Q1: Which core principles of caring pedagogy 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.

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.

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

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-BumOut

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.

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

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.
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)
- Acknowledging the moment we're all living in right now at the beginning of a synchronous session
- Opening prompts (e.g., music track listeners to now) for transition to class and building community
- Emphasizing that the tab away is how to get help, don't have to remember everything or be fully present
- Doing less instruction in general (care for myself)
- 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
- 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 interrupted on my side; it's okay if there are interruptions on their side (kids, dogs, what have you)
- Being vulnerable and transparent about where I am and transparency about needs
- Creating and sharing a welcome video before meeting with students
- Flexible deadlines - helpful for students and also myself
- Made myself available for questions and contact more than usual
- Allowing students to turn their cameras on or off during a synchronous session, whatever is most comfortable
- Being kind to myself in planning - be flexible and use templates. Allow myself to prep less and let students drive
- Streamlining content to just the essentials
- Embedding in online class and reaching out to students before session to ask what questions they have/what they want to learn
Q3: Be honest, how has this year been for you? How has it affected your teaching?

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.

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

I think I'm still reflecting on it?

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

I've lost interest in teaching. :/

I don't like being this isolated, it makes it hard to be motivated and creative. It's been challenging - teaching is all about relationships and those are hard to forge through the interweb.

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 of the challenges.

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've gained more experience in other areas, such as critical thinking and writing skills. But the HARD part is faculty adjusting and not really knowing what to expect.

I love that I have gained more experience in other areas, such as critical thinking and writing skills. But the HARD part is faculty adjusting and not really knowing what to expect.

Not as excited - going thru the motions as it's just one more thing to do.

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

I've lost interest in teaching. :

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 of the challenges.

Helped me understand my students' situations better.

Not as excited - going thru the motions as it's just one more thing to do.

I don't like being this isolated, it makes it hard to be motivated and creative. It's been challenging - teaching is all about relationships and those are hard to forge through the interweb.

I've lost interest in teaching. :

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

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 of the challenges.

I think I'm still reflecting on it?

I don't like being this isolated, it makes it hard to be motivated and creative. It's been challenging - teaching is all about relationships and those are hard to forge through the interweb.

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 of the challenges.

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

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've lost interest in teaching. :

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

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 of the 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.

I think I'm still reflecting on it?

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

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 of the 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.

I've lost interest in teaching. :

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

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 of the 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.

I think I'm still reflecting on it?

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

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

- **Increased focus on wellness**
  - Zoom teaching.
  - Asking more about class demographics to be more inclusive in examples, etc.

- **Doing more teacher style instruction for large scale classes**
  - More group work where I was able to engage with student work (Google docs) without interrupting their conversational flow (breakout rooms).
  - Not discounting digital tools/platforms in the future. Are there aspects of my teaching that I could build a digital module for, then supplement with hands-on time?

- **Creating more digital handouts and digital resources in general**
  - Giving students more options
  - Simple, quick, anonymous knowledge checks
  - Using anonymous question/comment submission tools like Answer Garden, Padlet, etc.

- **More faculty collaboration**
  - I learned about lots of cool tools like Padlet and NNPod that I will be using.
  - I am now comfortable making recordings and videos using Vidgrid. Editing captions (oh my)

- **Asynchronous replacement to classes**
  - More faculty collaboration.
  - Taking collaborative notes, activities using Google Docs, Forms, and Jamboards.
  - bringing some online tools into the physical classroom (they all have computers, I can project them on the big screen)

- **More group work where I was able to engage with student work (Google docs) without interrupting their conversational flow (breakout rooms)**
  - More student feedback tools like Answer Garden, Padlet, etc.

- **Recording/Editing of videos using Vidgrid. Editing captions (oh my)**
  - Zoom teaching.
  - Asking more about class demographics to be more inclusive in examples, etc.

- **Increased communication/collaboration with students prior to class**
  - Zoom teaching.
  - Asking more about class demographics to be more inclusive in examples, etc.

- **Making the most of digital tools**
  - Using anonymous question/comment submission tools like Answer Garden, Padlet, etc.
  - Giving students more options
  - Simple, quick, anonymous knowledge checks

- **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**