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>> EMILY MAGRUDER: These workshops are all recorded. The link to where you will find them posted in our professional calendar is in the chat. Kevin, I know I'm putting a lot on you today to your slides and provide link to your handout. Did you put in the Google drive?

>> KEVIN KELLY: I did and I will re-paste it if you wish. There we go.

>> EMILY MAGRUDER: I will share this couple more times, if you would use the Zoom feature, the reading feature to add your campus affiliation to your name. Whether it is CSU campus or whether from the outside. We would appreciate knowing what people are joining us from. I have added CSU CEO since I work in the Chancellor's office. Office of the Chancellor. We will get started Ottoman after the top of the hour. Those of you who are joining our series on Fridays we are using a waiting room option today. That will alert us when people are trying to get in. That's one of the reasons why we wait for the minute hand to go a little past the top of the hour before we start.

We will continue to repost things in the chats. We will do them a couple more times. Kevin is providing links to his handouts and to the slides. For those of you that are here you should definitely access that handout because just to prepare you, Kevin has a very active learning session for today. You will want to have that handout available. It has clear transparent instructions.

It is 1:00 PM I will say a few more things as I prepare to remind myself to hit record in about one minute after. The last time I will say this. For those of you that are joining us, please use the rename feature in Zoom, the participant list. If you find yourself, hold over your name and use the more button to find the reading feature and please add your institutional affiliation to your name, CSU campus or other institution of joining us from outside CSU. You're so welcome to be here today for our conversation and we will be getting started and posting a few things in the chat and we are really glad to see you on this Friday.

It is one minute after and I am going to hit record and begin. Ready, Kevin?

>> KEVIN KELLY: You bet.

>> EMILY MAGRUDER: Good afternoon. Welcome to the seventh webcast in a series of equity and engagement in remote classroom. I am Emily Magruder, director of Institute for teaching and learning in the California State University office of the Chancellor. Two things before we start, if you would like to get weekly reminders for this series site up on our mailing list and we will put the link in the chat. Don't worry if you need to leave early or have colleagues who couldn't join you today, the workshop is being recorded for future viewing and we will post the link in the chat where you can access on the professional calendar. The webcast series addresses how we create virtual environments in which first-year students can become self-confident learners. How do we design instruction so students make connections with us, each other and other professionals in the University community? How do we leverage differences of academic technology and design synchronous and asynchronous activities to engage students more equitably than ever and whenever possible not simply sustained but deep in their learning. Facilitating our session today is my good friend and terrific colleague Dr. Kelly who teaches online courses in the Department of equity leadership studies and instructional technologies at San Francisco State University where he has also served as online teaching and learning manager. He works with colleges and universities as a consultant to address distance education, educational technology and organizational challenges. He is the lead author in the upcoming book which you will want to put on your reading list of advancing online teaching creating equity-based digital learning environments, forthcoming from stylus this fall. Also a keen observer of this moment's impact on the impact of students in higher education. Kevin is going to engage us very actively in designing assignments to address important equity issues. Kevin, let's begin.

>> KEVIN KELLY: Hello everybody. Thank you for the kind words and been able to interact with the colleagues and let's get started. One other thing, I've been working with the Peralta Community College District in Oakland and we have developed an equity rubric that helps instructors think through equity issues that their courses may be making students to hurdle. We are going to apply some of those things without knowing it but I encourage you to check out the rubric and I will make sure the link is in the chat at some point during the session.

Everybody already has said hello in the chat. This is superfluous but you do know how to get my slides. If you haven't done so already, here is the link to the handout that we are going to use as well as the slides anyone can check out later. If you want us to share your ideas that you share throughout today's session and shot just make sure you include the email address so we know how to get them to you.

When I was thinking about the fact that this is a 30 minute event and time is so fast, it made me think… at 3 o'clock in the morning I woke up reminding myself about Chopped. If you haven't seen it is on the food network where contestants, chefs namely, get four ingredients that they don't know what they are until they open the mystery basket and then they have to make a dish that incorporates them all.

Because I had listed four items in our mystery basket for today's session—our outcomes include transparent assignment template, meaningful connections, multiple submission formats and finding ways to support our students—then I decided instead of chopped on the Food Network we can do work-“Shopped” on maybe “the food for thought network”… We will zoom through these topics and we will get started but know that this is just the beginning. We don't expect you to have completed a full assignment by the end of the session.

Breaking into the four parts let's start with the transparent assignment template and if not familiar it comes from the transparency in learning and teaching movement in higher education out of University of Nevada Las Vegas and was started in part by Mary-Ann Winklemes who has done a lot of research and writing around the template itself. The template itself has three core elements that asks instructors to provide purpose to the students, task, and criteria. The purpose is to link to the outcome, to what knowledge and skills are students going to learn and help related to students lives. The task in that template ask that you define the process and the expectations of students know what they are supposed to do. And in the criteria section providing things like checklists or examples to the actual -- of what the work should alike when finished. All these three things together form a way to support our students, especially as their research has shown students who are first-generation and their family to go to college.

I have the link to the template on the slide but also think that today we will expand to be on the template with equity in mind. Even though that is part of the thing, we want to make sure that we are clear about what is going on. And looks like some of my images are not showing on the slide but that's okay. I see this as a fractal where you have a triangle with the why, what and how.. The why is the purpose that we saw in the different transparent assignment template example. Here is one from my class. For one activity that I have, students must use social technology like social networking sites or bookmarks to implement a learning strategy they read about or heard me describe in a mini lecture. The task is they have to write a plan that outlines how they will explore using that social technology to improve learning and with some criteria like the exploration should equal about two or more hours over a two week time. And it must include both a learning strategy and technology. You can't just use Facebook for talking to your friends, you have to use it for learning purposes. Last but not least I give a rubric and template so they can create their plan.

Let's start the process yourselves. In that handout I’ve got a box called “challenge number one” where you can start the process by quickly listing the purpose, task and criteria for the why and what and how in assignment you teaching your own class. I will set a timer for exactly 1 minute and this is just rough ideas to get them down. You can type them in that handout so you have it later and then you can paste it in the chat or type it right in that chat and we will send it to you after. We will start the timer.

20 seconds left. My timer just went off so that means all of us in the ‘Shopped classroom are ready to go. Emily says the purpose is to describe a work of art so vividly that people can imagine it without seeing it. Love it. A task is to use language to describe the appearance, one to two pages. Carmen from Sonoma says understand that a mole is a number of things, write the number out and compared to other numbers like payer or doesn't. Nice to criteria? Means there's room for exploration. And Sarah says why, demonstrate your ability to find, understand and synthesize scholarly sources in the discipline to write a literature review including at least four resources and how, attend the workshop. Love it.

We've gotten our start and we have the rough skeleton of an outline for our transparent assignment template. I encourage you to check out Mary-Ann's version and at the end you will see my handout has the very rudimentary workings of an expanded template but our next topic we want to talk about how do we make meaningful connections for the students?

If we zoom into the part about “why,” we can see that the template itself focuses on academic meaning for the students. Share with the students the outcomes, the knowledge skills and attitudes that are related to the discipline or that support them in future classes in the series and those of us in the Cal State system know that we are serving a lot of students who may be interested in entering the workforce directly after reaching their academic goals. Sharing how the work that you are asking students to do will prepare them for that is really important. As well as providing them an opportunity to link it to their personal lives whether there's a great example from Cal State LA where a statistics instructor ask students to do statistical research on something in their community. Or something that was important to them. Maybe the election that is coming up.

Here we have an expanded view of why. How do we help make our assignments more meaningful to students. Again, we can look at these three things and say that the outcomes are definitely one of the most important thing students should know and I link to them in every activity and assignment I ask students to complete. And also, with respect to the workforce, we do want to share with students discipline-based problem solving techniques that they will use when they head out into the field. Relevant skills and knowledge. Call them out so they know. And finally, providing opportunities for students to make this connection either that you show them—“I want you to find something meaningful to you in this particular thing”—or you make it part of the instructions—“Your mission, should you choose to accept it, is to find something in your life that will make this more meaningful.” Working with a student at a four-year university in the Bay Area and she said the way she made an in class presentation meaningful is that she used the Oregon Trail game that we all played as kids as the structure for her presentation to the class so she could get over her nerves and make it more interesting for every student that had to watch her present on Zoom. She brought up all kinds of things like people not surviving the entire trip and made jokes about her not surviving through the entire presentation. There are definitely ways that we can help students find personal meaning, but we can also make that part of the assignment itself.

One example, again, for my class is that same think where students are using a social technology to implement a learning technique. I give them the option. They can apply this use of technology to implement a learning strategy and one of their other classes to learn something related to work either an official training capacity or something else or to achieve a learning goal. I want to learn to cook this particular dish. I want to learn a particular language. I want to play an instrument or know how to fix the sink when it gets clogged. You can see that I give students a choice but doesn't matter which they picked because I am just going to review whether or not they used a technology to use a learning strategy.

Your turn. In one minute, I will reset the timer, answer the question for the assignment that you have in mind. Why is this assignment meaningful to students? Think about academic context, workforce and personal context. You may not have all three but the more you can provide and share with your students the better. I am glad that Judy from San Bernardino is still answering the other questions very do so, fill in the chat with your ideas on the template because we are going to collect all of this at the end and you will have one big piece to put it all together. I am going to click my trusty timer for one minute and let you go.

Ken from Long Beach says academic, answer questions that help you open your perspective in other business classes. Love it. Carmen from Sonoma important to get a number sense and evaluate items that are large like eggs and shoes, and also small like atoms and molecules can be can go smaller, I'm going with quarks. However Emily, why, challenge yourself to use observation and language to learn something new. Or when he says to gain the ability to write concisely for various purposes in life. Perfect. Writing is something we do throughout our lives and I love the examples you gave ranging from a business memo to resume. There we go, our time is up, contestants. It is time to move to the next topic. But you can see where we are headed. We are taking a transparent assignment template and expanding it with things that we know help address equity-based challenges and in this case make the assignments more meaningful to our students.

The next of our four topics for today: multiple submission formats. This relates to “what.” When we look at the what from the template, again, Mary-Ann and the team from Transparency in Learning and Teaching in Higher Ed recommend that we share with students what is the process that you will use to complete this assignment and what are the expectations. I simply add something that we might find in a universal design for learning and will get provide students with the opportunity to submit this assignment in different formats. We’re just expanding on what the template says.

How does that work? You might choose tools based on who can see it or where it's going to live, who owns it. If you want this to be an individual assignment then you might use the assignment tool which only you and the student sees in a learning management system if you wanted to live as either management systems and the students have access to it later than maybe it will be through drop box or email or something like that. It's a little clunky and harder to tie it in. You want more people to see it other than individual, small team, entire class or the entire world then you can use different tools based on that goal whether it be a discussion where everyone in the class can see, all the way to a voice thread presentation that are outside the learning management system and it provides opportunities for students to share their work as part of a portfolio. Letting the employers know they have digital literacy skills.

Also want to take into consideration the world is different and equity-based challenges are amplified due to our stay-at-home orders and a number of other factors that we face right now.

Some students may not have access to computer when they are supposed to do their assignment. What can we do instead? Before Covid a student of mine was living in his car and he had no way to create a PDF which was part of the assignment. I said Everyone must submit in one format and that was the birth of my knowledge and awareness of equity challenges related to just submitting work. We cannot create institutional barriers for the students. I told him, you can either use a Google doc and if you don't want to type with your thumbs, an entire essay, which I completely understand, maybe get the Dragon app and read your essay and have it typed up for you with this automatic service. And last but not least moving to Google voice. That is a free phone number, I don't have to give my personal phone, and they can leave a voicemail message where they read what they have written with paper and pen and I can grade that paper the same way with the same rubric just in an audio format instead of text. Similarly, if a student doesn't have a way to do math problems or some engineering problems because they don't have access to a computer with special software they can just write it out on paper and take a picture with their phone. And last but not least I know this summer we did a lot of work on how to be put service learning online and students don't necessarily have to meet in person with the organization. Can move some of the work to a virtual setting. These are just a couple examples but there are many more.

Here is one for my class where I changed everything that I do. Everyone writes an essay as a draft and I found this to be important because students were rambling when they made videos. They were 30 minutes instead of five. I said everybody, first you have to write an essay—500 words—that limits the amount of time you talk with and you choose the final format you want to submit along with that draft essay. It can be I'm going to write it as an essay and finish it up and make it crisp and clean and no caffeine. Or it could be I'm going to do an online presentation with the voice thread or Presley or something like that. Perhaps I will create a slip grade video or Google voice message that I shared earlier or maybe create an info graphic or concept map to show that I understand the relationship between all the topics. If there is something else out there that you want to try just ask the teacher. Obviously in my class you can see the title on the screen how to learn with your mobile device so I encourage students to try new things and showcase digital literacy skills. You can just choose one additional format instead of an essay, it can be an essay or presentation and work your way toward something more complex like this. It's your turn. We will expand the template once more pushing against the boundaries, breaking down fences and use the handout or that shaft answer the questions what's the process they completed and what are the expectations for what it should look like and what are the submission formats they are allowed to use? I'm going to set our trusty timer not for one hour, just one minute and here we go.

Have about 30 seconds and some people started before I started the timer. I love it - great anticipation.

Starting to see some great expectations and I'm not using a Dickensian meaning of the word, either. Answering specific chart of questions. Having students find another person to review and provide feedback. And that is all we have time for, contestants. We are excited about what you put in there I'm going to quickly describe a couple of them. Can, who was one of the first to complete a self-analysis. Love that. I use assessment surveys all the time for students to understand where they are before they begin the work. The expectations are to dig deep and think outside the box. Also excellent. And submission, use a format that makes it ready for immediate use in an interview good practical flexible and has to have a little bit of limitation. Don’t be as crazy as Kevin. Cecilia says the what. And Elaine says learn more about who you are and how you are constructed in terms of your own identity. Perfect. The rubric asks us to give students opportunities to view the course concepts through the lens of their own identity culture or background. That is wonderful. We have five minutes left and luckily we only have one more topic. That is student support. Let's see if we can try that again.

There we go. Our third leg of the triangle, third corner of the triangle. The template itself talks about different aspects of instructor provided support that we can offer the students. They talk about checklists, examples of previous student work or you make a mock example yourself if you want to actually complete the assignment as if you were a student I have expanded that beyond what I found in their template and website to include things like why not provide a rubric? Why not provide a template that would help them at least in the early stages if you are going to repeat this activity, given opportunities to scaffold so the template is for the first iteration the next time they are on their own. We also want to consider other aspects of academic support. If I'm going to assign a writing assignment can I link them to the writing center? If I'm going to ask them to do some research can I link them to the library? Especially now when students are complaining that they cannot find the right people or resources from off-campus when campus is closed, we have to make the links visible and we can't just do it in the syllabus. I'm arguing we do it in the instructions for the assignment for just-in-time student support. And that includes the third order of the sub triangle non-academic support. I'm thinking of things like mental health. Good. Right now over two thirds of students are claiming that they are stressed and anxious. How do we help them make sure they know they have places to go to get support for that, especially when our assignments are adding to that anxiety? When we think about what the Transparency in Learning and Teaching group recommends, checklists are great, example work products are great and then what about rubrics, templates, explained media. To a think aloud or you are talking through the process of creating an activity. What about technology tutorials? If asking to create a video we can assume they know how to do it. If they need an alternate pathway to submit it and as Emily shared in her example, peer review. Having that and encouraging them to reach out to other students and get support. Then the tutoring, counseling, library services, service learning units and psychology services, all of those around at the time to support we can provide.

With two minutes left, I'm only going to use one of them for the activity, I want you to answer the question, how should students approach and get help for the assignment that you have? In working out through this 30 minute time. You can use checklist and examples or support services and resources. Go.

Ken has some ideas, previous best examples, provide a list of values to choose from—I love values affirmation exercises—and available to preview the first draft. That is great. Frank says blackboard chat board. San Bernardino CSE, the club has a tutoring schedule, maybe Center for Student Engagement, just a guess. Not academic support working in teams to suggest and share thoughts. I am using a technique called work sprints or students get together. We will have one today. All right. We are 12 seconds left and I know we have limit left in the session so looking for those ideas. All right. You did it. You created a rough idea or template.

This is a summary of what we did today. We took that concept of the purpose, the task in the criteria and turned it into a why, what and how. The bold items on the screen represent things where we have expanded or gone beyond the existing template. You can see there's a lot of bold there. That handout on the second page I provided a way that translate the exercise and to a very rough outline. I’m calling it version 0.1 of an expanded transparent assignment template.. We can also think about using these concepts beyond assignments, instructions for reviewing content. I have done that for every piece of content in my course. Module overview pages but what is the why, what and how, or syllabus and something else. You come up with.

Here is my info. Contact me, hit me up with ideas, questions, recipes because we did talk about Chopped, and anything you can think of. I do have a book coming out in the next month, just finish the index yesterday so maybe you will find it an online bookstore near you.

>> EMILY MAGRUDER: Wow. Thank you, Kevin. Congratulations on the book and packing a session with active learning. Reminding me how diving participants and learners into getting on task right away can be a really effective way to get people engaged in learning.

I want to thank everyone for joining us today and invite you to join us again next Friday at 1:00 PM when our presenter will be Estela Zárate, Prof. of educational leadership at CSU Fullerton. The topic will be using protocols for equitable participation in synchronous and asynchronous discussions. I want to give a plug to the series moderated by my colleague Claudia who has been with us today posting in the chat and admitting people from the waiting room. If you are thinking about alternative approaches to assessment then join us on Tuesdays at 1:00 PM. Next week center is Bridget of CSU Fullerton. It will be a Fullerton week and the topic is using Zoom to facilitate asynchronous math group quiz. To quote Alice in Wonderland, “these times keep getting curiouser and curiouser.” We can't thank you enough for all you do for your students and colleagues and University and Chancellor's office. Stay the course and take breaks to care for yourself and stay safe and we hope to see you next week.