**EDUCAUSE Webinar | Now More than Ever: Caring, Student-Centered, and Adaptive Pedagogies**

**September 22, 2020: 1:00 p.m. ET**

**Chat Transcript:**

00:32:09 EDUCAUSE Moderator, Jason Martin: As we wait for today’s session to begin, feel free to chat with attendees in this chat pod. Tweet your thoughts and reflections using these hashtags: #EDUCAUSEwebinar

00:32:41 Thomas J Tobin: We're glad to have you all here for today's webinar: welcome, everyone!

00:32:49 EDUCAUSE Moderator, Jason Martin: Recordings and resources from this session will be available on the EDUCAUSE event archive page: https://events.educause.edu/webinar/2020/now-more-than-ever-caring-student-centered-and-adaptive-pedagogies

00:33:02 EDUCAUSE Moderator, Jason Martin: Please use your computer speakers to listen to this session. If you have any technical difficulties, please send a private chat to Technical Help.

00:33:08 Tori Mondelli, University of Missouri (she/her): Hi All! So glad we are together for this session.

00:33:26 Natasha Haugnes: Yes! Good to be here! Welcome, all!

00:34:14 Michelle Pacansky-Brock: Hello from California. Happy to be here for this important conversation.

00:34:32 Michelle Pacansky-Brock: It’s good to start this session with a dog chorus — very humanized! :)

00:34:52 Sharmaine Regisford: Greetings from Seattle, WA

00:35:11 Thomas J Tobin: @Carine: use the "all panelists" option to connect to tech help.

00:35:59 Josh Eyler (He/Him/His): @Michelle: hello! :)

00:36:08 Josh Eyler (He/Him/His): Welcome, everyone!

00:36:13 Michelle Pacansky-Brock: @Lauren, thanks!

00:36:29 Michelle Pacansky-Brock: Hi Josh. :)

00:36:43 Josh Eyler (He/Him/His): Howdy, Cyndi!

00:40:50 Donnie Sendelbach: Thank you! I needed this transition!

00:41:02 Thomas J Tobin: What's one way you practice self care and nurturing?

00:41:08 Michelle Pacansky-Brock: I quit Facebook and Instagram.

00:41:09 Karin Heffernan: Walking 4 miles/day with my dog

00:41:09 Diane Grayson: Greetings from Pretoria, South Africa. Diane

00:41:11 Natasha Haugnes: Walking walking walking

00:41:12 Sharmaine Regisford: self-care: walk in place exercise. helps me find my rhythm.

00:41:13 Lauren Rosen: Exercise helps clear my mind and often I get some of my best ideas that way

00:41:13 Donnie Sendelbach: candles

00:41:33 Juliet Wilhelm (she, her, hers): Getting enough sleep

00:41:33 Kathe Pelletier: Oh my goodness, Tori - that was amazing. A good reminder that taking just a few moments for deep breaths can recenter

00:41:35 Mitra Asgarinik ('meech-ra' she/her): Finding opportunities to get outside—I’ve transitioned my yoga sessions to the rooftop of the parking garage at my apartment.

00:41:39 Andy Clark: Andrew Weil's 478 breathing; meditation; exercise & stretching; Tibetan singing bowl

00:41:57 Jill Ballard: Cleaning out closets

00:42:02 Kathe Pelletier: Yes - the 478 breathing is magical, @Andy!

00:42:15 Rocky Allinger (she/her): 5 min office yoga or stretching videos on youtube

00:42:15 Kathe Pelletier: (And by magical, I mean “magical science”)

00:42:18 Andy Clark: Andrew Weil's 478 breathing; meditation; exercise & stretching; Tibetan singing bowl

00:45:21 Karin Heffernan: Ha ha! Naked mole rats?

00:46:12 Lauren Rosen: I couldn’t help but look them up: <https://www.google.com/search?q=naked+mole+rat&rlz=1C5CHFA_enUS918US918&sxsrf=ALeKk00phKIqByDS8dC-hJ2aP09QwQD6vw:1600795011811&source=lnms&tbm=isch&sa=X&ved=2ahUKEwj22aWQov3rAhUPca0KHQRxClIQ_AUoAXoECBwQAw&biw=1247&bih=700#imgrc=dkNofprk3A5Z1M>

00:46:25 Kathe Pelletier: Ha - Lauren, My google fingers were twitching

00:46:44 Thomas J Tobin: @Lauren: this is why we have a chat channel! Keep the conversation going, y'all!

00:46:54 Andy Clark: @Lauren R. Nice!

00:48:13 Baynard Bailey: I’m afraid to click….

00:48:21 Lydia Mong: They’re cute!

00:48:23 Kathe Pelletier: You will not be able to unsee...

00:48:34 Technical Help, Jason Martin: Please make sure everyone can see your comments in the chat: Select “All panelists and attendees” in the dropdown menu.

00:48:44 Natasha Haugnes: Hey! That student moderator is in my class this semester!

00:48:51 Diane Grayson: But synchronous sessions eat up data. What about for asynchronous sessions?

00:48:56 Kathe Pelletier: Thank you, Jason!

00:49:17 Thomas J Tobin: @Diane: good point. Asynch is up next!

00:49:33 Tori Mondelli, University of Missouri (she/her): For asynchronous, many educators love Flipgrid

00:50:05 Rocky Allinger (she/her): VoiceThread is helpful for asynch as well

00:50:29 Lauren Rosen: Also Padlet. Lots of input options as well as commenting, voting.

00:50:30 Mitra Asgarinik ('meech-ra' she/her): Flipgrid, too 🙂

00:50:54 Mitra Asgarinik ('meech-ra' she/her): I LOVE Padlet, Lauren!

00:51:27 Michelle Pacansky-Brock: @Rocky, I am a VoiceThreader too.

00:51:27 Ed Garay, UIC: High touch and attention to students is key for asynch courses.

00:52:08 Bruno Poellhuber: Video and interactivity can foster presence too

00:52:09 Karin Heffernan: Kathe's dog barking was a perfect example of this.

00:52:19 Kathe Pelletier: Happy to model for y'all!

00:52:22 Kathe Pelletier: :D

00:52:25 Rebecca Bias: I want to do more polling

00:52:48 Karin Heffernan: Time to talk at the beginning of a sync session is great!

00:52:50 Michelle Pacansky-Brock: The examples of the “most social species.” And I guess I’m a naked mole rat mom b/c I think they’re cute.

00:52:51 Raquel A. Arouca (She/hers): I think polling may work for my students. I have been having a hard time with them engaging

00:52:53 Lauren Rosen: @Rebecca, I really like Mentimeter for polling as there are so many types of options

00:53:00 Donnie Sendelbach: How can we help faculty understand the importance of social and emotional presence especially if they are feeling vulnerable in this challenging time.

00:53:03 Bruno Poellhuber: I am in search of the equivalent of virtual corridors

00:53:03 Ed Garay, UIC: I like to provide feedback to students and foster student-to-student interaction in all my traditional online learning classes.

00:53:04 Cecile-Anne Sison: backchanneling and polls - just providing clear and accessible methods for giving and receiving feedback is useful in all learning

00:53:06 Rebecca Bias: Thank you!

00:53:15 Rocky Allinger (she/her): I'm with @Rebecca - I don't do this very often, though I love using breakout groups for the deep dive after content review -- I should implement polling for an initial check and activating background knowledge.

00:53:38 d hommel: I’m using Top Hat’s “virtual classroom” which allows for zoom-style lecturing, assessment questions, discussion, live chat, and it synchs to my campus LMS. Anyone else trying this?

00:53:44 Lauren Rosen: @Bruno what are virtual corridors?

00:54:02 Michelle Pacansky-Brock: I love the music during the backchannel prompt. Brilliant.

00:54:06 Bruno Poellhuber: @Laura: the equivalent of bricks and mortars corridors in buildings. Lots of things happen in corridors

00:54:20 Bruno Poellhuber: I look for how to create this in the virtual world

00:54:28 Lauren Rosen: @Bruno. Got it. I was overthinking it...

00:54:33 Angie Portacio: I agree I love the music.

00:55:04 Michelle Pacansky-Brock: I have a quote I’d like to share that has really resonated with me. ““...emotions are not just messy toddlers in a china shop, running around breaking and obscuring delicate cognitive glassware. Instead, they are more like the shelves underlying the glassware; without them cognition has less support.”

Mary Helen Immordino-Yang & Antonio Demasio

00:55:16 Diane Grayson: I don't think our faculty would want to reveal things about their personal lives, e.g. photos of home or pets.

00:56:41 Kathe Pelletier: @Tom and other panelists, I will hold off on commenting on the chat inputs during the session and may add a few summary observations at the end. Really rich contributions so far!

00:56:49 Thomas J Tobin: Thanks for the ideas and feedback, everyone: remember that we'll be capturing and sharing the chat transcripts so we can all benefit from review afterward.

00:56:53 Michelle Pacansky-Brock: @Diane, I have found that there are many faculty that feel liberated after they are encouraged to do so (almost like they feel the need to get permission to share aspects of themselves). It’s important for each faculty to recognize they choose what to share. We all have our boundaries and should be encouraged to think mindfully about them.

00:57:09 Josh Eyler (He/Him/His): @Diane: It’s definitely not for everyone. It’s but one way to open up some of the humanizing elements of our classes.

00:57:15 Thomas J Tobin: @Kathe: good approach!

00:57:55 Michelle Pacansky-Brock: @Diane and Josh, and the more faculty see their peers do it, the more they are likely to try it.

00:58:03 Lauren Rosen: @Diane, it’s important to model what we are asking of our students. When we move away from lecture and turn towards engagement, we can’t ask students to share themselves and turn their video on if we as educators aren’t willing to do the same. IMO

00:58:05 Bryan: @MichellePB, I absolutely love that quote!

00:58:20 Josh Eyler (He/Him/His): @Michelle: I really value the work of Immordino-Yang and Demasion, and that’s one of my favorites from them!

00:59:19 Technical Help, Jason Martin: Thank you for watching the Q&A Tom! You guys are doing so well. The chat is really lively.

00:59:21 Thomas J Tobin: @Jack: use the "all panelists and attendees" dropdown to share your comments with everyone.

00:59:48 Thomas J Tobin: @Jason: I do this for a living; got your back!

00:59:53 Josh Eyler (He/Him/His): @Maria Antonia Arango: Yes! I love teaching because, for me, it is one of the most human of all professions.

01:00:09 Baynard Bailey: One of my colleagues suggested, “take your normal scaffolding and double it” (in these pandemic times).

01:00:30 Lauren Rosen: @Baynard, very true!

01:00:35 Josh Eyler (He/Him/His): @Baynard: I think that’s really great advice.

01:00:54 Jack: Thank you for noting that the joy of creativity — the aha! moment — also involves a kind of labor, a labor that can be very enjoyable in itself, but is labor all the same.

01:01:02 Tori Mondelli, University of Missouri (she/her): @Baynard Thanks for sharing that. It resonates.

01:01:11 Baynard Bailey: =)

01:01:41 Kathe Pelletier: “Yet” also suggests practice. That’s really powerful.

01:02:26 Josh Eyler (He/Him/His): “Yet

01:02:36 Josh Eyler (He/Him/His): “Yet” is also encouraging.

01:02:54 Josh Eyler (He/Him/His): It communicates that the goal is reachable.

01:03:04 Technical Help, Jason Martin: Please make sure everyone can see your comments in the chat: Select “All panelists and attendees” in the dropdown menu.

01:03:19 Lauren Rosen: In most sentences “but” can be replaced by “yet” and provide hope turning a negative to a positive.

01:03:32 Rocky Allinger (she/her): Similar to P/NPY, I've been encouraged to change the language on my analytical rubric headings from more summative language like Satisfactory, Unsatisfactory, etc. to more developing language "Beginning, Developing, Proficient, and Advanced" -- that plus if students score in those lower development stages, they're able to make changes and re-submit to get higher in that progress-oriented rubric.

01:03:47 Donnie Sendelbach: @Josh yet = hope for future endeavor

01:03:51 Josh Eyler (He/Him/His): @Lauren: very important point.

01:04:00 Bruno Poellhuber: @rockY … inspiring ...

01:04:03 Jill Ballard: the importance of “yet”

01:04:05 Josh Eyler (He/Him/His): @Donnie: Yes! (Also good to see you hear!)

01:04:13 Josh Eyler (He/Him/His): here

01:04:15 Amy Lannin: Yet - love the promise and hope of that word.

01:04:20 Jen Rider: I love this. Very similar to the ‘upgrading’ approach that I use, which helps students focus on feedback, growth and the learning process rather than the grade.

01:04:27 Jen Rider: “UNGRADING” sory!

01:04:37 Karin Heffernan: Growth mindset comes to mind.

01:04:38 Kathe Pelletier: Thank you, Christina!

01:04:38 Susanmarie Harrington: I am struggling a bit to balance labor-based grading with pandemic flexibility. I highly value both! But sometimes they seem at odds this semester.

01:04:43 Bruno Poellhuber: Nice twist to the pass or fail option!

01:04:50 Donnie Sendelbach: The music is great for creative thinking!

01:04:51 Toni DiMella: I was also thinking about rubrics to help students monitor their progress. And feedback, preferably at multiple points, is huge.

01:04:55 Joy Adams (she/hers), University of Colorado: I appreciate the idea of acknowledging and rewarding student effort/process and do a lot of formative assessment in my teaching, but where does a focus on labor leave us in terms of assessing learning outcomes?

01:04:58 Toni DiMella: I also like the music :)

01:05:02 Jill Ballard: BTW, love the music choices today

01:05:07 Susanmarie Harrington: Love the emphasis on feedback to support learning

01:05:09 Carine Ullom: I took many pass/fail courses in my doctoral program. I found it discouraging to know that some of my colleagues passed the course and didn't put in the effort + time that I did. I there a downside to pass/fail for students who are already strong learners?

01:05:18 Lauren Rosen: @Rocky. Agreed. Those designations are much more hopeful than the traditional satisfactory based rubrics. Focus on proficiency

01:05:18 Ed Garay, UIC: Q: What do you think of extra credit? I give a lot of extra opportunities for discussion board and other student-student interaction

01:05:18 Diane Grayson: I think "not yet" would be discouraging for our students (many first generation). I prefer terminology that says something more like "on the path"

01:05:23 Jack: Many students have chosen Credit/No credit, or P/NP options in recent months. The question inevitably arises (not from me but nationally, and from students too) as to how such grades will “look” on transcripts that may be important for future study.

01:05:47 Tricia Boucher (she/her): I have a faculty member who is doing a class where students choose the grade they want and then do the work necessary to get that grade.Takes the stress of the students. They still need to show they meet the learning outcomes...

01:06:38 Michelle Pacansky-Brock: I use rubrics with two ratings: Bravo! and Almost there. Almost there means, review my feedback, revise your work, and resubmit.

01:06:42 Bruno Poellhuber: I like that you stress not only the quantitive aspect of labor, but also the qualitative part

01:07:10 Rocky Allinger (she/her): @Michelle that sounds like the "single-point rubric" approach! I love that idea, but I'm a bit limited by the LMS in the formatting.

01:07:31 Karin Heffernan: Meeting learning outcomes through application of learning may remove the need for grading, even for future schooling (grad school) as higher ed moves toward looking at portfolios of learning products.

01:07:45 Jack: @joy adams Good question.

01:07:54 Lauren Rosen: @Rocky, I have the same problem with the LMS making it hard to do the 1 point rubric.

01:08:05 Lauren Rosen: I mean single point

01:08:11 Donnie Sendelbach: Formative assessment could be a bridge for faculty to moving to some of these concepts

01:08:11 Susanmarie Harrington: @Rocky I would totally come to a convo about hacking LMS to make single point rubrics work! The interface is really a barrier to rubric creativity

01:08:13 Michelle Pacansky-Brock: @Rocky, yes. LMSs like to constrain our creativity. I fully agree.

01:08:20 Technical Help, Jason Martin: Jenn make sure you select panelists AND attendees in the chat if you want everyone to see your message.

01:08:29 Rocky Allinger (she/her): @Susanmarie -- I love that idea!

01:08:57 Natasha Haugnes: Thanks for all of the thoughtful comments.

01:09:10 Bruno Poellhuber: Inspiring workshop … :-o

01:09:11 Thomas J Tobin: @Lara: yep: it's all Thievery Corporation today on the your webinar jukebox.

01:09:42 Natasha Haugnes: @Susanmarie Single point rubric! I use one!

01:10:16 Jill Ballard: @Natasha Curious, does the lack of levels in performance, in a P/NP grading format, ever discourage students who want the A-level ‘award’?

01:11:51 Natasha Haugnes: @ Jill Great question. I suspect that a few of the ss who are less comfortable with this way of grading are the ones that are used to getting As. I still mark the rubric so that they can see that they “would have gotten an A” (and good to see you here!)

01:12:05 Thomas J Tobin: http://bit.ly/SelfCareCrossword

01:12:33 Technical Help, Jason Martin: bit.ly/SelfCareCrossword

01:12:56 Michelle Pacansky-Brock: I love this!

01:12:58 Natasha Haugnes: How can we resist a crossword?!

01:13:05 Thomas J Tobin: http://bit.ly/SelfCareCrossword

01:13:43 Josh Eyler (He/Him/His): @Jill: I’ve heard about some of this happening with standards-based grading in high schools. Intrinsic motivation must be scaffolded and cultivated in some of these systems as well.

01:14:55 Michelle Pacansky-Brock: That was really cool.

01:15:15 Baynard Bailey: Crowdsourcing in action!

01:15:29 Bruno Poellhuber: Very cool Tori! :-)

01:15:44 Meryl Krieger: This is a fantastic idea!

01:15:49 Jack: I wonder how others respond to the background music during the game. I cannot think at all when there are such distractions.

01:15:52 Natasha Haugnes: So funny to see all of the anonymous lizards and platypi jumping in to the mix!

01:16:08 Various (MLC): We are not, thank you.

01:16:15 Various (MLC): Clicked the wrong button.

01:16:16 Lauren Rosen: Loved that activity

01:16:43 Joy Adams (she/hers), University of Colorado: @jack -- you and I are on the same page today! Maybe a timer with a countdown would enable some participants to mute audio if needed and know when to turn it back on?

01:16:46 Kathe Pelletier: @Jack, I am an introvert and have learned that background music can be very distracting when I need to think. Silence works best for me!

01:16:52 Donnie Sendelbach: I loved the short intensity of this activity and how it carries over into the next one

01:16:54 Kathe Pelletier: (But I do enjoy these tunes)

01:16:54 Michelle Pacansky-Brock: I’ve already shared the crossword puzzle idea with my co-workers. Thank you, Tori!

01:16:54 Rebecca Bias: This is great for language learning!

01:16:57 Karin Heffernan: You can have large group activities in a sync session that can be fun!

01:16:58 Jen Rider: @Tori, this was great! Can you share briefly how you created this? Great activity for the physically distanced classroom

01:16:59 Meryl Krieger: My only concern about an activity like this is that it can be overwhelming for a lot of people.

01:17:04 d hommel: Have you ever had a game go wrong? Where a student gets their feelings hurt, or things get unnecessarily competitive?

01:17:05 Lauren Rosen: Are all those cards representative of Google based games with available templates on the web somewhere?

01:17:05 Baynard Bailey: I’d love to find more resources for zoom games (both for learning and for fun). I did a google search the other day but didn’t find anything good.

01:17:12 Susanmarie Harrington: That was super fun but the clunky interface of typing one box at a time a little stressful with the time component. I think figuring out how to manage time/interface/music (I would have preferred silence) is interesting—it was fun thought and I am interested in iterating more things like this

01:17:14 Thomas J Tobin: @all: wed' actually love to share a timer, too so people can mute audio if it's distracting. Next phase!

01:17:18 Thomas J Tobin: \*we'd

01:17:35 Amy Lannin: An interesting assignment (and fun) for students to create these as well.

01:17:42 Kathe Pelletier: @tom, great idea for individuals to mute audio based on preference!

01:17:43 Rocky Allinger (she/her): FYI: I've also leveraged the annotate function in Zoom to do activities like dot voting, etc. -- students can use the stamp tools to vote on things

01:17:53 Michelle Pacansky-Brock: In my history of photography (online) course, my students create a camera obscure and a “motion” picture (flip book or thaumatrope) and share a video of their creation with a reflection about the experience.

01:18:10 Susanmarie Harrington: I have had faculty get super stressed out by problems with collaborative documents—the stress of overtyping, not understanding where your text goes if someone else moves it, gets unfun quickly for some of my colleagues (while others just roll with it)

01:18:15 Michelle Pacansky-Brock: Camera “obscura,” that is.

01:18:23 Jill Ballard: @Natasha @Josh Thanks to you both, I really like the idea of the rubric functioning as a more integral part of grading—as a concrete reference for “highest level” performance rather than a percentage or letter. And I agree Josh, this would take some intentional cultivation within a course to work well, but it could certainly.

01:18:41 Rocky Allinger (she/her): @susanmarie, I've noticed that too.

01:18:56 Thomas J Tobin: The cards come from allureofplay.com

01:19:00 Natasha Haugnes: I also use just tables in a shared google doc or MS word office doc for ss to fill in… not QUITE as fun a s crossword, but fun.

01:19:09 Josh Eyler (He/Him/His): http://www.joebisz.com/allureofplay/

01:19:19 Rocky Allinger (she/her): @Susanmarie (cont'd) - That's why I like using "comment" and "annotate" features more so that people aren't on top of each other.

01:20:01 Joy Adams (she/hers), University of Colorado: @Susanmarie: One of the best tips I learned during the pandemic is to change Google links to replace the word "edit" with "copy" to force users to make their own version so they don't type into an original document or template. Won't work for a collaborative exercise like this, but a HUGE frustration saver for sharing out worksheets, outlines, etc.

01:20:10 Baynard Bailey: couldn’t find “torimondelli.com”

01:20:20 Tori Mondelli, University of Missouri (she/her): victoriamondelli.com

01:20:30 Tori Mondelli, University of Missouri (she/her): Thanks, I’ll put this crossword up there, ASAP.

01:21:50 Jill Ballard: @Natasha (great to see you!)

01:21:53 Meryl Krieger: Thanks - I’d like to adapt this for my new class!

01:22:50 Mitra Asgarinik ('meech-ra' she/her): I like how you’re basically providing audible alt text for the images as you narrate, Thomas

01:22:51 Nancy Evans: You mentions juggling time for the things they have to do. This is a reason students often give for cheating. How do we care for them and ourselves?

01:22:59 Nancy Evans: I mean students

01:23:31 Rocky Allinger (she/her): Thanks for describing visuals @ThomasJTobin - Excellent strategy both for the visually impaired and for folks listening to the content podcast style (to listen to while they're driving or whatnot)

01:23:32 Meryl Krieger: How accessible is an activity like this crossword puzzle game to a student on a smart phone?

01:24:04 Joy Adams (she/hers), University of Colorado: Also, remember to be platform-agnostic to support both PC and Mac users. In my office, only 3 of use PCs, but often the assumption is that the Mac commands, functions, and processes work for all of us.

01:24:17 Ed Garay, UIC: Chunking learning content and in general designing for mobile delivery works well for both sudents with laptop and mobile devices.

01:25:22 Raquel A. Arouca (She/hers): Thanks all, but I am need to head to office hour :)

01:25:59 Jack: I think the word “connection” could be a synonym for “access” here in this context.

01:26:03 Baynard Bailey: We need more fun and more games =)

01:26:09 Natasha Haugnes: @Nancy: Great question. Flexibility on deadlines is helpful. If flexibility does not help, maybe the student has too much on their plate and needs to drop something??

01:26:10 Nancy Evans: Best for me gamming ideas.

01:26:11 Sharmaine Regisford: game templates

01:26:14 Karin Heffernan: Collaborative game

01:26:17 Meryl Krieger: My one idea/takeaway - bust open what “play” means in my course activities.

01:26:21 Rocky Allinger (she/her): One step I want to work on personally: polling during synchronous sessions.

01:26:22 Carine Ullom: Check my rubrics for "not yet" and positive, encouraging tone.

01:26:29 Rebecca Bias: More interactive collaborative games!

01:26:32 Mitra Asgarinik ('meech-ra' she/her): Modeling makes a massive impact!

01:26:34 Ed Garay, UIC: Mobile-friendly class materials and activities are also better suited for small burst of asynchronous learning.

01:26:40 Jenn Wicks: I really appreciated how we started today. It’s so important to model calm and breathing - strategies for self care, etc.

01:26:52 d hommel: “Not Yet” and the idea behind being more encouraging of growth and effort

01:26:56 Susanmarie Harrington: Talk about joy as something we can experience as we work

01:27:11 Amy Lannin: One of my colleagues said yesterday that he needs to return to the type of regular scaffolding he did as a middle school teacher, and that type of scaffolding is provided in so many of the ideas shared in this webinar.

01:27:54 Technical Help, Jason Martin: [Https://tinyurl.com/PedagogiesOfCare](https://tinyurl.com/PedagogiesOfCare)

01:27:57 Tori Mondelli, University of Missouri (she/her): <http://tinyurl.com/PedagogiesOfCare>

01:28:07 Susanmarie Harrington: <https://www.youtube.com/watch?v=XLeUvZvuvAs> I don’t often suggest playing Sesame Street in higher ed classrooms, but Janelle Monae singing “The Power of Yet” is apropos!

01:28:11 d hommel: Thanks folks this was terrific!

01:28:13 Donnie Sendelbach: Amazing session!

01:28:18 Nancy Evans: Can you post the game template link please

01:28:25 Baynard Bailey: Great webinar, thanks so much!

01:28:28 Amy Lannin: Fun, helpful, and greatly appreciated!

01:28:29 Meryl Krieger: Yes on the game template. And thank you!

01:28:30 Rebecca Bias: Thank you so much!

01:28:36 Donnie Sendelbach: @Josh good to see u2

01:28:37 Rocky Allinger (she/her): Thanks!

01:28:37 Susanmarie Harrington: Thanks everyone—awesome chat and awesome presentations. Thanks for modeling such a packed, interactive hour

01:28:38 Natasha Haugnes: @Susanmarie: I am a HUGE Sesame Street fan! Thanks!

01:28:48 Jenn Wicks: Thank you!

01:28:49 Mitra Asgarinik ('meech-ra' she/her): Thank you, panel! This was so insightful!

01:28:50 Bruno Poellhuber: Very inspiring! Thanks a lot for this exquisite hour.

01:28:54 Technical Help, Jason Martin: Thank you all for your participation and engagement today! Before leaving, please don’t forget to fill out our evaluation: https://www.surveygizmo.com/s3/5806684/web2019

01:29:00 Thomas J Tobin: Thanks, y'all! We loved having your voices as part of our session.

01:29:01 Ed Garay, UIC: Great session. Thank you all presenters and participants! Thank you Kathe!

01:29:07 Technical Help, Jason Martin: Recordings and resources from this session will be available on the EDUCAUSE event archive page: <https://events.educause.edu/webinar/2020/now-more-than-ever-caring-student-centered-and-adaptive-pedagogies>

01:29:09 Jen Rider: Great session, thank you!

01:29:17 Thomas J Tobin: Rocked it, EDUCAUSE Team and panelists!

01:29:18 Technical Help, Jason Martin: Join us for a new course, “Lead Your Shift: Women on the Move” starting on Wednesday, November 4 at 1pm ET: <https://events.educause.edu/courses/2020/lead-your-shift-women-on-the-move>

01:29:18 Josh Eyler (He/Him/His): Thanks to all of you who made time to join us!

01:29:19 Lauren Rosen: Thanks for a great session!

01:29:22 Tori Mondelli, University of Missouri (she/her): Thank you!

01:29:26 Natasha Haugnes: Thank you all!

01:29:33 Mitra Asgarinik ('meech-ra' she/her): I would love to have the chat transcript with other course materials 🙂

01:29:42 Karin Heffernan: Thanks very muich! :)

01:29:43 Sharmaine Regisford: Thank-you one and all!!

01:29:45 Kathe Pelletier: THANK YOU!!!!

01:30:02 Kathe Pelletier: Wonderful presentation, all!