



PROGRAM

**ENGAGING
TEACHING
SYMPOSIUM**

October 6–7, 2022

**UNIVERSITY OF CALIFORNIA,
SANTA BARBARA**

All events will be **in-person** at the
Center for Innovative Teaching, Research, and Learning
(CITRAL, Room 1576, UCSB Library, first floor, ocean side)

Program at a glance

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Sponsored by the Mellon Foundation

Thursday, October 6, 2–5:30pm

2-3pm

*Professional
Development and
Pedagogy*

Interactive Promotion of Equity in Undergraduate Instruction for Graduate Students

Mingzhao Hu

Using an Enhanced Feedback Loop for Student Learning: A Guide for Graduate Teaching Assistants

Ryan Arellano and Mary Frantza

The Case for Mentorship, Better (Hybrid) Practices and Book Projects

Ingrid Bowman, Briana Westmacott, and Troy Hicks

3:15-4:15pm

*Reassessing
Assessment*

A New Tool for Assessing Components of Students' Mastery of Research Development and Communication in the Psychological and Brain Sciences Department

Bailey Immel, Lu Zang, and Vanessa Woods

Transitioning from Mandatory Attendance and Compelled Participation to Reflection and Self-Assessment in a Small Classroom Setting

Brian C. Ernst

Assets or Banking? How to Navigate Pedagogies of Assessments

Daniel Martini

4:30-5:30pm

*Technology and
Multimedia Across
Disciplines*

Participatory Media Exploration

Ian Kellett

Use of Flip(grid) and Eli Review in Statistics

Tomoyuki Ichiba

Leveraging Remote Teaching Materials to Facilitate In-Class Engagement

Morgan Gainer

Friday, October 7, 10am–3pm

10-11am
Engaging the Whole Student

A New Multi-Disciplinary Approach to Learning a New Language
Tiziana De Simone

Subjective Questions via Clickers for Engagement and Equity
Jea-Hyun Park

11:15am-12:15pm
Asian American Studies in Praxis

Advocacy, Activism, and Establishing Student-Centric Academic Spaces
Donna Anderson, Michael Nishimura, and Maile Young

Brown Bag-style lunch served at 12:15pm

12:30-1:30pm
Hybrid Learning

COVID, Canvas, and Critical Digital Pedagogy: Creating Curriculum and Community for the Hybrid Classroom
Faithe J. Day

Strategies for Implementing Flipped Classrooms in University Courses
Elizabeth Agey

Technology and Technique for Virtual Music Education
Andrew Watts

1:45-2:45pm
Reimagining Hybrid Learning

A Case Study of Shifting Pedagogy to Center Humanism in Course Design
Fátima Andrade Martínez, Amanda Andersen, Eugene Riordan Jr, Aria Hill, Alexandria Muller, and Rachel Lambert

3-5pm

Office of Teaching and Learning Meet and Greet, Libations, and Open House!

Full program

Thursday, October 6, 2–5:30pm

2-3pm: Professional Development and Pedagogy

Interactive Promotion of Equity in Undergraduate Instruction for Graduate Students

Mingzhao Hu

Constructing a series of on-campus graduate student mixers which combine interactions and mock teaching activities in an informal format is a first-time student-led effort at UCSB. We address the current challenges for diversity and equity from the perspective of fresh undergraduate educators. This presentation hopes to solicit discussion and brainstorming on how this novel interactive structure would encourage professional development for equity-based instruction, and how topics for advancing equity in the undergraduate classroom may be incorporated in a learning experience for graduate students.

The series is designed for 3 events in the Fall quarter, with each meeting focusing on a different topic of diversity and inclusion: gender equality, ethnicity equality, and inclusion of international students and first-generation college students. Active collaboration with the graduate division, CITRAL, and academic departments is pivotal to the successful organization of the events. In particular, we aim to invite departments with low-profile graduate programs that have a significant undergraduate education responsibility. Specific activities reflect a strong emphasis on interactive practices, with at least 60% of the time spent on group practices of no more than three participants as well as mock teaching activities. Faculty from CITRAL and academic departments at UCSB serve as guest speakers to start off the sessions by introducing the related knowledge, skill set and relevant experiences. Negative impacts due to COVID-19 and challenges presented in hybrid/on-line learning are covered, since students from minority groups were the most vulnerable to these new transitions.

Using an Enhanced Feedback Loop for Student Learning: A Guide for Graduate Teaching Assistants

Ryan Arellano and Mary Frantiza

The role of graduate students in undergraduate students' learning experiences often gets overlooked despite the fact graduate students are often the ones that work most closely with undergraduates in courses. As the world shifted to online instruction during the COVID-19 pandemic, instructors had to quickly learn to teach via online mechanisms. This study focuses on the perspectives of graduate teaching assistants (GTAs) as they adapted their pedagogy to meet the demands of remote instruction. Utilizing critical reflections through an enhanced feedback loop model, we found that the success of strategies to promote student engagement with content and other class members were dependent upon our response to students' psychosocial states such as Zoom fatigue and stress, and effective integration of students' feedback to our teaching strategies. Based on the findings, we present uses and implementation for teaching assistant training.

The Case for Mentorship, Better (Hybrid) Practices and Book Projects

Ingrid Bowman, Briana Westmacott, and Troy Hicks

This roundtable discussion will detail a case study in 2022 when two continuing lecturers engaged in peer mentorship to develop a hybrid teaching method while participating in a nationwide community of practice with over 30 co-authors of a digital book publication. During the process, hybrid and online teaching strategies were molded to improve a flipped classroom teaching method. The mentorship approach encouraged both lecturers to modify their established teaching practices while cultivating new methods. As one lecturer put the hybrid teaching into action, the other provided mentorship through weekly communication and reflections. This teaching experiment concluded with the two lecturers writing a chapter about their hybrid teaching transition for a digital book entitled *Better Practices*. The book project was led by two editors who scaffolded the writing process with reflective tools, coaching, and online guidance. The community of practice met weekly via Zoom. Both editors were also experimenting with new teaching practices and mentoring one another as editors. This case study is particularly interesting as an experiment in applying the flipped classroom model to hybrid teaching, as well as scaffolded peer mentorship. The roundtable will include short presentations from the two participating lecturers, Ingrid Bowman and Briana Westmacott, and one of the digital book's editors, Troy Hicks.

3:15-4:15pm: Reassessing Assessment

A New Tool for Assessing Components of Students' Mastery of Research Development and Communication in the Psychological and Brain Sciences Department

Bailey Immel, Lu Zang, and Vanessa Woods

As part of the PBS BS major, students are required to complete a lab-based course with the intent of integrating their accumulated knowledge to design and conduct a student-led research study, as well as, communicate the results effectively. Specifically, this capstone course aims to evaluate the skills that students should have following completion of the program (e.g., application of research methods, critical thinking skills, and proficiency in oral and written communication) as laid out in the department Program Learning Outcomes (PLOs).

To assess PBS PLO4 on effective written communication of research findings, we have developed an assessment method and strategy to assess their final papers in the large lab courses. We created a rubric to assess students' final paper written in American Psychological Association (APA) style which details a study that they designed including introduction, methods, results, and discussion sections. Each of the four sections was evaluated based both on discipline-specific skills (e.g., interpreting inferential statistics using norms in Psychology) and more generalizable skills (e.g., justifying methodological decisions). Additionally, we created three composite scores that are related to the generalizable skills that we feel can be useful to share which include: (1) analytic thinking, (2) understanding the relevance of research within the bigger picture, and (3) creating valid scientific knowledge.

We'd like to have a discussion with other departments focusing on comparable social and natural sciences methods courses to discuss if the rubric we created may be useful in thinking about the generalizable skills that students may develop from Methods courses.

Transitioning from Mandatory Attendance and Compelled Participation to Reflection and Self-Assessment in a Small Classroom Setting

Brian C. Ernst

Prior to the pandemic, I required mandatory attendance and class participation to constitute 20% of a student's final course grade. This was done to compel active engagement across my writing classes (made up of 25 students per class), but fostered a certain level of animosity for disadvantaged students or students who faced emergency situations. I modified this policy during online asynchronous instruction by asking students to participate with at least two Gauchospace forum posts per week. In order to be more accommodating, posts could be submitted late or at reduced points beyond a grace period. While this was a more flexible attendance/participation policy given the online nature of the learning environment, it was hardly equitable or inclusive to meet the needs of our students during the uncertainty of the pandemic. However, my approach regarding participation drastically changed as part of a course redesign process through the UCSB RISE Institute of 2021 in an effort to create a more just educational practice. Therefore, I implemented a new policy (that I have used for online courses during Winter 2022 and in-person courses during Spring 2022) whereby students complete a self-assessment through an end-of-term metacognitive reflection essay and assign their own effort-based grade in lieu of mandatory attendance and compelled participation. Students have flourished under this model by voluntarily and actively engaging across various modalities. As a result of this positive change, I encourage all instructors, especially those with small class sizes, to adopt a self-assessment process for effort-based grades. This approach provides students with a greater sense of agency and empowers ownership of their educational experience by considering how and why they participate in the modalities that work best for them. These self-assessments have been candid, honest, and deeply introspective as I continue to experiment with more equitable forms of student evaluation.

Assets or Banking? How to Navigate Pedagogies of Assessments

Daniel Martini

Paulo Freire (1968) argued that treating students as repositories of knowledge is bad for education; they are not banks that instructors pour their knowledge into. Rather, pedagogies should center education around a shared body of knowledge and life experiences ('cognizable objects') that both instructors and students can contribute towards. John Dewey (1976) and bell hooks (2003) have similarly argued that education should be centered around ordinary life experience and thus privileges students' existing knowledge frameworks. These calls for student-centered learning speak to UCSB's institutional goals towards equitable teaching, exemplified by the CITRAL Mellon Engaging Humanities and GE Redesign initiatives. As a graduate fellow of both projects, I have experimented with new assessment strategies that emphasize asset-based pedagogies over the last two years. This means that I have tried to devise assessments that privilege the knowledge and experiences that students bring to a topic. Moreover, because I teach interdisciplinary courses, combining literature and cognitive science, it has been even more important to find ways to build on what students already know. But this new approach to assessing knowledge has been troublesome for me. By letting go of the banking approach to knowledge, I am also letting go of what I believe knowledge to be. I am left wondering if the students are learning enough new content and modes of enquiry. I will present examples of assessments that emphasize varying degrees of assets-based and banking approaches to student

knowledge, including anonymized responses. The purpose of my presentation is to gain your perspective on these assessment strategies and to open the debate around banking and asset-based pedagogies. Where should the limit lie and how do we devise the best assessments?

4:30-5:30pm: Technology and Multimedia Across Disciplines

Participatory Media Exploration

Ian Kellett

Zoom and smartphones provide new opportunities to expand the classroom, to invite experts, and to open new creative deliverables from students. How do we innovate ways for students to work in teams and explore rich learning environments? How do we use this technology to develop modern communication skills that are relevant and enjoyable for the students? Using the inaugural Coastal Media Project as a case study, we will explore the smartphone scavenger hunt, filmmaking on Santa Cruz Island and a final presentation event at the Pollack theater. Our aim will be to explore and refine team building and creative learning in the expanded classroom.

Use of Flip(grid) and Eli Review in Statistics

Tomoyuki Ichiba

We shall discuss some experiments of implementing some new technologies in statistics courses at UCSB in the last two years. Two important pillars of learning outcomes are (i) demonstrating a working knowledge of the core concepts in data science, probability and statistics and (ii) communicating mathematical/statistical results effectively. Focusing on students' presentations with Flip (the name was recently changed from Flipgrid to Flip) and on peer review of mathematical proof writing with Eli Review, we discuss the advantages of using them and how Flip and Eli Review have helped students with their learning experience in the statistics courses during the pandemic.

Leveraging Remote Teaching Materials to Facilitate In-Class Engagement

Morgan Gainer

The pandemic and period of remote teaching caused many instructors to generate lecture videos and other resources for their classes. My presentation will discuss the work I am doing to leverage these resources to allow for increased student engagement using a partially flipped classroom model in large lecture courses. I will present lessons I have learned, mistakes I have made (and how to prevent them!), and what I hope to achieve in the future.

Friday, October 7, 10am–3pm

10-11am: Engaging the Whole Student

A New Multi-Disciplinary Approach to Learning a New Language

Tiziana De Simone

Students thrive when they can express what they are passionate about. Using small projects where students prepare and elaborate on a topic previously discussed in class, they can add

creativity and originality based on their interests and personality. Each student may emphasize and research different aspects, such as social, cultural, economic, and historical ones. Leaving the discussion topic as broad as possible provides freedom of choice to create a unique story where students and teachers co-create knowledge and get curious and excited.

Subjective Questions via Clickers for Engagement and Equity

Jea-Hyun Park

I am experimenting with a way of encouraging student engagement and equity and want to share my experience. In mathematical science, one faces many questions to which there are no clear answers when they try to solve real-world problems. We have to make our own decisions in those cases, which are artistic. I hypothesize that asking subjective questions in class will provide environments where students are developing the subject matter as opposed to accepting the material, hence more engagement, and help them be well-rounded thinkers not only knowledgeable people in the long run. I also expect that implementing this activity via clicker will help every individual participate with no psychological pressure, providing the same opportunity to those who are nervous about voicing their opinion in the traditional environment.

11:15am-12:15pm: Asian American Studies in Praxis

Advocacy, Activism, and Establishing Student-Centric Academic Spaces

Donna Anderson, Michael Nishimura, and Maile Young

Prior to 2019, the University of California, Santa Barbara had no institutionalized systems in place that allowed graduate students to engage with critical frameworks provided by Asian American studies. The isolation of students across various departments and lack of academic support led graduate student leaders to invest in building academic and community spaces to engage and research alongside one another. Their actions resulted in the institutionalization of the activist-centered Asian Pacific Islander Graduate Alliance (APIGSA), the establishment of a research focus group through UCSB Interdisciplinary Humanities Center called the Asian/American Studies Collective, and the creation of an interdisciplinary graduate emphasis in Asian American studies. In addition to meeting the needs of graduate students, these actions directly address the ways the academy often assumes the well-being of Asian and Asian American students (Yano, Akatsuka, 2018; Ninh 2021) and reproduces/maintains liberal subjugations through mainstream understandings of race (Chuh 2019; Lalu 2019).

This panel presents a discussion on the role of student advocacy in the academy by engaging the question: “What are the impacts of student advocacy at an institutional level and how are those efforts sustained?” Led by three graduate students involved at various points in the process of institutionalizing Asian American studies student resources, this panel presents how sustainable modes of academic activism address and establish organizational structures that tackle academic inequity in the university. To answer these questions, we engage and evaluate our own advocacy, while demonstrating how these actions reflect anti-racist teaching in praxis by presenting the approaches taken to establish graduate student resources in Asian American studies within various professional, academic, and community settings at UCSB.

Brown Bag-style lunch served at 12:15pm

12:30-1:30pm: Hybrid Learning

COVID, Canvas, and Critical Digital Pedagogy: Creating Curriculum and Community for the Hybrid Classroom

Faith J. Day

This presentation reflects on how teaching in hybrid environments offers new possibilities for building community and creating a curriculum both within and outside the classroom. Specifically, I will focus on constructing and implementing curriculum projects that rely on data literacy and critical digital pedagogy to empower learners and critique systems of oppression. Pushing back on what Paulo Freire calls the “banking concept of education,” curriculum projects utilize digital platforms in a way that allows students and scholars to engage in the co-construction of knowledge. As a method of engaging students outside of a traditional classroom environment, curriculum projects use technology to provide the resources and exercises students need to integrate key terms and topics into their educational archives and lived experiences. From teaching online workshops to blogging and public engagement, I outline how educators can incorporate multiple strategies to build a sustainable and equitable learning community through platforms such as Canvas, Medium, Instagram, and TikTok. Through these platforms, I will also demonstrate how the hybrid classroom can include other scholars and collaborators invested in sharing curriculum projects and building a network of educational resources.

Strategies for Implementing Flipped Classrooms in University Courses

Elizabeth Agey

Flipped classrooms can increase student engagement, promote active learning, allow students to progress through material at their own pace, and offer flexible options to accommodate differing student needs and schedules. However, the switch to flipped classrooms can be difficult, particularly in university settings where classes are large and include a wide range of student abilities. Drawing on six years of experience as a head TA and as an instructor in flipped classrooms in the Anthropology Department at UCSB, I discuss strategies for implementing flipped and partially flipped classrooms in class sizes ranging from 30 to 300 students with both in-person and online modalities. I will also discuss strategies for increasing student engagement, including methods to motivate students to watch recorded lectures prior to class, strategies to increase discussion during class sessions, and ways to informally assess student understanding in class. I also discuss challenges of flipped classrooms for instructors, including workload and meeting the diverse needs of students. These tips should give instructors the confidence to mix their current modes of teaching with a flipped or partially flipped classroom style in any course.

Technology and Technique for Virtual Music Education

Andrew Watts

Educators in the field of music have long relied on pedagogical characteristics inherent to in-person instruction to effectively guide and nurture students in developing their craft. Musical pedagogy itself often takes a form similar to an apprenticeship, where a 'master' performer/composer/conductor/etc. mentors an aspiring professional musician through frequent, intensive one-on-one lessons focusing on the theory and mechanics of their shared

practice. This model has deep roots in the Classical Era and, for centuries after, has not changed significantly. That is, until the dawn of the Digital Age and the radical adjustments required of educators in response to the COVID-19 pandemic. The high level of minutia from a perception standpoint (for instance, hearing the tone of an instrument with great faithfulness) has posed a challenge in the adaptation of music education to real-time virtual instruction. My presentation will outline the ways the medium of technology can be best used today to approach the nuances of music education once thought only graspable in an in-person environment. I will also discuss what is gained and what is still lost at this point in time through a digitally mediated lesson in the arts.

1:45-2:45pm: Reimagining Hybrid Learning

A Case Study of Shifting Pedagogy to Center Humanism in Course Design

Fátima Andrade Martínez, Amanda Andersen, Eugene Riordan Jr, Aria Hill,
Alexandria Muller, and Rachel Lambert

In the face of the COVID-19 pandemic, hybrid pedagogy has taken center stage as a method to include all students in a quality education during trying times; however, how to effectively design a hybrid course for students remains a challenge. Following disability justice scholars, our questions about course design emerged from the knowledge that designing spaces for human complexity makes all people better learners (Sins Invalid, 2020). This roundtable presentation will explore different perspectives of the collaborative research and pedagogical approaches taken by both students and the professor in the Spring 2022 class titled “Inclusive Education.” The class began with an open conversation led by the professor on finding the best way to serve the needs of everyone whether they were in-person or joining the class via Zoom. Discussion centered around the needs of all students including medical concerns, technological accessibility, physical movement needs, and travel restrictions. Through this conversation, the standard roles of teacher and pupil shifted resulting in changes of power over classroom responsibilities, to everyone’s benefit. The class and professor worked together as co-learners to implement empathy interviews to develop a plan of best action. Throughout the course, we continually reevaluated and addressed student and professor needs to create a welcoming hybrid learning environment. Overall, by giving students the agency to talk about their needs and plan the structure of their class, the professor humanized teaching pedagogies. As a result, we created an active co-learning space in which hybrid pedagogies were leveraged to support maximal student growth and learning. From this roundtable discussion, attendees will learn about strategies to approach designing and implementing a hybrid course that centers the human needs of themselves and their students to improve the overall learning and accessibility of the course.

3-5pm: Office of Teaching and Learning Meet and Greet, Libations, and Open House!

Come and visit with Office of Teaching and Learning’s Faculty Development and Student Academic Belonging professionals! Get to know how CITRAL, Instructional Development, the ONDAS and Transfer Student Centers, Undergraduate Mentorship Program, Transitions Office, and Undergraduate Research and Creative Activities can benefit you and your students. We’ll have food, drink, great company, and Office of Teaching and Learning giveaways!