1119
03:08:50.170 --> 03:09:07.620
Chloë Brushwood Rose: Jeff, I wonder if you have thoughts about this, how mode of course delivery is a sort of element of program design more broadly, and if you have, yeah, some thoughts about that.

1120
03:09:07.860 --> 03:09:10.180
Jeff Harris: Yeah, I… to…

1121
03:09:10.630 --> 03:09:20.429
Jeff Harris: echo a bit of what Karin said. I think mode of delivery isn't really the starting question, it's more… more or less the ending question, and…

1122
03:09:21.490 --> 03:09:29.370
Jeff Harris: we really need to start by thinking about, okay, who are we designing this learning experience for? Who are…

1123
03:09:29.770 --> 03:09:46.490
Jeff Harris: our learners, what are… what are their needs? And I find, at least with myself, as an academic, I often default to designing something for myself, thinking about myself going through that, learning journey, but

1124
03:09:47.440 --> 03:09:55.910
Jeff Harris: I'm an academic, I became a professor, I'm an exception to the norm, so I need to think about who…

1125
03:09:56.450 --> 03:10:11.000
Jeff Harris: our student body is, or who our learners are that we're trying to cater to. And then from there, it's, well, what… what is the learning experience that we want to deliver? What does that look like, and what are…

1126
03:10:11.000 --> 03:10:20.340
Jeff Harris: our goals with that learning experience. And I think mode of delivery then follows after that. But sometimes we…

1127
03:10:20.350 --> 03:10:32.450
Jeff Harris: kind of jump into these detailed questions without thinking more holistically or bigger picture of who are we designing this for, and, you know, what should that experience look like?

1128
03:10:33.090 --> 03:10:35.630
Chloë Brushwood Rose: Yeah, that's wonderful.

1129
03:10:35.750 --> 03:10:37.909
Chloë Brushwood Rose: Neil, do you have thoughts you want to add?

1130
03:10:38.520 --> 03:10:40.210
Neil Buckley: Yeah, so…

1131
03:10:40.760 --> 03:11:04.440
Neil Buckley: I think they've said almost everything. So very comprehensive answers. I think I'll pick out a few things and go into detail and two that kind of speak to me the most. I do, I think I agree. It's best a program decision. Obviously at York it is kind of a program decision, right? But it's best a program decision not to be made course by course. But whenever you look at the program, you have to kind of look at it course by course after that through that lens.

1132
03:11:04.440 --> 03:11:20.329
Neil Buckley: And you really want to match the mode to your learners and what you're trying to achieve, right? So you may consider something in a foundational first-year course, that you wouldn't consider for, like, a fourth-year course, right? You might want to turn a first-year large class, and use a flipped classroom approach.

1133
03:11:20.330 --> 03:11:37.099
Neil Buckley: So that you get a more kind of intimate learning experience for your students, instead of just having every lecture in person in a super large group, and you can kind of achieve that there, right? And that may be best there, but maybe not elsewhere in your curriculum. So you want to make sure, you do that. The second point, though, I want to say is.

1134
03:11:37.100 --> 03:12:00.689
Neil Buckley: And on the access point, which is really important, is that access to a, you know, seat in the class or access to learning a topic isn't necessarily access to success. And so we have to be really careful that when we're trying to give our students access to a course or a part of our curriculum, we don't instantly assume that opening the access as wide as possible and the flexibility as large as possible will instantly mean that

1135
03:12:00.690 --> 03:12:20.920
Neil Buckley: That's gonna be access to that student being successful there. And we often find that students who require the most flexibility in their learning are often the students who have been found to also struggle the most online. So we have to be very careful there. But I'm gonna balance that on the other side by saying that

1136
03:12:20.920 --> 03:12:45.030
Neil Buckley: that while we have to be careful with kind of online offerings in accessibility there, we also need to, in some ways, if we're too guarded with our penchants for putting everything in person, we also need to loosen that up, right? So, I've heard many colleagues say that with AI tools being so rampant and used by students, that that kind of strengthens the case for having all in-person delivery.

1137
03:12:45.030 --> 03:13:01.609
Neil Buckley: and mode of delivery, but actually, I also look at it the other way, that, that although that may be true, we have to be especially concerned on access and equity concerns, that just because it may strengthen the case for in-person delivery, it doesn't trump it.

1138
03:13:01.610 --> 03:13:19.190
Neil Buckley: And we need to remember that there's… even in the world of AI use, there's going to be particular cases, particular courses, particular parts of the curriculum, where we still intentionally… I think this goes back to what Karin and Jeff were saying, we want to be intentional in where we use it, to where we want to use online delivery and not simply convert everything in person.

1139
03:13:19.430 --> 03:13:28.880
Chloë Brushwood Rose: yeah, that's… that… you've all given us so much to think about, and so I wonder then, Neil, maybe I'll start with you with this next question, is…

1140
03:13:28.940 --> 03:13:45.489
Chloë Brushwood Rose: So given all this, given these sort of considerations, and I really loved your distinction between access and success, I think that's very important. What advice or guidance would you give colleagues, or say a department, you know, a program.

1141
03:13:45.490 --> 03:13:57.919
Chloë Brushwood Rose: That is considering a change of mode of delivery

in mode of delivery of either a particular course or set of courses. Like what, what, yeah, what would you, what advice would you give them? Where would you want them to start?

1142
03:13:57.920 --> 03:14:21.700
Neil Buckley: Sure, yeah. First, when I look at the question, what comes to mind is we want to be really hesitant to change mode of delivery while a course is in progress. So, a course is a, you know, a course mode is a promise to students, right? We're telling them ahead of the term, this course will be blended, or online, or ONCA, or in-person lecture. So that is a real promise to students, and so we have to

1143
03:14:21.700 --> 03:14:46.699
Neil Buckley: be very careful in changing the mode during the course. Obviously, there are many cases where, due to emergencies, that may have to happen, and there's various routes for that. You know, it could be through workplace safety, to get it done officially. It could be just you're sick for one week and you talk to your chair or maybe your associate dean to get some feedback, but… but we need to be really sure about that. I think when it comes to planning it, though, when it comes to kind of planning, say, like, this course has always been offered in person.

1144
03:14:46.700 --> 03:14:49.050
Neil Buckley: Or maybe it's online and we're looking at changing that.

1145
03:14:49.050 --> 03:15:03.479
Neil Buckley: Going forward, I think what I would say is almost what was mentioned earlier is to say you want to look at the problem rather that you're trying to solve rather than say, and I'm an economist, so I'm going to say this, rather than looking at demand or supply.

1146
03:15:03.480 --> 03:15:17.400
Neil Buckley: So you don't want to say, well, our colleagues are asking for this mode, or you don't want to say students are asking for this mode. You really want to start with what's the problem that you're trying to solve, and that problem may be that students are having difficulty in this course.

1147
03:15:17.460 --> 03:15:42.360
Neil Buckley: And so we're… will a change of mode of delivery help with that? It may be, that this is something that's… that is maybe… there's no pre… maybe this is not a prerequisite, this course you're

looking at is not a prerequisite for other courses, and… but it's still important, right? And so maybe you're more open to having a more flexible, accessible online course delivery for that. So I'd say you definitely want to consider what the problem you're trying to solve, and then the next part is when you're trying to solve it.

1148
03:15:42.500 --> 03:16:06.399
Neil Buckley: Take… plan for, like, the worst case scenario, not just the best case scenario. So plan for, kind of, the floor of what could happen, rather than the ceiling. And as we know, like, sometimes we have the best of intentions. You get a mode of delivery that's set, but then what happens after that, we have no control over, right? And even no control over as an instructor, because sometimes you have an instructor who's the only person who's taught that course for, say.

1149
03:16:06.400 --> 03:16:31.399
Neil Buckley: 3 or 4 years, but then you go on sabbatical, or your interests change, and you start teaching something else, and another colleague comes in, and really, once the mode is set, that's all that's set, and, you know, if that ends up being synchronous or asynchronous, if it turns out to simply putting what was… used to be lectured, putting into online videos, versus, you know, changing a course entirely to make it more active learning, whether that's online or in person, we have very little control over that. So I would just say.

1150
03:16:31.400 --> 03:16:38.890
Neil Buckley: When you're thinking about that change, think about all those details in the background and plan for the worst outcome, not only the best outcome.

1151
03:16:38.890 --> 03:16:56.470
Chloë Brushwood Rose: Yeah, so part of planning is also the willingness to reflect afterwards, maybe, about how it went. Yeah, yeah. Jeff, do you have thoughts about what kind of advice you would give, or maybe you give colleagues when they're thinking about making this kind of change?

1152
03:16:56.920 --> 03:17:03.699
Jeff Harris: I think at a programme level, it's important to think about how the different pieces fit together, not just.

1153
03:17:04.230 --> 03:17:08.060
Jeff Harris: Course by course, individually, how it looks.

1154
03:17:08.520 --> 03:17:13.960
Jeff Harris: For example, we probably don't want to design something where students have a

1155
03:17:14.070 --> 03:17:20.810
Jeff Harris: on-campus class at 10:30, and then an online class at 11:30, and then an on…

1156
03:17:21.400 --> 03:17:27.470
Jeff Harris: in-person class at 12.30 again. And… and with…

1157
03:17:27.590 --> 03:17:43.819
Jeff Harris: the blended version of first-year engineering we created, we made it so, three days are on campus, and then there's two days that are fully synchronous. And doing it with that intentionality into

1158
03:17:44.020 --> 03:17:57.000
Jeff Harris: how the courses fit together, but also how the schedule's done, creates that. So, oh, well, we've been able to reduce the amount of time students spend commuting, because that was… that was something we heard from our… from our students.

1159
03:17:57.310 --> 03:18:03.920
Jeff Harris: So thinking not just course by course, but also thinking about that big picture.

1160
03:18:04.090 --> 03:18:08.909
Jeff Harris: How the things fit together. And then when you're moving into…

1161
03:18:09.140 --> 03:18:26.570
Jeff Harris: designing those learning experiences at a program level, think of what best practices are we going to take advantage of, and how do we make sure those are really easily accessible to the people developing and teaching those courses? And it might just be, like.

1162
03:18:26.730 --> 03:18:37.999
Jeff Harris: Okay, here's… here's a link with best practices for creating online videos, and it's… well, keep it to 7 to 9 minutes, and… and, you know, have…

1163
03:18:38.000 --> 03:18:47.779
Jeff Harris: formative assessment built in and things like that. But just centering those for the people doing the work makes it really easy to implement those things.

1164
03:18:49.130 --> 03:19:06.659
Chloë Brushwood Rose: Yeah, one of the things that strikes me about how you describe the block model is that it's… it doesn't just take into account the pedagogy in the course, but, like, the community building as well, so that people are on campus the same days, and they're at home the same days, which allows students to really connect with each other when they're

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03:19:06.660 --> 03:19:10.530
Chloë Brushwood Rose: When they're on campus, instead of sitting somewhere on a computer and not…

1166
03:19:10.580 --> 03:19:13.770
Chloë Brushwood Rose: interacting, and so I think that's also really important.

1167
03:19:14.010 --> 03:19:26.839
Chloë Brushwood Rose: Karin, to kind of pick up where Jeff left off, are there some particularly effective strategies that you're using in your faculty to, support flexibility in course design? Are there…

1168
03:19:26.920 --> 03:19:36.499
Chloë Brushwood Rose: Yeah. Are there things you can offer maybe, when courses are proposed or tools and resources you're providing or, yeah.

1169
03:19:36.500 --> 03:19:50.640
Karin Page-Cutrara: Yeah, so, yeah, so in addition to, you know, the information that we've heard so far, there's some specific strategies that we can, you know, support our colleagues with in terms of

1170
03:19:50.640 --> 03:20:02.520
Karin Page-Cutrara: you know, operationalizing their ideas, if everything lines up, and if they, you know, have the data, and they understand the program structure, and the schedule, and the student needs, and everything else.

1171
03:20:02.520 --> 03:20:14.190
Karin Page-Cutrara: So, I'm from the Faculty of Health, and, we actually have a particular, curriculum form to fill out that is specific to mode of delivery.

1172
03:20:14.270 --> 03:20:34.039
Karin Page-Cutrara: So, you know, this is, supportive of, programs, that, you know, have established courses that are only offered in one mode, for instance, and they just want to add another mode, not change it completely, but, you know, they acknowledge that when considering their

1173
03:20:34.180 --> 03:20:42.460
Karin Page-Cutrara: Course learning outcomes, for instance, in a particular course, and how that course relates to other, you know, program requirements.

1174
03:20:42.520 --> 03:20:57.529
Karin Page-Cutrara: that it would be appropriate to offer it, you know, and it's flexible enough, the learning outcomes are flexible enough that they can be met in different modes. So, you know, they could provide a rationale, etc. So we have a specific form for that, because

1175
03:20:57.530 --> 03:21:14.500
Karin Page-Cutrara: It was actually before and then after the pandemic, it became, you know, more, more popular to fill in the form like that, because people had experimented and realized, hey, you know, I… this… this course is something that, you know, we have some flexibility for students, so…

1176
03:21:14.500 --> 03:21:24.940
Karin Page-Cutrara: So that is kind of a… kind of a very operational, piece, but, and I'm sure my, colleagues here will have more to say about.

1177
03:21:24.940 --> 03:21:44.419
Karin Page-Cutrara: AI, in terms of effective strategies, perhaps, but just in terms of flexible pedagogy, you know, offering multiple formats, for instance, for learning activities, whether it's an in-person or an online, or, you know, offering flexibility in how students participate.

1178
03:21:44.420 --> 03:22:01.629
Karin Page-Cutrara: We have, guidelines for faculty members who want to change in terms of deadlines to submit requests, so that, you know, they're on track, and they don't have to wait, or they miss a deadline, or they're disappointed that a course can't be mounted in the way they had envisioned.

1179
03:22:01.660 --> 03:22:06.279
Karin Page-Cutrara: You know, so that helps programs, plan and course planning.

1180
03:22:06.420 --> 03:22:19.940
Karin Page-Cutrara: And so we provide deadlines, to everybody about that. And, just, you know, designing course materials that are, accessible online, etc, can help. Supporting.

1181
03:22:19.940 --> 03:22:29.490
Karin Page-Cutrara: developing the skills of instructors, is important too, and I can't… that kind of, Jeff was mentioning that, I think, a little bit earlier, but that supports

1182
03:22:29.500 --> 03:22:32.750
Karin Page-Cutrara: The student success, in terms of the access.

1183
03:22:32.750 --> 03:22:33.969
Karin Page-Cutrara: As well.

1184
03:22:33.970 --> 03:22:58.479
Karin Page-Cutrara: And, yeah, and that using that… the technology, and the learning management systems to their full capacity. I think, some of the features of eClass can… are overlooked sometimes, so, you know, they can be very helpful as well. And then, you know, just gathering student feedback and using it to validate changes, in course structure and modes of delivery, of course, and that can be done.

1185
03:22:58.710 --> 03:23:04.109
Karin Page-Cutrara: At a course level, it can also be done at a programmatic level as well, and that supports.

1186
03:23:04.550 --> 03:23:10.109
Karin Page-Cutrara: You know, program review and, and other processes

as well for quality.

1187
03:23:12.000 --> 03:23:19.819
Chloë Brushwood Rose: Wonderful. Neil, are there particularly effective strategies you're using in LANPS to support this kind of flexibility?

1188
03:23:20.170 --> 03:23:31.110
Neil Buckley: Yeah, I think in some cases, we kind of start with, don't always assume that for flexibility, you need to automatically go to a change of mode of delivery.

1189
03:23:31.110 --> 03:23:56.030
Neil Buckley: Sometimes when you're looking for flexibility in terms of the delivery, you can sometimes do it within your chosen mode. So not all learning in an in-person course occurs in person. Many of our colleagues for years have done this, but where you've moved some of your learning activities purposely in your in-person course, but you put them online to occur outside of class.

1190
03:23:56.030 --> 03:24:08.349
Neil Buckley: I think also the same occurs with online learning, right? Don't always assume that an online course has to be purely online. We obviously… one… a good example of that is our ONCA designation, right, where we can have, purposely some of our assessments in person.

1191
03:24:08.350 --> 03:24:32.459
Neil Buckley: So I think that's really important to remember. So don't necessarily think it has to be a change of mode of delivery, but then, obviously, we can go into many of the supports that Karin mentioned a second ago, once we think we need to do a change of mode of delivery, and there's many ways that we support in the same way. So I won't reiterate what you're saying, Karin. And then I'll also mention that something else that's really important, I think, when you're considering, you know, having some flexibility to change.

1192
03:24:32.460 --> 03:24:49.379
Neil Buckley: is also to take a look at your data to find out, again, what, you know, what might be the best mode of delivery to change to. Like, if it's not currently working, I think what you need to do is, first of all, look at the data. One thing that we do have access to at York is looking at, like, drop withdrawal failure weights.

1193
03:24:49.380 --> 03:25:12.079
Neil Buckley: We often look at that in our faculty to guide where there might be issues in some courses and maybe not in others, and if a course has a high number of students dropping it before they even get to the start of the course, or withdrawing from it late, or failing it, that's where usually, you know, we can add support, and especially some units may not have their eye on that all the time, because there's so much going on, that in the dean's office, we can kind of help

1194
03:25:12.080 --> 03:25:37.040
Neil Buckley: share some of that information, and colleagues can look into that, and that could sometimes give that little bit of push to say, we were thinking about changing the Motor Delivery for this course to kind of better fit our learning objectives, and now we have some good kind of data to do that. So, you know, we can often help in the Dean's office to get some of that data for colleagues, if they're interested. And then the last little bit I'll just say is, is, yeah, as Karin was kind of pointing to, we really do kind of

1195
03:25:37.040 --> 03:26:01.590
Neil Buckley: And most units tell us this, you know, from instructors, they need a justified kind of rationale for why the course is changing in a certain way. We have to be very intentional, as Jeff was saying here. Very often, I think we can fairly say that we have a large number of our courses that maybe aren't in the optimal mode right now, and also they could be in the optimal mode now, but the way students learn changes.

1196
03:26:01.590 --> 03:26:02.240
Neil Buckley: And so…

1197
03:26:02.240 --> 03:26:02.560
Chloë Brushwood Rose: Okay.

1198
03:26:02.560 --> 03:26:25.210
Neil Buckley: We can't just rest on our laurels and assume that what works now will work in 5 years, or what worked 5 years ago is working now. So I think we need to, as we go through that process of constant renewal, we need to keep in mind, okay, why are we changing again? Get some data to back that up, and that kind of helps fill out those forms that we all need to fill out for good reason to kind of see why we're changing this, which helps get our collegial approval that we need for this.

1199
03:26:27.750 --> 03:26:33.979
Chloë Brushwood Rose: Yeah, that's wonderful. Jeff, you mentioned in your last answer some of the resources.

1200
03:26:34.160 --> 03:26:42.040
Chloë Brushwood Rose: that sort of support this. Can you speak to some of those or some of the other effective strategies you see at work in Lausanne?

1201
03:26:44.480 --> 03:26:46.530
Jeff Harris: One of the things that we're…

1202
03:26:47.530 --> 03:26:55.459
Jeff Harris: using when we're designing out some of our courses is a focus on threshold concepts. So these

1203
03:26:55.740 --> 03:27:04.390
Jeff Harris: transformative ideas that really change how students think about the subject. And then, you know, people say it's like…

1204
03:27:04.760 --> 03:27:21.459
Jeff Harris: riding a bike, once you learn it, you can't unlearn it. And those are really the critical learning moments, and if we can identify what those are for a particular learning module or a course, and design around that.

1205
03:27:22.130 --> 03:27:25.950
Jeff Harris: That's something that we're trying to focus on.

1206
03:27:26.160 --> 03:27:27.130
Jeff Harris: We have…

1207
03:27:27.640 --> 03:27:39.009
Jeff Harris: others using competency-based assessment in their courses, that provides some flexibility. So, with a competency-based approach, it's not…

1208
03:27:39.560 --> 03:27:41.610
Jeff Harris: So important that you…

1209
03:27:41.670 --> 03:28:01.049
Jeff Harris: get whatever competency at the time… at a particular moment in the term, but by the end of the course, you have to achieve that competency. And how do you design your assessment around that? And then, universal design for learning is another piece I think a lot of us are familiar with, and…

1210
03:28:01.220 --> 03:28:09.369
Jeff Harris: Using that framework, where are there opportunities to provide flexibility for students, or.

1211
03:28:10.500 --> 03:28:15.309
Jeff Harris: The adaptability built into the course design at the outset.

1212
03:28:17.270 --> 03:28:28.090
Chloë Brushwood Rose: Jeff, I'm going to ask you to speak a bit more maybe to that last point. Can you talk a bit about how you see universal design intersecting with mode of course delivery?

1213
03:28:28.710 --> 03:28:33.779
Chloë Brushwood Rose: How they… support each other? Is there… is there a way to kind of…

1214
03:28:34.390 --> 03:28:37.739
Chloë Brushwood Rose: articulate that? Is there… do you see examples of that?

1215
03:28:39.230 --> 03:28:45.430
Jeff Harris: Mmm… Sometimes, when it comes to…

1216
03:28:47.290 --> 03:28:55.619
Jeff Harris: certain types of types of assessments, having different pathways available for students. And and

1217
03:28:56.220 --> 03:29:06.939
Jeff Harris: courses I've taught, I've given choice, or students a choice between a written exam and an oral exam, for example, and it's a bit nerve-wracking thinking, well, what if

1218
03:29:06.940 --> 03:29:18.219
Jeff Harris: 100 students pick the oral exam, but in practice, few students actually do. And those who do are often, ones who maybe struggle with

1219
03:29:18.430 --> 03:29:24.579
Jeff Harris: the physical mechanics of writing in terms of motor skills and that kind of thing.

1220
03:29:26.090 --> 03:29:27.420
Jeff Harris: And, and…

1221
03:29:31.000 --> 03:29:35.439
Jeff Harris: Sometimes I think Blended, or different height?

1222
03:29:35.550 --> 03:29:44.700
Jeff Harris: Flex or hybrid approaches, can provide students different opportunities of engaging with that learning material.

1223
03:29:46.000 --> 03:29:46.700
Chloë Brushwood Rose: Mmhm.

1224
03:29:46.700 --> 03:29:49.390
Jeff Harris: For example, if you have

1225
03:29:50.010 --> 03:30:00.709
Jeff Harris: something like this panel, we're recording it. Maybe that'll get posted somewhere, and those who couldn't engage right now, might be able to engage at another time.

1226
03:30:02.100 --> 03:30:07.529
Chloë Brushwood Rose: Yeah, this sort of connects in a way, Neil, to what you said about, you know, that

1227
03:30:08.090 --> 03:30:22.029
Chloë Brushwood Rose: just because you're… you've sort of selected one mode of course delivery doesn't mean you can't use other modes for communicating or assessing at your disposal without it necessarily becoming a blended course. Like, it might still be an in-person course, and so…

1228
03:30:22.110 --> 03:30:39.169
Chloë Brushwood Rose: I wonder if, if you have, Neil, have thoughts about that. And maybe also, I wonder how this relates to your comment about AI and online pedagogy and whether universal design can, like, mitigate that in some way. Like, is there a way to be creative with online pedagogy to mitigate that?

1229
03:30:39.630 --> 03:30:40.190
Chloë Brushwood Rose: Yeah.

1230
03:30:40.190 --> 03:30:41.220
Neil Buckley: Yeah.

1231
03:30:41.220 --> 03:30:45.090
Chloë Brushwood Rose: And if you have the answer, we'll give you a million dollars.

1232
03:30:45.090 --> 03:30:51.020
Neil Buckley: I was just gonna say, this is the million dollar question, and I don't have the answer. I think there's a few things, right?

1233
03:30:52.080 --> 03:31:12.300
Neil Buckley: like, in one sense, you know, we want to be careful about some things. Many, many colleagues kind of feel that in-person exams are kind of currently more trustworthy with things like AI out there than, say, take-home work, right? That would then lead them to maybe support more ONCA kind of offerings. We then.

1234
03:31:12.300 --> 03:31:37.299
Neil Buckley: need to realize, though, that doing that would probably mean that we're putting more in, like, final exams than we used to in terms of take-home work, and then as you put more weight onto final exams, that creates another issue, right? Often a foreseen one that we can foresee is that it's going to put more weight on that, will cause students more to cram at the end, and possibly fall behind during, you know, the time when they would have been doing some of that take-home work, they fall behind.

1235
03:31:37.300 --> 03:32:02.180
Neil Buckley: They just leave it to the end and cram. And then that

way, you know, for a kind of universal design for learning, what we'd really want to do is find some way to build in weekly accountability in any mode you use, right? You want to make sure that's kind of, again, for UDL to be accessible or at least have multiple modes of contact. Maybe you can speak to what Jeffrey, you're kind of speaking to a little bit where students can opt into different modes of things. I do hear a lot.

1236
03:32:02.180 --> 03:32:25.659
Neil Buckley: of people bring up the idea of oral examinations more now in the age of AI than I heard 5, 10 years ago, but I also hear from our students that that mode makes them… that… those types of assessments make them very nervous, right? I also… my wife did her undergraduate in Italy, and the entire Italian university system is built on oral examinations for every course, so some, you know, some…

1237
03:32:25.660 --> 03:32:50.429
Neil Buckley: when it's the norm, when it's the norm, it's not necessarily a problem, but it's not the norm here, and so I think, ultimately, what I've learned is that we can't… any problem we try to solve by doing something, we're likely creating a new issue, so we kind of have to… you can't solve anything piecemeal. You can't just say, well, this one thing will solve that problem, and this other thing will solve this other problem, because as we institute measures, we create new problems. So you need to have a

1238
03:32:50.430 --> 03:33:00.669
Neil Buckley: a kind of holistic strategy to deal with this, and I really do believe, like, almost everything in life, like, moderation is the answer. We need a little bit of everything. That helps offset

1239
03:33:00.690 --> 03:33:23.470
Neil Buckley: offsets any kind of, strategic, wide-scale, imbalance of students doing one thing or the other, and so… so I think as part of the, you know, university design for learning question, I would say we want to… we want to take a kind of moderate approach of having some in-person, some online, some take-home, some discussions, some group work, some individual work, and

1240
03:33:23.470 --> 03:33:27.309
Neil Buckley: And somehow we all have to be masters at that to make that work perfectly.

1241
03:33:27.790 --> 03:33:35.530

Chloë Brushwood Rose: Well, it kind of leads us background to the sort of program focus, like having this holistic view of the Karin, did you want to weigh in on this?

1242
03:33:35.680 --> 03:33:53.980
Karin Page-Cutrara: Yeah, I just… I thought up… yeah, I like what my colleagues are saying, and I just want to offer, a distinction between the modes of course delivery and modes for learning. And those are… those are… they're related for sure, you know, we've heard that.

1243
03:33:53.980 --> 03:34:03.500
Karin Page-Cutrara: But they are two different things, and that's the reason why you can have the variation within the mode that a course is offered in. Right. Because they're really two different things.

1244
03:34:03.500 --> 03:34:11.990
Karin Page-Cutrara: Right? So, I mean, if people are thinking and confused about, well, I've got an online course, and then I can do different… you know, they are two distinct

1245
03:34:11.990 --> 03:34:13.250
Karin Page-Cutrara: you know.

1246
03:34:13.250 --> 03:34:36.220
Karin Page-Cutrara: activities and concepts. So, yeah, but that's a good thing, because then, you know, like we've observed, if you have an online course, or if you have an in-person course, you can have online elements in that, or asynchronous elements in that, and that gives the flexibility within a seemingly inflexible in-person course.

1247
03:34:36.380 --> 03:34:47.709
Karin Page-Cutrara: Right? So, so there's lots of opportunity, I think, to think about, modes of learning within these various modes of course delivery.

1248
03:34:48.860 --> 03:34:49.710
Chloë Brushwood Rose: Mmhm.

1249
03:34:50.140 --> 03:34:58.279
Chloë Brushwood Rose: Yeah, that's a helpful distinction. Thank you, that's great. So Karen, I'm gonna stay with you for this next question. So.

1250
03:34:59.200 --> 03:35:16.990
Chloë Brushwood Rose: what… so we talked a bit about what advice or guidance you would give, kind of, a group of colleagues or a program thinking about changing a mode of delivery, part of their program or set of courses, but I know that we have lots of individual instructors in the… watching this panel, and I wonder what advice you might give

1251
03:35:16.990 --> 03:35:21.439
Chloë Brushwood Rose: an individual instructor who feels that their course might benefit from

1252
03:35:21.660 --> 03:35:31.610
Chloë Brushwood Rose: from another, as you said, additional mode of delivery, like being able to offer the course that way. And because I think instructors often don't really know where to begin or what the.

1253
03:35:31.610 --> 03:35:32.100
Karin Page-Cutrara: first-step.

1254
03:35:32.100 --> 03:35:35.760
Chloë Brushwood Rose: Should be if they're interested in exploring that.

1255
03:35:36.130 --> 03:35:37.560
Karin Page-Cutrara: Sure.

1256
03:35:37.620 --> 03:35:41.680
Karin Page-Cutrara: So, you know, I think we've heard a lot of, of…

1257
03:35:41.680 --> 03:35:57.850
Karin Page-Cutrara: kind of ideas so far that could help instructors with that, but, you know, if there's an individual who is thinking, yeah, this course I'm teaching, you know, I could see it blended. Do we have to be here every week? No, you know, that kind of thing. So, I think, you know, there's.

1258
03:35:57.990 --> 03:36:14.859
Karin Page-Cutrara: there's some resources that, will soon be available, that have suggested criteria, in a guideline as a start, and instructors can, refer to that. But, you know, if they're thinking

about making a change.

1259
03:36:14.860 --> 03:36:21.079
Karin Page-Cutrara: You know, they're probably thinking about it because they've heard feedback from their own students, for starters, you know, in the classroom.

1260
03:36:21.080 --> 03:36:39.589
Karin Page-Cutrara: They could, you know, look at their course learning outcomes and see if it's possible, the way that they're worded. And also seek, you know, feedback from other colleagues who might have taught the course as well, to see if, you know, their perception is, you know.

1261
03:36:39.590 --> 03:36:39.910
Chloë Brushwood Rose: Mmm.

1262
03:36:39.910 --> 03:36:49.449
Karin Page-Cutrara: They're looking at it with blinders on, or they're biased in some way, and so that can help to talk to colleagues in relation to their interpretation of the course learning outcomes.

1263
03:36:49.520 --> 03:36:53.779
Karin Page-Cutrara: And… and then you can think of, you know, can it…

1264
03:36:53.840 --> 03:37:10.889
Karin Page-Cutrara: be offered using online platforms, electronic communication strategies only, you know, with reference to online resources, do students benefit from being at a distance, for instance? Time away to reflect? Can…

1265
03:37:10.890 --> 03:37:16.459
Karin Page-Cutrara: graded assessment for feedback and evaluations be given online or electronically.

1266
03:37:16.460 --> 03:37:20.460
Karin Page-Cutrara: You know? And, you know, things like…

1267
03:37:20.530 --> 03:37:38.129
Karin Page-Cutrara: clear and, consistent or constructive, meaningful feedback, can that be done in a timely manner, or do you have to be,

you know, on campus or what have you, and appointments and face-to-face consultations? So if… if a course can be, you know, delivered in a different mode, again.

1268
03:37:38.260 --> 03:37:46.799
Karin Page-Cutrara: you know, there's more things to consider, synchronous, asynchronous, ONCA, you know, we've talked about that, and

1269
03:37:47.080 --> 03:38:04.219
Karin Page-Cutrara: Yeah, and so, you know, that thinking process is, like, the first piece of advice, and then, again, it's not only check with your colleagues, but then go to your undergraduate program director, your graduate program director, who will have that big picture that we talked about, you know, at the start of.

1270
03:38:04.220 --> 03:38:13.360
Karin Page-Cutrara: Of our questions here, particularly if it's a required course, for that, you know, kind of holistic view of the program.

1271
03:38:13.680 --> 03:38:32.030
Karin Page-Cutrara: if there's deadlines involved, or, you know, what timeline are we looking at? You know, how frequently is the course offered? How much time do I have to, you know, to make this change, if it's important that way to the program? Yeah, and just thinking about, will it complement the program overall?

1272
03:38:32.300 --> 03:38:43.960
Karin Page-Cutrara: So, and even if it's an elective course, you know, electives should complement the program, and complement the program, the students' interests, who are enrolled in the program. So, yeah, so…

1273
03:38:44.510 --> 03:38:45.489
Karin Page-Cutrara: Things about that.

1274
03:38:46.500 --> 03:39:01.450
Chloë Brushwood Rose: Neil, I wonder if you have any additional thoughts, and that comment about the electives made me think, you know, is there different advice if it's a core required course, for example, than an elective course? How does that play into things?

1275
03:39:01.740 --> 03:39:02.840
Neil Buckley: Yeah.

1276
03:39:02.990 --> 03:39:17.120
Neil Buckley: It's a difficult… it's a difficult thing that I found within LAMPS, at least, which is we very often would like to make our core course plannings more accessible, right, or flexible, and so it's often one of the first places we initially think of

1277
03:39:17.120 --> 03:39:20.209
Neil Buckley: Of changing the mode of delivery to something other than in person.

1278
03:39:20.210 --> 03:39:44.430
Neil Buckley: Right. Because it's, it's the, it's the core of our, of our, of our disciplines. But very often what we see in the literature especially too is, is that the opposite is recommended, right? Is that and also what we hear from students. So in speaking to students about this topic of the last few years, probably the most common thing I hear is they're looking for in person. This is again just anecdotal, but students telling me they, they really like in person learning for their kind of core requirements and for any prerequisites.

1279
03:39:44.490 --> 03:39:56.190
Neil Buckley: Because they know they're going to kind of have a better chance of learning it, but they love the flexibility of online learning for their electives. And so it's kind of the opposite of ways in which I heard, and even my own self thought about this years ago.

1280
03:39:56.190 --> 03:40:21.169
Neil Buckley: Where I thought the opposite would be best for accessibility, I actually think now what I'm hearing is that it works this way. So I think we need to be, and again, with everything here, we just need to be intentional as we begin to work through it. And also, the solution for one discipline may be slightly different for another discipline, we need to remember. So, what I found useful in kind of giving advice to individual instructors is start with your learning objectives, and then ask, you know, which of these really require

1281
03:40:21.170 --> 03:40:22.490
Neil Buckley: in person.

1282
03:40:22.490 --> 03:40:46.650
Neil Buckley: Right? Discussions or, you know, work, and then which, you know, not only can be done online, but actually that they think can effectively be done online, where they won't lose students through disengagement. Because I think sometimes we think, oh, I'll just put, like, the foundational part where I used to lecture, I'll just move that online, because that's easy to move online, but unfortunately, what I've also been hearing from students is.

1283
03:40:46.650 --> 03:40:52.770
Neil Buckley: That's stuff they find boring, and they often disconnect from it, they get disengaged, and then when it comes to, say, a midterm.

1284
03:40:52.770 --> 03:41:15.909
Neil Buckley: it's clear that, oh, they haven't really watched all those videos, right? Whereas, you know, it's not quite as bad as if it had been in person, because they probably would have attended every week, right? And, so we need to be just intentional, and I think that can really help us with blended courses, and I really do… we have this, we have this, opportunity, I think, to do better out in blended courses at York. It's fairly difficult for us to plan them and schedule them, right? It's difficult.

1285
03:41:15.910 --> 03:41:40.009
Neil Buckley: to know on a course-by-course basis what's… what component's in person and what component's done outside a classroom, etc. But I do think we have this opportunity to be more effective in our learning with blended courses, because some things are better suited in each of these arenas. But I do worry… so two things I'm going to mention that I've heard from colleagues share to me, and they say, Neil, I wish I knew this earlier. So I'll share it here in case I have any effect on this, which is students have said when… I mean, colleagues have said they really wish

1286
03:41:40.010 --> 03:42:04.040
Neil Buckley: that they knew that how much students would disengage with online learning, because they thought they were making it easier for them, but some of the things they moved online didn't make it easier for students to engage. The students lost engagement, they then found it difficult to catch up in the course later on, and so at the end of the course, they couldn't show any, you know, they didn't meet the learning objectives as well as they used to when the course was completely in person. So they said, I wish I had known that my students would disengage and

1287
03:42:04.040 --> 03:42:29.019
Neil Buckley: even though they were given this flexibility, it was almost too much flexibility for them. The other part is to do with online courses and AI that they said, "Wow, I just didn't realize such a large portion." Like, so they said, "My course moved online. It's been okay for a couple years, but just just recently, I'm shocked by how many students are cheating or using AI." And I can give two examples. One is we've been seeing a large a large number of

1288
03:42:29.020 --> 03:42:53.420
Neil Buckley: cases where students simply crowdsource the answer. So they don't even use AI, they just do the assignment altogether, or they do the quiz, the online quiz altogether. They could have done this before. We've had take-home assignments for decades, but for some reason it's more and more popular. Definitely, and I think definitely hearing this with online, with like ONLN courses where they have online tests and quizzes.

1289
03:42:53.460 --> 03:43:01.000
Neil Buckley: And they just say, like, all the answers, they don't really necessarily even look like ChatGPT, they just look like they're all the same.

1290
03:43:01.000 --> 03:43:16.419
Neil Buckley: And so I think… and they said, again, I wish I'd known this, because they can't change the mode of delivery halfway through the course, and very often those colleagues have said, if I was aware that there was so much crowdsourcing of answers, and so much AI use in anything that's involved in online courses, and they said that.

1291
03:43:16.420 --> 03:43:30.490
Neil Buckley: they share with me that it's more than what was happening in person, because in person, they still have these take-home essays, but they find that when it's online, they're sharing with me that they think it's the lack of engagement, the fact that they don't meet in person every week.

1292
03:43:30.490 --> 03:43:54.159
Neil Buckley: that the students disengage with the course, so they're more likely to hand off the learning to an AI, or hand off the learning to a crowdsourced group than they were before. One of the terms that I've been hearing lately, which I think describes this, is we're used to kind of cognitive offloading. You know, in the past,

cognitive offloading, you just kind of take one small part of the task and hand it over to, like, a calculator or a spell check.

1293
03:43:54.160 --> 03:44:05.310
Neil Buckley: But you remain in control of the thought process. And cognitive offloading is not that big of a deal. In fact, that's what we expect them to do once they get a career and they finish their university degree. But what we're seeing now is cognitive surrender.

1294
03:44:05.310 --> 03:44:27.949
Neil Buckley: They are surrendering the entire cognitive process to the AI, or to the tool, or to the group think, or, you know, crowdsourced answers, and that's an issue, because they're no longer learning, they're no longer taking… keeping control of the cognitive process of thinking, and they're just willing to give up and say, I know even the AIs aren't 100% correct, but I'll be happy with an 80% answer.

1295
03:44:27.950 --> 03:44:28.760
Chloë Brushwood Rose: herself.

1296
03:44:28.760 --> 03:44:53.759
Neil Buckley: I think that's what we need to kind of, master a little bit more, and that's… that's… so my… my advice would be just realize that when you put something online, you're gonna find these things. I'm not saying we shouldn't put things online, because I think we… I will also say we don't want to move everything in person, because we're not going to be encouraging deep thinking that way, and we're going to be putting too much pressure on these, like, one or two things that happen in person each year, so there's going to be rampant cheating because of that. So, we just need.

1297
03:44:53.760 --> 03:45:06.240
Neil Buckley: We need to just remember these types of incentives we're creating whenever we create these things, so that we're not shocked by the outcome, so that whenever we see the outcome, we're like, yep, this is what we thought, but it's done intentionally for a good reason.

1298
03:45:06.510 --> 03:45:07.140
Chloë Brushwood Rose: Right.

1299
03:45:07.300 --> 03:45:15.260

Chloë Brushwood Rose: Yeah, your answer makes me think about just how, I don't know if anyone else noticed this, but how much teaching changed when WhatsApp

1300
03:45:15.390 --> 03:45:22.789
Chloë Brushwood Rose: emerged, like, the course, the class WhatsApp group, like, all classes suddenly had WhatsApp groups, and it just…

1301
03:45:23.060 --> 03:45:39.539
Chloë Brushwood Rose: You know, students would come in, and it was clear they had had a whole conversation about something, and then they'd kind of bring you their… the group problem, and it was just, like, -oh. You know, so that's obviously still happening online.

1302
03:45:39.600 --> 03:45:59.529
Chloë Brushwood Rose: Jeff, I wonder if you… I can ask you to take a kind of different angle to this question of what advice you'd give an instructor. You talked about the block model, where you're using these different modes in really creative and thoughtful ways, and I wonder if there's specific advice about teaching that you would give an individual instructor who's thinking about.

1303
03:45:59.550 --> 03:46:14.080
Chloë Brushwood Rose: thinking about, yeah, that their course might benefit from a different kind of mode for delivery, and yeah, maybe to sort of the other side of some of what Neil raises. Like, are there… are there things we can share with each other about how best

1304
03:46:14.110 --> 03:46:24.720
Chloë Brushwood Rose: like, what are some of the you know things you've learned about the best ways to to teach online versus in person and in the in the block model, or in

1305
03:46:24.870 --> 03:46:26.350
Chloë Brushwood Rose: you know, pedagogy.

1306
03:46:26.920 --> 03:46:38.559
Jeff Harris: I I think One of the messages that I would share is try something. Try something. Do…

1307
03:46:38.700 --> 03:46:43.180
Jeff Harris: An experiment, and keep it small to start, and…

1308
03:46:43.560 --> 03:46:49.420
Jeff Harris: It might not even be something you want to ask permission for, but you…

1309
03:46:49.470 --> 03:46:59.830
Jeff Harris: want to talk with your colleagues to get some ideas, but you might just say to your students, hey, I've been thinking about this course we're in, and I think it might be…

1310
03:46:59.830 --> 03:47:09.790
Jeff Harris: Great to teach this in a different way. We're going to try that for the next week. And at the end of this week, I want you to tell me what you think about it. And then…

1311
03:47:09.790 --> 03:47:28.949
Jeff Harris: you can get a little bit of experience, but you're keeping that to one week. So if it goes completely off the rails, it's contained. But if it goes well, you have the evidence then to go to your UPD, or your department chair, or your associate dean, to say, hey, I want to change this course, here's

1312
03:47:28.950 --> 03:47:32.599
Jeff Harris: the little bit of evidence that I had that it could really work.

1313
03:47:33.720 --> 03:47:41.079
Jeff Harris: Because… Change is hard in higher education, and… We have…

1314
03:47:41.690 --> 03:47:55.760
Jeff Harris: There are courses that are approved in a certain mode of delivery, and if we want to change it, we'll need some pretty strong rationale. Even though a lot of the courses, when they were originally approved, there was no rationale for the mode of delivery behind it.

1315
03:47:55.760 --> 03:47:56.190
Chloë Brushwood Rose: It.

1316
03:47:56.190 --> 03:48:02.290
Jeff Harris: was just, well, this is going to be an online course, or

this is going to be an in-person course. There's no…

1317
03:48:02.800 --> 03:48:05.280
Jeff Harris: Strong rationale given.

1318
03:48:05.470 --> 03:48:19.369
Jeff Harris: when it was approved, but now if I want to change it, I'm going to need to give a really strong rationale. So having a bit of evidence, a bit of self-reflection, and a bit of that experience, I think can go a long way.

1319
03:48:20.360 --> 03:48:31.669
Chloë Brushwood Rose: Yeah, I love that idea of experimenting, and I also love how you framed inviting students into that experiment. That, you know, keeping students engaged, I think, is about

1320
03:48:31.670 --> 03:48:46.180
Chloë Brushwood Rose: you know, always reminding them what you're doing is relational, like, it's a group process, it's not just you doing something that they are subjected to, you know, which is often what it gets reduced to, so I love that idea.

1321
03:48:46.180 --> 03:48:55.090
Jeff Harris: Yeah, and if you have a multi-section course, a lot of those first-year courses have many sections. If you have some colleagues and say, "Well.

1322
03:48:55.090 --> 03:49:09.119
Jeff Harris: the three of us are all teaching this course. Let's… let's each try to do this for a different week, and then we're kind of going through it together, and we can share notes, with… with each other on what works and what doesn't. And then you feel a bit of…

1323
03:49:09.210 --> 03:49:14.559
Jeff Harris: support and a bit of sense of community as a faculty member for what you're trying to do.

1324
03:49:14.750 --> 03:49:18.539
Chloë Brushwood Rose: Yeah, that's great. That's, that's really…

1325
03:49:18.790 --> 03:49:22.730

Chloë Brushwood Rose: That's I think really helpful, helpful reminder.

1326
03:49:23.130 --> 03:49:31.129
Chloë Brushwood Rose: Natasha, I wonder if there are… there are only about 10 minutes left, I wonder if there are questions from the group.

1327
03:49:31.920 --> 03:49:36.259
Chloë Brushwood Rose: If anyone wants to… I can't see, but I wonder if there's anyone who…

1328
03:49:36.870 --> 03:49:43.050
Chloë Brushwood Rose: Has… or even a comment, if there are folks who feel… They've…

1329
03:49:44.090 --> 03:49:47.139
Chloë Brushwood Rose: The conversation has stimulated ideas for them.

1330
03:49:49.500 --> 03:49:57.960
Natasha May (she/her): Yeah, we don't have anything in the chat yet. I think we need to extend the invitation as you have. So I will just say… Well, please.

1331
03:49:57.960 --> 03:50:14.769
Chloë Brushwood Rose: Do pop into the chat. I have another question, and this… so this was not a pre… the panelists have no idea what I'm gonna ask this, but, Neil, in the question about, what are some strategies or

1332
03:50:14.770 --> 03:50:23.590
Chloë Brushwood Rose: tools or supports that colleagues are being given to explore flexibility in course design. Actually, I was thinking about your

1333
03:50:23.590 --> 03:50:26.879
Chloë Brushwood Rose: Your new space for active learning.

1334
03:50:27.010 --> 03:50:39.670
Chloë Brushwood Rose: And, you know, we don't talk about these different modes of in-person delivery as different modes of delivery, but they kind of are. I mean, a lecture is very different than an active learning classroom.

1335
03:50:39.670 --> 03:50:56.469
Chloë Brushwood Rose: You know, they're almost as different as an in-person and a blended, you know, I think you could argue. So, I mean, just to sort of push the envelope, I hope you don't mind, Natasha, on what constitutes a mode of delivery. I wonder if you want to speak to, like, how those kinds of resources

1336
03:50:56.470 --> 03:50:59.949
Chloë Brushwood Rose: support the experimentation Jeff is describing.

1337
03:51:00.400 --> 03:51:25.170
Neil Buckley: Yeah, yeah, this is the exciting part I think Karin earlier referred to when she was saying the difference between a mode of delivery and kind of modes of learning, right? And, and so we all… we have a co-learn space that we call CoLearn, which has 3 small active learning classrooms, but the largest one caps out at 60, and Chloe, thank you for your leadership in helping York build the larger one now, that we have these active learning classrooms where instead of all the students facing forward.

1338
03:51:25.170 --> 03:51:33.110
Neil Buckley: Our colleagues, our students are in circular tables or hexagonal tables where they're looking at each other. And I see some colleagues from LAPS, here who.

1339
03:51:33.110 --> 03:51:33.490
Neil Buckley: who

1340
03:51:33.490 --> 03:51:57.070
Neil Buckley: taught in those spaces, so feel free to speak up, colleagues. But yes, it tells us that it's really not just about mode of delivery, it's really about mode of learning. And many of these things you can do, many people use CoLearn to teach an in-person course, but to focus on active learning, you know, between peers. But some colleagues actually are teaching an online course, and they

1341
03:51:57.070 --> 03:52:02.330
Neil Buckley: Or like an Onkka, and they'll do something in person just for like one episode, like a workshop.

1342
03:52:02.330 --> 03:52:09.370

Neil Buckley: And, and they'll record it for those who can't make it. Others, programs, some programs have even used the space.

1343
03:52:09.370 --> 03:52:31.709
Neil Buckley: for doing something programmatically that is not contained in a course, right? So it's possible that, you know, if you have something that you think you can convey in a workshop or a number of workshops, you can put it in these active learning spaces that we have around campus now that may not even fit within a course per se, and it's more suited to that kind of mode of learning rather than the mode of delivery. So, so.

1344
03:52:31.710 --> 03:52:56.320
Neil Buckley: These are sometimes our colleagues think of these as high tech spaces. 'cause I think that's what we were expecting and including myself coming back from the pandemic. But what we've learned is they're really low tech spaces in some ways because the, the, the important parts, yes, there are often monitors everywhere and that's because not all students are looking forward. So you need to make sure there are screens in other locations. But I find that in what colleagues have told me, they've really appreciated some are here, so please speak up.

1345
03:52:56.320 --> 03:53:13.039
Neil Buckley: On this topic, if you'd like. But, is that they… what they appreciate is that the fundamental parts of these classrooms are that the furniture is movable, that you can have students sitting in smaller groups or larger groups for group work, yet they often have things like portable whiteboards, so they can do brainstorming, which they can then bring up to present.

1346
03:53:13.040 --> 03:53:38.030
Neil Buckley: It's those kind of low-tech options that make them feel that they can do more things than they could have otherwise. And I will share, one of the other things we've been seeing in LAMPS is many, colleagues rethinking, again, the delivery. So, using, for instance, even in our first-year econ courses, they've been using a flipped classroom to basically say, instead of 3 hours in person at York, we only do 1 hour in person at York.

1347
03:53:38.030 --> 03:54:01.220
Neil Buckley: York. It's a blended course. The other two hours are online, but that then allows you to bring in a smaller group of students. So the instructor still teaches for three hours, but you bring in the groups of one third of the class, one third of the class,

one third of the class. So you actually get a much more smaller, more intimate learning experience, which you can do more group work and active learning activities in, which you maybe couldn't do with the full class.

1348
03:54:01.240 --> 03:54:13.050
Neil Buckley: And so you can think about how the mode of delivery and the mode of learning can be synchronized in a way that we can achieve more things than what we could have in a simple, you know, in our old lecture-based in-person format.

1349
03:54:13.050 --> 03:54:13.689
Chloë Brushwood Rose: Yes, yeah.

1350
03:54:13.690 --> 03:54:15.390
Neil Buckley: That would be probably what I'd mention.

1351
03:54:15.390 --> 03:54:40.199
Chloë Brushwood Rose: Yeah, well, and in a way, a lot of those ways of teaching are more longer, have spent longer time in Karin, I'm thinking about nursing and the simulation labs and the sciences and engineering, of course, has labs where you're built. So that kind of active learning is built into a lot of disciplines, but that there are others, like the social sciences and humanities, that haven't necessarily been as active in those ways. And so

1352
03:54:40.460 --> 03:54:48.880
Chloë Brushwood Rose: Yeah, I think it's exciting to think about learning from some of those strategies. I see Marlene's hand.

1353
03:54:50.580 --> 03:55:03.670
Marlene Bernholtz: Yes, because I want to, make Neil happy and talk about, teaching in the Colerne area, and for me, because what I'm teaching is organizational writing and communication.

1354
03:55:04.360 --> 03:55:23.690
Marlene Bernholtz: This… being in that room has really allowed me to teach the course that I envisioned when I created the course. So, I was lucky enough in the first couple of years to use a small room in our department that had round tables, but even then, because they weren't movable… they were movable, but they weren't on wheels.

1355

03:55:25.030 --> 03:55:38.250
Marlene Bernholtz: what we ended up with was silos. And the whole point of what I'm teaching is the idea of creating a culture of collaboration, and just being able to move the tables apart for when there's team

1356
03:55:38.250 --> 03:55:55.520
Marlene Bernholtz: work to do, and then together when we're doing something where we want to, evaluate or talk about issues or ideas together. Just the movement back and forth and in and out, and the use of whiteboards to write things down, and we're not struggling with who's got paper and who's got whatever.

1357
03:55:56.060 --> 03:56:10.139
Marlene Bernholtz: is enormous, and the technological affordances of the room allowed us to have, for example, I had guest speakers come in, one at the last minute had to come remotely, and so we were able to bring them in.

1358
03:56:10.140 --> 03:56:24.220
Marlene Bernholtz: And the whole… and they could see the class, and the class could see them, and it was… this has really been a sea change. For me, life-changing, because this is a joy to teach in this room for the kind of

1359
03:56:24.320 --> 03:56:32.279
Marlene Bernholtz: activities that… that… That I've tried to accomplish over the last almost 10 years, so this is…

1360
03:56:32.280 --> 03:56:32.820
Chloë Brushwood Rose: Hook.

1361
03:56:32.820 --> 03:56:38.729
Marlene Bernholtz: I'm so happy. But I'm saying this at the risk of other people getting interested in. I'm having.

1362
03:56:38.730 --> 03:56:39.280
Chloë Brushwood Rose: commercial.

1363
03:56:39.280 --> 03:56:43.609
Marlene Bernholtz: working room, so… So, Neil, I get, you know, first dibs.

1364
03:56:44.470 --> 03:57:00.799
Chloë Brushwood Rose: Well, it's, yeah, as Neil sort of mentioned, we're trying to create more of these spaces across the university that are available to everybody. Every time we get, we can apply for a grant or get money, that's what we're trying to direct it toward.

1365
03:57:00.800 --> 03:57:06.270
Chloë Brushwood Rose: I think what's so neat about your comment, Marlene, is just how.

1366
03:57:06.630 --> 03:57:24.140
Chloë Brushwood Rose: yeah, how… mode of delivery and experimenting with that kind of flexibility in some of the ways Jeff mentioned, but also in just, you know, offering your course in a new mode to see how it works differently, what new things can be learned or understood in that new mode.

1367
03:57:24.140 --> 03:57:32.270
Chloë Brushwood Rose: it can really, I think, enliven our experience of teaching, even if we've been doing it for, you know, decades. So, I think that's a really…

1368
03:57:32.430 --> 03:57:36.739
Chloë Brushwood Rose: Great note to end on. Yeah, Marlene, last word to you, I think.

1369
03:57:36.870 --> 03:57:49.389
Marlene Bernholtz: I just want to add one more thing, which is that what we don't think about is how the room itself, how the artifacts communicate what the environment is meant to do, and in those rooms, even though they don't have windows.

1370
03:57:49.550 --> 03:58:03.929
Marlene Bernholtz: They… the… the… the flexibility, the movement, the… the openness of the space says this is a place where we can experiment, we can think, we can think outside the box. It's important.

1371
03:58:04.270 --> 03:58:08.100
Chloë Brushwood Rose: Absolutely. I couldn't agree more. A history of education tells us

1372
03:58:08.180 --> 03:58:25.350
Chloë Brushwood Rose: that rows of seats have a very particular function in the social control of children, so we know that not having rows of seats, having a different kind of configuration can really transform the relationships that are possible in that room, for sure. That's wonderful.

1373
03:58:25.690 --> 03:58:42.980
Chloë Brushwood Rose: Yeah. Well, I'd like to say thank you to our panelists for their wisdom and for being willing to share their experience.