

09:42:39	From Michelle McSwiggan Kelly:	Trying to fix my audio. I'll be right back
09:45:09	From Allen Mincer:	Sorry, I am catching up. I just replaced my background. I couldn't listen about the poll.
09:45:44	From Lucy Appert:	No worries Allen!!!
10:04:10	From Robert Squillace:	No place is more silent than a crowded Zoom meeting . . .
10:04:43	From Lucy Appert:	😊
10:04:44	From Kekeli Gbedemah:	@Robert. I was wondering what is going?
10:04:48	From Concetta Sebastiani:	:)
10:12:58	From Jordana Mendelson:	How much is the program? Do you find students are getting it paid for by their employers? Or as an investment in going back to work?
10:13:39	From Julia Kempe:	Is there any "live" component in your program, even if online? And do students ever come in in-person?
10:14:55	From Alison Cornish:	is the online MA cheaper than the terrestrial one?
10:15:05	From Alison Cornish:	or is tuition the same?
10:15:14	From Jini Kim Watson:	What do those special modules you mentioned look like?
10:15:20	From Jordana Mendelson:	Can you screen share what it looks like?
10:15:37	From Lucy Appert:	Alison the cost is the same
10:15:58	From Lucy Appert:	Julia the course meetings are all synchronous
10:16:25	From Lucy Appert:	Jordana, some of the students are paid by their employers.
10:16:49	From Lucy Appert:	Julia — to clarify — get some tuition help from their employers
10:17:14	From Kris Gunsalus:	Do journalism students learn any political history?
10:18:05	From Fred R Myers:	Unfortunately, I have caretaking responsibilities now. Will check the recording later. Thanks

10:22:51	From Corrin Clarkson:	PollEv.com/fasedtechfas741
10:22:59	From Michael S Landy:	Put the link in the chat!
10:23:19	From Alison Cornish:	can't get to link. put it in chat
10:23:22	From Samantha Grossman:	Here is the link: PollEv.com/fasedtechfas741
10:28:02	From Julia Kempe:	Another question to Adam: You say you can give generous enrollment deadlines. But don't you need to hire TAs based on enrollment? Graders?
10:28:10	From Adam L Penenberg:	Hi Jini. The modules take many different forms. We build them in Google Sites, by and large, and they have text, audio, video, graphics, and whatever else we can think of. We are waiting for NYU to adopt a new LMS and can easily port our materials over to that no matter what platform NYU ultimately chooses.
10:28:45	From Jini Kim Watson:	Thank you Adam
10:30:03	From Adam L Penenberg:	Hi Kris. I teach a law & ethics class that covers journalism history, ethics and major legal cases. Our students are not allowed to take courses outside of our program (another deal I was forced to strike) and students in other programs can't take ours either. We have 8 required classes but have returned to NY State so we can begin offering a slate of elective hopefully starting this Spring.
10:30:58	From Julia Kempe:	Adam: is there a webpage for your online program you could share?
10:31:01	From Adam L Penenberg:	Hu Julia. Our classes are small. I cap writing classes at 12-13 students. Multimedia caps at 10 students. It guarantees a lot of faculty-student interaction. Since our classes are so small I don't need TAs.
10:32:03	From Adam L Penenberg:	Hi Julia. Yes. Here it is: https://journalism.nyu.edu/graduate/programs/american-journalism-online-masters/
10:35:40	From Ann Macy Roth:	Could someone explain what she means by "flipped learning"?
10:36:06	From Jon Ritter:	Can you put these links in the chat?
10:36:10	From Blagovesta:	Please, put all websites in chat!
10:36:30	From John Fousek:	Will the slides be shared with all of us?

10:36:43 From Maureen Mahon: could you put the names of the office of ed specialists in the chat, too?

10:37:00 From Robert Squillace: Flipped learning: Offering lecture on video and spending class time on discussion or problem solving

10:37:21 From Lucy Appert: Here you go: Online Design Minicourse: <https://bit.ly/fasminicourse>
Our Website: <https://wp.nyu.edu/fas-edtech/>

10:39:20 From Lucy Appert: Department Liaison Finder: <http://bit.ly/fasetliaisons>
Team Email: fas-edtech-group@nyu.edu
My Email: lucy.appert@nyu.edu

10:43:01 From Lucy Appert: @Maureen they are Andrew Greene, Soshane Buckle, Liz Welch, and Tim Schaffer. <http://bit.ly/fasetliaisons>

10:43:39 From Jordana Mendelson: Erin this class sounds great! Thanks for sharing

10:43:49 From Maureen Mahon: Thank you, Lucy!

10:45:16 From Lucy Appert: 👍

10:45:25 From Jordana Mendelson: Did they all have smart phones? Any access issues with regard to phones? App? Did all use phones? Some use iPads?

10:45:41 From marina blitshteyn: love this what a great idea

10:47:47 From Julie Mostov: Erin that was fabulous - kudos!

10:47:55 From Brigitte Miriam Bedos-Rezak: Fabulous class and thank you for introducing us to SEEK. I will use the App from now on.

10:48:00 From Jeffrey Nathan Mickelson: Such a cool way to embed the remote learning experience in actual spaces!

10:48:08 From Matthew Leingang: I just downloaded Seek and plan to use it on my lunch break. 😊 We have some kind of hawk that's been hanging out on local chimneys

10:48:09 From Blagovesta: Enjoyed learning about your class, Erin! Thank you!

10:48:12 From Shara Bailey: Love this Erin . Thanks for sharing!!

10:48:18 From Brendan Hogan: amazing. What a great exercise!

10:48:18	From Marisa Carrasco-Queijeiro:	very nice demonstration of a creative project - thanks!
10:48:18	From Anna Venetsanos:	Nice! Love the app integration! Thank you
10:48:30	From Kim Bernhardt:	Really lovely assignment! I'm going to try the app today.
10:48:31	From Nataliya Galifianakis:	Great course, Erin! Thank you for sharing.
10:48:32	From Jared Simard:	Thanks for sharing, Erin.
10:48:44	From Lisa:	Thanks Erin what a way to get them to collaborate and get outside while learning from each other!
10:49:11	From Joanna Klukowska:	@Erin Would you be able to share your peer review methodology for the presentation? Great idea and project.
10:49:22	From Katie Paolantonio:	I also use SEEK! The students love it and they tend to keep the app after the class! I loved your idea of the presentations and feedback, thank you!
10:49:26	From jennifer:	Erin, this was wonderful! I am already trying to think about how to apply this model to my own teaching in History.
10:49:28	From Patrick Deer:	Thanks, Erin! Wonderful course. How were you interacting with your students while they were doing the asynchronous work?
10:49:50	From Lila Zemborain:	Erin that was great! I teach a Science and Poetry Workshop in the Creative Writing in Spanish Program and would love to get in touch with you.
10:50:22	From Maureen Mahon:	Erin. The project you described was really inspired. could you say a little about how you guided them in the assignment? Did you give a prompt? Did you use NYU Classes or some other means so students could view each other's slide shows?
10:51:38	From angelazito:	Erin, thank you—beautiful class. Also interested peer review techniques for small group projects.
10:53:46	From Kim Bernhardt:	Can everyone share slides?
10:54:29	From Emily Balcetis:	Ignatius, what interesting project titles!
10:57:48	From Lucy Appert:	Wow! That is fantastic engagement!
10:57:48	From David Grier (FAS Physics):	Has anybody polled students (undergrad and grad) about their feelings about having the camera on? My impression is that some students have low-quality internet connections, which makes video burdensome.
10:59:05	From Jon Ritter:	Thank you Ignatius. Do you require students participate in the online forum? My experience is that students do not interact with one another when I have used this tool. How do you encourage peer interactions?

10:59:13	From Mona El-Ghobashy:	Echoing David Grier's question: students may also feel awkward having camera on given crowded living spaces. What are ethical/equity issues of us faculty asking students to have their cameras on?
11:00:01	From Lucy Appert:	David, that's true — video takes a lot of bandwidth and people with connectivity issues may need to turn it off to stay connected.
11:01:38	From Kim Bernhardt:	I had several students using phone cameras pointed at themselves while watching Zoom on computers. I gave them the option of leaving video off but all but one kept them on.
11:02:23	From Patrick Deer:	Thanks, Ignatius! I'd also like to know how colleagues have handled video off. There's both a pedagogical and ethical issue here, as students from different socioeconomic backgrounds may be less comfortable with their peers seeing their homes. Students may also be sharing space with siblings and family members studying working at home. So we have to be sensitive to their choices about keeping video off while encouraging them to be engaged. It's tricky.
11:02:52	From Patrick Deer:	Though always better if video is on
11:04:18	From Cammie Kim Lin (she/her/hers):	David and Mona, I held a remote learning academic support session for students and this was a major topic they brought up. We discussed the ethical/equity issues that were in tension with their overwhelming position that in small classes, cameras-off = diminished engagement for everyone. The students said they wished professors would encourage students to keep them on, but the tech/family/environment issues impossibly complicate that.
11:05:16	From Laura Samponaro:	I gave them the option of turning the camera off as well (but encouraged on when possible). Most had the camera on but one or two, who were taking care of younger siblings, chose to keep it off. The main issue is making sure those not on video are listening and participating, and this can be done through their audio in class and in breakout groups.
11:06:51	From Robert Squillace:	LS recommends students not be required to turn on video. It's an equity issue.
11:07:23	From Jordana Mendelson:	Given how much has been written about and discussed with regard to zoom fatigue - I also sense that (as with our own listening to today's seminar) sometimes by shutting off our video we can focus on the speaker, and not worry about our own environment or "performance" - so there is a positive trade off by shutting off video (for the student/listener) which is that we can concentrate our attention on the content and not ourselves.
11:07:26	From Shara Bailey:	Very interesting - thanks Eric!
11:08:13	From Ida Chavoshan:	Faculty Toolkit on Digital Inclusion via NYU OGI: https://www.nyu.edu/life/global-inclusion-and-diversity/learning-and-development/toolkits/faculty-digital-inclusion.html
11:08:15	From Adam L Penenberg:	In the online m.a. in journalism program we require students to have cameras on. Our philosophy is if the camera is off it's like they are not in class. They can use virtual backgrounds. Also for undergraduate journalism

		classes online, we require cameras on. If a student has a problem with it, they can speak to their professor.
11:10:04	From Cammie Kim Lin (she/her/hers):	Except, Adam, that students (and professors) who have older computers can not use virtual backgrounds, so those who might need them most can't do so...
11:10:46	From Patrick Deer:	Great points here about equity and inclusion.
11:11:07	From emily apter:	This is really fascinatng
11:11:17	From Marcelle Clements:	Are all the speakers using google slides?
11:11:30	From marina blitshteyn:	awesome site! what's the tech behind it??
11:11:31	From Jordana Mendelson:	How can you require if there may be connectivity issues? There are also important privacy, equity and access issues - our space online is not the same as sharing space together in a classroom.
11:12:27	From Adam L Penenberg:	Hi Cammie. In that case, they access Zoom on their phones or iPads. If a student simply can't access the camera or is dead set against it, the prof would be ok with that.
11:12:47	From Kim Bernhardt:	Do we have free access to ReadyMag?
11:13:34	From Adam L Penenberg:	Hi Jordan. We deal with connectivity issues at times and everyone makes do.
11:14:11	From Patrick Deer:	This is fascinating, Jared! How did you balance your own teaching time with these extra layered elements of the course?
11:16:26	From David Fitch:	If people could turn off their videos, it might allow more bandwidth for the speaker, reducing Zoom fatigue for the rest of us...?
11:16:37	From Marcelle Clements:	Were Erin and Jared using google slides?
11:16:44	From Helga Tawil-Souri:	Jared, amazing course and outputs.
11:18:39	From Jared S McCormick - Near Eastern Studies:	<p>www.visualizingthemiddleeast.com (it will be up by Monday. I'm cleaning it up right now)</p> <p>Platform on backend = readymag.com</p> <p>The syllabus/course materials were built on the platform they were asked to engage.</p>

The switch to remote allowed us to use the “collaborate” function in building their sites.

11:18:43 From William M Morgan: I liked your sense of layered engagement, Jared, and share Patrick Deer’s question.

11:19:08 From Jordana Mendelson: Thank you so much!

11:19:42 From Helga Tawil-Souri: Thank you all speakers for sharing and giving us so many ideas already!

11:20:00 From Patrick Deer: Thank you all!

11:20:37 From Julie Mostov: Kyle - thanks so much for thoughtful consideration of access and study environments - great approach to immersion in our communities

11:20:42 From Kris Gunsalus: does readymag.com have educational pricing?

11:20:49 From Beth Bauer: Thank you all for the great ideas!

11:21:23 From Catherine Healey: Thank you everyone. Inspiring exchange of experiences!

11:22:18 From Lucy Appert: Tech note re: virtual backgrounds, the Zoom update of 5/31 seems to have made virtual backgrounds compatible with older computers. I am using one today for the first time! So I would encourage you to try one again if you think your computer can’t support Zoom virtual backgrounds.

11:22:34 From Maureen Mahon: Erin, how many were in your class?

11:23:09 From Erin S Morrison: I had 3 classes of about 25 students each

11:23:45 From Manpreet S Katari: I find students engage more in breakout rooms.

11:24:29 From Manpreet S Katari: I average 3-4 students per room

11:25:06 From Maureen Mahon: Are students joining on iPhones able to join breakout rooms?

11:25:30 From Jini Kim Watson: A question for Eric: how did you manage the those class activities with asynchronous students?

11:25:32	From Chiara Marchelli:	I agree with Manpreet. I noticed that, while not in the breakout rooms, students engage more when we focus on something “not frontal”, such as a google doc. They feel the attention is not “invasive”.
11:26:28	From Micah:	Breakout rooms are great because the instructor can also visit the rooms and engage with a small group of students
11:27:02	From Chiara Marchelli:	Yes, and they know you are actually there with them and offering exclusive attention
11:27:17	From Patrick Deer:	Great question, Alexej, and thanks for excellent moderating!
11:27:31	From Lucy Appert:	@Jared YES! We carry a lot of unarticulated fear in that way.
11:27:50	From Beth Bauer:	Eric: how many students were in your class? Do the breakout rooms work for large classes?
11:28:08	From Kris Gunsalus:	We have used Slack for classes and students really like it.
11:28:10	From Manpreet S Katari:	@maureen, I have never tried with iPhones but do not see why it wouldn't
11:28:20	From Eric Dickson:	@Jini, that's a great question. I didn't think to do this, but it would have been a good idea to email the URLs for the in-class experiments to the whole class, so that people who weren't able to attend lecture could have the same experience. I'll do that going forward!
11:28:40	From Eric Dickson:	@Beth, I had 60 this spring; I used breakout rooms of 4 students.
11:29:01	From Beth Bauer:	Thanks!
11:29:02	From Eric Dickson:	The students liked the ability to interact in small groups.
11:29:22	From Shara Bailey:	Thanks you Alexej - good to 'see' you !! Shara
11:29:28	From Kris Gunsalus:	If you have a Slack workspace for the class, there are public channels for different topics, students can chat one on one or in groups with us or each other...
11:29:29	From Beth Bauer:	Eric, do you think it's manageable for a course of 150?
11:29:54	From Ann Macy Roth:	Could you send us an e-mail with a link to the recorded chat and other materials?
11:30:24	From Patrick Deer:	You can save chat by clicking on three dots to the right at bottom of chat box
11:30:42	From Eric Dickson:	@Beth, yes, Zoom will take a class of any size and randomly assign students to breakout groups of whatever size you specify, whether small or large.
11:30:45	From Lucy Appert:	@Patrick 👍

11:31:05	From Kris Gunsalus:	For Slack? Probably, but I've not tried NYUClasses Forums or Google chat for class. You can also post assignments, reminders, code snippets, etc. So when we teach coding they can post snippets that might not be working and we can comment. For python you could also use Google colab which allows people to program together online. That's cool too
11:32:44	From Beth Bauer:	Great, thank you.
11:36:41	From Brian Culver:	What's the best software to record (on a laptop) a powerpoint lecture?
11:37:03	From Kris Gunsalus:	(sorry for spam) One other thing I really like about Slack is that is is very interactive, I can chat with them in real time and get alerts (just like text messages), and I always know it's about class so I see it and respond right away. They really like that.
11:37:19	From Pam:	You can record voiceovers directly on Powerpoint.
11:37:38	From David Grier (FAS Physics):	Zoom also lets you run a meeting all by yourself, present your screen and record yourself giving a presentation.
11:37:42	From Naima Hammoud:	@Brian I like ExplainEdu (same as Explain Everything)
11:38:39	From Naima Hammoud:	You can annotate, use a pointer, etc. while recording
11:39:10	From Kris Gunsalus:	ExplainEdu! can multiple people annotate simultaneously?
11:39:53	From Naima Hammoud:	@Kris Yes! It's possible, but I have not used it.
11:40:30	From Kris Gunsalus:	that's cool thanks!
11:40:32	From Ignatius P Tan:	In the approach I used, I do require that students document all their work in a shared Google folder. The discussion that takes place in that document is solely between the two students, with me providing some clarity on their proposed project. The engagement in the Forum site is all student. I found that it is through the Forum site that I can see the level of engagements between students. From what I noticed in the Forum site, since students are asked to design their research project, they are looking for peer-reviews of their ideas, and it is this that drives the engagement level between students through this Forum site.
11:45:35	From Jon Ritter:	Thank you Ignatius, This is helpful
11:45:42	From Kim Bernhardt:	Michelle, I'd be interested in seeing your slides if you're able to share them later.

11:47:12	From jennifercayer:	Michelle: I was especially struck by the collaborative aspect of your use of the innovation award. It's a generous and smart use of the funds and a way to create shared, modal resources
11:50:34	From Ignatius P Tan:	Zoom has provided me with a different mode to get to know the students. What I found helped in getting students to Video On, is to log in earlier and as students log in, I would greet them, ask about their wellness and have small conversations. Some of these students would at some point in the class turn off their video, but they still are engaged by replying to questions asked. When I was teaching in-person, I would be by the instructors podium and the engagement is simply greeting them with the engagement associated with class material during class, not really on a personal level that I think Zoom is allowing.
11:51:01	From Michelle McSwiggan Kelly :	Thanks, Cammie! Yes, it's definitely a time for collaboration and drawing inspiration from each other. We'll work as a team to transform our lessons together so that we have a shared archive to draw from and adapt.
11:51:41	From angelazito:	Ignatius, point well-taken about greeting. I have done that too.
11:52:46	From ek28:	Anna, thank you so much! I'll contact you, I am teaching language too.
11:59:07	From angelazito:	Thanks so much for these really inspiring presentations—have another obligation.
12:00:13	From Nataliya Galifianakis:	Thank you, Mayumi! Such an engaging course!
12:00:45	From Brian Tate:	Mayumi, I wish I could take your course!
12:08:06	From Kris Gunsalus:	That's so cool, Pascal!!!
12:09:03	From Julia Kempe:	Pascal: do you get complaints from students that their particular exam was harder than their peers?
12:09:13	From Pascal Wallisch:	No, and we can measure if it was actually harder
12:10:05	From Pascal Wallisch:	I'm ready now
12:10:08	From Pascal Wallisch:	But I can also wait
12:10:11	From Pascal Wallisch:	Just had to restart
12:10:23	From Mary Killilea:	Pascal: what program are you using to generate and deliver the exam?
12:11:01	From Pascal Wallisch:	So far, Matlab online (all students have free access through the NYU license). But I'm pretty sure we'll transition to Python shortly
12:11:15	From Pascal Wallisch:	So I'll probably run it out of a secure server in my basement
12:15:08	From tejaganti:	One problem I anticipate with expecting students to watch lectures beforehand is that they will be less likely to do the readings that I require

beforehand since that adds further to the out of class time/prep. I teach a Core Cultures & Context class and sociocultural anthropology courses. I also noticed that some students for whom my lectures were recorded this past Spring because of time zone issues - actually never viewed the lectures after all [Zoom lets you know if a recording is viewed]. The students in teaching evaluations this semester mentioned that they appreciated that I taught the class synchronously. So basically - the problem of student not doing readings or not accessing the lectures seem like they could be exacerbated. Also I noticed as soon as I said I would have an in-class assessment [via Zoom] I noticed that attendance improved dramatically. I ended up giving a timed multiple choice exam via Qualtrics for my Core class.

12:15:34 From Helga Tawil-Souri: thank you all, must leave now

12:17:25 From Brian Tate: HI Teja! These are great points. What kind of in-class assessment did you do?

12:17:39 From Kris Gunsalus: This app seems great for instantiating concepts. Even would be really useful for self-testing (not a real exam but practicing concepts)

12:17:50 From Pascal Wallisch: Indeed

12:17:54 From Timothy Abraham Roeper: Pascal: How are the alternative (wrong) answers generated?

12:18:14 From Pascal Wallisch: Good question. Also from a similar distribution

12:18:16 From Pascal Wallisch: But false

12:18:24 From Emily Balcetis: I know this was asked, but looking for other suggestions on platforms to record lecture modules for asynchronous learning: (1) zoom with myself as the only participant and (2) powerpoint with voice over. Other options for making engaging visuals to consider? Thanks!

12:18:39 From tejaganti: Brian, most of my assessments were papers, and take-home exams, but I added that last multiple choice component to incentivize students to keep logging on.

12:19:05 From Jaime Oliver la Rosa: OBS is fantastic! <https://obsproject.com/>

12:19:12 From Kris Gunsalus: @Manpreet — what do you and Mark Siegal use for recording lecture modules?

12:19:28 From Lucy Appert: @Emily here you go — getting started with NYU Stream recording features:
https://docs.google.com/document/d/1_KXyVYqLf14F5Po9bWyeX4h-8zp33TfSGe4ac9ZPChc/edit?usp=sharing

12:19:29 From Jaime Oliver la Rosa: OBS = Open Broadcasting Software

12:20:01 From Lucy Appert: And @Emily, our complete DIY Video Guide:
https://docs.google.com/document/d/15-RNOKCQoS9OKX1xkRA-9NO0Nwdf3ZycCquLUMj_4pQ/edit?usp=sharing

12:20:07 From Kris Gunsalus: Thanks @Jaime!

12:20:15 From Lucy Appert: These links will be in the google doc sent to everyone as well.

12:21:37 From Lucy Appert: We are happy to connect anyone who is interested with our partners at NYU's Digital Studio as well. They are great at helping you get up and running with non-complex tools and hardware you already have.

12:22:32 From Pascal Wallisch: I might have to leave soon (childcare). Any last questions for me (feel free to email me also)?

12:23:37 From ek28: Lucy Appert: Thank you! Should we write to you about connecting to Digital Studio or to them directly?

12:24:31 From Jordana Mendelson: So important to think about failure - thank you

12:24:42 From Lucas Champollion: Pascal, who wrote the exam questions templates and how long did it take?

12:25:12 From Emily Balcetis: @Jaime, Lucy thanks!

12:25:19 From Pascal Wallisch: @Lucas: I did. And a long, long time. That's another thing to work on long term. This is lot of work. But worth it.

12:25:27 From Patrick Deer: Fascinating, thanks Farzad.

12:27:00 From Jordana Mendelson: Thank you so much for sharing your research Pascal - and juggling your expertise with childcare. Learned a lot from your presentation!

12:27:12 From Pascal Wallisch: Awesome

12:27:28 From Lucy Appert: @ek28, if you write to me I'll connect you directly but you can also reach out to them. I'll look for the address. I don't know the service address; I just have some personal connections there.

12:28:02 From ek28: Thank you so much!

12:29:02 From Lucy Appert: Here you go — digital.studio@nyu.edu . They're great!

12:29:23 From Patrick Deer: Thanks, Lucy! Great resources.

12:29:36 From Lucy Appert: 👍

12:30:57	From ek28: Thanks a lot, Lucy!
12:33:06	From Leo R Douglas: I like the idea of addressing the misconceptions. They will value that.
12:33:27	From Jordana Mendelson: Really fascinating - thank you
12:33:39	From Ida Chavoshan: That was great, Genia!
12:34:50	From Mona El-Ghobashy: Genia, a great exercise that helps me see how to organize group research projects, thank you!
12:35:37	From Jared Simard: Thanks for sharing Farzad and Genia!
12:36:33	From Patrick Deer: Thanks, Genia, that was great! I'd like to ask you and Farzad and the other panelists: Have you encountered any pandemic fatigue or hesitation to engage with your Teaching the pandemic in your students? It can be a potentially daunting or traumatic subject, so how do you handle this aspect of engagement?
12:37:52	From Natasha Zaretsky: https://wp.nyu.edu/borderlands/
12:38:47	From Jordana Mendelson: I love the idea of the online symposium for them - such a great demonstration of what they learned, and a record of work done together
12:38:56	From Leo R Douglas: Patrick there was some hesitation among Chinese students to discuss Covid-19 related issues in my classes, related to the racism that this community has experienced surrounding this issue.
12:40:41	From Blagovesta: Thank you, Natasha! Fascinating!
12:40:59	From Patrick Deer: Thanks, Natasha! That was great. The website is terrific and a wonderful idea to have it as a time capsule.
12:41:03	From Genia Naro-Maciel: Great symposium idea!
12:43:52	From Julie Mostov: Genia: great project and use of breakouts - thanks for sharing
12:45:13	From Julie Mostov: Farzad - I'm eager to see how this works out this fall - thanks for sharing
12:45:32	From Patrick Deer: Natasha, how was your experience of organizing the students to work on the course website?
12:46:45	From Chiara Marchelli: Trace, this is really interesting.
12:47:52	From Beth Bauer: Trace, great exercise!

12:47:56 From Natasha Zaretsky: @Patrick, I gave them guidance on developing abstracts and submitting their primary sources, and we discussed as a group different templates for thinking about the website design [I used a basic one from the wordpress options for NYU]. After finalizing the template, they sent me the material to post. We spent a lot of time conceptually thinking about panels and themes and what would be the most compelling intersection of papers. And for them, really thinking about how to make their work public was really valuable!

12:47:57 From Maryam: Trace - Great lab!

12:47:59 From David Fitch: Excellent lab Trace!!

12:48:13 From Kim Bernhardt: Trace, What a great experience for your students!

12:48:13 From Patrick Deer: Thanks, Trace, great Lab project!

12:48:54 From Antonio M Merlo: Ditto to what Adam just said! Thank you all for a wonderful conference.

12:50:23 From Farzad Mahootian: thanks Patrick Deer-- great question. I didn't try this out on my students in the spring. Hopefully by Sept things will cool down. Your point is well taken. I believe that understanding brings some solace, but how might that work for traumatized? Individual cases must be treated individually. Regarding the fatigue: it's the same issue that arises in discussing racial inequity, misogyny, etc: I think that giving them the opportunity to shape and reshape the issue for themselves reverses at least some of that fatigue.

12:50:33 From Julie Mostov: Great ideas from everyone - thanks to Antonio, Lucy, and everyone else involved

12:51:12 From Liana Theodoratou: Yes, indeed, Adam, there is amazing creativity in this University. I am very impressed and moved by all our faculty. Everybody is coming up with wonderful ideas. We always learn by our colleagues and this is priceless.

12:51:37 From Patrick Deer: Thanks, Farzad, well said. Very much agreed.

12:51:52 From Patrick Deer: Very helpful

12:52:39 From sabo: Thank you all.

12:54:20 From Brigitte Miriam Bedos-Rezak: thank you all. I was inspired by many suggestions.

12:54:22 From Samantha Grossman: The Dean's Office will follow-up with links, documents, slides, video recording, etc. in an email. We will also parse through the many wonderful questions in the chat and have the panelists address them. If you have any additional questions, please don't hesitate to reach out to me directly: samantha.grossman@nyu.edu . Thanks, All.

12:55:46	From Anja Jauernig:	Regarding flipped learning, how much student time do those of you whose classes include asynchronous and synchronous components budget for each element per week? More specifically, if you do asynchronous pre-recorded lectures, do you shorten them compared to the in person length?
12:58:18	From Jaime Oliver la Rosa:	can I add to the question, is it useful to have short capsules for important concepts or longer videos for asynchronous material?
12:59:03	From Maryam:	@Lucy: 3 x 7min?
12:59:04	From Jaime Oliver la Rosa:	that clears it up Lucy, thanks!
12:59:53	From Jaime Oliver la Rosa:	a related question then, how do we articulated all of these small capsules?
12:59:57	From Anja Jauernig:	That's all very helpful. Thank you!
13:00:27	From Maryam:	@Allen & @Lucy THanks!
13:00:43	From Alison Cornish:	Thank you so much!
13:00:45	From David L Cregar:	Thanks to all for this! Inspiring work!
13:00:48	From camille:	Thank you so much for all your sharing!
13:00:58	From Kim Bernhardt:	Thanks to everyone! So much to think about...
13:00:58	From cbeltran:	Thanks so much!
13:01:02	From Patrick Deer:	Thank you all for this!
13:01:04	From Maureen Mahon:	Thanks for a great conference!
13:01:04	From Marisa Carrasco-Queijeiro:	Thanks everyone -
13:01:13	From jennifer l morgan:	Thank you all so much, I have learned a LOT!!
13:01:13	From Patrick Deer:	Great conference!
13:01:16	From Nataliya Galifianakis:	Thank you everyone! Fantastic conference!

13:01:24	From Liana Theodoratou:	Thank you all!
13:01:25	From Maryam:	Thanks everybody - excellent conference!
13:01:26	From Pui Shan Hui:	Thank you everyone!! We need that :)
13:01:30	From Jared S McCormick - Near Eastern Studies:	Thanks
13:01:30	From Susan Antón:	great ideas, thank you all!
13:01:32	From Raoul Normand:	Thank you!
13:01:34	From shafer:	Please share a link to the recording?
13:01:35	From Jaime Oliver la Rosa:	thanks a lot! it was fantastic!
13:01:35	From Samira Ait Jafour:	Thank you so much all!
13:01:36	From Suzanne Cope:	Thanks everyone!
13:01:37	From Asli Peker:	Thanks everyone!
13:01:37	From Eugenio Refini:	Thank you to all the panelists
13:01:38	From Kim Bernhardt:	Thanks Adam and everyone! Wonderful conference.
13:01:38	From Anthony Appiah:	Thank you all!
13:01:39	From Jon Ritter:	Thank you to all! Very helpful all around
13:01:42	From Lisa:	Thank you all so much!!
13:01:45	From Olivier Pauluis:	Thank you
13:01:46	From Kris Gunsalus:	thank you!!!
13:02:00	From Concetta Sebastiani:	Thank you

13:02:00 From Marcelle Thank you
Clements:

13:02:06 From Anabel Lopez- Thank you
Garcia:

13:02:11 From ek28: Thank you! It would be great to organize another one like this in the fall!
