

Instructional Technology & Design Newsletter

Featured Faculty – Danielle Pelletier

Discipline: ESL

Teaching Modality: Hybrid

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Share a teaching ‘win’ you’ve had this semester.

All of my level 2 ESL students have learned how to navigate my Canvas shell and submit homework by both sharing their google doc URL and uploading a doc.

Can you highlight support that you’ve received this academic year that has helped your teaching?

I'm currently in QOTL2, which started 1 day ago, and I've already had tremendous support from Andrea Fuentes. Allison Hughes gave me some great ideas to increase student-student interaction when asynchronous.

What is one strategy that you use to make your course more inclusive?

This may sound old-fashioned, but (sticking with the level 2 ESL Reading/Listening/Speaking students) we do choral/repeat in every one of my classes: I state one of the objectives for this week's lesson plan and they repeat it. We do this with the objectives, activity instructions, homework and more. This is to get the students feeling comfortable speaking loudly and proudly in class together. So, I'm not putting anyone in particular on the spot. It gives the students lots of exposure to the melody/song of the American English language, which makes its way into their language center/aural receptors. For pronunciation nuances, I sometimes back-chain, which means I start at the end of the phrase and keep adding a word until the whole phrase is complete. For example, if it's "Review active reading and annotation strategies" is the phrase, I'll go like this: "Strategies" and they repeat. Then, "annotation strategies" and they repeat. Then, "and annotation strategies," etc., until we're saying the whole thing. This helps the brain focus on sound and not individual words. Somehow, it really works and they love it!

What is the biggest lesson you’ve learned about teaching over your career?

That everyone is trying their best. We're all coping with something. Be patient. Imagine the best in others. And we're all in this learning boat TOGETHER!

What is one question that you would like to pose to your fellow faculty colleagues?

What are some really fun, engaging activities you do with your students in the asynchronous part of your class that work well?

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Important Updates

How to Use New Analytics to Connect with Students

If you haven't explored the New Analytics tool in Canvas yet, consider exploring it as a way to better connect with students and to specifically identify students that may be in the most need of a check-in. Watch the [Use New Analytics to Connect with Students Guide](#) to learn how to access New Analytics, how it works, and a few strategies to use the tool to better connect with students.

Changes to Google Cloud Assignments in Canvas

The current Google Apps LTI will be discontinued after June 30th, so as you develop your courses for Summer/ and Fall 2024 you will want to use the Google Assignments LTI moving forward. When you create an assignment, you will choose “**External Tool**” as the submission type and then choose “**Google Assignments (LTI 1.3)**” from the list, instead of Google Apps LTI. For more details and step-by-step images, you can also visit the [How do I create an assignment using the Google Assignments LTI 1.3](#) instructor help guide.

Turnitin's AI Checker is Back!

You might have noticed that the AI Checker feature in Turnitin disappeared suddenly. It has returned and the district has added it to our license, so it should be here to stay. Remember to take results from the Turnitin AI Checker with some skepticism as it does return false positives and false negatives. You can use it as a deterrent to students and as a guide for who to start an AI conversation with, but its results should not be taken as proof of plagiarism.

Reminders

Spring 2024 Instructional **Design** Support

Allison's Office Hours

This semester I'll be holding office hours on Tuesday from 2:30pm-3:30pm in-person in the Instructional Tech & Design Support Center, 13-337, and on Zoom in my Meeting Room:

<https://smccd.zoom.us/j/4516976442>.

Consultations with Allison

I invite you to book a consultation with me this semester if you have any instructional design support needs. I visited your divisions at the beginning of the month and outlined example consultation topics. Here are [those slides](#) in case you missed them. You can see my availability and reserve a time to meet with me on [Calendly](#). Or if you don't see a date/time that works for you, please email me with your preferred options. I look forward to working with you!

Spring 2024 Instructional **Technology** Support

If you have any instructional technology issues or questions, please reach out to Erica Reynolds, reynoldse@smccd.edu.

Erica's Office Hours

Erica will be holding office hours on Tuesdays from 11:00am-12:00pm on Zoom at <https://smccd.zoom.us/j/85346030329>. Office Hours will not be held on 3/5.

Upcoming Training

Cañada Instructional Design Workshop – How to Use Pronto & Other Ways to Engage Students **Thursday, February 29th at 2:30-3:30pm on Zoom**

Let's get together and explore tools for engaging students across modalities. We'll see a demo of how to use Pronto, explore engagement strategies that work best in each modality, and go over a few best practices for engaging students with different activities. If you'd like to attend, [please register for the Zoom link](#).

@One Spring 2024 Webinars – Free!

@One is offering a series of webinars this semester on topics including OER/ZTC strategies, accessibility, equitable teaching practices, and more. You can see the scheduled webinars and register on the [@One website](#).

2024 QOTL 1 & 2 Cohorts

Below are our QOTL 1 and 2 cohorts for the spring and summer semesters. If you're interested in completing QOTL this year, please email Nada Nekrep, our Online Instruction Coordinator at nekrepn@smccd.edu. Add form to fill out?

- [QOTL 1](#)
 - Spring 2024: April 1 – May 3
 - Summer 2024: June 3 – July 15
- [QOTL 2](#)
 - Spring 2024
 - **Cohort 1: February 24 – March 24**
 - Cohort 2: April 1 – May 5
 - Summer 2024
 - Cohort 1: June 3 – July 7
 - Cohort 2: June 24 – July 29

SMCCCD Instructional Design Microcourses

Our SMCCCD Instructional Designers have built a series of microcourses that can be completed in about two hours. Upon completion of each course and submission of the course deliverable you will receive a badge of completion. To complete a microcourse:

1. Self-enroll in the course(s) you're interested in. You can enroll in one or more microcourses.
 - Instructor Feedback: <https://smccd.instructure.com/enroll/TJJCRT>
 - Student-Centered Syllabi: <https://smccd.instructure.com/enroll/EKP4PR>
 - Ungrading: Part 1: <https://smccd.instructure.com/enroll/XWWRWD>
2. Complete the course deliverable to obtain your badge.
3. Fill out the short [microcourse feedback survey](#).