

Sarah Louise Turner 01:17

I'm Sarah Louise TurnE ie

Bee Brigidi 09:28

Right in a really positive way, and I think

Milena Droumeva 09:32

But in a critical way too.

Bee Brigidi 09:33

Absolutely.

Milena Droumeva 09:35

What is the role of university today?

Bee Brigidi 09:38

Absolutely. And I think students are not apart from that, but they are within this, this notion. And I think the motivation is driven by finding relevance, right? So I think students are questioning, what is the relevance of My presence in this setting? Why?

Bee Brigidi 09:59

I need to be in person, in this place, at this time. What is it that I'm gonna gain? And I think that why we do have some positive obviously, you know, supported by data that students did develop incredible sense of independent learning skills, and that is really great. They also started to question themselves to what extent I cannot do this on my own, and and there were so many people that became self taught in in so many different skills, in new technologies, and instructors were taking so much training of different technologies that they've never even heard of before. And I think that, you know, aligned with what is positive. There is also ood n this :

Sarah Louise Turner 19.47

And I would add to that too, like the pandemic actually was a really inrea r

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Milena Droumeva 23:25

This is such a good point. I really want to emphasize it and repeat it one more, once more, that innovation in pedagogy in one particular course, it doesn't have to be a huge undertaking. It could be changing one assignment, and it could be introducing something new, the next week. It could be arranging one activity to try. But I want to ask you about I interrupted you Bee, I'm sorry, but I but this is a related question. I'm curious if part of the exhaustion, and I hadn't thought about it, but when you said it, I felt it. I felt it. I feel like part of my exhaustion is when you change something in your course.

Milena Droumeva 24:11

You want to give it time. You need to give it time to land. You need to give yourself time to see. Did this really work? And that unfortunately, like sometimes, if you if your course is only once a year, that means, you know, you wait a whole year to implement it again, or, or it takes a whole year to to do it twice and see if it works. It it's and there have been so many additional challenges, such as chat GPT and then the budget crisis, and so, yes, having to sort of part of my exhaustion. And I wonder if you think, if you recognize this is just having to churn out changes faster than you have the time to really assess and then reflect on that.

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Sometimes, you know when you overcome the overwhelmed feeling of innovation has to be a huge thing and you just implement small changes. It not only could it potentially solve a problem, but it is energizing. And I feel that too, like it's energizing to have something that you feel like you maybe you've concocted a slightly more efficient way of doing it, or a slightly more, you know, engaging way of doing it, and you know, and now you now, you hope that it works.

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Milena Droumeva 26:54

Lots to digest here we touched on the role of the university and its relevance in society, a question that can definitely be explored further, and is always important and material to our project here at SFU, we talked about the experience of pivoting to online teaching and the demands and challenges and opportunities for educators.

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Milena Droumeva 27:18

In the next part of this conversation, we'll return to talk a bit more about the student side of things, again, from the perspective of educational developers and the Center for Educational Excellence at SFU.

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Milena Droumeva 27:31

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Natalie Dusek 27:37

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