

**Joint Committee Online and Distance Learning
Minutes
Thursday December 3, 2020 at 2:00**

Present:

Diane Goldsmith	Kelly Orr
Valerie Karno	Bryan Dewsbury
Roberta King	Kathleen Torrens
Annu Matthews	Anne Veeger
Art Mead	Furong Xu

- 1) Minutes of Oct 26th meeting including Recommendations on Qualified Faculty were accepted
- 2) Goldsmith discussed 2 Professional Development for Faculty on Online/Blended courses for Winter/Spring 2021 and asked the committee to share that with their faculty
 - One week bootcamp (Jan 11-15) - asynchronous except for Jan 12 in the afternoon
 - Three Week Online Pedagogy (Jan. 4-Jan 22) - totally asynchronous
- 3) Goldsmith presented data from the Survey of OP finishers and asked for comments

Responses: 85 faculty out of 277 completed the survey (177 started it) = 31% return rate.

How faculty want to Learn More	1 st choice	2 nd choice	3 rd choice	4 th choice
Advanced Facilitated Online Pedagogy	27	22	9	11
Learning Community	20	19	14	16
Topic focused workshop series	15	22	12	20
Self-paced materials	7	6	34	22

Area of Pedagogy where faculty want more info/development

engagement
assessments
best practices/high impact online teaching strategies
group work

Committee member comments:

1. Students check out. Don't engage with faculty - don't come to optional meetings.
2. Students want smaller zooms - they like break out rooms
3. Studio classes are still an issue
4. Communication 2 ways - student say they hard time understanding the assignments
5. Are faculty asking students how they are?
6. Mead did a survey of students in his intro class which he will share with Goldsmith
7. Some other technologies are helpful such as Loom which allows for voice responses.

8. Suggestion for Town Halls - a place for faculty to talk about what has worked for them - a need especially for large classes.

9. Need to hear student voices especially students with ADHD or who need alternative types of support.

The Committee discussed what strategies we can use to ensure that URI's online and blended courses (in particular) represent, support, and encompass diversity, equity, and inclusion?"

a) Behaviors etc in online classes that might be seen differently

b) For some online classes you are told - "you must have X equipment to take this class" - economic inequality

statement re economic insecurity around online learning

Do you have X equipment to take a course

Is there a different response when can see you?

Advantages for some students - with disabilities, etc.

Discussion boards - more genuine exchange, and more candor

c) What have we learned the last 3 months about learning that we wouldn't have learned without this. Exams - open book, unlimited time;

Opportunity for an institutional conversation -

Will this work in a non-pandemic time - can we quantify this new approach

During pandemic students - going home may mean different thing to different things

ATL Conversations - capture thoughts about how to do this post pandemic

Lots of technology that folks are using. Great if faculty could use talk about the features they use and why - like setting up quizzes for different timing for folks with accommodations

Examples of the positive things that work. What is positive and what we should bring forward.