WEBVTT

**[ALL TIMESTAMPS BELOW THIS POINT ARE AHEAD BY 00:01:44 DUE TO VIDEO EDITING]**

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00:01:44.200 --> 00:01:50.659

Charlayne Mitchell: Well, welcome. I want to welcome and everyone to supporting student success. Synchronous session 2,

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00:01:51.166 --> 00:01:58.880

Charlayne Mitchell: and our sequence online session is framed around the question, how are we creating an environment for student success?

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00:02:01.350 --> 00:02:05.660

Charlayne Mitchell: And let me do this and

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00:02:07.200 --> 00:02:17.099

Charlayne Mitchell: just kind of like wanting to introduce you to who we are. I'm Charlene Mitchell, an assistant professor of instruction in Global Health Studies program and affiliate with the anthropology department.

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00:02:19.120 --> 00:02:33.480

Jasmine Gurneau (she/her): And I'm Jasmine Gerno, I she her pronouns, and I have the pleasure of serving as director for native American and indigenous affairs. It's housed within the office of institutional diversity and inclusion

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00:02:33.860 --> 00:02:35.129

Jasmine Gurneau (she/her): to be here with y'all.

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00:02:36.950 --> 00:02:38.540

Charlayne Mitchell: Thank you, Kathleen.

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00:02:39.780 --> 00:02:52.049

Charlayne Mitchell: and so we invite you. We invite you to actively engage in this this program that brings together colleagues across academic and professional disciplines.

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00:02:52.200 --> 00:03:04.110

Charlayne Mitchell: instructional context and levels of pedagogical training. And with a beginner's mind participate in ways that challenge and encourage our individual and collective growth

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00:03:04.796 --> 00:03:07.099

Charlayne Mitchell: in knowledge and skills.

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00:03:07.270 --> 00:03:16.697

Charlayne Mitchell: And these these 2 points are derived from the article why and how to practice the beginner beginner's mindset. And I think about it in

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00:03:17.200 --> 00:03:41.009

Charlayne Mitchell: and what in what other ways can we apply it to the topic of our session and our conversation? And there are 2 frameworks that come to mind and heart. And the 1st one is power, dynamics and expert knowledge. And the article suggests that most of us think of ourselves as experts regarding who we are. But this can be an overdone strength.

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00:03:41.080 --> 00:03:54.170

Charlayne Mitchell: Therefore this kind of raises the question of who gets to claim expertise, and the article. Advice. To ask questions and be open to new ideas should be expanded. To recognize the students.

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00:03:54.260 --> 00:04:01.420

Charlayne Mitchell: especially from those from marginalized backgrounds and bring value expertise through their lived experiences.

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00:04:01.560 --> 00:04:15.020

Charlayne Mitchell: The article also states like Remember in the expert mind there are only a few questions. This reinforces how traditional educational spaces often privilege certain types of knowledge while dismissing others.

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00:04:15.200 --> 00:04:18.269

Charlayne Mitchell: and but reframing the question that the article asked.

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00:04:18.540 --> 00:04:23.780

Charlayne Mitchell: What would you do if you did not know anything about the situation.

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00:04:24.380 --> 00:04:31.249

Charlayne Mitchell: So instead, we can ask what different types of knowledge, or knowledges and experience can inform our understanding?

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00:04:31.410 --> 00:04:53.030

Charlayne Mitchell: And the second point that I thought of that kind of framework that came to my mind when thinking about us, engaging and inviting to have this beginner's mindset was building collective learning environments. The article points to being open to new ideas can also be expanded to create learning spaces where students collaboratively share their diverse

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00:04:53.230 --> 00:05:21.880

Charlayne Mitchell: perspectives and experiences. And when the article States. Keep in mind that the world you live in is the world you choose to create. This can be reframed to emphasize a collective responsibility in creating supportive educational environments, and the article also emphasizes that asking questions can be developed into creating spaces where students feel empowered to question, to challenge and to contribute to knowledge building rather than just individually.

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00:05:21.960 --> 00:05:30.489

Charlayne Mitchell: So training with a beginner's mind critiques traditional power dynamics where expert knowledge is privileged over other ways of knowing.

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00:05:34.460 --> 00:05:39.817

Charlayne Mitchell: Therefore we invite you to participate, you know, in different ways. And so

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00:05:40.350 --> 00:05:56.440

Charlayne Mitchell: we encourage you to come back to what you know, don't just, you know, know, but also seek to know, create learning environments that integrate personal experiences, observations, lived realities with formal education and theoretical learning.

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00:05:56.650 --> 00:05:57.890

Charlayne Mitchell: And so

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00:05:59.240 --> 00:06:20.300

Charlayne Mitchell: I want to also remind you that participating in today's workshop within our event, can count towards your earning a badge, a digital badge to reflect your commitment to supporting our student success in the await the open education resource oer including a recording of today's live event.

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00:06:20.840 --> 00:06:42.860

Charlayne Mitchell: And so there are many ways of participation. And we but we want to underscore just 2 in our conversation today, and that's the 5th checkmark which is, identify your learning edges and push them, which creates this psychological safety, and acknowledging that everyone, including experienced educators, has areas of improvement.

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00:06:42.990 --> 00:07:03.900

Charlayne Mitchell: And the 9th check mark that says, Speak to yourself, which is right here that says, speak for yourself from your own experience in your own perspective, just like students that are entering to your classroom. They are bringing in their own experience and perspectives, and we are inviting you all to share your experiences during this session as well.

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00:07:04.640 --> 00:07:13.400

Charlayne Mitchell: and our agenda for today is grounding in introductions having a mural activity design, a T-shirt

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00:07:13.640 --> 00:07:23.740

Charlayne Mitchell: framework and scenarios and building barriers and discussion action planning and tools resources. And then we'll have an outcomes and and closing this.

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00:07:27.550 --> 00:07:39.350

Charlayne Mitchell: And so I turn to the late and and to me amazing bell hooks, who in her book wrote in her book, Teaching community a pedagogy of hope. On page 41 states.

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00:07:39.920 --> 00:07:43.210

Charlayne Mitchell: teachers who have a vision of democratic education

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00:07:43.450 --> 00:08:12.379

Charlayne Mitchell: assume that learning is never confined solely to an institutionalized classroom rather than embodying the conventional false assumption that the university setting is not the real world, and teaching. Accordingly, the democratic education or educator breaks through the false construction of corporate university as set apart from real life and seeks to re-envision schooling as always a part of our real world experience.

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00:08:12.550 --> 00:08:20.590

Charlayne Mitchell: And so when we talk about our learning environments are important to construct knowledge beyond the classroom.

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00:08:22.000 --> 00:08:41.610

Charlayne Mitchell: and so moving up beyond like bell hooks, and to the supporting student success practicum Speaker Jillian Kinsey have a core connection which are belonging. And we talk about environment earlier with the Bell hooks quote, and we'll share the definition

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00:08:41.610 --> 00:08:55.790

Charlayne Mitchell: that Julian Kinsey provided, which is a positive and supportive environment that fosters a sense of belonging, encourages active engagement in learning, provides success to resources, and promotes healthy student well-being.

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00:08:55.800 --> 00:08:59.949

Charlayne Mitchell: ultimately contributing to higher rates of student learning success.

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00:09:03.070 --> 00:09:08.900

Charlayne Mitchell: And next, we would like to do introductions with you all in the framework of creating a waterfall chat.

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00:09:09.090 --> 00:09:20.455

Charlayne Mitchell: So first, st I will reveal a question, and then I'll ask you to type your response in the chat. But do not hit. Submit until I give you the signal or the go ahead.

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00:09:22.030 --> 00:09:36.270

Charlayne Mitchell: And so I like to you to please to share your name pronouns. If you feel comfortable department program or unit and share one reason why environment is critical for student success.

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00:09:48.110 --> 00:09:59.919

Jasmine Gurneau (she/her): Took a queue from our session. One co-facilitators asked just you for you all to share the units that where you're coming from, because

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00:10:00.070 --> 00:10:05.449

Jasmine Gurneau (she/her): there's such a wide range of folks that are in the room with us. Today. So we'd love to know.

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00:10:38.180 --> 00:10:39.790

Charlayne Mitchell: 30 more seconds. So

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00:11:03.680 --> 00:11:07.460

Charlayne Mitchell: jasmine, you can. All right?

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00:11:07.740 --> 00:11:10.187

Charlayne Mitchell: 1, 2, 3, go.

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00:11:15.060 --> 00:11:16.760

Jasmine Gurneau (she/her): A Waterfall.

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00:11:26.030 --> 00:11:27.419

Charlayne Mitchell: Anything! Missing!

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00:11:35.010 --> 00:11:36.020

Charlayne Mitchell: Oh, God!

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00:11:36.440 --> 00:11:37.280

Jasmine Gurneau (she/her): Hmm.

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00:11:37.510 --> 00:11:38.060

Charlayne Mitchell: Ugh!

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00:11:38.680 --> 00:11:39.430

Charlayne Mitchell: And then.

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00:11:39.430 --> 00:11:41.760

Jasmine Gurneau (she/her): I'm taking a moment to.

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00:11:42.060 --> 00:11:42.670

Charlayne Mitchell: Yeah.

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00:11:42.670 --> 00:11:46.217

Jasmine Gurneau (she/her): To read through what you all share. Thank you so much.

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00:11:48.920 --> 00:11:53.148

Jasmine Gurneau (she/her): get to know a little bit more about who's in the room with us today.

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00:11:53.780 --> 00:12:01.000

Jasmine Gurneau (she/her): as we'll definitely be calling on your experience and perspective.

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00:12:04.210 --> 00:12:05.190

Jasmine Gurneau (she/her): Awesome.

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00:12:05.760 --> 00:12:07.240

Charlayne Mitchell: Thank you all for sharing.

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00:12:11.640 --> 00:12:12.525

Jasmine Gurneau (she/her): So

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00:12:14.800 --> 00:12:36.124

Jasmine Gurneau (she/her): full disclosure in my current role, I'm actually rarely in the classroom proper with students. But in my capacity I'm often like today. Facilitating learning for staff faculty students. In a very wide range of formats and environments.

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00:12:36.620 --> 00:12:46.659

Jasmine Gurneau (she/her): so my training, I would say, is in in the learning sciences. So definitely think about where learning happens. Everywhere.

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00:12:47.190 --> 00:12:57.160

Jasmine Gurneau (she/her): inside and and outside of the classroom. So I want to tell a short story about how a T-shirt can impact the learning environment.

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00:12:57.280 --> 00:13:22.119

Jasmine Gurneau (she/her): So a Northwestern psychology Professor Dr. Stephanie Freiberg has been leading research on how indigenous omission and misrepresentations have negative psychological impacts on natives, native Americans, including youth and teens, and beyond that, how it shapes discrimination, both implicit and explicit bias

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00:13:22.200 --> 00:13:44.409

Jasmine Gurneau (she/her): towards indigenous peoples. So in one study native research participants were exposed to a native mascot. Whether it was in a news article or on a T-shirt, and as a result, compared to the control group. They reported reduced feelings of self-esteem.

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00:13:44.410 --> 00:13:57.641

Jasmine Gurneau (she/her): Community worth fewer achievement, related aspirations and higher rates of anxiety and depression, and the shirt was not called attention to it was just present. The

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00:13:58.520 --> 00:14:01.849

Jasmine Gurneau (she/her): interviewer was wearing the shirt or or not.

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00:14:02.560 --> 00:14:19.699

Jasmine Gurneau (she/her): Further studies found that native imagery harms not only native students, but all students where, when there's presence of native mascots in a school, there's increased rates of discrimination across the school among all children.

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00:15:12.120 --> 00:15:27.949

Jasmine Gurneau (she/her): but I also want to share that. On the other hand, we do have the power to actually positively impact our students in educational context, you know validating ways of knowing and being, and by creating more accurate representations of natives

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00:15:27.950 --> 00:15:50.500

Jasmine Gurneau (she/her): like the photo that's on the screen. Now that are contemporary, diverse humanizing representations of native peoples can actually have a positive impact on student success.

**[ALL TIMESTAMPS BELOW THIS POINT ARE AHEAD BY 00:03:04 DUE TO VIDEO EDITING]**

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00:16:08.990 --> 00:16:30.680

Jasmine Gurneau (she/her): okay? So now, we're actually gonna invite you to design your own t-shirt. We're gonna be using an external website also a little intro to this tool. If you're unfamiliar with it, it's Muralco where you can design

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00:16:30.680 --> 00:16:43.980

Jasmine Gurneau (she/her): a a t-shirt that represents a supportive environment for you. So we're gonna be before we send you into breakout rooms. I actually wanted you to click on the link and familiarize your your

83

00:16:44.650 --> 00:16:55.020

Jasmine Gurneau (she/her): help. You figure out how to navigate the website. If you're new to it. Before we send you into breakout rooms, so you'll see if you click on the link.

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00:16:55.450 --> 00:17:01.957

Jasmine Gurneau (she/her): You can scroll in or out with your cursor or this

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00:17:02.650 --> 00:17:06.062

Jasmine Gurneau (she/her): key at the bottom right of your

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00:17:06.660 --> 00:17:14.489

Jasmine Gurneau (she/her): screen. And you'll see the little T-shirts with the clothing line. They're in sets of 2, because we'll

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00:17:14.994 --> 00:17:31.379

Jasmine Gurneau (she/her): we have about 5 min, so we'll just put you in a breakout room with one other person and depending on the number of your breakout room, you're going to find that number zoom in on that shirt and design away, and to design

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00:17:31.882 --> 00:17:59.377

Jasmine Gurneau (she/her): you'll see the key on the left hand side. There's a bar, and the primary ones that you'll use are either the text box if you're, you know, consider yourself less artistic. I'm sure you're not giving yourself as much credit. And you want to put text on your shirt. You can press the T click and add your text. You can use the icons, which are these pre-made

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00:18:00.340 --> 00:18:20.390

Jasmine Gurneau (she/her): graphics. To add, you can search once you click on it. You can search for specific icon and then probably the last main one you'll use is the pencil, which is 3rd from the bottom to actually draw. So once you click on your the pencil you'll see a bar pop up on the top

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00:18:20.520 --> 00:18:33.680

Jasmine Gurneau (she/her): so you could change like the width of the pencil the color. And then once you're done drawing, you click the red done drawing button, you can always go back in and add, even after you've clicked done

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00:18:34.361 --> 00:18:41.206

Jasmine Gurneau (she/her): so that's like the super quick and easy intro to mural

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00:18:42.200 --> 00:18:47.984

Jasmine Gurneau (she/her): and the last instructions I'll give before we send you to your breakout rooms is

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00:18:48.420 --> 00:19:16.461

Jasmine Gurneau (she/her): We have 5 min of breakout rooms. I, in my experience, always go faster. Then they just the time flies by, so I would encourage you to as you're drawing like, you don't have to wait until you're done with your design. But as you're thinking about it, and as you're working on your design to share with your partner.

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00:19:16.990 --> 00:19:24.098

Jasmine Gurneau (she/her): Why, you're choosing the design like what's behind it? And we'll see you back here.

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00:19:24.820 --> 00:19:32.609

Jasmine Gurneau (she/her): in 5 min. It's 1 25. So see you back here in about 5 min. And ask a couple of folks to share

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00:19:33.730 --> 00:19:36.089

Jasmine Gurneau (she/her): all right, happy, designing.

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00:19:53.370 --> 00:19:58.384

Jasmine Gurneau (she/her): awesome, welcome, back everyone.

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00:19:59.570 --> 00:19:59.990

Charlayne Mitchell: Cool.

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00:20:00.552 --> 00:20:04.487

Jasmine Gurneau (she/her): I hope that was a fun activity.

100

00:20:05.790 --> 00:20:14.650

Jasmine Gurneau (she/her): Does anyone want to volunteer to share what they designed?

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00:20:20.210 --> 00:20:22.909

Jasmine Gurneau (she/her): Did you use the raise hand feature or unmute.

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00:20:34.010 --> 00:20:41.289

Lindsey Block: I don't know how to use the raising on the feature, so I will unmute my name is Lindsay. I was in Room 8

103

00:20:42.070 --> 00:20:46.580

Lindsey Block: and I put a light bulb on a shirt and then wrote together, we can.

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00:20:47.770 --> 00:20:49.400

Lindsey Block: I decided to go with

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00:20:49.690 --> 00:21:05.230

Lindsey Block: Delightful, because in teaching, I'm trying to get students to like, have ideas and be creative. And then I just kind of kept it simple where, you know, we need to work together in order to really do the the research and learning that we want to do.

106

00:21:07.700 --> 00:21:08.560

Jasmine Gurneau (she/her): Love it.

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00:21:08.560 --> 00:21:09.240

Charlayne Mitchell: Thank you so much.

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00:21:09.240 --> 00:21:10.080

Jasmine Gurneau (she/her): For sharing.

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00:21:10.080 --> 00:21:11.420

Charlayne Mitchell: Yes, thank you.

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00:21:11.860 --> 00:21:15.730

Jasmine Gurneau (she/her): Mix of the drawing and the graphics. That's awesome.

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00:21:16.620 --> 00:21:19.430

Charlayne Mitchell: We have time for one more share.

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00:21:21.250 --> 00:21:33.720

Marcelo Vinces: But I can go. It's very interesting, because I also used not a light bulb, but the sun. An icon of the sun, thinking along the lines of

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00:21:34.030 --> 00:21:50.259

Marcelo Vinces: having shedding light on the truth. But I also wrote underneath the sun, let's grow our minds together also, emphasizing as as the previous T-shirt that this is like a collective endeavor to learn together. So

114

00:21:51.269 --> 00:22:10.939

Marcelo Vinces: and I was in Room 10 with Ankesh, who used an icon of the globe, and a book opened below it, signifying how learning is also like a collective thing that thrives on the diversity of the learners, no matter what your background is, or where you're from.

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00:22:13.790 --> 00:22:15.920

Jasmine Gurneau (she/her): Oh, these are beautiful!

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00:22:15.920 --> 00:22:16.670

Charlayne Mitchell: Powerful.

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00:22:19.810 --> 00:22:20.750

Jasmine Gurneau (she/her): Awesome.

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00:22:20.880 --> 00:22:24.159

Jasmine Gurneau (she/her): Well, thank you so much to those who shared actually.

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00:22:24.740 --> 00:22:25.695

Jasmine Gurneau (she/her): Oh,

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00:22:27.900 --> 00:22:52.860

Jasmine Gurneau (she/her): So if you zoom out, you can see all of the different designs, and all of the like knowledges and perspectives that this group shared into that space. And we feel like that really illustrates what happens when we invite the multiple perspectives into the classroom and love. This theme of like this is a collective endeavor.

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00:22:53.491 --> 00:22:59.370

Jasmine Gurneau (she/her): And that will actually connect us to our next framework that we want to introduce.

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00:23:01.510 --> 00:23:03.960

Charlayne Mitchell: Now this brings us to

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00:23:05.590 --> 00:23:08.600

Charlayne Mitchell: being the guide on the side, and not the sage on the stage.

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00:23:08.740 --> 00:23:23.929

Charlayne Mitchell: and being the god on the side, not the sage on the stage, or the highlight of what's happening is a scholarship of Alison King's, 1993 article titled from the Sage on the stage to the guide on the side in the Journal of College, teaching, volume

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00:23:24.280 --> 00:23:31.719

Charlayne Mitchell: 41, and one, and pages 33, 35, and so being. The guide on the side means designing spaces

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00:23:31.920 --> 00:23:52.989

Charlayne Mitchell: for student-led discussion and discovery. That means it means stepping back and to allow for authentic interactions guiding through strategic questions rather than direct answers, empowering students to construct meaning together and observing group dynamics and adjusting facilitation as needed.

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00:23:53.497 --> 00:24:20.599

Charlayne Mitchell: This trans middle model of being the sage on the stage treats students as passive recipients rather than active constructors are like, are builders of knowledge, and with professors or instructions, instructors pouring information into students mind as if they are empty containers, kind of preventing the critical thinking and the meaning making that happens through peer interaction.

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00:24:20.620 --> 00:24:41.979

Charlayne Mitchell: And when professors and instructors dominate classroom time through continuous lectures. Students have limited opportunities to process information actively through discussion, questioning, relating concepts to their prior knowledge and their experiences. The sage model positions, the professor, the instructor, as the sole authority

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00:24:42.010 --> 00:24:54.500

Charlayne Mitchell: and the source of knowledge rather than as a facilitator. Thank you as a facilitator who can guide students in constructing understanding collaboratively through interaction and problem solving.

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00:24:55.080 --> 00:24:59.490

Charlayne Mitchell: And so I wanted to ask if there any when you think about

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00:24:59.840 --> 00:25:03.800

Charlayne Mitchell: this term and thinking about being the god on the side.

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00:25:04.830 --> 00:25:22.259

Charlayne Mitchell: if you don't mind, place some of your ideas in the chat, and maybe some experiences that you may have occurred in your classroom that you've set yourself aside and not be center stage. But allow space for your students to be able to

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00:25:22.440 --> 00:25:39.410

Charlayne Mitchell: you to learn with them. And I use that language in my own classroom setting. Like when I welcome students, it's always I'm gonna learn with you and not like teach at you so that we can create a collective understanding from where we where we where we come from, what we because our experiences

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00:25:39.740 --> 00:25:54.949

Charlayne Mitchell: they're just as valid as any white papers. We would say, you know, as the evidence base, because we are the evidence. And our students are the evidence of what's happening occurring in the world. And how do you invite them to be able to

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00:25:55.290 --> 00:26:01.890

Charlayne Mitchell: to share those experiences and empower them, to make meaning of what your topic is that you're teaching.

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00:26:08.800 --> 00:26:12.749

Charlayne Mitchell: and so please interest things in the chat. See a few in there, Jasmine.

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00:26:26.340 --> 00:26:31.436

Jasmine Gurneau (she/her): Not? Surely not. You might not be able to see the chat. There's nothing in there yet but

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00:26:32.240 --> 00:26:37.340

Jasmine Gurneau (she/her): again, if it comes to you later feel free to add it in.

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00:26:38.840 --> 00:26:44.959

Charlayne Mitchell: Yes, and like I like, I pointed out earlier that that's some. This is a praxis of mine. Where it's

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00:26:45.170 --> 00:26:47.830

Charlayne Mitchell: I'm continuously

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00:26:48.800 --> 00:26:57.710

Charlayne Mitchell: being the person learning beside and walking alongside. Must the students versus me being lecturing over them or at them?

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00:26:58.430 --> 00:27:02.409

Charlayne Mitchell: And next, I'd like to introduce a scenario

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00:27:02.970 --> 00:27:15.460

Charlayne Mitchell: and the scenario. It kind of, you know, thinking about like. So in your, we're going to use world literature as an example. Class. So in your world literature. Class students struggle

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00:27:15.760 --> 00:27:34.219

Charlayne Mitchell: to engage in meaningful discussion about complex texts. During seminars only 3, the same, maybe 3 or 4 students participate, while others remain silent or appear distracted. The room has traditional rows of desk, harsh, fluorescent lighting, and bare walls.

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00:27:34.707 --> 00:27:42.420

Charlayne Mitchell: Take a minute to kind of to think about what this environment, what this setting means? to students. And

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00:27:42.610 --> 00:27:44.849

Charlayne Mitchell: and then think about how we could

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00:27:45.110 --> 00:27:49.680

Charlayne Mitchell: make this better facilitate a create, a better learning environment.

148

00:27:57.770 --> 00:28:04.429

Jasmine Gurneau (she/her): Do want to share that? We did get some activity in the chat. So

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00:28:04.840 --> 00:28:17.760

Jasmine Gurneau (she/her): after watching a video or listening to a podcast ask students to help me. List pros and cons or benefits and risks as a collaborative effort have them guide the conversation.

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00:28:19.690 --> 00:28:31.339

Jasmine Gurneau (she/her): they have an oral presentation on a recent scientific discovery, and a paper before that, where they explain why they chose the topic and they make connections to their own lives and motivations.

151

00:28:32.074 --> 00:28:46.639

Jasmine Gurneau (she/her): For lab, class after lab, have a post lab class, where they start off with a live survey, asking students what they enjoyed, what they found, challenging what they found to be the hardest to complete.

152

00:28:47.465 --> 00:28:51.559

Jasmine Gurneau (she/her): A flipped classroom which I would love to know.

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00:28:51.560 --> 00:28:52.080

Charlayne Mitchell: Oh!

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00:28:52.080 --> 00:28:58.309

Jasmine Gurneau (she/her): That is and moving the tables and chairs into groups or pots.

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00:28:59.700 --> 00:29:10.669

Charlayne Mitchell: So that kind of gets to our our next part, like where we kind of ask, like, you know, what environmental barriers, you know, limit this discussion. You know, how would you transform the space? And you all

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00:29:10.730 --> 00:29:22.419

Charlayne Mitchell: created and giving a lot of examples around creating, making in a different space? So what I, what I actually talk about in my class is transitioning from from space to place.

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00:29:22.420 --> 00:29:41.969

Charlayne Mitchell: And so when you go from so space is just something that we occupy right on a day-to-day basis, and we can take up space. But when you have place that becomes something of your own, that it's something of value. It's something that you create meaning with and make meaning of, and within that space.

158

00:29:41.970 --> 00:29:52.006

Charlayne Mitchell: And so and then that increase a larger engagement to me. You can feel and create a safe environment to be able to, you know, for students to be able to express

159

00:29:53.340 --> 00:29:56.269

Charlayne Mitchell: and connect things from outside to inside

160

00:29:56.640 --> 00:30:04.090

Charlayne Mitchell: and and we talked about also like what a mini immediate changes could foster. You know better dialogue, and

161

00:30:04.190 --> 00:30:15.719

Charlayne Mitchell: I have some some answers, but you all have answered the answered it like you know, even more so than what I had, and so I could. One thing I would talk about is, you know, barriers could be that

162

00:30:16.284 --> 00:30:19.380

Charlayne Mitchell: feeling as though you know your question doesn't matter.

163

00:30:20.037 --> 00:30:25.870

Charlayne Mitchell: It could also mean that you're not wanting. Be want, not wanting to be the 1st person you know, to talk

164

00:30:26.352 --> 00:30:47.559

Charlayne Mitchell: when our feeling as though that the professor or the instructor already knows the answer, and so they don't want to engage what you know, or how you synthesize, or how you or how your knowledge informs what the topic of the conversation is. And then, when we think about how do we transform the space?

165

00:30:50.000 --> 00:30:56.959

Charlayne Mitchell: I heard, I think Jasmine mentioned like it was. It was one that you mentioned Jasmine that talked about trans. Flipping the room.

166

00:30:57.446 --> 00:31:05.030

Charlayne Mitchell: If if that person would like to share, that would be awesome, for out to the group on what is flipping the room mean.

167

00:31:08.210 --> 00:31:09.759

Charlayne Mitchell: or put it in the chat? Yeah.

168

00:31:09.760 --> 00:31:13.070

Veronica Y Womack: I see it in the chat, too, at 1 38. Lauren

169

00:31:13.280 --> 00:31:23.450

Veronica Y Womack: share that flipped classroom aims to increase student engagement and learning by having students, complete readings at home and work on live problem, solving during class time.

170

00:31:23.980 --> 00:31:25.600

Charlayne Mitchell: Okay. Thank you. Veronica.

171

00:31:26.470 --> 00:31:37.350

Marcelo Vinces: Yeah. And someone else in the chat also pointed out that that could also look like the lecture part happens on the students on time. And so class time is used to work out problems.

172

00:31:42.360 --> 00:31:59.141

Jasmine Gurneau (she/her): Active. Surely I'm sorry you can't see some other ideas. We're asking facilities of like lamps or other lighting can be brought into the classroom because it may be accessibility issue.

173

00:32:00.180 --> 00:32:05.918

Jasmine Gurneau (she/her): that break discussions down into periods.

174

00:32:06.810 --> 00:32:24.629

Jasmine Gurneau (she/her): decorating the classroom. I saw in here a department got a well-being grant from Hr. Department love utilizing those resources. And they use the funds to purchase live plants, and collected or gathered data.

175

00:32:25.234 --> 00:32:33.479

Jasmine Gurneau (she/her): So that supported that people who use the space are more intellectually stimulated, more social, and feel more energized.

176

00:32:34.020 --> 00:32:35.210

Jasmine Gurneau (she/her): That's awesome.

177

00:32:35.470 --> 00:32:35.970

Charlayne Mitchell: Yes.

178

00:32:37.000 --> 00:32:44.450

Charlayne Mitchell: yeah, very awesome. You have to share with us how to get this grant in some other spaces.

179

00:32:45.339 --> 00:33:01.160

Charlayne Mitchell: And so you all have created some have given some great examples of how to transform the class into and basically taking it from this transactional space. For to a transformational space, and also

180

00:33:02.010 --> 00:33:14.280

Charlayne Mitchell: not having a a transactional relationship with your students. And so that kind of goes into one of the next points that I wanted to make around. When we interact into our teaching spaces. You know.

181

00:33:15.080 --> 00:33:34.440

Charlayne Mitchell: we have to be human, too, you know, not think is so. They don't think that we're just a robot, but showing our vulnerabilities. That's something that I try to engage with in storytelling. And and what I'm doing to connect my real world to theirs as well. And like also one thing like to point out that maybe

182

00:33:34.880 --> 00:33:59.250

Charlayne Mitchell: you you notice you've noticed that the only the 2. The 3 or 4 students are are engaging, and so maybe share that out loud, you know. So I understand that you know that you all that you're engaging, you know. Maybe shift the environment, you know, from being the highlight to ask the students like, What can you do as a facilitator to show that you value their knowledge as well.

183

00:33:59.860 --> 00:34:15.910

Charlayne Mitchell: and adding technology to the course could also help, you know, for students who don't want to feel that as though participating in class or engaging in class, means to speak. And that's 1 thing I speak with. Talk with my students is that

184

00:34:16.630 --> 00:34:25.200

Charlayne Mitchell: active participation does not always mean speaking. Sometimes it means I can see you looking or nodding your head. You know there's this this framework that

185

00:34:25.860 --> 00:34:41.790

Charlayne Mitchell: in like in in black language that it's like. It's, you know, it's this kind of this head nod or like, you know, it's this this form of like letting me know that like I see you or I hear you, you know, and so it doesn't always have to be words themselves.

186

00:34:42.139 --> 00:34:46.450

Charlayne Mitchell: And let them know that know that we participate differently in class. And that's and that's okay, too.

187

00:34:47.580 --> 00:34:51.989

Charlayne Mitchell: And yeah.

188

00:34:52.139 --> 00:34:59.819

Charlayne Mitchell: I'd like to move on to our key barriers to growth and what we are framing as elite institutions.

189

00:35:01.029 --> 00:35:24.390

Jasmine Gurneau (she/her): Before we move on to the side, I just wanna uplift a couple more things in the chat. Someone shared that. They ask in some of their classes students to airdrop a picture of like other audio visual items that they associated with the readings. And that helps trigger conversation and just like around the

190

00:35:24.780 --> 00:35:47.769

Jasmine Gurneau (she/her): issue of like, whether like using phones in classrooms or not, like that, on one hand, thinking it might be a distraction. But then I'll realizing that some of the students were actually using their phones to take notes or look stuff up during discussion. So this is kind of a way to integrate their tech habits. And another

191

00:35:48.390 --> 00:35:59.289

Jasmine Gurneau (she/her): person said that they used it for Kazoom when a pair of students were leading the discussion, and it was really fun, and generated lots of engagement and further conversation.

192

00:35:59.893 --> 00:36:04.730

Jasmine Gurneau (she/her): So love, love all the collective sharing in the space.

193

00:36:05.290 --> 00:36:12.679

Jasmine Gurneau (she/her): Oh, okay. So key barriers to grow. I'm like, I don't want to talk about the

194

00:36:13.180 --> 00:36:14.710

Jasmine Gurneau (she/her): sad things. But

195

00:36:15.660 --> 00:36:27.790

Jasmine Gurneau (she/her): so one of the things that our pre practicum keynote spoke about was about like, there's the classroom or individual. And then there's also, like the cultural.

196

00:36:27.950 --> 00:36:36.399

Jasmine Gurneau (she/her): the culture of student success. And so you know, these elite, or like selective enrollment

197

00:36:36.680 --> 00:36:46.445

Jasmine Gurneau (she/her): places like Northwestern can also have potential, or that also have key barriers to growth. And some of those

198

00:36:47.070 --> 00:37:11.620

Jasmine Gurneau (she/her): include. And again, you're going to see adding a there's always going to be welcome to add additional things in the chat, but a few. To name a few is imposter, syndrome, and self doubt. We find, especially among 1st Gen. And underrepresented students, academic perfectionism that leads to anxiety, burnout, fear of failure

199

00:37:12.348 --> 00:37:24.721

Jasmine Gurneau (she/her): a pressure to maintain an appearance of effortless achieve, achieve effortless achievement. Even though they're struggling privately. I know. I feel like I've heard of

200

00:37:25.730 --> 00:37:33.317

Jasmine Gurneau (she/her): research on Northwestern that we are graduating, but they're miserable during their time. So

201

00:37:33.990 --> 00:37:47.410

Jasmine Gurneau (she/her): kind of diving deeper into those metrics. cultural capital gaps so unfamiliarity with like unwritten rules or networking norms. This value of like

202

00:37:47.610 --> 00:37:58.972

Jasmine Gurneau (she/her): comp competition, or like individuality rather than collaborative learning environments which I have not heard at all. With this group in this room here today.

203

00:37:59.951 --> 00:38:26.010

Jasmine Gurneau (she/her): limited help seeking behavior due to maybe stigma or perceived expectations. Work life imbalance from just intense academic demands, extracurricular pressures. And then financial stress despite the institutional wealth. And that's and it could be particularly regarding like hidden costs of full participation.

204

00:38:27.900 --> 00:38:29.200

Jasmine Gurneau (she/her): Another

205

00:38:29.460 --> 00:38:44.280

Jasmine Gurneau (she/her): barrier is that was added to the chat was pursuing a major program that they're not passionate about government instability could be a barrier. Yeah, a lot of like external cultural

206

00:38:45.390 --> 00:38:47.740

Jasmine Gurneau (she/her): environmental factor factors.

207

00:38:49.207 --> 00:38:55.430

Jasmine Gurneau (she/her): But also, on the other hand, I don't know why this?

208

00:38:57.750 --> 00:39:11.399

Jasmine Gurneau (she/her): Okay, which is all the transitions? Okay? So, on the other hand, there's some strategies that can help mitigate those barriers. Again, adding to the chat, always welcome.

209

00:39:12.630 --> 00:39:21.080

Jasmine Gurneau (she/her): first, st just like starting to unpack or unsettle some of those like academic support structures. Whether

210

00:39:22.480 --> 00:39:32.399

Jasmine Gurneau (she/her): just like things that have become norm that you're like, Oh, wait, actually, why do I have this like policy and create place or this practice in place?

211

00:39:32.690 --> 00:39:59.439

Jasmine Gurneau (she/her): I lost my notes. Okay, and then the considering the student belonging through cultural wealth, modeling again our our pre practicum keynote mentioned this and shared a resource around it. Oh, and so did you. Thank you. Basically, the model reframes 1st gen and economically marginalized students, cultural backgrounds as assets rather than deficits.

212

00:39:59.520 --> 00:40:11.959

Jasmine Gurneau (she/her): Recognizing that their family experiences. Resilience and critical consciousness are forms of capital that can enhance the learning, environment and support academic success.

213

00:40:12.250 --> 00:40:26.449

Jasmine Gurneau (she/her): The model emphasizes importance of creating classroom spaces that validate students, lived experiences and cultural knowledge that actually serves to foster community and promote critical dialogue.

214

00:40:27.585 --> 00:40:53.664

Jasmine Gurneau (she/her): Builds community centered learning communities where students can create and maintain cultural connections, share collective wisdom, and develop support networks that help them navigate different challenges. And then I definitely heard this and saw this in the chat was like transforming the physical space moving desks going outside when you can. Just

215

00:40:54.510 --> 00:41:12.574

Jasmine Gurneau (she/her): doing anything to disrupt that like teacher at the head of the classroom, transmitting the knowledge in one direction. So maybe that's bringing in, you know, guest speakers or different voices. The reading sources, the digital

216

00:41:14.353 --> 00:41:15.306

Jasmine Gurneau (she/her): sources.

217

00:41:17.300 --> 00:41:26.810

Jasmine Gurneau (she/her): some. I learned this term like apprenticing from the land. Sometimes you like. There's a maple tapping class that's taught like

218

00:41:27.490 --> 00:41:36.033

Jasmine Gurneau (she/her): the weather, and the land is really gonna tell you what it's time to learn now, and you go with it.

219

00:41:36.970 --> 00:41:46.250

Jasmine Gurneau (she/her): And then, when we talk about just like key voices thinking back to to who's highlighted as Charlene was saying earlier.

220

00:41:48.346 --> 00:41:56.093

Jasmine Gurneau (she/her): alright! And then the questions that you can ask yourself as you're considering your strategies.

221

00:41:57.060 --> 00:42:14.420

Jasmine Gurneau (she/her): my mom teases me because I use both. And all the time I worked in student affairs for a couple of years and learned this term, and I I don't know, she says I overuse it. But it, you know, it comes with the

222

00:42:14.420 --> 00:42:20.149

Jasmine Gurneau (she/her): an abundance mindset, maybe but also like we're very

223

00:42:20.150 --> 00:42:44.292

Jasmine Gurneau (she/her): complex being. And so it's not like a either or you know, situation. So but thinking about the both and and then again, like, what do we need to like unlearn or relearn? When we're designing or redesigning learning environments? And then how are even power dynamics playing.

224

00:42:45.640 --> 00:42:48.830

Jasmine Gurneau (she/her): I don't know if make sure.

225

00:42:49.230 --> 00:42:53.210

Jasmine Gurneau (she/her): So one of the thing one of the tools

226

00:42:53.840 --> 00:43:00.450

Jasmine Gurneau (she/her): I will mention I'll come back to the power dynamics. I think it's in the next slide. As a tool to adjust that.

227

00:43:00.700 --> 00:43:16.190

Jasmine Gurneau (she/her): But I actually wanted to introduce another tool beyond mural that you all can use. And this is the orid method. So I learned this through the Institute for Cultural Affairs.

228

00:43:16.350 --> 00:43:31.070

Jasmine Gurneau (she/her): I want to say it's headquartered in Chicago, but it's like all over and it's through their technology of participation training and so the or it's an acronym, and it stands for objective, which is like

229

00:43:31.805 --> 00:43:51.854

Jasmine Gurneau (she/her): the heads headspace like, who? What? Where? When, how the facts of the situation? The r is reflective, so like, how are you feeling? What do you like dislike? Surprise, not surprised, what? What stands out to you so like your heart or your gut

230

00:43:52.400 --> 00:44:04.753

Jasmine Gurneau (she/her): The interpretive is around, like those conscious connections so like, what does it mean, or how do you make sense of it like? So what? And then finally, the decisional

231

00:44:05.370 --> 00:44:12.504

Jasmine Gurneau (she/her): and that is the your actions or your choices, or your now, what? So really?

232

00:44:13.600 --> 00:44:41.387

Jasmine Gurneau (she/her): this tool is used for a lot of reflection, and that leads to action, planning or decision, making collective decision, making and it it. It's a way of having a conversation that requires us to like, thoroughly explore, like what we know about something, what we feel and think about before identifying issues and making decisions. So you can use this for like a big big

233

00:44:41.890 --> 00:44:49.520

Jasmine Gurneau (she/her): scenarios, where maybe doing strategic planning to like we had a reading. And you know.

234

00:44:50.720 --> 00:44:57.009

Jasmine Gurneau (she/her): we want to reflect on what came up for us, or in this case you can use it to.

235

00:44:57.769 --> 00:45:10.800

Jasmine Gurneau (she/her): Maybe review your syllabus, or course that you teach. You know, going through and saying, Well, what kind of policies are, am I employing, or the reading sources?

236

00:45:11.490 --> 00:45:25.500

Jasmine Gurneau (she/her): if you're looking through it, if you have it handy like, what's standing out for you? Maybe after reviewing it again, you're realizing there's like some missing perspectives or kind of key voices that stand out to you.

237

00:45:26.290 --> 00:45:39.000

Jasmine Gurneau (she/her): and then, what are the cultural norms and values that you're actually reinforcing barriers that you might be lifting or perpetuating and then

238

00:45:39.130 --> 00:45:41.300

Jasmine Gurneau (she/her): oh, there's all the missed spots.

239

00:45:42.710 --> 00:45:51.860

Jasmine Gurneau (she/her): the how it connects to the students experience which, again, referring back to the the keynote. She asked the question about how

240

00:45:52.150 --> 00:46:14.549

Jasmine Gurneau (she/her): your department office program unit Center group, all of the above play a role in ensuring that our students have a successful cohesive experience. And then thinking through all that, so backing up, slowing down before you get to the now what? So you know, maybe after going through that, you there

241

00:46:15.018 --> 00:46:22.349

Jasmine Gurneau (she/her): you're able to identify some like immediate changes that you can implement and yeah.

242

00:46:22.450 --> 00:46:25.899

Jasmine Gurneau (she/her): so this is another another tool.

243

00:46:28.930 --> 00:46:29.950

Jasmine Gurneau (she/her): Let's see.

244

00:46:38.110 --> 00:46:44.089

Jasmine Gurneau (she/her): cool. So just to recap we

245

00:46:44.300 --> 00:46:52.852

Jasmine Gurneau (she/her): are hoping that some expected outcomes after doing some of this work is that you would have increased engagement.

246

00:46:55.930 --> 00:47:10.270

Jasmine Gurneau (she/her): sorry, improved learning outcomes the enhanced student self efficacy, stronger professor, student relationships and better course. Completion rates. And again.

247

00:47:11.090 --> 00:47:21.010

Jasmine Gurneau (she/her): referring back to some of those tools so mural which you all got to participate. I love seeing that. They

248

00:47:21.863 --> 00:47:30.619

Jasmine Gurneau (she/her): this tool I use. Oftentimes I find myself having to convene different

249

00:47:31.247 --> 00:47:57.142

Jasmine Gurneau (she/her): stakeholders. I can't think of a better word. What? From like faculty to undergrads, to alumni community members? In the same space to come with like some collective decision making. And I go to mural, especially in the virtual space. If it's in person. I have this wall with, like this sticky paper, half sheets that you can

250

00:47:57.640 --> 00:48:09.309

Jasmine Gurneau (she/her): removing that are removable and replaceable. But basically, this mural is a tool that I use in the virtual setting where you can double, click and add sticky notes, and.

251

00:48:09.440 --> 00:48:18.470

Jasmine Gurneau (she/her): you know, combining it with the Ord method. I might have on there 4 questions and have folks go through, and

252

00:48:18.740 --> 00:48:32.514

Jasmine Gurneau (she/her): this is really helpful when there's some folks that might be like really outspoken, maybe have a harder time like noticing how much space they're taking up or have like 1 1 view

253

00:48:32.920 --> 00:48:57.460

Jasmine Gurneau (she/her): and and for the folks that are like, I'm not going to compete for time. That was me in grad school. But I do have a lot of things to say or you know I don't really need to say it in front of everybody, but I do want it to be included into the space, and so I'll use mural to like pose the question and then have folks add it's 1 sticky note

254

00:48:57.570 --> 00:49:19.209

Jasmine Gurneau (she/her): one idea per sheet and try to condense it to like, I say, 5 to 7, 7 to 9. I'm not gonna police the number of words, but it helps to get those like big ideas on the sheet and then up on the wall, and then you can see again, like illustrating the the perspectives and

255

00:49:20.630 --> 00:49:33.959

Jasmine Gurneau (she/her): it. It's been really helpful in getting some like consensus based decision making but wanted to share. Oh, yeah, padlet. I've seen padlet as a way to share

256

00:49:34.140 --> 00:49:47.176

Jasmine Gurneau (she/her): the nice thing about mural. I don't know if Padlet does this, but if you need to, after you get all your ideas out. This is my technology of participations training. You can

257

00:49:48.588 --> 00:49:57.950

Jasmine Gurneau (she/her): sort them by theme. And so again, like in maybe conflict or

258

00:49:58.944 --> 00:50:02.584

Jasmine Gurneau (she/her): strategic planning is, especially when I use it.

259

00:50:03.300 --> 00:50:11.330

Jasmine Gurneau (she/her): folks might have like the same core value, or like goal.

260

00:50:11.670 --> 00:50:18.841

Jasmine Gurneau (she/her): But it's it might look differently like in action, so they might say, like

261

00:50:19.580 --> 00:50:39.359

Jasmine Gurneau (she/her): I can't think of an idea off the top of my head, but once you get all the ideas, and then you start to group them. You realize that, like they all fall under these main buckets, and that that gets at the core of what the group is trying to say, and it's helped me a lot of times like get into like some consensus building. So

262

00:50:39.680 --> 00:50:51.830

Jasmine Gurneau (she/her): I don't think that's necessarily what you're trying to do in your in your courses. But just sharing another application. That used you're all for?

263

00:50:53.410 --> 00:50:57.041

Jasmine Gurneau (she/her): Well, everywhere awesome. Yeah, if there's other

264

00:50:58.670 --> 00:51:06.709

Jasmine Gurneau (she/her): tools that folks are using. I think I saw kazoom was shared earlier.

265

00:51:06.930 --> 00:51:08.540

Jasmine Gurneau (she/her): I've used that

266

00:51:18.420 --> 00:51:19.180

Jasmine Gurneau (she/her): Oh.

267

00:51:29.730 --> 00:51:31.200

Jasmine Gurneau (she/her): oh, good!

268

00:51:32.530 --> 00:51:34.340

Jasmine Gurneau (she/her): I don't know if we want to do

269

00:51:34.790 --> 00:51:39.199

Jasmine Gurneau (she/her): open up for Q&A. Or just open sharing, because we have a little bit of time.

270

00:51:41.240 --> 00:52:03.750

Eun Sandoval-Lee: Yeah, maybe what I can do is I can just go over some logistical reminders, and then the rest of the time can be open up for questions in Q. And A. So thanks Charlene and Jasmine as a friendly reminder for what's coming up next in the practicum. The learning lab create an accessible canvas site in 7 easy steps will take place.

271

00:52:03.750 --> 00:52:25.969

Eun Sandoval-Lee: Live and online this Thursday, February 13, th at noon. Central time. If you're interested in further thought partnership and discussion on how to support student success for your instructional context. Please feel free to schedule a 30 min consultation with me, or perhaps another available colleague at the Searle Center for advancing, learning and teaching at the link in the Zoom chat. So let me share some things with you now.

272

00:52:26.315 --> 00:52:40.820

Eun Sandoval-Lee: And in just a moment I'm actually gonna launch an anonymous zoom poll as an exit ticket to request your feedback on. Today's live offering 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.

273

00:52:41.230 --> 00:52:59.260

Eun Sandoval-Lee: Let's see so at this time it may be great if we could ask folks to please complete the Zoom Poll that I'm about to launch in just a moment. Also, you're welcome to share a response to an optional reflection prompt in the zoom. Chat for us to learn more about what you'll do to support student success after today. So let me actually launch the poll. Now

274

00:52:59.460 --> 00:53:03.730

Eun Sandoval-Lee: see much great.

275

00:53:03.830 --> 00:53:28.149

Eun Sandoval-Lee: So once I see sort of like a critical mass of responses. We can pause on that, and then, once you complete the poll, and perhaps share your reflection in the chat, you are welcome to stay, to ask the facilitators questions and engage in discussion with others who are here. We'll pause the recording soon, so that folks can maybe share more comfortably and confidently. Or, if I understand, we're at that

276

00:53:28.150 --> 00:53:36.750

Eun Sandoval-Lee: sort of hour, mark and we appreciate that you joined us for the hour. But you can also leave the zoom room at this time, if you need to sort of move on to your next meeting or commitment.

277

00:53:37.197 --> 00:53:38.420

Eun Sandoval-Lee: And also just

278

00:53:38.520 --> 00:53:55.640

Eun Sandoval-Lee: again, thanks, Charlene and Jasmine, for facilitating today, and thanks for everyone for just attending. And so, as far as what's next in the practicum, hope to see you next Thursday or this Thursday. Sorry. And if you have questions, you can email us at practicum at Northwesternedu, and I'll just send that reminder in the chat.

279

00:53:55.970 --> 00:54:01.350

Eun Sandoval-Lee: But I'll just leave the poll up for a bit so folks can respond, and I will go ahead and

280

00:54:01.460 --> 00:54:03.299

Eun Sandoval-Lee: stop the recording.