

THE Center POINT Press

The monthly publication of the Center for Inclusive Teaching and Learning at UW-Stevens Point.

February 2017

Hello Pointers!

First, I want to thank the entire campus for the warm welcome I have received since joining the UWSP community as the new director for the Center for Inclusive Teaching and Learning in early January. As I have been making my way around campus, I have been consistently impressed by the sense of community and passion for quality teaching and student support that exists here.

As we continue to build the CITL, we will be expanding our programming, including grants, workshops, and consultation offerings. We have a very talented team who is eager to offer their assistance in the course and curriculum design process. Inside this newsletter you'll find information on two exciting new initiatives: an Online Course Development Grant and a new service wherein any instructor can initiate the collection of mid-semester student feedback using a focus group process administered by someone from the CITL team. Read on for more information.

I look forward to contributing to a culture of inclusive excellence on campus and invite you all in to come visit us in the CITL!

Best,



CITL Director Lindsay Bernhagen

Photo credit: Tom Charlesworth

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Events



Spring Semester Workshops

Began on January 30

Register [here](#).

CITL Open House

Wednesday, March 8

3:00 - 5:00 p.m.

More information in the March edition of *The CenterPOINT Press*.

“Unless one’s philosophy is all-inclusive, nothing can be understood.”

-American Historian, Mary Ritter Beard

Let the CITL Help You Collect Mid-Semester Student Feedback!

A critical element to creating an inclusive classroom is giving students a voice in their learning. After all, they are daily participants in your classes and have unique insight as to what is helping or hindering their learning. If you are interested in gathering student feedback, the CITL team can help you do so in a unique and comprehensive way by conducting mid-semester student focus groups.

A midterm student focus group is a way to gather rich, contextualized information about your course and your teaching facilitated by a neutral member of the CITL team. After having an initial consultation with a CITL facilitator to learn what you would like to discover through the experience, you will schedule 20 minutes on a usual class day to step out of the room and allow the facilitator to become a “research tool” for you. The facilitator will ask your students to have small group discussions about three questions related to their learning in your course. Then, the facilitator will pull the smaller groups back into a full class discussion to summarize and clarify their feedback.

After the interview, you will meet with the CITL facilitator to review the data collected from your students – written feedback from the students’ small group discussions, and the facilitator’s impartial summary of the large group discussion. Together, you will work to interpret the comments to help you decide how you would like to address the student feedback with your class, giving you the chance to make adjustments and clarify any points of confusion for your students before the end of the term. The feedback collected is shared confidentially only with you as the instructor.

This process of gathering feedback frequently results in better instructor-student communication and a greater sense of community in the classroom. Students are often impressed that the instructor took the time to ask for their feedback in a detailed manner, and in return, they respond with insightful, eloquent, and articulate answers, improving the teaching and learning environment for all!

If you are interested in this service, or if you would like to discuss other ways of enhancing your teaching, please email or call us.

Contact the CITL: citl@uwsp.edu

Spring Semester Workshops

The Center for Inclusive Teaching and Learning is offering a variety of workshops for UWSP faculty and staff this spring. Workshop topics will include instructional technology, online teaching, increasing inclusivity, and more. Workshop dates and times are listed below. Register [here](#).

New this spring, the CITL is hosting **Open Q & A sessions** on Tuesdays (10:00-11:00 a.m.) and Wednesdays (2:00-3:00 p.m.), from February through May. The Center team members are available to assist faculty and staff during these open sessions. **All workshops are held in the CITL (403 ALB) unless otherwise noted.**

Open Q & A

Tuesdays 11:00 a.m.-12:00 p.m. and Wednesdays 2:00-3:00 p.m.
February 1 - May 17, 2017

Monday Workshops (10:00 – 11:00 a.m.)

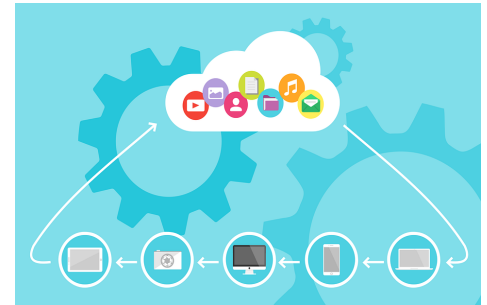
1. **Library Resources** - January 30
2. **Video/Audio Recording** - February 6
3. **Qualtrics** - February 13
4. **Microsoft Sway** - February 20
5. **New in The Innovation Space** - February 27 (CPS 104)

Thursday Workshops (12:00 – 1:00 p.m. one exception is listed)

1. **D2L Question Import Tool** - February 2
2. **Enhancing PowerPoint with Mix** - February 9
3. **Beginning the Online Course Design Process** - February 9 (3 – 4 p.m.)
4. **Copyright in the Digital Environment** - February 16
5. **Microsoft OneNote** - February 23
6. **Screen Capture** - March 2

Friday Workshops (3:00 – 4:00 p.m.)

1. **Synchronous Online Instruction (Ultra*, Skype, Zoom)** - February 3
2. **An Introduction to Inclusive Teaching** - February 17
3. **Facilitating Effective Online Discussions** - February 24
4. **Engaging Ideas for Online Instruction** - March 3



Online Course Development Grant Available

The Online Course Development grant program is designed to promote the development of quality online courses and programs that meet UW-Stevens Point goals. Through this program, instructors may be compensated for the time they spend developing online courses that:

- Increase access for current students
- Increase course options, particularly GEP offerings and prerequisites
- Extend existing curriculum to more students
- Aid in degree completion
- Reduce scheduling conflicts

Grant awards are \$1,000 per credit developed, with a maximum of \$4,000 per course.

Grant application deadline is February 10, 2017. Information can be found [here](#).

"The CITL workshops do a great job providing actionable concepts in a way that encouraged instant application in the classroom. Every member of the CITL team did an excellent job providing insightful, hands-on training that left me inspired to improve my teaching!"

Nikolaus T. Butz, Ph.D., Assistant Professor
School of Business & Economics

You Can Help Improve the Test Scoring Process

Test scoring services made the move in November, from the Tec:Hub (Information Technology), to the Center for Inclusive Teaching and Learning on the 4th floor of Albertson Hall. Along with this move, came the evaluation of how the efficiency of the service could be improved. The test packet processing services are offered to all instructors at UWSP, and there are a few crucial points for faculty and staff to keep in mind when preparing a test scoring packet to ensure prompt and accurate results.

Scantron exam sheets are provided by your department, and students should be instructed to only use a No. 2 lead pencil to complete the scantron sheet. The student name and ID number must be bubbled on all answer sheets. Incomplete student information increases the processing time of a test packet. If a student ID or name is not bubbled, each instance must be reviewed individually. In a large lecture class this can result in a lot of extra time for processing.

Instructors should also make sure that the answer key is completed and bubbled with a No. 2 pencil. Also, remember that because the scantron answer sheets and key are processed through a scanner, it is imperative that there are no marks of any kind on the leading border edge. (See figure 1.) If you must write something outside of the name, ID and bubbled sections, it must be on the long border edges of the sheet and cannot interfere with the black rectangular guide marks on the sheet. Following these tips, and the checklist on this page, will assist the Center’s team members in improving the efficiency and accuracy of the test scoring process.

Test Scoring Checklist

Please check your tests carefully prior to bringing them to CITL. Each test packet must have:

- An [Exam Scoring Request Form](#)
- An intercampus envelope with your return information: Instructor name, department, and building
- Your completed answer key with no marks on the leading edge border (See figure1.)
- Student answer sheets all facing the same direction with student names and IDs completed and bubbled
- No blank scantron sheets included with the exams to be scored

Delivery Notes:

Test packets must be delivered in person to 403 Albertson Hall. The office hours are 8:30 a.m. to 4:30 p.m., Monday through Friday. There is an after-hours drop slot right outside the main office door.

Figure 1
Where can you write outside of the fillable areas on the sheet?

