
GISELLA GRUBER:

Good morning, good afternoon, and good evening to everyone. Welcome to the monthly NARALO call on Monday, the 10th of August, at 19:00 UTC. On today's call, we have Eduardo Diaz, Glenn McKnight, Adrian Schmidt, Alfredo Calderon, Bill Jouris, David Mackey, Glenn McKnight, Gordon Chillcott, Jonathan Zuck, Jose Lebron, Judith Hellerstein, Katarina Gevorgyan, Marita Moll, Nick Cervantes, Ron da Silva. From staff, we have Silvia Vivanco, Claudia Ruiz, and myself, Gisella Gruber.

If I could also kindly remind everyone to state their names when speaking for transcription purposes. And this is every time you take the floor. And with no further ado, I'll hand it over to you, Eduardo. Thank you.

EDUARDO DIAZ:

Thank you very much, Gisella. And welcome, everyone, to today's monthly call. Just to remind you that we have changed the focus of our calls. And we will do this ... We will try to do this for FY21, really try to engage through capacity building. All the announcements, policy announcements, reporting, we're doing that for the newsletter and also through the NA-Discuss list.

I encourage everyone to move. We have a weekly CPWG. Policy is being discussed there. I encourage everyone to go there and make yourself counted as present in these meetings because we are using the total numbers of the people that participate in these meetings as a measure to see if this plan that we have for engagement through this year—

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doing this focus—is helping not only increasing the participation in these monthly meetings but also on the CPWG.

So, with that in mind, today we have Glenn McKnight and Alfredo Calderon. They are two NARALO members. And they have a brainchild project called the Virtual School of Internet Governance. But I'm going to let them talk about this. And they're going to talk about the school and they will go through the school. And if you have any question, please put it in the chat and they will take it over. So, Glenn and Alfredo, you have the floor. Thank you.

ALFREDO CALDERON:

Okay. So, Glenn, if you want, I'll start. I'm one of the founders of this new Virtual School of Internet Governance. These are the topics we're going to try and cover—the objectives, who are the people involved, what are the features of the platform, the timelines we have set up, what we expect to be the deliverables or the outcomes, and how we're dealing with sponsorship. So, next slide. And we'll have Glenn.

GLENN MCKNIGHT:

Sure. Okay. Welcome, everyone. So, I'm going to talk to you about the objectives. We set this concept up. And the first thing we did, historically, we looked at all the face-to-face and online internet governance training programs. As members as the DC Coalition on Internet Governance, we've been working on their operations plan, as well as their learning taxonomy.

After attending 10 separate schools of internet governance in some capacity beyond just attendance, but being a team member in North America, the Southern School, the African School, and the Indian School, I bring a certain sense of knowledge of what each of these schools have looked at, in terms of their focus.

So, what we did here is we started off back in May, doing a bit of a gap analysis of what is available, in terms of the training online as well as in-person. Secondly, we provided a ... When we started doing this design, we definitely wanted to create a comprehensive free, online training opportunities for anyone.

And again, it would be very neutral in terms of internet speeds and your platform. We wanted to make sure it was an interactive experience. We wanted to encourage continuous feedback and improvements on the course over time. And the only way to do that is to commit to a number and commit to a sequence of courses with people around the world being involved.

This is absolutely not something that replaces the richness and the depth that you get from a face-to-face experience from a school of internet governance. Many of you ... I know Katarina, and David, and others who are on call here, who attended the NASIG event in Montreal. And some of you may have attended the one that we did in Puerto Rico as well. As you know, it's much more than just the education. It's the interaction with people, the learning, actually speaking to the people who are movers and shakers in the ecosystem.

It's a clear approach that it's a level-entry education. So, we are casting a really wide net to anyone that isn't an IT professional, who wants to become an IT professional. We want to recruit, for long-term, a body of international editors.

And this is one of our strategies. And we have a couple. We have Eduardo, Bill Jouris, and Katarina are all beta testers on our site. We have 13 people from different parts of the world that evaluating the site. And we'll go over the timeline a little bit more. And the plan is to get individuals to, after we have the content, really nail down and then start looking at the next stage of translating the content to multiple languages. So, over to you, Alfredo.

ALFREDO CALDERON:

Yes. Thank you. Next slide, please. So, once we've ... Yeah. There we go. Yeah. So, once we started on this project, we decided that Glenn would be in charge of coordinating the project. And I'm sort of a dean of academic affairs. And I deal with the academic design of the platform and the content, together with Glenn. And Glenn is also in charge of public relations, as you all know he's good at that, and the fundraising activities.

We also have, as Glenn mentioned, some beta testers. And we have some of them on this call. Again, we, Glenn and I, want to thank them so much for all the help you've given us, and the ideas, and the suggestions that we've actually taken into account. We expect to have some guest speakers for some live chat. And we'll talk about that as well, when we walk through the website.

So, let's go on to the next slide. And on the next slide ... And I'll take this one, Glenn. So, we have some features that we took into account when we decided on which was going to be the platform we were going to use. So, we're using Moodle, which is a learning management system. And it's based on the cloud so it's hosted on a partner—a Moodle partner.

We've tried to gather all the rich media content that is available out there. Again, we don't want to reinvent the wheel. We just want to have a place where anybody can go and start learning the basics of internet governance so that he or she can get involved.

We have a mobile-friendly platform as well so you'll be able to use your mobile device, be it a cell phone, smartphone, a tablet. It's a complete management system that we picked with Moodle. And its features include managing students, teachers, and administration within the site. And we'll look at that if we have enough time.

And a great feature we looked into was taking care of those people that have difficulty accessing the internet 24/7. So, they'll be able to download the content, work with it on their device. And then, once they get to a place where there's wi-fi or internet access, they can upload the results for the content they reviewed. And it will sync automatically, if they want it to.

We're going to have ... In our Virtual School, we're going to have some live chats. Every week, we're planning on have a synchronous—people at the same time connected. And we're going to be able to discuss some topics. We're going to hopefully have guest speakers that are going to

be presenting some topics and help us clarify some doubts that participants may have.

We're going to have discussion forums, which is an asynchronous activity. That is, people might post something during the day. Other people, during the day or during the week, might respond or might add some comments. So, we're going to have some discussion threads going on during the course as well.

We're going to have quizzes. Now, these quizzes have two purposes. One purpose is so that you can assess if you learned some concepts that we want you to learn. And the second thing is that some of you might be interested in getting a certificate of completion. So, in order to do that, you have to meet all the—take all the quizzes and achieve an 80%. And I will talk a little bit more about that later on. So, let's go on to the next slide. And, Glenn, take it over.

GLENN MCKNIGHT:

Sure. So, this is a sample of the certificate that we issue upon completion. And again, everyone has the walkthrough, our engagement document and code of conduct. There is, again, a whole process that we set into play. People can take this course and not want to do the certificate. Again, it's a free program.

But if you're looking, especially for schools of internet governance, like the one I'm working with, the Ghana School of Internet Governance, all their students will probably be ... Raymond is more than likely, as part of a requirement to take this generic content before they can enter their

specific face-to-face course that they'll be doing in November. So, that's in Ghana. Next slide, please. So, did you want to talk about the mobile?

ALFREDO CALDERON:

Sure. On this slide, you have an example of how the screen displays on a mobile device. You have an introduction to the course. You also have ... For example, on the second slide—the middle one—you have one of the modules, which is the History of Internet Governance. It gives you a brief introduction to it. Keep in mind that eventually, we'll be adding some short video clips, with somebody speaking about that module in particular. And that's upcoming.

And on the third image, you can see an outline of how each module is divided, or its content is allocated. And we'll talk about that a little bit more when we go live. But you can see that it has a section with the objectives.

And we'll look at an example. The History of Internet Governance, in this case, is the module itself with the content. We have a discussion forum, which in this case is, "Have any questions?" So, it's stated as a question for the participants.

Then, there's the quiz. And in this case, it's the quiz of the History of Internet Governance. And we added something that we thought would give some more value to our course, which is the complementary resources. And this is because we know that the participants won't have all the time in the world to go through all the content that we have.

As Glenn mentioned, we try to reach out to all the organizations—to all the groups that have something to deal with internet governance—so that all the participants can get a sense of what internet governance is all about. Now, in order to do that, we needed to add content. But there's some required content and then there's complementary resources that you can look at if you want to deep dive into some idea, some concept, or some situation that's going to be discussed during each one of the modules.

And we have the chat space. And the chat space is where we'll have people that are logged in at the same time. So, this is a synchronous activity—will be able to chat, like in instant messaging, back and forth. And then, at the end, you can see something that looks like a b in a blue background. That's because the platform also has something similar to Zoom. It has what is called BigBlueButton. So, it's a platform that will allow us to have 100 concurrent users logged in, watching, hearing, and actively participating with chat, sharing material and so forth.

So, this gives you an idea of what you can see and you can do on your mobile device. So, everything you see here, you can click on the links, and you can access each one of the sections, and you can see it live or you can download it and work with it offline. Next slide, please.

So, the next slide is an example of how it looks on a tablet. On a tablet, you see ... Since you know or you can see that there's more real estate—more space to allocate the resources ... So, this gives you an idea of how it is going to look when you go to the website as well. Next slide.

Okay. So, here, you have another example. On the left side, you have a table of contents. So, this, for example, in the History of Internet, gives you an outline of what are the areas we're going to be covering within that module? The numbers, the first number indicates the chapter. The second number, like for example 4.1, indicates within chapter four, which is WSIS, there are one, two, three, four sections that you can look at. On the right side, you see exactly the same thing but how it looks on a tablet or on your computer, if you use that. Next slide, please.

This gives you an example of how a quiz looks like. On the left side, on a mobile device, you have the question—an example of a question number two. This is a question where you have to select one. This is a multiple choice, one selection. On the right side, you see a different question. This is a matching question. And you can do it, as I mentioned, online. Or you could download it, work with it offline, and then sync it back when you get access to wi-fi or to internet. So, these are two examples of how a quiz looks like. We'll look at one live when we have a chance. Next slide, please.

So, this, again is an example of the multiple choice question. And I see that someone is ... I guess Glen is telling you guys that you can take the quizzes as many times as you need. The idea is that you accomplish or achieve an 80% of correct answers. And you'll be able to monitor that—and I'll show you how you can monitor that—if you're seeking the certificate. If you're not, no worries. No problems. You just go through the content. You can try the quiz. If you don't make it, well, it's really up to you. So, that's our plan or our ideas so far. Next slide, please. Glenn?

GLENN MCKNIGHT:

Okay. So, I'll jump in. Thank you for that. So, again, what Alfredo was trying to show you is that we were very aware of the fact that the user experience from any type of platform was necessary to test. So, that's one of the features we've been working through this summer.

So, let's talk about the student benefits. They're engaged in a clear educational roadmap for internet governance. So, as you'll see in a minute, all the modules have been vetted through a process of looking at best practices, whether it's Diplo or others, whether you call them modules, or pillars, or sections.

But we try to go through every step in the roadmap for the student. We want a learning environment that they could share their knowledge and experience, rather than just being a passive learner—that we clearly, as a MOOC—as I shared with earlier on what a MOOC is. A MOOC is a massive open online courseware. And what's critical in it is the participation.

So, sharing your knowledge, your experience, finding other people that are doing similar things is critical. We want you to participate in an interactive online environment with discussions, chats, live sessions, and various perspectives. So, that is the core thing. And the other benefit is there is not cost to the students.

Next slide, please. Shall I do the deliverables?

ALFREDO CALDERON:

Yes, please.

GLENN MCKNIGHT:

Okay. So, you're wondering how many people are we doing. Well, we're not doing a couple. We have almost 100 registrations ready for the September 6th, so those ... And we're moving very rapidly on the November one. We do have a few spots open, particularly for NARALO participants. We've held some spots back. I would say more than 80% is from Africa, Asia, and Latin America—very high numbers from Africa, which is great.

We want to raise funds. We want to raise funding for a number of reasons. One is to see how we can provide stipends or support to some content creators, translators, editors, and the costs for the administration and hosting. So, there is hard costs that we are going to be incurring.

We want to increase student enrollment for the fall, from 2021. And again, this is beyond ... But we're committed for the first year. Of the 400 students, we have intakes. And we'll go over those timelines in a minute. We've reached out the Deborah and Siranush with their existing fellows, as well as the past fellows. And they've shared this information onward. And also, working with ISOC and their membership as well. Next slide.

Okay. Let me just go through the timelines quickly. We really started in May, before we even got our first sponsor. So, we did manage to get sponsorship from PIR, which we thank them very much for that. So, we started it off. And again, we launched a website and we have a fundraising strategy. And the fundraising strategy is just not corporate sponsorship. But we also ... A giving opportunity for people who

appreciate what they got is that they can go to our GoFundMe site and also sponsor it as well.

So, July and August, content completion. We're well ahead on that. We are in stage two of the edits and refinement. Our beta testers are evaluating the course and providing feedback. We are now in the midst of promoting the course solidly. And the Internet Governance Hub is what Norine and I run through Google—sorry, through Facebook. And that's a huge number that I'll be promoting very soon as well.

And then, late August, we'll be closing off all the beta tester in a week or so and then communicating with all the new students that we've accepted and that they will be starting on September 6th. So, back to you.

ALFREDO CALDERON:

Next slide, please. Okay. So, as Glenn mentioned, the first group of 100 students will start on September 6th and end by November 14th. And we're going to have some ongoing review process as we move forward.

So, you can see there that we have four groups—four cohorts. After we're finished with the first one, we have November 15th to January 23rd, January 23rd to March 27, and March 28 to June 5th. And we have until the end of that month, of June 2021 to work on a report—a final report—and evaluation of the process. And probably some data will come out that we can use in some research paper that we might write. Next slide, please. So, Glenn.

GLENN MCKNIGHT: Yeah. Quite quickly ... I'm not going to get into details on this but we have six levels. The sixth level is not there. This is a non-monetary sponsor or participation. So, again, we are aggressively going after many of the sponsors that have seen value in schools of internet governance. So, we are optimistic on support. In fact, we had ... Sally is very aware of this program. And we had the VP of Latin America on the call last week, very excited with what we're doing on this. Next slide.

ALFREDO CALDERON: Glenn, take it.

GLENN MCKNIGHT: Yeah. So, this is a good something from you to screen capture. I'm trying to put it in the discussion. So, we have our website up. The online platform is internetgovernance.moodle.school. We have our FAQs on our website. We have a Facebook page. And our two emails ... Mine is info@virtualsig.org. And Alfredo is registration@virtualsig.org. So, I think that's it. And I think if we can hand it over to you, Alfredo, so that we can give you a live demonstration. So, who's ... Passing it over to you. Here we go.

ALFREDO CALDERON: Can you see the website?

GLENN MCKNIGHT: Yep!

ALFREDO CALDERON:

Okay. Great. So, when you use the address that you saw on the last slide, `internetgovernance.moodle.school`, it will take you to this site, where you're not logged in yet. If you look at the top screen, from right to left, you see there's a button there that says, "Log In." Then, you have the content ... The content that's built in the platform is in English. You can change that to Spanish—not the actual content that we've put in. That can't be changed, if it's hardcoded in the original language.

Then, you have the capability of downloading the Moodle app, as I mentioned in the presentation. This platform allows every participant to download an app to their iOS device or to their android device. And on the left side, those three lines take you to a navigation section or a dashboard. And we'll talk about that in a second.

So, right now, everybody—and this is without logging in—can see the courses that are available. And if we start posting announcements, they'll be able to see them as well.

So, having said that, let's log in. So, depending on your credentials, you'll be able to log in and see only your profile, only your content, only your progress within the course, and also your own grades. Let's log in as a student so you can see what a student actually sees, which is what the beta testers actually received.

Okay, so here we are. My name, now, is Student Demo. And you can see it on the right, top corner. And you can also upload a photo, and imagine, an avatar, whatever you want. And right now, within the course, besides the student demo, Adrian Schmidt, who is on the call, is

also logged in. So, if you notice, I'll be able ... According to this, I'll be able to chat with him. So, I can send him a message. He an reply to me and we can start a conversation.

On the left side, you'll se the courses that I'm supposed to be taking as a student. And if we had more than one course, you'll be able to see all the courses you recently asceses. Also, on the right said, you can see a list of upcoming events, which we have been uploading with details. So, if you click on ...So, if you click on, for example, the first one, the PIT-Bolivia IANN webinars. You click on it. It will open—pop up with more details. And you can gather information about that event and decide if you want to go.

On the third one, you also can see the same sort of setup. And you can also add it to your calendar in this case because it had more information. And it has a link to where you can get more information about that conference or that meeting.

So, let's go into the course. Now, to go into the course, you just click on the logo or the banner and this is what you'll see. You'll see the introduction. The introduction is basically that—an introduction. It defines that it' s a massive open online course. If you are seeking the certificate, it gives you some information of what you had to do. Or participate in the weekly synchronous sessions that we're going to have.

And just so that those that are seeking the certificate are aware of it, they'll have to spend between five and eight hours per module, to look at the content. That's required to take the quizzes and be able to answer the questions. As was mentioned, you can take the quizzes as

many times as you wish. As long as you reach the 80% expected minimum score, you'll be able to qualify for the certificate. And I'll show you that in a second.

So, if we keep moving down, you'll see that there's a participant guidebook. And this participant guidebook. And thank you, Katarina, for the comments you made. It was rectified immediately. I'm not sure if you'll be able to see the actual participant guidebook because it comes up as a popup. So if you can't see it, if you want to see it, just let us know and probably we can send you a link to the PDF file so you can look at it.

So one of the requirements—and that's the way that Glenn and I and anybody in administration is aware if you're seeking the certificate and you agree with the code of behavior and everything else, on the right side, there's a checkmark. So if you click on that checkmark, that means that you are agreeing with all the information that's in the participant guidebook, you'll follow the rules of behavior, etc.

Now, there's also Glenn mentioned that we're seeking donations. There's two ways you can do it. You can send an e-mail to Glenn or to myself if the type of donation you want to make isn't a monetary one like in GoFundMe where you can submit some funds or give us some funds so we can continue working.

In important announcements, you'll be able to see the latest announcements regarding the course, and this is the first discussion forum that we have, getting to know the participants. Now, somebody might ask, well, how do I know which one is a discussion forum, which

one is whatever? In the participant guidebook, it describes each one of the icons you can find, basically what it means, how to use it. So I'm not going to do that right now, but as we move on, we'll see what happens.

Now, I told you before we logged in that on the left side, there's a dashboard. Since I'm logged in as a student, when I click on it, it'll display the navigation dashboard, all the tools that I can use to navigate through the course.

So, the second one, which is the list of participants, this is the list right now that we have beta testers, and they're beta testers—and everybody knows who they are—because the way we set it up was that they allow us to share at least their name. Every student that we have will actually be able, in their profile, to decide what information they want to share with the rest of the participants.

In terms of the grades, we mentioned that there's a section where if you're seeking the certificate, you'll be able to monitor your grades. So if you look at this list of quizzes, we present the [ten] modules you have to take. And each one has a goal of 80% to perform adequately, so that's why you see in the column that says percentage, everything is over 80%. That's because this student demo decided to pursue the certificate, so he was aware that he had to have an 80% minimum score.

I'm going to go into the first quiz, the history of Internet governance, so you can see how it looks like. And this is me as a student, and you can see that I finished it on first attempting this case, and I got the 17 out of

17 points, which is the maximum points you can get in this particular quiz.

If I wanted to review the quiz, I'll be able to review it, see what the question was, what I answered, and here you see we have [inaudible] questions, we have multiple choice with one correct answer, and we have a matching question in this particular module where you have to match some word with an organization based on the type of work they do.

So that gives you an idea of how a quiz works, and you can see, actually, one question at a time if you want to look at one particular question. So going back to the history of Internet governance on the left, this is the first module. It has a short introduction, and we took advantage of something we found on other websites, the ICANN acronyms and terms, so it links directly to the website where they have their acronyms and terms glossary. We have the Internet governance acronyms glossary, so we link directly to the latest version of the DIPLO Foundation glossary, and we have the spectrum policy dictionary which was compiled or is compiled by GSMA, which is a more technical glossary. So, anybody that seeks some clarification on the concept can look to that.

Now, going into the actual module itself, you can see the way it is organized. It has a list of objectives, and I'm clicking on them so you have an idea, and it states clearly that you complete reviewing this module of quiz included for those pursuing the certificate, as we mentioned in the participant guidebook. There would be some discussion forum, we have the complementary resources, and you'll see them in a moment. These are the four objectives that we seek for this

particular module on the history of Internet governance. And we start off with a small list of some of the topics we're going to be covering.

And here we have sort of a 15-slide deck to introduce the whole idea of what is the virtual school of Internet governance. Some of the features that these eBooks have, because this is in the format of an eBook, you can zoom in, you can see it displayed in thumbnails, and on the right side, you'll be able to see it full screen on your computer, on your smartphone, on your tablet. And even if I have it full screen right now, I can still use the zoom in and I can actually look into more closely to the content. So let me get out of here.

So that's regarding the objectives. Now, at the end of the objectives and of each content section, you'll see that you can go back to the previous activity, which in this case is getting to know the participants, you'll see that you can go back to the previous activity, which in this case is getting to know the participants. On the right side, you can go back to the history of Internet governance, and in the middle, it says jump to. Well, jump to where? You can jump all over the place. You can visit whatever module, whatever section within each module that you wish. So that's the way for those that don't like to follow rules or follow a sequence, they can skip around. As long as they are pursuing the certificate, it would be wise to follow the sequence.

So, going back to the history of Internet governance, we saw the objectives. Now, let's go into the content itself. The content is reflected by the icon of a book, and in this case, this is the table of content and in this case, you can see it on the right side, but that's because the resolution that I'm using is a high one, so it's squeezing things in. But I

can get rid of the left dashboard and have more space for the content. And if I increase or decrease the resolution, the table of contents will move to the bottom of this main area.

So in the history of Internet governance, you can see that we have some videos. We indicate how long is the video. In this case, it's four minutes, 50 seconds, and you can download it, as I mentioned, to your device and watch it offline.

This one is a one hour 20 minute long video, and it's our advice that you should look at it as part of the minimum requirements for the certificate, which is the quiz. And you can see that if it's not required, we clearly state that it's not required for the certificate, but you can actually look at the content if you're interested in learning some more about the governing of the Internet and some of the ideas that Professor Kleinwaechter has that issue.

Going back up, to navigate through the different chapters which are the numbers on the left. All you have to do is click on it, and it'll take you to whatever content there is related to, for example in this case, ARPANET.

You'll also see that if there's a video again, we state clearly how long is the video, so the participant that's going to watch it knows what can be expected. And we use a technique called a lightbulb to give you some insight in some other areas that you might consider exploring within the content.

And we actually have some tags. So the tags are sort of keywords that will take you to every section, every module where we are speaking of ARPANET and we have used that as a tag or a keyword. So let's see what

happens if I click on it. It only says that it's in the history of Internet governance, although we know that it could be other areas within the course itself.

And as in any social media or content or learning platform, we have the opportunity as students—and we're giving that to you that you can edit the tag, you can say that it's inappropriate, or you can add it to something that you might be interested in looking further into later on.

So going back, we're in the history of Internet governance, and you can see that each one of the chapters also has—well, most of the chapters have some sections. Let's see, for example, chapter six, if you go and click on chapter six, there's a short introduction to the chapter, and then within the chapter, there's different sections. For example, there's introducing the timeline of ITC, information and communication technology.

So we're talking now specifically about that and we're giving you some more information on that topic. And right here, you can see that there are some breadcrumbs, and these breadcrumbs help you also navigate through the course.

Let's see. Now, as you noticed already, this icon represents a discussion forum or thread, so in this particular case, actually, Glenn and I started two discussion threads: one on universal acceptance, and another one on the history of Internet governance. And you can see on the right side here that each participant can or cannot subscribe to a particular discussion forum and thread. So it's a suggestion so that you'll be able to exchange updated information.

In each one of the discussion forums, we added something that might interest some of the participants, which is our philosophy is that we don't know everything. We don't have all the information in our course. So we're asking the participants to share whatever resource they believe could be enriching the course, will help us make it richer, make it more pertinent to more participants or a wider audience. And I'm not sure you're going to be able to see the form, but there's a Google form and that Google form gives you some details on how to submit your suggestion.

Going back to the history of Internet governance, now we have the quiz, and you'll notice that on the right side, there's a green checkmark. Now, that means that the student demo completed successfully meeting the threshold of 80% on that quiz. So he doesn't have to take it again, because he met it. If he didn't meet that threshold of 80%, instead of a green checkmark, it would be red indicating that he has to redo or retake the quiz. And as we've mentioned, you can take them as many times as you need to take them in order to meet the requirements if you're seeking the certificate of completion.

Complementary resources. Each module has a list of complementary resources following the same or similar format as the [book's] content. We have links, we have eBooks, we have videos regarding all the topics that are covered within each one of the modules. So here for example, we have founding fathers of the internet, because we actually don't talk necessarily about all of them, but you can click here and read more, find some more information on each one.

And as we go down, you'll see some reference to different groups, organizations, that do research within the Internet governance environment, and we also reinforce some of the resources that we have in the content itself here, in the complementary resources in case you skip them.

So, you can see that this is an extensive list of complementary resources that is updated constantly, and on the bottom you see the last date it was modified or updated, and that format will be throughout the course in each one of the modules.

So we said that we could go back at the end of each activity or section, or we can move forward, so forward is the chat space and that's the next activity that's within the first module. And as mentioned, in each one of the modules.

So here we have current users. We have Glenn that for 18 minutes hasn't done anything, but we have Adrian as well. and if we click here to enter the chat, we'll see all the participants that are actively right now logged in, and we can start chatting back and forth. It's simple, easy to use, intuitive, and you can do this on your mobile device as well.

So now, going forward, let's see what happens. The last thing we have within each module is what we call the live chat, or the live session. You'll notice that right now, since the moderator—which is the teacher or the person in charge—is not within the live session right now, I can't join. But if the moderator, in this case Glenn or myself, as administrators or teachers, were logged in, I as a student would be able

to log in as well. But right now, I can't do it because the teacher is not logged in.

So going back to the history of Internet governance, that gives you an idea of the different sections that we have in that unit or that module. It replicates through the whole course, and each one of the modules, we tried to state how long, how much time you'll have to invest in each one, and we'll keep on repeating that throughout the different sections. So for example, in the infrastructure, you'll have here the objectives, how much time you're expected to spend, five to six hours on this module.

Why five to six hours? Well, because we were very strict selecting the material that is required for the certificate, and that's sort of an introduction to that infrastructure module. And if you want to see the actual content, here's the actual content. There's an introduction, and we divided this one into different chapters, one on telecommunication, one on transport protocols, and one on Internet layer, application layer, and fragmented Internet.

And this, we actually need to thank Eduardo. He looked at it as an engineer and told us, look, you have to redo the whole thing. Well, not in those words, but we knew what he meant and we actually did. So thank you, Eduardo, for all the ...

EDUARDO DIAZ:

Alfredo, we're getting to the top of the hour. [inaudible].

ALFREDO CALDERON: Yes. I'm sorry. Sure. Give me just one more second. I'm going to go to the end because I want to show you what happens when a participant completes all the quizzes with 80%. This won't be visible until the student clicks on the participant guidebook and takes all the quizzes and meets the threshold of 80%. Then he'll be able to see the certificate and the certificate will be generated based on—let me see if I can show it to you. I don't think I'll be able to show it to you.

Okay, so you'll see that this is the certificate that the student will get once he meets all the minimum requirements of the course. And on the right side at the bottom, it has a unique identifier so that anyone that is requesting more information about this particular student can review that.

That's all from my part, and I'm assuming there's a lot of questions, so let's go ahead to questions.

EDUARDO DIAZ: Yes. I'm going to run the queue. There is only one, Judith.

JUDITH HELLERSTEIN: Yes. It's an excellent thing. I have a couple questions. When we went through the grading, you have a weighted grading, and I'm wondering how that weighted grading went, because you have like weighting of 12.something, and then there was ... Yeah, so what is the calculated weight? I didn't understand how these are calculated and what these are meant for showing. I assumed—and the grade, if you got 100%, was

it 17 questions and you got 100%, but what is the weighted—I didn't understand this whole section.

ALFREDO CALDERON: Yeah. I can explain it to you offline. IT's a little bit complicated. It involves some mathematics.

JUDITH HELLERSTEIN: Okay. And then also, my other question is, have you looked at the—and I know Greg can type in, whether the site is accessible to people with screen readers, have you had people with screen readers taking the test or [seeing in one of your] demo, your beta testers, and to see how well it does in that matter?

ALFREDO CALDERON: Well, Judith, as a matter of fact, it's a requirement that every content, every image that we drop into the course needs to have alternate text or some sort of description. Everything is accessibility ready. That's another requirement that we looked into.

There might be some spots where we forgot to write in the alternate text for an image or the description of a text. The periods and other stuff, well, since they're third party, it all depends on the source.

JUDITH HELLERSTEIN: Yeah. So that was my question, whether looking at the PDFs, looking at—I just took a class once on that, and on PDFs and Word, and I was

actually surprised. I never knew that they have to look at the fonts and all those type of things. So I was wondering if you looked at that and those issues, and especially on videos and whether any of them were audio described as well. But otherwise, it looks great.

GLENN MCKNIGHT: Alfredo, we have some other questions.

ALFREDO CALDERON: Yes, go ahead.

EDUARDO DIAZ: David Mackey.

DAVID MACKEY: Hi. Thanks, Eduardo. Alfredo and Glenn, just amazing, really well done. This looks great. The question I have is with respect to whether or not there might be an opportunity to link the completion of the course into outreach and engagement to At-Large and to the different RALOs. Has anyone thought about that, and the possibility of, in addition to getting a completion certificate, you automatically get some sort of an invite or a congratulation from a specific RALO and an invite to come and talk to the RALO? Because you're ending up with some really well qualified students. So I just wonder if there's an opportunity for outreach and engagement feeding into the RALOs. Thanks.

GLENN MCKNIGHT:

That's a great question, and you anticipate it. This is our first outreach to a RALO. That's why I said right off the bat that I encourage some of you to register. We have some spots available. We're speaking to EURALO in September, also AFRALO already arranged on their agendas to do something similar—maybe a little shorter than this, but reach out to Satish and Sergio as well. Exactly the same idea.

But I think you make a really good point. We are not here to solicit people, but we want to sort of friendly encourage them, if you really want to take IG seriously, and this is a great way to ... The community is a great community to get involved. There's many places within At-Large that they should get involved with and it will be encouraged in many ways.

Now, when you get into the content—we didn't have time today—there's a lot of material on the policy process as well as a lot of information about ICANN, and again, we try to point people to additional training material that's available, whether it's ICANN Learn, DIPLO, the RIR stuff. All we've tried to do is aggregate information together as much as possible in one place, which we haven't seen.

If you go to ICANN Learn, you see a slice. Really, it's ICANN focused, which it should be. And the same thing with ISOC. So what we tried to do is try to get a catchment of the entire ecosystem. And maybe some people say it's not enough. But you know what? This is something that is going to change, it's going to modify, it's going to get better over time. And all your comments are perfect comments to make it more accessible for every type of end user. Back to you, Eduardo.

EDUARDO DIAZ: Yes. I have Silvia.

SILVIA VIVANCO: Thank you very much, Eduardo. Just first, congratulations on this huge amount of work you have put in, both Glenn and Alfredo. And just a comment, similar to what David said, that there is so much information out there that I think you could leverage this course by making some differentiation with what is already in the ICANN Learn and the different initiatives undertaken by the At-Large community so they complement what is already there, because you know people are very busy and they may be overwhelmed by the amount of information that they receive, and they may see some duplications. So I would encourage you to try to differentiate what is this course bringing that the others are not bringing so they can complement each other and the user experience is more targeted.

Thank you very much for this work. Amazing. And congratulations.

ALFREDO CALDERON: Silvia, yes, and actually, we tried to keep that in mind. And in each one of the modules, when we talk for example of other resources that are out there, when we talk about ICANN, ISOC, At-Large, actually, we have a huge section for At-Large. When we talk about DNS, we don't repeat what's out here. we just point them to what's out there. we give them the less information possible in terms of this is the concept, this is the meaning. If you want to learn more about this, ICANN has this, ISOC has

this, ISOC has this, DIPLO has that, and you can just click through it and you can access it. So, thank you for that, and we've done that.

SILVIA VIVANCO:

Yes. Okay. Thank you for clarifying, Alfredo. I think it's super important, because as users, we all know that there is a lot of information about so many subject matters, and the users are sometimes overwhelmed. So it will be very useful for them to be able to decide what to take, what not to take, and to feel more encouraged instead of the opposite by having too much out there. Thank you.

ALFREDO CALDERON:

Yes. Sure. Thank you. Eduardo.

EDUARDO DIAZ:

I don't have any more questions, and we are at the top of the hour, so thank you so much for Glenn and Alfredo for a great start on this, and I wish you the best of success. I think this is a great initiative, and it's [still coming] and we'll see in a year, as time passes, how this develops. And I'm pretty sure it'll get refined and it'll contain more information and it'll get refined going forward.

So, thank you so much for the time. Thank you, everyone. Again, these webinars are part of the themes that we got from the survey a few months ago, and this had to do with the Internet governance. The next one in September is going to be all about the EPDP. It doesn't have to do with the actual results, but how we got there. So it's like a postmortem dive EPDP thing. I invited Alan to do that. So please, put it

in your calendar. Thank you. Take care, and with this, this meeting has been adjourned. Thank you. And thank you to staff for helping.

ALFREDO CALDERON: Thank you all. Stay well and safe.

EDUARDO DIAZ: By the way, all of you will receive a survey after this. Take your time to fill it out, just to get some kind of feedback for what we're doing. Thank you.

SILVIA VIVANCO: Thank you so much, Eduardo, for that reminder. Thank you all. Bye.

GLENN MCKNIGHT: Bye, everybody.

CLAUDIA RUIZ: Thank you all.

[END OF TRANSCRIPTION]