



This Week on the Ohlone eCampus

Week of January 4, 2021



Image by [M Harris](#) from [Pixabay](#)

Focus Topic: Ready to Roll Up Your Sleeves?

Welcome back! We hope the winter break has provided you time to refresh and renew and the time to do exactly what YOU wanted to do! As you return to thinking about your spring courses, we'd like to invite you to review this [Beginning of Semester Checklist](#) to help you keep track of all of the tasks associated with the beginning of a new semester.

Professional Development:

Join us for hands-on workshops where you will create your Canvas course pages, humanize your syllabus, practice being the host in the zoom classroom, and use the accessibility tools to make your online classroom open to all learners.

Learning College Week is scheduled for **January 19 – 22**. There are a host of wonderful workshops designed to help you expand your tool belt with Emerging Tools, ideas for Authentic Assessment, Microsoft Office 365 and Teams, as well as mindful exercise sessions that will help you as we create a Culture of Care at Ohlone.

If you are ready to get started BEFORE Learning College Week, we invite you to check out the [Winter Camp offerings](#). eCampus is proud to present 4-day, hands-on, learning retreats you can enjoy from the comfort of your own home! There are four separate winter camps –Canvas Climb, Humanizing Hike, Zoom Mountain, and Accessibility Adventure. Join us for one camp or be a true camper and take all four!

You'll participate in scavenger hunts (course design features); skits (video creation); mess hall duty (checking accessibility); and of course, end of the day campfires and sing-a-longs where we'll share our daily projects!

Campers will meet synchronously each morning and evening, and in-between meetings you will be working for 1-2 hours on daily camp projects. Camp leaders are available throughout the day for drop-in support. Campers from all camps gather at the same bonfire at the end of the day. Don't miss out on s'more learning fun with the eCampus team. [Register Today!](#)

Upcoming Professional Development

The Chancellor's Office has two workshops planned in January. Mark your calendars! If you are interested, please [register in advance](#).

- **CCC Information Security Workshop** - Monday, January 11, 2021: 9:00 am – 4:00 pm
 - Covers topics such as social engineering, ransomware defense, security event logging and monitoring, group policy for enhanced Windows security, and Microsoft threat protection.
- **Accessibility** – Tuesday, January 12, 2021: 8:30 am – 4:00 pm
 - Covers topics such as CCC Accessibility Center, accessibility laws and Higher Ed: Sections 504 and 508, adopting and communicating District/Campus Accessibility Policies, self-paced accessibility training modules, PopeTech Web Scanning and content editor, building a culture of accessibility, and accessible Math /STEM content.

VoiceThread will also be conducting some trainings. [Registration is required](#).

- **VoiceThread Basics 1:** Upload, Comment, and Share - January 5 at 11:00 am
- **VoiceThread Basics 2:** Groups and Secure Sharing - January 12 at 11:00 am

Tell us what you want, what you really, really want!

It is important to us that we meet your professional development needs; otherwise, it's like throwing a party and no one shows up! Please consider completing this [survey](#) to help the worker bees as they plan professional development classes, workshops, and communication for the spring semester. Then we can all celebrate together at the party singing Spice Girls.

Tech Tips

Here are some great New Year's Tech Resolutions worth following this year.

- Detox your inbox. Every day unsubscribe from five unwanted mailing lists.
- Cut back on-screen time. Tough to do when all of your classes are online. But evaluate what you are doing with your off hours. Consider going for a walk or reading a book rather than spending time online or binging on Netflix.
- Check your Zoom account to make sure you have the latest update. As of January 2, the latest version is 5.4.7. [How to update to the latest version](#).

General Office Hours

We'll be busy with Winter Campers from Tuesday through Friday, but we don't want to miss an opportunity to help you if you need it. We invite you to schedule one-on-one support by [submitting](#) an

IT ticket. Be sure to include the following information: a few days/times you are available, and specific tasks/questions you would like assistance with. Based on this information, we'll assign someone from the eCampus team to work with you. Your success is our primary concern!

Minimum Qualifications Training (MQT) – January 19, 20, and 21 – 6:30 – 8:30 pm

Those new to Ohlone, and those who have not yet completed the training requirements for teaching online, are invited to attend the MQT during Learning College Week. [Register in advance](#) for the interactive, 6-hour faculty training. You will be sent a confirmation email with instructions for joining the synchronous class sessions through ConferZoom. Please note that you are contractually obligated to actively participate in all six hours of the training to meet the minimum requirements for online instruction.

Equity Corner – E7. Content Meaning

The Content Meaning criterion of the Peralta Equity Rubric invites us to look at our course content and create ways to make the information personally relevant to students. The criterion specifies that the relevance be based upon the sociocultural background of the students' and others. Making meaningful and relevant connections between the course content and the students' lives improves engagement with the content in both the cognitive and affective domains resulting in greater knowledge retention and student success.

As you look through your course content, consider how students are or are not asked to make personal connections to the content. Are there clear indications of how the content will benefit students' lives and community? Are there opportunities for students to exert their own mastery over the content? Do you provide students with multiple opportunities for connecting the content to their sociocultural background? Are students given the opportunity to reflect upon how the content is meaningful and relevant in their own lives? If so, well done! You've nailed this criterion.

Criteria	Incomplete	Aligned	Additional Exemplary Elements
E7. Content Meaning	Connections among course content, students' lives and students' futures are not yet clear.	Communications and activities draw connections among course content, students' lives, and students' futures.	Students connect course content to their identities, backgrounds, and cultures, and/or the identities, backgrounds, and cultures of others.

Attribution: Peralta Community College District. (2020). Peralta Online Equity Rubric, version 3.0 [Creative Commons license: BY-SA]. Retrieved from <https://web.peralta.edu/de/equity-initiative/equity/>

Notes from Mary

Hope that your break has been as wonderfully relaxing and rejuvenating as mine has been. Of course, that means the to do list is just as long – oh well, I would have added new items if I'd gotten through some of these.

One of the struggles students are having with online learning is internet conductivity. Pages are loading slowly, and they experience the Zoom freeze. There are a few things you can do to improve everyone's experience:

- Convert your documents, assignments, slides to Canvas pages;
- Save your ppt as pdf to reduce the file size;
- Use image services such as Unsplash which have images optimized for web;
- Convert your documents, assignments, and slides to Canvas pages;
- Save your ppt as pdf to reduce the file size; or use VoiceThread which is optimized for video responses.
- Use image services such as Unsplash which have images optimized for web;
- Save your images or convert them for web prior to uploading to Canvas or adding to your slides;
- Use embed feature for Canvas Studio and YouTube videos, and
- Keep video assignments (videos that students submit) short (30 seconds) or use VoiceThread which is optimized for video responses.

Syllabus Technology Tips and Support

We also suggest that you add a *Technology Tips and Support* section to your syllabus, welcome letter, and Canvas orientation module. Here is a bit you may add on how to check internet speed: urls of the pages that are giving you trouble so that we can help you get on track quickly.

Uploading/streaming Videos

It is good to have at least 5mbps for the UP speed. It varies with the file size and resolution as well. We recommend that you check your internet speed using [Speedtest by Ookla - The Global Broadband Speed Test](#). If your UP speed is less than 5mbps, please contact ITSupport to request a hotspot.

IT Technology Support for Students

Mariah Garza is available to assist Ohlone students who have technology issues, including reading the results of your Speed Test. Just fill out the [Technology Support for Students](#) form and she'll be in touch. Please share any screenshots or error messages and urls of the pages that are giving you trouble so that we can help you get on track quickly.

Consent to be Recorded Form (Camera on)

One more item this week: eCampus has vetted [a Consent to be Recorded](#) form through campus leadership and ASOC. The form is for faculty who want to record their class sessions for use by students at a later time and not have to worry about inadvertently capturing the students' images and voices. The form allows the students to consent to or opt out of being recorded and should initiate a conversation regarding expectations and alternatives.

The wording on the form is provided below:

I have read the Student Consent to be Recorded in Synchronous Class Sessions information above and will now respond with my choice regarding video/audio recording in this course. Select your preference below:

- I AGREE to be recorded realizing my name, image, and voice may be captured.
- I DO NOT AGREE to be recorded. I would like my instructor to provide me with an alternative.
- I have some questions and would like to speak to the instructor before I respond.

The form does not mean that you can require students to have a camera-on during Zoom class sessions unless video is required in the assessment of learning outcomes. Students must be provided an option to turn off their camera and engage in synchronous discussions and activities via alternative formats. Please reach out to the [DE Coordinator, Robin Kurotori](#), if you have questions.

To add the form to your course shell in Canvas, watch for an email next week that will outline the process to request the form to be added to your course(s).