

Bonni [00:00:00] On today's show, Dr. Kris Shaffer miraculously talks about not one but two topics, public scholarship and student privacy. Plus he recommends a movie and a song. It's going to be a good one.

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Bonni [00:00:22] Welcome to this episode of Teaching in Higher Ed. This is the space where we explore the art and science of being more effective at facilitating learning. We also share ways to increase our personal productivity approaches so we can have more peace in our lives and be even more present for our students.

Bonni [00:00:51] Dr. Kris Shaffer is the instructor of music theory at the University of Colorado Boulder and an editor for Hybrid Pedagogy publishing. Kris, welcome to the show.

Kris [00:01:03] Thanks for having me.

Bonni [00:01:04] In a recent workshop you posed the question what did people find out when they Google your name so I'm going to turn the table on you Chris and say what do we find out about you when we Google your name.

Kris [00:01:15] Well first I want to make sure I don't take credit for that. That's from an article in Christopher Long's blog. He's now at the time he was at Penn State. He's now a dean at Michigan State. And it's called the Google graduate student and I highly recommend taking a look at that especially for grad students and early career scholars. But yeah well what happened when people google me. Well if you look at Google logged in as me and you see something very different than if you're logged into someone else.

Kris [00:01:42] So when I google myself and I'm on the network at Colorado or at home it sees my search history and it knows where I'm at and it knows that I'm

logged in and especially if I'm on chrome would probably Google probably has even more data on me that I'm not even aware of that it uses to tailor the result.

Kris [00:02:00] So almost everything comes from my website or my blog or the University of Colorado's College of Music Web site. Some of my articles on hybrid pedagogy. Interestingly the one blog post that comes up is from a few years ago something I'm you know it's not my favorite and it's not the most read on my blog but it comes up and it's almost all me.

Kris [00:02:23] Now when I walk into duck duck go which is a search engine that doesn't track specific user information and it gives a little more general idea of what other people get when they look for me. It's split about 50/50 between myself and an interior designer from Massachusetts who got krisshaffer.com before I did.

Kris [00:02:43] So a lesson there If you're thinking about getting a Web site I went with shaffermusic.com People want to take a look at kris.shaffermusic they can.

Kris [00:02:50] But the idea is my wife and I kind of share that and we each have our own subdomain on there but someone else has krisshaffer.com and a lot of people look for me there and I think because when they're there googling from elsewhere in the country or the world they find her and her interior design business and then have to go back and add a few more words to Google in order to find find were looking for on my side.

Kris [00:03:11] So yeah that's that's what they find when they when they Google me it's for the most part stuff that I would like to be up there. But it is intermixed with at least one other person who shares my name.

Bonni [00:03:21] What do people not find out about you when they Google your name. That would be important in us knowing about you.

Kris [00:03:28] I think interestingly that this has been something that I've kind of gone back and forth in terms of how much of it I share online would be like my religious face.

Kris [00:03:40] There's not a lot of that that comes up high the search results I certainly tweet from time to time things that are relevant to that. There's not a lot of pictures of me and my family. I do share that from time to time on Twitter.

Kris [00:03:52] I'm in the process of quitting Facebook again for the fourth or fifth time now. There are some pictures there though that's entirely public but I leave my kids names off purposefully my wife to share privately on her social media accounts and we email things with family members.

Kris [00:04:08] But you won't see a lot of that stuff because I really want my public persona to be about me and and let my children when they're old enough decide how much of them they want to put publicly online.

Kris [00:04:19] Yeah I think those are probably the big things missing. I mean in terms of my my work as a musician and as a scholar you'll be able to find at least eventually you know where I performed in some of the pieces that I've written or arranged and the things that I've written about music theory or about music pedagogy or education in general.

Bonni [00:04:39] I would love to share with you a bit about my story of what people find or used to find if they google me just because I think it will become relevant in the second half of our conversation.

Bonni [00:04:49] About three years ago if you had Googled my name you would find what's called a mash up site. I'm sure you know that term but other people listening might not and it was a mash up between Google Maps and the public records of people's political donations.

Bonni [00:05:06] And I had donated in the 2008 campaign. If you donated more than two hundred dollars then that becomes public record. And so what. People would find is a link to oh gosh Arianna Huffington Huffington Post the mash up of that and you could find not only information about who I donated to as a public as public record but also you could find a map to oru house.

Kris [00:05:33] Yeah and that's something that a lot of people find when they Google themselves as a lot of those public information sites could be like white pages dot com type of things address look up reverse address look up a lot of those things are public record if you've bought a house or sold a house.

Kris [00:05:50] If you look deep enough in the results or if you have little enough else that's available online that will be up near the top. Maybe on a list of 30 other people in the country that have the same name or similar name but that information is pretty findable.

Kris [00:06:03] Which is why things like the Gamer Gate movement and things are so dangerous this idea of doxxing or publishing people's private documents very prominently online. We don't have a nice fuzzy boundary between completely private and completely public like we used to.

Kris [00:06:19] The Internet has made things a little more binary. And so like you said well we'll talk about a little bit later. Well the privacy implications of of being in public. But actually what I found was that one of the implications of being very active as a scholar and as a musician publicly is that that stuff comes up a lot earlier in the Google search results now than that kind of biographical geographical information that I'm I might not want up there quite so so prominently.

Bonni [00:06:46] Yeah and as you alluded to again again a lot of time has passed but it used to be at least the first if not the second page result. Now I haven't the I can't even find it by going far enough. So it's nice that other things do take precedence when you are actively managing your online presence.

Kris [00:07:02] Well that was Chris Long's main point with it or one of his main points with his article and the Google's graduate student is that you want things that you have chosen to be on the top and the default position of a lot of people is to keep as much private as possible so that only the best stuff is on your Web site.

Kris [00:07:22] But as I've I've shared as I've led these workshops I really encourage especially young young people emerging into these fields to post things publicly as often as they can it as long as it's quality or to curate other people's things so that they become a site where people go to find other things that are of value in the same field.

Kris [00:07:41] So that you're not left with nothing on the Google search results are one result that is your professional web page. And then now all these public records other people who share your name and then maybe some things that have happened in the past that you might not want the public.

Bonni [00:07:56] One of the things I didn't share about you in reading a little bit of your bio is a really big thing so I'm going to come back to it now.

Bonni [00:08:01] You are the lead author of Open Music Theory would you share about this site and how it came about and why people might want to go take a look at it.

Kris [00:08:11] Right. So open music theory came about because in my first job as a music theorist I had searched through the standard common textbooks in my field for undergraduate music theory courses and chose what I thought was a really solid one that I thought would serve the students I'd never met before.

Kris [00:08:33] Well in college I've had never taught in. And it turned out that well there were some things about it that were very valuable. There were some things missing. And as I looked at the other books on my shelf occasionally I'd find another textbook that would do the job a little bit better.

Kris [00:08:50] But I had students at that university that were from a very different kind of program than most of the textbooks are written in. And that's not to say anything about value or rankings or pecking order they had a very different professional emphasis at that school than at the schools where most of the common textbooks are written.

Kris [00:09:07] And so I started to supplement the textbook with things that I wrote and I did as I did it more and more and started talking largely on social media with Bryan Hughes and Brian Mosley the coauthors with me on open music theory we realized that we were all doing the same thing at very different schools.

Kris [00:09:26] It turns out that a lot of schools are different from the schools and the environments in which some of the textbooks are written. And in a very skills oriented course sequence like music theory and training musicianship types of courses the quality of materials given to the students for them outside of class practice is really important.

Kris [00:09:45] And so as we found we were all doing the same thing and for the same reasons we started to share the work I had posted my thing my stuff on github which is a place for for sharing code and other text based things and working on it collaboratively and so they joined me there and actually I think we were all using wordpress for a while then we switched to get help when we decided to to collaborate more intently.

Kris [00:10:08] And we started writing what the other people weren't so that we were covering each other's bases and finishing faster and then just making small tweaks and we shared it with our students and then we did a crowdfunding campaign a couple of summers ago to support some work putting it all together

into now a beta edition version that could be used sort of as a supplement. But as the main textbook now.

Kris [00:10:32] And we've tried as we put this together to be sensitive to the kind of technological needs that our students might have. So for example there's not a ton of video on there as as a trendy as it is right now and as much as I had done that in my early days of teaching we realized bandwidth limitations are a big issue for a lot of students so we wanted things were very tech space.

Kris [00:10:57] Also you can't watch a video while you're playing your instrument to double check things but you can bring up a bullet list or a graphic example and leave that up on your screen while you're performing and playing and singing and you know doing things with your hands and your mouth.

Kris [00:11:12] And so we've tried to have as many media as possible but with careful pedagogical choices for those media and to give the students something that can support their own work in the classroom rather than simply be things they need to memorize.

Kris [00:11:27] So there's a lot of skills orientation and there's a lot of you know what you need to get going to get. Making music as you explore these new structures and styles and your music making.

Bonni [00:11:39] What was that like to build up the trust with your coauthors that had you worked on anything like this before. How did you have to be really intentional about talking about what your aims were.

Kris [00:11:52] It worked naturally pretty well I think we knew we were all on the same page. Having had the conversations beforehand that we were doing these things for the same reasons and some of us were starting I think we were all starting from the same textbook beforehand that we were finding needed some some supplementing.

Kris [00:12:12] But we were ideologically in line. We had worked together for the unconference slip can't music theory now called Engaging students so it's it's wider than just music theory but we were all experimenting with the flipped classroom with standards based grading with bringing a real skill orientation to the music theory curriculum.

Kris [00:12:33] And you know we're not the only ones doing those things of course but having built up this community on Twitter and having had some

experience doing that and haven't seen each other's resources ahead of time it really started we were borrowing each other stuff first. Then we decided to collaborate.

Kris [00:12:49] So we already had that base of what we know that we have the same goals pretty much. And we've seen each other's material and like them and are already borrowing. And so we just decided to make the collaboration a little more formal. And yeah.

Bonni [00:13:03] One of the things I know they recently just came off I don't know if we could call it a road tour but you've been doing a number of talks around public scholarship and I recognize some of the people listening today may not even have heard that phrase before.

Bonni [00:13:15] Could you share a little bit. I know that you just gave us an example of public scholarship but perhaps give us some other examples and give a definition of public scholarship.

Kris [00:13:24] Right so by public scholarship there are a few flavors that actually come in. There's a lot of talk these days and we're just coming off of open access week last week at least as of when we're recording. There's a focus on research being published in ways that anyone can access.

Kris [00:13:40] Whether or not they subscribe to a journal and this is a big thing for public institutions like the one where I teach where taxpayer money public grants are funding a lot of the research and then often the publishers are requiring further payment from those institutions for access to it.

Kris [00:13:57] And so like a taxpayer could end up paying three times for a journal article they pay once to support the grant and maybe the salaries of the people who are doing the research. They pay a second time in support of the institution and the library at the institution that buys a subscription to The Journal.

Kris [00:14:16] And then they pay a third time because they don't have an official affiliation with the university and can't make it to the library to download the article locally.

Kris [00:14:23] And so if they want to buy the article online to read it they have to pay a third time. And this has been something that a lot of open access advocates have drawn attention to and the movement is growing in a number of public institutions are requiring now that at least a draft of these publications

be placed in an open access institutional repository that will allow scholars and interested people from from any part of society to access the research and I think this is really an important thing for me.

Kris [00:14:51] There's there's an ethical aspect of this that if we're as a human as talking about human knowledge and advancing human knowledge we don't advance human knowledge by publishing something and then putting it inside a fence and making it hard to get through to get to that knowledge. I really watch what I do to be available to a broader audience now.

Kris [00:15:13] But that's just about access and in my own work I try to write in in ways that could be accessible to readers who don't have as much technical know how in the field to me sometimes we need that it's important.

Kris [00:15:27] I was just reading a discussion today online about academic language and if we were being too technical and too jargony what we write and well that can sometimes be the case a great point was brought up that sometimes in order to be clear about what you've studied you need a level of complexity in your writing in order to do that.

Kris [00:15:48] But I don't want to do that unnecessarily. I want to engage as many people as possible with with my my work so that my work can can have value for as many people so it that plays into what it means to me to be a public scholar to try to write something that as many people as possible can can get something out of.

Kris [00:16:05] There's also the open source scholarship movement and I wrote about this in Hybrid Pedagogy. The idea that if we share our research not not just so people can read it but that so others can more easily build on that we can work together collaboratively as as a larger network of scholars and researchers and practitioners in order to advance human understanding in our fields.

Kris [00:16:29] And so that's an aspect of what it means to be public to not not just that the public can read what we wrote and understand what they read that there is some sense of public or community ownership over that that research.

Bonni [00:16:42] You're one of the editors of Hybrid Pedagogy and we recently had I guess it wasn't that recently dusty Stommel on also from Hybrid Pedagogy. He talked about and I also know from having read extensively on your site is

there. It's just all built around that if you're going to want to write for Hybrid Pedagogy then you need to link to other articles that are both on the site as well as outside the site.

Bonni [00:17:04] So it's it's having a conversation instead of that this is one article that's the answer on whatever question that is being posed and that's going to be the end of it. It makes it that much more engaging to read.

Kris [00:17:18] Yeah and I think at least as many articles open up questions as provide answers in that journal and I think that's that's good for fostering dialogue which is in turn good for us reaching higher levels of understanding.

Kris [00:17:32] You know that article can do its work of advancing human knowledge by saying something important and definitive that now we know and it can advance human knowledge by raising a question that causes us to revisit our assumptions to revisit our own understanding to start questioning others and tossing ideas back and forth and by raising the question.

Kris [00:17:54] Sometimes we advance knowledge more than simply by stating a fact and in fact it's a growing movement in pedagogy to lead with questions.

Kris [00:18:02] Well it's it's a growing movement it's been around forever it's a new manifestation of the Socratic method new you ask questions and you lead students through guided discovery.

Kris [00:18:13] And we've we've written and talked a lot at Hybrid Pedagogy about publishing being a form of pedagogy in pedagogy being a form of publishing and the idea that we're we're all involved in the education of others and ourselves and the density of human knowledge.

Kris [00:18:29] Whether that's in a class or in a journal and if raising a question helps advance knowledge we raise a question and that's that's why I really like working with hyper pedagogy it's very much about the community and about people growing as a result of their interactions with each other on our website or off that in Twitter discussions and live discussions in person at conferences whatever it might be.

Bonni [00:18:51] How can we create authentic voices in our online presence.

Kris [00:18:58] There's a really simple answer to that and it can fit in a tweet. Just kidding

Bonni [00:19:00] I was so excited. I was ready to type. Wow. I'm so glad I'm talking to you.

Kris [00:19:09] Yeah. It's work right. I mean getting to know who you are. And I mean it yourself discovering who you are and also going through the process of transforming who you are and growing as a person is a lifelong process that doesn't stop and so the idea that then there will be a really simple way to project to that as an isolated moment in time digitally online. I think this is a I don't know that's something we're going to have an easy answer to.

Kris [00:19:45] I guess more more than projecting my identity online it's much more about cultivating a community online like I've led some workshops on using social media as scholars or as artists. And I've I've experienced others or seen the advertising for others and it can be really easy to think about self branding and self marketing and entrepreneurship which that's the culture we live in.

Kris [00:20:09] And we've we've got to sell what we have to an extent in order to to make a living at it. And so I've you know that's that's the way the world is but I'd much rather focus on the kind of community we can build and the relationships we can build.

Kris [00:20:24] It's not as much about projecting who I am as it is about connecting with others now projecting who I am so that we can find each other is something I found in places like Twitter like now that we have social media sitting right alongside the kind of Web 1.0 like here's some information come come read it come download it.

Kris [00:20:43] We can put our thoughts are our finished thoughts or at least are finished for now thoughts in a relatively static place and put it right next to where we're having our social engagements.

Kris [00:20:54] And I think as I've argued in the workshop again very recently building an audience is really a lot like building a community and you build that community not by being the best voice but by being a good colleague even by being a friend and it takes time.

Kris [00:21:09] But as we build these relationships whether their professional relationships or personal relationships are more often a mix of the two that building community. It's the community interaction not what I do as an

individual that would invite someone else to want to be part of that. I think we invite people in the community by being a good community more than we invite people into a community by being the person that they would want to start a community with.

Kris [00:21:32] That makes sense yeah yeah. We've talked a little bit about public scholarship. Let's shift gears a little bit and talk about privacy and especially I know you have some thoughts as we consider asking our students to engage more online. What are ethical considerations exist as we ask them to do that.

Kris [00:21:52] Yeah so I started out a few years ago really gung ho about this idea about students working in public and particularly music students who perform in public all the time it's what they're training to do. They've done quite a bit of it already by the time they get to music school and I really wanted to take the academic side of things the critical reflective theoretical side of things and bring that public performance into it.

Kris [00:22:16] But there are a lot of implications especially online that you wouldn't get from that the same thing as giving a recital or even giving a pre concert lecture like music theory history music historian may do.

Kris [00:22:28] And at the same time the platforms that are the best for. Cultivating that public presence for building that community for finding people who are already there who may share the same interests or goals. There are platforms that are corporately owned and their platforms that sometimes the as I've said about Twitter the affordances of Twitter that make it so easy to board to build a new community or to grow a community or the same affordances that that allow for online harassment and abuse and it would be something that can be a stark reality to centre students into this world unprepared. And so I pull back quite a bit.

Kris [00:23:08] I haven't had the like any big horror stories about what happened just a growing realisation sometimes from conflict between students who were commenting on each other's blogs which are outside of the you know your mind control as as the instructor or just you know the growing realization that they're uncomfortable with it and need some more support in growing that part of it of their their digital lives their scholarly life.

Kris [00:23:33] I pulled back a little bit in order to focus particularly on specific areas where we might do that where there's room in class to build in that support for doing it well.

Kris [00:23:44] The model what it looks like do some peer review even some instructor review before things get published. Allow them to publish anonymously or pseudonymously if they desire doing things that would help them protect their privacy. I've got a few tweets printed off and taped to my door as as one does.

Kris [00:24:03] One of them is from from Audrey Watters where she says something along the lines of If you're going to require students use digital tools what do you teach them about passwords. And that's just a small statement in a much broader issue of digital privacy and digital ownership but I think it speaks to something really important that we often and certainly I did.

Kris [00:24:24] We see an idea that looks fun and it looks great or it's worked well for us as a scholar and we have to really think about what it what are all the implications for our students and we bring this in asking them to sign up for Dropbox and attach themselves to a shared folder.

Kris [00:24:39] What's privacy concerns that bring up especially since there have been some privacy issues with dropbox. There have been some with Google and that we know the kind of online harassment that has happened on Twitter. What are we asking our students to open themselves up to and how are we going to support them in it.

Kris [00:24:54] Now there have been some success stories certainly with using this for example last year I had students editing Wikipedia articles on pieces of music that were studying in Class and one group of students put their materials up as a very prominent piece of music that many people had alerts on the wikipedia page they could see when edits were added.

Kris [00:25:13] And one particular person I won't share any names here or are pieces that one particular person watching the site just deleted everything they contributed right away. And at first they were worried that I wouldn't see it that they wouldn't get the credit for it for the class and they said I can see the history in Wikipedia. I can see what you put in and you shared it with me on google drive so I know that you did it.

Kris [00:25:36] Don't worry about the grade. Would you like me to step in and be part of this conversation though. Or do you want to leave it as is or whatever. And not everyone in the group wanted to jump back in.

Kris [00:25:47] But a couple people in that group decided they wanted to get that material back in so they pasted it back in the article and then the person who had deleted it said something mildly snarky but then started engaging them point by point and some of the points.

Kris [00:26:03] Yeah he was right. They were missing some critical information there. But you know there their undergraduate music students they're just learning this stuff for the first time so it's you know that's to be expected.

Kris [00:26:14] But there were several points at which as they argued back and forth with him. They won the debate and now very prominent musical article on Wikipedia has information from them that it was the result of this process of going back and forth with someone very senior in the field who was urging them in ways even beyond what I challenge them to in class because we were at a pretty introductory stage with our studies of this.

Kris [00:26:41] And so there is some sense in which some of the students were fine just kind of bowing out hey I have to do for class I learned some stuff about this music that's fine but a couple really wanted to go that route. OK what does it mean to be a public scholar what does it mean to have this debate with someone outside the class.

Kris [00:26:55] They saw some real value here because there are stakes there whether or not what their insights get a voice on this very prominent platform. And it does now as a result of their they're willing to go there.

Kris [00:27:08] But I was there to support them. I was there to talk them through it and I was ready to step in if I needed to. But they said no we'll take it. But you know sometimes I have to step in and you know when when they when they ask or when it looks like you know they they really need that support. And that's something we have to be prepared to do as instructors if we're going to pull that that expectation into the class.

Bonni [00:27:28] Have you had your undergraduate students show essence of marvel or wonder that things like this are even possible to engage with the well-known artist just through online tools like you're describing or is it just that it doesn't really hit them as much as it might hit someone like me because they've always seen the world like that.

Kris [00:27:48] Yes. It may be something where a previous generation would have marveled even more.

Kris [00:27:53] I don't actually know that but yeah there have been instances where like for example I had my first year music theory students a few years ago looking at different music notation applications on their computers and tablets and trying out a few of them and then starting to really dig in and get their hands dirty with a couple before they settled on the one that they wanted to use for their projects.

Kris [00:28:17] And it was funny the open source applications and the recent startup applications were very active on social media. The establishing of finale and so the alias programs that have been around for a long time lots of iterations millions of users.

Kris [00:28:31] You know their Twitter accounts are just announcements but as they were just tweeting in class about the programs they were using. Some of them started to get responses from the original programmers or from the official social media accounts of it.

Kris [00:28:43] So to see them respond with helpful tips or in one case is just a nice little you know like a retweeting a smiley face from a programmer who liked the positive thing that they said about the application or like they saw it you know and they were they came back the next morning when that had happened overnight.

Kris [00:29:00] In this case the developer was in Finland and so it happened overnight. They saw in the morning or like. I've had students get read tweets and replies from this court composer Eric Whitacre. They were just like oh you know there's there's there's still something of celebrity left in music still. And so to be able to interact with those people has has been great.

Kris [00:29:21] When I've had students interact with scholars like we use Twitter to interview Jesse Stommel you've had on the podcast in the past talking about digital humanities and public scholarship in the course of the class.

Kris [00:29:33] And in other cases I would say here are some authors you you'll be reading here their Twitter accounts that they're pretty active writing about digital humanities you might want to follow them and in some cases are getting replies.

Kris [00:29:44] And I think there it actually will be a little more of an expectation because the first thing we did was was interview a couple people on Twitter and

I was like Oh well of course the authors are going to reply to your questions like Well maybe not but it's nice when they do.

Kris [00:29:57] So yeah there's there's definitely been some of those situations where they really were able to connect with people outside including you know the people who are the big names and yeah.

Bonni [00:30:08] What have I not asked you about public scholarship or student privacy that we should talk about before we go on to recommendations.

[00:30:17] Everything on my list for the podcast. We've hit. I'm trying to think if there's any point that's come to mind but I can't think of anything.

Bonni [00:30:25] I was cracking up because you and I are emailing back and forth to them. Can we take both of your talks that you've been given recently and smush it into 30 minutes. You were you were a trooper for being up for that.

Kris [00:30:36] Well certainly if someone wants to look at my website I posted notes and slides and links from from both of those recently so people can check that out. Yeah I think it really is. I mean if I'm going to kind of sum it up in a sentence or two it would be public scholarship is really important we're advancing human knowledge and that's something that I think we should involve our students in as well as ourselves.

Kris [00:31:01] But we also want to be sure that as we're making demands of people particularly our students and I think institutionally we're going to make demands of the scholars working for the institution we want to be careful to think about what kind of support is going to be necessary what kind of training is going to be necessary and what kind of warnings do we need to give before people take that first step out there.

Bonni [00:31:22] I really appreciate you not coming down hard on either side because it's not that you don't want them to do it but recognize in their implications. And there is a nation that needs to happen before you could ethically start to have this be used in your class I'm not phrasing that very well.

Kris [00:31:43] Yeah I mean I often talk about I use music as a metaphor for this. You know there there's an appropriate role for the practice room. There's an appropriate role for the one on one private lesson there's an appropriate role for the studio class where you play for you know fellow students and colleagues.

Kris [00:31:59] And then for the public concert or recital and these are all different things that are useful for different purposes and require a different level of comfort with material and often and I found certainly in the early days of using Twitter in class I was asking students to take their practice work and put it on the recital stage.

Kris [00:32:18] Now it was it was more like kind of on the street corner where most people walking by wouldn't wouldn't even notice. But you never know who's walking by.

Kris [00:32:26] And so I think that idea of giving them support so that they have a chance to do some some some woodshedding in the practice room some studio class like work before they go out and and perform the recital so to speak is not without value. Now we can certainly learn things from just stepping out but sometimes those lessons come a lot harder than they need to.

Bonni [00:32:48] And hard to erase.

Kris [00:32:50] Yes.

Bonni [00:32:52] Just to let you know all of the resources that Chris is sharing about and that I'll be sharing about to will be available on the show notes page that's at teachinginhighered.com/74 and this is the time in the show when we each give some recommendations.

Bonni [00:33:08] And I am going to recommend on Twitter and I hope I'm going to pronounce this right. And N. Cifuentes-Goodbody shared some Zotero tutorials and they're absolutely wonderful. I have some that I've been using with my students and I'm just going to pretty much delete that link and be referring people over to this one it's universitytalk.org/zotero.

Bonni [00:33:33] And one of the things I love to see at that site too is that students have started to engage. There too it's a growing and evolving site so that's really worth checking out. And again it'll be on the show notes too.

Bonni [00:33:44] So that was N Cifuentes-Goodbody shared those with me on Zotero as well as with Scott Self who we had back on an episode where we shared about Evernote and we were both just tickled and excited to get that resource and start using it with our students. And what is your recommendation today Kris or recommendations I need to have plural.

Kris [00:34:04] Yes I've got two. I recently watched the documentary CitizenFour and so we've been talking about digital privacy. It's it's a documentary about Ed Snowden and his release of some top secret NSA data and his interactions with the journalists that he shared that with early stage and it's it's amazing it's really really well done and raises the issues in a way that I think a lot of people will walk away from that saying I might want to do some things differently from what we do online to what we do when we vote.

Kris [00:34:39] So that's definitely something worth taking a look at. And I believe it's currently available streaming from HBO. And there are of course other places to find it is as well.

Kris [00:34:49] Also just the other night I caught the video release of Adele's song from her new album 25. The song Hello this is the first one and I think the only one still it's been been released with the album coming out next month.

Kris [00:35:02] And I know there's been a lot of anticipation from musicians and music fans about what would be what what this album would be like. Given her vocal surgery that she's had recently and I'll say first of all I really liked it.

Kris [00:35:18] And I know that she poured over tea the wrong way and there are people on the Internet that have strong feelings about how you pour your tea in music videos.

Kris [00:35:27] But from a vocal perspective I really really enjoy it. I think the saw writing this particular song played mortar her strengths and some of the songs in the past. So yeah I'm really looking forward to the album coming out so check out that video on YouTube if the album isn't out. Otherwise check out that album. Maybe listen to it soon.

Bonni [00:35:45] I was going to say I can't wait till I hang up on you but that sounds wrong. I can't wait to listen to it as soon as we get home.

Bonni [00:35:54] Oh Chris I just want to thank you so much for accepting my invitation to be on the show I know you have a really packed schedule and how you spend your time is important.

Bonni [00:36:02] You mentioned your family earlier and I know the every choice that you make to say yes to an invitation like this is investing in the community and to thank you for investing in the people that want to get better at Teaching in Higher Ed. I really appreciate you spending your time with us today.

Kris [00:36:16] Yeah. Thank you for the invitation. Great conversation. I'm looking forward to seeing what conversation is sparked by this episode.

Bonni [00:36:25] Thanks so much. I so appreciated having Dr Kris Shaffer on the show. We actually after we stopped recording. I felt like I could have just kept recording and had another episode just about more on privacy. He was such a wealth of information and I really appreciate him investing his time in our community.

Bonni [00:36:45] And if you have yet to subscribe to our weekly updates that's where you get all the show notes automatically in your inbox along with either a blog about teaching or Petek or productivity.

Bonni [00:36:58] And I encourage you to do that I don't spam you I don't send you lots of e-mails just once a week with those show notes and that article. And last but not least I treasure you for going and either writing a review or even just raiding the show on whatever service it is that you used to listen to it.

Bonni [00:37:15] It's a really easy thing to do if you subscribe on iTunes you just go up there on iTunes you can click how many stars you think is warranted. And it really does help other people discover the show so I'd love to have you do that.

Bonni [00:37:29] Thanks again for listening if you have suggestions for future guests. I really treasure those. You can do that at teachinginhighered.com/feedback.

Bonni [00:37:40] That's where I get a number of good ideas for people to have on the show or things that you would like to talk about. So please feel free and do that. And thanks again for listening and I really enjoy the e-mails and the tweets that you send and just being together as a community of Teaching in Higher Ed.

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