**Did you find balance with the new approach and what you wanted to do in your classes? What worked for you? What did not?**

* + Balance is impossible
  + Spend so much more time learning tools, creating videos, answering emails.
  + Save time with commute, getting "ready for work"
  + We really missed an entire week, so that also meant re-thinking content- how to accomplish same work in shorter time.
  + Need to find a pattern/a schedule that works for you and your students and stick with it for consistency.
  + May need to shift assignments to those more appropriate to asses within an online environment - may even change weight and approach to assignments
  + Set up times for contact, set boundaries, establish guidelines for communication and expectations both from instructors and from students.
  + No balance, working more.
  + Setting boundaries was difficult
  + Routine helps - establishing time for work and sticking to it
  + Synchronization was hit and miss
  + Chat was successful
  + Optional meeting times were useful

**What is something you would like to focus on with your classes for the fall, especially if we are remote/online?**

* + Setting parameters – not available weekends, etc.
  + Make assignments due Monday, so don’t get those last minute questions on weekends.
  + Splitting work with lab instructor, i.e. lab instructor has office hours of their own.
  + Need to think about best ways to use lab instructors. Ideas = make lab instructors to be responsible for one assignment, i.e. discussions, check in journals.
  + Sylvia uses “workshops” – first one is guided. Your complete draft is your entrance ticket.
  + Might be a good idea to write something in the syllabus about online tone with instructors
  + Have students write about/process what’s going on
  + Establish what it means to be an online learner
  + Establish what you think of as a reasonable schedule for due dates and interaction
  + Discipline specific focus
  + Using google tools
  + Voicethread
  + Studio

**What support/resources would be most helpful to you for your teaching?**

* + How do you “teach” online? What is the research on the best way to deliver content?
  + How to engage students online – especially in different areas, developmental, ESL, etc.
  + Building community online.
  + How to give good feedback online.
  + How to do group work online? What activities do you do?

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**How do we build community with our students?  With our Colleagues?**

* + Building community - breakout groups is one way.
  + Connecting with what is going on outside- making it relevant- looking at how our conversations, our topics, our research can connect to what is happening- both with COVID and elections.
  + Use discussions boards and Canvas groups.  Students feel a sense of responsibility to other students.
  + Finding youtube video, share what made them laugh
  + Padlet – use it almost like a graffiti board; students share ideas and post stuff; set up padlet for the course and have people contribute
  + Group assignments that focus on show of interaction, not on the product only
  + Happy Hour/Tea time – maybe faculty will feel more open to social Zoom get togethers in the Fall
  + Icebreakers for students. (Students take more time with introduction in online classes)
  + Be there. Let students hear/see you

**What are some opening activities to set the stage?**

* + Try instructor video introduction for the first time?
  + Having a picture on Canvas, so the students see the instructor
  + Difficult to think about opening activities when the course have just ended
  + Introductions
  + Activities
  + Discussions
  + Buddy system worked well for us.
  + Occasional Zoom.
  + Work more with course groups or people with a common purpose.
  + Some smaller check-ins to stay connected, occasional email or call.

**What are some ideas to engage students in an online/remote situation?**

* Try voice thread and Screencast-o-matic to help with introductions- start early, use simpler instructions
  + Truth, Truth, Lie method of engaging students with introductions, learning about others, making a game of it, low stakes
  + Some tools are redundant- Slack and other communications - peel away layers
  + Clear structure
  + Honesty with students
  + Collaborating on assignments; opportunities for collaboration
  + Low stakes or shorter assignments
  + Frequent interactions
  + Video posts
  + Podcasts
  + Use social media to generate topics
  + Small, low-stakes group work