DFI Faculty Newsletter

TEACHERS COLLEGE
DIGITAL FUTURES INSTITUTE
COLUMBIA UNIVERSITY

┈┈┈➔ August 2022, Vol 3.

Welcome to the DFI August Faculty Newsletter!

Our August newsletter focuses on Fall 2022 support for your Canvas courses.

We hope you have a wonderful month and thank you for reading!

┈┈➔ What's New?

1. Canvas Course Assistance for your Fall 2022 Courses:

Individual assistance from DFI:

- If you would like assistance setting up your Canvas course please fill out our Canvas course support form and one of our Instructional Support Associates (ISAs) will contact you to assist.
- **We can assist with**:
  - Importing content from last fall
  - Any questions you may have about setting up your Canvas course
  - Utilizing one of the TC templates

Do-it-yourself:

- This simple 10-step Canvas Quickstart guide is a great resource for faculty who would like to set up Canvas courses on their own.

2. Introducing the new Universal Template!
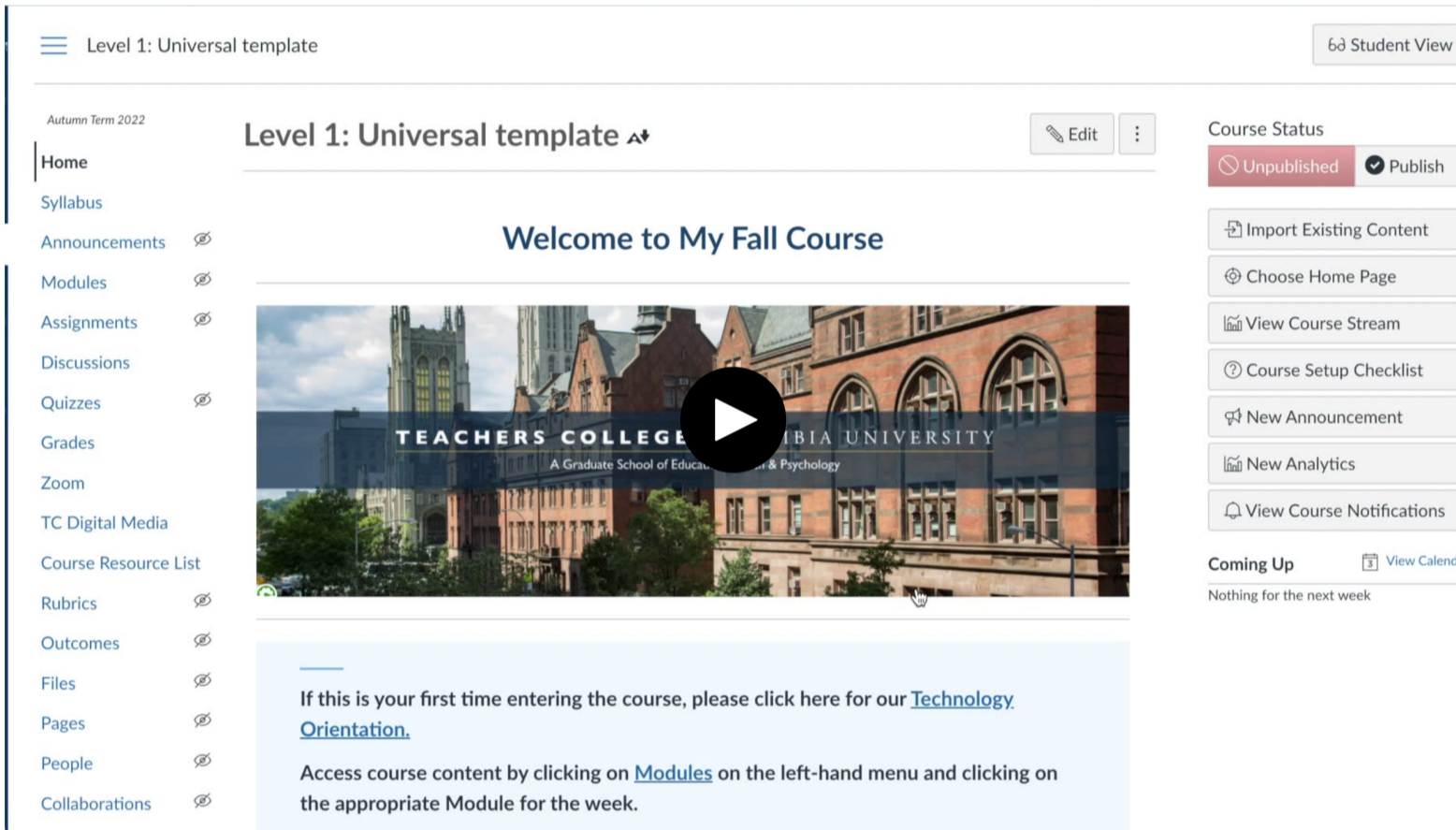
We are very excited to announce our Universal Template that is now loaded in all Fall 2022 courses in Canvas.

If your course has not used any template before, you can easily enable this template to create an inviting and consistent experience for your students.

- Learn how to enable this template in your Canvas course

If your course already uses another template and you wish to switch to the Universal Template, please fill out our Canvas course support form.

Upcoming Faculty PD ⬅┈┈┈

Using the Ally accessibility checker to improve your Canvas course August 17, 1:00 - 2:00 PM | Online via Zoom Only

Check out TC's newest software integration into Canvas, **Ally**, which can assist you in creating a more accessible course for your students.

Register ⬏

┈➔ Teaching Tip of the Month

Bringing Multiple Voices into Discussion!

This month's teaching tip is brought to you by **Lalitha Vasudevan Ph.D, Professor of Technology and Education.**

When students are either new to grad school or just slow to engage verbally in conversation in class, participation and connection can be challenging. Here are some practices I have incorporated into my teaching in an effort to provide multiple ways into participation:

- **Set up a google doc** for each course that can either be projected on a screen during class discussions or remain in the background. This can serve as a running record of class discussions and also provide a space for students to contribute non-verbally.

- **I love post-its and sometimes I place large post-its around the room** and place smaller post-its on tables for students to use and write responses to a prompt, and then affix their smaller post-its to the corresponding large post-it. For example, if I want students to react to an article we have read, I write broad themes or ideas from the article on the large post-its and then I invite students to write a connection to 2 of the themes on the smaller post-its. Moving around the room also provides another opportunity for students to interact in a low-stakes way and warms up the room for small group discussions that follow.
  - **Either I or students in the class** photograph these large post-its and add the images to the course Google doc so that our collaborative discussion can continue to be referenced in subsequent class sessions.

- I teach courses in which we discuss concepts like culture and media, and I am always **looking for ways to provide connections between theoretical concepts and students' lived experiences.**
  - **One activity that helps to make the ephemeral more real is a media walk:** students get into groups of 2 or 3 and walk around campus to visually or aurally document the concept using either their phones or cameras and voice recorders I bring to class. When we return to class, students upload the images or sounds to the shared google drive I set up for each course and we use the media as artifacts on which to base our discussions. These artifacts also serve as anchors for conversations later in the semester, and versions of this activity are incorporated into assignments for courses that allow students to bring in their funds of knowledge into the course as core texts alongside the texts that are assigned on the syllabus.

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