We focused our discussion on how to improve the online classroom experience for faculty and students by attending to the following (3) major discussion points.

1. **Continue to prepare faculty and students for teaching and learning in the online environment through individual and group training.**

   - **Idea for action:** Encourage the best use of resources/techniques/assignments that promote regular and personalized feedback to students who can review content when needed for improvement or advance if they have already learned the material for a specific section.
   - **Idea for action:** Lower the fear factor for faculty and students through easy-to-use and free technology and individualized training, when necessary. Technology today allows for significant virtual engagement as students can create screen-recorded video elements for sharing or presenting, collaborate in 365 on co-written documents for sharing, talk in real time with freeware like screenr, anytimemeeting, etc. There can be significant virtual “face-to-face” or presentational elements in online courses. However, it has to be easy to use and free (if possible) for students.
   - **Idea for action:** Share best practices to encourage increased interactivity in the online classroom using technologies that allow students to interact in real time, or through synchronous activities, paired or group activities that increase student engagement and interaction. This could be done within depts./colleges/university or through CETL, etc.

   **Avoid the pitfalls:** Depts. should avoid simply assigning TAs, adjuncts, and faculty to teach online without sharing/preparing some of the “How do I engage the student successfully?” Departments and faculty should pay attention to student needs for development for use of online classroom tools associated with the online classroom environment. Sometimes faculty expects students to know how to use the tools.

2. **Improve the overall online classroom/training experience by improving experience and access when online students/faculty are not on campus.**
• **Idea for action:** Encourage some synchronous online meetings to meet course goals and improve online collaboration.

• **Idea for action:** Improve access to bandwidth off campus by collaborating with partners. Consider contacting/collaborating with University partners (in the broadest sense) to identify places (workplace, public space, or library, etc.) where students can do their synchronous or asynchronous online classroom where there is sufficient bandwidth.

• Consider encouraging the option of online training site at an approved partner site (i.e. coffee house, non-MSU partner workplace, or public library) for a different kind of experience with significant bandwidth to support the educational experience.

3. **Encourage departments to consider summer online courses for retention and degree completion.**

• Since the summer earnings model has a potential for a return to departments and since students often need to return home or relocate during the summer for work opportunities, encourage more summer online courses to keep students on track for graduation while allowing faculty the flexibility of teaching from a distance.

• Support this endeavor with appropriate infrastructure at MSU, M and identify help faculty/students identify spaces with sufficient bandwidth near their summer location so the experience can be seamless and successful.