



**MOREHEAD STATE
UNIVERSITY**

Eagles Assemble

Presented by:

Dr. Daryl Privott, Dr. Laurie Couch, Dr. Lesia Lennex, Dr. Michelle Kunz, Dr. Lucy Mays,
Dr. Daniel Maitland, Dr. Nettie Brock, David Flora & Xavier Scott

Purpose

The purpose of this workshop is to provide best practice teaching strategies that facilitate online learning.

Workshop Objectives

By completing this workshop, you will be able to:

- Build your own Start Here area.
- Plan one or more lessons in an online/hybrid format that align to your overall learning objectives by using the Course Mapping Template.
- Choose a course layout appropriate for your subject and modality.



Introduction

Dr. Laurie Couch

Dr. Daryl Privott

David Flora



Knowing The Audience

- Largely face-to-face campus
- Faculty & Instructional Staff
- Online Tools and Tips vs. Workshop
- Faculty Senate Survey
- Student Success Focus
- Design and Assessment

Workshop Goals

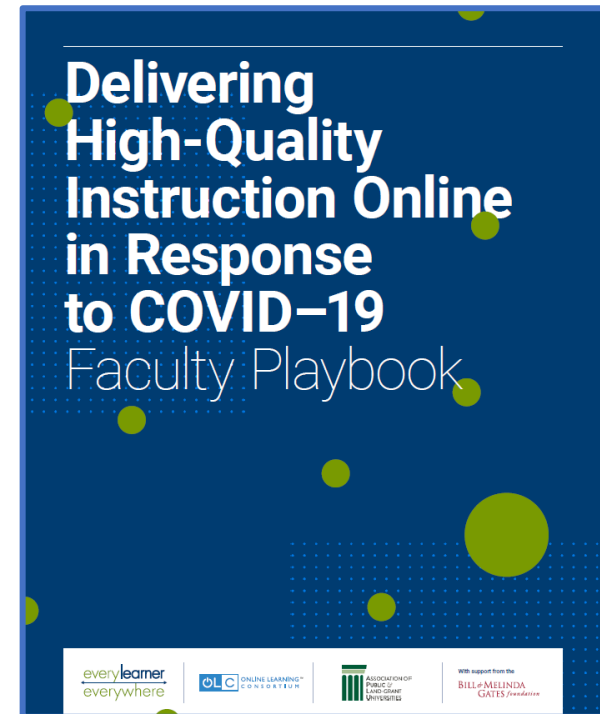
- Online Learning vs. Remote Teaching
- Tools to support course goals
 - Shell design
 - Communication
 - Content Delivery
 - Testing
- Student success emphasis
 - Student Success and Access Overview
 - Universal Design for Learning
- Assessment focus
 - Backward design
 - Rubrics

Timeline

- Develop Training Materials Online (1-2 Weeks)
- Determine Workshop Content Needs (2-3 Weeks)
 - ✓ Research and Institutional Goals
 - ✓ Faculty Survey
 - ✓ Volunteer Focus Group
- Build the Team (1-2 Weeks)
- Build/Prep Content (1 month)
- Advertise/Sign Ups for First Offering (6-8 Weeks)
 - ✓ Continued for Later Sessions
- Offer Sessions
 - ✓ 2-week sessions, 1-week sessions, On-demand sessions
 - ✓ "Live" workshop = Mix of synchronous & asynchronous
 - ✓ Asynchronous-only workshop

Planning Methods

- Critical Content
- Identification of the Team
- Structure of Delivery
- Deliverables
- Incentive Plan



Volunteers

Communications, Media & Languages

Physics, Earth Science & Space Systems Engineering

Sociology, Social Work & Criminology

COE Quality Assurance & Accreditation

Mathematics

Communications, Media & Languages

Nursing

Nursing

COE, Early Childhood, Elementary & Special Education

Psychology

School of Business Administration

Physics, Earth Science & Space Systems Engineering

Mathematics

COE, Middle Grades/Secondary Education

COE, Foundational & Graduate Studies in Education

Physics, Earth Science & Space Systems Engineering

COE, Middle Grades/Secondary Education

Engineering & Technology Management

English

Volunteers

- *What would be your top 5 areas/content/issues related to online teaching and learning that "everyone" needs to know?*
 - Course Learning Outcomes
 - Blackboard Basics/Environment
 - Communication/Engagement
 - Feedback
 - Assessment

Co-Instructor Recruitment

Our budget for the summer training workshops will allow us to select five (5) individuals to serve as co-instructors for the summer training offerings. The co-instructors will join the FCTL & DEID teams in preparing each and delivering the actual lessons in the workshops and come with a \$500 stipend (+ benefits). To receive the stipend, we are asking co-instructors to:

Participate in planning sessions for workshop lessons

- Lead/facilitate topic sessions either synchronously, asynchronously, or both (including responding to questions, providing feedback, etc.)
- Provide THREE deliverables with guidance from among the options below:
 - **Video(s)** (3-8 minutes each) – *discuss a topic, its importance, your experience with it, and how helpful/impactful your process for it - “After doing/incorporating “X”, I noticed...”*
 - **An artifact** (8-15 minutes) – *a narrated PowerPoint, Google Slides presentation, Prezi, podcast, infographic, virtual tour, simulation, etc. that would illustrate pedagogical strategies for online teaching*
 - **A technique** (8-15 minutes) – *describe/illustrate a teaching or engagement strategy, evaluation or feedback technique, communication strategy, course presence strategy, or learning activity that would be helpful in online teaching*

If you are interest in applying to become a co-instructor, you should send a short narrative outlining evidence of the following for consideration by **MONDAY, JUNE 8** to ftcl@moreheadstate.edu:

- Experience teaching online prior to Spring 2020
- Some certification or past training on best practices in online teaching
- Coherence with best practices in online teaching



Course Design

Building Measurable Objectives

Dr. Lesia Lennex

l.lennex@moreheadstate.edu

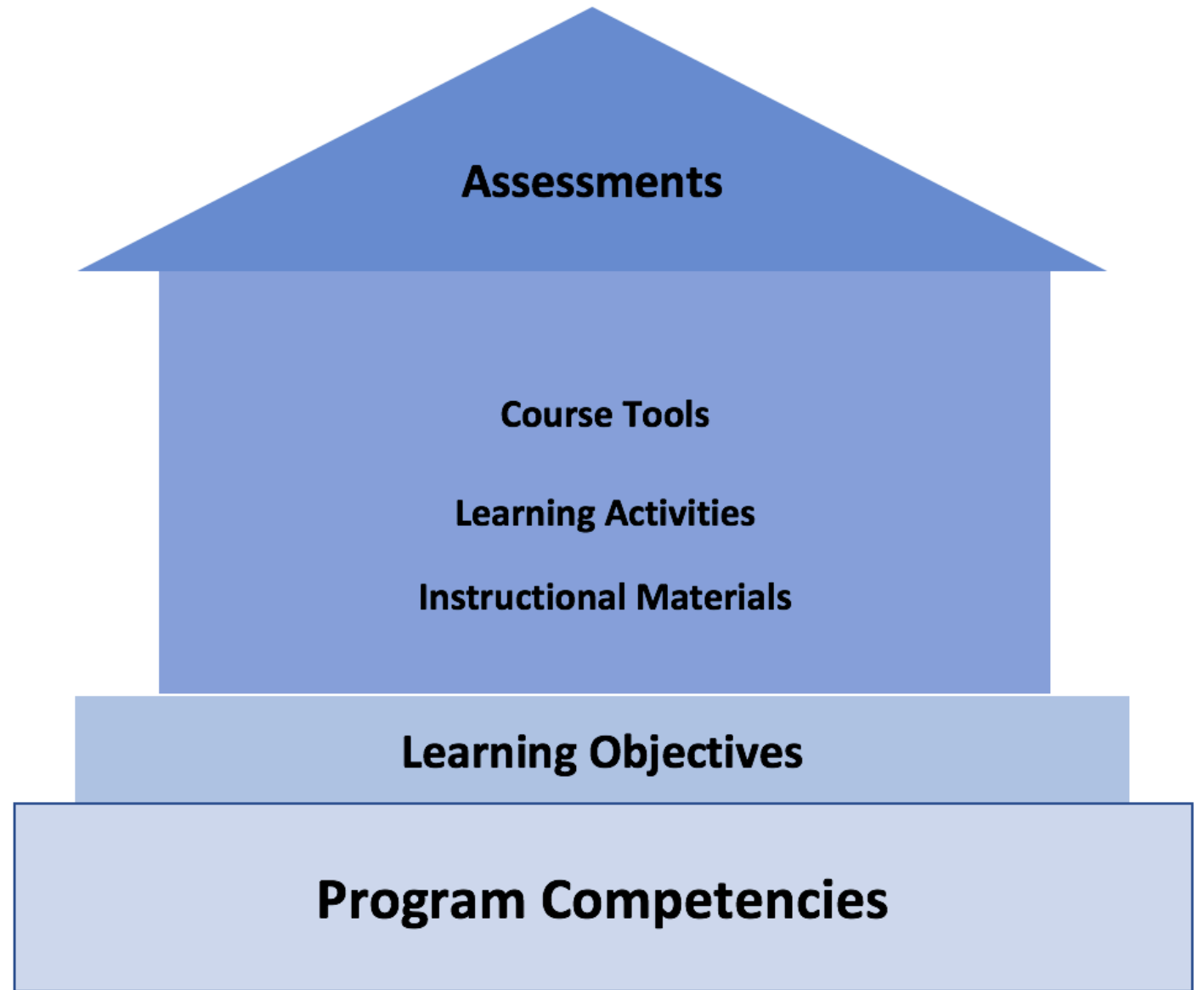
What We Covered in the Workshop

- Learning Objectives are
 - MEASURABLE
 - Includes discipline-appropriate language for measurement of discrete skills and/or conceptual knowledge acquisition
 - Aligned at COURSE level with Program Competencies
 - Aligned at MODULE level with Course Objectives

Learning Objectives may

- Utilize instructional materials, learning activities, and course tools to support the measurement of discrete skills and/or conceptual knowledge acquisition

**It's like
building a
house**



SAMPLE

- **Course Learning Objective (Student Learning Objective, SLO)**
 - SLO7: Integrate best – practice literacy strategies for effective instruction and student learning
- **Module Learning Objective: Compose and publish a grammatically correct, ADA (508) Compliant Web page (SLO7)**
- **Module Assignment/Assessment:**

In addition to your reflections of the readings, you will be creating a teacher web page. You may create and post a page easily to Google Sites, Weebly, or Wix. If you choose a different web page hosting service, please be sure it is clear of pop-up ads, banners, or other advertisements. You cannot control these ads; they may be inappropriate for P-12 students. You must publish your web page on the Internet. Please be sure to choose a web service that does not require participation in the web service in order to email an address directly from the page. Test your page first!

The Web page will consist of the following items: your name, your major, a greeting to students, two or three sentences about yourself that you would want to share with a class, a working (functional) contact email (and I will be checking it), a graphic appropriate to a classroom, an attached searchable pdf (non-printed/copied) of any word document, and at least two working (functional) hyperlinks to discipline area resources. The word document may consist of your name and a hyperlink to MSU. A rubric for the teacher web page is bundled with the assignment link.

Let's make a measurable objective from the Easy Objectives Creator

- And now a quiz! Choose the measurable objective
 - a. By December, I will have thought about having only organic foods and healthy snacks in my pantry.
 - b. At the end of this course, I will correctly identify and incorporate five elements of web accessibility to a published web page.
 - c. At the end of this module, I will understand how to create a web page.

****How did you determine the measurable objective?**



Assessment Strategies

Dr. Lucy Mays



Rubrics



Polling Question

- How comfortable are you using online grading rubrics?
 - a. Not at all
 - b. Somewhat
 - c. Very

Rubric Content Covered in MSU's Workshops

- Benefits of using rubrics
 - Consistency
 - Clear communication
 - Efficiency
- Development of rubrics in learning platform (Blackboard)
- Grading assignments using online rubrics
 - Providing student feedback

Rubric Excerpt

- A rubric was designed for discussion boards across classes within the Post-licensure Baccalaureate Nursing Program at Morehead State University.
- The discussion board questions change, but the rubric is consistent
- All faculty participated in development and updating the rubric
- Students provided positive feedback regarding consistency and clearly outlining expectations

Criteria	Beginner	Novice	Proficient	Distinguished
Promptness & Initiative	0 points: Does not respond to the discussion prompt at all during the time frame.	0.5 points: Initial post only within the module time frame.	1 point: Initial post and one response to classmate posted within the module time frame.	1.5 points: Initial post and two responses to classmates posted within the module time frame.
Delivery of Post	0 points: 7+ spelling, grammar and APA format errors or negative attitude to postings. Does not include reference citation	1 point: 4-6 spelling, grammatical and/or APA errors. Includes in-text and reference list citation for some posts.	1.5 points: 1-3 spelling, grammatical, and/or APA errors. Includes in-text and reference citation for each post.	2 points: Consistent correct spelling, grammar and APA format including in-text and reference list citation for each post; positive attitude to postings.
Primary Post	0 points: Responses are not insightful nor demonstrate a synthesis of assigned content. Primary post does not include a minimum of 2 paragraphs with 3 sentences each.	0.5 points: Responses are minimally insightful and minimally demonstrate a synthesis of assigned content. Primary post includes less than a minimum of 2 paragraphs with 3 sentences each.	1.5 points: Responses are moderately insightful and moderately demonstrate a synthesis of assigned content. Primary post includes a minimum of 2 paragraphs with 3 sentences each.	2.5 points: Responses are insightful and demonstrate a synthesis of assigned content. Primary post includes a minimum of 2 paragraphs with 3 sentences each.
Responses to Peers	0 points: Seems indifferent; does not post peer responses of a minimum of 1 paragraph with 3 sentences.	1 point: Responses to peers marginally motivates the group discussion, are on topic and include a minimum of 1 paragraph with 3 sentences.	1.5 points: Responses to peers moderately motivates the group discussion, are on topic and include a minimum of 1 paragraph with 3 sentences.	2 points: Responses to peers actively motivates the group discussion, are on topic and include a minimum of 1 paragraph with 3 sentences.
Peer Reviewed References	0 points: Does not cite peer reviewed references in addition to the textbook.	Reference citations include non-peer reviewed references in addition to the assigned text book.	1.5 points: Reference citations include relevant peer reviewed references in addition to the assigned text book for a post.	2 points: Reference citations include relevant peer reviewed references in addition to the assigned text book for the primary post.



Online Testing



Polling Question

- What is your biggest challenge in online testing?
- a. Unsure of how to effectively test online
 - b. Developing effective exams for the online testing environment
 - c. Concerns for student academic dishonesty
 - d. Exam item analysis



Online Testing Content Covered in MSU's Workshops

- Challenges of online testing
- Exam options (tests, pools)
- Exam item options (individual question format)
- Promoting academic honesty in testing
- Item analysis

Online Testing Excerpt Promoting Academic Honesty

- Many student are less than honest when submitting assignments/exams--offline, at home, in class.
- Provide clear messages to students regarding exam expectations
 - “This a closed note, closed book test. You cannot use any resources other than your brain to take the exam. You are to keep your eyes on the screen and do not say anything aloud when taking this exam. You cannot read test questions aloud. Audio and video of your testing experience will be recorded for viewing by course faculty. While most students achieve positive outcomes based on their own merit, these measures are in place to promote fairness and academic honesty in all students.”
- Limit time per test question for exams
- Randomize answers to questions when inputting test questions
- Randomize questions in the exam
- Prevent backtracking

Promoting Student Honesty Continued

- Limit information students see on exam review
- Use pooled/randomized questions when possible
- Avoid using test banks for exams
 - Or significantly edit
 - Can be used effectively for more of an open book type assignment
- Change up your test questions each time the course is taught
- Present questions one at a time

Promoting Student Honesty- Respondus

- Can be set to lock down the computer (Lockdown Browser)
 - Student can't minimize, copy images, access any files/sites
 - Promotes student honesty
- Can be set to include the Respondus Monitor
 - A recording of the testing environment will be made
 - The student be instructed to provide a photo ID and scan the environment
 - The student will be “Flagged” if student’s face is “missing from the frame”
 - Review any student recording if “high priority”
 - Listen to the audio
 - Spot check everyone

Q&A



Break



Accessibility and Universal Design for Learning

What instructors should know when making classes for everyone

Dr. Daniel Maitland

What did we cover in MSU's workshop?

- What is Universal Design for Learning (UDL)
- What are the benefits of UDL
- What are the laws that relate to accessibility?
- How do students with different ability levels perceive your online course?
 - Assistive technology
- Pragmatics

What is UDL?

If they know, they can do it!

- Equitable Use
- Flexibility in use
- Simple and intuitive
- Perceptible information
- Tolerance for Error

Help instructors perspective take – How is course content perceived?

- Individuals without sight usually rely on their hearing to access content using screen readers
- Those without hearing need to rely on their sight.
- Those who can neither see nor hear often rely on Braille devices to access web content so their mode of perception is touch

Provide instructor clear objectives

Use clear consistent layouts and organization schemes	Structure headings and lists
Use descriptive wording for hyperlink text	Avoid creating PDF documents
Provide concise text descriptions for content presented within images	Use large, bold fonts on uncluttered pages with plain backgrounds
Use color combinations that are high contrast and can be read by those who are colorblind	Caption videos and transcribe audio content
Use a small number of IT tools and make sure navigation can be done with just a keyboard	Assume students have a wide range of technology skills
Provide options for learning by presented content in multiple ways	Provide options for communicating and collaborating that are accessible to individuals with disabilities
Provide options for demonstrating learning	Address a wide range of language skills as you write content
Make instruction and expectations clear for all tasks	Make examples and assignments relevant to learners of all backgrounds
Offer outlines and scaffolding tools	Provide adequate opportunities to practice
Allow adequate time for activities, projects, and tests	Provide feedback on project parts and corrective opportunities

Help instructors create an appropriate learning environment - Include a welcoming access statement

- Include contact info for the campus disability resource office
- Avoid the use of wording that says you're only doing this because of laws
- Avoid placing responsibility for access on the student

What would your welcoming access statement look like in a workshop on UDL/Accessibility?

- Give it a try!

Polling Question

Which of the following is **not** a good statement to include in a welcoming access statement:

- A. If your abilities don't allow you to complete an assignment, please let me know asap and I will adjust the class as needed.
- B. I am always happy to consider creative solutions as long as they do not compromise the intent of the assessment or learning activity
- C. You are also welcome to contact the disability resource office to begin this conversation or to establish accommodations for this or other courses.
- D. I welcome feedback that will assist me in improving the usability and experience for all students.



Communication

Dr. Nettie Brock

What we covered in the workshop

- Relating Classroom Communication to Public Relations
 - Using Arthur Page's Principles of Public Relations
- Being Present
 - Strategies for beginning the semester
 - Checking in with the students regularly
- Creating Engagement
 - Engaging activities
 - Finding ways to build comradery
 - Uniting them in ways other than group projects
- Being understandable
 - How to write clear and logical emails/announcements
 - Other strategies



The best part is . . .

All of these also apply to how to do the workshop, as well!
(don't you just love the versatility of communication??? [says
the communication professor])



**So, I want to focus in
on one part of this
today.**

Let's talk about being present (which is also directly related to creating student engagement).

The challenge of Being Present, when you aren't really present

- You lose the interactivity of the classroom and the non-verbal cues from the students.
- So, you have to almost be overly excited all the time
- You also have to make sure to check in with the students a lot.
 - But don't be obnoxious about it.



Polling Question

- Which kind of communication do you think will be most useful in your classrooms?
 - a. Videos
 - b. Emails
 - c. Announcements
 - d. Synchronous class periods



▼ **Let's all try doing a
beginning of the semester
introductory video segment.**

Just a couple seconds. Introduce yourself and a little bit about the class. But work on being very excited about what you are doing, but not seeming weirdly fake.

I'll go first. . .

What questions do you have about communicating? Are there any specific strategies you would like to discuss? How can I help you further?

Contact me anytime I'll do my best to assist!

Nettie Brock

nbrock@moreheadstate.edu

@One_OnlyNettieB (on Twitter)

@QueenNettieofArendelle (on Instagram)



Blackboard Site Layout

Xavier Scott

Course Layout

▼ **Online Teaching
Workshop - 10/10**



Course Information

Start Here

Announcements

Instructor Information

Lesson Materials

Presentation Materials

Activities

Tools

MSU Live!

Magna Webinars

Discussions

Announcements

Online Teaching Workshop

Posted on: Saturday, October 10, 2020 12:00:00 AM EDT

Good morning and welcome to the Online Teaching Workshop! We will begin our first session today at 9 am. We suggest signing in at least 10 minutes early today, to provide time to troubleshoot any technical issues you might have. To join us, use the following steps:

1. Go to the **Online Teaching Workshop** in your Blackboard course list.
2. Click **MSU Live!** on the left-side navigation menu.
3. Click the **Join** button for Online Teaching Workshop.
4. Follow the on-screen instructions to install **WebEx** on your computer.

If you have any issues, please call me, Xavier Scott, at 606-783-5466. We look forward to seeing you this morning!

[Course Link/MEETS](#)

Announcements / Landing Page

Start Here



The Start Here Area

The Start Here area contains the essential information your students need to succeed in the online environment in one location that is convenient and easy to access within your online course.



Course Description and Objectives

The purpose of this workshop is to provide best practice teaching strategies that facilitate online learning.

Workshop Objectives (Required)

To complete this workshop, you will:

1. Plan one lesson in an online/hybrid format that align to your overall learning objectives by using the Course Map Activity.
2. Attend all synchronous sessions in WebEx.

Start Here



Start Here



Schedule

The Workshop is provided via a synchronous meeting (held in WebEx). You can join the WebEx meeting room by clicking the MSU Live link in the left-side course menu . If you have difficulty, please contact Xavier Scott at 606-783-5466.



Topic	Time	Duration (minutes)
Introduction	9 am - 9:20 am	20
Teaching to the Task (Objectives)	9:20 am - 10:20 am	60
Break	10:20 am - 10:30 am	10
Accessibility & Universal Design	10:30 am - 11:30 am	60
Course Layout	11:30 am - 12:30 pm	60
Lunch Break	12:30 pm - 1:20 pm	50
Assessment strategies	1:20 pm - 2:20 pm	60
Rubrics	2:20 pm - 3:20 pm	60
Break	3:20 pm - 3:30 pm	10
Collaboration Strategies	3:30 pm - 4:30 pm	60
Q+A & Wrap-Up	4:30 pm - 5 pm	30



Start Here



Course Map Activity Documents

Attached Files:  [Sample Completed Workshop Course-Map\(1\).docx](#) (31.537 KB)
 [Course-Map.docx](#) (30.172 KB)

At the end of this course, you will submit a course planning document using one lesson of your course. You will find here the course planning document template and a completed example.



Textbook | Faculty Playbook

Attached Files:  [Download the Faculty Playbook](#) (1.392 MB)

This playbook is designed to serve as a concise guide in addressing faculty needs for online course design, teaching, and continuous improvement. This guide will provide you with the information you need to get started (and keep going!) at any level, along with resources for more in-depth information or assistance.

Start Here



Course Tour

Use the course menu on the left side of your screen to navigate the course. Click each link to familiarize yourself with the course. Below are descriptions of what you will find in each of these links.

Start Here - Information you need to get started in the course, such as the course syllabus, course objectives, and course map.

Instructor Information - Contact information and office hours of the course instructors.

Announcements - Time-sensitive communications from your instructors.

Lesson Materials - Links to supplemental lesson materials, including lesson descriptions, due dates, lesson objectives, and instructions on how to access lesson activities.

Tools - List of Blackboard tools.

MSU Live! - Access the links to the workshop's WebEx sessions.

Start Here



How to Get Help

Blackboard - If you are experiencing technical issues with Blackboard, contact **Distance Education & Instructional Design (DEID)** at 606-783-2140 or blackboard@moreheadstate.edu.

Accessibility - If you need accessibility services, contact the [Office of Disability Services](#) at 606-783-5188 or e.day@moreheadstate.edu.



Technology Accessibility Information

Below are links to the accessibility statements for all required technologies.

- [Blackboard](#)
- [Adobe Acrobat](#)
- [WebEx](#)

Start Here



Netiquette Statement

In this course, you are required to use proper netiquette. Read the and follow these netiquette rules.

Use Appropriate Language

- If you think you are too emotional, don't send the message; save it, and review it later. Please remember that no one can guess your mood or see your facial expressions. They are basing the communication on your words, and your words can express the opposite of what you feel.
- Use sarcasm and humor with care. They are easily misunderstood in writing. To let people know you are being humorous, you can use this sideways happy face :-)
- Do not use ALL CAPITAL LETTERS – it's considered shouting!

Make a Good Impression

- Your words and content represent you; review and edit your words and images before sending.
- Make an effort to spell words correctly and use correct grammar. You will make a better impression on the recipients.

Be Brief

- Unless your instructor or fellow students have asked you to send a lengthy message or assignment, keep your emails and discussion postings short and to the point.
- If your message is short, people will be more likely to read it.

Be Aware

- Please remember that email can be forwarded to other people without your permission.
- The Internet in general is not a secure form of communication.

Instructor Information

Contacts



Dr. Laurie Couch

Email l.couch@moreheadstate.edu

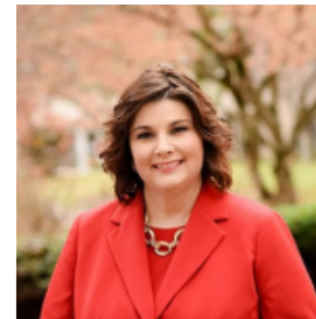
Work Phone 606-783-2434

Office Location 204 Howell-McDowell

Office Hours

Notes

Title - Associate Provost for Undergraduate Education and Student Success



Mr. David Flora

Email d.flora@moreheadstate.edu

Work Phone 606-783-9404

Office Location <https://moreheadstate.webex.com/meet/d.flora>

Office Hours 8am-4:30pm Monday-Friday

Notes

Title - Director Distance Education & Instructional Design



Presentation Materials

Presentation Materials



How to Get Help

If you would like assistance with this course, please call Xavier Scott at 606-783-5466



Objectives by Lesia Lennex



Student Success by Laurie Couch



Course Layout by Xavier Scott



Accessibility & Universal Design for Learning by Daniel Maitland



Assessment Strategies by Lucy Mays



Rubrics by Michelle Kunz



Communication Strategies by Morgan Getchell

Activities

Activities



Workshop Survey

We are at the end of our Online Teaching Workshop, and we would like to know your thoughts on the content. This survey is anonymous. We will know who has responded, but not what their responses are, so please be honest.

Please indicate if you agree or disagree with the following statements.



Required Assessment | Course Map Activity

Attached Files:  [Course-Map.docx](#) (30.172 KB)
 [Sample Completed Workshop Course-Map\(1\).docx](#) (31.537 KB)

Use the attached document, Course-Map to plan one or more lessons/modules for your course. This lesson should align with your previously created objectives.

Course Map Activity

Course Map

Purpose

This seminar orients first year students to Morehead State University, emphasizing strategies to achieve the academic, social, personal, financial and physical well-being that leads to college-level success and completion.

Program Level Learning Objectives

Enter your program level objectives here

Course Level Learning Objectives

By completing this course, students will;

1. Adapt and apply appropriate academic strategies to their courses and learning experiences.

Course Map

Unit	Module Topic(s)	Module Objectives	Assessment(s)	Lesson Content	Assessment Technology
4	Skills for Academic Success	<ul style="list-style-type: none">• Identify strategies to enhance reading.• Identify strategies to enhance classroom listening.	Formative: Skills for Academic Success Quiz Summative: Reflection on Study Strategies	Reading: Invitation to the Pain of Learning.	Bb Test Tool Bb Assignment Tool

Polling Question

- Which of the following course menu items is most likely to find the course syllabus?
 - a. Assignments
 - b. Announcements
 - c. Start Here
 - d. Tools

The background features a series of concentric circles in light gray, some solid and some dashed, creating a ripple effect. A large blue speech bubble is centered on the page, containing the text 'Gathering Feedback'.

Gathering Feedback

Comments/Suggestions for MSU's Online Teaching Workshop

- It was great. A lot of information in a short amount of time.....I pity the one week group of attendees.
- It would be great to have the cheat sheet for the various technologies discussed along with the pros and cons.
- It would be nice if everyone showed an example of something created using a technology they discuss or recommend. Maybe they could even demonstrate the process for something simple as well.
- Everyone did a great job! There simply are not enough hours in the day or space in my brain to hold everything I want to know. Thank you so much!

Comments/ Suggestions for MSU's Online Teaching Workshop Continued

- I found spending this time and energy in the workshop **very valuable**. And all the **instructors were so very experienced** in their fields that it was sometimes difficult to keep up. A **small pause between segments** might be beneficial for some! ;-)
Many thanks to all who were involved in this wonderful project.
- The workshop **structure was great**. Took into consideration both the presenters' time and my time. I really don't have anything else to suggest for improvements.
- I found the workshop to be **positive, productive and proactive**. It was great to see faculty and staff **working towards solutions** rather than just complaining about our current situation. The workshop provided a **good mix of pedagogical theories and practical tools**. Thank you.

Comments/Suggestions for MSU's Online Teaching Workshop Continued

- I feel that this was **time well spent**. I feel that I am **more prepared after this training** for what lies ahead of us in the upcoming semester as well as into the future. I also liked the **time we had to share** as that was important for us all to realize we all have questions about how this upcoming semester is going to work and none of us usefully know as it is evolving. I think it **helps to see that we all have concerns** but through our **resources on campus** we have a means by which to deal with our uncertainties and your office is certainly a big part of **helping us overcome anxieties** we have on our digital challenges that we may face. THANK YOU so much for **helping us be as prepared as we can** for our courses. We can do this together!
- Next time, could we have the **instruction separated by colleges?** The challenges of art teachers and scientists are very different than the challenges faced by those teaching history or literature.

Comments/ Suggestions for MSU's Online Teaching Workshop Continued

- I understand the importance of brevity in an online environment, but I did feel as though **some elements in the course needed more explanation**, particularly the sandbox and the course module.
- I think **everyone did a great job**. Some of it is just a struggle for me. **It's not intuitive**. Like the assessment and those sorts of things. Unless I have a workshop or something with CTL or you guys or something it's just hard because **it wasn't part of my training**. So I've been teaching history at the college level for 30 years and only over the past few have we started to delve into those things. It's hard to be retroactive and re-think what you have been doing. For instance, I'm glad Michelle posted her course map but while we have Program Objectives and Course Student Learning Objectives they aren't broken down like hers. We smush things together. A primary source analysis essay, for example, will cover almost all of the POs and SLOs. **I'm going to work on it**. My training was just to know as much information as possible, and to be able to communicate that knowledge to a class and by researching and writing my own publications.