Hi, everyone. On behalf of Verbit,

I would love to welcome you to our third EduAll,

making higher education work for all learners summit.

We are so excited to have you here today,

and we are so excited about

our opening session for this event.

I have with me three absolute experts in education,

who are doing some incredible things to really

help to serve students during these times.

On behalf of Verbit, we know that this has been

a really tricky year for a lot of you,

and I think creating

more opportunities for us to share common findings,

to share solutions, what worked, what didn't work,

and really creating opportunities for us to

all engage with each other,

is really going to make the difference,

I think for a lot of our education community.

We're very excited, not only about today's event,

but for the first time to be

showcasing our live broadcast solution,

and bringing that to you

to help universities and help K through 12 schools,

we are really trying to make sure

they're absolutely hitting

100 percent ADA compliance with fully accurate captions.

With that share I think we can flip to the next slide.

Just as a fun kind of token of our appreciation.

Well, before I get to that quickly,

we want this to be a very interactive session.

We're encouraging everyone that's

tuning in from all over the world,

to really take advantage of the chat,

please respond to what each other is saying.

We'd love to hear from you throughout these sessions.

We will be taking questions

from you at the end of the event.

Please submit those not only in the chat,

but there's a special section at the bottom of the chat,

specifically for your questions.

We'd love to receive those there.

Feel free to start even chiming in ahead of time.

You already know kind of the questions

that you'd really like to get addressed.

Again, just as a token of our appreciation,

we'd love to kind of have you got

your coffee or your morning tea on us this morning.

We'd love for you to share this event on social.

Invite as many colleagues as you feel

comfortable inviting, we'd love to have them.

Please just share this link on

social that's a bit.ly link,

so it should be pretty easy to

access if you can tag Verbit in your post,

and then send us the screenshots at marketing@verbit.ai,

and we'd be happy to get your morning coffee for you.

With that, I will turn it over to my colleague

Scott Ready to introduce

himself and our other panelists. Thank you, Scott.

Good morning. Thank you Danielle,

and welcome everybody to our first session this morning.

I just want to say how excited I am and how fortunate we

are to have this opportunity to

hear from both Tom and Sherri,

as to how things are changing and

some tips and tricks that's going to enable all of us,

that are now teaching in a variety of different ways.

I am the Director of Customer Success

at Verbit and oversee

accessibility in the educational team,

and look forward to being able

to engage with each and every one of you,

throughout this morning and in the future.

With that, I'd love to hand this over to Sherri.

I'll let her introduce herself,

and then we'll keep going

and get into the meat of it. Sherri.

Thank you so much, Scott. Welcome, everybody.

Thank you so much for joining us today.

I'm Sherri Restauri.

I had mentioned in the chat and also through audio.

I'm joining you from Myrtle Beach, South Carolina,

not too far actually from where Scott is,

in Hilton Head as well.

We're just so excited to have you here today,

so that we can share a few tips and tricks with you,

particularly kickoff this submit with

Verbit and our colleagues to talk a little bit

about all of the important things to think about as

we go forward with

lessons learned over the last couple of years,

and basically incorporate all those best practices,

that we've been talking about for

a while and bring those forward.

I am overjoyed to be collaborating with one

of my favorite co-presenters Tom Tobin.

Tom, I'd love for you to introduce yourself as well.

Thank you very much, Sherri.

My name is Tom Tobin.

I'm the Program Area Director for Distance Teaching and

Learning at the University of Wisconsin Madison.

One of the things that we want to do to help kick

off this day of sessions,

is to show some ways

that even though we've got a lot on our plates,

that we can actually simplify things a little bit.

We can actually take work off of your plate.

All of the sessions today are going to have a focus

for making things more accessible,

giving people better access and as Scott mentioned,

trying to help people come

into not only legal compliance,

but also lowering barriers for all of our learners.

There's also going to be a theme today,

that we want to hear from you,

and that's how we'd like to start.

I'm going to turn it back over to Sherri

and we'd love to hear from you,

and do a little thinking to start our session.

Thank you so much. One of the things that

I love about partnering with people like Verbit is,

they always are so open to

hearing feedback and that's also

a premise of the way I teach and I manage

my own work and research,

is to hear from individuals

in all the different communities,

our faculty, our staff,

our instructional support teams, our students.

We want to kick off today by asking you guys to share,

if you wouldn't mind a little bit of information about

what you feel is an important topic.

We've actually got two separate slides,

that we're going to share with you,

and what we have available for you

is some instructions on

how to join us in what's called Mentimeter.

If you've never used Mentimeter before,

the way that you do this, we've

given you several different options.

You can either take your smart device

and open up the camera and you can

scan the QR code that's there on

the right-hand side that will take you to menti.com,

and then you can just simply take

an opportunity to complete the first of the two slides,

or you can go to menti.com on a web browser,

and you can type it in that eight digit code,

it's 97999978 and when you do that,

that will open up the first of

our two poll questions for you.

It can actually show you what the first of

the poll question is right here.

The first one is,

to me probably both a positive and a negative,

a good thing and a bad thing.

It's something we've all been talking about over

higher education in K-12 for the last year.

We thought it would be a great way

to gauge how are you doing,

how are you feeling about

the different types of

multimodals that exist out there today?

If you're like me, then you've been teaching

predominantly with digital learning technologies

over the last year,

I know my faculty have as well.

We went fully remote for the most of last year.

This is a great way for us

to start out and see how everybody's doing.

We want to hear what your preferences are.

I was going to give you

an opportunity to look at different formats.

Thank you for everybody who is

going ahead and ranking those now to

see what do we prefer in terms of the formats.

I wanted to talk through just very briefly,

what this means as

we go forward with the remainder of the presentation.

Tom and I have some tips.

It's what in my world I call knowledge nuggets.

My measure of success for today's presentation,

and it's going to be if you learn

at least one new nugget,

if you can take away one new nugget today.

Then I'm going to consider

today's session to be a success.

I'm going to give you the first nugget,

just in case that's helpful for you.

The very first nugget that I'd love to share while we're

finishing up with our votes here

in terms of our preference is,

you see these four different modalities

that are listed on our screen right now,

they're currently listed as

probably the one we're most familiar with face to face.

They're online, they're hybrid,

and there this new word that existed that came about,

around this time last year called HyFlex.

It's actually not new.

There's your first nuggets.

HyFlex actually has been around for a really long time.

It just became really popularized

because of that new terminology last year.

The thing that I would love to share with you is

even though I've been in this field for 22 years,

Tom, I think you're 23.

I think you're one more ahead of me.

Who's counting?

Even though I've been here for a really long time,

none of us have agreed on

the definition of any of these yet.

This your first nugget to understand

that every single campus

defines these slightly differently.

We all actually may have

a slightly different perception of

what it means to teach HyFlex,

of what it means to teach hybrid,

and what it means to teach fully online.

On my campus as an example,

if I were to say that my course is online,

that has to be 100 percent remote and asynchronous.

That is very specific to my individual campus.

On my campus, hybrid also has

a very specific quantitative definition,

that we worked with our faculty senate to establish that

actually is defined as 51-99 percent remote.

That's what we look like.

HyFlex was never well defined on

my particular campus because it

came about as a sudden switch.

It basically meant live streaming.

It could be live streaming from a

remote or an on campus location.

Thank you for everybody who has taken the time to vote.

If you did not access Mentimeter,

you're always welcome to,

as Danielle instructed at the beginning,

to drop information into the chat,

because we're monitoring that as well.

You're always welcome to provide feedback there.

I do want to take a moment just to showcase

that out of everybody who voted,

I think there's 38 of you who took

the time to vote on Mentimeter, thank you for that.

We have the predominant vote is for face to face.

The second vote is for hybrid,

the third vote is for online,

and the forth vote is for HyFlex.

I'm going to say I am absolutely not

surprised by HyFlex being actually dropped at the bottom.

That's the one that individuals

have the least definition,

probably the least support of,

because it was introduced fairly recently.

Thank you for taking the time to do that and we

will discuss a little bit more about the modalities,

the tips and tricks going forward,

as we move forward in the presentation.

I have one final slide that I'd

like for us to take an opportunity to complete.

If you're still in Mentimeter,

you actually can see this one.

If you have not gotten back to Mentimeter,

please go back to menti.com, enter your code of 97999978.

For this one I'm going to actually

pause and play us some music.

I'm going to give you a little bit of

thinking time for this one.

What has been your biggest concern in

teaching during the academic year for 2020/2021?

What has been your biggest concern?

Now this one is interesting

because I've given you three fields.

You can put just a couple of words in there.

What has been a big item for you to think about?

What's been a hurdle? What's been something

that has been a challenge for you?

I'm going to go ahead and play us a little bit of

music while we're thinking.

I'm going to give us about one minute on

the clock to think through this.

I hope you enjoy this music.

Thank you to everybody for

taking a moment to complete that.

I appreciated all the feedback here

and I think that our colleagues at Verbit,

my co-presenter, Tom, and I are probably

not surprised to see that accessibility is at the center.

Accessibility and inclusion has been

a major concern as everybody did a remote swap.

Not just because many of

the technologies that we've had were simply

not available and certainly not accessible for our users,

but it's also something that perhaps is not

as well supported at many of

our campuses as we wish that it was.

I think we've learned a lot over the last year.

I want to just take a moment to

recognize some of the items that are highlighted.

With this word cloud,

if it was mentioned multiple times,

it's bigger so what you're seeing there in

the very center is something that you guys

submitted multiple times as the word of accessibility,

the word of engagement.

That should be fun because Tom and I were

specifically talking about engagement

today as well and a number of other items that

have to do with interactivity,

and lack of personal connections,

and best practice implementations as well.

Tom, what are you seeing coming in from chat

and what are your thoughts about

what we're seeing here with the word cloud?

Absolutely. In the chat,

Monica is saying that their online program has been both

synchronous and asynchronous even

as they're registering for summer and fall.

A lot of these trends are continuing.

We've got a couple of folks who are saying that they're

working for EdTech companies who support

K-12 schools that are using all

of modalities that we've talked about.

Eric is saying the simple idea of playing music is

a wonderful nugget if I'm

being honest, having think time.

We love to do that because

most people only pause

for four or five seconds when they say,

"Hey, does anybody have a comment?

Oh, thank you very much, we'll keep moving."

That music is actually a really good way

to get host, and facilitators,

and teachers to pause and slow down as well.

I'd see Sherri is sharing where she got the music from.

We've got some Creative Common's license

music on this one.

But I want to take it from here, if you don't mind.

If we go back to the slides,

our aim for this session,

a lot of you in the word cloud talked about

your students being stressed out or

needing to get some engagement going.

On your screen now is an image

of two plates full of food.

On the left is

a giant piece of chicken and

French fries all over the place,

and then cut tomatoes, and peppers,

and deliciousness, but it's all over the plate.

The plate on the right is little tiny cubes of chicken,

and little pieces of tomato,

and some greens, but they're very artfully

arranged and there's only a little bit of

food on the middle of the plate.

For the past year,

our plates have felt like the plate on the left.

We've been adding things, and tasks,

and techniques, and technologies, and stuff.

If we go back, Sherri mentioned how

long both she and I have been in practice.

Back in the 1990s,

we actually figured out how to teach online and

in technology mediated ways really well.

The challenge between back in the day and

today is that today,

everybody has had to make those shifts.

Everybody has had to add different ways of

teaching remotely due to the pandemic,

due to all kinds of different circumstances.

Back in the day, if you wanted to learn how to teach

online or wanted to learn how to

teach in a technology mediated way,

then we were there to help you.

Our aim for this session is to help everybody

simplify your approach to multi-format teaching.

If you have some students face-to-face,

some students remote, some

are synchronous, some asynchronous,

no matter how you define things,

and we see that those definitions are very fluid,

we want to take work off your plate.

We want to get your plate to look more like the one on

the right with a little bit of food

on it rather than the big one.

On the next slide,

we'll talking about accessibility.

That's the big word that we've got going here.

But I chopped the end of the word accessibility off,

and I talk about access.

Because one of the challenges when

we're talking to our presidents,

our provost, our building principals,

our organizational leaders,

is when we all say accessibility,

they hear us with ears that are thinking about, oh,

students with disabilities and

they make a mental mistake.

That we're talking only about access

for students who have

disability barriers in their environments.

When I talk about access,

they understand, oh, yeah,

that's my students who are on their mobile phones,

I'm holding up my mobile device now.

Oh, yeah, that's my students who

live far away from campus.

Oh, yeah, that's my students

who have work responsibilities,

family responsibilities,

military deployments in some cases.

But everybody has similar barriers to getting access to,

and this is what's on your screen,

materials, each other, you as an instructor,

as a facilitator, as support person,

and the wider world.

Access is more powerful as a framing construct.

Think about how your learners get

access to the materials.

On your screen is a cartoon of a hand holding

a phone and then there are

little people standing on the phone.

Pretty meta on that.

This is what we think about when we think

about accessibility generally, access to materials.

But how do our students get access to each

other when they're not in

the formal learning spaces that we give them?

On your screen is a Zoom call with 16 people on it.

How do our students get access to us as instructors,

as support staff members?

On the screen is a teacher in his living room,

he's grading some papers,

he has his laptop open.

How do we make sure that our students have

access to the wider world?

On your screen, we're looking over

the shoulder of a student who's on

a laptop and doing work in a coffee shop.

With those things in mind,

if we go to the next slide,

if we can flip our design starting point away from the

face-to-face classroom and to

the LMS or other online spaces,

we all come at designing

our interactions from the privilege of, yeah,

this started out as a face-to-face

interaction and then we

add more in when we're

thinking about multi-format teaching.

I'd like to suggest,

like the people on the screen,

here is an instructor in

front of a face-to-face classroom,

she's standing up at the front of the room,

she has a document camera going,

there are some students in the room and on the screen,

we see a video feed of students in another location.

The first trick that we want to share with

everybody is assume that

your students are going to be in technology

mediated spaces and then add

the face-to-face stuff afterwards,

it flips the thinking around.

Design for access by remote learners,

and when we add face-to-face students in the mix,

rather than starting with face-to-face and trying to

add remote or asynchronous learners.

Sherri, you're going to talk about the tech too.

I absolutely am.

I love that Tom and I have

basically grown up in the same spaces,

that we haven't worked directly with each other.

We ended up in the same outcomes where we

both feel as somebody

who has a lot of history in this area,

that good teaching is good teaching.

We start with those best practice principles.

The concept of this particular presentation

is about multi-format teaching.

It's about designing for all learners.

I really want to share that it's

about designing for all people.

I want to talk about specifically the idea of

engagement as a key factor

in making sure that we're successful.

On your screen in front of you,

you see four variables that

are typically measured for success.

You might notice that item number

four is in parentheses because not only is it

my least favorite of those that we might

use to assess our students for success,

but it also in many of the Twitterverse,

in many of the research variables

that have come out most recently,

is one that is least correlated with

our students success later when they're in their careers.

Thinking about when we build our multiple formats,

whether it's hybrid, or HyFlex,

or flipped, or blended,

or any of these different configurations,

we have to think about what really is the outcome.

You have to look at what am I building my courses for?

You have to ask yourself that question.

It should be a design in which you're thinking about,

what do I hope they get out of this?

What am I hoping that they

walk away from this particular course?

I'll use my particular course that

I'm teaching right now.

It's a gerontology course,

a senior level course for

undergraduate students in psychology.

My goal is for them to walk away with

an enhanced understanding of

the positive outcomes of aging in the environment.

It is a totally asynchronous online course.

I am using that learning outcome

as a way to make sure that I build

in engagement and interactivity

to ensure that the students are able to comprehend,

and to have a conversation

about what they're comprehending.

Then I'm also verifying that with

the technologies that I do apply,

that they're able to walk away from

my course and become psychologists,

gerontologist, and nursing home affiliates.

Making sure specifically that

our focus is on the right thing.

Tom mentioned as he handed over to me,

that I'm going to be talking about

technology. Here's the funny thing.

I am talking about technology,

but I'm telling you, technology

is the least important of this conversation.

You pick the technology once

you figure out what your outcomes are.

You don't do it in the reverse.

I think that there are so many

wonderful technologies out there.

I think one of the things that I'm going

to give you a nugget here to share,

that is one that I've learned that

many of my own faculty don't know,

it's probably one of

the most transformative items

that is important to understand,

and it's also extremely low bandwidth and

easily accessible to you as most faculty,

thinking about if our goal is

to ensure that our students are engaged,

but we want to engage all learners

all the time from all devices.

Did you know that most lecture capture technologies,

doesn't matter which one you use,

you can pick any of them.

If you record them,

and then you add closed captions and transcripts,

did you know that your students can

actually run a keyword search and they can use

that at any time in order to be able to go

back and find specific keywords to help them study,

to improve their comprehension,

to write notes, to do reflection studies?

I think that particular knowledge

for whatever reason is not commonly shared.

If I worked for lecture capture companies,

I would present that as the first item to promote,

that I think that is actually a transformative item.

It's been around for about 15 years and it is

absolutely a common best practice

to implement across the board.

But as Tom said earlier,

if we know that we're building from the digital space

first and then we step

back into the face-to-face classroom,

if we know that that's there,

that can help all of our learners.

If we're teaching a traditional face-to-face environment,

and we implement that little nugget of knowledge,

and we record it just a case,

then all students have

the ability to go back and improve their learning,

and improve their comprehension,

and improve their study skills

simply by making sure that we've

implemented closed captioning in

a way that serves all learners for all benefits.

That's something that I've done for

about 15 years now myself, regardless of format.

If I had to pick one of my favorite teaching hacks,

it would be that one because it spans

every single format that I use.

It covers all needs,

all devices, and it really is quite useful.

One of the things that we did

also want to make sure that we

highlighted is the very principle known as UDL,

that's Universal Design for Learning.

Thinking about that as we build our courses,

as we select our technologies,

whichever tools we implement should really be

ones that span the broad spectrum of needs,

not just for students,

but also for faculty.

Thinking about what that looks like,

thinking about how we make sure that not only are we

working hard to make sure

that we are building in assignments and activities,

that students can utilize from all the various devices,

from all their various different personal situations,

but also in a way that they can engage with one another.

My personal philosophy is what's called the Rule of three,

which you're seeing at the top of your screen.

The Rule of three is in terms of technology,

I specifically coached my faculty to

pick no more than three technologies for class.

That is the standard.

Again, I've been in the field for a long time,

so a lot of times, people think,

"Oh, you must use all the tools."

Actually, I don't. I use only the best tools.

I pick the ones that meet

my learning objectives in my individual courses.

So every course looks different because it's all

based on the learning objectives and

the individual needs of my students.

Looking at what those best tools are,

sometimes they're very basic tools because you know what?

Sometimes, the basic tools allow us to be most

universally accessible to all of our learners.

If you're like me and you also worked remotely last year,

you may also find that you as a faculty member,

needed to be universally

accessible because you may have low bandwidth,

you may have different devices,

you may be mobile and accessing from the road.

Thinking about universal design,

I would encourage you to think about

UDL in a little bit of a different spin.

Don't think about it just with your students,

think about it with your faculty as well.

Really, our goal is to

focus on not just picking technologies,

not just increasing access,

but lowering those barriers.

Our goal is to make sure that we open up

a platform in which

accessibility is about all learners, all teachers,

all faculty, everyone all the time being able to be

educated and making sure

that we're welcoming everybody into a space.

That's really the premise of what UDL is,

the Universal Design for Learning is.

It doesn't negate the fact that rigor

that the academic quality is just as important.

However, we can build

our coursework in a way to make sure that we

promote and we support all faculty

and all students as well. Tom?

As Sherri is talking about this,

we want to share two stories real quick.

One is what not to do and one is what to do.

I'm going to share the not to do.

On your screen is a woman who

has her hands on the sides of her head in

a gesture of frustration and her face

has been replaced by a clock.

We can get to feel like there

aren't enough hours in the day.

We don't have enough people,

time or money to do the things that we need to do,

just piling things on.

I see in the chat, Eric is talking about,

I love the idea of not piling on

tech just for the sake of piling it on.

We can and should be intentional.

Here's a story about a colleague of mine

at the University of Wisconsin.

She burned herself out with remote teaching,

with real-time Zoom sessions,

plus face-to-face sessions, plus

asynchronous work load for students as well.

She felt that she had to replicate

every single thing that she had

done in the face-to-face classroom.

The challenge with that was,

she basically said, "Okay,

here are all of the interactions that I'm going to do.

Now I need to make three different versions of each

of them in three different places."

She did it, and now she's

wondering why she's feeling really burnt out.

If we go to the next slide,

she ended up overloading her students and

herself because she never

took anything away from the interactions.

Sherri, if you can go to that next slide, please.

She only added and fortunately,

the mountain of grading that we're under,

on your screen are like piles of papers on

either side of a professor

who's down there furiously grading.

Those mountains of grading and

the heavy discussion load that we have,

these are problems of

our own making and we can undo them as well.

The next nugget to share with everybody

is what my colleague realized was,

she didn't have to

have three different versions of everything.

She just had to give her students some options.

One of the options was,

she took away the grades on

a whole bunch of

different things because she figured out,

okay, I'm really grading

people just on this one skill here,

and then another skill here,

and another skill here.

So she reduced the number

of things that she was looking for.

She gave students ungraded practice opportunities.

Now, of course, somebody is going to say,

"My students won't do ungraded, they don't do optional."

She figured that out too.

She figured out, okay, I've got

10 practice opportunities for my students.

So if you attempt all 10,

that's worth 5 percent of your final grade,

but the individual things aren't graded.

It allowed her to give feedback in a smaller way,

and it allowed her to give feedback

more often to her students.

That's a story of what not to do.

Don't try to replicate every single thing everywhere.

Figure out where you're going to get the most benefit.

Sherri's got a story of what to do.

My campus certainly didn't do everything right.

There are few things that I think

we did exceptionally well.

I think one of the things that we did well

is really hearkening back to what I said a moment ago.

We made it a point of finding

a way to meet people where they were.

We worked very hard to try to stay in

compliance with all of our health standards.

But we ask people,

what can we do to help you teach better?

What you're seeing on your screen now is

one of our faculty members from our PhD program in

marine science in a real-world environment

with one of the devices that we

provided to all of our faculty.

We took a really interesting approach

by making sure that we did

an initial assessment of

all students as well as all faculty and said,

"What can we do to help you?

What's going to help you to learn better?

What's going to help you to teach better?

What do you not have? Because we're all

going remote, what can we do?"

The photo that you're now seeing

is our wonderful library staff who never went remote.

They're actually just a handing out different devices.

I love this picture because they're constantly busy.

This library is a 24/7.

They stayed busy so much

helping all of our campus community.

I think one of the things that really struck me

was we started with the outcomes in mind,

this is another reason to look at that.

We didn't just pick a technology

for the sake of a technology.

We ask the question,

what do you need to work effectively from your home?

But we have almost 50 percent of our students on

my campus of over 10,000 are actually from out of state.

We knew they would be returning to their homes,

and working remotely, and we asked them up front,

"What are we doing well?

What do we need to improve on?"

But we turned around and we ask

our faculty that same question.

With a lot of hard work, we were able to

create these instructional packages

of technology and that's

what you're actually seeing handed out

as a big package to

each of our faculty as they step in.

We did the same thing with our students as well.

Thinking about this in terms of access,

in terms of inclusion, asking yourself,

what can I do in order to ensure

that the technologies that I pick,

the software that I pick,

the techniques that I pick are as inclusive as possible?

I wanted to share one particular item that again,

I'll use my own gerontology class as

a personal example that has come

away as one of my students' favorite assignments.

This happened before COVID and I kept

it because it was such a great best practice.

Here's your nugget for my particular section here.

Thinking about UDL, again, UDL,

one of the central premises

is designing assignments in a way

that are universally engaging to all of our learners.

For my final project in a 400 level gerontology class,

I actually create a research project.

It has core variables.

Everybody must have eight peer reviewed resources.

Everybody must do this, everybody must do that.

But I give them what's called free

choice for the presentation modality.

I give them examples and pre-built tutorials.

I say, "Hey, guys, I'm going to let you pick.

Do you want to write a research paper?

Do you want to make a video?

Do you want to create an infographic?

Would you like to instead create

a screencast with PowerPoint?"

I give them the opportunity to engage,

provided everybody meets the core metrics,

then they actually utilized UDL as a core principle.

If I did this with every assignment,

I would never be done grading.

I'm not encouraging us to do that with all activities.

However, it's something that

immediately increased the engagement.

If you're a faculty member and you're

evaluated based on your course evaluations,

this is one of the primary things that my students

always highlight as this is

the first time anybody asked me

my opinion of how I want it to be evaluated.

They're overjoyed by that as an opportunity to ask them.

It's what's called student agency.

It's allowing them to say,

"I learn best by writing.

I can do this as a research paper most successfully."

Most of mine in case you're interested,

out of a group of about 39,

I only have four or five research papers.

Most of mine of my prefer videos.

They love to record videos

and do those as their final projects.

But that would be a fantastic nugget,

is get to know your learners,

get to know your faculty, give them options,

let them vote on what

they think is a good opportunity. Tom?

Speaking of let them vote,

we're right here at time,

so let's wrap it up.

Perfect.

This goes really quickly, doesn't that?

Actually, we have time to do the wrap up.

If you back it up a couple of slides, Sherri,

we love to hear what's your one biggest takeaway?

One slide previous to this one here.

What's your one biggest takeaway?

I'm going to share,

if you've got some of that music to play for one minute,

we'll put that into effect and

just put your one big takeaway into the chat.

We'll give voice to as many of them as we can.

Oh, wow, a minute goes by really quickly, doesn't it?

We've got a couple of folks who are saying,

"Thank you, Tom and Sherri."

Sandra is saying, "Student agency is

a key component of motivation."

Tony Penia says, "So much great information

and so little time." That's absolutely true.

We could talk about this the entire day.

Kelly says, "We're not alone,

even though it might seem that way."

Y Juana says, "My son has been

excelling in video presentation and is

improving in public speaking

because of all the use of technology,

so having those options really

helps students to express themselves well,

and that action and expression is really useful."

Deb says her takeaway is the rule of three,

so she wants to simplify things for people.

Monica says, "I agree with Deb."

That plus one somebody else. That's awesome.

We've got a bunch of different things.

Y Juno says that, "Big takeaway's I

need to rethink the definition of accessibility."

We've got some more rule of three.

Tolisa says, "Valuing student input."

Tracy says, "Advising students,

faculty to close caption."

Eric says, "I'm texting caption.

My colleagues right now who's also watching

my biggest takeaway is student agency

giving them choice."

Excellent. Excellent takeaways. Thank you,

everybody for putting those in there.

Sherri, you want to wrap us up?

Absolutely, thank you. Thank you,

everybody for the feedback.

I'm so glad that you're getting a lot of nuggets.

I said one nugget was our goal.

If you walk away with more than bonus

is what we expect here.

Our big focus today has been on access and on engagement.

Thinking about what that actually means,

how we design our courses,

how we support our learners,

how we support faculty as well.

Thinking about how we're going to

work on all of those pieces going forward.

I hope you take away many things from this.