



FOOTHILL COLLEGE

T² Meeting

(Teaching with Technology)

April 12, 2024, Agenda					
Date: 4/12/2024		Time: 11:00am-12:00pm		Location: Zoom	
Teaching With Technology Members by Division					
<p>APP: vacant; HSB: Patti Chan; Jenn Leicht, Pia Staana, Lydia Daniel BSS: Julie Jenkins, Brian Evans; KA: Katy Ripp; Warren Voyce FA&C: Amy Shidler; Oldooz (Oli) Mohammadi Language Arts: Kimberly Escamilla; Stephanie King STEM: Bitu Mazloom, Mike Murphy Library: Laura Gamez; Counseling: Hilary Bacon Co-chairs: Allison Lenkeit Meezan, Lené Whitley-Putz. FA Representative: Steve Batham ASFC Representative: Haley M. Rani Z.. Friends of COOL: Paula Schales, Helen Graves, Hilary Gomes, Carolyn Holcroft, Kurt Hueg, Stacy Gleixner, Kathryn Maurer, Voltaire Villanueva, Cheyanne Cortez, Amy Shidler, Sally Baldwin, Amy Sarver, Rick Martinez. Sarah Williams, Kate Jordahl</p>					
COOL Representatives Roles and Meeting Norms					
Agenda					
	Item	Discussion lead	Item type	Links	Time
1	Approval of minutes from 3/22/2024	Allison	Action	Draft minutes 3/22/24	11:00
2	ETAC & Tech Committee updates	Allison	Information,	District AI Working Group draft charter	11:05
3	Academic Senate updates on RSI & AP4105	Allison	Information,	AP 4105/RSI District Senate Proposal	11:15
4	Workshop ideas for upcoming PD	Allison, Lené	Information, Discussion		11:25
5	Online Learning Updates	Lené	Information, Discussion		11:45
6	Adjourn				11:50

Spring 2024 COOL/T² meetings. Agenda and minutes can be accessed at the [COOL Canvas site](#).

Meeting dates: 4/12, 4,26, 5/10, 5/24, 6/7

Spring 2024 Academic Senate meeting dates: 4/8/ 4/22 (joint district senate meeting), 5/6/ 5/20, 6/3

Zoom link:

<https://fhda-edu.zoom.us/j/86730972971?pwd=KDPViQoBGpRRbC1YwhPk2j5F8h2bk7.1>

Meeting ID 867 3097 2971

Passcode 782894

Join COOL on CANVAS:

<https://foothillcollege.instructure.com/enroll/3PTMYP>



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Present:

Allison
Rani Zhao, Haley – student rep
Amy
Lene
Kate
Helen
Oli
Brian
Sally
Dolores
Mike
Paula
Julie J
Warren Voyce
Steve Batham
Kimberly E
Bitu
Hilary Bacon

[Item 1](#)

Previous minutes approved

[Item 2](#)

ETAC committee - district level AI working group was instated this week, covering district operations, policies, education and awareness. Around AI. Let your faculty constituents know! Are you interested in joining this new group?

Mike – there's been a feeling of a lack of faculty representation on the tech committees.

As folks move from tenure phase 2 to 3, this is a good group to get involved with as it's across FH and De Anza. A good way to commit to service. Let Allison and Lene know if you're interested, and they will forward your name to Jory and Zach.



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Item 3

FA is asking us for our recommendation:

Ensure RSI *will happen* in a Course

An institution ensures ...an instructor is responsible for promptly and proactively engaging in substantive interaction with the student

For each **course** taught by an instructor

- The syllabus for each instructor's course will address the mode and frequency in which students should expect instruction and communication from their instructor.
- OR each instructor will provide documentation that is collected quarterly by their division office that addresses the mode and frequency in which students should expect instruction and communication from their instructor

This will get hashed out at the April 22 Senate meeting.

AB4105 asks us to ensure RSI is happening in a course (language above in orange).

We will suggest to FA that:

For each course, there will be either a statement in the syllabus, or in another document, in each course each quarter, which lays out a course communication plan.

OL has template language.



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Ensure RSI *is taking place* in a course

An institution ensures ...Regular Substantive Interaction between the instructor and the students... is included in each section of a course.

For each instructor

- A. Peer review through discussion-based cohorts while course is being taught*; OR
- B. via J1B** for the course with MT on item 6;

*The model for this peer review process based on a discussion cohort framework needs to be developed

**A rubric for "regular substantive interaction" needs to be developed and evaluators need to have completed online training

- MT means Meets Expectations

Ensure each course is accessible

*Each section of a course in which the instructional time is conducted in part or in whole through distance education will **comply with all applicable accessibility requirements** outlined in state and federal regulations*

For each instructor at least one course must

- Complete an accessibility review by Online Learning; accessibility review is based on CVC Course Design Rubric Section D and the review course is "deemed accessible*"; OR
- via J1B* for the course with MT on item 13;

*A rubric for "course meets accessibility guidelines" needs to be created and align with CVC Course Design Rubric Section D. Evaluators need to have completed online training

If faculty will do this in J1s, then FA needs to push for providing training, and norming, for evaluators.



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Comment - Perhaps the evaluator can have access to the Accessibility dashboard.

Lene - OL is currently working with the J1 group to help them better understand the accessibility reports.

Item 4

What do fac. want for summer learning and for Opening Day workshops?

Kimberly – POCR light for refreshing Canvas courses that were built long ago.

Kate – Can we use the resources in OTwC? Could faculty go through it and get PGA/PPA or a banner or certificate?

Brian – Can we run a lab where faculty can work on their courses with Accessibility, having experts on hand to assist?

Oli – How to use advanced Canvas features to support RSI? A workshop on alternative grading approaches?

Kimberly – Using screenpal to provide video feedback, connected to Canvas grader. Supports RSI.

Haley (student rep) – If teachers can keep in mind to open materials such as readings with adequate lead time to complete the work. Also – faculty not publishing their pages or forgetting to publish.

Dolores – can we have a panel of OL students this year at Flex? AND can we have programs with interactions rather than lectures or speakers?

Allison – when is the best time of year for small bites and big bites of PD? Put your comments in this link: [Summer-Fall Workshop Brainstorm.xlsx](#)

Steve - FT faculty are under contract in September, and getting paid, but since it's considered "summer session," they can't be asked to work.

Warren - I have my own preferences and challenges, but faculty will only do what is required of them and that they are paid for. As such, it will ONLY fit in Opening Days.

Allison – Please collect get feedback from constituents in the divisions.

Item 5

Lené - "New Quizzes" is now available. We will turn on the new feature in the next week or two. You can push a button to bring your old quiz into the new format. It allows for new question types – ranking, hotspot questions... Has more accessibility features. Online Learning will let us know.

When they start a new quiz, they will see the option – old or new quiz? That might confuse people, so we want to do lots of communication around that.

Instructure Con is coming up.



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Helen – Simple Syllabus change request. If you add a page “Add to To Do List” then those non-assignment pages with dates will appear on the Course Summary. It’s on the bottom of the page by the Save button.

p • span 18 words | </> ↗ ⋮

Options Users allowed to edit this page

Only teachers

Add to student to-do 

Publish At:

Notify users that this content has changed

Auto-provisioning

Can we message to faculty that the course auto-enrollment is a student service.

Get Feedback from Constituents – how was autoprovisioning? Any questions? Reassurance

Kimberly - The Tutoring assignments for the WLC were auto created, so if there’s a way to contact LRC admins to let them know to delete them.

Dolores - Maybe people were confused by the terminology — provisioning is not a word I would think about for what happened if I wasn’t super familiar with Canvas. So perhaps a more clear message with other terminology

Brian – what about combining courses? Lené – Do it the same way we did it before. It’s not pedagogically the best practice, but there are some good reasons to do it.

Helen – it is slightly different now – when stacking choose the child course and assign it to a parent (not the other way around).