



PSYCHOLOGY, SOCIOLOGY and EMPL Best Practices Sharing Session

April 15, 2020

Attendees:

1. Nathalie Dames TCSG
2. Heather Hawkins West Georgia Technical College
3. John Gamble Georgia Piedmont Technical College
4. Cynthia Smith - Central Georgia Technical College
5. Will Burgan Columbus Tech
6. Michelle Likins - North Georgia Technical College
7. Brittany Elrod- Georgia Northwestern Technical College
8. Dr. Brandy Tyson-Psychology (Southern Crescent Technical College)
9. Dr. Ikeranda Smith (Atlanta Technical College)
10. Jessica Shine Augusta Technical College
11. Laquata Binn-Walker- Lanier Technical College
12. Lindsey Ward - Ogeechee Technical College
13. Darlene Clemons-Shaw, Atlanta Technical College
14. Cheree Williams, GA Piedmont Technical College
15. AJ Jackson Georgia Northwestern Tech
16. Leisa Dukes - Southeastern Technical College
17. Linda Gilmore, Georgia Piedmont Technical College
18. David Standard Southeastern Tech
19. Sabrina Hyland - Lanier Technical College
20. Kenya Wiggins-Wiregrass Tech
21. Tiffany Fox- Southern Regional Technical College
22. Kimberly Pennamon - Atlanta Technical College
23. Leisa Dukes is here from Southeastern Tech from Swainsboro.
24. Richard Sears - West Georgia Technical College
25. Ed McGee, West Georgia Technical College
26. Anita Thompson- Athens Technical College
27. Heather Ramsey- Savannah Technical College
28. Leisa Dukes - Southeastern Technical College

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>
- 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.
- Overall most of the faculty have not had to make major changes.
- Having a Blackboard master course makes it easy to switch to online delivery.
- Some commented that they had to learn to use some new tools such as Blackboard collaborate.
- Many instructors were already teaching at least one online class
- Blackboard collaborate is used by some and they are finding it helpful
 - Tools discussed as useful include the white board, screen share and video share

- Many are conducting the live session via Blackboard collaborate classes at the same time as the course would normally meet
- Many instructors are not requiring the attendance.
- Collaborate does not work well with DSL or Satellite internet access. Some alternate suggestions include
 - Creating videos and posting on unlisted YouTube websites for student to view
 - Break lectures into videos that are up to 15 minutes for better student access.
 - Some are using an 'Ask Your Instructor' discussion forum in each course where students can post their questions.
 - Some are using discussion boards for class interaction.
 - Wiki were also attempted by some.
- Student engagement suggestions
 - Ask the students what they need.
 - Being flexible and accommodating was discussed as being crucial during this time.
 - Communication with the students is key. Some instructors are using discussion boards in lieu of live online session. They are also doing online office hours.
 - Creating a google phone number was used to contact students and check in on them. Students really appreciated this and some started to submit work.
 - Have a group conversation for the first 15 minutes for students to share experiences and helped each other with even the home schooling challenges
 - Doing a check in at the beginning of the lecture course to check on the students and any personal challenges they may be experiencing.
 - Use a midpoint or end of term anonymous discussion for students to give feedback on course.
- Quick projects ideas:
 - APA has 3 podcast that are about the psychology of the coronavirus and self help
- Giving step by step instructions to students to help with the transition was helpful.
- Students are using the online tools for creating their own study groups.
- The question about the amount of flexibility that other instructors were using for their students was presented. Some of the responses included:
 - Keep in constant communication with students.
 - As much flexibility as possible.
 - Basis decision on communication and effort made to reach out
 - Keep all assignments open until the end of the term
 - take each on a case-to-case basis
 - Consider the student's performance prior
 - Give a one day makeup if any a discussion board, quiz, or exam was not completed
 - Several students did not have computer/internet access and relied on campus resources. They still have due dates to try to keep students on track, but allow late submissions.
 - express to students that one of the things that can help all of us get through this and any challenges are for us to exercise normalcy" especially for those thing that we can "control" .
- Final exam
 - Most feel comfortable about the final exam.
 - Lockdown browsers were discussed.



- Cheating is possible no matter what.
- Be mindful of students that may have issues with internet reliability
- Tips for making the best online test possible
 - Prohibit backtracking
 - Timed
 - Essay questions
 - Not using test banks
 - Using teacher created question
 - Using Scenarios: Creating the scenarios and having them to apply their knowledge to answer the question has been very helpful.
 - Have questions that require critical thinking
 - Randomized
 - Testing pools: consider using Pools in blackboard so that students aren't receiving the same tests with the same questions.
 - One question at a time
 - Give student a sample assignment so that they are familiar with the testing protocols that you plan to use on the final exam.
 - 1 minute per question