Brief summary of what you learned and how it might be used

1. --Provide multiple ways to accomplish goals
   --Encourage students' agency
   --Rigidity is not the same as academic rigor, and flexibility is more important than ever in our present circumstances
   - Shift mind from covering the contents to how I can create more interaction in activities.
     - Inclusion: Access to me. Make it clear how students can access me and intentionally set up a time to meet. I can ask them how they want to be accessed, too.
     - Less grading focused assignment and assessment. Do activities to have students to go through the materials and think, not just to test their memorization.
     Those are the things which stood out to me.
2. The discussion of grading--and how to use assignments to enhance learning without attaching a grade to them...but building them toward the grade for the final project or exam... was helpful. Also the need to check in with the class periodically about how things are going... This becomes even more important in a tightly condensed class, but something I hadn't given much thought to. ALSO I hadn't seen the possible negatives of REQUIRING people to be on video during ZOOM sessions--the way that can magnify differences and make some students uncomfortable.
3. Some key take-aways for me:
   Considering the many aspects of access for students, in particular the likelihood they will access course content and assignments (and other interactions, such as zoom) via their phones
   Zoom fatigue and ways to reduce that
   Plan for asynchronous and let synchronous spaces be a space for practicing
   Questions of access are also deeply tied to inclusion
   Create multiple ways to engage with materials (ie, if a video, also provide a transcript or vice versa)
   Utilize Universal Design for Learning (this will also help address access and inclusion)
   Ways to create community among the students (separate online space, either discussion board that isn't about the class, such as a "student café space, or an open zoom space where they can drop in and connect with each other
   Minimize the importance of grades to get them to concentrate on learning (more low stakes or no stakes assignments to try out learning concepts)
4. Reaffirmed my ideas about course structure and student engagement.
5. I thought it was helpful that he narrowed down our focus to three areas: access, inclusion, and assessment. I have a student-centered approach, so most of what he said was familiar, but there were specific tips that I will use: find ways to get students away from their screens, put up an FAQ on canvas, using remind.com to text students.
6. Good reminders and ideas of how to make online learning a more positive experience.
7. I appreciated the thoughts about how to reduce likelihood of cheating by reducing student stress about deadlines; how to decrease grading time by not grading all the assignments; about the importance of building in community and some specific ideas about how to do that. I found this the most useful of this summer's workshops thus far, thanks for sponsoring it!
8. I learned major things I need to attend to in order to make my classes accessible and to develop effective assessments. I learned assessment practices that would help students do their best work. I also learned some ideas for fostering effective discussion on discussion boards.
9. Focus on a few small, but important, components as we move to this new type of instruction.

10. I got some good ideas (or the speaker reinforced good ideas) about how to be more transparent in how I organize the LMS and approach my classes.
11. Reminded of the need to continue expanding skills to handle ever widening particular situations related to students, and how connecting with other faculty can broaden my limited patterns.
12. While I am not an instructor in the traditional sense, I do play a teaching role as a student employee supervisor and internship host. Dr. Tobin's information is easily applied to both those scenarios. In addition, much of this is relevant for the way we can train volunteers more effectively to deepen their engagement in mission driven work.

Please include any additional comments about this session.

1. The presenter was positive, practical, realistic, and encouraging. He affirmed many strategies I already use but I also learned some new applications of those strategies. Very worthwhile, thanks to all who organized this session!
2. Thank you for the session! It was very nice to think about those topics. For some, I feel that giving many options to students is not for their benefit, but I will rethink that process. It was interesting to hear that we should pretend this is an asynchronous class. I was thinking about requiring students to attend class synchronously, and it is for them. They need to be pushed to join. (Most of them) I understand some have different schedule if they are home, but the main expectation should be having a class together, especially for the community. I will continue to think about those topics!
3. I just find these sessions really helpful in my course preparations. Even when things aren't completely new or unfamiliar, after teaching as long as I have, it's really good and important to be as INTENTIONAL about my teaching--which is what I'm most realizing from these sessions. THANK YOU!
4. This was an incredibly helpful session. I also gathered useful ideas from the assignments/suggestions/questions shared by the other faculty on the call.
   Thank you!
5. It would be great if in the future we could collect questions from the faculty before the session and share with the presenter.
6. His manner was great - calming and focused on providing useful information. I had run across his Pedagogies of Care website as part of my own work maintaining a teaching website - might be useful to send out that link.
   https://sabresmonkey.wixsite.com/pedagogiesofcare#:~:text=Pedagogies%20of%20Care%3A%20Open%20Resources,Higher%20Education%20book%20series%20from
7. Thank you
8. I'd like us to discuss his idea of teaching asynchronously with synchronous teaching as an optional extra. My sense is this is NOT what admin wants faculty to do--as students so wanted in person face to face interaction. Also, if we teach on the block schedule, it shouldn't be hard for students, with one class, to schedule work around that. This is one topic in retrospect I wish we had discussed together,
9. I think the question of cyber bullying is really important. I agree that setting out community rules is a good technique, but I've found even in face to face instruction that is either not sufficient or

sometimes requires direct intervention of faculty. I think discussion boards can be great ways to create community, and I know we can't prevent all potential harm, but I'd like to know some strategies for coping with harm and initiating repair.

10. Thank you for the offering and the leadership within our community.