Remote Teaching & Learning

Lightning Talks

Special Cases:
Long Block & Large Lecture Classes

JULY 17 at 10 AM
Quick Reminder

For optimal viewing experience, you can change your view options. We recommend **Speaker View** over Gallery View.

**Optional:** Add your department, program or school to your Zoom name.
Q&A

Please share your questions in the chat feature and the moderator will address at the completion of all presentations.
Binyomin Abrams
Director of General Chemistry, Master Lecturer
CAS Chemistry
WED Teaching and Learning

Student Engagement and Interaction During Remote Instruction in Large Lecture Courses

Case study: CAS CH102 (200 students)
Making large classes feel smaller - in person

- Personal response systems (clickers)
- Small-group activities / problem-solving
- Asking questions, students responding
Making large classes feel smaller - on Zoom

● Clickers still work: TurningPoint, TopHat, and Zoom Polls
● Small-group activities are good in discussion (Breakout rooms)
● Asking questions, students responding…

...are actually even better on Zoom!

❖ Video off, Audio muted
❖ Zoom Chat set to “Only with host”
❖ Ask short answer questions and watch the chat light up!
❖ Students can follow-up by unmuting (or chatting)
❖ Students who never spoke up before!
Thank You
Pary Fassihi
Senior Lecturer
Faculty Consultant on Digital Learning Modules
CAS Writing Program

Flipping the Class in a Remote Environment
The Flipped Model is a pedagogical approach where students explore new concepts outside of class, typically by viewing a pre-recorded lecture video or completing a digital module.

*In-class time* is devoted to **student engagement, inquiry and assessment**, allowing students to engage in higher cognitive thinking.

Models of Flipped Learning:
- Standard flipping
- Selected content flipping
- One-day a week flipping
- Flipping without recording video lectures
- Full synchronous remote flipping (aka Full hybrid flipping)
**Tips for creating flipped modules**

- Lecture Notes
- Short videos
- Number of videos
- Low-stakes online activities
- Survey questions
- Preview of in-class activity

**Tips for synchronous remote flipping**

- Viewing of videos during class
- Completion of online activities in small groups
- Survey questions as in-class polls
- Collaborative in-class activity
Tools for creating videos

- Video Production:
  - Kaltura
  - Zoom
  - Camtasia
  - Screencasting on Mac or PC
  - Camera

- Video Post-production (optional)
  - Adobe Premiere Rush
  - Adobe Premiere Pro

Tools for creating an engaging learning environment

- Padlet (discussion boards)
- VoiceThread (interactive modules)
- Nearpod (engaging and collaborative presentations)
- InsertLearning (interactive webpages)
- Pollev everywhere (interactive polling)
- Mindomo or Mindmeister (Mindmaps)
Thank You
Q&A

Please share your questions in the chat feature and the moderator will address at the completion of all presentations.
Matt Marx
Associate Professor
Questrom School of Business

Zooming Through Long-Block Classes

https://bized.aacsb.edu/articles/2020/march/learning-as-i-go
First of all: THERE IS HOPE!

Student feedback from SI820, an 8-hour course (9am-5pm on Saturdays):

“Despite using Zoom, it was a great ‘classroom’ experience and would highly suggest this course.”

“...a fantastic course despite the challenges of conducting it over Zoom. The class went smoothly, it was packed with content but easy to follow, and the degree of interaction with the students was not compromised to any degree.”
ZOOMING TIPS

1. Log on 20m early, unmute everyone & talk to students
   a. Ask about time zones in advance, salute those logging on at inconvenient times
2. Tell them the history of Zoom
3. Stand up while teaching
4. Write on a (real) whiteboard
5. Use a desk or lavalier microphone, not a headset
6. Use multiple monitors so your slides don’t overlap video feeds
7. Require video feeds turned on
8. Upload class recordings as “private” YouTube for low-bandwidth connections
TIPS FOR LONG-BLOCK CLASSES

1. Project energy from the first minute / don’t let them see you sweat
2. Teach in 90-minute blocks: 75m class + 15m break
   a. Full lunch hour for all-day classes
3. Break 75m blocks into smaller “episodes”
   a. Interactive discussions
   b. Live polls (in Zoom, or PollEverywhere, esp. word clouds)
   c. Videos - captioned if possible
   d. Lecture (if you must)
4. Breakout rooms
   a. Gives students a chance to interact with each other
   b. BUT keep them quick (<5m), specific tasks, pick spokesperson
   c. Avoid having every breakout room report
Thank You
Caterina Scaramelli
Research Assistant Professor
Anthropology and Earth & Environment
CAS

Experiential Strategies for Enlivening the Large Remote Lecture
**Teaching in 2020**

- Semester Begins
- Told to Plan for Possible Remote Teaching
- Making Remote Teaching Plan
- Actual Teaching

**TOOL 3: RAISE YOUR HAND**

- YOU CAN RAISE YOUR HAND VIRTUALLY ON ZOOM
- THINK ABOUT WHAT THI BUI MEAN WITH THE TITLE “THE BEST WE COULD DO?” IN THE CONTEXT OF HER GRAPHIC MEMOIR.
- PLEASE RAISE YOUR HAND TO SHARE YOUR THOUGHT
- I WILL LET A COUPLE OF YOU SPEAK

**BREAKOUT ROOMS**

- Join a randomly assigned breakout room
- Discuss an institution or social space where you have been where you have been asked to not be yourself (in bodily, cultural, and classed ways)
- 5 minutes

**DISCUSSION**

- How do class dynamics play out at BU?
  - *symbolic landscapes or hierarchy
  - *discourses of success (e.g. “hard work”)*
  - *relationships with janitorial and food services staff vs faculty
  - *other?*
The exchange of things materializes social relationships.

Gift → Commodity

Reciprocity: The obligation, give, receive, and reciprocate.
Thank You
James Wolff
Associate Professor
School of Public Health

Best Practices for Redesigning and Delivering Practice-based Courses Completely Online
Program Design for Global Health and Using Mobile Technologies to Improve Health Outcomes

Virtual interaction to create an emotional connection among student, faculty and client’s

Student engagement with course content through active learning and team collaboration

Use technology to seamlessly replicate the best features of in-person learning.
<table>
<thead>
<tr>
<th>Emotional Connection</th>
<th>Engagement</th>
<th>Technology</th>
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<tbody>
<tr>
<td>Communicate frequently</td>
<td>Flip the classroom</td>
<td>Technology for team collaboration</td>
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<tr>
<td>Make it personal</td>
<td>Define expectations</td>
<td>Video for reflection</td>
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<td></td>
<td>Guidelines for assignments</td>
<td>Content on multiple devices</td>
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<td></td>
<td>Break the intensity of online learning with music, medication, yoga</td>
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Thank You
Q&A
Thank you for your participation in the Lightning Talks Speaker Series.

For a list of upcoming talks, visit bit.ly/BULightningTalks

Questions or feedback? Email digital@bu.edu.