

# 96. CCCC 2023

[00:00:00] **Dan:** Hey everyone. Dan from writing remix and just wanna welcome you to a very special episode of the podcast. Last week I attended the conference on college composition and communication, known as four Cs in the Comaraderie community, and I, uh, was able to talk to. Some really amazing people and, uh, was able to do some interviews.

[00:00:23] **Dan:** Um, I just want to shout out the, uh, those people for talking to me for taking the time. Um, so special thank you to Professor Jessica Schreyer from Dubuque University. Uh, professor Michael Cripps from New England University, uh, graduate students, Nan Denette and Maggie Rothrock from DePaul University right there in Chicago.

[00:00:46] **Dan:** And a very special thank you to Antonio Byrd, who is the chair of the Social Justice at the Convention Committee. Um, it was a really amazing time. I want to thank the organizers of CCCC for putting on a great [00:01:00] conference. I want to thank also my colleagues, uh, that I presented with, uh, s. Stephanie Renee Payne, who's been, um, guest hosts on this podcast and a guest on this podcast and someone from I St.

[00:01:12] **Dan:** John's cohorts, professor Scott Morgan at Southeastern University in Florida, and everyone at USC on the writing program there that was there. I'm always inspired by you. So thank you so much to everyone at, uh, came to the conference and that I was able to present with. Um, I'm filled with gratitude for just even being part of it, so I hope you all enjoy this episode.

[00:01:40] **Dan:** Albuquerque, New Mexico, the inaugural bell hooks Symposium as well. Uh, Computers and Writing, the Popular Culture Association and American Culture Association Conference as well. I'm looking forward to talking to so many people. Um, so if you're at those conferences and you see me walking around with [00:02:00] my computer and a microphone out, please definitely stop by and say hello.

[00:02:04] **Dan:** So without further, further ado, please enjoy these conversations and, uh, and please follow, share, and please leave a review on a five star rating. It helps the, it helps the podcast grow and helps the podcast reach more people. Thank you all so much and enjoy this special episode.

[00:02:53] **Dan:** Hi everyone. I'm Dan. Um, of course you know that cuz this is my podcast. But I'm here with, uh, Jessica Schreyer from [00:03:00] University

Dubuque, and she's gonna talk about her amazing digital poster, uh, from the Digital Praxis poster session today. Uh, using Microsoft Sway to create a multimodal nature story.

[00:03:10] **Dan:** Jessica. And this is our second take. It's my fault. Jessica, go right ahead and tell everyone about your project.

[00:03:16] **Jessica Schreyer:** Sure. So my project has to do with using Microsoft's sway, as you mentioned. And what I had students do was they went on a weekly a walk and an Awe walk is basically where you're going out onto a path and just appreciating all there is to see there that normally you wouldn't notice.

[00:03:33] **Jessica Schreyer:** So we ask students to observe. This path. And then to create a journal entry each week where they would know what the weather was, how they're feeling, what they see, what was different from the previous week, and then they would make these observations in Microsoft's sway. They were also asked to take photos and even make videos depending on what they were feeling.

[00:03:56] **Jessica Schreyer:** Particular week. So what they did in Sway [00:04:00] then is they created a journal entry where they shared all of these things each week, and then at the end of the semester, they kind of put it together into this multimodal project. So Microsoft Sway is really great because, For me, it's available in our university system for free with Microsoft 365.

[00:04:17] **Jessica Schreyer:** Um, there are multiple format and viewing options. So there's accessibility features like enlarging the view, having it read aloud, changing the way it looks, um, which you can see my slide. There's these different viewing layout options you can choose as the, um, as the view. Another thing that's really great is you can just really easily add photos, videos, text links.

[00:04:43] **Jessica Schreyer:** Um, some students actually do much of this from their phone, so they, they upload it mobilely and then they might go on the computer and edit and stuff. But it's so easy to use because it's part of our university system. And the other thing that's really great is we used to do a lot within our [00:05:00] lms. But it was hard to get them to share them with each other just because there's that extra added barrier.

[00:05:06] **Jessica Schreyer:** So this, they can just share the link. We have a list of links and they can all look at each other's, um, sway, sway presentations every week. So what we're really trying to do ultimately was do something that's positive for their learning, but also for their mental health. We started this kind of in the midst of covid, of where people were feeling.

[00:05:29] **Jessica Schreyer:** Um, nervous and maybe weren't getting, you know, as much activity or exercise as much connection. And so we were in trying to encourage them to connect, um, outside of their little kind of room or areas that they were in.

[00:05:44] **Dan:** That's amazing. So like, I love how you're talking about the connection to mental health.

[00:05:48] **Dan:** So do you see that because the focus to mental health has been. That students are focusing on mental health and that's kind of also part of the pedagogy of going about it this [00:06:00] way. Did it also impact their, you know, the quality of their writing or how they approach writing and their also relationship with writing?

[00:06:08] **Dan:** That's

[00:06:09] **Jessica Schreyer:** really interesting. One thing I've. I really found is that because that these weekly assignments were really low stakes, they just had to do them and follow the format. They were very open to writing more. So we didn't have tons of guidelines of like, this has to be in paragraphs, or this has to be, you know, a certain way.

[00:06:27] **Jessica Schreyer:** We asked them just to kind of write about what they're thinking, what was their intention when they started on their walk. We asked them how they were feeling before the walk and then denote how they were feeling at the end of the walk. And so I think that having. Stakes assignments go to a bigger assignment.

[00:06:42] **Jessica Schreyer:** Definitely did increase their willingness to write more and, and to write more often without being afraid of, I'm gonna make a mistake, or I need to do editing, or

[00:06:53] **Dan:** whatever. So what does a large, uh, stakes assignment look like after the low stakes assignment?

[00:06:59] **Jessica Schreyer:** So basically [00:07:00] what we have them do is that they take all of these journal entries that they've done and they put together kind of a reflection, um, in Microsoft's sway again, where they kind of show how did their all walk evolve over the semester?

[00:07:14] **Jessica Schreyer:** What was the weather like from the beginning to the end. We live in the Midwest. So at the beginning, um, it was snowing and cold and they were wearing their hats and mittens and all bundled up. And then in April it's obviously beautiful. The leaves are all coming back, it's green. Um, so that was kind of interesting, just seeing them reflect on nature and how they felt outside.

[00:07:38] **Jessica Schreyer:** And also some of them said like, I realize it's not so bad to be outside when it's cold. Okay. , that's amazing. Yeah. And, and that for me was a huge barrier too, cuz I used to just hate the cold, even though I lived in the Midwest forever. And it was kind of like, well, we're here. Am I just not gonna go outside half the year?

[00:07:57] **Jessica Schreyer:** Um, and so really getting them to see that.

[00:08:00] Things that are beautiful all year round, there's something good to be found in each walk. Um, and even if they don't feel really great at the end, they've still gotten a little exercise. They've walked for 40 minutes, you know, they've seen an area of the campus that they normally wouldn't track to and, and all of that.

[00:08:16] **Jessica Schreyer:** That's great.

[00:08:17] **Dan:** So, um, I guess my last question is like any um, next steps like, do you see this project growing? Is this something that you want to do more of? And as like also, I, I mean, oh man. I wanna have you on for a whole episode. Cause I wanna talk about the word awe so much. I would love to talk about the word awe.

[00:08:36] **Dan:** Well, let's talk about the word awe then . Forget my other question, like, how does the word awe like, like come into the practice, right? Like, what is it about awe and say like that you need it, or like that it's attached to the walk part or just like Right. How does it impact it?

[00:08:53] **Jessica Schreyer:** Well, When I, I co-teach this class with a chemist and so we always try to, [00:09:00] um, combine literature writing.

[00:09:04] **Jessica Schreyer:** And science. And so he obviously brings in most of the science, but I love nature. And so we started just reading about different ways to engage students in this conversation about the world that was like tactile, but also would still get them writing because ultimately it is an English course. Um, and so we found, um, you can see.

[00:09:26] **Jessica Schreyer:** Slide. The A walk inspiration was from Greater Good in Action, which is out of Berkeley, and they have all these amazing resources about doing a walks and how they can be five minutes, 15 minutes, 30 minutes. So the time investment is really low, which was part of why we chose that is it's not like students have to go for three hours and meditate or something.

[00:09:47] **Jessica Schreyer:** We're not mental. You know, professionals, but it's pretty well established that getting out for a walk is good for everyone. There aren't a lot of concerns that, you know, you're gonna traumatize anyone with a walk. [00:10:00] Um, and so we really found that this word awe struck us because students were walking the same path every week, but we're asked to do it with the intention.

[00:10:11] **Jessica Schreyer:** Finding something new, something beautiful, something unexpected, um, and they really respond well to the word awe. They understand that that means they're looking for something different than they normally would. They're not allowed to listen to music. They're not allowed to run. They're not allowed to take a friend.

[00:10:28] **Jessica Schreyer:** So it's very much just a quiet, peaceful activity that we ask them to do. And many of them say that's the only quiet, peaceful activity they. During the week . Oh, wow. Which is both sad, but awesome.

[00:10:42] **Dan:** That's amazing. I'm, uh, it, it's so interesting to think about the power that just this thing that we take for granted.

[00:10:50] **Dan:** Walking. Yes. . Taking a walk, breathing in silence, and also not listening to music. So much of our lives, we always have earbuds in or something and [00:11:00] listen. Yes. Talking by podcasts like me. Sorry, everybody.

[00:11:03] **Jessica Schreyer:** No. And they want to listen to music so bad at the beginning. They, they're like, come on, can't you just let us do music?

[00:11:09] **Jessica Schreyer:** We're like, no, no music. I

[00:11:11] **Dan:** can't remember the last time I folded my laundry without a podcast or music on, like in silence. Just folding. This is impossible, but like now. But I. This return to awe and seeing the every day as inspiring really is. It's really encouraging. I like that. Wow. So where do you see it going from here?

[00:11:31] **Dan:** Um, well,

[00:11:31] **Jessica Schreyer:** I think that, you know, we're gonna continue to explore what awe means and how this project could be enhanced or improved with our students' feedback. They have thoughts about what went well, what didn't, um, and especially about taking photos of themselves. Some of them are resistant. Um, but the, for me, the number one thing I'm doing is incorporating sway into other classes because of the fact that it's so easy to learn.

[00:11:57] **Jessica Schreyer:** Um, I literally have my [00:12:00] students watch a 20 minute video and they can use all the basic features in Sway. And so to me that's just, So user-friendly. It's not having to teach technology in a writing course, it's just getting them to use a tool in a new way they can import from Microsoft Word. Um, I'm not a Microsoft salesperson, but we do have Microsoft 365 as our campus system, which is part of the reason that I dove into it so much.

[00:12:28] **Dan:** Wow. Thank you so much for taking time to talk to me about Thank you. This, this is really great. Um, I can't wait. I'm gonna, I'll definitely share the slide and the information on the podcast so everyone can see it in the notes now. Um, but thank you so much. Thank, thank you. Thank you for taking the time to talk.

[00:12:44] **Dan:** Great. To meet you.

[00:12:59] **Dan:** [00:13:00] Hey everyone. I'm here with, uh, Michael Cripps from the University of New England at the digital practice poster session, and I want, and he's gonna talk about his project, which is a college story podcast. How ironic, a digital literacy metacognition in college transition. Michael, I would love to hear about this.

[00:13:18] **Dan:** I'm very much interested.

[00:13:21] **Michael Cripps:** Well, thank you very much. So this, this project is uh, what we call the College Story Podcast. Um, and I've used this in both first year writing and in a first year seminar, seminar course for about four years

now. And the students, uh, so basically this is a term long project, so it has, it's sort of on the back burner for most of the semester.

[00:13:42] **Michael Cripps:** And at the end of the term, we assemble the podcast. So it begins the, the idea here is for students to kind of tell their, the col the story of their college transition in their first semester. So what we're trying to do here is encourage students to reflect on the [00:14:00] experience as they're going through the college transition.

[00:14:02] **Michael Cripps:** Uh, what they're doing academically, socially. Uh, explore, you know, what were your anxieties at the beginning, how, you know, what are your goals and how are you, how have you achieved those goals? Or what goals do you need to continue to work on? So we begin the project, um, in my class anyways, what we do is my students do audio journal entries every week.

[00:14:22] **Michael Cripps:** So it's an open-ended, uh, sort of prompt for the students, which is basically, I say take five or 10 minutes at some point at the end of the week, think about highlights low. Significant things that happened over the week. Um, hit record on your voice memo app on your phone or on your, you know, record on your computer and just do an audio journal entry on the week, picking a small moment, you know, highlight or a low light.

[00:14:50] **Michael Cripps:** They, so they do those, it's about, each one is about five or 10 minutes long. If they've done the, the assignment as I ask, and we do 13 of. . And [00:15:00] so, um, I don't collect those. They, they hold onto those. I don't listen to those. Those are for them. They're their audio journals. And at the end of the term, we've got, and it's scaffolded, um, but we introduce the podcast project, those audio journal entries become raw material or the evidence for the story they're gonna tell.

[00:15:18] **Michael Cripps:** So we, we listen to those, uh, we, I give them a prompt. They go an assignment. Guidelines where they listen to those audio journal entries and they take notes, themes that have recurred, things that have have popped out for them, and they think about, right, what was important for me this semester. And, um, and then they, they build a, they narrate around, right?

[00:15:43] **Michael Cripps:** So they identify those themes and then they write, um, they, they build a script where they have the narrat. and the, and they, they pull in that, those cl clips from those audio journal entries as evidence. And so sometimes I describe as you're sort of interviewing your

[00:15:58] **Dan:** younger self. Ah, yeah, yeah, [00:16:00] yeah, yeah.

[00:16:01] **Dan:** Wow. That's, so that in a

[00:16:02] **Michael Cripps:** nutshell is kind of the project.

[00:16:03] **Dan:** So can I, like, so why podcast as a medium? Like, you know, like it's such a specific medium, right? Because people might say, you know, some people might go, that sounds like just like audio, like, uh, you know, we're doing an audio project. It's a podcast.

[00:16:21] **Dan:** So what makes it for you, the podcast part and why podcasting?

[00:16:28] **Michael Cripps:** Well, that's a really good question. So I think it, it really is an audio project. I use the term podcast partly because that's, that's in the ether these days. Right? Well, I feel like it's a podcast. I

[00:16:37] **Dan:** mean, I only, and I'm, I don't wanna cut you off only because like the way you described it is so, This American life, which is like you in, you have audio, then you narrate, uh, kind of, you have a meta story on top of it and, you know, definitely works that way as a podcast.

[00:16:53] **Dan:** And so, you know, I, I mean, I'm curious like the podcast part, like, you know, [00:17:00] why audio or why podcast? Like in general? Yeah.

[00:17:02] **Michael Cripps:** So I mean, it's a story. It's a digital storytelling project. It's an audio storytelling project. and, and in fact the way the prompt is structured and the way the, um, the way it's graded.

[00:17:15] **Michael Cripps:** So I use specifications grading, and we have a number of specifications. So students have an intro, they have an outro. There are things that they have to do in the intro, in the outro. Um, and so in many respects, it is an effort at kind of modeling elements of a podcast episode. And in fact, students often say things like, and welcome to my College story podcast.

[00:17:36] **Michael Cripps:** Here we are. Yeah. Uh, So the truth be told, the reason I'm calling it podcast is because I'd really like to see at my own institution, um, students coming in and saying, Hey, I wanna do podcasting. I want to get engaged in that. And, um, and the idea is like if I, if, if they have

[00:18:00] experience doing some of that, you know, some percentage are gonna step forward and say, I want to continue doing that.

[00:18:05] **Michael Cripps:** So I'm, I'm trying. , but it could, 15 years ago it probably would. Well, 15 years ago probably would've just simply been an audio storytelling assignment. It's probably what I would've described it as. .

[00:18:19] **Dan:** Oh, that's a, i, I like that because I, you know, getting students involved in podcasting is like, almost like when I started trying to get students involved in like blogging, like having a personal place to like have your say and to put those ideas out.

[00:18:34] **Dan:** What, um, what's been the student reaction to having to create a podcast? Like, and also, you know, do they want more like as well? So,

[00:18:44] **Michael Cripps:** uh, thus far no student has sort of, they, they all wiggle off the line, off the hook at the end of the semester, right? So students who seem really to sort of be, be excited about doing that project, I'll often reach out to 'em and say, Hey, you want to continue?

[00:18:59] **Michael Cripps:** Um, [00:19:00] I have, I have a lot of audio. Collected, and we, I mean, not on this project, but on other, other projects, and I'm waiting for partners, student partners who would actually like, build that audio, shape that audio into stories so that we would have a, a podcast series if you will. Uh, nobody's taking me up on that thus far, but there's always next semester, um, the, the student experience is, I, I have to say mixed, um, I think we get over the technology hurdle pretty quickly.

[00:19:33] **Michael Cripps:** I, I start them with what I call it the one minute podcast assignment. It's a very low stakes assignment. It is not the audio journal entries. I simply say, um, record yourself talking about something specific for one minute. Put an intro and an outro on it. Do some editing in the software, and, uh, lay down a Creative Commons license, some, some Creative Commons license.[00:20:00]

[00:20:00] **Michael Cripps:** and I have those criteria, but it's only a minute long. I have a couple of demos. One of the demos I share is a review of my breakfast. Okay. So it's, it's a bit long and it's really basic, but it's got music and it's got an intro. It's got, it's like, this is what I'm looking for. Um, I've had students, um, uh, look out their dorm room window and do a poem.

[00:20:21] **Michael Cripps:** So they just, like, they make up a poem about the day, or I've had. I had student review lunch kind of modeling. I'm on, um, the, I think so there's a group of students who they just say like, what I, I'm not interested in podcasting. I'm not good with technol. I mean, it's, you mentioned, you referenced blogging, right?

[00:20:46] **Michael Cripps:** I've been, I've on and off, I've, I mean, I was, I first taught blogging. Maybe 2004, 2003. Um, I, I did that for a long time, about a decade. I did it in first year writing as a project in first year writing, [00:21:00] and I abandoned that, uh, some years ago. And then there's a 300 level course I teach where, you know, I brought that back in and I did it just last spring again in a different course.

[00:21:10] **Michael Cripps:** And what amazed me is like still today, it's weird cuz blogging is, seems passe in a way. Um, The students really groove on it like that. You know, you choose your topic and we'll work on the genre, we'll work on style. Um, I think maybe so, but, but, but you do have to do enough of it to get over the, I'm not good with this.

[00:21:31] **Michael Cripps:** I don't know what I'm doing. And I think with regard to this project, which is about 15% of the course grade in, in first year writing, which is, you know, the focus is not on telling audio stories. Maybe part I'm, I'm kind of thinking that part of the challenge is like it's a one and done project for students, right?

[00:21:51] **Michael Cripps:** So they may come to the end of the term and they're like, ow, I'm proud of that work. And um, but then they've handed it in and they've moved on to another

[00:21:59] **Dan:** class, [00:22:00] right? Yeah, yeah, yeah. So you think like, the goal maybe and, and I have the same challenges cuz I try to, I work. And when I teach a USC in a first year writing, we do, there's a lot of multimodal work, like students can do a podcast or they can do different types of audio or video projects and stuff like that.

[00:22:20] **Dan:** What a compliment to writing and stuff. Do you feel that because the focus of first year writing is so much that idea of like, we're training students to be able to write in their other classes and because other classes might not be so open to multi-modality or digital work. , it's hard to transfer those, those other skills into those other classes.

[00:22:44] **Michael Cripps:** Well, I think that's a piece of it for us. I mean, it's, it's so much as context dependent, right? So at my institution, we are known for, mainly for health science professions, right? So our, our, our strongest programs, or our most subscribed programs are in the health. , [00:23:00] pre-med dentistry, soc uh, we have social work, right?

[00:23:03] **Michael Cripps:** That, uh, applied exercise science, also marine science. So we're a very science heavy school. Um, we have very few arts students. Wow. Right. So we're very, you know, the, the number of arts students is minuscule. So we have, so I think that's a factor. That's one of the factors for us. So most of the students I have aren't, that aren't heading in an art direction.

[00:23:25] **Michael Cripps:** They're not heading in a humanities direct. Uh, that's most of the students. Interestingly, after doing this project for multiple years, one of my colleagues, and I've been complaining to my colleagues, I'm like, this is really cool. Students listen to podcasts. You know, why isn't anybody taking me up? I wanna pay them to be podcasters.

[00:23:45] **Michael Cripps:** Right? I mean, come on. Right? Yeah. Um, and so my colleagues like, you need to teach a course podcasting. So, This semester, brand new. [00:24:00] Uh, I'm teaching a course, I'm not calling it podcasting. I'm teaching a course, um, is called Topics in Digital Storytelling. So I've created the title to create space for other kinds of digital storytelling topics in digital storytelling podcasts.

[00:24:14] **Michael Cripps:** And I wanted to keep it separate from podcasting because when you open up podcasting, I think about marketing, think about growing your audience, you think about branding, like all of those sort of, um, Social influencer kind of aspects that are important if you're gonna be a podcaster her. Right. But I want to keep the focus on telling audio stories.

[00:24:35] **Michael Cripps:** So, um, we actually, you know, it's interesting in that class, which, what are we in week four or something of that semester? Uh, we're not doing this project. So we have, we have other projects in that course, but, so this is my second, this is like version 2.0. I mean, I'll keep doing this in other classes, but.

[00:24:55] **Michael Cripps:** The idea here is like I have a course on the books that's called podcasts. Students are [00:25:00] electing to take it and that maybe yields the two students come to me at the end of the term to

[00:25:06] **Dan:** continue. Yeah. That's amazing. Well, thank you so much Michael, for talking with me for a little bit. I would love to extend this conversation even more, uh, hopefully on an episode that we could do.

[00:25:16] **Dan:** But thank you so much and uh, yeah, have a great season. Thank you. Thank you. And thanks for

[00:25:21] **Michael Cripps:** your.

[00:25:25] **Dan:** Hey, I'm here with uh, Maggie Rothrock and Nan Denette from DePaul University, the DePaul University Writing Center. We're here at CCCC at the digital Praxis poster session, and they have a really great project. I'm just gonna like hand it over to them because I want to hear all about it. So, Take it away.

[00:25:43] **Nan Denette:** Yeah. Yeah. So Maggie and I are graduate students and we work at the writing center at DePaul. And our project was to take two hybrid trainings from the 20 21 22 academic year and sort of adapt them into an online asynchronous format for [00:26:00] current writing center tutors to access. So our, our two different trainings we worked on were about rhetorical listening, different listening strategies for writing center.

[00:26:10] **Nan Denette:** And then also student and professional burnout and how student and peer tutors sort of experience both of those at the same time with their unique role as like a writing center employee. So we have been building these on the platform notion there currently works in progress. We have QR codes on the poster if you wanna check them out.

[00:26:29] **Maggie Rothrock:** Um, yeah, as Ann was saying, um, we have really enjoyed, um, putting. Professional developments into an asynchronous format because, um, we really wanted to be able to broaden the audience that we had before. Um, there are lots of tutors at DePaul. The writing center is huge. There's 80 tutors total. And so we had, um, a lot of, a lot of tutors who were not able to attend the original presentations.

[00:26:54] **Maggie Rothrock:** But, um, some of the, some of the tutors themselves had created those presentations in the first place and they [00:27:00] did a great job. They did so much research and they like really killed it in terms. Pulling together all the research they could find about listening and about burnout. Um, and so we wanted to be able to make that accessible to tutors in the future as well.

[00:27:12] **Maggie Rothrock:** Um, and so that was kinda the impetus for Pull, pulling together this poster and pulling them together, this asynchronous project because we wanted to be able to make sure that, um, that content lived on in our writing center.

[00:27:24] **Dan:** Oh, I have a question, but I'm struck by the 88 tutors because that is the biggest writing center I think I've ever heard.

[00:27:32] **Dan:** What? Um, okay. My question is though, um, I've worked in a writing center as a grad student. I've done the, the writing center thing, and I, and I teach now at University of Southern California. I teach comp, I've been teaching for like 12 years, but I still think, like working in a writing center, my time in a writing center was probably one of the toughest things I've had to do.

[00:27:54] **Dan:** What is it, do you feel like about being a writing center tutor? That is so [00:28:00] that. Taxing on a time on like the idea of burnout that you have to, yeah. Yeah. So

[00:28:07] **Nan Denette:** with burnout, I think with grad students and the college students in particular, it's, you know, final season affects you in two ways and not just one, right?

[00:28:16] **Nan Denette:** You're a student, you're working on your own projects, you're also supporting other people academically, sometimes emotionally, especially, there's a lot of anxiety surrounding writing that, you know, we always see in writing centers. I think burnout is helpful, you know, in a couple of different ways. Like it's helpful for your own mental health as a tutor and bringing your best self to the writing center and supporting students.

[00:28:37] **Nan Denette:** And then also like recognizing burnout in the students you work with and being able to sort of understand that and support them better.

[00:28:44] **Dan:** Oh wow. So what's been the, um, what would maybe, what were some of the surprising elements after doing all the research that you felt? was the most, well, I guess the most surprising elements possibly.

[00:28:57] **Dan:** Um,

[00:28:57] **Maggie Rothrock:** yeah. So we personally did not do [00:29:00] the research because that was the undergrads who created these original, um, professional development workshops. But, um, I think one thing that we found

as surprising in this process of turning them into dce, Is asynchronous projects was definitely like the, the engagement portion.

[00:29:13] **Maggie Rothrock:** Um, I know I've had asynchronous training modules before that have just been dead boring and haven't been engaged, haven't been paying attention at all. You like skipped through as much of the transcript as quickly as possible, like, um, and so we really wanted to avoid that and we also wanted to be able to put some like practical elements in there as well.

[00:29:31] **Maggie Rothrock:** So like the listening. The listening presentation especially, um, you really need to be able to practice listening with other people. And so that's a pretty hard thing to do asynchronously cuz there's no one there to listen to. Um, so we, we did, um, as much as we could with online platforms like Flip, um, and Padlet to be able to continue that conversation and have, have tutors, um, communicate across different, um, different modalities and a um, different times.[00:30:00]

[00:30:00] **Dan:** So, Hmm. So what, so has this been, has the change been, um, impactful? Like, have you been able to like, create something that's actually more engaging in the terms of an asynchronous module? Because like you said, it, you know, I've done so many module trainings. , they're just, I know exactly what I'm in for a video.

[00:30:24] **Dan:** Some questions that you don't necessarily have to get right or wrong, like you're just doing them and it's like you feel like you're just going through the motions. What, what type of changes did you make that made them more engaging and I guess impactful?

[00:30:37] **Nan Denette:** So I guess, so this is a work in progress, right?

[00:30:39] **Nan Denette:** And we're, we're building, we're sort of like building the plane as we fly it here a little bit. But we are both graduate students. We weren't in college all that long ago, and I. Learning from experience has been a huge part of this, and I've definit. Taken an inspiration from my online classes that happened during Covid and how, you know, quickly everyone had to adapt to that and looking at strategies [00:31:00] that stuck better than others.

[00:31:01] **Nan Denette:** So like, for example, the Padlet is sort of like a community board where anyone can write a short post. Add a video, a photo, and like, and comment on other people's, and it's all just in this one document.

So I think students appreciate that because it's a lot less formal in terms of reflective writing.

[00:31:19] **Nan Denette:** You can jot something down. It doesn't have to be in complete sentences. You can share a photo. So like things like that that are accessible and approachable and a little more inviting, I think we're finding a lot of success with.

[00:31:31] **Dan:** Do you feel like running, this is something you definitely need for a writing center.

[00:31:36] **Dan:** I mean, with 88 tutors, is it because of the different, we were just, um, we've all been thinking about, like, especially my colleagues, like how do we make sure that things are not just, um, engaging but equitable for every individual? Because not every individual can come in or not in individual student wants to still be in my class, in [00:32:00] person.

[00:32:00] **Dan:** Like, is this a. I don't like to say normal, but the new normal and the idea of like asynchronous options need to kind of be part of the, even the synchronous, like the in-person options.

[00:32:13] **Maggie Rothrock:** Um, yeah, that's a really good question and I think that's something that everybody's trying to figure out still right now.

[00:32:20] **Maggie Rothrock:** Um, I do think that, um, for our writing center, it's almost impossible to get all of the tutors all in one room at one time, and. Just from a practicality standpoint, having the, the asynchronous option is really important to be able to like get that extra professional development in there. Um, as I mentioned, only about 20 of the tutors were able to see the original presentations for each of them.

[00:32:43] **Maggie Rothrock:** Um, and so. Like that was a lot of tutors still, but it wasn't, you know, nearly the whole writing center. And so I think that in terms of practicality, it's really important. I don't know if it's the most effective way to teach or not. I guess that's remains to be seen. Um, [00:33:00] yeah. And oh, and just one thing, I think you've mentioned 88 tutors.

[00:33:02] **Maggie Rothrock:** It, I just, it was just like 80, so, oh, 80. Okay. Sorry, . Just wanna make sure that you have Yeah.

[00:33:07] **Dan:** Ate less like, but. 80 still blows any other writing center I've ever been a part of Outta the water. It's a lot. Yeah. Yeah. I've never heard of 80

and 80. Stu, can I just ask a question about that? Like, how do you get a lot of people coming in?

[00:33:23] **Dan:** I mean, obviously because there's 80 tutors, but like, um, what is the student engagement at the writing center like? Do, is it a. Active writing center at

[00:33:32] **Nan Denette:** DePaul? Yeah, it definitely is. And I, I think something we really love about this writing center in particular is that we get a lot of grad students. We get a lot of students who aren't just first years.

[00:33:42] **Nan Denette:** And I think a lot of writing centers, a few that I've worked at previously really target themselves toward like first year composition classes, which is great, but writing. Throughout everyone's education and we get people from other departments. We get people from the college of Education, from STEM classes, you know, adult [00:34:00] returning learners.

[00:34:00] **Nan Denette:** We have a lot of grad students who make use of it. And I think the diversity of our tutors and their interests, you know, we have grad students, undergrads, people in the theater school, people in all sorts of different areas. So I think we're approachable and accessible in that way. And our, like our large number is actually really working for.

[00:34:20] **Dan:** I have another question about your writing center, just because it's so interesting to me. Do you, do you only have student tutors or is it, are there faculty tutors that work in the writing center as well? Cause at USC it's like a mix. There're like, cuz my writing program isn't a degree granting program, so there are options for people to work as tutors as well in the writing center.

[00:34:42] **Dan:** Um, as like part of the course load, I guess I forget how it works, like, which obviously shows how much I know, but like that. It's a mix of students and teachers. Is this all student tutor at DePaul?

[00:34:54] **Maggie Rothrock:** Yeah, it is actually all students. Um, wow. There are about five like [00:35:00] adult admins who are on staff at DePaul who are not like students.

[00:35:06] **Maggie Rothrock:** Um, actually I guess Katie's still a student too, so a couple of them are still getting PhDs or whatever, but, um, yeah, but most of them don't tutor much. Mostly they, um, just. Deal with operations, um, kind of on a, like an admin level. And then in terms of the actual tutoring that happens,

like the people who are on the schedule, those are all grad or undergrad students.

[00:35:30] **Dan:** Wow. It's amazing. Um, great project. Really great. I mean, I, I wanna talk more about the whole writing center, but like, really great work. Thank you so much for talking to me and taking time. Thank you. Yeah. Thank you so

[00:35:43] **Maggie Rothrock:** much. Yeah,

[00:35:44] **Dan:** absolutely. Thank you. Yeah, absolutely. Hi everyone. I'm here with Antonio Bird, um, at the social justice at the convention committee.

[00:35:55] **Dan:** Um, Antonio, we met before and I'm so glad that we get to sit down for a few minutes and [00:36:00] talk about what you're doing here at the committee and everything like that. Yeah,

[00:36:03] **Antonio Byrd:** absolutely. Thank you for having me. Absolutely.

[00:36:07] **Dan:** So, um, what is the social justice at the convention committee?

[00:36:11] **Antonio Byrd:** Yeah, so the social justice at the convention committee is.

[00:36:15] **Antonio Byrd:** Uh, essentially, uh, a task force that was first put together by the executive committee in, after the 2018 CCCCCs Conference in Kansas City. Uh, part of it was in response to the Missouri State legislature passing of. Bill that could be, was basically interpreted as allowing police officers to discriminate against people of color.

[00:36:40] **Antonio Byrd:** So there was a travel advisory put forward by the naacp, and it was just right around the time that the conference in Kansas City was gonna happen. So in response, there was a, um, an all attendee event. And that eventually spun off into the social justice at the convention committee. And so we put on [00:37:00] lots of activities and events related to social justice at seas.

[00:37:04] **Antonio Byrd:** Uh, we've been doing this since, uh, 2019 when we had our first in-person conference in Pittsburgh, and then we had a series of online conferences. One of them canceled Milwaukee in 2020, uh, for the pandemic. Uh, so this is actually, I consider this really our second conference. Because we've only been in person once, and that was all the way back in 2019.

[00:37:27] **Antonio Byrd:** So yeah. So it's good to be back in person with events.

[00:37:31] **Dan:** Yeah, absolutely. So, um, what kind of, so tell us what kind of events that the mm-hmm. committee puts on. And I'd love to know also like the. The reaction, um, from participants from mm-hmm. , uh, seas as well. Mm-hmm. .

[00:37:45] **Antonio Byrd:** Yeah. Yeah. So, uh, we put on, I would consider some signature events since the Pittsburgh, uh, gathering in 2019.

[00:37:53] **Antonio Byrd:** Um, so one of them, which is actually coming up right now, Is, uh, considered a creative reading and open mic [00:38:00] session. So here in Chicago, we've invited, um, an urban arts youth group called, uh, Kumba, uh, Kuumba Lynx. And they, um, uh, put on a performance they do. Dance, I do music. So this is, uh, one of our first ones that we've actually had, like this high level of performance.

[00:38:19] **Antonio Byrd:** Um, but usually we also invite, um, artists, activists. In the past we voted poets who are activists to come, uh, to perform their work. And then we also invite, um, conference attendees to bring their own performance pieces. Oh, As well. So any kind of literary work, any kind of genre that they want to perform at the open mic, they can definitely do that.

[00:38:43] **Antonio Byrd:** Um, and then we also try to highlight, um, other activists or organizations in the host city. So, uh, whether that be, um, independent bookstores who are really trying to do work in marginalized communities. City, uh, for example, women and children first [00:39:00] here in Chicago. Um, they take a lot of book donations to go to women and trans people who are incarcerated.

[00:39:07] **Antonio Byrd:** Uh, uh, another um, organization that we've invited is, uh, yoga for Black Lives. So yoga is often, uh, has often been a signature piece for our events, uh, during kind of like bringing in some, some moments of healing moments. In the busyness of the conference for people to attend those yoga sessions. Uh, so the response, um, I would say that the response for participants has been really positive.

[00:39:34] **Antonio Byrd:** We're still trying to get our name out there. Um, but usually I think it is the open mic creative reading event that gets, uh, a lot of a positive, uh, attention and response from people cuz they do enjoy those performances and doing it in a way that it kind of uplifts social justice. At the

same time. Uh, and the book donations, people are really, um, uh, big on that last year when we were doing it online.

[00:39:59] **Antonio Byrd:** That was really [00:40:00] good way to get, uh, people to, um, access the materials and donate books to women and children first. So,

[00:40:07] **Dan:** so where do you see the social justice convention committee, like how their role, how your role is going to be growing like in the future as a mm-hmm. as. As you're continually creating events and becoming part of like the seas organizing and everything, like mm-hmm.

[00:40:26] **Dan:** how do you see the committee, um, creating even more mm-hmm. access and change and, and all in like these, because everything you're saying sounds amazing to me. Mm-hmm. , first of all, any sort of creative aspects that are included into an academic conference are, well, you know, to. Well please. More like they're welcome.

[00:40:46] **Dan:** Yeah. Because like you're just walking around and everything sometimes can be doom and gloom more. Mm-hmm. in this case chat, G p t this year. Yeah. But like , but like, how do you see the role of the, the committee growing as time goes on?

[00:40:58] Yeah.

[00:40:58] **Antonio Byrd:** Yeah. Well, um, I think one [00:41:00] of the biggest things that we really want to happen is that there's some kind of influence or lesson that conference attendees learn from these events.

[00:41:09] **Antonio Byrd:** Mm. and that they're able to take them and bring them back to their own home university or their home city, like giving them the tools to say, okay, well these are the different ways I can actually engage in my community. Um, have my students engaged with the community in a way that really, um, promotes practices of social justice.

[00:41:29] **Antonio Byrd:** So, um, in my own imagination, I, I, I would like one day. We have people come to our events and then they go back to their home universities or home cities and they incorporate something that they've learned here and then come back to the next seas and say, this is what I've been doing in the last year.

[00:41:51] **Antonio Byrd:** Since then. So our, our main goal is to try to have some type of impact. Like you just don't come to the whole city, you know, enjoy [00:42:00] what the city has to offer and then just go back. But there is some type of change that comes for your own community engagement. So, I don't know when, maybe, maybe in another three years, I would love that to be the ultimate goal where we can really see what the impact is.

[00:42:15] **Antonio Byrd:** Yeah. But I'm hoping that that's what we can do. Where c. , it becomes like a, um, kind of like a, a center point for learning. Yeah. And sharing of this is what I've been doing since engaging with these activities. Wow. Mm-hmm. ,

[00:42:28] **Dan:** that's amazing. Thank you so much for taking a little bit of time to talk to me. I, yeah, definitely want to continue these conversations because it's, um, it makes, first of all these conferences like richer and better.

[00:42:43] **Dan:** Everyone involved and, and like, so thank you for the work that you're doing. I want to acknowledge all the work that you're doing. So thank you so much, and yeah. Is there any way that, um, the listeners can support or follow or contact in any way?

[00:42:56] **Antonio Byrd:** Yeah, um, absolutely. Um, there are lots of different [00:43:00] ways to, um, get involved.

[00:43:02] **Antonio Byrd:** If anyone, um, comes to sees, we usually have an open business meeting where anyone who wants to volunteer or if they want to offer ideas for Sack, they can definitely plug into that. Um, right now I am chair, so I'm, um, constantly on Twitter, even. You know, I don't know, Twitter might be a little bit different these days and maybe even next

[00:43:23] **Dan:** year.

[00:43:23] **Dan:** Is it? Totally. It

[00:43:27] **Antonio Byrd:** Uh, but they can reach out to me, uh, at, um, at Dr. Antonio Wrights. Um, and happy to connect and let people know how they can get

[00:43:35] **Dan:** involved. Excellent. Thank you so much, Antonio. Thank you. Yeah,

[00:43:39] **Antonio Byrd:** thanks.