Distance Learning Committee (DLC)

Report to Academic Senate

May 23, 2024

SPOT Recertification – 75 left to recertify!!!

There are still 75 faculty who need to finalize their recertification (out of 200 faculty whose recert is due July 31, 2024).

Why do you need to recertify by this deadline??

1. Your coding will be changed in Banner and you will not be allowed to teach any online courses from Fall 2024 on, including ones you have been scheduled for. You must keep your SPOT certification up to date to continue to teach online.
2. You will not earn the 2% pay bump that SPOT-certified faculty earn.

Your recertification due date is every four years from the year you were first SPOT certified. You must complete four *approved* continuing education hours by your recertification due date. One of those hours must be Regulations Update for SPOT Recertification. **Your recertification does not automatically update after completing training. You need to submit evidence of training. Recertification evidence is due July 31.**

The **SPOT Recertification webpage** can be found at the following link:

https://www.mtsac.edu/distancelearning/spotrecert.html

You can find your recertification (SPOT Expires On) date by going to SPOT Certified Faculty. (If this page link doesn't work, google SPOT certified faculty mtsac.)

If your recert is due:

1. **Do not sign up for SPOT again.** You need to complete four hours of *DLC-approved* distance learning activities, of which one hour is a required Regulations Update session.
2. **Complete Regulations Update Online. (Note: only one Regs Update counts per SPOT Recertification cycle.)** CLICK HERE TO ENROLL IN REGS UPDATE ONLINE
3. **Check the SPOT Recertification webpage for other DLC approved courses.** Under **Search for Approved Workshops here!** search to see if workshops you took count or find new ones.
4. If you need more sessions, you can sort by Workshop Type to find self-paced sessions you can use. (These are generally found under Featured Training in the POD Connect site.)
5. To submit your evidence, follow the instructions under step 3, Submit your recertification transcripts.
6. **IMPORTANT! Banner can only "add four years" to your date. Even if you complete your training early, do not submit evidence until the school year that your recertification is due.**
   - For example, if your recert is due July 31, 2024, you can use approved training that you took from August 1, 2020-July 31, 2024, but only submit the evidence from August 1, 2023 through July 31, 2024.

7. If your online course was aligned to the CVC rubric under the POCR process during your training period, you only need to take Regs Update. You can then submit your certificate.

To download evidence of attendance, **go to your POD transcript**.

➢ When in POD, click the round Transcript icon. The page will load with Active courses (ones that have not been logged into POD). Under Filter by Training Status, choose Completed. This is the section that you can download attendance certificates from.

➢ POD processes this section by hand. Allow 2-3 weeks for them to register your training as Completed. If a training you took recently is Active, it will need to become Completed for you to download a certificate.

➢ Download your certificates. Just choose four hours' worth. Be sure you get the Regulations Update certificate.

➢ Contact pod@mtsac.edu with questions. Your transcript is part of HR and I do not have access to it.

➢ Upload evidence using the Smartsheet link in the SPOT Recertification webpage.

DLC Responses to Core Inquiry 4/RSI -- Update

In our recent accreditation review, the review team viewed a random sample of distance education sections in both Fall 2023 and Spring 2024. In both reviews, the team found that a "notable number of sections did not appear to have regular and substantive interaction between students and instructors."

The DLC has continued to discuss items brought up by the Accreditation Review team.

- The review team found a lack of substantive instructor feedback, typically found in the Speedgrader section of the LMS. **SpeedGrader feedback** is one of the only RSI elements that stays in the Canvas shell!
  o Faculty are urged to include substantive feedback on assessments weekly in the following ways: feedback comments; detailed embedded rubrics; annotations; video or audio feedback.
  o Note that substantive involves the content of the course, i.e., is not only "good job" or emojis or any feedback that is mostly encouraging or descriptive of emotional reaction. It's great to be encouraging. There **also** needs to be a substantive part to the feedback.
  o The DLC is investigating how to demonstrate evidence of RSI if SpeedGrader is not used. The accreditation review team mentioned that there should be evidence of other interactions that count toward RSI.
- The review team stated that the campus should determine what constitutes "**discussion facilitation.**" To be discussion facilitation, the DLC determined:
  o A discussion should include two or more students.
  o Faculty facilitation should take place before the discussion is closed. After the discussion closes, additional interaction would be considered feedback.
  o Faculty who facilitate a discussion prompt should post substantive comments that students can use to help them understand the topic better, contextualize comments, provide resources, and keep students on track within the discussion itself.
    ▪ It is not considered necessary to post a reply to every student in a discussion; however, faculty may want to make sure they are not responding to the same students over a series of weeks.

- The number of substantive comments the faculty delivers may vary depending on the discussion topic.
    - ○ Faculty may use tools to facilitate discussions, including but not limited to Canvas discussions, Perusall, GoReact, Flip, VoiceThread, or other discipline-specific communication tool. Whatever tool is used, faculty should post substantive comments for other students' benefit.
    - ○ Faculty facilitation may also include student interaction and direction after the release of the prompt, i.e., putting students into collaborative groups; assigning and following up with peer reviews; visiting breakout rooms in synchronous classes to check in and answer questions; contacting students regarding difficult topics.
        - Although faculty may reach out to students in the Comments section of SpeedGrader, faculty should recognize that peer evaluators will probably see this as feedback, not facilitation. Other ways of reaching out include messaging through Gradebook and Inbox.
        - Faculty should describe these collaborative processes thoroughly in the instructions.
- The review team referred to a **Distance Learning Handbook** that is in the works at DLC. The DLC completed a rough draft and it is in the process of being formatted. It should be available on the DLC website in the fall.

Other ways that faculty can get RSI help are:
- Instructional designers with the FCLT will review your course to see if its design supports RSI.
- The FCLT regularly publishes "News Bytes" that frequently feature RSI.

Respectfully submitted,
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