Ben Kahn:	Welcome to the UP Tech Talk podcast. This is Ben Kahn, here at the University of Portland. Today, I'm joined by my cohost Maria. Hey Maria.
Maria Erb:	Hey Ben.
Ben Kahn:	And with us in the studio today, we also have Dr. Lindsay Benes, an Assistant Professor from our School of Nursing. She's also our graduate curriculum chair of our School of Nursing graduate program. And also Dr. Joanne Olsen, an Assistant Professor in our School of Nursing, who is also our Director of Graduate masters programs for our School of Nursing. Lindsay and Joanne, thanks for joining us today.
Joanne Olsen:	Thanks for having us.
Lindsay Benes:	Thank you so much.
Ben Kahn:	So we worked together recently on a really fun project that I'm really excited to talk to you about. What we did was we put together a Moodle crash course or bootcamp, what we called it for our School of Nursing graduate faculty. And because I worked really closely with this project with the two of you we wanted to turn it over to Maria to be our master of ceremonies today and throw some of the questions our way. Maria, take it away.
Maria Erb:	Alright. Well I think our listeners would really like to hear first of all about why you wanted to create this bootcamp and what the reasoning was behind it, how you set it up with Ben, and what the results were? So let's just start with the beginning. Why did you want to do this?
Lindsay Benes:	So we were having a meeting where Ben kindly came to speak at one of our grad faculty, or grad curriculum meetings and he was showing us some tips and tricks within Moodle, and it had just followed up a conversation we had had within that grad faculty, or grad curriculum meeting, really speaking to the importance of standardization within our ... so all our grad courses are taught in the hybrid model. So students come in for a weekend immersion once a month where we meet with them face to face. And then the other three weeks in the month are all online education. We had just discussed kind of the importance of standardizing those online practices and also being sure that we used effective teaching strategies throughout those online weeks, and so it was just kind of a nice synergy of Ben being there teaching us some strategies we use and recognizes this need for standardization and enhanced teaching practices. And we came up with the idea of kind of rolling it all into one package.
Maria Erb:	And how long did it take you to develop the whole bootcamp?
Lindsay Benes:	Well since Ben is amazing, he really did the bulk of the work in developing it. Joanne, myself, and Dr. Susan Stillwell, our Associate Dean for the graduate programs, we spoke to what we needed out of this. What we wanted grad

faculty to get out of this, and then with Ben's knowledge, he brought forward modules that he thought would best serve us in meeting those needs. So I feel like we kind of put forward our needs and what we wanted to get out this, and then Ben brought forward the content that we could utilize to best achieve those goals.

Maria Erb: Had your faculty kind of participate in some of the Moodle workshops before? Cause I mean, we do run those throughout the year.

Lindsay Benes: Yeah. I have the impression ... I guess I can speak to myself, which I think is somewhat representative of the rest of the grad faculty. I think we have all here and there, you know, either gone to some of the sessions or definitely accessed Ben's video recordings. So I think we all had touched on bits and pieces of a lot of that. I know for me, I attended one of Ben's great workshops on voice thread and while I was in there, I understood it and I could use it. And then when I left that environment, I was intimidated by it and wasn't quite sure how to use it. I think we had all attended those, but I don't know if that was really being translated to our actual online components of the course. So it's like we had a bit of the knowledge, but not quite the self efficacy or the confidence to actually implement it in our courses.

Maria Erb: Right, so this was a way for you to pull all of it together in one place and know that everybody who went through the course was going to have the same exposure to the same instruction.

Lindsay Benes: Exactly.

Maria Erb: Which is a great idea. So that sounds like it would solve a number of problems at one time.

Lindsay Benes: Yeah.

Ben Kahn: Yeah, and I think just the one hour workshop format, I mean it's sort of tried and true I guess, but it has limits for sure. So it's almost more about exposing faculty to new ideas, and maybe they leave with some kind of neat tools that they can explore more. But there's just limits of what you can get done in an hour. I don't care what you're trying to teach, right? And so for me, I just saw this as a really cool opportunity to be able to take so much of what I do day to day and just really go deeper with faculty on it, and really see what we could accomplish in that different format where it's extended out a little bit past that hour into maybe like a two week self paced course. And it really, I think, deepens the learning that's possible for faculty to get from professional development materials.

Maria Erb: Yeah, so this was a chance for your faculty to have the experience of what you want them to be able to do with their students.

Joanne Olsen:	Exactly.
Lindsay Benes:	And I think the other part about this is that it remains online for all of us to access. So if you need to go back, if you don't remember from semester to semester, if you only used one element, it allows us to go back and re-review the material. And it's laid out in such a format that you can find the topic that you want to go to right away. And you can learn how to use that tool, that technology tool again and embed it into your class.
Maria Erb:	Right, and that's such an important piece of learning to teach online is being an online student yourself. I mean, that's really when it all comes together a lot of times.
Ben Kahn:	Yeah, I think that's definitely true. And like, I know I've mentioned on the podcast probably a hundred times that I'm taking online classes now, so it's probably getting old for everyone, but I think that's what really solidified it for me in terms of having that light bulb go off of being like "Okay, we can extend this beyond the workshop into this other format that's really going to get more closely at what we're trying to learn."
Maria Erb:	Right, and I think you brought up the point that when you're in the moment, things can seem crystal clear and it's like "Oh yeah, I'm going to go and try this." And then you actually sit down to do it and it's like "What did he say?" But you know, having that resource that you know you can go to and it's already developed and laid out and you know you can get help with it if you need it. I mean that's a gem. That's a really great thing.
Lindsay Benes:	And I think part of the bootcamp that really made it effective for me was we had assignments, we as faculty had assignments we needed to complete just like we were students. And so, I think we see this with our students and it's the same with ourselves. I can sit back and watch someone go through it and think, oh yeah that makes sense. That's easy, I just click this, click that, click that. But until I actually do it, that's the time when I actually learn how to do it, develop that self efficacy in order to do it. And so to me, that was a huge difference that once I did it through that assignment, through the Moodle, once I created a voice thread or created a capture space, or whatnot. Then that step's taken care of. Now I can implement it in my course. So it was that last piece that really sealed it for me.
Maria Erb:	Applied skills.
Lindsay Benes:	Right, right exactly.
Ben Kahn:	And you're doing it without someone there to kind of hand hold. [Crosstalk 00:07:53]
Maria Erb:	And you have deliverable. That's an actual thing.

Lindsay Benes:	And that deliverable, I was ridiculously proud of some of them. You know? I mean, it was really simple, like a two minute something. You know, but that was like, okay I did it. That proves to myself I can do it, so I've already embedded a lot of those same practices in my course for the semester.
Maria Erb:	That's great. I love hearing about how successful that was for you. You know?
Lindsay Benes:	Thanks.
Maria Erb:	Yeah, so you have that same expectation then for the faculty that are going through it now, or have gone through the bootcamp.
Lindsay Benes:	Right, right, I think the way Ben has set it up, it allows that ... and I really appreciate what Joanne said is "Now we have that to go back to." You know, at any time and I think it's then us holding ourselves accountable for actually following through and doing that "assignment" even though we won't be submitting it to Ben anymore. But you know what, it has all the pieces of that that I can do if I haven't used that strategy this semester, then I can go back. So all the pieces are there ongoing.
Joanne Olsen:	And certainly in the course, there's assignments as Lindsay pointed out. And Ben gave us different assignments to do, but the other day when we were in our wrap up course, he had a two hour wrap up course, he demonstrated how to do other parts that now I've gone back. For example, I've put the syllabus in one of my classes in a voice thread, so that I can talk again about the syllabus and also gives the students that's now going to be our general forum where we take questions. Everybody has to use voice thread in order to ask general questions in the class. And I think that this is important because in the industry side of healthcare, they are using all these different technologies to communicate with their staff new policies, new procedures, minutes, meetings, they are holding them this way. So again, making sure that our students come out with the skills that they're going to see in their employer is very important.
Maria Erb:	Very. So what is some of the feedback you've gotten from some of the graduate faculty that have gone through the bootcamp?
Lindsay Benes:	I certainly know that they've all been grateful to have everything in one place. I think there was a variety of faculty's ability to fulfill all the assignments, you know and things like that. And so I think it was busy time, end of summer, start of fall. And so I think the fact that now everything is laid out the way that Ben has set up the modules, it's clear what you can find under it. So I think that I know exactly where to go if I want to do this and I have all the resources that I need right in one area. I think also Ben did a nice job of finding that sweet spot of how much depth to go into in some of these strategies, but then also, at least for me, if I need a little more information on one component, now I'm more familiar with all the other video recordings he's done. So that then if I need that extra little piece that he didn't want to add to the bootcamp cause it was maybe

too much, I know where to go to find those extra details and now I have the confidence to just go out and find that myself and then follow through with it.

Joanne Olsen: I think every faculty member that went through it had an aha moment. And because I'm not going to have the right vocabulary, I'm going to have Ben explain it. But you know the faculty member that said she was able to turn off auto click in embedded YouTube videos, she was thrilled.

Ben Kahn: Right, yeah, yeah. It's funny you brought that up. So the last module I was trying to think. Alright we've done really the Moodle basics. So how do we even extend and give people the chance to stretch a little bit. So I was just picking some of our Edtech tools that we have that we could integrate in with Moodle to extend the teaching and learning in the online format. But there's also some easy little tricks that you can do just to make YouTube a more effective, incorporating YouTube videos a more effective teaching strategy. And so what was in talks about there is not only embedding YouTube video directly into the course, so you're not just giving a student a link to click and then they're off on YouTube and "Well see you later, thanks for visiting our class for a while. Enjoy YouTube for the rest of the night." But you also can even turn off the suggested videos that come up next to really make it more of a piece of your course that's finite and specific and accomplishing the goals that you're wanting out of it. So it was things like that, just trying to give people some value for participating in the course, even if they weren't going to be able to jump in and start making long screen cast videos or anything like that. That was the aim.

Maria Erb: That's a great idea. So where to from here?

Lindsay Benes: Well, a couple things. I know I think all of us now are really trying to operationalize this in our course and really utilize those strategies. I guess that's a given. I think the other thing that came out of this is I know the faculty who maybe aren't teaching in the graduate program or weren't teaching this semester so maybe didn't ... we've had a lot of interest in, wait how can I participate in this? And so, you know, thinking about, okay how do we open this up to our undergrad faculty? How do we leave it accessible for other faculty? Might just really reiterated the hunger for our faculty to really be that personal drive to become more proficient with these practices. I think we're going to try and open it up to more faculty.

Joanne Olsen: I think we're to here also is we're going to try to understand through the semester the time that we are able to pull back from some of the assignments, so we've loaded up our grading rubrics into Moodle. So assignments will be both, we'll receive them and grade them in Moodle. So decreasing the paper, increasing our time, making sure things get right back to the right students. So we where to hear is, we're pretty excited about the time that we might carve back from some of the standardization that we have done by going with Moodle, this methodology.

Maria Erb: Yeah. Well that's going to be exciting to hear about.

Joanne Olsen: We're hoping.

Maria Erb: ... feedback that you get on that. Yeah.

Joanne Olsen: We're very open that our front end load is definitely worth it, so that's what we're going to track and find out.

Maria Erb: Yeah.

Ben Kahn: I anticipate that we'll hear good things back from faculty who have gone through this, just in terms of their own confidence. And Joanne, the initial way that you had put it was that you wanted to establish Moodle norms, so that people weren't in this state of anomie when they go into Moodle and they're just not sure what to do, right. There's established practices that you as leaders in your unit had sort of laid out, and that's what I used as the basis of those early modules and the course. But I also think that we're going to hear really good things back from students too. You're taking these strategies that are student centered and then putting them into the online aspects of your courses.

Lindsay Benes: I would definitely agree with that. I think students really notice the difference in these teaching strategies and what's being utilized. I think that was one of our goals was to bump that up a little bit across the board. So I definitely agree with that.

Maria Erb: And how long have the masters programs been in the hybrid format?

Lindsay Benes: Oh gosh. I believe since the inception of the DNP program, so seven years, maybe?

Maria Erb: So this is a big intervention then.

Lindsay Benes: Absolutely.

Maria Erb: Yeah. So this would be a real game changer for the programs and it will be really exciting to hear.

Lindsay Benes: I think all along the way we've talked about different practices that are effective in the online format, and randomly brought forward ideas. I think this is the first time that we've really brought it together as a cohesive whole, both in terms of trying to create standards and norms, and also how to bump up that efficacy, so I think you're right. I think this is our first step in that, and hopefully continuing these same professional develop opportunities.

Maria Erb: Yeah, it's a great idea and I'm so glad you got this off the ground and putting it into practice. It's going to be good.

Joanne Olsen: We can't thank Ben enough for his help.

Maria Erb:	Absolutely.
Lindsay Benes:	He did an incredible job of bringing forward all the content and the knowledge and just helping us know what those standards should be, what those best practices are. I feel immensely grateful.
Maria Erb:	Yeah.
Ben Kahn:	Right back at you. I couldn't have asked for better partners to work on this. Really, really fun project for me. So thank you.
Maria Erb:	Well, thank you and thank you for a really great discussion.
Lindsay Benes:	Thanks for having us.
Ben Kahn:	Okay, Lindsay and Joanne. While we still have you here today, we want to have you participate in our tech pick of the week segment where we each just go around and talk about an app or a piece of technology that has been fun for us in some way in the last couple weeks. So Joanne, did you want to start us off?
Joanne Olsen:	Well, GoSkyWatch was fun. I used the app GoSkyWatch and to your point during the eclipse, it was a great app to have where, GPS identifies where you are and then it tells you what's going on in the sky at that moment, or that night. Usually it's used at night.
Ben Kahn:	Were you in the path of totality?
Joanne Olsen:	Not in totality. I was in Portland.
Ben Kahn:	So you weren't able to make out the stars necessarily, but you could hold up your phone and see where they were.
Joanne Olsen:	Yes, exactly. Where they were.
Lindsay Benes:	Did you have glasses on?
Joanne Olsen:	Oh of course.
Ben Kahn:	Yeah.
Joanne Olsen:	I'm a nurse.
Lindsay Benes:	Okay, okay. Good. Just making sure.
Ben Kahn:	Don't look at the sun. But you can look at your phone.
Joanne Olsen:	And I did use the phone to look at the eclipse.

Ben Kahn: Super cool.

Lindsay Benes: You watched it on your phone?

Joanne Olsen: Mm-hmm (affirmative)

Lindsay Benes: Wow!

Joanne Olsen: Yeah. You pointed your phone towards the eclipse the sky, through the camera, and you could watch it.

Lindsay Benes: With your glasses on though, cause the reflection from the screen.

Joanne Olsen: No. You put a filter over the iPhone. Just to not burn up the iPhone though.

Lindsay Benes: I thought the screen reflection would ... no? Are you sure about that?

Joanne Olsen: Yeah.

Ben Kahn: She's a nurse, she is.

                   Lindsay, did you have one you wanted to share?

Lindsay Benes: Yeah, not nearly as cool and exciting as Joanne's, but through this Moodle bootcamp, you started utilizing the rubrics, embedding the rubric within Moodle and after you get it set up, it's just ridiculously easy to do your grading by the rubric on there. And one thing I struggle with is inundating students with feedback on their assignments. And so I feel like this is also one way for me to target my feedback according to that rubric so I feel like it served a couple purposes. So yeah, looking forward to using that throughout the semester.

Ben Kahn: Great, and so the way that works, just so everyone knows, is you create the rubric ahead of time and put it on the Moodle assignment. And then can you explain what that's like when you're doing the grading?

Lindsay Benes: Yeah, so it's all embedded and the rubric is embedded within the Moodle page, so then you can just click on which level exemplary, adequate, those kinds of things. Proficient. You can just click on what level they met and then provide feedback regarding why you selected that level or how they could bump up to the next level. It's all just right there within that one page. It's really easy from a user standpoint, and I think it's very easy then for the students to get that feedback as well.

Ben Kahn: Awesome.

Joanne Olsen: That's nice.

Ben Kahn:	Okay, I'm going to pick for mine because I like list making apps or productivity apps one called Microsoft To-Do. This is a brand new one, and it's actually still in preview. But one of my favorite past apps that I had talked about on the podcast before was Wunderlist and that's a really well known check mark list making app. You can use it for your groceries, and share it with your spouse. You can use it for work stuff. It's really flexible and cool. But then Microsoft bought it, and they're shutting it down eventually. It's still on right now. But the good news is, at least for those of us that are Office 365 people on campus, is that they're replacing it with the same people that made the Wunderlist app with this new app called Microsoft To-Do, and you can actually sign in to it with your UP account and use it and syncs up with your Outlook tasks and things like that. So it's actually, for us, ended up being a little bit of an improvement. I feel bad for all the Gmail people out there that really loved Wunderlist, but definitely something I'm checking out while it's in preview, and so far it seems pretty cool.
	Well thank you so much everyone for joining us this week on the UP Tech Talk podcast. Lindsay and Joanne, can't thank you enough for coming on with us. And Maria, thanks for sending the questions our way this time.
Maria Erb:	You're welcome, Ben.
Ben Kahn:	Thanks everybody.
Joanne Olsen:	Thank you.
Lindsay Benes:	Thank you.
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