
SAN JUAN – GAC Session: ICANN Learn & Onboarding Program
Thursday, March 15, 2018 – 08:30 to 09:00 AST
ICANN61 | San Juan, Puerto Rico

MANAL ISMAIL: Give it five more minutes to allow other colleagues who may be a bit late to join. Thank you. Good morning, everyone and thank you for making it at this early hour. I hope you had enjoyed the music night yesterday. I don't think everyone survived the music night, I can bet.

This is GAC session 32, scheduled at 8:30 on Thursday, May 15th. It's on ICANNLearn and onboarding programs. I'll hand over to Julia. Over to you, Julia.

JULIA CHARVOLEN: Good morning, everyone. So, this project on ICANNLearn comes from the Underserved Regions Working Group, specifically. They have been working on creating an induction pack for GAC newcomers, and one of the tasks of this project was to create information that could be published on the platform ICANNLearn. With this, I will give the floor to Betsy, so she can show us the tool and we can then talk about it and maybe have questions.

Note: The following is the output resulting from transcribing an audio file into a word/text document. Although the transcription is largely accurate, in some cases may be incomplete or inaccurate due to inaudible passages and grammatical corrections. It is posted as an aid to the original audio file, but should not be treated as an authoritative record.

BETSY ANDREWS:

Thank you, Julia. Thank you, Manal. Good morning. My name is Betsy Andrews and I work in the public responsibility department at ICANN. One of the tools that we have to enhance capacity development for ICANN community members is ICANNLearn, an online learning platform. I'm going to show you an overview of the platform and what this onboarding course looks like so you can be a little more familiar with the tool and envision how you might be using it. We'll go over creating an account and rolling in courses, the onboarding course that has been drafted. I'll show you how to change the language on the platform if you would like to and how to access certificates and transcripts. Then, if anyone has any questions, I'd be happy to answer them.

The URL is learn.icann.org, or if you go to the icann.org webpage, at the very bottom, there's a link for ICANNLearn. This is what the login screen looks like. You can also sign up for an account here. If you have any difficulties at all, it will pop up with a get help button and you'll end up contacting my team and we're happy to help you straighten things out.

So, once you've signed up or enrolled, then you will come to the dashboard page. This is what it looks like on your browser. It also works very well on your phone. So, you'll have lots of options here for how to see different courses and access the records.

When you are looking for a new course, you'll click on this catalog tile that you see on the left-hand side of the middle row and that will show you where all the categories and all of the courses are and you can select which ones you would like to learn from.

This is what the list of courses currently looks like. It's expanding all the time. You'll see the icons on the left-hand side that indicate what category the courses are in. So, for example, the onboarding courses are in the newcomer category, and in a lot of cases, this is the category where you're going to want to start to learn more about ICANN.

When you want to enroll in a course, you click the green enroll button, and once you've enrolled, it turns into a purple launch button.

So, when you launch a course – let's go onto the next slide – this is what the course launch page looks like. You'll notice that the tag is in the middle. That's so that if you're searching for a course, you can find them based on those tags. Those are currently in English, but everything else is translatable.

When you start a course, when you launch it, it'll go into a screen like this and this also works on tablets and phones. You'll have instructions for the course and then you'll have the actual course elements.

What you see on the screen now is the draft of the onboarding course that was developed based on materials from the GAC website and this is to give you an idea of what ICANNLearn courses can look like and how you might use them in the GAC to increase capacity.

As you progress through the course, you'll see at the beginning we have course objectives. This is what we intend for the course to do. And it helps when you're starting a course to know where you're going. The course objectives will really help you with that direction.

Then, the learning outcomes are what we intend for the learner to be able to do as a result of taking the course. So, if you are on a committee or if you're starting to work on trying to develop a course, the important thing to remember is what do we want the learner to get out of this course? That will be captured in the learning outcomes.

This is just another example of a page in this course where we're introducing the leadership and you would scroll down through the lessons. There are interactive elements as well. For example, you see on the screen now we have different blocks that you can click on to expand. So, it's interactive. It keeps people a little bit more engaged than just accessing static information.

This is an example of what an assessment looks like. For example, a quiz question. Quiz questions are really important when it comes to online learning, not just because it allows us to track the information that people are gleaning from the course, but they're also important as a learner, because when you're taking a course and you have an assessment question, you're able to evaluate whether you're learning the key points. In this case, we're asking which of the following is an example of a GAC observer rather than a member? Is it UNESCO, Japan, or France? Anybody? [inaudible]. Yeah.

The benefits of online learning are to encourage participation in the process. If we can increase our capacity to participate ahead of an event, then we can get more out of the sessions where we're in person.

Another advantage is self-paced learning. Sometimes it can be pretty full on at an ICANN meeting because you're learning a lot, often in a language that is not the one you use every day and we can be distracted by our e-mails and by networking with our colleagues.

So, one of the advantages of your using ICANNLearn for GAC capacity development is that it can be self-paced learning that people can do on their own at their own pace. You can use it to explain GAC's role in ICANN's multi-stakeholder model, to

introduce current members and useful resources. There's a discussion area that you can utilize that can be helpful. We can use the platform to assess members' understandings. That gives us some data to help direct some of the capacity development initiatives that you might be developing within the GAC.

Also, you can use online learning to ensure that all members have the same basic knowledge of the GAC so that everybody is starting on the same page, and that can be a terrific advantage.

This is an example of how it looks on a phone. This is from the fellowship course. We have an interview with Tracy Hackshaw that comes up and you can see on the left it's just resized for phones. It's also the file sizes are changed to make it easier to use on lower bandwidths. That's just an example of what your course can look like vertically or horizontally.

On that dashboard page, you'll see it behind this big yellow sign that says "Language". That's the same dashboard page I showed you before and it will appear on the phone or a tablet or on a computer. At the very bottom of the page, there is a globe and the word "Language". If you click on that globe, it will give you a drop-down list of 29 different languages from which you can choose whichever you want your database to be.

There are two different elements of language accessibility. One is the language in which we are producing the course. So, the

language that the content is in. In most cases, ICANN is going to provide that in the six UN languages.

The other element is the interface itself, so if you're more comfortable having the interface in a different language, you can select that for yourself.

This is an example of what a course in French looks like. It's our At-Large Capacity Building webinars archive. You'll see that it looks exactly the same. The Russian ones take up more room as we know, and the Arabic ones read in the other direction but it is all on the same platform.

Everything is in the same catalog, so if you used ICANNLearn before, you might have noticed that you had to log in different places to access different language materials, but now on ICANNLearn everything is in the same place.

There's a discussion area on each course launch page if you want to do that on the GAC capacity development course page. You're welcome to do that. These comments can be tracked and we can connect people with the answers to their questions.

Here's an example of the course resource folder. When you develop a course, you can put handouts in a resource folder and they can be accessible to everyone who is taking the course. This makes it easier if there are materials that change fairly

frequently to just update those materials and put them in an easy to access place.

Another thing that people love to see in the online learning platform are certificates to award you for the progress that you've made. This is what a certificate looks like. Meghan Healy is on our ICANNLearn team, so this is her certificate for completing the registrar training course. The certificate, once you have earned it, can be accessed on that course launch page and can also be accessed via your transcript within the system.

This is just a high-level overview of what ICANNLearn looks like and how you might want to use it within the GAC. If you have any questions, I'm happy to answer them or defer to Julia.

JULIA CHARVOLEN:

Thanks very much, Betsy. I just wanted to reinforce the fact that all the information on ICANNLearn right now that we've worked on comes from the website. So, very happy for GAC members. Once we launch it, that is something we have to discuss, but once it's launched, if you have any questions or comments about it, we're very happy to make any changes, but yes, we didn't invent the information on the platform, just so you know. Questions, comments?

ISRAEL ROSAS: Good morning, everyone. This is Israel Rosas from Mexico. I just want to note that this platform is very useful for us also in the fellowship program. We are using it all the time. I'm speaking also as a coach of the fellowship program. It's a very, very good platform with excellent resources. Thank you.

JULIA CHARVOLEN: That's great. Thank you for your feedback. Gracias.

KEVIN SHARKEY: Hello. Kevin Sharkey from Puerto Rico. This is my first conference, especially in tune to everything you're saying. Is the platform ... Could you expand a little bit? I haven't had the time to visit. What are the topics? And if I wanted to get involved, what are the topics that I would be asked to do or is there some free range? Thank you for everything.

JULIA CHARVOLEN: When you say involved, do you mean courses to take or are you volunteering to help create materials?

KEVIN SHARKEY: Both.

[JULA]:

Okay. So, on the platform right now, we have a lot of newcomer and introductory materials, pilot materials. We also are rolling out some technical courses, so we'll have a cybersecurity course, basic DNS fundamentals, DNS abuse. That's our next big rollout. After that, we'll be working on some policy initiatives, so there will be an overview of the PDP process and then we'll also be deep dives into each of the ongoing PDPs. There's going to be a reviews course, an empowered community course. This is the direction that we're moving in. If you have ideas for courses to which you'd like to contribute, please, please contact us. You can e-mail me directly if you'd like or icannlearn@icann.org.

TAYLOR BENTLEY:

Hi, my name is Taylor Bentley with government of Canada and I'd just like to say it wasn't through this platform exactly. I guess it was the ICANN Academy before, but I found even five years into this immense value from a lot of the different programs and I would just recommend to my fellow GAC members that once you finish the GAC onboarding platform course, I would complete the registrar one, the GNSO one, the IPC one because it really kind of gives you that exposure to where different parts of the community are coming at this from, how they're approaching the same issues we are, and the building on top of specific issues, as you mentioned, is very, very positive and I look forward to exploring it further. So, thank you very much.

JULIA CHARVOLEN: Thank you very much. Right now, the information that we have is very, let's say, basic. What is the GAC? The GAC leadership. For specific topics, we would really welcome from GAC members to tell us you should put this on the platform, or this and this. We've been working with the Underserved Regions Working Group and especially [Rapid Sun] from Cambodia who has been really helping us on that. But, if you have any suggestions, we do welcome very much.

MANAL ISMAIL: Just for the record, the previous speaker was Julia. Yes, Pua, please.

PUA HUNTER: Thank you very much, Betsy and Julia. Thank you for the presentation. It's really excellent. From our perspective, from the Underserved Regions, this is actually a great platform where we can point people to rather than having to do these face-to-face workshops all the time.

I have a question. When you complete a course are you able to go back to it another time for a refresher? Thank you.

JULIA CHARVOLEN: Yes, yes. You can take the courses an unlimited number of times. The only restriction there is if you take it again and you do the assessment again, the current assessment – so, answering the quiz questions an additional time – will replace the first one.

So, in a case where we want to preserve quiz scores, we usually just lock the assessments on the second time around. So, you can still access the information, but can't necessarily retake the quizzes. Thanks.

MANAL ISMAIL: Nigel?

NIGEL CASSIMIRE: Good morning. Nigel Cassimire, CTU. I haven't gone on the platform myself, but I think I will do so now to familiarize myself with what's there, especially in terms of the GAC onboarding. I heard ... Well, Julia mentioned that you were looking for people to help to keep the content current. I can put myself in the place of a new member of the GAC. One of the things you would want to know is what's current. What are some of the topics that might be live right now that maybe I need to recert before I get [inaudible]. So, that's one aspect that I can think of that might be useful for a newcomer coming on, but that would need some input from the GAC I guess to keep it current.

I wouldn't say I'm volunteering right now, but I'll take a look at the platform and see if there is anything that I can offer. Thanks.

[JULIA CHARVOLEN]: I think what Betsy created, her team created, we might as well share it first with the Underserved Regions Working Group and then with the wider GAC before we launch it, just for everybody to review it. Thank you very much for the topic.

MANAL ISMAIL: Yes, Senegal. Please, [inaudible], go ahead.

UNIDENTIFIED MALE: Thank you, Manal. Good morning, everybody. I would like to speak in French. Thank you very much for this platform. It will be really useful for all GAC members.

I have a question. Taking into account that this is one 100% anonymous, do you think that perhaps there may be some influence in some people because it is not fully anonymous? Do you think that the validation may be anonymous, so as to encourage everyone to take these courses, and I repeat, perhaps assessment may not be – may be anonymous, as a matter of fact?

MANAL ISMAIL: Betsy, please go ahead.

BETSY ANDREWS: Thank you for the question. There is always a balance between collecting data in order to help you make decisions about programming going forward and anonymity. We are aware of the fact that some people would be much more comfortable accessing the information in a way where they don't have to log in. But, we decided to create the platform in such a way that you do log in so that we can track what people are doing, what they're learning from, what they're gaining from.

So, having said that, it is a choice when you're talking about onboarding and if there are people who want to access in a way that is not on the platform, we can make it available to them. That's not a perfect solution by any means, but we're trying to balance needing the data to evaluate whether this is a worthwhile platform to dedicate resources to, whether members are getting what they need to get out of it with issues of anonymity.

But, I will say that this platform is a part of the overall ICANN initiatives in terms of online data. So, it is subject to GDPR and other relevant issues and it will also ultimately be included in the ICANN single sign-on program where you've signed into the

ICANN website and everything is connected. ICANNlearn has been built in such a way that it will synch into that as well.

MANAL ISMAIL: Thank you, Betsy. Anymore questions? If not ... Yes, please, go ahead. This is Puerto Rico, right?

KEVIN SHARKEY: Yes. Kevin again from Puerto Rico. To the gentleman's point about anonymity and the onboarding process, right before your presentation I tried to get into the course and I didn't choose a complicated enough password. My point is what are we protecting ourselves from? I don't believe it should be anonymous because I believe that allows for behavior that's counterproductive to what you're trying to do. Basically, what are you ... Someone is going to log in and take courses from me? Someone is going to pretend that I'm better? I don't get what you're protecting us from.

BETSEY ANDREWS: In most cases, we're collecting general data in order to help us be more effective with outreach programs, but in some cases ICANNlearn is used for certification purposes. For example, with the registrar training, that's a part of our process of certifying registrars. In that case, it's very important to ensure that the

username, which is the e-mail, is the person logging in and that it's not easy to share those things.

MANAL ISMAIL:

Thank you, Betsy. Any other questions? If not, I know you need to be excused, so thank you very much for joining us. Thank you for the timely presentation. Thank you. This concludes our first session. Please remain seated. We will proceed directly. Maybe we can take five minutes.

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