



# Digital tools for Active Distance Education (ADE)

**Examples from the Centre for Active Digital  
Education at the University of Northampton.**

**Presented by Dr Helen Caldwell Associate Professor (Education) and Dr  
Emma Whewell Associate Professor Learning and Teaching.**

# Workshop outline

1. Introduction to rhizomatic learning
2. Contextualising rhizomatic learning
3. Examples from practice
4. Key conclusions
5. Workshop activities

# Defining Rhizomatic Learning

- Rhizomatic learning posits that learning is a **continuous, dynamic process, making connections, using multiple paths, without beginnings and which ends in a nomadic style** .
- Learning can occur **anywhere, anytime, and anyhow in the universally interconnected world**.

# Active Digital Education- Key principles

The ADE approach recognises that digital tools can be harnessed to facilitate the co-construction of knowledge through technology-enabled exchanges of ideas.

- personalised learning
- sense-making
- collective knowledge construction
- critical thinking
- student centredness
- student voice
- changemaker attributes
- making connections
- continuous
- nomadic
- multiple paths

# What can it look like in practice?

- **Everyone in the 'room' shares their ideas on a range of software and apps that allows expression of ideas as the debate moves forward.**
- **In detail, readers might want to try combining the output from various communication systems to analyse the trajectory of community thinking:**
  - **Twitter Walls; collaborative concept maps using Inspiration;**
  - **emerging practice in collaborative games (players engaging remotely in virtual worlds);**
  - **social networking; micro-blogging; wikis;**
  - **Listservs, Padlet, Jamboard, Book creator, Kahoot, Mentimeter, Adobe Spark and Powtoon.**
-

# Aims for the use of online tools and strategies

- Enable virtual placements and debates
- Punctuate online sessions with digital activities
- Improve the pace and activity in online sessions
- Capture and share online collaborations
- Facilitate sensemaking through digital making
- Use tools for assessment and reflection
- Increase accessibility and inclusivity
- Create a sense of community
- Offer flexibility in the ways students **access** material, **engage** with it and **show what they know**.

‘In the early planning stages of 3061 we talked about the importance of online learning not being just the students accessing a LE via their laptops/mobile phones. It had to be a different style of learning and needed to incorporate collaboration, accountability and a feeling of belonging to a community. This was at the heart of all our online sessions. ‘

**Provide multiple means of Engagement**



Affective Networks  
The "WHY" of Learning

**Provide multiple means of Representation**



Recognition Networks  
The "WHAT" of Learning

**Provide multiple means of Action & Expression**



Strategic Networks  
The "HOW" of Learning

Access

**Provide options for Recruiting Interest (7)**

- Optimize individual choice and autonomy (7.1)
- Optimize relevance, value, and authenticity (7.2)
- Minimize threats and distractions (7.3)

**Provide options for Perception (1)**

- Offer ways of customizing the display of information (1.1)
- Offer alternatives for auditory information (1.2)
- Offer alternatives for visual information (1.3)

**Provide options for Physical Action (4)**

- Vary the methods for response and navigation (4.1)
- Optimize access to tools and assistive technologies (4.2)

Build

**Provide options for Sustaining Effort & Persistence (8)**

- Heighten salience of goals and objectives (8.1)
- Vary demands and resources to optimize challenge (8.2)
- Foster collaboration and community (8.3)
- Increase mastery-oriented feedback (8.4)

**Provide options for Language & Symbols (2)**

- Clarify vocabulary and symbols (2.1)
- Clarify syntax and structure (2.2)
- Support decoding of text, mathematical notation, and symbols (2.3)
- Promote understanding across languages (2.4)
- Illustrate through multiple media (2.5)

**Provide options for Expression & Communication (5)**

- Use multiple media for communication (5.1)
- Use multiple tools for construction and composition (5.2)
- Build fluencies with graduated levels of support for practice and performance (5.3)

Internalize

**Provide options for Self Regulation (9)**

- Promote expectations and beliefs that optimize motivation (9.1)
- Facilitate personal coping skills and strategies (9.2)
- Develop self-assessment and reflection (9.3)

**Provide options for Comprehension (3)**

- Activate or supply background knowledge (3.1)
- Highlight patterns, critical features, big ideas, and relationships (3.2)
- Guide information processing and visualization (3.3)
- Maximize transfer and generalization (3.4)

**Provide options for Executive Functions (6)**

- Guide appropriate goal-setting (6.1)
- Support planning and strategy development (6.2)
- Facilitate managing information and resources (6.3)
- Enhance capacity for monitoring progress (6.4)

Goal

**Expert learners who are...**

**Purposeful & Motivated**

**Resourceful & Knowledgeable**

**Strategic & Goal-Directed**

# Universal Design for Learning (UDL):

a framework and set of principles for curriculum development that gives all individuals equal opportunities to learn. UDL can guide the development of flexible learning spaces that can accommodate individual learning differences by offering flexibility in the ways students access material, engage with it and show what they know.

<https://www.cast.org/impact/universal-design-for-learning-udl>

# Book Creator:

eBookmaking with  
images, video and audio

'Bookcreator – specifically for capturing and summarising information but also for end of seminars and presentations of learning.'

Adam Chapman



Jean Edwards PDT1076: Using digital technology to inspire and support learning

# Link from eBook to Jamboard: interactive whiteboard for online collaboration

## Education for a connected world (UKCFIS, 2020)



### Self-image and identity

This strand explores the differences between online and offline identity beginning with self-awareness, shaping online identities and media influence in propagating stereotypes. It identifies effective routes for reporting and support and explores the impact of online technologies on self-image and behaviour.



### Online relationships

This strand explores how technology shapes communication styles and identifies strategies for positive relationships in online communities. It offers opportunities to discuss relationships, respecting, giving and denying consent and behaviours that may lead to harm and how positive online interaction can empower and amplify voice.



### Online reputation

This strand explores the concept of reputation and how others may use online information to make judgements. It offers opportunities to develop strategies to manage personal digital content effectively and capitalise on technology's capacity to create effective positive profiles.



### Online bullying

This strand explores bullying and other online aggression and how technology impacts those issues. It offers strategies for effective reporting and intervention and considers how bullying and other aggressive behaviour relates to legislation.



### Managing online information

This strand explores how online information is found, viewed and interpreted. It offers strategies for effective searching, critical evaluation of data, the recognition of risks and the management of online threats and challenges. It explores how online threats can pose risks to our physical safety as well as online safety. It also covers learning relevant to ethical publishing.



### Health, well-being and lifestyle

This strand explores the impact that technology has on health, well-being and lifestyle e.g. mood, sleep, body health and relationships. It also includes understanding negative behaviours and issues amplified and sustained by online technologies and the strategies for dealing with them.



### Privacy and security

This strand explores how personal online information can be used, stored, processed and shared. It offers both behavioural and technical strategies to limit impact on privacy and protect data and systems against compromise.



### Copyright and ownership

This strand explores the concept of ownership of online content. It explores strategies for protecting personal content and crediting the rights of others as well as addressing potential consequences of illegal access, download and distribution.

UKCFIS, 20202, p.4)

The screenshot shows a Jamboard titled "PDT1076 S2 Connecting safely - reflections and questions". A large cyan sticky note in the center contains the text: "Post one question and one reflection on this Jamboard. Choose the 'sticky note' and type onto it. Click 'save' to post it on the board." A blue arrow labeled "sticky note" points to the top-left corner of the sticky note. In the bottom right corner, there is a link icon (a blue square with a white chain link) and a text label "link" with a blue arrow pointing to it. Below the link icon, the text "UoN PDT1076 S..." is visible. The Jamboard interface includes a toolbar on the left with various drawing tools and a top bar with navigation and sharing options.

# CREATING IMMERSIVE EXPERIENCES WITH AUGMENTED REALITY

PDT1076

# Book Creator combined with teaching session Padlet

padlet  
Jean Edwards 5d  
**PDT1076 Creating Immersive experiences**  
Using digital technology to explore augmented reality, resources and ideas

- DLAB (Helen Caldwell)**
  - Helen's Caldwell Padlet
- Augmented Reality (AR)**
  - Session ebook
- Google AR**
  - What is Google AR?  
When you search in Google Chrome using your mobile device for some animals and objects you can explore a 3d version in augmented reality.
- Merge Cube (AR)**
  - What is a Merge Cube?  
The Merge Cube lets you hold virtual 3D objects, enabling an entirely new way to learn and interact with the digital world.
  - Using a Merge Cube
  - Trying out the Merge Cube - bringing AR...  
The Merge Cube lets you hold virtual 3D...
  - Merge Cube
  - Merge Cube | AR/VR Learning & Creation  
Object Viewer doesn't have a place to pu... merge
  - How to print and use your own Merge Cube
  - Print your own Merge Paper Cube - Wak...  
Don&#39;t have a Merge Cube at home? ... waklet
- People to follow for ideas!**
  - Augmented reality in the classroom  
Links and examples from a presentation at Merged Futures 2019.
  - DLAB project  
An Erasmus+ project exploring using digital technology, especially AR and VR, to connect between countries.
  - DLAB2  
Digital Learning Across Boundaries: deve... northampton
  - 25 days of AR  
A daily activity to develop your AR skills in December.
- Scavenger app**
  - What is Scavenger?  
Scavenger is an app available on Apple mobile devices that allows you to create your own and try out existing AR scavenger hunts in the real world and augmented reality.
  - Scavenger website
  - Scavenger EDU app
  - Example of using Scavenger
- Eyejack (AR)**
  - What is Eyejack?  
EyeJack is an app and website that allows us to create and image of animation and attach this to a visual trigger. When we hold out device over the trigger (a word, picture, symbol) the AR image or animation will play. It is supported by a QR code.
  - Eyejack app
  - EyeJack  
EyeJack is an Augmented Reality App an... eyejack
  - Eyejack app  
Tricia Fuglestad makes some great physical and digital art with her pupils and her blog has lots of ideas, examples and tutorials.  
<https://drydenart.weebly.com/>
  - Book Covers that Come to Life with AR  
The Sneetches comes to life using the E... dryden art
- Scratch (AR)**
  - What is Scratch?  
Switch on video and you can interact with the screen to make it...
  - Scratch  
Switch on video to interact with the [https://scratch.m...](https://scratch.mit.edu/projects/201815118755041)
  - Scratch - Imagine, P  
Scratch is a free pro...  
1201815118755041  
by Carl Simmons  
Twitter
  - Arcadia  
A marker based...

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## SESSION PADLET



## Definitions

"Immersion in a mediated, simulated experience (VR, MUVE, or AR) involves the willing suspension of disbelief."  
(Dede *et al.*, 2017, p.4)

### AR

Augmented Reality  
(sometimes referred to as Mixed reality, MR)

### VR

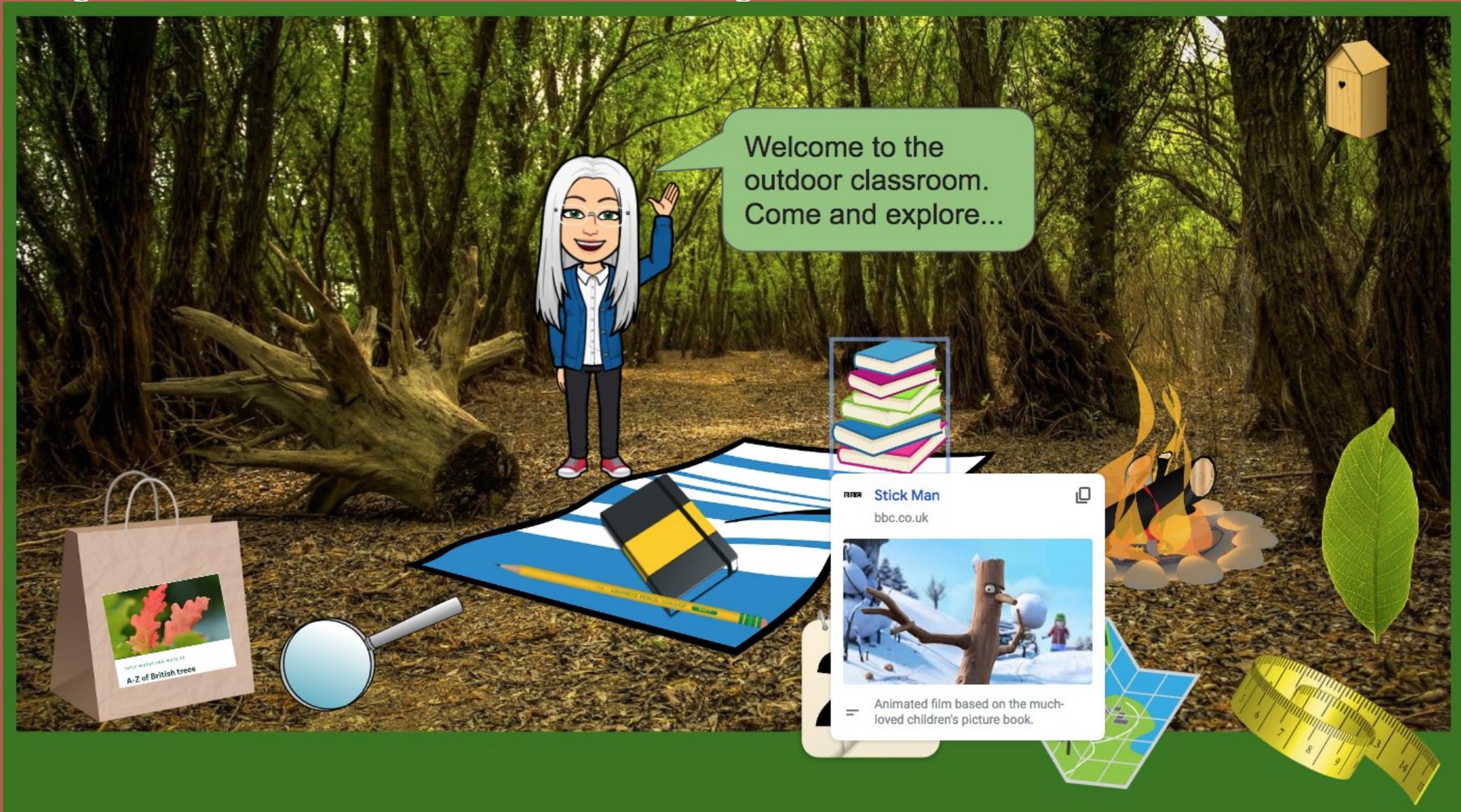
Virtual Reality

### MUVE

Multi User Virtual Environment

# Bitmoji classroom:

Presenting session links via an interactive Google Slide



Click on the  
maths tools  
to practice!!!

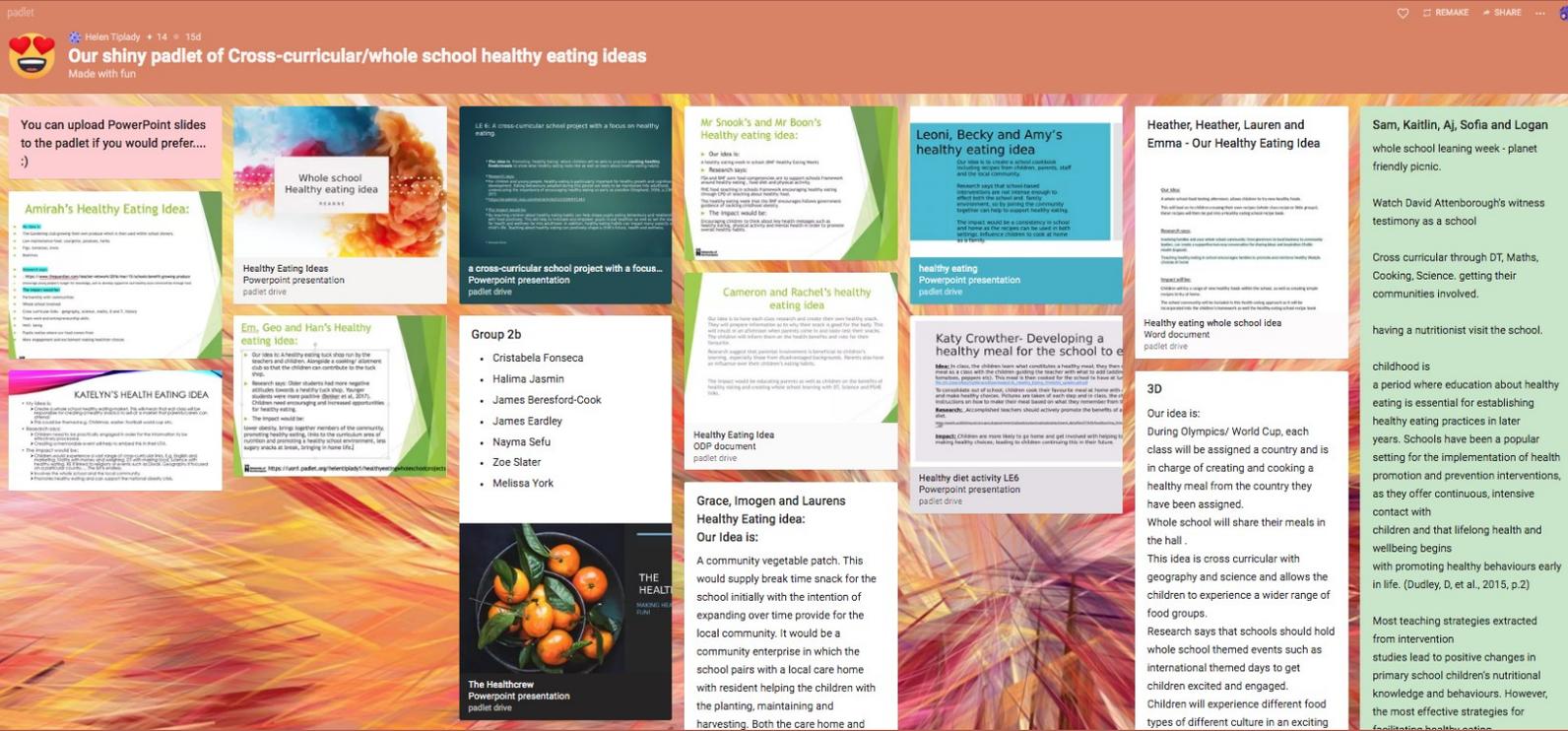
Mathematics  
Manipulatives  
virtual  
classroom



**Thinglink:** make images, videos, and 360 content interactive with text, links, images, videos

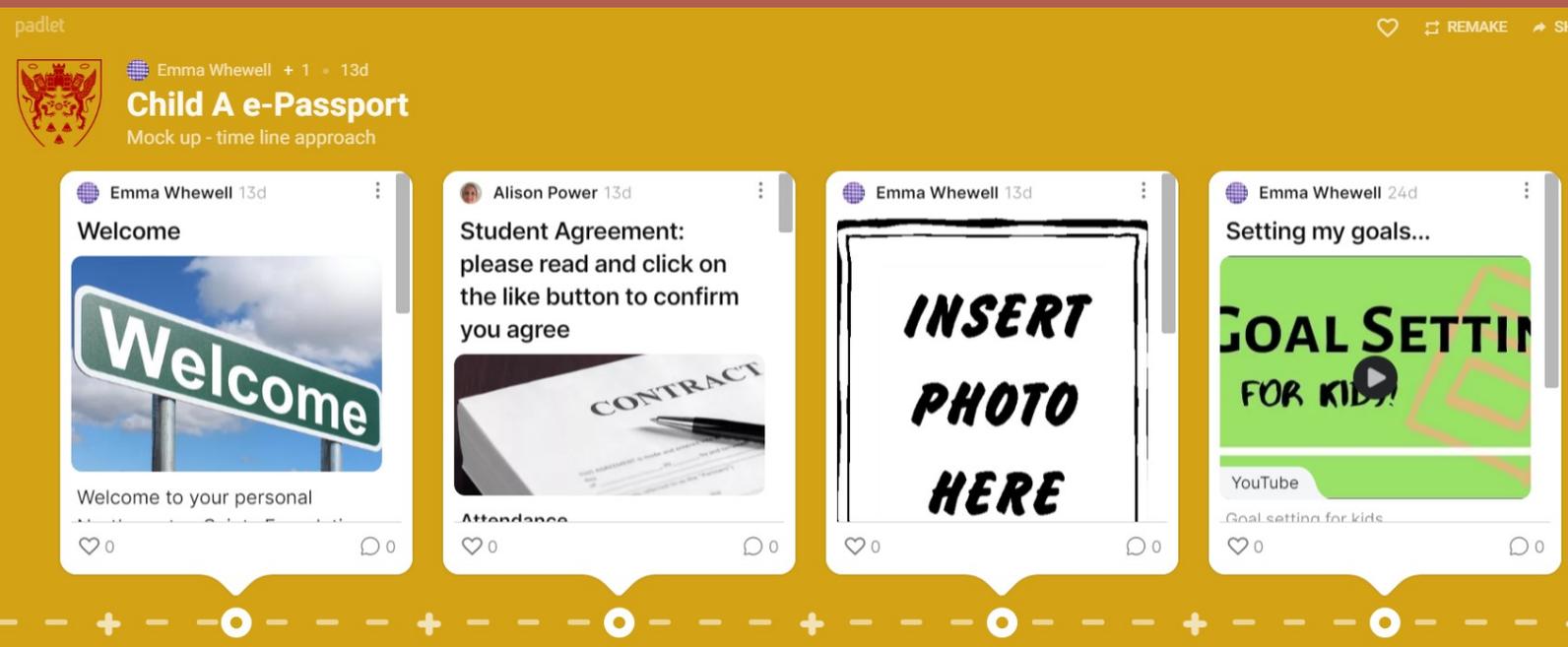


Exploring a painting:  
Seurat, La Grande Jatte  
by [jean edwards](#)



# Groups interacting in Collaborate and posting in Padlet

Helen Tiplady ITT



# Sharing student learning journeys in alternative provision settings

Emma Whewell and Alison Power

# Padlet for knowledge exchange and artefact building

[DLAB2 - YEAR 3 - 2022](https://padlet.com)  
([padlet.com](https://padlet.com))

padlet CASAL OTERO LORENA + 1 • 1mo

## DLAB2 - YEAR 3 - 2022

DIGITAL LEARNING ACROSS BOUNDARIES 2

**ERASMUS+ K2 PROJECT**



Digital Learning Across Boundaries 2 (DLAB2) is an European ERASMUS+ K2 project with NO.2019-1-DK01-KA201-060283

### WELCOME TO DLAB2 - YEAR 3 - 2022



Padlet • casal otero lorena

START HERE

Click on the photo to watch the welcome video, how to access the content and find out more about the Course of Professional Development.

### OPEN THE DOOR TO TECHNOLOGIES



Padlet • casal otero lorena

PROPOSALS FOR ACTIVITIES

TECHNOLOGIES THAT SUPPORT THESE ACTIVITIES

Click on the photo to see all the digital tools used to carry out the activities. Each tool includes a mini-tutorial and an example of an activity with it.

### OPEN THE DOOR TO ART WITH TRASH



Padlet • casal otero lorena

WHAT HAVE WE DONE THIS YEAR IN SCHOOLS?

SCULPTURE WITH TRASH

Click in the photo to see how the schools worked on this theme.

### OPEN THE DOOR TO FOOD WITHOUT WASTE



Padlet • carmenjuanatey

WHAT HAVE WE DONE THIS YEAR IN SCHOOLS?

FOOD WITH-OUT WASTE

Click in the photo to see how the schools worked on this theme.

### OPEN THE DOOR TO STORYTELLING



WHAT HAVE WE DONE THIS YEAR IN SCHOOLS? Click on the LINK to see how

### OPEN THE DOOR TO DLAB2 TALKS



CLICK ON THIS LINK TO WATCH THE TALKS

[https://padlet.com/frederik\\_de\\_laere/lh5o40vasndxrsa4](https://padlet.com/frederik_de_laere/lh5o40vasndxrsa4)

# Kahoot:

Poll, puzzle and quiz questions as well as 'info' slides in between. Students respond to the answers on screen by replying via the browser or app on their mobile phone.

The screenshot shows the Kahoot! interface for a quiz titled "Introduction to Early Childhood". The top navigation bar includes "K! Pro", "Home", "Discover", "Kahoots", "Reports", and "Groups". On the right, there are options for "Upgrade now", "Create", and a user profile icon. The quiz details on the left show "0 favorites", "2 plays", and "28 players". There are "Play" and "Edit" buttons, along with share, star, and menu icons. The quiz is described as "A private kahoot" and "A brief introduction to Early Childhood globally and in England." It was created by "davemeechan" 11 months ago.

The quiz content consists of seven items:

- Item 1: A slide image showing a group of smiling children.
- Item 2: Poll question: "If you have worked with children, what age?" with a 20-second timer and a small image of children.
- Item 3: Poll question: "Would you like to work with children in the future?" with a 20-second timer and a small image of people in a classroom.
- Item 4: Poll question: "If you would like to work with children, why?" with a 20-second timer and a small image of people in various work settings.
- Item 5: Puzzle question: "Arrange in the correct order" with a 60-second timer and a small image of a group of people walking.
- Item 6: Quiz question: "Internationally, which stage of education is generally free?" with a 20-second timer and a small image of a classroom.
- Item 7: Slide question: "Education For All" with a small image of a map showing Senegal and The Gambia.

# Mentimeter: interactive presentations

Go to [www.menti.com](http://www.menti.com) and use the code 96 70 24 2

## What words spring to mind when you think about education in The Gambia?

developing  
ex-colonial  
outdoors  
keen to learn  
high fees for most  
education is life  
valued  
unequal  
relaxed  
narrowed  
creative  
under-funded  
digital divide  
education is cherished  
big focus on english lang  
not everyone has access  
lack of technology  
cherished  
different  
happy kids

Helen Caldwell EDUM074

**Polls in Collaborate:** Using Mentimeter for a word cloud, sharing the tab in Collaborate and then launching a Collaborate poll to ask students when they have contributed.

Go to [www.menti.com](http://www.menti.com) and use the code 84 47 66 4

### What does diversity mean to you?

Word cloud results:

- equality
- differences
- acceptance
- inclusion
- individualism
- togetherness
- being included
- different cultures
- anti-discrimination
- different life experience
- every one is different
- individuality
- backgrounds
- difference
- individual
- unequeness
- inequality
- community
- traits
- diff
- culture
- varie
- specific needs
- inclusion for all
- society
- togetherness
- specific needs
- inclusion for all

Has everyone added to the wordcloud?

No Response	5
Yes	16
No	0

Show Responses

# Jamboard and AnswerGarden

If research was a...it would be...because...food? colour? weather? animal?

The british weather!  
Because its complicated, unpredictable and the outcome is never quite what you expect it to be!



An onion....loads of layers and it makes you cry. In a good way!



like a box of chocolates - some (bits) you LOVE, some (bits) you don't mind, some (bits) really not keen on!



A big tree you're climbing. Many routes up, decisions to be made about which strong branches to climb, but sometimes you climb onto a weaker branch but you take those risks.

If research was a food it would be a pomegranate because it can be complex and very detailed.



Like our preschool's favourite book character, the colour monster! So many colours mixed together, you never quite know where it will lead



Like marmite.



If research was ..... a morning dog walk it would be a muddy stomp through sodden fields but well worth the sense of fulfilment when you finish !

.... zebra it would never be black or white



Animal: Ants... Thousands of them and each with their own complexity. Creeps some people out whereas others find it interesting. Exceptionally strong when used correctly.



If research was like an election... it could be divisive



AnswerGarden

What is educational research and why does it matter to me?

Type your answer here...

40 characters remaining

compares and evaluates ideas

it helps improve my practice

it matters to me because it zooms in on

zooms in weak areas, exposes and impacts

informs possible routes for development

subject may be old but delivery simple

it's not medicinal but 'educational'

supports cpd

**Multiple Jamboards:** in groups in breakout spaces in the virtual classroom. Students use their microphones in collaborate to talk about what they are posting on the jamboard, before the jamboards are shared/presented in main room to the whole group.

This Jamboard features a central image of a group of people in a small boat on a river. Surrounding the image are several text boxes with the following content:

- Very dangerous to try to enter the UK this way, but shows how desperate families are to get to a safe place
- Some may want to take the risk if back home is even more dangerous
- risk might be taken because of language barriers and opportunities
- captives of illegal migrant. People going the extra mile to have a better future
- France doesn't have a reputation of accepting migrants
- Literally risking their life if it has got to that stage of desperation
- Terrifying
- Sad that people have to go through this as an only option to be safe
- risk their lives to escape
- about the desperation of families to get to safety, only option is to escape

This Jamboard features a central image of a group of people holding a sign that says 'PROTESTING IN SCOTLAND'. Surrounding the image are several text boxes with the following content:

- Promote a sense of self and let individuals make their own choices
- Derogatory towards mental health issues
- Unnecessary
- Do what Scotland have done and make it part of the curriculum
- Each to their own just be respectful and not ignorant
- Worry about their own lives and not other peoples
- Some have different views about what is right, could be as a result of their cultural religious beliefs. It's hard to believe choice to be whatever they want in our complex world although this is not acceptable in some countries.
- promotion of lgbt will not influence someone's sexuality and identity and think it's important to educate parents on this rather than to just go along with their opinion
- parents will always have ideas about what their children should learn in school but LGBTQ+ is now part of history and should be taught
- views of people or lgbt should be respected but also think with different views eg. those who want to uphold the original definition of marriage between man and woman should also be respected
- to parents promoting they are taking away the voice from the child and not letting the child decide what they want to be taught
- Do not call it the parents who the child can be
- everyone should be allowed to express their views
- I think the concept of being 'out' shouldn't be necessary - people have the freedom to be who they want to be and should be supported and judged by being lgbt, lgbt rights that we have
- this is so narrow minded and just dismissing 'let people be who they want to be'
- to parents promoting they are taking away the voice from the child and not letting the child decide what they want to be taught

This Jamboard features a central image of a group of people, likely refugees, looking towards the camera. Surrounding the image are several text boxes with the following content:

- Devastating
- Everyone deserves a chance
- refugees looking for safety/ a better future
- There are people within the UK that needs that safety too and a better future
- Everyone wants a better future and deserves safety
- We should help them and stay away from the stereotype of where they come from
- negative stigma around refugees, migrants and lgbt
- upsetting that people are put in situations where escaping is the safest option for them

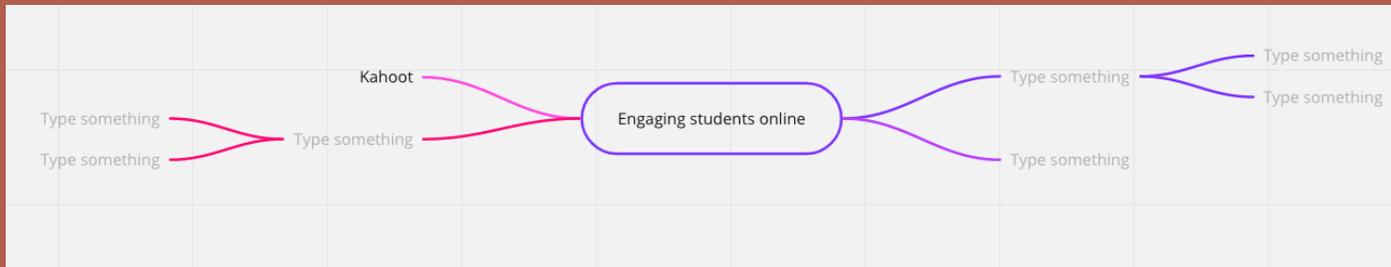
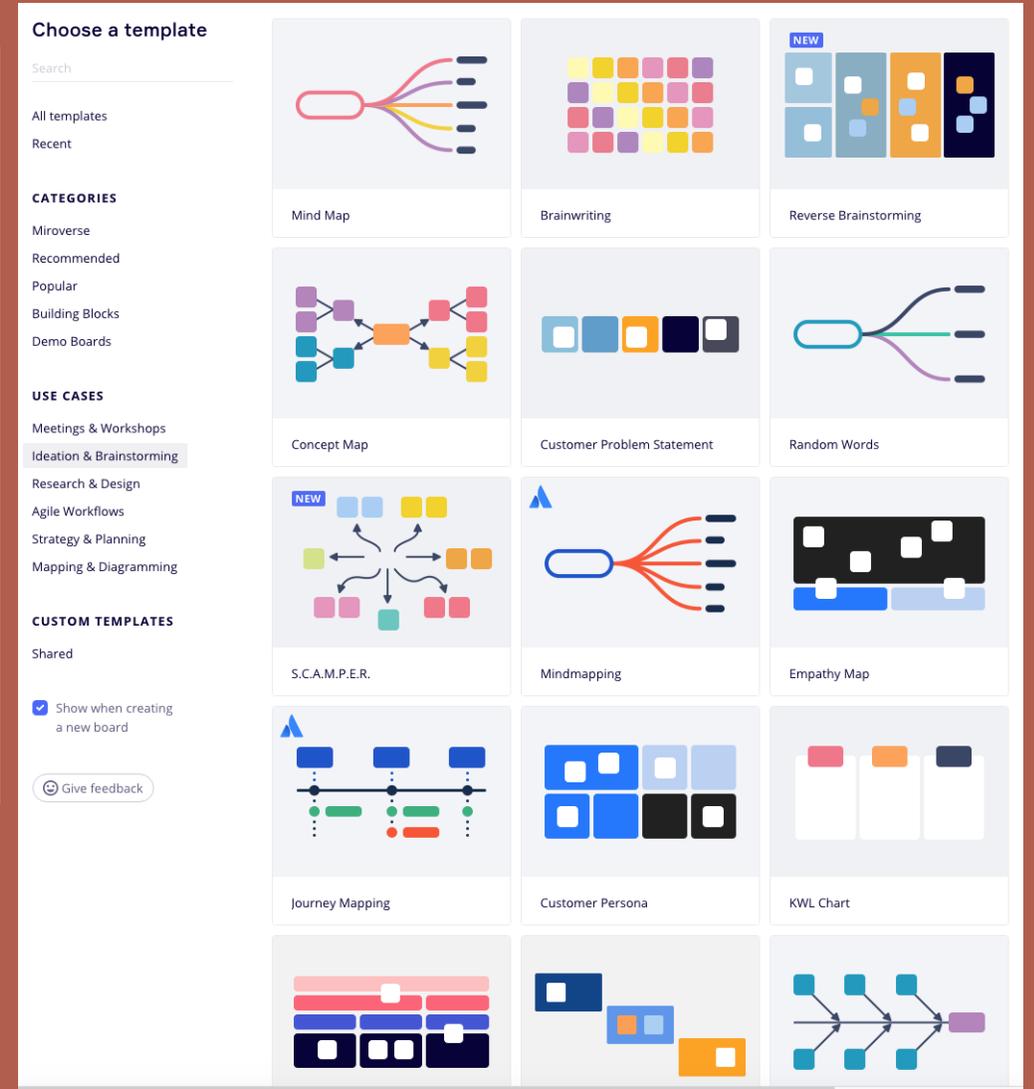
This Jamboard features a central image of a group of people walking on a rainbow-colored path. Surrounding the image are several text boxes with the following content:

- Supporting differences
- allows people to be proud of who they are
- representing a culture, normalising /making mainstream of lgbt+, promoting equality
- Live your life how you want to not according to anyone else
- powerful
- accepting peoples individualities
- inclusion
- Promoting diversity
- Good that everyone can express their inner selves however they want to
- It's important to promote equality

# Miro.com:

an online collaborative whiteboarding platform that enables distributed teams to work together, from brainstorming with digital sticky notes to planning and managing workflows.

[Miro: An Online Visual Collaboration Platform for Teamwork](#)



# Co-creation Tools

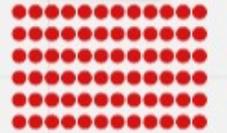
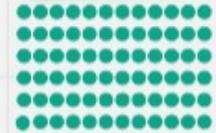


Voting Dots

Six dots each

Activities with goods tools

Activities with gaps



Licensed vs not

Licensed



Not Licensed

## IF TIME/POST F2F...

- Go back to your Virtual Classrooms Debate room and create a ppt of your group's main points for and against the statement.
- Please post on: <https://uon1.padlet.org/helentiplady1/PlasticPollutionFSM>
- Please look at 2 groups' work – one from the same debate as your own and one from the alternative topic. Please leave a positive comment and a grade for content & validity of points made. Please be constructive and professional with your comments – thank you 😊

# Collaborate for debates (3)

Helen Tiplady ITT3061 LE 4

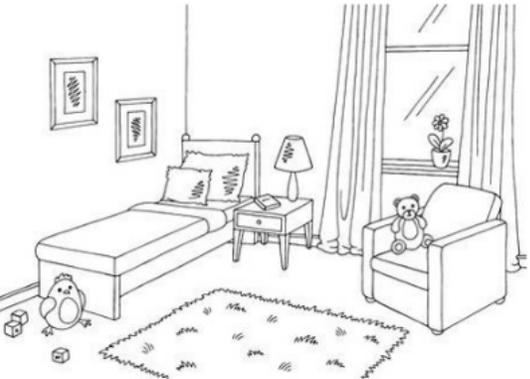
## POST DEBATE DISCUSSION

Evaluate the use of a debate as an active learning tool in primary science.

How can this activity be adapted to the primary school science curriculum?

# Jamboard for an interactive slide presentation

## Zindaba's bedroom-Group 1



She might have no siblings and need to play all by herself

She might be bored with limited resources to engage her

Her parents might be working from home, hence limited communication or attachment

She might be sharing the same room with her family

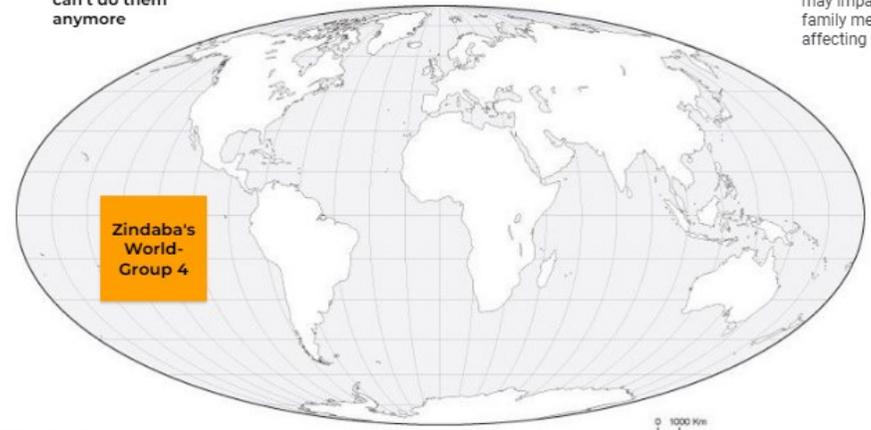
She may have to share the space with other siblings

she may not have many toys to play with in her room or space to learn

The limited resources for

Not being able to go out can impact on her physical and cognitive development

May not be able to see certain family members, if they live far away from her - Change in normality



Economic impact - If parents haven't got the same amount of money from furlough or may have lost a job - impact on her way of life

It has an impact on her mental well being - as a child who is used to doing certain things and all of a sudden can't do them anymore

Travel arrangements may impact on visiting family members; affecting her socially.

Unable to participate in extra curricular activities and hobbies like for example, swimming

Have to be at a distance from school friends, play without making contact ect. which can have an impact on them socially

Same Time  
Different Place

Different Time  
Different Place

Same Time  
Same Place

Different Time  
Same Place

Technology-  
supported learning is  
continuous,  
facilitatory and can  
occur in any time and  
any space.

# Conclusion

- A key conclusion looking across all the findings is that professional collaboration and knowledge sharing is powerfully supported when the teachers, as learners, belong to a Community of Practice (CoP) .
- Members link to other communities across national barriers and time zones.
- Different forms of knowledge and expertise are developed, shared and refined in response to the tasks that the community face.

# Summary of tools mentioned

Book Creator, Jamboard, Padlet, Adobe Spark, Powtoon, Bitmoji, Wakelet, Thinglink, Kahoot, Mentimeter, AnswerGarden, OneNote, Miro.com, Canva

# More background from us

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# Activity: mapping rhizomatic learning to digital tools

- Share experience of what digital tools you use
- Group tool uses with the types of learning
- Consider challenges and barriers to adoption



## Workshop activities- Using Jamboard

- [bit.ly/3zk93UE](https://bit.ly/3zk93UE)