# WHRO Webinar on Digital Learning Online Courses and eMediaVASM

## Samantha Bosserman

I just wanted to thank WHRO for putting this together for our school board members and superintendents, and thank you for quickly putting it together, and I hope we have a great opportunity to learn how this can help our districts and help our school divisions. So just looking forward to the information. Thanks so much.

## Mitzi Fehl-Seward

Great. Thanks Samantha for helping. Also, for getting this organized. We really appreciate your partnership. So, today we are going to talk a little bit and briefly about some of the digital learning resources that WHRO has made available throughout the Commonwealth for free. So, I am joined by two colleagues today, so I promised them I wouldn't turn on cameras since we're all working from home.

## Mitzi Fehl-Seward

But we are joined by Elmer Seward, the Vice President of Education Services here at WHRO. Meagan Taylor-Booth, our Director of Digital Learning, and then I'm Mitzi. And just for a really quick couple moments, a short introduction and some background information. And then we'll dive in really quickly here to the resources. As we've all looked at the memo that came out on the 23rd of this month from Dr. Lane.

## Mitzi Fehl-Seward:

I wanted just to drive home the point that as part of highlighted, of course on the superintendent's memo, that's really our desire is to partner up with school divisions and to help students make that academic process and progress and help them on their journey as we go through these really difficult days and things that we're all trying to figure out together. What do we do and what do we not do and how do we benefit students?

## Mitzi Fehl-Seward:

That was just a reminder to let you know that we're all in this together. I'm coming at this from a lot of different eyes and a lot of different ways to achieve the same goal here. So, you may or may not know that WHRO is owned by 21 school divisions in the Hampton Roads region. They're listed here.

## Mitzi Fehl-Seward:

Because of that, we're able to work really closely with, of course, superintendents and their instructional staffs and the instructional technology staff. And then we really feel like we've been at it together through this rich partnership.

## Mitzi Fehl-Seward:

One of the ways in which we benefit is when we go about creating the online courses. We work together, we use teachers and administrators to write the course content, to review the course content, make sure all of our content is aligned to Virginia Standards of Learning, getting lots of feedback as we're building our content and then before we ever deliver it to schools.

## Mitzi Fehl-Seward:

So just wanted to give you that glimpse into some of the processes that we adhere to when we're creating online content. Briefly here, these are some of the characteristics that we say, that apply to our online course content. And especially right now with it being textbook independent, that's a huge resource for school divisions and what we're hearing from divisions outside of our region as well, who are starting to use the course content. So, we wanted to share that with you.

## Mitzi Fehl-Seward:

And the last piece of background that before we jump in is really just to share with you so that you have that assured piece in your mind. And for quality that we do adhere to a couple of sets of standards, the new national standards for quality online courses. That has been developed with a partnership of a lot of different organizations who have been around and online learning. And we got to be a part of some of that writing process. They are creating those.

## Mitzi Fehl-Seward:

So, those standards are really important but equally important are the quality matters standards that are produced for K-12 schools. There are a number of different rubrics from this organization. We follow the K-12 publisher rubric and standards. We've just started putting courses through a rigorous review process so that an outside organization looks at that and then can validate the quality of the courses. So, that was the background piece.

## Mitzi Fehl-Seward:

I'm going to stop talking and actually let, Meagan, Meagan's going to walk you through the website here. I'll close out this and Meagan will jump straight on to the website. And carry on.

## Meagan Taylor-Booth:

Thanks Mitzi. So, all of our courses are available online right now at the website, [digitallearning.whro.org](https://digitallearning.whro.org/) (https://digitallearning.whro.org). And before we actually jump into the courses, I wanted to point out a couple of the features that we've got on this website specifically, we've put up some curriculum and technology assistance videos so that instructors or parents or students coming to this site can get a little more information before they move forward.

## Meagan Taylor-Booth:

At the top we have a technical information document. This is a nice print and go to teach or to help, I should say, instructors if they are using a learning management system and are looking to add links to the courses through their learning management system. All of the course links can also be used with other modes of communication Google Docs and Microsoft Word and email.

## Meagan Taylor-Booth:

And so, what we've done is we've created a series of tutorials in video form right here that show folks how to use those course links and link directly to the pieces in the course. We've also produced a really nice overview of the courses, which is I should say pretty similar to what you're getting now. And this overview of the courses, it'll take folks through the basics and how we create the courses and what the courses are based on our process and that sort of thing.

## Meagan Taylor-Booth:

The other thing, in addition to the online courses and I know Elmer is going to speak a little bit about eMediaVASM at the end of the session, but we've got three courses or three videos here that actually lead folks through the three video courses that we have created and put into our eMediaVASM resource.

## Meagan Taylor-Booth:

We have video courses for algebra one, geometry and earth science. And all three of those courses are instructed by highly qualified teachers in those content areas. So, if you scroll down the page a little, you'll see all of the courses that we have listed available for individuals in school divisions to use.

## Meagan Taylor-Booth:

And Mitzi, why don't you go ahead and we'll click on world geography and I just wanted to take a few minutes to walk you all through what the different assets in the courses are. So you'll see at the top of all of the course pages, we provide information for the instructor about the course. We have a course outline which ties each of the courses to the Virginia Standards of Learning that they are addressing or that they meet. And there it is.

## Meagan Taylor-Booth:

This one in particular, it's got information about the learning objectives for the course and the learning objectives for each of the modules. But then you'll see as each module structure is laid out in this document, it shows the Virginia Standards of Learning that, that module or topic meets. And then it also aligns the learning activities and assessments that are in the course with that module.

## Meagan Taylor-Booth:

So that is a comprehensive course document and we've got that available for all of our courses. The other thing that we've provided is an assignment list. And this document is really helpful as well. And if you click on that part, let's see. Thank you.

## Meagan Taylor-Booth:

And this document lays out all of the different assignments and assessments in the course as well as where they can be found. So, you'll see that the activity title is shown there as well as the activity type and where it's found in the course. And then that is laid out for yes, for all of the course, for all of the course modules. And then if you look at the rest of the page, we've got a course overview. This is an introduction to the course for students.

## Meagan Taylor-Booth:

Obviously, the students that are probably going to be using these courses for the of the school year are already well ingrained in the course. So, they know what the course is all about. But this resource actually introduces them to the course content. And if there's a course theme, like world geography has, it introduces them to that course theme as well. Some of them have interactivities I should say. Some of these course overviews have interactivity, some of them are content and text and more information.

## Mitzi Fehl-Seward:

And the other piece I'll interject here is that if there is a learning object and we'll talk about these more in content, but it does often give students the idea of how can you navigate and what are all the parts and the pieces of content that teachers might ask them to use. So, it's twofold in its design.

## Meagan Taylor-Booth:

And if we could go back to the webpage, to the world geography home, there we go. The other piece that you all will find is a student resources section. And this will probably be pretty important as some of these students will be new to these online courses. If there are assignments and assessments within the course that require the use of special resources, for example, world geography requires that students use the CIA World Factbook. That information will be provided here.

## Meagan Taylor-Booth:

There'll be some basic information how to do that. Each of the modules in our course, and we'll look at this in a second, have a reflection. And so there's some tips for writing that reflection here as well. And then if you'd go to the top, Mitzi. And then there's always a technology and course resources section. So, if there's some basic things that students aren't used to doing, like if they're given an audio and a video assignment and they don't know what resource to use, there's some suggested resources to do that as well as those how to pieces.

## Meagan Taylor-Booth:

So, tips for reviewing and navigating that. The content interactivities that we'll look at and the review activities that we'll look at. There's also a course glossary for each of the courses. So, there's a link to that here as well as in each of the modules. Mitzi, why don't we do a deep dive into one of the modules just to show folks the structure. So, if you'd go to module five for me, which I think is, yeah, Latin America and the Caribbean.

## Meagan Taylor-Booth:

All of our courses actually are divided into larger units of study called modules and then smaller units of study called topics. And that's akin to a unit and a chapter that you would find in a textbook. All of the courses are textbook independent, so they don't require the use of a text book. All of the materials can be found within the course.

## Meagan Taylor-Booth:

And I see you visited the Caribbean before, Mitzi. For a second, let's talk about the modules. So, each of the modules have several pieces and these are the bookends at the front and the back of the lessons. The module starts out with a module overview and on the module overview page you'll find a brief introduction as well as a Getting Started activity. And this is that activity to get the student engaged in the content that they're going to study.

## Meagan Taylor-Booth:

You'll also find all of the key vocabulary terms for that module. And those are hyperlinks that actually linked to the course glossary. And those getting started activities are usually things games or think about anything that can engage the student in what they're about to learn for that module.

## Meagan Taylor-Booth:

And then there's module learning objectives for most of the courses and then the modules are then divided into individual topics, and those topics again, are lessons. And at the end of each module, there's a module assessment. This is a project based longer assessment that really addresses what's been covered in the module.

## Meagan Taylor-Booth:

So, for example, this module has the students taking what they learned in the Latin American and Caribbean module and designing a mobile application about it. So, they get to choose from one of the following topics that they studied and then they use a design template that's been created for them to really create a proposal and a storyboard and more of the information about that assignment. So these again, are longer assignments.

## Meagan Taylor-Booth:

What you'll notice, and I'll point this out with several documents in the courses is that we've moved, not all of the courses have this, but some of the courses have fully accessible documents and the guidance pieces. We're in a point right now of transitioning from using PDFs to using fully accessible word documents for students. So, that's the module assessment.

## Meagan Taylor-Booth:

All of them have a checklist and a rubric that students can use and that teachers can use so that the students and teachers both know how the assignment's going to be assessed. So, for example, this one is a checklist and it tells them what are the possible points for each of the pieces of the assessment that they've been instructed to do.

## Mitzi Fehl-Seward:

Another reason we change not just for accessibility to make sure our documents were in an ADA compliant .docx is also so that teachers have the ability to modify them. So, know that we give this away. Teachers might choose to do something different. And so, by making them in a word version, they have the ability to change. If they just wanted to distribute just a Word document and add the link to this and get information or content information, then they have that ability to do that.

## Meagan Taylor-Booth:

And then the end of each module is a module summary. And that's the module overview, but at the back end of the module so that actually outlines and reminds the students of what they covered in the module and what they learned. So, let's dive into one of the topics, Mitzi. And we can do the Caribbean since we've been in there a lot this week.

## Meagan Taylor-Booth:

Each topic is divided into sort of four instructional sections. There's an introduction, there's a content page, there's an application page, which is a homework assignment, and there's a summary page.

## Meagan Taylor-Booth:

So, for the introduction, what you're going to find on that page is information about the topic and what the student is about to learn. There are essential questions, we use these instead of Standards of Learning so that the students can actually... it's more relatable to the students but also because we respect that individual school divisions might have their program of study constructed in different ways. So, this is a nice general way to let the students know what they're going to learn in a topic.

## Meagan Taylor-Booth:

And then at the bottom of each introduction page, there's a warm-up. This one actually has some of the positive aspects of Caribbean tourism versus some of the negative aspects and it asks students to read through these reasons. And then based on that information, decide if it's beneficial or harmful to the Caribbean. But these warm-ups can be, again, games, they can be discussions, they can be all sorts of interactive pieces for students.

## Meagan Taylor-Booth:

On the content page what you're going to find is exactly that: the content. These content pages are filled with multimedia, engaging interactivities, beautiful pictures and information to really instruct the student about what's being covered in that topic. Mitzi, will you go up to one of those interactivities and click on them.

## Meagan Taylor-Booth:

So, these interactivities have audio associated with them. So, students can turn that audio on or off. Some of them have close captioning. So, go ahead. If you'll click next to begin Mitzi. And you'll see, this one's actually asking students to engage with the content to learn more so they can click on an image. It brings up information about the content. Again, it's got that audio, which we're not going to try and put audio on top of audio right now. But they have animations, they have information for the students to learn the content.

## Meagan Taylor-Booth:

The other thing that is available within each of these interactivities is a printable version. So, if students don't have high-speed internet, if they want to take a document and go and look at it elsewhere, there is a printable PDF for each of the interactivities with the text on it that is relating to the audio that's narrated on the individual interactivity.

## Meagan Taylor-Booth:

For some of them we do again have that ADA compliant transcript. So, students can also pull that or parents or administrators, these are fully accessible. They're ADA compliant, so they can be run through braille readers. Again, if a teacher wanted to just pull the content and modify it, add or subtract from it, that information is here for them to do. They're really able to modify it as they see fit.

## Meagan Taylor-Booth:

At the bottom of each of the content pages is something that we call the content review. And this is a way for the student to really assess their own knowledge of the content prior to entering into that teacher graded application piece. So, this is a computer-based interactivity. It provides the students with questions, allows them to answer. So, for this one, if you click to get started, so what is the largest island in the Caribbean? Mitzi's guessing Cuba. She is right. So, it provides the students... yeah, let's get one wrong.

## Meagan Taylor-Booth:

Okay. So, the great thing about these content reviews is they really follow pedagogical outlines for what is good feedback. It provides corrective feedback that is specific and timely in nature, so that as the student is completing these content reviews, they're really receiving that computer-based feedback about whether or not they've mastered the content that has been presented to them in the topic thus far. So, once they complete it, and Mitzi, if you just feel free to answer these as you would like.

## Meagan Taylor-Booth:

So, at the end, they receive a score. It also gives them information about whether or not they need to go back and review the content. They can review their answers and they correct answers. They have the ability to print the results. Let's say, I completed this interactivity, what my teacher could do is possibly ask me to print the results which provides this page. I have to enter my name, and it tells the instructor and the student what they got correct, what they got incorrect, and it can be screenshot, it can be printed, students could take a picture of it and email it to the teacher or send it to the teachers so that they know that the student has actually completed that.

## Meagan Taylor-Booth:

All of these interactivities are set up so that students can retry them if they don't do well the first time. Let's say, I walked away with my 33.33% score here, what that would tell me is that I need to go back into that content area and I need to review more the material. I can come back then and take this content review and retry it hopefully to get a higher score before I move on to the next page.

## Meagan Taylor-Booth:

The next page in each of the topics is an application. Again, this is akin to a homework assignment. These assignments ask students to do all sorts of things and we've really tried to appeal to various learning styles within these application assignments. For this assignment, it asks the students to use data to create graphs, and then to analyze the information in those graphs after they've created the graphs.

## Meagan Taylor-Booth:

We give options for the various ways that students could submit them. So, they might hand draw them and take pictures for submission. They might scan them. They might use a piece of software to do it or a mobile app to do it. But what this does is, allow the students to complete the assignment in the way that is easy for them to do, most accessible for them to do. Just like the module assessments, each of these topic applications has a checklist or a rubric so that the student will know how they're being assessed. And again, it's modifiable if the instructor would like to modify it.

## Meagan Taylor-Booth:

Outside of a learning management system environment, teachers will probably have to use alternate forms of submission rather than like a Dropbox or an assignment box that you would find in a learning management system. But these assignments are there for instructors to use in every single course. The final page in a topic is the topic summary. Again, this is that back bookend on what they've learned in the individual topic. It outlines the important pieces, mostly the pieces that are SOL related. And then in some instances, we have an extend your learning.

## Meagan Taylor-Booth:

So, for example, the folks that developed this topic, one of them in particular was very into reggae and steel drum dance. And so, a piece of content we added is that, that's one of the things that's mentioned in this SOL's related to Latin America and the Caribbean. So, this gave the student the opportunity to maybe find an example of that type of music and listen to it. Again, these courses are chockfull of assignments, chockfull of assessments, chockfull of high- quality multimedia content and they're all available at [digitallearning.whro.org](https://digitallearning.whro.org/) (https://digitallearning.whro.org).

## Mitzi Fehl-Seward:

The only thing different that I'm going to just highlight for a moment is, not all of the courses have that same type of layout. Newer ones do where there's four length for each lesson. Some of the courses that are slated to be revised and updated following the Standards of learning release and schedule would be something like this. So, it still has units of study. We still have the information for instructors upfront on these.

## Mitzi Fehl-Seward:

But in these unit of study, you'll see there's 12 in here. They also still have that module overview, but different on the lessons is a tabbed format and just so you know that you could hit one that has... again, the introduction warmup has its own page versus the world geography, so the intro and warmup together. The content page again has learning objects still lots of content.

## Mitzi Fehl-Seward:

It does still have either a review or a practice. We tend to use the word practice in math courses at the bottom for students. That application has its own page. This is actually a scientific investigation that has all of the pieces just like before, a report that students would fill out and submit. It also is online here on how to do that. And then again, a summary.

## Mitzi Fehl-Seward:

Same structure as far as the pieces of a topic or a lesson, they're just laid out across tabs. And Meagan mentioned earlier that, if your teachers just wanted to use... especially during this time, maybe they just had one piece they want students to use. You could just copy that URL and paste that, again those resources are available. So just know that there's a couple of structures and layouts of content like what we showed in earth science and then what we showed in world geography.

## Mitzi Fehl-Seward:

Also, we'll highlight that we do have an email address. This comes to us directly, so if there are questions after this or as teachers are using it or if you wanted to host some professional development, we're absolutely willing to come in and host some virtual sessions for your instructional teams. We're happy to do that. You can write here to this email address. So that's about the online courses and again, the videos and the formats of what's behind every one of these. Elmer, I'm going to stop sharing and I'll turn this over to you so you can do the last part here with eMediaVASM.

## Elmer Seward:

Thank you, Mitzi. I appreciate it. And I just want to mention before I start talking about eMediaVASM, something that Mitzi mentioned about the online courses, the way we've made them available now, each one of those links that you saw on the index pages have their own unique URL. So, it's easy for teachers simply to take that link for that one page, put that in an email and send it to students. Students would go directly to that page.

## Elmer Seward:

So, you really can use them the way we have them up now without being in a learning management system because I know a number of school divisions don't have learning management systems. Well, now I'd to talk to you about a resource that you've actually had free in your school divisions for many years, but we find that many school divisions are not aware that this resource is free to them and its eMediaVASM.

## Elmer Seward:

And I'm on the digital learning webpage right now and you'll see there's a link to eMediaVASM right here on the page and we're going to go to eMediaVASM. And the URL for that is emediava.org. eMediaVA is a collection of over 160,000 learning objects or teaching resources if you want to call them that. They're all searchable by SOL or you can search for them by term or search for them by type. And they're all free for Virginia students and teachers to use. There's no cost.

## Elmer Seward:

And these are learning objects that come from over 500 different sources. All trusted educational producers. WHRO has pulled these together in this one searchable format so the teachers and students in Virginia can use them however they like. Now on the eMediaVASM page, I'll show you what the front page looks and then we'll look at this a little more in depth. First of all, every month we change this rotating banner, and as you'll see each of these items is actually a link to a playlist that we put together of different learning objects related to that topic. And that changes from month to month.

## Elmer Seward:

If you scroll down the page further, you'll see that you have a play list of items that we've put together. These are actually videos that we put together regarding deeper learning and deeper learning practices in the state of Virginia. We actually took broadcast crews around the state, went into classrooms, recorded best learning practices in classes, interviewed teachers, edited these videos, and then we have those in a playlist so that as school divisions are working on deeper learning, they can look at examples of what's going on in school divisions around the state.

## Elmer Seward:

Mitzi mentioned or Meagan mentioned the video courses, and we have three full year video courses that you can access from eMediaVASM. One is a full year of Earth Science taught in short video segments. The other is a full year of Geometry taught in short video segments. And the third is a full year of Algebra I taught in short video segments. These lessons are all taught by a highly qualified Virginia teacher. We put them in front of cameras and they basically teach a whole year of the course in these video segments.

## Elmer Seward:

So, if you were to go to the course overview for earth science for example, we can open this in a full screen and you can see the whole course laid out. And we've laid these out in the same way that the online courses are laid out. They're organized by modules and then by lessons. You can see that each one of these is a link, that will take you to a specific video. This video is five minutes long, students can view it.

## Elmer Seward:

And if there are supplemental resources and for example there's a transcript of this video that appears down here on the page as well. So, we have all of that available in eMediaVASM. And those three courses are right on the main page of eMediaVASM so you can access those easily. And then at the bottom of the page, I just want to point out, I indicated that we have over 500 providers of content. I want you to see where the content comes from.

## Elmer Seward:

All of this content is licensed content that we've acquired the rights for Virginia and for Virginia educators to use. So, you can see it comes from places like Old Dominion University, National Geographic Education, the Jim Henson Studios, Science Museum of Virginia, Sesame Workshop, PBS, NPR, NASA. So those are just a few of the sources. Disney Education. So, there's a ton of content in here that is great content for teachers to use.

## Elmer Seward:

These are resources, these are not full lessons, although we have, excuse me, full courses. We have these full courses here, but eMediaVASM is made up of lesson pieces that teachers can use to help put together lessons in their classes. You'll see that we do have a term search. We also have an SOL search. So, if the teacher is interested in history and social science, you're interested in Virginia studies, and they're interested in a particular SOL under Virginia studies, they can select one of those and it'll bring up all of the items that are tagged for that specific SOL or if they're interested in doing a term search.

## Elmer Seward:

For example, if they're interested in resources on Jamestown, one of the unique features about eMediaVASM is that we are designed for Virginia teachers. And you may be aware that sometimes it's difficult to find content on Virginia-centric topics because national providers aren't interested in a smaller market, which is Virginia. For example, if they're interested in something on Jamestown, and let's say they're interested in finding a video related to Jamestown, they can select video, click go. And we have 117 results here, videos related to Jamestown.

## Elmer Seward:

Teachers can scroll down the results page, read a brief description of each, and if one appears to be interested to them, they can click on it to take them to the learning object page. This one is guardians of Jamestown. That's a prologue. This is actually a video that we produced at WHRO or series of videos that we produced at WHRO. These are available for teachers. I don't think we're going to get the audio through this, but I'll give you a... Oh, I think we are getting the audio.

## Elmer Seward:

So that gives you a brief taste of the *Guardians of Jamestown*, which is a video series as they study different aspects of Jamestown in historic events in the founding of Jamestown. As I mentioned, we produce and we have hundreds of learning objects in eMediaVASM that we at WHRO have produced that are specific to the Virginia SOLs. So those are available for teachers.

## Elmer Seward:

If you're a teacher and you have an account, you're logged in, you can also add these items to play lists. You'll see the playlist button over here on the right so they can keep a collection of items as they find them, so they don't have to go back and search for them a second time.

## Elmer Seward:

As I mentioned before, if there are supplemental materials for those items, for example, there's a transcript for this. There are links to those supplemental materials. We have farther down the page, the SOLs that those items have been tagged for. And if a teacher sees an item and says, oh, that's also an item that would meet another specific SOL, they can actually tag the item themselves so that other teachers can find it more easily.

## Elmer Seward:

And then because these are items that are licensed and each provider has their own set of permissions, we've given teachers a listing of exactly how they can use this item. You'll see that this item can be viewed, it can be downloaded and can be shared. Modifying is not allowed for this particular item. And then there's some information regarding the item who produced it and some other information if they wanted to do an MLA citation. That information is provided as well.

## Elmer Seward:

If your school division uses Google Classroom, there's a button over here where you can click on that. And it's just several steps two easy steps to add it to the Google Classroom. So that gives you an idea about eMediaVASM. I want to make sure that everyone understands that this material is pre-K through 12. I think there's a misperception that this is mostly secondary material and it's not, we have a ton of content for early learners and elementary school students. So, this material can be used no matter what grade level, no matter what subject. So that's a brief overview of eMediaVASM.

## Mitzi Fehl-Seward:

All right. I'm going to unmute everybody. You can either if you have questions, feel free to ask us. I'll unmute if anybody wants to talk and ask anybody any questions. Absolutely, I think I've said all of those now that if you want, if you would like to say or ask a question, feel free to. If you might have to unmute yourself. Let me make sure. Okay.

## Mitzi Fehl-Seward:

All right. Okay. I don't see any other questions being posted. Again, if you do have any questions, feel free to write to us or email us directly or to the generic account on the eMediaVASM website. I will put up here in closing. One more time all this posts our websites, our email addresses here in case there, here we go.

## Mitzi Fehl-Seward:

Oh, you know what, that's great. I don't think have the email addresses here. We can send those out in addition to our recording with that, but again, this email right here, we'll send it your information directly to us. All right, well, thank you all for your time today and glad you were able to jump in and hope you can see ways that your teachers could use the resources right now in their work with students. Thanks so much.