

Transcript – Xchange FORUM Podcast with Silvia Caicedo

PATRICIA ROBINSON: Hi everyone. This is another episode of Xchange Forum. And I'm your host, Patricia Robinson, Professor and Faculty Facilitator with the Teaching and Learning Exchange at the college. So today, I'm joined by Silvia Caicedo. And actually, Silvia, you and I know each other because we both taught in the College Teacher Training Program, which is in the School of Immigrant and Transitional Education in the Centre for Preparatory and Liberal Studies. That's a mouthful. So thanks for joining me today, Silvia. Tell me a bit about what you're doing now.

SILVIA CAICEDO: Oh, hi Patty. It's so nice to say hi, everybody. Thanks for having me here today. Happy to be here, and yeah, so what am I doing these days? I continue to work with CPLS, or as we call it, Centre for Preparatory and Liberal Studies. But I'm currently working with the Pre-Programs, which is part of the School for Work and College Preparation.

And as you mentioned, I used to work with the College Teacher Training Program. As we know, the program is on hold right now due to the pandemic. Mm-hmm. And in terms of the courses that I'm doing, what I'm teaching right now could be put under one basket, an umbrella that basically covers professional and personal development and communications. And as a teacher, my goal is to facilitate learning with an intercultural slant very strong and a touch of appropriate technology for education.

PATRICIA ROBINSON: Mm-hmm. Okay, great. And I've invited you to this podcast because I'm interested, I have been interested, in talking to professors about what they've been learning about their students and themselves since the pandemic began. And we've all had to make this transition to teaching fully online. So let's start with my first question and tell me about your students and what you've been learning over this past year.

SILVIA CAICEDO: Well, thank you so much for -- let me just say thank you for doing this. I think you doing this podcast is providing a little spot where we can actually voice our concerns and insights as we go through this transition period. Which, by now, it doesn't feel like a transition.

It has become a new normal. So what have I learned during this time? Hm. I haven't taught a broad spectrum of population, you know, going from professionals with graduate degrees to students that come fresh out of high school.

Huh. What have I learned? I learned so many things, especially when teaching online. But let me focus on just three. And I'm just going to highlight these three because they are related to assumptions that we as faculty and perhaps even as an institution make about what students know. And I mean vis-a-vis the online education.

And the first one connects to technology. We think of technology and students that come to learn online as students who are digitally native. And yes, they may be. They are to a

large extent. And they use technology because they have been born or grown up with technology around them. They live on social media. They handle smartphones. They have it on their hands at all times.

However, what we need to understand, and I have come to learn more and more, is that they need a lot of our help in order to make productive use of technology for learning. So that would be one.

And then connected to that and is the second assumption that is related to this is the access to reliable internet in order to actually be successful in doing online studies. We have the tools like, as you know, the Blackboard Collaborate, and we use Teams.

We use other video, video conferencing tools, if you will, that relies on having infrastructure and fast internet that it's not necessarily available to everybody across the places that we serve.

And even when the internet infrastructure is available, availing ourselves of a plan, an internet plan that actually covers this is the really -- real barrier. And we have seen that this is one of the assumptions that we sort of all walked into.

Okay, COVID made the restrictions imposed on us. And now how we survive this, this is something that we have to understand as a serious barrier. And I think the college has gone great lengths to try to help out. But I'm not sure we can cover all the inequities that COVID has highlighted for our students.

Okay? And the third, and I think in part is related, is basically motivation. Motivation that we thought, okay, so everybody wants to come to school. And school now is online. Okay, so everybody is motivated to do this online. Mm. Okay, let's actually peel that onion a little bit, and let's look at what it actually takes to do this. Online studying is the basic as some of the students have told me so far is self-learning. It's self-guided learning with some help. And understanding that and sustaining that motivation takes a lot of work on both sides because it's not just the side of the teacher.

And we do this on day one because we feel very excited. But we also have to continually do it all the time. Now, from my perspective, what I've learned is that that is very, very taxing. I feel that for me, especially for me, I feel I need the smiles. I need the laughter. I need the energy.

And because we have been on audio mode, you know because bandwidth is a problem, internet quality is a problem, it becomes just energy output and very little feedback. So it is -- it takes a lot of work to sustain motivation, and it's something that we had made assumptions about. But that's what I can tell you about what I've learned so far.

PATRICIA ROBINSON: Mm-hmm. Thank you, Silvia. Yeah, so that last piece there about, you know, all that energy that the instructors are putting out there. And it's hard to maintain your own kind of stamina when you're not getting the feedback back to keep you going, right?

SILVIA CAICEDO: Yeah.

PATRICIA ROBINSON: Okay, so those first -- the first two assumptions that you mentioned, so students knowing how to use technology because many of them are digital

natives. So we're making these assumptions that they actually know how to use it for learning which is not true, right?

SILVIA CAICEDO: Mm-hmm.

PATRICIA ROBINSON: And then also the other assumption that students have access to reliable connections, interconnectivity. And the tech resources that they need to learn from remote locations.

And again, our students are coming from all over the place. So we can't assume that they're living in Toronto, where perhaps the network connections are better than those who may be live in more remote locations.

So and then your third assumption that as teachers, we only need to focus on that first day of class, and kind of the rest will take care of itself. And that's really not true as you're saying that, you know, you've learned just from -- And the differences with motivating students online versus being in class.

So based on those ideas and what you have learned, can you tell us a bit more about how you have your -- adapted your teaching as a result? And maybe let's just start with again how are you keeping your students motivated and engaged with learning online?

SILVIA CAICEDO: Oh, this is a big one. Okay, and it's one that is very exciting for me. Okay, so I should tell you personally the affect is really, really important. The emotional component is really important. It's critical for learning success. We know this. The literature says this. It is just simply a given. If you like doing something, you learn faster because you enjoy.

And so, how do I do this online? How do I cultivate the affect online? When I'm face-to-face, you know, in analogue mode with students, it's so much easier. There is an organic way of connecting people. There's an organic way of having exchanges and bringing different groups to the front.

Online, okay, let's see this. So it requires intentional planning to create a safe space for students feel brave enough to interact. Because the default is I go quiet. And they're crickets on the other side of this monologue that you're giving. So what I do is in every class, I devote 20 to 30 minutes of every class to do check-ins. And what we do with the check-ins is we talk about anything and everything. We talk about the weekend, the highlight of the day, about entertainment, a favourite music.

Last week, for instance, we were just chatting about what was the last live event, be this a concert, music, or what have you that you saw before the lockdown? And the exchange was fantastic, you know. Some people touched on church events they had attended. Other people said this concert. Other people, I mean, they just simply spoke of many things. And by having these type of interactions, what I see is that there are little connections coming and developing.

And the friendships and the friendships we know are limited to the interactions and the mediation of technology. But there is something there. I can hear two students that are basically jamming together because they both like the music. And so it was great. Two other were like, okay, let's exchange recipes, and we're going to cook together. And then

I have met students, their pets, their children. And we see the exchanges online, which is kind of funny because I call one student. She speaks. The child is right behind the person and said, is so-and-so there? Because they know that on the other side of that line could be their friend's child.

So there is some connections that are coming and to keep them motivated to keep coming to class is just one of the little things where they feel seen. They feel heard. And it takes the class to a relational level, and beyond the transaction, beyond this business of I am here to teach, you are here to learn. And here's your grade.

PATRICIA ROBINSON: Mm-hmm.

SILVIA CAICEDO: So –

PATRICIA ROBINSON: And we know that, you know, that building community and making those connections with others helps learning so much more than just that focusing on the content, right?

SILVIA CAICEDO: Yeah, yeah. Yeah, no, it's incredible to see the type of support that they do for one another. They study together.

PATRICIA ROBINSON: Nice.

SILVIA CAICEDO: Yeah, so it goes beyond the social. It's not for everybody, but if it works for a few, we've done a lot.

PATRICIA ROBINSON: That's amazing. And I know you as a teacher, right? We used to work together. And I know when you teach face-to-face, you support building connections with your students and yourself throughout your lessons.

But yeah, so you are saying that with this change to online teaching, your -- you've talked about intentional planning in advance and then really building in that focus time specifically for students to connect with one another, make connections and build those interactions. And it can help sustain them after, you know, that three-hour course or whatever they're working on, right?

SILVIA CAICEDO: Yeah, yeah. No, this is -- this is -- this is the ideal, and this is the like I said like I've met pets. I've met kids. I've met -- and, yeah, we have them in recording, which is kind of funny. I have to delete those files eventually, right?

So, yeah. But connecting the students this way, I think, allows me to ask questions as to how I can help them to learn better. And they feel comfortable and also motivated to tell me. And I can also channel them to the appropriate supports that are in the college. Because the college has done a great job in offering a lot of information, but sometimes that information becomes overwhelming to them.

And they don't know where to find that support. And also identify the barriers for them, the barriers that they face, which is one where bring me back to the second thing that I was telling you that I support students with, which is building digital skills.

For them to know how to use a tool as simple as Office 365, which is just nothing more than your office suite online, nothing more than that. It's become a hoop that they have to jump. And there is mental barrier to it. And so I tell them –

PATRICIA ROBINSON: And –

SILVIA CAICEDO: Go ahead.

PATRICIA ROBINSON: -- we, like we even know like for our students, we even know that our colleagues have challenges with those 365, right? It's just kind of this portal into all these different apps and like documents. And so it's, you know, imagine as faculty if we have challenges, imagine our students who are brand new to this, right?

SILVIA CAICEDO: Yeah.

PATRICIA ROBINSON: It can be even more difficult.

SILVIA CAICEDO: Right, right. And there is some familiarity, if you will, for them because some of them use Google, right? But connecting those two things as one with the one label, Microsoft, and the other one with the other label, Google, doesn't seem to make the bridge even though they serve the same purposes.

So what I try to do is create and devote. And I discussed this with my Chair is like I devote at least 20 percent of my outline to building digital skills intentionally and tying them to the activities that we do in class.

So technology like Blackboard, Office365, [inaudible] Grid, Collaborate, and so on, they, by the time they finish my class, they feel completely comfortable using the technology. Now, I do limit the number of tech tools I introduce in the class because I know that there's also this excitement about technology. There's this, oh my God, technology is going to solve it all. And it's like mm-mm. I have been way too long on this business to know.

So what I've tried to find out is what is the problem I want to solve? How do I let the tech help me remove the barrier? And then choose the technology that will do that. And this is how I keep it just limited but well done so they can feel confident, and they learn to actually be proficient in using the technology.

PATRICIA ROBINSON: Mm-hmm.

SILVIA CAICEDO: For instance, in the class, what I do for them to become familiar with Blackboard, I organized a little scavenger hunt at [inaudible] So they go around, and they can look, and they work in teams, so they can look for different things.

And this is something that we used to do physically. You remember [inaudible] so I brought it to the course. And it's basically, where do you find? What are your -- where do you find your journals? How do you use your journals, and what have -- And they get points for it. And it's an activity that brings them together. It's initial thing. We do this on the first class. And yeah, it works. It brings a few people out of their corners of shyness. And they become familiar with the content and how we're going to work together.

PATRICIA ROBINSON: That's great. And I think that's such a great -- that's such an important way to begin the class, right, because again, it can be so overwhelming when students, especially if they're entering a new platform. It's like, oh my goodness, like am I -- if I click this button am I going to lose everything. Or you know, where can I find this? And we don't want to start our class off with our students feeling more anxious or anxious. So we want to try to help support them with their learning, right? We don't want -- we don't want the tools to become a barrier to learning.

SILVIA CAICEDO: [Inaudible]. Exactly that. Yeah.

PATRICIA ROBINSON: So is there anything else that you have done that has helped support your students that you could share with us?

SILVIA CAICEDO: These are small changes that I'm also making. And I think a few colleagues are doing this is that just may -- I record all my classes mostly, especially the discussions and the part where I'm the one talking and gives them -- and they tell me. I was just actually doing a check-in with them yesterday.

And they say having the recordings allows me to get you to repeat the things five times, Silvia, and you don't even know it. And so I was laughing, we were laughing together about that. So I know that it's convenient and many times we hear children in the background during the class.

So I know that their attention is not 100 percent on the class. So this gives them and affords them that flexibility to be there and to be able to also attend to other responsibilities.

Another thing that I've done is office hours after class. And it works well for them, so we go into breakout rooms using what the tool affords us, right? And so we can have private conversations. So they feel that they can be comfortable talking to me and not having the whole class, you know, listening to their issues. And it's totally up to them. Yeah, so yeah, I've placed a lot of premium really on making this more relational and removing the transactional piece of this process that has been imposed on us.

PATRICIA ROBINSON: That's amazing, Silvia. So I am again -- I know that you have a long relationship with technology. You've got, you know, an extensive background in working with technology before you joined us at George Brown.

And you are comfortable using various tech tools for teaching. So how did you respond when you knew we were going to be teaching fully online last year? So considering, you know, your extensive background and you had been teaching face-to-face, and now you're going back online, you know, how did you respond, what were your thoughts about that, or what was your experience?

SILVIA CAICEDO: Huh. Yes, as you mentioned, my background with technology goes back to the hundred-- the 1900s, if we have to say. And so it gives me a great deal of confidence dealing with technology, looking at how to use it. So when we had to pivot, as we say, I was excited. I was very excited, said I can do this. I can do this. I mean, yes, there would be adjustments. I can do this.

So I went in headfirst. But after a week, my back and my body was locked, and it stayed locked for about a month. I couldn't do much. Sitting all day was really, really bad.

PATRICIA ROBINSON: My gosh.

SILVIA CAICEDO: So I had to be on pain killers for a whole time, and I couldn't see my osteopath. That was the worst because --

PATRICIA ROBINSON: Right.

SILVIA CAICEDO: -- of course, we were on lockdown.

PATRICIA ROBINSON: On lockdown. My gosh.

SILVIA CAICEDO: Yeah. So because I wanted so much for them to have the best experience, I poured myself into it. And I just realized I just can't give everything if I don't take care of myself. I will have nothing to give. So I have to pull back, and I have to learn it. I had to learn it, yeah, the cellular level, if you will. Yeah.

PATRICIA ROBINSON: So, I mean, that sounds awful, and I'm sorry that you had that experience. And you know, as you said that you -- you've learned it like on a cellular level.

And I think that that's such a key point that you just mentioned is that, you know, we do have to take care of ourselves, stay healthy because it's really impossible to do our work in supporting students and help them learn when we're not taking care of ourself, right? We're just -- we're just depleting our energy at a faster rate.

SILVIA CAICEDO: Yeah, yeah.

PATRICIA ROBINSON: So anything else that you can share about, you know, what that transition was like.

SILVIA CAICEDO: Oh, wow. Yeah, another highlight of this transition was the information overload. It was just I think --

PATRICIA ROBINSON: The highlight or lowlight?

SILVIA CAICEDO: Well, yeah, it was a high-low light, I think. We can say that. It was incredible. I had not seen my inbox being flooded with so much information. And you know, we get to share a lot of information, but it was incredible.

And there was trying to consume it all. It was like drinking from a water hose, really. Like it was just everybody, everybody was coming at us with all kinds of information which I know was important.

But it was just not possible to do it. So here's this article to read on this, how to better teach on that. Oh, here's how you pivot better. Here's what you support your students with.

This is how you manage your work-life balance. And I was like, hey, hold on like this is way too much. I need a balance in my life, too many articles, too much information, not enough time to read, understand, and let alone apply. I mean, when do I have the time?

So I -- it was so overwhelming I decided to just simply say no and start just being very discriminate on the things I could take on.

And there's also that feeling that by doing so, what am I missing? Am I failing? Am I like what are my colleagues doing that I'm not doing? Like, am I going to fail my students? And I just had to, yeah, make -- the delete button became my friend. I just had to delete many things and simply think, problem, what piece of technology, or what piece of advice will actually bring the solution? And seek out the information as opposed to allow it to drown me because I was drowning in it.

PATRICIA ROBINSON: Yeah, that's such a good piece of advice, seeking out -- So yeah, there's so much information out there, and I have that same feeling, right? It's just so much. And you don't kind of know where to begin, or you know -- And then how do you keep up with your colleagues who maybe are more, or seem more, on top of knowing what all these things are, right?

So I think that that's a good strategy is just, you know, focus on what your needs are and then pick and choose what you need to read or to help you or which webinar to go to that's going to help you rather than trying to keep up with all of it because you're right, it's so much. It's so much. Oh, gosh.

SILVIA CAICEDO: Yeah.

PATRICIA ROBINSON: Yeah. I created a file folder full of material to read. But then it's, okay, well, when do you get the time to do that? So --

SILVIA CAICEDO: Delete.

PATRICIA ROBINSON: I have to do that. So, okay, so Silvia, let's move on to another question. What mistakes have you made, and if you're okay to share with us, what mistakes have you made? And then what did you learn from them?

SILVIA CAICEDO: Okay. Hm.

PATRICIA ROBINSON: I'm assuming you've made mistakes. We've all made mistakes.

SILVIA CAICEDO: Oh --

PATRICIA ROBINSON: Right?

SILVIA CAICEDO: -- of course not. Of course, yes. Yeah, many, so many. I mean starting with, you know, going headfirst. But I would like to highlight one that actually was more important because of what the lesson it left for me.

And it's an assumption that I run into without -- Like in my intention to help, I run into it. So let me give you the example. So a first-generation student who had received a new Mac laptop didn't know how to use it. And I met this student when we were still face-to-face, so think January 2020.

So we had about two months together. And what happened was that because I ask the students to teach them how to organize information and how to use their computer better. And because sometimes, when I send them a file, they send me the file with the same name. And I go like you have to make it yours. This is your file. Save it with your

name. Save it and put it in a folder. So I brought a little graph to the class, and I said, you know if you make these folders in your computer. And I mentioned this and I said, it's like in your house, you know, in your house you keep the kitchen things in the kitchen like the pots and the pans and everything. And the bedroom things and the clothes things are in a different room. And the -- so each thing has its own place in the house.

And what I realized is that like while that makes sense and makes it easier for me and perhaps for some students, I realized that this was just a reflection of my experience. In conversation with the student, with this first-generation student, the person told me that they don't know about these things. That their experience was one-room house, one-room home. So a kitchen, a living room, a bathroom, or all these things that are so separate that are a reflection of privilege, let's call it, is just a reflection of my experience.

And so in that moment, it was very striking because I mean I had built a very good relationship with the person. And the person was like really accepting everything and revealing many things. So it was like, oh, okay. And the lesson was so hidden.

I don't think the person meant to teach it to me. But I learned that my experience is not necessarily that of every student I teach. And so I'm very mindful of that. So if I have to highlight, this has been one of them. One big one for me.

PATRICIA ROBINSON: Mm-hmm. Thank you for sharing that, Silvia. And that example that you shared is like, as you said, such a good example of how, you know, we are living and interacting with others based on our experience, right?

So we see the world through our own experiences and our ways of, you know, the ways that we've lived in our life. So and we don't always know when we're making assumptions until an example like this where, you know, the example of the metaphor that we use, you know, again, it's coming from our assumptions and our experiences.

And that's great that that student felt comfortable enough with you to share, you know, that they do -- they've only lived in a home where they only have one room. And so it's hard for them to understand that analogy of the file folders and organizing --

SILVIA CAICEDO: Yeah.

PATRICIA ROBINSON: -- content. And it's a good reminder for all of us again to rethink our realities and what we take for granted.

SILVIA CAICEDO: So true.

PATRICIA ROBINSON: Yeah. And so I have another question for you. Is there anything that you've been doing this past year that you will bring back with you into the classroom? If, or hopefully when hopefully, we get back to face-to-face teaching.

SILVIA CAICEDO: So many things. So many things. But the ones that jump out and I guess to mind right now is building digital skills for the students, building the digital literacy that it's not just using the tool but using it productively for learning, using it productively for interaction, for collaboration, or for growth that in my class -- In my classes in general like I go, this is what you need to do. This is how you send me the file. And that's it.

But I think I'm going to be more intentional about building that skill and not making an assumption that they don't have it. And if they're students who know it, then I will pair them up so they can feed each other.

And there's a cross-fertilization that way. But that is one I think it should be thought of much more of a priority, colleges right across. And then another one that I think is and just this is just because of how it has worked and office hours online.

I think we don't need to be always face-to-face for certain conversations that students sometimes feel more at ease revealing more private things that perhaps helps them -- helps me help them if they feel more comfortable.

And I find that online office hours might be the step to go. Like if we have, yes, the organic way of exchange is very rich and is beautiful. However, there is that other layer that opens up opportunities for people who are otherwise extremely shy.

I think those are the two things I can think of. I'm sure other things will come up, but yeah. Oh well, I guess a third would be to keep everything online. Like we cannot have our courses just be something that we do in class.

PATRICIA ROBINSON: Right.

SILVIA CAICEDO: I think having everything on Blackboard, which is something that we did before.

PATRICIA ROBINSON: Mm-hmm.

SILVIA CAICEDO: But I think my courses look so much better compared to previous years. And they're so much more easier to navigate for the students based on what we had to do in order to adjust and make it easy for them. I think this will help all the students all along--

PATRICIA ROBINSON: Mm-hmm.

SILVIA CAICEDO: -- whether we go face-to-face or not.

PATRICIA ROBINSON: Right. Right. So they can access that learning so in class. But also, they can continue that learning, you know, when they're outside of class, right? They don't just have to rely on that face-to-face interaction with the instructor for that information.

SILVIA CAICEDO: Yeah, yeah.

PATRICIA ROBINSON: Mm-hmm. So before we end this podcast, I just wanted to ask you how you have been staying positive and maintaining your energy?

SILVIA CAICEDO: Yeah, survival, yes.

PATRICIA ROBINSON: You tell us, Silvia, what --

SILVIA CAICEDO: Oh my God

PATRICIA ROBINSON: -- have you been doing?

SILVIA CAICEDO: Okay, it's as you know. I don't need to tell you it's been such an unreal, crazy period. I can't believe sometimes -- I feel like sometimes that I'm in a movie. And somebody is just going to wake me up and get me out of the cinema where I fell asleep.

And I think if we look back at -- Sometimes I project myself five years from now. And I see our past like flat leaves that just lay on top of one another without much texture. But yeah, how do I stay positive?

One of the things I have done is seek ways to simply accept each day as it comes. It sounds very trite and probably, but it works for me. Trite or not, it works for me. And it's what I do like I try to do this every day with being under COVID restrictions for so long now that this is the new normal. This is the new normal, like four walls that witness all my efforts to accept each day as what I have.

And yeah. But how do I -- yeah. Following the incredible pain that I had and endured for a whole month in the spring but I did. It's like I'm -- Okay, I have to exercise. This is a muscle thing, so dancing, cardio, yoga. Every single day I will go out for walks with Gaston and my partner, Chris. So that is -- that's a lot of fun. That's a lot of fun.

PATRICIA ROBINSON: Who is Gaston?

SILVIA CAICEDO: Gaston is my cat. He is --

PATRICIA ROBINSON: You go for walks with him outside. Tell us --

SILVIA CAICEDO: Yeah.

PATRICIA ROBINSON: Tell me --

SILVIA CAICEDO: I know.

PATRICIA ROBINSON: -- how that works.

SILVIA CAICEDO: I know. Gaston, he's a Siamese. And he was meant to be a house dog. But a house cat allow me to see that there's a slip right there because of the experience. But he decided that being in the house was too much for him. So we needed to take him outside. And so what we did from the -- well, early on is on a leash, and he walks. So he's made very good friends with many dogs.

His best friend is actually a little Chihuahua called Suzie. And yeah, it's just really funny. It's really funny. But yeah, that allows me to sort of interact, you know, with safe distance with the neighbours around. But yeah, so yeah, adding more to what I was saying in terms of keeping myself positive, like I use Zoom and whatever video conferencing tool is available to keep in touch with family, with friends, and to try to even have fun with the students. Because even though it is shocking to them sometimes, I try to make them have fun in class as well.

PATRICIA ROBINSON: Mm-hmm. Some of the most interesting and amazing people I've met have been my students. And you know, and I feel really privileged to have taught -- to have been -- to have taught, right, to have taught my students and to learn about them and what they've shared with me about their lives in that time they've spent with me learning.

And yeah, like just appreciating those interactions that we have with people, whether they're our students, our colleagues, our friends and making those intentional -- that intentional time and plan to be with them. I think that's amazing. And I really appreciate what you shared with us today here, Silvia.

SILVIA CAICEDO: Oh, thank you. Thank you. Thank you so much. It's, you know, it's -- I feel yeah -- In general, I miss human contact. I miss it so much. I miss seeing my colleagues and the random chats that lead to serendipitous learning.

And being online, I feel like I done my very best to give the students the best digital learning experience they can have, mistakes and all because they are warts in that picture but let's accept that.

PATRICIA ROBINSON: But we learn from them hopefully, right?

SILVIA CAICEDO: We learn from them.

PATRICIA ROBINSON: Makes us better humans.

SILVIA CAICEDO: And makes us humble too --

PATRICIA ROBINSON: Yeah.

SILVIA CAICEDO: -- because we need to humble. We yeah. But I also have this very small fear that I may not remember the students the same way as I do my pre-COVID students.

PATRICIA ROBINSON: Mm-hmm.

SILVIA CAICEDO: Yeah, we've built connections.

PATRICIA ROBINSON: Mm-hmm.

SILVIA CAICEDO: And I think we will remember our digital selves. And I hope that the physical aspect of this getting to know one another will come someday later. But yeah, that's a little bit of my fear.

But I just want to say thank you for this opportunity, this chat, and for the chats that you're having with everybody. It really helps add texture to what otherwise would be another flat digital day.

PATRICIA ROBINSON: Oh, Silvia, thank you so much for sharing and joining with me today. And I really appreciate your time. And, you know, doing these podcasts has really been enjoyable for me because, again, I get to have these conversations with people.

And you know, what I used to take for granted by running into people in the hallway or joining people for lunch or having a coffee and then you know, those conversations happen where you talk about what you're learning and what you're doing with your students. And so yeah, so these podcasts allow me to reach out to people and learn from you and learn from others. So thank you for joining me.

SILVIA CAICEDO: My pleasure. Thank you for having me.

PATRICIA ROBINSON: Yeah, I can't wait to see you in person and catch up when we can, hopefully.

SILVIA CAICEDO: Vaccine provided, right?

PATRICIA ROBINSON: Okay, thank you so much, Silvia.

SILVIA CAICEDO: Thank you so much, Patty.