

## Virtual Teaching Academy Session Nine

(light music)

Hey. I called ya.

Okay.

Hear me okay now? (light music)

I think they can hear me now.

(music and static drowns out speaker)

(light music)

Good morning everybody.

Thank you for joining us for our Summer Virtual Teaching Academy.

If you're here for today's session you're in the right spot.

Before we get started, just a couple of quick housekeeping items.

First, chat for this session has been disabled for attendees.

However, we do encourage you to submit your comments and questions using the Questions panel.

That will show up on the right-hand side of your screen if you're on a desktop, or the bottom of your screen if you're on a mobile device.

We do have a couple of sections in today's presentation where we will be asking for your feedback.

So please make sure you can find that Questions panel.

We would love to hear from you there.

We'll be monitoring those questions and trying to get to as many of those as we can, and we will be feeding those questions to our presenter today as well.

The session today will be recorded.

It will be added to the list of recorded sessions and resources available to you on your Virtual Teaching Academy Resource Page.

Those recordings should be available following the session.

There may be a slight delay as we process and caption those video files as well.

So with that, John, I'm gonna pass the mic to you to get us started today.

Okay, thanks so much and welcome, everybody.

Really excited you're joining us this morning, or afternoon if you're on the East Coast or I suppose early evening if you're joining us from England, as I saw somebody was in the question box.

We're really excited to be doing this.

I just wanted to give a kind of a brief background for those of you who might be joining your first session during our Virtual Teaching Academy.

When COVID-19 hit, as a university, we had thousands of students on campus and we pivoted them to fully online.

And as the vast majority of our students already learn online, that seemed like an easy thing for us to do.

But it did come with a lot of logistics, even for an institution that's been offering online programs for decades.

And when we saw what that meant, and a lot of us had kids at home and saw the pivot to virtual, or remote, or online learning, we realized it might be a good time for us to contribute to give back, to help in some way.

The first thing we did, we have a number of professional development courses that teachers take annually to maintain license or certification, and the ones that were tech related, instructional-technology related, there was a grouping of those courses and we made them freely available for a few months.

It didn't strike us before that we could help, but it was a good time for us to help, some 4000 plus teachers signed up for those courses.

And we made them free for, I think it was three months.

As we reflected on that we thought there might be other ways we could and should contribute to and support the K-12 sector of education.

We have our own rather large college of education and we use Blackboard as our tool for delivery and we know that through our partnership with Blackboard, that they have a large following, a large user base in K-12.

And I think through our relationship and partnership with Blackboard, the knowledge we had that about one in two students has some interaction with a Blackboard tool, that they might be a great partner for us to put on something bigger.

And so, we created the Alliance for Virtual Learning.

We had a couple kickoff webinars with really some leading experts in the K-12 space.

And then we put together the Summer Virtual Teaching Academy.

We're really excited about that and to make something freely available to teachers and to leaders that would be practical and not just theoretical, that might be something we could use to give folks actual tools and tips for how they might encounter learning and teaching in the fall, and things they could do to be more ready.

And so on the last day with a session now and a session in a few hours, we've been really excited to see the response.

It's been tremendous and we, too, leaders really drive it.

Pat Hoge, and Heath, and some of you may know those names and have tuned into other sessions, they just did a fantastic job.

Our Dean of the College of Education Pam Roggeman, the comments we're getting, it's just been so gratifying that we've been able to put this on.

And with all the sessions recorded, folks who've already accessed some of the recordings pulled down the tools that were available.

So we're really excited with how this has all gone and we're thinking about ways in the future we might continue to support K-12 leaders and teachers as the situation kinda continues to evolve.

So I'm the Provost at the University of Phoenix, John Woods.

I wanna kick us off today and turn it over to our presenters in just a second.

As Steve mentioned, you've got a great opportunity here to make our two presenters your contacts and colleagues today.

You could ask them questions directly.

All of our presenters that we have had for the Summer Academy has given so much of themselves.

So much of their expertise, their talent, their passion, comes through in all the sessions.

They'll get to as many of the questions as they possibly can.

Today we're joined by Lisa Dolly and Judy Campf and have at it in the question area.

We're super excited, again, that you joined us and look forward to a great session today and another one this afternoon at 3 Eastern.

So on behalf of Blackboard and University of Phoenix, I'll officially kinda kick us off here for the morning/noon session, and turn it over to our presenters.

Judy?

There I am, sorry. (softly laughs)

No, that's great. Just making sure

the technology was working there, and you can see my screen? Yes. Just making sure

that's working too, okay, perfect.

So good afternoon, everybody.

My name is Judy Campf and I am the Vice President of Curriculum and Professional Development at a company called Hudson Global Scholars.

We are working with K to 12 institutions, bringing education around the world to students, and we are very excited about what we do.

I've been in the education business for over 35 years and in professional learning and online, I would say, for about little over 26 years.

And I only know that because it was when I was pregnant with my second child that I started getting into the virtual space.

So that's always easy for me to remember, how many years I've been in doing this.

So I want to welcome all of you and I want to congratulate you for surviving what I'm sure has been a really difficult, little over a week, you've been learning a lot.

I'm sure your head is spinning a little bit and you're dreaming up ways that you can put some of these ideas into practice.

So I want you to think about what we're doing and what you're doing in the way of taking a journey.

And when you're taking a journey, or you're planning a vacation, you probably do some research ahead of job.

What are you gonna pack? When are you gonna leave your house? What are you gonna wear? What snacks are you gonna bring with you to eat along the way? What activities do you wanna do when you arrive? But just like anything else that we put our planning into, plans change.

Traffic jams could force you to change your route, or the weather may cause some issues that you didn't anticipate.

So at this point you have the whole summer ahead of you and you have plenty of time to slowly begin this journey that you're on.

But you're gonna need to take time to plan for lots of rest stops, and you're gonna wanna take time to absorb all of this new information.

And take a detour every now and then to a sandbox or a playground to give yourself time to explore all the different tools and resources that you've learned about.

It takes a long time to feel confident and comfortable with the different tools that I'm sure you're hearing about from a lot of the colleagues that have been presenting over the last week.

So if you have your blueprint open, we are on page 25.

And 25 and 26 actually have the sections having to do with teacher professional development, and following page 26, there's a space for you to be taking notes.

(softly coughs) Excuse me.

So there's two statements on page 25 that you were asked to rate.

How much do you understand about the NSQ? Which if you don't know what NSQ is, we'll talk about that in a few minutes, but the standards and the areas for future growth.

And do you allow yourself to recognize that learning to teach online is developmental? And just like with any journey, you're gonna run into challenges and you're gonna gain some life-changing experiences.

And on page 26, you may have considered how you and your colleagues self-assess your professional learning needs and how these standards align to expectations you have for yourself.

And you might be wondering how participating online can result in feeling isolated, challenging with the technology, and maybe you are redefining your time management and organizational skills because of the change that has come upon us in the last few months.

So during today's session, we're gonna be looking at these different areas and my hope is that you're gonna walk away with several tips and tricks and tools you can put into place right away.

So you can find that sandbox or that detour and play around a little bit so that when the fall comes around, you will be ready to try some of these things out with your students, whether they are face-to-face with you or coming back at a distance.

So today's agenda is about discussing the importance of ongoing teacher training, and how to support teachers making a successful shift to this fall's plans.

We're also gonna talk about best practices in teaching that should be a part of teacher training and professional learning.

And then finally, I'm hoping that you will gain an understanding of where you and your teachers are in their path of learning.

So we're gonna start off with a poll and that is to give me a chance to find out who is here today.

So on your cellphone, what I'd like you to do is to open up your browser and go to a website called Slido, S-L-I-D-O, dot com.

And once you're on that website, if you could just type OK into the Question and Answer area of the chat, I will have a feeling of how many of you have gotten to that website without a problem.

I'll explain what NSQ stands for, don't worry.

I like to keep you wondering. (softly chuckles)

So, checking to see how many of you have gotten to the website, so slido.com.

Remember, put OK into the QA box.

Okay, I'm gonna assume that a lot of you are there at this point, and when you get to that website, there's an area where it says Enter Your Event Number.

So the event number 57400, and what you should see on your screen is the poll question and I'm opening it up right now in my browser, and it should be giving me real time responses to your answers.

So at this point about 170 of you have answered.

Oh, more of them are coming in.

And a vast majority of you, looks like, are classroom teachers.

So I'll give you just a few more moments to add your response to this poll, and then I'm gonna talk about this poll.

So there's 290 of you, 297 that have responded.

That's like, hm, let me see.

Oh, we could get more than that.

It's still 76% classroom teachers, way to go, classroom teachers! That's how I began my career as well.

Was an elementary school teacher.

Okay, the votes are still coming in so I'll give it another minute to let you finish so we can see who else is here.

And we've got 15% of you that are Other.

I'm curious as to what that Other role is if you're not a teacher, or a school, or district administrator, or E-learning specialist.

All right, well, I'm gonna switch screens at this point and get back to the presentation.

So thank you for letting me know your response to that question, and, so let's talk about polls and the power of engaging learners.

As you noticed, even though I'm speaking to you about professional learning, I'm also intentionally modeling for you how to facilitate any kind of online learning session.

So even though I'm providing you with information on the screen, I'm also hopefully keeping you engaged by asking you to respond via the website, chat pod, and so forth.

So I'll continue to do this throughout today's session and I'm really looking forward to learning from you today, from the questions you have, the thoughts you have, and so forth.

On this slide, I've taken a step aside from the topic that we're talking about today to spend a few minutes talking a little more about engagement.

And engagement is just really, really important for all of all learners, whether they're K to 12 or they're adults, and there are hundreds and hundreds of tools out there to engage participants in a session, or even to get feedback from them before or after a session.

I've starred ones on the screen that I've personally used and found very, very easy to utilize.

And in the lower left-hand corner on this slide, what you'll see is a speech bubble and I'm gonna be using that speech bubble throughout this session to kind of be that I stepped aside to sort of give you that insider information, that background stuff.

So look for those speech bubbles as we're working through today's session for little tips, tricks, websites, and so forth.

So using the chat, or the QA actually, how would you define the difference between training and professional learning? And if my co-presenters could just make sure that I can see some of those answers, that would be great.

Yeah, use the QA panel.

How would you define training versus professional learning? What's the difference between them? So training, one second, I got a popup on my screen.

Training really does the job of equipping teachers with what they need to do to do their job.

The how-tos, the important stuff, the foundational knowledge in order to be able to do what you are being hired to do.

Professional learning, the difference with professional learning and training is that professional learning requires teachers to explore new areas in education.

Maybe develop new skills, stretch themselves, maximize their potential.

So teachers general start off with the training piece, how-to, how to use tools, how to use things in the classroom and so forth, and then professional learning is usually what happens after you have the basic skills in your toolbox.

So you're on a journey, and this journey's gonna have very steep hills to climb and some wonderfully smooth paths.

And along the way, a few crossroads to stop and think.

So I want you to keep in mind the transitioning to this new normal, whatever it is from the school year that we're wrapping up, or the school year that's coming ahead.

It isn't that you can't do something.

It might be that you can't do it yet.

And try to keep that in mind, the word, yet.

That's a really powerful word because it really means that you are on a path or a journey to learn something and you don't necessarily have to be a master at it right away, it takes a long time to practice.

So keep that open mind as you explore tools and resources that become available to you, and choose a small group of trusted colleagues, or even some students, to try things out on.

So just as an aside, I've been in this business now for 35 years and 26 or so doing the online piece of it, and I still was unsure of how this webinar to work because I'd never used this one before today.

So I even asked some of my colleagues to come in and do a trial run with them.

So even though you might feel like you're very experienced in what you do, you can never be too sure about technology.

It never does exactly what you want it to do, just like the photocopier that gets jammed when you're waiting for those papers to come out of it.

Or for me, who's been in the business for so long, the ditto machine, for those of you that remember the smell of dittos, would run out of ink or it would smear.

So just be patient with yourself and be patient with your colleagues, and be patient with your students.

The new normal is full of lots of challenges but it's also full of promise and excitement.

So Learning Forward, which is an organization that looks at professional learning for the education space, they publish annual reports on effective professional development practices.

And in their latest report, they indicated that professional learning should always been intensive, ongoing, and connected to practice.

What this means is that teachers need time to try new ideas and strategies with students, and the opportunity to reflect on the results of these strategies, just like a kid in K to 12 learning.

They need to be able to make the connection between application of knowledge and instruction.



And through this connection, teachers and all learners will have a greater chance of influencing instructional practices and retention, and that's a key word, retention.

They also say that professional learning is most effective when it's aligned to everyday challenges faced by teachers or by their students.

And learning specific subject matter rather than discussing abstract educational principles is much more valued by teachers.

So when teachers have opportunities for hands-on practice and collaboration with their colleagues, the professional learning model is considered much more effective and appreciated.

Another point that they told us in their report is that teachers, like all learners, need to see a direct correlation between professional learning and what teachers are required to teach according to state and national standards.

And finally, they tell us that research shows that when schools or districts are strategic in creating time for teachers to work together collaboratively, those teachers are more willing to share new practices and try new ways of teaching.

So we're gonna do another poll.

Hopefully this'll work correctly.

So give me just a second 'cause I need to set up.

So you need to go back to Slido again, and when I go into Slido I just need to change the question to about designing the content.

So what I would like to know, and this should in real time start showing me some responses, I'd like to know who's actually creating the content for you and your students.

Is it you as a teacher doing it? Is it somebody at the district level that's doing it? Is it all kinds of folks outside of the district? So I'm seeing lots of answers popping up and it's okay if they get repeated, that's wonderful.

I see that some people are saying that the district provides stuff, but we personalize to make it fit my group of kids, 'kay.

So some folks that have that outside, not a classroom teacher, like an ESL teacher or a librarian, that's gonna be different for how you're handling things.

And I'm seeing that some people have a combination, it sounds like.

Some of you are getting the information from the district, some of you are doing it on your own.

Bringing your own twist to it, I like that.

Okay, and sometimes the curriculum doesn't fit your students, so you need to massage it a little bit.

That's my keyword, we massage things.

Right, so okay, so curriculum can come from a lot of different places.

And it can come from a district level, it can come from a teacher, it can come from so many different places.

So you can continue to add to that, even though it's not showing up on the screen right now, and I'm gonna keep moving on 'cause I'm gonna go back and look at that feedback after this is over.

But I'm gonna talk first about some vocabulary 'cause I'm gonna make sure that we're all talking about the same words when we're having a conversation about professional learning and online learning.

So first I'm gonna start off with the acronym LMS.

LMS stands for a learning management system.

Sometimes it's called a CMS, a content management system, and it's an online tool that's used to house course content.

So some of the names of companies that you may have heard of, like Blackboard, Moodle, Canvas, Desire2Learn, Agilix, those are all examples of LMS.

So those are really important tools where whether it's higher ed or K-12 content, the information students need to learn or use is sitting in those platforms, those LMSs.

A student information center, or an SIS, that's a place where student data is stored, like the student's transcript, their attendance.

It might be where their end-of-year grades are concerned.

Yes, yes, Pat, yes, it's the right slide.

So what I want you to be thinking about with that SIS is that's different from an LMS.

So an SIS is PowerSchool or Capterra, sometimes G2, Maestro, those are examples of SISs.

And earlier this week, 'cause I sat in on a session, I know that you learned about content that is being presented and shared with learners, and whether or not there's enough content, whether the content is thought-provoking, and so forth.

So one of the words that you probably learned earlier this week was cognitive load and you should see that in my yellow bubble at the bottom.

Cognitive load has to do with the amount of working memory that learners can use at any one time.

And cognitive load is truly limited.

That means that when I give information to a group of students or a group of teachers, I really can only give them a limited amount of information at a time, because otherwise I'm gonna overwhelm them.

And that working part of their memory is not gonna remember anything that I tell them because it's just too much information.

So it's important if you're gonna use a PowerPoint slide, or even Google slides, or something like that when you're communicating with students, that you don't overwhelm the slide with too much information.

You wanna put on there only the information that's being presented in meaningful bite-sized chunks, is basically what I call it.

And when I do something with a group of learners, whether it's K-12 or higher ed, I always try to use the same kinda colors, and fonts, and styles so that all of my vocabulary is always the same.

Or anything that has a due date is always the same so that your audience, your participants, have an opportunity to get to know those expectations and they just, it becomes consistent for them, it becomes natural for them, and you don't have to constantly reinvent or reteach every time that you're working with students.

So think about that consistency and the chunking of information so that you're only giving them parts of information and you never wanna read the slide to them 'cause that's very boring.

I know when I've attended seminars, or webinars, or even gone in a face-to-face meetings, and somebody just basically reads from the slide, I sit and think, why did I sit here? I could have just taken their slide with me and read it on my own.

So I try not to just read the slides to you, but I've just got these little bite-sized pieces of things to make you think while I'm speaking.

So stopping and having students reflect all of their learning is really valuable to both you and to your learners, so you wanna make sure that you allow time for reflection.

And then as you see in the circle, the concentric circles there, we really want learning to be sticky.

In other words, we wanna make sure that whatever we're teaching, whether it's to our peers or to K to 12, that we are giving them information that they're gonna be able to use long after that session, long after that course, long after they've read that book, or long after the video.

So the learning retention model that you see there shows us that the more students that are engaged with whatever's happening in the learning process, the more likely they are to remember and to be able to apply this learning in new ways.

And if you're thinking about live sessions, how you could do some of these engaging activities, you can put students into breakout rooms so you could have Socratic seminars.

You could do think, pair, share where they go into their breakout rooms and they come up with an answer to a question and then you bring everybody back together again as a big group and you share things out, sort of like a jigsaw.

So a lot of those collaborative activities that you think of as being face-to-face, you can do them online as well.

You really can, you can have students think, pair, share.

They could write something down, everybody writes, it's quiet for a few moments, and then you could have everybody come together and share.

So engaging students without overwhelming them is really crucial and keeping students motivated and excited about learning is gonna get them to keep coming back.

One topic that we'll get into later is when to bring your whole group together versus bringing a small group together.

So let's go through a little more vocabulary and talk about the difference between a traditional learning environment and an online learning environment, a 100% online learning environment.

So I'd like you to use the Q and A pod for a moment to see if you could, not to see, I know you can, but to show some ideas about the difference between traditional, maybe that technology-enhanced, and fully online, don't worry about blended yet.

So what do you think is the difference between a traditional environment, a technology environment, or an online environment? So I know lots of writing is going on there, lots of thinking, that's great.

So at the top of the screen where you have that arrow which is showing you how we go from traditional to online, let me just give you how we generally in the field define these terms.

And I'm gonna purposely skip blended, and you'll understand why in just a few minutes.

But in a traditional classroom, what happens is that the learning is taking place in that brick and mortar classroom, kind of what happened before COVID for the majority of you, is my guess.

You were using physical textbooks, print materials, teacher-created worksheets, and other supplemental resources, workbooks, manipulatives, and other things that students could do collaboratively and so forth.

But everything takes place in the classroom.

There's really no technology as part of that traditional environment.

When you go to the technology-enhanced environment, which is probably what a lot of you started to get into, it takes place in a brick and mortar classroom, still takes place just like it did before February, March of this year.

However, the instructional materials are mostly physical textbooks, but could also include some technology.

You could be using a whiteboard, you could have multimedia software, you might be bringing up a PowerPoint presentation.

You can have audio and video presentations that students watch or listen to, or other digital types of resources.

So you still have students in the day-to-day classroom, that brick and mortar classroom, but now you're using a combination of print and non print, print and digital.

I'm gonna skip over web and blended and jump now to that fully online environment.

So in a fully online environment, what's happening is that you get rid of that world of that brick and mortar classroom.

So students and teachers are using this online platform, remember, we talked about the LMS, the learning management platform, to share instruction, communication, and assessments.

So everything that they're asking the students to read, to do, and to discuss is all happening in that platform.

Doesn't mean that you never see each other face to face, but it means that everything happens and is relying on that learning management system.

So there's gonna be little or no physical materials.

There's gonna be little or no physical contact between the students and the teachers.

However, there could be virtual office hours.

There could be instructional sessions that take place, live virtual sessions.

And ways that teachers and students keep in touch with each other, like email, chat, and so forth, might be part of that learning management system.

So we're gonna talk about the middle steps, which I think is probably where a lot of us are heading for in the fall, the blended kind of environment.

But before we do that, I wanna talk to you about the other images you see on the screen there.

So I want you to think for a moment about this.

In a traditional learning environment, time is what we call as the constant.

That means that the students come to class pretty much everyday, the same time that they have, seat time in your classroom, is it stays the same.



Everyday, whether you have a, you meet with them 45 minutes a day or 47 minutes a day every single day, or you have an AB schedule where you might have them for 90 minutes every other day.

But time is the constant, time doesn't change.

What changes though is the learning.

The variable in a very traditional environment is that the amount of time spent on teaching and learning changes everyday.

Even though those students are sitting in their seats, that seat time stays constant.

So time is the constant, learning is the variable.

Now when we flip our world around and go to a fully online environment, learning becomes the constant.

Because at this point, learning becomes where we make decisions.

We know we're gonna learn, but how much time we're gonna put into it may be changed.

If you are a fully online student, a student that's, say, learning from home, your mom or dad might say, you know what? You love math, so on Mondays, we're gonna do a week's worth of math, only on Mondays, and we're not gonna worry about math any other day of the week.

And on Tuesday we're gonna do our language arts, or our reading.

And on Wednesday we're gonna split the day between science and social studies, and on Thursday we're gonna do those elective courses, art, music, PE, whatever, computer science.

And on Fridays we're gonna take a family field trip.

And this is the way we structure our time, it changes.

It doesn't have to be from nine to 9:47 every single day that I'm sitting in this seat.

And for some children who actually opt for fully online learning, that really fits their life schedule because maybe they are performing in a Broadway show.

Not right now, but maybe they are in, preparing for the Olympics, so that they really can't sit in a classroom from nine to four, or eight to 2:30.

So where the difference really shifts is the mindset of the traditional environment where time is the constant and learning is the variable to the online environment where learning becomes the constant and time becomes the variable.

This also applies very much to professional learning because if you're required to go to a staff meeting, say, every Monday for an hour and a half after the students leave the building, there's your constant time.

And what you do during that time, that learning, becomes the variable.

But again, if it's online, does everybody have to be online at exactly the same time for that whole period of time? Maybe not, and maybe that's why so many people do opt for that online world.

So let's go back to Slido one more time and this is the last time we're gonna use Slido.

So don't think I'm overdoing Slido, I promise, I just wanted to show you three different kinds of Slidos.

So we're gonna look at, instead of what we were looking at a moment ago, I want you to define blended learning.

And this should be forming a word cloud.

So as you put in your responses, it's gonna develop into a word cloud, and I'm gonna talk about word clouds in just a few minutes.

But put those answers in there.

And as the student, as the words start populating, I saw student, as the words start populating, you're gonna notice something happening with some of these words.

Some words get really large, and other words stay small.

And I want you to keep watching what's happening with those words, this word cloud.

And right now we only have, we have less than 50 people who've responded but I know that you're all typing away on your phones.

But notice the words that are staying larger, flexible, combination, hybrid, a mix, student driven.

Keep going 'cause I wanna really fill this cloud out.

Watch how the colors change, the size of the words change.

Now we're got words in three different sizes here.

But we still have that hybrid, flexible, mixed.

Integrated, that's a good word and that seems to be coming up a lot.

So in a word cloud, if you've never used a word cloud before, what happens is as you throw the content into the cloud, what the cloud does is it looks for the words that get repeated over, and over, and over again.

And it takes the words that are repeated most often and it makes them the largest size.

And then it takes the words that are mentioned the least often and it makes them the smaller size.

So you'll notice even taking a look at the little words there, doesn't mean that they're less important.

But when I asked for feedback from all of you, you can see where the words are trending.

And I'm gonna give you some ideas of ways that you can use word clouds with kids, or with peers, with your colleagues.

So we've got a lot of big words.

Flexible stayed the largest, hybrid was second largest, I think, there, and then mixed and combination are a drop smaller.

I like the differentiated that came up at the bottom there because that's really an interesting word.

I'm surprised more of you didn't talk about that.

Online and face-to-face, that combination.

Right, so depending upon, double the work (softly laughs)

it can feel like double the work.

I know I've worked with teachers who teach online and they think this is gonna be great, I can teach online, I can teach in my pajamas, I can teach at 11 o'clock at night, I can grade then and I can go shopping all day.

Like they think it's gonna be easier, and it's actually not easier.

It's actually a lot harder, but then I can also tell you I think it's a lot more rewarding.

And I'll kinda go into that a little more, but it's just a different approach.

And not a lot of our pre-service college programs really teach us or prepare us for teaching in this kind of environment.

Although, some of us take courses that are online, or take courses that are a hybrid of sometimes you come to class and sometimes you don't.

But think about that constant and that variable, and how does that fit in with your life? And how would that fit in with your students' lives, having that variable of time, but that constant of learning? So I know I can always go to my learning management system, I can always go there and I can get what I need, and then I can go work on it when it's most convenient for me, for my family.

So I'm curious now, let me just switch slides.

So it's gonna flip away from the shared screen it was building there.

And I'm curious as to which better defines your program pre-COVID? Before COVID took over, were you a web/online environment or were you a blended learning environment? So in a web/online environment, learning takes place in the brick and mortar classroom, so you still have that constant time.

However, students and teachers begin using more technology tools, like that learning management system, maybe blogs, wikis, podcasts, websites, and they use those to post lessons and apply skills.

I will, I will, somebody asked about is Slido free? I'm sorry, I looked over there, that's why it looks like I'm looking away, I'm looking at the chat.

Slido is free, I didn't have to do anything but just create it and I'm gonna show you another tool in just a little bit that's also free.

And how did I make that work? It was really easy, I just followed the directions right on the page, I never used it before setting up for today.

So I went in there, I created a poll, it gave me that number.

It told me what, it even showed me what it's gonna look like and I just took a screenshot of the question and put that into my slide.

And then I turned my screenshot into a hyperlink so that when I clicked on that screenshot, it opened up the web.

And then it's live so it works.

I have Slido live working for the whole day today, for all of July 1.

Or for those of you on the other side of the pond, I guess it's July 2 for you now.

But that allowed me to have it go live and you can start to see everybody's responses.

So let me go back to the web/online and that kind of enhanced environment.

So I was saying that you could be using blogs, and wikis, and podcasts, and websites.

Students might be posting, you might be posting lessons, students might be doing some practice activities, application activities online.

But what they don't do are discussions online and they don't submit their assignments online.

That's a big difference when we go to the web/online versus the blended learning.

So remember, the web/online took us, if you think about the way that arrow was, the web/online is closer to the traditional.

And the blended learning is closer to the fully online.

So in a fully, I mean, in a blended learning, sorry about that, in the blended learning, the students are doing a lot of the same things they did in that web/online that can be occurring in both in the brick and mortar classroom or through that online learning management system, or LMS.

And the percentage of time that a student spends face to face or online can really shift.

That's why I have that arrow in there, 'cause it could be 30% face to face, 70% online.

Could be 70% face to face, 30% online.

A lot of college courses, you'll see that you might have to meet with a professor X number of times during a semester, and then the rest you do on your own time, at your own pace.

But the percentage of time can shift and one is not really better than the other.

They're really equally important and equally valued.

And I do wanna say this as an aside that, and I don't know if any of your presenters have said this, online learning is not for everybody.

Every student out there, whether your K to 12 or you're an adult learner, it may not be for you.

It may not fit your preference for how you learn.

You may thrive on being with other people and not being isolated, which online learning, and a lot of people that are doing telework right now, had a really hard time with dealing with I'm now by myself in a room all day long, as opposed to sitting in an office where I can up and go to the water cooler.

Or for teachers, you've got your 15-minute lunch that everybody thinks is you've got these big breaks during the day, but it's that quick nature break.

But you run into people and you talk to other adults.

There's a teacher outside of your room and you can talk to that person.

But when you're in this blended or leaning toward online world, it is isolating.

And there are people that it doesn't work for.

It doesn't fit well to them.

And then there are other people, me, personally, I love working at home.

I love working in the online space.

I love the flexibility it gives me, but it fits my personality.

So when COVID took over, I was already a remote employee but we have an office that's not far from where I live, far enough that if I wanted to drive, I could go there.

I much prefer working at home.

I find that I get more done working at home than I do when I'm in an office with all those distractions.

My husband and I, we have grown children.

They don't live in our house anymore.

And my husband thrives on being in that office space.

He loves the idea of walking down three flights of steps to go talk to people throughout the day.

And when he found out he needed to come work at home, he was like, I don't think I can do this.

Like, I don't think this is gonna be my world.

But he's adapted to it.

I'm not gonna say that he likes it, I think he's adapted to it.

And so I say that because some students will thrive with the blended or the online environment, and some students will really struggle just because they need that face-to-face opportunities.

And I mean that with teachers, too.

Some teachers are gonna love the freedom that working online gives them, even though it is more work.

But other teachers are gonna say, this just isn't for me.

I just, I can't wrap my head around it, I can't really do it.

But I really applaud all of you for wanting to learn more and wanting to take the chance, and wanting to be proactive about what the upcoming school year's gonna bring to you.

So I'm just curious, what do you think, and I hope you had put that into the QA pod, but I'm not seeing the QA pod, so I can't always see your answers there.

But which better defined your program before COVID? Would you have seen yourself as maybe that enhanced? You use some technology but you really, the students didn't really go online, you may not have had a learning management system.

Or did you see yourself in a blended environment? Where you had content online and students could really work and the idea of a snow day didn't really exist in your district because if you couldn't physically come to school, you could still do your work.

So, curious, so thank you for replying in the Q and A pod to let me know which really better defined what your program was like.

So you asked a while ago what NSQ stands for and I told you I would get to it.

So NSQ stands for the National Quality Standards and they are the organization that took over for what used to be called INACAL and INACAL used to be the organization that gave us, us in the education space and in the online education space, standards for what should be in teachers for that online teaching, in programs that offered online opportunities for programs, or even in the course development work.

So they gave us those standards.

INACAL made a shift about a year and a half, maybe two years ago, to a different focus.

And so NSQ, part of Quality Matters, came up with the standards that INACAL developed and they came up with new standards for teaching programs and online courses.

And really, what the difference is is that the ones for teaching are about the agencies, the school districts, other interested educational organizations, to help them understand what are the standards around online teaching and learning? The Standards for Online Programs looks at that same audience and they are looking at what are ways that programs can improve online and blended learning.

And then the online courses are a set of standards around what should companies that put out online curriculum, whether it's for professional learning or for K-12, what should those courses contain? What standards should they live up to? So what does this mean for you? Well, it doesn't mean that you have to go out and memorize these standards.

It doesn't mean that you have to run off and go to this website right now, and I know my presentation will be online, later today, I think.

So you can always go back and find these websites from that.

But what it means for you is that there's a national body of experts who've been looking at online learning for many years.

I was part of the, I guess, trailblazer group who tried it when most people didn't have a clue what I was even talking about.

But they've done lots and lots of studies to see what's effective in teaching in programs and in courses.

And then they come back and they report out to the whole industry these standards that are ensuring the teaching, and programs, and courses are made to help learners learn.

So it's really a set of guidelines for educators and for learners about what you can expect in online courses.

So I wanna go into just one part of these, 'cause this is about professional learning, and I wanna talk to you about the National Standards for Quality Online Teachers.

So what is this referring to? So there are eight different standards.

The first one is professional responsibilities and this has to do with making sure that teachers are keeping up with best practices and online instruction, that they're highly qualified, that they're reflective practitioners.

That they're always learning, they're adaptive, they're flexible.

Does this mean that online teachers aren't like in-class teachers? No, I don't think so at all.

But what they are saying is that you really wanna look for those folks who are adaptive and flexible because you're gonna run into challenges.

You're using technology, you're not just being the sage on the stage.

You know you gotta step aside and take a chance with technology.

So the second standard for online teaching has to do with digital pedagogy.

And this has to do with the online teacher really understanding and supporting the teacher social and learner needs.

So understanding the different tools that are out there that personalize learning for learners, or nurture relationships, whether it's between the teacher and the students or between colleagues.

So that's what the digital pedagogy standard has to do with.

The next standard, community building, has to do with facilitating interactions and collaboration so that you're building a supportive online community that fosters active learning.

What I don't want anyone to walk away from my presentation with is that learning should be passive.

It shouldn't be, it should be very engaging, learner-centric, learner-to-learner interaction, and not just learner-to-teacher interactive.

There should be a lot of communication that takes place.

It's not always gonna be by talking.

It might be through discussions, it might be through chats, it might be through projects that you work on together in small groups, and so forth.

And yes, there are gonna be times where you probably would want your students to have a journal where they just use these pieces and take time to reflect on what they are learning about, and how it impacts them.

The fourth standard has to do with learner engagement and this has to do with that online teacher being able to promote learner success, by creating environments where there are interactions between the learners and other stakeholders.

So what you see in this standard are maybe customized learning paths, or personalized instruction, small-group-targeted instruction, focusing on mastery through instruction and feedback.



And not necessarily that everybody turns in the exact same project, but everybody turns in a project that's most meaningful to them, demonstrating that they know how to do something.

So the next standard, 'cause I told you there were eight, is about digital citizenship and it has to do with the teacher modeling, guiding, and encouraging all those legal, ethical, and safe behaviors for online and technology use, which I hope we all know what that means.

Probably the area where people get caught up the most in this area is about academic integrity and appropriate use of intellectual property.

Because you wanna make sure that you are teaching your students about reputable websites, that you're not plagiarizing, stealing, but you also wanna show that to your colleagues.

You wanna make sure that you're being consistent with the messaging that you give to students and you're modeling that same thing.

The next standard has to do with personalizing instruction through diversity.

So basing the instruction on the different needs that the student could have, whether it's academic, social, or emotional.

And I know social and emotional learning is a big area right now.

So this also refers to that early intervention, putting in instructional supports, using assistive technologies, and personalized focus on each student's learning, their growth, and their enrichment.

The almost last one has to do with assessment and measurement and this has to do with the student creating and implementing a variety of assessments, a variety of ways that students demonstrate that they have mastered skills and concepts.

So the teacher might measure progress through different assessments, through projects, through assignments, and they're gonna meet the standards, the national standard, Common Core, whatever it is, but they're also gonna meet the needs of the student.

So you might see multiple types of assessments.

You might see opportunities for students to demonstrate mastery of content where it differs from student to student, or from groups of students.

But there's gonna be an alignment between those assignments and those assessments and their standards.

The last standard, which I just find interesting because it supports what you told me a little while ago, is the instructional design standard.

And this is considered optional under online teaching 'cause not every teacher has the ability to create the content that's being delivered.

So if you are a teacher that's creating that content, then instructional design is gonna be important to you because you're gonna wanna make sure that you're curating and creating instructional materials, and tools, strategies, and resources that engage students, got that word, engagement, again, and that your learners are gonna be able to achieve high academic goals.

So if you're designing instructional resources, you're gonna be looking for experiences that use technology effectively and efficiently.

You're gonna preview all of that content before your student ever gets to that spot so that you can prepare for the questions that might come up.

You're gonna really think through, if a student is gonna have to submit that assignment using this tool, will they know how to do it, could I do it? And then how would you organize your directions to students so that they don't run into the pitfall of not knowing what to do when they get to that website, or that learning management system? So you're gonna create and select and organize appropriate assignments and assessments that align to all of the standards and all of the learning goals, but you're gonna be taking all of these standards into account.

What's next with NSQ and how could you use that? Well, I encourage you to read the standards, to download them and read them.

So if you go to that website that's there, you can see the different standards for the three different areas.

And then I would suggest that you create a needs inventory, whether it's a needs inventory for yourself, or a needs inventory for your district.

So your blueprint that you've got to prepare for today, that was a needs inventory, but it wasn't as detailed as you can imagine some of the things that I was talking about, some of those areas.

So you wanna make sure that you use that inventory and then that becomes the data or the starting point for determining next steps.

For determining what you're gonna need to do with your staff, with your colleagues, and so forth.

So let's switch gears for just a minute and talk about when you should come together, who should attend? So whether you're working synchronously or asynchronously.

What you really wanna ask yourself is when should an online session be for select audiences versus all audiences? Whatever it is that you're gonna share, does everybody need to know that? Or is it really just for a specific select group of people who need to know that? So what you wanna do is you might be thinking about that students have questions, they may need to make connections between what they're reading and what they're doing.

They may even need to make connections with you, or with their peers in the classroom.

Or, you just have content that you wanna deliver to everybody because there's some kind of a project everybody's gonna be working on.

So that's what really determines when you come together, and when you invite everybody versus only select groups.

Let me switch to the next slide, sorry.

Couldn't find my mouse there for a moment.

So really, that question that I brought up a moment ago is that why.

If you're asking students to come together, there should be a really strong reason for doing it.

And I want you to step back and think for a moment about a family that's at home, maybe only has one computer.

Maybe they don't have internet access.

Maybe they have parents or a parent who is trying to work during the day and they're all struggling to get on that same computer, or maybe they're trying to do it from their phone, which is that small screen.

Or maybe there's multiple siblings needing to get online at the same time.

Imagine the stress that that family is going through trying to make that accommodation.

So really thinking through do I need to see everybody every week for an hour? Or is it better if I have maybe three different sessions and I invite different students to different sessions based on what I feel that specific group of students needs? The same applies to staff, and I would say does everybody have to be there? The staff might be juggling the computer because they have a spouse or a child that needs to get online.

So it's really important to put in the question of why, why do we need to meet? And is this the best way for us to meet? So think about this for a minute.

Why might a teacher ask all students to attend a live session at the same time? You can put your thoughts into the Q and A box.

Why might a teacher ask all students to attend a live session at the same time? And then you could switch gears for a moment, why might a school leader ask all teachers to attend a live session at the same time? Thank you for responding.

It's very helpful when you do.

And then finally, what types of activities could be used to support learning or communication, but not require those synchronous meetings? So, why could you use other communication tools so that you don't have synchronous meetings going on? Thank you, those are great ideas.

All right, so what I'm gonna do is I'm gonna switch to the next slide but I'm forewarning you, there's a lot of information on it.

So when you look at it don't go, ahh! So I used my little stars again because I wanted you to see that there are tools out there, lots and lots of tools out there that are called rapid content development tools.

And they're tools like Captivate, or Articulate, that you can create a short tutorial, it'll actually record what you're doing on the screen and you can use voiceover with it, and you could show students how to work through a problem, or how to prepare for a project.

They're great for recording those how-to kinds of activities and they can even be embedded with these stopping points, like you might say to a student, after they hear this part, "Click on the next button," so that they have to engage with the content that's on the screen.

'Cause that's really important, you don't want them to just be sitting there and be a passive learner.

You want them to be an active learner.

So there are all these tools out there that you can use so that you're not bringing everybody together all at the same time to sort of do that lecture style, I'm just gonna deliver content, that they could have all read on their own or they could have all watched a video on their own in their own time.

And then these tools are just awesome tools for just making instruction come alive to today's 21st-century learners.

They're just really cool and they're called content development tools, sometimes rapid content development tools, 'cause they're really not hard to use.

And a lot of them come with tutorials, and YouTube videos that show you how easy it is to use them.

Some of them will even have a quiz that you can put in at the end so that you can assess their learning.

And that feedback comes to you as the teacher so you see which students made it to the end of that presentation, and which students showed you, demonstrated, that they understood the content.

So this can alleviate some of that face-to-face time, or that synchronous learning time.

Another tool that I really like to recommend are digital storytelling tools.

So Microsoft Photo Story is one, Prezi, storybook, Storybird, I'm sorry, that's another one.

Those are really great ways to create a welcome or get students excited about a new topic that they're gonna be learning about, sort of as an introduction that they can watch before they meet with you, or watch before they do an assignment.

It gets them excited, it gets them wanting to learn.

It gets them inquisitive and that's really what we want and that's what sticks.

They'll remember years later, "I had this teacher that did this really cool photo story," and they remember that stuff and that's just really powerful.

And then there are programs that students can use to practice what they're learning, like Kahoot!, and Khan Academy, and BrainPOP.

These are not ones you should be jotting down really fast 'cause actually I'm gonna give you a website at the end that has a place where you could look at all of these.

And you can look at what can help fit your teaching style and your students' learning style.

There was one more that I found when I was preparing for today and it was called Find Your Grind.

Never heard of this before, I don't know if any of you have found this.

And all of these that I've found, by the way, they're free.

You don't have to pay for a subscription to them and especially now with COVID-19, a lot of these companies are making things free for educators and for parents because they want you to use their stuff.

So all of these that I've put up there, you might have to get a subscription later on down the road, but a lot of these things are free.

But Find Your Grind, I just wanna tell you about that.

It's a really cool tool that students can use and counselors, school counselors can use to look at career exploration, emergent technologies industries.

So if you've got some ninth-grade students that are trying to figure out what they're gonna do with their life, Find Your Grind is a really cool tool and I just learned about that.

And I know that in previous sessions, you were sorta told to really think about one tool, or one resource.

Don't try to use all of them.

Don't try to make everything happen.

Just try to think about how can you try one and get comfortable with it? And remember, you want a group of trusted peers or some students that you have a really good relationship with to try it out with them, see how it works.

So if somebody said to me how do I keep up with all of this? I keep up with it through these different organizations that you see on the screen, that become extended professional learning communities for me, those extended PLCs.

And I get a daily, sometimes a weekly newsletter in my email and it has usually the title and maybe a sentence or two about all these different articles and how they're relevant to the online and blended learning world.

And I skim them, I don't read every article.

I don't have time to do that.

But I skim them and try to think about, okay, what's really most powerful for me right now? So just to give you an idea, like if you went to the Edutopia website right now, they have some articles about how self-driven learning relies on the relationships that students build with their teachers.

Just an interesting article for what's happening right now.

And there's also another article about mentoring new teachers in distance learning.

If you went to SmartBrief, SmartBrief has all these different newsletters.

They've got them for teachers, and school leaders, and district leaders, curriculum developers.

They have them for almost any kind of field related to education.

You can sign up for whichever newsletter you want, but if you went to SmartBrief this week, you'd find out that their plans for over the summer, they're talking about education inequalities.

They're talking about things that are happening in the world right now, with Black Lives Matter and how to work with police that are in schools, closing the digital divide, and how to collaborate with colleagues when you're working remotely, it's very topical.

Tech and learning has an article in June that talks about how to embrace mistakes as an educator.

A lot of people might have heard the phrase failing forward, and it is a buzzword that's out there, but it's really a word that, or set of words, that has a lot of meaning, allowing yourself permission to fail forward, to make a mistake and learn from it.

It's really okay to make mistakes or to have the technology not work because you're showing that you're learning.

And don't we always wanna show our students that we are learning constantly? But I encourage you to go to these websites, or even just one of them, and just sign up for a, one of their newsletters and just see what they have to offer.

See what gets you motivated and excited because that motivation and that excitement is what's gonna keep you excited for your students and excited for your colleagues.

So I want you to think back to what we talked a little earlier, why come together and when? So just as a recap, that small-group-targeted instruction, or that building community, getting everybody together just so that you have that social time.

You might wanna share content, processes, but you might find that you could use those rapid development tools.

And for some high school folks with the NCAA accreditation, you might need to get together on a regular basis because you're tracking attendance.

And that's part of NCAA accreditation requirements.

So I see a question that came in about a difference between synchronous time that's needed for elementary students versus high school students.

And I do think that probably, the little ones, the K, one, two, maybe even third grade, if they have a regular time that they get to meet with their teacher, that's probably much more powerful than a high school student, or a late middle school student.

They're probably looking for that flexibility where learning is the constant and time is the variable.

So the little ones are probably looking for more of that synchronous time.

They're thriving on the, "I wanna see my teacher and I wanna see my friends." And that camera can be so powerful in those kinda sessions.

So really, what I want you to take away from a lot of what I've said so far, besides engagement and besides being flexible, is the using the technology to make deeper connections with students.

How can you find ways to connect? How can you find ways to make your students, or your peers, feel like they're part of a learning community? So I talked about using video, I talked about using forms, I talked about web walls, and we're gonna look at a web wall in a little bit.

I talked to you about word clouds a little while ago.

And again, these are freebies.

I mean, you don't have to pay anything for the majority of things that are out there right now.

So just think about how you can smile through the phone and how your students will hear you smiling, they'll know.

You could keep a spreadsheet where you right down likes and dislikes and upcoming events for your students so that when you talk to them next time, you can ask them about that special event that went on, or the family member that's living with them right now.

And I think our students would love to see a video, not just at the beginning of the year, but throughout the school year.

So a video that you could say, "Here I am now, wearing my winter clothes "cause now it's getting cold." Think back to a time when you had a teacher who made a difference in your life.

And the types of activities and strategies they used that made you feel like you mattered to them.

And that's what you really wanna impart with your students.

You want to build that community, build that opportunity to work together.

So I'm curious how many of you know about flipped learning.

So flipped learning is another approach that's really hot in the online learning world and what it does is it puts the ownership of learning onto the student.

So what you do in a flipped learning environment is that you provide content to students or to colleagues, or if you're in professional learning, to those participants, that you want them to read or watch, or learn.

At the same time, when they come together in a synchronous session, they are now more comfortable with that initial information.

So it might be that you send them an article that everybody reads.

And instead of reading it together, you come together after they've read it so that you can then talk about it and go that next level with your synchronous communication.

If you use those rapid development tools, you can create a rapid development tool where you ask students, or you show students all the vocabulary they're gonna learn in the next week.

And you don't really tell what the words mean, maybe you use a little in context.

But then when you bring them together as a group, they're already familiar with some of those things that you could have had them do ahead of time.

So that flipped learning takes some of the learning and has students do it beforehand, or learners do it beforehand.

So it allows you as an educator to use that synchronous time to guide students through active, practical, and innovative ways of applying what they know.

And I've put some names of some programs up there that a lot of times teachers can use these, sometimes they think they need to be part of the curriculum, but sometimes they really could be part of that flipped learning.

"Before we meet on Monday at 10 o'clock, "I want you to go to this website and watch this video." Or, "I want you to go to this website "and read this article." Or, "I want you to take this virtual field trip "before we learn about this area, "this time in history that our characters "from the story are gonna be participating in." So the other area that I wanted to make sure I talked about before we run out of time, 'cause I know we're getting close to the end of time, is feedback.

So I'm gonna go a little fast through this section.

But Grant Wiggins is really the guru in feedback and he talked about these seven different keys to effective feedback.

And feedback should always be goal-referenced, tangible and transparent, and I'm reading on the screen, which I don't like to do, actionable, user-friendly, timely, ongoing, and consistent.



So I have some slides that sort of explain the difference between feedback and advice and what we mean by being goal-referenced.

Goal-referenced means you think about what it is that the student was supposed to do.

So were they supposed to write a four-paragraph essay? Were they supposed to give defense from the story that they read? Were they supposed to take their learning to a new level? And instead of giving them advice, which really doesn't feel powerful and isn't actionable, you give them feedback that returns to the directions, or the rubric, or the objectives so that when a student reads your feedback, instead of it saying, "Wow," or "Great job," or "I loved your ideas," you're telling them, "You did a great job following this part of what you were supposed to do.

"And when you do another assignment like this, "remember to incorporate this." So think about the difference between feedback and advice.

Think about how feedback should really be tangible.

Students should understand

what you're asking them to do. (phone lightly ringing)

I apologize for the ringing phone.

It's the world in which we live.

Think about feedback being timely.

If you wait too long, you won't be able to give feedback.

And then the last really cool tool that I like to use are exit tickets and we're gonna do an exit ticket in just a moment.

But exit tickets where you ask learners to tell you what were you most proud of? Or what did you struggle with? Or what did you learn, what made you curious? What are you gonna do next with this information? So a really, really wise colleague of mine mentioned to me that we should always be thinking about how do you know? And how do you know that students learned this? How do you know that what you did was really effective? These are some topics that are really popular in professional learning right now.

So if you were looking to find something to read about, find something to learn about, these are those hot topics that are out there.

Remember, my presentation will be up there on the Blackboard site.

If you wanna start something now 'cause it's summertime, you might wanna take a...

Oh, a question came in about who should they be getting feedback from? Well, I'm assuming the feedback that you're providing is coming from you to your students about the work that they're doing.

And the feedback that you would want from your school leaders, or from those who are helping you grow with your skills.

That's where you'd be looking for that feedback to be timely, and relevant, and make sure that it fits those seven keys from Grant Wiggins.

So whether you're writing the feedback or you are reading the feedback, you want it to make your learning move forward.

So feedback should always help that learner say, how can I improve? If you wanna take a course right now, there is an organization called Coursera and they have tons and tons of courses that you can take.

Right now there is a five-part course that they are offering.

You can take it in any order.

You don't have to do all five parts in the order that you'll see on the site.

But they all have to do with specialized program on virtual teaching.

So there's a foundations course, there's a course on emerging technologies, there's a course on advanced instructional strategies.

There's another one on performance assessment, and then there's a project so that you can earn credit, you can earn that specialization certificate that they give.

And a former colleague of mine, Cindy Carbajal, she is teaching these courses.

And if she did half of what I've seen her do, she's amazing to learn from.

And finally, what I want to get you to also be thinking about in the world of professional learning is micro-credentialing and badges.

And remember a while ago I said there was a really cool website that had all of these wonderful resources on it? If you go to the [digitalpromise.org](https://digitalpromise.org) website and you search for the COVID-19 Library, there are hundreds and hundreds of these rapid development tools.

Tools where students can reinforce learning, tools where you can be learning, that are available.

And if you wanna earn micro-credentials or badges that you could put on your resume, or on your LinkedIn profile, you can get them through Digital Promise, through this website.

And then finally, I wanna go to today's exit ticket.

This is the first time I'm trying this, so I hope it goes well.

So now I've got a new website I want you to go to and it's a scrumbl website.

So notice how scrumbl is spelled.

It's [scrumbl.ca](https://scrumbl.ca), and then use the /VTA- my last name, C-A-M-P-F.

And I'm gonna click on here so it goes to that page and you will actually see the, you'll see the website, whoops! Sorry, I didn't click on the right link.

There we go, and it's gonna open up a page that has all these Post-it notes on it.

And what I'd like you to do is to double-click on a Post-it note, and I'd like you to tell me something new you learned today, or something you wanna try.

And to try to keep us from not all going on the same notes, if you were born in January, February, or March, use a blue note.

And if you were born in April, May, or June, use a yellow note.

And if you were born in July, August, September, use green, and October, November, December, use white.

So I'll say that again.

January, February, March, use blue.

April, May, June, use yellow.

July, August, or September, use green.

And the last three months, October, November, December, use white.

And all you have to do is double-click and you can start typing under the column, or the category.

This is your exit ticket from me today.

So I'd love to know what you learned new today, or something that you'd wanna try.

Hi, Judy, if you could give the link one more time, a couple people missed it.

Absolutely, sure, it's S-C-R-U-M-B-L-R, [scrumbl.ca/VTA](https://scrumbl.ca/VTA), like Virtual Teaching Academy, dash Campf.

And if you can see on my screen, it's actually at the top of my screen, you can see the website.

So remember, blue is January, February, March.

Yellow is April, May, June.

July, August, and September are using the green Post-it notes.

And October, November, December, you're using white.

You just double-click and you can type whatever you want to share, something you learned new today or something you wanna try.

And then I wanna thank you so much for, really, being a great audience with me.

I'm gonna go back to my presentation.

So you can keep working on your slide there, and I just wanna tell you something that I said to students many, many, many years ago.

And it's that in life there are no problems, only solutions that are waiting to be found.

So I hope you learned a lot today.

I hope you take time to go back to my presentation and I can hang out a little longer if there are folks who wanna ask some questions.

So thank you again.

Thanks so much, Judy, wow.

I've done a couple of the intros and closings for our session, and like our other sessions, lots and lots of comments in the Question area where people saying this was the best session.

Seeing that every time we have a session is, it's been wonderful, your passion for teaching and learning really comes through, obviously.

I think folks really appreciated just how practical your session was.

Thank you. All the tools

that you provided them with information about, and shared with them where to find them, how to utilize those tools.

When we set out to do this, the word that kept on coming in to our heads was blueprint.

We wanted the Virtual Teaching Academy to be practical and not just theoretical or conceptual.

And certainly, your session today, I think was amazing for teachers in terms of practicality, so thank you so much.

Thank You, thank you.

And thanks to all our presenters.

I said this before, at the risk of maybe giving Judy's sort of availability out to folks. (softly chuckles)

All of our presenters are, I think you can consider, your colleagues now.

They're in your network, and they shared so much of themselves and I think, have been thrilled to be able to do that.

So you've got Judy now as one of your colleagues and hope today was really useful, and I hope you'll maintain a connection with Judy.

And thanks again for attending this session.

We have one more at three o'clock Eastern, and look forward to seeing everybody there.

If you missed anything today, don't worry.

The recording will be available soon.

Thanks everyone, have a great day.

(light music)