**ASCCC Guided Pathways Webinar
Practical Discussions and Solutions to Meet Classroom Needs in a COVID-19 World**

March 25, 2020 | 2:30 pm – 4:00 pm

This is a topical list from the ideas shared on the webinar organized from both talking and chat records. You can hit control->click (or if you are using a MAC, just hover and click) on the link from the list below for the specific content or scroll through the document to understand what other faculty are thinking and working on solving.

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[**NONCREDIT AND ESL not suited for ZOOM**](#NoncreditESL)**?**

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**General Resources shared**

R. Chris Wells : Shared an interesting article: <https://www.dailyprincetonian.com/article/2020/03/princeton-covid-19-make-all-classes-pdf?fbclid=IwAR27cvXm-llPScpwVChRI2IQp8Pb8V71OjTW_fV2qpm08wyXenHoWrWyj4M>

Mt. SAC created a collaborative document -- Resources and Services for Students in Response to COVID-19 can be accessed here <https://bit.ly/MtSac-COVID-Resources>.

Cerritos College Google doc – CCC COVID-19 Plans – colleges have access to add their plans: <https://docs.google.com/spreadsheets/d/1bc3qTIDJkTpgCaEUZfL8x_5y8wMaD9sdpljukKT7zdk/edit#gid=0>

Continuous Learning Institute – Higher Ed COVID-19 Resources: <https://www.continuous-learning-institute.com/higheredcodiv19resources>

Academic Senate for California Community Colleges COVID-19 Faculty Resources: <https://asccc.org/covid-19-faculty-resources>

From Shiloh Blacksher: The Chancellor's office has also made Cranium Café available to all colleges. It is counseling specific conferencing.

For Self Care [Anxiety Coach](Anxiety%20Coach) (<https://apps.apple.com/us/app/anxietycoach/id565943257> app for controlling personal anxiety): A self-help app that addresses fears and worries using Cognitive Behavioral Therapy strategies. The app walks you through making a list of feared activities and helps you master them, leading to less fear and worry. The app includes tools for a severity self-test, making a plan, anxiety tracking, and viewing your progress.

From Janey Skinner Virtual WELDING, <https://www.fronius.com/en/welding-technology/our-expertise/welding-education/virtual-welding>

Resource - virtual welding, <https://education.lincolnelectric.com/products/welding-training-systems/virtual-reality-welding-simulators/>

Resource #3 - virtual welding, <https://awo.aws.org/2016/04/virtual-reality-is-revolutionizing-welding-education/>

The Chancellor’s Office Executive Order and guidance documents on grading are now up! You can find them here, under Guidance and Executive Orders: <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Communications-and-Marketing/Novel-Coronavirus/co-communications-to-colleges>

**IDEAS SHARED**

Get disciplines sharing strategies together in small groups by zoom. Share difficulties and solutions. Help one another improve their current situations.

**REQUESTS for SHARING**

Has anyone surveyed their students regarding their needs (tech, academic, emotional, etc…)… and would you be willing to share the questions in your student survey?

Could ASCCC keep track of the accessibility questions faculty are raising so we can help address through the accessibility center - Laurie Vasquez?

Can someone please post the steps needed to do closed captioning in Zoom?

***FLEX credit for this and other meetings led by ASCCC***

This will require registering for the events (pulling email from chat was tough, so we will make registration available for our web events)

Who do we email for Flex credit? – ASCCC will keep a list of those registered and attending and the time attended.

ASCCC will also post the ppt.

*Background in Zoom:*

Can you please message as to how to put a background?

To put a background, select the arrow to right of the video. This takes up bandwidth but is easy to do.

**IDEAS FOR STUDENTS WITHOUT TEXTBOOK ACCESS NOW**

For those students without textbooks: CCC librarians are getting mixed messages from e-textbook providers like VitalSource and RedShelf who are opening up their collections to students during this time of COVID-19 but are only authenticating those with .edu addresses. Most of our CCCs do not provide students with institutional email addresses, so they lose out. Inquiries to these companies to ask for alternative authentication methods have not been fruitful. Can the ASCCC help with this?

**Educational CONFERZOOM Topics**

Please, consider taking your ConferZoom videos, and uploading them to youtube, and plan for the possibility of conferzoom going out. Asynchronous instruction may be the big change we have to implement.

FYI - it is less strain on the Zoom and often better quality streaming if you close the video when you aren't speaking (like you quiet your mic when not speaking)

Question: do "private chats" also get saved? THEY DO

**COMMUNICATION with Students**

ConferZoom is FREE through Canvas <https://www.cccconfer.org/>

This is better: <https://www.conferzoom.org/> Everyone gets a free Confer Zoom account; If your school DOES provide an account you must register your (school) credentials with ConferZoom.org - otherwise the account will not be upgraded

I haven’t experienced any time limits through ConferZoom in Canvas.

At my college I got the pro version of zoom with the help of my college's IT department when we connected it to Canvas.

At the Chancellor's Office webinar today, they said everyone has full access to Confer Zoom Pro. Might need to contact your college IT office.

Once you get your ConferZoom account, in Canvas you have to go to Settings, then Navigation and from there make ConferZoom visible on your control panel.

If anyone is worried about using their own phone numbers to call students, you can get a free phone number through Google Voice <https://support.google.com/voice/answer/115061?co=GENIE.Platform%3DDesktop&hl=en>

Setting up a free phone number via Google Voice, <https://www.youtube.com/watch?v=pZRCFLP8XZU&t=10s>

What about phone calls to students and conference calls instead of zoom

Without family and support group – attendance at 50%- a free google phone number to separate personal and professional life – students responded very positively

What about phone calls to students and conference calls instead of zoom

Irvine Valley College – Without family and support group – attendance at 50%- a free google phone number to separate personal and professional life – students responded very positively

**YOUTUBE and Captioning in zoom PPT etc**

Ccharles-bohannon@lbcc.edu can help with YouTube setup and captioning

Can someone explain how to do private chat in ZOOM

ANSWER: Above where you type, where it says “everyone” you can choose an individual name

PowerPoint will type in captions automatically if you enable “subtitles”. As long as I have a slide up, it will caption what is being said. Even live the students appreciated the captions. And then it’s captioned for the recording.

What is the quality of the captions?

Have folks used the voice to text feature with Zoom?

YouTube does a quick CC, and Zoom also provides CC

Zoom also

Conferzoom will automatically caption if you save to the Cloud… the provided transcript is editable in case there are errors.

You can modify the CC on YouTube after

**Asynchronous and Synchronous teaching**

Asynchronous and synchronous—I also make lecture attendance optional with recording as an option

I polled the students for the time that works better for all - besides our usual meeting time

Please, consider taking your ConferZoom videos, and uploading them to youtube, and plan for the possibility of conferzoom going out. Asynchronous instruction may be the big change we have to implement.

I am recording my live lectures and uploading to Canvas for those that cannot attend at the regular time of the class.

Asynchronous and synchronous, flexibility.

One solution that I did for instruction pre-virus was using Cengage Learning digital textbook called Mind Tap at LBCC, which give the capability to be online. This helped me transition easy. I also was able to use to of their two programs Cengage Unlimited and First Day program. Cengage Unlimited gives unlimited access for a flat rate for 1 or 2 years to all textbooks in their library of textbook, which reduced cost for students considerably. First day program students were able to get the text book at 50%. Using Zoom with this digital textbook, I was able to screen share and demonstrate with students virtually. I also recorded the session and emailing the link for all students to see even if they missed the virtual class.

In addition to recording the live lectures, if you upload them to YouTube they are automatically captioned (badly, and it takes ~24 hours for a long video)

that’s great… I’m also using a whiteboard in my office, so not always showing PPT.

Use Youtube for captioning quickly!

**LIFE BALANCE**

Issues with faculty, like students, who have children at home and are trying to work and home school

Concerned that students don’t have the technology at home: computer, wifi, iPad. Some students only have their phones as technology.

International Students who are on a payment plan but their countries have shut down their access to money, and their currency has dropped dramatically.

I have 3 kids at home. Husband and I are tag teaming out day. We also schedule ‘reading ‘or ‘iPad time’ during the time of class/work

Right now, I cannot focus on the zoom because my daughter is sitting across from me listening to a story out loud and asking me questions...also having problems with her chromebook. I am super frustrated trying to balance this.

What is everyone using to record lectures? Zoom? Canvas Conferences? What else?

Have we discussed DSPS students

I have two teens at home. It's not easy. I go to my room and close the door to do this however I am conscious that some families do not have a room they can go to and close the door. I suggest having a recorded lecture for those parents and students too. I have students working in supermarkets or in the medical field and do not know when they will be able to log in.

I suggested, tell your children you are in a time out and cannot come out for awhile

If there is a space they have, you can involve the kids in making a sign for the door that says Stop, mom is in class don't bother now.

I have a second grader and Fourth grader and I have them on a "school" schedule … which mimics my schedule at work … and most of the time it works. I set them up with their own spaces … and they can see what they are supposed to do based on the schedule I put on a chalkboard. (not always perfect but it gives them some structure).

I have several students who have already asked me about quiet space for focus

**GRADING ISSUES**

Many colleges are offering students the option of a Pass/Fail or CR/No Credit option for this semester’s courses. Has that been discussed at the CCC level?

At some schools, they are letting students SEE what their final grade would be, before choosing a letter grade vs. Pass/Fail...

During this morning's C/O COVID-19 webinar, Excused Withdrawals (EW) was discussed at length...that wouldn't penalize a student' academic record.

Depending upon the course students need to be very careful about P/NP. Major courses are not recommended to take for P/NP …

If the CSU system decides to accept any classes pass/fail, then we should make that option available to our classes. The transferability of course credits is a huge issue. I do think pass/fail would be a good thing to consider, but only if things articulate - especially for ADTs

I believe students need to select P/NP as a grading option at the first 30% of the courses unless there is some flexibility per title5

The CCCCO is apprehensive and students have mixed feelings about P NP and one size does not fit all but should perhaps be more available

The Chancellor’s Office Executive Order and guidance documents on grading are now up! You can find them here, under Guidance and Executive Orders: <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Communications-and-Marketing/Novel-Coronavirus/co-communications-to-colleges>

**STUDENT ABSENCES**

Students are NOT showing up

Students who aren’t going to zoom classes, may not have been attending class before we went online, how do we access them if they are not answering emails etc

We had a number of posts and Nancy's comment about less students in class. Strategies may include synchronous AND asynchronous approaches

Students are unable to make the “scheduled/synchronous” lecture hours and faculty are having trouble meeting during the hours designed in a different world

What seems to work for me is providing students with a to-do list. Like review the chapters ppt, post a discussion to communicate with other students, watch some videos, and then assess their knowledge by providing a quiz.

**NONCREDIT AND ESL not suited for ZOOM?**

How are people dealing with NONCREDIT going online?

How about noncredit? we serve a lot of limited English proficiency folks, a lot of older adults, a lot of extremely poor people

Yes, I would be interested to also hear about options for Non-Credit coursework

Also, would like to echo the questions above about noncredit? Especially our ESL students? Other options ideas how to reach them when they have no technology and don't really know how to use it well at all.

At FCC we have a lot of ESL students who take classes off site with very limited access to technology and very little ability to use it. I was wondering if anyone is using something other than zoom to connect with students. We are trying to use other options like **Whats app** and other ways to continue the classes I have that question too about ESL especially the lower levels. Is anyone doing **Whats app** (video phoning)

WhatsApp is used internationally more and so there may be more familiarity with it among ESL students (some of them) for students who are not going to be able to use Zoom

What about phone calls to students and conference calls instead of zoom

“Remind” is a GREAT app- it enables students to “text” you and you them… withOUT sharing your actual personal phone number!!! (Many additional comments on Remind a free texting software)

Is there a limit on the user group for Remind?

Carey ESL at FCC a great resource Sally Potter is an OER coordinator and an ESL

**ASSESSMENT**

Technical assessments are hard without the equipment what options do we have? How do we maintain rigor and guarantee skills?

Physical assessments –how do you complete this and assure mastery?

Things like volleyball, art, construction, electricity???

Can you also raise concerns for assessments for group work?

Some ideas to also consider is to have students create posters, record a podcast, or to record/make a video of themself giving a speech.

In my stats class I have students do their work by hand and upload a photo. Lots of free scanner apps will connect directly to canvas for easy submission from their phone.

PDF grading pass/D/Fail <https://www.dailyprincetonian.com/article/2020/03/princeton-covid-19-make-all-classes-pdf?fbclid=IwAR27cvXm-llPScpwVChRI2IQp8Pb8V71OjTW_fV2qpm08wyXenHoWrWyj4M>

I'm trying to plan assessment for earlier in the semester if possible, because by late April or May, a percent of students may be too ill to be in class, or may be caretaking for ill relatives

This is a really good point. How do you assess welding skills remotely?

Is this something that the students could take an incomplete until we can all get back in a room together? Or could there be something equivalent to ABD (all but performance test?)

It is difficult to say the student got out of the class what they wanted, in Ray's welding example as well.

Have you looked into online virtual welding applications? If they are trying to get a certificate, they need the practical application to go with it. From Janey Skinner Virtual WELDING, <https://www.fronius.com/en/welding-technology/our-expertise/welding-education/virtual-welding>

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Art departments around the world are struggling with this. Ceramics, printmaking, small metals, sculpture all have equipment students need to create skills.

We are working on the lectures online, but the tactile skills are a challenge.

You could do breakout session in zoom and record them while they take the math test.

You can use Lockdown browsers and such but how will you really know if they’re not using notes? Aside from having web meetings with video showing?

For some disciplines, like Political Science, assessments used in-person may benefit from redesign for the online modality. ANTICIPATE access to notes (open book), shift expectations, and alter rubrics as needed.

**I see this more as isolated teaching rather than remote teaching. If I could be in the lab using models that would be very different. But we don’t have access to labs.**

**Students’ BASIC NEEDS**

Many had concerns about food banks for students

Suman Mudunuri: CC....Connect with me, I think LBCC is doing things to deal with food insecurity

I googled free food distribution for Fresno and got a list of organizations, churches and other groups and then sent it to my students.

Calling all students who did not show up to virtual class due to lack of technology and/or lack of tech savvy was appreciated by students

Acknowledge that faculty are also having the same issues and have them give tips on how they are coping and managing

Be gracious and understanding for students. Students can work with children in the background and get phone number and call students who don't show up.

People indicated that they called local stores and restaurants and requested student discounts or premade food that could be picked up.

At some college’s students were asked to help deliver food to those who are isolated.

Fresno and LBCC seem to be very active on this – FCC googled food banks and created a list

Noncredit and ESL are hard to imagine – Yes please do get a report on your student’s needs – what is missing, what help or support they could use

**STUDENT Tutoring and Support needs**

FCC's tutorial department has moved entirely to online using Zoom. Our tutors/student aides are working remotely from home, and the tutors are monitored by tutorial faculty. After hours, students have access to NetTutor.

I created an intro card at the beginning of the semester and had them include a number where I can reach them. Going to take advantage of that now for those not attending live lectures. (Thanks to LBCC Winter Audit!)

I collect them on a form on the first day of class. I am happy to email the form I created to wherever. For the future obviously

I am recording my live lectures and uploading to Canvas for those that cannot attend at the regular time of the class.

In addition to recording the live lectures, if you upload them to YouTube they are automatically captioned (badly, and it takes ~24 hours for a long video)

That’s great… I’m also using a whiteboard in my office, so not always showing PPT.

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**SELF CARE**

Some of my local resident offers free daycare in Fresno. So asking around in their neighborhoods watch

Also, I have seen advice that we need to have "me" time when we are by ourselves because not l a lot of families (kids, adults) are used to too much interaction

For physical education, I have heard from other instructors about free yoga tutorials, I would need to get more information, but I have heard this more than once. Obviously not volleyball, but a form of physical action and also stress release.

With all that going on, I am still participating and making it work. We just have to show students our imperfect way of balancing this and allow them the same

Ask students to bring their pets to ‘class’ - lots of positive results

[**Anxiety Coach**](http://apps.apple.com/us/app/anxietycoach/id565943257) (<https://apps.apple.com/us/app/anxietycoach/id565943257> app for controlling personal anxiety): A self-help app that addresses fears and worries using Cognitive Behavioral Therapy strategies. The app walks you through making a list of feared activities and helps you master them, leading to less fear and worry. The app includes tools for a severity self-test, making a plan, anxiety tracking, and viewing your progress.

**Nancy Holland** - I created a PowerPoint that was just for a Zoom Discussion. It was sort of on-the-fly. The template was perfect for a Zoom discussion, as it was already called, “4th Coffee”, and I left the title as is because it was catchy and cute! I just made my changes, changed the photos and verbiage, and it worked great! The students really enjoyed the discussion. I’d be happy to share it with anyone who is interested. Just let me know how to do that

Mary Margarita Legner: Yesterday right before we had our break, I told the students they could use the time to just talk to each other. After coming back from break, I listened in. It was amazing. They were discussing the issue of being home all day. How it was difficult to concentrate when their "computer" was their gaming place, their Keurig machine so close so they were drinking too much coffee, etc. And to my amazement, they looked forward to their Math class. It made them forget about COVID & feel somewhat normal again. They got to "see" their peers and me and be part of something :-).

**Using COVID-19 for course content**

Data on COVID-19 – World-o-meter

Some faculty are using data and stories as part of their coursework and assessment

Fashion merchandizing – how will this affect the business in the future, how companies are shifting priorities and production

Public Health – losing the lives of student, faculty and family – how do we access in this environment.

Other faculty indicated that class time was a respite from the constant media assault and fear

Reprieve from COVID-19 and not focusing on that