Speed Sessions

• Five minutes each
• Seven presentations
• Three then Q and A
• Four more then more Q and A
Ana M. Vélez

Department of Entomology
Mindfulness in the Classroom

Ana M. Vélez
Department of Entomology
Why?

Generation with stress and anxiety

Mindfulness helps manage stress and increases resilience
1. Weekly announcement with a mindfulness exercise and its benefits
2. During the first 10-minutes of the class

mindful movement → breathing exercise → meditation
Results

Expected pushback → ~20% don’t visually engage
Benefits

- Increases focus for students and the instructor
- Creates psychological safety
- Provides skills beyond the classroom
Kwakiutl Dreher

Department of English
<table>
<thead>
<tr>
<th>Quiz Name</th>
<th>Status</th>
<th>Due Date</th>
<th>Points</th>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>End of the Road Quiz</td>
<td>Closed</td>
<td>Mar 9 at 11:59pm</td>
<td>5 pts</td>
<td>1 Question</td>
</tr>
<tr>
<td>BaadAsssss Cinema Quiz</td>
<td></td>
<td></td>
<td>5 pts</td>
<td>1 Question</td>
</tr>
<tr>
<td>An Afternoon of Film Clips Quiz</td>
<td></td>
<td></td>
<td>5 pts</td>
<td>1 Question</td>
</tr>
<tr>
<td>Blacula quiz</td>
<td></td>
<td></td>
<td>5 pts</td>
<td>1 Question</td>
</tr>
<tr>
<td>Buck and the Preacher Quiz</td>
<td></td>
<td></td>
<td>5 pts</td>
<td>1 Question</td>
</tr>
<tr>
<td>Cleopatra Jones quiz</td>
<td></td>
<td></td>
<td>5 pts</td>
<td>1 Question</td>
</tr>
<tr>
<td>Coffy quiz</td>
<td></td>
<td></td>
<td>5 pts</td>
<td>1 Question</td>
</tr>
</tbody>
</table>
Buck and the Preacher Quiz

What was interesting, challenging, or confusing to you from either the film or reading assignment?

Quiz Type: Graded Quiz
Points: 5
Assignment Group: Impromptu Quizzes
Shuffle Answers: No
Time Limit: No Time Limit
Multiple Attempts: No
View Responses: No
Access Code: Burnett
What was interesting, challenging, or confusing to you from either the film or reading assignment?

Your Answer:

I found it interesting that Preacher is far from an actual preacher. He doesn't seem to live by any religious values. I also really liked that the Native Americans were not displayed as savages, but as human beings.

Your Answer:

I really enjoyed this movie. I liked the genre shift. I love a good western. I loved the loyalty between all the characters. I'm talking when the women would work with the men. Or carry the money when needed. I love how preacher turned sides and worked with buck. All the characters understood that they are all struggling and they need to be by each others side in order to survive.
What was interesting, challenging, or confusing to you from either the film or reading assignment?

Your Answer:

I liked this film a lot. Looking at the credits, I find it really interesting that the native chief was played by a Mexican actor. Acting is all about playing characters, but I think it would have been better to have actual native American actors in the character roles.

I also found it very interesting that the film had so much going on. It wasn't just a revenge film, it also included a bank robbery and a massive shootout, with the main story thread being to get the caravan out west.

For a Blaxploitation film, I felt like this one had the most black character deaths. It makes sense for the harsh (and racist) setting of a western, I am just surprised that it was this film instead of the ones that focused on drugs and modern criminal activity that had the most violence against African Americans. At least with a focus on the on screen deaths of African Americans.
Charles Murrieta

Forensic Science
Immersive Forensic Training Using Virtual Reality

Charles Murrieta, Ph.D.; Erin Bauer, M.S.
Forensic science at UNL

• Housed in CASNR
• Students from all over the country
• Science curriculum (calculus, chemistry, physics, etc.)
• Some courses available online.
• Examine how VR could enhance the learning experience for students
Forensic Entomology in VR

- Decomposing pig represents body
- Decomp and insect succession
- Time lapse of process

https://forensic.unl.edu/360
VR of Crime scene house (UNL East Campus)
## Outcomes

<table>
<thead>
<tr>
<th>Successes</th>
<th>Challenges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Available on any device</td>
<td>Format for VR goggles?</td>
</tr>
<tr>
<td>Expandable</td>
<td>Cost</td>
</tr>
<tr>
<td>Can be used for as supplement to class</td>
<td>Not quite enough for a standalone class</td>
</tr>
</tbody>
</table>
Questions

• Ana-mindfulness exercises
• Kwakiutl-reflection and short quizzes during class
• Charles-VR forensics project
Grace Troupe

Center for Transformative Teaching
The Warm Demander

Respect + Trust + High Standards

(framework linked on Symposium schedule)
Grace Troupe

gtroupe2@unl.edu
Instructional Designer

Center for Transformative Teaching

Honors Program
Active Demandingness

- Explicit focus on building rapport and trust. Expresses warmth through non-verbal ways like smiling, touch, warm or firm tone of voice, and good natured teasing.
- Shows personal regard for students by inquiring about important people and events in their lives.
- Earns the right to demand engagement and effort.
- Very competent with the technical side of instruction.
- Holds high standards and offers emotional support and instructional scaffolding to dependent learners for reaching the standards.
- Encourages productive struggle.
- Viewed by students as caring because of personal regard and “tough love” stance.

Passive Leniency

- No explicit or implicit focus on building rapport or trust. Keeps professional distance from students unlike himself. Unconsciously holds low expectations for dependent learners.
- Organizes instruction around independent learners and provides little scaffolding. Mistakes cultural differences of culturally and linguistically diverse students as intellectual deficits.
- Makes certain students feel pushed out of the intellectual life of the classroom. Allows dependent students to disengage from learning and engage in off-task behavior as long as not disruptive.
- Viewed by students as cold and uncaring.
Personal Warmth

The horizontal axis of the warm demander chart:

**THE WARM DEMANDER**
- Explicit focus on building rapport and trust. Expresses warmth through non-verbal ways like smiling, touch, warm or firm tone of voice, and good natured teasing.
- Shows personal regard for students by inquiring about their important people and events in their lives.
- Earns the right to demand engagement and effort.
- Very competent with the technical side of instruction.
- Holds high standards and offers emotional support and instructional scaffolding to dependent learners for reaching the standards.
- Encourages productive struggle.
- Viewed by students as caring because of personal regard and “fellow-love” stance.

**THE TECHNOCRAT**
- Has no explicit focus on building rapport. Doesn’t focus on developing relationships with students, but does show enthusiasm for the subject matter.
- Holds high standards and expects students to meet them.
- Very competent with the technical side of instruction.
- Able to support independent learners better than dependent learners.
- Viewed by students as likeable even if distant because of teacher competence and enthusiasm for subject.

**THE SENTIMENTALIST**
- Explicit focus on building rapport and trust. Expresses warmth through verbal and nonverbal communication.
- Shows personal regard for students.
- Makes excuses for students’ lack of academic performance.
- Consciously holds lower expectations out of pity because of poverty or oppression. Tries to protect students from failure.
- Either over scaffolds instruction or dumms down the curriculum.
- Doesn’t provide opportunities for students to engage in productive struggle.
- Allows students to engage in behavior that is not in their best interest.
- Liked by students but viewed as a pushover.

**THE ELITIST**
- No explicit or implicit focus on building rapport or trust.
- Keeps professional distance from students unlike himself.
- Unconsciously holds low expectations for dependent learners.
- Organizes instruction around independent learners and provides little scaffolding.
- Mistakes cultural differences of culturally and linguistically diverse students as intellectual deficits.
- Makes certain students feel pushed out of the intellectual life of the classroom.
- Allows dependent students to disengage from learning and engage in off-task behavior as long as not disruptive.
- Viewed by students as cold and uncaring.
Inclusive teaching win: The Warm Demander

Personal Warmth + Active Demandingness
Warm demander statement:

I have high expectations, and I know you can meet them.
The typical syllabus uses technocrat language

This disadvantages students with low socioeconomic status and first-generation students
Easy ways to **warm up your syllabus**

- Add a *'Meet Your Instructor' section* in the syllabus
- Create a course intro **video**
- In your policies:
  - Tell the students *'why'*
  - Have someone else provide feedback on **tone**
"Warmed-up" attendance policy:

Attendance is expected, and you have a responsibility to attend class meetings and be an active, engaged participant. I am deeply invested in your learning and I know it will be hard to succeed if you aren't participating in our interactive in-class discussions and activities. To balance this with the potential for illnesses and emergencies, up to 3 absences will be allowed without penalty. The biggest thing I ask is that you communicate your absences in advance whenever possible. Simply e-mail me in advance of your absence and we can make a plan for you to stay caught up. Keep in mind that if you must miss class for any reason, you are responsible for the content of that class period, as well as any assignments given for the next class. More than three unexcused absences may result in the reduction of your final grade by one full letter grade. If extenuating circumstances arise that prevent you from attending class for an extended period, be sure to keep communication open with me in real-time so we can ensure your success in the class.
Warm demander teaching techniques

- Meet with each student at the start of the semester
- Encourage and celebrate productive struggle
  Specifications grading: Allow resubmission based on feedback
  Giving extra assignments and allowing some to be dropped
- Adding a 'why' section to your assignments
- Co-created student/instructor expectations
- Student-led discussions
Vanessa Gorman

• Departments of History and Classics
“Getting your students to do their homework: Perusall and primary source documents”

Vanessa Gorman
Aaron Douglas Professor of History and Classics
vgorman1@unl.edu
Perusall has empowered 3 million+ students to:

- Engage with texts, images, video, audio, and websites
- Work collaboratively outside the classroom
- Have in-depth discussions with peers
- Take ownership of their own learning

A group annotation platform

https://www.perusall.com/
How to use it

• Load your library
• Create groups
• Determine a grading scheme
### Comment content
The content of the comments students post, automatically scored by Perusall’s quality algorithm.

<table>
<thead>
<tr>
<th>Comment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>70%</td>
<td>10%</td>
</tr>
</tbody>
</table>

### Opening assignment
Breaking up work on the assignment into multiple sittings.

<table>
<thead>
<tr>
<th>Option</th>
<th>Percentage</th>
</tr>
</thead>
</table>

### Reading to the end
Reading the entire document.

<table>
<thead>
<tr>
<th>Option</th>
<th>Percentage</th>
</tr>
</thead>
</table>

### Active engagement time
Time spent actively engaging with the assignment.

<table>
<thead>
<tr>
<th>Option</th>
<th>Percentage</th>
</tr>
</thead>
</table>

### Getting responses
Writing comments that elicit responses from other students.

<table>
<thead>
<tr>
<th>Option</th>
<th>Percentage</th>
</tr>
</thead>
</table>

### Upvoting
Writing comments that are upvoted by other students, and upvoting other students’ comments.

<table>
<thead>
<tr>
<th>Option</th>
<th>Percentage</th>
</tr>
</thead>
</table>

### Quizzes
Responding to quiz questions that are part of an assignment.

<table>
<thead>
<tr>
<th>Option</th>
<th>Percentage</th>
</tr>
</thead>
</table>

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Students earn full credit on this metric by submitting 8 high-quality comments. If students submit fewer comments, they’ll receive partial credit proportionally based on the comments they submit.

**How to award credit**
- Quality-based scoring:
- Perusall will automatically classify comments as high-, medium-, or low-quality, but you can always override the suggested quality scores.
  - Full credit for high-quality comments
  - 2/3 credit for medium-quality comments
  - 1/3 credit for low-quality comments

**What’s changed?**
- Perusall will automatically classify comments as high-, medium-, or low-quality, but you can always override the suggested quality scores.
How to use it

• Load your library
• Create groups
• Determine a grading scheme
• Create assignments
• Moderate and review statistics
### Individual Grade Reports (score 84)

<table>
<thead>
<tr>
<th>Comment content</th>
<th>6 comments submitted (6 before deadline, 231 words, average 38.50 words per comment)</th>
<th>77.8% of max possible credit for comment content 10% distribution penalty applied</th>
<th>77.8% × 70% = 54.5% out of 70%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening assignment</td>
<td>Opened assignment 4 times</td>
<td>1/3 of max possible score each time assignment is opened before the final deadline</td>
<td>4 × ( \frac{1}{3} ) × 10% = 10.0% out of 10%</td>
</tr>
<tr>
<td>Reading to the end</td>
<td>Read 40% of content before the final deadline</td>
<td>40% × 10% = 4.0% out of 10%</td>
<td></td>
</tr>
<tr>
<td>Active engagement time</td>
<td>25.86 minutes of active time</td>
<td>1/45 of max possible score for each minute of active time spent before the final deadline</td>
<td>25.86 × ( \frac{1}{45} ) × 15% = 8.6% out of 15%</td>
</tr>
<tr>
<td>Getting responses</td>
<td>1 comment that elicited a response</td>
<td>1/3 of max possible score for each comment before the final deadline that elicits a response</td>
<td>1 × ( \frac{1}{3} ) × 20% = 6.7% out of 20%</td>
</tr>
</tbody>
</table>
Advantages

- Free and fully integrated into Canvas
- Self-grading
- There is no place to hide
  - Students engage with each other more
  - Shy students may say more than they might in class
- You can identify themes and issues for in-class discussion, including individual shout-outs
- Ideal for on-line courses
- Self-grading
ODYSSEUS

Teucer, hear me:
your enemy before, and now your friend.
I’ll help you bury him, a hero’s grave,
pay last respects. He’s earned it.
Thank you
Dennis Perkey
Department of Nutrition and Health Sciences
TelePrompt Your Success: Mastering the Art of Engaging Video Lectures

DENNIS PERKEY, E.D.D., LAT, ATC
ASSOCIATE PROFESSOR OF PRACTICE
DIRECTOR ATHLETIC TRAINING PROGRAM
DEPARTMENT NUTRITION AND HEALTH SCIENCES
Benefits of using a teleprompter for video lectures

• Allows for the delivery of a more precise and professional lecture
• Assists in delivering a synchronized lecture that promotes visuals and important information
• Assists in student attention and engagement with the information in lecture
• Promotes confidence in the delivery of the information within the lecture
• Allows for editing close captions that are autogenerated by some video recording software
Background - Course Design and Delivery

• Variation of a flipped classroom design

Prior to class- Students watch a serries of short video lectures (10 min. Max) recorded in Yuja
    End of each video, I imbed three questions from video / Scores sent to Canvas gradebook

Class- Start of class- short discussion review of the videos with a Q and A session / Move into activity related to the video lectures / End of class short review of activity and Q & A session

• Video lectures are voice overs from a script that is uploaded to a teleprompter application
How I use a teleprompter for my video lectures

• Teleprompter Application

    Purchased personally from Apple Store

    *I have option to write the script for lectures directly in the Teleprompter app or in another application (i.e., Word) then upload document to the Teleprompter application*

    *The Teleprompter application stores each of the scrips in the application*
Delivering the lecture using the teleprompter

- I follow the standard recording process for Yuja
- Using my iPad - Open the Teleprompter application
  - Select the document that contains the script
  - Select the play button on the teleprompter (located on the iPad)
  - Start delivering the lecture as the words move up the screen on the iPad

Pharm. Ch. 2 - Video 1

Slide (1)

Pharmacokinetic principles encompass the study of how the body absorbs, distributes, metabolizes, and eliminates drugs. This process, tracks a drug’s journey from entry into the body to its exit, offering crucial insights into drug effectiveness and safety. Understanding these principles is fundamental in the field of athletic training, especially when dealing with drug testing in athletes.

Change Slide (2)
Tips for using a teleprompter

- Have obvious notifiers in the script to let you know when to change the slide
- Find the font and color that is easy for you to see and read
- Proofread your script before you record your lecture

*Avoid Ron Burgundy’s mistake that caused his termination*
Becky Haddad
Department of Agricultural Leadership, Education, & Communication
Podcasting Pedagogy: Tune in for Learning

- Podcasting as generation
  - Assessment
- Podcasting as dissemination
  - Sharing research/teaching
Questions

• Grace - warm demander
• Vanessa - Perusall
• Dennis - video lectures
• Becky - podcasting pedagogy