

Culture, Critique and Context (C3): A Tool Kit for Building Remote Communities of Learning through Intentional Inclusive Practice



June 26 - July 31, 2020

ACS Working Group

Pandemic Pedagogies

Summer 2020

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With Special Thanks and Acknowledgement to
Mrs. Angela White, Program Manager
Morehouse College Faculty Development, Teaching and Advising Center



Culture, Critique and Context | ACS Working Group Summary

- [ACS WG Culture Critique and Context Praxis](#)
- [Culture Critique and Context Remote Pandemic Tools](#)

OUR ACS WORKING GROUP GOAL

- This Working Group will collectively develop ada/optable themed learning activities and/or content module templates for use by faculty for remote teaching
- [ACS WG _Culture Critique and Context Worksheet](#)

Workshop's learning objectives, activities, and artifact(s), or Working Group's goals for the conversations and resulting resource(s) to share

- Assist faculty in the redesign of F2F instructional activities for online engagement that build community remotely utilizing culturally-relevant pedagogy.
- Encourage faculty adoption and use of culturally relevant course content and instructional strategies to engage remote student learning.
- Guide faculty in assessing the "fit" and effectiveness of instructor choice of instructional practices on learner engagement and demonstration of learning.
- Provide faculty with student engagement options to foster learning and community building remotely through the use of interactive learning activities.

Pedagogical Tools and Practices

- Alternatives to traditional assessment: Grading by specifications
- Lessons learned from teaching African American men with Blackboard LMS
- Storytelling Tech Tools: Perusall / Explain Everything / iPad, iPhone, Android Phone Apps / FlipGrid / Twitter / FaceBook / Netflix / YouTube / Prime /GroupMe / Google Apps
- OER | Open Educational Resources and/or with permission of the author
- Engaging the Digital Humanities
- Course Design
- Interaction and Collaboration
- Culturally Relevant Pedagogy using Oral History Interviewing / Digital Archives Research
- OER and digital learning tools Integrating technology tool, OER resources and apps
- This module on working with the Blackboard LMS would address strengths and weaknesses of working with Blackboard, especially its Content sharing, Discussion Board, testing, and course evaluation features.
- Remote Experiential Learning, Discussion Boards, Virtual Vignettes on Black Leadership
- Inclusive Pedagogy ...developing a useful tool such as a collaborative writing project for students or a group presentation
- Use of historical fiction in the classroom to supplement textbook learning



Dr. Corrie Claiborne



Description: Perusall.com is a social reading and annotation program that helps students engage assigned readings and discussion. It claims to increase students' completion of reading for class sessions from 30% to 90%. It helps with better management of asynchronous classes.

Purpose: To increase student engagement with text, to make management of discussion simpler (as students are given automatic engagement scores), to increase note-taking and to provide a method for professors to document students "time-on-task."

Recommended Use: For reading assignments where you want students to gain specific knowledge and document they have completed the reading. It is great for all disciplines, but it was developed by a Physics professor at Harvard. It can take the place of repetitive quizzes.

Examples:

- Using Perusall to Facilitate Online Learner - <https://vimeo.com/443361637>
- Assignment Instructions:



Song of Myself (1892 version) by Walt Whitman | Poetry Foundation

"Song of Myself:" An Annotated Reading

Due Wed Apr 22, 2020 12:00 pm EDT

You should read Whitman's poem and think about identity. More specifically, you should think about his shifting subject positions—not only in terms of where they occur but because of the things that they say about identity of Americans more specifically.

 Open	 Edit	 Extend deadline for a student	 Delete
 Analytics	 Confusion report	 All comments	



Step-by-Step Procedure:

- 1) Create a Perusall Account.
- 2) Create Class (remember that your assignments will only be automatically scored if you have 15 or more students- unless linked to LMS).
- 3) Choose whether to link your class to your college's LMS or not.
- 4) Choose whether to manually upload materials or purchase or search Perusall.com.
- 5) Create an assignment and due date.
- 6) Link materials linked with that assignment.
- 7) Create a hashtag for key concepts. Highlight a section and include a question or two as a way to start discussion.
- 8) Once students have been on and begin to highlight sections and provide comments. You can go back and read and respond to comments.
- 9) You can then see the time each student has spent reading. If there are any concepts many learners have questions about, you are able to determine that.

Pros: It is easy. You can easily download your own articles, essays, videos, and books to be annotated. You can also use the OER resources already in Perusall or purchase textbooks directly through the site which can be uploaded on your page. It has automatic scoring. It will show you how long students were engaged with the assignment. It allows the student to set up their own independent study session. They are able to also keep their own notes.

Cons: Automatic scoring is not included unless you have 15 or more students in the class. In order to have the full features of the program you need to link to your college's LMS.

Technology: Requires students to have internet access; may be completed or created on a laptop, tablet, or phone.

References: Miller, K., Lukoff, B., King, G., & Mazur, E. (2018). Use of a Social Annotation Platform for Pre-Class Reading Assignments in a Flipped Introductory Physics Class. *Frontiers in Education*, 2018(3). McFarlin, T. J. (2020). Using Open-Source, Collaborative Online Reading to Teach Property, forthcoming in the *St. Louis University Law Journal*, Vol. 64. Clarke, A. (2019). Perusall: Social learning platform for reading and annotating (perusall LLC, perusall.com). *Journal of Political Science Education*, DOI: 10.1080/15512169.2019.1649151.



Dr. Sulayman Clark

Dr. Kipton Jensen

Description: To enhance the efficacy of historical fiction and its power to bring history to life by using two selected chapters of [The Rains](#) as an open educational resource.

Purpose: To deepen students' understanding of key events and provide rich contextualization that places historical personages in credible settings and circumstances. Moreover, the granted use of these chapters by the author will be used to assist students' "walk in the shoes" of these historical figures and comprehend the phenomenological realities of real life characters who lived during this period. Finally, and perhaps most importantly, students will be able to identify and analyze the personal and contemporary relevance of the historical novel.

Recommended Use: The students will read the two selected chapters during the first week of classes. Thereafter, they will be assigned to learning pods of 4-5 students as they approach assignments that require them to use pandemic pedagogies to understand and personalize the vital "lessons learned."

Example: With these objectives in mind, the two selected chapters of the novel Chapter 34, entitled, "[What Are You About?](#)" and Chapter 39 entitled "[We Will Raise No Victims Here!](#)" Accordingly, the Morehouse College ACS working group has identified specific pedagogies and learning strategies that can be particularly useful during this time of the pandemic.

Step-by-Step Procedure: Learning pods of 4-5 students will each select from one of four distinct manifestations of African American resistance during the period of 1837-1877: (1) the pursuit of basic literacy and higher education; (2) slave revolts and rebellions; (3) the maintenance of the underground railroad; and (4) the advocacy of abolition (prior to 1863).

Pros: This approach is optimally interactive and predicated on students learning to work in remote locations and confront different points of view via reasoned and refereed debate.

Cons: This set of learning activities presupposes a basic knowledge of African American history and culture at either the high school or freshman level.

Caveat: Refer to the attached slide deck as an example of use for the OER course module.

Technology: Group assignments and discussions will require collaborative learning and problem solving using the Discussion Board in your LMS, Zoom breakout rooms and StoryMap. The assigned learning pods will develop a multimedia presentation. Additionally, faculty will record lectures on relevant topics and also post selected video clips in the LMS.



Dr. Monique Earl-Lewis

Description: Reflective Writing & Discussion - Social Justice, Diversity, Equity and Inclusion

Purpose: Engage students in written reflective self-critique, discussion boards and/or small/large group discussion.

Recommended Use: Appropriate for any and all disciplines before/during/after learning activities that examine social influences on human behavior within a historical context. This activity can also be used to stimulate discussion on issues related to social justice, diversity, equity and inclusion. Can be integrated with any content module.

Example: [Project Implicit](#) is a non-profit organization and international collaboration between researchers who are interested in implicit social cognition - thoughts and feelings outside of conscious awareness and control. The goal of the organization is to educate the public about hidden biases and to provide a "virtual laboratory" for collecting data on the Internet. In our current remote environment fraught with incivility and increasing social activism, this activity provides students and faculty with an opportunity to engage in real talk in real time.

Step-by-Step Procedure:

1. Course Instructor must [Take Implicit Association Test](#)
2. Post the link: [Take Implicit Association Test](#) in the appropriate content module of your course in your Learning Management System, and/or email it directly to your students.
3. After completing the questionnaire, students are asked to submit a written reflection of their response to their individual IAT summary report.
4. Depending on class size and SLOs, students can be assigned to small groups to discuss their insights, share reflections, submit a small group reflection and/or engage in a full class discussion and reflection.
5. Optional: Application of learning can be extended to individual/group projects, discipline research and/or service learning.

Pros: Free and accessible online. Immediate scoring. Provides individuals with a confidential summary report. Stimulates dynamic discussion. Allows instructors to apply discipline content to real world events and model engagement in difficult dialogues.

Cons: Students may have a negative emotional response if confronted with unexpected feedback regarding their own unconscious bias as a result of responding to the questions posed on the IAT. Activity is less effective if the instructor does not take the IAT.

Caveats: Requires cultural competency and experience facilitating difficult dialogues. Please consult your Teaching and Learning Center and/or Counseling Center for assistance.

Technology: Students must have internet access, laptop, tablet, or phone to complete.

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DESCRIPTION: Understanding Intersectionality: Engaging Diversity, Equity and Inclusive Praxis

PURPOSE: To provide faculty with increased understanding of intersectionality and encourage greater partnerships with Teaching and Learning Center professionals and College/University Counseling Centers to increase faculty .

INSTRUCTIONAL GOAL: To create inclusive learning spaces through intentional instructional practices.

RECOMMENDED USE: For faculty, seeking to gain understanding about how to think about engaging social justice pedagogy and incorporating culturally relevant instructional learning activities and inclusive examples.

EXAMPLE: To learn more and understand the privilege and oppression [download here](#).

PROS: Expands faculty understanding of the ways social justice pedagogy and practice can be incorporated into multidisciplinary course content. Increases cultural competence in inclusive educational practices.

CONS: None



Dr. Toni Jaudon



Description: First-Day Questionnaire for Online/Hybrid Teaching

Purpose: To get to know your students; to signal your investment in them and in their well-being; to identify and begin to address any potential barriers to learning during the semester; to identify "high-opportunity" students who will benefit most from intensive follow-up/support, especially under remote conditions.

Recommended Use: Before classes start or during the first week of classes.

Example: Michelle Pacansky-Brock (CSU Channel Islands) designed an excellent [open-source questionnaire](#) that gives her information on her students' backgrounds and perceptions of her courses. These questions allow her to identify the students in her classes who will benefit most from intensive support (such as regular, personalized check-ins) over the semester. Faculty are free to adopt and/or revise Pacansky-Brock's questionnaire into one of their own. In a hybrid/online setting, faculty might also inquire about students' access to laptops, smartphones, and stable wifi, along with any challenges they foresee with their access over the semester.

Step-by-Step Procedure:

- 1) Determine where you will host the questionnaire. Schools using the Microsoft suite of tools can use Forms; Google Forms also allows easy, free creation of a questionnaire that will sync to a Google Sheet in Google Drive.
- 2) Draft the questionnaire, including any additional questions you might wish to include.
- 3) Post the link to your questionnaire in your course's Learning Management System, and/or circulate it to your students by email or other means.

Pros: easy; provides helpful information about students and their needs.

Cons: students may need to be encouraged to fill out the form and can require learning a new tool, if one hasn't used Forms in Microsoft or Google before. (Both tools are quite easy to learn, though).

Technology: requires students to have internet access; may be completed or created on a laptop, tablet, or phone.

1. Determine where you will host the questionnaire. Schools using the Microsoft suite of tools can use Forms; Google Forms also allows easy, free creation of a questionnaire that will sync to a Google Sheet in Google Drive.
2. Draft the questionnaire, including any additional questions you might wish to include.

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DESCRIPTION: Jenae Cohn's Digital Reading Strategies Infographic, a collection of strategies for students to use as they read course material

PURPOSE: To inform faculty and students about the possible options for reading strategies, especially in an online environment.

INSTRUCTIONAL GOAL: To make students better readers of course texts, by improving their ability to recall and make use of course readings.

RECOMMENDED USE: For faculty, in the planning stages of course preparation. Cohn's infographic encourages us to think proactively about the kinds of reading we want our students to do in and outside of class. Do we want students to retain the content of course readings, for instance? Are we interested in seeing them challenge the propositions asserted there? Or do we want to see them make use of those readings, by applying them to a new context or synthesizing them into a greater whole? Cohn's infographic offers a variety of options that can be adapted to achieve these results.

EXAMPLE: Cohn's infographic can be downloaded [here](#).

PROS: Expands faculty understanding of the ways we might teach students to approach course texts.

CONS: None

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DESCRIPTION: Specifications Grading and Other "Ungrading" Strategies

PURPOSE: Specifications grading and other ungrading models are designed to focus students' attention on course learning goals instead of letter grades.

INSTRUCTIONAL GOAL: Goal: To foster students' intrinsic motivation for learning; to focus attention on learning goals rather than numerical outcomes; to emphasize development over time instead of high-stakes checkpoints.

RECOMMENDED USE: Specifications grading and other ungrading models have been used in classes across the disciplines and at multiple levels. They can be customized to suit a range of disciplines and course assessments (exams, essays, projects).

EXAMPLE: Under a specifications grading model:

- Students earn their final course grade by completing assignments (or groups of assignments) "to specifications," meaning they've met the learning goals for that portion of the course;
- Higher course grades require completion of more demanding tasks, while lower ones are awarded for completing fewer assignments or failing to meet one or more of the course's learning goals;
- Exams can be incorporated into specifications grading by requiring students to "pass" at a stated level (e.g., the student meets specifications for an exam by getting >80% of the questions correct);
- Essays and other projects can be marked "to specifications" by assessing whether or not the student has met all of the assignment's learning goals. Instead of assigning a letter or number grade, the instructor records whether or not the student's work meets specifications for the assignment and provides formative feedback;
- Students who don't meet specifications on the first try can be given the option to try again, by revising and resubmitting written work or completing post-test activities designed to improve understanding ("correcting and reflecting," exam wrappers, rewriting exam questions, etc.)

My students reported that specifications grading helped them focus their attention on their learning instead of their grades, which made the class less stressful without making it any less rigorous. (As one of them put it, "Instead of just aiming for an A, I was able to focus on clear objectives and writing well").

PROS: Simplifies assessment processes (the only assessment question is "did this work meet specifications or not"). Can minimize student fear about grades, while maintaining high standards for student work.

CONS: Requires setup before classes begin (although it is also possible to trial a "grade-free" or "feedback only" assignment within a traditionally graded course). Students who find high grades reinforcing may need coaching to shift to a more learning-oriented mindset.

CAVEATS: Be sure to explain the specifications grading model thoroughly to your students before implementing it, and allow time for questions at multiple points in the semester.



Dr. Samuel Livingston



Tool Description: StoryMaps (ArcGIS and KnightLab-JS) facilitate student research using transdisciplinary and integrative methods to more effectively share chronological and geographical narratives from within the Global African Diaspora.

Purpose: The purpose of the StoryMap activity is to engage students in the processes of selecting research topics and thinking critically about the African cultural heritage, social justice leadership, and social change processes.

Recommended Use: Appropriate for any discipline engaged in learning activities that examine social influences on human behavior within a historical context. This activity can also be used to stimulate discussion on issues related to social justice, diversity, equity and inclusion. StoryMap JS can be integrated with any content module as a formative assessment, while the ArcGIS StoryMap may work best as a summative research project.

Example: In AFR 300, *Africana Studies Theory*, students were tasked with identifying a social justice issue facing an African Diasporic community today and directly related to course readings and your own research. Students are to: a) examine the issue's historical origin, b) provide an interdisciplinary and multimedia exploration of how this issue affects Black lives in the African diaspora, c) discuss the transnational nature of the issue and most importantly, and d) describe Black thought leadership addressing this challenge. Click this [link](#) for an example of past research projects.

Step-by-Step Procedure:

1. Course Instructor will arrange archival and StoryMap training with the staff of the AUC Woodruff. Students will begin familiarizing themselves with [KnightLab StoryMap JS](#) and ArcGIS [StoryMap](#).
2. For both formats, adhere to KnightLab "Tips": a) Keep it short ≤ 20 slides for a reader to click through; b) Pick stories that have a strong location narrative with small geographic steps in the narrative; c) Write each event as part of a larger narrative; d) Select web-based images (letter, video, photo, document, etc.) for each slide; e) Include events that build up to major occurrences-not just major events.
3. Students present their StoryMaps to the class and relate their results to course SLOs.

- Optional: Application of learning can be extended to individual/group projects, discipline research and/or service learning.

Pros: Both StoryMaps are free and accessible online and can be used to produce OER. They both appeal to multiple learning and presentation modalities. SMs require students to think about how events occur and change across time and place; it stimulates dynamic discussion. They allow students to apply discipline-based content to real world events. StoryMap JS should be integrated with lesson content modules as a formative assessment, while ArcGIS StoryMap works best as a summative research project. StoryMap JS curates web-based content, while ArcGIS relies upon materials curated through the research process.

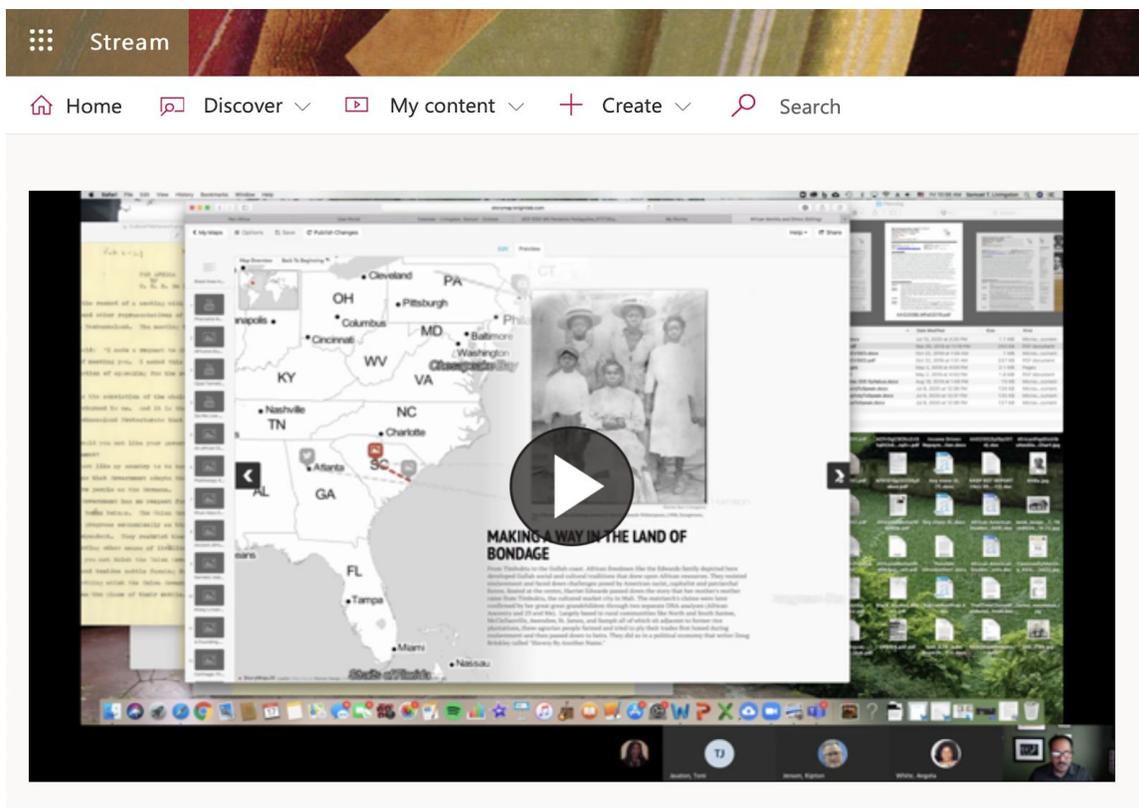
Cons: There is an appreciable, but not steep learning curve for ArcGIS StoryMaps, especially if students incorporate heat maps charting data on their research topics. Activity is less effective if the student tries to misuse the formats by cross applying formats. StoryMap JS is best used for knowledge that is in the public sphere, while ArcGIS is effective at presenting new knowledge from the research process.

Caveats: Requires research training, but facilitates students' enhanced awareness of their roles as producers and consumers of knowledge and OER

Technology: Students must have Internet access, laptop, tablet, or phone to complete.

- Copy and paste the link below to view ACS WG Pandemic Pedagogies Session 3:

[ACS WG S3_07.17.20_Livingston on Using StoryMap](#)



Example: Copy and paste the link below into your browser to take a journey with Dr. Livingston

<https://uploads.knightlab.com/storymaps/1584dfff848bcab8644836a3a7df33fa2/african-identity-and-ethics/draft.html>

Note: Our ACS Working Group Sessions were archived and shared using the Microsoft Teams app.

References: S. T. Livingston, "An Unbroken Bond: The Role of Africa in Martin Luther King, Jr.'s Liberation Thought and Praxis" *The Compass: Journal of the Association for the Study of Classical African Civilizations*, Vol. 1, No. 2 (Spring 2017), pp. 84-115; "StoryMap JS Maps that tell Stories." <https://storymap.knightlab.com>;



Dr. Clarissa Myrick-Harris

Description: "Across Generations: Creating An Intergenerational Global Virtual Learning Community" The three tools described here can facilitate students' and instructors' collaboration to create and share a virtual intergenerational learning community.

Purpose: To create a global, virtual intergenerational learning community to allow students to place historical events in context and understand those who created this history not as static artifacts, but as dynamic and relevant to students' own lives and current events more broadly.

Instructional Goal: To facilitate understanding, analysis and interpretation of historical events and compare and contrast those events to current issues and realities.

Recommended Use: Africana Studies, African American History courses, or other cultural studies courses related to exploration and understanding of social justice issues.

Example: This culturally relevant, experiential pedagogical approach is being used to virtually connect students in Africana Studies courses to veterans of the [Atlanta Student Movement](#) during the 2020 fall semester. At pivotal points in time, that local movement became a catalyst for social change that had a national impact. Students will engage in conversations--oral history interviews--with these veteran civil rights activists of the 1960s to better understand their roles and experiences in the movement and implications in their lives. These intergenerational conversations are meant to facilitate students' placing themselves within the context of history as well. Conversations will be created via Zoom or other video conferencing tools, and edited via Stories Matter. They will then be used to create mini lessons and podcasts to be shared as website content and podcasts via Transom and Spreaker.

Pros: An active learning method that results in the creation of learning tools to inform students and raise awareness of a wider audience.

Cons: There is a learning curve for using the tools. A bit more difficult to establish connections virtually with a generation less tech savvy.

Caveats: Students must be trained in oral history methodology and always secure interview release forms from those they are engaging in conversation.

Technology

[Stories Matter](#)

- An open source oral history database tool built as an alternative to transcription. It is free, open source software that allows for the archiving of digital video and audio materials, enabling oral historians to annotate, analyze, and evaluate materials in their collections.

[Transom](#)

- Channels new work and voices to public radio through the Internet; discusses the work, and encourages more. Is a performance space, open editorial session, audition stage, library and hangout. Allows users to post work and connect with other media makers.

Spreaker (Free Version)

- Enables creation of podcasts via desktop and mobile apps. It allows the creator to distribute podcasts across networks.



Dr. Adria Welcher



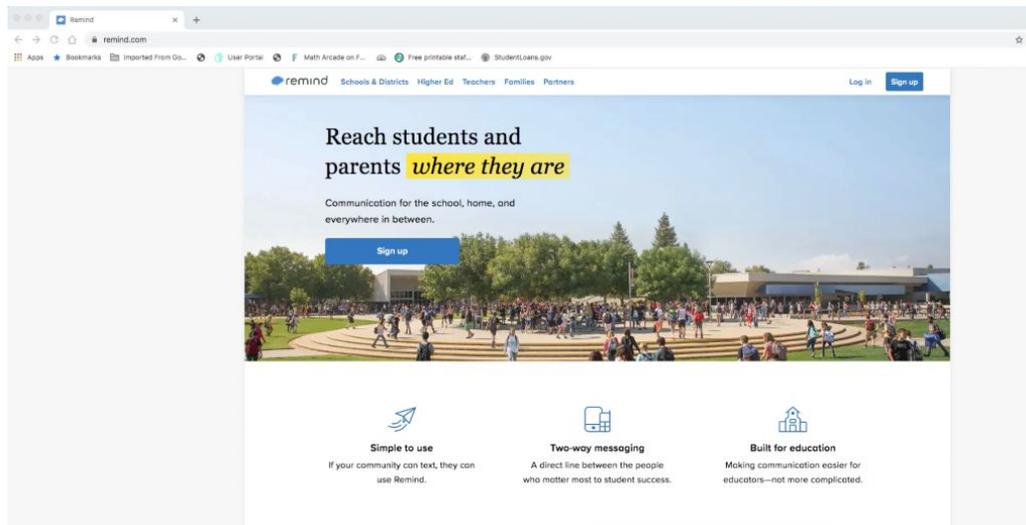
Description: Remind and Calendly Tool Kit

- Tool #1: Remind.com Messaging Tool

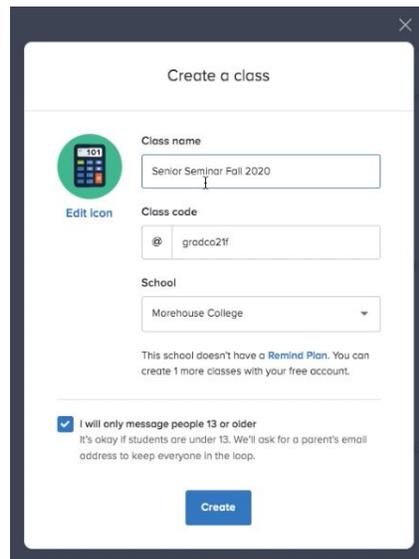
Purpose: To create an additional form of communication between you and your students; to disseminate information quickly to the entire class; to receive communication to an app or your cell phone from students.

Recommended Use: During the entire course

Example:



Live preview



Step-by-Step Procedure:

1. Visit www.remind.com. Create an account and link it to Morehouse College. Create a class and a class code. Download the app, use the website or your cellular device.
2. Share class code with students in your class. This can be done in multiple ways and can be shared in multiple places.
3. Communicate with your students. Be mindful that you can send text messages to the entire class, groups of students or individual students. When students reply, the reply is only to you.

Pros: Easy to use

Cons: Students may have difficulty registering

Technology: Any cellular device will work.



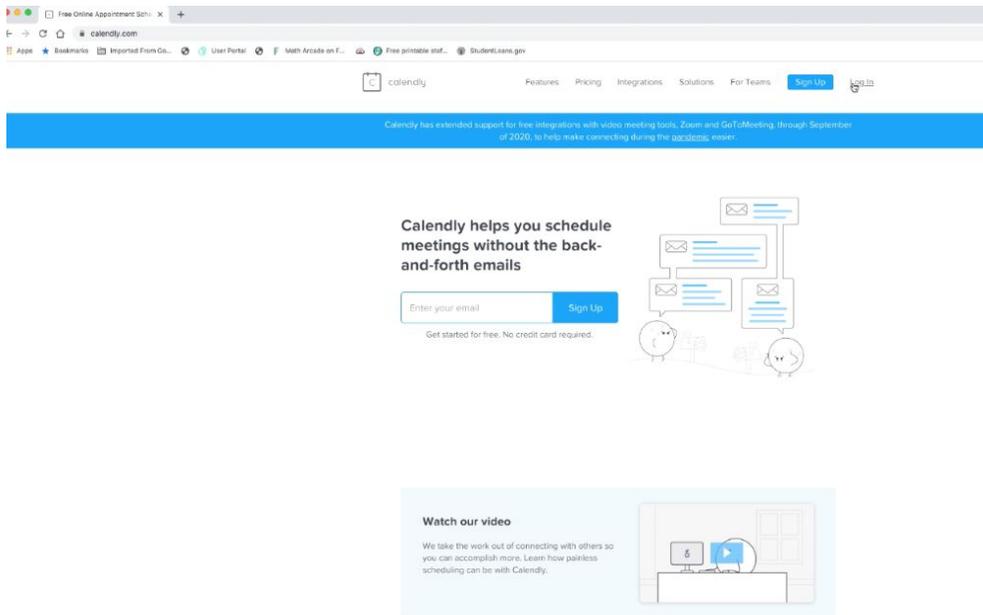
Description: Remind and Calendly Tool Kit

- Tool #2: Calendly Scheduling Tool

Purpose: To allow students to schedule meetings with you without having to engage in multiple email exchanges.

Recommended Use: Throughout the course

Example:



When can people book this event?
30 min, May 13 - Aug 7, 2020

Cancel [Save & Close](#)

Event Duration

15 30 45 60 Custom min

Date Range
Events can be scheduled from May 13 to Aug 7, 2020 [Edit](#)

Event Time Zone
You're viewing times in Eastern Time - US & Canada. Your invitees will see your availability in their local time zone. [Edit](#)

Availability
Set your available hours when people can schedule meetings with you.

Hours Advanced [Copy availability from...](#)

July 26 - August 8, 2020

Sun	Mon	Tue	Wed	Thu	Fri	Sat
26	27	28 100p-300p	29 100p-100p	30 100p-300p	TODAY	Aug 1
2	3	4 100p-300p	5 100p-100p	6 100p-300p	7	8

→ 1

What event is this?
Student Office Hours

Cancel [Save & Close](#)

Event name
Student Office Hours

Location
+1 470-639-0393 [Edit](#) [X](#)
Zoom [Edit](#) [X](#)
[+ Add a location option](#)

Description/Instructions
Please select either Zoom or a phone call for our meeting. Be mindful that the calendar will show the time in your time zone.
Thank!

Event link
calendly.com/adiso-weicheit/officehours

Event color

Cancel [Save & Close](#)

When can people book this event?
30 min, May 12 - Aug 7, 2020

→ 2

Additional Options

Invitee Questions
Name, Email, Location - 2 questions

Cancel [Save & Close](#)

Name

Email

Location
 Phone call
 Zoom

What is the purpose of our meeting?
 Academic Advising
 Considering Changing Major
 General Education Concern
 Other

Any additional details? This is useful so I can do any necessary preparation for our meeting.

[+ Add New Question](#)

Cancel [Save & Close](#)

→ 3

Step-by-Step Procedure:

1. Create an account at Calendly.com. Use your morehouse.edu account so you can link to your Office 365 Outlook calendar to avoid double-booking.

2. Set up your availability. Set the days and the times you will meet with students. Choose specific days or specific sets of days.
3. Link your account. Make sure your outlook calendar and other features (e.g. zoom) are integrated into your account.
4. Share links with students. Include in your syllabus, your Blackboard or other LMS course site and in your email signature.

Pros: Useful tool to schedule meetings with students that utilizes your outlook calendar to avoid conflicts.

Cons: Free version limits the number of appointments you can make and the number of reminder notifications; requires some maneuvering to integrate starfish calendar into system (I added my starfish office hours as optional rather than required but I have to monitor so if a student does schedule through starfish, I make that spot required so to avoid Calendly allowing another student to book that same slot).

Technology: Access to internet



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Other Helpful Hints and Tools in Active Use to Build Community Remotely



- **Adding Images to Increase Learning Engagement with Course Content**
[OER/Public Domain and Low Cost Images](#)



- **Mastering Online Discussion Boards:**
[Facilitating Discussion Boards](#)



Microsoft Teams Uses:

- **How to use new features in Microsoft Teams**
<https://youtu.be/qsdYmQbXXtY>

- **How to Make Students Wait in the Lobby on Teams**

<https://youtu.be/dooaJNiSarc>

- **How to take Attendance**

<https://youtu.be/JHHN3d5vw60>

- **How to use Microsoft Planner**

<https://youtu.be/To2EHXgqcJc>

- **Download Quick Start Guide using the link below**

[Microsoft Teams Quick Tips](#)



- **Tips for Using Remind App**

[Pandemic Pedagogy Remind Tutorial](#)