

## **Transcript: ASC Teaching Forum – Problem, Scenario, and Case-based Instructional Approaches**

**Speaker: Jeremie Smith**

**Time: 0:04 - 3:38**

Welcome everyone to the second ASC teaching forum of this spring 23 semester. It's the 14th teaching forum in this series. Today's topic is problem scenario and case-based instructional approaches. My name is Jeremie Smith. I serve as a Distance Education Coordinator for the College of Arts and Sciences. I'll be your host today. I have the distinct privilege of working with instructors across our large and diverse college and staff experts from across the university to improve the quality and effectiveness of distance education in the College of Arts and Sciences, so thank you for taking time today, whether you're viewing this teaching forum synchronously with us or at a later date by viewing the recording.

Before you get started, I do want to cover a couple of housekeeping items. Please make sure you're muted while each panelist is presenting just so that we don't have, you know, kind of sound confusion. We'll welcome you to unmute yourself at a couple of different points throughout today's session. You are of course, most welcome to post questions in the chat at anytime. I'm fully on board and fine with kind of side conversations in chat that are kind of relevant.

Live captioning is turned on, so please enable this in your zoom toolbar there on the lower right if you wish to use live captions. I also will say that you can find recordings of all of our previous teaching forums there on the website. We'll put that in chat.

Before we go on, I do want to take a moment to introduce our office in case we're new to you. We've been open for two years, the College of Arts and Sciences, Office of Distance Education. Our office is a service unit. We're focused on providing instructional design support, feedback and on online courses, as well as lots of web resources and professional development opportunities. We aim to support instructors in fostering the growth and improvement in the quality and effectiveness and online courses in our college. And then chat. I'll put a couple of links that I think are especially relevant to today's topic, you know, kind of resources we have on our website.

And then kind of before we move on to the main event, I feel like there's a new program that our office has launched that I want to be sure to tell you about because I'm really excited about it, is the guided course creation program to create new online general education courses. Over the last two years kind of informally as well as formally through surveying faculty and other instructors, we've had lots of requests for fully asynchronous course design programming that would allow instructors to do course design planning and design work around their busy schedules and at their own pace. So this program is designed to provide guidance for each step of the online GE design process, and it combines the flexibility of an asynchronous program delivery with on demand support as needed. From our team of support staff and instructional designers, we're excited to make this program available to Faculty, associated faculty, staff and even graduate students that have the support of their departments and we've secured funding from the College to provide an

award of \$1500 to each ASC instructor that completes the program and develops an online course for the new GE program. Obviously this is motivated by the college's wish to see a greater diversity of offerings in an online format for the new GE program. Please do take a look at our website. If you have questions, send us a message. We're happy to answer those questions.

**Speaker: Jeremie Smith**

**Time: 3:38 - 6:00**

I want to go into introducing the panelists, but before I do that I have a bit of an unusual request and I'm kind of like keeping tabs of this to see how effective it is and it seems to be quite effective. So I'm going to ask you to go ahead and open up the link for the evaluation survey for this event in a browser so that when you close zoom it's staying there in front of you and you can take a couple of minutes. This feedback and generally conversations with instructors it's essential for keeping our finger on the pulse of faculty and associated faculty and what their needs are for support and resources. So if you open up that evaluation and you complete it, it gives us that kind of instant feedback on how are these sessions going? What can we do better? What kind of topics are you interested in hearing more about?

So without further ado, let me please introduce our really strong panel today. So we'll start with Becca Czaja. She's an instructional designer in the University Office of Technology and Digital Innovation. She's collaborated with faculty and departments across the university to design effective and accessible online courses, though her background in biology and environmental science provides unique insights with STEM courses. Her curiosity and broad interest has led her to work with instructors across many disciplines and academic fields. She will bookend our panel today starting us with a brief primer defining and explaining the differences between problem based scenario and case study focused instructional approaches and then also ending with some concrete examples of approaches from of these approaches from her previous instructional design collaborations and some tips and suggestions that you can use in the courses that you're teaching now or in the courses you're teaching in successive semesters.

Dr. Christa Teston is the Andrea Lunsford designated associate professor of English and the director of the Business and Technical Writing Program in the Department of English. Today she'll focus on discussing her experiences developing and teaching a technical writing class that has a really unique connection with the grant funded campaign that working with the regional nonprofit giving students real world experience of doing this kind of technical writing. She'll talk about how she's constructed the learning experience for this course and also described the successes and challenges she's experienced through, you know, a couple of iterations of the course.

**Speaker: Jeremie Smith**

**Time: 6:00 – 7:35**

Doctor Audrey Sawyer is an associate professor in the School of Earth Sciences. In addition to her research interests related to hydrology and the interaction between surface and groundwater, she teaches a high enrolling course that explores water issues and connects these issues to real-world current events. She'll describe the structure of this course, which employs both problem

base and case study approaches, and her perception of what works well and what she's working to improve in the course so as well. Something I'm excited to hear more about is student reactions to the course.

Finally, Doctor Tricia Zelaya-Leon. I pronounced that wrong. Zelaya-Leon, the assistant Dean of the USC Center for Career and Professional Success. She'll share her perspective on how these instructional approaches provide meaningful experiences and transferable skills to students, and how these significant learning impacts in the classroom kind of impact students after they leave Ohio State. We also discussed some strategies that she has used for infusing these skills and experiences in coursework. So please do join me in thanking these four colleagues for taking the time to prepare for this event and sharing their expertise today, especially at a point in the semester where everyone has a to-do list four miles long. So thanks to the four of you for joining us. Really appreciate it. And Becca, we're looking forward to having you kick off our conversation today.

**Speaker: Becca Czaja**

**Time: 7:35 – 12:42**

Thanks to that introduction Jeremie, I'm just going to share my screen. OK, so I'm going to start today's forum by giving us just some quick definitions of the three types of active learning strategies that we're discussing here. So the first one that we're going to talk about is problem based learning. So in problem based learning, students are first presented with an open-ended problem, usually a somewhat complex problem. And in problem based learning, students are required to play a really active role in learning the information they need to solve that problem. So after students are introduced to that open-ended problem, they're first going to define that problem in greater detail, and then they're going to determine what knowledge they need to acquire in order to solve that problem. And you can design problem based learning so that students acquire that knowledge in a number of different ways, whether that's independently, with a group, with the help of the instructor.

But ultimately, students are then going to use that knowledge that they've gained to solve the original problem. And I know that can be really hard to imagine what that looks like in practice, so I'm going to give you a really quick example of one way that you could design a problem based activity. So you could have in a synchronous session an instructor poses an open-ended question to the students, and students work in small groups in that class session to define the problem more and to determine what information they need to know in order to solve that problem. And then after that class session, each student, at the end of the session, they would submit a list of maybe questions or topics that they think they need to know in order to solve that problem, and then throughout the rest of the week, students could go do independent research to learn about the topic on their own. The instructor could post some lecture style videos that answer some of the questions that students listed by the end of the first class session.

And then during the next week synchronous session, each group kind of synthesizes what they've learned independently and from the instructor develops the solution and presents the solution to the class. And the key to this problem-based learning is that students are determining what they need to know and then playing a really active role in actually gaining that knowledge.

So the next type we're going to talk about is case based learning. In case-based learning, students are given a real-world scenario, and that scenario includes some sort of problem that they have to solve. So, for example, students might be given a summary of a problematic situation that maybe includes background information about what led to that problem, why the situation is a problem, and maybe any helpful data they could use to think through that problem. And then they're going to develop a solution. Maybe that could be next steps that should be taken to resolve the problem, or changes that should be made to the system that would prevent the problem from occurring again in the future.

So, in this type of learning, students are given a case study. They're going to read it through and then take that information to develop a solution to the problem presented. And then the third strategy is scenario-based learning, which is where students engage with an interactive scenario that involves again a problem that they must solve. And the main difference between case-based and scenario-based learning is that students are making decisions. In a scenario-based learning activity that kind of affects the direction of the story of the scenario that they're engaging with. In case-based study, sorry, in case-based learning, it's more students are presented with an with information.

At the end of that, gaining that information, they're solving a problem in scenario-based learning. They're interacting with the storyline and affecting sort of where it goes. So an example of that could be something along the lines of a problem is presented to students. They have to decide what their first step is going to be, and then the decision they make determines what happens next in the scenario. And then at the end of the activity, each of the decisions that the student has made throughout the activity determine the final result, determine whether or not the problem was solved appropriately.

And as you can probably see already, there is a lot of overlap between these three learning strategies. And while the language we use and the labels we use to describe the activities we run in our classes, while that language is important, what really matters most is that you're designing effective activities that promote student learning in your course. So we're going to spend the rest of the forums talking about each of our experiences designing and implementing those active learning practices.

**Speaker: Jeremie Smith**

**Time: 12:42 – 12:51**

That's a really helpful start Becca. Thank you for that.

**Speaker: Christa Teston**

**Time: 12:51 – 17:52**

Thanks Becca. I have dropped or will drop in the chat a link to the slides that I use I'll be using right now. I want to 1st thank Jeremie for inviting me to participate on this panel. Today, I'll be talking about a case-based instructional approach, I think, but I also think I represent that middle ground that Becca just displayed on the screen for teaching an online asynchronous advanced writing course.

I actually direct English 3304 business and professional writing, but for the last 10 years, I've only ever taught at face to face. We just received approval to offer the course online and I'll be honest that I've been a bit reluctant to make that transition just because of how complex this class is, given that it's a case-based and collaborative course. But this semester I am teaching the class online and asynchronously this is an advanced writing class that fulfills the new GE's advanced writing embedded literacy requirement for some majors, so it serves a wide population of students, from English majors to professional writing minors to Gen Ed students from across the university, whose majors have identified the course as critical to their degree.

Originally, I planned to experiment with the online asynchronous modality by teaching 2 sections of the course simultaneously, one of which being face to face and the other online. Unfortunately, only five students signed up for the face-to-face version, while the DL version filled in 48 hours. So to test student demand for the online version of the course, we actually converted the face to face course to online asynchronous like the other one and it too filled in 48 hours. So now I am teaching 2 identical sections of English 3304 in an online asynchronous format, somewhat begrudgingly.

I try to teach this class in a way that gets as close to writing for audiences outside of the classroom as I can. And we also want to serve STEM students who may or may not think that taking a writing class will be useful for them. So we've partnered with the Ohio Sea grant and Stone Lab to produce deliverables that scaffold into a broader, plastic free Great Lakes marketing campaign.

We've packaged this partnership in the plastic free Great Lakes marketing campaign into an undergraduate professional writing contest that comes with an actual cash award for students for 1st and 2nd place. Members of the Ohio Sea grant and Stone Labs communications team actually serve as judges for the contest, so this provides yet another opportunity for students to receive feedback on their writing from Real World Communications and marketing experts.

The course is structured around three major writing projects that are scaffolded on one another and build toward the final marketing proposal that then gets submitted to Ohio Sea Grant and Stone Lab. The first project involves what we're calling message testing. Students are introduced here to [usabilityhub.com](http://usabilityhub.com), and they're given the opportunity to test the persuasiveness and effectiveness of certain kinds of visual or verbal messaging for Ohio Sea Grant and Stone Labs plastic-free Great Lakes campaign. They ultimately end up running a report that describes for readers what they found from their message test. Here, they're introduced to the ways rhetorical effectiveness. And the effectiveness of their writing in general can be empirically tested through qualitative research. We're grateful to [usabilityhub.com](http://usabilityhub.com), who have provided us with this service at a significantly reduced rate so that students can have experience designing usability tests of the messaging they create for Ohio Sea Grant and Stone Lab.

The second project builds on the findings from their first one based on their message test results. The students then design a 34 inch by 34-inch poster that can be hung in one of Ohio Sea Grant Stone Labs educational kiosks, which you can see in the middle of the screen.

Again, their design choices must be based in data collected from their first project message test. Then for the third writing project, students produce what we're calling a merging media, which might include, for example, designing a series of three to four educational TikToks around, for example, single use plastics. Those TikToks then would circulate and spread via Ohio Sea Grant and Stone Labs social media accounts.

**Speaker: Christa Teston**

**Time: 17:52 – 22:05**

Here, students get a chance not only to produce messaging in some of the more recent and trendy communicative modalities, but they also become familiarized with the social media plan genre. Ultimately, each of these three projects are revised and repurposed toward the semester's final culminating project, which is almost like a portfolio. It's the final formal marketing proposal that will be delivered to Ohio Sea Grant and Stone Lab. This is where students make a case to Ohio. See Grant Stone Lab executives to adopt their teams plastic free Great Lakes marketing campaign plan.

Here are some of the things that I've implemented this semester that I believe have helped provide structure for students in an online asynchronous course that has a real community partner and real world problem that they're attempting to address. First, every module has a welcome video. Every module has content to read, review, and complete on Wednesdays and Fridays by 5:00 o'clock PM.

Every module also has a wrap up questionnaire that includes low stakes queries aimed at getting students to reflect on the module content, including the activities and the readings, and to think about future applications. The main challenge I've encountered this semester is trying to continue the practice we began in the face to face version of this class, and that is having students work collaboratively in teams of three to four on the three major writing projects and the culminating marketing proposal. Here are some of the ways I've attempted to resolve some of these problems that occasionally arose due to the challenge due to this challenge of asynchronous team writing.

First, I include a statement in the syllabus that's very clear about the fact that even though it's an asynchronous online class, there are team writing or collaborative expectations, and that if students anticipate that their life or schedule won't allow for that extra labor, that maybe they shouldn't enroll in this particular class. The second thing I've done is I'm careful to assemble teams of three to four, not randomly, but based on an actual inventory of students self-reported strengths and interests. Third, I use what's a common genre in the business and professional writing world, something akin to a team charter, which is basically an opportunity for everyone on the team to identify their strengths, their weaknesses, and what they perceive as possible opportunities and threats. In the business world, this is sometimes referred to as a SWAT analysis.

4th, I've gone ahead and identified a team leader for each of the groups. That team leader is then responsible for helping to spearhead initial contact with their team members when working on the team charter, and I've identified that team leader based on responses to the inventory I mentioned in #2. The last thing that I've relied on that I'm kind of feeling unsure ethically about

is Carmen's new analytics. I took a screenshot of what that looks like at the bottom of the slide, and I've gotten rid of the student names that would ordinarily appear under the heading students. But if you can see on the right side of the screen shot, there's a column called last page view. This tells me when was the last time a student in the class, looked at a page in our Carmen site. I don't have any punitive measures, I don't grade students based on these analytics. But what it does show me is the equivalent of what happens if we were teaching face to face and a student doesn't show up for a couple of weeks. I know to reach out to that student and check on them or I know to reach out with their team and ask them, hey, have you heard from Joe? And you know, do you know what's going on with Joe? In this case, what I do is I'll send an e-mail to the student and just check in, how are things going? I know this course is asynchronous and online, and that can present some challenges, wanted to check in with you. And I do the same thing with the teams too, but again, it's not tethered at all to grades or assessment. It's just sort of like a cue for me to know who to reach out to.

**Speaker: Christa Teston**

**Time: 22:05 – 24.22**

There are three remaining unresolved challenges that I'm going to leave us with today that maybe if you have ideas on how to resolve them, I'm more than willing to listen over e-mail or a cup of coffee or something. The first one is more philosophical in nature. This is a class that has, quote-on-quote real-world implications, but I'm constantly struggling with how ethical or responsible it is to try to replicate the real world in an educational setting. Things like deadlines- we all know that those actually can be quite flexible in the real world, so coming down on students really hard in the classroom about deadlines feels artificial to me. And I think students sense that artificiality as well. The second thing is technological. ChatGPT has completely thrown all writing instructors for a loop this semester, and so I'm struggling right now with figuring out how to teach it rather than avoid it, because I think it's here to stay and I think it will get integrated into people's workflow.

And the last one is a logistical concern, and this is, I think, unique to delivering the course online asynchronously. And it's the thing that probably keeps me up the most at night. And that is if I have one small error in information that I roll out over Carmen, it can linger out there for days, if not weeks, unless there's a really great student who will flag it for me. And so usually if there's an error that I roll out, I'll be able to address it in class on Wednesday, right. Hey, I'll fix that thing. No, you don't have that opportunity. And so just being able to sort of make sure that the content that you're rolling out is accurate, clear and not confusing, which of course is sort of the goal of the class too, for students to learn how to do that. So this has been an ongoing sort of thing that I don't know how to resolve. Maybe it would be helpful to have like a GA or something who could double check the material before it goes live. I don't know.

I'll leave my e-mail address on the screen in case you have ways to resolve any of those ongoing challenges. Thank you.

**Speaker: Jeremie Smith**

**Time: 24.22 – 25:07**

Christa, thank you so much for sharing that. I especially sharing all of your slides that's going to be very helpful to people. I had one question for you and then I guess I have a question for the audience as well, in can you give us any point in the direction of- You mentioned that the team charter was pretty commonplace in the world of technical writing and it seems to me in an asynchronous kind of group-based assignment essential, that you have to have something like that that kind of defines responsibilities and gives students a sense of like rhythm and workflow. Do you have any resources you might share or point to for developing or kind of adapting something like that? Not something you have to answer now, you can put it in chat sometime in the next hour.

**Speaker: Christa Teston**

**Time: 25:07 – 25:12**

Yeah, I will drop those links into the chat. Thanks, Jeremie.

**Speaker: Jeremie Smith**

**Time: 25:12 – 25:57**

I was curious if anyone had any thoughts on the ethical question of, you know, you're in an artificial space presenting real world problems. I think that this is a tension with these kind of pedagogical approaches. I'd love to hear if anyone has any thoughts on that. There's a way to kind of pull the audience into the conversation.

Well, as you ponder that question, we will move on to Dr. Sawyer and transition from technical writing to water issues.

**Speaker: Audrey Sawyer**

**Time: 25:57 – 30:41**

Thanks a lot. Let me go ahead and share my screen here.

I just want to say thanks for this opportunity to be with all of you. I feel like this is a great chance for me to learn in this process. As you know, much like Christa, I am actually just rolling out this class asynchronously online this semester myself, but I have taught it many years before this semester in either in person or synchronous online versions. So first of all let me just say, I'm Audrey Sawyer, my contact information is in the upper left here. Please feel free to reach out to me if you have any questions or just want to chat about this course or other things related to teaching or life. The class that I teach is called exploring water issues. It is a GE class under the old GE system and we're working on getting approval for it right now under the new GE system in the in person version of the class we used to teach to about 40 students and that had great discussions. It was so much fun. And so when I was asked, hey, do you want to do this asynchronously online? I was like, sure, these concepts are, you know, really exciting to me. I think it'll still translate and we can reach more students.

But it turns out there are a lot of things I didn't think of, of course in making that move and one of them is just sort of that lost opportunity for discussion and just hearing the students thoughts



real time as light bulbs are turning on. So I can talk with you a little bit about that in these slides. Let me just start by saying though, that my personal goals for this class both in the in person version I was doing and now asynchronously online have been to help students really just become more aware of the importance of water in their worlds. Strengthen their scientific literacy and provide access to information and knowledge that can actually be useful to them as they go through life, whether it's day-to-day with the choices they make about the foods that they eat or, you know, term to term with elections.

Someday, in fact, now they're voting about things like infrastructure upgrades, you know, like whether or not to replace all of our, you know, water distribution systems underground for drinking water, for example, which costs money. They're thinking about flood insurance, EPA drinking water regulations, like these are real things that voters grapple with. And then major changes, major stages in their life, what careers they enter, whether they decide to buy a home on a river. After we talk about flooding and flood insurance, I hope that these things that they think about and talk about become relevant to them. but my sneaky goal in all of this is just to teach them some fundamental principles of hydrology on a level that they haven't had, say as high school or middle school students in the past too. So college level hydrology. And to do that I'm not using a hydrology textbook, we're teaching them through real world problems and examples. So as Jeremie mentioned my methods are inspired by more problem based and case based methods, but they're kind of in the middle of that Venn diagram as well I would say much like Christa and I would also just throw out there that the hydrologist or hydrogeologist, kind of definition of a case study probably goes back a ways to thinking about some of the original major environmental contamination cases in our country's past and the world's past. We look at these through the lens of case studies because the world is complicated and messy and data are complicated and messy and you can't necessarily learn one size fits all concept that explains the way, say a contaminant spreads in underground everywhere in the world, but you can look at case studies of it as an example of that complexity and think about what it might tell us as a precautionary tale for looking at future contamination cases for example. So if anyone is interested in resources related to this, sort of like environmental hydrologic lens on case studies, Carleton has a nice website with references on this that I've provided here. And that's not something I've directly incorporated into my class in the form of, say, the actual materials, but has definitely been an inspiration to me.

**Speaker: Audrey Sawyer**

**Time: 30:41 – 35:54**

To give you a sense of some of the topics that we talk about, you know, it's all really inspired by the hydrologic cycle, but I try to keep it relevant and again based on a problem or case study that might be of interest to the students. And so for example, when we talk about surface water and river flow, you know, I'll teach some classic hydrologic concepts about what is river discharge and how does it vary in a watershed. But we spend a lot of time just talking about things like, What's going on in Lake Mead? Is Las Vegas in trouble? You know, and we look at the data and we talk about what it means for societal decisions. In the past, this was easy to do in person. For example, when I talk about water politics and water conflict, we look at the case of Waukesha, WI, which is the first ever case where Great Lakes water was exported out of the Great Lakes basin for a community outside of that watershed, which required a decision by all the governors

of Great Lakes states to say, yes, this is something that we're willing to do. And I have the students like debate whether or not this water should be exported to this Community and play both sides. That I've found to be a little bit hard to do in an asynchronous online format. But let me tell you a little bit about some of the things I have done both in an individual format and in a group format, and I welcome your thoughts and ideas because I'm still learning how to make this work in the asynchronous online way now.

I give you one example here of an individual assignment where we're looking at the case study of the High Plains Aquifer and we're talking about the impacts of groundwater extraction, really intensive groundwater extraction to grow crops and the very real data that are showing us that we are not doing this sustainably and that we have already reached the condition of peak water in much of this major aquifer that spans something like 5 states here. And so some of you might have heard of peak oil, right? So we talk about peak water and peak corn. So I give them an actual first, they answer some questions, but I I those questions are based on an actual government report from the US Geological Survey. So they have to look at real data on the declining water levels and these aquifers, they have to look at a real modeling study on what that means for potential corn production.

And then I also give them a video to look at like farmers' experiences to make it kind of personal too. And then they answer questions individually. And I could have taught them, you know, the sort of dynamics of groundwater depletion from a hydrogeologic textbook. But I feel like this makes it more real world to them. And I think that the students are providing some positive feedback on that. So one of the things I've done with asynchronous teaching that has been recommended to me by another instructor in my department that I'm really glad I did was have weekly surveys at the end of the week. I call them check-ins, they're for participation points, just to ask students how I'm doing, how it's going for them, what's the most exciting thing they've learned this week? Where are they struggling? And after I did this high plains assignment, this case-based assignment, I got some great feedback, like they're really thinking and I won't read these quotes to you, but I feel like this is having an impact on them in a way that like a more traditional textbook approach that's more theoretical can't.

I'll give you just a second there to kind of appreciate some of the interesting comments that they're leaving me in these check-ins. Moving on, I'll show you now an example of something I tried to do as a group. And so this is an assignment that used to be one of their favorites, I think in the in person version of this class, what we do is we look at past examples where societies, ancient societies have collapsed under water resource pressures or scarcity? And so I give, I divide them into groups of four in the classroom, and I give them each an article on an ancient civilization from the Pueblo, the Mayan, the Guerra mansion and the Acadian. So these are from different areas of the world, and we look at the archaeological evidence for how those societies collapsed and how it related to water.

And so I tried to reproduce this online by putting them into groups of four discussion groups and Carmen. And I said consult with your group mates, pick an article, and in week one all they had to do was read that article alone and timeline or storyboard what happened for the civilization they chose and their article, and then smooch them all into one PowerPoint slide and submit it.

**Speaker: Audrey Sawyer**

**Time: 35:54 – 40:58**

So it's really still kind of individual work at this week one time points, and it was tough for the students. Like I was getting all kinds of emails like my group members are not responding, you know, like what should I do? And so I learned some things in this process in week two. They just had to discuss with each other in that same discussion board what the similarities and differences are in these 4 civilizations and answer some questions about the common threads. And then they had to watch a short futuristic video on Arizona's water dependency and a desert and modern times and answer questions about whether they thought societies are still vulnerable to collapse.

And it turns out when I got the feedback, I asked them at the end of that week, at the end of week two, what have you liked in terms of all the assignments you've had so far in this semester and why? And a lot of them actually liked this assignment, which was great, but some of them also really didn't because of this group member dynamic of having to hound another group member.

And when I asked them should I repeat a group assignment like this again? And or should I never try this again? Or maybe something in the middle? Should I try it again but with some new strategies? I would say that there was still maybe like 20% of the class who said never try this again. Please, this is not why I signed up for an asynchronous online class. But some of them left me some really good tips and one of them was related to what Christa does in her class where they said please just In the first week, give us the only assignment to just establish communication with your group and then the next week is to pick the article, make the timelines and put them together into a single submission. And then the third week is to kind of do the compare and contrast and then connect it to today's societies. So I'll try it that way next time and see how it goes.

The last thing I would just say is I'm trying to mix in with this sort of problem based or case based assessment or learning strategies some flexibility and letting the students pursue problems of interest to them. And so I wouldn't say these assignments are exactly in the case based or problem based sphere per se, but they are meant to complement the kinds of problems I'm giving them without their choice.

So one thing is they have a final project and it can be individual or group work, I would say maybe like a third of them have actually chosen to do group work, which is cool. They have to include peer reviewed scientific research articles or government reports. And the only rule is that it has to be some creative presentation format. So, no standard essays or PowerPoint presentations allowed. And I give them a lot of guidance and the opportunity to sort of reflect their metacognition on their process as they go. But some of them are doing the coolest things, like one of them wanted to address the problem of glacial retreats and changes in the water balance in the Andes and the effects on indigenous communities there. And she's doing like a a knitted textile art piece showing the mountain glacier retreat and the effects on the down Valley communities. And so I can't wait to see this.

They also have an opportunity to do 4 assignments over the course of the semester called water in the media where they have to choose a podcast or an expert talk, or you know, peer reviewed

scientific research article and just sort of digest the key points and discuss what they've learned. And that's, I don't know that that really falls under the problem based or case based scenarios. But it's complementing that kind of learning because they're able to investigate things of interest to them that they might bring into other assignments or reflect on in their projects or that enhance their projects.

So I'll just, you know, note that they seem to be liking those assignments. A lot of them when I ask them what have you liked the most so far they've said the water and the media or the initial work we're doing on our final projects. Interestingly, some of them don't like water in the media because there's too much freedom. They're not sure what they want to pick each week, but I think that's maybe a positive. I hope at least that that discomfort is a positive thing that allows them to wrestle with that kind of freedom and hopefully overcome it and start to find things that they want to pursue that are interesting to them. So that's all I've got and I would love any other tips or feedback or ideas that you have. This is a brave new world for me.

**Speaker: Jeremie Smith**

**Time: 40:58 – 42:52**

Andrea, I love your class, both in that it can be appealing to students that don't have, like, a strong interest in hydrology, but it also can ignite this passion for students to find issues, problems in the world that they'd like to help solve. And I think that there's little more motivating to students than to see the learning that they're doing and ways in which I can improve the world that I'm, you know, that that connection that students have that can drive a passion for learning, it's really exciting.

I'll also point out that the group work assignments that you're trying to do, it's hard in an asynchronous setting. It takes a lot of framework and structure so that students can kind of understand, see themselves in that space and understand what the expectations of them and of their group is. I think that it would be a really good thing to get some support from an instructional designer on and I think oftentimes instructors think that instructional designers are specifically for like designing a whole course and you certainly could put in a consultation request with our office and just talk to an instructional designer about "There's this one thing in my course that I would like to improve the way in which it flows and students understand the dynamic of it. So if you wanted that kind of support we'd be we have happy to help you with that.

Transitioning from Earth science, Tricia Zalaya-Leon is here today from the Center for Career Services and she has experience both as an instructor and now in this this capacity guiding students towards thinking about the next step after their academic career positions are really well to talk about kind of the value and benefits of these instructional approaches. We're so looking forward to hearing from you.

**Speaker: Tricia Zalaya-Leon**

**Time: 42:52 – 47:56**

Thanks, Jeremie. Thank you to everyone for being here and for having me. I started in this role in January, so I'm still relatively new, although I'm not new to the community. I worked at Ohio State back in 2005 to 2011, got my PhD from here. So I'm really happy to be home and I want to just give you a little bit of a story about myself to start things off and then I'll show you a few things. I don't have slides, but I'm going to show you some items from our website and some examples of things that I think have been effective that might prove helpful for some of the stuff that you all are talking about as well. So I started off my academic career in Spanish. I had every intention of becoming a Spanish teacher. That was my love. That was my passion. and I don't do that today. However, what I do with students is I sit down with them and I help them translate what they do.

In classes to whatever is going to come next for them whether that's going into the world of work going into graduate school, PhD school and or just making meaning of their time in academia, in academics as well. And that kind of translational skill. So for those that have taken a foreign language before or have learned a second language, you know that when you're speaking there are often times when there's a word that you don't know what the word is in the other language and so you have to describe it. The circumlocution of that and so to say, I don't know how to say bowling pin in Spanish, so I have to describe it is the thing at the end of the lane that you- you know that is really a skill set that I use daily with students because they are often surprised when they come to me and they want me to review a resume or a CV or to prepare them help.

To prepare for an interview, and I will ask them specifically about their coursework. And oftentimes I don't see that in their career documents, which is such a a loss. It's such a missed opportunity for a variety of reasons. They will note their degree on their resume and then when I say so, tell me about and this isn't, I'm not even making this up. Probably five or six years ago I had an alum who came to me and they were a hydrogeologist. And now I don't have a background in hydrogeology at all. And so I had to ask these circumlocution questions. They said please talk to me as if I don't know anything about this because I really don't. And we're going to find the words that will actually translate into something that's relevant to whatever is coming next for you. This was someone that wanted to pivot into an entirely different industry and on the outset that's really challenging for students and any client in general that wants to move from one particular field to the other, but we do is pull out those transferable skills that then they can tell stories around. And so that's a lot of what I do and what I love doing with students and with instructors to talk about the real-world relevancy of of this work. And so being a part of this conversation because this is problem-based learning, there are so many problems out there in the world and so it's great that there are folks that are trying to make this easily relevant because there are plenty of students that have come in and said my coursework is not relevant to anything that I want to do and I always tell them I don't believe you.

I believe that there is always something translatable in every single course that will be relevant. It's just a matter of how, what stories we can put to that, what experiences we can talk about and how we can get the student to make meaning of that. So when we talk about these transferable skills, this really comes from the National Association of Colleges and Employers, that's kind of my national organization that originally put together these eight different competencies that are focused on career readiness. So helping students, a lot of people will call these soft skills. I take issue with soft skills because I think it makes them sound like they're not as important as harder

skills and technical skills. I like to call them durable skills because skills like critical thinking, problem solving, the ability to speak articulately and to write effectively, persuasively and just coherently, those are skill sets that- they take time to develop and you develop them differently in different coursework. And they're the kinds of skills that employers don't have the capacity to teach someone or train someone on, and they just- they take a long time. And so those are the durable skills that not only are foundational for any successful job candidate, but also they allow students to be versatile in a wide variety of industries and fields.

**Speaker: Tricia Zalaya-Leon**

**Time: 47:56 – 53:27**

Ohio State a few years back actually took those competencies and expanded them to 10. So that- and they were branded for Ohio State to think about an Arts and Sciences curriculum as well. And so I'm going to share my screen and show you what that looks like. So this is on our website and so these are the 10 different competencies that we've developed in partnership with faculty and we call these the Buckeye Advantage competencies. They're not necessarily career readiness focused. So they have that curricular piece to them and so you can see all of them here. I'm going to show you as well, this tip sheet that is in PDF also on the forum or on that website. So you can see this expands all of those different competencies into words and phrases that I think resonate with students to start talking about oh, what does communicate effectively really mean? And then down here you can also see apply logic. So that's where we have determining a problem's root causes, obtaining, organizing and interpreting pertinent data, synthesizing information from multiple sources. These are the kinds of words that we try to give to students to start thinking about how would you make meaning of what's happening in these courses? To share stories with potential employers, grad school admissions committees, potential supervisors? To talk about the experience within your course with someone who may not really have a lot of understanding of that.

And the other thing I wanted to show you is this is a course. You'll see this syllabus here is a course that I taught back in 2017 because I was trying to pull up some syllabi that I had where I put some of these different competencies directly on the syllabus. And most of the courses I have taught are really career related. So we dig deeply into all of those different competencies and students practice talking about them and bringing up examples from coursework in those. And so this is one that I was able to find. This particular course was designed for students to prepare them for entry into their general education requirements, to talk about breadth of a liberal arts kind of education, which is challenging for lots of students to to really grapple with. And so I had taken four of the different competencies from NACE, the National Association of Colleges and Employers, and put them on here. And I talked about them in class. And now I know in real life students may or may not visit their syllabus all that regularly.

And so this is just one what I think is an accessible and easy way to to bring in some of that real world relevance for students, whether they're viewing it only on syllabus day or maybe never again. And I say never again, and I hope that they will look at it all the time, but I really believe that at least placing some of these competencies, these the Buckeye advantage on the syllabus or in places where students can see them, gives them a little bit of a leg up just to start developing

that vocabulary for how to make those translational kinds of connections because, Well, first I'll share another story...

So I had worked with a psychology professor a few years ago and I talked a lot about these competencies and including them on the syllabus. And she said to me, I don't want to include these competencies. I want students to figure it out on their own what the skills are, the transferable skills that they get from this course and I absolutely agree with that and by placing them in places and spaces where students see them regularly. It isn't teaching to the test because they just need a little bit of a push and some words that show them, oh okay, how would I talk about critical thinking and problem solving from this course? Just seeing those words isn't enough because when they go into interviews the questions are going to be how do you demonstrate critical thinking and problem solving in what experience do you have with critical thinking and problem solving? And so just putting those words on the syllabus isn't enough.

We work with students specifically to ask for stories and examples of ways that they can demonstrate their competency in being a critical thinker. It isn't enough. Many students will come in, start in and do some practice interviews and they will say here are my strengths. I'm a critical thinker, I'm a creative problem solver and I believe them, but you have to demonstrate that. So the other piece of what you saw on that tip sheet. It's down at the bottom. There are some some ways for students to start talking about those skills, those competencies, and there's some examples given. But what I like the most at the very bottom is this space that allows students to start that reflective process. So one of the most effective ways that I work with students to start making these translations is to do a syllabus dissection.

**Speaker: Tricia Zalaya-Leon**

**Time: 53:27 – 59:05**

So that's why I come back to saying throw those competencies problems like you are learning about problem solving in here, and maybe give them some extra words that they can use to start expounding upon because that reflective process is what I do with them. I sit down and I say show me the syllabus because I don't know this particular course. I don't know about soil science. I don't know this stuff. So educate me and let's help you practice telling these stories in ways that will link to that job description or the questions about your research interests. Within this particular grad program or whatever that might be, and when we do that, we start with, OK, what are the learning outcomes of this course? What are the objectives that we were you're trying to achieve? Let's talk about that. What did you get? And sometimes just typing it or writing it out can be really helpful to a student. The second step is to then say, OK, why did you take this course? Was it a passion area for you? Was it just an interest? Was it a required course? And we can talk about that even further. The third step is then to say, here are these Buckeye Advantage Competencies. Which ones, (without me telling you what they all mean) which ones do you think are most relevant to this particular course? And then the last piece is why. If you had to create a resume that only reflect reflected this particular course, what would be the action verbs that you would use? What would be the examples of ways that you actually show competence in these most relevant skills and competencies? And I'll tell you, it's probably one of the hardest things for students to do but it is the most high impact because they're directly making the connection between oh, this course- that might have been really fun and I learned a lot, but I

don't know how to apply that to these marketing roles that I want to apply to or this role in biotech. Even though this was like a humanities course. How can I make these connections? It's really wonderful to see the light bulbs go off and to see students grappling with some of these challenges and these problems, especially when you know one of the competencies.

This group work and teamwork and collaboration and part of problem solving is that group work. And I'll tell you that's one of the top skills that employers and recruiters are saying they want. What I often hear from students is, "oh gosh, group work was so hard, like- nobody, you know- I was the one that had to be the one to write the final paper and it was-," So that's OK for them to talk about the problems associated with problem solving and critical thinking. That's what employers want to hear, not the messy details, but the process of how a student identified the problem, responded to that problem, and then took something away from it. So what you see on this tip sheet is a little bit about the STAR formula here, which is an acronym that we use with students to make sure that they're telling that story really accurately without going off-course or talking for an extended period of time. So when there's a behavioral question posed to a student about, tell me about a problem that you solved. Period. End of story. It's a very common question. No matter the field, industry, or role that a student is applying for, STAR stands for talk about the situation involved. What was the the the basic problem? What was the task? What were you asked to do? Was it to work in a group to solve that problem? To solve it on your own? Use research to to make a solution. What was that? The action? What action or actions did you take to respond to that particular problem. And then the result. What was the result of all of that work?

I make it the START method, which is the take away. What did you take away from that experience? Because often students will hope that it all packages up nice and neatly to say, "oh, I had this problem, I had to work with a group and we figured it out and it was really, really wonderful." And they don't know how else, if it doesn't work out, they don't know how else to talk about that. Oh gosh, somebody's not going to hire me because the the group failed because we couldn't communicate or whatever that was. But then to bring it right back to- this was a messy problem. And because of that, these skills I now developed were all about how to work with diverse individuals and how I struggle with that, and I can't do it alone. So I have to rely on others, or I have to dig deeper into the research so that I can identify and benchmark and and look at the data differently. All of that is really, really important. It's the kind of stuff that employers, and we know grad school admissions committees are looking for that process to see how students do that. And so this is a an assignment that can be folded into a syllabus or into a curriculum or into coursework. It could be reflective after the fact. I love to do this with students in a wide variety of programs and majors and it could even be something that's done asynchronously.

So if you're interested in folding that in, let me know the other thing that I will share and I'm going to actually stop sharing my screen here- is that in autumn, we are going to be, our center is going to unveil, it's kind of a new platform. There's a software called Big Interview that is available through the Ohio Means Jobs website. And this is a platform that allows anyone from Ohio State to be able to do some mock interviewing through this platform because we know a lot of times for the first interview,



**Speaker: Tricia Zalaya-Leon**

**Time: 59:05 – 1:01:39**

The first round of interviews will likely be virtual these days, and there's a difference between interviewing virtually versus interviewing in person. And so this platform will allow students to choose from a wide variety of questions. They can be industry specific questions, they can be disciplined specific questions, or they can be competency specific. And there are some in there that are specifically about problem solving. How? What kind of problems did you face? How did you resolve those? What was the messy part of those and students can record themselves responding to those questions. They can send them then to a faculty member, to an advisor, to a mentor, to an industry expert to get some real time feedback on did you actually answer the question? Did you use that START method? Did you ramble on a little too much, did we use a lot of filler words? And then to give some additional feedback about here, ways that you could really take that response to the next level. The other nice thing about that this through Ohio means jobs that gives you the basic kind of subscription to it, we are going to enter into a different contract with big interviews so that you can actually create assignments through big interview where you could craft questions that students respond to.

They can be reflective, they can be really similar to some of the Buckeye Advantage Readiness Competencies that we have in there. Asking students to directly make meaning of what's happening in your course and how they will take that with them and tell stories about that, not only to employers and recruiters, but also to themselves. Because that's really what I think about on the regular. Yeah, I want to get students jobs, I want them to feel like they are leading productive careers and lives, but ultimately I want them to make meaning of their education and feel like "this made sense" even when it felt really amorphous and ambiguous and using platforms like big interview and looking at those tip sheets with the Buckeye Readiness Competencies that begins that process for students of doing that storytelling and and grappling a little bit with the challenge of it because that's kind of life. So I'll leave you with all that. I hope that was helpful. And if there are any other ways that I can consult with you about how to fold those competencies in on really small scales or designing courses even around that real world relevance piece, please don't hesitate to reach out to me.

**Speaker: Jeremie Smith**

**Time: 1:01:39 – 1:02:28**

Tricia, I really appreciated your comments. I think that drawing attention to the fact that our goal is to educate young people for lots of different opportunities that will come afterwards and thinking about what transferable skills and valuable experiences are going to help them not only accomplish the learning objectives of our courses, but you know as they advance through their life. And that perspective is really valuable for us to hear. Thank you.

Shifting back to Becca, who will conclude our panel today. She wants to show some kind of concrete examples of collaborations she's done with instructors and some tips and suggestions for how you can start integrating these types of approaches in your classes.

**Speaker: Becca Czaja**

**Time: 1:02:28 – 1:06:45**

Thanks, Jeremie. So, as Jeremie just said, I'm now going to talk a little bit more about my experience designing activities that use these types of active learning strategies. So as an instructional designer on the digital learning team in the Office of Academic Affairs, I work with instructors across the university and I get instructors who come in with different levels of knowledge about active learning, different ideas about how or whether they want to incorporate it into their course.

And in almost every case, this is the key question that I discuss with instructors before we're designing one of these activities. How will students use this knowledge or these skills that they're learning in this course in the real world? And I ask this question because no matter which type of active learning strategy we end up picking for the activity designing, we want to make sure that that activity is authentic to how students will be applying the knowledge and the skills in the future, because research shows that students are more engaged when assessments are authentic, and they're better able to transfer what they learn and apply it outside the classroom.

So the answer to this question guides the activity. We then go on to design because we're trying to design an activity that best resembles how students will be using the knowledge and skills in the future and in answering this question and discussing it with instructors, we're often talking about things like what careers students want to pursue when they finish their degree, what skills they'll need to be successful in those careers, how the instructor uses this knowledge and these skills in their professional life.

The conversation we have gives us a really great jumping off point for designing an activity. So I'm now going to share examples of how this question has driven the creation of problem-, case-, and scenario-based learning activities and the activities that I'll share show that these types of activities can be done on any time scale, from activities that might take a student half an hour on their own to semester long projects where the entire course is basically built around the project.

So, the first one we're going to look at is a problem-based learning example. And I designed this activity with Daniel Gingrich in the College of Engineering. It was for a graduate level environmental and civil engineering course. And when I asked that key question, Daniel shared that students will need to be able to use data to make educated decisions about how to fix really complex product and system design problems. And then, once they solve those problems or have a recommendation, they need to then be able to communicate that decision to others and students would be applying these skills to a really wide range of disciplines within engineering and environmental science in their future careers.

So we built on that answer to design a semester long project where students pick their own discipline-specific problem and then define, learn about, and solve that problem step by step. The problems that students are picking, they're real world problems that they feel are important in whatever subdiscipline of engineering and environmental science they're studying.

As we dove deeper into that question of how students will apply course knowledge and future careers, Daniel talked a lot about how a project like this would be structured. So we designed that assignment to resemble the analysis cycle students would be using to solve this type of problem in a professional engineering job. Here is an outline of the different steps that students take throughout the semester for this semester long project. They learn about key principles for conducting this type of analysis in class, but each of them is working on their own unique system or product, and that means that each of them has to learn about their chosen topic in detail, and in this case, they're acquiring that knowledge through independent research.

**Speaker: Becca Czaja**

**Time: 1:06:45 – 1:12:41**

But at every one of these steps listed here, students are getting feedback from their peers, and in most cases, they're also getting feedback from the instructor. And because each of these steps builds on the previous one, students are continually having the opportunity to apply that feedback to improve their project going forward.

Next, we'll look at a case-based learning example that I worked on with faculty and staff in the College of Nursing. So listed here are all the different people who contributed to developing, implementing, and studying the effect of this activity. It was very much a team effort. But we were looking for an activity for a module that was about how to incorporate patient preferences and values into decision making. So for example, the patients' food and clothing preferences, primary language, family relationships, all those things need to be taken into consideration when making a health decision with that patient and the instructor shared that, you know, in answering that question that I've been talking about, they shared that they need students to be able to integrate those preferences and values into a health plan that they might develop to then share with that patient. So we created an assignment where students develop a health plan.

While this course was fully asynchronous online, we wanted the activity to resemble how nurses would collect data from a patient in person by asking them questions and then using those answers to build that health plan. So we talked through what a nurse would do when they walked into a patient's room to gather that information. What types of questions would they ask the patient? What types of physical exams would they complete? And then the answers to all of these questions went into the activity that we designed.

So I'm going to change my screen for a second and show you what this activity looked like in Carmen. So students were first presented with general information about the patient, and we designed two different versions of this activity just so that there'd be more variety in activities that the instructor could use in the course. There's one where you're dealing with a patient in the hospital. There's one where you're dealing with a patient who is living at home. But in both cases, the students are designing a health care plan to educate the at risk patient about how to prevent falls.

Every student received the same initial information, which includes the general information about the patient's history and medication. You see here, there's an age, their past career, some of their medical diagnosis, where they live, the fact that they've had a knee replacement and that's

what makes them at risk for falling, things like that. So all the students got this initial information, but then students were then assigned to one of five different patients. And the goal of having different patients was that students could, at the end of the activity, discuss their varying experiences developing plans for different patients, patients who had different preferences and values. After reading the initial scenario, students would work their way through a series of different pages where they gathered information about their assigned patient. So say I'm a student and I want to learn more about the patient assessment.

So I was assigned a patient, Allen, and here I'm going to collect data on the physical examination, his medical history, home assessment. There's information about what I might observe if I were actually a nurse in the room with the patient, and then once they're done exploring that information, they're going to continue to collect more and more. There are pages with all different types of things that relate to patient preference and values. All of them lead to pages where I would continue to collect information about my assigned patient, Allen. So here you see, like I was saying before, clothing preferences, food preferences, the language that Allen speaks at home.

By the end of this activity, they've gathered a really wide scope of information about their patient, and then their final goal is to create a plan that can be shared with the patient, containing information about how that patient can minimize their risk of falling in the future. So students are gathering information about the case study. They're deciding what information is relevant, and then they're synthesizing that information into a health plan to help their patient remain healthy in the future and the health plan that they submit at the end uses the same form that students will use when they're actually working in a hospital. There's a standardized form, so they're gaining familiarity with that form from the outset while they're students.

I am just going to go back to my PowerPoint here. So while this activity was originally designed and used in a fully asynchronous online course, the activity is actually also being used in a synchronous version of the course, and the faculty and staff that were listed here actually did a survey with students before and after the activity and found that the interactive case study had a small positive effect on students competency related to person centered care, which was their goal. So they were really excited to have some data to support the effectiveness of that.

**Speaker: Becca Czaja**

**Time: 1:12:41 – 1:16:21**

So the last one I'm going to talk about is scenario-based learning and I developed this activity with Patrick Hellman and the College of Engineering. He shared that students need to be able to communicate financial information about their pharmacy operations to people in higher positions. So that could be CEO, CFO. So while students might have a good understanding of the accounting information, they also need to be able to communicate that information in a concise and effective way.

So the primary goal of this activity that I designed with Patrick was for students to practice having these conversations that so they could be better prepared when they actually have to do it in their real jobs. So we developed a low stakes activity where students could walk through a

conversation with the CFO by deciding what they would say in the conversation. And the scenario that we chose was one that pharmacy leaders have been facing regularly in the last couple of years. So it was very authentic to what students might be facing once they graduate.

So I'm going to pull up what that activity looks like in Carmen. Similar to the previous example, students are presented with an initial scenario. But unlike in the previous example, students in this one can modify the storyline of the scenario based on the decisions that they're choosing. So they read this scenario, it tells them why they're meeting with the CFO. In the final version, there's some data that they can review about their pharmacies performance over the last month or so. Then after they read that, they're presented with the first thing their CFO says and they say, you know, "Hi, I'm really pressed for time. Can you give me a really quick rundown of the pharmacies performance in the last month? I need you to go quickly." Then they have the option of how they want to respond and again they're using the financial data that they've been given to make these decisions. And the decision that they make then affects where the conversation goes. So you still have the initial thing that the CFO said, you have the student's response and then there's now a new response of what the CFO said in response to what the student chose previously and they are going to continue through the conversation. They have another choice here. And then when they get to the end of this activity, they get a really quick, just a couple sentences debrief of what did and what did not go well in this conversation. And they can do this activity as many times as they want. So they can see all the different ways that different decisions affect the outcome of this conversation.

Again, because the goal of this one was more about practice, less about assessing whether the students could get to a certain outcome and in future iterations of this activity, the Instructor is actually also planning to have students submit a short reflection about what decisions they made and what the end result of those decisions were.

So going back to that key question, all of these activities were built by initially asking this question and thinking through what work is like for a professional in that particular field and then using the answer to that question to provide really fruitful ideas that would then help us develop the activities going forward.

**Speaker: Jeremie Smith**

**Time: 1:16:21 – 1:20:36**

Becca, thank you so much for that and for illustrating what a healthy kind of productive relationship can be between an instructional designer and an instructor. And the instructor saying "this is the learning experience I envision for my students" and the instructional designer saying "well, let's explore some options of tools and kind of organizational structures that can, you know, support that learning experience." So I really appreciate that.

I'll also mention, I put something in chat, that one of the positive sides of the emergency pandemic online teaching era that that we've all lived through is a mass proliferation of a lot of tools aimed at supporting online instruction. And while it's a bit of a Wild West out there because there's so many tools with various levels of quality of accessibility and cybersecurity, one of the things that our office is actively trying to do is vet these tools and to find tools that are

well suited for the kind of instructional experiences that our instructors are trying to deliver and then getting those approved and getting those, you know, supported by the college and by the university. So we put a couple of links to those tools. Some of those like H5P are really tools that you're going to want an instructional designer to help with. Other tools like Thinglink are tools that you definitely can learn on the fly and deploy right away in designing your courses.

So before we close, I just wanted to kind of pause for a second and see if anyone had questions for Becca, especially kind of practical questions as you're getting in there and you're starting to build your course or or questions for any of our other panelists today.

Well, as you ruminate on the questions that do come up, I encourage you to reach out to the panelists, send them an email. Generally speaking, what I have found is that the instructor/panelist, as well as the kind of instructional designers and support staff that join us, are really keen to be a part of this Community and keen to share their ideas and hear your ideas. And we have found that just creating the space for conversation and discussion opens up a lot of opportunities for collaboration as well. So as those questions arise, please do reach out and ask our panelists. They're happy to help you.

I want to also thank you for joining us today, to remind you to complete the evaluation survey that I will put in chat again and also we are really open to hearing your ideas for future teaching forum topics. I thought that this one went really well because we had the kind of multi perspective of instructors that have been using these strategies in their courses and an instructional designer that could talk about the relationship between designing a course like that in tandem with support and then having Tricia here from career services to so eloquently talk about how these experiences help students in the classroom and then beyond. So thanks again to all four of our panelists and I will stick around if you have questions or just want to have conversations, but I will also let you go to enjoy the rest of this rainy Friday.