Remote Teaching & Learning
Lightning Talks
Assessment & Assignments
JULY 24 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.
Dustin Allen, PhD
Lecturer
College of Health & Rehabilitation Sciences:
Sargent College

Using Flipgrid for Asynchronous Discussion
Empower every voice.

Flipgrid is 100% free for all educators, learners, and families. Engage and empower every voice in your classroom or at home by recording and sharing short, awesome videos...together!
Pros

- Asynchronous, but still face to face
- Easy to use and easy to create
- Informal, natural communication
- Free
- Can attach files, links, images, etc.
- Email and notifications
- Multiple platforms
Cons

- Somewhat childish aesthetic
- Difficult to navigate “layers” of discussion
- Captioning
- Requires strict adherence to timelines & rubrics
Thank You
Heather Barrett
Lecturer & Writing Center Coordinator
CAS Writing Program

Reimagining In-Class Presentations While Teaching Remotely
Challenges of in-class presentations

- Many students experience anxiety about public speaking
- Effective communication requires mastery over content, yet we routinely ask students to present on topics they are still learning about
- Complexities often arise in scheduling
- Classroom and personal technology is fallible
- It’s easy to describe effective public speaking skills; it’s harder to model and teach them

Conducting presentations remotely magnifies many of these challenges
Opportunities afforded by remote presentations

- We can rework assignments & reconsider...
  - What is the purpose or occasion for conveying particular information?
  - Who is the audience? What are their needs?
  - What communication strategies will work most effectively in light of the intended purpose & audience?
Opportunities afforded by remote presentations

- We can work collaboratively with students to generate rubrics or guidelines for assessment
- We can build in opportunities for metacognition with written and verbal reflective exercises
Thank You
Joseph Harris
Assistant Professor of Sociology & DUS
College of Arts and Sciences

Crafting Resilient Assignments and Assessments that Translate Across In Person and Online Environments
Lots of scaffolding
• Specific directions
• Overview of op-ed writing
  • Clear framework
• Many diverse examples
  • Ex. “This is not a bill.’ Oh, really?”

Parts of the Policy Op-Ed
• Title
• Lede
• Argument
• Evidence
• Recommendations
• Conclusion
• Credentials
Resilient Assessment – Op-Ed

- Provide grading rubric in advance
- Share past model op-eds
- Do low stakes draft
- Turn in final version
Resilient Assignment – Client-Based Project

**Assignment**
- Involves collaborative work
- Is substantively important
- Is timely

**Student assessment based on four sources**
- Client
- Student
- Peers
- Professor
Thank You
Dr. Enrique S. Gutierrez Wing
Master Lecturer
Department of Mechanical Engineering

Salvaging Experiential Learning in Remotely-taught Engineering Design Courses
Design courses: what is special?

- Hands-on
- Communication
- Teamwork
- Creativity
- Visible results

Before
- Highly interactive
- Focus on build-and-test

COVID SHUTDOWN

After
- Focus on thought process
- Simplify build-and-test
- Leverage IT resources
1) Communication
Use of assignments as ice-breakers
• Interview instructor
• Discuss with team, sketch!
• Present to class

2) Prototyping
Pitch as extension of ideation
• Use safe, easy to shape materials
• Simplify manufacturing
• Use class kits

Running belt sketch by Leandro Mang
Source: https://ldmang.myportfolio.com

Hand sanitizer by Layan AlSharif
Source: https://sharifla.myportfolio.com
3) Thought process
Leverage IT resources
• Document designs, e.g. design portfolio and assembly manuals
• CAD and simulation software

4) Manufacture
Assign at least one local student per team
• Access to workshops, labs, 3D printers
• In-person assistance for projects

Cartesian robot
L. AlSharif, F. Zhao, A. Bhargava
https://zhaof.myportfolio.com

Hot wire tool
F. Zhao, D. Alawami, W. Willet
https://dalawami.myportfolio.com

Compact bag sealer
L. AlSharif, B. Lin, A. Bhargava
https://linb1.myportfolio.com

Hot wire tool
F. Zhao, D. Alawami, W. Willet
https://dalawami.myportfolio.com
Thank You
What do each of the following have in common?

- Each of my kids had **teachers** who were present, loving, and VERY patient.
- As the stakes increased for each child, the **feedback became more valuable and meaningful.**
  - Encouragement to “do your best… for yourself.”
  - Asking, “What did you do well today? What do you want to improve upon?”
  - Providing a safe environment to make mistakes before venturing out into the “real world.”
The typical anatomy practical focuses on recall, and to a lesser extent understanding, let alone application, even though we preach and (try to) teach at the level of application in lab and in lecture.

For example, "Identify the structure."

Flipping the anatomy practical allows for more sophisticated questions. For example, "Structures located at the plane demarcated by this landmark include the aortic arch, carina, pulmonary trunk, and ligamentum arteriosum."

Borrowing from assessment principles of Team Based Learning, namely the iRAT and gRAT, students complete the practical exam individually and then in teams.
Creating a Learning Environment Enriched by Feedback

● Establish a culture of trust
  ○ Objectives and expectations that are clear
  ○ Activities that are engaging and valuable toward learning and integration
  ○ Assessments that are written fairly
    ■ see National Board of Medical Examiners (NBME), “Constructing Written Test Questions For the Basic and Clinical Sciences, 3rd Ed. Revised”

● Faculty are no longer the primary source of knowledge and comprehension, but are the principal mentoring source for application, analysis, synthesis, and evaluation (Bloom’s Taxonomy in the Cognitive Domain)

● Involve students as partners in the feedback process

● Be open to the influence of feedback from students.
Thank You
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.