

Academic Academy: Redefining Distance Education

A Virtual Professional Development Opportunity for all California Community College
Faculty

Interruptions in education are not new. Snow days, extreme heat, floods, and earthquakes can all lead to temporary school closures. In addition, California's students may experience the extended disruption and devastating impact of fires. But a global pandemic requiring social distancing and the sudden cessation of traditional classroom instruction for an undefined time period is a force so impactful that our evolution is forced – is it education's Big Bang, where we will emerge anew? Or is it our Ice Age, leading to the extinction of select species and the rapid evolution of the survivors? This year's ASCCC Academic Academy will explore the impact of our recent history on the future of education. Join us as we explore the use of open and online approaches to finding ways to redefine instruction and assessment, create more equitable learning environments, address long-standing inequities exacerbated by reliance on technology, and improve the success of all students.

*Indicates information or approvals pending.

Thursday, October 8

*9:00 am – 11:30 am

Pre-Session: LibreTexts Bootcamp (Awaiting title and description)

*1:00 pm - 2:30 pm

Opening General Session/Opening Keynote Speaker
Jasmine Roberts (Awaiting title and description)

Unofficial Biography - Internal Use Only – From
<https://comm.osu.edu/people/roberts.827>

Jasmine Roberts is an educator, speaker, writer and strategic communication professional.

She joined the School of Communication at The Ohio State University in 2012, where she teaches upper level undergraduate courses in the areas of communication campaigns and strategic communication writing. Her specific areas of expertise include public relations writing, campaign strategy, global marketing, feminist media, and media effects.

Roberts' advocacy work centers on the experiences of people of color, women and queer communities. She delivered a TED talk titled "[I'm tired of talking about race](#)", where she speaks about the emotional fatigue experienced by people of color when discussing race with their white counterparts, coupled with solutions to this growing concern. She also serves as a member of The Ohio State University's President and Provost's Council on Women where she assists in creating policies and practices that advance women at the university.

Roberts is committed to helping students from underrepresented backgrounds. She is the faculty advisor for the Ohio State University's collegiate chapter of the National Association of Black Journalists (NABJ) as well as a faculty mentor for the Second-Year Transformational Experience Program (STEP).

Along with her communication expertise, Roberts is also a renowned open education leader. She advocates for education ecosystems that are accessible, affordable, equitable, and inclusive to everyone regardless of their background. Roberts has delivered numerous keynote presentations across the country on the topics of inclusion in open education at Rice University, University of Illinois (Urbana-Champaign), University of Arkansas, Cleveland State University, San Diego State University, and more. She is the author of the highly-rated, openly-licensed book "[Writing of Strategic Communication Industries](#)".

Prior to pursuing an academic career, Roberts worked as a marketing and public relations professional in nonprofit and entertainment industries. Currently, she is also a communication consultant for several local nonprofit organizations and small businesses, a columnist for EdSurge and serves as an editor for Zora's List, a popular medium for women of color in the Columbus area.

She earned her bachelor's degree in communication studies and Spanish at the University of Michigan and her master's degree in communication at the University of Illinois at Urbana-Champaign.

Program Key

We've organized the breakouts into strands that are organized as follows:

- Enthusiastic Explorers (EE) – Sessions in this strand are designed for novices that are exploring a topic for the 1st time or seeking a refresher.
- Solution Seekers (SS) – New answers to old problems – or revisiting old answers to new problems – take your pick. Problem-solving will be the focus of these sessions.
- Thrill Seekers (TS) – Are you ready to try anything? Lose the safety net and the life jacket – join us for a walk on the educational wild side.

Given the diversity of our program, you are likely to find topics that inspire caution and others that compel you to throw that caution to the wind. In keeping with our theme, we hope you'll both expand your knowledge of familiar topics and explore new ones.

3:00 pm – 4:15 pm **Breakout Session 1**

1. **OER Basics Made Easy - Academic Freedom in Action (EE)**

Dave Dillon, OERI Regional Lead, Grossmont College

Heather Dodge, OERI Regional Lead, Berkeley City College

As community college faculty, we are quick to view the use of Open Educational Resources (OER) as a means of reducing costs for our students. But OER is also a means of allowing faculty to teach what they want to teach when and how they want to. This session will provide an overview of the why and how of adapting and adopting OER.

2. **Ready for Anything - The Flexible Classroom (SS)**

Amanda Taintor, OERI Project Monitor, Reedley College

Cheryl Chapman, OEI

“Flipping” the classroom - using classroom time for interaction and online time for content delivery - is an approach to teaching that is likely to see a resurgence as classroom teachers who never dreamed of using the online modality discover new ways of achieving course objectives. What does a flipped classroom look like - and what are some effective ways to structuring these learning environments?

3. **Are Grades Failing our Students? Equitable Grading Practices: What are you really measuring? (TS)**

Suzanne Wakim, OERI Regional Lead, Butte College

Grades have been a part of our educational experience since kindergarten. But, what do they really measure? What is the difference between grading students and assessing learning? We will discuss 10 reasons grading doesn't measure learning - #3 will shock you! We will discuss assessment strategies that promote learning, are more

flexible during times of crisis, and are particularly important for marginalized student populations.

Friday, October 9

*9:00 am – 10:30 am: General Session 1 – Featured Keynote Speaker

Robin DeRosa

(Awaiting title and description)

Unofficial Biography - Internal Use Only – From <http://robinderosa.net/about/>

I am the Director of the [Open Learning & Teaching Collaborative](#) at Plymouth State University, part of the University System of New Hampshire. The Open CoLab is a dynamic, praxis-powered hub dedicated to innovative teaching and learning and a community-driven approach to academic professional development; we focus on instructional design, open education, interdisciplinary learning, and increasing the public impact of the academy.

I grew up in Concord, Massachusetts, where I first fell in love with museums and historical reenactments related to the Revolutionary War. After doing a dual degree in English and Women's Studies at Brown and teaching high school for a year, I went to Tufts to do my Ph.D. in English, with a focus on early America. My interest was in how we produce "history" through narrative and popular culture, and my research includes work on the Salem Witch Trials in American memory, postmodern redefinitions of the tourist, and simulated environments in contemporary media. In 2015, I produced a tourbook focused on women's history for [Bodie State Historic Park](#) in California, and more recently, I've enjoyed teaching at [Digital Humanities Summer Institute](#) and [Digital Pedagogy Lab](#). I was an English professor for fifteen years before I moved into the field of Interdisciplinary Studies and helped to develop a radically student-centered pedagogy for Plymouth State's customized major program. Though I now work with students and faculty across a wide variety of disciplines, I still find that I rely heavily on my Humanities training to help me think critically about the future of higher education, and the ways that we can work together to help make academic scholarship more relevant and accessible to the public

11:00 am – 12:15 pm **Breakout Session 2**

1. UDL, SLO, OEP – The Alphabet Soup of Good Course Design (EE)

Amanda Taintor, OERI Project Monitor, Reedley College

Suzanne Wakim, OERI Regional Lead, Butte College

How can we design courses that engage diverse students and provide mechanisms for students to accurately demonstrate their learning? Universal Design for Learning (UDL) helps us build courses accessible to all students and encourages us to focus on how students acquire information and demonstrate

learning. Open Educational Practices (OEP) can be a key strategy to help establish UDL in your courses. We will look at course designs that increase student choice, encourage critical thinking, and improve learning. When paired with Backwards Design, UDL and OEP strategies also help us build assignments that more accurately measure student learning outcomes (SLO). This session will demonstrate how these frameworks can be used to design effective and engaging learning activities and assessments.

2. Assessment Pandemonium – Lessons Learned (SS)

Janet Fulks

John Gerhold, Bakersfield College

Meredith Selden, Yuba College

A sudden transition to remote instruction requires not only changes in teaching, but changes in how you measure learning. What can we learn from the unstructured experimentation that ensued in higher education as a consequence of COVID-19? How did faculty find effective ways to measure learning?

3. You Did What? Implementing a Team Approach to Course Design and Service Delivery (TS)

Alice L. Dieli, American River College

Dave Dillon, OERI Regional Lead, Grossmont College

Leslie Reeves, American River College

In the post-pandemic world, how do we transition from overcoming challenges to turning identified solutions into lasting improvements? As we redesign our courses and services for students, how do we leverage the lessons learned into ways of improving the student experience and preventing our historical silos? Join us for an exploration of how a team approach can result in more equitable outcomes and practices.

1:00 – 2:15 pm **Breakout Session 3**

1. Shouldn't Your Online Students See You? Moving Past the Fear of Filming (EE)

Tracy Schalen, Southwestern College

* A session on how easy it is to make short videos to share with students.
(awaiting description)

2. Pause, Reflect, Refine: Mid-Semester Check-in Using the CVC-OEI Rubric (SS)

Cheryl Chapman, OEI

Autumn Bell, OEI

Your course is built, the semester is underway. Chances are you have noticed some things working well in your course and some things you'd like to change for next time. Most of us make mental notes throughout a course and then spend our holidays scrambling to make changes before the next term begins. In this session, you'll learn how to use the CVC-OEI Course Design Rubric as a mid-semester check-in and reflection tool for achieving better student outcomes. We'll show you how to create a course development shell or "sandbox" for making ongoing adjustments to your course, and we'll show you how to access resources that you can add to your course to supplement your own content.

- 3. Open Pedagogy – Who is Steering the Ship? And Where are You Going?**
(TS)
(OERI – Suzanne Wakim)

2:45 pm – 4:00 pm Breakout Session 4

- 1. Achieving Equity through Humanized Online Teaching (EE)**
Michelle Pacansky-Brock, OEI

Humanizing is a pedagogical approach that supports the affective components of learning and increases the success of more students, particularly those who are minoritized. By the end of this session, you will have a deeper understanding of the impact of trauma on learning and be able to adapt specific humanizing strategies your CCC faculty peers are using in their online courses.

- 2. Equity and Distance Education – Synchronous Vs Asynchronous Instruction (SS)**
Julie Bruno, OERI Communications Lead, Sierra College
*Additional presenter TBD

"Traditional" distance education emphasizes a 24/7 educational experience with learning happening at the student's convenience. "Temporary remote instruction" resulted in a new take on teaching at a distance – with many faculty choosing to teach synchronously. If your true goal is establishing an equitable learning environment, which modality should you choose? Join us for a robust discussion of the pros and cons of both approaches.

- 3. Embracing Change - Culturally Responsive Teaching Practices (TS)**
* (Fabiola Torres, Glendale) (Presenter not yet confirmed)

***4:30 – 5:30 Closing General Session – What's Next? (OEI) (Awaiting details)**