

Welcome to the next session,

"Web Conferencing and Online Learning Tools and Security."

Just a quick reminder that you can submit

your questions live through the Q&A feature here in Zoom

and we will address them at the end of the session.

I'll begin with an introduction.

I'm Misty Cobb and I have the opportunity

to be able to moderate today's session.

Very excited that you guys

have chosen to join us today,

and I'm very happy to be joined by JP,

of course, from Coursera and Yolene from Blackboard.

I'm so excited to

explore this topic of online learning and

facilitating these experiences with

tools and security in mind.

Very glad to share with you all as a reminder

that we are using

Verbit's live integration with Zoom today.

This enables you to view a live

transcript throughout the session.

To enable the transcript,

you simply click on the arrow next to the CC button at the

bottom menu bar and then choose "View full transcript."

Let's take a peek at the agenda.

During our time today,

Yolene and JP will introduce themselves,

and we'll dive into the particulars of today's session, transitioning to online learning and web conferencing, using the technology that you've adopted for personal use versus that that's provided by your institution, tools and tactics to support your online teaching, and then we'll have some time at the end for Q&A. Again, please feel free to place your questions into the Q&A or chat, and we'll be certain to take those at the end of the session.

At this time, I'm going to turn it over to Yolene and JP to introduce yourselves. Yolene.

Hi, my name is Yolene.

Nice to meet you, everybody.

I'm Product Manager for Blackboard Collaborate, which is a virtual classroom solution, so a tool that enables you to have live session with your students.

And, JP.

I'm JP Moran. I head up our global channels business, so that'll be all the partners that we work with at Coursera.

When you think of those, Google, IBM, SAS, Autodesk all around the globe, and make sure that we can bring industry partner contents to the platform, as well as another business segment of ours,

which is Coursera for Campus,
which is enabling all of
our university partners to deliver
their content into other higher ed institutions.
So really excited to be here to
learn about what you guys have questions on.
Fantastic. Thanks. Yolene, I'll turn it over now to you.
Thank you. Just before
starting to actually address the topics of today,
a short introduction about
Blackboard and how it fits into this topic.
I won't do the corporate presentation,
but just to explain how we have an EdTech approach.
So you've probably heard about Blackboard as
a major EdTech actor.
Our approach is to have the LMS at the centerpiece
of an ecosystem, which we integrate.
That can be services,
enrollment and retention services,
third-party tools, analytics,
accessibility tools, etc., and collaboration.
I'm in charge specifically of
a virtual classroom that connects to
Learn as well as to other LMSs.
If you can move to the next slide, Misty, please.
Blackboard Collaborate is really
a virtual classroom and we

want to differentiate ourselves

from just video conferencing.

It's used for a variety of use cases,

can be office hours,

group collaboration, and meetings,

but also events and webinars,

and mainly virtual classrooms with students live.

The things that we focus on for our product development

is strong focus on being there for teaching and learning.

All of the tools that we

develop are really made with this in mind,

a strong focus on being

a trustworthy tool into education context.

So having this responsibility as

a major actor in education and seeing

privacy and security through that lens,

and empowering engagement and how the tool,

when you use it for specifically teaching,

you really need to have something that empowers

professors to create and

design engagements within their sessions.

But let's jump into

the topic that we want to address today.

One thing I wanted to share with you

is how it has been interesting to see

the difference between traditional technology adoption

that we've been witnessing for

the last 20 years, and what happened in an accelerated way in the COVID response context.

If you can move to the next slide, Misty.

We can really see that of course, institutions who already had an online transformation strategy were at an advantage, but we also saw that institutions were not able to just use what they would normally do and accelerate it in the case of COVID.

It's really a totally different response from what they would do normally in terms of digital transformation, and it was really focused on emergency.

One other thing that's striking is also the audience and the professors that had to be onboarded was very different from what the teams in the institutions are used to be supporting and supporting various transition.

So suddenly you had professors who had never used digital learning, didn't want to, maybe, and they had to address the needs of those users which were not familiar with online tools.

We really see four phases.

Those four phases have been modeled by MindWires in terms of the timing that they

expected it to happen and what those phases are.

I just wanted to give a bit more insight

on how we saw those four phases actually play out

with our clients and how

this has evolved in the institution.

I'd also be curious afterwards

to get your insights on where

your institution is at and if you feel

that you are on the path to those four phases.

The first phase, which was really

February, March, very rapid,

was suddenly they had

to transition to remote teaching and learning.

So the approach was substitution.

Let's do the same, but online,

and we really saw a soar

of synchronous online activities.

They didn't have time to redesign their courses,

think about the LMS, about blending, etc.

It was really a simple substitution approach,

and it was very focused

on the tools and on the ease of adoption

because institutions didn't have

time to train their professor.

So they took whichever tool

was the closest, or the easiest

to be onboarding quickly

and then just rolled it out quickly.

Then we moved in April and July to a different phase where suddenly, they start to see that teaching is not the same as meeting, and that they need a tool that is actually made for teaching, and they need their professors to understand how to teach with those tools.

That's not just a matter of switching on the video and doing what they would do in a physical classroom.

They also started to realize that six hours in a physical classroom can't really be six hours in the virtual classroom.

They realized that this pure substitution is actually not something that's viable for the users, but also not something that's actually a goal that should be pursued.

They started to have different expectations on what teaching and learning online is, and how different it is from what they were used to doing.

They also started to reassess the tools.

They started to have disrupters in their classroom, Zoom bombing, they started to have concerns about safety and security.

So suddenly, they reassessed the tools that they were using, and they started

to truly take the time to define what they actually need to achieve pedagogic goals.

Not just any tool, but actually be more purposeful in what they want to roll out, and also take their institutional responsibility to a deeper depth than what they were able to do just in the emergency situation.

The third phase that we're seeing now is actually extended transition.

Now, institutions are starting to see that they actually need to design for blended.

What I mean blended, its blending synchronous and asynchronous activities.

They start to see that they need to support their professors through instructional design.

Not just training with the tools, but actually how to teach in those new circumstances, how to adapt to this new normal.

They also start to see the advantages of a tool that integrates with the LMS as deeply as possible to reduce the administrative overhead of inviting people to session, giving them recording links, etc., taking attendance manually or not, etc, and start to see

how interesting it is to have something that's integrated in an educational ecosystem and how they can leverage it to be more efficient.

They also start to see that they can leverage new pedagogic opportunities.

Things that when you're face-to-face, you can't do with your students, such as have everybody participate together on the whiteboard, for example.

That's just not physically possible in the classroom.

They start to realize, both professors and students actually, that this online thing that they were thrown into without wanting to actually has some interesting advantages, actually has the potential to change the way that students engage with the professor or with each other for social learning.

We start to see some more purposeful use of the tools and some more purposeful adoption of how do they actually want to teach online.

There is the recognition that sooner or later everybody will be back on campus, but this is also an opportunity to rethink how can they truly leverage online advantages.

The first phase, which I think we'll see more in 2021, go deeper into true blending and make

the best of both worlds between physical and online,
between synchronous and asynchronous
and truly design for it.

If you're going to make a top-down lecture
to 100 students,
then maybe the best way is
not to do it face-to-face in a classroom,
or not even face-to-face in a virtual classroom.

Maybe if it's going to
be just up-down, make a video of it,
and then use your synchronous time with students to go
deeper into use cases or
into addressing their questions, for example.

Institutions will gradually start to leverage
the opportunities that are offered
by the physical and the online world.

They will also see untapped opportunities
on the pedagogic side.

I was mentioning about engagement,
for example, and also on the economic side.

How about short courses,
retaining the workforce through
training paid for webinars?

Students may want to sign up for
only specific modules that
they feel comfortable enough
to be doing online, for example.

So there will be a wealth of new economic models that can be developed, now that institutions and learners have broadly been exposed to online learning.

Some institutions, and we already see it in some of the marketing that they're doing for the new academic year, they start to see online learning quality as a differentiator, and they start to advertise for it.

They're starting to realize that they need to train their teachers, they need to be able to showcase how well they're teaching with the online modalities.

If you can move to the next slide, Misty.

I would be curious to see amongst our attendees, where do you feel like your institution is at?

Is at a Phase 1, emergency and substituting?

Is it Phase 2, adapting and actually looking for a teaching tool?

Is it at Phase 3, starting to embrace the new normal and design for blended and have something that is integrated in your ecosystem?

Or is it Phase 4, already looking to thrive and leverage new opportunities that this is offering you?

Thank you, Yolene, let's wait and give

people about another 10 seconds.

About five more seconds.

Thank you all for entering your response.

Okay. That's interesting.

That matches the timing that was on this model, that this is the time when institutions are really starting to see a shift and see a new normal instead of just responding in a rush to what's going on.

That's encouraging to see that you're on that path.

Thanks everybody for participating.

Okay, the second topic that I wanted to talk about with you, as well as JP and Misty, is considerations related to tools, when you are providing it as an institutional tool as opposed to personal usage.

What happened during COVID is that it was an emergency and people were maybe not familiar with the tools that their institutions had, or not comfortable with it, so anybody just went for any tool that they liked and felt comfortable with.

This gave situation where as a student, when you have 10 professors, you might have 10 different tools that you have to use during the stressful COVID time.

Then people started to recommend

the tool that they've been using to their institution,
and people working in institutions were left
with trying to make sure that
things are streamlined and
having to consider more than just,
is this a good tool, but
actually a broader set of things.

If you can move to the next page, Misty?

The first thing, as I mentioned before, is integration.

There are many video-conferencing tools, for example.

There are many ways to share files with students, and
professors have been leveraging it, but as an institution,

what starts to be important is

the integration of those tools into an ecosystem,

and how this can make sure that

the administrative aspect of things

is actually taken care of by

automations and by integrations.

Second aspect that really stood out during

COVID is the security aspect of things.

As an individual user,

you can use any tool.

You can not care so much about your privacy

or sign the TNCs without actually reading them,

and that's totally fine.

But as an institution when you

start to recommended a tool for institution,

then you need to look into it more.

You need to make sure that the tool that you are recommending offers the right security

for users and for your contexts,

of educational context, sometimes with children.

The security aspects that needs to be

considered when it's an institutional use is

both on the product side, security certifications,

etc, as well as features.

How do you enable professors to make sure that only

their own students join their session, for example.

How do you make sure that they don't have to invite

those students themselves one by one or

share their email with

some third-party company

that your institution doesn't have any relationship with?

That applies to security as well as privacy.

We saw a lot of organizations, associations,

etc, recommend tools without

actually doing due diligence on

the privacy aspect of things.

Again, that's fine when it's

your private use but when you are starting

to deal with larger audiences

and engaging responsibility as an institution,

that's really something that they quickly

realized they had to do due diligence on.

The other aspects that really differentiates personal use from institutional use is the supports.

That's one main reason institutions have been trying to streamline these tools that are being used, not just for COVID, but generally.

If everybody used their own tool, then as an institution, you can't really provide the level of support that your users need, especially in this stressful time.

That's why they need to reduce it to a minimum number of tools.

That goes for the internal support that the institution is providing, but it's also about the support you get from the third-party itself.

If you're using, I don't know, Google Meet as an individual user and you have an issue, you can post on the forum and that's about it.

If you are using a tool as an institution, you have access to different types and level of supports and contractual commitments and so on.

That's why institutions have been trying to streamline this and not let users just use any personal tool that they were used to be using.

The final aspect is maintenance.

Obviously, during COVID people are connecting from home,

so they're using their own devices. The institution has no control over this device. What is it?

How old is it? What version of the operating system is it, and so on.

They're having to support those users with devices that they don't actually know enough about or didn't recommend themselves.

For example, having a software that needs to be installed is something that can add a bit of overhead for the users, being able to install it, having the right admin rights to do it, and then if they run into an issue, how do they get support?

Having a browser-based approach, like we're having, for example.

We've seen it reduce the number of issues that they were having because every computer, every phone even has a web browser, one of the mainstream web browsers, and so those are kept up to date automatically usually.

This reduces the maintenance effort from the IT teams of the institutions.

Feel free to participate in the chat, and Misty, join in as well, and JP, to say what have you seen in your institutions?

Did you see, for example,
this mix between first,
we let everybody use any tool, then we realize as
an institution that we have to streamline for
those various reasons or for other reasons, maybe?

I'll even step up and tell you

Coursera is obviously a Zoom partner.

We currently use
synchronous and asynchronous type classes
with our 20-plus degrees that we do offer.

Just moving over the past six months,
it's been a complete transformation in terms of the way
that we're seeing students response
to how they're actually taking it.

It's been a really positive thing for us,
so then we continue as company also, to push
this online education market and moving
more into a blended type environment.

That's what we're seeing, and
obviously, I'll covered a little bit later,
but it's been very positive so far.

That's outstanding. Let's talk for
a moment then about some effective tools
and tactics for online teaching.

So Yolene, did you have some things that
you wanted to share with us in this area?

Sure, yes. So if you can move to the next slide or after,

I think the idea was that both Coursera and Blackboard Collaborate would give some of their perspective and tips.

So I've put a few notes on the next slide regarding Blackboard Collaborate.

So leveraging tools for pedagogy is really about professors going from meeting to actually teaching.

So realizing that an online session,

for example, is not just

an event like a meeting would be,

but there is actually a before and

after a continuum of activities that are happening,

recordings that needs to be shared easily,

discipline aspect of things

that you don't normally see in a corporate meeting.

You have to manage

participants in a way that's quite different.

You want the professor to be able to have

full control over the students.

But what they can do during

the session will shift during

the session as opposed to a meeting.

So you might start a session with

not giving them the right to do

anything apart from talking, for example,

and then gradually giving

them the right to write on a whiteboard,

for example, to engage in different ways.

We've really seen, especially in the first few months, professors were conducting their classes as they would do physically.

So just a lot of delivering contents or videos and that's about it, and not truly leveraging the tools for a teaching approach.

There is also online tools afford for a new model of engagement with your students.

There's the classic raise hand, which is something that happens in a physical classroom and can happen online.

But online offers you more opportunities to engage students in different ways.

Introvert students have social learning happening in the chat.

Be able to get polls for what's going on in your audience through instant feedback.

So that's one of the screenshot that I put here where students, for example, can say if they are confused or not, and then you can filter to see which are the students which are confused, for example.

But you can also have polls during the sessions in order to create or highlight cognitive dissonance, check their understanding, have

them voice their opinions.

As a professor, then you can see

both the global results as well

as the individual results.

So for example, identify

allies or students who had the good answer

so you can call on them

to help GoAnimate a session, for example.

Whiteboard, as I was mentioning before,

is also something that offers

you opportunities for engagement.

Things that you couldn't do physically

before having all your students collaborating,

brainstorming together on

the whiteboard, not just the whiteboard,

but potentially your files as well, and collaborate.

The files can be annotated collaboratively

by all of the attendees so they can share their inputs.

You can use it for icebreakers, etc.

You have to design your session for

engagement and have a variety of it.

You will have several sessions throughout the year.

So my advice would be to pace yourself and your students.

You don't need to use all of the engagement tools

right from the start.

You don't need to go whiteboards,

breakout groups, poll, and do everything.

You also will see that from one session to another,
people get more comfortable.

Or even within a session,

you start with a poll on

maybe only half of your class answer.

Then when you do a different

poll at the end of the session,

you see that more of them answer,

and so it's a learning curve for you and your students.

So pace yourself, go beyond your comfort zone,

but also make sure that you

don't try and have

the whole fireworks right from the start.

Alternate also during your session,

the variety of activities and

ways to engage that you're having wisdom.

That's one way to keep your session lively.

So not always the chat.

For example, combining polls, instant feedback, chat,

having different types of

questions that you're asking them,

not just checking their knowledge, is a good way

to truly leverage the tools for our pedagogy.

One thing that I want to stress is also,

don't leave it to chance.

Don't just think, I'll go into my classroom and it

will be great and engaging naturally.

When you're teaching online,
you really have to think about your session ahead and
sort of designed engagement into your session.
Maybe even just put yourself reminders in your slides to
ask in the chat or
to make a poll or something like that.
So make sure you think about it before
because it usually doesn't just happen by chance,
especially when you're just starting to teach
online. And start enjoying
everything that you couldn't do in
a physical classroom and see
how it changes your face-to-face sessions as well.
Suddenly, when you're having all your students
collaborate and brainstorm together on
the whiteboard or on your files, for example,
they start to be more engaged in what
they actually were in a physical classroom.
They start to take this habit and it
might very well change the way that you
are teaching in your physical classroom
and you're back on campus, or
the relationship they definitely
have with each other and resume.
JP, I'm really interested to hear from you
from the Coursera perspective,
being a little bit different than

just a web conferencing tool.

Can you share with us about the things that you've been observing and what's happening at Coursera.

Yes, sure. I'll do this quick for everybody's time.

COVID hit, and immediately, as a company, we had roughly about 45 million learners on the platform that were yearning for something because school got shut down.

So immediately we put in our COVID response.

Part of that was our Coursera for campus, which is obviously enabling the students and faculty to learn in a new type environment.

The goal for us is to provide high-end education openly to as many people as possible, not only just from an educational institution.

So when you think of Yale or Michigan, or any other institution, but also industry partners such as Google, IBM, SAS, Autodesk, all of those guys.

So as you start to think about Coursera, and what we're trying to do here is start to bring all that high-end educational assets that we have and push them into the universities that might not have that.

So if you want to move into the next slide.

Once COVID hit, we had over 10,000 institutions

around the globe sign up for
free with Coursera for Campus.

Essentially we gave away our entire catalog
for free to over 10,000 institutions.

We had over 1.3, or we currently still do today,
have over 1.3 million students
enrolled in classes taking them on
a platform with over 7.5 million courses
completed and over 20 million
learning hours spent on the platform.

So how are we doing this?

Flip to the next slide.

There's three different types of
models that we're working on.

One is not for credit model, which is multi-disciplinary,
where you can see that the students can go
in and they can take topics of
interest that maybe they
weren't going to be having before.

So maybe they were a history major
and they want to start to learn about IoT.

It's important that we have that type of content.

They can go in there, enroll in that class, and
universities will be able
to align that content with them.

The second is two different types of models.

This is more of a four-credit

instance that we're seeing globally.

So we'll have a standalone

course and this is where it gaps.

So if someone is looking for a course in ML,

AI, or some of the new cutting-edge

content that's out there that they don't

have a faculty member there to teach,

they will come directly to Coursera,

purchase that class, and be

able to fully integrate that in

a stand-alone model and

give that student credit for taking that class.

The second four-credit opportunity

is a blended, where you're going to see

the faculty start to bring in certain bits and

pieces of Coursera's content and

interject that part into

their classroom and how we're

using it to, see a lot of that today,

specifically with Zoom, or you can

bring into specialized portion.

Just use that and maybe have your tests

or assessments, whatever you want to do.

Sorry if I ran through this quickly,

but I know in essence of time, it's

partly important forever to get through it.

Those are the three big use cases that we're

seeing today in terms of how schools
are using Coursera to
move into the future and start to
take on this more blended type environment today.

Fantastic, JP.

Fascinating information from the both of you.

We'll take a moment to see if there are
questions. And while we're waiting,

I would just look to each of you from
the perspectives that you have in
your roles at your respective companies.

Can do share one tip that
you would recommend for a faculty member,
whether it's using Coursera Content or
a platform like Collaborate for facilitating learning?

What's a tip that you would pass
along to the participants who are here today?

I would say, don't be afraid. Everybody
isn't comfortable at the start, so pace yourself.

You're students also have to pace themselves.

But to go beyond your comfort zone.

Don't just try to
delivered top-down content as you would have before,
seize the opportunities that are there
and do it gradually. Be kind with yourself.

It's a learning curve. As professors,
surely you know that you will have to keep learning.

Now, at this time, it's not on your field.

It's about the usage of the tools and pedagogy,
but it's still a learning curve.

JP.

Yeah, I'd say pretty much the same thing.

If you can, just get familiar with the tools.

There's a lot of really cool features and benefits that
a lot of these companies
are offering today, specifically,
on space and education.

So spend a little bit extra time, not only on
natural content that you're teaching,
but also on the actual tools that you're
using to supply that to your students.

Fantastic. JP and Yolene,
thank you so much for your time and
your preparation sharing with all of us today.

Unfortunately, we are out of time,
so if everyone would please be sure
to leave this Zoom meeting, return to the agenda page,
and head on over to join us for the final keynote session
that's going to take place in
about four minutes with Dr. Karen Yoshino. Again,
thank you all for joining us today. Have a good one.

Thanks for having us and have
a good rest of the conference.

Bye-bye.

Bye.