

"The Art of Storytelling with a Creative Tool"

By Rich Schultz

Video Transcript:

Welcome everyone to IMSA's 19-19-19 -19 E-Learning webinar series.

Tonight, we will be bringing you "Remote Learning or Online Learning: What's the Difference?"

Part of our continuing 19-minute webinars held every weekday evening at 1900 hours in April and a total of 19 evenings.

Just in case you were wondering,

the PowerPoint presentation for tonight's webinar will be

easily accessible and downloadable at the URL that you see in front of you. Its an easy one to remember. It's a tinyurl /remoteonline.

Just a couple of housekeeping issues here before we begin tonight.

All participants will be muted.

Video is turned off and we are recording this webinar.

If you should have questions, please type those in the chat box

and we'll answer those following the presentation.

We'll try to answer those in the order that they came in.

Just a couple of IMSA's programs that I'll point out to you.

First of all is the "Ask a Specialist" Program.

If you have any follow-up questions or want to make an appointment with one of our "Ask a Specialist" experts or a 30-minute time slot to do a one-on-one Zoom session,

sign up for that.

It is based on grade level in your field of discipline.

So you can talk to someone who is in that area for you.

We also have IMSA's "Snack Boxes" designed for teachers or parents. These are STEM-based lessons, activities broken down by grade level.

We have new "Snack Boxes" that are posted every week so that you can download those.

And all of our 19 Series

E-Learning webinars are free. We'll be archiving all of these and I'll show you how to access those.

Down below you'll see the URL to access the three

bulleted items that I just spoke about up above.

When you log on to the E-Learning Teaching Resources site, you can see in the upper left, is the webinar archives.

You can also see the events calendar there and register for upcoming webinars that we have.

We also have "Snack Boxes" there below that. Again, you can download those. Those are cycled regularly on a weekly basis.

On the right-hand side, you'll see a scheduling for the "Ask a Specialist" Program that we have. You can also check out their bios on "Meet our Specialists".

The URL is at the bottom of your screen again.

Tonight after this presentation,

we will be able to explain the distinctions between what remote learning and online learning represent. Some of the differences... some of their few similarities.

We'll look at the advantages and disadvantages of a number of different learning environments also.

And with what you have learned tonight,

hopefully you'll be able to dig a little bit deeper into

effective learning experiences for students.

And have some insight as to not only the remote learning environment now that we are experiencing now during the pandemic,

but also online learning, which is a different beast entirely.

As part of our core principles here, we're going to look at being able to make decisions about how to continue teaching and learning during a pandemic such as we are experiencing now.

And continue to provide effective student learning during that time.

There are considerations that affect shifting to a different sort of learning format and we will touch on those tonight.

And we'll also look at some best practices of

very well designed

deep online learning.

We have a special guest with us tonight.

I have a great deal of admiration for this gentleman.

Dr. Michael DeMers. He's a professor of geography and geographic information science. His specialty areas are geographic education and landscape ecology.

He's at New Mexico State University as a professor there in Las Cruces,

New Mexico.

This blurb that we have about Mike here doesn't do him any justice at all.

I swear his CV comes out in volumes.

He has been the President of the National Council for Geographic Education.

Has over 80 research articles,

six

textbooks on geographic information systems.

You may have come across one of his earliest GIS texts.

And that's the "Fundamentals of Geographic Information Systems". Several editions printed in a number of different languages now.

Probably his most well-known GIS book is "GIS for Dummies".

If you haven't seen that I highly recommend that you pick it.

Mike has taught online and developed online coursework for decades. He's served as a mentor, to myself included, in the Online Learning Consortium (formerly the Sloan Consortium).

Mike's research has garnered him over 4.6 million. And his research now includes big data analysis and data mining

geospatial thinking, geospatial information theory and,

one of my favorite words,

heutagogy, self-determined learning in GIS education and geogaming for learning.

So it is an absolute pleasure to have you with us here tonight, Mike. Thank you for being here.

[DeMers] Well, you're very welcome and thank you for the...

I really get embarrassed whenever you introduce me.

Well anyway, I'm glad to be here. I'm glad to be of help.

[Schultz] Thank you so much. We're going through such an interesting time right now, Mike, and we asked you to be here because you have so much insight on distance learning,

online learning, developing coursework.

You've been doing this development of technological coursework, teaching online for many years.

You've seen just about everything that there is to see in terms of educational technology for teaching and learning.

Educators and students these days,

they have to have really had to leap to a remote environment now because of this pandemic.

So what is your perception

of remote learning

and online learning and how do you feel our present education is being viewed across the educational landscape now?

[DeMers] Thank you for the question. Just for the record, for those of you who are listening, I'm also a recovering K12 educator.

It is 12 step program trust me.

The problem we have today

is that people who have

been teaching

largely

in the, what we call the "Sage on the Stage mode.

I call it the

"Educator as Entertainer" mode.

And they've been doing it pretty much because that's the way they were taught to do it.

When you're thrust into the environment of being forced to use technology and to teach online where you're no longer the center of attention,

It provides

both

a way to hide,

which some people do in remote learning.

They push the materials online and then walk away.

That's not learning. It's not teaching.

It's not education.

It does use the technology, but it uses it primarily

to hide.

Those of us who have spent the time,

and I know you have,

to learn how to teach online properly from people who are really good at this and people who understand this,

recognize that the key is that you move from the "Sage on the Stage" Model to the "Guide on the Side".

One way to

characterize this, I guess, is one of the first things I did when I learned how to teach online from the faculty here at New Mexico State, and they're really good.

The first thing they asked us to do is to create online learning communities.

I didn't know what that was.

I was as skeptical as anybody.

I would tell people that teaching online was the dumbest possible thing you can imagine.

And now, of course, I am a complete

advocate of the of the approach

because I discovered

that once you create this environment,

and that's what we do, we create a learning environment

in which the students themselves, the learners themselves become the educators.

Most of the content,

if not all of the content, that you need to learn, is already online.

But how do you package it?

Just pushing the material online as you would in a remote learning environment that's not going to tell people what's right and what's wrong. And one of the first things I did when I got into my first course on how to teach online,

was to ask the question,

"What is geographic information systems?"

Most of the time, you get a text book, it says here's the answer.

This is the answer.

The problem is you're not gathering information online.

And so I asked the students to go online and find at least

5, if not 10, definitions of geographic information systems.

What was really interesting, was many of the definitions don't agree with each other.

That's when the guide comes in.

Instead of relying on the students getting one answer,
accepting that answer and then moving on,
you force them to arm wrestle with what the real answer is.

And you do that by asking the students to talk to themselves, to talk to each other,
to do more reading,
to ask questions about what they think it is.

And this was how I was taught
throughout my year-long journey to learn how to teach online.

It was basically, we did the learning.

And the instructors would only step in when we started going off off track.

So...

the key here,

is that.

to create an environment to learn,

is not a matter of just putting your lecture notes and your readings and your movies online and walking away.

Instead, you have to create something where the learner is now isolated,

They have to be able to find everything on your site.

They have to know where to go, when to go there, how do I ask questions, when do I ask questions,
how to get feedback and everything has to be designed precisely.

And I'm not sure if you went through this process, but one of the exercises we went through when we
were learning how to do this

was to pretend that an alien from outer space had come down,

and we were... so you did that? We were supposed to make a peanut butter... supposed to tell the alien
how to make a peanut butter and jelly sandwich.

Now we had fourteen people in our class

and

we provided, by the time we did all the, all the siphoning and putting it all together.

We provided 14 pages.

Single spaced on how to how to create a peanut butter and jelly sandwich.

The point is that you can't tell him how to make a peanut butter and jelly sandwich until they know what peanut butter is.

And jelly.

And, of course, you have to get that out of a jar, but they have to know what a jar is. And in order to get the jar open, they have to figure out what a lid is. And it just gets over and over and over again. The purpose behind this is that everything that you need to know

to learn, has to be explicitly stated in your design.

Absolutely everything has to be there because you can't, as you would in a typical face-to-face class, come in on a Monday, make a mistake, walk back in on Wednesday, and... so you remember what I said on Monday, well that's wrong let's do it this way.

You can get by with that in a face-to-face class. You can't do that online.

[Schultz] Yeah, we see

remote learning now, is what I call emergency remote learning... ERL.

It's taking what we've always been doing in the physical classroom and shoving it online very quickly.

And there's the danger to that is just what you were talking about, Mike, is that there isn't the design phase there

to

be the precursor to this deeper learning.

That's what online learning really is. Remote learning is what we're doing now.

[DeMers] Correct.

This is this is got various views right now across the educational landscape because there are many educators, and many students as well, who have never experienced this before.

So they're sort of looking at this going "This is online learning?" No. It is not. It really is not.

[Demers] Yeah and the problem is that

The faculty

who have been, let's face it, if you were teaching face-to-face, you probably have not bought into online learning.

So you're forced into this remote learning type of environment where you throw your stuff online and then hide.

You no longer get the the positive feedback of being

the center of attention as the lecturer,

which is what many faculty, many teachers, really like. That's part part of it. We're all basically bad comedians or under paid comedians

or bad actors under paid actors.

We like that. It strokes our ego.

But the point is,

that's not what we're supposed to be doing. We're supposed to be helping the learner.

And

what typically comes out is those who didn't like online learning before,

absolutely despise it now.

They haven't seen it yet.

And therein lies the rub.

[Schultz] Exactly.

We read about all sorts of institutions now, in learning, that are really struggling financially certainly, but

mostly in terms of providing

an accessible curriculum for their

students.

As a result of the pandemic,

and what it has caused,

Many institutions are having to make these long-term plans now having a new vision for transitioning

to a more robust online curriculum.

What do you think, Mike, are some of the best practices

for making that transition from remote to

online learning and what do you think are some of the upcoming challenges that these institutions will have in that transition?

[DeMers] Well it comes back to design again.

I've been fortunate enough to have... I just finished

doing the Quality Matters review for my last,

what is tenth?

I think its my tenth QM review.

And one of the patterns I have seen,

is those who passed the QM review... the QM review is a test
of the design of your learning environment.

And it was well designed. It was part of a very large US Department of Education grant.

And one of the patterns that you see is that those universities

that not only have bought into

the idea of online learning,

but have supported it financially.

Their their teachers go through the QM review very easily.

The reason for this is that the educator remains the educator.

They'd become the content specialist.

They understand techniques that work.

But then there are a group of designers, course designers,

who probably couldn't pronounce some of the words in your own content,

but who understand how to put these things together. It's almost like a web page designer with an
attitude.

Because they they really have to make sure that everything that is required of you

to make an environment for everybody.

Whether it's making sure that everything is ADA compatible, making sure that everything is in a
sequence that students can understand, and find, making sure that the students are able

to do the things that they have to do, for example, it is as simple as

making an attachment to a an email.

It's surprising, when we look at the students today, we assume that because they can

they can text on their cell phones at 25 words a minute,

that they know everything else about technology.

But they don't.

In fact, some of the things that you and I know, at our age,

pretty basic stuff, they can't do.

And so this becomes part of the learning environment. And this all becomes part of the design issue.

I can say for a fact, that New Mexico State University has its heart in the right place.

And they have provided us with people who are experts at this.

But the problem is, the barrier if you if you will, is money.

Because we have probably,

like every University, we've got money issues and we probably have one third of the technology people we need to run the technology.

And these people, I mean you talk about heroes, I know we're not talking about the the Coronavirus, but the heroes of the online teaching environment, especially the design environment,

are these people in the background pulling all the strings and introducing new technologies and helping you learn these new technologies. The problem is we don't have enough of them. And most universities do not.

Those that do, you can tell. You can just tell.

They, like I said, I've been getting, I think I got two

two QM reviews from the same University within a month of each other.

Why? Because they have designers who work with the content specialists who work with the educators who designed the course to meet quality matters standards

to make these courses work

so that the student doesn't feel alienated.

And also, and this is probably one of the biggest challenges, is to make sure

that the three

Areas of learning: the learner to content, learner to learner, and learner to instructor are all met in the same environment in the same course.

And they can't always be the same amount. It's not 1/3-1/3-1/3.

Depends on your course, but the bottom line is.

If you don't have those interactions, you don't have a course. And I can relate. So I was fortunate enough to go to a workshop actually.

It was funded both by NASA and by NSF.

And one of the speakers

was a major in the Air Force. And he taught at the Air Force Academy.

We had a room full of, something like a hundred and fifty educators, in the same room.

And he asked a question. He said how many...

In this room, he said, you got an average 45, 45 person class, 50 minute class,

so you have 45 people in the class, how many times in that 45-50 minute class do you actually stop to ask a question?

There's this dead silence. All of a sudden one guy in the back row with the engineering boots raised his hands and yells out "Three!" and he looked at him and he says "If you're lucky"

So every 15 minutes you're teaching, you're you're going on telling all these wonderful war stories, and every 15 or 16 minutes you stop.

and he asks a question. Now, after you asked the question. "How many hands go up out of 45?"

Dead Silence. Guy in the back row, engineering boots,

yells out "Three!" he said "Roughly, yeah."

Three people out of 45.

Now,

after you called on this person,

"How many words do they use to answer the question?"

Guess what?

Three. Yeah.

And he said "I'm sorry folks, this is not interacting." And he said, "Every time I talk to people about teaching online, they all say, well you don't get the interaction you do in a face-to-face class." Well, if all you're doing is stopping three times during a 50-minute lecture to ask three people, and it'll be the same three people.

And they answered with a total of 9 words.

That's not my idea of interacting. The nice thing, and you pointed this out one time when we were we were at the NCGE meeting and there was a gentleman telling you how bad online teaching was. And you went all over him.

And he said, here's the thing...

when somebody asks you a question.

We have what they call the 9 second rule.

You have 3 seconds to absorb the question,

3 seconds to see whether or not you have an answer, and 3 seconds to see whether or not you have the courage to actually raise your hand and answer the question.

Think about it. If you ask a question and say,

"Think about it."

Look up look up some stuff. Do some reading and get back to me in 3 days and tell me what you think.

And then ask your fellow learners what they think and see if you agree with them.

That's learning.

That's what.

[Schultz] Absolutely I think that

One of the things that we do in a physical classroom, sometimes it's exactly what you just described, we're leading a discussion as educators and we're putting the spotlight right on the students

despite the fact that many of them may not be comfortable with that.

When you're an online sort of format, it's those same students that are the lurkers in the background, that are trying not to make eye contact, they're looking down.

Those are the ones in the discussion forums in a tool that I use occasionally called "VoiceThread",

[DeMers] Love it. [Schultz] Those are the students

who are the most active. They have time to reflect,

think deeply to research, like you noted, and then they come back and they compose what they're doing because they know that's going to be out there forever.

They know that others are going to see it.

Those three words that are mentioned in the classroom, those are gone in 30 seconds.

I know exactly what you talking about, Mike. [DeMers] you know it's really interesting when I was in I was a freshman in high school.

And as a Catholic, I had a priest who was teaching religion class and I got a B+.

in my course and my mother came in for parent-teacher interviews.

And he said you know I should have given Mike an "A". He got a "99" on the final exam and nobody else got over 70.

And she said well why didn't you? And he said well he never answers in class.

She looked at him she said,

"Do you call on him?"

No, he doesn't raise his hand.

"Call on him,

he'll know the answer".

He says, well why doesn't he raised his hand? Same answer. He knows the answer.

He doesn't have to parrot it back to you. And a lot of the people we have a lot of people who don't know the answer but we have a lot of people who do know the answer too.

And they don't need to raise their hands.

[Schultz] And we can't get collaborative learning as much in that online, in the face-to-face class, as we can online because of exactly what you talking about. We're calling on one student getting their response and then if we're lucky, we might say "Anyone else have a comment?"

And, again, maybe...two or three hands might

go up with two or three words.

Completely different in an online format. [DeMers] And your mention of the tool, Voicethread, is is really wonderful

because

it is a an asynchronous tool.

Now the...

the chat ...

things and the discussion forums in your learning management system are fine.

Some people don't do well composing their answers on a keyboard.

Some do.

The nice thing about VoiceThread is it's it is asynchronous, it does allow people to think about the answers,

but they can answer by video recording, audio recording, using their telephone,

Or if they don't like any of that, if they like typing, they can type to their hearts content and they can actually stop your lecture for those of you don't know this tool, and and Rich and I both loved this thing,

They can stop. They can circle things on your screen that will disappear later on.

They can ask questions and what's neat is everybody in the class sees that.

And everybody in the class sees your answer.

And the next thing you know everybody's actually joining in the discussion. You've created a learning environment.

[Schultz] I like the fact that VoiceThread literally recreates that conversation in order. And you literally hit the play button and you go through it

I don't know about you, but when I go into a regular discussion....

forum that's threaded, I have a difficult time recreating

The timeline there. On who posted at what time and what did they say to that person to respond?

VoiceThread captures that. And just a very nice sequence of all of the

correspondence in the post. Nice communication tool. And what's really important about that, Rich, is that you're going to find some people

who do not like the online learning environment... the first thing they think about is oh, they're going to be cheating.

An.And...

yeah they will. Guess what? They do it in face-to-face classes too.

The bottom line is it's not a new idea of cheating, but the bottom line is that

one of the things you get in the standard discussion tool is the people who wait until the last minute

read everybody else's answers, take the best answer, reword it and stick it back up there.

Now one of the things that you and I have to have learned early on, is you don't allow them to do that. You give them it's like maybe a week to answer the whole question, but you give them three days to answer it first as a primary answer, then they have to do answers from other people in and respond to other people. But, as you said, in this tool,

it know when you answer.

And it knows who you answer and it knows why you answered and it it it actually is much more of a conversation...

than a way to hide and gather somebody else's answers and responses.

[Schultz] And the students also have to be cognizant of those other conversations and posts because if somethings already been said,

everybody's gonna know it. They really are. And it's going to be repetitive. Ah, there's one who didn't listen to the

entire conversation. Just just as a note, I'm not compensated by VoiceThread here in any way shape or form, which is simply a tool I like to use.

[DeMers] And what's important here...

Is that for those who dislike

online learning...

you notice I did not say remote learning, those who do

or think they just like online learning, are frequently unaware of these kinds of tools.

There are many tools out there for learning and then there's more of them all the time.

And I have to say that educators are really, really good once they get into it. They're really good at learning how to use these tools effectively.

Some of the most innovative people in the world are educators.

[Schultz] But what I'm hearing you saying here in terms of the best practices, Mike, you've mentioned administrative support from the top down, certainly having the designers and the instructional technologists there to provide the magic, if you will, taking the time to really be able to design that course

so that there's a learning experience, but doing it on the front end of this and that's really what takes the time up front. We we were not

able to have that luxury of having...

advance timing.

We literally found out about this on a Friday afternoon, right, the next week it was well, we're not going to be

face-to-face any longer, we're going to be remote.

So...

This is the time that none of us has ever experienced before in education.

We've seen many shifts and going to see a lot more shifts in the future as well.

Well, once the pandemic has lifted,

and the educational community returns to work,

Mike, what do you think oin your view? How should online learning be different from what it was before?

And what have we learned as a result of this leap to remote learning that we've gone through?

[DeMers] Well I'm not sure if you mean before or if you mean during the pandemic?

[Schultz] well, online learning is different

then it's going to be in the future

as a result of what we've learned here, right? We've seen online learning, you and I have been doing this for many years, as educators.

What it was before the pandemic,

then there's a remote phase that we've gone through, and there will always be online learning in the future after that. So what do you think that some of these educators that have had to jump online to remote learning, what are they going to learn

about how

this is done from a distance? [DeMers] This is interesting. I can take this from my own personal experience.

We have six faculty in our department.

And if you...

if you've ever looked at that Innovation diffusion curve,

we have some faculty who are innovators and some who are early adopters and then we got some that if they could, they would still be using dial telephones.

And it's the dial telephone types,

that are part of the issue.

Now the interesting thing

that I have seen happening, at least in my university,

is that

there has become.

a...

trying to think of the word for it, but there's a new community that's formed out of our own faculty.

It's a community of practice that did not exist before.

Before you could call on educators to say "Well, I'm trying to get this lecture material pulled together, what do you think?"

Well now we're not doing the lecture per say or at least if we if we are were we're doing that remote learning instead of the online learning,

for the most part.

Lectures are fine. They have their place

for those who learn by listening to lectures, but one of the things I am seeing and I hope this will be an online

trend because we're going to be doing it online, is that we've created this new community of practice.

Hopefully, it will be a community of practice that starts with people like us who have been formally trained over a long period of time who have made all the mistakes, and trust me, I've made everyone one of them

probably a dozen times.

If you're not making mistakes, you're not pushing the envelope you're not really trying to innovate at all.

That's my excuse anyway. But the bottom line is that I'm seeing a new

chance

for online learning.

I'm seeing a chance where the faculty are going to start pushing the administration

to give them the tools, to give them skills.

Now we have a number of things going on here at NMSU, one of which is what they call a one-year program.

They pay a teacher,

an educator,

I think it's \$1,000

after taxes, it's about 700.

They paid him \$1,000 or seven hundred bucks in net

to create a course online. It's led by people who are working with the QM rubric.

So they allow them to do the design of the course from the QM rubric perspective.

What they don't do

is, and they haven't the time. There are literally, we only have two of them here, I think that do that.

So, you get five or six people get into this course and every year we get five or six people who begin to teach online.

And one of the things they don't teach, you know, they don't teach you the tools, they don't teach the new technologies.

I went to a workshop a long time.

I think it was the Sloan-C Conference on Online Learning. In fact,

and a couple of the instructors from here, you probably had them, in fact.

went and gave a 90-minute workshop about the technologies that you could use in online learning.

There's this young lady in that workshop in the front row and she was writing feverishly for 90 minutes. I thought her arm was going to fall off.

She came up to one of the speakers and said, "You know, I just finished a Master's Degree in online learning,

and I did I haven't heard of 90% of the tools that you've been talking about.

That tells you a lot.

We're going to need a whole new generation of people at

colleges and universities who are teaching the technologies.

We're going to need people who are in in-service who are going to show new technologies.

We have a thing called the "Teaching Academy" and I think we get more of that introduction from the Teaching Academy than anything else because the people giving the workshops are the teachers. The educators.

Can I think we're going to find a lot more...

of this community of practice

that

allows us

to share these ideas. We even have a thing called "Let's Talk Online Learning" which is basically free lunch

and we get a chance to have some speaker come in and talk about a new tool or technique that they've developed or or the use of a tool.

And I think this is one of the true advantages of this if there's a silver lining I guess for us, as educators.

The pandemic is going to force us

to realize that this is what's needed.

[Schultz] Yeah. You've mentioned a couple of things there, Mike, that I think are key when we talk about what have we learned? Well,

A number of institutions, like we said before, are looking beyond this pandemic.

What's going to happen now when we come out of remote learning

and we really need to be able to recruit some of those students. It's a little different ballgame than it was before because students are hesitant now. They're paying a fair amount of their funds to be able to go to an institution that's going to provide them with a great learning experience and yet not all of the educators

are well-versed enough to be able to provide that for them. You you were talking yourself about professional development,

and the faculty incentives that are provided.

The faculty need to have that professional development so they can learn that teaching in an online format

has a completely different

pedagogy to it. The tech tools

that are so important

that need to be passed on by those experts like the instructional designers and the technologists.

Probably the most important thing is building that overall infrastructure for it. You need the leadership. You need the administrative backing. All of the things that you were talking about that go into this

And exactly what you said, I think we all understand that distance learning is not for everyone. There are those faculty that

are are happy to do it. It's not for students sometimes. They all learn in different ways.

Different personal ways. Faculty instruct in many different unique ways.

Yet, this is what we're faced with right now

in our current time.

Now if you were to meet up with one of those faculty members that you've been talking about, [DeMers] you're going to cause trouble, aren't you? [laughs] [Schultz] those people who were skeptical about online learning before the pandemic, now they have struggled. Right? They got in there with the remote learning sort of phase and they've been forced into this.

What would you tell them about..

what they've been experiencing in remote learning and what they could potentially experience with online learning in the future?

[DeMers] It's a good question. One of the things that has happened here at least, is that...

during the process, there's been a lot of pain

amongst these very educators. They are afraid.

They are feeling ill equipped.

In fact, in many cases, are feeling inept.

which is not the way you want an educator to feel if they're trying to teach people.

One of the things that goes back to my, the whole idea of community of practice.

One of the things that we have done,

is those of us who are formally trained for a long time, not even just a one-year program, we have reached out to these folks and said,

"All you have to do is ask...

and put me in the course

as an observer...

and let me provide you with tools, with

opportunities to learn how you can make the ways that you teach come through by using technology.

Most of the time,

and we do have different kinds of of the educators. We have a fellow by the name of ... well, I won't mention his name. We'll keep names out of it. One of the best lecturers I've ever seen. Arguably, one of the best communicators I've ever seen.

And he retired. Aand now he's feeling "Well, I'm retired and I'd really like to come back into the classroom."

Think about the way he put that. I want to come back into the classroom.

We're thinking while he really had them, in every time he talks, he would raise our our numbers, we. Number of majors went up. He was a great lecturer, who was actually not a great educator.

He thinks he is..

But, he's not.

If you look over the materials, you notice, he doesn't match his learning objectives to the the instrument.

He is a great storyteller.

And he actually reminds me of a lecturer I experienced when I was at another university as a student.

We were out having a nice party time and

it got to be two o'clock in the morning, he realized he had to teach at 8 in the morning and hadn't prepared a lecture.

He got up, at the first ,we were TA's, we were sitting in the class and he gave the most exciting, fascinating,

all inspiring lecture that was totally content-free for 50 minutes.

The kids walked out..."Wow! That was amazing!" and we're laughing our butts off because there was no content in there whatsoever.

Now, this is the kind of person you really get to struggle with.

You can say, look if you're going to think about.

delivering the information, lectures will work, but you'll find that if you record a lecture,

the jokes go away.

The stories go away.

The lecture shrinks. That 50 minute lecture, all of a sudden, shows up in 16 minutes. How did that happen? Well, you didn't spend 40 minutes telling jokes.

And so what you need to do is say well look...

give them the lecture, but the lecture is only part of it. Ask them to go back and compare the lecture to what you find online. Do some searches online. Go back and actually read that book that you paid 180 bucks for.

Go figure.

And so...

trying to get them to come back into the the thing when they've had a bad experience is a lot tougher than catching them while they're during you know why they're experiencing it.

But I think

what's going to happen...

maybe I'm just pollyannish here, but I think there's going to be enough

new recruits

who were quite skeptical before,

who are going to say "Well,

did you do this? No.

Well...

Why don't you try that?

I had a student one time, a fellow faculty member actually, one time say how would you teach alaboratory using a gas chromatograph?

How can students use a gas chromatograph online?

And I said, believe it or not, I've actually seen a talk on that. In fact, I experienced it. And he said, what do you mean?

I said I went to this Sloan Consortium meeting,

and there were a group of chemistry faculty at the University and what they would do is they would say, okay, you have some samples of different things that you need to have rest tested

You set up a time.

When they will actually be in the lab at the gas chromatograph. They will take the samples that you sent them by mail

and they will run it through the test and they will automatically give you the results and send them back to you.

So don't say it can't be done.

I had to another fellow faculty member say, why teach geology? How am I going to do the streak plate test with a rock? I said send them the rocks. Send them the streak plates.

Get online and talk about it.

Have them record the results. Have them take pictures.

The thing is, there's always the assumption if you have this bad ... bad experience, the assumption is... well online learning is crap.

I hate to say it, but

the problem isn't

that it's crap. The problem is that you haven't learned how to do it yet.

You do need to take the time.

You can't learn it in a weekend.

No matter what the administration requires you to do.

So what you need to do is...

don't look at yourself and say I've really failed at this.

No, no, no.

Your university has failed or your institution has failed. They didn't give you the tools.

Give them time to give you the tools.

And then tell me what you think about.

[Schultz] You're underscoring exactly what I think about the situation when you make that leap from remote learning to online learning.

You have to have that professional development for the faculty members. And you saying, "Hey, let me go and go ahead and lurk in your classroom online a little bit and I'll help you out. I'll provide you some suggestions." that is faculty mentoring at its best.

And I think, that it's

in many ways, analogous to just having a classroom visit. It's the same sort of thing.

That feedback and the assessment as part of that...is

absolutely critical to making that work.

But, like you say...

this whole

process of really building this... it takes time. It's not something that's going to happen in overnight.

And that's what I think a lot of institutions are struggling with now. They're having to rethink their vision because of what's happened here.

Distance learning has floated to the forefront.

Schools are announcing all sorts of distance learning...

above and beyond physical classrooms because they're closed now, some of them already for Fall of 2020.

So,

let's take a hypothetical situation, Mike,

if you had an unlimited budget. You're king of the world, and you can build a perfect infrastructure for online learning.

What are you going to do?

People.

That's where you start.

You have to hire people who are... you literally... you need to hire a team and the team has to be... actually, let me backtrack a little bit. We used to have... I learned how to teach online to a college here at the university that no longer exists.

I'm very upset about that.

Because the college was called the College of Extended Learning.

And the people that trained me and some of the people that trained you

were in that college. Now, part of the problem was the college was never it didn't go through the right process to be formed.

But I think that...

it is different than a College of Education.

Because its focus is how to blend education with technology so that online learning can be done properly.

So one of the things that I would recommend if I had that unlimited budget, especially if I had somebody who

was

willing to tell the university, "I tell you what, you do what Mike says and I'll give you a 10 million bucks."

First thing I would say is start a College of Extended Learning.

And allow the faculty, who are at the university, to take courses from that College of Extended Learning for free.

Tax-free as well, thank you very much.

I wound up having to pay a fair amount of taxes just getting to learn how to do this stuff.

Then, what you have is your going to create

a lifelong set of learners who understand how to teach online properly.

You going to take people who have

the traditional class and maybe even

will be teaching traditionally and maybe take one course. And say, I want to try teaching this one online, but I need some help. The Teaching Academy we have is fine You get one or two hours of stuff this this way or that way, but actually have somebody say well let's have a course in how to form online learning communities. How do you do that?

How do you make that happen? That was my very first course.

And so what I would do is I would create a new college.

And I would fill it with the very best faculty I could find who are specialists in course design,

in adopting technologies into the learning environments

and helping people become tech-savvy.

For example, we were talking before we got online here

about the different types of people regarding technology...

You and I, we did not grow up with technology. We've had to adapt to it. So we're

basically tech adaptable and online learning adaptable. And

they can do that if we have the personnel there who are specialists at this. Now, we have a few here

and they're extremely good, and I just love them They're some of my biggest heroes.

But, it's not enough.

You got to do this university-wide and one of the things you have to keep in mind, at least for in my circumstance of teaching at the university...

I remember when I applied for a job at Ohio State and I did not include my undergraduate degree as a my undergraduate degree is a Bachelor of Science in Education.

I put it down as a Bachelor of Science.

Why?

Well, we don't want any of those educators in here.

And I hate to say it, but that's the way they are viewed.

Faculty in in the other colleges at most universities look down their nose at the College of Education.

And I understand it.

You know, some of the stuff that goes on at every college is pretty silly, but the bottom line is

I felt comfortable learning how to teach. I taught junior high school. I've survived teaching junior high school, if you can imagine that.

That's like being a marine on the front lines and I'm telling you...

... it was not fun. I learned a lot. I took a lot of lumps and I made a lot of mistakes.

The problem is we expect of people with a Ph.D.,

who have been taught by lecturers

all through their careers, Bachelor's Master's and Ph.D.

We expect them to know everything about the discipline and all the sudden we're expecting them to, "Oh, I am supposed to know how to teach. I'm supposed to how to teach online."

Well, you do have a Ph.D. You are adaptable. You still need the tools. The tools come by building an infrastructure

that allows that to happen,

I think, from the ground up.

Undergraduate students can take it. Master's students

Ph.D. students and faculty should be able to take courses at this university and I think that's where the money ought to be spent is on people.

Educators teaching educators.

[Schultz] Great I absolutely have to agree with you on that.

It needs a leader with a vision to be able to carry this out. It needs the personnel with the expertise

in technology, and say, a learning management system and so forth, but

what you been talking about, the community of practice, is an ongoing thing for the lifelong learner. And we need those faculty members that are those digital adapters to be able to jump over the fence and say "Hey, I'm a content expert, but I'm also an educator".

And I can do this and I can learn how to be able to do this effectively.

They may not think so right now during remote learning, but it's something that's going to happen over time and learning those skills.

[DeMers] One of the things that's really interesting that I have discovered is that

the people who go through our one-year program where they have to adopt or adapt one course to an online environment.

Many of them, even the ones who, the lady who said she couldn't do the geology stuff online.

She said, "The one thing I did learn is,

I've been teaching all wrong."

I said, "... and that's the best lesson you can learn because if you've been doing it wrong, you know you can fix it."

If you don't know you're doing it wrong, you can't.

One of the things that

gets me all the time is,

as somebody who has been doing this gig since 1974,

Yes, there were people then.

Okay, there weren't as many of us, but there were a few.

The bottom line is it bothers me so much when you get into these things that say well, you as a college professor, have to take this workshop

created by the governor.

You ever notice how the content has nothing to do with the exams?

Nothing.

And then if it depends on if you don't pass this, you've got to do some, you know,

other stuff to do, you have more exams to take, more learning. I said the bottom line is if you're going to teach teachers, you better know how to teach first.

And how to design a course, so that your learning objectives match what it is your your measurement devices are.

And it was it was quite a shock to her.

I can't believe I've been doing this all this time. I looked at my questions and they had nothing to do with the content.

And you wonder why when student evaluations come in, they say the same thing and guess what?

You haven't been listening.

And when you get into the online environment, by gum, you learn to listen because

the one of the things I've discovered is that your your student evaluations go way down when they do do them online.

They've got time to think about you... [Schultz] Yeah, that's right.

so, yeah...

it's something that can be done.

We have to recognize that

we've expected university faculty, for example, to know how to teach and they don't. By and large, they don't know how to teach. Lecture yes.

The old saying is while you teach the way you were taught. Well, guess what? You weren't taught... you were lectured at.

[Schultz] Yeah... and in online learning also, not only do you see a little different ballgame,

you also tend to see somewhat of a bimodal distribution on the grading when push comes to shove. Because you got those that are going to adapt to this, like you said, and they're going to take to this rather well maybe as part of their own personal

learning strengths, learning modality.

But then you also have those that they're confused. And they are not sure what to

do and it's difficult for them.

And that's the other part of the bi-modal distribution.

[Schultz] Yeah, I know/ That's very true. That's very true. In fact, I...

I got an older gentleman, he's in his forties,

and he was in the military and he's been away from learning for a long time and he's come back and he wants to get a master's degree. He's in another department.

When he first started my class, boy, I tell you, it was a mess. He was...And it was a GIS-related class.

Fairly high level.

And I said... he came up to me and said, well I just wanted to let you know my situation so he told me. I said...

Here's the thing. Online learning involves two things.

Time management...

and drive.

You've got the drive or you wouldn't have come up to talk to me. There are a lot of people in classes that don't have that drive.

And they don't have the time management skills.

I was asked once, years ago, what my best instructor was and I yelled out the name.

And they said, "Why?" and I said, "Well, she was a nun and she taught me two things that have been basically been really important for me.

And they said, what's that? I said they taught me how to learn on my own

and they taught me how to manage my time.

Now what you have to do,

and this is difficult. It really is. It requires an enormous amount of time.

as a faculty member.

Is you have to find out who those people are that don't know how to manage their time.

And it's easy to figure out if you look at the grade and you see holes.

Things are not getting done.

What I try to do. I try.

Is to reach out to those people say "Okay, what's going on?"

Do you have some family issues? If you got some family issues, you've got to let me know. I can't help you...

if I don't know about these things.

The other thing you have to say is look I'm here for you.

I just reached out. I have I've been doing my office hours using Skype.

I said here's my Skype and I sent him a note every time you use my Skype address they never come in.

So I sent a note out. I said would you prefer that I use Zoom? Because you all know how to use Zoom.

Only got a couple responses, but they all said, "Yeah, I'd rather have that."

I said that's fine.

That's the way to get to them. So what you have to do... one of the things that professors are good at is now they... they give a lecture, give two exams during the course, and then leave the labs to the TA.

That's what they do.

In an online course, if you're not monitoring the learners,

you're not teaching.

Because the learners can very easily fall behind. And you can tell, especially if you have had the students in more than one online class, you can tell from the very beginning, late on the first assignment, here we go again.

You can see it. And so those are the ones that you have...and it requires you to take a lot of time. I really do this. I keep records of who's always late, so I can get back to them I said how are things going.

When they turn things to... this is the key... when they turn things in on time and in good quality,

instead of giving them the type "Nice job.",

which is really easy to do.

I get the talking head inside my learning management system I say.

Look, I'm really impressed with what you did. This was really great stuff and I'm really hoping you're going to continue this trend. You'd be surprised how much it makes as a

difference to them. They really appreciate it.

[Schultz] Absolutely. You're talking here about...

students in the online format that are forced to learn some life skills. The time management.

The personal motivation.

The drive.

Learning how to be able to work together in teams.

With the exception of the last one, working together in teams,

this is something that the online format can provide for that student

much more regularly than you can see that in a physical brick-and-mortar classroom.

[DeMers] Well, there are some tools for working in teams as well and that's

some of the money that we have... I can't remember the

tools right now, but there are tools out there, they're literally designed for

group work.

And...

one of the things is that those tools are usually very expensive and they're designed for business.

And I think they're pretty good tools.

They need to set these up. Somebody needs to create one of these apps that works specifically with learning management systems that allows people to say, loo...here's the tools. Here the skills. You've got this responsibility. You've got this responsibility. You got this responsibility.

And one of the things that I've seen in the past is... and this was brutal... it was really brutal. And it said that if you don't meet a certain criteria at a certain time,

you have failed the class.

But, you're still required to finish.

Yeah, it was brutal. [Schultz] That's rough.

[Demers] Yeah, and I'm not sure that's the best way to do it, but it is basically... it was a tool, it said, look... the reason we're doing this is that you're part of a team. If you don't do your work,

the team suffers.

And if this is one of those life skills that everybody needs. Certainly in our industry.

And the bottom line is I... I know that everybody who is an educator has heard the "I don't like working in teams because I wind up doing all the work."

Okay.

Don't do all the work.

There's your answer.

If somebody's ... if somebody can sit back and like Wally, and that cartoon strip and drink coffee all day long.

And goldbrick, then you've allowed them... you've enabled them to do that.

Because they know you're going to do all the work.

And so what you do is just "Look, here are your specific tasks. All of these tasks have to be done in specific time."

And of course as an educator you've got to monitor that.

So there are tools out there. It is... may actually happen one day that those tools be modified for... with a learning environment.

Basically it's very much like the the team-based learning.

[Schultz] Well, e're coming up on an hour here, Mike,

I'm gonna have

that one last question for you here.

You know, we've been going through these past several weeks, struggles with educators and their pedagogy,

the tech schools that are new to them,

the use of those tech tools appropriately being implemented in their teaching.

We've had some student attendance issues. We've had a great divide

between students, who have access to the Internet and those who may not have access at all.

We worry about whether students are going to be prepared for the next level.

For the K through 12, we look at educational standards. Are they being met? Just a host of different hurdles.

Do you have any last advice

for educators that are teaching remotely right now?

[DeMers] Wow.

You're probably going to find his coming out of left field.

Talk to your legislators.

Most Departments of Education in most states...

don't care about

education.

They care about...

numbers.

They care about the rules.

Okay, are you doing certain things in the classroom? That's... that box is checked off. Okay where at?

What they do not care about

is, "... do we have the technology to get to all the kids in our state?"

Do we have the infrastructure?

Do we have the infrastructure for the educators?

And the bottom line is that all comes from your state legislature.

And this is probably a good time to hit them.

Because they are down.

They're on their knees and they're scared.

Because there's going to be some legislators that are not going to be in office next year.

This is where it has to come from. And this comes from, believe it or not, my work as a Director of the New Mexico Geographic Alliance. I had people who came from the ...from the New Mexico Department of Education...

and they put it up right in front of me. They said they don't care about learning. They don't care about the students. They care about numbers. They care about the rules.

Somebody has got to care about the kids.

And that has to come from the legislature. The legislature has got to go to the Department of Education and say...look...

your job is not design just to keep the rules going. Your job is to make sure

the kids get an education.

And so my advice is write your legislator.

Often.

Visit them. Arm wrestle with them. Harass them. Remind them that you vote.

[Schultz] Let them know you exist, right? [DeMers] You got it.

[Schultz] Mike, this has been an absolute pleasure having you on here. Your insights. Some of you... and the experiences that you shared with us and some of of your insights as far as the differences and the similarities between remote learning that we've been experiencing recently, and what it could be potentially with some of the things that you mentioned in terms of online learning.

We've assembled a couple of resources here for you. These will be... They're all hyperlinked and you already have the URL

for the PowerPoint, so you'll be able to get that.

My name is Rich Schultz.

I'm the Senior Online Learning Administration person at the Illinois Mathematics and Science Academy.

I'm part of the Center for Teaching and Learn.

Visit the URL in red. It's listed at the bottom of the screen there.

You can visit the E-Teaching Resources that we had mentioned earlier in our broadcast.

We do have a couple of events that are coming up soon as part of our webinar series. April 28th, we have "Alternative Assessment for E-Learning" with Karen Ye.

And on the 29th of April, we have "Introducing Family STEM Snack Boxes" by Nicole Ross and Karen Ye.

So...

With that I'll ask that you

complete our Post-Webinar Survey. An easy one to remember.

bit.ly/191919survey.

We hope you've enjoyed this presentation.

And we want to give another thank you to our guest,

Dr. Mike DeMers for all of his insights and valuable information.

Thank you for attending.

Have a good evening everyone.