

The class I will be assisting with in Spring 2020, is going to be taught at both the undergraduate and graduate level for the first time. As such, during this semester, I learned how to plan for teaching a new course, including finding appropriate reading material and designing appropriate activities and exercises for the difficulty level of the course. Additionally, I learned that the size of the course can cause a difference in how a class is taught and which learning tools are used. For example, if a class is smaller (i.e. 30 students), class discussions can be held to explore students' ideas and understanding of a topic. However, I learned that class discussions do not work as well with large classes (i.e. 120 students) as it is easier for a handful of students to lead the discussion rather than the entire class participate, especially since it is often hard for students to hear and see the speaker if they are on the other side of the room.

I also learned about various methods for preventing cheating when students are taking online tests. While handwritten tests have the benefit of not allowing students access to their laptops or the internet, they are very time consuming to grade with a large class. As such, online tests, such as ones given through Canvas, are an alternative. However, there is the concern that students will cheat and we are not able to see their screens at all times. Canvas provides one solution by recording how long a student was away from the browser. But, I learned that this includes times that a notification appeared on their screen or the student moved their mouse to display the clock if it was in a collapsed menu bar. While these cases can usually be disregarded if the time away from the browser was only a few seconds, sometimes the student may not notice a notification and it will remain on the screen for a few minutes. This would not be a case of cheating, but it would appear so using the feature on Canvas, because we would not know which application was the cause of the time away. An alternative solution I learned about was the Respondus Lockdown Browser. This tool prevents any other applications from being accessed or from providing notifications while the assessment is in progress in order to prevent the student from leaving the assessment until it is complete.

In Spring 2020, I will take my first semester of the teaching seminar ITSC 8665. To record my teaching experiment plans and reports, I have created a teaching tab on my personal website. Currently, my Teaching Experiment Plan for Fall 2019 and Spring 2019 are on this page as well as a link to my Teaching Experiment Report for Fall 2019. This tab will also include a teaching portfolio in the future.

On November 4th, I attended the CTL's (Center for Teaching and Learning) workshop Syllabus 101: Roadmap to Success. In this workshop, I learned how to design an effective syllabus. In this workshop, I learned a few tips for making the syllabus more useful to students and for encouraging students to refer to the syllabus throughout the semester. One of these tips was to add virtual office hours as they make it easier for students to ask questions if they need help but can't make it to normal in-person office hours. Another tip I learned was to remove explanations of projects from the syllabus and put them into separate project documents in order to make the syllabus more concise and easier to read. The last tip was to add a course schedule to the syllabus with the topic of each class and the homework due that day. Including a course schedule will encourage students to look at the syllabus throughout the semester instead of only the first day of class which will hopefully cause them to be more familiar with the class policies.

On November 14th, I attended the CTL's workshop Teaching with Poll Everywhere. In this workshop, I learned how to design various questions for a poll everywhere quiz, including multiple choice and word cloud questions. I also learned which types of questions are the most effective for various tasks, i.e. word clouds are useful for attendance questions at the beginning of class. However, I also learned that some types of questions have to be graded by hand. I also learned how to integrate my class on Canvas with poll everywhere so that grades from a grade report that is generated in poll everywhere will be filled in automatically for the correct

student in Canvas. Lastly, in this workshop I learned how to link poll everywhere quizzes to a presentation in Microsoft Powerpoint, Keynote, and Google Slides. This integration allows me to seamlessly provide interactive questions throughout my presentation rather than having to switch between the quiz in my browser and by presentation.