

Office of Teaching, Learning & Technology

What students wish you would do in ICON

SITA Program

Spring 2021

Tips For This Training

- This training is being recorded.
- Adjust the auto-captions to suit your needs.
- Please mute yourself when not talking.
- Use the chat any time.
- Need more help? Contact the ITS Help Desk.
 - Email: its-helpdesk@uiowa.edu
 - Phone: (319)384-HELP(4357)

Training Agenda

- Overview
- Organizing content & communicating the weekly course schedule
- Proper gradebook setup
- Gathering and utilizing student feedback
- Creating accessible content

Overview

- Students have been using ICON more than ever before
- Addressing these aspects of your course can encourage student engagement and improve their experiences
- There are trends in student preferences for ICON sites
 - SITA experiences, *Looking Forward to Fall* USG survey, discussions with peers
 - Focusing on these preferences can make course planning efficient and effective
- Issues are not in the information, but how it is presented

Part 1

**Organize content &
communicate the weekly
course schedule**

Utilize the course Home Page

- Course Home Page is the landing page for the course
- Home Page should capture commonly used content or important information in the course
- Navigation tabs on left side allow access to other features of course
 - Unused features from the Navigation tabs should be removed

Create effective Modules

- Modules serves as a folder for your course materials
- Modules can contain assignments, pages, external links, discussions etc.
- Modules have informative titles and headers
- Modules are well grouped and categorized
 - By week/unit/major assignment
- Modules are organized chronologically
 - Include dates in module title

Comparison

**Organize content &
communicate the weekly
course schedule**

Part 2

Make grading clear to students

Setting up the gradebook

- An Assignment is anything that is graded and/or requires an action by the student other than opening content
 - Quizzes, Discussions, Assignments, Attendance
- Assignments are connected to the gradebook of the course

Setting up the gradebook

- Organizing the gradebook
 - Assignment groups
 - Weighted vs. unweighted groups
 - Posting policies
- Setting up gradebook early
- Update often

Explain the gradebook to students

→ Weighted vs. unweighted

- If weighted: only compare points for assignments in same group
- If unweighted: can compare point values across gradebook

→ "What if?" grades

- Can test in Student View

→ Final policies

- Curving/grade distribution
- Rounding

Site Comparison - Gradebook

Bad:

- Unfinished grading is being published automatically
- No automatic late policy

| Test comment Out of 10 |
|---------------------------|
| - |
| 7 |
| - |
| 3 |
| 5 |
| 9 |
| - |
| - |
| 5 |
| 7 |

Late Policies **Grade Posting Policy** Advanced

Automatically apply grade for missing submissions

Grade percentage for missing submissions
 %

Automatically apply deduction to late submissions

Late submission deduction percent % Late submission deduction interval

Lowest possible grade percent
 %

Site Comparison - Gradebook

Bad:

- Ability to see total score (and thus to test "what-if" scores) disabled

Grades for Test Student

[Print Grades](#)

Arrange By

Due Date

Apply

Assignments

Learning Mastery

| Name | Due | Status | Score | Out of | |
|----------------------|-------------------|--------|-------|--------|---|
| Quiz 1 | Mar 17 by 11:59pm | | 10 | 10 | |
| Quiz 2 | Mar 19 by 11:59pm | | - | 10 | |
| Test Quiz | Mar 19 by 11:59pm | | 1 | 1 | x |
| Test comment | | | 7 | 10 | |
| Test paper | | | | 10 | |
| Week 1 Assignment | | | | 10 | |
| Week 1 Participation | | | 0 | 5 | |
| Week 1 Quiz | | | - | 1 | |
| Presentations | | | | | |
| Quizzes | | | | | |
| Midterm | | | | | |
| Final | | | | | |



Site Comparison - Gradebook

Good:

- Assignments that aren't finished being graded for everyone remain unpublished
- Clear automatic deduction on late submissions

| Test comment Out of 10 |
|---------------------------|
| - |
| 7 |
| - |
| 3 |
| 5 |
| 9 |
| - |
| - |
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Site Comparison - Gradebook

Good:

- Ability to see total score (and thus to test "what-if" scores) stays on

| | | | | |
|--------------------------|-------------------|---------------|----------------------|---|
| Quiz 1 | Mar 17 by 11:59pm | 10 | 10 | 📧 |
| Quiz 2 | Mar 19 by 11:59pm | - | 10 | |
| Test Quiz | Mar 19 by 11:59pm | 1 | 1 | × |
| Test comment | | | 10 | |
| Test paper Presentations | | | 10 | |
| Week 1 Assignment | | | 10 | |
| Week 1 Participation | | 0 | 5 | 📧 |
| Week 1 Quiz | | - | 1 | |
| Presentations | | 0% | 0.00 / 5.00 | |
| Quizzes | | 100% | 10.00 / 10.00 | |
| Midterm | | N/A | 0.00 / 0.00 | |
| Final | | N/A | 0.00 / 0.00 | |
| Total | | 66.67% | 10.00 / 15.00 | |

Part 3

Gathering student feedback

Ungraded Surveys & Discussion Boards

→ Ungraded Surveys

- Option under Quiz Type setting
- Same features available as Graded Quiz
 - Question types, review in SpeedGrader
- Effective for individual feedback

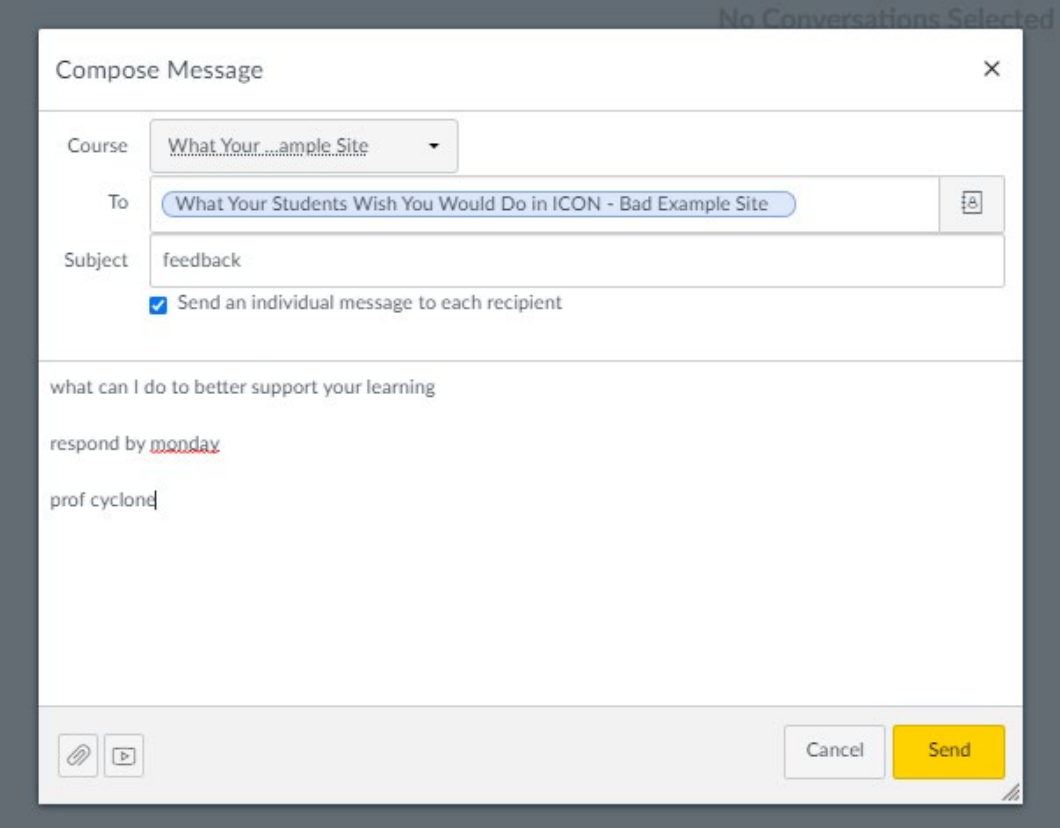
→ Discussion Boards

- Ungraded by default
- Effective for long-term feedback opportunities
- Encourages discussion between students

Site Comparison – Gathering feedback

Bad:

- Lack of continual or regular feedback mechanism
- Feedback difficult to reference for future course sessions



Compose Message

Course: What Your ...ample Site

To: What Your Students Wish You Would Do in ICON - Bad Example Site

Subject: feedback

Send an individual message to each recipient

what can I do to better support your learning

respond by monday




prof cyclond








Cancel Send

Site Comparison – Gathering feedback

Good:

- Continual feedback opportunities
 - Reminders
- Ease in referencing for planning & improving future course activities

| |
|---|
| ▼ Course Information/Feedback |
|  Introduction to Squirrelology - Syllabus |
|  Questions About the Course - Discussion Forum |
|  Anonymous Feedback |

| |
|---|
| ▼ Week 3 (September 7th - September 11th) |
| Please read/watch the following before submitting to the discussion forum or attempting the assignment |
|  Interview with a Squirrel |
|  Gannon_ReviewSquirrelAnswerGuide_JM.pdf |
| After reviewing the content above, please submit a response to the following discussion forum |
|  Participation Discussion - Week 3 Sep 18, 2020 2 pts |
| Finally for this week, please complete the Assignment(s) below by their assigned due dates |
|  Assignment 3 10 pts |
|  Quiz 1 10 pts |
| Remember, you can always provide feedback or ask questions about this course through the links below |
|  Questions About the Course - Discussion Forum |
|  Anonymous Feedback |

Part 3

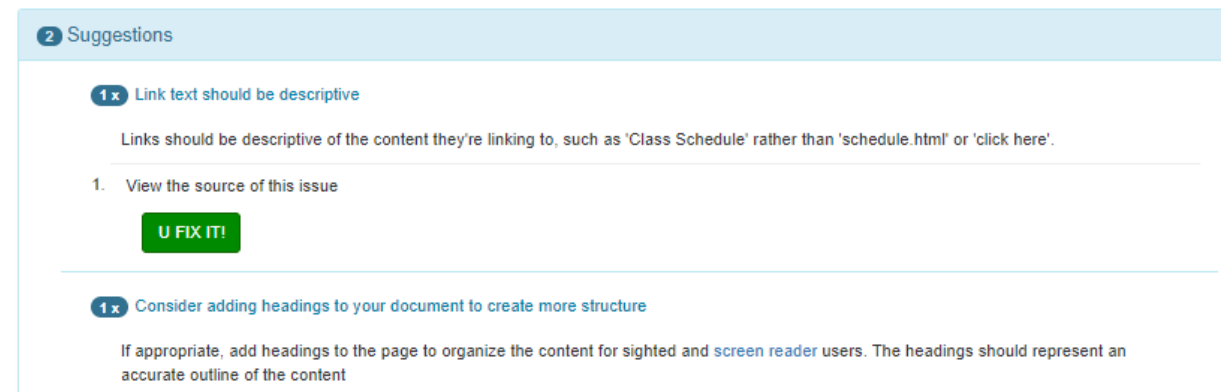
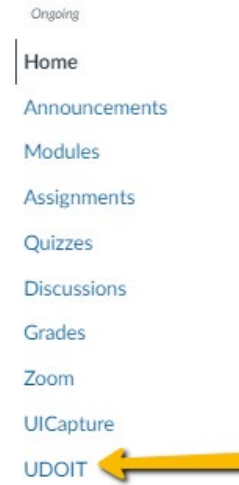
Accessibility

UDOIT

- Accessibility check tool integrated with ICON
 - No installation or outside preparation required
- Checks for common accessibility issues
 - Alt text, table headers, color contrast, text structure
- Tool can help you fix many errors/suggestions on results page

Run a UDOIT report

- Click **UDOIT** tab in course navigation
 - Enable through Navigation tab in Settings if not visible on left menu
- Check content you would like to scan
- Click "Scan"
- Use results to modify content
 - Manually go to content or use **UFIXIT**



Part 4

Summary

Summary

- It is best to focus on these features of your course as early as possible
 - Maximize student engagement
 - Limit unnecessary questions during busier portions of semester
 - Prevent accessibility issues before they occur
- After doing this once, you can copy/fine tune it for future semesters!
 - SITAs happy to help with this

Part 5

Questions

Need Help?

- [Request a consultation](#), with follow-up support as needed, to discuss course structure, communication strategies, course facilitation, and more.
- Ask a SITA for Technical Consultation
 - SITA@uiowa.edu
- [Contact the ITS Help Desk](#) for technical troubleshooting or technology issues/questions.

Further Resources

- Office of Teaching Learning and Technology
 - <https://teach.its.uiowa.edu/>
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