

## Sarah Anderegg

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**From:** Jonathan Eldridge  
**Sent:** Tuesday, September 12, 2023 3:10 PM  
**To:** Jonathan Eldridge  
**Subject:** Fall 2023 Faculty Information & Updates, Volume VI  
**Attachments:** How to Become a Mobile-Mindful Teacher.pdf; EVENT\_FLYER\_MASK\_YOU\_LIVE\_IN.pdf

**Follow Up Flag:** Follow up  
**Flag Status:** Completed

Dear College of Marin Faculty:

This week I invite you to attend—and invite students to join you at—two upcoming events/opportunities:

1. *The Mask You Live In*, part of Suicide Prevention Month (details below and in the attached flier);
2. *The Revolutionary Art of Emory Douglas*, coming to the College's Fine Arts Gallery in October (details below).

I also attach for your consideration 'How to Become a Mobile-Mindful Teacher,' which helps you to consider how you perceive cell phones in the classroom and how you can leverage them to your teaching advantage. I look forward to your thoughts on this topic—and to seeing you at the upcoming events!

1. September is [Suicide Prevention & Recovery Month](#), and we invite you to attend the upcoming event, ***The Mask You Live In***, scheduled for **Thursday September 14<sup>th</sup> from 5:00-8:00 pm** in AC 255. Additional Suicide Prevention Month events throughout the County can be found [here](#)).

**This event will explore thought provoking questions through an inspiring and experiential evening, including:** Have you ever wondered why asking for help during hard times is difficult, especially for men and boys? How do our social/cultural rules, expectations, and “norms” about masculinity shape our health, safety and well-being? Can you ever be “enough” in a society driven by unrealistic expectations and pressures?

**It's time to break free from the stigma of asking for help and ultimately, redefine traditional notions of what it means to be “strong” – for everyone!**

This event is free, multi-generational, and will provide refreshments. Participants will examine what it means to be strong through, ***The Mask You Live In***, led by [Ashanti Branch](#), MEd, Executive Director, Ever Forward. **In the end, our goal is for all of us to find a passage to our true selves so that we can lead a safe, resilient and whole life.**

**[REGISTER HERE TODAY!](#)**

**More about Ashanti Hands, M.Ed.**  
<https://everforwardclub.org/ashanti-branch-bio>

2. ***The Revolutionary Art of Emory Douglas: Black Liberation, Global Solidarity***

**October 2, 2023-October 27, 2023**  
**Monday-Thursday, 10-7 pm**

College of Marin Fine Arts Gallery  
Kentfield, CA  
Admission Free, Open to the Public

This exhibition honors Emory Douglas's lifelong commitment to resistance, self-determination and Black liberation. As the former Veteran Revolutionary Artist & Minister of Culture for the Black Panther Party, his images in the *Black Panther Newspaper* were a clarion call to oppressed and colonized peoples throughout the world. Over the last 60 years, his designs have continued to spark resistance, self-determination, and Black liberation. All Power to the People. Ashe'

Co-sponsors: Umoja Equity Institute, Umoja Learning Community, Fine Arts Gallery, Art Department, Arts & Humanities, Communication Department, COM Library



### **Gallery opening & welcoming reception**

Thursday, October 5, 2023, 5-7 pm  
Fine Arts Gallery & James Dunn Patio

Music and artist book signing of *Black Panther: The Revolutionary Art of Emory Douglas*

### **An evening with Emory Douglas**

October 26, 2023, 5-8 pm  
James Dunn Theater, College of Marin  
RSVP: <https://emorydouglas.eventbrite.com>

This culminating event for the Emory Douglas exhibit will feature poetry by Meres-Sia Gabriel, music by Tariqa Lewis, and a conversation between LA-based Xicana artist and activist Melanie Cervantes and Emory Douglas



Want to learn more about Emory Douglas and his art? Check out the Emory Douglas College of Marin LibGuide:: <https://libguides.marin.edu/EmoryDouglas>

Thank you for all you do.

Jonathan



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# How to Become a Mobile-Mindful Teacher

Instead of giving in to frustration over cellphones in the fall, maybe it's time to put them to good use in class.

By [James M. Lang](#)

MAY 15, 2023

I tend to fall on the tech-weary side of the digital divide. So I wasn't particularly pleased one recent day when I found myself with time to kill and no other diversion but my smartphone. I had arrived at a pizza shop to pick up my order — just at the moment that it should have emerged piping hot from the oven — only to have a hassled teenager mutter: "It will be another 10 minutes." Irritated, I sat down and pulled out my phone. Ten minutes of pointless scrolling on social media seemed in the offing. But before I could open Instagram or Facebook, I remembered a question I'd read earlier in the day that had caught me off guard.

It was from a new book on teaching and mobile technology. While acknowledging that lots of people regard smartphones as an empty distraction, the author asked: What if the source of those feelings "was not necessarily being on our phone, but being on our phone mindlessly?"

OK, I thought, I'll take the bait: How could I make a more mindful choice while waiting for my order? I swiped my screen over to my less-used apps, and tapped on the one that I use to learn ancient Greek. Within a minute I had forgotten about the pizza, and was drilling myself on the aorist tense and on new vocabulary. Time devoted to my least-favorite activities — being on my phone and waiting around — became time devoted to my favorite thing: learning.

The book that inspired this choice was [Mobile-Mindful Teaching and Learning: Harnessing the Technology That Students Use Most](#), by Christina Moore, a lecturer in writing and rhetoric and associate director of Oakland University's teaching center.

A lot of oxygen is being depleted from the higher-education ether right now by [ChatGPT](#). While those long discussions play out, it's heartening to see how writers and educators like Christina Moore and Jessica Early (whose work, on creating compelling writing assignments, [I wrote about last month](#)) are extending the teaching-and-technology conversation in other directions. Artificial intelligence has its role to play, but so will these "older" tools like mobile phones. And as summer beckons, the next few months are the best time to rethink your classroom practices for the fall.

I'm not sure what drew me to Moore's book, published in February, since I have long kept mobile phones at a distance in my life. I was a very late adopter, and still have the habit — annoying to my wife and children — of setting my phone down and walking away from it for a few hours. Not long ago I left it in the seat pocket on a plane; the 48 hours I spent without it felt a little bit like bliss.

But after reading the first few pages of *Mobile-Mindful Teaching*, I realized — not for the first time in my life — that my settled perspective on this contentious issue needed a shake-up. Moore’s book, based on a solid foundation of learning research, aims to show how smartphones can actually support student learning in our classrooms. She offers dozens of specific examples, from across the disciplines, of mobile-mindful teaching practices, a few of which I’ll share here.

In the first half of the book, Moore invites readers to review their own mobile habits (more on that below). The second half digs into the relationship between mobile learning and teaching practices in higher education. My major takeaways from her thoughtful recommendations include:

- **Take a mobile tour of your own courses.** My age and eyes make the idea of taking a college course via a mobile phone seem impossible. But that’s precisely the way that many students engage with course materials. If you want to make your syllabus, readings, and other materials available to all students, make sure they are accessible in their palms. Moore recommends that instructors use their own phones to review their course documents on the campus learning-management system, in order to see what stumbling blocks mobile-using students are encountering.
- **Give time estimates for completing reading assignments.** I jumped off Twitter at the start of this year, and moved over to [LinkedIn](#). The articles posted there, as is common on many media sites, offer a reading time: e.g., “4 min read.” It would be helpful, Moore suggests, to include reading times for required texts on a college syllabus. That information can help students decide whether to read something on their phones at the coffee shop or wait until they are in front of a laptop screen in the library.
- **Embrace mobile study guides.** In reviewing your courses with mobile accessibility in mind, look for places where phones can support or even enhance learning. For example, we know that the more times we ask students to [retrieve information from memory](#), the more firmly it gets lodged in their brains. We also know that [retrieving material learned in a course in different contexts](#) — times, locations, situations — enhances students’ ability to use that information outside of the classroom. With those ideas in mind, why not work with your students to find a flashcard app they can use to make flashcards to quickly review course material while they are outside of class? Moore suggests having students work together on a group project to create shared flash-card decks on [Quizlet](#) or [Anki](#). Once created, the decks can be used by students wherever they are, including at the pizza shop.
- **Design creative assignments they can do with their phones.** Sprinkled throughout Moore’s book are clever ideas for mobile assessments that might rejuvenate any college course. Instructors could have students use Google maps to create a place-based analysis of some aspect of course content. In lieu of a traditional presentation, students could host a “slow chat” on a social-media platform where questions are posed in a timed sequence. For a low-stakes assignment, ask students to take photographs of objects that relate to course content, post the images on the course website, and annotate them in a few sentences for everyone to see and use.

These little machines, Moore argues, have incredible power to support learning — and not just for students. She also invites professors to review their own phone habits. We can choose to let our phones distract us mindlessly, or we can mindfully embrace their potential. My pizza-shop experience inspired a new relationship with my phone, one that has continued to evolve since I finished the book.

If you are one of those folks who have loved your phone from Day 1, you will no doubt roll your eyes at some of my “discoveries.” But I know I’m far from the only Ph.D. to resist the allure of this ubiquitous gadget. Thanks to *Mobile-Mindful Teaching and Learning*, I’m using my phone in new ways that I think make me a more productive thinker and writer. Among them:

- The first and simplest change I made was to rearrange the apps on my home screen. I realized I had five screens of apps in random order. It never occurred to me that having to scroll through all those screens, or use the search to find my apps, was one of the sources of my annoyance. Today I have all the apps that matter to me on the first screen — including the one for learning Greek.
- A new app that now appears on that first screen is [Instapaper](#), a content-curation tool. I have countless folders of bookmarks on my browser that I never look at. Instapaper, an extension that you can add to any browser, lets me put an article, video, or image — whether I encounter it on my phone or laptop — into a folder, add notes, and even highlight and comment on it. Like many apps, these features are available in the free version (which I have) but are more robust in the paid version.
- I was persuaded by Moore to take a crack at audiobooks. I already listen to podcasts, but I just love the feel of physical books and the tactile pleasure of turning pages. Moore argues that adding audiobooks into our reading habits can expand the places where we pursue learning. I recently downloaded my first audiobook, the [autobiography](#) of [Loyola University Chicago’s famous Sister Jean](#), and I was hooked — by Sister Jean’s infectious positivity and by the prospect of listening to books on my phone.

I am still discovering how to make my relationship with my phone more mindful. Of course, that doesn’t mean spending every minute with a phone in hand. Throughout the book, Moore acknowledges the places where phones might be a hindrance to learning or well-being. At the same time, she writes, “we get better results from being mobile-mindful than mobile-resistant.”

For years now, my conversations with students about phones have focused on how we can make sure they don’t interfere with learning. This fall, I will still have that conversation — but it will be folded into a larger discussion about how digital tools can both diminish and support learning.

James M. Lang is an education writer and a former professor of English and director of the Center for Teaching Excellence at Assumption University, in Worcester, Mass. His [most recent book](#) is *Distracted: Why Students Can’t Focus and What You Can Do About It*, published by Basic Books in 2020. He also is the [author of](#) *Small Teaching: Everyday Lessons From the Science of Learning*.





# Redefining Strength

## The Mask You Live In

Learn more about what it means to be "strong"  
and to ask for help when times are tough.  
Facilitated by Ashanti Branch, MEd.

Thursday September 14th from 5-8pm

College of Marin  
835 College Avenue  
Academic Center, Room 255  
Kentfield, CA

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