

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



The background of the slide is a complex, repeating pattern of teal and black lines. These lines are curved and wavy, creating a sense of movement and depth, reminiscent of a stylized leaf or a textured fabric. The pattern is dense and covers the entire area of the slide.

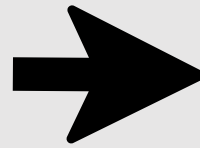
Mindfulness in the Classroom

Ana M. Vélez

Department of Entomology

Why ?

Generation with
stress and anxiety



Mindfulness helps
manage stress and
increases resilience

How ?

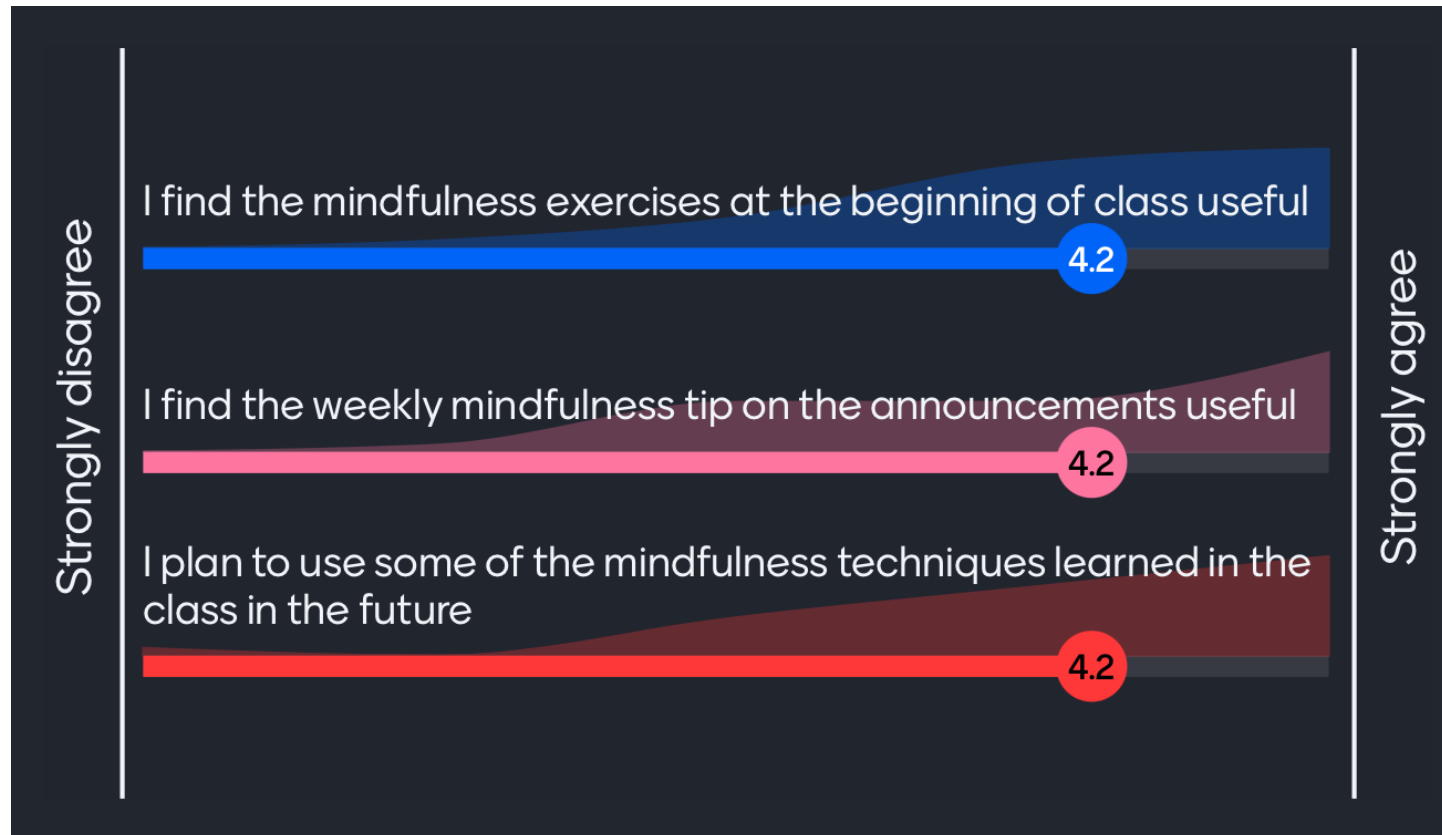


1. Weekly announcement with a mindfulness exercise and its benefits
2. During the first 10-minutes of the class

mindful movement → breathing exercise → meditation

Results

Expected pushback → ~20% don't visually engage



Benefits

- Increases focus for students and the instructor
- Creates psychological safety
- Provide skills beyond the classroom



Kwakiutl Dreher

Department of English



Spring 2023

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Syllabus

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Follett Discover

Libraries Course
Materials

UNL Library
Resources

Office 365

Microsoft OneDrive

YuJa

Search for Quiz

+ Quiz



▼ Assignment Quizzes



End of the Road Quiz

Closed | Due May 9 at 11:59pm | 5 pts | 1 Question



BaadAsssss Cinema Quiz

5 pts | 1 Question



An Afternoon of Film Clips Quiz

5 pts | 1 Question



Blacula quiz

5 pts | 1 Question



Buck and the Preacher Quiz

5 pts | 1 Question



Cleopatra Jones quiz

5 pts | 1 Question



Coffy quiz

5 pts | 1 Question



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Published

Preview

Edit

Buck and the Preacher Quiz

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

Related Items

Quiz Statistics

Moderate This Quiz

SpeedGrader™

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

Question 1

5 / 5 pts

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.

Question 1

5 / 5 pts

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

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.

Question 1

5 / 5 pts

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.

Question 1

5 / 5 pts

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

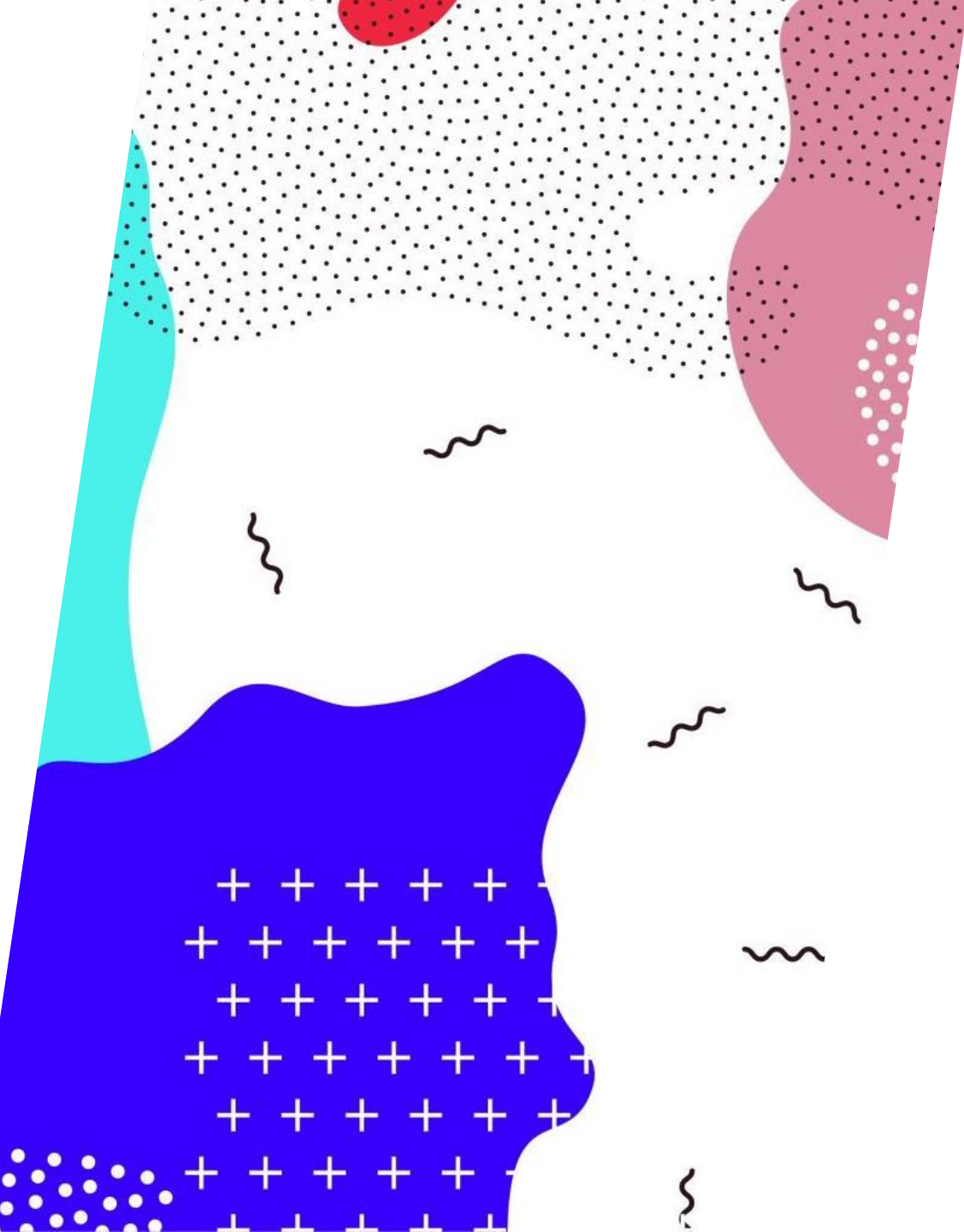
Your Answer:

I really liked this take on a traditional Western. I feel like the whole "fighting for land" thing is something that I can't understand in my position, so Western movies didn't have as much emotional appeal to me as this one did where I could very clearly see why this land was so vital to the people seeking it. It definitely infused more meaning in the common Western genre for me and I loved to see Buck play out, as you said, more those "American values" that are traditionally reserved for white, male cowboys (even though I read somewhere that the majority of cowboys were NOT white, and were in fact either Mexican or Black but I could be completely and totally wrong about that). I feel that out of all the masculinities we've seen in this class so far, Buck has got to be one of - if not my top - favorite.

Charles Murrieta

Forensic Science



An abstract graphic on the left side of the slide. It features a large white area with several black wavy lines. To the left of this is a solid cyan shape. Below the white area is a large blue shape filled with a white grid of plus signs. At the top left, there is a red shape with a white dot pattern. To the right of the white area is a pink shape with a white dot pattern.

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

Successes	Challenges
Available on any device	Format for VR goggles?
Expandable	Cost
Can be used for as supplement to class	Not quite enough for a standalone class

Questions

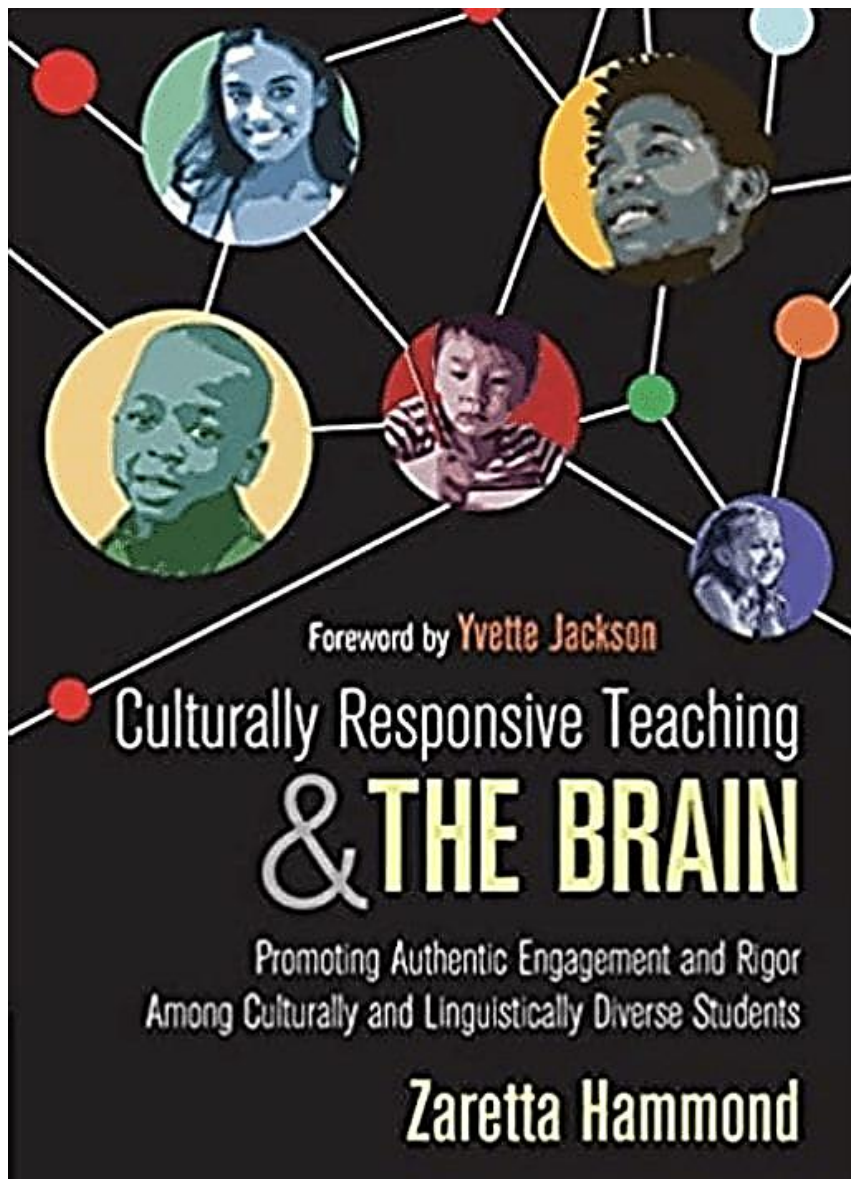
- Ana-mindfulness exercises
- Kwakiutl-reflection and short quizzes during class
- Charles-VR forensics project



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

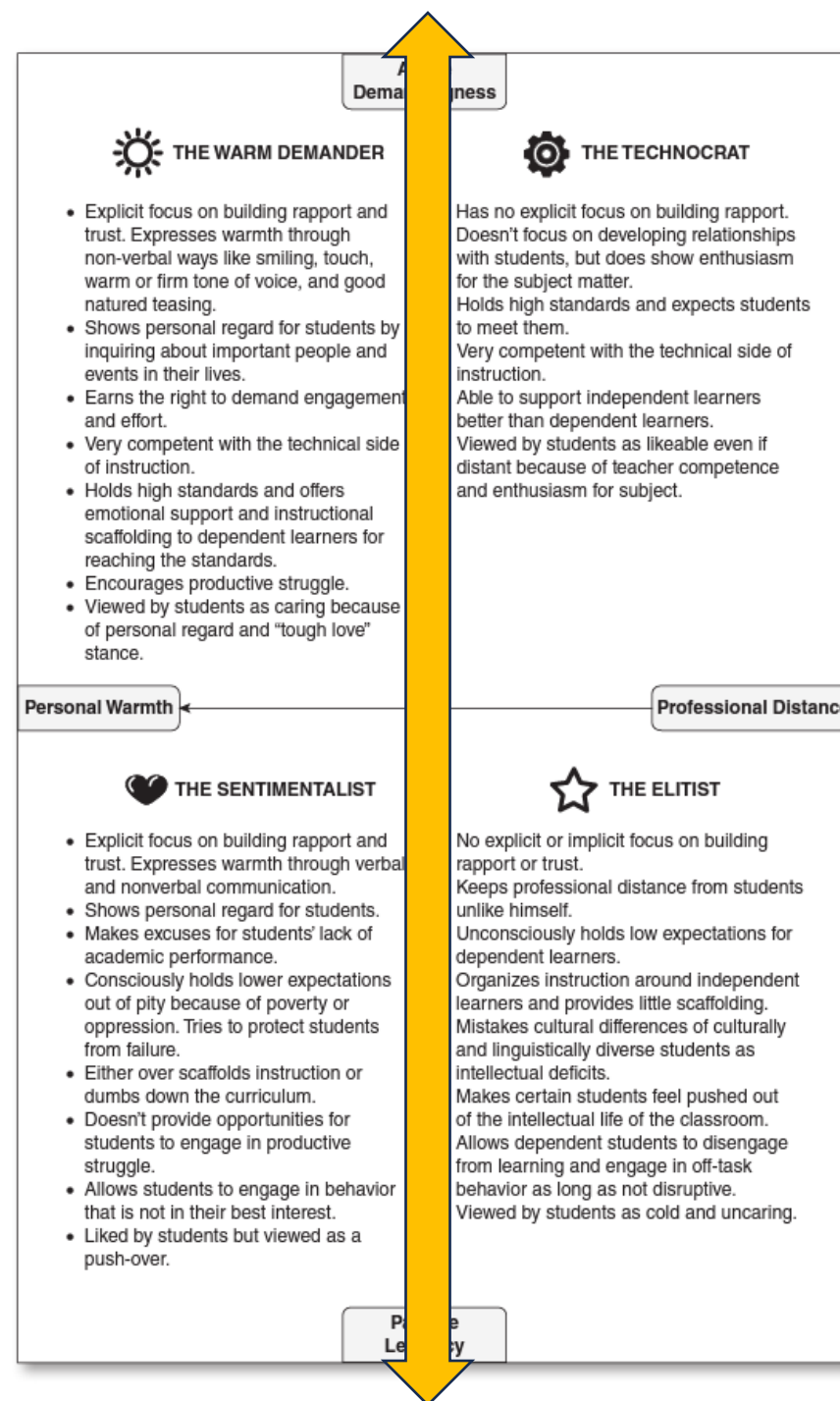
Honors Program



Active Demandingness



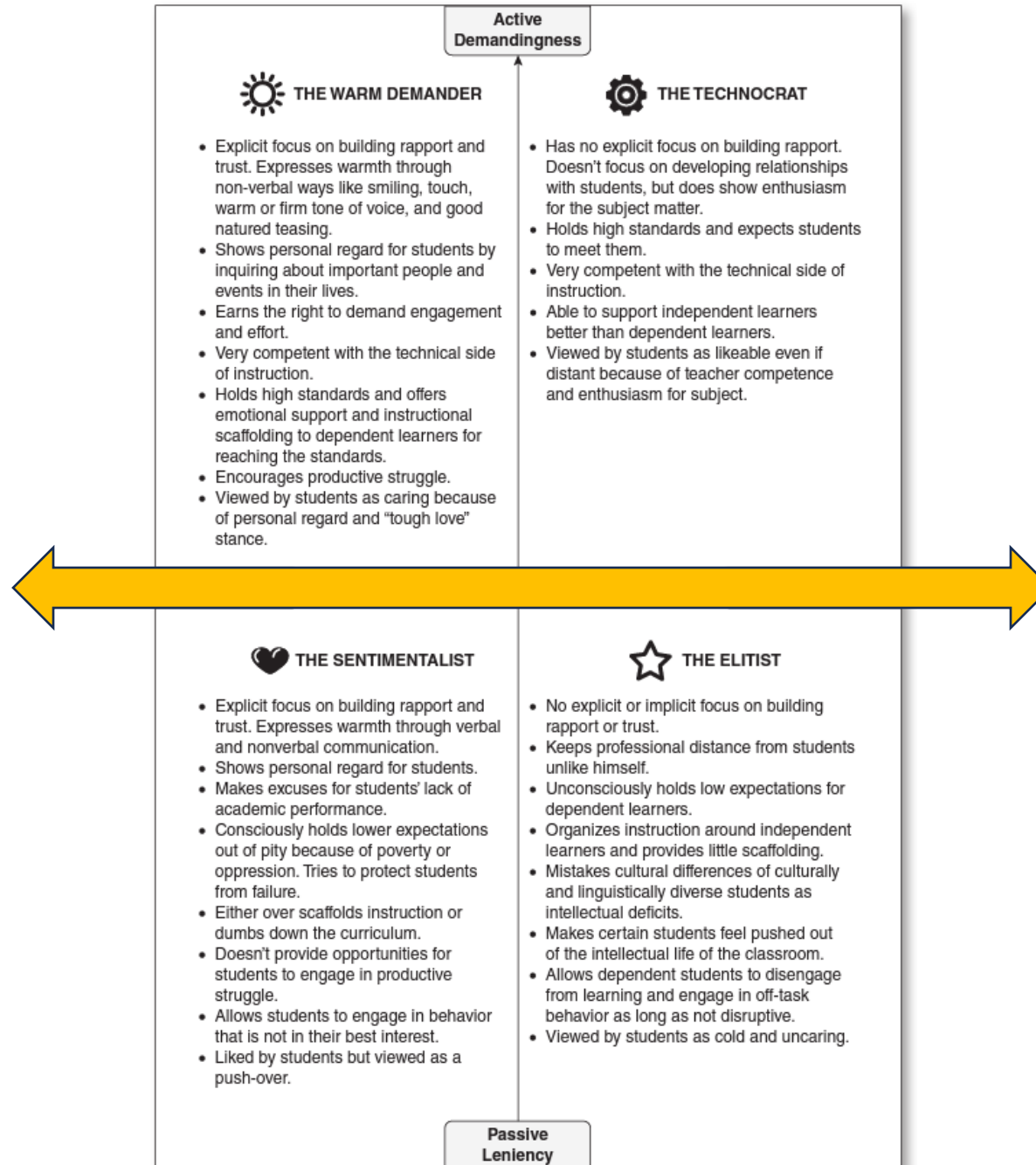
Passive Leniency



Personal Warmth



Professional Distance



Inclusive teaching win: The Warm Demander







Personal Warmth

+

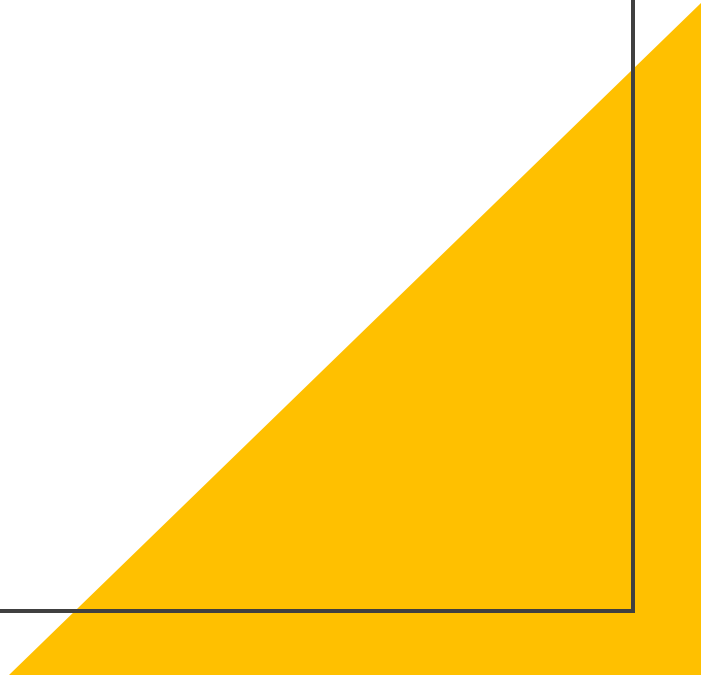


Active Demandingness

Active Demandingness	
<p> THE WARM DEMANDER</p> <ul style="list-style-type: none"> • 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. 	<p> THE TECHNOCRAT</p> <ul style="list-style-type: none"> • 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.
Passive Leniency	Professional Distance
<p> THE SENTIMENTALIST</p> <ul style="list-style-type: none"> • 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 dumbs 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 push-over. 	<p> THE ELITIST</p> <ul style="list-style-type: none"> • 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.

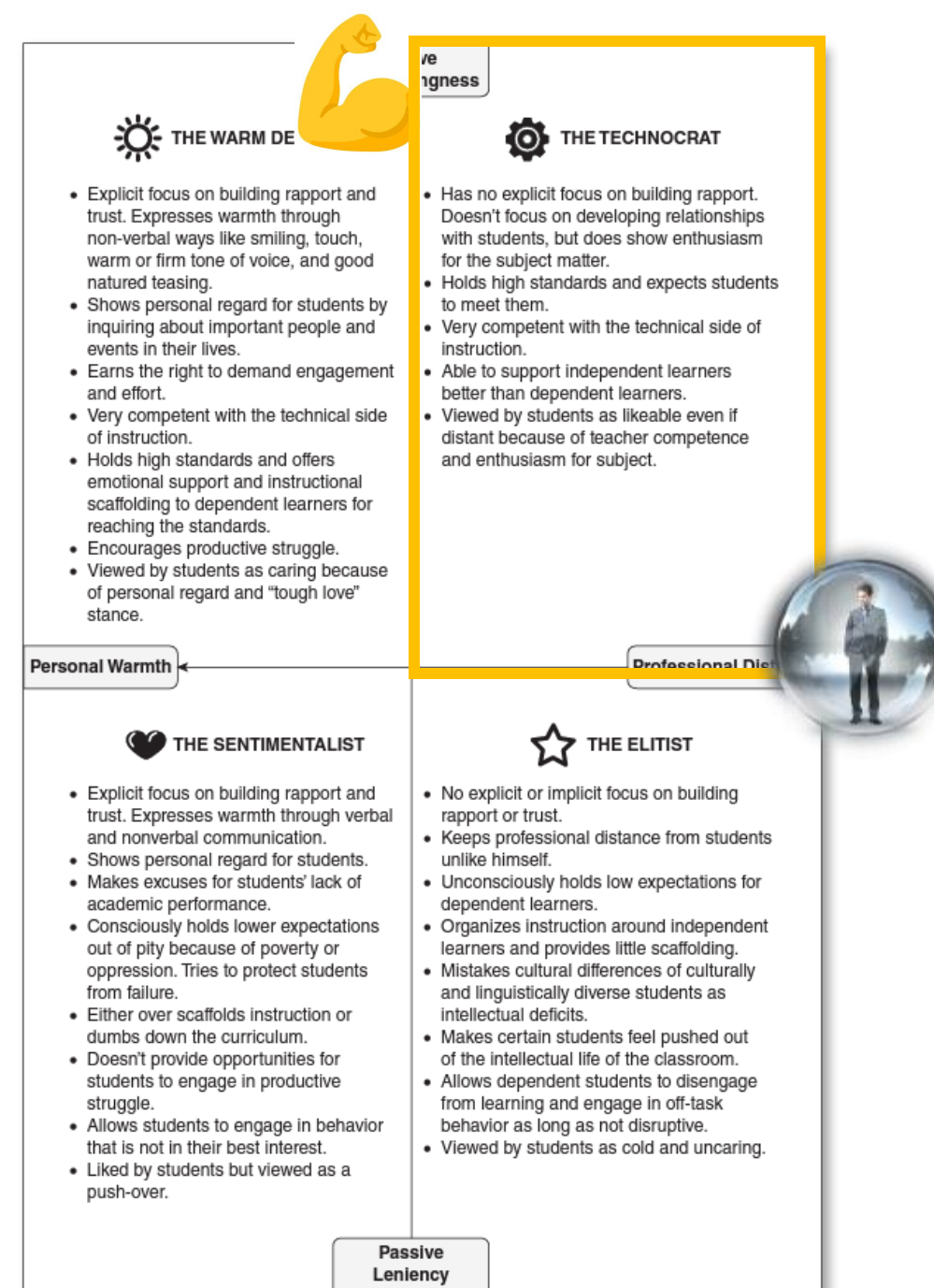
Warm demander statement:

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

How to use it

- Load your library
- Create groups
- Determine a grading scheme

Making the most of learning with Perusall New

Add an introductory assignment that helps students learn how to write high-quality comments and make social learning effective for them.

Book from the Perusall catalog

Select a book from 1,000,000+ titles in our catalog. Students simply purchase the book through Perusall or redeem an access code purchased at your institutional bookstore.

Document ▶

Add a PDF file, EPUB file, image, Word document, PowerPoint presentation, Google document, or Google Slides presentation.

Page from Canvas Beta

Select a page from Canvas.

Web page

Take a snapshot of a web page.

Quiz ▶

Add a quiz or survey for students to complete.

Video

Add a video from YouTube, Vimeo, Dropbox, Google Drive, or a direct link to a video file.

Podcast

Add an episode of a podcast.

Materials from another course

Copy course materials from another course into this one.

Comment content

The content of the comments students post, automatically scored by Perusall's quality algorithm.

70 %

Options

Opening assignment

Breaking up work on the assignment into multiple sittings.

10 %

Options

Reading to the end

Reading the entire document.

10 %

Options

Active engagement time

Time spent actively engaging with the assignment.

15 %

Options

Getting responses

Writing comments that elicit responses from other students.

15 %

Options

Upvoting

Writing comments that are upvoted by other students, and upvoting other students' comments.

0 %

Options

Quizzes

Responding to quiz questions that are part of an assignment.

0 %

Options

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: [? What's changed?](#)

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

- credit for medium-quality comments

- credit for low-quality comments

How to use it

- Load your library
- Create groups
- Determine a grading scheme
- Create assignments
- Moderate and review statistics



Sophocles' Ajax lines 1-886 (pp. 9-43)

Due Wed Sep 13, 2023 8:00 am CDT

8+ thoughtful posts required for full credit

You have 8 unread conversations

Read through line 886 and make at least 8 substantive and thoughtful comments and/or responses.

1 library item assigned:

- [Ajax trans Raphael McLeish](#)



Open



Edit



Duplicate



Extended deadlines



Delete



Analytics



Grade assignment

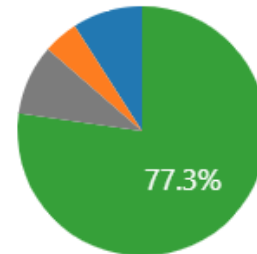


Confusion report



All comments

Overall progress



Completed with maximum score (77.3%)

Completed but not maximum score (9.1%)






Some work submitted (4.5%)

No work submitted (9.1%)

264 comments, **27** questions, **15** unanswered questions

1 hour, 32 minutes average active engagement time

Individual Grade Reports (score 84)

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

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.

Current conversation

I wonder if Sophocles had a special admiration for Odysseus. In class Dr. Duncan discussed how Odysseus is typically seen as someone who does the dirty work and in later renditions he is portrayed in a negative light. Here Odysseus comes out as a superstar. He shows sympathy for Ajax and Ajax's lowest point and now he goes to bat for Teucer and helps him bury Ajax. +2 ✓

BN

Sep 13 6:10 pm Quality: high

? The turnaround is from Odysseus having hate for Ajax, but now he wants to honor him and pay his respects to the dead. If it were the other way around, Ajax would do the same thing. ✓

Sep 14 5:23 pm Quality: high

? @Devon Stein I think he's trying to teach Teucer that even when you hate someone, you still respect them in life and death even to the point of giving them a proper burial. ✓

JB

Sep 14 7:59 pm Quality: medium

? I definitely think this is also part of Sophocles wanting to make the characters have good and bad traits, in my opinion. Odysseus has his faults, but he also respects his fallen comrades (even if they tried to torture and kill him). I also would like to know if Sophocles had a 'soft spot' for Odysseus, maybe Sophocles felt a certain connection to the way he wrote Odysseus' character to be! ✓



Vanessa Gorman

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perusall.com

Thank you



Dennis Perkey

Department of Nutrition and
Health Sciences



TelePrompt Your Success: Mastering the Art of Engaging Video Lectures

DENNIS PERKEY, ED.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 series of short video lectures (10 min. Max) recorded in Yuja

End of each video, I embed 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

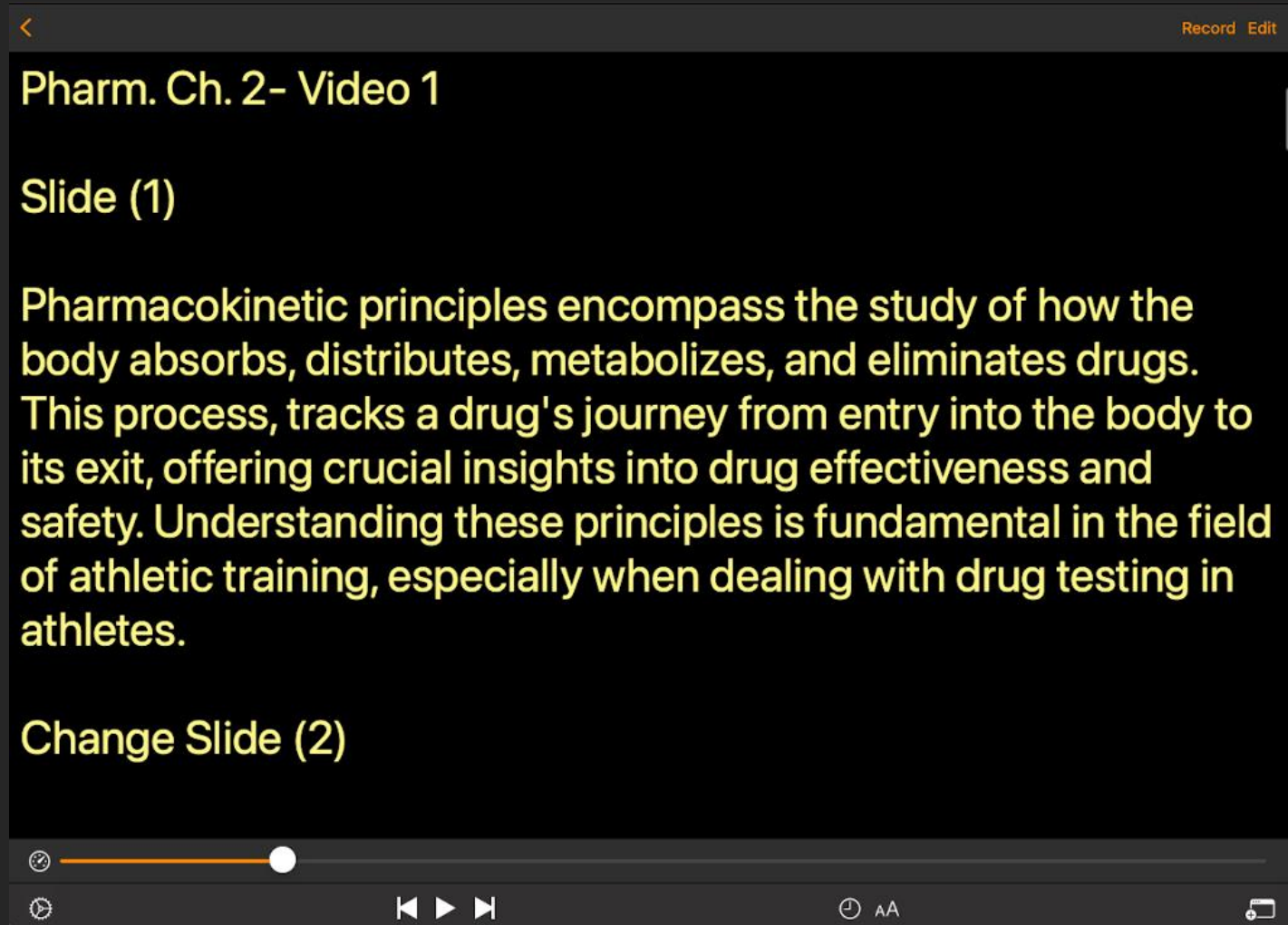
Purchased personally from Apple Store

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*



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

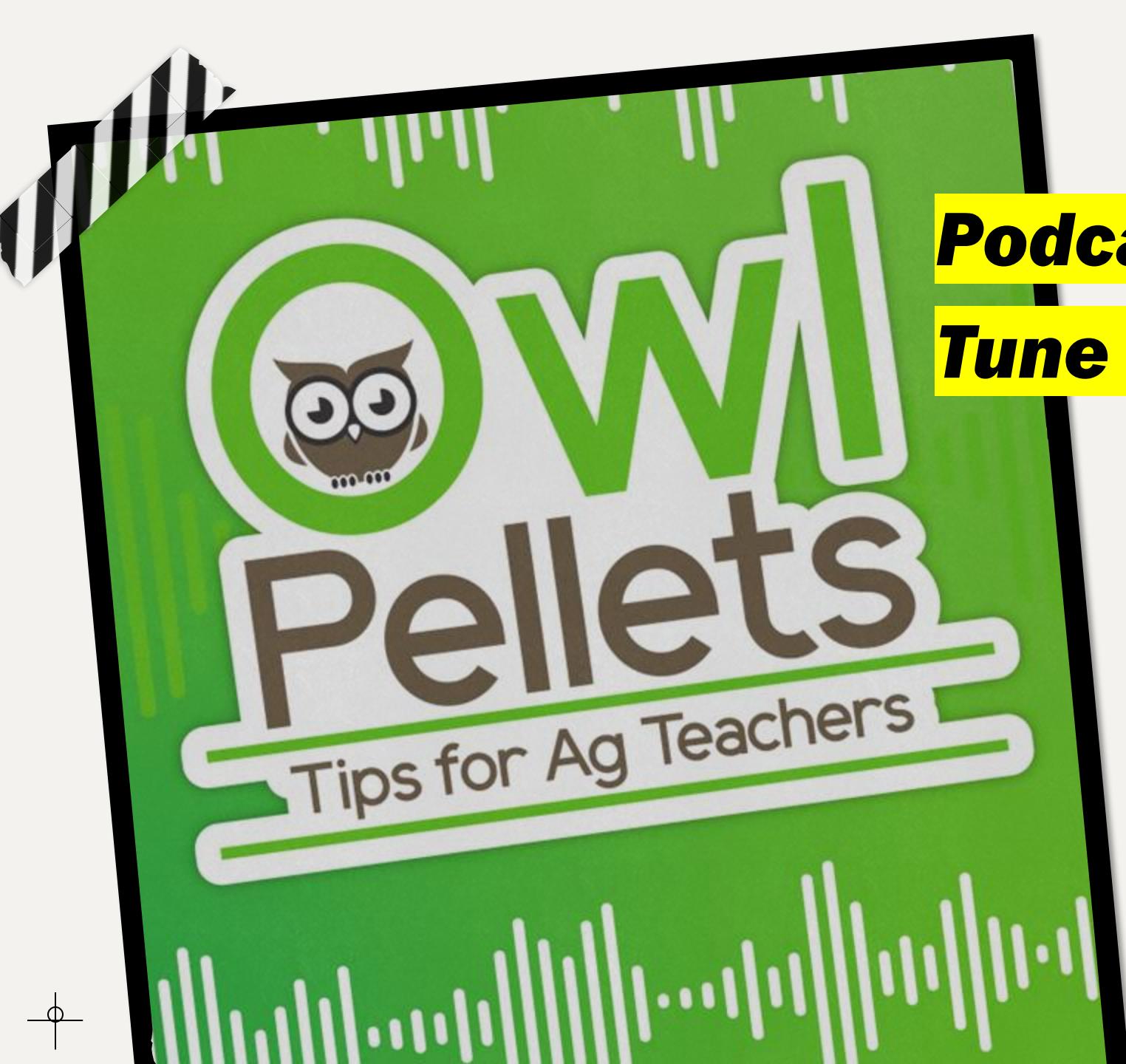
Avoid Ron Burgundy's mistake that caused his termination



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

