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Blending remote and local learning in the liberal arts

Christopher S. Ruebeck
Lafayette College, ruebeckc@lafayette.edu

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Blending Remote and Local Learning in the Liberal Arts

Chris Ruebeck
Economics, Lafayette College

Course: Econ w/computing pre-req

Stringent pre-requisites

Few students

All available in a given semester?

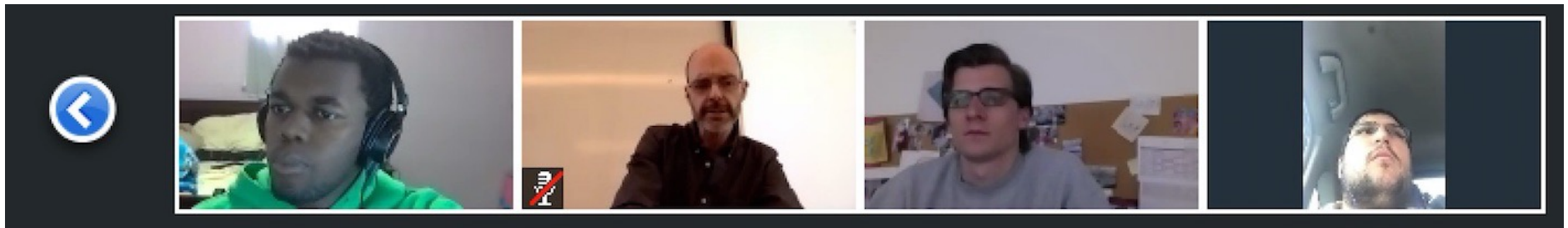
January 2016 Intersession

Project-based

Critiquing each other's work

Scenario

- Cross-campus (multiple locations), synchronous hybrid course.
- One-to-one (students and faculty are anywhere) format.
- Econ 375: Computational Simulation of Markets and Behavior
 - Students and faculty calling in through web-based applications (Zoom, Blue Jeans, etc.)
 - Room system (for faculty) with web-based students calling in



ECON 375 Winter Interim Session-Lafayette

Synchronous and asynchronous activities

Students attended remotely and F2F

Zoom video conferencing

Small group breakout sessions

Online simulations

F2F attendees ALSO logged into Zoom

Lecture, discussion

Student learning outcomes important to replicate

Presenting results

Collaboration

iPad use, split screens

Flexibility in student attendance

Future: non-Lafayette students

Technology

iPad: GoodNotes app

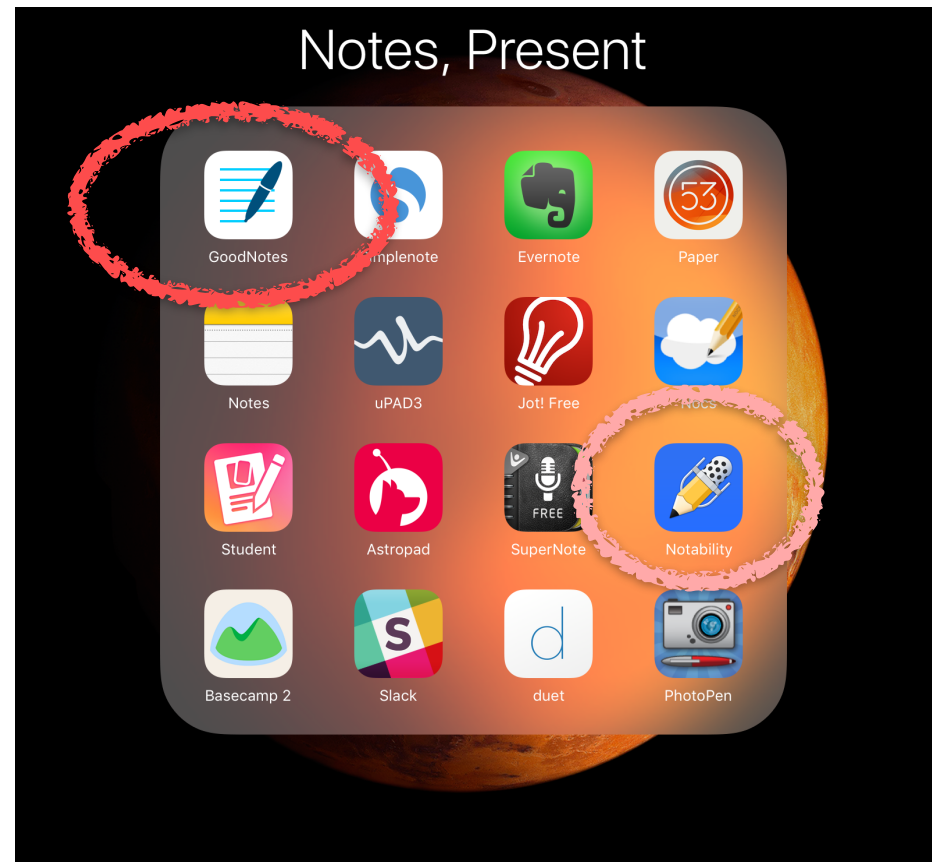
USB connection

WiFi connection

... is it available?

workaround?

Future: AppleTV



What It Looks Like



Example

student discussions
via shared screens

[On Google Drive](#)

Opportunities & Challenges with Zoom

Opportunities:

Zoom Breakout rooms for small-group work

No drop-off between F2F and remote participants

Each participant has equal access regardless of location

Students/faculty can connect anywhere - no space constraint

Easy to use for faculty/students

Challenges:

Displaying written calculations/notes is still problematic

Having F2F participants in the session causes audio feedback

Students must take responsibility for the technological distractions before them