Chris Dellarocas, Boston University

Associate Provost for Digital Learning & Innovation

Richard C. Shipley Professor of Management at the Questrom School of Business

Chair, Remote and Online Teaching Working Group
Digital Learning & Innovation
Center for Teaching & Learning

Learn from Anywhere
Creativity & Spirit Awards
Learn *from* Anywhere Creativity & Spirit Awards

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<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Award</th>
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<tbody>
<tr>
<td>Instructor Category</td>
<td>Remote Teaching LfA Award</td>
<td>$2000</td>
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<td>Hybrid Teaching (simultaneous remote and in-class meetings) LfA Award</td>
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<td>Graduate Student Category</td>
<td>Remote Teaching Category</td>
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<td>Hybrid Teaching (simultaneous remote and in-class meetings) LfA Award</td>
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<tr>
<td>Faculty Coach Category</td>
<td>(2 awards of $1000 to be given)</td>
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<tr>
<td>Moderator Category</td>
<td>(2 awards of $500 to be given)</td>
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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
BU College of Arts & Sciences Chemistry
Wheelock Teaching and Learning

Remote Immersive Lab Experiences
(RILEd-up)
Challenges in moving advanced general chemistry labs to LfA

**In-person challenges:**

- Labs designed for students to move about the lab space
- Many experiments rely on student teamwork (2 pairs of hands)
- Explicit emphasis on developing lab skills and techniques (with TF)

**Bigger challenge:** 35% of students are **remote** in Fall 2020:

- Virtualized lab environments (game-like)
- Pre-made recordings of instructors, or watching alongside peers
- These students will (eventually) rejoin peer cohort...
Remote Immersive Lab Experiences (RILEd-up)

Remote students “attend” lab:
- HD Webcams (broad view, and close-up for measurements)
- Computer and wireless headset

Learning Assistant Lab Surrogate:
- Small groups Zoom-in to perform lab
- LA follows remote students’ instructions; remote students collect data
- SC521 pedagogy course helps LA be an effective peer-plus instructor and deepen remote student experience
Assessing the success of RILEd-up students

Biggest concern: how attenuated will experience be for remote students?

The results are in:

- In-person ($n = 31$) and remote ($n = 20$) students show same level of preparation before the course (SAT and AP Chemistry scores)
- Both cohorts score equally ($p > 0.05$) on all assessment metrics in Fall 2020: post-lab assignments, lab-related exam questions, lab skill knowledge, and lab performance scores
- Remote students report unexpectedly high level of community, engagement, and satisfaction
Thank You
Building Connection and Community Through the LfA Experience

Laurie Craigen, PhD, LMHC
Associate Professor

Thom Field, PhD, LMHC
Assistant Professor

BU School of Medicine
Seminar Series

Small group weekly meetings with students

- Goal: promote learning AND connection.
- Faculty chose topics (1) relevant to area of interest AND (2) that promote dialogue/discussion between faculty AND peers.

A common structure included:

- Activity to promote engagement (e.g., dyadic pairings)
- Faculty connecting with students (e.g., sharing their professional experiences in the field, etc.).
- Opportunities for students to ask questions, share curiosities, learn about the profession.
“Walk and Talk”

- Program director spearheaded scheduled walk with students in the South End Community
- Walk was with small socially distanced groups (≤ 4)
- Promoted faculty-student, student-student relationships
- Other faculty also chose to “Walk and Talk” with advisees
- The experience was voluntary (students signed-up)
Virtual Meetings and Socials

**Facebook Groups:** Senior program manager set-up two Facebook groups for each cohort, for students to communicate and build community.

**Cohort Meetings:** Core faculty and staff held 2x cohort meetings with students to answer any questions/concerns.

**Faculty/Staff Meetings:** Student Representatives attended first 30 mins of faculty meetings to share student concerns and ask questions.

**Zoom Social:** Senior program manager, with the support of Student Representatives, created a Fall Social prior to Thanksgiving where BOTH cohorts could connect.

**Social Justice Book Club:** Student-led initiative in summer 2020 and winter break 2020-21. Students voluntarily participated in a book club experience. Faculty read-along and joined last book club meeting.
Thank You
Mira Angrist
Senior Lecturer in Hebrew
BU College of Arts & Sciences/WLL

Game-based Learning & Gamification in eLearning
An entire system designed to achieve a learning goal
• Requires set of activities from beginning to end
• An effective game-based learning requires set of instructions & rules
• Games based learning has often a component of debriefing
- Learning by doing
- Problem based approach ("Productive struggle") which create deep level of learning
- Safe to make mistakes
- Provide formative feedback as students progress
- Provide experience of grow
Gamification

Gamification is the use of game elements and game design techniques in non-game contexts. Element may include: Points, rewards, timing, team/social component, progression, quest, immediate feedback, leaderboard, avatars, performance graphs, badges, animation etc.
Thank You
Sean Jung
Assistant Professor
BU School of Hospitality Administrations

Applying LfA with the Students’ Needs in Mind
1. Our Students:
   Explore and experience hospitality businesses
   (1) Visiting restaurants and hotels
   (2) Do internships to develop new ideas
   (3) Communicating with others
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2. Interpretation to learning:

(1) Like to know the current business situation
(2) Enjoy tangible tasks
(3) Working in Groups
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2. Interpretation to learning:
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   (2) Enjoy tangible tasks
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3. Applying to LFa
   (1) Guest speaker
      - At least one guest
      - Alumni or industry expert
   (2) Activity based teaching
      - Using chat box
      - Small assignments
      - Implement in-class activity
   (3) Group tasks
      - Ask to share screen

4. Challenges
   (1) How to encourage more students to come to the physical classes
   (2) Have students keep their camera on
Thank You
Kari L. Lavalli
Senior Lecturer & Chair
Division of Natural Sciences & Mathematics
BU College of General Studies

Using Peer-to-Peer Assessments to Engage All LfA Categories of Students
Challenge: How to Do a Hands-On Skeleton Lab Remotely?

Solution: Use Flickr, Pre-Recorded Mini-Lectures, Zoom Mtgs, and Peer-to-Peer Assessments
Vertebrate Skeletons

- Amphibians: 2 albums
- Fish: 1 album
- Placental Mammals: 7 albums
- Marsupials: 1 album
- Monotreme: 1 album

- Reptiles: 4 albums
- Additional Content: 3 albums
- OpenStax Textbook: 4 albums
Use of Pre-Recorded Mini-Lectures to Teach Students About Trees Combined with Live-Zoom Meetings with Students & In-Lab Faculty Hours with Skeletons Present
Students uploaded answers to questions & conducted a PTP assessment.
Q&A
Thank you for your participation in the Lightning Talks Speaker Series.

Questions or feedback?
Email digital@bu.edu.