



MATH Best Practices Sharing Session

April 14, 2020

Attendees:

1. Michael Applegate, Wiregrass
2. Susan Pope Ogeechee Technical College
3. Will Burgan Columbus Tech
4. Tom Rittweger, GNTC
5. Laurie Muldrew Ogeechee Technical College
6. James Smith Munoz, Savannah Technical College
7. Patrick Assonken Coastal Pines Technical College
8. Laura Kyser, Savannah Tech
9. Linda Paradis, Central Georgia Tech
10. Michelle Likins - North Georgia Technical College
11. Dharma Lamichhane Albany Technical college
12. Becky Pierson - Savannah Technical College
13. Rebecca Snider, Savannah Technical College
14. Lecrescicia Marion, Oconee Fall Line Technical College
15. Angel Williford Oconee Fall Line Technical College
16. Donna Brinson, VPAA, Lanier Technical College
17. Vidya Nahar - Athens Technical College
18. Kathryn L. Kent, Dean, Southern Regional Technical
19. Kristen Garnto Oconee Fall Line Technical College
20. Kip Tanner - Athens Technical College
21. Louisa Cox, Chattahoochee Technical College
22. Eva Allen Central Georgia Technical College
23. Trina Lumbard Columbus Technical College
24. Lisa M Gooden, West Georgia Technical College
25. John Guider, Georgia Northwestern Technical College
26. Susan Baker, Lanier Technical College
27. Don Davis Southeastern Technical College
28. Bee Hart - Southeastern Tech
29. Carol Fuller, Columbus
30. Michele Strickland, Oconee Fall Line
31. Marlene Haller , Lanier Tech
32. Cori Griffin, SRTC
33. Kip Tanner from Athens Tech
34. Cheryl West, STC
35. Pam Anderson, GNTC
36. Cory Leming GNTC
37. Dharma Lamichhane
38. Luther Tison NGTC
39. Phyllis Freeman, Athens Technical College
40. Bobbi Livingston, Central Georgia Tech
41. Tim Keasler, GNTC
42. Chauncey Keaton - Central Georgia Technical College
43. Poulomi Ghatak from Southern Regional Technical College
44. Cynthia Smith - Central Georgia Technical College
45. Cornell Grant (Georgia Piedmont Technical College)
46. Johnny Zamor from GTC
47. Nathalie Dames TCSG

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.tcsg.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.tcsg.edu/deac> website was shared.
- No initial changes were made with the change from face to face to online.
- Central GA uses WebEx and they recommend disabling the screen share option for participants.
- Collaborated system is being used by many colleges. The whiteboard and screen share options are really helpful. Recording the sessions.
- Delivery techniques shared included
 - Using the whiteboard is helpful
 - Huion tablet is being used to utilize the whiteboard feature successfully.
 - Word 365 works well with word and tablet
 - Using a webcam as a document camera was also helpful.
 - You can use a Tripod with a boom to do a vertical mount. You may need an adapter for the screw on the mount.
 - Document Cameras were also helpful and some were able to find reasonable prices on eBay.
 - OneNote is also used to present notes. Really easy to use with tablet.
 - <https://www.mirroring360.com/> Allow the computer screen to be mirrored on the iPad and you can write on your notes.
- BitPaper: website: bitpaper.io allows you to change any website into a whiteboard.
- "Explain Everything" whiteboard program was also mentioned in the chat.
- Transcripts are being done with both are time consuming
 - Webcaptioner <https://webcaptioner.com/>
 - YouTube Studio instruction on <https://gvtc.tcsg.edu/deac>
 - Office 365 Microsoft Stream does auto captioning. You may need to download the file and edit and upload again.
 - Columbus is using TechSmith Relay to video, caption, then upload.
- Accessibility is an issue that was discussed. There are some videos with information on this available <https://gvtc.tcsg.edu/deac>
- You can create one Blackboard collaborate session for group meeting or office hours and place into all other courses section as well. You can also set up a Collaborate session in your sandbox course, then share that session to all of your classes.
- Suggestions for student engagement in live session
 - Discussion board are used to post questions, which are addressed in the live sessions.
 - Ask student to raise their hand using the raised hand icon in the live session once they finish a problem or raise their hand if they understand the concept. This allows for an immediate snap shot of student understanding.
 - Using breakout groups has been useful to encourage student engagement. Students are assigned a problem to workout in their breakout groups. Those problems could be used on test or quiz.

- Embed a secret word into the live sessions. Have students to complete an assignment after viewing the live sessions for those that do not attend the live session. The assessments could be used to and then report back to the entire group. This can be useful in
- Questions about testing security:
 - Respondus Lock Down Browsers
 - TopHat
- General test strategies
 - Timed test
 - Single attempt
 - Do not allow students to view the test after submission.
 - Have students to submit
 - Not all multiple choice
 - Word problems for simple computation i.e. instead of $5+3$ the question would be “Find the sum of 5 and 3.”
 - Randomized questions
 - Using question pools
 - Have students submit their written work in an assignment in Blackboard that can be hand graded.
 - Do not allow my students to pause or stop mid test. Once they start, they must complete the entire exam.
 - Have students complete the problems in order.
- Below are the responses to questions about FERPA and dual enrollment Dr. Dames received from the system office.
 - [Are there any specific items that need to be addressed differently while in the online format?](#)
From a course format perspective, the general rule for online courses follow the same college rules, student handbook, and data protection protocols as all other format of course delivery.
 - [Are there any considerations about posting recorded live sessions?](#)
When posting live recording consideration must be given to where something will be posted and how the recording will be accessed once posted.
 - Best practices would include:
 - Telling all attendees, the session is being recorded and will be posted [Location and how to access the recording].
 - Have written student’s consent if posting audio/visual media of the student publicly, (This should follow the same rules the college has for post images on the website.)
 - If a student does not consent to their image being posted publicly, then either the student’s image will have to blurred in the live recording or the live recording will need to be posted on a non-public/unlisted site. Although students can record the video using their phones, I would also suggest restricting the ability to download any live recordings posted on a non-public/unlisted site (if possible) to avoid the potential for a student to repost it elsewhere and violate FERPA/privacy laws.
 - We also recommend instructors use a college’s unlisted channel to post live recordings on YouTube or other video storage sites. The unlisted status will keep video out of a public search.



- Technically anything that falls under directory information wouldn't break FERPA.
- Are there any special considerations for Dual Enrollment students?
In online courses generally they would follow the same rules the college has in place for dual enrollment students on campus. Dual Enrollment students should not be identified as such by an instructor.
- Using YouTube for transcription is not the same as posting to YouTube. Is that correct?
We have instructors use YouTube to create transcript, caption live recording, and storage. An instructor does not have the storage space for the number of recordings we may be talking about. A YouTube unlisted channel link from within the course is a great option. Remember students are not typically shown visually on the recordings that would be posted, only heard when asking a question via audio or chat. If a student is creating a video, it is typically uploaded to an assignment (if the student video is posted, permission should be requested). If an instructor does not want to use YouTube unlisted, they can also store the video on their 365 one drive and link to it from within the blackboard course(s).
- Do you need permission from the students to post their images in Blackboard? Would this be done by the instructor or does the same college wide image usage form apply?
Student images are not loaded to blackboard nor do the instructors have rights to add images linked to the students on the roster. If images are posted within an assignment, the courses are locked down to only members on the roster. Assignments are only seen by the instructor.

Our system has all social media tools locked down within blackboard.

- Would posting the live recording to the Blackboard course be considered a nonpublic/unlisted site?
If the instructor uses collaborate within the blackboard classroom, these are already securely stored within the course but may not have the captions or transcript needed to meet accessibility requirements.
- Would posting the video of a live lecture from one Blackboard course to another Blackboard course be ok?
Yes, you can link a recording or session through collaborate to other courses within blackboard by embedding the link to the session within the course.