

## ONLINE TEACHING AND LEARNING COMMITTEE MEETING

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Location: 70-173



Date: 10/25/2023



Time: 10-10:55 AM

In attendance: Adelle Roe, Dawn Heuft, Virginia Young, Elisabeth Burke, Tim Cliffe (via Zoom), Carl Fielden, Bonnie Yoshida, Nancy Boskin-Mullen, Tate Hurvitz, Jeanette Calo (via Zoom)

### MINUTES

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#### I. Minutes and agenda approved

#### II. Chair Report

##### a. Technology Committee projects

Tate reported on the action plan for the Technology Committee. The current projects are: single sign-on for the campus, wireless access expansion, a central inventory for technology, and a centralized request process.

##### b. 10-Day Accessibility Challenge update

Adelle: We've seen a 1% overall increase in accessibility. This is exciting and we're planning to offer more opportunities during our Winter Camp professional development. Dawn and Adelle have created a congratulations video and Dawn will be issuing completion badges.

##### c. Online Recertification—First steps with Cuyamaca

Adelle reported that she thinks the online recertification process will be long, as it's challenging to come up with goals that feel right to everyone (an amount of hours and variety of professional development opportunities that folks could complete to help their skills without putting an undue burden on them). We are currently meeting in a workgroup with Cuyamaca. Elisabeth Burke and Carl Fielden volunteered to be added to the workgroup. Carl added that he's been working on accessibility for twenty-six years and that we are seeing improvements and are going to be successful in improving online accessibility and quality. Tate reported that in our next accreditation cycle they're not going to do a comprehensive review of accessibility in the way that they do on regular and substantive interaction.

The general topic of leveling up online quality was discussed, and Adelle expressed that she was interested in suggestions for engaging faculty. Jeanette recommended some kind of accessibility

competition for faculty. The group discussed the importance of incentivizing improvements. The group also raised concerns about the evaluations process, particularly pointing to how evaluations done by friends and officemates are not sufficiently critical.

- d. GC Canvas Resources update: Appointment page added to navigation

Dawn and Adelle shared that there is now a “Make an Appointment” navigation link in GC Canvas Resources so that faculty can easily make appointments for support with their online courses.

- e. Request for approval of minor changes to RSI doc

Adelle shared that in the district RSI policy document, there was no mention of phone calls and voicemails as a way to communicate with students, so that was added. The group approved the change and it will be moving to Academic Senate next.

### III. OE Certification Update—Dawn

Dawn presented the following:

#### **Distance Education Certification Process at Grossmont College**

Complete the Grossmont College Introduction to Teaching with Canvas Course and score over 80 points on the final project.

##### **Course Description**

To offer timely access to our Canvas training, we are currently offering a self-paced version of our Introduction to Teaching with Canvas course. The six-module course introduces you to teaching an online class using the Canvas learning management system and includes a module on Designing for Accessibility. You will learn how the system works through a series of curated readings and recall what you have learned through formative quizzes. You will also practice what you have learned through a series of hands-on exercises focused on the subject you teach. The final project, required for DE Certification, will require you to have at least two modules, plus an orientation module built for a course you plan on teaching in the future.

##### **How to Get Started**

- Complete [registration form](#)
- Meet with Online Education team member
- Complete Course
- Submit Final Project

Once all steps have been completed and the final project meets requirements to earn over 80 points, the Online Education team will update status to DE Complete and the instructor will be eligible to be assigned an online or hybrid course.

##### **Waivers and Outside Certification**

We accept certification from all SDICCA region community colleges. If training or certification has been completed at another educational institution, the instructor may be eligible to complete the waiver process.

### **Waiver Process for Instructors that have a GCCCD Canvas Account**

The instructor will be asked to provide the Online Education team with a link to a course they have developed in Canvas. The team will review the orientation module and two modules of instruction. They will assess whether the content meets the criteria for DE Certification.

### **Waiver Process for Instructors that do not have a GCCCD Canvas Account yet.**

A member of the online education team will schedule a zoom appointment and ask the instructor to give them a tour of an online course they have built in Canvas. The team will review the orientation module and two modules of instruction. They will assess whether the content meets the criteria for DE Certification.

### **Criteria for DE Certification via waiver process**

- Effective use of Canvas Tools
  - Ease of navigation, use of modules, pages, discussion boards, quizzes, and assignments
- Online pedagogy
- Accessibility
- Evidence of regular and substantive interaction
  - Instructor contact information, opportunities for interaction (bulletin boards, padlets, office hours...)
  - Explanation(s) of how students will receive feedback on assignments.

#### IV. Online Handbook—Initial module review

Dawn shared the district-wide Online Handbook, housed in a district Canvas shell. The group reviewed the initial module (Overview and Orientation) that covers an introduction as well as the mission, vision, values, and strategic goals of the colleges, district, and the online education team.

Adelle ended the meeting by imploring faculty to share the information that AI detection checkers cannot be relied upon for accuracy, and that even Grammarly can trigger the detectors. She added that for as many detectors are created, there are double the apps and programs being created to bypass the detectors. It is a huge concern when we are only “catching” students using AI who aren’t savvy enough to use secondary services to get past the detectors.

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NEXT OTLC MEETING

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November 8, 10-11am