Community Analysis

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EDTC 816: Advanced Building Online Communities

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Introduction:

As the role of online communities in professional development continues to grow, platforms like EdWeb.net offer educators valuable opportunities for collaboration and growth. EdWeb.net is a free online professional learning community designed to support educators through collaboration, networking, and professional growth. It provides a platform where teachers, administrators, and education professionals can share ideas, discuss best practices, and access professional development resources. Members can join topic-specific communities, participate in live and recorded EdWebinars to earn continuing education (CE) certificates, and engage in discussions that foster innovation in teaching and learning. The platform also offers Jobs4Ed, helping educators explore career opportunities, and tools to establish Professional Learning Communities (PLCs) within their schools. The platform has won many awards for collaboration and professional learning since its inception in 2008, containing over 3,000 webinars and 600 podcasts focused on preK-12 teaching and learning. With over 1 million educators and 17 years of growth, EdWeb continues to evolve to meet the changing needs of the education community, making it a valuable space for lifelong learning and professional engagement.

For this assignment, interviews were conducted with Dr. Kathryn Nieves Licwinko as an organizer of an online community within the edWeb.net platform as well as with two educators who are members of the edWeb online community. Discussions included edWeb's goals, target audience, engagement strategies, and methods for measuring success as well as obtaining insights from members on participating in the online community. The interview transcripts are attached for reference in the appendices.

Question 1: What is the organization seeking to accomplish through their online community?

Lisa Schmucki, the founder and CEO of edWeb.net, was inspired to create this professional learning community platform in 2008 after watching how her daughter and her friends were using Facebook. Inspired by educators who have impacted her life throughout her career in publication and media, Lisa explained her vision for the platform: "I saw instantly how "social networking" could benefit the entire education community with virtual connectivity to break down the many silos and physical separations in education" (Schmucki, 2023). In identifying the needs and challenges faced by educators in advancing their professional learning, Lisa's vision and creation of edWeb.net is an example of technology stewarding, which is helping communities of practice to leverage digital tools effectively to enhance communication, knowledge sharing, and training to bring the community together. Educators as a community of practice learn through a range of activities that include learning from and with each other, learning through formal as well as informal activities and learning from sources outside as well as inside the community (Wegner et. al, 2009, p. 37). Communities of practice need habitats to support the places and ways that members learn together and experience togetherness (Wegner et. al, 2009, p. 91). By looking at educators through this perspective and understanding their needs and challenges, Lisa Schmucki harnessed technology to build the edWeb.net platform to connect the vast community of educators worldwide, providing a central source of resources and delivering quality professional development opportunities. The vision of what edWeb seeks to accomplish is reflected in descriptions of the platform by two of its members. Dave Jones states "edWeb provides me with focused professional learning that aligns with both my professional responsibilities and personal interests. The community allows educators to connect with

like-minded professionals beyond their own organizations to share best practices and opportunities." (D. Jones, personal communication, March 1, 2025). Similarly, Dani DeGraw explains "I believe this type of community gives people an opportunity to get professional development and learn on their own time, in their own space. People have families, their jobs, and so many responsibilities that it can be difficult to leave and go to a conference to learn about best practices in education. This community allows members to connect with each other and with diverse speakers, without having to leave their responsibilities behind." (D. DeGraw, personal communication, March 1, 2025). According to these members, and its continual growth to 1 million members since its inception, edWeb is fulfilling its vision and meeting the needs of educators, making it easy to collaborate, engage in peer-to-peer learning, and share innovative ideas and resources for teaching and learning.

Question 2: What actions have they taken towards accomplishing these goals?

According to Dr. Kathryn Nieves Licwinko, EdWeb works hard to accomplish their goals and encourage community participation through a multifaceted approach that fosters community engagement and educational growth. Recognizing the challenge of active community involvement, the EdWeb team strategically came up with varied content strategies and implemented diverse options to cater to the different needs of community members. These options include: discussion forums, chat boxes, and webinars, among others. Providing members with different options not only caters to individual needs, but also increases user interactions. It has proven effective and resulted in a clear correlation between the number of options and the increase in engagement and analytics. While Dr. Licwinko does not have a formal data set to compare user interaction before and after the implementation of a diversified number of engagement options, she shared that an informal review of the data made it clear that users were more engaged with the EdWeb platform and were more willing to ask questions and share interests, all of which directly led to expanding the EdWeb platform and providing users with more webinars to further expand learning experiences.

Dr. Licwinko continued to explain how the EdWeb platform appreciates diversity and strives to ensure inclusivity by providing accessible and supportive resources for members of the community. These strategies serve as a motivational tool that boosts user engagement and interaction. In addition to the varied participation channels provided by the platform, Dr. Licwinko highlighted incentivized strategies that reward members for their participation on the platform. This incentivized approach aligns with broader strategies in online community management, which emphasize the importance of providing clear pathways to participation and recognizing member contributions (Preece, 2000; Ren, Kraut, & Kiesler, 2007).

Question 3: What metrics do they employ to understand their progress towards these goals?

Dr. Licwinko highlighted how the online community tracks progress towards its goals. The organization uses EdWeb's built-in engagement tracker to monitor video views, posts, and interactions, which helps determine user interests and informs content development. Additionally, participation trends are analyzed to assess engagement depth beyond the member count. This data-driven approach allows them to refine content strategies.

Promotion of the platform relied on LinkedIn and word of mouth, with growth expected to take longer due to the absence of mass email lists. To encourage participation, multiple engagement options, including discussion forums, chat, and webinars, were implemented. While automated discussion prompts did not significantly increase participation, offering diverse choices led to greater interaction, more content, and higher engagement. Incentives, such as an end-of-year reward, were also introduced to encourage involvement further.

Dr. Licwinko shared that despite no formal data set comparing user interaction before and after the engagement options, an informal review of the data showed clear improvement. Members were more engaged, more willing to ask questions, and shared their interests more freely, which contributed to the expansion of the EdWeb platform and the offering of additional webinars.

Conclusion:

EdWeb's core objective is to create a centralized, accessible platform for professional development, addressing the critical need for asynchronous learning and networking, particularly in the absence of physical spaces (Preece, 2000). This strategic approach aligns with the broader trend of online communities evolving into vital hubs for educators from all over the world seeking to enhance their skills and knowledge in a flexible, self-directed manner. As Dr. Katie Nieves Licwinko articulated in her interview (February 26, 2025), EdWeb aimed to bridge the gap between content and educators, empowering them to take ownership of their learning. The platform's commitment to serving diverse target audiences, including general educators and specialized groups like Women in Tech, reflects a deep understanding of the varied and nuanced needs within the educational community. While edWeb is successful as an online community in and of itself, its platform and support team are valuable supports in helping other online communities grow as explained by Dr. Katie Nieves Licwinko in her description of the challenges faced in building the NJ Women in Technology (WIT) online community.

By curating targeted resources and facilitating meaningful networking opportunities, EdWeb directly addresses specific knowledge gaps and skills deficits, particularly for underrepresented groups who may face barriers to traditional professional development. This is exemplified by the creation of the Women in Tech community, designed to support a niche group facing significant representation challenges within the field. Furthermore, by continually uploading new content and recruiting professionals to contribute to the vast catalog of webinars and resources, its members are inspired to expand and further their own learning, causing them to keep coming back to the platform to explore continued learning opportunities. Member Dave Jones (2025) explains "edWeb actively curates relevant learning opportunities, so I don't have to

search for PD on my own. However, once I engage with a webinar, I often find myself seeking out even more."

To achieve its goals, EdWeb has implemented a multifaceted approach, providing diverse participation options such as discussion forums, chat, and webinars, which have demonstrably increased engagement as emphasized by Dr. Licwinko on February 26, 2025. The platform also utilizes an engagement tracker to monitor user activity, demonstrating a data-driven approach to content development and strategy adjustments. However, the reliance on social media and word of mouth promotion for community growth, while cost-effective and capable of fostering organic engagement, can present challenges in achieving rapid scalability and reaching a wider, more diverse audience compared to traditional methods that leverage established communication channels (Ren, Kraut, & Kiesler, 2007). Despite these potential limitations, EdWeb envisions its online communities as integral to its overall mission of fostering collaboration, promoting continuous learning, and driving professional growth, while demonstrating the transformative potential of virtual platforms to bridge geographical and logistical gaps and connect educators across the globe in meaningful ways. This vision is further realized through the platform's focus on creating a sense of belonging and community, which is essential for sustained participation and knowledge sharing, a principle underscored by the concept of "digital habits" that steward technology for communities (Wegner, White, & Smith, 2009). The organization continues to expand, as evidenced by its 17 years of growth and the over 3,000 webinars and 600 podcasts it offers, constantly evolving to meet the changing needs of the educational community (Schmucki, 2024). Member Dave Jones (2025) reinforces this finding, stating "EdWeb connects education professionals with webinars that support their growth and development. It simplifies the process of finding relevant professional learning, acting as a filter to ensure I don't miss valuable

learning opportunities. By bringing these resources directly to its members, EdWeb plays a

significant role in advancing education." Ultimately, EdWeb's enduring success lies in its ability

to seamlessly blend technological innovation with a genuine commitment to fostering a

supportive and enriching educational community, ensuring educators remain engaged and

empowered for years to come.

Collaboration:

Caralee Gately: In addition to participating in the virtual Zoom interview with Dr. Katie Nieves Licwinko, Caralee corresponded with the edWeb participants, Dave Jones and Dani DeGraw, with the interview questions via email. She also researched and answered question one of the assignment and contributed to the conclusion. Caralee organized the appendices and contributed to the final version of the paper, working collaboratively with the group throughout the project using the WhatsApp group chat and virtual meetings.

Safa Muhanna: Safa coordinated accordingly with group members to communicate and meet via the WhatsApp platform. Also, in addition to participating in a virtual interview with Dr. Katie Nieves Licwinko, Safa took notes from the interview in a shared Doc for group members to reference and use. Leveraging research and interview data she and her group members conducted, Safa composed the response for question 2. Furthermore, Safa worked on the development of the assignment's conclusion. Lastly, Safa collaborated with group members and contributed to the final version of the paper.

Jacqueline Zamora: Jacqueline coordinated a WhatsApp group chat with the group members for the assignment and contributed by providing the introduction and responding to question number 3. Additionally, she scheduled the meeting via email with Dr. Licwinko, and provided the Zoom link for the interview. As a group, we joined to conduct the interview. The group worked collaboratively, using an active WhatsApp group chat and meeting virtually to discuss updates and follow-ups. Together, we worked from the draft stage to the final paper submission.

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Appendix A

Project Name: EDTC 816: Assignment 2: Online Communities
Speakers:
1. Caralee Gately- Interviewer
2. Jacqueline Zamora- Interviewer
3. Safa Muhanna- Interviewer
4. Dr. Katie Nieves Licwinko- Interviewee

Date of interview: February 26, 2025
Time of the interview: 8:00pm EST
Context: Administrator of Online Communities on edWeb.net
Setting: Zoom virtual meeting
Audio file name or number: EDTC 816 Interview_2_26_25.MP4A
Duration of interview: 20 minutes 10 seconds

Transcript for audio file:

[Jacqueline Zamora] 0:23
Thank you so much for joining us this evening we have Dr. Katie Nieves Licwinkoand she said yes to participate in our online session or interview with regards to professional learning community and our first question is "What is the organization seeking to accomplish through their online community in particular edWeb.net?"

[Dr. Katie Nieves Licwinko] 0:48
So I have a unique history I think with edWeb currently I in my previous District I was a called the teacher coordinator of edtech integration and we were reallying trying to find a centralized hub for professional development for our district. Specifically we were 15 schools, 800 plus teachers. There was a lot of resources we had as technology leaders and we didn't really have a centralized place for it. We connected with the founder of edWeb because it was free and they had a lot of existing PD already on there which I had viewed as a as a teacher myself. I remember going through some of their videos and watching the expert interviews but what we were looking to kind of do is take some of that that, [what] already existed that we thought our teachers could benefit from and then pair it with what we were currently doing in terms of PD for our district. And what was nice was that not only did it give teachers the opportunity to kind of do this asynchronous learning but it also, because we were doing it within the confines of this created space we had our own Wayne Township community where everybody joined into, they could also work with each other through the forums. They could share what they were watching especially things like the Middle School elementary. There was nine elementaries, three middle schools, two high schools so there was rarely an opportunity for everybody to connect. You know one group of first grade teachers there's only five of them in one building but there's eight

other buildings for first grade teachers so it was nice to have them be able to say I watched this video it was beneficial. Or, you know, Katie showed me this tool during our PLC last week it worked for my students this way elementary teachers this is how you could also use it. So it was a nice way to kind of build that community since we didn't have a physical space or the physical ability to bring everybody together. And you know edWeb, since it already exists as an online space for just Educators all over the world to connect, it made sense to kind of go that route. They really they did a lot of work with us to kind of bridge that connection between their content and our content we do a lot we did a lot of webinar series they used to build the quizzes for us and put them into their platform so our teachers could get PD credit. It was just it was a nice way to foster that collaboration and discussion and allow teachers to take more ownership of their learning and PD.

[Caralee Gately] 3:13
That's awesome

[Dr. Katie Nieves Licwinko] 3:14
longwinded answer

[Caralee Gately] 3:16 -
No, it's a great answer and how I just, is that is it okay if I just piggyback, Jackie? I also saw that you were had that women New Jersey women in Tech group so I just was curious how that kind of came to about and what needs were being addressed through that group?

[Dr. Katie Nieves Licwinko] 3:36
We decided we should build out a group because it was that presentation and that kind of started from my former partner and Wayne and me, are no longer with the district, we kind of move to other districts. My replacement is still in the district and we were like this community worked out so well for in-house staff, we should have a community for a larger group of people across the state. I think part of that was that we didn't really find a space for women, specifically in tech leadership in New Jersey. And especially when we found out that there are less than a hundred in the entire State, which is was pretty sad. I think 84% are men. We figured you know what this community seems to be working out pretty well. edWeb is really stepping it up in terms of having more cyber security, data, IT related content. Let's just merge the two together and give women a space to collaborate. It's in the very, very early stages but we're hoping it fosters the same kind of collaboration that we had in our in district communities.

[Caralee Gately] 4:38
That's awesome

[Jacqueline Zamora] 4:45

Awesome. So

[Caralee Gately] 4:47
Oh no go ahead.

[Jacqueline Zamora] 4:49
Okay, so then our next question is "What actions has edWeb taken right towards accomplishing their goals, like any specific content strategies even to encourage active participation from all members, right including those who may initially be less engaged?"

[Dr. Katie Nieves Licwinko] 5:11
So what I found from using edWeb [and] from working with edWeb is that they give a lot of avenues toward participation so they have, and I know [when] they initially started off they meant to have it look very face an old school Facebook in terms of group Pages. But you know it's hard to get people to start that conversation. We did talk about some strategies that we could use that they've seen success with in some of their larger groups. They have their own groups too for different topics and things like that, that have thousands and thousands of members so we did try to follow some of their guidance in terms of posting discussion questions. You know, having people do those response, automated responses so that they see that there's responses in there so they feel more comfortable to participate. But I think the biggest thing was giving them choice and how they participate. Not everybody's comfortable doing a discussion forum but they might be comfortable engaging in the synchronous online learning component and having conversations in the chat, that then get uploaded into the platform and things like that. So I think just giving, you know, options for people seems to be pretty helpful. I think that's something that worked well when we built our community on there too is that initially it was difficult to get people to engage. But the more we put on there the more, it became a place for them to go the more they had questions, the more they felt willing to participate and share. And I feel like everything we did kind of linked back to edWeb so they always knew that that was kind of the home base to come back to so that kind of helped their participation as well. We updated our, we have a homepage that we updated frequently, with updated webinars that edWeb was hosting, that we were hosting, our past recordings, things like that. I think it did kind of help build the community a little bit by giving people some options in terms of where they can go and how they could engage.

[Safa Muhanna] 7:03
I'm sorry just random it's not on here, but just to add to that, do you have statistics on the participation before and after you implemented the options?

[Dr. Katie Nieves Licwinko] 7:15

That is a good question. I wish I had actual official stats. That would have been nice to have and I'm not and now I'm not in the community anymore so now I can't even see. no as you were

[Safa Muhanna] 7:27
No, because as you were talking I was like typing notes on our doc and it just occurred to me like the before and after

[Dr. Katie Nieves Licwinko] 7:31
I wish, I wish I did. I wonder if I'm trying to remember, if I had at one point in time I did create something on the engagement rate and the analytics behind it to show how people were at least accessing it, and viewing it. I don't have that anymore and I wish I took it with me when I left. That's one of those things and our community is set up so that only people in the domain are auto-accepted so I don't have access to our specific former district one anymore. I wish I did that would be nice to have. Sorry.

[Caralee Gately] 8:02
Did you just another question too, did you ever did you have any people in Wayne who were like "yeah I don't want to join that platform" or did everybody pretty much go on?

[Dr. Katie Nieves Licwinko] 8:15
I wouldn't say it was resistance to joining because it was free and didn't really impact them in any negative way. I would say more just Word of Mouth, forgetting to join happens a lot. Anytime we did in-person training which we had a PD Center, we would always encourage, all the resources. No matter what sessions it was were posted back to to edWeb so it kind of forced them to have to join. And also we use we ended up using it for our, we used to have PD on the last day of school like so the kids were gone, then teachers came back the next day. But we had told them if they did four hours of either edWeb work, or webinars we hosted and it was all housed in edWeb, there was like a form they could fill out. So that kind of, for some people who may have been hesitant, that got them interested. Like "oh I can watch whatever ones I want and I'm interested in, I can count that toward my last day of school and not have to come in." That kind of incentivized them to join. I don't think I really had too much like push back of not doing it, it was just more of "oh yeah I forgot I have to I forgot to join that, you know got lost in my email". But kind of just the constant reminders from people did help. I think we ended up pretty much everybody in district. I know I created a subgroup for power professionals and I did get every single para professional in pretty quickly.

[Caralee Gately] 9:31
That's awesome

[Jacqueline Zamora] 9:37

Awesome, awesome. And here's another question, right, so beyond basic metrics, right like member count, what specific indicators are used to assess the quality and depth of engagement within the community and any specific benchmark targets that the organization uses to evaluate the community success? And how are these aligned with its overall goals?

[Dr. Katie Nieves Licwinko] 10:02
So within the platform itself, and edWeb does this for any Community that's built on there, is they track, as long as your members are there and logged in when they view videos or they engage in webinars and things like that, it tracks that. So it tells you what video they watched, for how long, there's there's these open-ended reflection opportunities too. I think it also, I might incorrect, but I thought it did something with tracking posts too, so we had all that data for our staff. At one point we were using it for credits to move up the guide, that kind of ended pretty quickly, but that was an option. It was just that for us as an edtech department it was nice to be able to see, you know, who's the most engaged people, what are they watching, and what are they interested in and then we would use that to kind of determine how we do our school PD. Because you know everybody's watching this series of webinars on early childhood education, clearly we're not doing enough for that market because they're, you know, seeking out the expert webinars which is great, but maybe we could do some in house for them. So that's what we kind of of use as our metrics, is I would pull that spreadsheet, we would kind of track how much was being watched, how many hosts were going on things, like that and we would usually present that to show. That's not something that, I mean you can't go into any group and view it but if you create your own Community, it will it will do that for you as long as people are logged in which is very helpful.

[Jacqueline Zamora] 11:40 -
Absolutely let's see here

[Caralee Gately] 11:42
So, when you're talking about the women in tech one [community], what are your goals for trying to reach, like you said, the under a hundred people in the state and how are you going to try to recruit them and things like that

[Dr. Katie Nieves Licwinko] 12:01
That's going to be a little bit more challenging than when we did it in a school. I mean obviously there's a lot less access right now. Our major form of promotion has been either through social media which I haven't been great on in recent months. But we did try a little bit promotion through Linkedin. I think other than that, it's going to be a lot of primarily, I'm assuming more word of mouth, presentations [and] just telling people that this exists. I anticipate it taking a lot longer to build than building it in a district when you have a little more access to mass email lists and things like that and seeing people face to face. But I think Word of Mouth, conferences and

things like that, would probably help build the community. We're also trying our best to kind of curate some of those resources, like trying to think what would women who are in Tech leadership be most interested in, what type of series and things like that. We also talked to the founder a little bit about, you know, gearing some of the sessions a little bit more toward those topics. I think they partnered with CoSN [Consortium for School Networking], so we're like let us know when the CoSN ones are because that'll fit with those, women in Tech leadership, especially. But I think it's gonna be mostly at this point probably Word of Mouth, which isn't great, but just for the time being try to get something out there.

[Caralee Gately] 13:19
Yeah

[Dr. Katie Nieves Licwinko] 13:20
Building a community is hard, without that immediate access. It was a lot easier in my in a district, even a large District but getting people outside of it is a little more challenging. Although we do have everybody's email from who's a New Jersey technology director from when we were doing our research on the numbers. So maybe that might be something down the line, just reaching out "Hey this exists".

[Caralee Gately] 13:44
I stumbled upon it once I joined edWeb.

[Dr. Katie Nieves Licwinko] 13:47
Oh perfect, there we go.

[Caralee Gately] 13:49
I saw your name, and I was like, now wait a minute. and

[Safa Muhanna] 13:55
The directors that you have the contact information for, you can ask them to share it with whoever they deal with. That's another word of mouth way but it's more direct I guess.

[Dr. Katie Nieves Licwinko] 14:05
Yeah, that works too because there's a lot of there's a lot of situations where it's, you know, there's a maybe a male director that's the higher up but maybe their edtech supervisor is female but they weren't on the list. We were just looking for whoever was the top level CTO [Chief Technology Officer] for the district so that would be yeah, that would be another great way to just go down the entire list, and say, or any aspiring you know female edtech leaders in your District too just to get that word out there.

[Jacqueline Zamora] 14:33
Awesome, and Caralee, Safa, any other questions that I'm missing, anything else that we would like to ask?

[Caralee Gately] 14:41
I don't think so, I think this was great.

[Jacqueline Zamora] 14:44
I think Katie, oh my God, you nailed it all.

[Safa Muhanna] 14:46
You did. We had sub questions to our interview questions from the assignment post and you did you touched on a lot of them.

[Dr. Katie Nieves Licwinko] 15:15
If there's anything that you need… you can always you know you can always reach out to me and I'm on my email 24/7 so you can you can ask me.

[Safa Muhanna] 15:36
We really appreciate it, thank you.

Appendix B

Project Name: EDTC 816: Assignment 2: Online Communities
Interviewer: Caralee Gately
Interviewee: Dave Jones, District STEM coach (K-8)
Date of interview: March 1, 2025
Time of the interview: 2:18pm EST
Context: Participant of Online Community; Member of edWeb.net
Setting: Email

1. How would you describe the purpose of this community in your own words?

edWeb provides me with focused professional learning that aligns with both my professional responsibilities and personal interests. The community allows educators to connect with like-minded professionals beyond their own organizations to share best practices and opportunities.

2. What value do you think this community aims to provide its members?

edWeb provides high-quality professional development in a convenient format, helping educators stay informed and refine their practice.

3. Can you describe any specific events or programs the community has organized that align with its goals?

edWeb connects education professionals with webinars that support their growth and development. It simplifies the process of finding relevant professional learning, acting as a filter to ensure I don't miss valuable learning opportunities. By bringing these resources directly to its members, edWeb plays a significant role in advancing education.

4. How often do you actively participate in the community, and what motivates you to do so?

I periodically attend webinars and participate in discussions that align with my professional responsibilities and personal interests in the STEM subjects. edWeb actively curates relevant learning opportunities, so I don't have to search for PD on my own. However, once I engage with a webinar, I often find myself seeking out even more.

Appendix C

Project Name: EDTC 816: Assignment 2: Online Communities
Interviewer: Caralee Gately
Interviewee: Dani DeGraw, Educational Technology Coach
Date of interview: March 1, 2025
Time of the interview: 12:30pm EST
Context: Participant of Online Community; Member of edWeb.net
Setting: Email

1. How would you describe the purpose of this community in your own words?

The purpose of the EdWeb community is to provide professional development in different formats to match members' interests and busy life and professional schedules.

2. What value do you think this community aims to provide its members?

I believe this type of community gives people an opportunity to get professional development and learn on their own time, in their own space. People have families, their jobs, and so many responsibilities that it can be difficult to leave and go to a conference to learn about best practices in education. This community allows members to connect with each other and with diverse speakers, without having to leave their responsibilities behind.

3. What drew you to join the edWeb community?

My school district partnered with edWeb to give the staff professional learning opportunities that were asynchronous. They emailed information about signing up and how the edWeb community aligns with our districts' main goals. Teachers can receive PD hours for participating in the different webinars. Personally, I joined to be aware of the different PD options and have access to the different content.

4. How do you intend to use the community and interact with it?

I plan to use the community and interact with it in a few different ways. First, I want to explore all the different PD topics and learn about best practices from different perspectives. Additionally, I am a technology coach and it is important to me to know what is available for my teachers so I can point them in the right direction when they are looking for specific PD. I can promote different webinars and topics in my tech emails and newsletters. Lasly, I would like to connect with different speakers who have similar interests as me. Maybe I will try to find an opportunity to host a webinar myself!