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Ep73_COVIDonline-teaching-audio

Online Learning for both Student and Professor

00:00:30 **Chelsi**

Hi and welcome to the women in archaeology podcast, a podcast about, for, and by women in the field. My name is Chelsi Slotten and I'll be your host for the episode. On today's episode will be discussing how to transfer classes online, resources for online learning, the importance of practicing kindness in our pedagogy, especially in this uncertain time, and the impact that COVID-19 is having on field schools and field work. Completing the group today are Emily Long, Serra Head and our guest panelists. Dr. Laura Murphy. Thanks so much for being here everybody!

00:01:08 **Emily**

Happy to be here. Yay!

00:01:10 **Dr. Murphy**

Thanks for having us.

00:01:12 **Emily**

This is the most social I've been in weeks!

00:01:13 **Chelsi**

right?!

00:01:14 **Serra**

Dude, ever since this has happened, everybody's like, oh, let's do podcasts and I'm like, I only have seven days in the week...

00:01:25 **Chelsi**

It's funny how that works. Anyways... Laura, if you could give us a quick intro into who you are and what you do before we jump in that would be great.

00:01:37 **Dr. Murphy**

Sure, my name is Dr. Laura Murphy and I am an assistant professor of anthropology at Washburn University in Topeka, Kansas. So, our school is about 6,000 students and I am the only archaeologists with several other anthropologists in the department and I teach a variety of courses, but I specialize in environmental archaeology or geoarchaeology.

00:02:08 **Chelsi**

Very cool.

00:02:09 **Dr. Murphy**

It is very cool.

00:02:11 **Chelsi**

So I think both of you and Emily are teaching this semester and are getting to enjoy the fun of doing a mid-semester swap from in person to online courses and let me tell you I'm glad I'm not teaching this semester. [laughter] Do either of you want to talk a little bit about what that's been like for you?

00:02:35 **Emily**

Laura you should jump on in. I actually, I was already teaching online courses before the start of all this, the only difference is the schedules changed because they gave all the instructors more time to switch over their courses. So I've just been having to mess with my syllabus a whole bunch, but I'm guessing you had to go right from in-person to online. Is that right?

00:02:57 **Dr. Murphy**

Yes, and I'm you know, Washburn is a teaching institution, and so we teach four courses a semester and luckily two are the same for me this semester. I'm teaching two sections of Introduction to Archaeology, and I've taught that online before so the transition was a little bit easier for the intro course, but I've scaled it back quite a bit and mostly just provided access to some pretty cool Nova specials like "Riddles of the Sphinx", or "Stonehenge" so that you know in this time, you know who doesn't want to watch about the Sphinx and Stonehenge, and so I'm hoping that will at least provide a little bit of a distraction for students for that class. I also have the pleasure of teaching, "Anthropology History and Theory" this semester. [ooh]

00:04:03 **Chelsi**

Yeah, it can be very difficult to get students interested in even in the best of times.

00:04:11 **Dr. Murphy**

That's right. So this class is really moving full steam ahead and we were doing really well. We actually, before the virus outbreak, the last thing we did before spring break was we went to Kansas City to The Nelson-Atkins Museum of Art, to the Queen Nefertari exhibit.

00:04:30 **Emily**

Oh, cool.

00:04:31 **Dr. Murphy**

So the students are working on now, their write-up, their critique through a feminist or gender anthropology lens by looking at how women in power were portrayed in that exhibit.

00:04:43 **Serra**

Nice!

00:04:43 **Dr. Murphy**

So the cool thing about that class, is it's small, and it's all women. So that's pretty fun. It's the first time I've ever had an all women class and so it's been fun to sort of dive in and have online discussion boards with them about gender anthropology and feminist anthropology. So it's actually going pretty well for that class.

00:05:11 **Chelsi**

So cool. It's great that you've got to do the museum trip before the virus outbreak.

00:05:20 **Dr. Murphy**

I was going to say that one of the really cool things that the Nelson-Atkins did was, when they had to shut down, they went ahead and the director of the museum did a behind-the-scenes tour of the Queen Nefertari exhibit for people and he posted that online. And so not only could I share that then with the students, but also everyone else. "Hey, if you didn't get a chance to see this check it out." So that's kind of one of the positives in all of this is that more people are getting more access to museum exhibits that might not have gotten a chance to go visit. So that's really neat to see that.

00:06:05 **Serra**

I am personally loving that particular aspect because I'm really enjoying seeing how easy it is for people to put materials online. I understand teaching's a whole other bag of worms, but lots of the museums are doing behind the scene virtual tours. And again, they're giving access to material that would not necessarily have been available to everyone and that I think it's really cool. And I guess if there's a silver lining in this entire debacle, that's going to be it, it's just the amping up of the use of social media as a tool for communicating with the general public.

00:06:48 **Chelsi**

Yeah, definitely. The Perot Museum is based out of Texas. Dr. Rebecca Peixotto, who is the director of the Center for Exploration of the Human Journey, aka Human Origins. She was actually one of the six women who excavated the Homo Naledi chamber, she did a video walkthrough of the closed exhibit, kind of like a guided tour, that she's made available. So yeah, there are just, there are all sorts of resources popping up everywhere, exhibits that are being put online and information that, Serra like you said, a lot of people wouldn't necessarily normally have access to. Particularly when

people are looking for things like Coursera and other kind of free learning platforms, that have seen a spike in interest. I have friends with kids who are, aw man.. "Yeah, I'm excited to homeschool my kid, what am I gonna do?" Emily actually made a great video on the basics of archaeology that you could utilize for that.

00:08:06 **Emily**

Kind of, there's some vocabulary that makes zero sense for kids, but it's like, it's the ABCs of archaeology and I couldn't think of anything for Q other than Quarternary Epoch and I was like, yeah, kids are gonna get real into that!

00:08:20 **Chelsi**

yeah.

00:08:20 **Dr. Murphy**

Big words, big words.

00:08:22 **Emily**

It's like "Look kids, it's the Younger Dryas! Who doesn't love learning about the younger dryas?!"

[Laughter]

00:08:29 **Emily**

But yeah, Chelsi, you're totally right with all this like education stuff coming out too. On top of seeing all these different Museum exhibits and what I think is really cool, that they're trying to get the educational component even going so far as giving lessons like tune in this day for this, tune in this day for that, so that there's actually something for kids to do and then giving actual activities. I think that's really amazing because if, I mean if I had kids right now and I had to teach them on top of still working from home, I think I would lose my mind.

00:09:02 **Chelsi**

Fair.

00:09:03 **Dr. Murphy**

Yes. So one of the things that I've actually done is, I went to my office and collected a lot of my unsuccessioned or desuccessioned artifacts that I use for teaching and I'm building these small little boxes that I can go and deliver to my friends, on their porch, who have kids who are going crazy right now, and I've got, I'm putting together a little like, here's a projectile point, here's a piece of pottery, there's a metamorphic or igneous or sedimentary rock, and putting it together like a little guide for

them and putting in some fossils as well. So that's one of the things that I'm doing to stay sane is kinda having fun putting these boxes together.

00:09:52 **Serra**

That's fun.

00:09:53 **Chelsi**

That's an amazing idea.

00:09:54 **Serra**

I want something like that. I want something like that for adults though. My mom....

00:09:59 **Chelsi**

Okay, wait, what? Wait, wait.

00:10:00 **Emily**

What is it? Hang on, oh fine, go go. [laughter]

00:10:05 **Serra**

Nope, it's not important anymore. [laughter]

00:10:09 **Chelsi**

If you want an adult kind of "undiscovered wonders chest", you can check out the Virtual Curation Laboratory at I believe it's Virginia Commonwealth University, we'll put a link in the description, but it's literally just, hundreds of 3D scans and models of artifacts and objects from all over the world. And it's so cool. It's digital not hands on but--

00:10:41 **Serra**

No, no no, these guys are really cool. That's fun.

00:10:44 **Emily**

But you want something delivered to your porch.

00:10:47 **Serra**

Okay. So for Christmas, my mother got me a subscription to the Sherlock Home Letters and so every week I get a letter. Addressed to Sherlock Holmes sent to me anyways, it's weird, but you're supposed to read the letters and then put the mystery together and then they send you a big reveal email at the end of the session and you know, everybody's into those like murder mystery boxes, "To

Catch a Killer" and I think there's another one that's like the horror mystery box. Anyway, they're cool and they send you a big old box full of crap once a month or so. [Laughter] I'm serious though, and then you put everything together. But you have time to explore and they do send physical objects and letters and pictures and stuff. So, I mean, I would like something like that for archaeology and I think that's what Laura's put together and it was just I think that's cool.

00:11:37 **Dr. Murphy**

Yeah, it's super cool. It's focused on you know, what is the difference between archaeology, paleontology, and geology.

00:11:46 **Serra**

And see that's important, and I don't think a lot of adults understand that because judging by how many people ask me if I dig up dinosaurs or found gold.

00:11:53 **Emily**

It's just going to be an ongoing issue for the rest of our careers.

00:11:57 **Serra**

It is, it is, I've accepted it.

00:12:00 **Chelsi**

Guys but what about the Ark of the Covenant? [sarcasm]

00:12:04 **Serra**

[deep sigh] I don't know, my goal is to find Hoffa. Before I retire. Now that I'm up here, like it was a question I got asked on like one of my first jobs because I worked out of New Jersey, and now that I'm back in the general area people are like, oh what about Hoffa and I'm like seriously? All right, go find Hoffa now.

00:12:27 **Emily**

One thing I'd be curious about, for a lot of people who are transitioning their courses online, are the types of programs and what not they're using. I mean for me, it's pretty basic. I just use screen record and then I have like videos and Powerpoints and stuff that I mess around with while the screens recording and then I put that on YouTube for my students and that's their lecture video. Then I add all kinds of like activities and whatnot for their week. But I'm kind of curious then like what other programs are out there that people are using. Do you guys have any ideas?

00:13:03 **Chelsi**

So when I've taught online in the past, I've used Blackboard [groans], which I know isn't the easiest of the most intuitive for online teaching. Yep fair, but you know, every university I've ever gone to has used Blackboard [mummers of agreement]. They integrate with a program called Kaltura, which is a screen capture, it allows you to have a red light pointer to highlight certain things, if integrated with recording software there's an option to create a transcript of whatever it is you say which might make it easier for some students to understand what you're saying. It makes it easier to kind of go back and find something because you can look in the transcript of what the instructor has actually said. It's actually really, really useful and then it just loads right into Blackboard.

00:14:10 **Serra**

That's nice. I saw a lot of people were switching over to a program that I have no personal experience with which is Zoom. Laura, are you guys using that?

00:14:20 **Dr. Murphy**

Yes, we are using Zoom, and so I've been able to see some successful lectures with it. And I think it's really nice. I haven't used it for lecture, simply because I am scrambling and I'm using what I know and that's the voiceover on PowerPoint right now. As things do settle down a little bit I think I might try it because I really do like the format. The good thing about using YouTube is that they do the closed captioning for you, so that is nice, which is important for accessibility when we're teaching. So I do like that. But yeah, I haven't explored too many other options. I know some other professors are making just very short videos of themselves and posting those as well. But other than that, I don't know.

00:15:20 **Serra**

I like the idea of a video lecture because it gives people, because once you send everybody home, they're not necessarily losing productivity, but they're no longer working on your time schedule anymore either. So because of just you know, the act of being in your domicile just interrupts everything.

00:15:40 **Chelsi**

Yeah. Yeah. So asynchronous learning I think is really important right now, but also because you know the US has three[four] different time zones. For example, if you happen to be teaching at a university on the east coast and you're teaching an 8 a.m. class and you're asking everyone to show up online at 8 a.m. And you've got students who've gone home to the West Coast you're actually asking them to log on and be in classes at five o'clock in the morning.

00:16:10 **Dr. Murphy**

Right. Yeah. Yeah, that's just one of the many challenges of trying to do a synchronous learning environment. So I've definitely gone all asynchronous. I've got students that are scattered to the wind from the east coast to the West Coast and even International students Not only that, the other problem is in Kansas we're still very rural and many of my students live in rural parts of Kansas and it might come as a shock to some people but we don't have internet access in rural Kansas and students are often using their cellphones on 3G.

00:16:54 **Serra**

Wow

00:16:55 **Dr. Murphy**

in the farms in Kansas. And so, you know, I've surveyed all of my students and that affects quite a few of them, actually. They don't have reliable internet access and with everything else if they were to go into town, everything else is shut down. So they don't have access to Wi-Fi and that's a real problem with this this big fast switch over.

00:17:20 **Serra**

see I'm glad that you're talking about that though because a lot of people that I have on my Twitter feed who are doing the switch they don't seem to be, they are aware that this could be an issue but they don't seem to be directly addressing it. So it's interesting that you are being affected by that particular situation. How are you navigating it or can you navigate it?

00:17:43 **Dr. Murphy**

All I can do is post things in our environment, also send email so that they can get emails but I keep in mind like don't make these PowerPoint presentations huge, make sure they can see them and a lot of them are letting me know that hey they're data plans have been expanded because of this. So we're getting like the trickle in of good news as more of these corporations are like, okay, we're going to relax late fees, we're going to allow more data coverage and data plans and not try to slow them down and these sorts of things. So I'm basically working individually with students as these things, as these issues crop up and as we try to resolve them. Another issue is that a lot of my students now find themselves as essential workers. They work at Starbucks or they work at the bank part time. And their hours are changing constantly and so, you know, they don't know day-to-day what their schedule is going to be like if they have to do drive-through orders, or if they're having to run out and deliver food to people, all these sorts of situations really put them in a position where they can no longer keep with a regular schedule for class.

00:19:11 **Serra**

That's really interesting as well the whole idea of the student as the essential worker because like, even a grocery store clerk is considered essential workers right now. And by the way, I think you all deserve a raise. I'll just FYI.

00:19:25 **Chelsi**

Yeah. Yeah.

00:19:27 **Emily**

And sick leave.

00:19:27 **Chelsi**

Definitely.

00:19:27 **Serra**

Absolutely. I think you need to be treated like real employees. Let's just give all of them, the essential workers a like a three-week vacation, you know, the rest of us can just survive on--

00:19:40 **Emily**

-- and health care workers--

00:19:41 **Serra**

Gagh--

00:19:43 **Chelsi**

Definitely

00:19:44 **Dr. Murphy**

Right? We do have to keep that in mind. Our local grocery stores do employ a lot of our local Topeka students and that's got to be stressful having to go in and be constantly worried about people coming through the line, and constantly washing your hands and stuff and to then have to come home from that, and try to work on, maybe they have four or five classes now online, is a lot to ask.

00:20:13 **Chelsi**

It is, it's a lot And it's really nice to hear that you're in contact with your students. I've definitely seen some professors who haven't- they're just kind of making things the way they want to make it and then just running with it. So if there any professors listening to this, I say follow Laura's lead and reach out to your student, but that does bring us to the end of our first segment. And when we

return we'll talk a little bit more about how we can help support students during this difficult time. See you after the break.

00:21:56 **Chelsi**

Hi and welcome back to the Women in Archaeology podcast. On today's episode, we have been discussing online teaching and some of the particular challenges that have arisen during the COVID-19 pandemic in transitioning in-person classes to online classes. We ended the last segment talking about some of the ways that professors can help support their students who are in a really difficult position; we all are, it's a stressful time and I do want to quickly hit on the importance of kindness in our pedagogy. Communicating with students, being understanding, being kind I've seen far too many, and to be fair one would be too many, but a truly alarming number of posts on some Facebook groups and Twitter, from professors who are saying, "Oh, I have to make the finals harder now because our students are at home and they might have the internet to help them". People asking for advice on how to make, you know, like cheat-proof quizzes and how to make sure that students are staying on schedule and everyone's showing up and everyone's like super invested in the classes. Every single person on the planet right now has things that are more important to think about, than a class so like don't make your teaching harder than it needs to be, don't make your tests harder than they need to be, alright. We're all stressed. It's hard on all of us. Be kind.

00:23:29 **Serra**

I saw David Anderson put up something about, you know, don't make your tests harder and you know have some sympathy for your students and then I saw another person who just kind of flipped over my Twitter feed if you don't understand I exist on Twitter. Solely.

00:23:46 **Chelsi**

@ArchyFantasies [laughter]

00:23:46 **Serra**

But they were talking about how they were, all of their colleagues were being super sympathetic to their students. But then they started getting emails from other students who had these horror stories coming from other professors at the college and he was like this is, this is ridiculous. These are terrible. Why are you doing this? And it's, I think it's a little bit of out-of-touch-ness and not understanding the stress that this is putting on people in general. I think it's coming-- I hate to be like this, but I think it's coming from a place of privilege. Where people are able to go home and be safe and they have a nice comfy home that has everything that they need their, you know, they've got their toilet paper. They've got their bills paid. They've got their pantry stocked and so for them, this is no big deal. It's just basically, you know two weeks to three weeks off, but then again going back to these students who are considered Essential Workers or they're low-income students and

they're living hand-to-mouth. It's not a two-week vacation for them. Like Chelsi was saying, then you add to that their college course material on a good day, and it's stressful; and now it's even worse.

00:25:03 **Chelsi**

Yeah.

00:25:05 **Dr. Murphy**

One of the things that I've done is really say, okay. I've gone through each one of my courses and they've looked at the syllabi and I say, okay what learning objectives just need to go away and I start cutting things, I started cutting things down. Then what take-away important material do I still want to post up online and make sure that students who are able to, can access it and you know, I've said hey if you're in a good place, and you're at home, I hope that archaeology can just be this great distraction for you. Something where you can log in and take your mind off of everything else that's going on. That has been my only expectation of students. It's complete the work when you can, it's there for you, and we still, as a university are working out our policies on if students can switch over to pass fail or withdraw and get a refund based on their circumstances. So until we make those decisions, that should come down next week, I'm just like okay. I'm here. Here's the material that you know, I would like you to learn in a normal circumstance, but it's really just here and I hope that you know, you can take away whatever you can get out of it at this point in time.

00:26:35 **Emily**

I think that's a great attitude to have. I mean to begin with I think online teaching can be incredibly hard for students to engage with even on a good day. And I guess just having the attitude of I want my students to try to engage as best as possible and having the attitude that you know, it's like I'm punishing them for having to now be online is ridiculous. I mean, when I create my quizzes and my tests, I -- I know they're going to use the book. I mean, why wouldn't you? You know? Things are timed just so that you know, they're not spending hours and hours just looking up answers for a test. But at the end of the day, it's like we gotta be realistic and not be like, oh, they're--just because they have more time now I'm going to make it harder. It's like "no, it's still just a class".

00:27:28 **Serra**

And see, there are two really important things that Emily and Laura have hit on here. A: people don't have more time. They probably might even have less time. B: who cares if they're looking shit up in their books? I'm sorry my language. Of course they are! When was the last time you did something, you the professor, did something without referencing a book or the internet or some data sheet that you yourself created? Like expecting students to take a test blind is absolutely ridiculous. And it has been for a very long time.

00:28:06 Chelsi

Well, and I would like to plug something: I took a course specifically on online pedagogy when I went to go teach online, which I think is great. And if you're going to teach online regularly, you should totally do something like this. I realize these are less than ideal circumstances, but one of the things that we learned about in this class was something called The Universal Design for Learning, and it's basically three tenants. The first being that there should be multiple means of representation. So that learners can acquire information in whatever way works for them. Whether that's reading the transcript, whether that's listening to your recorded presentation, or if the opportunity arises something more visual, like looking at artifacts and you should also provide multiple means of expression so that learners have alternatives for demonstrating what they know. So you have a discussion board, you have quizzes, you have assignments, and you can also have multiple means of engagement. This is so different students are interested in different aspects of the course and they should be able to follow those engagements and follow their motivation to learn about the things that interests them and I think it's, it does put a little bit more on the professor and designing it and again, I realize these are less-than-ideal circumstances. Trying to employ a new mode of teaching among all of this is difficult and a lot of us don't have extra time, but I really like to kind of push that as a standard that people should just work for it makes learning more accessible, more entertaining, more engaging for students always and that's never a bad thing.

00:29:57 Emily

100%! You are so right on that, because yeah, online there's nothing all that tangible, and so if you can try to bring them in through discussions, through activities, weigh things in different ways, so that like those who aren't good at quizzes, at least the other aspects of the course, they'll be good at, it gives opportunities, just to throw this out there, and Chelsi, you're totally right on this--this isn't the easiest time to try to employ all these things.

00:30:26 Chelsi

No, no, not at all.

00:30:28 Emily

Somany people are posting on Twitter that they are happy to share what they have. I'm one of those people, @TrowelTales if you need activities, if you need power points, if you need pre-recorded lectures, quizzes, discussion forums, that kind of stuff, I will share. I'm happy to share. So I've got Intro to Archaeology, Cultural Resource Management Law and Practice and Intro to Anthropology; lemme know!

00:30:54 Chelsi

I will also throw out there, I'm @OsteoArchaeo, and I've got Human Origins, and I've got Intro to bioarchaeology, also happy to share hit me up.

00:31:05 **Emily**

Oh, fun. I might want to, just because I'm like, "Ooooh, teach me! That sounds cool!"

00:31:10 **Serra**

Well and, since everybody else is plugging themselves, I've got all kinds of Pop Culture shit, but it's not a 101 kind of thing. However--

00:31:16 **Emily**

No, I think there should be a course in Pseudoarchaeology.

00:31:20 **Serra**

There should be gosh darn it!

00:31:23 **Emily**

and, I think your podcast and your blog posts are wonderful teaching tools.

00:31:28 **Serra**

Well, thank you. I appreciate that. I just think they're entertaining. So. they entertain me!

00:31:32 **Emily**

@ArchyFantasies, check it out!

00:31:32 **Serra**

Laura did bring up the idea of 3D objects, and 3D object repositories, and because I do nothing but surf the net, we were talking about the Virtual Conservatory Laboratory--

00:31:49 **Chelsi**

Virtual Curation, not conservation.

00:31:52 **Serra**

Yep. You're right. [laughter] Around March 12, Bernard Means put up a post that is a huge list of links to all the different stuff that they're doing and that other places have done like Sketchfab, he's got links to things like Ice Age animals, historical archaeology things, the Isle of Rights, Oak Hill Plantation, different various osteologies. You can also find a lot of things on Thingiverse, which is

another 3D printing repository. The nice thing is about all of those sites, is there is a 3D file that goes with every print. So--

00:32:43 **Chelsi**

you don't have to print them.

00:32:45 **Serra**

Yeah, you don't have to print them, and sometimes they're in like one color, but you can still get the feel for the object, you can still get a look at the object. You will still be able to see the detail that's going to come out of the print if you were to print the object. So there is access for-- because I remember this was a question that went around Twitter, someone was like, "how do I do an osteology class online?" It's like well, take a lot of pictures or use 3D scans. Ya know, but was that the kind of thing you were looking for Laura?

00:33:18 **Dr. Murphy**

Yeah. So one of the courses that I was teaching was a hands-on course in Kansas archaeology where each student actually chose an artifact type that they were analyzing and they were curating small little museum displays that they were going to then show the On Kansas Archaeology Day on April 18

00:33:46 **Serra**

That's cool.

00:33:48 **Dr. Murphy**

It's a high-impact, what we call a High-Impact Community Engagement class. And so we were working directly with the Kansas Historical Society to have artifacts on loan from these different sites and for the students to work with them, measure, weigh them, describe them, and create a museum display for this Kansas Archaeology Day. Well, that's all gone out the window, and so I've been scrambling to try and figure out are there ways that we can still see objects online in 3D. It turns out that Kansas Historical Society, they have a few objects that you can kind of rotate, a vessel, a prehistoric vessel and that sort of thing, and so that's kind of cool. But you know, we're still really struggling with you know, how are we going to work with artifacts and still have that public engagement component. Well, it's really hard. So I do have them access different artifacts online and be able to share them and interpret them with the public, now all online. I mean, I'm grateful that the students. I've met with them via different Zoom meetings, and they're all on board to like, you know, they're still disappointed that they can't have Kansas Archaeology Day, but they are completely committed to using Twitter and Facebook to still be able to share what they've learned. It's even hard for us professors because we're not allowed on campus anymore. I am not in a position to go and take photographs of the artifacts myself anymore. So that's a real challenge.

00:35:35 **Serra**

Could you have him do something like write up a blog post or do a curation-style video and just use imagery? I mean, I understand that like Hands-On 3D objects are going to be way more cooler. But at this point, you know, these are also things that can be put up and kept for a long time, and they still work with communicating with the public because people are going to go read-- videos, especially like my thing right now is I'm really trying to push people to make videos. Make quick videos, make Tick-Tock videos, make Instagram videos, make YouTube videos, make Facebook videos. Visual communication and being able to see people face-to-face, is a really impactful way to teach, but I also understand that not everybody has a setup. But even just using your cell phone, sometimes using the cell phone camera makes it more approachable because you're bringing people into a technology form that everybody, almost everybody, has access to because almost everybody has a cell phone with a camera.

00:36:39 **Chelsi**

I have two suggestions, or thoughts. 1: if the Kansas Historical Society has a limited number of objects that have been 3D scanned and are available online, The Smithsonian has made public a ton of images and some 3D stuff and the Smithsonian has collections from all around the world and North America. See what they have. I don't know if they what they have from Kansas, but you know the most you lose if you look is an hour or two, and maybe you find something else cool?

00:37:14 **Dr. Murphy**

Right.

00:37:15 **Serra**

You get sucked into a black hole of looking at cool objects, Oh no! [laughter]

00:37:21 **Chelsi**

What horrible thing befell me? Cool 3D objects! [laughter]

00:37:29 **Chelsi**

The other thing I've seen a couple people floating around, and this is more for a kind of an intro archaeology course, but if you've picked an object category. Now you have to work from from home, having students pick modern objects and describe them like they were in the past (or the student was talking about them from the future, as if the object was from the past) but a lot of times, the question you want to get to is what's the value of archaeology? Let's say someone has picked ceramic vessels as their thing, right? We're all stuck at home. People probably have bowls, plates, dishes, cups, you know, something--

00:38:05 **Serra**

Yeah, break the stuff!

00:38:06 **Chelsi**

[laughter] No, not break the stuff, but talk about how they're the similar how they're different-- how we have changed as humans, but how we have also very much stayed the same.

00:38:16 **Dr. Murphy**

Right, that's a great idea. Like creating your own basically, typology.

00:38:20 **Chelsi**

Yeah.

00:38:20 **Dr. Murphy**

From everyday objects.

00:38:23 **Serra**

I love this idea. And now I want to go do it with my own cabinets...

00:38:27 **Emily**

Take like, all the Tupperware and see like different vessels for different things!

00:38:32 **Serra**

Oh my God, I could actually do like a, like a series in my, like I have Tupperware that was bequeathed to me. Like it's legitimate Tupperware, and I also have like the generic shit that you buy at the store today. I could totally do that. Don't challenge me!

00:38:46 **Chelsi**

We should also think about how we categorize things. I mean Tupperware. Do you categorize it by brand? Do you categorize it by shape, by size, by lid color? You know--

00:38:56 **Emily**

Are you a lumper? Are you a splitter?

00:38:59 **Dr. Murphy**

Right?! [laughter]

00:39:02 **Chelsi**

What about the categories that we use that are predetermined or how we categorize things in the past? Are those the right categories? Are there other ways that we could categorize things?

00:39:12 **Serra**

What do these categories mean? Like, who decided the categories?

00:39:17 **Emily**

You could go around one's kitchen like, do you think prehistorically people have like their version of the junk drawer? Like where what would it be and really are we always seeing is not an activity area, but they're junk area.

00:39:31 **Chelsi**

Right. A new interpretation of middens! [laughter]

00:39:34 **Dr. Murphy**

Exctly. To add to that one of the labs that I think can be converted easily online is, usually I do a garbology lab.

00:39:44 **Serra**

I love garbology.

00:39:46 **Dr. Murphy**

And so I was thinking, well this could easily be converted because students can just kind of keep track of their trash during a global pandemic. From that they can create like new hypotheses; like should we expect more plastic bottles of hand sanitizer in the archaeological record?

00:40:12 **Chelsi**

We expect more plastic, my partner and I have noticed that the amount of plastic that we're producing in the last two weeks is so much more than we regularly do just because like our shop around the corner that normally refills our washing up liquid and our laundry detergent isn't doing refills right now. So when we need to replace them we've got plastic coming in and leaving.

00:40:34 **Dr. Murphy**

Yeah, if you remember William Rathje from the University of Arizona the garbology Captain Planet,

00:40:41 **Serra**

yeah.

00:40:47 **Speaker 4**

When was doing his studies his hypothesis was on this idea of waste meat during recessions. And what he found was that when resources are scarce we actually, we buy larger quantities. This shouldn't be a shock to us as we're seeing that unfold now. It actually people instead of they might have went out and bought more hamburger meat, but they would end up throwing out more because they bought too much and couldn't eat it all up before it expired. And so the garbology project actually found that during recessions people are wasting more meat than they would during normal times. I have talked to people I'm like we should like, you know challenge our students to come up with new hypotheses for garbology during this pandemic.

00:41:43 **Serra**

I love it the garbology of a pandemic. What does a pandemic look like in the trash and you know, there's there are inherent samples of that. There's like the there was that flue that went through, the Spanish flu and a couple others that we've been hit with pretty hard before. Yeah.

00:42:02 **Chelsi**

I learned something very interesting the other day about the Spanish Flu that the reason it's called the Spanish Flu is because Spanish newspapers were the first to report on it when there was you know was going on in Europe and they were neutral so they recognized and reported on the pandemic first, but it's not actually from Spain and I shouldn't be called the Spanish flu because it associates it with Spain and it's not actually a Spanish issue

00:42:32 **Emily**

Wasn't it like first in like, Nebraska or something

00:42:36 **Chelsi**

It is the same as the 1918 bird flu and it was Nebraska or Kansas or somewhere that the first case was found. But anyways on that very tangential note we have reached the end of the recording segment and we'll see you after the break.

00:43:46 **Chelsi**

Hi and welcome back to the women in archaeology podcast. So far on today's episode we have been discussing some of the challenges with converting in-person classes to online classes and the importance of being kind to students. We're going to shift a little bit now and talk some about Academic research, CRM work, field work in general, and field schools, some of which will apply to students some of which won't but Laura you are the one who brought up some the issues that are being faced with field schools. Do you want to jump in on that.

00:44:26 **Dr. Murphy**

Sure, yeah, so there's, we're still trying to figure out things day to day really and now we find ourselves starting to think about what about Summer field schools. And already at my University Washburn, we've already said there's going to be no on ground courses the summer it all has to be online. And so this affects our field based courses for sure and it affects my research that goes hand-in-hand with that and being able to get out and do excavations and further the field research along is just more and more unlikely that that's not going to be able to happen. And if it does it may be gets pushed to late July early August. This is creating a lot of challenges for students who need a field school to graduate in particular if they're looking to go into CRM, a lot of companies want to see a field school on the transcript and it affects a lot of my students who are applying for internships for summer field work and work with museums as well. So we're starting to see that cascading effect where students are now, not sure what to do this summer because they've applied you know, for example, like the Maya research program, what's going to happen with that and it really impacts international travel to field schools as well, which I think brings up an ethical component that you might want to address here as well.

00:46:03 **Chelsi**

Yeah, so I've seen some discussion of international field schools and they do have an extra layer of moral concern. I mean honestly any field school right now has a moral and ethical obligation to think about the safety of their participants, both students and professors, but particularly the idea of going somewhere else and depending on where you're going that may be some place whose health system is not as set up to deal with this sort of pandemic and potentially bringing something transmissible. There are serious moral and ethical implications in that, you know, I was always taught as an undergrad and you know, in graduate school as well that the first job of of an anthropologist is to kind of do no harm and bringing a disease and definitely doing harm. I don't think anything that we can pull out of the ground is more important than saving lives

00:47:18 **Emily**

And granted. It definitely is I'm sure incredibly disappointing for those who do need that field school in order to be able to do CRM work, go to graduate school, but yeah, Chelsi 's completely correct in that lot of the field schools that are offered are in third world countries. And if I would not want to get sick in those situations and I wouldn't want to get others sick. I think recently there have been articles showing that even those who have had COVID-19 and no longer present symptoms, they can still test positive and then there are those who don't test positive but then test positive later. So let's say there's a situation where all these field schools open up and there are people who go who no longer test positive or don't show symptoms, but then actually develop or give it to others when they actually get there. We've even seen this in situations with UN workers bringing was it cholera or

typhus to refugee camps. It doesn't take much to be able to bring a disease, a virus of any variety to an area that may not have had it before and create a terrible situations

00:48:35 **Dr. Murphy**

I think we're going to see a lot of different protocols as a result of this for field schools and study abroad programs that are international and you know once a vaccine is developed it's going to be a question of who can afford it, who can get it, who has access to the vaccine and those are all questions. I think we need to think about broadly as anthropologists.

00:48:56 **Serra**

And now I get up on my soapbox and say the field schools are even further being used as a form of gatekeeping into the field of archaeology because now not only are we out pricing for students, but we're out healthing them to because they probably won't be able to afford the vaccinations needed to get into foreign countries to do their field schools.

00:49:19 **Emily**

That's a good point. Field schools are already incredibly expensive and I mean, I loved my field school, but I probably learned more on how to excavate on my first CRM dig than I did at field school.

00:49:36 **Serra**

Exactly and I think as someone who works exclusively in the CRM field, I think companies are going to have to take that into consideration, that there's going to be, there is the possibility that we're going to have a generation of, or at least a year or two of people graduating who don't have that required field school. And I mean CRM has kind of gotten the short end of the archaeology stick for a long enough at this point. Like we know how to train our people in the field as it is, so it's not, I don't think it's going to impact us terribly as a field if we start taking people who don't have field experience. It just means that you're going to have to find people in the field who are willing to mentor and crew chiefs are going to have to be a lot more patient with new hires, which frankly they should be anyway, but you know, we're going to be moving more from being, you know, just the Big Brother image to being the actual teacher at that point, which a lot of us are used to sew

00:50:39 **Chelsi**

and I would really hope that CRM firms would be understanding and I think I've already seen some universities. I think the University of Minnesota for one, but I've seen a couple other, you know letters from Dean's floating around from different universities saying, hey, we realize these are exceptional times. If you're a tenure track Professor for the next 10 years were going to tell any hiring committees to disregard research and publications output for 2020 because this is such a

crazy year and I think hopefully this is impacted enough people that you get, you know, firms and more universities have getting on that bandwagon and just saying like these are exceptional circumstances. We can't expect ordinary output

00:51:34 **Serra**

Tenure already has a lot of issues anyway, so it's probably time to start rethinking tha as well.

00:51:37 **Emily**

That's a whole lot of different podcast.

00:51:43 **Dr. Murphy**

Yeah at Washburn they're discussing delaying our tenure clocks. So it does affect, you know people like me who are on the tenure track and I just, I can't set foot in the lab right now. I can't work on soil samples. I can't work on artifacts. So in the scheme of things, it's probably the last of my worries right now given all the other. Problems out there and people out of jobs, but it is a concern for for us and how do we then pick up where we left off in the lab? And again moving forward? What do field based courses, lab based courses look like? I've already have been told hey start thinking about if some of your field trips could be made into virtual field trips where you're going out and filming yourself out at a cut bank with buried soils and varied archaeology. And how is that going to look, so I've already been asked to start looking into some of those things as well and that takes a lot of time and a lot again of time away from doing the actual work and research that we need to be doing to be pushing the field forward. So I think it's going to have a lot of trickle effects for sure. At least for me. It's difficult.

00:53:08 **Serra**

and I hope it changes some minds there because like you, and I know this was just you know, I'm not attacking you on this one, but the whole idea that going out and making these videos and creating this material isn't as important as the lab soils, in that kind of because you're like pushing the field forward ,and it's like this is pushing the field forward. This is moving the field where it needed to be going in the first place and it's been resisting going since I've been in school because reasons so... it's personally I think I'm trying to be really positive about this whole thing because like I am a big fan of the online world. I'm a big fan of using social media and that kind of stuff for communication and I'm like, this is all we can do. So now all these people that I've been like maybe you should think about this. Now, you're all being told, not like you specifically, but now everybody's being told go do this thing. And on the one hand, it's like that's awesome. We're going to getall this great content created and on the other hand it's like go do this thing. We're not going to train you how to do it because we don't know how to do it.

00:54:11 **Emily**

right now before you know. Yeah have it done within a week, a weeks enough time, right?

00:54:16 **Serra**

Yeah. I mean, you're just making a video right? Do you understand what that takes? No you do not.

00:54:25 **Emily**

I mean just class content takes a long time. Yeah.

00:54:31 **Dr. Murphy**

I just wanted. You know, I don't know how to approach kind of administration in these sorts of issues, but it's like there's really nothing that can replace that hands-on tangible interaction. Not only that you have one-on-one with students as you're working with them and artifacts but also as you're teaching them how to excavate slowly and see the different soil colors. I mean, yeah, I can go out and film some of this stuff happening, but there's just nothing that actually can take that place of the real thing in the real world. And so I kind of sort of in the back of my mind fear that like some of the universities will be like, well look how great you all did getting all these classes online. Let's do more of that and kind of lose some of those really fundamental experiences. I hope that's not the case

00:55:27 **Serra**

I think that you cannot replace hands-on experience at all, but I think there's quite a bit that you can prepare somebody online before sending them out into the field and I think watching videos of people properly doing you know, methodology isn't going to hurt anything. But yeah, you still need to get out in the field, but that's for a time when like, we're not all going to die, right. Yeah, and there's more than enough stuff in the Museum's and in a lot of universities in their storage areas that we don't really need to be pulling stuff out of the ground right now. Anyway, so now the trick is how do we get access? How do we get our students access to that stuff? That's a whole other conversation too.

00:56:12 **Chelsi**

It is. I would also say for anyone who's worried about, you know University Administration saying, oh look we can just do all of our teaching online and is it really necessary to do this in person work? I know there are some universities whose professors, who's adjuncts, who's teaching assistants, who's research assistants are unionized. And if you are like go to your union discuss your concerns with them and get everyone on board. But even if you're not unionized, talk to other faculty and I realized sometimes that's difficult because universities do have a tendency to kind of Silo by department or interest. But if you get enough faculty together, particularly if the university starts making noises

about "oh online doesn't really need to be in person, What's the value?" that's going to alarm a lot of people and if you can get a bunch of people together and to kind of stand up and say hey, no, there's actually value and this is a first step, there is no guarantee the university is gonna necessarily listen to people, but you have to try.

00:57:22 **Dr. Murphy**

Yeah and I've seen things posted on the chronicle that it's like hey, everyone now is not the time to be evaluating these online classes because this isn't really online teaching. So this is like, let's try to manage in a global pandemic so lets you know, just kind of take a pause here on

00:57:40 **Emily**

well universities wouldn't make money if they didn't have students on campus. So yeah, I don't, and I mean just on the money side of things, where I teach it's actually more expensive for the University to have people teach online. They charge more for online. So I make more money teaching online than I do in person. And so if they switch everything to online, they'd have to pay their people more.

00:58:11 **Serra**

I mean, I appreciate that your university is spending the money needed to have a good online course because I feel like there's a lot of, a lot of colleges that are like "Oh, it's online you don't need all these things ergo, you know, here's your bare bones make it work" and it's like no a good online class should be as expensive, probably maybe, I don't think it should be more expensive than a regular class usually, but there's a lot that, there's a lot of moving parts to an online class.

00:58:43 **Emily**

There are yeah.

00:58:47 **Chelsi**

I actually find prepping for online courses harder than prepping for in-person courses and you know writing out scripts, PowerPoints, recording stuff it's really tricky.

00:59:00 **Emily**

But and then just I mean kind of taking a turn if that's okay. Just I mean making of money and whatnot. I think it's very important for listeners to understand to, in the way that our field of archaeology works a lot of times with CRM people don't get paid if they don't go out. I'm lucky in that with my position. I don't know why I'm considered an essential cog in in my agents

00:59:26 **Serra**

Don't question it.

00:59:27 **Emily**

I know I just think it's funny. I'm working so and the only difference is I'm working from home and I'm only allowed office once a week, but for those that are in CRM and as Sarah can attest to if you're not in the field, you're not getting paid. So what are all these people supposed to be doing? And so I think people are like, oh it's a vacation like, nope. It's really not, people are either working or they're not getting paid and I think that's an important factor that archaeologists, it's not like we can suddenly be like, oh, yeah, that's we're going to write a book and we're going to do all this stuff. It's like no.

01:00:03 **Emily**

it's yeah we're either working or we're depressed.

01:00:06 **Serra**

She can go write a book all you want. I mean, I'm not telling people not to but nobody's gonna buy it if they don't have no money. So yep. Yeah. Yeah, I mean like you're saying with the the CRM there's a lot of, it's not just that if we're not in the field we are not working and a lot of people have, their companies have recalled them, their companies have postponed projects yada yada yada. CRM's one of the first sectors to get hurt in an economic downturn because if people aren't building things, we're not working. We don't, we don't go out and just do archaeology for the sake of archaeology. We only go out if there's a project and so when people stop basically creating situations where we have projects we don't have work and it's not just going to affect me right now, like right now I haven't worked for awhile and part of that is because the holidays hit and the other part of that is because right after the holidays got done hitting we got hit with this thing and so March usually is when work starts ramping up and there's been NADA and I expect that to be true probably until the end of the year, which means I'm losing a year of work, like an entire year of work.

01:01:22 **Emily**

And I can imagine how many people will be set by back by this?

01:01:26 **Serra**

Oh, yeah. I mean I am only doing well because my partner makes the majority of the income and I will flat out tell anybody who's going into CRM that like you are not going to get rich and you are going to live hand-to-mouth. It's just the way it is even though

01:01:43 **Emily**

It's kinda true for Academia too

01:01:45 **Serra**

well, and I don't know that much about Academia because I've never worked there but I do know that 70% of the people who are doing archaeology as their undergraduate and their graduate degree right now are going to be working in CRM. So the majority of you are going to be where I'm at and my biggest concern isn't that I'm going to lose a year's worth of work. It's that this is going to impact the field negatively going forward and not only am I going to lose this year of work. I'm going to lose next year's year of work and everyone who's graduating is not going to be able to get work because there won't be any and it's all because the way are

01:02:23 **Emily**

It's like 2008 again essentially

01:02:23 **Serra**

yeah, it's a well and yeah, if you lived through the 2000, the late 2000s, you know exactly what's getting ready to happen Yeah and all of us are kind of hunkering down and those of us who have been through it like we know what's going on, but we've got a generation of new archaeologists who are getting ready to graduate and they're going to be field workers and there's no work.

01:02:47 **Chelsi**

So I would like to say two things to that. One, this isn't like 2008 because in 2008 the market forces that caused the recession were known. This is an unknown. So how people are going to react is probably going to be a little bit more uncertain or sporadic and the other thing I was listening to an interesting podcast that was talking about trying to find a rental or purchasing properties in this time period and how that was being impacted but one of the things that they mentioned is different now than about 2008 is that in 2008 so much construction had happened that there was an excess of housing and now in a lot of places, and this is particularly true for big cities, there are housing pressures and some housing shortages. So when this ends construction and building for places for people to live is probably going to pick back up relatively quickly, that doesn't help the entire country. But just some things to think about. We are also at the end of our third segment, but if anyone has anything they would like to end with now is the time

01:04:11 **Emily**

Laura we kind of talked for a long I'm so I think it should be all of you.

01:04:14 **Serra**

Yeah, what are your final thoughts on the matter

01:04:20 **Dr. Murphy**

My final thoughts are really again just in this crazy time for all the students out there who are looking at their classes. I again, I just really hope that the professor's out there are creating an experience for you that will help you get through this, that can offer a distraction, that can provide some stability in an otherwise kind of uncertain world by you being able to log in and see what we're doing and what we're creating for you and I know that that's my goal. And you know, I'm just happy if someone will you know, take away that hey we're not Indiana Jones and we're not digging dinosaurs. So I'm happy with that course learning outcome and that you know, what's cool is that we're kind of all coming together as a community. We're all here for each other and we're learning a lot more from each other. I think in this unprecedented time. So that's really cool to see and I appreciate that.

01:05:30 **Chelsi**

Yeah, that's great. It's a good point to end on. As always we love to hear from our listeners. You can contact us womeninarchaeology@gmail.com and we're also on Twitter [@WomenArchys](https://twitter.com/WomenArchys) and we have a blog www.womeninarchaeology.com. We'd love to see you at any of those places. Until next time stay safe. Remember to wash your hands

01:05:58 **Emily**

wash your hands already. 20 seconds sing Twinkle Twinkle Little Star.

01:06:08 **Serra**

Out coronavirus, out, out.