

NCIEC
Designing Effective Online Educational Programs
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>> The broadcast is now starting. All attendees are in listen-only mode.

>> Trudy Schafer: Good evening, everyone, and welcome. We are thrilled to have you join us this evening. Before we get started, I have a few housekeeping items I'd like to address, the first of which is CEUs. We'll give you more information at the end of the webinar, but if you are interested in earning CEUs, you must watch at least one hour and 15 minutes of the webinar. Unfortunate, if you attend for any less than that, you won't be able to earn CEUs.

Towards the end, I'll come back on-screen to share with you how to get credit for your attendance this evening. Next slide, please. Another item of housekeeping details is our video screens. How is it that you can expand them, and interact with this technology? You'll see a white line that cuts through the middle of your screen. You can click the very middle of that, and drag it down to the bottom to actually expand the video portion of tonight's webinar, and minimize or reduce the size of the PowerPoint that you see on your screen. Please give that a shot right now.

Also, I would like to let you know that here at Northeastern University, it seems like we're having some technical glitches with our internet bandwidth, and from time to time, there is some freezing in our video picture. So hopefully everything will run smoothly. We've tried our best to get all of our ducks in a row, but, of course, it's out of our control, so we can just cross our fingers and hope for the best. [Chuckling] Next slide, please.

If at any time during this evening's webinar your screen disappears, it's not a problem. You'll see at the top left of your control panel, there is -- from file, edit, view, to webcams, click on webcams, and then click on show all webcams. And that should bring everyone, all of our panelists and our moderator, back up on your screen. If you do experience any

other kind of technical concern, we do have a staff member ready to assist you. And you can access that staff person on the right side of your control panel.

To the far right of your screen, you'll see a questions dialogue box that you can type any technological question that you may have, and we'll have a staff member respond. During this webinar, there will be some times that we ask -- or welcome your questions. And that is the same place that you would type those questions, during those times. Next slide, please. This webinar is being hosted through the MARIE Center, part of the National Consortium of Interpreter Education Centers. The NCIEC's mission is to increase the quantity and the quality of interpreters nationwide.

We provide technical assistance, educational programs, training resources, research, seminars, and other related activities. There are five regional centers and one national center in this consortium. The regional centers engage in services to the regions they serve, as well as in cross-center collaborations on projects that have a national impact. Next slide, please.

Now we'd like to take a moment to learn more about our audience this evening. I have a few questions, and I'd like for you to participate by raising your hands. Again, back to the far right of your screen. On the control panel, to the left of it you'll see several icons. At the very bottom, there is an icon of a hand. If your response is yes to any of these questions, I'd like for you to click that hand and raise it. Go ahead and try it now just to get comfortable with it.

For those of you who are watching from home, please raise your hands. I see the tally's coming in. Okay. 45% of our audience is watching from home this evening. And you're the lucky 45%. [Chuckling] If you are an RID-approved sponsor, please raise your hands. Okay. 11% of our audience are RID-approved sponsors. Thank you. Please lower your hands. Are you a teacher, instructor, or presenter? If so, again, please raise your hand. Oh, wow. Quite a few.

Okay. 36%. Thank you very much. Okay. We'll lower your hands. Next question. If you are a member of RID, and you're looking to better understand professional studies as compared to general studies CEUs, please raise your hand. Oh, wow. [Chuckling] Very many. 41% of you. Excellent. Thank you very much. We'll go ahead and clear that. And next slide, please. This evening's webinar is brought to you to discuss effective online educational programs and how to design them.

We're fortunate to have a wonderful panel this evening. Let me remind you that if at any time during the session, you have a question to raise, just type it in the far right control panel.

I'll be keeping an eye on those. As time allows, I'll come back on screen to ask those questions in ASL. At this time, I'd like to ask that Mary join us on screen. Hi, Mary.

>> Mary Darragh MacLean: Hello, everyone. My name is Mary Darragh MacLean. And I will be facilitating and moderating this evening. We have three panelists, who I will introduce shortly. And I thought I would give a little bit of my own background. I am an interpreter educator, and have been involved in the field for many years. I teach using federal grant funding at La Guardia Community College in New York City.

This evening, our focus is on online education. And I have been teaching in the traditional classroom setting for most of my career. So I am also curious to hear what our presenters will explain about their own backgrounds and experience with online distance learning. Our three presenters this evening include Doug Bowen-Bailey, Carolyn Ball, and Lisa Bolding Ballenger. First, we would like to introduce Lisa. Lisa, would you open your webcam, please, and introduce yourself briefly? Tell us a little bit about your background.

>> Lisa Bolding: Certainly. Hi, everyone. So, just go ahead and jump on into it?

>> Mary Darragh MacLean: Yeah. Just give us a little bit of a sense of your background. Oop. Lisa, go ahead, come back on-screen and tell us a little bit about yourself.

>> Lisa Bolding: I'm sorry. I completely misunderstood. I was trying to watch the captions, and letting them catch up as well. So, I am the Regional Director for Interprettek. They are headquartered in Rochester, but I'm here in Kansas City. Starting in 2007, I started administered Online Focus, our online distance program. I own my own business. SLS, and we worked to develop that program.

And then in 2013, I sold the business to Interprettek. And so Online Focus was absorbed into their company, and we've been able to run it ever since.

>> Mary Darragh MacLean: Okay. We're going to be asking some specific questions about your program, about Online Focus, as we continue. But first I'd also like to introduce our other panelists. Let's start with Doug Bowen-Bailey. Welcome, Doug. Can you tell us a little bit about your background, please?

>> Doug Bowen-Bailey: Sure. I am a chicken farmer and a bike rider, and an interpreter educator. I'm a mentor as well. And I live in Duluth, Minnesota. So I'm in the northern part of the country. I'm also the only male certified interpreter from the region. So my work with online education is really about being a resource for the region where I live, and helping people to create partnerships with the CATIE Center, and other NCIEC partnerships.

And I can talk more about that as we go, but that's just a little bit of background about me.

>> Mary Darragh MacLean: Okay. And finally, I'd like to introduce Carolyn Ball. Carolyn?

>> Carolyn Ball: Hello.

>> Mary Darragh MacLean: Hi, Carolyn. Welcome. Do you mind giving us just a little bit of insight about your background as well?

>> Carolyn Ball: Certainly, thank you. I'm really happy to be here this evening with all of you. As Mary just mentioned, I'm Carolyn Ball. And I work at the VRS II, which is the VRS Interpreting Institute here in Salt Lake City, Utah, where it's pouring. [Laughter] I've been involved in interpreter education for many years, both as an educator in traditional classroom settings and as an educator in online distance learning.

So I'm looking forward to being a part of tonight's webinar. I'm always thrilled to be working in collaboration with NCIEC, so thank you for extending this invitation.

>> Mary Darragh MacLean: And thank you. Next slide, please. We have the text, as well. We have a few questions for those of you in the audience this evening. Thank you. Our first question is, how many of you are developing or providing online educational programming? Please go ahead and raise your hand using the control panel. Okay. I'm seeing quite a few hands coming in.

>> Trudy Schafer: 22% of your audience.

>> Mary Darragh MacLean: So that's helpful for the three panelists and for myself to understand a little bit about the audience this evening, and to know that you have some experience in developing this kind of content yourselves. Thank you. Our second question is, how many of you would like to offer educational programming online, but are unsure about how to start? Please raise your hands.

>> Trudy Schafer: We have a few stragglers coming in. There. Our final percentage is 34.

>> Mary Darragh MacLean: Okay. So that's also important for the panelists and for myself to know, because it's interesting that we have motivation in the field to create this kind of content, but the actual process to begin it is a little unclear. This evening we'll hear stories from the panelists about how their own programs were started. Third question, please. Let's see those hands. How many of you feel that you are savvy online participants and currently earn all of your professional development through online resources?

>> Trudy Schafer: 30%.

>> Mary Darragh MacLean: Okay. So it's interesting. I think we have quite a mix in the audience this evening. Some of you

have already experienced setting up programs of your own. Some of you are interested in giving it a try. And others of you feel very adept at using this technology for your own personal CEU use. So hopefully most of your questions will be answered this evening, and everyone will feel more comfortable with the content at the close.

>> Trudy Schafer: I'm going to close my screen at this time.

>> Mary Darragh MacLean: Great. Let's go ahead with the next slide. Please take a moment and read this slide, and I'll give you a moment to get through the material. So hopefully because we've identified those three groups in the audience this evening, we'll be able to achieve these goals and learning objectives as we go along this evening.

So we have three panelists that we've met who each have a program focused around online distance education. We're going to be asking about their own beginnings, their successes, and what the future of online education will look like. Of course, many of us are curious to see about that, and how the technology will change and shape the way interpreter education works in the field.

We know that online education is a new and developing technology that is not soon to go away, so we need to have strategies around how to incorporate it into the traditional classroom and workshop settings that we're already using. So these are the items that we plan to cover this evening. Next slide, please. First, we're going to speak to Dr. Carolyn Ball, about the VRS II, the VRS Interpreting Institute. Carolyn, would you come back on the screen and explain to us how VRS II was established? Was it the result of a need you noticed in your local community, or in the interpreting field at large? We'd love to know how VRS II was started. Please come back on the screen. Go ahead.

>> Carolyn Ball: VRS II was established around 2008, because from those of us working in Sorenson Communication, we identified the interpreting education program graduates having the gap of school to work, and noticing there was a need, as you were mentioning, in the community, to shorten that gap. Unfortunately, research was showing that we lost a number of our graduates during this gap because of the struggles they faced attaining their first credentials.

And so in response to that, we created this program to smooth that transition from graduation to certification, and to insure that they'd have the best preparation to enter the field as a novice interpreter. We'd like to help with retention, again, from graduation to work. That was the first need that we identified. We also identified another need among the educator community, and wanting to provide the best resources to our

educators of interpreters so that they have all that's available to them as they're working with their students, to come up with new ideas.

We often work in isolation and suffer a great deal of burnout because of that. And so VRS II wanted to assist both these students, or recent graduates, and the educators so that they felt better prepared to meet the needs of their students. Thirdly, we wanted to work with currently employed interpreters to better improve their skills, and so those were the three audiences with whom we worked.

>> Mary Darragh MacLean: That's very helpful, thank you. Let's leave it at that for now. Doug, can you come back on the screen? Join us and tell us a little bit about your background with regard to your own online education program, how the program was developed, workshops happened, that sort of detail.

>> Doug Bowen-Bailey: So I'm more of a tech person. I don't necessarily have a background in online education per se, but I did help to develop this software because I am a technology-related person. I have been working with the CATIE Center, as I mentioned. And before it was the CATIE Center, when it was still only established as a grant, we were working with CDs and DVDs by way of materials. And I was assisting in terms of making those actual productions, doing some camerawork, being involved on-site, and then a little bit of the translation work as well.

So as that developed into an online platform, a protocol, I had participation in that. So the CATIE Center asked me to develop something about what we call body language. And body language is a series of educational tools that can be used to talk about anatomy and physiology. So we use ASL to describe various parts of the body, as well as the functions that they serve. So it helps for medical interpretation. I also work with the Task 12 project, and that's a part of the TIPS program, Teaching Interpreters in Public Schools, so it works for educational interpreters.

And that identifies the need of interpreters working in educational classrooms to improve their own skills as they go along, and attain higher ratings on the EIPA, and so those are the two focuses of my work. I can speak more about each of them later, but that's a summary of what I'm currently working on.

>> Mary Darragh MacLean: Thank you, Doug. So now we'll ask for Lisa so come back and speak a little bit about your online focus and the work that you do. Explain how your own project was established and whether or not you were responding to a particular need in the community that you noticed.

>> Lisa Bolding: Thank you, Mary. Around 2007 or 2008, my business was established as a training and development

department. We had a contract, and so we had additional income that could be allocated to create this department to support the needs of our staff, and also to open our doors to community members to improve their skills as well. So I was the director supporting the staff members through that project.

Now, we were a for-profit business, and because of that, the pricing structure ended up being prohibitive for our interpreters to take advantage of the workshops we were offering. We had low attendance rates on a periodic basis. Now, at the time, iPods was really hot. And I remember reading an article on one of them. Now I realize at this point that they were talking about apps, but that term hadn't yet been used widely.

And so I didn't come from an educator background. I also didn't come from a technology background. I have my expertise more in management. And so I thought, why don't we take advantage of this online platform to reach out to people, to network? We could record different sessions. And then have people, again, learn from the products that we were creating. So that was the program that I thought could actually be an iterative program.

But it wasn't necessarily an app, or part of the Apple Store, but that we could have created our own website, and so we did. We filmed different Deaf people, and different source texts, and ended up creating this program. People subscribed to the program, and there is homework that actually, at the completion of each of the modules, has to be submitted to us in return for CEUs being granted. Nigel Howard is one of our models that has created some source texts for us, and just four years ago we started working with Robin Dean for her mental health program.

Now, that was a little bit of a different offering. It was added later on. And it's more of a meeting structure that you have to be present for four times a year, which, of course, makes it a lot more complicated and ends up being more expensive for our customers, as well. But we've been trying different ways to see how we can provide an accessible program in a format that works for typical learners, something that's actually effective and used by many people.

So far we're getting very positive reviews.

>> Mary Darragh MacLean: I'd also like to ask Doug and Carolyn to both come back on-screen right now so we can have everyone visible to our audience. Carolyn, can you come back? There we go. That's great. Okay. So now I have a question for all of you, now that we know a little bit about each of who you are. Which formats are you finding the most successful for the online work that you're doing? What have you used that has gone well, and what have you used that has been not as successful, or

that you've encountered struggles with, from your own personal experience with each of your individual programs? Who would like to begin?

>> Carolyn Ball: I would. I forgot to mention earlier that we are affiliated with the University of North Florida. And with them, we created an online master's program for interpreting pedagogy. One of the advantages of working with the university is being able to take advantage of the platform that they already had created, as is the case often when you work with other universities, such as Blackboard or Canvas, and other platforms of the like.

It happens that UNF offers both. Sometimes when we design a course, as educators of interpreters, in one platform, we also have to consider its transferability to others, and how it is that we can bring it to life in the classroom. So in delivering this online education, we need to give true consideration to how to use this to its max capacity. I know in trying to become an expert, if you will, in this new platform, I found it arduous and exhausting, but going through this process has made me a better teacher. So I'd be glad to talk more about this later, but I think what is important to take away from this is that you have to carefully choose a platform that is compatible with your program, and truly complements it. And one that's free is a bonus.

It happens that Blackboard and Canvas are expensive, but if you're affiliated with the university, they can be easily used and incorporated.

>> Mary Darragh MacLean: Doug, would you like to take the next answer?

>> Doug Bowen-Bailey: Yes, I can answer that. I'm actually interested in saving money whenever I can as well. And because of my affiliation with St. Katherine's University, we can use their -- we can't use their platform. Well, we could use it, but what we use instead is called Moodle. That is an open-source learning management system, learning management software, or LMS. And because that is free to us, we're able to download and upload materials without responsibility, because Moodle takes care of the logistics and details.

It's also easy to transfer between programs because of the system. So that's nice, because it's free, but it's also a little bit less intuitive for some users. So we've been recently working on trying to figure out how to help people guide their way, or navigate through the system. And that's a really important piece in terms of developing an online education program. I think having frequently asked questions or an FAQ section is vital so that users understand where they can gather material information about how to do the things they're trying

to do with the system.

That documentation can be very important for maintenance of the system, and the enjoyable use from the users in order to have success with the platform. There needs to be a person who is engaged in responding to those people's questions and their queries, because you may have a good FAQ section and still feel certain of your users feeling frustrated with their experience. We don't want users to be frustrated. We don't want high blood pressure. We don't want people having to struggle with that.

So if we have an individual who's assigned the task of responding to those sorts of questions, whether that's via telephone or via email, that can help the users get through their experience. And I think it's important to keep that human connection in terms of how the system is run as well.

>> Mary Darragh MacLean: Okay. Lisa.

>> Lisa Bolding: I'd say the biggest challenge for us so far has been the administrative cost of running the program. Unfortunately, I've had to rebuild the website three times. The first time was to create it. Then the second time came along for political reasons that were unrelated to us -- an interesting story I won't divulge at this point. The point being, from that entire story, was the server got damaged and we had to invest \$13,000 to recreate the entire thing with a tight turnaround for our customers. They were waiting.

Then I sold my business to Interpretetek, and when we merged with their new website, that would've been, of course, the third time that I had to rebuild our content. Our main business is interpreting referral. We are primarily an interpreter referral agency. In the past, we provided VRS services. When the FCC changed regulations with respect to companies like mine being in the VRS market, it had a great impact, and as a result, we had to back out.

My business was pretty severely impacted. We were running in two different states, and one of them -- we had a department that could focus on administering those, but because of the layoffs and the impact that we had with the change of these regulations, I was the only staff programmer left. And so we had to adjust accordingly. That's been the biggest issue that we've experienced to date.

>> Interpreter: This is the interpreter. We're unable to see the video any longer. Trudy, could you please come back on-screen?

>> Lisa Bolding: Now, because of all of these changes in the industry, I've had to create what we have now. And the materials are great. Of course, we want to preserve them as they are, but we lost a lot of content throughout the process. But time has gone by so quickly, I haven't realized it's been almost a year

of filming so much of this material for our modules.

>> Trudy Schafer: This is Trudy. I'm so sorry to interrupt. We are having some of those technical difficulties that we foresaw in the beginning of this. I want to make sure our audience knows we're trying our best on this end, and we're hoping from now on it will run a lot more smoothly. But I did want to come back and let you know we're working on it to address it, and we're hoping for the best.

>> Mary Darragh MacLean: Thank you very much. So, from what I've seen in your responses, you've had quite disparate experiences as you've developed your programming. So if you were to be advising someone who wanted to set up online distance education and similar programming to what you have, what advice would you give them? We've heard various stories about using the technology, using the platforms, using, for example, Blackboard. Would you recommend that, or, Doug, for example, we know that you've had the experience of being a person who's familiar with technology and maybe is able to make some adjustments based on your own knowledge so that you could be more creative in the process, because you understand, maybe having used DVDs and CDs in the past, and having been involved in the production piece.

We know that technology can sometimes be a struggling block for people. So if somebody wants to be involved in that kind of process, what do you think would be the best way for them to go about it? Any tips from the three of you about what steps to take in terms of setting up your own programming? Carolyn? Mmhmm.

>> Carolyn Ball: First, I think it's important to do your own research. You'll be able to find a lot of information online that would be at your disposal regarding online learning. So, for example, here at VRS II, we use a platform that is available to us called Course Links. That's, again, a free platform. And you could use it in the beginning to create your classes. There's a tutorial to show you how to develop different modules. And you're also able to access other classes that have been established in the past so that you can get an idea of different pieces that you want to incorporate into your own website development, into your own course development.

So I think that from the get-go you should do your homework, if you will, and take advantage of all the information that exists on the internet with respect to online education delivery. There are also community education courses being offered at local universities, at libraries, and other types of community centers where you can learn more about this kind of effort. In fact, for me, I realized that throughout this process, there isn't one way -- or a way for one person to have all of the expertise and experience necessary, and that instead,

we could take advantage of other staff members, other colleagues, use the information that is available to us, and to implement it.

>> Mary Darragh MacLean: Doug, did you have something?

>> Doug Bowen-Bailey: I have a couple of other ideas, if I may add to what Carolyn said. Online education is happening all over the country, of course. So what goes on in your local or regional experience is being replicated in other parts of the country as well. You might be able to reach out to resources, individuals who are teaching other topics online, in addition to interpreting -- childcare, or other topics. Colleges and universities who already have programs for their faculty that are existing online.

And you can ask if you would be able to sit in on, or audit one of those courses to get a sense of what it looks like in practice before you reinvent the wheel. The fact that we are focused on interpreting sometimes limits us. And I feel that if we opened our perspective and looked into the work of other fields as well, we might garner some important knowledge. That's one of the things I like the most about the NCIEC.

Partnering with NIEC, for example, has given us the opportunities to notice good ideas in other people's work that can support my own creation of work, for example. I know that the NCIEC grant is coming to a close at the end of September, and for the next five years -- well, I don't know how many years it will actually be for -- but we understand we're in the process right now of figuring out what the future holds for the grant.

And the RFP or whatever it's called, the idea that we would be requesting proposals to continue this kind of work, it's happening now. And so what we can try to do is think about how to build bridges in our community and beyond. So that may be a way for people to create partnerships to support our own work by reaching out to others in response to these RFPs. Another idea I had is I liked what Carolyn said about Core Site. I also know that Google docs, Google forums, all of those items are available online.

And we can learn from that as well. Those are a free resource to all of us. So that's something that can be adapted and modified to fit in with our own individual pieces of work. You can upload videos through Google Drive, you can use Google Hangout, and so these are examples of the tools that are available to us. I would suggest to anyone that they start with things that are free and easily available. As you develop your work, you might take advantage of things that you need to pay for or make financial investments for, but that would be secondary.

>> Mary Darragh MacLean: Okay. Lisa?

>> Lisa Bolding: I would agree with Carolyn and Doug and what they've said so far. I think there's no need to recreate the wheel. Find what already exists and figure out what your particular situation needs. When I was originally creating this platform for myself, it was a privately owned business and we had the various contracts. So luckily I was able to reallocate some of that revenue to support the creation of this program, including staff positions.

When the opportunity went away for us, it shifted our focus to keeping what we already had, but not being able to add any sorts of programs or make other investments. So, for example, when we approached Robin Dean about collaborating for her program, she strongly felt that there had to be an interactive part. And at the time, my program wasn't able to offer that. But in the course of this conversation, we were able to use Fuse, and that software, to ensure that the interactive portion could be offered in the mental health training.

And so for a few times a year, individuals are able to participate synchronously in this online conversation. And that's for that program specifically. But, again, I would just echo to look out in -- on the internet, find the resources that are already available to you before you dive in and create something new. We have a program that increases interpreters' capacity to understand ASL receptively. And Robin Dean's mental health portion of our program requires that interactive piece because of her request.

But I'm thinking that for other types of mentorship programs, and heavily interactive programs, it would not work with the platform that we prefer. I have noticed more of a need for mentorship opportunities and for programs that provide feedback that allow the customers to provide feedback, and have the programmatic support behind that. That would be a good idea if people are looking to break into this kind of market.

>> Mary Darragh MacLean: Thank you. Let's move on to the next slide. I think that discussion has naturally segued into a conversation about what really works, whether interacting with students in a traditional sense, maybe, would happen in an online forum by showing videos, or doing questions and answers, having those online discussions through discussion boards or forums, or using webcam scenarios so that you can work "face to face."

What is more stimulating for the students? What have you found is a good hook? What works with students to bring them on board and to keep them on board? Any comments or scenarios that can answer that question?

>> Carolyn Ball: It's important in online learning that the

participants have an opportunity for interaction. It's nice to have these discussion boards, but when you're able to see one another, there's greater benefit. In the past, we also used Fuse, as Lisa shared just a moment ago, where you are able to upload a PowerPoint, and then through Fuse, have the discussion. But we actually struggled in really being able to connect that way.

So we transitioned to another platform called Zoom, which seems to be a lot more visual-friendly, and has allowed for us to welcome up to 25 participants to see one another. And with clarity, we're able to communicate directly in ASL. It also allows us to show a PowerPoint at the same time we're having this discussion. That's been our biggest success to date in terms of platforms.

I've been spending a lot of time, reading about online education and how to better incorporate interaction. I think that that's what's coming. I think that especially because our language that we often are discussing is either in ASL or about ASL, it's important that this visual capacity be able to meet the needs of that language. There's a myth that traditional classrooms require more time for attendance, but the truth is, when you're attending or participating in an online program, it's actually a lot more time-intensive for the preparation on the educators and for the attendance and the work that the students give, and even for grading.

If you put that all together, comprehensively, it takes a long time for us to deliver a successful program through the internet. The true measure of our success is whether or not the students feel like they're a part of the discussions, whether or not they're engaged in these online conversations about whatever topic it is at hand. Go React is now a platform that many individuals are using in our field to film a piece of a student's interpreting work, and then to view it.

And I as an educator am able to offer grades that are transposed in this platform so the time codes line up so that the students better understand the critique that they're receiving from their teachers. And I've found that to be quite useful for learning.

>> Mary Darragh MacLean: Thank you. Doug?

>> Doug Bowen-Bailey: One thing that I think is important is to help the students feel more involved in the process. We want them to develop a feeling of online community. So I did mention the TIPS program, with educational interpreters. There are three online modules for the TIPS program. But before we begin the first of those modules, we have a face-to-face meeting. It's just a one-day meeting where we come together in the same space to show people how to go through using the tools, and so that

they feel more comfortable with each other as a cohort.

They also need to feel comfortable that sometimes the technology will fail us. And so our first face-to-face meeting in the same place, I and the other -- Patty Gordon, the other instructor -- we came to Arizona, and there was no internet connection in the building. The whole building that day, when we showed up. The online training could not happen because there was no online. So for a couple of hours, we were all there in one place, and it was a perfect example of the fact that sometimes technology will fail us, and we need to figure out how to keep ourselves going and get done what we need to get done without the plan that we normally had.

So it was ideal that the students were able to see Patty and I really in our element, working bare bones and getting through the work that we needed to do. So the whole point is that we're in it together, and if you can establish that we care about each other and we're all on the same page and the same team, that can be very helpful. It can feel very isolating when you're working online. So even if we're not working at the same time in the same place, as long as there is a feeling of community and connection, and accountability, and people won't feel that they're able to just disregard the work or not continue with it because they know that someone on the other end is holding them accountable and cares about their progress.

So I think it's ideal for people to consider how to build that sense of community as a first step. Lisa?

>> Lisa Bolding: Our program is a little bit different, because we don't have an interactive piece. Instead, we're focused on the convenience factor for our customers. So there's that consideration. And also, making sure that they have exposure to as many Deaf people as possible. That's the majority of our customer base. A lot of them are educational interpreters. They don't have access to Deaf adults. They're not seeing other Deaf members in the community.

And so we have these short vignettes that they're able to watch at their convenience, depending on their program subscription. They could watch a maximum of ten minutes a day, just to have a little bit of exposure. And then they can put it away, go back to their lives, and come back to it the next day for the next lesson to proceed. So the idea is that we're able to just offer them a little bit at a time, that they don't get overwhelmed, that they don't have to carve out four hours of their day to sit in front of a computer screen and participate in a class.

They're able to do it, again, at their convenience. So it could be during their lunch hour at work, in the middle of the night, before the kids go to school, anything like that that

works for their life schedules. Our customers do greatly appreciate those two things about the program, the convenience and the exposure factors.

Also, I made myself a note here to remember, I do feel responsible, because we are the ones marketing the program. And so, for example, going to conferences and exhibit booths and such, I'll talk with conference-goers about our program, allowing them to understand that in the full context, this is just one tool in their toolbox, and that they should continue to pursue face-to-face trainings, and mentorship, attending professional conferences, workshops, and other types of professional development activities.

I know that many customers heavily rely on our resources, because it's not that they're easy per se, but it's something they get used to doing. They incorporate it into their lifestyle. And then they're able to actually earn all of their CEUs through programs that we offer. That's one way. And that's great for people for whom that works. But we also want people to still interact with live people who are there in front of them, to benefit from that face-to-face, three-dimensional partnership, and to know that our program is one tool in the grand scheme of professional development offerings.

>> Mary Darragh MacLean: Thank you. Next slide, please. So, we don't just want to talk about Bloom's Taxonomy at this point, but just to speak generally, how do you go about making sure that your educational philosophy and your educational approaches work in the online setting, as opposed to the work that you've done in the traditional classroom? How do you make sure that those same skills and techniques are included in your online work, and do you adjust your approach for that new community and new mechanism?

How do you find that traditional education and online education work together? Doug?

>> Doug Bowen-Bailey: Carolyn, do you mind if I go first? Is that okay? It'll change up the order just a bit.

>> Carolyn Ball: Okay, Doug, go ahead.

>> Doug Bowen-Bailey: Okay. So I really appreciate what Lisa just said. Her comments about earning CEUs in a variety of ways. We know that people do often just use one resource, and my view is that the use of online education may be daunting for some people. It can be, sometimes, the easiest way to earn CEUs. If we focus on the easiest part of Bloom's Taxonomy, here on the slide, developing something that works with memory, or understanding, something that's easy to provide, easy to evaluate, but in terms of our own skills as interpreters, the quality of work that we aim to provide, it requires that we move through this pyramid all the way up to the top level.

We need to get to evaluating and creating. And when we're working online, like Carolyn said, it takes an incredible amount of time, and effort, and planning, and then evaluation in the after-moments. And so for me, when we think about people wanting to begin the process of providing online education, I'm thinking about how to match up my own pyramid of Bloom's Taxonomy with the people who are considering joining my program.

The consumers of online education have to think about what's important for them, as well. They need to look for programs that suit their own needs, and not only focus on the need for CEUs of any kind. As practitioners, we need to think about what will help increase our skills and make us better interpreters to provide better services to the community. So when I think about this taxonomy, it actually helps me a lot in terms of how to evaluate my work, how to make adjustments to the content I'm providing, and then as a practitioner, how to choose materials to help me improve my own work.

I think this is an important structure. It's a great tool for all of us, as educators and as practitioners, as users of online education to figure out what we immediate and make sure that we're accessing the services that make the most sense for us.

>> Mary Darragh MacLean: That's great. I think that's very helpful. As we use these tools, we can find ourselves going higher and higher in the pyramid. And I think as educators, we learn to pull out that information from our students in a way -- whether it's face to face or online. So, Carolyn, what do you think about that? How do you include those philosophies in your online education?

>> Carolyn Ball: Well, firstly I fully agree with Doug, and with what Lisa has shared before, as well. When we consider the traditional classroom settings in delivering our lessons face to face, we don't have to think about, necessarily, the objectives in the way that we have to dedicate the mental space to it when we deliver online education. You can go into a classroom and deliver a lesson that you've done many times over, but with online programs, you have to really commit to exploring this taxonomy and how you can incorporate it.

So that we're able to create learning objectives that align with the higher-order thinking in the taxonomy to then deliver to our end users and challenge them accordingly. We have to think hard about what we expect from our end users, from the participants. How is it that we want them to learn? How is it that I will evaluate their learning? And I don't mean to say that as easier to teach on-site. I know, having been in this field for many years, that that's not the case.

But I've found in shifting to online delivery that it's forced me to think about my lesson plans and the education

itself in a different way that I hadn't had to before. And just like Doug said, encouraging participants to consider what works for them best. It may be that a certain individual is best-suited to taking on-site courses as opposed to an online program. So you have to be an educated consumer of these offerings, and we as the educators have to find out -- figure out what are the best ways to increase the skills that you already bring to the table.

>> Mary Darragh MacLean: Lisa, did you have a thought about that?

>> Lisa Bolding: Sure. As I mentioned earlier, our program is about the exposure piece, and the convenience, but also for one of the modules, we offer -- we have Nigel Howard as our signing model, and there's actually a lot of homework. There's journaling, introspection, reflection, analyzing the grammar. It's pretty robust. But the biggest complaint or criticism that we get is that people say they think it's too much work. They want to be passive learners, and just enjoy Nigel, take him in passively.

But then again, how is it as an educator that you are able to evaluate whether or not they've comprehended? They need to be able to journal and show us that type of reflection. There's one agency who bought our program for all of its staff, but they complained because they said that they thought it was, essentially, the same as having to go to a workshop, and they expected it to be an easier way to attain these CEUs. We have to be judicious about how it is that we require documentation to prove understanding, and folks going up into, again, this higher order of thinking, the higher end of the spectrum in Bloom's.

Some of our customers just don't want to go there.

>> Mary Darragh MacLean: Doug, did you have something else?

>> Doug Bowen-Bailey: I did just want to add one more thing. One way we can kind of bring people up higher into that higher order of thinking is if we have cohorts. We have those smaller groups of cohorts that can work together. And then they focus on their peer evaluation techniques. So what we're providing is approaches, and teaching individuals in the cohort how to work with one another, how to ask for feedback about what they're looking for, how to ask for help with their particular goals and objectives, and how to evaluate one another.

And in that way, it becomes their responsibility to take care of one another, and learn from each other's work. Now, some of the time, those of us in positions of authority can end up evaluating everybody's work, but that changes the power dynamics in the room. When people are learning from feedback about other people, they can learn more by then in turn evaluating other people's work as well.

And so what we see is with mentorship, and those skills, can be applied to their interpreting work.

>> Mary Darragh MacLean: That's actually a perfect segue to our next discussion about evaluation and assessment. So, before we do that -- next slide, please. So far we've heard from all of you about educational philosophies and about the design of your programs, how your skills with technology have assisted in the development of your programs. And I think we have a lot of questions from the audience about what we've talked about so far.

So we might ask Trudy to come on just for a few moments and give us a couple of the questions from the audience. So we can take a pause in our presentation and hear about what the audience would like to learn more about.

>> Trudy Schafer: Yes. We have had a few questions come in. Just give me one moment. The first question here is for Doug. Our participant shared that they also use Moodle for their platform, but that's hard to predict what the learner's frustration or challenges will be, because we get so entrenched in the behind-the-scenes creation of the module. How is it that we can see it from their shoes? And how do you offer live support?

This person would like to know how you encourage people to ask for help and foster that type of engagement.

>> Mary Darragh MacLean: That's a great question. Doug?

>> Doug Bowen-Bailey: For Moodle, or for any other platform like Blackboard, Canvas, or any that have been mentioned, the more graphic your content can be the better. So the use of arrows, the use of icons and pictures, to bring people into the next phase of the work and make it more visual for them. That can be a great way to navigate the system. It should be easy to get through in one direction, but what we find is sometimes people have trouble going back to something they need to look at again.

And you're right. The fact that we understand the system very well from the ins and outs sometimes means we forget the details that can be confusing to new users. So sometimes there are three to four different ways in Moodle to get to one place. Before I had great examples of all four to try to help students understand what they needed to do in each case. But what I found was it was easiest for them to comprehend if I just explained the one way to do it that worked the best.

In terms of the live support, we don't have somebody on 24/7, just on call to answer questions. But we use email. We have a help form people can fill out. And so people are able to fill out a form, or go online and ask the question that they have, and get a response in a timely manner through email. It comes to

me, and I respond when I can. So I'm not facilitating workshops all of the time. I also do technical support for the program.

So I'm able to use that one form for a variety of pieces of information from my audience, for all of the workshops, as well. So I'm able to respond as quickly as possible. And if I'm busy with something else it might be a couple of hours until I respond. That can be less successful. That's one drawback of having just one live support person. But if it's five minutes here and a few minutes there, it doesn't really take very much of my time to get answers to people quickly and relieve their frustration.

If I can just add one more thing, Mary. It's not just email. It's also a matter of getting in touch with the individual to see if they're frustrated, they can use videophone, they can use a webcam, they can use a telephone, whatever it is, because they can't go any further in their work if they're frustrated. If they're overwhelmed or if they get emotional, we know that the learning process stops. So we need to take them off the ledge, as it were, bring them back down where they feel more comfortable, and explain that whatever process is frustrating them, let them know they're not the only one who struggles with the technology, and get them the support that they need.

>> Mary Darragh MacLean: Carolyn or Lisa, would you like to add to that?

>> Lisa Bolding: I can. We tend to see the same problems come up again and again. So as was mentioned earlier, we have a frequently asked questions page that we try to send out proactively before these problems arise. Once a customer subscribes to the program, then they automatically are sent this FAQ Word document. And then we have to make sure that they know to save it, of course, at that time, for future use.

That has reduced some of the problems that have recurred. We also have to make sure that we post some helpful hints on the website so that they have one clearinghouse place to find all of that information, and don't have to backtrack to find it in an email. We don't provide 24/7 support for technology issues. We do focus on 24-hour support for our hospital customers. So I am a little inundated, if you will, with that type of focus.

And so unfortunate for the online focus, we cannot offer overnight support for that. The online customers do know our office hours. They know what's -- when they can reach us. And they also, in the beginning, are clearly told that we're on central time. That's an important part, because if we're serving someone in California, they are expecting -- they may expect some help at 3:00 p.m. their time, but our offices are closed at 5:00 p.m. central time.

So, again, our customers do want that convenience, so we just

are sure to be clear up front with our communications.

>> Mary Darragh MacLean: Okay. I think we'll hold questions just for a few minutes, because I see that we're running out of time. I didn't want to forget the most important topic is, we need to think about evaluations and assessment. We'd like to invite Richard Laurion to come on-screen at that point to speak very briefly about evaluation and assessment, and how that fits with online education, because Richard has a particular experience that he would like to speak about now.

>> Richard Laurion: Thank you, Mary. I was a part of the first two webinars in this series of three. The first one talked about professional studies as compared to general studies. Our second one was with respect -- not to online education -- hold on. With respect to developing effective learning objectives in your delivery, and evaluation, how to pair the learning objectives with effective evaluation to ensure that your students are actually being measured on what they're being taught.

That process helps to -- helps us as educators to understand how well we are meeting those objectives. And I'd like to know from you, with your programs, what does that look like? How do the learning objectives tie in with your evaluation? How do you measure the students' satisfaction and appreciation of the knowledge that you share? At this time, I'll go ahead and close my webcam and then listen in.

>> Mary Darragh MacLean: Thank you, Richard. Who would like to begin? Maybe we'll start with Carolyn?

>> Carolyn Ball: Sure.

>> Mary Darragh MacLean: Go ahead.

>> Carolyn Ball: First of all, hello, Richard. You've closed your webcam, because you're a chicken. I know it. [Laughter] No, I'm only kidding. You know, when we're teaching, we have to keep our end result in mind from the get-go. We need to know what is it that we want the students to learn, and then work backwards from there to think about the skills that they'll attain, to think about the knowledge that they'll glean, and how we will measure that throughout the entire process.

Sometimes that can be challenging, both in the traditional setting and through online education. So it requires a lot of careful thought about what it is we want to accomplish, what do we want those participants or students to learn? And it needs to be written down. This needs to be explicit from day one. If there's some major project that we expect, or some task that we expect them to complete online, that needs to align with the learning objective every time.

And that's our responsibility as the educators, to be clear about our goals up front.

>> Mary Darragh MacLean: Who else would like to comment?
Lisa, Doug, do you have thoughts?

>> Doug Bowen-Bailey: Sure. I think it's important that evaluation be connected to the learning objectives and the objectives of the teaching. And in that, I go back to Bloom's Taxonomy. The part where we're creating the evaluations is, of course, higher-level thinking. If we're using videotape, for example, to have people record their own work, people are developing the skills around that, that logistical skill as well as the ability to assess their own work.

And having people do that self-evaluation is a critical piece. Then, as the educator, we are also the evaluator. But it's important for participants to be asked to create something, because it will help them develop their interpreting skill as well as their evaluation and their self-assessment skill. The other part I think is important is that you can see on the slide here we're talking about a continuum of assessment. It's a cycle that continues.

And that's vital as well. In my workshops, we have people do things over and over again, because it's a process of continuation. And we find that's like a spiral staircase that continually rises. And in that way, progress is always being made. You're learning new skills and building on them all the time. You might try something and be frustrated or challenged in it, but you know that it's helping you to make progress in general, and you can apply what you've just done and the experience of it to your next try, and work with the resources that you have to achieve results. So it's important for the process.

>> Mary Darragh MacLean: Lisa, anything to add?

>> Lisa Bolding: I'm looking back and thinking of some of the customers who subscribed to the receptive fingerspelling program. And often, again, these educational interpreters don't have the exposure to many Deaf people. And so it's been a struggle for them to understand the words that are in our fingerspelling module. I've received a number of phone calls where our customers would be crying due to their frustration, their lack of comprehension. And similar to what Doug just talked about, talking them down from the ledge, would have to go through that as well with them, to bring them back to the curriculum, to know that there's a limited amount of time that we expect them to commit every day.

Beyond that, they should put it aside, come back, journal about it, and wake up refreshed the next day to try it again. The program lasts for 26 weeks in its design. We have a variety of different modules. And so after the first four weeks, they can go back to the first week, and without having memorized

their answers, to test to see whether or not they've improved, you know. We don't and the that within a month's time people will advance from novice to expert.

But they can notice these incremental steps along the way to show their progress. Ideally, in that conversation, it helps the customer to appreciate that there is a process, and that if your goal is attaining national certification, you're going to have to be able to understand ASL receptively, including the nuanced fingerspelling. We want them to see their progress along the way, so the program is also delivered to a specific audience.

And it's possible that what we've developed won't benefit another audience for whom we didn't design this. But, again, we just go back to, it's all part of the journey. And you learn what you can along the way, and you get better as you go.

>> Mary Darragh MacLean: Next slide, please. So, obviously, online education is here to stay. And in terms of the future, what do we think the future will look like? What are your opinions about that? Do we anticipate collaborations with traditional classroom learning? Do you feel like online learning will expand and become more prevalent? Are you excited about the future of online learning? What are your thoughts?

>> Lisa Bolding: Again, my perspective comes as a private, small business focused on primarily interpreter referral. So for me -- well, I mean, I am involved with the professional development community. So I have that perspective from the PDC, but specifically with respect to my business, I have to focus on what I'm doing just myself. So what's been happening in the past several years is I've been trying to collaborate more with teachers. They approach me asking me to be involved.

So, for example, Robin Dean. And we also have a new one that we'll be connected with very soon, Diane Gross will be offering more lessons coming forward. As soon as I have the materials, I'll be able to make those accessible to our customers. And so, we're still working on figuring out online education in general. I know there are other people offering these kinds of resources, but I'm in the process of reaching out to the audience. Audience management is a big part of the process so I continue to create this collaboration both with the instructors in the field who have so much to offer, and with our customers, as well.

>> Mary Darragh MacLean: Carolyn, what do you think? What does the future look like for VRS II?

>> Carolyn Ball: Well, I think the future for interpreter education is one that we need to discuss. Between CIT and CCIE, we need to come to the table to create new standards and expectations going forward, recognizing that online education is here to stay. It's exciting to see the number of resources that continue to grow, that we can incorporate into our lessons. I

expect, now, to turn to the organizations for them to pave the way on carving out the next steps of our future.

We don't have a sample to go by. We don't have these standards. We don't have these role models. And I think at this point, it is time. We need to encourage both the organizations and the leaders of our field to take the reins and show us the way so that we can catch up with the other industries that are out there, and the technology in its capacity, that we can truly maximize its use.

>> Mary Darragh MacLean: Do we have any last thoughts about what the future would look like? Doug, what do you think?

>> Doug Bowen-Bailey: I think online education is -- I think it's a fad. I think just for a couple of years, and then it won't be here anymore. [Laughter] I think that Carolyn is on the ball about talking about standards. I think we need to establish as a field and as a profession what we want from online education, whether we want to use the technology in terms of apps, what mentorship might look like.

We know that Glide is an option, as well. And how will we incorporate that? So online programming -- we'll see businesses like Lisa's come into the market as well. And so I think that we're only going to see it grow in its breadth and its depth, based on the number of providers that we can count on to develop this information and resource. I think the types of online education opportunities are going to expand as well.

>> Mary Darragh MacLean: So I think we have time just for one question from our audience. Do we have a question, Trudy, related to the future, maybe?

>> Trudy Schafer: Not specifically related to the future, but we do have many questions. Unfortunately, without sufficient time to respond. At this time, I'll pick one, and then I will send the remaining questions to our panelists and ask them to respond. We will post their answers so our audience members do not miss out on getting their expertise.

So this question is really for Doug and Carolyn, either or both of you. And Lisa, if you have something to offer as well, please. The question is, do you have a process that is already created that individuals who are looking to build courses could use? Do you have a step by step, if you will, that could help them get off the ground and running? What did you use when you did this, how did you make that happen?

>> Mary Darragh MacLean: Either of you?

>> Doug Bowen-Bailey: I'm not sure if it would qualify as a procedure, for example, but there were books and articles that I took advantage of about -- excuse me, about educating interpreters, about teaching interpreting in healthcare. So there's one in particular called Just What the Doctor Ordered?

That's the one that I wrote. And it details my process, the one that I engaged in when creating the content to begin with.

And if anyone who's watching this evening would like to contact me, I'd be happy to send along that chapter to you so you could read it at your leisure and learn more. I encourage you to look into getting that book, as well. That's just a bit of my process.

>> Mary Darragh MacLean: Carolyn?

>> Carolyn Ball: That's a good question. Oh, I like this one. Each college and university offers information about how to create online educational programs. If you just Google "how to create online education," you will see the number of offerings throughout higher education in our country. They'll tell you what to include in the class. You'll also be able to see a map of how you can get, just as you're asking, off the ground and running from start to administration of the class.

>> Mary Darragh MacLean: Great. Great. I think our time is up. I'd like to thank all of our panelists, and give it away to Trudy.

>> Trudy Schafer: Thank you all so very much for this rich discussion that you've had this evening. I know the audience, based on their questions, are excited to have the information, and to engage with you further. This is great energy that you've all created. At this time, I'd like to ask for you to close your webcams.

>> Mary Darragh MacLean: Thank you so much to everyone. Thank you.

>> Bye, everyone. Thank you.

>> Trudy Schafer: There are six centers that comprise the NCIEC, five regional and one national center. This slide shows the location of each of the centers, and the states that are served by the respective center. Next slide, please. On this slide you'll find where you can learn more information about the NCIEC. This is our website. And I would highly encourage you to connect with us there. You'll find a number of resources from which you can benefit. Next slide, please.

I'd like to take a moment to thank our interpreters, Jackie Emmart and Rachel Judelson, as well as our captioner, Caitlin Hein. Thank you very much for your work this evening. As mentioned in the beginning, we'll talk with you about CEUs. At the completion of this webinar, you will, an hour after, receive an email with a link to an evaluation. And then after completion of that evaluation, you will link to a CEU form.

Remember, if you've attended this webinar for a minimum of one hour and 15 minutes, you qualify to earn CEUs. That email that you receive tonight will give you three business days to complete the evaluation and the CEU form. For those of you who

watched as a group, one of you, please send an email to NCIEC@neu.edu and let us know how many people are in your group with the names and email addresses of everyone. At that time, we will send each participant the information on evaluation and CEUs.

Oh, my mistake. My apologies. Don't email me. Instead, as you can see here on the screen, please send an email to carolyn.woodruff@unco.edu. And, again, my apologies for that confusion. Please be sure to contact Carolyn, not the NIEC. Next slide, please. The funding from our work comes from the Federal Department of Education, Rehabilitation Services Administration, Training of Interpreters Program, as you can see here on your screen. Again, we want to thank you so much for joining us this evening. It's been a pleasure. And thank you, and goodnight.

[End of Session, 8:29 p.m. ET]

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