

DAS TASKFORCE ON TEACHING AND LEARNING (TTL)

APRIL 15, 2020

MEMBERSHIP

Jeremy 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

Topic	Individual(s)	Time
Guidance for Finishing Spring Semester <ul style="list-style-type: none"> Expectations for proctoring of exams and issues of equity and accessibility 	All	15 mins
Guidance for Teaching Online for Summer and Fall <ul style="list-style-type: none"> Expectations for preparation to teach in the online, remote, and virtual modality Criteria for teaching online for the Summer term Criteria for teaching online for the Fall semester Online Professional Development curriculum, schedule, and resources needed 	All	40 mins
Instructional Continuity Web Presence Update	McVean/DeMello	5 mins

Guidance for Finishing Spring Semester

EXPECTATIONS FOR PROCTORING OF EXAMS AND ISSUES OF EQUITY AND ACCESSIBILITY

- Issues for Proctoring
 - Unrealistic expectations that all students have dedicated private space to take exams.
 - Issues with privacy and comfortability with having to “record” room.
 - Timed exams and interruptions due to family and other responsibility
 - Also invalidating of certain Proctoring requirements if student “leaves” the camera space
 - Proctorio is a powerful tool, but can be used in several different ways
 - If students did not “sign up” to be in an online class that uses Proctorio, restraint should be exercised in its use
 - “Open Lab” schedule to share solutions
 - Issues of Student Accommodations
 - Extended Time
 - Screen Size
 - “Peer Support Survey”
 - Aaron, Jessica, Tammy, Bianca, Rolin
- Planning for Final Exams
 - District Academic Senate Hosted “Forum(s)” on Plans for Final Exams
 - Sponsored by Skyline College? 😊
 - Lower stakes assessments/Alternative assessments (reflection or portfolio instead of high stakes test or paper)
 - NO timed assignments
 - Synchronous assignments only at regularly finals scheduled times
 - For classes that were already online, also a recognition that there are different home/life circumstances that may also disrupt students taking exams
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- Issues of Synchronous online instruction methods
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Guidance for Teaching Online for Summer and Fall

- Expectations for preparation to teach in the online, remote, and virtual modality
 - Floor: Courses must be in Canvas – Must use the Canvas LMS
 - Reference CCCCO Memo language on distinction of a Distance Education course from a correspondence course
 - Minimum amount of training received in Online Instruction/Distance Modality
 - Individual discipline considerations
- Criteria for teaching online for the Summer term
 - Course set up in Canvas regardless of modality

- Must have regular and effective contact
 - Identified experience Peer/Buddy to support new online instructors
- Criteria for teaching online for the Fall semester
 - Course set up in Canvas regardless of modality
 - Considerations for needing/wanting to teach online regardless
 - Minimum quality requirements
- Online Professional Development curriculum, schedule, and resources needed
 - Consideration of technology that will be needed/required in order to be part of the course (web cam, full laptop vs. Chromebook vs. Tablet/mobile device)
 - Discipline leads for faculty coaches