**Communities of Inquiry, Practice and Excellence: Progress Report**

**Online Faculty Resource Repository and Weekly Discussion Forum**

Greetings,

Our community created an oath to dedicate time and effort towards supporting faculty in adapting to online instruction. We built a canvas shell to house information and resources, technologies, tools, project ideas and to share best practices for online formats. Further, we hosted weekly Zoom meetings to foster relationships and discuss learning strategies and technologies with one another and share experiments and opportunities we were having in order to excel at these new methods of instruction.

First, I will address the progress of the course shell. It began as one module for online instruction that faculty members could import and customize for their classes. The module included resources to acclimate and prepare students for the online learning environment. Pages within the module included instructions on: accessing software, how to use canvas, how to take a screenshot, access to online library resources, signing up for discussion alerts and sharing your work (embedding) images to canvas discussions.

As our meetings progressed, the Canvas shell grew to include many resources for instructors. Most of these are specifically geared for online instruction, with the exception of announcements and resources for more grant funding to further gain professional development opportunities. The current Course shell hosts fifteen modules. The initial module is an intro to the course shell and includes video tutorials how to export sections of the course to the Canvas Commons or into your own courses to use for instruction. The second module is a place to post announcements.

The next two modules include specific notes regarding the weekly meetings themselves. They include, and are respectively titled “meeting agendas” and “meeting minutes.” The implementation and addition of these began for the May 8th meeting, after we had already had two meetings. We realized, as we moved forward, there were too many topics and technologies that needed review to remember, and thus the implementation of a “bread trail” to track our progress was necessary. We also quickly realized that we needed a format to most efficiently conduct the meetings. This format has generally broken down into 4-5 segments, including:

1. An icebreaker/share out (generally a reflection of how individuals are navigating particular aspects of online learning).
2. A reflection (of something that someone has experienced during that week), which could include a new technology tested, a new approach to current technologies, or an experience individuals were interesting in exploring more.
3. A demonstration of introduction to a new strategy or technology. These have widely varied and included everything from retention strategies (the 4 connections), backwards course design, effective online course design, Quality Matters Rubrics, and Communication technologies for online discussions (Flipgrid).
4. Old business: which has included follow ups on previous topics that were discussed and new strategies (from previous meetings) that individuals were going to try in their own courses and provide feedback to the group for better practices.
5. New business: Training and events coming available in the near future or technologies and trials individuals of the group might want to explore.

The dialogue and conversations being held in the meetings, along with the sharing of professional development resources, led to a lot of conversations and various initiatives amongst the group. Among our three faculty member/facilitators, we attended (collectively) professional development webinars, workshops and training sessions on: Canvas Commons, Creative Commons, Open Educations Resources, The Four Connections, Applying the Quality Matters Rubric to Online courses, Flipgrid, Backwards Course Design, Equitable Practices in Online instruction, Educating GenZ/Running Start Students.

The attending of so many different sessions was grueling on top of the already difficult task of transitioning multiple (stacked) courses into online formats. Exhaustion was definitely one of the sentiments repeatedly expressed in several of our meeting icebreakers. But, that additional development, along with the weekly meetings for sharing ideas and strategies, benefitted our students in more impactful ways than approaching it alone. We were able to explore, implement and provide more cohesive, approachable, and equitable instruction to their benefit.

Other modules in our Canvas shell include:

**South Seattle Faculty Resources**: a repository of links, tutorials, and “how to” instruction for the use of Panopto, Zoom, Remote Desktop, Mydesktop and Citrix, Films on Demand, Quicktime and Starfish.

**Communication Technologies:** a repository of links, tutorials, and “how to” instruction for the use of meeting technologies-including Flipgrid, Padlet, Calendly, and Microsoft Teams.

**Online Educational Resources:** An introduction and “how to” with regard to OERs. The module includes information on how to use CC licenses and what you can and can’t use, as well as links to common repositories like: OpenWa, Open Stax, TedX, EdX, Khan Academy, and Creative Commons.

**Online Training and Certifications:** This module links instructor to online course tovaluable online professional development courses to benefit their approach to online instruction. Courses and training sessions include: Racial Equity in Online Instruction, Covid-19 training, EDI training, and other EDx courses.

The last module I would like to highlight is entitled **Educational Strategies**. To benefit instructors, there are pages, with short descriptions and links to more in-depth resources, regarding: TILT (transparency), Backwards Course Design, Pogil: Student Centered Learning, Active learning, Blooms Taxonomy, and Learning Objectives builder.

The progress we have made is far more than initially expected. Every member of the team took great initiative individually to contribute to the goals for our project. The sourcing and distillation of so much information and activity coming together was highly transformative in our lives and methods of instruction. Many various technologies and strategies carried over to others that attended our meetings and shared in our journey each Friday. With the variances in the ability of others to attend all meetings, not every benefit of the all sessions transferred to everyone. But, the depth of information that could easily be added into any one of our many individual Canvas Modules could become a short asynchronous class on its own. With more funding, future goals could involve exploring the idea of taking that which is already developed and fleshing it out even further into courses available to instructors wishing to explore various technologies or learning strategies at their own leisure.