Q1: Which core principles of caring pedgogy resonate most with you? Why?

1. Prioritize care and student engagement

I love the attention to the student. their background, their identity, their needs, when interacting with them in discussion.

1&2 resonate the most since student need to feel cared for so they have the confidence to engage, but everyone feels that differently

Appreciate all student responses. Encourages other students to participate and feel welcome

Engagement is care! Taking time to learn about students' backgrounds helps us better understand their needs

2. Care is relational

Caring for self to care for others - you can't pour from an empty cup and students can tell when an instructor is not bringing the right energy to the session

Take care you ensures that you can take care of others. BUT this is so easy to forget and overlook. #VocationalA- #BurnOut

Relational care sticks out to me because in order to best serve our students and staff, we need to build relationships with others.

3. A holistic approach to education

This is how we've always approached teaching and librarianship so a holistic approach appeals to me

Because it takes the whole experience into account - that of the student and of the teacher.

Holistic approach— I've learned the hard way that I must care for myself before I can do anything else

This resonates with me as COVID-19 and social isolation provide a lot of fuel for compassion fatigue and burnout

Q2: How have you implemented a pedagogy of care in instruction online?

letting students keep their video off and respond however they're most comfortable (chat vs on the mic)

Emphasize that the tab away is how to get help, don"t haw to remember -rylhlng or be fully pr-nt

doing less instruction in general (care for myself)

Allowing lludants to turn their cameras on or off during a synchronous Mslion, whatever is most comfortable

Flexible deadlines – helpful for students and also myself

Made myself available for questions and contact more than usual

be kind to myself in planning - be flexible and use templates. Allow myself to prep less and let students drive

By asking students how they're doing at the beginning of every class I taught or at the beginning of any one-on-one consultations.

Being vulnerable and transparent about where I am and transparency about needs

Acknowledging the moment we're all llvlng In right now at the beginning of a synchronous session.

streamllnlng content to just the essentials

Taking time to discuss how students are feeling. How willing they are to engage in the session in different ways

acknowledging that I am also working from home and we may get Inwrruptad on my side 10 it's okay If there are Interruptions on thel r side (kids, dogs, whatwar)

Creating and sharing "welcome video• before meeting with students

embaddlng In onllne class• and reaching out to students before s•sion to ask what qu•tions th"l/ haw/what th"l/ wanttoJeam

opening prompts (e.g.. music track llswnlng to now) for transition to class and building community

Exhausting. Started a new job and the pandemic has made me question if I still want to be in this position. Felt my teaching has not been as effective. Burned out.

I actually liked instruction – both in-person and online – during the past year, but admittedly had only honors undergrads and grad students. (And I've been in the profession for 20 years now.)

HARD! I'm so tired. I haven't tried anything new, the creative Juices are not flowing

Really, really difficult. I'm a new librarian (and to teaching), and my experience so far has been rocky and unstable on account of COVID.

I think I'm still reflecting on It?

Has been fun to see the creative ideas from colleagues - kept me energized

A little baffling - a lot of what I thought I knew about teaching went out the window but it has provided a good opportunity to reflect and self-assess

I hardly remember anything that happened. There were aspects of online lltachingthat I really loved, but I had a hard time with time management and reflection...which bothers me

I've lost interest in teaching. :/

Ifs bean challenging - teaching Is all about relationships and those-hard to forge through the Interweb.

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Not as excited -golngthru the motions as It'sjust one more thing to do

I don't like being this isolated, it makes it hard to be motivated and creative

bad; and badly

I love that Ih a w galln mor• e.xperlence Inother arMs such as crMtlng VIDGRIDvlld-. but the HARD part Is faceltyedjustlng and not r.ctIlvlng nough r uests..

I'm seriously burned out and finding it difficult to concentrate or feel motivated to get tasks done.

Made me much more reflective about my own practices and what I thought I knew.

This year has been challenging, and I am tired of what feels like continual problem solving. But-I feel like my teaching has improved because ofthe challenges

Kind of quiet (in a bad way). For the classes I've taught I find myself nitpicking/obsessing over things that wouldn't have bothered me in normal times.

Helped me understand my students' situations better

Exhausting, burned out. Put so much into engagement and interactive sessions and often still just get silent black boxes.

Q4: What changes have you made to your teaching because of the pandemic that you plan to keep?

This last year wf'Ive had access to instructors' online courses and were embedded in the course. Students got to know us, in a sense. We will continue to have that, even as we return to in-person instruction.

Inc-d communication/collaboration with istacton prior to

Recording/Editing of videos using VidGrld. Editing captions...(oh my)

Zoom teaching. Asking more about a clas1'1 demographics to be more Inclusive In examples. etc.

increased focus on wellness

Using anonymous question/comment submission tools likeAnswer Garden, Padlet,etc.

More faculty collaboration.

Taking collaborative nows, activities using Google Docs, Fonns,and Jamboards.

asynchronous replacement to classes

Doing more teach the teacher style Instruction for large scale classes

For med students, they HATE others knowing if they possibly messed up so anonymous real time online activities are here to stay for me. Also online tutorials are getting us into more programs who didn't have time for us before

bringing some onllne tools Into the physical classroom (they all have comput•s.•I can project them on the blgscreen)

Creating more digital handouts and digital resources in general

I INrnec:I about lots of cool tools Ilka Padlat and NNrpod that I WIii - p using

Maybe not every dass needs to be In person

Simple, quick, anonymous knowledge checks

More group work where Iwas able to engage with studentwork (Google docs) without interupting theirconversational flow (breakout rooms).

Not discounting dgital tool1/platform1 In the future. Ate there aspects of my teaching that I could build a digital module for. then supplement with hands-on class time?

Continue offering onllne discussion tools (chat. discussion boards), even for In-person Instruction

Giving students more options