

# Student Advisory Council

January 27<sup>th</sup>, 2021

# Agenda

- Welcome
- Topic for Discussion: Canvas
  - Performance tracking (rubrics, gradebook, attendance)
  - Workload tracking (calendar, announcements)
  - Course setup (pages or modules?)
  - External tools (Zoom, Yuja, Turnitin)

# Performance Tracking in Canvas

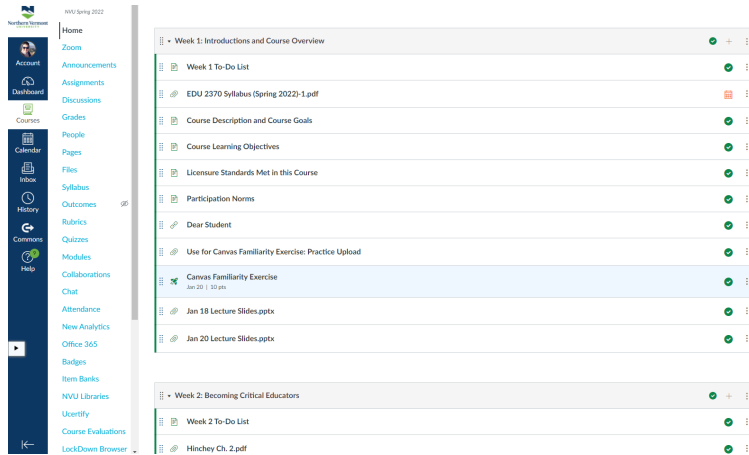
- In your ideal situation: how often would you receive feedback about your performance in a course? How often would you like the Canvas gradebook to be updated?
- Do you have any comments or concerns about the Canvas gradebook, attendance tracking, or rubrics that you would like to share with us?

# Workload Tracking in Canvas

- In your ideal world: how often would your professors post announcements to update you about a course you're enrolled in?
- Do you use the Canvas calendar to keep track of your assignment due dates? Why or why not?
  - If you're not using this feature, how are you keeping track of your assignments and workload?

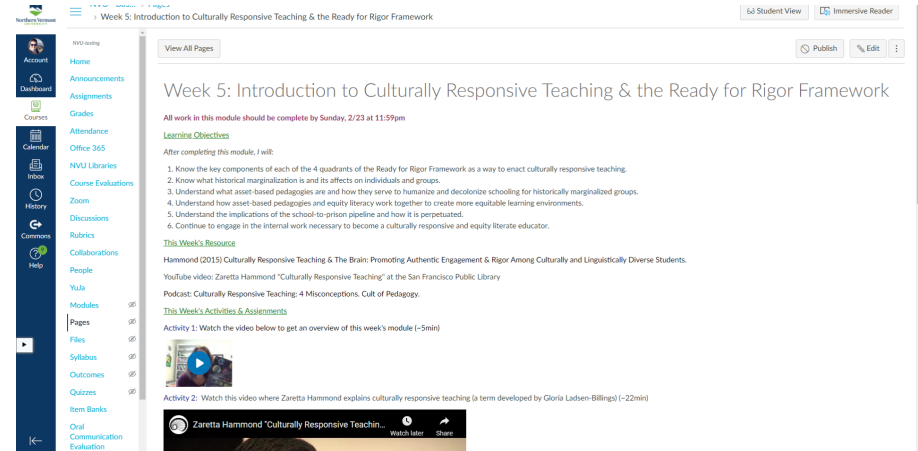
# Course Setup

- Are there types of course setup that you find easier to navigate? Do you have a preference about whether professors use modules or pages to organize a course?



This screenshot shows the course setup interface in Canvas LMS. The left sidebar contains navigation options like Home, Zoom, Announcements, Assignments, Discussions, Grades, People, Pages, Syllabus, Outcomes, Rubrics, Quizzes, Modules, Collaborations, Chat, Attendance, New Analytics, Office 365, Badges, Item Banks, NVU Libraries, Uverify, Course Evaluations, and LockDown Browser. The main content area displays a list of modules and items:

- Week 1: Introductions and Course Overview
  - Week 1 To-Do List
  - EDU 2370 Syllabus (Spring 2022)-1.pdf
  - Course Description and Course Goals
  - Course Learning Objectives
  - Licensure Standards Met in this Course
  - Participation Norms
  - Dear Student
  - Use for Canvas Familiarity Exercise: Practice Upload
  - Canvas Familiarity Exercise (Jan 20 | 10 pm)
  - Jan 18 Lecture Slides.pptx
  - Jan 20 Lecture Slides.pptx
- Week 2: Becoming Critical Educators
  - Week 2 To-Do List
  - Hiney Ch. 2.pdf



This screenshot shows a detailed view of a course module in Canvas LMS. The page title is "Week 5: Introduction to Culturally Responsive Teaching & the Ready for Rigor Framework". The page content includes:

- View All Pages** (button)
- Learnme Objectives**
  - After completing this module, I will:
    1. Know the key components of each of the 4 quadrants of the Ready for Rigor Framework as a way to enact culturally responsive teaching.
    2. Know what historical marginalization is and its effects on individuals and groups.
    3. Understand what asset-based pedagogies are and how they serve to humanize and decolonize schooling for historically marginalized groups.
    4. Understand how asset-based pedagogies and equity literacy work together to create more equitable learning environments.
    5. Understand the implications of the school-to-prison pipeline and how it is perpetuated.
    6. Continue to engage in the internal work necessary to become a culturally responsive and equity literate educator.
- This Week's Resource**
  - Hammond (2015) Culturally Responsive Teaching & The Brain: Promoting Authentic Engagement & Rigor Among Culturally and Linguistically Diverse Students.
  - YouTube video: Zaretta Hammond "Culturally Responsive Teaching" at the San Francisco Public Library
  - Podcast: Culturally Responsive Teaching: 4 Misconceptions. Cult of Pedagogy.
  - [This Week's Activities & Assignments](#)
- Activity 1:** Watch the video below to get an overview of this week's module (5-min)
- Activity 2:** Watch this video where Zaretta Hammond explains culturally responsive teaching (a term developed by Gloria Ladson-Billings) (~22min)

# External Tools

- What kinds of external tools do your professors use in your courses?  
(Examples: Zoom, Yuja, McGraw Hill Connect, Turnitin)
- Which of these tools do you feel contribute to your learning?
- Do any of these tools detract from your learning?

Thank You!