**Engaging Lecture**

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0:02  
Hi thank you for watching this video.

0:05  
This video is a recording of yesterday's Toolkit workshop on the engaging lecture.

0:10  
However, we forgot to press record until a few minutes into the session.

0:16  
So I am actually doing a little bit of pre recording and I'm going to edit the two videos to come together so that you have a comprehensive video to watch.

0:25  
So let's go ahead and get started.

0:32  
I'm Celine Green.

0:33  
I am a member of the Bloomberg School's Center for Teaching and Learning.

0:37  
I serve as a senior Digital Teaching and Learning strategist, and I welcome you all to the engaging lecture.

0:45  
My strength lies in technology integration and in course design, but always through the lens of being inclusive.

0:52  
Specifically, I am an expert in digital accessibility and to universal design for learning, taking those strengths and other interests about inclusivity.

1:02  
I am actually delivering this workshop so that your lecture becomes more engaging because it becomes more inclusive.

1:10  
We'll learn about that soon.

1:12  
I hope to to influence everybody who attended the workshop and who is watching this video to adjust your presentations and lectures to be more meaningful and form deeper connections to more people, to more learners.

1:25  
I hope you actually are increasing the value of our students personal investments in their learning while still valuing the objectives of your curriculum.

1:38  
So to get things started, I asked people yesterday to get rid of their afternoon brain fog and that was through a poll that was going to be used.

1:48  
In addition, I had this back channel communication of using poll everywhere where people could type in questions.

1:54  
It was a hybrid presentation, so people were in the room as well as online joining us and everybody could write in this open-ended poll in poll everywhere at any time during the session.

2:10  
So by the end of this workshop, we will have under, we will be able to understand active learning starts with inclusion.

2:19  
We will be able to associate practicing inclusion as a key factor toward building engagement.

2:25  
We will be able to name 7 inclusive practices that help make an engaging lecture, and we will identify at least one way to improve an existing lecture by practicing inclusion.

2:38  
To get things started firing up those brain cells, getting rid of afternoon fog, I wanted to engage everybody with a short roll.

2:46  
So there again in the room and online, there was a URL and AQR code that I will show in a moment.

2:56  
Online, the attendees were able to click and zoom chat to access this poll Everywhere thing to get things started, and this short poll is actually four.

3:08  
It was 4 questions that were set up as analogies.

3:11  
Now, if you had been raised in the United States up to I think about the early, well, early 2000s, definitely maybe about 2010 and gone through US schools, you might have seen the SAT or other standardized tests that had analogies such as whole to Apart.

3:29  
So in other words, whole the continent to a part is to a country, as is skeleton is to what?

3:38  
So this is the multiple choice.

3:40  
And this is actually going to be the first question in the poll.

3:43  
Continent is to country as skeleton is to what?

3:47  
Liver, tendon, femur or body?

3:52  
The whole to the part.

3:54  
All right.

3:55  
And hopefully you all know that skeleton as a whole has the femur, the bone in the leg as its part, so that would be the correct answer.

4:09  
So getting ready, we then begin the whole and here is where the recording picks up.

4:16  
Enjoy the rest of the recording and the workshop.

4:19  
Bye, bye.

4:32  
All right, we have a few more still under way.

4:34  
I'm going to go ahead and go to the correct keyboard to advance our slides.

4:43  
We're going to revisit those analogies in a little bit.

4:48  
I know some of you are still taking the poll.

4:51  
Again, feel free to continue, but for now I'm going to go ahead and get started on some of the definitions that might have actually helped you with getting toward the answers.

5:02  
And the first definition I want to provide today is about active learning, active learning.

5:10  
One definition is that it is the process of having students engage in some activity that forces them to reflect upon ideas and how they're using those ideas.

5:21  
It's really about keeping students mentally active.

5:24  
Active learning doesn't have to be physically active.

5:27  
It's when students become the participants in their learning.

5:32  
So again, active learning means that our brains are active foremost.

5:38  
Students could be as busy as they want, building a bridge or whatever else without actually being without it actually engaging their brains.

5:47  
They're not necessarily participating.

5:49  
Maybe they're that group member that stands behind with their arms crossed.

5:52  
Let's everybody else do the work.

5:54  
Active learning is about getting the brain active.

5:57  
It's that mental activity.

5:59  
So it's a strategy or pedagogical method that requires students to build their knowledge by gathering information, reflecting on it using their brain, and then using what they've learned to some degree.

6:12  
Maybe this by an activity that is physical in nature more, maybe it's a digital activity, perhaps it does involve that.

6:20  
But again, foremost, it is about having an active brain moving forth.

6:26  
Let's go ahead and talk about engagement and what does engagement specifically mean in regards to learning?

6:34  
It's an active investment, a psychological investment in their scholarship, it could be measured by curiosity.

6:42  
Engagement can be measured by focus, interest and motivation.

6:48  
So the engaged learner that is, you know, again, the engaged learner one who is focused on their learning, they are invested in their learning.

7:00  
They own their learning, active learning.

7:03  
The student is the participant in their learning.

7:06  
Their brains are active.

7:07  
The engaged learner is invested in their learning.

7:11  
It's conceded that engagement positively relates to increased success in the desired learning outcomes and also persistence and retention.

7:22  
So by being engaged, students are going to develop habits of their mind and heart that promises stand them in good stead for a lifetime of learning.

7:32  
What about access?

7:34  
Access is an entryway.

7:35  
We have 3 doors in this room.

7:37  
You guys had a computer that you went through the portals of zoom to get here today.

7:42  
We all got here.

7:43  
Access is just permission to reach and to use something.

7:47  
It doesn't mean that we belong there.

7:50  
It doesn't mean that we feel welcome there.

7:52  
Access is just about getting there.

7:55  
I got here.

7:56  
Now what?

7:57  
I can't use it.

7:58  
Perhaps.

7:59  
Maybe I got to zoom, but I didn't have a password to get through to the to to the meeting for instance.

8:07  
Maybe I got to the room and the doors, the access, but I've chose the locked door.

8:12  
What do I do?

8:13  
3 doors in this room.

8:14  
Everybody one is locked.

8:15  
It was a it's like a little dice gate we have going on.

8:18  
Yes, on purpose.

8:19  
But again, just because we can get to something doesn't mean we belong there, doesn't mean that we can understand it, and doesn't mean that we can use it.

8:26  
For instance, if you are present today and English is not your first language you've got here, you're listening.

8:35  
If I'm speaking fast and you have not been speaking English for as long as my voice is rapid, then it's going to be very difficult to understand.

8:47  
So that is part of it.

8:50  
So what do we do?

8:51  
We talk about inclusion, and inclusion is really about a culture.

8:58  
It's a culture where people, systems, structures, and practices support everyone's right to be welcomed, recognized, respected, valued, psychologically safe and honored.

9:17  
And if we're going to be practicing inclusion, which we I hope we all are, I hope we've already been doing it, but we'll do it a little bit more today.

9:24  
Practicing inclusion means that we have to continue to grow.

9:28  
We have to have continuous growth toward purposeful conversations, toward purposeful design, toward purposeful decisions and actions to ensure inclusion.

9:39  
So revisiting our analogies, continent is to country as skeleton is to femur, active is to engagement.

9:59  
I'm sorry, bicycle is to tire or wheel as active learning is to engagement.

10:06  
You can't have much of a bike if you don't have a wheel, and you cannot have active learning if you don't have engaged learners.

10:13  
Similarly, guacamole.

10:16  
I might have been hungry when I made this slide deck is to an avocado as engagement is to access.

10:24  
I cannot make my bowl of guacamole without the really good avocados, by the way.

10:29  
I should have put that.

10:30  
But I also can't be engaged.

10:32  
I can't be psychologically interested in something if I can't even find my way there.

10:38  
One cannot exist without the other, and the orchestra is to the music as access is to inclusion.

10:47  
I can get there, I can find that entryway.

10:50  
I can get to that door and I can get through that door.

10:54  
I can get to the learning materials.

10:56  
But if I'm not included, if it's not built for me, then I can't have access and I can't have engagement and I can't be actively learning.

11:08  
Inclusion allows access.

11:10  
Access allows engagement and again, engagement that allows active learning.

11:16  
Students are the participants in their learning and that's why we want the engaging lecture.

11:21  
Because students who are engaged, who are participants and active learning and participants in their learning, they're going to succeed more.

11:30  
They're going to persist in their education, their learning outcomes, and they're going to be retained to move, to go on.

11:40  
So an opportunity for you to reflect.

11:42  
This is not a Poll Everywhere thing.

11:43  
This is just a little moment for that we're going to revisit.

11:48  
This is a personal thing, but you can go ahead and share if you'd like.

11:53  
Think about a time when you've been at a conference or in a classroom and you haven't been engaged with what's happening, the presentation or lecture.

12:03  
I know myself.

12:05  
I've been to lots of conferences where I'm just like doodling or checking my phone.

12:10  
I'm not engaged and that sounds horrible.

12:11  
And BSPH definitely did not pay for me to be there.

12:14  
These were conferences that I paid off.

12:16  
It happens sometimes.

12:18  
We're just not engaged.

12:20  
So I want you all to think about something.

12:23  
A time when you weren't engaged in a presentation or lecture.

12:29  
One particular example I could have is less than charismatic presentation, right?

12:37  
That might be one one thing that might happen, but I wasn't engaged because I didn't even know why I was there.

12:43  
I just showed up.

12:46  
Another time I, I, I again, it's been countless.

12:50  
You might have a a bad interaction with somebody.

12:53  
Maybe it's traffic on the way to your class or or lecture or the presentation at a conference, and that sets your mood wrong in a in a way so that you know, like, I'm disengaged.

13:05  
I want you to think about that time.

13:07  
And after we go through these seven practices for practicing inclusion, I want you to think, how could that have been pivoted?

13:16  
Not about what you as the attendee or student could have done, but what could the lecture, the presenter or lecturer, the faculty member or presenter?

13:27  
What could they have done differently to engage you Despite that traffic jam?

13:32  
Despite the lack of charisma that they might have?

13:36  
What could they have done?

13:40  
So in building the engaging lecture, we are going to have 7 inclusive practices and the first of these is to create and select universal resources.

13:51  
I put a note on this slide that Universal design is an approach.

13:55  
I'm sorry.

13:56  
I took away a note on this slide that Universal Design for Learning is important, but it is not the same as Universal design.

14:04  
Universal Design for Learning is specifically talking about engaging the learner hitting on multiple neural networks through multiple means of action, multiple means of engagement, and multiple means of representation.

14:18  
But Universal design is an approach to design that considers access, comprehension and use, and it's usually related to to environments or products or activities.

14:33  
And I apologize that I can't hide the zoom bar in room, but the 77 principles of universal design are equitable in use.

14:42  
It meets the needs of individuals with diverse abilities, Equivalent if possible, identical if not.

14:50  
Flexibility in use provides choice, accommodating preferences, Simple and intuitive.

14:57  
Easy to understand regardless of users variability, including their current experiences.

15:03  
Perceptible, it communicates the necessary information.

15:06  
That's why you see signage throughout hallways and the hospitals and on the roads, both in words and in graphics, right.

15:14  
The stop sign in the US is always going to be so the hexagon or Octagon?

15:19  
Octagon, thank you.

15:20  
A red Octagon.

15:22  
We don't have to necessarily know that it says the word stop on it and recognize that it's perceptible.

15:29  
There's a tolerance for error, and tolerance for error is it minimizes the risks for door swinging back and forth.

15:39  
Those are going to be strong hinges.

15:41  
For education, it might be a little bit different.

15:43  
We'll talk about some of these in a second.

15:45  
And also size and space, excuse me, low physical effort.

15:50  
I skipped that one, which it means that it's comfortable, it's effective and it's efficient.

15:54  
And also size and space for approach and use is the other principle.

15:59  
The appropriate size and space is provided so that everybody, if they have a wheelchair, if they're large bodied, if they're small body, whatever it is, maybe they have different physical abilities.

16:09  
It's appropriate size and space for that individual.

16:12  
In this particular room that I think you online you have seen, I think it canned the room enough.

16:19  
You can see that if somebody is in a wheelchair, they can enter the room, there is enough size and space but they cannot come over here.

16:26  
So we want to make sure that there's appropriate size and space even in our classrooms.

16:31  
Another thing going into a little bit more, we're making our resources again so that they consider access, comprehension and use.

16:41  
These are creating and selecting universal resources.

16:45  
So is it equitable you want to use such as a tool such as Slido or pull everywhere?

16:53  
Is it free?

16:54  
Does it require a login?

16:56  
Is it digitally accessible?

16:58  
That's the equity in a learning act in your lecture.

17:02  
Is your lecture flexible?

17:04  
Is there a Plan B, such as Celine's Plan B when the tool doesn't be paid as you had expected or for everyone?

17:13  
I recently presented at a conference where I wanted it was crowdsourced information.

17:18  
There's a document that I'm going to be sharing with you before you leave today, and that document was built by about four dozen people who attended the session that myself and my colleague Co facilitated.

17:29  
And we said whatever's easiest for you.

17:31  
If you like typing in a Word document, here's the URL to the Word document.

17:35  
If you like typing and pull everywhere and you just want to stay on your phone, you don't want to have to.

17:38  
You don't have Microsoft Word on your phone.

17:40  
Maybe you're a Google Docs person.

17:42  
You don't have to, you can just go in to pull everywhere.

17:45  
And also I had paper because it was an in person session, so I had paper in the room.

17:50  
I made it flexible.

17:52  
I made my lecture flexible in its use in the interactions.

17:57  
Is it simple and intuitive if you are using a template, a note taking template or something else?

18:03  
Is it simple?

18:04  
Do you have to provide instructions?

18:06  
Do you have to give extra support?

18:07  
And if you do, can you?

18:10  
Do you have ATA to help you in your classroom?

18:12  
Who's going to provide that extra support, if not really important, to make it simple and intuitive, perceptible.

18:20  
That's an easy one for me because I preach it everywhere.

18:25  
Is it digitally accessible?

18:27  
OK.

18:28  
Are your resources that you are creating and selecting be a PowerPoint deck or a slide deck, PowerPoint file or a slide deck or a pull everywhere type tool or some back channel communication?

18:41  
Again, slider is one.

18:43  
Is it again digitally accessible?

18:46  
That's the perceptible, the tolerance for error.

18:49  
Well, when it comes to our lectures, if you're going to be, for instance, surprising students with a graphic image that is maybe it's a moving image, it's like blah blah, blah edutainment that actually might backfire.

19:03  
Some people have a low tolerance for that, so the tolerance for error can be again, it's really about being safe more than anything.

19:12  
One of the items in terms of tolerance for error things, not all have a Plan B was an activity that was mentioned by somebody at that conference, the Crowdsource where they said do not have or require, think, care, share or any other small group activity during a lecture without letting us know before we come.

19:34  
Don't throw that on me.

19:36  
I might be having a really bad day, or I might be sick, but I don't feel like telling everybody that I'm sick.

19:43  
I might be spreading germs.

19:44  
So let us make that decision.

19:47  
Tell us in advance, low physical effort.

19:50  
How many clicks does it take to get to a resource.

19:53  
If I had made you sign in to poll everywhere if I had required that, or to the documents that I share.

19:59  
Sometimes we have those restrictions.

20:02  
But some if we can take away the restrictions, fewer clicks means that it's more universally designed and appropriate for size and space.

20:10  
Literally think about physical classrooms.

20:13  
Think about book bags on the floor.

20:15  
Think about assistive devices such as canes.

20:18  
Think about at this conference, there are a lot of dogs, there are a lot of seeing Guide Dogs, and there was so much room and flexibility in the conference space.

20:28  
Don't be rigid to your thinking.

20:30  
Think universally OK and online.

20:34  
By the way, look at this.

20:37  
I have it's not appropriate to size and space because I have my zoom toolbar in in the classroom here or excuse me, in the in the conference room here.

20:45  
My zoom toolbar is actually hiding part of the text on my slide because I practiced someplace else where it didn't.

20:51  
But that's my my error, and I apologize for that.

20:59  
Zoom back down to the bottom.

21:04  
All right, Inclusive practice #2.

21:07  
Dismantle preconceived notions.

21:10  
On the left is this wonderful woman who I had the pleasure of listening to.

21:15  
Her name is Elsa Hoonis Hoonis, son.

21:18  
It's the It's spelled with AJ.

21:21  
At the bottom of the slide is her name, but she is an author.

21:25  
She is a fencer.

21:26  
She's a mom.

21:28  
She is a incredible person who is a disability rights activist and she happens to be deaf blind.

21:36  
I listened to her.

21:37  
She was a keynote speaker.

21:38  
She was deaf blind.

21:40  
She is deaf, blind.

21:42  
I was blown away.

21:43  
Little did I know of the life of a deaf blind person.

21:46  
I had preconceived notions.

21:47  
Throw them out.

21:49  
Do not bring your personal bias in here.

21:52  
Similarly, this gentleman on the right of the slide is in a in a wheelchair, yet he's in a workshop doing carpentry.

22:01  
Preconceived notion would be he can't reach things, he can't wheel around in workshop.

22:06  
Preconceived notions throw them out, dismantle any preconceived notions whether it's physical ability or other.

22:16  
Make your goals and objectives sailing.

22:19  
This is an inclusive practice.

22:21  
Remember I said, why am I here?

22:24  
I didn't know.

22:25  
It was a lack of charisma.

22:26  
The presenter was just going on.

22:28  
I didn't know why I was there, if they had repeated the goals and objectives.

22:33  
And I will be repeating my objectives before we leave today and let me know how they apply to me.

22:40  
They become salient.

22:41  
Salient is about not just making it obvious, but salient is about connecting.

22:47  
Connect the objectives to the curriculum.

22:49  
Connected the objectives to the potential careers.

22:53  
Connect the objectives to the learners lives themselves.

22:56  
Make those objectives.

22:58  
Don't just write them because we're getting accredited.

23:01  
Present them as part of your lecture, making them salient.

23:05  
Make them relevant to the learners.

23:09  
Inclusive practice #4 is to provide psychological safety.

23:14  
I would love to take some participation at this point and again have.

23:19  
I was going to be stopping along the way but who would like to share an idea of what they think psychological safety is.

23:28  
Is anybody online you can unmute or Lou you could read out If it comes up in the chat I'll get I'll start with the idea of psychological safety is about really being free to be you right shared empowerment.

23:44  
So how does psychological safety get provided in a lecture?

23:53  
You invite participation.

23:55  
You make it clear that your goal is not to shame someone for venturing an answer that may or may not be correct.

24:05  
So you just are basically to repeat that it's in case it didn't come through the audience.

24:11  
There is very noise outside.

24:12  
You are setting the expectations and say literally stating that it's you.

24:19  
You aren't going to be shamed.

24:21  
Feel free to speak out.

24:23  
So you're kind of setting the rules of engagement.

24:25  
That does provide psychological safety.

24:27  
Is there anybody else any other contributions?

24:29  
Lou, how about take a moment.

24:37  
Oh, did Lou have her question or?

24:43  
Oh, sorry, I didn't say there are no.

24:47  
OK, thank you, thank you.

24:50  
How about removing microaggressions?

24:52  
Like outdated terminology?

24:54  
You've been using the same lecture for five years maybe.

24:58  
And guess what?

24:59  
That terminology is no longer valid.

25:01  
Don't say oops during lecture.

25:03  
Plan for it.

25:05  
There are some wonderful guidelines out there.

25:08  
I will share some in the follow up e-mail about the terminology that is outdated but everything.

25:17  
I'm not going to be listing them all, but everything from grandfathered in.

25:22  
It could be considered outdated terminology, but if you're going to be using the terminology, you better have a reason and you'd better be able to explain it to people while you're using that terminology.

25:33  
OK, that small app, those two small apps providing the rules of engagement, making sure you're removing micro aggressions such as often happens, with outdated terminology.

25:45  
Those are two ways we can provide psychological safety.

25:49  
Sorry, yes, I just had a question about that, about term terminology, outdated terminology.

25:56  
Do you have a recommendation, possibly for people who've been teaching for a long time?

26:01  
Or how do they stay up on top?

26:03  
Maybe it's not outside their field, but like the word grandfather, it's not part of public health.

26:10  
It's not a public health how do what is the best way for people to stay up unexpected from.

26:15  
I will say that the the best way is to remain humbled and including when somebody corrects you don't second guess it and also to be an ally for others.

26:29  
So I myself happened to follow a lot of inclusive experts, thought leaders on LinkedIn, and that's where I find a lot of things I'm like, oh, I never thought about sold down the river as the origins of the terminology.

26:48  
And that's an entirely different thing.

26:50  
But I would say remain humble, always learning.

26:53  
Don't don't react, feel safe to voice if you or to be corrected or whatever else.

27:00  
Again, psychological safety.

27:02  
In addition, use the resources such as there are things on campus through Idair and other offices.

27:11  
Use the resources that you have and go out and seek your own.

27:13  
I belong to an EDUCAS constituent group Now.

27:16  
EDUCAS is more technology than education, focused in a lot of ways.

27:20  
But the diversity in information technologies, constituent group on EDUCAS is actually amazing in terms of keeping me oh, I was just going to say after paying attention to those things as they come up, I've started noticing I'll come across a phrase and as I say, I'm like, that sounds like it might not be like sold down the river if if I've never read anything about that.

27:45  
But just when you said that, I thought, well, that's pretty obviously not something I should be using.

27:49  
Like you Start learning it after you a certain amount of practice, and if you're not sure, you could choose not to use it and then go look it up and check right on the etymology of it.

27:59  
And I think it's fine to have differences of opinion too.

28:02  
It is fine to have differences of opinion, but we want to provide psychological safety.

28:07  
So if I know, for instance, somebody in my room has a specific political view that is different from my own, that's OK.

28:15  
I'm not going to bring up that topic to make an adverse reaction.

28:18  
I want to provide psychological safety if I know that there is terminology that I don't necessarily agree with.

28:26  
I've been using it forever and ever, and it never had a problem before that's misconceived.

28:32  
But it's OK to disagree.

28:34  
Don't use that terminology.

28:37  
There is even the in in technology, the whole master slave relationship, it's outdated.

28:43  
If you still see that printed anywhere on public site, on a public workforce, they're probably getting some Flack over it and probably changing it.

28:50  
But I still see it a lot in private relationships.

28:53  
But again, excuse me, private organizations.

28:56  
But again, psychological safety can mean many things, but those are just two of them.

29:01  
Thanks.

29:01  
Yep, we want to avoid environmental barriers.

29:06  
Now, environmental barriers could be that locked door or it could be not having something again digitally accessible, right?

29:15  
You want to.

29:16  
Again, this is an inclusive practice to avoid these environmental barriers.

29:23  
And another thing is to speak for the learners.

29:27  
Now, I chose a photo on this slide decorative photo, but it actually does have a purpose.

29:33  
I think I did provide alternative text for this image because it's not just decorative.

29:38  
That's a lavalier microphone that kind of clips onto your collar.

29:42  
And whether or not I was looking, I didn't see one easily accessible here.

29:47  
Whether or not you think you can project your voice very well, use the microphone if it's there, because somebody is going to get increased clarity with that microphone.

29:59  
In addition, you may have a student or a participant if you're presenting at a conference who comes in with an assisted listening device, Ald, and there all of a sudden you're going to need to learn how to use it.

30:12  
Learn how to use it before you come in, before that person comes into your room Again, it helps with the audio clarity for everybody.

30:21  
If I were using my laptop mic right now instead of this room's wonderful audio system, it would be a huge difference.

30:28  
No matter what you think.

30:31  
Speak for the learners.

30:32  
Again, put your notions aside.

30:34  
Just like your personal bias aside about individuals, put your notions aside as to what is provides audio clarity.

30:41  
Include active learning breaks.

30:44  
This is really important for a few reasons.

30:47  
We need to provide active learning breaks so people can stretch so they can respond to their biophysical needs.

30:55  
Anybody ever been in a long meeting and been waiting for it to finish right?

30:59  
We need to provide active learning breaks so that people who are cognitively processing engaged in the mind need can get caught up.

31:08  
Maybe that's by doing an activity such as this collaborative mind map or something that the individuals on the right are doing.

31:17  
Maybe the active learning break provides A captioner or somebody who's translating to catch up.

31:24  
By the way, with the audio clarity.

31:26  
Speaking for the learners, I meant to say this too try and speak evenly and at an even pace, an even tone and an even pace.

31:36  
Because again, if you are jarring or if you mumble, it's not going to get out.

31:43  
That clarity is not going to get out.

31:45  
But again, with these active learning breaks, people can catch up.

31:47  
They can catch up cognitively.

31:50  
They can catch up their their bodies can take that break.

31:53  
And and again, somebody who requires transcription, the captioners.

31:58  
In the lower left corner, there's a photo of two captioners.

32:02  
They need to catch up too.

32:05  
And also translators.

32:07  
So include those breaks.

32:09  
Those are the inclusive practices.

32:12  
Here's another URL.

32:13  
It's going to be on the on the follow up e-mail, but it is a list of dozens more inclusive practices.

32:23  
This is the document that was made from the crowdsourcing at the conference last November meeting a few weeks back, right.

32:31  
But it is amazing.

32:32  
Some of the things I hadn't thought at all.

32:34  
I thought about a good chunk of them, but I was so grateful for people's participation in this conference.

32:42  
All right, time for one last poll.

32:45  
Everywhere, I think.

32:49  
And this one, Oh yeah, I have to go to make it live in just one second and now this should be live.

33:16  
We have just a few more minutes and I'm going to go ahead and allow people again.

33:21  
If you go to pull F dot pull dot F slash Celine Reed, you should be able to see the post check.

34:38  
OK, the majority of people have finished, so I'm going to go ahead and move forth.

34:44  
And as I do it, this is a darn darn zoom toolbar.

34:54  
OK.

34:54  
This is an opportunity for you to think about what inclusive practice I've listed them all on this slide.

35:05  
What inclusive practice might have made that presentation or lecture where you were not engaged better?

35:12  
I will again give my example of having that bad interaction before I came into the presentation and I just didn't know I was there.

35:22  
I just couldn't be engaged.

35:25  
Which of these do you think might have been helped me to be engaged?

35:32  
Anybody online?

35:34  
I want to guess which of these might have helped me to be engaged.

35:38  
If the lecturer or presenter had done something, didn't know why I was there, if that presenter had made the objectives salient, it would have brought me there to that room and it would have left that bad traffic interaction where somebody flipped me off, or maybe I flipped on my brakes, or whatever happened, it would have left that behind.

36:13  
They they would have brought me there.

36:15  
If they had practiced #3 making goals and objective salience, another thing they could have done, they could have provided the active learning break that allows me to step out of the room and just recompose myself.

36:29  
After 10 minutes.

36:30  
I could be rushing into the room and get there, but maybe if I had had a break after 10 or 15 minutes, it would have allowed me easily to step out of the room without disrupting anybody.

36:41  
Again, think back to your experience.

36:45  
If anybody wants to share, keep on looking at a watch that's battery died this morning.

36:51  
If anybody wants to share, please do.

36:56  
You're asking for us to share our experiences.

36:59  
Yeah, I mean, we've all been disengaged.

37:01  
Maybe we're the person who's presenting and we see our learners are disengaged.

37:04  
Maybe we can think of it that way.

37:06  
How could we have made it better, right.

37:18  
Unfortunately, I'm not looking at the chat, but I'm going to presume that Lou is going to speak up.

37:22  
Is that OK, Lou, If you speak up, if you do see anything, All right, yeah.

37:29  
I see some people respond to your question what inclusive practice might have made that presentation or lecture better.

37:37  
So Mia, Respond, include team learning breaks and Carrie responded.

37:46  
Make both and objective if they didn't And basically found #3 that also is made both an objective survey.

37:58  
Very good.

37:59  
Thank you.

37:59  
All right, so we're just about done with time.

38:05  
I do want to allow if there's any other questions, but I want to step through some.

38:10  
Oops, I have to click on this again.

38:13  
Just a quick checklist for you to get started.

38:15  
I want you to think about those 7 inclusive practices, 7 inclusive practices when you are designing an engaging lecture.

38:24  
But here's how you can get started.

38:28  
Is my lecture digitally accessible?

38:30  
Answer yes to these questions hopefully, and if you can answer no, then you need to go back and revisit.

38:38  
Does my lecture have all bias removed in its narratives, imagery, and scholarship?

38:45  
Again, think about the outdated examples that we have.

38:49  
Also, in terms of scholarship, are you providing subject matter experts that were the same subject matter experts as when you were first learning about it?

38:57  
Or are you providing subject matter experts that are coming out of school now that might be a little bit different than from when you learned about the topic.

39:07  
We want students to see themselves in their learning as well as see others.

39:12  
Can my students answer what's in it for me when seeing and hearing the lectures objectives?

39:17  
If they can't, then you have not made salient objectives.

39:23  
Is my lecture free from distractions again, including that outdated terminology?

39:31  
Is the environment where I'm delivering my lecture appropriate for all learners?

39:35  
What about the modality?

39:37  
Am I ready to switch online if somebody's come down with COVID and can't attend in person?

39:41  
Or maybe it's a student with a disability documented accommodation and they didn't have it till halfway through the term?

39:49  
Can I pivot?

39:51  
That's a physical environment of source.

39:53  
That digital environment.

39:55  
Am I speaking clearly and evenly paced?

39:57  
If you're having a bad mood, do yourself a favor, do that Pano.

40:02  
I can't remember her last name from Ted Lasso.

40:04  
Go into the bathroom, make yourself small and then breathe up and make yourself big and you will project and smile.

40:13  
Have that tone.

40:15  
If you don't know Ted Lasso, you are missing out.

40:18  
But anyway, I just binged Season 3.

40:22  
And lastly, am I providing those active learning breaks?

40:26  
If you've got students for 50 minutes, they should not be listening to you talk for 50 minutes, they should be having active learning breaks.

40:34  
Whether it's to get their brains active or to allow their bodies to be active really doesn't matter as long as you have those breaks.

40:43  
So at 3:45 on my clock and I looked at it 45 seconds ago, I hope you can now understand Active Learning's connection to engagement, right?

40:52  
We did the the whole Twix park.

40:55  
I hope you are now able to appreciate practicing inclusion as a key factor toward building engagement.

41:03  
You should be able to name 7 inclusive practices that help make the engaging lecture.

41:07  
And you should be able to identify at least one way to improve an existing lecture by practicing inclusion.

41:17  
I want to make sure that I show you this QR code.

41:20  
It will be the survey.

41:22  
Excuse me, yes the the evaluation survey will be part of the follow up e-mail.

41:26  
But I did promise that I would show that to my colleague who reminded me thankfully.

41:32  
But I will again, that will be in the follow up e-mail.

41:37  
But oops, Zoom, Zoom, Zoom PowerPoint.

41:42  
There we go.

41:43  
Are there any questions?

41:50  
OK, I have really enjoyed your time today.

41:54  
I appreciate taking your time.

41:56  
I took it from you.

41:56  
I'm not giving it back to you.

41:57  
I took what it took.

41:59  
Thank you so much for joining me again.

42:01  
If you do have questions, I will be sending out the e-mail with the information.

42:06  
But in addition, please visit ctltoolkit.com then also our blog post ctl.jhsph.edu/blog.

42:16  
There is a blog post that is on the inclusive and engaging lecture.

42:20  
I will send that direct link to the blog post in the follow up e-mail.

42:23  
And you can also reach out to me celine.green@jhu.edu.

42:29  
Thank you so much.

42:30  
Thank you.