Managing the LfA Experience

Friday, October 16
12:15 - 1:15 PM
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.
MODERATOR

Kathryn House

PRESENTERS

Tina Barbasch  Hanny Rivera  Dana Janbek  Phillippa Pitts  Gregory Stoller  Lisa Sullivan
Dr. Hanny Rivera, Postdoctoral Associate Lecturer
Boston University College of Arts and Sciences

Dr. Tina Barbasch, Postdoctoral Associate Lecturer
Boston University College of Arts and Sciences

Virtual Biology: Learn from Anywhere in STEM
Main Goals of Biology Labs

Objectives
- Provide hands-on training in the scientific method
- Develop collaborative research skills
- Encourage independent thinking through experiential learning

How Objectives Are Achieved
- Interactive activities completed in the laboratory and the field
- Students work in groups to complete in-class assignments
- Independent assignments completed after class
Adapting Our Goals to LfA

How Objectives are Achieved

- Labs adapted to accommodate in-person and remote students
- Division of labor between students working in groups
- Use of zoom, SimUText, video footage from the field
What We Learned

Challenges to LfA
- Encouraging participation
- Engaging all students
- Getting to know students
- Promoting effective group work
- Technology failures and inequities in student access

Successes and Future Prospects
- Many virtual resources (e.g. SimUText) are available
- Emphasis on quantitative skills
- Large, established courses provide fast feedback
- Assessing impacts of LfA on diversity and inclusion is feasible
Thank You
Dana Janbek, Ph.D., Master Lecturer
Boston University College of Communication

Delivering on the Promise of LfA
THE GOOD
THE BAD
and THE UGLY
Look, I’ll be honest. None of your emails are finding me well.
SNUGGIES

what was needed

I always wanted one

what was attention

Let's all get matching ones

Lol

Matching snuggies that say COM101 all over them

Lol

Instead of graduation gowns...
Thank You
Phillippa Pitts, Ph.D. Student, Teaching Fellow
Boston University College of Arts & Sciences
History of Art & Architecture

Building a Learner-Centered Classroom Online
What does a learner-centered classroom look like online?

- Interactive
- Flexible
- Social
- Encourages both high- and low-stakes participation
Thank You
Gregory Stoller, Senior Lecturer
Boston University Questrom School of Business
gstoller@bu.edu

Trials and Tribulations of LfA So Far...
Course #1: Int’l Consulting

- Tuesday evening 3-hour class
- Full-time and evening MBA students
- Every week students either attend in person or remotely
- Combination of case discussion, straight lecture, and group work
- I lecture using a cloth mask and take advantage of the ceiling microphones. A transparent plastic mask and face shield were impractical regarding audio quality.
- For group work I use my Questrom office and via Zoom put everyone in breakout rooms, including the in-person students
Course #2: Entrepreneurship

- Wednesday evening 3-hour class
- Evening MBA students and graduate students from across BU
- Every week students either attend in person or remotely
- Combination of case discussion, straight lecture, and breakout rooms (i.e., when students are posed with study questions by instructor/guest speaker)
- I lecture using a cloth mask and take advantage of the ceiling microphones (in a larger room). A transparent plastic mask and face shield were impractical regarding audio quality.
- Due to enrollment, this class uses a moderator
Issues Being Watched

- Is cloth best choice? Are 2-ply paper ones better / safer for audio & health?
- How to keep innovating (or should we accept the status quo)?
- Is posting to MyMedia really worth it if only +/- 10 students tune in?
- What if there’s a 2nd wave?
- What happens if we get sick?
- Replying / adjusting based on Halftime Feedback?
- Will presentations truly work technologically, while being presented internationally? (course #1)
- Wash, rinse and repeat for the spring semester?
Thank You
Lisa Sullivan, Associate Dean for Education
Professor of Biostatistics
Boston University School of Public Health

Learn *from* Anywhere:
Continuous Quality Improvement (CQI)
LfA at SPH teaching series (April-present)

- Best practices in pedagogy (trauma-informed teaching and learning, active learning, group projects, assessments, etc)
- Suggestions for best uses of educational technology
- Training sessions with IT/Ed Media (Zoom, Blackboard, Slack, AV equipment in classrooms, etc)
- Weekly update to community with issues, ideas
- LfA at SPH Guide
- Web-based resources (inclusive teaching, supporting students and yourself, etc)
Reasons for choosing different modalities

- LfA on-campus (23%)
  - Learn better in class
  - Wanted to meet faculty and peers

- LfA remote (47%)
  - Feel safer
  - Temporarily moved away from Boston

- LfA combination (19%)
  - Like flexibility
  - Worry about public transportation

- Online (11%)
  - Saving money on transportation
  - Live in a different state
What is working well, not so well, suggestions

• **Working well**
  - Break-out rooms
  - Active learning/engagement
  - Patience, flexibility and humility of faculty

• **Suggestions**
  - Improve audio
  - Engage remote students
  - Increase interactivity

• **Not so well**
  - Remote students cannot hear on-campus students in discussion
  - 3-hour Zoom is tiring
  - Faculty facility with technology
Thank You
Q&A
Thank you for your participation in the Lightning Talks Speaker Series.

Questions or feedback?
Email digital@bu.edu.