PROGRAM

ENGAGING TEACHING SYMPOSIUM SERIES

October 13–26, 2021
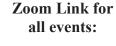
UNIVERSITY OF CALIFORNIA, SANTA BARBARA

The Zoom Link for all events is
https://ucsb.zoom.us/j/81845515028

You can also click the Zoom icon on each page to join the roundtables, workshops, and digital artifact sessions.

Before attending our live poster and digital artifact sessions, you can view the digital artifacts at any time on our webpage.

PROGRAM AT A GLANCE

Scroll down for the detailed program

Keynote Speakers:
Elizabeth Imhof, Santa Barbara City College
Jacob Jenkins, California State University Channel Islands
Jody Greene, UC Santa Cruz

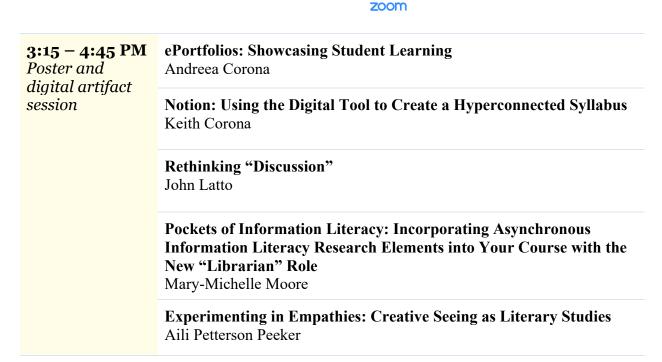*Sponsored by the Andrew W. Mellon Foundation*

Zoom Link for all events:

October 13 **12:30 – 1:45 PM**	**Equity Perspectives: Culturally Responsive Pedagogy and OpenCI Textbook Affordability Initiative** Elizabeth Imhof, Jacob Jenkins
October 26 **11:30 AM – 1 PM** **RSVP**	**"Don't Break the Faculty": A Workshop Exploring Faculty Work and Workload at HSRIs** Jody Greene
October 26 **2 – 3:30 PM** **RSVP**	**The Great Rebalancing: A Conversation about University Teaching and Learning after COVID** Jody Greene

Zoom Link for all events:

WEEK 1: DIGITAL AFFORDANCES, INFORMATION LITERACY, AND TEACHING ABOUT RESEARCH

October 13, 3:15 – 4:45 PM
Poster and Digital Artifact Session

Zoom Link for all events:

3:15 – 4:45 PM *Poster and digital artifact session*	**ePortfolios: Showcasing Student Learning** Andreea Corona
	Notion: Using the Digital Tool to Create a Hyperconnected Syllabus Keith Corona
	Rethinking "Discussion" John Latto
	Pockets of Information Literacy: Incorporating Asynchronous Information Literacy Research Elements into Your Course with the New "Librarian" Role Mary-Michelle Moore
	Experimenting in Empathies: Creative Seeing as Literary Studies Aili Petterson Peeker

Zoom Link for all events:

October 14, 2 – 6 PM
Information Literacy and Digital Humanities through Mapping

Zoom Link for all events:

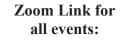|	
2 – 3 PM *Roundtable*	**Pandemic Pick-up: Transitioning to Remote Instruction and Planning for a Hybrid Future at UCSB Library** Becca Greer and Mary-Michelle Moore
3:15 – 3:45 PM *Workshop*	**Connecting Eco-acoustic-arts, Birds, Field Work, & ArcGIS Mapping** Ruth Hellier
5 – 6 PM **RSVP**	**Symposium happy hour (in person at** Mosher Alumni House**)** Come mingle with colleagues who are interested in teaching and learning! This informal gathering is open to all participants and attendees.

October 15, 2 – 4:15 PM
Research Methods and Digital Affordances

Zoom Link for all events:

2 – 3 PM *Roundtable*	**Reimagining Lab Sections: Novel Approaches for Teaching Research Methods** Madeleine Gross, Nicole Albada, and Vanessa Woods
3:15 – 4:15 PM *Roundtable*	**Multimedia, Multi-approach: (Re)Designing the Digital and Physical Classroom** Silke Werth, Lauren Smyth, Emily Simpson, and Patricia Morland

Zoom Link for all events:

WEEK 2: BUILDING COMMUNITY, STUDENT VOICES, AND STUDENT SUPPORT

Zoom Link for all events:

October 20, 2 – 3:45 PM
Building Community

2 – 3 PM *Roundtable*	**Indigenous Feminist Online Pedagogies** Nancy Morales and Lola Mondragon
3:15 – 3:45 PM *Workshop*	**Creating PODs (Permanent Student Groups) in Undergraduate Courses** Karin Lohwasser

October 21, 2 – 3:45 PM
Student Voices

2 – 2:30 PM *Workshop*	**Exploring Student Experiences through Weekly Reflections** Yekaterina Kharitonova and Uma Ravat
2:45 – 3:45 PM *Roundtable*	**Building Communities of Practice to Support Post-Pandemic Learning** Linda Adler-Kassner, Yasmine Dominguez-Whitehead, Karen Gonzalez, Stephanie Nguyen, Malaphone Phommasa, and Maggie Safronova

October 22, 2 – 4:15 PM
Student Support Across Units

2 – 3 PM *Roundtable*	**"Humanizing Academia": Mentoring During the Pandemic** Courtney Applewhite, Nathan Cobb, Marcy del Toro, Alexandra Lopez Vera, Derek Mejia, Shane Rockenstein Carlson, Elina Salminen, Karlie Smith, Emily Sullivan, and Jessica Zisa
3:15 – 4:15 PM *Roundtable*	**Integrating Student Services into Courses** Mark Shishim, Ralph Gallucci, Brett Collins, Brenda Curiel, Emma Cristofani, and Jessica Paredes-Ulloa

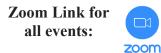**October 13, 12:30–1:45pm: Culturally Responsive Pedagogy and Anti-Racist Curriculum Work**
  Elizabeth Imhof

  As Santa Barbara City College developed new systems in response to Covid-19, the College realized that hidden within the chaos of pandemic was an opportunity to embed equity and anti-racist practices at the foundation of the new structures. With acute knowledge that students of color were the most harmed by the virus and the transition to online learning, SBCC took steps to provide extensive professional development for equity-based online teaching to ensure the continuity of quality instruction with a focus on the experience of our students of color and other disproportionately impacted students.
  With the foundation set by this professional development, and given the impact that curriculum has in improving student outcomes, SBCC used this opportunity for deep equity-based structural change. This included optional participation in the three-day Affective Learning Institute, an experiential workshop explains major approaches to affective learning and presents evidence for how it works to support student success and persistence through the cultivation of a sense of academic and cultural belonging among students. Dr. Elizabeth Imhof, Dean of Arts, Humanities, and Social Sciences and leader of the ALI, will describe the institute during this presentation, then discuss ways in which the institute contributes to pedagogical work at SBCC and other HSIs.

October 13, 12:30–1:45pm: OpenCI Textbook Affordability Initiative
  Jacob Jenkins

  The soaring cost of college textbooks has been well documented (e.g., USGAO, 2018), resulting in decreased time-to-graduation rates and increased student loan debt, among other things (Crutchfield, 2018). The repercussions of rising course material costs have also shown to disproportionately impact historically underserved students, thus, confirming textbook affordability as a social justice issue (Jenkins et al., 2020). In response to this reality, CSU Channel Islands (CSUCI) has emerged as a national leader in textbook affordability through its "OpenCI" initiative. Since launching in 2016, OpenCI has benefited more than 44,000 enrollments, saved students over $5 million dollars, and introduced the first 3 zero-textbook-cost undergraduate majors (aka, "Z-Majors") in the entire CSU – and perhaps the entire nation. During this presentation, Dr. J. Jacob Jenkins will discuss the various benefits of using no/low-cost course materials, as well as the specific strategies taken by CSUCI's OpenCI initiative in order to help realize a more socially just college experience.

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all events:**

October 26, 11:30am–1pm: "Don't Break the Faculty": A Workshop Exploring Faculty Work and Workload at HSRIs
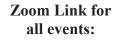Jody Greene

"Hispanic-serving research institutions": the phrase is a neologism, describing a kind of minority-serving institution that has not existed previously in the US. The University of California is leading the way in reimagining how faculty can excel in research while also becoming accomplished equity-minded educators. In order to make this transition successfully, administrators, departments, and individual faculty members will need to navigate workload equity concerns, support early career faculty through the tenure process, create more just working conditions for adjunct and contingent faculty, and ensure that faculty from historically marginalized groups do not bear an unreasonable burden for creating student success. This workshop invites current and future faculty, as well as administrators, to brainstorm how to better align faculty workload and incentives with institutional goals.

October 26, 2–3:30pm: The Great Rebalancing: A Conversation about University Teaching and Learning after COVID
Jody Greene

The COVID-19 pandemic has brought about, and will bring about, many abiding changes in college teaching and learning. From technologically-enhanced education to trauma-informed pedagogy, COVID has not only precipitated but also accelerated changes already under way before the pandemic hit. These changes have significant implications for faculty teaching at minority-serving research institutions, even as they hold great promise for more equitable outcomes for students who attend these institutions. In this conversation, Jody Greene, Associate Vice Provost for Teaching and Learning at UCSC, and Linda Adler-Kassner, Faculty Director of CITRAL and Associate Dean of Undergraduate Education at UCSB, will discuss the great rebalancing underway between teaching and research and engage the audience in a conversation about how these changes might affect students, faculty, and staff labor and lives.

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3:15–4:45pm: Poster and Digital Artifact Session

ePortfolios: Showcasing Student Learning
Andreea Corona

The focus of this digital artifact session is to showcase a few ePortfolios that students created for a Linguistics 140: English Grammar for Teachers course in the spring of 2021.An increasingly common platform for assessment is the ePortfolio, which entails students creating and compiling artifacts that represent their learning, accompanied by reflections about what and how they learned (Andrade, 2019). Halfway through the quarter, after students had already completed two midterm exams, I started to think about ways I could offer alternative assessments, rather than a traditional final examination, that would showcase their learning both within our course and across related courses. After having attended a CITRAL workshop at UCSB on ePortfolios and engaging in my own research, I requested students' participation in a feedback forum which provided: the option of either taking the final exam or creating an ePortfolio, a description of ePortfolios and some of their potential benefits, and a detailed description of what would need to be included in the ePortfolio.

Although I structured the ePortfolio as an individual assignment and summative assessment, I strived to include the processes within the broad concept of metacognition—having students reflect on their work and think about their progress in learning.Through illustration of a few of the ePortfolios created by my students, there will also be a description of the pedagogical rationale for implementing ePortfolios into courses, an overview of how I integrated this final project into my course, lessons learned and future ways I would like to continue experimenting with ePortfolios, and questions to consider for participants' own potential implementation of ePortfolios.

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all events:**

Notion: Using the Digital Tool to Create a Hyperconnected Syllabus
Keith Corona

This digital artifact showcases the use of the application Notion to create a digital syllabus and digital lesson materials. Notion is a productivity application that allows for note taking, collaboration, and much more. This digital artifact exhibits how Notion was used in an academic writing course, how it was used in conjunction with GauchoSpace, and also some ideas of how it might be used in future course iterations.

When creating a document using Notion, you can easily link to resources, import photos and videos, and post the document to the web without the need for your own domain or hosting. Notion documents are also searchable and collaborative. Anybody with a school email address can sign up for a free account.
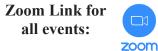
Rethinking "Discussion"
John Latto

In two relatively large GE classes I have been using Gauchospace Forum prompts in place of activities usually carried out in a discussion section. Although this format was initially dictated by the constraints of emergency remote instruction I have found significant advantages in using such prompts to engage students. In particular a higher fraction of students will engage in such online interaction (89%) versus those who would engage in interaction in in-person discussion sections (43%). Such prompts may allow students to engage challenging and difficult topics in a familiar and less stressful way than a traditional discussion format.

In addition if the posts are required to be completed but are not graded then further advantages accrue. Multiple prompts can be given without any requirement that they are of equal difficulty. Students can pick the one they find most interesting even if they perceive it to be more difficult. Multiple prompts can also accommodate students in different majors encouraging them to relate the class material to their own interest or major. Students can easily review all the posts on a given topic - something that is not normally possible if students are scattered across multiple discussion sections.

Pockets of Information Literacy: Incorporating Asynchronous Information Literacy Research Elements into Your Course with the New "Librarian" Role
Mary-Michelle Moore

Before the pandemic, the UCSB Library Teaching & Learning Department created learning objects primarily for encouraging use in flipped-classroom library visits by asking students to complete some foundational material. This prework allowed us to spend time in class going over more complex work and

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fielding student questions. Building on this expertise, during the pandemic, we were well-prepared to expand on our growing portfolio of resources to help our colleagues in the rest of the Library Instruction Program translate their traditional in-person library instruction to synchronous and asynchronous online formats. This poster will go over how we collaborated with campus Instructional Development to create a "Librarian" role in GauchoSpace. It will discuss how this role allows your subject librarian to embed in the class. Once added to the class shell, the librarian can help monitor research help forms, embed library research guides, direct students to information literacy videos, and more.

Experimenting in Empathies: Creative Seeing as Literary Studies
Aili Petterson Peeker

This digital contribution showcases a shared, small-group experience, designed to be both creative and evocative and to teach literary analysis. It will introduce an in-class activity and an assignment that create opportunities to explore individual and cultural structures of empathy and sharpen analytical skills. The assignment explores the connections between empathy and visual storytelling, while the activity offers a space to practice making such connections.

The assignment and activity were created for English 165EE: Experimental Empathies: Forms of Fellow Feeling in US Literature, co-taught by Professor Candace Waid and PhD Candidate Aili Pettersson Peeker in Spring 2020. They were designed to be taught over Zoom but can be brought to in-person teaching. For the assignment, students were asked to choose either a personal or journalistic photo and conduct a visual close reading exploring how the image prompts empathy in the viewer or how empathy emanates from the image. Students detailed their analysis through inclusion of previously assigned theoretical essays that explored forms of "bad" as well as the more commonly associated (and reductive) ideas of empathy as a "positive" emotional response. To practice visual close reading, students analyzed instructor-selected documentary photographs in class.

In our presentation, we will introduce the assignment and activity through the work of two students from English 165EE: Lupita Barragan and Amelia Rodriguez, who examined a personal and a journalistic photo, respectively. Through nuanced and careful attention to the politics of representation and emotion, these students used the assignment to think critically about questions of identity and visuality with the help of analytical tools crucial to literary interpretation. Our presentation will also show the visual close reading activity devised to teach this method and give students an opportunity to expand their critical and writing skills.

Sharing students' experiences of learning with a community of readers on Zoom, this presentation will reflect on how teachers can engage students by encouraging them to connect course material to their own lives. It will also show an example of how to discuss these connections within a community of learning while developing skills needed for literary analysis.

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2–3pm: Pandemic Pick-up: Transitioning to Remote Instruction and Planning for a Hybrid Future at UCSB Library
Becca Greer and Mary-Michelle Moore

Teaching & Learning at UCSB Library is a small, agile, four-person department whose mission is to teach information literacy concepts, foster transferable research skills, and strengthen dispositions that promote resilience in the academic research process. With a focus on the lower-division undergraduate student population, our small unit must command instructional technologies to bridge the tight temporal restrictions of the quarter system to deliver our instructional materials for course-integrated instruction. Pre-pandemic, we created flipped experiences, building online learning materials for students to complete before face-to-face library instruction sessions. We used our synchronous time with students to tease out challenging concepts, workshop research topics and give students time to pose questions. At the onset of the pandemic, Teaching & Learning helped guide the Library Instruction Program to flexibly adapt synchronous library sessions to an online setting. As a result, a suite of services was promoted and fostered in the library to give continuity to the information literacy instruction needs of the UCSB community. These services were offered in tandem with our digital instructional materials and research services. Now that we begin to transition back to face-to-face instruction, we ask ourselves, what has worked well and why? As we continue to contemplate our own path forward, we invite you to engage with Teaching & Learning in a discussion on how instruction librarians can continue to build strong partnership with course instructors to flexibly adapt to a variety of instructional contexts. Please join two members from Teaching & Learning at UCSB Library, Mary-Michelle Moore (Librarian) and Rebecca Greer (Director) for a Roundtable discussion on how information literacy initiatives and interests can be best served at UCSB based on what you and our librarians have learned during the pandemic.
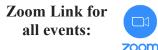
3:15–3:45pm: Connecting Eco-acoustic-arts, Birds, Field Work, & ArcGIS Mapping
Ruth Hellier

In Spring 2021 I created and taught a course titled Sonic Arts, Birds & Environmental Sensitivities (MUS 168). The course was upper division, open to non-majors, had limited enrollment and took place through a live synchronous weekly class. Students were situated in various locations in California and in two different cities in China.

As a Professor in the Department of Music I was particularly interested in designing a course that asked students to: a) engage by listening to and experiencing birds; b) de-center human experiences; c) combine qualitative and quantitative methodologies; d) integrate digital technologies, ethology and sensory digital humanities; and e) create and share original artwork, regardless of major.

I drew on ecoacoustics as the ecological investigation and interpretation of environmental sound. Using the open concept of "bird sounds," the course offered an inclusive context for all students to participate. Taking my cue from ecology as oikos or "home," I expanded the idea of

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"going to" a place to listen to birds, to focus on listening wherever each student was located at any given time during the pandemic.

Two of the four core course learning activities involved:

1. individual field work (or balcony/yard/street work) of active listening, recording and documentation;
2. an ongoing class online map, using ArcGIS and the ArcGIS Collector app.

Drawing on student evidence (discussion, writing, creative practice) in this session I discuss and demonstrate ways in which these two learning activities of field work and mapping were effective in enabling student learning and engagement.

5–6pm: Symposium happy hour (in person at Mosher Alumni House)

Come mingle with colleagues who are interested in teaching and learning! This informal gathering is open to all participants and attendees.

October 15, 2 – 4:15 PM
Research Methods and Digital Affordances

2–3pm: Reimagining Lab Sections: Novel Approaches for Teaching Research Methods
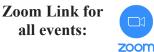Madeleine Gross, Nicole Albada, and Vanessa Woods

Coming up with a testable research question can be a daunting task, especially for novice students who often struggle to derive relevant information from existing research. We share strategies and best practices for introducing students to the research design process, while also tackling some common misunderstandings that affect student learning with respect to designing a solid research proposal. Using our recent reconstruction of lab sections in the Psychological & Brain Science (PBS) Research Methods course as an example case, we will lead discussion on how to engage students' interests, enhance peer-based learning, and scaffold the development of meaningful research questions. We introduce the concept of Focus Articles, a group centered deep dive into student selected research focus areas with an emphasis on research questions related to real world issues (e.g. influencing attitudes and behaviors related to environmental stewardship). With this format, students work in Focus Groups to learn how to dissect and critically evaluate scientific articles, how to build on existing findings, how to provide constructive criticism to their peers, and how to develop their own empirically derived and theoretically supported hypotheses, rationale, and methods. The roundtable will offer a few central discussion points for successes and challenges using these approaches.

3:15–4:15pm: Multimedia, Multi-approach: (Re)Designing the Digital and Physical Classroom
Silke Werth, Lauren Smyth, Emily Simpson, and Patricia Morland

For instructors like us, teaching always involves experimenting with different tools and strategies. When the pandemic hit, experimenting became the norm and enabled us to implement approaches that we may have been hesitant to adopt before, but which worked well, and should

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be adapted for our return to the classroom. We approach this roundtable like our classes: as an interactive workshop based on audience participation and vibrant discussions. Some of the questions that we will discuss concern maintaining flexibility for both students and instructors. We will explore which tools lend themselves to continued use in classrooms in order to support those students and faculty that thrived in the online setting. The main idea is to create an even more engaging in-person classroom with interactive communication channels, for example by facilitating student group work over the platform Discord or multi-media discussions on Flipgrid. We also ask how we find the ideal balance between "academic" readings and other material such as podcasts, blogs, YouTube channels and apps that help engage students and make material more accessible without compromising academic depth.

We would further like to use this roundtable as a call for collaboration. We hope the audience will help us brainstorm ways to foster more collaboration between instructors across departments, rank levels and possibly institutions. Put differently, how could UCSB become a leader in creating a "lecture exchange" platform, where instructors and graduate students can offer their expertise and exchange guest lectures as has been done country-wide during the pandemic?

Please join us and share your ideas and views!

WEEK 2: BUILDING COMMUNITY, STUDENT VOICES, AND STUDENT SUPPORT

October 20, 2 – 3:45 PM
Building Community

2–3pm: Indigenous Feminist Online Pedagogies
Nancy Morales and Lola Mondragon

How do Indigenous feminist teachers critically engage with students through online teaching? What are Indigenous feminist pedagogies, practices, and methodologies that cultivate community and new strategies for reaching all learners? In this roundtable, Nancy Morales (Zapotec-Latinx) and Lola Mondragon (Chickasaw-Chicana) will discuss their online teaching practices, experiences, and challenges to engage and teach students in the midst of a pandemic and ongoing systemic forms of violence, such as #MMIWG2S and police brutality. Using Leanne Betasamosake Simpson's (2014) "Land as Pedagogy: Nishaabeg Intelligence and Rebellious Transformation," we strive to disrupt state education systems, by incorporating testimonio, reciprocity, and as teachers redesigning assessments by not surveilling but instead witnessing their growth and development. Lastly, what should a meaningful classroom look like beyond advocating for grades?

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3:15–3:45pm: Creating PODs (Permanent Student Groups) in Undergraduate Courses
Karin Lohwasser

"I like that we had PODs throughout the quarter. That helped me feel included and free to be myself. I would like to keep that going for future classes." (ESCI comment, Spring 2021)

My undergraduate students suggested that I should share the simple strategy of creating PODs with my fellow UCSB instructors. What I call "PODs" (like in "pods of whales") are small groups of students that meet at the beginning of each class session to exchange information and news and/or discuss prompts given by the instructor. These groups are encouraged to hold each other accountable over the quarter, help with challenges, share successes, and to check in if someone has to miss class. This strategy was very much appreciated by the majority of undergraduates participating in my (small) classes during synchronous on-line teaching.

In this bite-sized workshop, I'd like to share benefits and challenges of PODs, my framing of PODs, and how to sustain them over time. I'd also like to discuss with fellow instructors how to translate this strategy to be used in bigger courses and/or in-person settings.
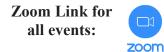

October 21, 2 – 3:45 PM
Student Voices

2–2:30pm: Exploring Student Experiences through Weekly Reflections
Yekaterina Kharitonova and Uma Ravat

In this Bite-sized Workshop, we will present a framework for collecting and analyzing student feedback, which we have been introducing in our courses and refining for over 2 quarters. Bring samples of student feedback (e.g., from weekly reflections or student evaluations) in order to test-drive our classification rubric. We plan to wrap up the session with the discussion of the insights and action items that result from this exercise.

2:45–3:45pm: Building Communities of Practice to Support Post-pandemic Learning
Linda Adler-Kassner, Yasmine Dominguez-Whitehead, Karen Gonzalez, Stephanie Nguyen, Malaphone Phommasa, and Maggie Safronova

This session will discuss findings from a study conducted as part of a collaboration between undergraduate students, faculty, and academic staff members. The group of us wondered what a university transition for students who are away from the physical campus might look like and what the implications of that experience might be during remote instruction and afterward. We set out to investigate how students formulate a sense of place and a sense of belonging both in in-person and virtual learning environments. We conducted 26 interviews with incoming UCSB students in fall 2020. The data was analyzed with the assistance of a qualitative coding software, Dedoose. Our findings point to the significance of fostering communities of practice in both virtual and in-person learning environments. In addition to presenting our findings, we offer recommendations for university educators as the campus transitions back to in-person learning.

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2–3pm: "Humanizing Academia": Mentoring During the Pandemic
Courtney Applewhite, Nathan Cobb, Marcy del Toro, Alexandra Lopez Vera, Derek Mejia, Shane Rockenstein Carlson, Elina Salminen, Karlie Smith, Emily Sullivan, and Jessica Zisa

"Mentoring" typically evokes ideas of personal connection and close contact. But what happens when social distancing is required and we can only interact using technology? The pandemic has made mentoring more needed than ever because of the many academic, financial, social, and mental difficulties faced by students -- even while posing barriers to accessing mentoring. Our roundtable brings together the perspectives of undergraduate student mentees, graduate student mentors, and staff to describe the challenges and successes of mentoring during the pandemic. Our focus is on Engaging Humanities, a grant-funded initiative at UCSB that supports students as they explore humanities and navigate the college experience. We introduce the mentoring program and its goals, discuss the psycho-social aspects of mentoring during the pandemic, share experiences of using technology and online resources to build community, and talk about how mentoring needs and activities were different for students at different points of their undergraduate career. With each theme, we acknowledge that the pandemic has been unique in many ways but also explore the broader insights to be gained from the past year and a half and how they can inform mentoring going forward. The panel consists of brief thematic presentations, mentees' reflections on their experiences, as well as questions for the audience. The session concludes with a Q&A that invites the audience to join in reflective work as we look toward the future of mentoring in the wake of what this past pandemic year has taught us, especially about humanizing academia.

3:15–4:15pm: Integrating Student Services into Courses
Mark Shishim, Ralph Gallucci, Brett Collins, Brenda Curiel, Emma Cristofani, and Jessica Paredes-Ulloa

How do we teach classes about thriving at the university when we are not there? Going virtual increased accessibility to Student Affairs departments for many students - one of the main objectives of our courses. Service "delivery" was now a feasible part of courses we included in assignments, lectures, and discussions.

This roundtable discussion will highlight lessons learned from the blended team of faculty and student affairs professionals serving students in the INT 95 series. Reflections on pedagogical changes, course structures, and feedback loops will emphasize care for students both inside and outside of the classroom.

The power of classes to support students holistically has grown since the pandemic, join this discussion about how to integrate student services into your courses.

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