

Camp Kendall, June 4, 8-12, 2020

The Kendall Center for Engaged Learning has put together some online workshops for our annual faculty development workshops in early June known as “Camp Kendall”. We have learned a lot this spring about online teaching and learning; but we may have to do more of it in the future and we need to be prepared for this possibility. These workshops are intended to help faculty prepare for some aspect of teaching and learning that is especially challenging in an online environment. They will be led and facilitated by colleagues who have some experience in this area, but to a great extent the success of the workshops will rise and fall on the willingness of the participating faculty to share their ideas and experiences. In that sense this is an opportunity for us to learn from each other. In addition, although the facilitating faculty come from specific disciplines, they are committed to leading a session that would be useful to colleagues from various departments.

Faculty should write to Cathy Blaukat (cblaukat@gustavus.edu) to register for a workshop. Workshops will have a maximum of 8 faculty participants, first come, first served. If there is room, faculty will be allowed to sign up for more than one workshop - please list them in order of preference. Each participant will receive \$250 for attending a workshop, with a maximum of \$500 if they have signed up for more than one.

The workshops will be on the following topics:

**Creative work continues. Fostering innovation on-line: led by Betsy Byers (Art)
Thursday, June 4, morning session (9AM-12:30PM)**

This workshop will be broken into three components that address tactics for fostering creativity in a hybrid or remote learning format. The aim of the workshop is to address creativity in its broadest form with potential applications across all of our disciplines. First, we will break down the essential skill sets that form creativity in your classroom and how we can transition from the communal/shared environment to working independently from “home” and still develop these skill sets. Second, we will dedicate time to working on a new assignment with creativity at its core, or transitioning a current assignment to an online format. As a group we will discuss these creative class projects and you will receive peer feedback including shared successes, failures or help solving potential stumbling blocks. Lastly, we will move to application and assessment techniques for creativity and their pros/cons for an online/hybrid format. Peer discussion and “crowdsourcing” for ideas will be an integral part of this workshop.

**Classroom Assessment for Whatever Happens in the Fall: led by Sarah Ruble (Religion)
Monday, June 8, morning session (9AM-12:30PM)**

Did you find a new way of evaluating student learning amid the quick move to remote learning this spring that you want to refine and reuse? Did you have an utter failure you want to understand? Are you trying to think through assignments that would work for the fall if the seventh seal is unbroken and murder hornets force your in-person course online? Or maybe

you are teaching your first hybrid course in the fall and want to brainstorm about effective assignments. In this session, we will talk about effective assessments and assignments with special attention to hybrid and online modalities. This remote workshop will include time to generate and discuss assignments and assessments for the fall.

**Online Teaching for Performance-based work: Anna DeGraff (Music), Ruth Lin (Music)
Tuesday, June 9, afternoon session (12-4PM)**

The scientific landscape around COVID-19 is constantly changing. At present, medical experts are still uncertain about our ability to safely gather in large numbers in the fall, presenting an existential crisis to the performing arts and performing artists. This session seeks to reframe our current teaching models and practices, take stock of lessons learned from this period of online teaching, and to discuss how we can creatively harness the unique qualities of online platforms to tip the scales and make online teaching a benefit, rather than a hindrance.

This four-hour session will begin with the science behind the "super spreader" label, how to reduce risk, and how to evaluate acceptable levels of risk. In addition to discussing the special challenges of online teaching for theatre, music, and dance, we will also discuss strategies to overcome the physical and psychological challenges facing both faculty and students. In reframing our current teaching models and practices, we will consider critically the goals of our classes that cannot be achieved successfully with the current set up and resources. We will also explore creative routes and technology that would benefit our teaching and student learning.

**Class Discussion in an Online Class; led by Pam Conners (Communication Studies)
Wednesday, June 10, morning session (9AM-12:30PM)**

Participating in classroom discussion is critical to student learning and central to our students' liberal arts experience. Generating student discussion in the midwestern college classroom can be challenging in the best of times. In a class that is virtual or online, it can feel impossible. This workshop will explore strategies that can help facilitate discussion in an online environment. Along the way we will discuss the kinds of questions that work best to open up and extend a discussion. We will also examine when to use small group discussion vs. large group discussion and how best to set both of these up. This workshop will include time to plan a class discussion for a course you will be teaching in the fall.

Taking your Lab Online: Lessons from Spring 2020 and Thinking Ahead to Fall 2020; led by Eric Elias (Biology), Jessica Imholte (Chemistry)

Thursday June 11 morning session (9 AM-12:30PM)

This workshop is geared to those in lab coordination roles, teaching in lab settings, and thinking about adding/modifying asynchronous project-based activities or projects to their courses.

Converting existing courses to alternate formats can be perplexing, and those with laboratory components offer numerous unique challenges. How can we effectively deliver lab content

online? Are there hybrid lab (synchronous/asynchronous) options that still meet learning objectives? How can we possibly clean everything they undoubtedly would touch? Let's gather virtually to discuss some of the techniques that have worked well, identify the pitfalls we've encountered, and propose ideas to implement in the face of this new cultural and educational "experiment." Workshop participants will have ample time to share their own experiences and develop teaching strategies for the laboratory setting. Please bring specific examples of obstacles that exist in your laboratory curriculum for small-group brainstorming.

**Teaching Writing Online; led by Nissa Parmar (English), Eric Vrooman (English)
Friday, June 12 morning session (9:00a.m.-12:30p.m.)**

This workshop will provide the opportunity to review and discuss what worked well related to writing this past semester and how to use Moodle tools to enhance and develop student writing next semester. We will examine best practices for online formal and informal writing, as well as data from WRIT surveys of students and faculty. We will also share online resources to help students develop their writing process and get meaningful feedback from instructors and peers.

Please bring along a writing assignment you used this past semester and/or a writing related assignment you plan to adapt next fall.