

ICT Educator Webinar Series

Humanizing Remote Instruction

March 27, 2020

Table of Contents

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Welcome.....	3
Webinar Presenter	5
Poll	10
Poll Results.....	11
What is Temporary Remote Teaching and Learning?	14
How Do You Prepare?	15
Support the Needs of All Students.....	16
Opportunity Gaps	19
Equality Does Not Equal Equity	20
5 Equity-Minded Practices for Teaching Online	22
Emotion in Learning	24
Vulnerability.....	24
Principles of Humanizing.....	29
Remember This.....	30
Be a Learning Partner	32
Don't Be a Robot.....	32
Social Presence	34
Know Your Students	37
Adapt Your Teaching	39
Create a Space for Sharing	40
Seek Out Mobile-Friendly Tools	41
Wrap Up.....	45

[00:00:00]

Welcome

STEVE WRIGHT: Good morning, everybody. Welcome to the ICT Educator Webinar Series. I'm Steve Wright. I'm the Statewide Director of the California Community College ICT Sector Team.

THE ICT-DM SECTOR TEAM



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If you visit [our website](#), you can contact any one of our 10 Regional Directors and our support team, which includes Nicole Sherman, who is the producer of this series and our newsletter.

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- ICT GENERAL
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- VIRTUAL LABS

[On our website](#), you can also find all our statewide ICT pathways materials and prior ICT webinar archives. The scope of our recorded webinars, which is 30 and counting, includes these subject areas, and they're all carefully selected experts with their successful how-to techniques that you can use. Each webinar is recorded, edited, chapterized, transcribed, along with the PowerPoint presentations for you to use. With thousands of views to date, we find the faculty like using them as resources for class, grant writing, further research. Today's webinar should be up in less than a week.

UPCOMING WEBINARS

Our weekly live webinar series helps ICT educators stay up-to-date on the latest trends, technologies and related community college efforts, all without attending a conference! Join us on Fridays at 10:00 a.m. Pacific Time for special guest speakers and lively discussions with colleagues across the state.

Visit www.ictdmsector.org for the complete Spring Schedule

APRIL 3
Virtual Labs Update:
Practice Labs User Group
Discussion

APRIL 10
TBD: Current Issues

APRIL 17
One Year Update & Lessons
Learned: BIW Cross-
Disciplinary Certs at
College of the Desert



Coming up in the near future, we're going to have a look next week at the virtual labs capability, which is especially relevant right now with people working remotely and taking labs remotely. We have two virtual labs solutions. This is the Practice Labs we'll be taking a look at.

And we have April 10th open for another topic related to today's crisis. If you have ideas, let us know.

[00:01:23]

Webinar Presenter



MICHELLE PACANSKY-BROCK, ED.D.

Michelle's work has helped online instructors across the nation understand how to craft relevant, humanized online learning experiences that support the diverse needs of college students.

In her current role as Faculty Mentor for the California Community Colleges CVC-OEI@ONE, she coordinates professional development in support of quality online teaching and learning and is leading an intersegmental California Learning Lab grant project that will examine the impact of humanized online instruction on diverse students in undergraduate online STEM courses in California.

STEVE WRIGHT: Today, however, we're going to learn about remote learning from a passionate seeker of knowledge and remote learning expert, which is the only conclusion you can make about Michelle Pacansky-Brock after you read her story on her website. I'll be posting that link to her about page later, and I was enthralled. I'm looking forward to today's presentation. With that, I'll turn it over to you, Michelle.

MICHELLE PACANSKY-BROCK: Awesome. Thank you so much, Steve. Thanks, everyone, for being here. I recognize that your time is precious, as always, but even more precious, so it means a lot that you've chosen to spend this time with us. Before I start screensharing in just a second, I just wanted to tell you a little bit about myself and let you know where today's presentation is coming from.

I started teaching in 1999 in the California Community College system part time (and full time in 2002). I taught full time for 7 years. I was an Art History instructor at Cerro College. Since then,

since 2009, over the past 10 years, my professional identity has really morphed, and I've stepped more into a faculty support role.

All this change was really brought about because of the passion that I felt for online teaching and the amazing connections I was having with my students in my online classes, and I really wanted to explore that. I really wanted to work on that and help others try to understand that just because you're not in the same place with a human doesn't mean that you can't have meaningful interactions with that person.

And over the past 10+ years, this concept of humanizing has emerged. It's not my work alone. It's the work of many people, and I have a slide where I'll reference several of those people (not everyone because there are just too many). So, I wanted to acknowledge that.

Then the other thing I wanted to acknowledge is that this is very much a conversation about equity, so it's important for me to come into this conversation and be very clear that I am coming into it from a place of privilege. I recognize my privileges. I strive to be critical of the affordances of my privileges that they bring to me every day – the color of my skin, what racial identity means as a white person working in a diverse system like ours, my physical abilities, my middle age, my cisgender, my sexual orientation, all the different things that afford me privileges.

So, I think it's important to start there. I'm very much a learner, and I hope that everyone who knows me will agree with that. I make mistakes. I'm sure I'll make mistakes today, and we're all in this together. I just wanted to have those few things shared before I go over to my screensharing, which I'm going to do now.



I'm also going to put a link in the chat to my slides. These are Google slides. You're welcome to open them on your own screen, if you would like, right now. Some people really prefer that. It helps to have something to click through, if you learn that way. If you want to wait until later, that's fine, but there are some links on the slides that I do hope that you'll find helpful. I designed them to be a resource for you.

A Special Thank You to These Humanizing Contributors:

- Katie Palacios, San Diego Mesa College, [@KatiePala](#)
- Tracy Schaelen, Southwestern College, [@TracySchaelen](#)
- Mike Smedhsammer, Modesto Junior College, [@MikeSmedshammer](#)
- Fabiola Torres, Glendale Community College, [@iLearnNow](#)
- Denise Maduli-Williams, Miramar College, [@DMaduliWilliams](#)
- Kim Vincent-Layton, Humboldt State University, [@kylayton](#)
- Megan Eberhardt-Alstot, CSU Channel Islands, [@MAIstot](#)
- Jill Leafstedt, CSU Channel Islands, [@JLeafstedt](#)
- Online Network of Educators, [@ONEForTraining](#)

#HumanizeOL @brocansky

These are the folks I just wanted to thank. All the people on the screen, in addition to other people, have really shaped the ideas in this presentation. The concept of humanizing is grassroots. It has emerged from online teaching practice. I think that's very important to say. It overlaps with a great deal of research from face-to-face teaching, and now we're starting to see it emerge in research about online teaching and learning, which, particularly when we're talking about community colleges, is a very emerging space.

I just want to say that, when we start looking at research and thinking about research, it's really critical that we look at who the participants in research studies are because community college students are unique.



California Community Colleges

California Virtual Campus -
Online Education Initiative

California Community College faculty and staff, get support for remote teaching at cvc.edu/resources

- Resources
- Instructional webinars (Canvas and Zoom)
- Live faculty support sessions with CVC-OEI Instructional Designers
- And more
- Can't find what you need? Contact support@cvc.edu

I also want to acknowledge that, currently, I work with the California Virtual Campus Online Education Initiative, which is a statewide initiative in the California Community College system. Right now, we are very much committed to providing resources in this time of disruption.

So, if you go to cvc.edu/resources after the presentation (I'm going to have this slide at the end, too, but I just wanted to start with it), we have many, many resources, including a list of events. Those events include things like faculty support drop-in hours, where you can join in Zoom and meet with one of CVC-OEI's amazing instructional designers and ask them questions about what you're trying to do in your course and get that type of support, as well as webinars about how to use different features of Canvas and Zoom. There are some really helpful resources there.

[00:07:11]

Poll

MICHELLE PACANSKY-BROCK: We're going to get started by doing a quick poll. I'm going to go ahead and launch this. When I click 'Launch' in just a second, this should open on your screen somewhere. I just clicked 'Launch.' It should be a separate window that opens on your screen.

Let me give you a little tip – if my screensharing has taken over your whole screen and you don't see the poll window, you might want to try double-clicking on your screen, and that will kind of condense the full screen, and you might find the poll window.

The poll should be on your screen now, and if you could, please answer these questions. There are three questions in the poll.

I'm not seeing any answers come through. Did that go through, everyone?

[00:08:06]

STEVE WRIGHT: On my control, I can still launch the poll. It doesn't look like it's been launched.

MICHELLE PACANSKY-BROCK: OK, well, it launched on my side, and only person has voted... I'm going to end it. Actually, why don't one of you try it? Nicole, why don't you try it, just because you're in a host role?

NICOLE SHERMAN: Sure. OK, it's launched. Let us know if you're seeing it... OK, it looks like they are.

MICHELLE PACANSKY-BROCK: Thank you.

STEVE WRIGHT: Yeah, the numbers are coming in now. That's good.

MICHELLE PACANSKY-BROCK: So, we'll give you a little bit of time to do this. We can see the numbers going up now. We've got about 25% of attendees who have participated. We're at about a 50% response rate now. Since there are three questions in this poll, it takes a little bit longer than usual, but that's OK.

So, Denise is asking in the chat – oh, sorry, you sent this to me privately. I need to tell you I am infamous for forgetting to see the private message.

Someone just asked what poll app this is. This is actually part of Zoom. If you turn this on in your meeting settings in the Advanced Meeting Settings in your Zoom account level, you have the option to add polls to meetings.

OK, so how about we give another 10 seconds to wrap up the poll... 5, 4, 3, 2, 1. Nicole, do you want to end it and then share the results? Did you click 'Share Results?'

NICOLE SHERMAN: I did.

MICHELLE PACANSKY-BROCK: OK, great. So, you should be seeing the results now, folks. And just to take a look...

[00:11:22]

Poll Results

MICHELLE PACANSKY-BROCK: *"At which educational institution do teach or work?"* We've got about 52% of you, and we have 325 in the room now are from the California Community College system. I do want to acknowledge that this presentation is kind of anchored and designed for the CCC system, but of course, the practices apply to any environment.

27% came from other, so probably outside of... It looked like a lot of people outside of California anyway. We've got 10% of people from K12. I'm not sure what 'US' means.

NICOLE SHERMAN: Oh, that should say UC – sorry about that.

MICHELLE PACANSKY-BROCK: Oh, OK. UC – got you. And about 2% from the CSU system, which is the Cal State University system.

#2: *“Which best describes you?”*

This is interesting. We’ve got about 34% of you saying, “I’m transitioning to remote instruction and have not taught a fully online course. That was really the audience that I was thinking of putting this together. Then we’ve got 28% of folks saying, “I’m transitioning to remote instruction, and I have taught a fully online course,” so your knowledge and expertise certainly will be of value, and I encourage you to share...

OK, so I’m seeing that you can’t see the results. I tried clicking ‘Share Results’ on my end, too, so maybe you can see it now.

We do recommend and encourage folks to share your thoughts in the chat as I go through today’s presentation.

About 7% said, “I’m in a teaching role not transitioning to remote instruction.” 20% are in a faculty support role. 11% are administrators.

And this last question, I saw a lot of comments about it, so I want to address this in a second.

The third question asked, ***“Which of following have you experienced in the past two weeks? Select as many as apply.”***

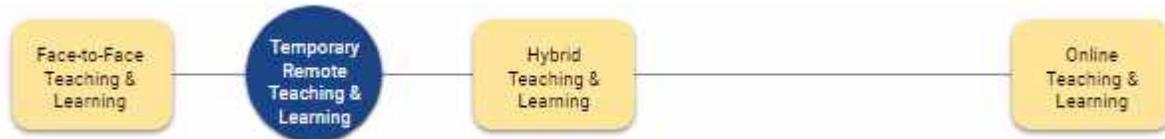
59% of you said ‘worrying.’ This is kind of getting into some of the symptoms that are signs of stress. 41% said ‘irritable or restless.’ 40% said ‘trouble sleeping or sleeping too much.’ 38% are having a hard time focusing, and 7% said ‘making bad decisions.’

But I loved this! So many of you mentioned in the chat that none of those applied to you, and maybe that’s why you’re here today. Many of you in the chat said that you love this, so I think I’m starting to see some connections to some of the ideas that we’ll be getting through today. Thank you for acknowledging that.

This is a stressful time for many of us – obviously, not everyone but for many of us. I know that I have been very stressed, and I have had many of those same symptoms, so I want to acknowledge that, and I don't feel like I'm as on my game today as I perhaps normally would be, so just bear with me, and I'll bear with you, too.

[00:14:41]

What is Temporary Remote Teaching and Learning?



MICHELLE PACANSKY-BROCK: I want to deconstruct a little bit about what we mean by 'temporary remote teaching and learning.' In the California Community College system, to date, we have had a few different types of modalities...

- Face-to-face teaching and learning, of course, we're all familiar with, where the instructor-to-student contact and student-to-student contact all occurs face to face
- Online teaching and learning, where that contact occurs entirely online
- Hybrid or blended teaching and learning, where that contact occurs as a mix between face-to-face and online
- And now we have temporary remote teaching and learning

I really want to stress that it is different from online teaching. It's not the same thing. That's why I have it a different color. That's why I have it a different shape. It's something that most of us have never done before, at least at this scale.

Scenario: You are teaching a 16-week face-to-face course and you learn you will shift to online instruction due to an emergency in week 11.



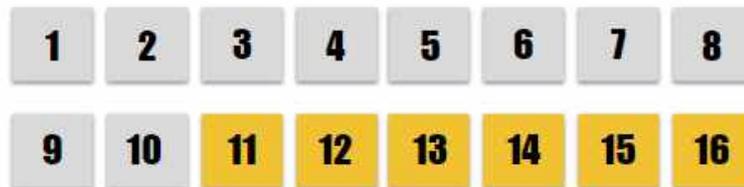
MICHELLE PACANSKY-BROCK: So, some of the things we're trying to do on our team is just create a picture of what's happening right now. Visual models can be really helpful. So, just to demonstrate a scenario that I'm sure many of you will find very familiar, let's imagine you're a teaching a 16-week face-to-face course, and you learn you will be shifting to online instruction due to an emergency in week 11.

What do you do?

[00:14:41]

How Do You Prepare?

1. Assess the situation.
2. Identify what's left: topics, assignments, assessments.
3. Organize these items into modules in Canvas using Pages, Assignments, and Quizzes.
4. Hold live sessions in TechConnect (Confer) Zoom during regularly scheduled course time as needed to deliver instruction and foster student-student interaction.



MICHELLE PACANSKY-BROCK: You take a step back. You take a deep breath. You assess the situation. You identify what's left in the course – the topics, the assignments, the assessments. We encourage folks to...

- Use Canvas in our system (it's our common course management system)
- Use pages, assignments, and quizzes within modules to help organize that material, not just for you but for your students, so there's some structure to what's ahead, so students can see where they're headed
- Hold live sessions using Zoom – in our system, it's referred to as TechConnect (Confer) Zoom during your regularly scheduled course time as needed to deliver instruction and foster student-to-student interaction

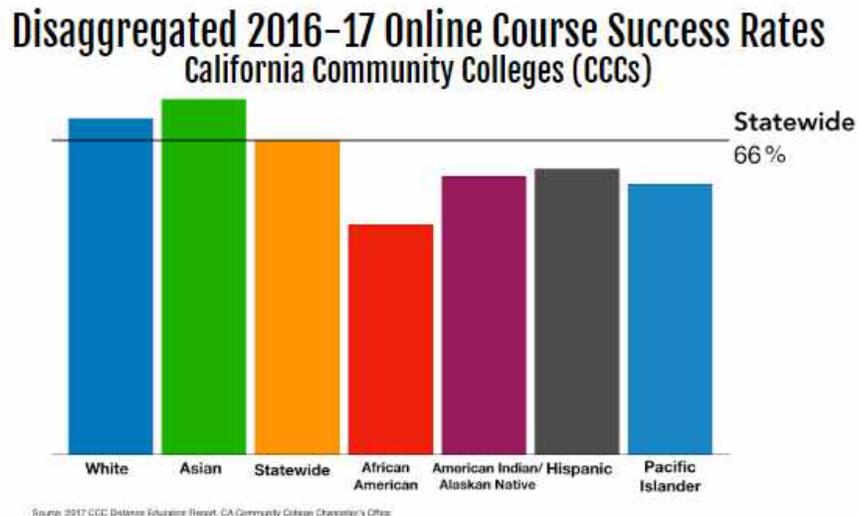
[00:17:02]

Support the Needs of All Students

Community colleges serve the most diverse student population.

- Race
- Ethnicity
- Age
- Language
- Physical abilities
- Cognitive differences

MICHELLE PACANSKY-BROCK: But the stuff that we're going to really be focusing on today is supporting the needs of all students. That's what humanizing addresses. Community colleges, as you know, serve the most diverse student population, and diversity includes many different aspects of identity, a few of which are shared on the slide here. But of course, it extends beyond that.



And I'd like to pause for a second and acknowledge the fact that success rates in online courses are lower than success rates in face-to-face courses. Now, in 2017, the success rate for online

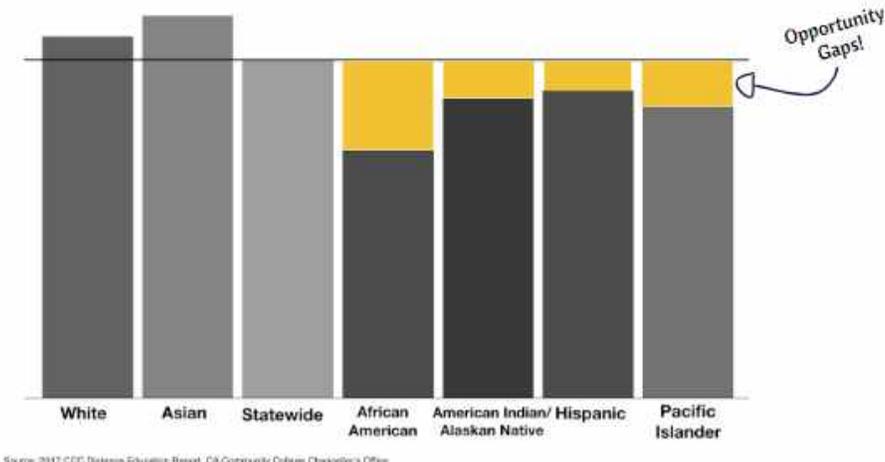
courses in the California Community College system was 66%, and you see that identified with the horizontal bar on this slide.

What you don't see here is that our face-to-face success rates were about 70% or 71%, so about 4% or 5% higher. It's a much smaller gap than it has ever been before, and that's largely attributed to the quality efforts that we have been focusing on in California that have largely come about through the implementation of the start of CVC-OEI about 5 or 6 years ago. Maybe 7 years ago now.

But when we disaggregate that success rate by race and ethnicity, here's what we see...

On the left side, you'll see that our white and Asian students exceed that statewide success rate for online courses, but towards the right, you'll see that our African American/Black, our American Indian, Alaskan Native, Hispanic, and Pacific Islander students all fall below that line, and that's really important to acknowledge. It's not something we want to sweep under the carpet. It's something we want to interrogate.

And as we talk about this, we don't want to be thinking about it through deficit lens, which we tend to do in higher education. I really hope that, if this is a new concept to you, it's something that you carry with you and be very critical about. Oftentimes, we look at this gap that is a 'problem' because 'our students aren't prepared' or because of something that our students are bringing to the table.

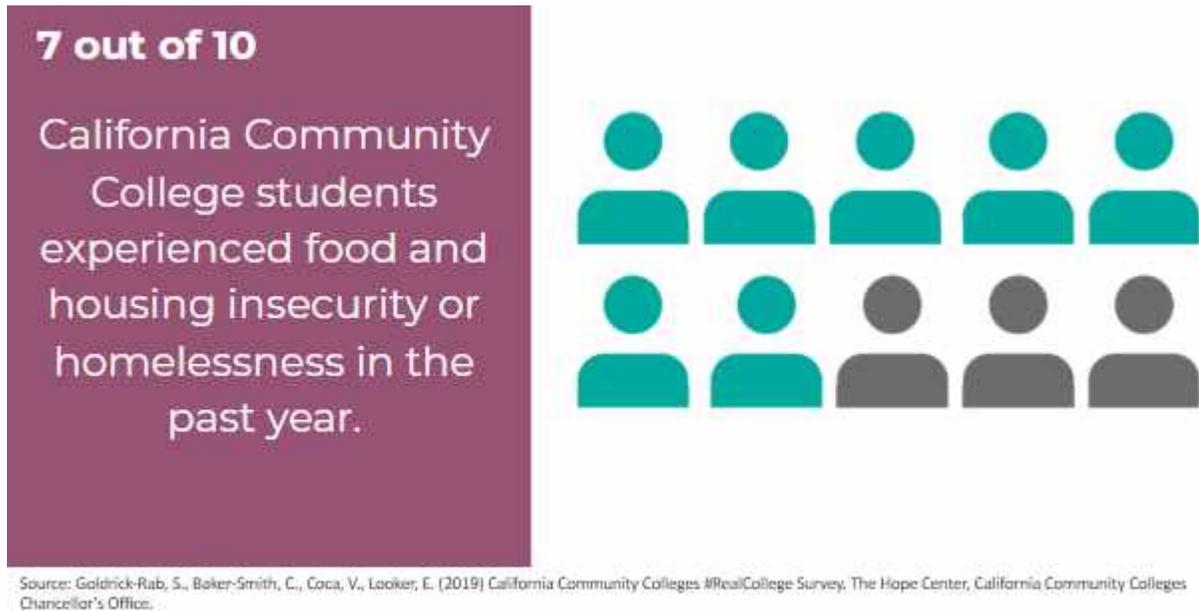


Source: 2017 CCC Distance Education Report, CA Community College Chancellor's Office

But what I really want to encourage you to do is think about it differently. Think about those as opportunity gaps. This is the space where we can improve what we do and make online learning a more equitable experience for everybody.

[00:19:57]

Opportunity Gaps

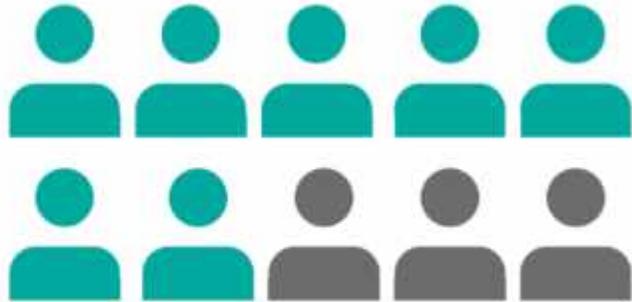


MICHELLE PACANSKY-BROCK: With that in mind, let's dig a little bit deeper into what we know about our students in the system. The 2.1 million students that are served in the California Community College system are, like I said, very diverse. And last year, the Hope Center did a survey led by Sarah Goldrick-Rab that determined that 7 out of 10 California Community Colleges students experienced food and housing insecurity or homelessness in the past year.

Now, that's important for everybody teaching any kind of class, but as we pivot to online, we need to recognize that we are now serving these students in our classes. We are now serving these students who did not sign up to take an online class, and when we have students who are now supposed to be learning in their homes because they're self-isolating, we have to acknowledge that not all students have homes. Also, home is not a safe place for all students.

CCC student groups disproportionately impacted by basic needs threats:

- African American or Black, American Indian, Alaskan Native
- Transgender, bisexual, lesbian, gay
- Have been in foster care
- Have served in the military
- Formerly incarcerated
- Have ADHD



Source: Goldrick-Rab, S., Baker-Smith, C., Coica, V., Looker, E. (2019) California Community Colleges #RealCollege Survey. The Hope Center, California Community Colleges Chancellor's Office.

In addition to that, if we take a look at the student groups that are disproportionately impacted by these basic-need threats, we'll start to see also that we have our minoritized racial and ethnic groups, but we also see other types of identities, like transgender, bisexual, lesbian, and gay students, students who have been in foster care, have served in the military, formerly incarcerated, and have ADHD.

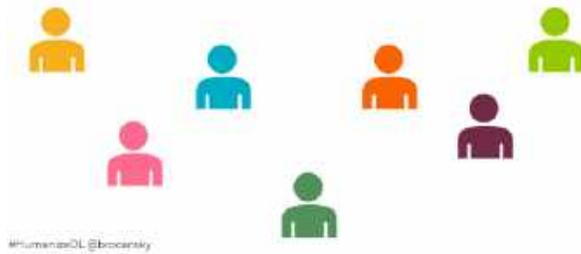
And the takeaway here is that identity is intersectional, so it's really not possible for us to just focus on certain students. We need to create an environment that is inclusive, welcoming, and supportive for all students.

[00:21:58]

Equality Does Not Equal Equity

MICHELLE PACANSKY-BROCK: The second concept that I want to get started with is this notion that I still see very entangled... There's still a lot of people who equate equality with equity, and these two things are different. They're not the same thing.

Equality: Treat all students the same



We are coming out of a paradigm of equality in higher education, where we have really kind of had the mindset... And I'm speaking generally here – I'm sure there are many of you here who disagree with me and are trying to scream on the other side of the screen, saying, "No, I haven't been doing this for a long time!"

But in general, higher education has been very much invested in a paradigm of equity. We treat all our students the same to be fair, to be equal. We see it in policies. I did it myself as an instructor. I can remember saying to my students, "Oh, I'm sorry – I can't give you an extension on that assignment because it wouldn't be fair to everybody else. Everybody has to have the same due date." It's something that I used to say.

But the problem with equality and treating all our students the same is that it implies that all our students are the same, and that's not the case.

Equity: provide what all students need to succeed



So, equity is about ensuring that all our students have access to what they need to succeed so that they all have an opportunity to achieve the same objectives, and that's the difference between equality and equity.



Now, this conversation of equity comes with a real mindset change for educators. We need to start looking at our own practices and stop blaming our students. I just absolutely love this quote here. I hope that resonates.

[00:23:53]

5 Equity-Minded Practices for Teaching Online



MICHELLE PACANSKY-BROCK: And how many of you were on the amazing webinar yesterday by Luke Wood and Frank Harris? If you were on that webinar, can you please just put a note in the chat that you attended? I'm just curious. A lot of people were there.

That webinar was phenomenal. They introduced 5 equity-minded practices for teaching online, and if you're not familiar with the work of Luke Wood and Frank Harris, I strongly recommend that you look them up.

Their principles are...

- Be intrusive
- Be relational
- Be culturally relevant and affirming
- Be community focused
- Be race conscious

These 5 practices I believe you will see mirrored in the practices that I'm about to share here. I was super excited – I was taking notes feverishly yesterday, and it was archived. It's being captioned from what I understand. I'm going to have it added into the CVC.edu resources area that I shared the link to at the beginning of the course.



When I get that archived, I will also tweet it out, so follow me on Twitter and follow #humanizeol, which is in the lower left corner on this slide. I'm referencing Twitter a lot in this presentation because it's such a powerful community, and if you aren't on Twitter yet, I hope you'll take this as an opportunity to join and connect with some of your fellow educators that are working in this space.

[00:25:37]

Emotion in Learning

MICHELLE PACANSKY-BROCK: So, as we dive deeper into humanizing, it's important to recognize that it's really all about learning, and what we're learning more through nerve science is that learning is not just about cognition, although cognition is still very much privileged in higher education when it comes to learning – cognition, the domain of knowledge and understanding.

But what we often don't recognize is the role of emotion, this whole noncognitive component of learning, and when that is flared up, it causes toxic stress, which prevents a human brain from learning.

Again, I know that I have recognized this problem many times during the last couple of weeks, and I do hope that, if you've felt a level of stress that you're not generally in tune and can recognize how it's impacted your work and some of your behaviors, hold onto that and be sure that you leverage that to think about how this is impacting your students.

[00:26:44]

Vulnerability



MICHELLE PACANSKY-BROCK: So, here comes the Brené Brown show, everybody. For those of you who are familiar with my work, I kind of a huge Brené Brown fangirl. She has incredible

research around the topic of vulnerability, so we're going to talk a little bit about vulnerability here because it's a big part of what's happening right now in our lives as well as in our students' lives.

Vulnerability, from the research of Brené Brown is defined as 'uncertainty, risk, and emotional exposure.'

Now, a moment ago, when we did that poll, there were several people in the chat who said, "I love this stuff!" That's fascinating to me because you are people who most likely lean into vulnerability, and I bet you're creative people, too.



So, what does vulnerability feel like? Brené Brown uses this example of 'it's like when you move out of the seat in the theater and move onto the stage. I hope that resonates with you.

I'd like to ask you, in general, **how do you react when you feel vulnerable?** If you can answer that question in the chat, it would be great. How do you react when you feel vulnerable?

I see...

- Brave
- I do yoga
- Insecure
- Quiet
- Hesitant
- I help others
- Defensive

- Withdrawn
- Humble
- Embarrassed
- With aggression
- I become still
- Mean
- I withdraw
- Human
- Frozen
- I laugh
- Passive-aggressive
- Overthink
- Fight the feeling
- Defensive

It's fascinating. Brené Brown has interviewed thousands and thousands of people, and she has found that most commonly what we do as humans when we feel ourselves stepping into vulnerability is that we armor up. We put our guards up. We try to prevent ourselves from going into these spaces.



“When we give up being new and awkward,
we stop growing. When we stop growing,
we stop living.” 

-Brené Brown, [Unlocking Us Podcast](#), Episode 1

What she also has shared with us about vulnerability is that when we give up being new and awkward (which is what vulnerability is), we stop growing. When we stop growing, we stop living.

So, while this is a super stressful time, I just thought that was really powerful. By the way, she just released her first podcast, and this quote was taken from her first episode. The podcast is called ‘Unlocking Us,’ and the link is on the screen.

“Vulnerability is the birthplace of creativity,
risk-taking, and innovation.” 

-Brené Brown

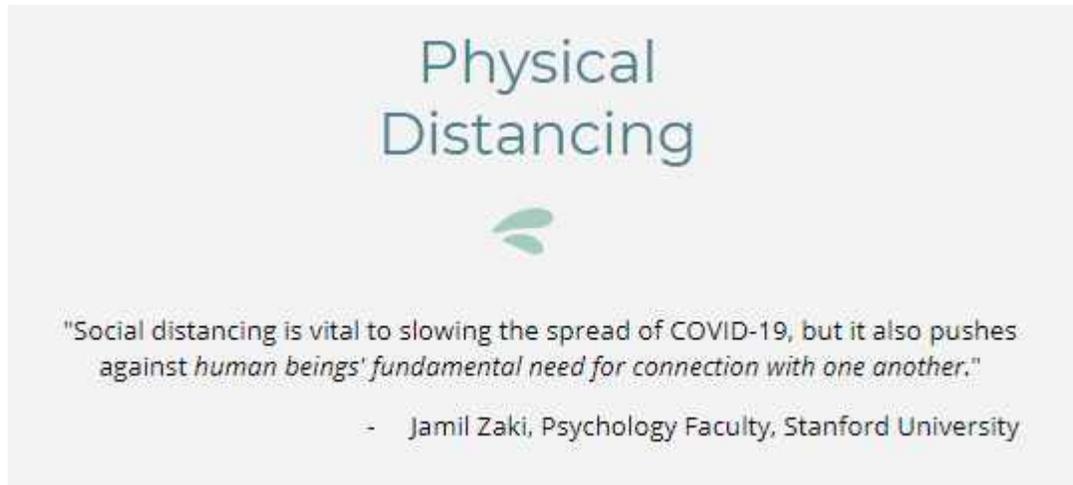
Vulnerability is also the birthplace of creativity, risk-taking, and innovation. So, while we are in this place together, transitioning to remote instruction, we’re not going to be perfect, but you may discover something. You may find a new way to do something that you never even expected was possible, and that’s my hope for you.

Also, in this place of vulnerability, our antidote is connection. As human beings, we are wired for connection, and we know that meaningful connections occur online every day, so tell me quickly in the chat – how have you been connecting with others while you’ve been self-isolating?

Lots of Zoom happy hours! Skype. Pronto. More phone calls and Facetime. Teams. More family time. Yeah, so we all know this!

This term ‘social distancing’ has been disturbing for me because, especially those of us leading this shift to online, we hear this term, and it kind of implies that just because you're moving out of

a face-to-face environment that you're no longer being social, and that's just not accurate. It really should be called 'physical distancing.'



And there were several articles that came out in the past week or so. This is a quote from Jamil Zaki, who is a psychology faculty member at Stanford. Remember that as you go into this shift. Your students, just because they're not in front of you, need connection just as much as you need connection.

[00:31:35]

Principles of Humanizing



MICHELLE PACANSKY-BROCK: The principles of humanizing are presence, awareness, and empathy, and we're going to take a look at some practices that are interwoven into these three principles. Practices can cross over between the three, but I'm trying to get very specific about some things that you can do to bring these principles into your remote instruction.

RESOURCE - Humanizing Learning and Teaching in Times of Disruption:

https://docs.google.com/document/d/1r7eP4oMDWREkf_CWVDOhnhZ-3rpslo10pe4IpNbgSl/edit

This slide offers you a link to a Google doc that provides a guide for humanizing learning and teaching in times of disruption, so I encourage you to check that out. And I would like to thank Kim Vincent-Layton and Mike Smedshammer for many of the ideas that went into developing this document.

[00:32:25]

Remember This

- There are no experts.
- You aren't going to be as fabulous as you usually are.
- We are in this together. Lean on your peers.
- Use Twitter: #KeepTeaching, #PivotOnline, #HumanizeOL

MICHELLE PACANSKY-BROCK: Remember this, folks. Remember that, in this environment, there are no experts. I don't know about you, but I've never taught in a time of a global pandemic before. Have you? There are no experts. You aren't going to be as fabulous as you usually are, and that's OK. We're in this together. Lean on your peers. I cannot tell you how amazed I have been at the dedication to sharing and helping others that I've seen on Twitter over the past few weeks. It's been phenomenal! Again, like I said earlier, if you don't use Twitter, I really encourage you to take it up right now. Give it a try. When you're on Twitter, search for these hashtags to find your communities. #HumanizeOL is one that is specific to humanizing online teaching and learning. The others are more general for this specific moment in time.

Another thing to remember is this quote that Luke Wood said yesterday during his webinar...

"When you give yourself grace for an expectation, do the same for your students."

– Luke J. Wood, [@DrLukeWood](#)

You should give yourself grace. You're not going to be perfect, and it is important to remember that our students need that same support.



This quote from Aloha Sargent... Aloha is one of the many amazing educators – many others who are here on this call today – who are the facilitators at @ONE, which is the username referenced in this tweet here, the one for training. @ONEforTraining is part of CVC-OEI, and we offer professional development courses for faculty to help them prepare to teach online more effectively.

So, this tweet here, which you've probably read already...

Yes, so not only us but our students are now learning from home. Many are watching their kids. Many are trying to work, hoping that they don't lose their job, hoping that they will be able to make rent at the end of the month, and many are also caring for high-risk populations. All of that is now bundled within the learning environment for our students.

[00:35:20]

Be a Learning Partner

Write a Learning Pact and have your students add to it/agree to it in a Discussion:

Our Pact	
What you can expect from me:	What I will expect from you:
<ol style="list-style-type: none">1. I will regularly communicate with you.2. I will be flexible.3. I will provide a supportive and trustworthy environment for you to share and discuss ideas with your peers.4. I will care about your learning and challenge you to acquire new skills and knowledge.5. I will treat you with dignity and respect.6. I won't be perfect. I am human and will make mistakes at times. I will view mistakes as an opportunity to learn and grow.	<ol style="list-style-type: none">1. You will strive to be an active participant in this course and do your best to meet due dates.2. You will maintain an open line of communication with me.3. You will contact me when you have concern about meeting a due date.4. You will treat your peers with dignity and respect.5. When you make a mistake (because you will, we all do), you will view it as an opportunity to learn and grow.

You are free to adapt this sample as desired without attribution. It is by Michelle Pacansky-Brock and has been shared in the Public Domain (CC-0)

MICHELLE PACANSKY-BROCK: So, one specific tip that I have for you here is to be a learning partner. Write a Learning Pact and have your students add to it and agree to it in a discussion. I have a sample pact here. A pact is comprised of two different components. It's what your students can expect from you, and it's what you will expect from your students. I recommend drafting some language and having students take a look at it and add to it. Discuss it. Agree to it in a discussion in Canvas. It's a great way to kick off this new moment in time when you transition to remote instruction. You're free to use and adapt the example that I have here on the slide, if it's helpful for you.

[00:36:01]

Don't Be a Robot

MICHELLE PACANSKY-BROCK: You also don't want to be a robot. What do I mean by that? About 10 years ago, I was teaching a professional development course, and one of the faculty participants in the class said that she had share some feedback with one of her online students,

and her student wrote back and said, “Oh, my gosh! I always thought my online instructors were computers!”

When you transition to online, if you aren’t intentional about constructing your human presence, your students won’t feel it, and that’s really, really important. Don’t assume, just because they’ve had you in a classroom for part of a semester, that that presence is going to translate into the online environment.

And let me say one more thing about that...

10 years ago, this was kind of laughable. Today, it isn’t. Today, in the dawn of artificial intelligence, we have computers that are starting to teach courses for students, so this is our space to claim and to be present and to stress and convey and critically interrogate that space and remind everyone that relationships are at the center of every learning experience, regardless of whether they happen in a classroom or online.

“My instructor cared.”

Research conducted on online community college students shows:

- The only “course design” element that significantly and positively influences grades is *quality* instructor-student interactions
 - Quality = a sense of caring
- More students in the study did not experience *quality* instructor-student interactions
 - Reported the need to “teach themselves”

Jaggars, S. S. & Xu, D. (2016). How do Course Design Features Influence Student Performance? *Computers & Education*, 95.

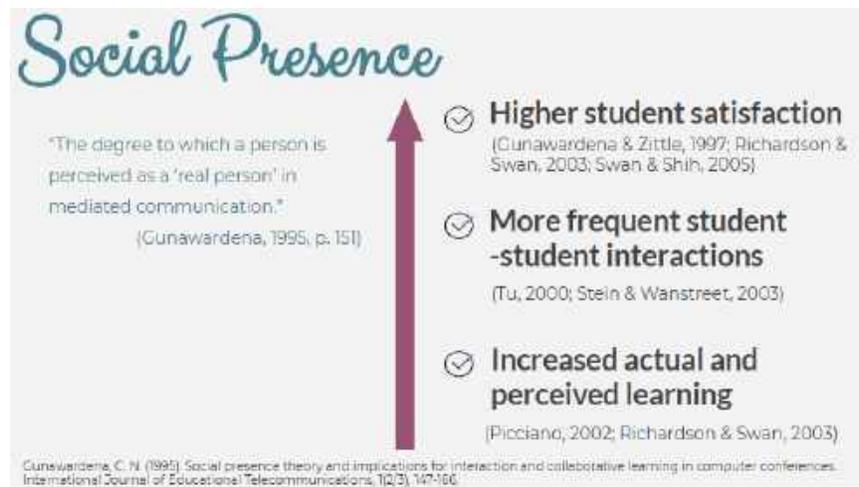
MICHELLE PACANSKY-BROCK: Research conducted on online community college students in 2016 showed that the only course design element that significantly and positively influences grades is quality – not quantity – instructor-to-student interactions.

And if you're wondering what 'quality' means, based upon the student data that was collected in that study, it was a sense of caring. It was when online students feel like they have an instructor on the other side of the screen that cares about their learning. That's what designates quality interactions, so keep that in mind.

Also, from that same study, we found that more students did not experience that. It was more likely for them to not experience quality instructor-to-student interactions. They also reported the need to teach themselves. These are opportunities to keep in mind and really build upon.

[00:38:30]

Social Presence



MICHELLE PACANSKY-BROCK: One of the things that really matters is social presence. Social presence is one of the three facets of the community of inquiry model by Garrison, which is very popular and used in online teaching. It's defined differently by many scholars. I like this definition here by Gunawardena. So, remember that as you're communicating and be sure to communicate with your students.

What we know from the research is that when social presence goes up in an online class, more students are satisfied at the end of the course. We also see more frequent student-to-student interactions. If you find yourself trying to foster a discussion and no one is really participating, think about social presence. These two things are directly correlated. And the third thing that increases is actual and perceived learning, and this is based on research. There's quite a bit of research about social presence out there.

I'm going to take a moment to embarrass one of the participants on the call today. This is Dayamudra Dennehy, and I think it's really important for you to see an example of what a humanized communication looks like. I'm going to click here and go out to Twitter.

View Daya's video here: <https://twitter.com/sfdaya/status/1238240665584037888?s=20>

***DAYAMUDRA DENNEHY:** This is a message for all of my students online and face to face. This is our last day on campus. Starting next week, all classes will go remote. So, for my online classes, things will continue as normal – all of your assignments are due Sunday this week. And face-to-face classes, we will have our first remote meeting on Monday on Zoom, and I sent you an announcement about that. I am hosting student visiting hours tomorrow online, so I will have a Zoom room open from 10 to 12, so just pop in if you have any questions about our remote format, if you need help with technology, or if you want me to take a look at your work. Most of all, be kind to yourself, be kind to each other. I'm here to support you, and this is a chance for us just to appreciate everything that we've got, and we will make it work. Take care.*

MICHELLE PACANSKY-BROCK: I love that. Now, Daya is on the call here today. You can follow her on Twitter [@SfDaya](#), and I encourage you to do that. She made that video with Clips for iOS, who I know several other people use on this call. Fabiola Torres is the one who introduced me to Clips. Denise Maduli-Williams is a rock star with Clips – she's another one you should follow on Twitter. They are both on the call here today, so I hope that they'll jump in if there are any questions in the chat that I cannot answer as I'm speaking.

The other thing I want to mention, though, is that you don't have to use Clips. Clips is a super cool app. It does auto-captioning that you can adapt on the fly. It does only work on iOS devices

or Apple mobile devices. But if you have just two things you can get going... I'm just going to show a clip of this tips video that I created this week...

TIPS FOR RECORDING VIDEOS WITH A PHONE: <https://youtu.be/GM4SSnebhXU>

Hi there. Do you have a smartphone? Do you have a Google account? Or are you willing to make one? If so, you have all you need to humanize your students' remote learning experience. Here are a few tips to get you started.

Your students want to see you, so avoid standing with the light source behind you. Watch how things change when that light source is in front of your face.

Don't try to be perfect. You know why? Because you're human, and so are your students.

Don't hold your phone like this. Hold it like this instead.

Don't be afraid to be a little bit more human and show aspects of your nonacademic side because it will only make you more relatable to your students.

Make eye contact with your students. This is something I have to continually work on. I always have a tendency of looking over here on my phone, but the camera is actually over there, and when you look right at the camera, it makes a difference because you look into—

MICHELLE PACANSKY-BROCK: Oops. OK, well, you're going to have to watch the end of that on your own. My mouse took over. It was almost done, but I'll make you click the link to watch the end of it. Yeah, those videos are not hard to do if you have a smartphone and some way to host them. I said YouTube because YouTube is free, and it's easy to go in and edit the captions. By the way, I do have a link at the bottom of this slide that shows you how to edit YouTube auto-captions for accuracy.

[00:43:46]

Know Your Students

Send a Survey Now That Asks:

- How many online courses have you successfully completed?
- I may leave you voice or video feedback. Does that work for you?
 - Yes
 - I would prefer written feedback.
- How do you plan to access this course most?
 - Computer/laptop
 - Smartphone/tablet
- In one word, how are you feeling about our class?
- What is one thing that is mostly likely to interfere with completing this course successfully?

Download a [sample survey](#) from the Canvas Commons (and import it into your course/adapt it).

View the [Canvas Survey Guide](#)

MICHELLE PACANSKY-BROCK: Also, know your students. You need to know who is on the other side of your screen, and you may think, “Well, I know my students. They’re in my classroom.” There’s a lot about your students that you don’t know, and there’s a lot about your students that is changing at this time. There are situations that are changing every single day, so I really encourage you right now – like, today – if you haven’t done so already, put together a survey. Ask your students these things...

How many online courses have you successfully completed? Don’t ask how many they’ve taken. Ask how many they’ve successfully completed. Then you’ll have a sense of who kind of has their bearings in this space.

Let them know that you may leave voice or video feedback, which implies that you should, and ask them if that works for them. If you have a student who says no, then honor that. Honor that

preference for your students. Don't ask why. Don't judge them. Just honor that. Those are some options you can include there.

How do you plan to access this course most? Are they going to be using a computer or laptop? Or are they going to be using a phone or some kind of mobile device? Know that going into it. It's really good to have an awareness of that, about how your students are going to access things.

In one word, how are you feeling about our class? This question really is powerful. I assure you that you're going to learn things that you didn't expect. In just one word, you're going to have students who say 'fine.' You're going to have students who say 'overwhelmed' or 'scared.' It's going to let you know who needs your human touch right now, and you should follow up with them.

And if I were you, and if you're using Canvas, I would strongly recommend you leave a video comment in the Canvas gradebook if you're using a Canvas survey. There are lots of ways to do this, but those are some tips that will really be sure that your students know you're there for them and that they feel supported.

What is one thing that is most likely to interfere with completing this course successfully? All kinds of things come out of this question. Also, when I've taught fully online courses – again, not this situation – I can't tell you the number of times I've found students who said, "I'm pregnant, and I'm going to deliver in whatever week this semester," or "I have a mom at home on hospice, and I'm taking care of her." Finding out what's happening, finding out what the stories are of your students, and leaning into those stories... Again, not judging, just listening to them and letting your students know that you hear them and see them is the most powerful way you can start off this transition into remote instruction.

[00:43:46]

Adapt Your Teaching

Be Intrusive.

- [Enable the Notes column](#) in the Canvas gradebook.
- Take notes about what you learn from the survey.
- Track activity and performance.
- Reach out directly before it's too late.
- [Record voice and video feedback](#) in the gradebook.

MICHELLE PACANSKY-BROCK: And then you want to adapt your teaching. What I mean by that is, if you're using Canvas, going into the grades area, and there's an option to enable the Notes column. This link on the screen takes you to a Canvas guide that shows you how.

Take notes about what you learn from the survey in that Notes column. That way, as you're grading student work and looking at who has logged in and who hasn't turned in what, you can reference those notes, and you can see what's going on with the student.

Reach out to the student with a message before it's too late. Reach out to that student, and in the subject of that message, put their first name.

“Carlos, is everything OK on your side? Is everything OK?”

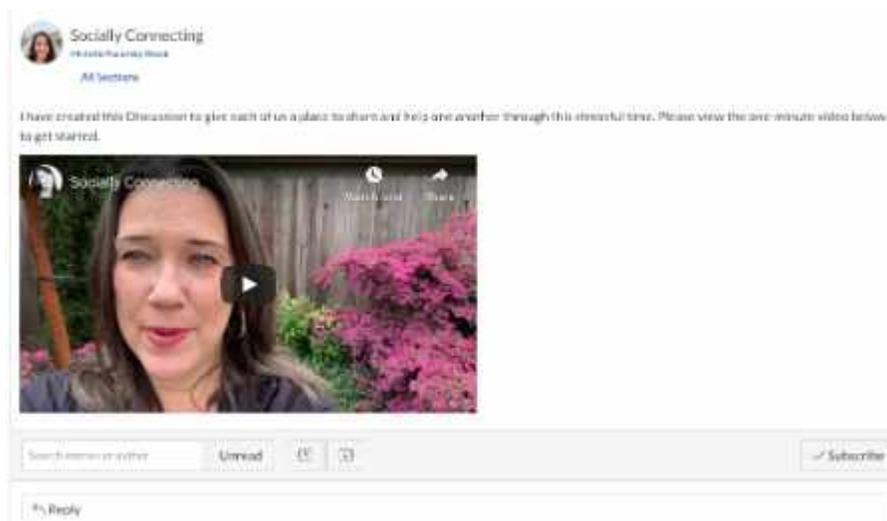
That's a phrase that Katie Pelacios always stresses. And if you put the student's name in the subject line, when they're scanning messages, they're going to see it, and they're going to know that you're reaching out directly to them before they even open that email.

Of course, track activity and performance, and as I said, reach out directly before it's too late. I know that we always tell students to reach out if they help. We can't do that. We need to be

proactively reaching out to them. For many students – and this is something that Wood and Harris emphasize – reaching out for help is perceived as a weakness by many people. That’s a construct of masculinity, particularly within black and African American cultures. So, remember that and reach out. Be proactive. As they say, be intrusive.

[00:48:17]

Create a Space for Sharing



VIEW THIS VIDEO HERE: <https://youtu.be/byzAoCEyZ-4>

MICHELLE PACANSKY-BROCK: Create a space for sharing... This is a screenshot of a discussion called ‘Socially Connecting,’ something you could create in your Canvas course, where you give students an opportunity to talk about what’s going on, on their end. For the sake of time, I’m not going to be able to play this video, but this is my sample video from that discussion post, so you can see what I say. It’s just a warm invitation to invite students in and share what’s happening on their end and encourage students to lean in and support each other, provide each other with support help.

How to Embed a Video in a Canvas Discussion: <https://youtu.be/9ytSEQhliX0>

This video here will walk you through the steps to embed a YouTube video in a Canvas discussion. If that concept, as I talk about it, sounds foreign to you... It may not be foreign to everyone, but if that's new to you, watch this video, and it will walk you through the steps, and you'll be able to master those skills in no time.

[00:49:18]

Seek Out Mobile-Friendly Tools

- Canvas Student App (share [this video](#) with your students)
- Adobe Spark Video* (video creation)
- Flipgrid* (asynchronous interactions)
- VoiceThread (asynchronous interactions)
- Pronto (synchronous interactions)

*free

MICHELLE PACANSKY-BROCK: It's also important to seek out mobile-friendly tools. Canvas is one of those tools, but there are other ones, too. Adobe Spark Video is a video creation tool that's free. Think about giving your students the opportunity to create a video instead of write a paper. Can you expand? Can you get flexible with the ways that students can demonstrate their knowledge? With Adobe Spark Video, you can create a video on your phone. It's super easy. That's something I want you to let simmer and think about as you plan the rest of your term.

Flipgrid is an asynchronous video interaction tool.

VoiceThread is an asynchronous voice, video, or text interaction tool.

Pronto is a synchronous interaction tool.

I really encourage you, if you haven't done this yet, reach out to your college and find out what tools are available to you. Don't just assume that you just have a license for Canvas. In our California Community College system, we have 18 colleges that have a site license for VoiceThread, and I bet there are lots and lots of faculty on those campuses that don't even know that. So, ask.

Flipgrid Assignment for Poetry by Janet Mitchell Lambert: <https://youtu.be/08TIYdaEECE>

This is a video assignment that was contributed by Janet Mitchell Lambert. We are really running out of time, so unfortunately, I'm going to have you watch these videos on your own, but it's a wonderful example of how to use Flipgrid and have students... You give them a prompt and you say, "On your phone, go find a place that reminds you of this poem that you read today." Now, of course, students are limited with where they can go today, but there's a great student clip here that's shared with permission. There's also a clip of Janet reading her prompt.

If you can use phones as an asset in your class – not like this annoying thing that you have to contend with, but design assignments that welcome and embrace being mobile, you will really change the paradigm, and your students will love it.

VoiceThread "Wisdom Wall" Assignment
Metacognition • Growth Mindset • Self-Efficacy



Michelle Pacansky-Brock, Faculty at Mt. San Jacinto College, shared with student permission.

VoiceThread "Wisdom Wall" Assignment: <https://voicethread.com/share/5304832/>

This is an image of what VoiceThread looks like. If you do click that image, it will open up to an example of a voice thread. This is something that I call 'The Wisdom Wall' that I've used in my classes for a while, and it's an opportunity for students to step in and demonstrate themselves as experts. You can do this after a test. You can do this at the end of a course. It's about looking for the positive things. "What do you know now that you wish you had known then?" Then you take that and share it with the next group of students, so students are actually learning from students.

Fabiola Torres Live Streaming with Pronto: <https://youtu.be/nQC0E8xIVFw>

This is a wonderful video of Fabiola Torres, who is on the call here today. On your own, you can click that video and watch it, and you will actually be taken into Fabiola's home. She will invite you in, and she will show you what it looks like to be interacting synchronously with her students on Pronto. And of course, she's got her mobile device there that looks like it's attached to her dog food container. I love seeing these behind-the-scenes setups. They're great! They're super helpful.



"Come April 1, I still get a check. How many of my students won't get a check? That thought keeps me motivated and focused on my duty!"

Fabiola Torres, [@iLearnNow](#)
Glendale Community College

And I'm going to end with a quote from Fabiola. This was from an article that was in *Inside Higher Education* this week.

“Come April 1, I still get a check. How many of my students won’t get a check? That thought keeps me motivated and focused on my duty!”

I love that quote. I want to ask you to keep your mind focused on what motivates you. What motivates you? Reflect on that question.

[00:53:12]

Wrap Up

California Community College faculty and staff, get support for remote teaching at cvc.edu/resources

- Resources
- Event Calendar of webinars
- Live faculty support sessions with CVC-OEI Instructional Designers
- And more
- Can't find what you need? Contact support@cvc.edu

MICHELLE PACANSKY-BROCK: Here's the link to our CVC.edu resources page. If you are a California Community College faculty member, we're offering faculty support hours today at 12:00 and 4:00, an opportunity to drop in and meet with an Instructional Designer, a webinar on collecting student work with assignments at 2:00, a webinar on communicating with students with Canvas announcements at 3:00.

So, I'm going to stop sharing my screen. I did go over. I hoped we would have about 15 minutes for Q&A, but we have about 5. I know a lot of people have to run right at 11, so we would like to take some questions. If you have a question in the chat, please go ahead and type it in. If you put a question mark in front of your question, it actually would be super helpful because we can find them easier.

NICOLE SHERMAN: Michelle, I found a couple in the chat when you were presenting. Here's one...

"Any thoughts on how to make these ideas work with large numbers of students? I have 375 to 400 students this semester."

MICHELLE PACANSKY-BROCK: I think a lot of the ideas that I shared here today work great with any size class. First and foremost, when you are fostering your presence with your students, it's

one to many. So, those videos that you create, they touch everyone who watches the video, so that doesn't matter how many people are in your class. If you're creating a discussion place for students to connect, you don't need to monitor and assess everything in that space.

It's really recommended, again, go back to that pact. In that pact that I shared, there were some elements of what we call 'netiquette,' but tease that out a bit more, if you feel like you can have your arms around everything. Let your students know that, if something does come up in a discussion that they're not comfortable with and maybe you don't catch, they can bring it to your attention confidentially, and you will take care of it. Think about it like a community.

When you have big classes, the mobile hands-on activities do get more complicated. That ratio of teachers to students, the larger that ratio gets, the more students you're teaching, the fewer students you can touch individually.

But I do want to say that using the Notes column is a really valuable strategy because it helps you to remember that you don't need to be reaching out individually and supporting every student. It's just the ones who indicate to you that they need it, so that is a strategy for a larger class, but I acknowledge that big classes are barriers.

Was there anything else that came up in the chat?

[00:56:16]

NICOLE SHERMAN: Yeah, I'm trying to gather them.

MICHELLE PACANSKY-BROCK: OK, I know it's hard.

NICOLE SHERMAN: so, this is an interesting one...

"Is there a tool to learn students' names, as in hear them pronounce their names?"

MICHELLE PACANSKY-BROCK: Yeah, there is a tool. Well, there's probably more than one tool, but there is a tool that some colleges in the community college system use called Name Coach. It does come with an integration into Canvas. Again, it's something that has to be integrated at the

college level. That's something to check out, but there is a free version of Name Coach that I use, and I actually have it embedded at the bottom of my email signature, so anyone can click on my name and hear me say it. So, that's something you can check out.

[00:57:07]

NICOLE SHERMAN: OK, and here's another one...

"What do you recommend for new to online learning with adult immigrant English language learners who much prefer the in-class model?"

MICHELLE PACANSKY-BROCK: So, I didn't say this, but Dayamudra Dennehy and Denise Maduli-Williams are two fabulous teachers who teach ESL, and Daya was the one in the video that I showed. Dayamudra and Denise are the experts you should go to and ask that question. I don't know if they're still on here or not, but... Yeah, Denise just put her Twitter handle [@dmaduliwilliams](#). Daya's is [@SFDaya](#).

I can't recommend reaching out to them enough because they have dealt with all of these discipline-specific challenges, and they're the experts in that area, not me.

Thanks for all of your feedback in the chat. It's great to see!

[00:58:27]

MICHELLE PACANSKY-BROCK: So, Fred is asking, *"What's the learning curve for Flipgrid and Adobe Spark? How easy are they to learn to use?"*

I think that probably depends, but Fred, I know you – you're a pretty savvy guy. If you're talking about for students or for faculty... Flipgrid has a Canvas integration that's free. If you're thinking about using Flipgrid, use the Canvas integration because, if you don't, if you just use regular Flipgrid, your students are going to need to have some type of account – I think it's Microsoft or Google. If you use the Canvas integration, students do not have to share any of their information. They don't have to create an account. It's just a matter of click, and they can participate.

The other thing I want to stress about Flipgrid, as much as I do love it, it does have auto-captions built in, but it does also expect students to show themselves on video, and I really want to encourage everyone to be sensitive to that because there are some students who don't want to do that or, in this environment, aren't in a space where it's appropriate to show themselves on video. That's just my one thing I would say about Flipgrid.

Adobe Spark is super easy. You'll create a video in 30 minutes. You'll love it. It's awesome! And the accessible workflow for Adobe Spark Video, you create the video in Adobe Spark, you download it to your computer, and then what I do is upload it onto YouTube and do the captioning there. The captions don't work in Spark, so to be accessible, you need to upload the video somewhere else, add the captions, and then do the embed in Canvas, which is shown in that one video that I have in the slides.

So, we are at 11:02. I hope that we've been able to answer enough questions.

[01:00:22]

STEVE WRIGHT: This has been fantastic, Michelle. I can tell by all the comments that people are thrilled. What I enjoy, because very often, when we talk about the technology of distance or remote learning, people go right into the technology, and you really established the human side, the interaction side, the caring side so clearly up front. It's a difficult balance as we're trying to get used to the physical technology of this stuff to keep the human side in balance. Thank you so much for sharing that.

I would love to just open us for questions for the next hour, but I know everybody has got to move. We will be posting this. I believe Nicole normally does these things consolidated and ready and transcribed within the week, so we'll have this up right away.

Any final comments?

[01:01:09]

MICHELLE PACANSKY-BROCK: No, I would just like to thank you, Steve, for reaching out and giving me the opportunity to share here today. I really appreciate being included. And a big shoutout to all of our online educators who are working so hard right now – and becoming online educators! So, continue to grow together. I'm looking forward to the future.

STEVE WRIGHT: Alrighty, good. We'll let you go now. Thank you very much, Michelle. It's been a wonderful experience.

MICHELLE PACANSKY-BROCK: Thank you, everyone. Have a great day. Take care.