Debbie: Hello everyone, and thank you for joining us for our first Slice of Tech episode, Teaching in the Enhanced Technology Classroom: What's Possible?, presented by Academic Technology Services.

Clare: So, we will have guests who are going to be joining us remotely via Zoom, which is everyone that is listening to us right now. You are using Zoom's webinar feature, which means that you do not have a microphone or a camera to participate, so we ask that, if you have any questions to please put them in the Q&A box, and you can also use the chat box to share thoughts with other remote participants, but the Q&A box is where we will be answering the questions from today.

Debbie: We'll introduce ourselves, I'm Debbie Beaudry. I'm the Director of Academic Technology here at Teacher's College.

Clare: And I'm Clare Berends, I'm the Educational Technology Specialist, and I work in the Academic Technology Services Department with Debbie.

So, we're going to talk just a little bit about what we're gonna do today and cover, so that you all kind of know what to expect. So, we're gonna cover what exactly an ET classroom is, what do we mean when we say that? We're gonna discuss a little bit about using Zoom inside of an ET classroom. And in an ET classroom what the teaching possibilities are. We're then gonna hear from a guest, two guest speakers that we have, Don and Reshan, about their Pitch Night that they did with their students this past spring. And then we're also gonna discuss some Academic Tech Fellows and the work that they've done in ET classrooms with instructors.

So, let's begin by me telling you exactly where these ET classrooms are. So, we're currently on the second floor of Grace Dodge, which is where a good number of our ET Classrooms are housed. And there's about seven here on the second floor of Grace Dodge Hall. And currently the third floor of Grace Dodge is being renovated so that they can be ET classrooms as well. And then we have Zankel 418, which is an ET classroom that is one as well, that's outside of Grace Dodge Hall.

So, we're gonna talk a little bit about what you can do with an ET classroom for a Zoom conference. So right now, we're using Zoom's webinar feature, so that our remote participants can hear us, but they can't show their webcams and microphones. Whereas if you were using Zoom conferencing in a normal class during the spring or fall or summer session, you would most likely be using a Zoom meeting. And in that way people can come in, they can participate, they have a microphone, they have a webcam and all of that good stuff.
So Debbie's gonna tell us a little bit about some of the features inside of this classroom that make that Zoom conferencing feature available to us.

Debbie: So, here we are in Grace Dodge 273B, and we have room for participants to join us if they would like to be here, and people who can join remotely. So in the classroom we have built-in ceiling microphones that allow the participants to hear us and we don't need to be passing around a microphone. There's also ceiling speakers so that when people are speaking to us, who are remote, we'll be able to hear them.

I also want to have Clare now, is going to go over and there are cameras in this classroom. So, she's going to switch us over so that you can see what that looks like. So with all four cameras on in the room. So you can see every part of the room if you were using this for your class. Now I wanna show you some of the other equipment that we have in here and some of the other features in an ET classroom.

We have, for example right now Clare has a keyboard there, a wireless keyboard, that she's using to control the computer that's in the cabinet right here. So there's also another computer in this room, and it's attached to this display in the back, and it is hidden inside of these panels right here. So if I pop this out, the keyboard is usually in there. You can use the keyboard to control. And also there is actually a computer in here. So that is controlling this display right here.

Come on in, come on in you're fine. (laughing)

And now Clare is going to show us how we can use this. There we go. So now we're switching it over. And now the display is showing what's on the computer here in the wall. So this is a touch display, so if I click on this I can use this to work. Or I can use the keyboard to make that work as well. There's another computer on the other display on the other side of the room.

So, you could have one, two, three computers in here all displaying something different in the classroom. And if three isn't enough, if you have a laptop you could connect it to any of the outlets that are connected to the displays. So you could actually have four different displays in the classroom, with four separate computers. And we'll talk a little bit later about some of those uses.

Just one of the low-tech tech that we have in here, we have writeable surfaces. All of our tables are writeable and so they flip down. Students can write if they're working on a project together, and then when they wanna share with the others in the class, they can flip them back up again. So all of this is easy to move so you don't need facilities to set up your room for you. And you can reconfigure your room very easily during class. All of the chairs also are moveable. So now let's talk about how people use this for teaching, all the technology.
Clare: So, as Debbie mentioned, there's a lot of different functions inside of this classroom, and like we said, we're currently using Zoom. So how can you use this while you're teaching? How can you use a Zoom session while you're teaching? Many faculty that we've worked with here in the ET classrooms bring in guest speakers. They also hold courses remotely when they're away at conferences. So if you're not gonna be able to make it to campus you can still join your students here or you can have your students stay home as well, and conduct class online where you can share your information, students can share their own presentations for their class to see and to hear. And you can also bring students to campus who aren't able to make it themselves.

So we have many faculty members who have students who join them remotely in the classroom. They can participate using the speakers and the microphones in the ceiling, to hear and see what the other students in the class are doing. So now that we've discussed Zoom a good amount we're gonna talk about some of the various features of the ET classroom that you can do besides Zoom. So what else can you do in the ET classrooms, and Debbie's going to actually cover a little bit of maybe some of the pedagogy behind how to do that.

Debbie: So what we've been talking about so far, there's a lot of it where faculty are sharing information with students. So faculty are presenting information, sharing content, and they're using maybe multiple screens to do that or do it remotely. But now we're gonna take a look at, if we move up on Bloom's taxonomy to some higher order thinking skills requiring for our students, is that we'll look at how the students are actually using the technology. So we have examples of how students are becoming creators of knowledge and then they use the technology to be able to share it with others in their class or even outside their classroom.

Clare: So kind of thinking about how students are becoming the masters in the classroom rather than it being an instructor-led class where the instructor is just lecturing the whole time. Many faculty members here at Teacher's College have started to use the ET classrooms for group activities. So as Debbie showed you, some of the low-tech tools in the classroom such as these moving tables, the writeable tables, the moving chairs, the writeable walls, all of the walls you can write on, allow for faculty members to create group activities for students where they can move from group to group.

Some faculty members have gallery walks. So a gallery walk is where, it's more of a museum style setting where students are presenting information, sharing projects that they're working on. Presentation groups, so presentation groups are when there's actually four different presentations going on in the classroom at once. Where the students are presenting to their peers, and the peers can move from presentation to presentation.

So that kinda takes away from just everyone sitting and watching one thing, more interactive. And lastly is something that is new to both Debbie and I that we learned about this past spring, which is Pitch Night. And Debbie's going to share a little bit more about that with us right now.
Debbie: Sure. So, joining us as guests today are Dr. Don Buckley and Dr. Reshan Richards. And they teach a class, MSTU429, Managing Educational Technology Resources. And during the course students learn about and practice design thinking to address contemporary school challenges around technology and learning.

So last spring we were really fortunate that they allowed us, Clare and I came and visited their class while their students were doing their Pitch Night. And we bought a photographer, we took pictures and video, we made sure we had permission signed from everybody that was there. And so we’re going to have Don and Reshan share with us now, and then Clare will be showing some of the pictures of what we took that night.

Clare: So hi Don, Reshan, can you hear us?

Don: Yeah, I hear you.

Reshan: Hello there, good morning.

Clare: Morning.

Debbie: Good morning. Thank you for joining us and taking the time to do this. So I know everybody's anxious to hear more about your Pitch Night. So could you tell us more about it? What it is, what you saw as the purpose of it in your class?

Don: Yeah, I can start with that. Debbie, do you want the video on? Do you need to see me?

Clare: Hmm, I think it's okay. We have the.

Debbie: His webcam.

Clare: Oh. Yeah, I think we're good with just the pictures.

Don: Okay, great. So hi everyone, I'm Don and let me tell you a little bit about Pitch Night. So in the course that Reshan and I teach, which essentially is using design thinking to solve problems in schools. Pitch Night is the sort of culmination of the final student challenge or what we also called a rapid innovation group. So the challenge we set to the students is that they're building a new school and we want them to come up with a design in one focus area. Those areas could be learning space design, could be communication, could be program and instruction, or technology deployment.

And we essentially want them to go through the design thinking cycle, you know empathy, define, ideate, prototype, feedback, and reflect. So they choose a topic, they build a team, then they frame their design challenge, create a project plan, then they focus, ideate, and execute and then Pitch Night is when they sell that idea, or really it's used to get feedback from
the other students in the group and also we bring in multiple people from, entrepreneurs from the tech industry, heads of schools, faculty, students, former students. Whoever wants to come in and give feedback to our students on Pitch Night. So that's sort of what happens at Pitch Night. I know, Reshan if you can add some stuff that I've left out.

Reshan: Yeah, I think that captures it well. I think, one of the formats that you mentioned as far as using the space for presentations, we wanted to take it one step further in really building its kind of authentic audience. So it was more than just presenting to your classmates or your instructors, but actually bringing people from the outside to this space to not only hear their ideas, but also to celebrate their work.

Debbie: Yeah, that's an excellent point Reshan, is that you are moving it up so that they have an authentic audience that they're sharing their work with. So Clare's just starting a video and you had a really good turnout with people from the community as well.

When you were developing the Pitch Night for your course, how did your students learn to use the technology?

Reshan: Sure, I can start there, and Don you can certainly fill in anything I miss. So I think one big thing was just a lot of modeling. I think throughout the semester, Don and I, one we both like to try new things and see what new choices there are for our instruction and students' learning, and throughout the semester there was a lot of different modes or modalities, and tools and things that we used to show the students what's possible.

Leading up to the Pitch Night we had some dedicated class time when we were working on things and we talked to the students about, in addition to thinking about their content, they had to think about the experience that they were gonna be setting up for. So we made sure that there was a balance of both preparing good content of course, but also practicing executing it.

And we were really intentional about structuring in that time, two, three class periods prior to when the Pitch Night took place. And for those who were there, everything, considering there were like a billion different formats and tools and things that people were showing, it was all pretty smooth and seamless.

And we had six rapid presentation sessions over the course of your standard hour and forty hour, fifty minute class period, and the technology certainly did not get in the way of us be able to execute that.

Debbie: Right, sure, yeah and I felt like the students were all comfortable, they were helping each other, and you're right, they were using, a student is controlling his presentation from his phone, and they had their laptops and they're using the computers in here as well. So it was a good use of everything that we have in here. So, great.
Now I'm wondering if we have any faculty who are interested in doing something like this, what advice would you give them?

Don: I guess the first thing is that, the point that Reshan made is that the faculty need to model, first of all, and the students can learn from that and see. We do have students, a lot of students in the class that are I guess interested in technology so they want to do it anyway, which makes it easier. But I think the modeling piece is what's important, so that as a faculty member you're modeling it for the students and then they copy from that.

Reshan: Yeah, and I think take, so one it's good to try out some new things, it's also good to ask for help. I think neither Don or I are ever hesitant about saying like, oh this is something we want to try, or see if it will work, and if it doesn't we'll just say like, well we know we can ask people. And I think, even again outside the technology, modeling that willingness to ask for help is also a good practice for our students, who many of them are in the future gonna be teachers themselves.

So I guess there's all these meta layers to what's happening, but I think Don and I have always tried to be really purposeful about not just doing things but then trying to very clearly point out those connections for those kinds of moves.

Don: Yeah, and Reshan and I are also very deliberate in wanting to learn new things with the students. I mean for a time we used a different learning management system every year til we sort of found one that worked for us and we were very upfront with that with the students, like one year we used iTunes U, where Apple gave us iPads, and all their iPads and stuff like that. So we bring them along a journey where we’re also learning, which we feel is really important for them. They see us learning with them.

Reshan: Yeah. We're very happy with Canvas now, I think the last two or three. I don't wanna get you all worried there, we're all in on Canvas, no problems there.

Debbie: Okay. (laughing) Glad to hear that. I think that's a really important point that you make, in terms of teachers feeling comfortable that they don't have to be the expert right away with all of technology, it's so hard even for us, that is our job to be working with technology. There's always a learning curve with everything and I feel like especially if they're gonna be teachers, as they go through their careers, the technology will just be changing more rapidly. So I appreciate you sharing that.

Clare: I as well.

Debbie: I think I wanna open up, well before that, is there anything else you'd like to add, Don and, for comment?
Don: Yeah, I'd like, yeah so just for a background on Pitch Night, I mean that's an idea we've taken from the entrepreneur world, where if you have an idea you wanna sell you pitch it. So we've just taken that model and adjusted it for our classroom. And just so the audience knows, what we have traditionally often, and I've seen this in TC and other places, colleges that I've studied at, is that when students present projects, or their final project, they stand at the top of the room, and everyone has to sit through every single project, and often it's hard to keep the engagement.

So what Reshan and I have designed with this Pitch Night, which works really well because the design of your rooms in TC is we have three simultaneous presentations going on together, and the audience flows through them. In other words the groups stay at one place, they pitch for seven, eight minutes, and then the audience moves on to the next one and a new audience comes in front of them.

So they get actually three iterations to present, so they're actually getting better at the presentation as well. And we do that in two waves, 'cause we usually have six projects. It sounds very complicated and noisy and sometimes students were hesitant, saying, "People won't hear me, it's too distracting," but it's amazing how people will focus in on the corner that they're observing the pitch in.

Debbie: Yeah, Clare and I were there and that was the impression I got, was that, obviously it was very busy, you had a great turnout, but I could hear the students, we all gathered around them, and they were all well-prepared, and they spoke up, so I felt like it worked.

Clare: Yeah, you could definitely tell that the students were comfortable and they were ready to go, excited about their ideas, and there was a lot of different technology being used and some people were using VR, some people had done complete designs of schools. It was just really cool, a really great use of technology, and just really innovative. We loved seeing it. We can't wait for the spring semester this year, 2020 Pitch Night.

Reshan: Okay.

Debbie: I'd like to open up, do we have any questions?

Clare: Yeah, so it looks like we have one question from Eric in our audience. He says, "Can you explain how a student can connect a laptop to a single screen for a presentation or collaboration group?"

We can definitely explain that Eric, and Debbie and I will probably explain that a little bit after Reshan and Don leave, but does anyone in our audience have any questions for specifically about Pitch Night?

Debbie: Or for Don and Reshan?
Clare: Yeah, or for Don and Reshan, just in general?

Debbie: We'll give a couple minutes. Okay.

Clare: Okay, so it looks like there aren't really any questions, so thank you both so much for coming and sharing your information with us.

Reshan: Well thank you very much. Thanks so much, bye bye.

Debbie: Oh bye bye.

Don: Thanks guys.

Clare: Bye bye.

Audience Member: I did have a question.

Clare: Oh, all right. So we'll get to it, it looks like we do have one question in our audience, but we'll get to that in just a little bit, so remember, please put your questions in the Q&A box and we'll get to those in just a minute.

So next up we have another guest joining us, he is one of our academic tech fellows, and he is in the Curriculum and Teaching Department. So many of our academic tech fellows work with various faculty members throughout the semester to master the technology in the ET classroom, and they go way above and beyond to also help faculty members think pedagogically about how they can use this technology to kind of transform their lessons, think out of the box.

And so we have Leon here, and Leon's been a huge part in our adoption of the ET classrooms and he's helped many faculty members here at TC. So, hi Leon! Can you hear us?

Leon: Good morning everyone. I'm so excited to be a part of this. So I'm gonna just kindly give you a brief info on what I've been doing in the ET classrooms and just one particular experience that stuck out to me. So as Clare mentioned, kindly, I'm a academic tech fellow in the Department of Academic Technology. I've been working in the ET classrooms for a little more over about 300 hours. I have 300 hours worth of experience in ET classrooms.

Debbie: Wow. (laughing)

Leon: I've worked with 15 faculty members, trying to see their pedagogical implications and how to best use the classroom. One of the classes that stuck out to me the most was a curriculum and teaching class, it's CNT4123, it's a curriculum and instructional design class, and one of the things that this class fostered was to ensure that pre-service teachers are honing in on what student growth goals may be.
And in this class particularly, pre-service teachers were introduced to a number of curriculum designs, and the way they utilized the classroom was each screen represented one design. And teachers were in group presentations and basically conducting a demo lesson on how this particular design, curriculum design, would best benefit students.

And what supplemented this was a gallery walk where they were engaging in a silent walk and going into the pros and cons, and then coming back to show how the lack of or advances in technology helped foster students’ growth.

So these pre-service teachers were in two different placements, one that technology was flourishing, and another placement where technology was little. And they tried to figure out ways on how to best use technology using the ET classrooms as this type of demo. So it was great space to use where they had pre-service teachers as well as some students come in to see how well they were inclined to be receptive to the curriculum designs that they were implementing.

And what I found to be most fruitful from this experience was the incorporation of technology such as manipulatives, and this hands-on approach fostered the growth of not only the students but their interest. They were more of a creator than this more Florian approach where it was kind of like, we’re not just depositing information into students, we’re trying to make them active learners, for teachers and students as well.

So I mean, that's one of the ways that I felt that the room was utilized to its fullest capacity, as well as a number of examples that I'm more than happy to share at a later time. If anybody has any questions I'm more than happy to reach out and support any faculty members, student TAs, in their goals.

Clare: Yeah, that's great. And like I said our academic technology, or yeah our academic tech fellows, including Leon, are all available to come and meet with you and help show around the technology in here, I know Leon has a lot of experience working with faculty members in here, like he said, 300 hours wow that's a lot of hours that Leon has put in in these classrooms which is really fantastic.

And Leon himself is working towards becoming a teacher and he has worked a lot with faculty and students, and he just does a really great job. So we wanna open it up, I know there's a few questions in the Q&A, so if you have any questions maybe for Leon and us, you can go ahead and put them in the Q&A, gonna start to read a couple of them out. But first I just wanna say thank you so much Leon for coming and sharing your experience with us. You're a valuable member of our team and it's just one great example of how our tech fellows reach the community here at TC.

Debbie: Thank you Leon.
Leon: It is always a pleasure.

Clare: So the first question that we have is from Eric. So, "Can you explain how a student can connect a laptop to a single screen for presentation or collaboration of groups?"

Yes, definitely. So to do that you would need like an HDMI cable, whatever your computer needs for a plug-in connection, and if you contact Media Services by putting in a Media Service request, they can definitely help you get some of that technology if you don't necessarily have it yourself. And then there is, Debbie showed earlier our wall panels, in front of all four of the screens here in this classroom. And the wall panels you can hook up an HDMI. There is also Apple AirPlay, so you can share your screen via AirPlay to connect those screens as well for student collaboration.

And then we have some more questions here from another audience member. "How do you balance the number of different tools that teachers are exposed to?"

That's I think a really fantastic question. I'm gonna have Debbie answer that question. (laughing)

Debbie: That's always a challenge, is that between how much technology is too much technology, and it is hard I think sometimes to select what you want to use. So I don't have a hard and fast rule, but I would just say that I think it's important as a faculty member to feel like you can get comfortable with something, one piece of technology. I wouldn't say to come in here, into this classroom or any other classroom, and try to use five different new technologies for yourself. I would say start small.

Clare: Yeah.

Debbie: Small teaching. Think of one small change that you would like to make, and then a tech fellow or we can work with you, so that you can get some in-depth knowledge about how you can use it, how your students can use it, so that all of you are comfortable. In life, I think as we go forward, there'll be more technology than any of us can ever consume or use. So it is hard to decide, but I would say focus on a few to start out with.

Clare: Yeah, just try one or two activities for one semester, and a lot of times that opens you up. And I have even worked with faculty members whose students have introduced a lot of great ideas with this technology. And here I think sometimes students can be the ones who drive us to want to use more technology, and so they definitely come in with a lot of ideas. So even asking your students, "Hey, does anyone have way you think we could use this?" I think is also a great option for that.

Debbie: Sometimes you don't even have to ask the students.
Clare: Yeah, they just do it. Which is really great. So another question from the audience says, "Can you schedule full classes in ET classrooms, and/or schedule it for a specific class session?" So this is a great question for room reservations.

Debbie: Yeah, I think they try to go with, if your class every week, that you would have your class in here, that would be the first priority. And then after that if there's just like one class you want to have in here, it's based on the availability of the room. So thankfully in the fall when we have the third floor renovated we'll have more classrooms so it'll be easier for people to schedule a class in here or just one class time.

Clare: Yep. We have another question, "Do we make requests for tech fellows through the service desk, and how much in advance?"

That's a fantastic question. So our tech fellows, we have an e-mail for them which we'll share at the end of this presentation, you can e-mail them, you can put in a service desk ticket and that will come to us as well. And how much in advance, really whenever you see the request that you need, if you put it in we have tech fellows who are in office hours. Starting after Labor Day they'll be in Horace Mann 234 Monday through Friday from 12 to five, and they're also right now in Horace Mann 234 Monday through Thursday from one to four. So even if you just walk in during those office hours there will be a tech fellow there who can help you out.

Debbie: And they're also available other hours, so if you need help in the morning, or and also Clare and I are available.

Clare: Yeah. And e-mail and service desk tickets are the best way, or just walking in. And then one last question, "Can you connect other platforms to project tablets or phones, and is there a wireless projection?"

So this is a great question, you definitely can project different things like that. We've had faculty members who've projected iPads through the Apple AirPlay. There is the wireless projector capability for a PC, we have a connection for that on our touchscreen on the wall you can connect PCs. And phones, I believe as long as you have the Apple AirPlay you can use that, and then you can also use the PC wireless connection for a phone as well.

So also, if you're in a classroom and you want to do something like that, my best suggestion is to call extension 3300 and Media Services is so fantastic about sending up some of their students who know all the ins and outs of that. I've even been in ET classrooms with faculty members and I call 3300 and they send someone up to help us if we're trying to connect something or maybe you feel like you just need a little bit of help working some of the tech in here, and they'll come hustling right up.

So they're really great about doing that. So if anyone has any other questions you can go ahead and put them in the Q&A box, but and we can get to those kinda towards the end. But we're
gonna just talk a little bit more now that we've skimmed the surface about support here at TC. Debbie's gonna show a little bit more about the support that's available to us.

Debbie: Okay, so Academic Technology Services Department, we're in Horace Mann 234. It's myself, it's Clare, we have John Park, we have Megan Krou now, as well as all of the tech fellows. So in the fall, in the summer we have a little bit of a break for the tech fellows, they're here but it's a lighter crew. In the fall we'll have, every department will have a tech fellow available to them.

So they're available as well. And I think for using the classroom, I know I said I wasn't gonna use this analogy, but I'm working on this analogy for the role that we see is like a driving instructor. So when you learn how to drive.

(claughing)

Aw, I thought you took the car out.

(claughing)

It's there. So the person learning to drive is driving the car, and the instructor is helping, providing advice, helping them think bigger and beyond just what's happening right there in front of them. But eventually the driving instructor goes away but you're all comfortable driving on your own at that point. So that's what we see as our role for supporting faculty in the ET classrooms or with any of the technology.

And Clare also mentioned Media Services, you can put in a request through the service desk or call them when you're in the classroom. And they're great about helping you figure out those kinds of issues, of how do I connect this type of device, is it possible, what's possible, and they'll show you how to use the equipment in here as well.

Clare: So.

Debbie: Wanna go back one.

Clare: Yeah, sorry.

(claughing)

So now that we've talked a little bit about the support, I'm gonna share a little bit about what's coming up in the Academic Technology Services Department. We have an Enhanced Technology Open House that will be coming this fall. So make sure that you check your inbox for that. And during that open house we're hoping to have some of our tech fellows here, Debbie and myself will be here, we can try and get some of the Media Services team in here, where you can actually get hands-on with the technology in the ET classroom. Play around with them, learn how to use the touch screens, learn how to switch things back and forth and connect those wireless devices. So that'll be coming this fall. And then our Slice of
Tech webinar, which is what you're a part of right now, this is episode one, we have two more episodes planned for September and October coming up. So the first one is the basics hosting a webinar at TC, and that will be on September 27th at 11 o'clock a.m., and pretty much we'll just cover how, if you're interested in hosting a webinar to share research, to share stuff that you're teaching about, how to do that.

And Debbie and I work with many faculty members on that. So that's what that webinar is gonna cover. And then we'll have another webinar in October, October 25th, about free software, what is the real cost? So that I think is great, touching back on kind of that how do you juggle all of the technology that's out there for teaching right now? What's the cost of using free software, putting your information out there in time of when there's so much going on. So those are the two sessions that we have coming up here in Academic Technology.

Debbie: Yeah. And I also want to say that we've only planned these first three, but we want to have this be a series that we can do throughout the semester, throughout the school year actually. And if you have something that you would like to share with other faculty members, I know it's always when you teach, it's always nice to hear and see what other people are doing. So we would love to be able to come to your class, come take some pictures, and then have you be one of our guests for one of our Slice of Tech sessions.

Promise you don't really have to do any work. We do all the work. We make the PowerPoint, we'll take the pictures, and you just come and be our guest and share with people what you are doing. So please e-mail Clare or I if you have anything that you would like to share. So these are our e-mail addresses and the tech fellows, who they have an e-mail address but you can also open a service desk ticket and get to them that way as well. Yeah, any other questions?

Clare: So it looks like we just have one last question in our Q&A, "Are VR goggles available for class use?"

We don't have any here at Teacher's College that I've seen. I know that Don and Reshan had brought those in, I think their students had brought them in from Google, they had requested them, but I don't think that that's something that we can provide here, that we have.

Debbie: We have Victor from Media Services in the courtyard...

Clare: ... that we're kind of glancing over to see.

(laughing)

Debbie: Do we have that...?

Clare: ... that's not something that we do have here.

Debbie: Yeah, not at this time.
Clare: So other than that, thank you, you're free to e-mail Debbie or myself and this is our academic tech fellow e-mail as well, and we wanna thank all of our guests, and thank you so much for coming. And we will hopefully see you at our next Slice of Tech session on September 27th.

Debbie: Thank you everyone.

Clare: Have a great weekend.