

WEBVTT

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00:00:31.170 --> 00:00:32.310

Carrie Diaz Eaton: Hello and welcome.

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00:00:35.220 --> 00:00:46.050

Carrie Diaz Eaton: We're going to ask that folks, turn off their videos, Molly will also be going through and turn off videos from her end. But just to save on bandwidth much appreciated.

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00:01:18.420 --> 00:01:28.920

Carrie Diaz Eaton: Welcome, all. For those who just came in. We're going to ask folks to turn off their videos. We will be starting in just a few minutes as to let a few more folks in

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00:02:12.270 --> 00:02:22.380

Carrie Diaz Eaton: Hello and welcome to everyone that just came in, are going to ask folks to pause their video feed. We will be starting in just another minute.

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00:02:47.190 --> 00:02:57.000

Carrie Diaz Eaton: Okay, so it looks like the participant list is pretty stable. I think we've got quite a few folks coming in joining us. I really appreciate seeing

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00:02:58.260 --> 00:03:04.170

Carrie Diaz Eaton: The names that I recognize as well as lots of new names so excited to get to know you.

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00:03:05.310 --> 00:03:14.160

Carrie Diaz Eaton: I am Carrie Diaz Eaton. I am one of the co organizers of this stem inclusive teaching practices webinar series.

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00:03:15.360 --> 00:03:30.990

Carrie Diaz Eaton: This is the first in a longer effort between a variety of different groups. So just to introduce those groups to those of you who may not be familiar

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00:03:31.800 --> 00:03:43.080

Carrie Diaz Eaton: One of the groups here represented here is B(ui)LDS, a project between EDSIN which is an INCLUDES grant

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00:03:43.860 --> 00:04:04.440

Carrie Diaz Eaton: Focused on environmental data science and QUBES which is an IUSE project and B(ui)LDS is an open education community for data science and biology, but in particular has an emphasis on thinking about how to approach universal design for learning and inclusive teaching

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00:04:05.640 --> 00:04:24.090

Carrie Diaz Eaton: We also are happy to work with BLUE biodiversity literary literacy in undergraduate education, which is an RC network of folks and iDigBio. And so really grateful to Molly Phillips for organizing the bulk of this series.

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00:04:35.820 --> 00:04:43.770

Carrie Diaz Eaton: So our broad webinar series has a few goals. One is to initiate discussion on topics related to inclusive teaching practices.

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00:04:44.280 --> 00:04:54.150

Carrie Diaz Eaton: The second is to build community among a diversity of STEM disciplines. The third is raise awareness of the existing knowledge base and existing resources out there.

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00:04:54.540 --> 00:05:04.350

Carrie Diaz Eaton: And the fourth, which is really a nimble and dynamic new territory is to support our educators in thinking about inclusion in the time of COVID-19 so

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00:05:04.770 --> 00:05:25.920

Carrie Diaz Eaton: We recognize that this is something folks are thinking about, and it is an issue that is affecting all sectors from healthcare to education, thinking about how this will disproportionately affect faculty, students and other folks.

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00:05:28.530 --> 00:05:35.280

Carrie Diaz Eaton: Each of our webinar series will have different guest speakers. We're really excited to

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00:05:36.540 --> 00:05:50.100

Carrie Diaz Eaton: To start this off with Bryan Dewsbury. I just want to set a few ground rules. First, and if you don't mind, go ahead and add your name and pronouns to your Zoom name. So you can go to

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00:05:50.730 --> 00:05:57.810

Carrie Diaz Eaton: Participants to manage your own presence. And so you might want to just text us in case you have a question, we can identify you

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00:05:58.770 --> 00:06:08.880

Carrie Diaz Eaton: And everyone is going to come in with mics muted, we can enable these during discussion. I just want folks to be aware that there is a zoom bombing thing.

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00:06:09.720 --> 00:06:26.790

Carrie Diaz Eaton: Going around zoom. For those who haven't heard about it, it's a sort of targeted harassment for for webinars that are broadly shared and so just want to recognize that up front and put that out there. That's why we have some of these particular ground rules in place.

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00:06:28.230 --> 00:06:45.030

Carrie Diaz Eaton: private chat and file share also disabled for participants. Please return to muted after you speak if participating in a discussion and we have multiple ways that you can participate. There's also chat room, etc. So

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00:06:46.500 --> 00:06:48.540

Carrie Diaz Eaton: Please use a variety of tools.

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00:06:50.160 --> 00:07:07.950

Carrie Diaz Eaton: Bryan will be moderating some of the discussion within his slide deck. But again, if you have questions both Molly and I will be monitoring the chat room during Bryan's talk

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00:07:09.360 --> 00:07:13.410

Carrie Diaz Eaton: And then at the end, we do also expect additional discussion time

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00:07:15.090 --> 00:07:18.390

Carrie Diaz Eaton: When we do pause to allow for discussion.

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00:07:20.100 --> 00:07:34.290

Carrie Diaz Eaton: Don't be alarmed if there's dead air. It's we don't have the ability to see each other's expressions looking like we're going to participate. So again, this is one great reason to use the chat feature.

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00:07:35.820 --> 00:07:39.660

Carrie Diaz Eaton: But there might be also some dead air for us to work through it.

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00:07:40.860 --> 00:07:41.580

Carrie Diaz Eaton: And

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00:07:42.600 --> 00:08:01.170

Carrie Diaz Eaton: If we have any video freezing issues we have backup plans. So don't worry, we will come back no matter what happens, okay. I hope that helps folks understand what to expect. Moving forward again. We really appreciate you being here.

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00:08:05.220 --> 00:08:17.700

Carrie Diaz Eaton: Last but not least, I just want to point out that there is a link to a survey that iDigBio has put together for this webinar, we would really appreciate your feedback.

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00:08:18.990 --> 00:08:29.730

Carrie Diaz Eaton: This is the first in what is set to be an entire series. So any feedback you can give now is much appreciated as we give future webinars.

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00:08:32.010 --> 00:08:34.770

Carrie Diaz Eaton: Okay, so I'm excited to

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00:08:35.790 --> 00:08:39.150

Carrie Diaz Eaton: Present our first guest speaker Bryan Dewsbury

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00:08:42.420 --> 00:08:51.540

Carrie Diaz Eaton: Dr. Dewsbury is an Assistant Professor of Biological Sciences at the University of Rhode Island. His background is in marine ecology and ecological economics.

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00:08:52.050 --> 00:09:03.000

Carrie Diaz Eaton: He has experienced developing approaches and programs relating to social belonging and higher education and has co authored the CBE-LSE guide to inclusive teaching.

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00:09:04.080 --> 00:09:11.760

Carrie Diaz Eaton: I pulled a quote from his website because I thought it was really meaningful.

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00:09:12.720 --> 00:09:29.610

Carrie Diaz Eaton: And he said, I am personally inspired by the possibilities of education as a force for intellectual liberation and as a means to increase critical consumerism. So Bryan, the floor is yours. And we're really thankful to have you here.

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00:09:35.820 --> 00:09:39.240

Bryan Dewsbury: Thanks, Carrie, let me just quickly share my screen.

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00:09:57.360 --> 00:09:58.890

Bryan Dewsbury: God bless and good morning to everyone.

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00:10:00.660 --> 00:10:01.110

Bryan Dewsbury: I

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00:10:02.760 --> 00:10:08.220

Bryan Dewsbury: I can't express how much I wish I was having this conversation with you face to face.

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00:10:10.020 --> 00:10:18.450

Bryan Dewsbury: And before we talk about anything teaching related anything inclusion, I, I am just asking and hoping that all of you are doing well.

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00:10:20.190 --> 00:10:34.770

Bryan Dewsbury: My last count, was I think 31,000 people nationally have have contracted COVID probably more than that. And that means that some of those who have contracted and maybe even some of those who

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00:10:35.310 --> 00:10:46.260

Bryan Dewsbury: have passed away are relatives or friends or colleagues for some of you. So I just want to extend my personal best wishes to you, and I hope that you are in fact staying safe and staying inside

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00:10:49.710 --> 00:10:56.370

Bryan Dewsbury: And in, in, in a weird way we living through this time is reminding us about aspects of inclusion that

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00:10:57.570 --> 00:10:59.880

Bryan Dewsbury: Maybe we should have been thinking about before.

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00:11:01.410 --> 00:11:05.640

Bryan Dewsbury: Before COVID, but it certainly highlights what COVID means

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00:11:08.430 --> 00:11:09.390

Bryan Dewsbury: I'm sorry, it started.

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00:11:11.010 --> 00:11:22.410

Bryan Dewsbury: When I typically start this talk and I showed this picture of students and these just, just so you know, these are the first student that I had ever taught when I was a grad student back at Florida International University.

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00:11:23.580 --> 00:11:24.090

Bryan Dewsbury: And

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00:11:25.710 --> 00:11:31.860

Bryan Dewsbury: I have a picture of them on the wall of my office because they remind me every time I go into work.

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00:11:32.520 --> 00:11:50.400

Bryan Dewsbury: What inclusion means to me why it matters and how the relationships that we cultivated during the semester that week that I taught them really transformed what I thought teaching was supposed to be all right. I was awful. I can admit to that right do very gracious about it but

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00:11:51.480 --> 00:11:54.150

Bryan Dewsbury: When I was a grad student, as I'm sure many of you were

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00:11:55.590 --> 00:12:06.870

Bryan Dewsbury: There was no real training in teaching there was, you know, don't blow up the lab and don't pour chemicals on the table or whatever. Right. But it was it was nothing about the science and art of teaching.

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00:12:07.410 --> 00:12:17.700

Bryan Dewsbury: As an intentional training structure. And in fact, the person who was in charge at the time. I remember told me oh you're funny guy, you'll be okay so

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00:12:20.070 --> 00:12:33.210

Bryan Dewsbury: You know, I don't know if I'm funny. Maybe I'm kind of. Probably not. But what I am is somebody who was raised in an environment that always valued community and all ways

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00:12:35.070 --> 00:12:41.190

Bryan Dewsbury: Felt that that we are by nature social beings and and we are best we are strongest when we work together.

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00:12:42.000 --> 00:12:52.140

Bryan Dewsbury: And when the relationship between each other, authentic. Right. So as I got to talk to these students, one on one, and they would talk to me about being first generation Americans.

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00:12:52.980 --> 00:13:00.330

Bryan Dewsbury: Or first generation college students and what being college mentor them and why they chose particular careers. Right.

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00:13:00.990 --> 00:13:04.740

Bryan Dewsbury: I realized that the way in which would the ways in which we're teaching them at the time.

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00:13:05.550 --> 00:13:13.140

Bryan Dewsbury: Was so different to what they wanted, or to the process right at the time. They just wanted something to check of on their way to med school.

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00:13:13.710 --> 00:13:25.980

Bryan Dewsbury: And they wanted to go to med school. Many of them explicitly said this, because this was the economic vehicle that would help the extended family moved from their current living situation.

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00:13:27.030 --> 00:13:35.430

Bryan Dewsbury: And I think those of us who didn't really fully understand that we're still stuck in a while, we have these 50 chapters to cover and

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00:13:35.910 --> 00:13:50.520

Bryan Dewsbury: You know, why don't you all realize how exciting butterflies are what I mean not to be dismissive of butterflies. They are exciting, but if we want speaking to things that were relevant for their lives. Then they were just here to get a grade and move on.

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00:13:52.890 --> 00:14:05.640

Bryan Dewsbury: You know, today I'm especially reflective about this picture because about 95% of the people that you're looking at are now medical doctors, nurses or doing something in the health professions. So yes, it's been that long. I was in grad school.

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00:14:06.720 --> 00:14:16.200

Bryan Dewsbury: Many of them are married some have children and many of them are walking out of their houses every morning in the last month.

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00:14:17.130 --> 00:14:22.140

Bryan Dewsbury: literally putting their lives at risk to keep us who are in this webinar fairly safe.

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00:14:22.830 --> 00:14:29.940

Bryan Dewsbury: And so I have reached out to them. Many of them, most of them. I'm still in contact with to give my best and to give my thoughts and prayers and

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00:14:30.660 --> 00:14:41.910

Bryan Dewsbury: To see, you know, we will do what we can. As good citizens while they continue to carry out the things that are aligned with the Hippocratic Oath. So I wish them the best. I wish our entire health system. The best

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00:14:43.620 --> 00:14:50.580

Bryan Dewsbury: And I just want us to remember as we go through this webinar and just even your daily lives. Who's out there trying to protect this

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00:14:53.790 --> 00:14:56.310

Bryan Dewsbury: And I wanted. So I wanted to turn my question to you.

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00:14:58.650 --> 00:15:08.610

Bryan Dewsbury: How are you, transitioning your classroom during COVID, and let me just give a little context at my university, I have to say my university, I think, has been great. The

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00:15:09.120 --> 00:15:19.200

Bryan Dewsbury: Like everybody else, it's sort of, you know, slow to crawl and we're trying to figure out what to do and then ground to a halt and everybody has to transition their classes online.

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00:15:20.850 --> 00:15:24.480

Bryan Dewsbury: And sometimes when we have these conversations we forget that faculty are people too.

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00:15:24.870 --> 00:15:34.140

Bryan Dewsbury: And when you have to suddenly do everything online. I know if you're like me, I'm suddenly homeschooling two boys under the age of six and my wife works. I work and

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00:15:34.500 --> 00:15:48.000

Bryan Dewsbury: It's a different life. And I just want to check in with you if you could just type your answers in the chat. I just want to hear really quickly how the last few weeks have been in terms of you, transforming your teaching to online teaching

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00:16:13.200 --> 00:16:14.520

Bryan Dewsbury: (Bryan reading responses) Busy and quiet.

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00:16:16.170 --> 00:16:19.140

Bryan Dewsbury: seat of your pants, man. Yeah, there's a little bit of that.

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00:16:28.530 --> 00:16:35.460

Bryan Dewsbury: Working at night because of kids. Yes, that's me. I missing my students too that that's been hard.

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00:16:51.480 --> 00:16:51.720

Bryan Dewsbury: Huh.

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00:16:54.150 --> 00:16:58.440

Bryan Dewsbury: Yes you for that. Zoom fatigue is real, but hopefully we don't add your fatigue today.

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00:16:59.760 --> 00:17:00.450

Bryan Dewsbury: Um,

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00:17:03.240 --> 00:17:05.730

Bryan Dewsbury: So yes, you know, when we were figuring it out.

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00:17:07.200 --> 00:17:15.240

Bryan Dewsbury: I will say that I'm amazed impressed on and humbled by the efforts that faculty have been putting in across the country.

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00:17:17.160 --> 00:17:34.800

Bryan Dewsbury: This is intense and there was no sort of real playbook for it. You almost don't even really want to call it online teaching because this is not as though you entered January with a whole plan to operate a class online. This is a sudden transition to putting a face to face class online.

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00:17:36.690 --> 00:17:41.520

Bryan Dewsbury: So those of you who are going through this process, man. I tip my hat to you and I wish you continued luck.

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00:17:42.060 --> 00:17:47.940

Bryan Dewsbury: The other thing to remember is we still don't know what the post COVID world is going to look like.

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00:17:48.630 --> 00:17:57.900

Bryan Dewsbury: We also don't know what the post COVID higher ed landscape is going to look like. And so there are a lot of lessons that we will probably have to learn through this process.

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00:17:58.830 --> 00:18:07.590

Bryan Dewsbury: That I hope we take with us when fall semester comes and depending on what institution, you're at. I don't know what fall semester might look for you.

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00:18:09.450 --> 00:18:12.150

Bryan Dewsbury: So while you you know why we do this.

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00:18:14.670 --> 00:18:24.030

Bryan Dewsbury: Think about how it has impacted you and your students. And you know, when you say you miss them face to face. What is it, what is it, what is it the thing that you miss

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00:18:25.800 --> 00:18:28.050

Bryan Dewsbury: Today I want to talk to you about

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00:18:33.030 --> 00:18:41.340

Bryan Dewsbury: What inclusion looks like on my campus and I'm begin with a quote. This is from Justin Smith Morrill, who was the key, author of the Morrill Act.

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00:18:41.850 --> 00:18:50.280

Bryan Dewsbury: Which, in case you didn't know was the act that allows the formation of the land grant colleges and universities across the country. So every state has one

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00:18:50.730 --> 00:18:57.810

Bryan Dewsbury: For the State of Rhode Island for the 10 people who live here, URI is the land grant college and

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00:18:58.470 --> 00:19:11.760

Bryan Dewsbury: We have a mission that is consistent with the expansion of opportunity for anybody who would like to access that. And that is a mission, even though this is this this act in 1867, I believe, or maybe 72

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00:19:13.680 --> 00:19:19.380

Bryan Dewsbury: That is an act we still take very seriously in how we carry out our everyday business.

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00:19:20.490 --> 00:19:28.920

Bryan Dewsbury: Here's why this is relevant right when you have, let's say I have a class or Intro Bio class of 150 students

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00:19:29.370 --> 00:19:37.590

Bryan Dewsbury: When you have a class of 150 students who come from all different backgrounds, some with a lot of resources and some with not much resources.

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00:19:38.220 --> 00:19:44.580

Bryan Dewsbury: When you suddenly have to tell everybody. You can no longer be here and you have to go home and everything will happen online.

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00:19:45.150 --> 00:19:59.910

Bryan Dewsbury: That sudden shift is going to affect every student in a very, very different way. And when you have a diverse population. Like I do then you need to be attuned to how that impact is differential

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00:20:01.170 --> 00:20:03.930

Bryan Dewsbury: I have students who going home is not an option.

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00:20:05.430 --> 00:20:12.930

Bryan Dewsbury: So they have had to find some way to both be physically safe from COVID and from other things that might happen if they were to go home.

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00:20:14.160 --> 00:20:26.160

Bryan Dewsbury: They are people who do not have internet or in some cases not very high speed internet. So the idea of logging on to zoom for high bandwidth software to take a class, you know, four hours a day.

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00:20:27.540 --> 00:20:33.870

Bryan Dewsbury: You know, these are things we've had to think about as we rolled out as we kind of try to flip our classes. Okay, so

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00:20:35.310 --> 00:20:38.640

Bryan Dewsbury: Last year when I wrote this paper called Deep teaching

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00:20:40.050 --> 00:20:41.970

Bryan Dewsbury: I want to be very clear with you.

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00:20:44.070 --> 00:20:53.220

Bryan Dewsbury: I am not interested. I was never interested in coming up with a new thing with a set of rules that you had to follow.

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00:20:55.800 --> 00:21:00.450

Bryan Dewsbury: And promise you that if you follow the rules, you know, magic will happen.

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00:21:01.830 --> 00:21:13.950

Bryan Dewsbury: I have been in higher ed research and teaching and inclusion practices for about a decade now. And I think I'm very impressed and humbled by how much we've grown as a community.

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00:21:16.080 --> 00:21:23.880

Bryan Dewsbury: But I think sometimes to our peril. We ignore a lot of the conversations that I that has been happening or that have happened has happened.

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00:21:24.360 --> 00:21:37.500

Bryan Dewsbury: In the K 12 world for literally a century. All right. The idea of relationships being at the center of teaching practice is not a new one. So the idea behind this paper was really to re-centralize something that already existed.

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00:21:39.030 --> 00:21:43.020

Bryan Dewsbury: I don't care how many clickers, you have in your class. If the student doesn't feel like they belong.

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00:21:44.640 --> 00:21:48.660

Bryan Dewsbury: Then all the flipping in the world is not going to make them feel that way.

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00:21:49.890 --> 00:22:07.230

Bryan Dewsbury: A couple examples of minority professors in the textbook on your slides are very good. But if the student determines or can sense that that is an inauthentic dressier or it's patronizing then they will see it for what it is and the results will not be different.

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00:22:09.060 --> 00:22:13.170

Bryan Dewsbury: I think part of what has made this conversation, a bit challenging for people is

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00:22:14.520 --> 00:22:20.100

Bryan Dewsbury: If, like me, you were trained to deliver content and to cover chapters and to

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00:22:20.820 --> 00:22:29.070

Bryan Dewsbury: You know, especially in STEM to focus on technical skill and and I don't want to be dismissive. These things are important. But if that has always been your focus

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00:22:29.490 --> 00:22:36.540

Bryan Dewsbury: If someone is suddenly coming, coming along and asking you to see you need to consider relationships, first and foremost,

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00:22:37.050 --> 00:22:53.910

Bryan Dewsbury: That's a whole new era, and a whole different way of thinking that honestly might make some people kind of defensive. The other parts of this is like any relationship, including ones with your students, you cannot consider them without considering yourself.

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00:22:54.930 --> 00:23:01.800

Bryan Dewsbury: You cannot understand what their needs are, how they position in the American story without understanding how you

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00:23:02.520 --> 00:23:11.100

Bryan Dewsbury: Position yourself. And I think that self understanding piece has been the greatest challenge for the faculty that I've spoken with. Alright.

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00:23:11.880 --> 00:23:21.270

Bryan Dewsbury: We would all like to believe that we are good people who always make good decisions. And vote the right way. And on the right side of the moral argument, and I am not.

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00:23:22.080 --> 00:23:38.190

Bryan Dewsbury: accusing you of not being that way. But even in our goodness we can still make mistakes. And so, it behooves us to reflect on what do we really know about how we've come to be and how we've come to be in the classroom and how our historic influences have impacted that

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00:23:39.270 --> 00:23:39.780

Bryan Dewsbury: So,

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00:23:42.990 --> 00:23:48.600

Bryan Dewsbury: I want to briefly walk you through how I've gone through this process for introductory biology.

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00:23:49.830 --> 00:23:56.850

Bryan Dewsbury: And and I like to use a very specific example for a couple reasons. Number one, when I first started having these conversations with faculty

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00:23:57.240 --> 00:24:08.370

Bryan Dewsbury: The response used to be well all this stuff is good. Bryan, but I teach you know cell biology or chemistry or I teach physics. And so this doesn't apply to me. It was assumed that

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00:24:08.880 --> 00:24:14.340

Bryan Dewsbury: Things like inclusion and social justice was something that you talk about in the humanity side of campus.

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00:24:14.670 --> 00:24:29.250

Bryan Dewsbury: But in our STEM classrooms. We're here to do science, science doesn't have feelings and doesn't have emotions and there's there's actually a philosophical basis to this it is called scientism but we won't talk about actively, but big part of my mission

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00:24:30.360 --> 00:24:41.370

Bryan Dewsbury: Has been to understand or help faculty understand that your humanity is as much part as much a part of your classroom as any other classroom.

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00:24:42.090 --> 00:24:50.370

Bryan Dewsbury: We are subject is being taught. There's a really, really cool movement happening up in the northeast, I think Sheila Jaswal a good colleague of mine.

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00:24:51.330 --> 00:24:58.140

Bryan Dewsbury: I started teaching classes about a quarter humanity in STEM and it's basically saying we are still human beings who bring that to the classroom.

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00:24:58.890 --> 00:25:08.100

Bryan Dewsbury: The other reason why I like to use this specific example is because I don't want you to hear the things I talk about and hear the strategies that I use and say,

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00:25:08.610 --> 00:25:15.660

Bryan Dewsbury: Bryan does these five things I'm going to do these five things on Monday, and then magic will happen in my class that is not how this works.

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00:25:16.200 --> 00:25:22.800

Bryan Dewsbury: I go through a very intense psychological and emotional process every single fall semester and every spring semester.

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00:25:23.370 --> 00:25:32.310

Bryan Dewsbury: That then informs the strategies that I choose when you go through your process you will find things that are unique to your situation. Okay.

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00:25:32.700 --> 00:25:40.590

Bryan Dewsbury: You students at University of Rhode Island and not the same students at Iowa State another same students that arm hurts. Another Stephen. Stephen at Florida International University.

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00:25:41.100 --> 00:25:51.240

Bryan Dewsbury: Your work, you put into understanding that is what will then determine what strategies you use how you cultivate relationships, how you respond to interventions, etc.

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00:25:52.470 --> 00:25:53.190

Bryan Dewsbury: So first,

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00:25:54.930 --> 00:25:56.130

Bryan Dewsbury: Just a bit about me.

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00:25:57.930 --> 00:26:04.050

Bryan Dewsbury: I am a, I guess, complicated individual. I don't want to make it sound like a Facebook profile, but

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00:26:05.430 --> 00:26:11.430

Bryan Dewsbury: I came to this country in 1999 as an international student to Morehouse College in Atlanta, Georgia.

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00:26:12.540 --> 00:26:17.520

Bryan Dewsbury: (with a full scholarship) because otherwise I couldn't afford it and

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00:26:18.420 --> 00:26:34.470

Bryan Dewsbury: It's funny because he was asked me, did you go to Morehouse because of the history. I'm like, no, they offer a full ride what part of full ride do you not get but I will say that having spent some time there well for years. I came to understand

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00:26:35.790 --> 00:26:50.670

Bryan Dewsbury: Why Morehouse mattered. And I would say that I really come to appreciate what Morehouse has provided me as an individual in the years after I left Morehouse. I came from a country that has issues but didn't have

147

00:26:51.690 --> 00:27:00.030

Bryan Dewsbury: The kind of race issues that I came to confront in America. And so there was a bit of a learning curve, especially in science.

148

00:27:02.250 --> 00:27:04.350

Bryan Dewsbury: I also, when I was in Trinidad.

149

00:27:06.240 --> 00:27:17.760

Bryan Dewsbury: I was the son of a pastor and I shouldn't say was, still am. And it's not that I practice anymore, but I just raised that to make the point that I grew up.

150

00:27:18.210 --> 00:27:28.290

Bryan Dewsbury: In an environment that really emphasize the power of community and even in a non religious context that has always been something that I've valued.

151

00:27:29.550 --> 00:27:32.760

Bryan Dewsbury: And it's something that I particularly value in the classroom.

152

00:27:35.640 --> 00:27:46.740

Bryan Dewsbury: I in fact, I'll be honest with you, I can more about the classroom learning to be a community of learners than how much they actually covered in the textbook.

153

00:27:47.310 --> 00:27:55.200

Bryan Dewsbury: And we'll talk a little bit about coverage because that's that's the bane of STEM existence. Right. Is this addiction to coverage but

154

00:27:56.370 --> 00:28:06.960

Bryan Dewsbury: What I want them to take away from the experience is that they are able to solve problems and work with people who are different to them in a really meaningful and authentic way.

155

00:28:07.740 --> 00:28:18.690

Bryan Dewsbury: And I got that from the way I grew up okay if you want to read more about that. We had a book come out last year that you know we got to really tell that story and I really enjoyed it. That's my life and

156

00:28:19.680 --> 00:28:36.960

Bryan Dewsbury: I really encourage all of you, I can't stress this enough, I really encourage all of you to find what your why is the the clickers and interrupted lecture and and all the good best practices. That's the what

157

00:28:38.160 --> 00:28:52.230

Bryan Dewsbury: When you know your why the what becomes more meaningful. So really, really the first step in this process. I asked you is to figure out what your why is, why is this process so meaningful to you, or why should it be really meaningful to you.

158

00:28:54.300 --> 00:28:54.690

Bryan Dewsbury: So,

159

00:28:55.950 --> 00:28:57.450

Bryan Dewsbury: To get to know the students

160

00:29:01.020 --> 00:29:12.300

Bryan Dewsbury: I first forge a relationship with our institutional research office, which is an office. I think every campus has in some form or fashion. And I know every campus every office sort of takes a

161

00:29:14.940 --> 00:29:18.150

Bryan Dewsbury: Different approach to how they are willing to share data with faculty

162

00:29:20.700 --> 00:29:32.280

Bryan Dewsbury: I definitely had the privilege of having colleagues that in our, our office who understood or were willing to get into the business of data informed teaching

163

00:29:34.170 --> 00:29:43.680

Bryan Dewsbury: This is tricky territory, a little bit because there is and you know there's IRB consent, depending on if you're trying to do research, or if you just trying to get data.

164

00:29:44.580 --> 00:29:55.950

Bryan Dewsbury: But probably the most dangerous thing is you want to be careful. I don't want to advocate getting data about students that would reinforce fixed mindsets that you may have had about them before you met them so

165

00:29:56.970 --> 00:30:08.550

Bryan Dewsbury: I would even advocate that before you get into the business of asking institutional research for data about your students before you see them. You do some homework and I can suggest literature and books etc about

166

00:30:10.590 --> 00:30:20.220

Bryan Dewsbury: Why some of your students may have differential parameters coming in. Okay, there's a classic book called savage inequalities by Jonathan Kozol that that

167

00:30:21.270 --> 00:30:25.470

Bryan Dewsbury: You know, really explains the United States key to our system perfectly

168

00:30:26.730 --> 00:30:37.920

Bryan Dewsbury: But before I see the students. I talked to institutional research and they sent me a spreadsheet that tells me the high school. They came from ethnicity all his data is an aggregate, by the way.

169

00:30:39.780 --> 00:30:47.400

Bryan Dewsbury: And what it basically whatever I asked for. And then I supplement that with a survey that I sent to the students asking them.

170

00:30:47.970 --> 00:31:00.990

Bryan Dewsbury: You know, more personal questions like What strengths. You might bring to this course, what grade you expect. What do you want to be when you grow up, you know, what would you do with a check for \$10 million, which is always a really interesting question to answer.

171

00:31:02.490 --> 00:31:10.680

Bryan Dewsbury: Then I supplement that with another assignment. And again, I have not seen them yet, right, this assignment, you're seeing here is due on the first day of class.

172

00:31:11.250 --> 00:31:24.840

Bryan Dewsbury: And I encourage you to write this website down and go to it because it obviously copy paste the guidelines from it and National Public Radio is your tax dollars at work and what better way to use your tax dollars and then formula teaching

173

00:31:26.460 --> 00:31:45.570

Bryan Dewsbury: The prompt in essence is asking students to talk about what motivates their passions. So, in essence, I'm really asking them their why, and I, I honestly believe that for a lot of them. This may be one of the first time they being asked this question.

174

00:31:46.620 --> 00:31:55.890

Bryan Dewsbury: And they get extremely personal I'm always surprised and humble. I hope they get and they know it's just a conversation between myself and then I read every single one.

175

00:31:56.880 --> 00:32:11.100

Bryan Dewsbury: And those essays are telling me a little bit about who's coming into the classroom and what mentality. They're bringing to it. Sometimes there's very tangible things that I might need to respond to right there's food insecurity. There's homelessness. There is

176

00:32:12.720 --> 00:32:30.300

Bryan Dewsbury: social challenges, more broadly, what I do tend to get a lot of. I will say is a lot of fixed mindsets about their perceived ability to do biology. Right. So I came from such and such high school, so I don't probably not going to do very good in this class. I'm just trying to trying to see

177

00:32:31.380 --> 00:32:33.240

Bryan Dewsbury: So here's why this matters.

178

00:32:34.830 --> 00:32:36.990

Bryan Dewsbury: If I, if I if I don't have this data.

179

00:32:38.220 --> 00:32:48.180

Bryan Dewsbury: I can easily I maybe in a conscience freeway walk into the first day of class with 20 slides, which, by the way, I never have one on a slide or two, but I could

180

00:32:48.600 --> 00:32:55.500

Bryan Dewsbury: Technically, walk into class and the first day of class 20 slides, three times a week for 15 week semester and just deliver content.

181

00:32:55.980 --> 00:33:04.230

Bryan Dewsbury: Because you are all 150 students with ID numbers. Good luck to you. I've done my best. I'll see you in three weeks when exam, right.

182

00:33:04.890 --> 00:33:23.010

Bryan Dewsbury: But when you tell me that you have limited self belief in your ability to do this subject, well it not behooves me as the practitioner to figure out how to change your mindset before I actually do stuff so

183

00:33:24.270 --> 00:33:34.980

Bryan Dewsbury: You know, I can yell at you as much as I want from the front of the class. But if you are basically just coming to my office to to nod along and have me tell you things over and over

184

00:33:35.610 --> 00:33:42.420

Bryan Dewsbury: Then you're always going to just fall back on if I just repeat exactly what he says. Then I'll be okay.

185

00:33:43.080 --> 00:33:52.290

Bryan Dewsbury: So, you know, this is one of the reasons why. Honestly, I love teaching Intro Bio because the classes is less about the biology, then it's about the intro

186

00:33:52.890 --> 00:33:59.010

Bryan Dewsbury: The intro is them transitioning from a high school state of mind to a college state of mind.

187

00:33:59.730 --> 00:34:06.480

Bryan Dewsbury: And that brings with it. All of these psychological things the sense of belonging issues stereotype threat.

188

00:34:07.140 --> 00:34:14.010

Bryan Dewsbury: Am I really cut out to be a scientist who these people look like me. What does that say about you know if a young Latina

189

00:34:14.970 --> 00:34:29.130

Bryan Dewsbury: You know, gets to be a biochemist, I have I'm working week after week to absolve them of all of those misconceptions about who gets to do this before we actually do work because you know what

190

00:34:30.270 --> 00:34:43.920

Bryan Dewsbury: If I can teach you how to think and well first of all believe and then teach you how to think and read new material I fully believe that half of that content you can do with out my help, and most professors help

191

00:34:46.170 --> 00:34:47.610

Bryan Dewsbury: That has to get followed up.

192

00:34:48.690 --> 00:34:54.270

Bryan Dewsbury: And I guess I'm sort of already talking about this by how much I encourage how much we encourage dialogue.

193

00:34:55.470 --> 00:34:59.610

Bryan Dewsbury: This is not grad school. So unfortunately, I can't have

194

00:35:01.860 --> 00:35:05.610

Bryan Dewsbury: You know, one on one conversations for half an hour with 155 students

195

00:35:06.720 --> 00:35:17.970

Bryan Dewsbury: But there are simple things that I can do to have more dialogue, number one, as simple strategy change as moving my office hours.

196

00:35:18.810 --> 00:35:33.660

Bryan Dewsbury: Which. First of all, I call them student hours from my office to the dorm. All right. And the dorm I moved it to has a basement with whiteboards all around and about, you know, 50 chairs and tables.

197

00:35:34.260 --> 00:35:46.500

Bryan Dewsbury: We average about 30 or 35 students a week right now we stagger the student hours so that not every week is at the same time. So people who work or have classes or whatever. Always have a chance to to attend.

198

00:35:47.130 --> 00:35:57.570

Bryan Dewsbury: If the hours happen to be during dinnertime. Some of my off campus students. I know have some challenges. You know, I will take the hit and buy five pizzas for everybody. Right. So that's not a concern.

199

00:35:58.590 --> 00:36:09.120

Bryan Dewsbury: I mean, even if you take out the buying food thing. You can just do the math of it right, I have an office with two chairs in it. I have 155 students if my quote unquote office hours.

200

00:36:09.720 --> 00:36:14.970

Bryan Dewsbury: Was two hours a week and you divide the amount of students. I have by two how many students can I really see

201

00:36:15.540 --> 00:36:19.260

Bryan Dewsbury: So that's simple change has allowed me to kind of maximize

202

00:36:19.680 --> 00:36:33.450

Bryan Dewsbury: How many students are willing to come and we do a sort of each one teach one mechanism. So they're not all just coming relying on me. So even the say strongest students who really get it. They come and they teach others. I mean, it's just a fantastic experience.

203

00:36:34.710 --> 00:36:50.250

Bryan Dewsbury: The philosophy that drives. This is something that Elizabeth Moorhare at Michigan State had said, I read a long time ago and I just stuck with me. I don't teach subjects I teach students. All right, the class is called Intro Bio but that's

204

00:36:51.390 --> 00:37:03.300

Bryan Dewsbury: That's not what I really care about. I care about the students, they don't get the bio right if I if I teach them the confidence to tackle new material without fear

205

00:37:04.350 --> 00:37:11.250

Bryan Dewsbury: Then the bio parts, the new territory and new content that will take care of itself.

206

00:37:14.010 --> 00:37:14.610

Bryan Dewsbury: So,

207

00:37:16.020 --> 00:37:31.200

Bryan Dewsbury: The class, like I mentioned, is well as you probably can tell by now. I call it web enhanced course design. I guess I have to have a title is it flipped. Yes, kind of, they watch lectures outside of class, which are free on YouTube. I don't record myself.

208

00:37:32.760 --> 00:37:36.930

Bryan Dewsbury: You know, in spite of the fact I'm giving a webinar. I'm not a big fan of how I sound on tape.

209

00:37:39.300 --> 00:37:45.570

Bryan Dewsbury: They, they, there's a message board where they put the things that they still confused about after the readings and the lecture.

210

00:37:46.110 --> 00:37:50.820

Bryan Dewsbury: And so we use the class time to focus on Just the misconceptions. Right. So that means that

211

00:37:51.270 --> 00:37:58.950

Bryan Dewsbury: They have to be comfortable getting assessed on things that we don't talk about in class. Right. And so that means I have to build a mechanism to make sure they're comfortable

212

00:37:59.220 --> 00:38:09.540

Bryan Dewsbury: Always be being willing to tell me what is it that they get tripped up tripped up about and what we need to focus on. So in class, maybe we do an additional interrupted lecture.

213

00:38:09.870 --> 00:38:17.040

Bryan Dewsbury: Maybe we just do problems. As for the entire class. Sometimes we do dramatic performances. I mean, it gets wild, but we get it done.

214

00:38:19.560 --> 00:38:23.970

Bryan Dewsbury: We create more opportunity for dialogue and that means more group work.

215

00:38:26.880 --> 00:38:33.270

Bryan Dewsbury: In fact, we don't even really call it group work that much. We say opportunities for dialogue. Let me just make a quick point here.

216

00:38:34.770 --> 00:38:45.000

Bryan Dewsbury: And this is back to the whole I just teach cell bio comment that was made by a former faculty member,

217

00:38:47.190 --> 00:38:53.010

Bryan Dewsbury: We have to stop thinking of diversity, equity, and inclusion as the job.

218

00:38:54.060 --> 00:39:02.190

Bryan Dewsbury: Of the Chief Diversity Officer in Multicultural Center, right, if somebody were to come to you will come to your campus and ask you

219

00:39:02.700 --> 00:39:12.990

Bryan Dewsbury: What is it your campus does to address equity in order to ensure equity happens. Please do not point a finger at the MLK breakfast and Hispanic Heritage Month.

220

00:39:14.910 --> 00:39:22.560

Bryan Dewsbury: Well, first of all, continue to have those events because I love them. But that's not an institutional response to diversity, equity, and inclusion.

221

00:39:22.980 --> 00:39:38.010

Bryan Dewsbury: All right, you have to think of the students in your class as future mayors, future doctors, future business people, future citizens of the world who have a civic responsibility to help their neighbors and be critically minded when they buy things. And when they vote.

222

00:39:39.120 --> 00:39:47.760

Bryan Dewsbury: So, part of that is being able to embrace and accept and engage with people of different ideologies. What better place for that to happen.

223

00:39:48.390 --> 00:39:57.510

Bryan Dewsbury: Than your own classroom when they can be given a meaningful problem to solve. So I could easily just give them a bunch of punnett squares to do for for 45 minutes

224

00:39:58.530 --> 00:40:04.410

Bryan Dewsbury: But I can also have them do a case study on Rosalind Franklin and the theft of her data or the Tuskegee study

225

00:40:04.980 --> 00:40:14.970

Bryan Dewsbury: Or the sterilization of Latinos in California. Yes, we tackle tough social issues in the class because that is as much a part of the sciences than everything else.

226

00:40:15.840 --> 00:40:27.990

Bryan Dewsbury: Right, we also keep really good contact with other parts of the campus because we, you know, we find that most campuses have this if we build it they will come mentality and

227

00:40:29.370 --> 00:40:42.480

Bryan Dewsbury: You know, I ran a workshop a couple months ago, we asked the participants to think of something, a student might need like financial health or mental health and go to your campus website and navigate to the office that

228

00:40:44.040 --> 00:40:55.440

Bryan Dewsbury: That would have it, and the participants were amazed at how cumbersome their campus websites were. Acronyms that have meanings that you don't know, redundancy.

229

00:40:55.890 --> 00:41:02.970

Bryan Dewsbury: Three offices that does the same thing anyway. So we try to break that down a little bit by bringing people to the class.

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00:41:03.300 --> 00:41:12.570

Bryan Dewsbury: To be a bit more articulate on what their function is and how it can be helpful to students and and how it ties into them cultivating a sense of meaning and purpose on campus.

231

00:41:14.760 --> 00:41:17.100

Bryan Dewsbury: So in 2014

232

00:41:18.660 --> 00:41:22.950

Bryan Dewsbury: When we when this section of Intro Bio began. This is section four.

233

00:41:24.450 --> 00:41:36.780

Bryan Dewsbury: Our department was probably on average of 20 to 25% unproductive grades and unproductive in this context means that you get below a C, which means that you can't go in to the second semester of Intro Bio

234

00:41:37.560 --> 00:41:48.690

Bryan Dewsbury: And students from underrepresented backgrounds were getting those grades, about two or three times the rate of white students. All right. And as you can see our first semester we were just as bad.

235

00:41:51.030 --> 00:41:51.540

Bryan Dewsbury: And

236

00:41:52.710 --> 00:42:00.300

Bryan Dewsbury: I like to show this slide because this is very much a journey. I think we're in a much, much better place now but but you have to

237

00:42:01.380 --> 00:42:10.830

Bryan Dewsbury: Be willing to take a look at the data, this aggregated not just by ethnicity, but other factors as well and see if people are being differentially impacted by a course.

238

00:42:12.600 --> 00:42:16.860

Bryan Dewsbury: You know, eat humble pie, like we say in Trinidad and figure out what you need to do differently.

239

00:42:17.370 --> 00:42:33.840

Bryan Dewsbury: And one of the major things we knew we had to do differently was start cutting content. Between then and now we've probably cut about 30 to 35% of the content that we started with. So we can actually do more inclusive practices. I will tell you, by the very next fall, we had a much different.

240

00:42:35.520 --> 00:42:39.090

Bryan Dewsbury: unproductive rate, grade rate wiped out the

241

00:42:40.140 --> 00:42:48.390

Bryan Dewsbury: Gap between whites and URM students since then, we are about maybe 10 to 11% maybe 9% on average for everybody.

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00:42:49.860 --> 00:42:55.560

Bryan Dewsbury: So of course the critique, you get with this is, well, if you don't tell them

243

00:42:56.580 --> 00:43:02.730

Bryan Dewsbury: You know, x, y, z information, how will they know it when they get to the upper division courses.

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00:43:04.080 --> 00:43:08.310

Bryan Dewsbury: So we wanted to look at that and and so I think it's a fair critique.

245

00:43:09.390 --> 00:43:10.020

Bryan Dewsbury: So,

246

00:43:11.100 --> 00:43:17.850

Bryan Dewsbury: Let me orient you, here we were able to identify folks because if you're successful in both semesters of Intro Bio

247

00:43:19.260 --> 00:43:23.400

Bryan Dewsbury: You then go on to 200 level courses. Right. That's the big red box.

248

00:43:25.320 --> 00:43:30.180

Bryan Dewsbury: B, which is me Bryan in case you needed to remember my first name.

249

00:43:32.070 --> 00:43:42.750

Bryan Dewsbury: And S which is a colleague of mine taught in a very similar if not the same way. And so we sort of assume that students in those sections are going to have the same inclusive active experience.

250

00:43:43.350 --> 00:44:03.600

Bryan Dewsbury: So now you have really four groups. Right. So 123 and then the top box we get no exposures, the inclusive teaching 1,2,3 and then S we just get the second semester B and then the top box will just get the first semester and then BS, which is initials, not anything else.

251

00:44:04.620 --> 00:44:18.480

Bryan Dewsbury: I see you. Alright BS would have just a full year of the of the course right sorry of that exposure to inclusive instruction. So even with all the content cutting

252

00:44:19.710 --> 00:44:29.220

Bryan Dewsbury: Right, if you have that full year you're still getting at least a half a grade if not more than students who had no exposure to it.

253

00:44:29.970 --> 00:44:41.520

Bryan Dewsbury: It's a fearful thing. I think it's actually called Pedagogy of the dispossessed of being able to let go of needing to cover cover cover the job is a shape minds and the kids will be fine.

254

00:44:48.990 --> 00:44:58.740

Bryan Dewsbury: I want to restate again, that, you know, first and foremost, I hope that all of you are safe and home.

255

00:45:00.150 --> 00:45:06.330

Bryan Dewsbury: And watching this webinar in your house and I hope that you don't have close family members who are

256

00:45:07.650 --> 00:45:12.570

Bryan Dewsbury: Intensely affected by this and I hope this continues to be the case. I hope the curve flattens

257

00:45:13.530 --> 00:45:22.470

Bryan Dewsbury: And I hope one day we can return to the classroom, return to our campuses and and do the thing we love to do in the winter. We love to do it. I'm

258

00:45:23.190 --> 00:45:38.790

Bryan Dewsbury: Like you moms and I missed the kids, you know, we have zoom classes twice a week and you know it's interesting experience because it's part class, part therapy, you know, they say that they see my class, the see classes as an outlet and we have, we have a lot of fun with it.

259

00:45:39.900 --> 00:45:41.250

Bryan Dewsbury: That's a separate class by the way.

260

00:45:43.440 --> 00:45:56.820

Bryan Dewsbury: As we go through this. I do. I do hope that the higher education enterprise are trying to learn some lessons about this. I am amazed at what faculty are trying to do to make sure we're doing right by students

261

00:45:58.020 --> 00:45:59.460

Bryan Dewsbury: I also know that

262

00:46:00.510 --> 00:46:09.990

Bryan Dewsbury: All of a sudden, the very operational University having shifted online teaching only is being put on the shoulders of people who are not always

263

00:46:10.590 --> 00:46:19.080

Bryan Dewsbury: Respected in their own departments who are paid differently, who are adjuncting at five different universities who are going going home with with with

264

00:46:20.490 --> 00:46:24.240

Bryan Dewsbury: Different resources, different salaries and unable to

265

00:46:26.160 --> 00:46:38.550

Bryan Dewsbury: Maybe survive this in in ways that some of our privilege counterparts might be and I hope coming out of this. There might be for some institutions, a different way in which they conceptualize

266

00:46:39.120 --> 00:46:47.790

Bryan Dewsbury: And treat faculty members who teach and do this work, this, this can't be a protest mission, this, this can't be

267

00:46:48.150 --> 00:46:57.180

Bryan Dewsbury: The three or four who really just believe this in their heart and soul, and they get a teaching award every other year. And that's it. This has to be the expectation

268

00:46:57.960 --> 00:47:12.000

Bryan Dewsbury: Of what it means to teach at this institution. That's what we have to look towards and that's the future from which I would like us to backward design. I hope it also means that that we think a little bit differently about

269

00:47:13.320 --> 00:47:27.810

Bryan Dewsbury: How we train and work with faculty and administrators and staff and think about students. I saw a friend of mine shared with me, a document from a school who I won't name that they sent his students to

270

00:47:29.460 --> 00:47:32.340

Bryan Dewsbury: You know, what are the ground rules for taking classes online.

271

00:47:34.020 --> 00:47:38.880

Bryan Dewsbury: And the thing read like a, I don't know the rules you give somebody who

272

00:47:40.170 --> 00:47:51.420

Bryan Dewsbury: Was going to prison or something. I mean, I hate to sound so morbid, but that's actually what it sounded like right and this is a school that has 67% first gen students no mention of -- We just want to check in to see how you're doing.

273

00:47:51.990 --> 00:48:01.380

Bryan Dewsbury: Right only concern is make sure you address your professors, as Dr. Think that's what you're concerned about now. And it says a lot about

274

00:48:03.030 --> 00:48:18.000

Bryan Dewsbury: Where, where institution and priorities, sometimes tends to go and we need to learn to do better. I know not all of you are like that not all your schools are like that. But many are and that's what we end up having webinars like this, um,

275

00:48:19.710 --> 00:48:21.150

Bryan Dewsbury: You know, last but not least,

276

00:48:23.760 --> 00:48:27.630

Bryan Dewsbury: You know I say schools, but what I really mean is systems and

277

00:48:29.190 --> 00:48:44.670

Bryan Dewsbury: You know, is this system that generates a particular product and particular behavior and it generates that by the way it develops and cultivates and trains and also the way it incentivizes so if you don't if inclusive teaching or teaching

278

00:48:45.690 --> 00:49:01.740

Bryan Dewsbury: Is not incentivized or evaluated in a way on your campus that rewards people who do the right things. Then, by and large, people who do the right things are going to people who have some sort of different internal motivation

279

00:49:02.790 --> 00:49:08.910

Bryan Dewsbury: When faculty and part of my job. I work with faculty who are trying to transition online when faculty are just trying to

280

00:49:09.570 --> 00:49:18.210

Bryan Dewsbury: Replicate it every single thing they did in their face to face class online. I'm not really mad at them. I understand that they grew up in a system.

281

00:49:18.660 --> 00:49:27.600

Bryan Dewsbury: That taught you the only way to assess learning was 150 multiple choice questions. So when you have it when the time comes when you can do that. There was nothing else to go to

282

00:49:28.230 --> 00:49:42.210

Bryan Dewsbury: So you know we approach that situation with compassion. Right. But it also needs to teach us that the ways in which we bring up this next generation of teachers are the ways in which we conduct professional development now needs to

283

00:49:42.810 --> 00:49:47.250

Bryan Dewsbury: Really help shift an entire paradigm of what it means to instruct

284

00:49:49.230 --> 00:49:51.870

Bryan Dewsbury: That's a lot. I know, but

285

00:49:53.010 --> 00:49:55.740

Bryan Dewsbury: Inclusion is a lot and for the people who

286

00:49:57.720 --> 00:50:06.450

Bryan Dewsbury: Experience disadvantages of environments and classrooms that are not inclusive it is a lot for them too, so I wish you luck.

287

00:50:07.080 --> 00:50:23.250

Bryan Dewsbury: Not just in the current climate, but even after we come out of this in how you choose to design your class and redesign your class and I wish you support in that process. We have a lot of resources that we can share with you on

288

00:50:24.780 --> 00:50:31.380

Bryan Dewsbury: How to start thinking about the genie in your classrooms. Am I never intended to cover all the best practices in this talk.

289

00:50:31.920 --> 00:50:44.580

Bryan Dewsbury: I just wanted to hopefully get you to think a little bit more deeply about the relationships centric aspect of teaching. A friend and colleague of mine, Peter Sultan just talks about this brilliantly with out relationships.

290

00:50:45.960 --> 00:50:48.180

Bryan Dewsbury: This is nothing but a bunch of content.

291

00:50:49.320 --> 00:50:56.970

Bryan Dewsbury: Thank you so much for spending your morning with me, hopefully, like me, your kids were not interrupting you too much. I locked the door though.

292

00:50:58.830 --> 00:51:05.310

Bryan Dewsbury: I think we have a few minutes, maybe Carrie can facilitate some questions. If you want to reach out to me afterwards. I'm

293

00:51:06.090 --> 00:51:16.410

Bryan Dewsbury: I'm leaving my contact information here because I know a this stuff is heavy and things might pop into your head, a week from now or two weeks from now, feel free to reach out to me in any one of these platforms and I'm happy to

294

00:51:18.090 --> 00:51:24.330

Bryan Dewsbury: Happy to dialogue with you. That's also how the best relationships are made. Thank you everyone stay inside and stay safe.

295

00:51:27.120 --> 00:51:29.130

Carrie Diaz Eaton: Thank you, Ryan. So much for

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00:51:30.510 --> 00:51:34.200

Carrie Diaz Eaton: For leading us or in some really

297

00:51:36.360 --> 00:51:40.350

Carrie Diaz Eaton: Great questions. So I, I was tweeting out your talk.

298

00:51:41.490 --> 00:51:42.030

Carrie Diaz Eaton: And

299

00:51:43.800 --> 00:51:48.510

Carrie Diaz Eaton: And I think I tweeted the last kind of big question, which is what is

300

00:51:50.010 --> 00:52:00.390

Carrie Diaz Eaton: What are what are COVID-19 and COVID campuses, which are like hashtags for for Twitter, teaching us and how will it affect future design and redesign of our courses so

301

00:52:01.290 --> 00:52:12.780

Carrie Diaz Eaton: There's this broader inclusive pedagogy framework and what is it telling us about our relationship with our students or our institutions relationship with our students. I think that's a really wonderful big question to send back to folks.

302

00:52:13.650 --> 00:52:16.620

Carrie Diaz Eaton: And I really liked what you did before, which was to

303

00:52:19.950 --> 00:52:25.980

Carrie Diaz Eaton: ask folks to respond in the chat window. So I'd like to do the same, just to get things sort of started initially

304

00:52:27.210 --> 00:52:39.630

Carrie Diaz Eaton: How is this changing for all of the folks who are here. How is this changing your perception of of students experiences, your approach, etc.

305

00:52:43.470 --> 00:52:46.260

Bryan Dewsbury: Sorry Carrie was that question to me or to the to participants?

306

00:52:47.040 --> 00:52:54.780

Carrie Diaz Eaton: To to everybody here. I really just loved what seeing sort of how everybody was doing in terms of checking in.

307

00:52:57.510 --> 00:53:02.310

Bryan Dewsbury: All right, well, Carrie. If I could just pause for a second because there's a couple questions in the chat.

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00:53:02.970 --> 00:53:10.650

Bryan Dewsbury: that I want to address. So Isis is asking, recommend re: inclusive/equity-minded adjustments to grading practices?

309

00:53:11.100 --> 00:53:14.040

Carrie Diaz Eaton: Oh, Bryan, if you don't mind really quickly. Can you just

310

00:53:14.070 --> 00:53:17.640

Carrie Diaz Eaton: Go down to your at the bottom of your Google slide and push the closed caption.

311

00:53:19.980 --> 00:53:22.920

Carrie Diaz Eaton: Button. Yeah, the CC. Yeah. Thank you.

312

00:53:24.720 --> 00:53:25.050

Carrie Diaz Eaton: Yeah.

313

00:53:25.140 --> 00:53:29.040

Carrie Diaz Eaton: Okay. Continue. Sorry, I didn't, I didn't realize I had not done that, I apologize.

314

00:53:30.390 --> 00:53:43.650

Bryan Dewsbury: Yeah. Wow. Sorry, about that everyone Isis, I guess, to your question. It depends on if you are talking about in terms of the online transition or just in general, I mean, I guess. Yes, it could be similar for both

315

00:53:46.140 --> 00:54:01.140

Bryan Dewsbury: We diverted some resources in our department to have more graduate students to help with grading and that allowed for more instructors to move to written responses.

316

00:54:02.250 --> 00:54:04.260

Bryan Dewsbury: Than multiple choice.

317

00:54:05.850 --> 00:54:10.740

Bryan Dewsbury: And of course, we've written responses you can hopefully design things that

318

00:54:12.780 --> 00:54:15.450

Bryan Dewsbury: That makes cheating a lot less

319

00:54:16.500 --> 00:54:30.060

Bryan Dewsbury: a lot less easy to happen. Right. But in general, I take my inspiration on assessments from a book I read a long time ago. I think you recommended it, called "cheating lessons" and

320

00:54:31.140 --> 00:54:41.640

Bryan Dewsbury: The idea is to really understand why people cheat the psychology of it. And a big part of it has to do it stakes. And so when cheating happens, you know, a lot of the people think the students are thinking about

321

00:54:42.030 --> 00:54:49.710

Bryan Dewsbury: What are the stakes that might happen if I don't do well. Right. So as an instructor, you really want to be able to shift the mindset to

322

00:54:50.850 --> 00:55:04.260

Bryan Dewsbury: Get any student and getting the end video to care about the learning and this takes a side. So in Intro Bio we spread out, you know, it's 100% of us either get agreed, but we spread those

323

00:55:05.400 --> 00:55:14.430

Bryan Dewsbury: stakes out throughout the semester. So in the first exam if you get a zero in your first exam, you only lost 12% of the final grade.

324

00:55:14.820 --> 00:55:25.110

Bryan Dewsbury: And that's okay with me because I know the reason why you might not do well doesn't necessarily doesn't necessarily have to do with your ability to do science or biology.

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00:55:25.440 --> 00:55:33.900

Bryan Dewsbury: Right, I just need it to be high enough for you to care but low enough, it gives us a chance to really go back in and figure out what it is, what is the thing that's tripping you up.

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00:55:35.430 --> 00:55:39.630

Bryan Dewsbury: So I'll pause there on that. So question after

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00:55:41.880 --> 00:55:43.770

Bryan Dewsbury: Shayle is asking about

328

00:55:45.060 --> 00:55:49.890

Bryan Dewsbury: how have you taken your student hours from the dorms to online? Have you managed to hold group student hours? Any tips for different ways to hold online student hours.

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00:55:51.150 --> 00:55:57.900

Bryan Dewsbury: Yeah, so I think that's your question is something I would like to have happen if

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00:55:59.730 --> 00:56:04.110

Bryan Dewsbury: If my school or all our schools end up online next semester.

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00:56:04.980 --> 00:56:16.920

Bryan Dewsbury: I haven't. I don't have like official online hours in the fall. And right now the class I'm teaching isn't really a reading seminar class so it doesn't is only 16 students it doesn't really have office hours. However, what I will tell you.

332

00:56:17.760 --> 00:56:25.740

Bryan Dewsbury: Is that even with all of the opportunities we try to provide students for office hours and to reach out to me some students still can't

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00:56:26.400 --> 00:56:36.930

Bryan Dewsbury: Make it for whatever reason, right. Sometimes I travel for conferences and things like that. So I have held zoom chats long before COVID I was zoom subscribing

334

00:56:37.590 --> 00:56:44.850

Bryan Dewsbury: And I've held zoom office hours for about eight or nine students at a time. Right, so they login from whatever dorm they are in.

335

00:56:45.210 --> 00:56:56.250

Bryan Dewsbury: And you know, we share screen and pose questions. Use whiteboards, and it was actually really, really convenient, especially for a couple of students of mine who were, you know, working like 35-40 hours a week.

336

00:57:03.300 --> 00:57:19.560

Bryan Dewsbury: So Stacy's question about "What were the studies that you had your bio students analyze instead of doing 50 Punnett squares?". I'm a big fan of one of just put a plug in here for the National Center for Case Studies and Science Teaching. There's some beautiful case studies, written by peers, right, or the professors from across the country.

337

00:57:20.610 --> 00:57:36.000

Bryan Dewsbury: And what I like about those case studies is that they do usually have the Quantitative. Quantitative component of the learning outcome, but it also infusing social context around it. So you're not just learning about punnett squares your understanding how

338

00:57:37.980 --> 00:57:39.480

Bryan Dewsbury: People are trying to think about

339

00:57:41.130 --> 00:57:57.540

Bryan Dewsbury: Genetics and how it's been thought about over the years. I will also quickly point out that a colleague of mine, Michelle. Her full name is slipping my mind, But she's leading a project that is trying to revamp the way in which we think about and teaching that inside the undergrad level.

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00:57:58.620 --> 00:58:13.530

Bryan Dewsbury: My background is in marine ecology so I will say genetics is not my kind of professional strong point. So I'm always trying to read a lot in it and I've always been uncomfortable with the ways it is discussed in textbooks, and I think the community is finally starting to

341

00:58:14.880 --> 00:58:15.720

Bryan Dewsbury: Take note of that.

342

00:58:20.070 --> 00:58:25.020

Bryan Dewsbury: Yes, Karen. I'm an optimist with you. (Karen says: My radical optimist self likes to think that due to the covid crisis we will be much more student centered and begin to value community over content) What we will see downstream.

343

00:58:26.100 --> 00:58:28.980

Bryan Dewsbury: Jenni That's a great link. I encourage everybody to go to that (Grading for Equity has really changed my ideas about grading, <https://gradingforequity.org/>).

344

00:58:33.330 --> 00:58:37.260

Carrie Diaz Eaton: And was the person that you're trying to go Brian was that Michelle Smith.

345

00:58:37.830 --> 00:58:38.820

Bryan Dewsbury: Yes, yes, I'm

346

00:58:39.900 --> 00:58:48.660

Bryan Dewsbury: Michele. But I was so anyway. Michelle Smith at Cornell. So, so the project is in it's early stages so

347

00:58:50.310 --> 00:58:51.840

Bryan Dewsbury: You'll hear more about that later in the year.

348

00:58:57.930 --> 00:59:01.140

Bryan Dewsbury: How did you ask and have the conversations with each student about their new limitations in their new home environments?

349

00:59:03.360 --> 00:59:08.220

Bryan Dewsbury: Jorge, I'm assuming that your question is about. So sorry. I'll just read it for everybody.

350

00:59:09.330 --> 00:59:16.080

Bryan Dewsbury: How do I asked the students about the new limitations in the new home environments. I'm assuming your questions about

351

00:59:17.700 --> 00:59:19.920

Bryan Dewsbury: their new home environment ala COVID

352

00:59:20.940 --> 00:59:21.630

Bryan Dewsbury: And

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00:59:22.920 --> 00:59:25.680

Bryan Dewsbury: So first off I send a group message.

354

00:59:28.800 --> 00:59:39.660

Bryan Dewsbury: And, you know, whoever's comfortable responding in that platform will if anybody doesn't respond. Then I reach out to them.

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00:59:41.130 --> 00:59:52.890

Bryan Dewsbury: With an individual email. We have a software on our campus called starfish, which is used to raise alerts of students. They aren't responding. So one of the great things. I think my school has done.

356

00:59:53.550 --> 00:59:57.660

Bryan Dewsbury: Is really put everybody on high alert for students who may not respond

357

00:59:58.650 --> 01:00:12.630

Bryan Dewsbury: I fortunately I humbly say I have a very good history with student relationship. So I have a fairly easy time to get them to respond to me, even if I call a cell phone. So right now, no one has completely fallen off the radar.

358

01:00:14.250 --> 01:00:20.490

Bryan Dewsbury: But I mean, everybody else in the chat right now is sending a bunch of really good suggestions for reaching out to them.

359

01:00:21.570 --> 01:00:26.730

Bryan Dewsbury: And if you know i situation need an intervention. I know who the right people to call to check in on them.

360

01:00:34.260 --> 01:00:34.980

Bryan Dewsbury: Welcome Jorge

361

01:00:38.100 --> 01:00:40.110

Bryan Dewsbury: We do one or two more questions.

362

01:00:47.400 --> 01:00:56.220

Carrie Diaz Eaton: It's already noon. So it might be that some folks have to leave. And I think there was, I just want to remind folks that Molly put a

363

01:00:59.190 --> 01:01:05.400

Carrie Diaz Eaton: A link to the survey in the in the chat window and so please feel free to

364

01:01:07.200 --> 01:01:16.650

Carrie Diaz Eaton: fill that out, we would really appreciate your feedback. We don't have a formal registration system for this webinar, so we can't send that to everyone, so please don't forget to fill that out.

365

01:01:17.220 --> 01:01:35.550

Carrie Diaz Eaton: Um, I also really want to thank Bryan for posing such great questions to the community and for folks jumping in on the chat room group chat to answer each other's questions even technical questions related to audio, you're, you're already doing.

366

01:01:35.550 --> 01:01:38.940

Carrie Diaz Eaton: Some great community learning here. I think that's great.

367

01:01:39.510 --> 01:01:45.750

Bryan Dewsbury: And Jorge just really quick. Carrie or I will, I will, will upload a list of those books.

368

01:01:47.160 --> 01:01:53.490

Bryan Dewsbury: I said I would do some resources. I have a document sort of ready to go. I will will share that through some mechanism.

369

01:01:54.030 --> 01:01:55.530

Carrie Diaz Eaton: You know, I think on

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01:01:56.220 --> 01:02:08.760

Carrie Diaz Eaton: The website link where this information is we can definitely upload that I know I will be happy to upload any resources on QUBES under the BU(ui)LDS group and so

371

01:02:10.350 --> 01:02:15.240

Carrie Diaz Eaton: You have, I think, the link to that Molly. Can you remind me if

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01:02:16.320 --> 01:02:24.090

Carrie Diaz Eaton: So we will have this whole thing recorded and uploaded also on the website, along with the talk slides.

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01:02:24.810 --> 01:02:34.200

Molly Phillips (she, her): That's correct, yeah, let me put the link in so go on the original announcement page will have the talk slides, the transcript. The recording

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01:02:35.580 --> 01:02:42.660

Molly Phillips (she, her): And I'll also save a PDF of this chat and I'll put all those resources right here we are.

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01:02:46.650 --> 01:02:58.380

Carrie Diaz Eaton: So thank you very much. And also, I was tweeting the talk. So for anyone for on Twitter. You can also contact us. Molly, or I or Bryan that way as well.

376

01:02:59.490 --> 01:03:01.980

Bryan Dewsbury: Thank you everyone. Stay inside and stay safe.

377

01:03:02.970 --> 01:03:03.630

Carrie Diaz Eaton: Thank you.