

DTC Set Rep Meeting

29 October, 17:30 – 18:30

1. Welcome, meet & greet
2. Online learning feedback
 - with Mike Starkey (Assoc. Dean Computing)
 - with Erika Ram (Faculty, Computer Systems)
3. Emergency support fund
4. Open forum
5. Women in Computing Club Introduction

ATTENDANCE

- Martin Peng
- Justin Yee (FSWD-3A)
- Setareh
- Jong Hwan Seo (Harry)
- Nicholas Johnston Set E
- Thomas de Zwart
- Jasleen Lodhra
- Jessica Hong
- Don Li
- Mahsa Taer
- Maryam Taer
- Nick Set 1F
- Owen Anderchel
- Maria Davis
- Nathan Broyles
- Benjamin Lui
- Sagrika
- Eugene Joy
- Braedon MacDonald
- Mark Ostheidt
- Tushya Iyer
- Martin Van Laethem
- Lily Yan (term 2)
- Ryan Leung
- Blake Michalzik (CST-DTC T21F)

DTC Set Rep Meeting Minutes

October 29, 2020 – 5:30pm to 6:30pm

Attendance – 25 Set-Reps, 2 BCIT Faculty/Staff, 1 WiC Club Guest, 1 Executive, 1 BCITSA Staff

Welcome

- Clinton introduced himself to all attendees and provided the outline for the meeting
- House rules for virtual meeting

Set-Rep Attendance

- 13 Set-Reps from CIT
- 10 Set-Reps from CST
- 2 Set-Reps from FSWD

Online-Learning Feedback (Mike Starkey and Erika Ram)

- Mike Starkey (Associate Dean, School of Computing and Academic Studies)
 - Mstarkey1@bcit.ca
- Erika Ram (Program Coordinator, School of Computing and Academic Studies)
 - Working with instructors throughout BCIT and looking to gather student feedback
 - Hoping to find points of where to fix things and develop guidelines for January
 - Survey for Anonymous Feedback
 - <https://forms.gle/t6jzQfSf3S9pV56C7>
 - Eram1@bcit.ca

Emergency Support Fund & Women in Computing Club

- Emergency Support Fund
 - BCIT has set up this fund to help those students
 - Clint will share the links to the EFF on Discord for Set-Reps to refer to and share
- Women in Computing Club (WiC)
 - Nicole Jingco – President of WiC and recent graduate from CST
 - Introduction on club (Promotions, events and activities, benefits, etc)
 - Discord link: <https://discord.gg/3B2JeZE>

Set-Rep Feedback

- Course load
 - Despite moving to an online format, the work/course load is quite high
 - Some instructors are giving extra work because of the change to the virtual environment
 - Some students don't show up for classes but instructors try to stay on schedule, so they release all content to students when they may not be ready
 - Instructors don't communicate with each other and this leads to assignments and midterms being scheduled around the same time, creating a packed schedule for students
 - Difficult for students to keep track of everything due to inconsistent teaching methods

- Lack of structure between lectures and labs for CST classes, students feel this has become relaxed for the online format
- Full-Stack Web Development Class
 - Lack of social component
 - Term 3 Project – Majority of work being done by a FSWD student in a group with 3 other design students
- Instructors
 - Teaching Method
 - Inconsistent model of teaching: Not all instructors use the same teaching methods and models of teaching
 - Example: Some use Bongo, Zoom, pre-recorded lectures, live lectures
 - Testing technology also different (via D2L, quizzes with limited time)
 - Mentally draining for students to learn different learning models, different platforms
 - Instructors are reusing old PDFs from other semesters and they don't update the content. Instructors also just reading directly from slides
 - They only read off PDFs and don't go into detail for teaching
 - Students pay for a learning experience, not a pure self-learning experience
 - Makes no sense to pay and not receive feedback, clear expectations, and material to prepare students for tests
 - Some students feel the “good” instructors have moved to teach in other Programs and current instructors are new and inexperienced
 - Lecture Delivery
 - If instructors use a pre-recorded lecture, they should release it ahead of time so that class lectures are a better “live” format where discussion can happen and students can ask questions
 - One CST instructor told students they would upload lecture slides but only uploaded half and the ones that were uploaded had missing slides
 - Some instructors use breakout rooms to help students 1-on-1 and this makes it hard to help multiple people at once compared to in-person classes
 - Technology Training
 - Not all instructors are proficient with the online formats they use
 - If possible, all instructors should be given proper training to use their virtual platforms (Zoom, Bongo)
 - Students have expressed a preference for Zoom if possible. Bongo crashes and slows down often
 - Instructors may take too much time moving students into breakout rooms or setting up polls, taking up valuable class time
 - Technology issues have led to decreased test time during a CIT midterm
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 - Feedback
 - No clear expectations and course work being given out not relevant
 - Some instructors don't respond to emails

- Instructors should consider having “Office Hours” outside of class time so students can drop in and ask questions
 - This way, it doesn’t take up valuable class time
 - Workload for Instructors
 - Too much marking for instructors, too many Slack messages making it tough to manage response to students
 - Some instructors have an increased teaching load
 - BCIT should find a way to better support instructors
 - Any way for instructors to have Teaching Assistants (TA) or markers?
 - Erika: BCIT is working to mitigate workload for instructors. They all can request access to markers but can be complicated
 - Standards and procedures are setup for in-person hours and now that everything is online, BCIT is working on a system for different support options
 - Hoping to expand marker option for all computing programs
 - Exploring course structures to alleviate workload for both students and instructors
- Class Interaction
 - Online format has prevented collaboration, networking, and activities
 - Classes should have more interactive activities rather than just a delivery of information
 - Barrier for students to ask peers and instructors questions for remote learning
- Accommodation for International Students outside of PST Timezone
 - Due dates for projects and tests are hard to manage for students outside of PST

Positives of Online Learning

- Instructors tend to be more accessible throughout the day or on Discord
- Students don’t have to commute, saving a lot of time, and is great for the environment
- CIT Term 2 had an open book test, allowing students to focus more on learning actual skills rather than remembering facts
- Some students have reached outside of their sets and networked with others to develop knowledge and skills
- Pre-recorded lectures have given students the ability to pinpoint the information they need and look back at things they have missed

Open Forum / Closing Remarks

- Mike and Erika will look through everything that was discussed today and provide an update at a future meeting; No guarantees on new changes but will do their best to address as many as possible
- Clinton will provide a chatlog to Mike and Erika from today’s discussion
- U-Pass Eligibility
 - Clinton will look into this and post response on Discord
- Peer Tutoring
 - Availability is filling up