

**Transcript for FLO Friday: Mindfully Using Technology in the Classroom**  
**BCcampus webinar hosted on October 18, 2024**  
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**Host: Helena Prins**

GERRY GOURLAY:

Hello, and welcome. Thank you for joining. We've just got a couple of gentle prompts, if you're interested, as you're settling and getting ready for the space. We still have a bit of time before we'll actually begin, but just kind of welcoming us to the space in a nice and beautiful way as we get started in this FLO Friday.

Well, thank you, Helena, for that warm welcome and introduction. And welcome to everybody, as well. Very excited to be joining you on this lovely Friday. As Helena has mentioned, I am also joining from the Lekwungen lands. So as a guest on these lands, I do want to just take a moment to recognize and respect the Lekwungen people on whose traditional territories I live and work and recognize the historical relation that continues. I think for me, a big part of my work and my interactions with the world around me is just recognizing the beautiful land that we live on here on Vancouver Island. It's a beautiful place to engage, and nature is such an important part of this. And so just recognizing land-based pedagogy, water-based pedagogy, as ways of which we can kind of interpret and look at the world differently as an important piece that I continue on my journey of reconciliation and interacting with Elders and Knowledge Keepers who have maintained these lands for generations. My background is also as a botanist, and so that helps you to kind of pull that piece as you can maybe see from the background of my Zoom as well. And so just recognizing that I am extremely grateful to continue to learn and unlearn on these lands. So thank you. And thank you all for being here. You're welcome to share the chat if you're comfortable where you're joining from, as well as we get situated and get started.

But where are we going to go today? We're going to introduce our intended learning outcomes, our intention for our session. We'll have a couple of self-reflection exercises, how exactly we engage with technology, maybe how we think our students are engaging with our technology, what we're asking of our students. We'll engage in a small group activity, using a case study scenario set. Then we're going to spend some time debriefing and dialoguing that case study, talking and linking about how using technology mindfully in the classroom can relate to the B.C.'s Digital Literacy Framework specifically, and then having a chance to wrap up and summarize this session. And thank you to those who are saying hi in the chat. Hello. All right. So where are we going for today?

So by the end of the session, you'll be able to engage in small group discussions when prompted with a case study scenario, focusing on how best to support students while proposing at least one solution or action point. Evaluate your own use of different technologies, including Zoom, so recognizing that there's lots of different platforms that this can take place in and so what do these actual technologies look like. And then finally, participating in dialogues

with colleagues around some of the key tenets of B.C.'s Digital Literacy and how it relates to your use of technology in the classroom specifically. So we have a very packed session, but I'm really excited to have so many people and yes, so many from out of B.C. to welcome, welcome. This is wonderful.

So as we begin, I want us to start with a question. And so I'm going to launch a poll in just a moment. But the question corresponds to what technologies have you recently used in the classroom? And maybe you're not in the classroom space, then that's quite all right. But maybe it's something you've used in your work or in your personal life as well. You'll see on the poll. You may have to scroll down depending on the size of your window that you're working within. There's a couple of different options. But the last option is Other, and it encourages you if you wish to actually put some notes in the chat. Again, that's very much kind of up to you and how you want to participate, but I am going to launch the poll. And there is that other option that you may need to scroll down to, and I encourage you, if there's something not listed there, please do put this in the chat. Okay. So it should be launched. You should be hopefully seeing this. Poll, Helena, can I get a thumbs up that we see the poll? Okay. Perfect. Thank you.

So again, which of the technologies have you used in your course or in your classroom recently? And the answer is kind of correspond to Zoom, Microsoft Teams, a learning management software like Brightspace, Moodle, Blackboard, Canvas. Canva, as a digital editing tool, Google Documents or Google Drive, Mentimeter, Padlet, iClicker, and others. Oh, I got a Kahoot. Yeah. H5P. Great. Yes, lots of Googling. Yes. Yes, Miro, definitely H5P. We're getting a lot of that H5P. Yes, I should I guess clarify. This list is by no means exhaustive, but we are co-creating a series of different tools and technologies. Copilot, Creator, Yes, Kaltura. Yes, definitely. I can add Echo360 to that too, a similar platform for storing videos. Wonderful. All right. Perfect. I think I'm going to end our poll right now. Fantastic. All right. Oh, Tinkercad. I'm not familiar with that one. Interesting. I've got some new tools that I get to play around with. It's awesome. So hopefully, you're seeing the results now. So again, we have lots of great notes in the chat, which, of course, aren't necessarily there on the list, but again, it's the balance of If we have a scroll for too long, it's not very mindful use of the poll itself-. So engaging in the chat is an alternative form for that, so I appreciate that engagement. And yeah, lots of use of the learning management system, Zoom, you know, Microsoft Teams for meetings and conversations, and a good mix of other platforms as well. Wonderful. All right. Well, thank you so very much for engaging. And I think, my hope with that is that not only does it show that we have a lot of similar tools that we're using in our work and in our day to day, but also that there's a lot of different tools, lots of notes in the chat for pieces that weren't there. And again, just lots of different technologies. And so what we're going to engage with as we continue throughout this session is thinking about the different tools that we're using. Why are we using them? What role are they playing? Is this the best use, the best tool for this use case scenario? And so this kind of leads us to our next exercise, which is going to be a silent one for us to engage with.

So we have two self-reflection exercises that I'm going to ask you to engage with. You can write, you can doodle, you can you know, storyboard, whatever kind of works for you and how you

want to engage with it. That is fine. But I'm going to pause myself for about 3 minutes. I'm going to put some of the music back on as we're kind of waiting through that space. And what I want you to do for this exercise is specifically reflect on your own habit and usage. Specifically, how you related this to technology. So how have you recently used technology? What are some of your habits? Do you have a nighttime routine when it comes to tech technology? Do you use multiple devices at the same time? You know, spend 3 minutes to think about your habits and usage in terms of your technological engagement. I will then when we come back, ask if there's any volunteers that want to share. We'll kind of go with one or two people. Again, you're welcome to use the chat or, you know, raise hand function or unmute as well. But I will pause myself, so I can engage in this reflection exercise too and put the music back on. Happy reflecting.

All right. I'm going to pause our music for right now. Thank you for engaging in this exercise, and I'm going to open it up. Do you have any volunteers that might be willing to share their recent reflection or their thoughts in terms of their habits or usage while engaging with technology?

RUDY:

Hi, this is Rudy from BCIT. I use my smartphone daily for communication, social media, and productivity apps.

GERRY:

Yeah. Fantastic. Thank you. So that communication, productivity apps, definitely. And again, that daily interaction. Shelley, I see you turned on.

SHELLEY:

Hi, I was trying to find my hand-raising button, but... Hence of the technology with Zoom. The platform has changed since the last time I used it. A word came to me with this reflection, which was "chaotic." I teach a lot of online courses. I'm at College in New Caledonia in Prince George on the unceded territory of Lheidli T'enneh. And yeah, I feel like I need to be "on" all the time, and that got kind of worse during COVID because I had this desire to be available to my students, given the stress they were going through and being flexible and that sort of thing. So I've read a book called *Deep Work* by someone called Cal Newport, which was totally unsuccessful for me. I tried to implement those principles and they were not successful at all. But anyway chaotic, chaotic was the word that came to mind.

GERRY:

Well, thank you, Shelley. I appreciate you sharing that with us. I think that maybe how some of us might be feeling, just in terms of interacting with our technology, trying to manage. Sometimes we wanted to use it for personal and fun, but then work stuff starts and being brought in. Oh, Catherine, yes, I see your hand raise.

CATHERINE:

Yeah, kind of similar to Shelley. I don't know if chaotic quite describes it for me, but, like, I'm definitely not as smooth as I'd like to be. And, you know, I mean, I have several devices, of course, but I primarily use my one laptop. And my one cell phone, even though I also interchange with a desktop at home because I do everything on OneDrive. But I was like, Oh, my students come to class with three devices. I better get a tablet too, so I did, and I just find it's like one thing too many or things that are designed for mobile. Even our management software, we use Canvas. And I try and use both versions, so I know what so many of the students are seeing. And it's so different and so much functionality is lost between a mobile version and a desktop version. Yeah, there's just no one clear smooth path.

GERRY:

So thank you for sharing that, Catherine. I appreciate that. We'll hear from Barb and then we'll move on to our next exercise. Thank you.

BARB:

Hi. Thank you. I go with what I'm comfortable with. We used and don't have something brand new to experiment with and just crash and have a match.

GERRY:

Yeah. Yeah. So that's so true Barb. Really. Again, I mean, that's kind of a nice parallel to what Catherine was sharing. Oh, I want to get the tablet, too, but now this is maybe that extra thing that is kind of making it a little bit more busy or difficult to manage, and so recognizing that space of, you know, what's comfortable. What can I rely on? What have I used before? These are wonderful, wonderful reflections. Thank you all for sharing. "Avoided reading e-book, but then found Libby linked to the public libraries and loving everything that offers." I actually just checked my Libby in response to Shelley's comment because I was like, Oh, Carl is coming out with a new, or Cal, is coming out with a new book, and I was like, I can't remember the title. I've got it on hold. It's *Slow Productivity*. So there is a new book that was recently released with that, which is fantastic. Alright, good. Lots of great conversations.

I'm going to bump us to our next self-reflection exercise. The first one asks you to think about your own usage of technology. But now what I'm going to ask you to do is to reflect on how you ask your students to interact with technology. And again, maybe you're not interacting with students right now, it could be faculty, could be other instructional designers, could be family members, perhaps. You know, something that's, you know, unique to your own perspective and your own environment. And I'll give the same piece. I'll give us 3 minutes. I'll throw the music back on, and I'll give us another 1 minute reminder before we come back together. So again, the self-reflection exercise. How have you recently asked students to engage with technology in your class? You're reflecting.

All right. So we come back together. And again, I'm going to open it. If we have any volunteers, maybe somebody else that wants to share, and again, feel free to raise the hand and unmute.

Feel free to throw it in a chat as well. However you're comfortable engaging. How have we recently asked our students to engage with technology? Or those that we interact with? Yeah, Catherine.

CATHERINE:

I can go again if no one else has. So one of my sort of post-COVID approaches to my course design is that my courses are essentially the same, whether they're in person or online. And so all of my coursework is, we use Canvas at UBC, and so I constantly have students, you know, in the classroom doing the same activities. And as if I was teaching the course online, I do all my exams, do everything. And so, you know, they know up front that they need to bring a device. Or a lot of its group work, so I make it clear, bring a device today. Let me know, I can add you to a group. Doesn't, it's not an equity thing where. The exams, for example, I do, online but unsupervised remotely so that, you know, if they don't have a laptop they could bring, they can still fully participate. So yeah, just having a seamless transition between my online courses and in-person courses has been really big for me.

GERRY:

Yeah, definitely. Thank you for sharing. And I think that can also really help that seamless transition between those different modalities can also really help with the students as well. And we're seeing facilitating a tech course for instructors all the time. So, again, recognizing different spaces, you know, EdTech, they're engaged in that space. Online computer skills, courses taught over Zoom. Working in Teams collaboratively over projects. Everybody likes Teams. Yeah, definitely. Yeah, generative AI to save time on tasks, choosing a learning outcome and then choosing a different tech tool for each learning step of that learning outcome. So again, that kind of authentic assessment, and how can we kind of ensure that they're aligned. The outcome is aligned towards the assessment, towards the instructional strategies as well. Really important. Thank you. Thank you all for sharing. I know, for me, at one of my institutions that I teach, we just put in a new learning management system, so it's been a bit of a struggle for all of us. So just trying to kind of help them engage and, you know, being, practising grace for myself, as well as with them as we're like, I don't see your, you know, assessment submission, or did you get my feedback, or are you getting the notifications? [Laughs] So good, having that chance to check in and supports, inspiration to the team. Funny All right.

So thank you for engaging with that. Before we move into our next set of group exercise, there's just a couple of pieces I wanted to share. So when we really think about mindful technology, and we've heard clips and phrases as people were sharing parts of their reflections. But being mindful, you know, really thinking carefully and putting some thought into the tools, into the technology that we're using can generally span three categories. The first is Selection, you know, not all tools may be appropriate, or not everybody may like that. We're seeing this Teams versus Zoom kind of debate going on in the chat right now. So again, different platforms, different access. There's different controls. There's different accessibility pieces in both too. So, students don't like Zoom meetings, or they grew tired of them. And so again, having that screen in the face, and then this whole piece of keeping in mind, what happens when we're talking to a

bunch of little boxes as opposed to, you know, engaging in that, you know, non-verbal discussion as well. So selection of the tool is going to be an important parameter to keep in mind.

The second kind of category is the utilization. How are we actually using this tool? Just because we have selected a tool doesn't necessarily mean that we're using it in the most mindful way. Again, we've got lots of great chatter going on in the chat as well about the importance of checking in with the students. Students aren't liking this. Maybe my institution is asking me to use this, but we're struggling with this. How can we find this compromise? How can I utilize it to the best of my capacity to support my learners and support you as an educator as well. And then that kind of leads us to the last piece, which is the Purpose. So again, what is it? Why are we asking our students to engage with this? What role does this tool lead to? I went back and forth in preparing for this session. I'm not going to give too much more information than that because I want to give space for our small group discussions with the case studies, where I think we'll pull out more of this as well and a chance for us to engage, you know, mindfully in our conversations about technology usage across.

But I find as I continue to teach and interact with students, that I get a lot of comments from them informally, formally, when I ask for feedback as well. And this is really related to some of the concerns from students. Now, this is by no means an exhaustive list. I will clarify and reiterate that. But students express concern, again, we see this in the chat too. Students are tired of Zoom, they're tired of other pieces. Some appreciate it. I actually just had a great discussion. I taught a night class last night with my students. I was asking them, "Okay, this is the first time we've run this assessment in this learning management system. How did it go? Did it work for people? Would we like to look at an alternative? I'm also learning this as we go." And they were like, "No, we appreciate, you know, that it's, flexibly timed, we have space. I can do it in my jammies, you know." And I have that breadth to be able to build out a space like that with my students. But it was a good conversation because they very much were like, No, we want to continue with what we've been doing. We're comfortable with this. It's familiar to us. And so kind of continuing in that mindful space. But other concerns from students are cost. So if certain tools that we may be used, like iClicker sometimes is covered, sometimes isn't covered as part of their tuition pieces for schools, or additional pieces where they need to enroll, sign up for an account, and pay for something on top of already expensive, you know, tuition is, there's always a factor to kind of keep in mind for our students as well when we're thinking about the tools that we're selecting.

Students are also, in today's digital age, much more aware of their digital identity, much more aware of their personal information and what they're comfortable sharing or not. Some students are very much like, No, I want to protect my personal information. I don't want to use this tool, or I'm not comfortable using this tool in different ways. Students sometimes also kind of in alignment with that protecting personal information, are looking for alternatives to technology. So maybe they've been on Zoom a lot recently and it would just be nice to engage or to just write something or doodle something. Again, everybody's context is different. I'm not

generalizing it to that space, but these are just pieces that, you know, we've seen from the students in terms of their concerns. They also really want multiple ways of engaging in class material, which as an educator, sometimes it is like, Hey, I barely put this together. And now we want more. But there can be small, micro ways that we can interact with that. Even today, you're welcome to raise your hand and unmute. You're welcome to put it in the chat, you're welcome to reflect individually. There's multiple, nobody's required to share anything in that space, and so trying to provide opportunities for people as they do kind of continue forward. And then lastly, a big part that students often miss or isn't translated very well to them is why a tool is being used. So I'll get students that'll come to my classes, and I teach them in hybrid and in-person settings for the most part. And so when I'm online, some of my students will comment and they'll be like, "You know, not every instructor knows how to use Zoom very well, or I don't know why they're just putting us in Zoom so they can just read off of a piece of paper. What's the point of this? Why are we here in that space?" And again, thinking about why we're asking them to use a tool, Is that tool necessary? Going back to that utilization and the purpose piece of mindfully using technology is an important consideration. But I wanted to provide a little bit of background and context before we jump into our case studies.

And so what's going to happen now is we're going to move into our case study exercise. The lovely Paula is going to drop a link in the chat that's going to correspond to a Google document that we're going to use for our case study. But what we're going to be engaging with is that there's six different scenarios that you can interact with. As Paula is working her magic behind the scenes and getting the breakout rooms ready, these are going to be self-select breakout rooms, which means when you select the breakout room option on the bottom of your Zoom toolbar, you'll have an option to move into any room. You can also move between rooms, should you desire that. But you're also welcome to stay in the main session if you just want to work on it independently. You can synchronously, asynchronously work on this exercise and just reflect on the different scenarios, the different questions that are provided. If you have any challenges as you're entering or trying to get into a room, you're welcome to put those in the chat as well, because Paula and myself will be happy to get you in and make sure that you can get to the corresponding space that you're interested in. But we encourage you to participate in three different ways. You can use the Google documents if you're comfortable on that platform. You can use the chat. So if you're typing in your small groups, you can just keep a record of your notes in the chat and then just enter that into the main chat when we return. Or if it's easier for you can send me an email. So that's my email on the screen, and I'll put it in the chat as well, so it goes with you. But if that's just an easier platform for you to interact with, by all means. Please send me an email to [holmgera@uvic.ca](mailto:holmgera@uvic.ca). Happy to support and engage in that way, too.

In terms of our other instructions before we move into our rooms, and I've just gotten the cue that they are ready to go. Again, you can be a small group discussion, an independent reflection. You can review what you're feeling right now at 11:30 on a Friday, 11:30 Pacific time, excuse me. We will return to the large group for a debrief. If you are working in small groups and you may be in a group by yourself, that's fine. Some great independent reflection. I would

encourage you to see if somebody's comfortable serving as a reporter to share out. You know, no more than three key points. We're going to keep it small so we have enough time to ideally see all of the scenarios in our debrief. I do want to caveat because discussions are beautiful that we may not have a chance to make it through all six exercises. Yes, Helena, we'll get there in just a moment. We may not get a chance to get through all case studies, but these can also serve as reflection opportunities for later. So Helena's question is in the chat, and just recognizing where we're asked. I'm going to give about 15 minutes. So just because I want to have a chance for us to come back. About 15 minutes in our breakout rooms, and when we close the rooms, you'll get about a 30-second reminder. But the rooms that you're able to access are going to be around mindful technology, student privacy, technological alternatives, Anonymity and pseudonymity. The why of technology and then student data in artificial intelligence or AI. There are going to be, thank you so very much for pasting that in the chat Paula. That will go with you into your small breakout rooms as well. These are the six different groups that you have the option to engage with. Again, you can self-select into the rooms. You can choose to stay in the main chat. You can work independently, but they'll be there as a resource for you to reflect on in the future. What questions do we have before we move into our breakout rooms? Wonderful. Well, I am going to then open all of the rooms. You should hopefully see that option on the bottom that allows you to join a room. If you have any challenges, there's an Ask for help button in your breakout room that'll send out the notification and we can pop in to answer any questions. But I wish you a happy chatty.

GERRY: [AFTER BREAKOUT ROOMS]

All right. I think we're all here now? Yes, I think we're good. Welcome, welcome. I'm sure we could continue talking about this for many hours to come, but just recognizing the space that we do have. Thank you for engaging in that exercise with your small group. I find that sometimes dialoguing with another can be helpful in terms of really thinking about some of these strategies or considerations, whether there are things you thought of before or not. Oh, yeah. Wonderful chat. Thank you. So just being cognizant of our time, we're going to work through as many of the case studies as we can. And so if I can get our reporter, the person who's comfortable sharing out from each of the groups to share one or two key concise pieces. That's going to help us to ensure that we have space to see all I think actually five. I'm not sure there was anybody in one of the groups, but that's all right. So we'll just go in numerical order, starting with group number one, so mindful technology, recognizing that the introduction of materials, in particular can lead to distraction potentially. And so that resulted in reduced participation. And so, Jeralyne, I think you were engaging in that. One or two pieces that you were comfortable with. That's great. That's great. But what was your independent reflection?

JERALYNE:

So I don't know, I kind of went off in all directions for that because I'm currently working on things where these are very front of mind questions for me. And I'm actually working with Myra on some of these questions for a session that I'm doing shortly. And one thing that I'm always thinking about is so what is the modality of your instruction? So perhaps you have a class, but you have some people with you face-to-face synchronous and you have some people remote



synchronous. If you're going to use some sort of EdTech, how is that going to be equitable for the people face to face and for the people that are remote? So that's something that I'm struggling with right now. There you go.

GERRY:

Thank you. Thank you. Yeah, definitely an important consideration. It goes to that smooth seamless transition between things too for our learners. Wonderful. Group two, our student privacy group.

MYRA:

Okay, that was me and Rudy and Catherine. We didn't get through all those key questions about it, but some of the ideas that we talked about were, in terms of student privacy, when you're recording classes or offering classes by live Zoom. Actually, Catherine talked about that. Her students raised concerns about not wanting to have the cameras on them and they had the tracking cameras. And so she just uses screen sharing for the people that are at distance and doesn't use cameras at all. And, I thought that was a good idea. Another thing we talked about was when you're using non-institutional tools, to think about how much data students have to enter, for example, their name, the email address, the birth date. There was Catherine and Rudy, we're talking about, I guess, mostly Catherine, about how it can be better to use the institutionally approved tools because they've already been vetted. But then we talked about a particular case that Rudy experienced where there's nothing in the institution that comes anywhere close to this one tool for practising with circuits, and we talked about the importance of explaining to students why you're choosing to use a certain piece of technology. Then in the case that Rudy had that it would be possible because they have to enter their name, and email address and their birth date, that it would be possible to have students put in a fake birth date because it just needs to prove they're over age 18. Because it's not actually for assessment at all, they don't have to prove that they've been on there, that they wouldn't even have to use their real name.

GERRY:

That's fantastic. Thank you. Yes. I think a lot of, you know, Myra, will also translate into other groups too. We're going to start to see some parallels and synergies. So thank you for sharing.

MYRA:

I will say that these are ideas that both of the people that are doing already.

GERRY:

Yeah. Fantastic. No, thank you for sharing. Again, this Google document will be there, we'll send it out afterwards, too, so you'll have access and can review this as well. But we'll keep adding too. So group three are technological alternatives. One concise, key take away from your discussion. And just thinking about yes, recognizing yes, as we see engaging in the space, you know, honesty, thinking about alternatives in the space of what can our learners kind of engage with? This case study was a new learning management system that requires extensive input

from students. Again, is it necessary in that same space? Where's the data being stored and we'll talk a little bit about that too and some of the other ones as well. Really important to keep in mind because Maybe it is something that stores data outside of Canadian servers, and students may consent and agree to participate in that, but it's also helpful to let them know. I also try to provide alternatives like email me, send me it in the chat. You can send me a private message. We have different ways to engage. You don't have to share out all the time. Group four. Sorry, anonymity and pseudonymity. Again.

TASHA:

We had no experience with pseudonyms, but we do with anonymity. The reason why I chose this group was I actually had a faculty member comment to me just today that they were using Mentimeter for anonymous feedback, but then somebody shared something very troubling, and there was no way for them to directly connect to that person. And as a first-year instructor, they felt very overwhelmed and sad that they couldn't reach out and help that student directly. So we talked about like it encourages honesty that student probably wouldn't have shared unless they were able to be anonymous and that then as an instructor, it's important to set expectations about how the conversation will go using the tool, but also how you as an instructor will follow up with the students afterwards, should there be something that you need to follow up on and that you also invite students to connect with you directly after the fact if they want more one-on-one conversation. So we talked about that. Then just very quickly, the alternative to that would be something like an exit ticket where you invite anonymous feedback from your students, and then you follow up the next day on the feedback that you received.

GERRY:

Thank you, Tasha. Yes. Definitely, really important pieces there. Anonymity can be helpful to allowing students to engage, maybe more so in a space, but it can also be the counter of what happens if there's a situation where something troubling is shared, and you don't know who this individual is but finding those protocols or those ways to be like, reach out. I'm here to help within again, the capacity that you have to support in that space. All right. We've got 4 minutes and two more groups. So group five, what's your one liner for the why of technology. So that purpose behind it. I'm not sure if we have a spokesperson for group five. A couple of key notes there, allowing that two-way communication, that reciprocity is really important. So having that space. Here's why I think I'm going to use this or how I'm envisioning that using this, give me this feedback. I shared earlier. We're in a learning management system in one of my institutions, and I'm like, I don't know how this went. It was really funky and tough for me. How was it for you all? So again, just that dialogue that we can engage can really help in terms of that purpose. All right, group six.

PATRICIA:

That was me all by myself. And I'm good with that. Hi, everybody.

GERRY:

What's your one liner? Oh, my one liner, just don't use AI. Anyway, it's fine. AI is fine. But it's got to be intentional, and you have to understand as a facilitator instructor where the data is going and what you're using it for, because if you don't know, then your students don't know. And it's like anything on the internet. Once it's out there, it's out there. And so I guess my one liner is, if you have anything in your institution that is vetted, use that if you can.

GERRY:

Wonderful. Thank you so very much. And again, the other one was around student data in AI. So really recognizing, what happens if we put student assessments into AI, have they consented those? What's happening? You're training a model potentially on personal student information, so again, those key considerations to think about.

So lots of great discussions, and I really encourage you to review the Google document at your leisure as well. Again, so many great notes in this space. I just want to highlight while we're not going to have a chance to go through in detail, that B.C. Digital Literacy Framework can be related as a great tool to utilize. But when thinking about mindful technology, and thank you Paula, for throwing the link in the chat, There's three key tenets that are associated with mindful technology usage that I would encourage you to look at, which are ethical and legal considerations, and we saw this a bit with the privacy. Where is the data stored? Who's using it? Who has access? Is it sold? The technology support. So really keeping in mind what resources are there. Are students knowing how to use these tools as well? Is there, again, institutionally approved ones? Is there an institutional support for it, as well as that digital well-being? So finding this balance and boundary, as well, which is really important.

But what can you do? As you move forward, and as you think about what we're ending today, if you have a chance to review the institution's approved technologies and applications, go with those if you can. If they don't fit what you're needing, maybe it's a chance to have a conversation with some of those, learning and teaching centres or your IT support individuals, whichever body is responsible for actually managing that. If you're not using a tool that's been approved, that's okay, but you may want to refer to the terms and conditions, where materials are being stored so that students have a chance to consent and agree.

Again, this was in the slide, and it's quite wordy, so I'm not going to read it all as a whole. But there are some boiler plate notices that you could include. I include this very big one on my course outline, and I'll say something similar like, "We're using Google documents, which does store data in the US servers. So if you have a concern with that, let me know or here's an alternative, use a sticky note, submit it on a note card, email it to me, and I'll put it on." These have been adapted from UBC and UVic versions of this, but boiler plate notices to support in that way.

And then just remember, you've got this. You know, it can be overwhelming. It can be a lot. It can be very stressful. But you've got this. Take those three deep breaths, you know, ground

yourself, feel the earth under your feet. Find that time if you can, talk with your students, maintain that two-way communication, which is so important. But also be kind to yourself. Take it one step at a time. What's that plus one that you're going to interact with and engage with? If you can, lean on networks within your institution, learning centres, fellow faculty members, computer services. Lots of people are there to support. Myself included. As we wrap it up, I'm going to pass it back to Helena. I do have a couple of questions in the chat and I'm happy to address them in just a moment, but I do recognize we're at 12:00 pm Pacific, and I do just want to say, thank you all for engaging in this session. I'm happy to engage in further conversation or dialogue, and we'll send out the slides in the Google document for you to enjoy and peruse at your leisure. But Helena.

HELENA:

Thank you, Gerry. Very important conversation and I often say this at the end of a FLO Friday because it's only 1 hour. We hope that this is the start of a conversation that each of you will take into your hallways, meet a few colleagues and really dive deeper. That Google Doc is a pretty great thing that you can use in a meeting, right Gerry. Do a few of those case studies and discuss those questions.

We have a few exciting FLOs coming up. On Tuesday, this is a topic near and dear to my heart, faculty well-being, and we have a fabulous panel of people. It will be a wonderful conversation. Please join us whether you are a faculty member or if you are supporting faculty. I think this will be a wonderful conversation and important. Then I can't say enough about the upcoming FLO micro-course on embracing emotional intelligence and artificial intelligence for inclusive education. Look at that title, that's so comprehensive, but we also have three amazing facilitators for that. Lucas Wright, he's the person I follow on all things AI. He's one of the facilitators, with the fabulous Afsaneh and Mostafa. Really three wonderful facilitators. I think that will be a great week of learning for everyone. Another interesting micro-course coming up is on strengthening our teaching through reciprocal peer observation. Linda Strubbe, she's got some awards for her work in astrophysics. I think it is. She's really a smart cookie, but this is going to be a very special course as well, we have low enrollment for that, so I anticipate it will be a fairly intimate experience, and I think it's important as we grow as facilitators to consider the value of peer observations. Then we won't have a FLO Friday in November, but we do have a FLO Friday in December, very interesting about how you can use sound in education. So many exciting things are happening. The survey has been shared with you, so please join us, spread the word and have a fantastic weekend. Thank you, all.