



INTERNATIONAL SOCIETY FOR  
**QUANTITATIVE ETHNOGRAPHY**

WEBINARS

<http://qesoc.org/webinar-series>

*Note this was automatically transcribed by Zoom so there are errors, and the timestamps do not match the video.*

**June 27<sup>th</sup> 2013**

## **Building Your Own QE Workshop**

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University of Wisconsin-Madison

### **Abstract**

This webinar will be an interactive discussion about creating workshops, lessons, and other hands-on activities that make our research community the collaborative community that it is. This entails everything from teaching new students in your lab how to conduct reproducible research, to developing new QE tools and now needing to train others how to use them. In this discussion, we'll share our experiences and best practices about how we design QE lessons, how we design lessons collaboratively, and how we share lessons with others to remix for their own use. We will draw on [The Carpentries's Collaborative Lesson Development Training](#), though primarily we will discuss our own lesson development aims and experiences.

1

00:00:05.540 --> 00:00:07.990

Mariah A. Knowles: Who wants to go first? Who's internally wet?

2

00:00:09.560 --> 00:00:23.389

Jamie Boisvenue (He/Him): Okay, it's so loud. Hello, everyone. Welcome to the second New Qe Webinar series. We have a wonderful group today. My name is Jamie Avenue. I am your host for this session.

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00:00:23.560 --> 00:00:40.290

Jamie Boisvenue (He/Him): I'm pleased to introduce our guest for today's webinar, which is who is Mariah Knowles? She is a Phd. Candidate at Uw. Medicine as well as a data science facilitator in the data science hub in the high school

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00:00:40.500 --> 00:00:57.000

Jamie Boisvenue (He/Him): her role within the data science hub is that she meets with researchers across various disciplines within Uw. Madison and and in the local community. And she provides training and consultation in a multidisciplinary way to help people with their research.

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00:00:57.000 --> 00:01:17.339

Jamie Boisvenue (He/Him): She has a background in information, English and computer sciences. Her research is predominantly mixed methods. And it focuses on data, ethics, education and quantitative ethnography. And she uses her data, science tools and skills to boost important social science work, such as telling stories of transgender experiences.

6

00:01:17.570 --> 00:01:20.410

Jamie Boisvenue (He/Him): so I will let Mariah take the mic

7

00:01:20.420 --> 00:01:22.140

Jamie Boisvenue (He/Him): and

8

00:01:22.380 --> 00:01:25.790

Jamie Boisvenue (He/Him): and head off into procession.

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00:01:26.320 --> 00:01:29.530

Mariah A. Knowles: Awesome. Okay. So

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00:01:29.970 --> 00:01:45.640

Mariah A. Knowles: I was telling them before we started, before we let you one in, that if I give no pro, if I present no slides, then like this went well. I'd rather this be like, take seriously that want. That first bold thing I have on the abstract of this is an interactive discussion.

11

00:01:45.720 --> 00:01:46.990

Mariah A. Knowles: so

12

00:01:47.060 --> 00:01:50.340

Mariah A. Knowles: the idea of this webinar

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00:01:50.970 --> 00:01:54.349

Mariah A. Knowles: is to be a little bit Meta, knowing that

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00:01:54.380 --> 00:02:10.999

Mariah A. Knowles: the lcqe we're going like the reviews are underway right now are just wrapped. we at least I know the workshops have gotten our reviews back and our now get ready to announce those and things.

15

00:02:11.090 --> 00:02:26.419

Mariah A. Knowles: And I didn't want to do a like mini version of my Julia workshop. So I'm doing a workshop on custom rotations in. And a you guys should come to it whenever we announced the link to that.

16

00:02:26.550 --> 00:02:31.649

Mariah A. Knowles: Brendan will share that whenever there's a link somewhere. Instead, I was thinking about

17

00:02:31.670 --> 00:02:49.100

Mariah A. Knowles: workshops in general, and how we make workshops, and how we share them with one another. so what I do in the data science hub, what One of the things that we do is we host workshops to train students, faculty researchers, etc., at Uw and around uw, on

18

00:02:49.250 --> 00:03:05.460

Mariah A. Knowles: various computing data, research related skills. So teaching people intro are intro python intro git learning how to do plotting. I'm learning how to use our markdown things like that, especially for folks who are

19

00:03:05.610 --> 00:03:18.100

Mariah A. Knowles: in any department besides computer science where they're you. applying, computing for their research, but never had any training in it. they are coming in from another institution, or just kind of those things are expected. And so we kind of

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00:03:18.110 --> 00:03:41.610

Mariah A. Knowles: are part of a few departments kind of onboarding process in a sense that they can send some students our way for some additional work. and we do this through this thing called

the Carpentries community, where we produce a workshop materials. not just open source for other people to use, but we produce them collaboratively right? So we aren't the only ones involved in

21

00:03:41.620 --> 00:03:53.590

Mariah A. Knowles: the creation of it right? There's usually a lot of people across different institutions involved in making any bit of curriculum or providing feedback as they run it, and so on. and so

22

00:03:54.390 --> 00:04:23.789

Mariah A. Knowles: as I've been thinking through what I was gonna present for this, we've been developing the collaborative lesson development workshop. So a workshop on making workshops through this collaborative means. And I know chatting with Brendan and folks that that's also been a thing more or less implicitly. That's been done in Kuwa that folks have made workshops for training certain things and made those materials available. So it's like, well, we should just talk about those right and kind of share what those experiences are. So

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00:04:24.310 --> 00:04:28.069

Mariah A. Knowles: everyone could put up a green check mark

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00:04:28.720 --> 00:04:31.319

Mariah A. Knowles: just as like your token that you haven't talked yet.

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00:04:35.740 --> 00:04:39.360

Mariah A. Knowles: mom, to gave me a slow down. I was like, oh, no! How how can I slow down?

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00:04:42.390 --> 00:04:43.740

Mariah A. Knowles: Let's see.

27

00:04:45.470 --> 00:04:46.750

Mariah A. Knowles: I give a green

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00:04:49.670 --> 00:04:51.120

Mariah A. Knowles: press that by mistake.

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00:04:52.240 --> 00:04:53.299

Mariah A. Knowles: Oh, good!

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00:04:54.410 --> 00:05:09.089

Mariah A. Knowles: All right. So what I want to do is kind of just pop corn around. Introduce ourselves. Say where you're from. Say what the air quality is like if you're not in uw, so if you have good air quality, we can dream and

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00:05:09.110 --> 00:05:20.070

Mariah A. Knowles: tell me your experience. I would share out with all of us your experiences in in workshops. whether you've hosted them. You've wanted to host them. You've

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00:05:20.160 --> 00:05:25.410

Mariah A. Knowles: ever been a part of them. You've taken them, etc. Right? So I want to kind of get a sense of where we're all coming from in this

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00:05:25.430 --> 00:05:28.919

Mariah A. Knowles: I'm gonna start with Ion Rou

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00:05:29.120 --> 00:05:37.700

Mariah A. Knowles: and then intro, and then pick the next person. Talk as long as you'll want. and when you talk you can put what you you you can put you down your checkmark.

35

00:05:37.890 --> 00:05:51.280

Yuanru Tan: Oh, sounds good. Hi! Everyone My name is from 10 from you down medicine. I'm a 30 year. Phd, student and air quality here is very bad. It was that yesterday. Still bad. Today, I think it's still gonna be bad tomorrow.

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00:05:51.500 --> 00:05:56.020

Yuanru Tan: and then that's to see everybody, and then day on to the next.

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00:05:57.720 --> 00:06:04.729

JAEOON CHOI: Yeah, of course. I'm Jay and Charlie. I just share pronounce. I'm a 30 year. Page students, starting learning sciences.

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00:06:04.800 --> 00:06:14.839

JAEOON CHOI: air quality super bad. I'm very excited to meet you all. I past 2 years I had ran intro to coding workshops

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00:06:14.970 --> 00:06:23.729

JAEOON CHOI: oops in Qi. And I'm really excited to hear more about how we should go forward. From this session. I'm excited.

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00:06:24.150 --> 00:06:28.220

JAEOON CHOI: Oh, and then I'm gonna give it over to bread. And

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00:06:31.150 --> 00:06:34.979

Brendan Egan: oh, boy, Hi, everyone Brendan Egan he him

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00:06:35.110 --> 00:06:57.369

Brendan Egan: I've been doing Qe related workshops for a very long time. I started as a graduate student. it's at a very low stakes setting, which is very nice for me, because I was very nervous about it. at the learning sciences. Graduate student Conference. and it was a a good place to kind of try out different approaches. And I got to do that with goal. Who's on the call and a few other graduate students. And

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00:06:57.370 --> 00:07:10.530

Brendan Egan: then we refine and reflect on stuff and share material with each other. And then I've been running a bunch of kind of workshops and events at conferences and otherwise since, like for probably the better part of a decade.

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00:07:10.530 --> 00:07:34.060

Brendan Egan: and I've been really lucky to work with other people like I got to run one with Rogers, for instance, and I've gotten to run one with Yvon Rou and Jay and So it's a it's something I really like to do and I always learn from other folks in a new context or with a different goal. so happy to be here. And I will popcorn things over to Rogers because I just mentioned a

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00:07:36.040 --> 00:07:37.949

Rogers Kaliisa: Thank you, Brandon.

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00:07:38.260 --> 00:07:54.719

Rogers Kaliisa: Rogers, can you? Some in Oslo? So I have no problem with the air quality so nice to see your view. So I'm a postdoc at the Universal. We're working on a project using our model learning analytics. I've been part of the Qe.

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00:07:55.130 --> 00:08:06.220

Rogers Kaliisa: Quite some time since the first conference in Madison's been following events, and I'm still happy to continue following and

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00:08:06.470 --> 00:08:14.180

Rogers Kaliisa: see the community expanding in different ways. So nice to see you.

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00:08:19.520 --> 00:08:21.909

Mariah A. Knowles: And who are you sending us to?

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00:08:21.990 --> 00:08:24.129

Rogers Kaliisa: Yeah, I have to send it to Andrew.

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00:08:24.880 --> 00:08:28.150

Mariah A. Knowles: Okay, and when you're done you can put down your check. Mark

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00:08:28.200 --> 00:08:50.930

Andrew R. Ruis: Yup, thanks, Rogers, everyone. And we're really I'm at the University of Wisconsin, Madison. Air quality as bad as everybody has mentioned. That is definitely affecting my voice. I've done a handful of workshops on qe topics mostly. the digital humanities space. so it's great to see you all, and I'm excited to hear more from from all of you.

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00:08:51.310 --> 00:08:55.230

Andrew R. Ruis: let's go to. Do you want to go next?

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00:09:01.280 --> 00:09:20.040

Brendan Eagan: I can read mom does out unless people want to just read it. But it's kind of nice. Hi, everyone I'm in, Philly. It's been raining last few days. So that's helped maintain the air quality. I'm interested in this talk because I like how the data carpentry workshops are organized, and I hope I can create a workshop in the future on establishing partnerships between academia and industry. That is awesome. That's my own thing that I just added.

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00:09:20.120 --> 00:09:25.339

Brendan Eagan: I don't know who you want to pop to it. Popcorn to more mom, or if I should just do it.

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00:09:25.570 --> 00:09:31.520

Mariah A. Knowles: Yeah, thank you, David and Marian, you posted in chat. So you go in and put your your tag down.

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00:09:34.520 --> 00:09:52.239

Jamie Boisvenue (He/Him): Can we just quickly mention Marian? She says. Sorry I can't speak right now. I'm Marian Czech Chica from Science Education Department at the University of Al Kala my webinar experiences in video games, gender perspective, educational settings and educational contexts.

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00:09:52.420 --> 00:09:53.789

Sorry, David, go ahead.

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00:09:54.870 --> 00:10:13.529

David Williamson Shaffer: I forgot I was on mute I'm glad you were reading out Marion's, and I wasn't interrupting. So I'm David Williamson Shafer from the University of Wisconsin, Madison. I've done a few workshops in Qe. And on other topics over the years, and I'm looking forward to learning more about how folks think about them.

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00:10:13.960 --> 00:10:15.450

David Williamson Shaffer: I'll take go.

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00:10:17.400 --> 00:10:32.109

Golnaz Arastoopour Irgens: Hi! Everyone! Sorry I might be in and out. but I'm here, and I'm excited to be here. I'm a assistant professor at Clemson University, in the learning Sciences and the College of Education. I.

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00:10:32.150 --> 00:10:35.259

Golnaz Arastoopour Irgens: Many of you know this by my work, is about

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00:10:35.300 --> 00:10:54.579

Golnaz Arastoopour Irgens: participatory design and co- designing with children and teachers. digital educational learning environments, mostly for computer science and engineering. Ed, it's good to see everybody. Well, I'm here to support Mariah. If she's doing a workshop, I'm here, and also yes, obviously, to learn more about workshopping.

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00:10:54.780 --> 00:10:57.250

Golnaz Arastoopour Irgens: And to see you. All this is good to see everyone.

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00:10:57.460 --> 00:11:00.809

Golnaz Arastoopour Irgens: and I'll popcorn it to Jamie.

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00:11:02.630 --> 00:11:10.070

Jamie Boisvenue (He/Him): Hi, everyone, as I've already kind of introduced myself. I'm Jamie Avenue. I'm a Phd. Candidate in the School of Public Health

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00:11:10.080 --> 00:11:13.500

Jamie Boisvenue (He/Him): at the University of Alberta, in Edmonton, Alberta, Canada.

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00:11:13.620 --> 00:11:25.790

Jamie Boisvenue (He/Him): And I'm on sort of the health sciences medical side clinical side of things looking at working with people who live with type, one diabetes and other chronic diseases.

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00:11:25.840 --> 00:11:28.829

Jamie Boisvenue (He/Him): I have done some workshops in the past.

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00:11:28.850 --> 00:11:42.059

Jamie Boisvenue (He/Him): but they're really only focused towards my own research. So they were purposefully done with the intent of collecting data. I have participated, of course, in workshops.



71

00:11:42.130 --> 00:11:58.610

Jamie Boisvenue (He/Him): to. But you know, actually, now that I think of it, those were also research. Oriented people were getting data from me. So it was more a focus group style than than anything. I think I've probably participated in workshops at conferences and things like that. But

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00:11:58.840 --> 00:11:59.600

yeah.

73

00:12:00.220 --> 00:12:07.669

Jamie Boisvenue (He/Him): and does everyone else have a check mark zenap, I will pass it over.

74

00:12:07.920 --> 00:12:18.119

Zeynep Aykul Yavuz: Thank you. This is the name from Istanbul Turkey. so it's a little bit late. I couldn't turn my camera on and

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00:12:18.360 --> 00:12:25.200

Zeynep Aykul Yavuz: thankfully we don't have any fire yet, but in summer we generally expecting

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00:12:25.810 --> 00:12:32.779

Zeynep Aykul Yavuz: it is said, sorry for you guys and for me. I actually recently started

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00:12:32.890 --> 00:12:37.940

Zeynep Aykul Yavuz: interested in and

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00:12:38.290 --> 00:12:41.329

Zeynep Aykul Yavuz: actually, I have. I am studying

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00:12:41.410 --> 00:13:05.780

Zeynep Aykul Yavuz: learning science right now. I'm Phd, candid. But beforehand, I have engineering and design, background and current. I'm studying like researching on design cognition. So I noticed, I need this kind of tools in my research to understand my data because it's really complex situation going on. And I think it will help me

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00:13:05.780 --> 00:13:13.690

Zeynep Aykul Yavuz: combining culture and quantitative with these tools. And I always have.

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00:13:13.850 --> 00:13:15.140

Zeynep Aykul Yavuz: that's like.

82

00:13:15.250 --> 00:13:30.440

Zeynep Aykul Yavuz: learn to teach kind of motivation, you know. First learn something and to teach and I did. I don't know. Maybe hundreds of workshops in my professional life. I'm also working as a learning designer.

83

00:13:30.470 --> 00:13:42.039

Zeynep Aykul Yavuz: So I hope those kind of experience will help to come into. I'm really curious about how the community bringing tools together to teach and have people's

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00:13:42.110 --> 00:13:45.850

Zeynep Aykul Yavuz: people who are, as soon as in these topics.

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00:13:46.870 --> 00:13:47.830

Zeynep Aykul Yavuz: Thank you.

86

00:13:49.820 --> 00:13:54.199

Mariah A. Knowles: Awesome. Thanks. Everyone. Yeah, Jamie. No, I'm collecting data right now.

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00:13:55.330 --> 00:13:58.540

Mariah A. Knowles: I'm kidding So

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00:14:00.050 --> 00:14:27.160

Mariah A. Knowles: I've I get my zoom set up to like record the way I want. I've been doing pilots for my dissertation. And then, like, I've got all my buttons up that I you don't usually have. Yeah. So I'm gonna give just a few intro slides to carpentries to go a little bit deeper into that. I've been taking notes for the kinds of things folks wanted to get out of this. I want to make sure that we can speak to that, and that when I give the slides at speaking to that.

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00:14:27.690 --> 00:14:30.520

Mariah A. Knowles: so yeah, I'm

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00:14:30.760 --> 00:14:41.030

Mariah A. Knowles: I I'll tell you. I prepped for this the way I prep for d and d sessions in that, like, I want, like the the players to drive, and I'm just like I have a lot of things in my back pocket to respond with.

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00:14:41.260 --> 00:14:51.069

Mariah A. Knowles: so that's how I thought about this whole thing. okay, slides. what's the button for it? There we go.

92

00:14:51.720 --> 00:14:56.420

Mariah A. Knowles: There we go! So

93

00:14:57.760 --> 00:15:18.320

Mariah A. Knowles: specifically, there's many goods. So there's many, many, many kinds of workshops, right? Of different kinds. when we're talking about the carpentry style of workshops. that a few of you all mentioned to in your intros. we're thinking about those computational workshops that are forgiving researchers scale skills. Right?

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00:15:18.320 --> 00:15:35.199

Mariah A. Knowles: there are other workshops that do other things that are taught in different ways. but this is kind of that style from the carpenter's, and it's focus right of being something that can be researcher facing them to help them in their job, and it kind of aligns very neatly that the the

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00:15:35.210 --> 00:15:39.730

Mariah A. Knowles: needs and in workshops in qe 2

96

00:15:40.160 --> 00:16:00.370

Mariah A. Knowles: So what I do from like the carpentry's perspective? no. Let's see, that was an old slide. carpentry. So the teaching philosophy and carpentries. is that we're focusing on foundational data science skills. We're doing hands on workshops. So we aren't

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00:16:00.400 --> 00:16:22.450

Mariah A. Knowles: just lecturing to people. we aren't just having it be like something that's driven by participants The model that we use most often is live coding where there's an instructor working through a project with the students in front of the classroom, but going slow enough, they can keep up and explaining what they do, and then the learners can

98

00:16:22.450 --> 00:16:42.300

Mariah A. Knowles: follow along on their own machines. And so that when they leave they have all the code that they've written themselves right. The idea of being. We want them to. They've accomplished something tangible early and often. all this is founded on some set of best practices that we're gonna go through, or there's links that we can go through it for research audience. And it's

99

00:16:43.230 --> 00:17:09.200

Mariah A. Knowles: Let's see, I mentioned live coding and that the lessons are developed through a community things that are taught through carpentries in this way, helping people organize their data, clean it, analyze it, visualize it. learning to program in our python in unix a lot on get github, etc. tools that researchers use for collaborating.

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00:17:09.210 --> 00:17:38.070

Mariah A. Knowles: we don't haven't done Jocker in a minute. I don't think I think we're starting to revise that one since Stalker is updated there funding model we do stuff on SQL. I was supposed to

teach that a few weeks ago, but I caught Covid. I was really sad, because, like, I love teaching as you well, And we're doing more now with machine learning and artificial intelligence. the way it works. The staff in the classroom involves 3 kinds. Well, there's a fourth one called the host

101

00:17:38.070 --> 00:17:46.430

Mariah A. Knowles: as the host. what we do mostly is make sure catering happens. And are there in case someone has, like a one

102

00:17:46.770 --> 00:18:09.569

Mariah A. Knowles: code of conduct thing to report, and we like take notes right? So thank you, Brendan, for hosting and taking notes for today. make sure everything was catered. but the observers are people who attend a workshop in our model here at Uw. For free. The idea that they are! They've kind of made that step for him. I want to be a learner, so I want to be that in between learner and

103

00:18:09.570 --> 00:18:21.440

Mariah A. Knowles: mit Ctl. And being staff, they'll watch. They'll take notes. They'll not really take on much burdens of helping other learners, but they're really there to. Thank you, Jamie. 250.

104

00:18:21.470 --> 00:18:39.259

Mariah A. Knowles: They're they're there to. Observe, take notes well, let us know kind of what things can be improved and so on. helpers will usually in in person have a few helpers floating around the classroom. Students will raise up a red card. that says, Hey, I need help.

105

00:18:39.270 --> 00:19:04.979

Mariah A. Knowles: Helper can combine and help them with it. Usually it's a typo and some command they ran, if it's not that it's a looking for a file by the wrong name or in the wrong directory. 90% of the time. It's one of those 2 errors but one of the areas. They'll come by quickly and try to help them catch them up that way. The instructor doesn't have to pause often, and is able to keep the pace for the rest of the folks. If we see a lot of red things go up at once, then we'll stop and address whatever the common issue is.

106

00:19:05.360 --> 00:19:19.379

Mariah A. Knowles: And then the instructor leads the hands on live coding in the front, and that's the the format that we use online. It's a little different. We'll have folks put up like a red check of the Red Axe. Say, Hey, I need help.

107

00:19:19.440 --> 00:19:46.639

Mariah A. Knowles: and the helpers in them will chat in in, in chat and try and diagnose it that way, or maybe even go into a breakout room. we haven't experimented with a hybrid format, but I know the libraries here at Uw. Has, where there is a zoom like like this, a zoom call where the instructor is teaching, and a room on campus or learners can go to kind of be part of the zoom together and then have an in person helper.

108

00:19:46.710 --> 00:19:55.499

Mariah A. Knowles: So that's a hybrid model that the libraries has been experimenting with. but this those roles are there regardless.

109

00:19:56.850 --> 00:19:57.880

Mariah A. Knowles: so

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00:19:58.090 --> 00:20:08.230

Mariah A. Knowles: I'm teaching it what it does mean to teach it. we have all of our lessons material open source online, hosted on Github 250.

111

00:20:08.540 --> 00:20:33.489

Mariah A. Knowles: some teachers teach by just starting at the top of a some less materials and going through it right depending on the time that they have, they maybe better for them to know their audience, know the format, know how much time they have to actually run the workshop at their university and kind of build their own lecture notes based off of it. That's the case. We actually love to hear back from them about what was cut, what was useful, what was was delivered? Well, and so on.

112

00:20:33.490 --> 00:20:44.240

Mariah A. Knowles: so we can kind of continue to get that feedback from how these workshops are run. Broadly, right? Because these are shared across institutions. let's see.

113

00:20:44.420 --> 00:20:47.770

Mariah A. Knowles: they're built into the lessons are

114

00:20:47.950 --> 00:21:16.749

Mariah A. Knowles: activities that other folks have written, that they're free to say, Hey, you know, now is a good time to check in with learners. Here's like a challenge for them. Right? I've seen some audiences respond really well to like a a a younger undergrad. If you're just out of high school, respond really well to several challenges and receiving steakers as like motivators, or like a little bit over a little bit older. An audience doesn't right. So you have really have to know your audience for what's gonna work for them. But built in the lessons are those

115

00:21:16.750 --> 00:21:25.719

Mariah A. Knowles: kind of check-ins and some challenges that you can use, and folks are always welcome to proposed more and stuff.

116

00:21:26.440 --> 00:21:49.850

Mariah A. Knowles: I wrote down someone said the phrase like teach to learn and learn to teach. We definitely encourage folks to teach something that they themselves just learned. that sometimes

useful because they have a better understanding of that line or mindset on it right. They don't have that expert awareness gap being someone who's taught as well for 30 years. Right?

117

00:21:50.360 --> 00:21:52.479

By alarm's going to be going off every 10 min.

118

00:21:52.550 --> 00:22:13.869

Mariah A. Knowles: So We definitely welcome folks to come in. Be an observer, be a helper get a feel for the material, and then begin teaching it themselves right and kind of learning, through teaching right and sometimes explaining it to someone else, becomes the best way for you to understand it yourself, or even just organize your own at lecture notes will help you frame your understanding. But better.

119

00:22:14.850 --> 00:22:20.700

Mariah A. Knowles: let's see what else. Okay, that's all. My notes on

120

00:22:21.290 --> 00:22:28.730

Mariah A. Knowles: carpentry specifically, just to give some more context to what that is. It's like. So because a few of you knew it. So a few of you did it.

121

00:22:28.750 --> 00:22:32.420

Mariah A. Knowles: I want to give the heart to Jamie's thing here.

122

00:22:34.070 --> 00:22:54.340

Mariah A. Knowles: There was a few folks who mentioned wanting to know how other folks think about their workshops. So I'd like to just hear from folks about how you run workshops kind of what your experiences have been a bit more specifically right. I've been talking for like 20 min straight. I feel like I want to like pass the mic.

123

00:22:54.400 --> 00:23:00.519

Mariah A. Knowles: So I'm not gonna do check marks. But if someone wants to

124

00:23:00.560 --> 00:23:06.009

Mariah A. Knowles: share anything about workshops you run If not, I'm just gonna call on David.

125

00:23:14.680 --> 00:23:19.009

Brendan Eagan: I'm happy to jump in before David, but I don't know z Zen was gonna go go ahead.

126

00:23:19.090 --> 00:23:33.729

Zeynep Aykul Yavuz: Okay. Thank you so much. yeah. Actually, when you were talking about that, the actually the name carpentry. It reminded me the cognitive differences we use It is basically

127

00:23:33.730 --> 00:23:52.819

Zeynep Aykul Yavuz: master and apprenticeship in in topic, especially in cognitive skills and computational science as well as like, we need multiple cognitive skills to use and learn improve. So we general design our workshops based on that one because we

128

00:23:53.880 --> 00:24:11.640

Zeynep Aykul Yavuz: have, like facilitators and also coaches that supporting teams like the helpers. So it's very similar approach. and generally we give like real work problem to make them understand or relate to learners. So even they are learning

129

00:24:11.830 --> 00:24:21.410

Zeynep Aykul Yavuz: by coding, let's say, they have real problems. So they late for their this is general, our first

130

00:24:27.080 --> 00:24:30.689

Mariah A. Knowles: awesome. Thank you also. Thank you, Brendan, for still having notes.

131

00:24:30.750 --> 00:24:43.649

Brendan Eagan: Yeah. Trying to. that was a that was a cool connection to hear about, and it makes sense that makes sense to me. I think one of the things that I've tried to think a lot about in terms of doing workshops is

132

00:24:43.680 --> 00:24:55.159

Brendan Eagan: how to best use people's time and actually think about what happens before and after the workshop itself. So typically, I like to spend a lot of time, if possible.

133

00:24:55.290 --> 00:25:21.600

Brendan Eagan: prepping with the attendees, even if it's a subset of them, so that we have something that's authentic to at least some of the participants that they that they're like interested in, and that that makes that's been pretty effective. The challenges that the costs can be kind of high right like, if depending on how many participants you have and how much work it takes to format. Or, you know, code data which is like often what we need to do, some of the more active analytic

134

00:25:21.780 --> 00:25:27.550

Brendan Eagan: pieces of of an analysis, and maybe also where I think a lot of the growth and learning and reflection comes from

135

00:25:27.570 --> 00:25:31.710

Brendan Eagan: that can be a fairly tall ask. But when

136

00:25:31.720 --> 00:25:42.780

Brendan Egan: the participants or learners and the facilitation team have invested in me doing that it seems to have led to much better learning outcomes. The other piece is that

137

00:25:42.790 --> 00:26:01.269

Brendan Egan: if the workshop can then connect to a broader community of practice which I think we've tried to, whether it be in some of the data challenges or some of the other workshops. We also see that that tends to lead to better outcomes, too. So like that's often, maybe a tall ask for folks, or it's not easy to do.

138

00:26:01.270 --> 00:26:17.029

Brendan Egan: But that part of like kind of thinking about a broader community of practice is really good, and it also relates to the cognitive apprenticeship, or some of the stuff that I heard Mariah talking about is, we also want to be developing and sharing new facilitators like the the process. So that's another big thing is.

139

00:26:17.250 --> 00:26:28.150

Brendan Egan: if I've run a workshop a bunch of times, it doesn't really matter for me if I'm the person who's leading it or the first name. But it could be a really great opportunity for someone else to do that.

140

00:26:28.170 --> 00:26:46.109

Brendan Egan: And I often learn from how other people do stuff like one of the last. I'm thinking of one of the last ones I ran with Yuan, Ru and Hazel, who's not here? But they did some things in different ways that I'd never seen before. And so then, that helped me learn how to be a better facilitator and also kind of keep in my playbook

141

00:26:46.120 --> 00:27:01.270

Brendan Egan: other stuff, even though I'd had more more experience doing it. But, like turns out both of them have done teaching and instructional design, and have their own great set of expertise to bring to bear and so that was kind of cool. So those are some of the some of the big things that I think about

142

00:27:01.640 --> 00:27:04.420

Brendan Egan: in terms of trying to do Qe workshops.

143

00:27:13.520 --> 00:27:32.619

Brendan Egan: Well, actually wait time. I one more thing I would say to I would encourage people that like, if you if either, if you have graduate students or your graduate student yourself, find the low stake spaces to give workshops in, even if it's among your peers to test out material, try stuff. And then if you think that the participants are going to be willing to give you feedback.

144

00:27:32.640 --> 00:28:00.070



Brendan Eagan: that's another piece piece. I think that was really crucial for me to build confidence and and like, I'm pretty comfortable talking in front of people, but that's different than teaching someone very complex things that take a lot of kind of thought and and care. And you know, philosophy of science, that type of stuff. So. that's another big thing is, if you know someone that has some expertise but might be reticent to do these type of things, try to encourage and scaffold and support those things. Because I think it's it's really important. It seems to me like one of the

145

00:28:00.080 --> 00:28:07.620

Brendan Eagan: key pieces of the carpentry's approach is that you're you're kind of trying to

146

00:28:07.990 --> 00:28:12.820

Brendan Eagan: help develop expertise at a lot of different levels which I think is a good community of practice development approach.

147

00:28:16.910 --> 00:28:21.820

Mariah A. Knowles: Yeah, I'll say you on the getting feedback at the end of every

148

00:28:22.000 --> 00:28:36.290

Mariah A. Knowles: we're end of every day of a workshop, or usually our workshops are stressed over 4 or 5 days between like 9 Am. And 1230. That just tends to work at least here at Uw. And when we can get folks to like buy in at

149

00:28:36.300 --> 00:29:04.340

Mariah A. Knowles: Sometimes we often at slightly different times, or whatever depending on the audience. But at the end the very school one there is always like sticky notes, whether physical, sticky notes, or like virtual ones. Where we say, Hey, on this board put what worked like what you liked, and over here put the like room for improvement, and then the host grabs all those distill. Sit down we give it to a an hourly

150

00:29:04.510 --> 00:29:18.230

Mariah A. Knowles: undergrad right now, it's a master student who, like I can transcribe this. We actually have the entire history of all the feedback we've ever received, and who received it? at least, since we started recording that I'll say the number. One thing is pacing

151

00:29:18.900 --> 00:29:27.459

Mariah A. Knowles: right every single bit of feedback. Someone says you went too fast, and someone else said, you went too slow, but it's just like who's which one comes out more.

152

00:29:28.560 --> 00:29:31.880

Mariah A. Knowles: yeah, Anyone else want to share?

153

00:29:32.790 --> 00:29:39.720

David Williamson Shaffer: Well, I can build on that, actually, because I think oh, sorry, Rogers, I didn't mean to cut you off. I was just following from Ryan. But I'm I'm happy to wait.

154

00:29:40.130 --> 00:29:42.980

Rogers Kaliisa: That's fine. They they can come together

155

00:29:43.070 --> 00:29:51.030

David Williamson Shaffer: all right, so that what I was gonna say is that I so I've taught for oh, for my whole career, really

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00:29:51.080 --> 00:29:54.740

David Williamson Shaffer: And so a workshop is obviously just a form of teaching. But

157

00:29:55.480 --> 00:30:01.900

one of the things that I think is very challenging about it is that you are tending to. You know you, you have people at

158

00:30:02.280 --> 00:30:12.559

David Williamson Shaffer: many different levels of experience and expertise. That's true in a classroom, too, but in the classroom at least, you have. You have a longer period of time over which to.

159

00:30:12.590 --> 00:30:25.609

David Williamson Shaffer: if not smooth out, at least accommodate some of those different different needs in terms of pacing. So that's always one of the big challenges in the workshop is how to how to, how to figure out

160

00:30:25.900 --> 00:30:31.309

David Williamson Shaffer: how to get somebody to have a good experience at multiple levels of expertise.

161

00:30:31.390 --> 00:30:51.330

David Williamson Shaffer: often that's handled by having a lot of back fill. So you have a lot of people who can, you know, hold one person's hand while the another person is racing ahead. The problem is that the group still sort of has to move together in some way, and I think that's one of the the trickiest that for me that's been one of the trickiest challenges.

162

00:30:51.590 --> 00:30:57.820

David Williamson Shaffer: And if anybody has any thoughts about how to best accommodate that, I would. I would love to hear them.

163

00:30:58.900 --> 00:31:00.890

Mariah A. Knowles: I'll share my thoughts after Rogers.

164

00:31:02.780 --> 00:31:05.509

Rogers Kaliisa: thanks, David. I think I think actually my

165

00:31:06.210 --> 00:31:12.119

Rogers Kaliisa: almost my point was related to what they did was saying. At least the first time I tried to run

166

00:31:12.530 --> 00:31:24.360

Rogers Kaliisa: like a Kui kind of a workshop, at least at the University of where most people were not. They they wanted to know how it works, and they trying to take them through.

167

00:31:24.590 --> 00:31:28.029

Rogers Kaliisa: And it was a mix of groups of students who some people have

168

00:31:28.140 --> 00:31:33.120

Rogers Kaliisa: at about DNA. I was just about the book about

169

00:31:33.410 --> 00:31:38.689

Rogers Kaliisa: Qe. And others. So they were like different levels. Others have tried it. Have a web? Not.

170

00:31:38.800 --> 00:31:40.710

Rogers Kaliisa: I'm like ping them and

171

00:31:40.990 --> 00:31:46.920

Rogers Kaliisa: finding the right balance of what for person and not that was a bit challenging, especially if you were

172

00:31:47.000 --> 00:31:51.390

Rogers Kaliisa: running it alone, and like someone says, Okay, I came with my data.

173

00:31:51.530 --> 00:32:06.619

Rogers Kaliisa: Can you show me how to do this? And maybe just like you when you're running a computer class of computer science class. So I think, as they would say, I think it was back mainly to resources, because where possible, for example, if it's at a conference, I think it's advisable for that.

174

00:32:06.880 --> 00:32:19.359

Rogers Kaliisa: You have a few hands in the room to actually run around. Otherwise, if you're running. If you're trying to to facilitate, and then someone else is or I I can't do this. I can't do that. Then you realize

175

00:32:19.650 --> 00:32:22.119

Rogers Kaliisa: the whole thing like goes

176

00:32:22.320 --> 00:32:25.260

Rogers Kaliisa: very slow, and maybe people are more.

177

00:32:25.910 --> 00:32:37.840

Rogers Kaliisa: They have their knowledge about the tool will get a little bit annoyed because things are so slow. So I think there is no easy fix, but I think I mean it could be up to resources that you are

178

00:32:38.210 --> 00:32:39.999

Rogers Kaliisa: able to date in the

179

00:32:40.280 --> 00:32:44.890

Rogers Kaliisa: in their room so that some people can provide a little help around.

180

00:32:45.200 --> 00:32:46.649

Rogers Kaliisa: So I think that's the

181

00:32:47.050 --> 00:32:52.209

Rogers Kaliisa: it's a challenge. But I think one ways, if we are organizing things, I think, getting enough

182

00:32:52.880 --> 00:32:59.519

Rogers Kaliisa: hands. And I think, as my Mariah mentioned about the volunteers and help us, I think that's a good approach.

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00:33:02.710 --> 00:33:04.880

Mariah A. Knowles: Yeah, I'll say we

184

00:33:04.960 --> 00:33:08.399

Mariah A. Knowles: a good chunk of our job. It turns out to be marketing.

185

00:33:08.460 --> 00:33:13.549

Mariah A. Knowles: just make sure folks are aware of workshops, and where that they can come, teach them, and so on, and

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00:33:13.570 --> 00:33:28.060

Mariah A. Knowles: being our being able to articulate clearly to folks what the value add for them is to volunteer for us. Besides, just please can volunteer for us. We need labor but like, hey? If your graduate student, who wants more teaching experience on your resume.

187

00:33:28.230 --> 00:33:43.789

Mariah A. Knowles: come volunteer for us. Right? If you're a new faculty, or whatever, or if you just have a love for science or whatever you know, please come to us. But we're talking about the varied background problem a bit here.

188

00:33:44.210 --> 00:33:47.430

Mariah A. Knowles: one-room schoolhouse problem. Is that how you call it? Brendan?

189

00:33:47.460 --> 00:34:01.070

Brendan Eagan: Yeah, I think of like the the prairie schools I mean. This actually reminded me of I forgot another thing that actually Jayne and Rogers and Hazel and ha! did where? So Sylvia and I were kind of like

190

00:34:01.270 --> 00:34:24.039

Brendan Eagan: helping facilitate at a high level. But actually, the the 4 people that I just mentioned we're actually like running kind of an intensive training in Qe. I think so. I'm trying to remember the timeframe. It was over. Was it over a month or a week. What was it? Time? Time is both both full weeks. Yeah, that's what. Yeah. And so like, we, we spent a lot of time talking as kind of an instructional team.

191

00:34:24.080 --> 00:34:40.369

Brendan Eagan: And one of the things that stuck out to me, too, is kind of the pedagogical content knowledge because all 4 folks had used. Qe. Approaches in their own work successfully. you know, I think, had good handles on things, but then the the thing we kept coming back to is how hard teaching some of this stuff is

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00:34:40.409 --> 00:34:45.809

Brendan Eagan: to like make our thinking explicit. And so that was like another piece that I really valued was

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00:34:45.880 --> 00:34:51.820

Brendan Eagan: either being challenged and trying to externalize my own pedagogical content knowledge, but also to appreciate others.

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00:34:51.840 --> 00:35:06.440

Brendan Egan: approaches was really a cool thing, but we intentionally gave ourselves because we had this 4 week period. We gave ourselves time to like, give each other feedback, talk about what worked well, refined things, and, like, I think all 4 of the main facilitators were really good at like

195

00:35:06.860 --> 00:35:19.580

Brendan Egan: incorporating feedback if one person saw something. And then we reflected on his group, the other person then took those lessons on and implemented them, which also, I think, made a big impact for the learners is like, well, the one we're being responsive to them.

196

00:35:20.130 --> 00:35:23.039

Brendan Egan: But that's another thing that's worth considering when

197

00:35:23.130 --> 00:35:43.100

Brendan Egan: I mean, I don't know how other folks have dealt with this, but that aspect of like what it is to be able to teach something versus what it is to know how to do it as being very different things. obviously they're related, but giving yourself structure for that, like as you're doing, either sort of the a cognitive apprenticeship model, or having a more distributed one

198

00:35:43.400 --> 00:35:49.699

Brendan Egan: carving out time for that I think, is really a a crucial thing. And it's I think it worked well for our group when we did that.

199

00:35:50.410 --> 00:35:58.189

Mariah A. Knowles: Yeah, I up until this year. I've taught summer camps every year because it paid the bills during the summer.

200

00:35:58.370 --> 00:36:13.719

Mariah A. Knowles: And I now make enough that I don't have to do those but something that was really useful for those is, you know, it's marketed as like a gifted studies camp right? and so the students are expecting a certain level of challenge

201

00:36:13.920 --> 00:36:43.309

Mariah A. Knowles: where too little is too boring and too hard, is like overwhelming. And so on their exit tickets that, you know, we were given from the Admins right little print off that the ea's not tas the Ea's would hand out They had, like a number scale from like one to 5, or one to 10 or something, and they were posted circle like what? The challenge was for the day, which was useful for me to go. Okay, like Those first few days of like on 2 or 3 week camp. I could like try out things

202

00:36:43.410 --> 00:37:06.220

Mariah A. Knowles: with that. The on understanding with the students that, like, we're here to gauge that challenge level and to figure it kind of where students are at learning like who the individual students are, and so on, which you have the benefit. We have those longer things right? Usually,

when I'm thinking about workshops, it's the like a little bit shorter like maybe 4 days, maybe just 2 h, where it's varied student backgrounds. You

203

00:37:06.310 --> 00:37:15.820

Mariah A. Knowles: don't have a formative as a someone. If a set assessment at the end, right? or no meaningful one. And

204

00:37:16.940 --> 00:37:21.479

Mariah A. Knowles: oh, awesome. Okay, we'll come back to Rogers coming. And the

205

00:37:21.960 --> 00:37:34.899

Mariah A. Knowles: it's short, right? You just you don't have that time to really correct, like course, correct as much as you would like in a larger format. and you have, because it's so constrained that pacing is

206

00:37:35.140 --> 00:37:37.520

Mariah A. Knowles: kind of worrisome.

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00:37:37.650 --> 00:37:47.629

Mariah A. Knowles: I don't have a solution like folks who said, Well, this is a hard problem. This is a hard problem. I have some general comments about it, and just for the sake of getting like sharing it with folks and getting it into the recording

208

00:37:47.760 --> 00:37:49.830

Mariah A. Knowles: So

209

00:37:50.670 --> 00:37:53.170

Mariah A. Knowles: let me get this brought up

210

00:37:54.050 --> 00:38:02.310

Mariah A. Knowles: cool. So when we think about workshop design and carpentries, it's really stressed through that backwards design of

211

00:38:02.320 --> 00:38:15.919

Mariah A. Knowles: Don't fall into the trap of. Here's what I want to do. Say, here's the objectives, and what will get me there? but a good thing before you even say, what are my objectives? It's who's my audience. So that's what I wanted to show on this slide is like, think about your audience for sure. First and if you

212

00:38:16.170 --> 00:38:29.430

Mariah A. Knowles: realize that your audience might be very split, maybe have more than one workshop for different levels. Right? It's just the thing about what you can do, and you'll iterate through this several times. But make sure you're thinking about your audience early and often.

213

00:38:30.100 --> 00:38:31.610

Mariah A. Knowles: let's see

214

00:38:31.650 --> 00:38:44.380

Mariah A. Knowles: no So I mentioned that we don't really have time to do Summit. If assessment at the end, or if we do, it's not meaningful, really, the focus on when we're doing a assessment. It's those formative ones those check in along the way.

215

00:38:44.490 --> 00:38:45.930

Mariah A. Knowles: so

216

00:38:46.310 --> 00:38:50.560

Mariah A. Knowles: that's what I want to talk about is audience and assessment. So

217

00:38:51.030 --> 00:39:14.630

Mariah A. Knowles: in carpentries, we think about kind of 3 different levels of learners. You have your in offices, you have your experts, and in the middle you have your competent practitioners, folks who have hobbled together some scripts before, but don't think about themselves as software engineers. who have some practices that work well enough and are coming here to refine them versus novices who are just like I don't know anything. Show me the basics like, where do I start?

218

00:39:14.640 --> 00:39:18.280

Mariah A. Knowles: And

219

00:39:18.740 --> 00:39:19.990

Mariah A. Knowles: let's go.

220

00:39:22.700 --> 00:39:25.249

Mariah A. Knowles: Oh, by Rogers,

221

00:39:25.340 --> 00:39:27.920

Mariah A. Knowles: okay. So novices

222

00:39:28.310 --> 00:39:47.280

Mariah A. Knowles: really benefit from that slower hands on kind of tutorial style thing, whereas the next tier up might benefit more from having those challenges along the way right? But also a



younger audience, like high schoolers who are very eagle eager. Also benefit from having challenges along the way. so

223

00:39:47.840 --> 00:40:03.650

Mariah A. Knowles: when you're thinking about, or maybe talking with or surveying your audience, you can think about what's their background, what they already know. what do they actually want out of the workshop? If you can ever figure out what people want from your workshops where you run it? That's great. I'm glad you involved folks, Brendan, before.

224

00:40:03.710 --> 00:40:05.389

Mariah A. Knowles: like as you were doing it.

225

00:40:05.410 --> 00:40:30.619

Mariah A. Knowles: But see Another one is like the vocabulary that they use, especially with like us here, being in the middle of a lot of different kind of disciplines. like we call it rotations in in a, but like it's also called dimension reduction elsewhere, and so on. So different vocabulary along with different kind of thought patterns. And how we like think through problems. Right? If if you're coming in

226

00:40:30.620 --> 00:40:42.429

Mariah A. Knowles: for us we're talking to folks all across campus, if we can know what they're coming in with, that can help us. Sometimes we'll design a data carpentry, something for teaching like spreadsheets, and so on.

227

00:40:42.430 --> 00:41:01.340

Mariah A. Knowles: with genomics specifically in mind, right? The core skills are the same. But the examples we give are from their field right? so it's kind of more tailored to them. And this is what that like middle ground of having them bring their own data usually requires a little bit longer the thing or a higher expert.

228

00:41:01.590 --> 00:41:03.230

Mariah A. Knowles: audience coming in.

229

00:41:04.370 --> 00:41:24.709

Mariah A. Knowles: let's see. Oh, and if you know what your audience is, gonna be actually publish that, describe what you want them to come in with. you could try and have some sort of free test that filters them out. But it's actually really hard to get that right. so just actually spell out what you expect your incoming

230

00:41:24.860 --> 00:41:26.300

Mariah A. Knowles: competencies to be

231

00:41:26.580 --> 00:41:29.660

Mariah A. Knowles: let's see.

232

00:41:29.720 --> 00:41:45.529

Mariah A. Knowles: and assessments. the like little check is you could do along the way. They're important for a number of reasons. They can help folks actually remember stuff. It can help them feel like they've accomplished stuff. So that's the younger audience having several challenges side of it.

233

00:41:45.590 --> 00:42:03.139

Mariah A. Knowles: it can let you know how to course. Correct mid workshop. it gives you chances to kind of set the pace again for a different section, and they should be use like every 1520 min. I haven't used any in this just because you've been talking every to my stop

234

00:42:03.400 --> 00:42:16.659

Mariah A. Knowles: and I have in here some links. I'm not going to put them in chat or anything, because they are linked to the doc, which is LinkedIn jet But these links have a lot of

235

00:42:17.020 --> 00:42:25.049

Mariah A. Knowles: ideas, some of them good, some I don't know. But I'll I'll go to those I'd be like. Hey? What are some ideas that I might use for

236

00:42:25.070 --> 00:42:41.170

Mariah A. Knowles: assessments in this workshop. So when I was designing the workshop, for I see qe, that's what I went through right along with a few other things going like, what's out of these 100 ideas? Can I act like what 3 are in a help? Me? Right? So it's good sometimes just have a list of ideas.

237

00:42:42.160 --> 00:42:45.729

Mariah A. Knowles: I feel like I've been talking for 5 min. What?

238

00:42:46.250 --> 00:42:49.109

Mariah A. Knowles: How do you all approach the

239

00:42:49.350 --> 00:43:03.810

Mariah A. Knowles: like one room schoolhouse problem, though you have learners from different backgrounds. Slash. What are the kind of formative assessment, like check-ins, activities, etc., that you found useful either as a

240

00:43:03.850 --> 00:43:08.030

Mariah A. Knowles: workshop teacher or the workshop. learner.

241

00:43:18.190 --> 00:43:22.799

Zeynep Aykul Yavuz: recently, I was giving design course in a

242

00:43:22.850 --> 00:43:32.460

Zeynep Aykul Yavuz: for entire center group, like. There are social systems, engineering students, also design department students from multiple design departments.

243

00:43:32.660 --> 00:43:37.569

Zeynep Aykul Yavuz: And what I was using at the end of each session, they were filling reflection

244

00:43:38.050 --> 00:43:55.540

Zeynep Aykul Yavuz: like open one of the questions. But one of the questions is always like, if you were a like facilitates or teachers, how would you assist, or what feedback you gave like. It's helping them to reflect, like thinking about how well or what they did in that session, but also like

245

00:43:55.580 --> 00:44:14.840

Zeynep Aykul Yavuz: and what they see what I want to notice about their work? No, because, like in that crowd, I might missing, or I may, a focus on different things like for me. It can be different factors in that session. But they might mean the different steps of the design process.

246

00:44:14.840 --> 00:44:28.030

Zeynep Aykul Yavuz: So reflection and upstand questions. You know the hubs, and they are providing as of reach data because you, you have like interesting things you never notice by your observing, because, like.

247

00:44:28.130 --> 00:44:31.660

Zeynep Aykul Yavuz: I have 20 students and 5 groups.

248

00:44:31.890 --> 00:44:38.420

Zeynep Aykul Yavuz: They are working in breakout rooms. So there are many things I can't trick at the moment, so it's generally helpful.

249

00:44:44.080 --> 00:44:45.100

Mariah A. Knowles: Allison.

250

00:44:58.170 --> 00:45:01.370

Mariah A. Knowles: did you mean to raise your hand? Allison? Okay.

251

00:45:09.460 --> 00:45:10.950

Mariah A. Knowles: let's see.

252

00:45:14.000 --> 00:45:19.079

Mariah A. Knowles: So Rogers wrote about encouraging folks to come with our own data.

253

00:45:20.980 --> 00:45:26.579

Mariah A. Knowles: Models can make less sense of the data is not close to the kind of stuff they're working with.

254

00:45:26.890 --> 00:45:34.710

Mariah A. Knowles: And it's really hard to come and meet everyone's interest. Yeah, we've just been talking about different, like expert levels, not different interest or like backgrounds. yeah, I

255

00:45:34.930 --> 00:45:54.480

Brendan Eagan: I'll I'll chime in. If Alison might be typing with her contribution. So I'll I'll mention something. Well, That's happening One of the things that I try to do is if if the if the workshop is small enough in size have a a fairly good mental model of the perspective that someone's coming from, and what would be like growth or or a win state for them

256

00:45:54.480 --> 00:46:10.610

Brendan Eagan: and then and then focus there. And I usually try to externalize my best guess as to what that is. So I'll say something like, is this kind of what you're trying to do. Is it like, would you like to? This? Is this like a, you know? Is this a good guess of where you might want to go, and then it can be a little bit more of a Co. Constructing thing. But I want to think about

257

00:46:10.810 --> 00:46:28.629

Brendan Eagan: what perspective is this person coming from like I I think, in Qe. You often have people coming usually from more predominantly trained in you know, more call or quant perspectives. And so sometimes it's, I think, Maria, you made a point earlier about like what language that people use? Are we talking about a means rotation, or or like a dimensional reduction. Right?

258

00:46:28.630 --> 00:46:43.199

Brendan Eagan: But similarly, there's other pieces of like things that people tend to go to And then I try to just make that clear if I can to say like, Okay, this is what I think would help someone make progress. We don't have to have the same outcome or win state for everybody.

259

00:46:43.250 --> 00:46:52.740

Brendan Eagan: depending on what you're doing, you could have have different ones. Some, like a good example is, if someone has their own data, you might get them to something. That's a publishable result

260

00:46:52.790 --> 00:47:14.230

Brendan Eagan: for other folks. You might just be getting them to see how they would need to update the formatting of their data or the coding of their data to enable them to move closer to results. All of those can be great outcomes. but I think it's also helpful to like elicit that from the the participants, because then then, if you're wrong, they can, they can help you. Course, correct.

261

00:47:14.250 --> 00:47:18.520

Brendan Eagan: And if you're right, then you're like, okay, then I, this is a good way to spend our time together. Kind of thing.

262

00:47:21.640 --> 00:47:25.990

Mariah A. Knowles: Yeah. And sometimes folks don't speak up until they're correcting you.

263

00:47:28.080 --> 00:47:34.610

Jamie Boisvenue (He/Him): or they won't have a question. So they've tried and messed up once. I like to call that destructive criticism.

264

00:47:40.710 --> 00:47:42.549

alison: Sorry about that I was

265

00:47:42.870 --> 00:47:55.510

alison: currently my phones are fat, and I could not get to my settings to work, Maria, that was really helpful. Thank you. I really enjoyed your your talk. thank you for taking the time to share all that with us.

266

00:47:55.780 --> 00:47:57.409

alison: I don't think I have anything

267

00:47:57.610 --> 00:48:02.900

alison: new to add beyond what you said. except that

268

00:48:03.980 --> 00:48:08.480

alison: I think it's such an interesting question, and I think that

269

00:48:09.390 --> 00:48:11.969

alison: when I'm considering how to teach

270

00:48:12.380 --> 00:48:20.970

alison: from any lens I tried to meet people where they are, and that is hard to do on an individual level. And I I think the

271

00:48:21.030 --> 00:48:22.879

alison: but I always fall back to you is

272

00:48:23.310 --> 00:48:26.809

alison: what people don't really want to hear, which is like

273

00:48:26.980 --> 00:48:28.699

alison: going back to basics.

274

00:48:28.910 --> 00:48:31.979

alison: Excuse me of all I I'm sitting on the stairs because.

275

00:48:32.080 --> 00:48:35.080

alison: Crap, I think I have so in my mouth from that

276

00:48:35.930 --> 00:48:45.300

alison: here right now, it's terrible. And yeah, I I do think about going back to base basics and meeting people where they are.

277

00:48:45.360 --> 00:48:48.460

alison: because I think that at the end of the day

278

00:48:50.550 --> 00:48:52.660

alison: I'm not sure that

279

00:48:54.240 --> 00:48:56.630

alison: we can assume anything about

280

00:48:56.700 --> 00:49:03.569

alison: anyone. as a in an in terms of a student teacher model.

281

00:49:03.830 --> 00:49:08.990

alison: And that goes to what Maria was saying, which is well.

282

00:49:09.670 --> 00:49:18.950

alison: try and get as much information as you can about your population. You know your audience and David's point to which is also and Brendan's, which was.

283

00:49:19.140 --> 00:49:22.290

alison: What if you have one classroom for everybody.

284

00:49:22.440 --> 00:49:25.819

alison: I think that I tend to think about

285

00:49:25.970 --> 00:49:32.590

alison: my interactions with people on an individual level as like a microcosm of what

286

00:49:33.010 --> 00:49:40.290

alison: the one classroom model is because I I come from psychology background clinical psych with kids.

287

00:49:41.690 --> 00:49:49.900

alison: so in theory, it's like the most malleable population, but also the most subordinated and also minoritized and

288

00:49:50.400 --> 00:49:52.480

alison: traumatized, and all that.

289

00:49:53.400 --> 00:49:55.539

alison: So I don't have an answer.

290

00:49:56.800 --> 00:49:57.830

alison: But thank you.

291

00:49:59.000 --> 00:50:07.060

Mariah A. Knowles: Yeah, we don't need an answer. We just have to ask the right questions. thanks, Alison, so we're getting near the end here, and I just wanna

292

00:50:07.270 --> 00:50:14.449

Mariah A. Knowles: it's fine, David. We had Brendan fill in for you

293

00:50:14.910 --> 00:50:32.379

Mariah A. Knowles: So it's getting to the end that I want to one in the doc dialing to you guys. at the top. There's that link to the carpet to like the the curriculum that I was pulling from from my own notes. There's tons in there, right? So if you're thinking through these things, or want to see how other people thought through

294

00:50:32.420 --> 00:50:58.540

Mariah A. Knowles: something that was developed in a collaborative way, or maybe even want to contribute to it, because, you see, at least a typo, or maybe some ideas you want to put in feel free to click on it. there's like a edit this page button and all of the carpentries pages that takes you to the Github repo You may have to like fork the repo. Make your own thing if you're new to Github. Come to the get workshop in August, and I'll show you how.

295

00:50:58.860 --> 00:51:10.290

Mariah A. Knowles: we're at. Uw, I'm running software carpentry in August. So come show up. We have like 3 workshops. Then. let's see. Also, I know that folks have run

296

00:51:10.670 --> 00:51:23.139

Mariah A. Knowles: Qe workshops for, because, like all of you mentioned them, are those available online. And do we have links to them? Because we're talking about doing this collaboratively.

297

00:51:23.180 --> 00:51:35.799

Brendan Eagan: a link to the resource page that has a bunch of the kind of ever quote unquote evergreen workshops that happen. And I think if other people have qe related stuff that you hear about or they're willing to share. I I'm pretty sure that the

298

00:51:35.870 --> 00:51:42.729

Brendan Eagan: society is happy to put those up as well. So yeah, I'll drop those in. I'll put it in the chat and also in the shared Doc.

299

00:51:43.710 --> 00:51:44.679

Mariah A. Knowles: Sounds good.

300

00:51:45.810 --> 00:52:15.110

Brendan Eagan: I guess, while my my mic is on just for folks here, I believe that the notifications for lcqe are going out by the end of this week, if not a little sooner, I believe, and I also think that the registration information Allison and other folks have been kind of working hard to get that stuff set up. so that the registration will be live so that you know you can get get going on on planning, if you're going to kind of be joining stuff. But in the spirit of workshops the workshops have also been set.

301

00:52:15.120 --> 00:52:26.510

Brendan Eagan: and so you can see and figure out what you want to sign up for, and we have 2 new workshops. this year, which I think is is great to have, so that I just wanted to make those little announcements, and I'll do my link work now.

302

00:52:26.780 --> 00:52:30.060

Mariah A. Knowles: I guess I could stop recording to at this point. We're at time.

303



00:52:30.190 --> 00:52:31.890

Brendan Eagan: Yeah, it comes to my workshop.

304

00:52:32.000 --> 00:52:34.329

Mariah A. Knowles: I'll tell you about stuff.

305

00:52:34.450 --> 00:52:41.409

Jamie Boisvenue (He/Him): I don't know if you mentioned this already, but July first is the deadline for the research agenda developments

306

00:52:41.740 --> 00:53:03.820

Jamie Boisvenue (He/Him): for Icq 23. So if you or your colleagues are planning to submit one, be sure to do that. by the deadline, although goal is in the in the call. So maybe she can comment. There is no specific set time, so I assume it's anytime. July first, any time on Earth anytime. Yes. GMT,

307

00:53:05.390 --> 00:53:07.470

alison: do your research on on a

308

00:53:08.490 --> 00:53:15.929

alison: ask yourself, do you know what GMT means? I learned something today by googling it. It is what Goal said.

309

00:53:17.750 --> 00:53:27.459

Jamie Boisvenue (He/Him): And so so thank you, Mariah, for for delivering this Qe. Webinar series and thank you to everybody who came.

310

00:53:27.510 --> 00:53:28.599

Jamie Boisvenue (He/Him): I I think I can see.