

NAME

Prof Carbine Interview.mp4

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START OF TRANSCRIPT

[00:00:00] Sarah Garcia

All right. Hi, my name is Sarah Garcia, and I'm going to be interviewing Rosemary Carbine, my religion professor, and we're just going to be talking about the impact of covid and how specifically it is affecting teachers. And you're going to be hearing from her.

[00:00:16] Professor Carbine

Thanks, Sarah. Good to be with you today.

[00:00:20] Sarah Garcia

So one of the first questions I asked was, in what ways do you feel the transition to online learning has impacted your teaching methods and materials, be they positive or negative?

[00:00:30] Professor Carbine

So my teaching materials and methods really have not changed, what I've done is I've adapted them to an online environment. So most of my classes are designed already to be highly participatory for the professor as well as for all the students. And so I adopted what we do in the classroom setting when we're on campus and into four. I adopted that for an online virtual learning environment now that we transition to this virtual public campus. So in my classes, I'm using both asynchronous as well as synchronous learning tools. So for asynchronous tools, I pre-record short lectures. I provide accompanying PowerPoint slides or handouts for students to view. I use Zoom and other tools available on Moodle like voice thread and then sometimes or I should say most times I ask students to actually reflect on and respond to those recorded lectures through embedded prompt questions using the external tool on Google Voice thread. And that way students can respond either by voice, video or text to those questions. Whatever way works for them, whatever is technologically accessible for them. And then that heightens student engagement before class asynchronously so that when we gather in class synchronously, we can have a professor led discussion by myself or I'll recap student comments.

[00:02:11] Professor Carbine

And then if students have questions or they want to discuss those in more depth, they can. And then also during class, when we meet synchronously during real class time, we do pair or small group work where we have student led discussion instructor for free space so that students can have time for small group discussion to engage assigned readings, primary text readings, actually based on the secondary source readings that they've done up to that point. So we use the checkbox? We use breakout rooms and then of course, we use a variety of other visual media. So in addition to the PowerPoint that I record and the, you know, group work that we do in class that's documented on Google slides, I also provide students with F.Y.I.(For Your Information) materials like other websites or like PBS websites or films that they can watch or short articles that they can read as FBI materials to enhance their learning. So I think this is a mix of asynchronous and synchronous tools that has actually led to talk about this later, too. But I think it's led to a lot of high student engagement and impressively allowed students to really climb that learning curve pretty quickly.

[00:03:39] Professor Carbine

For students who had no background in religious studies prior to taking the class, they're performing extremely well. They're rising to the challenge of both online learning and online learning in the module system that Whittier instituted for this academic year.

[00:03:58] Sarah Garcia

Thank you so much. That's great. All right. And for question two, we have how have you changed your syllabus and future coursework in order to accommodate these changes? I know you already talked about that a little bit more, but is there anything else you wanted to add?

[00:04:12] Professor Carbine

Yeah, I think I would just add that I didn't really change like my course description or my course objectives or my expectations for attendance and participation. I realized that I think I broadened my latitude in my attendance policy to include multiple reasons why students might miss class. So I usually excuse absences for, let's say, religious observance, other recourse required events, athletic competition, illness and so on. But under covid-19, students might be caregivers. They might have job conflicts, they might have technological access problems. They might have, you know, all sorts of other intervening, competing, you know, conflicts. And so I broadened the attendance policy, but I didn't really change, like I said, discourse, description, objectives or expectations. But in terms, of course, design of readings, how we engage the course materials, which don't just include readings, but also films and articles and so on. What I did is during the summer, I did a lot of professional development and I participated in webinars and workshops sponsored by the professional societies that I belong to, as well as Whittier Colleges, summer working groups. So Whittier College faculty formed some are working groups this past summer about engagement, best practices for online teaching standards and assessment and so on. And by participating in those workshops and learning from those webinars, I developed a whole toolkit of pedagogical strategies that I could draw on for highly engaged teaching and learning, informed by, like I said, my professional society. So I was participating in those webinars in order to learn strategies about feminists teaching and learning culturally responsive, inclusive, anti-racist teaching and learning. And then, of course, we were all going through various levels of trauma at this point, whether we were isolated from campus or we've lost jobs or we've lost family members and friends due to covid or we're grappling with the systemic racism in our country.

[00:06:46] Professor Carbine

And so I learned from these webinars how to create teaching in all of these ways that, like I said, highly engaged, feminist, culturally responsive, inclusive and anti-racist. And that also takes into account really the dramatic impact of all of this on us. So I tried to learn and build on a toolkit I already had as a college professor. But let's not talk with sort of, you know, learning about a wide range of online virtual education tools that could assist my students in all these ways and also help me and them reach the course objectives and achieve academic success. So and thankfully, with your college created for faculty property development website, with a whole wide range of tools to learn about all of these online educational tools, which we never expected to need to use at a college that's primarily devoted to in classroom in-person education. But I have to say that some of the online tools that I've used, I may continue to use when we return to in classroom teaching and learning, because I can now assign students work to do prior to when they come to class or tell them to use class time to do some of this work. And then we actually meet maybe for forty or forty five minutes for meaningful small group exercises. So I'm not necessarily talking in this response about like concrete changes to the syllabus, but how I organize a course and how I organize a service.

[00:08:35] Sarah Garcia

Yeah. And that's so interesting how you were able to take workshops and do that in order to learn because you're not only benefiting yourself, but also the students that you're teaching. So that was really interesting.

[00:08:45] Professor Carbine

Well, but one of the webinars I attended talked about the immediate pivot from last spring where we had to, which you can't do turn on a dime from in-person teaching to online teaching and that the summer now provided, the speaker said on the summer, provided this kind of in-between space from what had occurred in the spring. And we could reflect on what worked, what didn't, what we need to know, what we don't yet know, and then implement that from a more intentional way. And I followed that speaker's advice because what she explained was we shouldn't just saturate ourselves with tech and hope it's going to work for the assignments. She recommended that we look at our objectives and then analyze the digital tools available to us and not try to learn every digital tool available, you know, maybe pick three or four based on will that tool help me achieve my objective and.

[00:09:54] Professor Carbine

Then students get time to build digital literacy with those tools, and you're not constantly switching up the digital tools for students, they can come to rely on, you know, what digital tools you use.

[00:10:07] Professor Carbine

And if you want to introduce new ones, introduce them over time. So that helped me because it relieved a great burden. I and I anticipated or expected that I would need to learn, you know, this vast array of digital tools. And then I realized all I will do is reinforce my trauma and the students' trauma and stress. So let's just do a few things digitally and do them well with purpose and intention related to course objectives.

[00:10:44] Sarah Garcia

Yeah, that's great. And that's crazy how we had to transition in such a small time, because I remember covid like it was a national state of emergency and then the college closed like the day like right after. So like teachers having to switch between literally a couple of days. It's crazy to think about.

[00:11:01] Sarah Garcia

Yeah.

[00:11:03] Sarah Garcia

All right. So the next question is, what are the challenges that your department has faced during the pandemic?

Because I know you're, you have a prominent role in your Department of Religious Studies, so.

[00:11:13] Professor Carbine

Yeah. So in religious studies, our courses are designed to achieve four objectives with students. So whether a student is a religious studies major or not, our courses help students to do four things. So after a student takes a course in religious studies, they should be able to show that they know about the similarity and difference in three major religious traditions. They should be able to evaluate religions as a dynamic system that intersects with politics and economics are wider culture. They should be able to define and apply different methods and theories in more advanced courses for studying religion. And then our fourth objective was the one that was affected the most, which is that students, after they complete courses with us, should be able to interpret at least one religious tradition through some kind of experiential learning that can be a field trip, that could be a guest speaker and so on. Well, last spring we had an interfaith film series about plans to screen the movie Romero because it was the 30th anniversary since Romero was assassinated. He was a Catholic activist priest on the front lines in El Salvador advocating for poor people under an imperialist regime. And he was assassinated while celebrating the Eucharist during Catholic mass. So we wanted to we had partnered with social work to show this film so we couldn't do it.

[00:12:56] Professor Carbine

So we responded to this year and we will do it virtually in an online way if we need to. We'll have like a couple of days for pre screening the film or students to watch during a period of time. And then we'll post on Zoom like a panel discussion. And then students can either talk through a large group discussion or in small group breakouts about their reactions to the film. So since this year, since covid-19 required online teaching, we've had to adopt that fourth objective about experiential learning to include virtual events. So some colleagues are still inviting guest speakers into their classes. But it's virtually and it's during class time and we're just opening that up to the campus. We're also advertising about virtual events and guest speakers that we know of that are free, that are available to our students, that are offered by organizations and community partners, both locally as well as nationwide. So what we're trying to do is offer experiential learning opportunities that actually connect us beyond the virtual campus to a larger national conversations. So I can give you a couple of examples and then I can explain why we're doing this. So let me just give you a couple of examples. So we host an annual interfaith OK film screening and series.

[00:14:33] Professor Carbine

So but we haven't been able to organize those yet for this module. But what we've done instead is we've advertised to the campus an interfaith event which took place on Sunday, October 11th, which coincided with national coming out day. So. Students and faculty and staff as well were invited to register and launch on the 25th anniversary interpret celebration of what's called Solidarity Sunday. And this event was sponsored by Dignity USA. Dignity USA is a, it's an organization that basically works for and this is their direct mission statement. They work for respect and justice for people of all sexual orientations, genders and gender identities in the Catholic Church and also throughout the world. And they do so through education, advocacy and support. And then we opened up to the campus a global interfaith prayer service to the Earth, which just took place this past weekend on the 17th of October for students to understand all the ways in which the world's religious traditions approach ecological issues and the climate crisis. And this interfaith prayer service was part of a global summit that was sponsored by the Yale Forum on Religion Biology, which is housed at Yale University. So there was a mini summit series of panels on Friday the 16th, and then this global interfaith prayer service happened on Saturday the 17th.

[00:16:18] Professor Carbine

And we partnered with the Wellness Coalition on campus to advertise these events because one of the components of wellness is spiritual health. So our students may be seeking ways to enhance their spiritual health at this time. And then also we've been sponsoring events either connected to courses or, as I said, advertised by other national organizations to enhance our students' knowledge about the study of religion. So one panel that I advertise to the campus was about religion and the public conversation sponsored by the Center for the Study of Religion at Princeton University and another panel that I advertised to the campus just today. In fact, on Monday, the 19th is a panel about religion and the election and the ways in which different religious actors in the United States play a role in electoral politics and not only election based politics, but also, you know, the debates are ongoing right now about the appointment of a Supreme Court justice or the religious motivations that drive Black Lives Matter protests and also even women's march activists. So we're trying to utilize our professional networks. So the election that I just described is sponsored by University of Chicago Divinity School. So we're utilizing our professional networks in order to raise students' awareness about.

[00:18:04] Professor Carbine

Contemporary, sort of relevant of the moment issues, and so we're expanding what we mean by experiential learning to include virtual events, guest speakers, panels and so on, that can help students process our national moment and also learn about different religious traditions, but in a virtual way. And so we're hoping that we're planting the seeds here for students to learn about not only the way that these topics are discussed in the L.A. region, but across the nation as well. And we've done this because our budget was cut. So departmental budgets across campus have felt the effect of the financial strains of teaching online.

[00:18:55] Professor Carbine

So shifting to a virtual public campus has required us to get more financially savvy about using the financial resources available to us. So usually our budget for experiential learning is quite healthy because we take students, you know, we utilize a bus, we take students to a play, or we take students to a museum, or we're visiting a temple or a mosque or a church or other religious organization in the L.A. area. Well, we're not doing that now. We can't do that now. So so consequently, administrators made the decision that our experiential budget did not need to be as I said, as healthy as it was, because we're not expanding those financial resources. So we want to make sure that the events that we advertise are neither free, you know, no cost to us to host or minimal cost to us to host.

[00:19:55] Professor Carbine

And then, of course, no cost to the student because everyone is operating under different and new and unexpected financial conditions.

[00:20:06]

Yeah, I didn't even know that the budget was cut. I'm sorry. Well, because I know we have a lot of events going on and like, I know like they need to put the funds elsewhere and stuff like that. But I'm sorry about that. I didn't know that.

[00:20:16] Professor Carbine

Well, we're not the only department that is. So this is campus wide. But again, we.

[00:20:25] Professor Carbine

We make, you know, sort of decisions about how best to continue to offer our curricular, you know, curricular activities that then feed into our curricular objectives, and obviously we can't send students abroad right now. And many of our students, when they study abroad, they fulfill that field experience requirement. So we even have a student record from study abroad last year. So we need to fill the gap with other ways that our students can engage in experiential learning.

[00:20:59] Professor Carbine

And actually, if you think about it, many folks already participate in religious activities virtually. So why not utilize this as an opportunity to expand that, the knowledge of digital religion?

[00:21:20]

All right, so question number four, it was how has covid changed the teacher student relationship from the viewpoint of a teacher like I know you can't say much for a student because you are the teacher, but can you just talk a little bit about that?

[00:21:35] Professor Carbine

Sure.

[00:21:35] Professor Carbine

So covid-19 altered all of our relationships covid-19 changed, at least for me as a professor, covid-19 changed to the kind of frequent informal interaction that I enjoy with my students. When we meet either in campus classroom a few minutes before class, a few minutes after class, or when we meet for on campus events and we talk a bit about the event either before or afterwards or even when we attend

community events together.

[00:22:11] Professor Carbine

And all of that frequent, informal interaction really helped us to build and strengthen a sense of community at Whittier. One of the Four C's' right at Whittier is liberal Arts education is to build and enhance community.

[00:22:26] Professor Carbine

So we lost.

[00:22:28] Professor Carbine

In person ways of building community under covid-19 when we shifted to this virtual public campus. So what I've tried to do in my online classes is I've implemented a weekly discussion board or chat where I'm giving students a space for that kind of informal interaction, not just with me, but with each other to talk about in these chats to discuss any connections that they're making between, of course, materials and their own lives or maybe their other courses or major or minor or maybe things they're studying in literature or the arts, sciences and social sciences or even current events.

[00:23:17] Professor Carbine

And a prompt that I created for students was very simple to just say, how does one learn to apply to or integrate with some aspect of your life on academic or otherwise.

[00:23:30] Professor Carbine

And that kind of informal space still enables relationship building, student learning with each other and with me.

[00:23:41] Professor Carbine

So I don't post until the conversation has concluded. I let the students talk to each other to post and then respond to one to two other posts. But these informal interactions among students then I synthesize and respond to this really helps me to get to know my students better and provide them with maybe the following week some F.Y.I materials that go beyond our course readings, but that connects to readings for that week, but then also build on questions that students have asked and so on. So and then, of course, for students who wish to, they can attend my drop in, you know, open Zoome. I can't say open door so open Zoome office hours for conversation. And some of those conversations have, you know focused directly, pragmatically on the question at hand and so on.

[00:24:39] Professor Carbine

Sometimes students just want to talk and that's fine.

[00:24:45] Professor Carbine

I'm also teaching an independent study right now with a student who's combining gender studies, minor film studies with political science, and that that independent study focuses on feminist social movements in the US and analyzing those movements from an intersectional perspective.

[00:25:09] Professor Carbine

And that kind of the independent study, I think, under the covid-19 conditions still enables the teacher student relationship.

[00:25:20] Professor Carbine

But the ordinary class experience, I think we have as faculty to get creative.

[00:25:28] Professor Carbine

We need to get creative about how we still enable those informal, you know, frequent interactions without overloading and overtaxing students with another activity to perform. So I would rather that students not I would rather that students do less frequent, higher quality work that then gives them a little bit of free space for these kinds of informal interactive tasks and students who have participated in them in these discussion boards.

[00:26:04] Professor Carbine

I've really enjoyed them. They've learned a lot from each other.

[00:26:07] Professor Carbine

These informal interactive spaces turned into these brave spaces where students are sharing all of these things about their religious lives, how they were raised, how it intersects, how their own understandings of religion compare with or contrast with what we're learning in class. And so I don't want to reveal any of those details because that's that falls under FERPA (Family Educational Rights and Privacy Act), the, you know, student confidentiality agreement that we dealt with.

[00:26:37] Professor Carbine

You know, we all abide by that agreement. But I can say that those spaces enabled students to open up in ways that enabled more highly engaged relationships, not only with me, but with other students.

[00:26:55] Professor Carbine

So I think the relationship with students has shifted, it hasn't necessarily changed dramatically, but it's shifted into this online virtual space.

[00:27:09] Professor Carbine

Yeah, and it's weird to think about, like I can't- I don't know when the next time is, I'm just going to pop into my professors office to be like, Hey Professor. And just like I have a quick chat, like, I don't know, it's uncertain, you know, to think about that, that and I won't take it for granted anymore. Definitely not.

[00:27:25] Professor Carbine

So I've been trying to think about whether we should in religious studies, whether we should post on the website, you know, our Zoom office hours because I let my advisees know.

[00:27:39] Professor Carbine

You know, my office hours. I let my students in my classes know my office hours. But how about the student who wants to interact with me but doesn't know how to access that information? And so we need to protect our privacy. Like we can't just put our personal links on on the website.

[00:28:02] Professor Carbine

But, you know, sometimes for some students, it's a lot of multiple steps to send an email request, a meeting. So the meeting, get the zoom link. You know, it's a lot to do. So hopefully we can come up with a streamlined way for students to get access to our virtual office hours.

[00:28:23] Sarah Garcia

Yeah, and that's why I guess we're just going to have to adapt, you know, like every teacher, every student has been doing. We're just going to have to adapt and know. Yeah. And for question five, I think you're pretty much

answered it. It was basically the technology like as a teacher has the fact that technology, Zoom/ Moodle has paved the way of class structure, affected the classroom. You know, and I think you talked a little bit about it, but is there also anything you wanted to add?

[00:28:50] Professor Carbine

I think I would just add that I found it rewarding last spring and so far in Module one to use what is called the flipped classroom. So you saw the for either flipped classroom students are assigned to complete whether it's readings or watch a lecture or view some materials, either video or articles and so on before class and then during class time engage in meaningful activities, whether it's group discussion or debate or some other, you know, group based on tech assignment and so on.

[00:29:30] Professor Carbine

And that way the class continues on a spectrum rather than class meets in these discrete times.

[00:29:40] Professor Carbine

And in a way, the flipped classroom really reinforces what we mean in liberal arts education about lifelong learning. So we're helping students and also ourselves to get adept at this kind of continual learning process.

[00:29:57] Professor Carbine

And the other thing that I have enjoyed about some of the tech that I'm using Moodle, VoiceThread recorded lectures on Zoom and then digital humanities materials like PBS materials, CNN materials, news outlet articles and so on.

[00:30:17] Professor Carbine

What I've enjoyed about that is that those resources create what's called scaffolded learning. So if I want my students to reach a particular objective what do I think they should or need to know before we do the activities together in class in a synchronous session in order to reach the objective.

[00:30:40] Professor Carbine

And you participated in one of these activities in our class this semester we're in the Medieval era of Christianity there's a great degree of cultural synthesis plunging and hybridity between Christianity Buddhism and Islam and students needed to know more about Buddhism and Islam before analyzing how they intersected with Christianity.

[00:31:11] Professor Carbine

And I think the strategies that we utilized word because at the beginning of the week or the week before this course unit most students in the class in a poll reported that they had zero two basic knowledge about Buddhism and Islam and after that week the same students ask the same questions in the poll reported that their knowledge went up to intermediate. So 2/3 of the class went from zero to basic to intermediate Knowledge. Now that is usually after one course. This kind of scaffolding learning approach enabled that learning in one week. So I would say that the tech that I am using or the decisions that I've made about the

tech I'm using has really increased student engagement and its increased their academic success and also helped us in religious studies to achieve our objectives for our courses.

[00:31:55] Sarah Garcia (*Gibberish*) *Pardon the interviewer, her family was interrupting her Zoom*

[00:32:15] Sarah Garcia

Thank you alright and this question wasn't on the interview questions but it's just about the module system like we've been getting a lot of various opinions on the module system. I just wanted to get your opinion. How do you feel about the module system? Would you change it? Would you keep it? Did you like it? using it? Because I know it's the first time we've been using it.

[00:32:35] Professor Carbine

So a lot of colleges operate what's called the quarter system. So there are three quarters during the academic year and the summer quarter also counts. So they don't call it a module; they have you know three quarters during the year and the summer course. Some schools actually do four quarters doing a regular academic year from August until June and July is an intervening month. So the module or quarter system is quite common in American higher education.

[00:33:17] Professor Carbine

Whittier has not used a module system in decades and the remnant of the module system that is currently in our calendar is JanTerm. So for many of us, learning about Whittier's history with the module system and how to implement it also required a similar pivot just like pivoting to online education. And so I would have to say for myself the module system is fast-paced, the module system actually increases the faculty and-- well it shouldn't increase student work but definitely increases faculty load. So everything that I just mentioned about pre recording lectures, posting materials on Zoom, learning all of a sudden how to be a computer programmer for all of these different tech tools that we use in the class all that's created a very steep learning curve for faculty.

[00:34:25] Professor Carbine

At least in my experience and I'm not going to speak for other faculty, just out of my own experience. Time management became incredibly important to me. Because previously for a- I was teaching in the classroom-- too read, prep a PowerPoint and be ready to give a lecture and have some interactive activities. That would be it and then I could go on and do other professional work, scholarship, prep for another course, do my committee work and so on on campus. But now there's an added step there's read, prep whatever the material is, then record, then potentially edit the closed captions in the recording, make sure that the recording actually works for the student, and accept the possibility that there's going to be tech glitches. So not everything we do in the classroom is perfect. Not everything we do online is perfect either except it's recorded for posterity.

[00:35:32] Professor Carbine

So I've had to practice a lot of empathy for myself and also empathy for the student because of this very steep learning curve not only for online education but then his pivot to the module system. So I can't believe for example right now that we're in week 7 and the current module in which I'm teaching ends on Thursday and the next one starts Monday. Do I have my syllabus on my Moodle page and all my... no... no.

[00:36:14] Professor Carbine

So my consolation is that all of us experienced COVID trauma together and some of us experienced COVID trauma more than others because family and friends have been affected by covid-19. All of us have experienced the sorta reckoning with systemic racism in the United States together and we've got to process that trauma together and we're all going through this shift as a result of online education and to the module system together.

[00:36:56] Professor Carbine

So we're making in my opinion my students are really making the best and I have learned so much about what works in the flipped classroom, what doesn't work. I value my students' time. I'm not going to ask them to do busy tasks that don't have a course objective tied to it. I wouldn't do that if we were in person anyway but now I really am not going to do because we're already burdened by schedule changes, calendar changes, and then tech changes. So the module system I hope in terms of the module system, I hope that we will be in person next academic year. So that we can learn from both what occurred with online education, learn from the module system, and then have some really good curricular as well as calendar based discussions about what works for our students and student learning and what works best also for our courses and for our curriculum and it may be that you know we analyze and discuss January and maybe that we analyze and discuss the way that summer online courses are delivered. There are various topics that are now potentially up for discussion when we talked about the calendar as a result of COVID.

[00:38:31] Sarah Garcia

Yeah. Alright so that concludes the interview. Did *[gibberish]* you want to tell me or share anything else or? Anything?

[00:38:46] Professor Carbine

I'm wondering what you heard from the student perspective about the module system. Because some students I understand are taking more than the two recommended classes in the module and with my advisees I reminded them that two-- more than two is too challenging. So but then I know some students have found themselves in situations where they need to complete prerequisites or to complete requirements. So if you're comfortable sharing informally but you know without divulging confidentiality what you heard from students about the module system.

[00:39:29] Sarah Garcia

Yeah. So the opinions do vary. I have a friend that I interviewed and he's taking three classes but one is a lab. So but a lab is very-- like it's a lot of coursework, you have to do a lot of experimentation and just the fact that it's virtual is already challenging. So I know he's taking three classes at the moment and he is struggling like the people that are taking two courses like it's it's a lot of work they say it's a lot of work but it's doable and just I guess just the time crunch and how we're basically to I remember you saying we were learning like a lot a lot of course work in 7 months you know. We're learning a semester's coursework in 7 weeks. I mean so like I guess just a fact that is so rapid pace and so you have to do everything in little amounts of time is what is struggling for the student. I don't think it's necessarily the coursework that is actually hard and like burdensome but just about time management like you said cuz everything you have to do more work for everything...so.

[00:40:28] Professor Carbine

I think for me the change of the module changed pace. And sometimes that kind of fast paced teaching becomes not all consuming but it can become it occupies more of your time and whereas January is set aside for that kind of in depth, experiential, immersive learning. Where now were doing in depth, immersive, very intensive learning throughout the year. Which we should always do but we usually spread it out so that learning can take place in courses over time. Well now we don't we don't have the luxury of time but we do have the luxury to choose at least as a professor I was able to choose strategically, books that would help me to help students study what they should learn in a whole semester in a shorter time frame without simply replicating what I would do in a 14-week semester in 7 weeks because that's just unrealistic.

[00:41:45] Sarah Garcia

Yeah. And a lot of students have said like It's the opposite for a semester, like the semester seems too long. Yeah. And it's crazy to think about because like the coursework for a semester seems too much but we have time but just a student is not like mentally prepared to do that at the moment like When we switch from from Spring to online learning like it was a big toll cuz I know some people still had five four classes that they had to meet with every Monday Tuesday Wednesday and it was a for a lot of students it was very hard it was challenging. Even for me like it was very challenging but teachers were more lenient and they were being very helpful so like we appreciate teachers for being like that you know. Even I was talking to my friends that go to Cal State Long Beach professors weren't like giving them extensions, it was only certain professors because a lot of professors were being helpful this whole time but some were actually like being not very helpful. And I'm like this is like a global pandemic. This is affecting everyone. Its crazy.

[00:42:50] Professor Carbine

Wait. What world are you living in?

[00:42:53] Sarah Garcia

I know. Yeah!

[00:42:54] Professor Carbine

We changed!

[00:43:00] Sarah Garcia

And it's just. Like I said, it was crazy to think how that happened so fast. And now like we're just living it like even wearing masks like its a norm. Like "oh I forgot my mask" it's crazy to see.

[00:42:08] Professor Carbine

And that's why I say I'm trying to learn from-- I try to learn from what worked in the spring and I did not require my--I was teaching four classes in the spring--and I did not require my students to meet everyday. I staggered when I met with them. One class I shifted entirely to asynchronous because it only meets once a weekend. I gave them detailed instructions on what to complete and we met at the end for the final wrap up. And then for my other classes I implemented the flipped classroom. So pre-record some materials, have some discussion board chats, live during class time, maybe have some in person meetings once or twice a week. So in a way the COVID pivot in the spring and strategies that worked for me then helped now. So I could not imagine doing- teaching three classes on a semester system in a virtual way. The shift to a module system helps manage the load not only teaching but in learning given the challenges that we

are facing. So as we move forward as a college I know that faculty committees are discussing calendar and so on and I think we probably are discussing course load especially for the students that we serve.

[00:44:54]

Alright. Great! I think that was a great interview. And I just wanted to say thank you. You're being a part of history and that's why people want to hear your voice. People want to hear what you have to say so thank you again for sharing your experiences because I know it's busy and I know it's just a crazy time in the world right now. So I just wanted to say thank you for being able to share your experiences with us.

[00:45:15] Professor Carbine

Thank you Sarah. Thank you for inviting me to participate in this archival project. And I hope your historical methods class goes well.

[00:45:22]

Thank you so much. Just thank you again also thank you.

[00:45:28] Professor Carbine

Alright. Thanks Sarah.

END OF TRANSCRIPT

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