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**Teaching & Learning Online, by Lily Rose Fitzmaurice**

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00:06

hi

00:07

my name is Lily Rose fitzmorris and I'm

00:10

a student and a co-creation officer at

00:12

the University of Warwick Dudek Ovid as

00:15

we all know teaching and learning has

00:17

had to rapidly shape-shift a lot of

00:20

which has come in the form of teaching

00:21

online and so what I will be talking

00:24

about today is what this may mean or

00:26

look like from a student perspective

00:28

embedded in this I also turn the key

00:30

themes of this symposium being human

00:33

assumptions well-being the what-ifs and

00:36

what next I don't want to focus too

00:42

heavily on covert for a number of

00:43

reasons namely the rhetoric around when

00:46

teaching will return to normal and the

00:49

assumptions around what teaching was

00:50

prior to covert I think rather covert

00:54

has offered an interesting disruption to

00:55

the continuous and within this

00:57

significant questions have sprouted as

00:59

in what is education what does it look

01:02

like who is it for for example the fear

01:05

that has been expressed frequently

01:06

around losing the academic or

01:08

departmental community as a consequence

01:10

of covert or the disruption to physical

01:13

embodied learning when teaching online

01:15

what assumptions exist within these

01:17

fears namely that teaching was community

01:21

focused and embodied prior to covert

01:23

assuming a lecture hall of 300 students

01:26

who don't know one another that

01:27

frequently reject their need to eat or

01:29

go to the bathroom out of fear of

01:30

drawing attention to themselves

01:31

illustrate a type of embodied community

01:34

spirit rather I've spoken widely the

01:37

students from a number of departments

01:38

during covert who have expressed a

01:40

stronger relationship with their

01:42

departments and conveners and peers from

01:44

shifting online due to online common

01:47

room spaces

01:48

frequent correspondence and care and

01:50

fundamentally due to the very fear of

01:52

losing community and only community but

01:56

also discussion and conversation and the

01:59

co-creation of the curriculum I was

02:02

speaking recently with students who

02:04

study within stem and they were

02:05

expressing this increased capacity to

02:08

discuss in their classes when online

02:10

because the spatial design of lecture

02:13

theatres and labs don't offer the

02:14

potential balancing of power

02:17

available when everyone is a single

02:18

square on a screen hence there are

02:21

questions concerns considerations and

02:23

potentials that have come out of this

02:25

time which we shouldn't dismiss why

02:28

should students who feel they're able to

02:29

be heard now more than ever be asked to

02:32

return back to normal on moving towards

02:34

blended education you know why lose

02:37

these potential outcomes thus shifting

02:41

online isn't offering us an opportunity

02:43

to maintain something that exists but to

02:46

acknowledge some of the foundations of

02:48

what we believe 21st century education

02:50

should be the being human in education

02:56

so what do we want to take with us from

03:00

this shift online judo covered and what

03:02

do we want to leave behind these are

03:05

really important questions that I want

03:07

to pose to you all to critically

03:08

consider and to truly listen to students

03:12

when engaging with because recognizing

03:16

their experience in this period is at

03:19

the crux of how we are going to

03:22

reimagine what will come next however

03:29

while I want to avoid assumptions around

03:32

what teaching was and I want to

03:33

emphasize the opportunity we have been

03:35

given to reimagine what teaching can be

03:37

I also do not want to homogenized

03:39

student/staff experiences right now so

03:42

for example I want to emphasize our not

03:45

everyone has the same resources

03:46

available to them student or staff

03:48

whether that be technology home lives

03:51

living conditions a desk a private space

03:53

to work how we create conversation that

03:57

considers that of the diversity of

03:58

experiences and support academics who

04:00

lack the necessary tools or means to

04:02

have an equal learning experience during

04:04

this period is undoubtedly a priority

04:08

and critically I want to make sure that

04:11

reimagining is balanced with

04:12

consideration for well-being so for

04:15

example for internationals who may be

04:16

asked to work synchronously outside of

04:18

working hours which may be critical to

04:20

their sleep and thus their health

04:23

we have to ask what are the consequences

04:25

of taking work lives into home lives

04:28

what happens when bedrooms become

04:30

workspaces how do we encourage

04:32

boundaries in a neoliberal society that

04:34

frequently Awards overworking and

04:37

unsustainable imbalance I've spoken to

04:39

so many of my peers who have expressed

04:41

working over hours recently just the

04:43

lack of structure not having a place to

04:45

go so when does the work day end what

04:50

happens when that self-discipline is

04:52

conflated with self-love the capacity to

04:54

say to oneself I have done enough for

04:56

today

04:56

and having to be the judge of one's own

04:58

work that is difficult so how do we

05:04

collectively support one another in

05:06

maintaining a self outside of the work

05:09

self and the cyber self what happens

05:12

when we spend our days gazing on

05:14

ourselves on computer screens

05:15

what does supporting health and

05:17

well-being look like during a global

05:19

pandemic how may doesn't differ from

05:21

conversations around well-being prior to

05:23

covered while many are spoken around the

05:25

importance of exercise and social

05:27

distancing and so forth what questions

05:29

are not being asked what needs to be

05:31

asked and what do you need to be asked

05:33

what do you need ask one another for

05:39

example I have a number of conveners who

05:41

have been so supportive and incredibly

05:44

available to their students at this time

05:45

which is wonderful but equally how can

05:49

convenience you may feel a need to be

05:51

incredibly available to support their

05:52

students who may be going through

05:54

hardship also consider their own

05:55

well-being or contrastingly how can a

05:58

student or staff member who can't be

06:00

available during this time due to

06:02

personal circumstances be supported in

06:03

expressing this need here we find the

06:07

community and the being human and

06:09

co-created learning that should also

06:11

transcend beyond these very specific

06:12

local circumstances and be embedded in

06:15

the foundations of an academic community

06:17

regardless

06:19

furthermore I'm thinking about

06:21

well-being I think it is important that

06:23

we considered the space we are asking

06:25

the academic body to engage within

06:27

digital space is not a new phenomenon

06:30

nor is digital pedagogy a new framework

06:33

we all have relationships with cyber

06:36

selves I think it is worth asking

06:38

students and staff alike how they feel

06:40

about these relationships and/or

06:42

experiences in and with cyberspace

06:45

how could experiences of cyber hacking

06:48

stalking bullying or any form of leaked

06:50

privacy impact the capacity to feel

06:53

comfortable online and thus learn share

06:55

and co-create but contrastingly how make

07:01

sense of experience in with social media

07:02

or comfort in these spaces or maybe the

07:05

capacity to work from home for example

07:07

increased comfort for others how can

07:10

learning recognize existing experiential

07:12

nor knowledge in order to be critical

07:14

and transformative taking in experience

07:17

and the shifting how we experience the

07:19

world by using these real-life

07:21

experiences as material for

07:23

understanding how do we translate

07:25

knowledge what languages do we use for

07:28

sharing knowledge and how can we use the

07:30

language of the day-to-day to learn

07:31

especially when the cyber self is such

07:33

an impactful part of 21st century

07:36

learning and so essentially when I'm

07:39

what I'm trying to say here when I'm

07:41

talking about this digital space whether

07:43

someone has had a positive experience or

07:45

a negative experience or just has

07:47

experience that is significant because

07:49

it's a part of how we're learning and

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how the space informs how we're learning

07:52

what I want to ask at the crux of this

07:54

is how can we make online spaces feel

07:56

safe especially for some of the

07:59

difficult conversations that education

08:00

can and should pose how could digital

08:04

space challenge our performance of the

08:06

space if we are to speak of teaching in

08:09

any space online or offline how we make

08:12

the space safe is essential and I worry

08:16

that this is a question that is

08:17

frequently neglected

08:24

within this I want to reflect on a

08:27

collective reimagining and from here

08:30

look forward to what may come next

08:33

firstly as a student

08:36

I wish to ask that teaching online is

08:38

not abandoned co-creation this may be

08:41

difficult especially when engaging with

08:43

class sizes of 40 or more but I asked

08:47

the co creative practices and discussion

08:49

are prioritized and who is being given

08:52

the power Authority and voice to

08:54

contribute to the pool of knowledge is

08:55

continuously challenged there are tools

08:59

available for facilitating facilitating

09:01

co-create creative teaching online teams

09:04

for example frequently offers new means

09:06

of co-creative work through different

09:08

tools or apps that just mindmeister a

09:10

free hand for example or together mode

09:13

seek innovative tools for exploring

09:15

teaching as co-created conversation

09:17

outside of traditional lecture style

09:19

learning and teaching a year of lecture

09:22

capture is not the answer even even on a

09:26

base level having students have a piece

09:29

of paper and a marker at their desk and

09:31

posing questions where the student can

09:33

write something down and and and be seen

09:36

and be visible offer is something more

09:41

than lecture capture let us consider

09:46

what online learning creates potential

09:48

for as a final point that I think is

09:51

significant to raise at a universities

09:53

limit who can learn who can access

09:55

knowledge or learn in a university

09:58

framework

09:58

how could teaching online offer more

10:00

opportunity and access to those who may

10:02

not be afforded the luxury of tending

10:04

University otherwise let us be critical

10:06

and concept of let us ask and inquire

10:09

and be introspective and reflective

10:12

let's ask what the purpose of education

10:14

is and when we consider who is being

10:17

given access to university that is also

10:19

considered what a meaningful answer to

10:21

this question is and where that

10:23

meaningful answer sits where everyone

10:26

not just a few is heard thank you so

10:30

much