

The Institute for Leadership in Education Development (I-LED) Webinar Series:
Learning through Interactivity

Creating Meaningful and Accessible Interactivity

This project is supported by Grant No. 2015-TA-AX-K067, awarded by the Office on Violence Against Women, U.S. Department of Justice. The opinions, findings, conclusions, and recommendations expressed in this publication/program/exhibition are those of the author(s) and do not necessarily reflect the views of the Department of Justice, Office on Violence Against Women.

Road Map

Learning Activities

The adult learner needs different tools and experiences than instructional methods for youth and children in order to retain information



Accessible and Meaningful Interactivity

Integrating accessible interactivity into your workshop, training, and/or learning session will help participants retain and apply information given to them.



Storytelling helps educators disseminate information through crafting narratives, arcs, and interweaving emotions.

**Storytelling Parts
1 & 2**

Learning Objectives

As a result of this webinar, you will be better able to:

- Define basic elements of interactivity in trainings, webinars, and workshops;
- Identify concrete examples of interactivity in virtual and in-person settings; and
- Recognize accessibility and cultural considerations for building interactivity.



Go to www.menti.com and use the code 1829 1286

What is the purpose of interactivity in education programs?

 Mentimeter

Press ENTER to pause scroll



What is interactivity?

Interactivity is:

Involving students in **doing** things and **thinking** about the things they are doing (Bonwell & Eison 1991)

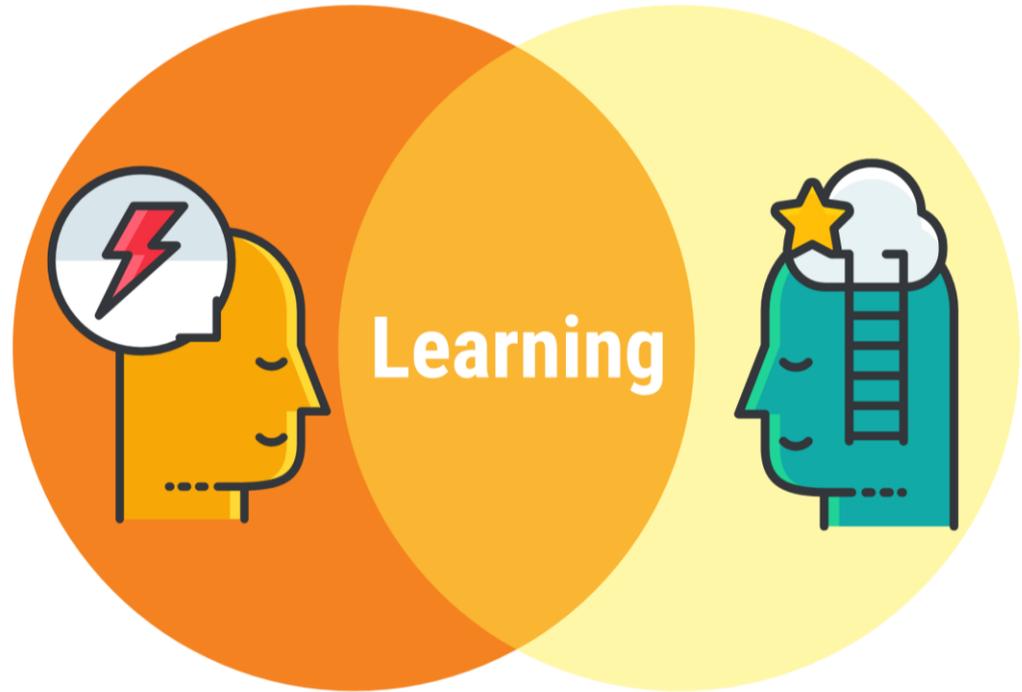
What it is not:

- Going through motions/movements
- Clicking/checking items off



The Adult Brain

- Left brain is analytical, methodical
- Right brain is creative, artistic
- Both hemispheres of the brain need to be engaged together to truly learn both virtually and in-person



Breakout Groups

How do you use interactivity?

- (1) In virtual settings
- (2) With access in mind
- (3) With cultural responsiveness in mind



Dr. Karen Richardson

Thinking About General and Specific Activities

| Activity Category | Activity Type | Technology | Interactivity |
|--|---|---|---|
| <p>https://hariton.com/additional-resources/e-learning-examples/</p> <p>Direct Instruction (Absorb)</p> <p>The teacher is doing the work of locating and/or creating materials to support the content learning. The teacher may also deliver the content. Students are listening and interacting with the content.</p> | <p>View Presentation (Slide show, Video, Animation)</p> <p>Take a Virtual Tour</p> <p>Read an Article</p> | <p>Media databases such as YouTube, SlideShare.net, Google Earth, and Google Scholar</p> <p>Create your own using office suites and online tools like Adobe Sparks, Canva and Visme.</p> <p>Google suite tools for collaborative documents</p> <p>Virtual Tours: Google Maps</p> <p>Interactive White Board: Padlet, Google jamboard</p> <p>Annotated Video: EdPuzzle</p> | <p>Provide pauses in whatever the media is (video, slides, animation, text) and ask the participant to reflect on their understanding. They might...</p> <ul style="list-style-type: none">• Add to a notes document or interactive whiteboard• Complete a form• Make a video response <p>Webinar:</p> <ul style="list-style-type: none">• Take a poll• Ask for responses in the chat: the "waterfall" is fun• Create a word cloud using a tool like Kahoot |



Virtual Challenges

- Time lapses between interactions
- Lack of clear communication norms
- Absence of visual/auditory conversation cues
- Perceived imbalance in commitment, responsibility, and/or effort amongst participants

(Irwin and Berge, 2006; Capdeferro and Romero, 2012).





Building Interactivity with Accessibility in Mind

Sandra Harrell

Center on Victimization and Safety

Vera Institute of Justice



Platform considerations

- Would screenreaders have the ability to read:
 - Polls?
 - Chat features?
 - Quizzes?
- If using breakout rooms, can they be accessed visually (without the need to be read)?
- Is the cue to enter the breakout room able to be read by a screenreder?
- Can features of the platform be resized?
- Does the platform allow for integrated captionining?

Pacing considerations

- Avoid speed driven activities
- Speak slowly and clearly.
- Give the audience time for review the PowerPoint, and allow time for ASL interpreters to communicate your words before starting the activity.
- When facilitating discussions, use round-robin facilitation.

Other considerations

- If sending participants to an outside site, ensure that you test the accessibility of the site in advance.
- If using a video, ensure that it includes closed captioning.
- If collaborating on a document, ensure that the document is built using the correct reading order, headings, and layouts.



Questions and Additional Resources

- Questions?
- https://www.endabusepwd.org/wp-content/uploads/2021/02/Accessible_Resources.pdf



Equity By Design

Ayana Wallace, Training Specialist

Ujima Inc.: The National Center on Violence Against Women in the Black Community



This presentation was supported by Grant Number **09EV0432** from the Administration of Children, Family and Youth Services, U.S. Department of Health and Human Services (DHHS).

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VISION

To create a world where Black women & girls are valued, respected, safe, **and** free from violence.

MISSION

Mobilize the community.

Respond to and end violence.

Serve as a resource to survivors of violence, advocates, service providers & the community.



What does Ujima actually do?

We give voice to Black women and girls.

We provide a supportive community.

We engage all (persons) of our community—women, men, children, LGBTQ, and gender non-conforming.

What types of strategies do we employ?

- Policy and Legislation
- Outreach and Capacity Building
- Research
- Education, Public Awareness, and Training



AREAS OF FOCUS



- Sexual Violence
- Domestic Violence
- Community Violence
- Sex and Labor Trafficking
- Institutional & Structural Violence



Workshop Agreements

- Active Listening
- Be Present: Silence that Internal Chatter
- Be Open
- Push Through Growing Edge
- Respectfully Challenge Each Other
- Lean In, Lean Out
- Continue to Have These Conversations



What does allyship and racial equity work mean to you all?

What are your dedications to the work?

Hesitancies? Challenges?



Applying Anti-Oppression Principles to Our Work

- Avoid tokenism and correct it when it shows up
- White allies need to step up when other white allies need to be held accountable
- Silence = Violence
- Do not tone police Black women— Listen!
- Apply trauma-informed principles when working with staff
- Examine language and the histories behind language
- Set some goals and remain thoughtful about follow up
- Don't fall into fragility--and when you do, process and keep going
- Remember healing is a process
- Create space for conversations— continue to reevaluate if those spaces feel safe and brave
- Embrace confrontation
- Change policies and practices



How do you choose faculty that your audience can identify with?

- Make sure that you have an idea of thought leaders within the field and who have been doing the work
- Ask pre-surveys beforehand to find out who your audience is.
- Affinity groups typically like to be trained by each other.
- Understand the demographics of the jurisdiction/region.
- Relationship building with local/state/national programs with expertise within the field.
- If you go into a region, be (or get) familiar with the people there.





How do you choose faculty that reflect the community you're teaching?

- Go to the community/know the community
- Buying in with community stakeholders
- Ability to bring in relevant anecdotal experiences
- Understanding that the faculty may not be from the community but are still experts and may still be the best fit for your training needs.



How do you support diverse faculty in non-diverse and hostile audiences?

- If you are the host, be the host and step in.
- Ask the faculty member how they would want you to intervene if necessary.
- Ask the faculty member if they would want to be paired with a co-facilitator, or if they have someone in mind.
- “Greenbook” the organization.
- The host can set the tone during housekeeping by putting accountability as an essential piece of the conversation.
- Using virtual platform functions ex. Mute button! (Have in person and virtual solutions)



Envisioning Practice

- How can you better center or situate yourselves in equity and anti-racism work? Are folks still seeing it as mission drift?
- Do you feel equipped to not only talk about anti-oppression but to implement it in the workplace? What would that mean in terms of shifting language, practice, policies, mindsets?
- How can we help staff and ourselves as leaders move past hesitancy to get to real and authentic allyship?
- How do you foster accountability in any space?

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Questions?

