First-Year Math and Stats in Canada Online Conference:
Teaching First-year Math and Stats Courses in Interesting Times (to say the least)

-- BREAKOUT DISCUSSION TOPICS --

Session 1: Course Delivery

Breakout Rooms 1, 5, and 9: Expectation for Instructors

- What is reasonable to expect of instructors during these times? (Capacity for regular teaching load? Ability to record lectures? Availability for virtual office hours? Access to a computer and high-speed internet? ...)
- What kind of support do we need (e.g. from our departmental colleagues / from administration)?
- Should there be a difference in expectations for us when it comes to large versus small classes?

Deliverable: Either
A) A list of three items that you feel are important and reasonable to expect of every instructor during these times.
or
B) A list of three items that are relatively widely expected of instructors that you feel are unreasonable.

Breakout Rooms 2, 6, and 10: Setting Curriculum

- What do we teach? Do we change the content we teach compared to how we'd have taught a course in person? If so in what ways?
- What are the unique opportunities and limitations presented by remote teaching in this regard?
- Does class size impact this decision? If so, in what ways?

Deliverable:
A list of three important considerations in adapting the course curriculum for remote teaching. (Your list can be generic, or focus on either large or small classes.)

Breakout Rooms 3, 7, and 11: Course Delivery

- How do we deliver course content to students?
- What are the unique opportunities and limitations presented by remote teaching in this regard?
- What are the benefits/drawbacks of synchronous (e.g. live sessions) versus asynchronous delivery (e.g. pre-recorded lectures)?
- How do we promote student engagement and foster a sense of community when teaching remotely? Should we manufacture activities that make our students interact with each other?

Deliverable:
A list of three ideas and/or practices for delivering course content remotely. (Your list can be generic, or focus on either large or small classes.)

Breakout Rooms 4, 8, and 12: Finding and Sharing Resources

- Do you have interesting resources and practices about remote teaching that you'd like to share?
- More broadly, how can the math teaching community share our ideas and resources more effectively and efficiently?
- Are there areas that you feel like you really need help on but can't seem to find any relevant resources?

Deliverable: Either
A) A list of three interesting resources or practices to share
or
B) A list of three resources you wish existed (and maybe how we can start curating them).

Session 2: Online Assessments

Breakout Rooms 1, 5, and 9: Expectation for Students

- What is reasonable to expect of students during these times? (Access to a computer, high-speed internet, a webcam, a printer and a scanner? Availability at a set time for live sessions? Consent to ProctorU looking around their room? Time and space to focus on their studies? ...)
- How do we avoid grading privilege instead of mastery of content (to the extent we can)?
- What kind of support do students need? And how much of that is our responsibility?

Deliverable: Either
A) A list of three items that you feel are important and reasonable to expect of every student during these times.
or
B) A list of three items that are relatively widely expected of students that you feel are unreasonable.

Breakout Rooms 2, 6, and 10: Formative Assessments

- How do we design and deliver remote formative assessments that help students learn the course material?
- How can we better gauge students' learning throughout the term via remote assessments?
- What do we do in place of in-person formative assessments such as in-class quizzes and lab assignments?

Deliverable:
A list of three ideas and/or practices for conducting remote formative assessments. (Your list can be generic, or focus on either large or small classes.)

Breakout Rooms 3, 7, and 11: Summative Assessments

- How do we design and deliver remote summative assessments that measure students' mastery of the course material?
- Should the composition of questions change (e.g. conceptual versus procedure-oriented) for remote assessments? If so in what ways?
- Should summative assessments make up a larger or smaller component of the course grade in remotely delivered courses? If so, why?

Deliverable:
A list of three ideas and/or practices for conducting remote summative assessments. (Your list can be generic, or focus on either large or small classes.)

Breakout Rooms 4, 8, and 12: Academic Integrity

- How can we detect and deter cheating in remote assessments?
- How hard should we try to catch cheaters and litigate academic integrity cases?
- How do we strike the balance between invigilating a remote exam and inconveniencing our students and invading their privacy? Should there be department/institute-wide policy on this or should instructors have the right and responsibility to handle this on a case-by-case basis?
- Given that websites like Chegg and Coursehero aren't going anywhere, how do we adapt?

Deliverable:
A list of three ideas and/or practices for upholding the integrity of remote assessments. (Your list can be generic, or focus on either large or small classes.)