1
00:00:00,660 --> 00:00:09,570
I guess the challenge I see is, I think, just trying to be aware of how I
could set up the classroom properly to still do some activities,

2
00:00:09,570 --> 00:00:16,530
but to be mindful of the social distancing students who may not feel 100
percent comfortable in class.

3
00:00:16,530 --> 00:00:28,750
So I guess that's going to be at the forefront.

4
00:00:28,750 --> 00:00:37,660
Hi, everyone, and welcome to the staff lounge, a place to unwind, reflect
and connect with the faculty at Hunter College in Toronto, Canada.

5
00:00:37,660 --> 00:00:44,020
In each episode, we'll be having casual chats, interviews and tips from
our teaching and learning support team.

6
00:00:44,020 --> 00:00:51,560
I'm your host, Sharon Thabet again. I'm a saxophonist, composer and
faculty in The Bachelor of Music Program.

7
00:00:51,560 --> 00:00:59,780
Today's episode is all about the transition from online to face to face
learning, and no, we're all in this together.

8
00:00:59,780 --> 00:01:07,370
That was the phrase I recall being said so often in March 2020, when
faculty were rapidly moving courses online.

9
00:01:07,370 --> 00:01:13,880
I remember thinking that in a few weeks, maybe a few months, we'd all be
back in the classroom and we'd get through the pandemic.

10
00:01:13,880 --> 00:01:17,930
We'd be back to meeting in person and teaching in a physical classroom.

11
00:01:17,930 --> 00:01:24,500
The pivot to online plan to get us through the end of the semester
continued into a few more semesters.

12

00:01:24,500 --> 00:01:32,090
And here we are almost two years later in the fourth wave of the
pandemic, and no faculty are beginning this semester online.

13
00:01:32,090 --> 00:01:36,380
When this episode's podcast was recorded in early December 2021,

14
00:01:36,380 --> 00:01:41,930
the plan was for no faculty and students to return back to campus and to
in-person teaching.

15
00:01:41,930 --> 00:01:47,420
Since then, things have changed. The return to campus plan has again been
delayed in faculty,

16
00:01:47,420 --> 00:01:53,330
and students continue to work online as our institution continues to
navigate this change.

17
00:01:53,330 --> 00:02:01,130
It seems that there are few things that we can count on these days.
First, the learning will continue no matter what the modality.

18
00:02:01,130 --> 00:02:05,930
In second, teaching plans need to be flexible and easily adaptable.

19
00:02:05,930 --> 00:02:12,770
While this podcast episode is a conversation focused on returning to in
campus teaching, to me, it's also about flexibility,

20
00:02:12,770 --> 00:02:19,460
compassion and reevaluating even the small things in our classes that we
perhaps took for granted.

21
00:02:19,460 --> 00:02:22,940
I'm speaking with humble faculty and innovative learning seconds.

22
00:02:22,940 --> 00:02:29,450
David Vasquez, Abrams and Nicole Chu, schmuck on how they're getting
ready to return to campus and our strategies,

23
00:02:29,450 --> 00:02:34,950
feelings and concerns about going back to face to face learning.

24
00:02:34,950 --> 00:02:41,430
Dave, you have been teaching in the classroom this semester, you also
have a significant amount of experience.

25
00:02:41,430 --> 00:02:44,790
I gather teaching online, at least throughout the pandemic, perhaps even
before.

26
00:02:44,790 --> 00:02:55,920
I'm not sure. But can you speak to some of the things that you've had to
wrap your head around kind of reentering the classroom after this season
of

27
00:02:55,920 --> 00:03:05,950
teaching online and any kind of things that you had to think about or or
re tweak in order to jump back into the face to face classroom.

28
00:03:05,950 --> 00:03:14,290
Sure, it's been I think at first it was a little bit more.

29
00:03:14,290 --> 00:03:23,920
Difficult to wrap my head around it initially, because, you know, you're
going back into this environment with students.

30
00:03:23,920 --> 00:03:30,960
It's a reduced capacity, but you don't know necessarily what they're
anticipating.

31
00:03:30,960 --> 00:03:34,460
And I found that that made it.

32
00:03:34,460 --> 00:03:42,740
A little bit difficult to jump back into at first, because I wasn't sure
what their comfort level was with being on campus, I knew what mine was.

33
00:03:42,740 --> 00:03:47,990
I was OK with it and I knew that she was on campus were good in terms of,

34
00:03:47,990 --> 00:03:53,840
you know, sanitizer and all the classrooms, all the wipes and all that
stuff.

35
00:03:53,840 --> 00:04:01,150
So it was a little bit like. A learning experience for everybody in the
room.

36
00:04:01,150 --> 00:04:07,970
And so, you know, everybody comes in, we have to sit a desk apart and
then.

37
00:04:07,970 --> 00:04:15,560
First week was everybody, I think was a little bit more cautious, and
then as the semester went on, people became more comfortable.

38
00:04:15,560 --> 00:04:19,430
I'm not saying that they didn't observe distancing or stuff like that,

39
00:04:19,430 --> 00:04:27,360
and I just think that it was almost like, who's going to make the first
move kind of situation, you know?

40
00:04:27,360 --> 00:04:33,030
So, yeah, I would say that that was probably like the biggest hurdle was
the first couple of weeks

41
00:04:33,030 --> 00:04:37,950
and just determining what people's comfort level was and even asking them
to write,

42
00:04:37,950 --> 00:04:45,300
you know what, what they're comfortable with? Are you OK with me handing
you this handout?

43
00:04:45,300 --> 00:04:50,820
Or would you prefer it in a digital format only? I didn't, really.

44
00:04:50,820 --> 00:04:54,990
I didn't really get much hesitation from people.

45
00:04:54,990 --> 00:05:00,300
But the first week or two was just figuring that part out.

46
00:05:00,300 --> 00:05:04,170

Interesting. Even some of those activities, which we might take for granted,

47
00:05:04,170 --> 00:05:10,330
just passing out a sheet of paper have to kind of be thought about and discussed, which is that's super interesting.

48
00:05:10,330 --> 00:05:12,420
I haven't considered that.

49
00:05:12,420 --> 00:05:20,580
I know for you just what little I know of, of you and your teaching, Dave, that you do a lot of hands on work and some of your classes, right?

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00:05:20,580 --> 00:05:25,300
You're teaching things that involve drawing and various kinds of super tactile activities.

51
00:05:25,300 --> 00:05:28,500
Can you just talk about the specific classes that you're teaching,

52
00:05:28,500 --> 00:05:37,930
teaching and how that hands on nature has has been for you, as at both an online or face to face teacher?

53
00:05:37,930 --> 00:05:42,560
Well, it's been a learning experience for me.

54
00:05:42,560 --> 00:05:52,700
I think this semester they own the only reason I actually ended up in in in the classroom is because of a scheduling mistake.

55
00:05:52,700 --> 00:05:59,210
I was originally I was originally supposed to be online and there was a there was an error in the scheduling.

56
00:05:59,210 --> 00:06:10,500
And so I ended up teaching a course that I had taught a couple of years ago in person and in terms of adjusting for online.

57
00:06:10,500 --> 00:06:24,190

It was kind of building my own rig at home for videotaping my drafting table, so, you know, I have to do drawing demos for the students and stuff and.

58
00:06:24,190 --> 00:06:29,110
Just figuring out the equipment that I could get and then, you know,

59
00:06:29,110 --> 00:06:34,360
Jerry rigging all sorts of articulating arms and cameras and stuff with binder clips

60
00:06:34,360 --> 00:06:42,580
and tape and plastic pants and zip ties and all that good stuff and figuring out that.

61
00:06:42,580 --> 00:06:51,860
That rig. Was a little bit. It was actually kind of fun, challenging, but fun and then coming back into class,

62
00:06:51,860 --> 00:06:58,700
I think I took a lot from teaching online and just brought it into the classroom, right?

63
00:06:58,700 --> 00:07:08,810
So making more use of video up on the board and even supplemental materials for the class and drawing demos and stuff because,

64
00:07:08,810 --> 00:07:11,270
you know you caught it anyways.

65
00:07:11,270 --> 00:07:20,950
You can have it live on YouTube as an unlisted video forever if you really wanted to, and then you just link to it in the LMS and.

66
00:07:20,950 --> 00:07:28,440
Yeah, I mean, it's been. A learning experience, for sure, and I think that there are positives to take away from it,

67
00:07:28,440 --> 00:07:36,650
like those extra supplemental bits from teaching online that can now be incorporated into the in-person learning.

68
00:07:36,650 --> 00:07:41,570

Have you been recording your live classes as well? No, no.

69
00:07:41,570 --> 00:07:47,690
OK, so the things that you're mentioning are prerecorded things that,
yes, OK, the demos, OK?

70
00:07:47,690 --> 00:07:52,040
And I mean, in regards to the rig and being able to do those demos,

71
00:07:52,040 --> 00:07:56,030
do you have that kind of technology in your classrooms, in your face to
face classrooms as well?

72
00:07:56,030 --> 00:08:03,560
Or are you just relying on the prerecorded stuff that you've done to show
the the demos live when you're in the classroom with students?

73
00:08:03,560 --> 00:08:06,290
Yeah. So it's it's actually it's a mix of both.

74
00:08:06,290 --> 00:08:18,650
So the prerecorded stuff is kind of like a, you know, before you come to
class, watch this 15 minute video or whatever it is and.

75
00:08:18,650 --> 00:08:24,080
Bring that knowledge with you, and then we can go over it again in class
as I do a drawing demo.

76
00:08:24,080 --> 00:08:29,390
Either it could be on the board or, you know, we have document cameras as
well.

77
00:08:29,390 --> 00:08:39,350
And we we are actually in the process of finishing up renovations of our
our studios in the UN building on the first floor.

78
00:08:39,350 --> 00:08:46,450
So each of the rooms is going to have like a document camera in it
because of the design programs make.

79
00:08:46,450 --> 00:08:52,330
Extensive use of them, and yeah, it's it's like a mix of both.

80
00:08:52,330 --> 00:08:55,180
So you have the document camera in the classroom, you do the live demo,

81
00:08:55,180 --> 00:09:00,640
there's not really any need to record it because you have this
supplemental material as well.

82
00:09:00,640 --> 00:09:06,730
And. It actually because there was a prerecorded stuff as well,

83
00:09:06,730 --> 00:09:11,320
it made it a little bit easier for students who, you know, if they sent
me an email and said, Hey,

84
00:09:11,320 --> 00:09:15,130
I'm not feeling so great this week, I'm not going to be coming in and you
know,

85
00:09:15,130 --> 00:09:18,280
you have to go through the whole process of getting a COVID test and all
that.

86
00:09:18,280 --> 00:09:23,380
So I even had to do that myself this semester. So, you know,

87
00:09:23,380 --> 00:09:28,540
that kind of stuff happens and then having the flexibility to kind of if
you

88
00:09:28,540 --> 00:09:35,020
need to accommodate a student who can't come into class because they're
sick, it's not really a difficult thing to do.

89
00:09:35,020 --> 00:09:38,980
Well. One of the things that I've been struggling with and again,

90
00:09:38,980 --> 00:09:44,380
not being in the position that I will be reentering the face to face
classroom in January myself,

91
00:09:44,380 --> 00:09:49,930

but something that I was thinking about at whatever point that happens is
how do you marry the two?

92
00:09:49,930 --> 00:09:58,000
How do you provide a mix of materials that's online with a face to face
component and make it relevant and not just for engagement purposes,

93
00:09:58,000 --> 00:10:01,120
but assessment purposes too? Do you find that that?

94
00:10:01,120 --> 00:10:06,730
Is that a challenge for you when you present material to the class in
kind of a flipped classroom environment,

95
00:10:06,730 --> 00:10:13,510
which it sounds like you're doing that the students are meeting you part
way and coming to come into class prepared with that knowledge,

96
00:10:13,510 --> 00:10:16,990
is that something that you have to actively assess them on in a really
concrete way?

97
00:10:16,990 --> 00:10:23,950
Or is it just kind of happened that they do that and then they walk into
the classroom and generally they're ready to go?

98
00:10:23,950 --> 00:10:29,950
Well, I mean, the the the nature of our our classes being drawing
classes,

99
00:10:29,950 --> 00:10:35,410
it's kind of a flipped classroom by default, and it's always kind of been
that way,

100
00:10:35,410 --> 00:10:38,890
which is interesting because I remember when I when I first started at
the college,

101
00:10:38,890 --> 00:10:44,860
I did a bunch of Seitel courses and one of the one of the ones I did was
about a flipped classroom.

102
00:10:44,860 --> 00:10:49,720

And I was like, Oh, we just do this. This just happened. It's a natural thing.

103
00:10:49,720 --> 00:10:56,110
And so I remember it was Tara at the time. She thought that was awesome, which was great.

104
00:10:56,110 --> 00:10:59,320
But yeah, the students, they don't have any issue with it.

105
00:10:59,320 --> 00:11:08,980
I think we're all kind of visual learners and I think our minds are kind of geared towards that anyways.

106
00:11:08,980 --> 00:11:17,380
And when it comes to assessing whether the students, you know, are coming prepared or not, the proof is in the pudding.

107
00:11:17,380 --> 00:11:22,090
I can look at their drawing right and I can see what it is that, you know,

108
00:11:22,090 --> 00:11:29,140
they understand what maybe they're not understanding and I can do one to one help.

109
00:11:29,140 --> 00:11:37,120
The reduce class size really actually made that a lot easier. Of course, I'm teaching is is a technical perspective, drawing course.

110
00:11:37,120 --> 00:11:43,590
And so the content can be. Difficult for the students to learn, so.

111
00:11:43,590 --> 00:11:51,880
You know, having a class of 15 people makes it a lot easier to give that one to one help because.

112
00:11:51,880 --> 00:11:58,600
Although we're all drawing the same subject matter, we're there drawing it from different points of view.

113
00:11:58,600 --> 00:12:04,500

All right. So some of it is observational drawing some of it is conceptual, but.

114
00:12:04,500 --> 00:12:09,000
You know, for example, they have to draw a chair because it's a portfolio piece.

115
00:12:09,000 --> 00:12:14,700
And they could all be drawing the same chair, but they're all looking at it from a different perspective in the room.

116
00:12:14,700 --> 00:12:20,850
So each student getting that one to one help, it makes a big difference.

117
00:12:20,850 --> 00:12:22,410
When you're doing that one to one feedback,

118
00:12:22,410 --> 00:12:29,850
I'm imagining that's probably much easier to do in the moment in a face to face classroom than it would have been in an online setting.

119
00:12:29,850 --> 00:12:37,290
Is that fair to say? Yeah, it is. And in the classroom.

120
00:12:37,290 --> 00:12:45,520
There isn't as much hesitancy for a student to show their work as there is online because in the classroom they're at their desk, right?

121
00:12:45,520 --> 00:12:50,460
If they don't want another student to see it or I don't know for whatever reason,

122
00:12:50,460 --> 00:12:55,140
they don't want others to see it, it's pretty easy to keep it to themselves, right?

123
00:12:55,140 --> 00:12:58,680
We've got this also social distancing, pardon me, in place.

124
00:12:58,680 --> 00:13:06,750
And and just the fact that it's not on a screen for everybody to see in a recorded class and all that kind of stuff.

125
00:13:06,750 --> 00:13:12,480
So. Mm-Hmm. Online was a little bit trickier for one to one help, for sure.

126
00:13:12,480 --> 00:13:16,680
I've been trying something in my in my music theory classes where they're doing similar, similar kinds of things,

127
00:13:16,680 --> 00:13:21,990
where I assign them short activities to do during a synchronous session, which we would have once per week.

128
00:13:21,990 --> 00:13:24,960
And Zoom came out with this great feature called Focus Mode.

129
00:13:24,960 --> 00:13:32,910
This past August, which has been super interesting because it's essentially getting them to all screen share their work at the same time,

130
00:13:32,910 --> 00:13:39,300
but I'm the only person who can see it so I can quickly go back and forth between the different students and give them,

131
00:13:39,300 --> 00:13:42,420
you know, a very short amount of feedback and say, This looks great.

132
00:13:42,420 --> 00:13:48,570
Hey, maybe try this and everybody can hear what I'm saying, but they can't see the other person's work.

133
00:13:48,570 --> 00:13:52,260
So it's sort of semi-private, I suppose, at that point.

134
00:13:52,260 --> 00:13:58,440
And and then I might say to that one student who I want to use as an example, Hey, do you mind if I share this to the whole class?

135
00:13:58,440 --> 00:14:00,720
And then once I've done giving feedback to everybody,

136
00:14:00,720 --> 00:14:05,590

then I'm able to to use that person's example like I might put something on the board or whatever, you know?

137
00:14:05,590 --> 00:14:09,270
And if face to face, it's been interesting. I mean, it's not the same.

138
00:14:09,270 --> 00:14:16,290
It's clearly not the same in terms of the immediacy and the ease of being able to just walk around and say, Hey, check this out.

139
00:14:16,290 --> 00:14:23,040
But it's it's been an interesting compromise that I've been enjoying. So, yeah, yeah, but I do like school feature.

140
00:14:23,040 --> 00:14:28,290
It is a great feature, and I don't know if it was intended for that purpose, but that's how I've been using it.

141
00:14:28,290 --> 00:14:35,160
So it's been kind of fun, but I feel I feel you on the the hands on piece and and when when they're getting,

142
00:14:35,160 --> 00:14:40,650
when they're writing musical examples, it sometimes it is a little bit like that, drawing the chair from a different perspective.

143
00:14:40,650 --> 00:14:44,280
They're all doing the same work, but they're they're all doing it slightly differently.

144
00:14:44,280 --> 00:14:48,330
So there isn't one template that I can share as being the correct answer.

145
00:14:48,330 --> 00:14:53,910
Mm-Hmm. So yeah, it's been interesting. Nicole, I wonder.

146
00:14:53,910 --> 00:15:03,120
So you are teaching online and in the January semester, you will be reentering the classroom?

147
00:15:03,120 --> 00:15:10,470
And I'm wondering what sort of challenges do you expect on the horizon for you

148
00:15:10,470 --> 00:15:16,020
hopping back in after after doing it one particular way for the last
little while?

149
00:15:16,020 --> 00:15:22,740
Yeah, no. And David, some great points knowing that you've been in the
classroom and assurance that you said,

150
00:15:22,740 --> 00:15:30,090
I never even thought about handouts really like, yeah, all the little
details that you have to think about.

151
00:15:30,090 --> 00:15:33,390
I think when we first went online, you know, now I'm like you,

152
00:15:33,390 --> 00:15:41,970
my pants fit me from a year and a half ago, and it's just, you know, I
think that's my first challenge.

153
00:15:41,970 --> 00:15:50,280
I'm only kidding. But no, when we first went online, it was like, I
thought, OK, a couple of weeks, then I thought, maybe a month.

154
00:15:50,280 --> 00:15:57,000
And then here we are. And I can't believe it's, you know, we're going to
year and a half, almost two years.

155
00:15:57,000 --> 00:16:06,300
We've been online and I think we've all done a good job adjusting and
trying to make the experience a positive one for our students,

156
00:16:06,300 --> 00:16:11,550
learning things as we go and sharing best practices with one another.

157
00:16:11,550 --> 00:16:19,050
But what excites me, or or maybe a challenge that I can see going
forward?

158
00:16:19,050 --> 00:16:24,420
One thing I do like about, and I think I spoke about this with you before
about that,

159
00:16:24,420 --> 00:16:32,220
I now have the content ready online so I can now do the flip classroom
I've always wanted to do.

160
00:16:32,220 --> 00:16:38,520
And so if a student, you know, might be struggling in class before I
would, you know,

161
00:16:38,520 --> 00:16:44,640
and I still definitely want to meet with the students online to discuss
it or even outside of class.

162
00:16:44,640 --> 00:16:51,900
But now I've got all that content, you can say, Okay. Check out this
video and then let's chat about it because I've already got that content
created.

163
00:16:51,900 --> 00:16:59,130
So I think that's what excites me about it. I guess the challenge I see
is I like to do a lot of group work.

164
00:16:59,130 --> 00:17:06,120
So how to be that was totally my dog, that anybody here that apparently.

165
00:17:06,120 --> 00:17:10,770
Oh, OK, yes. Gosh, did you hear her?

166
00:17:10,770 --> 00:17:16,880
So, um, so anyways, I think I like to do a lot of group working class.

167
00:17:16,880 --> 00:17:24,900
So like students working together because we are in the hospitality
industry, so they're going to be working together.

168
00:17:24,900 --> 00:17:31,740
So I think just trying to be aware of how I could set up the classroom
properly to still do some activities,

169
00:17:31,740 --> 00:17:35,570
but to be mindful of the social distancing students who may not.

170
00:17:35,570 --> 00:17:42,620

Feel 100 percent comfortable in class, though, I guess that's going to be at the forefront.

171
00:17:42,620 --> 00:17:48,890
And, you know, I used to come into class and worry that a student would come in with a food item when a student had an allergy.

172
00:17:48,890 --> 00:17:55,970
So I'd be addressing that. When I came into class to make sure everybody feels safe and comfortable in the classroom.

173
00:17:55,970 --> 00:18:00,680
But now I think going through some different policies,

174
00:18:00,680 --> 00:18:06,590
procedures and really making sure that there's an open environment where students can feel comfortable,

175
00:18:06,590 --> 00:18:16,400
say I'm not comfortable in this group going for like working in group work going forward and trying to maybe kind of navigate some of those changes.

176
00:18:16,400 --> 00:18:25,640
As we move into the classroom, I know I'm going back into a lab class, so I have a computer lab, so that's kind of exciting.

177
00:18:25,640 --> 00:18:33,770
I know what these students have the computers there, so I want to look at my curriculum that I'm using to make sure I can take advantage

178
00:18:33,770 --> 00:18:39,110
of the students maybe doing something online in the lab class in a group instead.

179
00:18:39,110 --> 00:18:48,050
So that kind of excites me about that as well. Interesting, so, yeah, so that you envision that that class time would be spent on group work,

180
00:18:48,050 --> 00:18:55,850
but it facilitates maybe being able to do some of it without having the huddle in the same way that you might.

181

00:18:55,850 --> 00:19:00,350
Cool. Yeah. So I'm thinking of that using the computers in that way.

182
00:19:00,350 --> 00:19:04,670
So at least we can be mindful of the social distancing as well.

183
00:19:04,670 --> 00:19:12,410
And David, what you said, it's like hand in hand out. So at least now in
the lab class, that can happen digitally and have the modules right
there.

184
00:19:12,410 --> 00:19:17,270
So maybe I can have students do a little bit more work online than we
talk about it as a class.

185
00:19:17,270 --> 00:19:25,340
So I'm kind of envisioning some of those things and they get me excited
as well coming into the classroom and just that overall energy,

186
00:19:25,340 --> 00:19:28,910
you know, you try to get it online and you do get it.

187
00:19:28,910 --> 00:19:32,360
But you know, a lot of times I don't know.

188
00:19:32,360 --> 00:19:38,120
I can read students faces in terms of, OK, did they get the content?

189
00:19:38,120 --> 00:19:46,280
Maybe I should go over that again. I try to use the emojis and the chat
saying, put an emoji in the chart to tell me how you feel about the
content.

190
00:19:46,280 --> 00:19:56,800
So I've been doing the emoji temperature check and but now it will be
nice to actually see students face to face.

191
00:19:56,800 --> 00:20:00,920
Oh yeah, I wonder about that for myself.

192
00:20:00,920 --> 00:20:05,660
At whatever point, I'm back in the face to face classroom because one
thing I've really latched

193
00:20:05,660 --> 00:20:09,080
on to in the last season and I would love either of your thoughts on
this,

194
00:20:09,080 --> 00:20:14,390
is is finding those quick temperature checks in the room.

195
00:20:14,390 --> 00:20:22,340
I use Zoom polls extensively now, which is something that wasn't
necessarily something that I did a year ago even.

196
00:20:22,340 --> 00:20:29,870
But I use those at various points throughout the day to be able to
quickly get a sense as to how the group is doing with the material.

197
00:20:29,870 --> 00:20:36,830
And of course, like most polls and Zoom or Microsoft Teams or Blackboard
Ultra or whatever, they're anonymous.

198
00:20:36,830 --> 00:20:41,180
They give me a sense, and they give the students a sense as to how they
fared with respect to the group.

199
00:20:41,180 --> 00:20:47,270
It might be a quick, multiple choice question that I put up on the board
and in the Zoom call.

200
00:20:47,270 --> 00:20:52,880
That is something that I think I would actually miss to some extent in a
face to face classroom,

201
00:20:52,880 --> 00:20:57,260
because most of the classes that I teach typically are fairly low tech.

202
00:20:57,260 --> 00:21:04,040
They're not in computer labs, their manuscript paper and a pencil kind of
courses for the most part.

203
00:21:04,040 --> 00:21:10,250
And for the most part, I think using software in my courses would
probably slow you down a little bit.

204
00:21:10,250 --> 00:21:14,510
And it's more useful for the after class type of project based work.

205
00:21:14,510 --> 00:21:16,670
So I wonder if either of you have thoughts on that.

206
00:21:16,670 --> 00:21:21,800
For me, I think that is actually the part of the online learning
experience that I would miss the most.

207
00:21:21,800 --> 00:21:25,610
And I don't think I would ever have thought of that a year ago. But
coming back into the classroom,

208
00:21:25,610 --> 00:21:32,480
how do you quickly take the temperature of the group in a way that
perhaps is less obvious

209
00:21:32,480 --> 00:21:43,290
and and and and putting yourself out there as it is in a poll type of
environment?

210
00:21:43,290 --> 00:21:48,630
I, well, I used to play a lot of cahoots in class, actually little ones,

211
00:21:48,630 --> 00:21:54,420
so I can do that temperature check kind of threw out like a kind of build
them into my lessons.

212
00:21:54,420 --> 00:22:03,690
I've been using a new one quizzes now, so I still do the temperature
checks in my online classes the same way I would in the classroom.

213
00:22:03,690 --> 00:22:05,190
So I kind of build it in.

214
00:22:05,190 --> 00:22:15,510
So sometimes I even teach with the technology, so I might ask the
questions not like you're just going to do the quiz and we go the next
one.

215
00:22:15,510 --> 00:22:19,620

I have information from the previous week and then I have some new content,

216
00:22:19,620 --> 00:22:25,110
so I'll actually pause the technology and then I'll go teach a part of the lesson.

217
00:22:25,110 --> 00:22:31,950
And then and then they're like, Oh, OK. And so I think I might still leave.

218
00:22:31,950 --> 00:22:34,950
I'm definitely going to leave that in there. But I think the way I do it is,

219
00:22:34,950 --> 00:22:42,810
I might have it run across across the whole class and build in that time that that's part of it because I feel the temperature

220
00:22:42,810 --> 00:22:49,530
checks are so important because I want to make sure I don't miss the student or the student in maybe the life class,

221
00:22:49,530 --> 00:22:55,020
which feels a little bit more comfortable online chatting with me privately that they can say I wasn't sure.

222
00:22:55,020 --> 00:22:58,500
Can you go back in a classroom? Sometimes students don't.

223
00:22:58,500 --> 00:23:05,490
So I want to make sure possibly I still put that element in there.

224
00:23:05,490 --> 00:23:09,270
And so I know even though it's the poll, but at least I can get an idea.

225
00:23:09,270 --> 00:23:13,170
OK, these students, you know, we didn't get this question.

226
00:23:13,170 --> 00:23:21,570
I need to pause before I can move on. So definitely want to make sure I build that time into my lectures.

227
00:23:21,570 --> 00:23:28,290
And for you, the cahoots games are perhaps facilitated because they're
all sitting at computers when they're in the room two or on there.

228
00:23:28,290 --> 00:23:34,320
Great question actually on their phones, they can do it. And to be fair
to students now,

229
00:23:34,320 --> 00:23:41,820
what I've learned is that a lot of students are actually using their
phones to learn so they don't have another device.

230
00:23:41,820 --> 00:23:48,930
So I'll actually have them do it with a piece of paper in that. Or they
can put their answer in the chat so everybody can participate.

231
00:23:48,930 --> 00:23:55,530
So even in the classroom, if somebody doesn't have a phone, they can
still on a piece of paper, put up the answer or participate as they go.

232
00:23:55,530 --> 00:24:05,160
So I just remind them there's really no winner in here because it really
depends on everybody's bandwidth, you know, and how quick you can get in.

233
00:24:05,160 --> 00:24:13,490
So it's more on the content than me just using this as an assessment to
see how well you're understanding the course content.

234
00:24:13,490 --> 00:24:18,470
David, any thoughts about what you do, you know, in in class,

235
00:24:18,470 --> 00:24:26,030
face to face versus online in terms of those quick temperature checks of
how the room is doing?

236
00:24:26,030 --> 00:24:35,570
Yeah, I mean, I agree with Nicole, it's a great tool, you could use
Google polls or even the Microsoft forums as well.

237
00:24:35,570 --> 00:24:40,790
If you wanted to make it anonymous to the other students, but not to
yourself,

238
00:24:40,790 --> 00:24:46,130
you can have the students self identify when they're completing the form.

239
00:24:46,130 --> 00:24:53,540
I mean, honestly, in the classroom, usually at least in my courses, I can tell.

240
00:24:53,540 --> 00:24:58,620
The temperature by. Working the room, looking at the students faces,

241
00:24:58,620 --> 00:25:09,420
looking at their work and then just going based on that and just like I said before the smaller classroom size, the once one time is really important.

242
00:25:09,420 --> 00:25:17,140
And I think that they appreciate that extra attention that they've received in class this semester.

243
00:25:17,140 --> 00:25:24,180
Yeah, we're having to read their eyes, I suppose, to it, because we can always see anything else.

244
00:25:24,180 --> 00:25:33,110
Yeah, I'm I'm very bad at reading eyes, but I guess I'm going to have to figure that out at some point.

245
00:25:33,110 --> 00:25:37,710
Yeah, I know that's true. I never thought of that as well. Yeah, it's so different.

246
00:25:37,710 --> 00:25:40,770
I mean, are there any I mean, my last question is,

247
00:25:40,770 --> 00:25:48,180
are there any lessons that you feel like your students have taught you in this last season that you might want to

248
00:25:48,180 --> 00:25:54,060
consider moving forward in terms of the way that you either design your courses or the assessments that you do,

249

00:25:54,060 --> 00:26:00,580
or whatever kinds of classroom environment you're creating for them.

250
00:26:00,580 --> 00:26:15,520
Well, I would say the the biggest takeaway I got from being online was
I'm now really hyper aware of the accessibility score of my documents.

251
00:26:15,520 --> 00:26:16,060
Yeah.

252
00:26:16,060 --> 00:26:29,890
Blackboard gives you that little gauge display in the instructor view,
and I've actually gone back and made my content more accessible as a
result,

253
00:26:29,890 --> 00:26:37,240
which I think is really good because going forward now I know how to make
it more accessible.

254
00:26:37,240 --> 00:26:42,190
And so I can do it from the beginning, rather than having to go back and
build, you know,

255
00:26:42,190 --> 00:26:51,660
full accessibility into PDFs or scans from textbooks or whatever it is
that I'm using and.

256
00:26:51,660 --> 00:26:58,860
I think. The second thing that I've learned is that.

257
00:26:58,860 --> 00:27:06,690
The students really didn't want to be back in the classroom, and I could
sense it going in the first week of class.

258
00:27:06,690 --> 00:27:15,630
You know, you walk into the room, you can read the energy level, you
know, and they all seemed very, very happy to be back.

259
00:27:15,630 --> 00:27:19,890
And they even said that themselves, you know, we had a discussion about
it.

260
00:27:19,890 --> 00:27:24,180

Not a really long one, but we talked about it a little bit, you know,

261
00:27:24,180 --> 00:27:30,180
because I think it was an important conversation to have with them as we kind of.

262
00:27:30,180 --> 00:27:32,380
Go through.

263
00:27:32,380 --> 00:27:40,540
This learning experience together, as the environment changes, you know, when things shift online or back in person and all that kind of stuff.

264
00:27:40,540 --> 00:27:45,060
So. Cool.

265
00:27:45,060 --> 00:27:56,130
Yeah, I agree, like the accessibility into, I think what I learned, too, is that, you know, students really they want that education,

266
00:27:56,130 --> 00:28:02,580
they want that sense of community and like they're willing to learn in a different time zone

267
00:28:02,580 --> 00:28:07,620
and wake up at 3:00 in the morning and listen to our lectures in that I've learned that,

268
00:28:07,620 --> 00:28:13,200
you know, a lot of my students have full time jobs and they're coming on to still learning to their assignments.

269
00:28:13,200 --> 00:28:19,440
So I think for me, I really want to make sure I have content available in multiple formats.

270
00:28:19,440 --> 00:28:28,590
So for that student who's coming into class or who's working a night shift, coming to an eight a.m. class, I want options for my students.

271
00:28:28,590 --> 00:28:34,200
So I think moving forward I'm still going to build modules and lessons online as

272
00:28:34,200 --> 00:28:39,970
though I have an online and a face-to-face class so that students can
still succeed.

273
00:28:39,970 --> 00:28:46,380
And I think it's important. I've always wanted to do that, as I've
mentioned, but I really understand.

274
00:28:46,380 --> 00:28:55,950
Not that I did it before, but I'm, you know, I'm meeting students and,
you know, I could hear the students with the families at home and they
have,

275
00:28:55,950 --> 00:29:01,830
you know, their children trying to learn online and then they're going to
work and then they're also doing their education.

276
00:29:01,830 --> 00:29:12,150
So I think it just opened up my eyes, actually seeing it start and sort
of living it with them that I want to make sure that I have my courses

277
00:29:12,150 --> 00:29:19,320
in a format where you can be just as successful going to a module as you
could be coming to class.

278
00:29:19,320 --> 00:29:27,250
So I want to be really aware of that moving forward. Yeah, I do as well,
I think.

279
00:29:27,250 --> 00:29:31,720
You know, being able to to see my students in their basements or living
rooms or wherever it is,

280
00:29:31,720 --> 00:29:36,400
it's a different kind of real that you that you get to see in that
situation.

281
00:29:36,400 --> 00:29:46,390
And and you're right, I mean, being mindful of the variety of life
circumstances that our students are in, especially right now, but always
right.

282

00:29:46,390 --> 00:29:52,780
I mean, the fact that many of them are working or caring for other loved
ones or have a variety

283
00:29:52,780 --> 00:29:57,610
of demands on their time that we will never see fully is an interesting
realization,

284
00:29:57,610 --> 00:30:03,790
right? And yeah, I think having flexible pathways for students to be able
to get through the course,

285
00:30:03,790 --> 00:30:08,780
engage with the content and complete it is important, especially now.

286
00:30:08,780 --> 00:30:20,440
So I fully fully with you on that. I think one of the things that being
online like it created a real sense of like humanity and humility.

287
00:30:20,440 --> 00:30:26,320
I think in the classroom because as you said, there's a lot of things you
can't see, right?

288
00:30:26,320 --> 00:30:31,480
But all of a sudden, when you're in somebody's living room or their
bedroom or basement or whatever,

289
00:30:31,480 --> 00:30:36,310
even if you can't see them, you can still hear the ambient stuff if their
microphone is on.

290
00:30:36,310 --> 00:30:43,630
So, yeah, it. It adds a new level, I think, to the.

291
00:30:43,630 --> 00:30:52,750
Interpersonal relationships between the students and each other, faculty
and students and all that kind of stuff, it's kind of.

292
00:30:52,750 --> 00:30:58,660
It really does you get a like it's not that I didn't know it was there,
but when you don't see it,

293
00:30:58,660 --> 00:31:06,670

but when you can actually see it and it really I'm like, OK, like I can be flexible.

294
00:31:06,670 --> 00:31:12,900
I don't like some argue with me that I shouldn't leave my chest open for over twenty four hours.

295
00:31:12,900 --> 00:31:19,720
And I said, but I said if I had to get up in the middle of the night to write a test, I wouldn't be as alert.

296
00:31:19,720 --> 00:31:24,310
It just OK, I'm going to leave it open over 24 hours.

297
00:31:24,310 --> 00:31:33,280
But I also am aware, OK, I need to take the time to do some different test rules and do some things on my own to make it fair as well.

298
00:31:33,280 --> 00:31:42,700
But I've never I never had an issue. I think students just feel less stressed that, OK, I can now plan the test in my week around on my own.

299
00:31:42,700 --> 00:31:46,630
If they have children, my kids are at home and I don't have to worry about bandwidth.

300
00:31:46,630 --> 00:31:52,060
So I think if we go in a mindset with that instead of a mindset of students are going to cheat.

301
00:31:52,060 --> 00:31:54,580
If you do that, you can't go in with that mindset.

302
00:31:54,580 --> 00:32:00,910
You have to go in with, you know, expecting like, I don't go in thinking my students are going to cheat.

303
00:32:00,910 --> 00:32:06,360
I'm like, What can I do to make their life better so they can be successful?

304
00:32:06,360 --> 00:32:12,580

So, yeah, yeah, I've basically anybody who's come to me and asked, well, how do I do a test online and say,

305
00:32:12,580 --> 00:32:21,400
Oh, you can't really, there's no proctoring, so, you know, just do what you can with it and.

306
00:32:21,400 --> 00:32:26,880
Mm hmm. Yeah. For me, that almost as an open book, an open book test.

307
00:32:26,880 --> 00:32:31,440
Mm hmm. Yeah. Yeah, for me, that has involved various versions.

308
00:32:31,440 --> 00:32:37,380
And if it's a test that is a single, you know, PDF or whatever it is or test pools and banks,

309
00:32:37,380 --> 00:32:42,660
which I've used quite a bit or combinations of both, which have seemed to be OK.

310
00:32:42,660 --> 00:32:48,810
One thing that for me, I've had to do this semester was kind of build in some buffer time on both sides.

311
00:32:48,810 --> 00:32:54,240
In certain cases, you know, if it's a two hour test, I'm putting it up a half hour early or something to give students an opportunity to,

312
00:32:54,240 --> 00:33:00,790
like all, go down to the humble library printer or whatever it is needed to facilitate that.

313
00:33:00,790 --> 00:33:04,950
Whereas it would have been, you know, much more straightforward if I was just handing it to them.

314
00:33:04,950 --> 00:33:09,120
But we're not so, you know, figure out a different way.

315
00:33:09,120 --> 00:33:16,260

And so far, yeah, that that seems to have worked out OK because the access to technology is so varied as we all know, you know, from the student end.

316
00:33:16,260 --> 00:33:21,060
So yeah, yeah. Being adaptable. But yeah, it's all very real.

317
00:33:21,060 --> 00:33:25,900
No dogs at all. Right?

318
00:33:25,900 --> 00:33:32,190
All right. Thanks to both of you. This is encouraging and lightning, as always and fun to chat.

319
00:33:32,190 --> 00:33:40,210
And I look forward to continuing our chats as we forge ahead.

320
00:33:40,210 --> 00:33:44,800
The pandemic thrust all educators into new and unknown territory,

321
00:33:44,800 --> 00:33:50,650
and it also created an incredible community who took that we are all in this together motto to heart.

322
00:33:50,650 --> 00:33:57,430
As soon as campus closures were announced, colleges and universities began sharing their learning continuity plan with one another,

323
00:33:57,430 --> 00:34:02,710
opening up their resources and sharing their remote teaching plans, tips and templates.

324
00:34:02,710 --> 00:34:08,440
One of the most active and generous faculty to share their teaching resources is Dr. Torrey Trussed,

325
00:34:08,440 --> 00:34:13,750
an associate professor of learning technology at the University of Massachusetts Amherst.

326
00:34:13,750 --> 00:34:21,970
A running theme in Dr. Trust's work is to create a learning environment that is student centered and integrates a pedagogy of care,

327
00:34:21,970 --> 00:34:31,330
a teaching tip the Dr. Trust shares as part of her teaching during COVID
19 is no matter what you teach or the modality in which you teach.

328
00:34:31,330 --> 00:34:38,620
Be patient with yourself and others. Faculty and students are struggling
now more than ever.

329
00:34:38,620 --> 00:34:41,680
While many are looking forward to a return to in-person learning,

330
00:34:41,680 --> 00:34:47,050
others have enjoyed online teaching and learning and gotten used to
working from home.

331
00:34:47,050 --> 00:34:52,870
It's going to take everyone some time to get back into the flow of in-
person teaching and a return to campus.

332
00:34:52,870 --> 00:34:58,660
Be patient with yourself and others as you work your way back into in-
person teaching.

333
00:34:58,660 --> 00:35:03,190
Change takes time and we are all navigating this new world together.

334
00:35:03,190 --> 00:35:08,770
Talk to your colleagues and others if things are feeling hard or
overwhelming for me lately,

335
00:35:08,770 --> 00:35:13,990
that's been connecting with many of my colleagues over the phone just to
check in or say hi

336
00:35:13,990 --> 00:35:19,520
and find out how their transition to the classroom has been or what they
expected to be.

337
00:35:19,520 --> 00:35:25,040
In the coming weeks, I'll also be asking my students about their
questions regarding face to face teaching and

338
00:35:25,040 --> 00:35:29,810
asking them to please be patient with their teachers themselves and their classmates.

339
00:35:29,810 --> 00:35:38,810
I'm going to remind them that this transition will 100 percent be messy, but that I'll be there to support them as best as I can.

340
00:35:38,810 --> 00:35:44,180
So as Dr. Trus advises for faculty who are preparing to teach in any modality.

341
00:35:44,180 --> 00:35:51,610
Be patient with yourself and others. The staff lounge is brought to you by innovative learning,

342
00:35:51,610 --> 00:35:57,880
our producer and editor is Fiona Tudor Price Promotions and Graphics by Elizabeth Spring Gate.

343
00:35:57,880 --> 00:36:03,310
Humza Ibrahimi manages our website. Our executive producer is Run Your.

344
00:36:03,310 --> 00:36:07,540
Our theme song is composed and performed by me, Sharon the better.

345
00:36:07,540 --> 00:36:12,910
Subscribe to us on your favorite podcast apps, and if you like what we're doing, tell your friends.

346
00:36:12,910 --> 00:36:20,075
Thanks again for listening, and we'll see you next time. On the staff which.