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| Logo_MtSAC_Blk_Solid_big**Distance Learning Committee**  **2022-23** |

**PURPOSE:** The purpose of the Distance Learning Committee is to discuss, review, and evaluate distance learning modes of instruction, and recommend and promote best practices and new opportunities for distance learning and teaching.

**FUNCTION:** The Committee's functions are to:

* evaluate and recommend approval of Distance Learning Course Amendment Forms
* recommend policy and processes pertaining to distance learning
* evaluate and promote a variety of effective practices and standards for distance learning that foster student equity and success
* support sharing and collaboration among distance learning faculty by working with the Faculty Center for Learning Technology, Information Technology, Faculty Professional Development Council, and the Faculty Learning Activities Committee
* facilitate the development of an ongoing Distance Learning Plan
* coordinate with campus committees and other constituencies with regards to distance learning
* support accreditation processes

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|  | Michael Carr |  | Matthew Dawood | **X** | Michael Dowdle |  | Katie Datko |  | Luis Echeverria-Newberry |
| **X** | L.E. Foisia | **X** | Hong Guo | **X** | Mike Hood | **X** | Carol Impara, co-chair |  | Tammy Knott-Silva |
| **X** | Catherine McKee | **X** | John Norvell | **X** | Romelia Salinas, co-chair |  | Sandra Weatherilt |  | Student Rep: |
|  | Committee Member |  | Committee Member |  |  |  |  |  |  |

## **MINUTES – November 22, 2022**

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| **AGENDA ITEM** | **DISCUSSION/COMMENTS** |
| Approval of DLC minutes:  November 8, 2022 | Approved with corrections |
| Reports: |  |
| Educational Design Committee (EDC) /Curriculum and Instruction Council (C&I) (Carol) | C&I accepted the DLC minutes of October 11, 2022.  C&I reviewed and accepted DLC Purpose and Function, Membership, and Goals for 2022-23 |
| Information Technology Advisory Committee (ITAC) Report | No report. |
| Faculty Learning Activities Committee (FLAC) Report (Catherine) | No report. Has not met since last report. |
| Faculty Center for Learning Technology (FCLT) Report & CVC Tech Integration Updates (Katie) | * Final **Find Out Friday:** 12/2 @ 1 PM with Michelle Newhart – **Level up your modules game with CidiLabs**. |
| Student Report | John Norvell indicated if the PTK president could serve as Student Representative. The Student Representative needs to be appointed by the Associated Students President. The DLC would love an engaged student to join us. John will follow up with the student to initiate discussion with the AS President. |
| **DL Amendment Forms** |  |
| On Consent: CUL 110  For Review and Approval:  AABS 1  BIOL 17  ESL 72  ETHS 1  GEOG 2  GEOG 2H  R-TV 14  R-TV 18  SIGN 202  SOC 1  SOC 1H | “On Consent” indicates DL Forms that were created less than two years ago in response to the pandemic, and there are no changes as the course goes through 5-year review.  Forms must be reviewed if any of the following have changed: Course title, course identifier, lecture topics, lab topics, units, proportion lecture to lab.  ***The DLC approved the DL Amendment Forms on Consent.***  Approved  Approved with adjusted hours  Approved  Approved  Approved with minor changes to hours and topics  Approved with minor changes to hours and topics  Approved with remove topic in week 8, update hours (see comments)  Approved with add missing topics and correct hours (see comments)  Approved with add missing topics  Approved  Approved with add hyphen to title  ***The DLC approved these DL Amendment forms and they will be forwarded to curriculum.*** |
| **Discussion** |  |
| RSI (Regular Substantive Interaction) Training and Outreach | Michelle Newhart and Carol Impara have reached out to faculty and eight faculty have expressed interest. |
| RSI Guidance from Department of Education and interpretive article | The DLC reviewed a letter from the Department of Education (DOE) to WCET, a digital learning advocacy group. The letter was dated March 2022 but was not received by WCET until October 2022. It responded to several questions that WCET sent on behalf of its members to clarify distance education regulations from 2020-2021.  The letter included a variety of topics but the DLC focused on the questions regarding RSI, particularly whether “direct instruction” was possible in an asynchronous course. The DOE responded that the term “direct instruction” means live, synchronous instruction where both the instructor and the student are live and in communication at the same time. This statement led the DLC to review our recommendations in the RSI Rubric and examples provided in AP 4105. Therefore the DLC recommended that those documents be amended in the following ways.   1. In the RSI Rubric, the dropdown choice under Instructor-Student Contact should be removed: “Instructor-created content or material that is contextualized by the instructor.” While these are excellent things to do in one’s course, they should not be considered as RSI. 2. In AP 4105, the example under item 1 of substantive interaction should read: Providing direct instruction (~~examples include~~ ~~but are not limited to~~ holding synchronous class meetings~~, providing instructor-created recordings, or creating introductions to educational resources~~).   Other topics in this letter included whether office hours can be counted toward RSI (they can) and who needs to approve “other” forms of RSI. Based on the guidance of the letter, the DLC recommended that items 3 and 5 under substantive interaction in AP 4105 be modified in the following manner.  3) Providing information or responding to questions about the content of a course or competency (examples include but are not limited to regular announcements, Q&A forums, **synchronous office hours that are held in a predictable and scheduled manner**, and responding to student communications in a timely manner);  5) Other instructional activities approved by the ~~ACCJC~~ **appropriate accrediting agency**.  ***Carol will draft a recommendation and reach out to Academic Senate to determine next steps.*** |
| Distance Learning Handbook | This week the DLC reviewed:   * The CVC * Course Design   ***The DLC reviewed these sections and discussed updating the Course Navigation Section. The section on Online Principles for Course Design should be rewritten and reviewed next meeting.***  The next sections to review will be   * Online Principles for Course Design * Regular Substantive Interaction * Course Materials * Course Assessment |
| SPOT Recertification Requests | Flex presentation (new):   * Sustainable Practices for Online Grading (see below)   FCLT and Learning Center Tech Week/Ongoing Trainings (new):   * Annotations with Perusall * Multimedia Discussions with Flip * Community-Building with Pronto * Interactives with PlayPosit * See descriptions on attached worksheet   ***The DLC approved all these trainings for SPOT recertification.*** |
| POCR Update | As part of our SEAP Grant this year, the POCR team attended a presentation by Marcell Gillmore about equity. We mapped the CVC Rubric to the Peralta Equity Rubric, finding that the CVC rubric aligned with three items on the Peralta Rubric. We created a survey to disseminate to faculty going through alignment this year. We anticipate that faculty will be working on their courses over winter and spring. Currently 12 faculty have expressed interest in becoming quality reviewed/aligned to the CVC Course Design Rubric. |

**Fall 2022 semester dates – 8 meetings –** as needed **(finals week, summer are possible)**

**DLC Meetings - 2nd and 4th Tuesdays at 1:15 – 2:45 PM online via Zoom**

DLC website: https://www.mtsac.edu/dlc/

DLC listserv: dlc@mtsac.edu

Flex Day/SPOT recertification proposal

Sustainable Practices for Online Grading

The advent of tech-mediated grading for both on-campus and distance learning classes provides ample opportunity to evaluate our grading practices, particularly for courses using authentic or project-based assessments. In this workshop we will first explore how assessments can be sequenced and structured to allow for a more sustainable means of giving feedback and then explore the Canvas tools that can be used strategically to give both general and individualized feedback in a variety of media types.

Goals:

· Determine ways to structure and scaffold assessments to create a regular, sustainable, and efficient grading practice.

· Identify collaborative pedagogical activities that foster equity and student agency.

· Utilize Canvas and external tools strategically to provide both general and individualized feedback.

Screencast volunteers: Carol, Catherine, Abby Wood, Dafna

Michelle already got Elizabeth Casian, Ellen Caldwell, Fatemeh Burnes, Barbara Mizaki.