Hello!  These notes were made anonymous for sharing. Thank you for all of your teamwork!

* **What makes Institute Institute for you? What are you excited to bring online?**
* **What can each attendee bring to online Institute in terms of volunteering, programming, participation?**
* **What is your vision for the topic area you chose?**

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| **Kids Programming** | * Institute is institute for me because it is a special, separate moment in time. I also come back because of its inter-generational nature and the intellectual content. I love how Jews from across denominations and practices teach and learn together.  It’s such a special community.
* Excited about making this more year-round and intense!  Wanting to make intellectual/spiritual/singing/hanging out year-round.
* I think that Kids Camp still needs a leader to organize it.  Even if volunteers still “staff” things online - like offer community-led sessions, it will need a central organizing force. My kid is excited to see Tiferet, so I hope she will be on board.
* I would love to work with my kid to lead a session.  He would think that is so special.
* Storytime, crafts, making videos!
* Other things I would love to see (just brainstorming alone here): sessions led by kids, sessions that offer outdoors follow-up (ie. flower or bird identification or something), cooking/baking, and art...things that merge online learning with hands-on activities/creation.  I also think it would be great to divide by age group for some things and be together for others.  My kid (6 years old) has the idea that on Zoom, there can be a background of a bus and he can sing songs while everyone pretends to be on a bus!
* Because I have 3 kids at home with me, I’m feeling concerned that I will miss a lot of institute online.  When we are in person, the kids can go to Kids Camp and I can learn, but online, this would be difficult.
* I’d love to do intergenerational programming for kids and parents/grandparents or whomever is home with them. Giving a list of arts and craft supplies and family project, related to torah stories such as a 3D Tower of Babel, or Noah’s Ark and then having an art share. Also scavenger hunts.I’ve been teaching 3rd grade hebrew school on zoom for the past two months, and I have some other ideas. Most importantly finding ways for kids to connect with their friends and share what they need to. I can see this being easier for havurahnik youth who have been regular attendees since they were born, it might be challenging for newcomers. We need other ways to welcome and engage new children.
* Teens: We need teen programming! Important to have teens involved in their own organizing. I work with teens in my congregation and am open to helping.
* Here is a version of pictionary on-line that my daughter’s high school used: <https://skribbl.io/>
* They also did home-based survivor, which was fun.
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| **Spiritual Life and Davening** | **What makes Institute Institute?*** Singing
* Community
* Community Singing
* Community Learning
* Having a retreat feel

**Notes: KabbShab 1 hr before Shabbat****Shabbos Day Online (for those who want it):*** Kaddish? Torah Reading? Conservative Movement Guidelines? How to navigate diversity of observance?
* Daily Shacharit to “root” the day + alternative services/prayer workshops
* Zusha&Elimelech “Shabbos Tisch” on Tuesday
* Folk Singing is spiritual!
* Story sharing on Shabbat afternoon or evening can also be spiritual.
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| **Cost Structure** | **What makes Institute Institute?*** The people, opportunities to connect with them
* The people and the chances to connect
* A time when everyone is primarily focused on institute AND hoping for a way that people can participate part-time
* Continuity
* Intensity that intentionality affords, whether in informal spontaneous interactions or in classes and workshops and programs

**What each of us can bring: (not just about cost structure)*** Excited to make a really amazing T-shirt that raises money for NHC and celebrates that our havurot still exist
* Experience teaching with Zoom and convening events (not an expert, but have learned quite a bit)
* Bring newcomers (from California), who might not travel the distance to participate
* Bring those “old timers” who are less able to travel

**Cost Structure and other ideas for Institute*** Opportunities to participate part of the time, so we can work or do other regular life things
* Want both “open door”/drop-in activities and ones that are limited to the people who are signed up so they can build short-term continuity just during their class or whatever it is
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| **Tech & Accessibility** | * What platforms do we need? (the town thing/ jamkazam/ discord/ zoom) remo.co could be another option to look into
* What volunteer personnel do we need?
* May need someone on call at all times to troubleshoot platform & tech Zoom/etc (like a hotline)
* Variety of drawbacks to zoom
* Survey participants about what platforms they have experience with, what they’re comfortable with, what their concerns are about privacy (vis-a-vis zoom’s problems), etc. and what types of technology they have access to (e.g. phone, laptop, etc. –browser instead of an app)
* Challenges for households with several members who want to participate at the same time
* Privacy / Persistence.
* Make sure that participants have training workshops (optional) and other opportunities to learn about how to use the technology and practice it ahead of time
* Need a clear set of shared community norms around interacting via technology (re: interactions, privacy)
* How many hours of screen time do people tolerate?
* Accessibility - captioning - some platforms (eg Microsoft Teams, google Meet) have automated live captioning which is moderate to reasonably good. Zoom doesn’t have automated captioning, but does have very good structure for CART by an outside (paid) service or live-captioning by a participant
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| **Just a brainstorm!** | **What makes Institute  “Institute” for you? What are you excited to bring online?*** Spontaneity, running into people, singing

**What can each attendee bring to online Institute in terms of volunteering, programming, participation?****What is your vision for the topic area you chose?*** Opportunity to bring in people who wouldn’t otherwise know about or come to institute
* Excited to teach course online
* Ways to meet people, esp for people who don’t know a lot of people
	+ Alternative platforms to zoom that might be more conducive to multiple conversations in one “room”:
		- Online Town
		- Mozilla Hub
	+ These have less focus on video, but some other possibilities - one interesting thing about these is that people have an avatar/figure that represents them in the “space” and can wander around, step away for a side conversation and the platform fades out other speakers as you get farther away. I haven’t messed around with them enough yet to see if unlike zoom they allow multiple people to speak and be heard at the same time, unlike zoom which picks one (loudest?) audio to prioritize over any other
* Play games together
* Find ways to connect and take them
* The Shuk-selling my handwork and seeing and buying from others. Seeing everyone wearing kippot they have bought from me at the shuk.
* Birthday parties at institute
* Storytelling/story/poetry share (not in conflict for once with the zemirot)!
* Finding a way to have this family reunion of havuraniks online...sharing meals virtually, like we did for sederim.

Institute is like an intellectual experiment! Watching myself change, Judaism change!The people make Institute feel like Institute! Communal dining experience-Curious about pricing conversation, fundraising-miss group singing , Thursday night niggun share, folk singing* Balance of re-create versus accepting that it’s different. Maybe a benefit would be less overstimulation, shifting the focus to Institute`
* Figuring out how to make new friends online
* Remember that we will be back eventually. We will recover

**Notes from the breakout group**:  What new options do we now have without the constraints of time and space?  How could classes not be only Time Slot A and Time Slot B?  Will people come to the Institute if they are only online?* We came to no conclusions.

**General breakout room:** love the Hallel sessions.  * intention to learn from each other
* sense of connection/community
* opportunity to learn things you wouldn’t be exposed to otherwise
* Organic interaction, spontaneous song/conversation
* Spontaneity, love
* Stepping into another world of connection, learning & song
* Immersed in Judaism, but fluid and not forced
* Freedom and connections among children

Since people arrived late, we didn’t have much time for other questions. |
| **Courses and workshops** | * How do we differentiate between technical programming and teaching a class?
* Can we build in hevrutah time?
* Are there limits on number of people per class (should there be)?
* Intimacy and meeting others in class vs the whole of institute
* What is the value of courses without meeting people in person?
* Can we teach singing?
* How long should classes be over?
* Discussion of timing (day/evening: when people have time vs. when they're at their best, availability), and synchronous vs. asynchronous, possibly a la Project Zug, with a hevruta or two. If asynchronous, possible to post questions to the teacher?
* One person only going to come because online.
* Online format can more attentive, intense, and concentrated, especially small classes.
* Nice to have everyone on one screen.
* xxxx hasn’t been to Institute in several years, did not like FPU accommodations/travel, was considering Hartford/staying in hotel, even more likely to go online.
* Good to collect best practices for teachers (also for students)? google doc with notes from experienced zoom teachers and students (eg. how to share media effectively, have a tech person).
* Maybe should be shorter than in person (60 minutes?)
* Lots of people like breakout groups.
* In classes, everyone has a lot to contribute, can get lost/messy with the online lag/people talking at the same time.

**What makes Institute Institute?*** Seeing old friends and meeting new people
* Leaving regular life
* Being fully in institute
* Giving myself the time to take classes/go to sessions/chat etc.
* Roaming around aimlessly and bumping into people
* The balance of structure and randomness
* Courses for the first year or two; then it became more about other things

**What is your vision for courses and workshops and what can you bring to  Online Institute?*** Having the courses is still a key thing; particularly for new people, it’s a lot of what  institute is about
* There are courses that won’t translate well, but some will be fine
* Teachers struggling with issues of time – how do you prepare a course with kids at home?
* There doesn’t necessarily need to be a sharp distinction between workshops and courses—maybe course and workshops is a spectrum of various levels of intensity – some could be a few sessions (but not a full class)
* Potentially open it up again to people who want to teach/do workshops for different lengths of time—lots of options as long as there’s people willing to create the grid of what is happening over the course of time
* Courses could potentially be opened up to people outside the NHC community—this could be a way for NHC to draw people in next year
* Question about how things work in terms of registration—the whole thing or a la carte?
* Could be days where different people come; maybe people could sign up to, for instance, go to one class and a handful of programs but not necessarily have to sign up for the whole thing
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| **Evening programming** | * Talent show online is very doable.
* As is a course sampler which we have done in the past in person.
* Game night?
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| **Overflow** | * People are what makes institute itself
* Connections in dining hall
* Worries about how to handle discussions with tech
	+ Opportunity to lean on younger folks who had school online this spring (elementary through college)
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| **Marketing** | How do we differentiate between us and others?* We have a pre-existing community
* We offer our own community
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|  | How to make a new friend over virtual mediums? |