



PROGRAM

**ENGAGING  
TEACHING  
SYMPOSIUM  
SERIES**

*October 14-30, 2020*

**UNIVERSITY OF CALIFORNIA,  
SANTA BARBARA**





Click the Zoom icons or links to join the roundtables, workshops, and digital artifact sessions.



Google Calendar

Click the Google Calendar icons or links to open the event details in a browser window and add to your calendar.

Alternatively, view the [full program on Google Calendar](#).



Before attending our live poster and digital artifact sessions, you can view the digital artifacts at any time on our webpage: [tinyurl.com/EngagingTeaching](https://tinyurl.com/EngagingTeaching)



If you have trouble accessing a Zoom meeting, please check our [last-minute changes document](#).

# PROGRAM AT A GLANCE

*Scroll down for the detailed program*

Keynote events: Sam Wineburg, Stanford University

*Sponsored by the Andrew W. Mellon Foundation*

**October 15  
4–5pm**

**RSVP**

**What is it about the Internet that makes smart people look...well...let's just say...less than smart?**



**October 20  
4–5:30pm**

**RSVP**

**Historical thinking in a digital age: Tool or relic?**

















*Those attending the keynote events are encouraged to read [“How Your Brain Tricks You Into Believing Fake News”](#) beforehand. [Additional articles on historical thinking by Sam Wineburg](#) are also available.*

# WEEK 1: DIGITAL PEDAGOGIES AND (MULTI)MEDIA

October 14, 1–5pm















*Digital spaces, tools, and pedagogies*

<b>1–2pm</b> <i>Roundtable</i>	<b>Fostering student collaboration in digital writing spaces</b> Madeleine Sorapure, Jim Donelan, Beth Saur, and Dan Frank	 zoom	 Google Calendar
<b>2–3pm</b> <i>Roundtable</i>	<b>Transformative education for climate action: The UC-CSU Climate Education Digital Platform and Knowledge Action Network</b> John Foran and Richard Widick	 zoom	 Google Calendar
<b>3–4pm</b> <i>Poster and digital artifact session</i>	<b>Digital magazines and English for multilingual students</b> Keith Corona	 zoom	 Google Calendar
	<b>Hybrid laboratory courses</b> Alice Trang Nguyen	 zoom	 Google Calendar
	<b>Creating podcasts and researching accents</b> Erika Wu	 zoom	 Google Calendar
	<b>Learning Glass: Using video lectures to teach statistics</b> Vinnie C. Wu and Nicole Alea Albada	 zoom	 Google Calendar
<b>4–5pm</b> <i>Symposium welcome party</i>	<b>Symposium welcome party</b> Come mingle with colleagues who are interested in teaching and learning! This informal gathering is open to all participants and attendees.	 zoom	 Google Calendar

*Program for Week 1 continued on the next page.*











October 16, 1–4:10pm

*Visual materials and new media for pedagogy*









<b>1–2pm</b> <i>Roundtable</i>	<b>Comics and history</b> Maite Urcaregui, Candace Waid, Yasmine Rodriguez, Omar Reyes, Emma Johnson, Gary Mitchell, and Jayline Pascacio	 zoom	 Google Calendar
<b>2–2:30pm</b> <i>Bite-sized workshop</i>	<b>Teaching an online course as a story-based game</b> Christian Thomas and Claudia Moser	 zoom	 Google Calendar
<b>2:35–3:05pm</b> <i>Bite-sized workshop</i>	<b>Teaching with and making zines</b> Des Alaniz and Paige Sundstrom	 zoom	 Google Calendar
<b>3:10–4:10pm</b> <i>Poster and digital artifact session</i>	<b>Using stories to teach: Relations to student learning and engagement</b> Nicole Alea Albada and Michael J. Osfeld	 zoom	 Google Calendar
	<b>Image as interpretation: Visual media in literature and writing classrooms</b> Rebecca Chenoweth	 zoom	 Google Calendar
	<b>Writing and sustainability</b> Andreea Corona	 zoom	 Google Calendar
	<b>Comic panels and research</b> Mary-Michelle Moore	 zoom	 Google Calendar

## WEEK 2: PEDAGOGIES FOR DIFFERENT DISCIPLINES

October 21, 1–5pm  
*STEM pedagogies*

<b>1–2pm</b> <i>Workshop</i>	<b>Math and multilingual learners</b> Sarah Roberts, Ann Carlyle, and Elissa Ross	 zoom	 Google Calendar
<b>2–3pm</b> <i>Roundtable</i>	<b>A recipe for learning!</b> Lee DeAnda	 zoom	 Google Calendar
<b>3–4pm</b> <i>Roundtable</i>	<b>Teaching with anchoring phenomena</b> Karin Lohwasser, Julie Bianchini, and Sarah Roberts	 zoom	 Google Calendar
<b>4–5pm</b> <i>Poster and digital artifact session</i>	<b>There's an app for that: Interactive statistical tools for the biology classroom</b> Kate Culhane	 zoom	 Google Calendar
	<b>Immediacy behaviors in high-school science teachers</b> Valerie Valdez	 zoom	 Google Calendar







October 23, 1–4:30pm  
*Humanities pedagogies*

<b>1–2pm</b> <i>Roundtable</i>	<b>History Labs for active learning</b> Jarett Henderson, Jesse Wesso, Giulia Giamboni, and Bradford Fried	 zoom	 Google Calendar
<b>2–3pm</b> <i>Roundtable</i>	<b>Collaborative course design and teaching</b> Stefanie Tcharos, Alesha Claveria, Jeremy Edwards, and Nicole Strobel	 zoom	 Google Calendar
<b>3–4pm</b> <i>Roundtable</i>	<b>The humanities, global progress, and (neuro)diversity</b> Bob Samuels	 zoom	 Google Calendar
<b>4–4:30pm</b> <i>Bite-sized workshop</i>	<b>Folk-culture and counter-hegemonic case-studies</b> Daigengna Duoer and William Chavez	 zoom	 Google Calendar

# WEEK 3: PEDAGOGIES EXTENDING BEYOND THE CLASSROOM









October 28, 1–3:30pm

*Democratic and ethical pedagogies*

<b>1–2pm</b> <i>Roundtable</i>	<b>Decolonizing the classroom: Ethics, compassion, and responsibility</b> Nancy Morales and Lola Mondragon	 zoom	 Google Calendar
<b>2–3pm</b> <i>Roundtable</i>	<b>Undergraduates as co-leaders</b> Yasmine Dominguez-Whitehead, Mark Shishim, Ralph Gallucci, Jessica Paredes Ulloa, Brenda Curiel, Georgina Aguilar, and Isidoro Espinoza-Barajas	 zoom	 Google Calendar
<b>3–3:30pm</b> <i>Bite-sized workshop</i>	<b>PostSecrets: How to cultivate important conversations about sensitive topics</b> Ry Brennan	 zoom	 Google Calendar

October 30, 1–4:05pm

*Student growth in and beyond the classroom*

<b>1–2pm</b> <i>Roundtable</i>	<b>Resumes and the self: Moving workplace writing into a first-year course</b> Chris Dean and Kathy Patterson	 zoom	 Google Calendar
<b>2–3pm</b> <i>Roundtable</i>	<b>Access to practice: Opening up disciplinary knowledge to students using peer review</b> Heather Stoll and Vanessa Woods	 zoom	 Google Calendar
<b>3–3:30pm</b> <i>Bite-sized workshop</i>	<b>Learning journals</b> Renee Rottner	 zoom	 Google Calendar
<b>3:35–4:05pm</b> <i>Bite-sized workshop</i>	<b>A simple, contemporary approach for invigorating your classes with public speaking</b> Gina L. Genova, Jeffrey Hanson, and Craig Cotich	 zoom	 Google Calendar

# FULL PROGRAM

## WEEK 1: DIGITAL PEDAGOGIES AND (MULTI)MEDIA

October 14, 1–5pm

*Digital spaces, tools, and pedagogies*

### **1–2pm: Fostering student collaboration in digital writing spaces**

Madeleine Sorapure, Jim Donelan, Beth Saur, and Dan Frank

Zoom link: <https://ucsb.zoom.us/j/99355129481>

[Google Calendar link](#)

The panelists will discuss projects and pedagogical strategies that engage students in working collaboratively in digital spaces.

### **2–3pm: Transformative education for climate action: The UC-CSU Climate Education Digital Platform and Knowledge Action Network**

John Foran and Richard Widick

Zoom link: <https://ucsb.zoom.us/j/99801207260>

[Google Calendar link](#)

The UC-CSU Knowledge Action Network (KAN) for Transformative Climate and Sustainability Education and Action is a collaborative effort of UC and CSU educators to scale and intensify California students' literacy in climate change, climate justice, carbon neutrality/greenhouse gas emissions reductions, and sustainability.

John Foran and Richard Widick will lead the workshop, introducing the digital platform [<https://nxterra.orfaleacenter.ucsb.edu>], discussing the knowledge action network model, and engaging in a discussion with attendees around questions of how to transform climate education to confront the climate crisis.



### **3–4pm: *Poster and digital artifact session***

[Google Calendar link](#)

#### **Digital magazines and English for multilingual students**

Keith Corona

Zoom link: <https://ucsb.zoom.us/j/93363068061>

This digital poster showcases samples of digital magazines from several levels of writing courses in the English for Multilingual Students program.

#### **Hybrid laboratory courses**

Alice Trang Nguyen

Zoom link: <https://ucsb.zoom.us/j/98776297229>

Traditional face-to-face laboratory courses often face similar challenges that we propose can be addressed using modern educational technology. To address these challenges, we propose a new hybrid laboratory format that combines computer-based online learning with face-to-face classroom instruction with the goal to use instructional technology to enhance the learning experience for students. The hybrid courses aim to increase the ease in which students can enroll in, participate in, and learn from remote instructors and materials.

#### **Creating podcasts and researching accents**

Erika Wu

Zoom link: <https://ucsb.zoom.us/j/92753093736>

Being someone that never listened to many podcasts, being assigned to make one for a class project was initially daunting. However, it turned into an enjoyable experience that allowed me to learn how to use Audacity and format a discussion about a topic that has always fascinated me: accents! In my group's podcast, we touch on the perception of accents in the United States, as well as the experience of having one as an international student. How are accents used to stereotype groups in media? Why are British accents more "attractive" compared to others? Listen to our short podcast to find out my thoughts, and start a discussion with me!

## **Learning Glass: Using video lectures to teach statistics**

Vinnie C. Wu and Nicole Alea Albada

Zoom link: <https://ucsb.zoom.us/j/92299495770>

This presentation discusses an implementation of Learning Glass, a method of video-based instruction, in a large undergraduate statistics class to teach psychology majors how to hand-calculate sample problems, from one-sample  $t$ -tests to linear regressions. Through an integration of research-based evidence on the importance of instructors' nonverbal cues and the use of problem-based videos, this session will elaborate on the impact of instructors' nonverbal behaviors in engaging students with the material, examine how examples can be used in teaching, and suggest Learning Glass tips and tricks for future users.

### **4–5pm: Symposium welcome party**

Zoom link: <https://ucsb.zoom.us/j/98695636252>

[Google Calendar link](#)

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

**October 16, 1–4:10pm**

*Visual materials and new media for pedagogy*

### **1–2pm: Comics and history**

Maite Urcalegui, Candace Waid, Yasmine Rodriguez, Omar Reyes, Emma Johnson, Gary Mitchell, and Jayline Pascacio

Zoom link: <https://ucsb.zoom.us/j/97264597026>

[Google Calendar link](#)

In this roundtable, we will open up with a creative comic-making activity that asks the audience to think about the pedagogical affordances of comics as medium. We will then introduce an innovative, co-taught course "Drawing Diversity in Comics and Graphic Novels" that Maite Urcalegui and Dr. Candace Waid taught in the English department in Winter 2019. In that class, the final project was to create an original short comic. After introducing the course and assignment, we will showcase some student examples and invite students to share about how

they used the process of creating their own comics to explore comics theory, investigate the relationship between form and content, and represent issues of identity and social justice.

## **2–2:30pm: Teaching an online course as a story-based game**

Christian Thomas and Claudia Moser

Zoom link: <https://ucsb.zoom.us/j/91851514731>

[Google Calendar link](#)

Our bite-sized workshop will begin with a discussion of an approach to online course design that embeds course content and skill-building in an interactive story. We're currently using this approach to develop an online course called "Rome: The Game," which is supported by an Innovative Learning Technology Initiative (ILTI) grant. The workshop will have an activity where participants will practice using Twine, a simple to use, open-source online tool for writing text-based branching narratives.

## **2:35–3:05pm: Teaching with and making zines**

Des Alaniz and Paige Sundstrom

Zoom link: <https://ucsb.zoom.us/j/96136021476>

[Google Calendar link](#)

In this workshop, we will learn how zines (pronounced "zeens") and independent media can disrupt classroom hierarchies, empower learners, and foster critical research skills. Building on the presenters' schemes in zine making, critical research skills, and research justice, this workshop will focus on the work being done by Teaching & Learning Librarians at UCSB using zines as tools for reflection and project mapping in instruction, and how creating zines has shaped our teaching practices. Participants in this workshop will learn about zines and zine-making, and will be asked to reflect on their own pedagogies and the potential for zines and zinemaking in their own work through short activities.

### **3:10–4:10pm: Poster and digital artifact session**

[Google Calendar link](#)

#### **Using stories to teach: Relations to student learning and engagement**

Nicole Alea Albada and Michael J. Osfeld

Zoom link: <https://ucsb.zoom.us/j/99919558798>

The pedagogical power of stories was explored in the current study. Student reports indicated that using personal stories to help them understand the course material was related to a greater perception that the course learning objectives were met. This relation was partially explained by the extent to which the stories created a positive classroom environment but not the extent to which the students enjoyed the stories.

#### **Image as interpretation: Visual media in literature and writing classrooms**

Rebecca Chenoweth

Zoom link: <https://ucsb.zoom.us/j/97375854161>

This presentation explores the benefits of interpreting visual materials in language-focused courses. Visual genres can be relatively easy to present during class time, and can even be juxtaposed easily (for example, comparing two book covers for the same novel). The class-wide discussion that unfolds around these seemingly simple images lets students explore how widely the interpretive frameworks of the humanities can be applied, and appreciate how readily they may apply these frameworks across media and genres.

#### **Writing and sustainability**

Andreea Corona

Zoom link: <https://ucsb.zoom.us/j/97230800227>

As part of the New Leaf Grant that I was awarded for the 2018–2019 academic year, I created a course module on sustainability in order to enhance student awareness of the need for sustainable practices both in our UCSB community and beyond. In the Fall 2019 quarter of my Linguistics 12 course, “Approaches to University Writing for Multilingual Students,” my students, undergraduate

international students primarily from China, focused on environmental thematic units.

My goal was to provide students with multiple opportunities to communicate effectively about sustainability issues through the development and integration of not only linguistic skills and production of academic essays but also online discussion forums, interviews, oral presentations, and a final digital storytelling project. I would like to share some of the digital artifacts from my course.

## **Comic panels and research**

Mary-Michelle Moore

Zoom link: <https://ucsb.zoom.us/j/92675423388>

This poster will cover ways to use comics to encourage undergraduates to ask deeper and more complex questions when starting out in their research process. One of the things students struggle with is how to ask a well-scoped research question. Part of this is due to the limited-time nature of our quarter, and some of it is because traditional requests for library instruction are centered around the point-and-click model of teaching students to "find 3–5 good sources." In the information literacy sessions I teach, I try to incorporate theoretical and contextual thinking and to include active learning approaches. To do effective research, you need to start with an effective research question, which starts from a place of curiosity and iterative searching. In this presentation, I will share a 10- to 15-minute activity I use that incorporates comic panels and pages from a variety of sources to encourage students to ask questions working in small groups. The activity is then followed by a group discussion about the ideas of asking questions leading to more questions when they are given additional context, and how to develop their questions into something that can be a manageable research topic for a paper or project.

## WEEK 2: PEDAGOGIES FOR DIFFERENT DISCIPLINES

October 21, 1–5pm  
*STEM pedagogies*

### **1–2pm: Math and multilingual learners**

Sarah Roberts, Ann Carlyle, and Elissa Ross

Zoom link: <https://ucsb.zoom.us/j/95347376490>

[Google Calendar link](#)

In this workshop, we will begin by discussing two complementary theoretical ideas: (1) key principles of reform-based instructional practices for multilingual learners (students whose first language is not English) and (2) instructional mathematical routines. We will focus on the following key instructional principle: identifying academic language hurdles and providing adequate support for multilingual learners. This principle asks instructors to consider the language in the tasks they provide and to implement appropriate support for their students so that all can comprehend complex disciplinary texts, share their mathematical reasoning in whole class and small group discussions, and communicate mathematics information in writing. The second aspect of our complementary theoretical ideas is instructional mathematical routines. These routines support students' productive engagement with content, providing them with tools that they can regularly return to when completing mathematics tasks. Routines allow students to focus on their learning, because they provide ways for students to make sense of rich, challenging mathematics, and to build important mathematical thinking habits. They also provide more students with access to important mathematics. Instructors can use routines specifically for multilingual learners to amplify, assess, and develop their mathematics thinking and language simultaneously.

We will then engage participants in the routine of "Three Reads." In implementing the "Three Reads" routine, we will examine a mathematics problem through this lens and consider how to use the principle to access mathematical text.

## **2–3pm: A recipe for learning!**

Lee DeAnda

Zoom link: <https://ucsb.zoom.us/j/96097690696>

[Google Calendar link](#)

Hi, my name is Lee DeAnda, and I am completing my 25th year as a math instructor at CLAS. I have made a career out of helping students who struggle in math become successful. I train them on how to learn and incorporate teaching theory and neuroscience into my curriculum. Students form a relationship with me that is uniquely different than with their professors and TAs and this provides me with unique insight that I am excited to share. I will also share some case studies, a (virtual) hands-on activity, and invite you to discuss whether my “recipe” can be duplicated and applied across all subjects.

## **3–4pm: Teaching with anchoring phenomena**

Karin Lohwasser, Julie Bianchini, and Sarah Roberts

Zoom link: <https://ucsb.zoom.us/j/91634545407>

[Google Calendar link](#)

Complex and engaging phenomena in the sciences function like medical cases in the education of physicians. Students actively inquire how a puzzling phenomenon can be explained, and in the process learn about core science concepts and how they work together in the real world. In this workshop, we introduce so-called “anchoring phenomena” that serve as anchor points throughout several weeks of instruction.

## **4–5pm: Poster and digital artifact session**

[Google Calendar link](#)

### **There’s an app for that: Interactive statistical tools for the biology classroom**

Kate Culhane

Zoom link: <https://ucsb.zoom.us/j/97137466600>

I would like feedback on a statistical teaching tool that I developed for EEMB 148 (“Stream Ecology”): an interactive web application that allows students to analyze data within an intuitive user interface. The application was created using the R package learnR and is accessible via any web browser. Ultimately, I would like to update this tool to be used for other undergraduate courses in the Ecology, Evolution, and Marine Biology (EEMB) department which involve basic data collection, analysis, and interpretation. For many of these courses, the majority of students do not have a statistical background and waste a lot of time fiddling with

finicky stats software. Since the learning objectives of these courses are focused on interpreting statistical results in a biological context, rather than mastering statistical software and performing analysis, there is a need for a streamlined and user-friendly statistical tool for the classroom.

## **Immediacy behaviors in high-school science teachers**

Valerie Valdez

Zoom link: <https://ucsb.zoom.us/j/99352311811>

Research demonstrates that teachers' positive relationships with students can create positive outcomes on student engagement and learning. Moreover, these positive relationships are formed when students perceive their teachers as being caring, warm, and accessible. However, how are concepts like "care," "warmth," and "accessibility" operationalized? What are the concrete behaviors that teachers do that demonstrate these to students?

In an effort to better understand possible answers to my questions, I came across the concept of immediacy behaviors. Immediacy behaviors are behaviors which lower the psychological distance between people. Immediacy behaviors communicate a sense of closeness and warmth between people, establishing the foundation for positive interpersonal relationships. Immediacy behaviors can be both verbal and nonverbal, and include eye contact, dynamic gestures, smiles, and variation in vocal tone and pitch. In my study, I hope to better understand the immediacy "moves" that preservice teachers are enacting in the classroom. I am examining the immediacy behaviors of preservice secondary science teachers in a 13-month, post-baccalaureate teacher education program. I am using video-recorded lessons to identify the immediacy behaviors that preservice teachers are using naturally, without explicit immediacy behavior instruction. By studying how preservice teachers are using immediacy moves like eye contact, smiling, proximity, and vocal pitch, I may be able to identify certain behaviors that may help teachers to convey the sense of warmth and closeness that is necessary to cultivate positive relationships with students.



October 23, 1–4:30pm  
*Humanities pedagogies*

**1–2pm: History Labs for active learning**

Jarett Henderson, Jesse Wesso, Giulia Giamboni, and Bradford Fried

Zoom link: <https://ucsb.zoom.us/j/93438579780>

[Google Calendar link](#)

The History Department’s “Two Series,” as it is colloquially known, introduces nearly 1500 undergraduate students annually, over three quarters, to the history of the world and the methods of the historian. In Fall 2019 Jesse Wesso, Giulia Giamboni, and Bradford Fried worked as Teaching Assistants, under the direction of Jarett Henderson, and together they provided instruction for the 504 students in History 2C, “World History from 1750.” This large lecture course met twice weekly in IV Theatre for 75 minutes and was accompanied by 29 TA-led sections of 18 students that convened for 50 minutes once a week. During the course we made a concerted effort to integrate active-learning techniques in both lecture and section while relying on innovative pedagogies—History Labs—that sought to engage undergraduate learning in exciting and meaningful ways. We hope to participate in the Engaging Teaching Symposium to share some of our methods and techniques, reflect upon our experiences as instructors in front of 504 and 18 students, and offer advice on how to ensure fairness and consistency across such a large and diverse group of undergraduate learners.

**2–3pm: Collaborative course design and teaching**

Stefanie Tcharos, Alesha Claveria, Jeremy Edwards, and Nicole Strobel

Zoom link: <https://ucsb.zoom.us/j/91715830447>

[Google Calendar link](#)

The discussion of this roundtable shares our collective experience of designing a collaborative course with multiple instructors that we hosted for the Engaging Humanities series, 2019–2020. The spark for this experiment emerged from the thought that implementing collaboration as a shared process can be quite challenging, and in our research lives, it is often less common in the humanities. Yet, students who proceed from their college experience may likely go into career environments where collaboration, listening to others, and working in teams may be a common expectation. Our course, “Exploring Our Voices,” materialized after several collective brainstorming sessions in which each of us presented key “threshold concepts” from each of our disciplines. We selected the concept of voice as something that threaded through each of our research interests, and we approached teaching this course as a reflection of its theme, by

presenting students with a diversity of perspectives and disciplinary approaches, thereby modeling the important lesson of communication and listening that voice teaches us.

In this roundtable we will describe our methods of design and implementation as a possible model for hosting collaborative courses with multiple instructors. We will examine the steps we took to design a collaborative syllabus, and how we used a collaborative platform to highlight individual teaching styles in order to reflect diverse disciplinary ways of teaching and practicing. We will share examples of engaged teaching practices and creative section modules that asked students to explore issues of their own identity, but required them to work in collaborative settings, assess the challenges and benefits of this process, and consider the application of this experience to career environments. Ultimately, we will address why we think collaborative teaching models are critical in a humanities curriculum, and discuss the ways in which collaboration may offer instructors different options from more traditional course designs.

### **3–4pm: The humanities, global progress, and (neuro)diversity**

Bob Samuels

Zoom link: <https://ucsb.zoom.us/j/93729205800>

[Google Calendar link](#)

If we recognize that students have different learning styles, and contemporary culture affects the way students think and receive information, then it is important to engage students in the humanities through the development of diverse pedagogical methods. In describing how I have taught a humanities seminar on global progress, I will discuss different teaching techniques I have used. This pedagogy includes one-on-one conferencing, student-led discussions, free writing, brainstorming, power mapping, video analysis, media production, and small group inquiry projects. One of my goals is to cater to the neurodiversity of the student body through the use of multiple learning strategies. My other goal is to use this course material and pedagogical methods to show students the vital role writing, rhetoric, history, and philosophy have played in the development of global progress.

During my workshop, I will have the participants engage in several of the pedagogical methods I use in my course. The goal is to help teachers make their humanities classes more engaging and inclusive.

## **4-4:30pm Folk-culture and counter-hegemonic case-studies**

Daigengna Duoer and William Chavez

Zoom link: <https://ucsb.zoom.us/j/91024714566>

[Google Calendar link](#)

Through embodied practices and creative exercises, we will facilitate a discussion of folk versus popular culture, local versus mass production, and vernacular versus institutional religion.

# WEEK 3: PEDAGOGIES EXTENDING BEYOND THE CLASSROOM

October 28, 1–3:30pm

*Democratic and ethical pedagogies*

## **1–2pm: Decolonizing the classroom: Ethics, compassion, and responsibility**

Nancy Morales and Lola Mondragon

Zoom link: <https://ucsb.zoom.us/j/97999529012>

[Google Calendar link](#)

In this roundtable, Nancy Morales will address different avenues to advance learning and teaching inside and outside the classroom, such as holding sections at Cheadle Hall during the UCSB4COLA strike. Lola Mondragon will discuss Indigenous ways of knowing that integrate ethics, responsibility, and interdependence through an ecological feminist Two-Spirit decolonial lens.

## **2–3pm: Undergraduates as co-leaders**

Yasmine Dominguez-Whitehead, Mark Shishim, Ralph Gallucci, Jessica Paredes Ulloa, Brenda Curiel, Georgina Aguilar, and Isidoro Espinoza-Barajas

Zoom link: <https://ucsb.zoom.us/j/97329649784>

[Google Calendar link](#)

This session discusses undergraduate student teaching involvement in the INT 95A/B/C series. The courses introduce first-generation college students to the university, resources, research processes, and goal setting. Undergraduate students serve as co-leaders with clear expectations to serve as role models (share their experiences), facilitate experiential activities (both online and in person) and provide support to their peers. Undergraduate co-leader opportunities present unique experiences that allow students to learn how to go about facilitating sections. Moreover, co-leaders engage in meaningful discussions with students in the INT 95 courses through in-class sharing of their own stories of struggle and overcoming adversity, as well as connecting one-on-one with students in their sections and during their office hours.

While there are few opportunities for undergraduate students to facilitate/co-facilitate sections for courses at UCSB, we discuss some of the benefits and challenges that come with this experimental model. Please note that this idea is at the initial stages of development.

### **3–3:30pm: PostSecrets: How to cultivate important conversations about sensitive topics**

Ry Brennan

Zoom link: <https://ucsb.zoom.us/j/97635000400>

[Google Calendar link](#)

Some of the most important topics in the social sciences surround highly sensitive topics like race and gender. If we don't know how to make our classrooms safe for these conversations, we lose a crucial—even singular—opportunity to have respectful, nuanced discussions about these topics. In this workshop, I'll present one strategy for starting tricky conversations, a game I call "PostSecrets."

**October 30, 1–4:05pm**

*Student growth in and beyond the classroom*

### **1–2pm: Resumes and the self: Moving workplace writing into a first-year course**

Chris Dean and Kathy Patterson

Zoom link: <https://ucsb.zoom.us/j/95894071818>

[Google Calendar link](#)

This roundtable discusses the implementation of an assignment in Writing 1 that infuses workplace literacies directly into a developmental writing class. The work started in the 2019 Engaging Humanities pedagogical seminar, and the assignment has evolved from a half-baked idea to a fully realized assignment that closes out the quarter. The assignment itself asked students to write a current resume and then to imagine what their resume will look like when they graduate from UCSB. They also had to write a reflective piece on the process of doing this work. The results were rather amazing on a number of levels, and students valued this attempt to connect their UCSB learning to their future work lives and selves.

Ultimately, we want to share the work that we did around helping students in this class, or any other class at UCSB, connect their academic learning to workplace writing. Also, we are keenly interested in the way that notions of the self (Goffman, 1956; Newkirk, 1997) play out in resume writing. I think that there are also some implications in our work in terms of transfer

(Solomon and Perkins, 1988) and notions of reflective writing as well. I think that anyone wanting to connect their classes to workplace literacies and their attendant demands might find our presentation useful.

## **2–3pm: Access to practice: Opening up disciplinary knowledge to students using peer review**

Heather Stoll and Vanessa Woods

Zoom link: <https://ucsb.zoom.us/j/95751712097>

[Google Calendar link](#)

Classes can be microcosms of academic disciplines and serve as social communities of practice where students gain access to the larger field. In this workshop, Vanessa Woods introduces ways in which scaffolded student writing and peer review assignments improve student success by providing a gateway to the discipline. Peer review has many positive outcomes for the students and instructors. For the students, it is thought to increase their awareness of how knowledge is gained and communicated in a community, increasing their understanding and ability to transfer knowledge. For the instructor, this structure not only makes it more feasible to infuse writing into large courses, but also provides a mechanism for students to develop their metacognitive skills and deepen their understanding of concepts. Previous research indicates that implementing these writing-based teaching and learning opportunities enhance student success, but the mechanisms driving these academic improvements remain largely unexplored. Woods' study, designed to facilitate this process, is driven by the hypothesis that access to disciplinary norms and knowledge-making processes develops students' metacognitive skills, increases their self-regulated learning strategies, and helps to develop a sense of community in the discipline. The peer review assignments in this context serve as the intentional scaffolded practice that can facilitate a student's development as a learner, providing them with a set of skills that can be used throughout their academic experience and beyond.

Heather Stoll will discuss how to most effectively make use of peer review in large lecture classes. This past fall, she took part in Write-Learn for a required, large lower-division lecture course (POLS 15). Students did bi-weekly assignments (5 in total), each of which contained a draft of a part of their research paper (as well as questions enabling them to practice course material unrelated to the research paper), and then peer reviewed these assignments. They also had the opportunity to peer review a complete draft of the research paper at the end of the quarter. From this experience, Stoll has many questions she is reflecting on, with respect to the next offering of the class and hence her next use of peer review. These questions include: How to best use scarce and valuable TA time in this process? How to evaluate and give credit for the peer reviews? Is peer review equally effective for the research paper and non-research paper components of the assignments? Which components of the peer review are most useful (e.g., trait IDs vs. open-ended comments)?

### **3–3:30pm: Learning journals**

Renee Rottner

Zoom link: <https://ucsb.zoom.us/j/99467581298>

[Google Calendar link](#)

This workshop focuses on an assignment—learning journals—that results in students taking more ownership of their learning and engaging in critical reflection. You will come away with how you can apply learning journals in your course. In a learning journal, students are asked to critically reflect on or apply course concepts, and link them to their other courses and/or activities outside of class. Learning journals are based on research for adult learners and can be implemented across a range of students (grad/undergrad, STEM/Humanities, ESL, DSP, etc.). I will share examples of journals produced by students, a rubric for grading, the pros/cons for instructors considering using this as an assignment, and a short exercise in which participants can experience the journal activity firsthand.

### **3:35–4:05pm: A simple, contemporary approach for invigorating your classes with public speaking**

Gina L. Genova, Jeffrey Hanson, and Craig Cotich

Zoom link: <https://ucsb.zoom.us/j/91964357355>

[Google Calendar link](#)

Although public speaking skills are among the most desirable for college graduates, we recognize the difficulty of adding them to a curriculum. Three seasoned public speaking instructors deliver a toolbox of skills and slides that include: instructional tips on teaching public speaking, tips on connecting public speaking to existing assignments, and advice about incorporating a public speaking assignment into an already-packed course.