WEBVTT

**[ALL TIMESTAMPS BELOW THIS POINT ARE AHEAD BY 00:09:19 DUE TO VIDEO EDITING]**

52

00:09:19.460 --> 00:09:22.009

Myrna García- Latinx Studies: Alright. So as we get started.

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00:09:22.180 --> 00:09:25.006

Myrna García- Latinx Studies: I want us to really think about.

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00:09:26.530 --> 00:09:54.050

Myrna García- Latinx Studies: we want you to engage this program, this practicum series, this 1st one. And it's bringing together colleagues like we just saw in the chat, in the names from different academic and professional disciplines, different context levels of pedagogical training. And we really would love for you to approach this space with a beginner's mind, so participate in ways that challenge and encourage our individual and collective growth in knowledge and skills.

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00:09:54.260 --> 00:10:12.320

Myrna García- Latinx Studies: And also just like a side note that if you participate today, account towards a digital badge to reflect your commitment to reporting student success, and we do have our wonderful colleagues here from Searle, who will, can give you more details on that if you're not sure what that's about.

56

00:10:14.920 --> 00:10:16.590

Myrna García- Latinx Studies: Oh, right.

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00:10:16.860 --> 00:10:29.180

Myrna García- Latinx Studies: So if we go now to the next slide, the one of the things, as far as a beginner's mindset means thinking in mind about participation guidelines. So here we could see a list

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00:10:29.860 --> 00:10:32.790

Myrna García- Latinx Studies: of different guidelines that we suggest.

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00:10:33.350 --> 00:10:39.050

Myrna García- Latinx Studies: So if you just take a few seconds and review these.

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00:10:40.750 --> 00:10:42.770

Myrna García- Latinx Studies: and then I would invite you

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00:10:42.920 --> 00:10:46.370

Myrna García- Latinx Studies: to choose one of these guidelines

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00:10:47.580 --> 00:10:53.989

Myrna García- Latinx Studies: that resonate most with you, and if you could, please write it in the chat.

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00:10:54.090 --> 00:10:57.030

Myrna García- Latinx Studies: So for an example for me.

64

00:10:57.240 --> 00:11:18.440

Myrna García- Latinx Studies: it's commit to curiosity over certainty, really embracing questions over what's presented reflecting on our own. So for me, it's really a curiosity. And also, if someone's contributing something, really thinking about, what does that mean? So I invite you to look at these lists of guidelines.

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00:11:19.230 --> 00:11:25.609

Myrna García- Latinx Studies: Take a moment and just write one in the chat that really resonates with you.

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00:11:28.400 --> 00:11:30.820

Myrna García- Latinx Studies: Wonderful! Listen actively.

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00:11:37.820 --> 00:11:40.349

Myrna García- Latinx Studies: Beware of your assumptions and judgments.

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00:11:40.870 --> 00:11:45.320

Myrna García- Latinx Studies: Wonderful! If we could just take a moment and just scroll to see what your colleagues are writing

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00:11:46.120 --> 00:11:47.440

Myrna García- Latinx Studies: as well.

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00:11:58.590 --> 00:12:06.410

Myrna García- Latinx Studies: Wonderful. Thank you so much identify. Choose the best way to identify, to engage.

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00:12:13.290 --> 00:12:16.640

Myrna García- Latinx Studies: Okay, wonderful. Thank you. So much.

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00:12:17.900 --> 00:12:21.470

Myrna García- Latinx Studies: Learning can be uncomfortable. And that's okay. Thank you so much.

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00:12:23.620 --> 00:12:35.240

Myrna García- Latinx Studies: All right. Okay, thank you for taking the time to respond to what resonates most with you, and also for looking at what other people wrote. Paula, I hear you.

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00:12:35.580 --> 00:12:41.420

Myrna García- Latinx Studies: It's all good, but hard to choose one. Thank you so much for sharing that. And who knows? Maybe you have your own.

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00:12:41.620 --> 00:12:48.910

Myrna García- Latinx Studies: Okay, wonderful. So now what I want us to do is we're going to move over to our agenda

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00:12:50.990 --> 00:13:19.490

Chris Davidson - NU Libraries: So this is the 1st in the series of how we think about success, student success. So in this session, I think what we're really kind of doing is looking at getting a baseline of where we are and where we want to be going forward. So while this session is going to address a lot of the Why future sessions will address strategies for how to get there. We're going to get started with an activity about how you

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00:13:19.600 --> 00:13:29.139

Chris Davidson - NU Libraries: we, as individuals at the Northwestern community, define student success and connect that with the learning outcomes.

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00:13:29.290 --> 00:13:33.929

Chris Davidson - NU Libraries: And then we're going to talk about how this shows up in our classrooms.

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00:13:34.440 --> 00:13:57.589

Chris Davidson - NU Libraries: And then we're going to talk about how students define success and what's involved there and then thinking about how we define success and how students define success. How do we bring these 2 things together to create a shared understanding of what success can mean for us and our students together? And we'll do that with a little bit of an exercise as well.

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00:13:57.760 --> 00:14:02.690

Chris Davidson - NU Libraries: and then we'll wrap it up with some business, and of course have time for questions.

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00:14:05.200 --> 00:14:25.619

Chris Davidson - NU Libraries: so to get started, we're going to do a little activity to talk about how you define student success. So we're going to pull up a little padlet that is going to list a number of different objectives associated with student success in higher education

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00:14:25.620 --> 00:14:50.479

Chris Davidson - NU Libraries: conversations that we've had here in the practicum and the literature in higher Ed. And so we're going to put a link in the chat that will take you to Padlet, which we'll also share here, and you can look through the different objectives and see if you find one that resonates with you and put a little heart click the heart so that we know that that's the one that you identify with.

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00:14:51.520 --> 00:15:00.949

Chris Davidson - NU Libraries: And if there isn't 1 that you connect with, there's also another option, and you can write in what your what yours is

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00:15:09.300 --> 00:15:12.579

Chris Davidson - NU Libraries: focus on yeah, focus on one if you can.

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00:15:14.110 --> 00:15:31.679

Chris Davidson - NU Libraries: because we're gonna want you to. I mean, if there's if there's a lot that you, if there's more than one that you really connect with, of course you can. You can connect, select them both. But we're gonna take one. And we're going to be using that in various exercises throughout throughout the session.

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00:15:37.680 --> 00:15:44.800

Chris Davidson - NU Libraries: And Ian, can we pull up and share the padlet too sweet?

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00:16:42.070 --> 00:16:48.880

Chris Davidson - NU Libraries: And as you go through them feel free to add in any comments or thoughts you have about why, that connects with you.

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00:16:52.680 --> 00:17:00.670

Chris Davidson - NU Libraries: I see, aligning their opportunities on campus with their values and goals. That's a big one. Sense of belonging. That's a big one.

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00:17:07.579 --> 00:17:10.300

Chris Davidson - NU Libraries: Career readiness and professional development.

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00:17:10.619 --> 00:17:21.790

Chris Davidson - NU Libraries: That's another big 1. 0, developing and practicing, developing, practicing and achieving self-efficacy in learning within and beyond the classroom. That's a big one.

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00:17:26.150 --> 00:17:34.189

Chris Davidson - NU Libraries: Aram says, developing self-efficacy is essential as it it enhances adaptability and motivation. Yeah.

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00:17:44.090 --> 00:17:48.749

Chris Davidson - NU Libraries: Learning from errors, failures, and mistakes. That's 1 i certainly believe in.

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00:18:00.690 --> 00:18:03.542

Chris Davidson - NU Libraries: And it did an added added one.

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00:18:04.090 --> 00:18:10.649

Chris Davidson - NU Libraries: make what they learn in class matter, in the life they live outside of school. That's really great.

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00:18:11.120 --> 00:18:12.640

Chris Davidson - NU Libraries: I really appreciate that.

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00:18:27.350 --> 00:18:42.300

Chris Davidson - NU Libraries: Referring to learning from errors, failures, and mistakes, I always thought the purpose of any class in any format is to learn what the class offers, and taking it beyond the classroom to the real world. Mistakes seem to help people learn

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00:18:43.920 --> 00:18:45.100

Chris Davidson - NU Libraries: absolutely

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00:18:51.030 --> 00:18:57.179

Chris Davidson - NU Libraries: so as as we look at these and look at what people connect with

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00:18:59.040 --> 00:19:08.389

Chris Davidson - NU Libraries: are there any things that you notice, and in the variety of what people connect with any thoughts or observations.

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00:19:08.840 --> 00:19:14.340

Chris Davidson - NU Libraries: and you can put it in the chat, or you can unmute and feel free to speak out loud with your voice

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00:19:37.120 --> 00:19:49.799

Chris Davidson - NU Libraries: under developing, practicing, and achieving self-efficacy in the classroom, within and beyond the classroom. I want students to be able to build problem solving skills in my class that they can carry to other subjects.

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00:19:51.105 --> 00:19:57.899

Chris Davidson - NU Libraries: Seeing students move through the world with the confidence that comes with developed capacities.

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00:20:09.960 --> 00:20:29.040

Chris Davidson - NU Libraries: Right? So some of the thoughts that people are sharing. There are many aspects to success, not just one. That's a really important one. I think that that's kind of the crux of a lot of what we're talking about today. Very few hearts for great achievement and graduation feels like the learning itself is prioritized. Excellent. Yes.

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00:20:30.070 --> 00:20:34.640

Chris Davidson - NU Libraries: most seem to revolve around learning through foundational skills

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00:20:34.860 --> 00:20:39.000

Chris Davidson - NU Libraries: and mindset seems to be a common thread. Absolutely.

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00:20:47.150 --> 00:20:53.319

Chris Davidson - NU Libraries: We are focusing on students own capability and self-confidence which will lead to other kinds of success.

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00:20:54.130 --> 00:20:55.670

Chris Davidson - NU Libraries: Excellent! Yes.

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00:21:00.500 --> 00:21:10.570

Chris Davidson - NU Libraries: So we want you to take the goal that you connected with, and make sure you make a note of it, so you can take that into the exercises that we'll be using later.

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00:21:12.570 --> 00:21:18.560

Chris Davidson - NU Libraries: and we'll hop back into our our slideshow.

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00:21:20.150 --> 00:21:39.450

Chris Davidson - NU Libraries: And so, since it is important for us to have a shared understanding of success. This is how we are defining success in this workshop, looking at the vast arrays of ways that all of us are identifying student success highlights. The importance

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00:21:39.540 --> 00:22:03.970

Chris Davidson - NU Libraries: of making sure that we have a shared understanding of success is knowing we're all coming from different perspectives, places, perceptions it is, is it possible for us to generate an understanding of shared, a shared understanding of success? You know, where can we get into the same ballpark. So what we're hoping is that you will be able to identify the multiple factors of success

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00:22:04.250 --> 00:22:14.449

Chris Davidson - NU Libraries: that shapes student understanding in and outside of the classroom to come up with a shared understanding of what this is, what success means in our classroom at this time

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00:22:17.780 --> 00:22:31.939

Myrna García- Latinx Studies: Wonderful. Thank you so much, Chris, for setting that up. So now I just want to take a few moments and really think about some of the, you know, points that were raised in that padlet. And what does that mean in my classroom as an example?

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00:22:31.940 --> 00:22:48.349

Myrna García- Latinx Studies: So a lot of us talked about this learning, or just noted learning that inspires, engage and retain students. And 4 points here that I'm lifting is this purpose driven so students in transparent courses were more likely

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00:22:48.350 --> 00:23:13.179

Myrna García- Latinx Studies: to complete them than students with the less transparent courses. So again, this is coming from the research, and we do have some sources for you at the end of this workshop, and also active and experimental instructional activities involving students doing things and thinking about what they are doing, what they are reading, it enhances that learning and positively

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00:23:13.180 --> 00:23:20.939

Myrna García- Latinx Studies: influence that social integration and really persistence in college overall. So thinking about beyond the classroom.

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00:23:20.940 --> 00:23:23.750

Myrna García- Latinx Studies: And the other point is that authentic

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00:23:23.860 --> 00:23:50.089

Myrna García- Latinx Studies: many of your classes might already be set up in this way where there's a problem based learning by design. But if it's not there by design, just thinking about ways where students can really analyze and develop solutions to the real world problems associated with the higher. It's often associated with higher student persistence, skill, development, and just basically overall student satisfaction with their learning.

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00:23:50.130 --> 00:24:04.649

Myrna García- Latinx Studies: And the other one that I wanted to. Highlight is just this collaborative. And here, I'll take a moment to really emphasize the need of setting up principles of community for this collaboration. It's not just going to happen in and by itself just

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00:24:04.650 --> 00:24:26.220

Myrna García- Latinx Studies: organically, without setting it up in the beginning, and that really provides an opportunity where learning, where the students can teach each other, learn from each other under the guidance of you know you the instructor, and it leads to long term knowledge, retention in comparison to the traditional pedagogy just imparting this knowledge in one way.

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00:24:26.220 --> 00:24:54.760

Myrna García- Latinx Studies: and just really emphasizing dynamicism, and is positively corrected, correlated with personal development and social support. So again, really thinking about setting up the classroom in such a way. Where we do establish a learning community, this dynamic rather than just sharing information. That's 1 dimensional or one direction. I should say so if we could just sit there for a minute.

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00:24:55.370 --> 00:24:59.759

Myrna García- Latinx Studies: and then the next questions with that would be, then how would

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00:25:04.330 --> 00:25:10.160

Myrna García- Latinx Studies: yeah. So how might you bring in these types of approaches into your teaching practices.

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00:25:10.500 --> 00:25:21.199

Myrna García- Latinx Studies: And then what personal, relational, or cultural characteristics would support or hinder the implementation of these pedagogies, these ideas.

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00:25:21.350 --> 00:25:28.670

Myrna García- Latinx Studies: So with that I wanted to go to the next slide, and we'll

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00:25:29.500 --> 00:25:43.430

Myrna García- Latinx Studies: I would love for us to think about. What does this mean in our classrooms? But before we do that I wanted to take a moment and talk about my course healing histories.

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00:25:43.600 --> 00:25:56.079

Myrna García- Latinx Studies: So one of my signature courses, or I tend to teach a lot of history courses on various themes in Latinx studies, and one course in particular that's really

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00:25:56.570 --> 00:26:14.640

Myrna García- Latinx Studies: has resonated in my teaching. And with my students is this grandera healing history means healer in Spanish, or just so healing histories, but it's not a history of healers. Instead, I use the theoretical concept

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00:26:15.200 --> 00:26:16.520

Myrna García- Latinx Studies: of healing

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00:26:17.340 --> 00:26:28.599

Myrna García- Latinx Studies: to inform the practice of history. And what I mean by that is that how do we study or interrogate topics? Ideas that are marginalized?

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00:26:28.780 --> 00:26:39.260

Myrna García- Latinx Studies: That aren't really narrated much. Maybe there's gained archival materials on the topic. And it doesn't mean

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00:26:39.420 --> 00:26:42.530

Myrna García- Latinx Studies: that that history doesn't exist.

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00:26:42.800 --> 00:26:46.929

Myrna García- Latinx Studies: They're just thinking about power relations. It could simply

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00:26:47.360 --> 00:27:05.239

Myrna García- Latinx Studies: B, that knowledge production has not been captured in a traditional sense, like, let's say, an archive that hasn't, let's say, been deposited there. So in this class, we think about this new idea, this new concept of grandera.

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00:27:05.740 --> 00:27:10.109

Myrna García- Latinx Studies: And then I invite students to really think about

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00:27:10.300 --> 00:27:25.120

Myrna García- Latinx Studies: how they're situated in whatever knowledge that they have, and that can affect what they see or don't see. So here I'll just love sharing this example where I have an optical illusion.

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00:27:25.430 --> 00:27:27.240

Myrna García- Latinx Studies: And then I have students.

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00:27:27.530 --> 00:27:40.260

Myrna García- Latinx Studies: I'm like, Hey, do you see the 2 images here? And they're like, no, I can't see it, or some are like, Oh, yeah, I see them both, and some students really struggle. So then I invite them to talk to one another so they could see both images.

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00:27:40.380 --> 00:28:02.509

Myrna García- Latinx Studies: And then here it really emphasizes the point of situated knowledge where we sit can affect what we see or we don't see. So, for an example, I love sharing this before Professor land. I was a 4th grade teacher in New York City, and I didn't realize the difference between Aurita in Spanish means

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00:28:02.580 --> 00:28:20.079

Myrna García- Latinx Studies: now and Aora, which to me in Spanish means now, but in the community that I was teaching in the Dominican community. Aurita means later, and Aurora means now. So when I was telling the 1st graders to please take out their pencils. Aurita

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00:28:20.220 --> 00:28:33.869

Myrna García- Latinx Studies: Jordan. That meant later, and I just didn't understand. So I use that example with my students to really highlight that situated knowledge can affect what you see or you don't see. So really, being curious

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00:28:34.130 --> 00:28:53.459

Myrna García- Latinx Studies: about the context and being curious about how you're situated in that. And then the other idea would be that transformative learning right? So how can we honor this healing history as a framework to talk about marginalized histories to interrogate the archives.

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00:28:54.020 --> 00:29:18.920

Myrna García- Latinx Studies: How do we think about what we're coming into the class, into the materials, our lived experiences, prior knowledge. And how could that shape what we see or not see so really embracing that curiosity. And then the transformative learning where students are like, wow! I've never thought about that before. And this is what I'm going to take away from it. And whether that's creating.

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00:29:19.270 --> 00:29:39.260

Myrna García- Latinx Studies: you know, really thinking about histories that aren't necessarily told, and really pointing to the imagination with historical context or literature, because I'll end with this other example with the transformative learning. So there's a scholar named Emma Perez, who talks about her search for the queer vaquera. Queer

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00:29:39.260 --> 00:29:57.379

Myrna García- Latinx Studies: meaning a cowgirl she was not in the historical record, but she dreamed her into existence by pointing to literature by looking at the historical context. So how can we draw on the imagination to really think about that historical context and bring into existence?

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00:29:58.680 --> 00:30:01.039

Myrna García- Latinx Studies: Bring it to existent

147

00:30:01.760 --> 00:30:04.269

Myrna García- Latinx Studies: an an identity, a person that

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00:30:04.410 --> 00:30:23.938

Myrna García- Latinx Studies: maybe it will resonate with the students. So how do we do that? So I just wanted to share this example as what I do in my classroom to really think about the student success. Go join on the tenants that I shared in the previous slide, and this is now an opportunity for us to think about. What?

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00:30:24.520 --> 00:30:31.720

Myrna García- Latinx Studies: how does this play out? And how does student success show up in your classrooms?

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00:30:33.960 --> 00:30:36.630

Chris Davidson - NU Libraries: So that sorry. Go ahead.

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00:30:37.600 --> 00:30:41.587

Myrna García- Latinx Studies: So I would say something very basic, I would say, is,

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00:30:42.500 --> 00:30:44.049

Myrna García- Latinx Studies: Oh, I'm sorry, Chris, go ahead.

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00:30:45.430 --> 00:30:49.250

Chris Davidson - NU Libraries: No go ahead. No, okay. I was just gonna bring us into the exercise. But I want you to finish

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00:30:49.820 --> 00:31:04.389

Myrna García- Latinx Studies: All right. So if we go back to the previous slide, just one more thing here that might really help us bring it down. Is, I start the class with having the students think about the history of their name, so they know the history of their names.

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00:31:05.280 --> 00:31:26.590

Myrna García- Latinx Studies: Sometimes they know, sometimes they don't. And really that becomes a point of interrogation and reflection. And that's also another way of bringing students into how they're going to engage with my class with this concept by really bringing it back to them to get at these higher level things. So thank you so much, Crystal. Then I'll just pass it on so we can go into the exercise

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00:31:28.230 --> 00:31:53.670

Chris Davidson - NU Libraries: Thanks for sharing that, Myrna. So yeah, that will bring us into our 1st exercise. Which is, how are you defining success in your classroom. So, taking that objective, that goal that you had from the padlet exercise and thinking about your classroom, why does that objective resonate with you? And what autonomy do you have.

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00:31:54.060 --> 00:32:02.489

Chris Davidson - NU Libraries: and what barriers might you experience? Are sorry what barriers might or do students experience in achieving those

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00:32:02.620 --> 00:32:09.150

Chris Davidson - NU Libraries: those goals, those objectives? So we're going to break up into smaller groups

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00:32:09.300 --> 00:32:15.050

Chris Davidson - NU Libraries: and have those discussions together. So we can actually get a little bit of dialogue in a in a smaller group

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00:32:16.960 --> 00:32:26.260

Myrna García- Latinx Studies: and we before we go, just want to make sure, are there any questions that we can answer you just put the questions that Chris just outlined for us in the chat.

**[ALL TIMESTAMPS BELOW THIS POINT ARE 00:31:07 AHEAD DUE TO VIDEO EDITING]**

301

00:54:19.420 --> 00:54:29.319

when Myrna I were starting to put this together in

302

00:54:29.700 --> 00:54:48.260

Chris Davidson - NU Libraries: basically December, you know, that was actually one of the points that really came up quite a bit for us was focusing on. There's a lot that happens throughout the year. And it seems to happen more and more and more these years that really impact.

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00:54:50.250 --> 00:55:02.010

Chris Davidson - NU Libraries: You know what people are going through, what students are going through and how much that impacts their ability to succeed. And that's why, when we talk about what does, what does success mean in our classroom

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00:55:02.240 --> 00:55:05.249

Chris Davidson - NU Libraries: now means that these things

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00:55:05.440 --> 00:55:16.549

Chris Davidson - NU Libraries: have to evolve right? We have to be thinking about what's going on and how that impacts students, lives and our lives, and how well we're able to

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00:55:16.730 --> 00:55:19.579

Chris Davidson - NU Libraries: do what we need to do to be successful.

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00:55:21.040 --> 00:55:21.675

Chris Davidson - NU Libraries: Right?

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00:55:22.870 --> 00:55:24.050

Myrna García- Latinx Studies: Oh, someone else.

309

00:55:24.250 --> 00:55:26.380

Myrna García- Latinx Studies: Oh, I thought I thought it was a hand raise

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00:55:26.490 --> 00:55:30.699

Myrna García- Latinx Studies: and thank you so much for for sharing Hannah and for me this, I

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00:55:30.810 --> 00:55:51.660

Myrna García- Latinx Studies: this concept right of approaching history as a theory, but really operationalizing it in the classroom, really materialized during the pandemic I was teaching in spring. It must have been 2021 where I was convinced that I was going to be teaching in person at that point, and we were still online and just

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00:55:51.690 --> 00:56:21.110

Myrna García- Latinx Studies: feeling this frustration collectively. And that's where we were able to build this community that was so unexpected, virtually, that really speaks to again. Now, we're preparing with the practicum, seeing that these points were like, oh, this was the practice. This was what led us forward. And you know, just thinking about like Chris said. The world like I was just really

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00:56:22.280 --> 00:56:23.390

Myrna García- Latinx Studies: I don't. Wanna

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00:56:23.530 --> 00:56:48.039

Myrna García- Latinx Studies: maybe impressed is not quite the word, but just really touched at my students, you know, who also held identities that are very much in the face of all the things that you just mentioned, contending with, that on a day to day, their families, what their positionality. But it became a place that was a sense of authentic learning, like

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00:56:48.040 --> 00:56:59.439

Myrna García- Latinx Studies: coming to class, already thinking, using their imaginations, connecting to their projects being invested in that class. And I mean not to bring. I mean, this is the reality.

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00:56:59.440 --> 00:57:13.149

Myrna García- Latinx Studies: The other thing, too, is that we actually did lose a student in our class to death, and I was just like, How are we going to move forward to this? But part of it was because we had already established

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00:57:13.150 --> 00:57:32.680

Myrna García- Latinx Studies: this community, this learning, this engagement, the flexibility with the accessible and Anu that I didn't realize that I had already the tools in the class, a community to move forward. And when I had reached out to Searle, Veronica, thank you so much. I'm like, okay. How like, how do I move forward

318

00:57:32.890 --> 00:57:37.930

Myrna García- Latinx Studies: where we just have this other dimension that we're dealing with and

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00:57:38.640 --> 00:57:47.390

Myrna García- Latinx Studies: and she pointed me to teaching during turbulent times, and and I never really looked at it, for

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00:57:47.950 --> 00:58:10.069

Myrna García- Latinx Studies: at a deeper level, as I did, because I just wanted to make sure. And in a way it was like, Oh, we are doing these things already, you know. So I think for that. It just takes a lot of craft and time and experience. But it is like you said, let's name it. It is real, and yet, somehow, like it's been beautiful to build

321

00:58:10.565 --> 00:58:25.490

Myrna García- Latinx Studies: these learning communities. And like I said, I don't know who's friends outside of class, but in that moment to be able to authentically learn and do. And I I don't want to sound so, Pollyanna. But like seriously. It just was

322

00:58:26.500 --> 00:58:38.990

Myrna García- Latinx Studies: like the tenants were there. But each class is definitely different. But I think we all kind of just needed that to move forward with the current. Times

323

00:58:40.170 --> 00:58:51.119

Chris Davidson - NU Libraries: And I think that really highlights the importance of being mindful of that from the beginning and building that in from the beginning.

324

00:58:51.530 --> 00:59:00.719

Chris Davidson - NU Libraries: so which leads us into, you know the the next slash kind of like final section which is bringing these 2 things together.

325

00:59:01.200 --> 00:59:06.090

Chris Davidson - NU Libraries: What we think about what's important for us as instructors

326

00:59:06.250 --> 00:59:27.530

Chris Davidson - NU Libraries: to define success as and those goals, and what students are doing? And how do we take these 2 sides of the same coin and bring them together either. It's whether it's getting on the same page, understanding each other, you know, tying these overlaps together and finding ways to make that concrete

327

00:59:31.090 --> 00:59:43.160

Myrna García- Latinx Studies: Yeah. And with that I just wanted to pause before I forget. And just say, and also, I wanna take a moment just like a side note to really think about who

328

00:59:43.570 --> 00:59:57.260

Myrna García- Latinx Studies: like, we're also in a community of instructors like the fact that we're all here, like hopefully, there are connections to be had hopefully. There is a community of instructors to have these community conversations with.

329

00:59:57.260 --> 01:00:21.380

Myrna García- Latinx Studies: and I just need to say that this past quarter was really difficult teaching for the reasons we detailed. But there's a lot of colleagues, some of who are in this room right now, who are really helpful in helping me move forward and to talk and to generate and to think about. How do we hold space for ourselves as instructors as well as hold space for this.

330

01:00:21.560 --> 01:00:28.539

Myrna García- Latinx Studies: this intersection of our ideas of success and student success, and inhabiting that that place

331

01:00:28.870 --> 01:00:54.479

Myrna García- Latinx Studies: in the middle that that intersects. So I just wanted to encourage us to really think about like, who else is in this room? Maybe new departments, new units that we care about our students? And how do we, you know, draw on each other also as support or to sound ideas, and obviously the thorough center. But I know I deviated a little bit from script, but I just thought it was really important to elevate that and say that just

332

01:00:54.590 --> 01:00:58.899

Myrna García- Latinx Studies: because a lot of times we're also siloed in our own departments.

333

01:00:59.060 --> 01:01:03.390

Myrna García- Latinx Studies: And how can we find space? So thank you for letting me digress just a bit

334

01:01:14.700 --> 01:01:19.960

Myrna García- Latinx Studies: alright. So the shared understanding of students success here.

335

01:01:22.360 --> 01:01:30.540

Myrna García- Latinx Studies: Look, how can you collaborate with your class, then to establish those explicit common goals

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01:01:30.870 --> 01:01:32.410

Myrna García- Latinx Studies: right like, how do we?

337

01:01:32.590 --> 01:01:34.290

Myrna García- Latinx Studies: How do we get there?

338

01:01:37.580 --> 01:01:44.790

Myrna García- Latinx Studies: And I just wanted us to take some moment and think about how we can collaborate

339

01:01:44.970 --> 01:01:49.170

Myrna García- Latinx Studies: with our students to establish some explicit common goals here.

340

01:02:07.110 --> 01:02:11.939

Myrna García- Latinx Studies: And the example we could just see here is again, really.

341

01:02:12.370 --> 01:02:19.634

Myrna García- Latinx Studies: for me, it's just doing different check-ins. Well, in the beginning, like, I said, really setting up the class, the goals.

342

01:02:20.090 --> 01:02:30.817

Myrna García- Latinx Studies: the expectations being very clear, and also having a meeting where it's generative to really think about like what? What do they need, as far as

343

01:02:31.830 --> 01:02:42.489

Myrna García- Latinx Studies: you know, for that, for that learning, applying those new concepts like I mentioned really bringing them in. And we've had

344

01:02:43.660 --> 01:02:44.970

Myrna García- Latinx Studies: really

345

01:02:45.400 --> 01:03:08.180

Myrna García- Latinx Studies: interesting conversations about rubrics. I think I saw someone wrote in the chat about. Sometimes these open ended assignments are just so unsettling or stressful for students, and then also hearing that sometimes, like the some of the rubrics just seem very stringent. So it was just really as a point to talk about the expectations, for

346

01:03:08.280 --> 01:03:14.090

Myrna García- Latinx Studies: you know, for their activities is coming up with a shared understanding and

347

01:03:14.240 --> 01:03:17.890

Myrna García- Latinx Studies: taking that time to unpack that, and also

348

01:03:18.070 --> 01:03:44.859

Myrna García- Latinx Studies: having the 1st student, like the 1st group, to sort of be a fishbowl or a workshop, and to be generous to think about like, okay, this is what we want to get out of this activity right to meet the learning goals has been just really helpful just to hold space for the students. And I know there's other ideas that we can do this, and I'd like to take some time

349

01:03:44.970 --> 01:04:09.739

Myrna García- Latinx Studies: for us to think about how to get there. Right? So in my case, it's just that building those communities, that social integration in the classroom, which again, hopefully outside the classroom. But just in that. And then taking these ideas of that learning community, that concept that and really operationalize it into everything that they do, not just in the study

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01:04:09.740 --> 01:04:15.790

Myrna García- Latinx Studies: of this history, but thinking about how they, how it becomes a practice

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01:04:15.800 --> 01:04:21.849

Myrna García- Latinx Studies: of learning and doing, and that we're all clear. And I think I have a

352

01:04:22.550 --> 01:04:29.640

Myrna García- Latinx Studies: reflection at the end of the course where I have students really think about their learning journey and about this concept and

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01:04:29.860 --> 01:04:33.836

Myrna García- Latinx Studies: how we can get to a point of transformation. And at 1st they're like,

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01:04:35.570 --> 01:04:40.820

Myrna García- Latinx Studies: I'm not really sure what that means. But again, it's not just about adding

355

01:04:41.170 --> 01:04:54.979

Myrna García- Latinx Studies: knowledge, but how that knowledge is gonna transform, how it's gonna help. You see something that maybe you didn't see thinking about that optical illusion that I show in my class, like how it some people may struggle to see that you need to have context

356

01:04:54.980 --> 01:05:17.939

Myrna García- Latinx Studies: or being creative and thinking about a historical context. And like, I said, bringing that queer vaquera, that queer cowgirl into existence. If the archival record doesn't have her into existence, then how can we think about the historical context and do all these things and apply and do? And that's what's really been the turning point in the learning for my students.

357

01:05:20.960 --> 01:05:27.070

Myrna García- Latinx Studies: So then, again, how can we collaborate with your class to establish that those

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01:05:27.990 --> 01:05:31.019

Myrna García- Latinx Studies: those goals? So if you go to the next slide,

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01:05:35.600 --> 01:05:40.619

Chris Davidson - NU Libraries: So this is going to bring us to our last exercise, which is

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01:05:41.540 --> 01:05:52.790

Chris Davidson - NU Libraries: that Venn diagram. We're going to break back out into our small groups and talk about the goal that we had our original goal. And then think about

361

01:05:52.900 --> 01:05:56.580

Chris Davidson - NU Libraries: one or 2 of these student goals

362

01:05:56.720 --> 01:06:09.070

Chris Davidson - NU Libraries: and talk about, how can you bridge that gap? How can you hold these 2 things together as well? You know? How can you make sure students understand this.

363

01:06:09.250 --> 01:06:15.680

Chris Davidson - NU Libraries: but also help them achieve those goals, their goals, their needs.

364

01:06:22.600 --> 01:06:27.190

Chris Davidson - NU Libraries: And we'll give this like a few minutes

365

01:06:42.960 --> 01:06:46.278

Myrna García- Latinx Studies: Alright. Welcome back everyone I know we got cut off.

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01:06:46.950 --> 01:06:52.799

Myrna García- Latinx Studies: Some people got caught off in conversation, but thank you so much for sharing in your groups

367

01:07:04.340 --> 01:07:06.110

Chris Davidson - NU Libraries: I was one of those people that got cut off.

368

01:07:09.385 --> 01:07:19.160

Chris Davidson - NU Libraries: I know that some people they really kind of want to have something to dig into. So we just have a list of some of the some of the sources that we've

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01:07:20.160 --> 01:07:20.939

Chris Davidson - NU Libraries: used

370

01:07:21.270 --> 01:07:46.210

Chris Davidson - NU Libraries: to build this this workshop, this presentation, as well as some additional readings. If you're interested in looking into student success from the academic literature side. A lot of this also, a number of these articles. Address, student defined success. So if you want to take the time, you can go in to get to those, and most of them you can access. I think all of these you can access through the library

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01:07:46.870 --> 01:07:48.940

Chris Davidson - NU Libraries: free access. That's what we do

372

01:07:52.440 --> 01:08:02.110

Myrna García- Latinx Studies: And, Chris, I see a comment here. If this could be posted separately on canvas, and we have, I think it's in our classroom. Is that right? You

373

01:08:02.350 --> 01:08:07.299

Eun Sandoval-Lee (Searle Center): Yes, the slides will be posted after today's session.

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01:08:08.180 --> 01:08:12.729

Myrna García- Latinx Studies: But I think the question with that was like the resources like, is there

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01:08:13.240 --> 01:08:20.249

Eun Sandoval-Lee (Searle Center): Oh, I think that the slides themselves, when we share it, the link to all of those will actually be available on the slide deck itself as a Pdf

376

01:08:20.850 --> 01:08:22.620

Myrna García- Latinx Studies: Okay, wonderful. Thank you.

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01:08:22.620 --> 01:08:27.489

Eun Sandoval-Lee (Searle Center): Yeah, so I think now is the time for me to share. So

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01:08:27.803 --> 01:08:53.620

Eun Sandoval-Lee (Searle Center): thank you, Chris and Myrna, as a friendly reminder for what's coming up next in the practicum, the second synchronous online session, how are we creating an environment for student success will take place, live and online. Next Tuesday, April 8, th at one o'clock Pm. Central time. If you are interested in further thought, partnership and discussion on how to support soon success for your instructional context. Please feel free to schedule a 30 min consultation with me at the link in the zoom. Chat.

379

01:08:54.256 --> 01:09:05.340

Eun Sandoval-Lee (Searle Center): So with these last couple minutes before you leave. Please complete the anonymous zoom, Poll, as an exit ticket to request your feedback on. Today's live offering. I'm about to launch it now.

380

01:09:07.018 --> 01:09:35.460

Eun Sandoval-Lee (Searle Center): We welcome you to check back for a response to your feedback, or questions on the feedback and insights board, which you can also add more feedback or questions to at any time. It's a padlet. And once you complete the poll, please feel free to leave the zoom room. And yeah, otherwise. Thanks Chris and Myrna for facilitating today, and thank you to everyone for attending. Amids are very busy and full schedules, and we hope to see you next Tuesday. If you have any questions, please feel free to email us at practicum at Northwesternedu. Oh, thank you for

381

01:09:35.460 --> 01:09:39.129

Eun Sandoval-Lee (Searle Center): prompting the exit ticket questions on the screen. Thanks