

ADULT LITERACY FUNDAMENTAL (ALF) ARTICULATION WORKING GROUP Minutes
Thursday, October 22nd & Friday, October 23rd, 2020
Virtual Meeting (Zoom and Bluejeans)

In attendance:

Betsy Alkenbrack (Capilano University)
Leanne Caillier-Smith (College of the Rockies)
Summer Crosson (Vancouver Island University)—Thursday only
Mercedes de la Nuez (Coast Mountain College)
Julia Dodge, co-chair (University of the Fraser Valley)—Friday only
Sandy Faust (North Island College)
Nora Franzova (Langara College)
Terry Gideon (Douglas College)
Cari-Ann Gotta (Selkirk College)
Shantel Ivits (Vancouver Community College)
Ashley Lichte (Douglas College)
Karen Lightbody (Camosun College)
Chandra McCann (Okanagan College)
Brianne Niznikowski (Okanagan College)
Alina Rapi (Kwantlen Polytechnic University)
Lillian Prince (Native Education College)—Friday only
Melinda Worfolk, acting co-chair (College of New Caledonia)

Regrets: Faith Shields, co-chair (Camosun College)

Thursday, October 24, 2019

1. Welcome; Introductions; Territorial Acknowledgement

- We acknowledge that this Zoom meeting was hosted from the unceded territory of the Lheidli T'enneh.

2. Approval of Agenda

Motion: The ALF Working Committee moves to adopt the 2020 agenda with some minor adjustments.

Moved Nora Franzova; seconded Leanne Caillier-Smith; carried unanimously

3. Approval of Oct. 2019 Minutes

Motion: The ALF Working Committee moves to approve the minutes of October 24th and 25th, 2019.

Moved Terry Gideon; seconded Leanne Caillier-Smith; carried unanimously

4. Report from Leanne Caillier-Smith about Zero Textbook Costs (ZTC) Project—Math Texts

- A subcommittee was formed to work on revising the current OER for math levels 1 to 6
 - Members included Andrew Candela, Mercedes de la Nuez, Wilma Gus and Leanne Caillier-Smith

- Consensus from the group was that the allocated money was not enough to allow for changes to the books as the group would have hoped
 - A main reason was that the math books are developed in Word and due to changes in the program from the original text date, formatting consumed most of the time that should have been allocated to revision, so those working on the books put in a lot more time than originally thought
 - COVID 19 also played a role as the end date for the project was the spring which was the worst possible time as the committee members had to transition their courses online
 - BC Campus was very flexible and understanding and thankfully the end date was extended
- Currently, the books are in the hands of BC Campus staff who are going through each book level to make sure that all the books formatting/introduction/dedication, etc. are consistent

5. Report from the co-chairs

- Update on Faith Shields who is on leave; the group wishes her well and looks forward to her return
- JAM will be in November and all are welcome because it is virtual; neither of the ALF co-chairs were able to attend last year
- No Ministry update or update from Deans and Directors available this year. However, Barb Binczyk, our Ministry rep, did follow up on some business after our meetings last year. I had spoken to her to provide some clarification on the phone in November 2019, and this was her emailed reply:

The questions were about 1) the Ministry's stance on institutions making all students register online (brought up by Chandra McCann, Okanagan College), and 2) about the two-semester limit for repeats in ABE including Fundamental level (brought up by Andrew Candela, VCC).

BARB BINCZYK: Regarding EducationPlanner BC: In February of 2019, the Honourable Melanie Mark sent mandate letters to the Chair of the Board of Governors for each public post-secondary institution. The letters included direction to "make substantive progress" on a list of priorities. One of those priorities is: 5. Continue to actively participate in the implementation of the EducationPlannerBC common application system for all undergraduate applicants. The letters may be found here: <https://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/institution-resources-administration/mandate-letters>

I mentioned yesterday that during the initial stages of the development of EducationPlannerBC, the Adult Education policy unit had flagged the issue of barriers faced by some students in Adult Basic Education, English as a Second Language and Adult Special Education. My understanding is that institutions will continue with the application method they have always used for students in developmental programs, especially for those with low literacy and numeracy skills and/or cognitive disabilities. Please rest-assured that the issue is on the list of priorities to be addressed as the tool/service continues to develop. Should your committee wish to ensure your concerns are being appropriately recorded, I am told that you could contact the Interim Executive Director of EducationPlannerBC, Karen McCredie: (karen.mccredie@educationplannerbc.ca)

To your second point about repeat semesters for Fundamental level students, I will repeat what we discussed yesterday. The Ministry has never considered treating Fundamental level (or Adult Special Education) students differently under the Adult Education Policy Framework. Under the current policy, students may repeat a course once, and further repeats are possible with the approval of a department head or dean. In other words, institutions have the authority to approve multiple repeats if a case is made by an instructor or student. I feel this line from the policy framework is very clear: *While there are no provincial policies on time limits for Adult Education students to complete their programs, learning progress is monitored by public post-secondary institutions to ensure students are advancing toward their goals.*

6. Institutional Updates

- The group heard updates from CNC, VCC, Douglas, Camosun, VIU, COTR, Langara, KPU, Okanagan, Coast Mountain, NIC, Selkirk
- Common themes:
 - Stresses on faculty and students from sudden shift to online/remote teaching
 - Some institutions prefer the terms “remote delivery” and “alternate delivery”
 - Many institutions grappling with economic effects of sudden reduction in International students; some institutions have International students taking classes while still in their home countries
 - Some institutions are allowing small face to face classes with social distancing and masks; some doing hybrid (face to face combined with remote delivery)
 - Many instructors are now teaching remotely across regions
 - Institutions are trying to support students’ technology needs in different ways: laptop loans, subsidizing internet, providing internet hotspots
 - Changes to ABE offerings: Several reps feel their fundamental programs are in danger of being, or have been, downsized, with some loss of lower levels; some community partnership programs have been lost due to lack of face to face teaching. Some institutions are looking at doing ABE in a different way—e.g. no longer doing articulated courses but rather individualized Prep courses to get students ready for Intermediate
 - Some institutions experiencing layoffs, not necessarily in ABE
- Specific institutional updates:
 - KPU has cut Fundamental level but faculty are trying to provide support via partnership with the KPU Library Learning Centre
 - Okanagan College has changed the name of its ABE program to Adult Upgrading, which they are happy with as they feel it is clearer for people

7. Discussion: Effects of COVID-19 on Institutions, ABE Faculty, and ABE Students

On institutions

- Start-up was challenging
- Math numbers have really grown, English less so
- Deans want to keep numbers up, but there is a danger of students dropping out if they can’t get enough support due to overcrowding
- Class numbers vary a lot from institution to institution; can range from 10 to 22.
 - For synchronous teaching, 8-10 students seems to be sweet spot
 - 18 seems to be the top of what would be doable
- New Ministry allotment for AUG: students will be able to apply for technology help; some institutions are providing \$500 per student for laptops; this will look different at different institutions

On students

- Surprisingly, several found that Fundamental students were coping better with the shift to remote learning than higher level students
- Some students have connectivity issues
- Students are lonely and disconnected, hungry for connection; we are worried about mental health due to isolation and other pandemic stresses like physical health, lack of child care
- Some benefits to attending remotely, e.g. students with kids, disabilities, or transportation issues who can’t make it to face to face class

On faculty

- Working more hours, bending over backwards to make this work; being available to students seemingly 24/7. Need to set boundaries!
- Difficulties offering feedback when one can't see students' work
- Difficulties in monitoring tests, making sure students are not cheating or using tools they're not supposed to (eg calculators, looking up answers)
- Different levels of tech knowledge – some faculty struggling
- Teaching multi-level classes can be difficult (juggling different class shells on LMSes like Moodle, Blackboard)
- Sometimes it can be encouraging for students to see that we faculty make mistakes and are learning to navigate the online environment too. We are all "in each others' houses" now, and have to make it work (e.g. kids, pets, partners around, less than ideal workspaces)

Tools and programs in use: see Appendix at end of these minutes

Lunch

8. Course articulations

Motion: The ALF Working Committee recommends that Steering Committee add the following Camosun courses to both the ALF grid and the English Transfer Guide: English 021, 022,023,024, 025 and 033

Moved Melinda Worfolk; seconded Leanne Caillier-Smith; carried unanimously

Motion: The ALF Working Committee recommends that Steering Committee add the following College of New Caledonia courses to both the ALF grid and the English Transfer Guide: English 028 and 029.

Moved Leanne Caillier-Smith; seconded Cari-Ann Gotta; carried unanimously

Motion: The ALF Working Committee recommends that Steering Committee add the following Okanagan College courses to both the ALF grid and the English Transfer Guide: English 040, 041, 042, 050, 051, 052, 060, 061 and 062.

Moved Shantel Ivits; seconded Terry Gideon; carried unanimously

9. Other Business

- Some institutions have not sent representatives to ALF annual meetings for many years, and their courses have not been rearticulated.

ACTION: Melinda and Julia will attempt to contact the reps again and will send out a letter to deans at these institutions indicating that these ALF courses will be removed from the grid.

Friday, October 23, 2020

1. "Supergroup" Meeting with all Articulation Working Groups

- Lisa Lewis, chair of ABE Steering led a discussion of the pros and cons of remote articulation meetings; though there were some benefits to people being able to attend remotely if necessary, there were many drawbacks mentioned, and a strong sentiment to keep face to face meetings when safe to do so
- Fiona McQuarrie attended on behalf of BCCAT; she said there was not much of an update because of COVID; BCCAT staff are all working from home. JAM will be virtual this year (Nov. 4 and 5) and open to everyone. Fiona will forward a report to Greg St. Hilaire to forward to articulation chairs.

2. Institutional Updates (continued)

- Native Education College and University of the Fraser Valley

3. Resource Sharing (continued)

- See Appendix at end of minutes

4. Next Meeting

- Next meeting: tentatively scheduled for Oct. 20 and 21, 2021 at VCC if face to face is allowed—we are hopeful!
ACTION: The new co-chairs will organize an extra, virtual Spring 2021 meeting so we can all catch up and take stock

5. Elections

Motion: The ALF Committee moves to accept Shantel Ivits as co-chair for a two-year term.

Moved Julia Dodge; seconded Leanne Caillier-Smith; carried unanimously

- Thank you to Shantel for volunteering!
ACTION: Melinda and Julia will put out a call to the membership for another co-chair.

6. Meeting adjourned 12:35 pm

Appendix: Tools and Resources for Remote Teaching

- Many Fundamental English instructors are using the Open Educational Resource six *BC Reads* Readers and Coursepacks by Shantel Ivits—available free to download from BC Campus, a lifesaver for remote delivery
- UFV’s Judy Larsen has a large number of math videos uploaded to YouTube: https://www.youtube.com/channel/UCf05t2rNtVGkprBieBm-rng/playlists?view=50&sort=dd&shelf_id=2
- Coast Mountain’s Tania Pattison has written an open Intermediate English text, *College Skills: Intermediate English*: <https://www.nsc.ca/library/docs/copyright/oer/otb197-01-college-skills-intermediate-english.pdf>
- One instructor recommended Padlet (Padlet.com) to create digital lessons/assignments. Can be used to enhance your Moodle lessons. Tutorial: <https://teacheveryday.com/remote-learning-using-padlet-to-teach-digital-lessons/>
- Several people recommended document cameras—recommended brands were ELMO, Epson, and HUE. You just connect it to your laptop/computer and when you point it at a book/paper, it will show up on screen (kind of like an old-school overhead projector)
- Many people said they had borrowed a second screen from their institution to set up at home; the second screen makes remote teaching easier because you can have a video class open on one and the documents you need to look at on the other. Someone mentioned you can set up a tablet as a second screen.
- Several people said their students used the app Cam Scanner to take a photo of their work, turn it into a pdf and send it to the instructor. Genius Scan is another good app for this.
- People recommended recording livestreamed classes to be able to upload for students who can’t attend. Just remember to pause recording during breakout groups.