Remote & Hybrid Teaching & Learning

Lightning Talks
SPRING 2021 SPEAKER SERIES

Class in the Classroom

Friday, April 9
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.
Remote & Hybrid Teaching & Learning

Lightning Talks

SPRING 2021 SPEAKER SERIES

Class in the Classroom
Friday, April 9
12:15 - 1:15 PM

PRESENTERS

Pablo Buitron de la Vega
School of Medicine

Heba Gowayed
College of Arts and Sciences

MODERATOR

Maria Dykema Erb
BU Newbury Center

Christina Michaud
College of Arts and Sciences

Steve Ramirez
College of Arts and Sciences

Jerry M. Whitmore, Jr.
Wheelock College of Education
Pablo Buitron de la Vega
Assistant Professor of Medicine; Program Director, Preventive Medicine Residency
Clinician Lead, THRIVE Social Determinants of Health Program
Boston Medical Center | BU School of Medicine

Virtual Worlds, Virtual Reality and Mind Mapping to Engage Learners in the Remote-Hybrid Environment
Interprofessional virtual reality social determinants of health training for health professional students
Using Mind Mapping for Teaching Clinical Reasoning

7 yo Female
CC: Tiredness

Acute fatigue, abdominal pain, vomiting

Present Illness
- 1+ days ago: Tiredness
- 1+ day: Abdominal pain
- Persistent vomiting
- Poor appetite
- 2 weeks: Weight loss
- Fruity odor
- Decreased skin turgor/dry membranes

Physical Exam/Data
- CBC
- Urinalysis
- Yi
- Labs

History
- Family
- Past Medical
- Past Surgical
- Social
- Enrollment in primary care provider
- Parents work long hours in construction

Endocrinology
- Diabetes 1
- Klinefelter's

Neuro
- Concussion (possibly secondary)
- Psych
- Psychosomatic issues

Genetics
- Celiac disease
- PKU
- Dietary intolerance or allergy

Infectious
- Gut infections

Gastrointestinal
- Crohn's Disease

Remote & Hybrid Teaching & Learning
Lightning Talks
Spring 2021 Speaker Series

@pabloandresbui
Thank You
Heba Gowayed
Moorman-Simon Assistant Professor Sociology
BU College of Arts and Sciences

Three Strategies for Inclusion
Intersectionality and the Classroom
1. Strategies for in Class Access
   - Start of semester and mid-semester survey of student needs and constraints
   - Creation of asynchronous resources
   - ADVOCACY (immigrant access/tech access)

2. Strategies to amplify voice
   - Written memos and discussion questions
   - Built-in flexible deadlines
   - Think-pair-share
   - Celebration/referencing contributions
3. Outside of Class: Office Hours

- Teaching: the importance of social networking
- Demystifying office hours
- Calling-in students
Thank You
Christina Michaud
Interim Associate Director of ESL Writing
BU College of Arts and Sciences

Teaching to All: Creating Classrooms Inclusive of First-Gen Students
Deficit vs. asset-based frameworks:
Social capital approaches (Martin, et al. 2020)

Current Research Directions

- Linguistic bias: Professors’ insistence on “dominant academic discourse” (Inoue 2019)
- Intangibles: Belonging and “mattering” (Dueñas & Gloria 2020)
- Intersectionality: “People who were low-income, first-generation, Black, and female were rarely in positions of leadership or power in the educational spaces I frequented.” (Edwards 2019)
noverist Junot Díaz, when asked how he became a passionate, lifelong reader, seems to avoid the question: “I could create a narrative explaining the creation myth of my reading frenzy... but I feel like it’s a mystery what makes us vulnerable to certain practices and not to others.” Analyze Motoko Rich’s essay about online reading practices in the light of this quote from Díaz. Discuss to what extent Rich in fact addresses—or avoids—the question of how some people become “readers” and some do not. Consider also how Rich’s diction matches—or stands in contrast to—Díaz’s.
More Inclusive Campus: The Intangibles

- Feeling like you don’t belong
- ...like nothing makes sense
- ...like you don’t have the right script
- ...like you don’t matter to others on campus
- ...like there’s no space for you in discussions

BU Resources

- FY 101 and FY 101 special first-gen section
- First Gen Connect and The Newbury Center
- Nikita Sethi podcast, “The Golden Ticket”
- Writing Program guides:
  - Hidden Curriculum
  - Equitable Class Discussions
Making Space for Connections

- No slides
- No new material
- No goals
- No activities/shared docs/worksheets
- No attendance

The Mid-Week “Not Class” Class: Humanity, Community, and Student-Driven Learning

Christina Michaud
cmichaud@bu.edu

- Student-directed learning
- Less technology
- Visible faces (if possible)
- Increased participation
- Collaboration
Thank You
Steve Ramirez
Assistant Professor
BU College of Arts & Sciences

Teaching Effectively With and Without a Classroom
Lean into the advantages of virtual learning
What it means to be a professor:

Teach a 1.5 million dollar class
Thank You
Jerry M. Whitmore, Jr.
Clinical Assistant Professor
BU Wheelock College of Education &
Human Development

WE Have One Job! Be Inclusive!
What is our responsibility to students?

“Institutions of higher education are viewed as venues in which students can develop academic and social competencies intended to prepare them to be contributing members to society.”

*Furthermore*….

Colleges and universities are becoming increasingly diverse as people from many different backgrounds and experiences come together to prepare to meet the challenges of the world.
Assessing Campus Climates

**Action**
Foster and promote an institutional culture that supports the free and open expression of ideas, identities, and beliefs, and where individuals have the capacity to negotiate different standpoints. Examples: How do you start class? How do you introduce topics?

**Action**
Ensure *campus* resources are distributed equitably and adequately meet the needs of all *campus* communities. Remove barriers to addressing issues of social justice and inclusion. Examples: How do you select material for class? Are you flexible in your schedule and content?
Inclusion

Action

Ensure institutional policies, practices, facilities, structures, systems, and technologies respect and represent the needs of all people.

Examples:

· How do you advocate for your student needs?
Thank You
Let’s Talk About Class: The Student Experience
Date: Tuesday, April 20
Time: 12:00-1:00 PM
Host: BU Diversity & Inclusion Learn More Series
More information: https://www.bu.edu/diversity

Class in the Classroom: Continuing the Conversation
Date: Friday, April 23
Time: 12:15-1:15 PM
Host: BU Center for Teaching & Learning and BU Diversity & Inclusion
More information: bu.edu/ctl
Thank you for your participation in the Lightning Talks Speaker Series.

Questions or feedback?
Email digital@bu.edu.