

Distance Learning and Technology Committee

Minutes

18 November 2022

Location: Virtual via Zoom

In attendance: Ané Pearman, Heather Brown, Bethany Wright, John Morea, Lisa Whitaker, Michele Marits, Nancy Prather-Johnson, Beth Callahan, Kimberly Perez, Jennifer Hopkins, Judy Gill, Sarah Stevenson

- I. Call to Order at 12:05 pm
- II. Introductions: none this month
- III. New Business

1. **CHARGE:** Introduction of HyFlex classrooms suggested as charge for next year

Michele Marits questioned the word “Introduction” in the charge. Dean Prather-Johnson and the DLTC agree that charge needs redefining.

Ané proposed the committee request a HyFlex definition from TCC because the VCCS will not have clear definition for months.

John Morea asserts that TCC will have to work with the modality descriptions because a clear definition of HyFlex may not happen until later this year. The next VCCS meeting to discuss HyFlex is in March 2023. In the meantime, DLTC will extend discussion for a future meeting to redefine and clarify charge.

John Morea shared an eLET document proposal that describes three major teaching modalities. His email is inserted below.

DLTC wants clarification on the location of TCC’s 48 HyFlex classrooms.

Dean Fairchild is chairing a HyFlex committee at TCC and possible using HyFlex in criminal justice classes. Further, Dean Prather-Johnson is piloting a HyFlex economics class in spring 2023.

Jennifer Hopkins has concerns about hybrid course coding at TCC and the VCCS. DLTC wants clarification on hybrid course coding; are these courses coded as F2F or virtual sections? Jennifer plans to send her rationale concerning hybrid class coding to the DLTC before the January meeting.

Michelle Marits (chair), Judy Gill, Ané Pearman volunteered to be part of Hyflex sub-committee

2. **CHARGE:** Request that OIS/Helpdesk create easy to follow handouts to explain how to use the MPS stations in the classrooms.

Judy Gill recommended adding an “Instructor Computer Image” video link to each classroom computer that explains how to use the MPS system. On January 9, 2023, Dean Anderson sent an email to some faculty that included a pdf. entitled “Classroom

MPS Operation" [Classroom MPS Operation.pdf](#). UPDATE" 1/17/23 – the provided screenshots do not apply to ALL MPS stations on all campuses as they are at varying levels of updating of hardware.

Lisa Whitaker is on subcommittee and will create a recommendation that OIS be available after 4:30PM to help with classroom technology issues.

The Center for Teaching Excellence and Jenefer Snyder are working with OIS to help create handouts/tutorials at MPS stations.

OIS was not present at meeting to discuss options.

3. **CHARGE:** Conduct a classroom needs assessment to assist with on campus and synchronous remote learning. Rollover from last year.

The charge should cover needs of students and faculty.

**OIS has not assisted or communicated with DLTC concerning charge, so charge could not be explored. Table charge, per Ané, until OIS is present.

IV. New business:

1. No new business

V. 21 October 2022 minutes approved by () once Mary Hanlin's name and title were edited on the document

VI. Meeting Adjourned 1:23 pm

Next meeting 20 January 2023 via ZOOM (3rd Fridays - invitation link in Outlook calendar)

Appendix A:

MEMBERSHIP: 2022-2023

DLTC Membership			
POSITION	CAMPUS REP NAME	BEGINNING	ENDING
Pathway Teaching Faculty (representing each campus)		TERM	TERM
Maritime and Skilled Trades	VACANT	2021	2023
Social Sciences & Education	VACANT		
Health Professions	Lisa Whitaker	2021	2023
Public & Professional Services	Jennifer Hopkins	2021	2023
Engineering, Science & Math	Judy Gill	2021	2023
Manufacturing & Transportation	Richard Dyer	2021	2023
Arts & Humanities	Sarah Stevenson	2021	2023
Business, Computer & IT	Kim Perez	2021	2023
Two Academic Affairs Representatives (at least one being from Dept. of DL)			
Representative 1	Heather Brown	standing	
Representative 2 (DL)	Iris Wang	standing	
PAPC members (up to 3 representing different campuses)			
PAPC representative 1	Michele Marits	2021	2023
PAPC representative 2	Ané Pearman	2021	2023
PAPC representative 3	VACANT	2021	2022
College-wide Counselor/Adviser	VACANT		
Educational Accessibility Representative	Beth Callahan	standing	
College-wide Librarian	Bethany Wright		

Student Services Representative -name change?	VACANT		
Student Representative	VACANT		
Administrative Liaison	John Morea		
OIS Representative	VACANT		
Academic Dean Representative	Nancy Prather-Johnson		
Chair	Ané Pearman		

From: John Morea <jmorea@tcc.edu>
Sent: Friday, November 18, 2022 12:53 PM
To: Sarah Stevenson <sstevenson@tcc.edu>
Subject: DLTC: Nov meeting Hyflex report

CHARGE: Introduction of Hyflex classrooms:

Report on ASAC (VCCS) Hyflex Discussion:

Identifying Course Modalities

Continuing its focus on HyFlex instruction, Page Durham from Germanna presented modality definitions consisting of three instructional categories and definitions that eLET developed in October and presented to ASAC. These thoughtful descriptions may help faculty and administrators better understand hyflex and other modalities.

Single Modality

- **F2F:** Students attend all class meetings on campus in person.
- **Online Synchronous (Zoom):** Students attend class at a scheduled time from anywhere using a Zoom-capable device. Zoom sessions allow students and instructors to interact in real-time. Unlike asynchronous online learning, synchronous classes have a firm, scheduled meeting time. Reliable internet access is required.
- **Asynchronous:** Online classes have no scheduled Zoom or on-campus class sessions. Regular weekly engagement and completion of assignments by established due dates as provided online in Canvas are expected. Asynchronous online learning offers students the flexibility to complete schoolwork while maintaining other professional and personal obligations. Reliable internet access is required

Multiple Modality (Faculty Choice)

- **F2F Hybrid:** Classes require face-to-face in-person sessions on campus on the specified days and times. Shortened in-person sessions need students to complete some activities outside of class.

Regular weekly assignments with established due dates are provided online in Canvas. Reliable internet access is required.

- **Online Synchronous (Zoom) Hybrid:** Classes have required online sessions on specific days and times over Zoom. Other course engagement and participation are asynchronous. Shortened session times require students to complete activities online in Canvas outside of class. Attend this class from anywhere using a Zoom-capable device. Reliable internet access is required.

Multiple Modality (Student Choice)

- **Hyflex:** Hyflex courses offer students the choice of class sessions at specified days and times in-person on campus, synchronously via Zoom, or asynchronously by participating and completing all coursework and assignments online in Canvas. Students may switch between these three attendance options throughout the semester. Reliable internet access and a Zoom-capable device are required for synchronous and asynchronous instruction. When viewing the course schedule, HyFlex courses can be identified by a note in SIS.
- **Bimodal:** Students choose between attending classes on-campus or synchronously via Zoom on the specified days and times. Students may choose to switch between these attendance options throughout the semester. Reliable internet access and a Zoom-capable device are required for synchronous instruction. A note can identify bimodal courses in SIS.

ASAC noted that a common language approach to identifying these modalities that our students understand is necessary.

Faculty Workload for HyFlex Courses

ASAC's Educational Technology and Faculty Issues Committees discussed the challenges faculty encounter teaching a HyFlex course and if the additional responsibilities associated with teaching hyflex warrant a change in workload.

Although classroom infrastructure is essential to accommodate multimodal instruction, the success of a HyFlex course is primarily the instructor's responsibility. The faculty must engage all students as a single community while utilizing technologies to bring everyone together.

HyFlex instruction is a modality that allows students to choose how, where and when they will learn. To achieve this level of flexibility, the faculty must simultaneously teach the course in three modalities: in-person, live online, and asynchronously online.

Foundationally, the faculty design the course within the Learning Management System to support asynchronous education. While teaching, they must engage students, operating cameras and microphones, ensuring everyone can see and hear each other at multiple locations. All learning experiences and course materials they produce must be accessible.

Some colleges, such as Virginia Western and Tidewater, lowered enrollment caps to accommodate Hyflex teaching. Another approach has been to offer stipends for attending trainings and designing hyflex courses.

The committees think that the latter approach of providing incentives for learning how to teach a hyflex course and designing it is a better solution than adjusting credit workloads.

Professional development and learning communities are needed for faculty to teach in multiple modalities.

Thanks,
John

John Morea

Associate Vice President
Department of Distance Learning
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SUPPORTING MATERIAL FOR CHAIR'S UPDATE:

From: Heather Hardiman (McCraig) <hhardiman@tcc.edu>
Sent: Thursday, November 10, 2022 9:58 AM
To: Andrea Pearman <aapearman@tcc.edu>
Cc: John Morea <jmorea@tcc.edu>; Judy Gill <jgill@tcc.edu>
Subject: RE: DLTC Question regarding variable within the Space Utilization Study

Ané
The study will not test the equipment that is in the room.

Heather

Heather Hardiman

Vice President for Administration and Chief Financial Officer
Tidewater Community College

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From: Andrea Pearman <aappearman@tcc.edu>
Sent: Thursday, November 10, 2022 9:40 AM
To: Heather Hardiman (McCraig) <hhardiman@tcc.edu>
Cc: John Morea <jmorea@tcc.edu>; Judy Gill <jgill@tcc.edu>
Subject: DLTC Question regarding variable within the Space Utilization Study

Hi Heather,

QUESTION:

Will the Space Utilization Study review the "classroom technologies" available in each room?

RATIONALE:

We have a charge to review the classroom technologies available in the rooms, try to ascertain the updating status on the tech and also to see which rooms are not only upgraded for hy-flex teaching (zoom and classroom teaching simultaneously) BUT to see if those rooms ARE actually set up and FUNCTIONING.

We are trying to get a blueprint list of all class room tech (hardware and software) that is available in EACH classroom college wide so that we can ensure that we are ready for teaching more F2F classes in Spring 23 (increased to 65% F2F classes from roughly 35% during pandemic).

Faculty have been in several classrooms across campuses that are either not prepared or not updated therefore we want to prepare, as best we can, for a smooth and efficient Spring 23 for faculty and students.

Ané

Ané (Andrea) Pearman

Assistant Professor

Arts and Humanities: Communication Studies

Discipline Chair: Communication Studies (VB campus)

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