2018 Graduate Teaching Assistant Orientation

Lindsey Norenberg
Director, The Graduate School
Located on the Graduate School website (uwf.edu/graduate)

- Tuition & Funding \rightarrow Assistantships

- Description and expectations of GTA – page 6
- Training, evaluations, and resources for GTA – page 8
- Eligibility requirements – page 10
- Waivers – Page 14
- Professional responsibilities – page 18
- Questions?
Nathan Hendrix

Assistant Dean, Student Rights & Responsibilities
OSRR and Academic Misconduct

GTA Training 8/23/18
Who We Are

The University provides a process for addressing and adjudicating incidents of academic and non-academic student misconduct. To that end, the Office of Student Rights and Responsibilities seeks to enhance the educational mission of the University by promoting an educated, caring, fair and disciplined community.

Our role is to get a student back on track, to continue their journey toward success.
The Office

Nathan Hendrix

- Jasper, AL
- University of North Alabama B.S.
- University of West Florida M.Ed.
- Belmont University
- University of West Florida

Sari-Jai Walker

- Kingston, Jamaica
- University of West Florida, BSW
- University of West Florida, M.Ed.
- Conduct Administrator, OSRR
What We Do

Facilitate the Academic Misconduct Process
What We Do Outside of Academic Misconduct

- Student Conduct
- Train Student Staff, Professional Staff, GAs, Faculty, etc.
- Community Outreach
- Admissions Clearances
- Dean Certifications
- Reviews
- Mandatory Reports
  - Handbooks
  - Biennial Review
  - Clery Reporting
  - etc.
Academic Misconduct in the Classroom

- **UWF Regulation 3.030**
  - Cheating: Using or attempting to use material or information where such use is not expressly permitted by the instructor
  - Academic Theft: Obtaining examinations, quizzes, or other academic materials without authorization
  - Plagiarism: Representing the words, data, works, ideas, computer program or output, or anything not self-generated as one's own.
  - Resubmission of Work: Resubmitting a paper, assignment, or portion thereof that the student originally created for another assignment or course constitutes academic misconduct unless:
    - a. Both instructors in concurrent courses expressly agree to accept the same work; or
    - b. an instructor expressly agrees to accept previously submitted work
Academic Misconduct in the Classroom

- **UWF Regulation 3.030**
  - Fabrication: Presenting, as genuine, any invented, falsified, or inaccurate citation, data, or material
  - Bribery: The offering, giving, receiving or soliciting of anything of value to influence a grade or other academic evaluation
  - Misrepresentation: Any act or omission taken with intent to deceive an instructor or the University so as to affect a grade, a student’s academic performance or to gain admission to a program or course
  - Facilitation: Knowingly contributing to, assisting, or planning with others to engage in Academic Misconduct, or failing to inform the proper authorities when a violation has occurred regardless of one’s participation.
  - Violation of professional standards or ethics as defined by the academic program.
Academic Misconduct in the Classroom

- UWF OSRR Website
  - Student Code of Academic Misconduct
    - Academic Misconduct Incident Report Form
There are some minor differences for Academic Misconduct that we will discuss soon.
The Process

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The Process

- Incident
- Incident Report
- Case Creation
- Official Notification
- Educational Conference

- Accepts Responsibility
- Does Not Accept Responsibility
- Does Not Participate
- Hearing

* There are some minor differences for Academic Misconduct that we will discuss soon
Educational Conferences

- The charging party will schedule the Educational Conference with the charged student to review the Academic Misconduct Educational Conference Form. During the Educational Conference the charging party shall:
  - i. Provide the charged student with a copy of the Academic Misconduct Educational Conference Form
  - ii. Review the charged student’s rights.
  - iii. Describe the allegations.
  - iv. Review the supporting information that led the charging party to conclude that a violation has more likely than not been committed.
Educational Conferences

- v. Provide the charged student with an option to respond to the allegations, if he or she wishes to.
- vi. Answer questions regarding the Student Code of Academic Conduct; and
- vii. Explain the proposed sanctions to the charged student.

Note: Non-Disciplinary Record Option

Note: 4 Week Time Limit
If they Don’t Accept

- If they do not accept/Do not participate in the EC, or
- They are a Graduate Student alleged to have engaged in academic misconduct on a thesis or dissertation, or
- The charging party indicates that they would like a hearing, or
- The charging party indicates that the allegations warrant suspension or expulsion
- Then, the case goes to a hearing
Hearings

- At least 50% students
- Charging party has the opportunity to attend and give a statement/present evidence
Typical Sanctions

- 0 on the assignment
- F in the course
- Reduction of course grade
- Probation
- Educational Assignment
- Suspension
- Expulsion
Other Conduct

- Policy violations that are not Student Conduct related
  - UWF OSRR Website
    - Button on bottom left, Report and Incident
    - “Nature of Report” Student Conduct
  - Different hearing process
  - Can also report Title IX, Students of Concern, etc from that form
Questions
2018 Graduate Teaching Assistant Orientation

Chrisandra Nash
Assistant General Counsel
Graduate Student Orientation on Legal Issues
Overview

Transition from Student to Teacher:

- Student Records - FERPA (slides 3-21)
- Duty to Report under Title IX (slides 23-28)
- Personal Liability (slides 29-33)
- Alcohol (slide 35)
- Consensual Relations (slides 36-39)
- Disabled Students (slide 40)
STUDENT RECORDS

Federal Law:
Family Educational Rights and Privacy Act (FERPA), 20 USC s. 1232g

Florida Law:
Sections 1002.225 and 1006.52, Florida Statutes
FERPA- Family Educational Rights and Privacy Act

Three parts

I. Right to Access
II. Right to Challenge
III. Right to Privacy

Before we talk about the three parts of FERPA, we need to talk about the type of records that are covered by FERPA.
What Records are Considered Educational Records and are Covered by FERPA?

- **EDUCATIONAL RECORDS.** Records directly related to a student and maintained by the institution or by a party acting for the institution.

- **Federal Law and Regulations** define it **VERY BROADLY.** Includes almost everything that occurs on campus, such as: grades, registration, academic information, and most information regarding activities and athletics.

- **Excludes as Not Covered by FERPA:**
  - Employment Records (except where position is only available to students)
  - University Police Records (except when they are in the files of University offices, such as Dean of Students)
  - Instructor’s grade books
  - Medical/Psychological Treatment Records
  - Alumni Records
Definition of Educational Records under Florida Law

- Student educational records comprise any written information or recorded data maintained by the University, or by an entity acting on behalf of the University, which is directly related to a student who is or has been in attendance at the University.

- Educational records can exist in any form including the following: handwritten, typed, computer generated, videotape, audiotape, film, microfilm, microfiche, e-mail, and others.
FERPA - Provides Students with these three rights:

I. Right to Access

- Right to review their educational records maintained by the institution and an explanation of the record (examples include grades, class lists, student course schedules, disciplinary records, etc.)
II. **Right to challenge** the content of the record received:

- right to ensure the record is not inaccurate, misleading or in violation of the student’s privacy rights...student is given an opportunity to correct, delete or expunge any inaccurate, misleading or inappropriate material in the record.
Ill. Right to Privacy- State and Federal

Educational records are confidential and exempt from the Florida public records laws. (Section 1006.52, Florida Statutes)

Personally identifiable educational records cannot be released without the written consent of the student (FERPA and regulations)...

EXCEPT as follows:
III. Privacy - Exceptions to Consent Requirement

- School officials of another school the student seeks to attend.
- Authorized representatives of federal, state or local educational authorities.
- In connection with a student’s application for or receipt of financial aid.
- Research conducted on behalf of the institution if students are not personally identified in the resulting reports.
- Accrediting organizations.
- Health or Safety Emergencies.
- State auditors (Section 1006.52 Florida Statutes).
- Court order or subpoena (student must be advised prior to release of records with sufficient time to object).
- School officials and teachers who have legitimate educational interests in the records.
- Directory Information.
III. Privacy Exceptions- Directory Information
UWF/REG-3.017 (5)(a)

Student Educational Records

- Student name, address (local and permanent)
- UWF E-mail address and telephone number
- Enrollment Status (undergrad, grad, etc.)
- Major field of study
- Participation in recognized activities and sports
- Dates of Attendance at UWF
- Degree(s) earned at UWF
- Awards and Honors (includes Dean’s list, and President’s list)
- Grade Classification (Freshman, Sophomore...)
III. Privacy Exceptions-Directory Information

- Directory Information- A University *may* provide this information to a requestor without the student’s consent.

- Federal Regulations permit each University to determine which information is considered “Directory Information.”
III. Privacy Exceptions - Directory Information
Opt-Out Provision

- Students may refuse to permit the release of their directory information.
- To refuse to permit the release of directory information, the student must opt-out through the Registrar’s office.
- The Opt-out remains in place unless and until revoked by student.
III. Privacy-Exceptions-
Legitimate Educational Interests

- Legitimate Educational Interests. Disclosure of a student’s educational records to a school official with legitimate educational interests does not require the consent of the student.

- Who is a School Official for these purposes?

  - A University official is a person employed by the University in an administrative, supervisor, academic or research or support staff position (including law enforcement personnel, health staff and student workers); a person or company with whom the University has contracted as its agent to provide a service instead of using University employees or officials (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee (such as a disciplinary or grievance committee), or an individual assisting another official in performing his or her tasks.
What is a legitimate educational interest? See UWF/REG-3.017 (6)(b)

A school official has an legitimate educational interest if they need to review a student educational record in order to fulfill his or her professional responsibilities for the University.

The following criteria is taken into account in determining the legitimacy of a University official’s access to student records:

- The official is seeking the information within the context of his/her responsibilities;
- The information sought will be used within the context of official University business;
- The information requested is relevant and necessary to the accomplishment of some task or to making a determination within the scope of University operations;
- The task is determined to be consistent with the purposes for which the data are maintained.

Q: Name some legitimate interests
Q: Name some not so legitimate interests.
III. Privacy-Exceptions- Legitimate Educational Interests, Cont’d.

- After the Official has fulfilled the purpose of the information obtained, he or she may not provide the information to third parties without consent of the student. The information should be maintained securely, destroyed or returned at the conclusion of its use.

- A decision regarding legitimate use must be made each time release of protected information is sought.
Q: My neighbor’s son is in my class. He failed his first exam. My neighbor is a buddy of mine and I feel like I should let him know his son is skipping class and failing exams. Can I share this information?

A: No. Unless the son has given permission to release educational information to his parents, you may not disclose this information. If your neighbor asks, deflect with “you really need to discuss that with your son...”
Q: You receive a call from the parent of a registered student for whom directory information is suppressed. The parent wants to know if the student is registered for the current semester. What is the correct response?

• The student has suppressed the information,
• No information is available for anyone by that name, or
• The student is enrolled this term

A: When all directory information has been suppressed, the correct response is: "There is no information available for anyone by that name."
You are a member of a committee dealing with a wide variety of matters. You routinely post committee agendas, backup materials, and minutes to your departmental external website, which is searchable from Google.

At a recent meeting you deal with a question relating to Ms. Smith, a student who submits her stellar transcript to the committee in support of her petition.

Q: Should you include Ms. Smith’s transcript in the backup materials posted to the UWF website?
A: No!

Q: Should you include Ms. Smith’s name in your agenda or include the decision of the committee in your minutes that are posted to the UWF web?
A: No! Either redact this information before posting or do not post at all.

Q: How about if you post this information to a departmental website that can only be accessed by UWF students, faculty, and staff?
A: No! This information should be made available only to persons with a legitimate educational need to see the information.
Hazard Warning!

Student Educational Records may only be released in accordance with federal and state law, with the written consent of the student, subpoena or court order. You should consult with the Office of General Counsel any time you receive a request for access to student educational records.

If you have access to Student Educational Records you must take care to preserve their confidentiality. You must not post student educational records in any data systems or on any websites accessible to persons who do not have a legitimate educational need to access those records.

Think before you post!
Penalties For Violations of Florida law or FERPA

- Students may file complaints with the US Department of Education.
- The Family Policy Compliance Office is authorized by the Secretary of Education to investigate, process, and review complaints and violations under FERPA.
- If a complaint is found to be valid, the institution may lose Department of Education funds, such as federal financial aid.
- Potential invasion of privacy claim
Title IX
Title IX of the Education Amendments of 1972

- Covers Gender in the academic environment
- “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance…”
Sexual harassment is unwelcome conduct, based on sex/gender, that is sufficiently severe or pervasive and objectively offensive so that it alters the terms and conditions of an individual’s employment or limits a student’s equal access to educational programs or opportunities. Sexual harassment may include, for example, unwanted sexual advances, requests for sexual favors, and acts of sexual violence.

If a school knows or reasonably should know about sexual harassment that creates a hostile environment, Title IX requires the school to take immediate action to eliminate the harassment, prevent its recurrence, and address its effects.
What Behavior is Prohibited Under UWF’s Title IX Policy?
(See University Policy: P-14.02-02/15 Sexual Misconduct, Sexual Violence, Gender-Based Discrimination and Retaliation)

- **Non-Consensual Sexual Contact** - Sexual Contact that occurs without Effective Consent.

- **Sexual Exploitation** - Taking sexual advantage of another person without Effective Consent, which includes, but is not limited to, causing or attempting to cause the incapacitation of another person in order to gain a sexual advantage over such other person; causing the prostitution of another person; recording, photographing or transmitting identifiable images of sexual activity or intimate parts of another person without that person’s effective consent; allowing third parties to observe sexual acts without the effective consent of all participants; engaging in voyeurism; and/or knowingly or recklessly exposing another person to a significant risk of a sexually transmitted infection, including HIV.

- **Sexual Harassment** - Unwelcome conduct, based on sex or gender, that is sufficiently severe or pervasive as to alter the terms and conditions of an individual’s employment or limits a student’s equal access to educational programs or opportunities. Sexual harassment may include, for example, unwanted sexual advances, requests for sexual favors, and acts of sexual violence.
What Behavior is Prohibited Under UWF’s Title IX Policy?

- **Gender-Based Discrimination** - The unfavorable disparate treatment of any individual because of that person’s gender. This includes sex, sexual orientation, and gender identity.

- **Dating/Domestic Violence** - Any assault, aggravated assault, battery, aggravated battery, kidnapping/false imprisonment, or any criminal offense resulting in physical injury or death between individuals who have or have had a continuing and significant relationship of a romantic or intimate nature as defined by Florida Law.

- **Stalking** - Any behavior in which a person willfully, maliciously, and repeatedly follows, harasses, or cyberstalks another person.
Title IX - Who is a “Responsible University Employee?”

- Anyone with the authority to address allegations of discrimination/sexual misconduct.
- Anyone that a student would perceive to have the authority to address allegations of discrimination/sexual misconduct.
- Responsible University Employees include, but are not necessarily limited to, faculty, administrative staff, Housing and Residence Life Staff (including Resident Assistants), athletic coaches, supervisors, etc.
- The UWF Title IX Coordinator is Karen Rentz. She can be reached at (850) 474-2175, or via email at krentz@uwf.edu.
Title IX - Duty to Report

- Any allegation of sexual misconduct/gender-based discrimination MUST be reported to the University’s Title IX Coordinator.

- “A school that knows, or reasonably should have known, about possible harassment must promptly investigate to determine what occurred and then take appropriate steps to resolve the situation.”

Q: What should you do if sexual misconduct is reported to you?
Personal Liability...
Can I be sued now that
I am a Graduate Assistant?

- The Good News and the Bad News:
  - The Bad News: Anybody can be sued at any time for anything.
  - The Good News: If you are sued in your capacity as a graduate student, the case is likely to be dismissed against you personally.
Florida Statute 768.28 (9)(a)

No...employee...of the state...shall be held personally liable in tort or named as a party defendant in any action for any injury or damage suffered as a result of any act, event, or omission of action in the scope of her or his employment or function...
Florida Statutes 768.28(9)(a)

- unless such officer, employee, or agent acted in bad faith or with malicious purpose or in a manner exhibiting wanton and willful disregard of human rights, safety, or property.

- The state...shall not be liable in tort for the acts or omissions of an...employee...committed while acting outside the course and scope of her or his employment or committed in bad faith or with malicious purpose or in a manner exhibiting wanton and willful disregard of human rights, safety, or property.
The exclusive remedy for injury or damage suffered as a result of an act, event, or omission of an employee...of the state...shall be by action against the governmental entity, or the head of such entity in her or his official capacity....
Florida Statutes 768.28(9)(a):

- So...if an employee is sued, and the employee was acting within the scope of his or her employment, the state will hire an attorney who will seek to have the employee dismissed from the lawsuit pursuant to Section 768.28(9)(a), Florida Statutes.
Don’t have alcohol with a student...
Consensual Relationships Between Students and Graduate Teaching Assistants

► New Boundaries for Graduate Assistants
Consensual Relationships
Reasons to Avoid Them

- The Codes of Ethics for most professional associations forbid professional-client intimate or sexual relationships.

- The respect and trust accorded an instructor by a student, as well as the power exercised by the instructor in giving grades, advice or recommendations for further study and future employment, etc., diminish the student’s or employee’s actual freedom of choice should sexual favors be included among the instructor’s otherwise legitimate demands.

- Outside third parties, students or employees, may view such relationships as unfair, disruptive, or discriminatory.
Faculty, staff and supervisors (this includes graduate instructors and assistants) involved in a consensual relationship with a student must disclose the situation to a supervisor and with the supervisor’s assistance take action to ensure no exercise of power or decision-making authority continues with the other party to the relationship.
Another Strong Reason to Avoid Intimate Relationships with Students

- Graduate Teaching Assistants are warned against the possible consequences of even an apparently consensual relationship. A Graduate Teaching Assistant who enters into an intimate or sexual relationship with a student must realize that if a charge of sexual harassment is subsequently lodged, it will be difficult to prove mutual consent.

- It is difficult to prove a relationship is consensual where a power imbalance exists.
Disabled Students

- Students who are disabled and are seeking an accommodation for a class are required to register with the Student Accessibility Resources (SAR).

- Once registered, the instructor for the course will be advised in writing by the SAR of the accommodation a student is entitled to receive. However, the instructor will not be advised of the nature of the student’s disability.

- Most accommodations relate to the amount of time a student has to complete assignments and tests.

- The SAR is very helpful and knowledgeable. Please contact them with any questions. This is a tricky area of law. Please do not make assumptions.

- If a student tells you that he or she is disabled, refer the student to the Student Accessibility Resources. Do not attempt to fashion an accommodation for the student without going through the SAR.
QUESTIONS?
Additional Resources

- University of West Florida Regulation 3.017 governs the treatment of student educational records at UWF and must be strictly followed.

- U.S. Department of Education website

- UWF Office of the Registrar Registrar@uwf.edu

- UWF General Counsel gcfrontdesk@uwf.edu
Lindsey Norenberg

Director, The Graduate School

Title IX Requirements
2018 Graduate Teaching Assistant Orientation

Dr. Claudia Stanny

Director, Center for University Teaching, Learning, and Assessment
Introduction to CUTLA and Support for Teaching at UWF

Dr. Claudia J. Stanny
Director
Center for University Teaching, Learning, and Assessment

August 23, 2018
Where to find CUTLA

Suite 201
BLDG 53
Support for graduate students at UWF

Teaching Resources
Syllabus expectations
Examples of rubrics
Teaching Tips
Academic Integrity
Turnitin & iThenticate

Professional & Career Development
Workshops
CUTLA Writers

Responding to Student Needs & Issues
• Academic integrity
• Classroom behavior
• Accessibility needs
• Where to send students for help (medical, emotional)

http://uwf.edu/offices/cutla/
To receive the weekly Teaching Tips from CUTLA:
Send a request to cutla@uwf.edu

http://uwf.edu/offices/cutla/
Workshops for Graduate Students

Check the CUTLA Calendar for Dates and Times
CUTLA Workshop Room / BLDG 53

Sept 12: Mentoring and Advising in Graduate School
Oct 9: Managing a Thesis from Start to Finish
Nov 7: Time Management for Graduate Students
Jan 24: Preparing a Resume or CV for the Job Market
Jan 30: Applying for Jobs with a Master’s Degree
Feb 12: Successful Conference Posters and Presentations
Feb 27: Social Media for Professionals: Tips for Building an Effective Profile and Networking on Social Media
Have a writing project that is stuck?
Concerned about finding time to write?

Join the CUTLA Writers

Begins August 27

Join CUTLA Writers group by sending a request to: cstanny@uwf.edu
Feedback about grades

One student receives 7 points on a 10-point question;
Another student receives 8 points

The students come to your office the day after you return the work and ask why they received different scores.

How might you explain the difference in the scores a week after you completed your grading?
Students want grading to be fair

Fair grading

• Unbiased – Apply criteria consistently to all
• Clearly connected to the assignment requirements
• Clearly connected to learning goals for the course
Rubrics: Explicit criteria for assessing student work

Identify the components and of work that will be evaluated during grading

Describe the criteria for good work

Describe how each component contributes to grade
<table>
<thead>
<tr>
<th>Criteria &amp; Points Assigned</th>
<th>Missing or Serious Problems</th>
<th>Below Expectations</th>
<th>Meets Expectations</th>
<th>Displays Leadership Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active participation</td>
<td>Absent</td>
<td>Few contributions; Seldom volunteers but responds to direct queries</td>
<td>Voluntarily contributes to discussion without prompting</td>
<td>Actively and regularly contributes to discussion; Initiates discussion on issues related to class topic</td>
</tr>
<tr>
<td>Relevance of participation to topic under discussion</td>
<td>Contributions are off-topic or distract class from discussion</td>
<td>Contributions are sometimes off-topic or distracting</td>
<td>Contributions are always relevant to discussion</td>
<td>Contributions are relevant and promote in-depth analysis of material</td>
</tr>
<tr>
<td>Evidence of level of preparation</td>
<td>Not adequately prepared; Does not appear to have read the material in advance of class</td>
<td>Appears to have read the material, but not closely or did not read all material</td>
<td>Clearly read and thought about the material in advance of class</td>
<td>Consistently well-prepared; Investigates and shares relevant material not explicitly assigned</td>
</tr>
<tr>
<td>Listening/Cooperation</td>
<td>Inattentive or makes inappropriate or disruptive comments</td>
<td>Participates occasionally; Does not respond to contributions of others</td>
<td>Participates regularly without monopolizing; Listens and responds to contributions of others</td>
<td>Models good classroom citizenship. Listens without interrupting. Responses to others are appropriate. Promotes active participation by others</td>
</tr>
</tbody>
</table>

Tentative Score Values

<table>
<thead>
<tr>
<th></th>
<th>✓ -</th>
<th>✓</th>
<th>✓ +</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tentative Score Values</td>
<td>0</td>
<td>1.5</td>
<td>2</td>
</tr>
</tbody>
</table>

Claudia J. Stanny (2010)  
Center for University Teaching Learning, and Assessment  
University of West Florida  
Rubric Development  
[http://uwf.edu/offices/cutla/supporting-pages/rubric-development/](http://uwf.edu/offices/cutla/supporting-pages/rubric-development/)
Why use a rubric?

Efficient

Consistent, perceived as fair

Clear communication to students
  • Describe expectations for the assignment
  • Identify important elements of the assignment

Constructive feedback to students
  • Tell students what they did well
  • Describe typical errors
  • Identify skills that need improvement

Minimize student complaints and grade appeals
Agenda

• Canvas Navigation
• Assignments
• Speedgrader
• Grading Written Assignments
• Grading Discussions
• Rubrics
• Universal Navigation Menu
• Course Menu
• Your Account
• Dashboard
• Courses
• Inbox
• Calendar
• Help
Assignments

- Assignments Index page
- Types of Assignments
- Creating an Assignment
- Assignment Groups
- Grading
Speedgrader

• How do I get to Speedgrader?
• How do I use annotated comments?
• How do I enter grades?
• How do I leave feedback?
• How do I use speech recognition?
Grading written assignments

• How do I get to Speedgrader?
• How do I use annotated comments?
• How do I enter grades?
• How do I leave feedback?
• How do I use speech recognition?
Grading Discussions

• How do I enter an edit grades in the Gradebook?
• How do I grade a graded discussion in SpeedGrader?
• How do I use a rubric to grade submission in SpeedGrader?
Rubrics

• How do I manage rubrics in a course?
• How do I add a rubric in a course?
• How do I align an outcome with a rubric in a course?
• How do I add a rubric to an assignment?
• How do I add a rubric to a graded discussion?
• How do I add a rubric to a quiz?
How to find Help

• On the universal navigation menu click “Help”
• Search the Canvas guides
  • Video
  • Written
• Call the instructor hotline 24/7
• Chat with Canvas support 24/7
Dr. Athena du Pré
Professor, Department of Communication

Strategies for Classroom Management
Allan Pierce and Alex Jarstad

Help Desk Analysts, Information Technology Services (ITS)
Graduate Teaching Assistant Orientation

ITS Help Desk
Alex Jarstad & Allan Pierce
Overview Topics

• MyUWF
• Classroom Technology
• The ITS Help Desk
my.uwf.edu is the UWF Portal
MyUWF Features

- Apps and Folders
- Search Box
- Notifications
- Featured Items
- Instructor Resources
- Student Resources
- Favorite Apps
MyUWF Instructor Resources

- Gmail and Google Apps
- Campus Directory
- Confluence
- Classmate
- Canvas 24/7 Availability

- ArgoApps
- Message Composer
- Service Desks (JIRA)
- Faculty & Advisor Services Menu (Banner)
MyUWF Apps for Instruction

- Google Apps
  - G Drive/Kumo
  - Google Docs
- eLearning (Canvas)
- Office 365
- ArgoApps
- Hoonuit
- Qualtrics
- Confluence
Classroom Technology Overview
eClassroom Standards

- Instructor Lectern
- Instructor Computer
- Touch Monitor with Pen
- Crestron Control Panel
- Operating System
  - Windows 10
- Software
  - Microsoft Office 2016
  - SMART Notebook
  - Turning Point
  - Google Drive (Kumo)
  - Panopto
- Laptop Connection
- Blu-ray
- Document Camera
- Projector and Screen
- Audio System
- Lectern Phone
USE THE BUILT-IN DESKTOP PC
CONNECT YOUR LAPTOP'S MONITOR JACK TO THE CABLES LOCATED IN THE PODIUM

HDMI - OR - VGA

MAKE SURE TO ENABLE MONITOR OUT

USING THE FN-KEY + CRT/LCD KEYS ON MOST LAPTOPS

WHEN USING VGA CONNECT TO THE LAPTOP'S HEADPHONE JACK
SYSTEM INSTALLED BY:
Diversified.
140 BUSINESS CENTER DRIVE
BIRMINGHAM, ALABAMA 35244

FOR ASSISTANCE PLEASE CALL THE
ITS HELP DESK:
474-2075

YOU ARE CALLING FROM:
UWF Building 52 Room 162
Contacting Support

- **ITS Help Desk**
  (850)474-2075
  helpdesk@uwf.edu
  http://uwf.edu/helpdesk

- **Canvas Support Hotline (Faculty)**
  1-833-400-5564

- **Canvas Support Hotline (Students)**
  1-844-866-3349
Helpdesk Hours of Operation

• Help Desk
  Monday - Thursday: 8:00 AM to 9:00 PM
  Friday: 8:00 AM to 5:00 PM

• Classroom Technology Support (after hours)*
  Monday - Thursday: 5:00PM to 6:30 PM

*To reach CT line, call (850) 474-2075 and press 4.
**If calling from classroom, pick up lectern phone and dial 2075.