Teachers Unite: How Collaboration Creates Inclusive and Innovative Learning Experiences

Collaborative note taking
https://tinyurl.com/3e2y7x6e
Kumeyaay Land Acknowledgement

The UC San Diego community holds great respect for the land and the original people of the area where our campus is located. The university was built on the unceded territory of the Kumeyaay Nation. Today, the Kumeyaay people continue to maintain their political sovereignty and cultural traditions as vital members of the San Diego community.

We acknowledge their tremendous contributions to our region and thank them for their stewardship.
Workshop Team

Dominique Turnbow
Instructional Design Librarian

Amanda Roth
Instructional Technologies Librarian

Crystal Goldman
General Instruction Coordinator Librarian

Amanda Solomon Amorao
DOC Writing Program Director
UC San Diego
Undergraduate Colleges Map
Established 1970

- Originally Third College
- Faculty/students lobbied for Lumumba/Zapata College
  - ⅓ Black students
  - ⅓ Chicano/a students
  - ⅓ Others

Current enrollment
- 59.4% AAPI
- 57.5% Women
- 88% Heterosexual
- 18.6% International
- 43% Social/Science
- 1% Others

Marshall College
Dimensions of Culture (DOC) “was developed as an attempt to reinvigorate the original ideals of the Lumumba/Zapata movement for a new generation of students” so that “the ideas of engaged scholarship, an informed critique of structural inequality, and the importance of collective acts of resistance continued to inform the College.” ~Dr. Jorge Mariscal
DOC Program

- DOC 1: Reading Diversity
  - Fall quarter
- DOC 2: Arguing Justice
  - Winter quarter
- DOC 3: Imagination + Action
  - Spring quarter
DOC 1 Course

- Promises & paradoxes of United States
- Textual analysis
- History/Origins of:
  - Communities
  - Social stratification
  - Structural inequities
  - Social & economic equality movements
Questions?
Workshop Team

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  Instructional Design Librarian

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  Instructional Technologies Librarian

- Crystal Goldman
  General Instruction Coordinator Librarian

- Amanda Solomon Amorao
  DOC Writing Program Director
Amanda Solomon Amorao

- Associate Director → Director
- Research & teaching interests
  - U.S. multiethnic lit.
  - Asian American Studies
  - Filipino/a/x American cultural productions
  - Critical race studies
  - Decolonizing pedagogies
  - WOC feminism
Evolving Relationship

- **Transactional Discussions**: 2015
- **Relational Discussions**: 2017
- **Co-Creational Discussions**: 2019
- **Collaborative Teaching**: 2020
Centering Diverse Voices

- Understanding of backgrounds, interests, & strengths
  - Personal & academic
- Open, frank communication
  - Which voices should be centered & why?
- Trust creates space for innovation
  - What knowledge gaps remain?
  - What haven’t we tried before?
Course Needs

Students are required to:

- Build on their knowledge of course topics through reflective weekly discussion board posts
- Cite their previous work to show their growth in understanding throughout the quarter

Knowledge Gaps

Students are unclear on:

- Difference between self-citation & self-plagiarism
- Campus policies regarding reuse of student work
- How scholarship is a conversation & that they can participate in this conversation

Workshop Design

Desired aspects of workshop:

- Begin to fill identified knowledge gaps
- Center BIPOC scholars & scholarship
- Make the Zoom workshop interactive & participatory
Flipped Plagiarism Tutorial

- Designed with input from campus partners
  - Academic Integrity Office
  - Faculty
  - Students

- Students are accountable for information when it is assigned to them
  - Knowledge checks throughout the tutorial
  - Required evaluation form confirms that students have completed it
Instruction Timeline

Planning Sessions

Week 0

Week 5

Plagiarism Tutorial

Library Workshop

Week 7

Week 8

Discussion Session
Cephalonian Method

An active learning technique using Q&A format to create a spirit of inquiry.

- Centers students' voices by asking them to lead the discussion through questioning
- Generates more questions from students as they grow comfortable with the question format
- Can work well for non-native speaker participation
- Format is stimulating for the instructor as the order in which the cards are read is spontaneous
Modifications for Zoom Environment

- Students were provided a sign-up sheet ahead of time
  - Additional sign ups during arrival period
  - Self-selected rather than random assignment of questions
- Questions were numbered
- Questions outside of the predetermined set were chatted and read aloud by a chat monitor
Cephalonian Method & Scholarship as Conversation

- Used quotation, paraphrase, and citation as a format for scholarship as conversation

- Q&A used to highlight the student perspective and voice in discussion.
  - “As a student, how do I contribute to a scholarly conversation?”
    - You are a part of it infographic
    - Scholarship timeline infographic

- Highly relevant and contextualized for students.
  - Framed within their course assignments
Student Feedback

“I really enjoyed this library session because I also had the same questions as some of the pre-made questions discussed today.”

“It was extremely informative and engaging. The structure of the lecture made it easy to watch/follow the entire time.”

“I can have scholarly conversation! I really did not know that you could do this without a PhD.”

“I will definitely keep in mind how scholarship functions as a conversation because I think the communication of ideas between people is central to making our community more inclusive and collaborative.”
Questions?
Slides: https://tinyurl.com/fkn5hke8

Notes: https://tinyurl.com/3e2y7x6e