



ENGLISH HUMANITIES and SPEECH Best Practices Sharing Session

April 15, 2020

Attendees:

1. Allyson Smith, North Georgia Technical College
2. Roderick Jackson Atlanta Technical College
3. Felicia Wiggins Augusta Technical College
4. Amber Walden, Gwinnett Technical College
5. Angie Willis - Division Chair, Lanier Technical College
6. Ashley Strong-Green, Augusta Technical College
7. Beverly Kirk, WGTC
8. Brad Jester, Southern Crescent Technical College
9. Brittany Varga Southern Crescent Technical College
10. Bummi Anderson - Albany Tech
11. Carol Pearson, West Georgia Technical College
12. Cheryl Carvajal Wiregrass Georgia
13. Chris Blackburn, Southeastern Tech
14. Cynthia Smith - Central Georgia Technical College
15. Dale Burgess, Georgia Piedmont Technical College
16. Dana Buxton--Athens Technical College
17. Daphnie Miller Albany Tech
18. Delores Guillory, Georgia Piedmont Technical College
19. Dr. Marla Fowler Albany Technical College
20. Dr. McCoy-Wilson, Atlanta Technical College
21. Gail Bell--Georgia Northwestern
22. Gwen Pittman - Southern Regional
23. Hannah Holmes--Southern Regional Technical College
24. Heather Murray - Coastal Pines Technical College
25. Jason Richardson Wiregrass Georgia Technical College
26. Jay Snodgrass from Southern Regional Technical College
27. Jennifer Davis, West Georgia Technical College
28. Jim Moore (GNTC)
29. Joel Stancliff, SCTC
30. John Groover -- Ogeechee Tech
31. John Richardson
32. Joseph Stancliff, Southern Crescent
33. Kelli Wilkes, Columbus Tech
34. Kenny Below, Lanier Tech
35. Kim Meeks Oconee Fall Line Technical College
36. Krista Attana, Augusta technical college
37. Laura Waters Coastal Pines
38. Lauren Poss - Oconee Fall Line Technical College
39. Lindsey Baker- GNTC
40. Lisa Russell GNTC
41. Mackenzie Calhoun, Georgia Piedmont
42. Maggie Coughlin - South GA Tech
43. Mallory Hicks, North Georgia Tech
44. Margaret Kierath - Augusta Technical College
45. Martina Hayes/Southern Crescent Technical College
46. Matthew Gainous, Ogeechee Tech
47. Michael Faulknor - Oconee Fall Line Technical College
48. Michelle Likins - North Georgia Technical College
49. Michelle Oglesby- North Georgia Technical College
50. Nathalie Dames TCSG
51. Nikki Stubbs, TCSG
52. Ogeechee Technical College
53. Pete Frost/Southeastern Technical College
54. Robin Thomas, Chattahoochee Technical College
55. Ryan Lutz - Augusta TC
56. Ryan Lutz - Augusta TC



57. Sammy Holton - Southeastern Technical College
58. Sarah Hunt: Savannah Tech
59. Sean McAuley North Georgia Tech
60. Tammy Augusta Technical College
61. Tiffany Parks, Gwinnett Tech College
62. Tomekia Cooper, Albany Tech
63. Tonja McCurdy-Jennings, Georgia Northwestern Technical College
64. Umber Hanief, Gwinnett Tech
65. Vicky Conner Southeastern Technical College
66. Will Burgan Columbus Tech

Points of Discussion:

The purpose of this meeting was to address the needs of general education faculty in light of the recent quick transition to virtual learning for all course. The following questions were presented during the meeting:

- GVTC Resources: <https://gvtc.tcsge.edu/deac>
- Are there any talks about if practicum should be offered in summer or conversations about pushing it back to the fall
- What have you had to change to accommodate online instruction?
- What suggestions do you have for your peers?
- Where do you need assistance?

Discussion Notes:

- The GVTC Resources: <https://gvtc.tcsge.edu/deac> website was shared.
 - This site also contains a link to know which schools are using OER for various courses.
 - To access the OER master courses contact your local Blackboard Administrator.
- Contact your local administration for guidance on the delivery mode of your courses.
- Instructors have increased their availability to students
 - Setting up an appointment calendar with Blackboard tutorial https://www.youtube.com/watch?v=r34W_jjiLII
 - Calendly <https://calendly.com/> is another site that can be used for setting up an appointment calendar.
 - <https://youcanbook.me> another site for scheduling appointments
- Public Speaking Changes:
 - Blackboard Collaborate has been useful for live speeches and classroom instructions
 - For student presentations students upload video to YouTube and record using Google Photos and are then able to send the link for the recording via email
 - YouTube video to help students with loading a video to YouTube are available.
 - FLIPGRID is a recommended resource. <https://info.flipgrid.com/>
 - How to handle student anxiety for live speeches via Collaborate
 - This link to the video may be helpful for students: Watch this video if you need help uploading your speech recording to YouTube: <https://www.youtube.com/watch?v=VtF2AgFSLAw>



- Students can use their cell phones and send videos that way without going through YouTube
- Making the box for speeches a Discussion Post means all the other students in class can view the speech, as well.
- Blackboard Collaborate has also been used for
 - Human to human check-in before we do any class business
 - Office hours: Create one link in any course or your Sandbox,
 - Do not forget to start the recording
 - Live chat and recording video lessons with PowerPoint.
 - making more instructional videos'
 - I've recorded short min-lessons I've posted on YouTube and uploaded for students to watch, rewatch, and pause to get notes.
 - Synchronous instruction using Collaborate
 - holding regular class sessions
 - Making lots of videos/recorded mini lessons
 - Special sessions for specific issues
- Humanities Changes:
 - The biggest change for HUMN during this time was finding an online museum option for their museum visit assignment. Many museums, both local and around the country and world, have wonderful collections and information available, if you have a similar assignment.
 - There are many good orchestral and choir performances on YouTube.
 - Google Arts and Culture is always an option
 - The Met Opera offers live streaming,
 - There is live streamed theater.
- Questions not addressed: Using YouTube Live to allow students to comment on a video was mentioned
- Final exam suggestions:
 - Respondus Monitor has been a TCSG suggestion to comply with the proctoring/identification requirement
 - Below is a suggestion on how exams can be proctored in Blackboard Ultra Collaborate.
 - The first link is the link that you requested in which the video shows the way in which to monitor one student taking a test in Blackboard Ultra Collaborate:
 - <https://youtu.be/LQlf776Fxqk>
 - The following link <https://youtu.be/Uo3fyMASYVU> shows the way in which testing is monitored with a second party program at another college. The proposal stated that a Blackboard Collaborate Session for all students in the course could be set up at the same time as the online exam in order to do what the video below illustrates when using a second party proctor, but we use Blackboard Collaborate instead. The student could sign into Blackboard Ultra Collaborate on his or her phone and position the phone so that the camera is directed at him or her for identification, the keyboard, and the computer screen so that the Instructor could see whether or not the textbook is open, there are other materials on the screen, a friend in the room, or any other testing aids that might be less than feasible in the testing environment. The students could then sign into the course on their PCs or laptops and access



the final exam and begin the exam while being monitored in Blackboard Collaborate. Doing so could further legitimize the test taking process.

- Concern was expressed for resources to assist students through this traumatic situation. Below are some resources
 - Each college should have a student assistance program. Check with your VPSA
 - <https://www.virusanxiety.com/>
 - <https://www.dropbox.com/sh/64r7spyuoczzmto/AABpFKVIFgYf-CeFB1owLMkxa?dl=0>
- Strategies for working with Dual enrollment students:
 - Reach out to the dual enrollment coordinate and high school counselors has been helpful
 - Recording lectures to allow for flexibility in attendance.
 - Post messages to their high school accounts which their parents check
 - Using Early Alerts
 - Meet via TEAMS
 - Some Career academy gave students Chromebook to help with student access to homework assignments
 - Having all assignments open with rolling due dates to allow students to work ahead.
 - phone calls and individual emails
- Strategies for dealing with students that are now homeschooling their children or those in the medical field
 - More leniency with due dates
 - Being considerate of machine sharing
 - I'm extending due dates as needed
 - send out announcements and send duplicates to their student emails
 - asked students to contact the instructor if they need help
 - It's so important to try to get students on the phone. So many students seem sure they cannot complete the class with these new circumstances. If we let them know we are working with them, it can make a huge difference.
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- Concerns about student completing work prior to the end of the semester
 - Incompletes are being offered
 - Some colleges are offering Z grades. Withdrawal without penalty due to the coronavirus.
 - Concerns about when grades are due. Seek guidance at from your local institutional leadership.
 - In Progress "IP" grades were discussed. An IP is different than an I. It gives students the entire summer semester to complete -- at least at our school. The IP is a new option for us.
- Response about SACSCOC proctored event for fully online courses.
SACSCOC addresses proctoring in its Distance and Correspondence Education Policy Statement
<https://sacscoc.org/app/uploads/2019/07/DistanceCorrespondenceEducation.pdf>

1. In terms related to student identification -" At the time of review by the Commission, the institution demonstrates that the student who registers in a distance or correspondence education course or program is the same student who participates in and completes the course or program and receives the credit by verifying the identity of a student who participates in class or coursework by using, at the option of the institution,



methods such as (1) a secure login and pass code, (2) proctored examinations, and (3) new or other technologies and practices that are effective in verifying student identification."

2. In terms related to costs to students-"At the time of review by the Commission, the institution demonstrates that it has a written procedure distributed at the time of registration or enrollment that notifies students of any projected additional student charges associated with verification of student identity. "Costs of proctoring charged to students, if applicable, would be such a cost.

The policy is incorporated in the [Principles of Accreditation: Foundation for Quality Enhancement](#) (adopted December 2017 and effective January 1, 2018) under Standard 10.6

An institution that offers distance or correspondence education

(a) ensures that the student who registers in a distance or correspondence education course or program is the same student who participates in and completes the course or program and receives the credit.

(b) has a written procedure for protecting the privacy of students enrolled in distance and correspondence education courses or programs.

(c) ensures that students are notified in writing at the time of registration or enrollment of any projected additional student charges associated with verification of student identity.

(Distance and correspondence education)

In its [Resource Manual for the 2018 Principles of Accreditation: Foundations for Quality Enhancement](#) (Added March 2018) on page 90 SACSCOC gives explanation and guidance to institutions on how to respond to the standard, specifically to part (c)

Part (c) may be complicated by circumstances where students must have an examination proctored, but the institution requires the student to find the site. In those cases, the institution has an obligation to make it clear to students in advance of registration or enrollment that there may be charges for this and that the student will need to find an appropriate site.

Other than the above SACSCOC is silent on proctoring, leaving other procedural matters up to the college.