As promised, here is an update on the strategic initiative regarding General Education. This is part of Pillar One of the strategic plan, The Wildcat Journey. There are a few pilots planned for this fall semester that you might find interesting.

- **First Year Experience**: This course is focused on successfully navigating and thriving as an undergraduate student at the UA. Students will explore: the various supports at UA that promote social connectedness; discern the various supports for navigating the student experience; investigate various theories and applications that support learning; examine various theories and applications that support well-being; and reflect on identity, diversity and community.

- **The Wildcat Core**: Gives students an opportunity to explore relevant topics of interest while developing fundamental skills that will complement the knowledge, skills and abilities developed through their major coursework. The proposed curriculum includes themed or grand challenge courses. The themes include some kind of a “gateway” course around a subject team taught by faculty from different disciplines. The students will get an appreciation of a topic from different viewpoints and come together to solve case studies and problems in an active learning environment. Students than take two more theme-related courses to fully enrich their learning experience.

Both initiatives will have assessment plans built-in to measure both student learning and effectiveness. There are some other pieces of the gen ed puzzle being discussed and these will be featured in future newsletters. Stay tuned, more to come!!!

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**Implement Adobe Creative Cloud into Your Classes**

- Have you ever thought of having your students write with different media like posters, videos, infographics, podcasts, or other multimedia in your classes?

- Will you be teaching a 100 or 200 level class in Fall 2019?

- Would you like to experiment with incorporating Adobe Creative Cloud applications into your classes?

  **Earn $850 & Learn!**

- Summer 2019: multi-day Adobe CLOUD professional development workshop to help faculty incorporate assignments using one or more Adobe Creative Cloud applications into a course; and

- Fall 2019: implement the Adobe CLOUD intervention in course and collect data.

Learn more & apply: [https://spark.adobe.com/page/0auGwm0EC3aUi/](https://spark.adobe.com/page/0auGwm0EC3aUi/)

Shelley Rodrigo, Associate Director Writing Program, Online Writing

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**D2L Did you know?**

**Turnitin.com – E-Rater Grammar Checker now available**

Instructors can now turn on the e-rater Grammar checker, developed by ETS®, in Brightspace Learning Environment. Once turned on by an instructor, learners are provided a link to e-rater Grammar feedback upon submission of an assignment. This enables learners to review Grammar feedback immediately on assignment submission. Learners can initially submit an assignment, receive Grammar feedback, and then submit another version of their assignment after incorporating the Grammar feedback. To enable:

a. In the turnitin.com tab in the assignment, after enabling grademark (required), click on the Options in Turnitin button.

b. On the next screen click the Optional settings link.

c. In submission settings, select the Enable grammar checking using ETS e-rater technology option.

d. Click the Submit button
**To lighten your mood during finals, here is some groan-worthy teacher humor!**

"Teacher: 'Craig, you know you can't sleep in my class.'
Craig: 'I know. But maybe if you were just a little quieter, I could.'

*Pupil: I don't think I deserved zero on this test!*
Teacher: I agree, but that's the lowest mark I could give you!

*Teacher: I want you to tell me the longest sentence you can think of*
Pupil: Life imprisonment!

*Where do door-makers get their education?*
The school of hard knocks

*Kid comes home from 1st day at school. Mum asks, 'What did you learn today?' Kid replies, 'Not enough. I have to go back tomorrow.'*

*Teacher: Why have you got cotton wool in your ears, do you have an infection?*
Pupil: Well you keep saying that things go in one ear and out the other so I am trying to keep them it all in!

*Kid: Teacher, would you punish me for something I didn't do?*
Teacher: Of course not
Pupil: Good, because I didn't do my homework!

*Teacher: You copied from Fred's exam paper didn't you?*
Pupil: How did you know?
Teacher: Fred's paper says "I don't know" and you have put "Me, neither!"

"The little boy wasn't getting good marks in school. One day he made the teacher quite surprised. He tapped her on the shoulder and said "...I don't want to scare you, but my daddy says if I don't get better grades, somebody is going to get a spanking."*

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**SEEING STUDENT FEEDBACK AS DATA**

From: Teaching, a free weekly newsletter from *The Chronicle of Higher Education*

When Lisa Elfring taught introductory biology at the University of Arizona, she struggled to make sense of the feedback students gave in their course evaluations. There was simply too much of it. With some 500 students enrolled, Elfring received 1,500 lines of comments.

Working on contract as a lecturer at the time, Elfring wanted to find a way to visualize the feedback for her annual review.

Fast forward to a couple of years ago, when she took an administrative position as the Assistant Vice Provost in the Office of Instruction and Assessment — the office responsible for course evaluations. She approached another office on campus, Analytics and Institutional Research, to ask if it would be possible to turn the feedback from evaluations into word clusters and word clouds. Her colleagues there quickly came up with a tool.

Here’s a word cloud showing the most commonly used words in evaluations from one of Elfring’s courses:

![Word Cloud](image)

And here’s one with the most commonly used negative words:

![Negative Word Cloud](image)

*This kind of presentation can’t tell the full story of what students thought of a course, Elfring said. It serves, rather, as a jumping-off point. “It gives me an ability,” Elfring said, “to make hypotheses. And then I can dive back into the data and test them.”*

Here’s an example. One of the words that jumped out to Elfring in her negative word cloud was “cheat.”

*Were students, she wondered, cheating in the course? When she went back to the raw data — the actual comments students had made — it quickly became clear that students used the word “cheat” in reference to the “cheat sheet” she allowed them to use. Context matters.*

The tool is a little clunky right now, Elfring said, because data must be downloaded from one system and uploaded into another. But the instruction-and-assessment office is working on a fix, and Elfring aims to provide visualizations of their feedback to all university instructors as a matter of course.

Rick Michod, a professor of Ecology and Evolutionary Biology, has already tried it out. Michod had long read student course evaluations, he said, “but I didn’t have any way of thinking about them.” To Michod, the data visualizations provide a way to look at student comments more objectively, as data points.

Doing so can still require some courage. When he got his word clouds, Michod noticed a term in a small font — just four of his 150 or so students had used it. But the word still concerned him: “cheat.” That’s not how he saw himself. Digging into the comments, Michod learned that the students who used it described a couple of incidents that had felt “awkward” to him when they happened.

Michod had just abandoned lecturing in favor of active learning. As part of the switch, he called on a larger number of students than the usual suspects he had engaged in the past. When he did, he was taken aback by how unprepared some of them were.

In two instances, Michod said, he “stumbled” choosing his words after a student gave an uninformed answer. “Students really felt that I had embarrassed them,” he said.

Since then, Michod has crafted language to use in similar situations. “That’s interesting. Tell me how you got to that thought,” he’ll now say.

“No matter what the response is,” Michod said, “a good teacher uses the moment to open the door.”

Have you ever gotten feedback — from students or others — on your teaching that was hard to hear at the time, but helped make you a better instructor? Tell me about it at beckie.supiano@chronicle.com and your example may appear in a future newsletter.
Students often believe that “writing” is one step. This activity helps clarify the different parts of the writing process and where the most time is needed in the process. Doing this activity early in a course before major assignments begin can help you and students develop time management awareness.

Learning objectives
Identify the “steps” of your writing process and “make visible” where time is spent in writing.

Materials

In a physical classroom: large post-it flip chart paper (six sheets), post-its (enough for 10-15 per student)

Online: a collaborative online document or bulletin board like Google Drawings, Google Docs, or Padlet.

Set-up

In a physical classroom:

- Write the following categories on each of the six large post-it flip chart papers (one category per sheet):
  - Pre-writing - Research - Drafting - Peer review - Revising - Proofreading
- Post the prewriting, research, and drafting papers spread out on the wall on one side of the room. Post the peer review, revising, and proofreading papers spread out on the wall on the opposite side of the room.
- Give each student a stack of post-its (at least 10-15). Ask them to reflect on what they actually do when they write up an assignment. Ask them to write down all of the activities they engage in when they write their own work. Include all of the steps, even the rituals: making coffee, eating a snack, taking a break, etc. They should write one activity on individual post-its.
- After they have written all the activities of their writing process, ask them to walk around the room and place the activity post-its in the category they think it goes under.
- After students have posted their activities, spend a few minutes for everyone to observe what they see. Walk around and read what others have written for their writing activities.
- Discuss as a class the observations and how this activity might inform their writing process, where they barriers might be to adapting their writing process, and how they can structure their own work on the assignment to fit their work flow.

Online:

- Establish a collaborative document online and designate areas of the document for each of the six categories:
  - Pre-writing - Research - Drafting - Peer review - Revising - Proofreading
- Before posting to the collaborative document, ask students to reflect on what they actually do when they write up an assignment. Ask them to write down all of the activities they engage in when they write their own work on a personal document. Include all of the steps, even the rituals: making coffee, eating a snack, taking a break, etc.
- Once they have brainstormed, ask them to go to the collaborative document and create one “post” for each of their activities, categorized into the appropriate place.
  - This part could be done either synchronously or asynchronously, depending on the structure of your online course.
- After the posting period, ask students to spend a few minutes reading through the other’s ideas, adding comments or replies to other’s ideas, and generally observe the patterns and trends among the group.
- Discuss as a class - either in the collaborative document, or in a D2L Discussion board - their observations and how this activity might inform their writing process, where they barriers might be to adapting their writing process, and how they can structure their own work on the assignment to fit their work flow.

Visit bit.ly/writingprocessgallery to see photo examples of this activity.