WEBVTT

1
00:00:06.420 --> 00:00:18.450
Krista Sarraf: Okay, well, thank you for coming, so I think I know most of you, but i'm Krista Sarraf and i'm the SpeakWrite Specialist and my research focuses on ways to enhance student creativity using writing.

2
00:00:18.930 --> 00:00:28.140
Krista Sarraf: And so that's what we're going to talk about today, with a particular focus on design thinking as a method that can help students develop both their writing and their creativity.

3
00:00:29.820 --> 00:00:48.930
Krista Sarraf: So I wanted to start by just asking you an icebreaker. So design thinking is a problem solving tool, so I was thinking we could talk about some of the problems that we face in our discipline, so, in other words what problems do our disciplines address, and I think most of us are from Eberly, right? Is there anyone not from Eberly?

5
00:00:55.320 --> 00:00:56.490
Krista Sarraf: Welcome okay so.

6
00:00:57.900 --> 00:01:06.180
Krista Sarraf: In Eberly you know we we deal with lots of different types of problems and we've been asked to kind of think about Problem Solving lately from the dean's office.

7
00:01:06.540 --> 00:01:11.910
Krista Sarraf: And so i'm wondering if we can think about some ideas and you could send them in the chat so just as an example.

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00:01:12.600 --> 00:01:20.190
Krista Sarraf: Like literature often deals with the problem of just kind of like how to be a human right philosophy might think about that as well.

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00:01:21.000 --> 00:01:29.280
Krista Sarraf: So maybe just send some ideas in the chat of the different problems that you think that our disciplines address and the types of problems you want your students to be able to address.

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00:01:52.500 --> 00:02:07.260
Krista Sarraf: So, like in my field we think sometimes about how to communicate in ways that reduce violence in communication, how should we live our lives, what can we know yeah what else what are, what is our relationship to the past that's a good one.

11
00:02:14.340 --> 00:02:25.950
Krista Sarraf: For those of us who teach with technology and have our students using various technologies, we might be thinking about how students can build sustainable relationships between human and non human partners, between themselves and the tools that they use to compose, especially like if they're composing on social media So those are some questions that students might think about.

13
00:02:39.840 --> 00:02:42.330
Krista Sarraf: So yeah so and then I just was wondering, I see.

14
00:02:42.930 --> 00:02:54.180
Krista Sarraf: we've got some cameras off, which is totally fine, but if you could maybe just use like the hand raising function to let me know if you've heard of design thinking outside this workshop context, so I just want to get kind of a feel for the room.

15
00:02:54.720 --> 00:03:04.230
Krista Sarraf: What do you know about design thinking so again just if you'll raise your hand or just put in the chat like yes, if you've heard of design thinking outside of this context, what do you know about it.

16
00:03:05.490 --> 00:03:07.290
Krista Sarraf: Okay, so just a little bit.

17
00:03:08.340 --> 00:03:11.100
Krista Sarraf: People are saying in the chat that they know just a little bit about it.

18
00:03:14.670 --> 00:03:16.230
Krista Sarraf: Tracy I like that face.

19
00:03:17.340 --> 00:03:20.820

Krista Sarraf: i'm not totally sure what it means, but I think it is a surprise face.

20
00:03:21.150 --> 00:03:35.280
Krista Sarraf: Right yeah cool um oh Sharon some questions what our obligations towards teacher generations, what are our obligations towards others suffering and other places that's those are great questions that we asked in our disciplines.

21
00:03:35.700 --> 00:03:43.830
Krista Sarraf: And Nicole sounds familiar, but not as in depth as it could be okay, well then that makes them happy because this will be a useful workshop so.

22
00:03:44.640 --> 00:03:55.500
Krista Sarraf: Since we have varying levels of knowledge about design thinking i'm going to start with just an overview of what it is and its relationship to writing and i'll share a case study to illustrate design thinking and action.

23
00:03:55.980 --> 00:04:02.730
Krista Sarraf: Then we'll talk about some ways to integrate design thinking into your classes and then we'll move into breakout rooms for an activity.

24
00:04:03.510 --> 00:04:07.020
Krista Sarraf: And while we won't have time to go through them tire design process.

25
00:04:07.500 --> 00:04:13.470
Krista Sarraf: The activity will give you exposure to the first step of the design thinking process which is empathy.

26
00:04:13.770 --> 00:04:23.940
Krista Sarraf: And this is a step that you can try with your own thinking with your own students or with your own students to immerse them in the design thinking process and then we'll debrief and share some of our takeaways.

27
00:04:25.380 --> 00:04:33.330
Krista Sarraf: Alright, so let's get started, so what is design thinking and what does it do for us so on the screen, I have a quote

from a writing studies scholar.

28
00:04:33.540 --> 00:04:40.140
Krista Sarraf: who explained, some of the benefits of design thinking
and i'm just going to read it, and then we'll talk about it and kind
of work through it.

29
00:04:40.590 --> 00:04:49.260
Krista Sarraf: So the design thinking approach to Problem Solving
recognizes both the messiness of the process and the incompleteness of
the results.

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00:04:49.530 --> 00:04:58.500
Krista Sarraf: which are highly dependent on the interrelatedness of
designers objects materials users in context and that's from liver
ends is 2014 piece.

31
00:04:59.040 --> 00:05:05.580
Krista Sarraf: So what's not worthy then to me about design thinking
is that allows for messy and incomplete results.

32
00:05:06.000 --> 00:05:13.680
Krista Sarraf: So, in some ways, then it's less about solving a
problem and more about thinking through a problem, and from that
perspective I think it fits really well.

33
00:05:13.890 --> 00:05:23.970
Krista Sarraf: With the types of work that we do in epperly right
because we are the problems that you all mentioned in the chat they're
not problems that can be solved once and for all.

34
00:05:24.480 --> 00:05:32.250
Krista Sarraf: We can't just know once and for all, how we ought to be
a human right, how we ought to live our lives it's not a one and done
sort of a problem.

35
00:05:32.790 --> 00:05:44.970
Krista Sarraf: And so design thinking, even though it's used a lot and
like technology fields and business it's really a type of thinking
that really is is also very well suited I think the problems that
we're dealing with.

36
00:05:45.570 --> 00:05:54.720
Krista Sarraf: And again, you know this focus on Problem Solving is just really timely so as the university asked us to articulate how our fields address problems.

37
00:05:55.290 --> 00:06:09.120
Krista Sarraf: we're thinking about this, and so my hope is that, by talking through design thinking you'll leave with a tool in your tool kit to teach students to tackle the types of problems that we've discussed and it's just one tool, but it is a useful one.

38
00:06:10.950 --> 00:06:17.790
Krista Sarraf: And since the goal today's session is to think through how design thinking can improve both student writing and creativity.

39
00:06:18.510 --> 00:06:22.860
Krista Sarraf: We might think about how those two domains relate to one another, so.

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00:06:23.310 --> 00:06:33.270
Krista Sarraf: Maybe we can think about how both writing and Problem Solving are ways to think through various issues so, for example, maybe we use writing.

41
00:06:33.540 --> 00:06:42.390
Krista Sarraf: As a medium to help us reflect on problems like whenever you use a journal to puzzle through a major life decision right that might be a use of writing to think through a problem.

42
00:06:43.020 --> 00:06:54.120
Krista Sarraf: We also use writing to engage in argumentation about the nature of different problems and very solutions to problems we use writing to share various perspectives on major issues.

43
00:06:54.810 --> 00:07:01.290
Krista Sarraf: But there are lots of other ways that needs to connect if you can think of any others feel free to just unmute yourself or send it in the chat.

44
00:07:05.970 --> 00:07:14.040
Krista Sarraf: The other thing to keep in mind is that design is a

word that's often a vote whenever we talk about writing so James party is a scholar at.

45
00:07:14.160 --> 00:07:22.410
Krista Sarraf: Duquesne University in Pittsburgh, and he writes about he wrote this piece, where he just traced the different ways that design comes up when people talk about writing.

46
00:07:22.920 --> 00:07:29.850
Krista Sarraf: So we talked about design when we think about as teachers, when we think about our course plan or structure right like course design.

47
00:07:30.330 --> 00:07:42.660
Krista Sarraf: We talked about design in our classes, when we think about multimodal product projects which are projects where students use maybe like video and text and we often talk about students designing these sorts of texts.

48
00:07:43.050 --> 00:07:47.730
Krista Sarraf: And whenever we prize digital and media text, we often talk about design.

49
00:07:48.240 --> 00:07:55.110
Krista Sarraf: We also talk about design and we think about the composition process like we might say a student designed a website right.

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00:07:55.530 --> 00:08:02.940
Krista Sarraf: And we also use the design term design, when we talk about design thinking and design thinking and design studies is.

51
00:08:03.840 --> 00:08:19.350
Krista Sarraf: Is a particular tool that allows us to better approach writing from the perspective of the end user, which again sounds kind of like dehumanizing to think of the reader is the end user, but I think it also has some usefulness for us.

52
00:08:22.650 --> 00:08:30.000
Krista Sarraf: Okay yeah a couple of comments in the chat so brainstorming and writing just helps you to discover different aspects of a topic.

53
00:08:30.330 --> 00:08:43.920
Krista Sarraf: which relates to design thinking absolutely so on the
screen here you'll see the different steps of design thinking so
empathizing defining IDA prototype and testing, and so I think Tracy
your comment has to do with ID eating.

54
00:08:44.730 --> 00:08:53.130
Krista Sarraf: Writing can also be a way to invite others percent,
perhaps through pose positing questions to join a problem solving
conversation Apps absolutely.

55
00:08:53.460 --> 00:09:04.440
Krista Sarraf: And in design thinking we would talk about that under
defining a problem, usually so design thinking makes that defining
part of the thinking process really important.

56
00:09:05.610 --> 00:09:19.950
Krista Sarraf: Which is we'll talk more about it but it's helpful,
from the perspective of instead of thinking that we know exactly what
the nature of the problem is what design thinking allows us to do is
to think about what really is the problem and to kind of look at it
from different angles.

57
00:09:22.740 --> 00:09:34.500
Krista Sarraf: yeah It can also be a way to track engagement for
quieter students, I like that idea Nicole, do you mind kind of
explaining what your what your thoughts were there if you don't mind
muting yourself, I find that to be really interesting comment.

58
00:09:35.190 --> 00:09:38.880
Nicole M. Stahl: yeah no problem, maybe it's because we've just very
recently.

59
00:09:39.960 --> 00:09:46.200
Nicole M. Stahl: come out of you know, looking at mid term part of it
is looking at participation and my realizing that.

60
00:09:47.130 --> 00:09:57.630
Nicole M. Stahl: I have a lot of quiet students it's really hard to
quantify how much they are participating sometimes unless there's
something very active, like, I have a couple of people who okay.

61
00:09:58.140 --> 00:10:08.370
Nicole M. Stahl: They speak a lot in class, so I can kind of tell okay
who's engaging on that level, but then, how to balance that with maybe
they're not doing as much writing in class or they're not.

62
00:10:09.510 --> 00:10:15.570
Nicole M. Stahl: Maybe bringing materials are turning things in in the
same way, but I have a lot of people who they seem to be writing.

63
00:10:15.810 --> 00:10:24.090
Nicole M. Stahl: They are quiet they look like they're paying
attention, how do I so i'm trying to do more, shared writing now where
I have a document and I gave a prompt and everybody.

64
00:10:24.390 --> 00:10:34.350
Nicole M. Stahl: writes and responds to each other, so I kind of track
the depth of understanding and track trends and kind of tailor things
on the spot to it.

65
00:10:34.710 --> 00:10:46.350
Nicole M. Stahl: I think that will help me to maybe engage a bit more
with where they are in that moment, and it also be a way for students
who are a little bit quieter to get some ideas out.

66
00:10:47.040 --> 00:10:54.510
Nicole M. Stahl: i'm noticing like oh wow I hadn't thought about that
insight that you share that now that's a resource for people that they
can look that.

67
00:10:55.890 --> 00:11:04.020
Krista Sarraf: yeah I appreciate everything you said, so I think that
you're right design thinking offers another avenue of engagement for
students.

68
00:11:04.320 --> 00:11:11.160
Krista Sarraf: It also can be a tool that's really useful for if you
teach general education courses and you have students from.

69
00:11:12.060 --> 00:11:24.150
Krista Sarraf: Like fashion dress and merchandising or from various

stem fields, it can be a way to kind of like speak their language, a little bit because people talk about design quite a bit in fashion or in.

70
00:11:24.960 --> 00:11:40.110
Krista Sarraf: Engineering or you know architecture obviously and Stephen you know, in the art so it's also just kind of a way to help students tap into their pre existing knowledge and to create parallels between their fields and writing.

71
00:11:40.980 --> 00:11:51.990
Krista Sarraf: So let's talk a little bit about what design thinking is and where it came from, so I do is a design and consult salting firm that started in Palo Alto.

72
00:11:52.680 --> 00:12:04.650
Krista Sarraf: Palo Alto California and has been practicing design thinking since 1978 and they're often credited with coining the term but, since that time, it really became a field of study.

73
00:12:04.980 --> 00:12:13.050
Krista Sarraf: Design thinking and its own right and it's a method that has been integrated into an array of disciplines from engineering to law to writing.

74
00:12:13.590 --> 00:12:19.260
Krista Sarraf: And so, while there's no single definition, there are few things to note some characteristics of design thinking.

75
00:12:19.950 --> 00:12:30.120
Krista Sarraf: So first it has recursive steps and depending on who you ask they might be empathizing defining a problem ID eating.

76
00:12:30.690 --> 00:12:35.490
Krista Sarraf: prototyping or prototyping which we'll talk about the difference in just a second and testing.

77
00:12:36.000 --> 00:12:45.720
Krista Sarraf: And I say it depends, because some people will kind of elongate the process and kind of fleshing into smaller steps within these these major steps, but this is kind of like.

78
00:12:46.080 --> 00:13:02.790
Krista Sarraf: A lot of people use what i've got on the screen here is kind of like these are the steps of design thinking recursive means of course that you know you might empathize and define an idea, but the need to return to empathizing so students might need to kind of go back to the beginning.

79
00:13:04.530 --> 00:13:09.960
Krista Sarraf: it's human centered so that's why the first step has to do with empathizing.

80
00:13:10.440 --> 00:13:22.950
Krista Sarraf: And in the tech world people talk about empathy with the end user so that's where you know companies like apple use the design thinking process to design how we use the iPhone and to make it easy to use.

81
00:13:23.550 --> 00:13:38.760
Krista Sarraf: So they think about what's going to frustrate the user, but think about it with writing your reader is somebody who's trying to use a document and access an argument and so how is the composition constructed in a way that people can make meaning of it.

82
00:13:39.930 --> 00:13:44.970
Krista Sarraf: Design thinking is also about thinking about larger system, so instead of thinking of us.

83
00:13:45.420 --> 00:13:49.860
Krista Sarraf: have problems as kind of one and done, like you, solve the problem, and then you're you're done with it.

84
00:13:50.130 --> 00:14:00.030
Krista Sarraf: We think about the larger systems in which problems exist, so, for example, government agencies might use design thinking which in it within a larger network of policies.

85
00:14:00.480 --> 00:14:13.080
Krista Sarraf: And what's neat about design thinking, then for us and our students is that it reminds us that we're never really done with Problem Solving we revisit problems, again and again, and have to think about the best way to approach them.

86
00:14:15.000 --> 00:14:24.570
Krista Sarraf: Because it's both human centered and systems focused it really puts us at the intersection of people and processes, it also tends to have a bias towards action.

87
00:14:25.470 --> 00:14:33.810
Krista Sarraf: This could be seen, also as a downside, which we'll talk about a little bit more, but it does type kind of emphasize quickly moving to action.

88
00:14:34.770 --> 00:14:43.500
Krista Sarraf: that's why in design thinking people quickly come up with different prototypes and test ideas and there's a strong tolerance for failure.

89
00:14:44.400 --> 00:14:57.330
Krista Sarraf: you'll see on the screen that it says prototype and so just people might use prototyping or prototyping prototyping is just a really preliminary version before making the mock up and then a prototype is a mock up so if you think about it.

90
00:14:57.870 --> 00:15:02.970
Krista Sarraf: prototyping and writing might be that you come up with like three or four ideas for.

91
00:15:04.410 --> 00:15:08.910
Krista Sarraf: A grant proposal and then the prototype might be the draft of the grant proposal.

92
00:15:13.080 --> 00:15:22.080
Krista Sarraf: OK so again, since our goal today is to think about design thinking and writing and how they kind of overlap let's look at that comparison, so this.

93
00:15:22.680 --> 00:15:29.010
Krista Sarraf: table is from James parties article where he compares design process to writing process.

94
00:15:29.400 --> 00:15:38.280
Krista Sarraf: And so you can see the ways that they overlap so according to party and writing we start with research and design we

start with empathizing with the user.

95
00:15:38.610 --> 00:15:42.720
Krista Sarraf: which often involves researching people's concerns and
needs.

96
00:15:43.170 --> 00:15:54.690
Krista Sarraf: Design thinking includes observing party doesn't really
see a parallel there, I think you know i've spent lots of time trying
to think about what the parallel would be, we can do that if we want,
but I wasn't going to go into that today.

97
00:15:56.430 --> 00:16:12.450
Krista Sarraf: Both focus on designing and ID eating but, whereas
design focuses on prototyping writing usually typically when we do
writing we write the entire draft, and then we get feedback, whereas
design again gets us into like a shorter drafts, both you testing.

98
00:16:12.990 --> 00:16:24.870
Krista Sarraf: Although with design the goal is to test the draft with
or the product with someone who would actually use it so when we think
about what that means for like peer review in our classes.

99
00:16:26.040 --> 00:16:41.670
Krista Sarraf: Is if it's something like you're having students do
like a letter to the editor then how can you, maybe even just through
simulation and role playing try to get your other students who are
reading it to like think like the editor or readers of the newspaper.

100
00:16:43.920 --> 00:16:56.520
Krista Sarraf: So I think we might ask since design and writing
processes really kind of overlap, why do we need to think about the
design process anyways so i'm i'll talk through some benefits.

101
00:16:57.090 --> 00:17:06.330
Krista Sarraf: But question in the chat could embody knowledge check
in with body or gut reaction be apparel stuff for observed yeah that's
a really interesting thought so.

102
00:17:07.740 --> 00:17:13.980
Krista Sarraf: You could, I think that maybe even design thinking
since it's so focused on like the user, you might even.

103
00:17:14.310 --> 00:17:25.170
Krista Sarraf: Consider observing like asking people who would potentially read your text or hear your argument what their gut reaction is to it, so you could even like share a document where.

104
00:17:25.860 --> 00:17:33.840
Krista Sarraf: This is where the fact that it's like recursive might be helpful, like maybe you come up with an argument and you share it with some people, and then you observe how they react.

105
00:17:35.370 --> 00:17:41.670
Krista Sarraf: yeah that's a really good question, maybe even observing could be like looking at model texts that might be a thought.

106
00:17:42.960 --> 00:17:48.930
Krista Sarraf: Okay i'm Tracy if my students resist initial ambiguity from brainstorming and discussing a topic as a group.

107
00:17:49.320 --> 00:18:04.290
Krista Sarraf: They perceive this as failure to find the answer in the beginning yeah so what I do in this instance is I present students with I articulate to them divergent versus versus convergent thinking and i'll just send that in the chat.

108
00:18:06.780 --> 00:18:15.510
Krista Sarraf: And I tell them both are important for the creative thinking process so divergent thinking is where we try to come up with lots of different just similar ideas.

109
00:18:15.900 --> 00:18:22.320
Krista Sarraf: convergent thinking is when we move from those lots of different ideas to making a decision so.

110
00:18:23.310 --> 00:18:39.900
Krista Sarraf: I would tell students, that the most creative ideas come when we actually use both processes, but it's best to start with divergent thinking, because then we get a diversity of ideas, before we kind of test ideas and make a decision about which one to go with.

111

00:18:41.520 --> 00:18:50.430
Krista Sarraf: So it's trying to kind of reorient students away from feeling like it's a failure to feeling like Actually, this is a great way to be more creative you know kind of how we sell it to them.

112
00:18:53.400 --> 00:18:56.040
Krista Sarraf: Does that address what what you were saying chrissy.

113
00:18:57.450 --> 00:18:59.310
Krista Sarraf: yeah okay i'm.

114
00:19:00.540 --> 00:19:12.060
Krista Sarraf: Nicole sometimes scaffolding brainstorming can be a way to ease them into work abstract thinking very clear clear questions as prompts yeah okay so yeah i'd response to tracy's point yeah that's a really that's a good idea.

115
00:19:14.430 --> 00:19:21.510
Krista Sarraf: And I think demoing it for your students to so maybe like walking through the design process with them, showing them how you might approach, it would be good.

116
00:19:21.840 --> 00:19:27.570
Krista Sarraf: And you can also share different case studies with them to show them how designers tend to think, which is that.

117
00:19:27.960 --> 00:19:34.440
Krista Sarraf: You know, we might think of a disposition of a designer as comfort with being comfortable with ambiguity.

118
00:19:34.830 --> 00:19:48.900
Krista Sarraf: But that's something we have to train ourselves to do, especially when school often require students to resist ambiguity by just having the right answer, and so I think when we're talking about design thinking we're offering students another way to learn also.

119
00:19:51.150 --> 00:19:53.670
Krista Sarraf: yeah okay so.

120
00:19:54.780 --> 00:20:01.200
Krista Sarraf: What again back to kind of what's on this slide here

what are some of the benefits of design the design process.

121
00:20:01.680 --> 00:20:08.940
Krista Sarraf: So I I mean I don't think I did justice to the writing process here, but I showed that they're both have these.

122
00:20:09.420 --> 00:20:19.110
Krista Sarraf: Several recursive steps, but I wanted to kind of show what design thinking does that helps it extend out from writing writing processes as we normally think of them.

123
00:20:19.740 --> 00:20:31.170
Krista Sarraf: So design thinking again it's solutions oriented and its future looking so what that means is it can help us in our students, think about the long term impacts of our rhetorical choices.

124
00:20:32.070 --> 00:20:42.360
Krista Sarraf: There are different arguments that design thinking helps us to create writing that's more sustainable, meaning that it is better at building long term relationships with people.

125
00:20:42.780 --> 00:20:48.900
Krista Sarraf: And so again thinking about the future helps us think about well what's the impact of this argument of this piece of writing.

126
00:20:50.370 --> 00:20:54.060
Krista Sarraf: It emphasizes synthesis and combining different approaches.

127
00:20:54.810 --> 00:21:01.320
Krista Sarraf: It also has that divergent thinking step, so I think in the writing process, we do have brainstorming as a step.

128
00:21:01.650 --> 00:21:09.000
Krista Sarraf: But we don't always teach brainstorming as about divergent thinking and coming up with lots of different ideas.

129
00:21:09.270 --> 00:21:19.800
Krista Sarraf: So sometimes students might think well as long as I went through the process of coming up with an idea i'm done but design

thinking teaches them to come up with, like several different ideas before settling.

130
00:21:20.490 --> 00:21:35.040
Krista Sarraf: And that you don't just settle based on like what you think is faster what you want to do you you settle on an idea, based on that empathy with thinking about sustainability thinking about the person reading it and thinking about the long term impacts.

131
00:21:37.140 --> 00:21:46.320
Krista Sarraf: Also again i've said this a couple times already, but prototyping might look instead of a single rough draft, like several many drafts that you test before moving forward.

132
00:21:48.630 --> 00:22:00.360
Krista Sarraf: So when we use the language of design to talk about what we write it helps us to see that writing is indeed an invention that has real harms or benefits in the world.

133
00:22:00.870 --> 00:22:08.850
Krista Sarraf: So I think that that's a really neat part of design thinking you know thinking about the text we create as inventions that that take action in the world.

134
00:22:09.810 --> 00:22:18.300
Krista Sarraf: So design thinking helps us to focus on writing as a form of action, much like engineering, it gives writing a clear orientation towards problem solving.

135
00:22:19.110 --> 00:22:29.070
Krista Sarraf: So I mentioned earlier, that a shortcoming of design thinking is that it is future looking, which is a benefit, but also the problem for us, I think, in the humanities, is that.

136
00:22:29.670 --> 00:22:38.280
Krista Sarraf: disciplines like literature and philosophy and history, they often look at how issues of the how people in the past approach the problem.

137
00:22:38.700 --> 00:22:51.390
Krista Sarraf: And I think that we have a lot to offer design thinking in the humanities, knowing that this is a process that comes out of

more of the tech world and the design world, I think we can think about well what can.

138
00:22:51.990 --> 00:23:11.100
Krista Sarraf: kind of a slower slower way of approaching Problem Solving that brings in his history and the past due for design thinking as well, so I don't think we need to kind of abandon our orientation towards knowledge, making in order to to also integrate design thinking into our courses.

139
00:23:13.230 --> 00:23:21.900
Krista Sarraf: So I mentioned sustainability, so, in particular, design thinking focus on empathy and the future leads us to this notion, and which.

140
00:23:22.500 --> 00:23:31.170
Krista Sarraf: are writing and be more sustainable so mark new chrome i'm going to read this quote from new phone that says writing.

141
00:23:31.650 --> 00:23:42.180
Krista Sarraf: That addresses the current rhetorical situation understanding that situation as a broad environment of systems and constituents, while conserving language possibilities for future writers.

142
00:23:42.510 --> 00:23:52.650
Krista Sarraf: Both immediate responders and distantly language Union user so that's what we mean when we talk about sustainability in writing so new calm gives this very simple example.

143
00:23:53.310 --> 00:23:59.460
Krista Sarraf: you're in an argument with a family member instead of composing the verbal response that by when the immediate argument.

144
00:23:59.640 --> 00:24:12.690
Krista Sarraf: Sustainable composition focuses more on finding a response that maintains that relationship and the connections with the rest of the family environment for the long run, so again, I think this is just a really interesting thing that design thinking gives us.

145
00:24:14.430 --> 00:24:25.260
Krista Sarraf: So now, I wanted to share a case study and i'm hoping,

I feel like when I first started using zoom and I would share videos
like the audio and work so let's hope it works, this time, and that I
have my settings correct.

146
00:24:25.800 --> 00:24:39.240
Krista Sarraf: But this was made this video is a little bit old it was
made by Volkswagen but it's just kind of a neat example of how design
thinking transformed a staircase so i'll play it and just let me know
if you can actually hear it, and everything.

147
00:24:41.910 --> 00:24:42.540
Krista Sarraf: Can you hear.

148
00:24:47.520 --> 00:24:48.030
Tracy Dingess: me yeah.

149
00:24:50.610 --> 00:24:51.480
Nicole M. Stahl: Not just yet.

150
00:24:53.130 --> 00:24:57.390
Krista Sarraf: Okay, so what that means is that I didn't update my
settings correctly.

151
00:24:58.020 --> 00:25:13.770
Krista Sarraf: And that it's not going to work, the way I want it to
but actually it's Okay, because the only sound is this music, now that
I think of it so there's just like a little piano music happening, but
in the it's really just what you see in the slides that you'll be able
to listen to.

152
00:25:14.940 --> 00:25:16.560
Krista Sarraf: or be able to read i'm sorry.

153
00:25:45.900 --> 00:25:53.880
Krista Sarraf: So here again i'm sorry that you cannot hear it, but
what happens is people are playing the piano as they walk up and down
the stairs.

154
00:25:54.420 --> 00:26:05.010
Krista Sarraf: And so, this case study is just showing the way in
which, using design thinking these designers found a way to encourage

people to take the stairs by making it more fun.

155
00:26:05.580 --> 00:26:21.000
Krista Sarraf: And so, instead of thinking about like motivating
people to take the stairs with like messaging or something they think
well wouldn't it be interesting if people chose the stairs because
doing so is fun so, then you can see kind of like people using it
here.

156
00:26:50.940 --> 00:27:00.900
Krista Sarraf: So anyways Volkswagen actually did a series of those
again, this was like 10 years ago, but, as I was looking for, just
like little case studies, I thought that was an interesting one.

157
00:27:01.470 --> 00:27:07.740
Krsta Sarraf: Because again, it helps us to think of the ways in
which design thinking is about empathy so.

158
00:27:08.370 --> 00:27:18.120
Krista Sarraf: We could approach encouraging people to take the stairs
in a lot of ways, but design thinking helps us think about well, how
can we empathize with the user.

159
00:27:18.420 --> 00:27:29.730
Krista Sarraf: And they use that empathy to motivate behavior so again
different from what we're doing in writing, but also lots of overlaps,
so now let's look at how design thinking can be integrated into your
classes.

160
00:27:31.500 --> 00:27:38.970
Krista Sarraf: So I have on the screen a couple different ways that
design thinking can affect your courses so at the course design level.

161
00:27:39.720 --> 00:27:52.290
Krista Sarraf: You could collaborate with students on course design so
students, I mean I I hesitate to say this because of you know, the old
corporatization of higher ED chestnut but.

162
00:27:52.830 --> 00:28:00.390
Krista Sarraf: And we think of students is kind of like users with the
class right um how could me instead of doing all of the design of the
course.

163
00:28:00.870 --> 00:28:09.750
Krista Sarraf: On the front end, how could we integrate students into that design process of the course giving them opportunities to give feedback on assignments and.

164
00:28:10.260 --> 00:28:18.540
Krista Sarraf: The syllabus design and even some to some extent, maybe not a lot, but even to some extent, like what they are going to learn in the class right.

165
00:28:19.740 --> 00:28:30.840
Krista Sarraf: We can also think of design in terms of assignments, so we could create assignments that provide students with external exigencies, in other words, things that actually need to happen.

166
00:28:31.440 --> 00:28:44.550
Krista Sarraf: In the in the world, so it could be as simple as instead of having students write an opinion SN have them write it as a letter to the editor instead of having them write kind of like the five, paragraph.

167
00:28:46.080 --> 00:28:56.400
Krista Sarraf: I don't know literary analysis essay or review of literature reaction to a text have them write a text in a way that.

168
00:28:57.480 --> 00:29:05.100
Krista Sarraf: is presenting the information to somebody new to the information to kind of give them the sense of like an end user or something like that.

169
00:29:05.820 --> 00:29:14.340
Krista Sarraf: Lots of ways to approach it, we could also use design thinking to think about again that writing process how we're presenting the writing process to students.

170
00:29:14.640 --> 00:29:28.620
Krista Sarraf: So again, we could replace drafting and peer review with rapid prototyping and then testing, we can also engage students with different activities that walk them through the design process, which is what we're now going to try, as a group.

171
00:29:29.610 --> 00:29:44.370
Krista Sarraf: So to expose you to the design process and give you an activity that you can share with your students i'm going to just walk us through this activity focused on empathizing and we are going to do two different activities in breakout rooms and we'll just do two breakout room sit.

172
00:29:44.520 --> 00:29:45.720
Krista Sarraf: With a small group today.

173
00:29:47.070 --> 00:29:53.460
Krista Sarraf: For the first activity, I just want each person in your breakout room, or at least several of you to think of a recent experience.

174
00:29:53.820 --> 00:30:06.390
Krista Sarraf: receiving an email lately that resulted in negative feelings, it could be, you know that the email was too long and you couldn't find the action item, it could be that the tone was passive aggressive and it left you feeling bad.

175
00:30:07.230 --> 00:30:15.690
Krista Sarraf: But I want you to particularly choose one that was like kind of a negative experience and how would you describe the experience, how does it make you feel.

176
00:30:16.020 --> 00:30:23.970
Krista Sarraf: And i'll share with you this Google document in the chat and then, if you want, you can also use the qr code on the screen to open up the Google document.

177
00:30:24.690 --> 00:30:35.460
Krista Sarraf: But once you're in the Google document you can just record your thoughts and then in your groups in the Google document each group has a empathy map this little Square.

178
00:30:36.660 --> 00:30:50.760
Krista Sarraf: table on the screen here, and you would just add either a hypothetical or direct example in each quadrant so again feel free to make this up, if you can't think of an example off the top of your head, you can kind of imagine one.

179
00:30:51.360 --> 00:30:53.520
Krista Sarraf: But think about what would somebody you know.

180
00:30:54.090 --> 00:31:05.130
Krista Sarraf: When when describing this frustrating or negative experience with an email, what did the person say about it, what did they think about it, what did they do with the email and how did it make them feel.

181
00:31:05.490 --> 00:31:16.110
Krista Sarraf: And you can put multiple people's responses in the squares or just one it doesn't really matter the idea here is just to kind of get a feel for how these activities might help your students emphasize.

182
00:31:16.770 --> 00:31:21.000
Krista Sarraf: we'll do that for 10 minutes and then we'll return to the large group to debrief.

183
00:31:21.270 --> 00:31:34.890
Krista Sarraf: And then i'll just kind of walk you through verbally through the other steps of the design process and where you might go from here with your students, so this is the only step will kind of experience in a breakout room any questions about that, before I send you.

184
00:31:37.920 --> 00:31:50.370
Krista Sarraf: And you found in the chat, you have the Google document so you might want to just open it up now, because I think sometimes when people go to breakout rooms, they may be lose the large group chat So if you want to just click that link and you all, should have editing permissions.

185
00:31:53.820 --> 00:32:08.730
Krista Sarraf: And then just your room will be the the room number that you're given so there will be two okay i'm going to go ahead and create those breakout rooms and i'll kind of pop in and make sure see if you have any questions.

186
00:32:12.090 --> 00:32:14.190
Krista Sarraf: Alright, so see you back here in a little bit.

187
00:32:23.880 --> 00:32:26.220
Krista Sarraf: Alright, so i'm going to resume recording.

188
00:32:26.250 --> 00:32:33.690
Krista Sarraf: we're not going to debrief just yet, but it looks like people were having good conversations and I saw some interesting notes in the activity.

189
00:32:33.900 --> 00:32:41.970
Krista Sarraf: And I want to just walk through the remaining steps of the design process and then we'll do a debrief at the end, but just so that we kind of go over it so.

190
00:32:43.290 --> 00:32:54.210
Krista Sarraf: I then threw in the Google document this next step of defining so we're not going to go through this in depth today, but the next step is to try to define the problem.

191
00:32:54.810 --> 00:33:00.990
Krista Sarraf: So you could try this than two step activity with your students, so you could say to them.

192
00:33:01.530 --> 00:33:09.180
Krista Sarraf: To craft, a point of view statement so like a busy overworked instructor needs to be able to identify quickly the requests that the email or is making of them.

193
00:33:09.570 --> 00:33:20.280
Krista Sarraf: And then reframe it as how might we so how might we compose a clear, easy to read, email that allows the reader to take action and then that becomes the problem see statement that they use to kind of work through the composition.

194
00:33:21.840 --> 00:33:24.660
Krista Sarraf: Then you would move on to it, eating and.

195
00:33:25.050 --> 00:33:35.250
Krista Sarraf: To do this, you want them to come up with he wants us to come up with lots of different potential ways to address the problem of creating a clear, easy to read, email that helps the instructor to take action.

196
00:33:35.610 --> 00:33:41.370
Krista Sarraf: So I gave a workshop in the fall with various informal writing activities that you can use and so i've linked in.

197
00:33:41.610 --> 00:33:56.970
Krista Sarraf: The slide here a link to that PowerPoint because that one's a good one to check out if you just need like ideas to help your students be more open to new ideas and to like we talked about in the chat earlier to be comfortable with ambiguity before they settle on an approach.

198
00:33:58.950 --> 00:34:06.390
Krista Sarraf: So then next You might ask students to do a preliminary version before maybe a mock up and maybe test those.

199
00:34:06.870 --> 00:34:15.750
Krista Sarraf: Then, maybe they do a prototype you could have them create like two to four template emails and test them out so then when you have students to.

200
00:34:16.110 --> 00:34:27.090
Krista Sarraf: test their ideas, you could have them design and share with a few users and request feedback and you could frame it more like a usability test versus traditional peer review.

201
00:34:27.540 --> 00:34:37.680
Krista Sarraf: and doing so, I think, give students, a sense of audience audience beyond the class so i've included a couple links here there's a link, where it says just more here.

202
00:34:38.010 --> 00:34:48.720
Krista Sarraf: there's that link takes you to a website that explains what usability testing is and then i've included also a link to how for specifically my professional writing students I develop.

203
00:34:49.380 --> 00:34:56.790
Krista Sarraf: usability testing instead of peer review and so, if you want to check out like what it would look like to walk students through usability testing, you can see that.

204

00:34:58.470 --> 00:35:04.290
Krista Sarraf: um you could also during the testing sure out yeah i'll put the links in the chat at the end.

205
00:35:04.800 --> 00:35:15.960
Krista Sarraf: And so you could also ask students to think about sustainability, and this is just this is from new combs article so new comb came up with these different questions.

206
00:35:16.740 --> 00:35:22.830
Krista Sarraf: So you might ask students to think through How would a future student or Community Member be impacted by this text.

207
00:35:23.190 --> 00:35:29.850
Krista Sarraf: Does it allow for continued diversity of ideas and further compositions or does it tend to shut those down.

208
00:35:30.360 --> 00:35:39.720
Krista Sarraf: Maybe the text will not be read in the future, but what is its relationship to the future does that make the writer despise the writing process does it abuse language in some way.

209
00:35:40.410 --> 00:35:48.960
Krista Sarraf: If the university a student is attending can be considered to have kind of a rhetorical environment, how does this small action impact that environment.

210
00:35:49.260 --> 00:35:56.190
Krista Sarraf: Perhaps it's a letter to the editor of the school newspaper, will it generally add to the potential of the university educating.

211
00:35:56.520 --> 00:36:06.270
Krista Sarraf: Others in a good manner, perhaps it's an argument assignment intended for class is the way the argument is the main is made likely to leave to lead to verbal fighting.

212
00:36:06.630 --> 00:36:15.150
Krista Sarraf: And does it cut off discourse, or does it add to the health of the rich work environment, so you could also students think through that when they're considering their different prototypes.

213
00:36:17.010 --> 00:36:17.880
Krista Sarraf: So now we can do.

214
00:36:19.200 --> 00:36:21.930
Krista Sarraf: yeah Thank you angel for sending that link in the chat.

215
00:36:23.100 --> 00:36:33.600
Krista Sarraf: And i'll send what i'll do is I can stop sharing and
just a minute and then just resend this PowerPoint stephanie so that
you can kind of access all of the links from there.

216
00:36:35.250 --> 00:36:43.740
Krista Sarraf: But yeah let's talk So what did you learn what came up
in your groups was there anything that surprised you what will you
take away with you and.

217
00:36:44.370 --> 00:36:52.530
Krista Sarraf: My last slides are just my sources and then just a link
for how to reach me so i'll stop sharing, so that we can just talk
more informally and debrief together.

218
00:36:54.360 --> 00:36:56.160
Krista Sarraf: yeah thanks again enjoy your just.

219
00:36:56.640 --> 00:36:58.680
Krista Sarraf: send it all my links were me, I appreciate it.

220
00:36:59.190 --> 00:37:00.450
Krista Sarraf: And then here is.

221
00:37:01.710 --> 00:37:07.680
Krista Sarraf: Your are the slides for today so yeah questions
thoughts concerns.

222
00:37:12.300 --> 00:37:17.580
Krista Sarraf: What was your your your breakout room activity, how did
it go what was that process like.

223
00:37:19.710 --> 00:37:30.210

Kathleen Ryan: It was great it was good to talk to people um and we agreed that email was a slam dunk for this exercise, because no one had any trouble.

224
00:37:32.010 --> 00:37:38.520
Kathleen Ryan: Are recently, you know negative response to an email and our and actually you know one thing that.

225
00:37:39.030 --> 00:37:45.570
Kathleen Ryan: We arrived at, it was like we should talk on the phone more you know, like we went through we talked about all the things that happened.

226
00:37:46.050 --> 00:37:57.690
Kathleen Ryan: And how I mean we I didn't really analyze the responses in the what we did quadrant but I know that often what we do is just like suppressed, you know any negative.

227
00:37:58.380 --> 00:38:05.790
Kathleen Ryan: Like emotional response so that you can do the work right, but I feel that I, you know that's never alone, like a sustainable.

228
00:38:06.450 --> 00:38:13.980
Kathleen Ryan: You know approach, so the phone you know, would allow for some of that back and forth that might mitigate some of the negative things that happen.

229
00:38:14.670 --> 00:38:27.090
Kathleen Ryan: But anyway, it was really interesting it was really great and I did I did have one question that I wanted to ask you, you, you mentioned early on, about design having a strong tolerance for failure.

230
00:38:27.660 --> 00:38:33.300
Kathleen Ryan: um I love that and i'm just wondering if you could say a word or two more about what that means to you.

231
00:38:35.040 --> 00:38:49.350
Krista Sarraf: I think that for within the context of writing it it helps us to think about the ways in which writing does not need to be perfect, the first time around writing in cotton communication in

general.

232
00:38:49.620 --> 00:39:02.940
Krista Sarraf: Our processes, even the idea of like switching to a
phone call, as opposed to an email and how a phone call allows for
like those miniscule communication failure stop and really quickly and
then get resolved really.

233
00:39:02.940 --> 00:39:03.810
Kathleen Ryan: quickly.

234
00:39:04.530 --> 00:39:16.140
Krista Sarraf: So I think thinking about it and that way can help
students have just more comfort with imperfection I think again
because design thinking is is so focused on.

235
00:39:17.760 --> 00:39:21.180
Krista Sarraf: That on wicked problems that are never fully solvable
and.

236
00:39:21.270 --> 00:39:24.300
Krista Sarraf: orient us to this notion of like we just keep
approaching the.

237
00:39:24.300 --> 00:39:33.060
Krista Sarraf: problem we're not expecting it to be a one and done
thing it's more about kind of so much more like about our relationship
to the problem.

238
00:39:34.590 --> 00:39:39.210
Krista Sarraf: And that's, not because we don't want to solve problems
it's just that the problems that we address are often.

239
00:39:39.210 --> 00:39:43.530
Krista Sarraf: too complex to expect anything else of so that's how I
think about it.

240
00:39:43.530 --> 00:39:43.830
Kathleen Ryan: But.

241

00:39:44.190 --> 00:39:53.130
Krista Sarraf: I don't know if anyone wants to add anything else and yeah to your point about email yeah it's so easy so easy to think of frustrating emails.

242
00:39:54.000 --> 00:40:02.250
Krista Sarraf: But you can see, like you could do that activity with students at the beginning of the Semester have them kind of interview some professors as users or.

243
00:40:02.280 --> 00:40:03.750
Kathleen Ryan: interview you about like.

244
00:40:03.750 --> 00:40:11.040
Krista Sarraf: What frustrates you about like student emails even and then they could think of better ways to compose an email.

245
00:40:11.400 --> 00:40:12.870
Krista Sarraf: And then it's less about.

246
00:40:13.110 --> 00:40:20.850
Krista Sarraf: Like here, I am as the instructor telling you the correct genre conventions and more about them really thinking about the person who's reading it, the person behind the screen.

247
00:40:21.240 --> 00:40:22.500
Kathleen Ryan: yeah that's great.

248
00:40:23.040 --> 00:40:23.370
yeah.

249
00:40:24.480 --> 00:40:25.230
Krista Sarraf: What else.

250
00:40:26.310 --> 00:40:29.340
Krista Sarraf: Other thoughts or questions reactions.

251
00:40:34.830 --> 00:40:44.610
Nicole M. Stahl: I think one thing that this can allow for us because it is such a collaborative approach and there's kind of always the

making sure the other shoe drops with things like I think.

252
00:40:45.000 --> 00:40:51.210
Nicole M. Stahl: there's a lot of discourse right now about giving students autonomy and control over their writing and things but.

253
00:40:51.420 --> 00:40:58.860
Nicole M. Stahl: showing that that comes with that level of responsibility, like how to facilitate that to scaffolding, in a way, where they say okay.

254
00:40:59.220 --> 00:41:03.210
Nicole M. Stahl: You have a lot of these options i've noticed a lot of them really appreciate getting to.

255
00:41:03.570 --> 00:41:18.180
Nicole M. Stahl: choose their own topics and things like that, but realizing you still have to think of how that works within that parameter in ways, so I use i'm trying to lean more into okay syllabus language rubric language to kind of.

256
00:41:18.720 --> 00:41:24.060
Nicole M. Stahl: shape that process a bit so making sure that they know where their resources are.

257
00:41:24.450 --> 00:41:34.170
Nicole M. Stahl: so that they can have that independence go forth and do great things, but in the process of doing that it's also your responsibility to hold on to these things.

258
00:41:34.830 --> 00:41:41.880
Nicole M. Stahl: And, but framing them in a positive way, like here's a resource here's something that you can look to if you have these questions.

259
00:41:42.990 --> 00:41:51.540
Krista Sarraf: So, so I think that it, you know that's about how design thinking can help us to then as instructors to design better courses.

260
00:41:51.660 --> 00:42:00.600

Krista Sarraf: that are more usable for students are like I know, sometimes too when I create the assignment sheets i'm just I make really long assignment sheets.

261
00:42:00.930 --> 00:42:08.580
Krista Sarraf: And I don't know if it's better for students or if it's really just my way of trying to reduce emails from them.

262
00:42:08.910 --> 00:42:12.210
Krista Sarraf: So I haven't really user tested them on students but it's interesting to.

263
00:42:12.210 --> 00:42:16.770
Krista Sarraf: Think about that you know, like what kinds of information do students.

264
00:42:17.160 --> 00:42:29.940
Krista Sarraf: want to find on the assignment sheet and how might that differ from what we think that they need to find on the assignment sheet and how should we organize them in ways that are useful to students or yeah that's that's all really interesting to think about.

265
00:42:33.210 --> 00:42:40.140
Krista Sarraf: angel sending the text I like that design being be used to give students more accountability over their work and learning goals.

266
00:42:41.820 --> 00:42:49.830
Krista Sarraf: yeah, and I mean it's also a very collaborative process, so I think that it's a great way to put students into groups and have them think through.

267
00:42:50.940 --> 00:42:53.880
Krista Sarraf: Learning together and think through problems they're working on together.

268
00:42:55.110 --> 00:43:05.430
Krista Sarraf: Especially because you can't do design thinking without humans like without the people who are going to read the text or respond to the design, so it takes you kind of out of I think.

269

00:43:05.910 --> 00:43:18.810
Krista Sarraf: Also, this kind of like the composing process is this
solitary endeavor where you're just like your own you're going to just
come up with your ideas and they're going to be great and you're not
going to show them to anybody until it's perfect right it gets us out
of that mindset.

270
00:43:24.750 --> 00:43:25.500
Krista Sarraf: Alright well this.

271
00:43:26.700 --> 00:43:42.000
Tracy Dingess: that's my second language students that come from many
backgrounds of education systems and cultures learning and they when I
said well there's an essay exam this idea and they immediately think
Okay, the first thing I write, is it.

272
00:43:44.100 --> 00:43:55.710
Tracy Dingess: And I keep telling him, you know we're going to go
through a process let's go through steps of writing, and they have to
discover what that means, if I tell it to them, it doesn't have value
they have to experience it for death Valley.

273
00:43:58.200 --> 00:44:08.040
Nicole M. Stahl: yeah sometimes and it's a good way for them as a new
assignment something i'm still kind of working through kind of if they
asked questions saying, sometimes you have to write your way through
it.

274
00:44:08.280 --> 00:44:14.640
Nicole M. Stahl: Like if you're gonna learn a lot about it just
through the experience of lighting and you'll figure out things you
want to do differently.

275
00:44:16.320 --> 00:44:23.310
Krista Sarraf: yeah and I am just kind of as a final takeaway since
we're at time I think this everything you're saying just reiterate
this notion that.

276
00:44:23.640 --> 00:44:32.670
Krista Sarraf: We integrate writing into our courses, not only because
we want students to become stronger writers, but we want them to think
deeply about different problems in the world and.

277
00:44:33.510 --> 00:44:38.970
Krista Sarraf: I think that, like design thinking just gives us a really explicit way to talk about problems.

278
00:44:39.420 --> 00:44:47.730
Krista Sarraf: In a way, that we don't always like we the writing process is also about Problem Solving but we maybe have to kind of make some jumps to get there.

279
00:44:48.240 --> 00:45:02.220
Krista Sarraf: But if you think of the design thinking process is kind of like this heuristic that just gets students right into the midst of problem solving it can be just a really interesting way to even expand our courses out into the world beyond the classroom.

280
00:45:03.390 --> 00:45:11.430
Krista Sarraf: So i'm glad it was useful i'm sending in the chat there's the last creative thinking workshop i'm doing this year is on April 1 and it's.

281
00:45:12.390 --> 00:45:21.360
Krista Sarraf: i'm sending the signup sheet The topic is on using assessment to motivate student writers creativity so it's purposely right before.

282
00:45:21.990 --> 00:45:28.770
Krista Sarraf: Where we will be collecting well April 1 it's not right before finals but you know it's like as we're thinking about final.

283
00:45:29.100 --> 00:45:42.120
Krista Sarraf: assignments in and grading at the end of the Semester and so you know we we've been thinking a lot in the speaker a program about assessment we've had our grading discussions talking about Susan blooms book.

284
00:45:43.170 --> 00:45:53.370
Krista Sarraf: But what types of assessment actually might motivate students to think creatively even things like if I provide too many details in my assignments will students not be creative and.

285
00:45:53.580 --> 00:46:00.900

Krista Sarraf: You know these sorts of questions that come up, I think a lot when we're trying to encourage creativity, we don't want to stifle it, but we also want to have like.

286
00:46:01.260 --> 00:46:11.460
Krista Sarraf: Clear assignments for students to interact with so we're going to dig into some of those issues that time all right Thank you so much, it was great to see you all today have a good rest of your afternoon.

287
00:46:12.270 --> 00:46:13.020
Kathleen Ryan: Thank you, Christa.

288
00:46:13.440 --> 00:46:14.610
Krista Sarraf: Take care thanks.