I-BEST WebEx – 4.10.20 – Summary

WebEx called to order and welcome by Will Durden
Welcomed Christie Knighton, North Seattle, I-BEST Faculty

Chat Questions:

Q) Can someone please explain Prof-Tech and Transfer again?
A) Prof-Tech is our workforce programs, Transfer usually refers to the more general AA-Transfer degrees (although some Prof-Tech degrees transfer)

Q) Is the co-teacher an expert in the field? I found that I am teaching the material twice? Meaning she has to teach her co-teacher as well.
A) Christie has a math background, so she already knows the material
   • For me, in some ways, being an Academic IBEST instructor requires me to be an "expert learner". It's definitely extra work, but I always hope that I will get the opportunity to do that particular course again. It's important to learn the materials just before the students do, as Paula said.
   • Yes, what Paula said about being like a student. :-)
   • I agree. I have heard of the "Super Student" model in which the I-BEST instructor asks clarifying questions during class.
   • Absolutely! Revealing where you are confused helps the students who are afraid to ask.
   • Yes, Zoe. I try to stay one week ahead and find resources to help my students.
   • Absolutely — this repeat exposure is powerful.
   • This is why it is crucial to open up the communication between the specialist and the adult educator.
   • Also, I know my limits. When to pass a question or skill on to the content instructor.
   • I am doing a synchronous group study session with my I-BEST students on Zoom weekly. The first one was last night and went well. The content area instructor popped in for a little while.
   • My content partner and I create a dialogue in class - some questions are staged and some are completely unplanned.
   • I agree. I have created a lot of videos. I often try to focus those on the areas that receive lots of questions and then students can refer to them later when doing homework.

Q) We have been strongly discouraged from any synchronous requirements, but I am not teaching I-BEST. How are you making sure synchronous requirements are accessible for all students?
A) We were recently urged to be careful about and even avoid recording synchronous sessions...it had to do with privacy issues. We've gone from recording the synchronous sessions and were told to not record anymore
   • We have a number of undocumented students, so I think that could be an issue re: privacy.
   • It was clarified at BC that it is fine to record synchronous meetings as long as we warn students about when we begin to record the meeting.
Clark leadership said we can record classes because they are public and not private. It's still best practice to tell students that we're recording.

Taraji, my partner and I agreed on that before the quarter started - we had that conversation and discussed pros and cons, and found out there are way more pros.

We recorded meetings at Bates but allowed students to use not their real names.

Bellevue - What he discovered with Zoom, is that it is available to the world. They now utilize Panopto and integrate it into their Canvas shell, which makes it private.

Whenever I have saved my Zoom recordings to the Zoom cloud, Zoom has recently sent me a link with an access password for wider sharing. It has addressed my security concerns.

In my team, the I-BEST support instructor will make an announcement in each synchronous class that we are going to record, and those students who don’t want to be recorded can mute and turn their video off.

They can also stop video if it's an issue.

here is a link on how to connect Zoom and Panopto: https://www.bellevuecollege.edu/bcconnect/zoom-to-panopto-2-class-recordings-to-class-folder/

Q) What if the I-BEST teacher is not an expert in the field and mostly helps students with general education? Like math and English. They help keep students busy in an automotive lab setting.

A) The key is for the English and math to be contextualized to the field.

Q) Many faculty members are using synchronous session to record "attendance" for I-BEST students. How are others recording attendance especially for those not using a synchronous session?

- Discussions in Canvas can be a way to track attendance/participation. GRADED discussions.
- Good question about attendance. I look at homework completion as a way to determine attendance. So, if a student completes 100 percent of the coursework, then they receive 100 percent of the attendance.
- You can also monitor the time students spend on your canvas course.
- Yes, except sometimes they are not ACTIVE in Canvas, it is just ON.
- You can assign how long an assignment will or should take and then create attendance based on the completion of modules or assignments. SBCTC has a structure for distance learning hours.
- I use GED Academy in my Social Studies course, and I can track student time there also, and incorporate that into my attendance tracking.
- I always cc my co-teacher on every student email interaction.
- I really love the Google sheet idea - thank you for that

RE: Attendance...Instructors at EDCC put addendum in syllabi for I-BEST students stating that I-BEST students will earn S/U grades this quarter in their I-BEST support classes. S grades are earned by completing 70% of the assignments & activities listed under a STUDY subheading in each chapter's canvas modules. "Completion of each chapter's STUDY section
is estimated to take 5 hours. These 5 hrs. per chapter of STUDY activities will count toward measuring attendance hours for reporting purposes. "They also emphasize that these STUDY activities are designed to help students pass the [content course], but completion counts toward a satisfactory grade in [support class], not [content class].

Q) How are I-BEST instructors approaching the their extra "BAST" sessions online?
   • BAST - basic skills support class
   • Short videos that are key to the topic for the week / how to read scholarly articles.
   • One of our instructors used Conferences in Canvas to do the BAST course, which makes it a face-to-face session.
   • Also, our faculty are doing synchronous office hours and study sessions for students, but recording them for those who cannot log in at a set time.
   • I am offering Google Hangout meetings in the mornings and evenings for students to ask questions.
   • All of our support courses are being held synchronously. We are also recording the courses for other students to view.
   • We have once a week Zoom check-ins. The math curriculum has been switched over to online mode- I'm using Kahn Academy. I'm also planning on putting up a few video lessons
   • I am doing zoom sessions for my support classes

Q) What do you do when students don't participate in the weekly checks in?
   A) Some programs award points for weekly check-ins.

Q) What is the learning mastery for attendance?
   A) One of the approved ways of tracking BEdA attendance in online learning formats. For more information please see the Assessment Policy at
   https://www.sbctc.edu/resources/documents/colleges-staff/programs-services/basic-education-for-adults/assessment-policy.pdf

Resources
   • CBS COVID-19 Updates
   • Remote Learning Resources

I-BEST Webinar Series – Will Durden
   Spring 2020 I-BEST Zoom Series  | Fridays @ 10:30am – 11:30am
   • April 17th: Team Teaching Collaborative Planning for Online Instruction (Focus on Co-Planning Strategies and Tools)
   • April 24th: Navigation for Online Programs (Focus on navigation)
   • May 1st: Team Teaching Check-in: Successes, Challenges, and Next Steps
   • Future dates on demand and as need/topics arise