

Student Advisory Council Transcript

January 27, 2022

1

00:00:04.049 --> 00:00:09.480

Wilson Garland: Over to you Jay and we'll go ahead and get started with tonight's discussion.

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00:00:11.400 --> 00:00:20.160

Jae Basiliere (they/them): So thank you Wilson, I also have a quick favor to ask well, could you possibly share our slides my Internet my office is really like.

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00:00:20.190 --> 00:00:24.270

Jae Basiliere (they/them): This evening or i'm afraid I might freeze if I try to do both.

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00:00:24.900 --> 00:00:25.950

Wilson Garland: I think I can do that.

5

00:00:26.520 --> 00:00:27.270

Jae Basiliere (they/them): Thank you.

6

00:00:28.230 --> 00:00:29.970

Wilson Garland: Just tell me when to advance.

7

00:00:30.600 --> 00:00:31.560

Jae Basiliere (they/them): Okay well.

8

00:00:33.120 --> 00:00:36.480

Jae Basiliere (they/them): So I think you can probably go right to the the second slide.

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00:00:39.330 --> 00:00:51.090

Jae Basiliere (they/them): So Hello everyone um I just want to start by saying that I and the team of people I work with are so grateful for your time and energy today.

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00:00:51.540 --> 00:01:05.640

Jae Basiliere (they/them): So we are working on a lot of projects in the transformation process that are specifically focused on how faculty use canvas so some things we're working on include.

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00:01:06.060 --> 00:01:16.590

Jae Basiliere (they/them): i'm trying to help faculty come up with maybe a template or a series of templates so we can get some standardization and how courses looking canvas.

12

00:01:17.310 --> 00:01:29.430

Jae Basiliere (they/them): we're also working on creating checklists that faculty can use to go through and sort of make sure that all of their nuts and bolts or an order in their canvas page and we're just.

13

00:01:29.880 --> 00:01:39.750

Jae Basiliere (they/them): Also generally working on building trainings and supports for faculty to help them learn how to use different aspects of canvas more efficiently.

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00:01:40.350 --> 00:01:52.230

Jae Basiliere (they/them): And so, with all of that context, we are very excited to hear from you about your experiences with canvas what works well for you what doesn't.

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00:01:52.620 --> 00:02:03.660

Jae Basiliere (they/them): What you wish would happen because that's really going to inform sort of the recommendations we make to faculty so we're very excited to get your perspective on.

16

00:02:04.170 --> 00:02:17.910

Jae Basiliere (they/them): canvas us and we have kind of four main categories that we're interested in hearing from you about today, so the first is what i'm calling performance tracking that could include.

17

00:02:18.270 --> 00:02:32.490

Jae Basiliere (they/them): canvas rubrics the gradebook canvas attendance tracking features like that i'm i'm also interested in how you use canvas to track your workload and keep track of when your assignments are due.

18

00:02:33.270 --> 00:02:42.660

Jae Basiliere (they/them): i'm interested in your sort of general opinions on course setup and then i'm really interested in your experiences with sort of.

19

00:02:43.110 --> 00:02:57.720

Jae Basiliere (they/them): External tools So these are things that faculty may add into a canvas site like zoom or you know videos or maybe a plagiarism checking software like turn it in i'm interested in how.

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00:02:58.230 --> 00:03:05.940

Jae Basiliere (they/them): Those kinds of tools affect your experience so it's my hope that we can sort of talk through these four things.

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00:03:06.300 --> 00:03:17.670

Jae Basiliere (they/them): And then i'll have some time at the end for kind of an open ended free for all is there anything else you want my team and I to know about your experiences with canvas as we move forward.

22

00:03:20.310 --> 00:03:25.440

Jae Basiliere (they/them): So I guess does anyone have any questions or concerns for me, before we dive into the conversation.

23

00:03:30.930 --> 00:03:45.720

Yasmine Ziesler: And Jay Jay if I, if I may, and I apologize, at the outset, but did we talk sort of about kind of collecting information here, via the recording and transcript with everybody on the team yeah we did okay hi.

24

00:03:55.650 --> 00:03:59.640

Jae Basiliere (they/them): Okay, so if there's nothing else Wilson, I think you can advance.

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00:04:02.610 --> 00:04:13.290

Jae Basiliere (they/them): So the two questions I wanted to start by opening up to you are one kind of in your ideal situation in your perfect world.

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00:04:13.650 --> 00:04:28.110

Jae Basiliere (they/them): How often are you getting feedback from your professors about your performance and, of course, how often are they getting the gradebook how often or how quickly, are they returning your assignments sort of what's your desire in terms of timeline.

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00:04:29.280 --> 00:04:33.450

Jae Basiliere (they/them): So actually maybe let's start there and then we can move on to the second question after that.

28

00:04:35.820 --> 00:04:46.950

Gabriel Wilkinson: I would say, ideally, with grades and stuff within the week, although I don't expect that from all professors some professors clearly have a lot more on their plate to deal with and others so.

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00:04:47.970 --> 00:04:51.750

Gabriel Wilkinson: Any idea will, yes, a week, but other than that, though.

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00:04:53.370 --> 00:05:02.550

Gabriel Wilkinson: In general feedback on performance here, of course, do you mean like them telling you a your you might need to pick up the slack here, and these kind of things, or is it just grades.

31

00:05:03.870 --> 00:05:15.900

Jae Basiliere (they/them): yeah so I was thinking more like overall information like you know, right now, you have a be in the class sort of the kind of information that right now, you typically get when mid term grade or do.

32

00:05:17.700 --> 00:05:18.150

Gabriel Wilkinson: I mean.

33

00:05:19.350 --> 00:05:21.300

Gabriel Wilkinson: I guess, we can see the great book at all times.

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00:05:22.980 --> 00:05:24.630

Gabriel Wilkinson: It makes it easy to share crates but.

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00:05:27.030 --> 00:05:27.300

Jae Basiliere (they/them): Okay.

36

00:05:27.600 --> 00:05:28.860

Gabriel Wilkinson: So let's be nice.

37

00:05:30.360 --> 00:05:31.530

Jae Basiliere (they/them): Okay, thank you.

38

00:05:35.130 --> 00:05:43.350

Tajae Edwards: yeah I feel like one week is reasonable, but a lot of times it happens where you know in terms of midterms.

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00:05:44.130 --> 00:05:54.150

Tajae Edwards: Your grades are not getting updated quick enough, and then it comes to mid term and you feel like you're safe and then you see the great updated just for the midterm to reflect that.

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00:05:54.630 --> 00:05:58.020

Tajae Edwards: When you weren't see that seemed out week by week and then you're like oh.

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00:05:58.590 --> 00:06:06.360

Tajae Edwards: I guess, I have to pull it all together now are when you have less than about three or two weeks to pull it all together, and if you were getting a.

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00:06:06.720 --> 00:06:22.140

Tajae Edwards: weekly updates probably you could you know, probably need to work a little harder here are probably need to do more in this course to get ready to be before a certain point, so I feel like even we can turn around with grades will be created in an ideal world.

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00:06:25.230 --> 00:06:35.430

Jae Basiliere (they/them): Okay Thank you so much today so would it be sort of accurate to say that, for all of you who have spoken so far that more regular updates on.

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00:06:35.730 --> 00:06:45.900

Jae Basiliere (they/them): Your grades in the scores you receive on things would help you sort of better stay on top of your coursework and better equip you to get the grades you want is that sort of.

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00:06:46.080 --> 00:06:54.750

Gabriel Wilkinson: takeaway Is that correct definitely definitely I I actually I have a couple of professors in the past, who, just like they just don't read anything.

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00:06:55.470 --> 00:07:08.400

Gabriel Wilkinson: And then they just like last week or two I just get a spam of emails and my things they saw this assignments been graded just like 1020 of those that's pretty annoying.

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00:07:09.090 --> 00:07:15.720

Gabriel Wilkinson: But it's it's less annoying with professors who kind of just are going to be like i'm going to give you a 10 out of 10 out every assignment.

48

00:07:16.140 --> 00:07:26.100

Gabriel Wilkinson: And more so annoying with the ones that are actually going to like really put the time into grade your assignments, and a half late, they give you bad grades on stuff because if they.

49

00:07:27.120 --> 00:07:31.410

Gabriel Wilkinson: are the ones that give you generally good grades just for participating it's fine but.

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00:07:32.790 --> 00:07:37.320

Gabriel Wilkinson: it's what it is when you last second find out you're failing the class that it's a problem.

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00:07:37.890 --> 00:07:39.300

Brittany Pfaff: I would not be okay with that at all.

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00:07:40.410 --> 00:07:52.560

Brittany Pfaff: That would frustrate me and i'm a single mom a professional and I just went back to school, so if a professor did that to me i'd be having a panic attack okay So hopefully.

53

00:07:53.280 --> 00:07:53.490

Gabriel Wilkinson: I don't.

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00:07:53.820 --> 00:07:54.030

mean.

55

00:07:55.590 --> 00:07:57.300

Brittany Pfaff: Okay cuz I need to know if.

56

00:07:58.410 --> 00:08:05.370

Brittany Pfaff: You guys have to forgive me i'm a i'm an older student i'm 36 I went back, I went back to college, after having my daughter who's too.

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00:08:06.000 --> 00:08:14.760

Brittany Pfaff: And I am a professional I work in the insurance industry and I decided, I need to go back to get my degree, because that's really, what I want, and I just put it on hold.

58

00:08:15.390 --> 00:08:27.570

Brittany Pfaff: So I do understand that professors have other things going on as well, but maybe how, how do we know if students that we're understanding.

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00:08:28.260 --> 00:08:40.920

Brittany Pfaff: The information that we're learning or that we're being taught if at the end, Gabriel, they give us the grades, and then you're like oh shoot i'm failing why Why am I, failing that would not be okay with me, I hope it doesn't happen.

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00:08:42.390 --> 00:08:43.230

Gabriel Wilkinson: yeah I totally agree.

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00:08:44.460 --> 00:08:52.020

Tajae Edwards: A lot of times when the grades return for grades like like that you approach the assignments, the same way, not knowing that.

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00:08:52.650 --> 00:08:59.040

Tajae Edwards: you're failing and it's not the right approach, and if you get like feedback or return your grades return at a certain.

63

00:08:59.520 --> 00:09:12.120

Tajae Edwards: quick enough time you're able to pick out, you know where you're doing what where where your errors are where the wrong steps are made, you can make the adjustments like get where you need to be.

64

00:09:13.470 --> 00:09:23.400

Brittany Pfaff: yeah no absolutely and I already so I went through a students, the classes were released in Kansas one was posted like a couple days before.

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00:09:23.760 --> 00:09:30.060

Brittany Pfaff: classes started to where you couldn't do anything but you can look at everything and another one wasn't posted at all, you can see that it was there, but it wasn't published.

66

00:09:30.750 --> 00:09:38.310

Brittany Pfaff: So I went through all of that professors material and I literally wrote her, and I feel so bad because I apologize in my email thing.

67

00:09:38.640 --> 00:09:51.960

Brittany Pfaff: I want to make sure I understand all this information that you had put in your different topics is are all these I put in questions and She answered them as what it was, and I apologize to her, but it was like a book long i'm not a procrastinator so I like to.

68

00:09:51.960 --> 00:09:53.730

Brittany Pfaff: know in advance and she was very.

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00:09:54.030 --> 00:10:03.750

Brittany Pfaff: thoughtful about it and her Turner her turnaround time for emails was 48 hours, and I think it took like three days, but again classes hadn't started yet so.

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00:10:04.320 --> 00:10:19.890

Brittany Pfaff: Definitely I would second Gabriel a week is, I think, a good time frame and if, for some reason, a professor cannot grade or even, let us know our performance within that timely manner, maybe just send out a mass email thing so sorry, you know, whatever.

71

00:10:20.910 --> 00:10:26.640

Brittany Pfaff: They don't even have to give a reason, in my opinion, just say i'm sorry the freezer not available yeah I just say Simon such and such a time.

72

00:10:29.820 --> 00:10:35.010

Jae Basiliere (they/them): Thank you so much for all of that, I see that he has a hand up so let's go there next.

73

00:10:36.180 --> 00:10:48.090

Dee Oakes: So, specifically in regards to this question i've been a student both with online and vu and in person, so I feel like there's a couple of different aspects to how this can be ideally organized.

74

00:10:48.420 --> 00:11:02.100

Dee Oakes: I agree with everyone that ideally getting grades back after week after the assignment would be fantastic, because then you're updated throughout the Semester on where you're great actually stands but, at the very least, Professor should outline their.

75

00:11:02.400 --> 00:11:12.360

Dee Oakes: Maybe their grading time or their feedback time or if they stay in their syllabus that they respond and 48 hours to respond in 48 hours.

76

00:11:14.550 --> 00:11:20.880

Dee Oakes: Similarly, what email is the best way to reach them because sometimes professors will answer the.

77

00:11:21.990 --> 00:11:36.810

Dee Oakes: Northern vermont.edu or their initial date of birth, but not both so I feel like as long as expectations on the professor and the student side or both clearly outlined, then it works well for everyone.

78

00:11:39.210 --> 00:11:43.950

Jae Basiliere (they/them): Thank you so much that's all so helpful Perry i'd love to hear what you have to say.

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00:11:43.950 --> 00:11:51.930

Perry Ragouzis: TIM I know for me it's not necessarily a set time that I expect work to be back it's more I expect.

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00:11:52.470 --> 00:11:55.410

Perry Ragouzis: A kind of ratio both of my parents were educators and.

81

00:11:55.440 --> 00:12:02.820

Perry Ragouzis: For me, the longer I wait for an assignment to be returned to me, the more feedback, I expect from that assignment.

82

00:12:03.780 --> 00:12:10.200

Perry Ragouzis: So setting like one week for all assignments for me just doesn't seem reasonable for my professors or for my learning.

83

00:12:10.650 --> 00:12:17.400

Perry Ragouzis: habits, so if i'm expecting something to be returned to me rather quickly, I know that i'm not going to get a lot of feedback on that assignment.

84

00:12:18.360 --> 00:12:27.150

Perry Ragouzis: But if I feel like has been a while, since i've gotten a assignment returned to me i'm expecting to get more feedback on that assignment so.

85

00:12:27.960 --> 00:12:41.610

Perry Ragouzis: For me, that balance has been nice and when professors don't meet that expectation that's usually where I have concerns or issues but there's no set time for me that I ever expect really any assignment to be returned.

86

00:12:43.980 --> 00:12:46.230

Jae Basiliere (they/them): amazing Thank you that's a great perspective.

87

00:12:47.280 --> 00:12:51.540

Jae Basiliere (they/them): yeah I saw you had your hand up a minute ago was there something else you wanted to add.

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00:12:53.670 --> 00:13:03.060

Brittany Pfaff: um I just back to what he had just mentioned, I guess, I don't I didn't think like if it took longer than a week I think I was assuming that.

89

00:13:03.450 --> 00:13:08.400

Brittany Pfaff: It was because maybe the Professor was caught up with something or they have other obligations going on.

90

00:13:08.820 --> 00:13:16.470

Brittany Pfaff: Whereas, not so much that i'm anticipating your feedback or more intensive feedback from the Professor I was thinking more.

91

00:13:16.770 --> 00:13:27.030

Brittany Pfaff: Why did it take a long, I mean I would ideally love to think that the reason it was taking so long list because they're given me an immense amount of feedback, but if that's not the case that would be where I would want my courses.

92

00:13:28.440 --> 00:13:39.300

Brittany Pfaff: or my my grades back sooner, I do have one question which is not completely on this topic, but is there an integration between the canvas inbox and or mbu email addresses.

93

00:13:41.550 --> 00:13:48.180

Jae Basiliere (they/them): Yes, there is so I might defer to my friend amy bd who's the expert on this, but my.

94

00:13:48.600 --> 00:13:56.280

Jae Basiliere (they/them): understanding is that there's a setting you can enable where all of your canvas inbox messages will go to your email and then.

95

00:13:56.670 --> 00:14:08.280

Jae Basiliere (they/them): You can choose how you reply you can either go into canvas and replies you the canvas messaging function, or you can answer the email you received in your inbox and it'll get sent back the same way.

96

00:14:08.520 --> 00:14:20.160

Brittany Pfaff: Okay, so the interview like if you had originally sent a professor an email from under you but not canvas so, for instance, I said something through my email address, but it did not show up in the canvas inbox, however.

97

00:14:21.420 --> 00:14:35.580

Brittany Pfaff: I did have a professor respond from canvas in regards to something I responded back to her and that's in there, but not from the one class I don't know I don't know if it's because of where the email originated from or how that works.

98

00:14:36.660 --> 00:14:46.890

Brittany Pfaff: I just don't want to be I don't want to miss something if it's not in canvas and it's through my email or vice versa, and i'm trying to look for something I just isn't integration as possible for us to get that type of integration.

99

00:14:48.660 --> 00:14:54.120

Meg Walz: Brittany, we can reach out to you specifically to help troubleshoot some of these things if you'd like.

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00:14:55.500 --> 00:14:58.500

Brittany Pfaff: yeah I just I like simplicity and everything in one place.

101

00:14:59.580 --> 00:15:05.550

Brittany Pfaff: Just I want to make sure that i'm not missing anything and that my professors aren't missing anything from myself either.

102

00:15:07.290 --> 00:15:07.980

Brittany Pfaff: i'll email you.

103

00:15:09.540 --> 00:15:10.680

Jae Basiliere (they/them): Thank you so much.

104

00:15:10.680 --> 00:15:11.880

Jae Basiliere (they/them): Man, I appreciate you.

105

00:15:13.110 --> 00:15:15.090

Jae Basiliere (they/them): Kevin I think your hand is next.

106

00:15:15.120 --> 00:15:22.680

Kevin McGreal (He, Him, His): yeah yeah and I can talk to the email thing a little bit because it's something I have an issue which I almost wish we didn't even have canvas email at all.

107

00:15:23.070 --> 00:15:29.220

Kevin McGreal (He, Him, His): Because it's that that should be something that would be consistent between professors, because some professors use it and some don't.

108

00:15:30.330 --> 00:15:45.810

Kevin McGreal (He, Him, His): And i've missed like important information on meetings, because someone used to canvas message and that didn't end up showing up in my email until you know, a batch the infrastructure releases and I got like the message like six hours later, I was like Oh, my goodness.

109

00:15:47.340 --> 00:15:55.740

Kevin McGreal (He, Him, His): But I would tell anyone that might use the canvas inbox I would recommend not avoiding avoiding using it a because when it goes to your outlook.

110

00:15:56.850 --> 00:16:05.070

Kevin McGreal (He, Him, His): It doesn't keep the formatting so you'll get like it just doesn't look as good it's like this big compressed message that I don't know it's a little harder to parse through.

111

00:16:05.070 --> 00:16:06.900

Kevin McGreal (He, Him, His): So I would always recommend using.

112

00:16:07.350 --> 00:16:08.370

Kevin McGreal (He, Him, His): outlook personally.

113

00:16:10.710 --> 00:16:15.270

Kevin McGreal (He, Him, His): Something I wanted to also talk about with the the feedback.

114

00:16:15.750 --> 00:16:21.720

Kevin McGreal (He, Him, His): Is the type of feedback that is left and maybe this is like a Community college thing i've had this issue only.

115

00:16:22.020 --> 00:16:34.920

Kevin McGreal (He, Him, His): With a few professors, but where they'll give me a grade, but then not like a like B plus and they say like great job and that's it like they don't say anything else it's like okay well yeah exactly it looks yeah exactly.

116

00:16:34.950 --> 00:16:37.050

Kevin McGreal (He, Him, His): Nice job I would appreciate.

117

00:16:37.500 --> 00:16:37.830

Gabriel Wilkinson: it up.

118

00:16:38.220 --> 00:16:50.400

Kevin McGreal (He, Him, His): In the system of giving feedback to actually like explain where you got points off, you know I I didn't really appreciate it fully until I had a couple professors that gave amazing feedback, I was like.

119

00:16:50.910 --> 00:16:58.770

Kevin McGreal (He, Him, His): blew me away with the stuff they're suggesting, and it really does make a big difference to understand like why you're losing points and how you can improve.

120

00:17:00.720 --> 00:17:09.240

Kevin McGreal (He, Him, His): Because I don't know that's just that's how I get better at what I do and so just using that that little comment section in canvas works really well on assignments.

121

00:17:09.450 --> 00:17:18.360

Kevin McGreal (He, Him, His): Like i'll leave a little comment, when I submit something like Oh, I was thinking about this, so this wasn't working and then getting that feedback in the comment from the Professor is really helpful.

122

00:17:20.100 --> 00:17:31.830

Jae Basiliere (they/them): Great Thank you Kevin that is so helpful and I guess I if you don't mind to have a follow up question um so rubrics are one of the things that sort of in this.

123

00:17:32.370 --> 00:17:41.640

Jae Basiliere (they/them): section of thinking as well, so do you feel like canvas rubrics are a way that you can get helpful feedback about your performance if professors use those.

124

00:17:42.150 --> 00:17:59.190

Kevin McGreal (He, Him, His): I mean I don't even maybe there's a specific canvas rubrics thing you're referring to, but the rubrics i've seen used in classes seem kind of like they're there, because they have to be and they when you get feedback on on the grading on stuff it's not always.

125

00:17:59.190 --> 00:18:10.920

Kevin McGreal (He, Him, His): Like like when I when I used to get them in like paper form, there would be like comments this is like back in like high school even need see like little comments for each section it's like oh you got a four here you got to five they're like circled and stuff.

126

00:18:12.930 --> 00:18:19.050

Kevin McGreal (He, Him, His): And i've never experienced anything like that, through online learning here within the dsc.

127

00:18:19.680 --> 00:18:28.530

Kevin McGreal (He, Him, His): it's like they post the rubric like this is what you're getting your grades on but then you just get your number grade when they when they grade your assignment and then say you know where you lost points or whatever.

128

00:18:29.550 --> 00:18:32.070

Kevin McGreal (He, Him, His): i've never really seen it directly tied to the rubric so.

129

00:18:33.450 --> 00:18:34.500

Kevin McGreal (He, Him, His): Okay that's helpful.

130

00:18:35.070 --> 00:18:40.620

Jae Basiliere (they/them): Thank you that's very helpful that's exactly what I was wondering Ryan i'd love to hear from you next.

131

00:18:41.580 --> 00:18:47.490

Cooney, Ryan J.: yeah so I definitely agree with what everyone said some professors are better at providing feedback than others, some are more timely than others.

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00:18:47.880 --> 00:18:56.910

Cooney, Ryan J.: I guess, my question is if hypothetically you we go forward with this idea that we expect faculty to provide a grade back within a week of an assignment turned in.

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00:18:57.540 --> 00:19:06.930

Cooney, Ryan J.: How do we ensure that that actually happens because faculty are provided with a lot of tools, right now, but they don't necessarily use them and that's the problem we're giving people a lot of stuff.

134

00:19:08.340 --> 00:19:19.830

Cooney, Ryan J.: But there's there's not really a system of checks and balances and ensures that it's being used correctly or adequately across the board, I guess that's my question, if you go forward with this what's the plan to ensure it actually happens.

135

00:19:20.910 --> 00:19:25.890

Jae Basiliere (they/them): So it's a great question Ryan, and I don't have a clear answer for you right now.

136

00:19:26.790 --> 00:19:40.350

Jae Basiliere (they/them): But I will say that that is sort of on very present in our minds is this question of so you know, we need to both build a structure, and then we need to support faculty in.

137

00:19:40.740 --> 00:19:50.370

Jae Basiliere (they/them): using it, and we need to sort of figure out what it means to implement it, so I don't have an answer for you today, but I can tell you that that's something that's very present in our thinking right.

138

00:19:50.400 --> 00:19:50.760

Now.

139

00:19:53.730 --> 00:19:53.850

Jae Basiliere (they/them): So.

140

00:19:56.640 --> 00:20:03.450

Dee Oakes: I think something that would solve a lot of issues is faculty learning how to use canvas.

141

00:20:03.930 --> 00:20:11.100

Dee Oakes: I think there's a lot of videos available for people to watch and do, but for folks who were.

142

00:20:11.460 --> 00:20:25.590

Dee Oakes: Very used to moodle or not using any web creating systems at all, I think, even watching videos is a challenge, especially for older professors who have a hard time working zoom I feel like if there were.

143

00:20:26.250 --> 00:20:35.220

Dee Oakes: Like new student orientation where folks are walk through how to use canvas how to access the portal, especially with the portal that's changed things like that, if there was a.

144

00:20:36.330 --> 00:20:37.620

Dee Oakes: School wide.

145

00:20:39.600 --> 00:20:45.570

Dee Oakes: meant maybe through zoom that literally walked people through canvas rather than just watching videos.

146

00:20:47.460 --> 00:20:59.580

Dee Oakes: Because there's a lot of things that I think faculty don't even know is available on canvas sites, especially when so much of it is individualized her Professor like they built their course there's an over, at least at a lot of places.

147

00:20:59.580 --> 00:21:00.840

Dee Oakes: courses that are pre bill.

148

00:21:03.420 --> 00:21:03.870

Dee Oakes: awesome.

149

00:21:04.470 --> 00:21:08.160

Jae Basiliere (they/them): Thank you for that I appreciate it, I yes Ryan.

150

00:21:09.660 --> 00:21:18.900

Cooney, Ryan J.: yeah just to go off that last comment because I definitely do agree with that and it's something we've actually talked about in the team meetings I have with the various cities around the system um.

151

00:21:18.930 --> 00:21:25.320

Cooney, Ryan J.: it's actually my understanding, we do provide some of these trainings for faculty but however there isn't a concrete requirement that faculty.

152

00:21:25.710 --> 00:21:33.360

Cooney, Ryan J.: has to go to these trainings and that's part of the thing goes back into my comment earlier about how do we actually ensure that the tools we provide are used and that's.

153

00:21:33.840 --> 00:21:39.870

Cooney, Ryan J.: I think one of the questions you said Jay, how do we do that as we move forward into the V Su but just something that I think you know.

154

00:21:40.260 --> 00:21:48.150

Cooney, Ryan J.: We all agree with, but that's part of the issue, people don't realize is they're pretty we don't have a system of compliance it's actually in place right now.

155

00:21:49.200 --> 00:21:51.960

Gabriel Wilkinson: it's one of the big problems to having to deal with, like the teachers unions.

156

00:21:56.790 --> 00:22:13.200

Jae Basiliere (they/them): I don't know that i'm necessarily the person to speak to that, but there are sort of a lot of moving parts, I would just say in terms of like how we do this and how we make it happen um Oh, and I think, maybe our our Chancellor will speak to it.

157

00:22:15.000 --> 00:22:27.210

Sophie Zdatny, Chancellor: You know, it just say we, we did last time we negotiated the full time faculty contract, we did get some language in the contract in terms of evaluations of faculty and it does include their use of the learning management system.

158

00:22:28.110 --> 00:22:36.000

Sophie Zdatny, Chancellor: encouragement to take attendance to report attendance to kind of help you know, make sure that students aren't you know falling through the cracks.

159

00:22:36.840 --> 00:22:43.500

Sophie Zdatny, Chancellor: But again there's you know it's a delicate balance because faculty also have their academic freedom but that's part of geez.

160

00:22:44.370 --> 00:23:01.470

Sophie Zdatny, Chancellor: What Jay seeking to do here raiders is to provide tools get this information to help provide tools to faculty and your feedback is absolutely invaluable right because they need to it's helpful to be able to explain to faculty what students are experiencing, on the other end so.

161

00:23:02.490 --> 00:23:06.630

Sophie Zdatny, Chancellor: This is, this is why it's just really valuable for you to be sharing this with Jay.

162

00:23:09.450 --> 00:23:11.970

Jae Basiliere (they/them): Yes, I will absolutely echo that.

163

00:23:12.900 --> 00:23:28.650

Jae Basiliere (they/them): You know, and nothing that anyone has said so far I yeah I don't disagree right, and so, but it's so helpful for me to be able to say, this is not only based on the evidence what's best to do, but also our students need us to do it.

164

00:23:29.790 --> 00:23:35.970

Jae Basiliere (they/them): So I am just so grateful for your feedback and on that note Wilson, could you please tab ahead, the slide for me.

165

00:23:36.480 --> 00:23:44.700

Jae Basiliere (they/them): um so Alex has just made a comment in the chat that I really want to draw out and it relates to this next.

166

00:23:45.210 --> 00:23:57.930

Jae Basiliere (they/them): question I have, which is sort of very generally, how do you keep track of your homework, so do you like it when your professors send announcements, do you.

167

00:23:58.290 --> 00:24:10.980

Jae Basiliere (they/them): Use the canvas calendar feature, are you keeping track of your assignments some other way i'm very interested in sort of how you're managing the Labor and the work for all of your different courses.

168

00:24:12.090 --> 00:24:12.810

Jae Basiliere (they/them): Yes, D.

169

00:24:14.430 --> 00:24:17.340

Dee Oakes: me the most helpful tool on canvas is the to do list.

170

00:24:18.630 --> 00:24:21.600

Dee Oakes: I don't use the calendar as much just because.

171

00:24:22.860 --> 00:24:28.830

Dee Oakes: I liked it to do list better personally um because it it, it lays everything out in a way that works great for my brain.

172

00:24:29.400 --> 00:24:35.550

Dee Oakes: But it's also extremely helpful for when professors announce what assignments are also do.

173

00:24:36.120 --> 00:24:50.430

Dee Oakes: because sometimes due dates will be weird if they're moving a course from one semester into next semester, which can mess things up with the modules a little bit one of the most helpful things i've ever had Professor do was at the start of each week a list of.

174

00:24:50.520 --> 00:24:51.480

Dee Oakes: These are the readings.

175

00:24:51.570 --> 00:24:52.620

Dee Oakes: These are our assignments.

176

00:24:52.800 --> 00:25:04.470

Dee Oakes: Remember, this project is doing a week, but the to do list is the most helpful thing when professors have everything set up to fall into the to do list, especially on the APP it's fantastic.

177

00:25:05.790 --> 00:25:10.560

Jae Basiliere (they/them): Thank you that's so helpful I yes Brittany and then we'll go to Ryan after that.

178

00:25:12.120 --> 00:25:18.900

Brittany Pfaff: I use that to do list I did just recently find that the calendar did have information on it, I looked at it once and it didn't have anything.

179

00:25:19.290 --> 00:25:30.510

Brittany Pfaff: At first I wasn't sure if that was the due date of the assignment or whether that was when they put it into the system, but I did realize that the due date, however i'm old school I use a planner to.

180

00:25:31.080 --> 00:25:44.040

Brittany Pfaff: I still have a computer based calendar, where are my assignments, then, but in case i'm out and about to take my daughter to daycare and things like that, and I say, I want to do some reading I referred to my written out planner.

181

00:25:45.720 --> 00:25:46.800

Thank you, Brittany.

182

00:25:53.700 --> 00:25:55.170

Cooney, Ryan J.: i'm sorry.

183

00:25:56.370 --> 00:26:04.890

Cooney, Ryan J.: So yeah, so I would say, definitely as what's been said before, the to do list a little bit the modules as well for the individual classes, usually pretty good with some professors, but also.

184

00:26:05.250 --> 00:26:18.630

Cooney, Ryan J.: Just on the dashboard page is usually good enough just to scroll through that and that'll even just pop up with my assignments, I find that's really nice too, because everything you'll just have like a little check once it's done and little satisfied feeling, seeing that so.

185

00:26:23.730 --> 00:26:26.400

Gabriel Wilkinson: I use the dashboard a ton like confirm that.

186

00:26:26.460 --> 00:26:27.840

Gabriel Wilkinson: it's super useful.

187

00:26:29.190 --> 00:26:43.560

Gabriel Wilkinson: I personally some professors i've had the I was, I think there's only one class, but they they're the way they did their assignments I don't know how they managed it like they didn't put a due date or something on it and it didn't show up on the dashboard yeah basically considered that.

188

00:26:43.710 --> 00:26:45.390

Gabriel Wilkinson: Those assignments just null and void because.

189

00:26:45.390 --> 00:26:48.420

Gabriel Wilkinson: I was not going to see them that I didn't for like two weeks.

190

00:26:49.950 --> 00:26:50.430

Jae Basiliere (they/them): Okay.

191

00:26:51.000 --> 00:26:55.170

Jae Basiliere (they/them): Thank you, yes Alex and then we'll hear from Tasmania after that.

192

00:26:56.640 --> 00:27:00.510

Alexandra Huff: i'm i'm one of the many to do list fans here um.

193

00:27:01.050 --> 00:27:15.360

Alexandra Huff: I have the canvas APP on my phone, but I only use it, admittedly, when i'm about to be late on a discussion board post and I just need to check something really quick while i'm at the hornet's nest snack bar area and my laptop is nowhere near me.

194

00:27:17.100 --> 00:27:31.680

Alexandra Huff: Because the the APP you're you're not going to like right upload an assignment from the APP if people who type essays on their phones bless you not something that is happening for most of us, admittedly.

195

00:27:33.540 --> 00:27:43.230

Alexandra Huff: So I just use it for kind of like emergencies it's probably my least used APP on my phone and even on a desktop or laptop here.

196

00:27:43.620 --> 00:27:49.740

Alexandra Huff: As others are saying I open the dashboard just to see the to do list and then.

197

00:27:50.190 --> 00:28:08.460

Alexandra Huff: Unless i'm purposefully looking for something like a zoom link to the class or i'm going to turn in an assignment or I need to review the PowerPoint that day, I do not explore the other options, I don't use calendar I didn't even know candace had a calendar if i'm being honest.

198

00:28:09.960 --> 00:28:14.250

Alexandra Huff: I don't use most of the other features.

199

00:28:15.270 --> 00:28:22.920

Alexandra Huff: And I think i'm mostly kind of boycott canvas is features because professors use them so differently.

200

00:28:23.280 --> 00:28:41.460

Alexandra Huff: That i'm just I don't want to learn it if that makes sense, like that sounds really, really bad, especially since I like pride myself and, like, I want to learn everything, but having professors who use every single aspect of canvas other professors who.

201

00:28:42.510 --> 00:28:53.640

Alexandra Huff: Post absolutely nothing on canvas having professors that post way too much on canvas that you can actually find your assignments and you're scrolling for like hours and hours and hours trying to find where to.

202

00:28:54.540 --> 00:29:05.430

Alexandra Huff: turn in something or what the assignment actually is it's a headache that I don't want to invest into so if it's not on the to do list I don't care.

203

00:29:05.880 --> 00:29:21.240

Alexandra Huff: Because i've kind of been shoved out of the caring zone of canvas when when we first I remember moodle how many people in here remember moodle I hate moodle moodle should burn I hate it i'm so glad we switched to canvas so glad.

204

00:29:22.200 --> 00:29:27.750

Alexandra Huff: And I was so glad and now i'm like Okay, I also hate canvas because there's no.

205

00:29:28.770 --> 00:29:34.110

Alexandra Huff: Normal see like i'm not saying every single canvas page has to be the same, because that would be boring as heck.

206

00:29:34.830 --> 00:29:50.640

Alexandra Huff: Time, like every single of your classes be exactly the same that's why we have different classes with different professors, but when they're not functioning it's I give up, and so I don't I use canvas when absolutely necessary.

207

00:29:53.250 --> 00:30:13.530

Jae Basiliere (they/them): Thank you Alex for all of that feedback um I don't want to put words in your mouth, I just want to make sure I understand you correctly, would you say that it's sort of a barrier to you accessing a course how much variability very ability, there is, and how canvas courses are set up.

208

00:30:14.520 --> 00:30:30.810

Alexandra Huff: yeah it's it's a huge turnoff to have to be like I need to log into canvas to go and find this thing like I just associate canvas with this negative connotation now just because it's not a complicated program but it's being made a complicated Program.

209

00:30:32.040 --> 00:30:34.170

Jae Basiliere (they/them): Thank you, I really appreciate that feedback.

210

00:30:35.340 --> 00:30:36.090

Jae Basiliere (they/them): today.

211

00:30:38.460 --> 00:30:48.990

Tajae Edwards: I just have to confess that I don't know what the to do list is I see like is it like the the list of things that are on the corner of canvas when you go to the dashboard.

212

00:30:50.610 --> 00:30:59.520

Tajae Edwards: Okay, but since I have so many courses with similar names, sometimes I don't know where the assignment belongs so i'm good with I use.

213

00:30:59.790 --> 00:31:09.210

Tajae Edwards: The calendar a lot and I like it very much I feel like it's very effective, for me, because i'm very visual and you know a lot of my courses are represented, with different colors.

214

00:31:09.420 --> 00:31:24.210

Tajae Edwards: So when I go in the calendar, and I see all my courses and all the assignments, with different colors without even seeing the name I know what what assignment what classes, I Simon is for now I love when it's marked out because i'd like to see you know that I got it done.

215

00:31:27.480 --> 00:31:28.980

Jae Basiliere (they/them): Anything Thank you so much.

216

00:31:30.060 --> 00:31:31.800

Jae Basiliere (they/them): Kevin I believe you were next.

217

00:31:32.160 --> 00:31:32.670

yeah.

218

00:31:33.750 --> 00:31:43.350

Kevin McGreal (He, Him, His): So what I what I was talking about a to do list I was actually literally meaning when professors, like in the module for that week like we three they'll actually have like.

219

00:31:43.920 --> 00:31:47.580

Kevin McGreal (He, Him, His): talk a little bit about recovering and then all the assignments, that we need to do.

220

00:31:48.270 --> 00:32:01.230

Kevin McGreal (He, Him, His): When they when they're do i'd like so it's just a basic overview of the week, I find that really helpful and that's what I was referring to is the to do list I know there's the thing on the right, I think, on your dashboard or wherever and that's also helpful.

221

00:32:03.060 --> 00:32:17.730

Kevin McGreal (He, Him, His): And then, with the canvas calendar I think it's really cool I wish that i'm amy I don't know if you have any control over this whatsoever, but I wish the default would be that your classes were selected instead of and selected.

222

00:32:18.510 --> 00:32:27.030

Kevin McGreal (He, Him, His): Because I know, at least in CCTV when you go into your calendar, nothing is selected you actually have to like go to the little checkboxes and you know your.

223

00:32:27.390 --> 00:32:35.160

Kevin McGreal (He, Him, His): Creative writing course and all the xyz and get those all to populate that list otherwise it's just empty you're like I don't have anything in my calendar what's going on here.

224

00:32:36.450 --> 00:32:47.940

Kevin McGreal (He, Him, His): So it's when we do like new student orientation and everything I always have to make sure like gluten canvas click all these boxes like make sure you go and click those boxes, but if that could default on I don't know if that's possible.

225

00:32:48.660 --> 00:32:50.640

Gabriel Wilkinson: I my classes default on.

226

00:32:51.060 --> 00:32:52.200

Kevin McGreal (He, Him, His): Oh, really, maybe.

227

00:32:52.260 --> 00:32:53.640

Kevin McGreal (He, Him, His): yeah maybe.

228

00:32:54.150 --> 00:33:00.000

Gabriel Wilkinson: I think it's a I don't know I think it's something with the way they're doing the the courses, or something.

229

00:33:00.120 --> 00:33:08.910

Kevin McGreal (He, Him, His): I got it, I was, I had a bad or maybe it's how, when they set up the courses there you know I had one class that we're unchecked.

230

00:33:09.270 --> 00:33:09.540

Gabriel Wilkinson: yeah.

231

00:33:10.320 --> 00:33:12.690

Gabriel Wilkinson: I don't remember if they were to CCP or etc, but.

232

00:33:12.870 --> 00:33:21.600

Kevin McGreal (He, Him, His): yeah so if that's something when you're creating you're creating the Shell for the course I think it should be standardized so that it's automatically on if that's possible.

233

00:33:23.100 --> 00:33:24.810

Jae Basiliere (they/them): Thank you Kevin that's really helpful.

234

00:33:25.500 --> 00:33:34.560

Jae Basiliere (they/them): And I see in the chat that amy BT who we call awesome amy at mbu is on the case so maybe we'll have a report back for you soon.

235

00:33:35.790 --> 00:33:36.660

Jae Basiliere (they/them): Yes, can.

236

00:33:39.810 --> 00:33:46.500

Kayon Morgan: Sorry, I was gonna say I love to do list, I have a love hate relationship with it, I have actually have the canvas APP on my cell phone.

237

00:33:46.920 --> 00:34:01.650

Kayon Morgan: Which is a lot easier for me just go on the APP on my phone and just click on the to do list I like that a lot better than a to do list when i'm on my laptop because the to do list on my laptop of shows like eat everything like even in my teacher makes an announcement.

238

00:34:03.090 --> 00:34:14.400

Kayon Morgan: Even just like General stuff or even like a zoom recording It shows all that, whereas on my cell phone it just keeps This just shows the assignments that are actually needs to be done.

239

00:34:14.760 --> 00:34:24.930

Kayon Morgan: So I think that's why rather the to do lists for like the calendar, I will use it like like sometimes on my only one of my laptop, so I think if.

240

00:34:26.010 --> 00:34:28.020

Kayon Morgan: To do list on my cell phone cameras.

241

00:34:29.070 --> 00:34:35.250

Kayon Morgan: Like what's on my lap pop that would be like the most effective solution for me personally.

242

00:34:36.720 --> 00:34:41.670

Jae Basiliere (they/them): Great Thank you that's so helpful, I really appreciate all of this, yes D.

243

00:34:43.260 --> 00:34:46.200

Dee Oakes: yeah I think one of the challenges with canvas and I.

244

00:34:46.650 --> 00:34:47.940

Dee Oakes: I absolutely love campus I.

245

00:34:47.940 --> 00:34:57.660

Dee Oakes: Think it's one of the best online programs that i've worked with for grading assignments, but is how different the Web version and APP version operate.

246

00:34:59.130 --> 00:35:07.200

Dee Oakes: Like, for example, on your dashboard when you are registered for new course and it starts to show up in your dashboard it populates at the bottom.

247

00:35:07.620 --> 00:35:18.210

Dee Oakes: And you can only move it to the top if you go into the Web version now you think a lot of people know that so it's almost like you have to learn how to use canvas on your laptop and then how to use canvas on your phone.

248

00:35:18.750 --> 00:35:31.200

Dee Oakes: And I think that's one of the biggest challenges I also for professors, because sometimes when they're setting up their their canvas course um they're only seeing the student view on the web version and not the APP version.

249

00:35:33.600 --> 00:35:38.790

Jae Basiliere (they/them): Thank you that's helpful and that's education that we can start doing right away in terms of like.

250

00:35:39.030 --> 00:35:45.570

Jae Basiliere (they/them): How do you look at the student view and mobile, how do you look at the student view and website so that's great to have on the list, thank you.

251

00:35:46.710 --> 00:35:54.630

Jae Basiliere (they/them): um I don't want to rush this conversation, but I want to make sure we can get to everything so uh Wilson, would you tab ahead for me please.

252

00:35:55.980 --> 00:36:06.720

Jae Basiliere (they/them): So the screenshots are not great i'm sorry but i'm interested in your sort of general thoughts on course setups, so there are sort of.

253

00:36:07.050 --> 00:36:22.920

Jae Basiliere (they/them): Two main ways that faculty typically set up canvas courses one is what we would call modules where there's typically like a folder for each unit or each week and then everything you need to do for that week is in the folder.

254

00:36:23.430 --> 00:36:31.710

Jae Basiliere (they/them): And then there's the pages version where it's basically like you're scrolling down through a page and a website and everything you need to do is in one place.

255

00:36:32.280 --> 00:36:45.120

Jae Basiliere (they/them): And so i'm interested to hear, if you have a preference between those two types of organization and, if so, why, or is there a third thing I don't have here that, like even better.

256

00:36:49.080 --> 00:36:52.650

Jae Basiliere (they/them): Is that another hand due to that five backup for this one or is that from.

257

00:36:52.710 --> 00:36:54.540

Jae Basiliere (they/them): Before I awesome.

258

00:36:56.790 --> 00:37:07.770

Dee Oakes: I think modules is the easiest, especially since you can after you go through week minimize it and then you can look at your most recent week that you're looking at, especially professors upload the whole semester at first.

259

00:37:08.550 --> 00:37:14.850

Dee Oakes: But I think when professors setup courses, regardless of whether they're using modules or pages.

260

00:37:15.420 --> 00:37:22.980

Dee Oakes: The simpler they keep it the better if a professor has a homepage and assignment page a module page and a syllabus page.

261

00:37:23.880 --> 00:37:33.630

Dee Oakes: that's really all you need anything more than that gets confusing, I know, in the classes that i've had discussions were professors post it in the discussion tab.

262

00:37:34.200 --> 00:37:42.210

Dee Oakes: And not somewhere else or somewhere else, and then not the discussion tab it gets kind of confusing on where you're actually supposed to be replying and you miss assignments that way.

263

00:37:42.600 --> 00:37:47.070

Dee Oakes: Even if things are clearly labeled because it's not it doesn't auto populate.

264

00:37:48.030 --> 00:37:54.960

Dee Oakes: Like in each thing similar like with assignments, or if they have a zoom tab and they they have zoom information in three places.

265

00:37:55.170 --> 00:38:07.890

Dee Oakes: Or if they have level, all of them I think if they just keep it simple with four tabs modules whatever even if it's a combination of pages, but the page tab is an active works way better than using so many tabs for every feature that's available.

266

00:38:10.290 --> 00:38:11.790

Jae Basiliere (they/them): Great Thank you so much.

267

00:38:12.330 --> 00:38:13.170

Jae Basiliere (they/them): I Gabriel.

268

00:38:13.830 --> 00:38:22.260

Gabriel Wilkinson: i'm definitely pro modules I I don't think I had a professor that use pages and they look horrible.

269

00:38:23.910 --> 00:38:31.140

Gabriel Wilkinson: I liked having that ability to just be able to get like all of your like is often with my professors they'll have like.

270

00:38:31.530 --> 00:38:43.410

Gabriel Wilkinson: Five or six pdfs you need to download or like videos to watch or assignments, or it just makes it very easy to like find them all and gather that stuff for the week and get your work done.

271

00:38:45.630 --> 00:38:49.680

Jae Basiliere (they/them): Okay amazing Thank you so much, Brittany.

272

00:38:51.690 --> 00:39:08.430

Brittany Pfaff: I have to say that because i'm new to combat i've only used blackboard in the past, so this is all new to me my biggest thing is, I would like the functionality and the flow to be the same for every course so you shouldn't give them options of pages or module should be one or the other.

273

00:39:09.630 --> 00:39:16.530

Brittany Pfaff: But still, whatever is decided on the canvas aspect of it, it means to be.

274

00:39:17.880 --> 00:39:24.780

Brittany Pfaff: able to be used by all professors that use canvas so if one Professor needs this type of framework and this one needs.

275

00:39:25.230 --> 00:39:37.860

Brittany Pfaff: A different one you have to find something that meets everybody's needs but makes functionality and flow easy for the students, I have i'm only doing two courses, right now, and both of the courses are completely set up.

276

00:39:37.860 --> 00:39:46.830

Brittany Pfaff: differently and i'm finding things I i've literally before I did any courses I literally click through every tab on the left hand side I got into.

277

00:39:47.160 --> 00:39:55.620

Brittany Pfaff: into each of the courses I clicked on everything and every single link that you have listed on canvas for each of the courses and there's stuff everywhere.

278

00:39:56.070 --> 00:40:11.430

Brittany Pfaff: that's not okay I don't have time to do that, I want to concentrate on my courses get the files that I need the pdfs are the assignments, are the discussions are the projects, they need to be in a cohesive and concise i'm kind of flow, they need to be.

279

00:40:11.700 --> 00:40:21.090

Brittany Pfaff: one place, not all over the place, I literally like there must be thread, so I went into I think it was through trying to remember it was through.

280

00:40:22.020 --> 00:40:28.500

Brittany Pfaff: Actually, I think it was the to do list it brought me to where it has the name of the course and then it said, maybe modules and then it said.

281

00:40:28.770 --> 00:40:36.840

Brittany Pfaff: This module in this course, and then at the bottom when you're in it say i'm on session one a discussion one eight has, at the very bottom previous.

282

00:40:37.260 --> 00:40:42.840

Brittany Pfaff: or next when you click on next to like brings you the next assignment and previous to the previous whatever is on that thread.

283

00:40:43.290 --> 00:40:54.270

Brittany Pfaff: Some of those things weren't even in the file that I was in I have no idea where they came from I just printed stuff because I needed it and I had no idea where it was like that shouldn't happen.

284

00:40:54.900 --> 00:41:00.840

Brittany Pfaff: If there's a thread, it should all be in the same spot like I don't know how it connects with one another, but.

285

00:41:01.380 --> 00:41:09.330

Brittany Pfaff: That was a little you know that's more time than I don't need to take out of the day to figure out where things are posted they just need to be in the same spot sorry.

286

00:41:10.050 --> 00:41:16.650

Brittany Pfaff: It just it needs to have some kind of flow and and something to make it easier for us all, not just the students professors still.

287

00:41:17.940 --> 00:41:23.280

Jae Basiliere (they/them): Thank you, Brittany, I really appreciate that you're elevating the sort of dual needs here.

288

00:41:23.700 --> 00:41:33.780

Jae Basiliere (they/them): Between wanting some consistency, for you from a student perspective, but also sort of acknowledging that not all classes are going to fit into the exact same.

289

00:41:34.440 --> 00:41:42.180

Jae Basiliere (they/them): score style mode I think that's exactly one of the questions were kind of all grappling with right now, and I really glad you brought that up.

290

00:41:43.980 --> 00:41:44.640

Jae Basiliere (they/them): Yes, Sophie.

291

00:41:45.420 --> 00:41:53.490

Sophie Zdatny, Chancellor: yeah, I just wanted to flag and i'm sure you're aware of it in the chat but I don't know if it makes it into the transcript so I just want to make sure it gets covered.

292

00:41:54.390 --> 00:42:10.920

Sophie Zdatny, Chancellor: But the comments regarding student interest in making sure that assignments and information, either for the whole semester or several weeks ahead is really, really

helpful in terms of planning, so I just want to make sure that gets officially captured as we go through this.

293

00:42:11.850 --> 00:42:22.680

Jae Basiliere (they/them): Yes, thank you absolutely I did hear see that feedback several times that people want to be able to look ahead and I guess, I also have a question.

294

00:42:23.100 --> 00:42:39.930

Jae Basiliere (they/them): What whoever is the host of this meeting, please save the chat at the end of the meeting, even if it doesn't make it into the sort of public transcript I if it's all right, the teaching and learning people would love to have access, because there's been some really great feedback in there.

295

00:42:40.980 --> 00:42:41.580

Meg Walz: I got you.

296

00:42:42.390 --> 00:42:43.680

Thank you Mike so much.

297

00:42:44.880 --> 00:42:46.050

Jae Basiliere (they/them): Yes, Alex.

298

00:42:47.910 --> 00:43:01.200

Alexandra Huff: To go for it, Brittany said um I think most of my professors and this goes pretty much across the system because i'm taking a class at Castle 10 and i've taken a class CCD before.

299

00:43:02.520 --> 00:43:13.890

Alexandra Huff: More often than not they'll still because I know from the Faculty end of things because i've been made a teacher on canvas modules before, so I can see what it looks like from a faculty perspective.

300

00:43:14.160 --> 00:43:16.620

Alexandra Huff: Not that I can do anything to it, but I like see it.

301

00:43:17.100 --> 00:43:34.620

Alexandra Huff: um they'll have I know they can hide the the tabs but they'll still have the syllabus and the zoom tabs active for students to see, but then the syllabus and the zoom links nowhere located anywhere there you have to search through different pages or modules.

302

00:43:36.030 --> 00:43:44.910

Alexandra Huff: And I think that's what Brittany was really getting at a lot is that you know you're searching through all of these tabs to find the information and.

303

00:43:45.450 --> 00:43:52.950

Alexandra Huff: In theory, right, you should click on the zoom tab and there's the zoom link to your class and i've only had one Professor actually use the zoom tab.

304

00:43:53.460 --> 00:44:00.270

Alexandra Huff: For the zoom link for the class and then everybody else just keeps it active, but you have to dig somewhere else for the zoom link.

305

00:44:01.230 --> 00:44:15.480

Alexandra Huff: Which made me late to class, the first class every single time because i'm like Okay, the zoom link is not here panic scrolling panic scrolling i'm going to be late to class it's not my fault i'm so sorry I plan to be here five minutes early and now I have no idea where it is.

306

00:44:16.710 --> 00:44:24.270

Alexandra Huff: So, especially since a lot more professors now or grading attendance it that that's extremely panicky for students.

307

00:44:25.680 --> 00:44:35.550

Alexandra Huff: So that if we can encourage like either put these things in these areas or don't have those tabs that be cool.

308

00:44:37.230 --> 00:44:44.220

Jae Basiliere (they/them): Thank you so much, so i'm hearing that it's really both you and Brittany are saying that it's really important to sort of not have.

309

00:44:44.610 --> 00:44:53.670

Jae Basiliere (they/them): Empty tabs just hanging out with no useful information, because then it's really time consuming Okay, thank you yesterday.

310

00:44:55.560 --> 00:45:02.880

Dee Oakes: I have two notes on things i've been boosting in the chat and and hearing the first is regarding syllabus.

311

00:45:04.260 --> 00:45:04.950

Dee Oakes: I think.

312

00:45:06.180 --> 00:45:07.380

Dee Oakes: what's the word i'm looking for.

313

00:45:08.730 --> 00:45:21.450

Dee Oakes: Making it so house filled by appear in each course is the same across the board i've had when professors link in the syllabus tab which the syllabus tab is fantastic one Professor he use it for the syllabus.

314

00:45:22.440 --> 00:45:34.080

Dee Oakes: Is a PDF of the syllabus i've had a few professors link it to a onedrive and that's challenging, especially on a mobile device, because then you have to go into a web browser and then log into your.

315

00:45:34.710 --> 00:45:42.150

Dee Oakes: into vc and then you have to click on the link and then you're finally able to see your syllabus when it's just attached as a PDF it's beautiful.

316

00:45:42.930 --> 00:45:48.030

Dee Oakes: The second thing was attendance, as someone who's been on the online university and things like that.

317

00:45:48.780 --> 00:45:55.680

Dee Oakes: I know attendance policies are different, depending on online courses and professors and how all of that happens, but.

318

00:45:56.490 --> 00:46:06.480

Dee Oakes: I feel like, especially for completely online courses, there needs to be, it has to be the same across the board my sister had a couple experiences in her online courses where.

319

00:46:07.290 --> 00:46:15.690

Dee Oakes: Even though it was a FLEX class or a class, where there were no meetings, but like an assignment was to on Thursday, or you had a reply.

320

00:46:15.990 --> 00:46:23.610

Dee Oakes: To a discussion board by Wednesday or something like that, if you didn't respond on Monday, or if you didn't respond every single day of the week.

321

00:46:24.300 --> 00:46:27.690

Dee Oakes: You were absent that day, and you can lose credit for that.

322

00:46:28.290 --> 00:46:38.130

Dee Oakes: And so I think especially for attendance purposes, especially for online courses, where people are often taking those courses for the flexibility of them, then there needs to be something.

323

00:46:38.730 --> 00:46:47.280

Dee Oakes: that's the same across the board kind of like how I think it's a CC V, if you missed two classes your risk for not receiving credit.

324

00:46:48.420 --> 00:46:58.500

Dee Oakes: Where that's the same, and I think all classes at CCTV F online if you have to log in twice a week replied to the discussion posts or whatever it is, it should be bad.

325

00:46:58.770 --> 00:47:06.090

Dee Oakes: And not you have to log in on Monday and Tuesday and Wednesday because that's it's not feasible, especially for a lot of folks who are doing on versus.

326

00:47:07.980 --> 00:47:10.770

Jae Basiliere (they/them): Okay Thank you so much tea that's all really helpful.

327

00:47:11.670 --> 00:47:27.990

Jae Basiliere (they/them): i'm curious either from you or other folks who love the syllabus tab do you ever use that for workload tracking do you know how when assignments get posted they sort of populate under the link to the syllabus is that a place where you look for information about due dates ever.

328

00:47:28.800 --> 00:47:35.460

Dee Oakes: i've never seen that used the syllabus tab is only ever been the syllabus if the Professor users and I didn't even know that was a thing.

329

00:47:36.270 --> 00:47:36.570

Jae Basiliere (they/them): Okay.

330

00:47:36.780 --> 00:47:38.550

Gabriel Wilkinson: Thank you, thank you for have never seen that before.

331

00:47:39.840 --> 00:47:40.200

Jae Basiliere (they/them): Okay.

332

00:47:42.870 --> 00:47:47.190

Jae Basiliere (they/them): i'm learning I didn't know you could turn that off, so this is news to be.

333

00:47:52.350 --> 00:48:02.280

Jae Basiliere (they/them): Wilson, could you please skip ahead, I suspect there will be a lot of conversation about this next topic so I want to make sure we have a good amount of time um.

334

00:48:03.480 --> 00:48:13.380

Jae Basiliere (they/them): So I am interested in the external tools that your professors using their classes i've put some.

335

00:48:14.340 --> 00:48:22.410

Jae Basiliere (they/them): Examples on the slide, although these are definitely not the only ones and i'm interested in both the good and the bad here so.

336

00:48:22.860 --> 00:48:36.810

Jae Basiliere (they/them): Are there sort of tools that integrate with canvas that you think are really contributing to learning and are there tools that you feel like are detracting i'm interested in both perspectives, yes, Gabriel.

337

00:48:39.030 --> 00:48:48.600

Gabriel Wilkinson: I have, I personally have never used mcgraw hill connect or turn it in I didn't know what those were and so now, I guess, but a zoom and usia they're great.

338

00:48:49.650 --> 00:48:58.740

Gabriel Wilkinson: zoom eight does his job really well and i'm very happy with the tool, you should also does its job pretty well it's good for storing videos.

339

00:48:59.370 --> 00:49:18.300

Gabriel Wilkinson: Definitely, echoing the consent, the consensus about the zoom link being like hidden I think in this semester I don't have a single Professor that uses the zoom tab and puts the zoom link there they all have it, they all have the tab and none of them have the link there, which is crazy.

340

00:49:19.710 --> 00:49:21.900

Gabriel Wilkinson: And with usia I.

341

00:49:23.580 --> 00:49:27.240

Gabriel Wilkinson: I don't think all my professors are using it, which is kind of annoying.

342

00:49:28.620 --> 00:49:40.890

Gabriel Wilkinson: i'm pretty sure if you have my court servicing the tab and so yeah that's that's the best having this having classes reported, no matter what the content of classes is super super helpful.

343

00:49:43.620 --> 00:49:44.070

Jae Basiliere (they/them): Okay.

344

00:49:44.400 --> 00:49:48.840

Jae Basiliere (they/them): Thank you that's also helpful yes def get you next in line.

345

00:49:51.450 --> 00:49:55.290

Dee Oakes: I have familiarity with a few of them zoom is.

346

00:49:56.430 --> 00:50:06.090

Dee Oakes: Great for people who works for personally whenever I took online courses, I would take classes, without zoom because it's hard to get a good discussion going and zoom.

347

00:50:08.130 --> 00:50:17.520

Dee Oakes: But that's I think a personal preference, other than that zoom is a great tool for people to use, especially because now, they have access to live captioning which is really great for a lot of students.

348

00:50:18.240 --> 00:50:21.180

Dee Oakes: I have a love hate relationship with mcgraw hill connect.

349

00:50:21.810 --> 00:50:26.520

Dee Oakes: Because it can both for i'd really cool resources for like study guides and things like that, especially for math courses.

350

00:50:26.820 --> 00:50:37.590

Dee Oakes: But then, at the same time I get kind of frustrated when professors use mcgraw hill connect because I feel like the Professor isn't teaching the course the book is and often there's weird things with grading and.

351

00:50:38.040 --> 00:50:46.920

Dee Oakes: Some of the questions have the wrong answer listed as the right answer and it's harder to work with professors with mcgraw hill connect and I feel like.

352

00:50:47.250 --> 00:50:56.790

Dee Oakes: i'm paying to use the textbook and not for the Professor a lot of the times, that being said, it can be really great resource for studying purposes other than that yeah.

353

00:50:58.590 --> 00:50:58.830

Dee Oakes: Okay.

354

00:50:59.010 --> 00:51:03.180

Jae Basiliere (they/them): Thank you for sharing all of that, I really appreciate it yes touch a.

355

00:51:04.650 --> 00:51:18.000

Tajae Edwards: lot of it basically is echoing but I really like the zoom link I think it's very integral especially having had to go through covert in every thing that change and I I.

356

00:51:19.020 --> 00:51:25.440

Tajae Edwards: Had classes with people who have hearing issues and the live captioning really helped the zoom in your education.

357

00:51:26.340 --> 00:51:35.400

Tajae Edwards: Huge though i've had a class where videos will post it to you and I didn't even know that they were there they kept I kept being asked, like did you see the video did.

358

00:51:35.850 --> 00:51:43.980

Tajae Edwards: You see this and I kept saying no where is it until I was really was huge because it's not talked about enough so a lot of us don't even know that it exists.

359

00:51:45.480 --> 00:51:54.180

Tajae Edwards: But we turn it in I really look forward to turn it in all the turn it in all the time when I submit assignments, because it really helps you, you know.

360

00:51:54.690 --> 00:52:05.520

Tajae Edwards: possibility of avoiding plagiarism and stuff like that and I always look forward to see a certain color to make sure i'm safe with all my documents on my citations and so that's I feel like it's very effective.

361

00:52:08.220 --> 00:52:10.230

Jae Basiliere (they/them): Great Thank you so much for all of that.

362

00:52:10.740 --> 00:52:12.630

Jae Basiliere (they/them): I can I have you next.

363

00:52:13.980 --> 00:52:23.820

Kayon Morgan: um so i've used a couple of these so it soon, I hope I actually like zoom because you know it said it was great they think it was a great resource, especially during coven.

364

00:52:25.440 --> 00:52:30.000

Kayon Morgan: The teachers, they made the best of it and they like they taught well enough.

365

00:52:31.110 --> 00:52:37.260

Kayon Morgan: And I had a course where I use mcgraw Hill and i'm going to just echo what he said.

366

00:52:38.970 --> 00:52:42.780

Kayon Morgan: I felt like my Professor he didn't teach the class at all.

367

00:52:43.860 --> 00:52:46.860

Kayon Morgan: solely dependent on mcgraw hill which kind of.

368

00:52:48.600 --> 00:53:02.460

Kayon Morgan: As a majority of our class never showed up for the zoom classes, because majority of time was really just echoing what we had to read in the book and the Professor never really took the time to really execute anything or really tried to.

369

00:53:03.660 --> 00:53:07.470

Kayon Morgan: I want to say teach in any sense, which is very hard.

370

00:53:09.480 --> 00:53:24.870

Kayon Morgan: i'll swear I went to the course of the mcgraw hill the assignments were pretty straightforward as soon as you did something went straight into your grade book and my Professor didn't Take your time to him, there was a mistake, or if there was any issues.

371

00:53:26.130 --> 00:53:46.470

Kayon Morgan: kind of just let it stay there, and didn't really take the time to fix it, which is also another issue that bothered me, so I think relatively I think it's it can be used for good, but when it just It can also have this negative so kind of love hate relationship as well.

372

00:53:48.750 --> 00:53:51.180

Jae Basiliere (they/them): hey Thank you so much, I really appreciate you sharing.

373

00:53:51.180 --> 00:53:51.540

That.

374

00:53:52.830 --> 00:53:54.840

Jae Basiliere (they/them): Brittany, I have you in my next.

375

00:53:56.640 --> 00:54:04.140

Brittany Pfaff: Oh, I have only use zoom I actually thought user was a spam email forgive me, I didn't know what it was.

376

00:54:05.640 --> 00:54:11.970

Brittany Pfaff: I didn't see it actually on the canvas until you got I saw your slide actually.

377

00:54:13.020 --> 00:54:24.390

Brittany Pfaff: So I don't need to have no any idea what that is where would I even see mcgraw hill connector turn it in on canvas because i've never seen either of those listed on either of my courses.

378

00:54:26.220 --> 00:54:26.670

Brittany Pfaff: um.

379

00:54:27.840 --> 00:54:32.250

Jae Basiliere (they/them): So it is likely that your professors aren't using them so they're just disabled.

380

00:54:32.910 --> 00:54:36.600

Brittany Pfaff: Okay, so there yeah there's nothing for either of those.

381

00:54:37.890 --> 00:54:46.950

Brittany Pfaff: mcgraw are turning and then usually in zoom are on both my courses, but neither of them have either function like you click on and there's nothing there.

382

00:54:47.430 --> 00:55:01.560

Brittany Pfaff: I know one Professor is using zoom and she said it was going to start next week, but when you click on it there's again nothing there I use gym for work so i'm very familiar with it, and I do prefer it again I can't say anything to the other items.

383

00:55:03.210 --> 00:55:07.290

Brittany Pfaff: I don't have any other feedback because I don't know if any of those will help me in my.

384

00:55:09.450 --> 00:55:16.410

Brittany Pfaff: school because i've never heard of any of those So if I wanted to use those, even though the professors aren't using them, are we able to a student.

385

00:55:17.370 --> 00:55:23.250

Jae Basiliere (they/them): So is there not really things that you would use on your own.

386

00:55:23.550 --> 00:55:27.030

Jae Basiliere (they/them): So mcgraw hill connect is about like specific textbooks.

387

00:55:27.300 --> 00:55:37.200

Jae Basiliere (they/them): So unless your Professor was using a textbook that interface with that program it wouldn't do anything like it would it wouldn't be anything if that makes sense.

388

00:55:37.770 --> 00:55:42.390

Brittany Pfaff: And what about the turn it in isn't that for help with projects and writing.

389

00:55:43.410 --> 00:55:57.450

Jae Basiliere (they/them): um it's plagiarism tracking software, I actually don't know, I suspect, you could probably run a paper through turn it in yourself if you wanted to but generally it only happens if a professor asks you to.

390

00:55:58.170 --> 00:55:59.070

Brittany Pfaff: Okay, thank you.

391

00:56:00.150 --> 00:56:02.820

Jae Basiliere (they/them): And thank you for all that feedback Brittany that's so helpful.

392

00:56:03.510 --> 00:56:12.630

Jae Basiliere (they/them): I i'm chuckling because, as several of you are talking about, not knowing our user is it striking me that that name there's no relationship.

393

00:56:13.080 --> 00:56:31.170

Jae Basiliere (they/them): To video recording software, so what Why would you know what it was unless someone it's not like usia dash watch recorded lectures here um so I guess that is not necessarily intuitive but that's good it's helpful to hear that.

394

00:56:31.710 --> 00:56:47.730

Gabriel Wilkinson: I can prefer the only reason I don't use, it is because one Professor he single Professor told me that they were going to be transferring all their zoom videos over to you shop, I have never heard any Professor mentioned it ever since what they did they still put it there.

395

00:56:51.900 --> 00:56:52.980

Jae Basiliere (they/them): Perry go ahead.

396

00:56:54.060 --> 00:57:06.390

Perry Ragouzis: um I just figured that I mean I am I guarantee i'm in the minority here, and this might just be kind of like a fluke that this happened, but all of my professors and i'm only a first year student.

397

00:57:07.050 --> 00:57:14.760

Perry Ragouzis: So I don't have a large pool to draw from but all of my professors have had functioning zoom links here at castles in and.

398

00:57:15.960 --> 00:57:25.110

Perry Ragouzis: It all links externally it's not like you click on that tab and it's like any other tab it's all clearly linked to the actual zoom application.

399

00:57:25.710 --> 00:57:35.880

Perry Ragouzis: Which is really nice and so that link has worked really well for me, because it is clearly linked outside and I don't know if that's a part of our.

400

00:57:36.870 --> 00:57:48.390

Perry Ragouzis: canvas here on campus and it's not an actual Professor setting that up, but that has been really nice and I haven't had any issues at all with the zoom module on canvas.

401

00:57:52.050 --> 00:57:55.500

Jae Basiliere (they/them): Great well i'm glad to hear that this is going smoothly, for you.

402

00:57:55.500 --> 00:58:14.520

Jae Basiliere (they/them): I, it is, I think, personally, I think the zoom tab works really well when it gets used because you then everything is there you just click the link for class that day you tab over to recordings and you can see all of your previously recorded class sessions so easy peasy.

403

00:58:15.720 --> 00:58:21.330

Jae Basiliere (they/them): So I don't disagree with any of you who wish that the zoom tab was always like gets used for sure.

404

00:58:22.650 --> 00:58:37.410

Jae Basiliere (they/them): um so Wilson, would you tab ahead one more for me um no, never mind, so there is not another slide but I did want to also leave some time for just is there anything else about.

405

00:58:38.070 --> 00:58:52.500

Jae Basiliere (they/them): Either canvas use in your nc courses or canvas use in your online courses, I am very interested in anything you want to tell me about your relationship with canvas that we haven't already had a chance to.

406

00:58:52.500 --> 00:58:52.980

cover.

407

00:58:56.760 --> 00:58:59.250

Jae Basiliere (they/them): Yes, Alex I can see your real hand.

408

00:58:59.250 --> 00:58:59.640

Now.

409

00:59:00.750 --> 00:59:11.610

Alexandra Huff: um if there's a way for students, I know a lot of us are talking about how we don't know most of these programs and we're not familiar with the interface so.

410

00:59:12.000 --> 00:59:23.640

Alexandra Huff: Something i've noticed over the years, is when we switch from moodle to canvas there was no training session for students, and this was before coven times and.

411

00:59:24.270 --> 00:59:36.300

Alexandra Huff: Every single student on campus turned to our peer leaders or orientation leaders, because in theory we're supposed to get trained, so we can teach the new students, how to do that, and all of us were absolutely clueless.

412

00:59:37.410 --> 00:59:49.530

Alexandra Huff: And then, one day, I saw usually pop up in the portal and I just stared at it with wide eyes and I was like are we Okay, are we replacing canvas again, what are you I don't want to click on you, I don't want to do this, too much change happening in my life.

413

00:59:50.100 --> 01:00:03.180

Alexandra Huff: And you know, no one ever explained it to us taught it to us, the only time in the past four years in the system that we've ever had a training or introduction was this new portal.

414

01:00:03.510 --> 01:00:10.230

Alexandra Huff: When the video went out through email, and there were several sessions across the campuses and online where.

415

01:00:10.530 --> 01:00:16.620

Alexandra Huff: You know, everybody helped walk us through everything and we were like experimenting with it and giving feedback, and so it was like.

416

01:00:16.920 --> 01:00:23.640

Alexandra Huff: Really tailored to us that was the first time I had ever experienced anything like that which was absolutely incredible because.

417

01:00:24.120 --> 01:00:33.570

Alexandra Huff: As an orientation LEADER I finally felt like Oh, I can actually explain this now because for once in my life I understand it.

418

01:00:34.110 --> 01:00:42.540

Alexandra Huff: And I understand like you're not going to get every single student at every single training, but until the most recent portal shift.

419

01:00:42.900 --> 01:00:47.340

Alexandra Huff: That was never an option for anybody and it felt.

420

01:00:47.730 --> 01:00:57.690

Alexandra Huff: Very on our own, and I know we kind of talked about here like oh teaching professors, how to use canvas and I know there have been trainings for professors in the past, because my professors talk about it all the time.

421

01:00:58.140 --> 01:01:08.910

Alexandra Huff: And I know there used to be training for moodle but there was never anything for the students, so my first year I was like I don't know what a moodle is I it sounds like a.

422

01:01:09.450 --> 01:01:15.780

Alexandra Huff: noodle that I don't want to eat my Professor had a mug that said moodle on it, and I was like okay it's a coffee grant I don't know.

423

01:01:16.170 --> 01:01:25.440

Alexandra Huff: And then I was like turning assignments in, and I was like Okay, this is never done this before and there was there was no introduction to it.

424

01:01:26.310 --> 01:01:36.930

Alexandra Huff: So if we could have something like that, for the students, as well as we refine these programs, as we look, maybe into other programs like as the years go on or.

425

01:01:37.350 --> 01:01:38.310

Alexandra Huff: You know, maybe we're.

426

01:01:38.400 --> 01:01:42.150

Alexandra Huff: Looking at we don't like mcgraw something something.

427

01:01:43.380 --> 01:01:56.460

Alexandra Huff: or whatever just opening the doors so that everybody can understand it, because not everybody has to be in their pocket to be like Dean, please explain this to me because that's what he was going to do after the zoom photo walk me through some stuff.

428

01:01:58.710 --> 01:02:13.140

Jae Basiliere (they/them): Thank you, thank you, that is so helpful so am I hearing you say that some sort of like how to understand what your professors are doing on canvas trainings targeted at students feels like it would be helpful.

429

01:02:13.620 --> 01:02:17.940

Alexandra Huff: yeah like how to use these programs to benefit you because, like.

430

01:02:18.510 --> 01:02:31.590

Alexandra Huff: Most of us didn't know that there's a calendar option in canvas and half of US don't know that to do list areas so maybe if students are aware of those tools, in addition to professors using those tools.

431

01:02:32.250 --> 01:02:41.700

Alexandra Huff: More uniformly, we can actually use them to better our education but we can't do that if we don't know the tools exist and they're not being utilized.

432

01:02:43.770 --> 01:02:45.450

Jae Basiliere (they/them): Okay, thank you, that is very.

433

01:02:45.480 --> 01:02:46.410

very helpful.

434

01:02:47.460 --> 01:02:48.180

Jae Basiliere (they/them): Yes, D.

435

01:02:50.010 --> 01:02:53.640

Dee Oakes: I think one of the most beneficial things that could be done to help.

436

01:02:54.720 --> 01:03:00.870

Dee Oakes: Everyone using canvas is to find some way of how to teach people to use it.

437

01:03:02.340 --> 01:03:10.470

Dee Oakes: In a way that makes sense, my moms and advisor at CCTV and they work hard to make sure that any video is they send or less than three minutes long.

438

01:03:10.830 --> 01:03:16.230

Dee Oakes: Because if a student sees a 20 minute long video they're not going to watch it the student sees a really long email.

439

01:03:17.070 --> 01:03:23.310

Dee Oakes: i'm surprised if you're going to even read an email that's a paragraph long, even if they're checking the human or say that they're going to.

440

01:03:24.060 --> 01:03:37.380

Dee Oakes: So maybe at orientations a presentation and that's in a computer lab so students are interacting and not just watching us someone drones on about something that they don't think they care about.

441

01:03:37.920 --> 01:03:46.830

Dee Oakes: And the same thing for professors as well, I think there needs to be a way to teach folks how to use canvas how to understand canvas everything that.

442

01:03:47.130 --> 01:03:57.510

Dee Oakes: You can all the resources that canvas offers you in a way that's engaging in a way that makes sense and I don't think that's going to be an easy thing to do, but I think that it will be really important.

443

01:03:59.370 --> 01:04:07.560

Jae Basiliere (they/them): Thank you, thank you D so i'm just brainstorming out loud here I can't promise anything but i'm curious if you or others.

444

01:04:08.010 --> 01:04:14.520

Jae Basiliere (they/them): would see benefit in canvas training where students and professors were in the computer lab together.

445

01:04:15.210 --> 01:04:27.630

Jae Basiliere (they/them): So do you think that that some sort of like hey let's build some shared language around how we use canvas do you think that's sort of event would there be interested in something like that.

446

01:04:28.200 --> 01:04:31.560

Dee Oakes: i'm not sure if it would be helpful to do, students and professors.

447

01:04:31.620 --> 01:04:45.420

Dee Oakes: Okay, in the same only because I think professors have to work with a lot more information, including their view and student view, whether or not it's published in student view if they can see it can students see it.

448

01:04:45.780 --> 01:04:56.370

Dee Oakes: I think, while there's a lot of similarities there's enough differences that either students would be confused and thinking that it doesn't apply to them or professors would be confused or something would be over simplified.

449

01:04:56.820 --> 01:05:00.690

Dee Oakes: I think it would be more beneficial to have two different events.

450

01:05:01.770 --> 01:05:03.690

Dee Oakes: or a month, a lot of events.

451

01:05:03.870 --> 01:05:09.210

Dee Oakes: These things apply to everybody, these things just apply to people using canvas these are just for students.

452

01:05:10.860 --> 01:05:13.860

Sophie Zdatny, Chancellor: and say Joe security today and Megan Amy.

453

01:05:15.360 --> 01:05:16.830

Jae Basiliere (they/them): How many trainings do you.

454

01:05:16.830 --> 01:05:18.060

Jae Basiliere (they/them): want daily.

455

01:05:18.570 --> 01:05:20.520

Jae Basiliere (they/them): i'm locking that down.

456

01:05:21.720 --> 01:05:22.980

Jae Basiliere (they/them): Yes, Brittany go ahead.

457

01:05:24.750 --> 01:05:29.610

Brittany Pfaff: A couple things what is Asia for is it for what, what is it.

458

01:05:31.590 --> 01:05:40.680

Jae Basiliere (they/them): So it's a software that we use to record and house videos so at the VSE we use it typically in two ways on.

459

01:05:41.100 --> 01:05:49.920

Jae Basiliere (they/them): So, if your Professor records a zoom class that gets housed in USA it's kind of our like cloud storage and then also its.

460

01:05:50.250 --> 01:05:58.800

Jae Basiliere (they/them): program that we can use to record lectures, so if you're in an online class that has some like recorded presentations from your Professor.

461

01:05:59.190 --> 01:06:09.660

Jae Basiliere (they/them): They will our hope is that they recorded it and usually I guess that's not universal, but the goal is that that's what we'd like people to be using because it's the.

462

01:06:10.800 --> 01:06:14.070

Jae Basiliere (they/them): platform that are it wizards support.

463

01:06:14.850 --> 01:06:18.330

Brittany Pfaff: Okay cuz i'm a professor, he uses voice thread and I don't know what that is.

464

01:06:19.560 --> 01:06:21.810

Brittany Pfaff: And how new is used for everybody.

465

01:06:24.120 --> 01:06:27.540

Jae Basiliere (they/them): Someone who has been with the vc more than a year with.

466

01:06:28.140 --> 01:06:34.650

Gabriel Wilkinson: us up, it was it was instituted later last year during COPA, like last spring, if I remember correctly.

467

01:06:35.940 --> 01:06:36.150

Jae Basiliere (they/them): and

468

01:06:37.200 --> 01:06:40.470

Gabriel Wilkinson: I think around your age actually okay.

469

01:06:41.250 --> 01:06:47.010

Brittany Pfaff: Because I mean that would make sense if I i'm actually going to reach out to that professor and asked her why we're not using it after this meeting.

470

01:06:48.150 --> 01:06:57.930

Brittany Pfaff: Aside from that, I was thinking as we've been talking about those resources that you mentioned zoom and USA and the other ones that may or may not apply to certain classes.

471

01:06:58.260 --> 01:07:08.280

Brittany Pfaff: Is there a reason on canvas where it has the account the dashboard the courses calendar inbox history and help unlucky inside we don't just have a universal resource tab that we can put.

472

01:07:08.730 --> 01:07:18.540

Brittany Pfaff: Technology requirements and technical support usia zoom and if the Professor does use the tab then great but they're all in one spot, rather than having them on the.

473

01:07:19.800 --> 01:07:27.900

Brittany Pfaff: list to the right of that where it's like a universal resource tab because you may or may not use it rather than congesting.

474

01:07:29.040 --> 01:07:35.190

Brittany Pfaff: The rest of the list to the right word the syllabus and modules that are more specific, or does that make sense.

475

01:07:36.480 --> 01:07:48.210

Jae Basiliere (they/them): It does so i'm learning in the chat actually in real time that, so there are some things that are sort of set in stone by canvas that exists the way they are, and so in.

476

01:07:48.210 --> 01:07:53.760

Brittany Pfaff: The first tab that's not showing up, though, do you know canvas have that and it's just not on this, no.

477

01:07:54.060 --> 01:07:55.080

Jae Basiliere (they/them): I don't believe so, no.

478

01:07:55.680 --> 01:07:58.620

Gabriel Wilkinson: that's kind of surprising, though pages every source steps others, though.

479

01:08:00.270 --> 01:08:01.770

Brittany Pfaff: Oh, why.

480

01:08:03.660 --> 01:08:06.810

Gabriel Wilkinson: Professor professor, are you talking about one that just teach you about canvas.

481

01:08:07.530 --> 01:08:12.870

Brittany Pfaff: No, no i'm talking about a resource tab Okay, I see under help someone just wrote that in the box box that says help.

482

01:08:14.070 --> 01:08:25.860

Brittany Pfaff: I got rather than helps a resources where they could have like you said, usually like things that are not course specific like the module the syllabus those are course specific, whereas if you had the usual the zoom.

483

01:08:26.340 --> 01:08:34.260

Brittany Pfaff: mcgraw the you know technical support all of that, under one specific resource tab and when we can just click and go to where we need to go there, rather than.

484

01:08:34.680 --> 01:08:47.070

Brittany Pfaff: them being all over the place, like, I have one professor, who has on our homepage technical requirements advising department smart thinking communication policies and then another professor, I have no clue where that stuff is.

485

01:08:48.360 --> 01:08:49.770

Brittany Pfaff: So that that's what I meant for resource.

486

01:08:51.750 --> 01:09:00.570

Jae Basiliere (they/them): Okay, thank you that's i'm hearing you say that you would like sort of more consolidated information over there on the left and.

487

01:09:01.200 --> 01:09:10.980

Brittany Pfaff: I think we all went both professor and student, just like I said with looking at different courses in talking or listening to the other students to as well as faculty.

488

01:09:11.880 --> 01:09:19.200

Brittany Pfaff: The courses are all different we're all in different degree programs, I completely understand that, but there's a lot of things that we can adjust here, hopefully.

489

01:09:19.560 --> 01:09:37.440

Brittany Pfaff: Within canvas to make it easier for everybody to where professors and students aren't using their time to find things locate things submitting to where they're using it for its purpose to learn to educate and to discuss back and forth on the online platform.

490

01:09:40.350 --> 01:09:43.350

Jae Basiliere (they/them): Okay, thank you for all of that feedback Brittany that's so helpful.

491

01:09:44.730 --> 01:09:55.890

Jae Basiliere (they/them): i'm sorry, so my wi fi is a little lag you, so I hope i'm not cutting any one off for missing anything um, but I believe a gabriel's hand is up.

492

01:09:57.000 --> 01:09:57.900

Jae Basiliere (they/them): Okay perfect so.

493

01:09:58.170 --> 01:10:05.400

Gabriel Wilkinson: This a little bit off does anyone does anyone else you're used list view on camera on the dashboard besides me.

494

01:10:06.510 --> 01:10:09.210

Brittany Pfaff: I looked at it and I liked it for a minute that I didn't like it.

495

01:10:10.470 --> 01:10:20.940

Gabriel Wilkinson: I OK, I don't know I personally really love list view I wasn't sure if that was everyone else, I know there's a lot of people they don't because there's no formal canvas YouTube they don't know it exists.

496

01:10:22.470 --> 01:10:22.680

yeah.

497

01:10:24.180 --> 01:10:26.400

Meg Walz: So that, though I know explain that I get that.

498

01:10:26.520 --> 01:10:27.090

Meg Walz: get to that.

499

01:10:27.150 --> 01:10:27.510

Okay.

500

01:10:28.650 --> 01:10:35.430

Gabriel Wilkinson: uh so you go to your dashboard on canvas and you go to the upper right there's these three little dots.

501

01:10:36.150 --> 01:10:47.700

Gabriel Wilkinson: By the bell you click that and it gives the option between recent activity card view and list here the default this card view list, and you just shows all of the announcements and the assignments, you have to.

502

01:10:49.170 --> 01:10:49.980

Gabriel Wilkinson: And when they are dude.

503

01:10:50.730 --> 01:10:51.780

Dee Oakes: Can you just is on the web.

504

01:10:51.780 --> 01:10:52.320

version.

505

01:10:57.840 --> 01:11:01.200

Brittany Pfaff: When they're completed, can you just miss those on the list view.

506

01:11:01.950 --> 01:11:03.930

Gabriel Wilkinson: When they're completed they automatically get.

507

01:11:04.680 --> 01:11:05.760

Brittany Pfaff: How they do yes.

508

01:11:06.570 --> 01:11:08.460

Dee Oakes: Of course you can edit that.

509

01:11:08.520 --> 01:11:09.960

Dee Oakes: In the web, you can.

510

01:11:09.990 --> 01:11:10.470

Dee Oakes: select yeah.

511

01:11:10.500 --> 01:11:11.850

Gabriel Wilkinson: there's actually there's a little checkbox.

512

01:11:11.850 --> 01:11:13.800

Dee Oakes: dude on the website yeah.

513

01:11:14.880 --> 01:11:24.480

Gabriel Wilkinson: i'm not sure about for mobile these inside of us the to do list of awards just about the same thing, but slightly different so.

514

01:11:25.530 --> 01:11:27.660

Brittany Pfaff: what's the checkbox for it.

515

01:11:27.750 --> 01:11:29.160

Gabriel Wilkinson: makes it to the tab those way.

516

01:11:29.850 --> 01:11:30.690

Brittany Pfaff: Oh, it does okay.

517

01:11:31.110 --> 01:11:36.660

Gabriel Wilkinson: yeah if you hit the checkbox you just minimize it and make some goes away.

518

01:11:58.080 --> 01:12:03.600

Jae Basiliere (they/them): Do it does everyone feel like they've shared what they need oh sorry i'm sorry Sorry, I think I just cut you off.

519

01:12:03.750 --> 01:12:07.440

Sophie Zdatny, Chancellor: Oh no, I would just, I can tell if you frozen, so I was just.

520

01:12:11.970 --> 01:12:14.640

Gabriel Wilkinson: In the liner one any chance we can somehow see our schedule.

521

01:12:18.330 --> 01:12:20.520

Jae Basiliere (they/them): see your schedule yeah.

522

01:12:20.550 --> 01:12:22.530

Gabriel Wilkinson: Probably not and that might be more of a.

523

01:12:23.580 --> 01:12:23.880

Gabriel Wilkinson: Like.

524

01:12:26.040 --> 01:12:28.770

Gabriel Wilkinson: A whatever portal thing than a canvas thing.

525

01:12:29.340 --> 01:12:29.940

Dee Oakes: Is an all.

526

01:12:30.720 --> 01:12:32.160

Gabriel Wilkinson: Natural can yeah yeah sorry it's.

527

01:12:32.160 --> 01:12:32.820

Dee Oakes: Good to go on.

528

01:12:33.780 --> 01:12:34.140

Dee Oakes: yeah.

529

01:12:34.170 --> 01:12:34.800

Gabriel Wilkinson: For Howard oh.

530

01:12:35.790 --> 01:12:45.090

Gabriel Wilkinson: yeah portal has, this is a This is yet for the portal, the portal has kind of the way to get your your class schedule is justice genki as it was before so.

531

01:12:47.310 --> 01:12:53.940

Meg Walz: yeah I think we've been working on the integration with colleague, but it's not quite there yet, hopefully soon.

532

01:12:55.980 --> 01:12:57.120

Gabriel Wilkinson: See that's coming Thank you.

533

01:13:00.420 --> 01:13:02.640

Wilson Garland: Well, Brittany, did you have another comment.

534

01:13:04.200 --> 01:13:06.210

Brittany Pfaff: I think I forgot to put my hand down, but I was.

535

01:13:06.600 --> 01:13:07.320

Brittany Pfaff: Just going back.

536

01:13:09.450 --> 01:13:18.120

Brittany Pfaff: Going back to the email, I think, Gabriel mentioned it in the beginning, when we were talking because I I questioned and somebody was going to email me and she may have already and I didn't even talk about the.

537

01:13:19.800 --> 01:13:21.780

Brittany Pfaff: canvas versus the mbu email.

538

01:13:25.770 --> 01:13:27.090

Meg Walz: yeah that was me my.

539

01:13:27.450 --> 01:13:30.090

Meg Walz: From the chancellor's office I didn't email yet sorry.

540

01:13:30.210 --> 01:13:35.910

Brittany Pfaff: Okay, no, no that's Okay, I just have a busy mom too, and I sometimes I forget I apologize.

541

01:13:37.500 --> 01:13:42.300

Sophie Zdatny, Chancellor: I just want to check, I mean it's it shouldn't make any difference if if a professor uses the.

542

01:13:42.330 --> 01:13:49.620

Sophie Zdatny, Chancellor: Northern vermont.edu or if they use their initials I mean right it's it's all.

543

01:13:50.490 --> 01:14:02.730

Sophie Zdatny, Chancellor: The VSE one so whether it's envy you will call Sultan of Oman tech, I mean that they're all the same, they have like different, they may show up differently, but it's all one email right they're not different email accounts within the VSE.

544

01:14:03.600 --> 01:14:15.870

Meg Walz: it's complicated because yes it's all one email in your inbox but the way it interacts with the canvas through the integration is that it can sometimes be complicated and if the right.

545

01:14:17.580 --> 01:14:31.170

Meg Walz: email that outlook sends from isn't attached to your canvas account, then it will get weird, so there is something I can check with Brittany, or perhaps the Faculty has the issue.

546

01:14:32.910 --> 01:14:34.560

Meg Walz: So it is kind of complicated.

547

01:14:35.280 --> 01:14:37.710

Dee Oakes: i've had lots of professors who only respond to one.

548

01:14:38.760 --> 01:14:39.870

Dee Oakes: Whether it be the.

549

01:14:40.890 --> 01:14:48.930

Dee Oakes: Northern Vermont that EDU or something northern Vermont that EDU something versus their three initials and or numbers.

550

01:14:49.680 --> 01:14:55.710

Dee Oakes: they'll often only respond to one of your email, so I just am in the habit of messaging one and see seeing the other.

551

01:14:56.520 --> 01:15:08.040

Dee Oakes: I don't know if that's something that's weird with how frequently names have changed and we've moved from I think faculty still use like three or four different programs, along with self service.

552

01:15:08.940 --> 01:15:20.010

Dee Oakes: So even if professors just list in their syllabus somewhere like hey sometimes there's funny things with this just link both and an email it's super easy to CC.

553

01:15:22.650 --> 01:15:31.500

Jae Basiliere (they/them): Thank you D that's helpful and it's i've heard this sort of theme throughout our conversation that sort of transparency and clear communication.

554

01:15:31.890 --> 01:15:47.610

Jae Basiliere (they/them): seem to be the biggest things i'm kind of across the board so that's I guess on that note, I just want to thank you all so much for your time you have given me and my team so much to work with um.

555

01:15:48.210 --> 01:16:04.050

Jae Basiliere (they/them): I just want to sort of mirror back from you that i've heard your frustrations with inconsistency, I have heard you talk about how confusing it is to be asked to sort of process information six different ways for six different courses.

556

01:16:05.130 --> 01:16:13.050

Jae Basiliere (they/them): And i've heard you say that sort of clear and consistent communication and well organized courses are important to you.

557

01:16:13.590 --> 01:16:18.900

Jae Basiliere (they/them): I mean among all other things Those are just some of the big themes that have already emerged for me.

558

01:16:19.620 --> 01:16:36.930

Jae Basiliere (they/them): I am going to put my email in the chat before I go and so, if you think of anything else you want to share with me at any point I will continue to be really grateful for your generosity and sharing your perspectives with us and I just really appreciate your commitment to this work.

559

01:16:39.300 --> 01:16:42.210

Gabriel Wilkinson: Thank you so much for taking our feedback yeah this is huge.

560

01:16:43.260 --> 01:16:48.750

Gabriel Wilkinson: it's really nice to be able to know that people are actually listening to us.

561

01:16:51.060 --> 01:16:51.300

Jae Basiliere (they/them): That.

562

01:16:51.360 --> 01:16:52.260

Gabriel Wilkinson: i'm glad it feels that way.

563

01:16:56.160 --> 01:17:08.820

Wilson Garland: Great well on that note, I just want to echo everything that's been said thanks so much for the time and effort that you all put into this, and thank you Jay for leading the discussion tonight, this is extremely helpful.

564

01:17:09.360 --> 01:17:10.230

Wilson Garland: And i'm so glad that.

565

01:17:10.740 --> 01:17:11.940

Wilson Garland: we're able to do this so.

566

01:17:13.140 --> 01:17:16.500

Jae Basiliere (they/them): Thanks, everyone is selfishly this is so helpful for me.

567

01:17:16.500 --> 01:17:18.810

Jae Basiliere (they/them): So i'm my pleasure anytime.

568

01:17:20.070 --> 01:17:27.360

Wilson Garland: Great well, thank you very much, and look forward to our next session, which I believe is next week, so thank you.

569

01:17:28.680 --> 01:17:29.730

Sophie Zdatny, Chancellor: Thank you so much.

570

01:17:29.940 --> 01:17:30.480

Gabriel Wilkinson: Thank you.

571

01:17:30.900 --> 01:17:31.920

Meg Walz: Thank you.

572

01:17:32.820 --> 01:17:34.560

Jae Basiliere (they/them): hi everyone, it was great to meet you.

573

01:17:35.010 --> 01:17:36.060

Alexandra Huff: Great to meet you.