00:13:20 Mary Williams 432.530.7981: ­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­ https://www.hhs.gov/ocr

00:13:23 Jordan Lewton: Aloha from HI! As an online academic counselor and online instructor, I’ve been waiting for a webinar like this! Thanks for offering it!

00:13:28 Mary Williams 432.530.7981: ``

00:13:44 Matthew A. Huston: Hello from Sammamish near Seattle, WA

00:13:49 Mary Williams 432.530.7981: Hi from West Texas desert...

00:13:50 Bet: Hello from Portland, CT (UConn)

00:13:52 Rev. John Unger: Hello, I’m from Harpers Ferry, WV

00:14:03 Andrew Berger: Hello from Rochester, NY

00:14:19 Mary Williams 432.530.7981: Tacos rock

00:14:38 dorothymasinde: Hi from Iowa State University, Ames Iowa

00:15:24 LISA BYRNES: Mark! Go Steelers! I'm a PA transplant to AZ but I still root for the Steelers!

00:15:28 Mary Williams 432.530.7981: Pittsburgh rocks, too. Family in Butler :)

00:16:04 Lisa Ahearn: Hi from Plymouth, NH

00:16:31 Dr. Kevin J. Jones: Hello from Indiana University - Purdue University Columbus

00:16:34 Mansoor Bhatty: Have dealt with this topic extensively in my dissertation that I successfully defended 3 months ago.

00:16:38 Isabel: Hello from Westminster, MD

00:16:44 Essie Childers: Hello All from Essie, Blinn College, Texas

00:17:20 Karen Killion: Hi Essie!!

00:17:26 seckert@govst.edu: No poll visible

00:17:29 Brandy Phipps: Faculty responsible for BOTH teaching and instructional design of courses.

00:17:32 JRW Stewart: Howdy from Jill, Blinn College, Brenham, TX

00:17:34 Pomponia: Hello from Vancouver, Canada!

00:17:39 Lisa Kidder: bit.ly/2ZL9aqk

00:17:42 Allison Landy: Only let me submit once... but I'm all three roles!

00:17:43 Andi Zamora: Teaching AND Instructional Design (it’s only letting me choose one)

00:18:03 seckert@govst.edu: No poll. Adjunct faculty

00:18:27 Shulman, Laura E: adjunct is teaching (also an adjunct for 24 years!

00:18:27 Joshua Nelson: boring

00:18:28 Denise Hutchins: boring

00:18:28 B. Wilkins: boring

00:18:28 Olivia Buzzacco: Boring

00:18:28 Paulette: dead

00:18:29 Brandy Phipps: potentially boring

00:18:29 Darla Wise: boring

00:18:29 Justi : robust

00:18:29 Octaviano Gutierrez: Awkward

00:18:30 Andrea McKay: Hoop

00:18:30 karencushing: Important

00:18:30 AnnMarie (she/her) Johnson: repeptive

00:18:30 Kimberly Stewart: bland

00:18:30 Becky Sullivan: ugh

00:18:30 Matthew A. Huston: Crucial

00:18:30 JRW Stewart: tedius

00:18:31 Allison Landy: non-existent

00:18:31 Jessica White: Mundane

00:18:31 griffinek@uncw.edu: zzzzzz

00:18:31 Elizabeth Dvorsky: hard to accomplish

00:18:31 D Andrews: unwieldy

00:18:31 John Bandman: boring

00:18:32 Keri Lobdell: frustrating

00:18:32 David Christianson: Opportunity

00:18:32 Deborah Hartley: Interactive

00:18:32 kendra.clark: Painful

00:18:32 seckert@govst.edu: why

00:18:33 Essie Childers: engaging

00:18:33 Stephanie Landers: Forced

00:18:33 George Wang: tedious

00:18:33 Irene Grau: boring

00:18:34 Franklin Harvey: trying

00:18:34 Karyn Kiser: Full of promise...!

00:18:34 Deb Nowakowski: Imporant!

00:18:34 Xiaomeng (Mona) Xu (she/her/hers): challenging

00:18:34 Deborah Beete: painful

00:18:34 Lauren Mandel: conversational

00:18:34 Judy Brown: Boring

00:18:35 Amanda Dowd: dreadful

00:18:35 Elizabeth Connor: deadly

00:18:35 Roxy Phillips: Make work for students

00:18:36 Dr. Kevin J. Jones: Works fine!

00:18:36 Anne Watson: Woefully terrible

00:18:37 AnnMarie (she/her) Johnson: required

00:18:37 Pomponia: awesome

00:18:38 Darrel Cunningham: Frustrating

00:18:38 Charles E. Williams: Drive-by postings

00:18:38 dorothymasinde: tricky

00:18:38 LISA BYRNES: monotonous

00:18:39 Frank: Essential

00:18:40 Gladys Diaz: boring

00:18:40 Kathleen: Fun! My students love them!

00:18:40 Mary Williams 432.530.7981: hard to get kids to respond

00:18:40 Pomponia: love them

00:18:41 Nana Stark: Confusing!!

00:18:41 Jan Bishop: developing

00:18:43 Karin: Hard to grade

00:18:43 Stephanie Landers: Forgettable

00:18:43 Deb Nowakowski: Interesting

00:18:44 Mary Hills: unorganized

00:18:44 Sam McLaughlin: boring

00:18:44 Helene Bowen Brady: challenging

00:18:44 Shulman, Laura E: tedious

00:18:44 Jordan Lewton: forced

00:18:45 Heather Vassey-VirtualSC: repetitive

00:18:45 Caryn Neiswender: demotivating

00:18:46 Mansoor Bhatty: Fantastic learning opportunity

00:18:47 Michelle Jones: Complicated

00:18:47 juanantonio.gonzalez: necessary

00:18:48 Herman, Kristin M: Perfect for introverts

00:18:48 Elizabeth McAlister: “I agree with all of you!”

00:18:49 Matthew A. Huston: Awesome

00:18:50 Amy Gossett Lincoln University of MO: repetitive

00:18:50 Bet: Great when you have a good prompt

00:18:50 Kathryn Flores: Tedious

00:18:52 Anke G: superficial

00:18:54 Sunita Heer: predictable

00:18:55 Audrey Bryk-Lee: important

00:18:58 Andrew Berger: revelaing

00:18:59 Mary Williams 432.530.7981: My answer: "YES" to all

00:18:59 Darrel Wanzer-Serrano: formative

00:19:01 Audrey: could be better!

00:19:01 Mary Alexander: a little scary to compose

00:19:01 Michelle Hammes: boring

00:19:05 Andrew Berger: revealing

00:19:06 Dr. Kevin J. Jones: Some additional benefits

00:19:07 AnnMarie (she/her) Johnson: only place for engagement

00:19:08 Matthew A. Huston: When moderated well: BRILLIANT

00:19:09 Andi Zamora: In depth

00:19:15 Kimberly Stewart: Can be a great learning opportunity

00:19:18 Mansoor Bhatty: best for higher ed.

00:19:18 Rev. John Unger: Necessary with COVID-19 Pandemic

00:19:18 Andrew Milson: contrived

00:19:21 Caryn Neiswender: expected

00:19:25 Helene Bowen Brady: There are positives and these can generate a lot of great discussions and learning

00:19:26 David F. Sánchez: Good option for creating learning communities

00:19:27 Chris Sanders: Difficult to get students to put in a quality effort

00:19:36 vs1445: Abandoned by students

00:19:38 Sam McLaughlin: repetitive and can be lazy

00:19:44 Amy Gossett Lincoln University of MO: Absolutely!!!!

00:19:46 Didi from MACEM&PS @FCC: I really want that bit.ly link but still no.

00:19:49 Kathleen: You have to give the students real things to express their opinions.

00:19:57 Dr. Chinazo Echezona-Johnson: Hilarious....

00:19:58 kendra.clark: :0

00:20:02 Mary Williams 432.530.7981: LOL!!!

00:20:03 Joshua Nelson: lol

00:20:03 Stephanie Landers: LOL

00:20:05 Allison Landy: #truth

00:20:07 Kathleen: The questions need to be controversial that will allow for real discussions.

00:20:08 Karen Killion: unpredictable

00:20:10 Herman, Kristin M: Here’s the google drive link: https://drive.google.com/drive/folders/13NGwM54-nRGy2Y2Wv\_TZC8BC3SgWX-q5

00:20:20 Amy Gossett Lincoln University of MO: I forbid “I agree” in responses.

00:20:21 John Bandman: In my online classes, I provide a model for a substantive post

00:20:25 Priscilla Maghrabi: I posted these in my course as what not to do :)

00:20:52 Dr. Kevin J. Jones: Video discussions are much better than text discussions

00:21:08 Mary Williams 432.530.7981: In class, I prefer dividing into pairs or groups FIRST before they talk to me

00:21:19 Mansoor Bhatty: Its called mechanical use of discussion boards

00:21:30 Shulman, Laura E: it is not sponteneous nor natural, it is forced

00:21:32 Frank: I follow the instructors guidelines.

00:21:50 Kathleen: Yes, I use them for practice!

00:22:02 Mary Williams 432.530.7981: I like the practice idea...that's true

00:22:04 Elizabeth McAlister: I’m a rebel - I reply to more than two if I feel so inclined

00:22:31 Kathleen: And I try to make sure the questions have multiple answers and room for multiple opinions.

00:22:40 Mansoor Bhatty: OL is better than F2F

00:22:54 Nana Stark: I usually have them reply to 1 post because I don't want my students overwhelmed.

00:23:01 Lisa Kidder: bit.ly/2ZL9aqk

00:23:05 Shulman, Laura E: only way for students to interact with each other?

00:23:16 Elizabeth McAlister: For OL and F2F, it’s like pulling teeth to get students talking!

00:23:19 Mary Williams 432.530.7981: I try hard to teach open-ended questions....they're hard to teach!!!!!

00:23:36 rema: Discussions provide a way to reflect - I find that strength is not leveraged.

00:24:27 Mary Williams 432.530.7981: I ask students to develop their own open-ended questions (again, difficult to teach).

00:24:42 Cathy: I find there is no critical thinking from students and they do not apply lessons learned into their responses

00:25:34 Shulman, Laura E: replies are usually weak: "I agree" or "I like what you said" but add little new insight to the discussion, fail to challenge what others said

00:25:59 Octaviano Gutierrez: Cathy - it's because they don't value the task, but instead view it as busy work that they just have to get done

00:26:27 Elizabeth McAlister: Part of the rubric my professor uses includes word count and content level

00:26:28 Dr. Kevin J. Jones: I can report that if you do follow the three areas on the slide, you will have more productive and interesting discussions.

00:26:41 John Bandman: In other words, don’t say anything to anyone in this online course that you wouldn’t say to a mean looking person on a quiet dark street late at night when nobody else is around!

00:26:54 Allison Landy: I often say, "post your comment" (and the previous are hidden), then I ask them to post to the person below them (once posted, others are shown)… then rather than reply to 2, they have to go back to their own post and respond to the person's feedback.

00:27:07 Susan Calhoun-Stuber: Students love discussions when well-constructed and they report learning a lot from others. And, yes they can learn a lot about themselves as well.

00:28:04 Kathleen: I use the opening introduction to show what an online discussion looks like. This helps a lot!

00:28:06 Andi Zamora: It’s key to provide examples of what TO do, not just examples of what NOT to do!

00:28:28 Amanda Dowd: Thank you!

00:28:28 David Christianson: @Allison Landy I like that!

00:28:30 Priscilla Maghrabi: If you are asking them to share personal experiences and connect the information to content, I have had multiple course reviews that are very positive towards discussions. I stress before assigning discussion boards to be respectful and also its ok to have a different experience.

00:28:57 Allison Landy: @David - it makes it more like a "pair/share" in a live setting.

00:29:15 Allison Landy: and EVERY poster gets a reply

00:29:28 David Christianson: Excellent!

00:29:33 Shulman, Laura E: how does the first poster get a reply?

00:29:39 Joshua Nelson: thanks for the resources!

00:30:19 Dr. Kevin J. Jones: A group of us at IUPUC use the UDL guidelines continually to guide our course development and teaching. It works!

00:30:24 Allison Landy: Laura - \*I\* respond to the first person... and then that also provides a model of a good response :)

00:32:22 Dr. Kevin J. Jones: Somewhere Donald Schon is smiling!

00:32:42 Bruce Richardson: I use the Discussion Board as a teaching tool "how to interact with others Objectively, rather than Subjectively. Everyone has an opinion.... But I would rather the students learn how to respond to their superiors using critical thinking skills (providing a professional observation, rather than "here's what I think"

00:33:01 Allison Landy: I do weekly reflections - almost exactly what you shared in my F2F classes! I use as a formative assessment and to engage my many non-traditional students with the online forums

00:33:50 Allison Landy: CAST.org for UDL resources

00:34:33 Cindy McCullagh: I'm using Individual Progress forums for reflections/questions.

00:35:27 LISA BYRNES: What if we select all of them. : )

00:35:41 seckert@govst.edu: Is there a poll or do we just type in comments?

00:36:01 Mary Williams 432.530.7981: @Allison, I like your Individual progress!!

00:36:21 Christy D Sims: Will information about the types we're not discussing today be available?

00:36:53 Lisa Kidder: Yes - bit.ly/2ZL9aqk

00:37:08 Mary Hills: Do some of these techniques align better in undergrad or grad?

00:38:17 Allison Landy: @Mary - I think the difference is in the expectation of the answer versus the process of the discussion.

00:38:31 Cathy: In our world of COVID in nursing we need to develop alternative learning for clinical nursing I can see this as helpful alternative

00:38:52 John Bandman: Thank you Mark! I realize that we should make sure that the questions have multiple open ended answers (rather than just 1-2 possible uniform answers)

00:39:10 B. Wilkins: it can apply to business communications

00:39:12 Anne Watson: I do these “challenge questions” in World Music.

00:39:17 John Bandman: I’ll be sure to incorporate more of those

00:39:17 Anne Watson: They work really well!

00:39:29 Allison Landy: Or in math - How would you go abut trying to solve this problem? Get to critical thinking...

00:39:34 Dr. Kevin J. Jones: The key is to ensure that these questions are real world and real time. For example, discussions of racism or COVID-19 engage the students well.

00:40:27 Michelle Hammes: I teach comparative politics. Students are assigned a country to follow through the semester. I can see the challenge questions working in discussions by asking the student to answer with their assigned countries point of view.

00:40:47 Andi Zamora: Great idea, Michelle!

00:41:01 Dr. Kevin J. Jones: The challenge questions engage the students and challenge them to critically think and problem solve.

00:42:19 B. Wilkins: it is exhausting doing chat and q &A by yourself

00:43:12 Patricia Fellows: @b. Wilkins - It is a best practice to have someone helping you with Chat/Q&A while you present.

00:43:21 Herman, Kristin M: If you do want to grade a small-group, just have all names attached to the end of the posting!

00:43:44 B. Wilkins: I'm sure--but I cannot during this wonderful synchronous summer school class

00:43:57 Pomponia: In Zoom, I have students acting as facilitators (co-hosting). Works well.

00:44:03 Anke G: How do you deal with students who don't participate in/contribute to the small group work?

00:44:14 B. Wilkins: thanks @Pomponia-- I never thought of that

00:44:30 AnnMarie (she/her) Johnson: Anke--I did this once and only graded the student who reported back.

00:45:34 Cathy: I don't know if there are any other nursing educators out there, but due to COVID we can no longer do pre-post conferences in the hospital, I am excited to see we can utilize these techniques to substitute, plus we may need to have alternatives to 'real life hospital nursing'.!

00:45:39 Shulman, Laura E: Anke, check into the small group discussion to see who has and has not participated

00:46:06 Anke G: Good ideas. Thanks all!

00:46:19 Joyce Langenegger: Have all students in the group grade each other on participation.

00:47:21 Dr. Kevin J. Jones: This works great with graduate students (MBA).

00:48:13 Deborah Hartley: Criminal Justice too

00:48:47 Allison Landy: I appreciate how you are connecting these ideas to the UDL principles.

00:48:52 Mary Hills: Mark, how did the case study work in your PD experience in corporate?

00:49:03 Priscilla Maghrabi: @Cathy, I am not in nursing, but in healthcare. This is a challenge that I believe discussions can be helpful.

00:49:42 Mansoor Bhatty: students not responding is primarily a teacher problem not a student problem

00:49:51 Kimberly Stewart: @Deborah Hartley - I 100% agree that these work for CJ.

00:50:02 Jena Shafai Asgarpoor: But at the end of the day, with any of these varieties of discussion types, either the student or the group must post an original message, and others must reply to at least two messages. Isn't that right? So, it is still post once, reply twice!

00:50:05 Priscilla Maghrabi: @Cathy, I have also thought of using other instructional mediums such as Flipgrid or google doc/sheets.

00:50:07 Dr. Roxanne Davidson: Do any of you respond to all student's post?

00:50:42 Herman, Kristin M: I feel it can be inauthentic to respond to everyone.

00:50:46 Matthew A. Huston: (to save chat now or at end on PC, Ctrl-A, Ctrl-C, paste in to fav word processor...)

00:50:49 AnnMarie (she/her) Johnson: Roxanne--absolutely not. I don't have time for that! I try to on introductions, (one per student at least).

00:51:03 Joshua Nelson: how frequently do you all check discussions and provide feedback?

00:51:08 John Bandman: weekly

00:51:08 Allison Landy: @Jena - no - I NEVER use post once, reply twice, but have implemented many of these strategies.

00:51:09 Dr. Roxanne Davidson: Thanks AnnMarie

00:51:09 Joshua Nelson: is daily enough?

00:51:10 Elizabeth McAlister: @Dr. Roxanne Davidson - from a student perspective, I LOVE when my professor is involved with the discussions too. It makes me feel like they are actually just as engaged as I am

00:51:21 Dr. Kevin J. Jones: Giving a video response to all students engages them and builds a bit of relationship with them.

00:51:22 Dr. Roxanne Davidson: Thanks Elizabeth

00:51:37 Dr. Roxanne Davidson: I like the video response Dr. Jones

00:51:48 Ruth Hollenback: I think if you respond to EVERY student you might hinder the discussion. I try to be active, but not too involved in the discussions.

00:51:53 Isabel: Depends on the posts. I do have students share their proposed topic for a recommendation report in business communication. I make comments on whether they need to tweak their topic and approach.

00:52:19 Rachel Berthiaume: Clever trick, Matthew H. Thanks!

00:52:21 Allison Landy: Sometimes, I don't even want them to reply at all... I just want them to share their ideas and have a place where others to view the varying perspectives.

00:52:28 Dr. Roxanne Davidson: Thanks everyone! -)

00:52:56 Dr. Kevin J. Jones: You can give a video summary to respond to the range of replies and comments given in the posts.

00:53:04 Patricia Fellows: Keep a spreadsheet for the term, tracking who you respond to when you post responses. This allows you to ensure you are providing feedback as equitably as possible.

00:54:50 Priscilla Maghrabi: I actually had a discussion board at one time where I requested students compliment and support other's responses to health crisis or conditions, so the "I agree, you did great" was an acceptable response. I wanted the students to support the student and acknowledge what strategy the student used or what theory applied - building students up with applying content.

00:55:55 Wanda Watts: I like the UDL connections.

00:56:46 Sarah Huibregtse: Making it downloadable helps so they don’t have to watch online.

00:56:52 Allison Landy: 3 minutes is an eternity when constantly buffering.

00:57:12 Matthew A. Huston: Love the variety of discussions!!How much to post as a fac member? See great results in discussions from strategic interventions by faculty, a la 'guide on the side.'

00:57:22 Heather Vassey-VirtualSC: WOOO HOOO

00:58:13 Paulette: This is something that I do in accounting - have them teach a topic to a target audience from 8th graders through middle management

00:58:34 Allison Landy: I love this idea.

00:59:15 John Bandman: Whenever I give a student-led team project, I inform them in advance that there is a peer-evaluation of their team mates’ performance as well - it helps them internalize that they are being evaluated by their peers. Since I started doing that, the teamwork ethic has seldom been problematic

01:00:36 Allison Landy: Has to be done in a small class it seems?

01:00:37 Kimberly Stewart: @John - I also find the students are very honest with their feedback and do not just say everyone did great.

01:00:38 Herman, Kristin M: For nervous student facilitators, you could have them check their answers with the professor ahead of time so they have all the correct answers.

01:01:38 Wanda Watts: John Bandman I like your comment and like the peer-evaluation aspect. Thank you!

01:01:46 Shulman, Laura E: My discussion assignment:students do Q&A: each asks and answers questions on multiple unit/chapter topics. Students are charged with answering each other's questions (providing research source citation, if necessary)

01:02:21 Shulman, Laura E: I jump in with answers only after some students have answered first and only if there was no good answer provided

01:02:41 John Bandman: Thank you Wanda and Kimberly. Indeed the students are honest on that. Only 1-2 times at most have I ever seen a same peer’s name mentioned by multiple teammates of the same group

01:02:48 kendra.clark: Use captions and transcripts

01:03:53 Jenny McCord: I recently read an article about having students "grade" each others' work according to a rubric (grading would be anonymous and assignments redacted for PII). It was a learning experience for the student doing the evaluating, and they found that students were pretty accurate and much more difficult graders than the instructor. Of course the instructor reviews the evaluations and finalizes official grades. It was a pretty interesting idea.

01:04:19 Pomponia: I don't correct student responses in advance. Everyone learns a lot from making errors, reviewing and reflecting. So I review and ask the question - where does this need to be changed?

01:04:29 John Bandman: @Jenny - I am getting Cohen’s Kappa vibes for this one!!!

01:04:38 Sophia Strickfaden: Thank you!!!

01:04:42 Kristin Hendrick: @Jenny McCord—That’s an interesting approach. I may try that. Thanks for sharing.

01:04:45 Lisa Kidder: http://www.cast.org/our-work/about-udl.html#.XxhoZZ5KiUk

01:05:08 Didi from MACEM&PS @FCC: Fantastic presentation. I can't believe you managed 700 students LIVE! I got so much out of this.

01:05:12 Shulman, Laura E: need to have a due date for initial posts

01:05:24 Shulman, Laura E: without due dates they will procrastinate

01:05:26 Darla Wise: Thank you for the great ideas

01:05:55 Dr. Kevin J. Jones: Thank you for the presentation!

01:05:59 Caryn Neiswender: Such an interesting and useful session - thank you very much! I look forward to using this information in my courses!

01:06:00 Octaviano Gutierrez: Earlier posts are more widely read by their peers and will get more responses

01:06:08 Bruce Richardson: The Jenzabar LMS has a "Post by" due date

01:06:22 Anne Watson: Any other music professors in here? I

01:06:29 Ruth Hollenback: This has been very helpful. Thank you!

01:06:32 Allison Landy: Students all have different lives. Some will post quickly, some will post when the student is able. It's an assumption that they are "later" because they've procrastinated.

01:06:34 Anne Watson: I’d like to chat about a few ideas for music history..

01:06:36 JRW Stewart: I teach music at Blinn College in Texas

01:06:38 Mark Cooper: Link to resources in presentation - https://drive.google.com/drive/folders/13NGwM54-nRGy2Y2Wv\_TZC8BC3SgWX-q5?usp=sharing

01:06:46 seckert@govst.edu: @Anne Watson - Yes, I teach world music and choir

01:06:52 Matthew A. Huston: For the reluctant / late arrivers, I like encouragements -- Announcements in Canvas/ LMS -- early or mid-week -- and, if needed, direct messages, eg, "Hey, hope to hear from you..."

01:06:52 Sonja M: This has been helpful and informative to

01:07:04 Octaviano Gutierrez: CANVAS LMS is problematic because discussions can only have one due date built-in, and if the initial post due date is used, then the replies are marked "late" and also the assignment drops from their "to do list" after the initial post

01:07:15 Mary Williams 432.530.7981: Terrific; thank you. Some of this is new to me.

01:07:16 Allison Landy: If I'm a student taking five online classes, I also will prioritize deadlines. I think it's a much bigger issue than the discussion not being "interesting" enough.

01:07:16 Anne Watson: Hi JR others. Thank you!! I’ll send an email. I’d like to bounce some ideas off of y'all.

01:07:20 pjsamkutty: Thanks.

01:07:21 seckert@govst.edu: @Anne Watson - I'm up for that!

01:07:34 JRW Stewart: @Anne sounds great@

01:07:41 Sarah Huibregtse: Thank you! It’s always nice getting alternative ideas especially in terms of discussions.

01:08:01 Kristin Hendrick: This is one of the best PD’s I’ve attended in a while. Thank you both for all of your hard work.

01:08:08 Allison Landy: In Moodle I use the questionnaire form for reflections

01:08:31 Toyin B: Great presentation Lisa and Mark! These are very helpful with the UDL and QM connections.

01:08:35 Brandy Phipps: This has been very helpful! Thanks to the panelists and to those who have posted thoughts/experiences in the chat!

01:08:47 Arin Haverland: Netiquette is the first discussion we have :0)

01:08:47 Allison Landy: I found having two due dates were too confusing for students.

01:09:04 Amy Archuleta: Can you repost the link please since it's been buried in the chat?

01:09:12 Natalie Alexander: I agree Kristin! This has been a very useful Webinar, with very little “advertising.”

01:09:25 Joshua Nelson: link here:

01:09:26 Joshua Nelson: https://drive.google.com/drive/folders/13NGwM54-nRGy2Y2Wv\_TZC8BC3SgWX-q5

01:09:34 Zoom Host3: Link to resources in presentation - https://drive.google.com/drive/folders/13NGwM54-nRGy2Y2Wv\_TZC8BC3SgWX-q5?usp=sharing

01:09:36 Shulman, Laura E: Resource: bit.ly/2ZL9aqk

01:09:41 Mary Williams 432.530.7981: @Octaviano, yes, you're right!! We would have used a different LMS if more faculty had voted on the 2 we were offered....I think people have been requesting that be changed for YEARS

01:09:43 Elizabeth Connor: Thanks!

01:09:44 Deborah Hartley: Thank you very much!

01:09:45 John Bandman: Thank you!

01:09:45 Pomponia: Thank you Lisa and Mark!

01:09:46 Arin Haverland: for my large classes we divide students in smaller groups for discussions and use them to meet specific MLOs and writing emphasis - we have posts due Wednesday and replies due Sunday so that there is flexibility

01:09:49 Cindy Miller: Thank you!

01:09:52 Amy Archuleta: Thank you!

01:09:53 Heather Gunn: Thank you!

01:09:53 Mine Ucok Hughes: Thank you.

01:09:54 Stacy Goad: Thank you! This was very helpful.

01:09:54 D Harris: Thank you!!!

01:09:56 Jim Wilson: thank you

01:09:57 juanantonio.gonzalez: Thank you!

01:09:57 Charles E. Williams: Thanks! Great presentation.

01:09:58 Kara Kuvakas: Thanks for a great experience!

01:09:59 Dereka A Rushbrook: Thank you, this has been incredibly useful.

01:10:00 Darrel Wanzer-Serrano: Thank you!!!!!

01:10:00 Anne Watson: Thank y’all for doing this!!

01:10:01 Allison Landy: Thank you Lisa and Mark - great presentation

01:10:02 pamhill: Thanks so much!

01:10:03 Isabel: Thank you!

01:10:04 Joshua Nelson: this was great. good resources for later.

01:10:04 Mary Hills: thank you Lisa and Mark. Fabulous

01:10:05 Joshua Nelson: thanks!

01:10:09 Nancy Johnson: thank you!

01:10:10 seckert@govst.edu: Thank you!

01:10:10 jtucker: THANK YOU!

01:10:12 Arin Haverland: Thank you so much - yay :0)

01:10:13 griffinek@uncw.edu: Excellent presentation! Extremely helpful!

01:10:13 Octaviano Gutierrez: Thank you, this was great!

01:10:15 Dr. Chinazo Echezona-Johnson: Thank you!

01:10:22 ryanmcpherson: Thanks!!

01:10:24 Tanvir Irfan Chowdhury: Thanks for the wonderful presentation

01:10:28 Hilary Lorenz: Thank you this was the best presentation I have seen with QM. I appreciate how engaging, enthusiastic, and informative you were.