

# CAL Online Bulletin, #6



## Faculty Office Hours

All CAL Online Faculty Office hours are held via Zoom. Be sure to sign in to Zoom with your CSUSB email. Faculty can make appointments for 30 minute private help sessions or you can use the drop in hours to get help, chat, share ideas, etc. The Zoom link is: <https://csusb.zoom.us/my/calcsusb>. Visit [Cal Online Teaching Resources](#) for other bulletins, videos & resources.

**CAL Online Email:** [calteachonline@csusb.edu](mailto:calteachonline@csusb.edu)

**Terri Nelson**, Wednesday, 12-1 (1 appointment, time TBD, available this week)

**Mihaela Popescu**, Friday, 3-4 by appointment

## Join us this week for APPY-Hour!

### Peer Feedback using Google Drive: **Tuesday (7/22) at NOON**

One of the biggest challenges of teaching writing online is encouraging effective peer review. In this week's **Appy Hour**, Professor Tom Girshin (English and the Writing Intensive Program) will show you how he uses Google Docs to structure peer review. Because all CSUSB students have access, and because of the easy method it provides for sharing work-in-progress, Google Docs helps make the peer review process effective for students and useful for the professor.

## QLT Tips of the Week

You can find the **Quality Learning and Teaching (QLT)** rubric online [here](#).

### **3.1 Instructor provides students with adequate time and notice to acquire course materials.**

In the Faculty Center, you already have access to a roster of the students enrolled for the course. Why not send them an email this week with a short introduction to the course, as well as the information they need for the course materials? You can send the email directly from the Faculty Center OR you can copy all of the email addresses and paste them into your mail app. (If you use Outlook, you'll need to first paste the list of emails into a word processor and then use Replace all to change commas to semi-colons). If you provide students with the [WorldCat.org](#) listings for textbooks, they can (a) see where library copies are available and (b) compare prices among major online vendors.

### **3.5 There is a variety of instructional material types and perspectives, while not overly relying on one content type such as text.**

[Small Teaching Online](#) (Darby & Lang, 2020) makes a case for avoiding the "wall of text" that students often encounter in online courses.\* One of the advantages of the online LMS (learning management system, Blackboard) is that we can integrate many media types, thus building in the redundancy that is conducive to learning by presenting material in multiple formats. Practices that are part of [Universal Design for Learning](#) (UDL) embrace this concept. UDL has three facets: multiple means of **engagement, representation and action & expression**. UDL makes learning better for all students while also ensuring that everyone has equal access to the course materials. Consider, for example, how you like to receive directions to a location. Do you understand better with text (e.g. turn left on University Parkway), a 2-D map with the route marked or by listening to Siri? Each of these modalities appeals to some, but not all, of us. The same is true with our course materials. Some students will do better with an audiobook or a series of YouTube videos than with just text. Students will benefit from hearing core ideas presented in multiple ways (and in different media). See the **BONUS DOCUMENT** on the website for adding multimedia to BB (also attached).

\* If you do need to send a long email/announcement, try chunking it into smaller parts. Use color (two or three maximum) plus styles (italics, bold, underline, highlight) to showcase key information.