



## FOOTHILL COLLEGE

# Teaching with Technology

### January 16, 2026

Date: 1/16/2026

Time: 11:00am-12:00pm

Location: Zoom

#### Teaching With Technology Members by Division

**Apprenticeship:** Nate Vennarucci **BSS:** Kas Pereria; Florina Petcu (Fall 2025); Ben Stefonik (Winter 2026, Spring 2026) **Counseling:** SuQiong Yu **DRC/VRC:** Mayra Palmerinaguilera **FAC:** Amy Shidler; Oli Mohammadi

**HSH:** Pia Stanaa; Sally Baldwin **Kinesiology:** Warren Voyce, **vacant** **Language Arts:** Amber LaPiana; Kimberly Escamilla **Learning Resource Center/Library:** Micaela Agyare **STEM:** Mike Murphy; Bita Mazloom

**Professional Development Coordinator/Equity:** Carolyn Holcroft **FA Liaison:** Steve Batham **Faculty Co-Chair:** Allison Lenkeit Meezan

**ASFC Representative:** Ashley Rajaa

**Friends of TwT:** Stephanie Crosby, Dolores Davison, Stacy Gleixner, Hilary Gomes, Helen Graves, Kurt Hueg, Kathryn Maurer, Paula Schales, Voltaire Villanueva, Sarah Williams,

#### [TwT Representatives Roles and Meeting Norms](#)

		Agenda			
	<i>Item</i>	<i>Discussion lead</i>	<i>Item type</i>	<i>Links</i>	<i>Time</i>
1	Approval of minutes from 12/5/2025	Allison	Information/Discussion	<a href="#">Draft minutes</a>	11:00
2	Hybrid effective practices next steps	Allison	Discussion	<a href="#">Hybrid Effective Practices summary</a>	11:05
3	April 2026 Accessibility for Online Materials Deadline: Brainstorming for raising faculty awareness	Allison	Discussion	<a href="#">Report on the Justice Dept. Ruling</a> <a href="#">ADA.gov resources</a> <a href="#">Accessibility Capibility</a> <a href="#">Maturity Model</a>	11:25
4	Online Learning Updates	Helen & Paula	Information		11:45

Winter 2026 TWT meetings: 1/16, 2/6, 2/20, 3/6, 3/20. Agenda and minutes can be accessed at the [Academic Senate TwT site](#)

Zoom meeting link: <https://fhda-edu.zoom.us/j/81367069714?pwd=npZKUDiG3xCanQlm2q9IViXk2meTzX.1>

Meeting ID: 890 1450 6752

Passcode: 744934

Join TwT on CANVAS:

<https://foothillcollege.instructure.com/enroll/3PTMYP>



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Present:

Allison  
Amy  
Warren  
Sally  
Bita  
Pia  
Paula  
SuQiong  
Lene  
Mike Murphy  
Ashley Rajaa  
Oli  
Myra (DRC)  
Helen  
Ben Stefonik  
Dolores  
Kas

### Minutes Approved

### Hybrid Effective Practices

Using our faculty Effective Practices summary as a model for what works, to potentially create some training materials. What's a useful application of this data?

Ashley – to get student feedback on effective hybrid practices. Mentioned to ASFC council meeting last week. They agree. Trying to get some students to do a short video about what students like and want to see from hybrid courses. How many students do we want in the video?

Dolores – having students from different divisions would be great. Are UC transfer requirements a factor in terms of hybrid hours.

Ashley – has experience with video making.

Amy – can an additional survey support the videos?

Allison – can we put together a short survey document?

Lene – getting data from a larger group would be good; can we slow down and survey more students first before creating the videos?

Allison – How about a week 9 deadline for a survey, and week 2 Spring target for making videos;

Mike requests an open-ended question on the survey.

Dolores – it's helpful that faculty talk to students about what a hybrid class is, the definition. Engaging in expectations up front – with faculty and students.

Oli – how do students want to use the hybrid in person time? Get support, work on assignments, or on preparation for what's coming – introducing new materials.

Ashley – students have low attention span, classroom needs to be more motivating and likeable. Dry lectures are boring for students. Introduction of new material, and lectures, need to be fun and motivating.



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Helen - The human brain doesn't learn best by passive listening. "Brain Rules" by John Medina is a great book for this

Warren – teaches a lot hybrid. Students need to know that they need to attend both portions of the hybrid;

Lene - Warren is making a great point—what happens in the "in person" vs the online portion may vary by the class or discipline. There is probably not a "best" strategy that fits all hybrid courses.

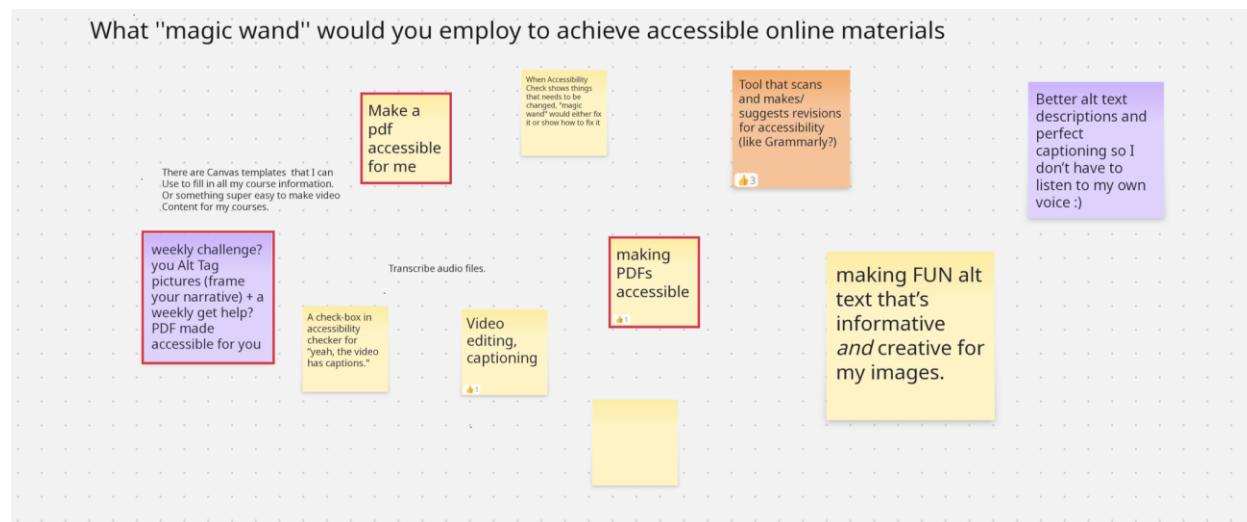
Bita – students need to understand that they have a lot to do on their own. There's just so much content, and it can't all happen in the in person portion. Struggles with conveying how important time management is for students.

Helen - I have a page called Staying Organized/Managing Your Time I can share with anyone if you want to put it in your Orientation module.

## Accessibility

Lene – If you could have a tool do that could help you with accessibility in your course, what would it do?

Oli – Suggestion: make the collaboration between faculty and OL more transparent. Video or other reports, via dean's newsletter, showing accomplishments of partnering with OL.



## Online Learning Report

Lene – interface for course manager has changed.

Faculty need to set up courses earlier, so we can troubleshoot any problems. Functionality is the same, but the wording is a little different.



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We are encouraging folks to use Simple Syllabus – Courses are provisioned between weeks 6 and 7, and that's 'when Simple Syllabus is available; SS is a template that's accessible, faculty just have to fill in their details.

Paula – There's a call out on the course manager in the online faculty (Canvas) Handbook.

Sally - here is a tool I made to turn a pdf into a canvas page:

<https://www.playlab.ai/project/cm8hqjwb40i3tdish747p71pc> Please try it and let me know if you need help/run into issues.

Sally - GenAI can be helpful for generating alt text--happy to work with folks interested in trying

Allison – Announcement: Following up with Student Services on Academic Integrity. AS is reviving the Academic Integrity committee