Welcome to today's EDUCAUSE Webinar: Now More than Ever: Caring, Student-Centered, and Adaptive Pedagogies. This is Kathe Pelletier at EDUCAUSE, and I'll be your moderator for today's event. You are probably familiar with the interface for our webinar, but here are a few reminders. We hope you'll join us in making this session interactive. Use the chat window to share resources and comments. We will hold Q&A until the end of the presentation. So submit your questions using the Q&A button on the bottom toolbar of your screen. If you're tweeting, please use the tag #EDUCAUSEwebinar. Live captions for today's session can be turned on as subtitles at the bottom of the screen or opened in a separate window within Zoom, but you can also click the link shared in chat to open captions in a browser window. The browser-view will allow you to change font size and color as needed. If you have any problems with your audio, let us know and we'll be happy to troubleshoot with you to sort out the issue. For any technical problems, please send a private message to Technical Help in the chat window. You can send a direct message to Technical Help by clicking the drop-down menu at the bottom of the chat screen and clicking on Technical Help to start a private chat. Keep in mind that private chats can get captured in chat transcripts. And make sure that your general comments related to the session content are seen by all of us by selecting “All Panelists and Attendees” in the drop-down menu in the chat. And now, let's turn to today's presentation. Today we will discuss evidence-based practices for increased engagement, deeper learning, and a humanized college/university experience with four of the contributing authors to the Pedagogies of Care: Student-Centered and Adaptive Strategies in the New Higher-Ed Landscape collection. From cultivating social and emotional instructor presence, to UDL, to reevaluating traditional assessments and grading schemas and more, this wide-ranging set of teaching and learning practices puts the well-being of all learners at the heart of instructional planning and pivots. We are delighted to be joined by Josh Eyler, Natasha Haugnes, Tori Mondelli, and Dr. Thomas Tobin. Josh Eyler is Director of Faculty Development and Director of the Thinkforward Quality Enhancement Plan at the University of Mississippi, where he is also on the faculty in the Department of Writing and Rhetoric. He previously worked on teaching and learning initiatives at Columbus State University, George Mason University, and Rice University. Natasha Haugnes consults with art and design colleges on rubrics and grading and has presented on this topic in numerous settings [for over 25 years]. She currently coordinates curriculum and teaches English to non-native speakers in the Academy of Art University's English for Art Purposes program. Dr. Victoria (Tori) Mondelli is a faculty developer and teacher-scholar. Among her chief interests are evidence-based learning, innovation, and game-based learning. She serves on the EDUCAUSE LAT Advisory Board and is the EDUCAUSE CG Leader for Games & Learning. Dr. Thomas Tobin is the program area director for distance teaching & learning on the Learning Design, Development, & Innovation (LDDI) team at the University of Wisconsin-Madison and an
internationally recognized speaker and author on quality in technology-enhanced education especially copyright, teaching evaluation, academic integrity, and accessibility/universal design for learning. Thank you for Joining us. Many have said hello in the chat. We are excited to find out who you republican. Let's begin.

>> Thank you so much. I'm excited to get us started with an introductory activity. I think we can all agree that over the past six months most of us have been working at a most frantic pace. We rush from one burning item to the next. Zoom after Zoom after Zoom meeting. Meeting and that can fay if teeing the most hearty and passionate of educators. This kind of working environment runs counter to what is understood as being empowering or a healthy work life. I've established new ways to start meetings that I get to run at my institution to help us kind of transition gently from our various meetings and sessions and workshops that we do. I hope you'll join me now as I lead us in a short exercise to help us transition gently into this webinar. First part involves bringing our awareness to any distractions we may experiencing now. It's normal to have distractions. Building in transition time at start we model compassion for ow colleagues who are try sowing hard to keep up with the demands. Take a moment now. Collect your thoughts. Jot down a note to yourself for later about anything on your mind. A good time to potentially silence your cell phone or turn your e-mail off. And, of course, you may have a nagging feeling to check on any messages that you're concerned about. Let's give folks a moment to make that transition. For the rest of us, in if you're ready to corks have a good stretch. Have a good shoulder roll. This will help clear out the lingering distractions and release tension built up in the upper body. With me? Very good. Now I invite you to join me in a short mindful breathing exercise. It will help us shift gears and come into the webinar smoothly. Let me direct you to good post chore. I will talk you through how we're going to inhale and exhale. You can notice how you feel after this two-minute experience. Ready? So sit or stand comfortably. You may need to shift. Bring your arms to your feet. To your feet on the floor. Ground it. And if you like, you can close your eyes. This often help us to turn inward. Breathe normally. In through your noise, out through your mouth. Breathe normally while I describe the pattern. To a count of four and exhale to a count of six. We're going to use a particular phrase. In your mind you'll say this phrase silently to yourself if you're okay with it. The phrase is, I am at peace. So it will be I am for the inhale, at peace for the exhale. Use any of your languages that feel most in your cheering for you. We'll repeat this a few times at your own pace. Feel free to keep your eyes closed. On the next inhale. Breathe in deeply through your noise nose for a count of four, saying silently to yourself, simply I am. Now exhale deeply through your mouth for a count of six. Saying at peace. Again. In for four. Out for six. Do it one more time. Very nice. You may be ready -- to return to normal breath and take a few seconds and note how you feel. Deep breathing is one way I practice self-care. It helps me to calm down, especially in the afternoon which tasks and incoming requests have accumulated to a point where I need release to avoid feeling overwhelmed. I am interested in what you may be doing for self-care and maybe you could put that in the chat pod. It would be great to hear about what you're doing and the ways it could be a practice you've had for years. Or something the pandemic has driven you to discover to help release the stress to find focus and improve your wellbeing. Let's see what folks have to say in
the chat.

>> We have a number of folks coming in. There's a lot of walk outdoors. Spending time with pets and animals. A couple of people picked up painting again. Folks saying avoiding social media. There's the obligatory baking lots of bread and a good reminder of taking a few moments of deep breath can be centering. Others say dancing, cleaning, doing -- Is. Morning yoga. Walks. A lot of variety of people what are doing to center themselves and one for massive Lego sets as well. Thank you.

>> Thank you. As we come into the webinar. We have a number of potential outcomes that we thought about. We have prepared a few topics. And thuds stem from the research of teaching and learning. They're featured in our open collection Pedagogies of Care. We like really for you to take a moment to set your own intentions from what you might gain from this session. We were thinking while we're presenting, be thinking about ways and evaluating actually the evidence based strategies that we're presenting to promote an inclusive climate of care. You can also analyze the selected strategies we're going to tell you about. And really think about how and if and who your allies nib you were to adopt them pruned mote them at your institution. In general, we're hopeful you will be reflecting on the importance of efficacy as an educator self-care.

>> Our four topics today, and indeed each of the pieces of pedagogy care collection. Perhaps in the most general sense I can say that, we believe that when college teachers structure learning environments to be intentionally inclusive and act active; they are economizing great -- exhibiting great care. Whether we talk about ways to boost a sense of belonging in the course or at the university or about ways instructors can alleviate stress and owe wham. You'll see it's on humanizing pedestrian (Indiscernible) that's the ethos each of us have recognized as the common denominator so to speak. I will turn it to Dr. Eyler.

>> Thank you. We're glad that you're here. I'm going to talk for a few minutes about social and emotional presence and the importance of our social nature and of our emotions to the learning process. And twice cultivate learning environments that will draw on those aspects of learning to help our students succeed. So, first and foremost, it's important to note we're profoundly social species. We're among most social species on the planet. We're joined by several species of ants and naked mole rats among others. We spared you by using a photo of ants. I did find naked mole rats but that's a face only mother could love. This social nature of our shapes every interaction we have. Most especially the way we learn new things. What that means for our classrooms and for our teaching is that the degree to which students feel a part of a learning experience and the learning community is directly connected to their success in that course. One of the things I want to note today and talk about, is that in our current environment of social distancing, of courses that students are taking either look different in terms of their fate to face experience and are online and remote for them. That this can look very different. This learning community. This social presence. So a variety of different ways that we can help them feel more a part of the learning community within this new COVID-19 era that we're in. One is, whatever
kind of software or meeting solution you're using, we're using Zoom. Whatever one you're using, breakout rooms are a great way to help students feel more a part of the community, interact with each other which is absolutely vital for maximizing these connections that we all share with one another. And using that to help them heighten their learning. Having a back channel very much like the chat box you see here is also really useful. Both for communication with you as the instructor which is helpful for them to, again, feel invested in the learning community. Also, communication with each other regardless of whether you're teaching in person, synchronously or asynchronously. You can bridge the gaps through communication. A polling tool is a great way to start the conversation off by helping students say, okay. This is the lay of the land. This is the work that we're doing together. Again, these can be done synchronously and asynchronously. A polling tool. Multiple option where is you ask a question, you get them to choose a response and draw them out into the conversation into those interactions a bit by saying things like, I see 25% of you chose this option. Would who selected that like to talk about their answer? This can lead to conversation, opening up in a non-threatening way. We're focused, laser focused on building those interactions among our students to help them learn more effective will you. Having student moderators help you with all this is both a way for you to be able to engine law gist typhics this. I think faculty workload is left out of this conversation. Since we're talking about pedestrian (Indiscernible) for care that means for you as well. A moderator help you back channel. Can help you minimize some of the logistics for you and boost their grade in term ovation -- terms of participation. As we make this community a deeply felt communal experience.

Teams, building teams. In person can work, but we're focused on the modes of teaching that a lot of our colleagues are experiencing right now. Building teams that can work

Can cultivate close connections in a way that will further the work of the class for those students.

There's an emotional aspect to building social connections with others. But social presence by itself is not yet enough to maximize learning. So the degree to which students understand and feel that instructors care about who they are as people and learners, the bigger effect that will have on their ability to do the work of our class and meet the goals we have set for them. That doesn't necessarily require breaking down any of the professional norms that are important to you about the classroom. But it -- what it does mean is that students understand that we are invested in who they are, and their work in the class as learners and human beings. I have a quote from (Indiscernible) that the student is more important than subject matter.

One way to build that emotional Reuss ones is to show who you as a human being and give them the green light, help them see it's okay to show who they are as hubs. So I have two photos here. I use to really break down the fourth wall and say, we are more than just instructor and students. We are all people in the classroom, in the learning environment communicating with each other. That is my social distanced birthday party on the left and my beloved cats on the
right. That's way I communicate that we're all in this together. What I would like you to do now is think about one question, one idea of interest. One thing that you're thinking about right now having heard a little bit about our social and emotional presence innocence the classroom. Put that in the which is a -- in the chat. A question, a point of interest. Anything that prompted a response.

> I'll put 06 seconds on the clock with background musics. Or use the raise hand feature under the participants' menu we would love to hear your comments there if you keep them

> -- are there people who wanted to come on the live microphone.

> Sure. Two quick notes. I saw a ton of amazing savings tools that you can use to meet some of those goals and tonight ins I was talking about. So flip grid and lots of other suggestion that are just amazing tools they think we can use. There was a question about how we can help faculty understand the importance of social and emotional presence especially now when they might feel very vulnerable. I think that's an important point. I think we have to give space to talk about the von rah built FIPS and provide strategies they can use to build some of this into their classes in ways to make them feel most comfortable. The last thing we want to do at the present moment is to overwhelm folks too much. Thank you for those comments.

> I'll ask our other panelists are there other messages in there we would like to highlight?

> I'll add, I love to suggestion that are multimodal. The variety of different twice engage and have people represent what they're learning in the process is just fabulous.

> I did just see Susan Harrington, also I have a great point about the power dynamics of social presence. It's often easier for white known [ Indiscernible ] women are often expected to do more emotional law boar. I think that's an important point the highlight. Every single person in the classroom needs to be doing and we need to send that message loudly and clearly throughout the academy. Thank you for bringing that up.

> Time to hoist our second ideas. Natasha?

> Hello, everybody. It's exciting to be here. I work at art and design colleges for over 25 years. And we talk a lot about creative process. You can go to the next slide and stay there for a little bit. In our context. The Holy Grail of creative project or art and design education is experiencing that joy that we associate with creativity. And that is the same joy I think some of you are probably seeking when you talk about taking up painting again or Legos. Bread baking. Creativity is associated with fun. That feeling of fun can be rare in a classroom in an art and design school in the early years and especially in the Zoom environment. Students and instructs can get bogged one do the hard work of creativity that some students don't get to that joyous moment. I will share a grading practice that can help students get to the joyous point of the creative floss the classroom. Hopefully will be applicable to some of the environment you all
work in as well. One thing that researchers do know about the creative process, there's a huge amount of research on it. One thing that most agree on is that euphoric ah-ha moment that we like the associate with creative and pop culture is always preceded by hard work and incubation period. On that drawing what the student experiences is kind of some stress. Going off on different paths. Not being sure what path you should take. It's not knowing how to move forward. Smashing your head up against a brick wall. What the representatives call incubation period is often experienced by the students. As you can see is the feeling of being half dead with a final flighty your hand. There's not a lot of joy in the first part of the experience of the creative process there. That half-dead student and the student smashing his head against the wall is the students I focus my work in the pedagogical thinking. An experienced creative practitioner has faith all the work will pay off and that joy will come from that. But some of our students come to us, they don't know that yet. And they don't understand what kind of work and time goes into that process. This is where we're going to look at grading processes that can help snort. Students, I founded an (Indiscernible) resource center at the [ Indiscernible ] and I met with a lot of those students, the students smashing their head against wall and half dead with their final project. I found a lot of them didn't put enough time in. Some of them were not putting the right kind of effort in. They were getting (Indiscernible) the labyrinth of paths. And lot of not understanding feedback, critique that is so crucial to an art and design varmint. They might not have the academic preparation; they might not understand the critique culture. Student who hears from an instructor at the beginning of a process, good start, but you've got to keep going. Might just hear good start. And think, okay. I'm done. A nonnative speaker might not hear the difference between that's pretty good and that's pretty good. And that can be confusing for these students who get to the end of their project on aid darned maybe don't get the evaluation they want or get to the exciting Ah-ha moment. The moment of joy and satisfaction we associate with the creative process. The approach that I think can support student us in getting there is creating discreet check points in these early stages of the creative process. Mapping our projects into -- on to the creative process. Creating discreet assignments and grading them. With the passing, not passing yet method. This can get students to nut the work and time they need top. The pass, not passing yet way of grading has two components. Each of these assignments should be only based on one or two criteria. Discreet, focused they can focus on so they do not get mixed up in the big critique discussion. You can have the critique discussion, but whether or not they spas based on the one criterion. The second point is the power of the yet word. Yet implies communicates an expectation that students will do it again. If you're not passing yet thorax means you are going to pass and encourages students to do the work again and put in more time. This approach supports students and instructors to reaching more joy in the classroom.

>> We know that time plus effort is what leads to learning. More a representative I -- a researcher I -- the right amount of time, enough time and the right kind of effort is really what we're looking to guide our students towards. That not passing yet can lead students to putting in enough time. Not yet. The single criterion leads them into the right kind of effort. This approach lines with a lot of ideas that with coming up in anti-racist pedagogy now. It invites more students to pass. To do work that meets our standards. And it doesn't -- when we're not focusing
on the discreet quality differentiations between an A minus, B plus and C minus. We're just saying pass. That includes a lot more students and focuses them on the labor they need do and not so much where they fall into the pecking order of the grading system. This is the best thing about going a pass-no pass grading it eliminates the soul suck conversation about what can I do? What can I do to raise my grade? I think this approach helped me and my environment to guide students to those Ah-ha moments while maintaining the clarity of the -- and the guess work from students who are not used to an art environment.

>> One that thing. What yes goes da you have? Cue the music.

>> Collect your thoughts, put enemy the chat. If you want to come on to the microphone use the raise hand feature. 06 seconds.

>> I'm sorry if you were getting started with the dance party. Is there anything that jumps out at you in the chat and we can open up for the rest of the manualists.

>> Yeah. I saw a reference to upgrading which I anticipated coming up. I think it's an interesting idea. I'm not proposing this one approach as the be all, end all answer to grading and supporting students. I think having an array of approaches that you can flex according to your context is a great thing. The point about labor seems to be resonating. (Indiscernible).

>> A lot of my colleagues find smaller chunks single criteria seems to be engaging, my students, at least, more in projects in this new environment that we're in. My goodness I think there are more messages than can I possibly catch up with.

>> That's what I love about the inside chats. I'm seeing themes. People are asking what do you do when you need to put a grade in for the students. In my class coining ungrading, or specification grade or contract grading. What happens when my institution says, out of 100, something. An A, or B, or C.

>> You had to do that. Everyone missing pass no pass at my composition class. It is kind of a contract. If you pass all three Es Kay says on your first try you get an A. If you had to redo one, you get a B. It's based on a percentage of work you've done is passing, not passing. Other panelists. Things that are jumping out at you at the chat? I'm noticing comments about wording on rubrics. That's crucial, too. How we grade our rubrics informs how we talk to our students. When we can word our rubrics in a more positive not yet type of way, that will encourage students to do better as opposed to imparting that Judge judgment that is so -- judgment.

>> Great stuff.

>> That's wonderful segue into how do we move away from so much summative assessment and into formative assessment and Tori Mondelli will talk about the allure of play.
>> Tory come on the mic.

>> Gauche yeah. That was a test. I wanted to see if you were -- paying attention. Thank you. Just kidding. Got to be playful. As we segue to play, so much of what Josh and Natasha have been talking about sinner jazzes with -- when we incorporate play into learning environments this structure.

>> Collaborative play as a community builder and competitive play. Zan imaginative game rules bringing smiles laughter and positive emotions. Learning games bust stress and help us ditch the real world for a little while. So if you structure them nicely, correctly, they can really help students learn all kinds of things. So in the pedestrian go justice of care video that my co-author and I made we go over a number of game mechanics that anyone can use.

>> First in the video we talk about five simple mechanics. These are really can be used for layering on top of existing activities that you already have to make them more fun or create something brand new. And so each of these simple mechanics relate to the pace of the activity or the goal of the activity. And I really see them transform boring learning tasks into one that are more imaginative, less predictable, more of a challenge and some have the promise of recognition or prize. Which can be alternatives to grades. Take random. We human beings love to try our luck with rolling dice and drawing cards and engaging in activities that don't have a totally predictable outcome. And so simply by bringing in an element of random chance, you can amp up the engagement and anticipation and emotional charge. Converts the dry lessons into something interesting. With complex mechanics we get into in our video a bit with just a few of them. These are gamed up teaching templates. And we uninvite educates to go I don't think near engagement boosters with the complex mechanics. They all leverage researched based principles about leashing. They still deliver the fun factor.

>> Let's take challenge and switch. And those who played two truths and a law or balderdash, you will see this easily. The students or teachers create something and hand them off to a rival to either complete or correct the information. And it's really fun when -- one in the prompts of the puzzles are clever. They are tricky and that brings on a nice challenge. So today I have a prototype. It's a synchronous online puzzle you would love to try on you. Use the challenge and switch complex mechanic and has two additional complex mechanics at play. Find clue and cut ups. And so I'm looking for volunteer play testers. You're all invited. And if you would like to play test here and now, click on the bit.ly link. Let me give afternoon moment. Once you're in the puzzle please do not start. Hold, please because you're going to be battling the clock. You're all one giant team.

>> And you're going to battle the clock. I will put the timer on for 60 seconds and there's something important you need to know. In order to play you have to be patient and you have to click into each individual box to enter one letter at a time. So you think you know the answer,
you go there, you click into one box and enter one letter. The other important thing you must know S you may accidentally override another player's word and you don't want to do that. If you see someone's curser, move on another prompt. Let's do a speed round. Let's race against clock. See how many words this awesome group can get in 60 seconds. On your mark, get set, go.

>> I see a lot of folks moving to the cross and team down is getting started.

>> There's some concern. 17 screens correct. -- 17 across. Think apple plucked products. And stop.

>> That was never a minute.

>> That was. I used the stopwatch my goodness. Really terrific. Some of these aren't totally correct. Boy is this impressive. I see -- is it 16 across. Somebody wrote drunk. That one is booze. So you're chose. We won't take time to correct all these. I will post the solution sheet here in a moment and this way you can satisfy your crafty. Thank you so much for playing. And like any time we play test something, you know the whole point is to iterate and make it better. If you're in the chat and have feedback, pit there so we can read it and engage and make things better.

>> Before we hit the 60s seconds of feedback. We have two hands up. Can we have the mic to Kareen? And [ Indiscernible ] MLC is next.

>> I was volunteering to participant in the challenge. So that's why I raised my hand. I unraised it now. Thank you.

>> Awesome, thanks. Looks like at MLC are also going step back from the microphone. We'll open up for what's one thing that you've heard or experienced in Tori's session that you want to highlight, take away. Ask a question about. 60 more seconds. Get back to our music.

>> All right.

>> Thank you.

>> Just trying keep up with these great comments and questions in chat. I quickly I'll take a couple of them. A few people are interested in what is it, how hard is it to create these kinds of games. The good news is my bid buddy Joe, did a lot of the work in preparing a template that you can all take and use. Yes, it does talk time. You have to go, in my case a cross word generator and input your prompts and spit out the configuration. And then you have to crate in Google slides. If you go to our web page the allure of play.com you will be able to find these and others. Power Point templates. That piece is readily available to you. I'm going to put this up on my website also. Which is -- there are other things for you. Another question about the cards. The cards available at Joebisz.com. A lovely comment caught here was around cooperative play
and the power of play. I'm so glad someone really wants to know on that. Really that's power of game-based learning. We're not sitting around making solitary games for people to play. We want to bring the community together. We want people to not necessarily compete with one another but raise each other up and having a great time doing it. Others potentiality want to respond to any of these comments. Eave to save the -- I have to save the chat. I'm going make a segue into my piece. Jack said, this was a great exercise, but the music was distracting for me and maybe we could share a countdown timer and let people know when the music was coming on so people can mute for their own preferences. That's kind of feedback we want here to make things accessible and give people the best experience of all the good interactions we're designing. That is the last thing we want to share with everybody. Lowering barriers to access. I'm an advocate for universal design for learning. We're not going teach you all about UDL today. I would love to do a few thing withs you to help give people better access to the interactions that we have. On your screen is a bunch of caution tape and we want to lower that kind of barrier and red tape. On your screen a woman and juggling all kinds of things. A home, clock, TV remote and our students are likewise juggling, work, family and care giving responsibilities. In COVID-19 times that's doubly so. They're children are online. On your screen somebody typing into laptop and that professors is putting things on a Beaufort with chalk and the last big circle with a slash through it meaning don't. As technology we think everybody has access to laptops, desktops and reliable intersections. They are using their mobile device and trying to shoehorn study into busy days. One way to care is to think about them on your -- there's an auditorium students holding up their cell phone. 96% on your screen. 96% of college and university learners own smart phones. 43% in laptop or desk top computer at home. On your screen a woman with a notebook on her lap. With her textbook and her son asleep on her lap. This goes to data from Oregon state university. Most students prefer to learn with laptops and desktops. Not with their mobile devices. Many have no choice. It goes back to Josh's idea. We're a very social species, but the way we get access often prescribed for us. So if we're designing our sprayer South Carolinas interactions. We're lowering barriers. Nancy. This is a reason students give for (Indiscernible) how do we care for them and ourselves. Lowering barriers about time pressure and due date pressure. That helps lower cheating and the temptation to be dishonest. We will talk about one thing today. Let them do it their way. On your screen a traditional five-page essay and a pod cast and a student with a microphone. Most learning management systems the DropBox tool can accept any kind a file. It's sometimes hen drains. You have doc X. Defining formats for various media can offer students multiple paths to demonstrating their skills. Give options. If the same criteria are applied to evaluating student works. You heard Natasha talk about the pass, not pass yet and the single grading criteria. The format should not be a consideration for many assignments. Four different images. Likely in past semester as made accommodations for students with learning (Indiscernible) allowing for sign language or transcription helpers. Now everyone has a barrier to access and that's social and technological distances. Some of have been teaching online for more than 25 years. You only need to focus in only four ways about the access your remote course students have. How do you give them access to court materials? Post consonant your lyric management system or on a blog so students don't have to have special software. How do they have access to one another? Make at least one space where students can
talk with you and one another and make it open ended as it can be. How can students get to you? The best is to make a 10 minute one on one phone call. It's a wonderful way to connect. And how do students get (Indiscernible) wider world. The more you can get students away from their computers and devices the more engaged they are likely to be. Getting connected with people in their field, real probes and in the community. Beer getting ready to wrap up here. I would like to turn it to Josh and he'll ask you for your big takeaway from the entire session.

>> Yes. We are going to combine these next two slides. What I would like you to think about now. What does overall, one idea that you're taking way from the presentation today. That you can turn into an actionable step. One thing you've heard about today that you're interested in and you can take back to your class or campus and make it into an actionable step. We'll give you some time to think about that. In the interest of keeping things moving we will give voice to these as they come in. The DJ booth is closed. We have Meryl saying, my one take away. Bust open what play means the my course activities. Rocky wants to work on polling. Red say gram template is plus one. Rebecca. More interactive games. Activities are Beth suited for small bursts of. Modeling calm, breathing. Modeling of being human. Getting back to what Josh quiz saying. Susan talk about joys something we can experience as we work. Dave says, not yet and the idea being behind being more encouraging of growth and effort. These are all wonderful things. Amy said one of my colleagues said to the kind of regular (Indiscernible) and that is provided in so of the of the ideas shared in this webinar.

>> Let me flip forward. We've got more ideas. We want to let you know you'll find detailed information on our free open access resource Pedagogies of care website. On this website you'll find text, audio, video and info graphics to help you respond in a positive way. It's is not knot just us panelists. Grab these resources and use them. I will turn to it tor rah.

>> Thanks. How wonderful. We just want to thank everybody. Our participants. Where have played. And also, this is being recorded. So for our future video watchers, thanks for engaging with us. Want to thank you, Kathy for inviting us and the whole team for making this happen. Really appreciate it.

>> Well, on behalf of Educause stand participants. Thank you so much to our presenters and likewise thank you for joining us for an engaging session. Do find the session evaluation training will appear in the chat. Your comments are important to us. And as you notice we made a flex in the midst of the presentation. You'll stew recording and presentation slides on the event site. Finally join us for our next course on November 4th called lead your shift. Women on the Move. On behalf of Educause. Thank you for joining us. [Captions provided by VZP Digital]

End of Webinar