

TEACHING TUESDAYS

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BELLISARIO BULLETIN



— By [Denise Bortree](#)

Welcome to Teaching Tuesdays! What? It's Wednesday? That's right. And, next week **I hope you'll join us on Wednesday (Sept 27) at noon for Teaching Tuesdays in Real Life (TTIRL)**. Teaching Tuesdays happens on Wednesdays too. Faculty and grad students can register here: <https://forms.office.com/r/BTqEgyZ53Q>. In this week's issue of Teaching Tuesdays, Jess Myrick shares ways she engages in discussion and activities around DEI in the classroom. She also shares a brainstorming list that she created. In Canvas Cues, Danielle Harris shows us setting for improving security of quizzes. It's a great issue. Enjoy!

Important Items of Note

- **AI, Pedagogy, and Academic Integrity** | Visit the [AI, Pedagogy, and Academic Integrity site](#) for information and resources.

Careers/Internships

- **September 19** | 7 - 8 pm | COMM Career Conversations | Young Alumni Hacks to get the Most of Your Senior Year (and Beyond)! | [Zoom](#) | Password: 060128
- **September 20** | 7 - 9 pm | COMM Career Conversations | Insider Info for Your Career in the Entertainment Industry | Carnegie Cinema (113 Carnegie Building)
- **September 25** | 6 - 7 pm | "How to Develop an Effective/Eye-Popping LinkedIn Profile" | Emma Welch | 121 Sparks Building | Free session for students presented by the Office of Internships and Career Services.

Upcoming Events

- **September 21** | Navigating Student Disruptions and Challenging Moments | 12:00 - 1:15 pm | Hosted by the Schreyer Institute for Teaching Excellence | Adam Smith, Assistant Research Professor | [Register](#) | This session is focused on how to navigate unexpected classroom moments, such as student disruptions or charged moments/discussions.
- **September 23** | Bellisario College Tailgate | 4:30 - 6:30 pm | Medlar Field at Lubrano Park | Special pregame event for Bellisario College alumni and friends.
- **September 25 or 26** | Enhancing Instructional Materials Using Generative AI Tools | 1 - 2 pm | [Register](#)
- **September 26 - October 10** | Introduction to Quality Matters (QM) | [Register](#) | Explore why QM is widely considered the gold standard in online quality assurance and how its implementation can support a culture of quality from many avenues.
- **September 27** | Teaching Tuesdays in Real Life (TTIRL) | 12 - 1 pm | Media Center Room 103 | [Register](#)

TEACHING TIP



Diversity, Equity & Inclusion in the Classroom

— By [Jessica Gall Myrick](#)



To introduce DEI concepts into the classroom, I think it helps to first have a working definition of it. For me personally, I believe that diversity issues cover a wide array of intersectional identities and behaviors related to race, ethnicity, gender, sexuality, religion, nationality, income, age, dialect, and other categories of our intersectional identities. I am not sure how we can properly teach about communication without addressing topics related to these identities. As such, DEI should be a central component of our communication pedagogy.

Sometimes that means talking explicitly about DEI issues with our students, especially if there is a big news story or event at Penn State that students may need some guidance with as they process the incoming information they see in the media. But, other times, it may be acknowledging the existing power differentials and White supremacy integrated into topics we are already teaching, ranging from the effects of violent video games on children to the inverted pyramid. Seriously, even the inverted pyramid: What is most important and should go first in a news story can vary a lot depending on your background and the greater context of the story.

In my own classes, I see DEI-related pedagogy as situated on a spectrum. It can range from simple and subtle activities like making sure the images in my PowerPoints include a diverse array of

types of people to having students work on presentations specifically about DEI topics and then fostering group discussions on the issues at hand.

In my undergraduate research methods courses, we talk a lot about measurement of demographics and why it is important to be inclusive. But we also are talking about new research on how concepts central to public opinion, like political ideology, are based largely on White respondents and White conceptions of ideology. That is, the same survey instruments do not work well for accurately gauging the opinions of Black audiences for whom political ideology does not operate in the same manner as for White audiences with different world views and experiences with our government. In my graduate media effects course, students have to pick an issue related to DEI and media effects, make a presentation about it, get their classmates to talk about it (the hardest part of the assignment), and also suggest ways to change the subfield for the better. Sometimes these assignments fall flat; other times they foster really good conversations. I'm still trying to learn the best way to effectively teach about and get students to talk about DEI.

Our graduate students, who are becoming teachers themselves, also have great insights into how we can better teach on these topics. They are a great bridge between us old people and our younger undergraduates. I have enjoyed discussing DEI pedagogy with them as well.

Speaking for myself, I routinely freak out around mid-August and early January trying to update my syllabi with better assignments before the semester starts. A couple years ago, I created this Word Doc in OneDrive ([Bellisario DEI Teaching Activities Brainstorm List](#)) where we can all share our ideas for DEI-related teaching activities. Of course, activities need to be adapted for each specific context we teach in. However, seeing what others are doing can help us generate new ideas for our own teaching contexts. Sometimes it is a lot easier to edit something that already exists than to start from scratch. It would be great if we could foster some community around sharing ideas that integrate various aspects of DEI into our teaching. Selfishly, I would love to learn more about DEI pedagogy from all of you who I know have great insights into this important topic.

CANVAS CUE



Quiz Settings that Help Enhance Security

— By [Danielle Harris](#) | Instructional Design

The following cues have been created to help better understand quiz settings and how they can be used to enhance quiz security. In many cases locking down a quiz as much as possible can hinder student learning, so be sure to think through the positives, negatives, and goals of the quiz before securing it. It is nearly impossible (in class or online) to guarantee that students aren't cheating, but to maximize quiz security there are various ways you can adjust quiz settings and availability.

Question Groups

Create [question groups to randomize quiz questions](#). The larger the number of questions in the question group (compared to the number randomly being picked for the quiz) the more secure the quiz. If there are a limited number of quiz questions and all of them are needed for the quiz, then question groups can still be used to randomize the order of the questions. By using question groups it is unlikely that students will get the same questions or the same questions in the same order.

The screenshot shows the 'Group 1' configuration in Canvas. It is set to 'Pick 10 questions, 1 pts per question'. Below this, two questions are listed: 'Question 1' with the text 'What is the best way to contact your instructor?' and 'Question 2' with the text 'If you need technical support who should you contact?'.

Shuffle Answers

This is a checkbox option under quiz settings and will randomize the order of the question's answer choices. By using this option students may get the same quiz question(s), but their answer options probably won't be in the same order. **If your quiz question has an answer like 'all of the above/below' or 'both A & C' do not use this setting.**

☒ Shuffle Answers

Time Limit

This is a checkbox option under quiz settings and limits the amount of time students have to take a quiz. When deciding on a time limit try to estimate the average time a student should need to answer each question, taking into account different types of quiz questions. If quizzes are given in a non-proctored environment the time limit can be used to cut down on the amount of time students have to look up question answers and/or share the questions with other students. If a student needs [extended test time](#) this can be added per individual student under the Moderate Quiz settings.

☒ Time Limit X Minutes

Allow Multiple Attempts

This is a checkbox setting that allows students to have multiple attempts to take a quiz. From here instructors can decide which quiz score to keep: Highest, Latest, or Average. If the number of allowed attempts is left blank, then students will have unlimited attempts that would only be stopped by the 'Until' date/time.

☒ Allow Multiple Attempts

Quiz Score to Keep: Highest ▼

☐ Allowed Attempts: 3

Let Students See Quiz Responses

This is a checkbox option that allows a student, after quiz submission, to see (1) the quiz questions and answer options, (2) the answer options the student selected, (3) if they got a question incorrect or partially incorrect, and (4) ALL question feedback. This information will be shown regardless of the due and until dates and even if the correct answers are *not* made available (via the 'Let Students see the Correct Answers' setting). For enhanced quiz security leave this box unchecked altogether or leave it unchecked until after the 'Due' and 'Until' date(s). The following options only appear if the "Let Students See Their Quiz Responses" box checked:

☒ Let Students See Their Quiz Responses (Incorrect Questions Will Be Marked in Student Feedback)

☐ Only Once After Each Attempt

☒ Let Students See The Correct Answers

☐ Only After Their Last Attempt

Show Correct Answers at

Hide Correct Answers at

Show One Question at a Time

This is a checkbox option under quiz settings and allows students to only see one quiz question at a time. It is recommended to use this feature in conjunction with the 'Lock Questions after Answering' option. Used together, it requires the student to answer each individual question before moving on and prevents students from going back and changing their answer. **Students do not like getting one question at a time, especially if they are prevented from going back and changing answers, so make sure you really want to use this option before implementing.**

☒ Show one question at a time

☒ Lock questions after answering

Require an Access Code

This is a checkbox option under quiz settings and prevents students from taking the quiz without the correct code. This feature can be used to make sure students are taking the quiz at a specific time or in a certain location; this works especially well for students who need to take a test in the testing center or with a proctor. This setting can also be used if students have started taking an untimed quiz in class (or a proctored environment) and don't finish it in one class period and need to come back to class to finish it. The instructor can add (or change) the access code after the quiz has started and it will completely lock the students out of the quiz until the student enters in the new access code.

☒ Require an access code

ex: Password85

Filter IP Addresses

This is a checkbox option that can be used to make sure students are taking the quiz in a specific location. This works especially well for students who need to take a quiz in the testing center or with a proctor in a secure environment. **To use this option you will need to talk to your Canvas Admins so they can help coordinate.**

☒ Filter IP Addresses

ex: 192.168.217.1

Quiz Availability

In general, to maximize quiz security, it is best to have a quiz open the least amount of time as possible. Below is information on the quiz availability options and how they can be used to enhance quiz security.

Assign to

Everyone

Due

Sep 24, 2023, 11:59 PM

Available from

Sep 18, 2023, 12: Mon, Sep 18, 2023

Until

Sep 24, 2023, 11: Sun, Sep 24, 2023, 11:59 PM

Add

Assign To

In courses with multiple sections this feature allows instructors to designate the [availability settings](#) by course section or individual student(s). In general, unless you have students in different sections taking the quiz at different days/times, this would be left as 'Everyone' (which is the default).

Due

This is the day and time that the quiz is due. This does not stop students from taking a quiz, but quizzes submitted after the Due date will be marked as late in Speedgrader and in the Gradebook. Recommended practices for quiz security are to not allow students to take a quiz after the Due date; this can be done by making the Due date and Until date the same.

Available From

This is the day and time the quiz becomes available to students. Students will not be able to access the quiz before this day and time unless the quiz has been manually unlocked; manually unlocked is available under the Moderate Quiz settings.

Until

This is the day/time that the students will no longer be able to take the quiz. If the Until day/time is set beyond the "Due" date" students will still be able to take the quiz until the "Until" date, but it will show up as "late" in SpeedGrader and the gradebook. If a student is in taking a quiz Canvas will auto-submit the quiz at the "Until" date/time regardless of whether the student is in taking the quiz or not. For enhanced security instructors should set the "Until" date to be the same as the "Due" date because it prevents students from taking the quiz after it is due.

SHARE A TEACHING STRATEGY



Share something fabulous that you have been doing in your classroom! Do you have a teaching technology or strategy that you've seen succeed and would like to share it in the *Teaching Tuesdays* newsletter? If so, please [share your idea](#) for an upcoming issue.

