

# SMCCCD Academic Senate Standing Committee on Teaching and Learning (DTLC)

## DE Modality Guidance/Explainer

Adopted by SMCCCD Academic Senate on March 14, 2022

### ***Introduction***

This document is meant to be a companion for the [Distance Education Modalities Definitions document](#), as a way to give additional guidance and explanations to certain components. In this way, our students and our faculty know what to expect from a given course and its modality. As with any DE topic, faculty and deans should work with each campus distance education team as courses and programs are adapted to an online modality.

### ***What is the difference between formative assessments vs summative assessments, and how do they look in online modalities?***

Formative assessments refer to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps for both instructors and students. They occur throughout a class or course, and seek to improve student achievement of learning objectives through approaches that can support specific student needs. Examples of formative assessments can include in-class discussions, clicker questions, low-stakes group work, instructor observations and weekly quizzes. Formative assessments are not necessarily graded—they can be, or they can be a method of observing student progress on acquiring and/or applying knowledge to help the instructor adjust instruction or for students to reflect on their progress.

- Within online modalities, formative assessments can resemble virtual in-class discussions and may include discussion boards, Zoom polls, group work within Zoom breakout rooms, virtual oral presentations, collaborative work on Canvas Collaboration feature, brief writing assignments submitted virtually, and virtual weekly quizzes through Canvas or another online learning platform.

Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be).

- Within online modalities, summative assessments can include exams through Canvas or another online learning platform, final group projects, final online portfolios, final performances submitted virtually, final essays, and final presentations.

### **Further Resources:**

- Yale Poorvu Center for Teaching and Learning: [Formative and summative assessments](#)
- Yale Poorvu Center for Teaching and Learning: [Considerations for online assessments](#)
- University of Central Florida: [The Minute Paper as a formative assessment](#)
- UC Berkeley: [Knowledge checks as formative assessments](#)

### ***What is the difference between partially synchronous and fully synchronous, and why is partially synchronous preferred?***

Since the Spring 2022 Guidance, the District Teaching and Learning Subcommittee has recommended to faculty and administrators that lecture-based courses be in either online-asynchronous or online-partially synchronous modality. In the [Fall 2020 Guidance](#) there is a full discussion about the benefits of online-

asynchronous modality. For those faculty who wish to have some of the course contact hours with their students, we offer the following guidance in favor of partially synchronous courses:

- DE Pedagogy/Andragogy is different from F2F Pedagogy/Andragogy—the focus in DE Realm is on succinct, meaningful contact in a flexible and digital setting, which encourages task-based learning, [active learning](#), and [flipped classrooms](#). The goal is to work with students and guide them in their learning.
- Live synchronous sessions are recommended to be no more than 90 minutes at a time, and should ideally be once a week. Data show that attention spans for online learners is short, so staying focused is the key to student success, and to prevent burn-out.

Partially synchronous modality is preferred over fully synchronous modality for the following reasons:

- It's better for students—the time together is more focused, so their energy and attention are not taxed as highly, which yields better interactions among the students and between the students and the faculty;
- It's better for devices and internet bandwidth—especially in situations where students have to share devices/bandwidth with others in their household;
- It's better for schedules—it allows for increased flexibility for students, as they have various responsibilities;
- It mimics best practices in the non-academic world, thereby better preparing students for their futures, as well as being similar to what they already experience off-campus.

If you have questions about your course modality, or are unsure as to which option would be best for your course, connect with your local DE Teams for support.

## Further Resources

- Educause: [Asynchronous and Synchronous E-Learning](#)
- Inside Higher Ed: [Zoom Boom](#)
- Gegenfurtner, Zitt, and Ebner, *International Journal of Training and Development*: [Evaluating webinar-based training: A mixed methods study of trainee reactions toward digital web conferencing](#)
- Neil Bradbury, *Advances in Physiology Education*: [Attention span during lectures: 8 seconds, 10 minutes, or more?](#)
- Molly Callahan, Northeastern University: ['Zoom fatigue' is real. Here's why you're feeling it, and what you can do about it.](#)

## ***What other information should we know about Hybrid modality?***

## Contact Hours

As a reminder, every course has a minimum and maximum number of hours that the course should meet in a given semester. These are referred to as contact hours. The California Community Colleges Chancellor's Office defines a contact hour as, "The total time, per term, that a student is under the direct supervision of an instructor or other qualified employee as defined in §§58050-58051. This number is the sum of all contact hours for the course in all calculations categories, including lecture, recitation, discussion, seminar, laboratory, clinical, studio, practica, activity, to-be-arranged, etc." Additionally, every lecture class has outside class hours (homework hours). Outside class hours are 2:1 (for every 1 hour in class a student is expected to complete 2 hours outside of class a week). Most lecture courses in SMCCCD are 3.0-, 4.0-, or 5.0-unit courses, so Table 1 reflects the breakdown. Most lab courses in SMCCCD are 1.0- or 2.0-unit courses; Table 2 reflects the breakdown.

Lecture units	FTE hours/ week	Homework/ Outside of class hours/week	Min F2F Hours (@16 hrs)	Max F2F hours (@18 hrs)
3	3	6	48	54
4	4	8	64	72
5	5	10	80	90

Table 1: Breakdown of 3-, 4- and 5-unit lecture courses for FTE and hours

Lab units	F2F hours/ week	Homework/Outside of class hours / week	Min Hours (@48 hrs per unit)	Max hours (@54 hrs per unit)
1	3	0	48	54
2	6	0	96	108

Table 2: Breakdown of 1- and 2-unit lab courses for FTE and hours

For Hybrid courses, because some of the in-person hours are moved online, the number of in-person class hours per week is reduced. Online contact hours are meant to include any and all practices that count towards regular and substantive/effective contact. This can include recorded lectures, work in discussion forums and other work as described in [Guidance: Teaching for Fall 2020](#). In hybrid courses, the outside hours still have to be met for the whole course unit value. For example, for a 3-unit course, the homework hours would be 96-108 hours for the semester. This means if an instructor meets with their class for 1 hour a week in-person, they still have to provide 2 hours of direct supervision and approximately 5-6 hours of outside hours, per instruction week.

In order to improve planning and clarify course expectations for students, DTL have consulted best practices to suggest set percentages for hybrid courses. These are offered as options for in-person instruction versus online contact hours and instruction, and are presented in Table 3. The percentages of in-person/online contact hours have been set to various percentages. Please note that a minimum of 30% and a maximum of 70% of F2F regularly scheduled instruction is suggested for hybrid courses.

In-person/ Online Contact Percentage (approx.)	3-unit: In-person hours/week	3-unit: Online Contact hours/week	4-unit: In-person hours/week	4-unit: Online Contact hours/week	5-unit: In-person hours/week	5-unit: Online Contact hours/week
30/70	1 hour	2 hours	1.25 hours	2.75 hours	1.5 hours	3.5 hours
40/60	1.25 hours	1.75 hours	1.5 hours	2.5 hours	2 hours	3 hours
50/50	1.5 hours	1.5 hours	2 hours	2 hours	2.5 hours	2.5 hours
60/40	1.75 hours	1.25 hours	2.5 hours	1.5 hours	3 hours	2 hours
70/30	2 hours	1 hour	2.75 hours	1.25 hours	3.5 hours	1.5 hours

Table 3: Hybrid percentages for lecture courses

In deciding which of these hybrid percentages is most appropriate for the course and schedule, faculty should engage in a discussion with their discipline colleagues and/or Dean in terms of pedagogical/andragogical impact, as well as other factors. They may also want to involve the DE Team for their campus. The information in Table 3 below are examples of different breakdowns; for each campus, the exact hours may be modified to fit into its scheduling blocks.

If a given course has a different number of units, please contact your DE Team to get the breakdown.

## Lectures

Lectures to deliver course content can be conducted both in-person and asynchronously, as long as the contact hours are maintained. Asynchronous lectures should be recorded, captioned, and can include interactive elements such as short quizzes and reflection questions. Connect with your local campus Instructional Designers and Instructional Technologists for support.

*CAUTION: It is recommended that recorded lectures be no longer than 15 minutes. If covering content requires more time, consider chunking longer videos into smaller segments, i.e., 45-min lecture is three 15-minute micro-lectures.*

## Further Resources

- Cornell's Center for Teaching Innovation: [Getting Started with Designing a Hybrid Learning Course](#)
- Edutopia's [Effective Instructional Models for a Hybrid Schedule](#)
- University of Colorado, Boulder, Center for Teaching & Learning: [Considerations for Hybrid course design](#)
- The University of North Carolina at Charlotte, Center for Teaching and Learning: [Planning a blueprint for hybrid courses](#)
- [Hybrid and Blended Learning Course Design](#) (video)
- [How to add quizzes to lectures in Panopto \(Video\)](#)
- Harvard's Bok Center for Teaching and Learning: [Twenty Ways to make Lectures more participatory](#)
- Michigan State: [What, Why, and How to implement a Flipped Classroom](#)

## ***What other information should we know about the HyFlex modality?***

### Classrooms

If an instructor wishes to teach a course in the HyFlex modality, then the class meetings need to be taught in a multi-modal-approved classroom or in a classroom with a Neat Board or similar technology.

- Note for all: Just because a given faculty member is teaching in a HyFlex-approved classroom or has a Neat Board in the classroom, it is not required for said faculty member to use the technology.

Instructors should undergo minimal training on the technological equipment for multi-modal-approved classrooms or in the use of a Neat Board or similar technology. At the time of this writing, SMCCCD is still finalizing said training, but would include connecting with ITS and the local DE Team.

## Pedagogical/Andragogical Training for HyFlex

Due to its unique format, it is recommended that instructors receive training in HyFlex pedagogy/andragogy before teaching in this modality. At the time of this writing, training development is discussed as a potential part of QOTL and other Distance Education professional development opportunities. There are similar trainings available through @ONE, the Online Learning Consortium, and other similar outlets.

## Student Contact Hours

Faculty are expected to be teaching from the classroom. There are three options for students to participate (in-person, synchronous video, and asynchronous). CSM's DE Team has [examples of considerations](#) that faculty should make when teaching in a HyFlex modality. Opportunities for engagement and participation should be offered in each modality.

## Assessments

Assessments should be offered in ways that support both live and asynchronous interaction, and utilize electronic documents that can be shared with in-person students and those attending via computer (synchronous or asynchronous). To this end, strongly consider the use of [alternative assessments](#) where equivalent assessments are offered in all modalities, leading to the same outcomes. Authentic assessments can foster active learning and require students to contextualize and apply what they have learned.

## Further Resources

- ASCCC: [What is HyFlex, and Why Do I Keep Hearing About It?](#)
- University at Buffalo, Educational Design Collaborative: [What is Hyflex, and How Do I Do It Well?](#)
- Columbia University Center for Teaching and Learning: [Hybrid/HyFlex Teaching & Learning](#)
- ASCD: [7 Approaches to Alternative Assessments](#)
- CVC-OEI and @ONE: [Bite Sized PD: Online Authentic Assessments](#)