



Institute for Leadership in Educational Development

Virtual Q & A: Creating a Virtual Education that Sticks

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Closed Captioning Transcript

>> Jennifer: As a result of the webinar, you'll be better able to identify the different styles of virtual learning and tools to utilize forefront interactivity.

Understand how to translate face-to-face learning techniques, and activities into virtual learning space. And apply best practices for virtual education to your own training and design. So as we go today, we designed the agenda for this webinar based on the questions that you all submitted. So what we are not going to be able to cover during the 90 minutes, we also have additional resources to respond to some of those questions and needs that we put together, and we'll be sending those out to you via email later after thesis over. But we really did design the entire agenda based on what you all identified as what you wanted to know and learn. So this is really meant to be kind of an opportunity for Karen to show you some different tools and show you some different things and to respond to some of your questions, so we hope that this will be helpful for you. I'm going to turn it over to Karen to tell you about herself.

>> Karen: Perfect. Thank you so much, Jennifer, and thank you Rebecca for all the work you're doing in the background.

And welcome everyone. We're talking about one of my favorite topics today, I often joke with people that I've been teaching online almost since before there was an online. Maybe not that old, but pretty old. I have been involved in the internet since the early 1990s, I was a K-12 teacher who was fortunate to get a very early internet access with her middle school students, and I honestly really haven't looked back since then. So most of my experiences in K-12, I moved from the classroom to do professional development for K-12, but I've also been involved in the public nonprofit sector as well. I run a nonprofit called the Virginia society for education and we're ways about integrating technology and we've been all about figuring out how to do things better online as we move along. I do have a fair amount of instructional design, for Futures Without Violence and also the National Center for State Courts as well. I love being involved in educators and talking about this, it's fun to see the chat going. Chuckled a little when someone said they enjoyed learning how to use Zoom to go online I think I must have one of those love/hate relationships with Zoom. But everybody has different experiences with this as you go along, and so I think it's good for us to be able to get together and compare experiences and best practices and figure out really what does work to help our audiences learn.

So please go ahead and continue to use the chat to introduce yourself and tell us those best experiences. I think sometimes we get mired, our brains have that negativity vibe and we get dead. Metered in the, I can't believe, that was the worst thing I ever went to, or those kinds of things.

But we have had good experiences, some of us have, hopefully, so I would be interested in seeing those experiences, like Diane mentioned that connecting with people all over the country, sometimes when you do local workshop, you only see local folks. This ability to be able to connect now at all times with people is good, and I want to know Dale Earnhardt how you learned -- darn, I want to learn⁴⁶ how to do multiple videos, because I want to recommend to people they don't do it. That's terrific. So this is great. Keep track of your chat as you go along, and continue to please introduce yourself and keep sharing those stories.

Meanwhile, we're going to move on to kind of the biggest picture. I read through your questions that you had to ask, and it occurred to me we use the term "online learning," lots of you said I want more engaging online learning or interactive. And it occurred to me that we might want to spend just minute here today speaking about what we're defining as "online learning." Because it's a big spectrum of what's happening and we want to spend -- think about all the opportunities for it. So today we're involved in a 90-minute webinar, but essentially alive experience. It gets recorded and you can view it later, but being together in the room is one of the powerful pieces of doing something online. Having the chat turned on, so participants can participate part of it. Taking more of a meeting approach than a stand and deliver webinar approach. That's one option. Sometimes -- somebody asked about doing pod costs. That's another form of recording, you record ahead and people can listen to it using one of their be Podcast -- a podcast tool and listening to it offline. Podcasts are rarely live, they're normally produced piece. And then in between there is that notion too of the self-paced modules. Where it's an all-contained learning experience. We often use these for kind of standardized professional development. I know I've had -- I work for a university and they'll roll out training to whatever, 50,000 people on campus. And it's often one of these self-paced modules. So that's kind of the what I think of as the once and done sort of thing.

And we'll talk a little bit today both not just how to make it maybe not more interactive, but how to make it more engaging and interactive while it's happening, but also a couple quick things you can do kind of beforehand after to focus on the part about the learning. And then below that, some of you were interested, sorry, Rebecca, some of you were interested in those multi-day and how do take a two-day workshop and turn it into an online experience. Or how do take that workshop and maybe turn it into a course rather than a multi-day thing. The one piece I will say there for folks who are thinking about doing that, having lived through a few of these two-day conferences that got pushed online, I don't think it's a good idea to try to recreate a conference experience in the same amount of time that you have for the workshop. You're going to need to spread it

overtime and figure out other ways. People just weren't made to sit in Zoom rooms from 8:00 in the morning until 3:30 and so on and so forth. We'll talk about that as we go along.

Before we go to the next slide, one of the things we want to do today, and I think it's -- we want to demo some of these tools we're going to talk about. I'm seeing in the chat people mentioning I like use the polling in Zoom, or I like using an interactive white board. And they are good tools, and sometimes there's a good argument to be made for keeping everybody in the same room. So you get used to using the tools that are in your room. The raising the hands, and the chat, and so on and so forth. We're going to go ahead and try -- look at a couple of tools that are external to Zoom, but they might contribute to that wow factor that I think some of you are looking for. So one of them, and we're not going to slide yet, one of them is called a Padlet. And it's basically an interactive white board, it could be set up in a variety of configurations, but its collaborative space where people can come together, it can be anonymous so confidentiality isn't an issue as it goes along with it. So we're going to provide you with a link to the Padlet, it will be on the slide, but you're not going to be able to click on that because you can't click in a Zoom room. We'll get the link to the Padlet in here, and when you get to the Padlet, you're going to double click on it to enter any questions or comments that you have so far. I know you've been doing that in the chat, we're showing you another opportunity to do that. So we'll get that link and I think I've got it right there, we just drop that in the chat. So go ahead and click on that link. And it will take you out to the Padlet that I created for this course. And Rebecca and I were playing with it yesterday, and she dropped that in that adorable little fox. When you get there, you just double click on that screen and you can start typing. You'll get a box that has title and then write something. You can fill in the title or you can just write something. And you'll notice you could experiment with this if we were -- whoa, wow! And then it refreshes itself, but it's great to see everybody. You'll notice that Rebecca's little foxy fox there is -- it's a corgi?

>> Rebecca: It could be either.

>> Karen: You could put pictures in here, videos, feel free to add questions.

We're going to return to the Padlet a couple of times. It's going to be open and you can experiment. You can have features turned on, so somebody could add something and someone can comment. You can force people to log into it, there can be a registration back end as well. This is going to stay open here and I encourage you to add pictures if you'd like to, or that sort of thing. I think we're good on time for right now too. Padlet has a free version, as do many of these tools, I believe you can create three Padlets for the free version. And then after that it's paid and I can look up what the cost is. It's not outrageously expensive and you do get a few extra moderations, features, and so forth, so on and so forth. I created this Padlet as an open interactive white board. It can be set up as a regular Back Channel chat, where people are chatting back and forth with each other, it can be setup as kind of a very organized thing in

columns where when you add something it gets added a certain place. We use Padlet a lot in my organization for just kind of brainstorming and sharing resources as a quick way to get started too. Enjoy, please feel free to add things to it, you'll see we'll come back to it probably in another minute or two to get you to add in some comments as well. I'm heading back to Zoom. It didn't work for me, sorry, I wasn't looking at the chat. You do not have to download. It's browser-based. If you can't double click -- were you able to get to the link? I should start there you were able to get to Padlet? When you get there did you try down in the lower right corner? Double click can sometimes be an issue. Down in the right corner there's a pink circle and if you click that, it will open a blank one. There's no software to go along with it. And it should work on pretty much every devices well. I apologize. Keep experimenting. See what you can do. Sometimes when multiple people are editing it can take time. It seems like its not working and then you realize oh, there's my blank box over there. I may have turned off you being allowed to most the post-its. I can move them because I'm the owner and logged in so if you want to experiment, you can. You just grab the top of a post-it and drag it you can't type in it? I'm not sure. Okay. So let's go ahead and get back here to the slides.

I will point out here that with the tool like this, there's going to be a little time if you're going to. A little technology trouble-shooting, Tiffany I am not sure why you can't type on it. Maybe delete it and try another one. It is a little harder sometimes than doing a poll that's built in, but it was kind of -- I saw some of you going, cool, this is neat. It's a new, something a little more refreshing for people that livens up the training that we're doing. Rebecca, I think you're sharing. Do you want to get us to the next slide?

>> Rebecca: Absolutely.

>> Karen: Thanks, Rebecca.

>> Jennifer: One of the things that we discussed in our planning is that some of these tools do take a little bit longer. So if you are going to be working in some of these things to your webinars, and they're really fun, but you need build in that time. Things -- in general, things tended to take longer online, conversations and chats and things than they would in person. If you're going to go with something like this rather than the built-in chat function, then you need to allow for that time.

Karen: Exactly. I think -- we're going to move forward. We'll come back to Padlet. I'm breaking the fundamental rule of the internet by sending people to all these websites at the same time. Keep playing. Okay. Next slide, Rebecca. So I've been thinking a lot, and this is -- I've done several of these presentations this spring to various groups of people, but one of the things I've been thinking a lot of is distinguishing between this notion of training and learning. We often recall -- we often consider it training I think has a negative bias to it, that it's somewhat technical, and it's oh, I got to go to this training thing. And it kind of indicates a once and done. I'm going to go and learn something, and then I'm done with-it. And that may be true, but I don't know -- I think every piece of thing we do really needs to start with the notion of it being a learning experience for

people. If it really is just a set of directions that they need to follow to be able to do something, they could probably read a memo, or watch a video. But when we're thinking about going live with a group of people, or setting up a course that's going to take, I'd like to start shifting us to doing the work learning, come to our learning event. It indicates an ongoing process and it also indicates a fundamental learning, we're going to have some kind of change in our knowledge skills or disposition. Training I think always gets us to that skills part, I'm learning, I'm training how to do something, but now, like you just learned how to use Padlet meant you were trained to use a tool, but now you start thinking about your learning. Hmm, how do I do it? Stephanie asked about the Padlet staying active. Yes, that Padlet can be there forever, you can come back to it. One of the things you can use it for is a graphic organizer where you can connect things together. So you can connect and you can reconnect, you can have people come in and make comments on things, they come back out and come back in later. It can go from being a simple, hey, isn't this a fun white board, so actually a pretty powerful part of your online brainstorming and collaboration. That's the learning part right there. Thank you, Stephanie, for teeing that up perfectly. That's the perfect difference between training and learning. And that last bullet point too is, I'm here today because I'm an expert. And I am making air quotes, I turned off my video because I live in the country and internet can be a problem, but I'm making air quotes. I'm an expert. Partially because I've been around for so darn long. Listening to me is great, but I'm also watching your chat. I'm going to have to go back because I want to learn how to make podcasts as well. So you're also working with each other, and we did some things ahead of time, and so on and so forth. The other piece of that foundation is thinking about the adult learners as well. And we'll do that on the next slide too, but for this one, what we know about everybody's brain is, you have -- you're anxious and you're curious. And when you add tech into the mix that can make the anxiety worse for some people. Having been doing this for over three decades now, people are scared, they don't like knowing -- not knowing how to do something, or they may have had computer problems in the past, and now they've got to do this Zoom thing, and they had to install software, and honestly, by the time they get to your webinar, they're so anxious about that piece of it, they almost can't learn. Maybe they're in and they're relieved about it, but that anxiety around any learning and then learning that's bolstered by technology can make things worse. People may also, though, be curious, and tech can sometimes support that too. If approached in gentle kind of introductory way, and giving people lots of support as they go into it, that tech can help with -- help push the curious side of it as well. And the thing we know about adults, we can go ahead to the next slide, this is one of the beauties of working remotely, is having a slide slider. The other beauty of your adults are that -- and the beauty of the adults in this room right now, are you bring a lot of expertise to this. I'm watching your chat go by, and I think I can be learning something from folks. So I want to make sure that I'm drawing on that expertise. And making sure that I'm giving you opportunities to contribute what you've learned about online learning over the past few months. And pulling that into the conversation. It

doesn't mean I come completely unprepared, I certainly have things to say, but I also want to make sure that I'm giving you the opportunity to check in as well.

The other piece, though, that expertise can sometimes be misconceptions. And I often get -- it's called project universe, that many years ago during the Harvard graduation ceremony they interviewed 23 people, a mix of recent graduates, alumni, and professors from Harvard and they asked them five -- I don't know if they were multiple choice, I think they were five open-ended questions about how the seasoning work. Why is it cold in the winter, and warm in the summer? Of those 23 people, only about four or 5 of them actually got it right, people had -- they forgot about the -- they thought we -- they forgot the earth turns itself, and they forgot that sometimes it's cold someplace warm, others, but how do these people who we would consider wow, they went to this great university, and they're professors at this great university, how have they gotten to be this age with this much education and they can't explain what is the simple climate idea? Well, it's because they learned it and again, I'm using air quotes here, they learned it long enough to do whatever needed to be done with the information, but they didn't learn it enough to actually recharge the way they think. So the minute they were done with that, is that the video tour? The minute they were done with that, they went right back to their misconceptions. So -- and particularly you all work in some areas where you're dealing with changing the way people think about things, and think about other people, and think about the whole system of the way the world works. And the folks that you're training and helping to learn need to do more than they -- they're going to have to change some of their dispositions, particularly, and I think that was the worst.

Is -- the biggest challenge is trying to change people's disposition. A couple quick things that you can do with any particular -- with any particular training that you're doing, those kind of one-hour chunks of training, is some kind of needs assessment ahead. And I know people don't like to do homework before they come to stuff, but if we couch this as a learning experience, as opposed to training, that automatically sends the message that we need you to be more involved here. So maybe you send out a survey, like we did. We'd like to answer your questions. Or, maybe you send them an article to read, or an activity that -- particularly if it's a topic you know there are lots of misconceptions, maybe an activity that provides cognitive dissonance, creates discomfort around them. Maybe it's a case study that tells the story of someone, that isn't completely cut and dried and perfect, and you have to -- you're going to have to sort of tease out some of those things. And here's the important piece of that, make sure you do something with that activity as part of the webinar. Don't just have them do it, make sure it becomes part of the work that you're going to do with them, and then you can help focus on getting out those misconceptions, but also making sure that the work that they did ahead of time is valued once they reached the activity. And then finally, after it's all over, do some kind of follow-up survey, and certainly you want feedback about how it works, but what they planned to do with the information is just key.

And this is true for face-to-face events as well. I run a couple annual conference events here and we're always concerned people come and they have a great time at the conference, and they say they learn a lot, but did they actually make any change in their practices before they -- after they attended that event? Or did they learn stuff but they didn't -- nothing changed, nothing happened. So I think that's one of the things that you're really looking for, even at the most basic of kind of technical training too. We want to know people have learned and they've changed their practices. Education professor is putting her soapbox away, we are going to go back to the Padlet and we can, or we can just -- I don't know that we need to, the chat is working just fine. We just want to stop again and get some feedback. Questions?

And let me look back. Stephanie, I think I answered your question.

I love that people are sharing out their YouTube pages. Our Padlet is a little frivolous, we're not collecting any very serious information. But it could, as I told Stephanie earlier, it could sit there for as long as you need it to. And it can be limited to other people as well. Jen,

Rebecca, we're moving along, I think timewise just fine. Comments, questions, from you two? I'll mute for a minute.

>> Rebecca: I got a look at the chat, and it looks like you've answered a lot of the questions. I'm set so far. Jen, do you have anything you want to add?

>> Jennifer: I got frozen and couldn't get back to the Zoom. No, I'm listening and I'm just enjoying the listening to Karen, so thanks, I'm good.

>> Rebecca: Awesome. Okay. Moving on.

>> Karen: I'm just rolling back through too, looking at the recording information as well. Okay, good. So --we do have some screen sharing too, so -- and that takes time, so this way we know we'll have plenty of time for that. So the one-hour webinar, or the 90-minute webinar, please try not to go past two hours. I was thinking at 3:00 we need to make everybody in the room stand up and walk around their desk chairs for a minute as well. But an hour of -- often these are done as a presentation of information, but I saw some comments in the chat that you get a panel, so you had multiple voices speaking. And we've been doing a series of webinars for teaching in our -- teachers in our state who will be adopting an online learning system and we felt it was important that they heard from people like them. Every week we featured one of stakeholder groups that was involved in it, so when it was teachers today, we had teachers talking to teachers. So I think the more voices you can bring in is great. But we've already talked about some kind of activity or survey, make sure that you make that meaningful for them, and so -- and particularly if you have similar audiences that you're working with over time, they'll eventually get the message that when you ask them to read an article, they should probably read it. I worked with a principal onetime who she asked in her new school she asked everybody to read their articles, and nobody did it. So when they

got to the first staff meeting she started asking questions about these articles and the teachers said we all looked at each other and thought oh, she's serious about this. So in some cases we're retooling people's mind sets about learning, and face-to-face is sometimes a little easier to connect with them than online in terms of that sort of stuff.

Always go over the tech stuff. Jen did a beautiful job of it. Here's where things are, if you need the closed captions, here how to use the reaction button, here's where the chats. You cannot assume even in this day and age, that everybody has ever been back to Zoom. Has been in Zoom. Or used your particular interface, or just understands. So just going over it, making sure people can hear, and all those sorts of things are good. Try to get the audience involved as soon as possible, and the easiest way to do that is the chat. Most everybody can usually access that and be able to type. There are other ways then, Padlet, but I would with never start a session with new tool like a Padlet. I'd start with the tool they're comfortable with, and then introduce a new tool later on. Polls are fun, they're built right into Zoom, but we're going to show you a polling tool in a little bit that does things a little bit differently. A little research here, Jen and I are working on another project about adult learning, so I've been doing a lot of brain research reading, but we know there's two hemispheres in the brain, they do overlap. But the right hemisphere really wants to see the big picture. They want to know kind of the big thing. So especially if you're working through something complicated with people that maybe has lots of moving parts, a graphic organizer or some sort of visualization of the topic can be really helpful for people. It helps their brain see the whole piece before you start digging into the individual pieces. And I'm not a brain researcher, so take what I'm going to say for what it's worth, I think that we need of the linear nature of power point landslide decks, we tend to see everything as one big linear piece and we can lose that bigger graphic organizer piece. Stop a lot, get lots of feedback and that follow-up on their plans for learning. I know for teachers who are taking their classrooms potentially online to start with this fall, their biggest concern is student formative assessment and feedback.

When you're doing face-to-face workshop you can see that person who is kind of slumped back in the corner and maybe tell that this isn't a good day for them, and gently see how we might bring them into the conversation. Or you can tell if one is confused or you can tell from their faces someone is thinking hard. And you're not always able to get that kind of feedback in an online environment. So stopping every so often, encouraging them to use the chat, one more little chat tip for you here, I always make the introduction and the chat topic related to the content of the day. Sometimes we like to do icebreakers, whatever, tell us something nobody else knows about you, though I would never ask anybody to do -- that's not a good one. But I like getting in right into introduce yourself and tell us about your best online learning experience, or introduce yourself and tell us about X, Y, and Z. I'm immediately discovering that this is a pretty savvy audience, at least some of you have done -- you have YouTube channels, for goodness sakes. I'm immediately getting information about additional information about my audience that may not have come in through the Q and A that we did, and so on and

so forth. Oh, no, I'm sorry, Tracee. I think we're -- questions, comments about that comment periods built in. I'm sorry, the Zoom sometimes disappears. I have to say for all the Zooming I've been doing, I'm glad somebody in the room is happy with Zoom. So the one-hour module is a little different. I think a webinar and podcast can be very similar, though the self-paced module and the podcast I think even though they're live, I think of them as being asynchronous, in that synchronicity, we're all together, we're synchronous, we're all here together in Zoom today. Those two -- those other two, you're creating them and people are going to be off interacting with them on their own. So you're not there to get feedback from them. And you're not there to kind of see their reactions totem or know if they were really engaging. So tips from -- and this comes from the instructional designer part of my life. I think. So I'm creating a series of modules that will be used by treatment courts to introduce treatment court professionals to various topics like PTSD, or the veterans' administration, or so-and-so forth. They will be completely self-paced, there won't be anyone guiding them or evaluating, or quizzing, or anything like that. And they are narrated and we make themes interactive as we can, but I always try to start them with some kind of compelling story that will help them connect the material with their real lives. We of course, we include the objectives and the goals and things, but before we even dive in, we start with something that immediately gets them connected to the real world. So I often will use person. Or if it's kind of a continuum of things they're going to be learning about, I may have three characters that they're introduced to. And each one will be representative of a different part of the learning that you're going to be doing, and they'll help you connect that knowledge to that real world experience. I also almost always start with slider or some kind of input where they can self-evaluate their understanding of the objectives. And I do that because it forces them to slow down and actually read each objective and think about it. We don't just write objectives because we learned in teacher school they were good things. We learned them because -- we use them because they give learner an idea of how much they want to know. So we just use a simple slider, but you could fill in a number or whatever. But some kind of self-evaluation. There's that visual again, again, because I'm not even there to help you see the visual, I will create it as graphic organizer or what I'm working on right now is about the veterans administration so I'm picturing a home screen that has the Veterans Administration but the three pieces of the Veterans Administration so you visit each building, so it's a physical tour that then when you click on it takes you into that information. We build ongoing assessments so you never go more than five or six slides before you are stopped and asked a question, or asked for some feedback. Again, we just need to slow you down. And know tools like captivate and the others, they have a timer in them so that you had to -- so you have to wait until the timer clicks, but the goal is sort of speed clicking -- the goal isn't speed clicking, it's to be really interactive and learn. And at the very end I redo the self-evaluation piece with the objectives. So you've completed it, now, how comfortable do you feel? And all that data is collected as part of the module, so the person, the people who are putting the module on, can go in and look at it as well. You feel like I'm talking about. Questions, comments?

>> Jennifer: Karen, I know -- I just want to highlight for folks that we will be also showing a little bit later in this webinar some place where they could do something like this, right? Somewhere they could put a one-hour --

>> Karen: Sure. Now if you're going to do some more of this frontend and back end stuff, you are going to need a place where people can go to access those things. And, yes, we'll look at the learning systems. -- Learning management systems. Last one and again, we'll look at some of these learning management systems. If you are considering taking two-day face-to-face, or three-day face-to-face event, and moving that online, I'm going to suggest that then you really do want to think about adapting it into a longer course. Rather than continuing the notion that you're having conference. It just -- online conferences just don't translate the same way. I think part of it is because we're not actually at the conference. We're not actually able to get out of our physical space and go away to that physical space. So it's much more difficult to say, I'm at a conference. I'm not working. I'm at a conference. Because you're not, really at a conference. And so you want to do all the same stuff we talked about before, but you also want to make sure you're creating a community place where people can connect with each other. And when we look at the learning management system I'll list a couple of those tips. Creating longer learning experiences obviously takes longer, and there -- we'll show you some -- one of the sources I like particularly for doing online instructional design but it is going to take more time, it's going to take lots of facilitation, support for people getting in and out of it, and so on and so forwards. So it's a bigger challenge. But I think if that's your goal, that will be more rewarding than trying to take your two-day workshop and turn night two-day online workshop. That's just my gut feeling and maybe it's my own inability to sit for longer than an hour. So we are going to try another tool, and I will -- before -- Rebecca brought the slide up.

There is a good poll tool built into Zoom, there's absolutely nothing wrong with-it. But we're going to play with poll everywhere, it was one of the very first online polling tools people could login with their phone and that sort of thing. We're going to use it again just as a take a chance, I'm going to get a drink of water and give people a chance to reflect on things. But I'm using Poll Everywhere because it is built in a feature of a word cloud. And I did this on Monday with the group here in Virginia, we used different tool called Kahoot to create a word cloud but it was kind of this refreshing way of looking at text, it was a refreshing way of looking at a poll, and I thought for today's purposes it would be a good demonstration. So the directions for how to get to this are on you can screen. And I think Rebecca is going to share it for us or I can, Rebecca, the results. You can do this one of two ways. You can go to pollev.com and enter Karenrichard894, or do it by text. Text, your text number is 22333, and you text my name to that, and then you text in your message. You'll connect with it in text in your message.

>> Rebecca: I can pull up the screen to make sure, see if we got some answers trickling in. Let us go to poll everywhere. Nothing yet.

>> Karen: It takes a minute or two. The directions are still at the top, so if you lost the text directions. No, did we not activate it? Sorry! My bad. Now try. Thanks.

>> Rebecca: That's the beauty of tech. We get to figure it out altogether.

>> Karen: Oh, and Google doc sharing. There you go. Perfect. They love Padlets.

This is maybe a little more serious with the Padlet, but just -- you can enter a few words at a time, it doesn't have to be just a single word. It may divide them up. On Monday we were at -- these were all teachers getting ready to figure out how they were going to go back to school until Virginia, and so I asked them to put in their adjective for this time period. Is it unprecedented, is it scary, it was fascinating. We had about 700 people contributing to it, and it was very cool. I thought this was a neat feature of Padlet. Or of Poll Everywhere, but Kahoot does, there's another one, but it also has a word cloud feature built into it. I like it, I'm a visually kind of person, and rather than getting percentages or that kind of thing, or forcing you into a multiple choice question because the polls often do that, this allows them some structure. Bandit's got to refresh itself as it goes along. I'm seeing lots of Padlets in there. I like seeing people focus on that word "learning." Evidently that spoke to people. Been something I've been thinking about for the last two or three months. That training versus learning piece. This is awesome.

>> Rebecca: Something I'm seeing I love is the word "reframing" coming up.

>> Karen: Good for you.

>> Rebecca: Thank you for whoever put that in, multiple people put that in.

>> Karen: -- your eyesight is probably better than mine. Well, adjust -- the people, the word person. Sometimes we can get so caught up I don't know about the accessibility, I'm going to -- you could potentially go to it yourself, actually. I think. I -- I think I could share a link with you.

>> Jennifer: It may be too that you, because it's getting smaller because of how many people are doing it, so maybe it would be something where if you had smaller audience it wouldn't come up as small, because they're trying to fit into that space. But it's a good question. I'll have task what they think about it. It may be for a smaller meeting you might use.

>> Karen: Right. And Lisa points out, I did limit you to three things. And that's an interesting comment about the constant movement. That it's constantly changing as people enter things. So maybe one of the secrets of that is to not show it until it's done, like I on could go in right now and turn it off. I could lock it so you couldn't enter anymore. And then that might be the time to go and show it to the audience. That's a good point there. We, again, because we're trying to demonstrate, we wanted to show you how it got built as it went. But you do not have to show the responses until everybody's done. So you wouldn't see that moment that's going on. There are, again, it's a tool with kind of multiple ways of using it as well.

>> Jennifer: Karen, this poll, so the word cloud was one thing that you wanted to show from this, but then there's also it comes up just like a regular poll as well, right, if you wanted to set up a poll that just has check boxes and things?

>> Karen: It can, yes Poll Everywhere is a fully functioning poll tool. It's been around forever and ever, one of the very first ones. So it's very fully featured, like my perception, and I hadn't used it for a while, part of the reason, somebody said they used it, but part of the reason I didn't like -- didn't want to use mentee meter, it looked like it wanted me to move all my slides there and I knew we probably didn't want to do that. Poll Everywhere would like you to actually present from Poll Everywhere as opposed to like pulling stuff into your presentation. So they are becoming much more fully functional as it were, in terms of not just doing the poll, but also you could just do everything from Poll Everywhere. And again, Poll Everywhere has a free version, you can have up to 25 responses, I believe, and that's responses, not people. So if you limit everybody to one, that's 25, I thought -- I'd pay for a slightly bigger package and I think I can have up to 700 responses. It's a big leap, it goes from 25 to 700 in one chunk as you go along. All right, I'm so glad learning is the biggest word. But practice and engagement and we're going to move right into how we do that T. or how we should think about organizing instruction. There's lots and lots and lots of books and guides out there for how to create online learning. And you can -- you're welcome to share your favorite in the chat if you would like to. Certainly if you're involved in Captivate development, or any of those larger kind can of higher end activity development tools, they're going to have communities of people who can talk about these things. And so on and so forth. But in doing this for a really long time, I'm going to tell you the person I like the best is Horton. And it's just Horton.com, because you can't click on his link. And he started writing about E-learning and designing instruction very early on. His stuff can sometimes be a little more skills focused. He was writing for businesses in the early days who were just starting to think about, hey, we wouldn't have to bring everybody to a big auditorium and show them a PowerPoint? You mean we could actually do some training online or use packaged content in the very old days we mailed everybody C.D., and they got to work on it. So he's been thinking about e-learning for a long time and he boiled a lot of different models down too, we're going to talk about that Latoya. This is why I shouldn't be able to see the chat. Anyway, he boiled things down to thinking about three things you need to do for learning to take place. So the first one is absorb. Otherwise known as direct instruction. If you're involved in K-12 at all, direct instruction often has a bad name to it its people just sitting and lecturing kind of thing. The fact of the matter is, you need to learn something before you can talk about it and do something with it and then connect it to your life. This notion we're just sort of throwing you in without any background, or knowledge, or anything, oh, you'll figure it out on your own. It can be a little problematic. But direct instruction doesn't necessarily mean listening to an expert. We're blessed now to be able to watch slide shows, and go on virtual tours, and a few videos and all those sorts of things. There's lots of different ways of doing that absorb piece of it. And there are lots of different technologies that you can use it for as well. I would love to see a show of hands, so the little raise your hand icon down there at the

bottom, from this group. How many of you have access through your organization to the Google suite ?

Anybody?

I don't see any hands at all. I'm -- I saw a yes. Good, good. If you're not, and Tracee raised her hand. Good. I'm going to tell you what a Google suite is. If you are a non-profit, basically the same thing, but you can as a nonprofit for free, actually get up to 100 users in their Google suite. Let me see if Icon, while I'm talking -- you don't have to have the nonprofit status, but you often get some perks that go along with it. But you're right, anybody who has Google docs, Google slides, Google sheets, Google forms, quick and easy forms, you have access to Google -- their online meeting tool. I believe you can -- they've upped the number to for the free version of Google Meet. But what you can do is work with Google and again, this may be mildly beyond the scope of what we're doing today but you'll have my contact information and if you want to follow up with me about this one, but you can get Google suites for nonprofits and I believe it's free. And it was a matter of getting it installed on our -- on our -- I'm trying to get to their main help page. It's a matter of getting it installed on your server, if you have an email server you can probably do that and your host might be able to help you. But I believe it's free and it's been a big deal for us. We've been able to give domain-specific accounts to our board members which means we're able to have maybe better conversations than everybody kind of using either their own accounts, or another company's accounts, or those kind of things. We've been able to do a lot more private sharing of things. You can use Teams, so you can do it -- this is also true for Microsoft. I believe Office 365 will work with nonprofits to provide them those tools. Microsoft does it as well, well. And I know my State Department of Education they are a Google shop, but they're not actually allowed to share at all. They can share within through Google, but they can't -- it's something to look into, you get the free versions with your regular Google account, but there are some upgrades in Google suites that can be helpful to you. Meanwhile, go for it, I still even after doing this for all these years, I still get thrill when I watch multiple people editing a document at the same time. That was just sort of a, wow. We really have reached the Dick Tracy age in the world. Take advantage of online resources, whether they're videos, already done presentations, maybe interactive articles. You might do your absorb work by having a live event. Once you've got the content, then they need to do something with-it. And depending on what the content is I suspect your folks aren't doing a lot of drill and practice, but if it's an accounting thing or something, it may be just practicing doing what they need to do. Maybe simulation set-up. Honest to goodness assessment. You're going to take a quiz, take a test, and then opportunities also doing is discussing. Teasing things out, asking the questions that you have. Remember, we're trying to get at those misconceptions as well. In terms of technologies for that, all sorts of online activities.

And when I share my screen and we look at a learning management system, you'll see them building, Quizzes as well. That's why you mentioned FlipGrid, because it's on my

screen. FlipGrid, we were going to try it today but its way beyond the scope of a 90-minute webinar. FlipGrid is free, often used by K-12, but I use it with my graduate students. It is an online discussion forum but it primarily uses video. So you -- when you get to Flipgrid.com, you're able to go in and participate in a discussion forum, and you can use text if you want to, but you could also open up your camera and speak into the camera. It's a great way of incorporating video in an asynchronous kind of way. So I don't know about folks like you, but I am still not always comfortable, I don't have my camera on now, and sort of doing video live and stuff, but FlipGrid allows you to choose your spot and you can put cartoons on it, and maybe not even show your face if you don't want to. But I have found it to be really powerful way of doing discussions in the 21st century. Because it's so easy for people to do video. It has built-in accessibility tools, and we loved it. I saw her daughter loves it too. It's a nice little tool the last piece important here is the connect piece. You've learned some content, you've worked with the could be tent, but now you're going back out into the world to see how it connects to your life. And that is where some of these bigger pieces might come in. So you -- the activities maybe do additional research to find out how this works in your location. Maybe you need to interview somebody. You see what the options are there. And then some of the higher-end technologies, people may be making videos, but you hold up your phone and talk these days. A podcast, maybe they're going to create a web page or work together on a collaborative Google doc. Games I see in the tech, games are certainly a point and that's -- when I think simulations, I mean games as well. But games sometimes get this negative content. So -- or context, so I call it by the bigger word, simulations. Horton's got good examples of those, and for those folks who are thinking, yeah, but I can't afford a \$900 captivate software and I don't want to learn how to use it anyway, you can do some pretty interesting little simulations with a PowerPoint. Just a guided PowerPoint that people work with themselves through. Or create puzzles that way as well. You could take a low threshold approach to something. No, is it going to look as fancy as the simulations you've seen? No, but remember our goal is the learning as well. So I think you could certainly fit games or simulations into this. I think I'm stopping for a minute. Feel free to chat, folks, experiences with doing some of these things, maybe when you thought outside the box or created simulation, I'd love to hear in the chat. I don't want to mess with the Padlet, since someone got booted out of Zoom.

>> Jennifer: Maybe we should stick with the Zoom chat.

>> Rebecca: Yep.

>> Karen: Good. I think really we could probably just switch the sharing over to me if you wanted to. Rebecca, make sure I have --

>> Rebecca: Yeah, let's do that.

>> Karen: Is that okay?

>> Rebecca: For sure.

>> Karen: Let me close out of a couple things, close out the Padlet and make sure I'm still logged in to my course. I'm not a host. A cohost.

>> Karen: Here, let's stop share, hello, everyone.

>> Karen: There's Rebecca!

>> Karen: Make cohost.

>> Rebecca: The okay, Karen, you should be set.

>> Karen: Thanks. Great. Excellent. Let me find my Google Chrome here. We thought it might be helpful, and Jen mentioned we'll share the slide deck with you, so there's a slide on here about LMS's. Once you start thinking about options for doing more than just the Zoom room, you do need some place in the world where people can go to read something, or find a link to that activity, maybe respond to a discussion forward or that's where they find the link to go out to Padlet or FlipGrid. So there's a couple of ways that you can do this. I noticed somebody mentioned Google docs. You can create a shared Google doc that's view only that has all the links in it, and it does the duty that you need to do. Again, I'm going for that low threshold piece. You know how to open a Google doc, you know how to put links in and you know how to share it with people so they can look at it. That can be a very basic. If you start getting to the point where you're thinking about longer sessions, that kind of thing, you may want to consider what's called a learning management system. If you have taken any college course in the last, gosh, it's been around forever, 20 years or so, you've learned something called Blackboard, or maybe Canvas. Some people like Google site tools to set up an LMS. So we thought it would be helpful to see them. And I did workshop earlier this morning and we were trying to describe LMS's and the people in the chat were like, can't you just show us one? I'm glad we decided to do this. I'm going to show you two versions. I'm going to start with the second one. Because this is awfully figured learning management system and it's called Canvas. I'm involved in it via our statewide management system, and they happen to use Canvas. This is a pretty much naked course, I just logged in to it this morning, but in a way that's kind of nice because all the features are turned on. And I should say that while this Canvas is being provided from virtual Virginia, Canvas like Blackboard has a free version. Canvas.com, you could set up your own course, and Blackboard's is Course Sites. If you look down the left there, the Course Sites tend to be Canvas and learning management tend to be module-based so you can create individual modules. You all may not ever use grades, you could turn that feature off. Your syllabus can become the agenda for your meeting. Then you'll notice there's places to put in announcements. The nice piece about these things is once you've gotten somebody into the LMS, forget about your email and forget about their email, just message each other from right within the LMS. Our state two years ago passed a law that says the college professors are not allowed to share student emails amongst students. And so an LMS became the one way that you could mask people's real identities and still have good communications going on. If you're

concerned about confidentiality, and kind of oh, I forgot to BCC and now everybody saw everybody's email addresses, an LMS solves that problem. You can make announcements, you can have discussions with people, there are -- you could see the list of things that are available. It's fully figured. There's a quiz tool built in. The quiz tool can be a survey tool, as well. You can set up outcomes to people, share files. Anything you can imagine wanting to do with participants in a learning experience can be done through a learning management system. The one thing I did manage to do, and I showed this to Rebecca and Jen yesterday, and she said oh, yeah. You could show it to them. The picture that you are looking on my career is called a bitmoji classroom. I'm sure you're familiar with emoji's. And bitmoji's are a company that managed to convince all of us to going and make these little pictures of ourselves. So that's my bitmoji with her pearls on and sit can. So we're used to those, and they say welcome and stuff. But teachers are starting to create these bitmoji classrooms. They do it on the slide, and they pull in a background that already has the floor and things, and then I put a window in mine. And I meant to share this out so you can click on it. But you'll notice when I scroll over the little robot guy, it opens up another window, it takes you out to a maker space thing, when I click on my ukulele I learned to play the ukulele during the quarantine, so when I click on ukulele it takes you out to YouTube to hear the famous Hawaiian sing. Click on the books to learn more about that. Maybe a little too cutesy for this audience, but yours doesn't have to look like it was made by a middle schoolteacher, which is what I used to be in my real life. It could look like your office. Or this could be the roadmap that we've talked about, that graphic organizer towards the content that you are going to be working on. So on and so forth. It's an immediate welcome to what you're going to be doing in that particular -- in this particular class. Learning management systems can quickly become content delivery systems and kind of teacher controlled systems by adding in some of these resources like in your discussion forum, have a water cooler section where they can interact with each other. And learn a little bit about each other. Have a section where they can ask each other questions, make sure it's easy for them to get to you privately if they have questions. And I know this may seem like overkill if you're just doing a one-hour webinar, again, that Google doc could work beautiful 30 for that. But you could start building content in here, you can have multiple courses, you could share content, if you're thinking about going long-range with this online learning you're doing, you might consider it. The easier version of this, or maybe the less intense versions what I use for University of Richmond. This is a WordPress site. I think it has 70 or 80% of the web-based creation tools. I use an instance that comes through university of Richmond, but WordPress.com has free sites.

It's easy to build a website and I turned it into my course page. Probably I'll take that bit emoji classroom and dump it in the home page next year, but you can see I created a header for my course, everything about my course are just pages that I built in WordPress. I basically typed in text. So there's the schedule for the fall, any of the documents that we need, so we have a syllabus, any of the assignments we're doing will be laid out down here. The -- all those kinds of things. Directions for connecting to

Zoom, so on and so forth. The piece I like about it is, I can invite my students in as editors, and fellow teachers in the space. Remember that piece about taking advantage of adults' experiences. So my students really contribute to building this space, when they come in there's about four pages, they can review stuff, but they're able to post their own blog posts or they can create their own web pages. My students do these genius projects. They can develop fully figured projects in here along with videos and so on and so forth. So that follow-up piece afterwards can then be then coming in and making a short blog post to reflect. There's a little start-up, you do have to, no matter what system you're using you're going to have to get people in it, enroll them somehow, that's usually very easy and unless you're dealing with thousands of people, an hour or two or you can upload an Xcel file and getting them set up, and then you've got this. I use this every year with my class. I kind of go in and make some stuff private, and then I update the pages, but I now have three or four years' worth of student reflection, student projects, student discussion all in there in the background. And the same thing if you're using Canvas or Course Sites. You get these responses and they don't ever go away. So you've got this longitudinal data and information about courses, student feedback on the courses, and so on and so forth. So I think I shared what I'm going to share. It looks like we're doing okay on time. Do we want to go back to that last slide on tools? Johnny Depp, if you have comments, I can't see the chat.

>> Rebecca: There's a whole bunch of questions.

>> Jennifer: I'm thinking maybe I have -- I think I know them in my head, so I'm going to try to cover them with you -- and pose them to you. One question was back to the absorb -- the connect thing. Gabby was asking, realistically, how many -- what should you expect in terms of time to be able to do that sort of sequence and how many times might -- would you be able to do that in a session for 60 minutes or 90 minutes?

>> Karen: I think 60 to 90 minutes you would have a fairly narrow topic. We're almost a little too big for today. And we're not providing a lot of new and connect either. I've tried to make those connections for you. But if you really wanted to get through all of those three parts in 60 minutes, your topic needs to be pretty narrow, and remember, do -- your Padlet you contribute to, or the chat that you asked a specific question about, or your polls, they count as dues. I think the hardest piece to do is the connect piece. And that's where Jen said when you do the evaluation, maybe the connect piece for something small and short-scale is just, I'm going to fill out the evaluation and the last question in the evaluation is, here's what I'm thinking about doing with what I learned. In terms of that scale, that may be enough connect.

>> Jennifer: And then for your wonderful classroom that you created, Lisa was asking how or where you did that.

>> Rebecca: It looks like Stephanie has a question too. Stephanie is asking if Canvas is your recommended LMS, I know for Futures I've used Course Sites. Stephanie there are a ton of options out there.

>> Karen: I think I was muted while I was blabbing about the bitmoji classroom. Sorry. I went to YouTube. I don't have a preferred one, and in fact part of the reason I use WordPress, the irony of this whole thing is I'm not a huge fan of learning management systems. And universities that use Blackboard I would often use Google sites. I use WordPress even though we're Blackboard based. Part of that is my audience, I'm K-12 who may not have Blackboard available so I want it, like with you all I want to show them the low-cost, no-cost options of being able to do things. So I don't have a preference, I'm going to obviously learn how to use Canvas since I'm in charge of a Virginia statewide rollout on Canvas. So there you go. Other questions?

>> Jennifer: About cost. I was saying that I think some of the ones like -- so probably Canvas and Course Sites are inexpensive, but then something more complex is going to be a bigger investment, right?

>> Karen: So let me stop sharing here. But I believe both Canvas and Course Sites both are – have free versions, and they're limited by the number of courses that you can create. So before I would put any money into a learning management system, I would try out Course Sites or Canvas first and see if it meets your needs. WordPress also has a free version called WordPress.com, and it's pretty much fully figured and you could create as many WordPress.com sites as you wanted to. It's not -- it's not -- I don't think - -I guess you get paid for plug-ins and things. But it's pretty free. Where usual going to get started into the bigger dollars is when you start thinking about doing self-paced captivate modules, which I have a vague idea of how to do that, but if you're to the point where you really feel like you want a very professional, high-end thing, there are developers who will do it for you. Or you can do some of the blueprinting and then work with the developer. But buying the software, it can be a thousand dollars, and problematic. So I think you decide what you want to do. But as I said, I've seen people do really cute, not cute, good simulations with PowerPoint. It just means getting out of the linear thing and having buttons and click here and click there and put it as a presentation mode. I saw comment about, there is money out there. So that's one, you can invest it now in something, knowing though that you may not have the money when upgrades come, or that kind of thing, but you can at least get your food in the door and maybe play with some of the software. There is I believe Canvas at least has a built-in transcript tool, so you can speak into it and then it will transcribe it for you. My sense of Canvas especially having been introduced to it is it's got a wide variety of languages that are available, and it's easily accessible. Made easily accessible. And I will say that one of the reasons for adopting one of these platforms is we have become much more aware of online accessibility, and so the platforms will have accessibility tools built into them. But for that matter, here's your 75 cent tip for the day that I didn't include in the original slide show. If you're using Google docs, you need the grapple docs plug-in, it is free right now, and it doesn't cost very much for just an individual user. It is the accessibility checker for Google documents. It does Google docs, Google slides, and it does Google sheets. And it works very much like the Microsoft tool does in terms of, if you open it up before you start, it will just guide you through making it accessible. But if

you haven't already -- if you have an already created document it will show you where should be fixing things too.

>> Rebecca: Sujata, if I could jump in, I was playing around on Course Sites today, the free version I have for cohort on another grant, they do have accessibility plug-ins, but something they cool they do, when you upload your word docs, PDFs, PowerPoint slides, what have you, to the website, it gives you an accessibility rating right there, green, yellow for could use improvement, and then red for bad. And will show you where in PowerPoint or a doc is not accessible if you need to use alternative things. I know Course Sites does have accessibility plug-ins, and I believe transcription as well.

>> Karen: We're close to the end, but we're really close, if we have that one last slide that has some tools on it, I think we've talked about single one of them, and we can -- once you get the slide deck you'll be able to look at that one. But I think we've talked about all of those. One tip, Zoom can start to get expensive, I was introduced to Stream Yard, and it's called. And it is a new online streaming services, it does mostly webinars, it has chat built in. And it was very low cost. I'm looking down over that slide to see, but I think we've covered everything else.

>> Jennifer: I wanted to put a little bit of a plug in, we are -- we were meant to have our distance learning course this winter, which is of course that -- which is a course we take participants through sort of planning, designing, everything from your objectives to choosing your platforms and everything. And it was 2½-day course that Karen is faculty for. And we are doing that course online this winter. So we will probably be using a combination of something like Course Sites as well as having Zoom calls for synchronous meetings, office hour drop-ins with faculty, so it will be an entire collection of engagement in order to reach those three different priorities for when you're trying to really effectuate learning with an audience. Sujata I see is asking how many people. It's probably going to be relatively small, since it's our first time doing it online. I haven't decided definitely, but somewhere between probably 30 and 40 registrants will do for that. But there will be more information on that pretty soon. So keep an eye out for that. And Rebecca is also going to be sharing via email the slides that we used today, an evaluation, and then our virtual tool that we designed to help you really sort of think through how you can do some of these longer learning opportunities that Karen was mentioning through a kind of piecing it together approach of doing various synchronous and asynchronous offerings in order to again, effectuate the three levels of engagement. And Rebecca, or Karen, is there any other comments you wanted to share with folks?

>> Rebecca: I would just say for myself to say practice, practice, practice and more practice. Even us doing this webinar today, we met for an hour yesterday, we had an hour preparation last week, really just trying to make sure that this runs as best as possible. Even if we do have a leading technology in virtual learning expert, Karen on the call, we still had a little bit of Zoom issues at the very beginning. And that's just to be

expected. Even throughout practice, there's going to be ups and downs. It's part of the learning experience.

>> Karen: I'm pleasantly surprised when there aren't any issues, let's just put it that way.

>> Rebecca: Exactly.

>> Jennifer: For your evaluation that we'll send to you, if you can just think a little bit about if anything that came up today, if it's something that you'll try, or if it's something that you think you might play around with, and we'd really like to hear what, if anything that we reviewed today was helpful for you in your work moving forward.

>> Rebecca: And I put the evaluation in the chat, and I'll be sending it out via email as well.

>> Karen: I don't know that my contact information is on the last slide, but I did put my email in there. And you are -- once I've met you virtually or face-to-face you are always welcome to email me with questions as well.

>> Jennifer: Thank you so much to Rebecca and Karen for all of the preparation, putting this on, and thank you all for participating and your great questions. It's been a fun experience together, all of us trying to navigate this sort of virtual education world. So we look forward to continuing this conversation with you all, and thanks for being here.

>> Rebecca: Thank you all.