

# FALL 2020 FACULTY ONLINE TEACHING EXTRAVAGANZA



8:00 - 8:05	Welcome	<b>Dr. Laura Musselwhite</b> , Dean of Instruction, Professor of History, UNM-Valencia
8:05 - 8:35	<p><b><u>Using UNM Learn Journal and Discussion Tools to Increase Student Engagement</u></b></p> <p>In teaching a fully asynchronous course it is difficult to make a personal connection with students. Since this connection is needed, for many students to feel motivated to participate and succeed, we have been working with the Journal tool and Groups in Learn in our Math 1130 course. Using the Journal tool, we have made journaling and reflecting on each unit required, so that it counts for a portion of the students' grade. Then we respond to each reflection with some form of comment, encouragement, suggestions, kudos, etc. to make a connection with each student. In discussion and groups we have set up small group discussions. This is to help students connect with other students. This feeling of connectedness has improved our retention and student success.</p>	<p><b>Nancy Engler</b>, Assistant Professor, Coordinator of Pre-Engineering, UNM-Valencia</p> <p>&amp;</p> <p><b>Elaine Clark</b>, Assistant Professor, Chair of Math, Engineering, Computer Science, UNM-Valencia</p>
8:35 - 9:05	<p><b><u>Check-list for Students in Learn</u></b></p> <p>Providing a check-list for students to ensure they complete all their tasks for each module or unit is one way to help students to succeed in their academic journey, specifically in your course. I will share what I do in my course and provide an HTML file for those who likes to incorporate the tool in their course.</p>	<b>Julia Wai-Yin So</b> , Associate Professor, Chair of Social Sciences, UNM-Valencia

9:05 - 9:15	<p><b><u>Reliable Sources, or "But I wrote down the website..."</u></b></p> <p>This presentation gives some helpful hints as to what to do (and what not to do) to help students distinguish between reliable and not-so-reliable sources as they navigate their way through the online information maze. It will include tips for helping students figure out what to cite and when to cite it.</p>	<p><b>Juliette Cunico</b>, Adjunct Faculty, UNM-Valencia</p>
9:15 - 9:30	BREAK	
9:30 - 10:00	<p><b><u>Extreme Automation: Using Technology to Reclaim Time, Reduce Stress, and Organize</u></b></p> <p>With the push to fully online classes, many of the teaching tasks we conducted in the classroom have increased our workload as instructors. Join me as I teach you about the technology tools I use to automate student appointments, reduce back-and-forth emails with students, simplify grading, and decrease my stressful workload so I can focus on students and reclaim my time. I'll discuss programs I use, including You Can Book Me, Microsoft Outlook and Excel, Google Forms, and Google Calendar.</p>	<p><b>Anne Turner</b>, Teaching Assistant, UNM-Valencia</p>
10:00 - 10:10	<p><b><u>Using REMIND with Zoom Break-out Groups</u></b></p> <p>Have you had difficulty sending questions to your Zoom break-out study groups or small class groups? I did too, until I found a way around the questions popping up in Zoom for too short a period of time for students to register the questions, and, therefore, work on them in their group. Join me for a quick over-view of my work-around using REMIND.</p>	<p><b>Cheryl Bryan</b>, Assistant Professor, UNM-Valencia</p>
10:10 - 10:20	<p><b><u>Teaching Tips that have worked for my Online Classes</u></b></p> <p>I would like to share a few of my online teaching tips that worked for my online classes in hopes to support other faculty who teach online.</p>	<p><b>Yi-Wen Huang</b>, Associate Professor, UNM-Gallup</p>
10:20 - 10:35	BREAK	

10:35 - 11:05	<p><b><u>De-mystifying the Learn Gradebook</u></b></p> <p>In 30 minutes or less we will cover basic to advanced features in the Learn Gradebook to maximize your use of this powerful tool. We will highlight some features, demonstrate how to organize columns like a pro, and even email students when they miss assignments.</p>	<p><b>Erin Duddy</b>, Instructional Media Specialist, UNM-Taos</p> <p>&amp;</p> <p><b>Amie Chavez-Aguilar</b>, Lecturer II, Chair of Humanities, UNM-Taos</p>
11:05 - 11:15	<p><b><u>Labor-based Grading</u></b></p> <p>According to Asao B. Inoue, "labor-based grading contract is essentially a set of social agreements with the entire class about how final course grades will be determined for everyone. " I will share some quick tips on how to incorporate labor-based or ungrading into your pedagogical strategy.</p>	<p><b>Justin Bendell</b>, Assistant Professor, Chair of Humanities, UNM-Valencia</p>
11:15 - 11:25	<p><b><u>Adding Outlook Calendar Meetings to Your Required Attendees' Calendars</u></b></p> <p>In this session you will learn how to set up Outlook Calendar meetings and invite required participants, so the event appears on their calendar as reminder.</p>	<p><b>Soledad Garcia-King</b>, Lecturer III, Director of The Teaching &amp; Learning Center, UNM-Valencia</p>
11:25 - 11:30	BREAK	
11:30 - 12:30	<p><b><u>KEYNOTE - From the "Comfort" of Home: Creativity, Compassion, Flexibility, and Educational Innovation in the Time of COVID-19</u></b></p> <p>COVID-19 has accelerated many technological and societal trends that were already in process, increasing our reliance on technology and presenting new challenges for parents, students, and educators. In a world that is increasingly reliant on technology, digital access and proficiency are the cornerstones of an informed and productive citizenry, and equity of access must be foundational to how we frame student services and plan for equality. This presentation will discuss the confluence of forces shaping education today, and the ways in which educational innovations developed during the pandemic may bridge us into a new normal.</p>	<p><b>Elisha Allen</b>, Director of Academic Technologies, Information Technologies, UNM ABQ</p>

12:30 - 1:00	LUNCH	
1:00 - 1:30	<p><b><u>Teaching a Chemistry Laboratory Course Online Effectively and Economically</u></b></p> <p>Teaching a chemistry laboratory course Online is challenging. It is important to offer students a valuable experience, which closely resembles the learning environment in an actual laboratory. I have designed experiments using common household items. The experiments can be performed qualitatively and quantitatively to deliver the same concepts that the students learn in a face-to-face laboratory, although the sensitivity of the experiments is limited. Additionally, I have used the ChemCollective Virtual labs, a free virtual lab platform available in ChemCollective Online Resources for Teaching and Learning Chemistry, to design the complex experiments that require the use of proper glassware and equipment.</p>	<p><b>Hasani G. Jayasinghe</b>, Visiting Lecturer II, UNM-Gallup</p>
1:30 - 1:40	<p><b><u>Active and Engaging Online Science Lab</u></b></p> <p>Teaching an online science lab course is a challenging task. From my online biology lab course experience, I will share a few tips to maintain an active and engaging online lab course.</p>	<p><b>Arunachalam Muthaiyan</b>, Assistant Professor, UNM-Gallup</p>
1:40 - 2:10	<p><b><u>Process-Oriented Guided-Inquiry Learning (POGIL) over Zoom</u></b></p> <p>Process-Oriented Guided-Inquiry Learning (POGIL) is an active-learning method that relies heavily, if not almost exclusively, on small-group collaboration in the classroom. Adapting this method to an online environment or face-to-face with social distancing has been challenging. Efforts to maintain an active learning environment online using Zoom breakout rooms will be discussed.</p>	<p><b>Jerry Godbout</b>, Assistant Professor, Faculty President, UNM-Valencia</p>
2:10 - 2:25	BREAK	

2:25 - 2:55	<p><b><u>Utilizing Virtual Simulation to Deliver Clinical Education in an Online Environment</u></b></p> <p>This presentation discusses how to deliver clinical education in an online environment in order to survive and "Rock the new normal." Web-based software, online tools, and tips will be discussed in how to integrate hands-on learning of nursing skills in a online environment. Also, how to structure a synchronous learning classroom utilizing these tools will be shared with participants.</p>	<p><b>Sarah Llanque</b>, PhD, FNP-C, Assistant Professor, UNM-Gallup</p> <p>&amp;</p> <p><b>Cecille Perales</b>, Lecturer III, UNM-Gallup</p>
2:55 - 3:05	<p><b><u>Give Me a Break: Using Breaks During Online Classes and its Impact on Sitting Too Much</u></b></p> <p>This presentation looks at the harmful effects of sitting too much. Tips on when to take breaks during long zoom meeting will be discussed. The impact of movement and positive effects on the body will be discussed.</p>	<p><b>Sarah Llanque</b>, PhD, FNP-C, Assistant Professor, UNM-Gallup</p>
3:05 - 3:35	<p><b><u>Designing the Path: Using Course Maps to Plan Your Online Course</u></b></p> <p>This presentation will be an introduction to using course maps as a guide for designing thoughtful online courses and planning for high impact communication with your students.</p>	<p><b>Kimberly Fournier</b>, Associate Director, Center for Teaching Excellence, UNM ABQ</p> <p>&amp;</p> <p><b>Stephanie Spong</b>, Senior Operations Manager, Center for Digital Learning, UNM ABQ</p>

3:35 - 3:45	<p><b><u>A Self-Check for Culturally Responsive Teaching Online</u></b>          If you are interested in incorporating more culturally responsive teaching in your online courses, this two-question self-check is a great place to start.</p>	<p><b>Kimberly Fournier</b>, Associate Director, Center for Teaching Excellence, UNM ABQ</p> <p>&amp;</p> <p><b>Stephanie Spong</b>, Senior Operations Manager, Center for Digital Learning, UNM ABQ</p>
3:45 - 4:00	BREAK	
4:00 - 4:30	<p><b><u>Adding and Editing Captions to Kaltura Videos</u></b>          This 30-minute presentation will focus on creating Kaltura videos with edited captions. The session will include creating the video, adding captions, editing captions, and publishing the video in Blackboard.</p>	<p><b>Soledad Garcia-King</b>, Lecturer III, Director of The Teaching &amp; Learning Center, UNM-Valencia</p>
4:30 - 4:40	<p><b><u>Working with Visually Impaired Students</u></b>          In this presentation I would like to share some of the things I've learned from working with a visually impaired student this semester. This student has been forced, because of the pandemic, into online classes, something they had never even considered before. At the beginning of the semester they emailed me to explain they were totally blind and asked if I would work with them in making an online class work. Along the way I've learned a lot about adaptive technology, it's limitations, the limitations in Blackboard for visually impaired students, some things that can be done to facilitate the process, and what things are not possible.</p>	<p><b>Sue Taylor</b>, Adjunct Faculty, UNM-Valencia</p>

4:40 - 4:50	<b>How (a)synchronic</b> I began teaching hybrid courses in 2006. I will reflect on my experiences.	<b>Tom McLaren</b> , Adjunct Faculty, UNM-Gallup
4:50 - 5:00	Closing	<b>Alexa Wheeler</b> , Principal Lecturer III, Distance Learning Coordinator, Humanities Coordinator, UNM-Valencia