

Transcript: ASC Teaching Forum – Gauging Student Workload, Pacing, and Rigor in Online Courses

Speaker: Jeremie Smith

00:00:02 – 00:04:47

Well, in an effort to start on time so we can finish on time. People are still coming in, but I can go ahead and get started introducing the event and welcoming everyone. So, welcome to the first ASC teaching forum of the spring semester, gauging student workload, pacing and rigor and online courses. My name is Jeremie Smith and I serve as a distance education coordinator for the College of Arts and Sciences. I'll be your host today, and for the first time after hosting ten of these teaching forums over the past months, I will also serve as a panelist. I thank you for taking some time from your day, whether you're viewing this synchronously today in the zoom space, or if you're watching it at a later date, we really appreciate you coming to join us for this panel discussion.

And before we get started, let me cover a few housekeeping items. Please make sure you're muted when each panelist is speaking. The format of today is we will have panelists and some time for questions. During and between each of these panelists, we'll invite you to unmute yourself at several points in the teaching forum. You are most welcome and in fact encouraged to ask questions or make comments anytime in the chat. I will note that although we do record the Teaching Forum, we don't record the chat and we don't post the chat. So, the chat is kind of just our space for those that are here today synchronously. The session is being recorded, as I said, and will be posted on our website, probably by the end of next week after we clean up the captions for accuracy. Live captioning is turned on, so if you'd like to enable this, you can do so in your zoom toolbar on the bottom right of your screen and you can use those live captions. You can see recordings of our previous teaching form events on our website. We'll post a link there in chat.

I'd also like to take a moment to introduce our office, the ASC Office of Distance Education, and the work that we do. Our office is a service unit. We're focused on providing instructional design support, feedback on online courses as well as web resources and professional development opportunities to instructors in our college. We aim to support instructors in fostering growth and improvement of the quality and effectiveness of online and hybrid courses. We will share a few links from our website in the chat that I think are especially relevant to today's topic on estimating student workload and maintaining a rigorous course. I do have a bit of an unusual request here at the beginning of our event. Since feedback and conversations with instructors, are essential to keeping our finger on the pulse of what faculty and associated faculty need in the way of support and resources. I ask you go ahead now and open the evaluation survey link in a browser window, and this will just serve as a reminder when you log out of zoom. It'll be right there and you can take two minutes and complete this, and that feedback is really helpful to us. We consider this feedback whenever we're planning the next teaching forum, and in an attempt to shape this teaching forum series in such a way that it is poignant, useful and worthwhile for the instructors that come to these events.

Our next teaching forum will be Scenario and Problem-based Learning. I expect it to be scheduled for early to mid March. If you know an instructor that is doing interesting, impactful

teaching using pedagogical approaches that are related to scenarios, real world problems, or case studies, we want to learn about this work. I'd love to hear your suggestions on who to ask to join us for panelists on on this discussion and I also encourage you to keep your eyes peeled for upcoming announcements from our office for some exciting funded opportunities to complete an asynchronous Course Design Institute this spring and summer, with a stipend for completing this and designing or redesigning a course. There will be additional opportunities for funding support to develop research projects related to the scholarship of teaching and learning in online and hybrid coursework.

Now, I'd like to briefly introduce our panelists. As I already said, my name is Jeremie Smith. I've organized and hosted ASE teaching forms in the last year and a half, all of which have been recorded. And as I said before, added to our website. The topic of this particular teaching forum is closely related to my work managing the ASC distance Learning Course review process. But today I plan to describe the ways in which the ASC distance Learning syllabus template and the cover sheet, that are required for distance approval proposals, how they were designed to support effective and rigorous courses that are transparent and have clear student expectations. I also plan to share some practical resources for instructors that are developing a plan or design for a new course online.

Speaker: Jeremie Smith

00:04:47 - 00:10:13

Dr. Michelle Everson is joining us today from the Department of Statistics. She plans to discuss the explicit values and priorities that she considers important in developing an online course that is rigorous and accessible to students, and her thoughts on assessing a course overall and kind of on an individual concept basis that has multiple modes of instruction available to students. How do you dial those in so that there is an equivalent learning experience through these different modes of instruction. Thank you for joining us today.

Dr Ila Nagar teaches for the Department of Near Eastern and South Asian Languages and Cultures. She'll discuss the develop of and ongoing revision of a high enrolling asynchronous course that is engaging and dynamic. Also, she'll discuss the challenges of engaging students and facilitating peer-to-peer engagement in an asynchronous course.

And finally, from the History Department, we're welcoming Dr Christopher Reed. He will highlight a specific assignment that he calls a "formal class discussion", that he developed for his courses that provides a lot of structure and support for rigorous academic discussions, but with the expectations that are clear and discussions are productive and on topic. I first learned about this assignment when reviewing one of his online courses, and I thought, "oh, this is a model other instructors would really like to see in developing a course, that really prepares students to have an engaging Online experience."

So, before I begin my prepared material, I do want to take a moment to thank all of the panelists for joining us today. You have a lot of demands on your time and a lot of different things that you could be doing Friday morning. Sharing your thoughts and perspective, and kind

of being part of this conversation is valuable and appreciated. I'd also like to hear from those of us that those of you that joined us Live Today. If you could just take a moment to reflect on the questions on your screen and respond to the chat. Or you can just simply unmute yourself.

Think about what assumptions the students have about workload and rigor and online courses. How have recent experiences like the pandemic colored these assumptions that students have? How do you prepare students for meeting the expectations necessary to do well in your online class? What are the specific things that you do? How do you help students understand the rhythm, the pacing of what your course is going to be like? Because, one thing you should keep in mind is that students at Ohio State encounter online courses in a wide variety of different formats. Expectations are different. How you prepare a student to do well in your class, it's kind of keenly linked with their ability to rise to the challenges that you present them. I will give people a moment to think about these questions. I think that's a very good point. (responding to chat) Students don't know what to expect. They're coming into your class and they're, you know, maybe they're new to online learning, although less so after the pandemic, right?

Everyone has had a wide variety of tasting of what that could be like, but they don't know what to expect for your class. I think it's especially true of asynchronous courses. Students are a little confused of what is this? What does it take to do well in this course? Well, these are just questions that I wanted to pose. Let's see what Heather says. (responding to chat) I hear that a lot, Heather. I hear that students have come in with an expectation that an online course is less rigorous or less effective. I think that's something that a lot of students come in with... that opinion that a foundation, GE course should be an "easy A". There's plenty of Reddit threads where students are debating on which of those courses they should take.

One of the things that we emphasize in our office is that effective online teaching is not the same as crisis pandemic transition to online teaching and if students bring presuppositions about online courses being less rigorous or less efficacious, it's our job to remedy that by being explicit about the work needed to do well in a class that's intended to be approximately equivalent to a classroom mode of instruction. I was talking to an instructor recently that told me that she very specifically guided students that they should schedule time for completing asynchronous coursework and that the best way to be successful in an asynchronous course is to treat it as a scheduled course that you schedule, and you make time for it at a time that makes sense for your schedule. Treating it like, "I'll just get to it when I get to it", is a recipe for disaster. Guiding students on how they can have that sort of self-regulation required to do well in this kind of course is important. And a lot of students don't have experience with that kind of self-regulation.

Speaker: Jeremie Smith

00:10:13 - 00:15:37

This is further complicated by the fact that online courses are offered in a dizzying variety of modes, ranging from fully asynchronous to synchronous sessions that meet the exact same times as regular classroom courses. Also, here at OSU, in many different lengths, and -week terms of offering in spring and fall semester, and then in the summer, 4, 6, 8, and 12-week

lengths of offering. Oftentimes, courses are proposed and approved for all of these lengths of offering. Where, just one syllabi is being reviewed by the Faculty curriculum committee. In the summer of 2021, the College of Arts and Sciences approved a new process for reviewing DL course proposals, and this process specifically requires adapting an ASC syllabus learning template and to complete a distance approval cover sheet. The prescribed process requires these two documents be sent to our office for review and feedback. Since this process started, I've reviewed nearly courses. It's one of the my favorite parts of my job. I feel like I'm able to peek inside the brain of so many talented teachers and see how they structure learning experiences for their students. These courses have come from, as you might imagine in our college, a wide variety of academic disciplines and online instructional formats.

The issues we're discussing today around estimating student workload, communicating expectations, facilitating a learning experience that is simultaneously transparent and rigorous, these are issues that often slow courses' progress navigating the course approval process. I hope today I can give you a little bit of an inside look of that process and the kinds of things that are helpful in navigating that process, which dovetail nicely with clarifying student expectations. Because, oftentimes your syllabus is serving two functions, right? It's serving the function of communicating what your course will be like to the faculty evaluating it from a curriculum committee standpoint, but also to the students in your course. And a lot of the things that help you do one well, also help you do the other well.

The part of the syllabus template that's required to adapt that I think is most important is "How This Online Course Works" section. This is where students get a sense of the rhythm of the course, what aspects are scheduled in the course and how to structure their efforts to be successful. Of course, this template allows for a lot of flexibility in how this information is presented to students, it does kind of have a baseline consistency. So, when students are taking online courses in our college, they can go right to this section and get a run down and, well, that's what this course is like. As you might imagine, I've seen this section of the syllabus in a myriad of different ways, different explanations. We know instructors find it very helpful to have examples and models to review as resources in developing their own courses. So, we're building a collection on our website of online course syllabi specifically for this purpose.

Dr. Winstead, I didn't know that you would be here today, but it happens to be that one syllabus example that we have posted on our website is the syllabus example for the course that she teaches English "Monsters Without and Within: Rogue Translators. A really exciting online course. I hope you don't mind me using it today, Karen. I think this syllabus does an excellent job of providing a very clear estimate of student workload in this particular section of the syllabus. This kind of description of the pace and rhythm of the course is especially helpful to new college students, first generation students, and students with a vast diversity of prior educational experiences before coming here. And these are all categories of students that we have a lot of at OSU.

If you're looking for some good examples of very good distance learning syllabi, I think this collection continues to grow and it's a great place to start. I want to be careful to not be

prescriptive, because I don't think that this is the only great way to do it. I just think seeing lots of different examples is really helpful in your own thinking. Another place to look for examples of course syllabi is the online archive of the ASC curriculum committee, ASC NET. I think that a lot of instructors don't know about this and it's such an incredibly valuable resource. This is a public facing database that includes notes for every curriculum panel meeting in the College. This can be sorted by GE category, Department, and Curriculum Committee panel. You can see the syllabi that have been turned in, the cover sheets that have been submitted, the feedback from the committee, and then revisions that are made to those course syllabi in that approval process. You can also sort it, for example, by GE category. This is a great resource to know about if you're developing courses to fit a collection of courses that students have available for various GE categories. I think it's also an interesting resource to find out who and what other departments are teaching courses that are related or dovetail with the courses that you teach. A great kind of way to find collaboration partners, I think.

Speaker: Jeremie Smith

00:15:37 - 00:20:46

In addition to the syllabus template, the college requires a distance approval cover sheet be completed and submitted as part of the Distance Learning Review. I think the biggest value of the cover sheet is as a reflection tool. It asks instructors to reflect on various aspects of their course design and delivery plan. And since this process was instituted, I've noticed many instructors taking the workload estimation summary they complete for the cover sheet and including this in the "How This Online Course Works" section of the syllabus, like Karen did. In fact, I was at a curriculum panel meeting yesterday, the Arts and Humanities panel, where two of the three DL courses that were submitted did this and it makes for a pretty easy review because the faculty committee look at it and say, oh, I see exactly where the direct and indirect instruction is... it is very clear and also of course, very clear for students.

The cover sheet includes several other categories in addition to workload estimation for assessing an online course design, with the category of transparency and metacognitive explanations being directly tied with this issue of workload estimation and rigor. I mean, I guess with that commentary, I'm making an argument that transparent and clear student expectations are essential, a prerequisite part of delivering a rigorous online learning experience. And this, I think, takes more work when you're designing an online course. There's none of those subtle indicators that students get in a classroom. You really have to be overt in creating those mile markers that students can see.

Our office has created a collection of web pages to guide instructors to resources for each of these categories. For example, resources specifically for addressing instructor presence in your course, or specifically for addressing increased accessibility in your course. And we'll post a link to those web pages in the chat as well. I am limiting myself on time because I'm most interested in hearing from the faculty panelists, but I do want to share some practical tools and resources with you.

Before I do, I want to pause for a moment, mostly, so I can have a drink of my coffee, but also so that you can think on a couple of more reflection questions. How do you estimate student workload when you're designing a course? How do you think about this? Is going to take students this long? This is going to take students this long? And then how do you communicate this with students? Is this an informal process? Is it... do you have a regular process that you use every time? I'll pause for a second and let people think about that, but I'd love to hear what you do. One instructor told me recently that she does all of the readings that she assigns and she times herself doing the readings, and then she multiplies that by .. And that's her estimate, which I thought was a little onerous. A lot of work, especially if you've already done the readings in preparing for the course. But that's one way of doing it. I'm sure that people have lots of different ways of doing it, and I'm sure that some people, it's just this informal, well, this feels right to cover the concept, and this seems about a week of work. (responding to chat) Multiply by three. It also depends on what kind of work it is, right? If you're reading an academic journal, then students are going to take a lot, a lot longer to process, you know, per page. Here, and I think that's a great point, being honest with the, I don't know... students read at such different rates that you're imagining... what is the average student need to complete this? Because we have a very diverse student population. How does that impact your thinking on how long students are going to need to complete this work? In coordination with all of the other things that they have going on in their lives.

I have a couple tools that that I hope will be useful. A team of faculty at Rice University developed a workload estimator tool that was later improved by a professor at Wake Forest as the Enhanced workload estimator tool. I'm not saying this is the definitive guide of estimating student work, it is another tool that can be useful. After filling out the fields that are showed in this estimator tool, it will, spit out the number of total hours. Students take to complete it, and kind of disaggregate according to its own categorizing of independent work versus contact hours or direct instruction.

Speaker: Jeremie Smith

00:20:46 - 00:24:03

I also wanted to briefly foray into the contentious land of defining direct and indirect instruction. If you remember, the syllabus template specifically disaggregates directed and indirect instruction, The faculty panelists that serve on the curriculum committees are looking for it. You know they're tasked with doing so because these categories are part of accreditation standards and thus university policies. I have to admit after reviewing so many online courses, I think this lens of direct versus indirect instruction seems inadequate, or or at least not especially well adapted for online courses, especially those that are asynchronous. What I want to leave you with on this topic is the suggestion that direct instruction of asynchronous courses need not be limited to lecture recordings, There are a lot of different ways to do direct instruction. I think sometimes having instructional designers, that are especially well suited to brainstorm with you about some alternative approaches, is very useful. And we have instructional designers available to assist you with redesigning an entire course or just one particular aspect of your course that you're trying to tune up or improve. Of course, our other panelists today will have some great outside the box examples of how to do this.

The last thing that I want to share with you today before passing the microphone is related to developing courses with links of term offering other than the standard weeks. This is becoming increasingly common in our college. As you can imagine, there's some value in seven-week courses, especially second session, seven week courses, and getting some enrollments of students that you know really need help reaching full-time status. And maybe reaching audiences of students that you're not typically able to. And then, in the summer, there's more and more online courses being proposed at different lengths of offering. I've created a table here that shows the direct instruction that is prescribed for various credit hours at links of various links with offering.

As you can see the amount of work to be successful in a short length of term course, it's daunting indeed. It is a lot... A four credit, four-week summer course calls for hours of direct and hours of indirect instruction. That four-week course is a full-time job for students and a full time job for instructors... Really just teaching that one course. I think you should expect a lot of scrutiny from the ASC faculty Curriculum Committee for these short term of length online courses because it is a lot of work to teach these courses and it's a lot of work for students to be successful in these courses if they're functionally equivalent to their fourteen-week counterparts. I also wanted to point out that Department of African and African American Studies has a really great website with a web page resource that lays all of this out in a non-table form and actually goes into even more detail. We'll post the link to that in the chat.

I've shared a lot with you today, I hope it's useful. I've shared a lot of links too. In the video recording, I will have curated all of those links, so that you can go back and see them later. I'm very much looking forward to hearing from the other panelists and reading everything in chat that I wasn't able to yet see. So with that, I will pass the microphone to Dr. Everson. Thank you.

Speaker: Michelle Everson

00:24:03 - 00:30:26

OK. Well, thank you Jeremie for inviting me to be a part of this. I'm really excited to be here teaching as a passion of mine. I actually taught my first online course in, not here at OSU, but I came from, I came to OSU from the University of Minnesota. When I came to OSU in, one of the very first things I did was to help to develop an online section of Stat . So I'm the coordinator of stat. I also typically teach about sections of it each semester and I'm going to talk today about our fully online version of the course. Stats, I tend to think of it as a city because every semester we have from to students who take the course. It's a general education course for most students. It's a city, but I like to give it a small town feel and so I'm going to try to talk today about how I've attempted to do that. In the online section, we might have as many as students in our fully online section of the course.

We also have some classroom-based sections where students will come to lecture twice a week and then they have a recitation that they'll go to once a week. And we have a hybrid section where the students will watch lecture videos and and then they'll come to recitation once a week for some time to work through problems with an assigned teaching assistant. So as

Jeremie was talking, I was making a lot of notes about things that that I strongly agree with. I agree that sometimes students will enroll in the online course and they'll think it's going to be less rigorous than a classroom experience.

Sometimes I'll have students tell me that they think the course is going to be or they think it's a self-paced course. They think that as long as they finish everything by week, they're going to be OK. But this is a course where we want to keep them on track. We want to make sure everyone goes through the course at a similar pace. We want to make sure that they meet deadlines every week. We don't want them to forget that they're taking an online course, so we do want them to check in with the course on a regular basis. Part of my thought process in designing the course is that I wanted to be fair. I didn't want to be demanding more work of the online students than what we're demanding of our classroom students. I knew the online students would work through things in a different way compared to our classroom students, but the way Stats is structured, all of our students complete the same assignments weekly. All of our students complete the same assessments. So, we want to make sure that we're preparing all of them for this, no matter what mode of course that that they're in.

I thought what I might do is tell you some things that I've done along the way to try to make sure the workload is manageable, to try to make sure that students are keeping up with the workload. I'll talk with you about how I've structured the course. I think what I'll do now is I'll bring up my Carmen slide so I can share that as I'm telling you some things about the course. So let me bring up the site quickly. OK. Can everyone see the Carmen site? OK good. So this is how I've set up my site and I guess. I guess, well, one, let me backtrack a little bit. I think one of the overarching goals that I have is just in terms of workload, so.... When Jeremie first asked me to be a part of this, I was a little bit hesitant because I was thinking, well, I don't know that I've really used any rubrics out there to decide what workload seems best for me. It's just been a general feel of what our students seem to be able to do, feedback I've received from students about what is manageable for them. The more I teach undergraduate students, the more I recognize that they are really overwhelmed with life. They have so many courses. So many obligations, and I really don't want my course to be a source of stress for them. I know they're probably, you know, they're trying to divide their time among many things. So that's something I definitely keep in mind with my course. I want there to be a balance. I definitely want to make sure we have enough in the course so we're going to meet our learning objectives. But I don't want to overwhelm students and stress them out. And I also need to be thinking about our teaching assistants as well.

So this is a large course, and we have weekly assignments that students turn in, and we really want to make sure that our teaching assistants have enough time to grade some of those assignments and give students the feedback they need to move on to the next set of content in the course. So those are some things that I'm thinking about a lot when I'm trying to figure out what workloads seems to make the most sense. I feel it's really important with an online course that there be some consistency, some cohesion that every week students know what the basic structure is. They can easily find things on the course site. On our course site, the way we've set things up, we have links for every week. So if a student clicks on any particular week,

for example week one, they'll see an outline, and the outline is the same kind of outline that they're going to see every single week. So they can get hopefully a really good sense of what it is they should be doing each week, we have kind of a general overview, we lay out the learning objectives. There are links to our lecture material. So basically anything that students are going to need for a particular week, they can find it within this one section of the course site. Each week we usually have what we call a lab activity. It's an open-ended assignment that students have to complete by Friday evening. They then have a homework assignment, which is Multiple choice questions that they need to complete by Sunday evening, and that's pretty consistent throughout the semester. It's the same basic structure from week to week. They also have a midterm and a final exam.

Speaker: Michelle Everson

00:30:26 - 00:38:45

One thing I've been able to do, and if you have time for this in your curriculum, I would strongly suggest to go this route. It's saved us a lot of time. The very first week of the semester, before we've really had a chance to get into a lot of content. We have the first lab activity is a Carmen scavenger hunt, so we really want students to take some time to explore the Carmen site, you know, as Jeremie mentioned, even though you know, There was a comment that for some students, an online course might be new for them. We have some students who have never taken an online course. Others maybe have taken lots of different courses that are structured in a variety of different ways. So we really want to make sure that students understand after week one, this is the way STAT is organized and structured.

We want them to have a chance to explore all of their resources and to find everything that they might need or everything that it's going to be important for them to have access to throughout the semester. We have a Carmen scavenger hunt. The first homework assignment is a syllabus quiz. And again, because we have so many students in the course, we really found that having activities like this during the first week has cut down a lot on the volume of questions that we get about, you know, where do I find things? Where am I supposed to go to do this? What is this requirement all about? So that's definitely something I would strongly encourage and we try to have links to things throughout the course site. So here, obviously students can go to the link for a particular week, and they'll see links to all the assignments that they need. And we also have kind of a repository on the home page. We have this one link for syllabus and other stuff where students can go and they can, you know, if they're looking for a particular lab activity, they don't remember which week it was posted on. They can find a list of all the lab activities. They can find a list of all of our lecture videos. Here we put together some tips for them.

To be successful in the course and this is part of the Carmen scavenger hunt for them to kind of read through these tips and highlight some tips that are most important to them. It's really, I feel, important with the online course to make sure that students to make sure that they don't forget that they're taking an online course. The way I've set up things on my course site, I usually have maybe about two weeks worth of assignments posted at any time. So students who want to can work ahead a little bit, but we try to encourage them not to work too far

ahead and if they do work ahead, we still want them to be checking in on a weekly basis. So part of students grades is comprised of what's called a weekly check in. So we have them complete this little survey question each week. It's part of their grades. So it's part of a participation grade in the course. And because I teach statistics, I feel this is a great way for me to actually gather some data from my students and I can use that data then to explain different concepts or to relate it to certain things that we're going to talk about in the course just as an example of a weekly check in. The weekly check in that they had to complete last week was: I asked them a question about whether they feel pineapple should be a topping on a pizza and about half of my students, roughly half said yes, half said no. And I can relate that to ways we can graph data. What kind of variable would this be? I have another check in, you know, what song is the happiest song that you've ever heard? And I can relate that to a survey that was done where people were asked that question and I can share the survey results and we can talk about the methods used to gather that data. So lots of different things where I'm gathering some information from students and then I will summarize that information and try to relate it to things that students are talking about or learning about in the course.

I feel strongly that communication is very critical in an online course to make sure that students are keeping up with the work, to make sure they know what's going to be going on in the online course. I obviously don't get to see them on a regular basis, so this is a fully online asynchronous course. Every week I will post an announcement with important details of things that students should be keeping up with. I will often e-mail them a link to the announcement, just to make sure that they see the announcement, that they know it's there. I'm encouraging them to read it. But one thing I've discovered. A while ago I started to question whether students were actually reading the announcements. I know they have a lot of things on their plate and I would sometimes get questions about things that were in the announcement, and made it clear to me they probably weren't reading the announcement. And I started to worry that I didn't really have the connections with students that I wanted to have. Again, this is a very big online course. And one thing that's extremely important to me is that every student in the course knows: you're not just a name on a list to us. You're a valuable member of our classroom community. We care about you. We see you, we hear you. We want to know you.

And, so, what I started doing a few years ago is rather than just kind of send out these messages, you know, once a week for the whole class with reminders about things. I started trying to personally connect with every single student. and I typically do this maybe about three times a semester. So at the end of week two, for example, what I will do is, I will open the grade book. There's probably an easier way to do this, but I often will make things harder than they should be. But I'll open the grade book and I will click on each student's name and there's a button then where I can click and send them an e-mail. And generally, I've typed out a message, I usually just copy and paste the same message. But it's just a way of checking in. How are you doing? You know, we care about you. We want to make sure you know About the resources that are here to help you get through this course, we want to make sure that you know we're here to support you. We're your safety net. We're not expecting you to build this journey alone. The nice thing about doing this in the grade book is along the way I can look at their grade and I can see, you know, is this student struggling more than they should be or have they missed

several assignments? So it's a way of trying, I guess to kind of keep them accountable to help them to turn things around if they haven't gotten off to the best start. To remind them, you know, it's not too late to turn things around if you're struggling. And I'm getting ready now, I'm going to do another e-mail message to them probably next week because our midterm is coming up. And I just want to remind them that the midterm's coming up. How are you doing? How are you feeling? Please don't forget that there are lots of resources to support you. And it does take some time to do this. I have to, you know, set several hours off to do this. Maybe one day, three or four hours to kind of get through all these emails. But I've received such positive feedback from students after doing this, that they feel, I think they feel a little bit more of a connection. They don't feel like They're just doing things on their own and nobody really cares.

I personally think instructor, What's the word I'm looking for? I feel like it's important for the instructor to be visible, to be present in the online course, and I just want to make sure that they know, you know, we care about you. We recognize that you're an individual person in the course and we want to hear from you. So that's definitely something that if you're able to do, that, I think it's a really great way to connect with your online students.

Speaker: Michelle Everson

00:38:45 – 00:41:31

Jeremie talked a little bit about just kind of assessing the online course. I wanted to talk maybe just briefly about what we do with assessments in our course, because, I've talked to many people about how they handle online assessments, and I think lots of people do different things for different reasons. In Stats, we have a midterm and a final exam. Both of them consist of multiple-choice questions. Because students are going to be taking these assessments online. They're not weighted heavily toward the final grade. So I've tried to kind of lessen the weight toward the final grade just to discourage students from being dishonest as they're taking these exams. With each exam, what we do is we generally have it open for a particular window of time. I think one thing I didn't mention earlier is, I do want there to be some flexibility each week in terms of what students are doing and when they do things, because, a lot of students maybe will decide to take the online course because they just can't be in a particular place at a particular time each week. So we'll have our exams open for a particular window of time, usually between and hours, and once they open the exam, they'll have to finish it within usually minutes.

We work hard to create multiple versions of each question that are randomly chosen for students, we randomize the orders of the answer options. We only present one question at a time for students, they can go back if they want to, questions, we present things just one question at a time. And You know, we haven't really noticed any issues with the students in the online course performing much better than students in the classroom. I haven't formally done any assessments to see if there are significant differences among the different modes of instruction. But just from eyeballing things, it doesn't seem to us like anyone's at a disadvantage by being in the online course versus the classroom course, or vice versa.

When I started this I was going to set a timer to remind myself to only talk for minutes and I forgot to do that. So I don't know if I've gone over, or if I'm under, or if I've forgotten to say something. Jeremie, can you help me? You have a few minutes left if minutes was your goal. What we did, there was a comment in the chat, if you could show student view when you're sharing. Oh, yes. Sorry about that. Oh, I did remember actually something I wanted to mention. Yeah, so this is what things will look like from the student view. Yeah, I'm sorry, I forgot to do that. I had wanted to mention something when I was thinking about this idea of workload and of just trying to make sure that students are keeping up with things, progressing through the course at a reasonable pace. And many of you probably already know about this, but I wanted to show- Let me just show a different window here. OK, so this is- The grade book? Whoops. I'm sorry about that. Oh dear. OK, I have lost the window I was meaning to share. OK, no wait. OK, so this is the grade book view from my master classroom site.

So you can't see any identifying student information and many of you probably already know about this. But one thing I really love about the grade book is that I can click on these this little drop down menu and I can send messages to students who haven't submitted an assignment yet. So I often will do that every week. Soon, before the deadline, I'll look in the grade book to see who hasn't submitted yet and I'll try to send some targeted messages to those students just to try to make sure that they're keeping up with the workload and not missing any important deadlines. And what I really like about this is it's also a nice tool to use if you want to reach out to students maybe who didn't score very well on a particular test. You just want to, you know, on a particular assessment or assignment. You just want to make sure that they're doing okay or maybe students did very well on a very challenging assignment and you just want to, you know? send a nice "kudos" message to those students just to recognize them for their hard work. So I really like this particular feature of the Carmen grade book. Were there any other questions? Or maybe I'm forgetting to mention something? I have lots of notes written down that I wanted, things I wanted to say, but. I really want to walk through your course to see how you have it organized and to hear you talk about how you're connecting with students in an online course. That instructor presence is so important for students. Knowing that they're not just floating on an island, that there is someone guiding the ship, so to speak. Yeah. And I found a lot of students, when I will check in with them personally, they'll write back and say things like, oh, I've never had an instructor who's really done this or, you know, thank you for reaching out to me. And that's what keeps me doing it, is because I know it is something valuable to students, even though it takes time, and it is a lot of work. I feel it's definitely well worth it if you have that time.

Speaker: Jeremie Smith

00:41:31 - 00:41:34

Karen wanted to know how you made the grid.

Speaker: Michelle Everson

00:41:34 - 00:45:43

Oh, that's, so, Well, I'm happy to share the HTML code if anybody wants it. I actually got this idea from a friend of mine. She taught at Utah State and she was kind of one of the first users of

canvas and she had shown me her introductory statistics site and it had a similar layout like this and I really loved it. But for whatever reason she couldn't share the HTML code with me and so I just did some digging around and I tried to learn how to do this. And I eventually kind of stumbled upon this but yeah I'm very happy to share the code with anyone if it would help you to, if you want to create something similar in your own courses. Yeah, just for me, I kind of, I didn't want, you know, the site with just a long listing of different modules. I worried students would get lost in the weeds and I thought maybe this would keep things a little bit more organized for them. So far it seems to be working well.

Speaker: Jeremie Smith

00:45:43 - 00:41:57

Well, shifting gears from statistics to South Asian studies, our next panelist is Doctor Ila Nagar. And thank you Doctor Everson so much for joining us today and for sharing your course. I personally got a lot from it myself.

Speaker: Ila Nagar

00:45:43 - 00:50:46

Yes, thank you, Michelle. That was inspiring. Yeah. Hi everyone I am Ila Nagar and I have also been teaching an online course since before the pandemic. So I am from a small department where teaching large enrolling classes is kind of important for some of us, and I'm also trying to build the South Asian studies program at Ohio State, so teaching large classes is personally important to me. And this Bollywood class is an idea that somebody, it's not related to my field of study, which is linguistics, but in general, I'm also very interested in culture and anthropology. And it kind of, film speaks to culture, of course. So this course, I taught it in as an in person course, and there were about students in the course and then I started teaching it as an online course and we had about students. In,,, and then now I have about students and I'm hoping to scale it to about . And so in that sense, this is the course that is very dear to me, because I created it and because it enrolls a lot of students and reliably does so.

Of course it is one of two courses that I have regularly taught online, and, The way I have always taught this course is with recorded lectures, and the lectures, and the course is asynchronous, so students see the lectures and there's a set of things that they do, so I'm going to also share my screen. And, Let's see. So this is, what you see on your screen here, is how this course was structured in when I taught it. This was spring . This is the semester where in March the pandemic became a thing for all of us in very defined ways. So this was just organized in, very, I don't know, maybe basic ways to use to use undergrad lingo. And students would see the week, they would, they would see what we were doing that week. The readings would be posted with the week and then they would click on a lecture and they could go- If you click here you would see me talk. So, from here we kind of- I'm sorry I didn't mean to do that. So from here we kind of got to I'm trying to go back here. Give me one second. I'm sorry. I'm not finding the tab that I need to find...OK. Here we go.

And from this type of arrangement to the course, this year we have, I've worked with Sarah with a different type of arrangement to the course where the course is organized in a much

better way and students have a very different type of setup when it comes to weekly engagement with the course. So the course starts, students click on course content and then they come to the weekly lectures, which Sarah is very kindly doing, as in managing the look of, in Carmen and for students. And here students know exactly how many minutes a lecture is. they also know what they will learn in a lecture in a very guided way. This is also a citizenship course now. So it's a themes GE. And then from there they go to the lecture. Here. So, this is kind of my engagement with Sarah and how the course itself is working. In terms of how this course, because I am organizing it again this year, this time with Sarah and it's in real time.

Speaker: Ila Nagar

00:50:46 - 00:57:15

When Jeremie asked me to become part of this panel, all I gave him was very, was ways in which this course was really challenging me. So I'm going to be talking about those things today. The course has, because it's a South Asian studies course, and we have about 8 of those courses in my department and a few in other departments as well. They are taken by a lot of students who have South Asian heritage. So students who are from India, from Pakistan, Bangladesh, Nepal, Bhutan and a lot of these students have already seen these films. They most likely grew up watching these films. So the idea for the students is usually, well, I've already seen this course. This is going to be a course where we just talk about these films, talk about the people who are actors in these films, the heroes, the heroines. And it's going to be an easy A. I'm just going to take this course and that'll be that.

So that is challenge number one, to kind of establish early on in the course that it's not just going to be talking about films that we are actually going to be reading a lot of theory. that you're going to read about, anywhere from to pages every week. And those pages are not going to be only about the films and the actors and the fun things that films can have. So that has been a challenge forever with this class to kind of make sure that students are not just in this course because they think they can get an A in the course. The- The. I'm trying to read your comment now, Jeremie. OK.

The way I have tried to work with this challenge from a week-to-week basis is, till before this term, students had to do students had to come up with a summary of everything they had learned that week. So they had to write about to words about what they were learning, what they had learned that week. And most of the time I would see that summary was about the film, and I would correct that in the comments every week. And then we would come back every week and they would maybe write a sentence about the reading and then write most of the words about the film. So this year with Sarah's help, what I have done, what we have done, what Sarah and I have done, is made the lectures themselves more interactive in that there is a way where I think there is parts in the lecture where I do the talking and then students answer a question and then I do more talking and then students answer another question. So the lectures themselves have become a space where students interact with the material. And that is, I hope, a better way of engaging them on a week to week basis. This is also about % of their grade. So this is a weekly assignment that again becomes to every Friday afternoon evening when they have to kind of have done all of the watching of the lectures for that week. So far it

is going OK. I would give it a seven or eight out of, which is much higher than I was giving, what I was doing before it, where they were doing weekly summaries. This also is, so every week, the lectures are anywhere from minutes to minutes. Sometimes there are, if I'm really chatty that day they become minutes, but we don't have lectures that are beyond that. So in terms of what they're doing in for the class, every week, they're listening to the lectures. They're watching a Bollywood film. A Bollywood film is usually 2 hours. They're doing the reading every week. The reading is anywhere from to pages. And then they're answering at least five interactive questions within the lectures that speak to the reading or the film or the lecture. Um. And my hope is that this is taking no more than 9 hours.

There's also the fact that every Bollywood film has a Wikipedia page. And is it possible to read the Wikipedia page and answer the question I'm asking in the weekly assignment? Most likely yes. So that is definitely a challenge for this type of a class where it is very easy to look up information somewhere else. It is not easy to look up information about a reading that they cannot do so. So, a lot of my questions are about the interaction, about how the reading is talking about the film. But even so, I am sure there are ways for students to not engage with all of the material all of the time. So that is one of the challenges that I am working with right now. The other challenge that I'm working with is, and I'm sure Sarah is smiling as I'm saying this is, I am not- I am a native speaker of Indian English, which means that I have an accent and our wonderful AI, every time I say film, the closed captioning says phone. I do not understand why that is, but it just is, and the incredible frustration I have had with closed captioning is just, I have lost at least hair. I'm just telling you that. So it's been interesting and we are working on it and now I have a student who is trying to do this who's also a native speaker of Indian English and a native speaker of Hindi. So she knows these words and she's able to do it really well. But, in terms of building the class, that has been a major challenge for me.

Speaker: Ila Nagar

00:57:15 - 01:01:09

The third major challenge has been the permanence of a video and the permanence of anybody being able to see a video lecture in all types of settings and I do not know why I became aware of that. Again, I've been doing this class since, but I became aware of that in a lot of ways this year, this semester as I'm really doing these lectures and the permanence of a video where I'm talking about very, about things that can be complex for some people, for example, the role of Hindu, right? in Hindi film. and people can have lots of opinions about that and to be able to say that on camera and to know that It can have an audience beyond what I have on the roster, gives me a little bit of pause. Just, in terms of making me more freaked out about it. It's not as if I'm going to- I can't do anything about it. It just freaks me out.

And the last thing I'm going to say is the thing that has been most difficult about teaching an asynchronous large class is making sure that students are talking to each other because that's a very important element of a class like this one. And this year with Sarah's help we are talking, we are trying new assignments. Which is students are doing collaborative projects. Earlier these were discussions. And I would post a discussion question and students would respond to that, but now we are kind of. Doing it such that students can work on a particular project together.

So they are, the first project they're doing is they're trying to do a OSU film award and they're trying to talk to each other about which of these films should get the award in the citizenship category, because this is a citizenship class. So we're trying to do innovative things like that, but. But I cannot report today on how those things are going, but I hope they go well. So to sum up my piece here.

My concerns with this class so far have not been about workload, they have been about other things. However, the idea of workload and one credit hour aligning with about hours of outside of class work, which would mean hours of work per student, per credit, for this class. If they're doing all of the things that I'm asking them to do per week, it should take them nine hours, but it should take them no more. As an instructor, even when I was doing this class in person... the concern that somebody has seen this film, somebody is just going to the Wikipedia page of these films and that sort of thing, while it is on my mind, it's not one that I have addressed with any rigor so far. That's it. Thank you.

Speaker: Jeremie Smith

01:01:09 - 01:02:50

Well, I really appreciate it. Kind of the vulnerability of saying like we're working through this, we're trying to figure this out. And I'll say for other instructors that haven't had the experience of working with an instructional designer, that partnership, that collaboration always starts with a conversation about what kind of educational experience are you trying to create for your students, where are your pain points and then how can we creatively address those. So that I think that sometimes instructors that haven't had the experience of collaborating with an instructional designer worry about the course shifting in ways that seems maybe out of their control or seems to be going away from their vision. And I'll say that a good instructional design consultation really is about how can I help you create the learning experience for students that you're trying to create? And how can I use my experience looking at other courses and working with other faculty to provide some suggestions that may work for you. So I'm glad that you're working through that. I wish you luck on that continuing revision process. I think that it's a great course. I know the course well and I think students are fortunate to be able to take it with you.

Anyone have questions, comments, suggestions? Well, if you do, you can continue that conversation in the chat. I think we'll move from South Asian cultural studies to East Asian historical studies and our final panelist today, Dr. Chris Reed.

Speaker: Chris Reed

01:02:50 - 01:08:05

Thank you, Doctor Nagar. Thank you to Jeremie and the other two panelists, Michelle and Ila. My name is Chris Reed and I teach undergraduate and graduate courses in modern Chinese, Japanese, and East Asian history. Already I've gotten some ideas for improving my online delivery, including right now. I was going to show you parts of my syllabus at the end of my presentation, but I think I'm going to do it now instead so that you can maybe read them. Umm. While I'm talking.

So I'll talk today only about my undergraduate courses at the level. This is both modern Chinese and modern Japanese history. This segment comes from my modern Chinese history class history. For these courses... in which almost no students have any background... getting them to open their mouths and pronounce Chinese and Japanese names and words and locations is critical to learning the material. The part that you should be paying attention to on this syllabus is number participation. So I got to know Jeremie and his office of distance learning last spring and summer during the pandemic. At that time, I petitioned to register all of my undergraduate courses as DL courses. Permanent DL courses. These courses are all taught synchronously.

Two days a week for minutes each over the standard week semester. In one level course we now have six full period formal class discussions or, what I abbreviate: FCDs. In the other course we have eight of them over the course of last semester. So I was teaching these same courses online in March when the pandemic began. For years prior to spring of, I had resisted online teaching for various reasons. But by the end of fall, I had come to realize that online teaching provided some opportunities to improve certain aspects of my teaching and my experience in the classroom. In particular and almost immediately, I found that online discussions seemed more animated than they had been before in the classroom. The voluntary participation rate also hovered between and %, much higher than I'd ever achieved when I was teaching in the classroom. And it included all demographics and the discussions stayed focused on the text that we were reading, and also focused on the discussion questions, unlike some of those U.S. presidential debates that we've all seen on television.

I should say that I came to OSU from a West Coast liberal Arts College where I was, I thought, pretty good at leading discussions. Yet I had never really been able to teach very effectively here with the seminar method, except in small classes. From the beginning I really wanted to find a way to conduct real discussions in higher enrollment level courses, those with enrollments up to . There are many reasons for this, but in particular, as I understand it, part of our charge as professors in Arts and Sciences, but specifically those of us in the Humanities division, is to interact with our students and to encourage them to interact with each other, both via class discussions and closely read course materials. No doubt you've all had the experience of distributing discussion questions on a shared reading well in advance of class, only to have students show up expecting someone else - sometimes only the professor - to carry the ball for 80 minutes.

Speaker: Chris Reed

01:08:05 - 01:13:37

So for years at OSU, I've searched for a format that has students carrying the ball to produce an active, rather than a passive classroom. There was a time when I organized my classes into small groups of students who would work with me to create discussion questions. The benefit of this was that everybody had to do a close reading of the assigned text. Those discussion questions, which went through three or four stages of development, were then distributed to the class well ahead of time via e-mail or they were posted to Carmen. Students were left to their own devices in preparing them. Sometimes in different courses we tried for in class

discussions and other times for online discussion groups. Although we distributed perfectly good - what I call open-door discussion questions - the same kinds of problems emerged.

So to make questions avoid directly testing students knowledge of the reading and instead we ask students to make judgments about the materials. It becomes pretty clear in a classroom discussion if somebody is talking but they're not familiar with the text, I'm more interested in hearing their judgments about what they think and respond to the discussion questions. Even when the student groups themselves moderated the discussions only the same... roughly the same minority of students, usually mostly males, tended to actually participate in the discussion voluntarily. My international TA's... and graders, we're astonished... in a bad way. They'd always heard that American students liked to share ideas in class, but they weren't seeing it. Then along came the pandemic. And the pandemic forced my hand in a new direction. As it so happened a year before in a peak of frustration in a small in person course I had decided to go for broke. On the spur of the moment... I elected to make everybody responsible for the reading... by having them submit their responses to a set of eight to ten discussion questions by 8 AM the day of the class discussion... for a completion grade. And I've defined this many different ways since then: the completion grade.

Within a week... everybody was doing their homework... and participating in the... in-person discussion, also for a completion grade. Thus when spring arrived... I did already have a collection of viable discussion topics made-up. So I merged my questions and the graded prior submission-response model... and I created what I began to call the formal class discussion model, or FCD. I can't claim that all the snags and problems have disappeared. But the students do tend to be self selecting. ..At at the beginning of the semester, the first week, we go through the syllabus very, very carefully and in substantial detail so that they know what they're getting into and the students who don't like this idea... of formal class discussions tend to weed themselves out. And I think that's appropriate. I think students need to know upfront what they're getting into and then to decide whether they want to do it this semester. I recognize that student - as I think Michelle said earlier - students have... many, many responsibilities: academic, athletic, social, and so on and so forth. And they need to make a responsible decision about their situation this semester... and decide whether they want to stick the course as it's going to be delivered. So this means then, that by the time we actually get to the FCD, students have committed to the course in a significant way.

Speaker: Chris Reed

01:13:37 - 01:18:27

There are a number of features of online teaching that have allowed these discussions to reach the participation rate of 80 to 90% overall that I mentioned earlier. Online... male and female students now participate voluntarily at just about the same rate. And I consider that a major achievement. Shy... shy students and international students with sometimes dubious spoken English... often read out... whatever they submitted that morning, and that's perfectly fine with me. To me, what matters is getting involved. You can't solve every problem in one Chinese history course, but you can help students break the ice so that when they go to their next course... you know, a history course or a sociology course or something... they've already built

up some confidence in their ability to perform in this manner in an American classroom. Most students ad lib... you know, sometimes based on what they submitted that morning. Others have come up with new ideas... since they submitted those... responses at : AM. The zoom thumbnail photos all list students names. So students sometimes speak directly to each other... bypassing me as the moderator, and I think this is a real accomplishment. They almost never did this when we were in the classroom. It was always a sort of patron client relationship between the instructor and the student speaking.

At the beginning of the semester... I do teach the class how to respectfully disagree with each other. I've been at OSU for quite a while now and I know from first-hand experience, OSU students are very often reluctant to disagree with each other. They're afraid that they'll embarrass their classmate or that it'll be perceived as a put down, you know, something like that. So I teach them how to respectfully disagree with each other and also how to interrogate the premise of a question. Not all of my discussion questions are perfect, and of course a lot of this lies in the eye of the beholder. minutes of class time guarantees that anyone who wants to participate has a chance to do so. And with nearly everyone participating, that time, minutes goes by really fast. I enjoy the class more, and I think they do too. So... let me now turn - not quite sure how long I've been talking, but maybe to minutes - let me now turn to this portion of my syllabus. Uh. I mean % is is an accident related... to other things that are on the syllabus that I think are also important. It is important for me to communicate to the students on the first day that the participation grade has two parts and each one is worth %. And in this course there are ... FCDs - formal class discussions. So first they have to submit their written responses to all discussion questions on each of the eight sets of discussion questions by : AM on the day of a formal class discussion. When I started doing this, students thought that they could pick and choose their favorite questions. And that doesn't work because it doesn't mean that there... it means they're not covering the entirety of the reading. The second part of the grade comes from contributing actively to each of the FCDs in this course, which is modern Chinese history... to . And I also make clear that they need to complete the reading before engaging the discussion questions or contributing in class.

Speaker: Chris Reed

01:18:27 – 1:20:57

And this is how I lay it out: So that FCD discussion questions will be posted on Carmen by Saturday 8PM for Tuesday FCDs, and by Monday at 8 PM for Thursday FCDs. This gives them plenty of time to complete the reading, which they've known about since the beginning of the course, and then to write, you know, half a paragraph, a paragraph, something like that, in response to the discussion questions. The FCDs usually do, but sometimes don't... follow immediately after the readings, regardless they are being used to review previous topics.

Students must submit their complete written responses to each of the discussion questions for a particular FCD via the appropriate submission portal... no later than 9 AM and these are graded for completion. Although as time has gone on I've added comments on the quality of the written responses and then active voluntary and self-initiated participation in the day's FCD is also awarded one point non participation . And then what I one of the ways that I build these

FCDs formal class discussions into the part of the... course, that, I suspect, matter immensely to the students themselves... is to make clear that this the instructor's comments on the discussion questions that have been submitted will be used to guide students toward improved historical writing and citing, with an eye on preparation for both the midterm and the final exam. So I don't want them to see the oral part of the course as somehow separate from the writing part of the course. The grading emphasizes writing. I want them to... use the the oral part of the course as a kind of springboard to clarify their ideas for the written part of the course. Let me... Let me go to another sheet that I have. Whoops, I don't know what happened. Got to go back...

Speaker: Jeremie Smith

1:20:57 – 1:21:10

Chris as you're transitioning, Heather asked a great question in the chat. Can you tell us a little bit about these discussion questions and you know are they more informational, just evaluative, are they application type questions?

Speaker: Chris Reed

1:21:10 - 01:25:41

Well, I learned long ago not to ask informational questions. I have to presume they've done the reading. And so, I mean it took a lot of trial and error. I've been using one form or another of this model for for over years at OSU. I've always had substantial... I've always devoted substantial parts of my courses to discussion of the reading. My understanding is that this is what the College of Arts and Sciences wants to have happen in humanities courses and... Yes. So the questions are designed to be more judgmental than informational. They presume... They presume that the students have done the reading, but to make it as easy as possible for the students to see what I'm getting at, I give them the pages, or at least some of the pages in the reading where this material is discussed. Umm. Does that answer the question? Yeah, so I won't... I won't read this out because I know we're getting close to time, but we can skim it quickly. This is this is an example of the first formal class discussion in my modern Chinese History course to that I'm teaching this semester. We had this, I think it was in the third week and then we have a a period of about two or three weeks with none of these formal class discussions and then we begin them really in earnest. The second one I think starts the week after next. And then we continue with the formal class discussions until the end of the semester. And I think that this is a particularly important in Chinese history.

Chinese history is complicated enough, but the language, the romanization of terminology, all of this makes it... makes it intimidating to students who started the course with the best of intentions, but... can quickly feel overwhelmed. And So what I've discovered teaching here, but also teaching at other colleges before I came here, is it's really important in a course like Chinese - or I also teach Japanese history - to get students saying these words out loud... to each other, even if it's only names, so that they begin to feel like they have control of the curriculum. And I'll just close up here by saying that... after students download the discussion sheet, they're expected - and you can see this in right on the... document in front of you - students are expected to enter their own responses under each discussion question, and... four

or five years ago, I developed this formula that students seem pretty comfortable with. I call it the PEI protocol. PEI doesn't stand for Prince Edward Island. It stands for... it stands for prompt, evidence, and insight. I want students to pay attention to the prompt. I don't want their written responses on which they spend a fair amount of time to sound like... American presidential candidates in those debates, issuing memorized viewpoints on topics that haven't been asked about. I don't want sound bites. I want them to show familiarity... with the text. This is how I push them.

Bits of the reading that are interesting to them. Henry?

Speaker: Henry Griffy

01:25:41 - 01:27:01

Yeah. Well, I don't know if this is the right way to break in, but just hearing all three of y'all the through thread is so powerful. Like, so... Jeremie began by talking about sort of the objective workload of the courses and how to get a sense of like how much weight each week is going to be for students. And then each of you have given like a different model about the subjectivity of that. It's so hard to know how much the weight's going to feel like to them. And each of you has like such really good strategies for managing that, like the clear organization so that the predictability makes it so it's not memorizing random numbers, it's remembering a phone number. And then just sort of balancing the familiarity and the unfamiliarity of criticism and helping to like help them develop a new mentality that they can use on a regular basis and yours taking that like fear and anxiety piece of it and using the spread out time of the online course to manage their emotional reluctance. That's going to make you know even a short discussion feel endless if it's anxious enough.

And so I just saw that through line and it was like so eye opening to me. I wanted to like voice it and... It's just a really powerful insight that I got from this, so I want to say thank you.

Speaker: Chris Reed

01:27:01 - 01:28:15

Well, I think I should, I can't speak for the other two but I should say thank you to Jeremie. Let's see - last spring and summer as I was converting my emergency online courses to permanent online courses, Jeremie really pushed me to make explicit... and clarify certain aspects of the course... that I think have paid off for me this semester. I mean, I've been teaching this way for a long time. And I want to emphasize that I think that the online instruction has really raised the quality of the online discussions the FCDs... thanks to focus and it was, it was really Jeremie pushing me last spring and in the summer to make explicit these values that up till then I had sort of assumed everybody had.

Speaker: Jeremie Smith

01:28:15 -

It's kind of you to say. I think that this FCD model, it really helps students kind of understand what a formal higher education discussion should look like and prepare them for that. And I think the students that have kind of less social capital really are given an opportunity to be a

part of that conversation and be prepared for that conversation. It's a real skill building exercise.

So, I see that we are out of time and I want to be respectful to everyone's time especially... on a Friday afternoon when the weather looks very nice outside. I hope you all get outside for a walk. And again, I want to thank all of our panelists for coming and giving up their time. I think that having these conversations and being able to kind of unpack the lessons of the pandemic and our own teaching experiences makes us all better and makes me feel like we're part of a community that's learning and sharing from each other. So thanks all of you that came today. Again, we'll get the video posted soon. We will put a link to the evaluation survey in the chat. I'd love to hear your feedback. If you are someone that likes social media... we do have social media channels and we try to share out resources and ideas and interesting articles every day, so thanks for your time everyone. Have a great day. I'm not in a big hurry so I'll stick around if anyone has questions or comments or just wants to chat, but otherwise, thanks. Be well. Great panel. The three of you did really well. I so appreciate it.