

WEBVTT

1

00:00:00.000 --> 00:00:01.140

Mariel Vazquez: The end we can

2

00:00:02.669 --> 00:00:11.099

Mariel Vazquez: We can take that time to say goodbye and future steps, but we won't keep you long we're all tired how someone so and

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00:00:12.389 --> 00:00:22.260

Mariel Vazquez: It's my pleasure to introduce came say Shay, and you will pronounce your name properly afterwards so that I know how to pronounce that.

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00:00:22.980 --> 00:00:42.240

Mariel Vazquez: kameez Associate Director for learning and teaching support and the Center for Educational effectiveness and we were a very, I mean we we really wanted this to be part of the orientation, because we are living unprecedented times and

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00:00:43.320 --> 00:00:57.210

Mariel Vazquez: We are all taken out of our comfort zone by having to teach online. So the more resources. We can give you the more places where we know we can go for how to better. Thank you.

6

00:01:00.120 --> 00:01:02.340

Kem Saichaie (he|him): It's all yours. Thank you very much for the

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00:01:03.810 --> 00:01:09.570

Kem Saichaie (he|him): The introduction and I realize. Everybody's had a long weekend we're getting into a long school year and

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00:01:09.960 --> 00:01:17.250

Kem Saichaie (he|him): And some of the news from today's even quite troubling. So I appreciate the the presidents are able to have during this time. My name is Kim. SIGH

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00:01:17.820 --> 00:01:27.150

Kem Saichaie (he|him): The Associate Director of the Center for Educational effectiveness and I use he him his pronouns and what I have planned for folks this afternoon. It's really an opportunity

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00:01:27.690 --> 00:01:35.310

Kem Saichaie (he|him): To learn in we're all learning together and the subject subject. So I have some experience and some expertise with this, but I'm here to learn from you as well.

11

00:01:35.730 --> 00:01:48.390

Kem Saichaie (he|him): And I was messaging, a little bit back and forth with Tom last night and instead of the normal sort of roadshow that we have on this topic, what I decided to do is since this is a very special group decided to redo the entire presentation.

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00:01:49.260 --> 00:01:53.970

Kem Saichaie (he|him): There are a few sort of slides from other things that folks might have seen, but I wanted to redo it just because

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00:01:55.470 --> 00:02:03.900

Kem Saichaie (he|him): I want to bring some energy and some new ideas to this space and then just really have it be a place where we can think about these things. And also try to be brief in the process, but

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00:02:04.680 --> 00:02:10.530

Kem Saichaie (he|him): In as part of full disclosure, I'm going to try something that's completely new I've not used it before. I've seen a colleague do it once.

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00:02:11.010 --> 00:02:26.880

Kem Saichaie (he|him): In a short video. So if we'll have some patience with me. I think that that's going to be a theme that will need to have in spades, as we go forward. So that is kind of what we have planned for you today. Again, the, the slides and a handout is available to you in the

16

00:02:28.230 --> 00:02:33.060

Kem Saichaie (he|him): In the chat. And if you don't have that, let me know. I've sent it to Tom and Rosa, who can get it to you as well.

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00:02:33.360 --> 00:02:38.850

Kem Saichaie (he|him): But I'll put some links in throughout. And I also have things on multiple screens here. So if I'm looking over to something else.

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00:02:39.150 --> 00:02:48.000

Kem Saichaie (he|him): It's not necessarily because I'm not paying attention to what's going on here. I can see a small slice of a handful of about eight to 10 people here and then we can go from there. So,

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00:02:48.570 --> 00:02:58.290

Kem Saichaie (he|him): I'll do my best to interact as possible and again do ask questions in the chat. I'll take some some pauses throughout this this hour that's been dedicated for the time that I've been invited to

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00:02:58.590 --> 00:03:06.810

Kem Saichaie (he|him): Mental hang around throughout the next session and even stay a little after if there's if there's questions, just so I can answer those and interact with everybody. So with that being said,

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00:03:07.290 --> 00:03:17.640

Kem Saichaie (he|him): Here are the objectives for our time together this afternoon. And one last thing. If I talk a little bit quickly it's because I'm excited about the subject matter. And if I need to slow down just

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00:03:17.970 --> 00:03:26.940

Kem Saichaie (he|him): Go ahead and tap the slow down or go slower button in the sort of participants tab and I'll be sure to monitor that if I'm going to quickly so

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00:03:27.570 --> 00:03:36.480

Kem Saichaie (he|him): Just one of the other tools at our disposal here. So what we hope to do is talk about the ideas of equity inclusion in an online space, we know that it's it's a space where

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00:03:36.690 --> 00:03:42.720

Kem Saichaie (he|him): A lot of students do face some challenges and it perpetuates the main activities that are already existing in our system.

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00:03:43.050 --> 00:03:51.300

Kem Saichaie (he|him): So let's take a look at that will also take a look at some data from a survey that our center put out, which I hope you have had a chance to skim or at least open at this point in time, if not

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00:03:51.510 --> 00:03:58.230

Kem Saichaie (he|him): We'll reference it throughout this presentation and you'll have a chance to use it potentially as a teaching tool yourself moving forward.

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00:03:58.770 --> 00:04:03.690

Kem Saichaie (he|him): We'll talk about five strategies for teaching and learning online. This is where a lot of the redesign came in.

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00:04:04.080 --> 00:04:09.360

Kem Saichaie (he|him): There's a ton of resources out there right now. And if you're like me, you're suffering from resource fatigue.

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00:04:09.630 --> 00:04:18.810

Kem Saichaie (he|him): You know, you have to get things done. We're all in various states in that process and we know there's an answer to something someplace. So what I've tried to do is distill it down to five key takeaways.

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00:04:19.110 --> 00:04:24.690

Kem Saichaie (he|him): Based on research based on experience in doing this that I hope you find valuable and I'm just still them into topics that

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00:04:25.080 --> 00:04:31.080

Kem Saichaie (he|him): Again, I hope are useful here and then we'll talk about some tools for active learning in the process. So,

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00:04:31.380 --> 00:04:44.970

Kem Saichaie (he|him): With that being said, I just doing a sort of a quick raise of hands in the chat. I'm just curious if

you're not familiar with how to raise your hand in the chat. You just go to the participants tab and you click on that.

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00:04:45.210 --> 00:04:53.190

Kem Saichaie (he|him): So I'm just wondering, has anybody taken an online class before our curiosity, since we're all at different phases in our education process.

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00:04:54.120 --> 00:04:59.040

Kem Saichaie (he|him): Okay, so we have 1234 K several folks have taken an

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00:04:59.700 --> 00:05:10.590

Kem Saichaie (he|him): online class before. That's really good experience to draw from oftentimes our teaching practices. They're informed by what we see as a student. So having some experience as a student in this space is useful.

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00:05:10.950 --> 00:05:16.140

Kem Saichaie (he|him): I'm just wondering, how many of you have taught an online class before so you can lower your hands and raise them.

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00:05:16.650 --> 00:05:22.950

Kem Saichaie (he|him): Here. Some of you may have had this experience throughout the spring and other settings, perhaps as a teaching assistant

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00:05:23.460 --> 00:05:27.390

Kem Saichaie (he|him): Okay, so we have a fair amount of individuals would teaching experience in this space.

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00:05:27.720 --> 00:05:39.780

Kem Saichaie (he|him): And so given the fact that we do have those individuals, I would invite you, if you do have teaching experience to share some of those things throughout the activities today. And then also in the chat, where it's relevant. And then finally,

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00:05:40.710 --> 00:05:50.730

Kem Saichaie (he|him): One question here. And this perhaps is a little risky who enjoys teaching online classes. So go ahead and raise your hands and sort of lower and raise it again.

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00:05:51.270 --> 00:05:59.340

Kem Saichaie (he|him): So we have a few brave souls. Thank you very much faith and crystal for your enthusiasm and honesty there. I think there's opportunities to find enjoyment Benjamin

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00:06:01.290 --> 00:06:07.470

Kem Saichaie (he|him): Ben. Ben Asha. Thank you very much for and sorry if I'm mispronouncing you this. I'm trying to read it quickly on my small screen here.

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00:06:08.070 --> 00:06:13.170

Kem Saichaie (he|him): So thank you for that enthusiasm and those of you who do enjoy this setting, again, feel free to

share

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00:06:13.680 --> 00:06:23.790

Kem Saichaie (he|him): There's a couple of things that we try to do in these sessions is also model. Some of the practice. And one of the big pieces of that process is to think about what we want the experience to be like for ourselves in a synchronous session.

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00:06:24.090 --> 00:06:30.960

Kem Saichaie (he|him): Setting, and then when we want it to be like for students. So here's a couple of norms that we typically have if you're able to have your video on fantastic

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00:06:31.200 --> 00:06:39.330

Kem Saichaie (he|him): I know at this time of day we're probably 678 hours deep in in zoom. So if you want to save some of that fatigue. I totally understand. But it does help me as a facilitator.

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00:06:39.600 --> 00:06:48.180

Kem Saichaie (he|him): Get some of that nonverbal feedback that is so valuable in a classroom setting that it's sometimes difficult to replicate. So I appreciate folks doing that.

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00:06:48.450 --> 00:06:53.610

Kem Saichaie (he|him): If you need to turn it off or take a break. I understand a stay muted. That'd be great.

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00:06:54.120 --> 00:07:08.130

Kem Saichaie (he|him): We all have things going on in the background. I have to for like a junior executives in the house someplace here. So hopefully they don't interrupt our time today. And then also, if you have questions in the chat. Great. And then we asked you to be president respectful and curious.

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00:07:08.550 --> 00:07:14.160

Kem Saichaie (he|him): If at all possible, some of the graphics. I'm using today are from an outlet called the noun project.

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00:07:14.400 --> 00:07:22.920

Kem Saichaie (he|him): And that there is a slight cost to it, but I do find it very relevant and they have a lot more contemporary graphics. So we know the balance between text and visual is very important.

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00:07:23.250 --> 00:07:32.700

Kem Saichaie (he|him): And using sort of copyright free materials is a good way to do that. So I'll just call them out so that that has come up another presentation so you can check that out on your own.

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00:07:33.060 --> 00:07:39.000

Kem Saichaie (he|him): Or see a sample of them as as I go through the presentation today. So this is the first

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00:07:39.930 --> 00:07:47.400

Kem Saichaie (he|him): Risk or third step at innovation. I'm going to try our folks here familiar with jam boards is all it's a new Google products called jam board.

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00:07:48.240 --> 00:07:56.610

Kem Saichaie (he|him): If folks are not familiar with that, we're going to get a taste of it right now. So I've got a link to put in the chat right there. So if you click on that link.

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00:07:57.960 --> 00:08:05.580

Kem Saichaie (he|him): You should be able to just try it today. Okay, very good. So we'll try it again and see how this goes. If you click on that link and I invite you to do that.

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00:08:06.120 --> 00:08:16.650

Kem Saichaie (he|him): Here you will see a screen similar to what I have. And there's a there's a question in there with the sticky. So I'm going to just transfer my screen real fast. And this one.

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00:08:17.160 --> 00:08:26.580

Kem Saichaie (he|him): And hopefully people can see this jam board on my screen here. And I would just invite people to grab a sticky note which is over in this left hand column.

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00:08:27.150 --> 00:08:34.710

Kem Saichaie (he|him): And it's represented here and place it on the board and say, answer the question, how do you feel about online learning, and it can be

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00:08:35.220 --> 00:08:41.880

Kem Saichaie (he|him): A range of different things, or you can use a graphic. If you want or draw a picture, but I'm hopeful that

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00:08:42.240 --> 00:08:51.930

Kem Saichaie (he|him): Folks are able to use this. So if I grab a sticky note here on the side. It pops up a color and then I'm able to put in some different things you can move notes around as well.

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00:08:52.200 --> 00:09:04.590

Kem Saichaie (he|him): We'll just try this. As far as an interactive activity here. So I invite you to grab a sticky or other form of representing your thoughts and I'll give you a few minutes to do that. And we'll come back and insert share out our responses to that question.

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00:09:05.880 --> 00:09:14.520

Kem Saichaie (he|him): If you have any questions about using this if it's your first time like it was mine two hours ago, raise your hand and maybe the those of us who have tried this can help out.

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00:09:22.710 --> 00:09:25.080

Jasquelin Pena: How do you post a note. Once you've written in it.

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00:09:27.420 --> 00:09:30.960

Kem Saichaie (he|him): Good question. So I think you just click off of it and then drag and drop

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00:09:36.180 --> 00:09:43.260

Kem Saichaie (he|him): So we have some themes emerging here. Some folks are curious. Some folks are unsure. I've lost the screen. I'll we've got

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00:09:43.710 --> 00:09:54.030

Kem Saichaie (he|him): We're going on to new boards. Now at this point in time. So this is good to know for it sort of larger class settings that the boards can scale and scale as we have multiple participants using it.

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00:09:57.870 --> 00:09:59.670

Let me see if I can reset that view.

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00:10:11.850 --> 00:10:12.960

Kem Saichaie (he|him): Okay, so

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00:10:25.080 --> 00:10:39.330

Kem Saichaie (he|him): So I'm not sure where some of the original post went there. If people have an idea about that. Feel free to help me out here. But it's a it's a good opportunity to have a share some ideas about this, about this topic.

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00:10:45.660 --> 00:10:49.050

Kem Saichaie (he|him): Interesting platform. Yes, it is. And we're learning about this together here.

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00:10:50.340 --> 00:10:55.470

Kem Saichaie (he|him): I think somebody might have cleared the frame accidentally. That's okay. This is a learning space. So that's part of our sort of

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00:10:55.890 --> 00:11:03.990

Kem Saichaie (he|him): informal assessment and we learned about this tool together. So your frame. I was playing with that earlier to will kind of wipe things off the off the board, but

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00:11:04.350 --> 00:11:08.310

Kem Saichaie (he|him): As you can see, it's a it's a space for us to interact and share some ideas.

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00:11:08.820 --> 00:11:19.290

Kem Saichaie (he|him): As well. So we won't go too much further into this platform. It's just a quick exercise to get us to think about, you know, there are positives that we can take away from some of this.

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00:11:19.710 --> 00:11:29.610

Kem Saichaie (he|him): Piece of it. And this is a space where maybe you have your students in groups get together in a breakout room and you multiple jam boards. I'm not endorsing this as a product. It's simply an

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00:11:29.610 --> 00:11:30.540

Kem Saichaie (he|him): Option to you.

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00:11:30.810 --> 00:11:33.810

Kem Saichaie (he|him): It's one of the newer things. It's available in the Google suite of tools.

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00:11:34.470 --> 00:11:48.690

Kem Saichaie (he|him): Google, of course, represents some challenges for students in certain countries. So be mindful of that. This is not the only platform that can that can work here. I see. I think Benjamin drawing some circles are some of your rates, but

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00:11:49.770 --> 00:11:55.560

Kem Saichaie (he|him): Yeah, this will be a different tool for different uses. So we'll leave it at that and you can you can take a look at that resource.

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00:11:55.800 --> 00:12:04.950

Kem Saichaie (he|him): But it is an opportunity to engage students in part of the process. That's a little less static than say a poll, or sort of typing into Google document so

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00:12:05.580 --> 00:12:17.100

Kem Saichaie (he|him): Hopefully that's been at least informative. If nothing else, so I'll switch back to the other screen that I was presenting here and just resize my presentation window so give me a moment to do that.

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00:12:20.400 --> 00:12:28.560

Kem Saichaie (he|him): You'll hear me try to vocalize, some of the things that I'm doing in this process, just to let the people know that might not be able to see the full screen.

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00:12:29.130 --> 00:12:40.560

Kem Saichaie (he|him): Understand what is going on in the process. So that's one of the things that I'm trying to do as part of this sort of modeling the practices that even as we're resizing and reframing things. It's important to let folks know where we're at in case they are

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00:12:40.980 --> 00:12:46.560

Kem Saichaie (he|him): Still trying to catch up with us again because English is not everybody's first language and instruction can take

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00:12:46.560 --> 00:12:52.260

Kem Saichaie (he|him): Place quite quickly. So just vocalizing some of what we're doing in the space is is helpful for learners.

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00:12:53.010 --> 00:13:00.390

Kem Saichaie (he|him): I'm going to transition next to, just a quick piece about educational equity here. I know there are lots of individuals in the space, who study this.

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00:13:00.810 --> 00:13:13.500

Kem Saichaie (he|him): Topic and are very committed to it but just something to think about and communicate for students in providing equity in an online learning environment is truly important for students to be able to progress and realize their academic and social needs.

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00:13:14.040 --> 00:13:23.070

Kem Saichaie (he|him): The National equity project. If you're not familiar with it has emerged. More recently, and offices to this definition and it's one that I would ask us to keep in mind as we move through

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00:13:23.460 --> 00:13:33.660

Kem Saichaie (he|him): Not only this session, but as we think about our teaching practice and if anybody has anything else to add to this or or can point to additional references, just let us know.

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00:13:35.490 --> 00:13:41.160

Kem Saichaie (he|him): I'll point to this piece next as a way to transition that into what this might look like in an online learning classroom.

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00:13:41.550 --> 00:13:47.580

Kem Saichaie (he|him): Is that equity in equality are definitely two concepts. That's the people have to blend together or use

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00:13:48.540 --> 00:13:57.030

Kem Saichaie (he|him): Transpose in some cases, but I offer this resource here to think about is that as we go into this space. A lot of times where we take a look at some of the limitations.

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00:13:57.450 --> 00:14:08.520

Kem Saichaie (he|him): And an asset based focus is really kind of one of the themes that I hope to explain to folks today is to think about what the student potential is to demonstrate their learning in this setting, given the fact that it's

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00:14:09.210 --> 00:14:21.690

Kem Saichaie (he|him): Not necessarily what everybody signed up for. So thinking about identifying and building on students strengths in this process and thinking about the the diverse student population that we have and how can we introduce pedagogy us that are not only

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00:14:23.190 --> 00:14:34.140

Kem Saichaie (he|him): Culturally relevant, but also useful for students to be able to take on to the next step. So thinking about the transfer ability of those skills in the process of what they're doing in our, in our classrooms here.

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00:14:38.130 --> 00:14:43.230

Kem Saichaie (he|him): Moving on. Next, this is a an article that came out recently Kathy Davidson is

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00:14:43.680 --> 00:14:50.340

Kem Saichaie (he|him): Or was a professor at NYU and writes quite a bit about technology and education. If you have the PDF, you can click on this.

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00:14:50.700 --> 00:14:57.540

Kem Saichaie (he|him): But it came out right as the tail end of this schools that won the semesters. We're closing out and right as we're in the middle of our spring quarter.

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00:14:57.870 --> 00:15:04.530

Kem Saichaie (he|him): But I think it's still holds true today is one of the things to think about. Is that what the most important thing that we need in this process.

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00:15:04.890 --> 00:15:08.910

Kem Saichaie (he|him): Is indeed this idea of empathy and how we can bring that forward so

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00:15:09.450 --> 00:15:16.320

Kem Saichaie (he|him): She says, before we even think about a syllabus or videos or zoom. We need to think about what it means to be a student so students centeredness.

103

00:15:16.650 --> 00:15:28.080

Kem Saichaie (he|him): Is a key component of how we frame our education at this point in time and then thinking about this, you know, adjust accordingly we need to be human first and Professor second. So this means

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00:15:29.040 --> 00:15:36.180

Kem Saichaie (he|him): recalibrating some of our expectations revising some of our plans and thinking about new ways to in fact share the passion of these top

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00:15:36.570 --> 00:15:43.620

Kem Saichaie (he|him): Six with our students in the process. So I would invite you to take a look at the blog on your own time. She's written a little bit more about this subject.

106

00:15:43.920 --> 00:15:55.230

Kem Saichaie (he|him): As time has gone gone forward and she also is one of the leading thinkers about education technology in higher education. So if you're unfamiliar with her work that somebody else to perhaps take a look at a little bit more

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00:15:56.610 --> 00:16:02.880

Kem Saichaie (he|him): In order to to know our students and to be familiar with what they're going through. It's important to know the students that are in our class.

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00:16:03.630 --> 00:16:09.690

Kem Saichaie (he|him): Some of you might be familiar with the tool that we have here at the Center for Educational effectiveness called know your students.

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00:16:10.320 --> 00:16:16.830

Kem Saichaie (he|him): And then I'm just curious, maybe again by show raise of hands in the in the chat with the participants, I should say, with the participants bar.

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00:16:17.220 --> 00:16:31.020

Kem Saichaie (he|him): Have you used this tool before or are you aware of it, just raise of hands. Okay, a couple of folks are familiar with it, fantastic. I might ask one or two of you to talk about your experience with the tool here as I give a brief overview of it.

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00:16:33.000 --> 00:16:42.780

Kem Saichaie (he|him): So it's a tool that you can log into and get a sense of who's in your classroom we might not all teach the 511 size person classroom I teach classes that are larger than that, in fact,

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00:16:43.320 --> 00:16:49.980

Kem Saichaie (he|him): But this gives us a snapshot of who's in the classroom and what we might be able to know about these students as we go into our teaching space.

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00:16:50.910 --> 00:16:58.860

Kem Saichaie (he|him): It's a very rich tool. If you go through a small amount of training with our center, you can get access to a full suite of tools that will allow you to see.

114

00:16:59.130 --> 00:17:07.980

Kem Saichaie (he|him): I should say this full suite of data that will allow you to see students, you know what, what percentage of the students in the class or first year students sophomores transfer

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00:17:08.400 --> 00:17:14.280

Kem Saichaie (he|him): Specifically in numbers, we have a percentage here. And sorry, you can see that from different majors and in different

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00:17:14.760 --> 00:17:23.670

Kem Saichaie (he|him): Parts of the campus, you can take a look at, you know, traditionally, how have enrollment patterns change in the class, especially if some of you are newer to the campus so it's it's a really useful tool.

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00:17:24.360 --> 00:17:31.260

Kem Saichaie (he|him): To think about and sort of frame your own expectations and your learning goals for the class is just to understand who is in the space.

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00:17:31.950 --> 00:17:42.600

Kem Saichaie (he|him): Or working on also revising some of the topics here just for example ESL is a term that we're aware as is not used as frequently today English for multilingual students or Ms.

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00:17:42.930 --> 00:17:49.980

Kem Saichaie (he|him): Is what we're aware of as a new term and we're going to update some of the this presentation interface to reflect that. But

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00:17:50.460 --> 00:18:00.810

Kem Saichaie (he|him): If you're wondering also, what average first or average student experience mean that's the number of terms, the students has been on campus. So in this class. It looks like it's a

121

00:18:01.290 --> 00:18:06.540

Kem Saichaie (he|him): Class A lot of first year students would be taking or students that are very early on in their career at UC Davis.

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00:18:07.290 --> 00:18:20.700

Kem Saichaie (he|him): For those of you who have used this tool, or at least familiar with it would. Would anyone be comfortable and on muting and coming on on camera and talking about your experience using the tool and how you might have how it might have informed your instruction.

123

00:18:25.890 --> 00:18:29.940

Darnel Degand: So I had various my hand, but now I'm not sure if that's the same tool.

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00:18:30.360 --> 00:18:30.930

Kem Saichaie (he|him): Okay, thanks.

125

00:18:31.950 --> 00:18:36.450

Darnel Degand: The tool that I used gave me photos of every student there make

126

00:18:37.440 --> 00:18:37.860

Kem Saichaie (he|him): Sure, yeah.

127

00:18:38.190 --> 00:18:40.860

Darnel Degand: Okay, okay. So I did not use this tool.

128

00:18:41.670 --> 00:18:43.830

Kem Saichaie (he|him): Okay, thanks. Darnell, though. I appreciate that.

129

00:18:44.610 --> 00:18:45.180

Kem Saichaie (he|him): I see. Oh.

130

00:18:45.390 --> 00:18:49.800

Maciel M Hernandez: Yeah, I used it when we were you know spring break.

131

00:18:50.850 --> 00:18:51.480

Maciel M Hernandez: I'm

132

00:18:52.830 --> 00:18:58.800

Maciel M Hernandez: Turning everything online. I used to kind of get that sense but at that time there was a very low response rate.

133

00:18:59.820 --> 00:19:19.050

Maciel M Hernandez: For my students. So I actually sent them a personal like link to a survey that I had that were specific to questions that pertain to the course and I got a way higher response rate on that something like 70 something percent so it was more tailored right to the needs that that

134

00:19:20.280 --> 00:19:32.190

Maciel M Hernandez: I was kind of envisioning so I use that instead. But I imagine that I just checked right now and the response rate was was higher than it was when I had checked when I needed it.

135

00:19:34.530 --> 00:19:42.870

Kem Saichaie (he|him): Yeah, I just want to differentiate their a little bit between what what i think that you're you're describing in this tool. So this tool actually looks at enrollment data for the class itself.

136

00:19:42.930 --> 00:19:47.970

Kem Saichaie (he|him): And so with this tool, you can kind of know what the enrollment and will change as for the address period comes along.

137

00:19:48.330 --> 00:19:57.300

Kem Saichaie (he|him): And I believe what you're speaking about is a survey. We are Center also launched the survey and some of the results you can see in the in the information that was distributed beforehand.

138

00:19:58.140 --> 00:20:02.400

Kem Saichaie (he|him): And you're right, the response rate does vary so we always recommend as an instructor

139

00:20:03.030 --> 00:20:11.280

Kem Saichaie (he|him): Any surveys that you would put together for your own class are very valuable. So you can collect in the individualized information for your own specific course context.

140

00:20:11.670 --> 00:20:23.730

Kem Saichaie (he|him): But this tool that I'm referencing here. It does pull from enrollment data, so you're able to take a look at knowing your students. If it is a larger section or you do want to take a look at particular it's about the the population itself that's enrolled in the class.

141

00:20:25.980 --> 00:20:29.880

Jasquelin Pena: So maybe I could say something I I looked at this.

142

00:20:30.930 --> 00:20:40.050

Jasquelin Pena: This summer to have an idea of the split between like third year fourth year students that were signed up for my class and to see how many

143

00:20:40.530 --> 00:20:50.430

Jasquelin Pena: Students were transferring in I'm in civil and environmental engineering. And so that sort of just gives a little bit of an idea of demographics those you're trying to gauge

144

00:20:51.660 --> 00:20:56.430

Jasquelin Pena: Well, since it's my first time teaching this course gauge like student backgrounds and level and so on.

145

00:20:58.740 --> 00:20:59.430

Kem Saichaie (he|him): Thank you. Jasmine.

146

00:21:00.510 --> 00:21:10.680

Kem Saichaie (he|him): That's that's important information to have. And so why would you use this information. I think one of the things that will do nexus is transition to think about how that that information can inform our teaching practice right so

147

00:21:10.950 --> 00:21:14.970

Kem Saichaie (he|him): What you're mentioning there was prior knowledge and some of the prior knowledge is based on

148

00:21:15.390 --> 00:21:24.870

Kem Saichaie (he|him): What level of experience students have with higher education. So for teaching different courses you might see folks with a higher sort of average student experience where you might see different levels of

149

00:21:25.380 --> 00:21:37.260

Kem Saichaie (he|him): Learners in the classroom, based on first generation status, for example. So knowing how ready. They might be for the classes and important part of the process and some of the course. Demographics will feed into that. So thinking about

150

00:21:37.830 --> 00:21:45.390

Kem Saichaie (he|him): These concepts of perceptions of online learning. These will vary across classes, their readiness and competence to engage in this platform.

151

00:21:45.600 --> 00:21:50.670

Kem Saichaie (he|him): We know that a lot of students now have online learning experience what whether they signed up for it or not.

152

00:21:51.000 --> 00:22:03.450

Kem Saichaie (he|him): And then to think about issues of self direction and initiative. So that's two important concepts that will touch on throughout the rest of this talk and then thinking about students ability to engage online. So whether or not we're having synchronous

153

00:22:04.830 --> 00:22:05.910

Kem Saichaie (he|him): Access to

154

00:22:07.260 --> 00:22:21.540

Kem Saichaie (he|him): The course content and interaction or we're doing everything sort of asynchronously across different time zones. So that's some research that is again not new, but it. This is the show that this topic has been studying for a while and we do have some ideas about

155

00:22:23.700 --> 00:22:27.510

Kem Saichaie (he|him): Transitioning here. This was the survey that was sent around before

156

00:22:28.350 --> 00:22:39.900

Kem Saichaie (he|him): And hopefully people had a chance to flip through this our center put this together to look at some trends from the student learning and the faculty teaching experience in the 2020 spring term and it has some revealing

157

00:22:40.380 --> 00:22:52.260

Kem Saichaie (he|him): Insights for us to think about as we plan our to fall quarter and perhaps beyond. So I'm going to touch base on a key. A few of the key findings from this and then we can go from there.

158

00:22:52.770 --> 00:23:08.070

Kem Saichaie (he|him): Given the fact that this is a resource that you can take a look at on your own. So the, the things to take a look at here on this particular graph is that activities used by instructors and so the green would be T as in the blue, orange.

159

00:23:08.070 --> 00:23:16.830

Kem Saichaie (he|him): Instructors faculty members at this point in time is. It's who we have here. So, office hours were very popular used and why that's important will come up

160

00:23:17.130 --> 00:23:21.090

Kem Saichaie (he|him): Live lectures live discussions of synchronous components for student interaction.

161

00:23:21.660 --> 00:23:31.770

Kem Saichaie (he|him): Non proctored exams. I don't know if that affects this population greatly. But that's something that we definitely want to point out as a best practices to use non proctored exams.

162

00:23:32.280 --> 00:23:43.710

Kem Saichaie (he|him): recorded lectures are popular. So a number of different things on this list can inform what instructors use but that's only part of the process, we want to think about what's effective for students and their perceptions of learning as well.

163

00:23:45.630 --> 00:23:50.520

Kem Saichaie (he|him): So thinking about this piece. So this is a figure here barriers to students.

164

00:23:51.150 --> 00:23:52.920

Jasquelin Pena: For students so they

165

00:23:53.340 --> 00:23:55.290

Kem Saichaie (he|him): Reading this bar is that the dark

166

00:23:55.290 --> 00:23:56.580

Kem Saichaie (he|him): Blue did not

167

00:23:56.700 --> 00:23:57.810

Kem Saichaie (he|him): inhibit their learning.

168

00:23:57.930 --> 00:24:01.230

Kem Saichaie (he|him): And as you read across the yellow and the to

169

00:24:01.230 --> 00:24:03.420

Kem Saichaie (he|him): Colors. There were some responses that

170

00:24:03.420 --> 00:24:04.920

Kem Saichaie (he|him): Did inhibited. So if we take a look at

171

00:24:04.920 --> 00:24:05.190

Kem Saichaie (he|him): This

172

00:24:05.850 --> 00:24:07.740

Kem Saichaie (he|him): They were able to successfully.

173

00:24:09.000 --> 00:24:22.500

Kem Saichaie (he|him): Use a number of different things. Reading responses homework recorded lab simulations. And so these things can inform us to what the student experience is like when we're trying to facilitate learning across these different forms.

174

00:24:23.820 --> 00:24:30.810

Kem Saichaie (he|him): And then I would say next. Just to wrap up this this portion at one, maybe two more slides here on this topic. This is an interesting finding here at different

175

00:24:31.020 --> 00:24:33.240

Kem Saichaie (he|him): Interesting bar graph is that we see that

176

00:24:33.480 --> 00:24:44.430

Kem Saichaie (he|him): The dark blue line is the instructor perceptions of how students how they thought students learned with these activities and the yellow or the Gold Line is how

177
00:24:44.820 --> 00:24:46.230
Kem Saichaie (he|him): The students perceive their learning.

178
00:24:46.560 --> 00:24:57.990
Kem Saichaie (he|him): With these particular tools. So this is something to take a look at. As you can see, homework is as popular as ever, is one of the key takeaways from this. If we look at as sort of strengths based approach from from

179
00:24:58.440 --> 00:25:07.140
Kem Saichaie (he|him): You know, the, the data that we have office hours were important for both populations, but just thinking about recorded lectures online and recorded lectures live

180
00:25:07.500 --> 00:25:19.920
Kem Saichaie (he|him): And distinguished between the two of those, the recorded lectures online where those that were recorded specifically for an online setting and the recorded lectures live or more of the sort of recording it at your

181
00:25:20.310 --> 00:25:28.140
Kem Saichaie (he|him): Laptop piece of it. I think they're working on the definition to better desegregate how those two are different, but as you can see

182
00:25:28.470 --> 00:25:36.810
Kem Saichaie (he|him): Access to record materials is a popular way for students to absorb content and something to think about as you're recording your own videos are preparing to do so.

183
00:25:38.580 --> 00:25:42.720
Kem Saichaie (he|him): One thing to know here real fast as the ITA we look all the way down at the bottom.

184
00:25:42.990 --> 00:25:51.300
Kem Saichaie (he|him): You'll see proctored exams, but you also see breakout groups. So that's an area that will have to think about as educators in the utility of breakout groups and how to use them.

185
00:25:51.510 --> 00:25:58.350
Kem Saichaie (he|him): And I'm hopeful that folks will be able to share some of the successes, they've had with that specific tool as we go through the rest of the presentation today.

186
00:25:59.490 --> 00:26:06.600
Kem Saichaie (he|him): The final bar chart that I'll mention at this point in time is just taking a look at activities that motivated students to learn and engage in this sending

187
00:26:06.990 --> 00:26:13.680
Kem Saichaie (he|him): We know that student motivation is a key driver of their success in the learning experience and willingness to participate in activities.

188

00:26:14.070 --> 00:26:23.220

Kem Saichaie (he|him): That stems from their ability to engage with the content. So the idea of low stakes quizzes that those are ones that are distributed mostly across a number of different

189

00:26:23.700 --> 00:26:37.260

Kem Saichaie (he|him): Weeks or periods of time and have lower percentages of their total overall grade office hours were again very popular thinking about the different types of live lectures and live discussion. So the ability to interact and connect with

190

00:26:37.260 --> 00:26:37.770

Kem Saichaie (he|him): Peers

191

00:26:38.010 --> 00:26:44.010

Kem Saichaie (he|him): And with the instructional team, whether it be you as the faculty member or graduate students is to always remains important

192

00:26:44.460 --> 00:26:49.740

Kem Saichaie (he|him): And then thinking about different polls and clicker questions. So, other forms of engagement are important.

193

00:26:50.190 --> 00:26:54.690

Kem Saichaie (he|him): So thinking about this data that we have access to and how it might inform our teaching

194

00:26:54.990 --> 00:27:01.500

Kem Saichaie (he|him): I'm wondering if anybody had some key takeaways. In reviewing this whether it's just be quickly as we discussed it here together.

195

00:27:01.740 --> 00:27:09.840

Kem Saichaie (he|him): Or they've looked at it previously and we'll leave it open for a few months for folks to either respond in chat or to unmute themselves and share some some comments.

196

00:27:12.690 --> 00:27:23.040

Darnel Degand: I was actually really curious about the the slide where you were showing the differences between preferences for live recordings versus online. Yeah.

197

00:27:25.080 --> 00:27:25.530

Darnel Degand: So,

198

00:27:25.980 --> 00:27:32.130

Kem Saichaie (he|him): They're in the same neighborhood I think with with regard to popularity students and from the faculty members.

199

00:27:32.730 --> 00:27:41.910

Darnel Degand: Yeah, because it didn't seem like it was a big difference. Um, and can, can you help me for a second because I see 528 verses 6:59am I my sinokrot

200

00:27:43.140 --> 00:27:49.590

Kem Saichaie (he|him): 528 verses 620 yeah so those that completed the survey i don't i don't believe that everybody filled

201

00:27:49.620 --> 00:27:54.780

Darnel Degand: Out. Oh my god. Okay, that I thought that was the respondents the number that responded. Okay.

202

00:27:56.340 --> 00:27:57.900

Darnel Degand: Or the actual questions.

203

00:27:59.070 --> 00:28:02.490

Kem Saichaie (he|him): Thank you. Yeah, sorry. Sorry. Um,

204

00:28:02.520 --> 00:28:09.840

Jasquelin Pena: I wanted to ask a question about the breakout session on the team to be unpopular. Do you think that thats

205

00:28:11.640 --> 00:28:21.300

Jasquelin Pena: Related to what happens in a breakout room or that they are just perceived by the students is not helpful or what are your thoughts there.

206

00:28:22.410 --> 00:28:30.660

Kem Saichaie (he|him): Yeah, thanks for that question. It's probably a little bit of both. And in my professional opinion, thinking about the research that we've done on group learning. So we know that students are resistant to

207

00:28:30.840 --> 00:28:36.960

Kem Saichaie (he|him): Group work and teamwork, because it's it's a new dynamic, a lot of these students that we see are not necessarily used to

208

00:28:37.350 --> 00:28:41.970

Kem Saichaie (he|him): Learning in that setting. And they have mixed attitudes about it. And I think that the breakout room.

209

00:28:42.570 --> 00:28:50.640

Kem Saichaie (he|him): Just to have people break out into that experience needs to be carefully structured for them to experience success in it. So if we're going to have people break out into a room.

210

00:28:51.090 --> 00:28:55.800

Kem Saichaie (he|him): That's always the we've probably experienced this as students right so like, what are we supposed to do again.

211

00:28:56.130 --> 00:29:05.790

Kem Saichaie (he|him): And so as instructors. It's very key that we say, Okay, here's what we want you to do. And here's an accountability measures to make sure that students are on task during that time.

212

00:29:06.150 --> 00:29:12.240

Kem Saichaie (he|him): So very quick example of that would be to have breakout rooms get together. It's a group of four or five students

213

00:29:12.510 --> 00:29:23.160

Kem Saichaie (he|him): And on a either a Google document or a sort of a teens chat drive have them turn in something as a result of those breakout rooms, if it's going to be used frequently if you're just doing it to warm up.

214

00:29:23.550 --> 00:29:31.830

Kem Saichaie (he|him): Or do an icebreaker or check in and have people do some informal discussions, it's probably not as necessary. But if you're going to have it as a main staple of the class.

215

00:29:32.100 --> 00:29:39.330

Kem Saichaie (he|him): That needs to be an accountability measure for it. And there's a couple of different strategies for that I mentioned one, but it could be, you know, I'm going to randomly call on

216

00:29:39.930 --> 00:29:51.030

Kem Saichaie (he|him): A couple of groups. So please nominate a reporter from your group to be able to give feedback about what you discussed during that time and you call on Groups three and 20 or whatever the

217

00:29:51.450 --> 00:30:01.770

Kem Saichaie (he|him): Combination is for you. So that's, that's my feedback on that matter. I'm wondering if others have some insights as to breakout rooms or pluses or minus this forum for that setting.

218

00:30:06.750 --> 00:30:14.490

Kem Saichaie (he|him): We have some Josh, or he has joined us. He's these my colleague from this Student Disability center. He'll be presenting next it's offered some information as well.

219

00:30:17.490 --> 00:30:28.950

Kem Saichaie (he|him): Well, I'll move along here. Thank you for the questions and let me know if I can clarify anything else I'm able to barely keep track of this chat, but I'm doing my best here. So let's move on and think about. So this is the slide.

220

00:30:30.330 --> 00:30:36.930

Kem Saichaie (he|him): To think about here is, as I mentioned before, one of the objectives was to give you five strategies. So we talked a little bit about equity. I know that that was very fast.

221

00:30:37.170 --> 00:30:47.070

Kem Saichaie (he|him): We took a look at some data. I know that was, that was quick to but you can also review that on your own time. But since we're here together. Let's make the most of this time to think about five strategies for remote instruction.

222

00:30:47.580 --> 00:30:53.490

Kem Saichaie (he|him): Again, as I mentioned before, they're sort of resource fatigue and some of the things that I'll share with you do points of some of those resources.

223

00:30:53.970 --> 00:30:59.100

Kem Saichaie (he|him): But given the things that we've all gone through. I think this is a nice distillation of both the local

224

00:30:59.490 --> 00:31:09.960

Kem Saichaie (he|him): feedback that we have from our faculty members and our students and some things we very much have control over as instructors and thinking about what we want our student learning experience to be

225

00:31:10.770 --> 00:31:18.810

Kem Saichaie (he|him): So with that, I'm going to break down these topics and a little bit more detail. I know this is a text heavy slide. So again, if you want to follow along on the slides that I've shared

226

00:31:20.370 --> 00:31:30.810

Kem Saichaie (he|him): Please feel free to do so or reference this later, but I'll go through each one. I'm not going to overview this right now. But if you want to go back and have a snapshot hopefully of the utility of this session section and this session.

227

00:31:31.590 --> 00:31:35.730

Kem Saichaie (he|him): Hopefully this serves that purpose. I'll just note there is an asterisk at the bottom.

228

00:31:36.090 --> 00:31:44.490

Kem Saichaie (he|him): Our students are distributed globally and thinking about that is very important as we think about, in particular the synchronous class interactions that we're going to have

229

00:31:44.760 --> 00:31:56.400

Kem Saichaie (he|him): And being able to distribute our time, whether it's discussion sections across a couple of different time zones and just knowing where our students are right Darnell yes that's undergraduate information from the survey.

230

00:31:59.640 --> 00:32:06.660

Kem Saichaie (he|him): Okay, so let me move along here. One of the first things we want to talk about is clear course organization and structure.

231

00:32:06.930 --> 00:32:16.050

Kem Saichaie (he|him): And this might not seem fancy, but it is something that research has demonstrated time and time again, especially for our first generation students and our students that are new to

232

00:32:17.160 --> 00:32:26.190

Kem Saichaie (he|him): The university setting here and UC Davis. So what that looks like a tool for that is, of course, your syllabus and then of course canvas is the learning management system that we have

233

00:32:26.460 --> 00:32:37.770

Kem Saichaie (he|him): This is a template of one. So if we take a look at this. It's very clear when we what the topic is when it's going to start and stop what students are expected to sort of read beforehand.

234

00:32:38.100 --> 00:32:43.140

Kem Saichaie (he|him): And how they're going to apply it. This simple structure is something that you can replicate multiple times.

235

00:32:43.560 --> 00:32:50.640

Kem Saichaie (he|him): There's a URL at the bottom of the page, where we have some templates and I'll give you a link to that shortly as well. If you want to see what this looks like.

236

00:32:51.210 --> 00:32:56.010

Kem Saichaie (he|him): We also have this example from Debbie better who's an assistant professor of teaching and the Nutrition Department

237

00:32:56.340 --> 00:33:02.490

Kem Saichaie (he|him): Who teaches nutrition 10 which I believe has something like 2000 students enrolling it over an annual basis. So it's

238

00:33:02.790 --> 00:33:10.110

Kem Saichaie (he|him): So high enrollment class or organization is really important, not only for the instructor and the instructional team, which I believe there's about five or 60 days.

239

00:33:10.740 --> 00:33:18.510

Kem Saichaie (he|him): But it's also important for students to be able to navigate that path and what clear organization does is it reduces my anxiety as a student.

240

00:33:19.140 --> 00:33:27.780

Kem Saichaie (he|him): And it knows the path. The instructor is set out for me as a loner, so I can focus more on getting things done, rather than knowing where things are at. So I can then get them done.

241

00:33:28.050 --> 00:33:31.830

Kem Saichaie (he|him): It might seem like a very simple concept, but it is one that again has been proven

242

00:33:32.490 --> 00:33:38.640

Kem Saichaie (he|him): To be very useful for undergraduate students, especially those that are that are newer to the university setting.

243

00:33:39.180 --> 00:33:45.930

Kem Saichaie (he|him): And this is an example of that, of course, so that's that's one piece of it. We have some templates. As I mentioned before,

244

00:33:46.200 --> 00:33:57.600

Kem Saichaie (he|him): On our keep teaching website if you put in this URL, and I'll see if I can copy it down to the chat real fast. You'll see a little bit of another screen, so I apologize for that. But here is the tiny URL if you just want to click on it.

245

00:34:01.200 --> 00:34:08.370

Kem Saichaie (he|him): And then there's a specific place on the page. Hopefully that that you can see that arrow is it's organized your course. And there are some templates.

246

00:34:08.640 --> 00:34:14.820

Kem Saichaie (he|him): There for you to use to think about this. If sort of structure and organization isn't something you've thought about for a while.

247

00:34:15.090 --> 00:34:24.510

Kem Saichaie (he|him): Or if you're in the habit of copying pasting over old Canvas courses, it might be time for a refresher when it comes to organization of the course content itself so

248

00:34:24.930 --> 00:34:31.590

Kem Saichaie (he|him): That is one simple strategy that we have some control over as instructors and one that I think we can use in this process.

249

00:34:32.280 --> 00:34:36.570

Kem Saichaie (he|him): The other one that I mentioned to is the syllabus, it remains a tried and true sort of

250

00:34:37.140 --> 00:34:46.950

Kem Saichaie (he|him): Hallmark of higher education. We have people putting them together in different ways in different manners, but I would encourage folks to take a look at this website the accessible syllabus.

251

00:34:47.280 --> 00:35:02.940

Kem Saichaie (he|him): And Josh may address this a little bit more. During his time, but it kind of it has guidelines for how to make your, your syllabus and things to consider in that process just accessible to students who may need accommodations for their learning and that these practices do focus

252

00:35:03.990 --> 00:35:12.450

Kem Saichaie (he|him): On universal design which will touch on in just a little bit as well. So making this as accessible as possible and that usually comes with clear and straightforward organization.

253

00:35:14.160 --> 00:35:26.370

Kem Saichaie (he|him): Okay, next thing that I would like to touch on is this idea of low stakes assessments that was mentioned in our survey feedback is that students really like that low stakes assessments, because that gives them an opportunity to really engage in the learning process.

254

00:35:26.730 --> 00:35:32.580

Kem Saichaie (he|him): There is ample research demonstrates that that too is an effective way to engage students in the learning process. So,

255

00:35:33.270 --> 00:35:42.990

Kem Saichaie (he|him): Just real quickly low stakes assessments moves away from the traditional model of to midterms and a final perhaps your courses set up this way or courses that you've taken have been set up this way.

256

00:35:43.920 --> 00:35:47.070

Kem Saichaie (he|him): But if you are somebody who has multiple low stakes assessments.

257

00:35:47.580 --> 00:35:54.420

Kem Saichaie (he|him): That's fantastic. I would really encourage you to continue that practice and maybe even take a look at breaking that down a little bit more into

258

00:35:54.780 --> 00:36:00.720

Kem Saichaie (he|him): Different, different pieces to again give students the opportunity to think about the learning process, not a product of it.

259

00:36:01.350 --> 00:36:05.880

Kem Saichaie (he|him): For example, we've seen very few students taking a multiple choice tests.

260

00:36:06.180 --> 00:36:14.130

Kem Saichaie (he|him): That they took in a high enrollment class to a job interview and showing that to a potential employer and saying, look, this is an example of my learning

261

00:36:14.430 --> 00:36:19.440

Kem Saichaie (he|him): We see more and more opportunity and more and more students taking examples, whether that be projects reports.

262

00:36:20.010 --> 00:36:25.410

Kem Saichaie (he|him): Multimedia that they put together as things that are demonstrated examples of their learning.

263

00:36:26.370 --> 00:36:35.340

Kem Saichaie (he|him): The low stakes assessment also builds on this idea of learning as a process for self regulation. So that's again taking initiative in the process, but also more specifically

264

00:36:35.670 --> 00:36:42.930

Kem Saichaie (he|him): Reflecting on what is successful for me as a learner. And what do I need to do to monitor that

process to ensure that I'm continuously

265

00:36:44.190 --> 00:36:48.660

Kem Saichaie (he|him): Building good habits and investing in practices that lead to learning the content.

266

00:36:49.650 --> 00:36:59.610

Kem Saichaie (he|him): The next one is offering multiple ways to demonstrate your learning. So this can come in the form, you know, quizzes, nothing wrong with quizzes. But there are different ways, whether it be a group project portfolio or something along those lines.

267

00:36:59.910 --> 00:37:11.820

Kem Saichaie (he|him): That you can have in your class for folks to take a look at and then having multiple low stakes assessment really does reduce the anxiety and temptation to perhaps cheat and conduct.

268

00:37:12.240 --> 00:37:20.910

Kem Saichaie (he|him): Or go through misconduct. In fact, we're offering a workshop next Friday Miriam Martin, who's an assistant teaching faculty member in the College of biological sciences.

269

00:37:21.300 --> 00:37:28.890

Kem Saichaie (he|him): And a colleague from OS Jay and I are offering a workshop on cheating and check and check is this tool that

270

00:37:29.850 --> 00:37:35.970

Kem Saichaie (he|him): has different goes by different names, but essentially it's a repository of information where people may be likely to

271

00:37:36.510 --> 00:37:43.230

Kem Saichaie (he|him): Pull content to cheat and we're the message there is to show people the back end of what happens when a test gets out there.

272

00:37:43.440 --> 00:37:54.150

Kem Saichaie (he|him): Not that some folks need a sort of front row seat of that. But to think about what OSS j goes through and then some things to think about in our own assessment practices to reduce the likelihood of that happening and

273

00:37:55.050 --> 00:38:05.520

Kem Saichaie (he|him): You know, more low stakes assessments, is an example of doing that itself. Any questions about that piece for low stakes assessment. If not, I'll quickly move on to the next topic.

274

00:38:07.170 --> 00:38:10.710

Kem Saichaie (he|him): I'll have another example that shows this break down a little bit more to here in just a moment.

275

00:38:11.820 --> 00:38:21.510

Kem Saichaie (he|him): The next piece in the slide are sort of the five suggestions. First was the clear and organized structure. The second was low stakes assessment. The third is synchronous or class interaction.

276

00:38:22.170 --> 00:38:27.930

Kem Saichaie (he|him): With this graphic shows and I'll try to explain it here. Well, folks, take a look at it. It's on our keep teaching website as well.

277

00:38:28.350 --> 00:38:36.300

Kem Saichaie (he|him): But just gets people to think about if we're going to value our class time and we're going to ask people to make sacrifices to come to a specific point in time.

278

00:38:36.660 --> 00:38:47.730

Kem Saichaie (he|him): What are we going to do with that, and how might the, how might ones bandwidth be affected. We know somewhere between five to 8% of our students don't have reliable access to the internet. And so thinking about how

279

00:38:48.270 --> 00:38:50.670

Kem Saichaie (he|him): Even a meeting like this with 20 or so participants.

280

00:38:51.660 --> 00:39:00.150

Kem Saichaie (he|him): Does have a lot of bandwidth that. It chews up. And so thinking about one of the best ways to have that interaction take place. So there could be a number of different things that we do.

281

00:39:00.510 --> 00:39:11.370

Kem Saichaie (he|him): Not only sort of the audio visual way. But are there ways for us to to engage Santa chat dynamic in the settings. So there's multiple ways to engage students in this classroom setting.

282

00:39:12.900 --> 00:39:21.120

Kem Saichaie (he|him): So thinking about that that piece of it is important. I'll just go back to assessments real fast here. Sorry, this slide. Got a little bit about out of order on our keep teaching websites.

283

00:39:21.540 --> 00:39:29.490

Kem Saichaie (he|him): We do have a number of different tools that are linked directly to it. So if you're new to the spaces, the tools are linked directly there.

284

00:39:30.000 --> 00:39:37.980

Kem Saichaie (he|him): So do I do encourage you to take a look at that piece of it as well. We've updated. More recently to reflect some of the new tools that are available, such as turn it in.

285

00:39:38.850 --> 00:39:47.760

Kem Saichaie (he|him): Which is a tool, the checks for potential plagiarism in the process. So that's something to be aware of and this link will take you to that site.

286

00:39:51.000 --> 00:39:59.490

Kem Saichaie (he|him): And then there's the one specifically on low stakes assessment itself or low six quizzes in particular, there's some tools for that such as play posit

287

00:40:00.630 --> 00:40:11.460

Kem Saichaie (he|him): Which is a tool that you can use to embed quiz questions into a video. I'm just curious. Is anybody in this group, have they use play positive before. And could you share a little bit about your experience with that with that tool.

288

00:40:12.510 --> 00:40:15.150

Kem Saichaie (he|him): Feel free to unmute and turn on your camera if you've used that

289

00:40:24.720 --> 00:40:33.780

Kem Saichaie (he|him): Okay, since that seems to be a new tool for this group. I'll provide a direct link and some of my follow up material. So you can have access to that. I think it's a it's a neat tool to have if you want to promote this idea of

290

00:40:34.080 --> 00:40:43.710

Kem Saichaie (he|him): Both formal or informal engagement mall students are watching videos that you might have recorded gives them a chance to test their learning in the process, or else preview what they're going to need to know for future assessments.

291

00:40:44.550 --> 00:40:50.190

Kem Saichaie (he|him): And then here's the the reference that I mentioned before about someone who broke down a particular

292

00:40:51.210 --> 00:41:05.310

Kem Saichaie (he|him): The grading to to reflect a lower stakes assessment. So this is a professor who's in the civil environmental engineering somebody who we know quite well. But you can see that the percentages are quite well distributed. So there's no one

293

00:41:06.030 --> 00:41:18.390

Kem Saichaie (he|him): Assessment that does sort of overrule all of them. So if I have a bad day, or my connectivity is not there on final exam day, for example, I'm not totally penalized for for not having that ability to connect

294

00:41:19.680 --> 00:41:31.290

Kem Saichaie (he|him): I heard an example, recently, as well as somebody who had a graduate student. She was working with who couldn't access the laptop because laptop was still in the lab. So she simply arrange the time to do the exam over the phone.

295

00:41:31.680 --> 00:41:37.920

Kem Saichaie (he|him): And I don't know if folks have experienced that yet, but that's simply another extension of ways to have this flexibility in the process.

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00:41:39.540 --> 00:41:45.240

Kem Saichaie (he|him): I'll Transition. Transition here real fast to office hours is one of the other things that were on our list of sort of five strategies.

297

00:41:45.840 --> 00:41:55.980

Kem Saichaie (he|him): And I'm curious to know a folk saw an uptick in their office, our attendance over this term we I've heard both ends of the coin as far as

298

00:41:56.190 --> 00:42:01.650

Kem Saichaie (he|him): Seeing a high uptick and folks seeing it even a little bit more lonely than normal. So

299

00:42:01.950 --> 00:42:07.830

Kem Saichaie (he|him): Things you can do as an instructor is explaining exactly what office hours are for this might seem like perfunctory information.

300

00:42:08.100 --> 00:42:15.000

Kem Saichaie (he|him): But it's always helpful to hear in a new setting. If I had been previously a little resident reticent to go to office hours.

301

00:42:15.450 --> 00:42:23.040

Kem Saichaie (he|him): I might be even more so to do that now and find the setting a little bit more intimidating. So thinking about here's how you can use Office Hours.

302

00:42:24.030 --> 00:42:32.670

Kem Saichaie (he|him): Give them sample reasons to attend. So you can ask about a quiz. You can ask about an upcoming assignments, etc, etc. And then thinking about how that can be

303

00:42:33.420 --> 00:42:42.840

Kem Saichaie (he|him): Normalized which I'll get to some folks, we now have rebranded their office hours that graphic is if you search on that noun product. It's one that says like

304

00:42:43.680 --> 00:42:49.890

Kem Saichaie (he|him): corporate branding corporate rebranding. So that's what that image looks like to the folks that the draw these things but anyway.

305

00:42:50.580 --> 00:42:59.730

Kem Saichaie (he|him): Think about office hours is something different than that it can still be an open forum where people can exchange ideas but study sessions exam prep study hall etc are different flavors of this

306

00:43:00.240 --> 00:43:06.870

Kem Saichaie (he|him): Sort of setting a normalized attendance say that this is a normal part of the process and even a benefit of coming to

307

00:43:07.260 --> 00:43:13.260

Kem Saichaie (he|him): Our enrolling in the classes, the ability to have an engagement with the faculty member with the TA is they're here to help. We're here to help.

308

00:43:13.620 --> 00:43:17.910

Kem Saichaie (he|him): And this is a setting where it's perfectly normal to come into the setting and have questions.

309

00:43:18.240 --> 00:43:25.170

Kem Saichaie (he|him): If we all knew this information, we wouldn't be taking classes on it. And so this positions us as sort of a guide for the learning process.

310

00:43:25.650 --> 00:43:40.380

Kem Saichaie (he|him): And then thinking about accommodating different time zones as well. We know students are distributed again globally even outside of our even Pacific Coast time zone here and thinking about that will be important for us to ensure that people have access to us and access to times

311

00:43:42.390 --> 00:43:49.800

Kem Saichaie (he|him): Any particular success stories with office hours from this group. I'm just curious to know if somebody had experienced either an uptick in

312

00:43:50.190 --> 00:44:02.160

Kem Saichaie (he|him): Office our attendance or people really did experience some success stories with the virtual office hours. If you taught in the spring and I'll give folks a chance to unmute themselves and share that experience.

313

00:44:04.860 --> 00:44:05.550

Kem Saichaie (he|him): If they're comfortable

314

00:44:07.830 --> 00:44:18.420

Maciel M Hernandez: Hey, am I see and I had an uptick in TA office hours, not in mind I was still just kind of whistling on my own, but the there was a rebranding and terms of

315

00:44:18.990 --> 00:44:29.550

Maciel M Hernandez: Linking like on this day the TA will go over the paper that's too long. So it was, it was very specific to the calls that assignment and many students showed up.

316

00:44:32.730 --> 00:44:40.860

Kem Saichaie (he|him): Yeah, I really like that. Right, so people know what they're coming for right rather than just this open forum, they're going to review, you know, they'll address questions or think about things for feedback so

317

00:44:41.370 --> 00:44:44.640

Kem Saichaie (he|him): Thank you for sharing that piece of it as well.

318

00:44:45.360 --> 00:44:52.920

Kem Saichaie (he|him): We'll move to the synchronous class discussion started that last slide was a little out of order. This one gives a few things to think about as you're having those synchronous sessions.

319

00:44:53.460 --> 00:44:57.390

Kem Saichaie (he|him): You know, establish guidelines for what participation is going to look like in that class.

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00:44:57.840 --> 00:45:11.310

Kem Saichaie (he|him): One of the things that you can think about doing is having folks, you know, entering information in the chat and using that as an attendance taking mechanism. If you don't want to use something like clickers, which we knew which we know are weren't as popular in the in the spring term.

321

00:45:12.780 --> 00:45:19.890

Kem Saichaie (he|him): The idea to give many lectures or recaps if we're going to simply spend our synchronous time giving the lecture. Again, that's not the best use of time for anybody.

322

00:45:20.340 --> 00:45:29.640

Kem Saichaie (he|him): Folks can watch that. But if we're able to recap, or expand upon the topics that we would cover in the in the sort of recorded video. This is a great opportunity to do that.

323

00:45:30.600 --> 00:45:33.810

Kem Saichaie (he|him): In class interactions. So we did. We tried the jam board and had some

324

00:45:34.590 --> 00:45:43.440

Kem Saichaie (he|him): Mixed experiences with that. But there are a lot of the tools that folks are aware of such as Google Documents that will allow us to do some in class interaction we have chats.

325

00:45:43.950 --> 00:45:56.010

Kem Saichaie (he|him): The chat tool breakout rooms, etc. But thinking about those opportunities is going to be key and then the out of class collaboration. So project work or for just checking in with somebody who's doing some peer review.

326

00:45:56.340 --> 00:46:03.570

Kem Saichaie (he|him): An article or return effects. Something along those lines, even even could be a presentation that we're checking in with together.

327

00:46:05.100 --> 00:46:14.010

Kem Saichaie (he|him): This does take some time that the out of class piece to coordinate logistically, we have to be very intentional about asking students to exchange information in ways that are

328

00:46:14.670 --> 00:46:22.320

Kem Saichaie (he|him): I suppose equitable and accessible. So thinking about how to facilitate that process or maybe you're doing this, or you're having your teams put folks into groups.

329

00:46:22.650 --> 00:46:33.360

Kem Saichaie (he|him): Just to note about groups random assignment typically yield the best results, especially during this time where we have people all over the place. We want them to still get the experience of interacting with populations.

330

00:46:33.810 --> 00:46:43.050

Kem Saichaie (he|him): That are unlike them. And then we also know that coordinating can be as simple as like walking around the classroom space. So having that be a little bit more

331

00:46:43.680 --> 00:46:50.670

Kem Saichaie (he|him): Calibrated is going to be essential for the group project to be successful in that process. And I know a number of folks do things like

332

00:46:51.720 --> 00:47:03.420

Kem Saichaie (he|him): Common interest and majors. The for teaching a general education class to find some similarities but we also want to look at diversity in the groups as well to to ensure that we have a nice mix to accomplish our learning objectives.

333

00:47:04.410 --> 00:47:12.600

Kem Saichaie (he|him): One quick model for that, and perhaps you've seen this, this was a part of a presentation that we gave to a new faculty orientation, but it's one that it's pretty tried and true is this sort of bookend model.

334

00:47:12.840 --> 00:47:20.160

Kem Saichaie (he|him): Is that you break up what we're doing with a little bit more interactivity and I'm not necessarily modeling. That's, I will here in a second to the fullest extent.

335

00:47:20.520 --> 00:47:27.630

Kem Saichaie (he|him): But it is something to think about as far as how you want to structure your class time even communicating to your students how you're going to structure the time

336

00:47:27.930 --> 00:47:36.330

Kem Saichaie (he|him): So we'll do a 10 minute check in on on what we learned last time, you'll have 10 minutes to work in a group and we'll come back and report on progress and then we'll close out

337

00:47:36.540 --> 00:47:46.530

Kem Saichaie (he|him): With some question and answer can be an example of how to signpost what we're doing during our interactive time and then also to get students know what to expect a typical class period.

338

00:47:49.410 --> 00:47:54.540

Kem Saichaie (he|him): Here is an example of a number of activities. Some of you might be familiar with these in more

339

00:47:54.960 --> 00:48:04.890

Kem Saichaie (he|him): Traditional teaching settings so the minute paper money is point. Think, Pair, Share those pieces of it simulations as well. And so I'm just curious to know from this group.

340

00:48:05.430 --> 00:48:15.750

Kem Saichaie (he|him): Here's, here's a poll for people to respond to here. How many of you have used these various techniques. I'm going to launch the poll and people can enter this in

341

00:48:16.740 --> 00:48:25.860

Kem Saichaie (he|him): So what strategies do you use or had or observed others using that support active learning in face to face or remote teaching classes. So Mark, all that apply.

342

00:48:26.820 --> 00:48:30.210

Kem Saichaie (he|him): I've heard a colleague mentioned this before, that the

343

00:48:31.170 --> 00:48:39.480

Kem Saichaie (he|him): The polling in large settings does kind of look like a track race. So sometimes polls and surveys will jump ahead, and then all of a sudden small group discussion.

344

00:48:39.780 --> 00:48:46.560

Kem Saichaie (he|him): Pulls way out in front and 92% and then debates, still, you know, aren't as popular but money is point papers certainly

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00:48:47.310 --> 00:48:55.890

Kem Saichaie (he|him): Don't seem to be featured among the respondents in this poll, at least as I can see on the on this end. So what I would do here is simply sorry about that.

346

00:48:56.700 --> 00:49:08.310

Kem Saichaie (he|him): Wrong window. That's the handout. So in the poll and share some of these results with everybody. Hopefully you can see that as it looks like small group discussion remains very popular with with everybody.

347

00:49:09.390 --> 00:49:17.160

Kem Saichaie (he|him): And so that's something you can think about even early on in your classes to give students some choice about how they'd like to interact in the process.

348

00:49:18.270 --> 00:49:22.380

Kem Saichaie (he|him): So I'm going to sorry share those results with everybody. Hopefully you can see those now in your screen.

349

00:49:25.620 --> 00:49:37.710

Kem Saichaie (he|him): So among this group, we have a set of mixed individuals who have used a couple of these processes. I'm curious. Has anybody tried it online debate in this group. Those of you who responded to that.

350

00:49:38.160 --> 00:49:45.360

Kem Saichaie (he|him): Have you tried the debate online, I'd be interested in knowing myself as what the success level

is like

351

00:49:53.820 --> 00:49:54.240

Kem Saichaie (he|him): Okay.

352

00:49:54.570 --> 00:49:55.140

Kem Saichaie (he|him): Well, if

353

00:49:55.740 --> 00:50:04.590

Kem Saichaie (he|him): If you do try it at some point in time, I'd be interested in knowing if it comes to mind. Do you feel free to reach out. We have a question. What's his turn to the partner mean that can be

354

00:50:06.720 --> 00:50:19.440

Kem Saichaie (he|him): In in more traditional settings. It's just talking to a neighbor in an online setting. You could use a breakout room in pairs of two depending on how the class looks so just putting adjusting the breakout room to be in twos.

355

00:50:20.130 --> 00:50:31.830

Kem Saichaie (he|him): twos and threes typically will work well for short informal types of engagement. But if it's going to be anything more sustaining conversation that's a little longer might be helpful for that group here so

356

00:50:33.270 --> 00:50:37.530

Kem Saichaie (he|him): That's that piece of it. One quick point here as I wrap up about

357

00:50:38.790 --> 00:50:48.120

Kem Saichaie (he|him): Active learning. It's a part of an inclusive practice. So thinking about active learning allow students platform to engage with the content, you'll have to adapt some of these things, of course.

358

00:50:49.980 --> 00:50:54.810

Kem Saichaie (he|him): In the settings. But the key advice always is to start small and start simple. So

359

00:50:55.440 --> 00:51:00.450

Kem Saichaie (he|him): In the conversation that we've had in the 52 minutes I've had the pleasure of interacting with this group.

360

00:51:00.600 --> 00:51:10.860

Kem Saichaie (he|him): Who try to pull. We've tried a different tool with a jam board and we might say, like, Okay, well, it seemed like there was great participation in the poll. People are able to respond to that. Where's the Jambo really wasn't for us.

361

00:51:12.210 --> 00:51:21.810

Kem Saichaie (he|him): Just because it was too new. And that doesn't mean we can't use it. It's just we have to spend more time introducing the tool to folks and very being very clear about what our intentions are in using that tool.

362

00:51:23.640 --> 00:51:31.470

Kem Saichaie (he|him): To keep teaching website does break things down with more specificity. As far as exact results. And I would just ask that people again.

363

00:51:32.040 --> 00:51:39.570

Kem Saichaie (he|him): Have that to take a look at just to break that piece of it down the active learning component does have some really nice points that are again distilled simply

364

00:51:40.470 --> 00:51:46.740

Kem Saichaie (he|him): This is just, just to recall what we're talking about as far as students activities, what they prefer.

365

00:51:47.160 --> 00:51:59.130

Kem Saichaie (he|him): Again breakout groups or or higher on this piece of it to help them feel connected, though it wasn't necessarily their preferred tool to interact in all cases. So thinking about how you're using those breakout rooms.

366

00:51:59.460 --> 00:52:05.250

Kem Saichaie (he|him): The purpose behind them communicating that purpose and having it be very structured is going to be key for full participation.

367

00:52:07.350 --> 00:52:21.150

Kem Saichaie (he|him): And the final part is talking about meaningful activities. This is a breakdown of universal design for learning and it talks about the why, the what and the how the learning process through engagement representation and action in the expression

368

00:52:22.350 --> 00:52:28.200

Kem Saichaie (he|him): This resources available to you to take a look at in the slides, I would, I would ask you to to

369

00:52:28.560 --> 00:52:34.470

Kem Saichaie (he|him): To examine this as you think about what you want to do and how you connect your course materials to it, but real quickly.

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00:52:34.860 --> 00:52:42.540

Kem Saichaie (he|him): In the increase in the engagement or the green vertical we're thinking about how you can make course materials relevant to current events today.

371

00:52:42.840 --> 00:52:48.930

Kem Saichaie (he|him): So for example, we know there was a biology class that shifted some of its content is focused specifically on addressing the coronavirus

372

00:52:49.680 --> 00:52:58.410

Kem Saichaie (he|him): giving students the opportunity to take a look at the choice in it in assignments. They give is another way to engagement in the prod engage them in a process.

373

00:52:59.130 --> 00:53:07.890

Kem Saichaie (he|him): If you're not able to give them much leeway and the types of exams that you offer a given other restraints on on say how the course series is taught or or folks are at

374

00:53:08.370 --> 00:53:15.510

Kem Saichaie (he|him): In their particular experience here even giving them at students a chance to respond to multiple choice questions that they got wrong.

375

00:53:15.840 --> 00:53:30.210

Kem Saichaie (he|him): Is an opportunity for them to engage to engage in the learning process. And then, of course, case studies working very well for the engagement factor because we know that involves students in thinking about the context of the real world and how to place it in this setting.

376

00:53:32.040 --> 00:53:37.260

Kem Saichaie (he|him): All included my resources. There's a nice case studies repository out of the University of Buffalo.

377

00:53:37.680 --> 00:53:46.590

Kem Saichaie (he|him): And they have a rich set of interdisciplinary cases for folks to take a look at. So I'll include that might follow up information in case, case based learning is something that you want to take a look at

378

00:53:47.460 --> 00:53:57.570

Kem Saichaie (he|him): In the purple vertical or the representation representation as presentation, taking a look at multiple ways for students to demonstrate their knowledge. So not just necessarily having the

379

00:53:58.080 --> 00:54:08.010

Kem Saichaie (he|him): Multiple choice or the two tests and a fire to midterms and a final but having them think about other ways to take a look at their, their demonstration of knowledge.

380

00:54:08.460 --> 00:54:15.000

Kem Saichaie (he|him): And then the blue vertical action and expression or the How is an opportunity for folks to again.

381

00:54:15.330 --> 00:54:29.970

Kem Saichaie (he|him): Think about the map for the learning process. So this oftentimes, he asked us as instructors to scaffold our instruction or help students build upon prior knowledge and take on increasingly difficult tasks as they accomplish different goals in the process.

382

00:54:32.070 --> 00:54:39.930

Kem Saichaie (he|him): Finally, we'll wrap up with a couple of things here if you want to have students be fully engaged in a meaningful activity, thinking about it being authentic.

383

00:54:40.590 --> 00:54:45.120

Kem Saichaie (he|him): What that means in a snapshot is having it be applicable to real world tap

384

00:54:46.020 --> 00:54:52.200

Kem Saichaie (he|him): Ask So solving problems that they would encounter today, they would see in the field. So if we're preparing sociologists

385

00:54:52.470 --> 00:54:59.730

Kem Saichaie (he|him): What is this geologists looking at as far as key research topics and what will sociologist need to be able to do to successfully be in that field.

386

00:55:00.450 --> 00:55:12.450

Kem Saichaie (he|him): The idea of giving student agency that takes many different shapes and forms. So perhaps you're giving them an opportunity to study a particular filmmaker that has been influential and

387

00:55:12.810 --> 00:55:19.830

Kem Saichaie (he|him): Particular you know country of origin for individuals that gives them some choice, rather than having to study, you know, a set list of individuals.

388

00:55:20.160 --> 00:55:27.150

Kem Saichaie (he|him): That's a very sort of traditional example, but it could be something as simple as adding and dropping the to low scores are the three low scores or a low score.

389

00:55:28.050 --> 00:55:32.550

Kem Saichaie (he|him): And letting them pick you know whether it's a low score. In some cases, or just a test.

390

00:55:33.330 --> 00:55:45.630

Kem Saichaie (he|him): And then thinking about finally having it be culturally relevant. So individuals learn best when they see themselves in some of the process. And this can actually ask them to reflect on their learning throughout the this as well. So

391

00:55:46.170 --> 00:55:52.950

Kem Saichaie (he|him): Taking a look at that piece of it. And then finally, the idea of timely feedback and there are many tools that we can use for that piece of it.

392

00:55:53.310 --> 00:55:56.970

Kem Saichaie (he|him): There is something called speed greater in Canvas. There is something

393

00:55:57.540 --> 00:56:08.010

Kem Saichaie (he|him): Additionally, in Canvas called rubrics. So having the feedback being guided by rubrics is a way for students to very much know what the expectations are. When you're asking them to complete a particular assignment.

394

00:56:08.280 --> 00:56:18.180

Kem Saichaie (he|him): The speed greater allows you to go through and offer individualized comments to students and it's a tool I use quite a bit when I teach, and I know others in this group probably have used it successfully as well.

395

00:56:19.740 --> 00:56:24.480

Kem Saichaie (he|him): Finally, there's the handout that was referenced that all the way at the top of the chat. When I first joined the meeting.

396

00:56:24.630 --> 00:56:34.170

Kem Saichaie (he|him): This is a host of different strategies that I won't have time to go into now, but it is specific to engagement in a zoom setting and there are things that we've tried to modify

397

00:56:34.950 --> 00:56:41.250

Kem Saichaie (he|him): From a couple of different authors that you can borrow from. So again, I would ask that you take a look at bats as you

398

00:56:41.760 --> 00:56:50.280

Kem Saichaie (he|him): Prepare refine your thinking for the future for this term, I should say, which is very near future. For some of us, and finally, I would just

399

00:56:51.120 --> 00:56:55.170

Kem Saichaie (he|him): Call out my folks and academic or my colleagues and Academic Technology Services.

400

00:56:55.740 --> 00:57:03.390

Kem Saichaie (he|him): Who have this handout to offer to people to think about opportunities to engage in various technologies. I know that's very difficult to read there so

401

00:57:03.660 --> 00:57:10.290

Kem Saichaie (he|him): I'll make sure that that's sent with a follow up materials or you can if you're following along in the in the PDF. Click on that as well.

402

00:57:11.190 --> 00:57:18.720

Kem Saichaie (he|him): So I think I am, thank you for folks that have been pasting things in the chat there. I'll go back and take a look. When I pass it over to Josh

403

00:57:19.110 --> 00:57:29.730

Kem Saichaie (he|him): But I would appreciate any feedback that you would have to offer about this session. For those of you who have a camera on your phone or a QR code reader, you can just hold it up right to the screen and all taking the evaluation.

404

00:57:30.240 --> 00:57:35.310

Kem Saichaie (he|him): For those of you who can copy down that URL. Let me see if I can paste it in the chat real fast here.

405

00:57:36.540 --> 00:57:39.000

Kem Saichaie (he|him): Please fill that out and then we'll give me feedback. And if you'd like.

406

00:57:40.230 --> 00:57:47.100

Kem Saichaie (he|him): A conversation or a consultation right after our sort of as we wrap up here, I'd be happy to.

407

00:57:48.660 --> 00:57:52.260

Kem Saichaie (he|him): Chat with anybody individually or just let me know if I can be of service.

408

00:57:52.620 --> 00:58:01.050

Kem Saichaie (he|him): In a different way. So with that being said, I believe, I've got one minute left, and the former broadcaster me says we've almost hit the time mark. So that's something that

409

00:58:01.380 --> 00:58:10.980

Kem Saichaie (he|him): Hopefully is useful to people, this afternoon. Again, thank you for the invitation and maybe you have a minute or two for questions before I hand it over to Josh I'll stop my screen share at this point in time.

410

00:58:13.230 --> 00:58:27.060

Mariel Vazquez: Thank you so much. Can. So what we're going to do. There is a suggestion to take a five minute break. So right on those of you who need a break. Take a break. If you don't need a break. You can ask questions to Kim, or just hang in there and

411

00:58:27.930 --> 00:58:36.540

Mariel Vazquez: So we give five minutes for people to stretch. Go get water or ask questions and then we'll start at four or five promptly.

412

00:58:38.250 --> 00:58:41.430

Mariel Vazquez: Thank you so much. That was so useful. I have one question about

413

00:58:42.150 --> 00:58:43.050

Mariel Vazquez: Office hours.

414

00:58:44.160 --> 00:58:54.630

Mariel Vazquez: My office hours, there's usually people coming to ask more private questions. So how do you address how do you keep people in the weight room and just let them in one by one.

415

00:58:55.830 --> 00:59:06.780

Kem Saichaie (he|him): Yeah, there's, there's a couple of ways to do that too is to think about, you know, office hours on this date or for now folks that might be interested in letters of recommendation or interested in the field and one could be

416

00:59:07.260 --> 00:59:13.590

Kem Saichaie (he|him): More specific office hours, or you could very much how people know if they want to address a

particular topic.

417

00:59:14.490 --> 00:59:20.670

Kem Saichaie (he|him): They could email you in advance, again, that that increases the likelihood that they might not drop by. But the waiting room.

418

00:59:20.940 --> 00:59:26.280

Kem Saichaie (he|him): Is typically how you you have people if you want to keep that setup. I know other folks use group office hours.

419

00:59:26.550 --> 00:59:36.300

Kem Saichaie (he|him): And the group office hours are very much focused on the class or the particular topic at hand. So yeah, waiting room has been very handy. We use that in our own practice. We have lots of graduate students that work in our office.

420

00:59:36.540 --> 00:59:44.100

Kem Saichaie (he|him): So we have open office hours and just say, like, Hey, well, you know, THANK YOU WILL LET YOU IN soon as the next person's done and hopefully wait times aren't too long.

421

00:59:45.510 --> 00:59:45.720

And

422

00:59:47.700 --> 00:59:54.150

Mariel Vazquez: I haven't paid attention, but I guess I'm keeps track of who are bright first or do you need to be keep to keep track what's coming in.

423

00:59:54.870 --> 01:00:01.830

Kem Saichaie (he|him): I think it's taxing in order when they come in the waiting room and it goes to the top. I believe that that's the case. So

424

01:00:03.210 --> 01:00:07.740

Kem Saichaie (he|him): I can double check that while we're waiting here, but I think that that's, you know, in order arrival

425

01:00:11.550 --> 01:00:20.880

Rose Kagawa: I'm sorry I had to miss the beginning of this. I hope this isn't a repeat, but I'm is what's the feedback on asynchronous versus synchronous lectures.

426

01:00:21.780 --> 01:00:29.790

Kem Saichaie (he|him): Yeah, so it's it's a little bit of both. Rose. So thinking about the, you know, asynchronous content delivery. So if you're if you're lecturing on a particular topic.

427

01:00:30.090 --> 01:00:37.680

Kem Saichaie (he|him): That's a recommended best practice for students so they can watch it multiple times and preserve the time that they have in class for true interaction.

428

01:00:38.250 --> 01:00:43.860

Kem Saichaie (he|him): So students really value that interaction, when it is meaningful when it's not necessarily just a lecture.

429

01:00:44.190 --> 01:00:56.760

Kem Saichaie (he|him): And so thinking about that balance the report details that a little bit more but certainly if you're just going to be delivering content that's best done asynchronously. And if you're working on building out that content synchronous interaction is something that you can do.

430

01:00:59.340 --> 01:01:10.770

Rose Kagawa: And How do people manage like class time if they've transferred because we have, you know, an hour on Tuesdays and Thursdays. If you've transferred your lecture to be do just keep the lecture sort of

431

01:01:11.400 --> 01:01:18.390

Rose Kagawa: 40 minutes and then you meet for a shorter period of time, like the recorded lectures, some amount of time and you will meet. I don't know.

432

01:01:19.020 --> 01:01:29.730

Kem Saichaie (he|him): Yeah, there's different philosophies on this. So, I mean, I would invite your colleagues to feel the same to you like the sort of administrative philosophy, I believe would be like you need to stick to the Carnegie classification, which is about, you know,

433

01:01:30.180 --> 01:01:34.140

Kem Saichaie (he|him): Three units equals one hour. So thinking about that sort of balance.

434

01:01:34.500 --> 01:01:44.130

Kem Saichaie (he|him): But the more humanistic view would be like, what makes sense for your learning goals. Is it possible to to have the interaction only take 40 minutes of a typical 75 minute class period.

435

01:01:44.340 --> 01:01:54.540

Kem Saichaie (he|him): And if so, just use that time and know that there's probably other meaningful interaction that's taking place. So I think it would depend on your goals and what you want to accomplish during that time and just seeing, you know,

436

01:01:54.960 --> 01:02:05.610

Kem Saichaie (he|him): With an activity do any more. Do we need less. And that's why that sort of keep it simple. Keep it in, start small, is a really valuable way to start is like, Okay, we're going to do a breakout discussion for five minutes.

437

01:02:06.180 --> 01:02:15.210

Kem Saichaie (he|him): Come back from that five minutes and people are still very much engaged. You can say, Well, next time I need to do this a little bit longer. We're asked the students themselves and it was his breakout room too short

too long.

438

01:02:15.540 --> 01:02:30.900

Kem Saichaie (he|him): If you don't get a lot of responsible, you might have seen that you might err on the side of giving on just a little bit more time. Let's see here. So hopefully that's useful other folks feel free to add your experience because again we hear quite a bit from where we sit

439

01:02:42.240 --> 01:02:43.470

Mariel Vazquez: Any other questions.

440

01:02:45.270 --> 01:02:48.990

Thomas William O'Donnell: Do you know is ETS still providing training for Canvas.

441

01:02:51.540 --> 01:03:00.450

Kem Saichaie (he|him): I believe that's an ongoing service. So they have I can put the email address in there. It's trainers at UC davis.edu and you can get some specific

442

01:03:00.780 --> 01:03:09.090

Kem Saichaie (he|him): Canvas assistance. A lot of times they will refer folks to the canvas hotline. It's for the 24 hour ones provided by the vendor.

443

01:03:09.360 --> 01:03:21.840

Kem Saichaie (he|him): Who can answer specific subjects. But if you need some individualized help. I am fairly certain that service is still available so great book things typically come up there. Or if you want to do some other one multimedia involved pieces.

444

01:03:22.890 --> 01:03:31.590

Thomas William O'Donnell: Yeah, cuz it seemed like the the the modules look like there a better way to set up a class.

445

01:03:32.790 --> 01:03:39.930

Thomas William O'Donnell: To keep students progressing down a particular path versus pages, which is a lot

446

01:03:41.100 --> 01:03:53.100

Thomas William O'Donnell: The opportunity to get lost in what is required or next but modules seem to be much more difficult to to understand how to how to navigate in setup and of course

447

01:03:54.960 --> 01:03:56.190

Kem Saichaie (he|him): Yeah, so the modules piece.

448

01:03:59.700 --> 01:04:00.990

Kem Saichaie (he|him): Oh, she's gonna say modules and

449

01:04:01.470 --> 01:04:02.250
Mariel Vazquez: The academic

450

01:04:02.520 --> 01:04:07.740

Kem Saichaie (he/him): jargon, but I'll send you a message offline about that. Sorry, sorry, Mario.

451

01:04:08.730 --> 01:04:16.710

Mariel Vazquez: Yeah, sorry, I just realized that it's four or five, we should move on to the next session. Thank you so much. This was great and

452

01:04:17.820 --> 01:04:31.920

Mariel Vazquez: Now I'm very happy to introduce Josh or Horry who is accessible technology analyst in the Student Disability center. Hi, Josh. Thank you for coming. And, the floor is yours.

453

01:04:33.360 --> 01:04:44.100

Joshua Hori: All right. Thank you for having me. So once again, my name is Joshua or MD accessible technology analyst here over at student at UC Davis for the Student Disability center.

454

01:04:44.910 --> 01:04:59.670

Joshua Hori: I also co chair on the electronic accessibility committee, which was a UC system wide committee of trying to address accessibility campus wide. So some of the things that were. I'm going to go over today is

455

01:05:01.380 --> 01:05:11.970

Joshua Hori: Well, I'm going to tell you a little bit about the STC what we do, how many students that were actually servicing as well as talking about on the different types of disabilities that we provide.

456

01:05:12.360 --> 01:05:21.060

Joshua Hori: Then I'm also going to talk about the accessible technology that we have here over at UC Davis, such as he reading apps. We have magnification tools.

457

01:05:21.630 --> 01:05:31.710

Joshua Hori: Different types of text speech apps note taking apps dictation apps. Then we're going to talk about the cloud really quickly because we use that quite often for

458

01:05:32.460 --> 01:05:40.230

Joshua Hori: Submitting exams or course content over to students and then we're going to talk about the testing center.

459

01:05:40.860 --> 01:05:53.520

Joshua Hori: So hopefully we'll address everything that you need. And if there's any kind of questions, please feel free to post something inside of the chat. I'll be paying attention in there. If I'm going a little bit too fast.

460

01:05:54.630 --> 01:06:03.570

Joshua Hori: Please go ahead and mark that to slow down inside of there. I'll try. Pay attention to the comments and so

forth, to make sure that I stay on top of everything and make sure everybody

461

01:06:04.260 --> 01:06:18.030

Joshua Hori: Has their questions answered. And we have a picture on here of Jordan class of 2020 where she makes a little quote saying defining myself as opposed to being defined by others is one of the most difficult challenges I face a quote by Carol Moseley

462

01:06:20.880 --> 01:06:29.070

Joshua Hori: So the STC purpose. So we facilitate equal opportunity and full participation participation and use ed programs services and activities.

463

01:06:29.430 --> 01:06:37.650

Joshua Hori: So we help our students interact with course materials, whether it's online or offline and we provide them with a whole bunch of different types of services.

464

01:06:38.250 --> 01:06:46.440

Joshua Hori: For students. We provide guidance and support. We also evaluate accommodation requests as well as extended services.

465

01:06:47.070 --> 01:06:53.070

Joshua Hori: And we work with faculty and community partners in order to serve as an information and consultation resource.

466

01:06:53.280 --> 01:07:03.660

Joshua Hori: So that way you might be seeing some of these accommodation letters coming in and you might not understand everything that's coming in, feel free. That you can reach out and will definitely work with you.

467

01:07:04.500 --> 01:07:17.700

Joshua Hori: We protect academic rigor and technical standards and for the institution we create a welcoming office and community and we ensure that the university meets legal obligations to our students.

468

01:07:20.280 --> 01:07:29.790

Joshua Hori: And then we have a picture over here of Jared, one of our students from 2020 we actually did faces project where we had a whole bunch of students.

469

01:07:30.840 --> 01:07:39.810

Joshua Hori: Take pictures that which we promote all over campus. And that's basically showing you that a lot of our students with disabilities don't look like students with disabilities.

470

01:07:43.110 --> 01:07:51.180

Joshua Hori: So we're part of the inclusion process where the presence of disability. The, the presence of the disabilities and expression of human diversity.

471

01:07:52.110 --> 01:07:58.080

Joshua Hori: Everybody is different when it comes to the different types of disabilities like me, I'm ADHD.

472

01:07:58.830 --> 01:08:07.320

Joshua Hori: So a lot of the things that I have problems with is with note taking one of my biggest problems is, if I'm writing something I'm writing something

473

01:08:07.560 --> 01:08:18.480

Joshua Hori: That I heard into something I'll understand later on, which sets my hearing off. And so I tend to miss content, which is why I usually use different types of technologies to accommodate my knee.

474

01:08:19.170 --> 01:08:25.050

Joshua Hori: Now nationally nine to 11% of higher education students disclose a disability and request accommodations

475

01:08:27.030 --> 01:08:40.620

Joshua Hori: Actually here in California. It's almost at 17% different across the nation. We're sitting at about 6% as of the 2019 and 2020 academic year.

476

01:08:44.640 --> 01:08:55.950

Joshua Hori: So here I am showing you a graph of are the different types of students that we've actually had come in here. So if you see over here, you'll see that

477

01:08:56.520 --> 01:09:15.540

Joshua Hori: Back in 2010 2011 we had a maximum of 750 students 2011 2012 we had a maximum of 915 students 2012 and 2013 that was an outlier. We actually had a lot of skiing accident stat year which really jumped up

478

01:09:16.350 --> 01:09:22.410

Joshua Hori: The accommodation requests for that year. So we jumped up to 61,633

479

01:09:23.310 --> 01:09:33.060

Joshua Hori: The following year 2013 2014 there's a big drop because we actually changed databases at that time. So, it changed how we counted. Some of our students.

480

01:09:33.570 --> 01:09:50.790

Joshua Hori: And then next year we rose up to five 1544 it dropped the next year, just by a little bit, but as you can see, it's been a steady increase almost every year where we're getting at least 100 new requests.

481

01:09:52.650 --> 01:10:03.030

Joshua Hori: Yearly in well. So I have to keep in mind this is also some of the temporary disabilities might not always get counted inside of here because they're only temporary for maybe about a month or two.

482

01:10:03.420 --> 01:10:17.130

Joshua Hori: broken arms or something like that. So, not always, are they always included because it's such a short

amount of time on here I have a picture of two of our twin Julian Livia fourth year science and technologies on students

483

01:10:21.030 --> 01:10:30.060

Joshua Hori: On this slide, we have a total number of students served by disability type. So I'm deaf and hard of hearing right now we're at three

484

01:10:31.200 --> 01:10:36.180

Joshua Hori: Communications communication disabilities were at three low vision or blind students were at 11

485

01:10:37.620 --> 01:10:41.490

Joshua Hori: Other hearing impairments, which is hard of hearing 29

486

01:10:44.130 --> 01:10:51.300

Joshua Hori: Low Vision, we have up to 34 students in here that are getting accommodated for different types of low visions.

487

01:10:52.320 --> 01:11:15.750

Joshua Hori: Acquired traumatic brain injuries 43 Asperger's or autism 50 mobility impairments 133 learning disability 238 and as you can see it's starting to get much higher attention a DD ADHD ADHD is 382 other functional impairments 407 and psychological disabilities are 679

488

01:11:19.710 --> 01:11:30.840

Joshua Hori: And then we have a picture of Seth on here. He was one of ours STC students as well as an STC employee and he's appreciated the stats understanding and supportive this disability management.

489

01:11:33.960 --> 01:11:44.100

Joshua Hori: So confidentiality, we don't go out looking for students, all of our students must come into us and disclose their disability it to the STC in order to follow.

490

01:11:44.460 --> 01:11:55.440

Joshua Hori: Go get accommodations for the classes. So we don't just go out there and start grabbing students and start giving them accommodations. A lot of them are either referred to us by student health

491

01:11:56.640 --> 01:12:04.260

Joshua Hori: The counseling services or they actually just already know about us heard about us about by word of mouth.

492

01:12:05.130 --> 01:12:18.660

Joshua Hori: The accommodation information is released to facilitate services on a need to know basis. So we really just provide the accommodations that the students need not their disability. None of that is shared with anybody else.

493

01:12:19.110 --> 01:12:27.000

Joshua Hori: And records are also kept separate from other academic and institutional records and do not appear on

transcripts or diplomas.

494

01:12:27.450 --> 01:12:38.190

Joshua Hori: This is to ensure that there's no kind of retribution over to our students who are going into grad schools medical school, law school graduate schools or anything else, which they can actually use

495

01:12:38.820 --> 01:12:44.070

Joshua Hori: The accommodations that they're getting for the undergrad for these professional schools as well.

496

01:12:45.090 --> 01:12:51.000

Joshua Hori: Then we have a picture of Jana, who disabled does not mean incapable is one of her quotes

497

01:12:55.620 --> 01:13:06.300

Joshua Hori: So tips for students. Well, we asked that we reach out to the disabilities center early to learn what services are available and how to access them. Even if you're not sure that you will use them.

498

01:13:06.660 --> 01:13:13.620

Joshua Hori: We have a lot of students who try to attend fall quarter without getting accommodations for their courses.

499

01:13:13.920 --> 01:13:24.300

Joshua Hori: And then they come in right at the end of the quarter and start asking for all these accommodations, which sometimes you'll see the accommodations coming like a week or two before finals or midterms.

500

01:13:24.600 --> 01:13:37.770

Joshua Hori: This is usually something that happens. And we do accommodate students at any time. Just like a student can break their arm at any time and get accommodation. They can also separate kind of like a mental breakdown

501

01:13:38.550 --> 01:13:44.370

Joshua Hori: Anxiety or anything else that they need to be accommodated in order to attend class like everyone else.

502

01:13:45.240 --> 01:13:56.490

Joshua Hori: So students may become eligible for service sorry already talked about that. And keep in mind that the quarter system is only 10 weeks long. So exams and deadlines come up very quickly for students.

503

01:13:57.900 --> 01:14:02.400

Joshua Hori: Then I have a picture over here. Morgan Psychology major to 2020

504

01:14:06.120 --> 01:14:11.370

Joshua Hori: So tips for instructors to students may not realize that they qualify for services through the STC

505

01:14:12.030 --> 01:14:18.480

Joshua Hori: I don't know how many students that I have found out. We're dyslexic. After doing one of these

presentations.

506

01:14:18.900 --> 01:14:26.580

Joshua Hori: And they realized that we have softer specifically for dyslexia and they're like, Wait, how do I get services through the STC

507

01:14:27.060 --> 01:14:33.000

Joshua Hori: We just have them come in and bring in any kind of documentation showing that they have a dyslexia. We can accommodate them.

508

01:14:33.810 --> 01:14:43.350

Joshua Hori: Students may become eligible for services at any point during the academic year. Assume that students will use all of the services outline in their letter of accommodation

509

01:14:43.860 --> 01:14:51.690

Joshua Hori: And students may require a combination services beyond the classroom, such as when they're working with housing advising tutoring services OSS Ja.

510

01:14:52.740 --> 01:15:01.530

Joshua Hori: And we usually site state they assume that students will use all the services outline in their accommodations, because we get a lot of pushback from faculty saying well

511

01:15:02.130 --> 01:15:15.300

Joshua Hori: this quiz is only 10 minutes long. They don't really need double time to do they, I'm going to show you some things on the slides and a little bit as to why that students are need to double time that they're getting recommended in their accommodations

512

01:15:18.690 --> 01:15:30.420

Joshua Hori: So for deaf and hard of hearing students. We actually have cart and interpreting already available for students that who need it. You don't need to set it up through any third parties.

513

01:15:30.930 --> 01:15:32.550

Joshua Hori: as matter of fact, our staff.

514

01:15:33.060 --> 01:15:43.200

Joshua Hori: Best Stein over here will most likely be reached out reaching out to you to be included to your Canvas course so that way they have access to all of your zoom sessions and everything else.

515

01:15:43.440 --> 01:15:51.180

Joshua Hori: And then we provide the captions to the student without any other interactions from you. We have three cards staff cart is

516

01:15:52.560 --> 01:15:59.880

Joshua Hori: Real time captioning. There's somebody sitting in the background typing out everything that you're saying on a screen which we share over with a students

517

01:16:00.330 --> 01:16:06.570

Joshua Hori: Or at we have to interpreting staff who go over there and they interpret everything that is said in the class to a students

518

01:16:06.780 --> 01:16:15.570

Joshua Hori: They can also voice for the student, which was one of the reasons why. Some students may prefer interpreting so that way they have the interpreter asked the questions on their behalf.

519

01:16:16.230 --> 01:16:22.770

Joshua Hori: We also have a bunch of different kind of vendors that we work with. We work with eaten interpreting in order to ensure that we have

520

01:16:23.310 --> 01:16:29.340

Joshua Hori: A number of interpreters for our students. And we also work with West Coast captioning who does

521

01:16:29.790 --> 01:16:41.310

Joshua Hori: Real time captioning for our students. So in some cases with West Coast captioning. You might see some of our staff coming into your office with maybe a laptop and a microphone and asking you to where to microphone.

522

01:16:41.670 --> 01:16:49.650

Joshua Hori: So that way, our card, who is located remotely gets really good audio if we're even just putting it on the desk and keeping it away from

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01:16:49.950 --> 01:16:59.550

Joshua Hori: What keeping the microphone away from you. Sometimes our cart people have a hard time hearing you. Especially if you turn around to write something up on the board or if you're turning away from the microphone.

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01:16:59.820 --> 01:17:04.080

Joshua Hori: Which is a reason why we asked for you to wear any kind of microphones that we're bringing it

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01:17:08.850 --> 01:17:19.170

Joshua Hori: Now, different types of assistive technologies. Um, can I get maybe a show of hands of how many people raise your hand if you embrace technology.

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01:17:24.240 --> 01:17:25.950

Joshua Hori: Okay, I got a couple

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01:17:28.380 --> 01:17:31.560

Joshua Hori: And I'll just assume that the rest of you fight technology.

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01:17:33.210 --> 01:17:43.920

Joshua Hori: So usually I try and base, a lot of my demos on whether you fight or embrace technology. So some of these technologies are for people who

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01:17:44.400 --> 01:17:56.280

Joshua Hori: Are TECH WEEK. And then we have some technologies for those who just embrace technology and embed it in all aspects of their life. So a lot of the things that we like to ask is,

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01:17:57.390 --> 01:18:03.120

Joshua Hori: What kind of assistive technologies that they're currently used to or that they've heard about or that they've used before.

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01:18:04.110 --> 01:18:12.360

Joshua Hori: We also like to ask what kind of devices that they own. Not all of our technologies work with all devices, especially older technologies.

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01:18:13.080 --> 01:18:33.240

Joshua Hori: I usually ask that people have certain modern day or up to date technologies. So with iOS 10.2 operating system and above Android that one, you can actually have Android 5.0 and above, and I can work with it that that's it's it's a very, very

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01:18:34.470 --> 01:18:46.860

Joshua Hori: Easy to work with environment. We also work with Mac books Chromebooks, as well as PCs and Linux. We've only had a couple of students with Linux come in, but we're ready for them if they do come in.

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01:18:52.710 --> 01:18:57.090

Joshua Hori: So, right here on my screen as I have a basically a

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01:18:58.800 --> 01:19:04.950

Joshua Hori: An example of what dyslexia looks like for some of our students. This is an extreme version of dyslexia.

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01:19:05.460 --> 01:19:11.520

Joshua Hori: And as you can see all the letters are jumping around. Now you can read the content.

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01:19:11.850 --> 01:19:19.890

Joshua Hori: Like reading the very first sentence of friend who has dyslexia described to me how she experiences reading, she can read, but it takes a lot of concentration and letters seem to jump around.

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01:19:20.400 --> 01:19:28.440

Joshua Hori: Now it's when I get to the second sentence to that blue word right there. That's what gets me stuck, that's where some of our students get stuck with quizzes.

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01:19:28.740 --> 01:19:42.000

Joshua Hori: That could be a multiple choice answer, and they all look very similar. They're not sure which one that they want to actually pick out we have technologies that will read it out to them so that way they can make sure that they're selecting the correct one.

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01:19:43.140 --> 01:19:55.590

Joshua Hori: Now this is an extreme version of dyslexia for a lot of my students is when they look down to take a note or answer a question they look back up at the screen all the characters has changed on them.

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01:19:56.160 --> 01:20:06.780

Joshua Hori: So we're using different types of assistive technologies to make sure that that doesn't happen and they can catch up and be at the same speed as everyone else. But this is also the reason why we offer

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01:20:07.530 --> 01:20:15.030

Joshua Hori: Extended times for quizzes, as well as exams and finals, so that way they get this same experience across the board.

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01:20:26.970 --> 01:20:39.510

Joshua Hori: Okay, so one of the technologies that we have over here is or cam. This is kind of a new technology that we've invested in probably about three years ago. And what this one is is a little camera.

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01:20:39.960 --> 01:20:50.250

Joshua Hori: That sits on some glasses. They magnetically sync over there. And then it's connecting to a little, I guess you can say computer that you can fit inside of your pocket.

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01:20:50.730 --> 01:21:07.620

Joshua Hori: Not what this one is used for is used for those with dyslexia or low vision or even blindness and what it does is you can point at text that's out in front of you and it will OCR it and read it on the fly. Does it within 10 seconds and

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01:21:08.730 --> 01:21:24.750

Joshua Hori: It's something that can be very valuable for some of our students who have to read physical content that they normally wouldn't have access to this going to even read signs on Windows, it can read menus up on the boards. It can even read your exams on your

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01:21:26.310 --> 01:21:37.320

Joshua Hori: That are hosted within Canvas. The great thing about this is, it is very secure. So after about 30 seconds to information is dumped and no one can retrieve it anymore. You basically have to

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01:21:37.680 --> 01:21:50.310

Joshua Hori: Look at the content point at it again. It will OCR it and read it out to you again, really, really quickly. We're using us because of the security that was embedded inside of it. And the fact that it dumped information.

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01:21:51.330 --> 01:22:04.500

Joshua Hori: It has been updated to now be just the camera and only the camera and everything is embedded within the camera. We're just a little afraid to get it because it's only magnetic and if it falls. How do you find it.

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01:22:04.860 --> 01:22:10.080

Joshua Hori: There's a little bit easier if it fell with the with the cord attached to it, not so much as its magnetic

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01:22:15.390 --> 01:22:26.040

Joshua Hori: So new eyes new eyes is a magnification tool that we're actually using for low vision nursing students. So this tool was

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01:22:26.640 --> 01:22:38.520

Joshua Hori: A set of glasses that they can sit on their face and as an Android operating system built in. There's a camera on the front of it, that will basically look out at what well

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01:22:39.030 --> 01:22:48.150

Joshua Hori: It faces in front of them and will enlarge the environment so that way they can do it for a low vision user. It's like holding a

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01:22:49.350 --> 01:22:55.020

Joshua Hori: iPhone maybe a fist length away from your eyes were if you see most low vision.

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01:22:55.620 --> 01:23:02.070

Joshua Hori: Users interacting with their phone. They had their phone, really, really close to their face. This was kind of like that.

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01:23:02.520 --> 01:23:09.870

Joshua Hori: They were actually using this far. Newson nursing student who needed to be able to see presentations that were displayed from across the big

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01:23:10.680 --> 01:23:21.930

Joshua Hori: Big room over at the Betty Irene School of Nursing and it has a little camera that would, that you can add to it that would allow them to zoom in even further.

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01:23:22.380 --> 01:23:32.670

Joshua Hori: And what this would do is, this would allow them to magnify and zoom into content that was displayed on a presentation or up on a on a board and

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01:23:33.120 --> 01:23:40.920

Joshua Hori: Not have to magnify it on their computer. Anything else is kind of like a mobile CCTV, it would just enlarge anything that they're looking at

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01:23:41.730 --> 01:23:47.280

Joshua Hori: Another great thing about this is, is that you did not have to touch anything in order to

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01:23:48.180 --> 01:23:56.400

Joshua Hori: enlarge it, which made it nice for a nursing student is that they can't really touch everything that they're using. So they needed to be able to

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01:23:56.790 --> 01:24:04.890

Joshua Hori: Enlarge things either by voice or by remote control. As you can see this as a little remote control that you can attach to your hand and enlarge things in front of you.

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01:24:05.460 --> 01:24:15.780

Joshua Hori: It does have OCR capabilities. So if you're looking at a paper, it would OCR optical character recognition on the paper and then read it out loud to the user.

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01:24:16.320 --> 01:24:30.300

Joshua Hori: And also had high contrast capabilities so that way you can reverse the contrast and make white things black black things white and maybe make it a little bit easier to interact with whiteboards, which can be a little difficult to look at with low vision.

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01:24:31.440 --> 01:24:39.210

Joshua Hori: Very bright things are 10 times brighter for those with low vision which makes it very hard to look at certain screens for those with low vision.

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01:24:42.720 --> 01:24:48.780

Joshua Hori: One of the new things that we're actually helped one of our low vision students on get was the vision, buddy.

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01:24:49.500 --> 01:24:57.960

Joshua Hori: We don't have this in our office, but one of our students actually ended up purchasing this right around coven and what this one does is, this is

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01:24:58.890 --> 01:25:14.490

Joshua Hori: A little router that you can connect your computer to and or your arm TV. It has an HDMI connection going to it. And what it does is it streams. The video into the VR headset for those with low vision.

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01:25:15.060 --> 01:25:27.960

Joshua Hori: Now with those with low vision. They usually are on like a little small monitor as of right now and they're trying to zoom in on little small areas, but it's taken up the whole screen what this looks like is like

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01:25:28.350 --> 01:25:41.970

Joshua Hori: A 43 inch TV, maybe an arm's length away from you and now you can use the VR in order to see everything that's in front of you, instead of using the magnification tool and because it's wireless

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01:25:42.570 --> 01:25:59.880

Joshua Hori: Or users can be sitting in any chair that they're most comfortable with. They're no longer sitting there trying to put their face, really, really close to monitor or using another CCTV. This is actually less expensive than some of the CC TVs that are out there, and it is

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01:26:00.990 --> 01:26:08.100

Joshua Hori: Probably maybe a little bit more expensive than most magnification software that is available.

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01:26:16.350 --> 01:26:17.670

Joshua Hori: Oh, yes.

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01:26:18.780 --> 01:26:27.930

Joshua Hori: It is something that I must point out, as you get older, you get more and more disabilities. Some people's visions go out some people's hearing goes out.

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01:26:28.830 --> 01:26:38.910

Joshua Hori: We get aches and pains and all sorts of things. So the disability is one community that all of us will experience at some time in our life.

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01:26:45.840 --> 01:26:47.100

Lorena Oropeza: Read had a question too.

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01:26:48.210 --> 01:26:48.840

Joshua Hori: Um,

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01:26:49.320 --> 01:26:54.780

Joshua Hori: Yes. Talk to us about adaptive technology that can facilitate the move to online teaching for faculty

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01:26:55.590 --> 01:27:01.890

Joshua Hori: There is much more typing browsing trading online resources, etc. You know what I might address that with some of my

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01:27:02.460 --> 01:27:10.230

Joshua Hori: Next couple of slides. So at the very end, I might be able to do some live demos to which is why I'm trying to go through this a little bit fast.

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01:27:10.470 --> 01:27:25.380

Joshua Hori: So I have my iPad connected. I have my computer connected. I can do some demonstrations on some of these technologies, if you're wanting to and we can get a better understanding of what's available and some of it might be very helpful for you.

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01:27:28.740 --> 01:27:29.250

Joshua Hori: So,

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01:27:30.720 --> 01:27:34.890

Joshua Hori: It's just so happens, our next slide is about the census access document converter.

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01:27:35.310 --> 01:27:48.900

Joshua Hori: So we actually had the census asked access document converter available over here at UC Davis, if you go over to our webpage at MDC UC davis.edu that is our homepage. You'll notice that under students. There's an

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01:27:49.530 --> 01:27:58.290

Joshua Hori: Accessible Technology link which will actually go to a document conversion link where you can submit documents through a web page and get

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01:27:58.800 --> 01:28:11.040

Joshua Hori: accessible content back so please understand, though this is an automated service so heavier busy graphics may give you poor results poorly scan PDFs.

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01:28:12.000 --> 01:28:22.740

Joshua Hori: And when I'm saying poorly scan PDFs. I'm talking about what you're used to seeing readers, where you would see the shading go going over some of the words or there's a lot of underlining inside of it.

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01:28:23.670 --> 01:28:28.530

Joshua Hori: Unfortunately, those kind of PDFs still cause issues inside of our

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01:28:29.190 --> 01:28:42.210

Joshua Hori: Tool. But if you were to put in words files, it'll convert it over into accessible PDFs. If you put in an image PDF, it will actually provide you a Word document rail or even an audio file.

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01:28:42.930 --> 01:28:52.020

Joshua Hori: So that's why we have the optical character recognition, so that way you can take pictures with your phone, send it through the service and it will actually give you a Word document back

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01:28:53.190 --> 01:28:57.420

Joshua Hori: Now, I don't know how many of you are aware of the different types of PDFs that are out there.

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01:29:09.870 --> 01:29:10.950

Joshua Hori: So, um,

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01:29:15.210 --> 01:29:18.000

Joshua Hori: You can even upload the pub, which are

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01:29:19.770 --> 01:29:30.750

Joshua Hori: The content that you can read on your mobile devices because it's very flexible text, it will look the same on your phone, that it does on your iPad or you can convert it over to Mobi which is your Kindle formats.

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01:29:31.770 --> 01:29:43.920

Joshua Hori: And we have, if you have any problems or assistance. You can email census access at UC davis.edu and that actually goes out to me as well as the developers of census access and they're very good about answering questions.

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01:29:46.290 --> 01:29:49.500

Joshua Hori: Now the census access document converter which I have a link to on here.

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01:29:49.860 --> 01:29:57.420

Joshua Hori: It is an online web portal for document conversion. So these are for J store documents happy trust documents, anything that you find on Google.

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01:29:57.690 --> 01:30:06.690

Joshua Hori: You can submit it to this and it will give you an accessible format it will convert your JPEG be bit maps PDFs and others into accessible formats.

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01:30:07.500 --> 01:30:15.630

Joshua Hori: Oh, and I was talking about the PDFs, a little earlier. So there's three different types of PDFs that you should be aware of. There's the image PDFs and

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01:30:15.870 --> 01:30:21.930

Joshua Hori: About 10 years ago. That's all you found was image PDFs. These are the PDFs that you tried to highlight content on it.

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01:30:22.470 --> 01:30:32.580

Joshua Hori: It would the whole document would turn blue and you could only draw boxes around it. So, for a lot of our visually disabled students. It was blank document blank document wouldn't read anything back

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01:30:33.450 --> 01:30:42.120

Joshua Hori: Then there's a searchable documents, probably about five years ago. That's what all you found on Jay story was searchable documents. Yeah, you could search for all the

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01:30:43.110 --> 01:30:52.590

Joshua Hori: All the words within the PDF. But when you go to read it as a screen reader two columns might be read as one. So they didn't have an order to it.

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01:30:53.190 --> 01:30:58.080

Joshua Hori: three columns could sometimes be read as one that changes everything that you're reading

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01:30:58.530 --> 01:31:09.960

Joshua Hori: So we were looking at this tool as a way of fixing some of that reading for our users so that way they could read anything. So if you were given a paper to read on Friday night.

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01:31:10.320 --> 01:31:15.960

Joshua Hori: You're able to submit it through this and read it that night without having to interact with our office.

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01:31:16.380 --> 01:31:33.930

Joshua Hori: So it's basically a four step process you submit text or you submit a non authenticated URL or you browse for a file to upload into our service you select your output, whether it's text MP3 a Grail format. All of this is actually allowable.

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01:31:35.340 --> 01:31:39.240

Joshua Hori: Specify request. So in some cases you can actually

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01:31:39.720 --> 01:31:51.270

Joshua Hori: Go down a little bit further into it like what voices. Do you want to use. Do you want to use different languages. Now it doesn't convert from English into another foreign language, but it will convert your foreign textbooks into a language that you can hear.

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01:31:52.920 --> 01:31:56.520

Joshua Hori: Now once you submit it. You do have to use your UC Davis email.

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01:31:57.150 --> 01:32:05.700

Joshua Hori: To retrieve the content back if you submit any other email it just gets rejected and that's for copyright concerns, but it takes about 10 to 15 minutes to process.

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01:32:06.150 --> 01:32:16.050

Joshua Hori: It takes any more than that. Just resubmit it might have gotten stuck in a process that somewhere. So any files that are less than 30 Meg's it's sent as an attachment via your email.

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01:32:16.800 --> 01:32:26.220

Joshua Hori: Any files that are larger than 30 Meg's it gives you a link for you to download the content all content is deleted off the server after seven days. Nothing is retained.

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01:32:28.860 --> 01:32:36.120

Joshua Hori: But recently, we have been able to get census access available for emails, as well as the canvas LT die.

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01:32:36.630 --> 01:32:47.700

Joshua Hori: So if you were sent an email like a lot of flyers are done, you can actually re send it over to convert at census access com you put in the subject line what format that you want.

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01:32:48.060 --> 01:32:54.780

Joshua Hori: And then you attach the document to the email 10 minutes 510 minutes later, you get the document and in the format that you requested.

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01:32:55.620 --> 01:33:00.870

Joshua Hori: Now census access is also available inside of your canvas instance

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01:33:01.380 --> 01:33:15.090

Joshua Hori: So I have a link over here. And what this link is is going over to a video that keep teaching actually created thank you keep teaching and how to enable census access for your canvas instance, I have a little image over here.

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01:33:16.260 --> 01:33:24.780

Joshua Hori: That is showing basically some it has access to everything in your files folder. Once you have granted access to that.

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01:33:25.170 --> 01:33:33.270

Joshua Hori: And students will then be able to convert anything that's in the files link into other formats. Unfortunately it doesn't go into pages or any other

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01:33:33.870 --> 01:33:45.450

Joshua Hori: Areas is only focused on the file link for as of right now. Now this does work in both the mobile app as well as the web version so they don't have to be on particular

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01:33:46.770 --> 01:33:51.390

Joshua Hori: Devices in order to interact with this tool which makes it nice.

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01:33:52.620 --> 01:33:54.570

Joshua Hori: And easy for some of our users.

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01:33:57.240 --> 01:34:08.010

Joshua Hori: Not Clara software. This is a tool that we have for our learning disables built specifically for dyslexia. What this one does is it has a screen ruler helps with

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01:34:08.670 --> 01:34:20.130

Joshua Hori: Distracted students, it puts a ruler on your screen that allows you to read whatever's within your ruler and blacks out content above and below it, which is like this one right over here.

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01:34:21.180 --> 01:34:28.020

Joshua Hori: Now, we also have color overlays. Now, a lot of our dyslexic students like to use that. Because what it does.

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01:34:28.620 --> 01:34:36.090

Joshua Hori: Is it puts a color overlay over the whole screen. And what that does is that prevents the character from jumping around all over on them.

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01:34:37.020 --> 01:34:44.430

Joshua Hori: It also has text to speech. So it does have the capability of reading content allowed you can convert the text

to audio or video

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01:34:44.850 --> 01:34:53.940

Joshua Hori: Now for some of our students to help with organization because they can convert a whole chapter into audio and they can see how long it's going to take them to read it and better organize their day.

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01:34:54.540 --> 01:35:06.120

Joshua Hori: And some of that will even work with some of our note taking services. So sometimes, some of our students are editing their notes on in their textbook, kind of like the same way that they're doing their electric audio.

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01:35:07.710 --> 01:35:16.380

Joshua Hori: We also have Clairol speak, which is an iOS app for a pub and text and as voice recognition and word prediction capabilities built in.

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01:35:16.890 --> 01:35:24.930

Joshua Hori: We also have clarity PDF, which is an iOS app for PDFs that allows students to annotate and read PDFs allowed directly on their mobile devices.

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01:35:25.410 --> 01:35:33.660

Joshua Hori: I would say is probably one of our most use services because it actually keeps track of all the edits. They do bite page so they can review content pretty quickly.

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01:35:35.820 --> 01:35:39.180

Joshua Hori: So I have a yellow overlay shown over here.

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01:35:39.660 --> 01:35:50.250

Joshua Hori: And then I have the collateral speak app for the iPad showing where what is doing is showing you how you can edit content inside of the app.

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01:35:50.520 --> 01:36:05.100

Joshua Hori: Is showing you a whole bunch of pages that you can navigate through on the bottom and what page you are on out of how many pages are within the book and it doesn't show you the tracking capabilities, but this is something that we actually provide our students at no cost.

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01:36:08.430 --> 01:36:20.730

Joshua Hori: And here is the another one that apps directly on the iPad. This is one that reads he pubs aloud allows them to highlight it as it's reading it aloud, so they don't lose their focus on what they're reading

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01:36:23.940 --> 01:36:31.440

Joshua Hori: And for note taking. We have the live scrape smart pen. How many of you have maybe seen these inside of your classrooms, kind of get a show of hands.

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01:36:36.780 --> 01:36:45.960

Joshua Hori: Not too many people. So what this one is. Is this is a pen that has a camera on the bottom of it right underneath the pen.

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01:36:46.470 --> 01:36:52.980

Joshua Hori: And it's pressure sensitive, so it has a microphone built in. It's got an hard drive built in.

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01:36:53.340 --> 01:36:59.730

Joshua Hori: It's got speakers built in. It's got a little camera for interacting with the live scrape paper.

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01:37:00.060 --> 01:37:08.040

Joshua Hori: And this live scrap paper that you see on my slide, you can't really see it, but there's dots all over it. That makes it very, very unique every page is unique.

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01:37:08.340 --> 01:37:14.910

Joshua Hori: And that pen knows where is what it's writing on and it's recording it all now when you hit the record button.

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01:37:15.240 --> 01:37:20.520

Joshua Hori: Every time you're making a note onto onto paper is putting a bookmark inside of the audio.

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01:37:20.820 --> 01:37:34.740

Joshua Hori: And what that does for a lot of our students is they can come back and tap on on what they were writing and it plays the audio from that time. So they're not having to go and review the whole lecture, they can just go with the view the areas that are unfamiliar with.

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01:37:35.430 --> 01:37:43.830

Joshua Hori: For some of our students what they like doing is they like printing out PowerPoint slides on the paper, which is one of the reasons why they like asking for PowerPoint slides beforehand.

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01:37:44.340 --> 01:37:53.130

Joshua Hori: And then they'll do a checkmark next to each one of the PowerPoint slides so that way they're getting a slide by slide by slide on audio file that they can review at a different time.

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01:37:53.640 --> 01:38:04.710

Joshua Hori: One of the things that does is that prevents you recording on writing. So one of the things I noticed on this is that when I'm in harder classes I write fast and furious.

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01:38:05.100 --> 01:38:17.160

Joshua Hori: Which unfortunately was as loud as the professor speaking sometimes. And so my way of getting around it would be just doing little marks and then coming back. Clicking on the marks and adding my notes later on.

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01:38:19.080 --> 01:38:29.970

Joshua Hori: So we give these to students. Now, they do have to purchase their own paper, but we provide the pen. We

provide the ink. We even provide them with the case to protect it.

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01:38:32.010 --> 01:38:49.770

Joshua Hori: The two gig models can record up to 150 hours of lecture audio so it does do a huge amount of audio recording a lot of our students are taking maybe 12 1314 units, which means that is probably talking to. That's going to take up anywhere from 120 to 140 hours per quarter.

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01:38:56.310 --> 01:39:06.960

Joshua Hori: We also have saunas and audio note taker. Now scientists and there's a little different. What this one does is you can actually record playback and edit directly on your phone.

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01:39:07.620 --> 01:39:17.070

Joshua Hori: And then you can sit there and mark and highlight the audio, kind of like you highlight your textbooks, but you're highlighting phrases of words.

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01:39:17.850 --> 01:39:28.260

Joshua Hori: You can then sit there and break up your recordings in the section. So I can break up my recordings according to your PowerPoint slides, which makes it a little bit easier to review.

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01:39:29.250 --> 01:39:36.480

Joshua Hori: I can tag the recordings basically labeling them. Then I upload them to audio note taker to access later for editing.

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01:39:36.990 --> 01:39:52.770

Joshua Hori: So this one allows you the mobile app allows you to type record audio. It also allows you to take pictures add PDFs and you can also write directly inside of the mobile app makes it very easy to keep all of your notes together.

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01:39:54.060 --> 01:40:05.580

Joshua Hori: For Mac and PC, there is software for this is set up like Cornell notes. It has audio cleanup capabilities. So I used to spend hours and audacity. Now, if you ever played back

658

01:40:06.120 --> 01:40:22.020

Joshua Hori: Audio that you've recorded it almost sounds like you're on the beach. You can hear waves that can be a little distracting for some people as they're listening to content this tool removes those waves makes you feel like you're back in the class. It also has the capability of

659

01:40:24.000 --> 01:40:27.120

Joshua Hori: Removing your TYPING NOISES from your audio recordings, which

660

01:40:28.290 --> 01:40:37.590

Joshua Hori: Like I was saying earlier, I used to spend hours and audacity going through my audio and finding areas that would allow me to remove those noises

661

01:40:38.490 --> 01:40:45.120

Joshua Hori: So doing using this tool, what I used to spend hours doing I spend a few minutes. Now I spend two clicks and it's done.

662

01:40:46.080 --> 01:40:51.450

Joshua Hori: This does have the ability to tie into Dragon Naturally Speaking, but not many people actually use that one.

663

01:40:52.170 --> 01:41:04.260

Joshua Hori: One of the cool things about this one. It does have an audio replace capability with the audio replace capability, is it safe for some of our students. They may have sat in a bad area and got a poor audio recording, but still recorded audio.

664

01:41:04.620 --> 01:41:16.260

Joshua Hori: And they were making highlights throughout the audio and you make a podcast. Now the great thing about this is that you can download the podcast and replace your bad audio with the podcast.

665

01:41:16.680 --> 01:41:22.560

Joshua Hori: The way that this one works is it works automatically. So I actually did a recording with some of my friends and

666

01:41:23.280 --> 01:41:36.390

Joshua Hori: I thought they were doing a three minute recording and they sent me a 10 minute recording my had a really crystal clear three minute recording and I tried sinking it with my audio and what it did was it

667

01:41:37.800 --> 01:41:57.180

Joshua Hori: It found a three minutes into 10 minutes and only replaced that section, which just completely amazed me so it does sit there and magically aligns your audio, even if it's not even if you did more of a recording than what you did it on your podcast. So it's a very easy system to use

668

01:41:59.790 --> 01:42:04.620

Joshua Hori: Now on the computer. This is what it looks like. I was telling you, it looks a little bit like Cornell notes.

669

01:42:04.920 --> 01:42:15.240

Joshua Hori: Where your images and your PowerPoint slides show up in one column your text shows up in another column and then your audio shows up in the last column.

670

01:42:15.810 --> 01:42:30.720

Joshua Hori: Now on here. There is the ability to sync your text notes to your audio recordings. So when you click on your text. It'll highlight the audio that was being recorded during when you typed out that text is yet another way of marking it up.

671

01:42:31.590 --> 01:42:41.610

Joshua Hori: Now the great thing about this one is is that once it's inside of here, you've made all the noise cancellation

techniques you can now extract only the highlighted color.

672

01:42:42.090 --> 01:42:45.750

Joshua Hori: Leaving the default colors alone, which means that you can condense your

673

01:42:46.260 --> 01:42:55.770

Joshua Hori: hour long lectures into maybe 15 minute or 20 minute reviews making midterms and finals, a little bit easier for students to arm to won't become organized for

674

01:42:56.430 --> 01:43:09.210

Joshua Hori: And this is helping them to edit and organize their notes throughout the quarter. And this is a one, that are dyslexic students tend to love. So you might see a lot of our students using iPads with this technology.

675

01:43:14.730 --> 01:43:23.700

Joshua Hori: Otter AI. Now this is one of our new technologies that we actually started offering after on fall of 2019

676

01:43:24.180 --> 01:43:29.490

Joshua Hori: Now this one is an automatic speech recognition that has an artificial intelligence built in now.

677

01:43:30.060 --> 01:43:35.700

Joshua Hori: To show you how well this one actually worked. First thing I did was I through medical trauma lecture through it because

678

01:43:36.060 --> 01:43:46.650

Joshua Hori: What messes up an automatic speech recognition better than medical terminology. So I went and did that through about 10 minutes through and it got six out of eight medical terms. Correct, which is unheard of.

679

01:43:47.160 --> 01:43:50.400

Joshua Hori: And then as I was making fun of one of the medical medical terms I got wrong.

680

01:43:50.880 --> 01:44:03.510

Joshua Hori: It corrected it on me. So ended up with seven out of eight correct terms which was just phenomenal. In my view, so we started using it and fall of 2019 for our students who are easily distracted.

681

01:44:04.110 --> 01:44:19.710

Joshua Hori: Now, a lot of our students who are gone with distraction issues they, what it is is if they get distracted at home is they can look at the transcript to see what was what was said when they got distracted to pull themselves back in the course least that's how I've been using it.

682

01:44:20.940 --> 01:44:30.510

Joshua Hori: You do have the ability to add words as well as names to the sessions to improve the dictation. It does work on your mobile phone as well as your desktop.

683

01:44:30.960 --> 01:44:38.940

Joshua Hori: And there's all the only thing you have to install this on your mobile device on your desktop or laptop. This is just a web page that you log into and it does everything for you.

684

01:44:39.720 --> 01:44:51.060

Joshua Hori: This does allow you to search through your transcripts. It also gives you a keyword summary. So all the most said words you can actually tap on them and it'll take you down into all the areas that it says that

685

01:44:51.360 --> 01:45:01.050

Joshua Hori: Inside of the transcript and you can play the recording, which is actually synced to the transcripts, you do have the ability to add highlights to bring

686

01:45:03.000 --> 01:45:11.580

Joshua Hori: Well, to highlight areas of importance and you can add images of any kind of PowerPoint slides that you that you take as well.

687

01:45:14.790 --> 01:45:21.510

Joshua Hori: Now one note is another service that is available here at UC Davis, this comes with your office 365 service.

688

01:45:21.840 --> 01:45:31.920

Joshua Hori: It does sync over to one drive, which allows you to share cons are will keep everything inside of the cloud and share it across all your devices, whether it's your tablet your

689

01:45:32.790 --> 01:45:40.890

Joshua Hori: Your, your mobile devices or your computer. Now, I do have to admit, I find that this works best on the Surface Pro.

690

01:45:41.190 --> 01:45:53.820

Joshua Hori: And it's mixed across all the other devices on a Surface Pro. It works. Kind of like the live scrape smart pen, you can record audio. You can write in it. You can add pictures to it. The audio recording gets synced to your handwriting.

691

01:45:54.480 --> 01:46:04.440

Joshua Hori: But when you put it on an iPad or some our regular computer you can either right or audio record, you can't do both.

692

01:46:08.730 --> 01:46:21.090

Joshua Hori: So here's one of the looks of what it looks like on mobile devices. You can sit there and organize your notes by tabs on each one of your tabs could be one of your courses and all the notes for that course will appear underneath it.

693

01:46:23.400 --> 01:46:40.320

Joshua Hori: So honorable mentions. Some of you might see some students with iPads using note ability. So no stability is probably the closest thing to the live scrape smart pen as an iOS app, you can actually hit the record button and every time you're writing inside of the

694

01:46:41.370 --> 01:46:43.350

Joshua Hori: Inside of the app. It's actually making

695

01:46:44.460 --> 01:46:49.410

Joshua Hori: Bookmark inside of the audio recordings. Then when you come back to it later on to go play it back.

696

01:46:50.580 --> 01:47:00.750

Joshua Hori: Your all your handwriting will disappear. You can see it faded. But when you hit play, you get to watch yourself right all your notes again as you're listening to the audio and then you can jump around it.

697

01:47:01.050 --> 01:47:07.380

Joshua Hori: And it as well if if you know you don't want to get listened to the very beginning of it. You want to start maybe a few pages down

698

01:47:10.440 --> 01:47:20.130

Joshua Hori: Now the one is good notes. Want a lot of our mobility impaired users like using this because you can write big in the bottom barrel, what happens is is

699

01:47:21.240 --> 01:47:31.200

Joshua Hori: You get a drawing out area on your iPad or iPhone and you can turn the bottom half of your screen into a magnification area that you can write into

700

01:47:31.500 --> 01:47:37.140

Joshua Hori: That it looks big on the bottom half of the screen, but actually an app, it looks really, really small.

701

01:47:37.710 --> 01:47:52.290

Joshua Hori: So we're using this for some of our mobility mobility impaired users in order to interact with exams. But I've also seen students use this because they can cut and paste a lot of their drawing especially chemistry or math multiple times if they need to.

702

01:47:55.680 --> 01:48:14.820

Joshua Hori: dictation apps and so dictation for PC. We usually use Dragon Naturally Speaking, it's not given out too often just because of how restrictive the licensing is for it. When you buy a license that licenses for one person right now their own version.

703

01:48:16.560 --> 01:48:27.120

Joshua Hori: The way that this one works is you no longer have to train your voice to on Dragon anymore, but you do have to train the microphone because every microphone has different input.

704

01:48:27.750 --> 01:48:37.530

Joshua Hori: So after about five minutes of training the microphone. You can use dragon to dictate right away might take you a while to learn all the commands for controlling your computer.

705

01:48:38.790 --> 01:48:47.400

Joshua Hori: And it makes it makes a little bit easier to control your computer. If you don't don't have any mobility of your arms and hands at this time.

706

01:48:48.240 --> 01:48:55.830

Joshua Hori: Mac no longer users on Dragon Naturally Speaking, they have banned it from their operating system as of December 2018

707

01:48:56.250 --> 01:49:06.690

Joshua Hori: And then of june of 2019 they came up with voice control which gives users to complete control over their iPhone, iPod Touch iPad or MAC, MAC book.

708

01:49:07.350 --> 01:49:20.730

Joshua Hori: So you can turn on voice control in order to remotely control your computer and touch on just about anything. The dictate is actually used on Mac in order to dictate content into Word documents and so forth.

709

01:49:22.590 --> 01:49:31.860

Joshua Hori: And actually, we're finding that the otter app might even be probably the best one for recording your voice in order to type papers.

710

01:49:32.880 --> 01:49:39.600

Joshua Hori: Dan is just on a mobile app that you can transfer between devices and then you can export it as a Word document to turn it in.

711

01:49:42.420 --> 01:49:47.430

Joshua Hori: And I find that Otter works a little bit better than even Dragon Naturally Speaking or voice control.

712

01:49:50.280 --> 01:49:56.400

Joshua Hori: So when you're back on campus. We also have the Center for Accessible technologies available. The cat lab.

713

01:49:57.180 --> 01:50:05.610

Joshua Hori: You can read more about it. I can't UC davis.edu where we have six Mac Minis running on running with 30 inch monitors over there.

714

01:50:05.910 --> 01:50:13.650

Joshua Hori: Where we have different types of scanners for scanning different types of books or documents or anything else like that. We also have CC TVs over there.

715

01:50:14.040 --> 01:50:19.680

Joshua Hori: And we even have different types of my ergonomic mice and keyboards, in order to facilitate

716

01:50:20.490 --> 01:50:29.940

Joshua Hori: Students interacting with the computers over here, we do have locked up, but we do have a staff member over there. Who is available for retrieving any of this content.

717

01:50:30.600 --> 01:50:39.840

Joshua Hori: You can also go over there just to try it out. There's even different types of ergonomic seats over there and we even have tables that go they lift up and down on their own.

718

01:50:40.320 --> 01:50:47.910

Joshua Hori: It does have Dragon Naturally Speaking on one of the computers over there, you'll see the Dragon Naturally Speaking one because it has like a little

719

01:50:48.840 --> 01:50:59.130

Joshua Hori: Order going around it and the rest of them three Mac Mini or three Mac OS and three windows 10 machines running different types of Claire will read.

720

01:51:01.050 --> 01:51:04.830

Joshua Hori: Screen reading tools and just about anything that you may need

721

01:51:09.060 --> 01:51:20.550

Joshua Hori: Here I have the dragon station actually displayed. That is a height adjustable desk that we have over there. It does have some scanners on the end of it for scanning documents.

722

01:51:21.120 --> 01:51:29.100

Joshua Hori: We have other scanners for scanning books like flatbed scanners and then we have book scanners that will scan books just by opening them.

723

01:51:33.360 --> 01:51:36.090

Joshua Hori: And I have a picture of a CCTV over here.

724

01:51:38.160 --> 01:51:40.980

Joshua Hori: Now cloud services. How many of you use cloud services currently

725

01:51:52.440 --> 01:52:04.080

Joshua Hori: Oh, quite a bit of you. So now these are three cloud services that are available here at UC Davis. One Drive, Google Drive inbox.com One Drive comes with 1000 gigs of online storage.

726

01:52:04.680 --> 01:52:22.260

Joshua Hori: Google Drive comes with unlimited storage that's what is box.com on limited storage. Now we like using these because it syncs across all of our devices, but it's also a secure way of hosting our retrieving data between either

students or other departments.

727

01:52:23.610 --> 01:52:38.760

Joshua Hori: We do tend to lean towards box.com and we do not use one driver Google Drive for any of these services, only because we know that the box Drive or Dropbox account has actually had additional security contracts signed for it.

728

01:52:42.900 --> 01:52:54.330

Joshua Hori: So if you want to try it out. You can go to UC Davis box.com box drive is available for personal computer so you can install it directly on your computer and drag and drop your materials to sync it with you.

729

01:52:54.930 --> 01:53:08.700

Joshua Hori: On mobile app is available does require iOS 12 point or above. If you're using Android as long as you have above 5.0 you're good storage is also unlimited what I have on here, I have

730

01:53:11.250 --> 01:53:25.320

Joshua Hori: finder and Mac where it shows boxes available within finder. I also have box on being displayed from the Task Manager on on Windows seven or Windows 10 so that way you see it's really easy and quick to get to

731

01:53:28.890 --> 01:53:34.140

Joshua Hori: Box can also be set up to save from save all photos and files to the cloud.

732

01:53:34.800 --> 01:53:41.700

Joshua Hori: When you first started up is not automatic. But we have used it for some of our students to clear the devices to ensure that we can get some of our

733

01:53:42.210 --> 01:53:53.820

Joshua Hori: Software on there. It does have single sign on, so you don't have to remember another password, you do have the ability to recover accidentally deleted or purposely deleted content up to three months.

734

01:53:54.150 --> 01:54:03.630

Joshua Hori: There is a delete folder inside of there that allows you to retrieve it without any interaction from box and there are add ons and plugins available for multi user editing.

735

01:54:04.290 --> 01:54:15.780

Joshua Hori: After graduation, student maintains all files but they only have a 10 gig account, meaning that if they have over 10 gigs in it. They can't upload it to it anymore, but they can download as much as they want to

736

01:54:19.290 --> 01:54:27.720

Joshua Hori: And I'm I have an image of a single sign on button that you can use in order to interact with box so you don't have to remember another login

737

01:54:30.000 --> 01:54:36.480

Joshua Hori: And we do have a new the STC has taken over to testing center as a spring quarter.

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01:54:36.960 --> 01:54:42.870

Joshua Hori: Now if you need help with setting up any kind of exams, whether it's extended times or you need technology.

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01:54:43.140 --> 01:54:50.520

Joshua Hori: Please send an email over to examine calm at UC davis.edu within a request or setting up a form currently in order to

740

01:54:50.790 --> 01:55:04.830

Joshua Hori: Make requests as easy as possible. We do all the communication between you and the students after you've made the request and we're working on a database to be ready by winter quarter of 2021 that will make a lot of the testing.

741

01:55:05.280 --> 01:55:15.000

Joshua Hori: Scheduling much, much easier for everyone. We will be looking for assistance from other instructors who want to provide feedback of the workflow of the testing center so

742

01:55:15.330 --> 01:55:24.930

Joshua Hori: Please, if you'd like to participate and the workflow please submit over to examine calm at UC davis.edu that you are interested in participating

743

01:55:25.590 --> 01:55:33.450

Joshua Hori: So I do have some pictures of some of the testing Carol's that were being set up over at hunt hall where these are just kind of bare bones.

744

01:55:34.440 --> 01:55:51.960

Joshua Hori: We do have the Carol's COMPLETELY UP AND I'M SHOWING five Carol's right over here in one room. And we have another three Carol's that I'm showing in another room. We can house right now 35 students during the code shut down and these exam areas.

745

01:55:55.230 --> 01:56:02.760

Joshua Hori: So do we have any questions or is there anybody that's maybe wanting to see a really quick demo of some software.

746

01:56:08.760 --> 01:56:18.330

Mariel Vazquez: There's maybe a minute or two for questions. I think we'll have to skip the demo because one is tired after three days of orientation by zoom

747

01:56:19.650 --> 01:56:21.930

Joshua Hori: Oh trust me I can do demos in one or two minutes.

748

01:56:25.110 --> 01:56:26.910

Maribel Vazquez: Any, any questions.

749

01:56:31.800 --> 01:56:40.170

Jasquelin Pena: Asked one, if I can. So I have an iPad Pro that I'm going to be using for note take

750

01:56:43.380 --> 01:56:48.990

Jasquelin Pena: water chemistry soil chemistry and then kind of trying to figure out what

751

01:56:50.040 --> 01:57:02.040

What's the you talked about them about one of your one note versus nodes versus no ability. I mean, is there anything that really would say start with this.

752

01:57:05.220 --> 01:57:06.180

Joshua Hori: Ease of use.

753

01:57:07.350 --> 01:57:21.000

Joshua Hori: Good notes or no ability just really easy to use, especially if an iPad Pro, I would suggest using a dark background so I'm online. I do have dropping hours to here. I'm going to my next slide.

754

01:57:22.950 --> 01:57:38.580

Joshua Hori: For instructors. I actually have dropping hours for instructors from 12 to one every day Monday through Friday and that will be going on throughout the whole 2020 2021 academic year. I encourage you to come in and and challenge me to help you out. I am

755

01:57:39.630 --> 01:57:46.080

Joshua Hori: I love fulfilling challenges. I have my zoom ID on there. It is also available on my

756

01:57:46.890 --> 01:57:56.850

Joshua Hori: Front page of the STC if you scroll down, you'll see some bullet points that it's welcoming students and giving them some resources, the very first resource that you'll see there's my zoom link.

757

01:57:57.300 --> 01:58:09.090

Joshua Hori: So we have waiting rooms enabled. So if I have somebody in there. I might host inside that waiting room and I use breakout rooms for to provide confidential meetings with individuals.

758

01:58:09.420 --> 01:58:16.230

Joshua Hori: So I do have other staff inside of these meetings to help moderate or answer different questions that you may have.

759

01:58:23.700 --> 01:58:27.360

Joshua Hori: Now, if you ever want to do some STC collaboration. I'm sorry.

760

01:58:29.610 --> 01:58:29.940

Mariel Vazquez: Go ahead.

761

01:58:31.170 --> 01:58:42.120

Joshua Hori: Oh, this is going to say, if you ever want to do some STC collaborations we please reach out to Jennifer
bless you see is the director of the STC and she usually sets up different types of

762

01:58:43.080 --> 01:58:52.920

Joshua Hori: Presentations based on your needs. So we have a bunch of different people that do presentations from our
office. And if you ever have any questions please reach out to our main office.

763

01:58:54.240 --> 01:58:58.020

Joshua Hori: I don't know why I have the hashtag in there but it supposed to be SEC at UC davis.edu

764

01:58:59.130 --> 01:59:07.980

Joshua Hori: Our phone number is 530-752-2773 and our website is STC UC davis.edu

765

01:59:11.250 --> 01:59:13.230

Mariel Vazquez: Wow, this is really great. Thank you so much.

766

01:59:14.580 --> 01:59:16.410

Mariel Vazquez: Thank you Josh. And thank you, Kim.

767

01:59:18.600 --> 01:59:28.470

Mariel Vazquez: And I'm sure people will reach out to you if they have questions or maybe we will reach out to you
again for another demo session if people want that.

768

01:59:29.610 --> 01:59:35.790

Joshua Hori: No problem. I had joined with my iPad as it just in case, because I can do demos really quickly on there.

769

01:59:37.110 --> 01:59:37.920

Mariel Vazquez: Thank you so much.

770

01:59:39.660 --> 01:59:40.200

Mariel Vazquez: So,

771

01:59:40.260 --> 01:59:44.430

Mariel Vazquez: So maybe we'll wrap it up here. I'll let you do that.

772

01:59:46.980 --> 01:59:47.340

Mariel Vazquez: For me,

773
01:59:50.310 --> 01:59:52.050
Kimberly Nettles-Barcelon (she/her): Still there. Yeah.

774
01:59:55.530 --> 01:59:55.890
Mariel Vazquez: Yes.

775
01:59:58.890 --> 02:00:00.090
Kimberly Nettles-Barcelon (she/her): To the invite today.

776
02:00:04.740 --> 02:00:06.030
Kimberly Nettles-Barcelon (she/her): So much

777
02:00:10.860 --> 02:00:11.250
Kimberly Nettles-Barcelon (she/her): More than

778
02:00:16.200 --> 02:00:16.890
Kimberly Nettles-Barcelon (she/her): Two.

779
02:00:21.360 --> 02:00:21.960
Kimberly Nettles-Barcelon (she/her): To

780
02:00:23.670 --> 02:00:24.210
Kimberly Nettles-Barcelon (she/her): This

781
02:00:28.260 --> 02:00:29.940
Kimberly Nettles-Barcelon (she/her): Year teaching

782
02:00:37.680 --> 02:00:42.030
Kimberly Nettles-Barcelon (she/her): I also imagine at this point to be a lot happen all the

783
02:00:43.650 --> 02:00:43.920
Time.

784
02:00:45.240 --> 02:00:53.670
Kimberly Nettles-Barcelon (she/her): And so part of what we hope to happen in a week or so that we get together and

785
02:00:54.480 --> 02:00:54.750
And

786

02:00:55.980 --> 02:01:06.510

Kimberly Nettles-Barcelon (she/her): socialize with one another and to begin to really build those communities to continue to build those foods that we might need as the grappling

787

02:01:07.530 --> 02:01:08.700

Kimberly Nettles-Barcelon (she/her): With students

788

02:01:11.820 --> 02:01:16.020

Kimberly Nettles-Barcelon (she/her): Coming back to campus but also just again a difficult time.

789

02:01:18.270 --> 02:01:18.930

Kimberly Nettles-Barcelon (she/her): We're here.

790

02:01:24.480 --> 02:01:24.840

I just

791

02:01:27.900 --> 02:01:29.760

Kimberly Nettles-Barcelon (she/her): Want to take a moment to say

792

02:01:32.190 --> 02:01:33.870

Kimberly Nettles-Barcelon (she/her): To Tom, and most

793

02:01:36.000 --> 02:01:39.030

Kimberly Nettles-Barcelon (she/her): And Ghana for the two

794

02:01:40.320 --> 02:01:40.950

Kimberly Nettles-Barcelon (she/her): Together.

795

02:01:43.500 --> 02:01:44.190

Kimberly Nettles-Barcelon (she/her): And all of the

796

02:01:45.660 --> 02:01:47.040

Kimberly Nettles-Barcelon (she/her): Other than actually like yeah

797

02:01:48.420 --> 02:01:48.990

Just, just

798

02:01:54.510 --> 02:01:57.720

Kimberly Nettles-Barcelon (she/her): To provide you with information.

799

02:02:00.750 --> 02:02:02.250

Kimberly Nettles-Barcelon (she/her): That will you

800

02:02:04.110 --> 02:02:05.160

To be successful.

801

02:02:07.980 --> 02:02:07.980

Gentlemen.

802

02:02:11.130 --> 02:02:14.190

Kimberly Nettles-Barcelon (she/her): We have anything else to say other than

803

02:02:17.880 --> 02:02:18.420

Kimberly Nettles-Barcelon (she/her): Here.

804

02:02:22.050 --> 02:02:22.260

Kimberly Nettles-Barcelon (she/her): Oh,

805

02:02:23.520 --> 02:02:24.570

Kimberly Nettles-Barcelon (she/her): And Tom

806

02:02:26.160 --> 02:02:28.590

Kimberly Nettles-Barcelon (she/her): Will you be providing folks with

807

02:02:30.750 --> 02:02:39.540

Kimberly Nettles-Barcelon (she/her): A document on Google file or something with the various PowerPoints that we've had about the readings.

808

02:02:40.830 --> 02:02:54.270

Thomas William O'Donnell: Yeah, I'm going to spend the next day or two assembling and in the case of a few presenters who didn't send them to me what they have what they presented ahead of time rounding that up and so it'll

809

02:02:55.410 --> 02:03:05.730

Thomas William O'Donnell: Put it in distributed in a way that hopefully will be immediately useful for you to go back and find anything that interests you. Did you know of or want to follow up on right now.

810

02:03:06.600 --> 02:03:19.440

Thomas William O'Donnell: But also some ways to be able to access it in the future if you kind of vaguely recall something that you wanted to follow up on probably put it somewhere on our website as well.

811

02:03:20.310 --> 02:03:33.750

Thomas William O'Donnell: But organizing information is one of the things I tell myself I'm good at. So we get some time to do that and then pass it along to you, but certainly again if something occurs to you down the line.

812

02:03:34.950 --> 02:03:44.880

Thomas William O'Donnell: That you want or can't find, don't hesitate to reach out to me and asked me for it because I will keep all of the

813

02:03:46.350 --> 02:04:02.730

Thomas William O'Donnell: All of the resources that we've been given the links the Chat Transcripts will all be at my fingertips to be able to redistribute even if you needed after I send out something maybe by the end of this week, or very early next week.

814

02:04:04.650 --> 02:04:08.400

Kimberly Nettles-Barcelon (she/her): And what about the recordings of the sessions. All of that will be

815

02:04:10.170 --> 02:04:11.760

Thomas William O'Donnell: Will be yeah will be part

816

02:04:12.810 --> 02:04:19.080

Thomas William O'Donnell: Yes, and it would be like using an encyclopedia, I think, is my framework. Wow.

817

02:04:21.540 --> 02:04:23.040

Kimberly Nettles-Barcelon (she/her): I there any questions.

818

02:04:27.990 --> 02:04:28.290

Kimberly Nettles-Barcelon (she/her): Well,

819

02:04:28.560 --> 02:04:34.110

Lorena Oropeza: If there aren't any questions. I wouldn't mind having the last word is to say I'm

820

02:04:35.280 --> 02:04:49.020

Lorena Oropeza: Really good at meeting and mingling and person to we we like to, like, there's food. There's drink, there's music. There's like party time celebrating you and your accomplishments. And so this zoom like

821

02:04:49.770 --> 02:04:56.460

Lorena Oropeza: Three days. I know it was a lot. I know it was packed with information I stand in awe of your endurance and and your willingness

822

02:04:56.940 --> 02:05:05.910

Lorena Oropeza: To learn so much to really do well and I can't wait to meet you in person and you know share this to you and your future success.

823

02:05:06.330 --> 02:05:14.970

Lorena Oropeza: Yes, it tells to you. So thank you. That's my, my final word is. Thank you. And until we meet again in

person. In the meantime, you know where to find us We're here to help you. Okay.

824
02:05:21.720 --> 02:05:24.060
Lorena Oropeza: Josh. Thank you so much. Oh, yes. Oh, yes. Thank

825
02:05:24.060 --> 02:05:24.690
Mariel Vazquez: You everyone

826
02:05:26.040 --> 02:05:26.640
Lorena Oropeza: Made MC

827
02:05:33.570 --> 02:05:35.100
Lorena Oropeza: Want to stay on just for a few minutes.

828
02:05:37.470 --> 02:05:40.500
Lorena Oropeza: Thank you Jackie. Thank you for participating answering questions.

829
02:05:56.100 --> 02:05:57.150
Lorena Oropeza: More than one and

830
02:05:59.670 --> 02:06:01.170
Mariel Vazquez: She's held several devices.

831
02:06:02.760 --> 02:06:08.040
Lorena Oropeza: I know he said that he recommends having three devices, I can barely handle one it is

832
02:06:09.480 --> 02:06:19.980
Mariel Vazquez: It would be good to learn how to do that because what happened i think i think happened to you. Kimberly, but it has happened to me that if I put another device. There's all these ECHO.

833
02:06:20.490 --> 02:06:27.510
Mariel Vazquez: So, so do you need three sets of headsets are found. You have three devices without them interfering with each other.

834
02:06:31.170 --> 02:06:33.060
Mariel Vazquez: And stop the recording Rosa maybe

WEBVTT

1

00:00:00.000 --> 00:00:01.140

Mariel Vazquez: The end we can

2

00:00:02.669 --> 00:00:11.099

Mariel Vazquez: We can take that time to say goodbye and future steps, but we won't keep you long we're all tired how someone so and

3

00:00:12.389 --> 00:00:22.260

Mariel Vazquez: It's my pleasure to introduce came say Shay, and you will pronounce your name properly afterwards so that I know how to pronounce that.

4

00:00:22.980 --> 00:00:42.240

Mariel Vazquez: kameez Associate Director for learning and teaching support and the Center for Educational effectiveness and we were a very, I mean we we really wanted this to be part of the orientation, because we are living unprecedented times and

5

00:00:43.320 --> 00:00:57.210

Mariel Vazquez: We are all taken out of our comfort zone by having to teach online. So the more resources. We can give you the more places where we know we can go for how to better. Thank you.

6

00:01:00.120 --> 00:01:02.340

Kem Saichaie (he|him): It's all yours. Thank you very much for the

7

00:01:03.810 --> 00:01:09.570

Kem Saichaie (he|him): The introduction and I realize. Everybody's had a long weekend we're getting into a long school year and

8

00:01:09.960 --> 00:01:17.250

Kem Saichaie (he|him): And some of the news from today's even quite troubling. So I appreciate the the presidents are able to have during this time. My name is Kim. SIGH

9

00:01:17.820 --> 00:01:27.150

Kem Saichaie (he|him): The Associate Director of the Center for Educational effectiveness and I use he him his pronouns and what I have planned for folks this afternoon. It's really an opportunity

10

00:01:27.690 --> 00:01:35.310

Kem Saichaie (he|him): To learn in we're all learning together and the subject subject. So I have some experience and some expertise with this, but I'm here to learn from you as well.

11

00:01:35.730 --> 00:01:48.390

Kem Saichaie (he|him): And I was messaging, a little bit back and forth with Tom last night and instead of the normal sort of roadshow that we have on this topic, what I decided to do is since this is a very special group decided to redo the entire presentation.

12

00:01:49.260 --> 00:01:53.970

Kem Saichaie (he|him): There are a few sort of slides from other things that folks might have seen, but I wanted to redo it just because

13

00:01:55.470 --> 00:02:03.900

Kem Saichaie (he|him): I want to bring some energy and some new ideas to this space and then just really have it be a place where we can think about these things. And also try to be brief in the process, but

14

00:02:04.680 --> 00:02:10.530

Kem Saichaie (he|him): In as part of full disclosure, I'm going to try something that's completely new I've not used it before. I've seen a colleague do it once.

15

00:02:11.010 --> 00:02:26.880

Kem Saichaie (he|him): In a short video. So if we'll have some patience with me. I think that that's going to be a theme that will need to have in spades, as we go forward. So that is kind of what we have planned for you today. Again, the, the slides and a handout is available to you in the

16

00:02:28.230 --> 00:02:33.060

Kem Saichaie (he|him): In the chat. And if you don't have that, let me know. I've sent it to Tom and Rosa, who can get it to you as well.

17

00:02:33.360 --> 00:02:38.850

Kem Saichaie (he|him): But I'll put some links in throughout. And I also have things on multiple screens here. So if I'm looking over to something else.

18

00:02:39.150 --> 00:02:48.000

Kem Saichaie (he|him): It's not necessarily because I'm not paying attention to what's going on here. I can see a small slice of a handful of about eight to 10 people here and then we can go from there. So,

19

00:02:48.570 --> 00:02:58.290

Kem Saichaie (he|him): I'll do my best to interact as possible and again do ask questions in the chat. I'll take some some pauses throughout this this hour that's been dedicated for the time that I've been invited to

20

00:02:58.590 --> 00:03:06.810

Kem Saichaie (he|him): Mental hang around throughout the next session and even stay a little after if there's if there's questions, just so I can answer those and interact with everybody. So with that being said,

21

00:03:07.290 --> 00:03:17.640

Kem Saichaie (he|him): Here are the objectives for our time together this afternoon. And one last thing. If I talk a little bit quickly it's because I'm excited about the subject matter. And if I need to slow down just

22

00:03:17.970 --> 00:03:26.940

Kem Saichaie (he|him): Go ahead and tap the slow down or go slower button in the sort of participants tab and I'll be sure to monitor that if I'm going to quickly so

23

00:03:27.570 --> 00:03:36.480

Kem Saichaie (he|him): Just one of the other tools at our disposal here. So what we hope to do is talk about the ideas of equity inclusion in an online space, we know that it's it's a space where

24

00:03:36.690 --> 00:03:42.720

Kem Saichaie (he|him): A lot of students do face some challenges and it perpetuates the main activities that are already existing in our system.

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00:03:43.050 --> 00:03:51.300

Kem Saichaie (he|him): So let's take a look at that will also take a look at some data from a survey that our center put out, which I hope you have had a chance to skim or at least open at this point in time, if not

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00:03:51.510 --> 00:03:58.230

Kem Saichaie (he|him): We'll reference it throughout this presentation and you'll have a chance to use it potentially as a teaching tool yourself moving forward.

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00:03:58.770 --> 00:04:03.690

Kem Saichaie (he|him): We'll talk about five strategies for teaching and learning online. This is where a lot of the redesign came in.

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00:04:04.080 --> 00:04:09.360

Kem Saichaie (he|him): There's a ton of resources out there right now. And if you're like me, you're suffering from resource fatigue.

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00:04:09.630 --> 00:04:18.810

Kem Saichaie (he|him): You know, you have to get things done. We're all in various states in that process and we know there's an answer to something someplace. So what I've tried to do is distill it down to five key takeaways.

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00:04:19.110 --> 00:04:24.690

Kem Saichaie (he|him): Based on research based on experience in doing this that I hope you find valuable and I'm just still them into topics that

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00:04:25.080 --> 00:04:31.080

Kem Saichaie (he|him): Again, I hope are useful here and then we'll talk about some tools for active learning in the process. So,

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00:04:31.380 --> 00:04:44.970

Kem Saichaie (he|him): With that being said, I just doing a sort of a quick raise of hands in the chat. I'm just curious if you're not familiar with how to raise your hand in the chat. You just go to the participants tab and you click on that.

33

00:04:45.210 --> 00:04:53.190

Kem Saichaie (he|him): So I'm just wondering, has anybody taken an online class before our curiosity, since we're all at different phases in our education process.

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00:04:54.120 --> 00:04:59.040

Kem Saichaie (he|him): Okay, so we have 1234 K several folks have taken an

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00:04:59.700 --> 00:05:10.590

Kem Saichaie (he|him): online class before. That's really good experience to draw from oftentimes our teaching practices. They're informed by what we see as a student. So having some experience as a student in this space is useful.

36

00:05:10.950 --> 00:05:16.140

Kem Saichaie (he|him): I'm just wondering, how many of you have taught an online class before so you can lower your hands and raise them.

37

00:05:16.650 --> 00:05:22.950

Kem Saichaie (he|him): Here. Some of you may have had this experience throughout the spring and other settings, perhaps as a teaching assistant

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00:05:23.460 --> 00:05:27.390

Kem Saichaie (he|him): Okay, so we have a fair amount of individuals would teaching experience in this space.

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00:05:27.720 --> 00:05:39.780

Kem Saichaie (he|him): And so given the fact that we do have those individuals, I would invite you, if you do have teaching experience to share some of those things throughout the activities today. And then also in the chat, where it's relevant. And then finally,

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00:05:40.710 --> 00:05:50.730

Kem Saichaie (he|him): One question here. And this perhaps is a little risky who enjoys teaching online classes. So go ahead and raise your hands and sort of lower and raise it again.

41

00:05:51.270 --> 00:05:59.340

Kem Saichaie (he|him): So we have a few brave souls. Thank you very much faith and crystal for your enthusiasm and honesty there. I think there's opportunities to find enjoyment Benjamin

42

00:06:01.290 --> 00:06:07.470

Kem Saichaie (he|him): Ben. Ben Asha. Thank you very much for and sorry if I'm mispronouncing you this. I'm trying to read it quickly on my small screen here.

43

00:06:08.070 --> 00:06:13.170

Kem Saichaie (he|him): So thank you for that enthusiasm and those of you who do enjoy this setting, again, feel free to share

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00:06:13.680 --> 00:06:23.790

Kem Saichaie (he|him): There's a couple of things that we try to do in these sessions is also model. Some of the practice. And one of the big pieces of that process is to think about what we want the experience to be like for ourselves in a synchronous session.

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00:06:24.090 --> 00:06:30.960

Kem Saichaie (he|him): Setting, and then when we want it to be like for students. So here's a couple of norms that we typically have if you're able to have your video on fantastic

46

00:06:31.200 --> 00:06:39.330

Kem Saichaie (he|him): I know at this time of day we're probably 678 hours deep in in zoom. So if you want to save some of that fatigue. I totally understand. But it does help me as a facilitator.

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00:06:39.600 --> 00:06:48.180

Kem Saichaie (he|him): Get some of that nonverbal feedback that is so valuable in a classroom setting that it's sometimes difficult to replicate. So I appreciate folks doing that.

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00:06:48.450 --> 00:06:53.610

Kem Saichaie (he|him): If you need to turn it off or take a break. I understand a stay muted. That'd be great.

49

00:06:54.120 --> 00:07:08.130

Kem Saichaie (he|him): We all have things going on in the background. I have to for like a junior executives in the house someplace here. So hopefully they don't interrupt our time today. And then also, if you have questions in the chat. Great. And then we asked you to be president respectful and curious.

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00:07:08.550 --> 00:07:14.160

Kem Saichaie (he|him): If at all possible, some of the graphics. I'm using today are from an outlet called the noun project.

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00:07:14.400 --> 00:07:22.920

Kem Saichaie (he|him): And that there is a slight cost to it, but I do find it very relevant and they have a lot more contemporary graphics. So we know the balance between text and visual is very important.

52

00:07:23.250 --> 00:07:32.700

Kem Saichaie (he|him): And using sort of copyright free materials is a good way to do that. So I'll just call them out so that that has come up another presentation so you can check that out on your own.

53

00:07:33.060 --> 00:07:39.000

Kem Saichaie (he|him): Or see a sample of them as as I go through the presentation today. So this is the first

54

00:07:39.930 --> 00:07:47.400

Kem Saichaie (he|him): Risk or third step at innovation. I'm going to try our folks here familiar with jam boards is all it's a new Google products called jam board.

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00:07:48.240 --> 00:07:56.610

Kem Saichaie (he|him): If folks are not familiar with that, we're going to get a taste of it right now. So I've got a link to put in the chat right there. So if you click on that link.

56

00:07:57.960 --> 00:08:05.580

Kem Saichaie (he|him): You should be able to just try it today. Okay, very good. So we'll try it again and see how this goes. If you click on that link and I invite you to do that.

57

00:08:06.120 --> 00:08:16.650

Kem Saichaie (he|him): Here you will see a screen similar to what I have. And there's a there's a question in there with the sticky. So I'm going to just transfer my screen real fast. And this one.

58

00:08:17.160 --> 00:08:26.580

Kem Saichaie (he|him): And hopefully people can see this jam board on my screen here. And I would just invite people to grab a sticky note which is over in this left hand column.

59

00:08:27.150 --> 00:08:34.710

Kem Saichaie (he|him): And it's represented here and place it on the board and say, answer the question, how do you feel about online learning, and it can be

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00:08:35.220 --> 00:08:41.880

Kem Saichaie (he|him): A range of different things, or you can use a graphic. If you want or draw a picture, but I'm hopeful that

61

00:08:42.240 --> 00:08:51.930

Kem Saichaie (he|him): Folks are able to use this. So if I grab a sticky note here on the side. It pops up a color and then I'm able to put in some different things you can move notes around as well.

62

00:08:52.200 --> 00:09:04.590

Kem Saichaie (he|him): We'll just try this. As far as an interactive activity here. So I invite you to grab a sticky or other form of representing your thoughts and I'll give you a few minutes to do that. And we'll come back and insert share out our responses to that question.

63

00:09:05.880 --> 00:09:14.520

Kem Saichaie (he|him): If you have any questions about using this if it's your first time like it was mine two hours ago, raise your hand and maybe the those of us who have tried this can can help out.

64

00:09:22.710 --> 00:09:25.080

Jasquelin Pena: How do you post a note. Once you've written in it.

65

00:09:27.420 --> 00:09:30.960

Kem Saichaie (he|him): Good question. So I think you just click off of it and then drag and drop

66

00:09:36.180 --> 00:09:43.260

Kem Saichaie (he|him): So we have some themes emerging here. Some folks are curious. Some folks are unsure. I've lost the screen. I'll we've got

67

00:09:43.710 --> 00:09:54.030

Kem Saichaie (he|him): We're going on to new boards. Now at this point in time. So this is good to know for it sort of larger class settings that the boards can scale and scale as we have multiple participants using it.

68

00:09:57.870 --> 00:09:59.670

Let me see if I can reset that view.

69

00:10:11.850 --> 00:10:12.960

Kem Saichaie (he|him): Okay, so

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00:10:25.080 --> 00:10:39.330

Kem Saichaie (he|him): So I'm not sure where some of the original post went there. If people have an idea about that. Feel free to help me out here. But it's a it's it's a good opportunity to have a share some ideas about this, about this topic.

71

00:10:45.660 --> 00:10:49.050

Kem Saichaie (he|him): Interesting platform. Yes, it is. And we're learning about this together here.

72

00:10:50.340 --> 00:10:55.470

Kem Saichaie (he|him): I think somebody might have cleared the frame accidentally. That's okay. This is a learning space. So that's part of our sort of

73

00:10:55.890 --> 00:11:03.990

Kem Saichaie (he|him): informal assessment and we learned about this tool together. So your frame. I was playing with that earlier to will kind of wipe things off the off the board, but

74

00:11:04.350 --> 00:11:08.310

Kem Saichaie (he|him): As you can see, it's a it's a space for us to interact and share some ideas.

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00:11:08.820 --> 00:11:19.290

Kem Saichaie (he|him): As well. So we won't go too much further into this platform. It's just a quick exercise to get us to think about, you know, there are positives that we can take away from some of this.

76

00:11:19.710 --> 00:11:29.610

Kem Saichaie (he|him): Piece of it. And this is a space where maybe you have your students in groups get together in a breakout room and you multiple jam boards. I'm not endorsing this as a product. It's simply an

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00:11:29.610 --> 00:11:30.540

Kem Saichaie (he|him): Option to you.

78

00:11:30.810 --> 00:11:33.810

Kem Saichaie (he|him): It's one of the newer things. It's available in the Google suite of tools.

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00:11:34.470 --> 00:11:48.690

Kem Saichaie (he|him): Google, of course, represents some challenges for students in certain countries. So be mindful of that. This is not the only platform that can that can work here. I see. I think Benjamin drawing some circles are some of your rates, but

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00:11:49.770 --> 00:11:55.560

Kem Saichaie (he|him): Yeah, this will be a different tool for different uses. So we'll leave it at that and you can you can take a look at that resource.

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00:11:55.800 --> 00:12:04.950

Kem Saichaie (he|him): But it is an opportunity to engage students in part of the process. That's a little less static than say a poll, or sort of typing into Google document so

82

00:12:05.580 --> 00:12:17.100

Kem Saichaie (he|him): Hopefully that's been at least informative. If nothing else, so I'll switch back to the other screen that I was presenting here and just resize my presentation window so give me a moment to do that.

83

00:12:20.400 --> 00:12:28.560

Kem Saichaie (he|him): You'll hear me try to vocalize, some of the things that I'm doing in this process, just to let the people know that might not be able to see the full screen.

84

00:12:29.130 --> 00:12:40.560

Kem Saichaie (he|him): Understand what is going on in the process. So that's one of the things that I'm trying to do as part of this sort of modeling the practices that even as we're resizing and reframing things. It's important to let folks know where we're at in case they are

85

00:12:40.980 --> 00:12:46.560

Kem Saichaie (he|him): Still trying to catch up with us again because English is not everybody's first language and instruction can take

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00:12:46.560 --> 00:12:52.260

Kem Saichaie (he|him): Place quite quickly. So just vocalizing some of what we're doing in the space is helpful for learners.

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00:12:53.010 --> 00:13:00.390

Kem Saichaie (he|him): I'm going to transition next to, just a quick piece about educational equity here. I know there are lots of individuals in the space, who study this.

88

00:13:00.810 --> 00:13:13.500

Kem Saichaie (he|him): Topic and are very committed to it but just something to think about and communicate for students in providing equity in an online learning environment is truly important for students to be able to progress and realize their academic and social needs.

89

00:13:14.040 --> 00:13:23.070

Kem Saichaie (he|him): The National equity project. If you're not familiar with it has emerged. More recently, and offices to this definition and it's one that I would ask us to keep in mind as we move through

90

00:13:23.460 --> 00:13:33.660

Kem Saichaie (he|him): Not only this session, but as we think about our teaching practice and if anybody has anything else to add to this or or can point to additional references, just let us know.

91

00:13:35.490 --> 00:13:41.160

Kem Saichaie (he|him): I'll point to this piece next as a way to transition that into what this might look like in an online learning classroom.

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00:13:41.550 --> 00:13:47.580

Kem Saichaie (he|him): Is that equity in equality are definitely two concepts. That's the people have to blend together or use

93

00:13:48.540 --> 00:13:57.030

Kem Saichaie (he|him): Transpose in some cases, but I offer this resource here to think about is that as we go into this space. A lot of times where we take a look at some of the limitations.

94

00:13:57.450 --> 00:14:08.520

Kem Saichaie (he|him): And an asset based focus is really kind of one of the themes that I hope to explain to folks today is to think about what the student potential is to demonstrate their learning in this setting, given the fact that it's

95

00:14:09.210 --> 00:14:21.690

Kem Saichaie (he|him): Not necessarily what everybody signed up for. So thinking about identifying and building on students strengths in this process and thinking about the the diverse student population that we have and how can we introduce pedagogy us that are not only

96

00:14:23.190 --> 00:14:34.140

Kem Saichaie (he|him): Culturally relevant, but also useful for students to be able to take on to the next step. So thinking about the transfer ability of those skills in the process of what they're doing in our, in our classrooms here.

97

00:14:38.130 --> 00:14:43.230

Kem Saichaie (he|him): Moving on. Next, this is a an article that came out recently Kathy Davidson is

98

00:14:43.680 --> 00:14:50.340

Kem Saichaie (he|him): Or was a professor at NYU and writes quite a bit about technology and education. If you have the PDF, you can click on this.

99

00:14:50.700 --> 00:14:57.540

Kem Saichaie (he|him): But it came out right as the tail end of this schools that won the semesters. We're closing out and right as we're in the middle of our spring quarter.

100

00:14:57.870 --> 00:15:04.530

Kem Saichaie (he|him): But I think it's still holds true today is one of the things to think about. Is that what the most important thing that we need in this process.

101

00:15:04.890 --> 00:15:08.910

Kem Saichaie (he|him): Is indeed this idea of empathy and how we can bring that forward so

102

00:15:09.450 --> 00:15:16.320

Kem Saichaie (he|him): She says, before we even think about a syllabus or videos or zoom. We need to think about what it means to be a student so students centeredness.

103

00:15:16.650 --> 00:15:28.080

Kem Saichaie (he|him): Is a key component of how we frame our education at this point in time and then thinking about this, you know, adjust accordingly we need to be human first and Professor second. So this means

104

00:15:29.040 --> 00:15:36.180

Kem Saichaie (he|him): recalibrating some of our expectations revising some of our plans and thinking about new ways to in fact share the passion of these top

105

00:15:36.570 --> 00:15:43.620

Kem Saichaie (he|him): Six with our students in the process. So I would invite you to take a look at the blog on your own time. She's written a little bit more about this subject.

106

00:15:43.920 --> 00:15:55.230

Kem Saichaie (he|him): As time has gone forward and she also is one of the leading thinkers about education technology in higher education. So if you're unfamiliar with her work that somebody else to perhaps take a look at a little bit more

107

00:15:56.610 --> 00:16:02.880

Kem Saichaie (he|him): In order to to know our students and to be familiar with what they're going through. It's important to know the students that are in our class.

108

00:16:03.630 --> 00:16:09.690

Kem Saichaie (he|him): Some of you might be familiar with the tool that we have here at the Center for Educational effectiveness called know your students.

109

00:16:10.320 --> 00:16:16.830

Kem Saichaie (he|him): And then I'm just curious, maybe again by show raise of hands in the in the chat with the participants, I should say, with the participants bar.

110

00:16:17.220 --> 00:16:31.020

Kem Saichaie (he|him): Have you used this tool before or are you aware of it, just raise of hands. Okay, a couple of folks are familiar with it,

fantastic. I might ask one or two of you to talk about your experience with the tool here as I give a brief overview of it.

111

00:16:33.000 --> 00:16:42.780

Kem Saichaie (he|him): So it's a tool that you can log into and get a sense of who's in your classroom we might not all teach the 511 size person classroom I teach classes that are larger than that, in fact,

112

00:16:43.320 --> 00:16:49.980

Kem Saichaie (he|him): But this gives us a snapshot of who's in the classroom and what we might be able to know about these students as we go into our teaching space.

113

00:16:50.910 --> 00:16:58.860

Kem Saichaie (he|him): It's a very rich tool. If you go through a small amount of training with our center, you can get access to a full suite of tools that will allow you to see.

114

00:16:59.130 --> 00:17:07.980

Kem Saichaie (he|him): I should say this full suite of data that will allow you to see students, you know what, what percentage of the students in the class or first year students sophomores transfer

115

00:17:08.400 --> 00:17:14.280

Kem Saichaie (he|him): Specifically in numbers, we have a percentage here. And sorry, you can see that from different majors and in different

116

00:17:14.760 --> 00:17:23.670

Kem Saichaie (he|him): Parts of the campus, you can take a look at, you know, traditionally, how have enrollment patterns change in the class, especially if some of you are newer to the campus so it's it's a really useful tool.

117

00:17:24.360 --> 00:17:31.260

Kem Saichaie (he|him): To think about and sort of frame your own expectations and your learning goals for the class is just to understand who is in the space.

118

00:17:31.950 --> 00:17:42.600

Kem Saichaie (he|him): Or working on also revising some of the topics here just for example ESL is a term that we're aware as is not used as frequently today English for multilingual students or Ms.

119

00:17:42.930 --> 00:17:49.980

Kem Saichaie (he|him): Is what we're aware of as a new term and we're going to update some of the this presentation interface to reflect that. But

120

00:17:50.460 --> 00:18:00.810

Kem Saichaie (he|him): If you're wondering also, what average first or average student experience mean that's the number of terms, the students has been on campus. So in this class. It looks like it's a

121

00:18:01.290 --> 00:18:06.540

Kem Saichaie (he|him): Class A lot of first year students would be taking or students that are very early on in their career at UC Davis.

122

00:18:07.290 --> 00:18:20.700

Kem Saichaie (he|him): For those of you who have used this tool, or at least familiar with it would. Would anyone be comfortable and on muting and coming on on camera and talking about your experience using the tool and how you might have how it might have informed your instruction.

123

00:18:25.890 --> 00:18:29.940

Darnel Degand: So I had various my hand, but now I'm not sure if that's the same tool.

124

00:18:30.360 --> 00:18:30.930

Kem Saichaie (he|him): Okay, thanks.

125

00:18:31.950 --> 00:18:36.450

Darnel Degand: The tool that I used gave me photos of every student there make

126

00:18:37.440 --> 00:18:37.860

Kem Saichaie (he|him): Sure, yeah.

127

00:18:38.190 --> 00:18:40.860

Darnel Degand: Okay, okay. So I did not use this tool.

128

00:18:41.670 --> 00:18:43.830

Kem Saichaie (he|him): Okay, thanks. Darnell, though. I appreciate that.

129

00:18:44.610 --> 00:18:45.180

Kem Saichaie (he|him): I see. Oh.

130

00:18:45.390 --> 00:18:49.800

Maciel M Hernandez: Yeah, I used it when we were you know spring break.

131

00:18:50.850 --> 00:18:51.480

Maciel M Hernandez: I'm

132

00:18:52.830 --> 00:18:58.800

Maciel M Hernandez: Turning everything online. I used to kind of get that sense but at that time there was a very low response rate.

133

00:18:59.820 --> 00:19:19.050

Maciel M Hernandez: For my students. So I actually sent them a personal like link to a survey that I had that were specific to questions that pertain to the course and I got a way higher response rate on that something like 70 something percent so it was more tailored right to the needs that that

134

00:19:20.280 --> 00:19:32.190

Maciel M Hernandez: I was kind of envisioning so I use that instead. But I imagine that I just checked right now and the response rate was was higher than it was when I had checked when I needed it.

135

00:19:34.530 --> 00:19:42.870

Kem Saichaie (he|him): Yeah, I just want to differentiate their a little bit between what what i think that you're you're describing in this tool. So this tool actually looks at enrollment data for the class itself.

136

00:19:42.930 --> 00:19:47.970

Kem Saichaie (he|him): And so with this tool, you can kind of know what the enrollment and will change as for the address period comes along.

137

00:19:48.330 --> 00:19:57.300

Kem Saichaie (he|him): And I believe what you're speaking about is a survey. We are Center also launched the survey and some of the results you can see in the in the information that was distributed beforehand.

138

00:19:58.140 --> 00:20:02.400

Kem Saichaie (he|him): And you're right, the response rate does vary so we always recommend as an instructor

139

00:20:03.030 --> 00:20:11.280

Kem Saichaie (he|him): Any surveys that you would put together for your own class are very valuable. So you can collect in the individualized information for your own specific course context.

140

00:20:11.670 --> 00:20:23.730

Kem Saichaie (he|him): But this tool that I'm referencing here. It does pull from enrollment data, so you're able to take a look at knowing your students. If it is a larger section or you do want to take a look at particular it's about the the population itself that's enrolled in the class.

141

00:20:25.980 --> 00:20:29.880

Jasquelin Pena: So maybe I could say something I I looked at this.

142

00:20:30.930 --> 00:20:40.050

Jasquelin Pena: This summer to have an idea of the split between like third year fourth year students that were signed up for my class and to see how many

143

00:20:40.530 --> 00:20:50.430

Jasquelin Pena: Students were transferring in I'm in civil and environmental engineering. And so that sort of just gives a little bit of an idea of demographics those you're trying to gauge

144

00:20:51.660 --> 00:20:56.430

Jasquelin Pena: Well, since it's my first time teaching this course gauge like student backgrounds and level and so on.

145

00:20:58.740 --> 00:20:59.430

Kem Saichaie (he|him): Thank you. Jasmine.

146

00:21:00.510 --> 00:21:10.680

Kem Saichaie (he|him): That's that's important information to have. And so why would you use this information. I think one of the things that will do nexus is transition to think about how that that information can inform our teaching practice right so

147

00:21:10.950 --> 00:21:14.970

Kem Saichaie (he|him): What you're mentioning there was prior knowledge and some of the prior knowledge is based on

148

00:21:15.390 --> 00:21:24.870

Kem Saichaie (he|him): What level of experience students have with higher education. So for teaching different courses you might see folks with a higher sort of average student experience where you might see different levels of

149

00:21:25.380 --> 00:21:37.260

Kem Saichaie (he|him): Learners in the classroom, based on first generation status, for example. So knowing how ready. They might be for the classes and important part of the process and some of the course. Demographics will feed into that. So thinking about

150

00:21:37.830 --> 00:21:45.390

Kem Saichaie (he|him): These concepts of perceptions of online learning. These will vary across classes, their readiness and competence to engage in this platform.

151

00:21:45.600 --> 00:21:50.670

Kem Saichaie (he|him): We know that a lot of students now have online learning experience what whether they signed up for it or not.

152

00:21:51.000 --> 00:22:03.450

Kem Saichaie (he|him): And then to think about issues of self direction and initiative. So that's two important concepts that will touch on throughout the rest of this talk and then thinking about students ability to engage online. So whether or not we're having synchronous

153

00:22:04.830 --> 00:22:05.910

Kem Saichaie (he|him): Access to

154

00:22:07.260 --> 00:22:21.540

Kem Saichaie (he|him): The course content and interaction or we're doing everything sort of asynchronously across different time zones. So that's some research that is again not new, but it. This is the show that this topic has been studying for a while and we do have some ideas about

155

00:22:23.700 --> 00:22:27.510

Kem Saichaie (he|him): Transitioning here. This was the survey that was sent around before

156

00:22:28.350 --> 00:22:39.900

Kem Saichaie (he|him): And hopefully people had a chance to flip through this our center put this together to look at some trends from the student learning and the faculty teaching experience in the 2020 spring term and it has some revealing

157

00:22:40.380 --> 00:22:52.260

Kem Saichaie (he|him): Insights for us to think about as we plan our to fall quarter and perhaps beyond. So I'm going to touch base on a key. A few of the key findings from this and then we can go from there.

158

00:22:52.770 --> 00:23:08.070

Kem Saichaie (he|him): Given the fact that this is a resource that you can take a look at on your own. So the, the things to take a look at here on this particular graph is that activities used by instructors and so the green would be T as in the blue, orange.

159

00:23:08.070 --> 00:23:16.830

Kem Saichaie (he|him): Instructors faculty members at this point in time is. It's who we have here. So, office hours were very popular used and why that's important will come up

160

00:23:17.130 --> 00:23:21.090

Kem Saichaie (he|him): Live lectures live discussions of synchronous components for student interaction.

161

00:23:21.660 --> 00:23:31.770

Kem Saichaie (he|him): Non proctored exams. I don't know if that affects this population greatly. But that's something that we definitely want to point out as a best practices to use non proctored exams.

162

00:23:32.280 --> 00:23:43.710

Kem Saichaie (he|him): recorded lectures are popular. So a number of different things on this list can inform what instructors use but that's only part of the process, we want to think about what's effective for students and their perceptions of learning as well.

163

00:23:45.630 --> 00:23:50.520

Kem Saichaie (he|him): So thinking about this piece. So this is a figure here barriers to students.

164

00:23:51.150 --> 00:23:52.920

Jasquelin Pena: For students so they

165

00:23:53.340 --> 00:23:55.290

Kem Saichaie (he|him): Reading this bar is that the dark

166

00:23:55.290 --> 00:23:56.580

Kem Saichaie (he|him): Blue did not

167

00:23:56.700 --> 00:23:57.810

Kem Saichaie (he|him): inhibit their learning.

168

00:23:57.930 --> 00:24:01.230

Kem Saichaie (he|him): And as you read across the yellow and the to

169

00:24:01.230 --> 00:24:03.420

Kem Saichaie (he|him): Colors. There were some responses that

170

00:24:03.420 --> 00:24:04.920

Kem Saichaie (he|him): Did inhibited. So if we take a look at

171

00:24:04.920 --> 00:24:05.190

Kem Saichaie (he|him): This

172

00:24:05.850 --> 00:24:07.740

Kem Saichaie (he|him): They were able to successfully.

173

00:24:09.000 --> 00:24:22.500

Kem Saichaie (he|him): Use a number of different things. Reading responses homework recorded lab simulations. And so these things can inform us to what the student experience is like when we're trying to facilitate learning across these different forms.

174

00:24:23.820 --> 00:24:30.810

Kem Saichaie (he|him): And then I would say next. Just to wrap up this this portion at one, maybe two more slides here on this topic. This is an interesting finding here at different

175

00:24:31.020 --> 00:24:33.240

Kem Saichaie (he|him): Interesting bar graph is that we see that

176

00:24:33.480 --> 00:24:44.430

Kem Saichaie (he|him): The dark blue line is the instructor perceptions of how students how they thought students learned with these activities and the yellow or the Gold Line is how

177

00:24:44.820 --> 00:24:46.230

Kem Saichaie (he|him): The students perceive their learning.

178

00:24:46.560 --> 00:24:57.990

Kem Saichaie (he|him): With these particular tools. So this is something to take a look at. As you can see, homework is as popular as ever, is one of the key takeaways from this. If we look at as sort of strengths based approach from from

179

00:24:58.440 --> 00:25:07.140

Kem Saichaie (he|him): You know, the, the data that we have office hours were important for both populations, but just thinking about recorded lectures online and recorded lectures live

180

00:25:07.500 --> 00:25:19.920

Kem Saichaie (he|him): And distinguished between the two of those, the recorded lectures online where those that were recorded specifically for an online setting and the recorded lectures live or more of the sort of recording it at your

181

00:25:20.310 --> 00:25:28.140

Kem Saichaie (he|him): Laptop piece of it. I think they're working on the definition to better desegregate how those two are different, but as you can see

182

00:25:28.470 --> 00:25:36.810

Kem Saichaie (he|him): Access to record materials is a popular way for students to absorb content and something to think about as you're recording your own videos are preparing to do so.

183

00:25:38.580 --> 00:25:42.720

Kem Saichaie (he|him): One thing to know here real fast as the ITA we look all the way down at the bottom.

184

00:25:42.990 --> 00:25:51.300

Kem Saichaie (he|him): You'll see proctored exams, but you also see breakout groups. So that's an area that will have to think about as educators in the utility of breakout groups and how to use them.

185

00:25:51.510 --> 00:25:58.350

Kem Saichaie (he|him): And I'm hopeful that folks will be able to share some of the successes, they've had with that specific tool as we go through the rest of the presentation today.

186

00:25:59.490 --> 00:26:06.600

Kem Saichaie (he|him): The final bar chart that I'll mention at this point in time is just taking a look at activities that motivated students to learn and engage in this sending

187

00:26:06.990 --> 00:26:13.680

Kem Saichaie (he|him): We know that student motivation is a key driver of their success in the learning experience and willingness to participate in activities.

188

00:26:14.070 --> 00:26:23.220

Kem Saichaie (he|him): That stems from their ability to engage with the content. So the idea of low stakes quizzes that those are ones that are distributed mostly across a number of different

189

00:26:23.700 --> 00:26:37.260

Kem Saichaie (he|him): Weeks or periods of time and have lower percentages of their total overall grade office hours were again very popular thinking about the different types of live lectures and live discussion. So the ability to interact and connect with

190

00:26:37.260 --> 00:26:37.770

Kem Saichaie (he|him): Peers

191

00:26:38.010 --> 00:26:44.010

Kem Saichaie (he|him): And with the instructional team, whether it be you as the faculty member or graduate students is to always remains important

192

00:26:44.460 --> 00:26:49.740

Kem Saichaie (he|him): And then thinking about different polls and clicker questions. So, other forms of engagement are important.

193

00:26:50.190 --> 00:26:54.690

Kem Saichaie (he|him): So thinking about this data that we have access to and how it might inform our teaching

194

00:26:54.990 --> 00:27:01.500

Kem Saichaie (he|him): I'm wondering if anybody had some key takeaways. In reviewing this whether it's just be quickly as we discussed it here together.

195

00:27:01.740 --> 00:27:09.840

Kem Saichaie (he|him): Or they've looked at it previously and we'll leave it open for a few months for folks to either respond in chat or to unmute themselves and share some some comments.

196

00:27:12.690 --> 00:27:23.040

Darnel Degand: I was actually really curious about the the slide where you were showing the differences between preferences for live recordings versus online. Yeah.

197

00:27:25.080 --> 00:27:25.530

Darnel Degand: So,

198

00:27:25.980 --> 00:27:32.130

Kem Saichaie (he|him): They're in the same neighborhood I think with with regard to popularity students and from the faculty members.

199

00:27:32.730 --> 00:27:41.910

Darnel Degand: Yeah, because it didn't seem like it was a big difference. Um, and can, can you help me for a second because I see 528 verses 6:59am I my sinokrot

200

00:27:43.140 --> 00:27:49.590

Kem Saichaie (he|him): 528 verses 620 yeah so those that completed the survey i don't i don't believe that everybody filled

201

00:27:49.620 --> 00:27:54.780

Darnel Degand: Out. Oh my god. Okay, that I thought that was the respondents the number that responded. Okay.

202

00:27:56.340 --> 00:27:57.900

Darnel Degand: Or the actual questions.

203

00:27:59.070 --> 00:28:02.490

Kem Saichaie (he|him): Thank you. Yeah, sorry. Sorry. Um,

204

00:28:02.520 --> 00:28:09.840

Jasquelin Pena: I wanted to ask a question about the breakout session on the team to be unpopular. Do you think that thats

205

00:28:11.640 --> 00:28:21.300

Jasquelin Pena: Related to what happens in a breakout room or that they are just perceived by the students is not helpful or what are your thoughts there.

206

00:28:22.410 --> 00:28:30.660

Kem Saichaie (he|him): Yeah, thanks for that question. It's probably a little bit of both. And in my professional opinion, thinking about the research that we've done on group learning. So we know that students are resistant to

207

00:28:30.840 --> 00:28:36.960

Kem Saichaie (he|him): Group work and teamwork, because it's it's a new dynamic, a lot of these students that we see are not necessarily used to

208

00:28:37.350 --> 00:28:41.970

Kem Saichaie (he|him): Learning in that setting. And they have mixed attitudes about it. And I think that the breakout room.

209

00:28:42.570 --> 00:28:50.640

Kem Saichaie (he|him): Just to have people break out into that experience needs to be carefully structured for them to experience success in it. So if we're going to have people break out into a room.

210

00:28:51.090 --> 00:28:55.800

Kem Saichaie (he|him): That's always the we've probably experienced this as students right so like, what are we supposed to do again.

211

00:28:56.130 --> 00:29:05.790

Kem Saichaie (he|him): And so as instructors. It's very key that we say, Okay, here's what we want you to do. And here's an accountability measures to make sure that students are on task during that time.

212

00:29:06.150 --> 00:29:12.240

Kem Saichaie (he|him): So very quick example of that would be to have breakout rooms get together. It's a group of four or five students

213

00:29:12.510 --> 00:29:23.160

Kem Saichaie (he|him): And on a either a Google document or a sort of a teens chat drive have them turn in something as a result of those breakout rooms, if it's going to be used frequently if you're just doing it to warm up.

214

00:29:23.550 --> 00:29:31.830

Kem Saichaie (he|him): Or do an icebreaker or check in and have people do some informal discussions, it's probably not as necessary. But if you're going to have it as a main staple of the class.

215

00:29:32.100 --> 00:29:39.330

Kem Saichaie (he|him): That needs to be an accountability measure for it. And there's a couple of different strategies for that I mentioned one, but it could be, you know, I'm going to randomly call on

216

00:29:39.930 --> 00:29:51.030

Kem Saichaie (he|him): A couple of groups. So please nominate a reporter from your group to be able to give feedback about what you discussed during that time and you call on Groups three and 20 or whatever the

217

00:29:51.450 --> 00:30:01.770

Kem Saichaie (he|him): Combination is for you. So that's, that's my feedback on that matter. I'm wondering if others have some insights as to breakout rooms or pluses or minus this forum for that setting.

218

00:30:06.750 --> 00:30:14.490

Kem Saichaie (he|him): We have some Josh, or he has joined us. He's these my colleague from this Student Disability center. He'll be presenting next it's offered some information as well.

219

00:30:17.490 --> 00:30:28.950

Kem Saichaie (he|him): Well, I'll move along here. Thank you for the questions and let me know if I can clarify anything else I'm able to barely keep track of this chat, but I'm doing my best here. So let's move on and think about. So this is the slide.

220

00:30:30.330 --> 00:30:36.930

Kem Saichaie (he|him): To think about here is, as I mentioned before, one of the objectives was to give you five strategies. So we talked a little bit about equity. I know that that was very fast.

221

00:30:37.170 --> 00:30:47.070

Kem Saichaie (he|him): We took a look at some data. I know that was, that was quick to but you can also review that on your own time. But since we're here together. Let's make the most of this time to think about five strategies for remote instruction.

222

00:30:47.580 --> 00:30:53.490

Kem Saichaie (he|him): Again, as I mentioned before, they're sort of resource fatigue and some of the things that I'll share with you do points of some of those resources.

223

00:30:53.970 --> 00:30:59.100

Kem Saichaie (he|him): But given the things that we've all gone through. I think this is a nice distillation of both the local

224

00:30:59.490 --> 00:31:09.960

Kem Saichaie (he|him): feedback that we have from our faculty members and our students and some things we very much have control over as instructors and thinking about what we want our student learning experience to be

225

00:31:10.770 --> 00:31:18.810

Kem Saichaie (he|him): So with that, I'm going to break down these topics and a little bit more detail. I know this is a text heavy slide. So again, if you want to follow along on the slides that I've shared

226

00:31:20.370 --> 00:31:30.810

Kem Saichaie (he|him): Please feel free to do so or reference this later, but I'll go through each one. I'm not going to overview this right now.

But if you want to go back and have a snapshot hopefully of the utility of this session section and this session.

227

00:31:31.590 --> 00:31:35.730

Kem Saichaie (he|him): Hopefully this serves that purpose. I'll just note there is an asterisk at the bottom.

228

00:31:36.090 --> 00:31:44.490

Kem Saichaie (he|him): Our students are distributed globally and thinking about that is very important as we think about, in particular the synchronous class interactions that we're going to have

229

00:31:44.760 --> 00:31:56.400

Kem Saichaie (he|him): And being able to distribute our time, whether it's discussion sections across a couple of different time zones and just knowing where our students are right Darnell yes that's undergraduate information from the survey.

230

00:31:59.640 --> 00:32:06.660

Kem Saichaie (he|him): Okay, so let me move along here. One of the first things we want to talk about is clear course organization and structure.

231

00:32:06.930 --> 00:32:16.050

Kem Saichaie (he|him): And this might not seem fancy, but it is something that research has demonstrated time and time again, especially for our first generation students and our students that are new to

232

00:32:17.160 --> 00:32:26.190

Kem Saichaie (he|him): The university setting here and UC Davis. So what that looks like a tool for that is, of course, your syllabus and then of course canvas is the learning management system that we have

233

00:32:26.460 --> 00:32:37.770

Kem Saichaie (he|him): This is a template of one. So if we take a look at this. It's very clear when we what the topic is when it's going to start and stop what students are expected to sort of read beforehand.

234

00:32:38.100 --> 00:32:43.140

Kem Saichaie (he|him): And how they're going to apply it. This simple structure is something that you can replicate multiple times.

235

00:32:43.560 --> 00:32:50.640

Kem Saichaie (he|him): There's a URL at the bottom of the page, where we have some templates and I'll give you a link to that shortly as well. If you want to see what this looks like.

236

00:32:51.210 --> 00:32:56.010

Kem Saichaie (he|him): We also have this example from Debbie better who's an assistant professor of teaching and the Nutrition Department

237

00:32:56.340 --> 00:33:02.490

Kem Saichaie (he|him): Who teaches nutrition 10 which I believe has something like 2000 students enrolling it over an annual basis. So it's

238

00:33:02.790 --> 00:33:10.110

Kem Saichaie (he|him): So high enrollment class or organization is really important, not only for the instructor and the instructional team, which I believe there's about five or 60 days.

239

00:33:10.740 --> 00:33:18.510

Kem Saichaie (he|him): But it's also important for students to be able to navigate that path and what clear organization does is it reduces my anxiety as a student.

240

00:33:19.140 --> 00:33:27.780

Kem Saichaie (he|him): And it knows the path. The instructor is set out for me as a loner, so I can focus more on getting things done, rather than knowing where things are at. So I can then get them done.

241

00:33:28.050 --> 00:33:31.830

Kem Saichaie (he|him): It might seem like a very simple concept, but it is one that again has been proven

242

00:33:32.490 --> 00:33:38.640

Kem Saichaie (he|him): To be very useful for undergraduate students, especially those that are that are newer to the university setting.

243

00:33:39.180 --> 00:33:45.930

Kem Saichaie (he|him): And this is an example of that, of course, so that's that's one piece of it. We have some templates. As I mentioned before,

244

00:33:46.200 --> 00:33:57.600

Kem Saichaie (he|him): On our keep teaching website if you put in this URL, and I'll see if I can copy it down to the chat real fast. You'll see a little bit of another screen, so I apologize for that. But here is the tiny URL if you just want to click on it.

245

00:34:01.200 --> 00:34:08.370

Kem Saichaie (he|him): And then there's a specific place on the page. Hopefully that that you can see that arrow is it's organized your course. And there are some templates.

246

00:34:08.640 --> 00:34:14.820

Kem Saichaie (he|him): There for you to use to think about this. If sort of structure and organization isn't something you've thought about for a while.

247

00:34:15.090 --> 00:34:24.510

Kem Saichaie (he|him): Or if you're in the habit of copying pasting over old Canvas courses, it might be time for a refresher when it comes to organization of the course content itself so

248

00:34:24.930 --> 00:34:31.590

Kem Saichaie (he|him): That is one simple strategy that we have some control over as instructors and one that I think we can use in this process.

249

00:34:32.280 --> 00:34:36.570

Kem Saichaie (he|him): The other one that I mentioned to is the syllabus, it remains a tried and true sort of

250

00:34:37.140 --> 00:34:46.950

Kem Saichaie (he|him): Hallmark of higher education. We have people putting them together in different ways in different manners, but I would encourage folks to take a look at this website the accessible syllabus.

251

00:34:47.280 --> 00:35:02.940

Kem Saichaie (he|him): And Josh may address this a little bit more. During his time, but it kind of it has guidelines for how to make your, your syllabus and things to consider in that process just accessible to students who may need accommodations for their learning and that these practices do focus

252

00:35:03.990 --> 00:35:12.450

Kem Saichaie (he|him): On universal design which will touch on in just a little bit as well. So making this as accessible as possible and that usually comes with clear and straightforward organization.

253

00:35:14.160 --> 00:35:26.370

Kem Saichaie (he|him): Okay, next thing that I would like to touch on is this idea of low stakes assessments that was mentioned in our survey feedback is that students really like that low stakes assessments, because that gives them an opportunity to really engage in the learning process.

254

00:35:26.730 --> 00:35:32.580

Kem Saichaie (he|him): There is ample research demonstrates that that too is an effective way to engage students in the learning process. So,

255

00:35:33.270 --> 00:35:42.990

Kem Saichaie (he|him): Just real quickly low stakes assessments moves away from the traditional model of to midterms and a final perhaps your courses set up this way or courses that you've taken have been set up this way.

256

00:35:43.920 --> 00:35:47.070

Kem Saichaie (he|him): But if you are somebody who has multiple low stakes assessments.

257

00:35:47.580 --> 00:35:54.420

Kem Saichaie (he|him): That's fantastic. I would really encourage you to continue that practice and maybe even take a look at breaking that down a little bit more into

258

00:35:54.780 --> 00:36:00.720

Kem Saichaie (he|him): Different, different pieces to again give students the opportunity to think about the learning process, not a product of it.

259

00:36:01.350 --> 00:36:05.880

Kem Saichaie (he|him): For example, we've seen very few students taking a multiple choice tests.

260

00:36:06.180 --> 00:36:14.130

Kem Saichaie (he|him): That they took in a high enrollment class to a job interview and showing that to a potential employer and saying, look, this is an example of my learning

261

00:36:14.430 --> 00:36:19.440

Kem Saichaie (he|him): We see more and more opportunity and more and more students taking examples, whether that be projects reports.

262

00:36:20.010 --> 00:36:25.410

Kem Saichaie (he|him): Multimedia that they put together as things that are demonstrated examples of their learning.

263

00:36:26.370 --> 00:36:35.340

Kem Saichaie (he|him): The low stakes assessment also builds on this idea of learning as a process for self regulation. So that's again taking initiative in the process, but also more specifically

264

00:36:35.670 --> 00:36:42.930

Kem Saichaie (he|him): Reflecting on what is successful for me as a learner. And what do I need to do to monitor that process to ensure that I'm continuously

265

00:36:44.190 --> 00:36:48.660

Kem Saichaie (he|him): Building good habits and investing in practices that lead to learning the content.

266

00:36:49.650 --> 00:36:59.610

Kem Saichaie (he|him): The next one is offering multiple ways to demonstrate your learning. So this can come in the form, you know, quizzes, nothing wrong with quizzes. But there are different ways, whether it be a group project portfolio or something along those lines.

267

00:36:59.910 --> 00:37:11.820

Kem Saichaie (he|him): That you can have in your class for folks to take a look at and then having multiple low stakes assessment really does reduce the anxiety and temptation to perhaps cheat and conduct.

268

00:37:12.240 --> 00:37:20.910

Kem Saichaie (he|him): Or go through misconduct. In fact, we're offering a workshop next Friday Miriam Martin, who's an assistant teaching faculty member in the College of biological sciences.

269

00:37:21.300 --> 00:37:28.890

Kem Saichaie (he|him): And a colleague from OS Jay and I are offering a workshop on cheating and check and check is this tool that

270

00:37:29.850 --> 00:37:35.970

Kem Saichaie (he|him): has different goes by different names, but essentially it's a repository of information where people may be likely to

271

00:37:36.510 --> 00:37:43.230

Kem Saichaie (he|him): Pull content to cheat and we're the message there is to show people the back end of what happens when a test gets out there.

272

00:37:43.440 --> 00:37:54.150

Kem Saichaie (he|him): Not that some folks need a sort of front row seat of that. But to think about what OSS j goes through and then some things to think about in our own assessment practices to reduce the likelihood of that happening and

273

00:37:55.050 --> 00:38:05.520

Kem Saichaie (he|him): You know, more low stakes assessments, is an example of doing that itself. Any questions about that piece for low stakes assessment. If not, I'll quickly move on to the next topic.

274

00:38:07.170 --> 00:38:10.710

Kem Saichaie (he|him): I'll have another example that shows this break down a little bit more to here in just a moment.

275

00:38:11.820 --> 00:38:21.510

Kem Saichaie (he|him): The next piece in the slide are sort of the five suggestions. First was the clear and organized structure. The second was low stakes assessment. The third is synchronous or class interaction.

276

00:38:22.170 --> 00:38:27.930

Kem Saichaie (he|him): With this graphic shows and I'll try to explain it here. Well, folks, take a look at it. It's on our keep teaching website as well.

277

00:38:28.350 --> 00:38:36.300

Kem Saichaie (he|him): But just gets people to think about if we're going to value our class time and we're going to ask people to make sacrifices to come to a specific point in time.

278

00:38:36.660 --> 00:38:47.730

Kem Saichaie (he|him): What are we going to do with that, and how might the, how might ones bandwidth be affected. We know somewhere between five to 8% of our students don't have reliable access to the internet. And so thinking about how

279

00:38:48.270 --> 00:38:50.670

Kem Saichaie (he|him): Even a meeting like this with 20 or so participants.

280

00:38:51.660 --> 00:39:00.150

Kem Saichaie (he|him): Does have a lot of bandwidth that. It chews up. And so thinking about one of the best ways to have that interaction take place. So there could be a number of different things that we do.

281

00:39:00.510 --> 00:39:11.370

Kem Saichaie (he|him): Not only sort of the audio visual way. But are there ways for us to to engage Santa chat dynamic in the settings. So there's multiple ways to engage students in this classroom setting.

282

00:39:12.900 --> 00:39:21.120

Kem Saichaie (he|him): So thinking about that that piece of it is important. I'll just go back to assessments real fast here. Sorry, this slide. Got a little bit about out of order on our keep teaching websites.

283

00:39:21.540 --> 00:39:29.490

Kem Saichaie (he|him): We do have a number of different tools that are linked directly to it. So if you're new to the spaces, the tools are linked directly there.

284

00:39:30.000 --> 00:39:37.980

Kem Saichaie (he|him): So do I do encourage you to take a look at that piece of it as well. We've updated. More recently to reflect some of the new tools that are available, such as turn it in.

285

00:39:38.850 --> 00:39:47.760

Kem Saichaie (he|him): Which is a tool, the checks for potential plagiarism in the process. So that's something to be aware of and this link will take you to that site.

286

00:39:51.000 --> 00:39:59.490

Kem Saichaie (he|him): And then there's the one specifically on low stakes assessment itself or low six quizzes in particular, there's some tools for that such as play posit

287

00:40:00.630 --> 00:40:11.460

Kem Saichaie (he|him): Which is a tool that you can use to embed quiz questions into a video. I'm just curious. Is anybody in this group, have they use play positive before. And could you share a little bit about your experience with that with that tool.

288

00:40:12.510 --> 00:40:15.150

Kem Saichaie (he|him): Feel free to unmute and turn on your camera if you've used that

289

00:40:24.720 --> 00:40:33.780

Kem Saichaie (he|him): Okay, since that seems to be a new tool for this group. I'll provide a direct link and some of my follow up material. So you can have access to that. I think it's a it's a neat tool to have if you want to promote this idea of

290

00:40:34.080 --> 00:40:43.710

Kem Saichaie (he|him): Both formal or informal engagement mall students are watching videos that you might have recorded gives them a chance to test their learning in the process, or else preview what they're going to need to know for future assessments.

291

00:40:44.550 --> 00:40:50.190

Kem Saichaie (he|him): And then here's the the reference that I mentioned before about someone who broke down a particular

292

00:40:51.210 --> 00:41:05.310

Kem Saichaie (he|him): The grading to to reflect a lower stakes assessment. So this is a professor who's in the civil environmental engineering somebody who we know quite well. But you can see that the percentages are quite well distributed. So there's no one

293

00:41:06.030 --> 00:41:18.390

Kem Saichaie (he|him): Assessment that does sort of overrule all of them. So if I have a bad day, or my connectivity is not there on final exam day, for example, I'm not totally penalized for for not having that ability to connect

294

00:41:19.680 --> 00:41:31.290

Kem Saichaie (he|him): I heard an example, recently, as well as somebody who had a graduate student. She was working with who couldn't access the laptop because laptop was still in the lab. So she simply arrange the time to do the exam over the phone.

295

00:41:31.680 --> 00:41:37.920

Kem Saichaie (he|him): And I don't know if folks have experienced that yet, but that's simply another extension of ways to have this flexibility in the process.

296

00:41:39.540 --> 00:41:45.240

Kem Saichaie (he|him): I'll Transition. Transition here real fast to office hours is one of the other things that were on our list of sort of five strategies.

297

00:41:45.840 --> 00:41:55.980

Kem Saichaie (he|him): And I'm curious to know a folk saw an uptick in their office, our attendance over this term we I've heard both ends of the coin as far as

298

00:41:56.190 --> 00:42:01.650

Kem Saichaie (he|him): Seeing a high uptick and folks seeing it even a little bit more lonely than normal. So

299

00:42:01.950 --> 00:42:07.830

Kem Saichaie (he|him): Things you can do as an instructor is explaining exactly what office hours are for this might seem like perfunctory information.

300

00:42:08.100 --> 00:42:15.000

Kem Saichaie (he|him): But it's always helpful to hear in a new setting. If I had been previously a little resident reticent to go to office hours.

301

00:42:15.450 --> 00:42:23.040

Kem Saichaie (he|him): I might be even more so to do that now and find the setting a little bit more intimidating. So thinking about here's how you can use Office Hours.

302

00:42:24.030 --> 00:42:32.670

Kem Saichaie (he|him): Give them sample reasons to attend. So you can ask about a quiz. You can ask about an upcoming assignments, etc, etc. And then thinking about how that can be

303

00:42:33.420 --> 00:42:42.840

Kem Saichaie (he|him): Normalized which I'll get to some folks, we now have rebranded their office hours that graphic is if you search on that noun product. It's one that says like

304

00:42:43.680 --> 00:42:49.890

Kem Saichaie (he|him): corporate branding corporate rebranding. So that's what that image looks like to the folks that the draw these things but anyway.

305

00:42:50.580 --> 00:42:59.730

Kem Saichaie (he|him): Think about office hours is something different than that it can still be an open forum where people can exchange ideas but study sessions exam prep study hall etc are different flavors of this

306

00:43:00.240 --> 00:43:06.870

Kem Saichaie (he|him): Sort of setting a normalized attendance say that this is a normal part of the process and even a benefit of coming to

307

00:43:07.260 --> 00:43:13.260

Kem Saichaie (he|him): Our enrolling in the classes, the ability to have an engagement with the faculty member with the TA is they're here to help. We're here to help.

308

00:43:13.620 --> 00:43:17.910

Kem Saichaie (he|him): And this is a setting where it's perfectly normal to come into the setting and have questions.

309

00:43:18.240 --> 00:43:25.170

Kem Saichaie (he|him): If we all knew this information, we wouldn't be taking classes on it. And so this positions us as sort of a guide for the learning process.

310

00:43:25.650 --> 00:43:40.380

Kem Saichaie (he|him): And then thinking about accommodating different time zones as well. We know students are distributed again globally even outside of our even Pacific Coast time zone here and thinking about that will be important for us to ensure that people have access to us and access to times

311

00:43:42.390 --> 00:43:49.800

Kem Saichaie (he|him): Any particular success stories with office hours from this group. I'm just curious to know if somebody had experienced either an uptick in

312

00:43:50.190 --> 00:44:02.160

Kem Saichaie (he|him): Office our attendance or people really did experience some success stories with the virtual office hours. If you taught in the spring and I'll give folks a chance to unmute themselves and share that experience.

313

00:44:04.860 --> 00:44:05.550

Kem Saichaie (he|him): If they're comfortable

314

00:44:07.830 --> 00:44:18.420

Maciel M Hernandez: Hey, am I see and I had an uptick in TA office hours, not in mind I was still just kind of whistling on my own, but the there was a rebranding and terms of

315

00:44:18.990 --> 00:44:29.550

Maciel M Hernandez: Linking like on this day the TA will go over the paper that's too long. So it was, it was very specific to the calls that assignment and many students showed up.

316

00:44:32.730 --> 00:44:40.860

Kem Saichaie (he|him): Yeah, I really like that. Right, so people know what they're coming for right rather than just this open forum, they're going to review, you know, they'll address questions or think about things for feedback so

317

00:44:41.370 --> 00:44:44.640

Kem Saichaie (he|him): Thank you for sharing that piece of it as well.

318

00:44:45.360 --> 00:44:52.920

Kem Saichaie (he|him): We'll move to the synchronous class discussion started that last slide was a little out of order. This one gives a few things to think about as you're having those synchronous sessions.

319

00:44:53.460 --> 00:44:57.390

Kem Saichaie (he|him): You know, establish guidelines for what participation is going to look like in that class.

320

00:44:57.840 --> 00:45:11.310

Kem Saichaie (he|him): One of the things that you can think about doing is having folks, you know, entering information in the chat and using that as an attendance taking mechanism. If you don't want to use something like clickers, which we knew which we know are weren't as popular in the in the spring term.

321

00:45:12.780 --> 00:45:19.890

Kem Saichaie (he|him): The idea to give many lectures or recaps if we're going to simply spend our synchronous time giving the lecture. Again, that's not the best use of time for anybody.

322

00:45:20.340 --> 00:45:29.640

Kem Saichaie (he|him): Folks can watch that. But if we're able to recap, or expand upon the topics that we would cover in the in the sort of recorded video. This is a great opportunity to do that.

323

00:45:30.600 --> 00:45:33.810

Kem Saichaie (he|him): In class interactions. So we did. We tried the jam board and had some

324

00:45:34.590 --> 00:45:43.440

Kem Saichaie (he|him): Mixed experiences with that. But there are a lot of the tools that folks are aware of such as Google Documents that will allow us to do some in class interaction we have chats.

325

00:45:43.950 --> 00:45:56.010

Kem Saichaie (he|him): The chat tool breakout rooms, etc. But thinking about those opportunities is going to be key and then the out of class collaboration. So project work or for just checking in with somebody who's doing some peer review.

326

00:45:56.340 --> 00:46:03.570

Kem Saichaie (he|him): An article or return effects. Something along those lines, even even could be a presentation that we're checking in with together.

327

00:46:05.100 --> 00:46:14.010

Kem Saichaie (he|him): This does take some time that the out of class piece to coordinate logistically, we have to be very intentional about asking students to exchange information in ways that are

328

00:46:14.670 --> 00:46:22.320

Kem Saichaie (he|him): I suppose equitable and accessible. So thinking about how to facilitate that process or maybe you're doing this, or you're having your teams put folks into groups.

329

00:46:22.650 --> 00:46:33.360

Kem Saichaie (he|him): Just to note about groups random assignment typically yield the best results, especially during this time where we have people all over the place. We want them to still get the experience of interacting with populations.

330

00:46:33.810 --> 00:46:43.050

Kem Saichaie (he|him): That are unlike them. And then we also know that coordinating can be as simple as like walking around the classroom space. So having that be a little bit more

331

00:46:43.680 --> 00:46:50.670

Kem Saichaie (he|him): Calibrated is going to be essential for the group project to be successful in that process. And I know a number of folks do things like

332

00:46:51.720 --> 00:47:03.420

Kem Saichaie (he|him): Common interest and majors. The for teaching a general education class to find some similarities but we also want to look at diversity in the groups as well to to ensure that we have a nice mix to accomplish our learning objectives.

333

00:47:04.410 --> 00:47:12.600

Kem Saichaie (he|him): One quick model for that, and perhaps you've seen this, this was a part of a presentation that we gave to a new faculty orientation, but it's one that it's pretty tried and true is this sort of bookend model.

334

00:47:12.840 --> 00:47:20.160

Kem Saichaie (he|him): Is that you break up what we're doing with a little bit more interactivity and I'm not necessarily modeling. That's, I will here in a second to the fullest extent.

335

00:47:20.520 --> 00:47:27.630

Kem Saichaie (he|him): But it is something to think about as far as how you want to structure your class time even communicating to your students how you're going to structure the time

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00:47:27.930 --> 00:47:36.330

Kem Saichaie (he|him): So we'll do a 10 minute check in on on what we learned last time, you'll have 10 minutes to work in a group and we'll come back and report on progress and then we'll close out

337

00:47:36.540 --> 00:47:46.530

Kem Saichaie (he|him): With some question and answer can be an example of how to signpost what we're doing during our interactive time and then also to get students know what to expect a typical class period.

338

00:47:49.410 --> 00:47:54.540

Kem Saichaie (he|him): Here is an example of a number of activities. Some of you might be familiar with these in more

339

00:47:54.960 --> 00:48:04.890

Kem Saichaie (he|him): Traditional teaching settings so the minute paper money is point. Think, Pair, Share those pieces of it simulations as well. And so I'm just curious to know from this group.

340

00:48:05.430 --> 00:48:15.750

Kem Saichaie (he|him): Here's, here's a poll for people to respond to here. How many of you have used these various techniques. I'm going to launch the poll and people can enter this in

341

00:48:16.740 --> 00:48:25.860

Kem Saichaie (he|him): So what strategies do you use or had or observed others using that support active learning in face to face or remote teaching classes. So Mark, all that apply.

342

00:48:26.820 --> 00:48:30.210

Kem Saichaie (he|him): I've heard a colleague mentioned this before, that the

343

00:48:31.170 --> 00:48:39.480

Kem Saichaie (he|him): The polling in large settings does kind of look like a track race. So sometimes polls and surveys will jump ahead, and then all of a sudden small group discussion.

344

00:48:39.780 --> 00:48:46.560

Kem Saichaie (he|him): Pulls way out in front and 92% and then debates, still, you know, aren't as popular but money is point papers certainly

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00:48:47.310 --> 00:48:55.890

Kem Saichaie (he|him): Don't seem to be featured among the respondents in this poll, at least as I can see on the on this end. So what I would do here is simply sorry about that.

346

00:48:56.700 --> 00:49:08.310

Kem Saichaie (he|him): Wrong window. That's the handout. So in the poll and share some of these results with everybody. Hopefully you can see that as it looks like small group discussion remains very popular with with everybody.

347

00:49:09.390 --> 00:49:17.160

Kem Saichaie (he|him): And so that's something you can think about even early on in your classes to give students some choice about how they'd like to interact in the process.

348

00:49:18.270 --> 00:49:22.380

Kem Saichaie (he|him): So I'm going to sorry share those results with everybody. Hopefully you can see those now in your screen.

349

00:49:25.620 --> 00:49:37.710

Kem Saichaie (he|him): So among this group, we have a set of mixed individuals who have used a couple of these processes. I'm curious. Has anybody tried it online debate in this group. Those of you who responded to that.

350

00:49:38.160 --> 00:49:45.360

Kem Saichaie (he|him): Have you tried the debate online, I'd be interested in knowing myself as what the success level is like

351

00:49:53.820 --> 00:49:54.240

Kem Saichaie (he|him): Okay.

352

00:49:54.570 --> 00:49:55.140

Kem Saichaie (he|him): Well, if

353

00:49:55.740 --> 00:50:04.590

Kem Saichaie (he|him): If you do try it at some point in time, I'd be interested in knowing if it comes to mind. Do you feel free to reach out. We have a question. What's his turn to the partner mean that can be

354

00:50:06.720 --> 00:50:19.440

Kem Saichaie (he|him): In in more traditional settings. It's just talking to a neighbor in an online setting. You could use a breakout room in pairs of two depending on how the class looks so just putting adjusting the breakout room to be in twos.

355

00:50:20.130 --> 00:50:31.830

Kem Saichaie (he|him): twos and threes typically will work well for short informal types of engagement. But if it's going to be anything more sustaining conversation that's a little longer might be helpful for that group here so

356

00:50:33.270 --> 00:50:37.530

Kem Saichaie (he|him): That's that piece of it. One quick point here as I wrap up about

357

00:50:38.790 --> 00:50:48.120

Kem Saichaie (he|him): Active learning. It's a part of an inclusive practice. So thinking about active learning allow students platform to engage with the content, you'll have to adapt some of these things, of course.

358

00:50:49.980 --> 00:50:54.810

Kem Saichaie (he|him): In the settings. But the key advice always is to start small and start simple. So

359

00:50:55.440 --> 00:51:00.450

Kem Saichaie (he|him): In the conversation that we've had in the 52 minutes I've had the pleasure of interacting with this group.

360

00:51:00.600 --> 00:51:10.860

Kem Saichaie (he|him): Who try to pull. We've tried a different tool with a jam board and we might say, like, Okay, well, it seemed like there was great participation in the poll. People are able to respond to that. Where's the Jambo really wasn't for us.

361

00:51:12.210 --> 00:51:21.810

Kem Saichaie (he|him): Just because it was too new. And that doesn't mean we can't use it. It's just we have to spend more time introducing the tool to folks and very being very clear about what our intentions are in using that tool.

362

00:51:23.640 --> 00:51:31.470

Kem Saichaie (he|him): To keep teaching website does break things down with more specificity. As far as exact results. And I would just ask that people again.

363

00:51:32.040 --> 00:51:39.570

Kem Saichaie (he|him): Have that to take a look at just to break that piece of it down the active learning component does have some really nice points that are again distilled simply

364

00:51:40.470 --> 00:51:46.740

Kem Saichaie (he|him): This is just, just to recall what we're talking about as far as students activities, what they prefer.

365

00:51:47.160 --> 00:51:59.130

Kem Saichaie (he|him): Again breakout groups or or higher on this piece of it to help them feel connected, though it wasn't necessarily their preferred tool to interact in all cases. So thinking about how you're using those breakout rooms.

366

00:51:59.460 --> 00:52:05.250

Kem Saichaie (he|him): The purpose behind them communicating that purpose and having it be very structured is going to be key for full participation.

367

00:52:07.350 --> 00:52:21.150

Kem Saichaie (he|him): And the final part is talking about meaningful activities. This is a breakdown of universal design for learning and it talks about the why, the what and the how the learning process through engagement representation and action in the expression

368

00:52:22.350 --> 00:52:28.200

Kem Saichaie (he|him): This resources available to you to take a look at in the slides, I would, I would ask you to to

369

00:52:28.560 --> 00:52:34.470

Kem Saichaie (he|him): To examine this as you think about what you want to do and how you connect your course materials to it, but real quickly.

370

00:52:34.860 --> 00:52:42.540

Kem Saichaie (he|him): In the increase in the engagement or the green vertical we're thinking about how you can make course materials relevant to current events today.

371

00:52:42.840 --> 00:52:48.930

Kem Saichaie (he|him): So for example, we know there was a biology class that shifted some of its content is focused specifically on addressing the coronavirus

372

00:52:49.680 --> 00:52:58.410

Kem Saichaie (he|him): giving students the opportunity to take a look at the choice in it in assignments. They give is another way to engagement in the prod engage them in a process.

373

00:52:59.130 --> 00:53:07.890

Kem Saichaie (he|him): If you're not able to give them much leeway and the types of exams that you offer a given other restraints on on say how the course series is taught or or folks are at

374

00:53:08.370 --> 00:53:15.510

Kem Saichaie (he|him): In their particular experience here even giving them at students a chance to respond to multiple choice questions that they got wrong.

375

00:53:15.840 --> 00:53:30.210

Kem Saichaie (he|him): Is an opportunity for them to engage to engage in the learning process. And then, of course, case studies working very well for the engagement factor because we know that involves students in thinking about the context of the real world and how to place it in this setting.

376

00:53:32.040 --> 00:53:37.260

Kem Saichaie (he|him): All included my resources. There's a nice case studies repository out of the University of Buffalo.

377

00:53:37.680 --> 00:53:46.590

Kem Saichaie (he|him): And they have a rich set of interdisciplinary cases for folks to take a look at. So I'll include that might follow up information in case, case based learning is something that you want to take a look at

378

00:53:47.460 --> 00:53:57.570

Kem Saichaie (he|him): In the purple vertical or the representation representation as presentation, taking a look at multiple ways for students to demonstrate their knowledge. So not just necessarily having the

379

00:53:58.080 --> 00:54:08.010

Kem Saichaie (he|him): Multiple choice or the two tests and a fire to midterms and a final but having them think about other ways to take a look at their, their demonstration of knowledge.

380

00:54:08.460 --> 00:54:15.000

Kem Saichaie (he|him): And then the blue vertical action and expression or the How is an opportunity for folks to again.

381

00:54:15.330 --> 00:54:29.970

Kem Saichaie (he|him): Think about the map for the learning process. So this oftentimes, he asked us as instructors to scaffold our instruction or help students build upon prior knowledge and take on increasingly difficult tasks as they accomplish different goals in the process.

382

00:54:32.070 --> 00:54:39.930

Kem Saichaie (he|him): Finally, we'll wrap up with a couple of things here if you want to have students be fully engaged in a meaningful activity, thinking about it being authentic.

383

00:54:40.590 --> 00:54:45.120

Kem Saichaie (he|him): What that means in a snapshot is having it be applicable to real world tap

384

00:54:46.020 --> 00:54:52.200

Kem Saichaie (he|him): Ask So solving problems that they would encounter today, they would see in the field. So if we're preparing sociologists

385

00:54:52.470 --> 00:54:59.730

Kem Saichaie (he|him): What is this geologists looking at as far as key research topics and what will sociologist need to be able to do to successfully be in that field.

386

00:55:00.450 --> 00:55:12.450

Kem Saichaie (he|him): The idea of giving student agency that takes many different shapes and forms. So perhaps you're giving them an opportunity to study a particular filmmaker that has been influential and

387

00:55:12.810 --> 00:55:19.830

Kem Saichaie (he|him): Particular you know country of origin for individuals that gives them some choice, rather than having to study, you know, a set list of individuals.

388

00:55:20.160 --> 00:55:27.150

Kem Saichaie (he|him): That's a very sort of traditional example, but it could be something as simple as adding and dropping the to low scores are the three low scores or a low score.

389

00:55:28.050 --> 00:55:32.550

Kem Saichaie (he|him): And letting them pick you know whether it's a low score. In some cases, or just a test.

390

00:55:33.330 --> 00:55:45.630

Kem Saichaie (he|him): And then thinking about finally having it be culturally relevant. So individuals learn best when they see themselves in some of the process. And this can actually ask them to reflect on their learning throughout the this as well. So

391

00:55:46.170 --> 00:55:52.950

Kem Saichaie (he|him): Taking a look at that piece of it. And then finally, the idea of timely feedback and there are many tools that we can use for that piece of it.

392

00:55:53.310 --> 00:55:56.970

Kem Saichaie (he|him): There is something called speed greater in Canvas. There is something

393

00:55:57.540 --> 00:56:08.010

Kem Saichaie (he|him): Additionally, in Canvas called rubrics. So having the feedback being guided by rubrics is a way for students to very much know what the expectations are. When you're asking them to complete a particular assignment.

394

00:56:08.280 --> 00:56:18.180

Kem Saichaie (he|him): The speed greater allows you to go through and offer individualized comments to students and it's a tool I use quite a bit when I teach, and I know others in this group probably have used it successfully as well.

395

00:56:19.740 --> 00:56:24.480

Kem Saichaie (he|him): Finally, there's the handout that was referenced that all the way at the top of the chat. When I first joined the meeting.

396

00:56:24.630 --> 00:56:34.170

Kem Saichaie (he|him): This is a host of different strategies that I won't have time to go into now, but it is specific to engagement in a zoom setting and there are things that we've tried to modify

397

00:56:34.950 --> 00:56:41.250

Kem Saichaie (he|him): From a couple of different authors that you can borrow from. So again, I would ask that you take a look at bats as you

398

00:56:41.760 --> 00:56:50.280

Kem Saichaie (he|him): Prepare refine your thinking for the future for this term, I should say, which is very near future. For some of us, and finally, I would just

399

00:56:51.120 --> 00:56:55.170

Kem Saichaie (he|him): Call out my folks and academic or my colleagues and Academic Technology Services.

400

00:56:55.740 --> 00:57:03.390

Kem Saichaie (he|him): Who have this handout to offer to people to think about opportunities to engage in various technologies. I know that's very difficult to read there so

401

00:57:03.660 --> 00:57:10.290

Kem Saichaie (he|him): I'll make sure that that's sent with a follow up materials or you can if you're following along in the in the PDF. Click on that as well.

402

00:57:11.190 --> 00:57:18.720

Kem Saichaie (he|him): So I think I am, thank you for folks that have been pasting things in the chat there. I'll go back and take a look. When I pass it over to Josh

403

00:57:19.110 --> 00:57:29.730

Kem Saichaie (he|him): But I would appreciate any feedback that you would have to offer about this session. For those of you who have a camera on your phone or a QR code reader, you can just hold it up right to the screen and all taking the evaluation.

404

00:57:30.240 --> 00:57:35.310

Kem Saichaie (he|him): For those of you who can copy down that URL. Let me see if I can paste it in the chat real fast here.

405

00:57:36.540 --> 00:57:39.000

Kem Saichaie (he|him): Please fill that out and then we'll give me feedback. And if you'd like.

406

00:57:40.230 --> 00:57:47.100

Kem Saichaie (he|him): A conversation or a consultation right after our sort of as we wrap up here, I'd be happy to.

407

00:57:48.660 --> 00:57:52.260

Kem Saichaie (he|him): Chat with anybody individually or just let me know if I can be of service.

408

00:57:52.620 --> 00:58:01.050

Kem Saichaie (he|him): In a different way. So with that being said, I believe, I've got one minute left, and the former broadcaster me says we've almost hit the time mark. So that's something that

409

00:58:01.380 --> 00:58:10.980

Kem Saichaie (he|him): Hopefully is useful to people, this afternoon. Again, thank you for the invitation and maybe you have a minute or two for questions before I hand it over to Josh I'll stop my screen share at this point in time.

410

00:58:13.230 --> 00:58:27.060

Mariel Vazquez: Thank you so much. Can. So what we're going to do. There is a suggestion to take a five minute break. So right on those of you who need a break. Take a break. If you don't need a break. You can ask questions to Kim, or just hang in there and

411

00:58:27.930 --> 00:58:36.540

Mariel Vazquez: So we give five minutes for people to stretch. Go get water or ask questions and then we'll start at four or five promptly.

412

00:58:38.250 --> 00:58:41.430

Mariel Vazquez: Thank you so much. That was so useful. I have one question about

413

00:58:42.150 --> 00:58:43.050

Mariel Vazquez: Office hours.

414

00:58:44.160 --> 00:58:54.630

Mariel Vazquez: My office hours, there's usually people coming to ask more private questions. So how do you address how do you keep people in the weight room and just let them in one by one.

415

00:58:55.830 --> 00:59:06.780

Kem Saichaie (he|him): Yeah, there's, there's a couple of ways to do that too is to think about, you know, office hours on this date or for now folks that might be interested in letters of recommendation or interested in the field and one could be

416

00:59:07.260 --> 00:59:13.590

Kem Saichaie (he|him): More specific office hours, or you could very much how people know if they want to address a particular topic.

417

00:59:14.490 --> 00:59:20.670

Kem Saichaie (he|him): They could email you in advance, again, that that increases the likelihood that they might not drop by. But the waiting room.

418

00:59:20.940 --> 00:59:26.280

Kem Saichaie (he|him): Is typically how you you have people if you want to keep that setup. I know other folks use group office hours.

419

00:59:26.550 --> 00:59:36.300

Kem Saichaie (he|him): And the group office hours are very much focused on the class or the particular topic at hand. So yeah, waiting room has been very handy. We use that in our own practice. We have lots of graduate students that work in our office.

420

00:59:36.540 --> 00:59:44.100

Kem Saichaie (he|him): So we have open office hours and just say, like, Hey, well, you know, THANK YOU WILL LET YOU IN soon as the next person's done and hopefully wait times aren't too long.

421

00:59:45.510 --> 00:59:45.720

And

422

00:59:47.700 --> 00:59:54.150

Marisel Vazquez: I haven't paid attention, but I guess I'm keeps track of who are bright first or do you need to be keep to keep track what's coming in.

423

00:59:54.870 --> 01:00:01.830

Kem Saichaie (he|him): I think it's taxing in order when they come in the waiting room and it goes to the top. I believe that that's the case. So

424

01:00:03.210 --> 01:00:07.740

Kem Saichaie (he|him): I can double check that while we're waiting here, but I think that that's, you know, in order arrival

425

01:00:11.550 --> 01:00:20.880

Rose Kagawa: I'm sorry I had to miss the beginning of this. I hope this isn't a repeat, but I'm is what's the feedback on asynchronous versus synchronous lectures.

426

01:00:21.780 --> 01:00:29.790

Kem Saichaie (he|him): Yeah, so it's it's a little bit of both. Rose. So thinking about the, you know, asynchronous content delivery. So if you're if you're lecturing on a particular topic.

427

01:00:30.090 --> 01:00:37.680

Kem Saichaie (he|him): That's a recommended best practice for students so they can watch it multiple times and preserve the time that they have in class for true interaction.

428

01:00:38.250 --> 01:00:43.860

Kem Saichaie (he|him): So students really value that interaction, when it is meaningful when it's not necessarily just a lecture.

429

01:00:44.190 --> 01:00:56.760

Kem Saichaie (he|him): And so thinking about that balance the report details that a little bit more but certainly if you're just going to be delivering content that's best done asynchronously. And if you're working on building out that content synchronous interaction is something that you can do.

430

01:00:59.340 --> 01:01:10.770

Rose Kagawa: And How do people manage like class time if they've transferred because we have, you know, an hour on Tuesdays and Thursdays. If you've transferred your lecture to be do just keep the lecture sort of

431

01:01:11.400 --> 01:01:18.390

Rose Kagawa: 40 minutes and then you meet for a shorter period of time, like the recorded lectures, some amount of time and you will meet. I don't know.

432

01:01:19.020 --> 01:01:29.730

Kem Saichaie (he|him): Yeah, there's different philosophies on this. So, I mean, I would invite your colleagues to feel the same to you like the sort of administrative philosophy, I believe would be like you need to stick to the Carnegie classification, which is about, you know,

433

01:01:30.180 --> 01:01:34.140

Kem Saichaie (he|him): Three units equals one hour. So thinking about that sort of balance.

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01:01:34.500 --> 01:01:44.130

Kem Saichaie (he|him): But the more humanistic view would be like, what makes sense for your learning goals. Is it possible to to have the interaction only take 40 minutes of a typical 75 minute class period.

435

01:01:44.340 --> 01:01:54.540

Kem Saichaie (he|him): And if so, just use that time and know that there's probably other meaningful interaction that's taking place. So I think it would depend on your goals and what you want to accomplish during that time and just seeing, you know,

436

01:01:54.960 --> 01:02:05.610

Kem Saichaie (he|him): With an activity do any more. Do we need less. And that's why that sort of keep it simple. Keep it in, start small, is a really valuable way to start is like, Okay, we're going to do a breakout discussion for five minutes.

437

01:02:06.180 --> 01:02:15.210

Kem Saichaie (he|him): Come back from that five minutes and people are still very much engaged. You can say, Well, next time I need to do this a little bit longer. We're asked the students themselves and it was his breakout room too short too long.

438

01:02:15.540 --> 01:02:30.900

Kem Saichaie (he|him): If you don't get a lot of responsible, you might have seen that you might err on the side of giving on just a little bit more time. Let's see here. So hopefully that's useful other folks feel free to add your experience because again we hear quite a bit from where we sit

439

01:02:42.240 --> 01:02:43.470

Marisel Vazquez: Any other questions.

440

01:02:45.270 --> 01:02:48.990

Thomas William O'Donnell: Do you know is ETS still providing training for Canvas.

441

01:02:51.540 --> 01:03:00.450

Kem Saichaie (he|him): I believe that's an ongoing service. So they have I can put the email address in there. It's trainers at UC davis.edu and you can get some specific

442

01:03:00.780 --> 01:03:09.090

Kem Saichaie (he|him): Canvas assistance. A lot of times they will refer folks to the canvas hotline. It's for the 24 hour ones provided by the vendor.

443

01:03:09.360 --> 01:03:21.840

Kem Saichaie (he|him): Who can answer specific subjects. But if you need some individualized help. I am fairly certain that service is still

available so great book things typically come up there. Or if you want to do some other one multimedia involved pieces.

444

01:03:22.890 --> 01:03:31.590

Thomas William O'Donnell: Yeah, cuz it seemed like the the the modules look like there a better way to set up a class.

445

01:03:32.790 --> 01:03:39.930

Thomas William O'Donnell: To keep students progressing down a particular path versus pages, which is a lot

446

01:03:41.100 --> 01:03:53.100

Thomas William O'Donnell: The opportunity to get lost in what is required or next but modules seem to be much more difficult to to understand how to how to navigate in setup and of course

447

01:03:54.960 --> 01:03:56.190

Kem Saichaie (he|him): Yeah, so the modules piece.

448

01:03:59.700 --> 01:04:00.990

Kem Saichaie (he|him): Oh, she's gonna say modules and

449

01:04:01.470 --> 01:04:02.250

Mariel Vazquez: The academic

450

01:04:02.520 --> 01:04:07.740

Kem Saichaie (he|him): jargon, but I'll send you a message offline about that. Sorry, sorry, Mario.

451

01:04:08.730 --> 01:04:16.710

Mariel Vazquez: Yeah, sorry, I just realized that it's four or five, we should move on to the next session. Thank you so much. This was great and

452

01:04:17.820 --> 01:04:31.920

Mariel Vazquez: Now I'm very happy to introduce Josh or Horry who is accessible technology analyst in the Student Disability center. Hi, Josh. Thank you for coming. And, the floor is yours.

453

01:04:33.360 --> 01:04:44.100

Joshua Hori: All right. Thank you for having me. So once again, my name is Joshua or MD accessible technology analyst here over at student at UC Davis for the Student Disability center.

454

01:04:44.910 --> 01:04:59.670

Joshua Hori: I also co chair on the electronic accessibility committee, which was a UC system wide committee of trying to address accessibility campus wide. So some of the things that were. I'm going to go over today is

455

01:05:01.380 --> 01:05:11.970

Joshua Hori: Well, I'm going to tell you a little bit about the STC what we do, how many students that were actually servicing as well as talking about on the different types of disabilities that we provide.

456

01:05:12.360 --> 01:05:21.060

Joshua Hori: Then I'm also going to talk about the accessible technology that we have here over at UC Davis, such as he reading apps. We have magnification tools.

457

01:05:21.630 --> 01:05:31.710

Joshua Hori: Different types of text speech apps note taking apps dictation apps. Then we're going to talk about the cloud really quickly because we use that quite often for

458

01:05:32.460 --> 01:05:40.230

Joshua Hori: Submitting exams or course content over to students and then we're going to talk about the testing center.

459

01:05:40.860 --> 01:05:53.520

Joshua Hori: So hopefully we'll address everything that you need. And if there's any kind of questions, please feel free to post something inside of the chat. I'll be paying attention in there. If I'm going a little bit too fast.

460

01:05:54.630 --> 01:06:03.570

Joshua Hori: Please go ahead and mark that to slow down inside of there. I'll try. Pay attention to the comments and so forth, to make sure that I stay on top of everything and make sure everybody

461

01:06:04.260 --> 01:06:18.030

Joshua Hori: Has their questions answered. And we have a picture on here of Jordan class of 2020 where she makes a little quote saying defining myself as opposed to being defined by others is one of the most difficult challenges I face a quote by Carol Moseley

462

01:06:20.880 --> 01:06:29.070

Joshua Hori: So the STC purpose. So we facilitate equal opportunity and full participation participation and use ed programs services and activities.

463

01:06:29.430 --> 01:06:37.650

Joshua Hori: So we help our students interact with course materials, whether it's online or offline and we provide them with a whole bunch of different types of services.

464

01:06:38.250 --> 01:06:46.440

Joshua Hori: For students. We provide guidance and support. We also evaluate accommodation requests as well as extended services.

465

01:06:47.070 --> 01:06:53.070

Joshua Hori: And we work with faculty and community partners in order to serve as an information and consultation resource.

466

01:06:53.280 --> 01:07:03.660

Joshua Hori: So that way you might be seeing some of these accommodation letters coming in and you might not understand everything that's coming in, feel free. That you can reach out and will definitely work with you.

467

01:07:04.500 --> 01:07:17.700

Joshua Hori: We protect academic rigor and technical standards and for the institution we create a welcoming office and community and we ensure that the university meets legal obligations to our students.

468

01:07:20.280 --> 01:07:29.790

Joshua Hori: And then we have a picture over here of Jared, one of our students from 2020 we actually did faces project where we had a whole bunch of students.

469

01:07:30.840 --> 01:07:39.810

Joshua Hori: Take pictures that which we promote all over campus. And that's basically showing you that a lot of our students with disabilities don't look like students with disabilities.

470

01:07:43.110 --> 01:07:51.180

Joshua Hori: So we're part of the inclusion process where the presence of disability. The, the presence of the disabilities and expression of human diversity.

471

01:07:52.110 --> 01:07:58.080

Joshua Hori: Everybody is different when it comes to the different types of disabilities like me, I'm ADHD.

472

01:07:58.830 --> 01:08:07.320

Joshua Hori: So a lot of the things that I have problems with is with note taking one of my biggest problems is, if I'm writing something I'm writing something

473

01:08:07.560 --> 01:08:18.480

Joshua Hori: That I heard into something I'll understand later on, which sets my hearing off. And so I tend to miss content, which is why I usually use different types of technologies to accommodate my knee.

474

01:08:19.170 --> 01:08:25.050

Joshua Hori: Now nationally nine to 11% of higher education students disclose a disability and request accommodations

475

01:08:27.030 --> 01:08:40.620

Joshua Hori: Actually here in California. It's almost at 17% different across the nation. We're sitting at about 6% as of the 2019 and 2020 academic year.

476

01:08:44.640 --> 01:08:55.950

Joshua Hori: So here I am showing you a graph of are the different types of students that we've actually had come in here. So if you see over here, you'll see that

477

01:08:56.520 --> 01:09:15.540

Joshua Hori: Back in 2010 2011 we had a maximum of 750 students 2011 2012 we had a maximum of 915 students 2012 and 2013 that was an outlier. We actually had a lot of skiing accident stat year which really jumped up

478

01:09:16.350 --> 01:09:22.410

Joshua Hori: The accommodation requests for that year. So we jumped up to 61,633

479

01:09:23.310 --> 01:09:33.060

Joshua Hori: The following year 2013 2014 there's a big drop because we actually changed databases at that time. So, it changed how we counted. Some of our students.

480

01:09:33.570 --> 01:09:50.790

Joshua Hori: And then next year we rose up to five 1544 it dropped the next year, just by a little bit, but as you can see, it's been a steady increase almost every year where we're getting at least 100 new requests.

481

01:09:52.650 --> 01:10:03.030

Joshua Hori: Yearly in well. So I have to keep in mind this is also some of the temporary disabilities might not always get counted inside of here because they're only temporary for maybe about a month or two.

482

01:10:03.420 --> 01:10:17.130

Joshua Hori: broken arms or something like that. So, not always, are they always included because it's such a short amount of time on here I have a picture of two of our twin Julian Livia fourth year science and technologies on students

483

01:10:21.030 --> 01:10:30.060

Joshua Hori: On this slide, we have a total number of students served by disability type. So I'm deaf and hard of hearing right now we're at three

484

01:10:31.200 --> 01:10:36.180

Joshua Hori: Communications communication disabilities were at three low vision or blind students were at 11

485

01:10:37.620 --> 01:10:41.490

Joshua Hori: Other hearing impairments, which is hard of hearing 29

486

01:10:44.130 --> 01:10:51.300

Joshua Hori: Low Vision, we have up to 34 students in here that are getting accommodated for different types of low visions.

487

01:10:52.320 --> 01:11:15.750

Joshua Hori: Acquired traumatic brain injuries 43 Asperger's or autism 50 mobility impairments 133 learning disability 238 and as you can see it's starting to get much higher attention a DD ADHD ADHD is 382 other functional impairments 407 and psychological disabilities are 679

488

01:11:19.710 --> 01:11:30.840

Joshua Hori: And then we have a picture of Seth on here. He was one of ours STC students as well as an STC employee and he's appreciated the stats understanding and supportive this disability management.

489

01:11:33.960 --> 01:11:44.100

Joshua Hori: So confidentiality, we don't go out looking for students, all of our students must come into us and disclose their disability it to the STC in order to follow.

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01:11:44.460 --> 01:11:55.440

Joshua Hori: Go get accommodations for the classes. So we don't just go out there and start grabbing students and start giving them accommodations. A lot of them are either referred to us by student health

491

01:11:56.640 --> 01:12:04.260

Joshua Hori: The counseling services or they actually just already know about us heard about us about by word of mouth.

492

01:12:05.130 --> 01:12:18.660

Joshua Hori: The accommodation information is released to facilitate services on a need to know basis. So we really just provide the accommodations that the students need not their disability. None of that is shared with anybody else.

493

01:12:19.110 --> 01:12:27.000

Joshua Hori: And records are also kept separate from other academic and institutional records and do not appear on transcripts or diplomas.

494

01:12:27.450 --> 01:12:38.190

Joshua Hori: This is to ensure that there's no kind of retribution over to our students who are going into grad schools medical school, law school graduate schools or anything else, which they can actually use

495

01:12:38.820 --> 01:12:44.070

Joshua Hori: The accommodations that they're getting for the undergrad for these professional schools as well.

496

01:12:45.090 --> 01:12:51.000

Joshua Hori: Then we have a picture of Jana, who disabled does not mean incapable is one of her quotes

497

01:12:55.620 --> 01:13:06.300

Joshua Hori: So tips for students. Well, we asked that we reach out to the disabilities center early to learn what services are available and how to access them. Even if you're not sure that you will use them.

498

01:13:06.660 --> 01:13:13.620

Joshua Hori: We have a lot of students who try to attend fall quarter without getting accommodations for their courses.

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01:13:13.920 --> 01:13:24.300

Joshua Hori: And then they come in right at the end of the quarter and start asking for all these accommodations, which sometimes you'll see the accommodations coming like a week or two before finals or midterms.

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01:13:24.600 --> 01:13:37.770

Joshua Hori: This is usually something that happens. And we do accommodate students at any time. Just like a student can break their arm at any time and get accommodation. They can also separate kind of like a mental breakdown

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01:13:38.550 --> 01:13:44.370

Joshua Hori: Anxiety or anything else that they need to be accommodated in order to attend class like everyone else.

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01:13:45.240 --> 01:13:56.490

Joshua Hori: So students may become eligible for service sorry already talked about that. And keep in mind that the quarter system is only 10 weeks long. So exams and deadlines come up very quickly for students.

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01:13:57.900 --> 01:14:02.400

Joshua Hori: Then I have a picture over here. Morgan Psychology major to 2020

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01:14:06.120 --> 01:14:11.370

Joshua Hori: So tips for instructors to students may not realize that they qualify for services through the STC

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01:14:12.030 --> 01:14:18.480

Joshua Hori: I don't know how many students that I have found out. We're dyslexic. After doing one of these presentations.

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01:14:18.900 --> 01:14:26.580

Joshua Hori: And they realized that we have softer specifically for dyslexia and they're like, Wait, how do I get services through the STC

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01:14:27.060 --> 01:14:33.000

Joshua Hori: We just have them come in and bring in any kind of documentation showing that they have a dyslexia. We can accommodate them.

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01:14:33.810 --> 01:14:43.350

Joshua Hori: Students may become eligible for services at any point during the academic year. Assume that students will use all of the services outline in their letter of accommodation

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01:14:43.860 --> 01:14:51.690

Joshua Hori: And students may require a combination services beyond the classroom, such as when they're working with housing advising tutoring services OSS Ja.

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01:14:52.740 --> 01:15:01.530

Joshua Hori: And we usually site state they assume that students will use all the services outline in their accommodations, because we get a lot of pushback from faculty saying well

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01:15:02.130 --> 01:15:15.300

Joshua Hori: this quiz is only 10 minutes long. They don't really need double time to do they, I'm going to show you some things on the slides and a little bit as to why that students are need to double time that they're getting recommended in their accommodations

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01:15:18.690 --> 01:15:30.420

Joshua Hori: So for deaf and hard of hearing students. We actually have cart and interpreting already available for students that who need it. You don't need to set it up through any third parties.

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01:15:30.930 --> 01:15:32.550

Joshua Hori: as matter of fact, our staff.

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01:15:33.060 --> 01:15:43.200

Joshua Hori: Best Stein over here will most likely be reached out reaching out to you to be included to your Canvas course so that way they have access to all of your zoom sessions and everything else.

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01:15:43.440 --> 01:15:51.180

Joshua Hori: And then we provide the captions to the student without any other interactions from you. We have three cards staff cart is

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01:15:52.560 --> 01:15:59.880

Joshua Hori: Real time captioning. There's somebody sitting in the background typing out everything that you're saying on a screen which we share over with a students

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01:16:00.330 --> 01:16:06.570

Joshua Hori: Or at we have to interpreting staff who go over there and they interpret everything that is said in the class to a students

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01:16:06.780 --> 01:16:15.570

Joshua Hori: They can also voice for the student, which was one of the reasons why. Some students may prefer interpreting so that way they have the interpreter asked the questions on their behalf.

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01:16:16.230 --> 01:16:22.770

Joshua Hori: We also have a bunch of different kind of vendors that we work with. We work with eaten interpreting in order to ensure that we have

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01:16:23.310 --> 01:16:29.340

Joshua Hori: A number of interpreters for our students. And we also work with West Coast captioning who does

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01:16:29.790 --> 01:16:41.310

Joshua Hori: Real time captioning for our students. So in some cases with West Coast captioning. You might see some of our staff coming into your office with maybe a laptop and a microphone and asking you to where to microphone.

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01:16:41.670 --> 01:16:49.650

Joshua Hori: So that way, our card, who is located remotely gets really good audio if we're even just putting it on the desk and keeping it away from

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01:16:49.950 --> 01:16:59.550

Joshua Hori: What keeping the microphone away from you. Sometimes our cart people have a hard time hearing you. Especially if you turn around to write something up on the board or if you're turning away from the microphone.

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01:16:59.820 --> 01:17:04.080

Joshua Hori: Which is a reason why we asked for you to wear any kind of microphones that we're bringing it

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01:17:08.850 --> 01:17:19.170

Joshua Hori: Now, different types of assistive technologies. Um, can I get maybe a show of hands of how many people raise your hand if you embrace technology.

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01:17:24.240 --> 01:17:25.950

Joshua Hori: Okay, I got a couple

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01:17:28.380 --> 01:17:31.560

Joshua Hori: And I'll just assume that the rest of you fight technology.

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01:17:33.210 --> 01:17:43.920

Joshua Hori: So usually I try and base, a lot of my demos on whether you fight or embrace technology. So some of these technologies are for people who

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01:17:44.400 --> 01:17:56.280

Joshua Hori: Are TECH WEEK. And then we have some technologies for those who just embrace technology and embed it in all aspects of their life. So a lot of the things that we like to ask is,

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01:17:57.390 --> 01:18:03.120

Joshua Hori: What kind of assistive technologies that they're currently used to or that they've heard about or that they've used before.

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01:18:04.110 --> 01:18:12.360

Joshua Hori: We also like to ask what kind of devices that they own. Not all of our technologies work with all devices, especially older technologies.

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01:18:13.080 --> 01:18:33.240

Joshua Hori: I usually ask that people have certain modern day or up to date technologies. So with iOS 10.2 operating system and above Android that one, you can actually have Android 5.0 and above, and I can work with it that that's it's it's a very, very

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01:18:34.470 --> 01:18:46.860

Joshua Hori: Easy to work with environment. We also work with Mac books Chromebooks, as well as PCs and Linux. We've only had a couple of students with Linux come in, but we're ready for them if they do come in.

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01:18:52.710 --> 01:18:57.090

Joshua Hori: So, right here on my screen as I have a basically a

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01:18:58.800 --> 01:19:04.950

Joshua Hori: An example of what dyslexia looks like for some of our students. This is an extreme version of dyslexia.

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01:19:05.460 --> 01:19:11.520

Joshua Hori: And as you can see all the letters are jumping around. Now you can read the content.

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01:19:11.850 --> 01:19:19.890

Joshua Hori: Like reading the very first sentence of friend who has dyslexia described to me how she experiences reading, she can read, but it takes a lot of concentration and letters seem to jump around.

538

01:19:20.400 --> 01:19:28.440

Joshua Hori: Now it's when I get to the second sentence to that blue word right there. That's what gets me stuck, that's where some of our students get stuck with quizzes.

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01:19:28.740 --> 01:19:42.000

Joshua Hori: That could be a multiple choice answer, and they all look very similar. They're not sure which one that they want to actually pick out we have technologies that will read it out to them so that way they can make sure that they're selecting the correct one.

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01:19:43.140 --> 01:19:55.590

Joshua Hori: Now this is an extreme version of dyslexia for a lot of my students is when they look down to take a note or answer a question they look back up at the screen all the characters has changed on them.

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01:19:56.160 --> 01:20:06.780

Joshua Hori: So we're using different types of assistive technologies to make sure that that doesn't happen and they can catch up and be at the same speed as everyone else. But this is also the reason why we offer

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01:20:07.530 --> 01:20:15.030

Joshua Hori: Extended times for quizzes, as well as exams and finals, so that way they get this same experience across the board.

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01:20:26.970 --> 01:20:39.510

Joshua Hori: Okay, so one of the technologies that we have over here is or cam. This is kind of a new technology that we've invested in probably about three years ago. And what this one is is a little camera.

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01:20:39.960 --> 01:20:50.250

Joshua Hori: That sits on some glasses. They magnetically sync over there. And then it's connecting to a little, I guess you can say computer that you can fit inside of your pocket.

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01:20:50.730 --> 01:21:07.620

Joshua Hori: Not what this one is used for is used for those with dyslexia or low vision or even blindness and what it does is you can point at text that's out in front of you and it will OCR it and read it on the fly. Does it within 10 seconds and

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01:21:08.730 --> 01:21:24.750

Joshua Hori: It's something that can be very valuable for some of our students who have to read physical content that they normally wouldn't have access to this going to even read signs on Windows, it can read menus up on the boards. It can even read your exams on your

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01:21:26.310 --> 01:21:37.320

Joshua Hori: That are hosted within Canvas. The great thing about this is, it is very secure. So after about 30 seconds to information is dumped and no one can retrieve it anymore. You basically have to

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01:21:37.680 --> 01:21:50.310

Joshua Hori: Look at the content point at it again. It will OCR it and read it out to you again, really, really quickly. We're using us because of the security that was embedded inside of it. And the fact that it dumped information.

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01:21:51.330 --> 01:22:04.500

Joshua Hori: It has been updated to now be just the camera and only the camera and everything is embedded within the camera. We're just a little afraid to get it because it's only magnetic and if it falls. How do you find it.

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01:22:04.860 --> 01:22:10.080

Joshua Hori: There's a little bit easier if it fell with the with the cord attached to it, not so much as its magnetic

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01:22:15.390 --> 01:22:26.040

Joshua Hori: So new eyes new eyes is a magnification tool that we're actually using for low vision nursing students. So this tool was

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01:22:26.640 --> 01:22:38.520

Joshua Hori: A set of glasses that they can sit on their face and as an Android operating system built in. There's a camera on the front of it, that will basically look out at what well

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01:22:39.030 --> 01:22:48.150

Joshua Hori: It faces in front of them and will enlarge the environment so that way they can do it for a low vision user. It's like holding a

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01:22:49.350 --> 01:22:55.020

Joshua Hori: iPhone maybe a fist length away from your eyes were if you see most low vision.

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01:22:55.620 --> 01:23:02.070

Joshua Hori: Users interacting with their phone. They had their phone, really, really close to their face. This was kind of like that.

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01:23:02.520 --> 01:23:09.870

Joshua Hori: They were actually using this far. Newson nursing student who needed to be able to see presentations that were displayed from across the big

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01:23:10.680 --> 01:23:21.930

Joshua Hori: Big room over at the Betty Irene School of Nursing and it has a little camera that would, that you can add to it that would allow them to zoom in even further.

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01:23:22.380 --> 01:23:32.670

Joshua Hori: And what this would do is, this would allow them to magnify and zoom into content that was displayed on a presentation or up on a on a board and

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01:23:33.120 --> 01:23:40.920

Joshua Hori: Not have to magnify it on their computer. Anything else is kind of like a mobile CCTV, it would just enlarge anything that they're looking at

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01:23:41.730 --> 01:23:47.280

Joshua Hori: Another great thing about this is, is that you did not have to touch anything in order to

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01:23:48.180 --> 01:23:56.400

Joshua Hori: enlarge it, which made it nice for a nursing student is that they can't really touch everything that they're using. So they needed to be able to

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01:23:56.790 --> 01:24:04.890

Joshua Hori: Enlarge things either by voice or by remote control. As you can see this as a little remote control that you can attach to your hand and enlarge things in front of you.

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01:24:05.460 --> 01:24:15.780

Joshua Hori: It does have OCR capabilities. So if you're looking at a paper, it would OCR optical character recognition on the paper and then read it out loud to the user.

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01:24:16.320 --> 01:24:30.300

Joshua Hori: And also had high contrast capabilities so that way you can reverse the contrast and make white things black black things white and maybe make it a little bit easier to interact with whiteboards, which can be a little difficult to look at with low vision.

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01:24:31.440 --> 01:24:39.210

Joshua Hori: Very bright things are 10 times brighter for those with low vision which makes it very hard to look at certain screens for those with low vision.

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01:24:42.720 --> 01:24:48.780

Joshua Hori: One of the new things that we're actually helped one of our low vision students on get was the vision, buddy.

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01:24:49.500 --> 01:24:57.960

Joshua Hori: We don't have this in our office, but one of our students actually ended up purchasing this right around coven and what this one does is, this is

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01:24:58.890 --> 01:25:14.490

Joshua Hori: A little router that you can connect your computer to and or your arm TV. It has an HDMI connection going to it. And what it does is it streams. The video into the VR headset for those with low vision.

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01:25:15.060 --> 01:25:27.960

Joshua Hori: Now with those with low vision. They usually are on like a little small monitor as of right now and they're trying to zoom in on little small areas, but it's taken up the whole screen what this looks like is like

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01:25:28.350 --> 01:25:41.970

Joshua Hori: A 43 inch TV, maybe an arm's length away from you and now you can use the VR in order to see everything that's in front of you, instead of using the magnification tool and because it's wireless

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01:25:42.570 --> 01:25:59.880

Joshua Hori: Or users can be sitting in any chair that they're most comfortable with. They're no longer sitting there trying to put their face, really, really close to monitor or using another CCTV. This is actually less expensive than some of the CC TVs that are out there, and it is

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01:26:00.990 --> 01:26:08.100

Joshua Hori: Probably maybe a little bit more expensive than most magnification software that is available.

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01:26:16.350 --> 01:26:17.670

Joshua Hori: Oh, yes.

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01:26:18.780 --> 01:26:27.930

Joshua Hori: It is something that I must point out, as you get older, you get more and more disabilities. Some people's visions go out some people's hearing goes out.

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01:26:28.830 --> 01:26:38.910

Joshua Hori: We get aches and pains and all sorts of things. So the disability is one community that all of us will experience at some time in our life.

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01:26:45.840 --> 01:26:47.100

Lorena Oropeza: Read had a question too.

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01:26:48.210 --> 01:26:48.840

Joshua Hori: Um,

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01:26:49.320 --> 01:26:54.780

Joshua Hori: Yes. Talk to us about adaptive technology that can facilitate the move to online teaching for faculty

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01:26:55.590 --> 01:27:01.890

Joshua Hori: There is much more typing browsing trading online resources, etc. You know what I might address that with some of my

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01:27:02.460 --> 01:27:10.230

Joshua Hori: Next couple of slides. So at the very end, I might be able to do some live demos to which is why I'm trying to go through this a little bit fast.

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01:27:10.470 --> 01:27:25.380

Joshua Hori: So I have my iPad connected. I have my computer connected. I can do some demonstrations on some of these technologies, if you're wanting to and we can get a better understanding of what's available and some of it might be very helpful for you.

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01:27:28.740 --> 01:27:29.250

Joshua Hori: So,

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01:27:30.720 --> 01:27:34.890

Joshua Hori: It's just so happens, our next slide is about the census access document converter.

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01:27:35.310 --> 01:27:48.900

Joshua Hori: So we actually had the census asked access document converter available over here at UC Davis, if you go over to our webpage

at MDC UC davis.edu that is our homepage. You'll notice that under students. There's an

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01:27:49.530 --> 01:27:58.290

Joshua Hori: Accessible Technology link which will actually go to a document conversion link where you can submit documents through a web page and get

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01:27:58.800 --> 01:28:11.040

Joshua Hori: accessible content back so please understand, though this is an automated service so heavier busy graphics may give you poor results poorly scan PDFs.

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01:28:12.000 --> 01:28:22.740

Joshua Hori: And when I'm saying poorly scan PDFs. I'm talking about what you're used to seeing readers, where you would see the shading go going over some of the words or there's a lot of underlining inside of it.

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01:28:23.670 --> 01:28:28.530

Joshua Hori: Unfortunately, those kind of PDFs still cause issues inside of our

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01:28:29.190 --> 01:28:42.210

Joshua Hori: Tool. But if you were to put in words files, it'll convert it over into accessible PDFs. If you put in an image PDF, it will actually provide you a Word document rail or even an audio file.

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01:28:42.930 --> 01:28:52.020

Joshua Hori: So that's why we have the optical character recognition, so that way you can take pictures with your phone, send it through the service and it will actually give you a Word document back

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01:28:53.190 --> 01:28:57.420

Joshua Hori: Now, I don't know how many of you are aware of the different types of PDFs that are out there.

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01:29:09.870 --> 01:29:10.950

Joshua Hori: So, um,

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01:29:15.210 --> 01:29:18.000

Joshua Hori: You can even upload the pub, which are

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01:29:19.770 --> 01:29:30.750

Joshua Hori: The content that you can read on your mobile devices because it's very flexible text, it will look the same on your phone, that it does on your iPad or you can convert it over to Mobi which is your Kindle formats.

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01:29:31.770 --> 01:29:43.920

Joshua Hori: And we have, if you have any problems or assistance. You can email census access at UC davis.edu and that actually goes out to me as well as the developers of census access and they're very good about answering questions.

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01:29:46.290 --> 01:29:49.500

Joshua Hori: Now the census access document converter which I have a link to on here.

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01:29:49.860 --> 01:29:57.420

Joshua Hori: It is an online web portal for document conversion. So these are for J store documents happy trust documents, anything that you find on Google.

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01:29:57.690 --> 01:30:06.690

Joshua Hori: You can submit it to this and it will give you an accessible format it will convert your JPEG be bit maps PDFs and others into accessible formats.

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01:30:07.500 --> 01:30:15.630

Joshua Hori: Oh, and I was talking about the PDFs, a little earlier. So there's three different types of PDFs that you should be aware of. There's the image PDFs and

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01:30:15.870 --> 01:30:21.930

Joshua Hori: About 10 years ago. That's all you found was image PDFs. These are the PDFs that you tried to highlight content on it.

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01:30:22.470 --> 01:30:32.580

Joshua Hori: It would the whole document would turn blue and you could only draw boxes around it. So, for a lot of our visually disabled students. It was blank document blank document wouldn't read anything back

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01:30:33.450 --> 01:30:42.120

Joshua Hori: Then there's a searchable documents, probably about five years ago. That's what all you found on Jay story was searchable documents. Yeah, you could search for all the

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01:30:43.110 --> 01:30:52.590

Joshua Hori: All the words within the PDF. But when you go to read it as a screen reader two columns might be read as one. So they didn't have an order to it.

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01:30:53.190 --> 01:30:58.080

Joshua Hori: three columns could sometimes be read as one that changes everything that you're reading

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01:30:58.530 --> 01:31:09.960

Joshua Hori: So we were looking at this tool as a way of fixing some of that reading for our users so that way they could read anything. So if you were given a paper to read on Friday night.

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01:31:10.320 --> 01:31:15.960

Joshua Hori: You're able to submit it through this and read it that night without having to interact with our office.

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01:31:16.380 --> 01:31:33.930

Joshua Hori: So it's basically a four step process you submit text or you submit a non authenticated URL or you browse for a file to upload into our service you select your output, whether it's text MP3 a Grail format. All of this is actually allowable.

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01:31:35.340 --> 01:31:39.240

Joshua Hori: Specify request. So in some cases you can actually

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01:31:39.720 --> 01:31:51.270

Joshua Hori: Go down a little bit further into it like what voices. Do you want to use. Do you want to use different languages. Now it doesn't convert from English into another foreign language, but it will convert your foreign textbooks into a language that you can hear.

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01:31:52.920 --> 01:31:56.520

Joshua Hori: Now once you submit it. You do have to use your UC Davis email.

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01:31:57.150 --> 01:32:05.700

Joshua Hori: To retrieve the content back if you submit any other email it just gets rejected and that's for copyright concerns, but it takes about 10 to 15 minutes to process.

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01:32:06.150 --> 01:32:16.050

Joshua Hori: It takes any more than that. Just resubmit it might have gotten stuck in a process that somewhere. So any files that are less than 30 Meg's it's sent as an attachment via your email.

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01:32:16.800 --> 01:32:26.220

Joshua Hori: Any files that are larger than 30 Meg's it gives you a link for you to download the content all content is deleted off the server after seven days. Nothing is retained.

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01:32:28.860 --> 01:32:36.120

Joshua Hori: But recently, we have been able to get census access available for emails, as well as the canvas LT die.

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01:32:36.630 --> 01:32:47.700

Joshua Hori: So if you were sent an email like a lot of flyers are done, you can actually re send it over to convert at census access com you put in the subject line what format that you want.

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01:32:48.060 --> 01:32:54.780

Joshua Hori: And then you attach the document to the email 10 minutes 510 minutes later, you get the document and in the format that you requested.

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01:32:55.620 --> 01:33:00.870

Joshua Hori: Now census access is also available inside of your canvas instance

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01:33:01.380 --> 01:33:15.090

Joshua Hori: So I have a link over here. And what this link is is going over to a video that keep teaching actually created thank you keep teaching and how to enable census access for your canvas instance, I have a little image over here.

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01:33:16.260 --> 01:33:24.780

Joshua Hori: That is showing basically some it has access to everything in your files folder. Once you have granted access to that.

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01:33:25.170 --> 01:33:33.270

Joshua Hori: And students will then be able to convert anything that's in the files link into other formats. Unfortunately it doesn't go into pages or any other

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01:33:33.870 --> 01:33:45.450

Joshua Hori: Areas is only focused on the file link for as of right now. Now this does work in both the mobile app as well as the web version so they don't have to be on particular

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01:33:46.770 --> 01:33:51.390

Joshua Hori: Devices in order to interact with this tool which makes it nice.

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01:33:52.620 --> 01:33:54.570

Joshua Hori: And easy for some of our users.

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01:33:57.240 --> 01:34:08.010

Joshua Hori: Not Clara software. This is a tool that we have for our learning disabilities built specifically for dyslexia. What this one does is it has a screen ruler helps with

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01:34:08.670 --> 01:34:20.130

Joshua Hori: Distracted students, it puts a ruler on your screen that allows you to read whatever's within your ruler and blacks out content above and below it, which is like this one right over here.

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01:34:21.180 --> 01:34:28.020

Joshua Hori: Now, we also have color overlays. Now, a lot of our dyslexic students like to use that. Because what it does.

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01:34:28.620 --> 01:34:36.090

Joshua Hori: Is it puts a color overlay over the whole screen. And what that does is that prevents the character from jumping around all over on them.

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01:34:37.020 --> 01:34:44.430

Joshua Hori: It also has text to speech. So it does have the capability of reading content allowed you can convert the text to audio or video

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01:34:44.850 --> 01:34:53.940

Joshua Hori: Now for some of our students to help with organization because they can convert a whole chapter into audio and they can see how long it's going to take them to read it and better organize their day.

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01:34:54.540 --> 01:35:06.120

Joshua Hori: And some of that will even work with some of our note taking services. So sometimes, some of our students are editing their notes on in their textbook, kind of like the same way that they're doing their electric audio.

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01:35:07.710 --> 01:35:16.380

Joshua Hori: We also have Clairol speak, which is an iOS app for a pub and text and as voice recognition and word prediction capabilities built in.

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01:35:16.890 --> 01:35:24.930

Joshua Hori: We also have clarity PDF, which is an iOS app for PDFs that allows students to annotate and read PDFs allowed directly on their mobile devices.

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01:35:25.410 --> 01:35:33.660

Joshua Hori: I would say is probably one of our most use services because it actually keeps track of all the edits. They do bite page so they can review content pretty quickly.

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01:35:35.820 --> 01:35:39.180

Joshua Hori: So I have a yellow overlay shown over here.

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01:35:39.660 --> 01:35:50.250

Joshua Hori: And then I have the collateral speak app for the iPad showing where what is doing is showing you how you can edit content inside of the app.

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01:35:50.520 --> 01:36:05.100

Joshua Hori: Is showing you a whole bunch of pages that you can navigate through on the bottom and what page you are on out of how many pages are within the book and it doesn't show you the tracking capabilities, but this is something that we actually provide our students at no cost.

637

01:36:08.430 --> 01:36:20.730

Joshua Hori: And here is the another one that apps directly on the iPad. This is one that reads he pubs aloud allows them to highlight it as it's reading it aloud, so they don't lose their focus on what they're reading

638

01:36:23.940 --> 01:36:31.440

Joshua Hori: And for note taking. We have the live scrape smart pen. How many of you have maybe seen these inside of your classrooms, kind of get a show of hands.

639

01:36:36.780 --> 01:36:45.960

Joshua Hori: Not too many people. So what this one is. Is this is a pen that has a camera on the bottom of it right underneath the pen.

640

01:36:46.470 --> 01:36:52.980

Joshua Hori: And it's pressure sensitive, so it has a microphone built in. It's got an hard drive built in.

641

01:36:53.340 --> 01:36:59.730

Joshua Hori: It's got speakers built in. It's got a little camera for interacting with the live scrape paper.

642

01:37:00.060 --> 01:37:08.040

Joshua Hori: And this live scrap paper that you see on my slide, you can't really see it, but there's dots all over it. That makes it very, very unique every page is unique.

643

01:37:08.340 --> 01:37:14.910

Joshua Hori: And that pen knows where is what it's writing on and it's recording it all now when you hit the record button.

644

01:37:15.240 --> 01:37:20.520

Joshua Hori: Every time you're making a note onto onto paper is putting a bookmark inside of the audio.

645

01:37:20.820 --> 01:37:34.740

Joshua Hori: And what that does for a lot of our students is they can come back and tap on on what they were writing and it plays the audio from that time. So they're not having to go and review the whole lecture, they can just go with the view the areas that are unfamiliar with.

646

01:37:35.430 --> 01:37:43.830

Joshua Hori: For some of our students what they like doing is they like printing out PowerPoint slides on the paper, which is one of the reasons why they like asking for PowerPoint slides beforehand.

647

01:37:44.340 --> 01:37:53.130

Joshua Hori: And then they'll do a checkmark next to each one of the PowerPoint slides so that way they're getting a slide by slide by slide on audio file that they can review at a different time.

648

01:37:53.640 --> 01:38:04.710

Joshua Hori: One of the things that does is that prevents you recording on writing. So one of the things I noticed on this is that when I'm in harder classes I write fast and furious.

649

01:38:05.100 --> 01:38:17.160

Joshua Hori: Which unfortunately was as loud as the professor speaking sometimes. And so my way of getting around it would be just doing little marks and then coming back. Clicking on the marks and adding my notes later on.

650

01:38:19.080 --> 01:38:29.970

Joshua Hori: So we give these to students. Now, they do have to purchase their own paper, but we provide the pen. We provide the ink. We even provide them with the case to protect it.

651

01:38:32.010 --> 01:38:49.770

Joshua Hori: The two gig models can record up to 150 hours of lecture audio so it does do a huge amount of audio recording a lot of our students are taking maybe 12 1314 units, which means that is probably talking to. That's going to take up anywhere from 120 to 140 hours per quarter.

652

01:38:56.310 --> 01:39:06.960

Joshua Hori: We also have saunas and audio note taker. Now scientists and there's a little different. What this one does is you can actually record playback and edit directly on your phone.

653

01:39:07.620 --> 01:39:17.070

Joshua Hori: And then you can sit there and mark and highlight the audio, kind of like you highlight your textbooks, but you're highlighting phrases of words.

654

01:39:17.850 --> 01:39:28.260

Joshua Hori: You can then sit there and break up your recordings in the section. So I can break up my recordings according to your PowerPoint slides, which makes it a little bit easier to review.

655

01:39:29.250 --> 01:39:36.480

Joshua Hori: I can tag the recordings basically labeling them. Then I upload them to audio note taker to access later for editing.

656

01:39:36.990 --> 01:39:52.770

Joshua Hori: So this one allows you the mobile app allows you to type record audio. It also allows you to take pictures add PDFs and you can also write directly inside of the mobile app makes it very easy to keep all of your notes together.

657

01:39:54.060 --> 01:40:05.580

Joshua Hori: For Mac and PC, there is software for this is set up like Cornell notes. It has audio cleanup capabilities. So I used to spend hours and audacity. Now, if you ever played back

658

01:40:06.120 --> 01:40:22.020

Joshua Hori: Audio that you've recorded it almost sounds like you're on the beach. You can hear waves that can be a little distracting for some

people as they're listening to content this tool removes those waves makes you feel like you're back in the class. It also has the capability of

659

01:40:24.000 --> 01:40:27.120

Joshua Hori: Removing your TYPING NOISES from your audio recordings, which

660

01:40:28.290 --> 01:40:37.590

Joshua Hori: Like I was saying earlier, I used to spend hours and audacity going through my audio and finding areas that would allow me to remove those noises

661

01:40:38.490 --> 01:40:45.120

Joshua Hori: So doing using this tool, what I used to spend hours doing I spend a few minutes. Now I spend two clicks and it's done.

662

01:40:46.080 --> 01:40:51.450

Joshua Hori: This does have the ability to tie into Dragon Naturally Speaking, but not many people actually use that one.

663

01:40:52.170 --> 01:41:04.260

Joshua Hori: One of the cool things about this one. It does have an audio replace capability with the audio replace capability, is it safe for some of our students. They may have sat in a bad area and got a poor audio recording, but still recorded audio.

664

01:41:04.620 --> 01:41:16.260

Joshua Hori: And they were making highlights throughout the audio and you make a podcast. Now the great thing about this is that you can download the podcast and replace your bad audio with the podcast.

665

01:41:16.680 --> 01:41:22.560

Joshua Hori: The way that this one works is it works automatically. So I actually did a recording with some of my friends and

666

01:41:23.280 --> 01:41:36.390

Joshua Hori: I thought they were doing a three minute recording and they sent me a 10 minute recording my had a really crystal clear three minute recording and I tried sinking it with my audio and what it did was it

667

01:41:37.800 --> 01:41:57.180

Joshua Hori: It found a three minutes into 10 minutes and only replaced that section, which just completely amazed me so it does sit there and magically aligns your audio, even if it's not even if you did more of a

recording than what you did it on your podcast. So it's a very easy system to use

668

01:41:59.790 --> 01:42:04.620

Joshua Hori: Now on the computer. This is what it looks like. I was telling you, it looks a little bit like Cornell notes.

669

01:42:04.920 --> 01:42:15.240

Joshua Hori: Where your images and your PowerPoint slides show up in one column your text shows up in another column and then your audio shows up in the last column.

670

01:42:15.810 --> 01:42:30.720

Joshua Hori: Now on here. There is the ability to sync your text notes to your audio recordings. So when you click on your text. It'll highlight the audio that was being recorded during when you typed out that text is yet another way of marking it up.

671

01:42:31.590 --> 01:42:41.610

Joshua Hori: Now the great thing about this one is is that once it's inside of here, you've made all the noise cancellation techniques you can now extract only the highlighted color.

672

01:42:42.090 --> 01:42:45.750

Joshua Hori: Leaving the default colors alone, which means that you can condense your

673

01:42:46.260 --> 01:42:55.770

Joshua Hori: hour long lectures into maybe 15 minute or 20 minute reviews making midterms and finals, a little bit easier for students to arm to won't become organized for

674

01:42:56.430 --> 01:43:09.210

Joshua Hori: And this is helping them to edit and organize their notes throughout the quarter. And this is a one, that are dyslexic students tend to love. So you might see a lot of our students using iPads with this technology.

675

01:43:14.730 --> 01:43:23.700

Joshua Hori: Otter AI. Now this is one of our new technologies that we actually started offering after on fall of 2019

676

01:43:24.180 --> 01:43:29.490

Joshua Hori: Now this one is an automatic speech recognition that has an artificial intelligence built in now.

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01:43:30.060 --> 01:43:35.700

Joshua Hori: To show you how well this one actually worked. First thing I did was I through medical trauma lecture through it because

678

01:43:36.060 --> 01:43:46.650

Joshua Hori: What messes up an automatic speech recognition better than medical terminology. So I went and did that through about 10 minutes through and it got six out of eight medical terms. Correct, which is unheard of.

679

01:43:47.160 --> 01:43:50.400

Joshua Hori: And then as I was making fun of one of the medical medical terms I got wrong.

680

01:43:50.880 --> 01:44:03.510

Joshua Hori: It corrected it on me. So ended up with seven out of eight correct terms which was just phenomenal. In my view, so we started using it and fall of 2019 for our students who are easily distracted.

681

01:44:04.110 --> 01:44:19.710

Joshua Hori: Now, a lot of our students who are gone with distraction issues they, what it is is if they get distracted at home is they can look at the transcript to see what was what was said when they got distracted to pull themselves back in the course least that's how I've been using it.

682

01:44:20.940 --> 01:44:30.510

Joshua Hori: You do have the ability to add words as well as names to the sessions to improve the dictation. It does work on your mobile phone as well as your desktop.

683

01:44:30.960 --> 01:44:38.940

Joshua Hori: And there's all the only thing you have to install this on your mobile device on your desktop or laptop. This is just a web page that you log into and it does everything for you.

684

01:44:39.720 --> 01:44:51.060

Joshua Hori: This does allow you to search through your transcripts. It also gives you a keyword summary. So all the most said words you can actually tap on them and it'll take you down into all the areas that it says that

685

01:44:51.360 --> 01:45:01.050

Joshua Hori: Inside of the transcript and you can play the recording, which is actually synced to the transcripts, you do have the ability to add highlights to bring

686

01:45:03.000 --> 01:45:11.580

Joshua Hori: Well, to highlight areas of importance and you can add images of any kind of PowerPoint slides that you that you take as well.

687

01:45:14.790 --> 01:45:21.510

Joshua Hori: Now one note is another service that is available here at UC Davis, this comes with your office 365 service.

688

01:45:21.840 --> 01:45:31.920

Joshua Hori: It does sync over to one drive, which allows you to share cons are will keep everything inside of the cloud and share it across all your devices, whether it's your tablet your

689

01:45:32.790 --> 01:45:40.890

Joshua Hori: Your, your mobile devices or your computer. Now, I do have to admit, I find that this works best on the Surface Pro.

690

01:45:41.190 --> 01:45:53.820

Joshua Hori: And it's mixed across all the other devices on a Surface Pro. It works. Kind of like the live scrape smart pen, you can record audio. You can write in it. You can add pictures to it. The audio recording gets synced to your handwriting.

691

01:45:54.480 --> 01:46:04.440

Joshua Hori: But when you put it on an iPad or some our regular computer you can either right or audio record, you can't do both.

692

01:46:08.730 --> 01:46:21.090

Joshua Hori: So here's one of the looks of what it looks like on mobile devices. You can sit there and organize your notes by tabs on each one of your tabs could be one of your courses and all the notes for that course will appear underneath it.

693

01:46:23.400 --> 01:46:40.320

Joshua Hori: So honorable mentions. Some of you might see some students with iPads using note ability. So no stability is probably the closest thing to the live scrape smart pen as an iOS app, you can actually hit the record button and every time you're writing inside of the

694

01:46:41.370 --> 01:46:43.350

Joshua Hori: Inside of the app. It's actually making

695

01:46:44.460 --> 01:46:49.410

Joshua Hori: Bookmark inside of the audio recordings. Then when you come back to it later on to go play it back.

696

01:46:50.580 --> 01:47:00.750

Joshua Hori: Your all your handwriting will disappear. You can see it faded. But when you hit play, you get to watch yourself right all your notes again as you're listening to the audio and then you can jump around it.

697

01:47:01.050 --> 01:47:07.380

Joshua Hori: And it as well if if you know you don't want to get listened to the very beginning of it. You want to start maybe a few pages down

698

01:47:10.440 --> 01:47:20.130

Joshua Hori: Now the one is good notes. Want a lot of our mobility impaired users like using this because you can write big in the bottom barrel, what happens is is

699

01:47:21.240 --> 01:47:31.200

Joshua Hori: You get a drawing out area on your iPad or iPhone and you can turn the bottom half of your screen into a magnification area that you can write into

700

01:47:31.500 --> 01:47:37.140

Joshua Hori: That it looks big on the bottom half of the screen, but actually an app, it looks really, really small.

701

01:47:37.710 --> 01:47:52.290

Joshua Hori: So we're using this for some of our mobility mobility impaired users in order to interact with exams. But I've also seen students use this because they can cut and paste a lot of their drawing especially chemistry or math multiple times if they need to.

702

01:47:55.680 --> 01:48:14.820

Joshua Hori: dictation apps and so dictation for PC. We usually use Dragon Naturally Speaking, it's not given out too often just because of how restrictive the licensing is for it. When you buy a license that licenses for one person right now their own version.

703

01:48:16.560 --> 01:48:27.120

Joshua Hori: The way that this one works is you no longer have to train your voice to on Dragon anymore, but you do have to train the microphone because every microphone has different input.

704

01:48:27.750 --> 01:48:37.530

Joshua Hori: So after about five minutes of training the microphone. You can use dragon to dictate right away might take you a while to learn all the commands for controlling your computer.

705

01:48:38.790 --> 01:48:47.400

Joshua Hori: And it makes it makes a little bit easier to control your computer. If you don't don't have any mobility of your arms and hands at this time.

706

01:48:48.240 --> 01:48:55.830

Joshua Hori: Mac no longer users on Dragon Naturally Speaking, they have banned it from their operating system as of December 2018

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01:48:56.250 --> 01:49:06.690

Joshua Hori: And then of june of 2019 they came up with voice control which gives users to complete control over their iPhone, iPod Touch iPad or MAC, MAC book.

708

01:49:07.350 --> 01:49:20.730

Joshua Hori: So you can turn on voice control in order to remotely control your computer and touch on just about anything. The dictate is actually used on Mac in order to dictate content into Word documents and so forth.

709

01:49:22.590 --> 01:49:31.860

Joshua Hori: And actually, we're finding that the otter app might even be probably the best one for recording your voice in order to type papers.

710

01:49:32.880 --> 01:49:39.600

Joshua Hori: Dan is just on a mobile app that you can transfer between devices and then you can export it as a Word document to turn it in.

711

01:49:42.420 --> 01:49:47.430

Joshua Hori: And I find that Otter works a little bit better than even Dragon Naturally Speaking or voice control.

712

01:49:50.280 --> 01:49:56.400

Joshua Hori: So when you're back on campus. We also have the Center for Accessible technologies available. The cat lab.

713

01:49:57.180 --> 01:50:05.610

Joshua Hori: You can read more about it. I can't UC davis.edu where we have six Mac Minis running on running with 30 inch monitors over there.

714

01:50:05.910 --> 01:50:13.650

Joshua Hori: Where we have different types of scanners for scanning different types of books or documents or anything else like that. We also have CC TVs over there.

715

01:50:14.040 --> 01:50:19.680

Joshua Hori: And we even have different types of my ergonomic mice and keyboards, in order to facilitate

716

01:50:20.490 --> 01:50:29.940

Joshua Hori: Students interacting with the computers over here, we do have locked up, but we do have a staff member over there. Who is available for retrieving any of this content.

717

01:50:30.600 --> 01:50:39.840

Joshua Hori: You can also go over there just to try it out. There's even different types of ergonomic seats over there and we even have tables that go they lift up and down on their own.

718

01:50:40.320 --> 01:50:47.910

Joshua Hori: It does have Dragon Naturally Speaking on one of the computers over there, you'll see the Dragon Naturally Speaking one because it has like a little

719

01:50:48.840 --> 01:50:59.130

Joshua Hori: Order going around it and the rest of them three Mac Mini or three Mac OS and three windows 10 machines running different types of Claire will read.

720

01:51:01.050 --> 01:51:04.830

Joshua Hori: Screen reading tools and just about anything that you may need

721

01:51:09.060 --> 01:51:20.550

Joshua Hori: Here I have the dragon station actually displayed. That is a height adjustable desk that we have over there. It does have some scanners on the end of it for scanning documents.

722

01:51:21.120 --> 01:51:29.100

Joshua Hori: We have other scanners for scanning books like flatbed scanners and then we have book scanners that will scan books just by opening them.

723

01:51:33.360 --> 01:51:36.090

Joshua Hori: And I have a picture of a CCTV over here.

724

01:51:38.160 --> 01:51:40.980

Joshua Hori: Now cloud services. How many of you use cloud services currently

725

01:51:52.440 --> 01:52:04.080

Joshua Hori: Oh, quite a bit of you. So now these are three cloud services that are available here at UC Davis. One Drive, Google Drive inbox.com One Drive comes with 1000 gigs of online storage.

726

01:52:04.680 --> 01:52:22.260

Joshua Hori: Google Drive comes with unlimited storage that's what is box.com on limited storage. Now we like using these because it syncs across all of our devices, but it's also a secure way of hosting our retrieving data between either students or other departments.

727

01:52:23.610 --> 01:52:38.760

Joshua Hori: We do tend to lean towards box.com and we do not use one driver Google Drive for any of these services, only because we know that the box Drive or Dropbox account has actually had additional security contracts signed for it.

728

01:52:42.900 --> 01:52:54.330

Joshua Hori: So if you want to try it out. You can go to UC Davis box.com box drive is available for personal computer so you can install it directly on your computer and drag and drop your materials to sync it with you.

729

01:52:54.930 --> 01:53:08.700

Joshua Hori: On mobile app is available does require iOS 12 point or above. If you're using Android as long as you have above 5.0 you're good storage is also unlimited what I have on here, I have

730

01:53:11.250 --> 01:53:25.320

Joshua Hori: finder and Mac where it shows boxes available within finder. I also have box on being displayed from the Task Manager on on Windows seven or Windows 10 so that way you see it's really easy and quick to get to

731

01:53:28.890 --> 01:53:34.140

Joshua Hori: Box can also be set up to save from save all photos and files to the cloud.

732

01:53:34.800 --> 01:53:41.700

Joshua Hori: When you first started up is not automatic. But we have used it for some of our students to clear the devices to ensure that we can get some of our

733

01:53:42.210 --> 01:53:53.820

Joshua Hori: Software on there. It does have single sign on, so you don't have to remember another password, you do have the ability to recover accidentally deleted or purposely deleted content up to three months.

734

01:53:54.150 --> 01:54:03.630

Joshua Hori: There is a delete folder inside of there that allows you to retrieve it without any interaction from box and there are add ons and plugins available for multi user editing.

735

01:54:04.290 --> 01:54:15.780

Joshua Hori: After graduation, student maintains all files but they only have a 10 gig account, meaning that if they have over 10 gigs in it. They can't upload it to it anymore, but they can download as much as they want to

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01:54:19.290 --> 01:54:27.720

Joshua Hori: And I'm I have an image of a single sign on button that you can use in order to interact with box so you don't have to remember another login

737

01:54:30.000 --> 01:54:36.480

Joshua Hori: And we do have a new the STC has taken over to testing center as a spring quarter.

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01:54:36.960 --> 01:54:42.870

Joshua Hori: Now if you need help with setting up any kind of exams, whether it's extended times or you need technology.

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01:54:43.140 --> 01:54:50.520

Joshua Hori: Please send an email over to examine calm at UC davis.edu within a request or setting up a form currently in order to

740

01:54:50.790 --> 01:55:04.830

Joshua Hori: Make requests as easy as possible. We do all the communication between you and the students after you've made the request and we're working on a database to be ready by winter quarter of 2021 that will make a lot of the testing.

741

01:55:05.280 --> 01:55:15.000

Joshua Hori: Scheduling much, much easier for everyone. We will be looking for assistance from other instructors who want to provide feedback of the workflow of the testing center so

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01:55:15.330 --> 01:55:24.930

Joshua Hori: Please, if you'd like to participate and the workflow please submit over to examine calm at UC davis.edu that you are interested in participating

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01:55:25.590 --> 01:55:33.450

Joshua Hori: So I do have some pictures of some of the testing Carol's that were being set up over at hunt hall where these are just kind of bare bones.

744

01:55:34.440 --> 01:55:51.960

Joshua Hori: We do have the Carol's COMPLETELY UP AND I'M SHOWING five Carol's right over here in one room. And we have another three Carol's that I'm showing in another room. We can house right now 35 students during the code shut down and these exam areas.

745

01:55:55.230 --> 01:56:02.760

Joshua Hori: So do we have any questions or is there anybody that's maybe wanting to see a really quick demo of some software.

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01:56:08.760 --> 01:56:18.330

Mariel Vazquez: There's maybe a minute or two for questions. I think we'll have to skip the demo because one is tired after three days of orientation by zoom

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01:56:19.650 --> 01:56:21.930

Joshua Hori: Oh trust me I can do demos in one or two minutes.

748

01:56:25.110 --> 01:56:26.910

Mariel Vazquez: Any, any questions.

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01:56:31.800 --> 01:56:40.170

Jasquelin Pena: Asked one, if I can. So I have an iPad Pro that I'm going to be using for note take

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01:56:43.380 --> 01:56:48.990

Jasquelin Pena: water chemistry soil chemistry and then kind of trying to figure out what

751

01:56:50.040 --> 01:57:02.040

What's the you talked about them about one of your one note versus nodes versus no ability. I mean, is there anything that really would say start with this.

752

01:57:05.220 --> 01:57:06.180

Joshua Hori: Ease of use.

753

01:57:07.350 --> 01:57:21.000

Joshua Hori: Good notes or no ability just really easy to use, especially if an iPad Pro, I would suggest using a dark background so I'm online. I do have dropping hours to here. I'm going to my next slide.

754

01:57:22.950 --> 01:57:38.580

Joshua Hori: For instructors. I actually have dropping hours for instructors from 12 to one every day Monday through Friday and that will be going on throughout the whole 2020 2021 academic year. I encourage you to come in and and challenge me to help you out. I am

755

01:57:39.630 --> 01:57:46.080

Joshua Hori: I love fulfilling challenges. I have my zoom ID on there. It is also available on my

756

01:57:46.890 --> 01:57:56.850

Joshua Hori: Front page of the STC if you scroll down, you'll see some bullet points that it's welcoming students and giving them some resources, the very first resource that you'll see there's my zoom link.

757

01:57:57.300 --> 01:58:09.090

Joshua Hori: So we have waiting rooms enabled. So if I have somebody in there. I might host inside that waiting room and I use breakout rooms for to provide confidential meetings with individuals.

758

01:58:09.420 --> 01:58:16.230

Joshua Hori: So I do have other staff inside of these meetings to help moderate or answer different questions that you may have.

759

01:58:23.700 --> 01:58:27.360

Joshua Hori: Now, if you ever want to do some STC collaboration. I'm sorry.

760

01:58:29.610 --> 01:58:29.940

Mariel Vazquez: Go ahead.

761

01:58:31.170 --> 01:58:42.120

Joshua Hori: Oh, this is going to say, if you ever want to do some STC collaborations we please reach out to Jennifer bless you see is the director of the STC and she usually sets up different types of

762

01:58:43.080 --> 01:58:52.920

Joshua Hori: Presentations based on your needs. So we have a bunch of different people that do presentations from our office. And if you ever have any questions please reach out to our main office.

763

01:58:54.240 --> 01:58:58.020

Joshua Hori: I don't know why I have the hashtag in there but it supposed to be SEC at UC davis.edu

764

01:58:59.130 --> 01:59:07.980

Joshua Hori: Our phone number is 530-752-2773 and our website is STC UC davis.edu

765

01:59:11.250 --> 01:59:13.230

Marisel Vazquez: Wow, this is really great. Thank you so much.

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01:59:14.580 --> 01:59:16.410

Marisel Vazquez: Thank you Josh. And thank you, Kim.

767

01:59:18.600 --> 01:59:28.470

Marisel Vazquez: And I'm sure people will reach out to you if they have questions or maybe we will reach out to you again for another demo session if people want that.

768

01:59:29.610 --> 01:59:35.790

Joshua Hori: No problem. I had joined with my iPad as it just in case, because I can do demos really quickly on there.

769

01:59:37.110 --> 01:59:37.920

Marisel Vazquez: Thank you so much.

770

01:59:39.660 --> 01:59:40.200

Marisel Vazquez: So,

771

01:59:40.260 --> 01:59:44.430

Marisel Vazquez: So maybe we'll wrap it up here. I'll let you do that.

772

01:59:46.980 --> 01:59:47.340

Mariel Vazquez: For me,

773

01:59:50.310 --> 01:59:52.050

Kimberly Nettles-Barcelon (she/her): Still there. Yeah.

774

01:59:55.530 --> 01:59:55.890

Mariel Vazquez: Yes.

775

01:59:58.890 --> 02:00:00.090

Kimberly Nettles-Barcelon (she/her): To the invite today.

776

02:00:04.740 --> 02:00:06.030

Kimberly Nettles-Barcelon (she/her): So much

777

02:00:10.860 --> 02:00:11.250

Kimberly Nettles-Barcelon (she/her): More than

778

02:00:16.200 --> 02:00:16.890

Kimberly Nettles-Barcelon (she/her): Two.

779

02:00:21.360 --> 02:00:21.960

Kimberly Nettles-Barcelon (she/her): To

780

02:00:23.670 --> 02:00:24.210

Kimberly Nettles-Barcelon (she/her): This

781

02:00:28.260 --> 02:00:29.940

Kimberly Nettles-Barcelon (she/her): Year teaching

782

02:00:37.680 --> 02:00:42.030

Kimberly Nettles-Barcelon (she/her): I also imagine at this point to be a lot happen all the

783

02:00:43.650 --> 02:00:43.920

Time.

784

02:00:45.240 --> 02:00:53.670

Kimberly Nettles-Barcelon (she/her): And so part of what we hope to happen in a week or so that we get together and

785

02:00:54.480 --> 02:00:54.750
And

786
02:00:55.980 --> 02:01:06.510
Kimberly Nettles-Barcelon (she/her): socialize with one another and to begin to really build those communities to continue to build those foods that we might need as the grappling

787
02:01:07.530 --> 02:01:08.700
Kimberly Nettles-Barcelon (she/her): With students

788
02:01:11.820 --> 02:01:16.020
Kimberly Nettles-Barcelon (she/her): Coming back to campus but also just again a difficult time.

789
02:01:18.270 --> 02:01:18.930
Kimberly Nettles-Barcelon (she/her): We're here.

790
02:01:24.480 --> 02:01:24.840
I just

791
02:01:27.900 --> 02:01:29.760
Kimberly Nettles-Barcelon (she/her): Want to take a moment to say

792
02:01:32.190 --> 02:01:33.870
Kimberly Nettles-Barcelon (she/her): To Tom, and most

793
02:01:36.000 --> 02:01:39.030
Kimberly Nettles-Barcelon (she/her): And Ghana for the two

794
02:01:40.320 --> 02:01:40.950
Kimberly Nettles-Barcelon (she/her): Together.

795
02:01:43.500 --> 02:01:44.190
Kimberly Nettles-Barcelon (she/her): And all of the

796
02:01:45.660 --> 02:01:47.040
Kimberly Nettles-Barcelon (she/her): Other than actually like yeah

797
02:01:48.420 --> 02:01:48.990
Just, just

798

02:01:54.510 --> 02:01:57.720

Kimberly Nettles-Barcelon (she/her): To provide you with information.

799

02:02:00.750 --> 02:02:02.250

Kimberly Nettles-Barcelon (she/her): That will you

800

02:02:04.110 --> 02:02:05.160

To be successful.

801

02:02:07.980 --> 02:02:07.980

Gentlemen.

802

02:02:11.130 --> 02:02:14.190

Kimberly Nettles-Barcelon (she/her): We have anything else to say other than

803

02:02:17.880 --> 02:02:18.420

Kimberly Nettles-Barcelon (she/her): Here.

804

02:02:22.050 --> 02:02:22.260

Kimberly Nettles-Barcelon (she/her): Oh,

805

02:02:23.520 --> 02:02:24.570

Kimberly Nettles-Barcelon (she/her): And Tom

806

02:02:26.160 --> 02:02:28.590

Kimberly Nettles-Barcelon (she/her): Will you be providing folks with

807

02:02:30.750 --> 02:02:39.540

Kimberly Nettles-Barcelon (she/her): A document on Google file or something with the various PowerPoints that we've had about the readings.

808

02:02:40.830 --> 02:02:54.270

Thomas William O'Donnell: Yeah, I'm going to spend the next day or two assembling and in the case of a few presenters who didn't send them to me what they have what they presented ahead of time rounding that up and so it'll

809

02:02:55.410 --> 02:03:05.730

Thomas William O'Donnell: Put it in distributed in a way that hopefully will be immediately useful for you to go back and find anything that interests you. Did you know of or want to follow up on right now.

810

02:03:06.600 --> 02:03:19.440

Thomas William O'Donnell: But also some ways to be able to access it in the future if you kind of vaguely recall something that you wanted to follow up on probably put it somewhere on our website as well.

811

02:03:20.310 --> 02:03:33.750

Thomas William O'Donnell: But organizing information is one of the things I tell myself I'm good at. So we get some time to do that and then pass it along to you, but certainly again if something occurs to you down the line.

812

02:03:34.950 --> 02:03:44.880

Thomas William O'Donnell: That you want or can't find, don't hesitate to reach out to me and asked me for it because I will keep all of the

813

02:03:46.350 --> 02:04:02.730

Thomas William O'Donnell: All of the resources that we've been given the links the Chat Transcripts will all be at my fingertips to be able to redistribute even if you needed after I send out something maybe by the end of this week, or very early next week.

814

02:04:04.650 --> 02:04:08.400

Kimberly Nettles-Barcelon (she/her): And what about the recordings of the sessions. All of that will be

815

02:04:10.170 --> 02:04:11.760

Thomas William O'Donnell: Will be yeah will be part

816

02:04:12.810 --> 02:04:19.080

Thomas William O'Donnell: Yes, and it would be like using an encyclopedia, I think, is my framework. Wow.

817

02:04:21.540 --> 02:04:23.040

Kimberly Nettles-Barcelon (she/her): I there any questions.

818

02:04:27.990 --> 02:04:28.290

Kimberly Nettles-Barcelon (she/her): Well,

819

02:04:28.560 --> 02:04:34.110

Lorena Oropeza: If there aren't any questions. I wouldn't mind having the last word is to say I'm

820

02:04:35.280 --> 02:04:49.020

Lorena Oropeza: Really good at meeting and mingling and person to we we like to, like, there's food. There's drink, there's music. There's like party time celebrating you and your accomplishments. And so this zoom like

821

02:04:49.770 --> 02:04:56.460

Lorena Oropeza: Three days. I know it was a lot. I know it was packed with information I stand in awe of your endurance and and your willingness

822

02:04:56.940 --> 02:05:05.910

Lorena Oropeza: To learn so much to really do well and I can't wait to meet you in person and you know share this to you and your future success.

823

02:05:06.330 --> 02:05:14.970

Lorena Oropeza: Yes, it tells to you. So thank you. That's my, my final word is. Thank you. And until we meet again in person. In the meantime, you know where to find us We're here to help you. Okay.

824

02:05:21.720 --> 02:05:24.060

Lorena Oropeza: Josh. Thank you so much. Oh, yes. Oh, yes. Thank

825

02:05:24.060 --> 02:05:24.690

Marisel Vazquez: You everyone

826

02:05:26.040 --> 02:05:26.640

Lorena Oropeza: Made MC

827

02:05:33.570 --> 02:05:35.100

Lorena Oropeza: Want to stay on just for a few minutes.

828

02:05:37.470 --> 02:05:40.500

Lorena Oropeza: Thank you Jackie. Thank you for participating answering questions.

829

02:05:56.100 --> 02:05:57.150

Lorena Oropeza: More than one and

830

02:05:59.670 --> 02:06:01.170

Marisel Vazquez: She's held several devices.

831

02:06:02.760 --> 02:06:08.040

Lorena Oropeza: I know he said that he recommends having three devices, I can barely handle one it is

832

02:06:09.480 --> 02:06:19.980

Mariel Vazquez: It would be good to learn how to do that because what happened i think i think happened to you. Kimberly, but it has happened to me that if I put another device. There's all these ECHO.

833

02:06:20.490 --> 02:06:27.510

Mariel Vazquez: So, so do you need three sets of headsets are found. You have three devices without them interfering with each other.

834

02:06:31.170 --> 02:06:33.060

Mariel Vazquez: And stop the recording Rosa maybe