****

**Districtwide Distance Education Steering Committee (DDESC)**

**Meeting Notes**

**Monday, December 7, 2020**

**12:00-1:30**

**Via Zoom**

Members: Aileen Gum, Anne Gloag, Angela Romero, Brian Weston, Cara Smulevitz, Christopher Rodgers, Claudia Tornsaufer, David Giberson, Hank Beaver, Ingrid Greenberg, Katie Palacios, Mary Kingsley, Michelle Gray, Peter Tea, Poppy Fitch, Rechelle Mojica, Sandra Pesce, and Trenton Tidwell

**Welcome**

Brian introduced Miramar College’s new Online Faculty Mentor, Anne Gloag, Miramar College Math Faculty. Anne will start her OFM position January, 2021.

**Review Meeting Notes of October 5 and November 2, 2020**

October and November meeting notes were reviewed and approved Rechelle moved, Ingrid seconded with Sandra Pesce correction. Meeting notes will be posted to the web at <https://www.sdccd.edu/about/departments-and-offices/instructional-services-division/online-learning-pathways-1/faculty/resources.aspx>

**Distance Education Handbook - Camera Guidelines**

Brian displayed and reviewed the DE Handbook online. He asked that members bring the DE Handbook to their respective site groups for feedback. Brian reviewed the feedback received to date. Over winter break SDOLP will revise the document and bring the latest version back to the next meeting for final approval.

City shared overall positive feedback bringing up concerns in #6 and #8 about camera on/off requirements during presentations or demos. Also, #12 and #13 where it describes students owning copyright of their own content, if that conflicts with instructor’s ownership of the overall presentation. In the Workload for section #11 it does suggest instructors edit out students that have not provided consent and how that could be difficult to accomplish. They also asked if hosting recordings on YouTube was a privacy problem. Their last concern was the attendance requirements being tracked in the chat box; if we can’t use chat for attendance because they are allowed to change their screen name, how will instructors take attendance? Ingrid suggested that changing screen name issues can be resolved by advising faculty that instructor/student agree on changed screen name in advance. Rechelle noted that some issues are not camera questions, but more recording questions. Recording is a bigger issue regarding interaction and use of technology during a live session.

Using ConferZoom from the course shell is a method for faculty to check attendance. Student’s Canvas course name would be the name that shows up on their Zoom screen. Brian noted that #5, having your name visible in video and chat and especially if it will be posted somewhere for later use; not as important if it is only shared within the same class. Rechelle suggested only using and posting within the Canvas class and not outside the course like in YouTube. Cara shared that some might want to show to other classes as an example. Rechelle suggested changing settings to only speaker view, if you wanted to keep student names and information from recording. Brian added using a bigger disclaimer if you need to do this, then explain how to approach, if you want to use the recording as an example of a group project. Rechelle said in that case you would need a waiver or blur names and faces. Aileen reminded that a lot of issues with, for example, language courses is that a lot of learning comes from discussion and it is a good idea to let students know upfront what they can do if they need help. The group agreed that faculty need to know what to put in their syllabus. Currently, instructors want to accommodate and protect student privacy, but they do not know what to do.

Poppy suggested that it might be helpful to organize information into a ‘decision tree’ or an ‘if this, than that’ type of graphic. If using recording for future courses than you may want to provide releases for all of your students; this is how you assure student privacy is in place.

Rechelle anticipates more training for faculty regarding recordings; instructors have learned so much during this crisis transition, many are not realizing other strategies and options that are available. Like #5.1.a. ‘disable local recording,’ many faculty would not understand what that means, where is the cloud, what do I do with cloud, how do I use it? Rechelle would like to see focused trainings based on what issues might come up. Many faculty do not know if they share student recordings they have to have permission. Aileen said #1a. the Certification Program tells us two things; Save download to computer for some reasons, and save to cloud for other reasons. We take it for granted that people know. The more expert instructors know intuitively.

Aileen shared that the Guidelines are really long, too much for faculty to go through and faulty may not read. She likes Poppy’s tree suggestion.

Ingrid said the title *Camera Guidelines*, should be more like *Camera & Privacy Guidelines,* because the choices involve privacy. For ESL students that are political refugees they may not want name in recording or chat. That is why instructor/student must agree in advance and directly address their student’s need for privacy. Rechelle agrees that it is not just Camera, it is privacy issues and ability to change name, turn off camera, lots of pieces involved and not just camera. Katie said as long you say privacy it gets into proctoring issues, perhaps *Camera Privacy for Synchronous Teaching*. Rechelle suggested noting ‘This guideline is for DE practice instructional content’ and make the name more general. Poppy reminded that the purpose of this guidance is for instructors to be compliant. Brian likes shortcuts and would be open to creating an ‘information tree.’

Poppy would like to know, as matter of practice for DSPS leadership, if this is an example of something they would look at. The general input from DSPS leadership is to add more links to DSPS services rather than once at very end. Poppy recommended edits that helped clarify the document. Items specific to DSPS highlighted in yellow. Especially #6 adding legal opinion there rather than the whole document. Also is there language available that ‘students may not record class unless in compliance with DSPS language.’ That is already in place and is regular practice. Maybe change language and have #6 & #8 nested together or closer to each other. She requested that #16 have section 508 language added. Also, provide sample language in appendix for faculty needing to address student need. Rechelle agreed that it would benefit adding DSPS language if they have not had accommodations in previous classes. She would also like to see not only ‘tree,’ but add links of ‘how to do’ if they need. What do I do, who do I contact, so ‘tree’ is not just a guideline but a tool.

Cara reported that Mesa discussed logistical and organizational suggestions. She notes #14 regarding when you can require a camera, especially when it could be considered crucial like speech class. Some instructors might think they need an interactive class, maybe provide a link with how to receive feedback without student camera on ‘How to Teach Without a Camera.’

Cara would like to see a conceptual part added in appendix about keeping student signoffs for future classes, if there could be a repository through the district where we could keep those forms in the district instead of all teachers keeping all of their own. Brian shared that some instructors are making surveys that is all logged within Canvas itself.

Katie suggested moving #14 (what if course requires) closer to #8 (should I require turn on) to maximize information flow. She would like to see us make clear what are the District suggestions and how they differ from the *how-tos*. Katie said anything to make the document more streamlined. The decision-tree would benefit.

Miramar has experienced some transitioning in their DE committee, at this time no feedback. Brian said there is a deadline for edits, but that can be changed.

Ingrid reported that CE representatives are still reviewing the guidelines. They were pleased to see their language on Zoom settings being used. This is a very technical document, maybe adding *how-to* videos to show concepts (example: local recording and cloud recording) The group discussed abilities to record and caption. Rechelle reminded that captioning is good but not 100% and sometimes you lose context, instructors should always check captions. Ingrid suggested adding links to Zoom tutorial.

Claudia asked that the document be brought back for a second reading after getting more input. Brian is hoping to finish the final product as part of the DE Handbook. SDOLP is reviewing the entire handbook, once approved, a final version will be published to website as a tool for faculty. The Sept 2019 handbook is currently on the website. Claudia discussed that this is one format that there could be more added, not just what you can/cannot do, but also on other end give a solution. (Like provide solutions with YouTube video with demo.) There is so much information being offered to faculty during these difficult times. Faculty are busy teaching, also teaching virtually is more work for many of them, there are many novice online teachers, but newer ones are struggling with learning curve and the non-stop flow of information coming from all sides. Brian said there is not always just one way to do things. He suggested there are many alternatives on how to perform tasks with specific tools. Brian asked the group to provide him with additions or corrections, please send in an email to bweston@sdccd.edu.

**Updates**

**Rich Content Editor**

On December 18 Instructure will change the Rich Content Editor in Canvas. This will change the graphical interface for all typing in Canvas. Dave has held some trainings and has created tutorial recordings and is making more workshops available. Brian will be sending out information on the new RCE and Dave will put an announcement in Canvas starting December 8 along with links to tutorials. The new RCE is an HTML editor, but the new interface is much more logical and streamlined, and nice new things like the ‘undo’ button. Katie noticed that the new RCE allows users to now change the font. Dave appreciates the new interface update. Brian said it also has an auto-save feature which will be helpful to users.

**Canvas Quizzes**

Instructure has again delayed launching the new Canvas Quizzes, it has been delayed one more year to address glitches. Hopefully when they do launch the new quizzes will be more polished.

**Canvas Shell availability Spring**

Jeff Mills and IT helped to reprogram SIS and Canvas. Spring course shells were created this morning. We will be providing shells early without the LCOM extra lab course shell. Those LCOM have been blocked on the backend. The District still encourages the use of Development Shells that can be requested through phone or chat.

**Professional Development**

SDOLP has continued its heavy offering of training workshops. Dave’s workshops have been well received and well attended. SDOLP has also offered DE Professional Guest Speaker workshops, from Equity to Accessibility. Recordings of the workshops are all available online, please go to sdccdolivid.org. Dave has also created many tutorials for faculty that tackle common issues on reported difficulty areas.

**Information** [**ASCCC Fall 2020 Final Resolutions**](https://asccc.org/sites/default/files/Fall%202020%20Adopted%20Resolutions%2011.9.2020%20FINAL_0.pdf)

ASCCC resolutions have been published. The is the 11.01 resolution that is basically recommending that the State come up with shared terms for modality (online, hybrid etc.) The State said we should all be united on these terms/names. CCC DECO team is trying to finalize these naming recommendations Online, Partially-online, OFI (Online Flexible In Person). The goal is to offer the right courses so that students know what to expect.

*Spring Meeting Schedule*: 12:00- 1:30 pm - February 1, March 1, April 5, May 3