

Transcript for FLO EdTech Sandbox Series – Sticky Notes
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BRITT DZIOBA:

All right. Good morning. Thank you all for joining us for the fourth EdTech Sandbox Series session today. My name is Britt Dzioba and I'm an advisor at BCcampus on the learning and teaching team. I wanted to start us off in a good way and state that BCcampus staff are situated on the unceded territories of the Tsleil-Waututh, Squamish, Musqueam, WASNEC and the Esquimalt and Songhees Nations of the Lekwungen Peoples. As both individuals and as an organization, we continue to learn and build relationships as we actively respond to the Truth and Reconciliation Commission's Calls to Action. Today, sorry, one slide too many.

Today we have a wonderful session on sticky notes led by Dr. John Churchley. And I'm going to pass it over to John who's going to get started on the session. But I also just want to let everyone know at the end of the session today, I'm going to have a couple of announcements and a survey link. So if you're able to stick around just for 1 minute after John is finished today, that would be great. All right John, I'm going to stop sharing my screen and pass it over to you.

JOHN CHURCHLEY:

Great. Thank you very much. Okay, so I'm going to be doing... The session is on sticky notes. And what I've got in front of you right there is Miro board, which is not necessarily sticky notes, but we're going to be talking about all that later. What I'm going to do though is just slide over to my slides. I'm trying to be quite transparent about what I'm doing here because you may want to do similar kinds of things. Here's my slide deck. This is in Miro, and I'm just going to go to my first slide and hit Present. There we go. This is a session on sticky notes. I could not help myself. I had to use the yellow colour and the icon for sticky notes. As you may know, sticky notes have a history with the 3M company when they were first invented. But it's just so literally iconic. We've had a territorial acknowledgment, I happen to live in Parksville, which is in the traditional unceded territories of two peoples of the Coast Salish language family, the Kwakwaka'wakw First Nation, that are formerly Pentlatch speakers, and they're working on revitalizing that language. The Sna-naw-as People who are Hul'q'uminum speakers. This is their land they have been living on for millennia and one of the key features is what we call Mount Arrowsmith. This is a view actually from Nanaimo. On a BC Government website it identifies this prominent feature of the central part of Vancouver Island as Culth-ka-choolth, which means jagged face. When I dug into it. This is the Nuuchahnulth language of the Hupačasath people who viewed the mountain from the west side. In other words, from what we now call Port Alberni, and I could not find a name for it from those peoples who viewed it from the east side. As a settler on this land, this made me think that I acknowledge that we often continue to colonize by insensitively simplifying and generalizing subtle and not so subtle differences in language, culture, traditions of the many people who have lived on and sustained this land for

thousands of years. Anyways, Mount Arrowsmith Culth-ka-chool as one word for it, is such a main feature of the land that we live on in Parksville.

Just a quick little introduction about myself. I've been a teacher for 40 odd years. I started in Kamloops. Most of my teaching career was in Kamloops. I'm still connected with TRU. I started as a high school music teacher, then a principal, vice principal, assistant superintendent. Then I retired to teaching at Thompson Rivers University and a tenure track position all the way along. I was working for TRU Open Learning as an online course developer and instructor. And then I moved to the Centre for Teaching and Learning at Thompson Rivers University, where I worked as a teaching and learning coordinator. I still like to do lots of interesting educational things. I supervise student teachers for UVic and TRU, and I also write songs and record them and put them on my YouTube channel. Just as a little side note, this whole session is based on sticky notes done digitally. And I need to do a shout out to my colleague, Carolyn Ives, who works at the Centre for Excellence and Learning and Teaching at TRU. She first got me started on digital sticky notes with Jamboard. But when we were both educational developers working together, we used countless paper sticky notes in presentations all over the place. Neither of us are strangers to sticky notes, but Carolyn introduced me to how to do it online.

In this webinar, these are just some norms that I would like us to all follow. Active participation is voluntary and anonymous. And sticky notes that you could be creating aren't anonymous and can be edited and moved by others. It's a pretty open field. I'll show you how to lock them at one point. But really working properly with sticky notes, they can be edited and moved by others. As such, it's really important to treat all participants and their contributions and their sticky notes with decorum and civility. Now, if you're using a desktop computer, you've got full functionality for what we're doing today. If you're on a mobile device, you'll only be able to view what's happening. You won't be able to move sticky notes unless you download the Miro app. And I apologize that you have to do that, but I've been learning about Miro in the past couple of weeks. You can download the Miro app and get a one-time sign in with your email address that won't set up an account. But I'm not sure if there's anybody even on mobile devices or maybe you just want to watch.

So our learning intentions for today, fairly straightforward, but as an educational developer, you know, we always like to have learning outcomes. At the end, we want you to be able to describe the pedagogical functions of sticky notes and list some instructional strategies that use them and then classify them into the pedagogical functions. If you can think about the pedagogical functions of sticky notes that will help you to create your own new applications for them and your own strategies. I'm going to be sharing a large number of strategies that you can choose to incorporate into your teaching practice. Hopefully, you might be able to create some new ones of your own.

The agenda for today is looking at the big picture. First of all, why sticky notes? There are some actually good reasons for thinking about why we use sticky notes in education, of course, but also in the broader world. What are digital sticky notes? What applications use digital sticky

notes. And then How to? Which is, once we've figured out how to start working with sticky notes in a digital environment, what are some strategies that use them? I like to do teaching strategies, not quite a lightning round, but a large number of different strategies. Some of them we will do some active learning with and some I'll just be explaining to you. We'll go through all those. That's how. The Now What? is giving you some time to choose which ones you might want to use and you give me some feedback on which ones sound interesting. And then also some time to generate your own sticky note applications and activities. Then as a bonus at the end, I noticed this with the last EdTech Sandbox on Padlets that the presenter took some time at the end to show people how to get started in using the broader application. So I'm going to do that with Miro at the end for those people that want to do that. Not everyone may want to be using Miro. This presentation isn't about Miro, it's a presentation that uses Miro. The presentation is about the sticky notes.

Why sticky notes? Well, without getting again into the history of when they were developed and why they were developed by the 3M company. From the purpose of users, they're small and they're recyclable. They're non-permanent and they're repositionable. They can really, really engage, actively engage people. It also gives an opportunity to give voice to all. I'm going to be talking about that quite a lot because as I've taught my online courses, I've noticed that there are some students. This is actually true in face-to-face classes too. Some students don't feel comfortable speaking in class or even popping into the chat line or Zoom. Sticky notes give a chance for everyone to have a voice. Sticky notes have paper versions as well as the digital versions. And we're going to mention some of those paper versions in a minute.

The pedagogical functions, I had to really think about this because I've been using sticky notes as we all probably have been. If you go to a strategic planning session. Britt was at one on Monday. And I bet you anything, Britt, you guys use sticky notes at some point in the presentation. Why do we actually use them? Well, first of all, it's great for generating ideas, for brainstorming, but it's also really good for sorting ideas. I'm going to refer to grounded theory, which is a research methodology I used in my doctorate. I realized that sticky notes are actually really useful for that. Resorting, filling grids. I'll explain what that means later. Matching, this is a one to one matching idea. Again, I'll be explaining that. Then of course, sharing ideas, it's not just generating ideas. It's generating ideas publicly so that it can elicit feedback and we can have some interaction and discussion. Now I've been thinking about how to do this asynchronously, as well as synchronously. I learned how to do it in a synchronous environment because as we all were thrown into that during the pandemic. It was like how do we engage students? These really work. They can work in an asynchronous environment. And I've built a course for TRU that uses this to a certain extent, but it's a little bit. You need to set some guidelines on that when you're trying to do it asynchronously. Because it's like leaving a sticky note, paper sticky note board in your classroom. And then leaving the door unlocked. And people can come in at any time and do stuff to the sticky notes. You have to figure out a way to manage that, but it certainly can be done.

What are sticky notes? Sticky notes have certain, they've got lots of shape and colour options, and I'm talking about regular old sticky notes. They can be digitized in a 3M Post-it Plus app. This session is not on that app, but I could not help myself. I have to show you this briefly.

This app is the 3M Post-it app, you can get it for your phone. It works better on mobile devices, but it does work on a desktop. It's a free software. It's by the 3M company that make Post-it notes. I am not getting paid by them, not proposing that 3M is the greatest. But this app is cool. Just quickly, if I do a sticky note exercise with real paper sticky notes, and then I want to digitize them. Here's what you do. I go to Capture Notes from a Photo. I've got a photo right here. Then it took that photo and it changed them into a digital format. And then what I can do is I can start moving them around and grouping them in different ways, which is really cool. If you do any kind of exercise, that uses sticking notes and you want to keep that for another day, then you can take a picture of it with your phone, and then you can actually digitize it and then move them around and put them in different groups and so forth. At any rate, that is the 3M sticky. What's it called? Post-it. Post-it Plus is the name of the app. All right, enough of that advertisement. Back to where is my screen? Here we go. What slide was on? I just click on that slide and go to Present. And lo and behold, there I am, back in the slide presentation.

Now these next two bullet points are really important because this is research based, I really need another big shout out to Peter [BJ1] Liljedahl. Peter is a math educator professor at Simon Fraser. He's been doing lots and lots of presentations around the K to 12 sector about making thinking classrooms. Brilliant man. But his work equally applies to post-secondary. We need to spend more time in post-secondary paying attention to what's going into K to 12 and vice versa. Because there's so much great, great stuff going on. He did some scholarship of teaching and learning. He did research on his own teaching practices, and we're going to talk about that in the next two slides. And basically, Post-it notes served two of his main tenets. They're non-permanent vertical surfaces, which I'll explain in a minute. They involve physical movement. Now this is the paper sticky notes, and this is the thing I love about paper sticky notes. We get students actually physically moving in the classroom. We get them to stand up and go to the wall, and so forth. I'm just going to share with you Peter's research briefly.

He realized that as a math educator, having students doing written examples on their desks individually was not working particularly well. He had students work on solving math problems at a whiteboard in groups standing up. And that's where the non-permanent vertical surfaces is. Only a math educator would call a whiteboard a non-permanent vertical surface, but that's what it is. The picture on the left is some high school students doing a math problem. What happens when you have students doing this work? They engage with each other. They feel that it's safe because they can erase whatever is there. The instructor can also monitor what's going on in the room. I use this, so that's a math application. The picture on the right is my teaching class from the Bachelor of Education program, and I had students writing learning outcomes on the wall on the windows. On chart paper, and again, it was non-permanent ones. It's a great way to go. I encourage you to look at Peter's work. Research found that it really increased the participation persistence of students following a problem. Knowledge mobility between the

groups, and also the non-linearity of work, so that's a piece of it. Again, with paper sticky notes, we put them on whiteboards, that's on a wall. I'm not going to show the video. What time is it? Actually, I'm doing pretty well for time. Can we just show it, Britt? Can you show the video? Not Britt, Kelsey. This is a shortest little video clip, but it shows what many modern classrooms look like. [VIDEO] Classrooms have multiple whiteboards to allow for group work that can be easily shared and monitored by the instructor. But best of all the classrooms.

JOHN:

Okay, okay. That's it. Thank you. That is a... Where did I lost Chrome? That's interesting. Okay. Very interesting. Hang on a second, folks. Sorry about that. Kicked me out. Okay, there we go. That video we made at TRU when we changed our classrooms to have whiteboards all the way around. If any of you were involved in that to any degree, I really, really encourage you to have whiteboards all the way around so we can get students up on their feet, working together in groups, and using non-permanent vertical surfaces and using them for sticky notes. All right, that was really not to do with sticky notes, but I'm very passionate about it and it's very important.

Let's talk about digital sticky notes now. Digital sticky notes do some things that paper ones don't do. First of all, they engage students in a synchronous environment or asynchronous. It's engaging them with actual activity. This was the number one reason why I started doing them is because I felt like I was just a talking head for my synchronous lectures, and I thought I need to get students doing something, but getting them to participate in the chat or even pop in with a comment in audio or video, just wasn't working. I needed to get something so that they would participate and digital sticky notes was a way to do it. The place I started doing that was Jamboard. Now I figured out that if you're doing some activities, you need to have them in small groups. I built separate Jamboards for the small groups in the breakout rooms. But the beautiful thing about digital sticky notes is they are non-permanent. They are visible to the whole class. We just have to find a platform on which to use them. Jamboard is the one that I have mentioned. Google Jamboard, you can log on anonymously. It was really quick, it was easy, it was simple. Unfortunately, Jamboard is now not going to happen anymore. Bye bye Jamboard. I just heard this in November, and that's when I had to pivot to something else so I could be doing something that's appropriate for this session. I learned how to use Miro. Actually, I love Miro. It's working really well for me. But there's lots of other ones, lots and lots of other ones. And you may have them in your LMS, depending what you use. I don't know whether Canvas or Blackboard has them. Moodle doesn't, I don't think at this point. At any rate, there's lots of platforms on which to use it. I use Miro, I got a free account as I'm an educator as can you, if you're an educator. I can have up to 100 team members. Again, that's more for if you're using this in a corporate environment, but you can have unlimited visitors that are anonymous. And unlimited boards for free. That's a bonus being an educator with this platform. I hope you have a place where you can learn that. As I mentioned, at the very end of the session, I'll walk you through how to get started on Miro.

The features of digital sticky notes go far beyond paper ones. We can use different sizes and colours, of course. But we can add tags. We can have the authors identified on them. We can add emojis. We can move them and put them into whatever shapes and columns you want. You can add other things to the whiteboard, such as images, text, and graphics, and all these different things. Again, this is not a workshop on Miro, it's on sticky notes. But I'm going to make this a little bigger, but whatever whiteboard platform you use, you're going to have lots and lots of options. We're not going to do all of these particular features with the sticky notes today, but we'll do some of them.

Here comes the how-to part. It's the sticky note basics. I don't know how many of you have used them before. I'm going to assume that there are some people participating that have not done this yet or people watching the video. So I'm going to walk you through it. We're going to start with a Jamboard, which is just the simple, basic way to do it. See if I can find my Jamboard. I've lost my Jamboard page, so I'm going to have to start it again. Actually, this is a good time. Kelsey, can you share the Jamboard link? And people can link there. I see people are joining now and people have already started. Okay, so people know how to use Jamboard. I won't take a huge amount of time. Notice in Jamboard, it stacks the stickies on top of each other, which is actually a real problem. I don't know why it does that, so you have to. I'm pulling these all off now because, yeah, that's an annoying part about Jamboard. The tool bar on the left, there's a pen, you can write. There's an eraser, there's a selection and then the sticky actual icon. For some of my students, they were not super tech savvy and you have to walk them through exactly how to do it so that they pick the right thing. I had some of them that started like they thought they would just take a pen and write their name. And that didn't work so well. I had to say, don't do that. We're going to use sticky notes. So I see most of you. I see someone, people are experimenting here and writing things. This is a simple whiteboard, the Jamboard. Hello to everybody who has said hi there. We're going to say hi in another way. Let's leave Jamboard. You guys are super fast on this. Let's move back to the Miro board.

I'm going to stop my presentation here and I'm going to zoom out and give you an idea about the Miro board. First of all, one of the things I love about the Miro board is it's almost infinitely sizable. I can make it everything tiny, but that means I could add more stuff to this space. It's almost like an infinite space, which is pretty cool. But then you have to be able to zoom in, I guess it's not quite time. I'll get you onto the Miro board in a second. But I can zoom in and then I can scroll back and forth. And there's a tool bar on the left-hand side where you can add text. There's templates if you want to use templates. Shapes, lines, pen, making comments, making a frame. Which I'm not going to get into, but it's a fairly straightforward thing. You can upload photos and so forth. What we do is I'm going to get you in a minute to zoom in to our, well, first of all, I'll show you one more thing.

The presentation slides I have at the top. Then I've got three groups of slides essentially, or documents, Generating Ideas, Sorting Ideas, and Sharing Ideas. Those are the pedagogical parameters for using sticky notes. Then we've got some other activities we're going to do in groups on the right.

What I would like you to do. I think once you figure out how to zoom in and so forth, I'm going to ask you to go to the map of British Columbia and hyper zoom in. So get to it and then hyper zoom into wherever you are.

And then put a little sticky note and add it here. And I'm putting John, and I'm going to size that down a lot. And then I'm going to put it, whoops, I'm going to have to zoom in closer in order to be able to grab it. And I'm going to put it down where I am there. Nanoose Bay right there. So I'm going to put it right there. I'll zoom out. That's where I am in the province of B.C. If you're not in the province of B.C. at the moment, you can just put your sticky note to the left if you're west or the right if you're east and so forth. Kelsey, if you could share the link to the whiteboard now, we'll get everybody in. These are just anonymous entries. You don't have to have an account to do this. And I'd like you to find the B.C. map and then create a sticky and then put your name on it and put it on the map where you are now.

KELSEY: Do you have the link to the Miro board? I don't think I have one.

JOHN:

Okay. I didn't... Watch the screen share because, of course, you need to know how to do this yourselves.

I go up to the Share button and then anyone with the link can edit. It's really, really important, whether it's Jamboard or Miro, it's not just viewing. You need them to be able to edit. I will copy the link and I'll put it in the chat. There are keyboard shortcuts to zooming in and out depending on whether you use a Mac or a PC. On my Mac, it's Command minus to zoom out; Command plus to zoom in. Got some folks on the Sunshine Coast, the Lower Mainland, the island. You may need to move them around to make sure you're not sitting on top of someone else's sticky. Oh, somebody's on Hornby. That's neat. As you're doing that, I'm going to zoom in on mine. Mine. I can't zoom in too closely. I'll choose mine. When you choose it, there are various options where you can. You can actually create a link. You can change the font and so forth. But let's say for the sake of our names, we don't want another student in the class changing our names. There is a lock function where if you click on your sticky and then you hit lock, then that means no one else can touch it or move it. Now, the way we've got it set up today is you can lock anybody's, which, again, if this was a grade 9 class of 13-year-olds, I really wouldn't want to be going there. I'd have to find out. My classroom management would be a lot different, but with adults I'm assuming that we can just manage that. If you want to unlock something, you select it and then long press it and then it unlocks. You can also add an emoji. If I add a smiley face to mine, then my sticky now has an emoji in the bottom, but it's pretty tiny when we're using this map version of it. Some people on the island. Let's see. Anybody in the interior? Oh, we got somebody in the east in Saskatchewan. Hi, Kurt. Gwen's in Saigon right now. That's neat. And I appreciate you being here late at night. We have others just coming on. I'm going to get a little bit more time just because I think some people are just getting started. I see some additional things, people playing with adding a line, so forth. What's interesting is this

is a digital whiteboard. Really, that is the platform we're using. Okay, seeing the lock. When you click on your sticky, you should be able to see it. When you click on a sticky, there should be a mini menu bar that pops up. You may want to click off it and then click on again. Because it may be editing the text as opposed to having selected the sticky. There's a difference. Click off of it and then click it again. Just once. That hopefully will solve the problem, seeing the lock option. And as I was saying, the whiteboard really is the platform we're using. The sticky notes are the manner in which we're getting student input and sharing their information. This is really key. This is what sticky notes are all about. They're not just fun little things. This is a main mode of communication of students to you and to each other in a digital environment. This is so important for those students who are not comfortable with language. I've had a lot of international students where they speak multiple languages and English is not the first one. They're uncomfortable going online and talking, but doing a sticky note is much more doable. I noticed the engagement of students go up incredibly when I started using sticky notes. Then it's a matter of thinking, well, how are we going to... Oh, we got a star, love it. People are playing with this. It's a matter of figuring out what kinds of, what kinds of instructional activities can we do that will engage students and we can use in a digital environment that uses sticky notes. I think it's time to move on. Where am I with my timing? We're ahead of time. This is good. Okay, so let's move on. Unless other people need more time, I'm going to move on. That's a good point. Maybe it's not available to anonymous losers, uh users. Sorry, that was a Freudian slip. Yeah, it may be that you need to log on in order to do that, which is interesting. That's a learning for me. Let's move on to the presentation about some actual ways to use sticky notes.

First one is generating ideas. This is the typical brainstorming. What I have done. I've done this for years with whatever classes I had, but definitely did it in a digital environment. Was what's called My Job, Your Job. It's really setting norms or expectations at the very first of the term, it's setting our expectations for each other. We do this often in the K to 12 sector. My job or things that students expect of me or I expect of myself, jobs that students expect of themselves, or things I expect of students, and things we expect of each other. This is where we can include things like respectful, engagement with each other, and so forth. All those really important things to help establish a positive learning environment. We've got time. How about you just add, I'm going to stop this. Don't go to My Job, Your Job. You don't need... You will notice, I'm going to just sidebar here.

The slide I was just on was generating ideas that's slide number 27. But when you're building a presentation, you can actually insert different documents into the presentation order in Miro. I've got Miro set up to jump from that slide to the My Job, Your Job slide, which is under generating ideas. If you can go to My Job, Your Job under generating ideas and add a sticky note of things that you might expect of your students or expect of yourselves. The joy about resizing these is if you've got a very large class, you could fit them all on one document. You could also make the document bigger. Gwen shared a link about locking content on the board. I'm not going to jump to that now, but that's something.... Visitors are not able to lock. Unlock. Okay.

So this may be a case where you want your students to be team members if you want them to be able to have full functionality in your Miro board, if you're using Miro, I notice a few people are experimenting with lines and so forth. Read the syllabus. Hey, you know what I did with my syllabus? Actually, I did not believe I did this, but I did. I put in the middle of my syllabus in a really innocuous part, on about the third to last page, A little thing that said, "If you read this, come be the first person to see me and I'll give you Tim Horton's gift card and a \$5 gift card. And I thought, okay, everyone's going to do this. Well, actually only two students said, "Hey, I saw the line about the Tim Horton's gift card." That proved to me that syllabi are not read. You can try leaving Easter eggs in your syllabi and see just how many people read those. Keep track of time for the professor, that's really hard to do. You need to know when I keep talking about what time it is. I have a spreadsheet. I'm actually just going to show you. This is my spreadsheet that has timings for each slide so that I know approximately where I need to be, so I can adjust my teaching as I go along. I wrote a blog post about it on the TRU website and maybe if Gwen or Britt or someone can find that, you can read it. I found it really useful for synchronous teaching online. It was all based on slides and I realized I didn't have enough activity. So I've got the spreadsheet set up to count up how much activity time I've used. And it's something you can use in your tenure promotion documents and so forth as well as just changing teaching practice. I've been teaching for 40 years. I've taught teachers, I supervised teachers. I'm always running out of time because I talk too much. I don't estimate my activities times well enough. That's why I use this spreadsheet. Now people are putting some things all over, which is interesting. I think that's probably just the way of fitting everything onto the sheet. I think it's time to move on. I'm going to go back to my slide. Where's my slide? Here we go.

I didn't pick the right piece, so I'm going to go through this. I'm not going to, I'm going to just go to the slide. When I went to that, I clicked on this. This is actually the PowerPoint slide I needed to click on. The actual...Why is not working? Let's go to this one. I have to click on what's called the frame. For some reason, it's not letting me click on the frame. See, that'll work. No. Okay. Just to please ignore that little glitch, I think I haven't set that up right on that page. Okay, here we go. So we did My Job, Your Job. A short answer question with multiple potential answers. That's another great way to engage students.

I did this particular activity, this is a slide of a Google Jamboard that I did with my educational leadership class. We were talking about communities of practice. Yeah, that was it. I missed the title of the frame. Thanks, Nicole. Communities of practice. If you've ever looked at that. Etienne Wenger, sociologist, looked at communities of practice. Sometimes it's been extended to be called professional learning communities, which is a little bit different. We were having this long discussion about what are communities of practice, what are professional learning communities, then came up with these three basic tenets about communities of practice. There's a shared domain of knowledge. There's a social function of building community. And then it creates changes in practice. It creates capability. If any of you were into nursing or other things, I'm sure you've heard of communities of practice. After I explained this, we had a long discussion around what are communities of practice. Then I read a scenario about a restaurant and the servers in the restaurant. And I basically read this out as a story about how the servers

were working together to make things work at the restaurant. Then after I read the scenario out, then I had my students answer these questions. What's the domain of knowledge? How does it function socially? And what capability is it produced? These are my students' answers to that question. It was a fairly heavy definition and fairly nuanced topic to be talking about. And here they were able to give answers to the questions.

I'm going to give you a chance to do that now. Just really quick. Again, just a quick one. Can you please, for me, define sticky notes and list the pedagogical functions of sticky notes? And then I can say that you've met some of the learning outcomes for this course. I'll have evidence that the learning intentions have been met. Find the defined list document within the generate ideas little grouping. Then quickly, if you would, define sticky notes and the pedagogical functions of sticky notes. Now, the pedagogical functions of sticky notes, there's actually really three answers you might say to your class, okay, well, once you see the answers on the list, then you don't need to complete it. This is the equivalent of asking it out loud in class. And someone raises their hand and you call on them and they give the idea. This is just a digital sticky note way of doing that same regular face-to-face class. Ask a question, get answers. But what's beautiful about this is it works so much better than asking in the chat. I would ask a question and say to students, "Can you please answer this question in the chat?" And it would take forever, and it's like they're all waiting for someone else to answer in the chat. But if you do a sticky note, everyone seems motivated to give an answer. Then I can also see by the number of sticky notes going on here, I know how many students are actually engaging in answering the question. It's really simple. This is really simple. But it was a game changer for me in terms of how I did my teaching online. All right. Some of you are just finishing. "3M's failure, our gain." That's a, that's a good definition of sticky notes because it was all to do with the glue that didn't stick. All right. I'm going to move on as even with answering questions face to face in the class, at some point you have to decide when to move on. And I'm deciding to move on now. I'm going to click, I need to click on the title of... There we go. Okay, that worked that time.

Still on generating ideas. And check my timeline here. We're still ahead of time, so that's good. Formative assessment. Big, big fan of formative assessment. As instructors, we spend too much time marking things as summative assessment that really aren't necessarily necessary or even appropriate to be marking because students are in the process of learning. It's not truly summative, but we want to get feedback on how they're doing. We also want to make sure that they participate in that. Quite often people will do quizzes or things like that, but there are pages and pages of formative assessment ideas. Again, K to 12, this is happening all the time. If you're a grade 2 teacher, you're doing this constantly in different forms. There's really no difference in a lot of things between grade 2 and second year university in terms of the teaching process. What are some things that we can do? Well, we can do a ticket out the door. I've done this with my classes.

I did it actually as a takeaway. I had this little takeaway image like take away as the British way of saying "take out" for fast food. We did a class on crisis and conflict management. What are

your takeaways? And these are what my students came up with I was trying to have it. What I saw when I look at these answers, a lot of these have actual concepts that we taught in the class, like a yes/yes situation rather than yes/no or conflicts lead to constructive ideas and situations. Those are some of the things I really wanted them to learn out of the class. I found out from this sticky note, yes, they actually got it. That's the ticket out the door.

You can do a one-minute paper now. See if [BJ2] you can fit the day's learning onto one sticky note, which is not quite fair because the sticky notes are almost infinitely sizable. You could put a whole lesson into one sticky note, But having the students do a one-minute paper, what did you learn in this class? More than just the short takeaway. Or you can do a one word summary. When you do a one word summary, that one actually sticky notes aren't as effective as the chat. When I said, "Can you give me one word that describes good leadership?" Just one word in the chat bar. It moved quick, very quickly. In the chat was actually faster and that was fun to see those go by. If it's a one minute word summary, it's probably better on chat rather than a sticky note. Another is a group KWL, KWL charts.

I missed the stickiest point. This is also part of the ticket out the door. Stickiest point, muddiest point. I'm sure many of you have heard those before. My colleague Carolyn and I use this a lot. What's the stickiest point? Stickiest meaning clear and memorable. Not stickiest that you got stuck on it. Stickiest and muddiest were cool little words to use, but we actually had to explain them. Stickiest in terms of it sticks with you. It's clear and memorable. I remember this. What's muddiest is something I'm not clear or confused about. That's just a ticket out the door. I think it's better to do in sticky notes than on a chat because you can have both the stickiest point and the muddiest point. We won't do examples of those yet.

The KWL chart, I was just mentioning, KWL, again, if you've done this before, you're familiar with this when you're introducing a new subject, or in particular, if you're introducing a reading, whether you've got some chapters you want students to read. The K is what do you already know about this topic? The W is what do you want to know? Then after they've done the reading, then you do the L. What have you learned about this topic? The KWL chart. This really helps with metacognition, and is a way to frame doing readings in a little bit more active metacognition way. Which may or may not encourage students to do the reading because that's what we always have trouble with anyways, right, is getting students to do the reading. If you do a KWL chart, it does help to a certain degree. I haven't used it a lot with my reading, but I encourage you to try that. But I know teachers K to 12 and universities all over use KWL charts.

This one I had in a couple of different places under sorting as well. I'll share it here. Anyways, it's Stuff I know well. Stuff I sorta know. Stuff, not a clue. This is perhaps less refined than stickiest, muddiest point or KWL chart. But some students really respond to this well because they think, okay, I know this well, I know this. I've got, not a clue in this. Really, hopefully at the end of a class will help inform your instruction for the next day. And if you've got a bunch of stuff in the not a clue section, then you know you need to go on somewhere else. Now I read

somewhere in one of the sources that... I'll reference my sources at the end. I missed one other thing, didn't I?

Okay. I got to tell you this one first before we go on to the next one. This is with paper sticky notes for generating answers to a question. I saw a grade 2 class do this last November, and it was just before lunch. And yes, adults are different from grade 2s, but in a lot of ways they're not. If your class, you know you're right before lunch or you've got a really awkward class time, this is a fate for face to face only. What you can do is you can have questions on a big card, you put it around 9, 10, 12 questions in different parts of the room, stations of the room with a problem written on the card. Then students write their answer to the question on the back of a sticky note and their name on the front of the sticky note. Then they stick it on the wall by the problem. There's 9 or 10 problems around the room. The students actually do a gallery walk through the classroom. They look at the question, they answer the question on the back of a sticky note. The sticky side, they answer the question, put their name on the front, and then they stick it on the wall. Then you as a teacher, then they go off for lunch. And then you can see who answered which questions. It's really just another way of them answering a question, which you could have them do on a worksheet that's photocopied. But this moves them around the room. When I saw these grade 2s doing it, there were really antsy kids. It was right before lunch. This totally changed the tone. I know with some of my master's classes, when I've taught them in the evening, the face-to-face ones. And some of them are putting their heads down on the desk because they're so tired. This would have changed how they behaved in class if I did that strategy. I haven't written that one down anywhere. I'm just sharing that one with you verbally.

Okay, this next one I read about a Haiku. I have never done this. This is an experimental process. Now, do we have a number of how many people we have on right now?

BRITT:

We have about 30 because I'm accounting for Kelsey. Yeah, about 30.

JOHN:

Okay. So what I'm going to do is I'm going to stop my presentation. A Haiku, as everyone may know, is a poem, a beautiful, beautiful art form. And I hope this doesn't make a beautiful art form sound just a little bit dry or pragmatic. But it starts three lines. Line one has five syllables, line two has seven syllables, line three has five syllables. What you can do as a formative assessment about a topic is have students write three lines of a Haiku, one with five syllables, one with seven syllables, one with five syllables. Which is actually a fun activity because they have to really count the syllables of the words they used to describe the concept. Then what I'm suggesting is to make this a fun sticky note activity, have them do them line by line, share them on the sticky note document here. And then assemble them using other people's if they want.

Here's what we will do. I thought we might have a large group of people. We don't really. But this is good for you to learn in case you have a large group in any of your classes. Some sticky

note activities are difficult to do with a large group, particularly some of the sorting ones I'm going to do in a few minutes. What I've just done is I've created separate documents for a variety of breakout groups. Because I wanted to make this real simple without getting into Zoom breakout groups, blah, blah, blah. I just broke it up into birthday months. I did a bit of a nerdy dive to find out what months more people are born in, and more are born in the summer than in the deep winter. Generally speaking. I've separated it into four groups based on the month people are born in. If we do that, if this group of 30 people, it won't work very well. I think what we're going to do is I'm going to experiment and see if it works just using one. One document, we'll see if this works.

If everyone can go to the group one activities and go to the group one Haiku. Don't start yet. This is the thing. If you've got paper sticky notes, you can hold off on students starting activity because you're holding the paper. But when it's digital, I have to trust you to not start doing things until I say go. What I want you to do is in a minute, I want you to create a five syllable note about something you've learned about, sticky notes, whatever. It doesn't really matter at this point because it's not the end of the class and we haven't got any super heavy concepts. Write a five syllables line one, seven syllables line two, five syllables line three. Stick it in the appropriate spot on the sticky note Haiku document. Not yet. Then when you're done, look at everybody's notes. If you like one, I want you to copy it. I hope you can copy it because you're visitors. Oh, this may or may not work. Okay. We'll try it. Nicole, can you type something and then get someone else to copy it? You're just on there. Okay. Can someone try to copy that, please? You should be able to click on it. And then from the little sticky note. Okay. When someone else is able to do it. Good. All right, that worked, excellent.

Write your five syllables. If you like someone's, copy it and then move it into the assembly area. And then we should have 30 different assembled Haikus at the end of it. Someone has added some circles or something. I think you've copied. Someone copied the entire circle rather than selecting a sticky note and then copying that, you've duplicated the whole circle. See if you can undo that. There is an undo. I can delete them if necessary. That is the tricky bit about a whiteboard environment. And you'll notice I had troubles with it because I had to click on the frame of the slide I was trying to select. It's really important that when you click on something, you know that you're selecting your sticky note or the right thing as opposed to a bigger part of the whiteboard. This is all to do with layers of things. On whiteboards, just like a PowerPoint presentation, you can send things to the back. But again, in a large classroom environment, that's awkward. Diane and some others are on a different Miro board. Let's see, are you? I'm just going to back out and see. Oh, some of you are working on, some of you are working on the actual Haiku document that was in my list. In the generating ideas section, I wanted to leave that one as just a sample and then I put the actual working ones down on the bottom right. Diane, you and the other folks who are there, it's fine that you're there and you can continue working there, but everyone else is working under the same document. But it's under group one and it's got the title Group One Activities. We do have quite a few people that are duplicating the circle around the group one activities, which is interesting. I don't know, maybe I didn't lock it. And so because really it's kind of annoying, I'm sure for yourselves, as well as

frustrating. But it doesn't seem to stop anyone from working in the Haiku. What this is teaching me is I think I need to keep it a little simpler. I think having it so fancy with all these different, different circles and things around objects, I've introduced too many objects to the whiteboard, which it sets itself up for problems. I think keeping the whiteboards as simple and minimal as possible is probably the best way to keep it easy. That's what I've learned. We've got lots of line one, line two, line three. Let's see if we can get a few more full poems at the bottom. Again, this is another problem, learning to self. I didn't say whether you should make your poem go vertically or horizontally. Some of you are figuring out a way to do that yourselves, which is good. Stick it big or small, pedagogically brilliant. These are sticky notes. Here's a nice little Haiku. Thank you, whoever put that together. Paper, digital. Keeping our students engaged. Practise with a group. I do. I always feel that poetry needs to be read out loud, but we're not going to engage into a system of doing that.

We actually did—this is way off topic—we did a collaborative poetry writing session in a creativity workshop. We did on Zoom, and it worked really well with people speaking when there was a gap. Collaborative poetry writing and reading can happen online if you get set up the right environment for it. Nothing is permanent in this world.

Okay, that's nine syllables. Okay. We'll give another minute for this to finish. One minute. I've set my timer. I don't know if any of you use a stream deck for online teaching, but I've got one and I have timers set. So I've got like a one-minute timer, two minute timer, 10-minute timer. If you're actually doing this with students, you probably would have them read them aloud at the end of the class if you had a small enough class. Okay? So that's as much time as I want to take on Haiku. I've got back on track with my timing now. I hope that was useful for you or I learned a lot of things. I think I would still do a Haiku but might organize it a little differently online.

Okay. The last thing I'm just going to pay to show you. If you can go back to screen, look at your screen share again. One other thing I'm a big fan of question parking lots. Question parking lots, if you're not familiar with them, are really helpful when you have a couple of students that ask a lot of questions and tend to dominate the discussion and use up a little time. A parking lot is just simply, if you've got a question or a comment, you can put on a sticky note, stick it in the parking lot, then the instructor comes back to it at the end. If you create a parking lot as an instructor, it's really important that you do come back to it at the end. There's nothing stopping an instructor from. If someone asks you a question in the chat on audio or video, and it's going to throw off your presentation. It takes too much time or it's going to distract, you yourself could write the sticky note and stick it in the parking lot. Parking lots are a great way to manage those situations where you've got either a student who asks a lot of questions or someone asks a really important question, but you don't want to take a whole bunch of time to do it because answering it basically will totally throw off your whole session. All right. Let's get back to the presentation. And I got to, there we go. Pick the frame, not the document. All right. We talked about the parking lot and if anyone that wants to add any questions to our parking lot, please feel free. Okay. KWL there's the parking lot.

Here's the next thing. This is the next major pedagogical purpose, and this is Sorting Ideas. This is fun. I love doing this, and I love creating it for students. Because I think it's what smart boards were supposed to be able to do, but people never took the time to build it. Let's talk about some of them.

First of all, matching, This is an activity, this is a Jamboard, so you can't move anything. This is just a PDF of it. I do a whole presentation about policy because I've taught about it in a number of my graduate courses, and it's boring. Teaching about policy development is a little dull. And actually in my new faculty orientations, I also have to mention policy to new faculty. Again, it's dull. I created this sorting thing. Basically, we talk about the difference between what is policy versus what is a regulation versus what is a procedure versus what is our practice. Quite often, our practice doesn't match what policy says. But it's really important if someone comes up and says, do we have a policy about smoking? Or do we have a policy putting your hand up to ask a question? Well, that's putting your hand up to ask a question is not a policy. It's a practice. After we've had this whole discussion with my class, we have all these sticky notes that I have pre-created. I wrote them all and I made them and I put them in the document before the class. Then what I say to my group is, okay, what I want you to do. We've talked about the differences between policy regulation, procedure in practice. What I want you to do is grab one sticky note and drag it to the correct column. They start doing that, and then as they're doing that, I can engage them in conversation about it. Does that fit there? We can have that conversation. Where am I going to do this? We're going to do that right now. What we're going to do is go in the sorting. A little bit out of order here. It's okay. Go in the sorting section of files. This time I'm changing my plans here. Go back to the group one circle that has like 19 orange circles around it. Go to the group one prediction sort. This is another kind of sort where... Let's change that. Let's go to group two. I'm going to totally change it. Let's go to group two because group two has been unsullied by extra orange circles. This is prediction.

This is a different, it's a different topic I've been teaching to my class about what are high impact instructional practices based on research. John Hattie, If any of you knows it, know about his work. It's not perfect work, but it's a meta-analysis of meta-analysis about what are good teaching practices. I want students to predict which ones are high impact, which has an impact coefficient of 0.4 or more, or which are low impact. Some of you, if you've read John Hattie, you can already do this. And some people are already moving them. Just grab one. You can't grab more than one. Feedback is definitely a high impact practice. Play programs are too. Scaffolding is. Changing the school timetable. No, that one doesn't make much of a difference. That's less. That's interesting. Direct instruction is. Creativity programs are. Humour, unfortunately not, according to Hattie's research. Now I don't want to get into a whole discussion about the pluses and minuses of his meta-analysis because it's not perfect. All right, Anyways, the point of this wasn't to get into discussion about teaching practices, although I could easily get off on that tangent so quickly. But you guys have the idea, you know what we did. So let's move on. Okay.

Putting things on a timeline. By the way, this was the answer key. If you want to look at that later, I'm not going to go into it now. Putting things on a timeline if you teach history, if you teach anything that has... I teach, leadership theory and leadership theories have changed over time. That's what the stickies that I've got there. Some of these you can either do pre-created stickies that you've created or you can have students create them themselves. You can have just simple sorts like true or false. Pros and cons. Defining features. Defining features is a fun one because it's a fun strategy.

I think, again, I'm not a science person, but that's a pH scale. Yeah, this is just using a scale of any kind, the pH level of different types of liquids. That's their pH numbers. If I'm wrong, blame Google. Defining features. That's what I was looking for.

Defining features of a crustacean. I think that's what I did. Again, I'm not a scientist. I tried to pick something. If you have a set of defining features, which you have discussed with your class about whatever it is. And then you have an example. If our example is a king crab, are these defining features present or absent? And then the students sort them into the correct section. Again, it's a simple, from a sticky note perspective, a very simple sort, one or another, pro or con, yes or no. But the defining features strategy is actually a very useful thing for getting content across. I encourage you to look at that.

Here's another one. This is using a Venn diagram. I do presentations on governance. Again, I know it sounds dull. I'm actually doing a webinar on Friday for some academics from Ukraine on governance of universities in Canada. I'm going to go over this with them. Bicameral governance. Actually when I do new faculty orientations, again understanding bicameral governance is important. The collegial governance side, we've got the academic freedom side, we've got the line staff side, and who's responsible for what? This is some examples of creating sticky notes. Again, these are ones that I would probably, depending on what the example I'm using is, I might create them myself or we might have students give examples of where is something that is strictly academic freedom and where is something where both academic freedom and collegial governance are involved? Like creating a new course that usually comes from an instructor. So there's an academic freedom side, but then collegial governance approves it, but then the line staff, they approve the funding for it. That's how I use the Venn diagram for teaching about bicameral governance.

This is out of the Liberating Structures. Again, you can put sticky notes on this. This is the agreement uncertainty mix and this is the agreement uncertainty structure from Liberating Structures. This is basically where you have students trying to come to an agreement on the predictability of an answer. How predictable is it? And what is the level of agreement on it? I put this in my slide deck early, and to be honest, I'd forgotten about it. And I can't think of a specific educational use for this. This is typically used when you're trying to sort out solutions in an organizational environment. But again, the idea though, is you've got a graph that you can add sticky notes to. If you look at most Liberating Structures that use sticky notes, you can just take the liberating structure and put it into a whiteboard, and then use the sticky notes to do it.

That's a bit of a cop out on how to do this particular activity, but I'm just having a mind blank about where it works, so I apologize for that.

Rank ordering. I used the example here from elementary, We're actually probably 8 grade, 7 grade 8 math. Okay. What goes first? What goes second? What goes third? Again, you'd probably want to do breakout groups for this. And if you don't remember, the answer is BEDMAS brackets, exponents, division, multiplication altogether, and addition, subtraction altogether. Good old BEDMAS. Those were, they really were simple. Just the idea of sorting ideas into some sort of categories and some sort of graphic organizer is what it's about.

A more complex sorting of ideas is grounded theory. grounded theory is when you have a lot of data collected and generally speaking, in social sciences and analyze that data and you start coding it and you use coding words. And then you create new coding words and categories based on the codes. Eventually you build from the ground up. You build your theory based on the data you've got in your research. The photo I've got there is grounded theory research in action. It's a process called instructional rounds, which is promoted by the Harvard Graduate School of Education, and School District 73, Kamloops, Thompson and other school districts in the province have used instructional rounds to basically work on school improvement. What happens is professionals, other teachers and administrators, they go into classrooms, they write quick little notes about things they see happening in the class. Non-evaluative of the teacher, just what tasks do they see. Then they come back to a room, and they start sorting all these little sticky notes worth of data that they've collected. And they start seeing which sticky notes go together. This is like coding and categorizing and eventually. And then small groups work with other bigger groups and so forth till you come up with this grand theory. When I did my doctoral degree, I use grounded theory for my research. I didn't use sticky notes, although I actually used sticky notes for writing my dissertation, which is a whole other thing because you can use sticky notes for certain ideas. You use different colour sticky notes for your references. And I had different charts for different chapters of my thesis, so forth. You could actually talk to say that writing a thesis or writing a major paper can use sticky notes. The other thing is storyboarding, you could use larger sticky notes. Storyboarding is where you're wanting to create a sequence, I essentially storyboarded this presentation, what sequence I wanted things to be in. You can use sticky notes as movable items to move around your ideas. But the whole idea of a storyboard comes from movies and animation, where you can actually have a drawing or you could have an image of something so that you can create the story with the sticky notes. But you can also include images on those sticky notes. Again, if you've got students getting into creative writing or even just writing an academic paper, using storyboarding is really useful. Okay, I'm right on time.

Other ways of sharing ideas. Sharing ideas. That's the last large circle at the bottom here. There's an element of sharing ideas is already happening with all sticky notes. Because sticky notes are a public venue, the idea of sharing here is more of the interaction side. How can we get students to talk to each other around it? I'm going to talk about these two useful things here, Compass Points and Chalk Talk. Now, I've mentioned Liberating Structures. I'll have a link

to it, a reference to it at the end of the presentation. Again, if you don't know about Liberating Structures, I encourage you to look into it. But from the K to 12 sector, we have things called thinking routines. This again comes out of the Harvard. The Harvard Graduate School of Education. Again, School District 73 is using a lot of these strategies there. They are teaching and learning strategies there to try and get students to think at a deeper level. Many of the examples are from K to 12 or even primary grades. Post-secondary, folks sometimes think, oh, well, that doesn't apply to me, but it does. I encourage you to look at K to 12 instructional literature and then apply it to your context. I'm going to tell you a story about these two strategies.

The first strategy is called Compass Points. Compass Points, you take a general concept or a problem and you want people to give feedback based on the points of the compass standing for needs. What needs do you have to do this? E is for excites. What excites you about it? W is what are your worries about it? S for south is what steps do you need to take again? You could just put sticky notes in the various quadrants or the points of the compass.

The other strategy is called Chalk Talk. Chalk Talk uses chart paper. You have people basically write graffiti on the... Please don't add to it just yet. Chalk Talk gives chance for people to write their ideas down about an idea, and then other people read it and then add a note to it. Or they might draw a circle around it and add some comments on it. The idea about Chalk Talk is there is no speaking allowed. The only interaction has to be by writing this is when you're doing it face to face. It's more obvious to do that in a digital environment using sticky notes. If you're going to comment on someone else's sticky note, you can use a comment function. But I don't encourage that for right now because we're not, because that's really more of a Miro function. But you can just stick a sticky note on, next to another sticky note if you're commenting on someone else's comment.

And I want to tell you a story about where I use these two together because really it was quite an important thing to do with the main reason I like sticky notes and that is giving voice to the unvoiced. We had a situation where we were combining a K to 7 school and an 8 to 12 school into one campus. They were on separate campuses. We were combining them into one location. There was a lot of concern from some parents. We had a parent meeting to address these concerns. Now the problem is we knew that there were some parents that were really, really concerned and were quite vocal about it, but we didn't know how many people felt that way. We didn't want those concerned people's voices to dominate the discussion, nor did we want to shut them down. But we wanted to give every voice a chance. What I did is the principal and I, we had the parent meeting. It was a bit tense in there. There's probably about 100 people. We have these giant paper charts out with Compass Points. What are your needs around this change? What excites you about the one campus? What steps do we need to take? What worries do you have? And then we're going to do it using Chalk Talk. You can't talk, you can only write your things down, but you can make comments on other people's. Please do so kindly. Begrudgingly the parents did this at first. They did it for probably about 45 minutes, an hour. Very, very hard. But every single parent was writing. Every single parent was writing on

the Compass Points chart and they were making comments on others. At the end, the principal and I read all of everything that was there and then we summarized it with the group. Of course, they knew that we were summarizing it correctly because they've been reading it all along. We summarized it with a group, and then we said, all right, now let's talk about, are there any other questions? The tone of the group had totally changed. The angry people had had a chance to get their comments out, they had a chance to interact with others on it. And those without a voice, those who were quiet, those who didn't feel strongly, those who felt strongly in a different way had a chance to have their voice expressed. We did both things. We acknowledged people's feelings, we acknowledged what their ideas were, we got them from everybody, and we got a really valid set of data out of it. That's a non-educational use of these strategies. But my point is it really gives voice to the unvoiced. And that's why I really encourage you to think about using sticky notes. That was a little bit of a sidebar, but come on, pick the template.

Another one. I'm not sure how to do this with sticky notes, but it's another liberating structure called 25/10. And I was considering how to do 25/10 on all these strategies and I'm not going to, but I'll just quickly talk through 25/10. 25/10 when you're doing it in person is each person writes down their idea. You might write down what your favourite sticky note strategy is on a card, and you mix around the room, you share your card with a person you partner up with somebody. When the bell goes, they read the card. You give them your card. You give them their card. I mean they give you their card, you read it. And then you put a ranking from 1 to 5 on it, and then you give it back. And then you mix around again. You do this five times. So at the end of say 15 minutes or so, you have all the ideas from the group, all ranked five times with a scale of 1 to 5. You get the last person holding the card to total it up out of 25, and then in the group you share. Okay. Does anybody have any ideas that have 25 marks? Any with 24? Any with 23? And so doing you get the top 10, that's why it's called 25/10. It's a crowd sourcing kind of thing. Really cool, liberating structure. Cool to do when you're doing it in person, because you can do it, you're moving around the room, you're using cards. It's possible to do using sticky notes. I haven't figured out the logistics of it, and I don't want to try it now. But that is something to do. Finally, tagging emojis is another way to do quick little ideas of sharing your feedback with others on sticky notes using a whiteboard.

Now what? Well, basically, what I want to do now is summarize where I found many of these instructional strategies. Because at the end of the day, this has been my hidden agenda is to share a whole bunch of different instructional strategies that, by the way, use sticky notes. As I said to you, using sticky notes made a huge difference to my online synchronous teaching. Where have I got them from? Well, I've mentioned Liberating Structures, I've mentioned thinking routines by Harvard Project Zero. There's also the Interactive Techniques list of strategies that Kevin Yee has produced. He is a teaching and learning consultant. He's an educational developer from somewhere in middle of Florida at a university. He's created this ongoing list, just a document. If you go to the link there it should take you to, it may take you to his webpage, but then he has a list of interactive techniques. It's just a document with all these different interactive teaching techniques he's collected over the years. It's just there to use. It's

great. Also, there's books like *Small Teaching* by James Lang and there's also *Small Teaching in an Online Environment*, which is a second book. Any BCcampus resources, BCcampus I know is supporting Liberating Structures, but there's lots of other resources to find instructional strategies. Then your own institutions' teaching and learning centre, hopefully you have one and hopefully they stay forever along with BCcampus because they're the life and blood of what makes teaching and learning a focus of institutions along with research. I've shared with you in a shotgun approach, a whole bunch of different strategies. I'm curious to know which of these work for you and which other ones you can think of. Here's what I'd like you to do. I'd like you to go to, if we look at.

I'm going to go to the big picture. I've got Generating Ideas, Sorting Ideas, Sharing Ideas. Ignore the group activity sections because those were just activities for us to do. What I want you to do is, and I hope you can do this. Where do I do this? Okay. No, that's not where I do it. Okay. That's where we go. In the Miro tool bar on the left-hand side, there is a Plus for more apps. When I click that and I click on stickers and emojis, it gives a whole selection of emojis. What I'd like you to do. These are just like I've got all these slides on the whiteboard, what I want you to do is put a thumbs up emoji on the activities, the strategies you think you might use in your own practice. If there's something that you don't think could work, you can put a frowny face. Please don't put any nasty looking emojis on. But whatever you think is appropriate, so go through each of the screens and stick on an emoji. Then if you can think of other suggestions, go down to the Chalk Talk and put your suggestions for other sticky notes. Someone started doing the Compass Points. Actually, I apologize for asking you not to because I was in the middle of talking. Now's a good time to do it. If you want to add some Compass Points feedback about how you feel about sticky notes, now's the time to add a sticky note to the Compass Points document and put this is what, whatever, these are my worries. This is what excites me. These are the steps I'm going to take. Do your Compass Points, do some Chalk Talk if you have other suggestions. And do your emojis to indicate ones you like. I'm going to give you 2 minutes to start. Nobody's putting any on the agreement uncertainty matrix and I don't blame you. I think this is an example where I gave you too many activities to do at once. You're doing three activities. You're doing the emojis, you're doing the Compass Points and the Chalk Talk. The Chalk Talk. I want to give you another 2 minutes to keep working on this, to see if there's any other suggestions you can think of for using sticky notes. Any instructional strategies you use, because I would love to have that. Because that will make it a much richer session if we can hear your ideas too. If you can just think about that and add some sticky notes. And I'll just give it another couple of minutes. Lots of peer-to-peer stuff. Peer review, peer-to-peer problem solving. Peer-to-peer feedback. Yeah, there's something about sticky notes. Being sticky notes is they don't seem as threatening as something like a formal evaluation form. Sticky notes are short term. Digital sticky notes and paper sticky notes eventually stickiness falls off and you just chuck them in the recycling. There's a sense that they are temporary, which is in some ways a good thing. People are still adding some ideas. There's about 15 minutes left in the session. I'm thinking... the last two slides are just my references. You certainly have a look at those. What I'd like to do is say, thank you now to those of you who want to go elsewhere, before I do a little session on how to set up Miro or Jamboard. Thank you. Merci, kukwstsétselp in the Secwépemc

language from Kamloops Thompson area. It's been a pleasure doing this. I encourage you to just get creative with this when you're coming up with your classes and you have an activity, think okay, I could do this using a sticky note. The sorting activities I really love. Thank you, everyone. Britt has got the session survey and I encourage you to do that. Then I'll talk briefly about how to set up the Jamboard for those of you who want to stay for that. [Laughs] Thanks, Diane. Yeah, I was wondering about that too, but thank you. If those of you who are staying, can you put in the chat, either type in Miro or Jamboard and I'll show you. We'll see how many want to do which. Thank you, Nicole. Thanks, Ray. Yes, I'll keep the Miro board alive. Okay, Miro. All right. That's a pretty clear message and I'm not surprised because Jamboard is easy and it's going, anyways. I'm going to leave this board for my sharing screen but it still exists. I'm just going to go back to Miro.

Miro, it's very easy to sign up. When you go to their website, you need to get an account. If you have an institutional email address, then they basically say it's free to you as an educator. And as I mentioned, you get 100 team members. So that means you could have 100 students if you wanted. Or you can do them anonymously, which we did today, which works pretty well. Again, students like the anonymity of it. Once you're there, you start with a board. Of course, when you get into Miro, it's a corporate world tool. So much of it is geared towards teams working together in a corporate world, which isn't necessarily education. There are some education things to do with it. You have to filter through what stuff looks like that's important for corporate work, and what actually works for your instruction. Here's what you do to set it up. First of all, just click on a new board and I'm just going to call this New Board. If you have a team, your members will be notified that you're creating this. But I don't have a team. I'm just going to create a board. And I'm just going to use this. I'm just going to screen share. If you create a board, it has all these templates, which you can use. But as I said, most of them have to do with team group working. Some of them are cool: reverse brainstorming. I think they've got Gant charts in here somewhere. There's strategy and planning. There's lots and lots and lots of templates you can use, but I tend not to do that. But you can see if there's, if there's any education templates, I don't see many, I'm not going to do that. The board is blank.

Let's start off with how to move a PowerPoint presentation in. Moving a PowerPoint presentation in is very simple because all you need to do is click and drag the presentation in. If I go to my presentation, hang on a second. And I just find one of my presentations. Okay. Here's the presentation. I just, I'm just going to show you here.

These are all my teaching and learning presentations. So I'm just going to drag one into Miro. Then what I do is, that's not what I do. Oh yeah. Here we go. I've dragged and dropped my PowerPoint presentation onto my whiteboard. Then I click on it, so it's selected. And my toolbar at the bottom has Extract Pages. I click on that and I want to extract all of them. I should have clicked All Pages. It's added all of these different pages. And each one, let's see. Okay. And they're all in order. What you need to do is the next piece. Each of these is an image sitting on the Miro whiteboard. The next thing you need to do is create a template around it. Why don't... What happened to my tool bar? Oh, that's because I'm still in presentation. All right. If I click on

this first one, I can create a frame around it and I can create a frame around all of them. When you create a frame, that means that this particular thing, this document, is actually just an image, but it's sitting on a frame. It's important to create all of these into frames. Then what you can do is if you go to this tool at the bottom, open frames, it shows you the order of the frames if you're doing a presentation. If you don't like the order, you can move them around. But without a frame, you can't move around your presentation. But as I showed you earlier, I could add any image like, let's say I add this picture of my sticky notes. Again, I just clicked and dragged it onto my screen. If I create a frame around this... Sorry, I'm going too fast here. If I right click the image and click on Create Frame, now there's a frame with this image. It's now added at the bottom of my frames. And I can move this to a different place in the middle of the presentation.

Frames are a pretty important part of Miro. You can also change the name of the frame if you want to. Again, right clicking gives you lots of choices such as copying it. You can copy to this image. You can send it to the back, send it to the front. You can lock it. This is something that's really important. If you create something like if you take a shape and I'm going to create a rectangle, and I want to put some text in it. This text is not very large. I'm going to make the text bigger in here. I'm just going to say "Answers." I may make it a bit smaller, and then if I put a line in it. By the way, I've just grabbed the line. I've created it, I can left click. Actually, if I click on the line itself, I can adjust the colour of the line. I can adjust how thick it is, so forth. But let's say I've put the line right here, and I don't want my students to mess with any of this. Then what I do is I go and select everything. I click and drag to select everything. And then I hit the lock button. That means that people can't move it. There may have been. Remember that orange circle problem? I think I may have not locked that orange circle, which is what created the problem. It's really important that you lock down your items that you've got where you don't want students to move them. Because in Jamboard, when I didn't do that, I had students moving my "yes" and "no" around, or they moved the lines around, and all of a sudden, my lovely looking whiteboard was a mess. And it wasn't that they were doing something maliciously, they just didn't know how to do it again. If you're working with grade 9s, they probably would do it maliciously. But anyways, that's not the point, Just lock down what if you want. If you want to fix it, then you just click on it. Long press and then it's unlocked. There's various styles, you can group objects together. It's very much like PowerPoint in that way in terms of manipulating, adding text, adding symbols, adding shapes, adding images. The frames is the extra piece which allows you to present with it. Yeah, that's the basics of a Miro board. And then when you want to present it, of course, you just click on Present. And it will go to the first frame that you've got selected in your frame sorting, you can do voting and emoji reactions and things like that, which is great. It's very much like an LMS online environment. Then when it's time to share it. Again, you need to make sure that anyone with a link can edit. That's important. If you want them just to view it or just to comment, which basically means they can't add sticky notes and stuff. You can do that, but I always have to "Can Edit." And then you can just copy the board link and then send it to people in a chat. Or you can actually invite them specifically with an email address. Really, this is the same. Google Jamboard looks exactly the same. That's pretty much it. Any questions anyone has? I didn't quite follow my timeline, Britt,

the way I hoped to. But it certainly helped keep me on task. I thank everyone for sticking around and have a great rest of your week.

BRITT:

Thank you so much, John. This is fantastic. I am familiar with Miro, but I've actually learned so much today, and I'm really excited to try out some of these new techniques. I just want to quickly share my screen because I just have two quick announcements for everyone here. Think I should be able to take over the sharing. Just to remind everyone, we do have another EdTech Sandbox Series on H5P. That'll be on February 14, from 10:00 to 12:00, hosted by John Chang at UBC. That should be a really interesting session. If you ever use H5P, a super fun program. Then I just want to note that if you are interested in hosting your own Ed Tech Sandbox Series, a call for proposals will be coming in spring 2024. If you have any questions, my contact information is on the screen there or you can contact my coworker, Gwen. Just keep an eye out for that in the BCcampus newsletter or on social media. Then if you enjoyed all the learning from the Sandbox Series or you maybe missed out on a few sessions, stay tuned because Gwen and I are putting together an EdTech Sandbox Pressbooks, that's going to be a compilation of all the blog posts that come out from this EdTech Sandbox Series. And it'll have links to the recorded sessions so that you can refer back to it at any time. All right, thanks so much to everyone for joining today and thank you so much, John. This is a fantastic session.

JOHN: Great, thank you very much. Have a wonderful day, everybody. Stay warm, take care.