

# TEACHING TUESDAYS



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## BELLISARIO BULLETIN



– By [Denise Bortree](#)

Welcome to Teaching Tuesdays! Thanks to the faculty and staff who continue to support our students through this busy semester. In this issue, Shannon Kennan writes about belonging, an important part of DEIB. And, she shares ways we can improve students' sense of belonging in the classroom. Belonging has so many important benefits for our students and our employees here in Bellisario College. I'm grateful for the colleagues who contribute to our College's environment of inclusiveness and belonging. Also in this issue, Danielle Harris shares resources for using Kaltura effectively in our classes. It's a great issue. Enjoy!

### Important Items of Note

- **AI, Pedagogy, and Academic Integrity** | Visit the [AI, Pedagogy, and Academic Integrity site](#) for information and resources.
- **SEEQ Replaces SRTE Beginning Fall 2023** | If you reference the Student Ratings of Teacher Effectiveness (SRTE) in your online courses, you will eventually need to replace them with [Student Educational Experience Questionnaire \(SEEQ\)](#). This semester, the Schreyer Institute for Teaching Excellence will still use the [rateteaching.psu.edu](#) web app for administering the SEEQs. This will change next semester, and you will be provided with the new URL. Once the new URL for the app is available, all traffic will be redirected. Please see the [September 28, 2023 announcement](#) for more information.

### Careers/Internships

- **October 12** | 6 - 7 pm | Carnegie Cinema (113 Carnegie Building) | COMM Career Conversations | Joanie Vasilaidis ('13) | Refreshments immediately following in the Bellisario Media Center Lobby 7-8 pm
- **October 12 & 13** | TEGNA is coming to The Donald P. Bellisario College of Communications on Thursday, October 12 and Friday, October 13 to meet Bellisario College SENIORS for their Producer-in-Residence Program. Apply now to get an interview ([rpm163@psu.edu](mailto:rpm163@psu.edu))!
- **October 12 & 13** | Joanie Vasiliadis and Stephen Adams, Talent Acquisition Partner, TEGNA, will be conducting interviews in Carnegie Building for internship opportunities nationwide.

### Upcoming Events

- **October 11** | Prep and Practice: Top Hat Course Engagement | 1 -2 pm | [Register](#) | Here is the opportunity to get familiar with Top Hat by exploring the environment and identifying features that help learning be engaging, interactive, accessible, and connected!
- **October 12** | Canvas: Building Content in your Canvas Course | 10:00 am - 11:30 am | [Register](#) | Learn how to create and add content to your Canvas course.
- **October 12** | Introduction to Azure OpenAI Service and ChatGPT | 1:00 am - 2:30 pm | [Register](#)
- **October 12** | "A Conversation with Ryan Hockensmith" | 7 - 8 pm | Kern Auditorium (112 Kern Building) | A conversation with alumnus Ryan Hockensmith of ESPN, facilitated by John Affleck, director of the John Curley Center for Sports journalism and head of the Department of Journalism. The session is free and open to the public.

- **October 16** | Engaging Students in Courses with 300-900 Enrollments | Panel of Faculty | 12:10 - 1:00 pm | E201 Westgate (Cybertorium) | [RSVP](#) | [Zoom](#) |
- **October 16** | Pockrass Memorial Lecture | 1:00 - 2:30 pm | Carnegie Cinema (113 Carnegie Building) | Dhavan V. Shah, the Jack M. McLeod Professor of Communication Research in the School of Journalism and Mass Communication at the University of Wisconsin, will present “The Blame Game: Digital Traces of Rising Aggression in Political Debates.” The session is free and open to the public.
- **October 17** | Advancing DEIB via Instructional Technology | 1 - 2 pm | [Register](#) | Participants are invited to join Teaching and Learning with Technology (TLT) for a session focusing on Diversity, Equity, Inclusion, and Belonging with the lens of Instructional Technology.

## TEACHING TIP



### Putting the “B” in DEIB

– By [Shannon Kennan](#)



You have probably noticed that DEI (Diversity, Equity and Inclusion) has become DEIB (Diversity, Equity, Inclusion and *Belonging*). Belonging is where the power comes in because equity and inclusion mean having an equal seat at the table and being included in the conversation, but belonging means that people want you there, miss you when you’re not there, and value what you contribute to the group. You belong. You matter. It’s not just about receiving feel-good messages; it also involves feeling good enough or safe enough to contribute.

In psychology and sociology, there’s a concept called mattering which was first coined by sociologists Rosenberg and McCullough during their work studying adolescents who demonstrate delinquent behaviors and those who don’t. They defined mattering as “the feeling that others depend on us, are interested in us, are concerned with our fate, or experience us as an ego-extension” (Rosenberg and McCullough, 1981). Mattering was one of the key differences between the two groups of adolescents and one of the things that was shown to help a child who is acting out in ways that are illegal, immoral, or unethical change to more pro-social behaviors.

Why does mattering matter so much toward helping students feel like they belong? In a nutshell, it is essential to our sense of self-worth and flourishing. You can see this in babies who are not given as much holding, nurturing, cuddling, playing, or engagement as they want in early life. These babies may fail to thrive, struggle to reach developmental milestones, and develop psychological issues that last a lifetime.

All humans want to feel like we belong and we matter somewhere. We want to be seen for more than just our attributes, skills, talents, or actions. “Research suggests that people who feel like they matter experience more self-compassion, relationship satisfaction, and greater belief in their capacity to achieve goals, while lack of mattering is associated with burnout, self-criticism, anxiety, depression, aggression and increased risk of suicide” (Cornwall, 2023; Flett, 2022).

In a school setting, mattering has been shown to have positive effects that improve multiple areas of the school experience, including:

- Enhancing students' overall well-being and mental health
- Promoting engagement in academic and extracurricular activities
- Increasing retention rates and academic success
- Fostering a sense of belonging and community on campus

Creating a classroom environment where students feel like they matter is key to academic success. Instructors who can recognize students for who they are and create a space where everyone feels like they can be their true selves and share themselves freely foster an environment where all students can shine. Here are examples of what mattering behaviors look like in the classroom.

- Listening intently when students talk
- Asking for clarification to make sure you understand the student’s perspective
- Eye contact
- Knowing students’ names, majors, and career aspirations (within reasonable class sizes, of course)
- Creating meaningful roles within the class if appropriate (e.g. everyone’s job in an activity is important)
- Helping students who are struggling with difficult concepts instead of mentally pushing them into the ‘fail’ category or making them feel bad
- Providing constructive feedback
- Identifying students’ strengths and telling them
- Showing appreciation when appropriate
- Adjusting your talking or teaching style to meet individual students’ needs when possible
- Planting seeds of hope and self-compassion
- Showing empathy
- Involving students in decision-making where appropriate
- Modeling behaviors of respect
- Checking in with students regularly to make sure they are with you and following along

Most of us create classroom environments that have some of these examples and all of us want our students to be successful, so we are on the right track. Mattering and belonging are essential to academic success. Demonstrating care helps the student feel that even though they may be struggling, they matter to you and in the class.

Fostering mattering in the classroom is an ongoing process that requires consistency and dedication. When students feel that they are seen, heard, and valued by their instructor, they are more likely to thrive academically and emotionally.

## References

- Cornwall, G. (2023, September 27). [Want to Believe in Yourself? ‘Mattering’ Is Key. New York Times.](#)
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- OpenAI. (2023). [ChatGPT](#) (September 25 Version) [Large language model]. <https://chat.openai.com> Redvers, T. (n.d.).
- Redvers, T. (n.d.). [We Matter. We Matter Campaign.](#) Retrieved September 30, 2023, from <https://wemattercampaign.org/>

# CANVAS CUE



## Lights, Camera, Action! Putting Kaltura to Good Use

– By [Danielle Harris](#)



# KALTURA

Kaltura is Penn State’s tool for storing, publishing, and streaming media. It is cloud based and works in conjunction with Zoom and Canvas to help embed media into coursework. [Kaltura](#) allows Penn State users to create channels to host videos for audiences such as students in a specific course or professional development for faculty and staff. Channel owners can control the privacy settings of videos uploaded to their channels so that the content is public, available only to someone with Penn State access, or exclusive to a specific group of invited members.

Videos uploaded to Kaltura will allow the option to edit them on the platform. You can quickly and easily request automatically generated captions and even edit them for further accuracy if necessary. You also have an option to create [video quizzes](#) that integrate questions throughout a selected video. There are many additional resources for learning how to use Kaltura that can be found through its [Learning Resources](#) page.

The Kaltura recorder can help drive student engagement, generate interactive learning experiences, and improve learning outcomes. Get creative with Kaltura today!

### **Kaltura Capture**

Record and upload videos and other digital content directly on the Kaltura platform. A [step-by-step guide](#) is available to get you started.

### **Accessibility**

Kaltura's menu items, buttons, and other major functions are navigable with, and can be accessed by assistive technology. See how Kaltura meets Penn State's [accessibility standards](#).

### **Immersive Video**

Use Kaltura to increase access to innovative technology like 360-degree video. Immersive videos viewed with Kaltura's media player have the power to transport learners to locales they wouldn't normally experience.

### **Mobile Ready**

Take Kaltura on the go by downloading the [Kaltura MediaSpace Go](#) app (iOS/Android). Provides a way to watch, create, and interact with content on any mobile device.

### **Zoom & Canvas Integration**

All Penn State Zoom recordings are automatically uploaded and stored in Kaltura. With Canvas, recordings can be used for coursework such as video-based reflection assignments and in-video quizzes.

### **Kaltura Demonstration**

[Kaltura: An Introduction for Canvas Users Clean Recording](#)

### **Kaltura Tutorial**

[Kaltura Learning Path: For Canvas Users](#)

## **SHARE A TEACHING STRATEGY**



Share something fabulous that you have been doing in your classroom! Do you have a teaching technology or strategy that you've seen succeed and would like to share it in the *Teaching Tuesdays* newsletter? If so, please [share your idea](#) for an upcoming issue.