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CSUSB Pedagogy Forum 2021: "Recalibrating Excellence: How a Feminist-Informed, Care-Driven Pedagogy Facilitates Quality Learning Experiences"

Alexandra Cavallaro

Miriam Fernandez

Jasmine Lee

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CSUSB Pedagogy Forum 2021

“Recalibrating Excellence: How a Feminist-Informed, Care-Driven Pedagogy Facilitates Quality Learning Experiences”

START - 00:00:00

Jasmine Lee: All right, well, I think we can go ahead and get started, we wanted to wait a few minutes to see if people were joining us, but everyone who matters is here Oh, I say that, just as Tom joins us.

Jasmine Lee: Right hi Tom welcome.

Jasmine Lee: Okay, so we're going to go ahead and i'm gonna share my.

Jasmine Lee: hello, thank you for coming i'm going to share my screen and then Miriam and I are going to take turns going through our slides, we have a series of slides that just sort of outline what.

Jasmine Lee: we're how we came to this project and what we're thinking about as we are thinking about teaching and what good teaching looks like right now.

Jasmine Lee: For us, and sort of how to learn how to take some of the lessons that we've learned through this really challenging period of the pandemic and teaching online.

Jasmine Lee: and move them forward to ensure that the kind of good stuff that about that has come out of this kind of pressure cooker moment can continue on so we're hoping also to have some discussion, towards the end.

Jasmine Lee: And just going to talk with other people about what you're doing in your classes what you've noticed and how we might all continue to.

Jasmine Lee: recalibrate excellence in our classrooms so i'll go ahead and share my screen now actually the host is disabled screen sharing, could the host by chance, please allow me to share my screen.

Thomas Girshin: JASMINE are you not the host.

Jasmine Lee: i'm not the host.

I am the host oh.

Miriam L Fernandez: Great.

Jasmine Lee: Can you allow me to share my screen.

Miriam L Fernandez: I think I just did.

Jasmine Lee: Okay, great Thank you.

Jasmine Lee: So I hope everyone can see you that.

Jasmine Lee: Our session is called recalibrating excellence how feminist informed care driven pedagogy facilitates quality learning experiences so it's.

Jasmine Lee: Like Eddy true academic title quite wordy, and this is brought to you by Alexandra cavallaro, who is unfortunately not able to be with us to present but who has contributed to our presentation Miriam Fernandez and myself JASMINE Lee, so this is us in our very professional looking.

Jasmine Lee: portraits from the campus so that you know what we look like, as if we are standing in front of you at a table or something.

Jasmine Lee: Great so our framework comes from an essay in the three c's the College.

Jasmine Lee: Composition journal.

Xochitl Trujillo: From and.

Jasmine Lee: I have to come to scholars, including accomplishing primarily from studies.

Jasmine Lee: and secure and Jacqueline.

Jasmine Lee: oyster and in this piece, they are working to redefine.

Jasmine Lee: The concept of excellence.

Jasmine Lee: And so on the in this quote from page you'll see that they they right we're defining excellence as a socially constructed concept.

Jasmine Lee: That should result from a critical negotiation of presumptions social, cultural values and criteria for performance qualities, rather than standards, so their idea here their hope is to take this concept of excellence which they say, has been shaped by.

Jasmine Lee: premier Li that they're looking at excellence in the field of rhetorical research.

Jasmine Lee: which will return studies, research and they're saying, this has been shaped it for a long time by a kind of Western and masculine masculine tradition, starting with the ancient Greeks looking at all of these.

Jasmine Lee: These men philosophers in the public sphere, people with power and and sort of tracing what excellence in research looks like through that lens.

Jasmine Lee: Thinking about kind of those spaces those public spaces those kinds of figures, as these ideal read tours and then.

Jasmine Lee: they're suggesting to actually there's all kinds of other excellence that exists around us, and specifically rhetorical excellence.

Jasmine Lee: And in women's faces from from women, but also in other kinds of communities, and if we redefine what we think of as excellence, if we imagine a set of qualities that.

Jasmine Lee: That can describe excellence, rather than a sub standards that we have it's a singular concept of excellence that we can open up a lot more possibilities for ourselves in our studies.

Jasmine Lee: So what they've done in this article is they've gone through and they've looked at a lot of feminists scholarship in the field.

Jasmine Lee: And they've and here's a sort of identified what they call three terms of engagement, or three different strategies that they see at work in feminist rhetorical research.

Jasmine Lee: The first one is critical imagination, so this involves a kind of deep listening to your research enter your subjects so going into a space.

Jasmine Lee: not trying to prove a point but, instead, using this this sort of deep listening feminist ethnographic approach, where you are trying to figure out what's going on, rather than.

Jasmine Lee: Imposing a model or an argument already on on the scene that you're looking at.

Jasmine Lee: Their second term of engagement is strategic contemplation this idea here is that you situate yourself in your work, so they say a researcher who's working in archives.

Jasmine Lee: Who goes back to her hotel room and writes into her article things like.

Jasmine Lee: My back hurts from being hunched over the archives and i've been thinking about the way that the hollow space in my in my abdomen.

Jasmine Lee: relates to this hollowness that these that my participants are writing about right so kind of making these connections that are embodied.

Jasmine Lee: That are that are personal that are intimate and they dissolve some of those those boundaries between yourself and the work that you're doing.

Jasmine Lee: And the last term of engagement that they say is called is social circulation and here they're talking a lot about respecting diversity not imposing your own.

Jasmine Lee: interpretations or beliefs or values on the communities that you're studying and instead honoring and sort of.

Jasmine Lee: Allowing and building community within those spaces, so we thought that it might be useful to take these terms from these terms of engagement that were.

Jasmine Lee: intended to describe rhetorical research practices.

Jasmine Lee: And to think about how this framework, and these terms might also inform what we're talking about what we're doing in the classroom right, so how can critical imagination strategic contemplation and social show social circulation.

Jasmine Lee: inform the kind of work we do to drive a feminist and CARA oriented pedagogy.

Jasmine Lee: roster and careers are adamant that this work is not meant to describe simply like Oh, this is only when you study women's communities or, this is only supposed to happen when you're.

Jasmine Lee: When you're signaling explicitly that you're using a feminist model, but rather that this is a model that expands beyond this kind of niche space.

Jasmine Lee: That its work that can and does serve everyone in in the field, and then it can apply to all kinds of different situations, so in the same way that we might impose an older model of excellence in.

Jasmine Lee: In all research right where we say, these are the standards and we apply that to all of these different contexts, we can expand that kind of description of excellence in all of these contexts.

Jasmine Lee: And and lots of good and interesting stuff can happen from that So this is the article that we're working off of and Miriam is going to jump into how we might begin to start applying this in our classrooms.

Miriam L Fernandez: Thanks JASMINE so I wanted to start by.

Miriam L Fernandez: defining a little bit what traditionally we thought of student excellence and so these would be students that are actively answering questions during class.

Miriam L Fernandez: receive a's and their assignments and their courses students that visit office hours and feel comfortable talking to their professors students that might have perfect attendance or submit work early.

Miriam L Fernandez: Students that make themselves visible, and this is especially you know with remote learning where students.

Miriam L Fernandez: That might feel comfortable having their cameras on or have the have a working computer with a working camera and things like that or in the traditional classroom you know students that sit in the front of the class.

Miriam L Fernandez: So many of the students who fit into this category of excellence have support systems that make their transition to college easier and so uh sometimes you know they might not have to work or they might work fewer hours.

Miriam L Fernandez: In the case where we're doing remote learning they might have their own room and so feel more comfortable about turning on their cameras.

Miriam L Fernandez: They can also work with fewer distractions so while we're not saying that this particular student that fits into all of these categories.

Miriam L Fernandez: we're not saying that this person is an excellent but we're sort of wanting to redefine what excellence means and to uncover some of the support systems that make that form of excellence possible okay go to the next slide please.

Miriam L Fernandez: So when we think about a recalibrated idea of student excellence we're looking at students that are asking clarification questions because they want to understand.

Miriam L Fernandez: The prompt better or what's going on in the classroom students that are actively working through the materials.

Miriam L Fernandez: Students that show up to class as much as they can students that are listening and learning, even when their cameras are off and their microphones are muted.

Miriam L Fernandez: Students that communicate with professors about difficulties they're having and asked for extensions So this has been especially true with the pandemic.

Miriam L Fernandez: You know this is a year, where we are all collectively suffering and we've had to adjust to new ways of doing everything and, in these times, you know really showing up and just trying to do your best is really a sign of excellence.

Miriam L Fernandez: You know, in the moment, but I think that these these sort of new ways of thinking about excellence really gets that students who are putting in the work.

Miriam L Fernandez: and trying to learn it, even if it doesn't come easily right, so we don't we don't want to define excellence is just someone that has an easier path getting to.

Miriam L Fernandez: You know, meeting the learning outcomes behalf for a classroom, but we also want to think about excellence as being the students that are actively trying to understand what's happening and trying to do their best.

Miriam L Fernandez: With assignments that are being asked of them to go to the next slide please.

Miriam L Fernandez: So I wanted to take a moment and look at one of the things that cushion moisture say, and this is, you know from.

Miriam L Fernandez: From the original as they were looking at and they right we recognize the crucial importance of addressing.

Miriam L Fernandez: interstitial needs as we draw relationships between the known beyond known and what we may never know of women's and, in this case students lives.

Miriam L Fernandez: We suggest that contemplation opens up spaces for observation and reflection.

Miriam L Fernandez: For new things to emerge, or rather, for us to notice things that may have been there all along, but unnoticed so as we go on into the next couple of slides.

Miriam L Fernandez: i'd like for all of us to think about what are some of the unnoticed things that have that we have become aware of, with the pandemic with remote teaching and the last.

Miriam L Fernandez: couple of you know year and a half, almost so just kind of keep that in mind as we, as we move along through some of the next slides.

Jasmine Lee: Thank you Miriam so the next few slides are some examples that have come from our classrooms where we've started recalibrating policies and practices in ways that we think speak to this kind of.

Jasmine Lee: feminist ethic of excellence, or this kind of care oriented pedagogy, and so we wanted to share these because are these policies, because we think that.

Jasmine Lee: That we are trying to reimagine how we approach the syllabus so I was trained to.

Jasmine Lee: To to to think of the syllabus as a kind of contract right as this sort of binding document that sets my expectations up that.

Jasmine Lee: In the way that a contract might like will protect me from certain kinds of conflicts or that will that will help students kind of have a clear sense of what their responsibilities are right and it's on paper and it's settled.

Jasmine Lee: But I was I had other mentors who taught me that the syllabus could also be like a space, like a value statement or a space to.

Jasmine Lee: To set sort of set the tone for for what we want the classroom to look like and what we want, different kinds of engagements in the classroom to look like, and so this different kind of.

Jasmine Lee: approach to policies is one that doesn't assume the worst of students doesn't.

Jasmine Lee: start with this sort of deficit model of where students will fail and resist that kind of defensiveness that comes out of the many times in many cases, that you will have you know.

Jasmine Lee: A student who finds the loophole and you feel like you, you know you've got you've turned it up, but rather than thinking about that and anticipating that thinking about ways that you can.

Jasmine Lee: make yourself accessible in the classroom and and encourage students to do their best and to bring their best, so this is a well being policy that comes from Dr collaros work.

Jasmine Lee: And so, she i've highlighted a few of the things here so she starts off with I think what is a nice kind of transparent admission from all of us that, like any professor, I hope that my class can be a priority in your life right that's kind of one of the unspoken.

Jasmine Lee: Things are the reasons that we have attendance policies and that we have you know participation points in that kind of thing.

Jasmine Lee: But she says, however, I know that life doesn't always cooperate.

Jasmine Lee: You focus on your chosen priorities exactly when you need or want to with this in mind here's what you should know.

Jasmine Lee: and her kind of key takeaway here is approached me stay in communication and that talking to me about the struggles that you're having isn't a reflection on you as a student isn't a reflection on.

Jasmine Lee: Who, you are as a student right, so I can't count the number of emails that have gotten where it's like you know i'm sorry i'm not usually this kind of student right, but like.

Jasmine Lee: You should always be the kind of student who lives a whole other life that isn't school right so so you are this kind of student but that's great because we're all that kind of everything right and so.

Jasmine Lee: So she Alexandra acknowledges at the bottom here, you know we know you're full of smarts and effort and you don't need to prove that by trying to read pretending to be perfect.

Jasmine Lee: You deserve support for any issue that threatens to interfere with your ability to complete your education, so this is one kind of example policy.

Jasmine Lee: These are some other policies from Alexandra syllabus this one here is affirming all gender expressions and identities.

Jasmine Lee: And explicitly on the syllabus letting students know, let me know how to call you what your correct name and pronouns are so that I can update that on my roster.

Jasmine Lee: And she has a similar to similar move for language diversity.

Jasmine Lee: So she talks about how making really explicit we're going to use English or English is and specifically standard written English for many situations, but.

Jasmine Lee: You have an opportunity to bring other linguistic resources that you have available to you into the course as long as you're thinking about using them rhetorical right So who is your audience purpose, how are you using these rhetorical appeals.

Jasmine Lee: So this is a class Community policy from my syllabus and.

Jasmine Lee: And I put this near the top right underneath precision, so I don't grieve for attendance and participation, but I have a class Community gri that includes all of those things, and so.

Jasmine Lee: In this policy, I acknowledge that learning is Community based collaborative and cooperative.

Jasmine Lee: and that therefore we have to respect and trust one another and the way that we establish and build respect and trust in the classroom is by doing our best honoring accountability so challenging yourself.

Jasmine Lee: asking for help when you need help being accountable for that whole process being generous with one another and we use this approach for texts also reading generously.

Jasmine Lee: When we're when we're reading the text in our class and then also when we're working with one another and treating others well and practicing humility so being open to getting feedback and sort of trying to.

Jasmine Lee: to separate out some of that that ego driven learning that was very familiar to me as a student and so it's something I like want to certainly call out.

Jasmine Lee: That you know there's that it's okay to be it's okay struggle it's okay to have a hard time with things because that's what learning looks like.

Jasmine Lee: And then, this is the last policy that I wanted to share this is from my syllabus also, and this is about care, and so I acknowledged this is exactly what it looks like in my syllabus I use bold and highlights in in this section of my syllabus.

Jasmine Lee: So I note at the top that learning growing and training require a lot of energy that college is hard and balancing all of these things is even harder.

Jasmine Lee: And then, when you have a class at asks you to do your best work be generous and respond to feedback sorry about that.

Jasmine Lee: whoa so many things happening here and and respond to feedback that they this can get really difficult, and so I linked to different resources that are available, the den.

Jasmine Lee: The wellness Center caps the students Center all of the different all of our different centers in the.

Jasmine Lee: In the SMS you and then remind students to reach out, I thought this was the last of the policies, but this is my.

Jasmine Lee: My revised accommodations policy that was actually encouraged by one of my Grad students, one of my Grad students in a previous semester was like you know.

Jasmine Lee: Your accommodation policy I used to have the kind of boilerplate language like it feels really cold.

Jasmine Lee: And i'm actually you know, like it seems seems out of place in your syllabus that you just sort of added in there, you know if you need anything go to the.

Jasmine Lee: Go to ssd, and so I revise it with that feedback from from the student and I borrowed language from some of the other accommodations policies i've seen.

Jasmine Lee: posted by other faculty and so now it's a kind of invitation to come talk to me, but not you're you're required you never have to disclose anything.

Jasmine Lee: And the accommodations serve everyone right thinking about that kind of another from this idea that teaching in of itself is of a kind of accommodation.

Jasmine Lee: Right so Miriam.

Miriam L Fernandez: So, moving on to a couple of practices that we've.

Miriam L Fernandez: That we've used in our own classes one recognizing that student engagement comes in various forms, so, especially with.

Miriam L Fernandez: Remote learning a lot of times students have their cameras off and all you really see is just you know black screen with the name and it can feel very isolating as a teacher, you know your jokes don't land.

Miriam L Fernandez: No one's laughing no one's nodding their head or looking confused and so that can be a little isolating but encouraging you know different things like using the emojis on zoom, for example.

Miriam L Fernandez: You know the the little laughing emoji you say something funny or a yes or no thumbs up like these things can can also form kind of engagement in class.

Miriam L Fernandez: writing in the chat so a lot of times students don't feel comfortable.

Miriam L Fernandez: raising their hand or on muting I know for myself sometimes my heart starts beating a little faster when I know i'm going to interrupt.

Miriam L Fernandez: and ask a question, and so that's not always easy for students to do but writing in the chat engaging in breakout rooms, sometimes staying after class to ask a question or emailing you updates about what's going on, you know if they're turning something in late, for whatever reason.

Miriam L Fernandez: We will also approach late work in a more relaxed manner, accounting for the fact that many students have been sick.

Miriam L Fernandez: Many students have had family members who've been sick have lost family members or have been facing various other obstacles just spotty Internet increased work hours, I had a student of mine who recently.

Miriam L Fernandez: Her computer broke and had to get a new one, and so, especially when everything is you need to have your computer, you need to have your Internet in order to participate in class when something like that occurs, it can be.

Miriam L Fernandez: You know, a huge obstacle also creating a person centered classroom carving out time and space for students and for ourselves as well to be whole people and engage with one another.

Miriam L Fernandez: Through with or beyond the course material so it's also important to keep in mind our own needs, as as teachers I tend to you know, let my students know if if something is coming up, that is going to stop me from being able to feed back.

Miriam L Fernandez: in a timely manner so maybe it'll take me, you know, two and a half weeks or three weeks, instead of an original like one week that I had planned.

Miriam L Fernandez: So just being upfront about those things and being willing to make changes that are that are going to help everyone in the class as well, could you go to the next slide please.

Miriam L Fernandez: another kind of practice that we've we've also talked about is redefining rigor and value in our assignments, so I teach a lot of writing.

Miriam L Fernandez: Intensive classes and you know, sometimes we have to think outside of that eight to page research paper so.

Miriam L Fernandez: Some some things that we've done be like writing letters to a target audience and focusing on rhetorical awareness.

Miriam L Fernandez: and communicating your point effectively with you know, fewer words in a commonly used public writing genre so that kind of assignment, even though wouldn't be a very long written assignment would still.

Miriam L Fernandez: involve a lot of thoughts right to how do you communicate for this one intended person.

Miriam L Fernandez: What kind of language, do you use do you want to be more formal more casual having these kinds of conversations about those rhetorical choices.

Miriam L Fernandez: Also composing multimedia texts that include the oral visual and other creative assignments so thinking outside of the written box.

Miriam L Fernandez: And, including personal experiences and home or local research as part of research assignments so thinking about research, not just as secondary academic sources, but as a variety of.

Miriam L Fernandez: different tools that that we use to to make an argument to understand, to understand, an issue more closely.

Miriam L Fernandez: And then slowing down for for us and for our students right so and I think that this became.

Miriam L Fernandez: A little bit clear for most of us, we were switching between quarters two semesters and suddenly we had you know, a couple more weeks.

Miriam L Fernandez: And you know for for sometimes you know you might have thought well i'll just add more or I can slow down what I already have right stretch things out a little bit more.

Miriam L Fernandez: So sitting down with the material for longer periods and instead of just adding more readings or more assignments, you know you can kind of.

Miriam L Fernandez: Like let's say we'll have a reading for one week and then on the next week, we might have more.

Miriam L Fernandez: Discussions about that particular reading instead of moving on to something completely new so really sitting with the material a little bit longer.

Miriam L Fernandez: And then also asking students how they're doing and being willing to make changes to our course plan when the majority of students are struggling so it's kind of like reading the room.

Miriam L Fernandez: And and kind of taking the temperature here right, so if the majority of students are you know overwhelmed by.

Miriam L Fernandez: The original plan you know, is it possible to shift things around a little bit in a way that would make things a little bit easier for everyone, and so, those are kind of a few of the practices that we've we've discussed next slide please.

Miriam L Fernandez: So all of these things kind of equal an ethos of care and this comes from Kirsten royster who write that excellence involves an ethos of care introspection and attention to the material conditions of the past and the present.

Miriam L Fernandez: It demands that we pay attention to how lived experience shapes our perspectives as research.

Miriam L Fernandez: Researchers and those of our subjects or in this case as teachers and those of our students, it means engaging in a dialogue and an exchange to understand their words their visions their priorities, even if they differ from our own and so that's kind of what we're hoping to.

Miriam L Fernandez: To think about is how do we foster an ethos of care in our classrooms.

Jasmine Lee: Right, so we have about a half hour left of the session and what we were really hoping to do is just spend this time.

Jasmine Lee: I want to thank Tom for organizing the pedagogy forum, and I think that you know as a teaching institution we don't have as much time to spend talking with other expert practitioners about teaching.

Jasmine Lee: As we would like to so we were hoping to use the rest of this space.

Jasmine Lee: To really kind of think you know, keep in mind these three qualities of excellence critical imagination strategic contemplation and social social circulation, which we move through really quickly.

Jasmine Lee: To think about some of the qualities of excellence that we've defined here or we've outlined here respect flexibility community and persons and your classrooms.

Jasmine Lee: And maybe and just spend a few minutes reflecting and then open up for conversation about how.

Jasmine Lee: What we can do to recalibrate to make our pedagogy more inclusively and excessively excellent and how we might continue to build our pedagogy from an ethos of care.

Jasmine Lee: So i'd love to hear also what you know what awesome things you're already doing in your classrooms and how you've adapted what you're going to take with you, moving forward what some of the things are that you.

Jasmine Lee: want to rethink a little bit more or kind of continue revising.

Jasmine Lee: And those I think those places are the places that you've run into challenges right some of those challenges are usually moments where i'm like Oh, I need to.

Jasmine Lee: Think about what i'm doing here a little bit more intentionally so i'll leave this screen up for maybe two and a half, three minutes and then just to give folks a time to a few minutes to write things down and then i'll stop sharing and we can go into a discussion.

Josephine Mendoza: grass.

Jasmine Lee: Alright, so um yeah maybe we can open open this up.

Jasmine Lee: i'll do the thing that I do in my classroom when I have this response, where I just started like.

Jasmine Lee: Like word vomiting things and let's hope that something comes out like Okay, maybe we'll just reframe the questions, a little, and is there.

Jasmine Lee: Have you noticed that you have done anything different or changed or revise any of your policies in the last year and a half in ways that you that you think you might continue holding on to post post pandemic.

Jasmine Lee: policies or practices.

Francesca Astiazaran: I can, I can go.

Jasmine Lee: it's Okay, thank you.

Francesca Astiazaran: And I have always had a.

Francesca Astiazaran: A late work policy i've never been like somebody who just doesn't accept late work, but I have had a much, much more liberal late work policy, especially this semester students are just really.

Francesca Astiazaran: losing it, you know they're so ready to go back and but also need to recuperate and did they just it's hard.

Francesca Astiazaran: And so um you know I feel like every day, I read and respond to several emails where students are asking for more time and I feel like they feel like the pressure to write me an opus about it right like.

Francesca Astiazaran: It shouldn't be that way and so yeah so I become much more flexible with late work and i've seen that.

Francesca Astiazaran: When students and I especially negotiate kind of the terms of the late work like well.

Francesca Astiazaran: How much time do you need right or a lot of times they'll actually asked me, can I have until Wednesday, that they are very good at keeping their side of the bargain.

Francesca Astiazaran: And it just hasn't been a problem, and so I feel like it solves a lot of problems actually now everybody's happy that I like it.

Karen Rowan: yeah one of the things I highlighted was sort of late policies, as always, you know, except too late work.

Karen Rowan: Last semester I essentially had no.

Karen Rowan: No deadlines my policy was turn turn their work and whenever you can do that, and so, some people, a lot of people with email me for extensions.

Karen Rowan: And I think that just speaks to the ways that we are all trained to expect no leniency.

Karen Rowan: And no no sort of forgiveness or grace.

Karen Rowan: And this semester I kind of met a middle ground, I saw that most of my students did fine without policy in the fall, but a lot of students, there were a handful of students.

Karen Rowan: They really feel so far behind in part because I was more lenient that they were having to put the price on professors who had no leniency.

Karen Rowan: And who gave no exceptions to that, and so this semester, I can try to find a middle ground where essentially within a week you're fine.

Karen Rowan: After a week, you might lose some points and then after a month, like the blackboard posts would sort of go away.

Karen Rowan: They will become unavailable and that was meant to sort of help students, maybe the to fall behind.

Karen Rowan: A little bit, but they had a chance to catch up within reason and that if things got too far removed, I would just be able to tell them focus on what we've got in front of us right now.

Karen Rowan: And it always work with students and say you know if they contact me and say i'm really behind I will review the record and prioritize for them and say skip this focus on these things and here's why.

Karen Rowan: And it what sticks with me in part is that yeah most students have been fine with this, they they hold up their into the bargain.

Karen Rowan: But that the ways of students still expect to be punished for these things it really just speaks to kind of the culture and that's something that maybe we can think about revising collectively and think about what's what's really important for learning is it.

Karen Rowan: You know I do think also having that rolling policy helps me keep up with work because I don't suddenly turn on my computer and have.

Karen Rowan: You know weeks worth of posts from half a class that's that's untenable on our end of the the exchange as well, but that there's maybe some middle ground there.

Natasha Jankowski: Good question of the group, so I saw with my graduate students, that if it was an assignment that involves writing.

Natasha Jankowski: that's where I got all of the like I need time I need extension that that having the space and attention to focus.

Natasha Jankowski: To do writing was just not happening with everything that was going up in their lives and i'm seeing hadn't as i'm going okay So for me what I ended up changing in my policy was the writing assignments I accepted his phone calls.

Natasha Jankowski: So we could do a phone call or folding laundry and I would just talk through like talk me through the article and what did you think and how did that compare to whatever and I would just ask questions for the things that I was looking for for how they were like.

Natasha Jankowski: Comparing and contrasting competing theories are never oh we're just chat for like minutes or so, as you walk down, I really great and it saved me the feedback.

Natasha Jankowski: process on the writing I mean like in terms of writing skills we didn't get to work on that part, but the pieces that I was really looking for that I.

Natasha Jankowski: Just defaulted to writings their Grad students and i'm like write a journal or this stuff it that became where.

Natasha Jankowski: That was doable and timelines, and so I ended up changing putting a policy and that, if it was a writing assignment I would accept a phone call, and we would just talk through it instead and that.

Natasha Jankowski: Also, was a much lower on that, like i'm going to get in trouble, or like this isn't how I normally right I don't want this to be a reflection on my writing kind of things, though i'm the need to have that time to just sit with something was just not feasible for my students so.

Jasmine Lee: Thank you for sharing that I really like that idea of, and you know i'm.

Jasmine Lee: i'm very bad at the phone like I shy away deeply from the phone talking to people is terrifying on the phone scary so scary i'm so impressed you did.

Jasmine Lee: But I, but I also really just love this idea that there's a kind of thinking about boiling down like what is the work that we want that to do right like.

Jasmine Lee: I that i've asked for journal entries and discussion posts a lot and students, I know that I have a lot of my students, especially my undergrad students have been like.

Jasmine Lee: Why does everyone just keep assigning discussion board post, and I mean the answer is that we just don't we didn't have a lot of other ways to try to facilitate conversation around the text.

Jasmine Lee: And so you know, and especially when we're trying to like be able to answer questions or you know respond like we can save you know, please.

Jasmine Lee: phone a friend on your own time and talk about this, but then like we can you know we can't check in or like help if there's questions.

Jasmine Lee: And so the discussion purse post became that kind of default, but I, like the way that you're thinking they're like what is it that we want to accomplish and are there other ways of doing this.

Jasmine Lee: kind of alternative assignment.

Natasha Jankowski: If useful for the discussion post one when I heard that someone was trying that worked really well for their students, not from my group, because my graduate students, a lot of them have been like working in the field.

Natasha Jankowski: But it was an undergraduate student they're helping they had them do short little video snap have been talking and that was like they got more of them, just like wandering around talking making a sandwich talking about like.

Natasha Jankowski: The response and posting that and then other people put video responses that I don't know if it was just like.

Natasha Jankowski: The being tied down to write or something i'm not sure what the media makes a difference around it, but yeah video responses in discussion boards worked really well for her so.

Miriam L Fernandez: I love that idea of the videos and and I think there's this like Twitter thread that kind of makes fun of discussion boards and the formulaic aspect of that and i've shared that with some of my students to to kind of break the ice and you know, like we know that this is a weird.

Miriam L Fernandez: forum but it's what blackboard has right and so that's what we end up using, but I do like having you know multi modal aspects of of discussion and that makes it feel a little bit more more organic innocence.

Miriam L Fernandez: Actually, had a quick little story that I wanted to share this is, you know just I think that this is what happened, but I don't have any like hard data about it, but I was.

Miriam L Fernandez: Coming back from like having a really rough week teaching or just with like all the work that I had to do and I was feeling like really.

Miriam L Fernandez: exhausted so i'm starting to think about my students and how they're having like all these other classes, all these other assignments, and so.

Miriam L Fernandez: I just had a lot, I guess, a lot of empathy for them, and so I started the class and I and for like this in this whole week I sort of every single class saying.

Miriam L Fernandez: hey, I just wanted to say, you know before we start, I want to thank you for showing up, I know that this is a really hard time, like, I know that it's very stressful and i'm.

Miriam L Fernandez: proud of you for just being here and doing your best and that week I had way more participation from my students than like any week before that.

Miriam L Fernandez: And then even it kind of continued after so even like the next two weeks, I had more students that were just like turn on their camera and show their cat.

Miriam L Fernandez: or or just start having like little conversations with me before class started and I don't know if that's like if that was the reason for it, but I feel like.

Miriam L Fernandez: Acknowledging how difficult it was and and being grateful for their presence, I think kind of shifted their mentality in some sense and they just felt better about about participating or more comfortable in some ways.

Miriam L Fernandez: I don't know if anyone else has other stories, they want to share.

Clare Weber: let's just you know I wanted to thank you for this panel I think um.

Clare Weber: You know, we talked about San Bernardino being a hsi you know we talked about intersection ality but, but when you.

Clare Weber: Look at it we're a majority women of color student campus and I think you know multicultural multi racial feminist pedagogy is.

Clare Weber: Is is a really important approach and to acknowledge in terms of you know, effectiveness and teaching and a high impact practice and I sometimes I don't know if we.

Clare Weber: We give it that dimensionality and the intersection ality that that that we should when we when we approach, how to be effective in the classroom and so you know i'm really appreciative of of the topic and and this this this panel, because I think.

Clare Weber: it's important and it's important that it's visible the work that you're doing and the conversations that that that you're having I mean I you know I taught women studies, I taught in sociology I taught in global cultural studies and you know this is obviously is a while ago.

Clare Weber: But definitely pre pandemic and.

Clare Weber: You know just making this acknowledging, you know I found with with women students like you know.

Clare Weber: You can your family's going to be okay, this is your time in the classroom you know this is for you like just even acknowledging that it's okay.

Clare Weber: All of those demands and everyone's having on you right now, you can set those aside just kind of you know, because I think as as women, particularly you know with with.

Clare Weber: With children in the family demands and just the social demands from friends, you know it, it can it can it can be a lot and I know those are those are a couple tricks that I would use, you know this is this is self care you're learning is your self care.

Clare Weber: But anyway, that was just a random thought there, I want to thank you yeah.

Jasmine Lee: Thank you.

Jasmine Lee: So much, and thanks for your comment about intersectionality it was actually something that we talked a little bit about in this.

Jasmine Lee: This article is not explicitly intersectional all of it comes at this moment in rhetorical studies that's very much thinking about I'm kind of trying to transition from.

Jasmine Lee: An earlier model feminist work that does like a lot of recovery and rescue work and then and it's starting to open up the thinking about like what are the other dimensions of feminist work right.

Jasmine Lee: But it's not it's not at a place that it's like that it's fully engaged quite yet within the conversation about internationalism, but.

Jasmine Lee: I think that what you're saying is really important, and and I, I appreciate your comment about like inviting students and especially women, identifying students who.

Jasmine Lee: have a lot of other roles on that kind of acknowledging that you, you know you not only.

Jasmine Lee: Are you allowed to be here you belong here, and you, you can take the space for yourself and, but I think the other kind of a kind of component.

Jasmine Lee: An additional component of that is also like helping students feel like helping those students feel like just like their whole lives do belong in the classroom I had a student who this isn't a first year writing class.

Jasmine Lee: And it was the it was last spring, so we were all of a sudden unexpectedly online and she could just have her first child and she was.

Jasmine Lee: quarantine home alone with a newborn and trying to do, online teaching and like navigate what all that look like and.

Jasmine Lee: And so, she had mentioned in a kind of I do these surveys early on that are just like is there anything that you want me to know about what's going on in your life and their.

Jasmine Lee: Their private confidential and it can be anything like I sleeping really late or like I and always snacking or whatever, and the student was like I just you know I just had my child.

Jasmine Lee: And so throughout the Semester, it was or quarter at that time I was checking in with her was asking how the baby was doing she came to office hours, I would ask how things were going.

Jasmine Lee: And you know just kind of check in, and in my final like I do initiative so T, as I do these kinds of like reflective letters where students can tell me.

Jasmine Lee: What they whatever works for them and didn't work for them, and she said.

Jasmine Lee: that she wanted to thank me for asking about her kid because I was the only one of her professors who acknowledged that she had had a child, like in the hole, and she said that she had shared this with other people.

Jasmine Lee: But it just kind of come up because it seemed like you know that's like personal or private and it's distinct from here.

Jasmine Lee: And she said it made her feel better, because then she could also tell me, you know, like a kid is sick or you know, like I i'm i'm overwhelmed or you know I need an extension on this thing.

Jasmine Lee: But you know it was it really stuck with me that that time that, like, I think that.

Jasmine Lee: I was sort of taking it for granted that students would feel comfortable being you know whole people in my class and then like being really explicit about that.

Jasmine Lee: So you know now when kids pop into my classes on zoom.

Jasmine Lee: I we we make a big deal out of it sometimes you know we're like Hello new student, would you like to introduce yourself thanks for coming to class, you know and we've tried to make.

Jasmine Lee: Make the the classroom feel like a really kind of family safe space, and I think that, especially the transition to being online has made has me that's been really important, because all of our home lives are also on display in our classrooms.

Jasmine Lee: So you know my cat I know Karen knows this or cats are always in every meeting, and so we talked about that you know when kids are in meetings with dogs are in meetings we just we acknowledge it and and it's and it's a strength not like distraction or weakness.

Karen Rowan: i'm deeply shocked that neither one of my cats have made.

Karen Rowan: An appearance yet.

Karen Rowan: And oftentimes when i'm teaching the time today they part of how I navigate this is that I share what's going on in my world and.

Karen Rowan: That off, but often when i'm starting my teaching time during the day, my son is getting offline.

Karen Rowan: he's in your long virtual school and so he's sitting on the other side of my computer and he's got my phone and he's playing pokemon go.

Karen Rowan: And if I, and I often use examples in the class I teach i'll draw examples from pokemon go or the other kinds of things to examples of literacy learning and things like that.

Karen Rowan: And what I found is that if i'm doing that, when he said the room, he will never appear on camera he does not want to appear on camera.

Karen Rowan: But he will speak back to me and he'll start interrupting like he'll start contributing to the conversation about pokemon go like no no you're an example here, not a participant.

Karen Rowan: But it helps part of the one reason I do that and let let make hats kind of come in and more mechanical Turk drink my coffee, while i'm teaching.

Karen Rowan: Is that it tries a model like you had this is deeply weird that we're teaching and learning with our pets, you know inner space and i'm trying to avoid you know the cat mooning the class.

Karen Rowan: But it's just what it was what we've got right now and we just care for themselves a little bit of permission to deal with it and laugh at it.

Karen Rowan: and hope that that hopefully by me doing some of that that students feel a little bit more comfortable doing that and, in addition to you know it's like explicitly sort of.

Karen Rowan: Sharing some of their stuff going on, but they kind of feel like Okay, this is not a space where I have to pretend like you know, and when students like Okay, I need to talk to your sake, but you know i've been having some family issues and then I hear his dad yeah like.

Karen Rowan: Like okay I gotta go i'll be back in a minute and it's like it just where we are right now, like that's that's life, and we can be so rigid about pretending like it's not happening.

Miriam L Fernandez: I had to teach last week with a maintenance person working on on my front door.

Miriam L Fernandez: Which is just like a few feet away, and it was so hard to keep the concentration, but I mean I just kind of laughed at it, I was like well that's the the joys of remote teaching and working from home is you have these.

Miriam L Fernandez: These intrusions that allow students to see each other as more than just student and teacher, but as like a whole person that has a whole life outside of that that role.

Jasmine Lee: and wondering what some of you are like what when you're thinking how that might we won't carry that forward into the classroom this idea of like honoring.

Jasmine Lee: We wouldn't we wouldn't we just we won't have like pets walking by in the classroom.

Jasmine Lee: One thing I was thinking about is like I remember me to students who have come to me and told me like they're waiting on phone calls from you know doctors or daycare or whatever, and they likely need to leave their phone out.

Jasmine Lee: And so, like that that's one way that that kind of manifested in face to face but i'm wondering if they're like ways that we can like really intentionally invite and encourage that same sort of whole person in this in the classroom.

Jasmine Lee: It doesn't yeah that doesn't involve like bring your pets, although maybe we just have like a bringer pat day but.

Jasmine Lee: Right Karen Thank you.

Clare Weber: Is it time to go back.

Jasmine Lee: i'm not you know that I didn't look at the schedule.

Clare Weber: I can't really think and karen's running she has another.

Jasmine Lee: she's oh this session.

Jasmine Lee: yeah the session ended at so.

Jasmine Lee: Okay, holding you hostage for five more minutes but.

Clare Weber: They always so much.

Jasmine Lee: Thank you, thanks so much for coming.

Miriam L Fernandez: Thank you for showing up.

Jasmine Lee: Hello wonderful Grad students, thank you for being here.

Kelley Bader: yeah, of course, thanks for letting us come, it was really, really great, and I feel like I got a lot out of it so thanks for the work and thanks for sharing.

Jasmine Lee: Thank you for thanks for being here, I don't know if it was, is it weird to hear us talk about our students like to be like our students in the third person who are not.

Kelley Bader: I think there's a couple times was like I wonder if one of our classes, is going to come up.

Kelley Bader: yeah.

Emily McKellar: I thank you both for the session i've taken classes with both of you, so I was like Yes, this is all like so familiar but it's just great to kind of like soak up all of your wonderful like you know, ideas and stuff so.

Emily McKellar: Thanks so much yeah.

Jasmine Lee: yeah I think I mean I think our hope was we were like I don't that I don't know I secretly hoped that this panel would attract people who were like this the Faculty who.

Jasmine Lee: Who are causing grief to all my students, the ones who are like sorry late work is late in late means zero or whatever I don't know why they would come to a panel that's called recalibrating feminist or whatever, but it was rhetorically, not a great move.

Miriam L Fernandez: Now this is basically you'd like what is it like a sub tweet to them.

Jasmine Lee: Alright, everyone well i'm going to close this out, this is gonna, this is a recording for posterity so I suppose that.

Jasmine Lee: That will will close this out, but thank you all for being here and i'll see some of you in about an hour uh huh and Emily I owe you notes, which I have not forgotten about, and I promise I will get to them.

Emily McKellar: it's totally fine, no, no rush no really but thank you again, it was nice seeing you guys again.

Jasmine Lee: Basically, never.

Jasmine Lee: Miriam.

Miriam L Fernandez: Thanks for bringing us together.

Jasmine Lee: Thanks for being part of it, it was fun.

Jasmine Lee: It was.

Bye.

Miriam L Fernandez: just go ahead and end.

END – 00:49:58