


FSEM VIRTUAL MEETINGS

MAY 7. 12:00PM-1:15PM (Moderators: Stuart Michelson & Ranjini Thaver; Note-taker: Paul Croce)

MAY 7. 3:30PM-4:45PM (Moderators: Martin Blackwell & Ranjini Thaver; Note-taker: Josh Truitt)

MAY 8. 12:00PM-1:15PM (Moderators: Sam Houston & Ranjini Thaver; Note-taker: Bette Thorne)



First, a celebration of a milestone that was never intended: teaching online and remotely

As we were thrust into a new form of pedagogy:

1. You became aware of all the positive and challenges associated with OL and you tried to adjust in the immediate term while planning proactively for the long term
2. True to our mission, you related to students as humans rather than numbers, and were willing to make changes to accommodate students' overwhelm without compromising standards;
3. Our Intrinsic drive towards individual excellence was matched with the external drive to trust our students and care about their experiences and long term outcomes.
4. There were so many examples of our pliancy; our resilience, and our desire to forge ahead in trying times to meet our mission face to face, virtually! No pun intended.
5. And we must continue this way...celebrate, and in so doing manifest the strength and pliancy that comes with our work.

Background to FSEM Virtual Meetings

No matter how the fall semester unfolds:

1. OL has become an integral component of FSEM learning.
2. Whereas spring semester transition to OL was reactive, we welcome the opportunity to approach fall semester online learning in a proactive, best-practices manner.
3. To this end, three virtual meetings surrounding analytically reflective questions for discussion were held between May 7 & May 8.
 - 36 faculty members participated on this platform.
 - 7 faculty members (several of whom attended the virtual meeting) submitted email responses.
 - I had phone or BB Ultra conversations with another 9 faculty members

The rest of this PowerPoint provides a summary of analytical reflections to a set of questions on the following slide. Detailed notes from email participants and note-takers are found on the FSEM BlackBoard page.

FSEM Virtual Meeting Questions for Discussion

1. Online pedagogical strategies that worked well and those that didn't quite work for you this semester. Can these be applied to FSEMs.
2. Ways to approximate the traditionally *engaged* classroom in an online format.
3. Suggestions for professional development to support Fall FSEM courses.
4. Ways that TAs could engage FSEM students under online and/or traditional learning settings.
5. Ways to craft FSEM during FOCUS week before regular classes begin.
6. Other topics not mentioned here.

Online Pedagogical Strategies that Worked well this Semester that can be applied to FSEMs

Key take -aways generated in meetings (details in Meeting Minutes):

Blended classrooms that involve synchronous *and* asynchronous learning enhances Stetson's *community of learning* (COL) and responds creatively to its mission.

- Online learning tools are meant to reinforce engaged learning; not to supplant instruction or the professor-student active learning environment.
- Technical courses, like Statistics, Accounting, Math, etc. are more conducive to asynchronous learning, whereas the FSEM is conducive to diverse kinds of synchronicity .
- Important, at minimum, to support synchronous learning sessions at beginning of semester to develop mentorship relationships with students. The advantage to the 2020 spring transition in which F2F during the first half of the semester are absent in the fall.
- Synchronous sessions should be shorter than the regular traditional class times; rest of time utilized for 1-2-1 mentorship and learning modules
- Lecturing during these sessions should be minimized.
- Spring semester Online learning platforms were too many and overwhelming to students. Consider only Stetson OOLET- supported platforms and arrange for focused training by OOLET.

Online Pedagogical Strategies that Worked well this Semester that can be applied to FSEMs

Key take -aways generated in meetings (details in Meeting Minutes):

- OL most effective when instructions are more explicit and detailed than general in learning outcomes and goals for each class.
- Quizzes, Polls, individual online meetings/conferences with students, taping responses in ENSEMBLE as a complement to written comments on assessed work contribute to high engagement and fosters a community of learners.
- Breakout sessions (with explicit detailed instructions) on BB Collaborate during the class, and online partnership/group meetings outside class.
- Use classmates as moderators in-class and outside on Discussion Board, and in homework
- Get feedback by asking students to assess their OL for the day (use the Polling Feature). *See: <https://catlintucker.com/2020/05/7-strategies-to-engage-students-in-synchronous-online-discussions/>*

FOCUS week as mentorship-intensive to build the online Community of Learning (COL)

Developing an online COL takes time, but much can be built in first week:

Pre-Assignment can be created and then used as a platform for:

- Assessing a student's critical thinking, speaking, information literacy, and writing skills.
- Academic mentorship and establishing student-faculty-TA rapport.
- Connecting students to the Writing Center, the library, and other university academic support services.
- Connecting students to the Deland Community.

What OL Practices did not Work Well

Key take-aways generated in meetings (details in Meeting Minutes):

1. Being vague about class outcomes each day
2. Discussion Board had mixed reviews: If used as a chat-about-ideas, it works marvelously, although it can end abruptly unless required. It works less effectively as a means to capture writing as a core learning outcome.
4. Student participation during synchronous sessions are difficult when professor and/or students are untrained in the techniques involved in sharing documents, the whiteboard, and applications, and on using polls and “breakout groups” effectively.
5. Different professors have used multiple different OL platforms (BlackBoard, Microsoft Teams, Zoom, Bluejeans, Google Hangouts) that overwhelm students.

Questions taken up with other University Constituents

1. Should online learning platforms be limited to 1-2 and will OOLET Training be available?
 - Focus during semester is optimal when learning course content rather than learning to navigate different OL platforms.
2. Are resources available to help FY students who lack reliable access to internet and/or computers?
 - Increasing equal student opportunity to participate has been a major driver of decisions to make classes asynchronous this semester.
3. Are there privacy/legal concerns with recording and posting sessions with students?

Questions taken up with other University Constituents contd.

4. How will we deal with accommodations in an online environment?
5. How do we assess oral competency in an online environment?
6. While avoiding dictating pedagogy, can an FSEM best practices guide be developed, especially concerning synchronous/asynchronous learning?
7. How can FSEMs best leverage the library and writing center in an online environment? Will each FSEM section have a dedicated Writing Fellow? This best-practices is high on FSEM faculty members' wish list that coincides with the mission of our current QEP.
8. Can interested FSEM faculty reach out to students interested in their courses, but who have not yet made a commitment to attend Stetson?

Technology support for faculty *and* students for seamless OL FSEM Learning:

1. FSEM faculty and/or OOLET contribute to a series of **targeted** presentations on specific Blackboard Collaborate and/or MST functionalities would be helpful. Examples:
 - Using Breakout groups
 - Polling students
 - Quizzes
 - Chat-feature best-and-worst-practices
 - Discussion Board best-and-worst-practices
2. ENSEMBLE for faculty and student videotaping
3. IT set up 8x8 for faculty. A call to a faculty member's office number can be forwarded to their cellphone.

The variety of ways that TAs can facilitate learning

- 1. MENTORSHIP:** TA's have unique ways to interact with their peers and do not require any directives, but a few guidelines on class leadership is offered by CLaSS each semester. Ideally, these TAs would also serve as FOCUS leaders, so connections are cemented early in the semester as defined by the current QEP.
- 2. LEARNING:** TAs are ideally students who have leadership qualities as well as excel in Stetson's Core Learning Outcomes: Writing, Information, Critical Thinking, and Speaking Competency. Training them in these capacities will be of great support to faculty and students.
 - In discussions with CLaSS, Writing Center, Megan O Neill, and Library to work out a coherent strategy for the fall semester.
- 3. BLACKBOARD, MST:** TAs may serve as moderators on BB Ultra/MST Breakout groups during synchronous learning and on Discussion Boards/Chats during asynchronous learning.

CLaSS, Writing Center and Library will have training sessions for TAs before the semester begins.

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- Paul Croce, Sam Houston, Betty Thorne, and Josh Truitt for taking notes and/or minutes during the meetings. These may be found verbatim on BlackBoard
- All FSEM colleagues who participated in virtual meetings and/or through email! Several Email respondents' notes may be found verbatim, but anonymized, on BlackBoard.

Your contributions were thoughtful and analytically reflective of the diversity of ways we are responding the mission of the University. Thank you!