WEBVTT

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00:00:04.780 --> 00:00:18.810
Jeremie Smith: Well, welcome everyone to the second ASC Teaching Forum of the fall semester and the sixteenth event in the ASC Teaching Forum series. Today we're hosting a panel discussion focused on the online teaching experience of graduate students in our college.

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00:00:18.960 --> 00:00:35.379
Jeremie Smith: We all know that graduate students play a significant role in delivering great undergraduate instruction. Today we celebrate and reflect on these contributions and these experiences. My name is Jeremie Smith, and I serve as Distance Education Coordinator for the College of Arts and Sciences, and I will be your host today.

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00:00:35.410 --> 00:00:48.309
Jeremie Smith: I have the distinct privilege to work 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.

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00:00:48.520 --> 00:01:00.229
Jeremie Smith: Thank you for taking some time today, whether you're viewing this live with us synchronously or watching it at a later date asynchronously. So thanks again for joining us for this panel discussion.

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00:01:00.560 --> 00:01:06.340
Jeremie Smith: You can see today's event and anticipated outcomes and the descriptions here and we'll post a link in the chat.

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00:01:07.620 --> 00:01:25.890
Jeremie Smith: Before we get started, let me cover a a few housekeeping items. Please make sure you're muted while each person is talking - just kind of be disciplined with your mute button. If you'd like to ask a question to the panel, you know, with your voice, please indicate that by raising your hand in Zoom, and we'll call on you.

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00:01:25.890 --> 00:01:49.580
Jeremie Smith: You, of course, are most welcome to ask questions anytime via the chat. We'll make sure those questions are, you know, brought up. This session is being recorded and will be posted on our website, probably by the end of this week. We like to clean up the

captions for accuracy before we post those. Also, live captioning is turned on, so please enable this in your Zoom toolbar on the bottom of the right screen if you'd like to use live captions.

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00:01:50.270 --> 00:01:56.609
Jeremie Smith: You can also see recordings of all of our previous Teaching Forums on our website. We'll put that link there in the chat, as well.

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00:01:57.690 --> 00:02:24.749
Jeremie Smith: Before we get started. I wanted to take a quick moment to introduce our office in case you're not familiar with us: The ASC Office of Distance Education. We're a service unit focused on providing instructional design support feedback on online course designs as well as web resources and professional development opportunities for instructors. We aim to support instructors in fostering growth and improvement of the quality and the effectiveness of online and hybrid courses.

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00:02:24.750 --> 00:02:46.860
Jeremie Smith: I'll share a couple of links from our website in the chat that that I think are especially relevant to today's topic. So, one thing that I do want to point out is that every instructor in our college is able to get free, on-demand, one-on-one instructional design support for their courses. That goes for graduate students, if you're teaching in online and hybrid courses, as well as, of course, faculty and associated faculty.

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00:02:46.880 --> 00:03:09.430
Jeremie Smith: We have lots of resources such as a distance learning template for Carmen. So, if you're teaching a course for the first time, you can download that template, and rather than starting from scratch, you can have the kind of skeleton of your course built out in a way that is optimized for digital accessibility. And, of course, there are lots of tips for improving your practice and the structure of your course in Carmen.

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00:03:09.620 --> 00:03:39.799
Jeremie Smith: One event that I did want to tell you about – I don't have it scheduled yet, unfortunately, I was trying to get it scheduled before today. Our instructional design team in the last year and a half has been developing some really terrific resources and interactive learning experiences that we think has broad possible applications in distance learning. We'll soon announce the date of our final Teaching Forum of this semester: Harnessing Technology to Create

Immersive virtual Tours and Interactive Learning Experiences. And I hope some of you will be able to join us for that.

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00:03:41.110 --> 00:04:08.949
Jeremie Smith: Right before I introduce our panelists today, I do have an unusual request. I find this is always useful. Because feedback and conversations with instructors is essential to know what our faculty, what our associated faculty and graduate student instructors need, I ask you to open the evaluation survey for this event in in your browser window, with the idea being that, when you close out your Zoom window, it's there to remind you to take a couple of minutes and complete that survey.

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00:04:09.180 --> 00:04:11.539
Jeremie Smith: We'll post that in the link as well.

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00:04:12.620 --> 00:04:21.779
Jeremie Smith: So, please join me in welcoming our panelists and thanking them for generously giving their time and sharing their experiences today.

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00:04:22.089 --> 00:04:43.980
Jeremie Smith: Before we launch into my pre-written questions to get the conversation started First, we have Lauren Chivington, Lauren teaches and studies in the Department of English. We have Kaita Gurian, who who is coming to us from the Department of Anthropology, Tamryn McDermott in the Department of Arts Administration, Education, and Policy.

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00:04:44.050 --> 00:05:05.830
Jeremie Smith: Morgan Meleca, in the College of Public Health, she teaches for the Center for Life Sciences Education. And finally, Kevin Pimentel in the Department of Comparative Studies. One thing that I thought would be useful is, rather than me going into a long introduction, I wanted to give you an opportunity to kind of introduce yourself and tell our audience a little bit about each of you.

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00:05:05.830 --> 00:05:17.599
an I ask each of you to share a bit about your graduate program, your career goals, and then also, what course are you teaching or supporting this semester? And if it's okay, we'll start with Lauren.

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00:05:21.070 --> 00:05:25.229

Lauren Chivington: Yeah, absolutely. So you said, career goals, and then what I'm teaching this semester?

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00:05:25.610 --> 00:05:35.749
Lauren Chivington: Okay, so, yeah. Hi! So, career goals: Ultimately, after my PhD, I would like to continue on in education.

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00:05:35.830 --> 00:06:02.780
Lauren Chivington: I really, really have teaching as my heart. Especially teaching writing. There's something about it that just brings me a lot of joy, and I think writing is a really vulnerable practice. And so you get to know a lot about your students, as people, as you are teaching them writing. And that's just wonderful. And then right now I am teaching at...

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00:06:02.910 --> 00:06:21.109
Lauren Chivington: at this institution, I am teaching a class that I designed called Comics and Composition, which is essentially a first year composition course that integrates literature, as well. So, we're working with the book Gender Queer and kind of combining that with the first year writing program.

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00:06:22.450 --> 00:06:24.279
Jeremie Smith: Wonderful. Thanks again, Lauren.

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00:06:24.580 --> 00:06:31.300
Jeremie Smith: Let's see, who do we have next on my list? I think that would be Tamryn.

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00:06:32.570 --> 00:06:45.980
Tamryn McDermott: Hi, I'm Tamryn McDermott, and I am working on a PhD In the Department of Arts Administration, Education, and Policy, which is a fairly interdisciplinary department within the arts.

26
00:06:45.990 --> 00:07:04.850
Tamryn McDermott: My career goals are potentially to stay in higher education. I'm a teacher at heart. I love teaching. I've discovered, that I love teaching teachers, most recently. I work with art education majors at the undergraduate level but I've also been involved in the graduate teaching orientation here for the last 2 years.

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00:07:04.910 --> 00:07:18.069
Tamryn McDermott: And this semester, I'm teaching an Introduction to Art Education course to both future art education students and also majors from across the university.

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00:07:18.210 --> 00:07:38.620
Tamryn McDermott: And I've been working closely with them to develop practices in intermedia journaling within that course, which is an asynchronous online course. This is a course I've taught 2 years in-person and then transitioned and had approval to teach as an asynchronous online course. So, I'll talk further about that. But yeah.

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00:07:38.640 --> 00:07:41.250
Tamryn McDermott: Nice to meet everyone. Thanks for being here today with us.

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00:07:42.160 --> 00:07:43.940
Jeremie Smith: Thank you, Tamryn. Kaita?

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00:07:44.480 --> 00:07:50.109
Kaita Gurian: Hi, guys, I'm Kaita. I'm a PhD candidate in the Department of Anthropology.

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00:07:50.290 --> 00:08:13.400
Kaita Gurian: The department's sort of interesting because we have different subfields. So I'm a biological anthropologist. But we also teach cultural anthropology and archeology. I have been teaching the same course for just about 3 and a half years, which is Introduction of Biological Anthropology. It's a general education course. A lot of our grad students teach that class.

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00:08:13.430 --> 00:08:24.429
Kaita Gurian: And I've taught it in many different formats. So, in-person, as a grader online, as a grader in-person, as instructor of record, and now, online, as the instructor of record. So,

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00:08:24.600 --> 00:08:28.139
Kaita Gurian: lots of different ways of teaching the same class, which I think can be interesting.

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00:08:29.790 --> 00:08:31.560

Jeremie Smith: Thank you, Kaita. Morgan?

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00:08:32.710 --> 00:08:43.469
Morgan Meleca: Hi, everybody! My name is Morgan Meleca, and I am getting my master's degree in Public Health with the concentration, Epidemiology.

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00:08:43.470 --> 00:09:05.709
Morgan Meleca: I am interested in mental health work as well as nutritional epidemiology. I'm actually doing my master's thesis on magnesium supplementation and its effects on anxiety. I currently teach for the Center for Life Sciences Education in the College of Arts and Sciences. I teach Human-Bio which I have

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00:09:05.770 --> 00:09:11.020
Morgan Meleca: taught in-person as well as online the past 2 semesters.

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00:09:12.920 --> 00:09:16.130
Jeremie Smith: Thank you so much. And then last, but certainly not least, Kevin.

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00:09:16.890 --> 00:09:43.880
Kevin Pementel: Hi, folks, I'm Kevin Pementel. I use he/him pronouns. I'm a PhD candidate in the Department of Comparative Studies, which is a small but interdisciplinary department in the college. My work in particular, concerns visual culture and literature of speculation. In particular, climate change, and questions of futurity.

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00:09:44.050 --> 00:09:48.420
Kevin Pementel: Career-wise, I am

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00:09:48.660 --> 00:09:51.139
Kevin Pementel: more interested in pursuing a

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00:09:51.590 --> 00:09:53.910
Kevin Pementel: public education

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00:09:54.020 --> 00:10:07.939
Kevin Pementel: career, rather than, you know, continuing with research. It's just, you know, during my time here at OSU, teaching

has become very important to me, and the ways that it can be

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00:10:08.010 --> 00:10:13.300
Kevin Pementel: more accessible as opposed to just kind of hoarding
our ideas.

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00:10:16.370 --> 00:10:20.450
Jeremie Smith: Well, thank you very much, Kevin. And thank all the
panelists.

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00:10:20.590 --> 00:10:48.709
Jeremie Smith: Kudos to you for taking time and kudos to you for
putting so much thought and energy into your teaching practice. Kind
of, on a volunteer basis, which panelist would like to start is fine
with me. Can you describe what experience you've had, if any,
designing courses? Or has your experience mostly been delivering
courses that have been kind of pre-created for you, or kind of static
across your department?

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00:10:53.080 --> 00:11:03.210
Kaita Gurian: I'm happy to start. So the the vast majority of the
courses that graduate students teach in my department are sort of pre-
created, although we have a lot of

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00:11:03.870 --> 00:11:22.289
Kaita Gurian: ability to change our lectures, and like sort of the
exact content that we teach. So, I have done a lot of lecture creating
and making them my own and what I want to teach, but the actual
course, and what assignments we do, what's on Carmen, what our lab
looks like are all predesigned.

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00:11:24.200 --> 00:11:25.070
Jeremie Smith: Tamryn?

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00:11:25.560 --> 00:11:35.310
Tamryn McDermott: Yeah, I mentioned I've been teaching the
Introduction to Art Education course for 2 years in-person, and then I
knew that this year I would be outside of

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00:11:35.680 --> 00:12:01.999
Tamryn McDermott: Columbus in another state. And so I was offered the
opportunity to develop my course as an asynchronous online course and

went through that process of kind of configuring and redrafting the
syllabus and really thinking through like those very active learning,
hands-on, and community building experiences that I often, you know,
that I was facilitating in my in-person classroom, like thinking about

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00:12:02.100 --> 00:12:08.179
Tamryn McDermott: what might that look like in an asynchronous space.
And so it was able to think about like different

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00:12:08.260 --> 00:12:22.589
Tamryn McDermott: platforms and I consulted with Sarah Dove in the
Office of Distance Education to think about some of the resources that
the university has available to us as platforms for facilitating more

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00:12:22.590 --> 00:12:45.480
Tamryn McDermott: community-based, focused work in the classroom in an
asynchronous course. And so I'm using platforms like Flip for video
discussion, which has been invaluable to me both as an instructor, but
also to facilitate conversations and build community with my students.
And then also a program called ThingLink, that allows myself and my
students to create an immersive...

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00:12:45.480 --> 00:12:49.120
Tamryn McDermott: kind of experiential virtual

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00:12:49.390 --> 00:13:07.899
Tamryn McDermott: tours and experiences. And so I can talk further
about that later. But I just wanted to... Yeah, just thinking through
those challenges of going from an in-person to an online experience.
And how that really changes the way that you have to think about
facilitating those active learning experiences, and how important that
is for someone who's

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00:13:07.900 --> 00:13:28.170
Tamryn McDermott: taking an asynchronous course, sitting in front of a
laptop - how to get them outside of the like classroom, so to speak,
and engage in their community, engage in spaces beyond just the
screen. That's been a fun challenge for me to think about, but also,
you know, a challenge and still figuring out what's working and what's
not working.

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00:13:30.240 --> 00:13:36.769
Jeremie Smith: Thank you for that. I look forward to talking a little

bit more about some of those tools you're using. Kevin, I think that you had your hand next. And then, Lauren.

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00:13:38.380 --> 00:13:50.229
Kevin Pementel: Yeah, I wanted to add to something that Tamryn had said about, you know, activity and engagement with online tools. But I think that addresses a somewhat...

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00:13:50.290 --> 00:14:11.330
kevin: my response addresses a somewhat different question of, you know, initial concerns when I first went into online teaching. But I just wanted to say, regarding your question, that in my experience it has been mainly a course that was designed already by a primary instructor, and that I was assigned to.

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00:14:11.640 --> 00:14:27.340
Kevin Pementel: However, within that, there's been a lot of workshopping in this particular course. The TAs work pretty closely with the main professor on a weekly basis to see what did and didn't work, and certainly

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00:14:27.400 --> 00:14:33.300
Kevin Pementel: the primary assignments remain the same

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00:14:33.410 --> 00:14:47.059
Kevin Pementel: but, you know, we're always tinkering with the prompts, how to best engage the students, how much to give them. So, the overall design of the course is something that has been

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00:14:47.240 --> 00:14:55.059
Kevin Pementel: preset. But there are always opportunities for individual TAs to kind of tinker with parts of it.

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00:14:57.160 --> 00:15:01.120
Jeremie Smith: Yeah, I imagine that varies from course to course a lot. Lauren?

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00:15:02.340 --> 00:15:30.310
Lauren Chivington: Yeah. So, and like others have said, it's fairly easy in my department. We download a shell from Commons, and then we adapt it, and I've always found it to be a really good balance of guidance and freedom when it comes to designing the course. I've

always thought that that was really well done, and WIL has done a really, really great job of developing the course. However, I was the first GTA to

68
00:15:30.310 --> 00:15:55.890
Lauren Chivington: teach this class as an online asynchronous class. So I did a lot of adaptation into the online environment, and then not only adaptation into a 16-week course, but then adaptation into an 8-week course later on in the summer. So, I was able to kind of work with the instructors who developed the original content to kinda

69
00:15:56.200 --> 00:16:24.829
Lauren Chivington: talk back and forth about "Okay, how can we change the wording? How can we adapt this to be better suited for an online environment?" And it was a really great experience where at first I was kind of like standing like "Oh, this is blank slate. This is a little intimidating." But it was a really good balance, a really good working relationship of them being amenable to the the adaptations and creating new folders for an online kind of

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00:16:25.100 --> 00:16:27.360
Lauren Chivington: resource and stuff like that.

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00:16:28.880 --> 00:16:58.739
Jeremie Smith: Lauren, that kind of leads into my next question, and you can start us off here, or we can kind of pass the baton. When you're thinking about developing a course that already exists in-person for online, or thinking about the differences between an asynchronous or a synchronous course, what are the kind of considerations that you're thinking of in these different modalities and different formats, of delivering an instruction of what we hope is a a similar learning experience for students across these different ways of delivering that instruction?

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00:17:00.930 --> 00:17:38.579
Lauren Chivington: Yeah, I'll start. Just one of the things that I wanted to do was, I mean, it was the combination for me of "Oh, wow! This is really scary. I feel like I have nothing to work with." And then also, "Oh, wow! This is really exciting. I have so much that I can do here." It was not wanting to step on toes, but it was also wanting to run with it. Kind of balancing a lot of that. As far as actual tech, I developed using Hypothesis. I also worked with ThingLink. I got to learn all of these awesome things that I never would have used in an in-person class.

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00:17:38.580 --> 00:18:08.199
Lauren Chivington: So, I got to kind of branch out. I also learned
things like Padlet and things that I could use then, even though I
initially developed them in an online space, I then started using them
in my hybrid and in-person classes as well, because I realized the
utility. And I think that that brings up questions about how these
these tools that we're developing in the online spaces can also be
used in a hybrid way.

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00:18:11.510 --> 00:18:12.540
Jeremie Smith: Tamryn?

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00:18:13.070 --> 00:18:23.740
Tamryn McDermott: Yeah. Going from an in-person to a completely
asynchronous course, for me, was... I was initially worried about how
to make

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00:18:23.740 --> 00:18:43.870
Tamryn McDermott: connections with the students like an instructor-to-
student connection, but then also facilitate connections between
students because about half of my class is going to apply into and
become a cohort that will move through our art education major
together. So, it's always been important in this course to start
building that cohort.

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00:18:43.870 --> 00:18:56.190
Tamryn McDermott: And so I initially, because it's asynchronous, I
initially set up short like 15-minute "get to know your instructor"
meetings that almost all students did take advantage of. I have about
25 students.

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00:18:56.190 --> 00:19:18.300
Tamryn McDermott: And for me that was extremely important within the
first 2 or 3 weeks of the course, to establish, like a human-to-human,
you know, connection with those students so that, hopefully, it
started building some trust that, if they needed additional support or
had questions, that they felt comfortable coming to me. But then also,
I mentioned I was using a platform called Flip

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00:19:18.300 --> 00:19:30.959
Tamryn McDermott: which facilitates video discussion. And so rather
than, through my own experience as a student in Carmen, using
discussion boards for just text-based, typed

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00:19:31.230 --> 00:19:52.190
Tamryn McDermott: discussion, I wanted to facilitate more engagement,
and I wanted my students to get to know each other better. And so I
set up, just about weekly, a video reflection opportunity with
specific prompts that would engage the students in the content we were
working with that week, but also to then

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00:19:52.650 --> 00:20:16.529
Tamryn McDermott: start, you know, talking with one another, finding
connections between themselves. And I realized that, not only did it
facilitate conversation with my students, but it gives me weekly
feedback on what's happening with like the readings that I'm giving
them, the assignments that I'm giving them. So, it's really been
valuable to me as an instructor, and that was maybe not necessarily a
surprise, but kind of like

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00:20:17.210 --> 00:20:31.309
Tamryn McDermott: a realization that how important that kind of
formative feedback is for instructors, rather than just facilitating
like an "end of the semester" survey. Weekly getting that feedback,
especially in an asynchronous course,

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00:20:31.370 --> 00:20:40.310
Tamryn McDermott: has been important for me. And, moving forward, I
think I will continue that practice in this kind of a course, you
know, format.

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00:20:41.840 --> 00:20:59.250
Jeremie Smith: This is what I hear from a lot of instructors that when
you're working on an asynchronous course, you have to be very
deliberate in creating those moments of interaction and those moments
of kind of formative check-in because you don't have the informal
moments that you might have, either in a classroom space or even in
the synchronous online space.

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00:20:59.250 --> 00:21:13.439
Jeremie Smith: Who have we not heard from? Morgan, in our planning
meeting we talked a lot about courses that you've delivered in lots of
different formats, and how you've had to think through kind of
appropriate pedagogies for the space that you're teaching the course
in.

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00:21:15.580 --> 00:21:34.790
Morgan Meleca: Yeah. So, I actually was going to feed off of Cody's question in the chat about the class that I'm teaching right now, which is Human Bio. So, I have taught this course in-person. I'm now teaching this course online. And what's great about our online course is, it's both asynchronous and synchronous which, I think,

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00:21:34.790 --> 00:21:58.309
Morgan Meleca: especially for students, as well as myself, being the teacher and working with the professor, there's a lot of flexibility. And I think that's a really big pro for graduate students is having the flexibility to teach. So, in terms of asynchronous, the students do Mastering Biology, if you guys are familiar with that, it goes along with the textbook, where they're doing active learning questions

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00:21:58.390 --> 00:22:23.160
Morgan Meleca: and then they are also watching the lecture videos. But in terms of the synchronous way students are required to meet with me 3 times during the semester, and they read an article based off of the information that's being provided in class. And it's usually a real world example. And then we come together for about 30 minutes with about 6 to 7 other students, and they discuss the article, or they have

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00:22:23.160 --> 00:22:33.719
Morgan Meleca: time to ask questions regarding the concepts in class. It's basically a free space for them to dive into the material. And it's great because I'm in the College of Public Health

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00:22:33.760 --> 00:22:57.540
Morgan Meleca: and I can bring in a lot of real world ideas and examples to get them thinking about "Well, how does this relate to health policy?" or "What are your thoughts about insurance plans?" or something like that and I think that kind of broadens the box a little bit. And not just thinking about "Oh, we're only looking at the science, the biological areas" we're kind of thinking about real world examples.

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00:23:01.720 --> 00:23:03.439
Jeremie Smith: Great response. Kevin?

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00:23:06.830 --> 00:23:36.809
Kevin Pementel: Yeah, I think the the last 2 respondents, Morgan and Tamryn, had some things that, you know, weave into my comments well.

But I think I can begin by addressing, if I may, you know, one of my concerns starting, and this is based on something that Tamryn said, is that you know, I think there is a a pervasive mindset that online education is simply less than or is a backup.

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00:23:36.840 --> 00:23:46.029
Kevin Pementel: Right? That's how we saw it mainly rollout with Covid, right? I was certainly aware of certain online courses, but, you know, it became a more

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00:23:46.170 --> 00:24:12.330
Kevin Pementel: now it's here to stay, you know, at colleges and universities of all sizes. And so, you know, as someone who really appreciated that in-classroom feel, and that connection with students, you know, I was concerned that they wouldn't be as active or as engaged, and Tamryn spoke well to, I mean, particular tools, much more versed than I am at getting students to do that. But I just wanna say more broadly that

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00:24:12.840 --> 00:24:16.740
Kevin Pementel: I was actually kind of profoundly shocked at the opposite

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00:24:17.030 --> 00:24:33.469
Kevin Pementel: outcome. And I think this also speaks to Cody's question, and and Jeremie asked this, you know this concern with creating similar experiences across modes of teaching...

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00:24:33.580 --> 00:24:36.790
Kevin Pementel: I sometimes wonder if

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00:24:38.030 --> 00:24:44.769
Kevin Pementel: these different modes necessarily lend themselves to different forms of instruction, and that that's not a bad thing.

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00:24:44.800 --> 00:24:48.920
Kevin Pementel: Right? That they're different technologies for different uses.

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00:24:49.000 --> 00:25:05.090
Kevin Pementel: And that some of the online tools do have a place in the physical classrooms, as was mentioned. But I was actually

overwhelmed at the, you know, amount of participation I noticed,
right? So, these increases asynchronous courses are,

101
00:25:05.790 --> 00:25:24.410
Kevin Pementel: you know, the discussion board is a kind of workhorse
assignment, right? Post once or twice on the discussion board, and we
all have our different feelings about those. And students have their
different feelings about those. One thing I think, that works really
well in the design that the lead instructor of this course, my course
in particular,

102
00:25:24.680 --> 00:25:48.899
Kevin Pementel: is that, you know, each TA is assigned a section of
students, right? Typically, you know, 60 students, somewhere around
there. But the sections are broken up into discussion groups within
Carmen. I don't know how common of a practice that is, you know,
outside. But in this way, you know, you effectively... Each TA is
effectively in charge of 4

103
00:25:48.900 --> 00:26:08.970
Kevin Pementel: smaller virtual classrooms, and this effectively
creates, for the students, a more intimate, though still online,
experience. They are interacting with the same 14 people over the
course of the semester, not, you know, memorizing 59 names that come
up on the flooded discussion board. So, it's a little bit

104
00:26:09.040 --> 00:26:25.309
Kevin Pementel: more of a smaller experience, and the students do seem
to get to know each other. We have ways of discerning that they are,
you know, group texting and chatting and conversing about the class
behind the scenes based on, you know, some of their feedback.

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00:26:25.410 --> 00:26:36.650
Kevin Pementel: And I think someone else mentioned something about
videos. But we do also, and I think this keeps the course timely and
engaged,

106
00:26:36.890 --> 00:26:41.610
Kevin Pementel: so we have a weekly check-in – the TAs and the
professor,

107
00:26:41.960 --> 00:26:50.949
Kevin Pementel: But between that check-in, and usually within the next

few hours, our lead course professor creates a video that is a kind of

108
00:26:51.250 --> 00:27:17.229
Kevin Pementel: recap of the past week and kind of a TA summary of things we noticed great, things that didn't go so great, as well as a preview for the week coming up. And so, you know, that's extra work on our part. We all have to kind of, you know, Monday morning, get our heads right to have this conversation and then the professor, you know, creates that video in a pretty fast turnaround to provide the students with

109
00:27:17.610 --> 00:27:32.570
Kevin Pementel: a sense that there is a living human being on the other side of the computer. And I think, you know, the research on, particularly asynchronous online education shows, you know, that's a major concern of students that they're, you know, essentially, just a number.

110
00:27:32.910 --> 00:27:55.689
Kevin Pementel: So, I think, like, those are a few things that I think speak to the unique affordances of online asynchronous education, but also the anxiety around like what makes an active classroom, right? The professor put it to me like this one time, like, you know, if you're, you know, teaching a, you know, maybe not a big lecture, but a classroom as an independent instructor, and, you know, you have

111
00:27:55.870 --> 00:28:02.150
Kevin Pementel: 8, 9 students who, you know, talked that day — that's considered a pretty good discussion.

112
00:28:02.430 --> 00:28:09.030
Kevin Pementel: Right? But if only 9 out of my 15 students in my discussion board talked it would be like,

113
00:28:09.150 --> 00:28:12.069
Kevin Pementel: you know, where is the other half of the discussion?

114
00:28:12.150 --> 00:28:20.710
Kevin Pementel: And so it removes barriers of access, you know, and it kind of makes things more equitable,

115
00:28:21.270 --> 00:28:28.970

Kevin Pementel: as opposed to the way that our physical spaces privilege certain kinds of interaction over others. So, I'll cut it for now.

116
00:28:29.800 --> 00:28:43.030
Jeremie Smith: Yeah, you covered, I think, a couple of things that were really valuable there. And we will definitely get into these issues of access and inclusivity. But something that Tamryn mentioned, and that you mentioned, and probably

117
00:28:43.080 --> 00:28:53.910
Jeremie Smith: what I hear most from instructors that are concerned or intimidated about teaching online is about building rapport, students developing relationships with students, and

118
00:28:53.910 --> 00:29:19.879
Jeremie Smith: the belief that education is fundamentally human-to-human transfer of knowledge, human-to-human kind of mentoring on a lot of different levels. And I was hoping that we could talk a little bit about what you've learned about effective strategies or you know, appropriate mindsets for developing those kinds of relationships with students. And we'll start with Kaita, and then we'll move over to Tamryn again.

119
00:29:20.370 --> 00:29:34.969
Kaita Gurian: Sure. So, just building on through what Kevin had said about like kind of worries I had, I was worried about missing that like moment after a lecture, when students like come up to you and ask those like random questions they have that they might not email you.

120
00:29:35.020 --> 00:29:55.320
Kaita Gurian: And there's not necessarily like super big space for that in an asynchronous course. But we also have a weekly reflection that I think works really well to address that, and I make it very clear like ask any of your questions here, do all that stuff, and I think, responding to those questions like really quickly, and then also

121
00:29:55.330 --> 00:30:01.320
Kaita Gurian: for the whole class, I could put out an announcement. I love the idea of a video. I probably will

122
00:30:01.590 --> 00:30:30.020

Kaita Gurian: take that in and do something like that. But I also just just what I call like little fun facts like in class students ask questions, and then you can bring those things up and add them to your lecture. And I don't want my online students to miss that. So cause I teach about evolution. Everybody has all sorts of little random questions or fun facts they want to share and so I take those from those reflections and put them together, and give that answerable weekly

123
00:30:30.300 --> 00:30:37.850
Kaita Gurian: synopsis of like the next week that's coming. But also, like, here's some fun facts. Here's some greetings. You could do some things like that.

124
00:30:38.100 --> 00:30:47.579
Kaita Gurian: I've had pretty good positive feedback about like students feeling like they're connecting with me. Which I know is always a concern online. So yeah, just addressing

125
00:30:47.980 --> 00:30:51.289
Kaita Gurian: their interests within the class, I think, is a big thing.

126
00:30:52.770 --> 00:30:55.219
Jeremie Smith: That's very humanizing. Tamryn.

127
00:30:55.320 --> 00:31:16.640
Tamryn McDermott: yeah. And I also do like a weekly kind of I call it the weekly overview. But what it does yeah, is, look back and kind of address some of what happened the week before, and then look forward to what's coming up. But making sure that what I'm sharing in that video is also elsewhere in Carmen or in my announcement and in my assignments. Because.

128
00:31:16.690 --> 00:31:31.129
Tamryn McDermott: you know, one challenge I have is I thought, like, I'm gonna create these overviews and everyone's gonna watch them every week. I do. I limit them to 15 min or less. I don't do like a full lecture for this course, but

129
00:31:31.160 --> 00:31:49.979
Tamryn McDermott: even so, I have found like the engagement, maybe is half. And I really, I put it in multiple places, you know. And I you

know, if I'm on the road like I did one at the Chicago airport last
week, just to again humanize like and let them know I'm traveling like

130
00:31:50.300 --> 00:32:14.670
Tamryn McDermott: But that. And then also, I think, has been, I think,
a way to say, like, I'm here, I'm this is not something that's been
pre recorded. It's in real time. It acknowledges like what's happening
in the discussions and that kind of thing, so that I'm hearing and
also highlighting. Some students work each week. So that it
personalizes it to their experience. And then also one other thing I
wanted to add about just like

131
00:32:14.670 --> 00:32:31.730
Tamryn McDermott: those kind of connections and conversations
happening between students is, I also build in student like peer
feedback opportunities on assignments that allows for them to have
those spaces to learn from one another, and I have.

132
00:32:31.730 --> 00:32:48.020
Tamryn McDermott: found that in their reflections they are so. They
are really highlighting the value of learning from one another and
sharing their own experiences. You know they just did an interview
with someone in an art education career. And it

133
00:32:48.020 --> 00:33:12.500
Tamryn McDermott: blew my mind how valuable that experience was for
them to actually just do the interviews, but also to view one
another's, and to see those the perspectives of their peers, and to
learn, you know to learn from them. So I just wanna lay that in is
that those kinds of experiences in the classroom in-person often
happen through just those social, you know, conversations before after
class, or in small group discussions, but

134
00:33:12.500 --> 00:33:22.870
Tamryn McDermott: intentionally building that in as like peer feedback
opportunities into the asynchronous courses and synchronous online
courses, I think, is really has been key for me.

135
00:33:24.500 --> 00:33:28.150
Jeremie Smith: Yeah. Well, said, bravo, I think Lauren was next. And
then Morgan.

136
00:33:32.260 --> 00:33:44.589

Lauren: yeah, so kind of to jump off of what you both have said. The
the casual question asking at the end of class is, a really

137
00:33:44.780 --> 00:34:09.499
Lauren: a impactful, a student exchange. And I wanted to recreate
that. And so this semester I started offering something during my
virtual office hours that I've called virtual body doubling and
virtual body doubling is essentially just something that is a term
used in the neuro divergent community to essentially just mean, we can
co work, and we don't have to talk to each other. But

138
00:34:09.550 --> 00:34:33.900
Lauren: we're just gonna be sharing space together. And so I found
that doing that has raised my office hours attendance exponentially,
because students actually feel more empowered to come to the virtual
office hours without feeling like there's a power dynamic. And in that
time when they are there, they'll feel more empowered to initiate
tasks to work, and then

139
00:34:33.900 --> 00:34:44.860
Lauren: I play music, and then, if they have a question, they can. It
kind of facilitates that casual? Oh, by the way, I have a question
about this assignment, and it kind of

140
00:34:45.340 --> 00:35:00.309
Lauren: yeah, I actually workshopped it in class with the student.
Because I was like, Okay, what is what is keeping you from completing
this assignment? And how can I help? And so we actually developed. I
developed this idea with students, and so I'm gonna continue doing
this

141
00:35:00.310 --> 00:35:25.749
Lauren: as time goes on. And then yes, also developing the real time
announcements, I love that idea. There's an app called BeReal that I'm
going to try to use to facilitate that also potentially TikTok. I'm
still learning all of ways to kind of integrate these in the
classroom. But yeah, just kind of creating those. Those human moments,
I think, are awesome. Just like you guys said.

142
00:35:26.000 --> 00:35:52.740
Lauren: and oh, yeah, the student feedback as well, like Tamryn said,
I have also had students consistently report that receiving feedback
from their peers first, and then receiving peer feedback from me has
been a really good method of growth for them, because they're able to

engage with each other and then engage with me, and they seem to respond really well, to to build that rapport.

143
00:35:53.270 --> 00:36:17.140
Tamryn McDermott: Can I jump in real quick. Just Lauren. I tried what you're describing with my students because we're doing journaling. And so I set up several appointments at the beginning of the semester, and the first one I had one student show up who was baking, and so she baked while I journaled, and we had a conversation, and it was wonderful. But then my other sessions, like my students, didn't show up. And I'm curious how and then I

144
00:36:17.150 --> 00:36:40.690
Tamryn McDermott: maybe I you have kind of inspired me to think about. Let me schedule a few more for the end of the semester, because maybe, now that they've gotten to know each other better and know me better. They might feel more comfortable coming. But I'm curious how you like, maybe how you framed it or pitched it to them to get them to get such a good turnout for them, cause that that was a challenge for me and kind of disappointing. But I thought like, Well, maybe now I'll try it again after you shared.

145
00:36:41.380 --> 00:37:07.609
Lauren: Yeah. Yeah. And we can even talk more after this. But yeah, I think for me, just generally making it as casual as possible to like again. Like Kate, I said, facilitating that kind of popcorn questioning to kind of facilitate that just like we're just kind of hanging out, and you can ask questions if you want. But it's really helpful to just enable students to feel like they can initiate tests. And it doesn't even have to be academic. But I think I found that students end up working

146
00:37:07.610 --> 00:37:17.210
Lauren: in the process right? But it's just getting them to feel comfortable in this space, and I think that has built an incredible rapport that helps their education as well.

147
00:37:18.490 --> 00:37:23.050
Jeremie Smith: Well said, I'm gonna pull, Morgan, and I think you had your hand up a few minutes ago.

148
00:37:24.450 --> 00:37:48.029
Morgan Meleca: First off. I wanna say, Lauren, I also love that idea. When I did teach the course that I'm teaching now in-person. I always

turned on some music during the recitation time. I let them pick the Pandora playlist if they wanted to listen to 2000s. Throw back, or we were doing eighties. And that definitely, I could tell that students just like relaxed a little bit. That this is not like

149
00:37:48.030 --> 00:37:58.419
Morgan Meleca: the typical professor student dynamic like, I want us to be kind of on the same page because I'm a student, and you're a student, and I get that. So yes, I really like that idea.

150
00:37:58.420 --> 00:38:26.620
Morgan Meleca: I wanted to bring in my perspective on how to build a relationship asynchronous. Obviously, we're not working with students directly all the time. How do you build a relationship with that? Obviously, I get emails daily with students, and especially with this course. Because I do teach non majors. I understand that my course is not top of the list. I know that they have their own classes for their own majors. That that's super important. So I get tons of emails that's like mental health.

151
00:38:26.620 --> 00:38:51.689
Morgan Meleca: hey? You know, I just, I just messed up. I forgot etc., etc. And you know what I think the best way. And this is a philosophy that the professor that I work for. And I have. And it's not a philosophy that everybody agrees with. But just being like, Hey, that's okay. Turn it in late. It's fine. Don't worry about it, it happens, and just letting it go, because at the end of the day it's an asynchronous course as long as they're learning, and they're getting something out of this.

152
00:38:51.690 --> 00:39:03.909
Morgan Meleca: And we're all people. We mess up. We forget things we like as long as you're just honest with me. I'm totally okay with it. And I mean, I am the only TA for this course. So if they do turn in something late.

153
00:39:03.910 --> 00:39:20.830
Morgan Meleca: you know, I'm the only person that's gonna go ahead and grade it real quick. But it's just a philosophy. And I definitely think, students, I get a lot of great feedback for the SEIs that, hey? They're super flexible. Even when I was having a really tough week like it was all good. Just a thought.

154
00:39:21.560 --> 00:39:48.200

Jeremie Smith: And, Morgan. I've heard from lots of instructors that that kind of latitude is typically not taken advantage of that. Students kind of respect that. Okay, I have boundaries. But you're giving me some flexibility within those boundaries. That I think a lot of instructors fear that I'm on a slippery slope here, and where do I, you know, bury my hatchet so that I'm not sliding down the slope to, you know. No accountability at all.

155
00:39:48.340 --> 00:39:51.250
Jeremie Smith: and and I think generally that's a

156
00:39:51.530 --> 00:40:00.480
Jeremie Smith: straw man. Argument. I don't think that that's generally the experience that instructors had. Kevin, I know that you wanted to to jump in on this question before we move on as well.

157
00:40:00.630 --> 00:40:23.410
kevin: Yeah. Well, so it originally wasn't. It was related to the idea of peers learning from each other, peer, feedback and forming relations among each other. And I wanna speak to how that actually slots into a question about particular assignments and pedagogy. But I do wanna second everything Morgan was saying.

158
00:40:23.630 --> 00:40:29.750
kevin: about their teaching philosophy. And again, in my course also, it is

159
00:40:30.080 --> 00:40:35.599
kevin: 99.5% non-majors. And

160
00:40:35.930 --> 00:40:43.099
kevin: the disjunct between right, the labor that we put in and and students

161
00:40:43.490 --> 00:40:54.490
kevin: interest level in the course is often great. And and we have to deal with that professionally. But I would also speak to

162
00:40:55.020 --> 00:41:08.340
kevin: Jeremy what Jeremy was just saying, and in contrast to what Morgan was saying. You know we have 3 or 4 TAs and a standard issue of this course, and we each have

163
00:41:08.520 --> 00:41:09.980
kevin: very different

164
00:41:10.150 --> 00:41:21.390
kevin: kind of grading in late policies, and fortunately, you know,
our professor has empowered us all to kind of be able to do that, and
they have our back in that way.

165
00:41:21.540 --> 00:41:25.900
kevin: But I'd say it often is a slippery slope, and we have each
experienced

166
00:41:25.960 --> 00:41:38.120
kevin: very different things with sometimes being felt taken advantage
of in terms of you know the the laxeness of of certain policies, and

167
00:41:38.200 --> 00:41:41.200
kevin: I think, also, speaking to equity, the ways that

168
00:41:41.940 --> 00:41:54.479
kevin: to who and how these kinds of exceptions are made is also an
important thing that we are constantly like. Last week we just had a
conversation about this. It's always ongoing

169
00:41:54.700 --> 00:41:58.570
kevin: but to just back up and talk about learning from peers.

170
00:41:58.770 --> 00:42:08.069
kevin: So all the assignments in our course are scaffolded in one way
or another. So you know, in the 6 week version, like in the summer.

171
00:42:08.320 --> 00:42:19.009
kevin: you know, there'll be a discussion board or 2 in a given week,
and students have to engage with it twice, which you know may mean by
a deadline earlier in the week.

172
00:42:19.020 --> 00:42:36.080
kevin: and then, after they've completed another reading, right? Have
to circle back to it and add something. One other way we do. It is

also within the context of discussions, and I think this speaks more to way students can learn from each other. For example.

173
00:42:36.240 --> 00:42:53.109
kevin: So in this course, it's introduction to comparative cultural studies, cross cultural perspectives. It's an introduction to post-colonialism. What is systemic injustice? How is it different from other forms of of violence that we see?

174
00:42:54.320 --> 00:42:55.540
kevin: And

175
00:42:55.690 --> 00:43:23.650
kevin: you know, early in the course we read a little bit of ethnography. We learn what an ethnography means. You know, to write from one sense of identity, right from one's place. And so, you know, we'll have literary or theoretical texts that kind of express these ideas. And the students will first kind of complete a discussion. Responding in some way to the text right? And the discussion prompt will be written.

176
00:43:23.650 --> 00:43:42.280
kevin: You know, with a few bullet points, you know, to give them jumping off points to respond to but then the next assignment within the week will kind of move from the register of that text, and analyzing and responding to that text to now a kind of personal application. And this is where we see students.

177
00:43:42.370 --> 00:43:58.499
kevin: You know the word count jumps. Students are replying to each other a lot more. Is okay, Now you discuss what does like place have to do with your identity. And this is a discussion that always in particular, when we're doing ethnography.

178
00:43:58.750 --> 00:44:21.620
kevin: you know, students way go way beyond what we ask them to write in terms of like, Oh, you know, I grew up in the South, and then I moved here for college, and you know my experience. I never thought of this as different before. And we get and students connect over that. And you know they they realize that each of them are kind of caring their own history with them as they move through the world.

179
00:44:21.640 --> 00:44:28.759

kevin: And I think they they learn a lot from each other in those spaces, even, you know, without an instructor having stepped in and said anything.

180
00:44:28.950 --> 00:44:40.539
kevin: And so I think that you know that's one way that the the assignments themselves kind of do that work with the way they're ordered moving from. Okay, here's the text. So now think about it. In your own

181
00:44:40.660 --> 00:44:41.600
kevin: place.

182
00:44:44.790 --> 00:44:45.939
Jeremie Smith: Go ahead Kaita.

183
00:44:46.070 --> 00:44:47.680
Kaita Gurian: I was just gonna

184
00:44:48.570 --> 00:45:08.500
Kaita Gurian: speak on sort of late policies cause. I also love being really flexible. But I have found that I've needed to have some more like boundaries within the asynchronous online class. I think, because there is some slight disconnect between like me being a real person, and like actually great things with my own time.

185
00:45:08.680 --> 00:45:12.459
Kaita Gurian: but so so what I do is essentially.

186
00:45:12.750 --> 00:45:21.160
Kaita Gurian: I don't really care about the reason they need an extension. But any email before a due date gets an extension and then

187
00:45:21.430 --> 00:45:32.190
Kaita Gurian: I also the class is broken up into 4 modules. So once module, one is over, it sort of closes all of those assignments for a discussion of any late work, just because in the past I've had students.

188
00:45:32.330 --> 00:45:36.369
Kaita Gurian: you know, turning in things from week 2 all the way in

like week 11.

189
00:45:36.570 --> 00:45:49.310
Kaita Gurian: And it. It rolls in on it itself. And I teach 70 students. So I do think, having a lot of flexibility within boundaries is really important. And I have found. The students really do appreciate flexibility as long as it

190
00:45:49.880 --> 00:45:52.260
Kaita Gurian: also works for me. I also appreciate it.

191
00:45:52.350 --> 00:45:59.630
kevin: If I may just add one thing to that. I that is certainly my experience, and I think also

192
00:45:59.670 --> 00:46:14.109
kevin: right, especially with asynchronous courses and the ways we, you know, we each design modules differently. But right? The idea is that. And this came up in our planning session. Right? The idea is that our students are moving through the course together, and there is a

193
00:46:14.270 --> 00:46:21.859
kevin: social purpose that there's a pedagogical reason why they should complete that discussion in week 2. And

194
00:46:22.150 --> 00:46:26.520
kevin: you know they want their points, but right like, you know, completing it

195
00:46:26.870 --> 00:46:28.500
kevin: a month or 2 later.

196
00:46:28.550 --> 00:46:35.999
kevin: there really is no purpose. Right? Like you. You put in some of the effort. You know you complete the assignment. But it's not fulfilling our purpose here

197
00:46:36.170 --> 00:46:39.999
kevin: and respecting the integrity of the course I think is important.

198
00:46:41.990 --> 00:47:11.600
Jeremie Smith: I'm gonna I'm going to pause this, Lauren, because I
think that what you're going to say can actually be wrapped into this
next question. So in recent years there's been a lot of discourse
about the value of online courses for broadening access and
inclusivity. And this topic of flexibility is part of that, I think
to. And this inclusivity broadening access impacts a lot of different
groups of students.

199
00:47:11.640 --> 00:47:27.010
Jeremie Smith: Can you talk a little bit about your thoughts or
experiences related to this. Lauren, I know that when we had you know
our conversation leading into this you this is something you've put a
lot of thought into. So if you can start us off with this topic, I'd
appreciate it.

200
00:47:27.740 --> 00:47:31.240
Lauren: Yeah. So this is a really.

201
00:47:32.130 --> 00:47:51.299
Lauren: really, this topic has really close to home to me, because I
would not be sitting in front of you today as a GTA as a Phd student,
if not for distance learning. When I started this Phd program I became
suddenly severely disabled and was only able to stay in the program
due to

202
00:47:51.300 --> 00:48:08.720
Lauren: professors allowing SLDS accommodations for remote work, and
being able to take courses via zoom and so I feel very strongly that
should be an accommodation, not only at through SLDS, but also just a
standard, you know.

203
00:48:08.760 --> 00:48:19.860
Lauren: for for all of us. Because, it was a huge part of why I was
able to to continue and then

204
00:48:20.110 --> 00:48:42.029
Lauren: giving back. I now want to kind of ensure that I create a a
space in all my classrooms moving forward. You know Zoom is not going
away for me, no matter how far we get away from quarantine. I'm. all
my classes will be implicitly hybrid. That's just my personal pedagogy
now. Because I have

205
00:48:42.090 --> 00:49:07.659
Lauren: seen, as I have advocated for myself, to have these accommodations as an instructor. I have seen how much it has helped my students. I get emails, every semester saying, You know, I'm an ambulatory wheelchair user some of the time. And so having my cats are running around in the background. Sorry. So having this has really helped me. Or I don't have a formal accommodation letter, but I really need help.

206
00:49:07.660 --> 00:49:22.800
Lauren: So you having this was really helpful for me. I'm a stay at home Mom, and I don't have chat the money for childcare, and so being able to attend class remotely today, while my significant other or while I wasn't able to arrange childcare was.

207
00:49:23.070 --> 00:49:42.550
Lauren: that's great, and then or I, even things like we live in Ohio, and the roads aren't safe for commuter students, and the difference between them feeling empowered to say, you know what I'm gonna keep myself safe instead of driving on roads that I feel might be not safe for me. Just little things like that, I mean

208
00:49:42.830 --> 00:49:55.269
Lauren: It has opened up so many opportunities for my students to have better work, life, balance, and just acknowledge their humanity and the fullness of their lives.

209
00:49:55.360 --> 00:50:02.829
Lauren: And it's been great also because I've been learning how to navigate

210
00:50:03.170 --> 00:50:25.580
Lauren: running the zoom in a in-person classroom running the chat, having them talk back, and it takes extra effort. But it's honestly been okay. People will still speak to the zoom folks, and they'll speak back, and I moderate the chat, and I share my screen with the slides, and it does take extra effort. But so does inclusivity.

211
00:50:25.650 --> 00:50:29.089
Lauren: And that's just, that's my rant.

212

00:50:36.180 --> 00:50:40.960
kevin: Yeah, I would just say, I think Lauren put it really well,
like, I mean that

213
00:50:41.550 --> 00:50:45.970
in in the context of OSU. It's been Covid. But it, you know, it's
really

214
00:50:46.170 --> 00:50:52.589
kevin: like this. The stuff we're talking about is the kind of labor
that should be being performed

215
00:50:52.650 --> 00:50:53.760
kevin: anyway.

216
00:50:54.080 --> 00:50:58.790
kevin: Right? What what it would is seen as extra, or, you know,
added.

217
00:50:59.400 --> 00:51:01.670
kevin: is in a lot of cases, the minimum

218
00:51:05.330 --> 00:51:16.310
Lauren: Yeah. And to that end just to like kind of add on to that,
Kevin like it often seems like it should be expected. And yes, as I've
learned after becoming disabled.

219
00:51:16.520 --> 00:51:17.790
Lauren: What seems

220
00:51:18.070 --> 00:51:41.949
Lauren: to be a baseline accommodation is often something that you
have to fight for while being sick, disabled. And so, if we kind of
normalize this as, oh, this wasn't just something that happened during
quarantine. This is actually something we can keep doing. It will
really, drastically better the the lives of of students who won't have
to continue fighting for basic accommodations.

221
00:51:49.400 --> 00:51:55.259
Jeremie Smith: This wasn't a prepared question, but a kind of a
follow-up question. And Lauren, you can answer, or anyone else.

222
00:51:55.320 --> 00:52:16.309
Jeremie Smith: you know, in a lot of ways. During the pandemic we
heard this conversation a lot right that this was a common
conversation. They were, think pieces in the chronicles of higher
education about, you know. Suddenly, there's this group of students
that has this diversity of educational opportunities that were not
available before? Do you think that we.

223
00:52:16.380 --> 00:52:29.720
Jeremie Smith: as a higher education culture, have really digested
that lesson. Or do you think that in some ways it has kind of been set
aside or forgotten, or left behind, so to speak.

224
00:52:30.680 --> 00:52:37.299
Kaita Gurian: So I'm just thinking of the so I taught in-person in the
spring of

225
00:52:37.480 --> 00:52:49.399
Kaita Gurian: 2022, I think, and during that time I also did like. She
was sort of hybrid by my own choice, because of you know, you're still
really in Covid where

226
00:52:49.480 --> 00:53:04.209
Kaita Gurian: there would people be on zoom and people in the class
during the lecture, and you know I'm sort of sitting here being like,
why I didn't continue to do that the next semester. The next semester,
I was just in-person, and I didn't record my lectures, and I didn't
provide them.

227
00:53:04.330 --> 00:53:11.440
Kaita Gurian: and there's no like there's no real reason other than I
thought, oh, we're back to like normal.

228
00:53:11.760 --> 00:53:17.360
Kaita Gurian: so I definitely feel like I didn't absorb the like. The
thought of

229
00:53:17.530 --> 00:53:22.009
Kaita Gurian: oh, that's really accommodating people. and we should
continue to do that. So

230
00:53:22.130 --> 00:53:27.649
Kaita Gurian: I have some things to think about and maybe implement
the next time a teaching person to like make it more accessible.

231
00:53:28.200 --> 00:53:36.699
kevin: You know, as we talk about later. Maybe the you know, what
could. What are some support, things that could be implemented?

232
00:53:36.750 --> 00:53:39.979
kevin: I forget what the exact question is, at what level? But right
like

233
00:53:41.550 --> 00:53:43.809
there could be, you know.

234
00:53:44.460 --> 00:53:56.710
kevin: more in place. Labor wise. So it's not all incumbent on GTAs.
Right? I mean, the accessibility work does need to be done. it has to
be done. But you know.

235
00:53:57.090 --> 00:54:06.510
kevin: to make GTAs solely responsible for it is, you know, that's a
lot of extra work. Not extra work. More work than a lot of us are used
to doing.

236
00:54:13.010 --> 00:54:15.460
Lauren: Yeah, to kind of bounce off of what

237
00:54:15.660 --> 00:54:25.870
Lauren: the panelists are saying. We have to ask ourselves at a higher
level than just Ctas. But all of us need to be asking ourselves, Is it
a matter of can't, or is it a matter of won't?

238
00:54:29.510 --> 00:54:30.510
Jeremie Smith: Well said.

239
00:54:32.250 --> 00:54:37.930
Jeremie Smith: Shifting the conversation just a little bit, and and we
can meander back here as well.

240
00:54:38.000 --> 00:55:02.179
Jeremie Smith: I. One of the things that I like to think about is that in a lot of ways this present cohort of graduate students has a very unique perspective on teaching online. And that unique perspective is informed by you know, this kind of surge in online instruction that they've experienced as students, you know. Sometimes it's undergraduate, sometimes at the beginning of their graduate career.

241
00:55:02.180 --> 00:55:14.579
Jeremie Smith: And I just wonder what online learning experiences as a student that you've had that have informed in good ways or in bad ways, how you think about teaching in online spaces.

242
00:55:21.020 --> 00:55:22.350
Jeremie Smith: What do you think, Morgan?

243
00:55:24.990 --> 00:55:41.949
Morgan Meleca: Oh, thank you, Jeremie. Well, I would have to stay when the pandemic first rolled through and online classes, which were just, I absolutely disliked it in every way. I became so accustomed to going to class and writing my notes and doing that

244
00:55:42.050 --> 00:56:05.780
Morgan Meleca: and the fact that I was sitting down, and I was like looking around my room when seeing that pillow needs, you know, fixed, and my room needs clean like I was not thinking about anything else. And just sitting at the screen was really difficult. But then I became a grad student, and I realized, and I keep using the term flexibility cause. I feel like, that's just my motto, that I realized how online

245
00:56:05.820 --> 00:56:10.129
Morgan Meleca: teaching can be so helpful for me as a student. If I'm

246
00:56:10.230 --> 00:56:24.359
Morgan Meleca: got 5 bajillion. Other things going on in my day that I can just sit down and be home and do my class, do my work, and then go about my business, and that has really taught myself how to be a good online teacher. And the fact that once again

247
00:56:24.820 --> 00:56:32.029
Morgan Meleca: other students have things going on, I have things going on. Let's work together. Let's be flexible, because this is the

point of online teaching

248
00:56:35.690 --> 00:56:39.590
Tamryn McDermott: Yeah, I started

249
00:56:39.600 --> 00:56:50.959
Tamryn McDermott: my Phd. Program in fall 2020 fully online, which I
had to get a special exception for because I did have an in-person
course that I

250
00:56:51.080 --> 00:57:02.729
Tamryn McDermott: was supposed to take that. I put off a year. So I
wasn't on campus with my cohort, and I was all online in another
state, and that was all very challenging, but as a you know, I think.

251
00:57:02.890 --> 00:57:15.019
Tamryn McDermott: as a teacher, having had that experience in a fully,
you know, remote situation where I was also meeting all of these
people for the first time. And trying to build community

252
00:57:15.110 --> 00:57:44.240
Tamryn McDermott: the challenges that I mean. It's really helped me, I
think. Consider what is important when I'm teaching in those online
spaces for my students, considering they have all this other stuff
going on, you know. What are the kind of supports that I can offer as
an instructor to help knowing that some of my students are still in
all online, like, I do have students, this semester it that are all
online. And what that means to them. And just knowing it's not just,
you know.

253
00:57:44.250 --> 00:58:13.900
Tamryn McDermott: they're not just seeing my course. But it's they're
getting announcements from a sea of courses. And to understand like,
how do I make sure that things that are important kind of come
through, sift through, you know, like surface for them, and that they
aren't missing something, because I often felt like maybe I was
missing something, you know, because I wasn't on the ground, or I
wasn't making that kind of same kind of connection. So it is isolating
in that respect. Because you are just yeah.

254
00:58:13.990 --> 00:58:14.780
Tamryn McDermott: Uh.

255
00:58:15.290 --> 00:58:17.670
Tamryn McDermott: Yeah. Anyways, I'll leave it at that.

256
00:58:20.300 --> 00:58:21.189
Jeremie Smith: Yeah. Lauren?

257
00:58:21.960 --> 00:58:35.410
Lauren: Yeah. Just a brief note my first semester of online learning
during the during quarantine was the last semester my master's. We
were sent home after spring break and told Don't come back.

258
00:58:35.410 --> 00:58:55.519
Lauren: and so I had a very negative association, because all I could
think about was what I was losing. I couldn't think about what I was
gaining at the time, right? All the flexibility, the fact that I could
move back home, you know all the additional access I had to my life.
You know all these things. And then on a pat from a pedagogical
standpoint.

259
00:58:55.730 --> 00:59:12.519
Lauren: I was upset initially that the instructors didn't understand
the tech that they were working with everybody was really stressed
out. So there was all of that, you know. Baggage correlated with that
time and those associations. But what I learned from that time was
that

260
00:59:12.780 --> 00:59:26.109
Lauren: the instructors who I respected the most during that time were
not the instructors who got the technological quirks perfectly every
time it was the instructors who were willing to try

261
00:59:26.110 --> 00:59:46.820
Lauren: right. There were always be hiccups. There are still hiccups.
Even years later, after we all use zoom, I left tried to log in today,
and I was late because Zoom had to install updates. There are always
going to be these issues right? But the people who I really looked up
to and thought, Okay, I want to model their practice in my own
teaching. Were the people who would

262
00:59:46.820 --> 01:00:01.469
Lauren: not shut down and say, This is just too much. This is just too
hard. But the people who would say, Okay, this is an opportunity for

me to learn. Let's get better at this. Let's push through these hurdles and continue to practice this.

263
01:00:07.480 --> 01:00:15.389
Jeremie Smith: You know, as one of the things that I've kind of noted from this conversation today, is it that all 5 of you are really thoughtful about

264
01:00:15.500 --> 01:00:36.330
Jeremie Smith: thinking about how you can improve as instructors thinking about the areas of which you'd like to continue to improve. And I was hoping that you might allow yourself to be a little vulnerable and think about what are your outstanding concerns or your areas of potential improvement that you personally are thinking about, that in your own practice.

265
01:00:37.860 --> 01:00:40.339
Jeremie Smith: Not the easiest question to answer. I know.

266
01:00:44.390 --> 01:00:46.340
kevin: for me, it's

267
01:00:47.400 --> 01:00:52.730
kevin: I got to turn it around, for me. It's-

268
01:00:53.140 --> 01:01:01.279
kevin: and I don't even know if this is necessarily an online asynchronous thing. I think it is like, amplified by that. But I think it's

269
01:01:01.710 --> 01:01:08.980
kevin: for me, There's- I have a tendency to focus on criticism, even if it's constructive.

270
01:01:09.940 --> 01:01:17.049
kevin: right? You know, you know, clicking through the assignments providing feedback. Oh, here's where you strayed off. Here's where you can,

271
01:01:17.100 --> 01:01:23.109
kevin: you know, do better. Here's, you know, you missed the point a

little bit. Let me help you out there.

272
01:01:23.320 --> 01:01:26.969
kevin: but also like providing really, you know, substantial and
thoughtful

273
01:01:27.350 --> 01:01:30.270
kevin: praise and evaluation right beyond, like

274
01:01:30.300 --> 01:01:31.710
kevin: great submission.

275
01:01:31.720 --> 01:01:39.079
kevin: you know, being able to single out things that really worked,
and that, you know, really made me think

276
01:01:39.430 --> 01:01:42.829
kevin: in the way that, you know, I single out areas of improvement.

277
01:01:42.920 --> 01:01:50.229
kevin: So I'd say I would like to be better at, you know, providing my
students with positive feedback

278
01:01:51.130 --> 01:01:52.349
kevin: more often.

279
01:01:53.840 --> 01:01:55.020
Jeremie Smith: That's a great answer.

280
01:02:00.770 --> 01:02:03.239
Tamryn McDermott: Tamaryn. I think you've thought about this a lot.

281
01:02:04.230 --> 01:02:16.869
Tamryn McDermott: Yeah, I have. I mean one of one of my goals, you
know, especially with online education, has been to like improve,
motivate, student motivation for engagement, you know, and think about
what are

282
01:02:16.870 --> 01:02:42.160

Tamryn McDermott: some of the tools to get them to show up, not just for me, but for themselves and one another. Right? that talking about flexibility and getting assignments in on time, and I follow similar philosophy where the student is communicating with me, that they need additional time, I'm going to give that to them. But what that means is, then they're not showing up for each other and being able to comment on one another's, you know. So I think doing,

283
01:02:42.220 --> 01:02:45.229
Tamryn McDermott: continuing to do better at finding

284
01:02:45.360 --> 01:03:07.820
Tamryn McDermott: structures or systems that build student motivation in so that they want to; not just they wanna get things on time to get the points, but that they're doing it for other reasons that they're doing it, because if they don't do it, their peers aren't gonna learn as much. Or, you know, so really thinking about building that implicit kind of motivation into

285
01:03:07.950 --> 01:03:32.780
Tamryn McDermott: the course structure, but also the assignments, and I can see it working better with some assignments than others, and trying to take that feedback and adjust. Okay, how do you know next time, like, how do we do this? Better, so that they get more out of it. And I mean, that's just a constant struggle we have, I think, as instructors to, is thinking about how do we do this better next time? But really, those

286
01:03:33.090 --> 01:03:38.609
Tamryn McDermott: building in those opportunities for student reflection and feedback is the way that I

287
01:03:39.050 --> 01:03:49.440
Tamryn McDermott: hear that and know this is, you know. So it's just like constant improvement, I guess. And motivation comes up for me, flexibility and motivation are kind of the big things that I focus on.

288
01:03:50.510 --> 01:04:11.689
Jeremie Smith: Yeah, that motivational piece in an online course is so important, giving students the tools so that they can kinda have the meta-cognitive reflection necessary to think about: Okay, this course is structured differently. How can I be successful in this course. What do I need to do to set myself up to create a routine for myself so that I can be successful. Kevin.

289
01:04:13.000 --> 01:04:39.779
kevin: I just wanted to add that, based on what Tamryn was saying about, you know, providing students the opportunity, I think that also speaks to- with assignments and structural design, the scaffolding thing. I was talking about another one of our assignments, and it's actually one of our few non-social assignments. So it's we ask students to be a bit more vulnerable. And they're not sharing it with their peers just with us. And it's the diary of systemic injustice.

290
01:04:39.840 --> 01:04:52.989
kevin: right, so they have to identify from something they witnessed or in the news. You know, there's no shortage of it, even though students have to be kind of trained to look for it, because sometimes in the beginning they'll say they can't find any.

291
01:04:53.040 --> 01:05:03.339
kevin: but it, you know, they have 6, they do it 6 times. It's a short assignment. It doesn't have to be more than 250 words.

292
01:05:03.510 --> 01:05:08.439
kevin: But they do it 6 times, and that's intentional so that we can get them feedback

293
01:05:08.470 --> 01:05:22.709
kevin: on this really core concept, not simply to our course in our department, but to the humanities in general, right, structures, they exist, you know. People around us are denying that they exist, and that we're all just individuals, there's no society.

294
01:05:22.800 --> 01:05:33.449
kevin: but, the structures exist. And so we allow students to practice that skill. And you know, Jeremy, referring to like, the meta-cognitive skills. That kind of

295
01:05:33.650 --> 01:05:45.379
kevin: analytic thinking. It goes far beyond the confines of our core, right, you know. Being able to identify something, being able to make your case, for why it qualifies as such.

296
01:05:45.750 --> 01:05:58.279
kevin: and they're given the opportunity to improve with each

assignment. So I think, like. everything we're talking about. You don't have those informal moments to address student

297
01:05:58.350 --> 01:06:08.310
kevin: questions and concerns. So, you know, someone who might have something that's preventing them from doing their very best on an assignment, and they just don't have the opportunity to ask that question yet.

298
01:06:08.360 --> 01:06:15.139
kevin: You know they they have other opportunities to improve and and to see their improvement. And it's not just like, oh,

299
01:06:15.220 --> 01:06:17.550
kevin: hopefully, at the end of the semester they got it.

300
01:06:20.150 --> 01:06:21.200
Jeremie Smith: Morgan.

301
01:06:23.180 --> 01:06:29.900
Morgan Meleca: Yeah, I will take a moment to be vulnerable. So I will say, when I first started as a TA.

302
01:06:29.950 --> 01:06:56.180
Morgan Meleca: I was a bad TA. I had no idea what I was doing. And it's definitely a learning process. I do have to say in my first semester teaching I taught with a lot of other TAs. I was teaching the majors, which are like 600 students, you know. I was just kind of felt like I was just another TA to my department, and there's no hate for the Centers for Life Sciences because it happens.

303
01:06:56.180 --> 01:07:15.100
Morgan Meleca: but then I started teaching this course and I started teaching online. I started working with a professor that there was more one-on-one time with us, and you know I would tell her. Hey, this happened during my discussion today. It didn't go as I planned, you know, this happened, and then this happened, and just hearing her say, You know what—

304
01:07:15.700 --> 01:07:38.200
Morgan Meleca: it happens, you know. Whatever. Let's try again tomorrow. And just having that confidence from her also motivates me.

And I'm like, Okay, I'm a good TA. I'm here, because there's a reason that I'm here. So that is just something that I'm continuing to learn is my confidence in my teaching confidence in myself to teach others.

305
01:07:38.450 --> 01:07:42.910
Morgan Meleca: I don't know if anybody else feels that way, but that's just a personal experience for me.

306
01:07:43.210 --> 01:07:48.959
Jeremie Smith: I think every single grad student goes through that feeling. Honestly, I really do. Lauren.

307
01:07:50.890 --> 01:07:55.639
Lauren: yeah, so on a vulnerable level, my biggest

308
01:07:55.920 --> 01:08:19.860
Lauren: thing that I try personally is consistency and quickness of response to emails. I used to be right within that 24h deadline. And then it was within 48h. And then, now I'm slipping beyond the 48h, Mark, and I really want to keep myself to that 48h metric just for myself, and being disabled, it can be difficult. Because some of it is due to my disability.

309
01:08:20.359 --> 01:08:47.660
Lauren: And so for me, it's interrogating within myself right? How much to push myself to have that consistency. And then I, jumping off of kind of what Tamryn said, that early intervention for me, that engagement really early on in the semester. I get really sad when students drop, and I don't know why they drop but just trying to keep as many students involved, and engage and

310
01:08:47.660 --> 01:09:06.930
Lauren: get them to the finish line as possible. Is always my goal. So, hoping to do that. And then by into doing trying to kind of generate more resources, generating more in-depth, feedback, building that classroom rapport kind of in support of that overall goal.

311
01:09:08.220 --> 01:09:09.630
Jeremie Smith: Well, said. Kaita.

312
01:09:10.050 --> 01:09:15.329
Kaita Gurian: so you know, I've just been sitting here and thinking,

all of you have

313
01:09:15.380 --> 01:09:21.879
Kaita Gurian: so many good things that you do about, you know, building student engagement within the course. And I think sometimes I have felt

314
01:09:22.029 --> 01:09:25.809
Kaita Gurian: a little bit constrained by the fact that

315
01:09:25.990 --> 01:09:40.040
Kaita Gurian: the course that I teach is pre-designed, and everybody who teaches it really sort of teaches the same course, and I don't have any ability to change the assignments. But I do think there's a lot that I can add in those sort of in between spaces of like:

316
01:09:40.140 --> 01:09:51.949
Kaita Gurian: I'm definitely going to start recording a weekly video instead of just putting it in like one spot. I think that's a great idea. Or, you know, thinking about ways, I can do interactive discussions. And

317
01:09:52.430 --> 01:09:55.600
Kaita Gurian: I definitely have the ability to do that. So

318
01:09:56.720 --> 01:10:03.720
Kaita Gurian: I guess, working within the constraints that I have. Adding on to that is something that I want to do. Going forward.

319
01:10:04.840 --> 01:10:25.530
Jeremie Smith: I think modeling that kind of reflection and self improvement is a big part of it. So that's terrific. Related to this kind of individual self improvement and kind of zooming out- If I can talk. to, you know, institutional improvement. You know.

320
01:10:25.530 --> 01:10:50.060
Jeremie Smith: I know that the the Drake Center in particular, does a lot of work to support graduate student training. What other kind of administrative and instructional supports provided by departments or the college with university, do you think would be especially effective in supporting the growth of graduate students as educators, especially in virtual online spaces. Kevin, I think you had a lot of

opinions on this. I wanna hear what you have to say.

321
01:10:51.860 --> 01:10:58.479
kevin: I mean, I guess I have opinions, but, you know, I'm not an
administrator.

323
01:11:03.780 --> 01:11:05.480
kevin: I mean, I think

324
01:11:06.530 --> 01:11:13.050
kevin: a lot. very clearly, a lot more could be done to support
graduate students in our labor.

325
01:11:13.160 --> 01:11:25.500
kevin: but you know, as far as that takes different forms in different
departments or across the college altogether.

326
01:11:26.450 --> 01:11:32.459
kevin: You know I'm not sure what you know what I could particularly
recommend. I mean, I would I would like for

327
01:11:33.450 --> 01:11:48.859
kevin: you know, a lot of the, for me, personally; I've never had to
build my own online course. I know there are resources to do that so
like, that. I mean, that is one thing that I would avail myself of in
that case.

328
01:11:49.320 --> 01:11:55.350
kevin: but you know, I just, what I think about a lot of the time is
the extra,

329
01:11:56.070 --> 01:11:59.330
kevin: the extra labor that comes in with the

330
01:11:59.380 --> 01:12:12.939
kevin: kind of like formality in constraints of asynchronous
education, right, there are a lot of things it affords over a physical
classroom, which is, I think, mainly what we've done a good job of
talking about

331

01:12:13.530 --> 01:12:15.909
kevin: But you know,

332
01:12:16.140 --> 01:12:25.160
kevin: there's only so much you can communicate to students. There's
always going to be of questions that you can't anticipate.

333
01:12:25.620 --> 01:12:35.330
kevin: times, however, many students have that question, right? You're
not just gonna answer it once in front of the classroom. But you're
gonna answer it over and over again in emails.

334
01:12:36.880 --> 01:12:46.610
kevin: I don't have a good like proposal, for how to kind of
ameliorate those things. I don't know if that is within the course
design between professors and TAs,

335
01:12:46.680 --> 01:12:50.900
kevin: or if there is a,

336
01:12:52.210 --> 01:13:00.990
kevin: you know, for the lack of a better term, a standardization, of
course design that could occur at a much higher level. Because I think

337
01:13:01.140 --> 01:13:14.579
kevin: maybe, Jeremie said this. But, or, no. I think one of the
panelists said it. Sorry. Is that students are taking 4 or 5 other
classes. In some case all of them online.

338
01:13:14.590 --> 01:13:39.200
kevin: I didn't, you know, answer at this point, but I was completely
overwhelmed with my short stints as a distance student. And I've been
teaching this particular course, for you know, 3 times a year, for
like 3 or 4 years now, and for quite a while it was overwhelming to
get used to the flow. Okay, it's Monday. I gotta do these things,
Tuesday, these things are coming up

339
01:13:39.310 --> 01:13:44.870
kevin: and so every course is designed differently, has different
expectations, and I think

340

01:13:45.010 --> 01:13:49.789
kevin: you know, some sort of higher level coordination

341
01:13:50.040 --> 01:13:54.199
kevin: of what an online course at Ohio State University looks like

342
01:13:54.490 --> 01:13:57.640
kevin: could maybe

343
01:13:58.290 --> 01:14:02.599
kevin: help students hit the ground running better.

344
01:14:02.650 --> 01:14:12.950
kevin: you know, so that we could all focus on our teaching content,
to put it very simply rather than you know, becoming Carmen call-
center specialists.

345
01:14:13.310 --> 01:14:23.390
kevin: Which we definitely need. But I don't think that's something
for TAs to deal with. but it's unavoidable right? Especially as we
try to make

346
01:14:23.410 --> 01:14:35.589
kevin: our virtual spaces more and more accessible. So yeah, I don't
know if that's too Utopian of an ask. But when I think about what
could set up students, you know, to have a better experience that will

347
01:14:35.910 --> 01:14:38.959
kevin: trickle up to us,

348
01:14:39.320 --> 01:14:48.909
kevin: you know, it would be taking some of the anxiety or difficulty
off of the transition between these different virtual spaces. That
must be really hard on them.

349
01:14:49.600 --> 01:15:16.649
Jeremie Smith: Yeah, I mean, this is something that we talk about a
lot. And we provide specifically Carmen templates for, because it is
true that it can be a jarring experience as an instructor or as a
student to open up a Carmen course and see something radically
different than what you've seen before, either in the organizational

structure or kind of the communication style. And I also think your point that often graduate students are not given the opportunities to develop courses

350
01:15:16.650 --> 01:15:36.349
Jeremie Smith: in a full and complete way in the learning management system, and that those opportunities are incredibly useful for being able to do so in the future and being able to say, I have done this in the past. Lauren?

351
01:15:36.720 --> 01:15:39.199
kevin: I- sorry. I think those those skills and tools are, you know, only gonna become more necessary. And so you know, at the moment.

352
01:15:39.390 --> 01:15:50.669
kevin: It is like on an opt-in volunteer basis. Right? You attend things at the Drake. Well, yeah, I want to be a better instructor. But, does it fit into my schedule? Do I, you know, have the time?

353
01:15:52.080 --> 01:16:00.069
kevin: You know it's great that in a lot of our departments we get to teach a lot early. That's a cool thing about OSU.

354
01:16:00.100 --> 01:16:09.800
kevin: But in a lot of ways, you know. TAs can be unprepared for these different spaces and the different dynamics they bring with them.

355
01:16:13.510 --> 01:16:16.489
Jeremie Smith: Well said, sorry for cutting you off there, Kevin. Lauren?

356
01:16:18.020 --> 01:16:31.580
Lauren: I was gonna echo what Kevin said, that I think collaborative course design is a good place to start. My personal experience was that having the shell to build off of, but then also being empowered to take that

357
01:16:31.600 --> 01:16:38.550
Lauren: baseline and then develop it how I wanted to was great. I was initially-

358
01:16:39.730 --> 01:16:47.499
Lauren: It's twofold. Collaborative course design. And then also
having the acknowledgement that we are doing the labor of that

359
01:16:47.590 --> 01:16:48.709
Lauren: course design.

360
01:16:48.880 --> 01:16:55.510
Lauren: right? So acknowledging the labor that we're doing, and then
also having the empowerment to work with

361
01:16:55.740 --> 01:16:59.509
Lauren: established faculty to create better programs.

362
01:17:02.810 --> 01:17:04.170
Jeremie Smith: Absolutely. Tamryn?

363
01:17:04.890 --> 01:17:16.249
Tamryn McDermott: Yeah. I had the opportunity to develop my in-person
as an asynchronous, and took advantage of that as an- it was like a
learning experience for myself, but I did take all of that labor on

364
01:17:16.290 --> 01:17:18.639
Tamryn McDermott: and did not,

365
01:17:18.760 --> 01:17:30.430
Tamryn McDermott: wasn't that I didn't necessarily ask for much
support for my department, but I did find support in the Office of
Distance Education, and work with Sarah Dove to talk about some of the
resources that the college

366
01:17:30.430 --> 01:17:53.289
Tamryn McDermott: had available for us in terms of platform, like
digital platforms that could meet some of the needs I had to design
some of these assignments in a different way. Yes, instructional
designers. it was. And I had several meetings, and that really helped
me feel confident in using a new digital tool. So like, you know, as
an instructor, if I want to use something like Thinglink first, I have
to learn how to do it myself.

367

01:17:53.320 --> 01:18:09.399
Tamryn McDermott: And then how do I communicate and teach my students how to use that without taking too much instructional time to introduce them to a new tool? So I did have to scaffold that experience for them, but also having some of the tutorials designed by

368
01:18:09.400 --> 01:18:24.860
Tamryn McDermott: instructional designers ready for me, so I didn't have to reinvent the wheel. To be able to use those resources was very valuable. I don't know that I would have had the time or capacity to do that myself, and that gave me the confidence to—

369
01:18:24.860 --> 01:18:49.160
Tamryn McDermott: Okay, I'm going into this for the first time. This, I can provide, I can embed this tool, this module so that my students will learn how to use it, I can slowly, you know, first asked them to setup an account, then ask them to do a small assignment, then the larger assignment that I was building towards. So that was really valuable to have some of those conversations as the course was being designed so that I can build it in.

370
01:18:49.160 --> 01:19:02.960
Tamryn McDermott: And then also, knowing what platforms and digital tools and resources were available, what their potential is for using them. I think sometimes it's hard to find out, like I still talk about, you know, Flip and

371
01:19:02.960 --> 01:19:18.609
Tamryn McDermott: Thinglink to people. And they're like, What is that? Or they've never heard of it before, and so, I think, make, somehow, whether it's through the departments or through the college, to make sure that our graduate students are aware of the tools and resources that are approved by the university for us to use

372
01:19:18.610 --> 01:19:34.809
Tamryn McDermott: that meet our security and accessibility standards at the university as a minimum is really important. Because I know using tools that are not meeting those needs isn't necessarily helping our students, because things are falling through the cracks. But we use them because we've used, you know,

373
01:19:34.830 --> 01:19:39.419
Tamryn McDermott: we might know them already. So I'll stop. But yeah.

374
01:19:42.500 --> 01:19:52.740
Jeremie Smith: This kind of leads into another question that was
really at the heart of my mind when I started planning this, is the
reality that,

375
01:19:52.750 --> 01:19:56.799
Jeremie Smith: as you all are looking forward to your career.

376
01:19:56.940 --> 01:20:18.710
Jeremie Smith: you're doing so with the knowledge that this burgeoning
way of delivering instruction that is becoming much more common will
continue to do so. And I wondered if you could reflect on how will
online teaching impact your career? What are your thoughts about the
future of distance education, and how that will kind of directly
impact your own sense of vocation.

377
01:20:23.990 --> 01:20:24.860
Jeremie Smith: Go ahead, Lauren.

378
01:20:25.580 --> 01:20:44.120
Lauren: yeah, going back to again, kind of concerns of accessibility.
So I personally expect to be teaching distance learning in some form
as long as I remain, you know, physically impaired right? So this is
not going away for me. And so that's in that way, this is part of my
career.

379
01:20:44.120 --> 01:20:59.100
Lauren: I am concerned that it will be seen as teaching "light", and
that as I go on the job market I will have to be put on the defensive
of: why do you have all of this online teaching experience? But

380
01:20:59.100 --> 01:21:28.419
Lauren: you know, just dealing with that stigma. and so that's that's
how I'm thinking as a current student, thinking about the job market.
Longitudinally, I intend to continue advocating for this as just- the
model. This is going to be integrated into how I work, how I teach.
Even if I'm teaching in person courses, I will be integrating distance
learning elements into my classrooms.

381
01:21:28.650 --> 01:21:42.450
Lauren: And that's just kind of how it's gonna be for me. And that's
how I see it kind of playing out. Like you said it's not going away,

and hopefully it will continue to be integrated more and more even despite the the stigma.

382
01:21:44.580 --> 01:21:49.650
Jeremie Smith: Well, said Lauren, I hope that your students have the opportunity to gain from that experience. Kevin?

383
01:21:50.640 --> 01:21:52.760
kevin: I do think,

384
01:21:53.020 --> 01:21:58.170
kevin: as I mentioned earlier, I think, particularly educational institutions are of

385
01:21:58.600 --> 01:22:13.629
kevin: two minds really, right? There are spaces, and it's not true for the entire, you know, it's not true for some whole departments. It's not true for some whole colleges. but I think some places are really embracing distance online education.

386
01:22:13.670 --> 01:22:15.410
kevin: As a

387
01:22:15.980 --> 01:22:19.690
kevin: different rather than lesser or "light"

388
01:22:19.920 --> 01:22:24.570
kevin: education. And there are places that are still kind of

389
01:22:24.850 --> 01:22:27.240
kevin: you know, gatekeeping, the classroom

390
01:22:27.480 --> 01:22:37.630
kevin: you know, and their version of online education is like, you know, masterclass.com, where you know someone recorded a video a few years ago.

391
01:22:37.700 --> 01:22:39.479
kevin: you know, and they just pop in the tape.

392
01:22:40.010 --> 01:22:43.810
kevin: but I also think, like

393
01:22:44.070 --> 01:22:50.650
kevin: the changes to this, the changes that this new technology and
media are having are, you know,

394
01:22:52.070 --> 01:23:15.160
kevin: sweeping. right? the way that you know, in our class. We have,
it's not a writing designated class. So we're not necessarily
evaluating their writing beyond kind of basics. And they don't have
very long form writing but right? The prevalence of AI and Chat bots
is radically transforming. I'm sure even you know.

395
01:23:15.330 --> 01:23:20.730
kevin: the problems maybe look different in STEM. You know, science,
technology, engineering.

396
01:23:20.750 --> 01:23:32.579
kevin: kind of classrooms. But I'm sure there are similar issues
there. You know, it's shifting the entire terrain of like, how we we
prompt

397
01:23:32.950 --> 01:23:40.330
kevin: students and what is, like, basic digital literacy.

398
01:23:41.050 --> 01:23:57.480
kevin: vetting reliable, authoritative information, how we think of
originality and how students respond to things. You know, if they are
interacting with a chatbot that is providing openly available
information on the Internet.

399
01:23:57.640 --> 01:24:05.320
kevin: How is that similar or dissimilar to copy and pasting a
paragraph from a source? Right?

400
01:24:06.190 --> 01:24:14.730
kevin: So I think, like, you know, our entire, like digital and
literate cultures are, gonna be transformed by this.

401

01:24:14.740 --> 01:24:26.100
kevin: And so I think, you know, it's I've heard certainly just in this time here, a number of tools that I've never heard of, that I need to become familiar with.

402
01:24:26.250 --> 01:24:36.819
kevin: but I think, like from my perspective, you know, having a CV with, you know, lots of teaching or distance teaching on it can only be a good thing at this point.

403
01:24:36.950 --> 01:24:47.449
kevin: I mean, I think you know, to talk in terms of marketability and hiring and things like that. I think it's seen as desirable, because this is where it's going.

404
01:24:54.130 --> 01:25:01.529
Morgan Meleca: Yeah, I would like to add on to Kevin's point that this is a desired trait to be able to teach online. I mean, during my summer internship.

405
01:25:01.690 --> 01:25:12.649
Morgan Meleca: All of our meetings were on Zoom. It was back to back to back, Zoom, Zoom, Zoom. And I remember when online teaching first began during the pandemic.

406
01:25:12.740 --> 01:25:15.829
Morgan Meleca: It's that awkward- It's awkward. the way that we

407
01:25:15.990 --> 01:25:33.860
Morgan Meleca: you know, give facial expressions, and that we're listening. And it's not the same as when you're in person. So honestly, it's learning how to do that. And if you can facilitate a discussion on, for example, Zoom, I mean, that's happening every day now. So I think it's a high quality trait to have.

408
01:25:36.500 --> 01:25:48.210
Jeremie Smith: It's interesting that at the same time you're developing these tech skills. So you're also watching these tech skills accelerating create new challenges. I mean, Kevin briefly brought it up. But certainly,

409
01:25:48.570 --> 01:25:56.379

Jeremie Smith: the challenges that that AI has for higher education will be something that you'll be wrestling with, I assume, for decades.

410
01:26:00.530 --> 01:26:11.269
Jeremie Smith: Well, I'm looking, and we have eaten up nearly an hour and a half and it's gone by very quickly. Is there anything that that any of you would like to add before we close today?

411
01:26:11.600 --> 01:26:17.779
Jeremie Smith: Things that I didn't ask that I should have, or that you think is important to talk about? Lauren?

412
01:26:18.740 --> 01:26:22.959
Lauren: I just wanted to briefly thank you for platforming grad student voices.

413
01:26:24.510 --> 01:26:34.879
Tamryn McDermott: Agreed. Just bringing us here today and learning from the 5 of us. I know we've all learned from each other today, too, and I'm really grateful for being included in this conversation.

414
01:26:36.470 --> 01:26:45.080
Jeremie Smith: Well, I'm very grateful that you gave of your time to join us. I thought that this was a very productive conversation. I gained a lot from it. And,

415
01:26:45.250 --> 01:27:04.899
Jeremie Smith: please know that you have an ally in our office, and that goes for other graduate students that are teaching in hybrid and online spaces. If there's things that we can help you with if it's small, or if it's large, Wwe want you to know that we consider you part of the unit in the college that we're servicing and that we're providing support for.

416
01:27:08.500 --> 01:27:22.680
Jeremie Smith: Unusually, we are ending on time. These teaching forums almost always go over. So, thanks to our audience for coming and listening to us today, and thanks again for our panelists for sharing so much of their experiences.