Transcript for (FUN) FLO Friday: Tech Tools for Engagement (April 28, 2023)
BCcampus event hosted April 28, 2023
Hosts: Helena Prins and Gwen Nguyen

GWEN NGUYEN:
So good morning and welcome everyone to our FLO Friday on tech tools for engagement. And thank you for making time for this session. My name is Gwen, and I'm an advisor with the Teaching and Learning team at BCcampus. Before joining BCcampus, I was a sessional instructor and a learning experience designer at the University of Victoria. So I'm very happy to co-facilitate this fun and important topic with my partner in crime here at BCcampus, Helena Prins. I would like to start a session today with a little story. I usually start something with a little story. It is a good story. Back when I was a graduate student at the University of Victoria, in one of my first courses in discourses of curriculum studies. I was asked, "What do you do for a living?" And I simply answered back then, "I teach English." So the professor of the course, actually tapped on my shoulder. And then he smiled and said, "You don't just teach; you teach students English." And later when I was thinking about it, that's right. We don't just teach or design and a period. That's the end. We always teach and design with and for others. And in other words, we teach and design to engage. With this topic today, we are very happy that we have a very good number of registrations, showing that a lot of people show interest in the tools to engage. So Helena and I would like to invite you to revisit the definition of student engagement and explore some tech tools that can enhance the student's engagement. So we have the full session planned and we hope that it's gonna be an exciting and fun journey. But hold on. Before we get started. And even though we gather here in a virtual space, I would like to take a couple of minutes to acknowledge the traditional land that we are on. So in this picture, I took on a hike to Mount Douglas in Saanich. I might pronounce the name wrong. But every time I come here, I always remember the first hike in fall 2015 when I first came to the island. And I have been living every day with respect and gratitude towards the land and the ləkʷəŋən (Lekwungen) speaking people, including the Songhees, Esquimalt, and W̱SÁNEĆ people. It's a very beautiful day in Vancouver Island. So if you like, you can type in the chat where you come from. Acknowledge the land that you are on. Thank you.

Next, I would like to go through the outline and some housekeeping items. Helena and I will take turns to take you through different sessions. The first one would be the student engagement and some tech tools. And then the principles of choosing and using the tech tools. And we will do a quick check on H5P and then some small reflection activity at the end before the question and answer time. And I would like to acknowledge the very special presence and support from Kelsey Kilbey from BCcampus IT Support in our session today. The session will be recorded and it will be shared with any additional resources from our session like the slides. And if you do not wish to be recorded, you are welcome to keep your camera off and feel free to rename yourself to FLO participant. Live captioning has also been enabled. At the end of the session, we would like to ask you to participate in a very short anonymous survey. And we will pop the link in the chat. We just wish to know your feedback to develop this learning event and perhaps by ways to organize more fruitful and professional development events to support

teaching and learning in B.C. And if you stay till the very end, we will also share some upcoming events at BCcampus. Next slide, please.

You might all know about this, but as we are in the session and via Zoom, and we're talking about the tools for engagement. So I would like to say that you are welcome to participate through chat, Zoom annotating tools, and as well as you can unmute yourself or raise your utmost question if you can wait towards the very end. If you have any troubles with using the annotating tools, please let us know. Our support team can, will be available to help you with that. Now, I would like to pass it on to Helena for another icebreaker activity to get the session started. Thank you.

HELENA PRINS:
Thanks Gwen. And really, I'm going through the participant list and there's just so many familiar names and new names. And I'm just so happy you're here. And I wanted to start out with this fairly low barrier engagement activity. I use this in my face-to-face classes too. Sometimes we use cute cat and animal faces, with goats, which goes to say on a scale of goat, how you're feeling today? Sometimes we try to connect it to the topic that we're teaching on. So today, I've got this one of my favourite TV character's faces here. And I wonder, how do you feel when you choose and use tech to engage with your students? You could use the annotation tool by going up to the green floating bar and click on View Options and choose the annotate drop-down menu. If you just want to rather put the number in the chat, or you can unmute and tell us which of these faces resonate with you in terms of how you feel when you have to consider and choose technology for your classroom. See a number nine, and feel free to put a little description of what you think that expression is. Number one, number one, very perplexed. I had fun when I put the alt text together to try and put words to the faces. I see a number four, quite a few of you have number 1 which I think it's good, right? It says a little bit of a mischievous, maybe excited. Yes, I would like to try. That's good. There's a number four. Then I'm glad you're here if you have that face when it comes to technology choosing for engagement. And I hope by the end of the session you'll feel a little bit differently. I was worried that we might have a number 5 in the room. I don't see that. So this is just a very low-barrier engagement activity before we just dive into class mode or teaching mode. Just checking with our students. Yes, I see someone says excited, and it's really important to us too that we want to give options. People find annotation difficult, remember to invite your students to use the chat function or to unmute and speak. And I did see someone said in the chat that they're brand new to teaching. So we're so glad you're here. One of my favourite things about the FLO Friday community is we have a range of expertise to beginners in this room and we can learn from each other. So thank you for being part of this first engagement activity. I'll hand it back to Gwen to talk about student engagement with you.

GWEN:
Hey, I'm unmuted. But yeah, thank you very much, Helena, for a great warm-up activity before we go into finding, revisiting the definition of student engagement and discuss some tools for engagement. I would like to invite your participation in an anonymous poll via Mentimeter. And

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so here the poll, the link to the poll will be shared in the chat. And then I will share the results of the poll with you from my end.

HELENA:
We lost you Gwen? Are you there?

GWEN:
Yes. I'm sorry. It's a little bit slow on the Mentimeter my end this morning. But here I see some coming up for how did you know your students are engaged? They are looking at what, asking questions. I see body language. I can see they asked question. Yeah, a few, a few answers related to they ask questions. They talk, they smile, focused, texting. Then they have their cameras on. Yeah. And through the discussions, we can also see if the students are engaged or not. Yeah, those are great answers and thank you for participating, everybody. Thank you.

So the next question could be about, what tools do you use to engage your students? I will go to the next one. So you have just given us some ideas related to what, in what ways that you know if your students are engaged. And then I see H5P. That's great because that's what we are doing a little demo today related to H5P, Chat GPT, body language. I can see Padlet as well. Yeah, Padlet is a very useful tool. I noticed that a lot of instructors that I know use Padlet in their teaching as well. Mentimeter. Yeah. Face-to-face sharing. Smart board games or polls. Yeah, now a lot of tools actually activate the polls for the teaching and learning. Zoom polls. Poll everywhere. Slido, yeah. Like the way that Helena engages, quit the Slido activity as like a free activity or warm-up activities for some session. So Mentimeter is actually a very good tool to create the interactive presentation. Polling and meetings from anywhere is easy to build. And you can also create the free account. The answers are coming in. I see Kahoot as well or discussion forums maybe on D2L or, you know, like via Moodles or something. Thank you very much for participating in this Mentimeter activity. But now I will go back to my Mentimeter and then I will quickly show you how to use Mentimeter because it is a very intuitive tool, I believe. I will stop sharing this one. And then I will back to... Go back to my Mentimeter for today. So you can create a free account with Mentimeter. And it's very simple that if you want to, so if you, because I have the free account with this one, so I want to create a new presentation, then you know, like that presentation that I want it to go, it got to go to the archive. So I won't do it, but you can create the new presentations and you know, like what different types of things that you can do. So like multiple choice or, you know, like ranking. Or maybe open-ended questions, like the one that we do with question number one. You can also share the result at the same time. And the answers can be downloadable as well. And one thing that I really like about this is, some universities, actually, I will stop sharing here. But some universities actually invested in the campus-wide license, for example, University of Manitoba. So for unlimited use of Mentimeter, because it can be used with all kinds of apps. And the good thing is we can engage the audience who are shy, learners are hesitant and it's pretty open and safe tool to use. So in the chat, Kelsey can pop some resources on how to start Mentimeter. And in what way that we can use the Mentimeter as the formative assessment, a warm-up activity. Or, you know, it can

be used to answer some queries or discuss or explain some things that still need more clarification or explanation point. A section in the classroom. That is for Mentimeter.

Now let's go back to our slides. When we are talking about student engagement it's actually still a critical pursuit for a lot of educators. And it is an ongoing discussion about its nature. And what is the difference between the engagement and motivation, for example. One definition that I find quite helpful among all the confusion between the engagement and motivation is, "Student engagement is the energy and effort that students employ within their learning community, observable via any number of behavioural, cognitive, and affective indicators across a continuum. It is shaped by a range of structural and internal influences, including the complex interplay of relationship, learning activities, and learning environment. The more students are engaged and empowered within their learning community, the more likely they are to channel that energy back into learning and leading a range of short and long-term outcomes." Now let's talk about the dimension. Let's unstructured this definition and talk about the dimension of engagement. When we are talking about the cognitive, we are talking about the learning strategies, the self-regulation. When we are mentioning the affective, we are talking about the positive reaction to learning environments. The relationship between peers and the relationship between the students and the teachers. And when we are talking about behavioural engagement, we are, we can think about the participation, the persistence, and the positive conduct in the classroom. It is pretty theoretical heavy when we are mentioning about those dimensions. So I would like to imagine something a bit more simpler in the students' engagement dimension. Could we go to the next slide, please?

So in a way that we can imagine, we can foster and develop the engagement through those inter-place or interrelationship between the student and teacher, student and content, student and peers, and student and family or community. So talking about the student and teacher, it is actually, we might think about the way that we need to provide more regular feedback, like more personalized. We need to provide something clear and constructive and what tool we can use to do that. For example, talking about the student and content, then we should think about how to make the content more relevant. How can we develop a more rigor and depth or relevancies? If we are going to use some YouTube videos, are those YouTube videos actually challenging or relevant to the topic? So when we're thinking about the students and peers, actually we are thinking about creating the learning communities in which the student can interact and collaborate, collaborate with each other. So that they can create meaningful outcomes, achieve the meaningful outcome, or build the confidence of greater achievement. So talking about the student and family or bigger community, then the first thing that we think is can we, can we actually think about how the family and communities affect the level of the student involvement with the learning. In what ways we can connect the students with a wider community so that they can develop their global citizenship or personal growth. So those are some of the dimensions that I want to focus on for our session today. Slide number eight.

And those dimensions that actually if we are thinking about the technology and student engagement, then it's not all about the tools, but it's actually about the usability of that tools,

the design, the accessibility. I'm not going into details of the flower diagram because I know that Helena will take us to the session related to best practice for the tools choice and use in the classroom. So thank you for listening to my session and here you go, Helena.

HELENA:
Thank you, Gwen. So now that we've spoken a little bit about what engagement could look like and the different dimensions and the importance of environment. I would like to show you, we will discuss strategies and principles, but I want to show you how I use Jamboard. I saw someone chose Jamboard as a tool that they use. So today we are trying to demo as many different tools as we can fit realistically into one session. So I'm going to just take over this chair here and design the Jamboard while you are with me in the room. So it is as simple as going to Google and I'll say "Jamboard Google." It comes up for me. And what you'll see now is you'll see all the Jamboards that I've been part of. But I want to start a new one. So I'm going to click on the plus sign at the bottom right of my screen and go, Untitled Jam. So the first thing I'll do is I'll create a title for my Jamboard. And how to choose tech tools for teaching. That will be the one. And I'm going to immediately try to just share the link with all of you while I say a few more things about this. And I put it in our chat here. Then those of you who want, you can join me. And if you don't want to join, that's fine too. You don't have to. The beauty of this is you don't have to sign into Google. You don't have to create an account to participate. You can join me on this Jamboard. I could make it prettier for sure. I could pick different backgrounds. I like to keep it simple because I think the content that people put on is what makes it pretty for me. There are options here on the left, you can choose a sticky note. So how do I choose technology? I want it to be easy. That would be my first one. Maybe put there and then the sticky appears. I could also upload photos. I want to invite you now to participate in this Jamboard. You could also type your answer and say, I want it to be cheap. I don't want to pay for any technology. It says, I believe there's permission settings. Oh, okay. So let's see. I thought it said, Only people with any one of the links. Okay, there you go. So now everyone should be able to do that. And that is the risk of live demoing, right? If you skip a step. But hopefully you've seen how easy it was for me to create that. Now I hope that you can participate in the Jamboard. If you're not comfortable with that, please feel free to type in the chat here. Some of your strategies or principles that come to mind when you make a decision about choosing a tech tool. Let's learn from each other in this room. And I'll just be quiet for a minute. It's a 3D view only for some people. Oh my goodness. So don't rush it. Make it an editor. There you go. You all should now be able to edit and not just view my Jamboard. Let's see. Yea, there's action. Yes. Institutionally supported, that's a great principle. User-friendly, availability, and price. No privacy concerns, self-explanatory. Oh, I love all of these. I tend to use ones I've used before. And there's nothing wrong with that approach, right? You want to feel comfortable, something that you're good at doing. You want it to be stable. It's free for sure. That's why I like this one. Accessible. And yes, we will try throughout today to remind ourselves, just to tell you about accessibility too. Screen readers should be able to read Jamboard, but we do have a link that we can add more information about that. Begin with the end in mind, that's the tool that matches the learning outcome. Very important. And I will definitely highlight that. If you're still unable to access Jamboard, please just feel free to put your answer in the chat and we can do that. And I see

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some people are having fun drawing. I do want to say, I really love Jamboard because it's so easy to use. I hope, you know, if the person sets it up with the right permissions, it should be easy. Someone did ask and hopes to take away they want to know how they can engage students meaningfully in breakout rooms. And I think a Jamboard could be a great tool. As you see there at the top, there's different slides. So I can go to site two, site three. So perhaps you want to give each breakout room a slide. I could say this is maybe I'll type in here room two. And then when you divide it into breakout rooms, each breakout room gets a Jamboard slide with a prompt or question. You could even put a math problem up there and ask students to go work in a breakout room and put the answers on. And you can, as a facilitator, you can go in and check if it's correct. If there's no action on the slide, you can pop into breakout room. So I do think Jamboard has lots of flexibility for users. I wouldn't ask people to put personal information on there. But for a collaborative tool, it's one of my absolute favourites. I'm going to go back to our slides

Now on principles and strategies. Yes, this is a... There's a nice comment that someone says, students can return to review the Jamboard. It doesn't disappear when activity is done. That's a great option. So there is so much information about how to choose tech tools out there. But the one that I keep going back to is the book from Flower Darby with James Lang. Got it here. We did a book club for BCcampus. You can see it's a well-used and loved book. Flower Darby, she really highlights the importance of a small teaching approach. And what she means by that is to be successful, you make small changes and small steps. So use technology that you're comfortable with, for example. She ultimately put it down to these three principles. The first one and someone mentioned it there on the Jamboard is, What's your course objective? What is the problem that you're trying to solve? We did not just want to use technology for bling to our classes, right? And make it cumbersome. Figure out what is the goals you want to achieve. What tools can help you get there? Or if you have problems that prevent you from getting there, what tools can help you to solve that problem? So really it is about alignment with your course objectives. Second. First, do no harm. That is a familiar premise for doctors. And I would like for us in teaching to also think of teachers as people who will not do harm to students. And by this, I mean, why add things that will hinder learning, right? We want to make learning easier for students, so don't add technology that will make it harder. One example would be if you use technology that's not integrated to your learning management system and students have to pay additionally for it. They have to create accounts. It's really cumbersome or difficult that could create harm. And if the tool is not accessible, you're also putting that student at a disadvantage. So keep that principle in mind when you choose your technology. And then finally, Flower Darby highlights that we should always consider providing alternative means of access. Even in this room today, there's people who might not be able to access the Jamboard or maybe they choose not to, which should be okay and therefore you should always think about alternatives. We also think in terms of when you create a video for your class, make sure there's captionings. Even better, added transcription files so that students can download and read that at a different time. And we often see that if we make something more accessible for one learner, it

often helps others as well. So do consider when you offer a tech tool, different ways for students to participate in case access is not available.

I want to show you one more slide. This is from, it's a small site. We are going to put the link in for those who want to dive deeper and read a little bit more. This is a model or framework by Tony Bates. It's called sections. And it really takes you step-by-step through making the decision of using a tool. And it is very small. That's why we put the link in there for you as well. So if we start at the top, the S for sections, will all students be able to use it? And if they're not able to use it, doesn't mean you can't use the tool, but what alternatives do you have available? Is it easy? How's the learning curve? Sometimes we put technology in that takes all the cognitive load just to manage the technology and it takes away from the content. So you want to think about that. Reasonable overhead, maintenance, and time. Cost, of course, that's a serious consideration. And most importantly for me, how does it fit in with your teaching, your learning objectives? I also want to highlight when it's about support and institutional support. I think when it is integrated into your learning management system, it most likely has the support of your institution. And that means not only do you have the option of getting support if you struggle with the tool, but also students have that support. You want to make sure that it is not breaching privacy concerns. So again, what's your institutional policy around tech tools? We don't want you to go rogue and bridge that. This is a great framework to maybe come back to you when you want to try a new tool. Just test it through this. I use Slido with this lens on and I thought, yeah, I think Slido is a good tool to use Jamboard. Yeah, that's a good tool. There might be others that won't pass this framework of tests. Okay, I think that's a perfect segue. Oh, there's one more quote I want to share, and we'll also share the link to this article. It was "Ten Guiding Principles to Use Technology." And ultimately the essence is that technology must be adding value. So ask yourself, am I just trying to show that I'm this very tech savvy facilitator? Or is this really solving a problem for my teaching? Is it connected to my learning and does it promote learning and not hinder? Gwen is now going to take you into H5P, which is a great tool since it's most of the time integrated into your learning management systems. Over to you, Gwen. You're still on mute.

GWEN:
Thanks Helena. I don't know where's the unmute button? I must have pressed something. But anyway, thank you very much for sharing with us some principles in choosing and using technology. And well, I saw some questions in the chat, but which tech tools have both experience for a synchronous and stuff they are learning. Thanks, Sarah, for the questions. I think that H5P can be the one. Not because I'm going into the H5P right now. But yeah, mostly you see the discussion board and you're curious if people have used Jamboard or Menti? Not in the real time, mostly for Jamboard and Menti or Slido. It is interactive polls or activities that you can use asynchrony... that you can use synchronously, but you can use Jamboard asynchronously as well as you said, yeah. You shared the link and the people can participate during the time that you said the same with Mentimeter, if you set the time for those

questions, so the people can access it and put their answers. And you can show them on the next day or something. I hope that I answered a question.

HELENA:
I want to share one time when we used it in a FLO course. We use the Jamboard for participants to share their takeaways from the UDL course at the end of the two weeks. And people could. There were a few reflection questions on different slides of the Jamboard and people could just populate them in their own time. So we added the link in the discussion forum. And that's how people access Jamboard asynchronously.

GWEN:
Thanks, Helena. Yeah. So again, going back to what is the outcome that we, that we are trying to achieve and in what way those tools that really kind of be integrated into enhance the engagement and to help us achieve those learning outcomes. And looking back a little bit, when we're talking about the students' engagement dimensions, then we're talking about the relationship between the student and teacher, students and their peers, and students and content, and students and community. So through the activity like the Slido activity and Slido activity, Jamboard activity, Slido and Mentimeter, we can see that the instructors can enhance the engagement, the relationship between the student and the teacher, so that they can learn more about the content. And in the Jamboard activity, it is something that we can collaborate on and share ideas together. And now if we look back, I would like to promote H5P as the tools that we can enhance the students' relationship with the content and in what way it is. Then we go to the next slide.

There's an intro video that I would like to show before we go into the H5P demo session.

[VIDEO PLAYS] H5P allows websites to create richer and more interactive content. The content works just as well on mobiles and tablets, as on desktop. Rich interactive content can be shared and reused across websites.
[VIDEO ENDS]

GWEN:
Thank you for watching that video with me. And now I could go quickly because H5P, it is an open source tool that we can use to create interactive content. And you can actually use it on any D2L or LMS platform. We share this one. So I will share with you how we can create H5P if we go to the H5P original site. So, for example, if I register a free account with H5P, we go to H5P-dot-org, and then I create a free account with it. And what I can do is I can create an interactive content like course presentations. Or we can also create some interactive quizzes, like interactive videos. The video with the question next to it or multiple choice. There's a

variety of selections that we can do to create the interactive activity. You don't have to create the account and then try all those activities right now. But I just want to show you quickly.

This is something that I created. For example, one contains what we can have. We integrate the video with the questions for the student to review at the end, like this one. And then for this one, we can, the student can review the unit session and they can choose the answers, and they can check in the end. So that's why it is called interactive activities. And I believe that those interactive will help the student engage more with the content that they wish. I press this back, to go back to the Moodle site. Because here at BCcampus, we use Moodle and H5P is actually blocking apps for Moodle. So if you have Moodle or D2L, what you can do is you can go to the course site, the D2Ls or the Moodle. And what I can do is I can create an activity with H5P. For example, I add an activity on the resource. And in this one there are two options. One is the H5P content. And one is we can create it directly on the site. So if you click on the, sorry, if it is more, I will make it a bit bigger. Thanks Helena, for the sign. Is it big enough for everyone to see? But there are two ways. One is we can go directly to the H5P from here. So if I want to create an H5P two-four question, for example, for this activity, and my question is... So I can create it quickly like that. And I can choose true or false as the example for this one. And then I can save it. That is, and then we have the H5P content on the Moodle. The other way that we can do is we go to H5P and then we can upload the H5P content that we have somewhere. And for this, because of our limited time, I already created the H5P content here, and then I uploaded it to the site for us to take a look. And, for example, there are two ones that I would like to show. One is the interactive video activity.

So this one is the interactive activity that the students can learn. And it can be downloaded from the H5P original site and then when the students are working on this, they can tick. So this is like a very interactive quiz with the pictures and with the sounds that we can connect. For the normal... I believe that for the normal LMS usually the content is not, as, you know, pictures is not that engaging in a way. One more thing that I would like to show is the H5P unit review that I created for today. So one thing is if there's the contents, the slides, or the video that we already talked about during the day. And we want the student to review that video, then the students can actually rewatch the video and answer the questions in that one, and then check their understanding at their own pace. So that is what I want to show about the H5P interactive activity. And I saw something in the chat. Yes.

HELENA: I've answered most of the chat questions.

GWEN:
Alright. Thanks, Helena. But if you have any questions related to H5P, then please let me know.

Now we go back to our slides to talk about the interactive features of H5P. For H5P, with its various features like interactive videos or image hotspots or multiple choice or true or false. Then we can see that we can use those features as the multimedia integration. Or we can use it as the formative assessment. Or we can also use it as... to request the students' submissions or

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questionnaire or audio recorder. And for those things, I believe that pushes active learning through the problem-solving and gamification activities. It also improves the inclusivity and accessibility in the course. Because, believe it or not, some students have the problem with understanding the content because of the language barriers, then I believe that the H5P, with its interactive features, can help those students to overcome the language barriers. To review or to clear, to clarify some kind of contained at the session of the day. And the last features that I would like to say is it engages the students in the open education community and actually for the educators as well. Because the H5P is open source and it actually has a lot of H5P examples that it is open for using. We just need to credit the others in using it. In the chat I would like to share some examples of the H5P from the UBC. As you can see, it's actually from eCampusOntario. And for those, you can download it, upload it to any LMS platform with the H5P content to help the students with their learning. And with that, I hope that I presented the way that we can enhance the students' interaction with the content. Thank you, and I pass it on to Helena for the reflective activity.

HELENA:
Yes, thanks, Gwen. So we did promise you a fun-filled Friday, so I'm hoping you're having fun, but if not, maybe this final activity will add an element of fun. So many of you may know this wheel as a wheel of names. That's the name of the app that we use, very easy to use. However, I never use it with names. I've always used it in different ways. I recently used it in my class. I teach career development. Instead of names, I put interview questions so students would come to the front, will spin the wheel, will see an interview question, and they will go into pairs to practise questions. In our team here at BCcampus, we've used it to do reflection asynchronously. Again, I have shared the link to my reflection wheel and they were different questions at the end of our fiscal to think about a year behind us. And people could, when they enter teams, whenever they want to in the team channel, they could respond to the question they landed on. It's nice because then it's not so repetitive because people get different questions. We've done a self-care wheel. I'll buzz Tracy. She created one. If you clicked on it, it was just fun. So I took a vacation. Oh, I should go take a sunbath, have some, some ideas around that. So for today, you do not have to leave this room if you don't want to go to a breakout room. But people did ask us to see how some examples of engagement in breakout rooms. So you have the option to go into a breakout room or to stay in the main room. However, we will put the link to this reflection wheel for you in the chat. If you go into the breakout room, it will be fast and short. One of you spin the wheel and the question that comes to the front, you can use for a discussion prompt. You'll see the link is there for you now. If you want to, if you do not want to go to a breakout room, please stay here with us. You spin the wheel on your own and you can just put the answer in the chat. So Tracy, Kelsey will send you into breakout rooms of five minutes. You have the option to join or not. So let's, let's go.

So welcome back to our breakout room people, I hope you had a nice discussion. It was definitely a short breakout room session, but I value the opportunity to connect with people across the sector. So we just wanted to give you that opportunity. Before... we have the link to the survey in the chat. But before we talk about that, I just wanted to give a moment if there's

any burning question that someone has or a tool that you feel, I just have to talk about it right now, please. This is your moment. You can put it in the chat or you can unmute. If someone wants to add to the conversation.

PARTICIPANT:
I want to say one thing, which is asking your learners what tools they have used before and they found useful is a really good way to get some suggestions and learn what your learners are familiar with and what they find easy or useful. So that doesn't mean you have to use the ones they've always used before. But lots of times students, we have great suggestions. HELENA: That's such a great tip, Sherry, Thank you so much for sharing that. Yeah, they know the different tools. We also shouldn't assume that all of them are tech savvy. So for that reason, imagine if you have five different instructors and all five instructors have different tools and expectations. I see a few hands. I'm going to go to Yucia? Do I say that right? Yuci, and then Andrea.

YI:
My name is Yi.

HELENA:
Oh, sorry.

YI:
No problem at all. So just to build on what you just said about instructors introducing new tools to students. I just wanted to add from the student's perspective, learning to use new multiple tools introduced by multiple instructors can be overwhelming. So I think the tip I want to share is for instructors to talk to each other, to talk to your colleagues, to find out what tools they are using. And if it's for a similar purpose, then let's just use one tool just to help our students, to help them to save time, save them the cognitive load.

HELENA:
Great tip. If you agree with me, you can show some reactions differently. That's a great tip. Thank you. How about you, Andrea? You wanted to share something too?

PARTICIPANT:
Yeah. I know it came up once in this presentation already, but I think accessibility is a really important thing when considering tools, like I noticed when I joined that closed captioning has been enabled in the Zoom. That's a great practice, not just for someone that's deaf or hard of hearing, but also for someone who just has a really bad audio connection that day, or they're in a private place and they don't have headphones or someone whose first language isn't the language of presentation. So considering that, that is a very, a lot of tools have those

accessibility features built into them. It doesn't cost you anything extra to implement them. And it can be helping more than just the intended audience.

HELENA:
Absolutely. I'm so glad you mentioned accessibility because even the name of wheels, I've asked someone who has a visual impairment to let me know how that works for her. And it doesn't work as well for people with visual impairment because some of the context doesn't translate well. She could hear the wheel spinning and she heard there's a winner announcement and she could hear what the question is. She was waiting to hear who's the winner because the screen reader didn't make it clear that instead of a wheel of names, this is now a wheel of questions, right? So I think some of that is important if you know you have to consider accessibility. So I'm so glad you've highlighted that. There's a few more comments, but I do know that we have to wrap up. Thank you so much.

Onto the next slide there we have a short survey. I don't think it takes even three minutes, but we take such time to go through each and every survey response. It is anonymous because we want to get feedback to improve our practices, but also to respond to what the sector is asking us for. What are the topics that you want to hear about? We know that Chat GPT is very important and really relevant right now, so we have a few things coming up that you'll read about soon that will address Chat GPT. Today was not about that. One of our upcoming events is also about integration of technology into the classroom. It's a FLO lab, so it's a little bit more intensive, a deeper dive for about 2 hours. And it will be Gwen, myself, and Britt, our other advisor, that will facilitate that session. And we'll talk a little bit about cognitive barriers and how to overcome them when we access technology and when we use it. I also really want to highlight if you want to be a FLO facilitator. And I know many of you have the expertise, the experience, you've facilitated for many years. If you want to be a FLO facilitator, we would love to hear from you. We actually have a call open right now, an expression of interest. Please read the different options. You can put a proposal in to do a FLO Friday. If you want to go deeper and longer there are FLO labs. We also have FLO micro courses, which is one week. And we would love to just grow our FLO family. If you're interested in facilitating, we have the link to the expression of interest there as well. We hope that you had fun with us. This was a fast full hour. I certainly had fun. Gwen, how about you?

GWEN:
Very much. And I hope that everyone enjoyed this session somehow and learned a little bit of something to go out and engage. The learners are actually engaged with any ones that you are interacting with. So thank you very much again for coming to this session. Of course, no tune can be perfect for everything. Like Dr. Tony Bates actually said, Like no tools can rescue, a very bad pedagogy. So the very first thing is pedagogical viewpoints and what is the point of using those things? Then we come to the tools to help us achieve those things. Thanks again. And about the AI sessions coming soon. So please, yeah, stay tuned with us and please come teach

with us as well, everyone. Can't wait to work with you in the future. Thank you. Have a great Friday.