

## Transitioning Co-requisite Math Courses to the Online Environment

### Chat Transcript

From Paula Talley - Dana Center : This is being recorded. The PowerPoint and recording will be posted on our website. <https://www.utdanacenter.org/blog/free-webinar-transitioning-co-requisite-math-courses-online-environment>

From Joan Zoellner : If you still have questions and want to continue the conversation, please join us tomorrow:

“Transitioning to Remote Instruction” forums:

April 9, April 16, 1pm (Pacific), 3pm (Central)

<https://utdanacenter.zoom.us/j/402089993>

Please enter your institution, subject, and how you heard about this forum:

From Christi Hook : Northern Oklahoma College – Tonkawa, I teach math. I heard about this through an email.

From Danita Townsend- SSU : Savannah State University, Executive Director over student success, email

From Kuzat - TAMUC : Math faculty at Texas A&M University - Commerce

From Kuzat - TAMUC : Via email

From LAVERTA K SCHMELING : I teach at Clover Park Technical College. I teach almost all levels of math.

From Krista Cohlmiia : Krista Cohlmiia - Midland College- Transfer Math and Co-Requisite Support Courses - Heard via email and from Sonia and Taylor :)

From Nicholas Jacob : I am at East Central U in Ada Oklahoma. I will be developing intro to stats Co-Rec online this month. Timely Dana center training was seen on a Oklahoma regents slack group

From Charlene Lanford : Piedmont Tech SC

From Charlene Lanford : Early Childhood, DVS

From Charlene Lanford : Email from NOSS

From tlutz : Thayma Lutz Western Michigan University

From Brenda Esquivel - LC : Brenda Esquivel - Laredo Community College

From Danita Townsend- SSU : Will this be recorded and sent to us? I have a math LS who has a tutor session at the moment and cannot attend.

From Cesar Santos : Hi I'm from Laredo College. I teach the College Algebra Co-Requisite. I was sent an invite from my department head.

From Geoff Clement (Gordon State College) : I am Geoff Clement from Gordon State College), and I found out about a Coreq Conference on April 8 at 4 pm from Jonathan Hull. Then I noticed a 3-4 pm session just now via Outlook e-mail.

From Patti : Patti Robertson Valdosta State University, College Algebra, Support for College Algebra and Statistics I heard about this from an email

From Shakima Scott : Shakima Scott-Medgar Evers College

From Mark Fitch : Mark Fitch from University of Alaska Anchorage, learned through student success (vice chancellor)

From FARZANA HUSSAIN : Farzana Hussain. Huston Tillotson University Austin TX

From Bhavani Kola : Bhavani Kola- Tarrant Country College. Stats!

From Gabriel Carranza : Gabriel Carranza Laredo College and was recommended by Guillermo Serna Department Chair

From Eric Amsel : Eric Amsel, Associate Provost Weber State. I heard about it through TS3.

From Learning Support Testing : I am a Math Specialist at Volunteer State Community College in Gallatin, TN. I assist instructors in Learning Support mathematics classes (Skills for General Studies Mathematics, Skills for Algebra Essentials, Skills for Statistics, and similar courses). I heard about this through a NOSS e-mail. I am a member of NOSS.

From Kuzat - TAMUC : I am also part time faculty at Richland College

From Gabriel Carranza : Dr. Antonio Carranza Laredo College and was recommended by Guillermo Serna Department Chair

From MWright : Michael L wright

From greg steinbach : Greg Steinbach - Lone Star College, Houston, TX From my supervisor. I teach a freshman orientation course called EDUC 1300 and a Non-Credit Support mathematics course for College Algebra for Liberal Arts.

From David Jackson : Cisco College in Abilene, TX. I teach all levels of Math including co-requisites. I heard about this in an email.

From Cesar Santos : Cesar Santos, Math Faculty at Laredo College.

From Brenda Esquivel - LC : Brenda Esquivel - Laredo Community College I teach College Algebra Corequisite, Department Chair forwarded training information

From kgarrison : Kathy Garrison, Georgia Gwinnett College

From kgarrison : I teach Math at Georgia Gwinnett College and I received an invitation to join this forum from the University System of Georgia Co-Req Academy.

From Adkins : Glenville State College ... Math 115 and Math 256 .. I learned about it through an email from my supervisor

From LARRY.GILLHAM : I am the learning Diagnostician at Tarrant County College and assess students for ADA accommodations.

From Stephanie Hall : Stephanie Hall, Johnston Community College in Smithfield, NC. I teach precalculus and Calc 2. My dept. chair let me know.

From Katina : Katina Davis...I teach Precalculus/Trig/Calculus/Tech Math...Wayne Community College... Goldsboro NC... I learned about it from an email from my department chair.

From MWright : Michael L. Wright Cossatot Community College Mathematics email

From Yasmeen Haque : Yasmeen Haque: Transition math instructor at Durham Tech.

From cat : Hi I'm cat howard and I teach at Texarkana College. I heard about this from Dr. Ellis

From Sylvia San Pedro : Sylvia San Pedro, Lone Star College Fairbanks, CoReq College Algebra

From Becky Reimer : Becky Reimer, Reedley college, Math Center Coordinator

From leo eko : Hi, my name is Sipra Eko. I teach at Texas Tech University, Lubbock. I am a NOSS member.

From Musette : I teach dev ed math and a non credit support class at RRCC

From Yusuf Yildirim : Hello, Yusuf Yildirim, Husn-Tillotson University, Austin, Texas

From Angie Ellis : Angie Ellis Lone Star College Fairbanks, CoReq College Algebra

From Kevin : My name is Kevin Duvel and I teach at Navarro College

From Christopher Sauer : Christopher Sauer. Cameron University. Stats, College Algebra, Survey of Mathematics all with Supplementals.

From Jacalyn Swicegood : Tulsa Community College. I teach a variety of math courses and statistics.

From Ash : Ashfaq Khan - City University of New York, NY. I teach Algebra, Statistics, Quantitative Reasoning course. I heard about this forum from my Supervisor, Rebecca Walker

From C Wilcox : C. Wilcox Fort Valley State University. Part-Time Math Modeling

From Geoff Clement (Gordon State College) : I forgot to mention that I teach Math Content courses for our Early Childhood Education program at Gordon State College, but also serve as an interim Learning Support Coordinator.

From rmhernandez3 : I teach Math 0311 and Co-Req Math at UTEP

From Jeanne McGinnis : Jeanne MCGinnis. Catawba Valley Community College, Stats Precalculus, Email from my department chair

From LaTascha Echols : LaTascha Echols Georgia Highlands College Learning Support Advisor

From Karen Compton : Karen Compton, Emmanuel College (Georgia), dev English (but interested in math!). Got the info from NOSS email.

From Casey Haskins : Casey Haskins from University of Oklahoma. I teach College Algebra, Pre-Calculus/Trig, and Quantitative Reasoning, and I coordinate College Algebra.

From Don : Middle Georgia State University

From Don : Don Brown Middle Georgia State University, Mathematics, system office

From LGHarris : Linda Harris Fort Valley State University

From THutson : Terry Hutson, Southern Arkansas University Tech Math instructor, email from the Dana Center

From Amber Meis : Amber Meis North Central Kansas Technical College

From Lynett Rock : I am the division chair of math and science at Connors State College and I teach classes ranging from physics to college algebra (and everything in between)

From Sherry Jennings : Sherry Jennings - North Arkansas College in Harrison, AR. Found out about meeting from Mike Leach. I teach CA, QL, Enhancement classes for both CA and QL, Foundations of Algebra, Math for Careers & Technology

From shawna mahan : I teach at Pikes Peak Community College and I teach mathematics, specifically Math for Liberal Arts corequisite. My Dean forwarded your webinar announcement in email

From Lana Riding : Lana Riding, Mathematical Reasoning at UA-Pulaski Technical College

From lkdaivsonrossier : I teach developmental math at University of North Georgia.

From AfiyaRT : Afiya Thomas, Georgia Southwestern State University, Americus Georgia.  
I learned about this forum from Jonathan Watts Hull in regards to the  
CoRequisite Academies workshop for USG. I teach learning support courses and  
I coordinate the Tutoring and Supplemental Instruction program for all  
undergraduate students.

From Barbara Ross : Barbara Ross from Georgia Southern University. I teach support  
classes for Quantitative Reasoning and College Algebra.

From Lorena Gonzalez : Lorena Gonzalez, El Paso Community College. I teach  
Precalculus and Business Math, both coreq, and other upper divisional courses.

From Lana Steich : Paris Junior College, stats, business math, college algebra, calculus.

From Tonya DeGeorge : Tonya DeGeorge from Georgia Gwinnett College. I teach  
support classes for Math Modeling, College Algebra, and Quantitative Reasoning.

From Susan James : Susan James, UAPTC, math courses

From Roxy Peck : Roxy Peck from Cal Poly San Luis Obispo

From BARBARA BOUTHILLIER : Barb Bouthillier from Grand Rapids Community College,  
Grand Rapids, M

From BARBARA BOUTHILLIER : I teach Pre-Algebra and our new co-req for Pre-Algebra.

From BARBARA BOUTHILLIER : I heard about this forum in an email

From Aubrey Weitzenkamp : Northeast Community College, Norfolk, NE

From Dianne Fleming : Dianne Fleming from Hocking College. I teach College Algebra  
and Applied Math.

From Edward Nichols : Chattanooga State Community College

From davidquigley : David Quigley, Tarrant County College Southeast, teaching  
Fundamentals of Statistics, email from department head

From Patti Barrett : I am Patti Barrett. I teach at Valdosta State University in Valdosta,  
GA.

From David George : Central Ohio Technical College Statistics and co-req Email

From Gabriel Carranza : Dr. Carranza Mathematics

From Angel.Ward : UA - Hope, Texarkana

From Alejandro Mena : Alejandro Mena, Developmental Mathematics Coordinator,  
UTEP

From Jenny H. : I teach at Tulsa Community College. I teach Precalculus with a co-  
requisite called "Essentials for Precalculus", as well as other courses. I heard  
about this forum from my Faculty Department Chairs.

From Edward Nichols : MATH; Hears about th forum through TBR.

From John Carlson : Riverland Community College, from Developmental Math through  
Calculus I, got on your mailing list at some point. :)

From Gabriel Carranza : Mr. Carranza Mathematics

From Aaron : Aaron Gray from Northeast State in Tennessee. I teach statistics.

From Jonathan Hull : Jonathan Watts Hull, University System of Georgia, Director,  
Student Success. Heard about this via email.

From Barbara Brown : Barbara Brown, University System of Georgia, Administrator over  
Corequisite Support

From Heather Lester : Heather Lester, Connors State College, Warner, Oklahoma

From Aubrey Weitzenkamp : Northeast Community College, Norfolk ne. I teach mathematics and hear about this from a coworker.

From Stephanie Andrews : Lone Star College - Kingwood, mathematics, heard about the forum through email.

From Chizuko : Chizuko Iwaki from University of Arkansas Fort Smith. Teaching Statistics

From Lauren Fern : Lauren Fern University of Montana teach co-reqs in college algebra, intro to stats and quant lit. I teach other classes, but these are the co-reqs

From Angel.Ward : UAHT, QL and CA, got an email

From Jan : Jan Boesten Georgia Southwestern State Col.

From Dr. Coleman : I teach Co-req at the College of the Mainland

From Fred Feldon : Coastline College, Math

From randy : Catawba Valley Community College, Hickory, NC, Technical Math, Math Department Chair

From richard.phillips : Dr. Richard Phillips Dean of Science, Kinesiology, and Developmental Studies Navarro College

From Michelle Younker : Chelle Younker from Owens Community College, OH  
I teach whatever math they need me to teach, Heard vis Dana Center notice

From Rhea Lyons : CSU, Bakersfield, Social Statistics, Dean of my Department

From Jenny DiSanto : Jenny DiSanto from Chattanooga State Community College

From Jessica Brown : Ranger College mathematics:)

From Tracey Howell : Tracey Howell, UNC Greensboro

From Vince M : Vincent Mateescu from Bluefield State College

From Lori Rosenthal : ACC, Math, Dept Chair

From Winifred Mallam : Winifred Mallam, Texas Woman's University, Quantitative Literacy course, mathematics education courses, Dana center email

From Elizabeth Lewis : Beth Lewis, UNC Greensboro

From J Azmoun : Janet Azmoun - San Diego State University

From Anne Nelson Fisher : Central Lakes College, Minnesota. I teach college algebra, precalc, calc, stats, and developmental math

From Ashley Dougan : Ashley Dougan, South Arkansas Community College

From Dan Yasaki : Dan Yasaki, UNC Greensboro

From Cody Fouts : Pierce College: Lakewood, WA. I am primarily teaching CoReq Math& 141

From Shelly Buuck : Shelly Buuck  
-Temple College  
-College Algebra  
1314 and 1324  
both corequisite and credit  
-supervisor

From dcain : Dan Cain, Georgia Southern University (Secondary Learning Support Advisor)

From Tamar Avineri : Tamar Avineri at NC School of science and Math

From crystal theaker, research analyst CGCC : Crystal Theaker, Research Analyst at Chandler-Gilbert Community College in Phoenix, Arizona

From Tammi Marshall : Tammi Marshall, Cuyamaca College Department Chair (outside San Diego); also work for Dana Center and the California Acceleration Project

From Paige Crain : Paige Crain - University of Central Missouri

From Kivilcim : Kivilcim Kilic-Austin Community College-contemporary math

From Ariel : Hi everyone. Ariel Ramirez, University of New Mexico - Valencia Campus.

From Erik Potts : Erik Potts - Wright State University in Dayton, Ohio

From pablmont's iPhone : MariaLuisa Mendez-Laredo College and was recommended by Guillermo Serna Department Chair

From Heather Ortiz - Charles A. Dana Center : Heather Ortiz, Systems Implementation Specialist, Charles A. Dana Center

From Katherine Fair : Eastern Kentucky University

From v48v942 : Eric Gilbertsen, Montana State University Billings, teaching coreq Stats on campus and online; Contemporary Math on campus

From Hannah Jackson : Hannah Jackson, Clark College

From Terrie Breetzke : Terrie Breetzke, Chattanooga State Community College

From Dr. Gokul Kadel : Gokul Kadel, Redlands Community College, Oklahoma

From peggy : Wright State University

From kbodruzzaman01 : Selina Bodruzzaman from Tennessee State University

From Mallie Hood : Mallie Hood, Paris Junior College

From mohnk : Leslie Mohnke, Lansing Community College

From deborahdamon : Deborah Damon - San Francisco State University

From Rachel Freed : Rachel Freed from Sonoma State University, CA

From Charla Holzbog : Charla Holzbog, Paris Junior College, Paris, Texas.

From Israel Martinez : Israel Martinez UT El Paso

From judith : Judy Kysh from San Francisco State

From agisheth : Agegnehu Atena : Savannah State University

From Thomas Redd : Thomas Redd, North Carolina A&T State University

From Lydia Tang : Lydia Tang, I teach Statistics at CUNY Guttman Community College. Our math team leader notified the team of this webinar.

From Shandy Hauk : Shandy Hauk, San Francisco State and WestEd (co-req Stats interest in particular)

From 41036753 : Elizabeth Howell, North Central Texas College

From Beth Jackson : Beth Jackson from Cisco College. I teach college level and corequisite math courses, especially statistics corequisites. I heard about the webinar from the department chair.

From Liz Scott : Liz Scott, Angelina College, Lufkin, Texas

From Kim Seashore : Kim Seashore, San Francisco State. Stretch Pre-Calculus

From Lucy Michal : Lucy Michal from El Paso Community College

From Julie Maier : Julie Maier, University of Alaska Fairbanks. I teach pre-GER level math.

From John Toutonghi : John Toutonghi, South Seattle College, working on Stats coreq (now online) and precalc coreq models.

From AfiyaRT : I have moved our tutoring online via D2L and collaborate Ultra Video Conferencing

From Paula Talley - Dana Center : @AfiyaRT - how did you train tutors to tutor effectively through the online environment?

From AfiyaRT : @PaulaTailey - I provided them with written and video training as a group and individual training using screen share software. All students have access to training for Collaborate Ultra Video Conferencing.

From Ivette Chuca : we moved our tutors to use blackboard ultra. We showed them tools such as one note that they can use as they share their screens. some faculty pretended to be students so tutors can practice tutoring online.

From AfiyaRT : I created the course at the beginning of the semester because we do not have a 3rd party vendor for online tutoring. Thank goodness, I was already prepared.

From Danita Townsend- SSU : We moved tutoring online using Webex but have found it difficult for math. What are others doing to help with this that are using Webex?

From Kelsey Casteel : All tutoring services on our campus are using an online platform called GoBoard (very much like a zoom meeting, provides a great virtual whiteboard that the tutor and student can see at the same time)

From Hollie Jones : Is anyone using any additional resources like tutorme.com?

From Tammi Marshall : Re: Tutoring - we use Zoom breakout rooms for tutoring sessions and the tutors to even meet and help each other. It is working great so far!

From Dianne Fleming : I sent our tutoring center a list of my critical students so they can make calls and reach out specifically to help support them.

From Joan Zoellner : Name one strategy, not already mentioned, that has worked well in transitioning online this semester for your co-requisite course!

From MainSaraL : We are using portable doc cams to give live sessions for students

From greg steinbach : I use Webex and my iPhone as a document camera and work it that way.

From Paula Talley - Dana Center : You can make your YouTube videos private - only people with the link can access

From Mary Harper : I have a webcam that doubles as a document camera.

From AfiyaRT : I have also added faculty members to the course in Georgia view so that they can post content specific to their courses.

From Mary Harper : I use a lesson plan pdf that has links to different videos for learning about one "chunk" of information.

From Lori Rosenthal : For those without doc cams, you can use a mobile app like Droid Cam, Epos Cam, or IP Webcam to stream from your smartphone to your computer browser.

From Vicky : I use Reflector and my cell phone as a document camera and it works really well. The students said it feels like we are in class together.

From shawna mahan : how long does it take to make a video for one section?

From Joan Zoellner : @shawna We generally suggest keeping videos under 10 minutes, and it takes 3-5 times the length to really get a good final version, for most folks.

From Joan Zoellner : You might need several videos to cover a topic

From Paula Talley - Dana Center : In the math classes I taught, I would record a problem or two at a time. - Short chunks

From Jessica Brown : zoom office hours

From Gabriel Carranza : Created a calendar for the rest of the semester

From Bhavani Kola : My students love Remind App.  
it's a texting service.

From greg steinbach : Can you explain more about the virtual cafe? And how that would work?

From greg steinbach : How do you set that up? In Webex?

From Fred Feldon : Hi, Greg - I use Zoom

From Vicky : What is a Café?

From Kuzat - TAMUC : I also create it something similar to the virtual café, using discussion tools, but I called it MATH TALK, and it went great where students talked and discussed some

From Robert Weston : Should all success/foundational skill development happen in discussion forums? What skills are better suited for discussions or assignments?

From Tina Shanahan : Calling students at the beginning of the transition worked well, and letting them communicate via text message has helped some of them reach out to me.

From v48v942 : WebEx lectures during normal on campus class times

From Liz Scott : I have announced virtual office hours. Students email me and give me a day and time that works for them and I meet them through Blackboard Collaborate.

From Tim Hatfield : Create separate videos for the "theory" vs "application"

From Kim Seashore : Shared white board space (I am using LIMNU) where the students and I can be "on" the same white board in different areas and look back at our work.

From Fred Feldon : My College Algebra with support includes a Weekly Webinar, one hour long, which includes content + affective domain activities.

From Geoff Clement (Gordon State College) : I've been using Blackboard Collaborate to deliver content, and start each session with "how are you and your family doing in this pandemic?"

From Cody Fouts : We're on a quarter system and just started this week, I had student introduce themselves on a class forum and share their favorite Coronavirus-inspired meme

From Dianne Fleming : Humanize the instructor--tell them stresses I've encountered with the pandemic situation, and that opened up people to feel open to start chatting their stresses and share

From Vince M : Make an announcement for the students each week previewing when assignments will open and when they will be due



From Terrie Breetzke : I post a silly or happy picture every Friday to encourage students, so everything is not just academic

From Jenny DiSanto : Optional Weekly class meetings using Zoom

From MainSaraL : I created a resource page that has each week of the course outlined with links to their online assignments, along with videos and assignments for both the college level course and the co-requisite course. [www.bit.ly/saraterry](http://www.bit.ly/saraterry)

From shawna mahan : I sent several emails to all the students.

From Ariel : I have been using short videos of the lecture and live zoom for questions.

From Tonya DeGeorge : I use the announcements tool each "class" day to help students stay on task and know what is expected each day/week.

From Rhea Lyons : If you have a surface pro, there is a whiteboard feature that allows you to write on the whiteboard to workout problems.

From Michelle Younker : Talk with them one-on-one to learn about their specific needs and difficulties

From Fred Feldon : I also recommend all students equip themselves with thick Sharpie pens, hold up their work to web cams: An easy-peasy way for students to communicate mathematically with instructor and with each other!

From shawna mahan : I also offer one on one sessions either by phone, goboard, or webex

From Jessica Brown : Set up assignments and videos by weekly folders

From Casey Haskins : Sending individualized emails to each student every week (I only have about 80 this semester, so this is doable for me).

From Tim Hatfield : Be very responsive to their inquiries. Within 1 hour if possible.

From Stephanie Andrews : I made a video and talked about how what we were doing before spring break will look like now including in-class time, tutoring, homework, and office hours.

From Paula Talley - Dana Center : I have seen some faculty set up an open zoom session where students can pop on and just chat.

From shawna mahan : Our college system has a Cisco WebEx account setup for all employees, so once we learned how to log in, we can create a recurring meeting with our students fairly easily.

From Carmen Caroline : For the coreq support for college algebra distance learning class we have used asynchronous group activities. they discuss and file share in their groups (our LMS is Blackboard btw) In the lecture course I am using breakout sessions in Blackboard Collaborate where I can jump back and forth between groups.

From Shandy Hauk : Now for each synchronous online session, we start each class meeting with a version of this activity: Type into the chat box -- without pressing return or enter (yet) -- Type one thing that has been a moment of joy for you in the past week [alternatively: something that you are looking forward to in a good way in the coming week]. We'll take a moment for typing, then everyone will press enter and we will read what is making us happy.

From Patti Robertson : I uploaded all of my handouts with solutions and additional notes; used videos available from MyMathLab (they are short and easy to

follow), and hold virtual sessions during their normal class times on Collaborative Ultra to clarify handout notes and ask questions. I also have office hours available for them to email me and I answer their questions hopefully in a timely manner:.) I record all of the sessions so they can view later if needed

From crystal theaker, research analyst CGCC : Here's a really cool Star Wars Video Creator tool. They also have GOT and Stranger Things:  
<http://brorlandi.github.io/StarWarsIntroCreator/>

From Lynnlee Vancce : I make a weekly overview video using screencast to go over where to find everything and what and how to turn in work and how to get questions answered that week. general reminders. not content. that is in separate videos

From Dr. Coleman : Optional bi-weekly class meetings and individual ones too by appointment. Also, students can contact me by text, email, etc. I try to be very accessible.

From Tammi Marshall : Many of our instructors use Zoom for class meetings and then use the breakout rooms to put the students in groups and work on problems. The students were doing a lot of active and collaborative learning before the pandemic started and this helps the students stay connected with each other.

From Fred Feldon : Yes Hi, Tammi - Zoom Breakout Groups is the bomb.

From mohnk : I send the students a reminder every morning highlighting the week and reminders. I also keep due dates on the same day of the week for consistency. Used WebEx and had a video class meeting to relax them.

From LAVERTA K SCHMELING : We are just starting a new quarter so we haven't been in the classroom at all. We are also teaching a corequisite class for the first time. We are so lost.

From v48v942 : Created a Remind.com account, invited them to sign up so they can easily text me

From Tina Shanahan : I created a spreadsheet to track my communication with my coreq students to make sure I'm connecting with each one once per week in some way that works well for the student (phone, Zoom, email, text).

From Tim Hatfield : SnagIt is a great tool in creating training materials

From shawna mahan : One of our instructors at PPCC is having students answer a question in a discussion called "Weekly Check-in" questions together. But I like the Virtual Cafe' more interesting title:)

From Julie Maier : Much of Alaska, even in Fairbanks and outlying areas, does not have reliable internet. Most areas of Alaska cannot use video at all.

From Tammi Marshall : @Julie - What are you all doing when that happens. Many of our students live in rural areas of San Diego and have this issue as well.

From Carmen Caroline : I ask students/instructors to stop sharing video during meetings as it slows down the internet for our students who have slower speeds.

From Liz Scott : Carmen Caroline, that is a great idea, especially in the rural areas where internet band width is an issue. I have the same issue in rural East Texas. I ask them not to turn on the video.

From Terrie Breetzke : ?? Where are students submitting videos (large mB)??

From Wendy Metzger : Students should be able to upload their video directly from their phone into the LMS or post video on Facebook and submit link in the LMS.

From LARRY.GILLHAM : Great

From Wendy Metzger : \*Youtube

From Paula Talley - Dana Center : I have seen students record a short video and post to a private YouTube channel and share the link - if the platform will accept videos through submissions

From Joan Zoellner : Name one assessment strategy, not already mentioned, that has worked well in transitioning online this semester for your co-requisite class.

From shawna mahan : Many instructors created a practice MML test

From Shandy Hauk : Gave students extra credit for adding a picture (could be a photo of themselves or something else that is a representation to classmates of who they are working to be in the classroom environment) to their online learning management system profile -- this in a largely asynchronous/no video/low internet accessibility context.

From AfiyaRT : I incorporate our D2L courses into all of my face-to face-courses. Making the course a hybrid from the beginning gives students the necessary exposure they need to transition to online. Maybe this is a suggestion for best practices for the future.

From Carmen Caroline : I do this in college algebra mapping all of the families of functions

From Danita Townsend- SSU : These mind maps are awesome. Any chance you are willing to share yours so I can provide as a resource to our students?

From Robert Weston : For mind maps I have struggled with providing sufficient directions to students to get useful diagrams. I usually get either sparse maps, or maps that connect everything. Can we get examples of exemplar directions?

From LARRY.GILLHAM : Mind maps can be very effective for students with Learning Disabilities and AD/HD -- due to memory issues and poor organization skills.

From shawna mahan : In my Math for Liberal Art class online, I have students post comments on chapter: Muddiest Point, Most clear point, most important point.

From Cody Fouts : For those using WAMAP or MyOpenMath, I just learned yesterday it is possible to put students in groups on Forums.

From Terrie Breetzke : I had my class view 5 video clips, then grade them with a provided rubric

From Chastity Woodson : I send students an announcement in Blackboard at the beginning of each week stating their assignments and reminding them where to locate items.

From shawna mahan : I was lucky enough to meet my class one last time before being sent home and gave them all my worksheets. They are now uploading the work into D2L assignment or mailing to my home

From Michelle Younker : Students write short reflections about what is clear, what is muddy, and what they are doing to prepare and how I can help

From Patti Robertson : Unfortunately, only one out of twelve of my co-req students have responded to any emails and they are not all my students so I have no way of knowing if they are participating in their regular class or not.

From Kyndall Kaska : I have send out weekly quizzes on pdf that my students send to me a picture of their work in an email and I give them feedback on the questions and allow them to redo any questions that they missed. This is a low stakes grade that helps prepare them for their exam.

From Liz Scott : My main problem is not hearing from students since we went to online classes. I have emailed, sent out announcements, etc. I contacted the college about getting phone numbers and that is not available at this time. Does anyone have suggestions of how to get responses from students who just seem to have "disappeared"?

From Geoff Clement (Gordon State College) : I am using My Math Lab homework, quizzes and tests for a Math 1111 College Algebra section and for a Math 2008 Foundations of Number and Operations section. In my other classes, I am putting documents in D2L Assignments for students to print, work on, and scan/photo back to me to view and evaluate. This has been difficult for me, but I am coping.

From Edward Nichols : I send three emails each week:

From Edward Nichols : Three emails: Assignments due for the week, technology help for the assignments, and sample worked out homework problems for the week.

From Vince M : Grade students on their participation, which I did in my in-person classes. I have adapted this to the online format to include how often they participate in the Google Meet chat, for example. There are many, many ways for students to improve their participation grade and it all equally counts

From Tammi Marshall : Less exams and more low-stakes opportunities to show they have acquired the necessary learning goals.

From Terrie Breetzke : I assigned all my students to email me "I Got This" or tell me what they needed so I knew every student responded

From deborahdamon : Create a "practice" version of the assessment to let students become familiar with whatever technology will be used BEFORE the real assessment.

From shawna mahan : Our support class is having students download the quiz and upload the completed quiz in D2L assignment

From Tammi Marshall : Give the students an exam that is more focused on concepts and less rote work.

From Tammi Marshall : Group Projects

From Shandy Hauk : I am relying heavily on Zoom breakout rooms, 3 students per room, and hoping from room while also watching what they do live in open googledoc/googlesheet/googleslides activity.

From Jenny DiSanto : How do you assign the Google doc during the breakout room/Zoom meetings? Do you just share a link in the chat?

From Shandy Hauk : @Jenny Yes - share the link in the chatbox. We, the class, also has a g-drive folder linked to on our LMS, that contains every file we create/work on together.

From shawna mahan : guided lecture notes for the webex lecture

From Vicky : MyMathLab exams using Proctorio

#### Calculator apps:

From Sherry Jennings : Wabbitemu -- TI Calculator app on phones.

From Jonathan Hull : Education.ti.com/en/resources/online-learning-program

From Dianne Fleming : <https://education.ti.com/en/software/update/free-ti-software-license-teacher/download?q1=SmartviewMPSW&count=1>

From Dianne Fleming : student calculator download:

<https://education.ti.com/en/software/update/free-ti-software-license-student>

#### Scanning strategies:

From shawna mahan : I suggested ClearScan to my students but they are using the camera on their phone mostly

From Aaron : Genius Scan and CamScanner are free apps for turning a phone camera into a scanner. PDFs of work can then be uploaded to your LMS.

From Dan Yasaki : iPhone, iPad, iPod as doc scanner:

From Dan Yasaki : <https://support.apple.com/en-us/HT210336>

From Dan Yasaki : No need for additional software for these devices.

From Joan Zoellner : Name one time management strategy, not already mentioned, that has worked well in transitioning online this semester for your co-requisite class.

From shawna mahan : I created a checklist for each module and post it as the first document in the module

From Paula Talley - Dana Center : Students can opt in to remind - cell phone app - to get text reminders

From shawna mahan : Now we are home, I have expanded the narrative on the checklist

From Liz Scott : Taylor, I love the idea of weekly reminders! I will start using that today.

From Paula Talley - Dana Center : GroupMe and WhatsApp also work well

From shawna mahan : I also post the new due dates as a weekly announcement in D2L

From Shandy Hauk : Group work creates a sense of accountability especially when it is clear: (1) the task (2) what will constitute success by the group, including sharing a grading rubric WITH the assignment, and (3) how students are to interact/support each other.

From shawna mahan : The best strategy is consistent due dates

From Robert Weston : I really like having students complete a 168 plan, essentially having students plan the 168 hours in a week.

From Lori Rosenthal : Taylor, I have also found that students engage and perform better with smaller assignments.

From Casey Haskins : I've been assigning time management assignments with goal weekly schedules and reflections. This was done earlier in the semester, so the reflection due right after we started working remotely was perfectly timed.

From Robert Weston : @Casey, what kind of reflection questions do you use?

From Casey Haskins : @Robert, I have one assignment where they are asked to redo their goal schedule assignment and reflect on what worked, what should change, and what the purpose might be for creating a goal schedule when they almost never work out. They also have an assignment at the end of the semester where they write a letter to a friend who is about to start college with advice about managing their time.

From Robert Weston : @Casey I love this " what the purpose might be for creating a goal schedule when they almost never work out." Students always complain about this, but turn it around on them! Such a good idea.

From Casey Haskins : @Robert, I love turning things around on them in my Academic Success Activities, since I know what they are going to complain about at this point, but they won't listen to me if I respond to their complaint. They have to reason out of it.

From Deborah Damon : Synchronous Zoom sessions at the same days and times as the regular, pre-COVID class meeting days and times.

From Tula Mollas : I agree, due dates are crucial

From Christopher Sauer : I have been using the percentage completion as a filter for selecting students to e-mail. If a student has less than 75% of an assignment complete, I send them an e-mail reminding them of the due date and including links to my zoom office hours.

From Vince M : If you use a third-party learning site, some of them come with a calendar that automatically displays the due dates for your assignments in calendar format. Pearson My Lab comes to mind as an example

From AfiyaRT : If you use D2L, have the students set their notifications to receive text message updates for assignments due and updates to the course.

From Lorena Gonzalez : I created a Suggested Day Calendar with the assignments spaced out throughout the week. This way, the students know what to do each day and are not overwhelmed on the day the week's assignments are due.

From Tammi Marshall : We do several activities around time management already within our classes so just continuing these in the remote environment is important.

From Vince M : Tammi, you bring up a great point. A question for everyone: If there are time management activities that are proven to work in the face-to-face setting, how can we best adapt these to the online interface?

From Vicky : Blackboard Collaborate is awesome!

From Tina Shanahan : I try to give students an estimated amount of time to spend on each assignment and post how long videos are in the title. Early in the semester, I had students complete a weekly schedule to include homework time for all

their classes, but I'm thinking I should do it again now that everyone's schedules have changed.

From FARZANA HUSSAIN : I am also Microsoft Teams, that works very good for my students

From Mary Harper : I have also used Microsoft Teams.

From Edward Nichols : We also use Microsoft Teams and Zoom. Our Math Center tutors are tutoring through Discord.

From Carmen Caroline : I find that Blackboard Collaborate Ultra. it's relatively simple to use and the breakout sessions are great. you can share a pdf and students can write on it on the screen while working together

From Terrie Breetzke : Each student has many teachers vying for their attention, so keeping your synchronous meetings at the same time each week helps the students

From Carmen Caroline : today moving from room to room gave the same feeling as walking around the room checking on how groups are doing

From Dianne Fleming : Yes, I use Collaborate Ultra also

From shawna mahan : I keep forgetting to record my Webex lectures with the students :-/

From Joan Zoellner : @shawna There may be a way to change the settings to automatically record the sessions - I know Zoom allows that

From AfiyaRT : Collaborate Ultra Video Conferencing works extremely well. There are screen share options, document download options, chat, video, audio, and an editable whiteboard. You can also record sessions so that students can revisit the session.

From Lori Rosenthal : And Collaborate is secure.

From htavakoli@htu.edu : Pdf Expert is a great tool that I use to teach math to students, and I have been use it with "Canvas", BlackBoard" and "Microsoft Team".

From Cody Fouts : One of my colleagues is using a site that allows her to embed discussion questions INTO videos to force students to watch them...I think it's "Edutopia," but I'm not sure.

From Robert Weston : @Cody I heard about that, but doesn't My Open Math/WAMAP have a similar feature?

From Cody Fouts : @Robert: I think you're right...David started to explain it to me the other day, but didn't go into details.

From Vicky : My Stats class really likes meeting at our regular class time in Blackboard Collaborate. They tell me many times they really look forward to class time. I think that gives them a sense of normalcy and they really enjoy being "together".

From Shandy Hauk : Attendance in my live on-line sessions is about 60% (was 90% on-land). Before each class, I send a reminder and after each class I send a "Check-in" email to students who did not come, Subject line: Math 124-08 Checking-in; Text of message (for example): Missed you in class today! See the iLearn site for

the latest. Also, I encourage you to set up a short Zoom check-in with me at drhawk.youcanbook.me :) Look forward to talking soon, Dr. Hawk"

From Shandy Hauk : [PS not the same 60% each time!]

From Robert Weston : @Shandy "on-land" haha!

From Gabriel Carranza : Google Meet

From Bhavani Kola : Google Jamboard

From Lori Rosenthal : Attendance in online class meetings with Collaborate is as good as it was before. Participants can chat and do so a lot!

From Paula Talley - Dana Center : What are the technology tools to assist in transitioning your course online?

From Dianne Fleming : I have Lenovo Active Pen, a Bluetooth pen to write on the white board. It's great for the white board or Draw in Word acts as a nice whiteboard.

From Bhavani Kola : screencastify is free.

From Terrie Breetzke : IPEVO documents camera for making videos is great. It shows what you are writing and records your voice

From Lori Rosenthal : VidGrid is great for making videos on your desktop.

From LAVERTA K SCHMELING : I use a MobiView from Turning Technologies. It is a white board on screen. I can save the entire lesson and post it as a power point file for students.

From shawna mahan : I use Google Voice for calling students

From Tina Shanahan : If you are linking to online readings, share <https://www.naturalreaders.com/online/> with students. It reads online texts aloud and allows students to switch to a font that's easier to read for students with dyslexia

From Robert Weston : The Online Learning Collective Facebook Group has been great!

From shawna mahan : I created a list of youtube videos by textbook to by section topics to help students

From Joan Zoellner : Anything not addressed that you want to add?

Any helpful resources or advice you would like to share?

Any additional questions?

From Nicole Lorraine : Is anyone cutting material from their courses? If you normally give a departmental final exam, will you still enforce that on all the instructors this semester?

From David Jackson : What are you doing instead of paper exams?

From Shandy Hauk : @Nicole -- am shifting from a final exam to a final poster session (synchronous) in which students share their screens (we are using Zoom).

How do we deal with the privacy issues related to having videos that show private home spaces?

From Gabriel Carranza : You can change the background

From Wendy Metzger : Try virtual background in Zoom



From Dianne Fleming : like seeing someone's family member with no pants walk by.....

From shawna mahan : only on zoom can you change the background

From Patti Robertson : I leave it up to them about whether they want to share their pics

From Heather Ortiz - Charles A. Dana Center : I would set clear norms for this transition - decide together

From Paula Talley - Dana Center : Some students may not be willing to show videos or may not have videos. We can encourage them to share video, but we are going to need to be understanding during this time

From david mackay : good question, is there a way to automatically change the background for students? or for the host to make that setting?

From Anansa Green : Snapchat has a downloadable "Snap Camera" that can filter the background out (and also make funny effects, like turning you into a potato).

From Shandy Hauk : On sharing video -- in most environments people can upload an image of some kind that they select.

From Kim Seashore : My students and I have been brainstorming this together. We talked about turning their computer during the class time so that there is a wall behind them.

From Liz Scott : Students need to know that they can "private" chat so that other students aren't aware of who is asking the question.

From Gabriel Carranza : Great point Liz

From Carmen Caroline : I suggest sharing when they are in small groups, but that many people sharing video really slows connections down which is no good for our people in the surrounding areas.

From shawna mahan : The high schools are leaving up wifi for the students

From Liz Scott : Heather Ortiz- you are right. Norms need to be reset after switching to the online format.

From Carmen Caroline : in Austin they are leaving up the WiFi for libraries for people to park and use.

From shawna mahan : be sure to tell students when you are recording a live lecture

From Vahid Khairollahi : What If when a student joins clas in his/her car?

From Heather Ortiz - Charles A. Dana Center : @Vahid - clarify norms including safety (such as driving a car)

From Dr. Coleman : I have, but he was parking

From Shandy Hauk : I had a student log in to class while driving - as soon as I determined it was the case I said: I love you and am going to log you out of the session. Email me when you are safely in place and we can have you rejoin.

From Liz Scott : Shandy- that was a great way to handle that situation! You ROCK!

From Danita Townsend- SSU : GA has the handsfree law and I think that goes to even parked

From Gabriel Carranza : So is it illegal? Asking for a friend. lol jk

From Dianne Fleming : I have some students going to library or McDonald's parking lot to get the wifi to join class. Our college allows this also if they stay in car.

From Ron Reimer : I've seen instructors on Zoom while driving

From leo eko : I am in the walmart parking lot right now. NO internet in my home.  
From Robert Weston : @Leo you're doing great!

From leo eko : Students do not generally like math, are students adapting well to the new online system?

From shawna mahan : no

From Liz Scott : My students are not handling the change well, but I have held more "virtual office hours" than I had face to face hours. So that is one positive of this situation. They are more open to asking questions virtually than they were asking face to face.

From Shandy Hauk : Quick Quiz on Video Watching assignment (AFTER the video): What was a key idea for you in the video? What question do you have that it would be useful to discuss with me? What question do you have that it would be good to talk over with a classmate?

From shawna mahan : friend did an easter egg in her videos

From Paige Crain : <https://edpuzzle.com/>

From leo eko : Thank you!

From Dianne Fleming : Thanks. If anyone in here wants to share and connect, my email is [flemingd@hocking.edu](mailto:flemingd@hocking.edu)