



Department of Natural Sciences, Health, & Kinesiology

Natural Sciences, Health, and Kinesiology Department Meeting Agenda

Thursday April 23rd, 2020 at 10 am

Zoom conference

- Welcome
- Open Discussion, catch-up with how everyone is doing.
- Questions, concerns, comments
- Adjournment



Department of Natural Sciences, Health, & Kinesiology

April 23rd, 2020 (Thursday)
10 am – Zoom conference

MINUTES

Present members of NSH&K Faculty & Staff:	S. Ahmadpanah, H. Arrieta, R. Arroyo, R. Bishop, D. Barker, J. Bowe, G. Dan, R. Estrada, M. Guevara, S. Huber-Lytal, F. Jackson, S. Kemble, K. Kim, M. Perez, K. Phan, T. Roberts, J. Saint-Paul, G. Skarr, E. Syed, H. Tatum, R. Villanueva, P. Watkins, J. Zuniga Baldenegro
Guests:	L. Drake (Academic Affairs)
Date	4-23-2020
Time	10 am
Location	Zoom conference
Minutes	Ruben Villanueva

	ACTION	TIME
1. Call to Order: 10:00 am		
2. Welcome and Introduction: T. Roberts welcomed and thanked everyone for joining the meeting. Notified the group that the weekly department meetings would serve as a time for open discussion, share ideas for the upcoming week, and check-in to see how everyone is doing.	Sign in & Welcome	8 minutes
3. Discussion Items a. Dr. Roberts opened the discussion by asking the faculty and staff what ideas, tips, tools, and methods helped in the Zoom learning environment that they have either used personally or seen others use. b. Responses included using the whiteboard on Microsoft PowerPoint and screen sharing that via Zoom in real-time. The instructor can write and draw as the		52 minutes

students ask questions in a discussion. Any notes on the whiteboard can be saved for future use. (Dr. Syed)

- c. The spotlight function on the whiteboard works well similar to using a laser pointer on the whiteboard in the classroom. (Dr. Saint Paul)
- d. Some instructors reported an increase in students seeking the emergency drop option as some find it too difficult to learn the material remotely. It is in relationship to the notion of some of the lab and kinesiology classes being too difficult to transition to a remote learning environment.
- e. Emphasis must be placed on the distinction of online versus remote learning. For classes that are “remote” the course will have a designated meeting time for synchronous communication just like a traditional on-campus class. Whereas online courses follow the general hourly requirement setup in TBA format by the instructor.
- f. The fall galleries will be released for review. Faculty are to let the dept. chair know if they elect to have their classes designated as online or remote. However, Dr. Roberts cautioned that if too many classes are designated as “online TBA” this will affect funding from the state.
- g. More clarification will be given in regards to the online versus remote guidelines as the issue is evolving.
- h. It is imperative for faculty to be clear on the syllabus of the meeting requirements they expect from the students especially if it is a remote class.
- i. The blanket DE Addendums for non-DE courses will expire by the end of December 2020. A DE addendum for these previously on campus, face-to-face courses that transitioned to remote learning will need a DE Addendum. The addendums will go fourth for approval to the curriculum committee, then academic senate, and finally the state. (Dr. Roberts)
- j. It is very easy for faculty to feel like they are talking to themselves with little to no interaction from the students during lectures. It is suggested to encourage students to use the chat box on Zoom and encourage them to ask questions.
- k. Some faculty find that students are too shy or insecure to use the chat box and will privately message the instructor on CANVAS or email. This can pose a challenge when Zoom is needed to uphold a record of student-instructor interaction. Also faculty must be aware of any students that maybe high-school students and the restriction of chatting with high school students one-on-one.
- l. Other suggestions for boosting student interaction included the instructor showing videos to the class on Zoom and asking questions calling on students to answer. Also pop quizzes at the end of videos using the TED Ed. program help as well. Quizzes could be worth extra credit.
- m. Dr. Roberts suggested tying in these quizzes to CANVAS and announcing it on that platform. While the students are taking the quiz, this will give the instructor time to set something else up. Also embedding and tying in these outside resources to CANVAS is essential to keep a record of the course abiding by the course SLO's.

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- n. Pre-recorded videos and trying to incorporate the discipline into what is going on in today's world helps to increase the degree of engagement among the students. Also keeping in mind, limiting the time that is spent lecturing on Zoom is important. No more than two hours should be spent on lecturing. It's important to diversify the class time into different activities to maintain engagement. An example is switching formats from PowerPoint to YouTube videos and using animations in lectures.
 - o. Avoid rambling and disorganization in lectures. Structure and delegation of time to different activities is key. Suggestions include setting up an agenda for the day. Maintaining conciseness in lectures and limiting excessive assignments that students may feel is just "busywork"
 - p. Online learning apps such as "Ed Puzzle" and "Kahoot" are popular tools faculty use to embed in their lectures. "Kahoot" serves as a good reviewing tool while "Ed Puzzle" can be embedded into a lecture so students will have to answer questions in order to proceed with a pre-recorded lecture. (J. Bowe)
 - q. Bringing group assignments into the online environment was suggested. Feedback on this included making sure that students are graded solely on their portion to prevent issues of bad grades from non-cooperation among group members.
 - r. Discussion boards were also suggested however many instructors have reported students copying and pasting answers. The trouble with discussion boards is trying to get students to answer questions in their own language. Plagiarism checkers can be used to counter this issue. Some instructors have requested students to redo their discussion board answers if plagiarism is suspected. (K. Kim & Dr. Roberts)
 - s. To avoid the plagiarism issue altogether some instructors ask discussion questions that encourage personal reflection and experience. It may be easier for some disciplines to do this more than others. (S. Kemble)
 - t. For Kinesiology courses, allowing students to get creative with what kind of equipment to use to perform exercises while maintaining social distancing and stay at home practices works well. Having a library of workout exercises that don't require equipment and encourage everyone in the household to participate works well for engagement. (F. Jackson & R. Estrada)
 - u. It was suggested that when using different learning platforms, it's good to have a back-up plan in case something goes wrong. Try to test the material you want to present beforehand to make sure it works. (Dr. Roberts)
 - v. Finally a reminder for all to please show empathy with students and try to best accommodate their needs in these difficult circumstances. (Dr. Roberts)
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4. Adjournment:

☞ *NEXT MEETING DATE: Thursday April 30th, 2020 from 10:00am to 11:00am – Zoom conference*

☞ **Future meetings** *Thursday May 14th, 2020 from 10:00am to 11:00am – Zoom conference*
 Thursday May 28th, 2020 from 10:00am to 11:00am – Zoom conference