Engaging Student Participation Online Episode 141

00:00:00 **Jenny**

Probably the main reason that engagement is important to me, first and foremost, I want to know my students: they're my greatest passion in life. But beyond that, to really serve them well, we need to keep them engaged and we need them to want to come and to feel comfortable in our classes. And to me, engaging students, whether it's synchronous online, asynchronous online, or in person, it's our responsibility because it helps us to treat students equitably.

00:00:27 **Christina**

Hi, I'm Christina Barsi.

00:00:28 **Sun**

And I'm Sun Ezzell. And you're listening to the Magic Mountie Podcast.

00:00:32 **Christina**

Our mission is to find ways to keep your ear to the ground, so to speak - by bringing to you the activities and events you may not have time to attend, the resources on campus you might want to know more about, the interesting things your colleagues are creating, and the many ways we can continue to better help and guide our students.

00:00:49 **Sun**

We bring to you the voices of Mt. SAC, from the classroom to completion.

00:00:53 **Speaker 1**

And I know I'm going to achieve my goals, and I know people here are going to help me to do it.

00:00:59 **Speaker 2**

She is a sociology major and she's transferring to Cal Poly Pamona, psychology major, English major.

00:01:04 **Sun**

From transforming part-time into full-time.

00:01:06 **Speaker 1**

I really liked the time that we spent with Julie about how to write a CV and a cover letter.

00:01:14 **Christina**

Or just finding time to soak in the campus.

00:01:16 **Speaker 1**

To think of the natural environment around us as a library.

00:01:19 **Christina**

We want to keep you informed and connected to all things Mt. SAC. But most importantly, we want to keep you connected with each other.

00:01:25 **Christina**

I'm Christina Barsi, Mt. SAC alumni, and producer of this podcast.

00:01:30 **Sun**

And I'm Sun Ezzell, Learning Assistance Faculty and Professional Learning Academy Coordinator.

00:01:35 **Christina**

And this is the Magic Mountie Podcast.

00:01:38 **Sun**

Welcome back to the Magic Mountie Podcast. I'm your host, Sun Ezzell. In today's episode, we bring you a faculty panel discussion from Mt. SAC's 2022 Spring Flex Day. This conversation on engaging student participation online was hosted by academic Senate Co-vice President and Legislative Liaison, Student Club Advisor, and Political Science Professor, Kelly Rivera.

00:02:02 **Sun**

Thanks for joining us for this conversation with your colleagues across campus about discoveries, growth, best practices, and updated regulations for student academic engagement in online courses. Enjoy

00:02:17 **Kelly**

Welcome to breakout two of Spring Flex. This panel is going to be on engaging student participation online, and we're really fortunate to have some extremely talented and knowledgeable panelists with us today.

00:02:33 **Kelly**

I'm Kelly Rivera, I should have introduced myself. My pronouns are she/her. And I'm in political science and I'm also an Academic Senate Vice President, as well as the Legislative Liaison. And I've done student mentoring with clubs as well. And this was my sixth year at Mt. SAC, I think, as a full-time professor and it's been quite the journey.

00:02:53 **Kelly**

I've enjoyed the work. And like many of you, the last two years has presented a lot of change, a lot of challenges, but also, I've learned a lot. I've learned a lot of new techniques. I've grown as an instructor in new ways as a result of having to adapt to different learning environments from the pandemic.

00:03:12 **Kelly**

And part of this panel, I think is one of those big silver linings. These extra techniques we've learned about being remote teachers and engaging students online, even for face-to-face classes, how you might engage students online.

00:03:24 **Kelly**

And so, with that, I'm going to introduce our panel and then hand it off to Carol Impara who is going to take us through a regulations update. And so, we have with us today, Carol Impara. We also have with us, Jenny Gernhart, Hong Guo, Oli Mohammadi, and Luis Newberry.

00:03:46 **Kelly**

So, again, the panels are designed to be conversational in nature, and we'll be looking to have that sort of connectivity and really foster learning together the next hour and 15 minutes. Okay, Carol, I'm going to hand it off to you, and just let me know when you want me to change slides for you.

00:04:04 **Carol**

Great. Thank you very much. This should be a panel where everybody feels free to ask questions and to share information with each other. I don't mean to put a damper by going over regulations, but it's such a great opportunity because new regulations did go into effect on July 1st, 2021.

00:04:21 **Carol**

So, I'm hoping that this is actually going to encourage you to sort of understand like how you can make sure that you're meeting those regulations and also making a great engaging atmosphere for your students. There are a new definition of academic engagement actually, and I know this is horrible to read, but I'll just summarize for you that at academic engagement centers on the student doing something in the course.

00:04:43 **Carol**

If it's a synchronous class, it may simply be showing up for the synchronous class, but whether it's a synchronous or an asynchronous class, it could involve submitting a test or assignment, contributing to a discussion or a group project, or participating in an interactive tutorial, or other interactive computer-aided instruction.

00:05:04 **Carol**

So, for something like that, I'd think about if you made a video and you embedded quiz questions through Canvas Studio or through PlayPosit, for instance, both of those could count. And the reason we're talking about academic engagement is because it relates to our next slide, which is substantive Interaction.

00:05:20 **Carol**

Just want to note that on our campus, we have called this regular and effective contact, but California regulations are going through some changing and they are going to be adopting the federal phraseology. So, we will be talking about regular and substantive interaction, which is basically what we used to refer to as regular and effective contact. Substantive interaction relates to what you, the professor, are doing in class that relates to the academic contact.

00:05:49 **Carol**

So, one thing to keep in mind is that you personally really have to be engaged with it. If you are using publisher material, really take a hard look at what the publisher material's doing versus what you're doing.

00:06:04 **Carol**

So, as you can see, here's what is defined as substantive interaction. It's providing direct instruction, for instance, is going to be very easy to achieve in a synchronous class. And what I would argue is that direct instruction could be equivalent to if you're making videos and you're embedding some sort of interactive activity for the student, then that could be counted as direct instruction in an asynchronous class.

00:06:30 **Carol**

So, that's like embedding quiz questions in videos if you're using Canvas Studio or you're using PlayPosit, or maybe including a group annotation tool, for instance, like perusal or hypothesis, which I know some faculty uses.

00:06:46 **Carol**

For number two, grading can be substantive if you give detailed and individualized feedback on assignments, using an embedded rubric can help with that. What does not count is wrote commas that just says, "Good job, good job, good job, good job" on each of the student's comment section.

00:07:03 **Carol**

And lastly, what I wanted to point out is facilitating a group discussion. That implies that you're active in the discussion while it's open. If you go in and post comments after it's closed, that's really more like feedback. So, facilitation implies that you're kind of there during the timeframe. I just wanted to put that forward to you.

00:07:24 **Carol**

And the next slide is going to define regular. And here we go. So, regular is being defined as predictable and scheduled ... excuse me, I'm sorry. Implicit in this definition is that you have interaction that's frequent, commensurate to how long your class is lasting.

00:07:42 **Carol**

And then this next one, which is number two, that's something that's new. And I do want to make sure that you are aware of the fact that interaction also includes your monitoring the students' academic engagement. So, once again, this is how they're actively participating in your course, through tests, assessments, discussions, etc. And ensuring that an instructor is responsible for promptly and proactively engaging in interaction with the student.

00:08:10 **Carol**

So, the federal definitions have been expanded now to say that part of your interaction activity is to reach out to students if they are struggling to keep tabs on whether or not they're actively engaged. And we know that with distance learning, if a student is not being engaged with the material, then there is a requirement to drop them after a certain period.

00:08:34 **Carol**

So, if we go to the next slide, so here's just some principles to keep in mind, that it should be predictable and scheduled. And in that way, I would use like the modules view of your Canvas course to kind of allow people to see what's expected, or I would include statements about it in your syllabus. It should be supportive of the learning objectives. They shouldn't just be like checking in to see how people are feeling, but having students interact with like the course content, it should be interactive, which we're going to talk about a lot.

00:09:06 **Carol**

Humanizing is a way of putting yourself personally into the course. And it can be something like creating videos that you've made using audio feedback, for instance, using examples from your own life when it's appropriate. In other words, allowing students to kind of relate to you as a person. Inclusive means that it is topics that are wide-ranging and students have the opportunity to contribute their unique perspectives and experiences.

00:09:36 **Carol**

And then hopefully, it's fun too. So, this is where it's fun for us as well is to find different tools that we can use to maybe mix things up a little bit and bring some variety to students.

00:09:49 **Carol**

That was all that I sort of wanted to go over with regulations and Ellen asked is it a minimum of two engagements per week? It's a minimum, that's right. So, like if you do everything, that's really great, but the federal law says it's a minimum. It's got to be this regular ... you need to have some sort of interaction. And it's not only in the state of California professor to student, you also need to create opportunities where students can interact with each other.

00:10:19 **Kelly**

That's great. Any other questions for Carol on the regulation update? Carol, I had a question about audio feedback. So, it seems like such a great tool to really humanize and have that personal, like kind of replicate the conversational nature, particularly in an asynchronous class where you might not have as many opportunities for your students. Are there any accessibility issues with doing audio feedback?

00:10:45 **Carol**

You know, a lot of accessibility is if you're giving it - you have to make sure if you give it to the entire class that you have like captioning turned on. You're wondering, does it need captioning as well as like the audio feedback? You know, I have to say, I am not exactly sure because it is individualized. So, I don't know if the rules are exactly the same for whether or not you're publishing it for the whole class or you're giving it to a person maybe that you've checked in with and you sort of know, maybe you would check is audio feedback okay - that's just something that I would probably look at.

00:11:20 **Kelly**

Yeah, I was thinking that too, sort of if that was a practice you wanted to try and it is individualized, you might let the class know. Occasionally, I may give audio feedback - if someone doesn't prefer that, let me know. And then you have that heads up.

00:11:35 **Carol**

I had a couple of examples, if it's alright with you. First of all, I want to say I'm pretty low-tech, so I'm just going to give you some examples that I've used that I think have worked well with me. And I think that you guys will probably be like, "Oh yeah, I do that kind of stuff."

00:11:49 **Carol**

And it's on a PowerPoint slide. So, my apologies that it is small, but in one case on the left-hand side, I find that right ... I'm a nutrition professor. And so, what's great about that is that everybody eats, right? So, everybody has a way to personally engage with the material. So, I like to structure my discussions as kind of low stakes and very personal in that way, not giving away like things that people might want to keep private, but people like to share information about food.

00:12:20 **Carol**

And they also like to find out ways that food manufacturers like maybe have been skirting the law. I mean, that's also sort of fun. So, this is an example of, we have a food labeling section. And what I ask them to do is to take a picture of something in their pantry, which after they've looked at the label, they've discovered maybe it's higher in a problematic nutrient that they knew, or they think it's misleading in some way, or would they give it to their children kind of thing? Is it aimed for children? Would they give it to their children?

00:12:53 **Carol**

And there's a lot of discussions that comes up with this because like I said, people have their favorite foods that they've been eating their whole life and they've never really looked at it. And there's a lot of sharing back and forth about like what they're discovering. And I will also have to say that Cheetos show up all the time. Like there's always something on hot Cheetos, there's always something on ramen because it's so often consumed.

00:13:20 **Carol**

But I know that it's going to be a rallying point. And it's really fun to read what people ... yeah, I see that, somebody saying, "Ooh, can I get that?" On the right-hand side, this is a screenshot I took from Julie Bray-Ali - of course, she teaches astronomy and she gave me permission, but I love the way that she embeds Padlet in her asynchronous course. Now, I've used Padlet in my synchronous course, wherein real time, students like picked an image that reflected how they felt and they posted it on the wall.

00:13:54 **Carol**

But one of the things that Julie does is as part of her introduction, she has them use Padlet to introduce themselves. And then you can see here, she also has them record their names and how they would like to be addressed basically. And you can actually embed that in the Padlet. And it's really, it's so graphically engaging. It's different than most of the Canvas pages. And it's so graphically engaging that it's really fun to kind of see how you can use these external tools and bring them into your course.

00:14:30 **Kelly**

Okay. So, I would like to ask now maybe Oli Mohammadi, would you like to chat with us for a little bit?

00:14:38 **Oli**

Sure. That is me. And I took some notes because I've got about six minutes. I got to get it all out. I work with the Department of Communication Studies and I am currently representing our campus with the Title V Grant for online equity. And when I was asked to speak about participation in the online world, I had a really pause, knowing that I work with some amazing people, some really innovative and creative colleagues, and we are working with somewhat static platform, which is Canvas.

00:15:12 **Oli**

And then some of the supplementary apps like Padlet, which meet FERPA regulation and integrate into Canvas. So, I was like, well , how am I going to come up with something great and new? So, I started really digging deep into how my process of designing my courses and implementing and sharing my curriculum with students goes , and I came to what I think we could maybe demarcate as the four pillars of participation and that might not be the right term. But I think the students participate in our courses through just their interface with the platform of Canvas.

00:15:53 **Oli**

That is a motion, that is an action, and that has results. So, they're moving through tabs, they're moving through pages. And when you go in the grade book, you can even see that Canvas is marking what their participation is. It's called participation. It's got the three stars.

00:16:10 **Oli**

Students are also participating with one another in their feedback, in their dialogues, in their group work. And probably, even cognitively and emotionally and mentally recognizing the students who are in the class, their classmates, either by name or by face, depending on what kind of class you teach, also interacting with us - so their professors and they're engaging the materials.

00:16:38 **Oli**

So, really, we have four centers of participation. We've got the platform, the classmates, me, and the materials. Since I only have six minutes and I need to provide an example, I decided to really focus on how I build dialogue between the classmates themselves and encourage them to dialogue with me.

00:17:02 **Oli**

And very recently, I used discussion boards a lot, and I'm sure many of us do. And a big chunk of my discussions used to be on just all class. It's like a long discussion board, leave feedback for two folks. And then they were put into groups for group work.

00:17:22 **Oli**

I've taken two of my all-class discussions and I've made it into groups, not groups that have to meet though. Groups that this is the subset of classmates, you will be leaving feedback for. And one of the things that I have found is by scrambling these groups, I give them an opportunity to take a deeper dive into what their classmates are saying or posting versus that whole like scrolling, scrolling, I'm going to leave. When we've got compact answers, it allows them to be able to really connect with one another. Think of it as if you went to a small dinner party versus a big dinner party . So, the engagement with one another shifts.

00:18:11 **Oli**

And then I have moved to, instead of writing a comment under each person's discussion post, and then in the grade book as well, which is another way that we engage them when we participate. Like that was great, blah, blah, blah. Because some of it becomes redundant, especially if you're teaching a class where what does audience adaptation mean, and then connecting it and how can you use that, and where is your example?

00:18:38 **Oli**

A lot of that bulk has similarities to it. So, I take these small clusters now in these two discussions, I leave video feedback right there within the discussion. And I kind of go through everybody's things, so I summarize. Like "Together, you all came up with these ideas, your feedback showed collaboration in these sectors. I saw overlaps in your thought processes and let me get you ready for the next X assignment," the impetus sort of to listen through the whole video.

00:19:14 **Oli**

And then using Studio, when you make these to change your thumbnail, and you can always change that thumbnail to say "First, I'm going to talk about this, then I'm going to talk about this. Then I'm going to review what we are going to be talking about or doing next week."

00:19:32 **Oli**

And the responses that I'm getting - right now, I've done it in a class that meets for speeches three times in the semester. The shift it's made when they come together, having worked in these small breakout rooms almost, and then getting the video feedback that takes all of their work and compilates it together as a response, has built a sense of unity between the students and has also increased their motivation for participation, because research shows that when you're in small groups, you are a part of the final product.

00:20:14 **Oli**

You take a little bit more motivation in it because you have the, "I don't want to let anybody down" attitude. So, that is in a very quick nutshell, following Carol's Padlet, my unique way to start trying discussion boards in small groups and leaving video feedback that fuses all of their work and sort of summarizes it for them, shows them their overlap and highlights places where they really inspired one another, and then leading it into what's coming up next.

00:20:51 **Kelly**

That's great. I'm going to use that. I love that idea. Thank you for sharing that.

00:20:56 **Oli**

Yeah, I did boost up my internet speed, my router. Like once you go that direction, you got to be ready to go, so it doesn't frustrate you, but it does become super fun and you'll really see the difference. You really will.

00:21:08 **Kelly**

And I'm wondering in terms of like the practical side of it, as someone when you're doing your grading and you're giving feedback, have you found in terms of your own workload, does it like have a huge increase or is it about the same that rather than going and doing kind of individual comments, it seems like there's a shift.

00:21:27 **Oli**

It decreases my workload.

00:21:29 **Kelly**

Okay.

00:21:29 **Oli**

It decreases it. If the videos are rendering quickly and you're just sort of reading, sometimes speaking moves a little bit faster than typing. And when we're typing all the time, and we're trying to type lengthy stuff, for me, it slows me down. And when I give myself a break from typing - okay, I'm not going to type this time. I'm just going to video record myself, I'm going to be holistic. I'm going to show my eyes scanning through the answers. I'm going to go, ooh, and see the body.

00:21:57 **Oli**

And I think it removes the barrier that I'm an invisible grading puppet in the background. And part of it is because I'm improvisational about it. Like I read over, I know what everybody has said, but I move through it and they can see me like mapping them together and looking at their work. And seeing me actually look at their work was a comment a student said like, "It was really cool to watch you watching my stuff." Because they don't normally see that. They're just like this omnipotent professor writing-

00:22:36 **Kelly**

Robot, robot professor-

00:22:37 **Oli**

You know, I can feel, engaging their work. So, it's neat. But for me, it goes a little bit faster. But for somebody who's not video person or slow internet speeds, may not be, but you can still do it in writerly ways. Where you're giving more of an all-class or an all-group feedback that fuses all of their ideas into sort of a larger community statement, if you will.

00:23:03 **Kelly**

We had a question from Stacey in the chat and then Hong you've answered, but I wanted to just repeat it as well to see if you had additional feedback: do they stay in the same discussion groups for all discussions?

00:23:15 **Oli**

They stay in the same small groups for all small group work and I have five modules. So, that cohort stays stable. In these two discussions, no, I've scrambled them to give them a chance to get to know one another. I teach public speaking, so in the sense of kind of mixing them around a little bit actually helps my curriculum because then they become more familiarized with the audience eyes that are on them.

00:23:43 **Oli**

It may not be the best for other curriculum, but you can keep them in stable cohorts, which would be really interesting if you map how the ... to see if the answers or the replies to questions start becoming group-oriented. I don't know. I haven't gotten that far yet, but it might be interesting to see if you can design it such that there are individual submissions, pattern the acknowledgement they're a part of a small community in this little discussion cluster.

00:24:16 **Kelly**

That's great. Well, thank you for sharing that with us. And then hopefully, later, in our conversation, we can hear even more techniques that you're employing and that's a great one. I think that's new for many of us. So, really, appreciate that.

00:24:28 **Kelly**

Jenny, would you like to share now? Happy to welcome you. If you could introduce yourself to the group and ready to listen.

00:24:38 **Jenny**

Hi, I'm Jenny Gernhart. This is actually the beginning of my second year at Mt. San Antonio and I really love it here. I wanted to share some pictures. Actually, I thought it was great when I heard the bit about humanizing, because I'm going to be honest, I don't think I actually had a word to put with this technique that I think is really important with engaging. And that is, I want you guys to know me and I want my students to know me because I want to know them.

00:25:04 **Jenny**

And so, I feel like it's kind of a trust thing. You know, I tend to put myself out there with my students, and that way I get to know the real them, which is probably the most amazing part of our job, I think. So, the picture on the right I chose, because that is me about 10 years ago with my children when they were young and I was a single mom for pretty much all of my education.

00:25:29 **Jenny**

And then throughout my career, I was very close with both of my kids. I still am close with both of my kids. And I think that experience of being a single parent, trying to navigate the school system, and being incredibly poor while doing so, played a really large role in my becoming the sort of professor that I am today. And then the picture on the left I chose because I wanted to share hobbies with you all. I love to travel.

00:25:51 **Jenny**

In fact, my favorite hobby is I'm a miles and points enthusiast. So, I strategically save credit card points to take unbelievable trips for hardly anything. Next January, in fact, I am going to Rome and Spain and Portugal for 16 days, flying business class and grand cost to me total is $157. And so, that's me.

00:26:19 **Jenny**

As far as the education part of me, things that are most important to me are equity and inclusion. And again, I think that goes back to the experience that I had as a student and that's why I'm really excited to talk to you guys for ... I think I'm down to six and a half minutes today, but what I was hoping-

00:26:35 **Kelly**

Don't feel rushed. We're good, we're good.

00:26:37 **Jenny**

What I was hoping you all would do is humor me and go on to the chat thread. And tell me a little bit about you and you could highlight just my name. Again, i's Jenny Gernhart. If you just want to share something with me, or if you want to share with everybody, then you can just respond to all participants. You could answer as much or as little as you want to. I'm just wondering if you would tell me a little bit about what your favorite hobbies are.

00:27:00 **Jenny**

Do you have something ... put your bucket list. So, something that you really want to do sometime - before you die, what do you have to do? And then why did you go into education? For me, it goes back to, I was raised by ... so my mom is a nurse and my dad is a banker, but sometimes I think he should have been like a counselor or something. He's just super empathetic.

00:27:20 **Jenny**

And so, for me, getting raised in a house that was all about taking care of people, I always wanted to do that. And I thought I wanted to be a nurse until I did like the first year of the classes. And I figured out that I'm a little bit too softhearted for that. I don't deal well with people who are sick and hurting. And so, education for me is a way to give back and to help others without it being like a life or death thing.

00:27:44 **Jenny**

So, pardon me, you're probably going to see my eyes darting all over, but I just want to see some of what you guys have shared ...

00:27:49 **Jenny**

Oh, writing, performing other international travelers.

00:27:53 **Jenny**

To pay for ... professors instilled in you. That's a beautiful answer. That is so relatable.

00:27:57 **Jenny**

Murder shows, love it. All 30 MLB stadiums - that is ambitious.

00:28:02 **Jenny**

Killing plants - me too.

00:28:06 **Jenny**

Yeah, for me, I keep them alive in the garden until I teach summer microbiology and then they die or my family has to start watering and weeding for me.

00:28:14 **Jenny**

Adrenaline junkie, I like it. Shopping ... a lot of travelers - I love it.

00:28:19 **Jenny**

Swimming with sharks? Man, you guys are exciting people.

00:28:23 **Jenny**

Learning sign language - oh, that's so cool.

00:28:26 **Jenny**

Other single parents out there, thank you for acknowledging. Yeah, that's a tough road.

00:28:32 **Jenny**

Escape rooms - I've always wanted to do that. Oh, you guys, these are so good.

00:28:36 **Jenny**

Okay. I'm going to have to come back. I want to read these all day, but I do have a couple other things I want to share with you guys really quick.

00:28:43 **Kelly**

I think people forgot to mention attending Flex Day breakouts as a main hobby.

00:28:47 **Jenny**

Yeah, everybody's favorite.

00:28:48 **Kelly**

It was implied. It was implied.

00:28:50 **Jenny**

It's unsaid. So, then if you would take just a second for me, go to the bottom of your screen and click an emoji that does a good job of summarizing how you feel. And I want to go where I can see as many of you as possible. Let me hit that participants.

00:29:02 **Jenny**

Got some thumbs up, some clapping. Oh, sometimes when I get the smiling - well, I don't know if it's smiling or crying because you could be laughing till you cry in a good way or a bad way. It's kind of a mystery in the eyes. Some of you guys are feeling yes, very studious with the glasses. Smiley faces, love it. Love it, love it.

00:29:22 **Jenny**

So, this is probably easiest. It's tech, but it's pretty low-tech. If you're doing like a synchronous lecture, get your students familiar with the emojis or reactions on day one.

00:29:34 **Jenny**

The other thing that I do which I won't do to you, I guess, but I do, is on the first day of class if I'm doing a live synchronous lecture, I go through and tell students about me. And then I ask them these little things like what's your favorite food? What's your favorite color? I get them used to the reactions.

00:29:50 **Jenny**

And then I want to get them used to the mic because in my class with microbiology, for safety purposes, I need students to be comfortable to mic in if they need to do that. You can't be silent if you have an emergency.

00:30:02 **Jenny**

And so, what I have them do is on the count of three, I want everybody to unmute their mic and then 1, 2, 3, shout your favorite color or something. And it's really fun because people are kind of overlapping each other, but it kind of breaks the ... whatever, the stigma with that. it breaks the silence and that's just a fun way to keep people engaged.

00:30:19 **Jenny**

And then finally I have just a whole list of things that I like to do. And for me, probably the main reason that engagement is important to me first and foremost, I want to know my students. They're my greatest passion in life. But beyond that, to really serve them well, we need to keep them engaged and we need them to want to come and to feel comfortable in our classes.

00:30:39 **Jenny**

And to me, engaging students, whether it's synchronous online, asynchronous online, or in person, it's our responsibility because it helps us to treat students equitably. And so, this is just a list of my favorites. So, I have Pogo, this is a workshop that I did. Lonnie Wyn helped me get involved with that last year. And this is my 11th year as a full-time instructor.

00:31:00 **Jenny**

It changed ... and I don't want to say it changed my life, but it was a game-changer. So, if you can take Pogo, which is a way to really get students involved playing this active role instead of the teacher being the sage on the stage - instead, the teacher is like the support person on the side and students are leading discussion, and they're doing inquiry-based learning to do it, it's amazing.

00:31:21 **Jenny**

I really like the idea of feed-forward. This is another thing that's good for equity and good for engagement. So, I give my students multiple times where they kind of check-in with me about some work. This is especially important with scholarly writing. And I say "Yeah, this is really great. I really like your idea here. You know, maybe you need to cite that better or maybe you need to go back and find scholarly research" or maybe I give them some hints Kahoot.

00:31:44 **Jenny**

I think everyone knows that. It's just a fun quizzing and pulling in classes. Like if you're live, I like to use dry erase boards because it's just a low-stakes way for everyone to write and participate. I literally lug around a bag of 40 d ry erase boards with me to all my in-person classes.

00:31:58 **Jenny**

The remind app, to me, this is just another tool. It's anonymous, real-time texting. So, it might not be so much for live in a classroom, but it's a way to keep students connected to you in the way that they want to speak. They aren't so much calling on the phone. If they didn't have to, I'm not sure how often they check their email, but they can text. And so, this is an amazing app, just very versatile.

00:32:22 **Jenny**

Padlet, I haven't used it but I want to, and I think some of you are just showing that. And then I also like to use the audio and video functions on Canvas for the discussion boards and it's really easy to use. So, I'm over my eight minutes, so maybe I can come back again.

00:32:38 **Kelly**

That'd be great. Thank you, Jenny for those wonderful contributions. Okay, Hong Guo, would you like to share with us and tell us a little bit about your area of campus and your experience with students and online engagement?

00:32:53 **Hong**

Sure. Hello everyone. My name is Hong Guo. I am the online learning librarian. So, the course I typically teach, it's library 1A, introduction to a library research. It's a 100% online class. So, usually, I do a pre-course survey. So, I ask students what they like, dislike of asynchronous classes and what their goals are and how I can best support them.

00:33:22 **Hong**

So, the survey results are actually very helpful. They tell me they really don't like it when online professors overload the work that ask them to do so much in one week. And they also don't like the lack of interactions. And then for the question about how I can best support them, one person said well, they said "Just be there when I have questions." So, I think knowing about students classic expectations helps me strategize my engagement techniques with the students.

00:34:00 **Hong**

So, I think all panelists mentioned Padlet. I also use it a lot in my class. So, in week one, I use Padlet to create a community wisdom wall. So, I ask them to share online learning tips. And so, after that, immediately after this wisdom wall activities, students are asked to introduce themselves to the class. So, one of the questions is asking them to pick out a learning tip and then discuss or explain how they're going to use it to help them succeed in a class.

00:34:33 **Hong**

And another thing that I do a lot is turning Canvas pages as Wiki pages. So, like this one I just explained what primary sources, secondary sources are. And then in this Canvas page, students, they can edit the page and then just add one unique example under one category. And another tool that Jenny just mentioned to create work cloud that I use is called AnswerGarden.

00:35:04 **Hong**

So, this one, I learned at one course that I took. So, I'll show you right here. So, I use it asking students to brainstorm topic ideas. So, this is really easy to use. There's no log-ins, so all I do is I go to answergarden.ch (I'll put the link in chat) and then just do create. And then you enter a question that you want to ask and then you can embed the thing. And after students enter whatever topic they have, then you get this work cloud.

00:35:43 **Hong**

So, another possible use you can use it for is like exit activity. So, at the end of a module, if you want to ask them to enter a point, like something they are still not getting it, they still don't understand or how they feel that day - you can use that at the beginning of a module. And another app that I use is already integrated into Canvas, is called Lib apps.

00:36:12 **Hong**

So, I use that to embed the library databases. So, this is the entire databases. Students don't need to go outside the chemist to go to the databases and you don't have to embed the whole thing. You can also just subset of the databases based on the subject. And the nice thing about embedding the databases is the chat comes with it.

00:36:38 **Hong**

So, it's a 24/7 chat with a librarian. So, students can just chat right away here, if they have questions. And then another use of Lib apps, is I do polls because this is asynchronous class. So, for this activity, students, they're working on developing research questions. So, I give them some samples and ask them to pull right there. And so, if I do submit so they can see other students selections. So, in a way that's Interactive.

00:37:14 **Kelly**

Hong, we had a question about the Lib apps, I think. Serena, is that what you were asking in the chat?

00:37:22 **Serena**

Yeah. Just what it was called. I didn't pick it up.

00:37:24 **Kelly**

Oh, so how does one embed that

00:37:27 **Hong**

Put the name in there. Let me show you ... so if you go to this one does need a little training and I'm happy to work with anyone who's interested. So, you go to Canvas page, you're still seeing my screen, right?

00:37:40 **Kelly**

Yes.

00:37:40 **Hong**

If you go to tools and then you go to view all, if you just put in "L-I-B" and you'll see it: library apps. And so, the library has this tool from this company called Springshare and their names are all started with L-I-B: Lib guys, Lib this, Lib that. Even chat is from them. So, in order to embed stuff in there, library material, you need to know what exactly you want to embed.

00:38:13 **Hong**

So, select research guys, and then you can do all databases or specific subject database. And you can also embed content from research guys. So, I'm happy to work with anyone who's interested. And then in case you want to do the Wiki pages, you just change this from only teachers to teachers and students. So, that makes it a Wiki page.

00:38:46 **Kelly**

Thank you. That's helpful. And then we also had a question about how do you embed poll results, questions with poll results. And someone else echoed that they were curious about that too. So, you had just shown us that.

00:38:58 **Hong**

This comes with this tool. So, if you build this poll using Lib apps, actually in Lib guide - I need to show you to do this, and then you can embed it here. So, the results they can see right away. So, I'm actually currently taking the AQ course, they're doing some kind of asynchronous poll there. And I asked them what they did. I'm sure there are other tools that can be used for asynchronous class.

00:39:26 **Hong**

And just yesterday, I learned from Barbara Mezaki, she uses a Google extension called Slido, but I think I haven't got a chance to actually try it, but I think it's more for asynchronous class. So, you can do polling there, but if you are doing synchronous class, you have Zoom poll. So, that's another tool.

00:39:53 **Hong**

So, I just want to say one more thing about the AQ course. If you haven't taken it, I highly recommend there's a wealth of resources and also the interaction between faculty, the faculty attendee, you can learn so much from the ACUE.

00:40:12 **Hong**

So, it's posted on POD website this morning. Anika showed it's one of the courses, AQ. So, sorry, I want to take a few minutes to talk about what libraries have done to engage students online. Since the pandemic, we implemented research appointments. It's one-on-one, 30-minute with the librarian and it's done over Zoom. Students can actually select a time, a day, a time that works for them. And also, we expanded our streaming video collection.

00:40:43 **Hong**

And so, in addition to films and demand that a lot of people already know and Canopy, we also added Swank Digital Campus. So, it says just the largest academic streaming collection. So, these videos are close captions. So, they help facilitate flipped classroom. And the library also formed a marketing team. We worked with the campus marketing department. We crafted messages and sent emails directly to students.

00:41:16 **Hong**

Oh, one more thing about eBooks. So, we've been buying eBooks with unlimited user licenses. So, that means at one time more than one unlimited number of people can access the eBooks. So, lastly, I want to highlight this equity instruction collaboration. It was done between professor Ellen Caldwell from art history, and three librarians led by Eva Rios- Alvarado, and the Pride Center.

00:41:49 **Hong**

So, you can see my background is one of their flyers and I want to show you their flyers. So, it's called Wikipedia, Edit-a-thons. So, what they're doing is the goal is to teach students, artists, gender gaps in Wikipedia, and the importance of library research.

00:42:11 **Hong**

So, they did instruction event and also assignments in both Ellen's art history class and Eva's library 1A class. So, students learn how to do research and then edit Wikipedia pages with credible sources. So, that experience was empowering to the students. So, they can see themselves not only ... they're not just information consumers, they can create content. They're also information creators. That's all. Thank you.

00:42:46 **Kelly**

Thank you. Wonderful. Lots of practical things we can try there. And it's great to have additional information about what the library is doing to increase access online for our students and how we can implement those in our classes. Thank you so much for sharing that.

00:42:59 **Kelly**

Okay, Luis Echeverria Newberry. We are happy to welcome you. Can you tell us a little bit about yourself and the work you engage with on campus?

00:43:10 **Luis**

Thank you. So, as Kelly mentioned, my name is Luis Echeverria Newberry. I am one of the counselors directly in the general counseling, but I do belong to the one of the special programs inside the Veteran Resource Center. My primary role is to serve student veterans and their family members with anything that has to do academically and counseling.

00:43:28 **Luis**

Now, I am the chair also of our counseling departments, remote counseling committee. It's a group of us, which about 9 or 10 of us who has been the lead even prior to the pandemic to try and start introducing remote services to students, because we all know our new student population they're all about using their phone, using their iPads, using their computers.

00:43:48 **Luis**

So, prior to the pandemic, we had a few services being provided. The common one, which was an asynchronous service that eventually will engage students to an email-based counseling interaction. And then from there, we'll begin answering any general questions or interacting further, more academic counseling over email. So, this is our general counseling web page.

00:44:13 **Luis**

And as you scroll down to the bottom, we do have quite a few different tools that students can utilize, whether it's frequently asked questions, if they have a quick question, and I'll talk a little bit more about the quick question over Zoom and how we're engaging students through quick questions in Zoom.

00:44:27 **Luis**

But this one is more the, again, the asynchronous email-based counseling part. So, from here, they could go ahead and send an email inquiry to our counseling. Again, it's a group of eight of us that have been working on this. And now, it's been fully implemented for quite a few years, and then they'll have to log in. I'll log in under my name to show it.

00:44:46 **Luis**

So, this is the form the students will see. They'll have to verify a few items of information: their name, preferred name. If they belong to a specific student group, if they're employed, what is their goal? And then go on into what their specific question is. Now, once the student completes this form, it gets sent/emailed to a specific email that's olc@mtsac.edu.

00:45:10 **Luis**

That email, it's monitored by the group that I mentioned earlier (10 of us). And once we see the email in that folder, then we pick up whatever emails are in there towards our personal folder within that specific group. Now, as you can see, the student could come in here and pretty much ask any type of question. In some cases, it may be just a generic question on when is registration or how do I get in contact with financial aid, or maybe even an admissions and records office questions.

00:45:41 **Luis**

But about 80% of the time, those questions do involve responding to the student more than just a yes or no, or here's a link, or here's where you need call. Many times, we will engage on a back and forth dialogue with the students where the student is being answered, being provided certain resources. And we will leave that conversation open with also asking the student a more specific question.

00:46:04 **Luis**

Sometimes, we'll see a question where the student was, what classes do I take next? Then we will go into their student records and be able to see whether they're a new student, they're a continuing student, are they close to graduating? So, that asynchronous inquiry form, again, does become a very online, engaging conversation with their students.

00:46:24 **Luis**

I've had some students who I've gone up to 10 emails going back and forth because like we all know: one quick question always leads to many other quick questions. So, students have found this resource very useful and helpful specifically when they're at home on the weekends.

00:46:40 **Luis**

We have a lot of students who work, have family, or they might be late at night wanting to get an answer to a question that they can't find. So, we do get emails on the weekend, over the weekend, in the middle of the night, two in the morning, we see when the emails come in. So, we do see a large number of students going in outside of our regular working hours to engage with counselors. So, that's one of our tools.

00:47:03 **Luis**

The other one, and I'll go back to our counseling, our main counseling page. So, the other tools that we have, it's our counseling forms. From there, students could pretty much just fill out any type form that they may need. Whether it's a PO form, request more units. If they're prior students or they're returning students, they'll need to do orientations.

00:47:23 **Luis**

Now this one, even though the forms are asynchronous, we do have a group of counselors, again, that do process the request from the students, whether they're prerequisites or are over a seven or eight-unit per semester request. And it does become engaging when sometimes we need to get an answer from a student, some piece of information that they might be missing in a form or additional information that we may need in order to process whatever the form is that they're requesting for us to process.

00:47:48 **Luis**

Now, I'm going to go back to the express counseling quick question. So, within the express counseling, it pretty much allows students to go in there during the express counseling hours. Right now, during the winter, we have them available on Tuesdays from 10 to 4:30. Now, again, this is all exclusive to express, meaning video express counseling services, where we're engaging with the student online, through Zoom, the way we are doing it right now.

00:48:13 **Luis**

Students appreciate this service a lot. Again, primarily, those that are parents have to stay at home working are doing this during their lunch hour, during their breaks. So, we have been able to reach those students that prior to the pandemic, we were not able to reach because of their work or parenting schedules.

00:48:31 **Luis**

And of course, our regular appointment scheduling system, which allows students to schedule an appointment with a counselor, whether it be video or phone appointment. Aside from now that we're back in campus, giving a flexibility also in person.

00:48:44 **Luis**

But through the online engagement part, sometimes students do schedule an in-person appointment, but they, couldn't get the time off of work or they couldn't find a babysitter. So, in those situations, we have been flexible with students where the students that show up, they will give the student a phone call and ask, we had you scheduled for an appointment and they're like, can we switch it to a video or phone appointment? So, a lot of our students have been utilizing the Zoom and phone appointments and appreciate, again, the flexibility with working on their schedules.

00:49:13 **Luis**

Now, video, we are using Zoom. So, we interact with screen sharing. We interact with sending them links for any website or resource that they may need instead of just giving it to them. We'll post the link on the chat and on the phone-based part, some of the tools that we have been using is that a lot of faculty members may not know, or because it does take time is that if we go through ... going through IT, IT could actually install an app to our laptops that it's called Myco Lab.

00:49:42 **Luis**

And that Myco Lab app actually, it's linked to our phone numbers, our office phone numbers. So, when we are having to call a student, rather than calling them from our cell phone or a Google voice number that is not linked or connected with Mt. SAC, through that app, we could actually call the student and the Mt. SAC phone number will appear on the call ID. This way, the student is aware that it is a Mt. SAC number. So, that app has been coming in handy.

00:50:09 **Luis**

The Google voice has also been a great tool that we've used mainly to send a text message to students. If they don't answer, then we could always follow up with an email or also, a text message through Google voice. And we do let the student know this is a Google voice text number. So, it's not going to be monitored as we normally monitor our hours.

00:50:30 **Luis**

And thank you, Kelly, for answering. Yes, so that's the name of the app is Myco Lab. And all you have to do is reach out to IT, let them know that you would like for that app to be installed into your Mt. SAC computer. And they'll do it remotely too . You don't even have to go to them. They could do it remotely as long as you have a VPN.

00:50:46 **Luis**

Other online engagement tools we're using, we're also performing workshops like multi-academic workshop, where students come in the group and we help them create their initial education plan. We're also doing probation workshops. One of my counsel colleagues is here, I saw her in the group. Julie Perez, she's our main academic probation workshop counsel lead. So, we've been engaging in those as well, utilizing Zoom.

00:51:07 **Carol**

I see a question, if faculty could use this app as well. Yes, Cameron. As long as you have a Mt. SAC laptop and you have VPN access because it does need to connect to your VPN for them to download the app, or you may want take your laptop to IT personally. And then they'll probably be able to do download the app from there and show you how to utilize it. It's a great a great app. Still have time or do I have any questions?

00:51:31 **Kelly**

Yeah, no, that's fine. I was just giving you space in case you were collecting your thoughts. Luis, that's great. And you know, I think one of the things we've seen across campus is in every area, faculty have really been stretching to think about how do we reach our students effectively and in a really kind of rich, communication remotely. And we see that in our library and we see that with counseling as well.

00:51:53 **Kelly**

Just the tremendous shift that you all went through over the last two years, but I have to tell you as someone who refers students to counseling or they need help with something, it's become so much more accessible to them than it was before. And it's been, I think great to see that evolution. And hopefully, we keep up with that and keep that going because the amount of access that we have now for our students seems to be dramatically increased.

00:52:21 **Luis**

Absolutely. Now, that our students have been introduced to this system, we definitely don't want to take it away because even if they want a hundred percent in-person, everything back to pre-COVID status - we are working with not taking this tools away because now, we'll be doing the disservice and going back to underserving those students that do need the remote video phone appointments.

00:52:43 **Kelly**

Thank you so much for sharing that. I wanted to highlight a website that I will sometimes go back to. And actually, it has information that if you completed SPOT training or went through other trainings, it'll probably seem repetitive. But I just think it's this great library of information around teaching online or engaging with students online. And it's out of the Iowa State University.

00:53:05 **Kelly**

And it's quite lengthy. So, I'm not going to show you and walk through every bullet point, but I just wanted to share that. And it shares things like how do you get students to engage with each other, engage with course content, engage with you. And so, the link is in the chat, and just save that for yourself, take a look at it when you have time. Hopefully, you'll find it useful in the same way that I do. And sometimes, I'll just go back to it. If I need new ideas I can find things there.

00:53:34 **Kelly**

Another topic that I thought of as we were preparing for this panel was how do we engage with students who may fall behind? So, that's something that I've seen in my classes where students got sick or they were caretakers. And so, they started to fall behind and they may not be up to date with that peer-to-peer interaction. How do we include them?

00:53:55 **Kelly**

And so, I wanted to invite Roger to share a little bit about how he supports students who may fall behind in class and helps them to sort of reengage and get back to work. So, Roger Willis, if you could just share a little bit about what the communication department has come up with.

00:54:13 **Roger**

Hi. So, my department chair is very particular about making sure that we contact students who might be falling behind and that we are constantly checking up on them. And we know that with COVID and all of the different things that are going on in people's lives, like they might get sick or they might have children whose school shut down unexpectedly, or you never know for a variety of reasons.

00:54:34 **Roger**

I definitely used to be the professor earlier in my career that was like no late work ever and have certainly come around to a different understanding of my relationship to accepting work at different times throughout the semester.

00:54:49 **Roger**

So, a couple of things that I do real quick: one of them is I have a lot of little engaging assignments throughout the week like some of the other folks were talking about. Lots of discussion boards where students have to comment on each other's posts or they'll take a survey and they'll compare their survey results to another student or to five other students in the class.

00:55:14 **Roger**

And sometimes, students just fall behind on the little assignments throughout the week. And so, we can't really go back and do those ones because the students who have already posted aren't going to go back in and engage.

00:55:25 **Roger**

So, one of the things that I allow my students to do to make up that work is they can go to one of the tutoring centers, for example, like we have the Speech and Science Success Center and I'll let them go in. And if it's like a 10-point or a 15-point discussion board, they can go in and they can do a workshop or they can get some tutoring or they can upload a presentation and get some feedback on it. And that's one way that they can stay on track point-wise in the course, so that they're not falling too far behind on their grade.

00:55:59 **Roger**

But then when it comes to big assignments that can really impact whether or not they're able to continue in a course - certainly, I've had students who have been impacted by COVID or other illness, or it could be any number of things. Maybe they, unfortunately, got into maybe a car accident or something like that. Of course, I want to be responsive and thoughtful about making sure that those students can still complete the course.

00:56:24 **Roger**

And so, what I've been doing lately, and it seems to be working pretty well for me, is when a student contacts me and they might say "Roger, I couldn't turn in X assignment that was worth a hundred points because I fell behind because I either had a positive COVID test or my child was sick and I had to take care of them" is I've been doing little mini contracts with them.

00:56:50 **Roger**

So, they email me or they come to my Zoom office hours for virtual courses for online courses. And they inform me as to what's going on, whatever they're comfortable telling me. And then I have them set up a timeline. So, we discuss the rest of the semester or the rest of the course, especially when we get into the six-week courses, which are really quick.

00:57:15 **Roger**

And we'll say, "Okay, here's how much time we have left in the course, here are the other big assignments that we have coming up that we are going to need to make sure that we devote our time and attention to. So, what is a reasonable timeline based on your current circumstances of when you think you can complete this project or this assignment?"

00:57:34 **Roger**

They almost always say within a week. So, it's always a reasonable timeline. We list the assignment, the original due date, what our timeline is to complete that assignment, we both sign it, and they just kind of turn it into me. And I would say not even 9 times out of 10 - nine and a half times out of 10, I usually get the assignment the next day. But I always, almost always get it within a week.

00:58:02 **Roger**

And in these instances, I allow them to earn full credit based on the work that they actually do. And I've noticed that it's definitely helped keep a lot of students in those courses, especially those short-term six-week courses. And they do seem really appreciative that they might be given that opportunity to stay in the course because a lot of them were afraid that they would have to drop or almost got to the point where they did drop the course. But because we were able to work that out together and keep them in there and find a way to accommodate them, then they usually get the work done, and they usually do really well.

00:58:40 **Roger**

And I have probably had one, maybe two students in the last couple of years that everything did kind of become overwhelming. And then of course, I had one more follow-up conversation with them and they would say like, "I just, at this time, I cannot complete the course. It's just not feasible."

00:58:59 **Roger**

But yeah, my little contract seems to be working and it also gives me a good timeline as a professor. So, I know, okay, I have another deadline for grading and it doesn't keep me in this like nebulous space where I'm like, 'Oh, I don't know if I'm going to get this work at the end of the semester or when I'm going to get it." I know I have another date that it's like, okay, I can sit down and do this grading and that's reasonable.

00:59:23 **Roger**

And, you know, some weeks I get behind too, it's not like I'm always going to get everything graded the next day. So, I think it's reasonable for me to extend that to the students as well. But they can hold themselves accountable to their own deadline, and that's really worked out nicely for me, and for my students. So, that's one of the little things that I do to engage students when they get behind.

00:59:47 **Kelly**

Thank you, Roger. That's really helpful. I've been using the, you can filter in your grade book and see who's missing an assignment and then you can send individual messages to them. And so, I've developed a template, particularly at the start of a semester if I noticed students missing, I send like a very personalized message, "Hey, I saw you missed this assignment. I'm just checking in to see if everything's okay, how can I support you and help you be successful?"

01:00:12 **Kelly**

And I frequently get replies where they're kind of relieved. They're scared to reach out, they missed it: "Oh, I'm failing, what do I do? It's so early." And that kind of personal contact helps, but I really love the contract idea. I'm going to do that. We had a couple of requests in the chat for a template. I don't know if you have a contract template you're willing to share or if it's just kind of a simple structure that you use.

01:00:33 **Roger**

It is simple, but I put my email in the chat. So, you can go ahead and email me if you'd like to see what I do. And I'll just send it on over to you.

01:00:39 **Kelly**

Super, thank you so much for sharing Roger. And thank you to all of the panelists. I learned a lot today from all of you. And I'm really looking forward to implementing some of these things in my upcoming classes.

01:00:49 **Kelly**

I love that wisdom wall that Hong shared with us. And I can't wait to record some videos - Oli, thank you for sharing that with us. And hopefully, that'll help speed up some grading, but also make it a little bit more enriching too with that conversational nature that we can bring to our online classroom. So, thank you to everyone and that is it. So, everyone, if I don't see ya, I'll see ya at some point and take care.

01:01:18 **Christina**

Thank you for listening to the Magic Mountie Podcast. And don't forget to share your are favorite episodes.