I. Introductions

https://youtu.be/A6_CxYN-k1k

https://youtu.be/BUU9Xwszx4E

Exercise #1 - Defining your passions or interests

Take 3-5 minutes to write down any passions, interests, or hobbies that you would feel confident enough about to build a project around. These can include environmentalism, music, film, social justice, poetry, novels, fashion, architecture, history, art, hiking, rock climbing, or anything else in your life that might be fun to bridge with your content.

II. How to build a bridge between your interests and your curriculum.

https://youtu.be/ohofJ8qNb30

Exercise #2 - Where does your passion and curriculum intersect?

Based on what you saw in the last video, please take 5-10 minutes to journal some possible areas of content, curriculum, or SLOs that might connect with one or more of the passions you listed in Exercise #1.

III. Brainstorming Project Ideas and Final Product

https://youtu.be/b6mM-CKR7I4

Some ideas to bridge environmentalism with other disciplines.

- Environmental Sustainability Lessons Links to an external site.
- Links to an external site. Teaching Sustainability in Mathematics Links to an external site.
- Links to an external site. Intersectionality and Environmental Justice Links to an external site.

Exercise #3 - Dreaming up a project idea

Text: *Based on what you've seen and learned in the last few videos, take 10 minutes (or however long you need) to brainstorm some project ideas or some final products or deliverables that you could have students create to help them learn some piece of your content that is inspired by one of the interests you mentioned above. So far in this session you have seen ideas ranging from rockets, to cigar box guitars, to quilts, to short films, to symphonies. But your product could be anything else you dream. A magazine, a sculpture, a play, a letter to a politician or decision maker, a real-life scientific field study. What could your students produce that is authentic and meaningful? Don't worry it does not need to be perfect. You are just getting the creative juices flowing.*

IV. Creating a Schedule For Your Project

https://youtu.be/fiuwvIkOOpM

Exercise #4 - Creating your own schedule.

Take a few minutes to consider and write down what some of the important intermediate stages your project will require and how long they will take to create. From this you can create a tentative schedule that helps scaffold your project for students.

V. The Power of Exhibition

https://youtu.be/NhO6hZf80oY

Exercise #5 - How might you exhibit your project?

In this final exercise, Melissa and Scott would like you to take a few minutes to consider and journal on the question: What are some possible ideas for sharing your students' work with their families, friends and greater school community?

- Patti M. History: Assignment (change/addition)

I was able to watch this afternoon videos a little early, had some free time. I really enjoyed the ideas for project based learning and some helpful hints. Definitely gave me some ideas of how to "sell" the project to students and encourage their creativity. I use projects in my Honors classes but am thinking of a few smaller projects for my regular sections as well. I think approaching it from my interests will make it more enjoyable for me as well as giving students the flexibility to pick a connection based on their own interests as well. I always have some way for students to showcase their projects but this semester that didn't work out. I felt really bad about that and I need to work on it for Fall so it happens.

This morning was awesome. It was good to hear other instructors perspectives in the break out room and then to come back and hear many of the breakout rooms had similar discussions. I appreciated knowing other instructors had similar success & things to work on. One thing I'll continue to use when we go back on campus is Pronto and the followup features in Canvas for students who missed assignments. But I'm also going to add what I"m calling nudges - more directed, specific reminders or words of encourages for students who do well too.
 ReplyReply to Comment

-

Collapse SubdiscussionTasha Iglesias

Tasha Iglesias
Jun 1, 2021Jun 1, 2021 at 2:13pm

Manage Discussion Entry

Tasha Iglesias, Ed.D - Education, Hip Hop and Sport & Sociology & Gender Studies & Social Problems

As you can see from my title, I teach across disciplines. Today's Zoom session and the lightning talks were very helpful. In terms of policy, one of the issues I experienced last term was the high number of late assignments submitted. I wanted to find a good way to offer some flexibility while keeping students on-track. I am thankful for my colleagues in this group who shared how they manage this issue; I will be creating a "late pass" policy in my Syllabus going forward.

At the end of the term, I asked for voluntary feedback. Students explained that they enjoyed the lectures and would like more lectures (weird I know) and increased student engagement and activities. I learned about some new software today from my colleagues in both the Zoom session and lightning talks that will help me find new

(extremely visual and fun) ways to allow students to engage while I go through my lectures. I do not like speaking to a screen, so the use of some of the software's discussed today will be vital to my motivation, student engagement, and conducting a Zoom lecture in a fun way.

Thank you for a wonderful first day, I have learned several other great things but will be working on revising my Syllabus based on today's presentations and discussions for my final presentation submission. I will be revising my "Icebreaker" first and the late policy language as a result of today's new insights.

Sincerely,

Tasha
 ReplyReply to Comment

○

Collapse SubdiscussionPatricia Manley

Patricia Manley

Jun 1, 2021Jun 1, 2021 at 2:34pm

Manage Discussion Entry

I let students submit 2 late assignments w/o penalty and the larger point project (like an essay, there is penalty for each day late, since they have a long lead time, but not so much as to discourage them from completing it within a week. Even after surveying students at the end of the semester, a majority agreed 2 late passes was enough. Most student didn't even use them. I do think it's important to have deadlines/due dates it helps students stay on task and to learn content/steps to be successful on the next step, just as it does us when we know we have deadlines to meet.

Edited by Patricia Manley on Jun 1, 2021 at 2:35pm

 ReplyReply to Comment

•

Collapse SubdiscussionJaquelin Yang

Jaquelin Yang (*She/Her*)

Jun 1, 2021Jun 1, 2021 at 2:32pm

Manage Discussion Entry

Hi Everyone!

My name is Jaquelin, and I teach ESL/ELAC at Grossmont College and Miramar College. I will be reflecting on the PBL module.

I really loved how clear-cut this module was. The shorter videos made it easier to pay attention and digest the information in chunks. After watching the videos, I was inspired to revise a lesson plan for one of my listening/speaking classes.

I plan to create a project on dialogue circles to teach students how to discuss/debate topics (One of my SLOs is to defend a position). My students would choose the topics we discuss. First, we'd watch examples of a dialogue (example on vegan vs. meat-eating:https://www.youtube.com/watch?v=JUnWk4s4_jsLinks to an external

site.   ). Then, students can reflect on what the participants in that dialogue did correctly, and what they could improve on. For example, in the video linked, one of the opening clips is of a person appealing to emotion by using a lot of extreme language to refer to meat-eating. Students could notice that this is an emotional appeal, but at the same time, the language used may isolate her audience. This gets students in the mindset of analyzing a person's debate techniques, and they could start deciding which ones they want to adopt and which ones to avoid. We would do research on our own to present for the dialogue topic, and then at the end of the unit, we could record a dialogue of our own and upload it to youtube.

Thank you so much to Kelly Spoon for the presentation on Desmos! I can't believe I've never seen this tool before. I'm always on the lookout for fun tools, and this looks like it could be really useful for getting students to interact with the material. :)

 ReplyReply to Comment

○

Collapse SubdiscussionLisa Chaddock

Lisa Chaddock

Jun 1, 2021Jun 1, 2021 at 6:17pm

Manage Discussion Entry

I'm definitely going to look at Desmos! I was curious about accessibility and found that it's super accessible.

https://www.desmos.com/accessibilityLinks to an external site.

 ReplyReply to Comment

▪

Collapse SubdiscussionKelly Spoon - Math (Mesa)

Kelly Spoon - Math (Mesa) (*She/Her*)

Jun 2, 2021Jun 2, 2021 at 10:42am

Manage Discussion Entry

Yaaaaas! Desmos is a lovely company on top of being a super fun tool to see students working in real time. Their commitment to equity is also top notch.

 ReplyReply to Comment

○

Collapse SubdiscussionKori Zunic

Kori Zunic (*She/Her*)

Jun 2, 2021Jun 2, 2021 at 8:57am

Manage Discussion Entry

Hi Jaquelin,

Thank you for sharing this video. I can't wait to preview the Middle Ground channel which I hope to use with both my ELAC and English students when discussing argumentative writing.

 ReplyReply to Comment

-

Collapse SubdiscussionMichelle Chan

Michelle Chan

Jun 1, 2021Jun 1, 2021 at 2:58pm

Manage Discussion Entry

Michelle Chan (ELAC/English)

Morning Session

I appreciated the opportunity to gather in breakout rooms and connect with faculty from other disciplines. We had enough time to discuss each of the questions and so we were able to elaborate on ways we've approached issues we've encountered in our respective classes this past semester. I especially liked how Lisa Chaddock shared her experience connecting with and encouraging her students using Pronto. I feel I didn't maximize on the utility of this app in my ENGL101 classes, and so I plan to embed activities next semester to encourage community building and open communication via Pronto as much as I can.

New Tech Tool

I am really glad I joined Kelly Spoon's Lightning Round presentation on using Desmos in the classroom. I teach a SYNC ELAC (English for non-native speakers) class, so I've been wondering about creative ways to increase student engagement during Zoom sessions. I've been relying on Google Docs, but there's only so much one can do with it, and it gets kind of clunky when everyone's typing on it at the same time. I enjoyed being in the student seat during Kelly's presentation to experience how easy it is to navigate Desmos. I also liked the examples she provided for what one can do with the different features of the app. For my ELAC class, I'm thinking I can use Desmos for beginning of the semester introductions, quick writes, and activities involving vocabulary building, grammar, and reading comprehension and reflections.
 ReplyReply to Comment

- ○

Collapse SubdiscussionJason Kalchik

Jason Kalchik

Jun 1, 2021Jun 1, 2021 at 3:33pm

Manage Discussion Entry

I agree Michelle. Also, hello! Good to see you at another TSI my fellow . . . fellow (SDAWP). I think Desmos is so cool. Students love that kind of interactive activity for facilitating large-group discussions. It really puts their brains on the spot, and as they are seeing other students' responses, dialogue and debate just seems to stem naturally from these points of comparison and contrast. I have used Kahoot in a similar fashion, and it has been really cool. But I feel like there is just so much more that we can design in a more dynamic fashion with Desmos. I wanted to do something like this in my English 210 (Early American Lit) class this past semester, but was trying to use Jamboard (which I think is also really cool). But, I wasn't able to pull it together in time, trying to learn the new tech. I think I am going to prepare some activities this summer using Desmos instead (I feel like it has way more options and functions for monitoring students and offering feedback, while also letting students communicate with one another. As Kelly said, it helps us see their thinking. I'm excited! The examples she provided are great and the resources too. I'm going to be mining those for gems! Good luck crafting these activities for your ELAC students!!

 ReplyReply to Comment

▪

Collapse SubdiscussionKelly Spoon - Math (Mesa)

Kelly Spoon - Math (Mesa) (*She/Her*)

Jun 2, 2021Jun 2, 2021 at 10:46am

Manage Discussion Entry

I hope to see you both in the working session on Friday 2-3pm. Especially my old partner in crime, Jason! You got me into Slides (which I still use for more collaborative stuff) so it's only fair that I get you into a different tech tool. :)

And @Michelle! I will say that I also use and love Google products for seeing student thinking. I tend to use Slides and make a slide per group (or student) so that we don't have the issues of a free form Google doc. I've been in PD sessions where people were writing over and deleting my contributions... ugh.

 ReplyReply to Comment

-

Collapse SubdiscussionDailyn Brown

Dailyn Brown (*She/Her*)

Jun 1, 2021Jun 1, 2021 at 3:20pm

Manage Discussion Entry

Dailyn Brown (ELAC/English)

Morning

I think after a year of teaching online in one way or another, everyone had a lot to share in the breakout rooms and needed that time and space to talk to people in similar situations. Our partners and family/friends, etc. may not ever really understand the situations we are dealing with so it was nice to have that time to share out. I think the talk about using Pronto resonated with me the most. I think teaching students who are new to academic English and college environments in general has always caused me to be sensitive to teaching email skills for lots of life situations so I wanted to stick to that but it has caused me a lot more work to only communicate through email and Canvas. I was hesitant to use Pronto because I have a hard time with boundaries but I don't need to have it on my phone to use it. I noticed a lot of people say that they have times they check and don't check but that it makes communication a lot easier for quick questions and problems. I plan to try using it in the fall with all of my classes.

Afternoon

DESMOS!!!!! I cannot wait to use this in my ELAC class this fall. I feel like it will allow for more interesting interaction. I use Padlet to do live writing and engagement when on Zoom with my students but I think Desmos will allow us to layer so much more and make it more engaging and fun for everyone. Thank you, Kelly!

 ReplyReply to Comment

- ○

Collapse SubdiscussionJaquelin Yang

Jaquelin Yang (*She/Her*)

Jun 1, 2021Jun 1, 2021 at 5:15pm

Manage Discussion Entry

Hi Dailyn! I can completely relate to the boundary thing ... I find myself getting emails at all hours and often feel pressured to respond right away. I was hesitant to try Pronto too, but after hearing all the positive reviews today, I'm going to try it out! :)

 ReplyReply to Comment

○

Collapse SubdiscussionKelly Spoon - Math (Mesa)

Kelly Spoon - Math (Mesa) (*She/Her*)

Jun 2, 2021Jun 2, 2021 at 10:47am

Manage Discussion Entry

Oh! I love Padlet too (but hate that I'm limited to three as a free account) - it has the benefit of everyone seeing all responses.

But looks like you should collaborate with Michelle on a fun ELAC Desmos activity!

 ReplyReply to Comment

•

Collapse SubdiscussionJason Kalchik

Jason Kalchik
Jun 1, 2021Jun 1, 2021 at 3:54pm

Manage Discussion Entry

Jason Kalchik - English/SDMesa - PBL and Passions

I'm working on a class that is pretty much entirely this: Honors English 252, which is a creative writing class focusing on short fiction. The theme of the course is "Role Playing Games" (RPG) and/or World Building. Students will write both participatory (RPGs) fiction and stand-alone fiction (short stories) for an authentic audience in any genres that they like. The class will be super collaborative. It's definitely a passion of mine, but I also know (or at least sense) that it is a big passion for many of our students as well. It won't be uninteresting for me to take professor Martinez's advice and complete projects right along with the students.

The main focuses I took away from the asynchronous session that she and professor Stambach put together were these:

- elements of PBL
  - collaboration
  - self-efficacy
  - voice/choice
  - authenticity/realness
  - meaningfulness
  - pride
  - authentic audiences
- soft skills
- integrating our passions
- making space for error
- organization
- clear timelines
- making the scope, stakes, and context clear with strategic smaller assignments along the way
- benchmarks and major goals

I'll be developing this project much more thoroughly for my SDSU credit assignment for today, but essentially I will be trying to create a timeline for a smaller (not semester-long) project. Though, this smaller project will probably fit in with a semester-long project of creating either a gaming campaign, designing a world with lore, or crafting chapters of an original core rule book or campaign setting companion.

Curriculum focus: narrative point of view and its relationship to tone and them

Passion: RPG game mechanics, myths, character archetypes

End Project: craft a one-shot adventure after collaborating with a partner, viewing your hero (and villain) from an inverted point of view

Public exhibition: sell adventure on dmsguild.com and/or run the adventure for players, then reflect on what worked, what didn't, and ways to enhance the dynamisms of the non-player characters (NPCs), their backstories, and their motivations in order to make them richer and more memorable.
 ReplyReply to Comment

-

Collapse SubdiscussionBrandi Bass

Brandi Bass
Jun 1, 2021Jun 1, 2021 at 4:09pm

Manage Discussion Entry

Brandi Bass: Disability Support Programs and Services (Also..College Success Skills Instructor & Work-Based Learning Coordinator at SWC)

What a great first day! I was able to participate in the morning session, health & wellness and watched all of the afternoon videos.

In the morning session, I was able to talk to my group about the growth in our teaching over the past year. We discussed the challenges of learning a whole new online teaching environment, creative ways to connect with our students, changing the structure of our courses to be more equitable and learning how to set boundaries to avoid teaching fatigue. The most interesting aspect of our conversation was that we found that bringing our classrooms online actually helped us create a better work/life balance. Though we do miss the student connection F2F, we did find that teaching online gave us more of an opportunity to manage our time wisely (not sitting in traffic or driving to work just for a meeting).

The health and wellness exercise was fun and different. I am definitely how of those people who thinks journaling would be fun and will go out and buy a 'super cool journal' and then just let it sit there 'looking pretty.' It's hard for me to just sit and write down my thoughts because I do find that at times 'it's not important.' What I learned from this session was that, 'you don't know until you try.' Just by picking up the pen/pencil, opening your journal and putting SOMETHING down on paper is better than not experimenting. Journaling is a skill; an art. The more you practice and start to build in your routine, the better you become! Luckily, with TSI, I've already used my journal 3 times for notes and exercises, so I'm off to a good start!

The afternoon asynchronous sessions on project based learning were great! I really loved all of the examples they showed. As I mentioned in my title, I'm a work-based learning coordinator at SWC and project based learning is something I am a TOTAL advocate of. I actually spend my time (in my role) connecting with faculty to create

work-based learning (which includes project based learning) activities in their classroom that connect students to industry. It's imperative that we create these meaningful, engaging, equitable and relevant projects/assignments for our students so that they stay engaged, excited to learn and are more likely to complete their education sooner!

 ReplyReply to Comment

-

Collapse SubdiscussionLamia Raffo

Lamia Raffo (*She/Her*)

Jun 1, 2021Jun 1, 2021 at 4:46pm

Manage Discussion Entry

Lamia Raffo, teaching Math at Cuyamaca College

I will reflect on the morning session **Where Do We Go From Here?** presented by Liza Rabinovich, and Soon-Ah Fadness

One of the things that I am excited about and inspired by is to attend another TSI workshop and get to see/talk to faculty who attend previous TSI and get to see new faces. I am also excited that I will be learning so many things from the more experienced faculty that would help me with my classes and be supportive to my students. I enjoyed the morning session because we got an opportunity (via breakout rooms) to discuss and share some of the challenges that students and faculty experience now with online teaching. It is very important for all of us to reflect on this. One of the things were brought up is awareness of our students' realities and experiences that are aggravated by the pandemic is of critical importance. We as faculty must be understanding and supportive to students with children; we need to value young families and help them succeed. This could be a major issue for students who have kids around them, and students feel shy or stress to not share their screen or use the mic to speak/participate. Another major issue is that some students do not have internet at their homes they have to drive to a place where there is Wi-Fi, and this makes it hard to finish their assignments. In addition, if a student uses a cellphone, it's hard to contribute via chat box on the phone.

I also appreciate that some faculty had different ideas about assignments' late submission. I will revise my syllabus to include a new language that offers multiple opportunities for the students to submit late work with or without penalty.

I support the idea that it is important to have deadlines/due dates because it helps the students stay on task and keep track of these assignments. In addition, since content/concepts build up on themselves, it helps the students to learn the material

and be successful on the next step/concept. I like the idea of having students set their announcements in canvas to go to their email; I will make sure to do this for fall semester.

Here is my revision for some of my assignment late policy:

"**Sample Late Work Policy**

Although emergencies and other events often occur unexpectedly for us, it is important that you inform me as soon as possible so I may know how to support you in your needs. If you become aware that you will be absent or that an emergency has occurred, please notify me ASAP so that we can arrange for an early turn-in of an assignment or arrange for a later date to make-up the work.

The due date for homework will be on every Sunday at 11:59pm. To have the best learning experience, it is advisable for you to keep track of posted due dates on Canvas. I recommend that you do not fall behind on your assignments as it will help you with acquire a deeper understanding of the material. If you feel that you are having trouble keeping up with the assignments, please communicate with me so I can support you in this effort.

Again, do not be stressed if you miss something as I have provided you with these opportunities to not harm your grades, but to support and supplement the material you are learning in the classroom. The best way for you to succeed in this class is for you to communicate with me as soon as possible if you are struggling, and to not leave it until the end of the course. I will allow you to have extension for Two HW assignments without penalty, and the other late assignments there will be a 20% deduction. In addition, <u>Lowest 2 scores from Homework will be dropped</u> so that if you unexpectedly miss one or two deadlines due to illness or personal issues, your grade will not be lowered."

What is one personal and professional intension?

My personal intention is self-care/be kind to ourselves; go out to get some fresh air more often and exercise. professional intention is to constantly improve & learn about the inspiring/creative practices that will help my students with their learning.

DESMOS: This was a great presentation; I loved the ideas given to engage students more. However, I felt the time was very short and I would love to have more time for this so that we can ask questions, maybe have hands-on activity in real-time to learn how to implement it in our courses. I plan to take some time to explore it after Kelly provide us with the recording. Overall, it is an excellent way of engaging students and get some information on how they are doing in class. Thank you for sharing!

Edited by Lamia Raffo on Jun 1, 2021 at 6:12pm
 ReplyReply to Comment

○

Collapse SubdiscussionKelly Spoon - Math (Mesa)

Kelly Spoon - Math (Mesa) (*She/Her*)

Jun 2, 2021Jun 2, 2021 at 10:49am

Manage Discussion Entry

Based on popular demand, we will have time 2-3pm on Friday to get hands-on with Desmos, if you're available! I also sent Shannon a giant pile of Desmos activities for Precalc and Stats. :)

 ReplyReply to Comment

▪

Collapse SubdiscussionLamia Raffo

Lamia Raffo (*She/Her*)

Jun 2, 2021Jun 2, 2021 at 2:23pm

Manage Discussion Entry

Awesome!

Thank you Kelly. Yes I will attend the workshop on Friday.

Thank you

Lamia

 ReplyReply to Comment

●

Collapse SubdiscussionAsma Yassi

[Asma Yassi](#)

Jun 1, 2021Jun 1, 2021 at 4:50pm

Manage Discussion Entry

Asma Yassi: CalWORKs Counselor and Coordinator - Cuyamaca College - Also teach Counseling and Work Experience courses

By the end of this day, I have had a great experience navigating through the canvas module and being at the morning zoom sessions. I felt happy when I saw faculty from across the region facing common challenges and successes in teaching online this past year and a half. I am grateful to have gone through the many transitions in education this year and I feel I can do anything now. I have learned new tools that I plan to keep in my F2F classes such utilizing Canvas, allow students to submit assignments in different formats, rethinking late work, etc.

I also took the time this afternoon to look at bringing personal passions into the curriculum. In my counseling course, it is probably easier that other disciplines because we get to talk a lot about personal goals, interests, and identify personalities of our students. Among these discussions, I share a lot about who I am and where I come from, provide examples, and share stories. Another way I incorporate my personal hobbies with my students, is that I love to watch movies and I always pick one movie to watch with my students that is relevant to the content.
Edited by [Asma Yassi](#) on Jun 1, 2021 at 4:53pm
 ReplyReply to Comment

-

Collapse SubdiscussionJulia McMenamin

[Julia McMenamin (*She/Her*)](#)

Jun 1, 2021Jun 1, 2021 at 5:17pm

Manage Discussion Entry

Tuesday June 1, 2021

My name is Julia McMenamin. I am sharing a new project idea that I created. I used my time and space to innovate to tweak an existing assignment based on something I experienced. I was excited and inspired by the Project-Based Learning videos and exercises. I watched all the videos regarding Bringing your Passions into Project-Based Learning. I teach Math 119 and we do two projects each semester. Attached is what Project 1 *used* to entailed. However, I realized I was really bored at looking at data and projects regarding soup, cereal, books, etc. I assumed students were

probably bored of this too. In addition, there were probably versions on the internet that they could just use/copy. I wanted students to find their own data sets on topics that they were interested in. Attached is the new project idea.

In addition, I have decided to make the projects worth more. After watching the project-based learning videos in the TSI, I realized that more of the learning happens when students are not completing homework sets, but when they are working on projects using data that interests them. With the project, they can see how descriptive statistics (project 1 material) is used on any data set that they can find. Last semester, this was my current grade breakdown: Exams 50%; Homework 25%; Activities 5%; Project 10%; Final Exam 10%. My new grade breakdown is: Exams 50%; Homework 20%; Activities 5%; Projects 15%; Final Exam 10%.

My other goal for this TSI is to create more meaningful in-class activities that require participation. I was impressed with the implementation of Padlet and Flipgrid. It was very interactive.

Old Version - Project 1 - Description.docDownload Old Version - Project 1 - Description.doc
Project 1 - Description.doc Download Project 1 - Description.doc
 ReplyReply to Comment

○

Collapse SubdiscussionPatricia Manley

Patricia Manley

Jun 1, 2021Jun 1, 2021 at 9:11pm

Manage Discussion Entry

Sounds great. You've given me some ideas about grading projects. I use Padlet to engage students at the beginning of each module. The prompt might be something like what do you know about this weeks' topic - just to get started. Its easy points and once they're in the module, they'll usually complete something else. I used to incorporate Flipgrid but not recently but I am thinking about reincorporating it after today.

 ReplyReply to Comment

-

Collapse SubdiscussionAileen Gum

Aileen Gum

Jun 1, 2021Jun 1, 2021 at 5:46pm

Manage Discussion Entry

Aileen Gum, ELAC/English

One word takeaway: DESMOS!

Thanks so much for a great first day! I loved the lightning round with Desmos. I would have liked more time for this as in a workshop so people could have more time to experience and ask questions in real time. Like Jason, I've been using Google Jamboard for increasing interactivity, but Desmos looks like Jamboard on steroids WITH a teacher dashboard so the teacher can spend more time interacting & doing formative assessment in real time. I plan to take some time to explore more.

Many thanks Kelly for doing this session!

PBL: I appreciated that these were recorded sessions -- a lot to think about & revisit as it involves a much larger semester course design.

Opening session, re- Pronto: Upfront, I'm going to say I am NOT big on texting in my life, however, I don't find Pronto overwhelming. My students loved it. If you have projects where students are sharing work for feedback, it's much easier than using Canvas for many reasons. If you're on a phone, *I recommend the app* because it will work when your district email or certain district servers are kaput and opens immediately without having to open Canvas first.

Worried about getting inundated? In general, I recommend publishing a reasonable response time frame in your syllabus/announcements/homepage to avoid feeling pressured to be online all the time. I use 24-48 hours (or sooner if I happen to be online), but decide what works for you and be sure it's in an easy to see location. You can turn off notifications so your phone isn't bubbling if there is a lot of activity. I found more often than not, students were pleasantly surprised if I answered faster, but they didn't expect a response for 24-48.

It's the old business adage: Under promise, over deliver (when possible).

It also helps students if you tell them what your preferred method of contact is.

One last note: Live conferences are easier on a phone with the app than on Zoom. The only caveat is captioning, but if students are using a Google browser, Google

now has terrific, live, real time captions that they can turn on if they are using a Google browser. It's not perfect, but I find it's more accurate than many other auto-captioning tools & we can only get live captioning if someone has official accommodations. The Google live captions can help in many situations when we can't or choose not to rely on audio to have access to what is being said.

Hope that helps-

Aileen

 ReplyReply to Comment

○

Collapse SubdiscussionKelly Spoon - Math (Mesa)

Kelly Spoon - Math (Mesa) (*She/Her*)

Jun 2, 2021Jun 2, 2021 at 10:50am

Manage Discussion Entry

Another ELAC person! Looks like we can get three of you dividing and conquering some Desmos activities! Hope to see you on Friday for our working session.

 ReplyReply to Comment

•

Collapse SubdiscussionStacie Shook

Stacie Shook (*She/Her*)

Jun 1, 2021Jun 1, 2021 at 5:49pm

Manage Discussion Entry

Stacie Shook- Chemistry- Project Based Learning

I was able to create and start to refine a project incorporating my passion for cooking. The project would be to demonstrate and explain the chemistry behind a particular cooking method or recipe. The students would take videos or pictures showing the starting ingredients. Then they would talk about the process of cooking/ baking and the chemistry behind what is changing. They would include the chemical reactions of any reactions that are occuring.

The students will be encouraged to try several versions or small tweaks of their recipe or cooking method. Then they could ellaborate on which version or recipe worked the best and why that may have happened. Students would show a video or pictures of their completed food. The students could incorporate the scientific method in trying to test their hypothesis (recipe) and if it was successful. If they encountered any issues or problems, they could discuss those and how that made them change their recipe.

I really enjoyed the new ideas of using Pronto with students and the 2 late passes that students could use at their discretion. I'm going to continue looking into using Desmos in my lectures. It sounds much more interactive than my current powerpoint and question format.

I'm looking forward to tomorrow's presentations and learning new ideas!
 ReplyReply to Comment

-

Collapse SubdiscussionCatherine Hardy

Catherine Hardy (*She/Her*)
Jun 1, 2021Jun 1, 2021 at 5:59pm

Manage Discussion Entry

I'm Kate Hardy. I teach Exercise Science and Health Education. This specific reflection is to re-work an assignment made to my Applied Exercise Physiology class, which is taught as part of the personal training program.

I like the idea about letting the students choose what kind of assignments they'd like to do. I started this last fall, but made it extra credit, as I wasn't sure how it would work out in an online environment.

I've attached a rough idea for a project I plan to use in my Applied Exercise Physiology class below. Students will be able to use technology, if they choose, or write a traditional research paper, if they prefer, as some students may be challenged or overwhelmed with technology or may be completing much of the work on their

phones, which would make this especially difficult, I would think. I like the idea of a smorgashboard of assignments, as was discussed in the afternoon session.

Students may complete their project in small groups or individually. I feel that it is important to allow the opportunity to collaborate without requiring it, as some students HATE group assignments and some might just find it too difficult to be able to work with other students' schedules.

I think that sharing the projects will make students the "resident experts" in the area they've chosen to present, so they can become a resource for each other in that specific aspect of Exercise Physiology, just like in the professional world!

I hope that the way the project idea is presented gives the students a feeling of autonomy, relatedness, and competence in their learning experience.

Project based learning assignment for Applied Exercise Physiology.docx
 ReplyReply to Comment

-

Collapse SubdiscussionBob Kostlan

Bob Kostlan

Jun 1, 2021Jun 1, 2021 at 6:06pm

Manage Discussion Entry

Hello all!

I was most excited about Desmos. I am continuously looking for meaningful ways to engage the students and this tools seems like a good way to promote interaction.

Bob
 ReplyReply to Comment

○

Collapse SubdiscussionLynn Keane

Lynn Keane (*She/Her*)

Jun 1, 2021Jun 1, 2021 at 6:18pm

Manage Discussion Entry

I agree, Bob. I am looking forward to experimenting with Desmos and incorporating it into the course redesign that I am doing this summer. What will be interesting is how to integrate the use of the tool in on-ground and online courses. I have been looking for a tool that encourages more engagement.

Lynn

 ReplyReply to Comment

○

Collapse SubdiscussionAileen Gum

Aileen Gum

Jun 2, 2021Jun 2, 2021 at 12:05pm

Manage Discussion Entry

Hi Bob: Love your Zoom background!

-A

 ReplyReply to Comment

●

Collapse SubdiscussionKevin Gossett

Kevin Gossett (*He/Him*)

Jun 1, 2021Jun 1, 2021 at 6:10pm

Manage Discussion Entry

Kevin Gossett - English, City & Grossmont

Thanks to Yvette's wellness chat about journaling and sketching I was reminded how important these practices are to myself, and how much digital teaching has kept me from incorporating both of these practices in my classes, at least in terms of dedicating a physical journal/sketchbook. I haven't drawn it yet, but I will be sure to

draw a comic about how I want to bring these back into my in-person classes, and how I'm grateful for the chance to do it.

This ties into the ideas I developed after being inspired by Melissa and Scott's asynchronous lesson this afternoon. After going for an afternoon walk by myself I grabbed my journal and dove straight into the brainstorming ideas by writing down "walking" as one of the passions I've yet to incorporate into any class projects. I now have a page of notes that I plan on using to create a project for a writing class I'm developing around wellness of the self, building new relationships and contributing to the community with units based around ideas of Listening, Questioning, Interacting, and Contributing. And it's all going to start early in the semester with students devoting time in their week to go for walks and spend time listening and observing, then documenting these observations in a journal. I've got lots more ideas I'd love to share if you feel like chatting about it.

 ReplyReply to Comment

-

Collapse SubdiscussionLisa Chaddock

Lisa Chaddock

Jun 1, 2021Jun 1, 2021 at 6:12pm

Manage Discussion Entry

Lisa Chaddock - Geography, Geology and GIS Dept. at SD City College

The Google Slides from my talk today are here - Universal Design and PBLLinks to an external site.

I'll get the video up asap, but there were a lot of questions and I wanted to make this available.

I've been really stuck on ArcGIS and ArcGIS StoryMaps for a lot of assignments, and wanted to really stretch my Urban Geography course to be a lot more about larger projects beyond maps and analysis. This is my goal for the week - to lay out a better approach for Fall for this course.

I really enjoyed the opening session with the discussions about where we're going with these changes. It gives me a lot to focus on. The breakout session where we discussed the struggles with online learning at first and yet how much better it was over time - that was huge for me. We talked about the waste of time in the car on our commutes, and how much more we got done. However, for the parents in the group it was clear that creating boundaries was their biggest struggle - not just for

them but for our students who have children. I started to wonder about how we all have child development centers on campus, and maybe these professors could help with some kind of skill set on creating content and courses that would be more inclusive of children?

And, the meditation is a wonderful tool for creating space where there is no space. I enjoyed the book and comic. I use comics in my classroom - I have students create a comic that tells the story of Gentrification, and then have them write a paragraph with the same information, and then journal about what their choices were in each form of communication and what impact it made on how they think about Gentrification. I loved doing the comic today!

I am amazed at the projects that I saw during the afternoon. It's incredible what our students can do when we give them a reason to learn the information. I also am really hoping that we can do more very public outreach. I've used the Block Party for poster sessions for my class, but having the students show off their work on the Midway - WOW. It's got me ruminating on what we can do with these projects for Urban Geography.

Edited by Lisa Chaddock on Jun 1, 2021 at 6:23pm

 ReplyReply to Comment

-

Collapse SubdiscussionDaniel Mendoza

Daniel Mendoza

Jun 1, 2021Jun 1, 2021 at 6:14pm

Manage Discussion Entry

Daniel Mendoza City and Cuyamaca Adjunct Counselor and Instructor (PERG/COUN)

Something that had me thinking throughout the day was the flexibility of colleagues with grading/accepting late assignments. In personal growth/counseling, I tend to do various personal reflection assignments. Students work maybe shown through journaling, artwork, writing (poems), etc. I enjoy going over their assignments, but I also provide individual feedback to each student. This tends to take a bit longer when grading, as I try for the feedback to be unique and meaningful to each student. Hence, why I am not too flexible with late assignments. In addition, that I am constantly reminding students about due dates in class, via email, announcements, canvas messaging etc. However, I am committed to reassess my flexibility regarding late work and find a balance that works for me and my students.

The PBL workshop reinforced my belief of having meaningful fun projects and learning environment! Every semester, I find new ways to tweak

assignments/projects to make them more meaningful, interactive, and fun! Covid made this a tough one! as this was my first time ever teaching online (synchronous) and had to pretty much tweak all my assignments/projects. However, something good that came out of this was being introduced to new online tools that somewhat help out replicate that safe and fun learning environment – two that I used regularly were MentimeterLinks to an external site. and Poll EverywhereLinks to an external site.. I do have to work on incorporating more of my passions in my teaching, this is work in progress!
 ReplyReply to Comment

-

Collapse SubdiscussionBarbara Ring

Barbara Ring

Jun 1, 2021Jun 1, 2021 at 6:16pm

Manage Discussion Entry

Barbara Ring, Librarian, City College - Day 1
In the morning, it was interesting to hear how many people had issues in common (of course, everyone has also had to deal with the same stressors of dealing with teaching/learning remotely). Gathering into breakrooms was good because most people had lots to say.

I looked into Desmos.

I liked the presentation on drawing the Ivan Brunetti way (it's turns out it's my natural style, which I just call Glorified Stick Figures). But it lets me draw when I can't really, and it keeps me from getting bogged down in noticing how poorly I draw. I liked drawing how I felt today; it helped.

Bringing Your Passions into Project-Based Learning was interesting because I learned more about project-based learning. I'm a librarian who teaches students how to do research, and I was reminded to emphasize telling students that they should pick topics they are passionate about. When showing how to do research, I take a teacher's assignment and then show how to develop search terms so that they can find research on their topic. If they don't have a topic picked by the time I am teaching them, I can show them how I picked a subject that could be explored in the teacher's assignment. The talk reminded me to include searches that return a null result.

I also looked for ways the library can support project-based learning (guiding research, collection development, displays, add into research guides).
Edited by Barbara Ring on Jun 1, 2021 at 6:17pm

 ReplyReply to Comment

-

Collapse SubdiscussionJahB Prescott

JahB Prescott

Jun 1, 2021Jun 1, 2021 at 6:17pm

Manage Discussion Entry

JahB Prescott: Assignment (change/addition) in African American Literature & English 100

The connection with faculty this morning was awesome. I think it's always interesting to hear from colleagues in different content areas and, in this case, at various colleges. I was able to see that many of us run into the same problems and have our own way of meeting those issues given our style of teaching. I was able to verbalize some tips and also received many insights on how to improve my own classroom.

I watched the afternoon videos on Project Based Learning with Melissa and Scott. I've always been a huge fan of PBL and as I'm designing African American Literature Literature for the first time in my context; I'm excited to begin with this section in the afternoon. I'm planning the course using UbD framework and I'm beginning with the project in mind. My passions for literature and music often intertwine. My favorite African American Lit course in college combined these elements and deeply connected me to the material. I want to create this same space and opportunity to my students who's interests may not necessarily align with my own.

Scott and Melissa provided a great space to think about how I might continue the tradition of adding my own passions to the classroom space and to engage students in the PBL process while doing so.
 ReplyReply to Comment

-

Collapse SubdiscussionShannon Condon

Shannon Condon

Jun 1, 2021Jun 1, 2021 at 6:25pm

Manage Discussion Entry

Desmos for Building Community and Checking for Understanding

I have struggled with building a warm class environment and getting students involved while teaching remotely. I tried to build community with some icebreakers such as "What is your favorite movie genre?" Unfortunately, these often take too much class time. I loved the variety of questions on Desmos that Kelly Spoon shared as a means of getting to know each other in class. Being able to share a summary of the responses to the whole class can help build a sense of the differences and commonalities we have without taking too much time.

I have also had difficulty assessing students' understanding while looking at a screen full of black boxes with names only. I miss being able to pick up on visual clues indicating that students had unasked questions. I love the sliders on scales and points on graphs that students can use to assess their own understanding in Desmos. I will definitely be using these at the beginning/end of lessons along with a reflection question to help me determine what concepts may be unclear to students.
 Reply Reply to Comment

○

Collapse SubdiscussionKelly Spoon - Math (Mesa)

Kelly Spoon - Math (Mesa) (*She/Her*)

Jun 2, 2021Jun 2, 2021 at 10:53am

Manage Discussion Entry

Back at the switch to online last Spring, I was struggling so much with knowing if students were getting the material or even present in their black Zoom boxes! Desmos saved my butt because I was able to go back to looking over students' shoulders like I did in class, while being online. And those sliders about understanding made up for not seeing that squinty face of confusion... 😄

I'm glad that we seem to be teaching the same two classes, so we can continue to collaborate!

 Reply Reply to Comment

•

Collapse SubdiscussionDenise Blaha

Denise Blaha (*She/Her*)

Jun 1, 2021Jun 1, 2021 at 6:30pm

Manage Discussion Entry

Denise Blaha ~~Early Childhood Education~~City College~~Project Based Learning Afternoon Session

Hello!

I really love PBL and my students love it also. They love that they are able to set their own deadlines, pick their own topics and present their findings in any way they want to. Some students really love the freedom and the creativity but other students can feel overwhelmed with all of the possibilities. For those students that like a bit of structure, I provide a rubric for some guidance.

The new information that Melissa and Scott presented was to bring MY passions into the projects. It's funny, I always encourage my students to share THEIR passions, but I don't share mine very often. My goal for the fall is to be more intentional with that. I also really appreciated that they had their presentation in bite-sized chunks. It makes it so easy to go back and view a section, rather than skipping around looking for the info. It reminds me that attention spans are short and time is even shorter---so the more I can chunk info into shorter videos the better!

Thank you everyone for a great first day!
 ReplyReply to Comment

-

Collapse SubdiscussionKori Zunic

Kori Zunic (*She/Her*)

Jun 1, 2021Jun 1, 2021 at 6:31pm

Manage Discussion Entry

ELAC; "Identifying One's Passion in Order to Help Students Find Theirs"

I was very inspired by the presentation "Bringing Your Passion into Project Based Learning" in which the presenters suggest ways to incorporate our own personal interests with the content area. Undoubtedly, we all do this to some extent. How could we not? We are human beings and our personalities seep into our teaching along with class materials, assignments, activities, and so on that we choose to use. We might be doing this subconsciously to some extent, but what Melissa Martinez and Scott Stambach suggest is to do it deliberately through project based learning

In the past, I have considered the merit of doing so but decided not to; it seemed almost inappropriate, or, if that is too strong of a word, inadequate. It also seemed selfish, or, once again, a bit self-centered - to use one's own interests and impose them on students. For example, one of my passions is life-long interest in spiritual realm. How could I talk about NDEs (near-death experiences) and OBE (out-of-body experiences) with my beginner-level ELAC students who often come from war-torn countries and other traumatizing experiences.

Luckily, I do have other passions, such as travel and history and after watching the presentation, I felt a bolt of inspiration and motivation to try something new. For example, it occurred to me that I could travel virtually to my students' countries by having them write and present about it.

I may not be ready for a semester-long PBL, but instead of shying away from it all together, I can start small. Another takeaway from this presentation is something professor Martinez said about how these projects can lead to unexpected opportunities and realizations for the students. It would be my hope that students could find their own passions by working on engaging and collaborative projects which ultimately ask them to be creative and to get out of their comfort zone. That is the way to growth, right, even if we are talking about degrowth.

 ReplyReply to Comment

○

Collapse SubdiscussionAudrey Breay

Audrey Breay (*She/Her*)

Jun 1, 2021Jun 1, 2021 at 6:57pm

Manage Discussion Entry

We are exactly on the same page with this, Kori!

 ReplyReply to Comment

•

Collapse SubdiscussionAudrey Breay

Audrey Breay (*She/Her*)

Jun 1, 2021Jun 1, 2021 at 6:56pm

Manage Discussion Entry

Audrey Breay, English at City College

1. **Lightning Talks, Kelly Spoon and Desmos:** I was so intrigued and wanted to be left in the Desmos space for awhile to try out the tools from a student's perspective. I feel like using Desmos could invigorate some of my Zoom sessions and pull in students who disappear behind their screens and struggle to engage. The functions looked a bit overwhelming to me (the toolbar seemed so BUSY) so I would want to streamline what I use it for, mostly in hopes of increasing student participation in class discussions, and as a way to help students check their comprehension of readings.

2. Some appreciated reminders...the acknowledgement in the morning session of some very simple ways to show authentic care for our students such as welcoming late students by name, actively building student support groups within a class, and encouraging family participation rather than having students feel like they have to disconnect from family in order to be "good" students. Also in **Lightning Talks with Kirin Macapugay and Jennifer Cosio**, I was reminded of how important it is to leverage our own personal and professional networks in order to support students as they prepare to transfer.

3. Dear PBL, I still find you elusive and difficult, but I think we can improve our relationship! I appreciated and followed to the letter the shorter videos spaced by specific prompts for concentration as it was set up by **Melissa Martinez and Scott Stambach in their focus on Bringing Your Passions into PBL**. I always feel a reluctance in bringing *my passions* into the classroom when they are not clearly linked to our course content. It feels like it could be an imposition on students, and it seems like I should be asking students for their passions instead. But the way it was discussed by Scott Stambach made me see how focusing on my own passions first and thinking through connections to the curriculum could encourage students to draw on their passions as well, particularly if the project aspect of the course is well designed. My English 101 and 101X classes move through the theme of Attention, starting with Mindfulness and moving through distraction to attention (particularly via social media/technology), and finally into ACTIVISM--what moves us to translate out attention into action? I started working on an idea about a small PBL section at the start in our mindfulness section, but expanding it to speak more broadly to Health and Wellness. One of my passions is conquering fitness goals through a steady, small steps at a time process and I brainstormed a lot of ways that students could work on projects related to this concept--either in addressing physical wellness, or mental wellness. I feel brain dead right now to try to elaborate, but since I am attending TSI for SDSU credit, I will be developing this concept provoked by today's

afternoon session into a project for my fall English 101 classes. Thank you TSI for a very productive Day 1!
 ReplyReply to Comment

○

Collapse SubdiscussionKelly Spoon - Math (Mesa)

Kelly Spoon - Math (Mesa) (*She/Her*)

Jun 2, 2021Jun 2, 2021 at 10:55am

Manage Discussion Entry

Kevin said the same thing about the toolbar during Quarantini Hour! It's A LOT, but if you aren't teaching math, you can essentially ignore 50% of it. :)

 ReplyReply to Comment

•

Collapse SubdiscussionKen Reinstein

Ken Reinstein

Jun 1, 2021Jun 1, 2021 at 7:05pm

Manage Discussion Entry

Ken Reinstein – English and ELAC at Miramar

Morning

I enjoyed the breakout sessions this morning. These can sometimes be a little nerve-wracking for me, so it reminds me how my students must feel when they have to move the conversation forward. In almost every case, it works out well, as it did today. One of the TSI-ers from my room, Donna, teaches Dance at Mesa, so I just had to ask, "How do you teach dance online?" She admitted it was challenging and despite some of the obvious limitations of teaching an activity like dance over Zoom, she made it work. This was motivational for me: I have learned much this past year about teaching online and re-engineering my classes for this modality, but I think she showed that there is a perhaps overlooked factor in making for a successful online

class, and that is bringing a positive "can-do" attitude. I also enjoyed the lightning rounds learning more about OERs, which I am now considering for my ELAC classes.

Afternoon

I loved Melissa and Scott's presentation on PBL and wrote copious notes for an idea to integrate my passion for baseball into an English class. Baseball is "America's Pastime" and has a rich history in this country. The game also intersects with so many other areas that interest students: music, multimedia, social justice, business, American history, race, math, physics, philosophy, and others. Thanks to Melissa and Scott for planting that seed and giving me some inspiration. (If you are reading this Melissa, I will be contacting you sometime later! :-)
 ReplyReply to Comment

-

Collapse SubdiscussionAnne Hedekin

Anne Hedekin (*She/Her*)

Jun 1, 2021Jun 1, 2021 at 7:50pm

Manage Discussion Entry

PERG 120 College Success and Lifelong Learning DAY 1 TSISpring 2021 Late Assignments Flipped Classroom Project Based Learning

Today was super fun. I get so excited and inspired by about all the ideas out there. I want to shake things up and make a lot of changes but one thing I learned throughout the year and was reminded of today is you have to pace yourself. Keep it simple so you can stay on top of things especially if you are still online.

My usual late assignment policy is they can turn in anything late but they only get half credit. But I offer a module on extra credit which are meaningful relevant activities. I liked an idea I got from Sim to give extra credit for additional classmate posts. that seems to even out the late work factor. I was heartened to see that colleagues have been given students "grace" with the late assignments during the pandemic. It has been such a massive shift it made me feel better!

I am inspired, intrigued and excited by more creative ways to engage my students and promote deep learning. I want to change it all. I feel like one benefit of the the Pandemic is all of us learning so much. We can improve the experience for our students in and out of the classroom with all this creative energy. I want to harness it all and put it to use in my class.

So far what I am really thinking about is more

o project based learning.
o When I go back to Face2Face I want to do more of the flipped classroom.
o Incorporate more videos and maybe short micro lectures
o Also inspired by all the crafty ways to engage students.
o I would like to try to use Pronto more often
o would like to figure out how to make sure the announcements to to email!

Having said all of the above my final "take aways" are my desire to use all these tools to continue to humanize online learning and engagement. I want to find ways to connect with students and let them know they are cared for and valued. The afternoon activities were very cool. I love the ELAC story telling concept and connected with how overwhelming it must be for speakers of other languages. As a counselor it made me think how "foreign" the college environment can be to students with the terms we use it can feel like are speaking another language and we need to remember that new students especially new to online learning have a lot of challenges.

 Reply Reply to Comment

-

Collapse SubdiscussionRob Rubalcaba

Rob Rubalcaba (*He/Him*)

Jun 1, 2021Jun 1, 2021 at 7:57pm

Manage Discussion Entry

Thank you for an incredible first day of TSI 2021 - so many great discussions and ideas!

I teach mathematics at City College with the Umoja program through hip hop, dance, art, and sushi. I have a few ideas for project based learning, following an Umoja practice of live learning. I love PBL and encourage students to always learn without changing who they are, which for math is often not the case.

I was taught to learn mathematics, I had to surrender both my identity and my culture. Institutions of higher learning taught me that in order to be successful in math I had to learn and practice math through a white, Eurocentric lens. I found myself in classrooms where I was the only student of color, and in a workplace at the department of defense where I was the only or one of very few mathematicians of color. I want my students to learn mathematics, and the foundations of computer

programming and science *without* changing WHO they are, without celebrating their native language, without requiring them to surrender their incredible identities.

PBL is more than an acronym to me, it is one of my many strategies to make math fun for my incredible students, and to have my students realize that excelling in math and science *is* part of their culture, part of their identity, and that using their native languages is most welcome in the process.

I was terrified - TERRIFIED to teach online because all of my ideas for motivating students with hands on activities were with hands on props in my office, pip cleaners, origami squares, balloons, glue, scissors, chalk, vinyl records, and yes even sushi. How am I supposed to light sushi on fire and pass it out to students through a computer screen!! I tried passing out supplies to students (getting permission to pass them out during hunger action day), however, many of my students were not able to get to campus, so I improvised. Instead of pipe cleaners, I ask my students to find anything around them that can be molded into the shape of a graph of a function - my students came to class with their shoelaces, usb cords, their hair, their arms, their fingers, sour punch straws, mustard bottles that they squeezed onto plates in the shape of graphs of polynomials. One of my Calculus II students put hot sauce on a tortilla in stripes to set up a type two double integral!!

The possibilities are endless because the imagination of our incredible students is endless! Celebrate the culture language and identities of our incredible students, and give them a safe space where they can ask questions and imagine learning without fear of judgement, because too many times they have been told that they do not belong. Please make sure to have each of your students know without a doubt that they belong in your class, belong at your college, belong in their major, and belong at the next level. Validate their goals and their dreams each and every day and make sure that your incredible students do not have to change who they are to learn!
 ReplyReply to Comment

-

Collapse SubdiscussionKim Lacher

Kim Lacher

Jun 1, 2021Jun 1, 2021 at 8:29pm

Manage Discussion Entry

English faculty, Mesa College- PBL inspiration!

I really enjoyed this first day at TSI! I am excited to hear how many instructors have found positives from teaching online during this pandemic. As someone who has taught online for five years, I have always been invested in humanizing the online

environment. There are so many incredible tools out there, and I have so enjoyed learning from my colleagues as we all navigate through this remote learning.

I really enjoyed the PBL videos. I think PBL has always seemed like something I want to do but is out of reach, but after seeing both Melissa and Scott break down how they get students invested, I feel invested, too.

I of course related to Melissa's videos as a fellow English professor. I connected so much with the way she teaches her students how to write and how to invest in the process. I also use storytelling as a way to get students to understand the importance of critical thinking, persuasion, and agency as writers. She mentions getting students invested in what they are passionate about for their projects. This is something that I already encourage for a research essay. I tell them that I don't want to read essays on a topic they don't care about; this will be obvious. I want them to care about what they are researching and writing about. Melissa allows her students to take this same passion and put it towards a project. This is something I've been meaning to incorporate into my curriculum, and after hearing Melissa talk about how she does it in her classes, I am ready to start creating.

I really like the way Melissa breaks down how she gets students to dream up an idea. Our students want to be change-makers; They care a lot about their communities and about the issues that affect their generation. This allows them to feel connected to an interest in a way that could bring about change. I also really appreciate the way she walks us through the timeline of the project. Often, for me, this is the way I can actually begin to incorporate something like this into my classes. At first, it seems overwhelming, making it easy for me to push it off to the next semester and the next semester. With a timeline and scaffolding for how I can get my students excited and working on something like this, I feel like I could do this in the fall.

Thanks for a great first day at TSI!
 ReplyReply to Comment

-

Collapse SubdiscussionMichelle Soltero
Michelle Soltero
Jun 1, 2021Jun 1, 2021 at 8:39pm
Manage Discussion Entry

Michelle S- Child Development – Where do we go from here? Lighting Round and PBL

Enjoyed the small group discussion as we reflected on the past year; listening and learning from one another.

o   Introduce a different technique with assignments such as Jam Board throughout the semester so that students become familiar and comfortable with the tool.
o   Create a video message in addition to a weekly schedule for the week.

OER..next steps to explore the listed of resources that Angela Boyd introduced in her presentation.

Universal Design for Learning – increase the offerings of giving students options with class assignments

Project Based Learning – I am inspired of what I heard and saw through this approach. I will continue to reflect on what I learned and the various exercises to support my thinking to incorporate into Child, Family and Community course.

Thank you for first great day.

 ReplyReply to Comment

-

Collapse SubdiscussionKrystle Marshall

Krystle Marshall (*She/Her*)

Jun 1, 2021Jun 1, 2021 at 9:17pm

Manage Discussion Entry

Hi all!

My name is Krystle Marshall. I teach English at Southwestern and Mesa College and ESL at Grossmont College. I am reflecting on the morning session, a new tech tool, and the PBL module.

Morning session:

I really enjoyed the morning session "Where Do We Go from Here?" and the chance to work in groups. It was nice hearing how everyone has dealt with challenges and what they would change or bring with them next semester. I also really liked the guided meditation. It is not something I normally do, but I felt really relaxed and ready for the next task.

Tech tool:

I plan to look into Desmos. I have never heard of it before, but after Kelly's demo of it, I feel that I can easily integrate it into my classes--especially my synchronous classes. I am always looking for ways to keep my students engaged in our zoom classes. I like how interactive it is and how I can provide real-time feedback. Another tool that caught my eye is the pronto one that was mentioned several times in the chat. I need to spend some time exploring both of these to see if they would be a good fit for me.

PBL

This module was so informative. I know a lot about project based learning. However, I have never actually done a semester long project, but every time I hear about PBL, I am intrigued to try it. In the module, I brainstormed about how I could possibly do a social justice PBL activity with my composition classes. I plan to explore this more and create my final project based on PBL.

Reply Reply to Comment

-

Collapse SubdiscussionCarmina Caballes

Carmina Caballes (*She/Her*)

Jun 1, 2021Jun 1, 2021 at 10:11pm

Manage Discussion Entry

Ready to implement new ideas in art classes

I am very thankful to now have had a year and half a semester to convert my classes to online. I think everything I learned about engaging online learners at TSI last year was great but there was so much work to bringing everything online I was not able to implement most of what I learned. As I learned about strategies today, it struck me that I'm so much further along this year and implementing elements of a flipped classroom will just involve little steps.

I was very interested in "Bringing your Passions into Project Based Learning". I teach a class broken into 4 modules that each cover a different concept. I've always thought it would be great to have one semester-long project but I've never been able to figure out how it could work. The prompts and time we were given in this asynchronous workshop allowed me to come up with a plan to finally tie everything together.

Reply Reply to Comment

-

Collapse SubdiscussionSarah Moore

Sarah Moore

Jun 1, 2021Jun 1, 2021 at 10:15pm

Manage Discussion Entry

Sarah Moore, Grossmont College, Transfer Center Coordinator/Counselor

It was a great day 1 of TSI! I have quite a few takeaways from the day. I can already tell I'm going to need to pace myself and practice realism as I plan out what to implement. I appreciate being able to practice with new tech resources including flipgrid and jamboard. I had never heard of Pronto and today heard it from at least five different people! In my initial review it seems that the chat feature could be a good resource in the Transfer Center and also the announcements feature too. Speaking of announcements, in the morning session, I really appreciated hearing the idea to embed video into the email sent to students as a way to encourage them to read the email! I'm going to explore this some more.

As Transfer Center Coordinator at Grossmont, it made my heart sing when I heard the presenters at Readying Students for Transfer speak about strategies to implement to help students with their transition from community college to the university. And then at my drop-in hour for Transfer Achievement Celebration I found myself sharing with students about the differences in lingo (ed plan vs degree map, Counselor vs Advisor, etc) and thought how timely today's presentation! In the Universal Design and Project Based Learning I was introduced to a Scrum board. I love this idea of to-do, doing, done and want to implement it with transfer students during application season, though it would work well for the whole transfer planning process.

And the health and wellness activity blended with the afternoon session. One of my passions is art. I enjoy painting, card making, listening to music, looking at works of art, quilting, etc. So it was a fun exercise for me to consider how I might bring my passion for art into my work with students. Thank you to all the presenters; I'm looking forward to Day 2!
 ReplyReply to Comment

-

Collapse SubdiscussionAmy Alsup

Amy Alsup (*She/Her*)

Jun 1, 2021Jun 1, 2021 at 10:22pm

Manage Discussion Entry

Amy Alsup - Sociology & Gender Studies/City College & Miramar College - PBL and Passions

Hello! My name is Amy Alsup and I teach Sociology & Gender Studies. I loved the afternoon talks on "Bringing your Passions into Project-Based Learning". For me, this means bringing music & visual art into the curriculum in a deeper way. I've already done this to some extent in my Gender Studies courses, where students analyze a song about gender or LGBTQ+ issues in an essay. They also create a Creative Project at the end of the semester where they produce a photograph, painting, drawing, collage, zine, diorama, infographic, or video. However, the projects I've implemented so far are individual assignments. One of my goals for TSI 2021 and this summer is to develop these ideas into Project-Based Learning activities that students can produce in groups. I'd like to find a way for students to collaborate on presentations, writing, and/or art projects. I'd also like to add an element to the projects where students must also solve real-world problems in their work. I haven't quite figured out what this will look like yet, but I'm really inspired by the ideas mentioned by Melissa Martinez and Scott Stambach. I really love the idea of students collaborating to make a quilt, a 3D model, a product to sell, or a podcast. In the online setting, students can easily share their projects on Padlet or through screen-share in Zoom. In face-to-face classroom settings, a more formal exhibition can take place in person, either in the classroom or in the wider community. I will be brainstorming about this more throughout the week, and I'm looking forward to it!

 ReplyReply to Comment

-

Collapse SubdiscussionShirin Safaee

Shirin Safaee (*She/Her*)

Jun 1, 2021Jun 1, 2021 at 10:33pm

Manage Discussion Entry

Hello,

This is Shirin Safaee. I teach biology at Mesa college.

Morning workshop:

We talked about challenges and success of the past year in breakout room and main room. My colleague and I discussed the challenges we had with technology. From frozen screen in zoom to locked sections and date mixed up on Canvas. The trouble we had with our cameras, microphones and our laptop. I personally went through 3 laptop last year and had to buy extra equipment to do my job. We also talk about our trouble connecting with students in remote classes because most of time it is difficult to see their reactions and how they respond to our lectures. For success stories we talked about better accessibility, saving time for commute and convenience of having office hour from home. One of the strategies that I will transfer to next year will be using more annotate option of the zoom. I used them this semester and it gave me the ability to teach the same way I was teaching face to face by writing on the screen and pointing at pictures using annotate option on zoom.

Midday workshop, lightning talk.

 I attended two workshops at 12. The first one was Self-Care Through Guided Meditation by

Richard Weinroth. We had a quick meditation and he introduce me to a meditation app called insighttimer.com which I am planning to use. Second one was Get 'OER Here! By Angela Boyd. She introduced some of the resources for OER.

Afternoon workshop: Bringing Your Passions into Project Based Learning

What I liked about that workshop was their organization. They divided the workshop in smaller video with exercise for each part. I chose environmentalism because that is topic that I am passionate about and I can easily connect it to my discipline which is biology. After attending this workshop, I came up with a project for my students that I can integrate in ecology topic. I will ask them to come up with practical ideas that reduce our carbon footprint. Last semester we did smaller group project in the biology labs and the poster that students made for subjects like COVID, cancer, biotechnology was very impressive and the whole time I was thinking how great it would be if we could arrange an exhibition of those posters. It was very interesting that they also brought this up in the workshop. I also believe public presentations and exhibitions give students a sense of pride and accomplishment.
 ReplyReply to Comment

-

Collapse SubdiscussionSandy Gonzalez

Sandy Gonzalez (*She/Her*)

Jun 1, 2021Jun 1, 2021 at 10:50pm

Manage Discussion Entry

- o **Sandy Gonzalez, Counseling, Miramar**-Flipgrid & Defining my passions/interests
- o So I did my Flipgrid recording tonight (tried this morning but had luck until this evening when I tried as guest) and by mistake posted a recording I didn't like. I googled (lifesaver) how to delete flipgrid video and was successful in deleting and re-posting (huge sigh of relief!) I had heard of Flipgrid on previous TSI's but hadn't used it or don't know if it just has more options now-it seems groovier lol. So now I think- I'll give it a try on our Miramar Transfer Canvas Shell and see how that works as an announcement.
- o The other activity that spoke to me was Scott's Stambach Exercise #1 titled Defining your passions or interests. In jotting down things that are important to me what came up for me is: faith, traveling, personal growth, family history, music, food and community. I can totally see how I ask for students to share about those topics on their Who Am I? assignment and as they map their My Lifeline to help them build such reflection. However, now I'm thinking "How that can be tweaked into a project based learning project?"

 ReplyReply to Comment

- •

Collapse SubdiscussionDeborah Susan Emery-Flores

Deborah Susan Emery-Flores (*She/Her*)

Jun 1, 2021Jun 1, 2021 at 11:12pm

Manage Discussion Entry

Debbie Emery-Flores

Faculty, Emeritus Program, Health and Wellness/Brain Fitness

I am sharing my reflection on the video series I watched and the activities that accompanied them from 2 presenters about bringing your passion into your curriculum.

As I am still teaching this week (SDCCE is still in Spring session), I can only catch up at the end of the day. I watched the videos and did the activities centered on bringing one's passion into your curriculum, and basing projects on them. Both presenters were very inspiring--I found myself making notes the whole time! Their presentation inspired me to consider my passions and how I can bring them into the classroom with my normal curriculum, and even inspired me to consider creating a new summer class for next year based on my passions in working with older adults. I have several good ideas and will continue to work on them this week. I came up up with what they called "deliverables" and how I can challenge students to share them at the

conclusion of the semester in order to make their families and communities better places. The presenters' ideas were truly inspiring to me.
 ReplyReply to Comment

-

Collapse SubdiscussionLiza Rabinovich

Liza Rabinovich (*She/Her*)

Jun 1, 2021Jun 1, 2021 at 11:29pm

Manage Discussion Entry

Hi, everyone!

My name is Liza Rabinovich and I teach English at Mesa and ESL at Grossmont, MiraCosta, and USD.

I really enjoyed the reflections that folks shared this morning. From the Padlet to our main discussion after, it was wonderful to hear about what worked for instructors this semester. I felt like it brought us closer together to have a chance to share about the challenges and the successes. We are in this together :) It was also a reminder to me to be kind to myself when things don't always go as planned. Additionally, Pronto came up a few times so that is something I would like to look into.

This afternoon, I really liked Emily Moore's presentation on Teaching Proficiency through Reading and Storytelling (TPRS). This is something new for me, and I would like to read about it more. I often teach beginners and this looks like a great activity to use with beginning ESL students and help make reading more meaningful and have students be less concerned about grammar and pronunciation. I'm teaching a beginning conversation class in a couple weeks, so I may focus my TSI project on incorporating TPRS into that class. I also look forward to reviewing the other Lighting Talks I did not attend.
 ReplyReply to Comment

-

Collapse SubdiscussionMike Espar

Mike Espar (*He/Him*)

Jun 1, 2021Jun 1, 2021 at 11:29pm

Manage Discussion Entry

Mike Espar, Music

- o AM: New tech tool -- JamBoard
- o PM: Project-Based Learning -- Music Family Tree

New tech tool -- Jamboard

I was excited about the interactivity of Jamboard during the morning icebreaker. I appreciated its simplicity and the fact that participants can respond with text, images, emojis, videos, etc. Also, the ability for all participants to re-arrange posts also makes it a fantastic brainstorming tool. I can imagine using it during full-class brainstorms as well as with smaller breakout groups. It seems to be a much more effective whiteboard than my current technique, a Keynote slide. For group work, I can imagine it being an easier way for groups to share their ideas with the class (as compared to typing takeaways in the chat or having one group member present to the class). It will also give less outspoken students a chance to share their ideas without having to turn their cameras on.

Project-Based Learning -- Music Family Tree project

Although I'm already a big fan of Project-Based Learning, I was inspired by Melissa and Scott's idea of fusing passions with PBL. I especially like leveraging the *students'* passions, more so than the passions of the instructor. (I feel like it could be awkward if a student didn't connect to one of my passions that wasn't directly related to subject matter.)

I brainstormed a handful of possible projects for both my music production and music history classes. The one I plan on diving into during my long-form reflection is a Music Family Tree. Here's a quick summary of what I have so far: This project could work for any and all of the three music history survey courses I teach (classical, jazz, and rock). Basically, students would pick a favorite artist, then work backwards to identify his/her direct influences, the influences of those influences, etc., going back at least four "generations". Each connection would need to be validated through historical research (ex. a quotation from the artist, a cover song they recorded that was originally recorded by their influence) or musicological research (ex. identifying a guitar lick the artist "borrowed" from his/her influence). Students would then draw upon their own passions and skills to find a creative way to present their family tree.

Options might include an annotated diagram, an interactive slideshow, a video, a spoken-word piece, a DJ-style music mix, etc. Throughout the process, students would keep a journal in which they would reflect on their ideas and challenges. The finished projects would be exhibited on the Music Program website and possibly in-person in an art-show style exhibition.

 ReplyReply to Comment

○

Collapse SubdiscussionShirin Safaee

Shirin Safaee (*She/Her*)

Jun 2, 2021Jun 2, 2021 at 9:54am

Manage Discussion Entry

I like that Jamboard too. I may use it for my class this summer. I may not be able to do project base learning for my whole course but I have a few project through out my course. The main students' complain about group project is participation. I get email about group members not responding or doing their part. I add a for partners assessment that they can use to grade their partners but I still getting some complains.

 ReplyReply to Comment

▪

Collapse SubdiscussionKelly Spoon - Math (Mesa)

Kelly Spoon - Math (Mesa) (*She/Her*)

Jun 2, 2021Jun 2, 2021 at 10:59am

Manage Discussion Entry

One thing to be careful of with Jamboard is that cap on participants. Supposedly there can be up to 50, but occasionally it is less? I used it with my precalc class of 45 for an activity and had several students that couldn't access it. You're also limited to 20 boards.

A nice 'hack' for Jamboards/Slides is to make your instructions in an image so students can't accidentally delete or modify them.

https://twitter.com/GoogleForEdu/status/1348341046988697600Links to an external site. <- some cool examples of Jamboard backgrounds.

 ReplyReply to Comment

○

Collapse SubdiscussionAileen Gum

Aileen Gum

Jun 2, 2021Jun 2, 2021 at 12:22pm

Manage Discussion Entry

Hi Mike: I was late to the party in the AM, but if the presenters didn't link you to Denise Maduli-William's recent DE Summit workshop on Jamboard, it's loaded with easy ways to get started: https://bit.ly/DeniseJamboardLinks to an external site.

Hannah Padilla and Dora Schoenbrun-Fernandez in the Spanish Dept at Mesa have also done fantastic workshops using Jamboard. I don't have recordings, but they might?

Enjoy!

Aileen

Edited by Aileen Gum on Jun 2, 2021 at 12:25pm

 ReplyReply to Comment

•
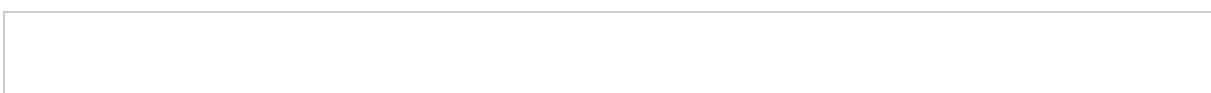
Collapse SubdiscussionUriel Ornelas

Uriel Ornelas

Jun 2, 2021Jun 2, 2021 at 12:03am

Manage Discussion Entry

Discipline: French language

RE: Jamboard

I would like to use Jamboard more during the synchronous part of class, as we did in the morning sessions today.

It seems to be a great way to have students divided up into groups working on their assigned slide. This could be particularly useful during group presentations.
 ReplyReply to Comment

-

Collapse SubdiscussionJennifer Vo

Jennifer Vo (*She/Her*)

Jun 2, 2021Jun 2, 2021 at 12:06am

Manage Discussion Entry

Jennifer Vo - Adjunct Counselor in EOPS at Cuyamaca College. Have not taught a class before, but interested in personal growth/counseling courses in the future.

I felt this morning's session was great timing as we wrap up another academic year and it was helpful to reflect on this past year and connect with colleagues across disciplines. It's been over a year since the pandemic and WFH and so interesting to look back on how we've all handled things professionally and personally, and especially the highs and lows that we are still experiencing. I'm feeling especially proud of how we've all tried out best to keep our focus on students' well-being and needs both inside and outside of the classroom. In my group, we discussed the challenges we encountered while trying to keep students engaged and successfully completing the course. It required persistence, flexibility, creativity, and ultimately, trying to meet the students where they're at while challenging them in a supportive manner. I had been feeling overwhelmed with the number of emails, the countless resources, and changing policies/processes as we adapt and know that many students are feeling similarly. One key takeaway for me was to start off with trying one or two resources first and to explore further in-depth and see how this can best serve me or students rather than introducing many resources in hopes that one of

them will help connect with students. I learned about Pronto for the first time today and am interested in learning more about it for use in the future.

I enjoyed Melissa and Scott's presentation on PBL but I definitely felt panic at the beginning of it, especially when Scott first posed the question about our own personal passions and interests and how we can integrate them into our classroom. I think some students may also have that moment to freeze and think about what they can possibly do. I appreciated that the videos acknowledged that and also broke down in much simpler ways so that we had less pressure to try to find something "cool" to be passionate about. Although I have not yet taught a course, I'm hoping to teach counseling/personal growth classes in the future and one area that I've been working on is career research and exploration. I started to think about some of the assignments I had tentatively created and how I could possibly rework them into PBL. During the brainstorming section, I started to briefly outline how to make job shadowing/interviewing more personable and fun, rather than in the "professional" sense, and possibly recording parts of these interviews to create a series of career videos for future classes. I appreciated Melissa's video on how to help outline and create a schedule for the project to help students keep organized and receive feedback on their projects to also make it less daunting. Although I'm still brainstorming ideas, I hadn't previously thought about the importance and power of exhibition as part of the PBL experience. But I can understand now how the exhibition experience further motivates students in their creation and engagement with our community and creates a meaningful and authentic learning experience.
 ReplyReply to Comment

-

Collapse SubdiscussionSiobhan Gazur

Siobhan Gazur

Jun 2, 2021Jun 2, 2021 at 12:20am

Manage Discussion Entry

Siobhan Gazur | Teach Photography at City College in the Photography Department | Teach Styling for Photo at Mesa College in the Fashion Department

Takeaways and innovations from the morning session:

I thought there was a lot of good conversation within our breakout groups for the **Where Do We Go From Here?** presentation. I saw that a lot of us suffered from the same issues of finding the right balance between work and self care. I know I felt it because I had to add a 4th grader homeschooling and a neighborhood class POD to

the mix. It was challenging but also humbling. I realized I didn't need to be perfect...just present. :)

 Another issue that I saw come up a lot was the issue of late work and how we should deal with this late work policy. There were some great suggestions about giving 2 late passes at the beginning of the semester that the student can use if they needed. I will add this to my late work policy (still deciding on if it should be 1 or 2 late passes). This was always a struggle for me since I want my students to take the deadlines seriously but I also want to be understanding and show compassion to their situation. I always encourage my students to have strong communication with me so I will know if they are running into an issue with the assignment or with life. I make a big effort to communicate with any student that falls behind on an assignment so I could help get them back on track.   One fantastic suggestion I heard was creating PODS/ groups for the students to have more interaction and this also helps with accountability within the group. I like this idea because it also generates this space/ place/ feeling of a community that is beyond the teacher. I will try to incorporate this into my class next semester. There was a lot of talk and examples on how to show COMPASSION to the students but also their families. WOW! Showing kindness and compassion will go a long way.

While I know many of us struggled during this time dealing with Covid and all the changes, I do think we all had to grow and become more creative in the way we communicate, organize our time and find compassion for our students, our kids/ family and ourselves. I know I grew as a teacher and I was willing to try many new things to reach my goal of being approachable (through weekly Hello videos), push my students creativity and enhance the overall learning experience. I think some of the tools such as Pronto, Flipgrid and Padlet are really fun and easy tools to use for class interaction. I will continue to build them into my classes.

Afternoon takeaways and innovation:

I was really inspired by the afternoon presentation about **Project Based Learning.** I teach photography and I am a firm believer that when you are photographing something you love then your work will reflect that passion and love. For the final project in my class, the students have to do a 10-12 page story and they can decide what they want to photograph. But after watching the presentation I feel that I need to go deeper in asking the question about what they are passionate about. I think I need to develop some questions for the students to think about and have them do a little research about images that they see that resonates with them. I want it to go beyond the idea of "I like to photograph sunsets." I want the students to go deeper. This something I will need to spend more time thinking about. I really enjoyed the samples that I saw in the presentation- very creative and rewarding!

I also really like the idea of how to exhibit and show the work. As an artist showcasing your work is such an important part of the process but yet most people don't ever show finished work. We have a wonderful gallery in the Photography department where have both student and faculty art shows. When we have shows there you can free the excitement on opening night of the artist and the admirers. It is wonderful to see how proud the students are about their accomplishments hanging on the walls. This is something I need to solve for my online photography class. I need to have a place to showcase their work beyond Canvas discussion board.

I also enjoyed popping into the Quarantini Hour because there are always some great suggestions, ideas, encouraging words and wonderful smiling faces!

Thank you for a wonderful first day! I look forward to see what tomorrow will bring. :)
Edited by Siobhan Gazur on Jun 2, 2021 at 7:20am
 ReplyReply to Comment

-

Collapse SubdiscussionSean Flores

Sean Flores (*He/Him*)

Jun 2, 2021Jun 2, 2021 at 12:26am

Manage Discussion Entry

Library & Information Science | Assignment Scope Change

Reflecting on Melissa Martinez and Scott Stambach's PBL module content I decided to change the scope of an assignment I had been kicking around for potential use in something like a LIBS-101 course where the current final builds to an annotated bibliography.

The PBL assignment I was kicking around in my head was music and the influence and samples used in remixes or incorporated into an artist's song. A great example is the use of samples particularly prevalent in 90's hip-hop. So students would identify credible information from a variety of sources (web, databases, public archives or other open access resources) to provide support for where an artist's song/record had taken an influence or direct sample of an older work and incorporated it into a new work. Possibly, depending on the artist, it can go the other way where perhaps the artist's song/record had also been a source of influence or a direct sample for a newer song. I thought this would be a fun way to show the importance of providing

credit and citation for previous works and the real world use of finding information and determining its credibility and thinking critically on the production of information and what types of information can be found where. I think it would be engaging because of the love most people have for the artists they are fans of.

After listening to the PBL module I thought that if a student didn't particularly like music, this wouldn't be that fun so I am considering expanding the scope to an area of interest: music, art, dance, literature, other. Then applying the assignment on a broader level so that it can be applied to any area of interest and be able ignite the passion and engagement of a wider student audience. The thing with authentic assignments through PBL is that it is also very difficult to provide examples of the assignment since it's so custom. I am really starting to see the value of an "exhibition" of sorts where a culmination of the work can be discussed and shared. I can see that something like a youtube playlist of students discussing their project's path from start to finish can then be shared and viewed by the next semester's class, and maybe a best of playlist where the top liked videos of the prior semesters are collected into a playlist can also be shared with a current class as examples of how the assignment can be done. This is definitely not a fully baked idea but there's something there.
 ReplyReply to Comment

-

Collapse SubdiscussionHeather McGray

Heather McGray (*She/Her*)

Jun 2, 2021Jun 2, 2021 at 12:47am

Manage Discussion Entry

Life Sciences/Biology - PBL/assessment redesign

I want to rework a large portion of my major's Biology class to remove the exams and replace them with projects where students design models that represent the Biological processes we are learning about. One of the most challenging aspects of Biology is for students to understand how we know things. Most Biology textbooks represent everything as "facts", and then show pretty detailed drawings that represent the "fact". But that is not how Biology works.

In this class, students are empowered to be real scientists from day one. Students examine real data from scientific papers and instead of being handed pretty diagrams they develop the models themselves directly from the data.

The cool thing is that everything is a model: a written description, a 3D sculpture, a drawing, a dance, a play, a poem. They can all convey the information as a model would, that is, highlighting some things well, being consistent with the data, and

leaving many details out. But the buy-in and roll out are going to be challenging for me.

So far, I have liked the suggestions for PBL using scrum boards. I am currently working on a grant that is due in a week so I haven't had a chance to watch the PBL asynch talk but I am really excited about getting to it tomorrow.
 ReplyReply to Comment

-

Collapse SubdiscussionMichelle Tillman

Michelle Tillman (*She/Her*)

Jun 2, 2021Jun 2, 2021 at 1:14am

Manage Discussion Entry

Career Counseling/ Personal Growth

Morning Takeaway – Moving Forward

This morning kicked off with an interactive workshop about where we go from here. This was a great way to start The Summer Institute and to create intention for the remainder of the conference. It was interesting to hear what faculty had to share about what they learned and the challenges they faced in the last year during the pandemic.

Last year during The Summer Institute a lot was shared in preparation for and in anticipation of full remote learning. Last year there were not many best practices shared with regards to remote learning because last Spring faculty had to quickly pivot their in-person practices and did not have much time to reflect and prepare.

At this year's TSI it seems like a lot more is being shared about what really worked and what didn't because faculty had a full year of remote learning and they feel more comfortable in the online environment. For me, this past year has been challenging with regards to student engagement. I did not have many students schedule career counseling appointments and I did not have a lot of students attend the career development workshops I facilitated. I believe that I would have been more engaged with students if I taught a class each semester. I believe that teaching is the one of the best ways to engage students because I would have a list of students to hold

accountable and be responsible for. It seems like it helped other faculty to have a roster of students to check-in with.

Afternoon Takeaway – Passions + Project Based Learning

I really enjoyed the workshop, "Bringing Your Passions into Project Based Learning". I have seen first-hand how effective Project Based Learning is and how passions are incorporated into projects with both of my children's experiences at High Tech High and High Tech Middle Media Arts. This workshop helped me to come up with some ideas for projects and I plan to use Melissa Martinez's timeline as a template for my Personal Growth class this upcoming semester.

 ReplyReply to Comment

-

Collapse SubdiscussionMaria del Consuelo Lopez Aramburo

Maria del Consuelo Lopez Aramburo

Jun 2, 2021Jun 2, 2021 at 8:58am

Manage Discussion Entry

Hello everyone,

My name is Maria Lopez and I teach Chicana/o Studies at Mesa College.

Morning workshop:

In a breakout room and main room we discussed about the big challenges that we faced during the pick of the pandemic year. It was an exercise of freedom that it was not me alone who had all these challenges. From frozen screen in zoom and locked sections. Plus, having to deal with our laptop issues. I remember how sometimes I had to run to Best Buy and even to Tijuana, Mexico to get my computer fixed when I did struggle with a virus that tried to enter my screen from a pornographic source.

Another very important conversation was the problems that arose from remote classes. It was hard to connect while students had their cameras off; as a result, we could not have a sense of their progress through lectures, readings, films, except for the collection of assignment that students submitted weekly. Overall, all these discussions were positive because made me think on how I need to be more flexible and accessible with deadlines in terms of the submission of students' assignments. They also have a lot of limitations with technology.

 Afternoon workshop, lightning talk.

Another Tech Tool? Introducing Desmos

It was a very fun talk! This is a software that I would like to use for my classes in history. Because the template is designed to perform different objectives in the disciplines of study. One of the most attractive areas of the design is that can capture the motivation of the student without him/she realizing that he is playing and learning at the same time. Desmos activities are real actions of the learning process due to student inputs which set the pace for a non-traditional lecture. Also, it is like a process of "illuminating student thinking" an exercise to awaken knowledge in a casual way.

Bringing Your Passions into Project Based Learning

For me this conversation was an exercise of reflection. It was like a wakeup call about a project that it has been in my mind for some time and I need to make it happen. As I was listening to the conversation I started writing about my project, "my passion" which is to continue my writing on the history of a Mexican woman in Baja California. I did meditate on the connection between the topic and I. How do I built the bridge to create natural connections between my passion and the material? Moreover, how I can translate my passion with my students? I concluded that my passion is a task that is built day by day in different stages.

 ReplyReply to Comment

-

Collapse SubdiscussionAnagit Traganza

Anagit Traganza (*She/Her*)

Jun 2, 2021Jun 2, 2021 at 9:35am

Manage Discussion Entry

I'm Anagit Traganza. I teach Pre-vocational ESL at San Diego College of Continuing Education.

It was exciting to connect in breakout rooms in the morning and share our experiences. Self-care, including physical, mental, emotional, and spiritual aspects, is one of the major topics that came up in a big way for all of us this past year. Setting boundaries and balancing work-personal lives are extremely important in our new "normal" reality.

Many of my students like using Pronto, but some of them are not comfortable reaching out yet, so I will definitely look into Desmos. I have been using Jamboard and Padlet in my Zoom classes. Both of them are fun, and they are easy enough for

my students to navigate. Another great way to engage students during the synchronous part of the class is using the Zoom annotation tool. The students can mark the errors or highlight the words in a sentence on my screen. I could also recommend https://www.baamboozle.com/Links to an external site.. They have a library of interactive games, and it is easy to create one.Links to an external site.

The afternoon session with Yvette was interesting. It was a nice addition to the wellness and self-care theme of the day for me.

The Q & A Quarantini Hour was a meditation itself. Just being in the presence of each other and sharing ideas was very soothing and inspiring. Thank you!
 ReplyReply to Comment

o

Collapse SubdiscussionMaria del Consuelo Lopez Aramburo

Maria del Consuelo Lopez Aramburo

Jun 2, 2021Jun 2, 2021 at 2:31pm

Manage Discussion Entry

Hi Anagit,

I do really like all your tools recommendations that can help to engage students in online remote classes. Zoom rooms can be a big issue with student's motivation, because their space of learning has changed drastically today. They are working from home, the parking lot from the college, and the work place just to name a few examples.

Thank you for sharing your experience and experitise of teaching,

Maria Lopez

 ReplyReply to Comment

•

Collapse SubdiscussionCierra DeVries

Cierra DeVries (*She/Her*)

Jun 2, 2021Jun 2, 2021 at 9:37am

Manage Discussion Entry

Cierra D: Counselor

I really enjoyed the pre-recorded afternoon presentation about connecting your passion to your course! I thought about ways I'd already done that and ways I can continue to do it in the future!

In the morning sessions I really enjoyed the breakout groups and getting to speak with people from mother departments and in different phases of their life and just connect with them and learn ideas from them on how best to support students.
 ReplyReply to Comment

-

Collapse SubdiscussionKate Stone

Kate Stone (*She/Her*)

Jun 2, 2021Jun 2, 2021 at 9:59am

Manage Discussion Entry

Hello everyone!

I teach Dramatic Arts at City College, primarily acting and voice classes, and then direct productions. I also teach the Theatre and Social Issues class.

I was really encouraged in our conversation in the breakout rooms yesterday-- I agree with what everyone else is saying, that it is helpful to hear about people undergoing the same struggles with online teaching, and then brainstorming our ways around some of the common issues. It seemed like, in our group, dealing with childcare and work/ life balance was a big issue. (It certainly can be for me!) While obviously we didn't solve the issue of not having available childcare or the blurred lines of work and life right now, it was nice to commiserate.

I have been thinking a lot about the afternoon session and the concepts that were presented-- in the Dramatic Arts I feel like we already have a lot to offer about integrating project based (i.e., integrating our passions!) learning into our curriculum-- sometimes it feels like most of what we do is project-based! Based on hearing some information about how to think about group projects, though, I'm rethinking some of the strategies I have used in the past to mitigate some of the common problems

created by asking students to collaborate. My goal, always, in creating group projects is for each student to feel successful and like they were fairly treated. In order to accomplish this, I offer these strategies:

- Students always have a large portion of their grade that is given individually. Usually I break it up so that half the grade is based on the group performance, and half is based on the individual's work.
- I have students write a self-assessment of what they did in the group, asking them how many hours they spent, if they attended all group meetings/rehearsals, and if there were any issues working as a group.
- They also write a "group contract" at the beginning of their work-- this outlines what the expectations are, and what the norms should be for their individual group. They can also create a contingency plan for what they will do as a group if a group member isn't pulling their weight. This is a great conversation to get out of the way early, and tends to make students aware of the needs and expectations of the group.
- I make sure that all groups are equitably created, as best as possible. This means that I never put more men in a group than women, as they tend to not be heard as well, and I try to consider the needs of Global Majority students as well: will they be talked over or ignored in a particular group setting? -- often I have found it works best to have students fill out a brief survey about how they approach group work before assigning groups, which can help create groups that think similarly about projects. (Asking questions like "how early before the deadline should work be done?" can be very revealing!)
- And then I check in with groups frequently! I like using google docs for this, which allows students to share their meeting notes and work on these collaboratively, etc. I can just see their work, and who is contributing. This works well for asynchronous work too, I've found.
- I also construct group work in phases-- this lets me check in frequently, and we can evaluate the needs of the group after a phase is completed. That way they aren't overwhelmed by a single large deadline all at once.

I'm thinking about these things, especially with the development of project-based learning, and how to incorporate better structured projects in my classes. If anyone has other suggestions on how to structure group work in a equitable way, please let me know, I would love to hear how group work is structured in other classes and disciplines!
 ReplyReply to Comment

-

Collapse SubdiscussionAnna Delgado

Anna Delgado (*She/Her*)

Jun 11, 2021Jun 11, 2021 at 1:30pm

Manage Discussion Entry

Hi Kate!
I really like your bullet points:) The Group Contract is such a cool idea:) I imagine it works so excellently for Drama/Theatre classes. I am thinking how students can make their one contract type forms in an art class, perhaps letting them sign up for crits ahead of time--so they set their own due date!

Thanks:) Anna

 ReplyReply to Comment

-

Collapse SubdiscussionElisia Doonan

Elisia Doonan (*She/Her*)

Jun 2, 2021Jun 2, 2021 at 10:48am

Manage Discussion Entry

Elisia - DSPS-CE Adj.

I was so happy to hear we all share the same frustrations.Students not having computers, internet connections and so on. At times we feel isolated. Also great to hear how many instructors are adapting. It shows how creative we all are. I am always inspired by the enthusiam of growth from you all. I look forward to learning more in the following days.

 ReplyReply to Comment

-

Collapse SubdiscussionJulie Hansen

Julie Hansen (*She/Her*)

Jun 2, 2021Jun 2, 2021 at 12:22pm

Manage Discussion Entry

Already created my first jamboard for the Fall semester! I'll be back on campus and I'll use it as an ice breaker, day one!! I can also use this in place of padlet just for a change of pace. Padlet is also great, but jamboard is just another expression and way to create community

 ReplyReply to Comment

-

Collapse SubdiscussionJulie Hansen

Julie Hansen (*She/Her*)

Jun 2, 2021Jun 2, 2021 at 12:22pm

Manage Discussion Entry

The idea of creating a project and then making an exhibition is an intriguing idea. Not sure what kind of project to do, but will keep this idea in mind.

 ReplyReply to Comment

  ○

Collapse SubdiscussionMaria del Consuelo Lopez Aramburo

Maria del Consuelo Lopez Aramburo

Jun 2, 2021Jun 2, 2021 at 2:43pm

Manage Discussion Entry

Overall, it was quite encouraging to hear how some professors were able to solve the problem of how to connect with students in a casual way while teaching online remote. I did realize that creativity is the best tool to change the world sometimes which in the learning process can be translated as moving theory to practice.

 Reply

TSI 20.21
Day 2 Takeaways

- Patti Manley - History

This morning's presentations were pretty interesting. I enjoyed seeing what other instructors are doing to be creative in their courses. I was inspired by the Fine Art presentations and will definitely check out the Stop Motion software. I think it would be a great way to engage History students. Its seems like a good project to allow students to recreate history or to explore a particular historical person or event.

Although I allow students to create Podcasts for a digital project in my Honors courses, I would like to explore the idea of a class Podcast each week rather than a video lecture. Either myself or students would be able to present a topic for that week and other students could pop on and participate in the discussion or just listen. I like the idea of advertising the Podcast ahead of time rather than just popping it into a weekly module. I was inspired by the Career center's use of the music studio as well. My students create all kinds of digital projects including music and graphic projects so being able to use a space & equipment that already exists on Campus would be great and would allow for collaboration among instructors & students.

The afternoon presentations were interesting but somewhat specific. Although I appreciate the topic and can see connections, I really need to explore that a further to see how climate & environmental topics can fit into the existing course outline & topics. Of course there are historical events that have impacted the environment and certainly climate has impacted history. I need to sit, think & explore some more on this one to come up with a project idea other than an essay. One way I do include climate & environmental issues in History is the successes or failures of especially early colonies like Jamestown which research (study of tree rings) has shown was established during a significant 7 year drought. Another way that I bring climate & environment into the course is by discussing the migration of the Mongols and why they left the steppe region and moved across Asia & Eastern Europe. But, I would like to creative ways of bringing this topic into the course through interesting hands on projects & group projects.

Edited by Patricia Manley on Jun 2, 2021 at 11:33am
 ReplyReply to Comment

-

Collapse SubdiscussionKori Zunic

Kori Zunic (*She/Her*)

Jun 2, 2021Jun 2, 2021 at 12:48pm

Manage Discussion Entry

Kori Zunic - "What's in a Name?"

I learned from our breakout room activity that sometimes a name is just a name and sometimes it is indeed much more than that; sometimes it is a reminder of where we came from or who we came from; sometimes it is a burden and sometimes it is an honor. In other words, are names are not who we truly are, but we might fall into a trap of thinking that they are. Take my name, for example: Koraljka - a truly Croatian name that comes from a word for coral (koralj) reflects my country's maritime nature as well as my father's infatuation with a certain theater actress. It's full of consonants and has an uncommon sound created by two letters, "lj", not found in most languages even Slavic ones. My last name is simpler: Zunic, but it's not really my last name which has diacritics turning it into: Žunić. So I have been completely renamed into Kori Zunic. Am I Koraljka or Kori? Well after 32 years in this country, I am both and none. I like both names and they bring different feelings and impressions, but really it's all in my head. And, yes, people have a hard time pronouncing my name; as some lovingly like to say it - it gets butchered a lot. But I am past that. I used to dread the moment of handing my debit/credit card to a friendly cashier who would more often than not be tempted to initiate a conversation about my name. "Where are you from? How do you pronounce it?" I didn't not want to answer any of these questions because they put me on the spot and made me feel uncomfortable; also, I was annoyed by what I judged as an intrusion. Not anymore. I've grown, I've matured, and I realized that it was a simple act of being friendly and polite and that it was me who made it into something more. I realized that my name does NOT have to be a wound - it's never been one, so why would I make it one?

 ReplyReply to Comment

○

Collapse SubdiscussionElla deCastro

Ella deCastro

Jun 2, 2021Jun 2, 2021 at 3:04pm

Manage Discussion Entry

Ella Halana Malie deCastro Baron (Ella deCastro)--English and Creative Writing, SD City College and Brandman Univ. (Reply to "Say My Name" comment by Koraljka Žunić)

I love this reflection, Kori...Koraljka...Professor Žunić...! The last line is fire: "I realized that my name does NOT have to be a wound - it's never been one, so why would I make it one?" It's such an honest, confident evolution to share your process. Thank you!

This is one of the first assignments in many writing classes (and can be attached to history, identity, culture, etc). I feel the energy of it, the invitation to explore the connotations/feelings I have about my name, too. It automatically connects me to the human behind the name.

This reminds me of a line in a writer's memoir that says her story is a way of "making chapels of my scars."

In the Kapwa spirit,

~Ella

Edited by Ella deCastro on Jun 2, 2021 at 3:06pm

 ReplyReply to Comment

○

Collapse SubdiscussionAileen Gum

Aileen Gum

Jun 2, 2021Jun 2, 2021 at 3:49pm

Manage Discussion Entry

Hi Koraljka/Kori: I like both of your names, but I loved the musicality of your given name (when you say it, not when I attempted it 😆). As I always tell my students, "Correct me! I don't want to learn it wrong!"

Thank you so much for sharing. I love hearing about people's names. The other people in the group who shared had fascinating stories about their feelings about identity and figuring out what to do with the "identities" we sometimes feel are imposed upon us or perhaps that we carry due to self-imposed guilt.

-Aileen

Edited by [Aileen Gum](#) on Jun 2, 2021 at 4pm

 [Reply](#)Reply to Comment

○

Collapse SubdiscussionCaryn L. Pass

[Caryn L. Pass](#)

Jun 2, 2021Jun 2, 2021 at 10:35pm

Manage Discussion Entry

WOW! Kori, I have not thought about a person thinking of their name as a "wound". My name is pronounced incorrectly often. People want to put an 'ol' even in mail, so I see Carolyn often. That is not me. I used to not like my name because when I would meet a KAREN, they all seemed to behave a certain behavior to me, like air heads. That is not me. No offense to anyone, my opinion. I have had plenty of customer contact positions and I would also ask as a means of conversation and learning about the person. I would try to remember when I was a teller in one of the financial institutions I worked at, and often when I could remember names, the customer would return to me. What I am reminded of also today is this country has so many people who are from other parts of the world. My grandfather was Native American and changed his name after the family sent him away to save his life. I really like hearing stories of origin and people who share with me who they are, what makes them different. Thank you for sharing your story. Thank you Dr. Rob for bringing the awareness that our names are more than a label.

 [Reply](#)Reply to Comment

○

Collapse SubdiscussionShirin Safaee

[Shirin Safaee (*She/Her*)](#)

Jun 3, 2021Jun 3, 2021 at 9:13am

Manage Discussion Entry

Hi Kori,

I can totally relate to that. I get the "where are from" question at the time. As long as It is not malicious, I am fine with it and I learned to have a sense of humor about it. Once the whole semester one of my students was calling me Miss Sofa. I also took a linguistics course at some point and learned the anatomy of your vocal chord changes and modifies with the language you speak and sometime pronouncing specific words correctly is not physiologically possible. I do my best to pronounce my students' name correctly and the trick with difficult word is breaking them down into syllables. This is my tips for my students who have a hard time with terminology. Here is a video that may help.https://www.youtube.com/watch?v=CV_QHRXltngLinks to an

external site.

 ReplyReply to Comment

-

Collapse SubdiscussionAsma Yassi

Asma Yassi

Jun 2, 2021Jun 2, 2021 at 1:31pm

Manage Discussion Entry

Asma Yassi - Counselor & Coordinator - CalWORKs Program - Cuyamaca College - Teach counseling courses and WEX

I really enjoyed the second day presentations and the discussions. I felt inspired by the idea of serving others. It is something that I am passionate about and try to bring it in my profession as an educator. I also related to the career center presentation because I teach personal growth courses and career directly impact my students and a big component of the curriculum. As a counselor and coordinator of the CalWORKs program, career counseling and exploration is the core of our program. We encourage students to seek meaningful education that leads to employment and self-sufficiency. The CalWORKs program collaborates effectively with the Career Center. For example, we refer students to their workshops and to meet with career tutors as

well as invite them to present during our annual CalWORKs workshops. In my courses, I always refer students to meet with a career staff to help them with resume writing, interview skills, and career exploration and offer extra credit.

In the afternoon, I attended a session on how to orient students in the first week of classes. I was happy to know that I already implement some of the elements introduced but quickly realized that I am in need to add videos. I think it is very important to do so especially at the beginning of the semester to allow students to get to know their instructor and give them another way to learn the requirements and expectations of the course.
 ReplyReply to Comment

-

Collapse SubdiscussionCierra DeVries

Cierra DeVries (*She/Her*)

Jun 2, 2021Jun 2, 2021 at 1:40pm

Manage Discussion Entry

Cierra D - CalWORKs Counselor

After watching this morning's presentations, I was really inspired by how the art program was able to incorporate social justice, environmental justice into art and all of the amazing projects that came out of those assignments! And the presentation from the Career Center, I try to collaborate with our Career Center as much as possible even if just to make our students aware that the center is there to support them and is friendly! Many of our students are ESL Arabic speakers and I feel confident knowing that I can refer them to the Career Center where they have student Ambassadors or faculty that also speak Arabic and can connect and help the students in a way they feel comfortable.

During the lightning talks, I also really enjoyed the presentations I watched about improving literacy and improving student engagement through story telling. Both challenge the way traditional lecturing is done and helps to form more of a connection with students, engage them more, and improve their skills including literacy and comprehension.
 ReplyReply to Comment

-

Collapse SubdiscussionMichelle Chan

Michelle Chan

Jun 2, 2021Jun 2, 2021 at 2:02pm

Manage Discussion Entry

Michelle Chan (ELAC/English)

Morning Session

I LOVED seeing all of the amazing student work the presenters shared. When I see this, I am reminded of how I can do better with incorporating PBL and student led activities in my own classes. It was encouraging to see how much students can accomplish in spite of remote learning and because of it. I also enjoyed the opportunity to talk to colleagues about our names. This name activity is not new to me, but having to do it in a breakout room setting IS, and so I liked the chance to experience it and learn something personal about my teammates. What's more, the conversation flowed nicely, so thank you JahB, Sioban, Robin, and Symone!

Tweaking an Assignment

I attended Cara Smulevitz's presentation on adding an Orientation module for students on Canvas. I also have this set up in my courses, and so I was excited to see where I can improve and what topics I may have left out. One thing I noticed I can do is add more personalized video content, especially one to give an overview of the important items on the syllabus. Although I do have a Syllabus Quiz, I realized it helps to have an instructor verbally walk students through this important document, given that for some students it may be their first time ever reading a syllabus. Another takeaway I had was to add a page that shows students how to view feedback. I do spend a lot of time annotating and giving my students written feedback only to realize when I read their final drafts later that they did not see any of my comments. All in all, I appreciated the ideas Cara shared to ensure that students are properly "set up" before diving into the content in the course.

 ReplyReply to Comment

-

Collapse SubdiscussionDaniel Mendoza

Daniel Mendoza

Jun 2, 2021 Jun 2, 2021 at 2:51pm

Manage Discussion Entry

Daniel Mendoza (Counseling)

Morning

After today's breakout room session, I found some inner peace with myself. My name is a common name. I often felt a sense of guilt/shame whenever I was asked where my name came from, as there is not much to it besides my uncle wanting his first nephew to be named after him. I was reinforced that it is okay for name just to be a name! and that not everyone has a rich history behind their name. During my group I also expressed how I was intrigued at how some speakers are richly connected to parts of their culture/subculture (Chicanx to be exact). As I explained in my group, I grew up in the South San Diego, San Ysidro to be exact. The term Chicano was not something I heard until I attended City as a student. I have always identified as Mexicano, and if I had to attach a subculture, I would say Fronterizo. Hearing others in my group share similar struggles about not feeling connected to some parts of their culture reminded me that we choose what parts of our culture to keep, let go, and adopt.

Afternoon

I enjoyed both lightning talk sessions I attended and gathered some new ideas for my Canvas. Last TSI I adopted the syllabus quiz, now am going to adopt the syllabus video (like the idea of not having dates to reuse) and start working on "how to.." videos vs. my current "how to.." steps/list. I am also planning on adopting the reading presurvey and following up with a discussion board activity.

 ReplyReply to Comment

-

Collapse SubdiscussionJaquelin Yang

Jaquelin Yang (*She/Her*)

Jun 2, 2021 Jun 2, 2021 at 3:33pm

Manage Discussion Entry

Jaquelin Yang - ELAC/ESL

Morning Session

I really enjoyed learning about my group members' names and backgrounds! As an ESL teacher, I place a lot of value in remembering my students' names and trying to

pronounce them as carefully as possible (they often get big laughs out of my attempts, but I try!). However, my own name is always spelled wrong, even by fellow English teachers! It's a funny story because even my mom spelled it differently for half my life. Years ago, I thought about changing it to a more traditional spelling, but I liked that this spelling had a story. Because it's so often spelled wrong, when someone spells it correctly, I always notice. To me, it shows that they put effort into it, and I appreciate that :)

I also loved all the creative demonstrations by the students. It's inspiring to see how artistic our students are, and it's clear from their work that they really care about what they're creating.

Afternoon Session

I missed the Lightning Talks today due to another meeting at the same time, but I'm looking forward to the recordings.

I had some time to learn from Michelle and Stu's module on interdisciplinary assignments. There are SO many connections that can be made between the disciplines of Biology and Political Science, but it takes motivated and inspired educators to actually make that jump into creating a project. I'm impressed by the thought and creativity that Michelle and Stu put into their projects.

As I watched their videos, I reflected on what areas of collaboration there would be for the ELAC/ESL departments. My students often come in with very different educational goals. Some want to transfer to 4-year or graduate schools as soon as possible, while others are career-oriented. Additionally, since I usually teach in the evenings, many of my students work during the regular school hours. Sometimes I refer them to tutoring or career services, and it would be a good idea to reach out to career services on my campus to see how my students can still utilize the services after-hours. Alternatively, I could learn more about the different services that they have and bring some of those activities into my classroom (for example, resume or cover letter worksheets).
 ReplyReply to Comment

-

Collapse SubdiscussionAileen Gum

Aileen Gum

Jun 2, 2021Jun 2, 2021 at 4:07pm
Manage Discussion Entry

Day 2 Takeaway: Like last year, I am always a bit sad I don't have time to make it to all of the lightning sessions, nor have time to savor the amazing ideas/tools/resources people are sharing.

Please... consider recording those sessions so people can review any sessions they couldn't make. This is something I've always liked about the Online Teaching Conference -- you don't feel torn because you can at least review anything you couldn't attend "live."

This morning: Loved the student projects! I want to make some short stop motion videos for my class as maybe Easter Eggs, topic introducers, and as another option for their final project presentations. I am still a bit concerned that it will take too much time for students to learn/do, but with some tweaking to the project ... ?

Loved every Lightning Round I could attend ... even if it was only for part of the session. For whatever reason, I had difficulty getting some of the Zoom sessions to open for me after the first round and ended up jumping through a few sessions until I found some that would open.

Sustainability: As mentioned in Day 1, I appreciate having the afternoon sessions split up into more manageable "bites." The materials have been very content-rich, so I like being able to stop and reflect on each segment before building on it with the next piece.

 ReplyReply to Comment

-

Collapse SubdiscussionAudrey Breay

Audrey Breay (*She/Her*)
Jun 2, 2021Jun 2, 2021 at 4:36pm

Manage Discussion Entry

Audrey Breay, English

3:15 on Day 2 and I am pausing in the work of the day to try to tease out some connections and crystalize some tangible takeaways...

Anna Delgado and Terri Hughes-Oelrich sharing their students' art projects had me pondering ways to invigorate my English 101's final project on activism. Many of my students choose to write about art as activism and this morning's presentation gave me better ideas for providing them with a variety of very different examples (like the Banksy "Season's Greetings" image shown) before they head into their own work.

Julio Soto's "throughlines" of collective action and comrades in the struggle seemed a natural progression from the art projects and I can see incorporating some connections between organized labor and artistic activism into my end of semester modules. (I also LOVE his introduction as someone speaking from his "incompleteness, imperfections, and full, complicated humanity"!)

Both of the Lightning Talks I attended were ON POINT for me. Christine McGaughey-Gilbreath's dense and informative session on helping students to make their reading VISIBLE was full of practical application knowledge that I need to ground me when I get carried away by concept (see above) that is doomed to fail if I don't anchor it in the hard academic skills my students expect to get from my classes. Then Cara Smulevitz in her session on the Orientation Module inspired me to begin work on my own Orientation Module that will help my students get off to a strong start next semester.

As I moved through the impressive material provided by Michelle Rodriguez and Stu Matz, I found myself circling back to my thoughts from the morning. I need a "practice" Module of sorts set up to model the final project on activism. Why not center the practice Module on Climate Literacy? I already pulled the "Tragedy of the Commons" TedTalk that they shared and posted it in a new "TSI playground" Module on Canvas that I will use to develop this idea and others for my fall classes.

 ReplyReply to Comment

-

Collapse SubdiscussionKim Lacher

Kim Lacher
Jun 2, 2021Jun 2, 2021 at 4:47pm

Manage Discussion Entry

Kim Lacher- Ready to incorporate so many ideas to my classes right now!

I was blown away during the first presentation by Anna Delgado, and Terri Hughes-Oelrich. The stop animation projects that students created in order to tell a story about important issues were simply stunning. I am so inspired to immediately incorporate this idea in to my classes (starting this summer, even). In my writing classes, I have students research issues they are passionate about, and we also do a lot of work with persuasion and strategies. I am envisioning creating a creative project option where students could create an ad for an issues or for a product. I could also see them creating a short video that makes an argument and uses the

visuals as support. In my literature courses, I'm brainstorming ways that students could create something that helps to visualize the literature we read in class. I'm just so excited about this! I just downloaded the app!

Julio Soto's energy was contagious! I was a bit sleepy this morning, but he energized me :) The way he begins his classes with the Mayan Poem In Lack'ech is such a gorgeous way to ground the students and maintain connection and community. I love the resistance to settler colonialism and manifest destiny, and I'm creating a module, as we speak, in my English 211 (American Literature II) that will address these important issues and ask students to make those importance connectsions between literature and history, and colonialism. I was taking lots of notes on all of the resources/books he shared. I mean, I was JUST reading Dr. Tara Yosso's Community Cultural Wealth Model yesterday. To see it in his presentation today was awesome!

Katlin Choi is one of our gems at Mesa College. I love that she mentioned that we don't have to do this alone- we can reach out to our "tribe"- our colleagues that give us strength and inspiration. Often if I don't jump into a new project, it's because I feel overwhelmed- like I won't be able to give my all or be able to commit enough. Her reminder that we can collaborate and lean on each other has inspired me to jump in!

Michelle and Stu's afternoon asynchronous videos on climate literacy and how projects/assignments can be created across disciplines were fabulous. I really love the way presenters at TSI have incorporated the student voice. I think this is the BEST way to know what students are passionate about and what they thought about a certain project. I haven't use environmental literacy as a theme/topic in my classes for a couple of years. I think I veered away and focused on social justice, but the more I hear from my students, the more I realize that this is something they want to focus on right now. Many of them are incredibly invested in environmental issues, and after spending some time this afternoon with Michelle and Stu, I want to incorporate more of this back into my curriculum.

Thank you for another amazing day at TSI!!

 ReplyReply to Comment

-

Collapse SubdiscussionDenise Blaha

Denise Blaha (*She/Her*)

Jun 2, 2021Jun 2, 2021 at 5:07pm

Manage Discussion Entry

Denise Blaha~~Early Childhood Education~~City College

The student art projects in this AM's presentation were amazing! I actually recognized a former student of mine and it was wonderful to see her artistic gifts and talents celebrated!

So many takeaways from today--the importance of meeting our students where they are--from a strengths-based perspective rather than a deficit, making sure they feel welcome, seen, heard, honored, and supported in (and out of) our classroom, allowing for multiple means of expression, and supporting reading comprehension via making thinking visible.

Thank you all for an inspiring Day Two!
 ReplyReply to Comment

-

Collapse SubdiscussionKevin Gossett

Kevin Gossett (*He/Him*)

Jun 2, 2021Jun 2, 2021 at 5:10pm

Manage Discussion Entry

I was inspired by the student work shared in the morning session, and look forward to getting back into the practice of giving students more opportunities to be creative and collaborative. This is something I stopped doing when we all went into survival mode last March. Since then I've opted out of having students do the kinds of creative projects that were often rooted in addressing issues with our communities for what seemed to me to be valid reasons related to student equity. Now, taking Julio's reminder that we all better have learned something this last year, I have learned that it's creativity and collaboration that sustains us, so I'll be integrating

The afternoon session helped me visualize ways of allowing students to take a more interdisciplinary approach to the projects they end up doing. I wasn't teaching about environmental justice directly in my English 101 class this semester, but when tasked with writing about social issues within their communities more than one student wound up focussing on air pollution in Barrio Logan. And it was one of these students who introduced me to the CalEnviroScreenLinks to an external site. website that Stu shared in his presentation. There was no visual element to the final essays they produced, but I know that if they had the opportunity and tools and create

something, topped with the freedom of exploring issues they were learning about in their other classes, these students would've been able to take their learning to the next level.

 Reply Reply to Comment

○

Collapse SubdiscussionLiza Rabinovich

Liza Rabinovich (*She/Her*)

Jun 2, 2021Jun 2, 2021 at 7:50pm

Manage Discussion Entry

Ha! Love that photo, Kevin!

 Reply Reply to Comment

•

Collapse SubdiscussionJason Kalchik

Jason Kalchik

Jun 2, 2021Jun 2, 2021 at 5:11pm

Manage Discussion Entry

Jason - English Department - SDMesa

Today has been great, and I honestly don't really know where to start for a response. So, this might be a bit rambling. I always tell my students that writing is exploratory. We'll see what comes of it!

I am going to have to really gather my thoughts and focus in order to complete the more formal Reflection Day 2 assignment. But one thing stood out to me thematically linking a lot of these presentations: the dynamics of our shared environment, our shared atmospheres, literal and figurative. This was shown through Professor Rodriguez and Matz's collaborative, interdisciplinary work, the focus of those projects, and the collective benefit we all receive when innovative teachers ground the development of their discipline's skill sets within a active learning, real-world engagement that asks students to authentically think and participate at a local and global level. I saw this theme of our shared environment in Christen McGaughey's lightning talk around collaborative active reading. Just about every sentence uttered in the morning session with the great presenters (professors Hughes-Oelrich, Delgado, Patel, Soto, Choi, and their facilitator Jennifer Cosio) emphasized what's gained through collaboration and recognition of our shared space as colleagues, San Diegans, and human beings.

It may just be me, but the idea that we literally share breath stood out thematically (not just because of a year of COVID lockdown!). There's a tool song about this called "Pneuma"Links to an external site. that randomly popped up on Spotify (given algorithms, "randomly" might be an overstatement) during my treadmill run at the YMCA today after the lightning round.
As I ran, this song helped me organize some of these ideas in my head and got me thinking about Banksy's "Seasons Greetings" piece that our first presenters featured. Then, in the asynchronous sessions, the collaborative work demonstrated the harmful effects of short-term self interest overwhelming our collective wellbeing, a theme central to Banksy's work and the "Season's Greetings" piece. Then, Stu mentioned a "chimney sweep" in his presentation as a dramatic example of the harmful effects of emissions. This made me remember (I know, this is getting very stream-of-consciousness . . . hahah, sorry!) a remixLinks to an external site. one of my students put into a zine we made in my English 216 class. The student attempted to situate the focus of William Blake's poem "The Chimney SweeperLinks to an external site." from his *Songs of Experience* collection into a modern context. Because, in my opinion, it demonstrates how the study of literature could fit in with all this collaborative, interdisciplinary work, I'll share that hereLinks to an external site..
Edited by Jason Kalchik on Jun 2, 2021 at 6:46pm
 ReplyReply to Comment

-

Collapse SubdiscussionStacie Shook

Stacie Shook (*She/Her*)

Jun 2, 2021 Jun 2, 2021 at 5:16pm

Manage Discussion Entry

Stacie Shook- Chemistry

The morning session really made me think. I am always very hesitant on the first day of class to call on students that have long or complex names since I don't know how to pronounce them. I think I will start the first day's lecture with everyone introducing themselves. They can also tell us how to pronounce their name and any special meaning that they have. I think this will also serve to help connect the students on day one, which is always one of my goals.

For the lightning talk this afternoon, I went to Cara's talk about Orientation Modules. She had a lot of good advice about how to walk students through each beginning step of the course. I really like the ideas of posting short explanatory videos to explain how to change your Canvas settings, for example, so you receive all announcements and feedback from the professor. I have done some of these ideas in the past, but in a written-out form. I do think that a video is a more approachable format, so I'll be using that idea in my fall semester class.

Thank you to everyone who presented and showed us your passions!
 ReplyReply to Comment

-

Collapse SubdiscussionAnne Hedekin

Anne Hedekin (*She/Her*)

Jun 2, 2021 Jun 2, 2021 at 5:34pm

Manage Discussion Entry

Anne Hedekin PERG 120 College Success and Lifelong Learning

- o This could be an idea you learned about that you adapted for your students and class.
- o Maybe you tried out a new tech tool.
- o Did you tweak an existing assignment based on something you experienced?
- o Has anything impacted your course materials or overall design?
- o What are you excited about and inspired by?

Inspiration for the day: I am going to start off with how great the exercise movement wellness activity was! My college age daughter came home and thought it was very cool that we had an activity that got us moving. As far as my online class goes--

today's wellness event and noting we have a wellness break in each module/day-made me think I need to add a wellness reminder each week either as extra credit or a points/no points assignment. Wellness/selfcare etc. I need to "noodle" on this for a while and figure out how it would work best.

I loved all the morning presenters. Jennifer was a gracious moderator and Julio had high energy. I loved the career information as well. What really left me blown away was how the art professors incorporated 21st Century Skills, social justice, equity etc. in their curriculum. It really planted the seed for me in how I can adjust my assignments to do more of this.

Cara's lightening round had so many practical suggestions. I think I have an idea for my final projects.

I had technical issues staying logged in but I really like Christen's lighting round on reading. she talked about some annotating software I have been very interested in which is now making me want to rethink how much reading I have. I have been intrigued by the annotating software and was going to ask about it yesterday and today it was part of the agenda! I was super excited about that.

Great day 2 thank you.

 ReplyReply to Comment

-

Collapse SubdiscussionCarmina Caballes
Carmina Caballes (*She/Her*)
Jun 2, 2021Jun 2, 2021 at 5:40pm
Manage Discussion Entry

Carmina Caballes, Art

Morning Session: From Anna Delgada and Terri Oelrich I really loved the concept of researching where your ancestors are from and building an art piece around that. I also like the idea of looking at public art and street art as an alternative to looking at museums. I found links between their presentation and Katlin Choi's presentation about students bringing their cultural wealth to the classroom. I am inspired to encourage and facilitate students to make art and statements that share their cultural wealth. I am reminded to collaborate with the career center to help my students connect with employers and industry starting in an informal way and building comfort level toward a job search as Mona Patel covered services offered in the career center.

Afternoon: At mid-day I enjoyed Ray Andrade's approach of using storytelling to make dry intimidating information humorous and approachable. in Michelle Rodriguez and Stu Matz presentation I loved seeing how a climate literacy truly benefits from approaching it from both a poli sci and physical science lens. I can see how many topics could be much more richly understood if approached from a multi-disciplinary perspective which reminds me of project based learning from yesterday.
 ReplyReply to Comment

-

Collapse SubdiscussionJulia McMenamin

[Julia McMenamin (*She/Her*)](#)

Jun 2, 2021Jun 2, 2021 at 5:51pm

Manage Discussion Entry

Julia McMenamin (Math)

I was first inspired by the community connections and the question – "How do you connect your classroom to the world? To real life? How does it connect with you, family, neighborhood, society, world?" For honors, I require students to find a media piece (article, video, etc.) that utilize statistics (graph, summary statistics, confidence intervals). I realized that all students would benefit from this type of activity. I have now made this a couple discussion assignments that are sprinkled throughout the course.

I was also inspired by the morning interactive talks and was wondering how I could engage the student as a whole (as a whole person, a whole learner, etc.). I decided to assign discussion board posts not only geared towards statistics in the media but also how to learn (Bloom's taxonomy, Grit, Growth Mindset, etc.). I compiled a list of topics/questions to use in my Discussion Boards. In the past, my discussion boards have been very silent but I have enjoyed the interactive and collaborative nature of these Discussion Boards in TSI. I would like to mimic this in my own classroom. Thus, I have compiled discussion board posts for each week.

Finally, I was inspired by Cara Smulevitz's Lightning Talk on Getting Students Oriented. I have decided to create a Orientation Video. In addition, I re-did my entire home page. My home page was set to modules which is quite overwhelming and not welcoming. I have re-done my home page to greet students and invite them to participate.
 ReplyReply to Comment

-

Collapse SubdiscussionCatherine Hardy

Catherine Hardy (*She/Her*)

Jun 2, 2021Jun 2, 2021 at 6pm

Manage Discussion Entry

Kate Hardy - Exercise Science and Health Education

I really enjoyed one of the lightening sessions I attended that concerned using a storyboard to walk students through specific challenges they might face. The presenter, Ray Adrade, had been charged with making a storyboard to promote the LRC services at Loyola Marymount, but I could see the relevance in providing a storyboard to help students get successfully from start to finish in our Personal Training Program.

This is a year long program and many students navigate it with few difficulties, but others encounter obstacles that then leave them unsure of what to do. I loved the way Ray told the story of how LMU Sue had one conundrum after another, but that she had an answer because she'd already learned what was available at the campus library. There was a chapter where she got a mid-term failing report, but she remembered that she could access tutoring through student services. There was another episode where her roommate was having a viewing party of The Bachelor, but Sue had to study, but she remembered that the library was open 24/7, so she could go there to study. In the end, Sue completes her educational goals successfully.

There are so many challenges that our students can encounter and sometimes they are simply unaware of services or don't know how to advocate for themselves. Mesa Student Services provides so much; computers, professional clothing, food, mental health counseling...Creating a story of a student needing and using these services could be so helpful!

Specifically with regards to the Personal Training Program, students may encounter other obstacles; can't afford the text, are unprepared for the amount of work it will take or don't have any preparatory courses, don't seek help if they feel overwhelmed and as if they aren't on top of the material. What a great opportunity for a story. I'm going to talk to my colleagues in the program about producing one of those.

 ReplyReply to Comment

-

Barbara Ring

Jun 2, 2021Jun 2, 2021 at 6:09pm

Manage Discussion Entry

Barbara Ring, Librarian, City College - Day 2
As a librarian, I do a lot of collaborating, whether with subject faculty or with fellow librarians. However, I don't know that we do a good job letting people know what is available at the library. I was interested to notice that when Julio Soto mentioned several great resources, my library had most of them, many in the online format, like A Black Women's History of the United States. Plus we have even more on the general topics. Even if we have them in print, they are still available through door-side pickup. We also have the Kanopy database and have White Like Me. So when you're looking to learn more about these topics, you might think of your campus library.

While librarians collaborate with subject faculty when making purchasing decisions and when discipline faculty have a librarian teach their classes how to do research, I'd like to work on collaborating more.

I liked seeing all the different creative assignments mentioned in the Timely Takeaways and how students responded to them. When students need help in deciding topics, besides suggesting the student write about what they are passionate about, I can suggest the student take something from their own cultural wealth and build a topic on that.

I also liked hearing the stories behind some peoples' names. I don't have a name people stumble over, but I can relate to having strangers comment over something you've heard a million times, and having to work through that people don't mean to be intrusive, they are just curious. I am a twin with a third sister who looks like us, and there is a certain pattern strangers take when realizing that yes, we're sisters (people ask that before asking if we're twins). Yes, we're twins. No, my other sister is not a twin. Yes, the three of us look alike. My non-twin sister has a certain patter that she repeats every time.

I enjoyed the lightning talks about student success, whether Black and Latinx or online. I was reminded to treat people like they are individuals with outside interests and stories. I imagined what it was like to be a student as I learned about what Cara Smulevitz does to help orient students to the online environment.

The Developing Interdisciplinary Assignments for Climate Literacy was also interesting, and the Tragedy of the Commons was a perfect way to explain why it is so hard to deal with certain issues. Again, I pretended to be a student as I did the padlet activity. It was good to have to do something besides watch videos in the afternoon. The example also reminds me to look for library resources that support an intersectional approach to a topic.

 ReplyReply to Comment

○

Collapse SubdiscussionAmy Alsup

Amy Alsup (*She/Her*)

Jun 2, 2021Jun 2, 2021 at 8:27pm

Manage Discussion Entry

Hi Barbara,

Thank you for letting us know about these great library resources!

 ReplyReply to Comment

▪

Collapse SubdiscussionBarbara Ring

Barbara Ring

Jun 4, 2021Jun 4, 2021 at 10:36am

Manage Discussion Entry

You're welcome!

-

Lisa Chaddock

Jun 2, 2021Jun 2, 2021 at 6:14pm

Manage Discussion Entry

First, the morning was really amazing. I had not put together the Career Center offerings with bringing in speakers and people from outside that might help our students to realize their goals. The flash talks were really helpful, too. Hearing what other schools do to demystify the library was great, and could be done by a team of people. It felt really inviting.

The afternoon hit me as hard as this topic always gets me. It is my passion, my life that I pass along the information, the knowledge about climate change through my teaching. I cover it in every single class. Hearing that we're all on the same page was like having a giant educational community hug in a dark time. Having the tool that Michelle has created available for us all to work together is such a simple yet creative idea to help each other. It seems like our students are already with us on this subject - there's very few who need to be convinced. It got me thinking about how we can reach out with PBL and turn their passion into projects that actually invite change in the community.

Here is a GIS tool that I use for the Environmental Justice part of my class. It's the government GIS where you can compare map layers of different issue in your part of town, your city - things like lead in water, air pollution. Really amazing way to put together spatial information.

https://www.epa.gov/ejscreenLinks to an external site.

Today pushed all my emotional buttons, but that is just what I was looking for. In changing up Urban Geography, the ideas about policy and politics, the ideas about how the economy is a really new creature in our lives, and the thoughts on creating new directions all sparked a lot of ideas.

I'm so looking forward to DAY 3!
Edited by Lisa Chaddock on Jun 2, 2021 at 6:18pm

-

Shirin Safaee (*She/Her*)

Jun 2, 2021Jun 2, 2021 at 6:20pm

Manage Discussion Entry

Shirin Safaee- Biology

Morning workshop: This morning presentation was fascinating. I loved how Anna and Terri incorporated topics like endangered animals, culture, and ethnic food in their course work. Students videos were unbelievable. I did something similar in my nutrition lab. In one of the lab activities, we ask student to design a menu for breakfast, lunch, dinner and two snacks base on their favorite diet and calculate the serving and calories. They made great posters for vegan, vegetarian, paleo diets. The part that I added to the activity was favorite dish. I ask them to post a picture of their traditional favorite dish and talk about it in discussion board. I receive a great response from students.

I also enjoyed the workshop about career development. My son is participated in the job fair organized by them couple of months ago. I think the idea about informal meeting with employer (coffee Chat) was great. It takes away lots of pressures that come with an official job interview.

I also liked Julio' presentation. I believe the events like Lemon Grove incident and Tulsa race massacre are part of this country's history and should be included in modern history course curriculum. There are lots of effort to omit this type of event and prevent younger generation from learning about them. Another part of the presentation that resonated with me was the importance of name. Making effort to pronounce students name and remembering their name have a great impact on how they respond to the class. My name is Shirin. In Farsi it means sweet. It is also the name of the legendary queen in an old tragic romance by Persian poet Nizami Ganjavi. (1141- 1209).
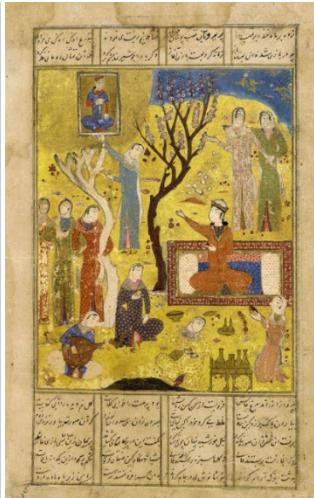
I never think about it, my name is more than 700 years old. I wanted to learn more about my name and found a web site. It was an interesting source. I though I add it here for my colleagues. It is called names.org https://www.names.orgLinks to an external site.

It said Shirin has Kurdish origin which make sense because it was my grandmother's name and my dad's family were Kurds. I also know it has Armenian roots because the queen Shirin was Armenian.

Afternoon workshop:
 I came up with a lot of ideas for my class by attending Michelle and Stu about interdisciplinary assignments. I loved how they develop the assignment about climate literacy together. I teach biology too, so collaboration like this with political science or English instructors will work great for me. There are also plenty of topics in biology that will work with physics, chemistry, and Math. My wheels are turning. Genetic section can work very well with probability section in statistic. I also added the video What is the tragedy of the commons? by Nicholas Amendolare to my ecosystem lab as an additional resource. Another part of afternoon presentation. I also checked out the web site they introduced. https://serc.carleton.eduLinks to an external site. I found a section on microbial life that I can use in my chapter 16 the explain extremophiles archaea. Another part of Michelle's presentation that resonated with me was making connection between our topic and daily life. The section she added about Port of San Diego was similar to what I did for ecosystem treats and conservation. I used Tijuana River pollution as an example. This was something my students heard about or if they like surfing they had to deal with. Discharging million gallons of sewage into the surf zone in San Diego became a recurring issue that causes tremendous ecological damage to our environment.
 ReplyReply to Comment

o

Collapse SubdiscussionAnna Delgado

[Anna Delgado (*She/Her*)](#)

Jun 11, 2021Jun 11, 2021 at 1:35pm

Manage Discussion Entry

Hi Shirin!

I was thinking about you during the talk, and I might have even mentioned your name. I loved hearing about your assignment that you give in Biology where the students research their phenotypes (I think!) Anyways really cool:) I'd love to hear more about your projects!

 ReplyReply to Comment

-

Collapse SubdiscussionJennifer Vo

[Jennifer Vo (*She/Her*)](#)

Jun 2, 2021Jun 2, 2021 at 6:57pm

Manage Discussion Entry

Jennifer Vo - Adjunct Counselor, EOPS

I enjoyed hearing from all of our presenters this morning and felt energized in our work and purpose. As a counselor, I work with students individually and get to learn a lot about their backgrounds and academic/career goals, but I usually don't get to see their work beyond their final grades on transcripts. It was inspiring to see examples of students' work with their short animation clips and hearing their thoughts on critical topics, and producing such amazing work during these challenging times. I also enjoyed hearing how the presenters were able to pivot and adjust their assignments to better accommodate students working from home. I also enjoyed Mona's presentation and learning about the collaborative practices she's built across disciplines and within the larger San Diego community to help students explore their career goals and interests. I work with students coming from diverse backgrounds and some students come in with a very clear idea of where they want to go and other students are starting off and unsure of where to begin. The presentation gave me some great ideas on how I can better support students with

their career exploration and research process. We have so many great resources, especially online, that I use with students and encourage them to continue exploring outside of our meeting time. However, I know it can be challenging for students to find the time between their classes, families, work, etc. I'm thinking of other ways that we can develop interactive workshops and presentations from folks from different industries in a more relaxed setting that feels less intimidating for students to engage in, especially if it's an area that they're being introduced to for the first time.

Michelle and Stu's presentation provided great examples of how to collaborate and integrate interdisciplinary learning in their classrooms. Before I watched the presentations, I wasn't sure what to expect when I thought of climate literacy, since it felt like such an intimidating term for me. I appreciated hearing how they have built interdisciplinary assignments on such an important topic but also broke it down into such a digestible manner. It made me realize that lots of things that I care about and have already been doing contribute to this area but I didn't have the vocabulary or understanding either. It made me realize that it's a lot easier than I thought to build and weave important issues such as environmentalism into any discipline and does not need to be its own standalone topic in a class. I also thought of how their examples would be great for PBL as well.

 ReplyReply to Comment

-

Collapse SubdiscussionDeborah Susan Emery-Flores

Deborah Susan Emery-Flores (*She/Her*)

Jun 2, 2021Jun 2, 2021 at 7:05pm

Manage Discussion Entry

Debbie Emery-Flores, Faculty, Emeritus

Today's Takeaway

Again, since I'm still teaching and can only participate in the asynchronous activities, I can only comment on those. I found it interesting again to see examples of how we can take issues (yesterday was passions) and integrate them into our coursework to make them meaningful and practical. Last week in one of my classes, we had a lesson on Toxins and the Brain, and went over some of the details about what was presented (though not at that scientifically detailed level). It was absolutely applicable to the class on brain health because environmental toxins (pollution, chemicals, products, etc.) can have a profound effect on our health and cognition over time. Many of my students reported this week that they have already made changes in their lives based on what we learned last week. So I do see the value of

being able to show students the cause and effect of things and see them make choices to change. I also look at it as a ripple effect, because I know they pass the information on to their family and friends. Today's afternoon videos underscored the value of doing this.

 ReplyReply to Comment

-

Collapse SubdiscussionSiobhan Gazur

Siobhan Gazur

Jun 2, 2021Jun 2, 2021 at 7:23pm

Manage Discussion Entry

Siobhan Gazur- Teach Photography at City College | Teach Styling for Photo at Mesa College Fashion Department

Another interesting day of learning and really thinking deeper to what I can do to reach my students and create fun, meaningful and passionate projects to increase learning outcomes and add JOY to the experience.

There were so many take aways today.....I realize that with teaching you are never done with experimenting ways you can tweak your voice in teaching yourself or students. The idea of digging deeper.....reaching further in your thoughts and expectations can challenge the student but also force them to focus on what matters most to them. How can they make a difference or have their voices heard NOW.

The morning presentations were very inspiring to see how the students were given the opportunity to bring in real life situations into their school work and create these inspirational pieces. I am sure that when the students viewed the projects they realized that the work went far beyond the idea of "how creative" but really resonated with some students because they were going through the same struggles. It was taking a negative life experience in some instances and turning it into a positive learning experience by creating this outreach of acknowledgement to those around them facing the same struggles. Very powerful stuff!

I enjoyed the talk about What is in a Name? I have an unusual name and there was a time when I was younger that I hated that no one ever knew how to say my name correctly. I always had to explain why it was spelled that way and listen to the jokes

about my name. But I soon realized that I liked to have a name that was different and that had a story behind it.

I really realized how important names were to me once I had my daughter. I wanted to something different but yet easy to pronounce. But what I found out about myself was how important having a name that had a family connection and was part of my European heritage.

I was intrigued to hear the stories behind the other group members names when we broke into our smaller groups. Everyone had an interesting story yet all of the stories were different. Some thought their name were fitting for them while others did not. It is interesting to think how our name can paint a picture in our minds and create a stereo type before even knowing them in person.

Wow! I really enjoyed the Lighting Talks I was able to visit today. I look forward to watching the other Lighting Talk groups that I missed.

The Lighting Talk with "LMU Sue": Ditch the Bullet Points and Develop a Story with Ray and Angela

was so creative and fun. I like that they created a character to help tell a message and added humor throughout the message. It was a very clever story and the story could relate to a number of students and the questions they may have about this subject. So instead of a list of boring FAQ this was a video with a fake character to help get the message out there in a fun and interesting way. Bravo!

WOW! Cara Smuleutz shared in her discussion so much extremely helpful tips and suggestions about setting the student up for success by knowing the rules and structure of the class. Her information is very well organized and helps students navigate all the important parts of how the class is run and what is expected of the students. I really appreciate how willing Cara was to share her videos and layouts. I am always looking to improve my student experience and I know that there are some really helpful nuggets I can use from her presentation. She really packed in so much great information in such a short time.

I was only able to catch the very last bit of Quarantini Hour but still learned so much. It is exciting to see other participants get so excited about what they learned today and what is offered through the Career Services. The resources are huge and so helpful for the students. It really shows the passion Career Services has for our students and their success. I know that I need to become more aware of these services so I can help identify the best resources for my students.

Day two is another successful day. Thank you for such a wonderful learning experience!

 ReplyReply to Comment

-

Collapse SubdiscussionRobert Perry

Robert Perry

Jun 2, 2021Jun 2, 2021 at 7:26pm

Manage Discussion Entry

Robert Perry- Political Science

I have been trying to incorporate work based learning exercises for my discipline. It is hard for students to intern so I obviously don't make it a requirement. With school, work and kids, it is difficult for students to find time to accomplish this. With that being said, I think work place learning can be very vital to a student's success. It helps the understand the field that they want to go into. As the presentations this morning mentioned, I think we need to try to incorporate more of these opportunities so students can get real world experiences.

The problem is implementation, much like I mentioned earlier.

What I may eventually do is offer a variety of extra credits where if people want to volunteer with an elected official, they should be able to and earn extra credit for it. It doesn't just need to be for an elected official, they can volunteer for a cause or an interest or even a charity. Just something to get them out in the community. With that being said, to address any equity problems, I would offer some type of credit for those that may not have time in their schedule to volunteer.
 ReplyReply to Comment

-

Collapse SubdiscussionMichelle Soltero

Michelle Soltero

Jun 2, 2021Jun 2, 2021 at 7:35pm

Manage Discussion Entry

Michelle Soltero (Child Development]

The whole day has been inspiring both the AM and PM sessions.

My takeaways to consider with my classes from this morning –

I would like to process the use of an assignment with small groups and embed technology tools and develop knowledge and skills to produce a podcast to share their work with the broader early childhood community.

Expand ways to welcome students to the class where in face to face or online course.

Tap in and elevate our community cultural wealth among our students through assignments and Padlet activities.

Embed a mini lecture of specific annotation guidance as an assignment.

I am going to explore the use of Kami and Perusall to incorporate into one of my courses as ways to build my own skill and knowledge of these tools then teach and support students how to use these tools with their educational learning experiences.

My takeaways from this the PM session

I loved the presentation of both Michelle Rodriguez and Stu Matz.

I like to process of what I heard and then figure out how I can incorporate this model collaboration into one of the courses.

I love the ties it to the community! Examining the impact it has on the community! Increasing our awareness and knowledge of the subject. Then Do Something Action!

 ReplyReply to Comment

-

Collapse SubdiscussionLiza Rabinovich

Liza Rabinovich (*She/Her*)

Jun 2, 2021Jun 2, 2021 at 8:07pm

Manage Discussion Entry

Liza Rabinovich- ELAC/ESL/English

Another great day of TSI!! So much useful information I don't know where to start....

This morning session was so inspiring and full of energy! I really loved Julio's passion and that he shared readings and videos with us to review at a later time. Starting off his presentation with the Mayan land acknowledgement was beautiful. Another presenter that stood out to me was Kaitlin. I have wanted to work with her in the past, but have always been a little hesitant. She reminded me that we don't have to do this alone and support is there from our amazing colleagues at Mesa. I'm not sure if I will teach classes at Mesa in the fall, but if I do I will be reaching out to Kaitlin to work closer with her and expand on my service learning project for students. All the presenters this morning are doing such amazing work for our students!

Additionally learning about my small group's names was really fun! Being an ESL teacher, I'm curious about student backgrounds and where they are from. I will add this into our class introductions and learn about the history and meaning of their names.

In the afternoon, the lighting talks I attended were amazing! Christen is so knowledgeable about using online annotation and collaboration tools. The technology, Kami, is new for me, so I want to make sure I am familiar with the functions before I use it in class. Summer projects to be incorporated in Fall:) Cara also shared the way she guides students through her Canvas page at the beginning of class. I am so grateful to Cara for sharing her shell and videos with us! I will be tweaking the way I show students around Canvas starting this summer.
 ReplyReply to Comment

-

Collapse SubdiscussionAmy Alsup

Amy Alsup (*She/Her*)
Jun 2, 2021Jun 2, 2021 at 8:15pm

Manage Discussion Entry

Amy Alsup - Sociology & Gender Studies - City College & Miramar - "Start Where You Are, But Don't Stay There" - Julio Soto

I was really inspired by Julio Soto's discussion today, and it got me thinking more about the way labor intersects in our lives. In particular, one takeaway was thinking

about my students who are balancing work and school. I remember facing the same difficulties in my life. But since so much time has passed, sometimes I forget just how challenging this was. After hearing this talk, I want to be more cognizant of and empathetic to the situations students are facing with work. I'd also like to discuss economic labor struggles more in the classroom. Currently, I do this through the lens of labor history. But why not talk to students directly about their own labor experiences too? To some extent, this happens organically in the classroom, but I think I can design lessons to dig even deeper. I am excited to check out some of the books and resources that Julio shared and find a way to weave these into my lesson plans. In particular, I want to acknowledge and highlight the labor struggles of Black and Indigenous women and other marginalized groups. I'd also like to connect the work stories of my students to these broader histories and see what kind of conversations we can have.
 ReplyReply to Comment

-

Collapse SubdiscussionDailyn Brown

Dailyn Brown (*She/Her*)

Jun 2, 2021Jun 2, 2021 at 8:58pm

Manage Discussion Entry

Dailyn Brown - ELAC/English

Morning

I felt that the morning was a great selection of people sharing different information that I found to be inspiring, emotional, and helpful. As an adjunct, I often find that I don't know everything about any campus because I am not around one enough to deeply see and understand the workings of said campus. It was refreshing to learn more about Career Services from Mona as well as work-based learning from Kaitlin. I plan to be more involved with my classes in sharing these services and opportunities in the future now that I am more aware of them. I also think it is so wonderful that they are there and offered to the students. There are so many ways to help set them all up for success. It's really inspiring!

Afternoon

One of the lightning talks I attended was Cara Smulevitz's and I cannot wait to redesign my week one module. She showed how she creates an "orientation" module and I think it will be the perfect way to reinvent something I was already doing. Even the idea of having students need to complete that before moving on to the rest of the course when it fully online helps you to know that they really have read the syllabus and have a better understanding of what they can do to be successful in the

course. The fact that she took the time to create a shared doc with all the info we needed to make a module as she had was very thoughtful and will help me make it happen without having to totally reinvent the wheel!
 ReplyReply to Comment

-

Collapse SubdiscussionMike Espar

Mike Espar (*He/Him*)
Jun 2, 2021Jun 2, 2021 at 9:05pm

Manage Discussion Entry

Mike Espar -- Music

Lesson plan: Connecting students' culture to music history

Lesson plan: Environmental protest song

My biggest takeaway from this morning's presentations was the importance of acknowledging and celebrating students' diverse cultural backgrounds in meaningful ways. Although I've often incorporated culture into icebreaker activities (ex. "Share a popular song from your culture and why it's important to you."), I haven't explicitly asked students to use their cultural background as a starting point for an assignment in the way that Anna and Terri suggest. I'd like to adapt their lesson plan to my music history classes using the following prompt for a brief multimedia encyclopedia entry: "Select a musician or musical instrument from the land of your ancestors and research his/her/its connection to the history of rock and roll music. For example, if my family came from Turkey, I might research the renowned cymbal-maker A. Zildjian and how their cymbals have been heard on numerous rock and roll records."

Although I enjoyed the Lightning Talks from Cara and Dr. Rob, the climate literacy asynchronous presentation really stuck with me. Although my discipline feels a bit far removed from climate literacy, I believe I've found the perfect way to connect climate awareness with my curriculum. In both my rock and jazz history classes, I currently have a unit focusing on music and social justice. I plan to expand the unit to include environmental justice. After sharing an overview of the major climate change issues presented by Michelle and Stu, I will invite students to write lyrics for an original "environmental protest song". Since many music history students are not musicians, I will give them the option of collaborating with one of my music production students to create a musical accompaniment to their lyrics. As I write this, I'm already excited to try this out in the fall!
 ReplyReply to Comment

-

Heather McGray (*She/Her*)

Jun 2, 2021Jun 2, 2021 at 9:15pm

Manage Discussion Entry

Heather McGray - Biology - Peer Learning

I am very slow to process things. Conferences like this are rich in content, community, and support (read, amazing!!!). However, I must admit it will take me months to digest things and come to my real takeaways.

For a slow-burn learner like me, this reflection space has been the anchor I really needed and the thing I have been most inspired by today. I have read everyone's reflections and gained new insights that I missed.

I'm motivated to try something like this in my class. I have used online discussion boards in a variety of ways to varying degrees of success. This board is revealing the benefits of a high-quality discussion, and I need to spend some time thinking about how I can develop that in my course. In my readings of other's posts, I hear enthusiasm, inspiration, metacognition, and application. I want my students to have a board that allows them to share in a similar deep way.

Thank you to everyone who posted, you have enriched my experience of the day's activities.
 ReplyReply to Comment

-

Sarah Moore

Jun 2, 2021Jun 2, 2021 at 9:52pm

Manage Discussion Entry

Sarah Moore--Counseling

Our students are inspiring! Their artistic creations were one of my favorite parts of the day. My colleagues are also inspiring! All of the thoughtful brilliance that goes

into creating these collaborations to engage and empower our students in their learning; Thank You.

Here are a few of the quotes that I heard throughout the day, and that I am now reflecting on:

- o "Visuals stay embedded in memory better than reading."
- o "Takes the whole campus!"
- o "Start where you are, but don't stay there."
- o "How do you matter...?"
- o "Take the time to honor names."
- o "Welcome and celebrate your students"
- o "Students need to be nourished before they can learn."
- o "Students need to feel safety and know it's really true."
- o "Give students space to advocate."

Thanks for another wonderful day. See you tomorrow!
 ReplyReply to Comment

-

Collapse SubdiscussionShannon Condon

Shannon Condon

Jun 2, 2021Jun 2, 2021 at 10:08pm

Manage Discussion Entry

Shannon Condon (Math)

I enjoyed the interdisciplinary work on climate literacy shown in the asynchronous session. The video about the Tragedy of the Commons was excellent. In statistics, I could ask students to find and analyze data on an area of environmental concern to them. It is so important to be aware of the source as was pointed out in Stu Matz's video. It is a small project giving students a choice and a voice, but it is a start as Julio Soto noted.
 ReplyReply to Comment

-

Collapse SubdiscussionJulie Hansen

Julie Hansen (*She/Her*)

Jun 2, 2021Jun 2, 2021 at 10:24pm

Manage Discussion Entry

The breakout sessions were inspiring and confirming to me. Cara showed us her Orientation module and while she was showing it to us, I was comparing what I had in my Orientation module. We were very close, but she gave me some new ideas and inspiration, like using it as a prerequisite for opening the other modules! Liked her inspiration to use more emojis, but not TOO many!

Dr. Rob's style was very collaborative and a safe place to have a discussion about reaching out to our students as people and to maybe decipher their code in terms of where they are at mentally, spiritually, physically, etc, and what they need to get their needs met. Our hearts can be interjected into any subject we teach simply by asking them how they are and what their story is. Love it!

 ReplyReply to Comment

-

Collapse SubdiscussionMichelle Tillman

Michelle Tillman (*She/Her*)

Jun 2, 2021Jun 2, 2021 at 10:24pm

Manage Discussion Entry

Career Counseling/Personal Growth, San Diego Miramar College

Key takeaways from morning session

I loved this morning's panel discussion! The thread throughout each of the panelist's presentation was the importance of incorporating culture and current issues into a project/assignment that the student produces/creates. A lightbulb went on when Kaitlin Choi mentioned Kapwa, which is an indigenous Filipinx concept that means we are who we are connected to. As a Filipino American, it meant a lot to hear this and gave me so much pride. It made me think about what our students may feel when their culture is valued and represented in their learning.

I would like to incorporate culture and current issues into career development topics for the Personal Growth class that I will teach. Kapwa, similar to Mayan-inspired poem "Pensamiento Serpentino" by Luis Valdez that was shared by Julio Soto, I think it will help them to use their cultural lens to do a career development activity (e.g., informational interview). With this framework, they can ask themselves who they are connected to, who they want to be connected to/who they want to be, and how can connecting to that person help them be who you want to be.

Key takeaways from afternoon session

I loved the lightning talks! Dr. Robert Rubalcaba is so inspiring! His ideas are so simple, yet powerful. He shared that one of the ways to engage students and encourage them to come to office hours is to promise to play their favorite song when they arrive. I appreciate how he gets to the student's level and makes them feel special.

I also loved Cara Smulevitz' talk about what to include in an Orientation Module. I think for me the hardest part of starting a huge endeavor (e.g., creating a course shell is figuring out where to start. The walkthrough of a sample module and how she broke it down into small, manageable tasks, helped me to feel like creating a Canvas shell is do-able.

 ReplyReply to Comment

-

Collapse SubdiscussionKen Reinstein

Ken Reinstein

Jun 2, 2021Jun 2, 2021 at 10:46pm

Manage Discussion Entry

Ken Reinstein - English and ELAC, Miramar College

*"Start where you are but don't stay there."*Shout-out to Julio Soto for that powerful statement! I'm going to print that and put it in my office. IMO, that sentiment is what experiences like TSI are really about. We're here because although we are good at what we do, we know we can do better, we know we can learn so much from each other, and that in turn is better for our students and our institutions.

What stood out for me this morning was the passion each presenter showed for their students and for education. Julio's words are both a reminder and a challenge to be always progressing in whatever moves you and has so many applications. To me, that could be educating yourself or others, expanding your social network, advancing the causes you believe in. If I stayed where I was in my teaching from years ago I'd be a pretty poor teacher, or at least one behind the times. In my days as an undergrad, essays were the only way to convey what was learned, but today's presenters showed that students can have and should have a myriad of ways to convey what they have learned. A student in an English class can create a short film that is as powerful, deep, and expressive as an essay. Thanks to the presenters for sharing the works their students have created.

One "complaint" I have about the afternoon sessions is that there are more great choices than sessions to do them in! Thanks to Christen McGaughey-Gilreath and Cara Smulevitz for their great presentations on mindful reading and orienting

students for the first week. Cara's presentation gave me a few ideas for refining my pre-semester and first-week orientations whether the class is online, hybrid, or F2F.
 ReplyReply to Comment

-

Collapse SubdiscussionSandy Gonzalez

Sandy Gonzalez (*She/Her*)

Jun 2, 2021Jun 2, 2021 at 11:06pm

Manage Discussion Entry

Sandy Gonzalez, Counseling, Transfer Center & Dreamers Support Services, Miramar College

First, what stood out for me today was hearing from Mona Patel and the great services offered at our Miramar Career Center. It reiterated for me the importance of our Dreamers Support Services and collaborating with them for events such as Undocu-Career Resume Writing Workshop: Everything Counts! and in the future working on having a panel of Undocumented professionals, DACA-mented and so forth to talk to our Dreamers. Also to continue the current awesome partnerships that our Transfer Center has with our Career Center when it comes to specific events done with Transfer, Career and Instructors in fields such as child development and nutrition. Those events are well attended and students really benefit and enjoy them!
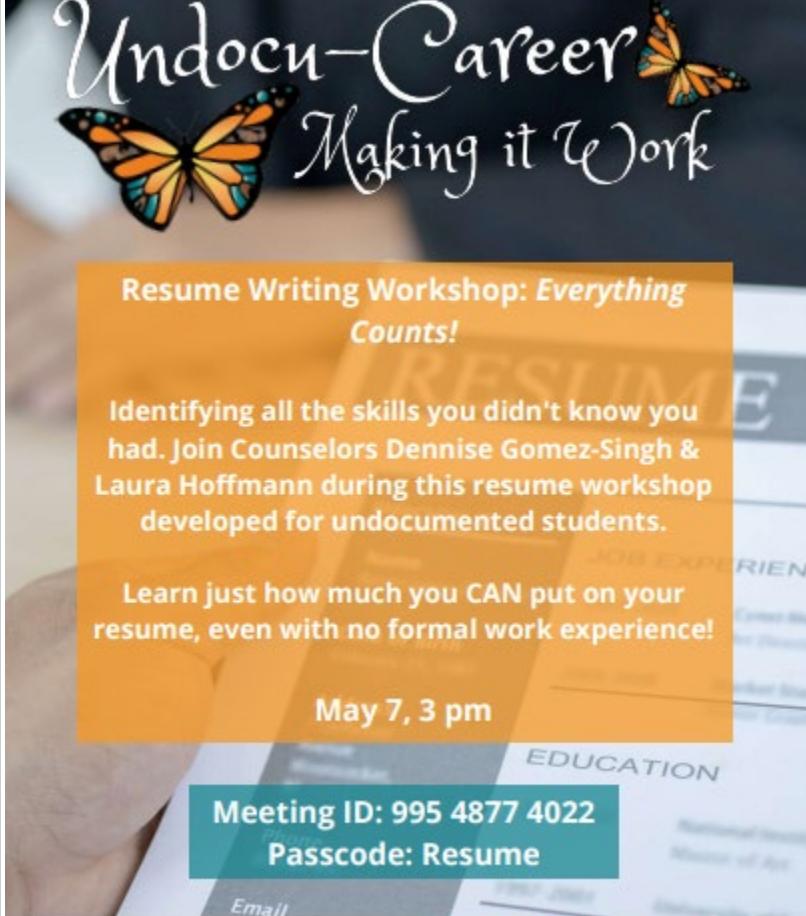
Second, I enjoyed Say My Name! I was jamming when that song came on! ;)

I can utilize these directions: As you introduce yourself, say something about the history of your name. Some ways "in": what does your name mean? What culture of origin? How do you teach people to pronounce it? Do you have a different given name (that was anglicized, for example)? Are you named after an ancestor of "blood, love, or spirit" (e.g. an activist)? Whose legacy are you carrying in any of your names? Have a nickname? If you could be called by another name, what would you call yourself?

I can use that activity when doing an Undocu-Circle for our Dreamers Support Services as a way to break bread, learn about each other and form community.
 ReplyReply to Comment

-

Collapse SubdiscussionCaryn L. Pass

Caryn L. Pass

Jun 2, 2021Jun 2, 2021 at 11:09pm

Manage Discussion Entry

Caryn L. Pass

For me, this morning was FULL of knowledge both personally and professionally. I wrote down so many slogans I want to incorporate. Ones like," Start where you are, but don't stay there"; "Service to others is the rent you pay for your room here on Earth," and to genderize (like that?) the word History to Herstory. The introduction to the Career Center, Mona thank you, interested me due to both of the Personal Growths I teach. 120 is College Success and Lifelong Learning, and 130 is Career Life Planning. After so many years of hearing when I ask students, "What do you want to be when you grow up?" about 1/2 of a class will respond that they do not know. I remind them (or they me) that is why they signed up to take that particular class, to find out. Well, I do not have the answer, it is in them. I wrote it down yesterday it was shared, "It may not always seem like there is a natural connection between your passion and your content, but trust that is always there waiting to be uncovered." Yeah Buddy!! So, with all of the resources I can introduce a student to, hopefully they can tap into themselves for a happier future and more rewarding college experience.

The afternoon workshops are not my thing. However, I am reminded that is ok, I am more creative than scientific. That is what makes the world go round, there are songs written for that. Listening to the presenters was knowledgeable either way. The presentations are timely and of interest to society because we are all affected somehow by the subject matter. I appreciate that TSI is having a variety of topics and those who can present with interest because this is what they do, not because they are obligated. Thank you TSI!!

 ReplyReply to Comment

-

Collapse SubdiscussionSean Flores

Sean Flores (*He/Him*)

Jun 2, 2021Jun 2, 2021 at 11:26pm

Manage Discussion Entry

Sean Flores | Library & Information Science

I really enjoyed Say My Name, I had actually done the exercise about a week ago with faculty in my department and it was lead by one of our other librarians, Edeama Onwuchekwa. The stories behind a name helps break the ice and also provide insight into a person's life in a simple nom-intrusive way. I enjoy it and I think it would be a great way for students to and teachers to introduce themselves and get to know each other and maybe what they really prefer being called if not their given name.

Shoutout to Kaitlin Choi bringing in Kapawa and discussing balikbayan (something I never imagined I would ever hear outside of my parents' home). It's nice to see something you've grown up with be discussed and appreciated. That was a first for me and I am just now realizing how sad it is that that was a first to hear a cultural act and word be in the work place and used for learning. I imagine that many folks are used to seeing their backgrounds referenced in stories, textbook examples, film and media. But not me. This was a first and I appreciate Kaitlin for bringing that into the session today and to the AFT & TSI coordinators for always bringing in relevant things to share that are current, timely, relevant, and closely tie into the mission of what, how, and why we are serving our students and each other. Thank you.
Edited by Sean Flores on Jun 2, 2021 at 11:28pm
 ReplyReply to Comment

○

Collapse SubdiscussionMaria del Consuelo Lopez Aramburo

Maria del Consuelo Lopez Aramburo

Jun 3, 2021Jun 3, 2021 at 9:30am

Manage Discussion Entry

I did enjoy very much this dinamic as well! I agree that we should use this exercise as an icebreaker to introduce ourservels during our first day of classes. It provides so much insight in me while I was sharing with my colleagues. Because it reminded me that my name is also part of my identity as well. It is so much significance about our names. It also helped me to realize that is one way to get to know my students.

 ReplyReply to Comment

•

Collapse SubdiscussionKrystle Marshall

Krystle Marshall (*She/Her*)

Jun 2, 2021Jun 2, 2021 at 11:34pm

Manage Discussion Entry

Krystle Marshall -ESL & English

I was blown away by the morning presentations. The animation art projects that were shared were amazing! It really let the students have a voice or an outlet to make a connection by sharing important issues. I also really enjoyed talking with my group members about our names. It was interesting to see that everyone knew a little history about their name and had a little story to tell about it.

The afternoon module by Michele and Stu on climate literacy was very informative. I realized that there are many ways to connect with other disciplines and to work together with our colleagues to create a great learning community/project for students. I'm really interested in connecting with another department to create a cool project. I brainstormed in the intro activity of possibly linking with a history or sociology class.

Christin's lightening talk on "Why Won't Student's Read" provided me some practical tools to incorporate into my composition classes. I loved how she started off dispelling myths about why students do not read. It's not that they are lazy, but there are so many other reasons, such as literacy skills, self-confidence, type of text, etc. All of these things need to be considered. I am going to look into the social annotation tools mentioned. I can truly see the benefits of using Kami and Perusall to help show how students should engage with a text.

Ray and Angela's talk on "Ditch the Bullet Points & Develop a Story" lit a fire in me to consider how I deliver information. Although they shared an example about counseling, I saw how I could easily use storytelling to introduce the syllabus, a service on campus, or a policy. These stories help students remember things in a unique way.

Thanks go a great day! Can't wait for tomorrow!
 ReplyReply to Comment

-

Collapse SubdiscussionJahB Prescott

JahB Prescott

Jun 3, 2021Jun 3, 2021 at 6:34am

Manage Discussion Entry

JahB Prescott-English/MiraCosta

The Morning session inspired me. The art work and animation studio made me feel like I want to download the app and try it on myself. I loved the multi-modality of all the projects presented. It is impressive how many of our colleagues who have kinesthetic subjects were able to make use of technology to engage their students and their content. My final reflection for my course creates a similar space for students to create their work based off their own talents. I think examples like the one's shown in the morning session will provide students with ways of using their talents or even developing new talents.

"Start where you are but don't stay there." a mantra for the future. I thank Julio for the value he placed on this concept. It was powerful to hear someone from a different cultural, ethnic, and gender background to honor those who do not look like him and spread the message of valuing others even if attacks on them don't include "you". It reminded me of "And then they came for me". You cannot choose to be silent when injustices are happening to others and only speak up when it's your time. I think this is a powerful message for educators and to spread to our students.

The afternoon sessions aligned with another course I'm take this summer focused on poetry and climate change. I was inspired by this poem share with me in a PD a few years ago and that I use in my classroom often to address the issue and discuss how poetry can often bring attention to issues we don't often discuss.

 ReplyReply to Comment

-

Collapse SubdiscussionMaria del Consuelo Lopez Aramburo

[Maria del Consuelo Lopez Aramburo](#)

Jun 3, 2021Jun 3, 2021 at 9:18am

Manage Discussion Entry

Hello everyone,

Morning session

My real takeaway was the presentation by Mona Patel, "Building Partnerships & Collaborating with Career Services." I was inspired to think about the importance of educating students for the world of work. It also made me reflect that during the time

of my classes I should bring to the conversation the great options of student's opportunities related to their future jobs. It is so important just to talk about job and internship search, the preparation of a resume, and career planning just to name a few. Another, valuable topic was to promote the events and activities from the college to infuse student's motivation for future career goals such as workshops, coffee chats, and mock interviews. Overall, all these different roles must come together to better prepare students for their future jobs.

Afternoon session

What stood out for me was the Q & A Quarantini Hour where I got to know some colleagues. I did enjoy the dynamic of sharing future academic projects from environmental topics to art. I was glad to hear about the upcoming event of Environmental Justice Film Festival at the south border area. The U.S-Mexico border region has been a big challenge of binational environmental management in the context of a physical environment and economic integration. The conflicts include limited water supplies, air and water pollution, hazardous waste, and conservation of important natural ecosystems. This hour was very meaningful because I could feel like a warm atmosphere around the classroom.

ReplyReply to Comment

-

Collapse SubdiscussionBrandi Bass

Brandi Bass

Jun 3, 2021Jun 3, 2021 at 9:45am

Manage Discussion Entry

Brandi - Disability Support/ (Instructor at SWC)

First, this day was such an impactful day! In my notes I wrote down a few of the most impactful ideas that I am going to try to include in my course/ counseling style:

o   Podcast listening party (collaboration with career center)
o   'Start where you are but don't stay there'
o   Share the 'I am enough video' (or possibly create my own?)
o   What's in a name?

I teach a College Success Skills (and Orientation to College) course and think that all of the above bullet points would be helpful to incorporate in my class in some way, shape or form. I do not have a final exam in my class but rather a final project. The students examine everything they have learned about themselves over the semester (values, time management, priorities, role models, etc) and then create a presentation

(PPT, video, poster board, etc) to share with the class. It's one of my favorite assignments (and students love it too based on survey feedback) and an opportunity for the students to tell/share their story to 'own' who they are. What I would really love to add to this assignment is the 'What's in a name' piece. I think this could really be a powerful way to open their presentation. It could also be fun for them, especially if they never knew what their name meant!

I also think that I could add in the 'start where you are but don't stay there' piece to either the final project or during my 'culture week.' In my class, the students have a 'culture week' and instead of a midterm assignment, they have to explore a culture outside of their own (through a field trip, documentary, research, interviews, etc) and then present to the class the culture they studied. I think that by adding in the 'start where you are but don't stay there' concept, it could really help students get more comfortable in knowing that every journey is a process and it takes hard work/perseverance to make the journey worthwhile. It may be difficult to change your mindset right away (based on biases you learned growing up or have been exposed to in various settings) but opening up your mind, taking the time to learn, being humble in who you are and owning where you currently are in your life/beliefs is an important START of the lifelong journey of equity building.

Though the afternoon sessions were insightful, I took more from the morning sessions that I could incorporate into my classes right now. (This is not to say that I couldn't eventually use the ideas in the afternoon sessions later on!)
 ReplyReply to Comment

-

Collapse SubdiscussionUriel Ornelas
Uriel Ornelas
Jun 3, 2021Jun 3, 2021 at 1:03pm

Manage Discussion Entry

Uriel Ornelas - French

I really enjoyed Katlin Choi's presentation. It helped remind me that students are coming to us from all sorts of backgrounds, and with their own challenges.

This inspired me to make an increased effort to learn their names (and proper pronunciation), and to get to know them better. In doing so, I feel I can work toward more learner-centered approaches with the goal of imparting knowledge more efficiently.
 ReplyReply to Comment

-

Collapse SubdiscussionBob Kostlan

Bob Kostlan

Jun 3, 2021Jun 3, 2021 at 3:34pm

Manage Discussion Entry

Reflection on Interdisciplinary Assignments

The main takeaway I got from this module was a way to incorporate some type of local involvement or call to action with an assignment. They start out with a Physical Science topic of climate change, which by itself would just be an assignment for understanding how the process of climate change happens and would end there. By adding the interdisciplinary connection to Political Science it then extends the assignment by asking, "Now that you know how climate change works what are you going to do about it?" And more specifically, "What are you going to do about it that will meaningfully affect your life and the lives of those around you?" So focusing locally is a good place to start.

The subjects get tied together using the Tragedy of Commons thought experiment. This helps to give importance to taking action and plant the desire to participate. Hopefully it changes the assignment from something they have to do (to pass the class) to something they want to do because they can see its value. I believe these "tying them together" examples / activities are the key to making interdisciplinary assignments work.

I like the "real life" application of this idea which takes an assignment about understanding a process and gives it more meaning and weight.
 ReplyReply to Comment

-

Collapse SubdiscussionNancy Cano

Nancy Cano (*She/Her*)

Jun 10, 2021Jun 10, 2021 at 12:39pm

Manage Discussion Entry

Spanish and ELAC (Due to FTE's I can't teach ELAC again for SDCCD at the moment. Hope this changes soon.)

Morning session:

This morning was so full of energy! Soto's energy was very uplifting. it made my mind start running. I kept on thinking how can I have that energy in my classes? Do I show the passion I have for what I do? Do I inspire my students? I want to at least light a flame for them and show they can share their passions in my class. On that note, I was inspired by Choi's presentation. I'm always looking for ways to bring in other interesting cultural topics to my class. I don't want to purely teach grammar. I want the to grow and become aware of their surroundings and the cultures around them. On that note I am inspired to work on a PBL project for my 101 class. I know I want to focus on a "mother figure. " The topic of the Virgen on Guadalupe came to mind. I'm still trying to figure out how to weave that in. During the morning break I was able to find quite a bit of information on it.
I found this.Links to an external site.

I'm not sure what I am going to do with it. I do know I want to give them the option to explore, spirituality, the mother figure, the family unit, and maybe even colonization/ Christianity. Note sure, my wheel is still spinning.

Afternoon session:

From the afternoon session, I found the Kami and Perusall presentation very useful. I want to use Kami when I provide a reading for the PBL. I'm not sure what reading to use though, as it will be for a 101 class.

I hope to come up with something that inspires them to show their passion.

 ReplyReply to Comment

-

Collapse SubdiscussionMona Patel

Mona Patel (*She/Her*)

Jun 11, 2021Jun 11, 2021 at 9:36pm

Manage Discussion Entry

Mona Patel

Career Center/ Personal Growth

Morning Session:

I was so inspired by my fellow presenters from this morning: Kaitlin, Julio, Terri, and Anna. Each of them brought something unique that I had never considered before. I

look forward to collaborating with Kaitlin on future SDCCD Career Center/WBL partnerships. I want to learn more about Kapwa and other AAPI concepts that impact a student's identity. These are very important conversations that should happen at all campuses, especially as we continue to have more dialogue on topics related to diversity, equity and inclusion.

Afternoon Session:

I love how Dr. Rob brought up the topic of our names and how they are more than just labels. I appreciate how he combines music to his teachings to connect to his students. It reminds of a personal growth class that was taught at Sacramento City College (my former employer) called "Hip Hop and the Art of Counseling." I think music, dance and poetry are so powerful and we shouldn't be afraid to bring them into our classrooms and/or to the support services that we provide. I would love to start using music and poetry to talk about concepts related to career exploration in the future.
 ReplyReply to Comment

-

Collapse SubdiscussionRobin Sepulveda

Robin Sepulveda
Jun 15, 2021Jun 15, 2021 at 2:02am

Manage Discussion Entry

I was really inspired by the student artwork that was shared during the morning presentation. The artwork was not simply art but art with a significant meaning to the artist. Asking students to make an animal sculpture out of clay can be challenging but asking a student to make an animal sculpture of an animal from an area their ancestors are from is not only challenging but has more meaning to them. The stop motion animation displayed a craft that was beautifully animated but in addition, students told stories of current issues they are current and interested in.

The presentation also showed the mural painting titled, "Seasons' Greeting" which really made an impact on me. The painter depicted a boy trying to catch what appears to be snowflakes on his tongue when in reality they are ashes caused by pollution created by humans. The mural also reminded me of the innocence of young children and their ability to find joy in whatever life throws at them.

I really enjoyed the presentation by Julio Soto but would like to say that the title alone made me think about what many people may be going through at this time, start where you are, but don't stay there. I am always giving people around a similar

message. It is okay to be where you are in life but you have a choice to move forward.
Edited by Robin Sepulveda on Jun 15, 2021 at 2:15am

- Kim Lacher, English faculty at Mesa College. Disrupt!

TSI has not disappointed in providing inspiring sessions. This morning's group session and breakout group discussion about ethnic studies was eye opening. I like to think I know a lot about the push for and the importance of requiring ethnic studies, but hearing the history from Manuel gave me some much-needed context, especially when discussing certain terms. I had no idea that the phrase ethnic studies was used as a way to whitewash the specific disciplines. I was also unaware of the problematic usage of the word "decolonization". Thank you for the knowledge drop!

My breakout group had a productive conversation about teaching different subjects/topics from a lens centered on communities of color. I was so energized seeing the list and talking with my group because I am passionate about this. I already try to teach writing and literature in a way that disrupts whiteness and white supremacy, and it was good to hear about all of the ways my colleagues in other disciplines are doing the same thing. For example, I like to do a unit on this in my Eng 211 (American Lit II) where we look at the white narrative of manifest destiny and then incorporate voices that have been left out for centuries- having students read indigenous literature (which obviously disrupts the narrative of manifest destiny) #decolonizeliterature. I have to say I wanted to talk about all of the topics, and I hope to continue these conversations with my colleagues going forward.

The lightening rounds today gave me tools to immediately apply to my courses. The mic-drop session, "Doin It for the Culture! A Linguistic Justice Experience Based on Dr. April Baker-Bell's *Linguistic Justice: Black Language, Literacy, Identity, and Pedagogy*" provided some excellent sources. I can't wait to read this book, but just in the fifteen minutes we spent together, I was given some awesome tools to take to my students right away. For example, I will be practicing Slanguistic Justice by honoring my students' language, especially if it doesn't conform to standardized White English. I already frame my courses by telling my students that grammar is inherently racist and that they should value their own words / language no matter what, but I plan to create assignments that allows them to do just this. I want to strip some of my assignments of any rules or format and let my students be free. I plan to show them the short TED "3 Ways to Speak English" as a motivator.

The second lightening round with Kevin Gossett has pushed me to try out Hypothesis as an annotating tool. I currently use Perusall, but I see a lot of potential for hypothesis in my writing and literature courses. I always love to see what my colleagues are having their students read these days, and so I walked away with some great text ideas as well (The Inevitable, by Kevin Kelly and How to Nothing, by Jenny Odell).

The afternoon asynchronous session with Christina Crosby and Rechelle Mojica was really great. I was actually so happy to see that there are a number of things that they mentioned that I already do in my courses (whew!). Sometimes I wonder if I am actually integrating concepts of universal design, and I found out I am (welcome

letters, liquid syllabi, clear access to important information for the class)! Woohoo! One tip that was so so helpful was the way to limit distractions for youtube videos by using code to change it. I really like that Christina and Rechelle talked about flexibility in activities that gives students choices. This is such a great way for students to have agency and feel like they have a lot of control in how they learn and create. For example, for every writing assignment, students have choice in the topic and how they want to approach it. I also include a final creative project where students can capitalize on their talents and choose the mode that works best for them to showcase their strengths (poetry, art, music, writing).

All in all, another awesome TSI session. Thank you!

 ReplyReply to Comment

-

Collapse SubdiscussionDaniel Mendoza

Daniel Mendoza

Jun 3, 2021Jun 3, 2021 at 4:18pm

Manage Discussion Entry

Daniel Mendoza (Counseling)

Morning
My takeaway from this morning is form AB 1460. As a counselor, I am a bit worried because at one of the campuses I adjunct at, I recently assisted making our 21-22 general education pattern documents into fillable pdf documents and only saw one course listed on our CSUGE Area F-Ethnic Studies. However, I am excited to start recommending what new or existing courses will cover Area F in the future. I can see the value of learning history from a different perspective. As a student at City College, I took my first Chicano Studies course. It was interesting to learn about history through the Chicano perspective. It gave me a better understanding of our local Chicano history as well as better understanding of why the fight for change.

Afternoon
I feel like I have some exciting new tools in my tool bag! Hence, I was excited to learn about Pear-Deck! Seems like an amazing tool to keep students engaged and

classroom interactive. I am thinking of using this in my synchronous classes, but also when we go back to the classroom. I also enjoyed the ESL VRCS presentation. I will be working on a Military/ VA Canvas shell, which going over the VRCS Canvas gave me some great ideas to get started. Lastly from the RISE: Re-Imagining Student Excellence with Universal Design for Learning workshop I am really thank for all the Canvas tricks and tips (e.g., YouTube video code "…?rel=0"). Will be going back to my Canvas an making some changes!

 ReplyReply to Comment

○

Collapse SubdiscussionShirin Safaee

Shirin Safaee (*She/Her*)

Jun 3, 2021Jun 3, 2021 at 7:12pm

Manage Discussion Entry

I want to thank all our great counselors. We can not do this without you. I contact our counselors all the time and collaborate with them. They are extremely helpful.

 ReplyReply to Comment

•

Collapse SubdiscussionJaquelin Yang

Jaquelin Yang (*She/Her*)

Jun 3, 2021Jun 3, 2021 at 4:46pm

Manage Discussion Entry

Jaquelin Yang (ELAC/ ESL)

Morning Session

I am really glad Manuel took the time to speak with us this morning about his Ethnic Studies Primer. I was saddened to hear that many ethnic studies professors still struggle to get recognition and resources at their colleges. Like many of the students Raquel mentioned, I went through college without having ever taken an ethnic studies course, so I entered this morning's session without much prior knowledge.

Almost everything Manuel shared was new to me! I left wishing I had sought out these classes when I was younger, and I think it's great that CSU students will be required to take ethnic studies courses. Just as math/English skills are deemed essential to a student's success, so should these conversations about race/ethnicity.

Afternoon Session

Christina and Rechelle's presentation was packed with great tips. I learned about how to remove youtube's suggested videos and how to create a more dynamic and engaging homepage. I also learned about how to make my colors accessible to color-blind students. I love the idea of learner-centered ideas. When students have agency in how they are learning, they are more motivated and excited to create. I've had a lot of success with this, and my students are often thrilled to have their work saved as an example for future students. They feel that their work is valued, and they are often proud to be a role model for their classmates. I also like that they suggested giving alternative extra credit opportunities for students. I can definitely understand that some students will lack the ability to attend talks on campus due to transportation, work schedules, or social anxiety. By giving them alternative options, students can still show that they want to participate with the class.

 ReplyReply to Comment

-

Collapse SubdiscussionCaryn L. Pass

Caryn L. Pass
Jun 3, 2021Jun 3, 2021 at 5:23pm

Manage Discussion Entry

Caryn Pass

Morning. Ethnic Studies.

Some years ago I was attending an ABPsi (Association of Black Psychologist, San Diego Chapter) meeting at Mesa. At the meeting there was discussion on what Ethnic Studies would have to 'look like' for the recognition and validation of curriculum and the future. The professors who teach African American classes at Mesa were saying then that in order for the state to recognize the disciplines of Ethnic Studies it would have to be combined with Latino Studies and presented at the state level. Sonya Sanchez also came to Mesa and talked about the struggles of Brown and Black people, her struggles. WOW, Powerful. Bring it forward to today. I am happy the struggle continues, but for some the awareness is just beginning to happen. It has taken a long time for the awareness to come to the forefront. For my fellow professors who are becoming aware and beginning to hear and feel what some of us

have been doing in the forefront in our society Thank You for listening, hearing and feeling. You see, many people do not want to hear about the struggles from those who look like me, I am usually considered 'angry'. I do not think I am angry, I have to live this existence daily. But hey, if you can hear, listen, and feel from others who are more socially acceptable to you, OK. I have for a long time wondered why an institute of higher learning who claims to value multicultural students has taken so long to accept different classes in areas such as languages, arts and history and have them as applicable for majors. I hope to continue working with organizations that are considered non-profit and that assist with usually lower socioeconomic people for their educational accomplishments and awareness of their daily struggles.

Afternoon: I need to check into Padlet. I may be able to adapt some of the concepts offered, like use it for journaling. I used to have composition books for my students, and with leaving the classroom, I discontinued that practice. A-HA! I may have found another way to have them write and express themselves without grading. I encourage them to write, practice using words. YEP..

Cake Decorating: (deep breath). lol...I did not put my tip on correctly it was not inside the bag. MY BAD! Next time. But, I got a few designs done anyway!!
 ReplyReply to Comment

-

Collapse SubdiscussionDenise Blaha
Denise Blaha (*She/Her*)
Jun 3, 2021Jun 3, 2021 at 5:36pm
Manage Discussion Entry

Denise Blaha ~~Early Childhood Education~~City College

My takeaway for today is that it's really difficult to get buttercream into a pastry bag! :)

I really enjoyed everything today--centering student's experiences, honoring their language, making sure they feel 'seen' in the curriculum--it really reminds us of the weight of our work and our responsibilities to our students.

I appreciate all of the tips and tricks Christina and Rechelle shared in the afternoon. I'm looking forward to going into my Canvas shells and making some improvements. Thank you for those links!

Thank you to everyone for sharing their passions and expertise!
 ReplyReply to Comment

-

Collapse SubdiscussionJulia McMenamin

Julia McMenamin (*She/Her*)

Jun 3, 2021Jun 3, 2021 at 5:51pm

Manage Discussion Entry

Julia McMenamin (Math)

TSI Day 3 was amazing! I enjoyed seeing the community padlet regarding student centered teaching. I plan to incorporate some of these ideas in my class next semester. I enjoyed the morning talks which inspired me to re-think my end of semester project.

I attended the Lightning Talks where I learned about PearDeck and Gradebook. I never knew you could move the total column to the front. I already did that and it is really helpful! I also learned how to utilize the grading scheme. I didn't have that set up and I think the students will find it very useful.

I watched the UDL videos. I tried out a new tech tool. I tried creating buttons in my Canvas shell and it did not go that great but it was fun to try.

With the inspiration from the morning interactive discussion and the afternoon videos, I was inspired to tweak an existing assignment – Project 2 (my end of semester project).
 ReplyReply to Comment

-

Collapse SubdiscussionAileen Gum

Aileen Gum

Jun 3, 2021Jun 3, 2021 at 9:59pm

Manage Discussion Entry

Hi Julia: For getting started with buttons, I like this 10 1/2 min tutorial using a free online button tool. https://bit.ly/ButtonBasedHomepageLinks to an external site.

Hope that helps-

Aileen

 ReplyReply to Comment

-

Collapse SubdiscussionLisa Chaddock

Lisa Chaddock

Jun 3, 2021Jun 3, 2021 at 6:09pm

Manage Discussion Entry

I had so much fun creating the decorated brownie!

And, the discussion on decolonizing our courses and ethnic studies really made me consider all the ways I have worked to decolonize my course and yet how much further I have to go. Interdisciplinary approaches and the ideas of larger umbrellas and guided pathways are so amazing to think about. It's like we're finally opening the door to let everyone take part in the society in creative and inclusive ways - getting rid of the ideas of "weeding out students" from academia, instead opting for creating larger successes for each student.

I'll also be looking at the Padlet for this over and over. There were so many great ideas!

The Pear Deck discussion and Hypothesis were great tools that I thought fed into the Universal Design discussion. Again, so many great ideas for things like symbology and inclusive design that really are at the heart of the changes I've been making in my class.

But the Quarantini talk was the icing on the brownie - let's get together and demand that we not have to pay for all these software innovations. It's unfair to our faculty to continue the trend started in K-12, where teachers pay for tools and supplies for their students. This is the responsibility of the workplace to give us the tools to create these engaging offerings. It was a great top off to the day.
 ReplyReply to Comment

○

Collapse SubdiscussionAileen Gum

Aileen Gum

Jun 3, 2021Jun 3, 2021 at 10pm

Manage Discussion Entry

Hi Lisa: Wow... pastry bag envy :)

-A

 ReplyReply to Comment

•

Collapse SubdiscussionAudrey Breay

Audrey Breay (*She/Her*)
Jun 3, 2021Jun 3, 2021 at 6:35pm

Manage Discussion Entry

Audrey Breay, City/English

I so appreciated the morning session with Raquel and Manuel. I love learning more about the history and scholarship behind the current moves taking place in our systems. As my students research historical moments of activism next semester, I want to incorporate the example of student advocacy from Ethnic Studies programs at SFSU and UC Berkeley in 1968/1969 so they can see the long trajectory of connections between the then and now. It seems important for all of us to register the longevity and manifestation of intersectionality. As Manuel said, it has been an active concept in his work for many, many years. The breakout sessions furthered my

ideas from yesterday following Stu and Michelle's presentations since my group focused on Climate Change as a "tragedy of the commons" situation that takes the greatest toll on communities of color. I was reminded of Rebecca Solnit's 2014 essay, "Climate Change Is Violence" in which she distinguishes between "poor" violence and "wealthy" violence, the latter of which impacts the world in catastrophic ways. She is emphasizing calling things what they are--naming them so that we see them clearly. She concludes, "Once we call it by its true name, we can start having a real conversation about our priorities and values. Because the revolt against brutality begins with a revolt against the language that hides that brutality"(87) *Call Them by Their True Names: American Crises (and Essays)*

That focus on language carried me straight into the world of linguistic justice with the Lightning talk from Marne Foster and L Tomay Douglas. I mean, let's call prioritizing "standard academic English" what it is: <u>white supremacy</u>. Their strong presentation had me searching for a document we circulated in City's English department last fall that was a set of demands for Linguistic Justice articulated at 4Cs. This is a conversation that deserves to be taken up with students as well. Here is the link: https://cccc.ncte.org/cccc/demand-for-black-linguistic-justiceLinks to an external site.

More lists of "to do's" (in a good way) came out of the afternoon for me. Some of the techniques Christina Crosby and Rechelle Mojica presented are things I already do in my classes, but some I am not doing well or consistently. I am going to follow up on some of the finer points of Engagement, Representation, and Action & Experience that they showcased. Mostly I am thinking about SIMPLIFYING my Canvas interface with students and figuring out more ways to limit the possibilities for confusion in my classes.

Thanks all for Day 3! See you tomorrow.
 ReplyReply to Comment

-

Collapse SubdiscussionCatherine Hardy

Catherine Hardy (*She/Her*)

Jun 3, 2021Jun 3, 2021 at 6:37pm

Manage Discussion Entry

I was very interested in the afternoon activity about Universal Design. I was first introduced to this concept last year and have tried implementing some of these strategies, but I was very interested in attending a presentation about it again.

From a personal standpoint, I have a son in high school who has ADHD, so I see the amount of time and effort he puts into his assignments, sometimes completely misunderstanding them, or forgetting about them, or losing them…Since I've seen the struggles at home, I've tried to create classroom policies that allow for failures in executive function to be forgiven and instead become learning opportunities. I also try to reduce student stress prior to a test by coming equipped with sharpened pencils (WITH erasers!) and scan-trons. When assignments are asked to be turned in I allow online or in-person hand in and I always bring a stapler, so students can keep their assignments together. Simple things like not having a stapler or a pencil can get students very wound up, diminishing the amount of cognition they have left to concentrate on the material.

During class orientation I give a brief tutorial about learning theory and instruct on study strategies. I suspect that many, many students can benefit, ADHD, or not. In fact, there are many reasons that students have poor executive function skills, including ADHD, autism, anxiety, depression, or other mental illness, or they just plain have not gained these skills in their earlier education.

When teaching online, my orientation module includes an instructional video called "Thinking is not learning". It concerns how thinking about something simply while in class or while reading the text will do little to help the student remember it and that students must engage in deliberate practice in order to train those neural pathways. I also discuss scaffolding in this video. I really believe that this information should be introduced in every class. Students should know how to learn and they should know how to advocate for themselves and where there are resources to help them.

Last year I took a baby step about offering students different avenues by which to demonstrate their learning, by allowing them a choice for an extra credit project. I want to take a further step next year by requiring a project and by adding the opportunity to participate as part of a group or by submitting an independent project. Group projects can run into barriers with individual participation, so I plan to introduce the idea of Scrumming. I'll put time aside for 3 consecutive meetings allowing groups 5-10 minutes to scrum, determining what needs to be done in the next week, who will be responsible for each task, and when and how they will communicate during the upcoming week. This will allow student the opportunity to collaborate, but will not require it.

I'm also interested in learning more about that liquid syllabus and may put that into play for the fall semester.

When brainstorming in the morning session with my group I got the idea to learn something about the artists I feature in my Indoor Cycle class. I make special playlists for my students' birthdays, featuring their favorite artists. In the future I may do a bit of research on the artist and include that information in the lesson I present during warm up that day. I also bring a treats when students have birthdays. I may try to match the treat to the culture of the artist.

 ReplyReply to Comment

-

Collapse SubdiscussionKori Zunic

Kori Zunic (*She/Her*)

Jun 3, 2021Jun 3, 2021 at 6:45pm

Manage Discussion Entry

Kori Zunic, ELAC, teaching World War II from an ethnic studies perspective

Today during our main presentations, we got into the breakout rooms to choose one of the topics and decide how we would teach it from an ethnic studies perspective. At first, it seemed that all four of us were a bit stuck and did not quite know how to proceed when Caylor suggested the Navajo Code Talkers. What a great discussion we had! One interesting realization that came from our discussion was that when it comes to war or military, there are many instances of minority groups being blatantly used and then discarded. One recent example is Afghanistan and as reported by NPR with US troops withdrawal some 70 to 80 thousands will be in grave danger if not allowed to come to US.

During our discussion, I shared my life-long fascination and admiration on Native American culture and how I grew up reading Karl May's, a German writer who never stepped foot in US and wrote most of his work from prison, novels about them. But I also realized how lucky I was to have had a Native American studies class taught by a Native American while an exchange student from Croatia in Little Rock, AR. That class opened my eyes to the truth and not the Hollywood version of their culture and history. As a result of that class, I immersed myself into studying and reading about the topic as much as I could and to this day love learning about it.

 ReplyReply to Comment

-

Collapse SubdiscussionJennifer Vo

Jennifer Vo (*She/Her*)

Jun 3, 2021Jun 3, 2021 at 6:48pm

Manage Discussion Entry

Jennifer Vo, Counseling

Manuel and Raquel did a fantastic presentation this morning and encouraged such thought-provoking questions and reflections. It's been uplifting to also see the new ethnic studies course requirements across our K-12 and higher education levels and how it will benefit all students. It makes me feel hopeful to see this but I know there has already been a lot of pushback about the requirement across all levels. The time to connect and collaborate with others to devise a lesson plan that focused on the point of view from communities of color was powerful. For many of us and students, the history and even topics we learn in schools do not reflect our own stories, history, or the lens in which we view the world and can create feelings of confusion, incongruity, and the struggle to make sense of our schooling. The list of topics provided for our discussion was also diverse and demonstrated how all disciplines and topics can be viewed from a POC lens and that they can have real effects on our students of color. Today's session also made me think of a powerful statement that a student shared with me a few years ago--she constantly struggled with what she learned in school and her own cultural and ancestral knowledge as a Native American student and constantly having to "walk in between two worlds." The content was different but it was also a challenge to navigate and even think differently. She was often told that she was wrong or "behind" rather than acknowledging the lens she viewed the world in and validating her cultural knowledge that she brought into the classroom. I think regardless of the topic for the lesson plan, it will be important to help ground students before starting and acknowledging that it can be challenging to discuss and engage from a different lens rather than our traditional learning that we're used to. I've seen and can understand how this can be quite shocking and upsetting to some students because it feels like it goes against what they've learned and through to be true in some areas and can create feelings of discomfort and resistance.

I appreciated this afternoon's Lightning Talks and presentation and found them helpful. I added the Pear Deck add-on to a presentation I already had and played around with it and also made some changes to make it more interactive and engaging for students. I appreciated that it is something that can be used in real time with students, both remotely and during face-to-face classes, and has a lot more tools and functions than Kahoot. Christina and Rechelle's presentation was a great and helpful recap of Universal Design and reminded me to go back to my training materials for the Canvas and online teaching course I took and to review it regularly as well. I especially learned a lot from Alison's talk on using the new online library catalog and the new changes across all the community colleges with the new platforms. I'm

interested in learning more about OER but have felt a little overwhelmed by the vast number of resources out there and know some students have felt similarly as well, even OER Commons has been a lot to explore. Alison demonstrated easy ways to find the appropriate resources using filters to sort through the parameters that may be asked of students. For most of us, our first step is often to simply Google topics and go through results from different databases but often overlook using our library catalog and resources as an easy starting point but also have free access to these articles already through our college. I didn't know that there were also tools to create citations in different formats already and the permalink option to link students directly to results. I think these tools will help students find their appropriate resources easily so that they can focus on the actual content of the materials. I was concerned that students in career education unfortunately do not have access to the library catalog but I appreciate that they have access to the county and also through on-campus computer labs. I would like to upload the specific resource into Canvas directly so that they can save or print from there, rather than using a permalink to be mindful of all students' access depending on their program

 ReplyReply to Comment

-

Collapse SubdiscussionSandy Gonzalez

Sandy Gonzalez (*She/Her*)

Jun 3, 2021Jun 3, 2021 at 6:52pm

Manage Discussion Entry

Sandy Gonzalez, Counseling, Transfer Center & Dreamers Support Services, Miramar

Two things that stood out for me:

1) Learning about the historical context of ethnic studies and how students fought for it to come into fruition. I'm curious to see how this unfolds and affects the transfer process for our students. I was excited and commented in our break out room that it seems like graduates or professionals who studied or teach ethnic studies will be more in demand now so that is a fabulous.

2) From the Lightning Talks what stood out for me was Pear Deck as discussed by Anne Gloag. This seems like a cool tool to integrate when teaching, can make a class more interactive :)

 ReplyReply to Comment

-

Collapse SubdiscussionBarbara Ring

Barbara Ring

Jun 3, 2021Jun 3, 2021 at 7:03pm

Manage Discussion Entry

Barbara Ring (Librarian, City College)

For me, this was the strongest day yet. Today began with an excellent presentation on Ethnic Studies. I liked learning about the history of disciplines and how Ethnic Studies is different from traditional disciplines. I never thought of the classroom or laboratory itself as being Eurocentric.
Many disciplines are trying to add in the POC lens, but Ethnic Studies is grounded in it from the get-go. I also liked learning about why the term "ethnic studies" is problematic.

For the lightning talks, I listened to the passionate Linguistic Justice Experience, which covered Black English and code switching. I was struck when one of the presenters said using white mainstream English didn't save Michael Brown, Trayvon Martin, Eric Garner, George Floyd, or Renisha McBride. The Tupac Shakur quote also stuck with me: The greatest loss is what dies inside while still alive. Never surrender." The presenters said that trauma that is not transformed is transmitted. I'm going to suggest our library get Linguistic Justice: Black Language, Literacy, Identity, and Pedagogy when we can (I haven't found it as an ebook yet).

I also attended the ESL Virtual Resource Center for Students and learned how one campus offers online resources.

I didn't specifically know what the term "Universal Design for Learning" referred to, but the library has inherently included some of it as current best practices when teaching and working with students. However, I want to be more intentional and think about ways to incorporate more of the points. I liked the comment about offering different ways for students to submit their work so that technology doesn't become the barrier. As we all work remotely, this has been a big issue, but it will continue.
 ReplyReply to Comment

-

Collapse SubdiscussionShirin Safaee

Shirin Safaee (*She/Her*)

Jun 3, 2021Jun 3, 2021 at 7:08pm

Manage Discussion Entry

Shirin Safaee/Biology

Morning workshop:

This morning's presentation was very informative. Manuel and Raquel described the transition from traditional discipline to interdisciplinary studies. They also explained the importance of ethnic studies. I also learned that CSU is making ethnic studies a requirement and this new law will affect community colleges. I completely agree with presenters' point of view. If this type of courses is not required students who are not actively seeking them may go through college without learning about it. As a science teacher I am planning to include more materials regarding social justice in my courses. When I teach my students about cells and scientific studies, I can include the Hela cell line story. Over the past years, Hela cell line has contributed to many medical breakthroughs, including the development of the polio vaccine, study of leukemia, AIDS virus, and cancer. The cells came from a 31-year-old African American woman, Henrietta Lacks, without her consent when she was being treated for cervical cancer. Stories like this can relate to vaccine hesitation and mistrust of some African Americans have about COVID due to historical instances of racism in the medical field.

Another part that resonated with me was when Manuel said it is illegal to teach critical race theory in some state. I remembered when officials in Florida banned the use the *term* "climate change" or "*global warming*" in official communications and emails. In both instances, it is to the detriment of students to avoid covering these issues.

I also enjoyed the exchange of ideas with my colleagues in breakout room. Our group chose mental health, and we had an interesting conversation about how it relates to ethnicity. Ethnic minorities may suffer from poor mental health due to accessibility, cultural stigma, discrimination, and lack of awareness. In colleges many minority students may not be properly informed about available mental health services available in college. This is another topic that I can incorporate in my courses. I have the links in my syllables and a section on my canvas course about available services, but I think I can do more. I can incorporate more materials about biological cause and science of mental functions. Usually when we understand and process a topic it removes some of the fears and stigma from it.

During lightning talk joined the **Linguistic Justice session with a great TedTalk by Jamila l Lyiscott: "3 ways to speak English".**

Afternoon workshop: universal design:

I liked that they provided practical examples that we can implement in our courses right away. They clearly described the three sections engagement, representation, action and expression. It turned out I am following some of aspects of universal

design in my course. Here are some of the examples of how I implement universal design:

Welcome letter: I am already sending the welcome letter a week before semester starts to initiate the connection with my students.

Recruiting interest: Last semester when I was teaching inorganic chemistry I talked about gold and silver supplement because I knew by starting with something shocking, I would get my students' attention. So, I started by "do you know the sales of gold and silver diet supplement went up during COVID" because some people think it boost the immune system and prevent catching COVID.

Providing alternative content: Since I teach biology it is almost impossible to just use written materials. I use images, models, videos, and animation in my courses. I also try to provide multiple tools for students to express themselves in some of the assignments. For most of the lab discussions they have the options of submitting a poster, poem, video, or animation. That gives them an opportunity to use their creativity in class.

Providing direction: I took a very extensive courses in distance education, and I modified my Canvas page base on what I learned about remote teaching. For consistency I made weekly module with clear instructions for each class activity, and I got a very good feedback from students about it being easy to navigate.
 ReplyReply to Comment

○

Collapse SubdiscussionShirin Safaee

Shirin Safaee (*She/Her*)

Jun 3, 2021Jun 3, 2021 at 7:17pm

Manage Discussion Entry

I forgot to add the course I attended last year was Faculty Training course to earn *DEFT* certification through southwestern college. It was hard, long and intricate but very productive.

 ReplyReply to Comment

•

Collapse SubdiscussionStacie Shook

Stacie Shook (*She/Her*)

Jun 3, 2021Jun 3, 2021 at 7:48pm

Manage Discussion Entry

Stacie Shook- Chemistry

For the morning session, I enjoyed hearing from Manuel. I have never taken a course in any specific ethnic study. Needless to say, there was a lot of information to soak in! I really appreciated learning about interdisciplinary studies, the connection that we have to our distinct communities, and which people of color lens we (or our students) put on everyday that colors how we perceive the world. Our breakout group came up with a great lesson plan about mental health from the perspective of communities of color. This morning truly made me think about my own perspective and how I can start to incorporate history or experiences from different ethnic groups so my lectures are not just from the Euro-centric perspective.

This afternoon I got so much good information out of the RISE presentation. I have been doing a couple of the ideas already, like the welcome letter to students and structuring my course into modules. I do want to start implementing several other ideas, like having large buttons on the home page that can guide students to the information they need at that point. I also am going to use the tip of using the special HTML code to remove the related video suggestions at the end of YouTube videos. It was also helpful to hear about auto-transcription in Zoom settings. (I had no idea that was even there!) Anything we can do to make our class more accessible to students of all abilities is very appreciated and will ultimately help our students learn.
 ReplyReply to Comment

Collapse SubdiscussionRobert Perry

Robert Perry

Jun 3, 2021Jun 3, 2021 at 7:52pm

Manage Discussion Entry

Robert Perry- Political Science

I really enjoyed the breakout sessions. We talked about music and how some music was at times stolen from Africa American artists after the big band era. I had always heard that Elvis appropriated music from artists and those artist never got any credit.

I shared my experience with music in my class. I use a variety of protest music in my class and we had a good discussion about the use of music within our teaching. I was happy to hear that some of my fellow faculty agreed with some of my choices. I use music from CCR all the way to Public Enemy. So it was great chatting about music.
 ReplyReply to Comment

-

Collapse SubdiscussionKen Reinstein

Ken Reinstein

Jun 3, 2021Jun 3, 2021 at 7:54pm

Manage Discussion Entry

Ken Reinstein – English & ELAC, Miramar College

Morning Session

I was fascinated by the presentation on Ethnic Studies and hearing the history of its emergence as an interdisciplinary field. I am on the Curriculum Committee at Miramar and to this point my understanding of ES has been from the curricular end, so Manuel and Raquel's presentation deepened my understanding with the human dimensions of this interdisciplinary field. What struck me was Manuel's point about ES programs' purpose of empowering students to go back into their communities and be positive agents of change, leadership, and activism: at its very core, ES is not just to educate but to enact change. Great discussion in our breakout groups (today and all days); I feel fortunate to meet and work with innovative and caring colleagues.

Afternoon Session

Yuki and Amber's presentation on ESL VRCS (Virtual Resource Center for Students) was amazing! I am now really inspired to create a similar Canvas shell for Miramar as a one-stop place for all ELAC students and prospective ELAC students to find the information and resources they need. Julie's lightning round on Canvas gradebook taught me a few useful tips that I didn't know about, like making notes, automatic messages to students, 0 default grades. Always so much more to learn!

Thanks to Christina and my friend Rechelle for their excellent and informative presentation on Universal Design in Canvas. I thought I knew a lot about Canvas (and I do!) but their presentation showed me how I can make my Canvas courses better, more accessible, and engaging. Now I just have to re-create ALL those buttons that I made with tables. (AAARRGGHH!! It's all good though.) What was encouraging was that I noticed that many of those UD best practices are already baked into my Canvas course, but to borrow Julio Soto's words from yesterday, "Start where you are, but don't stop there!"

Jen and Denise—you owe me a frosting piping bag! :-)
Edited by Ken Reinstein on Jun 3, 2021 at 7:55pm
 ReplyReply to Comment

-

Collapse SubdiscussionUriel Ornelas

Uriel Ornelas

Jun 3, 2021Jun 3, 2021 at 7:57pm

Manage Discussion Entry

Uriel Ornelas - French

My main take away is that I can see how Eurocentric my curriculum is. This unfortunately leaves out a lot of cultures that make up the French-speaking world, such as Morocco, Sub-Saharan Africa, Tahiti, Canada, etc. Today made me want to reexamine the materials I chose as part of the French program curriculum.

There is such a rich cultural diversity in the French speaking world, and I'm very excited to include more of that in my courses!
 ReplyReply to Comment

-

Collapse SubdiscussionDailyn Brown

Dailyn Brown (*She/Her*)

Jun 3, 2021Jun 3, 2021 at 8:14pm

Manage Discussion Entry

Dailyn Brown (ELAC/English)

Morning

The morning session was very informative and allowed time for people who have no prior knowledge of the history of ethnic studies. I defiantly learned a lot like it was all started by student activism which is so powerful and continues to resonate to this day as a form of activism. I was not required to take an ethnic studies course in my undergrad but I have always wanted to. Maybe I will now!

Afternoon

Yuki and Amber's presentation on ESL VRCS (Virtual Resource Center for Students) was something I think would be a great thing for all ESL/ELAC programs. At City, we are working on better student outreach through social media but now I wonder if we should also try and create something similar...

RISE was motivating because I feel like I am already doing a lot of the things they mentioned in their talk in my classes and I am glad to know that I am already offering my students that extra warmth, support, and inclusivity BUT there is always more that you can do and I am looking forward to redesigning my homepage and changing my youtube video settings. I thought I had already done that but it seems that there are multiple ways and the way I was using wasn't actually doing what I wanted to do :) I love leaving video posts for students and I want to keep innovating ways to make them the most accessible and useful as well as fun and inviting.
Edited by Dailyn Brown on Jun 3, 2021 at 8:16pm
 ReplyReply to Comment

-

Collapse SubdiscussionAsma Yassi

Asma Yassi

Jun 3, 2021Jun 3, 2021 at 8:21pm

Manage Discussion Entry

Asma Yassi - Counselor and Coordinator - CalWORKs Program - Cuyamaca College - also teach counseling and WEX courses

I really enjoyed todays topics and the opening session regarding ethnic studies was eye opening. I learned alot about the history of this discipline and how and why it came about. I am an immigrant to the United States and arrived her just over 15 years ago, so I have missed a lot of the history and cultural and racial conflicts that happened in this country. In the past few years and in my profession, I have been trying to teach myself and attend presentations like this to better understand the communities we serve. My cultural background belongs to the middle east which is another minority group here in the U.S. I always wonder why or when ethnic studies will teach something with a Middle Eastern perspective.

 ReplyReply to Comment

-

Collapse SubdiscussionSarah Moore

Sarah Moore

Jun 3, 2021Jun 3, 2021 at 9:36pm

Manage Discussion Entry

Sarah Moore, Counseling/Transfer Center

The CSU Ethnic Studies requirement has been the topic of discussion at quite a few of my transfer meetings lately as well as conferences I have attended as plans are made to move forward. Thank you Raquel and Manuel for your time this morning sharing about the history, this was very informational and much appreciated.

The tech tool PearDeck is something I need to spend some time with; exploring how I might be able to incorporate it into our Transfer Center workshops to increase student engagement and fun! I also saw that the Desmos lightning talk video is available and really look forward to watching that in full...I gave myself a teaser this afternoon. :)

Christina and Rechelle have empowered me to RISE. The tips and tricks with html are so helpful! I had no idea about the code that could be added so to limit distractions in YouTube. And the discussion of font color made me realize something I am guilty of. Every so often I receive emails with a list of questions. To reply I have placed space between each question and typed my answer in red. At the top of the email I write a quick message and indicate that my answers are below in red. In so doing I neglected to consider the potential for color blindness. This has stuck with me and my practice will change. Thank you for presenting this session, and bringing this to my attention!

 ReplyReply to Comment

-

Collapse SubdiscussionAnne Hedekin

Anne Hedekin (*She/Her*)

Jun 3, 2021Jun 3, 2021 at 10:12pm

Manage Discussion Entry

Anne Hedekin PERG 120 and Counseling

There was so much today! Again another great day of learning and inspiration. I am working on this idea of annotating and group note taking. I got access to hypothes.is but didn't get a chance to use it but I will explore that in Canvas.

The UDL presentation with Christina and Rochelle was great. There is so much info. I feel like I am doing somethings well, others OK and can for sure improve. I feel like there is so much to take in I need to let it all sit in my head a bit.

I really enjoyed our Lightening Talks today. I attended the Hypothes.is and the one on Slinguistic Justice! Both were great and so different but got me thinking. I loved the presenters and felt their love for students.

The ethnic studies course break out was so inspiring. We came from various disciplines but were all on the same page about how to approach students and show we care and value them. It was so amazing. I made some connections with faculty at Mesa that I haven't met yet. Manuel did a great job of sharing the history of disciplines and ethnic studies. Some was new to me but I really appreciated how he broke it down and that I can go back and reference his video later.

I was most inspired by the connections with colleagues in the break out. It was just very affirming and a great way to spend a Thursday!!
 ReplyReply to Comment

-

Collapse SubdiscussionCierra DeVries

Cierra DeVries (*She/Her*)

Jun 3, 2021Jun 3, 2021 at 10:18pm

Manage Discussion Entry

Cierra - CalWORKs Counselor

I really found this mornings presentation and activity incredibly helpful! My group chose basic skills and we talked about how that can translate into multiple disciples, English, Math and counseling which were all represented in our group. We spoke about how we could connect students to the resources on campus going beyond telling them they exist. Showing them the resources, explaining what they do. It sets them up for success in the future.
 ReplyReply to Comment

-

Collapse SubdiscussionMichelle Tillman

Michelle Tillman (*She/Her*)

Jun 3, 2021Jun 3, 2021 at 10:32pm

Manage Discussion Entry

Career Counseling/ Personal Growth

Morning Takeaways

Thank you to Manuel Velez and Raquel Jacob-Almeida for the workshop, "An Ethnic Studies Primer". I appreciate how far the Ethnic Studies movement has come – how it is being recognized as a discipline and that it is being required of CSUs, community college students transferring to CSUs, and, hopefully, high schools. I believe I would have benefited from the theoretical approaches that center on the historical experiences and lived realities of communities of color. I did not know that I did not know the entire story of America. I did not realize how Euro-centric my education has been. I think that I first learned about the Japanese internment camps when I was in college. And, only last year did I really reflect on colonialism when my son's elementary school had Colonial Day to celebrate the "founding" of our nation.

It was enlightening to discuss the significance of climate change from the point of view of communities of color with my breakout group. We brainstormed some of the ways a lesson plan would reflect that point of view and came up with the following:

o Work with students to do an assessment of the activities taking place in their own communities to positively impact climate change. This could bring in a global perspective because this past year students were not local (e.g., political/ cultural impact of climate change in Syria).
o Conduct poll/ assessment: what do you do? But also: how are you impacted?
o Encourage students to watch YouTube video:Tragedy of the CommonsLinks to an

external site.
o Recommended reading: Rebecca Solnit "Climate Change Is Violence" 2014 in Call Them by Their True Names.
o Explore topics such as mass migration/ immigration policy and intersection of public schooling and advocacyLinks to an external site..

We did not have time to discuss how this would differ from teaching about climate change from a "traditional"/Eurocentric point of view.

Afternoon Takeaway

During the Lightning Talk, "Doin it for the culture!" by Marne Foster and LTomay Varlack-Butler, I have a newfound belief of preserving the Black language. I learned that political correctness, or speaking "well" does not dismantle racism. As Dr. April Baker-Bell wrote, "If y'all actually believe using 'standard English' will dismantle white supremacy, then you not paying attention!" Then the presenters simply went to the next slide:

Wow! Just wow! White Mainstream English was spoken as the last words of these Black Americans did not save their lives. It is time for Black, Indigenous, People of Color to speak our truths – using our language. Never again should our last words be the same language of those who oppress us!
Edited by Michelle Tillman on Jun 3, 2021 at 10:32pm
 ReplyReply to Comment

-

Collapse SubdiscussionDeborah Susan Emery-Flores
Deborah Susan Emery-Flores (*She/Her*)
Jun 3, 2021Jun 3, 2021 at 10:32pm

Manage Discussion Entry

Debbie Emery-Flores, SDCCE, Emeritus

Student Engagement & Accessibility

Again, as I am still teaching and not yet on break, I can only participate in the asynchronous activities. I found the video series by Christin and Rechelle very valuable and informative. I had many takeaways from their presentations. Among them were great ideas of making my initial email to my students at the beginning of the semester very warm and welcoming, and possibly using a creative format so as not to be intimidating. Creating a video welcome and orientation were also great ideas I would like to implement. I learned some very specific information about html coding that I wrote down and can use to prevent ads and other suggested videos from popping up when students pause an embedded YouTube video in their lesson. That will help lessen distractions to students away from the intended content. I was also reminded how important it is to make sure to keep the principles of Universal Learning Design in mind, and to practice them when designing and creating lesson content. I was especially impressed with the concept of giving students alternative choices in their learning, and to let them help design their own learning activities. These are powerful concepts. There was a lot of "meat" to these presentations, and I learned from and appreciated them very much!
 ReplyReply to Comment

-

Collapse SubdiscussionAmy Alsup
Amy Alsup (*She/Her*)

Jun 3, 2021Jun 3, 2021 at 10:35pm

Manage Discussion Entry

Amy Alsup – Sociology & Gender Studies - City College and Miramar - "An Ethnic Studies Primer" & "Doin It for the Culture! A Linguistic Justice Experience"

Today's sessions were fantastic. I learned so much in the morning session, "An Ethnic Studies Primer" by Manuel Velez & Raquel Jacob-Almeid about the development of Ethnic Studies as a discipline. I loved hearing about how the discipline was created out of student demand and the tireless activism of Latinx, Black, Native American, and Asian American activists. I also thought it was fascinating to see the history of academic disciplines and see how the push for Ethnic Studies challenged to the status quo. The Lightening Session by Marne Foster & L Tomay Douglas, "Doin It for the Culture! A Linguistic Justice Experience" was really powerful. The spoken word clip that they showed from Jamila Lyiscott was so stunning and evocative. The entire talk was such an important reminder to eliminate our biased frameworks about language and lift up and affirm Black students in our classroom.
 ReplyReply to Comment

-

Collapse SubdiscussionAileen Gum

Aileen Gum

Jun 3, 2021Jun 3, 2021 at 10:57pm

Manage Discussion Entry

Aileen Gum, English/ESL, City College

Wow... another fabulous day of learning with all of you! 😊 This week has been hectic for me, so I am very grateful that TSI is online and that all the Lightning Sessions will have recordings so we can review those we attended and also view those we couldn't get to.

AM Session: Many thanks to Raquel & Manuel for this session! In my "day," there was no such thing as "Ethnic Studies" and students had to hope they had a good history teacher who didn't just make students memorize the book and spit it back out... ignoring the important part about making connections.

I also want to mention how much I have enjoyed the breakout discussions all week. It has been wonderful sharing ideas and exploring different perspectives. It's a rare & precious opportunity to get to connect with people in one space from so many other colleges/universities, disciplines, and having student services with faculty. This is one

of the reasons why I love online so much -- the moments when we can get this kind of diversity together to just share and discuss ideas doesn't happen enough for me.

Lightning Rounds: I enjoyed seeing the fabulous site Yuki and Amber created for their college's ESL students. Julie had a very concise presentation that covered many of the key tools in the gradebook. Although not new for me, I loved how she covered so much in such a short time... and had beautiful slides. If you don't use your gradebook tools, I highly recommend taking a look at her session so you have all the "how to's" in one video/ppt. I was sorry I could only get in on the last few minutes of Alison's library presentation. Even so, I learned something new in just those 2 minutes (how to quickly save all your search preferences).

The Buttercream Piping demo was super fun! Chef Burns makes it look so easy ... 🧁

I was a bit sad that I had left my TSI bag in my car for too long -- I don't think even copious amounts of fat nor sugar can make it edible, but looking forward to the recipe!

PM Session: Terrific session on UDL. When courses are accessible, it makes it easier for everyone. I was happy to see the session highlighted some of techniques that are in the SDCCD Online Certification, so if people felt challenged with the tech while getting certified, the slides in the RISE presentation might make those techniques easier now that there's more time to add & enhance. Tech changes so fast, so there is always more to discover.
 ReplyReply to Comment

-

Collapse SubdiscussionSean Flores
Sean Flores (*He/Him*)
Jun 3, 2021Jun 3, 2021 at 11:29pm

Manage Discussion Entry

Sean Flores | Library & Information Science

Two highlights for me today was learning more about Ethnic Studies and the afternoon session, RISE: Re-Imagining Student Excellence with Universal Design for Learning. The Ethnic Studies primer provided by Manuel Velez and Raquel Jacob-Almeida helped me understand some of the history behind Ethnic Studies as a course and its purpose to inspire and create change, I'd love to see that presentation again because I think it's one of those things that really touches on a few fine points that we as decent people should reflect on like a lack of support for something so critical for our community to understand and appreciate our differences and recognize the

struggles of BIPOC and resilience in spite of systemic racism that often gets brushed aside as if it is not a problem.

The RISE: Re-Imagining Student Excellence with Universal Design for Learning was fantastic. Rechelle Mojica and Christina Crosby were seasoned pros in this! The video, presentation, content, even the little things like having two little windows of the speakers on the entire time as it was recorded really added to the collaborative feel of their teaching and made it feel naturally organic and engaging. I can only speak for myself but the structure and delivery of the information catered just right for how I learn and I related a lot to what the purpose of UDL is and how really catering to all students and taking the time to provide different way of delivering content makes it easier for them to understand difficult topics in order to be successful. Even the use of iconography, or utilizing the little bits of html/css editing for youtube embeds, and using accessibility tools within Canvas were things that I forgot about or had done in a round about way and everything from this presentation provided me with more focus and more efficient methods of checking the accessibility of content and the delivery of content.

 ReplyReply to Comment

-

Collapse SubdiscussionMike Espar

Mike Espar (*He/Him*)

Jun 3, 2021Jun 3, 2021 at 11:46pm

Manage Discussion Entry

Mike Espar, Music (City)

Morning

The Ethnic Studies Primer from Manuel Velez and Raquel Jacob-Almeida inspired me to look for ways to re-frame the content in my music history classes. In my History of Rock and Roll course, I will leverage the excellent Netflix series *Break It All: The History of Rock in Latin America* to explore the similarities and differences in the evolution of rock in Latin America versus the United States (while investigating the cultural traditions and political forces that influenced these differences). I will encourage the idea of "community connection" by having students interviewing Latinx musicians in the San Diego/Tijuana area to learn about their perspectives on rock history and rock's future. I will also support the principle of "interdisciplinarity" by inviting instructors from Chicano Studies and Black Studies to offer guidance to students as they explore rock history from different perspectives.

Afternoon

The afternoon session from Christina Crosby and Rechelle Mojica on UDL gave me a ton ideas for tweaking my course content to be more accessible to more learners. One of the many ideas was related to the importance of "guiding appropriate goal-setting" for students. My music production classes include large, multi-step, multi-week projects that incorporate a significant amount of student choice. Although I require a Project Proposal before students begin, I think the proposal assignment is a bit vague. I'd like to introduce the concept of SMART goals to the class first, then create a detailed rubric to guide students in designing a project that is challenging yet doable, artistically and professionally valuable to them, and showcase the skills they should have learned up until that point in the course. I will also expand the requirements of the project to allow students to demonstrate what they've learned using a format that is comfortable for them (written, video, song, slideshow, etc.).
 ReplyReply to Comment

○

Collapse SubdiscussionM. Kirsten Pogue-Cely

M. Kirsten Pogue-Cely

Jun 4, 2021Jun 4, 2021 at 8:59am

Manage Discussion Entry

Mike,

I watched *Break It All: The History of Rock in Latin America* with my husband who is from South America a couple of months ago. For my husband, it was like a walk down memory lane (especially Aterciopelados & Soda Stereo!) We both really enjoyed the Netflix series, especially how they infused the political, social, cultural and class issues (particularly in Argentina, Chile & Colombia) and how that influenced the music.
If you are interested in Chile in the 1970's there is a really sweet coming of age movie called *Machuca* (https://www.amazon.com/Machuca-Mat%C3%ADas-Quer/dp/B01M2WND7ILinks to an external site.). I think you can find it free on Netflix.

Kirsten

Personal Growth & Counseling (Mesa)

Edited by [M. Kirsten Pogue-Cely](#) on Jun 4, 2021 at 9:16am

 ReplyReply to Comment

-

Collapse SubdiscussionJahB Prescott

JahB Prescott

Jun 4, 2021Jun 4, 2021 at 6:28am

Manage Discussion Entry

As a part of the Ethnic Studies Work group at MiraCosta, I valued the presentation in the morning session. The history of Ethnic Studies is valuable to all educators. I think it is important to recognize the implications of AB 1460 that are both positive and may present obstacles as well. I think about the "rush" to get this done and how the possibility of individuals using this as a chance to present courses as Area F that are not Ethnic Studies. This has happened in the past at other academic institutions and in effort to "meet" federal mandates some academic "leaders" may use the language to say this "qualifies". However, I am not an individual who let's the negativity of some deter me from doing what I know is right. I'm excited about the possibility that all students in the future will enter my course with some knowledge of ethnic studies and the strength that has in my classroom where we focus on English with an equity lens.

The afternoon RISE session was in my wheel house. I think like many others I felt the strength of affirmation in seeing that "I am not wrong" in my approach to engaging with students. I love how their presentation focused learner centered universal design. I think I've done this well, but there are areas where I can improve some areas. I'm looking forward to engaging with some of the Canvas shells as I redesign for the fall.

 ReplyReply to Comment

-

Collapse SubdiscussionHeather McGray

Heather McGray (*She/Her*)

Jun 4, 2021 Jun 4, 2021 at 8:46am

Manage Discussion Entry

Heather McGray (BIOL) - ethnic studies/personal identity/collective identity

I loved the morning session. Thank you to Raquel and Manuel for the Ethnic Studies Primer. I really need help from the group to develop something I think would be interesting to do with my class. In my introductory class, one of my goals is that students develop an identity of themselves as scientists. I want students to bring their personal identities, including their complex ethnic identities, to our group's collective identity as scientists. I was thinking of maybe using a template (I have used one from CUE), so we could explore our personal identities, then do an activity where students could brainstorm how their personal identities add value to their perspective on Biology. I just don't know what that exactly looks like. If anyone has any resources for designing and managing a group discussion, pair-and-share, or brainstorming session around something like this, I would love guidance. Thanks in advance.

I got so many valuable tips and tricks from the afternoon session. Thank you Christina and Rechelle! My Canvas shell is going to be sharp!!! Seriously,....so .....much .....better.

Another valuable lesson I learned is the value of asynchronous tasks. This is a busy week and I like being able to contribute and complete things asynchronously when I have the time. It allows me to participate in learning when I would otherwise be excluded due to my schedule. It's a good lesson to remember when designing my courses for Fall.

 Reply Reply to Comment

-

Collapse Subdiscussion Maria del Consuelo Lopez Aramburo

Maria del Consuelo Lopez Aramburo

Jun 4, 2021 Jun 4, 2021 at 9:36am

Manage Discussion Entry

Morning Session:

My takeaway from the morning was the presentation of Ethnic Studies by Manuel Velez. Listening to this presentation was very positive because I felt that I was cultivating a new understanding about the definition, history, and principles of Ethnic Studies. In addition, it was like a blessing to hear the approval of Ethnic Studies requirements for High School by the California State Board of Education. It inspires me to believe that we leave in a very unique moment for progress in the educational system. On March 18, 2021 California became the first state in the nation to propose a new model for educators. It has been a historic experience where student's stories will be represented in the classroom. At the same time, high-schools will feel free to elevate the voices of marginalized communities. Overall it will help California and the nation to experience social justice among our diverse population.

This educational progress will continue to inspire me to teach Chicano Studies by promoting and celebrating underrepresented population at the college level. Therefore, I must continue to pay attention to the academic curriculum for my classes which should reflect these areas of critical approach for the delivery of a course content.

Afternoon Session:

Quarantini Hour was my takeaway during this time because it was very enriching to discover other visual forms of teaching such as the Jamboard which helps to bring collaboration in real time and unlocks the creative potential of students. It is a simple way to allow students to be in charge of class content and takes away traditional models of teaching.

Another important conversation was to express the need to solve our continuous investment in the technology that we use as educators for our classes. A positive outcome was reflected among the participants from TSI that we decided to write a resolution by the collaboration of the members. With the intention to propose options on how the School District can pay back our investment in regards to this critical issue
 ReplyReply to Comment

-

Collapse SubdiscussionLiza Rabinovich

Liza Rabinovich (*She/Her*)

Jun 4, 2021Jun 4, 2021 at 9:41am

Manage Discussion Entry

Liza Rabinovich- ELAC/ESL/English

Morning-

This morning was very informative, and I was happy to learn that more schools will require students to take ethnic studies courses. Manuel highlighted the need for me even more by providing context and and history about about the great need for this to happen. During the undergrad, I had to take and ethnic studies course as a requirement so I'm glad more places are jumping on board with this important work!

Afternoon-

I attended the Lightning talk from Marne Foster and L Tomay Douglas about linguistic justice. It reminded me of a story that my black student shared with our class. He talked about how he was driving to the gym with his dad, and they got pulled over for no reason. This wasn't the first time that this had happened to him. This particular time, the police officer comments on how "well spoken" my student was. The cop was shocked. This presentation reminded me of tis student, and I want to do more to honor student language in the classroom. Thank you to the presenters for providing resources. I look forward to reading them!

 ReplyReply to Comment

-

Collapse SubdiscussionKrystle Marshall

Krystle Marshall (*She/Her*)

Jun 4, 2021Jun 4, 2021 at 9:49am

Manage Discussion Entry

Krystle Marshall-English & ESL

Morning Session

I enjoyed the Ethnic Studies talk from Raquel and Manuel. It was eye opening. My breakout group has a great conversation about looking at different subjects and topics and we really reflected on our own practices in the classroom. It's great to see the new course requirements. It will be really beneficial to students. The Lightening Talks were awesome. I learned about Pear Deck and plan to use it right away. I actually started playing around with it already. I love how easy it is to use and I can

see how it will make my lessons more engaging and interactive. The "Doin It for the Culture!" Talk was great! It went by so fast, but I learned about how language has evolved and how we need to make outlets for students to be able to express themselves. I like the idea of practicing Slanguistic Justice by honoring students' language and allowing them to feel that they don't have to always modify their speech to accommodate "standard White English." I am thinking of a cool assignment that I can allow students to do just this. As Kim mentioned, maybe I will strip away rules and formatting and allow students to have fun and play with and experience some "Slanguistic Justice."

Afternoon Session

The module by Christina Crosby and Rechelle Mojica was a nice refresher for me. I realize that I do a lot of things in my course already, but I want to look into the liquid syllabus. I think that is a nice alternative for students. I also plan to remove the suggested videos that are attached to YouTube video when I share them. This will create less distractions. I'm also going to take a hard look at my Canvas shell and see if I can simplify anything, so it is clean and neat.

Thanks for an awesome day!

 ReplyReply to Comment

-

Collapse SubdiscussionMichelle Chan

Michelle Chan

Jun 4, 2021Jun 4, 2021 at 10:01am

Manage Discussion Entry

Michelle Chan (ELAC/English) City College

Morning Session: Ethnic Studies

Thoroughly enjoyed listening to Manuel and Raquel's presentation on Ethnic Studies. Whenever I attend a lecture such as theirs, I feel empowered in the sense that now I have more context and the language to advocate for issues that matter but don't get talked about enough. I'm glad to hear that things are moving forward in terms of funding and recognition on the role ethnic studies play in higher education. Moreover, I so appreciated the time to work with my colleagues to reimagine ways of teaching pressing topics in our classrooms and within our

disciplines. What a great way to encourage critical thinking and personalizing the learning experience for students.

ESL VRCS

Being an ESL instructor, this presentation was very useful! Having all the resources available for this population of students will no doubt help mitigate issues ESL students run into when trying to navigate their journey in community college. Looking forward to seeing the final product and sharing something similar to it at City.

 ReplyReply to Comment

-

Collapse SubdiscussionKevin Gossett

Kevin Gossett (*He/Him*)

Jun 4, 2021Jun 4, 2021 at 10:15am

Manage Discussion Entry

English - City & Grossmont

After the Ethnic studies primer presentation by Manuel and Raquel and the break with Dr. Rob where he played us some hip hip and got us thinking about it from an multidisciplinary perspective, I was thrown into a breakout room in which we quickly jumped into a discussion about hip hop history and representation. This group consisted of Dora Schoenbrun-Fernandez, Kate Hardy, Mike Espar and Tasha Iglesias. Collectively we are teachers of English (me), Spanish (Dora), Exercise Science (Kate), Music History (Mike) and "education, hip-hop, and sport" (Tasha). Tasked with creating a lesson plan from the point of view of communities of color, we agreed that the common denominator combining our disciplines and interests was a lesson on the history of hip hop from a Latinx perspective, particularly in their contribution to breakdancing. Sure, it was meant to be hypothetical, but the practice reminded me of how much we can benefit from an interdisciplinary and collaborative approach to teaching, and how important it is to do this from an ethnic studies perspective. I would totally work with these people if given the opportunity.

We concluded the quarantini hour with Jen saying something along the lines of, "I'm glad we turned this from just complaining about things to actually getting something done." She was referring to a discussion we had been having about the lack of funding at SDCCD campuses for paid software and services that we've been individually been paying for out of pocket - things like Padlet and Voicethread and (potentially) Hypothesis. A takeaway from my lightning talk on Hypothesis, and one of the reasons why I even thought to present on it, was in figuring out how to get the

district to pay for it to be embedded in Canvas. Those active in this brainstorming session came to agree that we need to put pressure on the academic senates at our respective campuses and the union, so we began collaborating on a resolution to present at future meetings, and we agreed that more pressure needs to come from those of us at TSI who are relying on these products that the district should be investing in.

Edited by Kevin Gossett on Jun 4, 2021 at 10:15am

 ReplyReply to Comment

-

Collapse SubdiscussionPatricia Manley

Patricia Manley

Jun 4, 2021Jun 4, 2021 at 11:19am

Manage Discussion Entry

Patti M. History

I liked the morning presentations. For the Lightning talks I use the Grade book tools but didn't know much about PearDeck. I did find some of the tools introduced interesting and added to my list of things to explore later.

 ReplyReply to Comment

-

Collapse SubdiscussionBrandi Bass

Brandi Bass

Jun 6, 2021Jun 6, 2021 at 9:02am

Manage Discussion Entry

Brandi Bass, DSPS CE Mesa

Today was a really insightful day for me. I feel a bit overwhelmed with all of the information but overall, I am so glad that I was able to participate in todays sessions! The major takeaways from today include:

o   Adding in the POC lens
    ▪   Learning about Ethnic Studies History

- AB 1460

o 'Poverty is profitable'
o Stress Relief through frosting
o Re-Imagining student excellence through Universal Design

I got so much out of todays session but the area I felt most connected to was the re-imagining student excellence through Universal Design. As an instructor/counselor in DSPS, I am very familiar with Universal Design and promote it in our Ability Ally training at Continuing Education. However, these asynchronous sessions gave me so many NEW ideas and ways to incorporate even more accessibility design in my Canvas shell (and ultimately course) that I have been re-inspired! I really enjoyed the use of examples to show how these techniques could benefit our students.

Example 1: The welcome letter, intro video and orientation module is already something I currently incorporate into my classroom but something new that I learned is to create some short orientation videos of the content in my orientation module. This will help to break up the writing and give students who are visual learners a way to see how the course is oriented.

Example 2: I also love the idea she presented about course structure buttons (using HTML) on the home page to make it an easier 'step-by-step' process for students. The buttons could include: First day? (click here) Happening this week? (click here) Course Question? (click here) etc. I made note that these buttons should NOT be made in a table because a screenreader will lump them all together instead of dividing them into separate topics as they are meant to be.

Example 3: Another great tip was labeled 'limited distractions.' There's a short HTML code that you can insert at the end of a YouTube video to eliminate the 'extra videos' that YouTube promotes after finishing a YouTube video that you have incorporated into the course. This will help eliminate extra distractions for students and keep them on track with the class material (and not overload/overwhelm them.) There are also customization options on YouTube for the captions. I will definitely be playing around with this feature so that I can give students the information on how to customize their settings!

Example 4: I do not currently use a step-by-step process in my classes but I realized through this session that this is important to help students better connect to the material and not 'get lost.' It is as easy as 'Start here first' or 'first things first.' It also really helps to use pictures to describe what you are trying to say. This will help visual learners understand the material quicker (ex. an icon for discussion board- if they see the icon, they automatically will know that it's a discussion board over time in the class) and bring in a different element than just writing words.

Example 5: I offer extra credit in my class but I did not think about putting it in a canvas module with clear directions on how to complete. I usually just have it in my

syllabus, so by adding it to the Canvas Course Shell, more student might be more inclined to complete!

Example 6: The last major take-away from this session was the understanding behind the 'user centered design.' The reason to use this type of assignment design in your course is to encourage creativity, give students 'pride of ownership' and help students recognize and feel comfortable in their own personal expertise. Giving students the option to choose what type of assignment they want to work on and how they would be excited to learn is a powerful way to insight learning at its best!

Overall, this day was really impactful and I have taken a lot away from these sessions. I think that by adding in all of the above techniques/tools into my class, my students will be better served, appreciate the accessibility and be given more personal academic freedom and creativity.

Thanks for a(nother) great day!
 ReplyReply to Comment

-

Collapse SubdiscussionAnna Delgado

Anna Delgado (*She/Her*)

Jun 11, 2021Jun 11, 2021 at 1:37pm

Manage Discussion Entry

Anna Delgado // City College // Fine Art
Morning Session: I honestly feel like everyone in the education system should take the course that Manuel Velez and Raquel Jacob-Almeida gave. I was truly blown away. I had no idea, I had no idea that our modern day classrooms/laboratories are about 160 years old. I did not know the definition and history behind "Ethnic Studies." I think it is unbelievably important to understand how our education system has formed and how we are using a Eurocentric model. I took insane notes, and I am not sure what else to write—except I have all the notes and have continued to talk about this topic with a new person every day. I also found the legislation very important. Legislation/law making is something that I have a hard time understanding. But the way Manuel broke it down was so digestible. I can't believe how many lawmakers have access to changing legislation. It just goes to show again—how interdisciplinary or holistic approaches would make so much sense. How can a legislature that has never worked in a school change/tweak/reword/rephrase any part of an educational legislative bill? How does that make sense? This brings me back to something I have been perseverating on for several weeks, "Doughnut

Economics" by Kate Raworth, which is a nonfiction book about "meeting the needs of all within the means of the planet"https://www.youtube.com/watch?v=Mkg2XMTWV4gLinks to an external

site.

Afternoon Session: I learned so much about formatting and the importance of making everything accessible for students. I had heard a while ago that having a font without serifs makes the transcription to braille easier, but this series of "Universal Design for Learning" lectures really expanded on what else we as teachers and as communicators can do. It is such an important role, and I also wish we had more people working at the school that could help us with things like this! As educators we are trained to teach in our area of discipline, but we do not have a lot of comprehensive training, which is why TSI rules, but it also shows the need for more areas where we as educators can get more help. I wish we had an Accessibility Officer on campus that could help us with formatting things/double checking our work and offering suggestions. I did work with DSPS a few times this past semester and found them to be immensely helpful with these sorts of things—but I only went to their office because I had DSPS students, if I hadn't, I don't think I would have felt justified to make appointments with their office! Anyway, I think again this shows how problematic our education system can be if every discipline is independent from others.
Edited by Anna Delgado on Jun 11, 2021 at 1:40pm
 ReplyReply to Comment

-

Collapse SubdiscussionRobin Sepulveda
Robin Sepulveda
Jun 15, 2021Jun 15, 2021 at 2:26am
Manage Discussion Entry

Robin Sepulveda, Child Development – Grossmont College

I learned more about the history and struggle to make ethnic studies a discipline at many schools including colleges. With the CSUs requiring students to take an ethnic students course, community colleges are soon to follow. Teaching ethnic studies will

allow faculty to teach students about different points of view on things from the origins of a people, the influence of the people, how they have had an influence on the current world.

I really enjoyed Julie Hansen's presentation on Canvas gradebook and its different features. I have been using Canvas for all of my classes since our college switched from Blackboard but still learned so much from her presentation. I hope to invite Julie to one of the department's meetings to learn about these features. It was great!
 Reply

- Patti M.

I really enjoyed the setup of this morning's group topics and thinking of the words flexible & love. We had great conversations in our groups and even though there were commonalities, we saw these definitions as fluid and influenced based on background, culture etc. I agree with Jen that even the instructor that is strict in their perspective is showing love maybe by teaching the student how to succeed in the future. Which might be love & caring to the instructor but may not be received by the student.

I was able to watch the afternoon sessions and the common thought of "pause" stuck with me. I will definitely some of the mornings ideas/discussions into my courses in Fall and work on ways to show that flexibility & love to students. I agree that the pandemic was a "great pause" that has created the environment that we were able to rethink what we've been doing.

Edited by Patricia Manley on Jun 4, 2021 at 11:49am

 ReplyReply to Comment

-

Collapse SubdiscussionAsma Yassi

Asma Yassi

Jun 4, 2021Jun 4, 2021 at 11:56am

Manage Discussion Entry

Asma Yassi - Counselor and Coordinator - CalWORKs Program - Cuyamaca College - Teach Counseling courses

Today's sessions addressed very important topics which is love and flexibility. While these terms are widely used and common, it was very hard when we were asked to define them. It required reflecting on our own personal beliefs and values and looking at our experiences with our students and people around us. Whether we think of love, flexibility, success, and participation with students we have to keep our thinking open and accept how others define them if different from ours. I was happy that this conversation took place today and I will be thinking about these terms more now as I meet with my students online or in person.

 ReplyReply to Comment

○

Collapse SubdiscussionCaryn L. Pass

Caryn L. Pass

Jun 4, 2021Jun 4, 2021 at 11:29pm

Manage Discussion Entry

I agree with you Asma about being mindful that our students may define (any) words differently than we do. I also agree with your statement we should keep our thinking open and accept how others define (words) when it is different from ours. It seems to me that when our role is the professor, professional, one with a degree, leader of the class, etc., it can be more difficult for a student to challenge a definition or meaning. I too think our society has relaxed its use of the word love, it seems to be used very often.

 ReplyReply to Comment

•

Collapse SubdiscussionStacie Shook

Stacie Shook (*She/Her*)

Jun 4, 2021Jun 4, 2021 at 3:08pm

Manage Discussion Entry

Stacie Shook- Chemistry

Wow, there was a lot of good discussions today that made me really think through a lot of how I approach teaching and my classroom and ultimately, my students. It was so interesting this morning being in discussion groups and trying to come up with definitions for participation, success, flexibility, and love. The more people that were a part of our groups, the harder it was to give our input, feel like we were being heard, and the more experiences from different people that needed to be incorporated into one definition. It became kind of impossible. It was a good reminder to me that I should make sure break out groups are small enough in size and are given enough time to fully work on the questions or problems that I give them. I

also want to dwell with the question of where does my idea for showing love come from?

This afternoon's talks were also very reflective. The idea of pausing for deep listening, to remember our "Why," or to make changes was powerful. I already have my classes take a short break in the middle of the lecture, so this would be an excellent place to have students "pause" with me and talk about a completely different topic. We could share a couple of things that we delight in. My delights recently have been playing Fortnite with my teenage son to connect with him and also singing in church. Both of these things help me feel connected and grounded, so I can then start to serve students again in my classes.

Teaching is so important, not just because of the subject matter that the students are learning, but because we are truly being asked to help mentor the students in life as it's happening. It's a wonderful and terrifying experience. I appreciate the workshops and experiences from TSI this year. A big thanks to everyone involved in making this happen!

 ReplyReply to Comment

-

Collapse SubdiscussionCatherine Hardy

Catherine Hardy (*She/Her*)

Jun 4, 2021Jun 4, 2021 at 3:18pm

Manage Discussion Entry

Kate Hardy (Exercise Science and Health Education)

This week has been very enjoyable and hugely impactful for me. I loved all of it, but today was my favorite day.

I see the benefit of taking time away from curriculum driven class time to take a break and include prompts to develop a community in the classroom.

The importance of knowing names was really driven in during the past 2 days; not just for the instructors to know students' names, but for the students to know each others' names. I currently do ice breakers and we do a lot of group work, utilizing different groups, giving the opportunity for students to get to work with one another, but I'm going to implement a name game the first day. We did this in camp when I was a counselor. We went around and each person had to come up with a way for the others to remember their name. For instance, "I'm Kate and I like to roller skate,"

or "I'm Gretta and I'm groovy." I'll right the names and associations on the whiteboard and we will all have a chance to quiz ourselves over the first few class meetings.

The importance of creating a mental health minute was also drilled in. I think before each class I will write on the whiteboard the suicide prevention phone number and the contact number for our student health care resources. I will ask all students to take a picture of it. Most won't need it. Maybe none will need it, but the person who does need it would feel self-conscious about this action, were it not required by all. I will also be very forthcoming in letting them know that I care about all of them and will do all that I can to help them be successful in their class and in life, in general.

I plan on including a questionnaire the first day asking about students' personal goals for the class and, in case of the personal training program, for the program and their career. This is important because I may be struggling to help them to become successful by my standards, which may not be their standards at all.

In my activities classes I will have them write a SMART goal and a plan to achieve that goal. I will then review them and help students tweak there plans or goals, if necessary. We will then do a mid-semester goal check-in
 ReplyReply to Comment

-

Collapse SubdiscussionDailyn Brown

Dailyn Brown (*She/Her*)

Jun 4, 2021Jun 4, 2021 at 3:57pm

Manage Discussion Entry

Dailyn Brown (ELAC/ English)

Morning

I loved the morning session. It was energizing for me. Mary and Carlos worked so well together to set up such a nice space for us all. As someone who spends a lot of time teaching vocabulary, it really made me think about the meaning of words and translation of meaning and the emotion behind that and I want to keep exploring that.

Afternoon

I am excited to see if others will join Liza and me in our 30 days of mindfulness challenge. I look forward to the other talks when they are recorded and I can go back and watch them. It was fun to talk to others about their experiences with mindfulness and to share some of our personal experiences and insights.

I have a lot to process and so many directions to go in. Since I am taking this for credits, I will continue to be in TSI mindset until the end of next week. I can't wait to implement some changes and prepare for the fall. It's always nice to refresh and revisit old ideas and watch them get better with age and adjustments.
 ReplyReply to Comment

-

Collapse SubdiscussionLisa Chaddock

Lisa Chaddock

Jun 4, 2021Jun 4, 2021 at 4pm

Manage Discussion Entry

Lisa Chaddock - Geography activity

This morning defining words was so powerful! I am going to use it in my Urban Geography and World Regional Geography classes as a way to understand how we communicate, and how easy it is to misunderstand one another. Saying someone's name is so powerful, and owning that name is huge!

I decided that I needed to do some tweaking on an assignment that I wrote yesterday:

Activity: Take a walk in your neighborhood. Are there places you have walked by and never noticed or choose to ignore? These are called "Frags" in geography – fragments of space we have given over to ignoring. Create a new word or a graphic icon that describes a frag in your neighborhood. It is now your word/ graphic icon. You may use it in a paragraph, a comic, or an audio or video file to turn in for this activity.

Reflection: Does creating and saying this name or viewing the icon change the how you perceive this space? In what ways has this either changed or not changed your perceptions?

There were so many things about this week that have helped me move forward in planning next semester. Fall 2020 was so stressful - my books were not in print and not in PDF, and only pieces were on OER for one course, so I was in survival mode writing OERs for 2 of my classes. Now that the students don't need textbooks, I am focusing on how to deliver a better experience to the students by expanding project based learning. The ideas about metacognition were great! I like the idea of the PAUSE and asking students how they're doing. I usually have a large class - 45-60 for lectures - but there is always room to just stop and do a small metacognition activity, or to just let the brain catch up with the information. Emotional and mental health are so important to us all.

I enjoyed the talks with Dr. Rob (I got a chuckle about how the captioning put his name as Roman Numeral Carla, but that's another issue where names get mangled-at least it was something about numbers.)

I can't thank our amazing organizers and participants enough for all the wonderful sharing that has gone on this week. I'm truly grateful for being among so many wonderful colleagues.
Edited by Lisa Chaddock on Jun 4, 2021 at 7:32pm
 ReplyReply to Comment

-

Collapse SubdiscussionDaniel Mendoza

Daniel Mendoza

Jun 4, 2021Jun 4, 2021 at 4:14pm

Manage Discussion Entry

Daniel Mendoza (Counseling)

Great topics to end our last TSI session! Overall, I have had a great week and feel that I have more tools and ideas in my bag – hence why I keep coming back to TSI. I was very happy to hear that all of us in our own way practice love and flexibility with our students. As a student I remember feeling pressured to meet deadlines and certain expectation (comparing myself to other students). In my classroom I allow for student to embrace and use their strengths. For the most part I allow flexibility as to how and assignment can be submitted – writing, creating writing (poem), maybe some artwork or another Idea the student can show they have learned the material. Although I tend to state at the beginning of class that I do not take late work, I do – just don't tell them! I am always reaching out to students allowing them to submit assignments etc.

I enjoyed the meditation and group project presentations in todays afternoon session! It was great to hear about the supporting research behind mindfulness and improved academic performance! I am thinking of incorporating more mindfulness techniques in my classes. I really enjoyed learning new tips for group projects. I faced similar challenges presented, I feel like now I have a better way to tackle these challenges. I am also excited to try out the mmhmm app! I can't thank enough ALL the presenters! Thank you for providing us with a knowledge of information that we can now out into practice in the class. I am excited for my new tools and ready to put them to work in the classroom. Looking forward to TSI 2022!
 ReplyReply to Comment

-

Collapse SubdiscussionAileen Gum

Aileen Gum

Jun 4, 2021Jun 4, 2021 at 4:47pm

Manage Discussion Entry

What a terrific week!

AM Session: Many thanks Mary and Carlos -- it was fun & enlightening to engage with so many different colleagues😊 although I had to breathe when we were told we had 5 min to define a huge term. Death for an English person😖

Lightning: So many ideas/tools/strategies. I will need to take some time to unpack my notes to integrate & develop new materials & tweaks to existing parts of my courses. I'm looking forward to seeing the sessions I missed.

PM: This was such a rich session filled with resources and thought provoking discussion. Loved the student voices! Glad that Ella mentioned the name icebreaker. Mary Coleman had shared that with me long ago, but I haven't used it in awhile. It's wonderful and terrifying (if you get anxiety from ambiguity) every time. A tweak is to have a student or 2 volunteer to be data collectors to keep track of the different strategies people use/suggest for remembering. This scaffolds well across the semester for situations where students might need recall.

Tools from Today I Plan to Tinker with/Explore Further: mmhmm (mentioned in Mike Espar's session), Desmos (Kelly Spoon's Sessions), embedding mindfulness practices, & adding Resmaa Menakem's *My Grandmother's Hands* and *Rock the Boat.*

Thank you to all the presenters and participants in TSI for such a great week of virtual "treats" 🍥🍥

 ReplyReply to Comment

-

Collapse SubdiscussionDeborah Susan Emery-Flores

Deborah Susan Emery-Flores (*She/Her*)

Jun 4, 2021Jun 4, 2021 at 4:48pm

Manage Discussion Entry

Debbie Emery-Flores, Emeritus, Desmos &

I enjoyed this morning's padlet topic about self-compassion for me and for my students. It helped me realize that many practices I already use do encourage and enhance self-compassion in my students. From the afternoon offerings, I loved learning about Desmos. What a great interactive tool this can be for students! I really enjoyed going through it myself and being interactive with the various prompts and questions. I would really like to learn this program and find ways to use it with my older adult students asychronously, so it will give them yet another form of engagement with the class, the material, and to just have fun. I look forward to trying this out! Thank you for a great presentation on Desmos. I also enjoyed and learned from, and was inspired by, the other afternoon presentations about having safe spaces in our classrooms, and mindfulness and self-care. I was struck by the one gentlemen who spoke about understanding the "why" of what we are doing, and how that profoundly affects the "what" of our actions. Really a great day of learning. I am inspired to become a better teacher, listener, and to facilitate even more positive interactions with and among my students.
Edited by [Deborah Susan Emery-Flores](#) on Jun 4, 2021 at 10:57pm
 ReplyReply to Comment

-

Collapse SubdiscussionJaquelin Yang

Jaquelin Yang (*She/Her*)

Jun 4, 2021Jun 4, 2021 at 4:50pm

Manage Discussion Entry

Jaquelin Yang (ELAC/ESL)

Morning

This morning's session was very calming for me. I recently took a computer science class in which my professor showed a lot of compassion. I wouldn't typically associate a programming class with "love," but you could tell this professor really cared for his students. He frequently started off class meetings by asking how we were feeling (for a class of over 300). He encouraged us to reach out to him if we were experience stressful life changes or food insecurity. He didn't have to make any changes to his curriculum or to the class material to show compassion towards us. Even when the class itself became difficult, I knew I would never forget this professor. I think he was an extraordinary example of how an educator can show tremendous love and compassion for his students through these small gestures.

Afternoon

In the afternoon, I LOVED Kelly Spoon's demonstration of Desmos. She was fantastic, and my department is already thinking of collaborating on it for our Fall meeting. I love that Desmos adapts fairly well to the phone as well, making it a great tool for right now and when we return to our classrooms. Desmos definitely looks very different behind-the-scenes. I plan to use it to check-in on my students' well-being, as well as to review topics we've covered. Exciting!
 ReplyReply to Comment

-

Collapse SubdiscussionAmy Alsup

Amy Alsup (*She/Her*)

Jun 4, 2021Jun 4, 2021 at 5:06pm

Manage Discussion Entry

Amy Alsup - Sociology & Gender Studies - City College & Miramar - "Love and Flexibility with Students" - Mary Klann & Carlos McCray

Today was another wonderful day of thought-provoking presentations. I really appreciated the discussed-oriented morning session. It provided space for the valuable opportunity to hear from colleagues and learn new ways of being student-centered in our teaching. The facilitators designed such a simple yet powerful exercise by asking us to define concepts like participation, success, flexibility, and love. I've been marinating upon these ideas a lot recently. Living through the pandemic and teaching over Zoom has prompted me to re-conceptualize my teaching style quite a bit. When it comes to participation, I always remind students that there are countless ways to participate in the classroom: showing up, active listening, speaking, writing in the chat, using the reaction emojis, connecting individually with classmates... (the list goes on). I think we need to redefine what it means to participate in the classroom. Some students are absorbing everything quietly, and in the end of class, they express their gratitude for everything they've seen and learned. When it comes to success, I found the feedback from colleagues to be so meaningful. I wrote some of the ideas down. Success is... "achieving your personal goals", "avoiding comparison to others", "escaping white supremacist capitalist frameworks of getting ahead", "pursuing what makes us happy", and from Carlos McCray's student, "loving what you do, how you do it, and who you're doing it with"... Flexibility is also a fascinating concept to define. I think most of us immediately jump to thinking about "deadlines" here. We ask ourselves, how can we be more flexible when it comes to deadlines? I like the idea that some colleagues shared about providing an end-of-semester deadline with checkpoints throughout the semester. I also share the feeling that oftentimes, deadlines throughout the semester provide a helpful structure for students. I accept late work and provide extensions, and I make

it clear to students that this is an option. But I know some students either do not read/misread the syllabus late polices or do not proactively ask about late work. So, the idea to automatically grant extensions is a good one! Ultimately, being flexible to me means meeting students where they are at. It means recognizing the difficult task of being human and the myriad of struggles we all face. Finally, when it comes to love, I think it should be center-stage in the classroom. It's certainly not an easy concept to define, but for me, I think it involves going out of our way to allow others to thrive. We can extend love to students by allowing them room to grow at their own pace, providing a safe classroom space, accepting them, affirming them, and supporting their individual goals. Love must involve kindness and unconditional acceptance. It must be given out consistently and offered up to everyone in the space. Most importantly, love is about dismantling systems of oppression.

Edited by Amy Alsup on Jun 4, 2021 at 5:08pm

 ReplyReply to Comment

○

Collapse SubdiscussionLisa Chaddock

Lisa Chaddock

Jun 4, 2021Jun 4, 2021 at 7:21pm

Manage Discussion Entry

Love what you do, how you do it, and who you're doing it with - that quote was HUGE for me. I also really liked what Mike E said about brain flexibility. This was a great way to top off a wonderful week.

 ReplyReply to Comment

•

Collapse SubdiscussionMike Espar

Mike Espar (*He/Him*)

Jun 4, 2021Jun 4, 2021 at 5:12pm

Manage Discussion Entry

Mike Espar, Music

Morning

Lots of great stuff today! Even beyond the content of Carlos and Mary's presentation (which was wonderful!), I found the format to be really effective and engaging. By having frequent breakout groups of varying sizes with different participants, it kept me on my toes and excited to see what we would talk about next. I'd like to adapt this idea and weave it into some of my more conceptual lectures about audio and music technology. Just like the facilitators did today, I will encourage a meta-cognitive discussion during the share-back after each breakout session. In fact, this could be a great technique for preparing my students for group work (which ties into my Lightning Talk from today). Students could brainstorm definitions of collaboration, teamwork, quality, deadline, etc.

Afternoon

Dr. Rob, Ella, and Selam's afternoon activity had such a wealth of inspiring content. I was particularly moved by the Rudy Francisco poem and Michael Jr.'s "Know Your Why" segment with the spontaneous rendition of "Amazing Grace". Many of my music production students struggle with self confidence regarding their own music. I think that integrating some mindful "pauses" into the class—time for students to reflect on and trust in their own talents—could be greatly beneficial. If students can have the space to sit with some of their fears, mental blocks, etc., I think they would have a greater chance of overcoming them. For some of these activities, I could create Zoom Breakout Rooms with two people in each. For more sensitive topics, I could request anonymous submissions that we could read aloud as a class. If students hear that their peers are having some of the same struggles that they are, they might find it comforting and empowering. I also plan to research inspiring stories about people in the entertainment industry overcoming adversity on their road to success, then share them in bite-sized chunks to my students.

 ReplyReply to Comment

○

Collapse SubdiscussionLisa Chaddock

Lisa Chaddock

Jun 4, 2021Jun 4, 2021 at 7:22pm

Manage Discussion Entry

You drop such massive pearls of wisdom! I'm looking forward to working more with you in the Fall. Flexibility is still rolling around in my brain!

 Reply Reply to Comment

○

Collapse SubdiscussionElla deCastro

Ella deCastro

Jun 5, 2021Jun 5, 2021 at 12:02pm

Manage Discussion Entry

Ella deCastro, City College & Brandman, English & Creative Writing

Reply to Mike Espar

I would LOVE to know if your music students ever do a "before and after" like the Michael Jr. moment with the vocal teacher. I wonder if the students would see/sense the shift once they can identify a specific "why". Now I'm thinking of how to integrate the exercise more "real time" into my class. (I usually have them fill out a form to start them thinking of their why, how, and what. We share, but we don't apply it to an assignment. oooh...turning wheels...)

Your specific ideas about letting them "sit with some of their fears, mental blocks etc", sharing bite-sized epiphanies/inspiration, and letting them empower each other, are so humanizing! (It's kind of what Esther Perel is saying she does in her work/staff meetings now--to cultivate unity and confidence among each other--and how that actually improves their business output!)

Thanks for sharing!

 Reply Reply to Comment

-

Collapse SubdiscussionJulia McMenamin

Julia McMenamin (*She/Her*)

Jun 4, 2021Jun 4, 2021 at 5:16pm

Manage Discussion Entry

Julia McMenamin (Math)

I thoroughly enjoyed today's TSI topics and it was a perfect ending to a great week! The morning padlet about showing compassion to oneself and showing compassion to students really got me thinking. Then, the morning breakout rooms yielded some great discussions which shaped my thinking in my own classes. I want to encourage and uplift my students to succeed. Being open and vulnerable with my students was a tip that I learned in the morning sessions. I plan to create a welcome video which introduces myself and the class but also shares something personal that the students can relate to.

I enjoyed the afternoon activities with Dr. Rob and his group. The discussion with the student and Dr. Rob really resonated with me because I also teach math. Dr. Rob is really successful at getting his students to feel safe in a math class. I am going to insert these "Pauses" into my lessons. That idea that "less is more" might be beneficial. Sometimes covering less material can actually be more beneficial for the students. Instead of showing 5 examples, maybe I can just show 2 really good examples. By covering less, I am allowing more class discussion, more places to insert the "pause," and more overall engagement and understanding among the students.

 ReplyReply to Comment

○

Collapse SubdiscussionPatricia Manley

Patricia Manley

Jun 5, 2021Jun 5, 2021 at 6:15am

Manage Discussion Entry

I know its hard for us to think "less is more" when we feel like we have to fit everything in but sometimes I just have to "pause" and say its okay if we don't get it all in this semester. I love it when students really get into a topic and it lasts longer than expected and I have to bump something out.

 ReplyReply to Comment

-

Collapse SubdiscussionBarbara Ring

Barbara Ring

Jun 4, 2021Jun 4, 2021 at 6:07pm

Manage Discussion Entry

Barbara Ring, Librarian, City College

I liked the emphasis on emotional and mental health for the students and for ourselves, because if we don't feel replenished, we can't help anyone else.

In the morning, the speakers made a sobering point that most students do not feel that a professor has loved them as a person, despite many faculty members saying they love their students. I also appreciated that question of who is holding us? There needs to be a trusted community before we can show love to others. I need to be more intentional about showing love.

I absolutely loved Ella DeCastro's hula break! When I was a kid, my mother had me take tap and hula, and we danced the Hukilau! I didn't remember that until Ella DeCastro danced the same dance steps I did 45 years ago. I did some quick research. When I made my lunch, I was still singing the Hukilau Song and dancing in place while I waited for the microwave to ding.

For the lightning talks, I did What Is Mindfulness and Why Is Everybody Talking About It? by Liza Rabinovitch and Dailyn Brown. They included two videos that I liked. One mentioned that mindfulness is a way to keep yourself from habituating on negativity and making the situation worse.

The afternoon had many good videos. It was great hearing from students about how their lives have been helped by faculty seeing them as people and giving them a safe space. In the push to teach everything, it's hard to pause, but pausing can cause transformation. It was also moving to hear about a student's bad experience with a teacher when the student tried to explain why they'd missed class. We need to remember that students may have gone through a lot just to get to class.

Being a librarian, I don't have an ongoing class, but I can be aware that students are people and ask them how they are really doing. Also, when we first started working remotely, I would ask librarians at our meetings how they were coping, but we need to spend more time talking about self-care.

Finally, I liked reading the article "Use the Post-Pandemic 'Clean Slate' to Improve Your Habits." I thought about what habits I'd like to keep when I go back to working on campus. A lot of them, I can't, because some reasons I like about working remotely is the flexibility, lack of commute, and the dress code. When my sister worked from home too, we could talk to each other throughout the day. When she went back to working in person, we said we'd text throughout the day, and we did at first, but now we're back to being strangers until the weekend. I'll have to think more on how I can keep the habits I want to keep. The only thing I might be able to keep is walking outside during lunch.

 ReplyReply to Comment

○

Collapse SubdiscussionElla deCastro

Ella deCastro

Jun 5, 2021Jun 5, 2021 at 11:55am

Manage Discussion Entry

Ella deCastro, City College & Brandman, English & Creative Writing

Reply to Barbara Ring

I LOVE that image of you dancing & singing the Hukilau both as a kid and while waiting for the microwave to ding! I hope in that moment, you felt "held" by the wonder & beauty of dance and the rich cultural aloha spirit. I hope you keep singing and swaying in your kitchen & whenever you want!

I also agree with keeping lunch walks & am already grieving some of the connections I made with my sister that might disappear once we're busy again. I am really grateful for the Pause to help me remember how to cherish the people in my life.

(On a related note of pausing on delight: Chris Baron--my husband--told me you were in a hobbit commercial. SO FUN! We have a creative room in our house called Rivendell :0)

 ReplyReply to Comment

▪

Collapse SubdiscussionBarbara Ring

Barbara Ring

Jun 7, 2021Jun 7, 2021 at 11:31pm

Manage Discussion Entry

I did feel the aloha spirit and the power of dance. When my twin came home from work, I asked her if she remembered, and she lit up and we danced together.

I'm glad I'm not the only one grieving the pauses that are threatened by everyone working apart again. I am grateful for getting to spend this time with my sisters at home. (My two sisters are my roommates).

The hobbit commercial! That was so fun; I'm still friends with the other fans I met in that commercial. Being a hobbit brings me joy, just like dancing the hula. Rivendell is a perfect name for a creative room; you both have good taste!

 ReplyReply to Comment

-

Collapse SubdiscussionLamia Raffo

Lamia Raffo (*She/Her*)

Jun 4, 2021Jun 4, 2021 at 6:29pm

Manage Discussion Entry

Lamia Raffo, Math, Cuyamaca College

Today's morning session was awesome; it addressed very important themes which are Participation, Success, Love, and Flexibility. I really enjoyed the great facilitation from Carlos and Mary; the activity got me thinking deeper about these words and not necessarily change but expand on these definitions.

we had excellent conversations with my groupmates in the breakout room and with the larger group in the main session. These words are profound and can be defined in different ways based on culture, individuals' experiences, backgrounds, individuals' personal beliefs, values, and the places where they grow up in.

o   Participation: being present in real time and have voice and action and contribute to the group.

- o Success: reaching a goal and be satisfied with it. I liked how someone defined Success: "Loving what you do, how you do it, and who you do it with"
- o Love: I believe as instructors we demonstrate and implement some of these concepts in our classrooms by showing love, support, and care for our students.
- o Flexibility means being opened to make changes; being supportive & kind, accepting others' points of view, and being equitable.

I will certainly use/implement some of these ideas into my courses in the fall semester and work on more ways to demonstrate flexibility & love to my students.

I enjoyed the group project presentation by Mike Espar in the afternoon session! The tips and the suggestions he gave are excellent. I am thinking of incorporating these ideas in my group discussion projects in canvas. I feel I am equipped with new ideas/ways to tackle some of the challenges I face with these types of assignments. I am happy and ready to use these new tools and put them into practice for next semester. Looking forward to TSI 2022!
 ReplyReply to Comment

- •

Collapse SubdiscussionJennifer Vo

Jennifer Vo (*She/Her*)

Jun 4, 2021Jun 4, 2021 at 6:57pm

Manage Discussion Entry

Jennifer Vo (Counseling)

This week has been inspiring and reenergizing with all of our presenters and opportunities to connect and engage with each other across disciplines and campuses! Our morning presentation and breakout groups had simple instructions but really showed how complex it is to define ideas like love, flexibility, and engagement and how we all view and value them differently. It was also a good exercise for us to be open, vulnerable, and courageous to share about ourselves and a reminder of how it can be so challenging and intimidating to ask students to do so as well. It was a great opportunity and reminder for me that we also have to practice and demonstrate these with students before we ask them to do so. In order for students to feel supported and genuinely cared for, we have to create and establish a safe and trusting space within our classroom, and demonstrate that we care about the students for who they are and that its' not based on their "success." One of the big questions that I walked away with is "how does your culture define love?" Someone had shared that in the chat as a potential prompt for a classroom discussion and I appreciate that although it's such a broad and vague question, it's

going to produce a variety of specific answers, even for those within the same cultural group.

The afternoon Lightning Talks were great as well. I appreciated learning about Sean's process and success of ways to engage the industry and the short-term and long-term planning. He shared so many factors that I had never considered before when taking on community projects with long foresight on how it can benefit or potentially harm working relationships. He provided great examples of how he's built collaborative partnerships and how to build a pipeline from college to careers in the industry as well. Although we encourage students to connect and participate in research and internships, I especially appreciated hearing about Sean's efforts on equity-minded practices and to build paid internships and scholarship opportunities for students. Not just exploitative in some situations, but unpaid internships can also be an access issue for students who can afford the time and resources to do so. Mike's presentation on how he handles group projects, both for face-to-face classes and remote, has also been helpful in navigating the common challenges that students have shared. I appreciated his examples on how to encourage meaningful participation, creative and equitable grading, and tangible tips for facilitating effective communication between groups. I've spent some time revising my grading scale for future assignments and include students' reflections on their own contributions and of their group members. I love this idea because it holds students accountable to themselves and each other from the beginning and the understanding that they are all responsible for meaningful contribution and engagement in the project.

 ReplyReply to Comment

-

Collapse SubdiscussionAudrey Breay

Audrey Breay (*She/Her*)

Jun 4, 2021Jun 4, 2021 at 8:11pm

Manage Discussion Entry

Audrey Breay, City/English

TSI today was a shining light in a pretty bad day. I don't feel capable of completely summing up my reaction to this morning's interaction led by the very capable Mary Klann and Carlos "Smiles" McCray. I liked their pace and their focus. I liked the deliberate move to have us encounter ever larger numbers of partners for the definitions exercises, and I liked their particular choices of offering us very ordinary, often over-used words so that we could re-see them.

I will have to come back to the Lightning material that will be posted later because my day and other things going on for work took my control away for attending those sessions.

This evening, I am thrilled to have clicked on the gem of Ross Gay reading two pieces from his Book of Delights. I have taught an excerpt of his "Some Thoughts on Mercy" essay for several semesters. It is a darker piece in which he discusses the physical and painful manifestation of a 'Black man being pulled over by the police' incident that he has experienced. It was wonderful to see and hear his lightness and joy in the tomato plant on the plane story and the basketball with 12 year olds story.

The heaviness and seriousness of the happenings in the world and in our students' lives is always there, and will always be addressed in my writing classes. But from today I take away the idea that I want to prioritize more humor and joy in my fall content...and I am left wondering about how my name would have been pronounced by Key & Peele's substitute teacher!
 ReplyReply to Comment

○

Collapse SubdiscussionElla deCastro

Ella deCastro

Jun 4, 2021Jun 4, 2021 at 10pm

Manage Discussion Entry

Ella deCastro, City College & Brandman, English & Creative Writing

Reply to Audrey Breay:

HAHAHA I had to ask my teens how Key & Peele's sub would say your name. Verdict: aw-YOO-der-ray!

Also, if you don't have it, Ross Gay's Book of Delights is daily medicine & vitamin Dee. I read one out loud in the morning. It's my 'church' often. That he can write such a book, at all, is Hope exemplified.

I hope your weekend is wonder-filled,

~Ella

Edited by Ella deCastro on Jun 5, 2021 at 11:45am

 Reply Reply to Comment

-

Collapse Subdiscussion Krystle Marshall

Krystle Marshall (*She/Her*)

Jun 4, 2021 Jun 4, 2021 at 8:49pm

Manage Discussion Entry

Krystle Marshall - English & ESL

The morning session was really nice! It was really interesting to see how everyone defined participation, success, flexibility, and love and how we can apply this to the classroom. I also found it challenging to take such broad terms and narrow it down to something we all agreed on, but it was fun working together. It also made me realize how important it is to ensure our students that we care. It made all of us, in our group, reflect on our own practices.

The Lightening Talks gave me more ideas of how I can get my students engaged. The Group Project talk brought practical strategies I could employ, such as opt-in Canvas features, grading individually, and defining roles and tasks that would really make group projects more fun for students. I also learned about GoReact, which I had never heard of. I got to see how this tool could motivate students to attend class since they are producing and receiving instant feedback.

 Reply Reply to Comment

-

Collapse Subdiscussion Denise Blaha

Denise Blaha (*She/Her*)

Jun 4, 2021 Jun 4, 2021 at 10:09pm

Manage Discussion Entry

Denise Blaha~~Early Childhood Education~~City College

My brain is toast--my fingers ache--getting spring grades in, setting up the summer class for Monday and trying to soak in everything from the past 4 days--I'm sure you can all relate--so this will be brief :)

The morning and afternoon activities were inspiring and the themes of love, compassion and flexibility are so important--for each of us and our students. Truly the foundation of a caring, supportive learning community.

The lightening talks were helpful (Thank you Mike and Sean). Mike gave some great suggestions on how to set up group projects virtually. When I was a student, I didn't like group projects....so I always make sure I give students the choice of working solo, in pairs, or in groups. Mike provided some tips on how to make it work virtually (participation, grading, communication, and scheduling). Since Child Development is a CTE field, I attended Sean's talk about how to connect to industry. We have an advisory committee already, but Sean provided some really great advice on how to take our committee to the next level. I'm looking forward to adding in his suggestions regarding communication and helping bridge the cap between education and employment.

What a week! Thank you everyone for presenting and participating!
 ReplyReply to Comment

-

Collapse SubdiscussionCaryn L. Pass

Caryn L. Pass

Jun 4, 2021Jun 4, 2021 at 10:59pm

Manage Discussion Entry

Caryn L. Pass...P.G.

I am feeling the need to do this assignment a little backwards. The TSI 2021 dance party was so much fun and I have not re-centered ME yet. Writing this assignment hearing "this is how we do it" in my head.

The afternoon videos I chose were funny. I watched The Substitute Teacher and Knowing Your Y. The Substitute Teacher is so close to what we were talking about with how names are pronounced and mispronounced. It is done in humor, however, the meaning of the video really is not funny. I have often had my name mispronounced and misspelled, and I have decided it is ok, however, when someone does it repeatedly I feel disrespected. I have enjoyed the candid conversation with other professors who understand. This all followed the workshop by the presenters who have first-hand experience with deciding to use their cultural names instead of finding an English substitution. My vote is to use their cultural names.

I think I can adapt the principles that were offered in the workshops I attended to my classroom learning environment. My takeaways were to give students some group work and space to see how they learn and will do (or not) with that. I want them to

practice mindfulness and respect each others culture. To do this, I can see that I need to give some flexibility and participation, two words used in the presentation by Smiles McCray and Mary Klann. I also like the room use in Zoom, want to learn that one too!

The meditation is what I need after that dance/jam/end of TSI 2021. I found the yoga to be very relaxing in the middle of my day which is difficult for me any time of day. Kelly who taught the class said she is 8 months pregnant. I wonder if she will have a calm baby. Good luck Kelly!

and I enjoyed them a lot!
 ReplyReply to Comment

-

Collapse SubdiscussionKen Reinstein

Ken Reinstein

Jun 5, 2021Jun 5, 2021 at 12:24am

Manage Discussion Entry

Ken Reinstein, English and ELAC (ESL) - Miramar College

Morning Session

Wonderful morning session today, led by Carlos McRay and Mary Klann. The beginning was a bit bittersweet when we were asked to write about a favorite teacher. Immediately I thought of Dr. Christine Norris, an English lecturer at UCSD. In her time at UCSD she was always energetic and smiling, and clearly loved teaching. It was not uncommon to see a long line of students outside her office for help with an essay, and she always stayed around to help everyone. Chris (as she insisted her students call her) was largely the reason that I, a Biology major kinda-sorta interested in literature, switched to studying English. She saw how I lit up while discussing *The Odyssey*, Shakespeare, William Faulkner, or Dostoevsky, and nurtured that spark. I'm convinced that if it hadn't been for her, I wouldn't have switched my major to English, and it turned out to be the right, and best, decision. We remained in touch even after I earned my Masters degree in English. Sadly, she passed away years ago, and while I have had wonderful teachers and professors before and since, she is one whom I think of as a role model. She was a natural-born teacher who loved literature, teaching, and her students. She epitomized the kind of love and flexibility with students central to this morning's fantastic discussion.
Here's an article related to this morning's discussion, "Spirit Guides"Links to an external site. *(Slate)*.

Afternoon Session

So much from the afternoon's session, but after this long week, it was the Hawaiian dancing and the meditation that I really enjoyed the most. I have two left feet, but enjoyed swaying--or rather, enjoyed *trying to* sway--to the Hukilau. Only my cat saw my attempt and I've sworn her to secrecy. It wasn't pretty, but it was fun to try something new all the same. (Which really is a point of this week, no?)

 ReplyReply to Comment

○

Collapse SubdiscussionPatricia Manley

Patricia Manley

Jun 5, 2021Jun 5, 2021 at 6:13am

Manage Discussion Entry

Ken,

My dog looked at me attempting the dance, he thought something was wrong lol! He too has been sworn to secrecy. It was a great way to stretch (which I really need after sitting at a computer for 16 weeks) and to relax and just be present in the moment. It was really interesting to hear what the word Aloha meant also.

Nice to see friendly faces again!

 ReplyReply to Comment

▪

Collapse SubdiscussionElla deCastro

Ella deCastro

Jun 5, 2021Jun 5, 2021 at 12:12pm

Manage Discussion Entry

Ella deCastro, City College & Brandman, English & Creative Writing

Replying to Ken and Patricia about their pets' secrecy pacts!

I have an image of your cat and dog in a pets-only Zoom for their own TSI to debrief, process, mewl and yip about their owners.

So much delight!

 Reply Reply to Comment

-

Collapse SubdiscussionKim Lacher

Kim Lacher

Jun 5, 2021Jun 5, 2021 at 7:15am

Manage Discussion Entry

Kim L. I'm reenergized after this week!

I began this fourth day by sharing on the Padlet for the community about compassion: My colleague started calling what she practices with her students "radical compassion". I love this, especially during this pandemic. I (hope) I have created an environment/community where my students know that we are all in this together and will be flexible and forgiving of one another during during this difficult time and beyond. Late assignments? No problem. No camera? No problem. No audio? That's ok, we'll find a way for you to participate.   <3

I think that the conversations about compassion and flexibility with students, colleagues, and ourselves were a great way to end the week and TSI. These reminders that we are all human, and that at the end of the day, we all need to treat each other with love and kindness are central to how we can continually create a space for students to thrive. I relished the discussion about what it means to be successful. I am an English professor, and when I first started teaching, success meant that my students could write an essay with proper grammar. This has changed dramatically, and my definition has become much more fluid. Taking into account all that I've learned in my ten years of teaching, I have realized that success, for me anyway, look much different than a tangible essay that meets SLOs. Do my students feel valued? Like they matter? Like their voices matter? Do they feel safe and respected? Do they feel like they can ask hard questions? Are they ok with struggling and failing (knowing that this is what truly leads to learning?) These questions are what drive me when I create curriculum and a classroom setting. For me, there is so much more to success than essays/tests/HW. Of course I want to

teach them how to engage with reading material that is challenging, and I want them to be able to use writing as a way to advocate for themselves and those in their communities. This is an important part of what they learn in my class, but chances are, if they don't first answer yes to those questions above, they won't be successful in writing

I also really enjoyed the lightening round talk on group projects. I completely agree with Mike Espar's reasoning for why he likes to use group projects to build community, soft skills, and authentic experiences, I have always struggled with group projects (students just don't love them). Students always get frustrated with communicating with group members, and this is something that Mike said he sees in his own classes as well. So how can I continue to integrate this into my classes but allow students the chance to have agency in this? Mike had some great tips: Giving students the chance to opt in, letting students choose groups, assigning group leaders, and building community first- ice breakers and allow students to get to know one another. I'm excited about this because I think giving students the chance to do this solo will be a game changer (at least I hope so…). I hope to integrate these ideas in my upcoming summer classes.

Finally, taking some time to "press pause" for mindfulness and self care was just what I needed at the end of a long week. Thank you Dr. Rob, Ella, and Selam :) I've really invested in taking time to meditate each day, even if it's just for 1-2 minutes. If I can dedicate 10, even better. I incorporated short activities in my face to face classrooms, and once we transitioned to remote learning, I created "meditation pages" at the end of each module for students to stop and breathe. I found a cute meditating cat gif, but my colleague found a really cool short guided

meditationLinks to an external site.   video that she uses, and I think I'll start embedding it into my modules. The name exercises are also such an important way to build community and respect with our students. I start every

semester withUzo Aduba's short videoLinks to an external site.   to stress that students need to hold me accountable for correctly pronouncing the name that they want to use. I will also start using the "Say My Name" exercise. I just love this.

I wasn't sure quite to expect with TSI, but I am so happy I attended.

 Reply Reply to Comment

○

Collapse SubdiscussionElla deCastro

Ella deCastro

Jun 6, 2021 Jun 6, 2021 at 2:35pm

Manage Discussion Entry

(Ella, replying to Kim):

I love these short videos! I'm going to use them, too, for my students :0)

Thank you!

 Reply Reply to Comment

•

Collapse SubdiscussionShirin Safaee

Shirin Safaee (*She/Her*)

Jun 5, 2021 Jun 5, 2021 at 9:38am

Manage Discussion Entry

Morning workshop:

This morning's presentation was great. Mary and Carlos presented *love and flexibility with students* in an interesting way. I love that it was an interactive presentation. We did a lot of delightful conversations in our breakout rooms. The first topic defining successful My colleagues described success as any positive changes, moving forward and loving what you do. We also believed success should not be measured with grades. I agree with that, but the reality is grades can make a difference. If students want to transfer or get into specific program, like nursing program, one of the

deciding factors for their acceptance could be their grade. Hence, we cannot blame students for putting so much emphasis on grades.

Another part of conversation that resonated with me was flexibility. In our group we discuss flexibility in many ways. The ability to adapt and change, acceptance of new ideas, and being open to options were some of the topics we discussed. In the general session we discussed flexibility with due dates which is one of my challenges. I want to be flexible, and I set up my assignment on Canvas with due dates and availability dates. Student can still submit late work because the assignment will be available long after the due dates. However, I understand my colleagues' hesitations. In my course general biology for non-major the topic builds up gradually overtime and learning one topic will be the base for the next one. I can not teach them about cells and enzymes before they have a good understanding about macromolecules and chemical reactions. Another issue is procrastination. I was a college student at some point, and I knew I was procrastinated consistently. Without setting deadlines those assignments can quickly pill up to the point that get overwhelming and cause students to give up. I have more flexibility with how my students submitting their work. They can submit on canvas anyway they want. I accept handwritten notes, any type of file, pictures they take with their phone and even the one that was written on a napkin with markers. I do not enforce any type of formatting if they submit something they will receive some points.
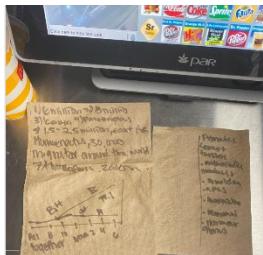
Last topic that we talked about was love. Our group came up with the terms like unconditional acceptance, empathy and compassion, support, encouragement, sacrifice and devotion to others. In general session there was great conversations on the text box. We talk about how some cultures are so expressive and others hold back emotion. I could connect with that because in my culture people show love with their action rather than their word. My parents may not say it frequently but there was never any doubt in my mind about how much they love me. I also liked the quote from one of my colleagues that says people may forget lots of thing, but they never forget how you made them feel. This is what I truly believe, and I try my best to never make my students feel bad about themselves.

Afternoon workshop: pressing pause: mindfulness and self-care

There were many videos and articles in this section. I like presenters' personal stories in the video titled *Say my name*. My story is about couple of years ago when two

students in basketball team asked my permission to miss one of the labs and I told them let me make a note, so I do not forget you have a game then I said their name when I was writing the note. They were so surprised and happy that I know their names. They said the instructor they had for three semesters still does not know their name. For pronouncing students name I have a good excuse and I use it every time. At the first class meeting I tell my students "Look English is not my first language, and I may mispronounce your name so please correct me if it happens and if you like to be called a different name let me know. Usually, it works. Some students asked me to call them a different name that was not gender specific. I just cross the name in the roster add the one they asked for and call them by the name they want for the rest of the semester.

I also liked the section on pause and delight. My way of preserving well-being is doing something that have nothing to do with science. I enjoy cooking and baking, knitting, making customs. Sometime washing the dishes by hand is the pause that help me to relax and regroup.

Since this is the last discussion, I also want to thank all the presenters, coordinator, and participant of TSI. I learned from my colleagues' posts on the chat as much as I learned from the workshop. I am hoping to see everyone next year.
 ReplyReply to Comment

○

Collapse SubdiscussionMaria del Consuelo Lopez Aramburo

Maria del Consuelo Lopez Aramburo

Jun 5, 2021Jun 5, 2021 at 12:14pm

Manage Discussion Entry

One of your great highlights is "success should not be measured with grades". This phrase once again brought noise in my mind because it goes back to the question, "how we can best present the material for our students?" In order for them to be successful in their academic or career goals. Without, having to measure success with a grade. Definitely, new styles of learning need to be incorporated to make positive changes, first in the way that we approach the concept of success for ourselves, so that we can establish a new light of alternatives for success.

 ReplyReply to Comment

•

Collapse SubdiscussionMaria del Consuelo Lopez Aramburo

Maria del Consuelo Lopez Aramburo

Jun 5, 2021Jun 5, 2021 at 11:51am

Manage Discussion Entry

Morning Session: Love & Flexibility

Congratulations to Mary Klann and Carlos McRay for their excellent presentation. It was a blessing to see two dynamic presenters building a learning community where both applied social presence in a meaningful collaborative learning experience. Both, created the ability of participants to connect with the community in a trusting environment. Breakout rooms became the space where learners were capable of creating and verifying interpretations of knowledge through discourse (Garrison, Anderson, & Archer, 2001). The design of their teaching strategies was to process the information not only in one single form, but in a multiple mental models. I think it was great to see the outcome of the presentation which it turned out to understand others motives and feelings, the appreciation of the self and human condition, and the ability to think the meaning of words.

 However, my big takeaway was when we were asked about who was a favorite teacher. My mind soon remembered Dr. Patricia Schechter who became like a mentor during my graduate school while I took some courses on women's history at Portland State University. We had similar cultural backgrounds as both of our families had Hispanic roots. Immediately, the connection led us to identify not only in the professional level, but also personally. She truly dedicated many hours to teach me how to do research from a gender perspective. Something that I will never forget and till this day I am grateful.

Afternoon session: Quarantini Hour

This hour was my big takeaway because it was the space for reflection. It was the space that it helped me to cultivate my mind and soul from the different discourses spoken by my colleagues. It was like having a cup of coffee with friends and think about the wonderful things that were happening during our day. The space where I could share agreements and disagreements. I really appreciate, Jennifer and Denise's ability to create a community full of new inspirations.
 ReplyReply to Comment

-

Collapse SubdiscussionSarah Moore

Sarah Moore

Jun 5, 2021 Jun 5, 2021 at 2:47pm

Manage Discussion Entry

Sarah Moore, Counseling

Friday's sessions were the cherries on top (treats!) of an ice cream sundae (a fantastic week). My key takeaways are to pause and have students reflect on their definitions of the words used during counseling sessions (What does success look like for them? What does education mean to them? What about career, what feelings does that word bring about?). And another key takeaway was that because of the love for our colleagues, the value placed on their opinions and the flexibility we afford, it seems the groups I was in came up with a variety of definitions separated by commas rather than one singular statement. Our definitions were the veggie soup that was mentioned earlier in the week! :)

The afternoon examples of ways that we can pause to honor our students and the space we share with them mean so much to me. There is so much I have already taken away and feel that there is more I can learn and uncover. I am setting an intention to go back and review one pause at a time. Then reflect on it for a day or a week, however long I need to soak it in and reflect and incorporate into my practice. I want to find the Book of Delights and get a copy! And I love the image of God listening to my heartbeat on his Ipod; just love that!

 Reply Reply to Comment

-

Collapse Subdiscussion Cierra DeVries

Cierra DeVries (*She/Her*)

Jun 6, 2021 Jun 6, 2021 at 10:45am

Manage Discussion Entry

Cierra - Counselor

In the morning session, I really enjoyed the small breakout rooms where we were able to discuss what success meant to us and get to hear from the different people in my group, especially since all of us came from different disciplines and backgrounds! I found the larger groups to be difficult because it felt like there wasn't enough time to discuss and not enough time for everyone's voices to be heard.

I also found the pause suggestions incredibly helpful! There are so many that I can apply to not only myself and my personal life but that I can use with my students in our meetings and in future classes I teach. Taking pauses are so often overlooked, especially now it feels like so this is an important reminder for myself personally and professionally.

 ReplyReply to Comment

-

Collapse SubdiscussionMichelle Tillman

Michelle Tillman (*She/Her*)

Jun 6, 2021Jun 6, 2021 at 11:35pm

Manage Discussion Entry

Career Counseling/ Personal Growth

Today's focus on compassion was very timely. Specifically, I learned more about the importance of self-compassion. Coincidentally I was not feeling well in the afternoon. After unsuccessfully attempting to finish the asynchronous afternoon workshop, I rested. Although I did not intend to, my one-line response to this morning's community connection was exactly what I needed to do, "I foster self-compassion by listening to my body and taking a rest".

Fostering self-compassion is very challenging for me. I am very driven and have a great fear of missing out (FOMO). I see possibility and opportunity and I want to take advantage of it because I don't think it will come again. This combined with my perfectionism doesn't help. I strive to go above and beyond what is expected of me and try to anticipate areas where I may have shortfalls. I place a lot of pressure on myself and find myself "pushing through" frequently, even when my body is in pain or when I am exhausted.

I am grateful for Mary Klann, Carlos McCray, Ella DeCastro, Dr. Rob Rubalcaba, and Selam Gebrekristos for their workshops on compassion on our students and ourselves. I plan to practice this more with myself by not only listening to my body but also taking the time to meditate, walk, and journal more.

 ReplyReply to Comment

-

Collapse SubdiscussionSean Flores

Sean Flores (*He/Him*)

Jun 6, 2021Jun 6, 2021 at 11:49pm

Manage Discussion Entry

Sean Flores | Library & Information Science

I connected with Ella DeCastro, Selam Gebrekristos, and Dr. Rob Rubalcaba's session on *Pressing Pause: Mindfulness and Self-Care*. I think this is the first time I've heard the current pandemic referred to as "The Great Pause," which I really like and agree with. The world "pause" is something that I don't think is valued enough, especially in the culture that we live in. Taking a vacation, or paid-family leave are things I think that we can agree are important but in actuality are very difficult to allow yourself to get to. For our teachers and students, the Say My Name exercise is a great reminder that although we're all in the same space face to face or a virtual room, we don't know each other or why we're taking a class or pursuing a particular major or what we have been through to be in that space with everyone that day. The exercise provides a nice introductory pause for starting a class off on a personal and human level and I think that really changes the dynamic of a classroom. Similar to the student reactions to pauses in their in Dr. Rubalcaba's class, it allowed the class to move together and it didn't take away from the learning but added an additional layer of support and understanding within the classroom which I found inspiring and a great reason to take a pause.
A pause is like a reflection to make sure that we're headed in the right direction, or a palette cleanser in a song where once a pause has ended the same sounds you heard prior to the pause are richer, and fuller, and more impactful. I've become a big fan of the pause thanks to the afternoon session. For me, the most therapeutic and inspiring pause is sitting in silence. And with that, I leave you with John Cage's 4'33 | Learn more about 4'33Links to an external site.

 ReplyReply to Comment

○

Collapse SubdiscussionElla deCastro

Ella deCastro

Jun 8, 2021Jun 8, 2021 at 10:25am

Manage Discussion Entry

Thank you for relating the Pause to music! I enjoyed the article and am thinking now of more ways to experience and offer pauses as portals. Dr. Rob mentioned that when he DJs, he often does insert a pause. It's the same when we read poetry. The lines inspire pauses ever slightly (at least with our eyes/brain) when we read the words and see the caesura. Music, poetry, nature sounds, "silence," the high pitch of our nervous systems & low of our blood pumping (wow).

 ReplyReply to Comment

-

Collapse SubdiscussionAnne Hedekin

Anne Hedekin (*She/Her*)

Jun 7, 2021Jun 7, 2021 at 10:55am

Manage Discussion Entry

Anne Hedekin PERG 120 Counseling

I really enjoyed the topics for today love and care and taking a pause. The student stories and the faculty sharing were really special. I agree that we need to approach out students with L"ove and Care." I feel like that is our job as humans and why would be not transfer that to our students. The pursuit of higher education is a huge undertaking and causes a great deal of psycho -social challenges that disrupt a students life from financial sacrifices to disrupting their family structures. I have always felt it was important to see students as unique individuals not numbers. Our systems are bureaucratic by and require a lot of "rules" and procedures plus there are a lot of antiquated teaching techniques that marginalize students. It was so inspiring and refreshing to read other posts in the chat and hear comments. It is inspiring to know that faculty are changing their ways, we are hiring innovative faculty and those with old school beliefs will be retirining and moving on.
 ReplyReply to Comment

-

Collapse SubdiscussionAnna Delgado

Anna Delgado (*She/Her*)

Jun 11, 2021Jun 11, 2021 at 1:39pm

Manage Discussion Entry

Anna Delgado // City College // Fine Art

Morning Session: I thought the morning session was so interactive. The zoom session really felt like a collaborative class environment. It was interesting to see how many answers were similar and how many were different with the questions that we were asked. I think the questions asked are ones we should continue to ask ourselves every year—to see how we can continue to improve our classes and help our students succeed. I loved the entire pacing of Friday. It felt very different, and I think was the perfect way to end the conference. The break out rooms were really fun and I loved the 2 person group; it was nice to work one on one! I also thought the chat was amazing that day. Two things on the chat really stood out. Audrey Breay: "I let students know that I am more likely to be able to give them detailed feedback if they turn in early or on due dates. They also then have more time to meet with me and revise. Because I try to prioritize revision, the initial due date is really more about getting started so we have something to work with together. That said, they can always turn in things "late" because I would rather have them do it than not." I have struggled with due dates this semester. I did not have any late-ness, and continually said that students would miss out on feedback if they turned projects in late, but I still feel like I should have expressed that more. It was really helpful for me to hear how others structured their class. I remember some teachers saying that they would have a sort of scale and would take a few points off for the first week. And others explained that they would have the student create a due date—I really liked that, it shows that students are responsible and can manage their own time! I think I will implement this more! It will be challenging with ceramics—since we have firing schedules, but I will work on it this summer. I also appreciated this comment from the chat made by Ken Reinstein: "The language in my syllabus and lessons has changed over time from "Don't" and "Must not" and "No" to suggestions and advice on what can be done to succeed. Negative language from the instructor can convey to students that you are not flexible and that can contribute to lack of comfort or trust." I want to go through my syllabus and take out negative language! The discussion about "love" was also fascinating. It's important to remember that culturally we all have grown up with different comforts and I want to check in with my students more.

Afternoon Session: The video "Knowing your 'Why' by Comedian Michael Jr." was very impactful. It gave me direction on how I want to do the Final project, actually. I have never framed it in students finding the "why" within a project. Because I love ceramics so much, it is easy for me to figure out why someone should try and work in clay--but it would be more beneficial to the students if they figured out their own "why." I think I want to reformat my entire assignments so students fill out their why

and discover what they want to gain from each project! It might make the projects very different from each other, but I will work on that part.

P.S. I am so sad I was not able to attend the dance party (it was the last day at my apartment and I had to move!), last years I was there the entire time and was sore the next few days:)
 ReplyReply to Comment

-

Collapse SubdiscussionSandy Gonzalez

Sandy Gonzalez (*She/Her*)

Jun 13, 2021Jun 13, 2021 at 1:32pm

Manage Discussion Entry

Sandy Gonzalez, Counseling, Transfer Center & Dreamers Support Services, Miramar

What impacted me the most today was:

1) Morning session on Love & Flexibility with Students. I enjoyed hearing from colleagues their definitions for such and also sharing mine. I can use this activity in my Counseling classes when I teach them again. As group work have students define just like we did: Who was your favorite teacher and why?, What does success look like to you?, What does participation look like to you?, What is the meaning of flexibility for you? And What is Love to you? I believe this would be a great activity for the first day of class to break bread and build community.

2) I enjoyed the presentation of "What Is Mindfulness and Why Is Everybody Talking About It?" in my counseling classes we've had a guest on mindfulness and students seem to greatly enjoy it and benefit from it so it confirmed for me the importance of it. Hearing it reminded me to continue on being more present and not give into toxic productivity. It reminded me to go on my long nature walks, hear my devotionals, put away the phone when I'm with family and loved ones and breath and be PRESENT! :)
 Reply