WEBVTT

**[ALL TIMESTAMPS ARE 00:00:02 AHEAD DUE TO VIDEO EDITING]**

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00:00:01.970 --> 00:00:15.329

Jim Stachowiak: Well, good afternoon, everybody. We're gonna go ahead and get started here because we've got a lot to cover a lot of great information coming from our our panelists here. Welcome to the

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00:00:15.540 --> 00:00:34.680

Jim Stachowiak: faculty panel on student success reflections and illustrations. My name is Jim Stohoviak. I am the accessible technology. Strategy and operations lead. I work in accessible Nu and Northwestern it. And I'll be moderating this panel today. It's it's my pleasure to have

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00:00:34.680 --> 00:00:59.510

Jim Stachowiak: these 3 folks, and we'll have one other person join us from across the university in various roles, in various departments and various schools that have done a lot of great work around student success. I've worked with each of them for a little while here. They do really good things. I'm really excited to give them the opportunity to share what they have done. Here we will be joined again by Desi Hanford from Medill

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Jim Stachowiak: as well in a little bit, but I will go ahead and let the rest of you introduce yourselves. Why don't we start with Noel on here?

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00:01:14.650 --> 00:01:44.489

Noelle Sullivan (she/hers): Hi, everyone! Thank you for having me. I'm Noelle Sullivan. I use she her pronouns, and I am a professor of instruction and the director of global health studies in Weinberg. And I predominantly teach classes about global health policy, biomedicine and its cultures, volunteering ethics of health, those kinds of things. And I teach large seminars of up to 120, down to smaller or large lectures of 120 down to smaller seminars of about 20.

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Jim Stachowiak: Mindy, you're up next.

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00:01:49.330 --> 00:02:07.590

Mindy Thorpe: My name is Mindy Thorpe. I'm an assistant professor within the Feinberg School of Medicine. I work in a very small Allied health field called prosthetics and orthotics. And yes, we do have that program here at Northwestern. I'm down on the Chicago campus, and I look forward to talking to you all today.

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00:02:08.199 --> 00:02:09.639

Jim Stachowiak: And Barbara.

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00:02:11.050 --> 00:02:24.739

Barbara Butts (she, her): Hi, everyone. I'm Barbara Butts, Associate Professor practice in the school of Communication I teach in the theater department, and I teach theater leadership and management, and run the theater management, module.

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00:02:26.240 --> 00:02:49.679

Jim Stachowiak: So we have some prepared questions for the panelists. Today, we're going to walk through kind of each of the areas that you guys had sessions on throughout this practicum and share some experiences around that, and then at the end, we'll have some time for questions that you may have to look to expand upon what these folks have said, or if you have other questions as well, so I'm going to lead this off with our 1st question, and I'm going to direct it

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00:02:49.720 --> 00:02:57.359

Jim Stachowiak: toward Mindy first.st And, Mindy, how are how are you creating an environment for student success?

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00:02:58.220 --> 00:03:23.210

Mindy Thorpe: Yeah, so that's a great question. And I know many of you probably felt like I did like. How in the world do you even do such a thing. And I've been fortunate enough to work with this great panel. And we actually met and discussed just that question right? What do we all feel. And and you know, I just kind of wanted to start off with. What I'm going to talk about 1st is really what we all do on the panel, and that's really focusing on making our canvas site

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00:03:23.210 --> 00:03:48.160

Mindy Thorpe: accessible. That's a pretty easy, low hanging fruit, I might say, if you know the right tools in which to use to be able to make your canvas site accessible. And I'm going to sing Jim's praises and his team. He's not a 1 man show, but they really help all of us at Northwestern. And so once again, I'm on. I'm in the graduate program and I'm downtown. So even if you're downtown

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00:03:48.160 --> 00:04:13.139

Mindy Thorpe: like me, he will come and work with you and your team to be able to help make your canvas site accessible, and we have a lot of tools now to be able to do so. So the panel and I, we all use Pope Tech, which is a new little button. If you don't know about it like I said. Jim and his team will help show you. But these are things that will help you. Look at your canvas site really for me in a whole new way, right things. I wasn't even realizing like I had a page

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00:04:13.140 --> 00:04:36.809

Mindy Thorpe: thought it looked amazing if I want to brag on myself, and the whole thing wasn't accessible at all. When I started getting into this, the table I put together wasn't a table at all, so screen readers had no idea what to do with it. My color contrast was garbage right? It flared everywhere when I went through. This check of nothing is actually the right kind of color contrast for anybody who might have visual

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00:04:36.810 --> 00:05:01.779

Mindy Thorpe: impairments. So really, but this software points all that out real easily. And you just with a few clicks, it'll help you fix it. And the one thing I really realized in going through this as I worked with my students, because we have a large portion of our program that's done online. So it was really imperative that I figure out how to make my canvas site accessible was that my students that were using screen readers found, once I made it accessible that they could actually read

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00:05:01.780 --> 00:05:27.437

Mindy Thorpe: some without actually even using a screen reader. So it kind of had this double dipping thing where the screen reader actually knew what to do with it, because I had legit tables and true headers. But then they could actually find that the visual visually and just laid it out in a different manner, in which they they could read it without having to use their screen, reader. So I felt like it was kind of a win-win. And I'd say across our panel, a lot of us felt the same way. So

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00:05:27.710 --> 00:05:52.279

Mindy Thorpe: that's really kind of what I wanted to summarize about our whole on behalf of our whole panel, of how we've used canvas other ways that I've helped to create an environment for student success is, I've really embraced. Once again, we do a lot of online learning these weekly intro videos. Right? They get so much text thrown at them that I felt like it was a fun way to kind of engage they get to see me, whether they want to or not on this video. And I kind of just lay out

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00:05:52.280 --> 00:06:12.760

Mindy Thorpe: really trying to emphasize the why of what we're going to learn that week. I found that the students really are starting to resonate with understanding. Not just we're going to do. Xyz. But why is Xyz important? Where is that going to lead them in future weeks. And since I'm in a professional program, really, what is that going to help them with with their their future goal, and where they're headed in their career.

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00:06:13.230 --> 00:06:17.499

Mindy Thorpe: Alright, that was a lot I had to say. So I get to pass it on to Barbara.

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00:06:18.880 --> 00:06:48.860

Barbara Butts (she, her): That was fantastic, Mindy. Thanks for uplifting a lot of the things that we do and that Jim has taught us, I would say 100% to all of those canvas resources that you pointed to, especially Pope Tech. I think the other thing that we all do is make sure that we have multiple means of accessible information. So presenting material in video, format or podcast format or accessible Pdfs, like, you talked about.

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00:06:49.680 --> 00:07:14.410

Barbara Butts (she, her): I'm also going to give you a big shout out for the why. I do think our students right now are really interested in the why of what we are teaching and how it benefits them. So one of the things that I try to do with my students is always, when I start a class is meet them where they are, but set them up for the structure and the success of the class. This is what we're doing. This is what we hope to achieve.

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00:07:14.410 --> 00:07:23.600

Barbara Butts (she, her): Why are we doing this and giving us ourselves freedom to interact in small groups around that material?

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00:07:23.620 --> 00:07:25.790

Barbara Butts (she, her): And now I'll pass it to Noel.

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00:07:27.380 --> 00:07:31.404

Noelle Sullivan (she/hers): Thank you, Barbara. I also want to emphasize the why, although

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00:07:31.890 --> 00:07:54.709

Noelle Sullivan (she/hers): slightly, in a different way a lot of times. Now the students that come in that didn't you know they differ a little bit from the students students I taught a decade ago, and that the why is not a given like they don't, even in our program, don't necessarily know why they're reading what they're reading, or even why you want to learn how to analyze a reading, and yet they don't know how to find the argument which is really distressing for

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00:07:54.720 --> 00:08:02.809

Noelle Sullivan (she/hers): us as social scientists, because that's why we write. The things we write is to make an argument. And so setting that up, not only in terms of like.

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00:08:02.960 --> 00:08:14.389

Noelle Sullivan (she/hers): Here's why we're doing this. But here's why it's going to actually help you with your critical thinking or your analytical skills, and how that transfers into the world can actually get a lot more buy in with students, which is really important, because

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00:08:14.390 --> 00:08:39.379

Noelle Sullivan (she/hers): they're so motivated by grades that they're not necessarily thinking about why they're doing anything. So giving them that why in advance and helping them sort of understand why these skills we're giving them is important to them helps their buy. In. The other thing that I've done that hasn't been mentioned yet is, I work really hard to set an expectation that failure is a good teacher, particularly in the age of AI, where they're like, I just don't

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00:08:39.380 --> 00:08:46.500

Noelle Sullivan (she/hers): have time to do all of this stuff. I try to give them low stakes work with a lot of feedback, but I'm talking to them about how

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00:08:46.500 --> 00:09:12.440

Noelle Sullivan (she/hers): investing in your voice, investing in your ability to express what you're thinking and to support what you're thinking with evidence or or case studies that are compelling is a way to shine when everybody's going to be using an AI to get their cover letter to through the algorithms to get in front of someone. So how do we help you hone your voice so that when it comes down to it you're going to stand out as a problem solver as somebody who can can

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00:09:12.560 --> 00:09:26.770

Noelle Sullivan (she/hers): engage with others and still be an authentic self. Because that's what a lot of employers are looking at those soft skills that they're not going to be able to see from a resume necessarily. And finally, I also talk about

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00:09:26.770 --> 00:09:51.750

Noelle Sullivan (she/hers): or not talk about. I make it really easy for students to find everything that they need, so they can spend more of their time learning and working with the materials and less time searching for the thing. I've had colleagues saying, Yeah, but my students never complain about it. It's like, Well, they're not going to complain about it. But if you're giving them a barrier, they're less likely to spend the time they should on the thing you're wanting to get them to do. So just making things easy to find, easy to understand

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00:09:51.750 --> 00:10:03.230

Noelle Sullivan (she/hers): what they're going to be asked to do. Easy to assess. Between 2 assignments they have a choice with which one is a better fit for what they want to do. I do all of that work upfront so that they can come in and make a good decision and then move forward quickly.

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00:10:03.430 --> 00:10:04.220

Noelle Sullivan (she/hers): Thanks.

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00:10:05.840 --> 00:10:14.100

Jim Stachowiak: All right for our next question. I am going to direct this at Barbara first, st Barbara, how are you facilitating student success.

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00:10:15.680 --> 00:10:36.220

Barbara Butts (she, her): I said earlier. I like to meet students where they are, and I try to really live by that statement. So one of the things that I do in all of my classes which I will admit, and these are in the 1415, 16 range students is that I start the class by asking the class how they are.

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00:10:36.650 --> 00:10:52.359

Barbara Butts (she, her): and I also then ask them a question that is really pointed to the material that we have been learning studying. I use a flip classroom. They do a lot of reading

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00:10:52.490 --> 00:10:56.869

Barbara Butts (she, her): upfront so that we can come in and have group discussions.

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00:10:57.260 --> 00:11:19.900

Barbara Butts (she, her): So I asked them how they are pointed question about the material, and that really is super helpful for me. It lets me know I have a really tired, disengaged group of students, or I have a student students that are really energized in the material. And when I ask that pointed question and they start to express the material

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00:11:19.900 --> 00:11:40.070

Barbara Butts (she, her): I use really, really close listening to see if they've actually read the material, if their opinions are based on something that they provided, or if they're punting, and that just really allows me to pitch the class to wherever they are that day, either in their tired selves

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00:11:40.070 --> 00:11:52.239

Barbara Butts (she, her): or they really haven't read and engaged with material in a deeper way, so that I am already, I think, being successful with them in the 1st moments of class, on what we're going to learn that day.

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00:11:56.770 --> 00:11:58.240

Barbara Butts (she, her): Should I say more.

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00:11:58.240 --> 00:12:04.120

Jim Stachowiak: I was looking for my mute button, but if you've got more, go ahead, Barbara.

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00:12:04.660 --> 00:12:17.069

Barbara Butts (she, her): I did this in the last class, and I was really successful about that. And also I use, I think, the thing that we all 3 do well together is that we measure our students for growth.

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00:12:17.310 --> 00:12:42.259

Barbara Butts (she, her): And I'll just add that in my ctext for one rigorous class that I just taught. I got a note from a student in the ctext that said, you are a radical teacher in the best way, because you are flexible, and you really care about the information that we're learning, and if we're learning it in less time, you give us more time to practice in small groups with each other.

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00:12:42.440 --> 00:12:45.410

Barbara Butts (she, her): So I would just call that a success.

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00:12:46.890 --> 00:13:10.919

Jim Stachowiak: Noel, I'm going to have you go next. But before I do that, I'm going to just mention something from the chat jazz who works with the Tlt team on canvas stuff mentioned that many students who submit the Tlt canvas Hall of Fame nominations mentioned, the ease with which they can access all the resources they need. So what you guys are doing is definitely making a difference there. But, Noel, go ahead and take it away. Here.

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00:13:11.900 --> 00:13:39.649

Noelle Sullivan (she/hers): One of the things that really annoys me is when students fall through the cracks. I'm sure I'm not alone in that particular thing. So one of the things with facilitating student success that I try to set up from the beginning of the quarter is that I see myself as a collaborator in terms of learning. So I set up as much of a universal design as I can. So there's different, I mean, as has already been mentioned by Mindy and Barbara that they can submit it. It doesn't have to look a particular way.

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Noelle Sullivan (she/hers): but I I find that some types of learners have difficulties.

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00:13:45.210 --> 00:14:08.890

Noelle Sullivan (she/hers): if they don't have guardrails, if they, if it's set up in a particular way, they kind of think, oh, I'm not good at this, and therefore it's demotivating. And so what I say to them from the beginning is, I'm really working on those higher level critical thinking skills instead of penalizing a student for not putting a period in the Mla citation or lower level stuff that a lot of AI is going to be doing for us if they're not already.

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00:14:09.200 --> 00:14:26.380

Noelle Sullivan (she/hers): And so, because of that, your critical thinking doesn't have to look one way. So if I've set it up as an assignment, and they want to do the same kind of thing, but in a different way. I ask them to collaborate with me on that. And I just met with a student yesterday, for instance, for a while, and she's struggling with

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00:14:26.380 --> 00:14:50.899

Noelle Sullivan (she/hers): coming in regularly, just getting herself out of bed. And this sounds like something that I shouldn't spend my time on. But and it's for a class of 120 students. But it's those students that actually, if they have a motivator, they're super smart. They just don't necessarily have the great executive functioning skills. So I'll work on collaborating with them. What are the things that will help motivate you? So there's simple things like, I want to see you come up and say, Hi to me when you get to class

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00:14:50.900 --> 00:14:59.039

Noelle Sullivan (she/hers): before class starts, and if you're here late I want to see you say goodbye. So they know I'm waiting for them, and they don't feel so lost, or

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00:14:59.040 --> 00:15:23.539

Noelle Sullivan (she/hers): I want to see you actually working this amount of time on this assignment, and you can come and hang out in the suite of our building to do that. So they know that someone's waiting for them to do it. This is particularly useful with some of our more neurodivergent students who feel like having folks that are just invested in them is a big motivator to help them keep going. And then the other thing that I talk about is

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00:15:23.790 --> 00:15:25.250

Noelle Sullivan (she/hers): is, you know, just like

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00:15:25.670 --> 00:15:45.679

Noelle Sullivan (she/hers): again I already said it, but I'll say it again. My job is to help them hone their unique voice and make it so that people will actually listen to what they have to say, and that's scary for them. I find that they're very afraid of one another and being judged, and I'm trying to move them away from. Say what you think. The professor wants to hear, to start

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00:15:45.680 --> 00:15:57.119

Noelle Sullivan (she/hers): talking about making an argument, and it doesn't have to be one I would agree with. But I'm going to help you make that argument better, because the world needs all different kinds of voices and perspectives and arguments in order to be strong. So.

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00:15:57.800 --> 00:15:59.440

Noelle Sullivan (she/hers): and I'll pitch it over to Mindy.

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00:16:00.610 --> 00:16:25.559

Mindy Thorpe: Yeah, it's always hard when you're the last, because everybody already gave such great pointers. But I'll try to sum it up so, as I mentioned. I'm a little bit different in the fact that I have a cohort of 50 students at a time. We have 2 cohorts going on at the same time, and I stay with them for 7 quarters. So I have a little bit kind of like Noel was talking about being able to check in. We actually divide our students amongst all the

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Mindy Thorpe: full-time faculty members at my department, and we are mentors to them whether they want us to be or not, and they meet with us at least once a quarter, either in person over Zoom, and I found that this has really helped, for whatever reason, as many times, as you may say, reach out to me, if you need anything. The conversations that we're able to get in the underlying problems that may be existing

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00:16:49.470 --> 00:17:16.139

Mindy Thorpe: don't seem to come until we have those kind of face to face. Conversations with the students. And you know, kind of like, Noel said. They may be unmotivated to get out of bed, whatever that is. Then you can figure out ways to kind of problem, solve with them. Once again we have them for a long time. So it's really critical to their success in order to kind of have that relationship with them and be able to help them. They love it because they get to know each one of the faculty members in a little bit closer way.

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00:17:16.140 --> 00:17:40.749

Mindy Thorpe: We have also in the Feinbrook School of medicine. We also have a learning specialist which I think they have something kind of of the equivalent in undergrad. But her skill is to basically help our students that are struggling right? And so that's been a huge resource in helping our success. So things that once they don't really have to all fall on my plate all the problems right? We're able to kind of give it to her. And she can work through

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00:17:40.750 --> 00:18:05.639

Mindy Thorpe: whatever they're struggling with and kind of help them in more from an academic standpoint than like emotional or mental issues. So she's able to do that. So that has really helped us be able to kind of connect with the students. I'd also say that kind of like, Noel said, as well like the failure rate, like my students as they're learning how to fit patients with prostheses and orthoses is a new thing to them, and they're not going to be great

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00:18:05.640 --> 00:18:30.249

Mindy Thorpe: at it when they 1st start, and they really struggle with trying to figure out like, I'm not great at this. And like, that's okay, right? Like this is your space in which to fail at it or not do well and learn and grow. And so we really try to push like, stop focusing on that A or that B or that C and focus on where you started and where you're going, where you're going for the end. In a professional career, we need you to be able to kind of look forward.

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Mindy Thorpe: forward. And and it's a struggle for us, right? Because the students always kind of keep going back to like. Oh, I missed this question. And it's kind of like. It's not that you missed it. But what did you not understand and learn from that, and grow from there and stop fixating that you got an 89 instead of a 90 kind of thing. So

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00:18:46.610 --> 00:18:48.339

Mindy Thorpe: yeah, that's all I have right now.

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00:18:49.190 --> 00:19:02.360

Jim Stachowiak: All right. Well, Mindy, since you had to go last last time, and you didn't, I'm going to give you the 1st opportunity at this next question, which is, How are you assessing student success.

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Mindy Thorpe: So another great question. So one of the things I have started doing, I find it so we give end, of course, surveys to try to give feedback, but I find that they're not as beneficial right now. We don't have a way to like mandate our students to do it, and we don't get great feedback from it. But I was taught about these things called learning diaries, which I've now incorporated into my class. So they're more focused on having the students

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Mindy Thorpe: stop and reflect on what they are learning and how they're learning it. But I get great information from the students in these. So so it's kind of a win win. They actually, they like them so much that in one of the learning diaries I asked them, Would you want to continue to do these in for the next cohort coming in. Would you recommend they do it so I wanted really to get their honest feedback like, if you hate these, let me know. And

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Mindy Thorpe: all of them said they love doing them. They don't stop to pause and reflect right. But that's a way for me to start to assess how they're really doing right. Are they grasping the material on the level they do think they want? And now.

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00:20:07.130 --> 00:20:31.440

Mindy Thorpe: with truthfully, with AI right. Not only do I read all of them, but now with AI you can put them all into copilot and get a great summary for the whole cohort in like a big batch, which is also really helpful to like, because it's hard to kind of tally that kind of information. So that's a big thing we've done. We've also started to incorporate quiz corrections. So anything that's a like a formative type assessment. We let them go back and get

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00:20:31.440 --> 00:20:54.370

Mindy Thorpe: a partial part of their grade back, but they really find that there's a form we've created, and they go through, and they answer it, including like not just what the right answer is. But why were they? What were they thinking along the wrong lines? And where do they need to kind, of course, correct in order to better understand the material they missed, and they find those extremely helpful, because once again we're forcing them to do a timeout

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00:20:54.370 --> 00:21:01.660

Mindy Thorpe: pause, think, reflect on where they've gone wrong. And they find that that is very helpful in their long term retention of the material.

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00:21:02.300 --> 00:21:04.790

Mindy Thorpe: And I'll let you tell me who goes next? Jim?

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00:21:04.790 --> 00:21:07.350

Jim Stachowiak: No. Well, why don't you go ahead.

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00:21:11.580 --> 00:21:29.650

Noelle Sullivan (she/hers): I. In my seminar classes I have started doing ungrading, which is a system that Cyril has talked about before, and that doesn't have to look one way. But basically the students will come up with their own learning objectives at the very beginning of the quarter, and then they have to do a midterm assessment about

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00:21:29.650 --> 00:21:58.660

Noelle Sullivan (she/hers): what they've been doing in order to work towards those goals. What's working for them, what isn't working for them, and how to retool it. So it also models like, when you have a goal, the kinds of actual actions you have to put in place to meet it, and then at the end of the quarter they do a self assessment which is like a 1 on one speed, dating with me where they go through and talk about, you know, assessing overall their effort, their growth, their overall contributions to the classroom

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00:21:58.740 --> 00:22:22.740

Noelle Sullivan (she/hers): culture being prepared, and there I emphasize for them that they have to have a sense of mutual responsibility, because if one student doesn't come in in a seminar prepared, then it is detrimental to everybody else, and I find when they're self assessing they're far more motivated to do the work and put the work in than they are when I'm assessing them.

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Noelle Sullivan (she/hers): And I'm setting up what the learning objectives are. I still have like things they have to do, but they get to sort of engage with it. How they want. And you'd be surprised. Like most of them, they want to actually read

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00:22:34.910 --> 00:23:03.399

Noelle Sullivan (she/hers): like they actually want to read and figure out how to read together one tool we have in canvas that I found has been excellent. I only teach undergrads, but it'd be amazing for grad student seminars as well is perusal, which is a tool where everybody collectively annotates. And it's like being able to to figure out, where's the argument? What evidence are they using? Where does this link up with other things they get to interact over annotating a document. And this has been

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00:23:03.590 --> 00:23:16.630

Noelle Sullivan (she/hers): just mind boggling for them because A, they weren't reading at all. To begin with, B. They couldn't find the argument. But then C, they get to see how other people are thinking differently about the material in a way that they may not articulate in the classroom.

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00:23:16.670 --> 00:23:44.269

Noelle Sullivan (she/hers): and then for assessing in larger classes, I teach 2 really large, well, relatively large seminars or sorry lectures, ones, usually 90 students, the other ones at 120 now, and I have a choose. Your own adventure kind of model there, where it's a topical class with all different kinds of things that we cover. And so I get documentaries, podcasts, short little articles, perspective pieces, blog posts

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00:23:44.270 --> 00:24:06.020

Noelle Sullivan (she/hers): that are sort of covering, a wide gamut of the topics where they can engage deeper with it, based on what they're interested in. And I've designed all these different activities that are about allowing them to show their learning, reflect on it, make an argument and support it in this stuff, but they can do it in a variety of ways, so they not all the students come in with the same interest in that topic.

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00:24:06.292 --> 00:24:16.360

Noelle Sullivan (she/hers): But they're able to sort of be motivated by the fact. They get to dig into the stuff that really interests them. And so that's a really great thing for me. But again, I'm not teaching like.

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00:24:16.580 --> 00:24:36.599

Noelle Sullivan (she/hers): I'm not teaching in an academic discipline, like anthropology, which is where I come out of. I'm teaching global health studies, which is just critical studies of the things that people do to try to improve health outcomes or why health outcomes are different across the country and the world. So you can look at it a lot differently that may not be applicable for everyone, but it works really well for me.

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00:24:36.970 --> 00:24:37.940

Noelle Sullivan (she/hers): and Barbara.

88

00:24:39.750 --> 00:25:03.930

Barbara Butts (she, her): Thank you. I'll just add, before we get to assessments, that one of the things that I found really successful for myself and for the students is to give them a midterm survey of how the course is actually functioning for them. It allows me to ask things like when they're most engaged in the class when they're the least engaged, and also what they can do to

89

00:25:03.960 --> 00:25:16.210

Barbara Butts (she, her): engage better with the material and their own learning. And I found that super helpful because it allows me to course, correct like week 5, when there's 5 more weeks of learning to go.

90

00:25:16.560 --> 00:25:30.979

Barbara Butts (she, her): I also use sort of a choose your own adventure assessment in a really rigorous class. It's a lot like project management. The subject matter is

91

00:25:30.980 --> 00:25:55.970

Barbara Butts (she, her): really to produce a show, a production in 3 different venues. One is in con auditorium. One is usually in the lake, Phil, and one is at a professional theater downtown. The learning objectives for each of those venues. It's the same. But with a student who with less experience, they can easily pick con auditorium where they can go to

92

00:25:55.970 --> 00:26:06.309

Barbara Butts (she, her): and actually have more structure and experience with that. So they get to choose which venue, but

93

00:26:06.330 --> 00:26:25.889

Barbara Butts (she, her): I and I can guide them. But I think that that helps them actually have ownership of the project and be more successful. And in this final, this is a final for this course. It's, I think, worth like 25 points. So it's also reflects back everything that they've learned in the quarter so far.

94

00:26:26.250 --> 00:26:53.779

Barbara Butts (she, her): and it is in universal design for curriculum. So every week they are getting feedback with 0 credit from me about the direction they are taking this course in, and I find out that by using an assessment that is, both, choose your own adventure, both in universal design for curriculum. It really helps the students go deeper way deeper than if I just throw an assessment to them at the end.

95

00:26:57.290 --> 00:27:14.970

Jim Stachowiak: Well, that is a lot of good stuff from all 3 of the panelists here. So far, full transparency. When we got together and started brainstorming. What we're going to talk about there is a lot more notes than this, and I told them they had to cram it into a shorter timeframe.

96

00:27:14.970 --> 00:27:29.429

Jim Stachowiak: But we have some time. Is there anything that you want to circle back to, or that you want to elaborate on a little bit, or talk a little bit more about before we open things up for questions, and I will.

97

00:27:29.550 --> 00:27:36.670

Jim Stachowiak: I don't want to put anybody on the spot, so if anybody has something that they want to jump back, to feel free to unmute. And you can go from there.

98

00:27:37.010 --> 00:28:00.459

Mindy Thorpe: Yeah, I'll jump in I wanted to. When Barbara was talking. I just wanted to mention, too, like with her mid course survey. If if anybody isn't familiar with pull everywhere, that can also be a really quick way, just you know, in the start of class to either do something fun, kind of get a pulse on how they're feeling. There's word clouds, or you can like even give like a quick little

99

00:28:00.460 --> 00:28:18.870

Mindy Thorpe: quiz, even if it's not graded right? Kind of going back to like. Did you actually do the readings do? Where kind of get a pulse on like where they're at before you start your class to say like, Oh, they really understood it, or, Oh, we've got lost ducts, and we've got to like. Gather them all back together again. Kind of thing. So if you're not familiar with it, I don't know.

100

00:28:18.870 --> 00:28:25.560

Mindy Thorpe: Somebody will help you get set up on it, but I found it pretty fun to use and you can do it in a variety of ways.

101

00:28:27.150 --> 00:28:52.150

Noelle Sullivan (she/hers): I'll just add on to that, too. I don't. I tried using poll everywhere last year, and I did not like that tool, but I like what it can do so visually, I prefer, and it's all you know, personal preference. I prefer point solutions, and that one we're very lucky because Feinberg has a license for that that counts for everybody, even though Feinberg pays for it. And so that's also free for students. It just

102

00:28:52.150 --> 00:29:07.199

Noelle Sullivan (she/hers): visually. It just works a little bit differently. And you know, one of the things I did find with Poll everywhere that I didn't realize until part way through the quarter was that you have to mark that you don't want them to be able to remotely Poll, in order for them to have to be in the room.

103

00:29:07.200 --> 00:29:09.239

Noelle Sullivan (she/hers): So I found that I would have

104

00:29:09.240 --> 00:29:36.619

Noelle Sullivan (she/hers): 50 students in a class of 120, and it was coming up that 100 students were responding to the poll. So they were doing it from their beds. Because that's where we are. And so that's just something to know if you're using poll everywhere, and you actually are trying to use it as a motivator to come to in person class that you need to set things up on all of these things with location services or a very unique identifier that people can only get if they're in the classroom things like that so that they're not working around things which again, at the undergraduate level, is

105

00:29:36.730 --> 00:29:38.220

Noelle Sullivan (she/hers): kind of substantial.

106

00:29:39.670 --> 00:30:03.839

Barbara Butts (she, her): Thank you. And I'll just add that I think our students are going through a lot and have gone through a lot. And they're actually really lonely and craving connection. So I have been really successful in my classes using small group. Even in a class of 45, I put people in small groups. Very structure prompts that I want them to accomplish in that small group.

107

00:30:04.230 --> 00:30:27.140

Barbara Butts (she, her): and they are very good at discussing material teaching each other. The stronger students will help the students, who are perhaps weaker in the subject, but also it gives a, I think, a better space for the weaker students to engage and take risk than in a large 45 group class, and sometimes those

108

00:30:27.150 --> 00:30:38.550

Barbara Butts (she, her): what we might call weaker learners are will surprise you, and they'll step forward in those small groups and help guide a conversation in a way that I think is really helpful to our students right now.

109

00:30:41.320 --> 00:31:03.379

Jim Stachowiak: All right. With that I would like to open the floor to any of our folks that are participating here for questions, so feel free to just unmute yourself and and ask a question to any of our panelists if you have one, or you could also put a question into the chat. But this is this is your time to ask questions of these 3 folks.

110

00:31:26.540 --> 00:31:39.000

Jim Stachowiak: I'm gonna throw you guys for a loop while we're seeing if anybody has some questions here. Oh, here we have one from Julie, she says. How do you balance the needs of students with time management.

111

00:31:41.900 --> 00:31:46.009

Jim Stachowiak: and I'll let whoever wants it. Barbara looks like you've got an answer to that.

112

00:31:46.010 --> 00:31:55.520

Barbara Butts (she, her): I I will give you one strategy that I use, and that I just assume I'm going to be asked for an extension

113

00:31:55.560 --> 00:32:20.280

Barbara Butts (she, her): by any student at any time during the quarter. So I already build a 24 h extension into my canvas deliverables. You have a due date, and then you have a date with which you can upload with no penalty. Right? And then I think it goes back to what Noel was saying about students struggling and being not motivated. If you, if you see someone who is not meeting

114

00:32:20.350 --> 00:32:34.879

Barbara Butts (she, her): your course requirements or your deliverables, then I think that a conversation is probably best on how I can help you succeed. What do you actually need? I think that individual touch is is really successful.

115

00:32:37.310 --> 00:32:40.219

Jim Stachowiak: Mindy or Noel. Do you have anything to add to that.

116

00:32:40.220 --> 00:33:06.320

Mindy Thorpe: Yeah, I guess I, Barbara went to like how to manage the the students time management, right? And obviously, I'm more self centered because I thought of my own time management like, how do you handle them all? So? Barbara's clearly a better human than me. But you know, when I thought of my own time management. Right? I thought of. Well, like. One thing we do is we divide our students right? There was 1 point where I was kind of in charge of all I call my little ducks my little ducks

117

00:33:06.320 --> 00:33:31.029

Mindy Thorpe: and and that didn't work very well right. Us hiring in a learning specialist was huge. Right? So instead of me sitting there giving them learning strategies right? I've got somebody else to be able to help. So you know my advice, too, would be if you're looking for your own team. Management is is time. Management is to like, look and see what the resources are at Northwestern. Historically, my program, especially, has not been great at tapping in

118

00:33:31.030 --> 00:33:54.150

Mindy Thorpe: to the University as a whole. But sometimes when you start digging, you're like, Oh, there's somebody that can help me with this and somebody, you know, and that while that does take time to be able to find those resources, we've got great resources at Northwestern and a depth of knowledge. So sometimes it's just figuring out who in the world can help you. And I find that you know a lot of times. We're all in this, the boat together, and we're all willing to help one another out. So.

119

00:33:57.034 --> 00:34:02.555

Noelle Sullivan (she/hers): Yeah, along those lines, I think what I would say is, I mean, I'm teaching undergraduates

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00:34:03.050 --> 00:34:12.880

Noelle Sullivan (she/hers): And and we joke over here that every student has a gets the same degree at Northwestern. It's a degree in extracurricular activities.

121

00:34:12.880 --> 00:34:35.240

Noelle Sullivan (she/hers): They just, you know, they've got to be part of a 50 million clubs and volunteering. And we have a lot of premeds right? So then, and engineers, and they're just they have a lot of things on their plate. So one of the things that I tell myself is think smarter or work smarter, not harder. And so along those lines the students who who cheat, who phone it in, who don't actually put the time and energy in

122

00:34:35.320 --> 00:34:52.839

Noelle Sullivan (she/hers): cost me more time. And so, instead, I find that what Barbara had said about connecting with the students, making them feel like they're seen by me early on, and that you do actually care is really motivating. And then I also set up structures that

123

00:34:52.840 --> 00:35:17.290

Noelle Sullivan (she/hers): basically push it onto the students to have to do things so like my seminars are probably the easiest thing for me ever, because once I've set it up. The setup takes some time, but once I've set it up they're 3 h seminars. The 1st hour is entirely student. Run. They get to have a consultation with me where I'll go over their discussion questions in advance and give them feedback. They get feedback from me in that point, but they run the 1st hour.

124

00:35:17.290 --> 00:35:38.730

Noelle Sullivan (she/hers): and then somebody does a case study on something related in the second hour, and in the 3rd hour, based on whatever they said, and my analysis of things. Then I do my part. And so I'm not having to plan. I'm actually outsourcing to the students themselves. Similarly, for a large writing project that I it's not large. It's multi-step writing project that I have in my big classes.

125

00:35:38.730 --> 00:35:48.939

Noelle Sullivan (she/hers): I require a Peer review, and the Peer review is actually got a template, and they are assessed on how good the quality of their peer review is.

126

00:35:48.940 --> 00:36:04.519

Noelle Sullivan (she/hers): and they don't know why that's useful to them, and they don't know that we all use peer review before we are ever submitting anything for publication, or that it's gone through multiple drafts like this is a totally foreign concept, but once they've gone through the process, they understand the why.

127

00:36:04.620 --> 00:36:26.029

Noelle Sullivan (she/hers): But if you don't put it in there as an assessment, they're just not going to do it like saying to my students, you should go visit a librarian because they can help you figure out how to research the topic you want. They're not going to do that. They think they can do it themselves by youtubing it, or something. And so like, I have to require it. And I do. And then they're like, Wow! That was amazing. I'm like, what?

128

00:36:26.160 --> 00:36:51.140

Noelle Sullivan (she/hers): But you got to incentivize it somewhere as no requirement like even in ungrading. If I set the app the requirement that they do that and demonstrate that they've done it, they're going to do it because it now becomes part of their self assessment. So I'm just sort of it's kind of a way of forcing them while giving them some autonomy at the same time. But because of the Peer reviews. By the time they get to me and my graders their assignments are at a far higher level than they were

129

00:36:51.140 --> 00:36:59.330

Noelle Sullivan (she/hers): before, and knowing that their peers are going to look at it before it comes to me, is highly motivated because they're terrified of their peers.

130

00:36:59.330 --> 00:37:16.510

Noelle Sullivan (she/hers): and then they realize when they're doing that peer assessment like. Oh, now I'm seeing problems with my own writing, and I can go back and fix that as well. So a lot of it is outsourcing, and like per talking about with Midi's point, about the teaching tools that we have at Northwestern, like you might have to like.

131

00:37:16.510 --> 00:37:33.400

Noelle Sullivan (she/hers): Give them a push to get there. But then you're spending more time on what you're there to teach while they're acquiring the skills you need them to, because I don't have time to teach them how to write an essay. Right? So. But there's people here whose job that is. So we sort of motivate that here in my unit, anyway.

132

00:37:34.580 --> 00:37:59.439

Barbara Butts (she, her): And I'll just jump way back to the How are you today? I also participate in the How are you today? And in January I found myself being really honest with the class and saying, I am world weary today, and I felt such a relief from them to see that like oh, I'm not optimal, but then I say, but now I'm super excited to be here with you and

133

00:37:59.440 --> 00:38:07.869

Barbara Butts (she, her): attack this material, which is both honest and authentic, and I think it never hurts to be authentic with your students.

134

00:38:16.490 --> 00:38:17.710

Noelle Sullivan (she/hers): Jimmy, you're on mute.

135

00:38:17.710 --> 00:38:26.290

Jim Stachowiak: I, you know, 5 years into this I still make that mistake. Desi has joined us. Desi, do you want to introduce yourself to the group.

136

00:38:26.700 --> 00:38:37.629

Desiree J Hanford: Sure I apologize for being being late. I was in another meeting. Hi, everyone. My name is Desi Hanford, and I'm an instructor at midil, and it's good to be here.

137

00:38:38.420 --> 00:39:02.559

Jim Stachowiak: Desi, I'm gonna put you on a spot before we go back to the before we go back to the questions from the rest of the group. And I would like, I'm wondering if you could just give a quick rundown of what you're doing to support student success in the environment, to facilitate student success and how you're assessing student success. So that's a little bit of everything there.

138

00:39:02.560 --> 00:39:03.430

Desiree J Hanford: They can see. They can.

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00:39:03.682 --> 00:39:07.469

Jim Stachowiak: What you want to hit on through all of those.

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00:39:07.470 --> 00:39:18.829

Desiree J Hanford: Yeah, sure, no. I'll try to do that, I think, in terms of trying to. You know. Give students the ability to have as much success as possible

141

00:39:18.830 --> 00:39:43.519

Desiree J Hanford: in the classes I teach. I think number one is making sure the canvas sites are accessible. So that's everything. From the readings, the assignments, the video, the audio, like really, just holistically making sure that canvas site is accessible. Friendly if you will. Another thing, trying to give students enough

142

00:39:43.620 --> 00:39:49.050

Desiree J Hanford: time, sometimes 24 h, sometimes 10 min. But to complete.

143

00:39:49.050 --> 00:40:13.780

Desiree J Hanford: generally open book quizzes so that setting those quizzes up so that students who may have an accommodation, you know. Don't need more time. Don't have to ask for more time. It's just built in and everyone gets it, and no one stands out. Another key thing is having students write a story that isn't graded. But feedback is given in a week in.

144

00:40:13.780 --> 00:40:16.599

Desiree J Hanford: you know, during one class period, and then the following week.

145

00:40:16.650 --> 00:40:45.199

Desiree J Hanford: writing a very similar type of story that then is graded. So the students write kind of a practice story if you will get some feedback, and then the following week, they actually write it for a grade, and then also doing some short in lab assignments that again aren't graded. But feedback is given, and really kind of in terms of how you know, facilitating that success, you know. How does that work, you know.

146

00:40:45.260 --> 00:40:53.780

Desiree J Hanford: checking in with them? We have a mid quarter one on one meetings with students, either on zoom or in person, and just

147

00:40:53.780 --> 00:41:16.880

Desiree J Hanford: making sure everyone's okay, either, you know, in the class making sure they're feeling like they're learning that they're being heard. Also, if a student misses a class 2, but certainly by the 3rd time, second or 3rd time, I reach out to their academic advisor and let them know, just to make sure that we're all in the loop

148

00:41:16.880 --> 00:41:24.377

Desiree J Hanford: in case something is happening that I'm not in the loop on, or maybe they're not aware that the student has been missing class

149

00:41:24.690 --> 00:41:43.709

Desiree J Hanford: and then also a colleague and I are piloting connect. And you. We started doing this last year, and we continued it in winter of 25, and we're doing it in spring of 25, which allows the academic advisors for middle students to have in writing.

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00:41:43.770 --> 00:41:53.539

Desiree J Hanford: and quickly what we're seeing and those, you know, there are little flags, so to speak, and those flags can be anything from missing class.

151

00:41:53.730 --> 00:42:16.689

Desiree J Hanford: you know more than a few times missing class to the point where completing the course or passing the course, could be very difficult. You know there are a number of flags that we work with. And we've worked with the Lee West on that, and some other folks on carrying that through. And then, you know, in terms of assessing where they are just.

152

00:42:16.690 --> 00:42:34.229

Desiree J Hanford: you know, having the students write progressively more challenging stories as the quarter goes on. And then in their final story assignment, which is a news feature kind of bringing everything together, all the skills that we've been working with them on, and they've been assessed on

153

00:42:34.637 --> 00:42:39.119

Desiree J Hanford: in their previous stories and bringing those all together in that

154

00:42:39.160 --> 00:42:43.310

Desiree J Hanford: final story. So I hope that addressed everything. Jim.

155

00:42:43.900 --> 00:43:04.399

Jim Stachowiak: That was a very good summary of all of that stuff that you're doing, Desi. But you got a direct question also. So you're going to still be on the mic. Here, Desi, do you make these midterm check-in meetings optional or required, if required? How do you find the time when you have many students. If optional, how do you encourage students to attend.

156

00:43:04.400 --> 00:43:31.509

Desiree J Hanford: Oh, that's such a good question. We actually make it mandatory, but we make it friendly, mandatory like. Of course you want to meet with us right? Why wouldn't you want to meet with us? So? The course that this is for I mean I do it with all of my classes. But the course I'm thinking about right now is a reporting course that all 1st year students at Medill have to take, and so I see all of them in lecture once a week.

157

00:43:31.690 --> 00:43:54.666

Desiree J Hanford: But I'm fortunate to have amazing colleagues who then see these same students in labs twice a week. So there are anywhere from 14 to 16 students in those labs. And it's in those labs that we actually have these mid quarter meetings. So my lab, this quarter has 16 students, and so

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00:43:55.740 --> 00:44:02.600

Desiree J Hanford: you know, I'll be meeting with all of those 16. We usually try to do it by the end of week, 6, although week 7 works out.

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00:44:02.730 --> 00:44:05.459

Desiree J Hanford: we did try to make it optional.

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00:44:05.670 --> 00:44:09.400

Desiree J Hanford: and I will say we had about

161

00:44:09.750 --> 00:44:31.490

Desiree J Hanford: half to 2 thirds of the students doing it, you know, opting in to do it. But we really wanted to talk with all of them. We didn't want to leave anyone out. And so one of the things we've tried to do is say, look you, can. We can have these mid quarter meetings with you like when we each set them up on zoom or in person. Whatever works for you.

162

00:44:32.850 --> 00:44:51.030

Jim Stachowiak: All right, Desi, I'm going to take you off the hot seat for a minute. Here. There's another question in the chat for anyone who has the answer or wants to start for those who use a flipped classroom approach. What effective strategies besides quizzes have you used to ensure? Students are learning the course materials.

163

00:44:57.480 --> 00:44:58.899

Desiree J Hanford: Can I go back on the hot seat?

164

00:44:59.020 --> 00:45:00.070

Desiree J Hanford: Sorry, Barbara.

165

00:45:00.070 --> 00:45:01.839

Barbara Butts (she, her): You go ahead, I'll I'll follow you.

166

00:45:02.256 --> 00:45:24.759

Desiree J Hanford: So thank you. So we do things in class. We do things in class, and I tend to walk around and kind of look over shoulders not to be like scary, but just looking over and trying to provide some guidance, and again doing those ungraded assignments where it's low risk.

167

00:45:27.320 --> 00:45:44.510

Barbara Butts (she, her): I'll just add that sometimes, if I sense they haven't done the reading, I'll just ask them, and they will be honest and say no. And at that point I think it's up to me on how I adapt to them, because I need to know what the most specific

168

00:45:44.820 --> 00:46:12.289

Barbara Butts (she, her): material is that I want them to know from their reading, and sometimes for me. That's a case study, and if I think Oh, that's where all the learning objectives are buried. I will say, Okay, great. What we're going to do now is we're going to pivot. And you're going to pull up this case. Study on canvas, and we're going to take the 1st 10 min of this class. You're going to read this case study, and then I would like for you to identify

169

00:46:12.290 --> 00:46:15.849

Barbara Butts (she, her): 5 things in it that affect the learning objectives.

170

00:46:15.980 --> 00:46:23.739

Barbara Butts (she, her): So I think it's the ability to do exactly what Desiree said is to pull some information into the class.

171

00:46:28.170 --> 00:46:52.290

Jim Stachowiak: We've got another question here aimed, and I think a couple of you have mentioned that you do choose your own adventure assignments. And so the question is, when you do a choose your own adventure set up for a class. What guidance do you use for students? What structure is there in place. To not make this too chaotic would love to see examples or ideas. For how this, how to how to structure, this.

172

00:46:56.930 --> 00:47:21.919

Noelle Sullivan (she/hers): So for me, it is kind of chaotic on my end of things, because the grade book is like 40 activities long, right? But I after I didn't start there right, I started with sort of a couple of things for each week, and on that week's page in canvas it actually has a link to each of those activities. But there's actually a short paragraph there about what that activity is going to ask them to do. The setup is pretty much the same for all

173

00:47:21.920 --> 00:47:38.119

Noelle Sullivan (she/hers): of them. So the length is about the same. They're actually quite short. So I'm trying to get them to dive deeper into a topic of interest to them. So, for instance, if I was teaching about HIV Aids, then I'd have a couple that are about HIV aids, but in terms of different populations or different

174

00:47:38.120 --> 00:47:47.120

Noelle Sullivan (she/hers): kinds of approaches to prevention or treatment that were going on. And then they students could choose between those. But I do. Some of them are going to be discussion

175

00:47:47.120 --> 00:48:08.490

Noelle Sullivan (she/hers): posts, and some of them are going to be reflection, and some of them are creative writing, and some of them they have to like do a mind map, or some sort of like thing with a sharpie, and they take an image of it. It can. Really, it really just needs to demonstrate learning. But the idea there was again work harder or work smarter, not harder. So all of the activities for those big, huge lectures with, choose your own adventure. The activities

176

00:48:08.490 --> 00:48:33.030

Noelle Sullivan (she/hers): take them time to absorb the material, think about it and react to it, and they take my graders and me about 5 min each to grade, because they're just very, very fast. Short kinds of things that demonstrate not just here. I have actually learned about this. But also here's what I think about it. And here's how I connect it to other things. I'm learning in other classes or things that I've seen in my own community or that kind of thing.

177

00:48:33.030 --> 00:48:54.230

Noelle Sullivan (she/hers): But yeah, the grade book is super chaotic, and I do everything by points instead of by percentages in canvas, because canvas has no option for choose your own adventure. And I also have guardrails so that they have to have like, if we're doing. They have everything available to them that if they want to skip around they can. But as we're going through each topic each week.

178

00:48:54.290 --> 00:49:11.400

Noelle Sullivan (she/hers): they lose the ability to do that topic anymore. Because if you don't have deadlines that are staggered, all the students that have difficulty with deadlines will fail, and they'll try to do it all at the last minute, and then they'll be emailing you the day before grades are due, when you can't even accept anything anymore and be like, oh, you brought it in.

179

00:49:11.660 --> 00:49:17.599

Noelle Sullivan (she/hers): Please make an exception, which, of course you can't. And so the guardrails have been really effective for that.

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00:49:17.600 --> 00:49:42.500

Noelle Sullivan (she/hers): But yeah, as every every year that I teach those classes, I'll like, reassess, update some of the things that are already there, and then some of them I'll take off, and I'll put in new ones as I go the other way that I make it less chaotic is I have a future syllabus every quarter that I'm teaching a class. So if I come across material that would be really good for a particular class, I actually take it right in that moment, and I'll plug it into the future syllabus. So by the

181

00:49:42.500 --> 00:49:51.619

Noelle Sullivan (she/hers): time I open that up, I already have all the new things that I want to use in my lecture, or to make an activity out of, so I don't have to go searching for new material.

182

00:49:54.030 --> 00:50:13.929

Barbara Butts (she, her): For my choose your own adventure final, I'll say, structure structure is your friend. I talk about this final. On the very 1st day of class. I present it, and there are the 3 options clearly laid out. The paths are laid out for the students to choose.

183

00:50:13.930 --> 00:50:38.370

Barbara Butts (she, her): There's also a big guidebook for each adventure, because I've been doing this for a while, and I don't really like chaos. So I think the structure helps me more than it probably helps the students, and then that really is broken down, based on skill and universal design for learning. So once we cover a

184

00:50:38.370 --> 00:50:53.770

Barbara Butts (she, her): skill or a topic in class. There is an opportunity for the students to upload for 0 points feedback from me, so that kind of scaffolds the project all the way through. So I'm a fan of structure.

185

00:50:55.750 --> 00:50:59.270

Jim Stachowiak: Amanda, do you have any follow up to that? Or you get your question answered.

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00:51:00.350 --> 00:51:05.470

Amanda Irini Blomberg Stathopoulos: I. I have to think through it because my class has like 40 50 students. So

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00:51:06.027 --> 00:51:09.500

Amanda Irini Blomberg Stathopoulos: I don't have to think about if it's doable. But

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00:51:09.820 --> 00:51:12.270

Amanda Irini Blomberg Stathopoulos: I do get those feedback that they want to go deeper.

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00:51:12.719 --> 00:51:18.220

Amanda Irini Blomberg Stathopoulos: And this would be a way for them to go deeper on select topic rather than trying to cover a bunch of ground.

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00:51:18.330 --> 00:51:21.729

Amanda Irini Blomberg Stathopoulos: So yeah, I'll have to think about it. Thanks.

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00:51:22.930 --> 00:51:27.310

Jim Stachowiak: Any other questions from our attendees today.

192

00:51:28.570 --> 00:51:30.394

Yujay Masah: I've had a question.

193

00:51:31.010 --> 00:51:47.820

Yujay Masah: it's kind of 2 pronged. 1st off, I'm a librarian working at Northwestern, so my capacity in teaching is very short, and it's across. It can be across a lot of subject areas and disciplines. Most of the

194

00:51:47.930 --> 00:51:55.089

Yujay Masah: instruction sessions that I do are anywhere from 30 min to an hour and a half long, and

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00:51:55.860 --> 00:52:02.239

Yujay Masah: it's very likely I'll only see a group of students in that setting just the one time.

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00:52:02.440 --> 00:52:14.188

Yujay Masah: So I'm really interested in the kind of mentoring strategies that you guys that a few of you mentioned because when the most helpful

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00:52:14.810 --> 00:52:26.086

Yujay Masah: kind of instruction I can give to students is when it's a 1 on one research, instruction or consultation session. And part of that is, of course, like teaching the

198

00:52:26.880 --> 00:52:42.356

Yujay Masah: research skills and showing off resources. But another part of it is showing that student that I'm working with that I'm here as a point of support for the work that they're doing. So I'd love to hear a little bit more about that, and

199

00:52:42.980 --> 00:52:59.189

Yujay Masah: also just like for my own curiosity, I'd love to hear more about how you all integrate the library into your courseworks, and for student success. I heard about making it a requirement to go see your librarian, which I kind of really love to hear, so anything else like that would be great. Thank you.

200

00:53:06.000 --> 00:53:30.989

Mindy Thorpe: I can hop in first.st We so we use Galter Library because we're downtown. So we use Fsm's library, but we do the same thing Noel does as they students. My students have to do a capstone project, and they have a time they have to go over and meet with. We have a designated librarian that's just for prostates and orthotics, which is pretty handy. They start off their 1st quarter. It's an online class.

201

00:53:30.990 --> 00:53:55.979

Mindy Thorpe: and we actually have. The librarian has already recorded a lecture and gives them an overview of like. This is what you have access to. This is how you kind of get in here and start looking up research articles and things like that. So we once again, I've got the benefit of having a cohort, so we just start them off from. I think it's their 1st or second week online that this is the library you're going to have to learn how to use it. Stop using Google for every like, Google can be an okay starting place.

202

00:53:55.980 --> 00:54:13.249

Mindy Thorpe: But like, that's not your reference is not. I found something on Google or AI put something together, and then and then once again, then we once they come on site. We have them meet with a librarian, which I think is huge, just kind of like, Noel was saying. It's like it's a resource, and the students won't do it if you.

203

00:54:13.250 --> 00:54:41.100

Mindy Thorpe: if they don't not ask so like my suggestion would be to you is, if you have certain students from certain classes, or you're starting to see you yourself, or just in general, your team right like start reaching out to those professors and saying like, Hey, how can we better integrate this or make it kind of a mandatory thing? If the students are really, you know what I mean, and and that may help more of the students get in touch with you because they won't leave their computer to seek out face to face interaction unless they have to. I think.

204

00:54:41.960 --> 00:55:09.310

Desiree J Hanford: I'll add on to Mindy. We often invite the journalism librarian in to encourage them, and to teach to show them like what's available. You know particularly things that if they go in through Google are behind paywalls. But you know, because the library has access to it, there are things that are available to them that aren't behind paywalls, and that turns out to be very helpful to them. And very.

205

00:55:09.420 --> 00:55:36.620

Desiree J Hanford: you know, kind of eye opening, and in terms of of the mentor, you know, meeting with them. One on one I always think, is the best way to show like, really I care about you. I see that you are more than a student in my class, and that you have no bigger cheerleaders, cheerleader, if you will. Rooting for you than you know your your classmates and the person you know, standing at the front of the class like

206

00:55:36.790 --> 00:55:46.920

Desiree J Hanford: want you to be successful. And so let's talk. That's part of the you know that mid quarter meeting is to try if that hasn't come across by that point already to try to drive that home.

207

00:55:48.630 --> 00:56:01.759

Jim Stachowiak: Well, I'm actually, I'm sure Barbara and Mindy have some something to offer with that. But we've hit our time limit, and I have to turn it back over to UN. So I'm sorry to not give you the to that opportunity, but I do want to thank

208

00:56:01.760 --> 00:56:20.089

Jim Stachowiak: Barbara, Noel, Mindy, and Desi for their insights. Today, you guys are all doing great work, and I'm really happy to be able to moderate this panel where you get to share some of the things that you're doing and give some ideas to other folks out there. And with that I'm going to turn it over to to finish up the the session here.

209

00:56:20.930 --> 00:56:35.779

Eun Sandoval-Lee: Yeah, thank you, Jim and our panelists. What a fantastic way to wrap up the practicum with so much insight and inspiration! Today's faculty panel is our last live offering for the spring iteration of this year, supporting student success practicum.

210

00:56:35.780 --> 00:57:00.100

Eun Sandoval-Lee: And as a friendly reminder, we'll be sending a post practicum. Follow up email message soon with a link to a post practicum survey and other information. So please keep an eye out for it in your inbox next Monday. And in case you're wondering, the canvas site which includes recordings and resources will continue to be available beyond this quarter. So it's not too late to earn your digital badge on supporting student success by watching recordings for any live offerings you weren't able to attend.

211

00:57:00.628 --> 00:57:22.900

Eun Sandoval-Lee: If you're interested in further thought, partnership and discussion on how to support student success for your instructional context. It's not too late to schedule a 30 min consultation with me this quarter, including next month. And we welcome you to check back for a response to your feedback or questions on the feedback and insights board. But with these last couple of minutes. Before folks leave. I'm going to launch an anonymous zoom, Poll, do it now

212

00:57:23.850 --> 00:57:46.789

Eun Sandoval-Lee: as an exit ticket to request your feedback on today's faculty panel, and once you complete the poll, please feel free to leave the zoom room. Thanks again, Jim, for moderating today's faculty panel. And thank you, Barbara Desi Mindy, and well for sharing your experiences, defining and redefining, creating an environment for facilitating and assessing student success as colleagues at Northwestern.

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00:57:46.790 --> 00:57:58.179

Eun Sandoval-Lee: and thank you to everyone for joining us today and throughout this quarter, as always. If you have any questions about the practicum, please email us at practicum at Northwesternedu. Otherwise good luck with the rest of your quarter. Thanks for joining.