I-BEST WebEx – 4.24.20 – Summary

WebEx called to order and welcome by Will Durden

Distance Education Information – contact Jodi Ruback if you have DE questions jruback@sbctc.edu

- The National Reporting System for Adult Education has approved three models for counting/reporting proxy (distance) hours:

  1. Clock Time Model
     - Assigns contact hours based on the elapsed time that a learner is connected to, or engaged in, an online or stand-alone software program that tracks time.
     - Software used should have an automatic logout after a period of inactivity; software that does not have this feature (i.e. Canvas) is not deemed reliable for accurately reporting time on task.
     - Verification of Hours: Clock Time Model - the instructor must print and sign an appropriate screen that shows student hours. This documentation must be kept with attendance records.

  2. Teacher Verification Model
     - Assigns a fixed number of hours of credit for each assignment based on teacher determination of the extent to which a learner engaged in, or completed, the assignment.
     - Verification of Hours: Teacher Verification Model - the instructor MUST determine the hours of credit for each assignment PRIOR to giving the assignment to students.
     - The syllabus must include clear language telling students the amount of time they will be credited with for each assignment done at a distance.
     - Syllabus Language: Teacher Verification - Online participation will count for attendance based on satisfactory completion of assignments. A time value for attendance is given for each assignment based on your instructor’s best estimate of how long an average student would need to complete the assignment. The time for each assignment is included in the course syllabus. The time you spend on task will be recorded as attendance hours and your final grade in the class will reflect this effort.

  3. Learner Mastery Model
     - Assigns a fixed number of hours of credit based on the learner passing an assessment on the content of each lesson. Learners work with the curriculum and materials. When they feel they have mastered the material, take an assessment. A high percentage of correct answers (typically 70% - 80%) earn the credit hours attached to the material.
     - Verification of Hours: Learner Mastery Model - the instructor must determine how to measure (assess) each lesson/assignment. Mastery of instructional material is usually determined to be a high percentage of correct answers (typically 70%-80%) on an assessment.
     - The instructor must determine mastery and clearly articulate the requirements of mastery in the syllabus.
     - Syllabus Language: Learner Mastery - Online participation will count for attendance based on completion of modules. The amount of attendance you will earn is based on a percentage of the points earned in each module. The time you spend on task.
will be recorded as attendance hours and your final grade in the class will reflect this effort. This is the scale that will be used to determine the number of attendance hours you earn:

<table>
<thead>
<tr>
<th>Percentage Points</th>
<th>Credit Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>75 – 100%</td>
<td>9 hours</td>
</tr>
<tr>
<td>50 – 74%</td>
<td>7.5 hours</td>
</tr>
<tr>
<td>25 – 49%</td>
<td>5.5 hours</td>
</tr>
<tr>
<td>1 – 24%</td>
<td>2 hours</td>
</tr>
<tr>
<td>0</td>
<td>0 hours</td>
</tr>
</tbody>
</table>

This scale can be adjusted to reflect hours/credits of online instruction.

I-BEST Defined: I-BEST creates accelerated pathways that allow students to go further and faster in earning certificates and degrees in high demand fields.

- The components of I-BEST
  - Contextualization – makes basic education relevant for students
  - Team-teaching – brings the Tipping point within reach for students
  - Navigational Support – wraparound support and navigational services keep students in the game and guide them to completion

Breakout Activity - In your groups, spend five to ten minutes discussing the following question:
How are you learning, or how can you learn, what students’ biggest needs are right now? And how can we all work together to meet them?
How can navigators and the teaching team work together in to promote student success in an online environment?
What are the biggest challenges right now in providing online navigational and coordinating support to I-BEST students? What resources or solutions might be out there? Where do we need to innovate?

Chat Questions:

Q) What do we do in the event that we do not receive intake paperwork back - WABERS, Waivers - from students this quarter?

A)
Comment) We made WABERS as a fillable form. If students can’t complete it, we fill it out for them via phone. I am happy to share the form.
- Contact Samantha Nelson : snelson@rtc.edu for fillable WABERS form and/or I-BEST agreement
- Comment) We’ve got the fillable forms as well, and have delivered them to students. The larger question is, if we’ve emailed, called, notified students to complete the forms, and by the end of the quarter we have not received paperwork from them - what happens?

Q) Are people experiencing Zoom drop-ins are tricky because opening Zoom slows down your computer so much it’s hard to hold office hours and get work done while you wait for students?

A)
Comment) Instructors at RTC are also using Conferences in Canvas--it’s like Zoom but doesn’t require a link for students to login.
Comment) Will, can you please send out your presentation on how to track student hours. Super helpful.

Comment) Using the REMIND text messaging system has been very helpful to stay in touch with students.
  
  - EvCC - REMIND is great app
  - Highline - I LOVE Remind! Great way to connect easily with students.
  - Bellevue - Google Voice is also a great resource
    - Google Voice also allows you to text students
  - [https://www.remind.com/](https://www.remind.com/)
  - Yes! with REMIND, students definitely tend to communicate much more! :)

Comment) GRC - Another great feature that GRC is rolling out are Team phone numbers. Are IT departments has linked out Teams phone numbers with office numbers

Comment) EvCC - [https://www.lionbridge.com/](https://www.lionbridge.com/) for translation services
  
  - lionbridges.com is not for free but your institution can pay for it. We use it and it was great!

Q) Any word on if the shutdown will extend beyond May 5?
A) Not yet.

Resources
  
  - Addressing Racial Bias and Microaggressions in Online Environments
    April 28th, 2020 at 10:00am
    
    This webinar will focus on strategies that educators can use to address issues of bias and microaggressions in order to meet the needs of historically underrepresented and underserved students in the online environment.
    
    The conversation will be facilitated by Drs. Frank Harris III and J. Luke Wood.
    
    Link to registration: [https://zoom.us/webinar/register/WN_SzKpkSCURCa5-ZvUo-lDkQ](https://zoom.us/webinar/register/WN_SzKpkSCURCa5-ZvUo-lDkQ)
  
  - Squaxin Island Tribe "Tribal Sovereignty"
  
  - Addressing Racial Bias, [https://zoom.us/webinar/register/WN_SzKpkSCURCa5-ZvUo-lDkQ](https://zoom.us/webinar/register/WN_SzKpkSCURCa5-ZvUo-lDkQ)
  
  - CBS COVID-19 Updates
  
  - Remote Learning Resources

I-BEST Webinar Series – Will Durden
  
  Spring 2020 I-BEST Zoom Series | Fridays @ 10:30am – 11:30am
  
  o May 1st: Team Teaching Check-in: Successes, Challenges, and Next Steps
  
  o Future dates on demand and as need/topics arise