# "Creating Blended Learning Experiences for Busy Professionals"
## Transcript

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**Karyn Gleeson:** Hello everyone. Welcome to Learning Solutions Online Conference. This is section 601 with Karen Hyder: "Creating Blended Learning Experiences for Busy Professionals." If you joined us last week for the Virtual Classroom's Online Conference, you saw Karen there and you know she is a great expert at virtual sessions. She is an online event producer and speaker coach with Kaleidoscope Training and Consulting. And with that I'm going to turn things over to Karen, so go ahead Karen and move to your slides.

**Karen:** Thanks so much Karyn, and thank you all for joining this session. It's interesting to be on the presenter side of this because as many of you know, I often play the role as the host and producer behind the scenes of eLearning Guild online events, and have been since, I don't know, Karyn, what is it, the dawn of time? It's been for many years.

**Karyn:** I think so. 2004.

**Karen:** So in those days, when the eLearning Guild wanted to deliver online sessions, they came to me and they said "Hey Karen, you're the only one we know who's doing virtual classroom." And I had already been doing it at that point for four years. "Can you help us do conference sessions online?" And I thought "Well, why not?" So I've been doing this for kind of a long time, and I've been working in a tool like Adobe Connect for many years. So this is my usual workspace. This is where I do most of my training and most of my support work when other folks are training their content. So I am very familiar with this – that's true! So I am very familiar with this software application but I use some other tools as well.

In today's session I want to talk to you specifically about a project I've been working on for the past 3+ years and in this project we were determined to deliver training to professionals out in the world after their work day. So in this short session I want to tell you all the amazing things that we learned and found and did along the way using a flipped classroom design and delivery model. Where a lot of the work is done upfront by the participants, and then we meet together in live online sessions to collaborate or communicate or discuss or apply. I'll talk about the key tasks, the team member roles, our production and preparation and planning steps, our technical issues.

And I actually have four things that we wish we had known before we started. I probably have 100 things, but I'm going to share with you four that I think you'll want to take away and share with your team at the end of this session. So if you're with me on these objectives, and you're ready to begin, please change your status to "agree" and I'm going to show you a little slide for that. Oops sorry, wrong slide deck, I don't have that slide. Just change your status to agree by going to the top of your screen in the toolbar there, click on the dropdown arrow to the right of "hand raise" and change your status to "agree." And that lets me know that you're hearing me and you're ready to proceed. OK I see some red, I'm sorry, green checks coming in, no red x's. And I still see participants joining the session. So welcome, thanks so much for coming in.

As Karyn mentioned, I've been doing online training for a long time. I won't bore you with the finer details of that but I have spent a lot of time working in virtual classrooms. So when a Guild member came to me and said "We need to teach a global audience of professionals and parents who are helping children who are deaf or hard of hearing get services and support they need to learn, to listen and speak, wherever they are in the world. Can you help?" I was thrilled to be able to help out on a project like that. It seemed so appropriate and so relevant to reach out to people who are trying to learn along the way so that they can turn around and help their clients and their students. And the family members of those clients, who are often babies.

So, when they looked at the project, they knew that their learning experiences, whatever these online programs were going to be, had to be scalable and locally available. Because people weren't going to be able to travel to attend any training, it must be online. And they did it. So let me tell you about how it worked. First, I'm going to show you my work station. This is where I typically am, and where I am right now. I'm at my home in Upstate New York. I've been working out of this space for 20 years. So all that the world is going through right now to get online, I've actually been doing this for a while and I promise you it does work.

However, we can't make assumptions like we made in the "olden days" let's just say. Or assumptions about how things are supposed to happen. How learners learn. And how training happens. So, we used a flipped classroom design and delivery model that – you know, if you look at the traditional classroom experience, students attend a class and they listen and learn and then they do their homework and they apply whatever it was that they learned, and then they attend the class to review and take a test, typically. But in the flipped classroom, learners are reading and viewing content ahead of time to learn it, and then attending a class to review and practice and apply and get feedback and have their teacher course-correct them along the way if they've made some errors.

And then eventually they're reviewing, adapting, applying, and responding, which ultimately equals a test. Because these folks are professional, out there working in the world, they're not students, they're not children, working sitting in a classroom typically, we're needing to meet them where they are and give them tools that they can begin to apply immediately, as soon as they go back to work the next day.

So thinking about the traditional classroom model, this is just the text version of the visual I showed you before, we're expecting that the students do these things, somewhat on their own and somewhat with a facilitator and fellow participants. And of course it has to be all online. None of us are ever going to travel to deliver this training.

So again if I spelled this out longhand, you know we think in terms of how we of course have to have objectives and have instructions and we have to participate and there are rules and there are tests and so forth. But in the flipped classroom, some of those things are happening as well, but they show up a lot differently. So we're reading articles and then posting things in an online environment. We're meeting participants but online in live sessions as well as asynchronous discussion boards and so forth. We're trying to practice and receive feedback and validate what we're learning in these live experiences as well as in the online experiences. And then, go back to the workplace and review it.

So this is really kind of different than what our participants are used to dealing with. They're not used to coming to us, already having done their work assignments. They typically are used to just showing up, expecting to get information and then moving on from there. So I'm going to let you take a closer look at the finer details of that.

And then just to wrap that up, what we do is, we run a program for four weeks. Or typically over four sessions. So that participants have time to do the pre-learning and the flipped portion – the self-paced or the asynchronous portion from one session to the next. Sometimes we stagger it out even further. We don't do it all in four weeks. We might do it spread out over 6 weeks or longer, depending on the needs of the team members and usually the schedule of the facilitator.

We've modeled this around Harold Jarche's "Seek, Sense, and Share" model and there's some information at the bottom of this slide if you'd like to click it. Notice the hypertext links there are clickable. So go ahead and click that to not only see his website, but also the Hearing First blog post about this concept of "Seek, Sense, and Share."

The idea is, when we're seeking, we're discovering new information and so forth. And when we're sensing, we're trying to personalize that and bring that as an internal thing. And we learn best by doing. And then sharing is that collaborative piece, with colleagues. So Hearing First brought in Connie Malamed, who you may have seen speak at this program, and asked her to put together a model for flipped classroom for them, based on their audience, their content, and their specific learning outcomes.

So we put together this "seek, sense, and share" model that has people watching videos posted on a community, reading articles, curating materials, observing case studies, and in some cases doing their own assignments, and pre-posting those assignments to have feedback from the facilitator. Once they get to the portion that's referred to as sensing, the idea is they're connecting key learnings with real life situations. And then when it comes time to share, they're commenting on either the facilitator's materials or other participants' materials. They're reporting their own outcomes and telling stories. They can work in groups and write reviews. So the big difference here is that this is all not facilitator driven, although the facilitator puts all the materials together. It requires a certain amount of personal discipline for the participants to complete the assignments ahead of time and come to the live session ready to perform, or ready to participate.

So this in longhand looks like this as far as the types of activities that are needing to happen. So when a facilitator comes on board, they're needing to chunk their content and redistribute it in a new way. Many of these facilitators are professional people out in the world, but they're not necessarily professional teachers of fellow professional adults. So they may have content from courses or from content that they share with parents. They need to come to us with some amount of material and learning objectives, and we ask them to develop content or source content. Create videos. Caption those videos. Post things on the asynchronous learning environment. And write discussion questions that will compel participants to – you know – participate.

Then in between sessions, it's kind of a big commitment, because they need to read the posts, comment on the discussions that have been posted there, and respond. When it comes time for delivering the live session, they often feel very uncomfortable with the idea that they're going to present in an environment like this one, like Adobe Connect, because they've never taught in a format like this. Or, some have but maybe only for an hour, certainly not for four sessions for 90 minutes apiece over four weeks.

So it's intimidating for them to come to the virtual classroom. They know that they're going to need to manage their own technology. And they're eager to invest in a good headset and webcam when necessary. We expect them to develop their own PowerPoint slides, adding engagement and writing in questions. So that's where I come in. I help those facilitators develop what they need to deliver in the live session, so that live sessions are compelling, engaging, interactive, and have all the pieces that we know to be effective within these live programs.

We use a whole bunch of tools but the main software tools that we've invested in are Telligent, which has been highly customized by our programmer, and Adobe Connect, the tool that you're looking at right now. One of the main benefits of Adobe Connect is: session rooms are persistent. So when we run a four week program, it runs in the same session room in the same URL and the content persists. Meaning from one session to the next, all of the materials stay uploaded, all of the chat text is still there, all the poll data is still there.

So when we're running program after program, like you might with a high school or a college course, you don't need to recreate the session room every time, you just need to clear the data and log in again. So that consistency helps us to scale and to reach more people. Before I move on though, I do want to point out – Telligent, this is a learning management platform or learning content management platform where participants can join, they're able to register for classes, they're able to communicate with fellow participants in discussion boards, they're able to message team members to ask for technical support, and so on. You'll see within the construct of the Telligent interface, the seek, sense, and share elements as well. And we call them that so that they're familiar with the lingo or the rationale behind what we're doing. Yeah, I would say Telligent is like Moodle and Blackboard – highly customizable but so much easier when you have a programmer who knows how to customize it. We as team members wouldn't have been able to customize it ourselves. We needed help.

So, when we started to look at live sessions, of course I had a lot of Guild experience running sessions and knowing that people were sort of shortsighted on what it took to put something on. They thought, you know, all you really do is pick a topic, pick a facilitator, and go for it, right? Do a live session, like why can't you just? But what we learned, and what I knew to be true, is that there's other things that you need to consider.

For instance, from the time the facilitator is chosen to the time they deliver, you might want to design something. At least outline something. So we have a master overseer of objectives and content to see really what our audience needs. She understands the marketplace very well, and that's my partner Wendy Demoss, who is not with us today because she's juggling a whole lot, including a nine-year-old. So she's our overseer of all content so that she can see where all the programs are headed and keep all the facilitators in their own "swim lane" as it were so that content isn't overlapping, but it's running neatly in parallel.

Then of course we assign dates and set up resources and post registration opportunities and market so that participants can join these live sessions. And it is a public-facing audience but we do have a community membership. Then all these other things have to happen. The pre-learning details are the asynchronous pieces, the pieces that live in Telligent. The pieces that the facilitator has to create and post for the participants to consume content before they attend the live training. From the virtual classroom point of view, they need to learn the virtual classroom software at least well enough to function.

So, I am always standing by for them, as the event producer, so that they don't have to learn the edges of Adobe Connect, they just have to learn the things that are relevant to the facilitator – like "How do I control my mic? How do I control my webcam? How do I move myself in and out of a breakout room? How can I tell if the recording is happening? How can I tell if my network throughput is failing?" and the answer to that is take a look at the bar chart in the top right corner. If it's green, you're good. Red? Not so much.

So there are elements to the virtual classroom that they need to know but we're not asking them to learn everything. There are also elements of the pre-learning or the Telligent platform that they need to know. And we had hoped that they would be able to ramp up and just load stuff on their own, but as it turns out they do need help with that as well. So we have team members shepherding the facilitators through this process. And we do ask that they operate around things like PowerPoint as a fundamental design element so that we can have linear slides that make sense when you click next.

But, as I'll say to you folks, we often add 50% more slides than what the original deck included because we also include places where we're asking questions and when there's instructions to get into it. From there again we shepherd our facilitators through the process of creating their content and posting it all in the right places. And then we ramp up for the live session. We also bring in a captioner because many of our community members are deaf or hard of hearing and certainly many of our family members and the children that we serve are deaf or hard of hearing, we always use a captioner. And that transcript can be very valuable not only during the live session, but afterwards.

Ultimately, we open up the pre-learning assignments for participants to consume those to engage to watch videos to take quizzes, to post in the discussions. If they have pre-learning assignments that require them to fill out forms, they can upload those into the interface and be collected there. Of course, we want to remind people how they're supposed to log in, and reminders are sent. We always tell people to join 20 minutes ahead of time so that if and when they have technical issues, we can solve those before the live sessions begins. And then of course we start the engagement early and record those sessions. And then the facilitator can do a live session and practice.

Once we wrap up, we're concerned with things like posting the recordings and the transcripts and the chat texts. We also track attendance so that participants can earn CEUs, which is Continuing Education Credits. And that for us is the big motivator. Many many of our participants come to us because they're interested in CEUs. So that was a point that we certainly had to get clear on: How will we provide content that will meet the approval of the CEU providing bodies? And how will we manage the attendance recording and so forth? And I'll tell you, it's not easy. It's not something you just whip up in one day.

So, remember that this is an iterative type of a program, participants do pre-learning, they attend live sessions, they do more pre-learning, and attend more live sessions. So over a four week period, or a four session period, they're going back and forth multiple times. Which we find is incredibly effective. There's lots of time and lots of support along the way.

As far as the team roles go, of course we have the participants themselves who need to have their local setups set up, their hardware, their network connections, etc. We have the facilitator and me, I provide the role of coach, host, or producer, except when Mel Chambers is pinch-hitting – thanks, Mel! We always have a captioner. We also have a document and traffic manager – the person who is just making sure facilitators are getting their materials formatted and posted in the right places, and that the items are getting ticked off our checklists in our tool called Wrike, which is a project management tool. We also have our fearless leader, a content visionary and instructional design lead, the person who makes sure that all of our facilitators' content stays in the right lane so that each facilitator is covering their materials but not weaving into other people's materials.

Of course we need IT support. I play a measure of IT support in the Adobe Connect environment and sometimes when it comes to like Chrome or outlook but really we need internal folks to help us manage the coming and going of all of the registrants and the content, the materials, the CEU reporting, etc. And we also have a programmer who has put together templates for Telligent so that it's fairly plug-and-play for us from one program to the next. We don't need to re-create the wheel as it were every time. We just clone the previous program and fill in new content.

We also have somebody that helps manage registration. Somebody who helps us with graphics, communications and marketing. We have a project manager full time that helps with this stuff as well as the rest of the activities around Hearing First, and we have Teresa Caraway, who is the leader who oversees all 15 of our team members. And she's the one who has really put together this whole program to be sure that we can reach the professionals and families who need this content.

The tools that we use are varied, and these are just some of them. Of course, like everybody else in the world, we use Zoom for our staff meetings and just some of the training that goes on has to happen in small groups. We use Google Docs. We use Dropbox and there is a function within Dropbox that's like a bottomless pit mail slot that we can send to our facilitators when they want to upload video clips to us. Very often video clips are hundreds of megabytes so we need Dropbox to help us facilitate that file transfer. We use Wistia for our hosted video storage. It meets HIPAA-compliance security requirements.

We use Teams and Outlook. We use HubSpot for gleaning all of the attendance and participation activities to report back to the CEU authorities. And we use Wrike which is a really excellent project management tool that helps us do forecasting and keep track of all the day-to-day tasks that we're checking off our lists as we go through these programs. And now that we've done over 50 of these flipped classroom/blended classroom learning experiences, we know that it's easy to forget that you did that task already or think that you already did that task because you've done it 49 times. So Wrike helps make sure we do the same stuff, time after time.

I mentioned our fearless leader, Teresa Caraway, who's pictured in the top left portion. In addition to leading us at Hearing First, she also delivered some training last month. And I wanted to share with this group some of the things that she posted within the Telligent community, within the pre-learning space, so that you'd get a sense of what that looks like.

So if you can see on this slide, there is in the top left portion of the screen, some introductory text, the background of what we're doing here and why we're doing it. In red, the assignment that is required to earn CEUs. The Seek and Sense portion is the portion that leads into the video clips that she's added here – like what's the point? Why are we watching? Of course, Wistia houses our videos but the urls show up here in Telligent and participants can view the videos on screen.

These days, in order to get CEU credits for the pre-learning content, we had to measure that the pre-learning content was actually getting completed. So video clips have quizzes at the end. So if you've gotten through the video, all the way to the end, and you've completed the quiz, we have a way of documenting that you've completed that assignment, and that meant we could allow CEUs for not only the live programs, but also the pre-learning and that came down as a requirement from the CEU authorities, the people who gave us the go ahead to set that up that way.

We also provide the transcript of the video that's posted. We always have transcripts. We have the facilitator lecture, which is Teresa's pre-session – you know the part that you'd go to class for typically, hearing the person give their shtick or their presentation. And a transcript of that. Yes, Jaime, we are able to track the completion of the video viewing by embedding a quiz at the end of the video. It took a little negotiation to get the CEU distributing body to approve that, but once they saw how that was working, that worked.

We talked earlier about the fact that sometimes participants are meant to complete something ahead of time and they have forms to fill out. If they don't fill out those forms ahead of time, we don't have any way of saying that they really did the assignment ahead of time. So we have forms that they can download and then upload into the

Telligent space, so that can be tracked as well. And again this is from Teresa Caraway's class last month. So they do have to do certain hoop-jumping activities to earn the CEUs.

In addition to all the things that you've seen us post, we also have a Dig Deeper section. And that's really important to our facilitators who could go on and on for more than four weeks. They have plenty of content and plenty of articles and plenty of YouTube videos, and plenty of white papers that they just want to share with everybody. But we can't fit all that in. So the Dig Deeper is "Hey, if you need more, there's more available here." But we allow them to sort of expand and contract their level of time commitment to this program. You don't have to do the Dig Deeper stuff.

The discussion interface is really fascinating. It's not unlike chat that we use here in Adobe Connect, but it allows participants to see each other as collaborative colleagues and they can communicate very effectively back and forth in the discussion boards. And then the facilitator can view those discussions prior to the live session. We usually ask them to complete it by the Friday before, so that the facilitator has time to read through the discussion posts. Sometimes we have hundreds of participants logged in, so you can imagine how long it takes to get through the discussions, to glean out the critical elements, to possibly tweak your plans for the next live session, to address those questions and then to you know respond.

So we want to make sure the facilitator has time to do that. And then of course participants post in the discussion, so we're seeing what they're learning along the way. It's not a matter of having to give them a test and saying did they score 90% correct on the test, it's put it in your own words. Tell us how when you applied this in your program this week. How did that help? How did it work? What did you do differently?

So here's another element, just to give you sort of a closer up view of this. This is from the session 3 quiz – and I'm not showing you the video here. And Jaime, they're not actually required to discuss, but if they don't complete the needed assignments, we're going to go back to them and say "you didn't complete them" or "Hubspot did not see any activity, and therefore we cannot give you CEUs."

So in Teresa's program then, after having that upfront lecture, plus the video clips and the conversation around that and the quiz around that, she had the participants in the live session then isolate specific things that she wanted to get clear about. And the reason that she needed to get clear about this is, you know, for us, for me, babies, toddlers, and preschoolers they're all one kid, right? No. Absolutely not. So she wanted to get clear on certain things you might do if you were working with a baby. Or certain other different things you might do if you were working with one of these other groups.

So the first question looked like this – and I don't really love that flying-in thing but she's a creative person. So thinking about a family new to LSL – that's listening and spoken language. What would you predict some examples of what the child might do and say while, for instance, getting dressed? Choose an age group and share your prediction. And so the next question was: Thinking about this family, what would you predict some examples of what the family might do? So she's asking them to give examples of essentially narrating activities. The reason we do this is we want to flood the baby with language. We want to give them lots and lots of language because babies who were born deaf have missed out on a lot of language learning. So we're trying to really stimulate and grow those brains.

So we want parents to understand specific vocabulary words that can be emphasized. Or specific activities that can be narrated. So if you're dealing with the baby, toddler, and preschooler, what would be the appropriate vocabulary words? And the way this shook out in the live session looked like this. Which for some folks is probably a visual no-no. There's a whole lot going on on the screen right now. But in context, it was all relevant. Because what you're seeing here on the left side is the baby, in the middle the toddler, and on the right the preschooler.

Along the bottom edge of the screen you're seeing the captioner captioning what Teresa is saying at that time. We don't have distractions of PowerPoints right now. We don't have the distraction of the facilitator's webcam even on screen right now. What's important here is the discussion. What's important is for Teresa to see what the participants are typing and validate the right answers, and course-correct when people are in the wrong lane here. So she might say if somebody put an example that was more appropriate for a preschooler in the baby column, she could say, you know what, that's more appropriate for a baby than a preschooler.

So think about how the engagement can be so much more effective, so much more satisfying, so much more relevant, so much more compelling if the participants have already done a lot of work up front. They already viewed the lecture at the convenience of their own time. Not at the same predesignated time – which, by the way, is inconvenient when you have a global audience. So they did the bulk of the work up front, by reading Teresa's posts. By watching videos. By listening to her lecturettes. So by the time we got to the session, they were able to complete these tasks and she was able to validate correct answers.

We've been doing this now for over three years. We have over 50 live learning experience programs, and if you click that link – where it says Live Learning Experience Programs – you can see the list. I've worked with each and every one of these facilitators to help them ramp up for their live session and get ready to deliver content inside Adobe Connect. We've had 9,454 registrations. In many cases that's several – the same people coming back for several programs, so it's not unique individuals, but 9,454 registrants. We've had attendees from 66 countries.

And so far we've given out 4,640 CEUs that they had to earn in a very rigorous fashion. There is no "skating" on these CEUs.

Sarah, we often have the facilitator managing the chat by themselves with me standing by to help out with technical support questions, but we've also implemented a "help a friend out" program, where other team members, other facilitators who have been through this before will log in just to assist. They can help us escalate questions that are popping up in the left side chat and put them in the right-side chat. The space that you're not seeing here in Adobe Connect that's off-screen for participants.

But the message that I usually give to them when I'm teaching facilitators how to teach online is "It's OK for you to stop talking occasionally." Stop talking, mute your mic, read what the participants have been writing, and then turn your microphone on and you can answer in batches. You can answer: "Hey Fred that was an excellent comment" or whatever it turns out to be. So, it's not easy to talk and read at the same time, in fact, I so far have not found it possible, but it is OK to be silent. I think not having webcams on takes the pressure off of the facilitators from feeling like they need to be making eye contact with the camera and not making awkward faces when they're squinting to read things in the lower left corner of the screen.

So we've just taken some of the pressure off that, and frankly, some of the burden off the network. Because when we're streaming webcams, we end up hogging a lot of the network throughput that our participants need just to hear. Sometimes the audio throughput can be tough on a connection that's wireless or has a lot of traffic, or just low bandwidth in general. And if some of you are working from home for the first time, you might notice that your home network can be bogged down much more easily than the one that you have at work. And if the kids are playing or streaming Netflix or playing some video game online next door, that can bog down your network throughput as well.



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So take a look at what we do. Blended and flipped often are used the same way; I think some people might make – split hairs about the difference there – for me, flipped means that we do the homework first. Blended just means we use different modalities. I can show videos, I can send emails, I can write you longhand letters on paper and send it in an envelope, all of those things would be part of a blended offering.

So we do require them to do between 45 and 60 minutes of pre-learning every week, and you're probably thinking "How in the world do you motivate people to do that?" And the answer is you can't get the CEUs if you don't do it. So they do have to perform.

They do also have to attend the majority of the entire live session. If they have some technical problems logging in, we do have a couple minutes of grace that we can allow for login time, but they must attend each live session live. We record the sessions if they missed it and they want to go back. But once they've missed it, they can't then earn the CEUs. And there's no such thing as partial CEUs. You're either in or you're out.

Of course we use a host/producer person – that's me – who also serves as a coach. I'm the one who takes the facilitator's hand and says "here, let me show you what it is you need to know, and what you need to know about it. And all this other scary stuff that's going on on the screen – things that float around and move? I'll take care of that." And in fact, I usually say to them "Just order me around, I'm the youngest of 6, I'm used to taking orders, just tell me what you need me to do. Like "Hey, Karen, can you make that work? Hey, Karen, can you fix that thing? Hey, Karen, can you help that person?" So I'm always standing by.

I'm just taking a look here at chat, but while I read, I'll let you read our Learning Experience Snapshot from 2020, this is just our first quarter and you can see the work that we've been doing here. Nope, CEU for the entire thing Jaime, we can't give partial CEUs. It's a nightmare to manage, for one thing. So we do have a lot of people attending these programs. They don't all complete them. They don't all care about CEUs. Some of them are parents who are there to learn so that they can help their children. But we are pleased with the number of people who come back and take the program again and again.

Also I want to give you a little bit more detail in that from the – for the most part our participants are telling us that they're really very satisfied with the programs. They're satisfied that they've been challenged to really do the work. Not just kind of show up and you know click on a few things here and there, but to really engage. So we're seeing really positive feedback from our participants.

And there are a few things that we wish we had known before we started. Some I knew but it took some experience to really know how important they were. One was that our participants really needed to unlearn their habits. They were so used to showing up for a live session, or showing up for any kind of training that they were not used to having to complete assignments before they got there and they sure weren't ready for the technology. They're – some people are trying to attend the training using a smartphone riding a bus. One of our students was 30,000 feet in the air, he was logging in from a plane.

So they're trying to do this, and they're trying to meet our requirements, and sometimes they'll stand on their heads. But they don't always have technology that works brilliantly well. We typically do programs after work hours Eastern Time. We find that it's a pretty good time for people to join. But when people are working from home or joining on their commute, they only have a phone or a tablet in their pocket. So the technology issue has been limiting. Because of that we realized that breakout rooms were not necessary for our outcomes. We spent the whole first year doing a lot with breakout activities and they were great but it really wasn't fair to the participants coming in from Bangalore at 4 in the morning on an iPhone.

So we found that the breakout groups, while they were cool, caused it to be sort of a barrier to our professionals and we didn't want to have barriers, we wanted to keep it easy. We also found that using a tool like Event time announcer helped us to tell people what time it was. It's very difficult to tell somebody on the other side of the world that "Don't worry, just log in at 9:00 ET New York" well they don't know what that means. And when daylight savings time changes I can't even, I don't even want to admit how many times we've been burned by that. So take a look at the event time announcer function – it lives on timeanddate.com – you can click that link and see that I've set up a time and date function. Yes I'm still here.

So I wanted to give you the opportunity to really think about the team roles that we included for our program and I have a little poll here – Mel, would you do me a favor and bring up that poll related to team roles? I'd like for you to think about which of your team members are represented here and which team members do. I'd like to say this is easy to do and you can do with two people – you could have a facilitator and somebody that helps with the files. But for us it's become so much more as we try to scale and reach learners from all over the world it's really challenging for just a handful of people to do it and we also find that the technology – people don't warm to it as quickly as you might think.

So it's not easy for us to just say to a facilitator "Here, just, you know, do all this stuff with this software" Because they're not ready to do that. They're still struggling just to figure out how to design their content for this model or this modality. So I'm showing the results of the poll now so you can get a sense of what your fellow participants – Effrosini, you probably know what I'm talking about then – it's challenging to juggle all of those things and for those of you that know me, you know I'm a big proponent of having a plan B in mind. Which means if any one of these team members is not available, it's important that we're cross-trained so that other team members can "pinch hit" when necessary. Hang on, I want to go back a slide here – standby.

I'd like you to take a look at this plan – our standard design plan, and the design plan that we've been using at Hearing First and if you could highlight for me or type in chat which of these steps you feel like your team would do better if you were completing this step. So I'm sorry I don't have these numbered, but take a look and see if there's anything in here that you feel like you should be doing or you would have more consistent success if you did include. (*sound drops*) William I see your message there, do I document these roles in any form? I have the slide for it. We certainly know our roles as employees of the organization, so yes, all of our roles are defined there. But if you're looking for a list, I would say use the list on that slide – and I can tell you what number it is – 13.

There's a certain beauty to the structure of course and that is that we don't need to reinvent this every time that we do one of these things. There are certain pieces in place that are virtually the same every time. We're just plugging in the facilitator and that facilitator's content in those bookends or inside that framework. So by having the producer – which I'm going to again tout the role as being really relevant here. The producer can really help streamline that. Because facilitators would come to this with really the wrong expectations about how this works. They would be thinking much more about how things were done in the traditional classroom. They would be thinking much more about "How do I get my video to work?" than "What kinds of questions can I ask that will compel participation?"

So, I'd like you to really look at how virtual classroom and asynchronous e-learning can be chunked so that the pre-learning – the pieces that really don't need a facilitator to walk you through it and hold your hand can be posted and made available to people to consume at their own pace. At their own convenience. Then, reserve the live training sessions for what I call "premium time" where you do make an effort to log in and for people on the other side of the world it's a terrible hour of the morning for them, but they do log in because they've made a commitment to this process and they're very much interested in engaging in that. William, we don't have so much facilitator and participant guides per class, but the Telligent interface provides that structure. It tells them what to do first, what to do next, what's mandatory and what's extra, where to log in. On the day of the session, they click a button at the top of the Telligent community and it ports them over to the Adobe Connect login. So thankfully we have that API programmed right into there, so they don't need to know what their login ID and password is for Adobe, it's just all integrated together.

But the Telligent environment serves as that participant guide. This timeline is between six months and – I'm sorry, between six weeks and six months. We usually start with the choosing of the facilitator and getting the schedule on track months, or sometimes years, in advance. But I often don't meet with the facilitator until 6 or maybe 8 weeks out. Folks that are doing sessions in the summer have already gotten a head start with me though. So they know what's coming. And they know that if they don't stretch it out a little bit, they'll be scrambling to do it all at the last minute. What's happening now is we're running certain programs for the second and third time around. So the content is already built, the Adobe Connect session room is already built, much of the content is already uploaded. We're just cleaning up the data and starting over again. So that gives us a lot of scalability. Yes facilitators are SMEs and I train them.

I'd like to talk a little bit more about the delivery platforms. We also use Zoom for some of our training, and many of you are probably learning or have been using Zoom in these last couple of weeks, which is a very functional tool. It has great functionality. You could even do breakout groups in Zoom. Please be cautious though that people's priority I feel in Zoom is the webcams and having everybody's microphone on. Once you have multiple webcams and multiple microphones it becomes kind of hard to communicate. So be really cautious about just letting everybody have access to cameras and microphones – it can bog down your network throughput and the noise on the line can be just unbearable.

Rubina, I can't speak to what all the different software tools provide, but your licensing is typically what governs the size of the room. So it depends on if you have a webinar license, or just a regular classroom license. OK so we're just coming up on our last little bit of time together here.

There's so much more that I would love to talk to you about, but I do want to just wrap things up and give you the opportunity to think about the types of things that have changed for your participants in this new environment. I've seen, over the past 20 years, as people have adopted webinar technology that our participants have been maturing in some ways – they've been learning to use these tools more easily and more effectively, but our facilitators have not always stepped up to the challenge. So very often webinars are a broadcast of a lecture and that's it.

So we've trained our participants to say that webinars are a good time to clean out your inbox or eat lunch or fold the laundry. By creating live experiences that people make a great effort to log into at a specific date and time, by making those engaging, and allow them to really participate and be validated and have their learning ideas either validated or corrected, people are much more participative, much more engaged and get much more out of the program. So, for me, it's changing the way facilitators approach delivering this content. So please leverage the resources that are available in the software, don't just default to what was always done before.

We've had some excellent feedback from participants – I'll give you a chance to read some of it posted here. The two different tools – Effrossini are for the pre-learning, the asynchronous learning, and the live training – that's why we're using two different tools. Jaime call me later – yeah that's what I do. Thank you. Ah WebEx meetings and WebEx training that's a good example – when you want more functionality, you go with the version that has training in the name. So we're really pleased with the work that we've been doing and we're really proud of what we've been able to accomplish in three years, and the participants that we've been able to reach and the professionals that we've been able to influence and the families that we've been able to support.

So I encourage you to check out the organization Hearing First. If there's anything that you would like me to respond to, please email me, my contact information is posted here. I've got my email address, my LinkedIn contact information, as well as my twitter handle. And then there at the bottom is the Hearing First website. I'd also like to share with you some information about Connie Malamed, she's the elearning coach. She helped this organization get started by putting together a structure that they could follow and model after. What I've pasted there in chat is an interview that she and I did a couple years ago that I think has some fairly relevant information in it that you might like to read. And then here is that list of the Hearing First learning experiences. If you have additional questions and comments.

**Karyn:** Thank you so much, Karen. That was a great session, we have learned so much. I appreciate you taking the time to bring this to us and some of the great resources and things you have provided for us. We really appreciate that. And it's very nice to have a calm presentation. It was jam packed with information, but calm. So we appreciate that. So I hope you've grabbed Karen's information there, it is clickable. I will have her handout up in our event resources. So with that I'm going to thank Karen and on – we have two more sessions today – one is on xAPI and the next is a panel discussion, so we will be looking forward to seeing you in those two sessions and right now I'm going to take us over to our closing – we'd like to get your feedback about this session and to understand whether this was a good session for you. I'm going to leave this open for a few minutes, and then I'm going to close the room and we will see you in the next session.