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EDUCAUSE
Transforming Your Orientation from On Ground to Online: Creating an Engaging Student Experience
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Orientation from on ground to online creating an engaging student experience. This is Kathy and I'm the director at Educause and I'll be your moderate for today's event. Here are a few reminders. We hope you'll join us in making the session interactive. You can use the chat window on the left side of the screen to ask questions and share resources and comments. We will hold Q&A until the end of the presentation. If you are tweeting please use the hashtag. Click on the lower corner of the screen and click on the top-right corner of the chat window. A drop-down menu will appear where you can collect chat with and host. This session recording and slides will be archived later on today on the event site. Let's turn to today's presentation. We're going to leverage Jamie and Megan's experiences with creating online and on ground orientation and they'll walk you through all of the elements of building a great online orientation. We're joined by Jamie who works with campuses to create ecosystems that is for students. Blended and face-to-face online using synchronous and asynchronous classes. International perspectives in higher education supporting engaging online learners and international perspectives in online instruction. We've got great expertise here with Jamie. Jamie is joined by Megan learning designer at California State University Channel Islands and prior to joining the team she tout in K-12 education and has a master’s in educational leadership and administration and facilitates faculty and connected online learning and manages online and blended course and facilitates the learning design team and also cofacilitates the Cal State university common interest groups and Megan's interest is believe design and humanized engagement and interaction and the impact on student learning. We're grateful for you two here today. With that I'll turn it over to Jamie and Megan.

Thank you so much Kathy. It is wonderful to see everybody checking into the chat there saying where you are at. It looks like we've got folks from all over including the island which is wonderful to see. I am really excited to be able to share information with you today in hopes that it helps to solve maybe some problems that you may be encountering due to the situation we're in with COVID-19. I'm also hoping that what we share with you might lead to innovation in future in your work and with orientation programs. Without further ado I'm going to pass things over to Megan to share a little bit about what we hope that you'll achieve as a result of being with us today.
Alright. Thank you, Jamie. Alright. So this session is geared toward moving a traditional on
ground orientation experience to make for an awesome online experience. However, the
strategies and the considerations that we're going to present today are applicable to any campus
program of course moving from in person to an online modality. Today we'll focus on the
objectives on the screen. And if you have any questions please put them in the chat box and we'll
attempt to answer them via chat as we go and we may also have a little time at the end to answer
your questions and finally we will be doing a follow-up Educause so we can answer any
questions left unanswered at the end of the presentation.

Wonderful. I'm going to get started and the first thing that we wanted to do is just talk about
key considerations that we would like you to keep in mind as you are moving forward in your
planning adventure and I imagine many of you are already planning. We know from looking at
the registered list or at least the part we could see with regards to folks titles we've got a
representation of student affair's books so you are probably in the midst of figuring out what you
are going to do for summer orientation. We also have a lot of IT professionals and some library
professionals so hopefully some of the things we're going to share with either fill in gaps because
you are already planning forgive you extra nuggets or a starting point depending on where you
are at. The first thing that we like for you to think about is the fact that this is really an
opportunity. I know it might not necessarily feel like that at times, but you have the opportunity
to move from what is often a onetime event where you are filling or as if you can't have too
much coffee but you can. Your coffee beans are overfilling. Students and I used to run an
orientation program for three years face-to-face and often experienced cognitive overload when
you are receiving information all day long. You have the opportunity not only to share
information in sort of smaller chunks but also at times when it is most relevant to students. So a
student might not necessarily need to know about involvement opportunities in early June when
they may not be able to even signup for them but if you think about when you would share it at
the time in the summer when it would be of most value maybe you are going to do it at the end.
You have an opportunity to really rethink and think about what's going to be best to meet the
outcomes of what you want for orientation. We're going to talk a little bit more about that and
what that looks but I would encourage you for this session to think openly about how you can
create an orientation experience that achieves your outcomes. It might not look like the package
that you've had in the past especially with regards to the schedule. With that you really get to
leverage the best of both worlds. I love peanut butter and I love chocolate and I think that you
will see and hope as we progress through this webinar that there's a unique opportunity here to
leverage that face-to-face or synchronous time for the things that are really important where
students are sharing space together with faculty, staff and administrators and they are discussing
and they are problem-solving which we'll talk more about how to use those two different
modalities but there's also a great opportunity to use A synchronous learning for work that
students can complete on their own. There's no reason you need to bring students together to sit
at the same time and listen to a lecture when they can watch a video on their tone time. Actually,
we know that some students prefer that. Synchronous engagement, we know that some of the
studies woman find they have a stronger voice in A synchronous discuss. Without having to
make this huge migration there are really unique opportunities. With that, this is just very much an example of what a structure might look like. So we're breaking out of the mold of this two day orientation or three day orientation Orwell come orientation. You can think about it. We're going to walk you through this and this is high level but you can think about maybe in week one we're going to get them started and doing academic advising and in week two we're going to start spotlighting campus services because they are going to start needing to connect with some of those campus services. And then in week three we want them to learn about what it means to be a good member of our community and how to be involved in our community. Maybe you'll then have an involvement fair or spotlight events hosted by student organizations. You get the idea of what I'm walking you through here. Ultimately maybe it would culminate before the semester starts, they are receiving next steps for the fall. And what they need to do to get on campus. Maybe you are doing a model where some students are coming to campus or maybe you need to tell them about move in. You can see this gives you the flexibility to have time to iron out some of those dough tails and allows students again to receive that information when they need it. They don't need move in information all of the details in June so you could aggregate it all when they need it. This is kind of a sample. We have a link that is on this slide that will be sent out to all of you that has suggested topics that you might want to include in your blended experience. More to come on that but just wanted to give you an overview. I would really encourage you to make sure that whatever you are doing and whatever platforms you are using you streamline the information to students. I've had the opportunity to look in on what quite a few college participants are planning and leveraging a few different platforms to contact students and they are even sending out communication from different offices and what I would encourage you to do is just to make sure that you find a way to bring that altogether into one narrative and one experience for students so that it's the very easy for them to understand what they are supposed to do and when. Although, some of all of these pieces come together and they make sense to us students don't necessarily understand how different departments function, right? That was an e-mail from this office and that was an e-mail from that office, and I'm supposed to do this on the LMS and do this in Zoom. We're going to recommend how to go about doing this but starting point is making it as easy as possible for students and as intuitive as possible. You might already be putting out communication to students so I encourage you to think about how you can streamline that. Along those lines we very much advocate for leveraging the learning management system for delivering orientation experience. It gets students the opportunity to gain familiarity with the space and tools. They maybe going to campus in the fall depending and even if they are not most faculty will have a course presence on the online management system so why not give them the space and identity to the learning management system as being the virtual campus or give them the opportunity to upload the document in the online course, completing a knowledge check so they know what it's like doing a quiz, etcetera. It also gives them the opportunity if this is important to you you can verify there's security using dual sign on. There's branding that is built in so you can ensure that there's a message. There's a degree of accessibility with most of the platforms because they've already been vetted by your campus IT personnel and it does create a quite intuitive and structured learning experience. You can see on this screen shot students can see first I do this and then I do these things. As I mentioned on the last slide there
May be communications coming out from areas of your campus responsible for components of your orientation experience but you have the opportunity to take that and put it in a module format and have it make sense for students. Generally speaking, learning management systems are mobile friendly and again the circumstances that students are in with regard to the technology access they have. I know that there are companies that are offering the ability to create really nice orientations that are hosted on our website but there's a great opportunity to use something you already have. Also you can edit it as you go and there is an additional fee to make changes so you are then making this something you can scale yourself. With some of these other platforms you can't always make these edits so we really, really use best practice here is anchoring in the online campus that being the learning management system. Also we want to honor the fact that we need to engage families to orient them with this experience and likely they are feeling a heightened level of stress during this period and we're thinking about offering a specific module in the orientation experience for families that would include things that you would normally do on ground in a face-to-face orientation like financing the college education, living on campus, what are elements of campus life or involvement opportunities but also think about hosting all of the live sessions listed here. Students want to talk about what it's like dealing with the emptiness so that was a session that we hosted that parents were really excited to participate in and that's great to do live. So is parents can kind of understand that they are each feeling some of the same feelings. Some of them are super excited to deal with the emptiness. A number can get access to the MLS. You need to talk to your IT folks on your campus to make sure that you can get the right permissions, but we know that courses can be made public for family to access. So we want you to encourage that and also think through whether or not you do need to offer translation of these course and curricular experiences. Just highlight of what you might be thinking about and it would be totally feasible to have family go through the same course that you might create for students with similar contents because we often want to hear that. I know when we ran orientation family didn't want to part ways with their students. I think it's fine to have them go through and do that same experience but maybe with an ad on indicators towards their needs. With online orientation you are going to talk to your campus wide commitment. I counted up that I was working with seventy-two different stakeholders when I was planning on ground experience with many of you and that will obviously continue in this environment. And we want to make sure that as you are thinking about building this experience you are thinking about the needs of online learners because whether we necessarily like it or whether the students chose it there is a reality that students are participating and learning online. So some of the key nuggets that we know about the needs of online learners is they do want quick response and they do want clear expectations and that's not necessarily different from your on ground students but it's exacerbated because online students can often feel isolated and they can't just pop into an office if they don't hear back. Finding different ways to make sure you are tracking your communication with students and tracking response times will be really important to make sure that you are delivering the greatest experience that you possibly can for these students. Also, great to maintain as clear and thorough of frequently asked questions website which I've seen campuses create Tate but keep that for internal folks that might be answering phones and use the opportunity to get even a little bit more creative and innovative and use a chat
box that could automatically answer some questions for you and we're happy to share resources of companies that we've been seeing offering chat box for the experience. Alright. Also, before we now go into the building of the experience where I'll Passover to Meagan, also just want to acknowledge the fact that we very much believe that you are changing the future. We believe that what you are building now is going to be useful for next summer. For many years I've been seeing these live orientation sessions happening on ground thinking there's got to be a different way to use the time we have students in front of us and delivering days of lectures and some are important to deliver in person for one reason or another but that time is also so valuable for interaction, connectivity, inspiring spirit and many campuses are doing great with all of that as well but I do believe you are going to see this as an opportunity to leverage technology to meet so many outcomes and change the future of your work in a very positive way. Meagan.

>> Thank you, Jamie. So as Jamie just demonstrated we look at this online orientation as really an opportunity to build out this optimal experience. Because being online you can make space for flexibility for your students as well as for families and you can truly compass this mindset of engineering a learning centered experience which is not always the case with the on ground and we just know that this can be cognitively kind for our students which I'll talk about a little bit further in the presentation. Just to clarify a couple of terms, when we're talking about blended and flipped I know these terms can be used when we're talking about hybrid learning where you have students in an on ground face-to-face class and also engaging personally online but the challenge we're presenting here in this model is we can think about blended and flipped as how do you really strategically leverage your A synchronous learning with your synchronous environment when you are on line? In other words, what do you want them to learn on their own in an online course and how do we bring that human centered connection through synchronous meetings with our university personnel. So as a learning designer I get very passionate and excited about this optimal learning experience because when you build for online you can design what we consider that cognitively kind. We're looking at this idea of Universal Design for Learning and students are able to be in control of their learning environment. They can pace the learning with what works best for them as far as when they access as well as the pacing and they can revisit information when needed and they can engage at times and intervals that meet their personal needs, personal family traveling versus online orientation while people can still work and having those personal responsibilities met. Then when you pair this with the synchronous engagement that can happen through platforms like Adobe Connect and Zoom you can still bring in the human centered just in time support and be able to address learners questions as they come up. It really is like that chocolate and peanut butter, you can get the best of both experiences and you can design for them in the online learning space. So how do you get started? Designing for the A synchronous and synchronous engagement and really you get started with looking at what are your goals and what are your content? And you want to make sure that that content of course is supporting your goals. So, just like any type of learning design experience we always begin at the end, start with the end in mind and consider what are the outcomes and goals of your orientation? So, what do you want students to learn? As well as what do you want them to feel and experience as an orientation? Online let's you spread out the learning where there's room for
that experience that we've talked about but then we can also use the synchronous side for building in that college experience. Orientations are about building school spirit and getting excited to come to school for the synchronous is that opportunity to do that as well. You can also design specifically in consideration of your student’s diverse backgrounds and knowledge. For example, first-generation students, having options for other types of learning engagement, for example, how do you manage student loans? What does financial aid look like? Those are areas I personally would have liked to have dug in deeper and when you have that flexibility online you can offer those additional learning experiences. So, let's take a look at how do you decide what you do in that A synchronous space and what's ideal to keep in that synchronous live environment? When choosing A synchronous, what is going to lend itself well to letting the learning be in charge? To avoid that cognitive overload that can happen from long information sessions where there's little time to process?

What's already written down in your programming? Which sessions are dedicated to perhaps policies, rules, processes, that really don't change? You can put them in print and know that students can go back to them over time. Which content can be chunked into short reads or perhaps prerecorded in video segments to give students that important information and when things like Jamie was talking about, how do you use your MLS, giving students those types of experiences those are great to build into your A synchronous environment and it also can be actionable items that help them get prepared for that event. Student profile, setting up notifications and all those others like practicing uses quizzes and getting comfortable with that space especially right now since first time freshman may be engaging with our experiences online. You can also put in self practice and you can provide templates for student to help them make a study plan or plan for time management. They have extra time to engage in spaces where they may not have the space and time if you are in a face-to-face on ground orientation. Other things that are really engaging in an A synchronous space can be virtual tours using applications in online orientations gives students the opportunity to use 360 videos and photographs to fully explore the campus, maps and buildings and you can create clickable items and you can use those platforms for things like scavenger hunts and give them the time to do that. You can allow students to explore personal interests by offering options. Thinking about synchronous which can be responsive to the learner and students have time to process and prepare so when they come to those sessions, they can bring the questions that mean the most to them. What are their genuine concerns? They can engage, what do I want to know? What do I want to find out and talk to and that's where you can build into the human connection through online meters by building connection and putting students in groups and clubs and organizations making that all a place where they can go in have that social experience but come with a better idea and find out what did I want to get from this specific session? What are the tangible resources you've always used because this can be the part that can be a challenging mind shift when going online. How do I take the things that I have like those physical on ground experiences and how do I move those online? Again I like to draw from the advice of bonny who starts with caption erring where you make lists of everything you've got that's tangible and think about are the people, the feelings and the food and that's where your A synchronous energies are going to go and what doesn't change
and can be part of that A synchronous engagement?

>> And just to circle back to time, online time is flexible. Thinking about where can you give people space to engage and process on their own and where is that just in time live support really going to be beneficial to creating that humanized connectiveness that you want to get from your orientation. You can also automate a lot of your processes in an A synchronous environment so thinking that through as well. You can let students know ahead of time when those synchronous sessions are going to occur which is time for family since they can plan their scheduled and work lives around when they want to engage with the virtual campus. Alright. So how do you go about building those A synchronous engagements? Once you've identified your outcomes and sorted out your content into A synchronous and synchronous how do you organize and develop that A synchronous experience? I've done a lot of faculty development from working with K-12 teachers through higher education and it always started in the same space. Start with your outcome and thinking about what is it you want students to know and be able to do by the end of this A synchronous time? So once you have formed your or taken your outcomes I would say I would go back and sort them. Think through the buckets or the categories that they fit into. And then once you have formed your groups start to look through and sequence the order of information and delivery. What would be the right sequence that you'd want students to experience that information? Then you want to start to look for common themes so if we're thinking about a theme about student success, this could include topics like campus policies, more individual topics like time management. And so you can see from the slide once you've got your outcomes and you've identified your theme you can think, alright, what are the actionable learning objectives or what do I want students to be able to know and do by the time that they have completed engaging in this theme? Then from here you can start to pars out how those fit together in perhaps modules and topics. For example, if you live with the theme of student success the modules that might unfold from that would be things like the university and getting started and then preparing for success and accessing your support resources, helping students to know where their counseling services are, support pieces there on campus and also a module about being a positive university community member, how to navigate your online courses and using the university technology, your LMS and what are those final steps that they need to be sure to have in place before they start their actual fall semester. So that's managing your content, making those decisions and mapping it out but now you are taking this physical experience and moving it online, what do I actually have that's ready to go digitally and what do I need to do to produce or create for that digital space.

>> Start to think through what you already have. That's probably going to be technical support for your LMS, campus logos and branding, image filing and different hex codes and color requirements that you need to have met. Think about campus branding and what are your new student and family support website's, videos and conferencing platforms? Then you want to consider what you probably need to make that online really engaging. A synchronous have on tent needs a lot of visual interest so video and multi-media content? How can you make it an interactive experience even though it's A synchronous and also thinking about planning for that
synchronous time, your facilitators are going to need training how do you engage with online learners making it a warm online environment and making sure you are including equity and language and there's humanized training that needs to go into that too as well as the technical side of engaging with people in an online platform. How will you track student completion in those synchronous and asynchronous experiences so maybe those things that you don't have to deal with in an on ground, how do you transition that to online? In our orientation that we provided it was important that we seek out information from our experts. This means reaching out to Centers for Teaching and Learning and if you have learning designers bring them in to help plan that content and then you can expedite your process and team build all an at once and gather the best of everybody's knowledge and resources that you have. There are a lot of moving parts. You are moving to synchronous and asynchronous space so really having a project manager who can keep track of those moving pieces is key. Somebody who has a bird's eye view on the project. I think Jamie said she was working up to seventy different individuals as you are trying to pull together that on ground. What is my team network in the online and then who's going to make sure the media, the accessibility, the content, everything comes together and works and have a good user experience because with the learner center design you really have to think, as a learner from that beginners mindset is this going to be in Tao tiff and make sense and be a positive sound experience for learners and you need something to make sure that is being kept appropriate. If you don't have a learning designer or a learning design team that you can bring in definitely here's some resources for you. Things to consider if you are just getting started and you don't necessarily have those at the moment so those are there for you to review if you need them as you get going. And then when you are thinking about a synchronous engagement it can be an active learning space so is we're going to take a look at how do you move past the path of reading and viewing so that students can be excited about your content and we're going to take a look at examples of how a synchronous can incorporate active learning and I'll hand it off to Jamie.

>>> Great. I talked about this already, the important thing here is that engagement can continue throughout the summer and beyond, right? So if you are going to create a virtual Student Union or discussion space it's something that you could keep open even into the fall. Even if students come back to campus they may want to connect online so we have a resource for you that you can access that gives advice on how to select a platform or product for a virtual Student Union. We're going to share a bunch of ideas now with you on how to be creative and Meagan is going to share this one.

>>> So we've already touched on using your MLS but students can introduce through their student profiles and interactive tools like flip grid is great for making video or personal introductions. Things like garden is great too where students can make a word Cloud and you can find out what's significant and important to them. We've also talked about self-paced exploration. If you are not familiar, I encourage you to check it out. Orientation spaces include the library from the physical to the virtual space using their database and interesting things on campus like our nursing lab. And also, it's great to have students start reflecting on what they need to do to get
ready to be successful for the fall. This is an example of an activity where we invited students to think about their environment. What is that going to look like? If they are coming on campus what might they do to set up Zoom and if not what do they need to do in their home space which has a lot of different challenges that students will encounter so is having students think about that in dialogue with each other after you've presented content with success can really help them start visualizing and planning. Also it's great to think about setting up pre built discussion threads. If you did decide to create a virtual Student Union that would house some of this discussion you could use channels on slack or something but even if you did keep everything in this one orientation course asking an ask Jamie channel or discussion thread, you pre populate that. You could have a discussion thread in the discussion board for all of your student organizations. Yes that would be a lot but if students wanted to learn and discuss more about those involvement opportunities they could do that there. You could have a California discussion thread, an island discussion thread. You can kind of create the spaces in advance with which students can then create community A synchronously and you can see other ideas here. I definitely encourage the creation orientation meter groups within the discussion boards ahead of time so that that's some A synchronous community building that can occur. And now we're going to change our focus now to live session and what you could do in live sessions as well as some important considerations. So we want to encourage you to make sure that you have optimizing live sessions. Make sure that you are using them for engagement. Most of the tools out there I've seen comments in the chat that they are using teams, Zoom, Adobe Connect and I prefer the platform that offers the most engagement and that's usually what I choose. And that usually is a technology in my experience has been Zoom. It's been great in the past but you obviously need to use what works for your campus. The breakout groups are a great opportunity for small connection and even doing breakout for pairs can be wonderful. Last week we with had 200 people and we were split into breakouts and we accidentally got put in a room with two of us and it was cool to get to know that person one-on-one. Encourage the back-channel chat. Some people may feel it's rude to be typing and chatting when someone is speaking but if you stay upfront that would be a really great idea that we'd love to see people chat and engage with each other. You are catering to the fact that people can stay engaged. I highly encourage the use of webcams. That's why we're on camera today. For some people they are not used to it. Some students have circumstances in their home of lives where they are not able to be on camera and that's important to honor but it's also wonderful and much more humanized in many ways for me to be able to share my webcam with you and see each other. Consider that. Sometimes there's concern about it but do think about making sure to allow for that and also there's some tips and tricks for using Zoom that's on there. Also, as you are thinking about hosting live sessions there are some things that you want to think about. I know it might sound funny. It's kind of important. You can see here that I have three different images and the difference in those images -- well my kids decided to pop into one of them. Oh the joys of being at home, right? But I actually have a ring light on and different shades of a ring light on those images but ring light I got was 1799 and I can connect a cell phone to the other side of it if I want to. Something I encourage you to make sure and think about even for your orientation leaders if they can host live sessions. If I wasn't using my light right now this is what you would see. Not bad but if my room was even darker
you might have a hard time seeing me at all so consider that. Also always make sure that you assign multiple hosts in case someone gets dropped off. These are all of the things ironically; we did to prepare for the session today. Make sure that you are calling in separately to audio. Even if you feel like the computer audio is reliable I always recommend when you are hosting specifically that you call in so that if for some reason you lose the screen and the video you do at least have the sound and if you can again especially if you are hosting we recommend that you hard wire in. I have this like super long cable that is really ridiculous. It's like three hundred feet or something to hard wire in for sessions like this and we're dealing with a lot of different technology variables so think about those things again for hosting. It's not necessarily as important for folks attending. So do the best you can with those elements, and I will get the Educause folks an update. I thought of one other thing which is to make sure you have headphones that fit into your computer. Even though you are dialing into your phone which is what I've done, my headphones don't fit into my computer because of the whole iPhone situation. So I got this set aside just in case. All of this is important because people have anxiety about technology so the most you can do to prepare for success the better. Some other ideas then for live sessions. You could have a virtual involvement for service fair. There are some apps I've listed on here. I have not used them. I have not done them but I've seen that they are available. If you have experience with them feel free to pop a note in there. I do feel that it's important that they would be accessed for accessibility before using them but you could also just use the resources you have and I put Zoom on here because I've already shared that's my favorite. I'm not paid by Zoom. I just really like it but you could have thirty minute time slots that students sign up for and start with an intro to everyone and then you could have time slots where people signup for the different opportunities and you can have a Zoom link for them and it could be every 15 minutes that you change to a different spot Or why not make an involvement week and each night you focus on a different type of involvement. One night is sports and rec and it's over the course of three hours students can choose what fifteen-minute segment they want to go to in different sessions. You can use what you already have. Signup genius is good for that if you want to know in advance. Here are some ideas of how you might articulate what you are doing on ground which seems kind of complex to articulate online but with the tools that you already have at your fingertips you can create a similar experience. You want to have student spotlight sessions and there is a reality that most of these folks have an hour-long session in your on-campus orientation, may be less or maybe a bit more. You are not going to record or please don't record an hour-long lecture that you ask students to watch. You are probably going to record a three to five minute video with key points that you want them to know and you are going to include some text maybe so you want to think about giving students an opportunity to attend an optional spotlight session that could be facilitated much like the involvement fair but if you want to learn more about financial aid you can go to the one hour financial aid session and you can use all of the engagement opportunities as well there. But it gives students the opportunity to connect with each other and to attend things that they are most interested in or have a drive to need to explore further. Also you could create a pad let which is a free tool and pad let is actually what I shared out that has the social events. It's the tool I use and you can set it so that you have to moderate if you would prefer for student organizations not to have it just be a wild Wild West.
You can approve their posts before they show up on the pad let board but you don't have to. You can just have it be automatic. I've seen it in Facebook group and users can comment on them or vote or like or dislike and there's a lot of utility for this. You could do a little competition and put all of their dogs on there and people could go in and vote for the dog they like the most. When it comes to student or events this is kind of an easy way and automatic really. You don't have to monitor it for student boards to be able to share their experiences or opportunities and also, I know many of you are thinking about note time opportunities. Think about what's already plan /SKP-D think about the folks that would normally plan them. Ask them to continue planning something but in a different modality. I've given you a link and I invite you to add more and there's a great Facebook group and I'm not a fan of the term virtual when we talk about this stuff because that aligns with fake. I prefer online or digital but I digress. The ideas are there either way and I am so impressed with the innovation and the creativity comes out of that group. Also too, I'd love to see more of this. Please make sure that as you are advertising these A synchronous events using cool creative advertisement still make sure to include some of those things that are important like an accessibility statement at bottom of marketing saying if someone needs accommodations please request that in advance and be prepared for captioning. Be sure on your flyers and I've seen this not followed a lot. Use high color contrast so a screen reader can more easily see the difference in colors with text and images. Make sure to always accompanied images with text. On social media that means you should probably type out your text on that you have. It should go on the post as well or students who are using a screen reader will not necessarily be able to see that particular text. Keep that in mind. Also we have some cheat sheets to share with you. We have a lot of other things to cover which we're going to have to continue on our podcast. Let's talk really quickly through assessment. Maybe I'll just kind of move us quickly and that would be something good for continuing in the podcast. We want you to make sure you are assessing outcomes of your orientation and we're sure you are. Here's some ideas of how you can do that. You can conduct knowledge check and feedback survey right in the LMS. We did that at Cal State Channel Islands in learning online one-on-one and we thought it was important for you to see students generally have a high level of satisfaction with this experience. Also badging is great and gives you the ability to set milestones that students have to achieve and as soon as they've done it you can automatically have a badge show up in their Canvas and that's how you know that they've done the orientation experience and we'll talk more and go in depth on our pa podcast on these and some of you want to confirm that students are attending the Zoom sessions so there's a couple of ideas here on how to do that. Lastly, at the end you can go ahead and have students upload a document saying they know they are responsible for the content and gives you the opportunity to have them practice uploading on assignment. Also, there's the opportunity to leverage your orientation leaders and some of you are probably wondering what to have them do this summer. Some of you already have that planned or have orientation leaders assigned as liaisons and you can assign them to the discussion thread to monitor the chat. If there's questions asked, they can comment to help guide things along and also you can assign them a week throughout the summer and come up with creative social activities. I highly recommend that you have them create a one-on-one schedule for them to meet. If they want to students should have the option to do this. Maybe you want to require it depending on the student
population but this way you can get an idea how every student is doing as center. You can have them facilitate discussions either live or maybe you are reviewing student financial aid and then there's a breakout session, groups and maybe you need a project manager earlier who has instructional design experience but some are pretty knowledgeable in technology and may be able to project manage with you. I want to share ideas on how to get creative. Thinking about how you might do academic advising and registration. Here's one idea. You don't need the advisors approval on the students schedule so it could be an advising overview presentation or breakout sessions that the orientation leaders could look at schedules and give advisor revisers could review and if they needed to in that moment approve scheduled and then you could have further breakout sessions for students to think about scheduling and the times they want to attend classes. If advisor approval is required which is was where I used to run orientation you might then kind of have a live session as well to give an intro but have students submit their schedule and I put the Google form. The advisor can receive a notification that the schedule was submitted and then they can reply and say you are good, approved and if they want more discussion you'll signup for a time to chat, you can use signup genius, etcetera and then they are only having a meeting when students need it. Certainly a great idea to inspire school spirit by leveraging Zoom backgrounds and I regret that I don't have one right now and there's an ap called snap camera and it allows you to use filters like Snap Chat filters on Zoom. I don't have that on this computer but it is super fun. Think about how you can include family in this as well, there's some examples there. You could do a social media challenge where you create Geo filters and frames and ask people to tag your account and they could win a prize and enter to win. All of these are build on can /SRAU which is a great tool. You can also then create a board that aggregates all of the tags that you have created and students have created and you can create a presence around that and you might even be able to embed this into Canvas so that there is that one consistent experience. Also I would love to see someone create a collaborative fight song, recording yourself saying one or two words of the fight song or a line of the fight song and aggregate it altogether and put it out. I know there's lots and lots of students so maybe you do one for orientation group, you could get creative but you get the general idea. I think it would be super fun. My company did that with a song and it was so cool seeing everybody come together in quotes. Reward actions with swag. That encourages people to do what you've asked them to do and it further inspires school spirit and see swag as symbolic. It means they are part of your community. Be as liberal as possible. We have a resource page that we're going to share with you at the end of this presentation and swag can be sent out to you. I know that is a bit of a challenge too, how to get it out to them. It would be great to send a champagne toast out to parents and on a live session with the parents and families, have that moment that is ceremonial to congratulate them as well in getting to this point in their students’ lives. We have a lot of resources we shared with you. We would have loved to do this presentation for a longer period of time but we wanted to kind of touch all of the different things and we are doing a follow-up podcast where we can expand on some of them. We'll definitely make space for the assessment component on the podcast and please feel free to engage and share. There is a quite active Facebook group that I've listed here and there's a LinkedIn group that we created and then we do have a podcast coming soon called the student success innovation podcast where we'll highlight the work of you all so you can also
learn from each other and that will be coming out in the next couple of weeks. Alright. So we have three minutes to share. I think that we have time. We have a little presenter chat which I haven't caught up with because I'm talking. We have one or two minutes to share and any questions that we see that were not answered, again, we'll elaborate on in the podcast. Let's see. Well we did get one question about accessible ideas for mass mailers. I think that may be pertaining to sending things out in the mail. On the first page that is on one of those slides, I will also link it here. It has some companies that I saw that would send things out for you so that's one. They are under the care package section of the website I just linked on the chat box. Anybody else, please feel free to add into the chat box if you have ideas of sharing out swag. Someone noted on here what about if you can't hire orientation leaders and is anybody worried about that? I invite folks to comment on that if you would like, but one thing that I will mention and Meagan and I can go and discuss this in more depth in our podcast but it is actually possible to create your online learning experience so that it doesn't require much oversight. That's what we did for the learning online 101 course at Cal State Channel Islands and we're happy to dig into that a little more. Not everybody has that capacity to do so we can share more ideas about that. Great. Keep your questions coming on the chat. If you have desire for Jamie or Meagan to delve into any of these things further. Thank you for your concrete tools as well as conceptual approaches to online course delivery. Thanks to all the participants for joins us for an engaging conversation. You should see an evaluation link in the chat as well. Please take time to fill it out. We will also be posting the sessions recording and presentations on the event site as well as the podcast once it is recorded in the next couple of weeks and feel free to share the resources with your colleagues and finally please join us for the next Educause webinar on Thursday May 21st to hear about how effective labor under covid-19 is really effecting the faculty development folks and instructional designers etcetera and the facilitator of that webinar just posted a blog on higher education that you might want to check out. On behalf of Educause this is Kathy Pell tear. Thank you for joins us for today's webinar.

>> Thank you, everyone.