

Spring 2021

eCampus Weekly Update

Invite  Ignite  Inspire

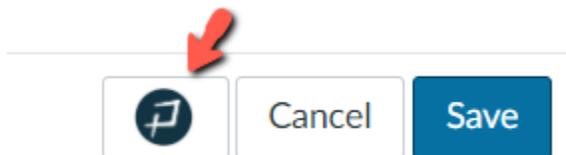
This Week on the Ohlone eCampus

Week of February 1, 2021

Focus Topic: What's NEW in the Online Campus?

Since you have been away over break, there have been several changes in our Online Campus. We will be offering more extensive workshops over the next few weeks, but here are the Cliff Notes to bring you up to speed.

- **VoiceThread** – VT has added a new feature called New Assignments. It offers a more streamlined interface, more control for instructors, editable assignments, a “student gallery”, student feedback feature, and more. Unfortunately, our experience with it has NOT been great. We encourage you to stick with the tried and true “old” version. VT is addressing the glitches we have experienced, and we’ll let you know when they have addressed them. Stay tuned.
- **PopeTech** - You may have noticed a new icon at the bottom of the Canvas page when you are in Editing mode. PopeTech is a new accessibility checker that allows you to scan for accessibility and make necessary changes before you hit the Save button. Look for Inspirations Workshop on how to use PopeTech coming **Wednesday 2/10 at 12:30 pm and Thursday, 2/11 at 1:30 pm**.



- **Student View** – Have you noticed that the option to select Student View has been removed from the right Home Page menu? That is because the icon (looks like a pair of spectacles) appears in the top, right corner of pages and assignments. Super easy, and a great way to see what the students are seeing when they look at your course.
- **Exploring MS Teams** – There were some great trainings during Learning College Week (LCW) to help familiarize you with how you might use MS Teams in your courses. From providing students a way to collaborate using video meetings, to hosting a shared document repository and collaborative documents to easily facilitate group work, **Teams** has much to offer. If you missed the trainings during LCW, we’ll post the videos soon in the [LCW Canvas shell](#). The course shell is public and available to anyone with an Ohlone.edu email address. There are some wonderful resources there so feel free to check it out. We’

Tech Tips – En Garde for Zoom Bombers

It's a new semester so please be on guard for uninvited "guests" attempting to "Zoom Bomb" your online classroom. Enable the waiting room and admit only registered students. Avoid sending your meeting link through email or posting it publicly. Registered students should enter through the Canvas "front door" (i.e. ConferZoom). For more information, consult [Zoom Tips for Securing Your Synchronous Class Meetings](#).

eCampus Inspirations – Continue to Learn with Us

Inspirations will resume February 10 starting with PopeTech. Stay tuned for dates and times.

Equity Corner – E3. Universal Design for Learning (UDL)

E3 of the Rubric is focused on Universal Design for Learning (UDL). UDL is grounded in research that optimizes teaching, and further employs the use of UDL guidelines to enhance learning. The guidelines focus on providing multiple means of engagement, representation, and action and expression for learners – the why, what, and how of learning.

- **Engagement** (the **why** of learning): What makes your students motivated to learn? Ways in which you could spark excitement for learning: individual choice and autonomy, optimizing relevance and value, explicitly stating goals and objectives, fostering collaboration and community, including mastery-oriented and meaningful feedback, and building in opportunities for self-assessment and reflection.
- **Representation** (the **what** of learning): How do your students comprehend course material? Ways in which you could support flexible learning styles: offering alternative ways to engage with material (visually, auditory, and/or textual), clarifying vocabulary and symbols, activating background knowledge, highlighting big ideas and relationships, and maximizing the transfer of knowledge or generalization to other subjects or life.
- **Action and Expression** (the **how** of learning): How do your students express what they know? Ways in which you could support action and expression of understanding: allowing assistive technologies, using multiple means of communicating and demonstrating understanding, scaffolding learning as students practice and develop independence, and providing information and resources (templates, graphic organizers, checklist, guides, etc.).

Source: CAST (2018). Universal Design for Learning Guidelines version 2.2. Retrieved from <http://udlguidelines.cast.org>.

Now let's look at your classroom. Is your class in alignment with this section? Are you able to identify engagement, representation, action, and expression in your class? If so, great! What could you do to move your class to exemplary? If it's not in alignment, what can be done to include elements of the UDL guidelines?

Here are some ideas to align with E3: allow learners to participate in the design of the classroom; create learning groups; provide descriptions for all images/graphics/videos; allow text-to-speech; include instructions that activate prior knowledge; make explicit cross-curriculum connections; use a variety of media (text, videos, drawings, etc.); create weekly reflections that guides self-reflection and connections.

For more information about UDL, visit CASTs [website](#) where there is a plethora of information, including current and past projects, research, and UDL guidelines.

Criteria	Incomplete	Aligned	Additional Exemplary Elements
E3. Universal Design for Learning (UDL)	Course content and activities are not yet aligned with UDL principles.	Course content and activities are aligned with core principles of UDL – i.e., multiple means of Representation, action & expression, and/or engagement.	Students identify UDL principles that support their learning and/or are invited to make suggestions about how to improve course activities with UDL.

Attribution: Peralta Community College District. (2020). Peralta Online Equity Rubric, version 3.0 [Creative Commons license: BY-SA]. Retrieved from <https://web.peralta.edu/de/equity-initiative/equity/>

General Office Hours – Week of February 1, 2021

We invite you to join us this week using [this meeting link](#) (same all week).

Day	Date	Time	Facilitator
Sunday	January 31	4:00 – 5:30 pm	Mary
Monday	February 1	9:00 – 11:00 am	Robin
Thursday	February 4	3:00 – 5:00 pm	Robin

If you are unable to join us during the listed times, [submit](#) an IT ticket and be sure to include the following information: a few days/times you are available, and specific tasks/questions you would like assistance with. Based on this information, we'll assign someone from the eCampus team to work with you.

Mindful Minute – Tune in To Nature

I am fortunate to have an upstairs office that overlooks my neighbor's towering redwoods and the foothills of Pleasanton. The large maple tree just outside my window is a favorite gathering place for house finches, chickadees, and the occasional dark-eyed junco. It is amazing how a 60 second gaze into nature lowers blood pressure and inspires gratitude and awe. It takes us away from the stresses of everyday life and plops us right in the moment – exactly where we need to be. No training necessary. Simply sit and notice...the sounds of nature, the clouds moving past, the shadows that dance on the sidewalk, and the chirps and songs of your feathered friends. Consider taking a moment each day to simply sit and breathe with no expectation or judgment. Just be in that moment and feel the stress melt away!

Notes from Mary

We've posted the last of the Peralta equity criteria. Now that we're informed, we need to recognize our biases, consider our attachment to equality (which does not promote equity), and how we can remove barriers to our students' success.

Mary