

Faculty Panel

So, welcome everyone. I am Janet Russell from ITS. We are thrilled that you're here and we're so pleased at the panel we have, which will be introduced in a moment. Um, I just want to say, I'm looking forward to the, I think juicy conversations we'll have here. Uh, and we're also in ITS looking forward to what we'll learn that we can take forward in our planning for, uh, the faculty development opportunities that, uh, you'll be hearing about, and which will start just the moment finals. And so, we can, uh, capture you before you collapsed. So, with that, I will turn it to you Susan, or just introduce myself all over again.

Yes, please. I'm introducing myself all over again. I am Janet Russell. I am in ITS. I think I probably, I'll scan through photos later, but I think I know most of you by now. Uh, and again, I'm, uh, thrilled to be here with you all. So, Susan. Wonderful.

Hello everyone. My name is Susan Pennestri. I'm senior director of digital learning and operations at ITS, also very happy to be here with you all. Janet and I will be helping to facilitate throughout the session. And I'll pass it over to Nick.

Hi everyone. My name's Nick Webber, uh, formerly of Media Services. I am now, uh, Instructional Project Specialist with RITG and I'm very happy to be here. Okay. So, on our next slide, uh, we just have a few housekeeping tips we'd like to cover with you. We ask that you please keep your mics muted throughout the session if you're not speaking, uh, just to, you know, avoid some of that background noise. We encourage you to engage with us in the chat. Um, if you're interested in asking a question or saying a comment, please just type your name in the chat and we will get to you during our Q and A slots. And your name will be called in the order it is received. And then you can of course unmute at that time. And then, um, ask your question out loud. Um, and now I'd like to introduce to you our faculty panelists. So, Nick. Uh, Jody Valentine is a visiting assistant professor of classics and will share her use of WordPress, Pressbooks, Hypothes.is, responsive syllabus development, and somatic pedagogy. Katie Muzikar is a biochemistry laboratory coordinator and will talk about her use of virtual laboratories, the Sakai lessons tool, and VidGrid lessons videos. And Mark Allen, professor of art, will share his use of Slack for giving quick in progress feedback, different ways of using breakout groups and the complete abandonment of email for student and faculty communication. Uh, and the advantages of this approach. Very exciting stuff, we have in store. Uh, but before we hear from our panelists, let me just run down, uh, today's agenda. So, this session is an hour and a half in length. Each panelist will have roughly 15 minutes to present. Then about five minutes for Q and A. After each panelist is done presenting, there will be more time for additional questions and discussion, uh, before we wrap up at 1:30. So without further ado, I will pass it along to Jody. Take it away, Jody.

Thank you, Susan. And welcome. Thank you, Janet and to all of ITS for all of your work and support. Um, okay. The first thing that I want to do is invite everyone here today to join me in a little grounding exercise. If you, um, feel more comfortable having

your camera off for this, you're welcome to do that. We're going to bring our attention in this exercise to our somatic comfort, our physical comfort. We're going to take time with each step. The exercise is designed for sitting in a chair. So, if you can do that great. And if not, then you can just adjust my recommendations based on your current situation. Okay, I'm going to begin by inviting you all to take a moment to just assess your overall, um, physical and kind of somatic state of being right now. What's happening in your body right now? I want to suggest that you move your feet on the floor, that you kind of adjust them until you really feel, um, situated there on the floor. And then, um, bring your awareness to your body in the chair. Feel your weight, settling down and ask yourself if you're perching in your chair. And if you can let your, um, let yourself be supported by the chair. Um, I want you to just until you feel as comfortable as possible.

And then just take a moment to, um, to feel the comfort, and enjoy being supported by the chair. Maybe, um, sense your surroundings a little bit. Is there anything around you that, um, that feels good? A tree outside the window, uh, favorite book on the shelf? Can you just like sense that experience of being aware of, of something that, that you like? And now I'm bringing your awareness back to your body as a whole. And just notice what you, what you can experience now. Physically, emotionally with your, your comfort.

Okay. Thanks everyone. So, um, I, uh, I created a Pressbook for you all to, um, to look at today. It's kind of a demo, uh, for what we're going to be doing, what I'm going to be talking about. And also, as a resource for you after today. I'm going to put a link to that URL for that Pressbook in the chat. And I'm also, included a link to a Hypothes.is group, a private Hypothes.is group that I created for us. Um, and I'll say a little bit more about that as we go along. Um, I'm going to show that Pressbook through screen sharing as well. Um, so you can just ignore that URL for right now, if you, you don't feel like having five things going on on your screen at once. Um, okay. So, with that grounding exercise, I wanted to show how a couple of minutes dedicated to nervous system regulation can have a lasting positive effect.

Other ways to do this, um, play music at the beginning of a Zoom meeting, uh, tell some bad jokes, uh, ask a silly question and give the students some time to answer. Um, do a little poll to see how students are doing, or, or maybe like, uh, Kyla was telling us, bring some stuff onto the screen share about those. Um, being in relationship with one another is, um, actually regulating in the same way, then a grounding exercises. So, offering a little opportunity to connect at the beginning of a meeting can be another way to help us all, us, our students settle in. Um, now, as you just may begin noticing if you're feeling a little antsy with that exercise, this, um, this kind of approach does require us to slow down a little bit and, um, let go of the, uh, doing, doing more equals being better paradigm that we're pretty saturated with in academia.

And, you know, I'm a susceptible to those pressures as anyone. And, you know, I have a short amount of time to kind of present you today and I feel this pressure to do a lot with that time, but I just want to kind of say that, you know, this, this whole idea of getting as much done as possible, um, perfectionism, uh, these are components of white supremacist culture. And by, um, taking some time to do that grounding exercise with you all today, um, I'm rejecting that and I'm kind of inviting you to join me, even though it's a little bit stressful, a little hard. Um, but also, I'm offering you all a like, a much deserved, a little respite, a little moment. So that's what's happening. So, um, that's what we're doing. I'm going to, um, try to share my screen and, um, take you into this Pressbook that I created. Okay. Okay. Let's see. Just a sec. Go here. Hold on.

Yeah, I want to go here. This should do it. Okay. I hope you all are seeing my, um, experimental pedagogy Pressbook. Great. Okay. So, um, first let's talk about the Pressbook itself. Um, this is something that you can create with the help of superstar librarian Jennifer Beamer, who I believe is in the house right now, maybe she would be willing to put her contact information in the chat.

And these are sort of, um, web-based course readers, is one thing that these can be. And I did create one with Jen, uh, for, uh, or well, yeah, Jen and I really created this for one of my classes this semester. And, um, here's, you can kind of scroll through or I'm just going to scroll through for you, and you can see, um, the contents. Right? So, one of the things that's cool about this, um, in contrast to say, making a bound course reader and putting them in the mail, shout out to Una for doing that this semester, um, is that you can, um, create the syllabus responsively. So, for example, after these first few units, um, during this one, the Lucretia unit, I sent around a poll to my students to ask them what they wanted to focus on for the remainder of the semester. And, um, they told me that they wanted to do more, um, queer content. So, we did, there it is. Um, they ousted my, um, unit on midwifery. I accepted their choice.

Um, they, they definitely wanted to do this one on race, ethnicity, and imperialism with a focus on Cleopatra, which was, uh, awfully good because we had a special speaker come for that one. So, any who, uh, so that's one of the things that makes this cool, is that you can, you can do it as you go. Another thing that they like about it, they reported out to me, is that they enjoyed having everything available in one place. And so, they can, you know, click on here and see the reading. Um, this is the first one. So, I put some info in here about how to, how to read it. Um, and then another really cool thing about this is that you can use Hypothes.is, which is an online annotation tool. You can see it here in my, um, my Chrome, uh, to annotate. So, the whole class as a group have been annotating this Pressbook. I cannot show you those annotations because we chose to do it in a private group so that our annotations would be visible to only those of us in the class, affording the students a little bit more of a sense of safety, um, because this is a little bit informal and that's part of what's wonderful about it. I didn't want them to feel, um, pressured that their comments would be visible to the public.

So, we, we did it in a private group, which I, that, that's what I created for us today. So, we can experiment with that on our own Pressbook. Um, and I have recruited a couple of people to help me show that by getting started here. Um, okay. So, here's the contents of this one. Um, the first bit is using WordPress, um, as a tool for teaching and learning. And now I can show you some Hypothes.is comments on here, maybe. Oh, here, if I can remember how to do it. Nope. This one. Nope. Nope. Not this one. I'm still, uh, uh, learning about using Hypothes.is. Um, but that's fine, right. Because we're not perfectionists in here. It's funny. Okay. So, here's me talking, you know, to you or myself. Um, oh, Ben, thanks Ben. And here's Jen. Thanks Jen. Oh, look, I replied to Jen to demonstrate. Right. Thanks Jen. Okay. So, um, yeah. Thank you, Ben. Right. VidGrid uh, lead-in to what we're going to get to later. Okay. So, I made you this, um, this page about WordPress, uh, which is another tool that I'm wanting to kind of just show for you, showcase for you briefly. I forgot to start my timer to tell me how much time I'm taking. So maybe someone can let me know, um, when I'm getting close to being at my, my end. Okay. So, I've been using WordPress for quite a while, um, to, um, kind of scaffold my classes. It's, it's worked well. Um, like during the, the Zoom times that we are in, and I put links to a couple of my, um, my course websites.

So, you can come in and look around at your leisure to see, to see what's going on with these. I have a course info page, detailed schedules. The scoop is the blog, uh,

resources. And then students' sites. Um, this semester, one thing that I did a little bit differently is I expanded the student blogs. So, the students create their own WordPress sites, and I gave them the option to post, uh, videos or podcasts, images, diagrams, rather than just written posts, which I kind of, I think informally offered in the past, but I really added that in, um, from the get-go and that has been really, um, just wonderful. Honestly, the videos are so great because they really like let you in to getting to know the students. And I put an example on here, which I'm just sure, even though my timer is not running, that we do not have time to look at right now, but I really want to encourage you all to come back here and check out this, um, check out this example that I provided, because it's just really moving, um, what Cody did with, uh, this, uh, drawing assignment and, uh, the blog and the video posts. I don't, it just kind of brings it all together in a, um, demonstrative way that will show you more than I can possibly say about how these kinds of, of, uh, thoughtful, I think like intentional assignments can work well and even in the online experience. Um, okay. Where am I at on time, Susan? Jody, you have about six minutes. So, you're, you're good. Yeah. Okay, great. Um, okay.

So, is that enough about WordPress right now? Sure, it is. Okay. So then, um, another thing that I want to talk to you all about are sort of, um, emphasize that's in this, uh, in this Pressbook for you to come back to, is conceptual workshops as a teaching tool. So, these are, um, potentially very low-tech teaching tools. You can make printed worksheets. Um, and I did that for years, but they have translated really well to online teaching. Um, these can be done, um, I mean, synchronously or somewhat asynchronously as well, uh, in the sense that they can be completed by students independently or actually using Hypothes.is or Google docs to collaborate. You can assign them as like a study group exercise outside of your class time. And then the students can decide what time they want to meet and get together to complete them, or you can do them during class. And I really, I got kind of excited when I was making this for y'all because I really, um, I'm just kind of thrilled to be able to, uh, bring into focus these particular types of workshops and the ways in which they are special and unique and maybe different from other, other things that are called workshops, which if you're curious to, to really like dig into the nitty gritty of what these are and how they work and their whole origin, you can read this, um, chapter that I have put into the Pressbook for you, "Experiences That Teach Creating Blueprints for Learning" by Don Finkel. And, you know, um, if you sign up for our Hypothes.is group, right, you can go in here and you can annotate it using Hypothes.is. We can annotate it together. We could comment on, on the content here.

We could, um, agree, disagree, um, elevate parts of it that, that we like. Um, it's available for that, through that Hypothes.is tool. Right. I don't think it's happening. Oh, patient notes. I don't know. I don't think so. Um, yeah, not yet, but could, could do. Right. Um, so this, this is this chapter from, from the book, uh, "Teaching with your Mouth Shut." Um, this was, and then the next chapter is a workshop that I have created. Um, I feel compelled to tell you that it's a draft because this was sort of a challenging workshop to create. We don't, we didn't read anything together. I didn't, I wanted to give it to you where you could just do it without having to read that chapter in advance. Um, if you don't have time, but then I had some ambitious aims for it. I'm not, I'm not gonna say that this is an ideal example of a conceptual workshop. It's, I'm still working on it. Um, because I really just made it for us today and I know you're going to be surprised to hear that I also have other things that I have to do.

So, I did my best. Um, I hope you'll take it with a sort of open mind. Um, but with that caveat, I think it could actually be, uh, not a waste of time to do, um, the workshop. So, uh, okay. The workshop kind of, ah, first, I wanted to give you a chance to think about your aims, your pedagogical aims, because to be honest, I feel like one of the most important things that we can do in thinking about how to teach well online is to think about how we teach well in general. What, what are we doing here? Why, what do we care about most? What are the biggest, um, kind of central aims that we have and then how can we translate those? So, I just wanted to give you some time to reflect on that. Some, some support, just to reflect on that. But you can skip all that you want, and you could go to part three where I've tried to give you a workshop on creating a workshop. It's a little meta. We don't mind, right? We're, we're open to meta. Um, yeah, so that's what I've done. You could do it alone. Um, this last part, especially you probably would actually do probably mostly by yourself. Right. Um, although it could be fun to maybe do it with a cohort, um, of colleagues. Uh, any who. So that's what this is. And you know, you could, while you're working through this comment on it with Hypothes.is. You could comment about, you know, what's not working for you in the workshop so I can make it better. You could comment, um, on what is working on your experience doing it. And that's how Hypothes.is sort of factors in with all of this. Um, and I will say that my students have been lighting it up, um, over there in gender and sexual morality. They've been doing their workshops, uh, in this kind of a format. They've been using Hypothes.is to comment on them as they go. Um, after the fact they'll come back and add things. It's, it's been pretty cool. Um, okay. I think that's more than enough.

Um, let me just check my notes to see. Yeah. Okay. That's great. Sorry. I do have one more thing. Okay. So, the thing with the conceptual workshops is that, um, what they create is an opportunity for relational learning for the students that come together and work together and have the experience of learning together. And to me, this is like so wonderful right now because what the students are asking for is the opportunity for community building without additional Zoom time. So, what the conceptual workshop affords is a space for that. And I don't know about y'all, but basically the whole reason I am in this gig is because there is literally nothing that I love more than the experience of learning. And when I get to learn with other people, it forges like a bond for me with those people. Now I'm a lesbian and we, we forge bonds, and they never break. You know, so this might be like more a me thing than a you thing, but if you want to just give it a try, I welcome you all to just, you know, queer your pedagogy and offer your students that opportunity because it's pretty cool. It's pretty cool. And it's not taking away from your time to deliver content. It's, it's, it's just doing it in a different way. Okay. Cut. End.

Great. Thank you. I was just going to pass it over to you, Nick. Go ahead. Sorry. So, we have about five minutes for questions. Um, so, uh, the first person on the list is Jennifer Beamer.

Oh, I think, I was just adding my contact info if you wanted to know more about Pressbooks, but I don't work for Pressbooks. I'm the scholarly communications librarian who has been inspired and working with Jody. I thank you for the superstar introduction, but really Jody has taken the pedagogy part of it and really like taken me to a new place. So, thanks for doing this, Jody. I really appreciate it. And please, don't hesitate to reach out to me. If you would like to talk about this, I'm here to help you and support you do the same kind of thing or something different too. So, thanks.

Awesome. Thank you, Jennifer. Uh, so we'll move on to Anne Dwyer. Hey, thank you, Jody. That was super interesting. And my question is a really early one so it's lame

and not about the pedagogy, but about that simple distinction that I think for years and years and years and years, many of us have just put PDFs of articles on Sakai. And I think that's also kind of going to what the next question is in the chat. Uh, it's kind of up for you on a library question. Obviously, all of this fun pedagogy with annotation doesn't work with that. Um, but I also have a question for librarians. I've heard that sort of just by providing PDFs on, um, Sakai, you're kind of not giving the library enough hits on the articles. Like it's better to actually go get articles. Does this Pressbook, um, fix that?

Do you want to answer that, Jody? Maybe that's a Jennifer question actually. Yeah. Um, so no, it doesn't. Oh, okay, I was hoping. Yeah, it would. So, so in theory, taking the whole article and putting it on Pressbooks is, is really not a good practice. And within copyright and fair use laws, we need to kind of think about what we're doing. We, we're probably not going to put in, in Jody's case, we've put a few chats, we've taken some leeway under fair use, and we've put a whole chapter or a whole article, but under fair use because the students are commenting, critiquing, transforming it into something else, creating a space where we're having a conversation around it. It's now entered. It's now come really out of this kind of legal copyright, and we're truly using it in this education place. And I think all librarians would be okay with that. Um, I think where we get into kind of some weird places are, and I noticed Ja, Jenny has alluded to the product perusal is where we're getting Pressbooks, um, is, is an open-source product. Hypothes.is is an open-source product. Perusal in some cases is asking students to purchase the materials and the library is also purchasing the materials. And so, we're getting into some licensing problems where we can't put library materials and our own personal materials into Perusal. So, we find, I think we've recommended, and we've invested in Pressbooks because nothing is free, even though it's open. We've invested in Pressbooks because we have a little bit more leeway where we can use Pressbooks under fair use. Um, and so we can talk about some of those kinds of things. I'm also the copyright and fair use advisor at the library. So, we can talk about the ways in which we can do that and how your students can transform those things. Um, you don't have to just be limited to, um, we can only use this article in a certain way. So, does that answer Anne? Certainly, reach out if you have specific questions and we can talk more about that. I think another way to use this would be to put an article summary in Pressbook of some kind. And maybe have the students write it because, you know, I don't want to, I mean, because it's giving, they're getting involved. And then link to the article on the library web page and then have, and then that could be best too, because then the students who wanted to download it and then, you know, or print it would, that would be more easy. Like I might do something like that more in another iteration of this, or like what we did is, you know, we linked to some videos, and we just provided some text on the Pressbook page for annotation so that students could respond to the movies or the videos. That, so you could do it in that way. Um, and, and I think actually that might be better in a couple of ways because doing the OCR, like doing all the formatting to get a large amount of text into the Pressbook is a huge amount of work, actually. So that's something that I, I would recommend actually, is finding a way to use it without having to put the whole entire text in. And if I may also just quickly say too. I think from a pedagogical perspective, having your students read a whole textbook in Pressbooks is really hard on them, right? Like having them read a whole textbook in the first place is hard on them, but having them scroll for such long periods, we've, we've purposely cut things into smaller bits and given them page markers, et cetera. And just one really quick point. I know recently the library cuts have been really traumatic. They've been traumatic for us librarians as well. And we love that faculty have supported us. Thanks

for the hearts and stuff. Um, and I know that you're concerned about the counts and things, and that's not the only way. Um, as I bridge the gap between, you know, using materials in certain ways where they're not getting all their clicks, we note this too. So please don't think that if you don't click everything, it's not going to get purchased. Keep reaching out and telling us all those things with feedback to your librarians. Cause we're, we're trying to keep all the things, you know, all the issues, but yeah, keep clicking, but also keep using things too, in other ways. Cause we keep note of that as well. So, I just wanted to add that in case you're worried that if you don't click, you don't keep it. Cause that's not the only way. So. Thank you, Jen.

Okay. I think we want to, uh, I know there's maybe more questions in the chat and we'll get to them later in the additional Q and A section we have, but I'd like to pass it over now to Katie Muzikar. Um, again, she's gonna share her use of virtual laboratories, Sakai lesson tool, and VidGrid videos. So go ahead and take it away, Katie.

Okay. Uh, thank you, Susan. And um, hi everybody. What, um, I want to share with you today is the way that I ended up, um, envisioning biochemistry lab. Normally a biochemistry lab is a three hour and 45-minute meeting once a week where we have a lot of social time. Um, yes, we're pouring from beakers and pipetting things, but also mostly I stay out of their way and the students get to talk to each other and talk about data with each other and talk about whether they spilled something with each other, but also talk about, you know, things that were going on in their personal lives. And so, when I was envisioning how we were going to recreate this online, one of the first things I realized is that three hours and 45 minutes is far too long for anybody to sit in a Zoom session. Um, but also, I had content to deliver, and I had this social aspect I wanted. So, uh, where we ended up landing on a plan is to divide the class into, it's not quite asynchronous and synchronous. I'm going to call it sort of inside of Zoom and outside of Zoom. Um, the outside of Zoom session does work asynchronously. If a student wanted to use it that way. Um, what ended up happening for at least all the students in my class this semester is, um, the students did choose to contain all of their workload in between class starts at 12:45 and ends at 4:30. And I wanted all of the content to be able to be delivered and all of the work to be able to be done in that period of time without being burdensome and somehow also being fun. Um, and so what I ended up doing is every, every week, every session is its own session, had a little bit of a different structure, but generally there'd be some offline component that took an hour or two hours that would prime the students for the on-camera or at least in Zoom. They didn't have to have their camera's on, but I'm going to go. The on-camera activity was primed by this off-camera activity. Um, we also made a lot of use of group work and putting people, I just put them in a room to talk to each other and I try to stay out of the way. So, because I was trying to stay out of the way and out of the limelight for most of the time, I needed to deliver all of the content clearly. I needed to be really clear what my expectations were, what they needed to do, and I to have everything contained in one place.

And so how I ended up delivering that was using Sakai and, um, I made really heavy use of the lessons tool in Sakai. And so, what I have for you, I want to share with you my Sakai site, but also my Sakai site has all of the private student information in it. So, I've made a little dummy Sakai site for you. So, this Sakai site is actually a, instead of being my class site is a project site. And it's one that at the end of me talking, um, I'm going to give you information how you can join it. So, the site, the Sakai site now lives in the publicly joinable sites on Sakai and you're welcome to join it and click around and see how I use the different parts of the lessons tools and ask me questions by email, if

you don't think of them today. So, um, when you land on, on my project site, anything in purple is notes that I'm, I'm writing to you here now, but what the students would have landed on, um, in this overview site, one of the things I tried to do is be as visually engaging as I could be on Sakai, which sometimes can be a challenge. Um, and also deliver content clearly. So, for instance, um, uh, the lessons tool, if you, if you make use of lessons and subpages, and what Sakai calls breadcrumb structure, you get this nice navigational, um, menu down the left-hand side, where you can have, what I did is basically each week is organized as a module with different subpages as the different parts of the module. Um, and what I would have had, um, at the beginning of the semester is only week one would have been showing. And then six days before the next class, I would unhide it.

So, the students could have a week to do that pre-lab content. So, like I called the

asynchronous off-camera, I called it pre-lab and then the lab activity. So, the pre-lab content, they could have up to a, you know, almost a week to do it. Almost all my students did choose to do it the way I designed it, which is starting at 12:45. If there was any hour of pre-lab content to do then we didn't start our Zoom session until 1:45, or in this case week four, it looks like there was two hours of pre-lab content so the zoom session started at 2:45. And so I could spell that out each week. So, for example, the very first week of class, um, the way I've structured each of the Sakai lessons is that there's a landing page where I tried to give an overview of just what are we doing this week in lab in, in brief. Um, and then one of the tools you can add into Sakai is a checklist. And so, what I have on the landing page is a checklist of what is everything you need to accomplish this week? What are all the tasks? Um, this checklist I have as a self-checklist. They don't need to check these off to get any credit. I do believe Sakai lets you require check marks and then you can kind of track how this is happening, but I didn't do that. Um, and then my subpages are organized as these buttons, which are the same things that you can navigate to. Um, so on the very first week of class, what I wanted to do as a, get the class organized, to be social together and, and exist in a space together, I wanted us to have a conversation about community norms and how we were going to make a welcome and inclusive and supportive environment. And I thought that that would be really awkward if we all just not knowing each other logged into Zoom. And I said, knock, knock. Who's there? Okay, let's talk about how we're not going to be racist in the classroom.

Like I didn't think that that was going to, um, be very easy to do so, uh, what I ended up doing is I wanted us to all know each other a little bit before we started. And I took inspiration. I absolutely loved the workshops that Janet Russell and everybody at ITS put us through this summer. And one of the homework assignments that they made me do in June, and then now I made my students do it is make a welcome video to the class using the VidGrid tool. So VidGrid is a tool that, um, we have access to as faculty that I think, you know, most of the intention was to use it, to record ourselves on camera and screen share. Um, and I sort of ended up using it for the students to meet each other. So, what I asked them to do before the very first, um, class meeting, so by eight, 8:00 PM, the night before the first-class meeting is, um, watch a video I had made. So, if they clicked on this link, it takes you to a short video in which I say, um, as much as I can in two minutes and 24 seconds. This is who I am. This is my personality as a professor. Um, I'm excited to teach you, but also how do you pronounce my name? What are my pronouns? So, we'll wait for them to know me before they're staring at me in Zoom. Um, and then at the end of the video, I asked them, I invited them to be in

conversation with that, to introduce themselves to me and to the class. So, their first assignment was to watch that video of me and then click on this link to record their own video. And what's nice about VidGrid is even though the students don't have a VidGrid account, we can give a guest record link.

And if a student clicks on this link, they have access to the tool for recording both the, either on camera, but also if they want to just screen share. But this link also lets them, if they, if they filmed it on their cell phone, they could just upload it through this link. And where this link directs all of it to is a folder that lives in my VidGrid account.

And why that ended up being really useful to me is one VidGrid also, uh, does closed captioning. It does machine closed captioning. So, it will close, close caption all the student videos automatically, um, for accessibility, but it also put them all in a folder that I had control of. So then that pre-lab exercise, which was due the night before the first day of class. Then on the first day of class, starting at 12:45, what I asked them to do was read the syllabus. There were some other activities I asked them to do, but then I asked them to click on the link that would take them to that folder. And I've scrubbed it from this dummy site. And I've given you instead of what it would have looked like. Um, it would take them to a folder where the, I loved this exercise because I could look at my class and all their smiling, happy faces and not all their like muted, Zoom nervous faces. Um, but really also, I, I loved how we could get a sense of each other's personality before we ever walked into a Zoom together because some students, um, some students did, uh, did a little dance on camera. The student wanted to share an image that she had made. Uh, this student, uh, had their parent do an interview and sit down and had interview questions and did an interview. Um, there is a student who was a communications major that had props and actors and multiple cuts and made a little film. And so I then introduced my cat because I felt like they, they were outnumbering me on good personality videos. So I brought another one in there. And, um, I thought it was just a nice way for all of the students to engage with each other before we started Zoom. The other thing that really worked about this for me is throughout the semester, I could go back and check how a student pronounced their name. And I could go back and check on some details that like, "Okay, I'm teaching too many, I've forgotten one detail I wanted to know." I could go back and watch these videos and kind of re-engage with their personality, which I thought this worked really well. So this, this folder lived, and the students could access it too. I don't know that they did, but they could. Um, other nice things about it, the videos have a commenting feature. So, um, I'd say I took about an hour or two after the students uploaded their videos the night before, I spent about an hour or two watching them.

There's probably only 20 minutes of video to watch, but I ended up watching each one and for the sake of like maybe some security issues and some inclusivity and, um, just wanting the students to put their best foot forward issues, I did do a little bit of tweaking. So one thing that I wanted to do is VidGrid does do machine captioning, but it may struggle with mumbling or with some accents. And I, since I wanted those, um, captions to really represent the students, it's quite easy to edit the captions in, um, VidGrid. You just click on the captions and you open them and it's a document. So I did go in and kind of prepare things where VidGrid hadn't captured what the students were saying quite correctly. Um, I also password protected each of the videos just, and then gave the students the password just for extra security. Um, if students did multiple takes, I deleted out the ones they obviously didn't want as their final version.

So that took me a little bit of time, but overall, the exercise made me really happy and I will definitely do it in all of my classes next semester. So that's one, one piece of

technology I thought was really successful this semester. Um, so after that first day of class, we had a pre-lab activity and then we have, uh, the Zoom session started. So, I tried to be really clear on the left-hand menu cause the, my Zoom session was starting at different times each day, when we were meeting. So, it was just, uh, a little, um, page about what we're talking about that day. Um, the other, one of the other big things I needed to address in a lab class, which is supposed to be teaching biochemistry lab techniques is: How am I going to teach biochemistry lab techniques over a computer? And so, if we look at what happened week five, um, I, we did a balance the semester of doing some virtual online laboratories and also a lot of what doing science is. It was a good time to emphasis the students that, that doing science isn't just pouring from beakers. It is analyzing data. It is researching in the literature. It is writing. Biochemistry is a writing intensive class, and the lab portion addresses a lot of that writing. Um, so we were able to dig in to how being a scientist is more than just pipetting.

It is also, um, writing and reading, but on this day, we did do a virtual lab. And so, on the landing page, um, they were going to have to learn the technique of pipetting. And so, one of the nice things about the pre-lab, I love actually having everything in one place for the students. So, it's focused clearly, what I want them to do, all the information they need. And so, I love that you can embed a YouTube video directly into the Sakai page. So, I had about ten minutes of background information that I wanted them to watch. And I, this penguin prof is a fun YouTube person who has a lot of personality. And I just, you know, I took to heart that I don't need to make all of the content for my online class. I can benefit from other people who have done the work, which Janet told me in June and me, and I went for it cause I'm trying not to be a perfectionist. Um, so they could watch these videos. And then they click on this, and it would take them to this virtual lab. So, I have a window for here for you. We, we're, we're in this beautiful mountain laboratory thing. I don't know, it's, it's kind of hokey, but it was also kind of cute. Um, and once you're in this lab, you have a little robot assistant, and you can look around the lab. And so, the company that makes this, uh, we did, we did pay for this. It is a commercial enterprise, but it, it did start as a non-profit and all of their simulations are based in, um, pedagogical design. And there's a lot of, um, pedagogical structure behind how they're doing. It's not just picking up things and doing things. Um, but also, I do think it, it did a good job of saying, okay, when you're in the lab, it won't let me pick up this pipette until I put gloves on my hands. So, like, it will stop you from doing it. And if I tried to pick it up, it would say, you need to wear gloves. So, once you put gloves on, step-by-step, it has this little lab pad that says, okay, here's what we're doing today. Um, but it won't let me go back to what I do until I answer these quiz questions about why I'm doing what I'm going to do. And then it has a little link to, um, oh, sorry. I think it's expired, but there would be a, like a little textbook here that has the data or the, like the theory behind how we're going to do what we're about to do. And so, um, it's pretty clear that it was based in knowing that students need, um, checkpoints and to check in with their knowledge before they just kind of race headlong into the lab, which is something we don't do in the real lab.

And I will now learn from this and incorporate when we're back in person. Um, but then it would let me pick up this pipettor. Um, I have to, oh, I have to set the dial on the pipettor. And so, it actually does do a pretty good job of getting us through the techniques that are happening. And it wasn't the only tool we used, but it's definitely a tool that we did use. Um, it didn't produce data like a real strong substance. So, we ended up in the lab activity of re, like, so the pre-lab activity was doing these virtual labs and then the lab activity, I made a group activity because I really wanted them to

interact with each other. So then once we got into Zoom, we went into breakout rooms and worked in groups on, I gave them data that a previous student had generated. And then they could really engage with data. I like having, again, everything in one place on Sakai. So, I have the, the activity guide that they needed embedded into the Sakai lesson. You also have the assignments. So, I created all the assignments in the assignments tab in Sakai, but you can embed that assignment right into the lesson. So, complete this and then submit it here. It's kind of all tidy. Those are the two major elements I have. I guess I'll check with Susan. Do I have a couple more minutes to walk through some more lessons or is that my time? I think you're right at your time, Katie. There are a couple of questions for you, so. People can explore this on their own. Um, if you wanted to join, I'll just say, if you want to join this site, you would log into your Sakai. You would go to the home tab. You would click on membership and click on this tab joinable sites. And when you do, you could type into the search bar, it's called biochem lab example site. As far as I know, it's the only joinable lab or joinable site that says biochem in it. So, if you search for biochem, you could add yourself to this site and explore to your heart's content. And I'm happy to answer questions now or later by email.

All right. So, you left most people speechless on this one. Uh, so I'm going to go to our first and only question on the list, which is from Janet. I thought there was a question before me.

I saw a comment before you, but. Oh, okay. About okay. From Esther. Oh yes. I'm sorry. I do see that now, for, ah, Esther. And then we'll go to Janet.

Yeah. Thank you so much. And well, thank you both. The presentations are really, really helpful. Um, my question is about the Sakai lessons. If you also embed, um, audio, like the podcasts that you've mentioned, and others have mentioned. Can you embed, um, those audios on the Sakai lessons? Have you done it? Is it different from embedding the videos? For instance.

So, I haven't tried audio, but I do know you can embed any files that if there's a file that a student could download, then you can embed it into the Sakai site. And there's, what I chose to do is there's a resources folder where you could, you could put all, and I've in the past, just kind of dumped everything up on it. Students can click on into resources. But, um, what I ended up doing is, it's, all lives in the resources folder on Sakai, but it's hidden from the students. So that the only way they can access a file is within the context of how I want them to access it. But then in the lessons tab, it's, I think as simple as saying link to resource, link to content that's in the resources, but you can also link to content that was stored somewhere else. You can link to YouTube videos. You can link to external content. So, I think you totally could. I haven't tried an audio file, but I think you could.

Thank you so much. Okay, now we'll move on to Janet. Thanks, Nick. Yeah, I do have a question for you, Katie, but I also just want to underscore what Mark Allen said in the chat about how organized, uh, Katie's work is. And of course, the lessons tool in Sakai really helps with that. And it might be easy to think that well, you know, for a lab that's really important, but I would suggest that's important for all of our courses in terms of equity and inclusion. Uh, making sure that all students, you know, feel kind of safe and grounded in, okay, this is coming up, this is coming up. I can check off I, you know, multiple ways for students to track. It's so easy to get lost, especially online. Thanks Mark. Uh, so Katie, one of the things, and, and if you could just say a little bit about this now, and then if there's more to say I'll, I'll be all ears, but I wanna ask you like, if we were back or when we are, when we are back face-to-face, will you still continue that

introductory exercise with VidGrid and how else would you use VidGrid? It's kind of a question about what tools do we to keep and yeah.

You know, I've thought a lot about all the things that I've added this semester that I will keep in the future. I hadn't thought about the VidGrid one, but I do think it could be nice for that first moment. When you walk into class, do we, especially in a lab, we have the situation where people are primed to like run, to pick a lab partner. And if I don't pick a good lab partner, then my whole semester is going to be ruined. Um, but we also don't know each other. And I think that that also leads to, um, you know, implicit bias in who you're going to run to and who you're going to choose. Um, so I, I tend to try, and we don't, we don't pick lab partners that way in biochem, but I think it would also just help with those opening moments if we had a chance to know each other before that, too. Um, so yeah, I probably totally would. I will keep this entire Sakai structure into the future. I will keep all of those priming all of that we're doing this week. Um, I have long had things on Sakai, but I haven't had them organized quite this way and I will keep it. I would keep the um, Laster labs too, if I could find a way to fit it into my class. I had a lot of student feedback that said it was great to not be able to break the equipment or like accidentally release a biohazard, that they could do whatever they wanted, and they weren't going to have to, you know, clean it up. Um, and so it reduced, I think it could reduce the anxiety before they do have to pick up a pipette or if they got to play around with it, especially students who haven't had a background where they've, they've gotten to use that equipment before. Great, thank you.

Alrighty. I think we're ready for third faculty panelist, which is Mark Allen. Remember, he's professor of art, and he's gonna share his use of Slack for giving feedback, and breakout groups and, um, literally the complete abandonment of email communication. So, let's hear what he has to say. Take it away, Mark.

Thank you for having me. It was so amazing to have the ITS workshop this summer, and I feel like it really helped me get myself together. It's also funny being on a panel with like two people who are obviously really organized and smart and worked really hard at that. So, I feel like I'm the good middle example of someone who thought about it, but it's also kind of lazy. And so, my solutions are not as maybe well formed, but I think a lot of what I focused on was trying to recreate the social dynamic of my class, which is super important in the arts. Like I teach design, which is, um, I mean the intro class I teach is sort of a cross between, I think it is like writing composition, but for visual things. And so, it's this balance of individual expression, but also negotiating kind of community norms of how you visually communicate. And so, a lot of how that information is transmitted is spending time with people making stuff together. Um, and so if we go to the next, um, so just sort of the format I had before we meet for five hours a week, two, two sessions a week. And a lot of that time is people just working together. And I give most of my feedback while people are working. It's not like there's big feedback at the end. It's more like trying to help people while they're in process. And also, design is really interesting because you can see what everybody is doing in real time. Right? Like I can, we can look around the classroom, everybody's working on a computer and students will be like, "Oh, how are you doing that?" Or that looks interesting. And I can also be like, "Hey, you know, Dave, what you're doing is really boring." "Why don't you look at, talk to Elizabeth and see how she's doing that?" And so that kind of nil you, of the ideas coming around is really important. And my job as a teacher is to have some information about both techniques and visual communication paradigms, but a lot of it is really just modeling a way of relating to things. Um, can I have the next slide? So, um, a lot of that is about really embodiment and having a lot of

physical materials. So, this is what my classroom looks like right this morning when no students are there.

And one of the most painful things about the semester is having to accept, like, I'd always say like, "Oh, when the students come, they mess up all my classrooms and my labs." And now that they're not here, it's clear, I'm the ultimate culprit here. Um, but this idea of just looking at stuff, like being in this space with things around it was what I've been trying to replace. So, one thing I did do, um, and I think catered such a great demo of is thinking about Sakai as the reliable source of information and using the lesson plans. And so, the students know exactly what they need to do in one place. And one thing I've always said on my syllabus, like Sakai is a more reliable guide for what has to happen, than what I say in class, but it has done a really good job of replacing the thing where in the last ten minutes of class I would be like, "Oh, could you guys also do XYZ?" Which I think is really cognitively stressful for students, like that they would have to monitor my statements in real time. And so, I love having Sakai as like a really clear idea of where things happen. Um, where Slack came in. If I can get the next slide. Um, Susan can I have that... Thank you. Oh, wait, I forgot about this. So, the other thing that I, sorry. Yes. The other thing that I think is super interesting about design is that graphic design is a relatively new discipline, and its history is intensely Eurocentric, especially in how we teach it. So, it's primarily the Bauhaus a hundred years later. Like that, that legacy really continues. And having the students understand that it's really important because there's like, um, visual norms about it. Like if you're creating design for people to absorb, that's like a vocabulary they need to understand, but at the same time, like we're trying to expand that. Right? And so, one is to bring in a lot of references of how design is operating in a contemporary sense or other cultural senses, but also how do they contribute to that? And how is the way they see things, um, needed to be developed? So, it's not just that they need, I need to clone my 50-year-old, white guy Eurocentric, aesthetic upon them. I need to share it, but also help them create contrast with it.

And so how do they bring in their own community, their own backgrounds? Like we will do projects where they design things for their family or for their friends. And the tension between, um, myself is represented kind of a mainstream discourse of them developing an emergent discourse that's appropriate to their generation subject position. It's something we deal with a lot in person. Um, okay. Now may I have the next slide? Okay. So, so we were trying to replace this embody thing where everybody's around talking to each other. We have Sakai as the official site with all the information they need to know. And so, then Slack becomes the informal communication channel. It's much less formal than email. So, I felt like for years teaching when students would ask me questions by email either because I'm a chaos monster, I haven't responded to my email in three weeks and so it just sits there in the pile, or they don't want to email me with like a simple question because they know either it'll take me too long or it just feels like too much. Um, and the other thing that's really great about Slack is that it moves between group and individual conversations really easily. So, let's say for example, that, um, Janet slacks make a question like, "Hey, how do you align objects in illustrator, blah, blah, blah." And I could respond to the question and then I can add Susan and say, "Oh, Susan was also asking me this. This is how you do it." Or I could say, you know, um, "Janet, have you seen what Ester is doing in her assignment?" And I can join. So, you can move between one person looking at something to a group of people back and forth really easily, which is a pain to do with email. You know, like to forward and to CC and you have these crazy chains. Um, the other thing that's super

important for what I do is that you can post visual stuff really quickly. And so that the students can see what everybody else is doing in a way that recreates what happens in the classroom. Um, and then finally for me, it's good because it's always on. And so, my teaching, when we're here in person, it's, um, I use the art building to make my own work a lot. I'm always there. I don't feel like most of my teaching actually happens in the classroom but being around students and running into them in the hall. And so Slack recreates a little bit of that vibe for me, that they can just message me, and I get it on my phone. I can message them back. Can I have the next slide, please? That can also be bad if you have trouble with your limits. Right? So, like if you're the kind of person who feels like you always have to be available to the students, it's ruining your life. Slack will not improve that, that will make that worse, but you can set your hours in which you're available. The other thing which is great about it is if you have an announcement you'd need to make, you can post it on Slack, but if you ha, you have to go in and add everyone, if you really want them to see it. So, if you do a lot of announcements to students through emails, it kind of sucks for that. And then it also depends on your students obviously having buy-in. Um, but I've found because it feels more informally like other forms of social network communication students work it's easier for them to use it.

And I do think they see email as a more formal or official form of communication. Okay, can I have the next slide. So, I just want to show how I set it up. So, what I did is I make a channel for each week. Um, the students also asked to set up a work in progress channel. So that was their idea, but it's basically a channel that runs through the semester where they can post stuff that they're working on, that they're not submitting, but they want people to look at. Um, and so each week, like week ten, there's an assignment. And then I can see the next slide. Um, the students just post their work once, um, they're ready, either for feedback or whether they want to submit it. So, like this was an assignment where they had to take a book they knew and then re-conceptualize how you would describe it. So, for example, if the book was Moby Dick, you know, normally it's presented as a classic work of fiction. You could also present it as a technical guide to the whiteness of whales, or you could present it as a sociological study of sailor power dynamics or something like that. So, the students post their work. And so, anyone in the class can quickly go and see what other people have done. And then can I have the next slide? And then I can, um, this is like the main channel. And then I can click to reply to it. So, this would be like one student's post. Um, and then if I click on the reply, um, can you go to the next slide please? Then what I can do here is give feedback on it. And what's nice about it is the feedback also feels more or like that feedback I gave when I was walking through the classroom and less about like, here's the big critique or here's my book report on your work. Um, can I have the next slide? So, like, here's an example. The student has restructured "White Teeth" by Zadie Smith as a vampire's guide to dental hygiene. And then if I can see the slide. So, the students, that slides are a little small, but the students really use it to like comment and be supportive of each other's work. So, you know, Jayden here is talking about it. And so, they'll informally just start commenting on each other's work. Um, which makes part of that kind of, um, balance of communication. How am I doing on time? I forgot to set a timer like everybody else.

I think you might have a minute left. Okay. Um, well maybe I'll just cut it there. So, the other thing I was going to talk about is how I go back and forth rapidly between breakout groups and class times, but maybe my role is just to show a way that Slack can be used and to say that it wasn't that hard once I got used to it.

All right. So, it looks like, uh, Janet has a question for Mark.

I do, but I also hope Mark, you will cover that last topic too, because I'm pretty interested in that, but um, what can you say more about why you chose to do it a weekly kind of Slack channel? Why that organization?

Yeah, I decided to do that well, partially because, um, I've, co-taught with, uh, Kareem Kali from the Hive before. And he did Slack last semester, like even before we went online and that's how he did it. And he said it worked for him. So, I think one of the things I love about what's happening now, and even this workshop is, we're kind of a giant school-wide focus group of what works. The other thing is that I think, um, because students, sometimes students submit work late because of the pandemic. I'm not a real hard ass about when stuff gets submitted. And so, what it does is it allows each week's assignment to be as kind of own little universe. Right. And so, if I had just one that was like continually scrolling, things get out of order and the students get lost when they look at it. So, it was the right balance of granularity with structure. The problem is you end up with a lot of channels. What I do is I just organize a folder for Art21, and then I archive after a certain point, the channels once they pass. Um, yeah, I was going to say if, if, if you want, I can quickly do the second half of my presentation, but I don't want to be... Yeah, please do. Okay. Okay. So, um, and I feel like none of this is particularly groundbreaking. I think it's just kinda cool to see how other people do things. So, what I tried to do with my class was do two things. One, have the structure actually be really repetitive. So, every time we meet for the class, the structure is the same. And that's something students had mentioned to me that really helps them. I think when the structure is changing, in addition, all these tools, it's hard for them. So, we start with a so check-in and then we kind of, that works its way into asking them like what kind of worked or what they learned from that assignment. And then I put them into breakout groups of breakout groups, and then they use that time to look at all the assignments that everybody did. I'll give them a specific prompt. So, I'll be like, okay, could you pick one person who's or two assignments that use scale contrast in the way we talked about. And you, can you pick one where somebody kind of didn't do the assignment, right, but it looks great, and you want to talk about it anyway. Then we come back and then they share that back. And what's kind of interesting about that is what they are drawn to, or what they think is successful is often different than what I am, what I do. And so, I use that as another moment to talk about like, I'm the repository of norms in a sense, but they're also developing their own aesthetics. So rather than saying, like, you guys picked it wrong cause you're dumb. It's more like we look at that tension and say, see the sort of values of both. Right? Um, and the other thing is that they'll often be like, "Oh, okay, Katie, how did you do that blend on that?"

And so, then the next thing we do in the class is, all the students that got questions then give demos. And so, you know, oh, Susan did this interesting thing with typography. Susan, could you just spend five minutes and show us how you did that? And so that thing that used to happen in my classroom where people would be sharing technique with each other, sort of formally gets re-embodied through this way of doing it. And then we break them back out. Then I'll demo or whatever. And then I break them back out to work on the assignment. And so, they stay in their breakout groups for the rest of the lab time and either talk with each other, help each other work just independently with Zoom still on, but in the background. And then I go through and visit room to room kind of, um, giving advice just as best as I can. So very little time that's unbroken. Like, like we'll never be in one space more than like ten minutes, but it's always sort of a pulse. Back, small group, big group, small group, big group. Um, and I

found that really works for keeping their attention. And also, there is the thing like, and I really loved, um, Katie's idea about the video in the beginning. Definitely adopting that, especially because I suck at remembering names and I always feel like an awful idiot. Um, so I love that, but also like building a knowledge of each other through this casual, ongoing small group work, I think really helps, helps them learn a lot. And I did want to say just in one last minute, I had a real surprise about VidGrid this semester because I spent the summer doing design tutorials online through SkillShare and a bunch of other places and they're amazing resources, but in the end the students really want my lame, you know, my really, my poorly done demos in a really well done professional one.

I don't quite understand it and I didn't believe it. I really thought we would use SkillShare a lot, but they would just rather see me do it because they feel a connection to me, even if my quality is a lot lower. And then they're able to ask me really direct questions of it. So that was my takeaway is actually, this is an area where I thought I would save time. I would have all these great tutorials by other people, but at the end it was better for me to do them. And it didn't have to be well done. I just had to be that personal connection. Okay. I'm done. I mean, that's what I had prepared.

So, uh, Janet, it looks like you have a, another question for Mark. I will seed my time first to Katie, then I'll circle back around.

I just wanted to share Mark that I have a student in one of my classes who's in your class. And it, at one moment when we took a break in the middle of class and I said, does anybody have something they want to show and tell, uh, that student pulled up the Slack channel and showed me all of the book covers that they'd been making in class that week. And my entire class talked about it for like ten minutes about how cool it was. So, I wanted you to know that.

That feels really good. Thanks for sharing that. That's nice. Yeah, it does help them build enthusiasm for each other's work. And I think because in my field it's not so much about information they have to have. It's more like developing a love and regular practice and they just learned from that if they do that, they learn from it. So, thanks for sharing that.

All right. So, we are into our time for questions for all panelists. So, Janet, if you don't mind, I'm going to jump back over to a question for, for Jody. Um, Victoria, it looks like you had a question. We may have lost over her. I'll move to the next question for, for Jody. Uh, let's see. Jenny Thomas. Oh, sorry. I, that might've been a mistake. I don't think I had a question. Okay. Uh, uh, Mark you actually had a question for Jody.

Jody I was wondering, it seems like the Hypothes.is stuff is creating an incredible Corpus of like student response and ideas. Is there any way that carries over between semesters or is it kind of this moment in time and learning that gets compartmentalized and then is recreated the next time?

Well, the Hypothes.is group, you know, I don't know, actually. I mean it exists. Right? And so does the Pressbook. So, I, we've been kind of talking about it informally in the class as something that we all now have access to, um, as a group. And then if, um, I think Jen would show me, would help me. If I wanted to reuse that press book, I could modify it a little bit or re, like kind of copy and it, or technically I could keep using the same Pressbook and then open new Hypothes.is groups around it if I wanted to do it that way. But I don't know as far as other kinds of archiving, honestly, of the Hypothes.is. I don't know. I just, I kind of imagined that it was something, because it's free. Um, so I told students, like, if you want to maybe use a personal email address when you sign up for your Hypothes.is, something that you won't lose, like when you

graduate, so you can keep it if you want to. Um, and I, I, that's some nuance that we could maybe figure out more about that. So, yeah. That's a good question.

Um, cool. Thanks. Janet. Your question for Mark.

Okay. But Jen, I'm going to break form Nick, unless you stop me. With, do you want to just say anything about what Jody just said?

Um, no, I think, um, I think exactly what Jody said. So, the Hypothes.is is, uh, a different system that, um, I think would stay in perpetuity until Hypothes.is decided to dump that data. But there, there is this private and public separation. So that is a choice that you can make as a, as a prof. Just says on Pressbooks too there's this public and private separation. So, um, we don't have to have, you don't have to have a public Pressbook unless you want to. Um, so again, those are choices you can, you can make with these, um, platforms that are nice.

I happened to attend the, uh, Hypothes.is last, ah, webinar and they are working on the archive, but the archive feature is not yet implemented.

I think it's interesting too, to think about what assignment, I mean, I know I've worked with faculty on, ah, websites that they actually intend to grow over the years. Right? And so, it's interesting to think how you might, uh, use Pressbooks in, in that way. Uh, my question Mark for you was, it sounds like that kind of quiet time, you know, where you keep Zoom, well it's not necessarily quiet, but where you keep Zoom open, but there's not a structured thing happening. It sounds like that worked really well for you.

Yeah. I got that idea from my colleagues in the art department who had done it, like Sarah Sarchin had done it at the end of last semester. And just because working next to each other is such a form of collaboration in the arts. Um, I think we've tried to recreate it. And some, you know, I have to say some students, they like dip out the minute they can and others kind of hang out. And usually, I think of it as kind of a transition where they are sort of talking about the assignment, their collage, like often my projects are collaborating, and it gives them the opportunity, they want to hang out they can, or they'll come back to the Zoom room and chat with me. So rather than having a hard end, I have this sort of interesting soft end, which, um, which seems to be working okay. It gives people different levels of

access depending on what they need and how they want to work. No, that sounds great. I don't know if other folks have anything to say about that. I think a little bit that was something we heard from students. That they like it when it's not just boom, I'm ending the meeting, but doing that more soft.

Um, Kyla, you have something?

Oh yeah, no. I'm sorry I missed the beginning. Um, but I wanted to say how much I appreciated Hypothes.is, and then I'll carry it into, I think all my teaching. And I'm teaching, um, Moby Dick this semester. I'm teaching a Melville class. We're deep in Moby Dick. Um, I slowed down my reading with them. And I begin all of my classes with everyone turning, um, the camera and the microphone off and the cell phone. And, um, and we just go back and, um, everyone chooses, someone chooses a close reading from the week before for the readings of the next week. And we spend 20 to 30 minutes just, uh, close reading together and annotating. Um, I mean, I'll say the only thing about Hypothes.is is that you have to tell students to refresh because, uh, the right, like the annotations don't come up. But, um, uh, and I also want to say the other thing that I've been doing is, uh, maybe just because I have more emotional energy available because we're, we're so distant from the students, um, is that I just sent out emails to the class when I'm prepping for class and I turn on the Zoom classroom and I just, um, and we do

Pomodoro reading sessions together. And it's been really companionable. And, uh, there's just, I think I just have more generosity. I mean, I'm fairly, I get exhausted fast by, by, um, in-person interaction, but I have much more energy and much more emotional generosity somehow to just be like, "Hey guys, I'm like sitting in my living room, reading the next 20 chapters of Moby Dick, are you?" Here's the Zoom address. And then we just read together and it's like really, um, amazingly intimate, um, and touching. And I just, um, I've anyways, I've been loving that, that part of, uh, distance learning myself.

Jenny, it sounds like you want to give that a second?

Yeah, no. I just, I, I've, I've just found myself being able to be more engaged with them around the readings and really enjoying that and finding it as a way to build the community between me and them, but also that they're building it with each other.

Nice. I mean, I mean, I will remind you all that, um, I'm eager to have conversations, you know, even, I shouldn't say it that way, when we are back face-to-face and more traditional, please, let's try to keep talking what technologies don't just help pedagogy, but help you have a little of, uh, the lives. Right. I mean, that's a, that's an important, important thing. Are there other questions?

There's one more question from Esther. All right. Yeah.

It's a question for Mark, but, uh, I guess it applies to, to all of you on, and you've referred to this in, in some, um, in some of our interventions. And again, thank you everybody. This, this is very, very helpful, is what, what, is your take on how using these tools? And, you know, uh, the question was originally for Mark because of Slack, what has been the impact in terms of creating community online? Because that's part of the discussions we've been having, well since last semester, but, and then over the summer, and, you know, the semester that, that is sometimes the, the hardest part, um, to, to keep and maintain. Like what, what has been your experience in that sense?

Um, gosh, I'd love to hear from my two colleagues on this too, so I'll try to speak really quick. I think that, um, the thing in my discipline that's been great about Slack is it just makes everybody's work really visible to everybody else's and they get excited about it. They're more excited about each other's work. And that's just like the nature of where they are in their journey. They're really always getting more excited about their peers work than like historical work or work of like practicing artists. And so, seeing it, being involved with it, cheering each other on, and learning from each other has been really helpful, to have this one digital place where that can happen. And I'll, I think I'll probably retain, I mean, definitely would retain all the Sakai stuff, but I'll probably retain use of Slack also when we go back to in person.

Katie, Jody, do you want to?

I think what Katie said about her use of VidGrid kind of connects a little bit too with what worked for me on WordPress, which, I mean, I think it just goes to show you that, like, it doesn't need to be like anyone, like one way to do it. Right? Um, but like if you, if you have a chance to go back to that Pressbook, I made him watch that video that my student Cody made. I think you'll really see how it builds community because he's doing this archeological illustration and he, he takes pictures of it and then he speeds them up. So, it's like, you could see him like manipulating it and he's like drawing and, and then he recorded an audio file over it where he's talking about the experience. And I encourage them not to just think about what an heirloom is, even though that was the main assignment, but to reflect on the whole experience of selecting one and what they chose and what it meant. And he, he talks about his like family and his culture and his experience. And I, it's really, um, you just feel this

connection with him. You can see his hands while he's working. And, um, and then the other students, you know, comment on, on those, like that's part of how WordPress works, which is available in other features as well. But as students comment on each other's posts, so other students are going in, they're watching that video, you know, then they're getting inspired to, to like maybe do something more similar on theirs. And I introduced that archeological illustration module into the class in part, because I knew we were going to be online. And I, I, I wanted to get them thinking about materiality and things and our connection to them and the whole, like all these kinds of philosophical premises of archeology. And when I've taught it before I've assigned essays. And on the one hand, I've actually never found the perfect essays for this. I should be writing something, but, um, it gets too heady for them. It's like too theory. They were like, they give me the finger. They get real annoyed with me about that unit. So, I was motivated to find some different ways to teach it. And I thought, "Oh my gosh, what if I did something totally analog on this?" Like, just get them out out, off the computer, away from text, and teach them to draw. Now I had to contract with someone because I don't actually know how to do it. I was learning too. I was like, well, wait, asking our expert that came in, like, how do you get the curvature? You know? But they liked that. They don't like surprise, surprise. They don't mind if you show that you're learning. Like they weren't like, "Oh, forget it. I'm dropping this class. She doesn't even know what she's doing." You know? Um, and any who, so you can see if you watch that video, how like, just thinking a little outside the box and like giving them, uh, assignments that allow them to bring their whole, their whole selves and show who they are, forms that community and that connection with each other. Um, and I do think video and audio are key here because you hear their voices, you see their faces. Um, yeah.

Great. Thank you, Jody. And thanks everyone. Uh, we are out of time, but this has been so wonderful. Thank you to the panelists. And thank you to Susan and Nick and everyone for attending. And, uh, watch for more communications on more of this sort of thing, and also more faculty development. So, thank you. Thank you. Bye everyone.