>> Good afternoon. The presentation will begin momentarily.

>> Sorry guys, we are having a small technical thing. Give us just a moment.

>> Good afternoon. The webinar active learning classrooms, use them or lose them will begin in a few minutes. I'm Regina Greenwood from Texas A&M University and I'll be your moderator for today's webinar. The webinar is presented by the consortium of college and university media centers. CCUMC provides leadership and information exchange to providers of media content, academic technology and support for quality teaching and learning in higher institutions of education. CCUMC puts on a number of activities including a number of annual conferences volunteering events and opportunities in professional development events. The webinar has been organized through the efforts of the CCUMC professional development committee. We'd like to thank our committee cochairs, Michael Bachman and Katie Kassof as well as Kirsten Phillips and Eileen Scales from the office.

A few housekeeping items before we move on. How do you participate. First please use the chat window at this time to announce where you are viewing from. You can also use the chat window to ask questions of our presenters. Do not use the Q&A section. To locate the chat button just scroll along the bottom of your screen. I will be monitoring the question throughout the presentation and will present them during the Q&A period.

Second, we have close captions available. To access this you will find a share stream link in the chat window. Simply click on this and it will open up a new window with live caption. Simply shrink the share stream window next to the zoom window to watch the webinar with captions.

Third, if you experience audio problems please make sure that your speaker audio is turned on. If you are experiencing problems try closing zoom and we opening the webinar room using the link provided in your email.
At this time now we have a polling question for you. Where is your institution at currently with active learning classrooms? We invite you to please complete this question. Now that we have dispensed with the general information we can proceed to today's topic and guest speakers. Today I have the great honor of introducing Dr. Marie Evans and Dr. Sandra Ledesma who will discuss active learning classrooms, use them or lose them.

Dr. Marie Evans is a recognized technology leader in the education industry, she joined Southwestern College and in South Texas as a director of technical technology department. She’s also provided for providing state-of-the-art technological equipment and services, audiovisual production for institutional special events and assist with faculty technology integration training. With 10 years of prior expansive technological administration in the K-12 arena Dr. Evans offers a unique blend of leadership vision and knowledge. She served as an adjunct instructor with a graduate school and learning and teaching at University of Texas in Brownsville and South Texas College Department of education.

Dr. Sandra Ledesma is assistant professor at the South Texas College Department of education she studied at Cappella University with a Masters in middle and secondary education with a BA and history and a minor in government as commercial arts degree at the arts Institute at Minneapolis Institute. She is passionate about creating and branching where students are partners and committed to student success. Dr. Ledesma facilitates motivational workshops for young girls for the La Jolla school district middle school campuses and including college freshmen. As an educator, Dr. Ledesma has described it as the opportunity and responsibility to her profession to teach effectively with fierce compassion and utilize all tools to create magic in and out of the classrooms. I am excited to welcome and introduce Dr. Marie Evans and Dr. Sandra Ledesma.

>> Thank you, Regina. Thank you for having us we are excited to be here.

>> We are, if we can get things rolling here. Thank you and welcome to South Texas College. We are located at the far tip of Texas as you can see on the map, right on the Mexican border which presents some issues of its own. We have five campuses that cover approximately 90 miles from the Gulf of Mexico all the way in West Texas, so we are pretty excited about our implementation.

South Texas college has approximately 35,000 students. We support educational technology is about 620 rooms, more or less. We also have some special venues and some conference rooms. Our biggest implementation recently has been the 12 active learning classrooms that we have right now and we have four that are slated to come online in the fall. We have two ALC training rooms for development for faculty and approximately 500 faculty members. In 2014 we were fortunate to receive a 2.5 million Hispanic survey Institute grant with a five-year implementation. And the biggest part about this grant, and we talked about it several times over and over again was the major collaboration that it took to coordinate everything that had to happen to make the
business a successful initiative. We had to coordinate with academic affairs, our professional development group, our grant group, our facilities, major collaboration with facilities, just because of furniture and painting and changing the standards that we are all very familiar with, working with student life and getting student input, counseling, advising, faculty. Big buy in from faculty was needed. And then of course educational technologies designed the room and of course we worked with information technologies to make sure that everything was working smoothly.

This is what we are going to share with you today. Today's students, today's faculty, the STC active learning classrooms engagement and support, the active learning experiences from both a student perspective and faculty perspective and then what's next.

So let's get started, and thank you for hanging out with us today and we hope that we are going to provide information that is helpful to you.

So let's talk about to today's students in the student learning and investment, I taught from kinder to grade school students and it's really always exciting to see who is coming into my college classroom because it's a completely different world and our students now in elementary and secondary education are already so immersed in technology that when they come into my classroom I have to be ready because the students coming in aren't needing a lecturer anymore. They want a facilitator. They want someone they can engage with in the classroom and they want knowledge and information quickly. This is why they are coming in and wondering are we going to need a book for this class or can we get it on our cell phone or an app. So they are used to getting information quickly. And they also are used to interacting with us a faculty member or anyone quickly, so they are used to technology since kinder and we've had a lot of initiatives in the local Rio Grande Valley of some of our schools.

The state of Texas was fortunate to receive a lot of money and they put a lot of it into grants for one to one initiatives. So our largest school district down here, one of the largest one had over 40,000 student implementation, one to one implementation of iPads. So the students are now our students and so that presented some unique challenges for our instructors because they were not tech savvy and tech ready in a lot of issues so we had to find ways to engage these students and to get them on board with what we are trying to show.

Yes because the students are coming in and expecting an app for almost everything and the last thing we want is for a student to come into the classroom and

They are sleeping.

And remember they've been doing web .20 .0 apps and Google docs since 2007, so just a few of the districts or a few of the states have adopted those and have Google classroom, these students started in about 2007 which means we're looking at about 11
years of technology. We have students graduating the last five years who are very familiar with these apps and we were not challenging them.

>> This is why the investment in faculty here in our college becomes very relevant and it has to have relevance not only for the student but most definitely for us and collaboration is going to be one of those big issues that our students will hit like a wall because they are coming in from public school already having dojo where they can instantly communicate with the teacher. The teacher can communicate with the student or the family and then they come to our college and they will either only email the professor and they may get a response within the next 24 hours, but the student wants it quickly through an app. So the student is also already able to socialize very well with their peers and we are not ready. So the student needs that. And this is why it's really important for the interactive classrooms actually to bloom and grow in many colleges and universities as possible because our students so our faculty ready are we ready, there is a picture actual of the classroom that we use to change faculty here at Southwest Texas College. But yes we are ready. As faculty we are ready because we know our content. We are the masters of our content. We know what will be the result when we share the content. Are we going to provide deep learning experiences for our students and what will be the PLO? or the CLO? what will be the learning outcome. And we are ready because our college has these active learning classrooms, where any faculty member once they are trained and once they understand how to work the room they can bring their content alive and create a curriculum that offers the students a hands-on experience, that offers the student the ability to work and collaborate with one another, versus being stuck trying to do this on their own. And you have also the ability to create group activities that can be connected to real-world events or real-world issues, and the students have in this active learning classroom the ability to experience it deeply versus turn the page to page 122 and let's read

>> But that presents a whole new paradigm because most of our faculty are not prepared to facilitate that type of instruction.

>> And so here comes the No part. Thank you, Marie. No we are not prepared. So there’s a big confusion and pedagogy versus Andragogy. Just to clarify, pedagogy is a curriculum built for children from pre-K to high school and pedagogy is where the student needs the teacher. Not a facilitator. They need the teacher because pedagogy is where we are first introducing content to them. They are coming into kinder and pre-kinder and they still don't know the vowels and alphabet so they can't have a facilitator, they need a teacher who will teach them the basics, provide these skills, provide this information because they don't come in with background knowledge. And that's a big difference because andragogy is a curriculum set up for the adult learner because even though there 18 coming in out of high school they come into the college class with prior knowledge, set of skills and the adult learner, you who is 20 and over, who they come in with work skills. They come with world skills. They come in with background knowledge
that may not necessarily be content knowledge the history or government but they understand already the process.

So they don't need a teacher to start them with the basics. And this is why we need to know what is their zone of proximal development. Where are they at? and as faculty we are not ready because we are like Luddites we are afraid of the sewing machine. With a are afraid of technology or we are not aware of all the things that the education technology department offers us. So we are reluctant. We are reluctant to try something new, because it is so much safer to, I'm just going to write on my chalkboard and use my overhead projector which we don't have any more at our college. So you have laggards and you have early adopters who are willing and ready to take this challenge on and then the ones who are not so ready. But I think one of the most important things that we lack as faculty sometimes, and a lot of the times it's because some faculty are coming in from the business sector and have not had the opportunity to teach in a public school, understand how to write a lesson plan, how to manage a classroom, how to facilitate. Because we are lacking teaching strategies. So here at Southwest Texas College we are providing through the Academy such as the focused Academy where we use the most common instructional frameworks. These are strategies that have been studied and it is viable. It works.

>> A part of it is changing the thinking, the little paradigm of we can just be content experts anymore because Google has changed that. If the student doesn't understand something understand that they already googled it and have an answer but now they need to learn how to apply that. How are they going to use the knowledge they just got or change it into something for the goal and use it for thinking skills. So the Google app is really really changed a lot of instructional processes

>> And in the process of learning teaching strategies it's really important that when the instructor or the facilitator is teaching this they have to be very clear as to why do we need to learn this. Because if we don't know a why to this there's no purpose for the student to sit there in their minds because we can Google it.

>> There needs to be an application. So what do we do now. We know the strengths and weaknesses of the faculty so how do we pull all this together and make it work? we are going to prepare faculty, we have to create buy in. And I know that in our situation and in most college situations, most institutions that faculty buy-in is everything. They are our most reluctant audience, our most difficult group to create a buy in with and so we chose to use the South Texas College professional development structure that Dr. Ledesma referred to. We use an Academy structure. We have academies for different types of faculty and staff, professional development. We chose to use that vehicle to adapted for active learning classrooms and to encourage faculty to participate.And we also felt it was important to provide faculty support because we know that one misstep or one failed application [inaudible] and getting the faculty to get to buy back in and stop the bad mouthing that happens
[Both speaking]

>>... we need to try to find a way to avoid that before it ever happens or at least make them feel comfortable like yes I had a misstep but they were there to support me. So that to us in educational technologies is our primary concern. Avoid those missteps were at least provide a failsafe when it does happen.

>> So professional development, we put a list of all the academies provided here at Southwest college but I will target TLA and the FOCUS academy. The focused Academy or excuse me the teaching and learning Academy is for every faculty that is hired here at Southwest Texas college and this is where the kind of get the ins and outs on how to prepare your syllabus, what is the first day going to look like. Getting to know the campus and what the expectation is and that teaching and learning Academy is also a segue into the FOCUS academy. The FOCUS academy is a one semester, pardon me a one semester program where a faculty come every Friday and they are so good because we offer them breakfast for that's like the only incentive. Breakfast and coffee and an extra pot of tea if need be. And the FOCUS academy is where they come in and we help them learn the strategies that they need to create that interactive classroom. And it is the place where they learn to basically engage how we would like for them to engage in the active learning classroom. So it's a hands-on experience. Of how to create the classroom environment conducive for student collaboration, creating small little families within the student pods and how to use technology and applications.

>> The student-centered learning model.

>> The student centered learning model and the FOCUS academy also creates a learning community for faculty and so not only is it helpful for the student it's helpful for the faculty members who might not get to CS but they will see another coworker that works in the campus because we've got five and we are not based on, located at all five campuses so they can actually help each other, so it creates a great learning community for faculty and then faculty teaches students to create that learning community. So the FOCUS academy also provides tech tidbits.

>> On this when I was going to say really quickly that within the first year of employment here at Southwest Texas college most faculty and staff have participated in most of these trainings by choice but a lot of the leadership has chosen to put our staff through these training academies so they are heavily invested in the college community.

>> To add quickly to that the ambassadors cross training is a great opportunity for faculty to learn from day one what a student goes through when they come to register when they go through financial aid, when they set up a schedule. So this is really helpful for faculty because then once we are in the classroom we know exactly what the student is needing assistance on and we are able to guide them to the right place.

>> And even for staff because I have a lot of my well actually, what every one of my employees goes through ACTA and they learned what every department does and they
respect and when you learn what some videos as you develop respect for the situation and are a little bit more willing to work within those structure so we believe very strongly in the Academy.

>> And these are also just very quickly these are identified as academies because it is an extensive training. They do come for a couple of months on a Friday or even on a Thursday. It just depends on the schedule created. So it's not just a one day workshop where then you collect dust on all the papers you collected, but it's an intent, and intentional so becomes important to faculty to really immerse themselves and then they see, they have buy-in into all of these because they see that it matters to us. So it matters to them.

>> And leadership is heavily involved in the training academies and we are expected to present our area and answer any questions or concerns or take any suggestions that may be presented at that time. Those there's a heavy investment there.

>> And that's why I wanted to pinpoint on Academy versus it's another workshop. So as part of professional development also at the FOCUS academy we provide tech tidbits. So during the FOCUS academy we take the last 30 minutes and we share new apps. So this is where Marie and I became partners in crime. Literally partners in crime. And Marie came in the last 30 minutes and shared a new app, a new resource for our faculty to use, created an excellent Web 2.0 website where so if I don't get to see Marie or she's busy I can go on to the website and look at videos or information which we will share and a couple of slides from now. And again we also offer Friday sessions after the FOCUS academy open to whomever wanted to come because it became one of those things where other faculty who were not yet enrolled in the FOCUS academy were hearing from FOCUS academy participants, oh I'm going to this session. So they wanted to come and I say the more the merrier. Then they we want to buy in and come to the Academy. And in the summer also through the office of professional development, summer camp, I want to call it summer camp was also offered for any faculty to come in and take a tidbit you know little workshops those were many workshops. So I think that was fantastic and Marie also provided one-on-one with faculty to come into her office and play with some of the new apps. That they wanted to implement into their curriculum or into blackboard for their next semester. Through the FOCUS academy we definitely don't want to throw in a faculty member into a new active learning classroom and then you are there wondering okay what button do I push. So through the session, not just myself, but Marie or even some of Marie's staff will come in and do a run through on how to use the technology, how to use or troubleshoot certain things. And we feel like we are 100% supported. Somebody else knows what we did wrong in this active learning classroom. So faculty is not going to be just thrown into an active learning classroom without knowing the ins and outs and we have cheat sheets as well, we wanted to have support. So way they learn the strategies and they learn the technology and the basis for how the classroom operated. We did not want them to go in and say oh, it's not working. And then say you know what, turn it all off we are just
going to go back to the old way. So the biggest part for us, we did not want to fail in this implementation so we provide technicians on site, specifically during the first two weeks of the semester we have technicians walking the hallways, especially near these rooms and we do it for all our classrooms but specifically near the active learning classrooms because they are more technology issues of course. So we have technicians stationed outside. They will peak in the room, they will pop in and talk. We have a wonderfully friendly staff that speaks in the room, talks to the faculty and say hey in case you have any issues we are here. We have already trained them and answered any questions but things happen and instructors leave things on or forget to log out

>>... or forget to press on and we are wondering why it's not working.

>> It does happen, so we want to make sure that whenever they have an issue that we have some quickly. We also have our phone number to our department listed on the podium of every classroom. So that if there is an issue we are just a phone call away and our staff is so passionate in customer service that we have seen them run down the hallway run out the doors just to help an instructor. Because our goal is within that period that course.. They should be on line and working.

>> And by the way those are actual pictures that I take with them. I say let me take a selfie thank you so much I'm going to send it to Marie to let her know what a great job we are doing and they say are you sure and I say oh my gosh it will be fine but because I am so grateful. And I figure out a way to get them on my speed dial because I am the faculty that forgets oh, I should have press that button to turn it on. So I'm thinking it's the end of the world and I just did not know how to use it because it is always changing and we have new buildings right now and the classrooms are little different and the panel is a little different. So I'm always really really lucky that they are just kind of walking the halls making sure things are working well. So those are actual pictures that I took.

>> We also provide continued training opportunities. So we have, we bring in external speakers. I believe we will talk about that a little bit later. And we provide some training from within our department. You have an R&D group with software training so we have our own group within. And we try to provide other opportunities for faculty and work with the office of professional development to schedule things that may be useful for faculty. We also assist with distance learning. We do have someone in distance learning but we also support embedding and integrating these Web 2.0 apps that we’ve taught in FOCUS academy to also be used in blackboard because every classroom, every instructor has to have a blackboard for every course. So we show them the quick ways to make sure that they meet compliance and that sort of solve that issue Dr. Ledesma will also talk more later about some cheat sheets that we developed to work out and we are in the process of creating videos to assist faculty as you know from year one to your number four we have four different styles of classrooms. Maybe more. Depending on the technology that has become available. The technology has just exploded with sharing apps now. So we have to change of our design and we are working on creating
videos for each classroom. So, when an instructor is assigned to the room we will receive notification and we can shoot out those videos and an invitation to meet. So if they have any issues with how things connect or how things start we will be able to answer those questions right away.

>> So here's a quick example of a cheat sheet that is provided in a couple of places. When they are in the FOCUS academy, each faculty member will receive a binder. And so the binder will have all of these cheat sheets in there but they are also located in the blackboard FOCUS academy graduate platform. So this will help them how to upload the program or new app that has been provided that Marie shared during the FOCUS academy. It is a step-by-step or they can always go into the Web 2.0 link that Marie provided and watch a video. But this is how it looks. They have it always in the binder. They have it in the blackboard platform so really easy. There's just no way that we can get this right with all the communication and support that we have.

And how to promote engagement. I want to also share with you this lesson plan format that I have on the right-hand side because as faculty we need to understand what our personal brand of teaching is. And what I mean by that is, how do we tended to teach when we walk into the classroom. Are we 100% lecturers? Are we interactive instructors. Are we low speaking monotone instructors. No. We are not. None of that. It's just what is your style. And we have to keep in mind, that's why I like to keep in mind a particular lessons plan that there are four types a student sitting in your class the majority of the time which is the thinker, the doer, the feeler and the innovator. So in the interactive classroom there is absolutely no way that we can come in and just lecture because number one there's no front of the classroom. And you're walking around and you are like the shark. You are swimming all over the classroom. And we have to be able to target the student that needs to be doing something. Who needs to feel what we are learning but most importantly in order to engage then we need to use apps that pad let, like [pantouns], like, like we need to check that out. But this is why it is important to know who is our audience. Who's sitting in the classroom because not everybody will be tech savvy. If it is a mom or a dad coming in after 20 or 30 years after being out of high school and now they decide I've got to start a new career and we are not that at friendly. So we have to know our audience. And keep it simple. And by using this little grid that I'm sharing with you it actually does keep it simple, what videos do I want to show what apps do I want to show. If you can't use the app, neither will your student. So don't take something that is simple and make it difficult and don't take something, or take something that is difficult and make it simple by learning how you are good at teaching and what you are comfortable with as far as technology and applications and use what works better for you and your students.

>> Don't be afraid to let the student be the expert. They are going to know more we are constantly telling faculty they are going to know an app and I say great, shared, because they've now taken over and they are facilitating what you're not able to end you're going to learn something and that's a big change
And thinking for our faculty. And that's why I'm like they have this on my cell phone and that's where we also create the engagement with technology and the student comes to share with everyone and they take ownership and they enjoy coming to class. Because they know that you as the instructor or facilitator are open to these new changes, new ideas and it's totally okay. >> so I think we have another polling question.

So there you go

Do you have an established training or orientation program in place to help faculty effectively use active learning classrooms. Interesting.

Oh good some of you, yes. Excellent.

A lot, that's awesome. so, we have, we had to doctoral students here on our staff who did their dissertations on these active learning classrooms and we have some qualitative data could we don't have much quantitatively but we do have quite a bit of qualitative data on faculty and faculty and student experiences here in the classrooms.

Let's start with the perception of the engagement of an active learning classroom and a traditional classroom. In the active learning classroom there is absolutely no front of the room. Right? Because when we walk into a regular classroom we usually have a podium, a table as a barrier between you and your student and you are kind of stuck behind trying to use your mouse to click away and you can't go around that because if you forgot your clicker at home then there's no way for you to go. And the students are sitting in a row facing forward. In the active learning classroom there is no such thing. You have to be walking around because you also have mobile furniture. You can set up the classroom in so many different ways and in the FOCUS academy within the binder there is a binder with a section where I provided or shared with them at least 70 ways to rearrange your classroom in order to engage students amongst each other or you and the student and you create this sense of community as well when we create the classrooms into small pods, into a whole pod and it also improves student attendance because they are so engaged and they create their own little group. When they come into the classroom I like to allow them after week one, they create their own team names. Entering the FOCUS academy we did the same thing. I modeled the same idea and it works and you had all these..pan caliente right? I didn't realize when I'm asking students or when I'm asking the FOCUS academy to do something quickly I would ask the students I would say like all right pan caliente., And I thought it was funny

To hold them accountable, and they hold each other very accountable because each one of them has an assigned role in their group and if someone's going to beat somebody out that mean somebody else will have to take on the role

And the students immediately, in one of the slides prior the have the what’s app and snap chat and they are texting each other hey, why aren't you here or where are you. You are in charge of the slide. And so it improved communication among students and improved attendance.
We will show you some quantitative data on that right, so that's a big difference between the active learning classroom and a regular classroom. And here are some testimonials of some of our faculty members. Now I know for a fact that all of them wish that they had in every single classroom here on the campus was already an active learning classroom but that gets a little pricey. They enjoyed teaching the course in a regular classroom but they really enjoyed it more in the active learning classroom. Some of our faculty really enjoyed the mobile furniture. Because I know that one of our professors who taught marketing really enjoyed creating the environment, like you are about to pitch a product, so they were able to use the furniture and engage the students better. And they were able to themselves also think outside the box by creating their own environment within their little pods.

And then students, what is their perception of the classroom? When I came into an active learning classroom for the first time I'll never forget the one student who walked in and wasn't sure where to sit because he was looking for the front of the classroom and there wasn't a front of the classroom. And he goes oh, okay this is going to be different. And we had a great semester and the engagement they had with each other as it increased and they really enjoyed it and they performed better and they learned how to work better as a team because the one thing that I think all students complain about is, you mean we have to do group work. Here they enjoyed doing group work because they created their teams.

They developed something, they were very productive because they leave with something. I think that makes a difference in what they walk away with. The ability to collaborate with somebody. To produce something and to create, to create something that is applicable into the world.

In this classroom that I have to mention is that in the technology campus there was always this one young man. Because it's okay to come into an interactive classroom and you bring your coffee and you bring your snacks. So there was a table set up every day by one student and every student would bring a snack because this is a night class and they are sitting there for 3 to 4 hours so they had coffee brewing. They had snacks. Everything because these are the adult learners and they haven't had dinner. And so that made a big difference.

It was a community. And the other thing was the ADA side of the class. And I was very lucky to run into the director of the HSI grant and she shared with me about her interaction with a disabled student who was in a wheelchair and she asked him his perceptions of being in an active learning classroom and he said it's the first time in my academic career that I have never felt disabled. He said I roll up. I don't get sat in the front of the room. Everybody sees my back and I don't see the fellow students. I roll up to a table. I'm sitting with six people. I'm actively engaged and interacting with everybody. I'm part of a team. And he says I want all my classes in these rooms. So we
know that it's making a different impact on this audience for sure, but I think on all of them.

>> And to add to that as well, when we sit, as you can see in the pictures in front of you when we also have students who are hearing impaired it's so much easy to provide the closed captions and they are able to follow along, and in addition to that I've had the experience when the interpreters say oh I just love this classroom. It's so much easier. Even for them to roll around in their chairs, to be able to work with the student and not interrupt the class. So these interactive classrooms are also ADA friendly. And that's what our students were thinking. They are loving it.

>> So we wanted to share just a little bit of quantitative data. We are still in the fourth year of the grant. So the data is still slow in coming but we were able to get this information from our RAS group and our withdrawal rate for the spring of 2017 in the ALC, we had come I'm sorry it has the wrong title, but the student success rate was at 81.63% for ALCs, as opposed to 73.14 in the same courses. So we are comparing courses. And then our withdrawal rates, hello we got a backward. The withdrawal rate in the focus rooms we had 6% withdrawal rate in the spring as opposed to the same courses in regular classrooms of 9%. So we feel like we are headed in the right direction and we will know more in a few years. So the lessons learned. Yes over the course of four years we have learned a lot. The technology issues. We start in our very first training room that you saw a picture of with laptops. Well, laptops go to sleep and they don't always wake up the way we want them to. So, after about six months we switched to towers. We had to make some adjustments, connectivity, click share versus other sharing apps. We've had to make some adjustments there as well. We also learned that if the rooms aren't used on a regular basis we need to go in there as a team and restart everything in the morning because things go to sleep and they just don't wake up at the same time. So we have learned to avoid that issue for our instructors, specifically in the training rooms because they are not used the same way to go in and restart everything and get them ready.

>> And it's really important to understand that faculty that are coming into these active learning classrooms are teaching anatomy to mass, to reading, to history and everybody uses the technology in such a different way, but the lesson learned for me as far as the curriculum and instruction is concerned is when we go and observe one another we do our rounds faculty are really paying closer instruction, and attention to how faculty are using the classroom and they become very self-aware of their own personal needs as to what needs to change in my classroom. And we have to be available. There's just no way that we can not be available to faculty or else it will be really easy to get overwhelmed if I don't know Marie is there. And one of the other things is that it can be easy to adapt your curriculum and your lesson plans to the active learning classrooms. It's not that difficult.

>> And what's next. We are going to continue to provide training by external experts and working with the option of professional development as you can see we have a
copies of the training so far in July and one of the strategies is that they had a classroom talk and they are going to use tablet and Mac channel and they will support whatever the faculty needs and training and then we have development and implementation of the active learning training videos that we so badly need and we need to provide for them.

>> And we love this comment, this quote by John Dewey, from what, 40 years ago. If we teach today's students as we taught yesterday's we are going to rob them of their tomorrow. So we try to keep pushing that with faculty that students change, we change. We are different. We need

>> To keep their needs in mind.

>> [Go] With us and learning with us. So I guess Regina is going to take us over for some questions if you have any and I hope we can provide answers

>> The first question is how many staff [inaudible] we currently have 25 questions across campuses and many [inaudible] student workers all of them have been trained to support these classrooms. In any given time we probably have two or three on each campus. To support these rooms. Our main campus is the biggest one with the most classrooms we probably have about five.

>> And we currently have a little over 200 graduates from the FOCUS academy who are able to use these active learning classrooms

>> So that's, we have a waitlist

>> Yes we have a waitlist to use the active learning classrooms so I think that is a good problem to have.

>> What metrics do you track related to active learning classrooms utilization and success?

>> Currently that is going to the grant. Everything is going through the grant and we have kind of kept our hands off because we don't really want to interfere with

>> Their data collection

>>... their data collection but for ourselves we track it through our work order system what is going on in those rooms and that is kind of, we review those pretty much every other week just to see what common situations are we having, what things are happening in those classrooms that we need to maybe we need to change the technology or maybe we need to change how we are supporting the classroom.

>> Okay do you have a list of recommended apps or online tools were preferably free?

[Laughter]

>> I apologize…
Yeah the professors and preservice teachers can quickly apply to their instruction. Now this particular individual utilizes a lot of the padlet, the cahoot the clickers but they are always looking for new tools to model and apply.

Yes, Marie has a Web 2.0

I'm trying to bring it up right now... We did a lot in the

Because we do sure the bite of all videos and so Marie has the Web 2.0 hopefully we will be able to share this screen

This is our...

Are we still able to see the screen? I just want to make sure

This is our Google site I don't know if it is on the screen can you see it? this is our Web 2.0 site that we have. It's a Google site and we have a list of every technology that we do. On training as well as videos demonstrating how to use the website. But we do have that and we can share that with everybody when we need to.

Okay awesome. Awesome. Is there somewhere we can go to view the classroom configuration document that you leave in the classrooms for instructors?

I can share that with you, absolutely.

We can shoot that out

Yes I can shoot that out.

Okay

I think I have, and in there I also, I think it is a cheat sheet and I will give them several configurations on how they can use it and the purpose and the why. So. Absolutely.

Okay and you have strategies, recommendations, tools etc. that can be applied to the adult learner such as in the University learning averment?

We use the common structural framework. So there are strategies for how to ask the right questions and how to create the classroom environment where it is friendlier and also for how to write better and how to read interactively at home on your own. So yes absolutely there are definitely some cheat sheets for that too

I've got cheat sheets for everything.

Okay, the next two questions are similar. And it can be added, so what software if any do you use for annotation collaboration, multitouch and BYOD in these rooms if any like survey prisoner or T 1D

You know we have not really done the annotation, we do have the are in deep team is working with in math and social sciences we have two proof of concept classrooms
where we are trying out different kinds of technologies and we are moving to displays, leaving projectors and screens behind's, using midfield. We are trying out hover cams and we know that our R&D person is working on some presentation and screen sharing but we are not there yet.

>> Second part of the question is, what technology do you use to screen share between the displays at each pod or table? We are currently using land school

>> We are using click share. And at first we thought because we had six pods we were a little concerned but we found out that we don't ever use more than four at any one time so we are using click share right now and it seems to be working really well for us, but we are doing R&D on a couple of other applications to see if we can make it a little easier for the instructor. But inevitably all technology has a little bit of a glitch in it and sometimes things don't work to the level that the instructor and the quickness that the instructor would like it to be but the current choice is click share.

>> Just to add really quick and this has nothing to do with the active learning classroom in a sense, but with my students when we are at home we will use screen cast o matic or Skype. And obviously you've got a group of students coming in so we will do the instant messaging as well and I share that because for me it's really important when I make myself available to them at home they want to see me and they want to have detailed advice. So I tend to use screen cast o matic or we Skype or I will use blackboard collaborate so I can show them what I'm circling as I'm talking to them. Because the active learning has to continue even when I'm at home. And that is my own personal opinion. Because if I'm going to give them 100% in the classroom I'm going to do that at home as well.

>> Okay I think we have time for maybe one more question.

>> Will there be snacks after?

[Laughter]

>> What might you do differently if you do it all again? and were there any pleasant surprises? real quick.

>> For Ed Tech I think that we would have done the design a little different. We were the group that purchased the expensive [estron] switch because we thought we had to have six pods that worked and found out that later we could have probably saved 20 grand and not had that. Not using the laptops, using towers. Those were our biggest aha moments that we had in the first year because we really struggled with the laptop issue, not realizing it was a laptop issue at first. So for us we would have changed that. FOCUS academy, we really tried. It is sustainable.

>> The FOCUS academy honest when we grew it, it's still a living document, that's what I'm saying, but for me at that we should've quickly gotten into the active learning classrooms and practiced immediately from day one. But we were still also very new,
trying to learn what we were doing. So. And I think it would’ve been really important to have them bring in their books that they are using to teach so that they could start talking amongst each other how they could implement or create a more conducive classroom already with their content in mind. And I would do that differently.

>> Okay thank you, Marie and Sandra. We appreciate all your valuable insight and information you have shared with us today. And so we’d like to invite you to share your feedback after this webinar. You will receive an email containing a survey. Please take a few minutes to complete the survey. We would appreciate the feedback you have to share. Also check out our website. For how you can contribute to our catalyst series and receive the Ted talk. The catalyst series is a takeoff of the concept. It gives our members the stage to share their knowledge, experience and ideas with the CCUMC colleagues. And finally, don't forget about the upcoming annual conference of the University of Utah October 3 through the sixth 2018. We are planning terrific presentations, activities, networking opportunities and of course a campus tour. You don't want to miss this great event. Thank you for attending could we were going to bring this webinar now to a close. Have a great day everyone.