

LESSONS LEARNED: CONVERSATIONS ABOUT TEACHING, LEARNING, AND STUDENT SUPPORT IN THE ‘NEW NORMAL’

~ 4:30 – 5:30 pm, Tuesdays, Wednesdays, and Thursdays from May 19 to June 17, 2020 ~

All sessions are virtual, informal, and convivial, and open at 4:20 pm for greetings and chat. Participants are invited to send materials and resources in advance for sharing with others. Register in advance **using the emailed registration link for the appropriate session title**, and you’ll receive your session link by reply email.

MAY 19 – 21

Tuesday, May 19. Virtual Labs in the Sciences.

Faculty experimented with simulations, virtual labs, self-created demos, and at-home experiments during our remote phase of Spring 2020. What worked, and what didn’t?

Where did you see the greatest impact on student learning?

Wednesday, May 20.

Comparing Synchronous, Asynchronous, & In-Class Experiences.

Synchronous instruction in Blackboard Collaborate and other platforms allowed some classes to meet in real time. How did students benefit from live sessions, compared to in-class meetings? What asynchronous techniques made it easier for tech-insecure students to participate?

Thursday, May 21. High and Low Stakes Writing Assignments.

The move to remote learning meant re-designing writing assignments and using writing as participation in new ways. What assignments worked best in fostering students’ writing and written participation in class? What would you do differently?

MAY 26 - 21

Tuesday, May 26. Promoting Student Health and Welfare.

The campus developed strategies to alleviate anxieties and promote students’ health and welfare this spring. How did the distance student health and counseling services adapt to the evolving trauma of COVID-19? Where can we do better?

Wednesday, May 27.

Distance Instruction in Media Arts, Performance, and Studio.

Art, sculpture, video/TV production, theater, and dance instructors faced some of the greatest challenges in remote instruction. What strategies worked best to provide students with the skills and feedback they need? What else can be done?

Thursday, May 28. Remote Advising as a Lifeline for Students.

Professional and faculty advisors helped students stay connected to the College and keep their academic and career goals on track. What were the most effective advising interactions with students online?

JUNE 2 - 4

Tuesday, June 2. Keeping Our First Year Students Connected.

New to college life, their year disrupted, our first-year students are perhaps the most impacted by the COVID-19 crisis. What worked to keep first-year students in touch and engaged with courses and their peers?

Wednesday, June 3. Cool Things that Worked in Distance Learning that I Didn’t Expect.

Many faculty members tried unorthodox approaches to teaching and learning. What surprising techniques did you develop to capture students’ interest and imaginations? Which ones might you adapt and/or try again?

Thursday, June 4. Maintaining Academic Integrity in Papers and Exams.

Remote learning increased the challenges of instruction and learning for faculty and students alike. What steps did you take to maintain academic integrity in your virtual classroom? How can we reimagine the in-class exam?

JUNE 9 - 11

Tuesday, June 9. Conducting Field Placements and Internships at a Distance.

Placing students in the field and in internships is an important part of Old Westbury’s educational philosophy, but hard to do remotely. What placements worked best for student growth?

Wednesday, June 10.

Fostering Student Engagement in the ‘New Normal.’

“Student life” takes on new meanings when students are far from campus. What kinds of student engagement, co-curricular, and academic activities worked best to foster students’ connection to campus and one another?

Thursday, June 11. Distance Tutoring and the Challenge of Remote Academic Support.

Our professional tutoring staff, and peer tutors, offered students remote assistance through the contingency period. What were the best ways to connect students to skills/knowledge they needed to succeed?

JUNE 16 – 17

Tuesday, June 16. Providing for Tech-Insecure Students.

Students lacking computer and/or wireless access experienced extreme hardship in converting to remote learning. How did the campus help some students to get connected? How can we plan to provide greater access and support for the 2020-21 academic year?

Wednesday, June 17. Balancing Work & Life in the ‘New Normal.’

In our concluding session, we will explore the impact of the COVID-19 crisis on work and life. When does the workday begin, or end? How has ‘work creep’ affected our ability to find balance? What strategies might we develop, individually, and collectively, to foster a positive educational and workplace environment in a time of uncertainty and trauma?