TOPcast Episode #200:
Last Call at the TOPcast Cafe

Narrator: The University of Louisville understands that their students come from diverse backgrounds with aspirations, drives, and needs to match. With more than 50 online programs in areas like business, education, social work, engineering, and more, U of L provides students with a multitude of career advancing options and flexible coursework. Students can complete their coursework from the comfort of their home or on the go via mobile apps. Learn more at louisville.edu/online. That's louisville.edu/online.

(*Musical Intro followed by vignettes*)

Kelvin Thompson: The thinking here is to have a dialogue about successful online teaching and learning programs and hopefully make that something that is engaging. I don't know, that's what I was thinking. What were you thinking?

Tom Cavanagh: Yeah, what you said. We bill the show as a collegial conversation over coffee about online blended digital teaching and learning, with a couple of colleagues.

Kelvin: …And you're watching or listening to The TOPcast & Friends Holiday Special. Woo, hoo, hoo! …I guess we'll have to talk about at some point, [Chuckles] Tom, how long we consider remote teaching a temporary thing…

Tom: [Chuckles] Looks like there's no light at the end of the tunnel right now.

Kelvin: …I will be starting a position at the University of Louisville. [Laughs]

Tom: If we can make it through 2020, we can make it through a little geography. …ChatGPT. It was released just recently, and oh my gosh, over the holiday break, it blew up.

Kelvin: …75 to 80% of educators have lost their minds over ChatGPT.

Tom: [Chuckles] Where we are, five years post-COVID. We would rather go out on top while we're awesome… If I say so myself…

Kelvin: [Laughs]

Tom:	Than slowly fade away and kind of lose relevance, so we've decided to do a TOPcast farewell tour…
	[Audience claps as Tom and Kelvin come to the OLC Accelerate stage.]
Kelvin:	Not used to people clapping.
Tom:	No, just us in the little studio clapping for ourselves.
Kelvin:	Oh, that was so good. You did so good. I liked it so much. Yeah. I mean, bigger room.
Tom:	Little bit.
Kelvin:	More people, usually, than the two of us.
Tom:	Yeah, and our wonderful producing team, which, who we couldn't have done this without.
Kelvin:	Yeah. Good shout out to all things UCF, Video Team, Instructional Development Team, host of others. I don't know.
Tom:	Yeah. Cast of thousands in order to prop up the two of us.
Kelvin:	Yeah. Well, that's right. I just bring coffee and have a conversation. That's really all I try to do. Maybe, we'll talk for a quick second. We thought, we don't expect that everybody here knows what in the world we're up here doing.
Tom:	[Chuckles]
Kelvin:	[Pouring coffee from his Thermos] We're not quite sure what we're up here doing, but we thought we might do a little level setting for just a moment on kind of what this is all about, what it has been, and then hear from us, because hey, we've never interviewed each other before. We'll do that like in a chess clock, kind of put a one-minute timer on each other for bam, bam, bam, bam, bam, and then we have some crowdsourced questions from our longtime listeners that they've sent in, that we'll respond to. Finally, this is all vamping, so you can use that QR code, we'll respond to questions that you've submitted live, here.
Tom:	We'll try.
Kelvin:	I mean, what we're prepared to say, "Next."
Tom:	Yes. All right, so for one final time, Kelvin, what's in the Thermos?

Kelvin:	Well, first, the Thermos is back. You know what I mean?
Tom:	Thermos is back. Yeah.
Kelvin:	The Thermos is back. We've been remote for a while, so here we are having a communal shared cup of coffee. Can't wait to see what this tastes like. [Sniffs then sips coffee] I've had worse. That's not bad.
Tom:	High praise.
Kelvin:	[Chuckles] That's right. Our coffee today, Tom, comes to us from the northern region of Thailand. It's from a US importer called Lanna Coffee in California. They source from Northern Thailand. You might, you might not, you might remember that our very first shared cup of coffee in the audio booth was a Thai coffee. It's not this coffee, but it was a Thai coffee, and at the time it was, the roasters gave it a name. They called it Khao Jai, which is a Thai phrase which often is translated "to understand," or I recently learned it actually literally means "to enter the heart of another," and we talked about the importance of seeking to bring more understanding to the field of online and digital learning, and we've been doing that for well-nigh onto 10 and a half years now. How about that? Full circle, here's the tie. That was the most beautiful connection you've ever heard, so…
Tom:	It was. [Chuckles]
Kelvin:	I don't even know that I'm going to ask you how the connection was, but how's the coffee?
Tom:	The coffee's excellent, and I actually think I understand the connection for…
Kelvin:	10 and a half years in the making, folks. That's awesome. [Chuckles]
Tom:	Yeah. I finally got one. Yeah. All right, so for those of you who maybe haven't been regular listeners or maybe just have never even heard of TOPcast before, we thought we would just do a quick sort of recap of just what this is.
Kelvin:	Yeah, so I think we've hinted at this already, but for 10 and a half years, we have been doing a podcast that I would say we've been seeking to elevate views of online education in a format that we've called "a collegial conversation over a shared cup of coffee."
Tom:	Yeah, we started, as we've said, over 10 and a half years ago in May of 2015 with a monthly release, so we did it once a month back then. We

tried to format it so it would be very short, consumable. With a few exceptions, our episodes tend to run somewhere around 30 minutes-ish, sometimes more, sometimes less, but you could eat a sandwich at your desk, or finish it on your commute, or something. We shifted in January of 2020 to two episodes a month where the middle episode, the one in the middle of the month, was an interview with some notable in the field.

Kelvin: Yeah, and throughout that whole process, OLC, the Online Learning Consortium, has been a great partner helping promote the show as a community resource right from the beginning, and even granting a space for many years right outside in the Bay Room of the Swan and Dolphin Hotel for recording interviews. We've done a couple of smaller, not in venues quite this large, but smaller, recorded, live sessions, that kind of thing, and so, round of applause for OLC and their partnership.

[Applause]

Tom: As we said, this is our last episode. We announced back in May of 2025, which was our official 10-year anniversary, that we would end with Episode #200, which you are listening to right now, and that this will release in January of 2026, so if you haven't gotten enough of us today, you can hear it in all…

Kelvin: Hard to imagine that could possibly be the case.

Tom: I know. You can hear it in your podcast feeds in January.

Kelvin: Put it on auto-repeat. It'll help the numbers go up. Keep us around, something, something like that. Over the years, just to kind of put this all in kind of perspective, it's not like we're, I don't know, the Joe Rogan Show or something, right? We have released more than 100 hours of conversational recordings, including nearly 140 guest appearances from more than 125 colleagues, because we've had some repeats, and those colleagues have come from roles such as online faculty, instructional designer, chief online learning officer, and more, related to the field of online and digital education.

Tom: Yeah, and I would think at its height, we would have somewhere in the neighborhood of 3000 plus downloads a month-ish. It goes up and down. All right, so as Kelvin said, we've had 125 different guests and 140 different interviews, but we've never interviewed each other, so we're going to try that now.

Kelvin: A new low for the podcast.

Tom:	[Chuckles] That's right, and so as Kelvin said, we're going to try and do this quick. We're not going to belabor it, because we do have some questions from all of you, and I'm going to start with the first one. So, that is, Dr. Thompson, what was the most gratifying for you about this 10-and-a-half-year journey in podcasting?
Kelvin:	I think it's… people. TOPcast is people!
Tom:	Not everybody's going to get that reference.
Kelvin:	It's a "Soylent Green," Charlton Heston reference. You should Google it. You'll be able to watch that on the plane on the way home. It's really about the connections made along the way. Podcasting is like this. I don't know have to tell you, but I'll tell all of you listening or watching here, that it's kind of a solitary pursuit, and you're speaking out into the void, but what we've found again, and again, and again is that there are people listening sometimes feeling alone. We've heard the occasional... You don't always hear much, but you hear the occasional comment, "I feel a little less alone," is the most poignant thing anybody's ever said, but then people have come and they've brought coffee to us, or they've said, "Hey, thanks," or something. That's it.
Tom:	Yeah. I can't tell you the number of times I've had people shove coffee at me at conferences, or they've mailed it to us, and it's really touching. People I don't even know sometimes have given me coffee and have said to us, "Hey, I work in a small institution in some rural place, and I'm the only one doing online learning, and this podcast is my community."
Kelvin:	Yeah, you ate into my next 60 seconds, so that's all right.
Tom:	[Chuckles]
Kelvin:	We'll manage the time. We're okay. For Tom, here… [Chuckles] I can't wait to ask this question. What is one of your favorite gimmicks that we've employed, either once, never to be seen again, or many times, and whether successful or not, on this podcast over the last 10 and a half years? Just in case you might have forgotten, some of those might be... It's an audio format, so we sometimes talked about the retractable roof in the studio, the dulcet gurgles of the coffee being poured into the cup, which then we turned into a shtick about the house band called "The Dulcet Gurgles," listener engagement stuff, all kinds of gimmicky stuff. I know how much you love this stuff. What was your favorite, Tom?
Tom:	Yeah. Well, I guess I don't even need to answer it because Kelvin's answered his own question.

Kelvin:	That's what I do, Tom.
Tom:	[Chuckles] Yeah, I guess maybe two. One is, we kind of got into the habit of annually every year, around the start of the next sort of year of podcasting in May, for us, doing some sort of a gimmick. We would have the "6 Deadly Sins of Online Learning," (Episode #37) and that was kind of a nice way for us to kind of frame what was on our mind at the moment. I really liked that because I thought it was catchy, and as Kelvin will tell you, I am a big fan of the Buzzfeed catchy headline, and those were the closest I could come to that. Maybe a close second would be the holiday specials that we did.
Kelvin:	Woo!
Tom:	Yeah, those were fun. Those were a couple episodes that did exceed the 30-minute target, including the…
Kelvin:	They exceeded the limits on fun.
Tom:	Including The Dulcet Gurgles, of course.
Kelvin:	Of course. What do you got, Tom?
Tom:	All right, so this is maybe a little more serious question. How do you, Kelvin, see educational podcasting changing or evolving in the future?
Kelvin:	Yeah, that's a good question. I don't know, exactly, but I know this. I mean, there's all kinds of data you could look at, and I don't want to get drawn into that so much. I think that what we should pay attention to is the ways in which people in our field can gather, and do gather, and continue meaningful dialogue, so whether that's some kind of occasional video conference gathering of colleagues, or whether it's something that's formal in a conference like this, or a spinoff, whether it's technology mediated, or an opportunity to gather people in a physical place, I think it's those gatherings. We just need to be attuned to; how can we do that as effectively and with as much access to a wider range of diverse colleagues as possible?
Tom:	Okay.
Kelvin:	That's what I think.
Tom:	I buy it.

Kelvin:	All right, that's good. Tom, how has carrying out this podcast, having all of these focused conversations with guests and with me, influenced your view of online and digital education?
Tom:	I'm going to go back to that community answer. I think it's the same reason why we come to events like this, at OLC Accelerate, where we can talk to colleagues and learn a little bit. I've learned a lot through the interviews that we've done, but also, it's kind of validating, that it seems like a lot of us have the same sorts of challenges, and issues, and we're confronting the same things. We've done a lot of episodes on policy changes, and how are we all going to confront some of these policy changes, or the advent of AI? Or, probably what we might have been most known for was our field reports during COVID-19 when we were all remote and teaching remote, and we were kind of all in it together, and that was reassuring in some ways.
Kelvin:	That's good.
Tom:	All right. Here's a very serious question. Of all the coffee selections you brought to the recording table over 100 hours of recordings, what was your favorite?
Kelvin:	Whew! They're all my favorite, Tom.
Tom:	What a terrible answer.
Kelvin:	Yeah. That's kind of like asking what's our favorite guest, right? [Chuckles]
Tom:	I know which ones you don't like.
Kelvin:	Well, here's what I thought about. I went back and I tried to look at some of the past ones, and there were a couple that were like, "Nah," but I think like so much of looking back over these past 200 episodes, it's about themes, right? I noticed that I've brought in several different angles of Ethiopian single origin coffees a number of times, Rwandan single origin coffees, so there's a little bit of a tilt to the African coffees, but there's the South American coffees. Then, we've had these fewer in quantity, but high-quality Asian coffees, like Indonesian and Thai, so there's a little something special for everybody, but they bring something special, much like our whole community out here.
Tom:	All right. It turned out to be more of a serious answer than I thought.

Kelvin:	They're all serious answers, Tom. So, maybe this will be the last question for us, and then we'll hear from some legitimate colleagues, what they've really... Less corn-fed questions.
Tom:	[Chuckles]
Kelvin:	Tom, looking back, how different was what happened over the last 10 and a half years in this podcast from what you envisioned when you said, "How about you just bring a pot of coffee, and we sit down and have a conversation?"
Tom:	Yeah. When we first started envisioning the idea of a podcast, we had grand aspirations of produced pieces, and we quickly realized that that was not going to be sustainable. What is sustainable is us just sitting down and talking to each other, and Kelvin bringing coffee. Of course, as we mentioned, we have a whole team behind us that helps prop it up, so I think in many ways the format is exactly what I think we had in mind when we started. I think what's not what we expected was, it kind of got bigger than we thought it would get. We've gotten to know so many people. As we've said, we've had thousands of listeners on a monthly basis, and it's kind of weird, where I meet somebody who knows who I am, and I don't know who they are, because they've listened to the podcast. That's been really kind of interesting and fun along the journey.
Kelvin:	All right. On to the crowdsourced questions, before we get to our live in the room questions, here. You want to ask this first one?
Tom:	Sure. What themes have you seen, Tom and Kelvin, during the 10 and a half years that reemerge from time to time? Shall I start?
Kelvin:	Sure.
Tom:	All right.
Kelvin:	Answer your own question. That's what I do.
Tom:	I'll answer. Well, I didn't ask that question, but we have several themes that seem to reoccur. One is that the student is always the north star of everything that we do, no matter if it's a technology or policy or whatever that we're talking about. The student should always be at the center.
Kelvin:	No, that's good. I think also, we didn't set out to say, "Oh, we're going to pursue this high-quality podcast." We certainly didn't say that, that it's going to have a tripartite audience, but what we learned over time is the folks who were listening, and that ended up shaping what we curated and offered, was a three-part audience. It was faculty who teach online,

instructional designers, and related others who support faculty teaching online and course design, teaching effectively, and finally, administrative leaders. So, I think that's a theme and we've tried to look for and address topics there. What else would you say?

Tom: I'll say one more, and this really emerged in the wake of COVID-19 and emergency remote teaching, the importance of intentional design and asynchronous learning as a distinct, high-quality endeavor as contrasted to sort of what a lot of people, especially in the media, were saying about online learning during COVID.

Kelvin: I think that's excellent. I'll throw in one other word. You said the word quality, so that's great. The other word I would throw on the table with all of that is strategy or strategic, right? I think it's wrapped up together.

Tom: All right, you want to go to the next one?

Kelvin: Sure, so with budgets tightening, one of our listeners asks, so it's going to get dark and dystopian quickly. With budgets tightening, what criteria or principles guide your decisions about what to protect, pause, or sunset? How about you go first?

Tom: Oh my gosh. I think we've actually done episodes on this topic, and obviously this would be a much longer conversation, if you really want to get into it, than 60 seconds here, but I think go back to those themes in many ways. The student is the north star. Is it benefiting the students? Is it serving the institutional mission? Can I afford it? I work at a very large institution, and sometimes we may pilot something that is great, but we just can't implement it at scale because it's just not sustainable or affordable at the scale at which we operate. So, I think each one has sort of got its own context, but they all kind of fall under those same principles of student, quality, and serving the mission.

Kelvin: That's really good. I think the only thing I would do is just peel that onion a little bit and say that I think, back to the core thing about, okay, budgets tightening, and how do you make tough decisions? I think you look for data on the potential efficacy of this thing, whatever it is, to positively affect student enrollment, student retention, maybe in the reverse order, and I would add, as kind of a rudder, an ever-increasing, ever-expansive view of our student demographics, not a narrowing view of, "I have a Frisbee, and I have a backpack, and I have a quad."

Tom: Right, right.

Kelvin: The more expansive view.

Tom: Yeah, yeah.

Kelvin: Yeah.

Tom: All right. With having interviewed over 125 colleagues, how have you seen interinstitutional dialogue evolve?

Kelvin: I love an interinstitutional dialogue, and I think in our field... Once upon a time, I was a K-12 music educator. And the thing about that gig is there's usually one of you in the building, in the elementary or maybe middle school setting, or maybe two of you in the building if you're in the high school setting, because you've got band and chorus, or something like that, so you're kind of an outlier amidst related colleagues. The whole online digital learning thing ain't too different than that, really, and so I think interinstitutional dialogue has been part and parcel with the field all along. So, I think we're pretty good at it, but nevertheless, what I find is when you try to affect strategic dialogue and decision-making, you can sometimes get pulled into the provincial and the local, and boy, it is so important to keep that network wide outside. To me, it's not so much evolving as much as trying to maintain, but what would you say?

Tom: Yeah, I agree. I mean, I work at a, as I said, a large institution. There's like 13 deans at UCF. There's only one Vice Provost for Digital Learning, so if I have a question or an issue or something, I'm calling probably somebody in this room who I've probably called many times, and I think it's really vital for us to kind of have those networks.

Kelvin: I like this.

Tom: This question.

Kelvin: This next question, a lot. This is like, "Ooh, top-tier crowdsourcing, no artificial intelligence involved." Maybe. I don't know. It's hard to say. [Chuckles] Which guest, of those 125, which guest offered up some word of wisdom that had you rethinking something in your world?

Tom: Yeah. Well, let me preface this by saying, all of our guests had me rethinking something. I mean, we've had some amazing... 125 different guests. We had a number of sitting university presidents. We've had all kinds of people on the podcast, but I'll pick one. Shubha Kashyap at Michigan, the time we interviewed her, said that when she goes into a new job or environment, she looks at it like she's going to another country, and it's got its own language, it's got its own cultures, its own norms. I thought, "That's really good, and I'm going to keep that in mind when I'm going into a new situation and try to not impose my sort of frame of reference on

it but just take a minute and observe what that deal is before I start to engage."

Kelvin: Yeah, I remember exactly how you can... I remember recording that moment when she said that, like, "Oh, that's so good," and I kept it in mind when I went to a new institution, yeah, very much. I would say, we had Casey Green on I think twice, and Casey said something that, it didn't at the time strike me as, "Oh, that's so good," but when I step back, I find that I've remembered these words. I mean, as just recently as within the last month, I was thinking about how they apply. He said that in higher education, like, "Okay, let's have a pilot. Oh, the provost wants to do this. Proclamation, do a thing." He said, "If we're going to be serious about the connecting of teaching to effect student benefit, then we have to be mindful about changing structures in how teaching is viewed and how student benefit is viewed and the data that are collected." So, that structural component I've been thinking a lot about, and we have to take that seriously.

Tom: Yeah, that's good. Yeah. I always like talking to Casey. You want to do the last one?

Kelvin: Sure. What has the TOPcast community meant to both of you? What are you most proud of? What will you miss most?

Tom: Wow. I've just really enjoyed the connections with the community, the dialogue, getting to know a bunch of people that I didn't otherwise know, learning a ton, and I think maybe what I'm most proud of is the thing that you mentioned about being able to be the community for somebody who might be sort of on their own in a situation. Not at all what we envisioned or we planned or expected, but I think is probably one of the more meaningful outcomes of this whole 10-year journey.

Kelvin: Yeah. What you said. I think that's right. I think I... Yeah. It's people, Tom. TOPcast is people.

Tom: [Chuckles] People.

Kelvin: The people are still going to be there, though. I'm not going to miss that, but I'm going to miss this... Got to make the donuts. That's an old, dated reference, too. Got to make the podcast, and so having these conversations with you, with our producer, Tim Reed, quite usually, or sometimes George Lopez, or Christine Caine, or Aaron Hose, sitting there and talking about topics that then go out and feed that community. I'm going to miss that, but the people are still going to be here, so we all need to stay attentive, right?

Tom:	Yeah. Yeah.
Kelvin:	Yeah, but can I slide something in before we turn to the live questions, here? We've joked about The Dulcet Gurgles house band. We've done all kinds of shtick-y gimmicks around that, especially with 2020, because we all needed something to laugh at. If you were to go to LinkedIn today, to Tom's profile, linkedin.com/in/thomas-cavanagh, no U.
Tom:	No U.
Kelvin:	Or, drkelvinthompson, you would find a little post to some links to an AI generated playlist on the themes related to the Dulcet Gurgles Holiday Extravaganza album, or a sing-along songbook of digital learning themed songs for your office party coming up in the next week or two, and in case you haven't seen it, like the Norelco Shaving's Santa Claus going down the ski slope, the 2020 now classic aforementioned holiday extravaganza album of the Dulcet Gurgles house band...
Tom:	One of us got into this a lot more than the other one did. Yeah.
Kelvin:	Tom, there's hope for you yet. [Chuckles] That's right.
Tom:	Yeah. One other plug is that we've got just a handful of device stickers down here in the front. If you want one, just come up at the end, and until they're gone, you can have them. All right; shall we move? I'm looking at this first question, and it's up voted by a lot.
Kelvin:	Well, we're going to read it, and we'll think of something?
Tom:	All right, I'll read it. What is something you never got to say on the podcast? An insight, frustration, or realization about online education that you wish your audience knew? If you only knew what got recorded after we stopped the official recording.
Kelvin:	[Chuckles]
Tom:	The media team here in this room has excellent job security based on some of the candid conversations that we've had.
Kelvin:	[Chuckles] The funny thing is I remember having those candid conversations, but I can't really remember anything that we said that was so scandalous, that is keeping Tim Reed employed at UCF.
Tom:	[Chuckles] Well, you're at Louisville now.

Kelvin: [Chuckles] That's right. I don't know. I mean, we're pretty frank, and we really haven't really done much in the way of editing, ever.

Tom: No.

Kelvin: I like to think we've tried to be professional, but I don't think we've censored ourselves too much.

Tom: No. I mean, we've said some stuff in the past that I think has been kind of bold. I remember when, was it Western Governors, was being pursued by the Feds for paying back all this financial aid? We were pretty bold about saying, "That's nuts," and it ended up being dropped, but at the time, it probably seemed controversial.

Kelvin: Yeah. I mean, I think that's probably true.

Tom: Last year, I said some things about what I thought was overregulation by the federal government. [Chuckles] Probably would've been prudent to just keep to myself.

Kelvin: More recently, we released an episode, which some people probably wouldn't have, with the title "Managing the Online Expectations of Presidents and Provosts." (Episode #195) Some people don't think that presidents' and provosts' expectations should be managed, but we thought it was a good idea.

Tom: Yeah, so I think in general, writ large, I think we've said what's actually been on our minds.

Kelvin: I think so.

Tom: The things we don't say are the things that we get frustrated about at our own institutions, [Chuckles] that we just talk to each other about, but I think it would be interesting how many of all of you have the exact same frustrations at your individual institutions.

Kelvin: Yeah, so watch us being very, very politic, now. Yeah, so come up after the recording, and we'll tell you what some of those things are, but turns out we don't edit technologically, but we edit live.

Tom: Apparently, we do, yeah.

Kelvin: I mean, it's interesting. You want to do the next...

Tom: Well, I read last one. You read this one.

Kelvin:	All right, so the next one up here is, this submitter says, "I fully acknowledge the power of AI." I, too, welcome our robotic overlords. "I fully acknowledge the power of AI and that there is no after AI. I have attended a lot of sessions on AI, and I need a bit of a break…"
Tom:	[Chuckles]
Kelvin:	"So, perhaps you could talk a bit about trends in online learning beyond AI, not after AI, but beyond AI."
Tom:	Yeah, what a great question. I was having a conversation this week with someone about the future of the learning management system, and believe it or not, it was not about AI. We were talking about, in some ways the LMS has become more and more commodified, where no matter which one you use, you can probably accomplish what you need to accomplish, but in other ways, they are differentiating themselves to try to serve specific niches. Going forward, you can sort of see a scenario of interoperability, where you may like this platform's grade book and roster tool, but this platform's quizzes, and this one's discussions, and through things like standard-based integration, plug them all in, and sort of Mr. Potato Head yourself a new LMS with components from different providers.
Kelvin:	I think it's funny. I liked how you drew upon several past TOPcast episodes on the LMS to construct that. No, but I think that's right. Right? I mean, it was years and years ago, maybe it was John Mott who talked about the loosely coupled grade book idea, so that's a good one. I can't not say this. I think that whatever we call it, what we today call online, or digital education will only be as good as we are able to focus on and elevate the truly human. To what extent we can connect humans to humans in a technology mediated context, there will be value.
Tom:	Yeah.
Kelvin:	To whatever extent we start having that breakdown, less so.
Tom:	All right, I'm going to call an…
Kelvin:	I think we ought to be heading for the door here.
Tom:	Yeah, I'm going to call an audible. I think we ought to do the second question there.
Kelvin:	Okay. Oh my gosh.

Tom:	Favorite episode or most listened to, one that didn't age well. Would love to hear the TOPcast best of.
Kelvin:	[Heartily laughs]
Tom:	You tend to track the stats maybe a little more closely than I do. You might know off the top of your head what was the most listened to episode.
Kelvin:	I do.
Tom:	Yeah.
Kelvin:	I think it's one of those weird, sweet spots of timing and content. Did I just smack the microphone with mine? I think I did.
Tom:	I don't know.
Kelvin:	That's exciting. Michelle Pacansky-Brock. We recorded probably, well, it was early 2020, and we had the... In fact, I think, you know what? We had interviewed her here in November of 2019, and this is the reason we started doing two episodes a month, because we had this backlog of interviews, and we got to Michelle's in-the-can interview about humanizing online education. We did our wraparound recording and released it as the first episode after shutdown.
Tom:	Oh, wow.
Kelvin:	That episode, "…Humanizing Online Education, dot, dot, dot, and Remote Teaching," (Episode #64) [Lip smack] the most listened to.
Tom:	Yeah. That's interesting. That makes sense. Two things that... You needed to hear about humanizing in that moment.
Kelvin:	Yes.
Tom:	Yeah. Interesting. Yeah. All right, so before we go, I think it's worth just a thank you to everybody who's listened to the show over the past 10 and a half years, who took us along on your dog walks, and your jogs around the block, on your commutes. We've heard about a lot of commutes, and I think we couldn't be more grateful for you listening.
Kelvin:	Thank you. If you're listening to this live or after the fact on the recording, truly, thank you, and again, to all the folks who have assisted in any way, putting this thing together, or promoting it, or sharing it with a colleague,

	thank you. This has not been a lonely pursuit for us. It's been a connecting pursuit, so thank you.
Tom:	Yeah.
Kelvin:	Shall I try to, as we say, put the plane on the runway?
Tom:	Land the plane.
Kelvin:	All right.
Tom:	Put a ribbon on it.
Kelvin:	Do that again.
Tom:	Yeah, no, that's enough.
Kelvin:	Tom just imitated a big airplane. That was great. Tom, I would say that those of us working in the field of online and digital education all need to do our part to elevate the view of online teaching and learning that is held by various stakeholders, institutional decision-makers, policymakers, and so forth, the public, and that elevation starts with each one of us and continues one conversation at a time. We hope you will keep talking to each other.
Tom:	Yeah, and us. All right. For one last time, from the University of Central Florida's Center for Distributed Learning...
Kelvin:	And the University of Louisville's Delphi Center for Teaching and Learning…
Tom:	I'm Tom Cavanagh.
Kelvin:	I'm Kelvin Thompson.
	(*Musical Outro*)
Tom:	And you have been listening to TOPcast, the Teaching Online Podcast.
Kelvin:	See ya.
	[Applause]