



SEATTLE COLLEGES
North · Central · South

FACULTY DEVELOPMENT

District Faculty Development

Spring 2021 Professional Development Zoom Event



Equitable and Anti-Racist Teaching Practices - Using TILT as an Equity Tool Session 1

<https://zoom.us/j/98521048138?pwd=TEQ5eEZFeGs1d1Z1ZXltTFRwOXRuZz09>

Tuesday, April 27, 2021, 1:00-2:30pm

Tracy Lai, History Faculty, Seattle Central College
Thomas Green, Arts Faculty, South Seattle College
Paulina Hernandez Salgado, Business/STEM Faculty, Seattle Central College

For more information, please contact Yilin Sun, district Faculty Development @ FD@seattlecolleges

Land and Linguistic Diversity Acknowledgement

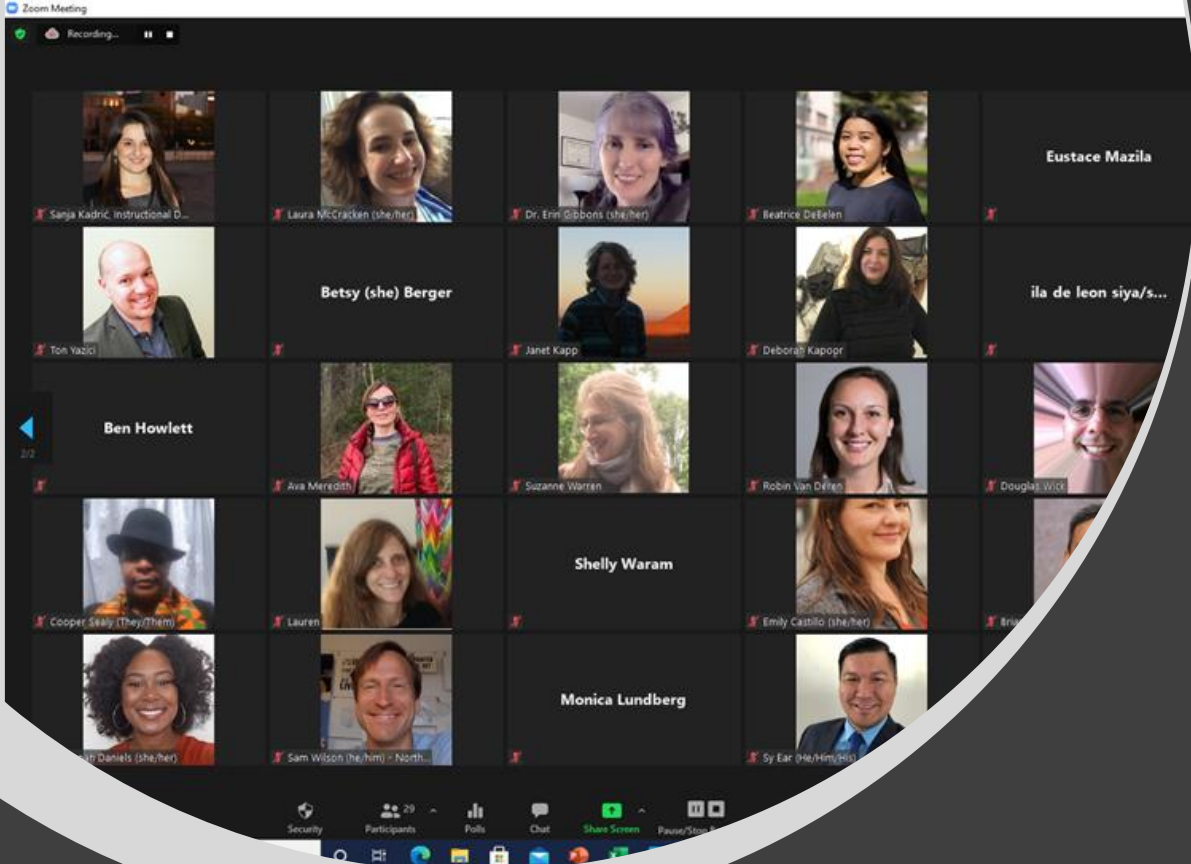
(Yilin) Today as we are gathering here, we would like to respectfully acknowledge that the land upon which we live and work is the traditional and unceded land of the Coast Salish peoples—land which touches the shared waters of all tribes and bands within the Duwamish, Suquamish, Tulalip and Muckleshoot nations.

We acknowledge that the indigenous language of the Puget Sound region is Lushootseed (dx^wəlšucid). We acknowledge and honor the linguistic diversity, abundance and creativity of our students, staff, faculty, administrators and community members at large. We acknowledge that honoring and preserving the diverse cultures represented on our campus and in our communities also means honoring and preserving the diverse linguistic practices of our community members.

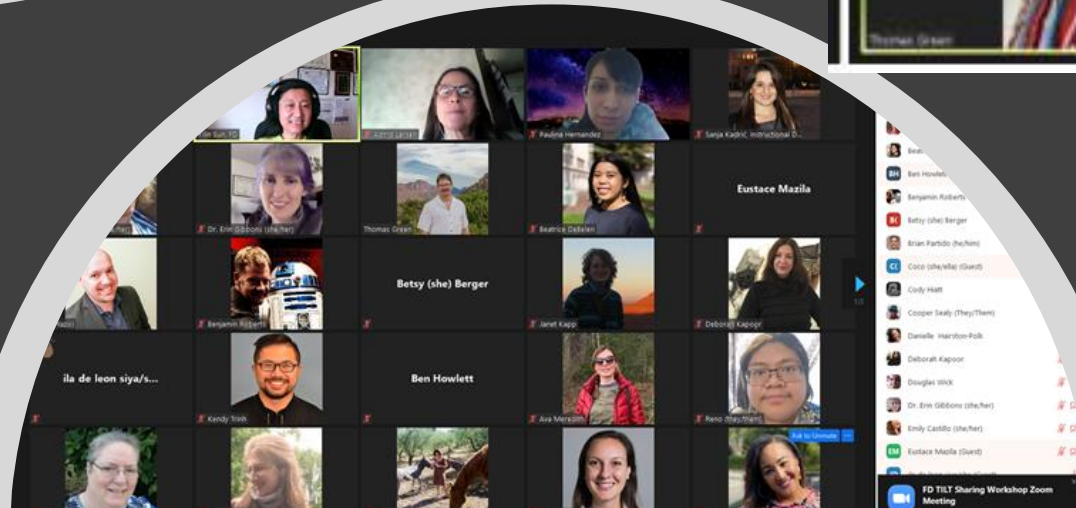
- Auburn and Seattle - Unceded Duwamish and Muckleshoot Land
- Tacoma, Puyallup - Puyallup
- To learn more about the land you are on, visit <https://native-land.ca/>
- Real Rent Duwamish: <https://www.realrentduwamish.org/>

Adapted from BCC

<https://www.bellevuecollege.edu/diversity/diversity-resources/>



Screen Shots from the Workshop



Meet the facilitators: Tracy Lai, Tom Green, Paulina Hernandez Salgado and Yilin Sun, organizer

Transparency and Course Alignment-

From the granular level to the BIG picture

Thomas Green- South Seattle College

Transparency and Course Alignment

From the granular level to
the BIG picture

Thomas Everett Green

The Purpose Statement in a TILTeD Assignment



Design Spotlight: Paula Scher

Please watch

The following video features Paula Scher, one of the foremost graphic designers in the United States.

Upon completion, you will:

- Identify how typographic forms can be incorporated into designs
- describe contemporary uses of typography in design.

Important takeaways:

- Does Paula follow a grid when placing text in her designs?
- What does Paula say about sketching out ideas.
- What does Paula say is the single most important piece of advice anyone has ever given her about typography?



Bloom's Taxonomy



University of Wisconsin-Madison Center for Teaching

WILL HELP YOU:

Module learning objectives include:

- Identify Types of fonts-serif, sans serif, handwritten, etc. C1, C2
- Define key terms associated with typography- including Leading, Tracking, and Kerning C1, C2
- identify the different types of rhythm in art and design and their terminology C1, C2
- identify the similarities and differences between repetition, rhythm and pattern C1, C2
- identify different ways rhythm repetition and pattern are used in design. C1, C2
- identify the different types of rhythm in art and design and their terminology C1, C2
- Identify important movements of the history of design C8
- Identify characteristics associate with Art Deco and Bauhaus movements in art and design C8
- Conduct Art/design research to inform design choices C8
- identify different types of balance C1, C2
- identify ways harmony is created in art and design C1, C2
- identify ways variety is created in art and design C1, C2
- evaluate presence of harmony and variety in patterns C1, C2

A large, irregular orange watercolor splash serves as the background for the text. It has a textured, painterly appearance with various shades of orange and some darker spots.

TILT & Service-Learning

April 27, 2021

Tracy Lai

Seattle Central

Service-Learning at Seattle Central College

- Service-Learning was started over a decade ago with an AmeriCorps volunteer. The program became institutionalized with a half-time director, Patti Gorman.
- Service-Learning is a pedagogy that integrates experiential learning in community-based non-profit settings with academic study.
- Students volunteer at least 16 hours during the quarter at a site/program that connects with their academic course.
- Faculty may require service-learning for all students or make it an option (such as instead of a research essay).

Student benefits



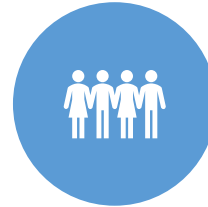
Transcript notation



Option to add more hours and earn service-learning credit



Opportunities that may develop out of successful service-learning: invitation to continue, sometimes in the form of an internship or paid position; mentorship; resume documentation



Increases social skills and civic awareness



Relates academic learning with real-world engagement



Service-learning with the Unemployment Law Project:
Challenges to qualify for unemployment benefits

ISDS VS CLIMATE ACTIVISM

ISDS or Investor-State Dispute Settlements are a way for corporations to sue governments over any perceived profit losses, present and future. This is done in an international arbitration court.

HOW ISDS WORKS IN COURT



Both the defendant and claimant choose their representative and the claimant (usually a corporation) decides who will be the judge. Sounds awfully convenient.

\$15,000,000,000

The amount of money TransCanada sued the US for in 2016 under ISDS based on future profit loss.

P.S. Taxpayers (you) will foot this bill.

DEFEND THE SACRED



KEYSTONE XL PIPELINE REMAINS IMPORTANT



- NAFTA has been revised to put more restrictions on ISDS.
- The Biden Administration has rescinded TransCanada's permit.



- TransCanada's lawsuit can be grandfathered in.
- This lawsuit sets precedent for any oil company to sue over environmental restrictions.

IT'S TIME TO END CORPORATE CONTROL OF OUR CLIMATE!

We must put the climate above corporations; we cannot stop our fight against climate change to pay out billions of dollars to corporations who refuse to innovate and accept new policies.



SERVICE LEARNING

I wrote an article for Washington Fair Trade Coalition, detailing the concerns over the Keystone XL Pipeline and ISDS can be used as a neoliberal trade tool to benefit wealthy corporations.

I interviewed Selden Prentice of 350 Seattle to learn more about the harmful impacts of trade practices that only serve to bolster profit.

Did You Know?

The protective coating in pipelines degrades after 6 months of UV exposure.

Tar sands are extremely corrosive and cause oil leaks in pipelines all the time.



GLOBALIZATION + COVID-19

INTERNING @ WASHINGTON FAIR TRADE COALITION

focused on supporting a campaign for a WTO TRIPS waiver to allow equitable vaccine access to the global south. helped with the following:



DATA COLLECTION FOR TRIPS WAIVER CAMPAIGN

researching potential ally organizations & asking them to sign a letter of support

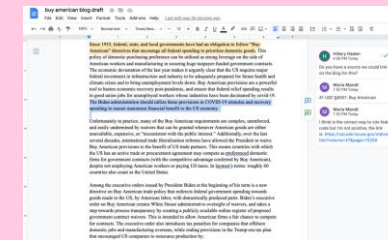
STRATEGY MEETINGS WITH CAMPAIGN PARTNERS

weekly zooms with campaign partners, mostly representing international NGOs and think tanks to outline updates & plan of attack



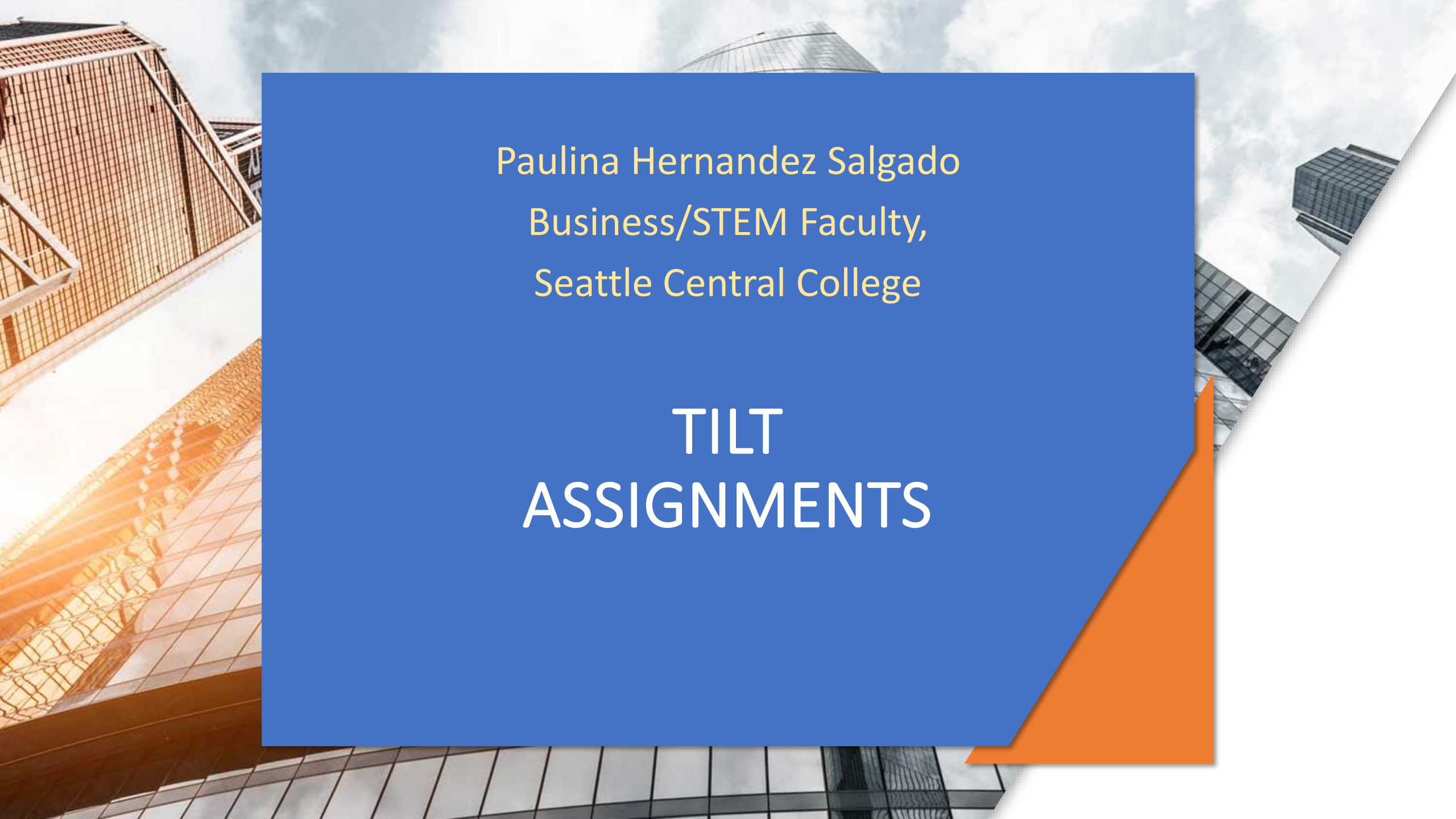
WRITING POLICY BRIEF FOR THE WFTC BLOG

wrote summary of Biden's new trade-related executive orders & outlined protectionist, pro-union policy proposal for covid-19 recovery spending



INTERNATIONAL VACCINE INEQUALITY

winter—21
service learning



Paulina Hernandez Salgado
Business/STEM Faculty,
Seattle Central College

TILT ASSIGNMENTS



How are we train for teaching?



We are experts in our disciplines, we are trained in our own disciplines

TILT FRAMEWORK:

Purpose



WHY?

Task




HOW?

Criteria



WHAT?



*“Small Teaching
Changes, Big
Learning
Benefits”* - Mary-Ann
Winkelmes



TILT EXAMPLES



Before and After TILT

ASSIGNMENT 1 CHAT:

In groups of 4, 2 people will go back-to-back and role play a chat talk. One person will be the customer and the other a customer service representative, the other 2 people will be the observers.

The individual playing the customer service representative needs to portray the steps for proper communication etiquette (Core customer service components).

The focus of the role play needs to be that the CS representative will be providing instructions to the customer as they try to resolve a computer issue (Changing wallpaper, turning on/off WiFi, locating files, etc.)

The students observing the role play will take notes of the conversation and give specific feedback to their colleagues. The feedback should focus on the Core customers service components.

When you finish, the 2 that were observers will do the role play and the role players will observe.

When you finished submit the 2 chats conversations in a word document.



Purpose and Outcomes

In this activity students will learn how to:

- Identify and use the best practices for chatting with end users
- Understand professional writing by studying multiple communication contexts.

Previous Knowledge: Please refer to Canvas>Files>Communicationbasics.ppt

Tasks

In groups of 4, you will role play a chat talk (in pairs) using the zoom chat, using the practices we talked about during class, refer to the slides if you need to.

- Team 1(Student 1 & Student 2)
- Team 2(Student 3 & Student 4)

1. *(Chat conversation)* Student 1 will be the customer/end user and Student 2 will be the computer user support representative. Student 3 and Student 4 will be the observers, taking notes for feedback.

The focus of the role play needs to be that the Computer user support representative will be providing instructions to the customer / end user as they try to resolve a computer issue (Changing wallpaper, turning on/off WiFi, recovering files, scanning viruses etc.)

The individuals playing the computer user support representatives need to portray the steps for proper communication etiquette based on the core customer service

2. *(Feedback)* The students observing the role play will give specific feedback to their colleagues. The feedback should focus on the use of the Core customers service components.
3. *(Chat conversation)* Once the first chat is over and the feedback is given, it will be Team 2 turn, Student 3 will be the customer / end user and Student 4 will be the computer user support representative. Meanwhile Student 1 and Student 2 will be the observers.
4. *(Feedback)* The students observing the role play will give specific feedback to their colleagues. The feedback should focus on the Core customers service components.

Derivables: .doc When you finished, submit the 2 chats conversations with the feedback in a word document to Canvas.

Criteria

| Per conversation include: | Complete (5) | <u>Incomplete(1)</u> |
|---------------------------|--------------------------|--------------------------|
| Greeting and validation | <input type="checkbox"/> | <input type="checkbox"/> |
| Diagnosis | <input type="checkbox"/> | <input type="checkbox"/> |
| Resolution | <input type="checkbox"/> | <input type="checkbox"/> |
| Closure | <input type="checkbox"/> | <input type="checkbox"/> |

Assignment 04:

Imagine that you're an email customer user support agent, and you need to respond to 3 customers. Feel free to investigate any information you need to craft a reply.

EMAIL 1: Dear Hostgator, I am an entrepreneur and I have my own business website called "Travel and living". Right now, I'm hosted with Dreamhost and I want to change it with you guys. I don't know if that's possible without losing any information. I am wondering how that works? Is it difficult? Thank you! Lorraine S

EMAIL 2: Hi, I installed Windows 10 months ago, and I'm tired of how slow my computer is. Is there any way to solve this? Can I uninstall this version and go back to windows 8? Sincerely, Marcus W.

EMAIL 3: Dear Lenovo, I have a problem with my laptop, it restarts itself as it pleases, I can barely work because the screen goes dark and I have to login all over again. What can I do? BTW, my laptop is almost new (5 months). Rachel Q.

EMAIL CUSTOMER USER SUPPORT



PURPOSE

In this activity students will learn how to:

- Identify and use the best practices for writing emails for [CUS](#)
- Understand professional writing by studying multiple communication contexts.

Previous Knowledge: Please refer to Canvas>Files>Emails.ppt

TASKS

In pairs activity

Read and answer the following 3 different emails some customers sent you, using the best practices we talked about during class find solutions to their problems. If [necessary](#) do some research about these different topics the customers are bringing up to you.

Derivable: .doc document

CRITERIA

| Per email | | |
|---|--------------------------|--------------------------|
| Language and grammar | <input type="checkbox"/> | <input type="checkbox"/> |
| Structure (Introduction, Apologize if needed, provide solution, thank the customer) | <input type="checkbox"/> | <input type="checkbox"/> |
| Use of paraphrase and critical reading | <input type="checkbox"/> | <input type="checkbox"/> |

ASSIGNMENT 2 PHONE CALL:

Instructions: In groups (3), 3 people will role play a customer contact scenario. One person will be the customer, another a customer service representative who will escalate the issue, the other will be the second contact who will give the resolution.

Each member of the team will write down on a Word document the conversations.

Derivables: doc, docx, pdf

ALL members of the team must submit the documentation to Canvas.

Customer – Customer Service Representative 1

15 Points

Where the next step followed?

- Greeting and validation

The conversation shows clearly why the issue needed to be escalated?

Where the 4 steps for escalated and transfer were followed?

1. Ask Permission
2. Provide Contact Information
3. Let Customer Know What to Expect
4. Always Thank the Customer

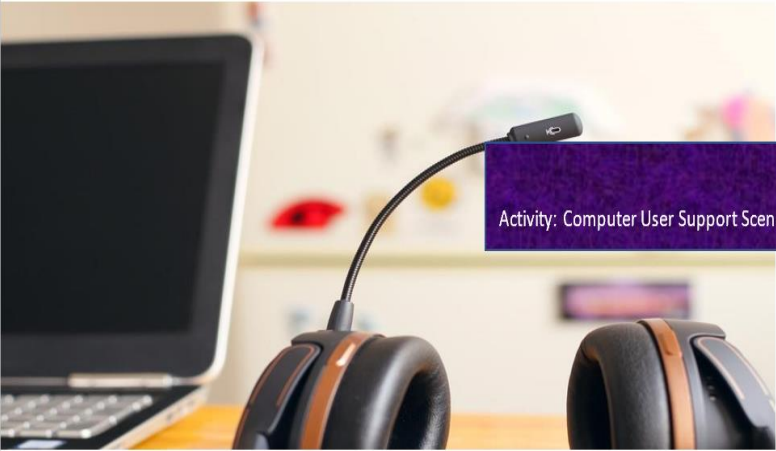
Customer – Customer Service Representative 1

Customer Service Representative 1 – Customer Service Representative 2

15 points

Does this information asked from customer and pass to the second Customer service representative?

- Name
- Phone number
- Email address
- Caller's location or address
- Equipment/Software affected
- Concise description of the issue



Activity: Computer User Support Scenario (Phone call)

PURPOSE

In the world of help desks, communication can easily become confused with incorrect information or instructions. The result is always poor service to your customers.

It is critical that each member of your help desk or support center team knows their role, and how they are supposed to deliver information to the customer, so information and knowledge do not get lost.

Outcomes:

Students will learn how to:

- Implement best practices of customer communication.
- Identify the parts of the communication process.
- Identify other common methods of professional communication.

TASKS

Group activity (3)

The team will create the *script of a role play* called Computer User Support Scenario (Phone call), in which the customer's issue will have to be **escalated** to a second representative who will give them the best resolution.

Roles:

Student 1: Customer

Student 2: Computer User Support service representative TIER 1

Student 3: Computer User Support representative TIER 2

Deliverables: Word document with the script

Notes:

- Make sure the 3 different conversations are clear and well-structured according to the criteria.
- The script of the role play **must** include the Core Customer Service Components.

CRITERIA

| COMMUNICATION | NEEDS IMPROVEMENT 5PTS | GOOD 10PTS | EXCELLENT 15PTS |
|---|---|---------------|-----------------|
| Customer – Customer Service Representative 1 | <p>Were the steps below followed?</p> <ul style="list-style-type: none"> Greeting and validation <p>PUT THE CUSTOMER ON HOLD (NI 5- G 10- E15 PTS)</p> <p>The conversation shows clearly why the issue needed to be escalated?</p> <p>Were the 4 steps below for escalated and transfer followed?</p> <ol style="list-style-type: none"> Ask Permission Provide Contact Information Let Customer Know What to Expect Always Thank the Customer | | |
| Customer Service Representative 1 – Customer Service Representative 2 | <p>Was the customer asked for information below and was it passed to the second Customer service representative?</p> <ul style="list-style-type: none"> Name Phone number Email address Caller's location or address Equipment/Software affected Concise description of the issue | | |
| Customer – Customer Service Representative 2 | <p>Were the steps below followed?</p> <ul style="list-style-type: none"> Greeting and validation <p>PUT THE CUSTOMER ON HOLD (NI 5- G 10- E15 PTS)</p> <ul style="list-style-type: none"> Resolution Closure | | |

Wheel of names

Coin flipper

Roll dice

More

Online class free resources

For student engagement



Wheel of names



Coin Flipper



Cara

Roll a dice

3

Total 3

4

6

8

10

12

20

±

Roll

More

The Kahoot! logo is displayed in a light purple, rounded, sans-serif font. The text is centered within a dark purple rectangular area. Behind the text, there are several overlapping, semi-transparent geometric shapes in various shades of purple, including rectangles and triangles, creating a layered, abstract background.