

Webinar Transcript - "Transitioning Co-Requisite Math Courses to the Online Environment"

April 8, 2020

Speaker 1: shows three o'clock. So, there's plenty of time for question and answer.

I want to turn this over to Dr. Sonia Fort Petch and Taylor Darwin from Midland College.

Thank you!

Sonia Petch: Thank you, [inaudible 00:00:15]. I want to thank everybody for joining us this afternoon, and we hope that you will learn some strategies and ideas of ways that we have transitioned our co-requisite math courses to the online environment. My name is Sonia Petch, and I will let my colleague introduce herself.

Taylor Darwin: Yes, thank you so much for being here. My name's Taylor Darwin, and I work with Sonia at Midland College, and we're really excited to present to you today, and hoping that you learn something valuable. And again, we appreciate the time. And I'm going to let Sonia go ahead. She's going to talk about the first half. She's got a lot of experience in teaching online. And then, I'm going to take over the second half. And we're gonna discuss some strategies specifically about the co-requisite class.

Sonia Petch: Okay, so today, we want to address the challenges to teaching and learning in the online environment, and we want to explore one of the models that is used when working with online classes. And some factors that have been shown to comprise students feelings of connectedness. And this is based on research I've done, of course, in the field, and then also some research that I've done on my own. So, we're also going to explore some strategies to decrease students' feelings of isolation, ways to assess student learning. And we want to share some strategies, also, to assist in students' and faculty's time management in the online environment. So, of course, we want to hear from you. And we're gonna share just a few ideas, but we know there are so many ideas out there, so feel free to use the chatbox to add your thoughts, even as Taylor and I are speaking. And then, we've also built in some time through the webinar so that we can hear from you and you can share some of your ideas, too. So, we'll get started then. So keeping in mind as we talk through today, that learning online can feel isolating even in the best of circumstances. And so, we want to encourage ways to allow students to collaborate. But at the same time, if you're new to teaching online, or in this virtual format -- It's a process, right? So when in a normal circumstance, to move a class to the online environment, it can take a semester, even up to a year, to completely make that transition. So, we're moving obviously very abruptly in this process. So, be flexible. Be supportive of yourself and for students, because this is a different environment that, maybe, you may be used to. A different environment, even if you've been teaching online for many years. So keep in mind that support and flexibility always, and know this this isn't going to be a perfect semester. So, we want to be able to let students know that we understand that, and that we're going to be flexible. So, in keeping in mind with flexibility, you want to give students an opportunity to reach you in ways that they feel comfortable. So, you may want to provide opportunities for students to meet with you synchronously, which is this format, where we're live together. But you may also want to have

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opportunities for asynchronous. And you definitely want to encourage students to send you whatever you feel comfortable with: text messages, phone calls, or using your communication tools, maybe in your Learning Management System. You want to provide supports for students. So, if at all possible, if you have supports that have been provided on-campus, like maybe an online -- Excuse me -- maybe an on-campus tutoring center. You want to move that to the online environment, if at all possible. I know that is very dependent on the institution, but if it's possible, have those opportunities for students to have tutoring services in the online environment. Also, keep in touch with your counseling and student services supports, and let your students know how they can reach out for any help that they need, even outside of the classroom. But above all and everything, we want to keep it simple. Don't try to do everything at once. Choose a program and stick with it. A lot of institutions will have guidelines of what programs are available to use. And so, try and stay with that. That creates some ease for yourself, but also for students, so that they aren't learning lots of different programs and trying to navigate that at the same time of moving their learning virtually. So just to a brief mention of the research, in particular, the Community of Inquiry Model.

This is a model that was developed by Garrison, Anderson, and Archer. And it's one of the key models in designing online learning. So, just want to have a brief mention of this model, so that maybe you can spend some time that you have later to look at this more in-depth. But the model itself describes a component that creates this quality educational experience. And those components are social presence, cognitive presence, and teaching presence. So when we look at social presence, we're looking at the ability of learners to communicate in an environment that presents themselves as real people. So, one of the benefits of abruptly moving into the virtual, online environment is that we've established this in our classes in the first half of the semester. We've been able to create this sense of presence and community in our classrooms. And so, we want to carry that same feeling in the online environment. And we can do this by providing opportunities for students to express their emotions, for them to communicate openly, and then setting up supports for them to be able to continue their group cohesion. Teaching presence refers to the design of the online environment, along with what we decide for content, our learning activities, and also our ways our ways of assessment.

So, as I mentioned previously, we as instructors want to create an environment that is simple and easy to navigate, where students can find course materials easily and are presented with materials that are meaningful to help them build their understanding. And then cognitive presence. When we look at cognitive presence, we're looking at the ability of students to learn the material. So, as instructors, we want to, of course, guide, even in the online environment.

Guide students on how to learn the material best. Maybe including study skill strategies, now that we're online, and then scaffolding those strategies as we move forward. Just a brief mention, also, of some factors of online student connectedness.

This was research done by Bolliger and Inan. And I also did some research on these factors for creating students' feelings of connectedness, and what this found in the research, is that when students feel comfortable with the technology, and they feel like they can express themselves, then they're more

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willing to communicate with the instructor and their peers. And then, of course, interact with the content.

So, instructor facilitation is really important to help encourage these feelings of comfort, along with providing opportunities for students to interact and collaborate. So, for the remaining time that we have, we want to get to the specific strategies that we've been using. And so, we're going to look at some strategies for decreasing students' feelings of isolation. We're going to look at some strategies for assessment, and also for time management. So, in keeping with the theme of "keep it simple", (laughs) we want to create an environment online that definitely makes that navigation easy for students. All of our Learning Management Systems have the ability to chunk material, to chunk things that we put into the system. We personally use Canvas, and so we can put our material into modules. And that helps to have everything all in one place, so that students aren't trying to go to different places to find their course information. We don't want to make it difficult for students to see notes in one place and then have to click on something completely different to maybe get videos that you posted, so they have to click something completely different to work on assignments. We want to try and put that material as close together as we can. So if it's possible, you may want to consider hiding some of the extra tabs that are in your learning management system. I, for example, just have a few tabs available for students. So in Canvas, I only have the announcements, the modules, and grades, and then I have a link to online tutoring. But students aren't given opportunities to go directly to the assignments tab or to the files or anything like that. I house everything in the modules so that it's one place and that also helps you when communicating with students. You can say one place, go to the modules tab and you will find exactly what you need. So consider also demonstrating where those course materials are. Even if you've been using your learning management system the entire semester, it's good to remind students and to actually show them where things are located. So maybe you can use a screen capturing tool to show students your screen and actually where you're clicking to find all of the information that you're posting. Also, post material in chunks. So just like we're grouping our assignments and content, create your material in chunks also.

So think about presenting that material in maybe 5 to 15 minute videos rather than long videos, so that students can go directly to maybe an example that they're struggling with. And it saves them some time. What I do is I post my videos that I created into YouTube, and it's great because it's easy and it doesn't take up a lot of space in my learning management system.

But then also, it closed captions those videos for me. So, I'm fortunate that my voice gets picked up pretty nicely in YouTube, and so when it closed captions, it's pretty accurate, and I just have to go in and do minor revisions. But that meets the students where they are. So, maybe a student doesn't have the ability to listen to the videos. But if closed captioning is available, then they can watch the videos with the closed caption and still be able to learn the content. So part of being flexible and meeting students where they are is good.

Also have multiple ways for students to contact you. I mentioned this a little bit earlier, but utilized messaging apps and the notification tools in your learning management system. Shows students how to

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make those notifications available to them so that they can be--they can be contacted in any way that they feel more comfortable. Consider having synchronous class meetings like this. So maybe-- or synchronous office hours where you can answer questions or even do little short mini lessons and then record those sessions so that if students aren't able to attend those synchronous class meetings, then they can go back and they can watch the recordings.

Okay, another way to decrease students feelings of isolation is definitely provide opportunities for discussion. In my space, I have what I call a virtual cafe, and this is just a place to be able to go and just talk about whatever they want to talk about. They can talk about what's going on in their lives to the extent that they feel comfortable, they can talk about their favorite book, their movies, just to capture some of that before class and after class conversation that would have happened on campus.

So create that space for students so that they still have that in the online environment. And then create another space where students can ask questions specifically on the content. This is gonna help other students because we all know and we always tell students, if you have a question, ask it, because I'm sure there's another student that has that same question. And it also helps you too, in your time management so that you're answering the question one time rather than maybe several times from different students. You can use any collaboration tool that you feel comfortable. Our learning management systems are really good for the discussion forums because they're already there, but you can use any of those collaborative tools and consider maybe posting study skill strategies also in those collaborative tools. I, again, use mine in the discussion forum but I have study skill strategies of test taking, study skills specifically for math, and then I prompt students with a couple of questions so that it can start a conversation, and then I can go through and I can look and see, well, students aren't realizing that I created all of these videos for them, hopefully not, but it allows me also an opportunity to address questions and maybe misconceptions that students have also. So I am going to turn it over to Taylor and let her share some of her examples and ways that she's provided opportunities for students to continue to collaborate in her corequisite classes.

Taylor Darwin: Thank you. Yeah, so specifically with corequisite, I've always been trying to reinforce a sense of community in my classroom and so transitioning online and keeping that sense of community has been a goal of mine, and I think it can be done more smoothly through the use of support groups and helping students feel less isolated. And so one of the things that I've tried is during our spring break extension, I assigned students into groups and I just asked them to reach out to each other. I mean, I gave him a week and gave them time to do that and make sure they felt comfortable and once they felt comfortable, they found a method of contact that worked well for them. And I just encourage them to video each other and at first it was just kind of, let's continue getting to know each other and then after a week or so, I started assigning discussion questions to kind of guide their meetings. But, I mean, this just gives them the opportunity to see a face other than mine for the course. It gives them the chance to work with other students, and especially under this predicament, it gives them the chance to see other people just in general and help them feel a little less isolated about the course. So I've gotten some pretty good feedback from my students about this and I've tried to change up the groups but again, it just helps them feel like they're not alone in this, especially now because I know that my students had-- were very stressed about this abrupt transition. And so I think that most of you have found the chat box,

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so we would love for you to have a chance, if you haven't already, to express some ideas that maybe you've used specifically in transitioning online. Maybe it's this semester or past semesters. Specifically, strategies to help decrease students' feeling of isolation online. And we're gonna have a time for discussion towards the end, but if you want to discuss now, then you can use the chat box, or you can vocalize any questions you may have. We'll give you about two minutes. If we go a little over that, that's okay.

Joan: Can I interrupt for just a second? I want to suggest that if people want to ask a question out loud, if you click on the participants pane at the bottom there's a raise hand feature and so if you do have a question, I'll be keeping an eye on that for people raising their hands and I'll manage that for you.

Taylor Darwin: Awesome, thank you, Joan. You, if you're worried about having to write down any useful tips that you're seeing in this chat box, Joan, correct me if I'm wrong, but I believe we can compile all this in the tinyurl.

Joan: Yeah, so I'll be editing the chat box to edit it for consistency and putting all the right things together and then that as well as the session and the slides for this session will be posted on a websites that we'll put into the chat box, but it's probably where you signed into this meeting in the first place. We'll make sure that that's available. We will also be working to get a transcript of the audio of this session available, that will probably take a little bit longer than the other bits of work that we're doing. There was one question in the chat box that I wanted to reflect back to you. Somebody was asking if you would explain a bit more about the virtual cafe and how that works.

Sonia Petch: Sure yeah, I'll be happy to. It's really just an open cafe, so I don't put guidelines on it. I tell students they're free to speak and talk about whatever they like. I asked that they keep it clean, of course, and be respectful of other students. But I really leave that space up to the students and how they want to use it. And it honestly depends on the semester. Sometimes students are really talkative, and they use that that virtual cafe space and other times there are just maybe a few comments in there, a couple of discussions back and forth, but that's it. So the cafe--

Joan: Is there a particular technology that you're using for that?

Sonia Petch: Yeah,

Joan: People were wondering how you set up, how the cafe is set up. What software that's using and things like that.

Sonia Petch: Oh, thank you. Yeah, it's a very simple discussion forum is all it is. So just like you could create a discussion forum for maybe study skill strategies or general questions, I do the same for the virtual cafe, so it's very low tech. It's no outside tools from the learning management system, It's just built into the discussion forums. And then I provide a link to that prominently in the modules space,

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right up at the top so that students don't ever have to find that link. They can go straight to modules and see that as their first opportunity along with the questions discussion forum.

Joan: Awesome, thank you. We have a hand raise from Alejandro. If you would like unmute and ask your question, go ahead.

Alejandro Mena: Yes, hello. This is Alejandro Mena, can you hear me?

Sonia Petch: Yes, thank you.

Alejandro Mena: Okay, this is Alejandro Mena, I'm coordinator for developmental mathematics at the University of Texas at El Paso or UTEP, and just to share a little bit of what we tried to do, well, actually did during our extended spring break and this is with our department, our instructors were not--because we don't use online teaching, so they were not really comfortable with the platform that we were gonna be using, which is Blackboard Collaborate, so one of the things that I found really helped us, I created a class, a dummy class and I added all the instructors into that class, and then I built it in a way that they were the students, I was instructor, and then they would join my session, and then we started playing with all the different options that Blackboard Collaborate has. And then I turned it one by one to them so that they could be the instructors and then we were the students so we played with this platform back and forth throughout that week, answering questions, seeing how it would navigate so that by the time we had to communicate-- and of course, we had already done a lot of communication with our students, right? But this was just for the instructors. By the time we were-- we had to start our class on Monday or Tuesday, then we were a lot more familiar with the program.

Sonia Petch: That's a great idea, and that's exact-- the best way to learn the environment that students are in and how they feel is to be there yourself as a student so that that's a wonderful strategy.

Alejandro Mena: Thank you, thank you.

Joan: So I wanted to mention we are getting a bunch of questions in the chat box, but I don't-- I want to make sure that you guys have time for the remainder of your session. So if you did post a question in the chat box that we haven't had a chance to get to, we will try to circle back around to those. If not here, we might also try to use a forum on the website where we can respond to those questions after the fact or you can respond to each other, so I just want to mention if your question hasn't been answered, we apologize but there are almost 250 people on the call, so we don't have as much time as we'd like, maybe.

Sonia Petch: Thank you, Joan.

Taylor Darwin: Another strategy that we wanted to discuss with you guys, and honestly, this was what I was most worried about when transitioning my corequisite class online is how to assess what the students are learning, and if they're not learning it, how can I help them? And so I kind of went back a

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couple steps and thought about what is the point of assessment in my traditional corequisite class? And for me, I've just been focused on engagement, whether that is through discussions, activities, student collaboration, and then retention of the material. And I truly believe that the students who were actively engaged in my corequisite class performed better in my traditional statistics class, which is the coreq class I had. So even online, I've found there are ways that you can measure if a student is being actively engaged and it's the approach I've tried to take. And so I'm gonna go over some logistics first and describe an activity I do online on the next slide.

And so before we talk about the assignment, you first may need to consider that this is the first time that your student has ever submitted an assignment online in your class and it's possible that it's the first time they've ever submitted an assignment online in general. And so I've used a kind of a low stake/high stake practice for them. So, for example, maybe we had a test coming up, so the low stake assignment would have been the review, and I created the review to look the exact same as the test format-wise and that doesn't mean that you have to ruin the integrity of your test, it doesn't mean that you have to create questions that look exactly the same. It means that they get comfortable with the system and the submission process and maybe even, wherever it is that you decide they submit is in the same area as the low stake assignments to just continuously help try to alleviate some stress that your students may be feeling. Another low stakes/high stakes assignment that I've done to assess where my students are is examples from our online videos. I have the students either do an example from their homework problems or similar example from our homework videos and teach it to me. And I know that if they can teach it to me then they know the material. And so that was the high-stake assignment and to get them comfortable with that, the low stake assignment was just for them to video themselves explaining a concept, their favorite concept that they had learned in the class up to spring break. And so by them submitting that it just made them feel more comfortable with how the higher stake assignment would have been submitted. And it gave me the opportunity to make sure that their audio and video capabilities were working.

Another technique that I have read about is something called a mind map and it just gives the student, for a lack of better word, the opportunity to dump all the knowledge that they know about a concept that you may be learning, and if you don't mind Sonia to go ahead and I'll kind of explain it as they can look at the visual. So these are just some visuals of mind maps, and I'm going to try this, I haven't tried it yet, I'm gonna try this as a review technique for my students for the semester review although you can do it for chapter reviews, you could do it even more specifically for reviews over the sections that you may be learning. And so what I'm going to do for my semester review is I am going to assign students chapters and they're gonna do a mind map over these chapters, and then I'm going to group them and have them teach the other students what they did their mind map over for the chapter and let them teach the other students instead of them having to look at chapters one through eleven which could be overwhelming. And then on the next page is something that I have done online and it's just-- we've done it through our canvas conference tool and you may not be using Canvas, but even so you can do it through something like this with Zoom and we meet online once a week or whatever that magic number is for you and my students log on and we all have at least audio capabilities, some have visual, and we use this time to answer questions about the lesson that they were required to watch before the meeting

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and this was usually a section or two over a chapter. and before we begin our discussion, I asked them to write in our chat box, and I'm very relaxed about how I do this, because I want it to be comfortable for the students, and I usually ask them to discuss one, something they feel good about. We were doing chapter 9.1, something they felt good about in chapter 9.1, and something they wanted me to reiterate, or re-explain during our discussion time and then three I sometimes have some feedback of just their online in general, if if they had any suggestions for me too improve the course. And so you may see the photo, I had to cross out some of the names to not violate any sort of FERPA rules, but this just helps me assess students very quickly how deep they understand the material or where they're lacking where again, where their strengths and weaknesses may be. You may notice I had one student said they feel good about nothing and so I can privately message him and I told him I appreciated his honesty and that I asked him to stay after our discussion time and so already had him there, he was gonna be able to listen for about an hour, and then I could have some one time with him at the end. This also just helps me pair students and create groups for the week. I pair students based on how well they're gonna compliment each other because if one student feels pretty good about a concept that another student's lacking, then I'm gonna put them together, because they-- I mean, students learn well from their peers. And so I've had a lot of success with this. I change the groups up weekly depending on what the students feel good about and where they feel like they need a little more guidance. So we're going to do a chat box again. If you have any suggestions on helping assess student learning during this online transition time, then we would love to hear from you in the chat box or raise your hand if you would like to add something.

Joan: I see that Diane has raised her hand. Diane, go ahead.

Diane: Yes, I found that Texas Instruments is offering free calculator software because we have a lot of students that can't necessarily afford a calculator and then, with the situation, might be hard to get one anyway. And we have calculators, we provide them on campus so they would have been expecting that. And so if anyone's needing anything like that, Texas Instruments has free software, so it's an emulator that students can download. Right now, it's up until a certain date. And so it can make their phone or their computer actually a calculator for a couple of the models. And then there's a teacher one also for free for instructors right now. So then I can also-- a lot of them need help learning how to use the calculator functions so I can put that up on the screen and share, you know, the key sequences and stuff.

Sonia Petch: Very cool. Thank you.

Joan: Diane, if you have a link to that that you would like to put in the chat box, that would be great.

Diane: Okay, yes. I'll find it in a second.

Taylor Darwin: I'm gonna give you about 30 more seconds if you want to add anything else or ask any questions before we move on.

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Joan: Shandy, go ahead.

Shandy: Hi, I'm at San Francisco State and we're using Zoom to have synchronous meetings with our students as well as asynchronous things and what I do is I use the Zoom breakout rooms regularly, and I have students work on an activity that's in a Google spreadsheet. So they have both a Google spreadsheet and a zoom open so I can witness what they're putting together in the Google sheet or Google document that they're working on and I can see progress through whatever the activity is. I can witness it. And when I see a slow down or a stumble in a group, even if the students don't ask me to come to the break out room, I can Jump to the break out room. So that's one of the ways I'm assessing student thinking as well as student learning is combining both having a document that I can witness their progress in and the synchronous Zoom breakout rooms to talk to just a few students at a time as they're struggling with something.

Taylor Darwin: That is awesome. Now, I don't know this specifically, so you may be able to answer this. Do they have to have a Gmail account to be able to access those documents?

Shandy: No, I create documents that are open to anyone, editable by anyone.

Taylor Darwin: Awesome, okay. Very cool, thank you. Thank you for adding those strategies. The last strategy that we're going to address today is time management. And so time management techniques are key to helping students be successful in your online environment. And this is especially true in the predicament that we're under this semester.

So a couple things that I've implemented in my course is a minimum response time for me to get back with my students. I think that students do better if they know the instructor also has a sense of accountability. And so, for for my students, I told them during the week I would reply to emails and messages within 24 hours. Or whatever that time may be for you. I think that 24 to 48 hours is a realistic expectation of yourself and I also think that it's fair for your students and it it just gives them the ability to know I'm going to hear from her within a day, and just plan accordingly to what they need to do. And making your learning management system easy for students to navigate and find due dates is also extremely important. Although it may seem redundant at times, students do better if they have constant reminders in different forms. Some examples that I've done in my class, we have a calendar application on Canvas, and so I put everything on there. It probably gets really annoying on their part because they probably get notifications for it too. I send out weekly to do lists, and I've gotten really good feedback from my students about this. I, every Sunday, write everything that they are expected to do and accomplish by the end of the week, and I do links to them too. So really, they could be on that weekly announcement and never have to leave. They could just click on everything that they need to do. And so I just think having those weekly reminders as well is helpful.

Lastly, I gave my students a tentative schedule at the beginning of the year of this-- of the semester, I'm sorry. Just a week by week breakdown of what we were gonna learn that week and what was due that week. Even if you haven't, if you didn't do this at the beginning of the semester, it's not too late to

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create something like this for your students to have a week by week breakdown of what they can expect to learn and expect to submit for the week. And we've been talking a lot about group work, and they, I mean, it's kind of--it goes into all these strategies, but group work is another way to help students manage their time. Group work just creates a sense of accountability for students to remember due dates and again, it's just another person in their ear rather than constantly hearing from you all the time and through this course, whatever it may be, for mine it's statistics and it just gives them another voice, "hey, make sure you're doing your part of this because it's due on Saturday," Or "make sure you watch the notes because we're gonna meet on Thursday because this is due whenever it is that it's due." And lastly, as Sonia referenced earlier, breaking assignments into smaller chunks is helpful for students too, and the research shows that creating smaller assignments helps your students become more successful. And so an example could be if you're assigning an entire chapter due on a certain date, and it's got 50 problems in it, that can be really overwhelming for some students, and so instead you can stagger the due dates, break them into chunks, and then the students only have to focus on, say, 10 to 15 problems at a time. And it visually looks much more doable than 50 problems due in a month. Again, just breaking assignments into chunks makes it feel less intimidating and makes it more doable within a timely manner. So we're gonna do one more chat box, or if you want to raise your hand, please feel free. Any sort of time management strategy that has, worked well in your classroom. Or even if there's a strategy that we haven't discussed that you would like to add to the chat box, please feel free. We love to hear from you and your ideas.

Alexander: (inaudible).

Joan: Alexander, did you want to contribute something?

Alexander: I'm looking for the raise hand place.

Joan: That's okay, I see you, you're good. You can go ahead and talk.

Alexander: I understand I'm very new in this, I am a high school teacher, and this is very interesting that there's a place here that you can raise hand and I'm trying to find the raise hand button.

Joan: So if you click on the participants icon at the bottom of your screen, at the bottom of the list of all the participants should be that option. And while you're looking--

Alexander: So does this mean.....

Joan: We don't have a very good audio connection, I'm not sure if I'm understanding your question. While you're looking for the raise hand feature, I want to give someone else who raised a hand a chance to ask as well, so Mitchum, go ahead. You'll need to unmute yourself, there you go.

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Mitchum: Yes, my question is this. I am looking at some more advanced platforms other than WebEx and Zoom, and I was wondering if anyone is using anything other than WebEx and Zoom that is much more engaging and much more geared towards working with students in an educational setting.

Sonia Petch: I've been personally using Microsoft Teams for my synchronous class meetings. I noticed that in the chat, somebody had said in part of time management, keeping your class meeting at the same time that it was scheduled before we transition to the virtual environment and I've done that. So we still meet-- my class was Monday through Thursday at 11, we still meet Monday through Thursday at 11. And Microsoft Teams has worked really well in my experience, I'm able to do much of the same things that Zoom and these others will do. I can screen share, I have a document camera. I can bring up their online homework so I can have all of these things all on the same screen and as a matter of fact, today we were-- they can still see my face, they can see the online homework platform and then they can also see the document camera of me working through the problem next to it. So I had three things going on at the same time and they've been very engaged in that way. I'm not sure--

Joan: We have another question from Bernita.

Bernita Morgan: Yes, hi, Bernita Morgan, South Arkansas Community College from El Dorado, Arkansas. At the bottom, in the middle of Arkansas. I, well, we-- some of the instructors in my department use Blackboard Collaborate. Couple of things that I like about that are well, of course you can-- the student can see you and they can choose, of course, to be seen or not, muted, unmuted - the basics. They have a blackboard that you can use if you have a tablet. I have a Wacom tablet and I connect it to my computer so I can write really, you know, I've learned how to write really well with the Blackboard Collaborate blackboard, but you can also write directly onto the blackboard with your mouse or your cursor. Also, they have where you can, as far as sharing files and things of that nature. You can actually download your presentation files before your class starts and have them in what I call a repository ready to be pulled up whenever you are engaging in your lecture and our discussion, and those files will stay there from week to week to week, month to month to month, as long as you keep them there. You can remove them or place them in. So if you're teaching the same class over the course of several different classes with the same subject, you have those files already there, Depending on how you set up your Blackboard management system. Also you can share your application screen just like is being done here. They have a polling tool where I'll type, "Does anyone have any questions?" And so the students are comfortable with saying-- answering yes or no. I can ask a question about their content knowledge based on what I discussed and put some multiple choice in there and then they can respond by selecting A, B, C or D. They have the option, of course, to chat as well and raise their hands. So we use Blackboard Collaborate for meetings also, but use that for class as well. Have done Zoom, have done some of the others, but that's just something else.

Joan: Thank you.

Bernita Morgan: You're welcome.

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Taylor Darwin: That's great, thank you. We're gonna go ahead. If we don't have any more questions, we're just gonna talk about a couple more things, and then we'll open it up to any other discussions. So just a couple tools. We don't have time to go in depth, but these are some tools that Sonia and I have used in our classes, and it will help you transition your class online. And there are so many. If you have an example of something that you would like to add in the chat box, feel free. But, there's screen capture applications that we've listed. Document cameras are always a good resource. Scanner applications, if you're unable to go on campus during this time, there's some good scanner applications. And then just Google. I love Google. I have heard some really good feedback about Google Hangouts, which could be another alternative to Zoom or Microsoft Teams. And then Google Voice allows you to speak to your students with a fake number, basically, and so it's just another way to communicate. So there's just a couple examples of what we've done in our classes.

(crosstalk)

Sonia Petch: Oh, go ahead,

Joan: I'm gonna ask, just looking at the time, if we could go through the last couple of slides really fast and then come back to the questions so that if anyone has to leave early to get to their next meeting, they have a chance to, to see the resources that we wanted to share?

Sonia Petch: Absolutely, yes. Would you like me to stop shares so that--

Joan: You can actually go to the next slide if you don't mind, and I'll just kind of talk about it. Actually, these are your resources so ---

Sonia Petch: Yeah, these are just for later, so you guys can reference those for later, but I'll let you start there, Joan.

Joan: Thanks. So, I wanted to mention, the Dana Center has a bunch of resources that we've been collecting and sharing related to this transition. We have a series of blogs The first one listed on this page actually has a schedule of some different online resources we're offering. So, I'm hosting "How to Zoom office Hours" and also "Transition" -- "Transition Your Mathematics Classes to Virtual Teaching" forums. Our next forum is actually tomorrow. The schedule for those, as well the Zoom link can be found by going to that first blog link. The second one is some information, actually, from our K-12 team about some of the strategies that they have for transitioning. And then the third link there is the first of a three-part series of blogs on some additional resources about how to shift to virtual teaching. And then, if you would go to the next slide for me -- We're going to make sure that -- All of these links are coming through a little funny, but that's okay. We're -- We'll put all these links in the chatbox, as well. But the first link here is a Box folder where we're compiling and organizing resources that we're getting from all over the place. And then, actually, the links to the the upcoming forums and office hours are posted here, as well as today's link, which you probably don't need anymore. But I -- Just so you know

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the other resources that we're offering. So, that's all I wanted to say. And if we want to go back to the questions, that would be great.

Sonia Petch: Thank you, Joan! Appreciate that.

Joan: Thank you.

Sonia Petch: Yeah, we'll definitely be happy to answer, we just had some prompting questions. If you want to share anything specific for anything that we haven't addressed yet today, or any other additional helpful resources or advice that you'd like to share with the group, we would love to hear that.

Joan: And I'll be monitoring the raised hands still, so if you want to say something out loud, feel free to click the raised hand button when you open the participants' pane. Right. Go ahead. You'll need to unmute.

Speaker 2: That would help -- Wait a minute. My question is: How do we -- How are people responding to -- Privacy issues, you know? Like, we can all see your rooms, you know? And I know, if I'm engaging my students and trying to really see them, I want to see them because I want to see the expressions of struggle or whatever. And here I am not showing me. [laughs] So, how are people dealing with those issues? Because it's one of the things I'm concerned about is, I'm going to be instructing my students. I'm going to be seeing their background. And what if I see something that I really don't want to see? And how -- Other than making general rules like we would in a classroom...My concern is that I am invading their space, so it's not as simple. So, suggestions on that or comments on that --

Speaker 3: I know some -- you can change the background. Some of them, you can change a beach setting in the background --

Speaker 4: Yeah. Something like this.

Joan: And not all computers have that capacity, and it also does kind of depend on your lighting. For instance, I have really bad lighting in my office, and so, I can't turn that on. It just doesn't work for me. But I think it might be something to just ask your students, you know: "What would make you comfortable sharing your screen?" "Are there circumstances under which you're not comfortable "sharing your screen?" And then, just respecting student's wishes on that. I think it's -- I think of a lot of the solutions can come back to talking to students honestly about this weird situation and collaborating with them to identify solutions.

Speaker 2: Thank you.

Sonia Petch: Yeah, I agree. And just adding to the privacy that --I mentioned that I post videos on YouTube, and also I record the synchronous meetings that I have with students. I have those videos as

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unlisted on YouTube so students have to have the link in order to see those videos. And then they're posted in the Learning Management System, so there's a degree of password protectedness that only those students in the class can see those videos. So, that's important, addressing those privacy concerns, also. And any outside collaborative tools that you decide to use that are not maybe password-protected, you want to be aware of that, too. That whatever collaborative tools are being used, if they can be embedded into your course Learning Management System, that would really be ideal, so that it's protected for student identity and so forth.

Joan: That might actually be something to check with -- The appropriate administrators on your campus, about what is and is not allowed legally, so you're not accidentally crossing some lines.

Speaker 2: Thank you very much.

Joan: There's a question about: "What if a student joins some sort of forum that you're having while in a car?"

Taylor Darwin: I don't care if the car is parked, because I know for some of our students, they have to physically come to Midland College, park here, to access the Wi-Fi, because they just don't have it at home. But I've personally never had a situation where a student is trying to drive while -- I guess the coronavirus, in that sense, has helped a little bit. But -- I don't know if, Sonia, you've ever had that happen in a normal online setting.

Sonia I haven't honestly. I have had students join in from parked cars, also, this semester, but not physically driving, no. (laughs)

Joan: I've had it happen with colleagues who will remain nameless. And there's a little bit of scolding. Like: "No!" "You should not be driving while you are talking! It's --" You know? It's A) not legal in many states, even with hands free. And B) it's just a bad idea. Nobody -- I mean, your students' safety in all contexts, you know -- Because right now, there's so many about personal safety, it's much more important than anything else we would be asking them to sign in for. So, I think that would be something, when you're setting those norms with students, to say, you know: "If you can't make it because you are driving, don't make it!" Like, just don't try to multitask.

We have about four more minutes. Are there any other questions anyone would like to raise their hand and ask or comment on? Paige, go ahead. You'll need to unmute. There you go.

Paige: I had a comment on the -- Since we're basically in a flipped classroom style right now, and I'm posting videos, lecture videos, instructional videos, and of course, I'm hoping that my students watch them. So, trying to track the progress of: "Are they watching it? Are they engaged with the video?" was my number one concern. And two was: not providing too many log-ins. They're already on MyMathLab, they're already on Blackboard. And then I need them to come to Zoom. So, I decided to put all of my lectures, use all of my lectures, in Edpuzzle. And I've uploaded my class list into Edpuzzle, which is -- Edpuzzle, if you're not familiar with it, it's a very simple interface. But what it allows me to do is use a

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video that I created, or possible one that I found online that's just as good and maybe I just need a quick instructional video, and they are -- It makes it where they can't fast-forward the video. But you can input multiple-choice questions, open-ended questions, or a note. So it's like engagement during the video. Like -- "Did you just understand what I said?" "Try this. Okay, now your turn." So, I can look back at it later and see how they felt about it. But they're also not left without the answer. For instance, maybe in my example, I say: "Okay, how would we factor this?" And then a question pops up. They can't skip the question. You have to do the question to move on. So then they try it, but then once the video resumes, obviously then I'm factoring it. So even if they get it wrong, they then get to see the correct thing. So, I never leave them hanging. So, that's what I'm using.

I can "grade" -- air quotes on that --their responses, but more importantly, I can see who's actually watching. Well, they may be turning it on and walking away, but -- (laughs) You can tell by the responses whether they're not. And then you can see those who have never opened the video, which is important, also. So, that's my comment.

Joan: Could you put a link to that program in the chatbox?

Paige: Sure!

Joan: For those who aren't familiar with it.

Paige Yep.

Sonia Petch:: Thank you, Paige. That's a great suggestion. Another low-tech suggestion is -- For example, I have guided notes that I've given my students for, even when they're in class. And so, my videos are based off of those guided notes. And I can ask students to take a snapshot of, or a picture of, those notes so that I know that they've actually gone through the videos and seen. If nothing else, they're writing something down. (laughs) Even if it's maybe not watching the video specifically of me, but at least they're writing something down on their own, so that I know that they're engaging with the content, too.

Joan: So, it looks like we're out of time. I wanted to thank you, Taylor and Sonia, for doing this presentation. I also wanted to mention: we do have a forum tomorrow, the information is in the chat, if you'd like to continue this conversation. And if you have additional questions, please feel free to join us tomorrow. And you can find that link by going to the Dana Center website and scrolling down to the blog section. So, thank you so much, Sonia and Taylor, for this presentation. I think it was really useful, and that's what I'm seeing in the chatbox, as well. And thanks to everyone who attended, and I hope you all stay safe and healthy.

Taylor Darwin: Thank you guys for your time.

Sonia Petch: Thank you, everyone.

