# DAS Taskforce on Teaching and Learning (TTL)

April 22, 2020

### Membership

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| --- | --- |
| Jeramy Wallace | Aaron McVean |
| Kate Browne | Tammy Robinson |
| Arielle Smith | Rolin Moe |
| Bianca Rowden-Quince | Alison Hughes |
| Nick DeMello | Chris Smith |
| Jessica Hurless | Chris Collins |
| David Locke | Paul Bissember |
| Ame Maloney | Sarah Harmon |
| Tim Rottenberg |  |

### Agenda

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| --- | --- | --- |
| Topic | Individual(s) | Time |
| Guidance for Finishing Spring Semester   * Review and comment on DRAFT Guidance | All | 15 mins |
| Guidance for Teaching Online for Summer   * Expectations for preparation to teach in the online, remote, and virtual modality * Criteria for teaching online for the Summer term * Online Professional Development curriculum, schedule, and resources needed | All | 40 mins |
| Other Updates | All | 5 mins |

# Notes

### Guidance for Finishing Spring Semester

Review and comment on DRAFT Guidance

* Add statement on Equity vs. Equality for faculty concerned about giving more time to one student but not others.

Guidance for Teaching Online for Summer

* Expectations for preparation to teach in the online, remote, and virtual modality
* Criteria for teaching online for the Summer term
* Online Professional Development curriculum, schedule, and resources needed
* Clarification for Summer courses and requirements related to Title V and other standards (including accreditation)
* Expectations for use of Canvas and Zoom, at minimum, for summer courses depending on synchronous/asynchronous modality being used.
* Guidance for synchronous instruction specifically
  + How much is enough/too much?
* Accessibility of documents in Canvas
* “If you are holding synchronous class sessions, you should be using Zoom.”
* Communicate as early as possible to students any expectations for synchronous class meetings.
* Training needs/expectations for faculty teaching in summer
* Examples of approaches that are **NOT ok:**
  + Correspondence education i.e. mailing packets to students
  + Solely relying on email interaction
* Class size considerations
* Classes that have schedule synchronous time DO NOT have to keep that as synchronous instruction time.
* There needs to be evidence of student-to-student interaction
* Communication to students via WebSmart or other means re: expectations for any synchronous meeting times