Transcript

Student Credentials Affinity Group meeting -- December 2021

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00:00:01.410 --> 00:00:11.400

Kathy Becht: Alright we're going to start today, and we have this is the credential affinity group and we have with us today, Dr Sam Johnson and CARA whoa chick from.

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00:00:12.000 --> 00:00:29.220

Kathy Becht: Cast and we're very excited to have them and to learn about the E portfolios that cast has done a number of projects with and so i'll let them talk about it, but I think it's something that looks like it really could be.

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00:00:30.750 --> 00:00:36.630

Kathy Becht: A great tool for us in inclusive post secondary ED so go ahead with Sam and Kara.

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00:00:37.830 --> 00:00:40.230

Sam Johnston: Thank thanks Kathy and thanks everyone for.

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00:00:41.280 --> 00:00:45.180

Sam Johnston: For you know, showing interest in this, and being here today.

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00:00:46.740 --> 00:00:59.460

Sam Johnston: And I am Sam and i'm on the Advisory Board of thing college I lead our post secondary and workforce development efforts at cast, which are really focused on addressing.

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00:01:00.720 --> 00:01:16.290

Sam Johnston: Addressing access progress completion and post secondary and access to the workforce and thinking about that really with a really strong inclusion and equity and diversity perspective, knowing all three of those things.

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00:01:18.150 --> 00:01:26.730

Sam Johnston: inform one another, so we do a lot of working in higher education we do a lot of work in for technical education we do a lot of work in.

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00:01:27.900 --> 00:01:36.900

Sam Johnston: workforce development programs, and you know and Community settings care and I are working in an affordable housing setting now.

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00:01:38.460 --> 00:01:39.240

Sam Johnston: and

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00:01:40.620 --> 00:01:50.400

Sam Johnston: yeah and I, you know value your work very much i'm a parent of a kid who's not ready for college, but a seven year old with down syndrome, so I very much value what you do.

12

00:01:51.360 --> 00:02:05.910

Sam Johnston: And we built this E portfolio as part of a National Science Foundation discovery research K 12 grant So those are generally focused on improving stem education for K to 12 students but we worked.

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00:02:06.480 --> 00:02:17.280

Sam Johnston: Over four years really collaboratively co designing and then looking at in an experimental study with a with a population of young people that are really in between.

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00:02:17.700 --> 00:02:33.300

Sam Johnston: The kind of K to 12 setting and the higher ED and workplace setting so through national pre apprenticeship program called youth build that's focused specifically on serving out of out of school low income youth, who have not completed high school in a traditional way.

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00:02:34.950 --> 00:02:45.150

Sam Johnston: And they get a mix of leadership skills, a career career pathway training and complete their high school equivalency and they have many sort of barriers.

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00:02:46.080 --> 00:02:59.430

Sam Johnston: To you know to traditional when they're just presented with just one size fits all traditional methods of teaching and learning and we know assessment often falls in that way, so we built this.

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00:03:00.450 --> 00:03:16.050

Sam Johnston: personalized and portable E portfolio in that setting but we've since expanded it to number of others, including it's being used to support undergraduate research right now for students who are from underrepresented groups and stem.

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00:03:17.070 --> 00:03:19.980

Sam Johnston: It was used in career and technical education.

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00:03:22.350 --> 00:03:23.850

Sam Johnston: At the high school level.

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00:03:25.140 --> 00:03:34.920

Sam Johnston: And is being you was used in funding from the office of disability employment policy to look at making apprenticeships more inclusive in a manufacturing apprenticeship pathway.

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00:03:35.340 --> 00:03:43.440

Sam Johnston: And there's been other sort of you know, interests and kind of possible adaptations, so I won't say much more than that, but it is.

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00:03:43.980 --> 00:04:00.000

Sam Johnston: Design CARA can show you, but with the universal design for learning framework at the heart of it, and obviously this co design effort you know which really we met with probably 2727 times with programs all over the Northeast and then it continued to co design it with partners.

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00:04:01.620 --> 00:04:20.190

Sam Johnston: and universal design for learning is you know born out of tasks, but obviously it's used by lots of people all over it, but we in in the work we do that's around early software development which is one piece of our work, we were always informed by by udl and my co design.

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00:04:22.170 --> 00:04:23.160

Sam Johnston: handed over to Kara.

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00:04:23.790 --> 00:04:25.890

Kathy Becht: Alright, thanks, Sam hi Kara.

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00:04:26.700 --> 00:04:27.570

Cara Wojcik: Thank you, Sam.

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00:04:27.630 --> 00:04:28.950

Cara Wojcik: And thank you Cathy i'm so.

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00:04:28.950 --> 00:04:39.630

Cara Wojcik: excited to share this tool, and I think sam's introduction really helps kind of frame it but i'll give myself a quick introduction first my name is Kara logic.

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00:04:40.110 --> 00:04:46.920

Cara Wojcik: i'm a product designer a cast, so I focus on instructional design and user experience design on our software products.

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00:04:47.820 --> 00:04:54.690

Cara Wojcik: Prior to joining cast actually was a middle school art teacher so that's kind of the the background that I bring to the table.

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00:04:55.590 --> 00:05:10.800

Cara Wojcik: And I taught in an inclusive classroom in greater Boston area so it's kind of a cool combination of skills that I get to bring to these sorts of projects and this particular one i'm always excited to share, because it is.

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00:05:12.090 --> 00:05:22.470

Cara Wojcik: One that we've you know, had a lot of fun bringing to a bunch of different environments as Sam mentioned, so let me get my screen sharing going without further ado, and I will.

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00:05:23.610 --> 00:05:25.560

Cara Wojcik: Lead you through a quick DEMO of it.

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00:05:27.180 --> 00:05:30.150

Cara Wojcik: And what I thought I would do today is to.

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00:05:32.100 --> 00:05:42.480

Cara Wojcik: Show you an existing version of the tool which is the one that Sam mentioned the first iteration of the tool that we co designed with youth build and we call that version of the tool stem folio.

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00:05:43.440 --> 00:05:50.520

Cara Wojcik: And of course for students that were going through the youth build program or young people, I should say who were.

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00:05:51.510 --> 00:06:01.230

Cara Wojcik: Completing high school or high school equivalency in a non traditional way we were looking to help them identify stem skills in their training in their daily.

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00:06:01.740 --> 00:06:12.390

Cara Wojcik: Work so whether they were going through a culinary arts program or a construction program or a computer science program whatever career track that they were interested in pursuing.

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00:06:13.170 --> 00:06:23.340

Cara Wojcik: We were helping them look at the skill sets they were building and identify where does science, technology engineering math and then general career skills kind of fit into that equation.

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00:06:24.060 --> 00:06:32.820

Cara Wojcik: Because the National Science Foundation was really interested in helping students kind of just you know build the awareness of where stem fits into those career pathways because of course it's everywhere.

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00:06:33.210 --> 00:06:41.490

Cara Wojcik: And there are so many stem careers coming online and making young people aware of those job opportunities, was a big part of that project.

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00:06:42.540 --> 00:06:49.800

Cara Wojcik: So what i'd like to do today is bring you through a demonstration of what the tool looks like from the students perspective.

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00:06:50.310 --> 00:07:00.120

Cara Wojcik: Then login as a as a teacher and instructor and we can look at it from that side it's similar but a little bit different the teacher side has a few extra bells and whistles that I can share with you.

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00:07:00.630 --> 00:07:09.660

Cara Wojcik: And then I did a quick mock up just because Kathy had shared with me some information about your program and I saw how it would map on to this tool.

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00:07:10.020 --> 00:07:15.090

Cara Wojcik: So seamlessly which is exciting, so I did a quick mock up of what it would look like if.

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00:07:15.540 --> 00:07:25.530

Cara Wojcik: Your programs and skills and competencies were kind of imported into this tool, so we can look at that at the end, and it will kind of give you a sense of how that might fit.

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00:07:26.460 --> 00:07:38.640

Cara Wojcik: So let's log in here, and if anybody's got questions along the way, please interrupt me i've got my window open, but I can only see like a small portion of everybody who's here so feel free to interrupt.

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00:07:39.390 --> 00:07:45.690

Cara Wojcik: You know vocally or and i'll try to keep my chat window open as well because i'd love to take questions along the way, if that makes more sense.

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00:07:46.050 --> 00:07:52.830

Kathy Becht: or help with that to care, as I see them, but my dog is barking like NUTS so i'm going to stay muted until I see that.

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00:07:53.610 --> 00:07:54.840

Cara Wojcik: no problem at all.

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00:07:55.200 --> 00:07:56.280

Cara Wojcik: That sounds good.

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00:07:56.820 --> 00:08:05.610

Cara Wojcik: Alright, so i've just logged into the stem folio.org application it's a responsibly designed APP so it's completely.

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00:08:06.570 --> 00:08:11.100

Cara Wojcik: cloud based, first of all, you don't have to download anything to your machine it's all available on the web.

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00:08:11.610 --> 00:08:17.580

Cara Wojcik: And it is designed to be kind of like optimally used on a mobile phone, because we found that with the.

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00:08:18.090 --> 00:08:28.950

Cara Wojcik: Young people that we co designed with they were more likely to have a phone as their kind of primary access to technology, rather than anything else, so we wanted this to be first and foremost.

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00:08:29.850 --> 00:08:36.720

Cara Wojcik: usable on a phone, but of course if you're on a tablet or desktop computer it's going to work well in that setting as well.

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00:08:37.380 --> 00:08:41.670

Cara Wojcik: that's just something to note that it was actually designed to be kind of a mobile first application.

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00:08:42.210 --> 00:08:54.090

Cara Wojcik: And, as I go through it i'll try to also highlight some of the accessibility technology that we've kind of infused into the tool, which is something that cast does in all of our software products, but I want to make sure I highlight them.

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00:08:55.170 --> 00:08:58.380

Cara Wojcik: So you can kind of see where they feature in this particular application.

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00:08:59.130 --> 00:09:12.420

Cara Wojcik: So when you log in, and this is again a student version of the tool that we're going to look at first so you'll know on the left, there are kind of four main spaces of the tool so students see some challenges.

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00:09:12.840 --> 00:09:20.910

Cara Wojcik: They see their my work area, which is what i'm looking at right now, they see my folio and then they see video library.

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00:09:21.930 --> 00:09:32.190

Cara Wojcik: So actually we default to my work, which is where students would pick up work in progress, but I think i'm going to actually start by talking you through the challenges page, because I think it's kind of the.

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00:09:32.580 --> 00:09:42.510

Cara Wojcik: crux of the application and the best place to begin so when you go to the challenges page as a student you'll see a whole bunch of different.

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00:09:43.410 --> 00:09:48.210

Cara Wojcik: kind of prompts, and these have been created by your teachers and instructors.

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00:09:48.990 --> 00:09:50.940

Cara Wojcik: So you guys could be creating these.

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00:09:51.360 --> 00:10:05.970

Cara Wojcik: And they fall into a number of different categories so for this iteration of the tools, since we were working on stem skills you'll see that the the categories for each of the the challenges fall into either career skills engineering math science or technology.

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00:10:06.750 --> 00:10:15.570

Cara Wojcik: So students could focus on one particular area or they could be you know, selecting challenges across all the different categories that are available.

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00:10:16.590 --> 00:10:26.580

Cara Wojcik: But the the instructors that they had it youth build would create these challenges, and they would show up for the students, so can kind of get a sense of the different.

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00:10:27.480 --> 00:10:37.440

Cara Wojcik: You know types of challenges that the the teachers would make and let's take a look at a couple of them, just so you can kind of see what the nuts and bolts of a challenge is.

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00:10:39.060 --> 00:10:43.020

Cara Wojcik: So here's one that's been taken a couple times so it'll tell you, if the challenge has been taken.

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00:10:44.250 --> 00:10:45.390

Cara Wojcik: Before.

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00:10:46.710 --> 00:10:57.990

Cara Wojcik: And it was kind of the the building blocks of a challenge, so we really wanted media multimedia to feature prominently in the tools, so that teachers have multiple ways to.

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00:10:58.680 --> 00:11:08.910

Cara Wojcik: You know, provide instruction to students, so you can either upload a YouTube video directly into the challenge, or you could create your own media, you can record your own video if you wanted to.

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00:11:09.720 --> 00:11:15.360

Cara Wojcik: Or you could include an image, you could include a diagram a map, you know, whatever might be appropriate as a learning tool here.

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00:11:15.840 --> 00:11:24.720

Cara Wojcik: But generally, the challenge is three steps it's one prompt, so in this particular one, this is an engineering challenge called building for the future.

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00:11:25.290 --> 00:11:32.610

Cara Wojcik: And it says, think about a project, you have worked on recently in what ways to use materials efficiently or sustainably to prevent waste.

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00:11:32.880 --> 00:11:37.830

Cara Wojcik: So we really encourage the instructors that we were working with to make these challenges kind of short and sweet.

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00:11:38.310 --> 00:11:43.320

Cara Wojcik: And instead of having it be a long drawn out kind of like multi step project.

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00:11:43.710 --> 00:11:51.840

Cara Wojcik: We encourage the instructors to kind of chunk their larger projects so that you know one project might have multiple challenges associated with it.

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00:11:52.200 --> 00:11:57.540

Cara Wojcik: And i'll show you later how those can kind of be linked together and that kind of comes in at the folio stage.

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00:11:58.380 --> 00:12:02.700

Cara Wojcik: But it's definitely for students, for whom they were working on like executive functioning.

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00:12:03.420 --> 00:12:09.570

Cara Wojcik: It made a lot more sense to make these kind of bite sized manageable goals that the student could be working toward.

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00:12:10.560 --> 00:12:16.020

Cara Wojcik: So this is a nice example for some students that were working in a construction track.

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00:12:16.920 --> 00:12:25.080

Cara Wojcik: But you know it would probably be applicable to a lot of different areas, but it's just kind of an example of a challenge that you may see and the video here.

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00:12:26.040 --> 00:12:37.050

Cara Wojcik: We had created for this particular version of the tool, a whole video library that kind of interviewed it was it was quite varied, but the primary use that we had was.

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00:12:38.280 --> 00:12:47.850

Cara Wojcik: interviewing folks that have gone through the youth build program and had actually pursued stem careers, so how they you know made that transition from the youth build Program.

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00:12:48.630 --> 00:13:01.350

Cara Wojcik: into their career track so there's a fabulous selection of videos there and the instructors could choose to put a video from that library directly into a challenge if they wanted so that's what this particular one is.

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00:13:03.030 --> 00:13:16.440

Cara Wojcik: So the student would read the prompts and they would view or review the associated media here, and then the second step is to respond so in the kind of.

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00:13:17.370 --> 00:13:26.250

Cara Wojcik: Universal design for learning frame of mind, we want to give students multiple ways to respond to a challenge, so you know just as.

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00:13:27.000 --> 00:13:29.790

Cara Wojcik: You know, writing skills might not be their.

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00:13:30.420 --> 00:13:37.770

Cara Wojcik: preferred method of responding we wanted to be make sure that they had a lot of different options for how they could respond so whether it was to take a.

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00:13:37.980 --> 00:13:41.940

Cara Wojcik: Video of themselves working a lot of students, since they were working on their mobile phone.

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00:13:42.240 --> 00:13:48.630

Cara Wojcik: would just do like a quick selfie video, and they would sort of say hey you know, this is a project that I was working on and here's the.

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00:13:49.020 --> 00:14:00.750

Cara Wojcik: You know the work that i've done or maybe they would just take a photo and they could upload that here, so they would respond through media, and that was really the primary way that students showed what they.

95

00:14:01.470 --> 00:14:16.020

Cara Wojcik: had done to demonstrate the skills that the the prompt was asking them to show, and then the response was really to sort of just describe what the media was was showing so in this particular instance i'll just give you a.

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00:14:16.860 --> 00:14:31.920

Cara Wojcik: You know, really quick example so say in one of the programs, they were making birdhouses out of scrap lumber so you know, maybe I would upload a photo or video so i'm going to grab like a quick.

97

00:14:32.730 --> 00:14:37.680

Cara Wojcik: photo from my desktop here and pop that in you know, maybe a student had been working in.

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00:14:38.190 --> 00:14:44.460

Cara Wojcik: autocad and they had designed a quick little mock up of what it would look like if they were going to create a birdhouse out of the.

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00:14:45.150 --> 00:14:50.100

Cara Wojcik: scrap lumber and then they could decide to describe their project here.

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00:14:50.490 --> 00:15:00.810

Cara Wojcik: And this is one of our accessibility features that is in every text box, so if a student prefers not to type in their response, they can also use the speech to text functionality.

101

00:15:01.260 --> 00:15:07.110

Cara Wojcik: And I don't know how well this is going to work well i'm on zoom but let's test it because i'm actually not sure how it will work.

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00:15:08.460 --> 00:15:14.790

Cara Wojcik: We used scrap lumber to create birdhouses so that we didn't have to throw away extra would.

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00:15:16.590 --> 00:15:25.230

Cara Wojcik: actually worth 12 month zoom that's good so a student could kind of describe how they had you know demonstrated the skill in this.

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00:15:26.340 --> 00:15:38.940

Cara Wojcik: Section here and then importantly, and this is a piece that we worked really hard on to kind of fit within the youth build framework, but in your program I was so excited that you already have your competencies already defined.

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00:15:39.720 --> 00:15:46.200

Cara Wojcik: So that was really wonderful to find out, but a student would then have to to to.

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00:15:46.590 --> 00:15:54.960

Cara Wojcik: select which competencies they feel like they best demonstrated through the process of responding to this challenge, so you know.

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00:15:55.350 --> 00:16:01.950

Cara Wojcik: These are cross cutting they're not meant to go with any particular category, so you know, even though this was an engineering.

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00:16:02.670 --> 00:16:15.480

Cara Wojcik: challenge you may have worked with a team so maybe you're showing some career skills competencies here, and you would want to click like you know, taking initiative, for you know, whatever the competency was that you felt like you best.

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00:16:16.500 --> 00:16:24.750

Cara Wojcik: Really demonstrated here so students would be able to select up to three weeks we wanted them to kind of keep it focused and really have them work on.

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00:16:25.050 --> 00:16:34.590

Cara Wojcik: A few competencies with depth at a time and also just get really familiar with the different competencies some of these in this particular iteration of the tool came from.

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00:16:35.550 --> 00:16:45.600

Cara Wojcik: The next generation science standards, so they required students to kind of you know, become familiar with those and that was you know valuable for if they were working toward their high set or something like that.

112

00:16:47.340 --> 00:16:47.790

Cara Wojcik: yeah.

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00:16:48.120 --> 00:16:57.300

Kathy Becht: If I can ask this is Kathy so if a student is saying well I don't remember what taking initiative me, is there a place where they can look it.

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00:16:57.570 --> 00:16:59.670

Kathy Becht: up there yeah i'm so glad.

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00:16:59.670 --> 00:17:00.780

Cara Wojcik: You asked that yes.

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00:17:01.110 --> 00:17:15.420

Cara Wojcik: You know it's really important question because part of this was just building the vocabulary around some of the you know the stem careers and pathways and the associated skills that would be required for those so we did want to.

117

00:17:16.500 --> 00:17:31.050

Cara Wojcik: You know, make sure the definitions were available to students here and kind of painstakingly formed these into really accessible language so they felt like it wouldn't be a barrier for students, because they didn't understand the terminology.

118

00:17:32.430 --> 00:17:48.840

Cara Wojcik: But in case for some students, for whom English isn't their first language there's also the ability for students to translate so there's a built in translator here leave this version of the tool has three different languages associated with it, so if I select some text.

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00:17:50.700 --> 00:17:59.610

Cara Wojcik: I have it set to Spanish right now, but I think you can change it to what we have for now so it's Portuguese translation creel.

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00:18:00.720 --> 00:18:05.070

Cara Wojcik: But we have the ability to put in up to 10 So this was just the.

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00:18:05.700 --> 00:18:17.430

Cara Wojcik: selection of languages that happened to be most prominent in the communities that we were working with, but you could add additional ones, if you're working communities that needed other ones, so you have that ability and it actually does.

122

00:18:18.930 --> 00:18:26.700

Cara Wojcik: Do the text to speech here as well, so you could play it out loud and since i'm wearing headphones I don't know if you'll be able to hear it, but if I select some text.

123

00:18:29.610 --> 00:18:30.480

Kathy Becht: yeah we can't hear.

124

00:18:30.990 --> 00:18:37.050

Cara Wojcik: You can't hear it, so I can hear it in my in my headphones you can't hear it out loud, but it will play for you.

125

00:18:38.190 --> 00:18:52.470

Cara Wojcik: The texts that you've selected, if you want to listen, because you know I think for for some students, for whom literary literacy might be a barrier if they can listen to it being read to them aloud that's definitely accessibility function that's been helpful for students.

126

00:18:52.860 --> 00:18:53.910

Kathy Becht: And I actually do the same.

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00:18:53.970 --> 00:18:55.530

Cara Wojcik: thing for Cathy so.

128

00:18:55.680 --> 00:19:07.200

Kathy Becht: They could do the same thing then with where they wrote we use scrap lumber could they listen to that and then, if they say that's not what I wanted to say, do they still the function to delete and start over.

129

00:19:07.740 --> 00:19:12.120

Cara Wojcik: yeah definitely so they can select any text on the page whether it's something.

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00:19:12.120 --> 00:19:14.220

Cara Wojcik: that's embedded in the page or something they wrote.

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00:19:14.520 --> 00:19:26.910

Cara Wojcik: Her um yeah really good question, because we could certainly you know, have a student who used the text to speech, maybe it didn't understand it perfectly so then if they needed to look up a word or something.

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00:19:27.270 --> 00:19:32.160

Cara Wojcik: there's actually a built in dictionary here as well, so they could say is that really the word that I was meaning to say.

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00:19:32.730 --> 00:19:44.010

Cara Wojcik: And then they could make sure that it's what they meant and they could revise if they needed to so yeah we definitely encourage students to use these when they're crafting their responses here.

134

00:19:44.700 --> 00:19:49.230

Sam Johnston: And one other thing because you know, because everything we.

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00:19:50.550 --> 00:20:06.510

Sam Johnston: Do a task is it you know internally we had accessibility, experts and we quality test with accessibility experts, and this is designed and mobile first What that means is if learners are using their own preset accessibility features like maybe you have a.

136

00:20:07.860 --> 00:20:14.340

Sam Johnston: college student who has a track right and so on their iPhone they have it set in a way, where if to hover.

137

00:20:14.850 --> 00:20:22.680

Sam Johnston: Over something for longer so that it doesn't right so whatever yep large font that or color contrast whatever it might be.

138

00:20:23.280 --> 00:20:38.580

Sam Johnston: Because this has been designed in such a way that accessibility thought through at every level, all those in addition to the personalization that's in here additional customization and personalization that a learner themselves or someone offering challenges might.

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00:20:40.020 --> 00:20:43.410

Sam Johnston: have built into their own their own desktop tablet.

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00:20:44.730 --> 00:20:57.510

Sam Johnston: smartphone would all play well with this so that's just you know something else to to keep in mind, and not even just for this, but just in terms of vetting any technology right this that's the importance of accessibility.

141

00:20:59.130 --> 00:21:05.850

Sam Johnston: Is that you know the personalization is so important for well for all for all learners.

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00:21:07.320 --> 00:21:07.620

Cara Wojcik: yeah.

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00:21:07.680 --> 00:21:09.150

Cara Wojcik: Definitely, thank you, Sam that's a.

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00:21:09.150 --> 00:21:18.810

Cara Wojcik: really good point because all of the settings that you can put in here in your version of the tool could be overwritten if you have browser level settings that you wanted to add in.

145

00:21:19.290 --> 00:21:27.090

Cara Wojcik: and actually I tried that with some plugins as well, so say you need a language that isn't offered currently in the tool or this iteration of the tool.

146

00:21:27.960 --> 00:21:39.420

Cara Wojcik: Like the Google chrome translate plugin works really nicely with this, so you could actually translate the entire APP using that plugin so it's been designed so that it can be kind of customizable at that sort of.

147

00:21:40.500 --> 00:22:01.710

Cara Wojcik: umbrella level as well, so I think that's really important point, Sam because for for folks that have those settings yes, this will work with that for sure so let's choose a couple of competencies here, just so we can complete our challenge response and i'm going to post it.

148

00:22:03.060 --> 00:22:16.470

Cara Wojcik: So when i've completed a challenge it goes back to this my work section and that's where all of my completed challenges live, and when I post, it also goes to my instructors, so my instructors can now see it and.

149

00:22:17.250 --> 00:22:23.040

Cara Wojcik: On their end they can review my work and provide comments and we'll look at that, from the teacher side in a moment.

150

00:22:23.910 --> 00:22:29.490

Cara Wojcik: But just in terms of where a student can go from here after they've completed some challenges.

151

00:22:30.300 --> 00:22:37.680

Cara Wojcik: This is important question, I know a lot of folks always want to know if students can edit their work, yes, they can definitely go back into a challenge response.

152

00:22:38.100 --> 00:22:49.170

Cara Wojcik: And edit it so say it was just something small like they had a typo like lumber doesn't need to be capitalized here, so I can just make that small change and repost and that would overwrite the original one.

153

00:22:50.100 --> 00:23:04.380

Cara Wojcik: So if they needed to make that small edit or adjustment, they can do that, but they could also go back and say you know they wanted to do this same challenge this some building for the future challenge say they wanted to do it again.

154

00:23:05.130 --> 00:23:11.670

Cara Wojcik: They could do that as well, and they could just respond to the challenge as many times as they want to so there's actually kind of you know.

155

00:23:11.970 --> 00:23:16.230

Cara Wojcik: A feature where, if you say you did a weekly journal entry or something i've seen.

156

00:23:16.620 --> 00:23:25.740

Cara Wojcik: Some instructors do that, where they had the one prompt in the form of a challenge that students responded to week after week after week, so if you did that.

157

00:23:26.460 --> 00:23:36.840

Cara Wojcik: you'd be able to see all of your challenge responses here so let's jump into one of these challenge responses, where you can see, the media and the students.

158

00:23:37.830 --> 00:23:45.120

Cara Wojcik: text response, the competencies that they selected and then you can see all the different responses that they've done.

159

00:23:45.450 --> 00:23:53.700

Cara Wojcik: So that's kind of a nice way to see you know, progress and growth over time and if you're having a student, you know build or you know work on one particular skill, they might.

160

00:23:54.030 --> 00:23:59.700

Cara Wojcik: decide to do that challenge over and over again, and then they can really look at the their work over the course of a semester.

161

00:24:00.840 --> 00:24:05.220

Cara Wojcik: So it's kind of like a timeline that's kind of what we kind of call it, and it works nicely for that.

162

00:24:05.670 --> 00:24:18.810

Cara Wojcik: This is where you also would see comments pop up so if you had a rubric so for you guys if you wanted to embed a rubric brick that's customized for your program directly into the.

163

00:24:19.350 --> 00:24:28.500

Cara Wojcik: Application you could do that we had one that was specific to youth build that students and teachers could review and then, if a teacher.

164

00:24:28.980 --> 00:24:38.370

Cara Wojcik: wanted to give comments to the student, they would do that on their end and they would show up here for the student and when a student was on there, my work page.

165

00:24:39.270 --> 00:24:48.990

Cara Wojcik: They would see if it has comments, right here, so this particular one has comments and they would get a little notification that a teacher has given them a comment, which you know, maybe it's a prompt to say hey go back and.

166

00:24:49.320 --> 00:25:01.980

Cara Wojcik: You know revise this piece of your response, or hey can you elaborate on xyz so we had students use that as a kind of a means of getting into the habit of revision because important.

167

00:25:03.630 --> 00:25:07.560

Cara Wojcik: So this is where all these completed challenges would go, you can sort them by.

168

00:25:07.920 --> 00:25:17.820

Cara Wojcik: category, and you can also sort them and filter them by folio so let me just introduce you quickly to the kind of concept of a folio because it's kind of where the organizational aspect.

169

00:25:18.240 --> 00:25:26.940

Cara Wojcik: Of this application comes into play, so if I go to the my folio page right now it's going to be empty because I haven't actually made any fully owes yet.

170

00:25:27.210 --> 00:25:40.620

Cara Wojcik: But the idea of the my folio section is to take any challenge responses, you want to group together and organize them by theme or by skill, or by category or maybe you're prepping to.

171

00:25:40.950 --> 00:25:47.010

Cara Wojcik: You know, apply for an internship and you want to put all of the relevant challenge responses into one kind of bucket.

172

00:25:47.430 --> 00:25:53.370

Cara Wojcik: Because, then you want to share them with a potential employer, you could do that as well, so you can create as many photos as you want and.

173

00:25:53.910 --> 00:26:01.500

Cara Wojcik: All of the challenge responses that you've done, you can put like the same challenge response into multiple folio so it's just a way to kind of organize and share.

174

00:26:01.890 --> 00:26:09.660

Cara Wojcik: The work that you've done so let's make one really quickly, just so you can see, the process of that so since all of mine are about engineering.

175

00:26:10.140 --> 00:26:22.800

Cara Wojcik: i'm just going to say, this is my folio about engineering and then I can go in and select all of the challenge responses that I would want to add to that so, since these are all engineering i'm going to just add all of these here.

176

00:26:23.820 --> 00:26:25.650

Cara Wojcik: And then it prompts me.

177

00:26:26.010 --> 00:26:42.270

Cara Wojcik: to write a description so it's going to ask me to think about you know what do these challenge responses have in common, so maybe I could say something like you know i've worked on this particular skill and this is evidence of how i've built that skill over the course of a semester.

178

00:26:43.470 --> 00:26:52.470

Cara Wojcik: Or you know, maybe these are just highlight something that i'm the most proud of these are the pieces of work that I really wanted to share because they really show what I know.

179

00:26:53.250 --> 00:26:58.050

Cara Wojcik: So whatever the case may be, you can go ahead and do a description here.

180

00:26:58.380 --> 00:27:09.990

Cara Wojcik: And I just want to note that this is going to have a text to speech functionality as well we just realized this was a bug and it doesn't have it at the moment but we're building that in its in our next iteration of.

181

00:27:10.500 --> 00:27:20.340

Cara Wojcik: production lines, so this thing these things are always being kind of Kool aid and are coming along so it's just something to note we're always fixing things as we find issues.

182

00:27:21.900 --> 00:27:33.780

Cara Wojcik: So here's my folio about engineering and if I wanted to share this publicly I could do that so right now the only people that can see your work, are you and your teachers.

183

00:27:34.140 --> 00:27:45.000

Cara Wojcik: And, otherwise you know it's private everybody would have to log in so we wanted students to be able to have a way to share their work in case they wanted to you know send it to a potential employer or.

184

00:27:45.360 --> 00:27:50.010

Cara Wojcik: An instructor that's outside of the program or you know Whatever the case may be, or even just share it at a.

185

00:27:51.210 --> 00:27:59.490

Cara Wojcik: You know, say, like it's an end of the year end of semester presentation, you might want to share stuff at that, so we wanted to create a public facing.

186

00:28:00.420 --> 00:28:12.900

Cara Wojcik: way for students to be able to share their work so there's a share folio option and that creates a kind of a static link that anybody could access you don't have to log in in order to see it.

187

00:28:13.380 --> 00:28:24.840

Cara Wojcik: And you could send this link to somebody via email and they'd be able to open it up, and they would see all of the challenge responses that you've put into this particular folio so what that looks like.

188

00:28:25.380 --> 00:28:31.260

Cara Wojcik: Is this so this would have your name my name on this DEMO here is student try out.

189

00:28:31.800 --> 00:28:41.970

Cara Wojcik: I would have the folio title and if I had written a description which I didn't for this one, but if I had written a description, it would be here that kind of explain the skill set that i'm demonstrating here.

190

00:28:42.390 --> 00:28:56.490

Cara Wojcik: And then all of my challenge responses that i've selected to share are in this box and then somebody could look at each of those challenges, individually and see my work so that's another way that students are able to share.

191

00:28:57.360 --> 00:29:02.700

Cara Wojcik: The work that they've done without having somebody login so it's a nice way to get students kind of.

192

00:29:03.210 --> 00:29:12.690

Cara Wojcik: You know, into the process of organizing and selecting from all the the work that they've done, you know what are really the ones that stand out and then they can share those.

193

00:29:13.500 --> 00:29:21.330

Cara Wojcik: So let's see I very quickly covered challenges my work my full leo's i'll just share the videos library really quickly, I think I mentioned that earlier.

194

00:29:22.140 --> 00:29:31.380

Cara Wojcik: that these are just a whole range of videos of folks who are kind of near peer mentors sharing their story isn't students really loved having those here.

195

00:29:31.830 --> 00:29:38.040

Cara Wojcik: And then on the teacher side which i'll jump into just very briefly, I know I just want to be cognizant of your time.

196

00:29:38.880 --> 00:29:42.000

Cara Wojcik: But i'll just show you what it looks like to make a challenge very quickly.

197

00:29:42.450 --> 00:29:56.970

Cara Wojcik: And you can actually add these videos into a challenge on the teacher side that's not available to students because students can make challenges in the APP currently so how am I doing for time Kathy do I have like two to three minutes to share the challenge authoring piece.

198

00:30:00.930 --> 00:30:01.800

Kathy Becht: You do yes.

199

00:30:02.550 --> 00:30:04.140

Cara Wojcik: Thank you, I just want to make sure.

200

00:30:04.380 --> 00:30:06.060

Cara Wojcik: I don't want to go too far over are.

201

00:30:06.780 --> 00:30:17.370

Cara Wojcik: A lot of time here so i've now logged in as an instructor and you can see that it looks pretty much the same but teachers have a few extra things that they're able to do in the tool.

202

00:30:18.540 --> 00:30:27.750

Cara Wojcik: When they're on this page which defaults to when you log in that is the student work page, so all of the students that you teach would be available here, and you could.

203

00:30:28.500 --> 00:30:35.850

Cara Wojcik: sort their work by the courses that you're teaching or by an individual student or by a challenge that you've assigned.

204

00:30:36.390 --> 00:30:46.440

Cara Wojcik: And look at work there, so if you're trying to quickly you know assess like if students have completed a particular challenge you could sort by challenge and see who's already turned it in.

205

00:30:47.430 --> 00:30:56.400

Cara Wojcik: Or you could look at all the different challenges that like one student has completed so that's an option as well, and this is also where you would go in and.

206

00:30:57.870 --> 00:31:09.660

Cara Wojcik: make comments, so if a student has submitted a challenge response you have that here, you can see the competencies that they've chosen and then you can leave them a comment, and they would see that on their end.

207

00:31:10.740 --> 00:31:13.260

Cara Wojcik: So that's kind of the only difference between the.

208

00:31:13.740 --> 00:31:17.340

Cara Wojcik: Teachers my work and the the student work section.

209

00:31:18.150 --> 00:31:21.030

Kathy Becht: The comment show up there in the portfolio.

210

00:31:21.450 --> 00:31:23.130

Kathy Becht: So it wasn't okay.

211

00:31:23.400 --> 00:31:25.230

Cara Wojcik: No, we wanted those to be private for.

212

00:31:25.230 --> 00:31:26.040

Kathy Becht: That yelling.

213

00:31:26.220 --> 00:31:32.730

Cara Wojcik: yeah that's a great question yeah so that's something that's only between student and teacher and right now it's only one way it doesn't.

214

00:31:33.300 --> 00:31:40.860

Cara Wojcik: Like the student doesn't have the ability to comment back and we talked about this, a lot of, and we really just found with the Co design that we had done.

215

00:31:41.220 --> 00:31:49.170

Cara Wojcik: That teachers and students had so many other communication up you know options in terms of the way that they're already communicating to.

216

00:31:49.170 --> 00:31:54.090

Cara Wojcik: LM s or you know Whatever the case may be, or it's in person, you know that's even better hopefully.

217

00:31:54.750 --> 00:32:10.980

Cara Wojcik: So we really wanted it to just be a conversation starter just for teachers to be able to like get their ideas down for a you know piece of feedback for a student and then hopefully that would spark a conversation that they will follow up on yeah So this is the.

218

00:32:11.040 --> 00:32:12.720

Cara Wojcik: The opportunity where they would give that.

219

00:32:12.780 --> 00:32:18.960

Cara Wojcik: comment if they had one they can see if a student has completed it multiple times they show up here as well.

220

00:32:20.280 --> 00:32:22.500

Cara Wojcik: And just to note because sometimes people wonder.

221

00:32:22.830 --> 00:32:30.930

Cara Wojcik: The teacher also has a my work section, and the reason they have that is because, if a teacher wants to respond to a challenge and create it as like a model.

222

00:32:31.110 --> 00:32:42.990

Cara Wojcik: You could do that so that's if you wanted to make your own challenge response you can respond to one just like a student can, and it would go into that my work section and you could use it as like an example so that's why that's there.

223

00:32:43.230 --> 00:32:45.990

Kathy Becht: same with the 40 you may have said this, but so.

224

00:32:46.230 --> 00:32:48.750

Kathy Becht: When a student has answered respond to more than one.

225

00:32:50.280 --> 00:32:56.790

Kathy Becht: Can they then when they're creating the portfolio only put in certain challenges responses and not all.

226

00:32:57.600 --> 00:33:05.070

Cara Wojcik: They can put in as many as they want and they can put in multiple they can put multiple challenges into.

227

00:33:05.790 --> 00:33:09.030

Kathy Becht: Multiple I mean the responses to the challenge.

228

00:33:10.080 --> 00:33:18.480

Cara Wojcik: They I don't know if I totally understand your question, so if they are responding to a challenge, more than once, can they put all of those responses in.

229

00:33:18.870 --> 00:33:20.340

Kathy Becht: or just choose one.

230

00:33:20.580 --> 00:33:22.170

Kathy Becht: No one of them.

231

00:33:22.620 --> 00:33:24.060

Cara Wojcik: So if it's flexible.

232

00:33:24.120 --> 00:33:25.710

Kathy Becht: They could do either it's flexible Okay, they.

233

00:33:25.710 --> 00:33:26.310

Kathy Becht: can choose.

234

00:33:26.400 --> 00:33:26.850

Cara Wojcik: Okay yeah.

235

00:33:26.970 --> 00:33:30.840

Kathy Becht: Because they may say, well, this is my best one, so I want to put that in but not the others.

236

00:33:30.930 --> 00:33:31.950

Cara Wojcik: yeah if they wanted.

237

00:33:31.950 --> 00:33:33.300

Cara Wojcik: To get out that would be fine.

238

00:33:33.510 --> 00:33:39.060

Cara Wojcik: So if they wanted to put in multiple responses to a challenge, they would have to actively select all of them.

239

00:33:39.300 --> 00:33:41.280

Cara Wojcik: Or, as many of them as they wanted.

240

00:33:41.310 --> 00:33:42.360

Cara Wojcik: But it wouldn't matter.

241

00:33:42.420 --> 00:33:47.400

Sam Johnston: Yes, and Kathy what we're trying to do just quickly, so it, you know.

242

00:33:47.760 --> 00:33:59.430

Sam Johnston: What we're trying to do, obviously with universal design for learning it's ensure that students have choice and options and how they demonstrate skills and understanding and build that another thing we're trying to do, which.

243

00:34:00.090 --> 00:34:11.970

Sam Johnston: may sound like it runs counter but doesn't is also teach the employability skills of helping people window so, for example, with the competencies right as a challenge author, you have access to all of them.

244

00:34:12.390 --> 00:34:17.910

Sam Johnston: As a person taking a challenge you have access to three to five and the point is if you're ever in a job interview.

245

00:34:18.300 --> 00:34:25.650

Sam Johnston: you're not going to talk about the 15 things you can do you're going to need to talk about the three and an example of it right so we're trying to scaffold.

246

00:34:25.890 --> 00:34:30.540

Sam Johnston: Some of those skills in a really intentional way that's sort of part of the creative process.

247

00:34:30.960 --> 00:34:37.530

Sam Johnston: And one of the things we didn't measure in our original study, but if we ever you know got a chance to do that again or whatever.

248

00:34:37.770 --> 00:34:51.630

Sam Johnston: We would look at is the ways in which students talk about their skills and their learning before and after right because I feel like having these competencies in plain language and being able to tie them to direct piece of evidence and get practice with that.

249

00:34:51.870 --> 00:35:04.080

Sam Johnston: Right it's people in a better situation when they're actually then in front of an employer and I think importantly for for your population, one thing I always get concerned about is like people being you know.

250

00:35:06.330 --> 00:35:10.830

Sam Johnston: Essentially, overly not reliant but you know.

251

00:35:12.120 --> 00:35:14.370

Sam Johnston: dependent and sets on one person like.

252

00:35:14.430 --> 00:35:17.970

Sam Johnston: You know the water Professor help them or the job coach or whatever.

253

00:35:18.240 --> 00:35:23.490

Sam Johnston: And if that person goes away, you can speak to your skills, so you want people to be able to speak to their own.

254

00:35:23.850 --> 00:35:28.620

Sam Johnston: And you want employers or others to have a better skill set of having a more productive.

255

00:35:29.010 --> 00:35:42.750

Sam Johnston: conversation right that both people are bringing so you can send a folio ahead and even, as someone coaching you might say, you know we've thought of using this the whole range of populations, but it's really it's really I think best suited for.

256

00:35:44.340 --> 00:35:50.970

Sam Johnston: Really, addressing some of the barriers, either in composing and making sense your skills, but also in that work of bridging.

257

00:35:51.240 --> 00:36:02.940

Sam Johnston: You know what you know and can do in the context of a supportive program and bringing that out to the world, where people you know we know one off interviews aren't great measures where people can relate to so.

258

00:36:03.030 --> 00:36:10.380

Sam Johnston: I creating a little bit more of a extended opportunity to make sense if someone's skills and also where they still need to build them.

259

00:36:11.190 --> 00:36:11.490

Right.

260

00:36:12.690 --> 00:36:13.200

Kathy Becht: Very good.

261

00:36:14.700 --> 00:36:21.120

Cara Wojcik: Thank you, Sam and if you see a little shadow on the side of my screen here that's my cat who's trying to join our conversation today.

262

00:36:22.380 --> 00:36:30.390

Cara Wojcik: Let me just show you the challenge authoring piece, and then i'll turn it back over to you guys for questions oh and i'll show you the quick mock up of your.

263

00:36:31.560 --> 00:36:39.990

Cara Wojcik: program version very, very briefly, so if you're on the challenges page as a teacher, you can create a new challenge from scratch.

264

00:36:40.320 --> 00:36:51.690

Cara Wojcik: And the process of for that we really wanted to think through how to make that, as you know, kind of as seamless as possible, imagining that you're you could do it, even on the fly you know, hopefully teachers are.

265

00:36:52.290 --> 00:37:00.270

Cara Wojcik: You know, doing some of these in advance, but if they're not you know I always thought could I do this in like the three minute passing period between classes, if I needed to.

266

00:37:00.540 --> 00:37:09.660

Cara Wojcik: get a do now up on the board or something for my students, when I was teaching so it's it's meant to be both simple but also, you know as complex as you want it to be.

267

00:37:10.110 --> 00:37:17.040

Cara Wojcik: So I could choose the category that I want to create this challenge in add a quick title for it.

268

00:37:17.610 --> 00:37:24.660

Cara Wojcik: Right my directions and again we're trying to kind of keep these succinct and targeted, so we do kind of.

269

00:37:24.960 --> 00:37:38.400

Cara Wojcik: impose a character limit on on these challenges on purpose to really sort of, say, you know if it's if it's longer than 500 characters you may find that you want to break this up into multiple challenges so it's a little kind of nudge there just to say.

270

00:37:38.760 --> 00:37:45.750

Cara Wojcik: Think about the sort of the the breadth of one challenge and how to make it.

271

00:37:46.140 --> 00:37:55.740

Cara Wojcik: You know doable for a student and can they really demonstrate this skill through one piece of media and if it's going to require more than that it's probably you know best to make it multiple challenges.

272

00:37:56.460 --> 00:38:07.170

Cara Wojcik: So this is also where you can add media as instructional aid, so you can upload an image or embed a video and if, if you have a video on YouTube This is where you can put it.

273

00:38:07.890 --> 00:38:11.190

Cara Wojcik: And we've elected to use that as our main.

274

00:38:11.970 --> 00:38:20.460

Cara Wojcik: source of video because we found that you know teachers already oftentimes have a lot of videos that they're using as part of their teaching tools already.

275

00:38:20.760 --> 00:38:28.200

Cara Wojcik: And they already have the built in accessibility features like they have auto captioning so we know that any video from YouTube is going to have.

276

00:38:28.560 --> 00:38:38.670

Cara Wojcik: captioning and translation available automatically, which is nice and then the last step is to align the challenge with your competencies, so this is where.

277

00:38:39.000 --> 00:38:52.530

Cara Wojcik: You want to think about giving students a selected range of the competencies they might demonstrate, through the challenge and we're not ever going to show the student this full list so, for example, if there's like 35 of these here.

278

00:38:53.190 --> 00:39:00.330

Cara Wojcik: But a student would never have to grapple with that entire list at a time you as the instructor are kind of creating a curated.

279

00:39:00.720 --> 00:39:15.000

Cara Wojcik: You know selection of these for them to choose between so all of the ones that you choose would be applicable and then they decide Okay, which of this, you know group of five to seven did I really show, and they can narrow it down to between one and three.

280

00:39:15.630 --> 00:39:26.370

Cara Wojcik: So this is where you can look for that, so if i'm doing like a math one I can look up all the ones related to math and see you know which ones might apply here and select my grouping.

281

00:39:27.540 --> 00:39:39.300

Cara Wojcik: And that's pretty much all there is to it when it comes to creating a challenge, I would assign it to the classes, that I want to see this particular challenge and I can either save it as a draft, so I can post it later.

282

00:39:40.170 --> 00:39:48.870

Cara Wojcik: Or, I can go ahead and post it to my students oops and I didn't fill it all the way out so it's not gonna let me do it here, but you can see some of the challenges that have already been authored.

283

00:39:49.440 --> 00:39:51.180

Cara Wojcik: And you can always like.

284

00:39:51.330 --> 00:39:56.610

Cara Wojcik: Go back and Edit a challenge if it hasn't been already taken that's always a question we get is like can I.

285

00:39:57.060 --> 00:40:03.900

Cara Wojcik: Can I edit a challenge, the key is if no student has taken the challenge, then yes, you can edit it.

286

00:40:04.260 --> 00:40:16.890

Cara Wojcik: If a student has taken the challenge, then we don't want you to go back and Edit it, because then it's going to kind of you know, corrupt that relationship of the challenge response to the original challenge, but you can edit one that hasn't been taken yet.

287

00:40:18.780 --> 00:40:29.310

Cara Wojcik: And you can also duplicate one, so if you've got a challenge here that you wanted to reuse, but you wanted to just update it with new information you could duplicate it so that you could create a new one, without starting from scratch.

288

00:40:30.030 --> 00:40:42.900

Cara Wojcik: So that's kind of all there is to it in terms of the challenges, so let me jump over really quickly to kind of how I was imagining what it might look like, for you guys to utilize this tool with your Program.

289

00:40:43.410 --> 00:40:46.200

Kathy Becht: So then, when I let me stop you just didn't care, I want to.

290

00:40:47.160 --> 00:41:01.230

Kathy Becht: I want to clarify and make sure that I remember correctly, the what I gave you were the foundational skills for college and career learning Okay, so I just want to give that to people because that's not necessarily something that they might have been aware of.

291

00:41:01.560 --> 00:41:05.880

Kathy Becht: So if you go into the think college resources and just do a search for foundational.

292

00:41:05.880 --> 00:41:20.130

Kathy Becht: skills, you will see it come up, but this was something that um Dr Hart had created, I want to say in 2016 I may not be correct, but, and so this is looking at a good bit of those foundational skills that.

293

00:41:20.940 --> 00:41:25.470

Kathy Becht: Really all students, need to be learning so that's what I gave her to start with okay go ahead.

294

00:41:25.860 --> 00:41:39.420

Cara Wojcik: Yes, so i'm so glad you mentioned that in fact I had that document here and I utilized it as a way to pull in the categories and the competencies into what this iteration of the tool could look like because.

295

00:41:40.560 --> 00:41:45.210

Cara Wojcik: i'll be honest with you, it just mapped on so nicely that it felt like it was a really.

296

00:41:46.620 --> 00:41:50.100

Cara Wojcik: kind of clear translation, which was nice.

297

00:41:50.430 --> 00:41:51.060

Cara Wojcik: So.

298

00:41:51.090 --> 00:42:03.210

Cara Wojcik: For each of the categories I pulled these sections so academic and career skills you'll see in here cultural know how the balance of multiple roles self direction.

299

00:42:03.720 --> 00:42:15.960

Cara Wojcik: And I think those are the four So those are the child or the categories that I had imagined might work here, and of course this is totally flexible, we would customize this to work with you guys, depending on what.

300

00:42:16.620 --> 00:42:27.000

Cara Wojcik: You, the program requires so you know you could have more categories, you could have fewer and then creating some challenges, just to imagine what that might look like through.

301

00:42:27.780 --> 00:42:41.550

Cara Wojcik: This version of the program so I pulled out this one, because one of the and remind me of your okay so it's a skill and then a characteristic So when I went to let's see, I think it was under.

302

00:42:43.560 --> 00:42:47.910

Cara Wojcik: yeah attendance and punctuality here, so it gets to class and work on time.

303

00:42:49.140 --> 00:42:54.180

Cara Wojcik: So if you imagine having a challenge around that you could think about Okay, what would be the.

304

00:42:55.260 --> 00:42:58.890

Cara Wojcik: The prompt that a student would then have to demonstrate the skills so.

305

00:42:59.280 --> 00:43:06.930

Cara Wojcik: it's asking you know what is a strategy that you might use to get to class on time, so you could imagine a student saying like well you know.

306

00:43:07.320 --> 00:43:16.260

Cara Wojcik: I set a schedule on my phone that has reminders so i'm going to get reminder notifications push to my phone you know 20 minutes before I have to leave or something like that.

307

00:43:17.070 --> 00:43:30.270

Cara Wojcik: So a student could you know upload a video of themselves describing that process or they could take a screenshot of the APP they're using or you know, whatever they wanted to do to to demonstrate the skill that they're using or the strategy, they decided on.

308

00:43:30.780 --> 00:43:44.610

Cara Wojcik: And then they had that response area and then for the competencies, I was noticing how from the characteristics here that you know, even if a student was looking at this particular skill of attendance and punctuality.

309

00:43:45.120 --> 00:43:50.370

Cara Wojcik: In doing so, they may also be demonstrating something like technological know how if they're using.

310

00:43:50.790 --> 00:44:02.250

Cara Wojcik: A phone or something in order to do it, or you know, the fact that they're you know striving to get to class on time as an example of their commitment to their work and to their academic career so.

311

00:44:02.850 --> 00:44:07.050

Cara Wojcik: Those are all types of competencies that might be applying to.

312

00:44:07.290 --> 00:44:17.400

Cara Wojcik: The challenges that you could have in here so that was something that I was noticing worked really well because a lot of those skills work cross cutting and, of course, with one challenge response to my demonstrate multiple skills.

313

00:44:18.030 --> 00:44:21.000

Cara Wojcik: So that was kind of exciting to imagine what it might look like.

314

00:44:21.720 --> 00:44:23.640

Cara Wojcik: So why don't I turn it back over to you guys and.

315

00:44:23.850 --> 00:44:25.950

Cara Wojcik: see if there are questions or things I can clarify.

316

00:44:27.000 --> 00:44:31.410

Kathy Becht: Absolutely Thank you so much Kara I know it's a lot to take in.

317

00:44:32.520 --> 00:44:42.810

Kathy Becht: Both Karen Sam had explained, some of it to me in it wow it's just a lot of pieces, but I wanted to know if anybody had questions anything on kind of what you're seeing.

318

00:44:44.550 --> 00:44:48.450

Kathy Becht: and feel free to unmute yourselves and just to share or you can write it if you want.

319

00:44:55.290 --> 00:45:09.720

Dr. Danie Roberts-Dahm: hey this is me from us at university of South Florida, and I really like how uncluttered the platform is it's just simple there's just a few you know just that the interface of it is very.

320

00:45:10.890 --> 00:45:12.150

Dr. Danie Roberts-Dahm: straightforward and clear.

321

00:45:12.450 --> 00:45:14.040

Dr. Danie Roberts-Dahm: Clean yeah I really like that.

322

00:45:15.480 --> 00:45:17.520

Cara Wojcik: Thank you so much that's really intentional.

323

00:45:17.910 --> 00:45:18.900

Cara Wojcik: we're really glad to.

324

00:45:19.290 --> 00:45:31.500

Cara Wojcik: Keep students focus on the task at hand and keep that cognitive load from getting too overwhelming which I don't know for me at least when i'm using a lot of technology that ends up being an issue for me when I have like 30 million tabs open to so.

325

00:45:31.860 --> 00:45:43.380

Cara Wojcik: Keeping it as sort of sequential and focused as possible is something that we found for the students that youth build really made a difference, but it's also bit you know it's one of those universal design things that.

326

00:45:43.860 --> 00:45:49.230

Cara Wojcik: It worked for them, but it works for everyone to keep it Nice and sort of straightforward like that.

327

00:45:49.860 --> 00:45:50.160

Right.

328

00:45:54.090 --> 00:45:55.200

Kathy Becht: One of the things that.

329

00:45:55.710 --> 00:46:03.240

Kathy Becht: And this time it's the second time going through, so I know this may be a cognitive overload for many of us it was for me, the first time, but.

330

00:46:03.810 --> 00:46:15.900

Kathy Becht: One of the things I think of it as you went through that and showed us what the students would do and how they would fill it out was a sense of intentional practice of intentional.

331

00:46:16.860 --> 00:46:24.510

Kathy Becht: Very specific to each one of these pieces and when the student chooses that maybe it fits in more than one competency.

332

00:46:25.710 --> 00:46:36.750

Kathy Becht: The student is identifying that oh i'm learning this and I can use it here now that's not going to happen at the get go that it's going to take a while to to really.

333

00:46:37.200 --> 00:46:47.280

Kathy Becht: build this for the students for for their own strength in using it, but I really saw it is just the use of the tool itself as being very.

334

00:46:49.230 --> 00:46:58.320

Kathy Becht: focused on intentional learning as they're doing utilizing the tool, not just creating the responses to the challenges, but the tool itself.

335

00:46:58.680 --> 00:47:07.230

Kathy Becht: In really making them think about each one of these things the way it's broken out and I felt like that was a real positive piece as well.

336

00:47:07.860 --> 00:47:21.390

Kathy Becht: I really saw this as a use in I know a lot of programs are looking at creating micro credentials and badges and and even something additional to, maybe the.

337

00:47:22.830 --> 00:47:37.380

Kathy Becht: The encompassing certificate that they're earning at the institution that where they're taking courses, and so I saw this also as a way to be able to show you know it's it's a nice fresh version of a.

338

00:47:38.670 --> 00:47:46.440

Kathy Becht: resume that you know our students can't walk out with the resume I mean they can, but a written resume and a piece of paper a hard copy.

339

00:47:46.770 --> 00:47:57.570

Kathy Becht: is just like that one off interview it's not going to be helpful, but if the individuals, the employer see the students talking about what they did, or what they wrote.

340

00:47:57.990 --> 00:48:08.910

Kathy Becht: And what they did it gives them a much cleaner clearer view of what the skill sets are for that student, I think, because the student can choose how they want to.

341

00:48:09.330 --> 00:48:22.440

Kathy Becht: present their learning and so again, it will take a while I think for students to get there, and in that you set up the multiple responses, you know the even that piece of it allows them to.

342

00:48:22.830 --> 00:48:29.970

Kathy Becht: continue to grow in how they're explaining themselves, so I thought, a lot of positive things from that perspective.

343

00:48:34.260 --> 00:48:41.880

Kathy Becht: anybody else we have a few minutes and I was going to ask some more questions, but I wanted you all to have a chance to ask is there a cost amanda says.

344

00:48:46.380 --> 00:48:51.450

Sam Johnston: yeah we've what we've been doing with this, so we sort of the way we see ourselves.

345

00:48:53.940 --> 00:49:04.140

Sam Johnston: In this landscape is we're not an education we're not a software development company we're basically a research and development organization that develops early stage.

346

00:49:04.440 --> 00:49:10.620

Sam Johnston: software and eventually hopefully partners with somebody and takes it out so we've done that, with you know various tools we have published.

347

00:49:11.040 --> 00:49:21.420

Sam Johnston: partner with publishers and various ED tech developers that have that kind of commercial muscle that we don't, but what we do need to do with each adaptation is essentially cover our costs.

348

00:49:22.350 --> 00:49:30.330

Sam Johnston: So we have adapted it to a range of settings and what we've done is we've sort of built out a a cost model that.

349

00:49:32.490 --> 00:49:44.730

Sam Johnston: That allows us to do work of customization to do the training to get people to not just use it to be able to make kind of good, high quality challenges and that covers sort of basic software maintenance.

350

00:49:46.140 --> 00:49:55.980

Sam Johnston: and often people have said Okay, we really like the idea of videos we want you to create them or they say you know we can do that in House so that you know model.

351

00:49:57.150 --> 00:50:12.180

Sam Johnston: ranges from anywhere from like a you know 4050 K to you know 90 or so we're getting into the video and what programs can do and have done is bundle if they.

352

00:50:13.290 --> 00:50:28.200

Sam Johnston: You know if they're like that's it at the individual level a high cost for us, they could bundle cross programs, and it brings you know, then each person's shares is much lower so what we've done is you know structured it in such a way that we're.

353

00:50:29.430 --> 00:50:40.770

Sam Johnston: And then, when people want to use it in an ongoing way outside of like you know, a couple of years or a year and we would come up with the licensing costs afterwards, like that's just a maintenance costs.

354

00:50:44.280 --> 00:50:51.660

Sam Johnston: But Those are questions you know those are conversations we've liked having with people, because sometimes people can access other funding sources like.

355

00:50:52.020 --> 00:51:01.830

Sam Johnston: You know, some higher education, especially to your institutions have Perkins funding other people can put care of X funds or this and, because then, a lot of the federal legislation.

356

00:51:02.220 --> 00:51:11.070

Sam Johnston: Universal design for learning is an allowable use of funds, people can often spend program dollars towards paying for something like this and bringing it in.

357

00:51:13.020 --> 00:51:13.920

Kathy Becht: Oh that's interesting.

358

00:51:14.220 --> 00:51:15.090

Kathy Becht: yeah that way.

359

00:51:15.120 --> 00:51:20.040

Sam Johnston: yeah isn't Perkins, it is an ESA, it is in the higher ED act.

360

00:51:21.660 --> 00:51:25.500

Sam Johnston: You know, fits in in a range of different ways, it is you know highly recommend.

361

00:51:26.820 --> 00:51:34.650

Sam Johnston: You know the national ad tech plan recommends using universally designed technologies and then the other leverage point that's really important.

362

00:51:35.310 --> 00:51:47.880

Sam Johnston: Is no higher education institution legally can use technologies that aren't accessible right, because if you have a technology that's an accessible and it violates someone's.

363

00:51:49.080 --> 00:51:53.940

Sam Johnston: Civil Rights right they need captioning or whatever and it's not there.

364

00:51:55.560 --> 00:52:09.930

Sam Johnston: You know the institution risks risks ocr complaint and potentially a lawsuit so that you know those are just various leverage points since you're thinking about not even just this technology business advocating for the kind of technologies that.

365

00:52:11.190 --> 00:52:16.710

Sam Johnston: are essential for the students you serve and benefit all students right like people should be.

366

00:52:17.490 --> 00:52:31.680

Sam Johnston: it's easy to access now should be using an accessibility first approach rather than saying like Oh, I had no idea that the student would benefit from you know opportunity to have larger font or whatever it might be right, like.

367

00:52:32.250 --> 00:52:33.420

Kathy Becht: Well, and one of the things is.

368

00:52:33.720 --> 00:52:35.220

Sam Johnston: Because there, we should be adopting it.

369

00:52:35.670 --> 00:52:38.490

Kathy Becht: yeah many of our programs are smaller.

370

00:52:39.000 --> 00:52:47.640

Kathy Becht: And you know it could be anywhere from six to maybe 30 or 40 students, but that would be a really high you probably average closer to 10 to 20 students.

371

00:52:48.240 --> 00:52:55.140

Kathy Becht: program size and so that's really small for that kind of money, but one of the things I was thinking of is, I know there's a number of.

372

00:52:55.680 --> 00:53:09.450

Kathy Becht: Institutions across the country who are beginning to do badges across the institution and so that's really where I was thinking, maybe From that perspective, this might be something that they could use across the institution.

373

00:53:10.530 --> 00:53:19.020

Kathy Becht: Or, as you said, maybe a couple of programs could get together and say we want to do this and we're going to you know I, as I said, I gave.

374

00:53:19.650 --> 00:53:34.170

Kathy Becht: Kara that tool that we have on our website as a as a way to create a model are to create an example to show everyone, but again I think it's a great tool to use in looking at you know, here are some.

375

00:53:34.740 --> 00:53:42.870

Kathy Becht: competencies that our students have earned because many of those are you know those soft skills competencies that employers are looking for anyway, but.

376

00:53:43.260 --> 00:54:03.090

Kathy Becht: I know the the funding that amount kind of takes my breath away because it is high for programs that are typically really struggling to find sustainability, but I did wonder about that in the different ways we could consider using it or thinking.

377

00:54:03.150 --> 00:54:12.900

Sam Johnston: yeah and we would think through that for you right, but with you because there always is ways to think about combinations are things and.

378

00:54:13.200 --> 00:54:21.300

Sam Johnston: You know, we try to do with people where we can and sort of thinking about the lowest so, for example, you know, for us to do, video work does cost money right because we hire an.

379

00:54:21.300 --> 00:54:22.770

Sam Johnston: External video person and.

380

00:54:23.070 --> 00:54:31.440

Sam Johnston: it's just expensive, but one thing that could be done is aligning this with some of your self advocacy work right and having people as they build the skills.

381

00:54:31.770 --> 00:54:39.210

Sam Johnston: Video themselves and talk about the competencies and then you have people who are actually in the program demonstrating competencies right so.

382

00:54:39.240 --> 00:54:41.970

Sam Johnston: Sure there's lots of things you can do that.

383

00:54:44.130 --> 00:54:44.850

Sam Johnston: You know.

384

00:54:46.590 --> 00:55:00.510

Sam Johnston: Can can bring some of our Labor costs really down or out of the equation and we're just sort of guiding or supporting aspects right like we have someone's bill to sort of take your own video guy to cast that we can share that stuff.

385

00:55:00.780 --> 00:55:14.550

Kathy Becht: yeah yeah well, it is, I do see it is three o'clock and I know people are going to have to jump off, but I know that there was also something Kara had mentioned about giving people a link to kind of play around in it and is that something you had Kara.

386

00:55:15.060 --> 00:55:25.080

Cara Wojcik: Why don't I send it to you via email because it'll be a username and a password and i'll send one that's good for a student version and a teacher version and then, if you want okay i'm gonna need it to your group that are fabulous.

387

00:55:25.140 --> 00:55:37.950

Kathy Becht: yeah perfect I will do that, and then, if people have ideas or suggestions regarding this tool, you know let's talk about those you know, think about, as I said, it was cognitive overload for me initially.

388

00:55:38.700 --> 00:55:47.280

Kathy Becht: But but think about it, and then we can talk about it more at our next meeting our next meeting is February 8 and i'm really excited to say we're going to have.

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00:55:48.300 --> 00:55:57.960

Kathy Becht: Dr kristy Casa from Colorado they have a portable credential and so i'm really excited there's a credential that goes I believe it's.

390

00:55:58.590 --> 00:56:06.750

Kathy Becht: between four different institutions in Colorado and so that was a piece at christie's going to talk about at our next meeting in February so.

391

00:56:07.110 --> 00:56:12.780

Kathy Becht: I look forward to everybody and hopefully i'll make sure that the link is not messed up this time.

392

00:56:13.170 --> 00:56:30.510

Kathy Becht: Thank you Kara and Sam so so much, I really appreciate your input and I know, as I said, a number of people had wanted to attend and weren't able to make the time or the day, so we have recorded it and we'll get it up on the website for people to see as well, thank you so very much.

393

00:56:30.690 --> 00:56:31.350

Sam Johnston: Thanks guys.

394

00:56:32.100 --> 00:56:33.840

Sam Johnston: Alright, everyone hi everyone thanks so.

395

00:56:33.840 --> 00:56:34.920

Sam Johnston: Much all right, thank.

396

00:56:34.920 --> 00:56:36.000

Kathy Becht: You bye bye.