

WEBVTT

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00:00:02.550 --> 00:00:10.290

Mandi Goodsett (she/her): Okay, so if you're ready then i'm going to do the 123 and we can clap and then i'll get started that sound okay.

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00:00:10.620 --> 00:00:11.400

Suzanne Marmo: Sure sounds great.

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00:00:12.090 --> 00:00:28.920

Mandi Goodsett (she/her): Okay 123 hello, and welcome to this episode of open pedagogy support i'm your host mandy good set, and I am joined today by my guest Susanne marmol.

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00:00:30.450 --> 00:00:39.540

Mandi Goodsett (she/her): Is an assistant professor of social work at sacred heart University in fairfield Connecticut her research interests include palliative and hospice social work.

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00:00:39.960 --> 00:00:47.850

Mandi Goodsett (she/her): The role of social work in healthcare organizations and social justice and inequities in palliative care and healthcare systems.

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00:00:48.300 --> 00:00:59.580

Mandi Goodsett (she/her): She wasn't our fellow at sacred heart University in 2019 and 2020 and she's currently the Connecticut representative for new the New England Board of higher education community of practice.

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00:01:00.240 --> 00:01:09.390

Mandi Goodsett (she/her): Her interest in open education comes from her belief that using oars as a matter of social justice, to help promote more equitable access to learning for all students.

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00:01:09.990 --> 00:01:21.930

Mandi Goodsett (she/her): Dr Marco is interested in how open pedagogy can empower social work students should develop competency in social work practice and act as partners in creation of open educational materials for students.

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00:01:22.560 --> 00:01:37.620

Mandi Goodsett (she/her): She has redesigned three courses to completely our content for her social work program and she uses renewable assignments, to create content with current students to help prepare future students so Suzanne Thank you so much for joining me today.

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00:01:38.460 --> 00:01:40.590

Suzanne Marmo: My pleasure i'm really happy to be here.

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00:01:41.760 --> 00:01:49.920

Mandi Goodsett (she/her): Okay, so we're going to start with a few lightning questions that are a little more on the fun side, not necessarily related to open education.

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00:01:50.460 --> 00:02:01.440

Mandi Goodsett (she/her): Just to get to know you a little bit better, and you can answer just in a few words or you can expound a little more if you'd like so The first one is what decade had the best music.

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00:02:02.880 --> 00:02:08.280

Suzanne Marmo: Oh, the 80s, the 80s had some great music, especially.

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00:02:09.090 --> 00:02:12.930

Suzanne Marmo: That whole alternative new wave 80s, nothing like that.

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00:02:13.410 --> 00:02:19.050

Mandi Goodsett (she/her): mm hmm mm hmm Okay, is there a TV show podcast or book that you are enjoying right now.

16

00:02:20.130 --> 00:02:20.850

Suzanne Marmo: Oh.

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00:02:23.910 --> 00:02:41.340

Suzanne Marmo: I really like trash TV I just do not want to think about anything real really hard so i'm I am really embarrassed to say, but I will say it out here on the open, you know podcast that i'm really looking forward to the kardashians because I just want to watch them.

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00:02:43.980 --> 00:02:46.890

Mandi Goodsett (she/her): Totally get it sometimes you need your entertainment to be.

19

00:02:47.280 --> 00:02:48.600

Suzanne Marmo: Like Mary Barra.

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00:02:49.950 --> 00:02:51.210

Suzanne Marmo: amen yes yeah.

21

00:02:51.600 --> 00:02:52.020

Mandi Goodsett (she/her): The world.

22

00:02:52.260 --> 00:02:53.040

Suzanne Marmo: I saw okay.

23

00:02:53.280 --> 00:02:56.070

Suzanne Marmo: i'm in hard stuff I want mindless entertainment.

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00:02:56.340 --> 00:02:59.130

Mandi Goodsett (she/her): mm hmm okay dog or cat person.

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00:02:59.640 --> 00:03:06.030

Suzanne Marmo: Oh, without a doubt, my dogs are my favorite beings in the world, I have to Boston terriers.

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00:03:07.050 --> 00:03:18.060

Suzanne Marmo: One is named lulu she is the light of my life and in January, we got her actual brother tigger who was born in the same litter who needed a home, so now we have lulu and tigger.

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00:03:18.210 --> 00:03:19.110

Mandi Goodsett (she/her): And all.

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00:03:19.500 --> 00:03:20.520

Suzanne Marmo: The loves of my life.

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00:03:21.420 --> 00:03:27.870

Mandi Goodsett (she/her): that's wonderful, I think we have, I think the dogs are winning for this podcast okay.

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00:03:29.850 --> 00:03:33.000

Mandi Goodsett (she/her): All right name a teacher who has inspired you.

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00:03:33.660 --> 00:03:34.500

um.

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00:03:35.640 --> 00:03:47.670

Suzanne Marmo: Well, I would say, when I was in I have to so one when I was in high school was an English teacher and my last year of school and Mr Carl siegel and and.

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00:03:48.450 --> 00:04:00.060

Suzanne Marmo: I think what he most inspired me about was he just really kind of connected to me as as I felt like he was the first person that was interested in what I had to say as a scholar.

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00:04:01.080 --> 00:04:05.010

Suzanne Marmo: or in in that way and believed that I could you know see.

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00:04:06.630 --> 00:04:17.100

Suzanne Marmo: see things in literature and and my voice was important, and I really honestly feel that's the first person that ever did that, for me, and then, when I in my PhD Program.

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00:04:19.800 --> 00:04:26.040

Suzanne Marmo: Jim fox was a really, really great professor, who we recently lost and.

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00:04:27.120 --> 00:04:34.080

Suzanne Marmo: And, and he really taught me the value of of connecting with students and.

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00:04:35.520 --> 00:04:44.760

Suzanne Marmo: The relationship between teacher and student that has really influenced the way I handle teaching in the classroom and teaching online i've had to try and adapt it to that.

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00:04:45.210 --> 00:04:58.650

Suzanne Marmo: So that the student feels that their voices heard, and that their voices important and what they have to contribute is valued and his teaching techniques really brought that out, and I take that with me everywhere, I go.

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00:04:59.550 --> 00:05:12.030

Mandi Goodsett (she/her): mm hmm well, that seems like a really good setup for what we're talking about today, but before we dive into kind of what you're doing now i'm curious what got you into teaching and how did you end up in your current role.

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00:05:13.530 --> 00:05:24.630

Suzanne Marmo: Well that's interesting um so I always like to say, like oh i'm not a real teacher because i'm I was a social worker and I was in clinical practice for.

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00:05:26.010 --> 00:05:35.760

Suzanne Marmo: Oh gosh over 20 years as an oncology and palliative care, social worker, and you know, mostly a medical, social worker working in different hospitals.

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00:05:37.170 --> 00:05:40.320

Suzanne Marmo: And you know that that's draining work.

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00:05:41.130 --> 00:05:52.860

Suzanne Marmo: And I was looking for something new and I knew that the thing that really energized me going to work was being a field instructor so you, you know you supervise Grad students in social work programs.

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00:05:53.190 --> 00:06:00.600

Suzanne Marmo: And that was the thing that was really exciting me still about my job, and I was like why don't I go try and do that on a bigger level and I decided.

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00:06:01.380 --> 00:06:15.840

Suzanne Marmo: You know my kids were had gone to grade school and I was, like all right, let me do something new, so I went and enrolled in a PhD program at fordham university um and you know it took me some time because I was a mom and I was working, but I got my PhD and then.

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00:06:17.190 --> 00:06:24.840

Suzanne Marmo: I got my first full time teaching job here at sacred heart university about almost six years ago.

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00:06:25.500 --> 00:06:29.280

Suzanne Marmo: hmm so that's where I am now I, so I left.

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00:06:30.030 --> 00:06:41.880

Suzanne Marmo: full time clinical practice, and now I still keep a very small private practice, just to keep my skills sharp but most everything I do is is now preparing new social workers.

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00:06:42.600 --> 00:06:44.400

Mandi Goodsett (she/her): hmm well that's great.

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00:06:44.670 --> 00:06:55.590

Mandi Goodsett (she/her): yeah okay so let's talk a little bit about your class and your open pedagogy assignments so maybe you could kind of explain it a little bit and tell us what gave you the idea to do it.

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00:06:57.270 --> 00:07:04.440

Suzanne Marmo: So yeah so I mean, I think that my journey and in an ocr and open pedagogy started with just.

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00:07:06.510 --> 00:07:15.660

Suzanne Marmo: The that it was unfair of me to charge in my social work program that's you know, one of the tenants of social work is is to achieve.

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00:07:17.040 --> 00:07:30.090

Suzanne Marmo: equity in education and equity in all areas of life and yet I was putting an unfair barrier between certain students by assigning a textbook that could be 120 550 even more.

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00:07:32.010 --> 00:07:37.530

Suzanne Marmo: And you know, most likely they would use that textbook once and then not use it again.

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00:07:39.420 --> 00:07:44.700

Suzanne Marmo: Because they had to return it or something to be able to get the money back, and then, very often, I found many students just couldn't afford it.

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00:07:45.960 --> 00:07:52.530

Suzanne Marmo: So then, they just wouldn't buy it so you know I did some looking around and started realizing there are perfectly acceptable.

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00:07:53.010 --> 00:08:05.850

Suzanne Marmo: You know, mostly a research professor, but like there are perfectly acceptable research textbooks that are oh er and I found one and then also realized like wait a minute i'm a pretty good teacher, I usually teach better than the textbook that's what students tell me.

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00:08:06.360 --> 00:08:11.370

Suzanne Marmo: So why do I need to have them go buy 100 and something dollar textbook when.

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00:08:11.460 --> 00:08:12.930

Suzanne Marmo: I teach really darn well.

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00:08:14.550 --> 00:08:25.800

Suzanne Marmo: stuff and so that's kind of what started me on finding a quality or textbook which I use now and i'm even in the process of trying to put together my own.

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00:08:27.930 --> 00:08:31.620

Suzanne Marmo: And that was the first thing I did was change over to.

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00:08:32.880 --> 00:08:35.580

Suzanne Marmo: You know somebody else's content, but that was free.

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00:08:36.660 --> 00:08:48.540

Suzanne Marmo: Then I started learning more about open pedagogy and the and the importance of putting student voice into you know not only your assignments, but also like what they're going to learn.

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00:08:50.100 --> 00:08:53.940

Suzanne Marmo: So i'm trying to get the students feedback on the assignments and.

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00:08:55.350 --> 00:09:01.620

Suzanne Marmo: And, and the content that they're going to learn that started making its way into my teaching.

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00:09:03.030 --> 00:09:05.760

Suzanne Marmo: experimenting first with other things I could do.

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00:09:07.020 --> 00:09:26.760

Suzanne Marmo: But then through the through newbie becoming a member of our Community practice we got specialized training in many different types of a we are, and specifically renewable assignments really you know struck a chord with me and and how I could implement those in the classroom.

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00:09:27.540 --> 00:09:29.100

Mandi Goodsett (she/her): mm hmm yeah.

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00:09:30.150 --> 00:09:42.900

Mandi Goodsett (she/her): yeah I think that a lot of that's the kind of a trajectory that a lot of faculty can end up with they start with open materials and then they're kind of like well what's, how can I take advantage of this in my teaching.

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00:09:43.590 --> 00:09:53.910

Suzanne Marmo: exactly like what you know wallet is you know, the first the first goal of making this more equitable for my students is is what is definitely my motivating goal.

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00:09:54.270 --> 00:10:11.130

Suzanne Marmo: But then also realizing like well how can I make this more applicable to my students, you know and so that's when it started getting into renewable assignments and saying you know, can I do some assignments that are free of the confines of of the classic college paper.

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00:10:11.370 --> 00:10:12.660

Suzanne Marmo: You know scholar paper.

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00:10:13.740 --> 00:10:23.850

Suzanne Marmo: And you know trust me I I fully I fully respect writing a good scholarly paper, and I can teach them that, but some assignments lend very well to a more creative open format.

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00:10:25.200 --> 00:10:34.800

Suzanne Marmo: and working with my students to say here here are the learning outcomes that I want you to have here and and how can we get to these.

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00:10:35.310 --> 00:10:41.940

Suzanne Marmo: um and helping and having them help me design the assignment has been really, really effective.

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00:10:42.720 --> 00:10:55.530

Suzanne Marmo: Sometimes, I think, even on my evaluations I get like a little bit, but she's really just organized, but I think it's sometimes that you know and that's just what you have to deal with because you're doing this and they don't always realize you're doing this, to get their voice.

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00:10:56.100 --> 00:10:56.520

Mandi Goodsett (she/her): Right.

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00:10:56.610 --> 00:11:04.230

Suzanne Marmo: be able to match match an assignment to them, so that I can get out the best in them, and they can still meet the learning outcomes.

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00:11:04.710 --> 00:11:05.790

Mandi Goodsett (she/her): mm hmm.



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00:11:06.600 --> 00:11:07.170

Mandi Goodsett (she/her): So i'm.

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00:11:07.320 --> 00:11:08.250

Suzanne Marmo: really exciting.

83

00:11:09.540 --> 00:11:15.180

Mandi Goodsett (she/her): yeah so what, in your classes what our students asked to do for those renewal assignments.

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00:11:15.270 --> 00:11:23.760

Suzanne Marmo: yeah so I teach a lot of different things, so one of the courses I teach is diversity and social justice and that one.

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00:11:24.390 --> 00:11:37.140

Suzanne Marmo: It is primarily as a social works less sociology class um but this one gets a variety of different majors and it's on the undergraduate level, and it is one of the honor section so.

86

00:11:38.010 --> 00:11:53.250

Suzanne Marmo: Its primary sacred heart university is you know majority of European, American population so again, I am a white woman and i'm teaching to primarily white students and I think they need to understand.

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00:11:55.440 --> 00:11:58.020

Suzanne Marmo: You know, issues of racial justice.

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00:11:59.880 --> 00:12:13.440

Suzanne Marmo: and understand in their future field of practice what we already know about structural racism, and I find that that doesn't go over so well when I stand in front of a room and I lecture people on that.

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00:12:13.950 --> 00:12:14.340

Mandi Goodsett (she/her): mm hmm.

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00:12:14.760 --> 00:12:24.750

Suzanne Marmo: Because then sometimes people close down, but if you can, if you can be the agent to do the dive into that and to find your own material.

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00:12:25.320 --> 00:12:31.620

Suzanne Marmo: that's that I discovered became much more enriching and powerful for the students.

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00:12:32.280 --> 00:12:44.100

Suzanne Marmo: So I put them in groups based on their future field of practice, so the education majors work together the future nurses work together the future mid school students work together and whatever various fields of practice.

93

00:12:45.210 --> 00:12:53.640

Suzanne Marmo: And they they do a project on how we can how we notice structural racism in that field of practice.

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00:12:54.360 --> 00:13:08.370

Suzanne Marmo: And they do it as a renewable assignment and when I say renewable assignment, that means that this is not going to be handed to me and then graded and thrown away, it is handed you know it is submitted, and we make open websites.

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00:13:08.940 --> 00:13:19.920

Suzanne Marmo: And then, what they put in there, they know the next class of students that take that class, who are also in their future in there in that future subject area.

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00:13:20.190 --> 00:13:34.230

Suzanne Marmo: will be learning from the research that they did, and what they presented so the website has only or material material on it or material they create themselves so if they use a photo that has to be something that you know, has a cheryl like license on it, so I teach them all about that.

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00:13:35.250 --> 00:13:44.940

Suzanne Marmo: And they know how to find this material, and then they build websites to teach the next group of students about that content area.

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00:13:45.630 --> 00:13:55.770

Suzanne Marmo: And then the group of students after that we'll learn from them and then add their own content as well to them teach the next group of students and so on and so on.

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00:13:57.240 --> 00:14:01.890

Suzanne Marmo: And the students, I felt gotten much more out of it, because it was they were in charge of their learning.

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00:14:02.520 --> 00:14:02.910

Mandi Goodsett (she/her): mm hmm.

101

00:14:03.630 --> 00:14:10.650

Suzanne Marmo: And they knew that they they know the assignment is not being thrown out the assignment is going to last, after them.

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00:14:11.220 --> 00:14:11.730

Mandi Goodsett (she/her): mm hmm.

103

00:14:11.970 --> 00:14:14.130

Suzanne Marmo: And something to really, really amazing work.

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00:14:15.060 --> 00:14:26.700

Mandi Goodsett (she/her): yeah yeah I really like that idea of allowing the students to kind of discover things themselves as a way of of learning, rather than just giving it to them.

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00:14:27.480 --> 00:14:36.840

Mandi Goodsett (she/her): No, I think that kind of format really lends itself well to to tricky subjects like like you're talking about like they need to explore that themselves.

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00:14:37.020 --> 00:14:46.680

Suzanne Marmo: yeah because that responds better than the lecture you know um and you know we live in a technological world where information is available to us.

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00:14:47.940 --> 00:15:01.350

Suzanne Marmo: And if I teach them how to get information that is good valid information, and you know that there's so many things I can teach them in that process, and then you know they can discover it themselves, and I think that becomes more relevant to them.

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00:15:01.980 --> 00:15:02.430

Mandi Goodsett (she/her): You know.

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00:15:02.730 --> 00:15:04.440

Suzanne Marmo: And they know they're passing it on to the next group.

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00:15:05.400 --> 00:15:15.720

Mandi Goodsett (she/her): yeah I think that's another important piece that they know that their peers, are going to be seeing, and I think that kind of creates a special motivation for a lot of students.

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00:15:16.320 --> 00:15:18.840

Suzanne Marmo: yeah exactly, and I think they get very proud of it.

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00:15:18.930 --> 00:15:22.080

Suzanne Marmo: And so, then i've adapted that assignment then to.

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00:15:22.560 --> 00:15:32.700

Suzanne Marmo: Another class like a straight social work class where they learned different theories and conceptual models and then how to apply those two case studies so.

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00:15:33.720 --> 00:15:43.590

Suzanne Marmo: We did that to in this class and in groups have to they had to pick one of those and then I made a website it lives on my website, I have my own website I just made very, very easy.

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00:15:44.280 --> 00:15:50.700

Suzanne Marmo: All of these things are super easy to do by the way, if an academic is listening to this and they're like Oh, I could never make a website.

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00:15:51.570 --> 00:16:01.380

Suzanne Marmo: just go to Google sites, it is part of your Google system, I don't i'm not a Google campus but you know, everybody has a gmail pretty much.

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00:16:01.740 --> 00:16:08.940

Suzanne Marmo: and actually my students it's not a Google campus but they all have gmail because usually that's what they use, you know growing up.

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00:16:09.390 --> 00:16:21.900

Suzanne Marmo: And so we just utilize that and I I make for that one I make their websites, so the the owner of the website is me on on the Google sites and then I invite them to it.

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00:16:22.440 --> 00:16:29.550

Suzanne Marmo: And they can build on it that way, and then at the end of the Semester, they can become a viewer they don't have to be an editor anymore, when I put the next group on.

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00:16:30.990 --> 00:16:33.870

Suzanne Marmo: And it's really very user friendly to do.

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00:16:34.980 --> 00:16:37.650

Suzanne Marmo: That I house them on my main website.

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00:16:37.710 --> 00:16:45.030

Suzanne Marmo: that's the link to them, so that you know they can come look at it at any time, and then the next time you know we do the same thing.

123

00:16:45.690 --> 00:16:52.920

Mandi Goodsett (she/her): huh huh, and so do you kind of assess assess the final projects with like a rubric or something.

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00:16:54.180 --> 00:16:55.140

Suzanne Marmo: yeah I hate rubrics.

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00:16:55.200 --> 00:16:55.890

um.

126

00:16:56.940 --> 00:17:14.010

Suzanne Marmo: I really do, and I know they're so good for me um but you know that's been one of those things I probably should get better at that you know that would be a great idea for next semester project there that's that's another object is to make the next group not only.

127

00:17:15.570 --> 00:17:22.950

Suzanne Marmo: Do the project, but then assess themselves because honestly for that that assignment, I was telling you about that the students apply theory and conceptual models.

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00:17:24.870 --> 00:17:33.540

Suzanne Marmo: I call it, this is the one where you grade yourself, so they do the project, and then you know there's a there's a philosophy of upgrading that.

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00:17:33.600 --> 00:17:34.380

Suzanne Marmo: you hear a lot.

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00:17:34.560 --> 00:17:41.340

Suzanne Marmo: In the open pedagogy circles, so I have them grade themselves, but then they have to write a post about why they deserve that.

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00:17:42.750 --> 00:17:44.910

Suzanne Marmo: But next semester i'll have them make a rubric.

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00:17:45.930 --> 00:17:46.440

Mandi Goodsett (she/her): There we go.

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00:17:47.190 --> 00:17:53.670

Suzanne Marmo: Together, which we better, which would then help me with my my extreme hatred of making rubrics.

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00:17:56.340 --> 00:17:57.480

Mandi Goodsett (she/her): experience.

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00:17:57.750 --> 00:18:07.950

Suzanne Marmo: yeah again, you know, there is, you know open pedagogy is, it is a lot of work, but you know, sometimes you really do get to put those parts of the assignment that you don't love doing.

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00:18:08.310 --> 00:18:15.090

Suzanne Marmo: And gets the true you know the students say okay well we'll students here, Mr learning outcomes, because that I have definitely.

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00:18:16.350 --> 00:18:22.680

Suzanne Marmo: You know why don't you evaluate how I should grade you on this or how I should great you know this group of them.

138

00:18:22.800 --> 00:18:27.150

Suzanne Marmo: You know they're actually students are incredibly honest when you give them that.

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00:18:27.990 --> 00:18:29.280

Suzanne Marmo: That Agency to do that.

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00:18:29.610 --> 00:18:39.540

Mandi Goodsett (she/her): Right right yeah this yeah, this is the second podcast i've done where the Professor did on kind of an upgrading approach.

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00:18:40.170 --> 00:18:51.030

Mandi Goodsett (she/her): And I find that really interesting I think pairing that up with like kind of their peers or the public can see their work it's really a different way of evaluating it.

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00:18:51.900 --> 00:18:56.100

Suzanne Marmo: it's kind of like you know let's make this intrinsic motivation about learning instead of.

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00:18:56.190 --> 00:19:00.480

Suzanne Marmo: yeah like if I take away the pressure of like your grade.

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00:19:01.740 --> 00:19:08.520

Suzanne Marmo: Then you know you can do this for the sake of learning and then you tell me what it's deserving of.

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00:19:08.580 --> 00:19:08.910

You know.

146

00:19:09.990 --> 00:19:12.300

Suzanne Marmo: yeah and most of the time, I completely agree with them.

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00:19:12.930 --> 00:19:16.500

Suzanne Marmo: mm hmm if anything if I don't agree with them, I give them a higher grade.

148

00:19:17.670 --> 00:19:20.610

Suzanne Marmo: because sometimes students are so critical about themselves.

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00:19:21.000 --> 00:19:22.590

Suzanne Marmo: yeah you know.

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00:19:22.650 --> 00:19:28.050

Suzanne Marmo: yeah i'm like no this isn't a Mate, this is a really good project, you did what you, you know you were supposed to do.

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00:19:28.650 --> 00:19:36.810

Mandi Goodsett (she/her): Right so did you face any challenges, putting together as the assignment or kind of facilitating it.

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00:19:38.280 --> 00:19:48.840

Suzanne Marmo: yeah so here's something I didn't anticipate um I didn't anticipate like I was saying before is that sometimes my reviews say wow she's really just organized.

153

00:19:50.310 --> 00:19:56.190

Suzanne Marmo: That open format, making it to open will cause a lot of stress to some students.

154

00:19:56.490 --> 00:19:57.000

Mandi Goodsett (she/her): um.

155

00:19:57.360 --> 00:20:04.170

Suzanne Marmo: There are some students, that this does not work for, and you have to give them a space to have some structure in it.

156

00:20:04.770 --> 00:20:10.320

Suzanne Marmo: And you will find some students, that this open format brings out the best in them.

157

00:20:11.340 --> 00:20:24.810

Suzanne Marmo: Because confines of the paper you know, maybe papers and writing aren't their strong point you know, and we can teach that to them, but you know, maybe those really brilliant wonderful ideas are and their understanding.

158

00:20:26.040 --> 00:20:28.710

Suzanne Marmo: You know, lies and in a different method of expression.

159

00:20:31.110 --> 00:20:45.780

Suzanne Marmo: So some people completely thrive in that format, but there are some people that this is really hard for them, and I remember one of the first times I experimented with this a student just said, can I just do a paper for you and I was like.

160

00:20:46.320 --> 00:20:48.480

Suzanne Marmo: Of course you can just do a paper for me.

161

00:20:49.860 --> 00:21:03.600

Suzanne Marmo: You know so, then I realized, I have to have a different assignment with structure in it, because some of my students, especially during this time it's just too much for them, you know they they need the structure.

162

00:21:04.980 --> 00:21:13.560



Suzanne Marmo: Their their feelings of wanting to do okay and succeed and the anxiety of the time that we're living in anyway.

163

00:21:14.970 --> 00:21:32.160

Suzanne Marmo: That much that lack of structure was anxiety provoking for them, so I had to you know either make a completely different assignment, they could engage in or make the structure that they needed to be able to do that, so that they could understand is this Okay, you know.

164

00:21:32.220 --> 00:21:33.090

Mandi Goodsett (she/her): Right right.

165

00:21:33.210 --> 00:21:43.350

Suzanne Marmo: I was one thing I learned along the way, is that um you know, that being that open does come at a cost, because some students it's not Okay, and then i'm not equitably doing.

166

00:21:43.890 --> 00:21:44.130

You know.

167

00:21:45.510 --> 00:21:50.400

Suzanne Marmo: So I have to provide more structure for for those students that require it.

168

00:21:50.970 --> 00:22:03.300

Mandi Goodsett (she/her): mm hmm yeah I feel like any any assignment that's a little more student centered can be a little intimidating for some students because yeah sometimes they just need.

169

00:22:03.870 --> 00:22:06.360

Mandi Goodsett (she/her): to know that they have boxes, they can check.

170

00:22:06.390 --> 00:22:07.950

Suzanne Marmo: And yeah.

171

00:22:08.130 --> 00:22:17.640

Suzanne Marmo: Just and I undo I can't undo years and years of education, where it has been you know sage on the stage.

172

00:22:17.970 --> 00:22:18.540

Mandi Goodsett (she/her): You know.

173

00:22:18.660 --> 00:22:22.350

Suzanne Marmo: teacher in front of the classroom teacher says you do.

174

00:22:24.300 --> 00:22:26.070

Suzanne Marmo: I can undo that completely.

175

00:22:27.180 --> 00:22:33.360

Suzanne Marmo: So it's it's sometimes very uncomfortable for students to be this open with their learning.

176

00:22:34.710 --> 00:22:43.440

Suzanne Marmo: So I you know if I can allow some creativity in the process, but just be very clear about what the expectations are, I find that that helps a lot.

177

00:22:44.190 --> 00:22:45.330

Mandi Goodsett (she/her): yeah yeah.

178

00:22:45.840 --> 00:22:50.520

Mandi Goodsett (she/her): I I empathize with them, I think I would have found it difficult, as a student to.

179

00:22:51.030 --> 00:22:52.500

Suzanne Marmo: It is any.

180

00:22:52.980 --> 00:23:01.110

Suzanne Marmo: Examples help a lot like if I, if I have one or two good ones and I put an example up like here's one that a student did, and this one was an A.

181

00:23:01.860 --> 00:23:05.160

Suzanne Marmo: I got permission from the student before which i've never had a student say no.

182

00:23:06.480 --> 00:23:10.140

Suzanne Marmo: You know just just like do you mind if I share this with the next Group and

183

00:23:11.250 --> 00:23:16.800

Suzanne Marmo: that's really helpful them have a visual of like okay well what these are my expectations, I can I can do this.

184

00:23:17.250 --> 00:23:17.640

yeah.

185

00:23:18.810 --> 00:23:26.040

Mandi Goodsett (she/her): So Okay, so you mentioned that the students have to find images and all their stuff for these websites.

186

00:23:26.610 --> 00:23:29.100

Mandi Goodsett (she/her): How do they learn about how to do that.

187

00:23:29.130 --> 00:23:30.990

Mandi Goodsett (she/her): And about open licensing.

188

00:23:31.470 --> 00:23:35.550

Suzanne Marmo: yeah so um I had to learn first.

189

00:23:36.270 --> 00:23:40.380

Suzanne Marmo: And you know, I have to go on my own journey of trying to understand you know.

190

00:23:40.770 --> 00:23:45.420

Suzanne Marmo: What is what is a creative commons license, what are the different levels of them.

191

00:23:46.500 --> 00:23:51.360

Suzanne Marmo: The best thing about this is the people that teach this stuff make all their materials oh yeah.

192

00:23:51.600 --> 00:24:04.500

Suzanne Marmo: yeah yeah so you know we both know Lindsay and I was involved with the Community of practice where I received lots of information, so I have the information I just had to then teach it to them.

193

00:24:05.160 --> 00:24:20.130

Suzanne Marmo: And you know we we would do we would we do a lot of in we're in class work time making almost like a seminar, so that they can come and ask me questions like oh this looks like it is or i'm having difficulty finding something can you give me a hand.

194

00:24:21.420 --> 00:24:24.180

Suzanne Marmo: So i've been their main point person on this.

195

00:24:25.260 --> 00:24:37.530

Suzanne Marmo: To be able to you know, make sure that the information they're using and also to send them on the right path, one thing that I found because I love easy I love, making it easy as possible is just to go to a Google advanced search.

196

00:24:39.330 --> 00:24:44.820

Suzanne Marmo: Because I didn't even know, there was the thing Google advanced search it'll bring you there and then you just put the settings.

197

00:24:45.270 --> 00:24:49.050

Suzanne Marmo: On I only want you know share alike.

198

00:24:51.420 --> 00:24:51.660

Suzanne Marmo: log.

199

00:24:52.830 --> 00:25:05.520

Suzanne Marmo: In and it will give you stuff that that has a free license to use reuse remix, which is very important, when you're preparing an assignment, I have no problem if you want to like.

200

00:25:06.210 --> 00:25:12.000

Suzanne Marmo: You know, for just open pedagogy assignments, if you want to take what someone else wrote and then rewrite it yourself.

201

00:25:12.660 --> 00:25:15.180

Suzanne Marmo: that's right this because the learning is happening.

202

00:25:15.420 --> 00:25:16.650

Mandi Goodsett (she/her): You know right right.

203

00:25:16.950 --> 00:25:27.570

Suzanne Marmo: um so yeah so they can do that, and if it has that type of license that allows you to remix it as long as you give attribution and I teach them how to do that, you can use it.

204

00:25:28.410 --> 00:25:34.770

Suzanne Marmo: hmm so that's a lot of just demonstrations that we do with that so that they feel comfortable doing that.

205

00:25:35.430 --> 00:25:35.700

yeah.

206

00:25:36.810 --> 00:25:39.300

Mandi Goodsett (she/her): So um you mentioned.

207

00:25:40.770 --> 00:25:44.070

Mandi Goodsett (she/her): Is that nabi and we get me to be a factor.

208

00:25:44.400 --> 00:25:47.010

Suzanne Marmo: In Board of higher education.

209

00:25:47.040 --> 00:25:56.520

Mandi Goodsett (she/her): Yes, yes, yes, so I don't know if you want to talk more about that or or I don't know if you've got any campus support you know, such as from the library, to help you with this project.

210

00:25:57.180 --> 00:26:03.390

Suzanne Marmo: yeah I mean your libraries are always a really great source and there's usually someone there I did have a really great librarian.

211

00:26:04.620 --> 00:26:06.690

Suzanne Marmo: Who was very into this.

212

00:26:08.910 --> 00:26:15.180

Suzanne Marmo: But I think the most that I learned was was through the newbie because this community of practice which.

213

00:26:16.440 --> 00:26:25.740

Suzanne Marmo: You know they put a little grant out for and people applied from it, and so, then it was faculty members from I guess about eight or nine different states up here in New England.

214

00:26:27.480 --> 00:26:33.300

Suzanne Marmo: And we would meet every single month and experts in or would come and lecture to us.

215

00:26:33.750 --> 00:26:36.660

Suzanne Marmo: And that was most helpful because then.

216

00:26:36.930 --> 00:26:41.430

Suzanne Marmo: It just connects you also with other people that do this so for me.

217

00:26:43.200 --> 00:26:50.940

Suzanne Marmo: The implementation of the website project, you can hear about it, but unless you can see it and speak to someone who has actually implemented it.

218

00:26:51.450 --> 00:26:59.820

Suzanne Marmo: It seems a little overwhelming, so you know really this Community you meet other professors that have done that, so a 30 minute meeting with.

219

00:27:00.420 --> 00:27:03.960

Suzanne Marmo: You know, a professor from another university that's been doing this.

220

00:27:04.950 --> 00:27:17.460

Suzanne Marmo: And I had it down, you know, so I just meeting with that person made an appointment and i've had people in the you know also do that with me, because what you find about people who are into or is there a noxious Lee into oh er.

221

00:27:19.110 --> 00:27:20.670

Suzanne Marmo: Talk your ear off about it.

222

00:27:21.780 --> 00:27:28.800

Suzanne Marmo: So if you find someone that's in tow yard that they're not very they're not very protective of their material, because the way.

223

00:27:28.950 --> 00:27:29.760

Suzanne Marmo: We are.

224

00:27:30.240 --> 00:27:36.960

Suzanne Marmo: So it's like people are really willing to take a good half hour 45 minutes with you and just say hey here's how i've done it isn't this exciting.

225

00:27:37.110 --> 00:27:39.030

Suzanne Marmo: here's how you could do it yourself.

226

00:27:40.170 --> 00:27:43.920

Suzanne Marmo: And so that's that's what I did a lot of is connecting with other people.

227

00:27:44.700 --> 00:27:48.030

Mandi Goodsett (she/her): yeah yeah, this is a really good Community to be part of.

228

00:27:48.390 --> 00:27:48.840

Suzanne Marmo: Really.

229

00:27:49.620 --> 00:27:56.280

Suzanne Marmo: Very welcoming exactly, and I think that's it that's what I find is that you know we are obnoxiously into what we are.

230

00:27:56.460 --> 00:27:58.800

Suzanne Marmo: Which is very nice to.

231

00:27:59.370 --> 00:28:01.590

Suzanne Marmo: meet another another convert you know.

232

00:28:01.650 --> 00:28:03.540

Mandi Goodsett (she/her): that's right i'm guilty of that.

233

00:28:06.270 --> 00:28:15.450

Mandi Goodsett (she/her): Okay, do you feel that your students got any unique benefits out of having a project like this, because you know you did mention there were some challenges but.

234

00:28:15.690 --> 00:28:17.130

Mandi Goodsett (she/her): It seemed like it was still worth it.

235

00:28:18.510 --> 00:28:31.560

Suzanne Marmo: Absolutely, I think that you know, I think that student directed learning is big you know and and doing things like a flipped classroom where they're in charge of even teaching others.

236

00:28:32.880 --> 00:28:47.850

Suzanne Marmo: You know, because then they would bring the information and also teach the other students in the class is very powerful and I think it gives them some you know some some comfort with with their knowledge and ability and some pride in the work that they did.

237

00:28:49.110 --> 00:28:57.030

Suzanne Marmo: I know a lot of the feedback, I have had is it was so refreshing to do something and know that somebody else will learn from my hard work.

238

00:28:57.630 --> 00:29:12.090

Suzanne Marmo: mm hmm um and you know, I think that that has been really beneficial I you know I also did it with my um my loss in transition class and that i'm working on doing.

239

00:29:13.020 --> 00:29:19.620

Suzanne Marmo: chapters it's just going to take me along a couple of a couple of semesters of this chapters of different theories.

240

00:29:20.040 --> 00:29:36.810

Suzanne Marmo: And, and my hope is to eventually and they got excited about it, they some of them did a really good job that they write a chapter and eventually that'll that'll appear in like a press books, because that's an ocr site, you can use to make a textbook available for anybody.

241

00:29:38.130 --> 00:29:45.840

Suzanne Marmo: So that I just started this semester, and I got some really great material, I was like okay you just pick the theory and I want you to write about it, you know so.

242

00:29:46.260 --> 00:29:52.260

Suzanne Marmo: you write about continuing bonds theory in the best way that you can you can utilize some our content.

243

00:29:52.620 --> 00:30:04.020

Suzanne Marmo: But you have to put a creative commons license on it, we will have it live on my website until I have enough material to be able to put it together in our textbook someday and that they liked it they liked the idea, and they.

244

00:30:05.040 --> 00:30:07.290

Suzanne Marmo: could be associated with that someday in the future.

245

00:30:07.830 --> 00:30:10.770

Mandi Goodsett (she/her): Right yeah they become an author a published author.



246

00:30:11.220 --> 00:30:20.820

Suzanne Marmo: exactly they could they were excited about that, and I was like yeah well you're good enough to do this so let's let's use your material, you know because, why not have a go and teach somebody else.

247

00:30:21.240 --> 00:30:21.720

Mandi Goodsett (she/her): mm hmm.

248

00:30:22.170 --> 00:30:22.800

Suzanne Marmo: yeah i'm.

249

00:30:23.070 --> 00:30:31.500

Mandi Goodsett (she/her): i'm kind of curious if, like the social work field is really because it seems like you were saying a core component of the field is equity and.

250

00:30:32.520 --> 00:30:36.630

Mandi Goodsett (she/her): Making making resources available to everyone.

251

00:30:36.870 --> 00:30:43.560

Mandi Goodsett (she/her): Do you feel like this is there is increasing interest among social work department or faculty.

252

00:30:44.010 --> 00:30:56.730

Suzanne Marmo: I don't know that isn't moving as fast as as I would like it to go there are some really great social work academics that have put a lot of work into you know, putting all this information in one place.

253

00:30:58.290 --> 00:31:08.340

Suzanne Marmo: You know MAC de Carlo is is one colleague of mine at another university and he has made open social work.

254

00:31:09.360 --> 00:31:16.410

Suzanne Marmo: textbooks a website for that that you can just go to, and you can find all of the you know textbooks that we can use.

255

00:31:16.860 --> 00:31:31.440

Suzanne Marmo: In our core curriculum, so it takes someone with a level of dedication like that, and then like for me i've just i've just told everybody I could even at other universities and I find some professors are like no that's just not good enough, you know.

256

00:31:32.700 --> 00:31:40.140

Suzanne Marmo: They want to use the high price textbook because they feel that the learning outcomes will be better, I honestly don't.

257

00:31:41.190 --> 00:31:47.220

Suzanne Marmo: You know i've used i've used many textbooks and a lot of the earlier ones i'm using right now I feel are.

258

00:31:48.300 --> 00:31:54.990

Suzanne Marmo: Almost even better, because I feel they're kind of written at a at a level that's more comprehensible that's like the feedback i've gotten on some of.

259

00:31:55.020 --> 00:31:55.620

them hmm.

260

00:31:57.150 --> 00:32:08.610

Suzanne Marmo: And and and my goal now is taking pieces of other chapters in oh er and putting them in one, so that it specifically fits the way that we teach our research to class.

261

00:32:09.180 --> 00:32:16.920

Suzanne Marmo: yeah because you know that's The other thing, like everybody teaches things a little different and then you know your format might be like your.

262

00:32:17.460 --> 00:32:32.580

Suzanne Marmo: Your you know the different modules of your of your class might be different, and you know, rather than use three different textbooks why don't if they're all we are, we could put them all together in one and with attribution, then you can just use it as your own you know.

263

00:32:32.670 --> 00:32:37.170

Suzanne Marmo: mm hmm that's what i'm working on right now and i'm going to try and Edit a little more this summer.

264

00:32:37.800 --> 00:32:43.380

Mandi Goodsett (she/her): yeah yeah that flexibility really appeals to faculty at my institution.

265

00:32:44.340 --> 00:32:56.100

Suzanne Marmo: Absolutely, because then I don't have to like you know when you ask when you ask student to buy a textbook and it's like 100 and hundred and 50 I mean and those cheap those textbooks and then you only use like a quarter of it like.

266

00:32:57.360 --> 00:33:04.470

Suzanne Marmo: that's I always feel so bad when that happens when I used to have to do that, so now i'm I don't do that.

267

00:33:05.070 --> 00:33:05.850

Mandi Goodsett (she/her): huh uh huh.

268

00:33:06.210 --> 00:33:12.330

Suzanne Marmo: Actually, none of the courses i'm teaching have any purchase textbooks on it, except my one doctoral course.

269

00:33:13.020 --> 00:33:15.540

Mandi Goodsett (she/her): wow yeah it's a good feeling.

270

00:33:16.230 --> 00:33:22.500

Suzanne Marmo: It is, it is, I feel good about it, I feel good about it, I feel like i'm doing something important, you have to up your teaching game, but you know.

271

00:33:23.250 --> 00:33:23.640

Suzanne Marmo: I yeah.

272

00:33:23.730 --> 00:33:25.530

Suzanne Marmo: Right, I think I can do that.

273

00:33:25.620 --> 00:33:26.220

Mandi Goodsett (she/her): yeah.

274

00:33:26.610 --> 00:33:27.120

You know.

275

00:33:29.190 --> 00:33:39.090

Mandi Goodsett (she/her): yeah i'm i'm interested in this maybe we can link to it for our listeners the social work collect my collection of open textbooks in social work.

276

00:33:39.330 --> 00:33:41.640

Suzanne Marmo: Absolutely, yes, I will put um.

277

00:33:41.700 --> 00:33:45.330

Suzanne Marmo: yeah well we'll make sure that that goes somewhere that you can.

278

00:33:46.410 --> 00:33:55.410

Suzanne Marmo: That that listing because that's been really valuable and when colleagues from other universities, asked me like Oh, do you know if there's an ocr textbook for.

279

00:33:55.830 --> 00:34:06.840

Suzanne Marmo: Human behavior or for policy i'm like yeah just check out this textbook they're on there and then you can read through them and see which one you think might fit you know, the way that the way that you approach the topic.

280

00:34:07.230 --> 00:34:09.780

Mandi Goodsett (she/her): mm hmm yeah that sounds very useful.

281

00:34:10.200 --> 00:34:14.580

Mandi Goodsett (she/her): yeah um so let's say there's someone listening to this.

282

00:34:14.670 --> 00:34:20.820

Mandi Goodsett (she/her): And they're inspired by it they're willing to face the challenges what advice would you have.

283

00:34:21.360 --> 00:34:23.640

Mandi Goodsett (she/her): For other faculty thinking of doing this.

284

00:34:25.440 --> 00:34:37.470

Suzanne Marmo: yeah um I mean I know what my university i'm always like i'm always encouraging people i'm like yeah just give me a call or you know we'll set up a message, like a quick little meeting and I can go over some stuff with you.

285

00:34:37.860 --> 00:34:48.000

Suzanne Marmo: um you know certain universities have very active like libraries that are experts in this, so I would say the first place, that you should check is maybe your library.

286

00:34:48.660 --> 00:34:56.130

Suzanne Marmo: and see what kind of resources, you have right at your library, as far as we are experts, because very often that's where they are.

287

00:34:56.790 --> 00:35:06.990

Suzanne Marmo: And they can be a wonderful resource for you, but sometimes you just want to know the ins and outs of like What was it like to implement this in the classroom.

288

00:35:08.340 --> 00:35:12.090

Suzanne Marmo: And I would say, find others, like you, you know.

289

00:35:13.140 --> 00:35:23.910

Suzanne Marmo: In your content area that may have done something like this, because you know if you if you look around on the different websites, you will find many different.

290

00:35:24.870 --> 00:35:34.830

Suzanne Marmo: presentations about this, I just did one for the Connecticut we are Council where we all three of us spoke about the way that we implemented renewable assignments.

291

00:35:35.580 --> 00:35:48.300

Suzanne Marmo: Because again that's, the best thing is that this this content is out there because that's that's the point of it, so there is a lot and I would check your state your state um you know office of higher education, usually they have.

292

00:35:49.410 --> 00:35:54.210

Suzanne Marmo: You know, some some you know branches on that and also there's also.

293

00:35:55.770 --> 00:36:05.430

Suzanne Marmo: In many different states there's often small grant funding that you can find that can help you with the implementation, like because it does take time to be able to implement some of these things.

294

00:36:06.150 --> 00:36:11.070

Suzanne Marmo: But i've been able to find it to get a couple of mini grants, so I could support that as well.

295

00:36:12.180 --> 00:36:25.140

Suzanne Marmo: But yeah and then I know that sounds strange, but like go to Twitter, you know and just do like hashtag oh er or something like that you're you know that's honestly that's how I found most of my own PR people.

296

00:36:28.650 --> 00:36:42.510

Suzanne Marmo: You know, and then I you know we put it out there and we learned oh there's a new or textbook for this or there's this new like case study information that's free you know or videos on this, you know that seems to be where I get a lot of information and that way.

297

00:36:43.230 --> 00:36:43.740

yeah.

298

00:36:44.760 --> 00:36:48.240

Mandi Goodsett (she/her): Well, so Okay, so this kind of segues into my last question.

299

00:36:48.840 --> 00:36:53.490

Mandi Goodsett (she/her): Which is just How can people find you if they want to reach out with more questions.

300

00:36:53.550 --> 00:37:08.280

Suzanne Marmo: yeah so my email is Marco Romans at sacred heart.edu that sounds a lot very long, but let me spell it out for you ma R m O hyphen R O m a n n s as in Sam.

301

00:37:08.790 --> 00:37:19.770

Suzanne Marmo: They stick my first initial at the end of the name I don't know why but that's my name's together marmol and Roman and then the S at the end and that's at at sacred heart.edu.

302

00:37:20.820 --> 00:37:22.410

Suzanne Marmo: You can also find me on Twitter.

303

00:37:24.600 --> 00:37:30.480

Suzanne Marmo: What is my handle it again, I know I under I know i'm understood doctors Suzanne mamo.

304

00:37:31.500 --> 00:37:37.860

Suzanne Marmo: Let me see who do I call myself there I call myself at marmol PhD.

305

00:37:38.520 --> 00:37:45.510

Suzanne Marmo: hmm so that's ma R mo and then PhD so that's me on Twitter, please feel free to follow me.

306

00:37:46.560 --> 00:37:52.380

Suzanne Marmo: because very often i'll be retweeting stuff and i'm pretty reachable there too.

307

00:37:52.920 --> 00:37:56.010

Mandi Goodsett (she/her): mm hmm okay so everybody.

308

00:37:57.360 --> 00:37:58.260

Mandi Goodsett (she/her): get in touch.

309

00:37:59.640 --> 00:38:06.510

Suzanne Marmo: And i'm always happy if someone is interested in something like this, you know let's set up a 30 minute zoom I can show you this pretty quickly you know.

310

00:38:06.930 --> 00:38:07.830

Mandi Goodsett (she/her): that's great.

311

00:38:08.400 --> 00:38:13.680

Mandi Goodsett (she/her): yeah so I don't know if you have any other final thoughts that you want to share with our listeners.

312

00:38:15.570 --> 00:38:26.610

Suzanne Marmo: You know I mean this is the way I look at it, I mean and, as I said earlier in the conversation I was, I was the hospital social worker in the medical, social worker for gosh so many years 20 years and.

313

00:38:26.880 --> 00:38:32.790

Suzanne Marmo: I believed in patient centered care and that no matter what everything I did had to had to focus on.

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00:38:33.630 --> 00:38:38.700

Suzanne Marmo: What is the best for the patient and like I kind of feel like i've brought that over into education that.

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00:38:39.570 --> 00:38:52.470

Suzanne Marmo: No matter what what I have to do is best for the students, so what i'm trying to do here is to is to make this the best possible experience for the for the students and that may mean.

316

00:38:53.580 --> 00:39:00.600

Suzanne Marmo: doing things non traditionally and doing things that feel a little different and sometimes a little scary because.

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00:39:01.050 --> 00:39:12.900

Suzanne Marmo: You know, you want to be the expert all the time when you stand up in front of there in the classroom and when you do Oh, we are stuff The idea is that you're you're different you know you're changing that especially with open pedagogy you're changing that power dynamic.

318

00:39:14.100 --> 00:39:28.560

Suzanne Marmo: Trying to hand, some of that over to the student as doing their own directed learning and students being the one the ones directing their learning and becoming expert and that feels a little weird sometimes, but I think it's, ultimately, the best thing for the student.

319

00:39:31.200 --> 00:39:32.580

Mandi Goodsett (she/her): that's a wonderful sentiment.

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00:39:34.260 --> 00:39:40.560

Mandi Goodsett (she/her): Thank you so much Suzanne for speaking with me today and sharing your experience very inspiring to hear.

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00:39:41.010 --> 00:39:42.120

Suzanne Marmo: All the great.

322

00:39:43.290 --> 00:39:45.600

Suzanne Marmo: yeah again people can talk a lot.

323

00:39:46.470 --> 00:39:48.090

Mandi Goodsett (she/her): yeah yes.

324

00:39:48.450 --> 00:39:53.190

Mandi Goodsett (she/her): I well I hope our listeners will check out your work and reach out to you if they have questions.

325



00:39:54.030 --> 00:40:08.340

Mandi Goodsett (she/her): To our listeners if this episode got you interested in open pedagogy please consider listening to our other podcast interviews with amazing educators and so with that until next time happy teaching everybody.

326

00:40:12.060 --> 00:40:12.540

Suzanne Marmo: Well, that was fun.