

01:33 to: *Freya*  
hi :)

01:35 to: *LAM*  
Shery are you sure that your audio on your computer isn't muted?

01:50 to: *LAM*  
Call me at 465-2916 and we can talk over the phone.

01:58 to: *Eric*  
yes thank you

02:31 to: *Sheryl Barry*  
It is on now

02:37 to: *LAM*  
Great

02:40 to: *D'Arcy Hutchings (UAA)*  
I don't see a way to respond...

03:02 to: *Freya*  
It's the "a" icon in the participants box

03:03 to: *D'Arcy Hutchings (UAA)*  
Thanks!

03:08 to: *LAM*  
Bethany your audio sounds odd

03:35 to: *D'Arcy Hutchings (UAA)*  
D - I'm an instructional designer so I support others' instruction (and they mostly teach face-to-face)

03:39 to: *Kathleen Wiechelman*  
You're back to normal now

03:42 to: *LAM*  
Yes

07:39 to: *Shar*  
keep attention

07:54 to: *JulieB*  
it increases active listening which helps learn

07:59 to: *Sheryl Barry*  
They retain the information longer

08:04 to: *Freya*

This is a little off topic - but could you provide a definition? Are you specifically talking about interactivity?

08:06 to: *LAM*

Helps you to gauge their understanding

09:13 to: *LAM*

Welcome Meagan and Holly

15:58 to: *LAM*

Welcome Ted

17:24 to: *LAM*

You can use body language to help you determine when to change up an activity

17:42 to: *Kathleen Wiechelman*

I have a harder time managing time online than face to face.

17:58 to: *Melinda*

too much talking when you engage students...time gets away

18:09 to: *Sheryl Barry*

Practicing your presentation helps with timing

18:18 to: *D'Arcy Hutchings (UAA)*

I don't know that I'd say it's easy but I feel like I'm quick to learn what timing works and what doesn't

18:32 to: *Freya*

I'm always trying to stretch things out at the beginning, and then rushing towards the end. I worry I won't have enough, and then have too much.

18:43 to: *Eric*

Silence can be positive and negative. Silence can elicit discussion and on the other hand lose students if there is no focus.

25:28 to: *Kathleen Wiechelman*

Any time you can get students excited is good!

26:19 to: *Eric*

I haven't. I raised my hand at the wrong time. Sorry

29:12 to: *Freya*

Mostly use online classes, so the polling options below.

29:33 to: *Freya*

yes

29:50 to: *Freya*

Also, I may have put in two others, since I tried text and web. <blushing>

33:37 to: *LAM*

Bethany, your audio is sounding odd again.

33:55 to: *LAM*

Yes

33:56 to: *Kathleen Wiechelman*

yes

33:59 to: *Freya*

I think it's variations in streaming.

34:32 to: *Freya*

the program sometimes speeds up the audio to catch up after slowdowns.

36:43 to: *Freya*

do students come up with the summary, or does the presenter?

37:53 to: *Freya*

thanks :)

41:34 to: *Kathleen Wiechelman*

We used it with new student orientation, when students are kind of shy. It worked well!

41:50 to: *LAM*

How do they receive the questions?

42:09 to: *Kathleen Wiechelman*

We put them in a basket and have them pick one themselves and read it - we answer them.

42:23 to: *LAM*

Great

43:56 to: *Freya*

we used bingo in our French group. it was very popular, but I think we ran with it too long - it's better for occasional use.

48:32 to: *D'Arcy Hutchings (UAA)*

:)

49:15 to: *LAM*

No

49:30 to: *D'Arcy Hutchings (UAA)*

link it to us?

50:07 to: *Bethany*

<http://www.youtube.com/watch?v=AvZBg7qLzU8>

54:01 to: *LAM*

Thanks Bethany, This was a great webinar.

54:53 to: *D'Arcy Hutchings (UAA)*

Agree w/ LAM

55:11 to: *Kathleen Wiechelman*

Thanks.

55:27 to: *Freya*

Thanks Bethany!

55:34 to: *D'Arcy Hutchings (UAA)*

Oh, good.