Remote Teaching & Learning

Lightning Talks

Project-based Learning

AUGUST 14 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.
Quick Reminder

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MODERATOR

Sarah Hokanson

PRESENTERS

Megina Baker  Sandi Deacon Carr  Jacey Greece  Richard Reibstein  Chris Walsh
Megina Baker, Ph.D
Lecturer
BU Wheelock College of Education & Human Development

Kitchen Science and Backyard Nature: Playful, Inquiry-Based Learning Goes Online
Pedagogy of Play’s Indicators of Playful Learning

https://www.popatplay.org/
The Course: Learning to teach science with young children
The Project: Science Notebooks

https://arboretum.harvard.edu/visit/family-activities/everyday-nature-tasks-simple-activities-for-outdoor-fun-and-learning/
TEXTURE IN NATURE HUNT

How many textures can you find in the landscape?
Use this texture list to compare your finds, and check each texture off.
Take pictures if you want to create a digital list!

<table>
<thead>
<tr>
<th>Smooth</th>
<th>Fuzzy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rough</td>
<td>Bumpy</td>
</tr>
<tr>
<td>Prickly</td>
<td>Damp</td>
</tr>
<tr>
<td>Soft</td>
<td>Spongy</td>
</tr>
</tbody>
</table>

- Found Nigella
- 02/02/2020
- Twigs
- Bumpy tips with white fuzzy spots
- Rough
- Hard
- Damp
- Spongy
Thank You
Sandi Deacon Carr
Master Lecturer, Faculty Director XCC and QTL
Questrom School of Business

Managing Virtual Team Projects
Virtual Teams
➔ Rely on good teaming practices
➔ More attention to structure & processes
➔ Greater need for relationship building
➔ Structured, clear communication
➔ Face-to-face meetings
➔ Tools to manage / track work progress

Set Up
● Virtual teams (not hybrid)
● Team size, Composition
● Assessment (individual, team)
● Framing - why teams
Virtual Teams

Advantages
★ Global perspective
★ Distributed environment
★ Time - flexibility, leverage
★ Build “real-world” skills

Challenges
➢ Technology / connectivity issues
➢ Time Zone: clarity, equity
➢ Loss of in-person connections
➢ Accountability of members
Structure Team Process

➢ Icebreakers, facilitated conversations

➢ Team Contract, Charter or Team Agreement (GRPI)*
  ○ Task roles: agenda, scheduling, communication
  ○ Team process roles: facilitate, culture, inclusion

➢ Project Plan (milestones, meeting dates/times)
  ○ Required weekly zoom meetings (F2F)
  ○ Check that times zones are managed

➢ Performance Tracking
  ○ Weekly progress reports
  ○ Require tool such as MS Teams, Slack, Trello

➢ Peer Feedback
  ○ Plus / Delta, focused on GRPI, includes self
  ○ Mid-semester, written and team discussion
  ○ TLA
Thank You
Practice-Based Teaching:
The Necessary Ingredients for Successful Delivery…Anytime, Anywhere
THE FRAMEWORK

THE COURSE

Communication Strategies for Health Promotion

Fall 2019: Students in-person, clients in-person and remote (14 weeks)

Summer 2020: Students and client fully remote (7 week intensive)

Fall 2020: Students hybrid, clients fully remote (14 weeks)
THE TECHNOLOGY

The Pre-Course Partnership: Collaborate.Health.bu.edu

The Course Collaboration: Practera (us.practera.com)

The Course Delivery: Zoom
THE FINISHED PRODUCT

An experience that has benefits to the:

- Students
- Faculty
- Agency
- Community served by the agency
- School
- University
Thank You
Rick Reibstein
Adjunct Professor, Environmental Law and Policy
College of Arts & Sciences, Earth and Environment Department

An Environmental Project Class
In this class students perform research tasks for environmental or public health agencies and organizations.

Their work has to be good in order to be of use to these agencies.

This is hard enough in regular times. Projects are posted at www.bu.edu/rccp.
DRIVERS OF QUALITY

- **Peers**: In each class, each student presents on their work in progress. Peers are encouraged to ask questions, to make helpful suggestions. Each student works as part of a team.

- **Instructor**: One-on-one meetings with the students, frequent emails with suggestions for how to do the work, what to pursue, what needs more.

- **Client**: Understanding the needs of the client, who serve the public or a cause.

- **The website**: All product is posted on the class website for the world to see.

- **The Chance to Make a Contribution**: probably the most powerful of all.

- **Professional Quality Product**: useful for future employment.
Pride of contribution

Local, Sustainable, Equitable Food in Massachusetts

A Pollinator Protection Plan for BU

Nanomaterials Use In Massachusetts

Transforming EJ Neighborhoods into Green Communities

Using Brownfields for Community Solar

Guidebook on Carbon Credits for Forest Preservation

Pesticide Impacts on Bees

Legislative Support for Lead Litigation Bill
Thank You
The Blank Syllabus

A way to deepen students’ connection to subject matter, each other, and their own educations
Modern Poetry for Lightning Talkers
August 17-21; 1-4 pm (1 credit)

Schedule: After Monday, the blanks will be filled with your names and the poems you choose from 100 Best Poems. On the day your name appears, you will help lead discussion of the poem you’ve added to the syllabus.

August 17
Shakespeare, “All the World’s a Stage”
Blake, “A Poison Tree”
Coleridge, “The Rime of the Ancient Mariner”
Wordsworth, “I Wandered Lonely as a Cloud”

August 18
Byron, “Thy Days Are Done”
Dickinson, “There is another sky”
Poe, “Annabel Lee”
Whitman, “O Captain, My Captain”
Whitman, “O Captain, My Captain”
Burns, “To A Mouse”
Analysis Paper due

August 19
Arnold, “Do not go gentle into that good night”
Eliot, The Waste Land
Frost, “Stopping By Woods on a Snowy Evening”
Yeats, “A Man Died”

August 20
Arnold, “America”
Brooks, “The Mother”
Hughes, “Dream Deferred”
Hayden, “Those Winter Sundays”

August 21
Final Paper due

Revised Schedule: Here is the schedule updated with your selections from 100 Best Poems. On the day your name appears, you will help lead discussion of the poem you chose for the class.

August 17
Shakespeare, “All the World’s a Stage”
Blake, “A Poison Tree”
Coleridge, “The Rime of the Ancient Mariner”
Wordsworth, “I Wandered Lonely as a Cloud”

August 18
Byron, “Thy Days Are Done”
Dickinson, “There is another sky”
Poe, “The Raven” (Sandy)
Whitman, “To You” (Sarah)
Wilde, “To My Wife, With a Copy of My Poems” (Kolade)
"Why this poem" paper due

August 19
Eliot, The Waste Land
Frost, “Stopping By Woods on a Snowy Evening” (Gianni)
Neruda, “If You Forget Me” (Pablo)
Plath, “Daddy” (Megina and Richard)

August 20
Hayden, “Those Winter Sundays”
Wright, “Autumn Begins in Martins Ferry, Ohio” (Jacey)
Ginsberg, “Howl” (Maureen)
Angelou, “I know why the caged bird sings” (Deb)
Benefits
- Deepens students’ connection to course material, each other, teacher, and their own education
- Encourages independent reading/research and authentic communication

Some principles at work
- Mastery Orientation: Teaching teaches
- Intrinsic Motivation: autonomy, competence, relatedness

Challenging Questions
- Isn’t it the teacher’s job—and sacred right—to determine the content of the course?
- What about coverage?
- How many blanks should I leave?
- What if there are more students than blanks?
- What if the students choose badly?

Trust
- Your students
- Yourself
- Your field and sources

A Dare
- Leave at least one ___________ on your Fall syllabus
Thank you for your participation in the Lightning Talks Speaker Series.

Questions or feedback? Email digital@bu.edu.