

Jerome Rodriguez, Justice Institute of British Columbia

Q. Could you give us an introduction and some background about your project?

A. My name is Jerome Rodriguez. I'm a program manager here at the Justice Institute of British Columbia. The area that I manage is the Incident Command System and Emergency Management. My background comes from enforcement. Spent 14 years in various uniforms, and a number of years as a consultant as well, and education background is in, again, adult education, instructional design with a focus on technology-based learning. So over the past few years, I've worked primarily with JIBC and its clients, helping to develop a variety of different programs and courses for different agencies. Primarily first-response agencies as in the RCMP, BC Ambulance, (inaudible) so on and so forth. So it's a little bit about me. Been here for about ten years at the JIBC, and absolutely love working here.

Q. And how about your mobile project?

A. Okay. I'm going to turn the clock back a few years, and go to prior to the Olympics. And just to give you some background information, the Incident Command System is part of the emergency management framework or structure of British Columbia. It's actually mandated for all first responders in the province of British Columbia. Now, having said that, it's very difficult for first response agencies to send their personnel to traditional face-to-face classroom-based courses. The shifting requirements, and some of the union agreements are quite cost-prohibitive in the sense that, for example, if you're a firefighter and you need to come to the JIBC to take training, then your position back at the hall has to be backfilled, and sometimes that's backfilled at time and a half or double time for the person filling in, so it can be very cost-prohibitive, and depending on the rotational shiftwork, sometimes it's very difficult to get responders away from their operational requirements for days, if not weeks, to come and take courses. So that was one of the problems that we were faced with. Another issue was that in the run up to the Olympics, there was a significant amount of people that needed to be trained in this system, because people coming from outside of BC working in Lower Mainland and up at Whistler through the Olympics needed to be aware and be trained in the emergency management framework and system that we use here in British Columbia. So those were the problems that faced us up front. So what we needed to do was develop some online training courses for primarily first response agencies and first responders that would allow them to take the training and integrate within the emergency management framework again the knowledge and skills that they needed, so if somebody from Quebec or Alberta is coming out to BC, or quite honestly somebody in BC who didn't have the training, they could attend whatever venue or whatever emergency incident that they were required to attend, and they would have the knowledge and skills that would be required to interact with the local authorities and the local responders. So basically the problem was limited training budgets, people in remote locations were unable to come down, say, from lake country or Enderby or north of Vancouver Island, because then that involves travel expenses, lodging, again, quite cost-prohibitive, and time-sensitive when it comes to agencies that are already short-staffed, and in a lot of cases, short-budgeted for a number of different reasons. Essential service requirements being another factor there, and just the impact on the organizational capacity of those organizations (inaudible) to send response personnel, and primarily supervisory and some really key people in the organization being away from their areas of service for periods of time created some real risks within the organization. So those are some of the problems that we had to basically deal with. So how do we approach it? Well, we had a number of online courses for a number of years. So this is nothing new for us. However, the lay of the land, the timeframe, the timelines, and the needs of this particular

project were a little bit unique in the sense that we had to get it up and running fairly quickly. Also at that time, one of my coworkers and I researched and managed to locate a funding source through the Inukshuk funding, the Inukshuk wireless grant, which is now I believe no longer available. I believe that program has shut down, I believe two years ago. It was funded through telecom, and my understanding of the grant is when wireless companies run lines and infrastructure through various parts of our wonderful country, there is a portion of funding that has to go back into training. I don't know what the deal is with that. Government, I believe it has to do with CRTC regulatory compliance, but basically, if you're going to put cell towers and such in this particular area, you've got to put some money back into training programs for people in the agencies. Some of the requirements of that training program was it had to be online, it had to be media-rich, it had to use a fair amount of content and infrastructure. So there's some hoops we had to jump through there. The funding was significant in the sense that another thing we needed was a partner. So in the past when we designed online courses, we just simply designed them within the school and the infrastructure that we have here, piloted them and rolled them out. In this case, we had to work with outside funding, and with an outside partner. So the lay of the land was a little bit different. Timing was perfect, because our partner was the RCMP, which again had the security mandate for the Olympic games, so everything kind of came together perfectly in terms of funding, partnership, you know, rationale, need, resources, so on and so forth. So it was really enjoyable to work with that in the initial part of that particular project. The approach and methodology was basically, we wanted to design an online course that was self-paced and was asynchronous in the sense that because of the reasons that I've mentioned earlier in terms of budgets and timelines, so on and so forth, a facilitated course that was based on discussions over a longer period of time, say a semester-based course, wasn't what the agencies needed. They needed something really quick, really short, and this course is about a 14-hour course. It's a two-day course when it's taught in the classroom. So we designed a 14-hour online course that a first responder could take two hours here, one hour here. They could take a chunk on night shift, walk away from it for a week, you know, come back on the weekend, but try to design in some very, very robust interactive elements so it just wasn't a page-turner course, where somebody was coming on and just looking at text vomited onto a screen and just click, click, click, click, multiple choice, click, click, click, multiple choice. So that presented some other design- I wouldn't say problems, but some interesting design concerns with how we were actually going to roll that out.

Q. How did you get buy-in from the faculty or other participants?

A. We had huge buy-in from the RCMP in a sense, because this is what they needed, and this is what we needed. So when we struck the agreement, what we agreed upon was that we would design a course initially that was specifically designed for the RCMP. What would happen was the RCMP would get that course and they would put it on their e-learning system pretty much at no cost. What we would get is we would have the right or the opportunity to take that course and repurpose it into a public course that could be loaded onto the institution's course calendar and be offered to the public on a tuition basis. So we got something out of the deal, they got something out of the deal.

Part of the funding arrangement was that a significant portion of the course and the courseware had to be freely available, which was interesting with our delivery model here, and was very interesting bringing back to faculty. Faculty was very happy that we secured a significant funding, and secured a partner, and the project had a high profile in the sense that it was tied to the Olympic security mandate. However, the notion of giving away upwards of 60% of your courseware for free didn't sit well with some people, so in order to turn a negative into a positive, what we decided to do was we decided to look at the free component through a bit of a

different eye, and what we came up with was we took core components of the courseware, things that we would do in class. Just to backtrack a little bit, the way the course is delivered is it's very learner-centered. It's discussion-based. And basically if you're in class, what you do as a first responder is you're formed into an incident management team, and you work through a number of incident-based scenarios, applying principles and being mentored and essentially hand-held through a series of short exercises to support content, so when we had the opportunity to put that online, what we ended up doing was creating a digital object repository where we took short video clips, we took audio clips. We created virtual walkthroughs, we created virtual forms, and that's what we put out for free. So what we ended up doing was we created a website, <http://www.myemresources.com>, and we ended up putting those objects into the repository and basically that was our free site. So that's how we- I wouldn't say we got around it, but that's how we satisfied the funder's requirement for having free courseware available to anybody, anywhere, 24/7, but still having the courseware available to students within the course. So the rationale behind that was we would house these objects in this digital object repository. Without exercises, without terminal objectives, without assessments, it wasn't really a course. They were just tools.

The needs of the funder and the requirement to have the significant amount of course content available online for free forced us to go in a completely different direction, and something we'd never really done before. So it was very, very exciting, challenging, and sometimes scary at points too as well. So how we actually worked it out was the RCMP basically provided their multimedia services department. So anything to do with video production, filming, audio voiceovers, anything like that, they handled. We provided sort of the overall project management, curriculum development. We provided the facilities, the talent, the administrative support. So part of the agreement was the RCMP would handle all the multimedia visual enhancements, and they would do all the translation into French, because being a federal policing service, requirements to have them training in both official languages. So what we ended up doing then was we had the RCMP film crew come out here, and basically we shot for an entire day. We actually set up an incident command post and an operations center. We mocked up an incident where the West Coast Express train derailed, and we basically shot the entire thing for a whole day. We actually had volunteers come out from a number of different agencies. City of Burnaby, Coquitlam, various fire departments, the ambulance service. We had the Port Moody police, New Westminster police. I believe we had Air One flying over that day. It was a very, very interesting day, and we just shot just gobs of video. What ended up coming out of that was some very, very targeted video treatments with RCMP members in them, but what was really interesting about that component was that the RCMP had a huge amount of video that was very, very RCMP-specific. Our institute had a huge amount of video too as well, but it was more local authority, community-based, and didn't have a lot of RCMP in it. So it provided an opportunity for both organizations to develop video that had multiple agencies, multiple organizations all working together, and it didn't look like it was shot in the 80s with old vehicles and bad hairdos, so there was a real appetite to get this done, because there was a number of folks who really, really wanted to have some updated material. With the volunteers, what we did was we said if you provide personnel or services to come out to volunteer to develop this, then any video or still images that come out of this particular shoot, you basically (inaudible) free.

Q. What were some of the challenges and pitfalls you encountered along the way? What have the results been?

A. Basically at the end of the project, all the deliverables- we actually finished it, I believe, on time, on budget, which was absolutely fantastic. Some of the pitfalls were the non-linear development, because traditionally here at the JIBC, when we develop courses, usually a

course designer or a curriculum developer hides away in a cave or an office for three, six months a year and develops a course. This didn't really work that way, because the course content was to a large degree already developed. It just needed to be repurposed, and because we were working with contractors and different agencies, different components of the course had to be built at different times, and then reassembled at another time. So kind of managing that was definitely a bit of a pitfall. We had to work and develop components based on the available technical expertise, and subject matter experts that were available at the time. So in hindsight, that allowed for the project to be completed in actually less time, because instead of having everybody sort of fit our schedule, and say "Well, we need to do this 60 days out or 90 days out," it basically worked the other way. It was, when are you available to shoot, interview, design, develop, and we basically just went out and did that when it was appropriate, and then reassembled components later on. The digital object repository was a huge hit, in the sense that nobody had ever really done this before. Public Safety Canada, and I mean various emergency measures organizations have wonderful websites, have a lot of emergency measures information about how much water you need or what you should do during an earthquake, but nobody had really ever put tools out there that said, "Okay, if you are an emergency management professional, an interested party, here are some tools that you can use right now today to help you."

And the forms were developed in an iTunes style of interface, where you could flip through a large number of forms, like flipping through a CD collection. You could at a glance see what the form was, what the nature of it was, who was to complete it, who was to receive it, and then we actually went into the form. It was a step-by-step teaching object in the sense that because it was linked to courseware as well as the object repository, it would help students within the class and outside of the class to basically sequentially work through the form box by box, step by step, with instructions saying, you know, this is how you do it properly. That was a huge piece. Another piece was packages of exercises, where somebody could go to the website and download a flood exercise or a hazardous materials exercise. Again, taken out of the course, it's just an object. It's just a video with some key questions. It didn't really mean- I don't want to say it didn't really mean anything, but this is where the institutional management really got a chance to sink their teeth into a different conceptual way of looking at how things are delivered. I think we see this a lot now, but you roll this back to 2008, 2009, nobody was really doing this. Nobody was linking apps to an object repository to a course, and kind of making it all work and flow together. And that was our goal, and we were very, very successful at doing that. One of the other components of the course was we had some extra funding, because of our efficiency on the project management side. So we were able to develop basically a glossary app, so we took the glossary from the course, took the multimedia treatment, the videos, the still images, the instructional pieces, put those into the glossary, and developed an iTunes app where a responder- you had an iPad or an iPhone, and there are a number of response agencies putting tablets out into the field now for a number of different reasons, from mapping to recording of interviews, so on and so forth. They could easily pull up a glossary and say, "Okay, I'm not quite sure what this term means. I'm not quite sure how to do this," and they would receive an instructional video right on their tablet showing them what they needed to do. That same video that they got on their tablet was the same video that was on the repository, which is the same video that they got in the course. All of the material was consistent throughout the course, throughout the free stuff available to the public, and through the apps. Our challenge was how we were going to manage that to make sure that all parties were served. Having said that, the digital object repository was highly, highly successful. It was nominated for a number of awards, and actually received a number of awards. I believe it received the award for innovation and excellence in Emergency Management and Homeland Security from the International Association of Emergency Managers, and it was also nominated for- I can't remember the

actual award now. I should actually know it. But anyways. CNIE. That's it. CNIE award for excellence in innovation and use of technology, and it received the learning and teaching excellence and innovation award from the International Association of Emergency Managers. Having said that, last time I ran an analytics, we estimated the course would be accessed by approximately 600 students over three years, and the object repository, the website, would provide tools to approximately 6000 users. One year later, the object repository had 6000 visits and 50,000 page views, and we've already hit the student target of 600 students. So I would say the numbers show that the project has been very, very successful.

Q. Was there anything that has surprised you about how students are using the technology?

A. No, it didn't really surprise me about how students were using the technology, because in doing the needs assessment and just being aware of what the needs of our students and our clients were, we were quite aware that technology was going in a certain way in the sense when you walk around the campus and you can't help but see people walking around with iPads and Playpads and tablets and laptops, just accessing things online, and in the classroom, it's very common to see students with their Blackberries, with their tablets, you know. Again, looking up information, Wikipedia-ing things right in class. And I thought well, you know what, we need to harness this. We don't need to tell our students no, put your devices away. Well, I want you to use your devices. This is how you're going to play in the field. Then let's practice how we play. Let's use these things. So we did that.

One of the interesting things about the digital object repository is that it wasn't initially linked back to the JIBC corporate or the institutional site. It just sort of sat out there on a Godaddy server for pretty much a year, and it was linked through social networks, through Facebook and Twitter and LinkedIn and so on and so forth, so the rationale behind that was people who accessed the site would go to the site. They would find pieces of information or tools that they found relevant and were important to them. They would share that with other like-minded individuals or other interested parties through social networking, and then that as the next phase would then come back to the institute, and that's exactly what happened. And what we found was that what we were essentially doing was moving outside of the sort of instructor-student relationship, more into almost like a mentor type of friend type relationship, where the rationale was we want you to be successful, so here's a bunch of tools to help you be successful. We don't want anything back from it. You know. This is your stuff. Go nuts. And the people were just absolutely floored by that, and we started finding out things that folks in Ontario were supplementing the Ontario emergency management program with objects from the JIBC site, and we started seeing this in Alberta. We saw this in York. We saw the US Marine Corps was actually on that particular site. We saw institutions like (inaudible) and Desjardins and people who were not traditionally involved in the emergency management training community were accessing the site, and using the tools. So that was an a-ha moment that says, you know what? This is really important, because as emergency managers, I think we saw it within the context of police, fire, and ambulance, you know, health and hospitals. They're really going to dig this stuff. They're really going to groove on it. But the principles of emergency management, accounting for people's safety, business continuity, recovering, how to get back to normal after an event, (inaudible) universal concepts. Didn't matter whether you work in banking or for the SPCA or for your local school board. And there was a real appetite out there for people to sink their teeth into these tools, so that was what was really surprising, was not so much the what, but so much the who and how, and how it almost went viral. We were getting hits from Panama and China and Australia, and people calling us up saying "This is great. Can we get this for an Android platform, because that's what we use in Australia?" and you know what, we're really, really on to

something here. A few years back. This is 2008, 2009. So what we found was that creating valuable segments of information that contain, I guess, concise pieces of transferrable knowledge, would make the content much more effective in a setting where people just didn't have the time to sit in an online course or sit in a classroom. They wanted to go right to the information. They need it right away. So, you know, some real good just-in-time learning type stuff, where if somebody was- it's happening right now, being called out to deal with flooding, in Hope or in Chilliwack, and there's folks out there who may have received some training, but may have not used it for a while. They arrive at an operations center or a command post, and say, "You know what, I'm supposed to work in the planning section. I'm not quite sure what a situation unit is supposed to do in the planning section." Boom, they go right straight to their phone or tablet or jump on the web, and there's a quick instructional video. There's how to fill out the forms. Here's the step-by-step guide on what you need to do to get your job done, and people really, really, really enjoyed that.

So yeah, not so much the what, but the who. We were very, very surprised at the breadth that the website and the course has had. We were very, very pleased to see the initial numbers, and the initial uptake on the app, and we've received nothing but compliments and thank-yous and kudos from a number of different people, some who've basically come back to us and said, "I used this when I was in Haiti. I used this stuff when I was in Japan for the tsunami relief." And I think that's the stuff that makes you feel really good as an instructional designer, but as an emergency management professional, it makes you feel really, really good when you go home at night and say, you know what, this stuff was not just good content that was important for learning within a course. This stuff had real application immediately in the field, and people felt comfortable enough with it, and clearly what they learned in class and the relationship that they developed with the instructors, with the material, with the objects and tools, basically, it didn't just end when the class ended. They took it out to the field with them, and they had real, real-use need and application for it, and that's kind of become our core philosophy over the last few years when it comes to dealing with clients across the country and clients internationally, is just really developing a relationship with the single end user, the student, the client, and really trying to focus on developing tools that they need. Not just to be successful as students, but to be successful as practitioners and professionals out there.

Q. What advice would you have for others considering a similar initiative?

A. The non-linear design approach, and author once and reuse it in many ways. We knew that when we jumped on this, what we were building would have to be used for the courseware, it would have to be used for the apps, it would have to be used for the website. So when we designed things, we designed it being mindful that it would have to be repurposed at some point. So instead of just going out and shooting something or recording something or designing something and then six months or a year later, saying, "Oh, crap, we gotta convert that from Flash to MP4," or "We've got to jump from Blackboard to Wordpress," tried to look towards the short-term future and say okay, where is this going to go? Where is this potentially going to go? Let's capture this in a format that is going to allow us to repurpose this fairly easily going forward. So that's something that I would strongly recommend to designers, and look at usage inside and outside of the LMS. I know traditionally for us, we just looked- you know what, we gotta get it up into Blackboard 9. We gotta figure out how it works within Blackboard, or work within any of the other LMSes that are out there. Moodle or Wordpress, so on and so forth. We took an approach and said okay, how's this going to work for the end user at the end of the day? How is this really going to work, and the LMS is important, but it wasn't the only consideration in this. So yeah, that's kind of where I go with that one. And I've said that at a number of different presentations that I've given throughout the Lower Mainland over the last couple years, is you know, build once, repurpose many times. Build once, repurpose many

times. Be mindful of things like hairstyles and newspaper or very time-sensitive imagery that would shorten the shelf life of your visuals. Things like that.

What else we did, too, as well in the course was there are certain components of the course that are interactive in the sense where if you're one of the students in the course, and answer certain questions or you participate in a discussion, the other students can see what you've answered. So in a sense, we're creating a scenario library, or subject matter expertise library, where in a sense the students were kind of building courseware components sort of on the fly. So when course updates and repurposing was going on, you'd be able to go into the database and say, "You know what, someone had this really, really great concept about recovery, da da da da da," so that got pulled into the courseware. Again, it was just a real beautiful sort of collaborative environment where information was being pushed out one way, but collaborative sharing of information sort of coming back the other way, didn't just fall on deaf ears or go into a pile of marking. It sort of went back into the pot of you know what, hmmm, this is very, very interesting. We should use this in the next iteration, or we should actually expand on this based on what this student has brought to our attention.

Q. What would you like to be able to do in the future?

A. What I'd like to do in the future? I'd like to develop more apps. I'd like to develop more robust apps, I mean, a truly interactive operations center app where you can essentially walk through an operations center without actually being there. And we have done some work on that, and we'd also like to get into serious gaming. We've actually used some video game engines and actually developed a complete three-dimensional walkthrough of an actual operations center, where as you're playing the game, you can interact with people, objects, and the building. So the rationale is there to say hey, you know what, let's develop the emergency management game, and again, generate interest, bring attention to certain key components, and what a great teaching tool to sort of reduce maybe stress and that adult learning environment, especially when it comes to assessments, is engage serious gaming to say you know what, you're going to play the role of the director. Engage the game for the next ten minutes or so. There's three or four tasks you have to do in the game. And at the end of the day, nobody dies. Not for real, anyway. You can play the game over and over and over and over and over again, make as many mistakes as you want within the game, and use that as a vehicle for learning and developing a comfortable relationship with the concepts and the material.

The digital object repository's been very, very interesting in the sense that the marketing side sees it as a kind of almost like a guerilla marketing tactic. Which I guess it is, in a way. I don't think we originally conceptualized it at that point, but it's interesting to see how something that we looked at in one way, but we're still mindful that that wasn't the only way, so the parameters were kept sort of intentionally fuzzy in the sense that now it's being used essentially from the marketing side. It's being used from the educational side, which was originally intended to do, and in the next iteration, I'm just hammering out some work plans with my colleagues for where we want to go with it next. My colleague Darren Blackburn, again, going back to games, talks about gamifying or using gamification on that particular site, where in a sense to almost give reward points or rewards for different types of engagement. So if you'd like to go shoot your own scenario, or share information from "I'm standing here out at the Fraser River in Mission," you know, (inaudible) shoot that, that's actually worth something in terms of points, so to speak. Another piece that we'd like to do is add some mapping tools in there too as well, where the different people who are on that site fairly regularly- are you familiar with what the sports networks are doing with the soccer tournament right now?

Q. No, actually.

A. It's really interesting. If you go to TSN, they have their fan zone. So if you click on the fan zone, it immediately takes you to their Facebook page. And before you go any further, you have to like their page, which I think is brilliant. So you like the page. You're immediately taken to the Facebook page. You like it, now you're on the page. Next dialogue that comes up gives you the flags of all the soccer teams that are playing in the tournament right now that asks you, basically, who are you supporting and some basic information. You know, your name, where you are, that sort of thing. And that gets populated out on a map, so there's a Google-looking map of Canada, which you can zoom in and zoom out, so if you zoom in to the Greater Toronto Area or the Lower Mainland, you see these little British, German, and Portuguese flags sort of all populating. And as you roll over them, you get little statements. You know, "Forza Italia" or "Go Portugal". We thought that would be fantastic, if people that are going to the site would do the similar thing in the sense if I was an emergency manager in Aurora, and I was taking a course on, let's say, evacuations, the map would show an emergency manager in Sudbury or Ajax who's also taking that particular course, who has taken it, and that might create some new communication linkages, because quite honestly, a lot of times people from one municipality to another don't actually know who their counterpart is in the other way. So little pieces like that can make it more visually stimulating. We want to sort of build the community and encourage the community to blog and to share articles and to share experiences and to share videos. So the first iteration was really us pushing out the content and having it available for people to use and abuse at their whim. Now that we're actually looking at having the community, in a sense, sort of give back and build the community out sort of from the inside out with personal and shared experiences and (inaudible). So that's kind of where we're going next with it.

Q. That's fantastic. I think you'll find that just takes off. People tend to connect very strongly to story-based experiences.

A. Absolutely. I mean, we get a ton of calls and emails from folks saying, you know, "I'd like this, I need this." It's very easy to say, you know what? Just go to this URL. It's there for you, it's freely available. Download it. It's all yours. And their response is "really?" It's like yeah, absolutely, really. "Oh, that's fantastic." Absolutely. You know what? Let us know how it worked for you. Let us know. And we're starting to get that feedback now in the sense where people that have gone and downloaded sort of generic pieces from that particular site have now come back and said, "Oh, can you create a customized version for us?" (inaudible) So here's that sort of marketing tool where it comes back, but it's not that up-front buy, buy, buy, sell, sell, sell in your face. It's, you know what, this is a relationship. We want to help you guys to be successful, blah blah blah. If there's anything we can do to help, let us know. (inaudible) say you know what, we'd love to be able to help you. It's going to cost you five bucks a unit, but we can certainly (inaudible). "Not a problem. We'll take 600 copies." That sort of thing. It's really helped us to create relationships. I think it's really helped to expand the boundaries of emergency management into different sectors away from the traditional sort of big three, fire, police, ambulance, and then all the supporting and assisting agencies. And again, it's really drawn different pieces together where if you are a student, you know, engaging this course, you have a multitude of options. You can simply work within the LMS. You can have your tablet or your phone with you in class. If you're going to look up something on Wikipedia or you're going to go to Public Safety Canada's website, we said, why don't we just build a site that has all that stuff for you already, that links right back into the course? You're not making 16 clicks. You're making one or two, you know? And if you have an app that's going to work for you, here's the app too as well, and that links right back into the courseware and the objects too as well, so our learners and interested parties aren't necessarily having to go to 14 different web links and different

websites to get one or two pieces of information. You can just go bam, bam, bam, click, click, click, and it's right there for you.

It's just collaboration, collaboration, collaboration. I'm a bit of a Trekkie here. It's almost like a Ferengi sort of way of doing things. It's like, well, if you send me a couple of cops and a car, you know, I'll give videos back the other way. And just sort of making deals with the people. There's one really interesting case study. You can find it on the web. It's a fire department in California, and they collaborated with the geomatics, the GIS lab, I believe, at the local college or university. They developed an app for your- I believe it's for your iPhone, where using GIS technology, it will show you where all of the defibrillators are located within whatever kilometer radius of your location that it's pinged you to. So if somebody's having a heart attack, you fire up this app. It tells you where the AED is. It connects you to fire dispatch. It gives you a real-time countdown of how soon it's going to take for fire or ambulance to actually get there. And it links you to another app where basically you place the phone on top of the person's chest, and it gives you step-by-step instructions on how to actually perform chest compressions and how to do that. So if you have an English class, collaborate with the museum, or collaborate with that particular group, and I'm sure there's some common ground there that says you know what, they're trying to push out some content on their website that's great for eight-to-ten-year-olds about paleontology or something. Some common ground in there somewhere where designers can say, you know what, we can provide this. What can you provide us at the end of the day? Both or all the parties involved on that project get something that is meaningful and relevant to them, and I find in a lot of cases that doesn't always happen because we're so tied in with, you know, the project and the funding and me-me-me and I-I-I. When you step back for a second and say, you know what, is there an opportunity to collaborate and partner with other interested parties in this field, both short-term, and is there some sort of moderate or longer-term implications to this that might help your courseware objects have a longer shelf life, in a sense, because you are collaborating with other people, and this keeps the material fresh. It keeps that stuff flowing. So it just really sort of knocked down the ivory tower, so to speak, and it really allowed us to basically say, what do you guys want? What do you need? At the end of the day, what do you need? "This is what we need." Okay, how can we come together and work on this together?