2021 Colloquium for Innovative Teaching: Post-Pandemic Pedagogy — Full Schedule

Time	Session
9:15	**Welcome Remarks – Comments from President and Provost – Recording**
10:00	Concurrent Sessions – 50 minutes each – CLICK ON THE TITLE TO JUMP TO THE SESSION ABSTRACT

Hot Topics - Recording	**Service Learning - Recording**	**Engagement Strategies - Recording**
1. Best By Dates: Flexibility in Deadlines 2. Learning in a Pandemic is DISCORDant. Can you Cut me Some SLACK?	1. First Year Learning Community: Student Led Health Campaigns in the Midst of a Pandemic 2. Transnational Virtual Service Learning and Popular Education in the Classroom	1. Ripped from the Headlines: Fostering Interest in Intellectually Demanding Course Content 2. Student Engagement and Rapid Rise of Technology

Time	Session
11:00	Concurrent Sessions - CLICK ON THE TITLE TO JUMP TO THE SESSION ABSTRACT

Hot Topics - Recording	**Engagement Strategies - Recording**	**Roundtable:** Decolonizing the Design Studio **Recording**
1. The Glitching Project: Art Teaching and Learning During COVID-19 Quarantine 2. The End of Exams	1. Teaching as Reflective and Creative Practice 2. Peer Learning Facilitators: Lessons to Take Into The Fall	

Time	Session
12:00	**LUNCH – Student Voices Panel - Recording**
1:00	Concurrent Sessions - CLICK ON THE TITLE TO JUMP TO THE SESSION ABSTRACT

LIGHTNING PRESENTATIONS - Recording	**Health - Recording**	**Engagement Strategies - Recording**
-Reimagining Assessment in Online Environments -Learning to Teach Remotely: Student Perspectives - We Made this For You and Your Students: Preservice Teacher Education Instruction as Service Learning During Remote Teaching	1. Transforming an Active Learning Medical School Course into a Solely Online Interactive Course during a Pandemic 2. Teaching an Active Learning Determinants and Equity in Public Health Course Online during a Pandemic	1. ~~The Golden Rules: Three Fundamental Tips for Effective Use of Learning Management Systems (LMS) in Conjunction with Face-to-Face Instruction~~ CANCELLED 2. The Gallery Project: A strategy to improve social belonging and identity safety in a gateway science course

Time	Session
2:00	Concurrent Sessions - CLICK ON THE TITLE TO JUMP TO THE SESSION ABSTRACT

Panel: Incorporating Undergraduate Research into General Education Courses during a Global Pandemic **Recording**	**To Flip or Not to Flip - Recording**	**Engagement Strategies - Recording**
	1. Learning Language Backwards, Flipped, and Really Virtually 2. Not to be Flippant, but Don't Flip Out!	1. Strategies to Improve Student Engagement and Learning in Public Health Classes 2. The Research Coaching Fellowship (RCF): Research Pedagogy and Mentoring Training for Graduate Students, Research Experience for Undergraduates

Time	Session
3:00	Concurrent Sessions - CLICK ON THE TITLE TO JUMP TO THE SESSION ABSTRACT

LIGHTNING PRESENTATIONS - Recording	**Health - Recording**	**Roundtable:** What to Bring Forward and What to Leave Behind in Post-COVID-19 Undergraduate Seminars **Recording**
-Some Things I've Loved and Learned about Teaching Math Online -Language Acquisition in a Synchronous Zoom Classroom: What worked, What Did Not, and Now What? - Mindful Looking in the Classroom: Calm in Crisis	1. Development and Evaluation of a "Just in Time" Interdisciplinary Public Health Course: Successes and Lessons Learned 2. Putting the Lab into the Pre-Lab: Pairing Simulations with Face-to-Face Labs	

Time	Session
4:00	**IGNITE Presentation: Leola Paquin, Closing & Send-Off - Recording**

Session Abstracts

Traditional Presentations

Best By Dates: Flexibility in Deadlines

Presenter(s): Jennifer Lau

When the pandemic began to change our lives at UNM, we were asked to be flexible with deadlines. I announced to my classes that I would continue to post deadlines but also commit to accepting late work, no questions asked, for the remainder of the semester. I have continued to adopt this policy of accepting late work in all of my classes and sometimes refer to deadlines as "best by" dates. This is a huge change for me, as I have generally been strict about deadlines and make-up work policies. Some of the surprising side-effects of this have included the planned and impromptu class discussions about procrastinating and organizing schedules, the change in my perspective regarding the many responsibilities our students take on, the appropriateness of explaining assignment scaffolding to students, and increased respect for and among students.

Development and Evaluation of a "Just in Time" Interdisciplinary Public Health course: Successes and Lessons Learned

Presenter(s): Sarah Shrum Davis & Noell Stone

In response to an institution-wide request for topical classes relating to the COVID-19 pandemic, the authors created a graduate epidemiology course: "Pandemics: Past & Present" during summer 2020. This "just in time" course introduced students to concepts, methods, and theories of infectious disease epidemiology and historical pandemic response. Historians, librarians, infection preventionists, public health clinicians, administrators and ethicists participated during on-line interactive sessions and discussions. The overall purpose of the course was to ground student understanding of the COVID-19 pandemic in light of historical pandemics and to emphasize not only the need for team science but the importance of interdisciplinary collaboration during a public health emergency. This presentation will review the most successful aspects of the course and ways these successes can continue to be incorporated in post-pandemic pedagogy. It will also highlight lessons learned during the course implementation, and discuss potential pathways for improvement.

First year learning community: Student Led Health Campaigns in the Midst of a Pandemic

Presenter(s): Camille Velarde & James McKinnell

Amidst COVID19, social distancing orders certain shifts were made to maintain specific outcomes for the First Year Learning Communities. This presentation will discuss how the FLC, "So you want to work in health care" was able to pivot and maintain the final collaborative group project by utilizing various digital services. Through a community engaged approach, the students, selected a COVID19 related health issue that they would target through a social media health campaign. Students conducted needs assessment/ attitudinal analysis of their target population. Using theory and personal experience to guide them they created digital health campaigns through a multimedia approach that were then disseminated through Instagram. This experience highlights how the specific outcome of building community and collaboration were attempted during this time. For the future, at least one of the downfalls of group work, scheduling, can be modified in the to include digital options for collaboration.

Incorporating Undergraduate Research into General Education Courses During a Global Pandemic

Presenter(s): Tim Schroeder, Joe Ho, Darcy Barron, Cleophas Muneri, Caitlin Lippitt

Funded by the NSF-funded ECURE program, learn how UNM instructors incorporated elements of undergraduate research into their general education courses. Darcy Barron, Physics & Astronomy; Joe Ho, Chemistry; Panelists include: Caitlin Lippitt, Geography & Environmental Studies; Cleophas Muneri, Communications and Journalism; Tim Schroeder, Provost Office.

Learning in a pandemic is DISCORDant. Can you cut me some SLACK?

Presenter(s): Madalyn Wilson-Fetrow, Catherine Hubka, Eva Chi, Vanessa Svihla

At the beginning of the pandemic, faculty had to make many quick decisions about how to orchestrate online learning. We initially tried to require that students conduct all interactions within the UNM-adopted learning management system to ensure that we could monitor progress. But just as students meet outside our classrooms and buildings, they needed their own spaces to shape their identities as future engineers. Our students are proud that they got their entire classes into a shared Discord (a digital distribution & communication platform) channel of their own creation. While some faculty expressed concerns about plagiarism or bullying, we chose to investigate ways we might remain external to their space, yet encourage them to use it to support inclusion and academic integrity. We share these insights as a Discord channel, inviting students to share their experiences as well.

Learning Language Backwards, Flipped, and Really Virtually

Presenter(s): Marina Peters-Newell

Moving from face-to-face to remote in language acquisition courses seemed like a death blow. Language acquisition requires active participation. Energy that could be galvanized in person would be nigh to impossible to replicate on zoom. It was when we decided precisely to stop trying to replicate the in-person experience in synchronous zoom that we began to break down walls. We can set students up for success making students more active and more responsible for their learning in a remote environment than we ever did in our brick and mortar classrooms. Compromises had to be made initially, but the early outcomes are very impressive. In f2f pedagogy, we simply didn't have to make these compromises, and thus were unable to see the potential benefits. Creativity is often triggered by constraints.

Not to be Flippant, but Don't Flip Out!

Presenter(s): Ardeshir Raihanian Mashhadi, Vanessa Svihla, Eva Chi, Yan Chen, Madalyn Wilson-Fetrow

While most of us eagerly anticipate returning to face to face teaching, we recognize that some of the resources and techniques we invested in should not be cast aside. The technique of flipping—providing students with recorded lectures to watch prior to class, where they will apply what they learned as they work on problems during class—seems like a straightforward solution. Yet, despite the buzz around flipping, the research on how people learn suggests that the most common approach of lecture-prior-to-activity is flawed. In this session, we share research-backed instructional sequences and techniques that make flipping, well, flippin' effective. This includes tips and tricks for fostering student participation during in class work, and ways to reduce the dreaded deceptive clarity of the lecture. We consider implications of these techniques on campus efficiency.

Peer Learning Facilitators: Lessons to Take Into The Fall

Presenter(s): Carolyn Hushman & Sushilla Knottenbelt

Peer Learning Facilitators (PLFs) were part of the instructional scene on the University of New Mexico's campus before Fall 2020, but for the first time PLFs were used in remote environments. PLFs are undergraduate students who support in class instruction in courses they have successfully completed. They help to build community within classrooms while assisting instructors with collaborative, active learning pedagogies shown to enhance student learning. Here are five things we learned about using PLFs in remote environments that can be used as courses transition back to more traditional learning environments.

Putting the Lab into the Pre-Lab: Pairing Simulations with Face-to-Face Labs

Presenter(s): Madalyn Wilson-Fetrow, Vanessa Svihla, Andrew Shreve, Abhaya K. Datye, Catherine Hubka, Ardeshir Raihanian Mashhadi, Leonid Miroshnik, Brian Rummel

Prior to the pandemic, our students completed laboratory experiments in multiple courses, and we recognized that these experiences benefited students in various ways, from learning hands on skills and feeling excited, to applying dry course material and developing confidence. With the pandemic, we developed virtual simulations of labs. We contrasted student participation and

learning in the face-to-face and simulation labs, considering the decisions students could make in the lab and about their analysis. Analysis highlights strengths of each format, as well as ways to promote student decision making and ownership over learning. We bring these findings together in a proposal for post-pandemic labs that takes advantage of both simulation and face-to-face. We will share resources and a template so attendees can adapt our approach for their own courses.

Ripped from the Headlines: Fostering Interest in Intellectually Demanding Course Content

Presenter(s): Eva Chi, Vanessa Svihla, Catherine Hubka, Yan Chen, Madalyn Wilson-Fetrow, Sang M. Han, Abhaya K. Datye

The pandemic has clarified that course content can be demanding for the wrong reasons. In this presentation, we bring together research on learning, our own experiences creating design challenges, and the results of students' engagement and learning before and during the pandemic to synthesize the key ingredients for problems that draw students in and foster their best efforts. This includes problems that are relevant, sociotechnical or similar, and offer multiple points of entry yet support students to meet high expectations. We share a mini course with curated resources, examples of variants of problems to illustrate how each factor contributes to a more powerful learning experience, and templates to support attendees to develop effective problems for their courses.

Strategies to Improve Student Engagement and Learning in Public Health Classes

Presenter(s): Andrew Rowland

In this session, I will present the strategies I have been using to try to improve student learning and engagement in two of my classes: Introduction to Population Health and Population Health Research Methods. I have been part of the both the ECURE and the Student Experience Project at UNM and have tried to adapt the strategies from both into these classes. The ECURE project has promoted bringing engaging student in research in our classrooms and the Student Experience Project has promoted interventions to make all students feel more welcome and successful. In this session I will present both the progress I have observed implementing these changes and the obstacles I believe that still remain. I will also put these efforts into the context of the increased isolation and economic pressures and trauma many of our students have faced during the COVID-19 pandemic.

Student Engagement and Rapid Rise of Technology

Presenter(s): Peter Walker & Erin Duddy

The isolation impacts on student wellbeing are starting to become visible! There are ways to set up engaging interactions where students feel heard and connected to their peers and teachers even if separated by a screen. The rapid rise of technology can be harnessed to create connection and further stimulate the interest in their area of study.

Teaching an Active Learning Determinants and Equity in Public Health Course Online during a Pandemic

Presenter(s): Jon Eldredge & Nina Wallerstein

We have taught a required Determinants and Equity in Public Health course to all MPH students in the College of Population Health for the past decade. The course has featured a diverse mix of in-person, active learning elements to help students become more conversant in some of the sensitive issues covered by our course. The in-person format has allowed students to experience one another as fellow humans. The Covid-19 pandemic forced us to transition our multidimensional course to a completely online two-dimensional experience. The topics covered in our course require courageous conversations. We still were able to use online technology to create a safe and intimate environment.

Teaching as Reflective and Creative Practice

Presenter(s): Susannah Davis, Catherine Hubka, Eva Chi, Yan Chen, Madalyn Wilson-Fetrow, Vanessa Svihla, Abhaya K. Datye, Andrew Shreve, Sang M. Han

The pandemic pushed faculty to pivot quickly, amidst increased sense of urgency and lowered sense of control. With little prior training on developing effective online teaching, faculty made use of a range of resources, from formal tools and techniques to informal peer supports. We spotlight practices that emerged during the pandemic and that will not only aid in the transition

back, but that will make us a stronger community of creative teacher-designers. Specifically, faculty were flexible and responsive to students, yet maintained high standards; they were forthright and reflective about their teaching in course postmortem discussions held during faculty meetings, aiming at redesign rather than blame; they shared their courses, techniques, and assignments with one another, learning and mentoring in the process. We share specific examples of these and how they supported faculty to become more creative and efficient designers of learning experiences in a community of practice.

The End of Exams

Presenter(s): Andrew Shreve, Eva Chi, Abhaya K. Datye, Vanessa Svihla, Madalyn Wilson-Fetrow, Catherine Hubka

The pandemic forcibly caused us to review our typical assessment practices. Like most engineering programs, faculty in chemical & biological engineering have long relied on exams as the major indicator of student progress, from measuring students' knowledge of facts and concepts using multiple choice concept tests, to complex problem solving to assess their grasp of theory. While we initially felt hope about tools that might extend our existing approaches into online environments, the reality of these tools brought into focus concerns that our assessments might not be providing accurate information about what our students actually know and can do. We illustrate research-based, practical approaches to using portfolios and performance assessments with an intent to open dialogue around assessment that—instead of pausing it—is aligned to meaningful learning. Supplemental to our presentation, we provide access to a mini-course in Canvas with published research, definitions, and templates for faculty to adapt.

The Gallery Project: A strategy to Improve Social Belonging and Identity Safety in a Gateway Science Course

Presenter(s): Sushilla Knottenbelt

The 'Gallery Project' is an intervention to increase belonging and identity safety. A diverse group of former students provided a headshot, where they came from, their experience of struggle and success in the class, where they are now and tips for success. At the start of the semester, current students chose 5 submissions and described what tips they found interesting or useful. In week 15, they designed their own submission to give future students guidance to succeed in the class. Data will be presented to assess the impact of the assignment through reflection responses and Co-Pilot Ascend survey.

The Glitching Project: Art Teaching and Learning During COVID-19 Quarantine

Presenter(s): Geralyn (Gigi) Yu

The term "glitch" refers to an unexpected malfunction or temporary setback. The early days of COVID-19 resembled a "glitch" in our lives. During the Spring of 2020, artist and educator León De la Rosa-Carrillo explored the concept of "glitching" in his exhibition "The ReMix Room," which was part of UNM Art Museum's Creative-In-Residence project. Rosa-Carrillo anticipated exploring glitching as a form of critical inquiry and artistic practice with UNM art education students. However, due to the quarantine, the residency was re-imagined and transitioned into a remote project. Instead, Rosa-Carrillo joined the art education students virtually from his home in Juarez, Mexico. Together they re-examined and re-created images of the quarantine through the artistic process of glitching. Through the glitching process new pathways for experiencing art teaching and learning were realized. Students and instructors reframed failure and uncertainty as opportunities for discovering hidden meanings.

The Golden Rules: Three Fundamental Tips for Effective Use of Learning Management Systems (LMS) in Conjunction with Face-to-Face Instruction

Presenter(s): Lisa Montoya

Travel back in time to your 2010 classroom: It's an idle Tuesday and the first paper of the semester is due. Your students are scrambling to find their thumb drives, a computer lab, and without a doubt – a stapler. Fortunately, Jennifer has saved the day with her purple mini-stapler that misfires on every third paper it frantically punches. Fast forward to today: Your students are in the same situation, only they have their papers on their phone, there is a wireless printer across the hall, and without a doubt – nobody has a stapler. Times have changed – the traditional mechanisms to facilitate classroom tasks no longer apply. Today's students crave face-to-face interaction with their faculty and peers. At the same time, they are eager to use technology –

preferring to access coursework, submit assignments, and check grades online. This presentation will outline the fundamental tips for setting up an effective Learning Management System (LMS) in conjunction with face-to-face instruction, to the benefit of students and instructors alike.

The Research Coaching Fellowship (RCF): Research Pedagogy and Mentoring Training for Graduate Students, Research Experience for Undergraduates

Presenter(s): Jason Moore & Dayra Fallad-Mendoza

The RCF program aims to infuse research into the lower division curriculum and to provide abundant small group research experiences to lower division undergraduates. The RCF program, piloted in 2020, spans two semesters: The first semester teaches graduate students the pedagogy of research and mentoring; During the second semester the graduate students mentor small groups of undergraduates on their research topics, teach research-enhanced classes, and lead a research-based community of practice with the undergraduates. We will discuss the conception of the program, results of its pilot, and potential future expansions/curricularization to the program.

Transforming an Active Learning Medical School Course into a Solely Online Interactive Course during a Pandemic

Presenter(s): Jon Eldredge, Jens Langsjoen, Melissa Schiff

In recent years we developed a highly-interactive, active learning in-person course that taught our medical students epidemiology, biostatistics, and Evidence-Based Practice. Student evaluations and student performance on national licensure exams following our course suggested students were learning the content well. When the Covid-19 pandemic hit during 2020, we had to transition our Quantitative Medicine course to a solely online experience. The online platform and the format posed immediately obvious challenges. In time, we recognized additional challenges. By meeting regularly the three course directors adapted the course to the new online realities. Some aspects of the online format turned out to be more successful than the previous in-person format. We will share our experiences and offer our lessons learned.

Transnational Virtual Service Learning and Popular Education in the Classroom

Presenter(s): Maria del Pilar File-Muriel

Based on and inspired by my ethnographic dissertation research, I designed a hybrid course called Activismo Glocal. In this talk I share my experience teaching this transnational virtual service learning class in the Spanish department where students learned about popular education as a practice to apply their bilingual skills and knowledge about social justice into a service learning project. With the help of my research interlocutors and my students, we converted our Zoom classroom into a transnational popular education lab. UNM students created thematic podcasts that will be used by an NGO for educational purposes about transnational human rights and peace activism.

Lightning Presentations

Language Acquisition in a Synchronous Zoom Classroom: What Worked, What Did Not, and Now What?

Presenter(s): Motomi Kajitani

In response to the COVID 19 pandemic, many UNM courses quickly shifted from face-to-face teaching to an online synchronous format. This brought challenges, especially to highly interactive classes, such as foreign language courses. This presentation outlines ideas that were explored and implemented in two sections of lower-division intensive Japanese courses and evaluates their effectiveness. These analyses will help us develop future online synchronous language courses. Examining this alternative modality will also help us reflect on and gain a better understanding of our current teaching practices in face-to-face classrooms.

Learning to Teach Remotely: Student Perspectives

Presenter(s): Deena Gould, Penny Zink, Kelli Williams-Page

Online learning can instantiate the worst aspects of face-to-face learning or allow the emergence of new, and potentially better, tools, technologies, and pedagogies. In this session, we report about the design and implementation of an online practicum to guide UNM students, who are preparing to teach elementary school, to learn to teach science remotely. Our student-teachers designed and delivered online practicum lessons to their peers and to actual K-8 students. Our student-teachers generated a variety of teaching ideas and techniques to connect with their students and make their lessons interactive and meaningful. We share what the UNM students reported about their experiences learning to teach remotely. We also share what the UNM students reported about what aspects of digital teaching they want to retain, or adapt, when we return to in-person teaching. Finally, we share what we learned that may change how we teach after the COVID-19 emergency is over.

Mindful Looking in the Classroom: Calm in Crisis

Presenter(s): Justine Andrews

Incorporating a mindfulness practice at the start of online meetings/classes provides students (and faculty) a moment to switch gears and get grounded in the content of the moment. Mindful Looking also opens the modes of access to art, which many students find blocked through social, economic, or other means. It allows students to release their anxiety, in general, and about art, and think and breath from a space of authenticity. This leads to rich discussions later in the class meeting period.

Reimagining Assessment in Online Environments

Presenter(s): Karla Kingsley

The assessment of student learning encompasses issues of educational equity, social justice, and anti-racist teaching. Assessments are used to support student learning of content, to gauge ongoing learning, to provide feedback to learners on their progress, and to help teachers make decisions to improve their instruction. The shift online teaching has brought into focus the need for flexible, accessible electronic tools that can be used for formative and summative assessment in virtual and blended classroom environments. This presentation provides an overview of visual, graphic, and electronic strategies, tools and materials that can be used to collect evidence of student learning. Open-source digital apps and games, performance- based assessments, and inquiry activities will be shared; examples of end products of activities focused on active, student-centered learning will be provided. The tools emphasize authentic connections between academic learning and the lives of students with diverse cultural, linguistic, and ability backgrounds.

Some Things I've Loved and Learned About Teaching Math Online

Presenter(s): Precious Andrew

When the pandemic hit one year ago, like many, I feared the transition to teaching online and thought the outcome would be disastrous. Much to my surprise, as the year has progressed, I have come to appreciate the many ways in which remote classes enhance student learning and make UNM courses accessible to more students. I am genuinely enjoying the challenge of finding new ways to engage students in remote classes and to continue to stimulate active learning remotely. As UNM transitions back to offering some face to face classes, I hope to continue exploring virtual pedagogy, be that via remote classes or by applying some of this learning in a traditional face to face setting. Here I will explore some of the things I feel have enhanced student success in remote classes and some tools I have used to engage students and create an active learning environment virtually.

We Made this For You and Your Students: Preservice Teacher Education Instruction as Service Learning During Remote Teaching

Presenter(s): Mary Frances Rice

The purpose of study was to uncover and learn from the tensions involved in inviting preservice teachers to gather, assemble, and arrange instructional materials into digital-ready units for in-service teachers in local schools during a period of fully remote instruction from August to December 2020.The study took place in a teacher education course about writing instruction at

UNM. Data were gathered as artifacts of practice (syllabi, class activities, instructional materials) and reflections undertaken in critical friendship to identify these tensions, which included (1) managing complex relationships and tripartite commitments to preservice teachers, practicing teachers, and the children that will receive the instruction (2) uncovering gaps in one's knowledge about serving these multiple groups remotely, and (3) becoming transparent about important issues like social justice and digital educational equity. The findings of this study provides a framework for thinking about digital curriculum making as a service endeavor more broadly.

Roundtable Discussions

Decolonizing the Design Studio

Presenter(s): Michaele Pride & Cesar Lopez

The question for design education: how can teaching and learning culture shed structural and architectural imbedded biases? The Student Experience Project (SEP) has demonstrated success in STEM disciplines—creating equitable and positive learning environments and increasing degree attainment—while maintaining high standards for excellence. This is particularly challenging in a remote setting, mandated by the COVID-19 pandemic. We'll share experiences and explore techniques with colleagues around messaging, web-based design review, and community engagement in a virtual classroom.

What to Bring Forward and What to Leave Behind in Post-COVID-19 Undergraduate Seminars

Presenter(s): Troy Lovata, Jonatha Kottler, Leslie Donovan, Myrriah Gomez

Honors College faculty were given nearly unlimited leeway in developing new and adapting previous undergraduate seminars to hybrid and fully remote formats over the last COVID-19 affected year. The goal of this roundtable is to discuss practices worth bringing forward into the coming near-post-pandemic semester as we return to in-person, on-campus teaching. Some choices about teaching were made with expediency, but produced surprisingly positive results while some well-planned practices failed to engage students, transmit knowledge efficiently or serve faculty. Honors College faculty in this roundtable will share their individual experiences and then open the discussion up to the audience to ask and answer questions about their practices and choices.