

Session notes @4 March 17, 2020

:33 Laura Behling (Provost), quoting Maya Angelou: "Do the best you can until you know better. Then when you know better, do better."

3:27 Ellen Peters (Associate Provost and IR), sharing news from NWCCU Accreditors: We received communication from our regional accrediting agency that they will offer flexibility in conjunction with Department of Education guidance. That flexibility is based on our compliance with some basic requirements, one of which is *"Students must receive instructions from each of their course instructors about how they will conduct classes, including achievement of learning outcomes or competencies."*

10:57 Ellen Peters, students are reporting

- Difficulty with learning new technology
- Difficulty with focus, managing at home, feeling anxiety about friends and loved ones, feeling loss of pleasures of college life, etc.
- Difficulty navigating different technologies for different classes
- Difficulty navigating faculty expectations, and worried about grades

Students also appreciating

- Faculty offering clear expectations
- Faculty checking in and being optimistic, trying to cheer students up
- Professionalism of faculty in a difficult time

Discussion of student access, students' most preferred technologies, Pass/Fail options

30:30 David Chiu (Computer Science):

- Have an "abundance of empathy and flexibility"
- Communicate frequently
- Be as organized as possible
- Consider rethinking exams, office hours, and homework
- Also reach out to TS if you have tech needs particular to your discipline (i.e., boardwork in Math/CS and ability of students to be able to write out equations with specialized symbols)

41:35 Megan Gessel (Chemistry):

- You can sign in to Google Meet and Canvas on two different devices to facilitate switching between the modalities and be able to monitor chat window
- Students are feeling overwhelmed by all of the different technologies; it's helpful to stick with the basics, if possible
- Don't worry about cheating; assume students have access to the book and other people, so don't stress about it and ass
- Be calm and reassuring, commiserate in positive way
- Little things during lecture help: have microphones muted
- If they have questions type it into the chat

- Make sure to pause for questions because you can't see them—and remind students that that you can't see them
- Practice the tools, yourself, with your partner or child or colleague to see what it looks like and to become aware of the lag and what you look like onscreen
- For a class that normally meets 4 times/week, she's planning synchronous/asynchronous
  - Will post most lectures online in small chunks: series of 15-minute topics followed by question for them to think about, rather than one long lecture
  - Monday and Thursday class meetings:
    - Monday: this is the week and what we're talking about
    - Thursday: checking in and questions
  - Friday: a quiz that people are expected to take at the same time
- Be clear about expectations