

Instructional Technology & Design Newsletter

Featured Faculty – Julie Carey

Discipline: ESL

Teaching Modality: In-Person & Hybrid

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Share a teaching ‘win’ you’ve had this semester.

One win this semester is a new final writing project on joy (cultivating joy, joy as an act of resistance, joy and creative spark). I was a little terrified because I didn't have it all sorted before the semester began; I just knew I couldn't do the same old thing. Students and I are building it together, experimenting and treating each upload like a dialogue about their writing. It's going well and is helping us cultivate a culture of joy in our classroom as stressful end of semester approaches. Fingers crossed it will be meaningful in the end!

Can you highlight support that you’ve received this academic year that has helped your teaching?

Professional development funds are incredible. I went to CATESOL and was inspired by the keynote speaker John Baugh, author of *Linguistics in Pursuit of Justice*. I also gained practical skills in approaching the AI topic with students and creating interactive Google Slides with add-ons. And I heard an awesome idea to have students name their own audience for a text they are writing. I could go on and on... Another incredible support for both students and me has been the increased evening hours for several support services. Thank you, Student Services!

What is one strategy that you use to make your course more inclusive?

Flexible deadlines. Our ESL students are nearly always working, often more than one job and while raising kids. I have a 2 days past the deadline with no consequence/ no extension needed policy. Extensions can be requested in writing beyond the two days when necessary.

I've also been encouraging students to stop worrying about mistakes and perfection (a critical part of language learning). I'm communicating that a bot CANNOT replace them and that the beauty of the English language is that no one owns it; it looks and sounds differently in different communities locally and around the world. I encourage students to see themselves as shapers of the English language. In in-class writing assessments, if students don't know a word or phrase in English, they just write it in their native language, utilizing all of their linguistic capital to create on the page. I hope we can all keep working towards a multilingual community that decenters and breaks down English as a colonizers' language that creates barriers for our multilingual students.

What is the biggest lesson you’ve learned about teaching over your career?

We can always do better! Focus on one or two aspects of teaching, or build something new each semester. When you feel inspired, go for it. When we have passion, our students feel it, too. Listen to students' reactions and elicit their feedback. Not sure if that's one, biggest lesson!

What is one question that you would like to pose to your fellow faculty colleagues?

How can we make our big ideas reality? (I get these big ideas about teaching or programming, but I have difficulty navigating the institutional steps necessary in order to make them happen...)

Important Updates

Workshop Recording – How to Use Pronto & Other Ways to Engage Students

If you missed the How to Use Pronto Workshop at the end of February, you can [watch the recording](#). I'll also be offering this workshop again in May (see below), if you'd like to come and learn more about Pronto and how to use it in your courses from myself and Sydney Dutson, our Pronto rep.

Syllabus Guide

The [Syllabus Guide](#) offers an outline of the (1) best practices for making your syllabi equitable, (2) required elements that need to make up your syllabi, and (3) accessibility formatting guidelines to make your syllabus accessible. As you start to update your syllabi for Summer and Fall, consider using the guide to make sure your syllabi support and welcome your students to your course as much as possible.

Course Clean Up Guide

Many of us are teaching courses that we've taught many times in the past. The content in these courses has been copied forward each semester, and we're often copying everything and working around the duplicates, and items that we don't use anymore, because we don't want to lose them. The [Course Clean Up Guide](#) walks us through how to clean up our content to make it easier for us and our students to navigate our courses, without losing any of our past course content that we need again in the future.

Upcoming Training

End of Spring Workshop Offerings

- **Encore: Play in the AI Sandbox – May 7th 2:30pm-3:30pm in 13-337 and on Zoom** (<https://smccd.zoom.us/j/4516976442>)
 - I'll be holding an encore of our Play in the AI Sandbox that we've offered a few times during office hours on 5/7. Bring your current AI Strategies to share, as well as your prompts, equations, test questions, etc. and we will see what we get from AI tools in response.
- **Encore: Pronto as a Student Engagement Tool Demo – May 16th 2pm-3pm in 9-154 and on Zoom** (<https://smccd.zoom.us/j/85800089281>)
 - I'm inviting Sydney Dutson, our Pronto rep, back again to give us a deep dive into how Pronto works and what we can do with it. As you start to plan your summer and fall courses, consider coming to learn more about how this tool might help to better engage your students online.

Summer QOTL 1 & 2 Cohorts

Below are our QOTL 1 and 2 cohorts for the Summer. If you're interested in completing QOTL this year, please email Nada Nekrep, our Online Instruction Coordinator at nekrepn@smccd.edu.

- [QOTL 1](#): June 3 – July 15
- [QOTL 2](#): Cohort 1: June 3 – July 7 & Cohort 2: June 24 – July 29

Reminders

How to Use New Analytics to Connect with Students

If you haven't explored the New Analytics tool in Canvas yet, consider exploring it as a way to better connect with students and to specifically identify students that may be in the most need of a check-in. Watch the [Use New Analytics to Connect with Students Guide](#) to learn how to access New Analytics, how it works, and a few strategies to use the tool to better connect with students.

Continued Spring 2024 Instructional **Design** Support

Allison's Office Hours - Tuesdays 2:30pm-3:30pm in 13-337, and on [Zoom](#)

Consultations with Allison - My 15- and 30-minute one-on-one consultations have been most popular with faculty so far and they'd both be great options to get support as you start to think about Summer and Fall course prep. Especially if there are things that you'd like to update, add, or do differently in the coming semesters. I'm keeping my calendar as open as possible in May, so you should be able to find at least one time slot that works for you, and I'd love to chat with you before the semester ends.

Continued Spring 2024 Instructional **Technology** Support

If you have any instructional technology issues or questions, please reach out to Erica Reynolds, reynoldse@smccd.edu. Erica will be holding office hours on Tuesdays from 11:00am-12:00pm on Zoom at <https://smccd.zoom.us/j/85346030329>.

SMCCCD Instructional Design Microcourses

Our SMCCCD Instructional Designers have built a series of microcourses that can be completed in about two hours. Upon completion of each course and submission of the course deliverable you will receive a badge of completion. To complete a microcourse:

1. Self-enroll in the course(s) you're interested in. You can enroll in one or more microcourses.
 - o Instructor Feedback: <https://smccd.instructure.com/enroll/TJJCRT>
 - o Student-Centered Syllabi: <https://smccd.instructure.com/enroll/EKP4PR>
 - o Ungrading: Part 1: <https://smccd.instructure.com/enroll/XWWRWD>
 - o [The Easy Button – Recording with Zoom and Panopto](#)
 - o [Copyright in Education](#)
 - o [Revamping Your Course Introduction Videos](#)
2. Complete the course deliverable to obtain your badge.
3. Fill out the short [microcourse feedback survey](#).