DISTANCE EDUCATION tab.

For Needs/Justification:

If you only are intending to teach this course online when necessary, it is perfectly acceptable to put "This course is being modified for approval of distance ed delivery in case of an emergency. This course will only be taught online in case of an emergency." as we've been told we should be ready for any disaster.

ASSESSMENT

- Students will demonstrate SLOs through recorded videos of themselves
- Students will initiate contact with other students using video conferencing and screen capturing video tools to show effective tutoring practices.
- Students will demonstrate learning and self-evaluation through individual and group writing assignments using collaborative writing and annotation tools.
- Students will take formative and summative objective examinations to demonstrate SLOs using LMS assignment and quiz tools.
- Students will record themselves completing individual and group problem-solving assignments.

Methods of Instruction

The course will use the campus LMS and integrate external tools for individual and collaborative learning: Instructor will record lecture videos, with transcripts or captions for accessibility. Course will use discussion boards to facilitate classroom interactions (student to student; instructor to student; small group work). Course will include small group work using LMS tools (e.g. collaboration, discussions) and external tools integrated into iLearn (e.g. Hypothes.is, flipgrid)

Instructional Materials and Resources

The course will link to online resources on course topics. Students will be assigned website visits, activities using the campus online tutoring platform, open-access textbooks, articles from the library databases, and additional assignments which are accessed through the online website class links.

How will students be provided access to library materials and what support will students be provided to help them locate and use these materials?
Library and Other Learning Resources

Syllabus pages dedicated to linking to relevant resources; assignments that integrate interaction with librarians, tutors, disability resource center, and other campus resources; provide links to helpful campus resources at key points in course and in specific assignments where those resources will be especially useful.

Accommodations for Students with Disabilities
Use OEI accessibility standards (captions or transcripts and non-auto-play for videos; proper use of headings in pages to make text readable by screen readers; simple, uncluttered page designs; alt text for images; text to describe links instead of URLs; ensure accessibility of slideshow presentations and documents); provide links to helpful campus resources at key points in course;

What method/s will be used for office hour contact in this Distance Education course?

Office Hours

Regular video conferencing office hour; sign up slots for additional video or audio conferences; moderation of Q&A general discussion board

DISTANCE EDUCATION CONTACT tab

Must show instructor-initiated contact and instructor-facilitated student to student contact (examples):

FACULTY INITIATED CONTACT DURING THE COURSE

Announcements

- Regular course announcements reflect on activities taking place in the course or around the wider college campus.
- Regular use of the announcement tool (recommended at least once a week) helps guide students through the learning process and clarifies the course content and expectations.
- The announcement remains in the course LMS and keeps a permanent record of that contact.

Emails

- Instructors keep a record of any communication that occurs via email. It is highly recommended to use the Canvas email since it is linked with the coursework and can be tracked in the Canvas course analytics.
- Instructors respond to student emails within a reasonable timeframe (24-48 hours on weekdays) and state the expected response time in the syllabus
- Instructors will inform students of extended absence due to a conference, leave (jury duty, etc.), or other unforeseen circumstances

Faculty Participation on Discussion Boards

- Faculty participates in discussion boards by posting replies to student work, adding comments, or asking questions to further student thinking. While some faculty find that their presence on the discussion can help direct or deepen the conversation, other faculty choose not to respond directly on the discussion board but do provide substantive interaction and commentary through the gradebook feedback areas.
- Other options for participating on discussion boards include providing all class feedback highlighting particular posts as best practices and inviting further reflection.

Assignment Feedback

- Instructor incorporates assignments that include opportunities for individualized descriptive and specific feedback and go beyond automatically graded quizzes.
- When appropriate, instructor can include rubrics to enhance targeted feedback.
- Assignment feedback is timely as determined by the nature of the content.

Office Hours & Conferences

- Regularly occurring office hours or special study sessions provide instructor-to-student and student-to-student contact.
- ConferZoom or other video conferencing can enhance this interaction as well as provide a record or document of the video-conference session.

Faculty Contact via Publisher Packs or Third-Party Tools

- Instructors who use third party tools, such as publisher packs or other digital apps, must authenticate students through the college's learning management system (LMS).
- When third party tools are used for instructor-to-student contact, instructors should use the LMS to document this interaction.

STUDENT-TO-STUDENT INITIATED CONTACT IN A COURSE

Peer-to-Peer Replies on Discussion Boards

- Instructors encourage student-to-student interactions on Discussion Boards by enabling threaded replies or otherwise indicating through instructions or rubrics that peer replies are expected.

Small Group Collaborations & Group Projects

- Instructors create opportunities for small groups and allow students to work collaboratively.
- Instructors provide expectations or a rubric outlining participants' contribution to a group.
- Instructor regularly monitors the groups and provides feedback.

Peer Review

- Instructors assign students to peer review groups to evaluate and give feedback, observations, and suggestions on peers' assignments or projects.

Student-to-Student Q & A

- Instructors provides a peer-discussion forum, cyber lounge/ cafe, or threaded discussion that is not graded.
- In these forums, students can share their learning, such as concepts they learned well and concepts that they find difficult to understand.
- Instructor monitors the forum regularly.

Third Party Tools for Student-to-Student Interaction

- When third party tools are used for student-to-student contact, instructors should use the LMS to document the interaction.