

Transcript for Q&A session

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So several hands up So Daniel I think you want to talk a little bit about your questions, please.

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Yes, thank you. And thank you for this very useful workshop.

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You have answered the question about accessing remotely and the writing on the blackboard, that was my very big headache.

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But two things. Has there been a conversation that has been open with the registrar's office.

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In, in terms of the We Are these high flex classes will be coded.

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The students should know ahead of time when they enroll.

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the kind of format of flexible format mode of delivery. So, you know, we have seminars. You know how it is quoted now seminars lecture remote and so on and so forth online.

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So, would there be another code.

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Well I think my colleagues please correct me if I'm wrong. I currently I'm not aware of any kind of specific code to designed for the next course.

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Okay, but I would suggest that maybe this is, this is looked into because it's very important from the point of view I mean the proof will know that they want.

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Yes, Ellen. I think conversations are certainly happening around this, nothing has been determined just yet but absolutely everybody is aware of that need to have students know what they're signing up for.

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I think a lot of the work and as we say this is emerging York, a lot of the work that's been doing been done as part of this pilot is bringing all of these groups together that need to be at the table to understand what needs to be in place for this

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to happen from the instructor point of view, from the student point of view, and so everybody that needs to be at the table is at the table.

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The decision just hasn't been made yet and I see Peters hand is up and perhaps wants to add to that.

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Very quickly, the answer is yes. The issue is fully front and center. Timing is a challenge, and time to develop a code is a challenge, but indeed.

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The opposite of the University Registrar is one of the three units involved in the high Plex pilot, the other being you it, or the uit and the other one being the Avp teaching and learning and the teaching common so yeah we're, and I'm asking is coordinated

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for the pilot, the idea of a high Plex code is absolutely being talked about preliminarily at this point. Okay, thank you. I have a second question I'll be very quick.

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Could you confirm that all these screens are at the back of the room this is what I heard this is what we saw on the little mini film you showed the screens are at the back.

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The, so the input the student in the rooms that have those screens.

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Available they are at the back of the room there at the back. Correct, correct. All right, so any student who is into the, you know, any students intervention.

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If you want with whatever through a question or a mini presentation, whatever it is, will be happening in the back of the rest of the classroom of the students.

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The students, only the prophet will be able to see that so this is a very much a one directional type of teaching learning. You read.

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you as well. So yeah, so you could have one screen showing your slides and then bring the Clawson.

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From the Atlas side so that people can see them and feel like they're all participating, but not that you're presenting and everybody's looking back at the screen grab.

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Okay, okay, fine. that's great guys.

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Great question.

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You can actually control all of the screens, through the crush Tron. And so for instance, some people, they just want to put their PowerPoint on the front on both of the projection spaces and that's possible or you could have a reference you could put

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the zoom group.

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You know the gallery. On one side and then show your screen and show your PowerPoint on the other, for example, the screens on the back wall there, more or less, they kind of like refer to it in live events there were referred to as like a competence

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monitor it's for the speaker to, you know, reference slides while they're looking directly ahead instead of having to, you know, constantly look down at the monitor at the podium, for instance, so we just one, it's it's it's a good opportunity, explain

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thing about what we're doing here in the live space is that with direct messaging for instance through zoom, there are opportunities where somebody may want to dm use something that's, you know, a personal nature so it's good to explain to everybody in

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the in your class both in life, and I'm sorry, in class and virtually that anything that they share may be visible to the class and if they have any, you know, anything that they want to talk to you about in private and to maybe do it outside of that

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forum. So for example, so just always have that presence of mind that you know things might be visible to people.

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Yes.

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Go ahead, Ellen.

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Thanks.

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Some I'm really glad to see that there's some flexibility in terms of, you know, all the technologies available in one of those rooms so the instructor can choose what to use when was not.

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And in one of the video I saw that. You can also choose which is came to share and then we just came to send were.

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So my question is actually around the same idea in that kids can up to the screen be one of the screen that I share in that process. So the reason I'm asking like let's say I'm doing a demonstration video or a, you know, are some pieces that I wanted

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to share in my June session. And this led to the screen can just be one of the share the screen.

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Thinking those spaces, you can write an external source to the projection space, but it would not be incorporated into your high flex offering which is that was the caution that we had provided earlier.

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So, your live students will benefit from it but unfortunately anybody else will not.

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And it would not be captured in a recording as well.

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At the moment, okay.

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Thank you very much.

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Any other questions.

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We did the like wait 10 seconds together.

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We are on the same team like.

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I just wanted to emphasize to everybody that DC is possible that we are all in it together. So we are also having multiple challenges and issues together, we are not mandating things.

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If you have any concerns if you have any problems, reach out to us, we may not have a solution readily available, but if you tell us the problem with know what to start working on, and hopefully we'll be able to produce a magnificent solution that addresses

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every one of your needs today. So, we can come up with brand new needs tomorrow and the day after, but we are all available to you one way or another, to assist you with these challenges, whether they be technical pedagogical logistic what anything any

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combination of the above.

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Yes, we do have another questions in the chat.

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From john Do you have a nice little cost for the different levels of the high flex.

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The cost to implement them at the university.

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Sorry. Yeah, how much of a cost and put them into the respective classrooms depending on which level of pipeline she used.

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I don't, but I can go to the people and see if they might share that information.

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But no, I could ask.

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I'm sure it depends on the classroom that it's being outfitted into what the state of that classroom was so I imagine that the answer would be it depends where you thinking about it in particular for scalability

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some ability to a certain extent, you know, Mel ability. Okay, yeah, I can certainly see what information they might be able to share on that and get back to you through email.

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Yeah. Okay. Great. Thanks, you departments get charged.

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And I don't think they'd fit the use of the room I don't believe they do, I would imagine. I don't know if they would charge at the beginning for the outfitting of the room know, Peter shaking his head.

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No, Peter shaking his head. So no, I know that awesome faculties that are doing their own thing in terms of high flex so they may have different equipment in the spaces but this is kind of the central rollout, that we're talking about.

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Sorry we just we had a conversation prior to that, like so. Hi flex being piloted and it was just a question, I was told that potentially it might be really expensive to to fit out a classroom.

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And I was just wondering how how expensive. That was because I looked at different versions of different levels as you've shown today and, and some of them seem very affordable, you know.

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Yeah. Okay, I'll see what I can find out about that.

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Thanks.

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I will say really quickly about the soundboard technology and the spaces there, they're actually quite phenomenal.

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Once you get in there and you get to try them out there.

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I don't know how much they cost but they, they're pretty amazing little piece of kit. So,

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since there's a moment of silence I'd like to just make a quick comment.

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I expressed extreme disappointment I would want to make it absolutely clear how much I've appreciated the session that although the news was bad, the fact that I got it ahead of time is invaluable.

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So I want to thank you very much I, you know, I don't want the messenger to feel that any, you know that there's any negative x versions on the my reaction to the message.

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Thank you.

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Thank you and better noise persons whatever why we have these sessions is really to know what you need. So we can address those needs better. And I like to raise your attention again to the chat box we posted two links, please feel free to share with

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us. First of all, an assessment of the workshop, as well as what else you would like us to prepare workshops about different length different type, perhaps a job, perhaps, certainly session perhaps a two hour session.

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Anything about high flex obviously we are doing a lot of stuff. Besides, I flex as well, but this is your direct opportunity to share with us your input.

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So we can go out and and serve you, much better your needs and your requirements.

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And I think we have just reached the end of our workshop and standing glean off we are almost perfectly on time.

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Something must be there. So, let me thank everybody all our colleagues, all our participants for coming up and experimenting to meet us together and learning more about this venue modality of teaching and learning.