



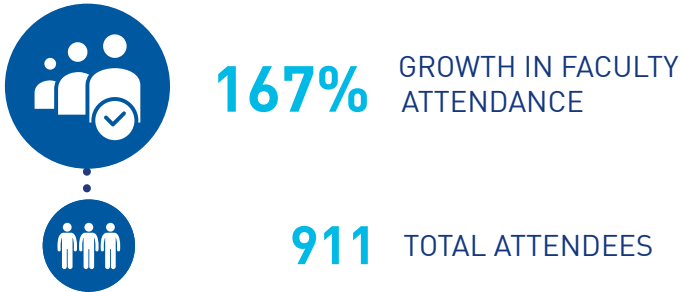
TEACHING, LEARNING & INNOVATION SUMMER INSTITUTE

2020

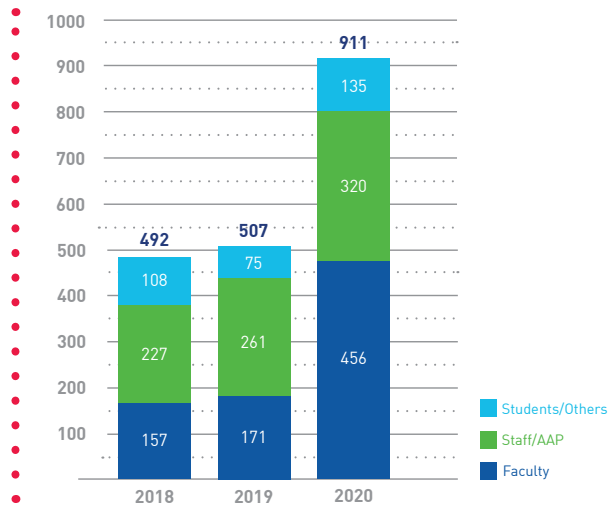
CULTIVATING A DISTINCTLY GEORGETOWN EXPERIENCE IN A VIRTUAL LEARNING ENVIRONMENT

CNDLS’ annual Teaching, Learning and Innovation Summer Institute (TLISI) serves as a gathering space for staff, faculty, and students to share ideas, reflect upon the past year on the Hilltop, and prepare for the upcoming semesters. While we were unable to gather in-person for workshops, lunchtime keynotes, and afternoon social hours, this year we were thrilled to host our first completely virtual TLISI to connect with and help prepare the Georgetown community for the transition to virtual learning.

From instructional webinars and guided workshops to panel presentations from students and campus Deans, this year’s virtual format helped us synchronously engage with over 900 colleagues from across the University, an astounding **80% growth in overall attendance** compared to the previous year’s on-campus presence. While nothing can replace the community and connection felt when we convene together on campus, we are grateful that the remote environment allowed us to host our most robust TLISI yet.



ATTENDANCE TRENDS OVER TIME



FEATURED THEMES, SESSIONS, & PLENARIES


With the rapid transition to remote learning well underway, TLISI provided an opportunity to re-center our teaching and remind ourselves that the pillars upon which we build robust and supportive in-person learning experiences are equally important when creating rich, virtual learning environments.

INSTITUTE THEMES

-  Student Engagement
-  Inclusive Pedagogy
-  Accessibility
-  Assessment Design

HIGHLIGHT SESSIONS

- Accommodating Students at a Distance
- Creating Flexible & Inclusive Assessments
- Designing & Delivering Exams Remotely
- Experiential & Community-Based Learning at a Distance
- Facilitating Productive Asynchronous Discussions
- Recording Good Lectures
- Remote Teaching Strategies & Presence
- Teaching Large Classes Remotely
- The Evolving Safety Net During the Coronavirus Pandemic
- Universal Design for Learning



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CURA PERSONALIS IN THE CLOUD:  
STUDENT REFLECTIONS ON THE  
VIRTUAL ACADEMIC EXPERIENCE

Illustration by Clare Reid, (GSAS '21)

This panel of students from across disciplines and years shared insights into their unique experiences with remote learning in the spring semester, emphasizing what worked well to maintain community, challenges they faced, and recommendations to sustain the HoyaSaxa spirit. The above illustration is a sample of a graphic essay from former Georgetown graduate student and CNDLS student associate, Clare Reid (GSAS '21), capturing the sentiments shared by our student panelists.

PANEL OF GEORGETOWN DEANS

We were also honored to host a panel of Georgetown Deans from different schools who addressed the successes and challenges of the rapid shift to remote learning during the spring term, as well as touched upon what our community could expect as we adapted courses for the summer and planned for the fall. Attendees were invited to join breakout rooms with each dean to engage in extended small group discussions.



# BUILDING COMMUNITY



## PRODUCTIVE OPEN DESIGN SPACES (PODS)

Productive Open Design Spaces (PODS) brought groups of Georgetown faculty, staff, and students together to employ the methods of design thinking to solve their own curricular and educational challenges or problems.

Three teams participated virtually in this year's PODS, working alongside their own CNDLS coach to explore a pedagogical project. These teams utilized design exercises such as empathy mapping and stakeholder identification to advance their thinking and further develop their projects.

## 2020 PODS TEAM PROJECTS:

- Designing the Future of the Marino Family First-Year Academic Workshop
- Humanities: Arts, Literature and Cultures Requirement
- Using GU360 to Plan University Principal Deployment

**60%** of attendees say they now feel more connected to a faculty community

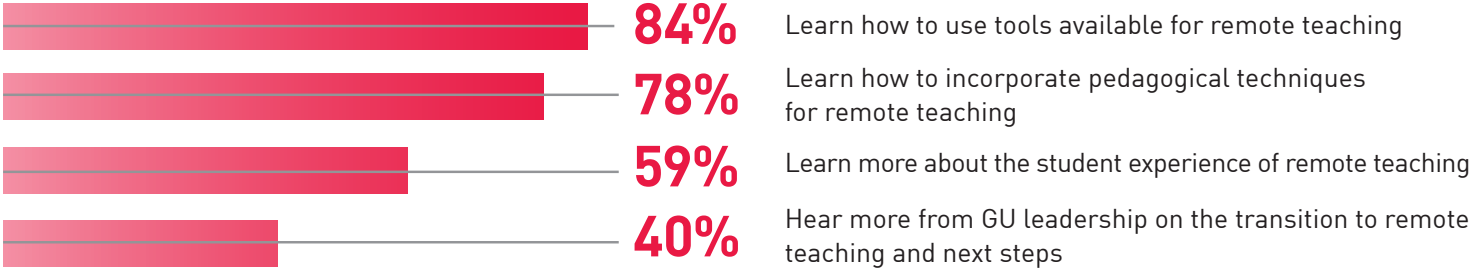
## VIRTUAL SOCIAL HOUR



In our first-ever virtual social hour, TLISI participants and CNDLS staff enjoyed a casual end-of-conference session where Jack the Bulldog made a special appearance and years of TLISI trivia stumped willing contestants.

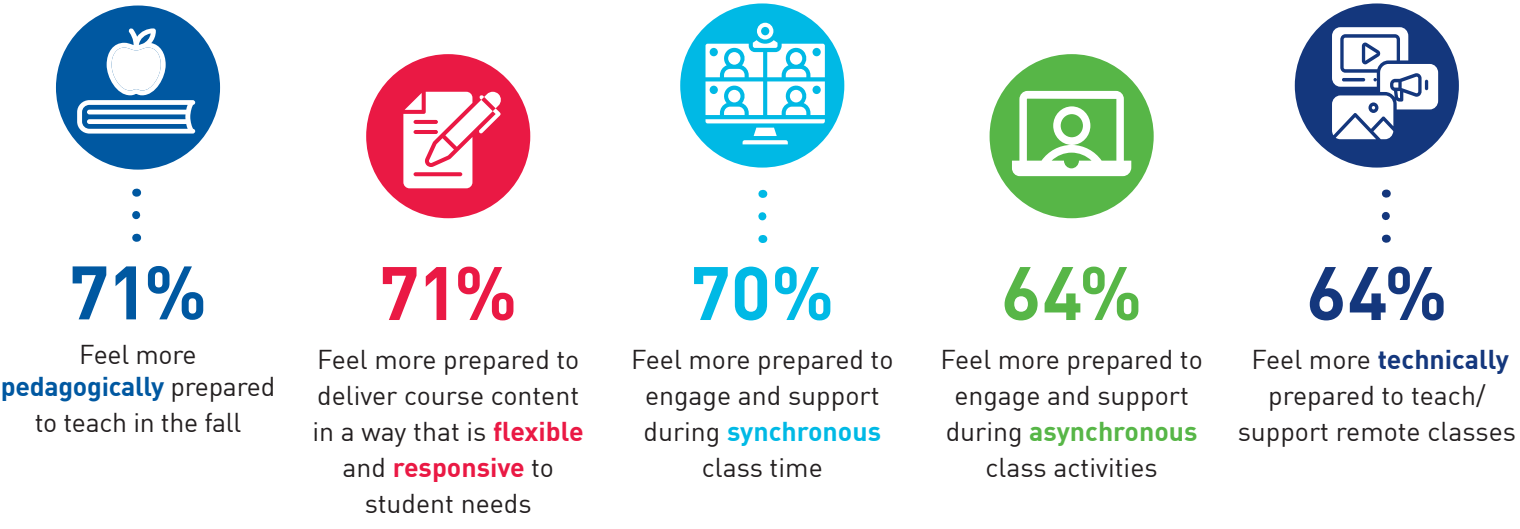
# ATTENDEE EXPERIENCE

## MOTIVATIONS FOR ATTENDING



**95%** said TLISI met and/or exceeded their expectations

## WHAT ATTENDEES SAID



"The sessions were terrific in improving my overall level of comfort regarding virtual teaching and engaging students."

"After the two days of TLISI, I feel much better prepared to teach remotely this summer. The workshops helped me to really 'see' how my virtual classroom will come together, and I am now very excited about the new environment going forward."

"I was very skeptical about how beneficial an online conference would be, but I was incredibly impressed with the way that TLISI was run... I went away from the two days with great ideas and was extremely happy that I attended."

"It was a real 'wake up call' to be put in a Zoom session, a breakout room, and a Canvas quiz as a participant rather than as a host. It really gave me perspective on the student experience."