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DISTANCE EDUCATION COMMITTEE
<u>Adopted Minutes</u>
September 8, 2017
Room 812
12:00 p.m. – 1:30 p.m.

1. Call to Order	The Distance Education Committee Meeting was called to order at 12:00 p.m. by Coordinator Erica Beam.
2. Roll Call	Members present were Isabel Anderson (LA); Erica Beam (DE Coordinator/Chair); Winifred Hunton-Chan (LA); Glenn Keyser (LA); Oanh Lam (MS); Sandy Lamba (Dean of SBS); Laura Maghoney (AT&B); Sarah Nordin (AT& B); Svetlana Podkolzina (MS); Sandra Rotenberg (Lib); Robin Sytsma (HS); and Carol Zadnik (DE Tech) Absent/Excused: Elizabeth Freed (HS); Mary Gumlia (COUN); and Scott Ota (IT)
3. Approval of Agenda (9/8/17)	Erica Beam asked for a motion to approve the agenda. Adoption of August 25, 2017, DE Agenda: Motion to approve – Svetlana Podkolzina; Seconded – Sandra Rotenberg; Passed – unanimously.
4. Approval of Minutes (8/25/17)	Erica Beam asked for a motion to approve minutes. Adoption of February 27, 2017; March 13, 2017; April 17, 2017; April 24, 2017; and May 8, 2017 Meeting Minutes: Motion to approve – Laura Maghoney; Seconded – Robin Sytsma; Passed – unanimously.
5. Public Comments	Dean Ryan of the Math and Science Division attended the meeting as well as Professor Stephen Watkins; however, there were no public comments.
6. OEI Course Design Rubric Reviews	The Friday, September 8 meeting will focus on Section B and C. Erica began the meeting by announcing that the meeting would be recorded.
7. Discussion/Action Item	**OEI Course Design Rubric.** Erica began her presentation with <u>Section B: (Interaction)</u> on Page 12, which applies to the instructor. She said the immediate concentration will be to focus on meeting the minimum

requirements and aligning with the rubric. Erica began with *B1 Pre-Course Contact* and iterated that instructors should initiate contact with his/her students prior to the semester beginning. Erica proceeded with several examples on how instructors can initiate contact with students.

The alignment of *B2: Instructor Initiated Contact* states "The instructor provides students with his/her plan to engage in regular effective contact using CMS communication tools that includes expected time frames for responses to inquiries, discussion board posts, and feedback on assignments and assessments." Erica said this information should be included in the instructor's syllabus as well as every assignment. The information should include when and how you can be reached. Instructors should also include what his/her response time will be on feedback for an assignment within the assignment rubric.

B3: Technology Support stipulates in the rubric that "The instructor's role for supporting course technology is explained to students, and links to technology support are provided." Erica shared our Canvas help feature and gave examples of different ways she supports her students with technical assistance. Erica said some of the student help/support information as well as some contact information will be included in a Start Here Template Module that will be available later.

B4: Instructor Contact Info states "Contact information for the instructor is easy to find and includes expected response times." Erica said Canvas is her preferred method for student initiated contact, because Canvas includes information like what class the student is in and what time the message was sent. Erica also discussed how she uses a google app called Google Voice to set up a phone number on her cell phone that is connected to her Solano email so she can quickly respond to her students with a text message.

Erica introduced <u>Section B Interaction</u> on Page 13, which applies to the student, with *B5: Student Initiated Interaction.* The rubric states this as being "Opportunities for student-initiated interaction with other students and the instructor are clearly available and encouraged." She said examples of this should be included in the language of the Instructor's syllabus and cyber café.

B6: Student-to-Student Interaction in the rubric states "Student-to-student interaction that reinforces course content and learning outcomes is required as part of the course." Erica shared an example she uses referred to as her Muddiest Point to encourage student-to-student interactions. The muddiest point could include a term, formula,

or concept in a chapter that a student may not understand and can post for other student responses and clarification. Erica gives her students an opportunity to earn extra points for participation in muddiest points and offers this with every chapter.

B7: Learning Community of the rubric states "The course includes communication activities that are designed to build a sense of community among learners." Erica gave an example of this by explaining how she uses the Canvas group feature. She also explained how instructors should be cautious using features like Google Hangouts or accessing things outside of Canvas. Instructors must be aware of accessibility issues when trying to implement a learning community with his/her online course.

B8: Participation Levels under aligned includes "Guidelines explaining required levels of student participation (i.e., quantity and quality of interactions are provided." Erica said instructors should include language explaining his/her expectations for student participation weekly in the discussion boards as well as listing expectations in the syllabus. She said this could also be conveyed in the rubric or a Start Here Module.

Erica introduced Section C: Assessment on Page 14, which she refers to as Planning. Erica asked, "How well do you align your activities in your online class to match with the curriculum and the learning objectives of your course?"

C1: Authenticity under aligned states "Assessment activities lead to the demonstration of learning outcomes." Erica implied it will be easy to meet the alignment of C1 if an instructor has well written SLOs that align with his/her curriculum.

C2: Validity states "Assessments appear to align with the objectives." Erica implied this relates to accomplishing a goal for his/her subject matter and assessing the objectives. This may involve assessing an individual chapter or sections of subject material within multiple chapters.

C3: Variety states "Both formative and summative assessments are used." Erica emphasized the importance to touch on all materials used for assessments, which could include essays, quizzes, and publisher content.

C4: Frequency states "Multiple assessments are administered during the duration of the course." Erica said one test at the end of a course is not adequate. Students should be tested consistently throughout the course. Your online teaching method should be consistent with your face-to-face courses.

Erica referred to Page 15 of Section C: Assessment as Assessment in Use, because this is what the students see.

C5: Rubrics/Scoring Guide states "Rubrics or descriptive criteria for desired outcomes are included." Erica explained that an instructor's rubric should be specific to the outcomes, and clearly explain how to successfully complete the assessment.

C6: Assessment Instructions specifies "Instructions clearly explain to students how to successfully complete the assessments." Erica explained that students should understand what they are supposed to do and how to go about it with regard to the instruction that Instructor's provide.

C7: Feedback states "The course includes a clear plan for providing meaningful, timely feedback on assessments." Erica explained that meaningful feedback should be given in discussion boards and/or submissions. She said Instructors should be engaged with his/her student and mindful of the feedback given.

C8: Self-Assessment states "Opportunities for student self-assessment with feedback are present." Sarah mentioned that she solicits feedback from her students halfway through the semester. She asked her students how they feel the course is going and if they have any suggestions for improvement. She mentioned that she gets a lot of good feedback from her students. Erica said she is trying to bridge the gap between knowing how the student's experience is in the course as well as knowing whether or not the students are getting what they need from the course material.

Erica announced that she would like everyone to consider taking the training course that begins September 25 entitled *Creating Accessible Course Content* This training course will cover Section D: Accessibility of the Online Education Initiative (OEI) Course Design Rubric. The course will help instructors with how to convert current materials for accessibility as well as how to create new accessible materials. This will include files, content, and multi-media materials.

Erica reiterated that Section E of the OEI rubric pertains to things like math graphs that may not be fully accessible. She said this is an institution issue, but those in the exchange have the OEI to assist with accessibility needs that would fall into this category.

Erica asked for examples of work that she could use to build a repertoire for sharing with other instructors. She also asked committee members to come to the September 22 meeting prepared with ideas on how they plan to use the OEI rubric for shell reviews.

8. Adjournment

Erica Beam asked for a motion to adjourn the meeting.
Motion to adjourn – Sarah Nordin.
The meeting was adjourned at 1:30 p.m. The next meeting is scheduled for September 22, 2017, in Room 812 from 12:00 p.m. – 1:30 p.m.