

College of Marin Spring 2020 Faculty Remote Instruction Survey Results

Introduction

In March 2020, College of Marin moved all face-to-face courses to a distance education format to comply with statewide emergency measures due to the COVID-19 pandemic. In May 2020, an online survey was administered to 260 COM faculty with face-to-face course sections in Spring 2020 who underwent the transition to teaching remotely.

The purpose of the survey was to gauge faculty response to remote instruction, gather information on technologies and strategies faculty found effective or challenging, inform efforts to conduct remote instruction training over summer 2020, and give faculty the opportunity to request equipment and technology needed to effectively continue remote instruction in Fall 2020. 130 faculty completed the survey, for a 50% response rate. Response rates varied by department (see Response Rates by Department, page 3). Therefore, the survey results are overrepresentative of faculty from ESL/Noncredit ESL, Performing Arts, Behavioral Sciences, and English/Humanities, and underrepresentative of faculty from Health Sciences, Kinesiology/Health Education, Physical Science, and Social Science.

Key Findings

Prior experience

- Most of the faculty responding to the survey had little to no prior experience in remote instruction prior to the transition. 58% had none; 18% had limited experience, and 22% had taught 4 or more courses prior to Spring 2020.

Use and effectiveness of instructional methods and technology

- Almost all faculty respondents used Zoom and Canvas, and a majority rated them as effective tools. Those who struggled cited unreliable high speed internet (for both instructors and students), lack of feedback from seeing student reactions during lectures, the need for more training, and difficulty engaging students in discussions.
- Most faculty (81%) held synchronous classes. The synchronous methods were rated as more effective overall; instructors felt they kept students engaged and connected, though some had students with conflicting schedules. Those who recorded sessions for students to view on their own time or held small group sessions at different times of the day reported these strategies worked well.
- Just over half of respondents used asynchronous methods (prerecorded lectures and discussion boards). These strategies were rated overall as less effective than synchronous methods, though most said they were at least somewhat effective. The main challenge with discussion boards was student participation and engagement. Technical issues with recording and posting lectures as well as video quality were challenges for some.

- 72% also used external lectures or website content, such as YouTube videos. Most rated them at least somewhat effective.
- 69% also used online quizzes or exams, and just under half rated them as very effective. Several mentioned challenges in proctoring exams because of scheduling and the ability to ensure academic integrity.

Feedback from students

- Most faculty (79%) had sought feedback from their students on their experience with the transition. Two-thirds asked for feedback about students' access to technology and about half asked about student engagement, communication, and specific course strategies and assignments.
- All respondents who received student feedback said they had adjusted their instructional methods in some way in response. The largest proportion (61%) said they allowed more flexibility in turning in assignments, and 48% sought additional training for Zoom and/or Canvas. Many also adjusted communication strategies, availability, and course formats.

Challenges

- The most challenging aspects of adapting face-to-face courses to online learning had to do with familiarity and comfort with new methods. Major challenges: 44% said their preference for face-to-face learning, and 28% said their face-to-face lessons or activities did not translate well to an online environment. A majority also felt that students hadn't been adequately available or responsive, citing this as a major or minor challenge in their courses.

Training needs

- More than half of respondents said training in ensuring equity/access/inclusion and blended course design would be very valuable. Training on engaging students, using Canvas, and accommodation strategies for students with disabilities were also among the top training topics.
- Assessment strategies, synchronous course design, and creating higher quality video recordings were also rated as very valuable training topics.

Equipment needs

- The most pressing needs for equipment were access to better cameras/video recording equipment, followed by reliable high speed WiFi access and requests for laptops, monitors or other computer equipment at home.

Suggestions for further analysis:

- Review effectiveness ratings by prior instructor experience in remote instruction
- Compare instructor effectiveness ratings of technologies and strategies to student ratings of the same using the data from the student survey

Response Rates by Department

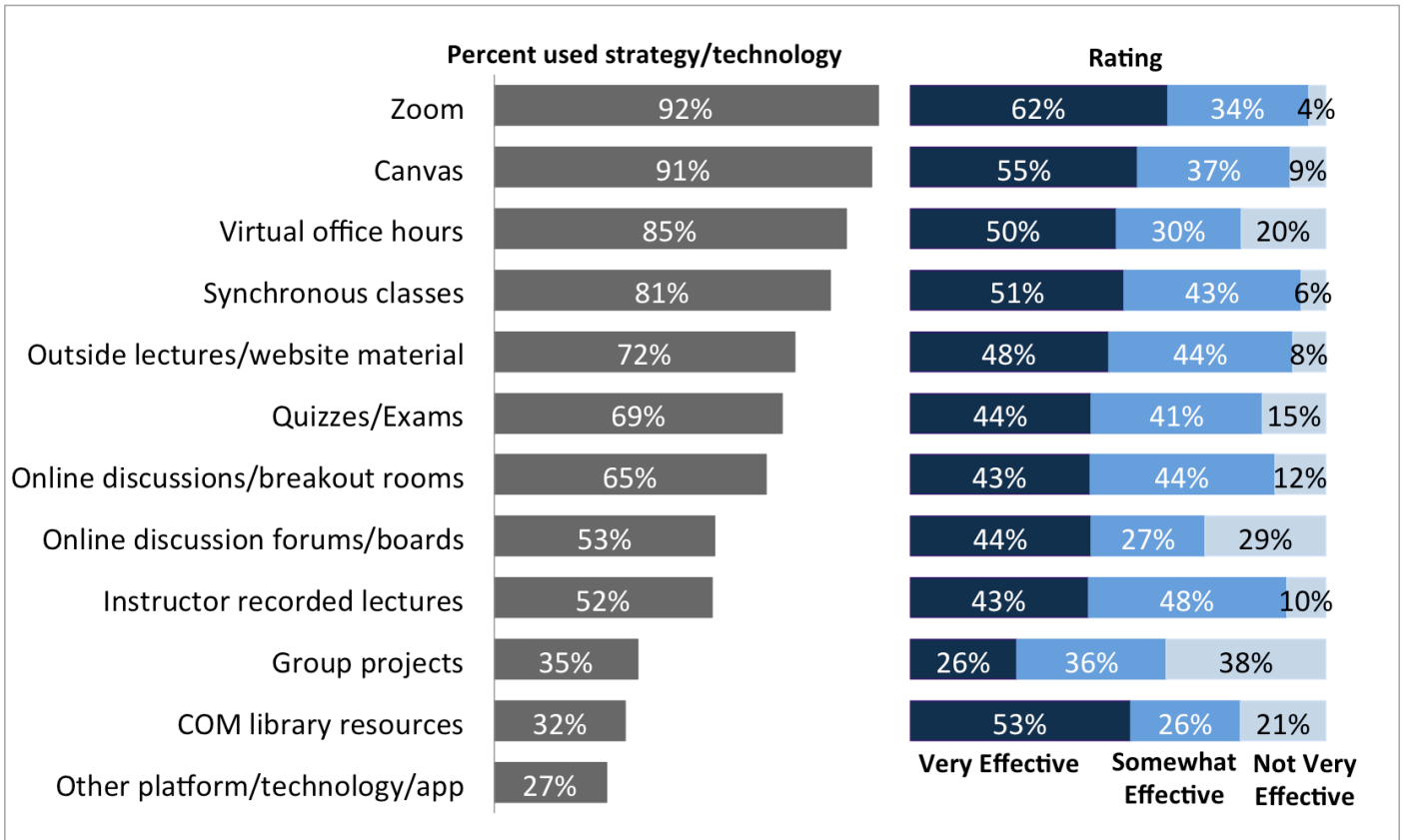
Department	# of completed surveys	Response Rate
Behavioral Science	8	73%
Business & Information Systems	7	47%
Career Education	9	47%
Communication/Film/Speech	5	83%
Counseling	1	17%
Early Childhood Education	3	60%
English Skills	1	50%
English as a Second Language	6	60%
English/Humanities	12	67%
Fine & Visual Arts	9	50%
Health Sciences	9	35%
Kin, Health Ed and Athletics	2	15%
Life & Earth Sciences	10	56%
Mathematics	7	58%
Noncredit ESL	14	61%
Performing Arts	12	71%
Physical Sciences	7	37%
Social Science	4	29%
World Languages & Cultures	4	44%
Total	130	50%

Question Responses

Q1. Prior to the Spring 2020 semester, how much experience in college-level online/remote instruction did you have?

	#	%
None at all	75	58%
Very limited experience (1-3 courses)	24	18%
Extensive experience (10 or more courses)	14	11%
Some experience (4-9 courses)	14	11%
<i>No answer</i>	3	2%
Total	130	100%

Q2. If you've used the following remote/online instructional strategies and tools for Spring 2020 courses that transitioned from in-person to remote instruction, how effective were they?



Q3. Thinking about the online/remote instructional methods that worked best, why do you think they were effective?

Response Categories (Coded from opened responses)	#	%
Synchronous course meetings, Zoom tools-fostered personal interaction and kept students engaged	53	40.8%
Canvas tools for communication, organizing course content and student assignments	15	11.5%
Instructor made consistent efforts to keep students engaged/connected	8	6.2%
Asynchronous lectures/assignments worked for students' schedules and allowed access for more students	7	5.4%
Blended (synchronous and asynchronous) methods worked well for content delivery and student engagement	7	5.4%
Used technology accessible to students and easy to use	5	3.8%
Instructor participated in training to learn remote instruction skills/technologies	4	3.1%
Timely communication/feedback to and from students	4	3.1%
Students made the effort and had the skills	4	3.1%
Students and instructor already had a good relationship prior to transition	3	2.3%
Program/instructor already used online tools	3	2.3%
Scheduled small group meetings/Offered synchronous course meetings on a flexible schedule	3	2.3%
Instruction improved with some experience and adaptation	2	1.5%
No idea-didn't get feedback from students	2	1.5%
Low number of students in the course	2	1.5%
Used technology/methods students already knew	2	1.5%
Well designed and developed course material	1	0.8%

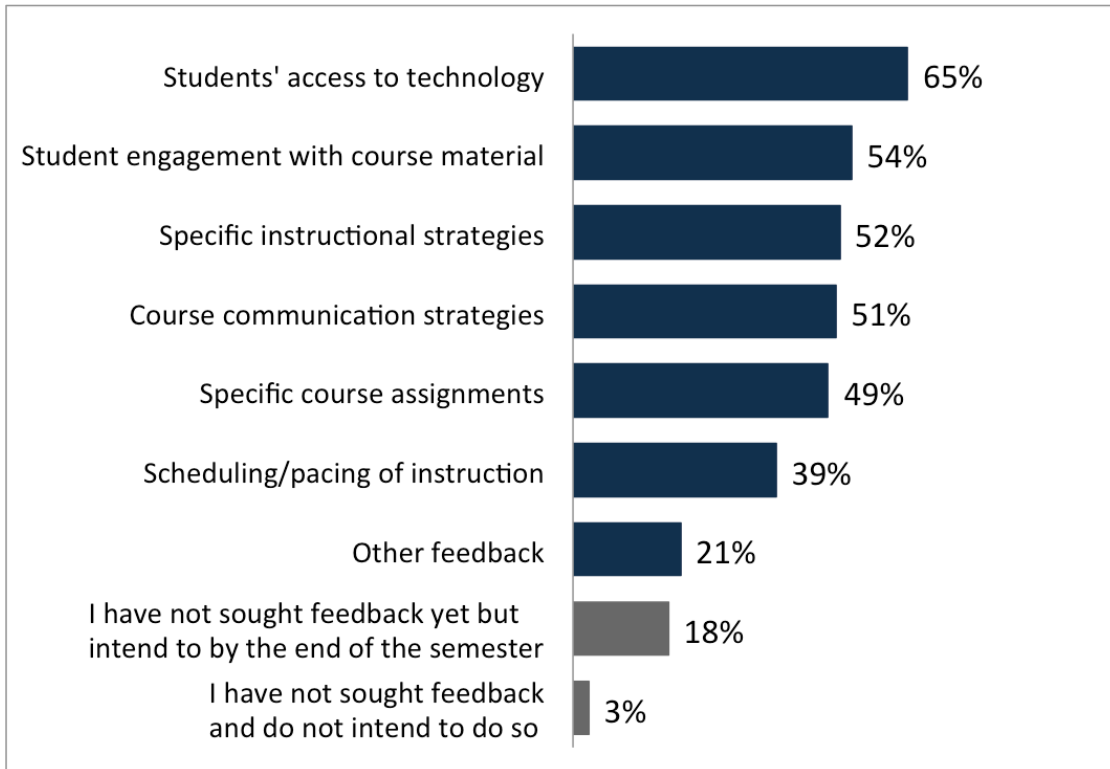
Verbatim responses for each category are listed in the "Opened Responses" section.

Q4. Thinking about the online/remote instructional methods that didn't work well, why do you think they weren't effective?

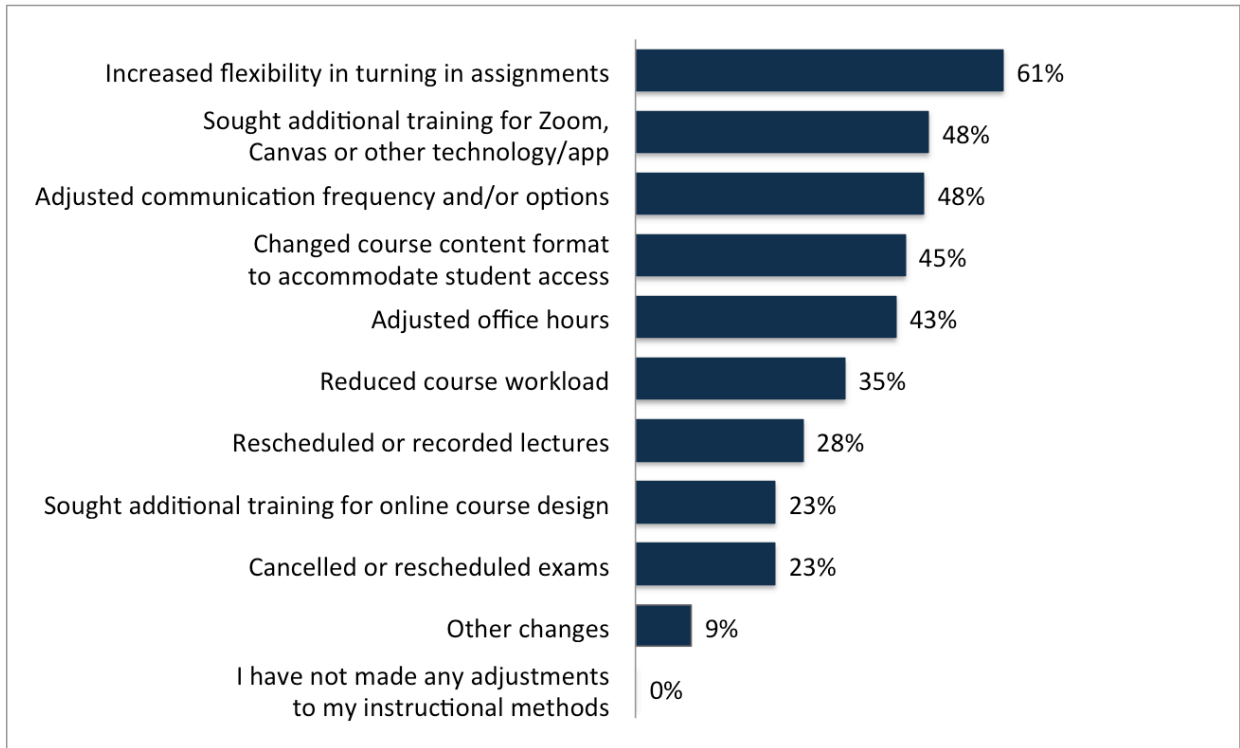
Response Categories (Coded from opened responses)	#	%
Student engagement, participation	30	23.1%
Difficulty with Canvas, Zoom, or other learning app	28	21.5%
Lecturing remotely less effective than in person	19	14.6%
Need for training in remote instructional methods/technology	16	12.3%
Student/instructor unreliable/lack of internet access	15	11.5%
Lack of necessary technology or equipment	12	9.2%
Assessment, test administration difficult to oversee	7	5.4%
Different scheduling needs, poor attendance	6	4.6%
Students struggle using the technology for remote learning	6	4.6%
Insufficient communication from COM	2	1.5%
Miscellaneous	6	4.6%

Verbatim responses for each category are listed in the “Opened Responses” section.

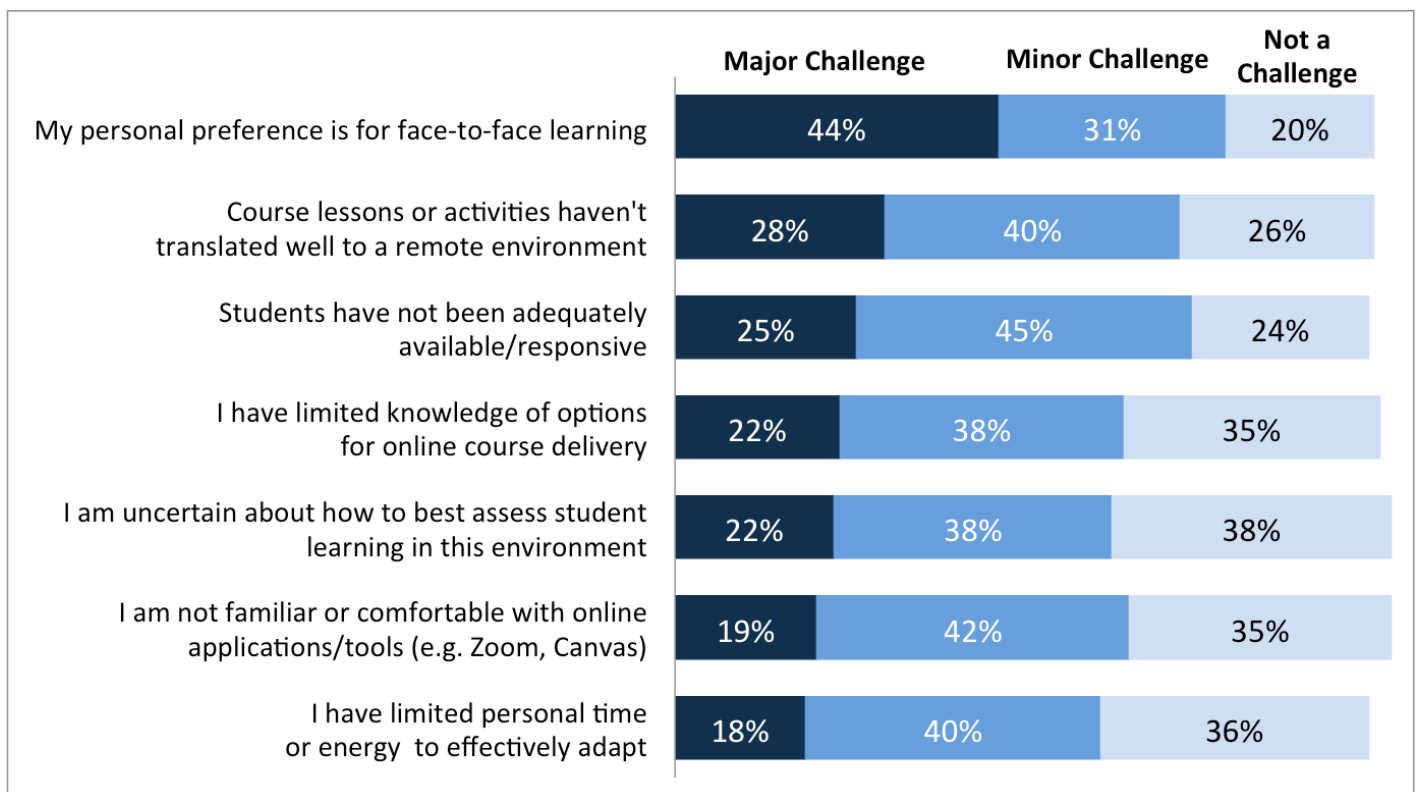
Q5. For which of the following have you sought feedback from your students regarding their experience in courses that have transitioned to online/remote instruction?



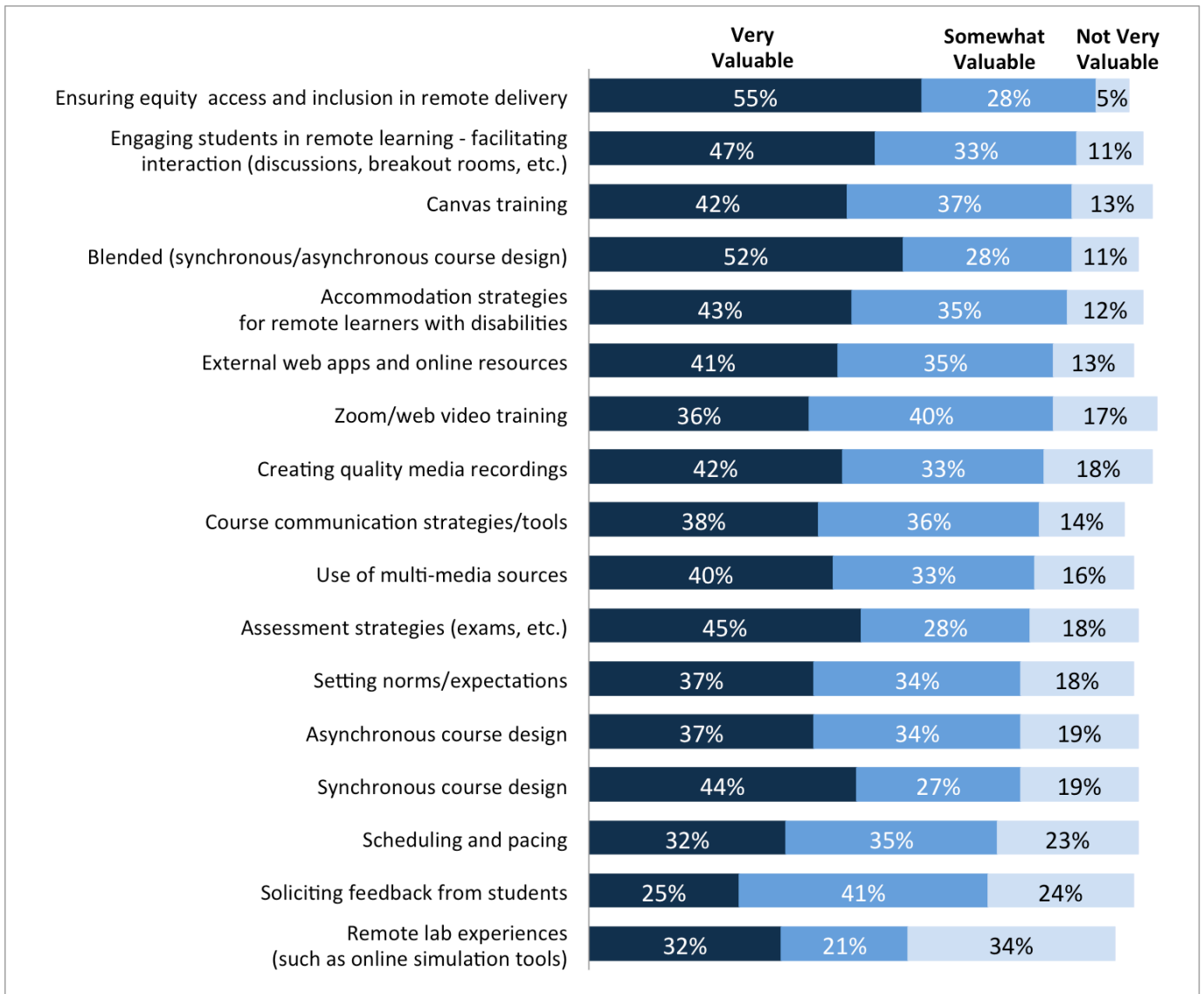
Q6. In which of the following ways have you adjusted your instructional methods in response to students' feedback?



Q7. How challenging have the following been for you in adapting course design and/or assignments to remote learning?



Q8. How valuable would you find training/professional development in the following areas to improve the quality of your remote/online instruction?



Q9. Please list specific equipment or technology that would be the most important for you to be successful in providing quality remote instruction going forward.

Response Categories (Coded from openended responses)	#	%
Camera/Video recording equipment	15	11.5%
Reliable high speed Wifi	14	10.8%
Laptop/Monitor/Computer	14	10.8%
More training on DE methods and technology	9	6.9%
Microphone/speakers	8	6.2%
Scanner/Document camera	7	5.4%
Access to online resources	6	4.6%
Equipment or high speed Wifi for students	6	4.6%
Mark-up tool	4	3.1%
Desk	2	1.5%
Music equipment	2	1.5%
Access to COM space	2	1.5%
Printer	1	0.8%
DVD player	1	0.8%
Headset	1	0.8%
Green screen	1	0.8%
Video microscopy equipment	1	0.8%
Miscellaneous (not specific equipment or training)	19	14.6%

Verbatim responses for each category are listed in the “Openended Responses” section.

Openended Responses

Responses are listed verbatim. One comment may be coded under several categories but is listed under the first category for which it was coded.

Q2. If you've used the following remote/online instructional strategies and tools for Spring 2020 courses that transitioned from in-person to remote instruction, how effective were they? (Other platform/technology/app)

Number of Mentions and Rating				
	Very Effective	Somewhat Effective	Not Very Effective	No Rating
Course content/Organization platforms				
edublog	2			
Adobe's priority access via COM's IT for COVID 19				1
Canvas Free for Teachers			1	
FlipGrid			1	
Google Drive				1
Padlet		1		1
Shared google doc project sheets for zoom breakout rooms				1
Student Canvas app on phone		1		
Communication tools/platforms				
email	4		1	
Face Time		1		
Phone Calls			1	
Voicethread				1
WhatsApp				1
External content/Websites				
You Tube	6			
Connect (McGraw-Hill)	2			
Complete Anatomy				1
Guest Lecturer-Detroit, MI				1
Kahoot				1
mathtype				1
my personal Kanopy, and Hoopla				1
MyOpenMath				1
newsela				1
Pearson Mastering Anatomy and Physiology				1
Pharmacology online				1
PhET simulations				1

Pivot Interactives		1		
quizlet				1
The Vista Higher Learning website that goes with the text.				1
Vishta Higher Learning Supersite for Aventuras, Spanish 102				1
Ventures Arcade				1
videos/audio recordings I text		1		
Volt Fitness app			1	
Other software/Tools				
Screencasting-O-Matic to record lectures over PPT lessons	1	2		
a lot of astronomy-specific software				1
Camtasia				1
iPad Pro and Apple Pencil				1
Photoshop & Acrobat				1
pixlr				1
Proctorio			1	
Instructional strategies and tools				
assembled student homework and images from emails and showed them organized in mac ipreview			1	
COM cares				1
explain everything				1
video performance feedback				1
virtual simulations				1

Q3. Thinking about the online/remote instructional methods that worked best, why do you think they were effective?

Q3-Synchronous course meetings, Zoom tools-fostered personal interaction and kept students engaged
Able to focus on relevant class material in entertaining fashion
Anything I did lecturing in person transitioned to online lectures.
at least we got to see each other on Zoom / website links easy for everyone to use.
because they connected instructor and student
Breakout rooms livened things up, got students to participate more actively. Also, in arch 141 (computer modeling) my ability to screen share while doing demos meant that the students could see better than they can at school with the projector and screen.
Breakout rooms sort-of simulated in-class group work, a modality I rely upon a heavily because of its inherent value. We split up the analysis of some astronomical images and

I was able to watch as the analytical results, obtained by two- and three-person breakout teams, accumulated in a shared data spreadsheet. Dropping in on breakout rooms I heard some productive conversations.
Everyone was visible, present, and engaged at the same time. No one could hide in the back of the room.
Flipgrid, Zoom. This helps student feel like they are in a class.
holding a synchronous lab session was made possible using zoom. Canvas allowed feedback to individual students based on evaluation of submitted assignments
I like how easy it was to use conferzoom
I teach noncredit ESL / lower proficiency computer skills and knowledge, however in each class, some (not all - big drop off) got up to speed with Zoom and at our class times we could at least connect and have some semblance of a class. I got better at using Powerpoint to guide a discussion and get something out of the lesson.
I teach studio lab classes so not overloading students with new online tools proved effective. The variables were too great. So I used canvas, email and zoom mostly because even if I had to guide the students through how to use these it was possible. The students in my classes represent a huge variation in educational levels. The students that seemed to suffer the most, seem to be in High School.
I Zoomed daily with each of the classes and this kept them attentive, engaged and productive
Individual Zoom meetings kept me connected to the students.
Lecturing was very similar.
Live zoom meetings
My Level 35 ESL students responded to class time on Zoom because it was similar to in-person classes.
Real time interactions
Student engagement, chance to ask questions live not via email
Students appreciated being able to play their piano recital pieces for one another on zoom.
Students had to be alert all the time since they didn't know to whom I was going to ask questions (I wrote down their names when they showed up to the Zoom meeting.) In the classroom I usually ask questions from left to right of their seating position. Also, they had to use chat to write their answers on their workbook and some other activities, and everybody was able to look at what was written in front of their eyes, so they could identify mistakes, etc. Because of that, almost all of the students improved their understanding of grammar, speaking, etc. Also, I was able to grade their tests online, and this had some special features to put my comments on their mistakes, so students were able to read my comments. That is also a benefit for the students to improve their language skills.
Students liked Zoom meetings -- to have the structure, guidance, and interaction. They seemed to like the breakout rooms the best.
Students really appreciated the classes live on Zoom as it added some regularity and normalcy to this challenging time.

<p>Students still felt a personal and immediate connection to the class and the process</p> <p><i>Synchronous Classes</i> This approach is very effective for my class. This may be due to personalized instructor contact prior to converting from face-to-face to DE, the "stay at home" order, and/or the class size of 10 students.</p> <p><i>Instructor Recorded Lectures</i> Recordings are very effective when edited and posted to Canvas as condensed, short (3 to 10-minute) movies containing specific instruction. If a student missed the class, it is grueling to review a two-hour instructional recording that includes a group discussion or questions. Most software learners quickly seek the "what, where, why, and how;" delays can lead to diminished interest.</p> <p><i>Quizzes/Exams</i> They offer a variety of testing methods, several attempts, and real-time performance feedback.</p> <p><i>Virtual Office Hours (VOH)</i> Specific one-to-one instruction greatly improves learning outcomes.</p> <p><i>Outside material</i> When the "contributors of the information" represent an inclusive community (i.e. men/women, multiple ethnicities, beginners, seasoned professionals, teens/adults, and multiple career pathways).</p> <p><i>Zoom</i> Totally impressed with the stability, security, support, and ease of access.</p> <p><i>Canvas</i> Totally impressed with the stability, security, support, and ease of access. What if the People > Total Activity (student time spent studying in Canvas) automatically updated a "participation" category in the Grade > Student metric?</p>
<p>Synchronous classes were INSTRUMENTAL to my students feeling supported, motivated, and engaged. they ALL said so</p>
<p>Synchronous delivery with asynchronous recording for later viewing made it possible to attempt to reach all students where they were. For students that were used to synchronous lectures on-campus found the synchronous delivery of online lectures to be useful. It helped them maintain a schedule and it gave them the opportunity to interact with one another and me in a way similar (but not identical to) our usual class meetings.</p>
<p>Synchronous teaching: peers generated energy and excitement by questioning lecture content, doing and critiquing in-class assignments in real time, with many of the positive attributes of the in-room classroom. Students practiced critical thinking with each other, learned common terminology, and became fluent in critique methods through live discussion. Where possible, I worked out lessons that had the same degree of critical response and quick iterations as in-class work. I combined Zoom meetings with online presentations presenting artwork. We used Zoom breakout rooms frequently to do small group projects. We tried out Padlet, which seemed promising. Synchronous students ended the semester having developed sophisticated skills, and the ability to carry on a complex conversation on the subject.</p>

Synchronous zoom worked because we are a skills (not content) class, so we could continue to have robust discussions and activities. Breakout rooms worked well because students really like small group discussion, and small group work helped them prepare to share with the larger class.
Synchronous Zoom worked well in part because these are students who enrolled for face to face classes, not online. My classes are organized as participatory learning communities and synchronous meetings supported that. All class meetings were recorded as well so students who could not join synchronously had the option of accessing the instruction. Breakout rooms and polling helped to engage students.
The most effectively technologies brought students together. A lot of learning in communication happens by actually communicating. Delivering speeches lives over Zoom allowed students to provide verbal feedback after the presentation. I do not like the text-based dominance in online learning. I know there are other technologies like Flipgrid and VoiceThread to tap into more of the visual, but it is still lacking.
The students already knew each other and me. That made transition to synchronous less challenging. Zoom is a very good tool.
The students and I both thought that the synchronous class meetings were as good and as close to normal as possible under the circumstances
There is a group dynamic in the Zoom conferences that the other methods seem to lack
They provided a safe space with their fellow students to forget about the virus for a few hours a week.
They really weren't as effective as classroom learning, but it was all we had.
they were as close to the face to face format as possible
They were successfully executed and I had positive feedback from the students
Using the share screen allowed me to zoom into specific parts of the class textbook. It helped the class focus on the specific items I was lecturing about.
Videos and live lectures via Zoom very effective. Difficult to present and tiring but effective.
WhatsApp was effective because it was already familiar to students and they felt comfortable posting messages there and responding to each other and me. It also allows sending pictures and videos. It was good backup for materials posted on Zoom when students couldn't see well. It was also good for posting scans of the homework.
when students can see each other and the teacher there is a connection that is vital in creating an equitable learning community
When they gave the students a chance to connect with other students.
zoom class with time planned ahead. somewhat live enabled interaction and real time dialog
Zoom is ok as a last resort, but there isn't much real communication possible
Zoom seems to have good audio and video connection. Tech is working for communication.
Zoom synchronous allowed students to hear miscellaneous information, or ask unexpected questions, while in the live class.
Zoom was the most effective way to get the majority of the class to participate and

meet.
Zoom was very effective. I loved seeing my students and communicating with them. They loved seeing each other and hopefully me, too.
Zoom worked for us for lecture, discussion, but not helpful for my nursing skills labs
Zoom worked well for my class, for the most part. The immediacy of the contact, especially during one-on-one meetings with students or smaller group discussions, helped. When students did not have their cameras on, the Zoom platform was less effective. Sometimes Zoom's system got overwhelmed and choppy, but for the most part, it worked pretty well.

Q3-Canvas tools for communication, organizing course content and student assignments
Canvas allowed me to post announcements that in my case included encouragement and human support.
Canvas is a great platform for instructors to present engaging, dynamic content.
Canvas is a useful tool. I use it in all of my classes. I can keep all my content there so students have what they need in order to be successful.
Canvas is easy to use
Canvas was the most effective method I used because I had been using it all semester, so most of my students were used to it.
Certain aspects of Canvas and Padlet gave the student agency to submit work. Zoom allowed us to meet synchronously pretty easily.
Infrastructure already set up in Canvas.
My course is integrated into CANVAS
Well designed and balanced units placed in Modules. Using the Module system works the best because it guides students through the navigation of the course.

Q3-Made consistent efforts to keep students engaged/connected
I used/am using the Discussion Function in CANVAS to bring the discussions that would have happened in class to the student body. It has taken me, and them, a while to find the best practices associated with this mode of communication. Seeing CORONA on the horizon I had, before our break and the switch to all on line, provided all assignments and materials to students that I normally would have used over the semester as handouts. So the online discussions have hard copy support as well as other materials, articles, links, that I have used to make discussions more current and relevant
Experience from making mistakes and applying the learning
Group/peer interaction
I started each class with a check in, got students involved
Keeping people connected
Providing students with assignments and practice to increase active engagement.

Q3-Asynchronous lectures/assignments worked for students' schedules and allowed access for more students

Asynchronous instruction has been the most effective, particularly for students with limited access to technology. In particular, online discussion forums have worked well to simulate discussion.
Best for my discipline
Many students are better served by asynchronous classes because it allows them more flexibility. Many students' schedules changed as a result of the shutdown, so it was better for them not to be obligated to attend synchronous classes at specific times. With asynchronous classes, students had more time to look at the material and formulate questions which they emailed to me. In a synchronous class, it seems that some students feel a certain amount of pressure about speaking up in front of an audience.
Recorded lectures worked best for my students because they could access material on their own time. Also Ted Talks, YouTube videos and other resources that supported the material were very useful.
Recorded video was best because less lag/clear communication with better picture.
Students were required to submit videos of themselves doing required movements
They were asynchronous and allowed students to interact with the material when it worked best for their schedule.

Q3-Blended (synchronous and asynchronous) methods for content delivery and student engagement
based on this limited experience, a mix of recorded materials and asynchronous would be the most effective for students learning and pacing
Because I could deliver the content to all my students
It was great to have a 30-45 minute once a week virtual class where we discussed key concepts and students connected with each other. I made these optional, but generally half of the students participated each week. The sessions were recorded and available to be viewed by students who did not participate.
My problem in NC ESL was to make the time for students to access the lectures and lessons as flexible as possible because they were at home with family or their work schedules changed and they were engaged in essential work such as childcare, delivery, etc. Those students who did use Zoom and Canvas got a lot out of it. There was a significant batch of students who disappeared for whatever reasons. Some just don't want to study online.
As for the edublog - I set that up for my Level 10 ESL students who were not in canvas. I made zoom lecture/videos and posted them there. The students were sent the link to the website each week - with a new page of assignments which they would do and send back to me. I had about half of my students use this - that i know about. Others may have listened but not sent their homework back to me. It was a simple and uncluttered website that worked well for beginning level students - instead of having to log in to the portal and get to canvas and get to the classroom. It is a lot of clicks...
Overall, leveraging Canvas for asynchronous well-organized content with lots of SHORT

accessible video content and lecture (20-minutes or less), self-grading instant feedback practice quizzes, on-going assessment, online discussions, and one-on-one Zoom student conferences were very helpful to my students. Also, I was readily available to students who sent email questions. It was labor intensive on me as an instructor, but my students remained engaged and learned! The whole class Zoom meetings were only good for checking in once a week for a maximum of 1 hour meetings. Students had trouble staying focused during those.

There needs to be a mix of direct contact and content delivery. It seem impractical to deliver all of the content synchronously (just zoom lectures for hours on end) and yet to go completely online is really a disservice to students who not only need that type of interaction, but also allows teachers to being their special personalities to the course, something pure DE must be lacking.

Q3-Used technology accessible to students and easy to use/students already were familiar with

ease of use, accessible

ease of use, streamlined

easy for students to find and understand

Imbedded videos and Audi recordings students could use via a Q code was helpful since most of my students were using their cell phones.

The methods that worked best were the methods that student s already felt comfortable with.

Q3-Instructor participated in training to learn remote instruction skills/technologies

Because I put in the hours to understand how to use zoom, breakout rooms and I revised my syllabus and practices to link to virtual learning

Creating videos of lectures was an exhausting but enlightening exercise. It made me focus on the content and delivery in a critical way that I had not done. I realized that some content is perhaps best delivered this way, and I intend to do use some of them in the future even when back in person.

Training

World Language dept. was ahead of the game because we VOLUNTARILY, DURING OUR SPRING BREAK, were trained at least 6 hours by our AMAZING DEPARTMENT CHAIRPERSON, Nadia Sanko, who VOLUNTEERED her time and expertise to show us how ConferZoom/Canvas works. She really deserves a stipend, don't you agree?

Q3-Timely communication/feedback to and from students

Good outcomes of the assessment materials taught remotely and good feedback from my students

I polled students multiple times throughout the semester. Around 90% students responded that my remote class is the same as face-to-face classes, some say they like it better than f2f classes.

I provided multiple touch points, on a weekly basis, and returned contact from students

in a timely fashion (this is the #1 priority in online ed)

Q3-Students made the effort and had the skills

Students adapted well and worked hard.

Students are tech savvy and had the tools to make the transition without delay
students attended and were engaged

Students took the initiative for their education

Q3-Students and instructor already had a good relationship prior to transition

I already knew the students so they were happy to transition and very few dropped out
I think this had to do with the fact that Zoom allows an up close and personal contact
with each student and this is better than in the classroom

I would posit that most of it worked because we were a tight group before it happened.

Q3-Scheduled small group meetings/Offered synchronous course meetings on a flexible schedule

Each class day I met with three different groups of students at three different times, including the time originally scheduled for the class. With three possible times, students could change their class time as their schedules required. I had three different groups for me individual attention.

small office hour groups to discuss specific painting or drawing issues was helpful to students. However, it was diminished by not being able to clearly demonstrate face to face

Q3-Miscellaneous/Other responses

had a class of 15 students

Depends on the class....one class did very well with regularly scheduled lectures. Other classes did not want anything to do with it.

I'm somewhat tech savvy

Paper materials to Digital transition does not change quality of human interaction

Too soon to say. But, it is clear that the methods are shaped by the limitations of any platform. One must craft assignments etc with the technology as a determining factor. In short, a limiting factor when it comes to innovative teaching.

I have no idea which worked best -- I need to ask my students this question, since I don't see them to get feedback.

No idea. I don't know what the transitioning students wanted, or needed, out of an online instruction format.

Q4. Thinking about the online/remote instructional methods that didn't work well, why do you think they weren't effective?

Q4- Student engagement, participation

Occasional Murphys Law unexpected issues-wifi disrupt; unable to hold certain

students who leave/come back.
motivation of students was reduced drastically. I also had to post numerous places on Canvas for student's to see. The ability to email the class as a whole via Canvas is limited and Banner so outdated as a tool.
Providing additional components to support lab in Zoom and not making it mandatory to attend.
Students were given the option to substitute asynchronous work through online presentations and recorded demos. When students engaged in lessons asynchronously, they missed the full skills development reached by the synchronous group. This is a beginning course, and students' learning stayed in a passive or receptive method, rather than developing the ability to react to prompts with creativity, literacy, and innovation. Canvas tools were inadequate for presenting images, and also for students to upload work for review, and thin as a discussion tool. Although very convenient for grading, it was cumbersome in most other dimensions.
Difficulty in contacting student. Students didnt check email, the only communication channel available. Because hands on is critical in science labs online instruction works very poorly.
It's hard to gauge this semester. My students didn't plan on taking an online course this semester, and they have been struggling with personal issues AND online work. Some students have needed to be at work during the time of our Zoom conferences, and some were having technology trouble in the first weeks. One didn't have a computer and it took him several weeks to let me know that he needed to borrow one from the school. There is a great divide in my class: the students who are motivated and on top of things (generally, the ones getting an A or high B in the class from the start) are doing well with ALL of the technology, and the students who were earning lower grades and already struggling in the class seemed to struggle with attending Zoom classes and finding/submitting work on Canvas.
Students had a hard time connecting/scheduling and doing work on their own
Not everyone has the same technology. Some do not want to interact, but they would've if we were face-to-face.
Because students don't link their primary email to Canvas and miss announcements.
Discussion boards. No dialog meant they were boring for all participants.
I tried "Discussions" but didn't get much participation. Quite possibly, it was because students knew there was no participation grade!
I tried to substitute Canvas Discussion boards for some of my in-class discussions and I failed to get much participation. Perhaps with some better strategies on my part I can make that work, but not sure. Zoom worked well when it worked, but my poor internet service made it quite frustrating.
If you attempt to hold a recorded lecture for a class period, students check out. It is not engaging. I send short 10 minute videos and try to be as clear and friendly as

possible in my messaging
It seems that the lack of structure diminishes student participation
Lack of 'real' person to person contact
Lack of face to face contact means lack of information that is shared, much of which comes from nonverbal communication.
lack of personal engagement, real-time feedback, screen-time burnout
Lecturing felt like speaking into a void, with very few students asking questions or providing the kind of visual feedback one relies upon in a real classroom. I didn't feel it was appropriate for me to require students turn on their video feed, and very few did so voluntarily. But even with students sharing video, I suspect lack of eye contact between myself and individual students would make it hard for me to encourage participation in the way I ordinarily do.
These are all are challenges we will have to learn to overcome.
Many students were shy speaking on Zoom
not sure students liked the canvas discussion forums -- not much meaningful back and forth.
Online Discussions Boards Announcements are very effective because I use them as a point of focus, the weekly preview. Online Discussions, did not take in this class. Each class is slightly different. 80% of this class is young. These students prefer to ConferZoom or to privately text me.
Online discussions were not that effective; - I went to break out rooms with questions, more effective
Students didn't sign up for 100% online voluntarily, and were not prepared for the disconnect from regular contact with me.
Students reported to me that some of their instructors used only lectures and/or email, and so students became disconnected from the class, their classmates, and the work. They had a hard time motivating and learning.
transition to online learning was abrupt and uncomfortable; students didn't engage, schedule, feel comfortable in online format.
We couldn't see each other's full body or feel one another continuously for quality discussion.
When students have their video off, it is hard to read how they are doing, or if they are participating. It made me have to ask direct question to them to see if they were present. Since this has been a time of great stress for people, as a teacher, it was important to me to make sure the students were doing ok. I actually emailed comcares through canvas on a couple of students who were really struggling.

Q4- Difficulty with Canvas, Zoom, or other learning app
Interface between canvas and zoom. Also need good mark-up tool. Internet conductivity problems also
The ones marked above were mainly because I didn't use them, not whether they

work or not. The other reason they wouldn't have worked is because students didn't really understand how to navigate canvas - so when I put up a discussion topic only a couple of students actually used it. So that's also my fault as I didn't explain it. Coming in the middle of everything and trying to navigate it myself and understand how things worked was trying and in the end, the strategies I used were consistent and students understood how to use them. In the fall, I will have had time to design this better and make a video that explains all these features.
Turning in assignments was cumbersome; I need to learn alternatives
All the methods can work, the issue at the College of Marin is lack of training for instructors and students on how to use Canvas and other online-learning tech.
Art classes must work with images, and embedding images into Canvas discussion posts (so that everyone can see the image quickly and easily) is somewhat complicated and labor-intensive, and a few of my students either never got the hang of it, or didn't bother. Some spent way too much time trying to figure it out, even with my clear instructions. So that's something that Canvas could improve, for sure. Dragging and dropping images directly into Canvas would be SUPER helpful for the next generation of the software. Some art teachers wouldn't even use it, because other platforms worked with images more easily.
Canvas is not a good LMS many others are better from learner perspective
Canvas is not suited to viewing artwork - very clumsy.
hard for students to access - too many clicks, not intuitive
Hard to get feedback that students were understanding lectures. No body ques in Zoom
Proctorio is hard to set up, and not completely effective. (Better than nothing though.)
SARS - too cumbersome
Sharing video content, especially content from the internet, did not go well. Apparently, it is too much traffic on wifi for me to be pulling video down from the internet and then broadcasting it out through Zoom. I will need to develop more tools and skills for making that smoother since much of what we do is look at video clips and analyze what we see.
slow, convoluted interfaces
Some applications in Canvas.
when Zoom failed
zoom and canvas do not have important features needed
Zoom tech issues
Zoom white board sucks. Want to but not sure if you can show something on the instructor screen while Ss are in breakout rooms / helpful to share a doc that our Ss can't print out
Can't provide real-time music

Q4- Teaching/Lecturing remotely less effective than in person

Lack of nonverbal communication, lousy audio (I'm an ESL teacher and the subtleties of speaking and listening are immensely important.)
My ESL students were not accustomed to learning exclusively from a computer lesson. They needed the addition of the Zoom interaction.
No one can zoom lecture constantly. Boring. Also, using zoom for captioning is not very accurate, especially in specialized, technical courses.
My students vary in age/computer expertise widely as my Subject, Real Estate, has many return students, mature learners, and high school students, all seeking insight into the real estate marketplace. On line can be difficult for adult learners with less computer savvy and difficult for HS Students who have been in environments with right and wrong answers - Real Estate is much more a hands on industry with lots of grays and uncertainties. Online/remote learning can make understanding the grays a more difficult undertaking for students since it is, inherently, geared to provide immediate and unsubtle responses and practices.
It's not what any of us are accustomed too
My only problem was lecturing when students had no system for outbound audio or video (they could see and hear me.) I needed their expressions and oral participation to gauge the progress of the lecture. I prefer to adapt as I go along based on that feedback.
Not effective for my discipline
Nothing is as effective for the majority of students, as face to face human interaction instruction. The ability to engage students in all sorts of learning modes and supplementary activities is best done in an interactive classroom setting (at least for language acquisition)
Students were not used to learning online and instructor was not used to teaching online.
Teaching a fine art class remotely is ineffective. The information that needs to be transferred from instructor to student is a physically active series of information. I tried to provide sequential demonstrations for students to identify when and how layers develop, which was somewhat effective.
The challenges of offering virtual lab courses puts limitations on both of these technologies.
the methods were not well transferable to an online format for hands-on labs
Too much text-based learning

Q4- Need for training in remote instructional methods/technology
Super time intensive to prep materials and not interactive.
Working on class design. Modules don't feel natural for students.
My lack of training in Canvas hurt. Technology challenges were a factor for students. Farming out laptops was great; next, better wifi for them!
I am in the current course to switch to a DE classroom. I am learning a more effective

approach to online learning. I needed to add more enriched learning options to my class this semester and am now working on that for summer.
I am not very computer literate so I spent countless hours trying to learn this on-line language
I did not have training in FlipGrid. The recorded videos I made were too long and not interesting. If I had training in video-making--if I could add animations, color, sound and all that jazz--maybe it would have been better for students.
I don't know enough to use break out rooms and video taping to make use of them.
I initially attempted to hold students for a longer period of time online, but this is a hugely ineffective model. The energy consumed seems to be twice that of class participation, so students were pretty zonked afterwards. Shorter was definitely best.
I was not fully trained
I wasn't great at transitioning to online videos from the lecture without a lot of machinations
I wish I had been able to practice chat rooms for pair work, but I could only try it when i had a group of students and I didn't want to experiment with them during class time.
synchronous meetings pop out of the blue is not the best due to not everyone have the stability in the background required to do it successfully.

Q4- Student/instructor unreliable/lack of internet access
Because I teach skills, not content, interaction with my students is paramount. Also, I spend most of my time explaining and teaching how to use the technology. My students have trouble getting on to MyCOM, using Canvas, Zoom, registering. Problems they encounter: poor wifi, no space to work in a zoom environment, inadequate devices. It's been a huge problem, particularly when most of my students are at the lowest socio-economic level and sliding further down
MY ESL students need computers, Wi-Fi, and computer literacy training to be able to benefit from online instruction. Access to Canvas through MyCOM is impossibly convoluted for them.
Students having access to laptops and wifi hotspots that are reliable is the very first element that needs attention. Sadly, it is probably the most difficult to address and it has the added element of addressing equity.
Students that had trouble with wifi or not having a laptop struggled at times.
A lack of consistency in the way students could get online with a stable internet/WiFi connection.
Half my class had connectivity problems which made many modes of instruction impossible, and this isn't even counting the three students who vanished.
It's not instructional issue but itself internet speed.
Mostly synchronous meetings relied on students' and my own wifi and bandwidth specs.
On several occasions students lost their zoom connection and had to return back to The synchronous classroom

Some students have spotty internet access

Q4- Lack of necessary technology or equipment
Some students did not have cameras attached to their computers, so I was not able to observe them when they were taking tests during the Zoom meeting (I used the Gallery View while they were taking tests). Some students didn't have WiFi at home, so they were not able to participate in Zoom meetings. Also, I was planning to show some movies to my classes, but I was not able to do it. I assume that there is a way to show movies, but I did not have time and knowledge to do it.
No equipment
Some students had tablets, some had computers and others only had iPhones. It limited what kinds of supplemental material could be added to class.
Students are not equally equipped with the basic technology
Students were limited to using cell phones since they didn't have the finances to buy computers. My noncredit ESL students were mostly students from Central American with few resources and finances.
Students having access to laptops and wifi hotspots that are reliable is the very first element that needs attention. Sadly, it is probably the most difficult to address and it has the added element of addressing equity.
Students that had trouble with wifi or not having a laptop struggled at times.
Access among students is a big issue. I have a number of students who only accessed the Internet through their phones, and this made things such as doing online tests and submitting writing projects very challenging for them. Basically zero support from COM for such students. Many of them were very upset when the change happened, felt they were being cast aside.

Q4- Assessment/Test administration
It is impossible to guarantee academic standards and conduct, sometimes I feel my students are logged in zoom, but not in front of the camera (they are off). Similarly, it is difficult to make sure that the students that takes the quizzes or online assignment is actually the student in the course or is using other not-allowed resources. Also, engaging the students, especially for gen ed courses is even more difficult because the lack of interest in the subject.
Canvas is helpful for content delivery--REALLY difficult and glitchy for things like exams and in-class writing. As for proctorio, forget about it. No one could successfully load and use it (especially not along with Zoom). We really need a better option for administering exams and in-class writing remotely.
Cannot proctor exams while maintaining academic integrity
Exams are difficult to monitor. Giving exams to SAS students requires sometimes up to 2.5 hours which can't be accommodated on the same day as the class
Proctoring exams was difficult. You can just never be sure about what is going on.

The ONLY problem our department is having is for the students to qualify to sit for the CA State Board exam, they must pass a 4-voice, 15-minute test with 4 speakers, one representing the witness, one the court, one defense counsel and one plaintiff's/people's counsel. With Covid19, we can have 4 people in a room together administering these tests. So, I called the CA State Board (Dept. of Consumer Affairs), and our college has been given permission to have one individual, using a light board which designates speakers, administer these tests. We are allowed to do this until the social distancing ends.

Q4- Attendance, scheduling

Synchronous Zoom classes were NOT as effective for these reasons: 1) Not all students could attend; 2) Students had technical problems 3) Students are living in crowded conditions, so they were distracted by other family members, background noise, kids, etc. Some students had trouble focusing or hearing during Zoom class meetings. Then, if I recorded those Zoom meetings, the recordings were too long with too many distractions, so students didn't find those whole recording useful. The Zoom files were too large for me to send them to their emails, so they had to access them in Canvas -- which also made things confusing for the students. Overall, the whole class Zoom meetings were only good for a once a week check in -- but I would limit the time to 1 hour or 1 1/2 hours maximum. However, not all students came to these.

Group projects and breakout rooms got a little difficult as we never knew how many students would come to class and it was difficult to allow for asynchronous, equivalent opportunities.

Live lectures were not convenient for the students.

Synchronous class meeting via Zoom have been less than successful. Students who have had their lives/schedule affected by the Covid-19 outbreak (work schedules, childcare obligations, etc.) and students without consistent, reliable internet access cannot participate at the same rate.

Q4- Students struggle using the technology for remote learning

Many Noncredit ESL students have limited computer literacy, to the point that they hardly ever use email. Typing anything on the screen can be a challenge. Accessing anything digitally is also a struggle in any cases.

Some students report being uncomfortable with Canvas

Students didn't have their passwords to get into COM website. And they are not computer literate, even if they can get in.

Q4- Insufficient communication from COM

There was a lack of clear guidance in set up; there were many glitches that made real communication with students difficult.

Students in some classes were not prepared for the change to online; earlier notice

would be helpful for them if this will the situation for fall.

Q5. For which of the following have you sought feedback from your students regarding their experience in courses that have transitioned to online/remote instruction? (Other feedback)

Q5-Feedback on online learning experience
Preference for in-person, face to face, online
use of both full class meetings and individual meetings
Specifically I asked them about video lectures and discussion boards, which they all disparaged and said they couldn't stay engaged
I asked for feedback about online instruction, and suggestions for how to make online instruction more engaging.
I have conducted whole class surveys, asked for their feedback in online whole class discussions, and tried to engage them as we worked together remotely so that they had a voice and felt important both as learners and members of a responsible community of learners.
Students complain about lack of training of faculty and students
Students are completing assignments, but there isn't the excitement of being in the classroom.
They Liked Zoom.
Exams
student prospects for enrollment in Fall if online is only option
Scheduling became an issue because students' schedules changed. Yet, the students wanted to be able to communicate with their fellows in zoom.
Q5-Student well-being
How is their mental health
being there personally for them as well
Social-emotional well-being
Their general wellbeing
Perseverance, life goals, self-discipline, emotional state, future goals, etc.
Q5-Technology and equipment
student difficulties while using technology
Internet issue
Access to piano keyboards
Q5-Other/general feedback
tracking of clinical hours for nursing students
I was continuously seeking feedback from students on all important aspects.
Overall feedback

All of this is pretty automatic.
they taught me a thing or two
Skill development
Q5-No feedback yet
None of us volunteered, therefore I did not feel the need for seeking feedback, however, it seemed to work pretty well for 16 out of 17 students
I have a course evaluation at the end of the semester. I will have more information soon.

Q6. In which of the following ways have you adjusted your instructional methods in response to students' feedback? (*Other changes*)

Q6-Other changes
adjust course assignments that required group work and student presentations
feedback was given after our class had been in remote learning for a while- any changes that I made at first was just from how to survive the first month of remote learning
I am still discovering and learning new possibilities.
I found I had to present everything in a much slower manner and ask more questions to ensure comprehension.
I have appreciated tips from other instructors more than formal trainings
modification of lab coverage
Phone calls to students.
Shortened classes, gave mid-class breaks.
Some course content changes. E.g. in listening class we were listening to current news on how to deal with unemployment, etc.
Using email to distribute lessons

Q7. How challenging have the following been for you in adapting course design and/or assignments to remote learning? (*Other challenge*)

Q7-Course content difficult to deliver remotely
My course requires in person interaction/activity
Music performance does not work with current tech
science labs cannot be satisfactorily done all online
there is no software that allows musicians to perform together remotely in real time
lab skills needing face to face evaluations
For learning a world language, I feel face-to-face learning is the best way to go.
ESL students want face to face interaction with not only the teacher but other students. It is not as much fun learning on Zoom. And even less so if teachers only use cancas. ESL students need clear speech with the ability to read lips and facial expressions. Sometimes bad internet connections can create difficulties. Often.

I don't understand some of the answers to the questions above. I prefer F2F teaching. It isn't a "major challenge for me"
I teach hands-on biological science labs
In foreign language, listening and speaking depend on visual cuing and tone, both of which are obscured by online class to some extent.
Lab courses are basically not possible remotely
The wording of this question in context to choices is very unclear to me. (e.g. my face to face preference is not a challenge for me or is a major challenge depending on the question interpretation)
About a third to half of course content should be adapted to maximize the opportunities of remote learning.
Q7-Student difficulties with technology/Access
Computer/language literacy levels of beginning ESL students
Students struggling with connectivity and tech to support that. The school was very helpful but I didn't identify some problems until too late.
Teaching through cell phone communication is possible but getting student access to computers with internet connections would make a huge difference.
Lower level NCESL Ss don't have basic computer skills
Because of my student population, simple is better. The technology can be great, but my students can't access it.
Noncredit ESL students require tech support and training in basic computer skills and in accessing canvas, which I cannot provide. They need it in Spanish if possible in some cases.
Outside connection problems: slow internet speeds at home office
Q7-Instructor time to prepare and adapt
The above is personal time to change everything remotely. It doubled my hours in preparing for classes each week
TIME, TIME, TIME! I have been working 12-hour -- occasionally 18-hour days because I had to suddenly shift to remote learning mid-semester. First and foremost, I started out by surveying my students to see who lacked access to technology, and I submitted COMCares for them. Sadika made sure that all of those students got COM laptops. THANK YOU!
Remote instruction requires much more time and effort to deliver to students. This has been a major challenge in terms of the additional workload, but my students seem to like it and so I will continue to deliver for them as best I can.
creating power points, opening and editing documents
Training other faculty in my department on the online ed systems available.
Childcare for two young kids
Q7-Not enough training

I haven't been trained in DE practices so have no real sense for what I could be doing better
i marked not familiar or comfortable with online application/tools but that reflects the beginning of the process, not current viewe
Many of the remote techniques don't address our diverse student body. The phrase "like herding cats" was often used.
Q7-Challenges engaging students
students don't engage in discussion online, either in text or on Zoom
Engaging students in the subject
I usual run a very interactive class, I find keeping the high level of engagement difficult in an online setting.
Q7-Student contact/Communication
Student Time Concerns
Tracking students down who are not using their MyCOM email, nor have forwarded it to another email.
decreased student contact
Q7-Maintining academic standards/testing
It has been challenging to know how to hold standards: requiring students to be present, on time, turn work in on time, etc.
Testing SAS students
It has been challenging to prevent students from cheating on exams. I have been shocked and very disappointed at the number of students who have cheated on remote exams when they had a chance to - and these students are going into supposedly ethical professions - like nursing. Makes me want to leave the teaching profession.
Q7-Physical work environment
My eye sight has worsened! Seriously, it is an issue with online teaching!
Work environment (ergonomics)
Q7-Lack of support or resources
many things have not worked. For example, the instructions for ConferZoom given out at the beginning did not work for my system at all; no way to follow up or get help with this.
no place to direct student with technical problems using new tech

Q8. How valuable would you find training/professional development in the following areas to improve the quality of your remote/online instruction? (Other areas)

Q8-Other areas
look, "professional development" is utter bullshit and a waste of scarce time; what needs to be there is clear, working instructions, guided by checklists, on the campus website; most faculty can read; don't require inefficient hold-your-hand meetings that only give the illusion of disseminating information. A memo works far better.
Again, the focus has to be whether the students can access this delivery and benefit. At this point, mine cannot. I have students in cars with limited English and no hotline to call for tech help. It doesn't matter how comfortable I am.
organizing hybrid classes that include some face to face time
Ideas on being creative and varied in approach.
Financial assistance for the learning curve
Being paid to attend these training courses
Citrix procedures and strategies
I would like to have access to DE training form COM asap. Please.
what other schools are doing in ESL for remote delivery
Many that I said "not very valuable" is because I know how to do them, not that there are not valuable to people to know. They are. I just don't need the coaching in these areas.
Ways to get my recorded video content captioned without relying on Google/YouTube. Privacy issues and copyright issues regarding my creative performance as an instructor. How can I prevent my lessons and materials from being shared/broadcast on social media by my students, to people who have not paid for my course?
Knowing students could access COM tech support via phone to assist with anything from retrieving a lost password to walking through canvas.
exams for remote learners with disabilities should be proctored by SAS

Q9. Please list specific equipment or technology that would be the most important for you to be successful in providing quality remote instruction going forward.

Q9-Camera/Video recording equipment
<ol style="list-style-type: none"> 1. Camera for recording or streaming visual details such as paintbrush strokes and subtle colors applied to a painting without causing glare. (In a classroom, students can move their heads or stance around to see lighting and reflection changes while I'm painting). 2. Lighting that works with such a camera such that glare on a wet surface will not prevent students from seeing the paint and the color of the paint. 3. Means for attaching such a camera and lighting to an easel, table, or other furniture in a home studio. 4. Online app for posting and sharing images for critique that is easier to use than

students having to embed images into Canvas (which is complicated and laborious). A drag & drop image app for looking at 2D artwork images that allows everyone to magnify such images within the app would be ideal to integrate into the Canvas platform. The second best thing would be a 3rd-party app that is accessible through Canvas.
1080 aspect ratio digital HD cameras, BLUE broadcast microphones, dedicated T1 internet line for highest speeds WiFi
Ability to film orientation to simulation space and discussion outside and upload to zoom
Camera big enough to show large drawings, good mark-up tool for live mark-up of drawings, video means to show models, drawings etc.while on Zoom, internet booster.
Good camera equipment for filming lectures. Perhaps an actual COM filming studio.
I think I'll get a web cam so I can have a better ergonomic setup to be able to use Zoom and type at the same time
recording equipment
video camera
Video camera and support equipment
Video equipment for hands on skills training
Video recording equipment, team and studio
Web Cam and video editing software to film and edit instrutocr led lab demonstrations
Would be important to have equipment to do a simultaneous Zoom and in-class lecture/lab for art students.
Zoom, Canvas, YouTube, ways to record lectures and discussions
Q9-Reliable high speed wifi
better home internet service (I know, not something under COM's control
better wi-fi
Faster inexpensive internet connection for me and my students
I may be able to get a better internet connection at home, BUT that may not be an option (internet companies do not provide equal service in all areas, or at affordable prices)
One of the biggest challenges for me was my technology. My internet connection was unstable and bandwidth low on Zoom. I had to use my phone for several Zoom classes (I had 4 classes a week). I am going to investigate the possibility of getting a new computer or upgrading my internet connection. I was able to give classes with a fairly high degree of success, however.
Q9-laptop/Monitor/Computer
I have low-speed low-cost Internet, no external speakers, a cheap microphone which does not provide good sound quality, and an inexpensive 13-inch laptop. I ordinarily

do not need high speed Internet, external speakers, a good microphone, and an external monitor at home. However, I would like to have these things in order to comfortably teach online in the future.
I have to get a larger screen (external monitor).
Laptops, Wi-Fi access, and computer literacy training for my beginning level ESL students.
One of the biggest challenges for me was my technology. My internet connection was unstable and bandwidth low on Zoom. I had to use my phone for several Zoom classes (I had 4 classes a week). I am going to investigate the possibility of getting a new computer or upgrading my internet connection. I was able to give classes with a fairly high degree of success, however.
A better College of Marin issued laptop: the one the college gave me has a myriad of problems.
A better laptop, and a standing desk would really help! I had access to a standing desk on campus and not having an appropriate desk at home is taking a physical toll. I am already devoting my current laptop, an extra monitor and my own webcam to my work-at-home space. However, making recordings and processing the video is a bit taxing on my current Macbook Pro.
A laptop to use at home, microphone
an office computer, configured just for work. headset
better laptop
Computers with screen write capabilities
laptop (I only have a desktop computer, which is very limiting)
Quality laptops for faculty provided by COM
Two very large monitors so that you can keep an eye on the students easily, get chat room information. Too hard to facilitate on small laptop computer.
Q9-More training on DE methods and technology
ASSESSMENT. how to successfully administer exams in a way that is not majorly stressful for students (technologically) yet eliminates possibilities for cheating
Canvas course design training
document cameras and a tutorial on how to work them
I have the tools that I need at home because as an adjunct instructor, I have ALWAYS invested in technological tools that help me to be a better instructor In my home office, I have a scanner, large monitor, robust computer, full Adobe Acrobat so that I can make high quality materials and adapt PDFs, etc. I just need access to be trained by COM in DE so that I can better do my job as a remote instructor. I tried to register directly with @OneCourse -- but all of their course for the entire summer are booked full. :-/ I feel frustrated that I will basically have to wait until who knows when to get trained by COM. This frustrates me because I know that I have already personally invested my own time and money in keeping myself technologically current so that I can be an effective instructor. I see some full-time and adjunct faculty who can barely use email, and they are being

trained first in DE. I understand that the needs of the many out-weigh the needs of the one, but I do hope that at some point I will be able to be trained in the COM DE certification.
Just more training in the use of Zoom.
More Zoom and Video training - as a (somewhat) handicapped user of technology (I have Familial Tremors and cannot hold a video camera steady as an example, or type without numerous typos) some of the technology is challenging. Even using the classroom computers is an issue as resetting mouse speeds, which I can do, takes considerable time and two hands to accomplish. As a consequence I always use my own computer when I am teaching.
Power Point Experience
teaching nursing skills and critical thinking in a remote environment
Voice thread is something I want to learn. I also beleive students who use canvas on their phones have issues with the data and how much zoom uses so some way to perhaps help students access free data. I know that is hard to imagine but this will be a huge access to equity. Zoom eats a lot of data.
Q9-Microphone/speakers
ethernet cables and port (USB), microphones, internet booster
Microphone and internet connection
Q9-Scanner/Document camera
a document camera, scanner, printer, large monitor, better faster wifi
document camera, large monitor, more wifi capacity, green screen backing since my virtual backgrounds are distorted
I'm well equipped at home, but a doc-cam would be great. For others, big screens, better wifi, scanners, better microphones. These help tremendously, I think.
A document reader that I can use to project shared content for online class meetings would be helpful. DVD player to attach to my computer. Equipment/training on how to successfully share internet based content synchronously
document camera
document cameras and a tutorial on how to work them
I already have this, but others who don't would find it useful: tablet such as ipad or ms surface with a pencil/pen. an arm mount to a table that can be attached to a phone to use as an effective doc cam (doc cams too laggy to use in class let alone online)
Q9-Access to online resources
Zoom, Canvas, YouTube, ways to record lectures and discussions
accessing online grammar charts, videos etc as well as online readings for different levels. Online textbooks would also be very helpful especially low cost ones since often ESL students are low income, especially during Covid19

canvas and zoom
Continued use of virtual simulation and online Pharmacology resources
GIS Online
Instructional basic videos in English and Spanish to share with students who have never seen canvas or interacted with a computer before.
Q9-Equipment or high speed wifi for students
Laptops, Wi-Fi access, and computer literacy training for my beginning level ESL students.
computers with internet connections for students
High quality internet for all students
I don't think I need anything myself, but getting equipment to students would be key.
I'm ok..... students need lots of help!!
many students do not have laptops and/or internet access at home.
Providing students of need with reliable internet access (i.e. wifi hotspots) and devices to make use of that technology to allow for more equity of access.
Q9-Mark-up tool
Camera big enough to show large drawings, good mark-up tool for live mark-up of drawings, video means to show models, drawings etc.while on Zoom, internet booster.
Computers with screen write capabilities
I already have this, but others who don't would find it useful: tablet such as ipad or ms surface with a pencil/pen. an arm mount to a table that can be attached to a phone to use as an effective doc cam (doc cams too laggy to use in class let alone online)
iPad that allows me to write and have my students see it on their screen Tool such as an iPad that allows me To write so my students can see. Using a whiteboard does not work that well
Q9-Desk
I'm well equipped at home, but a doc-cam would be great. For others, big screens, better wifi, scanners, better microphones. These help tremendously, I think.
A better laptop, and a standing desk would really help! I had access to a standing desk on campus and not having an appropriate desk at home is taking a physical toll. I am already devoting my current laptop, an extra monitor and my own webcam to my work-at-home space. However, making recordings and processing the video is a bit taxing on my current Macbook Pro.
Q9-Music equipment
A functional music performance platform
Access to piano keyboards for students who don't already own them

Q9-Access to COM space
Good camera equipment for filming lectures. Perhaps an actual COM filming studio.
Having use of COM's offices/classrooms (with their supplies, internet speeds, equipment, etc.)
Q9-Other equipment
a document camera, scanner, printer, large monitor, better faster wifi
A document reader that I can use to project shared content for online class meetings would be helpful. DVD player to attach to my computer. Equipment/training on how to successfully share internet based content synchronously
document camera, large monitor, more wifi capacity, green screen backing since my virtual backgrounds are distorted
Quality video microscopy equipment for recording. Wireless video microscopes for classroom/remote use? Some local companies are making generous offers of loaned or low cost equipment
an office computer, configured just for work. headset