Mariel Vazquez: The end we can

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

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.

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

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.

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

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

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

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

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.
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.

There are a few sort of slides from other things that folks might have seen, but I wanted to redo it just because 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 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.

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 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. 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.

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, 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

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,

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
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

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 a lot of students do face some challenges and it perpetuates the main activities that are already existing in our system.

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

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.

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.

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.

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.

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

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,

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.

34
00:04:54.120 --> 00:04:59.040
Kem Saichaie (he|him): Okay, so we have 1234 K several folks have taken an

35
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

38
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.

39
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,

40
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
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.

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

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.

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.

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

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.

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

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.

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 has come up another presentation so you can check that out on your own.

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

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.

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.

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.

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.

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

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

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.

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.

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.

00:09:22.710 --> 00:09:25.080
Jasquelin Pena: How do you post a note. Once you've written in it.
Kem Saichaie (he|him): Good question. So I think you just click off of it and then drag and drop

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

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.

Kem Saichaie (he|him): Let me see if I can reset that view.

Kem Saichaie (he|him): Okay, so

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.

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

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

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

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

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.

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

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

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

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

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...

Kem Saichaie (he/him): Hopefully that's been at least informative. If nothing else, so I will 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.

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.

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...

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

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

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.
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.

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

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.

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.

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

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.

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 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

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.

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

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.

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,

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.

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.

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

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

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.

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.

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
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

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.

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.

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

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

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

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

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

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

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

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

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.

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.

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.

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

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.

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.

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

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
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.

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

Kem Saichaie (he/him): Thank you, Jasmine.

Kem Saichaie (he/him): That's that 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

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

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

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

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.

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.

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

Kem Saichaie (he/him): Access to
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

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

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

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.

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.

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

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

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.

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.

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

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

Kem Saichaie (he|him): Blue did not

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

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

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

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

Kem Saichaie (he|him): This

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

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.

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

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

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
Kem Saichaie (he|him): The students perceive their learning.

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

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

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

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

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.

Kem Saichaie (he|him): One thing to know here real fast as the ITA we look all the way down at the bottom.

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.

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.

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

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.
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

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

Kem Saichaie (he/him): Peers

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

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

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

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.

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.

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.

Darnel Degand: So,

Darnel Degand: They're in the same neighborhood I think with with regard to popularity students and from the faculty members.
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

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

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

00:27:56.340 --> 00:27:57.900
Darnel Degand: Or the actual questions.

00:27:59.070 --> 00:28:02.490
Kem Saichaie (he|him): Thank you. Yeah, sorry. Sorry. Um,

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

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.

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

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

00:28:38.350 --> 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.

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.

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.
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.

So very quick example of that would be to have breakout rooms get together. It's a group of four or five students.

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.

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.

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 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 combination is for you.

So I'm wondering if others have some insights as to breakout rooms or pluses or minus this forum for that setting.

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.

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.
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.

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.

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 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

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

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.

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

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

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.

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.

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
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

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.

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

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.

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

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

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.

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.

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.

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

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.

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.

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.

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

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.

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

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.

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

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.
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

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

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 are there are different ways, whether it be a group project portfolio or something along those lines.

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.

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.

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

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

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.

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

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.

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

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.

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.

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

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

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.

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.

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.

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.

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.

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.
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.

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.

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

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 neat tool to have if you want to promote this idea of 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.

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

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. 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.
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.

Kem Saichaie (he|him): And I'm curious to know a folk saw an uptick in their office, our attendance over this term we've heard both ends of the coin as far as seeing a high uptick and folks seeing it even a little bit more lonely than normal. So things you can do as an instructor is explaining exactly what office hours are for this might seem like perfunctory information.

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.

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.

Kem Saichaie (he|him): Give them sample reasons to attend. So you can ask about a quiz. You can ask about an upcoming assignment, etc, etc. And then thinking about how that can be 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 corporate branding corporate rebranding. So that's what that image looks like to the folks that draw these things but anyway.

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.

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.

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
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.

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

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.

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.

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

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.

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

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.

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

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

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

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 aren't as popular in the in the spring term.

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.

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.

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

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.

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.

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 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.
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.

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 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

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.

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.

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.

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

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

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.

I've heard a colleague mentioned this before, that 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.

Pulls way out in front and 92% and then debates, still, you know, aren't as popular but money is point papers certainly.

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.

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.

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.

So I'm going to sorry share those results with everybody. Hopefully you can see those now in your screen.

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.

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.
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.

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

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

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.

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.

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

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

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.

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.

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

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.
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

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.

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.

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

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

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

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.

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

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.

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

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

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.

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

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.

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.

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.

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

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.

00:55:53.310 --> 00:55:56.970
Kem Saichaie (he/him): There is something called speed greater in Canvas. There is something

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.

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.

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.

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

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

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

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

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.

Kem Saichaie (he|him): I'll go back and take a look. When I pass it over to Josh

Kem Saichaie (he|him): 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

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.

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

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

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

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

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

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.

Mariel Vazquez: Thank you so much. That was so useful. I have one question about

Mariel Vazquez: Office hours.

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.

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

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.
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
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.

Mariel Vazquez: Any other questions.

Thomas William O'Donnell: Do you know is ETS still providing training for Canvas.

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

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.

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.

Thomas William O'Donnell: Yeah, cuz it seemed like the the modules look like there a better way to set up a class.

Thomas William O'Donnell: To keep students progressing down a particular path versus pages, which is a lot

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

Kem Saichaie (he|him): Yeah, so the modules piece.

Kem Saichaie (he|him): Oh, she's gonna say modules and
Mariel Vazquez: The academic

Kem Saichaie (he/him): jargon, but I'll send you a message offline about that. Sorry, sorry, Mario.

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

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.

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.

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

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.

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.

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

Joshua Hori: Submitting exams or course content over to students and then we're going to talk about the testing center.

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.

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

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

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.

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.

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.

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.

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.

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.

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.

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.

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.
Joshua Hori: Everybody is different when it comes to the different types of disabilities like me, I'm ADHD.

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

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.

Joshua Hori: Now nationally nine to 11% of higher education students disclose a disability and request accommodations

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.

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

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

Joshua Hori: The accommodation requests for that year. So we jumped up to 61,633

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.

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.

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.

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

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

Joshua Hori: Communications communication disabilities were at three low vision or blind students were at 11

Joshua Hori: Other hearing impairments, which is hard of hearing 29

Joshua Hori: Low Vision, we have up to 34 students in here that are getting accommodated for different types of low visions.

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

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.

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.

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

Joshua Hori: The counseling services or they actually just already know about us heard about us about by word of mouth.

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.
transcripts or diplomas.

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.

Joshua Hori: The accommodations that they're getting for the undergrad for these professional schools as well.

Joshua Hori: Then we have a picture of Jana, who disabled does not mean incapable is one of her quotes.

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.

Joshua Hori: We have a lot of students who try to attend fall quarter without getting accommodations for their courses.

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.

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.

Joshua Hori: Anxiety or anything else that they need to be accommodated in order to attend class like everyone else.

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.

Joshua Hori: Then I have a picture over here. Morgan Psychology major to 2020.

Joshua Hori: So tips for instructors to students may not realize that they qualify for services through the STC.

Joshua Hori: I don't know how many students that I have found out. We're dyslexic. After doing one of these
presentations.

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

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.

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 outlined in their letter of accommodation.

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.

01:14:52.740 --> 01:15:01.530
Joshua Hori: And we usually site state they assume that students will use all the services outlined in their accommodations, because we get a lot of pushback from faculty saying well

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.

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.

01:15:30.930 --> 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.

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

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 student.

01:16:00.330 --> 01:16:06.570
Joshua Hori: Or at we have interpreting staff who go over there and they interpret everything that is said in the class to a student.

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.

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

Joshua Hori: A number of interpreters for our students. And we also work with West Coast captioning who does

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.

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

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.

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

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.

01:17:24.240 --> 01:17:25.950
Joshua Hori: Okay, I got a couple

01:17:28.380 --> 01:17:31.560
Joshua Hori: And I'll just assume that the rest of you fight technology.
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

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,

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.

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.

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

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.

Joshua Hori: An example of what dyslexia looks like for some of our students. This is an extreme version of dyslexia.

Joshua Hori: And as you can see all the letters are jumping around. Now you can read the content.

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.

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.
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.

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.

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

Joshua Hori: Extended times for quizzes, as well as exams and finals, so that way they get this same experience across the board.

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.

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.

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

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

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

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.
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.

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

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

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

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

Joshua Hori: IPhone maybe a fist length away from your eyes were if you see most low vision.

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.

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

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.

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

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

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
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

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.

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.

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.

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.

Joshua Hori: One of the new things that we're actually helped one of our low vision students on get was the vision buddy.

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 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.

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 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
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

Joshua Hori: Probably maybe a little bit more expensive than most magnification software that is available.

Joshua Hori: Oh, yes.

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.

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.

Lorena Oropeza: Read had a question too.

Joshua Hori: Talk to us about adaptive technology that can facilitate the move to online teaching for faculty

Joshua Hori: There is much more typing browsing trading online resources, etc. You know what I might address that with some of my

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.

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.
Joshua Hori: It's just so happens, our next slide is about the census access document converter.

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 Accessible Technology link which will actually go to a document conversion link where you can submit documents through a web page and get accessible content back so please understand, though this is an automated service so heavier busy graphics may give you poor results poorly scan PDFs.

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.

Joshua Hori: Unfortunately, those kind of PDFs still cause issues inside of our 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.

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.

Joshua Hori: Now, I don't know how many of you are aware of the different types of PDFs that are out there.

Joshua Hori: You can even upload the pub, which are

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.
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.

Joshua Hori: Now the census access document converter which I have a link to on here.

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.

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.

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

About 10 years ago. That's all you found was image PDFs. These are the PDFs that you tried to highlight content on it.

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.

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

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.

three columns could sometimes be read as one that changes everything that you're reading.

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.
Joshua Hori: You're able to submit it through this and read it that night without having to interact with our office.

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.

Joshua Hori: Specify request. So in some cases you can actually

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.

Joshua Hori: Now once you submit it. You do have to use your UC Davis email.

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.

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.

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.

Joshua Hori: But recently, we have been able to get census access available for emails, as well as the canvas LT die.

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.

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.
Joshua Hori: Now census access is also available inside of your canvas instance

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.

Joshua Hori: That is showing basically some it has access to everything in your files folder. Once you have granted access to that.

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

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

Joshua Hori: Devices in order to interact with this tool which makes it nice.

Joshua Hori: Devices in order to interact with this tool which makes it nice.

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

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.

Joshua Hori: Now, we also have color overlays. Now, a lot of our dyslexic students like to use that. Because what it does.

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.

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

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.

Joshua Hori: And some of that will even work with some of our note taking services. So sometimes, some of our students are are editing their notes on in their textbook, kind of like the same way that they're doing their electric audio.

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.

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.

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.

Joshua Hori: So I have a yellow overlay shown over here.

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.

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.

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

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.
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.

Joshua Hori: And it's pressure sensitive, so it has a microphone built in. It's got an hard drive built in.

Joshua Hori: It's got speakers built in. It's got a little camera for interacting with the live scrape paper.

Joshua Hori: And this live scrape 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.

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.

Joshua Hori: Every time you're making a note onto onto paper is putting a bookmark inside of the audio.

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.

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.

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.

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.

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.

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.

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 13 14 units, which means that is probably talking to. That's going to take up anywhere from 120 to 140 hours per quarter.

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.

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.

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.

Joshua Hori: I can tag the recordings basically labeling them. Then I upload them to audio note taker to access later for editing.

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.

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

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

Joshua Hori: Removing your TYPING NOISES from your audio recordings, which

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
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.

Joshua Hori: This does have the ability to tie into Dragon Naturally Speaking, but not many people actually use that one.

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.

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.

Joshua Hori: The way that this one works is it works automatically. So I actually did a recording with some of my friends and

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

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

Joshua Hori: Now on the computer. This is what it looks like. I was telling you, it looks a little bit like Cornell notes.

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.

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.

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.

Joshua Hori: Leaving the default colors alone, which means that you can condense your

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

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.

Joshua Hori: Otter AI. Now this is one of our new technologies that we actually started offering after on fall of 2019

Joshua Hori: Now this one is an automatic speech recognition that has an artificial intelligence built in now.

Joshua Hori: To show you how well this one actually worked. First thing I did was I through medical trauma lecture
through it because

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.

Joshua Hori: And then as I was making fun of one of the medical medical terms I got wrong.

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.

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.

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.
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.

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

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

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.

Joshua Hori: Now one note is another service that is available here at UC Davis, this comes with your office 365 service.

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

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.

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.

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.

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.
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

Joshua Hori: Inside of the app. It's actually making

Joshua Hori: Bookmark inside of the audio recordings. Then when you come back to it later on to go play it back.

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.

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

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

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

Joshua Hori: That it looks big on the bottom half of the screen, but actually an app, it looks really, really small.

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.

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.

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.
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.

Joshua Hori: And it makes it makes a little bit easier to control your computer. If you don't have any mobility of your arms and hands at this time.

Joshua Hori: Mac no longer users on Dragon Naturally Speaking, they have banned it from their operating system as of December 2018.

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.

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.

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.

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.

Joshua Hori: And I find that Otter works a little bit better than even Dragon Naturally Speaking or voice control.

Joshua Hori: So when you're back on campus. We also have the Center for Accessible technologies available. The cat lab.

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.

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.
Joshua Hori: And we even have different types of my ergonomic mice and keyboards, in order to facilitate

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.

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.

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

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.

Joshua Hori: Screen reading tools and just about anything that you may need.

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.

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.

Joshua Hori: And I have a picture of a CCTV over here.

Joshua Hori: Now cloud services. How many of you use cloud services currently

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.
students or other departments.

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.

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.

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

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

Joshua Hori: Box can also be set up to save from save all photos and files to the cloud.

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

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.

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.

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

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
Joshua Hori: And we do have a new the STC has taken over to testing center as a spring quarter.

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.

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

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.

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

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

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.

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.

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.

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

01:56:19.650 --> 01:56:21.930
Joshua Hori: Oh trust me I can do demos in one or two minutes.
Mariel Vazquez: Any, any questions.

Jasquelin Pena: Asked one, if I can. So I have an iPad Pro that I'm going to be using for note take

Jasquelin Pena: water chemistry soil chemistry and then kind of trying to figure out what

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.

Joshua Hori: Ease of use.

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.

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

Joshua Hori: I love fulfilling challenges. I have my zoom ID on there. It is also available on my

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.

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.

Joshua Hori: So I do have other staff inside of these meetings to help moderate or answer different questions that you may have.

Joshua Hori: Now, if you ever want to do some STC collaboration. I'm sorry.
Mariel Vazquez: Go ahead.

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

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.

Joshua Hori: I don't know why I have the hashtag in there but it supposed to be SEC at UC davis.edu

Joshua Hori: Our phone number is 530-752-2773 and our website is STC UC davis.edu

Mariel Vazquez: Wow, this is really great. Thank you so much.

Mariel Vazquez: Thank you Josh. And thank you, Kim.

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.

Joshua Hori: No problem. I had joined with my iPad as it just in case, because I can do demos really quickly on there.

Mariel Vazquez: Thank you so much.

Mariel Vazquez: So, maybe we'll wrap it up here. I'll let you do that.

Mariel Vazquez: Yes.

Kimberly Nettles-Barcelon (she/her): To the invite today.

Kimberly Nettles-Barcelon (she/her): So much

Kimberly Nettles-Barcelon (she/her): More than

Kimberly Nettles-Barcelon (she/her): Two.

Kimberly Nettles-Barcelon (she/her): To

Kimberly Nettles-Barcelon (she/her): This

Kimberly Nettles-Barcelon (she/her): Year teaching

Kimberly Nettles-Barcelon (she/her): I also imagine at this point to be a lot happen all the

Kimberly Nettles-Barcelon (she/her): And so part of what we hope to happen in a week or so that we get together and
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

Kimberly Nettles-Barcelon (she/her): With students

Kimberly Nettles-Barcelon (she/her): Coming back to campus but also just again a difficult time.

Kimberly Nettles-Barcelon (she/her): We're here.

I just

Kimberly Nettles-Barcelon (she/her): Want to take a moment to say

Kimberly Nettles-Barcelon (she/her): To Tom, and most

Kimberly Nettles-Barcelon (she/her): And Ghana for the two

Kimberly Nettles-Barcelon (she/her): Together.

Kimberly Nettles-Barcelon (she/her): And all of the

Kimberly Nettles-Barcelon (she/her): Other than actually like yeah

Kimberly Nettles-Barcelon (she/her): To provide you with information.
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.
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 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.

Kimberly Nettles-Barcelon (she/her): And what about the recordings of the sessions. All of that will be part.

Thomas William O'Donnell: Yes, and it would be like using an encyclopedia, I think, is my framework. Wow.

Kimberly Nettles-Barcelon (she/her): I there any questions.

Lorena Oropeza: If there aren't any questions. I wouldn't mind having the last word is to say I'm 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 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 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.

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
Mariel Vazquez: The end 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.

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.

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

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.

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

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

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

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

00:01:00.120 --> 00:01:02.340
Kem Saichaie (he|him): It's all yours. Thank you very much for the

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

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

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

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,
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

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

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

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

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

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.

25

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

26

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.

27

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.

28
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.

Based on research based on experience in doing this that I hope you find valuable and I'm just distilling it down to five key takeaways.

Again, I hope are useful here and then we'll talk about some tools for active learning in the process. So,

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.

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.

Okay, so we have 1234 K several folks have taken an 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.

I'm just wondering, how many of you have taught an online class before so you can lower your hands and raise them.
Kem Saichaie (he|him): Here. Some of you may have had this experience throughout the spring and other settings, perhaps as a teaching assistant.

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

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,

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.

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

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.

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

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.

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
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.

47
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.

48
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.

50
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.

51
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.

55
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.

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.

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

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.

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 a range of different things, or you can use a graphic. If you want or draw a picture, but I'm hopeful that 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.

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.

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

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

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

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.

Let me see if I can reset that view.

Kem Saichaie (he|him): Okay, so

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.

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

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

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

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

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 option to you.

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

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

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.

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

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.

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.
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.

Kem Saichaie (he|him): Still trying to catch up with us again because English is not everybody's first language and instruction can take place quite quickly. So just vocalizing some of what we're doing in the space is helpful for learners.

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.

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.

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.

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 can point to additional references, just let us know.

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.

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

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 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 we can introduce pedagogy us that are not only 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.

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

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.

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.

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

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 recalibrating some of our expectations revising some of our plans and thinking about new ways to in fact share the passion of these top 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.

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

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.

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.

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.

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.

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,

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.

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.

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 percentage of the students in the class or first year students sophomores transfer

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

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.

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.

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.

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

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

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.

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.

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

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

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

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

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

Kem Saichaie (he|him): I see. Oh.
Maciel M Hernandez: Yeah, I used it when we were you know spring break.

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

Maciel M Hernandez: I'm

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.

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

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.

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.

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.

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.

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

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.
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.

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

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

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 demographies those you're trying to gauge

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


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

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

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
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
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.

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

00:23:17.130 --> 00:23:21.090
Kem Saichaie (he|him): Live lectures live discussions of synchronous components for student interaction.

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.

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.

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.

00:23:51.150 --> 00:23:52.920
Jasquelin Pena: For students so they

00:23:53.340 --> 00:23:55.290
Kem Saichaie (he|him): Reading this bar is that the dark

00:23:55.290 --> 00:23:56.580
Kem Saichaie (he|him): Blue did not

00:23:56.700 --> 00:23:57.810
Kem Saichaie (he|him): inhibit their learning.

00:23:57.930 --> 00:24:01.230
Kem Saichaie (he|him): And as you read across the yellow and the to
Kem Saichaie (he|him): Colors. There were some responses that

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

Kem Saichaie (he|him): This

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

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.

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

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

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

Kem Saichaie (he|him): The students perceive their learning.

Kem Saichaie (he|him): With these particular tools. So this is something to take a look at. As you can see, homework is 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
Kem Saichaie (he/him): You know, the data that we have office hours were important for both populations, but just thinking about recorded lectures online and recorded lectures live.

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 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.

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.

Kem Saichaie (he/him): One thing to know here real fast as the ITA we look all the way down at the bottom.

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.

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.

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.

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.
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 regard to popularity students and from the faculty members.

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

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

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

Darnel Degand: Or the actual questions.

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

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

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.

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

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

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

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.

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.

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

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.

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.

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

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

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.
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.

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.

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.

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.

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.

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

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

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

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.

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

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.

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.

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.

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

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.

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.

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

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

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

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.

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.

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.

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

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

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,

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.
Kem Saichaie (he|him): And then there's a specific place on the page. Hopefully 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.
Kem Saichaie (he|him): There is ample research demonstrates that that too is an effective way to engage students in the learning process. So,

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.

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

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

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

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

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.

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

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

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

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.

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 are there are different ways, whether it be a group project portfolio or something along those lines.

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.

00:37:29.850 --> 00:37:35.970
Kem Saichaie (he|him): And a colleague from OS Jay and I are offering a workshop on cheating and check is this tool that has different goes by different names, but essentially it's a repository of information where people may be likely to

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.

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
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.

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

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

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

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.

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.

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.

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

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

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.

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.

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

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

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.

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

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

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

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.

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.

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

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

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.

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

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.

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

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 aren't as popular in the in the spring term.

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.

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.

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

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.

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.
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.

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 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.

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.

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 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

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.

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.
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 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 --> 00:48:04.890
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.

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

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.

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.

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.

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.

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.

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

00:49:53.820 --> 00:49:54.240
Kem Saichaie (he|him): Okay.

00:49:54.570 --> 00:49:55.140
Kem Saichaie (he|him): Well, if
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

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.

two 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

That's that piece of it. One quick point here as I wrap up about

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.

In the settings. But the key advice always is to start small and start simple. So

In the conversation that we've had in the 52 minutes I've had the pleasure of interacting with this group.

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.

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.
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.

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.

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

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.

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.

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.

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

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.

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.
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.

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.

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

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.

Kem Saichaie (he|him): Is an opportunity for them 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.

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

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

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

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.

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.

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.

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

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

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.

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

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.

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.

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

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

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.

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

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.

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.

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.

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

Kem Saichaie (he|him):
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

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

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.

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

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.

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

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.

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.

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.

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

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

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.

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

Mariel Vazquez: Thank you so much. That was so useful. I have one question about

Mariel Vazquez: Office hours. 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.

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
Kem Saichaie (he|him): More specific office hours, or you could very much how people know if they want to address a particular topic.

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.

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.

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.

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.

00:59:45.510 --> 00:59:45.720
And

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.

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

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

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.
Kem Saichaie (he|him): Yeah, so it's a little bit of both. Rose. So thinking about the, you know, asynchronous content delivery. So if you're lecturing on a particular topic.

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.

Kem Saichaie (he|him): So students really value that interaction, when it is meaningful when it's not necessarily just a lecture.

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.

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

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.

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,

Kem Saichaie (he|him): Three units equals one hour. So thinking about that sort of balance.

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.
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,

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.

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.

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.

Mariel Vazquez: Any other questions.

Thomas William O'Donnell: Do you know is ETS still providing training for Canvas.

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 assistance. A lot of times they will refer folks to the canvas hotline. It's for the 24 hour ones provided by the vendor.

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.

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.

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

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

01:03:54.960 --> 01:03:56.190
Kem Saichaie (he|him): Yeah, so the modules piece.

01:03:59.700 --> 01:04:00.990
Mariel Vazquez: The academic

01:04:01.470 --> 01:04:02.250
Mariel Vazquez: The academic jargon, but I'll send you a message offline about that. Sorry, sorry, Mario.

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

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.

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.
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

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.

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.

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

Joshua Hori: Submitting exams or course content over to students and then we're going to talk about the testing center.

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.

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

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

Joshua Hori: So the STC purpose. So we facilitate equal opportunity and full participation participation and use ed programs services and activities.
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.

Joshua Hori: For students. We provide guidance and support. We also evaluate accommodation requests as well as extended services.

Joshua Hori: And we work with faculty and community partners in order to serve as an information and consultation resource.

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.

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.

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.

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.

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.

Joshua Hori: Everybody is different when it comes to the different types of disabilities like me, I'm ADHD.
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

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.

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

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.

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

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

01:09:16.350 --> 01:09:22.410
Joshua Hori: The accommodation requests for that year. So we jumped up to 61,633

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.

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.

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.

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

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

Joshua Hori: Communications communication disabilities were at three low vision or blind students were at 11

Joshua Hori: Other hearing impairments, which is hard of hearing 29

Joshua Hori: Low Vision, we have up to 34 students in here that are getting accommodated for different types of low visions.

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

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.

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.

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
Joshua Hori: The counseling services or they actually just already know about us heard about us about by word of mouth.

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.

Joshua Hori: And records are also kept separate from other academic and institutional records and do not appear on transcripts or diplomas.

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.

Joshua Hori: The accommodations that they're getting for the undergrad for these professional schools as well.

Joshua Hori: Then we have a picture of Jana, who disabled does not mean incapable is one of her quotes.

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.

Joshua Hori: We have a lot of students who try to attend fall quarter without getting accommodations for their courses.

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.
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.

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.

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.

01:13:57.900 --> 01:14:02.400
Joshua Hori: Then I have a picture over here. Morgan Psychology major to 2020.

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.

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.

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.

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.

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.

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.
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

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

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.

Joshua Hori: as matter of fact, our staff.

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.

Joshua Hori: And then we provide the captions to the student without any other interactions from you. We have three cards staff cart is

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

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

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.
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

A number of interpreters for our students. And we also work with West Coast captioning who does 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.

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 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.

Which is a reason why we asked for you to wear any kind of microphones that we're bringing it

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.

Okay, I got a couple

And I'll just assume that the rest of you fight technology.

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
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,

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.

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.

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

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.

Joshua Hori: So, right here on my screen as I have a basically a

Joshua Hori: An example of what dyslexia looks like for some of our students. This is an extreme version of dyslexia.

Joshua Hori: And as you can see all the letters are jumping around. Now you can read the content.

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.
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.

539
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.

540
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.

541
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

542
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.

543
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.

544
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.

545
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

546
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
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

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.

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.

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

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

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

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

Joshua Hori: IPhone maybe a fist length away from your eyes were if you see most low vision.

Joshua Hori: Users interacting with their phone. They had their phone, really, really close to their face. This was kind of like that.
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

557
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.

558
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

559
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

560
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

561
01:23:48.180 --> 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.

562
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.

563
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.

564
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.

Joshua Hori: One of the new things that we're actually helped one of our low vision students on get was the vision, buddy.

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

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.

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

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

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

Joshua Hori: Probably maybe a little bit more expensive than most magnification software that is available.

Joshua Hori: Oh, yes.
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.

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.

Lorena Oropeza: Read had a question too.

Joshua Hori: Um,

Joshua Hori: Yes. Talk to us about adaptive technology that can facilitate the move to online teaching for faculty

Joshua Hori: There is much more typing browsing trading online resources, etc. You know what I might address that with some of my

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.

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.

Joshua Hori: It's just so happens, our next slide is about the census access document converter.

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

585
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

586
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.

587
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.

588
Joshua Hori: Unfortunately, those kind of PDFs still cause issues inside
of our

589
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.

590
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

591
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.

592
01:29:09.870 --> 01:29:10.950
Joshua Hori: So, um,

593
01:29:15.210 --> 01:29:18.000
Joshua Hori: You can even upload the pub, which are

594
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.

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.

Joshua Hori: Now the census access document converter which I have a link to on here.

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.

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.

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

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.

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

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
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.

Joshua Hori: three columns could sometimes be read as one that changes everything that you're reading

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.

Joshua Hori: You're able to submit it through this and read it that night without having to interact with our office.

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.

Joshua Hori: Specify request. So in some cases you can actually

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.

Joshua Hori: Now once you submit it. You do have to use your UC Davis email.

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.
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.

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.

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.

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.

01:32:48.060 --> 01:33:04.780
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.

Joshua Hori: That is showing basically some it has access to everything
in your files folder. Once you have granted access to that.

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

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
Joshua Hori: Devices in order to interact with this tool which makes it nice.

Joshua Hori: And easy for some of our users.

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

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.

Joshua Hori: Now, we also have color overlays. Now, a lot of our dyslexic students like to use that. Because what it does.

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.

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

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.

Joshua Hori: And some of that will even work with some of our note taking services. So sometimes, some of our students are are editing their notes on in their textbook, kind of like the same way that they're doing their electric audio.
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.

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.

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.

Joshua Hori: So I have a yellow overlay shown over here.

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.

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.

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.

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.

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.

Joshua Hori: And it's pressure sensitive, so it has a microphone built in. It's got an hard drive built in.
Joshua Hori: It's got speakers built in. It's got a little camera for interacting with the live scrape paper.

Joshua Hori: And this live scrape 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.

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.

Joshua Hori: Every time you're making a note onto onto paper is putting a bookmark inside of the audio.

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.

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.

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.

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.

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.
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.

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 13 14 units, which means that is probably talking to. That's going to take up anywhere from 120 to 140 hours per quarter.

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.

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.

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.

Joshua Hori: I can tag the recordings basically labeling them. Then I upload them to audio note taker to access later for editing.

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.

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

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

Joshua Hori: Removing your TYPING NOISES from your audio recordings, which

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

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.

Joshua Hori: This does have the ability to tie into Dragon Naturally Speaking, but not many people actually use that one.

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.

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.

Joshua Hori: The way that this one works is it works automatically. So I actually did a recording with some of my friends and

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

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.

Joshua Hori: Now on the computer. This is what it looks like. I was telling you, it looks a little bit like Cornell notes.

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.

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.

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.

Joshua Hori: Leaving the default colors alone, which means that you can condense your

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

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.

Joshua Hori: Otter AI. Now this is one of our new technologies that we actually started offering after on fall of 2019.

Joshua Hori: Now this one is an automatic speech recognition that has an artificial intelligence built in now.
Joshua Hori: To show you how well this one actually worked. First thing I did was I through medical trauma lecture through it because

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.

And then as I was making fun of one of the medical terms I got wrong.

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.

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.

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.

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.

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
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
Joshua Hori: Bookmark inside of the audio recordings. Then when you come back to it later on to go play it back.

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.

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

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

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

Joshua Hori: That it looks big on the bottom half of the screen, but actually an app, it looks really, really small.

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.

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.

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.
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.

Joshua Hori: And it makes it a little bit easier to control your computer. If you don't have any mobility of your arms and hands at this time.

Joshua Hori: Mac no longer users on Dragon Naturally Speaking, they have banned it from their operating system as of December 2018.

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.

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.

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.

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.

Joshua Hori: And I find that Otter works a little bit better than even Dragon Naturally Speaking or voice control.

Joshua Hori: So when you're back on campus. We also have the Center for Accessible technologies available. The Cat lab.
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.

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.

Joshua Hori: And we even have different types of my ergonomic mice and keyboards, in order to facilitate

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.

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.

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

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.

Joshua Hori: Screen reading tools and just about anything that you may need

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.

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.
Joshua Hori: And I have a picture of a CCTV over here.

Joshua Hori: Now cloud services. How many of you use cloud services currently

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.

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.

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.

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.

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

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

Joshua Hori: Box can also be set up to save from save all photos and files to the cloud.
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

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.

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.

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

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

Joshua Hori: And we do have a new the STC has taken over to testing center as a spring quarter.

Now if you need help with setting up any kind of exams, whether it's extended times or you need technology.

Please send an email over to examine calm at UC davis.edu within a request or setting up a form currently in order to

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.
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

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

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.

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.

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.

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

Joshua Hori: Oh trust me I can do demos in one or two minutes.

Mariel Vazquez: Any, any questions.

Jasquelin Pena: Asked one, if I can. So I have an iPad Pro that I'm going to be using for note take

Jasquelin Pena: water chemistry soil chemistry and then kind of trying to figure out what
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.

Joshua Hori: Ease of use.

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.

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 I love fulfilling challenges. I have my zoom ID on there. It is also available on my

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.

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.

Joshua Hori: So I do have other staff inside of these meetings to help moderate or answer different questions that you may have.

Joshua Hori: Now, if you ever want to do some STC collaboration. I'm sorry.

Mariel Vazquez: Go ahead.
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 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.

Joshua Hori: I don't know why I have the hashtag in there but it supposed to be SEC at UC davis.edu

Joshua Hori: Our phone number is 530-752-2773 and our website is STC UC davis.edu

Mariel Vazquez: Wow, this is really great. Thank you so much.

Mariel Vazquez: Thank you Josh. And thank you, Kim.

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.

Joshua Hori: No problem. I had joined with my iPad as it just in case, because I can do demos really quickly on there.

Mariel Vazquez: Thank you so much.

Mariel Vazquez: So, maybe we'll wrap it up here. I'll let you do that.
Mariel Vazquez: For me, Still there. Yeah.

Mariel Vazquez: Yes.

Kimberly Nettles-Barcelon (she/her): To the invite today.

Kimberly Nettles-Barcelon (she/her): So much More than Two.

Kimberly Nettles-Barcelon (she/her): To This

Kimberly Nettles-Barcelon (she/her): Year teaching

Kimberly Nettles-Barcelon (she/her): I also imagine at this point to be a lot happen all the

Kimberly Nettles-Barcelon (she/her): And so part of what we hope to happen in a week or so that we get together and
And

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

With students

Coming back to campus but also just again a difficult time.

We're here.

I just

Want to take a moment to say

To Tom, and most

And Ghana for the two

Together.

And all of the

Other than actually like yeah

Just, just
Kimberly Nettles-Barcelon (she/her): To provide you with information.

Kimberly Nettles-Barcelon (she/her): That will you

Kimberly Nettles-Barcelon (she/her): We have anything else to say other than

Kimberly Nettles-Barcelon (she/her): Here.

Kimberly Nettles-Barcelon (she/her): Oh,

Kimberly Nettles-Barcelon (she/her): And Tom

Kimberly Nettles-Barcelon (she/her): Will you be providing folks with

Kimberly Nettles-Barcelon (she/her): A document on Google file or something with the various PowerPoints that we've had about the readings.

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

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.
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.

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.

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 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.

Kimberly Nettles-Barcelon (she/her): And what about the recordings of the sessions. All of that will be part.

Thomas William O'Donnell: Will be yeah will be part. Yes, and it would be like using an encyclopedia, I think, is my framework. Wow.

Kimberly Nettles-Barcelon (she/her): I there any questions.

Lorena Oropeza: If there aren't any questions. I wouldn't mind having the last word is to say I'm
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

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

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.

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.

Lorena Oropeza: Josh. Thank you so much. Oh, yes. Oh, yes. Thank

Mariel Vazquez: You everyone

Lorena Oropeza: Made MC

Lorena Oropeza: Want to stay on just for a few minutes.

Lorena Oropeza: Thank you Jackie. Thank you for participating answering questions.

Lorena Oropeza: More than one and

Mariel Vazquez: She's held several devices.
Lorena Oropeza: I know he said that he recommends having three devices, I can barely handle one it is

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.

Mariel Vazquez: So, so do you need three sets of headsets are found. You have three devices without them interfering with each other.

Mariel Vazquez: And stop the recording Rosa maybe