Transcript for BCcampus Online Book Club: Designing for Care: A Conversation with Parm Gill and Dave Smulders (March 28, 2023)
BCcampus event hosted March 28, 2023
Hosts: Helena Prins and Leva Lee
Guest speaker: Parm Gill and Dave Smulders

HELENA PRINS:
So thank you for being here. My name is Helena Prins. I'm an advisor on the Learning and Teaching team here with BCcampus. And I'm with my fabulous colleague Leva Lee who is a manager. And together we've done a few book clubs and today we also have two very special guests, Parm Gill and Dave Smulders. And we are so thankful for their support throughout this book club this month and for being here today as two instructional designers with loads of experience that they'll share a little bit with you later. We are just so thankful to work and collaborate with them. We also have behind the scenes Kelsey Kilby, who's part of the support team at BCcampus and we're just so thankful for tech support. She helps to make the session look seamless, but there's lots of planning going into something like that. So we're thankful for her. A few housekeeping items. This session is being recorded and will be shared publicly after. So if you do not want to be recorded, please just do not turn on your camera, then you can participate still in the chat. You could also change your display name if you don't want your name to be displayed. We have enabled captioning. If that's required, please turn it on for yourselves. And throughout the session, we are really hoping for you to participate in this conversation with Parm Gill. So you can use the chat. You can click on the raise your hand icon in the emoticons down below. And we want this to be a conversation between all of us. So without further ado, I'm going to hand it over to Leva to start us off in a good way. Leva.

LEVA LEE:
Yes. Hello, good morning everyone. So BCcampus is located on the traditional and unceded territories of the Coast Salish peoples. And I'm joining you from where I live and work on the lands of the hən̓q̓əmin̓əm̓ and Sḵwx̱wú7mesh speaking peoples, which is also known as Burnaby. Last week was the official start of spring. And in thinking about the land, nature, and this time of year, I read a wonderful blog post by a West Coast artist and writer, Karen Lee White. And she talked about how for Indigenous, Métis, and Inuit peoples, spring represents not just new life and new beginnings, but also that of renewal. So as we're discussing *Designing for Care*, care for our students, care for the content that we teach. It is also a reminder of these Indigenous teachings that we need to care for ourselves as well with moments of renewal and reciprocity. So do the things that re-energize our body, mind, and spirit, and heart to bring back things to balance. This balance is crucial for ourselves, our community, and the world around us. So I hope that you can take that away and maybe go for a walk and enjoy a lovely spring day today. Hello to you all. Welcome. And I'll hand it back to Helena.

HELENA:
Thank you. If anyone would like to share their territorial acknowledgment in the chat, you are invited to do so. Then I also want to take this opportunity to give to Parm and Dave to introduce themselves because I mentioned they have loads of experience, so I couldn't really memorize a bio. I think that doesn't do justice so I wanted to invite each of them to just introduce themselves to you as they are our special guests. Parm, how about you go?

PARM GILL:
First time we meet. So I am a typical accidental instructional designer. I had a background in graphic design and print production. Then I started working on online courses in about 2000, 2001 when WebCT was the LMS in use. And that was at the Justice Institute. During that time, I completed my master's in education technology. Then after that, I went and worked at UBC, as a learning designer. I was there for approximately six years. Now I'm at SFU. We couldn't be happier to have you here with us today. Thank you, Parm. Dave.

DAVE SMULDERS:
Good morning, everyone. I'm, by way of introduction, I have a background similar to Parm's. I've been around the B.C. post-secondary for the last bunch of years, 25 years at least, started at the Open Learning Agency. Where Leva was as well, and then onward to different places. UBC, Vancouver Community College, BCI T. And now I work at the Justice Institute of British Columbia. I do a lot of faculty development there. And in between did a lot of courses and instructional design for a lot of international organizations when I was doing contract work. So yeah, a little bit of everything, I guess.

HELENA:
Thank you, Dave. Dave has also been a FLO facilitator, right. So that should be at the top of your bio. You've been a FLO facilitator first. So thank you. He did one on ungrading. If you want to know more about ungrading, reach out to Dave. So we're going to start off this wonderful conversation with the two of them are a bit of a fun activity. This is the wheel. I'm going to spin it. And then let's see what's our first question. What are your biggest takeaways from this book? So who wants to go first, Parm or Dave? Let's go, Parm.

PARM:
I think the biggest one is that when you're designing for care, it's intentional, it's inclusive. And it considers everybody involved in the education. So it can be just being kind to students. And what I really liked is that they talked about, it's everybody involved in the process. It's the faculty, instructional designers, and it's the students. I think when COVID hit, because this book sort of came out of the COVID time, that sort of came to the forefront and people were really thinking about what toll it's taking on faculty. Then it became obvious that students were really struggling with a quick move to online. And then the inequities became really, really evident also. Some students didn't have access to technology. Then I think as time went along, when Zoom fatigue hit everybody, I think people realized that it was pretty much everybody in the whole ecosystem of support for students that was being impacted. So one thing that I really came up in a couple of readings is whose responsibility is it to care? And what I got out of it was it's a collective effort and I really like that message.

HELENA:
How about you, Dave, what's your biggest takeaway? I did invite our audience there to put in the chat or raise your hand if you want to contribute to this one too. Thanks, Parm.

DAVE:
Yeah, I guess my biggest takeaway was not on the actual content of the book, but it was sort of the underlying message. And what I noticed was this was, it was really like a snapshot of how people were doing at this time, especially in the middle of or partway through the pandemic where a lot of people

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had tried something different and everyone was suddenly confronted with this new reality, new environment. And so when you read the chapters, I think you can get a sense of how uncertain everything is. And there's a lot of questions about where are we going here. And then also a lot of reflection on what people had tried in this environment and how much of that was going to stick going forward. That's something I noticed throughout the book that kinda stuck with me.

HELENA:
Absolutely. And I love what Tara put in the chat. "That there were so many different approaches that made her hopeful that lots of people are keeping on trying." This is what you said there too, Dave. And also that there are lots of ideas to try myself. Yeah, Thank you for sharing that, Tara. I also felt it was written by human beings, right. It came across for me, very, very human and very accessible to read in that way. So ready for the next one? Let's spin. Okay, you didn't think you're gonna get through a session without talking about AI and ChatGPT. How might AI like ChatGPT impact course design? Any thoughts come to mind? Let's start with Dave this time.

DAVE:
Oh, sure. Yeah. How might, I mean, it will certainly impact different aspects of education. How it might impact course design. I think it's my experience with it that it's quite useful as a brainstorming tool or like a getting, getting started with gathering ideas and that sort of thing. I feel like, you know, ChatGPT was released in November of last year. We don't really, we still don't know what its best practices are or its best uses are. I think people are still experimenting and yeah, I mean, I've got two kids in university and I've used it with them and stuff. It's kinda out there. I think for us, for course designers, it can be, it can be interesting to ask for... One thing I have done with it is ask for a list of authors who write on a particular topic. And ChatGPT will give you, give you that list. But the list is inherently biased. So you will, because it's based on what's out there. So then you can ask it. Now give me that same list, but I want representation from through this lens or what would be an environmental perspective on this topic. Let's say some educational thing on assessment. And it'll deliver some of that. So it gives you an opportunity to increase the different perspectives on something, not just to ask a single question and then run with the answer.

HELENA:
Thank you for that. I see quite a few answers in the chat too. I see Yomna saying, "I used generating texts for assessment design. It's my time to do the big stuff, which is nice." There's also Jodie, "I find that ChatGPT is useful to bridge the gaps between the subject matter expert interviews and applying the information when building content." So yeah, that's great. Thank you. Parm, did you want to add anything to that?

PARM:
I think I will just echo what Dave said. It is pretty early and it's probably a little bit too hard to tell. I don't think necessarily it's a bad thing, but I think it needs to be improved. I've used it, tested it out just to do a work outline. And I tried it, tried it early on. And the outline was very typical, basically whatever information is already existing. But it didn't really customize. For, like for example, I think I was asking about a workshop on accessibility. And it missed diversity and inclusion and all that. But when I did it about a month-and-a-half after, it seems to have picked up that information. So it seems to be changing. Right now, it's kind of in the stage where we don't know what's happening. I did do a little bit of reading up on it. I don't know too much about it, but I think there may be some ethical concerns if there's a cost

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associated and that might impact on, again, equity. I've also read about some of the people that are working on it are paid very minimally. It's been outsourced to other nations and pay equity. So again, those are just articles I read. I would need to learn a lot more. Yeah, but it'll be interesting to see how it's used in education and what happens with the ethics of that technology. HELENA: Absolutely. And thank you for bringing in the social justice lens to think it's here to stay ChatGTP and it is something that we've spoken among ourselves too. How do we raise awareness about that piece too, right? So thank you for bringing that in. Next question, I'm going to spin.

LEVA:
Helena likes this. Spinning. It's fun.

HELENA:
Let's see. How do you build relationships with your faculty and sessional instructor? So that's a question that's front of mind for us at BCcampus. And I'm curious what you think about that. I know of Dave doing a few things that I know about your Friday on demand. Maybe you want to tell us about that and any other things you do to build relationships? DAVE: Yeah, I'm really interested in what the answers are to this question because it's pretty much one of my goals as well is to build relationships and also with different institutions that the faculty models are can be quite different. So sometimes it's hard to find... It's hard to find guidance or even research out there when your faculty model doesn't align with, let's say, the mainstream. And that's certainly where we work. Where I work at the Justice Institute, most of our faculty are our sessionals or part-time. They're not in the building. I'm trying to find environments and, and forums where we can get together has always been a challenge for as long as the JI has been around. We're trying a few things. We've got an organization or a group called the Teaching Learning Collaborative that we started early this year and we got together and we really had a discussion on ChatGPT and AI. So there were a lot of interests there and we try to have a lot of informal get-togethers. And then at the same time, we tried to advocate for incentivizing faculty development activities. And I know ,as you said earlier, Helena, but it's budget time this month. And so we're trying to make spaces in those Excel sheets. Of course, things like faculty development can be a tough sell because they're not transactional in the way of you sell a seat, you get, you get income kinda thing. You have to really have the long view. So it's about building a culture and making people feel welcome and interested. And then actually finding out what people are interested in. Like how do faculty want to improve themselves and how do they want to increase their...especially sessional part-time. How do they identify as educators? Is it a thing on the side? Is it a thing they aspire to. So we tried to do kind of a very multi-pronged approach. And a lot of people running around in the background doing different things.

HELENA:
Yeah, there's no quick fix. That's right here, right. The multiple approach of multiple ways. How about you, Parm?

PARM:
I can speak to it like from working on a course perspective rather than institute or department building a relationship. But when I'm working with faculty on the course, listening is really important. And I think just keeping your mind on the fact that both your interests and your goals are aligned. I've never met an instructor who didn't care. So that part is inspirational. And I find that just listening to the direction that the instructor and the vision of what they have for their course and supporting them in that area. Yeah, that's about it, I think.

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HELENA:
It's wonderful to hear that what you experienced is faculty who care because we know that and that's probably the care that leads to burnout for us in many ways. And I so appreciated the conversation in the book club. Even last week about this piece of care and taking care of ourselves. Okay, we have a response there in the chat. Dave is responding to a previous comment there from Taruna, who said that we haven't yet completely understood how ChatGPT will be truly transformative, but the possible use case scenarios have started to come through. It has potential for personalized and adaptive learning, but it can also reinforce existing assumptions and biases since it's based on information that already exists. Thank you. We do one more, one more spin of the wheel before we go into deeper dive. So let's see. Do you have a favourite chapter in this book and why? And here I'm really hoping to hear from our audience members as well. So Parm, do you have a favourite chapter?

PARM:
Yeah, that's a tough question. There's a couple of chapters that I really enjoyed. I think the "Intentionally Equitable Hospitality as Instructional Design." I really liked that one. I liked that in particular because it starts off with talking about what are...our traditional learning environments are inequitable by design. Like they've always been. But it's sometimes like with critical pedagogy, there's a tendency to point out the failures and not offer solutions. But I love this article because it's full of solutions, ways of... correct ways of participating in fixing some of these approaches. They talk about centring marginalized students and making them a priority with their needs. Basing it not so much on the learning outcomes, but infusing the entire approach to learning and teaching with social justice as a central value. It just, for me, it was a really positive one just because so many examples using storytelling. They had some great examples of things like what we're doing now, Helena, with the wheel, like ways to connect and get to know other people. The learning is adaptive, it's collaborative. Everybody plays a role in it. Yeah, a lot of those ideas really appeal to me, but there was a number of really great chapters. Yes, it's an unfair question perhaps to write that is difficult, but I see that Jodie agrees with you. She said that "our traditional learning environments can be high, probably better for learning." Thanks Jodie for that comment. Dave, do you want to take on this tough and unfair question?

DAVE:
Yeah. There's a few that I liked. I guess if I picked one, it would be maybe number eight. The one called "Sharing Instructional Design." A few authors there and their subtitle is "Collaboration and Community with the Past, Present, and Future." And I guess I would pick this one because they sort of question what good instructional design is as they get into it. And they contrast that with other models. And they come to the conclusion that they need to have more student involvement in the actual design. Never mind the activity within the class, but the design. And then I think what kind of stood out for me in that chapter is they, they come up with an approach and they do it and I think they're pretty happy with it. But then they sort of pause and say, yeah, but can we do this? Could we do this design that we just did post pandemic? Like they're not, they're not prescriptive about it, which I quite like. And I think that's one of the themes of the whole book is people are trying stuff and hoping that their ideas are going to work. But there's less prescription. You read a lot of books on anything. But in course design and teaching, it's usually, there's a kinda how-to aspect of it. Here are the top 10 steps or whatever. Follow this model kind of thing. There's a lot of proposals about different models, but I think a lot of the authors stop short of actually saying, It shall be thus. Like, let's move away from prescriptions and let's keep the question marks around. That chapter sort of exemplifies that approach. And they talk about, if you believe that

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you want students to be responsible for learning then they need to have agency in the design of the course, rather than have it as a thing that is foisted upon them. So I kinda like that message as well.

HELENA:
There was something for everyone. I personally liked the one on humanizing online learning. Just maybe because of my love of FLO and just thinking, how can we make online learning more of a humanized learning experience. But I'm curious if there's anyone from the audience before we move on, if there's anyone from the audience that maybe feel too. I see Deb there. "Chapter six is 'Straight and Narrow.' I myself and pause and ponder." Well said. If anyone wants to grab the mic, we are here for nice conversation with all of you. So I want to encourage that. There's also the chat going on with Taruna saying. Taruna you are so connected on Twitter. She's sharing a Twitter chat there that people can maybe follow if you're interested. So Leva, shall we do a deeper dive?

LEVA:
We'll give this a go. A little deeper dive. Just some of the questions I think we touched upon with the wheel as well. So the first question for Parm is the idea of the book, it came out of COVID and sort of like the rapid shift that we had to make. Your thoughts on, do you think that it was just a response to this upheaval that was caused or do you think or sense that these are simmering under the surface and that they were issues that, you know, are problematic all along. And I don't know, do you... Are you hopeful that there's going to be a desire to stick to it as we all want to seek solutions. Do you have thoughts on that?

PARM:
Definitely some of these ideas and concerns, they've definitely been simmering for some time. But I think COVID sort of brought it to boil. Like ideas, pedagogies of care. People like Cate Denial who wrote the foreword to the book, Jessie Stonewall and others. They were talking about kindness and incorporating it in different ways into your education. Whether it's ungrading or just even simple things like not asking for a doctor's note. Giving students options for assignments or options with completing assignments in different modes. These ideas were definitely around before COVID. I don't think they will fizzle down. I think maybe if it does fizzle down a bit, I think it's going to be sort of like how children and humans learn. You do two steps forward, one step back, and you get back into your comfort zone, you move forward. I would like to believe that these discussions are still happening. Books like this are coming out. From what it looks like, this seems to be responding, responding to changing demographics. I mean, we're not having traditional students. Like universities in the states, colleges are having declining students. The composite demographics are changing. We're having more international students, more multilingual students. So the whole environment is changing and I think universities and colleges and institutes will be responsive to that.

LEVA:
Thank you. And yes. Please comment in the chat if you'd like to contribute to this conversation as well. I see Taruna agrees with Parm and in general. Yeah, I hope that we are more concerned with both offering flexibility to learners and building that trust with them. Yeah. I mean, there was evidence that there was some, that growing, I guess, focus on care for students before the pandemic. And it really did become much more of an intentional and intensive, a sense of people needing that support as we went through this together. So the next question I have is for Dave. So we did touch upon this in the wheel, when we did the wheel of names, but there's been a lot of talk about AI, surveillance, use and misuse of

data analytics in education. Concern about student privacy and identity. So this kind of brings to mind the old trope of human versus machine. So I was wondering your thoughts about how much you think that these ideas presented in the book are a reaction to these current issues or something else?

DAVE:
Yeah, I think this is related to Parm's answer as well. Because like a lot of these technologies, I mean ChatGPT isn't necessarily pandemic related. It's coming much later and things like surveillance software were around before the pandemic hit. One thing that does seem to have happened. Although it's not that long ago, if you think back to March 2020, what a confusing time that was. Where I get the Justice Institute. I know one week we were all at work and the next week there was literally nobody in the building. And there was not a question about pausing the work. The work carried on. So that included classes and things. Like a lot of classes got cancelled, but then a lot got pivoted almost instantly. And I think it just when things... when something like that happened, I know where I work, we went into a defensive mode and let's keep things going. And I think a lot of decisions were made quickly and not with the usual ability to think forward and plan ahead. So something like surveillance technology for exams, let's say, is a good example that had been around for a while. Proctoring software, that sort of thing. Like Ian Linkletter's troubles started well before COVID. And so he was already an example of a person who was already talking about the problems and there were lots of other people talking about them as well. But I think when COVID came, there were just so many more people in on the conversation who hadn't been following the progress of these educational technologies. And I know where we work. Having proctored exams was a requirement for a lot of our partnering organizations, especially when there's licensing and certification, that sort of thing. So that tech was looked upon as a quick solution and it would do the job that we were asking for, but there was none of that pre-consideration about well, what are the impacts? And only later I think, including up to this moment, are people re-evaluating those kinds of choices and thinking. Well, maybe that wasn't such a good idea, or do we, do we have alternatives? And I think also the other thing that was going on here, like if you think about... If you can cast your memory back far enough. Like to the Open Learning Agency where I worked in the late '90s. There you had an organization where people were committed to finding edtech solutions to be able to reach people who weren't coming to the institutes. They weren't coming into the buildings or they weren't going, they weren't near the Lower Mainland. They couldn't go to UBC, or SFU or UVic. And I think at that time, the late '90s, it was really those big three. And then UNBC came along as a university and then the whole university complement expanded. But people were already talking about how we can reach folks who aren't coming to the traditional institutes? And some of those solutions were technological solutions. So and then with that, we would talk about, well, how do we get engagement when people are at a distance or if they're doing self-paced courses, how do we support motivation and stuff like that? Those are ongoing conversations. With COVID... When COVID came, suddenly everyone was confronted with these dilemmas about how do we reach people who aren't now are not coming into the building. They work coming in. And I think we just got like an explosion of thoughts and decisions and solutions just all on the table at once. And so I think only now are we looking... All those same folks. A lot of those people, not just the advocates, are the early adopters, but everybody is looking and wondering about those choices. And I have a friend who wanted to do research on teaching during COVID. And he reached out and did some interviews about how people are adjusting and the conclusion he was receiving from people was, they don't like this. Like they're feeling distant from their learners and they don't like a room with all the cameras off and stuff like that. And he was sort of leaning towards this conclusion that this wasn't working. But my response was, of course it's not working. Nobody wanted this. But let's, let's talk to the people who have thought about how to get,

how to be more engaging when you don't have the luxury of the building and the classroom. Like when you're reaching out using technology or other means. It's not just a technical solutions. So those discussions have been going on for a long time and I think that things are starting to catch up now that we're getting a bit of opportunity to reflect. And I think that's what this book is actually. It's, although it was written in that kind of wild time, it's trying to create a pause moment to say, we're trying all these ideas. We recognize that if you just mediate everything through technology, you lose the human element. But let's think about what can we do that's working or what might we do? And I think that's where, that's kind of where I feel like we're at now. I know where I work. That's where we're at. We're now going back, going hey, buying that proctoring software, was that really such a good idea? Look at all the carnage it's created. Let's re-evaluate this. And even if we insist on, let's say proctoring at a distance, are there better ways to do this or are there better assessments we can do that are still certifiable, or valued by the prevailing bodies that are asking for them? That's a long-winded answer. I'm sorry, I went on there.

LEVA:
But I love that though. Let's slow it down. And really let's just take a moment and let's make meaning about what we've all been through. And then what did we learn? Are we just going to go back to doing things same old, same old? Anyway. Yeah, I love that. And Jodie actually has an interesting comment too. I'm fascinated by the concept of the hidden curriculum. I think that COVID's impact on teaching and learning accelerated the push to edtech and left many behind. It's very true when now, what are we gonna do with that knowledge? And what have we learned, right, through that process? Taruna, "COVID precipitated in the existing challenges that made them even more challenging. Technology being the greatest unifier, but also the biggest divider." Very true. Helena, did you want to...

HELENA:
Yes, I want to...

HELENA:
Yeah, I was thinking about how Deb used the phrase earlier, pause and ponder. And I'm thinking, maybe this can be a theme this year to pause and ponder, right? To not just jump and frantically create and put out, but to really pause and ponder. So, Deb, if you see that in my slogan and LinkedIn, then you know where it's coming from. So I'm going to put the question that I have for Parm in the chat. Did it come up all there? Yes, because it's a big question and it's about systems and I don't think it's fair just for Parm and Dave to answer these questions. Because, in truth, Parm did provide these prompts, hoping that the audience would also respond. When I put, I put it there in the chat, I'm going to press it. Then you can see it's quite a big one. So Parm, our current education system rose out of industrialization and were designed to feed the capitalist system. The nature of the educational systems themselves undermine progressive educational changes. And ideas presented in this book challenge these systems with ideas which can be viewed as revolutionary. Is it possible to change such an established and deeply rooted system? So that's a very good question from Parm and I'm curious to hear your response, but anyone else who wants to grab the mic, you're welcome to do so.

PARM:
I'll start with the short answer. The short answer is yes. And the reason why I think that is I think one of the things that COVID showed us was how quickly big institutions can make change when they need to. I remember like before COVID, there were discussions at institutes about remote work and people like

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working on proposals and discussions on how it could work or not. But then overnight it happened and it was possible so it wasn't a comfortable change, but it can be done. I think the chapters in the book, three of them in particular, the "Developing Critical Student Autonomy in Blended Learning," "The Straight and Narrow Path of Least Resistance," that reading, and then also the "Intentionally Equitable Hospitality." Those three readings in particular really talk about these, the current educational system. Some of the values embedded in the traditional systems. And it really challenges some of those ideas in those systems by, I think the term was de-centring authority. I don't know if the change will be as revolutionary. But I think part of these changes, I don't think there is an option not to change anymore. I think student concerns are changing. Like I said before, demographics are changing. There's students who aren't graduating from high school and going to college and then going to university and then getting a job. People are becoming lifelong learners. Climate change. We're already dealing with disruptions due to climate change, housing concerns. I think the world is just different from when these traditional education systems were formed. So I think the change is going to be continuing, but it'll be incremental. And I think it's going to be driven by necessity. Yeah.

HELENA:
Thank you for that answer. I see again a nice comment from Jodie in the chat. She says, "Yes." Then she provides a resource, *The New Education*, by Cathy Davidson. And there's a link, Thank you for sharing that, Jodie. "Really dives into the roots of our current education systems and discusses how community college models can provide ways out, including open textbooks." Thank you. Is there anyone that wants to talk about the systems to unmute yourself and contribute to this very big question. Or Dave?

DAVE:
I can, I can add one little thing. Although I think what Pam said that resonates with me, I think there's… I see two things that people can do that I think about. One is some of these systems are so ingrained, they're hard to, they're just, they seem insurmountable or overwhelming. Maybe we'll get into this. The last question I think about like assessments. We've got... There's a lot of work to do there, but it's a systemic problem as well because it just assumes a way of thinking about what assessments are meant to accomplish and how they're separating those who can do from those who supposedly can't do. But there's so many problems with it. But one thing I feel like in order to not feel overwhelmed is there are a couple of things we can do. One is if you're an instructor, if you work at an institute here in B.C., there's a possibility you might have some decent autonomy. You can make a change at the individual level and you can do things. You can create more inclusive learning environments and alternative assessments. Like you can do a lot within just that little microcosm. But I don't think that's enough, actually. Like that won't move the needle unless there are other people knowing or sharing ideas. And I think that's the second thing to do is we have to be involved in things like committees and other bodies within our institutes to try to really encourage everyone to think about how we can break some of those, those long-held assumptions about learning and education. And that's a much longer game. That it just takes a lot of patience and changes incremental and slow. So I look at, that's how I look at things. I've got these two ways I can try and move things forward. And then just learning.

HELENA:
Thank you for highlighting those ways, for not being alone. That there are things that we can do as individuals to contribute, maybe, to add some pressure to the system. So Taruna and Jodie also joined. Thank you for your comments there. Taruna said, " Previously remote work was treated like exception handling until it wasn't and became the norm. That truly demonstrated how our assumptions and biases

about the norm, about what's normal can literally change overnight. Learning, whether individual or organizational system learning, is sometimes more about letting go of what we know rather than gathering something new." Wonderful comments. Thank you. Jodi said, "I think that the demarc..." Oh, I can say that! "democratization of education is an alternative. We are no longer completely tied to traditional models of academia for career progression. It's becoming impingement on the institutes to find ways of recognizing prior learning that are valuable." Thank you so much for adding those comments. Our final question we're going to skip for now, because we went to move on to a little activity that involves everyone here. It was going to be on accessibility, but it's also, if you're part of the book club, it's part of the week three prompt. So we encourage you if you haven't answered that, to go and do that. We have a collaborative activity that we want to do next. You'll see the instructions here, Leva.

LEVA:
Okay, so we're going to take this last few moments here to reflect on the reading. And we invite me to share three words that come to mind which capture the themes and essence of *Designing for Care*. So then this will become a word cloud and the final artifact of learning or this book club. So we invite you to think a bit now and put in your three words. Thank you.

HELENA:
So just checking, Leva, that you can see the poll coming in.

LEVA:
Is everybody else able to see this as well?

HELENA:
Yes. Okay. I see they sound... It's cool.

LEVA:
We can just give it a couple of more minutes, I guess. in case people...I was going to put in mine.
HELENA: If Kelsey can also add. Barbara says in the chat there, "Learning, sharing with everyone."

LEVA:
I think the pace has slowed down and nice. You see "humanizing," "justice," and "social" were very popular. Sensibilities or thoughts that came out of the reading. Thank you, everyone. Yes, we will take a screenshot of this and share it when we share the recording afterwards. So you can maybe hold onto this. Thank you for participating in the webcam. So we now have a small moment to ask if there's any questions that you feel were unanswered that you wanted us to address today. It can be questions for David and Parm. It could be questions for our audience. Anyone with a question or comment here?

TARA:
 I would love to hear from the presenters or anyone who's here today, if anyone has any tips or enthusiastic encouragement for like when you do try stuff that creates different avenues of access. Or we touched briefly on things like ungrading. And I appreciate the encouragement to do stuff as instructors. But when you do get pushback from your administration or from individuals in your administration, is there a way to push back and say like, you know, like this is like a legitimate thing. I'm not just being lazy and not marking stuff. But like I'm not just being lazy and not hassling students for

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stuff. I'm giving them space to do it or space to do it in a different way. I guess it always comes back to that straw man rigor. But yeah, just any nudging in that or tips, I would appreciate.

HELENA:
Thank you, Tara, for the question and really thank you for your contributions in the booklet too, very much appreciate it. Dave or Parm, one of you?

PARM:
I've got a couple of comments. I think sometimes we're focused on doing something absolutely perfect. And I think part of teaching is when you're vulnerable to the students. And you set up the environment that it's experimental and you're going through this and you're learning out of the process rather than focusing on the end result or the goal. I don't think that whatever you do in class is a failure because you're always going to learn and improve. I think that only addresses part of the question. But maybe, Dave, you want to speak to the other? DAVE: Sure. I mean, you mentioned ungrading. I'm a big fan of ungrading. And I would say the research is on your side. There's plenty of evidence for, being, for doing all these things, for having more engagement in your classroom, for being more inclusive, for sharing design responsibility with students, for ungrading. There's plenty of evidence to say that this is good for learning and good for students. And I think it's also another example that, I was thinking of ungrading in particular as one thing you can control as an instructor. But you are working within a system that wants grades. Or potentially, I don't know where you work, Tara, but I worked and I taught at UBC and they love grades. So I had to write them in the system there. But also there are groups, there are professional groups. Even at a place like UBC, there was an ungrading Slack group. And I think that goes for all of those different types of ideas. Your teaching and learning centre if you're working in a post-secondary, you certainly find like minds there. And of course BCcampus has so many good workshops on these topics and resources. And that's where you'll also find people who are trying the same thing. They're just trying to make things better. And it's good to connect with those folks as much as you can within wherever you work, but then in the wider community.

HELENA:
Thank you and I hope those answers helped you, Tara. We are in our final minute. So we do want to wrap up this book club and for Leva and myself, this is the wrapping up of three months of the BCcampus Open Edition Book Club. We have enjoyed this tremendously. The thoughtful conversations, comments that matter most. Really just an amazing experience for us to get to know some of you a little bit better. And we, as people from BCcampus, we want to connect with the sector as much as possible. So we look forward to hearing from you and some feedback. You will see by now, it should be in your inbox a little survey to give us feedback. One of the questions I'm almost always interested is not just how we can improve or what didn't work, but what are the topics that you are interested in? Let us know.

LEVA:
And also books too. And books. If there's a book recommendation.

HELENA:
Yeah, book recommendations, please. If you have some, share with us, And then as we wrap up, we started with the wheel and we started with Leva talking about self-care. We want to give you a moment of self-care. I also feel the woods self-care for me, even vigorous community care and we take care of

each other. And that's what I feel a book club community can do is take care of each other. So Kelsey is going to put the link to this, spin the wheel and you can spin for yourself this time. I won't be pressing. And this is something our team did. And Tracy created this self-care wheel, and we each went and spinned it and spun it, I should say, and we put it in our team what we got and just took a moment to take care of ourselves. So I don't see the link yet, and I don't want to leave you without the link. Kelsey do you have the link? Yes, there you go. If you want to spin it now and tell us what you found for self-care, you can or you don't. But thank you for sharing this hour with us. Thank you to Leva. It is always fun collaborating with Leva, what a creative mind. Yeah, and Parm and Dave, thank you for your thoughtful contributions throughout this month. We really care about you both. Thank you. That's it from us. People have a wonderful, wonderful Tuesday. And if you want to share what you get on that spin the wheel before you leave that will be fun.