadline - November 25th** The Teaching Excellence awards recognize faculty as well as departments and programs for their contributions to Georgia College. Colleges select nominees for the awards and forward these nominations to the university Faculty Awards Committee who select the recipient for each award category. Award recipients remain a "secret" until the Celebration of Faculty and Staff Excellence ceremony, which will be held during April 2020. Nominations to the college are due by November 25th, 2019.
- **USG Teaching & Learning Conference Submission Deadline - December 2nd** Are you engaging your students with big, far-reaching questions? Asking them to apply their learning to complex problems? Providing opportunities to share their work with public audiences? If so, you're supporting the Principles of Excellence identified by AAC&U's LEAP (Liberal Education, America's Promise) initiative. LEAP Georgia promotes the goals of inclusivity, civic connection, and lifelong inquiry for students in our state by sharing evidence-based best practices for teaching and learning. We encourage you to present your best practices and connect them to LEAP frameworks at the USG Teaching & Learning Conference in Athens, Georgia, from April 7th through April 9th, 2020. Four different session types are available (posters, 6-minute scripted talks, informal roundtable conversations, and fully interactive sessions). Collaborative proposals are welcome. Submission deadline is December 2nd, 2019. **Submit Proposals**

Updates from the Library

Annual GALILEO Survey

GALILEO is Georgia's Virtual Library, providing many of the online resources you access through your library. Examples of these resources include Academic Search Complete, several e-book collections, and the Discovery search interface.

The survey has been conducted since 1996 and is important both in raising awareness about GALILEO and in helping us keep up with users' likes and dislikes, concerns and visions. The survey will work on desktops, laptops, tablets, and phones. **Take the GALILEO Survey!**

Updates from IT

Were you Phished?

October was National Information Security Awareness Month. Part of our ongoing efforts to provide security for Georgia College consisted of having a phishing campaign. Staff and faculty were sent an email that appeared to be legit but was in fact a mock phishing attempt. You may have fallen prey and clicked on the URL and provided your credentials (as almost 15% of recipients did). As a reminder, if you use the Outlook program and have received an email you are not expecting that asks you to click on a link or provide information, click on the "GoSecure IDR" link at the top of the email to get instant feedback on whether or not the email is legit. If you are using Outlook in a browser, click on the three dots at the top right hand corner of the email. The drop-down menu will show "GoSecure IDR" at the bottom of the menu. If you are still uncertain, feel free to either call the SERVE Help Desk or forward the email to serve@gcsu.edu. In addition, all faculty, staff, and student workers are required to complete Information Security Awareness annual training. Thus far, only about 61% of faculty, staff, and student workers have completed this training. If you have not yet fulfilled the training requirement, please login to Unify at <https://unify.gcsu.edu>, navigate to GeorgiaVIEW, and from "My Courses" select "2019 Required Annual Training". If you have student workers, please also encourage them to complete the training as well. Thanks for doing your part to keep Georgia College safe and secure!

New Textbook Adoption System

Adoption Insight Portal

Course material adoption for Summer and Fall 2020 will go through the new Barnes & Noble Adoption Insights Portal launching February 1, 2020. Keep an eye out for drop-in training sessions and contact bookstore@gcsu.edu if you have any questions.

Keep Up With The Center for Teaching and Learning on Social Media!



CTL Instagram



CTL Facebook



CTL Twitter

Desire2Learn- D2L Upcoming Webinars

Ten Myths about Accessibility of Online Courses Webinar, November 19th, 3PM. **Save your spot and sign up for the Webinar.**

Product Demo: Faster Evaluations with Brightspace, November 21st, 2PM. **Save your spot and sign up for the Webinar.**

CTL Tech Tip

How to Make Smart Choices About Tech for Your Course

As we get prepared for next semester, it is beneficial to think about the tech tools that you will be incorporating into your teaching and learning experiences. Selecting tech tools for your course can be a challenging task because there are so many tech tools on the web for selection. It is important to be selective and carefully choose the right tech tools for your teaching. Focusing on your course goals will guide you in selecting tools that will enhance the teaching and learning experiences. The Chronicle of Higher Education has information on how to make smart choices about tech for your courses. The author, Michelle D. Miller, discusses the following: What You Need to Get Started; Get a Sense of the Possibilities; Figure Out Your Tech Goals; Consider the Costs; Think About Who has Access, and Who Doesn't; When Shopping for Technology, Look for These Features; Troubleshooting Common Problems; Recommendations to Get You Started; and More Resources. **Review article: How to Make Smart Choices About Tech for Your Course.**

CTL Teaching Tip

Grading and Feedback

As we are getting closer to the end of the semester, it is important to think about grading and feedback. Feedback is essential for the learning process to be meaningful. Feedback can increase student motivation, engagement, and improve learning. Chapter 9 in the "Teaching Naked Techniques" text provides a step-by-step guide for providing feedback. The steps are listed as follows:

- Step 1: Provide Clear Goals, Rubrics, and Assignments
- Step 2: Consider the Type of Feedback You Will Provide
- Step 3: Write Less and Sequence Your Feedback
- Step 4: Calculate Grades
- Step 5: Learn to Use Your Online Grade Book
- Step 6: Try Video Feedback

Further Resources: Barkley, E. F., & Major, C. H. (2016). **The learning goals inventory.** This is a tool freely available online designed to help college faculty gain access to the quality learning goals they have crafted for their courses.

Brookhart, S.M. (2013). How to create and use rubrics for formative assessment and grading. Alexandria, VA: Association for Supervision and Curriculum Development. The title says it all. The components of effective rubrics are described, and guidelines is provided regarding how to build and use rubrics, even for standards-based grading.

All of this information was retrieved from: Chapter 9, pages 127-140 in the following: Bowen, J. A. (2017). Teaching Naked: How Moving Technology Out Of Your College Classroom Will Improve Student Learning. San Francisco, CA: Jossey-Bass, a Wiley imprint.

Have Suggestions? Need Help?

Contact Us

Phone: 478-445-2520

Email: ctl@gcsu.edu

Location: Ina Dillard Library, Room 375

