# ICT Educator Webinar Series

## Connecting with Your Learners
## Before, During, and After Class

January 24, 2020

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# Welcome

**STEVE:** Welcome to the ICT Educator Webinar Series, which is something we have every Friday at 10:00 AM. I'm Steve Wright, the Statewide Director of the ICT Sector Team for the California Community Colleges. You can visit our website and see who our 11 Regional Directors are and our whole support team, which includes Nicole Sherman, who is the producer of this series.

We decided to offer this series for the benefit of the California Community College faculty, deans, and decision makers, as well as any other related groups nationwide who are interested. We developed it to provide superior information, so you don't have to go to those conferences all

**STEVE:** In the past year, here are some of the highlights of the great webinars we had, where you can find a wealth of information. All of these are recorded and online, chapterized by video, transcripts provided along with all the presentation material, so you can go back and really get some value out of mining these.

### Upcoming Webinars

- January 31 – Virtual Labs Update: NETLAB+ and CCNA v7
- February 7 – America's Leading Cyber Crime Instructor Tells All!
- February 21 – One Year Update: Google IT Support Professional Certificate's Impact

**STEVE:** Coming up soon, after this, we have another Virtual Labs technology for students that we talk about for IT, and then America's leading cyber crime instructor tells all—that's Laura Chappell, who is also one of the frequent presenters at the ICT Winter Conference, where we found plans. Then we'll be following up on the Google IT Certificate. A lot of college presidents have called me up and said, "Hey, how do I get the Google IT thing on my campus?" so we're going to take another look at that.

### Webinar Presenter

Dr. Lance Ford

Educational Technology Advocate for Cisco

**STEVE:** But for right now, what I'd like to do is go ahead and turn it over to Dr. Lance Ford, who I find to be a very entertaining person. I love the title: Connecting with Your Learners Before, During, and After Class. I think the real power of technology is that continuum. So, Lance, I'm going to turn it over to you at this time, and everybody will very quickly see why we like you so much.

**DR. FORD:** Well, thank you, Steve! And thanks to everybody for giving me some of your time today. I told Steve right as we were kind of talking about this earlier, what is the goal for this, I really want this to be conversational. For those of you who are at the ICT Workshop that I had the privilege to present to, it was amazing to hear all the questions.

I see myself not only as a teacher but as a learner, even though I've been teaching now for 27 years of my life. You're just never too old to learn. And as we go through this, I want you to learn from me, but also, just as importantly, I want to learn from you, the way you do things, because I'm about community and learning.

In fact, let's kind of start there. Let me share my screen and get this up here, where I can actually see what I'm doing…

# A Little Introduction

**DR. FORD:** OK, so where am I? Why am I coming to you today? I am in rural southeastern Oklahoma against the Arkansas/Oklahoma border in a very small town. In fact, as of the 2010 census, this town had 800 people in it, all sum total. There are literally a dozen streets in this town, and you can see them all. There are no stoplights in this town!

The reason I'm telling you that is because I never want people to think, when I'm talking about what we do, first, that that makes it right or that it makes it the only way to do anything. I genuinely don't believe that. That is why I'm here to learn from you as well.

But I also don't want people to think, "Well, you've got unlimited resources—of course, this is going to work for you. You've got lots of expertise." No, we don't. I'm in a public school that, right now, has about 660 or 670 students in it. I know, based on the number of people that live in this town, that's kind of weird, but just let me say that 60% of our student population are transfers into the district. Their parents, their grandparents, their aunts and uncles, and maybe the students themselves have said, "Hey, there's something going on there that we want to be a part of." And in the state of Oklahoma, if you submit an open transfer, we have the ability to accept you.

So, it's great for us. We've seen our student population almost triple in the last decade and a half, with no new business, no new housing, and no new industry. And I guess I should say this up front, too—I don't believe that's because of technology. I really believe that it's because teachers, administrators, and even support staff are saying, "How can we reach our learners differently? How can we interact with our learners in an individual level? How do we build relationship?"

Thus, the title of today's conversation, learning before, during, and after…

It's not just a matter of "What do we do from 9 to 9:50 on Monday, Wednesday, and Friday or Monday through Friday or Tuesday and Thursday?" In an information age, it's really about how do we apply that information when we're together and make the best use of our time?

Now, I know those of you over at the ICT have seen this before. I just want to bring this up because I never know what's going to happen off camera. In fact, yesterday, we had a major gas leak on this street right here. I am actually right there, under that part of the red roof. Arkansas/Oklahoma Gas came and dug this entire street up. You may hear bulldozers outside this window. You may hear street cleaners. I have no idea what you're going to hear.

My wife's classroom is right there. Her next class starts in about 8 minutes. There will be 30 different students in that room, physically with her. It is on the other side of that wall. You may hear them. This green space is a big playground that doubles as a softball field. It's outside that door. Again, there are a thousand things like my phone… All this stuff is going to happen. This is a real-world school in rural southeast Oklahoma, and I'm just apologizing for any and all distractions.

But I guess, to me, that's kind of what makes this so amazing as an opportunity! I'm a teacher in a rural community who just happens to be able to reach learners all over the world. Yesterday, I had adult learners in Norway. The day before that, I had some adult learners in Hong Kong. In the last week, I have touched every time zone in North America with different folks.

So, I am very blessed to have this opportunity, and I want to say thank you for it.

## Webex Teams

[00:06:26]

DR. FORD: Now, the other thing, kind of getting our ground level here… I invited all of you that I had your email addresses for into the same tool that I use to work with my learners every day. This is called Webex Teams. Hear my voice—because we're using Webex Teams as an example, that does not mean it's the only. It does not mean it's the best. It does not mean it's even right for you.

I bring you into this to say here are some options for you.

It's funny—before we got started… I'm just going to tell on Steve for a second. His speakers weren't working, right? After he got them working, he was like, "Now, this is why some people get frustrated with technology. They don't want to try to do things necessarily because it doesn't always go smoothly."

Look, I smell like gasoline right now because I took a carburetor off a 1957 Chevy last night that I totally destroyed. I took the float valve and the rear two chambers all the way down, and now I've had to completely take it apart. It will probably cost me $200 to have it fixed, but anything that you learn, even this piece of software that I'm showing you, there are going to be some bumps and bruises, right? I mean, that's part of learning, and that's part of us evolving as who we are.

You don't have to use it if you don't want to, but I am specifically going to be putting links in here. I've already put some video content in here. This is a great place for us to continue the dialog after, so I'm not just a proponent of saying one thing and doing something else if I say, "before, during, and after." I put some of this stuff up here before. We're obviously going to use it during, and after the fact, if you want to reach out to me either via video or via messaging, you've got this tool.

You have an invite in your email—it may have hit your spam folder—from Cisco. It took me forever to get my 82-year-old mother to realize I don't work for the food truck Sysco.

Anyway…

So, you have access to this tool. You can use it with your students if you would like to. All you would need to do is go up to the + button, create a new space, contact a person. Once you do that, you have the ability to add anybody's email internally or externally to your organization. It is a beautiful, flexible, synchronous, and asynchronous tool that I use for teaching and learning.

# Topics for Today

[00:08:44]

DR. FORD: Now, the other thing I didn't put in here is a PowerPoint. I'm not hip on PowerPoint, but I do like to have some jumping off point for folks to be able to kind of have a sense of flow as to what we're talking about. So, without further ado, let's whip that up real quickly…

- Reaching Learners Before, During, and After the Classroom Experience
    - Administration – Leading by example in an Interesting Location
    - Classroom – Individualization and Innovation
    - Technical Support – Understanding and Availability
    - Why are we doing it this way?
    - Above all… We want your questions!

What we're going to talk about today is how do we work with learners at an administrative level, at a classroom level, at a technical support level? How do we change a culture to set that as an expectation within the organization that what we do as teachers and learners is no longer confined to an 8-to-3 job or a 9-to-5 job.

Like it or don't—I'm not here to say it's right. I'm just here to say that, last night at 9:00, when I was working on the carburetor, this was my best friend, me and ol Googs. Google and I got along really tight, and YouTube and I were having a ball.

So, that's how people expect to learn. We cannot continue this 19th and 20th century modality of "Oh, we don't learn anymore because it's after 3—turn that off and now let's go do something else!" It's an ongoing process.

Again, we can have an argument about it. You can say, "Lance, you're wrong," and I'm willing to say I'm wrong, but that is the expectation that I find in dealing with kids from 14, and I have some students in my class this semester that are 50 and everywhere in between. That seems to be the new norm.

Most of all, in our time together, I want your questions! Now, I am looking for the chat area… Let me see if I can find here real quick. Boom, there it is. Yes, I have opened up a… Inside the chat area, I typed "Hello everyone" earlier. You can unmute your mic. You can interrupt me. You can give me the "Hey you," Dr. Ford, Lance, Mr. Whatever… Whatever it takes, get me, and let's get these questions answered as we go through.

# Administration – Leading by Example

- Changing to collaboration with videos as the expectation and leading by example
    - o Daily Communications
    - o Board Meetings
    - o Empowering Resource Officer in Truck

**DR. FORD:** OK, here on our campus, we are very, very blessed—you may think you're fortunate, lucky, whatever your worldview is—to have administration who says, "Don't do as I say; do as I do." So, as we set a foundation for reaching learners outside the class time, I think it's really important that the culture of the institution at least begins to explore what that means at all levels.

Now, you see that I'm in a public school here, and I realize that a lot of you are in vocational systems. Some of you are at community colleges. Some of you are at higher ed institutions. Potato, potato. We can all offer excuses as to why this won't work at our spot, but I'm here to tell you that, from a teaching perspective, if I am being asked to engage with my learners in a specific way, then it's much easier for me to do that when I see that happening all around me, when I see that happening.

This is our superintendent. This is our Resource Officer. He is in his truck right here, and he is engaging via video from his truck on LTE 4G as a part of everything that he does via video back with leadership. This is not just a classroom-teacher-working-with-learner thing if we truly are going to reach our learners where they are and we're going to set ourselves apart in the world of learning, moving forward in the 21st century.

I deal with universities every day. I had one yesterday that basically said, "We are concerned that in 2026 that bubble again is going to burst, like it did about 10 years ago, when we saw a dramatic reduction of students going to college and university because they just didn't see the value in it."

Again, here we go… If I need to learn it, I'll get it here.

So, what are we going to do to differentiate ourselves? They're a small liberal arts college. They're like, "How do we compete with a Southern New Hampshire? How do we compete with a University of Phoenix?"

I said, "You don't! You do what you do, and that is relationship."

The way we foster trust and relationship is like this, OK? This action is no longer acceptable. You cannot continue to communicate like that. Or God forbid, without any camera on at all! I'm a disembodied voice, which visually forces you to explore something else with your eyes, which immediately, 90% of the time becomes a distraction to what's going on. I'm not all that and a bag of chips to look at—I got that—but if we're going to communicate, then we need to be able to have some sort of visual communication as a part of that before, during, and after.

Example—this morning at 9:30, I got a message in Webex Teams for one of my learners. She said the following…

*"Dr. Ford, I have my assignment completed. The file is too large to actually push into our learning management system. I'm afraid that I'm going to get a bad grade."*

I said, "No problem—are you free right now?" She said, "Yes." I said, "Click green button." When I say that, what do I mean? I mean to click green button!

So, she clicked the green button. I'm seeing her now. She's seeing me. I said, "OK, you've got your laptop up?" "Yes, sir, I've got my laptop up." "You've got the PowerPoint open?" "Yes, sire, I've got the PowerPoint open." "Would you hit the screenshare?" just like I share this.

She's at her mom's house! She is a bride-to-be. She's wrapping up her community college experience, and she's got to get this assignment done. We sat, we talk, we build a relationship for about 15 minutes as she walked me through the presentation, and then she had other follow-up questions that she honestly said at the end, "I would have never even asked you like this because I thought they might be too dumb to ask."

Guys, trust is foundational to the before, during, and after class experience.

OK, let's roll on...

## More on Administration

- Changing to collaboration with video as the expectation and leading by example
    - Working with other schools and State Department of Education
        - "S" of STEM
    - Technology use throughout
        - "T" of STEM
    - Class(es) you teach
        - "E" of STEM
    - Professional development
        - "M" of STEM

[00:15:09]

**DR. FORD:** One more thing about administration before I see if we've got any questions here...

We work not only with our students here, but we also work with the Oklahoma State Department of Education, the Oklahoma Vocational Department of Education, the University of Oklahoma, Oklahoma State University, East Central University, Carl Albert State College... We have a lot of different places where we are exchanging content and expertise.

When we do this sort of thing, we want the learning to be as practical and real-world as possible, and with that comment, I know I'm preaching to the choir because I know what you guys do. It really is about the application of learning.

One of the things that we do here, and you can see this 1954 Chevy pickup that has no headlights... One of the things that are constantly doing is saying, "How do we apply those science skills and those mathematics skills?" In this particular image, these students are rebuilding that vehicle from the ground up in the ongoing tutelage of remote instructors because, while our main gentleman who is here is kind of overseeing it, he doesn't have in-depth expertise on some of the areas that need to be addressed to get this truck back on the road.

So, consequently, during class, students are using their phones while the truck is on the lift to go under and go, "OK, check this spot weld on the exhaust—what do you think?" And then, between classes, they're utilizing that Webex Teams tool that I brought to you to ask that remote expertise for help, for guidance, for links, for suggestion so that, when they come back to class, they dive right back into said project and are not sitting there, just soaking up information.

That respects the teacher's time and the learner's time. That's a real-world example of how this process works.

Another example is right here, in this image to the right… That image is actually of a professional development on a mathematics program offered to our faculty from a lady who runs the website, curates the content, back to us.

Now, during the live engagement, obviously, she had the PowerPoint up, and one of my teachers said, "Hey, can we get a copy of the PowerPoint?" Just like a typical presenter, she said, "I'll email it to you at the end." I'm trying to be atypical today—I've already put in the space. You've got it open. You can click through it and decide if you even want to hang out here or not.

When she said, "I'll email it to you at the end," one of the teachers at the back said, "Hey, just drag it into the space, so we can have it right now to take notes on."

Not only does our learning have to focus on the before, the during, and the after, but it has to be an individualized experience. I know I keep whipping this up, and the reason I keep bringing it up is because every one of you have got one. It may not have that moniker on the back of it, but you've got one of these.

If this is the way we are learning outside class, and that experience is individualized just in time, why are we not mirroring that experience of individualized learning that is just in time, getting to the information as we need it, when we're all together? That's the way that these learners are processing information, so it is incumbent on us to take that before, during, and after and individualize it for our learners, just like I told you about the story about the young lady and I that worked together, just this morning.

Now, this last one down here at the bottom, this is one of those that's really neat to me because any time we're going to ask people to use a technology, it can't be for the one-off special distance whatever kind of environment. If it's not organic inside what we do every day, then every teacher that I work with will say the following…

"I don't have time."

Now, as we explore further before, during, and after learning, some of you are saying, "Are you kidding me? They pay me a piddly amount of money, and I'm already working from 7:00 in the morning until 6:00 at night. Are you telling me we've got to blow the doors off this thing? I don't have time."

Well, we're going to address that here in just a few moments, OK?

But the great part about the technology that we're using here is that, even in just normal, old stand-up-in-front… These are teachers that have come from a lot of different districts. This one came from 30 miles away. This one came from 20 miles away. This one came from 5 miles away. That one, she came from… She may be from McAlester—that's closer to 90 miles away.

So, all these folks have come and descend on this place to see what's going on in action, and then have this what I would call 'more normal' sit-down classroom experience, but the classroom experience doesn't stop here. They all have their laptops out because they're taking that same piece of software with them after they leave this onsite engagement to continue the conversation amongst themselves and between themselves and the instructor and team. That is a part of what we do, day in and day out. Those are the 'normal' classes that we teach.

## Questions

[00:20:48]

DR. FORD: Now, I've been talking about the examples here, administration expecting this, so far. We're going to turn our attention to the actual classroom and innovation and individualization,

here in a moment. But before we do that, does anybody want to unmute a mic and ask a question? I don't see anything in the chat right now. Steve, if I'm missing it, please let me know.

**STEVE:** We've got a bunch of quiet people this morning, Lance.

**DR. FORD:** We do. *Silence of the Lambs* over there… OK. Fortunately, I don't have anybody named Clarice on this call—OK, good!

Anyway, we're going to forge ahead!

# Classroom – Individualization and Innovation

- Student Project-Based Learning
- Remote Expertise
- Connecting with Remote Classes
- First Lego League and Robotics

**DR. FORD:** We talked about it in a sort of umbrella term, but let's kind of dive into what does this mean (before, during, and after) when it comes to the classroom…

I truly believe that it goes without saying that project-based learning (again, preaching to the choir—you have no idea how often I'm not preaching to the choir) is a mainstay of everything you do, and those projects, when a student is working through applying the knowledge, I would submit to you that is the time when they need the instructor's assistance the most.

Now, that paradigm for the last 7 or 8 years has been called 'flipped learning' or 'inverted learning'. To me, it should just be called 'learning'. Information dissemination and digesting those nuggets is something they need to be able to do before they meet with you so that, when it comes to taking those nuggets of information and the things that they've been reading, watching, listening to, and start to apply it…

Last night… Again, I keep going back to this, but changing that stinking carburetor on that '57 Chevy, I didn't need the guy's help to tell me what to do. I found that here. I needed his help when something went wrong, which is while I'm trying to apply the knowledge.

Let's respect your time as a faculty member and their time as a learner by saying, "Let's apply knowledge when we're together, so I can come over your shoulder, so I can assist you with this."

Now, obviously, in a rural community, we don't have a lot of onsite expertise that has the variety of knowledge, shall we say, that our students would like to have access to, because they're trying to do some different things.

So, one of the ways we do this is with remote expertise. Now, I'm pulling up a picture here to kind of illustrate this point. In fact, since I don't think this one is actually in the PowerPoint, I am going to go over to Webex Teams, and I will put it inside here.



Now, what you are looking at is a chemistry class. It's an advanced placement chemistry class. The interesting part about it, first and foremost, is that the instructor is not anywhere near us. He's 90 miles away at a sister university called East Central University. Usually, he teaches from the university because he has a lot of technology there at his disposal.

The reason I'm bringing this picture to you is because his son was sick, and he is actually teaching it from his house via LTE because his internet access stinks at his house, like mine does. So, he is teaching this class. He's got three workstations of kids doing chemistry experiments. Just like we're in here today, they are all being seen. They're all being heard back and forth. They're all conducting the experiments, but they also have these little Chromebooks, and there's a phone.

The reason they have their Chromebooks and their phones out is so that they can document the learning with the camera from their phone and have that automatically go into this space, and then each one of them has got their whiteboard open, and they are all using the whiteboard to work through their math.

Now, we dove into this conversation to talk about individualized learning. Why is it important that they're using this whiteboard? I will tell you why…

Since they're using it, my friend, Dr. Jones, has the ability to see on his iPad all of the whiteboards in real time. So, now, he can see Johnny, Billy, Suzie, Tommy, Freddy, all working on their math. He can click on the one that is struggling and come alongside and assist visually, auditorily, and in a kinesthetic way as he is helping correct them 90 miles away from his house!

So, this is not "I've got to have a room of technology and millions of dollars of invested money." No! He's on the phone and an iPad. These kids are on Chromebooks, for Pete's sake! This is how this has to work—it has to work in the real world.

Consequently, even though a teacher may have to join us remotely, the power to individualize learning is something that we had already seen and modeled at an administrative level to the teacher and the professional development, who, in turn, now says, "Let me show you how that works with my learners."

Now, again, I'm not trying to sell you anything. Whatever you choose to use, I don't care. The paradigm is what we're talking about here. That means that, when those students tonight go home and review today's lesson from this chemistry experiment, they pull it up here, they're going to see all the whiteboards. They're going to be able to review their work. They're going to be able to review side by side the documentation.

And if they have a question, they will ask that question here! And when they do—this is that moment where I'm going to try to bring home to those of you who are concerned about your job just becoming 24/7/365… When they ask the question here, I'll be honest—90% of the time, a compadre in class answers it before I can get to it. It is the craziest thing I have ever seen! There is something about this generation and social responsibility that is not the way it was in the 80s. In the 80s, it was can all you can get, sit on a can, and don't let anybody else get it because you want a bigger can than the guy next to you.

This generation of learners… I think it has to do with the social experiences they have here in video tools, in Snapchat, in all the other things that they're involved in. They feel somehow socially responsible to help each other out.

So, why not leverage that for teaching and learning?

Now, again, there are one or two people who are either watching this on demand or who are in right now, going, "Well, Dr. Ford, look. Here's the deal… If students are helping students come to solutions, isn't that cheating?"

And I got asked that exact same question from a faculty member at a university in your state that shall remain nameless. In fact, in that particular conversation, I had 25 faculty members. And faculty members like Baptists—they all sit at the back when they come in. In the front, I had the 25 college juniors and seniors.

When he asked that question, I said, "OK, I need to interview the students here, and we're going to ask them to be 100% honest with us, and if there is going to be recourse based on their answer, you as faculty members need to leave the room for the next 10 minutes until we're done with this little project."

The faculty members all agreed—no recourse. This is a safe zone. Here we go…

Here was my question…

"All right, students, how many of you are using Snapchat, iChat, Facebook, some other social media tool that I don't even know… Whatsapp? Something I don't even know about to work with peers in a class right now that your instructor has no idea that you're doing that?"

Every hand went up.

I said, "I'm going to take it one step further. How many of you know somebody that took the same class you're in last semester or last year, you got ahold of their notes, their tests, their quizzes, and you're using that to help you with this class?"

85% of the hands went up.

Now, the person was still sitting at the back, who said, "I think that's cheating." I said, "You have two options now. Your option is 'This is not happening in my class,' close the eyes, plug the ears, shake your head no, and pretend like it's not happening.' Which, for some people, is a valid response. I got that. It's the ostrich response. I'm not saying it's wrong. But if you're conceded that they're doing that, and you're concerned about it…"

Anyway, I told the teachers, "Your other option is, if you're concerned about it, wouldn't you like to put them in a place where you could see the conversations going on? Not to always have to weigh in… Not to always have to correct… But just to kind of put…"

When my kids were little, we went to the bowling alley. They dropped the bumpers, so the ball would go down the middle still, you know? Wouldn't you like to just kind of put the bumpers in the alleys of your conversation so that we can help them stay on track? Guide them as a part of this process? And if they are the C-word, cheating, you can at least see where that was spawned from and work with them to help them overcome it and deal with social responsibility that way? As opposed to playing 'I caught you, shame on you, you get the F.

Right? I mean, what are we here for? Are we here to play cop, or are we here to help students learn? Not just the content but the way they engage in social media beyond the confines of this… That is the before, during, and after-class responsibility.

Some of you are like, "Holy cow, this is TMI. This is a burden I didn't want when I got into teaching. I just got in this to punch in, to punch out, to deliver my content."

If that is you right now, hang with me, OK? I really think that, as we move forward and the next bubble, by all predictions, is going to happen in 2026… When I say 'bubble', I'm talking about a dip in student enrollment, a drastic dip, because of who the learners are, because of them not seeing value in pursuing a degree or a trade and just learning things on the fly. There's going to be a huge dip in 2026.

If you are a person who is struggling with this, I want to encourage you to up your game, up your skills, because I want you to have a job in 2027. I know that sounds horrible to say, and you're probably going to edit that out of the recording, which that's fine, but I truly believe that this is the job, just like of a brain surgeon... They conduct surgeries. They're called in for emergencies. They've got issues that they have to deal with. That's who we are as teachers, right? These tools now put part of the responsibility on me, but they also help me shoulder the burden with my learners. My learners, I'm telling you, are stepping up in large ways to assist each other through these processes.

## Questions

[00:33:34]

**DR. FORD:** OK, I'm going to pause for a second because I've been yakking the gums here for a while. We're going to go into a program that can let you have full access to any of this software that you want here in a minute, called the Cisco Connected Educator Program. It's a program that I got the privilege to help develop, so I'm a little familiar with this one.

We'll dive into it, but are there any questions before we go on here? Let's make sure that everybody got in.

**HECTOR:** Dr. Ford?

**DR. FORD:** Yes?

**HECTOR:** This is Hector Albizo from Fremont, California.

**DR. FORD:** Hey, Hector!

**HECTOR:** I got in late, when you did your talk at Cisco, your presentation, so I thought I would follow up here.

**DR. FORD:** Yes?

**HECTOR:** I do have a question for you. When you have the Webex Teams, my understanding is you don't necessarily have to be there afterhours for your students to collaborate afterhours—is that correct?

**DR. FORD:** That is correct. You are correct. You do not have to be in the experience for students to work with each other.

**HECTOR:** OK.

**DR. FORD:** The reason I say it that way… It kind of gets back to what we were talking about a few moments ago, Hector, which is this idea that, to learn something, to me, the way that I can assess whether or not you would learn it is, can you teach it to somebody else?

I mean, let's be frank—they can TF multiple guests, fill in the blank, even essay all day long, shake their little Etch-a-Sketch brain on Saturday morning, rinse and repeat next week, right? But the second that I see you attempting to help someone with a challenge, or maybe even relay or re-relay the information to the learner, then I know you have accomplished that. And to me, that is an important part of assessing the learner's progress through the curriculum.

First of all, Linda, it's a dark, dark blue. I will try to find a picture of it and stick it in the Webex Teams space—it's a gorgeous car.

Secondly, Allison is saying, *"The students, with all their devices, doesn't that become a distraction as a part of learning?"*

It's interesting to me that we do these sorts of events because I'm going to go out on a limb and say 50% of you have either minimized me or you've got another laptop open. Are you checking your email on your smartphone? Based on just pure statistics, that number is probably pushing 85% to 90%.

And some of you, then your response is, "Well, I'm not going to be tested over this." Whoa, whoa, whoa, whoa! If the reason we're teaching is to help students get through a test, we're not providing the service that they need in a 21$^{st}$ century information age. Otherwise, they'll stop

coming to class—that's what I talked about a minute ago—and just read it all online when they want to and then take the test.

So, when we talk about distractions, yes, I'm not going to argue that. Allison, it can be a distraction inside the class. However, part of what I'm teaching is how you balance those distractions and still engage with the learning process. And to that end, the more I force them when we're live—I'm going to talk about when we're live in class together… The more I force them to apply the knowledge and demonstrate that application, the less they have time for distractions.

Now, if they don't want to come to class because they feel like, "Hey, I can demonstrate this all day long, and when you ask me on the assessment to actually demonstrate something and not regurgitate something, I got the tiger by the tail," bully for you! Great! But don't expect to show up here at an assessment that's going to be very much, "All right, here's this problem and this problem. You had this information disseminated to you this semester. Fix it." If you can't fix it or apply it, then I know you didn't learn it.

So, that's what we're going to try to do with that live time, and I'm trying to just use the technology as a conduit for the application of learning versus just information dissemination. Yes, I'm using it for that before, and sometimes after, I'm following up individually with them, but more often than not, it really is about getting the problems solved.

That was a great question! To me, it doesn't have to be an either/or, I guess.

Eric says, *"Webex Teams is something I can get the students to log into, and they can use it anytime through the 16-week class—did I get that right?"*

Yes, you did, Eric. The challenge with the free version that you're now in is that you can only host live video calls with three participants. Thus, let me show you how you can get the fee version for free…

Now, nothing in life is free, and I would never try to allude that to you, so what this is going to cost is your time. What I'm about to show you is going to cost time; it's not going to cost money. Let's see if I can pull up… Here we are. Good deal. Let's go to new tab. You can see I'm looking up

new carburetors now because I may have blown mine up—and yes, that is a distraction, for the record.

I am at the Center for Interactive Learning and Collaboration—CILC.org/Badges, and I am going to take this and go into the chat, and I'm going to put it there, so you guys can link to it. I'm also going to put it here, inside Webex Teams. So, for those of you in the recording who may not have access to the chat after the fact, it's in there, OK?

This is a program called Cisco Connected Educator.

Now, first of all, what does the license entail? Number one, it includes Webex Meetings, Webex Teams, Webex Events, which is your ability to broadcast to up to 1,000 people simultaneously (not that you want to do that, but you can). Webex Team is that experience that we've been talking about. Webex Meetings is sort of the Cisco version of Zoom, that's what it is.

So, it includes all of those different platforms, up to 200 people simultaneously on a call, in Teams, in Meetings, 1,000 people you can broadcast out to in Events. There's one called Support, and in Webex Support, you have the ability to actually make yourself like a help desk through that tool.

And I think this is the most important thing for me about the license—it includes unlimited cloud-based recording storage. So, it's all on MP4, and I think... Let me roll this one more thing here up... Let me log in and show you this because, when we say 'unlimited cloud-based recording storage,' some of you guys are like, "Well, we have ADA requirements on closed-captioning and stuff like that."

This is a recording I made for class last week, I guess, as the new semester was getting started, and you will see that a part of the unlimited recording storage includes the speech-to-text, the closed captioning, but the actual speech-to-text is a transcript. So, if I'm looking for a term, like 'midterm', there it is in the transcript. I click there, it fast-forwards to there, I hit 'Play', and now I'm playing from that point on. So, that's a part of the unlimited recording storage, with the speech-to-text and the transcription, too.

Now, what do you have to do? Well, there are a couple of things…

I would suggest that you guys are probably going to be using it… There are a lot of reasons people use this tool, but you're probably going to be using it as a Connected Teacher with your students…

So, go in here to 'Learn more' under Cisco Connected Teacher Badge—again, CILC.org/Badges. Scroll down to Connected Teacher and click on it.

There is an intent to participate! When you fill out that intent to participate, it's going to send my friends at the Center for Interactive Learning and Collaboration (at CILC—they're a not-for-profit in Indianapolis. This is not like giving your name to one more Google of the world). So, you fill out the intent to participate.

You're going to receive an email probably from my friend Tammy, who is going to CC me on that, saying, "Hector just signed up for this. Hector, welcome. I'll be providing your training. Dr. Ford will be provisioning your account." Then I will create you an email account inside our domain. I will set it to forward automatically to the email that you signed up with, so all correspondence will go there, and then you will log in the next time you come to Webex Teams, and you'll have the entire process. You'll log into Webex Meetings and have everything.

What do you have to do with it to maintain that license once it's bequeathed you? You have to use it with your class and document its use. That's it!

Now, the license, as you see, says it's for 12 months. If, 11 months from now, you come back and say, "Hey, I've been loving this! I've been using it. I want to use it some more," do another project or document something else you did with it in class and submit it, and we can extend your license.

This is really meant to be a grassroots effort to provide accessibility to this tool. I mean, the tool is cheap in education. Common Ed is basically a buck per teacher per month. Higher Ed is basically $1.50 per teacher per month. But that means that your organization has bought in. Usually, when I'm doing conversations like this, I'm not talking to people who have the ability to

make a decision at an organizational level to say, "Hey, I want to use this." I'm talking to individual teachers like you guys, who are saying, "I like the idea. I don't want to have to try to sell this idea to people. Can I just dive in?" Yes, you can—that's why this is here.

I hear somebody has come off mute—anybody got a question for me? Bueller? Bueller? I feel like Ben Stein… Anyone? Anyone? OK, well, I will tell you like Elizabeth Taylor told her six husbands: I won't keep you much longer, all right? So, let's wrap this thing up.

# Wrap Up

**Technical Support – Understanding and Availability**

- Technical Support for Portions
- Coding and Multi-Media Instructor
    - Federal Programs Coordinator
- Music Teacher
    - Here at the High School
    - Online for Regional College (Music Appreciation)
    - Adding the "A" to STEM

**DR. FORD:** We've gone through the Cisco Connected Educator Program.

For those of you who are interested in bringing in external expertise, if you've never explored Nepris, you can become a member for free. Some of the expertise doesn't charge anything to come in—and these are Senior Engineers from places like Boeing and NASA. It's really, really great, great stuff.

There are 28,000 participating subject matter experts that are looking for an opportunity to work with you guys.

I want to leave you with this…

The only way we got things to change is the teacher had to experience all this as a learner. The most common way they experience anything as a learner on this campus is when they're, "Hey, my _____ doesn't work." In the case of me, "Hey, my carburetor is leaking fuel out of the rear chamber—help!"

When we can use the technology to provide that help seamlessly—technology not the topic of the conversation, not the topic of the class, but the conduit for the class—then extrapolating how you might use it as a teacher for your learners? (snaps) Takes that long because,

when you get ready to do something, you start thinking, "Now, wait a minute… I needed help. I was trying to accomplish this task, and what was it that you used to help me? Oh, it was this!" Then, all of a sudden, the synapses start to connect in how you as teacher, who may have not known anything about it, start applying, start experiencing it.

And that program I shared with you a minute ago? That's not, "OK, we're only letting 50 people in" kind of deal. If you've got people that you think would be interested, pass that information on. Honestly, it doesn't matter if you're the coding teacher or the Federal Programs Coordinator or the music teacher—yeah, that's me! It doesn't matter what you do. The question is, can the technology get out of your way and let you do it?

### Expanding the Possibilities

- Connected Bus
    - Student Accessibility
    - Bus Analytics
    - Safety

So, as we wrap this up, I want to say a huge thank-you to everybody for letting me participate, for letting me be here. I could spend all day going through different examples and showing you different ways that we do stuff, all the way out to our buses! I mean, yes, our buses actually have Cisco routers on them, so in real time, students can get accessibility. We can pull bus analytics. We can do GPS positioning. I can do engine analytics.

All of that is a possibility, and I am more than happy to have one-to-one conversations. Now, how is that going to happen?

You're going to be in Webex Teams. You're going to click my name… It says 'You', so I can't actually click it. Let's just click on this one… Boom. When I click on this one, I have the ability to open up a chat…

"Yes, one of those is a recording, but the others are e-books." Now I'm in a private conversation with Eric R. that all of you are privy to. How did I get there? I clicked his name.

So, if you think to yourself, "This question seems kind of basic. I don't really want to just put it out there for God and everybody in this large group of now 51 people, and I don't want everyone to see it—I just want to reach to Lance directly," just click on my name and type the question.

If we need to escalate to video, so I can walk you through something, like I did with that student this morning, we click the 'Meet' button. On your laptop and on my laptop, on your phone and on my laptop, on your tablet and my phone, we're looking at each other, working through the challenge. That is learning before, during, and now after this experience.

Steve, I guess I'll pitch it back to you, brother, if there are no more questions for me!

STEVE: Well, I actually have a question myself. I remember a comment you made at the ICT Winter Conference. It has to do with the fact that maybe not everybody has this kind of equipment at home, what kind of device they have or whatever. Is this kind of approach you're taking just available to people who have technology? What's your read on how prepared students are to participate?

DR. FORD: So, it's really interesting—and just a little more of the demographic, quickly... 80% of our kids are on the free/reduced lunch count, which means their parents are below the poverty line. About 70-something percent of our kids now are Native American, specifically Choctaw. We have a couple of other tribes here but mostly Choctaw.

So, part of our challenge has always been accessibility, right? Here at the Common Ed level, 60% of our kids have some sort of device, but the other 40%, we don't want to leave them out, so what we do is we actually furnish them a Chromebook. It's a $115 device, and the reason that we have connectivity on the bus is some of those kids ride it for an hour and half, one way.

So, whether you're on a phone or whether you're on a school-furnished Chromebook or whether... We're even exploring now sending home wi-fi devices because we're partnering with Verizon to kind of help students who are in these rural, isolated areas to have accessibility. Still going to follow Child Internet Protection Act requirements, and we're still going to filter all the

stuff—it's not just wide open internet—but even at one bar of connectivity, even at no connectivity (God forbid—it does happen occasionally), as long as I can get a dial tone, you can be a part of this experience.

If we look at our Meeting Information here, there is a link… There is an actual phone number that you can dial in from your phone. So, if you've got dial tone on old-school dialup, as long as you can dial a number, you can be a part of one of these experiences.

So, we're doing everything we can to reach. I know, beyond a shadow of a doubt, there are times that are just beyond reach, but dude, sometimes I've got students with one bar and 2% battery life that are still a part of this, and that's very, very important for me in living here in nowhere land.

STEVE: I'll bet it is. Thank you for sharing that. I know you have a hard stop in about 5 minutes. I see one more question here from Eric.

DR. FORD: Yeah!

STEVE: Evidently, he tried to register for the account. Something came up about an obligation to pay. Is that a normal?

DR. FORD: There would not be anything, Eric, that would have you try to pay. What I need you to do is I need you to reach to me individually. OK, he sent the screenshot—awesome. Steve will send that to me. Just forward me that email, Steve, and I will verify that we're in the right spot, OK? Then we'll get that taken care of for you. I'm sorry about that, Eric. There should not be a dime incurred by you or anybody.

So, anybody else who is going through this and struggled with that, either forward it to Steve or shoot it straight to me.

STEVE: Probably directly to Lance is a better idea because, for some reason, my email isn't working today.

**DR. FORD:** No worries!

**STEVE:** These things happen. Anyhow, this is great. Lance put his email in there. Lance, I just want to thank you for the work that you've been doing. You've been giving of yourself in these conferences and these presentations. I've seen you several times now. It's amazing what you do, and I know you have a role in helping advocate with Cisco to help them develop their products. I'm very glad to know that they're getting information from someone like you, who actually works with the students and understands exactly what they're doing. So many things that come out of technology, you wonder, "Who the heck designed this thing?" I'm so glad you're involved!

**DR. FORD:** Thank you very much. As you guys are working with this, if you have those sorts of suggestions where you think, "Man, I could see this going in flames if we would just do X, if we just had this one nerd knob," please let me know because I do sit in a unique position kind of between the school and the Cisco environment to be able to have those conversations, too. So, thank you.

**STEVE:** And as a follow-up, we can get out more information about these opportunities to our entire mailing list, which we will do after this. Thank you once again. Thank you, Nicole, for putting this together. Thank you, Lance, for showing up and to all of our attendees for coming in and asking questions, those of you who could get through the brain fog and do that. Thank you very much. See you next Friday.

# Additional Resources

- Visit www.ictdmsector.org to see all of our past webinars

- CILC – Center for Interactive Learning and Collaboration - CILC.org/Badges

- Want to bring outside expertise to your classroom? Nepris – www.nepris.com