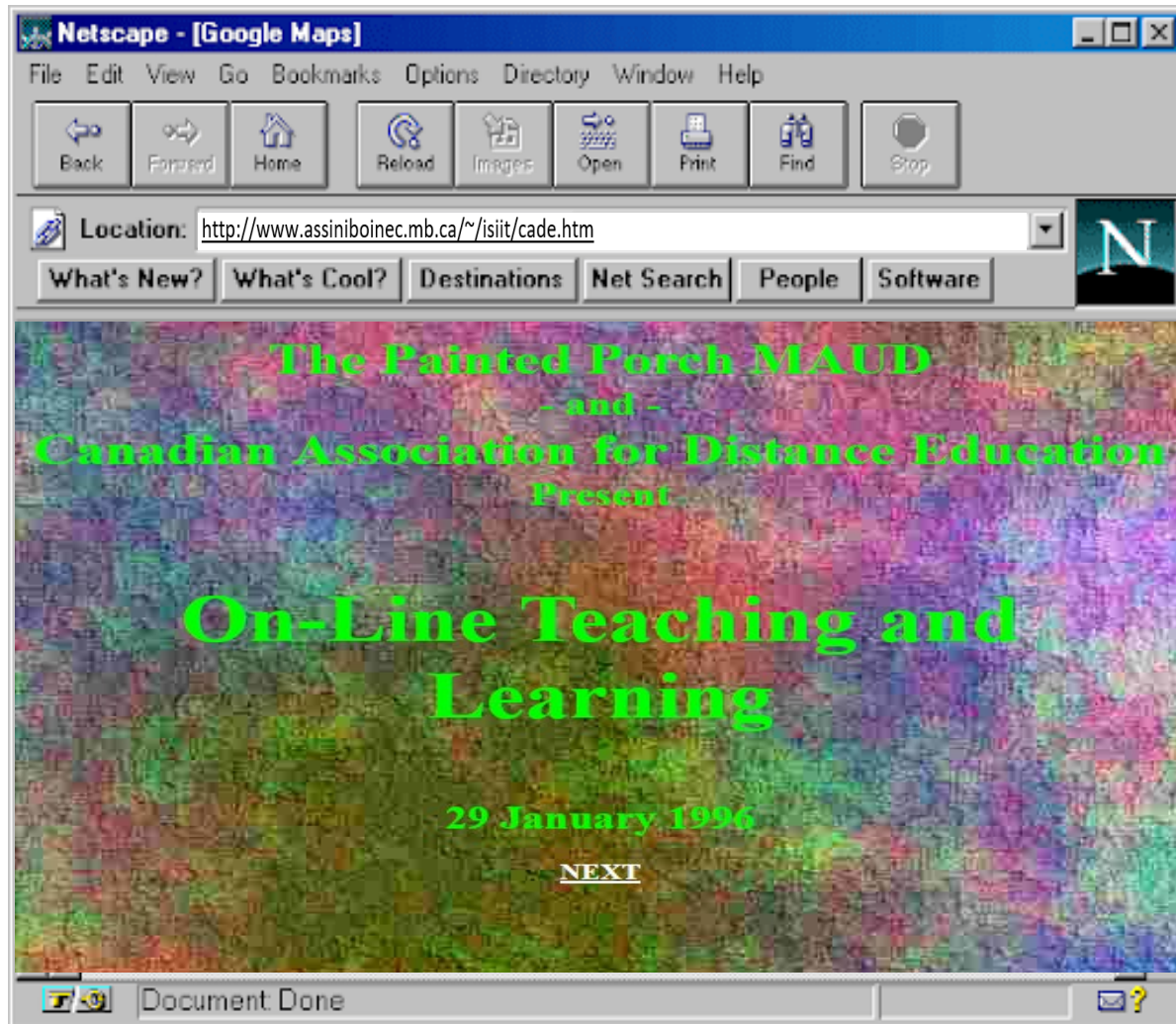




Supporting Everyday Learning

Stephen Downes, CNIE 2021, April 20, 2021 <https://www.downes.ca/presentation/546>

We've Been Here Before...



<https://www.downes.ca/archive/1996/isiit/cade.htm>

Ink-Stained Fingers



<https://www.cbc.ca/news/canada/calgary/gauntlet-student-journalism-magazine-1.4069994>



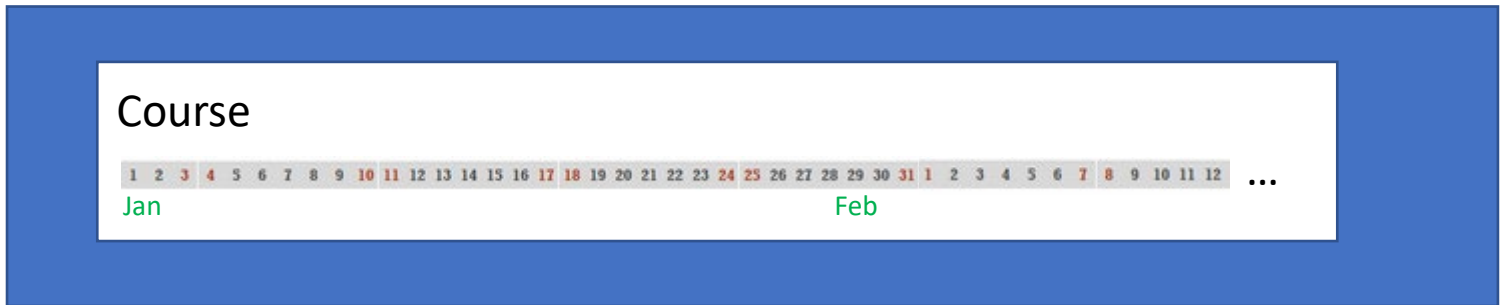
What is Everyday Learning?

“Learning does not take place only in the classroom. Children learn by observing animal friends in the backyard, discovering new ways to get moving, picking out shapes in a walk around the neighborhood or critiquing a famous piece of art. Learning occurs naturally, everyday!”

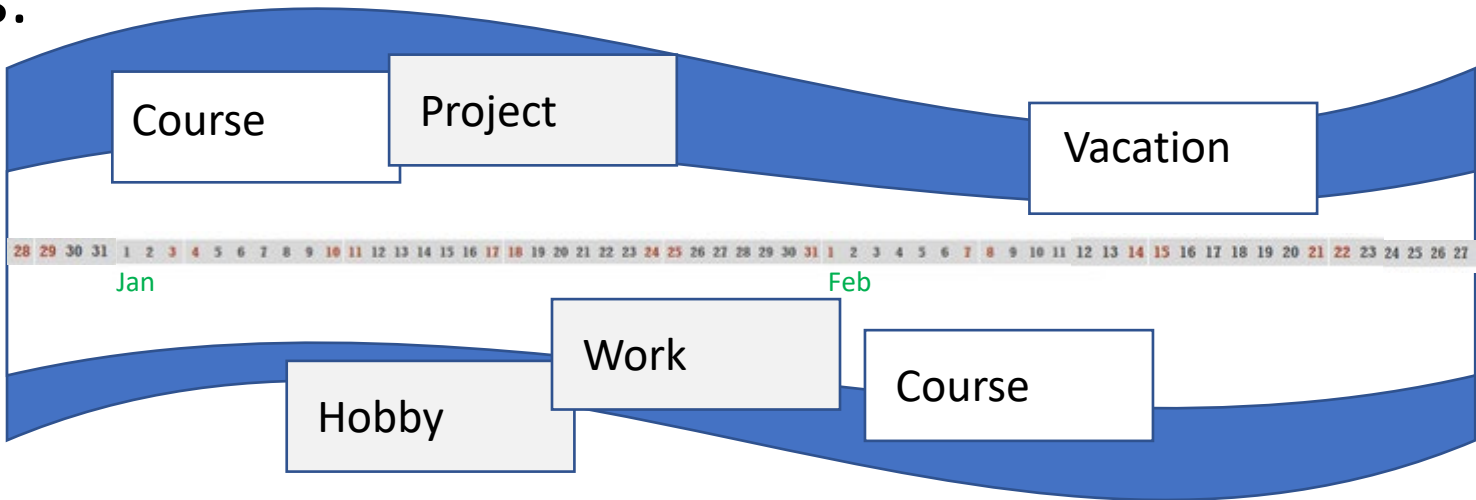
<https://www.pbslearningmedia.org/collection/everyday-learning/>


The Concept of 'Everyday'

Not This:



This:





What's Your
'Everyday?'

My 'Everyday'

The screenshot shows a web browser window with the address bar displaying <https://www.downes.ca/start.html>. The page content is organized into several columns of links, each with a category header:

- Files**: Drive, OneDrive, DropBox, Firefox Send
- Documents**: My Research
- Docs**: Docs, Sheets, Translate
- Slides**: Slideshare, Upload, Google Slides, OneDrive Presentations
- Photos**: Flickr Upload, Photostream, Albums, Camera Roll, Google Photos, OneDrive Photos Photos
- Audio**: Google Music, CBC Radio, Player FM, Jamendo, SoundCloud
- Video**: YouTube, Netflix, Amazon, CBC Gem, Bell, DailyMotion, YouTube Studio Live
- News**: Calendar, Google News, Medium, Feedly, Pocket, Weather (Hourly, 7 Days, 14 Days, Radar), Email (GMail, NRC OWA, MailChimp), Blogs (Leftish, Half an Hour, Let's Make Art, New Blogger Post)
- Social**: Twitter, Twitter Activity, Tweetdeck, Mastodon, LinkedIn, Imgur, Website (gRSShopper, Home Page, Presentations, OLDaily, Reclaim, caDomains), Services (Bank, Unix Date, Translate, Linguee)
- Baseball**: SportsNet, Games, Scores, Standings, Blue Jays, Aggregators, Hockey (SportsNet, NHL.com, Senators), Travel (Maps, Expedia, Air Canada, Lufthansa, Via Rail)
- NRC**: gcPedia, gcConnex, gcCollab, Federal Science Library, gcCampus, Travel, Dev and Cloud (GitHub, Azure, AWS, IBM Cloud, Google Cloud, Digital Ocean, Bitnami, Reclaim Cloud)

Feedly: An RSS Reader

The screenshot displays the Feedly web interface. On the left is a sidebar navigation menu with the following sections:

- Today**
- Read Later**
- Annotated**
- Train Leo**
- LEO PRIORITIES**
 - cloud (3)
 - edtech (19)
 - like Leo (44)
 - mooc in All Personal F... (13)
 - Social media (13)
- FEEDS**
 - All (1K+)
 - Favorites (38)
 - ed - admin (1)
 - ed - analytics (2)
 - Ed-Fi Alliance (2)
 - 1 more source
 - ed - community (2)
 - HelloSpiders (2)
 - 1 more source

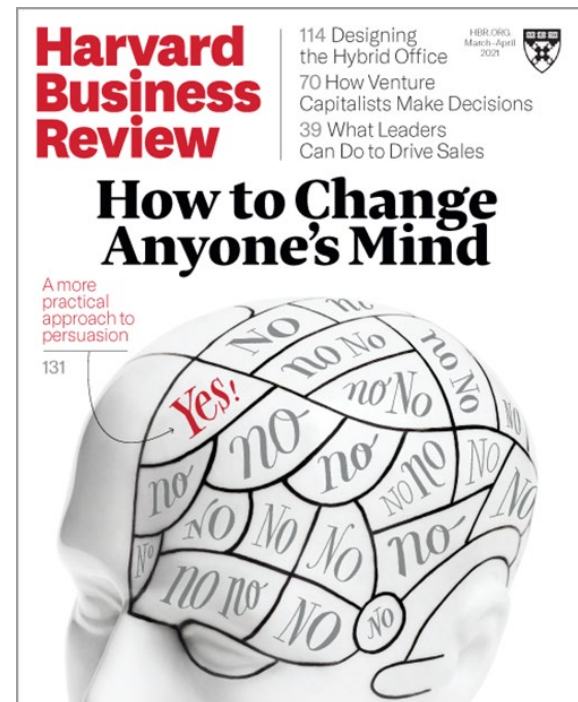
The main content area is titled "All Personal Feeds" and shows "6 priorities". Below this, there are tabs for "Priority", "All", and "Analytics". The "TODAY" section features an article titled "ICYMI: New Twist on End-of-Semester Evaluations" by Janice Florent. The article includes a "SAVE" button and a "Do you want to save this article in your Leo board?" prompt. Below the article, there is an "INSIGHTS" section with an "Add note" input field. A notification at the bottom right states "1 duplicate removed".



Examples

Magazines

Magazines offer a window to the public on current research and offer a frequent reminder of the institution's value to the community.





<https://en.unesco.org/news/open-university-china-awarded-unesco-prize-its-use-ai-empower-rural-learners>

OUC for Rural learners

“As local residents are mainly engaged in agriculture, forestry, animal husbandry and fishery, the University developed learning resources, which can be easily accessed via mobile applications from anywhere, including while working in the field or on the farm.”



FWDThinking Series

Balancing Inclusion and Innovation at FWD50 2020

Tech Innovation needs to balance fairness, accessibility, and user-centric approaches...

a month ago • 3 min read



FWDThinking Series

COVID-19 Lessons Shared at FWD50 2020

The pandemic has been transformative for government. Not just because of the...

2 months ago • 2 min read



Security

Protecting Privacy in a Remote Work Environment

It goes without saying that working remotely has its pros and cons. For instance, have yo...

3 months ago • 3 min read



Design

Experience Mapping: Learning through experience

Experience mapping projects can seem overwhelming at first, followed by a lot of...

4 months ago • 10 min read



Accessibility

Listening can be just the opposite of what we might think

Four concrete tips for better listening that help create more useful questions and high...

5 months ago • 8 min read



FWDThinking Series

FWDThinking, Episode 6: Rhetoric and Reasoned Debate

Around the world, spurred by political divides and the rise of cheap, unregulated digital...

5 months ago • 2 min read

<https://www.busrides-trajetsenbus.ca/>

Busrides

“We want to give all public servants a basic and shared conceptualization of a Government of Canada ‘digital’ lens before they move on...”

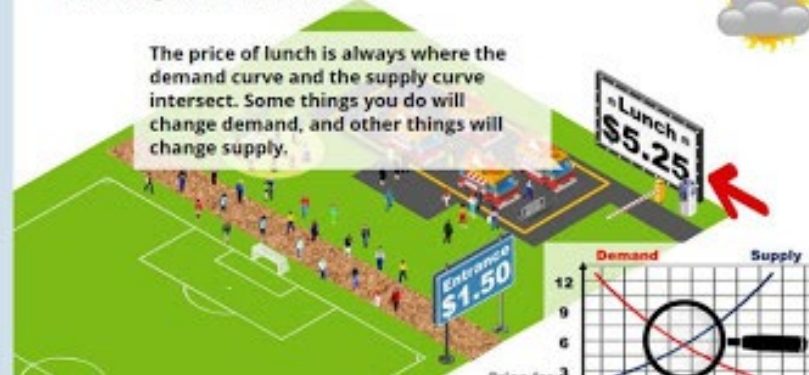
<https://www.busrides-trajetsenbus.ca/en/ep-13-en>

Simple Educational Simulations Work Better

Introducing Short Sims

How does the chart work? How does supply and demand change how much lunch costs?

The price of lunch is always where the demand curve and the supply curve intersect. Some things you do will change demand, and other things will change supply.



Short Sims

<https://www.shortsims.com/>

—

“Online scenarios where people learn by doing that are still cost- and time- effective to create and deploy... they map to how we learn in life.”

Daily Photo

“Welcome to the (woah) 14th year of this daily photo group. Besides sharing one photo per day, share some appreciation by commenting on other people's photos. For 2021... same group, same URL, no real rules.”

<https://www.flickr.com/groups/366photos/>






DS 106 Daily Create

<https://daily.ds106.us/tdc3385/>

“We encourage you to challenge yourself to create something new each day instead of using older photos or videos. But there are no enforced rules- if you re-use media, think how you can make it new by re-editing them. ”

#100DaysToOffload

Just. Write.

 Hall Of Fame 

The whole point of `#100DaysToOffload` is to challenge people to publish 100 posts on their **personal blog** in a year.

“Posts don’t need to be long-form, deep, meaningful, or even that well written.... What’s important is that you’re writing about the things you want to write about.”

100 Days to Offload

<https://100daystooffload.com/>



OLDaily

“Posts don’t need to be long-form, deep, meaningful, or even that well written.... What’s important is that you’re writing about the things you want to write about.”

<https://www.downes.ca/news/OLDaily.htm>

Subscribe: · · · · · · ·

WordPress wants to automatically block FLoC

Nadine von Plechowski, tekdeeps, OnlineMarketing, 2021/04/19



This article (a translation of the original from [OnlineMarketing.de](#)) describes how to block Federated Learning of Cohorts (FLoC) on older versions of WordPress and outlines plans to disable it by default on all WordPress installations in the future. "About 41 percent of the freely accessible websites on the web are operated with WordPress. The blocking of FLoC on all of these websites could send a clear signal to Google to continue working more intensively on an alternative for tracking via third-party cookies."

Web: [\[Direct Link\]](#) [\[This Post\]](#)

Automatically Detecting Cognitive Engagement beyond Behavioral Indicators: A Case of Online Professional Learning Community

Si Zhang, Qianqian Gao, Yun Wen, Mengsiying Li, Qiyun Wang, Educational Technology & Society, 2021/04/19



This paper uses text analysis to measure cognitive engagement, a key indicator of cognitive presence. It's well worth a careful read. It identifies two dimensions of cognitive engagement: new information added, and relevance (i.e., staying on topic). These are measured using neural networks against Prince's (1981) "taxonomy that can be used to hand-code discourse text for identifying given and new information." The utility here is that if the level of new information drops, the platform should "encourage learners to think from different perspectives," while if it drifts off topic, it should "remind learners of what is being discussed." There's a lot of new thinking here that could be developed further and I can easily imagine this sort of analysis being added to an automated content moderation tool.

Web: [\[Direct Link\]](#) [\[This Post\]](#)

Google's FLoC is a Terrible Idea

Bennett Cyphers, Electronic Frontier Foundation, 2021/04/19



Rather than track you individually, Google's Federated Learning of Cohorts (FLoC) puts you in a larger group of people who share your interests. This post from EFF argues that it's a bad idea. With FLoC, your browser does "the profiling that third-party trackers used to do themselves... boiling down your recent browsing activity into a behavioral label, and then sharing it with websites and advertisers." The problem, says EFF, is that you can't really turn it off. "Users begin every interaction with a confession: here's what I've been up to this week, please treat me accordingly." This enables "fingerprinting" each individual user and removes your "right to present different aspects of your identity in different contexts."

Web: [\[Direct Link\]](#) [\[This Post\]](#)

Google Developer Profiles

2021/04/19



While I was following up the news about Feedi I was given a prompt to create a 'Google Developer Profile', which I did. It felt a lot like signing up for Google+ to me, though my social network was more developer focused (yes GitHub account, no Facebook account). It's still in beta and there isn't a lot so far, but what I did notice is the focus on 'Learn', which makes sense. It offers different [pathways](#) (you might need to sign in to see the link) with options to build for cloud, maps, apps, neural networks and chatbots. Again, the big risk of working with Google technology is the company's tendency to discontinue things - lots of things - without any real explanation.



More
Examples?

A black-capped chickadee is perched on a weathered log. The bird has a black cap, a white breast, and grey wings and tail. The background is a soft-focus forest scene with warm, golden light. The word "Types" is written in a large, white, sans-serif font across the middle of the image, partially overlapping the bird's body.

Types

Conversations or Debates

“Effective discourse depends on negotiating existing information (given information) and constantly coming up with new information.”

The screenshot displays an online discussion interface with the following elements:

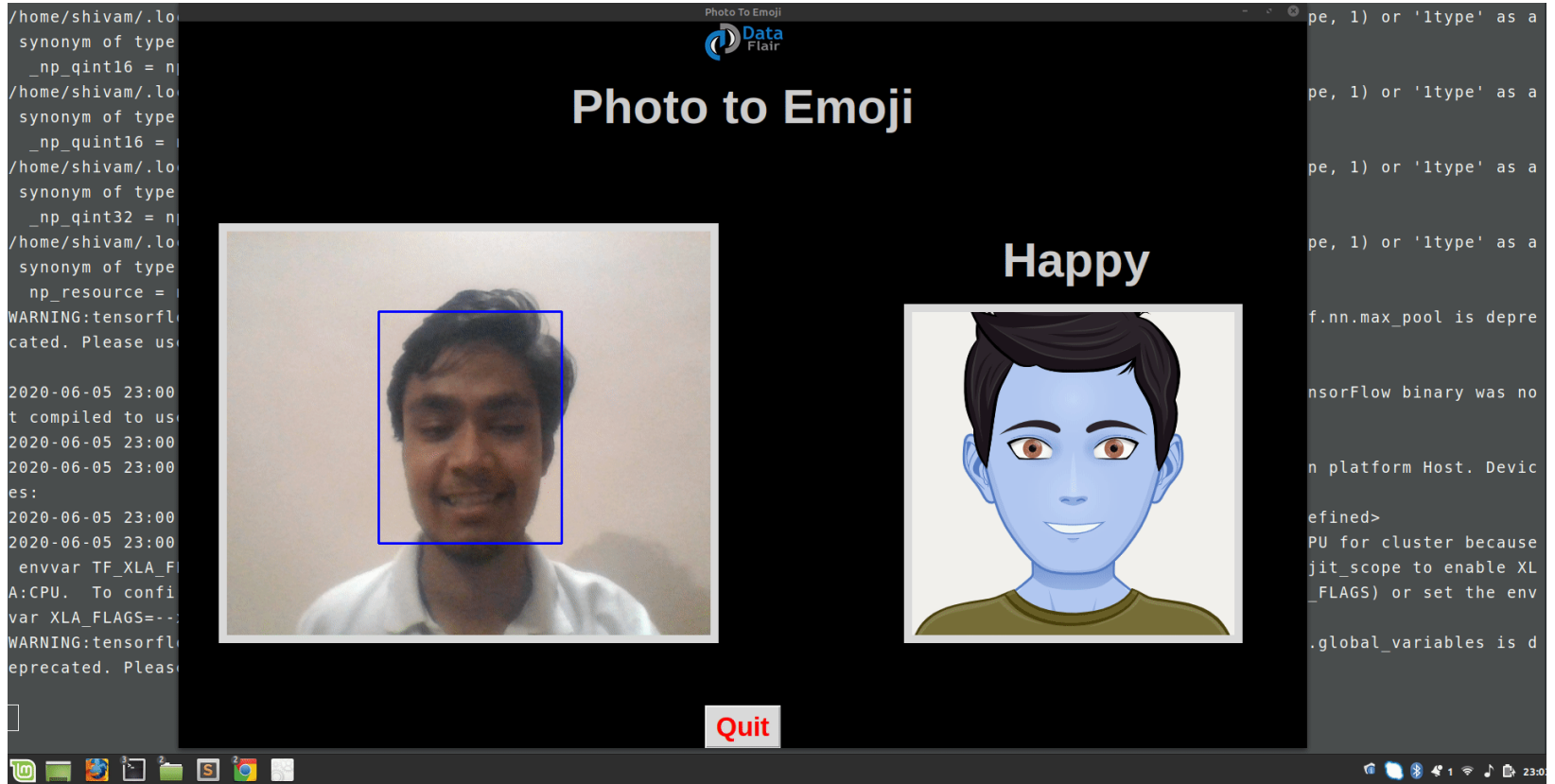
- Topic-based discussion:** Study of the excellent case on the role of information technology tools in mathematics teaching and student learning in secondary schools.
- Name of the topic:** 信息技术工具在初中数学教学和学生学习中的作用优秀案例研讨
- Beginning and ending time:** 2015-12-13 至 2016-05-31 (From December 13, 2015 to May 31, 2016)
- Type of the topic:** 主题研讨 (Topic-based discussion)
- Description of the topic:** 本次活动的主题是“信息技术工具在初中数学教学和学生学习中的作用”活动形式是开展以优秀案例研讨为主题的研讨活动，要求每个学员提交一份优秀案例并阐述案例的科学性、实用性。
- All posts (A total of 275 posts):** 所有评论(共275条评论)
- Teacher A:** 教师A
- Post content:** 关于图形的平移、图形的旋转、中心对称图形等内容的教学，运用多媒体是很好的选择，直观形象，学生很容易接受。
- Interaction buttons:** Like (赞), Dislike (踩), Reply (回复)

Annotations in the image include:

- A box pointing to the topic name: **主题名称**
- A box pointing to the time: **起止时间**
- A box pointing to the type: **主题类型**
- A box pointing to the description: **主题描述**
- A box pointing to the post content: **所有评论(共275条评论)**
- A box pointing to the user profile: **教师A**
- A box pointing to the interaction buttons: **Like**, **Dislike**, **Reply**
- A box pointing to the topic title: **主题研讨**
- A box pointing to the topic description: **Resources related to the topic**
- A box pointing to the post content: **The topic is about the role of information technology tools in mathematics teaching and student learning in secondary schools. This activity is an excellent case study. After the teacher leader uploaded an excellent case, this activity requires each trainee teacher to contribute ideas about the scientific and reasonable application of information technology in this case.**
- A box pointing to the post content: **As for the teaching of the translation of graphics, the rotation of graphics, and the centrosymmetric graphics, multimedia is a good choice. It is intuitive and easy for students to accept the teaching content.**

Figure 2. A screenshot of the online discussion interface

Projects and Activities



Machine Learning Projects for 2021

<https://data-flair.training/blogs/machine-learning-project-ideas/>



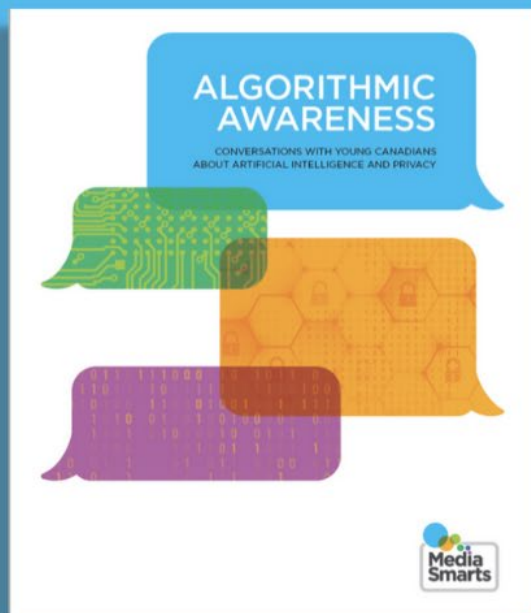
Link Sharing

It was one of the original activities on the web, but we've lost it in a sea of social media that does our link sharing for us (we just 'like' or 'retweet')

<https://www.pinterest.ca/rootswingsk/distance-learning-ideas/>

Resource Centres

“MediaSmarts is a Canadian not-for-profit charitable organization for digital and media literacy... the critical thinking skills to engage with media as active and informed digital citizens.”



Algorithmic Awareness:

Conversations with Young
Canadians about Artificial
Intelligence and Privacy

<https://mediasmarts.ca/>

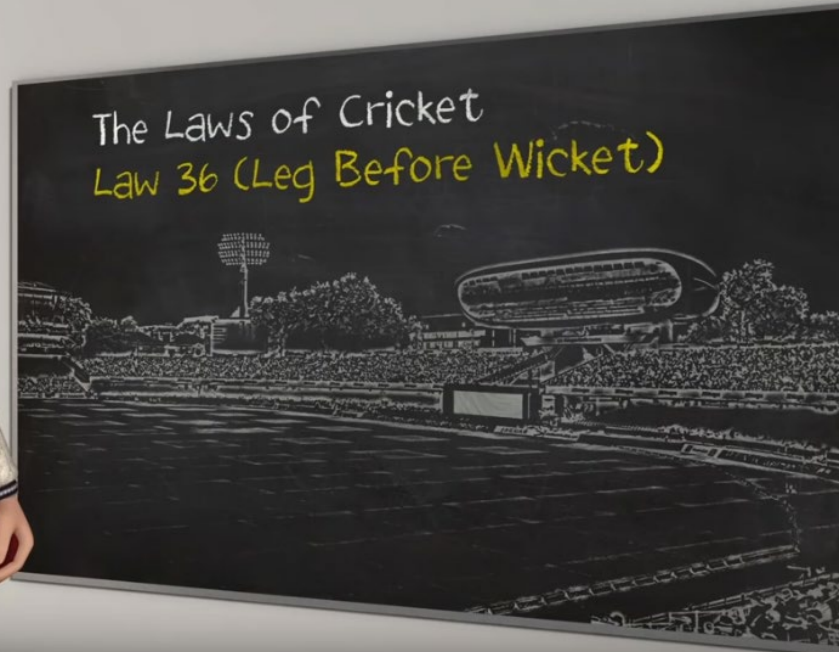
Video Series

What exactly is Leg Before Wicket? How do you bowl a No ball? Can a batsman force a Wide ball?

Stephen Fry narrates this animated series, which has been produced as a helpful guide to clarify the Laws of Cricket by MCC.

Laws of Cricket:

<https://www.youtube.com/playlist?app=desktop&list=PLMnF7vW2Mvk6nbkwzhytJlfsX6Qw1QeH6>



← **Tweet**

 **Alan Levine** @cogdog

Laws of Cricket- dare one call it a MOOC? Taught by Stephen Fry? Thousands have completed? [m.youtube.com/playlist?list=...](https://www.youtube.com/playlist?list=...)

6:52 PM · Jul 27, 2014 · iOS

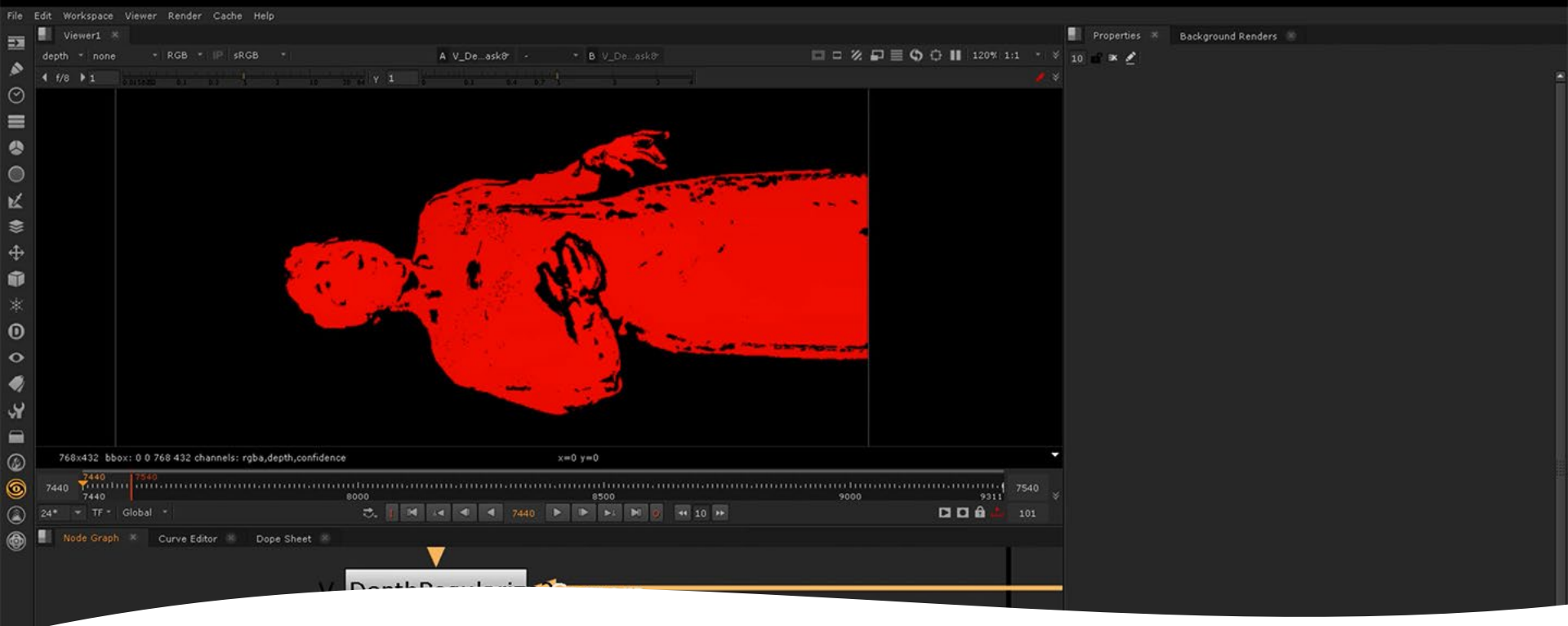
2 Likes

 **Jason Green** @jasongreen · Jul 27, 2014

Replying to @cogdog
@cogdog Where are the tests? Where is the identity verification? It's more of cricket courseware.



Volumetric video

Volumetric video is considered as the emerging technology for the 3D representation of real persons enabling truly immersive applications for Augmented and Virtual Reality.

<https://www.foundry.com/insights/film-tv/volumetric-video-capture>

<https://sketchfab.com/3d-models/cat-flip-29308353e5aa49129393074cfa66ccbd>














































The Tech

Moodle Activities

“A general name for a group of features in a Moodle course. Usually, an activity is something that a student will do that interacts with other students and or the teacher.”

See Stefan Krueger – changing the name from ‘Database’ to ‘Peer Sharing’

How to make your Moodle course public without asking user to log in as a guest
<https://elearning.3rdwavemedia.com/blog/make-moodle-course-public-without-asking-user-log-guest/2022/>

Activity module	Activities	Version	Hide/Show	Settings	Uninstall
 Assignment	6	2015051100		Settings	
 Assignment 2.2 (Disabled)	0	2015051100			Uninstall
 Book	1	2015051100		Settings	Uninstall
 Chat	2	2015051100		Settings	Uninstall
 Choice	2	2015051100			Uninstall
 Database	2	2015051100		Settings	
 Feedback	1	2015051100		Settings	
 Folder	3	2015051100		Settings	Uninstall
 Forum	9	2015051100		Settings	
 Glossary	2	2015051100		Settings	
 IMS content package	0	2015051100		Settings	Uninstall
 Label	14	2015051100		Settings	Uninstall
 Lesson	2	2015051100		Settings	Uninstall
 External tool	0	2015051100		Settings	Uninstall
 Page	1	2015051100		Settings	Uninstall
 Quiz	7	2015051100		Settings	
 File	2	2015051100		Settings	Uninstall
 SCORM package	192	2015051101		Settings	Uninstall
 Survey	3	2015051100			Uninstall
 URL	1	2015051100		Settings	Uninstall
 Wiki	1	2015051100			Uninstall
 Workshop	1	2015051100		Settings	Uninstall

<https://docs.moodle.org/310/en/Activities>

Revamping Moodle Learning Experience to Support a Fully Online Masters Program, Stefan Krueger, KnowledgeOne, CNIE, 2021

Cricket

“Designed to provide faculty, learning designers and others with a space to explore different approaches to student-focused instructional strategies for their courses, either in a campus setting or online.”

Based on SPLOTbox a WordPress Theme that “powers a site to allow collections of media content (termed ‘items’) where contributions can be made without requiring logins or providing personally identifying information.

<https://cricket.trubox.ca/>

<https://splot.ca/>

<https://github.com/cogdog/splotbox>



Podcasting



Educationalist,
Hear Me Out
<https://educationalist.substack.com/p/hear-me-out>

Anchor -- free service for recording, hosting, and distributing podcasts

Soundcloud -- record from desktop or mobile phone

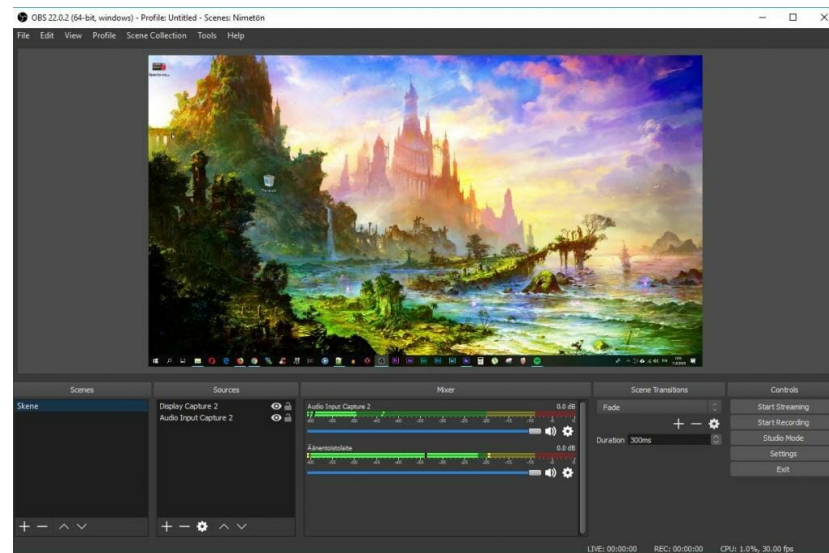
Blubrry -- includes a WordPress site

Internet Archive -- upload audio to everyone for free

Zencastr - podcast recording

- [OBS: Open Broadcaster Software](#)
- A distribution platform, like [YouTube Live](#)
- [Loom](#) -- Guides: [Kathleen Morris](#),
- [Screencastify](#)
- [Screencast-o-matic](#) - Google extension
- [Zoom](#) - record video conferences
- [Twitch](#) - most often used to record games

Webcasting



Collaborative Authoring

The screenshot shows a web browser window with the title "Creating an Online Community, Class or Conference...". The browser's address bar is empty. The document content is as follows:

Creating an Online Community, Class or Conference - Quick Tech Guide

Contents

- [Live Events Calendar](#)
- [Basic Options](#)
- [Email](#)
- [Notes and Documents](#)
- [Collaborative Writing](#)
- [Websites](#)
- [Online Bookmarking](#)
- [Mailing Lists](#)
- [Microcontent](#)
- [Private Messaging](#)
- [Calendar](#)
- [Events / Conferences](#)
- [Blogging](#)
- [Feed Readers](#)
- [E-Reading](#)
- [E-Book Publishing](#)
- [Slides and Presentations](#)
- [Group Discussion](#)
- [Annotation](#)
- [eBoards](#)
- [Teams](#)

Are you creating an online course, event or conference? If you're not a programmer, and if you don't have a lot of money to spend, this guide will get you started. Read it from top to bottom to get a step-by-step guide to what you can do to set up your course or event. Then check the links to find free or cheap and easy tools that will get the job done for you.

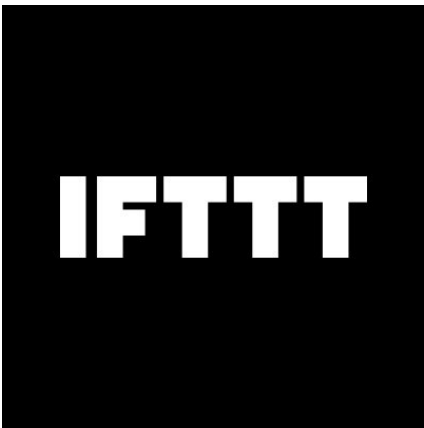
- **To suggest changes, please add a comment**

To add a comment, highlight some text, then right-click and select 'Add a comment' (or type Ctrl-Alt-M) and type your comment in the box that appears to the right.

This guide lists:

- **Cloud only** - if you have to set up a web server, it doesn't belong on the list. If you are required to download an application, it doesn't belong.
- **No apps** (no Play Store, Apple Store, etc.,)
- **Free** (or Nearly Free) - ideally, the tool has a free tier that

<http://bit.ly/quicktechguide>



<https://ifttt.com/>



If new public photo tagged 2021365 on Stephen Downes's photostream, then



create a photo post on your Blogger blog

If new feed item from <http://letsmakesomeartdammit.blogspot>



/default, then send me an email at stephen@downes.ca



photostream, then post a tweet with image to @Downes



If new article saved for later, then

then save later for stephen@downes.ca

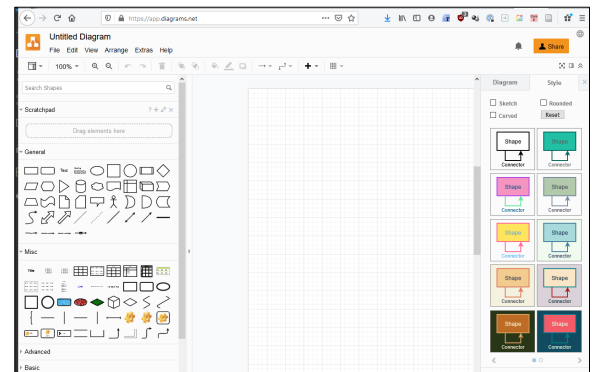
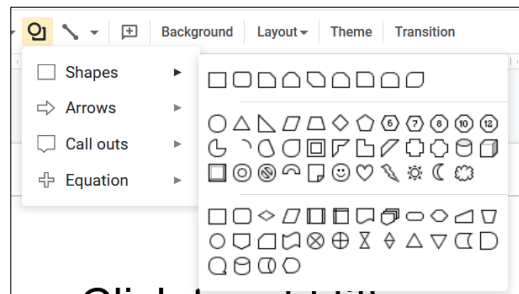
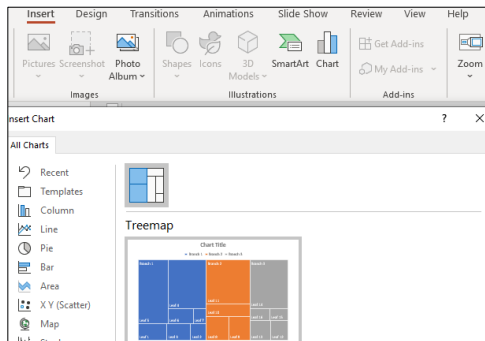


If Any new item added by stephen@downes.ca



a, then create a link post on your Tumblr blog

Pro Tip: Use Design Tools to Make Images



app.diagrams.net

- [Canva](#) -- makes flyers, posters, etc
 - Guides: [Edublogger](#),
- [Padlet](#) -- makes boards, documents, and webpages
- [Piktochart](#) -- presentations, posters, interactions (makes you do a survey when you start, just say “no thanks” to it)
- [Mindmeister](#) -- concept mapping tool with group editing and conversations.
- [Miro](#) -- for collaborative idea generation and visual feedback
- [Google Slides](#) -- useful for simple diagrams (export to various formats)
- [Visme](#) - create presentations, infographics, documents, videos, graphics
- [LucidChart](#) -- collaborative whiteboard charts - free tier three charts only - [\[Guides\]](#)
- Google Drawing -- useful for simple diagrams
- [Mural](#) -- digital workspace for visual collaboration (like Miro)
- [Genial.ly](#) -- Create presentations, infographics
- app.diagrams.net - formerly draw.io

I create the diagram using the tool then copy it with a snipping tool



A small brown and white bird, possibly a sparrow, is perched on a dark, textured ledge. The bird is facing left and has its head slightly turned. The background is a plain, light-colored wall. The text "Good Practices" is overlaid in white, sans-serif font, centered over the bird's body.

Good Practices



Good
Practices?

Eliminate Barriers to Access

EQUALITY VERSUS EQUITY



In the first image, it is assumed that everyone will benefit from the same supports. They are being treated equally.



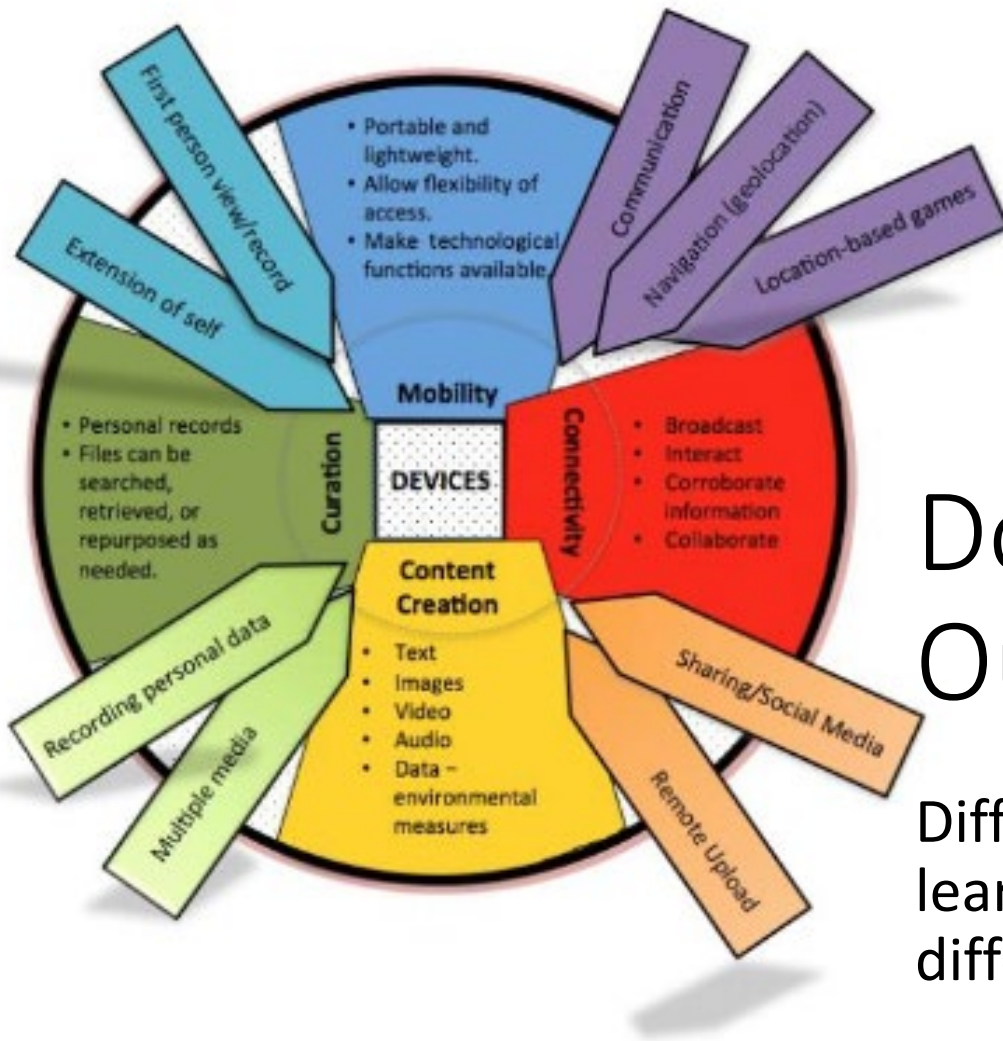
In the second image, individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.



In the third image, all three can see the game without any supports or accommodations because the cause of the inequity was addressed. The systemic barrier has been removed.

Removing Barriers to Online Learning Through a Teaching and Learning Lens. Bccampus. https://bccampus.ca/wp-content/uploads/2020/06/Report_Removing-Barriers-to-Online-Learning-Through-a-Teaching-and-Learning-Lens.pdf

Concepts of equality, equity, and justice. Courtesy of Advancing Equity and Inclusion: A Guide for Municipalities by City for All Women Initiative (CAWI), Ottawa. https://www.cawivt.org/sites/default/files/publications/advancing-equity-inclusion-web_0.pdf



Don't Assume Outcomes

Different people access learning resources for different reasons.

The outcome is “dependent on how the mechanism is ‘imagined’ and adopted in the given context, and how affordances are identified and exploited.”

Margaret Lloyd, <https://files.eric.ed.gov/fulltext/EJ1183002.pdf>

“Consider how a change to an activity could help your someone be more involved in the activity.”

Various Things to Choose From

Related searches



choice logo



food choice



options

https://ectacenter.org/~pdfs/decrp/PG_Env_EverydayLearningatHome_family_print_2017.pdf

Keep Things Clear









1. Use **Clear** and Precise Language.
2. Repeat Your **Directions**.
3. Explain the Purpose of the Task.
4. Make Sure Your Students Understand.
5. Use an Appropriate Tone.
6. Describe the Specifics.
7. Provide Examples.
8. Break Tasks into Manageable Chunks.

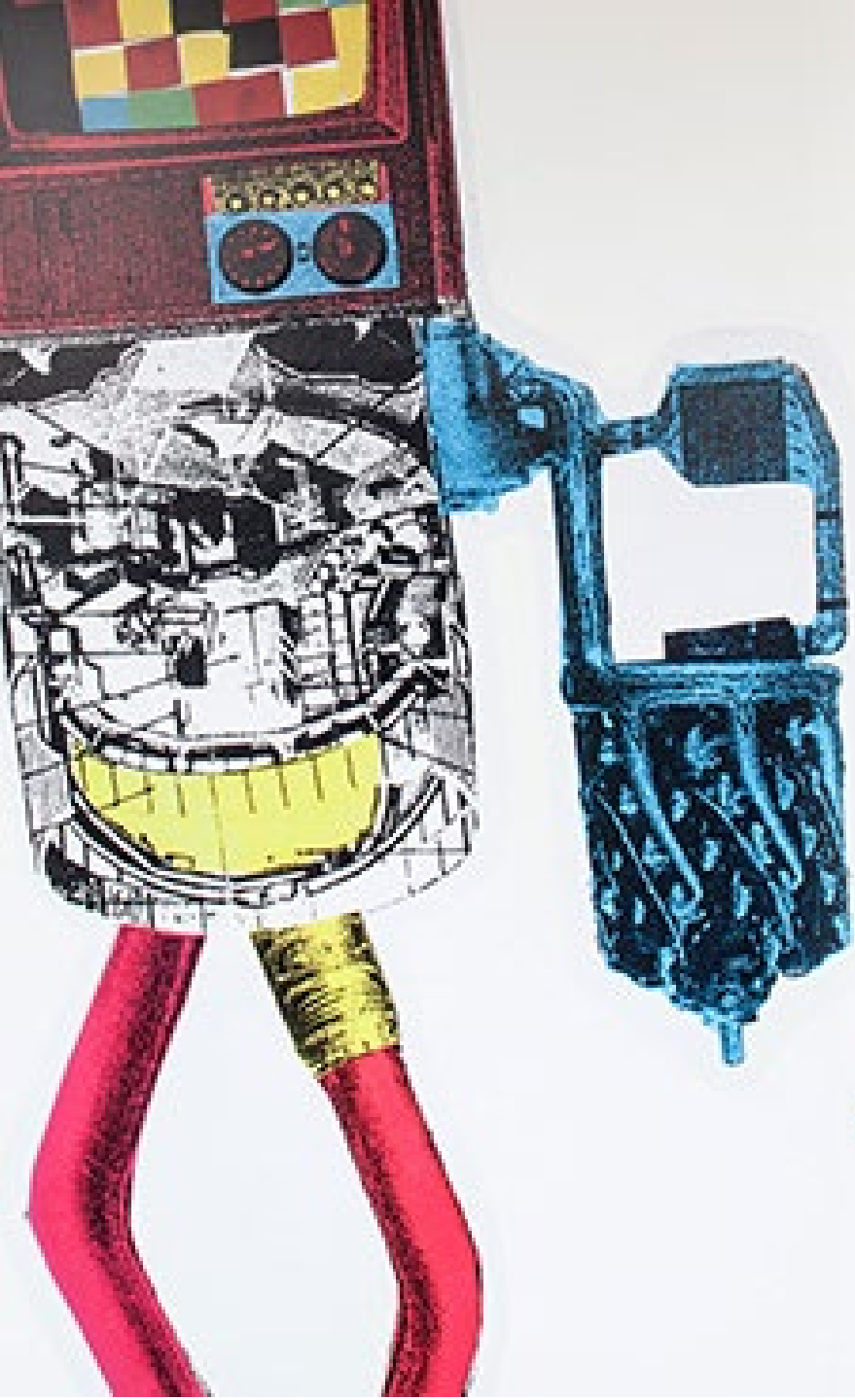
<https://www.wgu.edu/heyteach/article/guide-giving-clear-instructions-students-that-they-will-actually-follow2001.html>

Stand-Alone Activities

While it's tempting to build activities in a series, each depending on the next, people searching land in the *middle* of the series.

<https://madisonaudubon.org/stand-alone-activities>

B	I	R	D	O
<p>Visit Faville Grove Sanctuary</p> <p><i>Info & directions: madisonaudubon.org/faville-grove</i></p>	<p>Learn five new bird calls</p> <p><i>Try: allaboutbirds.org</i></p> 	<p>Watch a live bird nest cam</p> <p><i>Google that!</i></p>	<p>Install a bird feeder in your yard or balcony, or make your own from home materials</p>	<p>Share five Madison Audubon Facebook posts</p> 
<p>See or hear two species of warblers in one day</p>	<p>Watch a Madison Audubon Facebook Live event or lesson</p> <p><i>@madisonaudubon</i></p>	<p>Visit a natural area that's new to you</p> 	<p>Help someone ID a bird (a kid, adult, or stranger via online space)</p>	<p>Take a closer look at a familiar bird: what is something new you've not seen before?</p>
 <p>Choose a place you dream of visiting and explore birds you'd find there</p>	<p>Brush up on ID of a tricky bird group</p> <p><i>Try: allaboutbirds.org</i></p>	<p>FREE SPACE!</p> <p>madison AUDUBON</p> 	<p>Visit Goose Pond Sanctuary</p> <p><i>Info & directions: madisonaudubon.org/goose-pond</i></p>	<p>Plan your Birdathon</p> <p><i>wibirdathon.org</i></p>
<p>Draw a sketch of a bird you haven't drawn before</p>	<p>Locate an active bird's nest (keep your distance!)</p>	<p>Put a bird bath in your yard or on your balcony</p> 	<p>See or hear all of these in one day: cardinal, chickadee, nuthatch, finch</p>	<p>Start and maintain bird list for your yard</p> 
<p>Add one native plant to your yard that supports birds</p> <p><i>Check out audubon.org/native-plants</i></p> 	<p>Practice using your binoculars for five minutes a day, 10 days this month</p>	<p>Find a bird sign outside (feather, footprint, bones, etc.)</p>	<p>Follow Madison Audubon on Instagram</p> <p><i>@madisonaudubon</i></p>	<p>Submit an eBird checklist</p> <p><i>ebird.org</i></p>



Stay on Topic

“In this tutorial on Docker, we will begin by installing Python and setting up Flask.”



<https://bowarts.org/news/stay-on-topic-with-bow-arts>



More
Examples?



Benefits



Lifelong Learning

“Personal fulfillment and development refer to natural interests, curiosity, and motivations that lead us to learn new things. We learn for ourselves, not for someone else.”

<https://www.valamis.com/hub/lifelong-learning>



Equity and Inclusion

Diverse Markets

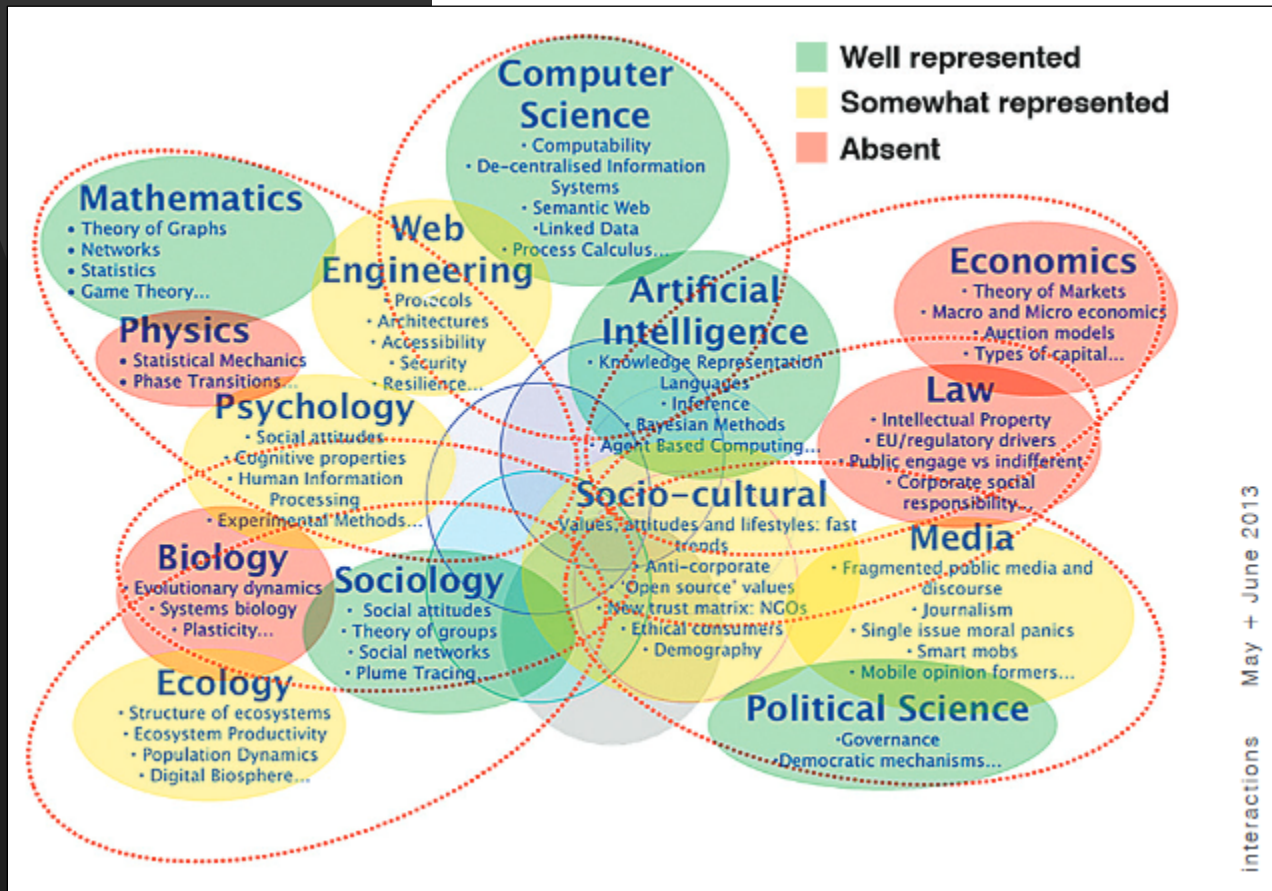
Different ways of reaching people discover different people to reach.

<https://www.oecd.org/education/ceri/47229500.pdf>

<https://www.insidehighered.com/digital-learning/blogs/online-trending-now/changing-market-postsecondary-education>

<https://builtin.com/diversity-inclusion/diversity-in-the-workplace-statistics>





Collaborative Research

<https://dl.acm.org/doi/abs/10.1145/2451856.2451868>



Greater Public Support

If universities were part of Canadians' everyday lives, maybe Canadians would be more inclined to support them.

<https://blogs.lse.ac.uk/politicsandpolicy/job-guarantees-education-reform/>
<https://www.theatlantic.com/magazine/archive/2020/12/school-wasnt-so-great-before-covid-either/616923/>

Stephen Downes
<https://www.downes.ca>



Pre-Talk Checklist

- Log into conference website
- Open Powerpoint and start presentation in 'individual view'
- Start Firefox and remove all excess tabs
- Start Alienware mobile connect
- Turn on OBS and set up screens
- Turn OBS virtual cam
- Join Zoom meeting and test
- Close email and other conferencing tools
- If live streaming, set up YouTube stream
- Start OBS recording, live streaming