

DE Committee Meeting

November 3, 2014

Minutes

In attendance: Sean Abel, Mary Conroy, Phil Crawford, Celia Cruz, Charles Heimler, Heidi Kozlowski, Padma Manian, Dorothy Pucay, Karen Pullen, Ann Soman, Sydney Sukuta, Ken Torre

- Approved Minutes of October 20 DE meeting
- SJCC Teacher Survey Assessment: a wide variety of opinions and practices, DE committee pleased with high number of responses -- 15 responses from 32. (Survey results below)
- Agreed to adopt Ohlone descriptions of regular and effective contact (see Ohlone descriptions below)

SJCC Teacher Survey

Quick Survey: Online and hybrid instructors in Fall 2015 were asked three questions. Thirty-two (32) instructors were surveyed and 15 responded. Responses are as follows:

- 1) How would you define "regular, effective contact?" (Attachment has some sample definitions)
 - Respond to students' questions (whether through Moodle or email) in a timely manner; Respond to students' individual discussion forum posts in a timely manner; Send updates when necessary regarding changes to the syllabus, clarification of assignments, answers to questions, reminders, etc.; Read and grade papers in a timely fashion; Update gradebook regularly.
 - As online instruction has evolved, weekly assignments are posted in the CMS. Additionally, I schedule a graded assignment every two-three weeks depending on how the weekly subject matter assignments relate.

2) What is your best practice for showing "regular, effective contact"? (* = new comment)

*Respond to students' questions (whether through Moodle or email) within 24 hours; *Respond to students' individual discussion forum posts. Read and respond to each student's First Post (e.g. Monday) BEFORE the date of the reply post (e.g. Thursday). Read students' response posts and reply, if I choose, before the following week's work begins; * Send updates when necessary regarding changes to the syllabus, clarification of assignments, answers to questions, any "housekeeping" ; * Read and grade papers within 1-2 weeks from due date. Keep in touch with students regarding my timeline for completion (e.g. if it's going to be over 1 week); * Update gradebook regularly – as soon as I complete my own grading – within 1-2 weeks after assignment was due; * Promptly correct any inconsistencies within Moodle that a student brings to my attention. For instance, if a quiz time is incorrect, if a forum has closed erroneously, etc. Contact the students to inform them of the corrections; * Read and participate in students' small group presentations (such as small group poetry presentations); * Review and grade students' peer conferences. (I read and grade these but do not usually comment in these.) ; * Hold virtual individual research paper conferences. Set up online sign-up sheet (through signupgenius.); * Create attachments and links to urls for additional course materials. Materials might include essays, youtube videos, films, recordings, etc.; * Set up and refer students to online writing resources, such as the Purdue OWL, when needed, and at specific times during the course. (For instance, in efforts to keep English 1A students on track toward the completion of their end-of-semester research papers, I include links on different days as part of homework. In an

online class, I would be covering these elements in class.); *In courses where students discuss readings (such as English 1A and especially English 1B), send a forum “Recap” in which I give an overview of the class’s discussion, and any further insights I have. This is correlated to what would have taken place in class. Offer one optional orientation for online and hybrid sections.

- For hybrid courses: Send reminders when we will be meeting in the library or elsewhere during our class day; * Contact students the night before or the morning of class if I must be absent.
- (KT) In addition to the two-three weekly graded assignments, there will be a weekly discussion question that will require a response (forum or blog). This I believe, will actually increase the student to student or student to faculty interaction. This model would be akin to a face to face lecture where faculty solicits student interaction to the topic of the week. With online assignments, students will be asked to increase their class contribution as opposed to students who attend class but do not interact during a face to face class scenario.

Ohlone policies of regular and effective contact

Source: AP 4105 Distance Education- Administrative Procedures, Chapter 4 Academic Affairs

- A. Instructor Contact:** Each section of a DE course includes regular effective contact between instructor and students. All DE courses, whether hybrid or fully online include regular effective contact as described below:

Initiated interaction: Instructors regularly initiate interaction with students to determine that they are accessing and comprehending course material and that they are participating regularly in the activities in the course. Providing students with an open ended question forum, although appropriate, does not constitute the entirety of effective instructor initiated interaction.

Frequency: The number of instructor contact hours per week that would be available for face to face students, are also available, in asynchronous and/or synchronous mode, with students in the DE format. Contact is distributed in a manner that ensures that regular contact is maintained, given the nature of asynchronous instructional methodologies, over the course of a week and should occur as often as is appropriate for the course requirements, objectives and content.

- B. Types of Contact:** For DE courses, instructors select as appropriate from the following resources:
- Threaded discussion forums with appropriate instructor participation
 - General email (which should be archived)
 - Weekly announcements in the Course Management System
 - Timely feedback for student work
 - Instructor prepared materials and/or any publisher created materials (written, recorded, broadcast, etc.) that, combined with other course materials, creates the “virtual equivalent” of the face to face class in the particular discipline
 - Instructors should also consider using other forms of communication, as mentioned in section 55211 of Title 5. (“...through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail or other activities”) and/or CCCConfer, video conference, pod cast, or other synchronous technologies may also be included.

- It is suggested that Instructors should have a threaded discussion that is set aside for general questions about the course and may wish to have weekly or other timely question and answer sessions available to students. This may also be accomplished through virtual office hours.

C. Instructor absence: Frequency and timeliness of instructor initiated contact and instructor feedback are posted in the syllabus and/or other course documents that are made available for students when the course officially opens each semester. If the instructor must be out of contact briefly for an unexpected reason (such as illness or a family emergency that takes the instructor offline), notification to students is made in the announcements area of the course that includes when the students can expect regular effective contact to resume. If the offline time results in a lengthy absence (i.e. more than three or four days) a substitute instructor should be sought who can assist students while the instructor is unavailable.