



## Learning through Interactivity: Creating Meaningful and Accessible Interactivity

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### Closed Captioning Transcript

>> That, I'm going to turn it over to our presenters to get started.

>> this meeting is being recorded.

>> thank you so much, Marikate and thank with so much you do and the support that they provide. So welcome, everyone. Still probably having a couple of participants trickle in. Let's get started. So welcome. To creating meaningful and accessible interactivity. My name is Rebecca del Rossi. I'm the program specialist for the learning and leadership team. And I do majority of my work on this specific project, also known as I-led. Before we begin, I want to take a quick moment to ask my co-presenters to unmute and introduce themselves as well as my colleague Jeremiah-Anthony. So, let's start with maybe Jeremiah-Anthony, if you would like to say a quick hello.

>> hi, everyone. Lovely to see all of you or just know that all of you are here. I look forward to this session. Glad to see some returning names. Glad to see some new ones. So, yeah.

>> great. Thanks. Yep. So, I'll be monitoring the chat, helping out with all that stuff. So, if you have any questions, please feel free to reach out to them. Could I have Ayana?

>> I'm the training specialist with the national center on violence against women in the black community.

>> thanks Ayana. And Sandra?

>> would you like to do a quick introduction?

>> I'm Sandra Harrell and I oversee our body of work focused on improving services for survivors with disabilities.

>> great. Thank you, Sandra. I'm real excited to learn from the two of you later today as well. So, before we begin, just would love to get a quick thank you to our funders on the office of violence against women. For continuously supporting this project. They've been a great partner. You know, throughout the time that we worked with them. So just a quick recap of where we are. And this webinar series. We're on part two out of four for the webinars. We're almost after this going to be halfway done. The last series if you were able to join us two weeks ago, we really took a deep dive into learning activities and the kind of fundamental basics of adult learning principles and adult education. So

today we'll be doing interactivity which is more of a honed in look at specific, you no he, learning retention, learning transfer that jen touched upon last time if you join us again in july, we'll have a really excited two more webinars that focus on story telling in our series of work. So today we are going to be covering these three learning objectives. They are captured in the transcript. I'll just read them out loud. So we hope that as a result of this particular webinar you will be better able to define basic elements of interest in your trainings, webinars and workshops, identify concrete examples of interactivity in virtual and in person settings, and recognize accessibility and cultural considerations for building interactivity. To get us started, we're going to do a quick little pulse check. A little knowledge check to see what you all think of interactivity. So i'm going to switch over from power point to the interwebs. So if someone could just give me a nod that you can now see the google chrome page. It says menti got come. With he would love to hear your answer to this question of what is the purpose of interactivity in education programs? Jeremiah-anthony. You can click on the link that jeremiah-anthony put in the chat box. So we'll take main or two to see what folks say. Read them out loud as they come in. What is the purpose of interactivity? Why bother, right? Let's see. So a lot of engagement. I'm seeing some practice. Some pressure learning. Right? Learning from other people. Reinforces learning. I love that. I hate boring. They learn better with activities. Yep.

>> it's inclusive. Yep. Retention of knowledge. For those that were able to join us last time, jen really honed in and drove home the point of learning transfer and stickiness, right, of why we don't do straight lecture. Our education programs. Wow. Okay. Well, it seems like you all are in a really good spot to start this conversation more. So with that, i am going to go into the definition, our definition of interactivity. Which can really be summarized by two small things. It's really about thinking and doing. Right? Involving people and the process of doing something and then thinking about the things that they are doing. If you just have one of those parts, maybe just you have someone doing something, going through the motions, that's not learning. But if you just have someone who is maybe just thinking, that's also not learning. It's really important that they go hand in hand. And then we have here the right of what interactivity is not as we just said. It is not going through the motions and the movements. As we all transfer to a virtual world about a year and a half ago for the first time for many of us, i think that there was a big struggle in how to create interactive online education and for some people that was seeing how many clicks, right. So click, click, click, click. You could get in a learning session. However, that's also really easy to do. And it is a motor function. Right? So just boils down to two words. Doing and thinking simultaneously together. That is really the fundamental core principle. If you have any questions, please, please, please use the chat. Talk among yourselves. Crowd source together. We want this to be an experience where can you learn from each other as well. Okay. So we're going to do a tiny bit of brain science. I'm not a brain scientist. It i can tell through are two sides of the brain. The right hemisphere and left hemisphere. You know the left one is considered to be your analytical brain and then the creative brain. Most people have a dominant side. So for me, for example, my dominant side is my right side. It's a creative

part. So what that means for learning is i struggle doing things that are more analytical and methodical. But like the definition of interactivity that we just had, to really kind of push yourself and engage in that transfer, hemispheres need to be involved. This can look like someone who is maybe very analytical, very good at, let's say, math and graphs and stuff like that. And they come to a learning session. Having them push themselves by engaging in roleplay. That experience of engaging in that other hemisphere of thinking and doing things and intentionally thinking about things will make it more likely that information will be able to be retained and will truly stick. I'm seeing a questions come in. What about adults who have experienced childhood trauma? How does this affect their learning process?

>> honestly, i'm not 100% sure other than i know that it does. When you experience trauma, it increases motor function. So i know for example, you know, if you experience a lot of continuous trauma, the frontal cortex, the cognitive functioning of the brain that controls thinking, it decreases. Then if i had to take an educated guess it would be that learning transfer, retention is harder for someone who has gone through complex trauma. But, you know, we can follow up after this webinar and find out more actual scientific answers for that. I want to make sure that you have the correct information as well. So we're going to be focusing – that is the mini lecture on the adult brain. We're going to be going -- moving into breakout groups. We actually have almost a perfect number to do some larger breakout groups. Each break, we'll be dividing into three groups. I'll be leading the virtual settings group. Our friend sandra will be running the access group and ayana is leading the culture responsiveness group. Would be the groups, we want you to take between 7 to 10 minutes to answer the question of how do you use interactivity with this particular focus in mind? So, for example, if you were in the access group with sandra, you're going to be thinking and brainstorming around the activity of how do you use interactivity with – concerning accessibility? What are you already doing? And kind of brainstorming and crowd sourcing together. So we will be seven to ten minutes. Bring you back by i would say 2:22 at the latest eastern time. And while you're in your breakout groups, please nominate one person to type out just kind of maybe one to two sentences of a common theme within the chat box. So it looks like that we are already -- thank you, marikate being on top of the breakout groups. So at this time please join your breakout group. You should be getting a notification that says host is inviting you to join breakout room x. So please move to your breakout rooms and we'll see you in about seven minutes.

>>> do you think we should close the rooms? She said 2:20?

>> i think can you. I think it's fine. You can close them out.

>> well, she said 10 minutes but then she also said 20 after. So there is like three minutes more until the ten minutes are up. I can wait.

>>close the room. People will start coming back in.

>> okay. So i can't see when everyone is back. So if someone can give me a little verbal cue and we have most of the folks back.

>> it looks like everyone is back.

>> awesome.

>> so thanks for doing that, everyone. So – we didn't sign in my room. Snap or one person from each room would like to take a moment to write some of their learned key takeaways from the breakout rooms into the chat for everyone else to see. I'm going to pick on nancy. I'm nominating you now for our breakout room.

>> i'm giving everyone a moment to type what they reflected on and key take aways was in the chat before we move into the virtual interactivity. Perfect. Caroline, hey, caroline. Access in mind. Together information that attendees beforehand to see how they would like to participate and make sure that the language differences are addressed. Yes. Zoom time management for virtual interactivity. Need to be mindful of finding your audience. Keeping the activity short and engaging. Cultural responsiveness, sending power points in advance. Don't assume that everyone knows the language and terms. I love it. Thank you. Thanks all.

>> we're going to watch a short video from our friend and consultant. She can't be here today because she is on vacation. We wish her the best right now. She was kind enough to record us a five-minute video virtual interactivity. She is really an expert in this technology.let me make sure you all can hear. Welcome to this introduction.

>> hi, everyone. Karen richardson here. Sorry i'm not able to join you live today. I'm happy to put together a couple minutes of thoughts about how to create interactivity in virtual environments. Besides the video, we'll share the slides with you as well so you'll have all the links and the followup information. Mostly trying to provide with you ideas. Only have a couple minutes. Let's move right along. What is virtual interactivity? Why is it important to adult learning? I maybe 18 months ago i would have had to answer this question for you. But you've been sitting in front of zoom and google meetings as much as i have and you're beginning to understand that it is and getting can be really tough in a virtual environment. It's hard to continue to focus. Mine it's hard to do it in a face-to-face setting. Virtually there is so much potential for distraction. Tune out, open another browser window do, multitasking. So you really need to make sure that you're getting to learning and remember, learning here is about changing things. Changing people's knowledge, skills, dispositions. It's not just enough to sort of talk at them but actually want them to do something with what they're doing. We are to keep them in the game and we do this at all levels by imbedding -- a webinar. As simple as possible and interactivity.

>> one second. I'm trying to multitask and it didn't work. One more time.

>> important specifically works -- it's not just enough to talk at them, but actually want them to do something with what they're doing. We have to keep them in the game. And

we do this at all levels by imbedding interactivity. Adults have to be stimulated. They've got to be constantly making connections to what they already know. Using that to change into new things and then thinking about how they can apply that. So i'm a fan of william horton. His book is getting a little old. It doesn't matter. Horton specifically works -- horton's work is specifically for kind of workplace learning and professional development. So he tries to keep it as simple as possible. The link to his website is there. He has tons of great examples. I just borrowed a few of them. Any learning experience is going to have three parts, absorb, do, and apply. Let's go through each of them. Absorb, this is where the lecture monster can rear its ugly head. We have information to convey and slides with the narration is the easiest way to do it whether recorded or you do it live during a webinar. Think about how long can you pay attention to something on line and then put in an audience participation. Right at that spot. Q and a, fill out an online survey in the online course. But some way of getting them to stop and reflect. So you see in the interactivity column, pause, provide some pauses. Get some input. I went to a recent webinar with special education teachers. They had us up and moving around. You are know, you answer a question. If you answered a to the question, you know, you put up your right hand. You put up your left hand or touch your toes. But you were activity. You can create your own things. He had puzzles is one of my favorite tubes. It allows you to annotate youtube videos. Then we move on to do. Your participants have been doing a few things, right? You worked in the breaks. But now the idea is that they're going to practice their learning independently in some way or another. And what they do will depend on the kind of learning that they're going to be doing. So it might make sense for them to take a quiz. If there is specific knowledge they need to know and specific answers, take a quiz. If it's a skill, maybe there is a simulation that they could go through to be able to practice the skill. And a discussion can be a great way for them to demonstrate their change in disposition. And again, you've got all kinds of potential tools out there. There is online quiz tools like cahoot, flip grid is a great on line video discussion tool. We're back to google jam board. In terms of the interactivity, again, make sure you make it fun. So make it games. Makes it seem more like a game than online test. Use flipgrid for the video discussion piece. It's a fun way to get them to see each other and be more involved. If you are giving quizzes, make sure there is feedback for them that can help them review and then finally, in a webinar you have lots of good tools for this as well. A poll they may take, maybe they discuss things in a breakout group, share learning in a text chat. And finally, we end with the application piece. That is the part where if you noticed, we sort of teachers have been directing everything. Once we get to application this is all about putting students first. They're choosing topics. They're thinking about how they take this knowledge that they've got and apply it to their workplace. Because the ultimate goal here is that they're able to do something with this in their lives. Or in their ways. So in a webinar you may put them in a group and have them talk to each other about what they plan to do. They might do some brainstorming and make a quick presentation n an online course, some kind of final project is a great way for students to get involved. That might be a website that they create or a podcast, a data base of resources, wakelet is a

great online sharing tool where people can share resources and ideas and notes. So i'm going to stop there. I do have a slide with the tools listed on it as well. Just so i make sure that you have those links for you. But hopefully horton and these ideas about building interactivity will give you space to start thinking about your own online professional development. Have a great rest of the webinar.

>> so that was a little overview of virtual interactivity from dr. Karen richardson. Hopefully we'll be able -- go in the wrong direction. I accidentally hit control and went the very wrong direction. So, yeah. Dr. Richardson is a wealth of knowledge and really fun to be around. The last thing i'm going to cover before i turn it over to sandra is the virtual challenges, to you know, kind of compare and contrast with what she went over with horton. That is something we do here at futures for virtual education is do and apply. To really engage the adult brain. It comes with its own challenges such as time lapses, right? As you're saying, the lecture monster can be really popular. Some were on the previous webinar. You might remember the one slide that jen had you do where she was like okay, read this and gave now directions. It can set people up for failure in that way as far as lack of norms. And, you know, lack -- as it says, of visual or audio cues. Something we talked about, you know, and we'll add the followup materials. Virtual education, it's easier to measure progress when you're doing virtual education. So i don't have solutions for these challenges, just things to think about when you're doing virtual interactivity. Sandra? I would love to invite you to share with us your wealth of knowledge on accessibility. And what Vera can do.

>> sure thing. Thank you so much, Rebecca. That is very interesting. So our access in mind breakout group had a lot of information about this. It's wonderful to see so many people being so committed to ensuring that advocates with disabilities in our field are getting the same opportunity to learn as everybody else. That's fantastic. I know that in the previous slide, rebecca, you talked about lapses and time lapses between when the communication and some of the other challenges of the virtual world. But the disability community has been staying all throughout covid-19 is like welcome to our world. You know? For many deaf people who participate in online engagement, people will start immediately talking about the power point slide before giving them an opportunity to actually read the power point slide. And so that's one thing that happens for deaf participants is that they have to choose between watching the interpreter, being able to access the information on the slide. And so that time lapse actually works well to take a moment to pause before jumping right into the material on the slide. And am i able to move this forward?

>> great. But then there are a ton of other benefits. And things to think about around virtual learning. For people with disabilities, virtual learning is a wonderful way for them to be able to gain access. Just to give -- paint a picture for you, in precovid-19 world where we were doing all of our trainings in person, people with disabilities were often opting out of trainings for a variety of reasons. One being that there is anticipation that the trainings wouldn't be able to meet their needs. That they would encounter so many

barriers. They would feel uncomfortable. They would have one designated spot to sit in the meeting space and that maybe wouldn't meet their needs but also just travel in general is incredibly hard for particularly for people with -- who have wheelchairs because there is a great possibility that the airline could damage their wheelchair and then they would be stuck without their mobility for the entirety of the training. For deaf folks not having the opportunity to be able to have interpreters travel with them. So again, virtual training, this is sort of moving us into a virtual world has really just opened up a world of possibilities for people with disabilities and because our audience has about 70% of our audience are people with disabilities, we've had to really learn quickly how to ensure that these virtual trainings are fully accessible. The first place that starts is platform considerations. Choosing the right platform. I was writing down everything from that quick lecture. Just to check the accessibility of these things that you're using. You know? Flipgrid, cahoot, wakelet. I just made a note to our team check the accessibility of those and i'll send it back to you, rebecca, to let you know what might be access concerns and how you might be able to get around those. You want to make sure that the platform that you're using is accessible to screen readers. Make sure the screen reader is able to read any polls you're using, chat features, quizzes that you're using. Then so any time you go outside of your platform, you want to make sure that any site that you're directing people to outside of your platform that we're going to assume you already made sure that that platform is accessible that anything exterior to that is accessible as well. We all got really good using the breakout feature on zoom. However, one of the things that we encountered is that our trainings. And because of just ableism and our society and our tendency for the society to give up on people with disabilities, a number of our self-advocates were never taught to read. And so the fact that when the breakout room comes up and invites you into a breakout room, it's only done via reading, we had self-advocates that didn't realize they were being invited. So we had to have cues to that that are accessible. So what we did was just create sort of a pictorial guide to our meeting that we send out in advance of our meetings. Self-advocates can fully participate. And they will know the visual cue that breakout room is asking them to enter. Then, of course, you want to make sure that cue can be read by a screen reader. You don't want that just popping up and people aren't even aware of that they're being asked to question. Because they're accessing meeting via a screen reader. We have a lot of great conversation about the need for larger font. People who are losing their vision due to aging. Just the need to be able to resize the font and the features on the platform. It becomes really important. And then, of course, allowing for integrated captioning is critical. When we are in any type of virtual setting, what happens is if the person has to enlarge that box, they're then having to choose between being able to participate fully in the meeting or reading through the captioning. So you just want to make sure it's all built into the platform. Any questions before we do that? About platforms?

>> a question. Is there a list of, i guess, platforms that have been vetted for accessibility? If so, where would we find that?

>> i do have an online platform consideration. I can send this all to rebecca. And she is going to send them out to you. We did a sort of platform comparison. And honestly, it's zoom and adobe connect are the two platforms that are -- have the most access features. Adobe connect is super expensive. I don't know if you still have license for. That but they used to have the license of the bells and whistles. But zoom is really responsive to accessibility. So we have been -- we were early adopters of zoom because of the deaf community prefers zoom because it allows for much better sort of visual engagement. And so we started very early on precovid-19 pressuring zoom to adopt other accessibility components which is why we see the integrated captioning now and that sort of piece. Zoom is really great. And then i have a comparison of like webex is okay and then there are other ones. I'll send that along after the meeting.

>> i just want to make sure, sandra, can you share the pictorial guide?

>> yes. I would like to make big promises and never deliver.

>> we do have adobe connect still. They're going through a lot of updates now. The integrated captioning, they don't work right now. So as of right now, i feel like zoom is the better option. But we do have that available for you.

>> zoom is user friendly. We found that our particularly for our self-advocates, adobe connect is just not an easy for them to use. And so once we switched to zoom, they universally said they were having a much better experience. That was a big glitch that we found. It's like oh, this is not quite working. We have to come up with sort of a workaround here.

>> also in our breakout, we have some great discussion about how important it is -- the pace of the information that you're delivering. One thing that we have seen and i really struggle with even after 15 years of doing this, is speaking slowly and clearly. Because when you have for instance asl interpreters, there is a necessary lag, even in simultaneous interpretation. There is going to be a lag between what the speaker is saying and what the interpreter is delivering. So making sure that you're just pacing your dialogue in a way and slowing down and listening to folks who are saying can you please slow down? It's not to be rude, it's just because it just allows the asl interpreter to capture all of the information that you're trying to deliver and particularly if you're setting up an exercise for someone. You want to make sure that the interpreter is able to get all of the directions for that exercise. You want to speak slowly and clearly. Stay away from acronyms. You want to stay away from idioms. In our breakout room, i hate to call you out with that i thought this was such a great point. You know, not everyone is -- is a person who is born and raised in america. And so they're not going to understand the cultural references we use when we use idioms. They're trying to stay away from idioms. Oi have to learn this lesson during a new grantee orientation. We wanted to do, like, a quiz show game. Like the form of jeopardy where you hit a button to answer the question. And we immediately had to get rid of that idea. We realized that speed driven activities like that are not accessible. So anything that is driven by speed, the first one to



finish, the first one to hit a button, the first one to answer a question, i would avoid. They're inaccessible to the deaf participants. They're inaccessible to anyone who takes longer to process information disabilities. If it is something about moving around a room. So just avoiding that. And then i mention this at the beginning. As you're moving through the information, particularly the instructions for your interactive activity, pause at the beginning. Giving the time for the particularly people who are deaf in your audience need to be able to read what is on the screen. You may be like, well, if the interpreter is interpreting what the person is saying, why do you have to read what's on the screen? Well, in deaf community, there is a long history of language deprivation of deaf people and this has really created sort of a response where they feel like they want to get all of the information that they can get. Just because they've been deprived of that information. So you want to just allow them to read what's on the screen and then deliver your instructions for how to go about it. Then, of course, you want to make sure that the interpreter caught up before starting the activity. If you're facilitating a discussion, we have found that the use of round robin facilitation just works best. We want everybody to participate. For people who may have anxiety, who aren't able to just jump right in there and speak contemporaneous to know i'm going to be called on. And then being able to form the answer in their head. There's a lot of research particularly on working with the disability community, cross disability, that the more that people can have comfort, competence and control in any environment, the better they're going to be able to perform. So giving them a sense of when where they're going to be up in the cue and that this is letting them know that they can pass. They have nothing to offer. You know, just setting it up in that way. And then using a round robin facilitation style. Checking the chat to see if there are any questions. Nope. Okay.

>> i guess i have a question for you, sandra. You know, in our own trainings, i would love your input on and i'm sure many people in this room have also experienced. You know, for adult learning, a lot of times people teach that it's really go to incorporate movement. So when you're in person, even virtually incorporating. What consideration was you recommend for, you know, building a movement that is accessible to people with, you know, different types of learning abilities, different type of physical abilities? We know that a lot of what people tend to do in trainings may or may not work. Like that jeopardy example you gave. We do our access training, i've been known to -- every time i've done an in-person access training, i'm coming off of having attended a conference with somebody doing some sort of movement activity that has, like, just enraged me. So i think that, a, if you're going to be moving around a space, you want to make sure it is a large enough space create 36 inch aisle ways throughout so people can move about that space without encountering barriers if they're using mobility devices. If you are in a physical space and you're doing some sort of activity that requires people to move around the space and you have people that are blind in that group, you really want to orient them to the space prior to the activity happening. They can have confidence and control in that space. If there is anything you're having people do on the walls, like, that you're putting -- if you have people like putting something on a flip chart paper, putting it at a level with somebody who uses a wheelchair, that it would be accessible

for them. You are constantly navigating all kinds of access needs. You may have somebody that has back issues who is not able to bend down. So you just want to have variety and where those are placed and really be thoughtful about all of that. You don't have to get rid of movement. You want to make sure that you're accounting for variation and any activity that requires movement. And then there are going to be times that people are just -- i had a person who came to our access training who had just been in a car accident and had a broken foot. Did not indicate this on registration. We planned the exercise. And if need be. But she was really clear that she wanted to see the outcome of the exercise and to hear from other participants and that she was happy just like hanging out there. But it's just, i think every step of the way checking in it with people about what their needs are and then what is most comfortable to them. A few other considerations, make sure you test the accessibility of the site in advance. You want to make sure at minimum every site, platform that you use is 508 compliant. So that means you want you them to be read by a screen reader, that they're able to use keyboard functions, to be able to navigate the site. The font size and all of that and the features on the site. We have accessible resource that's i'm happy to send to rebecca as well. That lists out even more of the feature that's you're looking for around that. It just make sure if you're going to send them out to an outside site, that that site is accessible. From there is nothing to the screen readers. So that's one quick helpful tip for you that those don't tend to be very accessible. You can, of course, surely in this past year and a half, someone's come up with a way to make a screen reader and maybe i don't know about it. But historically when we test the accessibility of word clouds, they weren't -- it was just a whole bunch of garble for the screen reader. If you're using a video, make sure you're imbedding closed captioning into the video. Just a good practice all the time to have that available. In any video that you're using. Particularly if - - well, just it's a good practice. Closed captioning is not just for people who are hard of hearing or deaf. It also helps people with cognitive disabilities be able to track the information, people with learning disabilities. So it's just a really great feature to have in any video that's you're using. And then if you are collaborating on a document, so the doctor was saying that maybe when --

>> and it's supposed to be.

>> pardon me?

>> did someone have a comment?

>> i think they were unmuted.

>> thanks. Sorry. I always get eager for people to talk to me when i'm doing this. So, yeah. Like i was saying, one way you know you may be able to practice what you have learned or applied, what you learned is by collaborating on something. And so if you're going to be doing that, make sure that you build out a document that is using the correct reading order, the correct headings, correct layouts. Otherwise, it won't be an accessible activity for people that are relying on screen readers. And then , of course,

there is some basics about accessible design which was brought up in our breakout. Just notice that we're using a font with a high level of contrast here. You want to always left justify any of your documents or power points because that break that you see tend of the line helps people to be able to follow along. And then powerpoint slides, you really want to achieve at least -- like you want to have a little content as necessary on the slide because you actually want to touch upon everything that is on that slide. Another giant pet peeve that i have is when folks will say okay, i'm not going to read you this slide. The can you all read. No, that's not true. And you develop it, you put it on there, it must have been important enough for you to be able to -- that you want people to get that information. So just go ahead and read it out loud to folks. But so if you use a large enough font, it will force you sort of to put less content on the page. Right? If you're saying my maximum -- or my minimum size font here is 20 point. It means you can't put every single thing you want to say on that particular slide. So just something to keep in mind and now i think i have a little bit of time for questions before i pass the wand over to ayana.

>> i have one question from i believe tony about pictures and graphs on whether color or mono chromatic and then we can pass over to ayana after that.

>> i'd love if you put your e-mail on the chat afterwards, sandra.

>> sure thing. So i'm a big fan of using photos to augment any sort of texts that might be on the screen. So using pictures that actually sort of illustrate what is on the screen is a great option to be able to do that. And as far as -- the couple things to think about. Then if you're using pictures, you want to avoid putting text over the picture. The picture should sort of stand alone, be next to the text not be -- not have the text on top of it. That really is hard to read for people who are low vision. Graphs are always great to illustrate information in a different way. As far as color or monochromatic, it is up to you. You want to make sure you have the proper color contrast between any texts that you're using against the colored background. If you're somebody who likes to use a lot of color which the director of our center is one of those people. She loves a colorful power point. Me, i'm a black and white person. It works for me.

She always uses a lot of color and so she's constantly having to check the color contrast of her slides. You're welcome, tony. I added the link for accessible resources here. I'll make sure to send you the pictorial guide for zoom and the platform comparison.

>> thank you so much, sandra. I learned something new from you and every time. Every time.

>> thank you.

>> yeah. Ayana, i know you messaged me you have a thunderstorm over your house. But the floor is yours. And let's hope that wifi stays on.

>> oh, yeah. Fingers crossed. Hey tony, before you leave, good to see you. So we can jump into the slides. I'm going to -- i'll tell you when to move past some of them. I know some of the intro slides i want to move past. I entitled this equity by design. It is really thinking about how do you intentionally build training and potentially build an activity, a conversation? And so really to think about what is at the base of what you want to do, what principles are you going to be following as you move throughout that design. How you power share as you do it. And so let's jump into our slides. This is just a statement. Thank you to our grant funders. They do a lot of work and support for us. Next slide. Way want to create a world where black women and girls are valued, respected, safe, and free from violence. And to for us, whenever we're designing anything that we do, we have to keep this in mind to think about the different levels of violence that black women experience, think about the different intersections that they live in their lives. Making sure to bring in folks who are marginalized within the black community. Because there absolutely are various pockets of communities or of folks that have been marginalized, even from within the black community. Always making sure to acknowledge that and think of freedom and what that means for folks and how can you articulate that. Our mission is to mobilize the community. Making sure -- well, mobilize community plus. But really honing in on how do you mobilize folks, not in terms of like physical bodies necessarily, but as really how do you get folks engaged? So whether it's in getting folks engaged on social media, getting folks engaged in community conversations, actual workshops and activities like how do you build that rapport with people? That is something we try to hone in on. Next slide. And so i'm just going to go through this a little bit. Thinking about what ujima actually does, again, really centering -- really centering the core principles as the basis for how we build up. So it is really important for us to give voice to black women and girls that have been largely silenced, to provide a supportive community. So if we're developing on a work shop, really making sure that it's not neutrality that we're trying to present. It's really giving folks grace. So even we're having tough conversations, how do you give folks grace and also holding focus accountable through the conversation? That is our lens that we look at it in. And then making sure to engage all persons. So men, women, children, folks who are queer, gender nonconforming, making sure that everyone in our community is recognized and has a space and can -- if not see themselves -- see themselves in that activity, see their community as part of that activity. And so again, we do a lot of different strategies. But for any of the strategies we employ, like those are our key principles and key goals regardless. Next slide. And so the areas of focus that we use really is just to say that we're intersectional program because, again, black women like we live such intersectional lives. And so if you're trying to adjust domestic violence, you absolutely have to address community violence and address institutional violence or structural violence. Being intentional and thoughtful and remembering that folks again if they come to you for domestic violence, that doesn't mean that's the only type of violence they're experiencing in their lives. So when you're problem solving or going through a narrative or going through even going through scenario or a role play like keep that in mind. Build the bits and pieces. Workshop agreements. So i kept this in near not

necessarily because we're going through an entire workshop together. But it's a reminder for me and other folks to set the standard. So if you're facilitating a work shop, talk through with them what the expectations are going to be. So for some conversations, depending on the topic, let's say implicit bias, i might say my expectation for this workshop is to have everyone have their camera on whether or not they're going to take themselves off of mute or use the chat. But everybody has to have the camera on for this one. Simply because it builds community. Right? Explaining if you have a rule or a guideline explaining what it is and explaining it to the audience as well. Active listening. This is our time together as much as possible. Try to stay tuned into what we're doing. It's really easy to get distracted while you're online. People are e-mailing you. You're getting calls. You're having home stuff to deal with but as much as possible. Stay in space together. Be present. Silence internal chatter, push through the going edge, reminding folks it is back to the comments from our breakouts by reminding folks that not everyone is coming to the space with the same level of understanding. The same experiences, the same lens. And so to just again give grace to folks and give space to folks to explore that even if -- even while they're moving through the activity or even while they're listening to present on something. And then another thing that i try to do as much as possible, i might have some work shop agreement that's i wouldn't as a standard. But then also opening it up to the awed yebs to expand on the definitions. So i say respectfully challenge each other. But culturally, respect can look different. So asking folks does anybody want to expand on what that means or have a conversation before we move into the actual content. If given the opportunity. And let's keep going. Also, with you're really thinking about the design again of whatever you're doing, ask yourself #name? Ujima team and we're designing stuff to ask each other these questions. So think about the relationship of allyship, racial equity and what it means to you, what it means to your work, what it means to the team, how you want to express it. What are your dedications to the work? So again, if you're saying i want to talk about how to protect and serve black women, really thinking about who -- like what communities you're talking about. Are you talking about black women? You are talking about all black women including trans women? You are making sure you're going to recognize black women in the deaf community? Like how do you again pull in different folks? And then really, really making sure to narrow in on hesitancies and challenge that's are predictable or that might have come up in other things that were unexpected. But as much as possible, as a team, for team design, talk about the things. Get them out of the way. And then keep going. A lot of times people say i'm not sure if they're ready to have this conversation. Don't let it keep you from having the conversation, maybe just shift the design a little bit. These are things to think about. And really again, what is the basis of your design what? What is the basis of your understanding for how you want these conversations or these activities to go? Avoiding tokenism and correcting it when it shows up. So if you're in -- if you're facilitating a work shop, for instance, and folks are not necessarily participating as much as you would want to, i at least try my best not to call on people. Like call on specific people. I know from personal experience as a shy introvert my entire life, i hated being called on. And then in addition

to that tokenism, like i don't want to be called on if the conversation is about racial equity and i might be the only black woman in the space give folks the space. Offer examples to give them prompts and if they're still participating as achs you would like, keep going. And then continue to offer that space as you go through. White allies, step up when other white allies need to be held accountable. It could be in terms of if you bring in a presenter and we'll get into that. If you bring in a presenter or having a presenter in in your space and do folks need to be called out and called back in? Don't put all of the onus on people of color to do that. Silence equals violence. So again, recognizing that when you aren't giving space, when you aren't fostering representation, a lot of times folks will absolutely continue to feel marginalized and then feel that much more distances from what you're trying to do with their community do. Not tone police black women. I do want to get into this a little bit more in our next couple of slides. But this is a major piece as well. So whether it's audience participation or if it's the actual facilitator, making sure that we're not tone policing folks. That let them get it out the way they need. To you can explore it together. If it's really a distraction, sometimes it's okay to say, hey, that's a much more complex conversation that we have time for. Let's put a pin in it or build space at the end if we can. Again, taking the reigns and power sharing, moving folks through what we need to get to you. Let's see. Let's keep going. And so one of the questions was how do you choose faculty that your audience can identify with? Is this is always a good question. Personally, i don't know if it's just because i'm a trainer, i hate sitting in boring lectures. Whether it's from college or online learning, i hate boring stuff. I want to talk to folks that i'm learning with. See what their perspectives are. And so when you're thinking about who can do that for your audience, like those are some key things to think about. Who would you want to bring in? Who would you want to sit at a workshop with for three hours and listen to them talk? Or just interact with them. So make sure that you know -- you have an idea at least who have the thought leaders and the field are. What programs they may be associated with or what organizations they may be associated with. Reach out to those folks. It's really helpful to sometimes ask presurveys or just ask the potential audience like what do they need for training. What would help them best. Affinity groups oftentimes like to be trained by each other. So law enforcement oftentimes likes to be trained by other law enforcement. Advocates like to hear from other advocates. Right? Policy folks want to hear from folks that have been in the field. But remember, that if you want to have a law enforcement training, there are plenty of people are color in law enforcement. There are plenty of people that might identify as queer and might still be working with police. And so reaching out, expanding -- expanding your thought of who can do this work can be really helpful. A lot of folks can do this work. They can lead these conversations. They just might not have the same backing behind their name as folks who are already established. Understand the demographics of your jurisdiction. So really narrow in on even if it's a small community of color, like, that doesn't mean people still don't need to know about it. To be able to say the population is 5%, what are we doing to make sure that people are included and centered in the work that we're doing? Building relationships with local, state folks in the field. We have a lot of reach. We have a lot of

connections. We know a lot of folks across the country. They're like, hey, yeah, rebecca would be great talking to so and so. Sandra would be great talking to so and so. They can really support each other. Build friendships. That is really essential to the work. Get to know folks. And then if you go into a region either be or get familiar with the people there. So that could be a lot of times if i'm training folks in the deep south, like, i recognize i'm not from the deep south. Maryland we don't -- like, we're technically south. But we tend to forget that sometimes. But even being able to pick up on key things or similarities or terms that are generally acceptable. Like, add that in. Be personable. So folks that are personable that can definitely be authentic and transparent and have a lot of energy, definitely lean on those folks. Next slide. How do you choose faculty? Again, go to your community. Get to know folks. Get to know who the gate keepers of the communities. Because again, they might have a lot more access than you do. Buying in with community stake holders. This is both ways. Like, folks have to be bought into what you're doing. And then you also have to be bought into what they're doing in their work and their lens. The ability to bring in relevant anecdotal experiences. So i love that. They're having a whole series on storytelling. Like, story telling is absolutely essential, important, a great learning tool. It can bring in a lot of different cultural pieces. And, again, it gives voice to folks who have been silenced and marginalized. Always make sure you're bringing in examples. And it also helps folks feel like even though you're an expert in the subject or in the topic or in the work, that you're still a human. And so you're becoming more humanized to say oh, yeah, i did this thing once. Feel like i thought #name? It wasn't actually best practice. This might be. And then understanding that the faculty may not be from the community but are still experts and may still be the best fit for what you're training needs. Again, the fact that we're able to go across the country and train, we're not from all of these communities. We recognize it. But again, we're really invested in making sure that we're talking about these different subjects that we're talking about different things that are relevant to those communities. And next slide. So how do you support diverse faculty and nondiverse or hostile audiences. If you are the host -- i actually -- i was talking to my team about. This we were doing some co-creating on some of these answers. And overwhelmingly this is what my team is saying. If you are the host, be the host and step in. So for us, how we think about it is this is your house. Culturally, would you ever let someone come to your house and be disrespected in your home? No. So that's the same thing for when we bring f a facilitator, especially if it's, let's say, a person of color coming in to a nondiverse space or it's a person who is queer, coming into a nondiverse space. Like letting them know, i have your back and i'm not going to let you be disrespected. Ask the faculty member how they want you to intervene if necessary. So we have heard -- again this is sort of where intent versus impact gets a little tricky sometimes. A lot of advocates who go into this work, who go into equity work, let's say, again are really wanting to do good. Like they really want to make sure they're connecting with folks. They're not overstepping. They're not, you know, no micro aggressions flying around. And that's great. But sometimes folks overthink. And so if you see someone struggling in the middle of a training, like, step in. Don't, you know, ask folks, hey, if the conversation gets a little

rough, do you want me to step in? Do you want me to give some examples? Do you want me to chime in and say, hey, i have a thought. Just have a conversation. It's such an easy thing to get past. It's not something you really need to be hesitant about. A lot of times a facilitator may -- well, maybe not a lot of times. The facilitator may know how they want to respond or have a sense of what they want to do. Ask the faculty member if they would want to be paired with a co-facilitator or if they have someone in mind. And so this is really -- this is really especially if you know they're going into a hostile environment. So offering to say hey, i will stay on camera. I can help you -- i can add examples. But you're going to be the main facilitator or oh, i know this person would love to co-facilitate with you. What do you think? Or do they have someone in mind? We also have greenbook organization. And this extends to the organization and the general community meaning if you --again, if you know someone is potentially going into a hostile area, going into a organization that has been up front about their lack of desire to engage in the conversation, like, let folks know. Let folks know again if you're going to this city from this city, you might not want to drive through here. Because all of that is going to impact the facilitator by the time they get to you. And then the host can set the tone during housekeeping by putting accountability as an essential piece of the conversation. So again, let folks know what you're expectations are. Let folks know, you know, if it things aren't going well, we're going to pin it. Or we're going to stop the conversation and move on. Or we can bring it back at the end. But you have to set the tone as the host. And then using virtual platform functions such as the mute button. It can be a beautiful thing when necessary. But really thinking about how do you have in person and virtual solutions if a conversation is derailed or if it's just really not going well. So -- something that i've also done in my trainings, i do a lot of racial bias, a lot of implicit bias, structural bias trainings which can be tense conversations. But a lot of what i do is i'll pull in examples from other trainings that might not have gone so well. So if i'm talking about privilege and i gave a specific example that might have triggered someone or upset someone before, i'll give what my response was so that it doesn't triple folks now. They can really let it process and think through. Next slide. And then really a lot of this comes down to your envisioning practice. So you have to have these conversations as a team or with whoever you're working with, designing or facilitating to think about how can you better center our situate yourselves. Are folks still seeing it as a mission drift? Do you feel equipped to not only talk about anti-oppression but implement it in the workplace? What would that mean in terms of shifting language, practice, policies, mindsets? How can you help staff and ourselves as leaders move past hesitancy to get to real and authenticalliship? And then how do you foster accountability in any space? So for me this one up here, how can you help staff and ourselves as leaders moves past hesitancy and get to real and authentic alliship, again, it's thinking about what folks have shied away from talking about and taking a bold stance on including that as part of the conversation. How do you make your space intersection also if you're designing a case scenario, for example, or a role play, it goes beyond just switching out a name or two and thinking that scenario is going to fly. You really to add in the key components or language components or identity specific



components to make it culturally responsive. We don't want to feed into bias or micro aggressions or any type of stigma. And so when you're designing again a scenario or a role play, we don't want to then take on a name and say don't take out stacy and replace it with laquisha if the rest of the scenario is going to be then problematic. The last thing to think about is checking in with folks as you design. So i remember one time i was designing out some case scenarios. I was designing an activity. We were talking about social norms. And that activity was to think about different movies and tv shows and how they reinforce certain social norms. My friend showed it to me. It looked really g i quickly pointed out. I said i personally have never seen any of these movies at tv shows. And so i know for the audience, like, this is not really going to be relevant. So think about what is relevant to different people. And if you don't know, again, that's where you have a team. That's where you have a co-facilitator or someone to co-process with you. And next slide. So here's my contact information. I think i can also put my e-mail in the chat. But e-mail is usually the quickest way to get ahold of me. We can always schedule a call or a video call later. But if anyone has any questions or want to think just have a conversation about what else can be done, let me know. I will be there to support as best possible. I'm going to hand it back over to rebecca.

>> thank you so much. Almost every bullet point i wanted to just be like this really -- it goes hand in hand with interactivity, right? Like the three of these blending the virtual and accessibility, blending cultural considerations and also cultural humility for working with people of various backgrounds. And it all blends. And in my mind so well together. To create a way to create meaningful interactivity that is accessible, that people feel welcomed, they feel seen in. So i really just thank the both of you for being here.

>> that is sandra, rebecca. I feel it was really important because yesterday they released a podcast about being an anti-racist. And his very first podcast focused on racism and ableism. And i was just like oh, my gosh. And today i'm going to get -- i got to listen to that yesterday. And today i got to listen to ayana and just learn a lot. I'm so glad to have been here and to be able to hear all of these things. Everything you said resonated so much with me and just the work that we still need to do to ensure we have cultural humility in our work.

>> thank you both. For our participants, we do have three minutes left in the webinar. You know, i know that a lot of people are expressing interest in resources and the chat. We do have three minutes to ask our two lovely faculty questions. Hi. Much can you hear me?

>> yes.

>> okay. This is patricia. I was going to say that a lot of the things that were shared, it gave me confirmation that i'm on the right path. So much of the information shared, i was like, yes! Yes! Yes! And sometimes we need confirmation that we are on the right task. But i do know i also -- and someone may have mentioned it. I missed it. But i use music. I use music at the beginning and i use music at the end, whether in person or on

zoom. I have youtube videos that either reflect the content of the message that we're going to be sharing or it reflects our agency culture diversity. When i'm hosting a workshop, people expect it. They look forward to the breaks and one break they are broke down and beginning to slide. 50 people are doing the slide. Okay. Okay. So i just wanted to say that by seeing it all outlined in this pattern and information is really going to assist not only myself but my other co-workers in the office. And so now we can add more information to our checkoff list to make sure that our workshops are well received. All our seminars. Thanks.

>> something i've seen on line is the facilitators will crowd source the favorite pump up songs and create a play list to disseminate to everyone. That can be a really, i think, good way to build a cohort and like a group of people who kind of has a mutual understanding of each other.

>> yes. We also utilize bingo. When they click on the chat box, they each have their own separate individual cards with the different topics. And then we call off the answer and they have to call off what is related to. Physical, sexual, beating, then they have to call out domestic violence or something like that. So, it's a good tool. You don't want to do just lectures. And this has helped when you didn't have the small group ability to do that. I'll send you an e-mail.

>> thank you so much. Well, anyone, we're at time. I'm going to ask my colleague to put in a quick three question evaluation to let us know what you thought of today. You have our facilitators' e-mails and we thank you so, so much for spending the time with us today on this webinar. So, with that, I hope everyone has an amazing Thursday.

>> have a good weekend, everybody.

>> thank you.