

FALL 2022
GET SET RESET
CONFERENCE

Held Virtually Wednesday, August 17th

9:00am

- **Designing the Path: Using Your Course Map and Canvas to Support Student Success | Mary Willms Wohlwend**
Zoom Link: <https://unm.zoom.us/j/92160411059>
Passcode: 997194
- **Student Wellbeing Matters: Students' Wellbeing Needs and How Instructors Can Connect Them to Support Services | Aine McCarthy**
Zoom Link: <https://unm.zoom.us/j/94463455726>
Passcode: 008335
- **Creating a Welcoming First Week: Presence and Transparency for Community-Building | Jennifer Pollard**
Zoom Link: <https://unm.zoom.us/j/91843670991>
Passcode: 976483

10:00am

- **Pedagogies of CARE | Beth Giebus Chavez and Natalie Kubasek**
Zoom Link: <https://unm.zoom.us/j/93142899726>
Passcode: 539484
- **The Student Experience Project (SEP) at UNM: Essential Lessons and Readily Implementable Practices | Deborah Luffey, Lisa Marchiondo, Pamela Cheek**
Zoom Link: <https://unm.zoom.us/j/95469143452>
Passcode: 457572
- **Dive into Open Educational Resources | Jennifer Schaller**
Zoom Link: <https://unm.zoom.us/j/96082436719>
Passcode: 946104

11:00am

- **Improving Graduate Writing Assessment: Results from CTL Research | Jairo Marshall and Jet Saengngoen**
Zoom Link: <https://unm.zoom.us/j/96212186645>
Passcode: 024469
- **Planning for Joyful Teaching: A Session for Domestic Graduate Instructors | Léa Briere**
Zoom Link: <https://unm.zoom.us/j/96892374970>
Passcode: 061533
- **Dealing With the Unexpected Situations in The Classroom: A Session for International Graduate Instructors | Adelbaset Haridy**
Zoom Link: <https://unm.zoom.us/j/94831750891>
Passcode: 093254

1:00pm - 3:00pm

- **Open Labs | Digital Learning @ Center for Teaching & Learning Staff**
Website Link: <http://ctl.unm.edu/instructors/support/open-labs/index.html>



CENTER FOR
TEACHING & LEARNING

Session Descriptions

9:00am

Designing the Path: Using Your Course Map and Canvas to Support Student Success

Mary Willms Wohlwend

Session Description: This session will help you leverage strong course alignment and organization to create clear paths and goals for your students' success in any modality. This session will give you concrete strategies to help with initial course planning and development as well as setting you up for success with continuous improvement. We will also discuss strategies for using your course map in tandem with Universal Design for Learning (UDL) principles, and how investing time in course mapping allows for a smooth building process when coupled with the UNM CTL Online Course Template in Canvas Commons.

Mary Willms Wohlwend's Bio: Mary Willms Wohlwend is an Instructional Media Project Manager with CTL and first began working as an instructional designer at UNM in 2015. Her background is in teaching English as a Second Language at the university level and she received her MA in TESL from the University of Minnesota in 2011. She has taught at the University of Minnesota, the University of Iowa and the University of New Mexico, as well as teaching abroad for a year in Guadalajara, Jalisco, Mexico.

Mary enjoys being a resource and guide for instructors as they develop their online teaching practice. She is specifically interested in Universal Design for Learning (UDL), critical digital pedagogy, and helping instructors to develop a reflective practice.



Session Descriptions

9:00am

Student Wellbeing Matters: Students' Wellbeing Needs and How Instructors Can Connect Them to Support Services

Áine McCarthy

Session Description: The focus of this session is to equip instructors with a basic understanding of common issues related to students' wellbeing, with an emphasis on the range of on-campus services and resources to which students can be referred for different types of wellness needs and concerns. Among the topics will be practical tips on how to approach conversations with students in order to ease the path to appropriate referral.

Áine McCarthy Bio: Áine McCarthy is thrilled to be joining the WRC as the Interim Director. She worked at Upaya Institute and Zen Center in Santa Fe where she studied Buddhist chaplaincy with a focus on working with women in prison. Áine is a yoga teacher and holds a B.A. from Wesleyan University; she also studied at the Center for Contemplation and Action in Albuquerque. She started Chrysalis, a nonprofit dedicated to offering creative and contemplative programming for women and femmes cultivating post-traumatic growth after abuse.



Session Descriptions

9:00am

Creating a Welcoming First Week: Presence and Transparency for Community-Building

Jennifer Pollard

Session Description: This session focuses on ways in which instructors can create/shape a welcoming and engaging experience for students during the first week of class. Participants will consider:

- The impact of instructor presence on students' learning experience: Practical ways to effectively welcome, engage and motivate students.
- The impact of instructor transparency on students' learning experiences and outcomes, along with practical tips for building a transparency toolkit.

Jennifer Pollard's Bio: Jennifer Pollard, PhD, is an Assistant Director of Teaching Support at the Center for Teaching and Learning. She is deeply interested in factors that foster the development of faculty members' teacher identities and students' academic and professional identities. A new arrival at the center, Jennifer's work involves supporting both instructors of record and teaching assistants in their teaching endeavors through crafting and providing workshops on pedagogically relevant topics, and individual consultations that address the instructors' unique needs. She is excited to work collaboratively with her center colleagues to support the teaching and learning endeavors of faculty, staff, and students.

Session Descriptions

10:00am

Pedagogies of Care

Beth Giebus-Chavez and Natalie Kubasek

Session Description: When students report the experience of belonging within a learning environment, their academic performance, self-confidence, and motivation are positively impacted (Duran et al., 2020; Moeller et al., 2020; Jorgenson et al., 2018). Yet the reverse holds true as well: Student perceptions of non-belonging contribute to educational gaps and reduced retention rates among underrepresented populations. How can instructors foster students' sense of belonging within their courses, particularly in online learning environments where contextual cues can be difficult to read? In this webinar, we explore the research on creating inclusive, equitable, and welcoming learning environments, drawing upon the CARE framework (community, agency, representation, and equal access) as outlined by the Online Learning Consortium.

Specifically, attendees will:

- Reflect on features that make learning environments inclusive, equitable, and welcoming.
- Identify teaching strategies for creating inclusive, equitable, and welcoming learning environments.
- Discuss ways of designing learning activities based on the CARE framework for both online and face-to-face learning environments.

Beth Giebus Chavez's Bio: Beth Giebus Chavez is an instructional designer in the University of New Mexico's Center for Teaching and Learning. She is also a Ph.D. candidate in Educational Thought and Sociocultural Studies at UNM. Her research interests include feminist digital pedagogies and affirmative ethics in instructional design.

Natalie Kubasek's Bio: Natalie Kubasek, Ph.D. is an instructional designer in the University of New Mexico's Center for Teaching and Learning. She earned a PhD in English from UNM with a focus on American Literary Studies. Her research interests include 20th Century American literature, Chicana cultural production, and social justice pedagogies. instructional design.

Session Descriptions

10:00am

The Student Experience Project (SEP) at UNM: Essential Lessons and Readily Implementable Practices

Deborah Luffey, Lisa Marchiondo, and Pamela Cheek

Session Description: In this session, participants will learn about the principles, practices, and impact of UNM's Student Experience Project (SEP). The presenters will share key lessons learned across disciplines and some readily implementable takeaways, while providing participants with resources to learn more about:

- Developing and Communicating Effective Social Belonging Messages
- Developing and Communicating Effective Growth Mindset Messages
- Creating Student-Centered Course Policies
- Establishing Expectations: A Growth Mindset Approach
- Creating a Belonging Story
- Encouraging Connections in the Classroom
- Ensuring Classroom Identity Safety

Deborah Luffey's Bio: Deborah Luffey is a lecturer at UNM in the Nutrition and Dietetics Program in the Department of Individual, Family and Community Education, College of Education and Human Sciences. Her courses include Human Nutrition, Nutrition in the Lifecycle, Medical Nutrition and Management in Dietetics. Moreover, she possesses a wealth of teaching experience at the community college level. She is also a current fellow with the Student Experience Project.

Lisa Marchiondo's Bio: Dr. Lisa Marchiondo is an associate professor of Organizational Behavior at UNM's Anderson School of Management. She earned her B.A. in Marketing and Psychology from Washington University in St. Louis and her Ph.D. in Psychology with an organizational emphasis from the University of Michigan. Her research centers on mistreatment and diversity in organizations, as well as on leadership. She has consulted for various organizations and interned at Google (People Analytics) and the Survey Research Center at the University of Michigan. Dr. Marchiondo was a faculty participant in the Student Experience Project during the academic year 2020-21.

Pamela Cheek's Bio: Pamela Cheek is Associate Provost for Student Success and Professor of French who has taught courses ranging from beginning French and Freshmen English to graduate literary theory. She received her A.B. in Literature from Harvard and Radcliffe Colleges and her Ph.D. in Comparative Literature from Stanford University. Her research focuses on the ways that early modern Western European representations of sexuality and gender have contributed to cultural globalization. She is actively engaged in leading programs and managing grants to reduce equity gaps and improve student outcomes at UNM and has worked with 130 faculty and staff to test and share the Student Experience Project at UNM.

Session Descriptions

10:00am

Dive into Open Educational Resources

Jennifer Schaller

Session Description: This session will provide basic tips for exploring Open Educational Resources. Participants will learn to recognize the different types of Creative Commons licenses, research OER repositories, and learn about key criteria for evaluating open texts. By the end of this session, participants will be able to apply essential tools for OER discovery and adoption in their disciplines.

Jennifer Schaller's Bio: Jennifer Schaller is the Open Educational Resources (OER) Librarian in the department of Digital Initiatives and Scholarly Communication (DISC) in the College of University Libraries and Learning Sciences (CULLS). She has experience creating and adopting OER at Central New Mexico Community College where she co-created the English department's open source textbooks, currently used in multiple English courses. Jennifer is also a Creative Writer whose work has been published in places like *Creative Nonfiction* and *This American Life*.



Session Descriptions

11:00am

Improving Graduate Writing Assessment: Results from CTL Research

Jairo Marshall and Jet Saengngoen

Session Description: Join Jairo Marshall from Graduate Support and Jet Saengngoen from Digital Learning to hear some results from our Graduate Writing Preparedness research. Graduate students, as we know, are expected to develop a broad suite of writing expertise, but they frequently experience uncertainty and obstacles related to their academic writing. In this session we will focus on several areas of instructional improvement for graduate writing assessment and development, including: utilizing peer review, increasing writing genre variety, setting clear criteria, and sharing your writing process.

Jairo Marshall's Bio: Jairo Marshall, Ph.D. is the supervisor for Graduate Support at the Center for Teaching and Learning here at UNM. He received both his Master's and Ph.D. in History from UNM, with a focus on rural families and children, and he wrote his dissertation on child labor in New Mexico and Texas around the turn of the 20th century. Alongside his academic interests, he has professional experience with the practices and pedagogies of higher education, especially within graduate and professional programs. As a supervisor at CTL he provides direct appointments for students, manages programming, and engages in advocacy and collaboration across UNM.

Jet Saengngoen's Bio: Jet Saengngoen is an instructional designer with Digital Learning @ Center for Teaching and Learning at UNM. He is also a doctoral candidate in Educational Linguistics. He previously has worked in ESL and EFL teaching fields in Thailand, Taiwan, and the United States. He has held several UNM graduate and teaching assistantships at the Writing Support Project, the Methodology Group, the Graduate Resource Center. His research interests include written feedback, sociocultural theory, and the writing center pedagogy. His dissertation topic is multilingual master's students' perceptions and reactions to teacher written feedback.

Session Descriptions

11:00am

Planning for Joyful Teaching

Léa Briere

Session Description: In this session participants will gain knowledge and skills in the following areas:

- How to limit stress while preparing for their courses.
- How to present themselves to their students.
- How to create meaningful connections between themselves and their students.
- How they can shape their classes to create an enjoyable and meaningful teaching-learning experience for themselves and their students.

The presenter will share readily actionable techniques that participants can use to prepare for and facilitate their classes so that they make their classes stress-free for both instructor and student. In this session, participants will also have time to discuss and reflect on how they can implement these techniques in their classrooms.

Léa Briere's Bio: Léa Briere is a French Graduate Student, studying a Master in Comparative Literature and Cultural Studies at UNM. She is currently teaching French at the University and will be presenting a course on "Graduate Teaching" in Fall. Having experienced teaching children and adults in both France and America, Léa appreciates learning more about pedagogy and exploring ways to make learning (and teaching) more enjoyable.

Session Descriptions

11:00am

Dealing With the Unexpected Situations in The Classroom

Adelbaset Haridy

Session Description: You are assigning readings, but some students do not complete the assigned work? You are asking questions, but no one wants to participate? You are giving tests/exams, but students are not performing well? Do you have other concerns? Join us as we discuss ways to address such situations and the best approaches to prevent them from happening.

Adelbaset Haridy's Bio: Baset Haridy is an instructor at CTL. He has more than 13 years of experience in teacher training programs. He has trained faculty, staff, and graduate students on various topics related to teaching and learning, including, but not limited to teaching methods, testing and assessment, using technology in the classroom, etc. He also has a number of publications in these areas.

