Introduction to Teaching at BGSU

Contents

[Important Course Information 3](#_Toc112246388)

[Course Instruction Modes at BGSU 3](#_Toc112246389)

[In-Person 3](#_Toc112246390)

[Blended 3](#_Toc112246391)

[Remote 3](#_Toc112246392)

[Online 3](#_Toc112246393)

[Classroom Technology and Descriptions 3](#_Toc112246394)

[Preparing for Your First Day 3](#_Toc112246395)

[What type of classroom will you have? 3](#_Toc112246396)

[How do you use the technology in your classroom? 4](#_Toc112246397)

[What happens if you have an issue with your classroom technology? 4](#_Toc112246398)

[BG Perspective General Education Curriculum 4](#_Toc112246399)

[What is the BG Perspective Program? 4](#_Toc112246400)

[What happens if I'm teaching a BGP course? 4](#_Toc112246401)

[Navigate and Early Alerts 5](#_Toc112246402)

[How Does Navigate Help Me As An Instructor? 5](#_Toc112246403)

[How To Use Navigate For Early-Alert / Progress Reporting 5](#_Toc112246404)

[How To Use Navigate For Office Hours 5](#_Toc112246405)

[Questions About Navigate? 5](#_Toc112246406)

[Submitting Grades 5](#_Toc112246407)

[Course Design Overview 6](#_Toc112246408)

[Course Outcomes 6](#_Toc112246409)

[What are course learning outcomes? 6](#_Toc112246410)

[Alignment 6](#_Toc112246411)

[What is alignment? 6](#_Toc112246412)

[Bloom's Revised Taxonomy Alignment Table 7](#_Toc112246413)

[Assessments 9](#_Toc112246414)

[Definitions 9](#_Toc112246415)

[Formative Assessment 9](#_Toc112246416)

[Summative Assessment 9](#_Toc112246417)

[Instructional Strategies 10](#_Toc112246418)

[Grading and Providing Feedback 11](#_Toc112246419)

[Feedback for Written Assessments 11](#_Toc112246420)

[Feedback for Quantitative Reasoning 11](#_Toc112246421)

[Using the Canvas Gradebook 12](#_Toc112246422)

[Leaving Student Feedback Comments in Speedgrader 12](#_Toc112246423)

[Using the Speedgrader Comment Library 13](#_Toc112246424)

[Using Peer Review in Canvas 13](#_Toc112246425)

[Creating a Supportive, Inclusive, and Engaging Learning Environment 14](#_Toc112246426)

[Introduction to Inclusive Pedagogy 14](#_Toc112246427)

[Creating a Community of Learners 14](#_Toc112246428)

[Defining Community in Our Learning Contexts 14](#_Toc112246429)

[Setting the Tone to Encourage a Sense of Community 14](#_Toc112246430)

[The Why behind introductions and ice breakers 15](#_Toc112246431)

[Creating connections and finding familiarity 15](#_Toc112246432)

[Provide Context Through Course Objectives, Learning Outcomes, and your Syllabus 15](#_Toc112246433)

[How to Create an Accessible Course 16](#_Toc112246434)

[Why Accessibility? 16](#_Toc112246435)

[Accessible Course Content 16](#_Toc112246436)

[Further Accessibility Resources 17](#_Toc112246437)

[Universal Design for Learning 17](#_Toc112246438)

[The UDL Principles 17](#_Toc112246439)

[Three UDL Principles: 17](#_Toc112246440)

[The UDL Guidelines 18](#_Toc112246441)

[How To Incorporate UDL Into Your Course 18](#_Toc112246442)

[Further UDL Resources: 19](#_Toc112246443)

[Collaborating in Various BGSU Instructional Modalities 19](#_Toc112246444)

[How can I encourage collaboration in a hybrid course? 19](#_Toc112246445)

[What should I plan in advance when teaching a hybrid course? 20](#_Toc112246446)

[Resources 21](#_Toc112246447)

[Active Learning Strategies 21](#_Toc112246448)

[What is Active Learning? 21](#_Toc112246449)

[Benefits of Active Learning 21](#_Toc112246450)

[Evidence that Active Learning Works 22](#_Toc112246451)

[Preparing to Use Active Learning Strategies 22](#_Toc112246452)

[Common Active Learning Classroom Strategies 23](#_Toc112246453)

[Resources 23](#_Toc112246454)

[Active Learning in Large Lecture Courses 23](#_Toc112246455)

[Resources: 24](#_Toc112246456)

[Active Learning in Online Courses 24](#_Toc112246457)

[Resources 24](#_Toc112246458)

[BGSU Active Learning Technology 24](#_Toc112246459)

[Reporting Classroom Technology Issues 25](#_Toc112246460)

[Working with Students 25](#_Toc112246461)

[Office Hours 25](#_Toc112246462)

[Leading Discussions, Recitation, and Labs 25](#_Toc112246463)

[Preparing for Discussions, Recitation, and Lab Sessions 25](#_Toc112246464)

[Conducting Recitation and Lab Sessions 26](#_Toc112246465)

[Resources 26](#_Toc112246466)

[Managing Disruptions in the Classroom 26](#_Toc112246467)

[Disruptive Students 26](#_Toc112246468)

[Examples of Disruptive or Angry Behavior 26](#_Toc112246469)

[Pro-Active Measures Instructors Can Take 27](#_Toc112246470)

[Handling Disruptions/Managing Angry Behavior 27](#_Toc112246471)

[Potential Warning Signs That Help Identify Persons Who Are Troubled or Distressed: 27](#_Toc112246472)

[How to Respond to a Student that seems Distressed: 28](#_Toc112246473)

[Resources for Addressing Disruptions & Helping Distressed Students 28](#_Toc112246474)

[Other Resources 28](#_Toc112246475)

# Important Course Information

## Course Instruction Modes at BGSU

Once you've taken the time to review your class roster and the information in the Faculty Center, it will be helpful to familiarize yourself with BGSU's definitions of the different course instruction modalities. BGSU offers courses in a number of modalities, and each has unique characteristics. Please visit the [Office of Registration and Records' Course Instruction Modes](https://www.bgsu.edu/registration-records/class-search-help.html) website to view definitions and detailed information.

### In-Person

Courses instructed in this mode meet at scheduled times in assigned locations. Students registered for a course taught in this mode will be expected to attend each class session in-person.

### Blended

Courses instructed in this mode combine in-person and virtual elements as determined by the instructor. Students who register for a Blended course will have at least one in-person class meeting per week. Some virtual elements may meet according to a specified schedule, while others may be completed on the student’s own time, as long as deadlines are met.

### Remote

Courses instructed in this mode will meet virtually according to the published class schedule. Students who register for a course taught in this mode will have real-time interaction with their instructor and peers during class sessions.

### Online

Courses instructed in this mode do not meet on specific days and times. Students registered for a course taught in this mode will be able to complete coursework on their own time, as long as deadlines are met. Students will also be asked to engage in substantive interactions throughout the semester.

## Classroom Technology and Descriptions

### Preparing for Your First Day

One aspect of preparing to teach is learning about your classroom and the technology available to you. BGSU's classrooms vary in size, configurations, and available technology. When preparing for your first day of class, it is important to visit the classroom early and to prepare a backup plan in case you run into technology issues you're unable to solve in the moment! If you're not sure about your classroom assignment, it is best to ask your supervisor or department chair.

### What type of classroom will you have?

Before you head to your classroom for the first time, it might be helpful to review [ITS's knowledge base about the classroom types and available technology](https://bgsu.teamdynamix.com/TDClient/2070/Portal/KB/?CategoryID=11129) for each room. For most classrooms, you can view photos and other information such as room capacity, computers available, seating arrangements, writing surfaces, instructor controls, device inputs, screen type, and the designated teaching style. For additional information about classrooms and how to report issues with classroom technology, please visit the [ITS Classrooms page.](https://www.bgsu.edu/its/support/udevice/classrooms.html)

### How do you use the technology in your classroom?

If you've identified that your classroom has projector screens available, you might consider completing the [Multiple Image Classroom Training.](https://bgsu.bridgeapp.com/learner/courses/bfda7305/enroll)  Additional training for other types of technology found in classrooms can be located on the ITS knowledge base classroom-type page you viewed previously under the "Standard Training and Features" section. You can also request [Classroom Technology Training](https://bgsu.teamdynamix.com/TDClient/2070/Portal/Requests/ServiceDet?ID=17638)

### What happens if you have an issue with your classroom technology?

Sometimes technology doesn't work the way we anticipate and that can be difficult. Always be prepared with a backup plan in case your technology fails. If possible, arrive in your classroom early to set up and test your technology—especially if you're trying something new. Sometimes room switches can happen in the moment, but alternative classrooms aren't always available. Backup plans can be as simple as sharing your slide deck with students via OneDrive, Canvas, or email and having them view the presentation on their own screens. Having a few collaborative activities and large group discussion ideas ready to go in case there is a technology issue can be really helpful.

## BG Perspective General Education Curriculum

### What is the BG Perspective Program?

BGSU's general education program, BG Perspective: 21st Century Liberal Studies (commonly referred to as BGP), was created with the intention to provide students with a coherent combination of courses in which active learning strategies are the norm and in which pedagogies are guided, in part, by regular, formal assessment of general education learning outcomes, thereby preparing students with a solid foundation for moving into their upper-level courses.

To obtain approval for any of their courses to be included in the program, departments and programs are required to submit a detailed master syllabus, sample assignments and instructional materials, and a plan for assessing the general education learning outcomes in the course. These materials are reviewed by all the members of the general education committee, the Director of Academic Assessment, and the Provost during the approval process.

General education assessment data is collected each term. The results will be routinely shared with faculty and the larger BGSU community.

### What happens if I'm teaching a BGP course?

If you're not sure whether your course is a BGP course, please contact your supervisor or department chair to inquire. Each semester, the BGP program posts a [BGP course list and course descriptions](https://www.bgsu.edu/bg-perspective/bgp-program-for-students-admiitted-in-fall-2015-or-after.html) that may be helpful to read.

All BGP courses include assessments of the [general education learning outcomes](https://www.bgsu.edu/bg-perspective/learning-outcomes.html). If your course is a BGP course, you should review the following materials regarding the [BGP assessment process](https://www.bgsu.edu/institutional-effectiveness/office-of-academic-assessment/bgp-faculty-page.html)

* [Video tutorial: How to Import a BGP Template](https://nam02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3DNvRHqo6WMnY%26feature%3Dyoutu.be&data=05%7C01%7Cchelsbw%40bgsu.edu%7Cfa3ca5a66b9a4c927bff08da60fdfaea%7Ccdcb729d51064d7cb75ba30c455d5b0a%7C1%7C0%7C637928941331877900%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=P%2F7oC7nWes2d6loHBOoHC7GOgatt8Pb1JfivgGRgfMM%3D&reserved=0)
* [Guide to Importing BGP Template Content into your Canvas Course Shell](https://www.bgsu.edu/content/dam/BGSU/provost/institutional-effectiveness/Assessment/Guide-Importing-BGP-Template-Content-into-Canvas-Course-Shell-Revised.pdf)
* [Video tutorial: How to use a BGP Rubric](https://nam02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3DtOUoufA8ckY%26index%3D2%26list%3DPLjxgYSWELhJMts_61jNl2OPFjCOVW3YEN&data=05%7C01%7Cchelsbw%40bgsu.edu%7Cfa3ca5a66b9a4c927bff08da60fdfaea%7Ccdcb729d51064d7cb75ba30c455d5b0a%7C1%7C0%7C637928941331877900%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=kHTO1beFmykyP2m1GT2sFgdj6mQlrtU0cwZR8Xj58tI%3D&reserved=0)
* [Guide on Submitting BGP Assessment Data](https://www.bgsu.edu/content/dam/BGSU/provost/institutional-effectiveness/Assessment/BGP_LO_Submission_Steps_OAA.pdf)

## Navigate and Early Alerts

[Navigate](https://www.bgsu.edu/center-for-faculty-excellence/just-in-time-resources/-navigate--webb-app-for-instructors.html) is BGSU's student success platform. Navigate unites students, administrators, advisors, faculty, and other staff in a collaborative network to improve student support.

### How Does Navigate Help Me As An Instructor?

Navigate is the student success platform used by faculty, staff, and students at BGSU. As a member of the BGSU Teaching Community, you have access to Navigate via your MyBGSU. Navigate is a powerful web platform that provides instructors (you!) with access to view information about students currently enrolled in their courses. Through the platform, instructors are able to understand their individual student demographics and their classroom demographics. As we know, knowledge is power, and having a deeper understanding of their students empowers instructors to provide the appropriate support for students to achieve their learning goals!

### How To Use Navigate For Early-Alert / Progress Reporting

Instructors raise Early Alerts on students during the first 3-5 weeks of the semester. Early Alerts helps students know how they are doing in targeted classes. If you are an instructor of one of these targeted courses, you will receive an email during the Early Alert period with information how to raise Ealy Alerts on your students. Raising an Early Alert on a student signifies to the student that with assistance, they can remediate any barriers in their way so they can be successful in your course(s).

* Takes place during the 3-5 weeks of the fall and spring semesters.
* Does not affect student academic record.
* Is a tool to help students stay on track

### How To Use Navigate For Office Hours

To proactively encourage students to meet with faculty during office hours, we invite all faculty to use the same system for scheduling as advisors and tutors use across campus – Navigate.

### Questions About Navigate?

* Jaclyn Calderon
  + Position: Coordinator, Student Success
  + Email: [jbcalder@bgsu.edu](mailto:jbcalder@bgsu.edu)
* Kim Brooks
  + Position: Director, Student Success Analytics and Technologies
  + Email: [kbrooks@bgsu.edu](mailto:kbrooks@bgsu.edu)

## Submitting Grades

Depending on the course your teaching, you may be required to submit grades twice a semester—midterm and final grades. We recommend you use the Canvas grade book to keep a running record of your students' progress, which is beneficial for you and your students alike. The Canvas grade book, however, does not automatically send grades to the registrar's office as the official grade that will be recorded on a student's transcript. To do this, you will need to use the Faculty Center.

The [Office of Registration and Records Information for Submitting Grades website](https://www.bgsu.edu/registration-records/faculty-advisor-doc-instr/grading-instruction/submitting-final-semester-grades.html) has several important resources including instructions for using the Faculty Center and a list of several items to consider when submitting grades.

# Course Design Overview

## Course Outcomes

### What are course learning outcomes?

Although your course learning outcomes will already be determined, it will be helpful for you to understand why they are important and how to communicate them to your students. In short, learning outcomes clearly outline expectations for course content and student performance. A well-written learning outcome is student-centered, clear, concise, measurable, and appropriately challenging. Please review the video below to learn more about how learning outcomes are written and what they communicate.

* YouTube Video: [Writing Clear and Challenging Learning Outcomes - BGSU Office of Academic Assessment](https://www.youtube.com/watch?v=qYthOF9hETM&t=1s&ab_channel=JessicaTuros)
* [Office of Academic Assessment – Resources Website](https://www.bgsu.edu/institutional-effectiveness/office-of-academic-assessment/assessment-resources.html)

## Alignment

### What is alignment?

Learning outcomes communicate expectations and student performance for a course. In the video you just watched, you learned that learning outcomes should be measurable, which means that you must be able to assess each learning outcome. When learning outcomes are measured using the appropriate assessment techniques, this is an example of alignment. To determine the assessment techniques that are appropriate for your course learning outcomes, you should pay close attention to the verbs used. The verb in a learning outcome will help you determine the level and complexity of the cognition required, which can then help you decide the type of assessment technique to use. Bloom's Revised Taxonomy is an excellent resource for identifying the cognition levels of verbs used in learning outcomes. In the file in the next section, you will see each of Bloom's cognitive levels (far right column) with examples of aligned learning outcome verbs, instructional strategies, example assessment questions, and assessment techniques.

### Bloom's Revised Taxonomy Alignment Table

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **\*Cognitive Complexity** | **Cognitive Level\*** | **Learning Outcome Verbs: Students will be able to…** | **Instructional Strategies: Strategy properly implemented** | **Assessment Questions: Specific content to be learned is communicated** | **Assessment Methods:**  **Well designed assessment aligned with learning outcome(s); may be formative or summative** |
| **Remember** | **RECALL INFORMATION**  Count, Choose, Define, Draw, Find, Identify, Label, List, Match, Name, Quote, Recall, Recite, Sequence, Tell, Write, Reproduce, Select, State | Lecture, Interactive Lecture, Recitation, Just-In-Time Teaching, Focused Listing, Minute Paper, Mnemonics, Rehearsal, Rote Memorization | What does it mean…? What is the best one? When…? Which one…? Who/What…? Define… Identify… List…. Name… | Quizzes, Tests, Question/Answer Sessions, In-Class Polls, Minute Papers, Focused Listening, Memory Matrix |
| **Understand** | **EXPLAIN IDEA(S) or CONCEPT(S)**  Conclude, Convert, Demonstrate, Discuss, Explain, Estimate, Generalize, Identify, Illustrate, Interpret, Paraphrase, Report, Restate, Review, Summarize, Translate, Tell | Interactive Lecture, Recitation, Directed Discussion, Writing/Speaking Exercises, Group Work or Learning, Student-Peer Feedback, Cookbook Science Labs, Just-In-Time Teaching, Project Based Learning, Role Play/Simulations, Case Studies | How will you illustrate…? Which one is true? Is the same as  ? Write in your own words? Draw a graph. Explain…. Give an example of….. Interpret the results of …. Match the following….. | Quizzes, Tests, Essays, Question/Answer Sessions, In-Class Polls, Minute Papers, Dual Entry Journals, Graphic Organizers, Concept Maps, Muddiest Point Paraphrase, Summaries, Misconception/Preconception Check, Empty Outline |
| **Apply** | **USE INFORMATION IN ANOTHER SITUATION**  Act, Apply, Assess, Change, Compute, Demonstrate, Determine, Develop, Draw, Imitate, Implement, Include, Inform, Instruct, Interview, Prepare, Produce, Relate, Select, Show, Solve, Transfer, Use, Utilize | Writing/Speaking Exercises, Cookbook Science Labs, Case Studies, Inquiry Based or Inquiry Guided, Problem- Based Learning, Project-Based Learning, Role Play/Stimulations, Service Learning with Reflection, Fieldwork, Clinical, Games | Apply….? Identify the result of…? Which is the best answer/solution? Calculate…. Complete the following… Determine…. Solve…. | Quizzes, Tests, Essays, Question/Answer Sessions, In-Class Polls, Minute Papers, Dual Entry Journals, Summaries, Presentations, Projects, Reflection Papers, Class Modeling |
| **Analyze** | **BREAK INFORMATION INTO PARTS**  Analyze, Break Down, Characterize, Classify, Compare, Contrast, Correlate, Debate, Deduce, Diagram, Differentiate, Distinguish, Examine, Illustrate, Infer, Relate, Research, Separate, Subdivide | Debates, Discussions, Hypothetical Scenarios, Just-In-Time Teaching, Writing/Speaking Exercises, Student- Peer Feedback, Case Studies, Inquiry Based or Inquiry Guided, Problem- Based Learning, Project-Based Learning, Role Play/Stimulations, Service Learning with Reflection, Fieldwork, Clinical, Games, Debates, Practice by Doing | What are the different parts of….? What are the possible outcomes of…? What is the relationship between….? Compare the different components of…. Point out some of the problems with…? | Essays, Minute Papers, Dual Entry Journals, Summaries, Presentations, Projects, Reflection Papers, Research Papers, Analytic Memo, Categorization Grid, Defining Features Matrix, Content/Form/Function (What/How/Why) Outlines, Word Journal, One-Sentence Summary |
| **Evaluate** | **JUSTIFY A DECISION OR COURSE OF ACTION**  Appraise, Argue, Assess, Choose, Compare & Contrast, Conclude, Critique, Decide, Defend, Evaluate, Interpret, Judge, Justify, Predict, Prioritize, Prove, Rank, Rate, Reframe, Select, Support | Writing/Speaking Exercises, Student- Peer Feedback, Case Studies, Inquiry Based or Inquiry Guided, Problem- Based Learning, Project-Based Learning, Role Play/Stimulations, Service Learning with Reflection, Fieldwork, Clinical, Games, Debates, Practice by Doing, Discussions, Debates | Which of the following will be best to…? What outcome do you predict will occur…? Why did you choose this option? What is your conclusion and explain how you came to that conclusion?  Recommend… | Essays, Question/Answer Sessions, Minute Papers, Dual Entry Journals, Summaries, Presentations, Projects, Reflection Papers, Research Papers, Portfolios, Article Critiques, Pros & Cons Grid, Inverted Dialogues, Approximate Analogies ,Student Generated Test Questions, Paper/Project Prospectus, |
| **Create** | **GENERATE A NEW IDEA OR PRODUCT**  Adapt, Collaborate, Combine, Compile, Compose, Construct, Design, Develop, Devise, Initiate, Integrate, Invent, Formulate, Generate, Make, Modify, Organize, Perform, Plan, Produce, Propose | Create a Case Study, Conduct Research, Capstone Projects, Cooperative learning Activities, Role Play, Writing Assignments, Debates | How else can you solve this problem? How would you adapt… to this (new setting, new problem, etc.)? How would you change this hypothesis? Given these facts, formulate a new response/answer… Propose an alternative solution. | Presentations, Create (wiki, blog, composition, artwork, etc.), Projects, Research Papers, Portfolios, Theater Performance, Concept Map |

references: Anderson, L.W. & Krathwohl, D.R. (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom’s taxonomy of educational objectives*. New York: Longman. Angelo, T. A., & Cross, K.P. (1993). *Classroom assessment techniques: A handbook for college teachers (2nd ed.)*. San Francisco: Jossey-Bass. Barkley, E. F., Cross, K.P, & Major, C.H. (2005). *Collaborative learning techniques: A handbook for college faculty*. San Francisco: Jossey-Bass. Nilson, L.B. (2010). *Teaching at its best: A research-based resource for college instructors.* San Francisco: Jossey-Bass.

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## Assessments

### Definitions

Your course may already include mid-term or final assessments that you're required to use. However, it is still important to understand assessment purposes and design because more frequent, low-stakes assessments can help you and your students understand their learning!

In the previous section, you saw examples of alignment within Bloom's Revised Taxonomy Alignment table. Now that you have an understanding of alignment and its importance, let's discuss the categories, purposes of the assessment techniques mentioned in the table, and a few specific strategies to monitor student progress.

### Formative Assessment

Formative assessments are commonly referred to as classroom assessments and they should occur throughout the course of the semester. Instructors use formative assessments as tools to identify student misconceptions and determine the areas in which students are experiencing difficulties. Formative assessments should be low or no-stakes, meaning they should not be a significant portion of the students' final grades. Formative assessments are also used to help students take ownership of their learning and engage in metacognition—or reflecting on their thought processes and learning. Ultimately, formative assessments can help you, as an instructor, adjust your teaching based on your students' needs. For example, if a majority of your students incorrectly answered a quiz question, you can address the concept assessed by that question in your next class meeting. Encouraging student self-reflection on learning and pairing regular formative assessment with timely feedback can go a long way to help students achieve learning outcomes. Common formative assessment strategies include the following:

* in-class discussions
* in-class poll/survey questions
* low-stakes group work
* weekly quizzes
* one-minute reflection papers
* exit tickets
* low-stakes homework assignments
* surveys

[The Ohio State University Drake Institute for Teaching and Learning offers a comprehensive guide to formative (classroom) assessment techniques.](https://drakeinstitute.osu.edu/instructor-support/classroom-assessment-techniques)

### Summative Assessment

Summative assessments are used as a way to evaluate student learning and typically occur at the end of an instructional period such as a mid-term or at the end of a course or program. Summative assessments are usually grade and worth a significant portion of a student's final grade, which means they are considered high-stakes assessments. Due to their high-stakes nature, summative assessments should be aligned to learning outcomes, include clear expectations, and be comprehensive. A robust assessment strategy for a course should include cycles of formative and summative assessment paired with student self-reflection and timely instructor feedback. Common summative assessment strategies include the following:

* instructor created exams
* standardized assessments
* final projects
* final essays
* final reports
* final presentations.

[The Ohio State University Drake Institute for Teaching and Learning offers a comprehensive tool for planning and aligning summative assessments for courses and programs.](https://drakeinstitute.osu.edu/instructor-support/assessment-plan-development/develop-assessment-strategy)

\*Lists of formative and summative assessment techniques were modified from the [Yale Poorvu Center for Teaching and Learning website](https://poorvucenter.yale.edu/Formative-Summative-Assessments).

## Instructional Strategies

Instructional strategies are the techniques you use to facilitate student learning in the classroom. Instructional strategies, as you may have guessed, should also be aligned with course learning outcomes and assessments. The Bloom's Revised Taxonomy Alignment table mentioned a variety of examples of instructional strategies aligned with corresponding outcomes and assessments. Common instructional strategies include the following:

* lecture
* recitation
* rote memorization
* rehearsal, discussions of varying sizes (large/small group)
* collaboration
* role-play
* simulation
* problem/project-based learning
* peer feedback
* guided inquiry
* service learning
* clinical practice
* speaking/writing exercises
* and many more!

Throughout this resource guide, you will be introduced to a number of instructional strategies that engage students in [active learning](https://bgsu.instructure.com/courses/1400503/modules/2644716) and [foster collaboration](https://bgsu.instructure.com/courses/1400503/modules/2644715). [Texas A&M's Center for Teaching Excellence outlines the Five Families of instructional strategies](https://cte.tamu.edu/getattachment/Graduate-Student-Support/5-Families-Teaching-Strategies-rev4-4-17.pdf.aspx?lang=en-US).

We recommend reading James Lang's post in the Chronicle of Higher Education, [How to Teach a Good First Day of Class](https://www.chronicle.com/article/how-to-teach-a-good-first-day-of-class/?utm_source=Iterable&utm_medium=email&utm_campaign=campaign_4700971_nl_Teaching_date_20220721&cid=te&source=&sourceid=&cid2=gen_login_refresh&cid2=gen_login_refresh) for a high-level overview his four principles for a successful first day of class (you can access the article using your BGSU credentials to login).

# Grading and Providing Feedback

Effective feedback is essential to the student learning process and helps students understand where they are in the process, where they need to go, and the steps to take to reach their goal. Wiggins (2012) defines feedback as the information we give students about their progress toward reaching a goal. According to Wiggins, there are seven keys to providing students with effective feedback:

* Feedback should be goal-referenced and directly relate to the goal of the assessment.
* Feedback should be tangible and transparent.
* Feedback should be actionable and provide students with specific information about what they are doing correctly or incorrectly.
* Feedback should be user-friendly, concise, and avoid highly technical language.
* Feedback should be timely—often waiting until the next class meeting can be too late for formative feedback to be effective.

## Feedback for Written Assessments

Many assessment strategies in the college classroom involve some type of writing whether that is a research paper, presentation, or essay on an exam.  Your approach to providing feedback will depend on the purpose of the assessment, the purpose of the feedback, your available time, and your communication preferences (Sweetland Center for Writing, 2022). Before providing feedback, consider whether the purpose of the assessment is formative vs. summative, whether the assessment is concerned with higher-order vs. lower-order concerns, and your overall tone and implementation of the feedback. The [University of Michigan's Sweetland Center for Writing has developed suggestions for preparing to provide feedback](https://lsa.umich.edu/sweetland/instructors/teaching-resources/giving-feedback-on-student-writing.html#:~:text=Table%20of%20Contents-,General%20Considerations,-Strategies%20for%20the), including how strategies for [responding to student self-disclosed trauma](https://lsa.umich.edu/sweetland/instructors/teaching-resources/giving-feedback-on-student-writing.html#:~:text=Responding%20to%20Student%20Self%2DDisclosure%20of%20Trauma). Mental health resources for students can be found at the [BGSU Counseling Center](https://www.bgsu.edu/counseling-center.html) and the [Center for Violence Prevention and Education](https://www.bgsu.edu/womens-center/resources-and-services/violence-prevention/resources.html).

Below are several common strategies outlined by the Sweetland Center for Writing for providing feedback on student writing:

* [Marginal comments](https://lsa.umich.edu/sweetland/instructors/teaching-resources/giving-feedback-on-student-writing.html#:~:text=Head%20Notes)%20and-,Marginal%20Comments,-As%20described%20above)
* [Rubrics](https://lsa.umich.edu/sweetland/instructors/teaching-resources/giving-feedback-on-student-writing.html#:~:text=Strategy%20%232%3A-,Rubrics,-A%20rubric%20serves)
* [Commenting forms](https://lsa.umich.edu/sweetland/instructors/teaching-resources/giving-feedback-on-student-writing.html#:~:text=Strategy%20%233%3A-,Commenting%20Forms,-Using%20a%20form)
* [Face-to-face conversations](https://lsa.umich.edu/sweetland/instructors/teaching-resources/giving-feedback-on-student-writing.html#:~:text=Face%2Dto%2DFace%20Conversation)
* [Screencasting](https://lsa.umich.edu/sweetland/instructors/teaching-resources/giving-feedback-on-student-writing.html#:~:text=Strategy%20%235%3A-,Screencasting,-If%20you%20like)
* [Helping students take an active role in the process](https://lsa.umich.edu/sweetland/instructors/teaching-resources/giving-feedback-on-student-writing.html#:~:text=Helping%20Students%20Take%20a%20More%20Active%20Role%20in%20the%20Conversation)
* [Peer review of writing](https://lsa.umich.edu/sweetland/instructors/teaching-resources/using-peer-review-to-improve-student-writing.html)

If you're interested in using technology to help you provide effective and efficient feedback, consider reading this Chronicle of Higher Education article, [*How to Give Your Students Better Feedback with Technology*](https://www.chronicle.com/article/how-to-give-your-students-better-feedback-with-technology/?utm_source=Iterable&utm_medium=email&utm_campaign=campaign_4613424_nl_Academe-Today_date_20220707&cid=at&source=&sourceid=&cid2=gen_login_refresh)please note that you will need to log into the Chronicle of Higher Education with your BGSU credentials for free access to this article).

### Feedback for Quantitative Reasoning

Providing effective feedback for STEM courses and courses that involve quantitative reasoning is also essential to the student learning process. While the process may be different than providing feedback on written assessments, **Wiggin's seven key features and the strategies mentioned above remain relevant**.

It is important to provide students more information than simply a grade and answers marked correct or incorrect. Rycroft-Smith (2017) suggests that feedback for quantitative reasoning should:

* Promote cognitive, motivational, and metacognitive change.
* Compare student performance to specific criteria (and not to other students).
* Include specific information about how to improve.
* Include verbal and/or audio feedback when possible because it is easier to convey your intended tone of voice (see the instructions for screencasting above).
* Help students correct errors and model good mathematical communication.
* Provide model answers or past student work when appropriate.

Below are several additional resources that may be helpful to consider when writing student feedback:

* The American Association of Colleges & Universities (AAC&U) created the [VALUE Rubric for Quantitative Literacy](https://bgsu.instructure.com/courses/1400503/files/103106303?wrap=1), which is a helpful resource for determining the type of quantitative literacy skill(s) on which the assessment is focused.
* Another key feature of STEM/quantitative reasoning courses is that they often require process skills in addition to cognitive skills. For example, in a chemistry lab, it may be important for students to be assessed on the process of correctly using a pipette. Czajka et al. (2021) have created an [example rubric](http://ezproxy.bgsu.edu/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=eft&AN=151261776&site=ehost-live&scope=site) for assessing these types of process skills.

*Czajka, D., Reynders, G., Stanford, C., Cole, R., Lantz, J., & Ruder, S. (2021).*[*A novel rubric format for providing feedback on process skills to STEM undergraduate students*](http://ezproxy.bgsu.edu/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=eft&AN=151261776&site=ehost-live&scope=site)*. Journal of College Science Teaching, 50(6), 48–56.*

*Rycroft-Smith, L. (2017).*[*What are the characteristics of effective feedback to mathematics students?*](https://www.cambridgemaths.org/Images/espresso_9_effective_feedback_to_mathematics_students.pdf) *.*Espresso*,*9*, 1-2.*

*Wiggins, G. (2012, September 1).*Seven keys to effective feedback. [*ASCD*](https://www.ascd.org/el/articles/seven-keys-to-effective-feedback)*.*

## Using the Canvas Gradebook

* Video – [Canvas Gradebook Overview](https://vimeo.com/332005934?embedded=true&source=vimeo_logo&owner=9556738)
* Video – [Canvas Speedgrader Overview and Instructions](https://vimeo.com/72662612?embedded=true&source=vimeo_logo&owner=9556738)

## Leaving Student Feedback Comments in Speedgrader

You can leave feedback for your students using text, an attached file, video, or audio. Assignment comments also display as a new thread in [Conversations](https://community.canvaslms.com/t5/Instructor-Guide/How-do-I-reply-to-submission-comments-in-the-Inbox-as-an/ta-p/594).

If your students submitted a writing assignment and you want to leave comments in the document, learn how to use [Canvas DocViewer in SpeedGrader](https://community.canvaslms.com/t5/Instructor-Guide/How-do-I-add-annotated-comments-in-student-submissions-using/ta-p/694). A student can view your DocViewer comments from the assignment Submission Details page.

**Notes:**

* If you enter an assignment score, the score will automatically submit to the Gradebook when navigating to a new submission in SpeedGrader. However, assignment comments must be submitted manually before they can be viewed by students.
* To ensure that students can’t access assignment grades and comments until you are finished grading, [select a manual posting policy for the assignment](https://community.canvaslms.com/t5/Instructor-Guide/How-do-I-select-a-grade-posting-policy-for-an-assignment-in-the/ta-p/574).

## Using the Speedgrader Comment Library

The Comment Library allows instructors to save and reuse commonly used text feedback in SpeedGrader. As an instructor, you can add new comments and delete existing comments in the Comment Library. Comments you have added to the Comment Library are accessible from each course in which you are enrolled as an instructor.

**Notes:**

* The Comment Library functionality is not supported in the assignment submission details page.
* If you enter an assignment score, the score will automatically submit to the Gradebook when navigating to a new submission in SpeedGrader. However, assignment comments must be submitted manually before they can be viewed by students.
* To ensure that students can't access submitted assignment grades and comments until you are finished grading, [select a manual posting policy for the assignment](https://community.canvaslms.com/t5/Instructor-Guide/How-do-I-select-a-grade-posting-policy-for-an-assignment-in-the/ta-p/574).

## Using Peer Review in Canvas

* Enables students to provide feedback and learn from each other
* Can be assigned to show students names or display anonymously
  + The reviewer cannot see the name of the assigned person whose work is to be reviewed, and the student who submitted the assignment cannot view names associated with any comments. \***The instructor/TA can see the names of the students who completed reviews for other students.**
* Assign manually or have Canvas assign them automatically (randomly)
* Group assignments can also be assigned peer reviews
* Displays as a To-Do for students on their dashboard
* Can have students submit comments and/or use a rubric

**Grading Peer Review Submissions**

Students do not receive a grade for completing a peer review. If you want to assign extra points for peer reviews, you can create a No Submission assignment in the Gradebook and*assign points manually*. **The Peer Review page for the assignment will show the names of students who have completed the peer review.**

**Instructor guides**:

* [How to use peer review assignments in Canvas](https://community.canvaslms.com/t5/Instructor-Guide/How-do-I-use-peer-review-assignments-in-a-course/ta-p/697)
* [How to assign Peer Reviews in Canvas as an instructor - 7 minute instructor video](https://www.youtube.com/watch?v=Xelx4-Nv-KU)

**Student guides**:

* [How to submit a peer review to an assignment in Canvas](https://community.canvaslms.com/t5/Student-Guide/How-do-I-submit-a-peer-review-to-an-assignment/ta-p/293)
* [How to use Peer Review as a student - 3 minute Canvas video](https://www.youtube.com/watch?v=wkgPvezGpX8)

# Creating a Supportive, Inclusive, and Engaging Learning Environment

## Introduction to Inclusive Pedagogy

BGSU is committed to being a place where students feel they **Belong**and is focused on providing students with transformational experiences, reducing opportunity gaps, and creating a culture of inclusion, respect, and curiosity (see [BGSU's Strategic Plan](https://www.bgsu.edu/forward.html#obj1) for more information). Inclusive pedagogy begins with a mindset and at its core, "means [embracing student diversity](https://www.chronicle.com/article/Traditional-Teaching-May/243339) in all forms — race, ethnicity, gender, disability, socioeconomic background, ideology, even personality traits like introversion — as an asset. It means designing and teaching courses in ways that foster talent in all students, but especially those who come from groups traditionally excluded in higher education" (Sathy & Hogan, 2019, para. 5). As an instructor, your role is to teach content from your discipline and help ALL students learn. As such, traditional teaching methods may not always be the best way to help ALL students learn. See the resources below for resources and practices that will help you and your students succeed.

* [How to Make Your Teaching More Inclusive](https://www.chronicle.com/article/how-to-make-your-teaching-more-inclusive/?cid=cp234)—an quick, 15-20-minute article from the Chronicle of Higher Education with specific tips and additional resources (you'll need to login using your BGSU credentials to access for free).
* [ACUE Inclusive Teaching Practices Toolkit](https://acue.org/inclusive-teaching-practices-toolkit/) — a comprehensive toolkit including text resources and a video repository about inclusive pedagogy
* [How to Teach a Good First Day of Class](https://www.chronicle.com/article/how-to-teach-a-good-first-day-of-class/?utm_source=Iterable&utm_medium=email&utm_campaign=campaign_4700971_nl_Teaching_date_20220721&cid=te&source=&sourceid=&cid2=gen_login_refresh)— An advice guide with strategies for preparing for your first day of teaching that ties together principles of course design, inclusive pedagogy, and active learning.

## Creating a Community of Learners

### Defining Community in Our Learning Contexts

What do we mean by Community, Online Learning Communities, Community of Learners, Online Wisdom Communities, etc.?

* Learning Community: "...any group formed to acquire knowledge, deepen understanding, or develop skills" (Gunawardena, Frechette, & Layne, 2019, p. 7)
* Community of Inquiry: "An educational community of inquiry is a group of individuals who collaboratively engage in purposeful critical discourse and reflection to construct personal meaning and confirm mutual understanding." <https://coi.athabascau.ca/coi-model/>
* Community of Inquiry theoretical framework: represents a process of creating a deep and meaningful (collaborative-constructivist) learning experience through the development of three interdependent elements – social, cognitive and teaching presence.

### Setting the Tone to Encourage a Sense of Community

\*\*Take a few minutes to think about the first day of a face-to-face class\*\*

**What does it feel like for you? What do you think it fees like for your students?**

**What do you see and/or listen for? (Think about cues you may have come to look/listen while teaching)**

* students looking for friends or someone they might already know
* trying to find the perfect seat...
* moving to another seat when someone they know walks in...

**What do students see, what do they look for, and what might they be listening for?**

* Friends! - Who already knows each other and who do I know here?
* Projects and due dates - What do I need to do and when?
* Something they relate to throughout their peers' introductions (clubs/orgs, where they work, interests, major, hobbies, etc.)
* They are looking for cues too! Who should I talk to, pair up with for class activities, study with, work with on group projects, etc.?

### The Why behind introductions and ice breakers

* Sets the stage and tone for a social/collaborative environment
* Creates a space for peers to share, to meet and learn about their classmates, and to start to form connections with each other (and the instructor)

**Teaching Tip**: It is important to provide context for the ice breaker, to prompt them to share information that will be relevant to course activities or content, and to make the activity inclusive (rather than exclusionary).

### Creating connections and finding familiarity

* How will students get to know each other in my class?
* How can I help them find ways to connect with each other?
* Who might they already know and how will that familiarity influence their engagement and participation?
* This could influence how you choose to arrange groups: self-select, random, student leader, etc.

### Provide Context Through Course Objectives, Learning Outcomes, and your Syllabus

\*\*Think about what you teach and how you teach.\*\*

* How would feeling a sense of community benefit the students in your courses?
* How might students' feeling like a part of a supportive learning community in your course help them learn/retain information and meet the desired learning outcomes?

Depending on your department requirements, course learning outcomes may be predetermined and/or may need to align with specific department/institutional outcomes. The learning outcomes and course objectives are an important starting point for any course because they serve as a guide or road map for course content, learning activities, and assessments.

If your course learning outcomes or content area do not explicitly call for community - consider adding some aspect of community or collaboration to your course objectives and mentioning collaboration expectations in your syllabi. Incorporate inclusive language when you can.

You could add a few sentences in your syllabus explaining the purpose for collaboration in your course, what it might look/feel like throughout your course, how it will benefit their learning in your course, and/or why you think community/collaboration is important in your content area AND for their future careers.

Try to put these concepts into context for students. Help them understand that they will be learning from each other and working towards successfully finishing the course together. By doing so, you are laying the groundwork for creating community through collaboration and pointing out that finishing the course successfully is a shared goal that is dependent on everyone's participation and engagement.

## How to Create an Accessible Course

In this section, we will be discussing how to incorporate accessibility into your course. We will not be covering individual student accessibility accommodations. If you have a question about individual student accommodations, please contact [BGSU Accessibility Services.](https://www.bgsu.edu/accessibility-services.html)

### Why Accessibility?

At this point, you might be thinking, "Why should I spend the time to make my course accessible if I don't have a student with an accessibility accommodation?" or "It is going to take a long time to go back and make all of my course documents accessible." However, creating an accessible course will actually save you time in the long-run by decreasing the need for individual student accommodations and increasing equitable access for all of your students.

As we are seeing in our student population, many have invisible accessibility accommodations (ADHD, colorblindness, Autism-Spectrum Disorders, mental health conditions, etc.); therefore, designing your course with accessibility in mind ensures that you are planning for learner variability. It is not just those who have an individual accommodation who benefit from an accessible course, but ALL students. Building accessibility into your course also ensure equitability for non-native English speakers.

### Accessible Course Content

Proactively creating accessible course content can take relatively little time and is a best practice when considering inclusion and UDL. Creating accessible content proactively means that your students won't need to work up the courage to ask you for accommodations related to your content, and proactively making content accessible typically takes a lot less time than remediating the content. Below you will find resources for making a variety of content types accessible for your students.

* YouTube Video: [Creating Accessible Course Documents in Microsoft Word](https://www.youtube.com/watch?v=zUV-FFx2OOc&t=2s&ab_channel=KelseyLMeyer%2CM.Ed.)
* YouTube Video: [How To Make Your Course PowerPoint Accessible](https://www.youtube.com/watch?time_continue=1207&v=yk0pvTeX5XA&feature=emb_logo&ab_channel=UATechnologyAccessibility)
* YouTube Video: [Creating Accessible and Engaging Presentations](https://www.youtube.com/watch?v=I3phbmXUkSI&ab_channel=AHEAD)
* YouTube Video: [Canvas Studio Closed Captioning Tutorial](https://www.youtube.com/watch?v=dtmrJ8xZsoU&ab_channel=CFEBGSU)
* YouTube Video: [How To Use Ally In Canvas To Improve Course Content Accessibility](https://www.youtube.com/watch?v=CnuM8NFvu_M&ab_channel=AnthologyInc.)

**Additional Resources for Using Ally:**

* [Ally Quick Start for Instructors](https://help.blackboard.com/Ally/Ally_for_LMS/Instructor/Quick_Start)
* [Ally Help for Instructors](https://help.blackboard.com/Ally/Ally_for_LMS/Instructor)

### Further Accessibility Resources

* [20 Tips for Teaching an Accessible Online Course](https://www.washington.edu/doit/20-tips-teaching-accessible-online-course)
* [Canvas Accessibility](https://www.instructure.com/canvas/accessibility#:~:text=Accessibility%20Statement&text=Canvas%20LMS%20strives%20for%20WCAG,accessibility%20issues%20that%20are%20identified.)
* [Instructure Community - Canvas Accessibility Standards](https://community.canvaslms.com/t5/Canvas-Basics-Guide/What-are-the-Canvas-accessibility-standards/ta-p/1564)
* [Legal Obligations for Accessibility](http://udloncampus.cast.org/page/policy_legal)
* [Universal Design for Learning and Accessibility](http://udloncampus.cast.org/page/policy_landing)
* [BGSU Web Accessibility Policy](https://www.bgsu.edu/content/dam/BGSU/general-counsel/documents/web-accessibility-policy-FINAL.pdf#:~:text=Bowling%20Green%20State%20University%20(%E2%80%9CBGSU,use%20of%20assistive%20technology%20to)

## Universal Design for Learning

There is no such thing as a 'typical' or 'average' student. Each student has their own variable learning needs. Universal Design for Learning is an educational framework that aims to remove barriers to learning that exist inside the learning environment; creating an equitable classroom to meet learner variability.

UDL is based on research in the learning sciences, including cognitive neuroscience, that guides the development of flexible learning environments and learning spaces that can accommodate individual learning differences. Rather than modify your course in reaction to individual student accommodations, UDL is a proactive approach to course design. By utilizing UDL in your course design, you can minimize the need for individual student accommodations by creating an accessible environment for ALL students.

* YouTube Video: [UDL at a glance](https://www.youtube.com/watch?v=bDvKnY0g6e4&t=145s&ab_channel=CAST)

### [The UDL Principles](https://www.ahead.ie/udl-framework)

"UDL is an educational framework and set of principles that maximizes learning opportunities for all learners. It is based on three main principles. Each principle has a set of detailed guidelines which provide an evidence-based approach to understanding how we can improve learning through tools and resources. Each principle is aimed at helping educators improve how we present information, engage students, and create inclusive assessments and evaluations." ([Durham College](https://durhamcollege.ca/ctl/teaching/planning-to-teach/udl/3-udl-principles/))

### Three UDL Principles:

1. **Provide Multiple Means of Engagement:** stimulate motivation and sustained enthusiasm for learning by promoting various ways of engaging with material.
2. **Provide Multiple Means of Representation:** present information and content in a variety of ways to support understanding by students with different learning styles and abilities.
3. **Provide Multiple Means of Action and Expression:** offer options for students to demonstrate their learning in various ways (e.g. allow choice of assessment type).

([The UDL Framework Explained](https://www.ahead.ie/udl-framework))

### [The UDL Guidelines](https://udlguidelines.cast.org/?utm_source=castsite&lutm_medium=web&utm_campaign=none&utm_content=aboutudl)

"The UDL Guidelines are a tool used in the implementation of Universal Design for Learning. These guidelines offer a set of concrete suggestions that can be applied to any discipline or domain to ensure that all learners can access and participate in meaningful, challenging learning opportunities." ([CAST](https://www.cast.org/impact/universal-design-for-learning-udl)) Watch the short 5 minute video below for a tutorial of how to utilize the UDL guidelines in your practice.

* YouTube: [How to read the UDL Guidelines](https://www.youtube.com/watch?v=_STFdHvCPmU&ab_channel=UDLALACOE)

### How To Incorporate UDL Into Your Course

Incorporating UDL into your course design is all about allowing students to have a CHOICE and a VOICE in how they engage with your course and how they demonstrate their knowledge.

**Step 1: Reflect on your own practice**

* Where do your students always struggle or ask questions?
* What questions do they always get wrong on tests?
* What are your paint points in the classroom? Are you struggling to keep students engaged, to encourage notetaking, to promote class participation?
* What are some common individual accommodations you have made for students in the past?

**Step 2: Incorporate the Plus-One Approach**

Incorporating UDL into your course design can seem very overwhelming. That is why we encourage all instructors to follow the plus-one approach to transforming their course with UDL. The plus-one approach encourages instructors to incorporate or edit "one more thing" into their course to assist student learning. That's it! Just one thing at a time! The plus-one approach encourages student-centered course design while also protecting the instructor from feeling like they need to redesign their entire course overnight! It is important to remember that incorporating UDL into your course is a marathon, not a sprint. As an instructor, you will learn more about student needs as your course unfolds and be able to utilize what you learn to modify your course for future students. To get started, review some of the UDL examples below!

**UDL Examples**

* Ensure that all of your course documents are accessible. Avoid using PDF as they are often not in an accessible format.
* Ensure that all of your course videos include accurate close-captioning.
* Upload your course syllabus and PowerPoint presentations to Canvas.
* Enable live-transcription when using Zoom.
* Offer in-person or virtual student office hours.
* Incorporate group note taking. Each class, assign a different student who is in charge of taking notes for the lesson. At the end of class, the student posts their notes on Canvas to share with their classmates. This is a great way to help students explore multiple perspectives on the lesson, as each group member brings unique thoughts and prior knowledge.
* Provide multiple means of representation in course content by selecting content, that includes multiple voices and viewpoints. Example: men, women, LGBTQIA+, BIPOC, immigrants, etc.
* Provide multiple means of engagement with course content by providing students the choice of how they want to engage - such as videos, podcasts, audiobooks, textbooks, journals, and images.
* Offer multiple ways students can demonstrate their knowledge. When looking for class participation, incorporate in-class participation as well as discussion boards on Canvas. When creating assessments, consider allowing students to choose how they would like to submit their assignment (audio file, creative project, video, group project, individual project, document, etc.)

### Further UDL Resources:

* [CAST- About Universal Design for Learning](https://www.cast.org/impact/universal-design-for-learning-udl)
* [CAST - The UDL Guidelines](https://udlguidelines.cast.org/?utm_source=castsite&lutm_medium=web&utm_campaign=none&utm_content=aboutudl)
* [AHEAD (Ireland) - Universal Design for Learning](https://www.ahead.ie/udl)
* [AHEAD (Ireland) - UDL Framework Explained](https://www.ahead.ie/udl-framework)
* [The Goodwin Institute for Learning Innovation - UDL Video Series](https://www.goodwin.edu/guili/videos)
* [Book: Reach Everyone, Teach Everyone: Universal Design for Learning in Higher Education](https://www.amazon.com/Reach-Everyone-Teach-Universal-Education/dp/1946684600/ref=sr_1_1?gclid=Cj0KCQjwxtSSBhDYARIsAEn0thSt37XlOpKmA6oE72eYxMbYoDbiBqe8lM0MnPSfc-pIzsUil5IKyFIaAqufEALw_wcB&hvadid=409996086875&hvdev=c&hvlocphy=9015052&hvnetw=g&hvqmt=e&hvrand=15957018692209151138&hvtargid=kwd-492140104210&hydadcr=24625_11409876&keywords=reach+everyone+teach+everyone&qid=1649792327&sr=8-1)
* [UDL In 15 Minutes](https://udlin15minutes.podbean.com/) (Podcast)

## Collaborating in Various BGSU Instructional Modalities

These courses blend in-person and online elements. For example, an instructor might give a virtual lecture to all students during one class session and then meet face-to-face with students in smaller groups during the rest of the week.

In addition, instructors may have half of the class attend in-person during certain class sessions while the rest of the class attends those same session synchronously via Zoom.

### How can I encourage collaboration in a hybrid course?

The table below shows various options for Student Engagement and Collaboration, Teaching Strategies and Tools in a Hybrid Environment, and Instructor Engagement Tips for Hybrid Course Delivery

|  |  |  |
| --- | --- | --- |
| ****Student Engagement & Collaboration**** | ****Teaching Strategies & Tools**** | ****Instructor Engagement**** |
| A mix of Face-to-Face and Online Discussion | Zoom, Canvas Discussion Boards, Padlet, etc.  · How do I create a group discussion in a course | o   Encourage reflection  o   Facilitate discussion  o   Make connections  o   Close the loop |
| Breakout Rooms | Zoom (Pre-assigned breakout rooms can align with Canvas groups)  ·  [BGSU Zoom Guides](https://bgsu.teamdynamix.com/TDClient/2070/Portal/KB/?CategoryID=18700)  ·  [Managing Breakout Rooms in Zoom](https://support.zoom.us/hc/en-us/articles/206476313-Managing-Breakout-Rooms) | o   Provide prompts/talking points  o   Check-in on small group discussions (Join in Zoom or via collaborative docs.)  o   Report back to class/share out  o   Vary discussion groups |
| Group Assignments | People/Groups in Canvas, collaborative docs  ·  [How do I create groups in Canvas?](https://community.canvaslms.com/t5/Instructor-Guide/How-do-I-add-a-group-set-in-a-course/ta-p/693)  ·  [How do I create a collaborative document as an instructor?](https://community.canvaslms.com/t5/Instructor-Guide/How-do-I-create-a-Microsoft-Office-365-collaboration-as-an/ta-p/629) | o   Consider grading scale and rubrics  o   Check on progress (built in checkpoints, access to collaborative doc., group homepage, etc.) |
| Peer Review and Feedback | Assignment settings in Canvas  · [How do I assign Peer Review assignments in a course?](https://community.canvaslms.com/t5/Instructor-Guide/How-do-I-use-peer-review-assignments-in-a-course/ta-p/697)  · [**Student Guide**: How do I submit a peer review assignment?](https://community.canvaslms.com/t5/Student-Guide/How-do-I-submit-a-peer-review-to-an-assignment/ta-p/293) | o   Consider settings (automatically or manually assigned, anonymous or named, etc.)  o   Provide/Link to the student user guide to students |
| Class Notes/Discussion Guides | Collaborative docs.  ·  [How do I create a collaborative document as an instructor?](https://community.canvaslms.com/t5/Instructor-Guide/How-do-I-create-a-Microsoft-Office-365-collaboration-as-an/ta-p/629) | o    Create and monitor collaborative doc.  o    Provide template or discussion guide  o    Facilitate discussion and provide feedback |

### What should I plan in advance when teaching a hybrid course?

Think through the logistics and what might be needed during the face-to-face sessions. Consider your physical classroom (technology, physical limitations, etc.) and use the [BGSU Classroom Descriptions/Info Guides](https://bgsu.teamdynamix.com/TDClient/2070/Portal/KB/?CategoryID=11129)to plan ahead.

* Should F2F students log into Zoom (mute, video on/off)?
* Should F2F students bring ear-buds/headphones?
* How will you monitor the chat?
* How should virtual students ask questions during class?
* How will you take attendance and check-in with online students during class?

**Course Design Tip**: Use the **lock until**dates for modules in Canvas to set the pace for students and to keep them progressing through the course together.

* [How do I lock a module?](https://community.canvaslms.com/t5/Instructor-Guide/How-do-I-lock-a-module/ta-p/1124)

### Resources

* [How do I create groups in Canvas?](https://community.canvaslms.com/t5/Instructor-Guide/How-do-I-add-a-group-set-in-a-course/ta-p/693)
* [How do I create a **group** discussion in a course?](https://community.canvaslms.com/t5/Instructor-Guide/How-do-I-create-a-group-discussion-in-a-course/ta-p/911)
* [How do I assign Peer Review assignments in a course?](https://community.canvaslms.com/t5/Instructor-Guide/How-do-I-use-peer-review-assignments-in-a-course/ta-p/697)
* [How do I create a collaborative document as an instructor?](https://community.canvaslms.com/t5/Instructor-Guide/How-do-I-create-a-Microsoft-Office-365-collaboration-as-an/ta-p/629)
* [**Student Guide**: How do I submit a peer review assignment?](https://community.canvaslms.com/t5/Student-Guide/How-do-I-submit-a-peer-review-to-an-assignment/ta-p/293)
* [Managing Breakout Rooms in Zoom](https://support.zoom.us/hc/en-us/articles/206476313-Managing-Breakout-Rooms)
* [BGSU Classroom Descriptions/Info Guides](https://bgsu.teamdynamix.com/TDClient/2070/Portal/KB/?CategoryID=11129)
* [How do I lock a module?](https://community.canvaslms.com/t5/Instructor-Guide/How-do-I-lock-a-module/ta-p/1124)

# Active Learning Strategies

## What is Active Learning?

Active learning is a term used to describe the process in which students are actively engaged in doing something with what they're learning. Active learning strategies are the pedagogical techniques an instructor employs to promote active learning in their classrooms. [Brame](https://bgsu.instructure.com/courses/1400503/files/103114338?wrap=1) (2016) defines active learning as "**activities that students do to construct knowledge and understanding**. The activities vary but require students to do [**higher-order thinking**](https://bgsu.instructure.com/courses/1400503/pages/course-outcomes). Although not always explicitly noted, **metacognition**—students’ thinking about their own learning—is an important element, providing the **link between activity and learning**" (para. 5, emphasis in original).

Traditional instructional strategies rely on the transmission of information (e.g., lecturing) and is viewed as a teaching-centered approach. Conversely, active learning puts students at the center and promotes the construction of their own knowledge based on prior experience. Active learning approaches are situated within constructivist learning theory, which suggests that "learners can either assimilate new information into an existing framework, or can modify that framework to accommodate new information that contradicts prior understanding" (Brame, 2016, para. 6).

*Brame, C. (2016). Active learning. Vanderbilt University Center for Teaching. Retrieved July 19, 2022 from https://cft.vanderbilt.edu/active-learning/.*

## Benefits of Active Learning

Below is a list of the potential benefits for engaging students in active learning in your classrooms developed by [Cornell University's Center for Teaching Innovation](https://teaching.cornell.edu/teaching-resources/active-collaborative-learning/active-learning)

* Opportunities to process course material through thinking, writing, talking, and problem-solving give students multiple avenues for learning (i.e., using the principles of [Universal Design for Learning](https://bgsu.instructure.com/courses/1400503/pages/what-is-universal-design-for-learning-udl)).
* Applying new knowledge helps students encode information, concepts, and skills in their memories by connecting it with prior information, organizing knowledge, and strengthening neural pathways.
* Receiving frequent and immediate feedback helps students correct misconceptions and develop a deeper understanding of course material.
* Working on activities helps create personal connections with the material, which increases students’ motivation to learn.
* Regular interaction with the instructor and peers around shared activities and goals helps create a sense of community in the classroom.
* Instructors may gain more insight into student thinking by observing and talking with students as they work.
* Knowing how students understand the material helps instructors target their teaching in future lessons.

### Evidence that Active Learning Works

The study of active learning goes back nearly 30 years. During this time, educational researchers have compared traditional, transmissionist approaches to active learning approaches. While active learning can be somewhat tricky to study, evidence from a meta-analysis of quasi-experimental and suggests that utilizing active learning approaches in the classroom may increase the likelihood of students earning a passing grade and perhaps even increasing performance on individual exams and assessments ([Brame](https://bgsu.instructure.com/courses/1400503/files/103114338?wrap=1), 2016). In addition to improving student success, [Haak](https://www-science-org.ezproxy.bgsu.edu/doi/10.1126/science.1204820) (2011) found that utilizing structured, purposeful active learning strategies in a large introductory biology course improved student learning outcomes for all and that the effect was even greater for students who are historically underrepresented.

## Preparing to Use Active Learning Strategies

Active learning strategies may seem overwhelming—especially if you're unfamiliar with learning in this way or perhaps had negative experiences in the past when the techniques didn't go quite as planned. With a little planning, you can effectively use these types of strategies.

1. Remember that it's okay to start small and incorporate one or two strategies that are lower risk for you and your students.
2. Make sure the strategies you plan to use align with learning outcomes.
3. Plan how you're going to introduce your students to this type of learning—they may not have engaged in active learning in courses like yours before (it helps to be honest with them and tell them that you're trying out some new strategies).
4. Include a statement about active learning in your syllabus and explain why it is important, how active learning will help them meet the learning outcomes, what your expectations are, what technology tools you'll be using, and what devices they may need to bring.
5. Start using these strategies early in your course to set the precedent and give students time to practice actively constructing knowledge.

For more detailed information about planning to use active learning strategies, read the [guide developed by Cornell University's Center for Teaching Innovation.](https://teaching.cornell.edu/teaching-resources/active-collaborative-learning/active-learning)

Remember, active learning strategies can be utilized in any course regardless of discipline, size, or modality with a little bit of planning and creativity! The next several sections will provide you with more information about using these strategies in your course.

## Common Active Learning Classroom Strategies

Below are a some common active learning techniques:

1. **Jigsaw Activity:** Small groups of students each discuss a different, but related topic. Students are then shuffled such that new groups are comprised of one student from each of the original groups. In these new groups, each student is responsible for sharing key aspects of their original discussion. The second group must synthesize and use all of the ideas from the first set of discussions in order to complete a new or more advanced task.  A nice feature of a jigsaw is that every student in the original group must fully understand the key ideas so that they can teach their classmates in the second group.
   1. **YouTube Video:** [The Jigsaw Method](https://www.youtube.com/watch?v=euhtXUgBEts&ab_channel=CultofPedagogy)
2. **Fishbowl Activity** - This activity puts 3-6 people in the middle of the room while the rest of the students observe silently outside the students in the center. The students in the center are presented with a topic or problem to solve and have a discussion with each other. Each student in the center offers different view points. Wrap-up the activity with a class discussion and/or have students write a summary of what occurred during the activity.
   1. **YouTube Video**: [Fishbowl Strategy Explained](https://www.youtube.com/watch?v=p1q7WbWc8dE&t=1s&ab_channel=Let%27sTEACH)
3. **Collaborative Note Taking**:  The instructor pauses during class and asks students to take a few minutes to summarize in writing what they have just learned and/or consolidate their notes.  Students then exchange notes with a partner to compare; this can highlight key ideas that a student might have missed or misunderstood.
4. **Case studies**:  In a case study, students apply their knowledge to real life scenarios, requiring them to synthesize a variety of information and make recommendations.

Resources:

* <https://bokcenter.harvard.edu/active-learning>
* [https://www.csuchico.edu/cbms/\_assets/documents/fish-bowl-strategy.pdf](https://www.csuchico.edu/cbms/_assets/documents/fish-bowl-strategy.pdf %20external%20site.))
* <https://teaching.cornell.edu/getting-started-active-learning-techniques>
* <https://www.celt.iastate.edu/wp-content/uploads/2017/03/CELT226activelearningtechniques.pdf>

## Active Learning in Large Lecture Courses

* **Think Pair Share -**The instructor presents the students with a question and the student is then give time to reflect on the question before being paired with another student. Once the students are paired they are given time to discuss the question together. Then the instructor can choose a couple of students to share what they discussed to the entire class and the class can give feedback based on the responses.
* **Minute Paper -**This activity can be done on paper or with a collaborative document. Have the students write one or two points at the end of class on what they learned that day. Collect the student responses to see if any topics need to be revisited or explained further. This allows for a formative assessment of what students learned during the class for a particular day.
* **Muddiest Point -**This activity is similar to students writing a minute paper except instead of writing what they learned they are writing the topic they struggled the most with during class.

### Resources:

<https://teaching.cornell.edu/getting-started-active-learning-techniques>

## Active Learning in Online Courses

Instructors can adapt many active learning strategies to online courses. Online active learning can also provide new ways for students to interact, participate, and collaborate.

* **Think Pair Share -**The Think Pair Share technique on the previous [Active Learning in Large Lecture page](https://bgsu.instructure.com/courses/1400503/pages/active-learning-in-large-lecture-courses) can also be adapted for online courses.
  + **YouTube Video:** [Online Teaching Adaptation Think-Pair-Share](https://www.youtube.com/watch?v=o4QG6qR-BIE&ab_channel=TheK.PatriciaCrossAcademy)
* **Polling Students** - When teaching synchronously online using Zoom, instructors can pause the lecture to ask students a question and then use [Zoom Polling](https://support.zoom.us/hc/en-us/articles/213756303-Polling-for-Meetings) or another polling app to get real-time responses to the question. Then the instructor can ask students to discuss what they answered and what their reasoning was before revealing the correct answer. This activity can also be done using [Zoom breakout rooms](https://support.zoom.us/hc/en-us/articles/206476313) to allow students to come up with an answer as a group.
* **Discussion Boards** - [Discussion boards](https://community.canvaslms.com/t5/Canvas-Basics-Guide/What-are-Discussions/ta-p/3) can be used when teaching synchronously or asynchronously with an online course to help build a sense of community among the students. Consider asking questions that connect the course topic to real life experiences that the students can relate to. Consider ways to have the students incorporate media such as images, graphics, or videos into the discussions as a different approach to text. Be sure to be active and model the engagement you would like to see from your students.

### ****Resources****

* <https://teaching.cornell.edu/resource/active-learning-online-teaching>
* <https://www.tcpress.com/blog/reconceptualizing-discussion-forums-spaces-active-learning/>

## BGSU Active Learning Technology

It's a good idea to find time before the semester begins to go to the classroom to get familiar with the technology in the room you've been assigned.

Training for classroom equipment can be requested to be done in-person or completed asynchronously by [clicking on this link to the request form](https://bgsu.teamdynamix.com/TDClient/2070/Portal/Requests/ServiceDet?ID=17638).

There is a list of classroom descriptions that includes photos of the room, classroom equipment, and training tutorials on how to use the equipment for each room on campus. [Access the Room Descriptions webpage by clicking here](https://bgsu.teamdynamix.com/TDClient/2070/Portal/KB/?CategoryID=11129).

Classroom equipment varies from room to room, but may include the following technology:

* Projector(s)
* PC or Mac computer
* Document Camera
* Wireless Mics (in large lecture halls only)
* Audio Systems
* Touch Panels

### ****Reporting Classroom Technology Issues****

* Contact Classroom Technology Services (CTS) for immediate assistance: **419-372-9400**
* Report non-urgent technology issues by [clicking this link to the form](https://bgsu.teamdynamix.com/TDClient/2070/Portal/Requests/ServiceDet?ID=9284).

# Working with Students

## Office Hours

Office hours set blocks of time outside of class during which students should be able to meet with the instructor. Office hours are traditionally held in person in the instructor's office or online via Zoom or Teams. In these instances, it is usually best to find a private, quiet area to meet with students since you may possibly be discussing sensitive matters such as grades. It's best to discuss office hour expectations with your supervisor or department chair. Below you'll find ideas about increasing the effectiveness of your office hours.

Recent survey feedback from BGSU students suggests that the term "office hours" can be confusing. They often perceive "office hours" as the hours during which the instructor is working and think that "office hours" are not meant for meeting with students. These perceptions can often hold true even if the instructor describes an office hours policy in the syllabus. Here are some ways you might change that perception:

* Consider renaming office hours to something more student-friendly such as **Student Hours, Hangout Hours, Student Meeting Hours**​
* Explicitly tell students what this time is for—put a description in your syllabus and discuss during class!​
* Offer [different types of interaction opportunities](https://falconbgsu.sharepoint.com/:b:/s/O365-CenterforFacultyExcellence/EWq23nWeibpBhJZmxbPjUpkBEcAYJONsKrHMXiQIqG5dSA?e=gr1uaM) throughout the semester (check out the [format](https://sites.google.com/view/inclusified/office-hours-types/) Dr. Viji Sathy from University of North Carolina shares with students)

## Leading Discussions, Recitation, and Labs

Leading discussions, recitation, & labs are important because they help students form a sense of community in a smaller group than they may be able to in a large lecture class. As a teaching instructor, you can help students dive deeper into the lecture content and guide them in making connections with the material that they may not have done in the large lecture.

### Preparing for Discussions, Recitation, and Lab Sessions

* Prepare a handout sheet for your students, listing your name, office number, telephone number, e-mail address, office hours, and any other important information about the recitation or lab you're teaching.
* Always prepare in advance which will help give you credibility with your students. Prepare for each recitation by working out all of the problems in advance. Solve problems or present material using techniques familiar to your students.
* Prepare for each lab session by doing the lab experiment (including the analysis and write-up). You'll also want to prepare a brief review of the principles and procedures of each experiment. Because you've done the lab you can warn students of any problems they might encounter or any inconsistencies in the lab manual.
* Make a sample lab report available to your students. Students have a right to know what is expected of them.

### Conducting Recitation and Lab Sessions

* Come to the recitation or lab a few minutes early. Check that the whiteboards are erased and the lab equipment is ready.
* Speak slowly and clearly. Don't be afraid to stop and think. Pauses also allow students to catch up with you and to form questions about the material.
* Establish eye contact with your students; when using the whiteboard. Stand aside from your board work while you explain, so students can see what you're doing. Write legibly and large enough so students in the back of the room and see what you are writing.
* Remember that recitation is not lecture. The purpose of recitation is to help students learn how to apply the information they've learned in lecture. You can help by giving insights into the reasoning that you've used to arrive at a solution. It is important, however, for students to be actively involved in the recitation. If you prepare questions about the material before the recitation, you can encourage student participation.
* Be patient in waiting for answers to your questions. Give hints, if necessary, but try not to answer your own questions.
* In lab, it is important to circulate among the groups to make sure that all equipment is functioning properly, and to correct minor errors when you notice them.

### Resources

* [Facilitating Discussion & Engagement](https://docs.google.com/document/d/120R1JBpX1vcvuA3D2pe-vDDu1B_dF5m8W68xsITrbuo/edit)
* [Techniques for Responding to Students in Discussions](https://docs.google.com/document/d/10dGrYyZ34YyUeDONEcDKbcZan8eytzcfn43FOm8ChKU/edit)
* [A Typology of Questions](https://docs.google.com/document/d/1DtjufyIZQcpavotn68O7rmXmd48lUNcK30FuLW0MXA4/edit)

Recitations and Labs: Suggestions for Teaching Assistants. Retrieved August 4, 2022 from <https://www.unl.edu/gradstudies/professional-development/teaching-development/teaching-resources/recitation>

## Managing Disruptions in the Classroom

Disruptions in the classroom can happen from time to time and it's helpful to understand the potential reasons for student behavior, how you as an instructor can de-escalate the situation, and the BGSU resources available to help students in distress.

### Disruptive Students

Disruptive Vs. Angry Behavior

* Disruptive Behavior is the behavior of individuals seeking attention, rudeness and inattentiveness that disturbs others around them.
* Angry Behavior is the behavior of individuals who are upset or frustrated with either a class or service related issue or a personal issue.

### Examples of Disruptive or Angry Behavior

* Excessive talking to others around them
* Odd or inappropriate emails, letters, voicemails, social media or Canvas posting
* Obsession with or fixation on another person
* Change in clothes or appearance including personal hygiene
* Excessive or inappropriate alcohol or drug use
* Yelling or inappropriate outbursts
* Expressing harmful thoughts to self or others

### Pro-Active Measures Instructors Can Take

* Build behavioral expectations into your course syllabus
* Devote sufficient time during first class to discuss those behaviors you view as unacceptable
* Outline the consequences for non-compliance with expectations
* Refer to the Code of Student Conduct if applicable
* Get to know your students
* Meet with students outside the classroom to address concerns
* Respond to students in a caring and concerned manner

### Handling Disruptions/Managing Angry Behavior

* Do not overlook the disruption or let it go
* Ask to speak with the student individually
  + Explain the behavior you observed
  + Describe how the behavior impacts you and the class
  + Listen to the student
  + Reach an agreement that the behavior will cease
  + Document conversation
  + Inform your Chair/Director/College Office/Dean
* If the Behavior Continues:
  + Meet with the student again
  + Document meeting and agreed upon outcome
  + Date; time; location; detailed facts of behavior and outcome
  + Inform student that additional disruptions will be referred to the Office of the Dean of Students
  + Office of the Dean of Students follow-up

### Potential Warning Signs That Help Identify Persons Who Are Troubled or Distressed:

|  |  |
| --- | --- |
| Quick to anger | Lack of motivation |
| Weight loss | Major shifts in mood |
| Hygiene issues | Excessive fatigue |
| Demanding behaviors | Disrupted sleep patterns |
| Withdrawal from others | Unruly behavior |
| Abuse of alcohol/drugs | Tearfulness |
| Troubling disclosures | Obsessive thinking |
| Difficulty concentrating | Excessive absences |

### How to Respond to a Student that seems Distressed:

* Listen to their concerns
* Acknowledge their feelings
* Focus on specific, observable behaviors
* Convey empathy
* Paraphrase what was told to you so that you understand their problem
* Where possible, identify options for addressing the problem
* Use “I” statements
* When in doubt, consult and/or refer

### Resources for Addressing Disruptions & Helping Distressed Students

* See it. Hear it. Report it: Bowling Green State University is committed to community well-being and belonging. In turn, it is the responsibility of each person within the University community to take action when an issue or concern arises. The [See it. Hear it. Report it.](https://www.bgsu.edu/report-incident.html)  page has additional information on reporting processes. Please call the Office of the Dean of Students at 419-372-2843 if you have a question about which form to complete.
* BGSU Community of Care: A Community of Care requires campus-wide responsibility for acting on situations that can have a significant impact on individuals and the campus community. As a public university for the public good, Bowling Green State University prioritizes community well-being and belonging to ensure that Falcons do not struggle alone. Visit the BGSU [Community of Care )](https://www.bgsu.edu/bgsucares.html) page to learn more.

### Other Resources

* **Office of the Dean of Students:** The role of the [Office of the Dean of Students](https://www.bgsu.edu/dean-of-students.html) is to provide an internal option for student conduct action. Anything is reportable. When calling the staff will discuss the situation and provide options including possible student conduct action. Phone: 419-372-2843
* **Department of Public Safety:** The role of the [Department of Public Safety](https://www.bgsu.edu/public-safety.html) is to help you assess the situation and problem solve or refer the disruptive person to the appropriate resources and services. Report disruptive behavior as soon as possible. An officer will discuss the nature of the incident and available options including potential criminal action. If you or anyone feels threatened or in jeopardy, contact Public Safety immediately. Phone: 419-372-2346
* Emergency Phone: Dial 911
* **Counseling Center:** The role of the [Counseling Center](https://www.bgsu.edu/counseling-center.html) is to provide psychological consultation, counseling, crisis intervention, referrals, psycho-education, or follow-up debriefing. Staff is on-call for crisis situations Monday - Friday from 8:00 am - 5:00 pm. Phone: 419-372-2081
* **CARE (Campus Assessment, Response and Evaluation) Team:** The role of the [Campus Assessment, Response and Evaluation (CARE) Team](https://www.bgsu.edu/bgsucares/care-team.html) is to identify students or situations that pose some risk to the campus community through early intervention and information sharing.  The team is comprised of representatives from across campus and helps to determine necessary intervention. Phone: 419-372-2843