Intro Music ([00:00](https://www.rev.com/transcript-editor/shared/qBlFMyyZdeWXyQhUa2F17LPvotxlJGgG37YJ4FrmTZRsK7pr7H09mTTBcHxG6q4yVFl_zseBDYxF5ypd79yL340FHa4?loadFrom=DocumentDeeplink&ts=0.3)):

5, 6, 7, 8. Discover, connect, engage, become, discover, connect, engage, become, discover, connect, engage, become.

Lauren (Host) ([00:16](https://www.rev.com/transcript-editor/shared/AWacJvRhxTYuX6QY2PxQpCiZ5jPWsDI1uZGgMAhkH0O70qGnv1V4Mk0bd3wvGuICZLP74YpLO_llkkQ2rTVkv9x-27Q?loadFrom=DocumentDeeplink&ts=16.17)):

Welcome back to the CURN Cast, where we are breaking down the barriers to research. I'm your host, Lauren Okano, and on today's episode, we're going to be having a conversation with the writing center coordinator, Jenna Goddard. We're going to [00:00:30] talk all about failure in life and in research, and we're going to talk about what it means to fail, how we can reframe failure and use it as a positive and what it means to learn from our failures moving forward. I'm very excited for you to hear what we have to say and let's check it out. I would like to acknowledge that the CURN cast is being recorded and created on the traditional and unseated territory of the Tk'emlúps te Secwépemc within Secwepemcúl’ecw. I'm very grateful to be able to learn, play, and create on these beautiful lands. So we've heard so many wonderful things about you, um, as the writing centre coordinator, and also an assisting teaching professor. So yeah, I wanted to get started with some lightning round questions

Jenna (Guest) ([01:26](https://www.rev.com/transcript-editor/shared/8rmsP9WboHO57kIY0nuwiYOo5nenIJqrnfwhHw9K8d3z79TreSGFaxun0Tr5fzLeQjQrYMH77JTZG3P3RN2yE-2xjmw?loadFrom=DocumentDeeplink&ts=86.55)):

That doesn't feel like pressure at all, but let's get started. <laugh>.

Lauren (Host) ([01:29](https://www.rev.com/transcript-editor/shared/uUBPvl-5s94hWFU6_m270jHHOxY_d2doSpDjEpLCTjyN_GNE8PBwyGPVEVWhj1saCx1Jv7LYOruR4t5D7wN4GzjsyEk?loadFrom=DocumentDeeplink&ts=89.64)):

So [00:01:30] our first question, what is a current research interest of yours? Oh, <laugh>.

Jenna (Guest) ([01:35](https://www.rev.com/transcript-editor/shared/IZ204vtMVmJ4ogEagj3NV8dCwh723Yy6qNZZgDTHSr4NP0HoEY0pe2qaY8v7Q9TJGEzV_uZ38sXu2-QRyy6KwW1Kx8A?loadFrom=DocumentDeeplink&ts=95.85)):

Okay. Can we just spend the rest of the podcast talking about decolonizing academic writing? Um, yeah. So for the last few years I've been really engaged with, uh, a lot of colleagues across Canada, um, around how do we decolonize academic writing spaces and processes. Uh, historically writing centers were kind of spaces, um, that were seen as remedial, so students or would be sent to the writing center, you [00:02:00] know, uh, by their instructor who kind of gives the impression that they're a quote unquote bad writer. So, you know, when you, you reached out to me about this podcast and talking about kind of pushing back against these negative associations with failure, I was like, oh, man, I deal with people coming through the door who are feeling like failures, who are feeling like they're quote unquote bad writers because they've maybe heard it or they believe it, so they have this kind of fixed mindset. Um, yeah. So we really want to kind of re-message what writing centers stand for [00:02:30] and what happens in writing centers.

Lauren (Host) ([02:32](https://www.rev.com/transcript-editor/shared/YwUPaTl8bydenfAavb_mo2NqTG2buP9yWuX0-dMEPpgUP2R3nuNpq3ivyZclISE7OjJPeFu0qobiZmag5WvJBaTwV4o?loadFrom=DocumentDeeplink&ts=152.01)):

I Love that. Okay, next question. Who is your research muse?

Jenna (Guest) ([02:36](https://www.rev.com/transcript-editor/shared/KL4vn0bmhKr83-R9hg3teAZcWlGZeYNHlqu3lQxei2bRCpM2t0W7r7h5HH1Lyi1zdH5lhNMLFA0ddNL5CARdezhOMDk?loadFrom=DocumentDeeplink&ts=156.03)):

Gosh, so many people, but maybe who comes to mind First is Felicia Rose Chavez. She wrote this book called The Anti-Racist Writing Workshop, how to Decolonize the Creative Writing Classroom. And even though her focus is the creative writing classroom, and my focus is more academic writing, um, is there's so much applicability. There are so many scholars out there who are really generous with their ideas, and they say, you know, take this [00:03:00] and then apply it to your own context. And I love that idea because, you know, sometimes in academia you don't always get that. You get a lot of control over, you know, intellectual property. So when people are saying, Hey, here's something important that I've learned, please take it and use it. I, I really admire that.

Lauren (Host) ([03:16](https://www.rev.com/transcript-editor/shared/DY-YFfDyBqHqly24GMHAsp9djX-8BHb3rUSRxHyClkzWHNuDI5tQdHZS_ease2sElMWlK9gN0yt2CK5f9NHeoX1Scb4?loadFrom=DocumentDeeplink&ts=196.06)):

What is your research superpower?

Jenna (Guest) ([03:18](https://www.rev.com/transcript-editor/shared/WXDXWLM-2xxPPnrflqpS2RAYHP5WBYKSoPYT4rfdaumkDbPP3_Q7tWfk_TkO6RFUuz396xZl_DviFkGhVMHDE32A_2A?loadFrom=DocumentDeeplink&ts=198.79)):

Oh my gosh. Um, <laugh>, my research superpower probably just hyper-focused when I'm passionate about something.

Lauren (Host) ([03:27](https://www.rev.com/transcript-editor/shared/BQ4-oSdoohNmUzs2JI8U6wvH6wikdFXaJdKadMbI8G3--rsekjB6UMTiHk-FwaKQCIdxgusegtJqLGXKO5MB2kKx-44?loadFrom=DocumentDeeplink&ts=207.07)):

What do you wish more people knew about research?

Jenna (Guest) ([03:29](https://www.rev.com/transcript-editor/shared/wSFYukjk516gFk4ANxhyOpUEmJJMeId2pUg7JEat6oFeiV6s97Utf0ujlijBDQGHJGV2kyn_p8ZignwxEQ7KY805BLY?loadFrom=DocumentDeeplink&ts=209.77)):

I think [00:03:30] there's a lot of negative associations around it. I think that like a lot of aspects of academia, like academic writing, like research students kind of treat it as, um, maybe an algorithm. Uh, and, and they treat it that way because that's how we teach it frequently. That it's this, you know, you follow this very stringent process where all of the creativity is leached out of it. Um, it, there's often, again, those negative associations, those feelings of, of fear, I don't know what I'm doing. I don't know if I'm doing [00:04:00] it well. Um, there's the hesitancy to kind of reach out and ask for help. I certainly know the feeling of trying to engage in quote unquote research as maybe like a first year student and just like, it's like this endless search and then this re like, reoccurring feeling of I don't know what I'm doing. I am just spending a ton of my time. Which as we know, students don't have a ton of, um, kind of going down this, this rabbit hole of, of just looking for, uh, research articles. So yeah, I, I [00:04:30] wish that people knew that there are ways of approaching it, um, differently. I think that it can be exciting. Uh, I think that when it's, you know, taught well, um, that students can yeah, can get excited about it.

Lauren (Host) ([04:44](https://www.rev.com/transcript-editor/shared/9TqbdOkymxp7vsrjHqcQGMQ6tMOla90ZrhijKv6h_C3Y3CeVqa1FxXJMaN_-ym-HlsLB1448_6LyDJa8hYD2CREQwMM?loadFrom=DocumentDeeplink&ts=284.11)):

Totally. Who and what inspires you?

Jenna (Guest) ([04:47](https://www.rev.com/transcript-editor/shared/SeXztdFmz4f9EsNHRrqXAN7Yy0AFMFVMO0-t13u15-xlasUNI4h2cfnb-Q_l6NqKe_9sUluRPKRwkGLsObSAf2KIapc?loadFrom=DocumentDeeplink&ts=287.77)):

Oh, this sounds like such a weird, stupid, icky response, but my kids, like, I really, I am a super proud stepmom. Uh, I've got an 11 year old and a 15 year old, and I think [00:05:00] seeing them and how they navigate the world and their perspective and when it comes to like, research, okay, so my 15 year old is, you know, uh, the current expert on everything because he watches YouTube videos, <laugh>. So being able to have conversation around like currency, relevancy, accuracy, authority, like what do these things mean to a 15 year old who's just like, I, I know best <laugh>

Lauren (Host) ([05:21](https://www.rev.com/transcript-editor/shared/rfXMyKVojWqO0Y7wWNOOjd8PCiWLDOxqBctP1BMAvUdxqnFgWF5fpnHX8kh1Ywn9OF1htbJs_-5_dR-1mRWDNUnrw5k?loadFrom=DocumentDeeplink&ts=321.2799999)):

Yeah. Often we have to turn to, uh, uh, those close to us for inspiration. And last question, if you could give one [00:05:30] quick short message to all future T R U student researchers, what would that be?

Jenna (Guest) ([05:37](https://www.rev.com/transcript-editor/shared/eUhCYvDIk1nzgC9fd7t7_8K-7sd7r4YMUorl8KweM8SJ79WQtopGKWqjWo6vI2xAjCRMgVXcxcdzYDjN6y3cM4D_rao?loadFrom=DocumentDeeplink&ts=337.48)):

Oh, God. There's so many messages. I think that the foundation of what I do is built on helping students see that they're not alone. Um, I think that a lot of people come to T R U and they feel nervous. They feel like everybody else has their stuff together, and they don't. Uh, I would say that everybody is feeling that. So just, [00:06:00] and, and I know students hear it all the time, it's like, reach out to people, but really reach out to people. There is a community, we're all in this together. And I think that university can be very lonely, but it doesn't have to be, it can be a really exciting community space.

Lauren (Host) ([06:18](https://www.rev.com/transcript-editor/shared/GJAJu4ewmi30ZvFNi9z-6mse8Yps7e7ZqclwXl-xX6TXjAFr651y4Kpg2RSdJcoB2j1M-d6xQgTlg_vHVuX5hj6dHyQ?loadFrom=DocumentDeeplink&ts=378.35)):

I am curious to know from your perspective a little bit about what is failure? What have you noticed about students and, and Yeah.

Jenna (Guest) ([06:29](https://www.rev.com/transcript-editor/shared/F4gElwyZjjgU-hyTs_hyISNMqY0BbieFsuWd8PdENC1XJ7SbZ5IlKQTSl99408xyAy8WycAvpFrFtHEPk2MSEubA9aQ?loadFrom=DocumentDeeplink&ts=389.15)):

Okay. Well, [00:06:30] I, so maybe I should start with, um, just explaining that I teach a first year elective class called Student Success. And so it's aimed at, you know, new to T R U students or mature returning students and international students. And it kind of addresses those, um, you know, expectations that, uh, faculty members have at university from their students. So how to write academically, how to research, uh, how to study. And it's, you know, a lot of these skills [00:07:00] aren't learned explicitly or aren't taught explicitly. They're often learned by students, you know, through trial and error. And sometimes they don't learn them until third or fourth year. So, hey, why not take this first year course called student success? So, yeah, I mean, you've already, you've already touched on it that there are so many negative emotions attached to the word, um, like paralysis.

Jenna (Guest) ([07:21](https://www.rev.com/transcript-editor/shared/Ul2r6USS3tqbhKtiZYJBD4J8YQ2TF9JElSfhp5fi6lFzfDKgkMv5bCvP5zZNub1lbir24EHYpkktrVmXLdCvqDtnTkQ?loadFrom=DocumentDeeplink&ts=441.71)):

Um, so you know, the fear of moving forward, um, there's a lot of shame attached to it. Uh, I actually looked it up just to kind of see what synonyms popped up when it came [00:07:30] to failure, and it's like breakdown collapse deficiencies. So we do have these negative associations with this word because of how we treat this word, but I don't know, I think that maybe we could think about renaming it or make some cute hashtags like, failure is the new black, or if you're not failing, are you really living or failure? Fomo, <laugh>, I was just like really spiraling yesterday with these failure ideas. Um, I think it's often a characteristic of a fixed mindset, which a lot of students have, you know, when they're, when they're coming into university, [00:08:00] like, I am a good writer or bad writer, or I'm good or bad at math, for example.

Jenna (Guest) ([08:05](https://www.rev.com/transcript-editor/shared/oD1i9pubzcrsAWrXszkXSfTA1VYqlbr5DOPpYFw_-1dp21qd3tYC7Vs6zK_aHJwe11w8-0JgUIlryaCoT5SeqLv-gzA?loadFrom=DocumentDeeplink&ts=485.45)):

Um, and this fixed mindset, you know, does paralyze students. So when that growth mindset can be adopted, when students can think, oh, hey, these are actually just skills I can learn and develop. Failure is part of that too. If they think, Hey, I can use this as a way to learn more about myself, um, because it's really important to learn not just what we're doing well, but also what we're not, that gives us just as important information. Um, [00:08:30] I also think that there's this attitude of perfectionism in our society that a lot of people struggle with it. And, you know, that kind of is connected to imposter syndrome. Um, so I think as, as much as possible, if we can have these kind of transparent conversations, if we can talk about the fact that perfectionism is not an ideal that we should be striving for, uh, then I, I think that that's a really good thing.

Lauren (Host) ([08:54](https://www.rev.com/transcript-editor/shared/oQDDhDo60HCYgL3Z27u_2e3TEXZ_DWcp9KVuIpt9ODSnVqc_AQo7_ClB8oISGDvpH07eKiGRHw8KJ8_lciJfv1YNkL0?loadFrom=DocumentDeeplink&ts=534.02)):

Yeah. And in my experience, you can't even come close to, to perfection and research. That's not a, that's not a thing, [00:09:00] but it's, yeah. Like, why do we still strive for it? I don't know, <laugh>,

Jenna (Guest) ([09:04](https://www.rev.com/transcript-editor/shared/sbooAH1Bj3YrJbjne7aU07QAGvPVBNNwpXyprI2i_w7gyNf-0gmVsVwmfTfk6lTfZusgtr2ojDDomxLySuVnTSybJK4?loadFrom=DocumentDeeplink&ts=544.26)):

Why do we put these expectations on ourselves? Yeah.

Lauren (Host) ([09:06](https://www.rev.com/transcript-editor/shared/sh2yda3GmQzDkiRk8LmUGglkOpGzdpwtEbZYgQN1ZdS3oAKI-ozGy9EvTPxwXHNSElmI-N2NrV5FThBCwU9CA_IN76w?loadFrom=DocumentDeeplink&ts=546.39)):

I guess along the lines of, of being afraid of it and kind of seeing those dichotomies between good and bad pass and fail, do you think that's why students are afraid of it and not really just jumping into things head on?

Jenna (Guest) ([09:22](https://www.rev.com/transcript-editor/shared/KQnLLeku3ZPUBtpCAPK-_PI7DGdcKLz_yUkjMqqohl4atAzeVbGS07O3aLpA5pqf7icOuWlzlyfQ9n4x15DxEESbSds?loadFrom=DocumentDeeplink&ts=562.86)):

I think that we put such high stakes on students that reinforced these negative associations. Like we put again, and I mentioned [00:09:30] this, um, in the lightning rod that was not a lightning round of questions, but we put such emphasis on, for example, like the, the finished polished product rather than the process. However, it's the process that is the most important that we learn the most from. Um, so what if we emphasize, for example, like the emotional progress of something, or the civic progress or the psychological, like, you know, students willing to engage with challenging material as opposed to playing it safe? Um, I think that if we kind of adjusted [00:10:00] what we emphasize and we can do this and what we assess, um, I think in our classrooms, and sorry, I know that your research focused, I definitely come from like, the classroom perspective of this.

Jenna (Guest) ([10:10](https://www.rev.com/transcript-editor/shared/pEKBTMTr5kYWnXs8_4THXS1lz_UiRDaAjjHT17VU2Lsoso9dlfoYlyvPY9Dug3EL29JnzaTh7tBWnpg3RpP023IcKJg?loadFrom=DocumentDeeplink&ts=610.38)):

Um, yeah. So I think that we, we put, we emphasize success in so many ways, and then we put failure in direct opposition to it. And I think we need to get away from this, as you called it, like a binary or a contradiction. Um, I also think we're kind of unfair to students because there is this gap, um, between [00:10:30] what students are maybe taught in high school and what they're expected to know in university. And there's a gap, certainly culturally, because, you know, writing looks different cross-culturally, for example. And so then they're, they're coming into university, they do have this expectation that they're going to be able to be successful, and then they're kind of hit with this really different environment where the expectations are super high.

Hit the Streets Segment ([11:00](https://www.rev.com/transcript-editor/shared/uC_kGufU2zhjDhGplgzIUd_A2Agzy1e5jepOGybv1QWrkH1x2a7gFebFfgBCqUFLTCttw7NRTnCJY5yaQGP9gGGajlk?loadFrom=DocumentDeeplink&ts=660)):

[00:11:00] Welcome to Hit the Streets. I'm Hannah, and I'm Julye-Anne. This is a segment where we ask strangers weirdly specific questions about research. Now let's hear from our first victim.

Speaker 5 ([11:13](https://www.rev.com/transcript-editor/shared/q9mSoqBMjm7wQ0-dAykhBkHKcn-VSU0UDnGaX6CdKP-S1TW7KBBz8o3x0O89LxRmkPg95qqRtw3Ykj_FGuBxbXvw_J8?loadFrom=DocumentDeeplink&ts=673.32)):

When you think of failure, what is the first word that comes into your mind?

Speaker 6 ([11:18](https://www.rev.com/transcript-editor/shared/Uk0l3YynPI8i1622r0pcP2-Gic6vjJqjTJvkegaDPI0mmKuFEdGgENFMC-RogKbcsuf6O0dUprlBhgH-gAkUB4V157Q?loadFrom=DocumentDeeplink&ts=678.24)):

It's a tough one. I think for me, I really don't think of failure as a failure. I would actually see it as a learning lesson and like a stepping ladder [00:11:30] to something new and something that you can always look forward to. So for, for me, when it, uh, like failure comes in my head, I think the first word would be get better. Like, improve yourself.

Speaker 7 ([11:42](https://www.rev.com/transcript-editor/shared/U9ff54Za37vkj4Vdz6NlQUZ_8yYs-7mzFTuROlPxzdnwkfJKNNTwr8OM7SWDZ_ICksO3yiNvEFdZmErwlUPEmwlMIOk?loadFrom=DocumentDeeplink&ts=702.6)):

When I think of failure, I think of what I can do to improve after that. So that such a mistake or that failure doesn't happen again.

Speaker 8 ([11:53](https://www.rev.com/transcript-editor/shared/GJV-htFkCU9ETV17sbH88zbN3vOItANnzR8LVqRmWLF8V2I8uIbkjEoMM5ox-uTfYBwWTU2x1y_WkjVzQrJqpWV8Vjk?loadFrom=DocumentDeeplink&ts=713.38)):

The whole idea of what's next, like, there's two words, but I was like, what's next? Opportunity?

Speaker 9 ([12:03](https://www.rev.com/transcript-editor/shared/wkRaD1EaYwZf7wDCFRXRiT0X9tQ_wrNvMOv1cK4znBY6quK8OqGsN1Fgk-YIURDyPlx8RN246qeoYMwA-5kQwQwZd5c?loadFrom=DocumentDeeplink&ts=723.88)):

I'm not able to accomplish something that I hoped for. Not a word, but a sentence. It's just disappointment. If I can put it in a wood,

Speaker ([12:13](https://www.rev.com/transcript-editor/shared/FALorOfQ7BXcgl-WRDEAgvGosl2twstJwXRaF2BZFut_WqmV6c2O8MePdIuBNBk0YGlpOuLyULI3QALHkwm9FtfwhBM?loadFrom=DocumentDeeplink&ts=733.99)):

I think of the color red or not being good enough.

Speaker 8 ([12:16](https://www.rev.com/transcript-editor/shared/Stxxwib-jSfZPSysZsc2j_dsf5qazTaWlXeVxcuEPScXDQkTpStB7DXrTFHyLgeA_Ey7epcdp0a37K3n3Tgt4hreKrs?loadFrom=DocumentDeeplink&ts=736.63)):

To me it's sad.

Speaker ([12:18](https://www.rev.com/transcript-editor/shared/9aCQmry7z-kewzjFf7MwigCOyGgwoqYeGIWi0YS9hA-cWkApiZgUr9kEc4f6hofWmNX8eGV84HeL04Gg3_zF71024sc?loadFrom=DocumentDeeplink&ts=738.25)):

I'm really just imagining a letter grade F.

Hannah (Segment Host):

And that's it for question one. Now, back to our regularly scheduled programming.

Lauren (Host):

Okay. So now personal time [00:12:30] <laugh>. Um, I'm curious if you have any stories about your personal journey any times where maybe you, you can consider it a failure or, or maybe you don't consider it, uh, that now, but at the time, when was the time that you felt like you failed? And then how did you, how did you handle that

Jenna (Guest) ([12:49](https://www.rev.com/transcript-editor/shared/G77EsqZ0fHl4xc7fq0s9yMGV_iaEisR6yFF1tL1OUgr7weKie63ASMdn8xaY7MNcGuH6IrDMsERbNw9mkeV7Q9kuMSg?loadFrom=DocumentDeeplink&ts=769.5599999)):

<laugh>? Uh, my name is Jenna and I'm a failure <laugh>

Lauren (Host) ([12:52](https://www.rev.com/transcript-editor/shared/kxGxtxMvV9TjDIJuK6PtrM2umsGxfgp1764RM18D98jjQOY7Tkk1g26VWD5-ui67NuSe7uqXDW_c8Jo5NWvxc-tcb6g?loadFrom=DocumentDeeplink&ts=772.84)):

<laugh>.

Jenna (Guest) ([12:53](https://www.rev.com/transcript-editor/shared/wFQkWit-jqcOAcF-4nGNZSh49LWOmkndplP82zFCsl0IaRk-ka9D5ZKvgp6GXiqPhUqfVYXh7AhGJPtAS6-nJrYFs-s?loadFrom=DocumentDeeplink&ts=773.5)):

I'm proud to share that I fail regularly in my professional and my personal life. Uh, just kidding, just trying to normalize that. [00:13:00] So I'm going to share something. And it is a bit tough because again, people don't love to fail in their, you know, professional or personal life. But, um, this was a really important learning experience for me. So I am, uh, part of the board for the Canadian Writing Centers Association, the C W C A A C C R, um, which frankly is made up with a, um, bunch of white women with really good intentions, which as you know, can be a dangerous and a harmful thing. Um, so a few years ago, [00:13:30] uh, we wanted to create like a, a national anti-racism statement, uh, for writing centers. And so we went through this process of creating, um, you know, this statement, and we sent it out to membership and got feedback and went through various iterations, lots of conversations, but the process did not include, um, indigenous, black or people of color voices as as it needed to.

Jenna (Guest) ([13:55](https://www.rev.com/transcript-editor/shared/mx76HjP091HthmlWoQBCgWd_e-m41PPx7jsHMMNUbswflw68P2W7P6Y_I2X85zchkuErhnh9wpPqWK2dYW-X98ZTBqM?loadFrom=DocumentDeeplink&ts=835.3)):

Um, obviously, and in hindsight, that was, that, that's really clear. Um, so we ended [00:14:00] up creating a statement, and it was very much the statement from the perspective of a white person. Uh, we were called out, we were at like the, the AGM, the annual AGM that we have after our annual conference. Um, so this, this statement was actually passed. It was voted in from a bunch of people who were really excited about it, and then it was like, Hey, uh, there's this huge gap, this really important gap, and we were called out and it was this embarrassing moment where it was like, it would be so [00:14:30] easy to just step back from this and not continue to do this work. Um, but to learn the importance of acknowledging fault, of listening, of apologizing and learning and then doing better was one of the most impactful moments, I think, in my career so far. So I can share that, like, coming back from this experience of quote unquote failing, but of sticking with it and figuring out how to do it right. We actually now have like a BIPOC caucus associated with the, um, national board, and [00:15:00] we all meet regularly and we have conversations, and then the results are, you know, people feel listened to. And, you know, the outcome is that like a multiplicity of voices is, is, uh, heard and responded to.

Lauren (Host) ([15:15](https://www.rev.com/transcript-editor/shared/3fOkH1LP5ZNG2-Mg_94Y4Y6xHkiWrKjBMuVhTd_HoK7fZ5H_sQ387vbtdlKwlFH-HDNkWnYI_qsG-r1GjB9jcSI0uFE?loadFrom=DocumentDeeplink&ts=915.2)):

So in a way, would you say that without that experience, you wouldn't be where you are today and, and you wouldn't have those things in place now?

Jenna (Guest) ([15:26](https://www.rev.com/transcript-editor/shared/xIS7GRAJE2zvSe2e6WtB9_lWA8VyRz_tqx-6HhfJPdHeEu4OE72a1-NscCM0h4WbSh23zz42O57W7lb7HqzOZOR3TPY?loadFrom=DocumentDeeplink&ts=926.6)):

I think so. I think that it really taught me to stick with [00:15:30] it through failure, because it is easy. Like you, you go through those feelings, and I think it's important to also go through that process. I mean, if you care that you fail failed, that's a really good thing. It, like, I, I mean, it gives you a, a message that it's important to you, but then it's also important to kind of move through those feelings of, of fear or shame or paralysis, and then learn how to do better. Like, you, you, it gives you such insight into how to do it another way, and that way is going to be better

Lauren (Host) ([15:56](https://www.rev.com/transcript-editor/shared/V4adFcrjv4YBOeSvp93ws8zQwOR2j97JU9j6otSd2mPIq-IUHQ4v_xEglIOYMgF4Ur9ZodfTd5yoUGB23K4Feqk0iO0?loadFrom=DocumentDeeplink&ts=956.96)):

In that process of those feelings and having things [00:16:00] go wrong, per se. You know, you mentioned sticking with it. What else do you kind do to move forward from that?

Jenna (Guest) ([16:08](https://www.rev.com/transcript-editor/shared/Vs-dOZKnDQrwsFokrcFR4XdQRZ1bFv5pQUN9a2rYipizx-SHYQCnmUCflu9wQ71oozy9tNmD8X08yYhXBlNV9MuRpt0?loadFrom=DocumentDeeplink&ts=968.3)):

Um, I think like a lot of people, my natural inclination kind of when I fail or when things go wrong is to like hermit and then to, you know, just kind of segregate yourself. Mm-hmm. <affirmative>, um, you assume that everything is like a hundred percent your fault and you're like, I've made a terrible mistake, <laugh>. But I think the importance of community, just reaching out to people who, you know, you can trust, who you can [00:16:30] have conversations with, who, you know, it's not people who are saying like, patting you in the back and be like, oh, it's okay, you messed up, but you know, it's not that bad. It's like, no, like people who are willing to call you out and listen to you and also support you and, you know, move through this process together by also acknowledging that they failed as well. So yeah, I think reaching out, um, to a community for a perspective or, you know, if you're shame spiraling or mired in paralysis from failure, sometimes it's really important to get that perspective from somebody who's not feeling [00:17:00] it, um, or not feeling those like negative emotions associated with the failing.

Jenna (Guest) ([17:05](https://www.rev.com/transcript-editor/shared/BCjXvSxM7h7SYyRs0Ri4nz6aPSiVyyK02cDZfXdGhN3Ac2BICm8o_pAK3DOMOMMc3A6GTKHguaVZulXdyiHna1w7tXc?loadFrom=DocumentDeeplink&ts=1025.18)):

And then make a plan. And you can do that together with your community. Um, just kind of focusing on the next step, like, where can I go? Just one step from here will help that mo... or like build that momentum to kind of get away from that, that paralysis.

Hit the Streets ([17:22](https://www.rev.com/transcript-editor/shared/r6hxzlgzW2BFHrrFDWMdsuYVmjmbUeHc2giz65DWV_rEIRnmpE2JeZXWXV1_aFMZHegF_CvNNgaa_EvZD8KMNYDENps?loadFrom=DocumentDeeplink&ts=1042.64)):

Hey, welcome back to Hit the Streets. Hear that funky music beat. Let's hear from question two. Now,

Hannah (Segment Host)([17:28](https://www.rev.com/transcript-editor/shared/8acctm2gJRipLN9X9LgTAKBOCledwPHbdGKBBnykMeOFjQqerQR0BhIu_aDrFFUKUW5ZotGlsWbhz4tw9cuFuVlVZ54?loadFrom=DocumentDeeplink&ts=1048.04)):

How do you respond to and deal with [00:17:30] failure?

Speaker 9 ([17:31](https://www.rev.com/transcript-editor/shared/RYdUirTVQdImWiKG7bb5dZ6OLoAU6R1WSxVps6OJtFDi8oSecf5AlkkS5HMnwzqOZG8djmaweCl7YwGJ1FontGx_z_c?loadFrom=DocumentDeeplink&ts=1051.64)):

I'll be very honest. I don't take it back. Like I, I first lash out and then I, I get in my sense and then I have to take a rational decision, whatever the failure is regarding.

Speaker 10 ([17:42](https://www.rev.com/transcript-editor/shared/-L9pXY9-4-B6x6sd4YUNQf0HxjRjEvori8App9Gi4pGRE7-M4eiYxcSAePEDzAhAvg7EJTHA9NREuDEMBqqFkjoBcFU?loadFrom=DocumentDeeplink&ts=1062.32)):

So first I am upset with myself, like I blame myself for failure. And then because I'm interested in opportunity, I start to look to see how can I sort of bring something positive out of the failure? And if not, I lay it aside and go, okay, that's done. [00:18:00] Let's on go on to the next thing that I want.

Speaker 11 ([18:03](https://www.rev.com/transcript-editor/shared/wQy9oJLz3MHNR8KQcakg9z_KCc2Tv7NRCTsuxcKMtqPU4qlV65FUvqm4QQYx9rz8-ORx3baplJOMvaERLHNZK50fEps?loadFrom=DocumentDeeplink&ts=1083)):

You learn from it. Every time you fail, you learn something, it makes you stronger.

Speaker 8 ([18:07](https://www.rev.com/transcript-editor/shared/ftTJIeLoxcymxsxOTMfwE-aFVoKXZtHFz_ADnRxpJgfQuuidwxEC89D39MCtAvRTMyJVePyLnNlAexMPQzvShKmi0n8?loadFrom=DocumentDeeplink&ts=1087.05)):

Yeah, my immediate is like, I kind of turtle and I'm all sad and how did I not succeed? And then I look at it, what can I take from it? But if I can't take something and spin it, I reflect on what did I do and how could I do it differently next time

Speaker 12 ([18:22](https://www.rev.com/transcript-editor/shared/05S8VE-MtAtG91twPDQYiMW-b81diDVRaqKAQ8ed799oxUShxJ-fcCrrrCMJagz7t36k1-tmBsZhTGyTeVNaoSS9Gws?loadFrom=DocumentDeeplink&ts=1102.68)):

Then from your failure, go back at it again. Yeah, just work out at it.

Speaker 13 ([18:29](https://www.rev.com/transcript-editor/shared/0EMxCd82dJjZ2FjWTU_ei1OzngxVrJa7icDt4FejJDv1f2hoGDLr4ll7Ho0-ZX-N5YPj3SbRPqPwFDiYlsv5UWw7GRg?loadFrom=DocumentDeeplink&ts=1109.1)):

So you just look at [00:18:30] why you failed and then try to learn from it how you can improve to make the f and a,

Speaker 14 ([18:37](https://www.rev.com/transcript-editor/shared/WuRHAMYCJeNwaUYf_H6fX8-5-w815t6-ud4wjLOHlcbGcZh6MUjhC_dPZpKerj_0HXT6XFV79j1GLY5GqTr9v8jWw9A?loadFrom=DocumentDeeplink&ts=1117.38)):

You have to accept it first and understand that like, there's always, always a chance to be, to fail, but then you have to make sure that you will try again and do whatever you can to succeed.

Speaker 15 ([18:51](https://www.rev.com/transcript-editor/shared/npjAxy8moEW5DJ8kc0W9Gk2LoEnk5xoetN05eQGWBZyxT0d9DX18G_WGOOxfJ45GIaom1_fnNr4jb_7QuwFy78JXtuQ?loadFrom=DocumentDeeplink&ts=1131.69)):

So I would say like, it's not the end of the world and the probably the main thing is it's what you learn [00:19:00] from a failure, not how, what was the failure, what you learn from it.

Speaker 10 ([19:05](https://www.rev.com/transcript-editor/shared/gAT3rfxiqPRqBwUjyaw5acdCb0d7blAeBz2WAajf2exoKPoIyi06dY_Zte8DZDYiaGBOIf5rAjCkpCWj27iHbwrYjKE?loadFrom=DocumentDeeplink&ts=1145.1)):

I see it

Speaker 13 ([19:05](https://www.rev.com/transcript-editor/shared/HcNdrBWUf2bP9rfqhY-ilQDzEq8Z8Jejuuaw11t3xXvSeYbdiVYhnnC_gicOVac-zxLw4-ddz174curM5tqwslGUEV0?loadFrom=DocumentDeeplink&ts=1145.7)):

As a challenge

Speaker 10 ([19:07](https://www.rev.com/transcript-editor/shared/ww3srKY8QkWzvQiT9VCEwwuMMTCrBWxSYympxmLmM7HWnAOexsHIl6r4PjZoxf4fWKfnazBuj75ckyQf6DBcNfePcn0?loadFrom=DocumentDeeplink&ts=1147.68)):

To better

Speaker 16 ([19:08](https://www.rev.com/transcript-editor/shared/ftaaX6PXJ0vIpXcTCwYH9mlrqdi0D8BJYipOBp68cJa7i1J2BxBTm1V2mxpzTQQbEmS6u_2O7INaLiiZq_mL7Cuo7ZI?loadFrom=DocumentDeeplink&ts=1148.22)):

Myself. There's a reason why I failed and I need to figure out why.

Hannah (Host) ([19:11](https://www.rev.com/transcript-editor/shared/ZmhyYB6PUIMj-V161L1a1PKtfCRcj-pecRvrFzG2WYwMhFnlAUU6jbTUhVPFfJQh8N12tY2-YkqnxjdQIX-kurDZbAk?loadFrom=DocumentDeeplink&ts=1151.85)):

Well, that's it for question two. See you next time on Hit the Streets folks.

Lauren (Host):

I love that you need to look for a balance between support, but also, you know, having people who are not afraid to, to call you out and say, I think we need to revisit this. You know, [00:19:30] let's sit down together and, and move forward together. I love that sense of community and, and those positives out of it. <laugh>,

Jenna (Guest) ([19:38](https://www.rev.com/transcript-editor/shared/fgJNzYEB-o2HLrzjdZCh1ZXqL0c4Y3EX8YnhcAt4lRd9u4M5dgoaEtUOpowaSAuPc7RX6QH1xyA8ItBAAHX09UjM5GQ?loadFrom=DocumentDeeplink&ts=1178.19)):

We're all just failing together. <laugh>.

Lauren (Host) ([19:40](https://www.rev.com/transcript-editor/shared/oW62xv9HR8cJkcNUNIttyf040IbtEL67LI_Er4-AdiH1m8R8O7mR_Yrrw6Wji1k4EWDNpQbywK46CE9vzeFmlCw1gjo?loadFrom=DocumentDeeplink&ts=1180.2)):

Exactly, exactly. And that's how we get better. So in that sense then, what are some other things that you think failure is beneficial for?

Jenna (Guest) ([19:49](https://www.rev.com/transcript-editor/shared/l6g-lyw2FOcg-2SX8IijDmHcIsUWqNpKPmouguqWVicuiCvTJoOKPUcsUAVlrDw3kqGmXBmI1IVT4-YYlCAajjZNnZQ?loadFrom=DocumentDeeplink&ts=1189.92)):

I think that it, it teaches you some important lessons. Like it teaches you what works and it teaches you what doesn't work. Um, and that's just as important. So you get really, I don't know, insights [00:20:00] into yourself, I guess. So, and like with anything, you get better with practice, so, you know, don't get better at failing. That's not my message here, but like getting better at picking yourself up and moving on or moving forward after. Um, I know that there's like a bit of a hate on for the word resiliency at the moment, uh, in the context of, you know, we should stop admiring resiliency and instead question the systems that demanded of us. Um, but in the context of bouncing back, we do get better, we do get more resilient, you know, the more that you fail and there's no like generic [00:20:30] successful path for everyone. Like, as, you know, being a student going through a science program, um, it's going to be different for every individual. It's going to be different for every individual in different contexts as well. So I think it really just gets you to know yourself better, um, and kind of check in with yourself. If I, if you're failing and you're not caring, that's also an important message.

Lauren (Host) ([20:51](https://www.rev.com/transcript-editor/shared/3Ez8iEMT-pEE2SGKimPYMXaT70TdKenE_DuUH704qbuFoRS2FI0e2U2ecgMSAoaV9EnFha3mCp9LLnpUm8wVcSsdS2I?loadFrom=DocumentDeeplink&ts=1251.13)):

And I think that it really gets you in that mindset of attacking a problem from a perspective of, okay, let's try this out, [00:21:00] see what happens, and then workshop it from there and move forward. And you kind of learn how to think on your feet and work with things rather than always going in with a a plan. I think that's something I always try to do in my undergrad is like, okay, this is how I see it happening, even in research. This is my plan and, and I hope that it works. Cross my fingers and that'll be it. And that's really not what happens at all.

Jenna (Guest) ([21:25](https://www.rev.com/transcript-editor/shared/cr40gsVMQs80kS4i6WVYWXii_G0muDOhSsU7rIBXmdxIqrKue-_QvAhOje2jlieYmCfvZpMGFvoV-2Kk1aFpghdWYzk?loadFrom=DocumentDeeplink&ts=1285.3599999)):

No, and with re research, it's also important to find out what doesn't work. Mm-hmm. <affirmative>, I mean, because, [00:21:30] you know, that also gets you closer to, to what you're looking for. So you know, you're not going to be successful, well, I shouldn't use that word. Like, you're not going to always, um, have the outcome that you think you will or that you want, but it's also just such an important learning piece to have the outcomes that you don't want.

Lauren (Host) ([21:49](https://www.rev.com/transcript-editor/shared/5v0CIrE9tdGwLVHqOqfYyoE7wbtjlpTqBqnr8iNZIuXs39r_OvvDyukGJQZZdwT3c57uQIOHp_fV56R6K3MtmoxGC2I?loadFrom=DocumentDeeplink&ts=1309.8699999)):

Yes, yes. So I think you've already touched on some great advice, but just working with students both in the classroom, you see them in, in the writing [00:22:00] center and those kinds of things. What kinds of advice do you give to students who will come to you and say, you know, I'm really down. I failed this, or this isn't working. How do I, how do I move forward?

Jenna (Guest) ([22:13](https://www.rev.com/transcript-editor/shared/TJgLb2mnoFFldDewnNBh-FkoH7Erl2KL5b7Y5d3xFSgFxMtmq2BWTJffSQqlNzrZkyGArkGLT0oZ3v1w9S5BvIhryvU?loadFrom=DocumentDeeplink&ts=1333.84)):

I think, I think a reframe is so important. Um, I watched this fabulous TED Talk years ago and it was rethinking stress because, you know, if you like, it was this, um, this researcher and she discovered that if you are stressed out and you think it's bad for you, [00:22:30] that impacts your health, you know, negatively. And what happens is like your blood vessels constrict, and then that puts pressure on your heart, and that can result in like a heart attack when you're 50. And so she said that she now gives the advice of thinking differently about stress. So when you have your stress response, your heart is pounding, you're sweating. She said, think of that as your body's way of preparing you for a challenge. And she's like, get excited about it. Like, this is my body's way of making me, [00:23:00] you know, equal to something.

Jenna (Guest) ([23:01](https://www.rev.com/transcript-editor/shared/5ZWJtp_ozC4yOUoy0U4s-qvW7KjE61eVHXigustDFGCDWaDDFQeFboXRfjkrBayB7j_ILnWizNEjGMX-k_-qEdBIBbw?loadFrom=DocumentDeeplink&ts=1381.99)):

So I, I really love that idea of kind of reframing something that typically is seen as negative. And I think we can do that with failure. I think that if we reframe it as something that is teaching us something we can learn a lot, um, you know, it's if we're, if we fail and we care, that's a really important message that we're on the right track, you know, that we, that we do care about this. Um, yeah. So I think that reframe is really important. I think also with a lot of negative emotions, we tend to kind of push those away. I think also just, you know, encouraging [00:23:30] students to work through them, like the, the fact that you're feeling anxious or stressed out or, you know, um, embarrassed about failing ad admit that and then move past it. So don't just push those emotions away. Um, and then also take student success, 10, 10 'cause you know, that will totally make you successful. <laugh>,

Lauren (Host) ([23:51](https://www.rev.com/transcript-editor/shared/WqJm7y8U0xTiNZyBkK56V6qJeLEG9m9zGdYGWBhycAzZkku-MgvVqLhQIzgG5fPlNTKt7aAQ5cp_pmOCFQhbtIfd7GM?loadFrom=DocumentDeeplink&ts=1431.44)):

I love that notion of we need to lean into failure and, and things that scare us, rather than kind of sitting back and letting it kind [00:24:00] of bubble on the surface. And then you always have those thoughts of like, oh, what if I don't know. And you're totally right, there's that sense of embarrassment attached to failure that I'm not really sure why it's there, because as you say, it's a normal process. Mm-hmm. <affirmative>, it's something that we all need to, to learn how to go through together and it's, it's anything but embarrassing to have more knowledge. And to me that's what failing is, is learning something. Mm-hmm. <affirmative>. And so yeah,

Jenna (Guest) ([24:30](https://www.rev.com/transcript-editor/shared/AdHIeAnoOk9Q0KEezODPpndoNSz4JkfyzB_BjwvP30c78JxP7gBgY4chWK3kPkWu8R_lQ3MJfeMzle6zD5NiSxUZxOM?loadFrom=DocumentDeeplink&ts=1470)):

[00:24:30] Being a word nerd, the word hone comes to mind. Like, we talk about like honing our skills, like getting better and I, I don't know, I guess we can rethink of failure as we are honing ourselves. We're, you know, constantly learning and getting insights into ourselves about what's working and what's not. And that's honing yourself, that's making you better each time.

Lauren (Host) ([24:50](https://www.rev.com/transcript-editor/shared/JhCHlk-_T_nyPYxITlT2AbkpBvJlQWvbSMGt2pU34uXNiw43u2bMJikL6sWZC8ImmQFDWTJOrVd6148cxfMVGDTH8s4?loadFrom=DocumentDeeplink&ts=1490.03)):

Totally. I love that. And any last thoughts that come to mind when you think about failure in the classroom with your students, with yourself [00:25:00] in general?

Jenna (Guest) ([25:01](https://www.rev.com/transcript-editor/shared/Ekm7EeXx6T3ahPVw3R_VYfkfXRhMZA8Bfmb3sW9YlL8i4QCqU3tc6UP6ePxLYQ0F2fN9s9dGRHQ1XlRg41JE-Hb_iJ4?loadFrom=DocumentDeeplink&ts=1501.25)):

Um, just, I don't know, a real appreciation, I think for this conversation because this is how I think people are going to feel better about it, recognizing that, you know, we're all just failing every day, just getting through it, getting better and accepting that it is a completely normal part of moving through life. If we are failing, that means that we're also challenging ourselves. If we're not failing, that might mean that, you know, we're not pushing ourselves outside of our comfort zones.

Lauren (Host) ([25:28](https://www.rev.com/transcript-editor/shared/zrA6iHIaQHkk_tHgaLr-f2SS2ymeHY7d4wvJtZVS2DhtHhnyU7v4oI3QTLPbanwcDB3tbdTyKmWUOVb1Rbng_nPvq9E?loadFrom=DocumentDeeplink&ts=1528.97)):

Mm-hmm. <affirmative>. Yeah. [00:25:30] Yeah, yeah. I, um, I often think of failure sometimes as like this pit and, and a, a kind of a dark place that you might fall into no matter what you're doing. And, um, you know, I think that's sometimes inevitable, but it's how you dig yourself out, how you learn to navigate that, that that's really where the important skill building comes. And it's so important to learn that both in your research and in life. It

Jenna (Guest) ([25:59](https://www.rev.com/transcript-editor/shared/J6WeanBIAiPBvFoyjedOzuzVTlnU2ggJ-DobYfmtTvaWx2NIFc6o9RX9dQJZuh6WhggAiFqYQvDodAVPHOv5byATb_I?loadFrom=DocumentDeeplink&ts=1559.1199999)):

Sure is. And I, [00:26:00] yeah, and you feel so much pride afterwards when things are easy. You don't have that sense of pride that you get from, you know, messing up or failing and coming back from it. Mm-hmm.

Lauren (Host) ([26:11](https://www.rev.com/transcript-editor/shared/GDgA7e-KdTmJi0mYYdBr44ApYHkvftl3M6HKjURNkW_bBIKleORq1JBfPZ1sLKGNx2s-t1jlCy4way9nKnJpK4lnZNc?loadFrom=DocumentDeeplink&ts=1571.3)):

<affirmative>. Yeah. Totally. So moral of the story is get involved in research, lean into failure, and we'll all learn how to fail together and, and get better.

Jenna (Guest) ([26:21](https://www.rev.com/transcript-editor/shared/kPEDGy1SaDLuAJB6AdQdSXdu1BV0t5Q8LMpNTLXiabTCwlrUrMl9jbO0eZv6IFHfuqmTkqM2PpGKT6OPdZkqU8TIBTY?loadFrom=DocumentDeeplink&ts=1581.98)):

I love it. <laugh>,

Lauren (Host) ([26:26](https://www.rev.com/transcript-editor/shared/-_IbpLxqHZtpJ_hRNZg89y_-mrQ2u2a5DrHNmjxV45NzZgAr6MxJxiasmPekAX9dpWoUdUUbrYLOqbzNKvEE0tk8JME?loadFrom=DocumentDeeplink&ts=1586.96)):

That conversation definitely helped normalize failure [00:26:30] for me. I want to thank our special guest, Jenna, for sharing her knowledge and wisdom, and I want to thank you as a listener for tuning into the CURN Cast. We'll see you next time, or we'll continue to break down the barriers to research.