

3QTL: Three Questions About Teaching and Learning

Episode 5 - What is a pedagogy of kindness?

Guest: Cate Denial

Description:

Justice, believing students, and believing in students: according to Dr. Cate Denial, these are the three pillars of “a pedagogy of kindness,” an approach to teaching and learning that centers care for ourselves, as instructors, and care for our students. Dr. Denial, the Bright Distinguished Professor of American History and Director of the Bright Institute at Knox College, Illinois, is also the Primary Investigator of “Care in the Academy,” a Mellon Foundation-funded project examining pedagogies, communities, and practices of care in the academy after COVID-19. Kindness, Dr. Denial stresses, must include reconciliation, forgiveness, and accountability, and it should be distinguished from “niceness.” Join us as Dr. Denial generously details what a pedagogy of kindness might look like in practice, from paying careful attention to the language of our syllabi, to reconsidering our assessment practices, to providing students with fidget toys in online classes.

Bio:

Cate Denial is the Bright Distinguished Professor of American History and Director of the Bright Institute at Knox College in Galesburg, Illinois. A Distinguished Lecturer for the Organization of American Historians, Cate is the winner of the American Historical Association’s 2018 Eugene Asher Distinguished Teaching award and sits on the board of *Commonplace: A Journal of Early American Life*. Cate’s new book, *A Pedagogy of Kindness*, will be published by the University of Oklahoma Press in July 2024. Her historical research has examined the early nineteenth-century experience of pregnancy, childbirth and child-rearing in Upper Midwestern Ojibwe and missionary cultures, research that grew from Cate’s previous book, *Making Marriage: Husbands, Wives, and the American State in Dakota and Ojibwe Country* (2013). From 2022-2023, Cate was the PI on a \$150,000 grant awarded to Knox College by the Mellon Foundation, bringing together thirty-six participants from across higher education in the United States to explore “Pedagogies, Communities, and Practices of Care in the Academy After COVID-19.”

References:

Denial, C. (forthcoming). A Pedagogy of Kindness. The University of Oklahoma Press.

Denial, C. 2021. "Everyone in Higher Ed Deserves Better Than They're Getting Right Now," EdSurge, December 2, <https://www.edsurge.com/news/2021-12-02-everyone-in-higher-ed-deserves-better-than-we-re-getting-right-now>

Denial, C. 2020. "Beginning Again: Online Pedagogy Sent My Teaching Back to Square One," Eidolon, July 27, <https://eidolon.pub/beginning-again-b61220704c43>

Denial, C. 2019. "A Pedagogy of Kindness," in Hybrid Pedagogy, August 15. <https://hybridpedagogy.org/pedagogy-of-kindness>

Kohn, A. 2011. "The case against grades." Educational Leadership 69(3): 28-33.

Other resources:

Care in the Academy. Website. <https://careintheacademy.substack.com/>

Denial, C. (P.I.). Ongoing. Pedagogies, Communities, and Practices of Care in the Academy after COVID-19. <https://www.knox.edu/care-in-the-academy>

Sound clips:

Water:

<https://splice.com/sounds/samples/fce87d3b6f3fc6e785b8cc172ab39bb74ecc95cec1c42960df0ccc2dd7b09045/->

Bubbles:

<https://splice.com/sounds/samples/7e87c7868a31a6b4111b17983b83c8646d30d82e0ded6c4206e22bf12eb419a4/->

Drink Sip1:

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Drink Sip2:

<https://splice.com/sounds/samples/8a9d210a5b4d34d4b582dfa1623f8de77cfa32fb553a98b89f2ef47ac2a954c/->

Zoom: <https://joelgrayson.wixsite.com/joelgrayson/zoom-sfx>

Fidget Toy Sound: <https://freesound.org/people/Marissrar/sounds/366914/>

Transcription:

CATE DENIAL: [00:00:11] Kindness at its heart is very honest. It necessitates hard conversations. It necessitates boundaries. It refines the idea of care... Find one thing you can do, one change you can make in your syllabus, one practice you can add to your classroom and the next time around, another...

[Theme music in]

DERRITT MASON: [00:00:32] Hello, I'm Derritt Mason. Welcome to 3QTL: Three questions about teaching and learning. This season, we're in conversation with post-secondary faculty from across disciplines, and our three questions focus on how the COVID-19 pandemic has reshaped values and transformed classrooms, challenging faculty and students in extraordinary ways while also sparking innovation. Our guest today is Dr. Cate Denial, the Bright Distinguished Professor of American History, and Director of the Bright Institute at Knox College, and the author of the book *A Pedagogy of Kindness*. Dr. Denial is also the Primary Investigator, or PI, on a \$150,000 grant from the Mellon Foundation that unites 36 participants from American post-secondary institutions to explore pedagogies, communities and practices of care in the academy after COVID-19.

More information about this project can be found at careintheacademy.substack.com. Dr. Denial's approach to teaching focuses on kindness. But her concept of kindness transcends commodified ideas of self-care, emphasizing care with accountability to and in meaningful conversation with one another as both teachers and learners. Dr. Denial also has some experience with alternative assessment practices to share with us, in addition to some tips on how

we can begin taking small kindness-oriented steps to making our classrooms engaging and supportive spaces. Welcome, Dr. Denial. Thanks so much for being here today and speaking with 3QTL.

CATE DENIAL: [00:02:18] Thanks for having me.

DERRITT MASON: [00:02:20] I'm wondering if you wouldn't mind introducing yourself to our listeners and telling us a little bit about the work that you do.

CATE DENIAL: [00:02:25] I am the Bright Distinguished Professor of American History at Knox College in Galesburg, Illinois, in the United States. I'm Director of the Bright Institute there and chair of the History Department. I'm also a pedagogical consultant. So, I travel all over the place and I do a lot of virtual work helping people think about how to teach, especially with kindness. I'm also the PI on a grant that is looking into how we take care of faculty and staff better than we currently do.

DERRITT MASON: [00:02:57] Wonderful. And can you say a little bit about the classes that you teach? How many classes a year do you teach? How many students, on average, are in your classes?

CATE DENIAL: [00:03:05] I teach six classes a year over three trimesters, and the largest that my classes have ever been are 30 students each.

DERRITT MASON: [00:03:14] Great. So, let's jump into our three questions. You mentioned that you do work on kindness. And I'm curious to know if this is one of the core values that guided your teaching and learning practice before COVID. And how, if at all, kindness and other values shifted during the pandemic?

CATE DENIAL: [00:03:31] Kindness is something that has been important to me for a long time. It builds over many years, gradually, as I got examples from other

people about the amazing impact of kindness and pedagogy. And then, I had an aha! moment in 2017 at the Digital Pedagogy Lab in Virginia. And then by the time the pandemic hit, I was pretty well grounded in this approach, this idea that we should prioritize kindness at all times, that we should always ask ourselves, “what is the kind response to the situation that I am facing?” Of course, that was tested in brand new ways. Speaking from where we’re at right now, in 2023, I did not anticipate quite what the challenges were going to be of going online. And so, I had to learn how to be compassionate in an online space. I learned from some great online teachers. And it really solidified for me the idea that kindness has to be central to the way that we think about teaching and learning.

DERRITT MASON: [00:04:40] May I ask you what the aha! moment in 2017 was?

CATE DENIAL: [00:04:45] So, my aha moment was: I was in the intro track of the Digital Pedagogy Lab, and the leaders of that track who are Chris Friend and Sean Michael Morris, asked us to look at our syllabi and think about who the student was that we were addressing. And how we were addressing them. What did the way that we wrote those documents betray about how we were thinking about students? And I was floored because I thought by that point that, you know, I was a very approachable teacher, that I believed in collaboration, that I really valued my students. But the way that I had written my syllabus showed none of that. It was very authoritative, it was full of suspicion of my students, it was antagonistic. So, I had to rewrite everything to be able to address students in the way that I thought I had been addressing them all along but really hadn’t. And that really shifted the way that I thought about being kind in every part of teaching right down to, you know, the paragraph on the Honor Code in my syllabus.

DERRITT MASON: [00:05:58] I’m just thinking for our listeners who want to be more attuned to the language in their own syllabi, what should we be looking at? And thinking about what strategies, what kinds of language have you found effective?

CATE DENIAL: [00:06:07] So, I think one of the easiest ways to do this is to involve someone else, maybe “easy” is not the word I want, actually. But one of the best ways to do this is to involve someone else. I actually have the students in one of my

courses build their own syllabus. They write one themselves. They then bring that in and share it in a small group, and then the small group takes everyone's ideas and builds their ideal syllabus on some huge pieces of post-it note paper on the whiteboard. Then I give everybody little post-it notes. And the whole class goes around to all these syllabi, and they write on those post-it notes, how they feel about the way that they're addressed in those syllabi. That's something that's really transferable. You know, give your syllabus to somebody you trust, and some post-it notes or say, like: "Highlight something, or just annotate this for me. Tell me what you would feel if this were addressed to you." It's so revealing, it's so revealing. The students were astonished to see so clearly how much distrust they were communicating to each other in these syllabi. When I've done this with colleagues, we're all always a little aghast at the presumptions that we have historically made. So, having someone to do this with, to trade the syllabus, to be able to have those conversations, I think that's so important. I think the more often we can do these things in community rather than just on our own, the better it is.

DERRITT MASON: [00:07:42] When I think of kindness, a number of different things come to mind. In other words, for example, I think of niceness, I think of generosity and compassion. How if at all, in your work, do you distinguish kindness from some of these other terms? And what are the differences between them?

CATE DENIAL: [00:08:00] I think that kindness is very different from being nice. Nice tries not to ripple the waters. Nice tries to put band-aids over very deep wounds. Nice will lie. And kindness, I think, at its heart, is very honest. It necessitates hard conversations. It necessitates boundaries. I also think that kindness refines the idea of care. Nel Noddings has some wonderful work on care, and sort of defines it as, you know, showing someone a regard and that person appreciating what you have done for them. I think kindness modifies this to include reconciliation, forgiveness, and accountability. Kindness asks us to have that regard towards ourselves and others that Nodding talks about and to reconcile our sense of self with the places where we didn't measure up perhaps on any given day, right? It understands that we're imperfect and frail, and there are things we don't know. And it suggests that we can't move forward in the world without the opportunity to really pardon ourselves for our mistakes. But it is also about accountability. It doesn't suggest that we let things go without examining them, without considering

our positionality, without assimilating new knowledge into the way that we understand who we are and where we're going to try again.

DERRITT MASON: [00:09:39] So, you had your aha! moment in 2017. But I imagine the pandemic probably continued to transform the way you thought about kindness in the classroom along these lines. Can I ask for any additional examples of how this notion of kindness that you've been working with in your research found its way into the classroom?

CATE DENIAL: [00:10:00] So, I think in the pandemic, what I learned was the necessity of a healthy tension between structure and flexibility. I needed to meet my students in ways that I hadn't before, quite literally. They were in their kitchens or their bedrooms, or they were in the break room at work. But also, just in terms of their emotions, the way that they existed in the world, these things had changed so radically. So, I needed to be flexible, I needed to think about how my assignments would change a little bit, I had to think about how my due dates were going to work in these environments. I had to make sure that they were taken care of in terms of basic needs, putting them in touch with the people at our college, who made sure that they had housing, they had food, even though they weren't on campus, that they had digital devices to be able to be participating in college at that time. But I also learned that structure was really important that if I didn't have structure in place, and things were not organized, if I didn't have boundaries, it just all was a mess. If I gave and gave and gave without ever saying, "Okay, I need some time for myself," then I just exhausted myself; that if I gave my students complete flexibility, then those papers, those assignments would never get done. Not because anybody had any, you know, ill intent, but just because there was so much demanding everybody's attention. So, finding that balance and learning how healthy that balance is, was a real thing that I discovered during the pandemic, and really emphasized for me, again, that structure and boundaries are part of being kind to ourselves and to others.

DERRITT MASON: [00:11:52] Just picking up on this notion of being kind to ourselves, I think the pandemic also really brought a lot to the forefront about this idea of self-care. But self-care, I know is something of a tricky term. There's a whole self-care industry out there. There's this, you know, self-care as neoliberal, pulling

yourself up by your bootstraps type mentality, but it's also a very important kindness to self, and self-care is very important. And having those boundaries as you mentioned, do you talk at all in your work or in your classroom about how self-care is distinguished from kindness or self-care's relationship to kindness?

CATE DENIAL: [00:12:30] Kindness, I think refines it makes it a little bit more direct; asks, again, for forgiveness and accountability to be part of the way that we think about what we're doing in the world. I agree with you that self-care on its own has been monetized, right? It has been put on individuals to take care of systemic problems by "Here, have a bubble bath, drink a cup of tea." Like these things are not going to cure racism, they're not going to change the systemic class barriers in our institutions, right? I think it's very much that capitalist thing of, like, we're going to make you individually responsible for something that actually is a societal problem. So, kindness takes those things into account and says: "Okay, you really do have to care for yourself." But how can we do that while also acknowledging this larger set of structures? And how can we think about this in more radical ways? Audre Lorde had a really great definition of this when she said that self-care is not self-indulgence, but self-preservation. And I think that that is part of thinking about kindness is that self-preservation part of things.

DERRITT MASON: [00:13:47] I think that self-preservation piece is so important because unless we take care of ourselves, we really won't be able to care for others, including our students. Nor, I think, will we have the capacity to take on these larger structures and systemic problems that are contributing to everyone's exhaustion.

So, let's move on to our second question. And I think you've been getting at a lot of these points already. But I'm curious to know more about what best supported and what hindered your teaching and learning practice during COVID.

CATE DENIAL: [00:14:18] Some very basic things hindered it. Did my students have a device that worked? Were they trying to do their classwork on a phone? Did their laptops have enough memory? Did they charge? You know, really basic things like that. And they didn't have computer labs to go to when they were back home, and their home situations may not have been the best. Some of them were homeless,

some of them were struggling to find food. Taking care of all those really basic needs was a necessity before we even got to the business of whatever we were there to study. So, working with the people in Student Development, working with our IT people, getting laptops and iPads out on loan to our students, making sure that the COVID relief funds that my college received, making sure that the people in Student Development knew who was in need, and could really use those funds. All of those things, which I think we should be attending to all the time, not just when we're in a pandemic, right? But those things became amplified. Once we got past those basic needs, then it was a question of building community, of holding people together. People were isolated. People were isolated as students, but they were also just isolated as human beings. They missed one another, they missed the opportunity to drop by my office. So, finding ways to reach out to them and build that community in our Zoom sessions in the kinds of activities we did, in the kinds of assignments that I made. That became a really big priority for me during the most intense part of the pandemic.

DERRITT MASON: [00:16:01] You mentioned some activities and strategies for community building. Was there anything you tried that you found to be particularly effective?

CATE DENIAL: [00:16:09] I had warm-up questions absolutely every time we had a synchronous Zoom session, so those warm-up questions, which is a term I got from my colleague, Gabriel Rayleigh Carlin, and I prefer it to icebreaker because it's just not so harsh, it's welcoming. [D.M.: Everyone prefers warmth to ice.] Yeah, exactly. [D.M.: I say this as a Canadian and someone living in Alberta, so I certainly do.] [Laughs]. Yeah, we had warm-up questions every day. Would you rather be able to fly or run at the speed of light? What is an inanimate object that you would like to be able to have a conversation with? What's the difference between trees and humans? That one's really hard, actually, when you start getting down to it. And so, taking that time, at the beginning of every class, no matter how much we had to do, or how much was on the schedule, to really connect and hear something about each other that was not to do with academics. I think that was super important to building that sense of community throughout our trimesters.

DERRITT MASON: [00:17:25] Something that keeps coming back, and in some of the interviews we've been doing, is this notion of presence and the challenges of building presence in online communities, especially at a time where we were so alienated from one another. And it's striking how small things like warm-up questions can be so effective at just enabling a different kind of presence to take place, even over Zoom.

CATE DENIAL: [00:17:50] I agree. I think something else I did that really helped was I asked all of my students if they needed certain tools. So, I gave out fidget toys, I mailed fidget toys to people who needed them. And I have these little plastic windows that isolate single lines of text, which are really helpful for people with dyslexia or other reading challenges. And I mailed those out to students who needed them. So that sense of: I'm still here to provide things for you. I'm still here to help you and support you. Even if I'm just this little face on a screen instead of the person who's actually standing in front of you. I think that made a difference.

DERRITT MASON: [00:18:31] You mentioned that Knox College was quite fantastic about making sure students had access to hardware by sending them tablets and sending them laptops and making emergency funds available. Was there anything else that happened at the level of faculty and staff that you found around community building? Were instructors rallying together to support each other, too?

CATE DENIAL: [00:18:51] Yeah, definitely. We were sharing ideas as fast as we had them. And I also found a tremendous community of people online. Twitter was a slightly different place at the beginning of the pandemic, and I had a huge Twitter community that I could turn to for advice. Lots of people who had been teaching online for a very long time, who had tremendous wisdom and were so generous in offering that wisdom and answering questions from all of us newbies. That community mattered not only in terms of answering questions and giving me ideas but also just being there to commiserate when things didn't go great, and being there to cheerlead when things did. All of those things were so, so important. Our faculty and staff at Knox, we started a virtual faculty lounge on Slack. So, the same sort of support and organizing went on in a virtual space for us, even though we were all in the same town, more or less. Those things were just so indispensable, especially because there was always someone who was online at whatever hour of

the day or night you were pondering whatever existential question had presented itself, there was always someone there to be able to reach out to.

DERRITT MASON: [00:20:12] So, our third and final official question of the podcast is, if there was one thing that you started doing in the classroom during COVID that you plan on continuing to do in the future, what would that one thing be? And if you'd like to cheat and say more than one thing, you're welcome to. [C.D.: laughs] Our rules aren't that hard and fast.

CATE DENIAL: [00:20:35] The thing that I started during COVID was ungrading. I had started to think about lessening the impact of grades on my students earlier than the pandemic, but the pandemic was where I really said, this makes no sense to me anymore. Ungrading is a huge umbrella term for all kinds of strategies for changing the relationship of grades, entering into collaborative relationships with students, giving them more access to and input into how we report out their progress and learning at the end of a term, a trimester or semester or quarter. I started by trying to just bring students into the process. But during the pandemic, I did away with grading their assignments. I gave them tons and tons of feedback. So it wasn't that I just abdicated that part of my job. Instead, when they handed in something, we would have a 15-minute Zoom meeting. And we would talk about how they felt about the work, and what was their assessment of how they had done. And then, I would talk about what I thought was really strong. And then we would talk about, like, okay, what are the two big things that you could do differently before the next assignment? At the end of the term, students would write a reflective essay, a metacognitive piece, where they reflected on what they had learned and how they had learned it. And what that then added up to for them in terms of what grade they think they had earned. I reserve the right to raise the grades of students who I thought were being too hard on themselves because there were some real equity issues there in terms of how students perceive success. But I abdicated the right to lower anybody's grade. I wanted to respect the argument that they made in their papers. That has been my practice now for about a year. And it's gone tremendously well. It hasn't been abused that, you know, I did think that perhaps this thing about not lowering a grade would have some students who would ask for something that they clearly didn't really earn. That has not happened. If anything, students are a little too hard on themselves. And so, it's a wonderful, wonderful practice. It's very freeing, my students are able to have conversations

with me about what they are learning that are vastly different than the conversations they had when they were like, “Why is this a 90 instead of a 95?” So, I really appreciate that.

DERRITT MASON: [00:23:22] In my own experiences with ungrading, which I absolutely love as a practice, I have occasionally encountered some student anxiety simply because it’s such a different system than what they’re used to. Have you encountered any of that? And if so, how did you manage it when you were establishing student expectations for the course?

CATE DENIAL: [00:23:42] I start out the course by having them read Alfie Kohn’s “The Case against Grades,” and then we talk about it. We talk about what have their experiences with grades been so far. Do they think they’ve helped them learn? There are some people for whom they are a useful motivator. We talk about, are there other things that we can do other than put an A, a B, or a C at the end of a piece of work, that are motivators? I got this idea from Karen Costa. I bought a bunch of really cool stickers. My students get to pick one after they’ve had their grading conversation with me now. And they love that, they love it. That’s the extrinsic motivation that some of them needed. So, we have a serious lengthy classroom discussion about what grading should and should not mean. And then I asked them, do they want to move to a gradeless model, and I explain what that would mean: that they get tons of feedback, they can come and ask me at any point, if they’re, you know, completely overwhelmed and, like, “But I don’t know what any of this means.” We can talk about that. And every single class has chosen to do it. There have been a couple of students who, in their final reflections, have said: “You know, when we all agreed to do this, I was actually wishing we weren’t going to do it.” That’s a work in progress for me. How do I make space in the classroom for students to be able to say, “actually, this makes me really uncomfortable,” especially if they’re talking in front of a lot of their peers? So, I’m moving to an anonymous feedback form, as well as the conversation that we have in class. But I make it really clear that their anxieties are something we should talk about, not just ignore. My door is always open to them, my Zoom is always open to them, and my email is always open to them, right? I want there to be conversation throughout the term about these things.

DERRITT MASON: [00:25:28] So many great strategies that I think are part of this larger practice of kindness for including students in the process by which you're going to be assessing them, or they will be assessing themselves, obviously, in this case. I have to ask, do you ever encounter any institutional pushback when it comes to ungrading? Or is your institution largely supportive of the work you want to do?

CATE DENIAL: [00:25:53] I have not received pushback. My institution is very laissez-faire. I'm very lucky to have an institution where they ask, "what do you want to teach," not, "you must teach these things." They are also very hands-off about how we teach, provided that we're doing a good job, right? Provided our students are learning and if we can demonstrate that the students are learning, then they don't really mind what the strategies are that get us there. So, I've been very lucky to be rooted at Knox during this evolution of my pedagogy and to have the support of my colleagues, who are also experimenting with different ways of grading. Yeah, I'm very lucky.

DERRITT MASON: [00:26:37] I'm wondering, maybe as a final question, you've really highlighted for me what I think really are some key priorities in higher education right now: rethinking kindness at the institutional, systemic level, as well as in terms of our relationships to ourselves and to our students and to each other; thinking about alternative assessment practices that are aligned with this central value of kindness; rethinking the language of our syllabi. One of the huge challenges right now is we're still trying to manage so many things. And as you said, we're all exhausted and burned out. How do we find the time and space and energy to prioritize these things amidst everything else that's going on? Maybe that's an impossible question. But I'm wondering how you're making it work because I think the work you're doing is so important.

CATE DENIAL: [00:27:28] I don't think it's an impossible question. I think it's two things. I think it's boundaries and incrementalism. If you are available to your students 24/7 on email, stop doing that. Make office hours for your email, where you're like, "I'm going to be online mostly between these hours. If you write me after that, I can't guarantee you a really fast reply." Take some time off. Depending on your situation, whether you're contingent, whether you're tenured, you know, all kinds of different things, how many students you have, that's going to shape when

you can take that time off. I take most of the weekend off from email, so that I can come back on a Monday morning and feel recharged. Putting things into your calendar, like your commute, so that you preserve some energy and say to yourself, “Okay, I have an eight-hour working day, including my commutes, not in addition to my commute.” These are all examples of ways of having some boundaries so that there is something of yourself for you. I also think that when people hear a new idea in teaching, very often they are so excited by it, right? “Oh, my goodness, I want to change everything right now.” But I would say where I am now is the result of 28 years of being a teacher. Little changes add up quickly. So, find one thing that you can do, one change you can make in your syllabus, one practice that you can add to your classroom, and the next time around, another one thing that you can do. Don’t try to burn it all down and rebuild it all again, in a moment. You can’t. It’s overwhelming and it is demoralizing to try and do it that way because who has that kind of energy and time? So, give yourself permission to do it one step at a time, to just do one more thing, make one more change, and then you will get there. You will absolutely get there.

DERRITT MASON: [00:29:29] Thank you so very much for this. I feel like so many times recently in my own teaching and learning practice I’ve really, really needed this advice. Is there anything else you’d like to mention or speak about before we wrap up?

CATE DENIAL: [00:29:43] The only other thing I would say is when I’m asked to define a pedagogy of kindness, I say it’s three things: It’s attention to justice; it’s believing students when they tell us their experience of education, and it is believing in our students’ ability to be collaborators in that education. So, justice, believing students, and believing in students. Those are the three things that I think hold up this big tent.

DERRITT MASON: [00:30:11] Wonderful. Thank you so much, Dr. Denial. I’ve so enjoyed this conversation. Thanks for taking the time to speak with us today.

CATE DENIAL: [00:30:17] Thank you again for having me. This was really fun.

DERRITT MASON: [00:30:24] 3QTL is recorded at the University of Calgary, which is located on the traditional territories of the people of the Treaty 7 region in southern Alberta. The City of Calgary is also home to the Métis nation of Alberta, districts five and six. This episode was produced by Xenia Reloba de la Cruz, edited by Tarini Fernando, and features additional editing and sound design by Eric Xie, who also composed our music. Our consulting producer is Stacey Copeland. Support for 3QTL is provided by the Taylor Institute for Teaching and Learning at the University of Calgary and a generous financial gift from the Flanagan Foundation. I'm Derritt Mason, 3QTL's host and executive producer. Thanks for listening, and we'll see you again soon.

[Music out]

Transcribed by <https://otter.ai> and copyedited by Xenia Reloba de la Cruz and Derritt Mason.