UNC Learning and Technology Symposium

"Engaging Students with Culturally Responsive Teaching Practices in Online Learning Environments "

Presented by

Dr. Camille Locklear Goins

Assistant Professor, Department of Educational Leadership and Specialties

University of North Carolina at Pembroke

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UNC PEMBROKE

Abstract/Overview of Session

This session provided participants an opportunity to explore the development of an online learning environment through a culturally responsive lens. Through the integration of multimodal technology, creating and infusing cultural components, this session provided a fully immersive experience to empower higher education educators to lead in cultivating critical consciousness and to promote educational advancement for all students. Participants of this session were exposed to a variety of technology tools used in the online learning environment that allow students to engage with their learning. By incorporating researched-based practices, the session provided knowledge and resources to participants to illustrate how to create an online learning environment that is culturally inclusive and student-centered.

Teaching, Learning, and Technology Background

Researcher of Culturally Responsive Teaching in Higher Education

Online Excellence in Teaching Certification

Experience with Face-to-Face, Hybrid, Fully Online, and Accelerated Online Instruction

Dr. Camille Locklear Goins
Assistant Professor, Department of Educational Leadership and Specialties

Session Agenda

1. Overview of Culturally Responsive Teaching

2. Infuse culture into the curriculum
   - Getting to Know Your Students
   - Course Design
     - Transformed Syllabus
     - Learning Goals, Objectives, and Outcomes
     - Classroom Activities

3. Instructional technology tools to engage students in the online learning environment.

LET'S GET STARTED.

Culturally Relevant Teaching

- Culturally relevant teaching is presented as a model that seeks to address academic achievement while also working to affirm cultural identity within the classroom, including efforts that seek to minimize the cultural gap between home and school (Ladson-Billings, 1995; Brayboy & Castagno, 2009).

- Culturally relevant teachers empower students by presenting information through "their cultural frames of reference" (Gay, 2010) thus making the information more relatable and meaningful.

academic success
cultural competence
sociopolitical consciousness

Figure 1. UNCP Photo Smug Mug (2019)

The Iceberg Concept of Culture

Like an iceberg, nine-tenths of culture is below the surface

- Surface Culture – mostly seen; Emotional Level – Low

- Shallow Culture – unspoken rules: Emotional Level – High

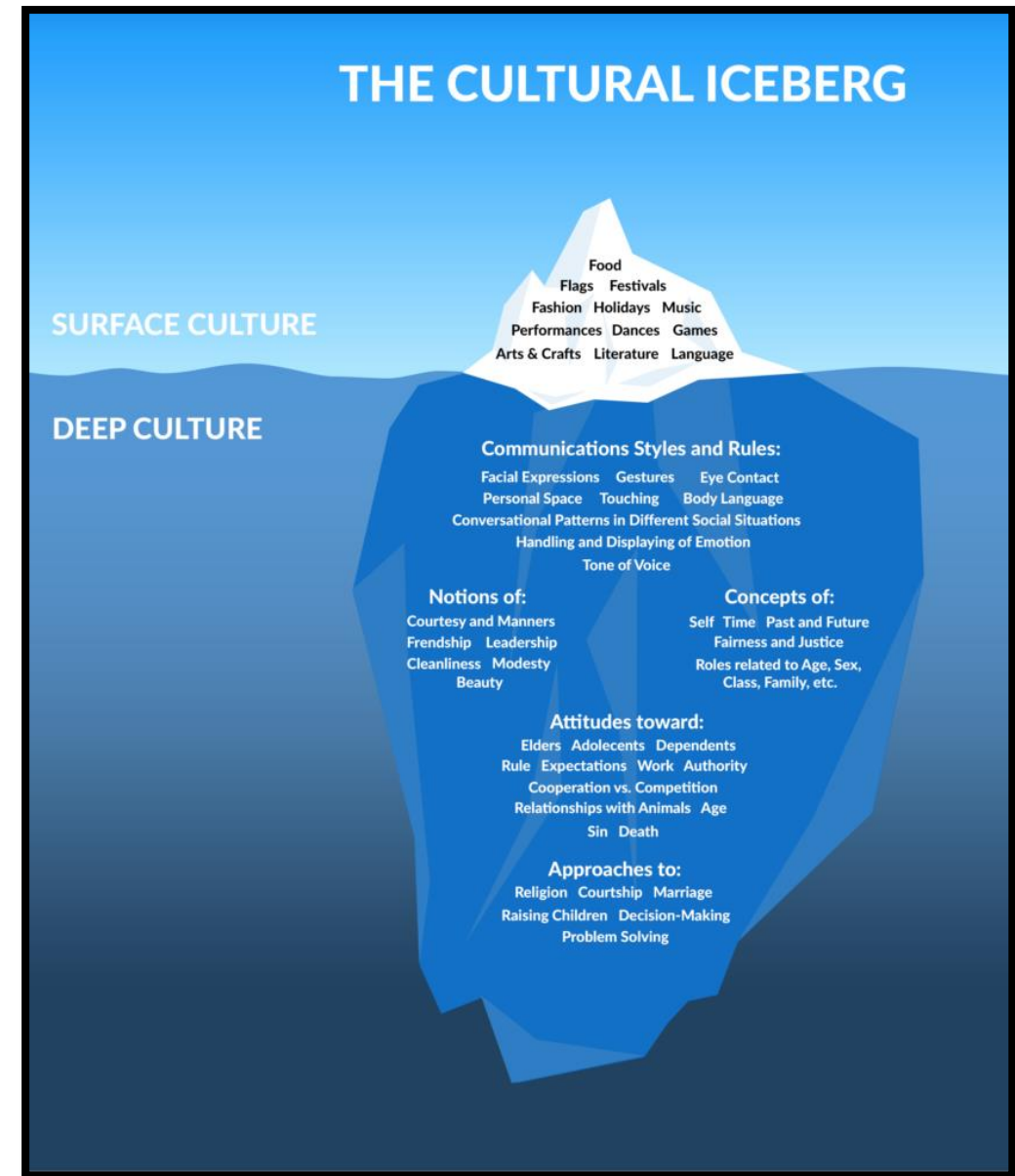- Deep Culture – Unconscious Rules: Emotional Level - Intense

THE CULTURAL ICEBERG

SURFACE CULTURE

Food
Flags   Festivals
Fashion   Holidays   Music
Performances   Dances   Games
Arts & Crafts   Literature   Language

DEEP CULTURE

Communications Styles and Rules:
Facial Expressions   Gestures   Eye Contact
Personal Space   Touching   Body Language
Conversational Patterns in Different Social Situations
Handling and Displaying of Emotion
Tone of Voice

Notions of:
Courtesy and Manners
Frendship   Leadership
Cleanliness   Modesty
Beauty

Concepts of:
Self   Time   Past and Future
Fairness and Justice
Roles related to Age, Sex,
Class, Family, etc.

Attitudes toward:
Elders   Adolecents   Dependents
Rule   Expectations   Work   Authority
Cooperation vs. Competition
Relationships with Animals   Age
Sin   Death

Approaches to:
Religion   Courtship   Marriage
Raising Children   Decision-Making
Problem Solving

Figure 2. Making Sense of English (2023)

What do Culturally-Responsive Instructors Do?

Culturally responsive teaching begins with the following:
- using students' cultural experiences in daily instruction (funds of knowledge).
- embracing the native language, history, and culture as assets.
- creating a classroom environment that represents and respects all students.
- communicating clear and high expectations for everyone.

(Gonzalez, 2018)

Figure 3. UNCP Photo Smug Mug (2019)
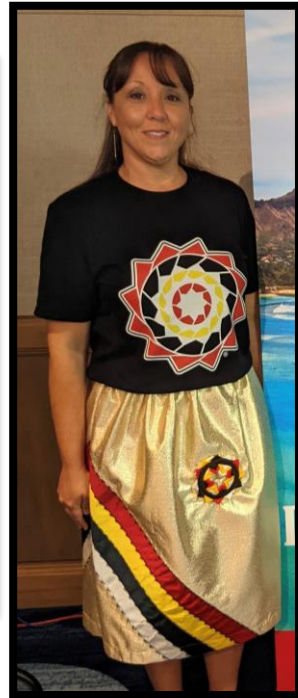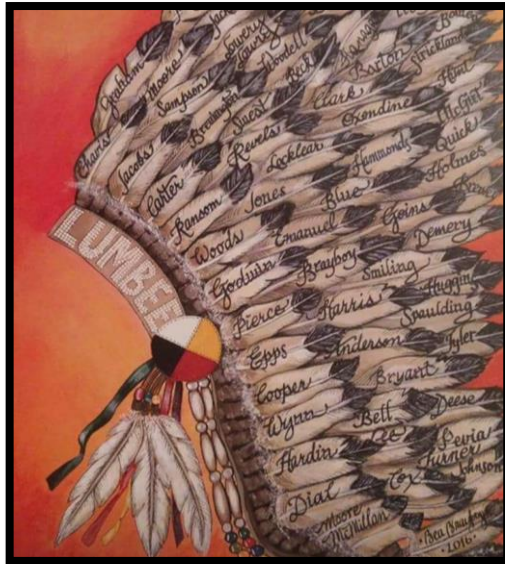
Introductions

- Start with finding your own Identity

- Own and protect your identity

- The development of knowledge of cultural diversity must begin with understanding more of one's own culture (Backor & Gordon, 2015).

- I am……

Learn or Have Access to Students' Names

A simple strategy for creating a welcoming, inclusive, and equitable classroom environment is getting to know and call students by their names.

My Name, My Identity

- Please share any story about "your name" that will help others know you a bit better. What is the story behind your name.

- It might be how your parents decided on your first name or about your last name; any story that provides insight into your name and your identity.

- If you have a name that has often been mispronounced (maybe in a school setting) it has probably had an impact on your life.

- Please share these experiences if you can because it will help us be more sensitive to this in our classrooms.

(My Name, My Identity Campaign, 2016)

Using Technology Tools to Engage Students with Introductions

What Can We Do?

To help students engage in the learning process and acquire the skills to be successful:

- Assist students in becoming responsible by creating an online environment that demonstrates cultural caring and cross-cultural communication skills within classroom instruction that supports student learning.

- Provide accommodations that do not give one student group an advantage over another but considers culture as a governing principle of how individuals learn new information (Hammond, 2015).

Figure 4. UNCP Photo Smug Mug (2019)

Incorporate Beginning of the Course Surveys to Learn More About Students

Allow students to select Peer Groups

Student Learning Preferences

Creating Peer Groups in Canvas
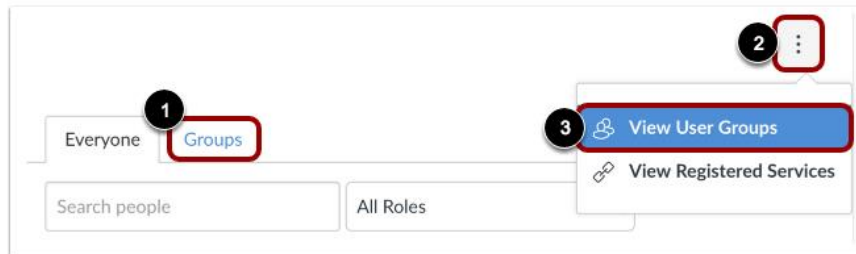
Figure 5. Canvas Instructure Community (n.d.)
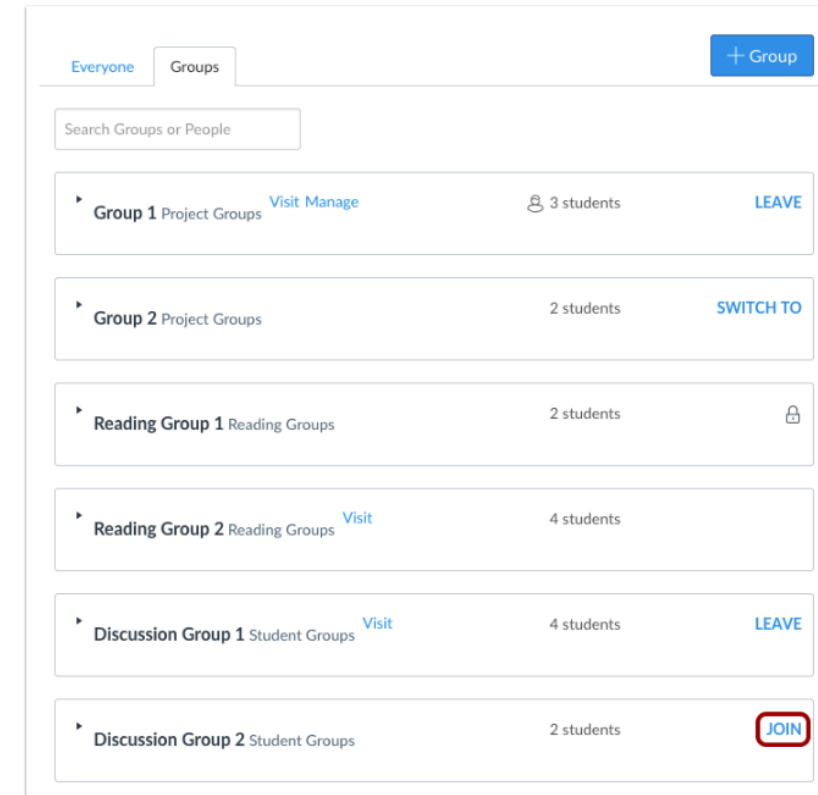
Open Discussion Forums

"Ask the Instructor" and/or "Respond to a Student" Open Forum — Mar 5 at 12am, 1 Section, 101

This forum is designed to answer questions regarding the course that are public in nature. Students may also utilize this forum to respond to a classmate's question. If your question is of a private nature, please contact me by email using the Canvas Inbox or call ▓▓▓▓▓▓▓▓ Replies may be expected within 24 hours.

Also, see the "Frequently Asked Questions" page and the Student Resources page. The question you have may be answered on this page.

Questions to consider prior to contacting the instructor/coach individually:

1. Have you read the instructions/handbooks that were provided with the assignment thoroughly?
2. Have you reviewed any videos/tutorials that are available with the assignment?
   1. Do you have the necessary resources and technology tools available to complete the assignment?
3. Have you reviewed the scoring criteria for the assignment (scoring rubric)?
4. Have you followed the APA style of writing the assignment? And have you cited all your sources to avoid the appearance of plagiarism?
5. Do you need to seek the assistance of the writing center to assist with your writing and/or research?
6. Are you aware of the due dates for each assignment? If not, please review the course syllabus and course agenda.
7. Have you consulted with your peer group to engage in collaboration throughout the course?

Creating Clear Course Goals and Objectives

Some Course Objectives should reflect these Competencies for Culturally Responsive Teaching
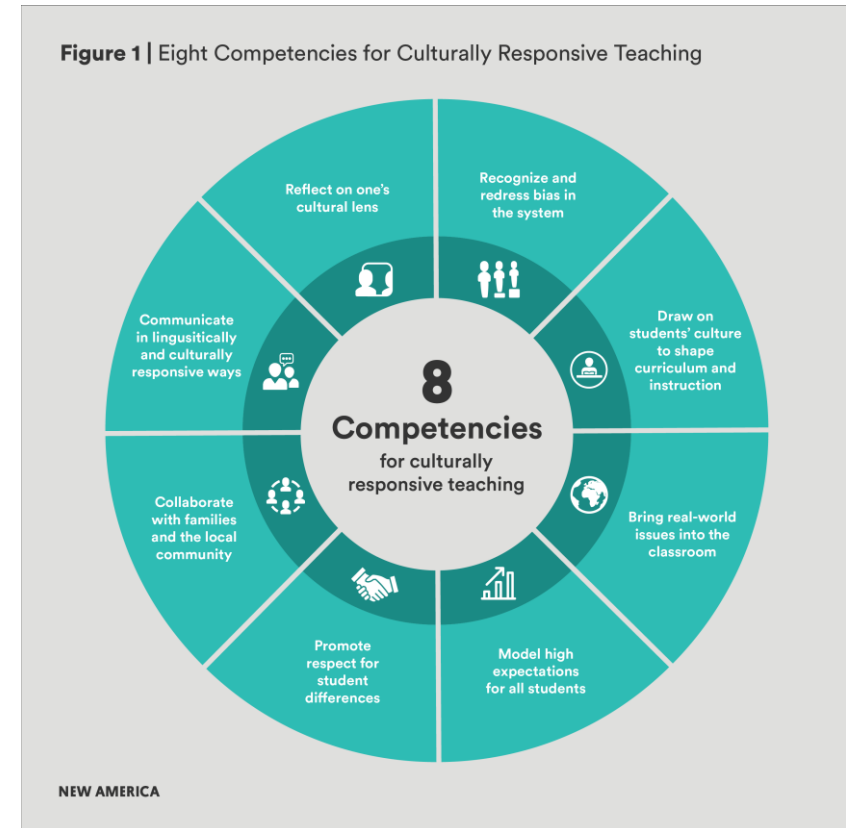

Figure 6. New America (2020)

Writing an Actionable Course Objective

Step 1: Determine when the objective will be measured:

"By the end of this Course…

Step 2: Consider the verb that best demonstrates performance expectation:

"…the student will analyze…"

Step 3: Detail what will be learned. This is where you add culturally-responsive development:

"…the impact of Hurricane Florence on Robeson County families."

So, your Culturally-Responsive Course Objective:

"By the end of this Course, the student will analyze the impact of Hurricane Florence on Robeson County families."

Course Objective Checklist

(from the 8 Competencies for Culturally Responsive Teaching)

"By the end of this Course, the student will analyze the impact of Hurricane Florence on Robeson County families."

Does the Course objective:

❑ Reflect on one's cultural lens?

❑ Draw on students' culture (funds of knowledge) to shape curriculum and instruction.

❑ Bring real-world issues into the classroom.

❑ Model high expectations for all students.

❑ Promote respect for student differences.

(New America, 2020)

Designing Assignments that are Culturally Responsive

Considerations when examining a course:

- What funds of knowledge do students bring to the class that might connect to this assignment?

- How does this assignment help to build community within the classroom?

- Does the assignment allow for application in the real-world and/or to address problems; allow for application and feedback?

Creating Modules in the Online Classroom

Align Module Objectives with Course Objectives

≡ Course and Module Learning Objectives

At the end of this course students will be able to:

Course Learning Objectives

1. Summarize the evolution and current status of research on effective schools and research on supervision and instructional leadership.
2. Apply the research on adult learning, adult and teacher development to the role of supervision and instructional leadership.
3. Demonstrate effective use of interpersonal skills and supervisory skills to engage people in courageous conversations that explore issues and challenges bad behaviors/relationships that are hindering school performance.
4. Demonstrate the ability to perform data analysis and use analytical skills to make informed decisions to build teacher capacity and increase efficacy.
5. Incorporate a strategic perspective in applying the levels of supervision and evaluation as indicated in the North Carolina Teacher Evaluation System.
6. Outline a strategic approach to effective recruitment, hiring, and placement practices for establishing organizational and personal fit of school personnel with regards to the school culture and student needs.
7. Evaluate instruction and match/use the correct supervisory approach with a teacher and/or group for optimal results.
8. Assess matters of equity, diversity, and cultural responsiveness in all aspects of leadership and apply cultural competence in individual interactions, decision making, and practice.
9. Demonstrate the ability to effectively convey information and the results of the analysis through written and oral communication.
10. Create a one-page Infographic utilizing technology to display analytical results to share with stakeholders.
11. Design a New/Beginning Teacher Professional Development Support Program utilizing data, research, and technology to empower teachers and build teacher capacity.
12. Write and articulate his/her own educational platform (i.e., personal administrative philosophy as a school leader) and express a defensible supervisory platform.

Module 1 Learning Objectives

1. **MO1:** Summarize the characteristics of a dynamic school (CO1)
2. **MO2:** Identify leadership styles that improve teacher retention and performance (CO1, CO2)

Module 2 Learning Objectives

1. **MO1:** Identify the levels of adult teacher development (CO1, CO2)
2. **MO2:** Analyze ways in which teacher's and leader's qualities, behaviors, cultural beliefs, and attitudes impact effective instruction (CO3)
3. **MO3:** Articulate the relationship among educational beliefs, teaching, and instructional leadership and supervision (CO12)
4. **MO4:** Collect data from the Teacher Working Conditions Survey (CO4)
5. **MO5:** Outline an educational platform (CO12)
6. **MO6:** Collect Demographic Data (CO4, CO9)

Topic(s)	Module Objectives	Individual/Collaborative Activities	Discussions	Readings	Videos, Micro-Lectures, & Demonstrations
Week of March 20-26, 2023 **Module 2: Knowledge of Supervision and Instructional Leadership**	MO1: Identify the levels of adult teacher development (CO1, CO2) MO2: Analyze ways in which teacher's and leader's qualities, behaviors, cultural beliefs, and attitudes impact effective instruction (CO3) MO3: Articulate the relationship among educational beliefs, teaching and instructional leadership and supervision (CO12) MO4 Collect data from the Teacher Working Conditions Survey (CO4) MO5: Outline an educational platform (CO12)	Individual Assessment: Educational Philosophy Q-Sort (MO3, MO4) Quiz: Module #2 Quiz (MO1, MO2, MO3) Individual Assignment: Collection of Demographic and School Data for Evidence #2 Project (MO5) Evidence #2 Checkpoint: Collect data for Evidence #2 Project (MO4, MO4)	Nearpod Collaboration Board: Leadership Strategies to learn of other cultures (MO2, MO3) Discussion Board: Flipgrid Video on Personal Artifacts and its relationship to Cultural Leadership (MO3)	Text: Glickman et al. Chapters 4-6 (MO1, MO2, MO3, MO4) Supplemental Text: Hammond Text - Culturally Responsive Teaching and the Brain—Chapters 1-4 (MO3)	Review PowerPoint Lesson #3: "Adult and Teacher Development within the Context of the School" (MO1) Interactive Nearpod Lesson #4: Reflections on Educational Beliefs, Teaching, and Supervision (MO1, MO2, MO3, MO4) Review PowerPoint Lesson #5: "Supervisory Beliefs" (MO2, MO3) Video: Jahari Window (MO2, MO3) Video: Cognitive Dissonance (MO2, MO3)

Designing Online Modules

Module Outline in Canvas LMS

Module Activities

Below is an outline of the items for which you will be responsible throughout the module.

READ

DUE: Early in the week

Read the following early in the week to help you respond to the discussion questions and to complete your assignment(s).

Required Textbook Readings

1. **Text:** Glickman et al. Chapters 4-6 (MO1, MO2, MO3, MO5)
2. **Supplemental Text:** Hammond Text - Culturally Responsive Teaching and the Brain—Chapters 1-4 (MO3)

READ AND WATCH ONLINE

DUE: Early in the week

Online Lecture Material: Read and listen to the online lecture material located in Nearpod on the following topics.

1. **Review Chapter 4 Corresponding PowerPoint (Lesson #3):** Adult and Teacher Development within the Context of the School" (MO1)
2. **Interactive Nearpod (Lesson #4):** Reflections on Educational Beliefs, Teaching, and Supervision (MO1, MO2, MO3, MO5)
3. **Review Chapter 6 Corresponding PowerPoint (Lesson #5):** Supervisory Beliefs (MO2, MO3)

DISCUSS

Respond to the discussion prompts and questions by the due dates outlined in the assignment.

1. **Nearpod Collaboration Board:** Leadership Strategies to learn of other cultures (MO2, MO3)-Complete by the due date listed on the assignment page.
2. **Discussion Board:** Flipgrid Video on Personal Artifacts and its relationship to Cultural Leadership (MO3)

SUBMIT

Submit your completed written assignment and activities as outlined on the assignment page following the assigned due date. For detailed instructions on completing this assignment, see the associated c

1. **Individual Assessment:** Educational Philosophy Q-Sort (MO3, MO5)
2. **Quiz:** Module #2 Quiz (MO1, MO2, MO3)
3. **Individual Assignment:** Collection of School and Demographic Data (MO4, MO6)
4. **Evidence #2 Checkpoint:** Collect data for the Evidence #2 Project-submit for instructor review/grading (MO4, MO6)

▾ Module 2 -- Knowledge of Supervision and Instructional Leadership   (Complete All Items)   ⊖

📄 **Module 2: Overview**
Viewed   ✓

Module 2-Lessons and Assignments

📄 **Module 2: Lecture Materials #3--- "Adult & Teacher Development"**
Viewed   ✓

📝 **Module 2: Lecture Materials #4 and Assignment 1 -- Completion of Interactive Nearpod Lesson**
Mar 22 | 20 pts | Submit   ○

📝 **Module 2: Assignment 2 --Educational Philosophy Q-Sort**
Mar 22 | 10 pts | Submit   ⊖

📄 **Module 2: Lecture Materials #5---"Supervisory Behaviors"**
Viewed   ✓

📝 **Module 2: Assignment 3--Jahari Window Non-Graded Assignment**
Viewed   ✓

Module 2: Discussions & Peer Group Activities

📝 **Module 2: Discussion 1--Personal Artifacts**
Mar 26 | 20 pts | Submit   ○

Major Project Assignment(s)

📝 **Module 2: Assignment 4 -- Evidence #2-Community, School System, School Data Collection**
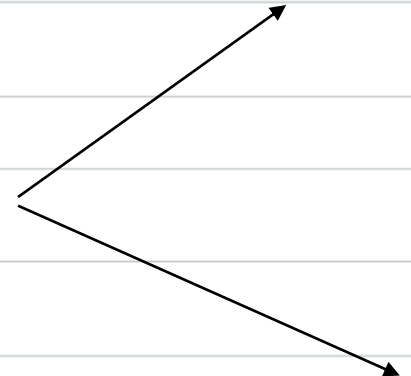Mar 26 | 35 pts | View   ⊖

Module 2: Assessment

🚀 **Module #2 Assessment/Quiz**
Mar 26 | 20 pts | Submitted   ✓

Module 2 Summary

📄 **Module 2: Summary**
Viewed   ✓

Incorporate a checklist of assignments and activities in Canvas

Example Module in the Online Classroom

Interactive Lessons Using the Technology Tool Nearpod

Figure 7: Nearpod (n.d.)

Nearpod allows students to work at their own pace in the online learning environment, engage with other students, and receive immediate feedback during a lesson.

Students can take notes while engaging with the lesson

Figure 8: Nearpod (n.d.)

Example of Nearpod student-paced lesson report in Canvas

Figure 9: Nearpod (n.d.)

Collaboration Boards in Nearpod: Moving Beyond the Traditional Discussion Board Posts

Student Support

Policies (Tone)

c. Please do not be late with your assignments. Students who cannot submit assignments on time because of emergency, unexpected events, or extreme illness should contact the instructor BEFORE THE DUE DATE or as soon as circumstances allow and ask for consideration. Unless arrangements are made with the instructor, assignments WILL NOT be accepted. If a late assignment is accepted, up to a 10% per day grade deduction may be taken, depending on the circumstances. Please do not ask me to allow you to makeup an assignment. The answer will always be no. All assignments are due at 11:59pm on the due date Sunday midnights. At 11:59pm the assignment link will disappear. Do not e-mail assignments.

Please see Canvas for Specific Assignment Descriptions

← Original Late Policy

Revised Late Policy

Aligned with Professional

Competencies

→

Late Assignment Policy

Time Management is one of the Educational Leadership Competencies and Professional Dispositions and requires educational leaders to effectively use available time to complete work tasks and activities that lead to the achievement of desired work or school results.

Since this course is designed as an online accelerated course model and requires that students interact with the material, the professor, and other students on a weekly basis as well as illustrate competency development and application of professional dispositions, it is difficult to achieve the fullest experience in this learning environment when assignments are late. While it is understood that adult learners have competing pulls on their time, an accelerated course requires students be able to complete assignments in a timely manner and take responsibility for the quality of their work and their performance in the course. Therefore, the following late assignment penalties will be applied.

f. Assignments submitted after the due date will receive a 10% deduction per day for up to 2 days.
g. Assignments that have not been received after day 2 will receive a 0 grade.
h. Module assessments/quizzes are not permitted after the due date.
i. *Please note the Evidence #2 Course Project is completed in parts each week and will require students to complete each part by the specified due date. Late and/or incomplete portions of the project could result in a failing grade for the course.*

Note: See graduate course withdrawal process and/or the Incomplete policy if you are unable to complete assignments as assigned and have difficulty submitting assignments on time. (https://www.uncp.edu/academics/colleges-schools/graduate-school/forms-resources/graduate-school-course-withdrawal-form).

Flexible Due Dates

Student-Determined Deadlines

Class-Determined Deadlines

Connection to equity:

- Providing flexibility with deadlines is a way we can cultivate more equitable classrooms. Finding ways to provide flexibility benefits all students, but especially those who live more complicated lives.

Note: Students who work full time or part time, have children and families to take care of, and who have documented or undocumented disabilities; and first-generation students who don't necessarily know that asking for extensions is even an option, are disproportionately punished by inflexible deadlines.

Canvas Calendar/ Agenda (Time Management)

**Encourage students to sync Canvas Calendar with iPhone/Android Device— Offer video Tutorials in Syllabus and Course Welcome page/Video

Student Forms: Weekly/Mid-mester Check-Ins

(Hanstedt, P., 2018)

As aspiring leaders, it is important that we find time to relax and bring awareness to emotions when we are feeling overwhelmed or stressed. This page can be used to practice contemplative practices to engage in relaxation techniques, deep thought, and set an intention for your day. Also, utilize the resources to help support the students, teachers, and staff.

Note: *A Daily Calm | 10 Minute Mindfulness Meditation is playing on this page---(select the candle to access the video). A Morning Yoga routine is available by selecting the video on the television screen or see at the bottom of the screen.*

- 50 Resources to Support the Mental Health of Teachers and School Staff ⧉
- 21 Quick Questions to Check-in on Your Students' Well-Being in 2021 ⧉
- How to be more productive in 2021 ⤓
- Mindfulness Developing Agency in Urgent Times ⤓
- UNCP Campus Virtual Recreation Offerings ⧉
- Keeping your sanity: 6 Strategies to Promote Well-Being ⧉
- SEL for Adults ⧉

Include a Contemplative Practices Page in Canvas

Motivate students with "Words of Affirmation" and Weekly Announcements

Create a Writing Support Canvas Page

Writing Mechanics & APA Formatting Examples

UNCP Writing Center

- The UNCP Writing Center will be available throughout the summer. Students can schedule an appointment with a trained writing consultant via the Writing Center website at https://www.uncp.edu/departments/university-writing-cent assistance feature. Students can use the email: dropoff@uncp.edu to use this service.

Writing Mechanics and Formatting:

All written assignments must be word-processed on a computer and error-free. The American Psychological Association (APA) Publication Manual (latest edition) should be used as a general guide. For the references using APA citation visit

https://owl.english.purdue.edu/owl/resource/560/17/ ⤢).

Writing Support and Guides ⤢

• Sample APA Paper ⤢ • ⤢ Writing Literature Reviews ⤢	• 7th Edition APA ⤢	• Tables and Figures ⤢	• Paragraphing ⤢

Transitional Phrases in APA/Academic Writing

• Transitional Devices ⤢	• Transitional Phrases ⤢	• Guide to Transition Words and Sentence Samples ⤢

Video Tutorials

**Provide Templates, Exemplars, and Writing Resources

Academic Honor Code
(Advantages of Turnitin Tool)

This assignment does not count toward the final grade.

Demographic Profile Report (Submit to Turnitin for Review)

Start Assignment

Due Saturday by 11:59pm   **Points** 10   **Submitting** a text entry box or a file upload   **Available** Jan 10 at 12am - Mar 27 at 11:59pm 3 months

Students will submit to this assignment page (Turnitin Plagiarism Tool) prior to the final submission to review for APA accuracy and to ensure that all works have been cited in-text. This assignment will be included in the student's overall final grade.

Please view the video below for submitting to Turnitin and review the report. After reviewing the report, students should make the necessary revisions and submit to the final assignment link.

Note: Allow students to utilize Turnitin to support with writing and citing sources.

Ensuring Accessibility

Include a Syllabus Key

- **Example: Syllabus Key:** <mark style="background:yellow">***Online Modules/Meetings***</mark>, <mark style="background:cyan">***Face-to-Face/In-Class Meetings***</mark>, <mark style="background:lime">***Projects***</mark>, <mark style="background:magenta">***Assignments***</mark>, <mark style="background:lightgray">***Readings/Online Lessons***</mark>

Include Accessible Links within the syllabus

- **Example:** [UNCP ARC](https://www.uncp.edu/departments/accessibility-resource-center/arc-contact-us) (https://www.uncp.edu/departments/accessibility-resource-center/arc-contact-us).

- Provide Transcripts of Lessons and Closed Captioning on Videos

"Table Talk" In what ways are you being "Responsive"?

"A person's cultural background is an important aspect of what he or she believes about education." (*Glickman, Gordon, & Ross-Gordon*, 2018, p. 107)

Figure 10: UNCP (2017)

Next Steps…

- Classroom Instruction
  - Commit to completing one Culturally Responsive Activity (from the resources provided) with your classes next semester
- Reflection and Journaling
  - Record how students respond differently to the responsive activities in online learning environments.
  - Record any differences in student behaviors, academic performance, student engagement, sense of belonging, etc.
  - Reflect on interactions and behaviors that take place in the classroom – seek to understand the motivation behind those behaviors and plan for effective change.
  - Record your own reflections of this process.

Questions

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