



FACT<sup>2</sup>

Faculty Advisory Council  
on Teaching & Technology

Responding in real-time  
at SUNY  
to a global crisis:

*Stories from the front lines*

May 28, 2020  
1:00PM Session

[www.suny.edu](http://www.suny.edu)



# Meet the Speakers

**John Locke**

Coordinator, Technology

Enhanced Learning

Lecturer, Communications Studies



**Lisa Berardino**

Associate Professor,

Human Resource

Management



SUNY POLY

**Wendy Yothers**

Assistant Professor,

Jewelry Design



**Fashion Institute  
of Technology**

**Michael Jannace**

Adjunct – Lecturer

Social Studies

Education



**Stony Brook  
University**

**Nicole Simon**

Associate Professor

Department of

Engineering, Physics

and Technologies



NASSAU  
COMMUNITY  
COLLEGE

**Azad Gucwa**

Assistant Professor,

Biology

**Farmingdale State College**  
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**John Locke**

*Coordinator,  
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**SUNY POLY**

**Lisa Berardino**

*Associate Professor,  
Human Resource Management*

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SUNY POLY

# Together: distant and on-campus students in 1 section

**Lisa Berardino** --- *teaching online since 2000*

*SUNY Poly --- Utica Campus*

[www.suny.edu](http://www.suny.edu)





SUNY POLY

# MGT 318: Human Resources Management

- Blackboard - All online
  - not hybrid
- Distant students in healthcare programs
- On-campus traditional business students
- 47 students





SUNY POLY

## Required Office Hours Visit

- During start-up, campus students required to plan an office visit
  - Getting started
  - How human resources fits with student career plans
  - Suggestions about faculty to engage with
  - Getting more out of the campus experience (events to go to)
  - Come back each week after your other classes
- Distant students required to do a meet-and-greet phone call
- I take notes; add names to my Google calendar weekly schedule





SUNY POLY

## Class Size Issues: 47

- 1 thread per discussion
- Eye-strain is limiting factor in grading
  - Shorter essays next time





SUNY POLY

# Plans for Next Semester

- Form teams--- putting on-campus students together
  - Team assignments (case discussions, low-stress, low-risk)
- Fish-Bowls: on campus present while I lecture and record for all
- Incorporating on-campus events into course (alternative assignments)
  
- *What else?*





SUNY POLY

# Closing

- Focus on Learning Objectives
- Use tools and techniques to deliver those learning objectives





**Fashion Institute  
of Technology**

**Wendy Yothers**

*Assistant Professor,  
Jewelry Design*

[www.suny.edu](http://www.suny.edu)



# A Before and After Narrative on Shifting a Studio Class to Remote Learning

Wendy Yothers, ASAS, Assistant Professor, Jewelry Design,  
the Fashion Institute of Technology

# Goals

- This presentation explains how a face-to-face craft-based learning experience shifted into remote learning. It touches on how projects were adapted, what students made of the shift, and what we all learned. The conclusion shares our epiphanies.

# JD 101

## An Introduction to Jewelry Fabrication

- This class is an open elective. Any student who is interested in the topic may enroll. A typical section is populated with students from Fashion Merchandising, Business, Accessories and Shoe Design, Fine Art, Photography, Visual Presentation and Exhibition Design—and the Life-Long Learning community. Students sign up because they want to make jewelry. My favorite way to teach it is to bake the “**why**” in with the “**how**”.
- So, in the typical face-to-face context, each assignment includes **some history**: images and discussion of the cultural significance of the jewelry we are learning to make—both in the past and in the present moment;
- **a sustainability discussion**—manufacturing methods, mining practices, and the selection and use of alternative materials
- **a lot of design development**. Students learn how to use the element of design and traditional bench tools to tell a story with a piece of jewelry.

This Semester, the first assignment revolved around identity.

- Students were asked to create a piece of jewelry that is a statement of their identity—revealing an aspect of who they are that would not be apparent at first glance. This could take the form of a brooch, a ring, a pendant or an amulet...initials, a monogram, a tag—I asked the graffiti artists in class to design a wearable jewel inspired by the art they love to spray-paint on construction walls or an over-pass at 3 AM.
- **Hard skills embedded in this project:** Design lay-out; piercing; sawing; filing; sanding and polishing.
- **Soft skills:** Combining the cultural traditions of jewelry and the zeitgeist to tell their story. I use the fun of making jewelry as a gateway drug to lure students into the concepts of design. I lace my demos with narratives on the lore of gemstones, the history of making and marketing jewelry across cultures—I encourage students to think about how to make materials and message intertwine to tell their story.

## From a tagger

This piece became a ring that engaged three fingers on the left hand.



# Valentina

A play on the student's name



# A shy fellow

Very observant, and very positive



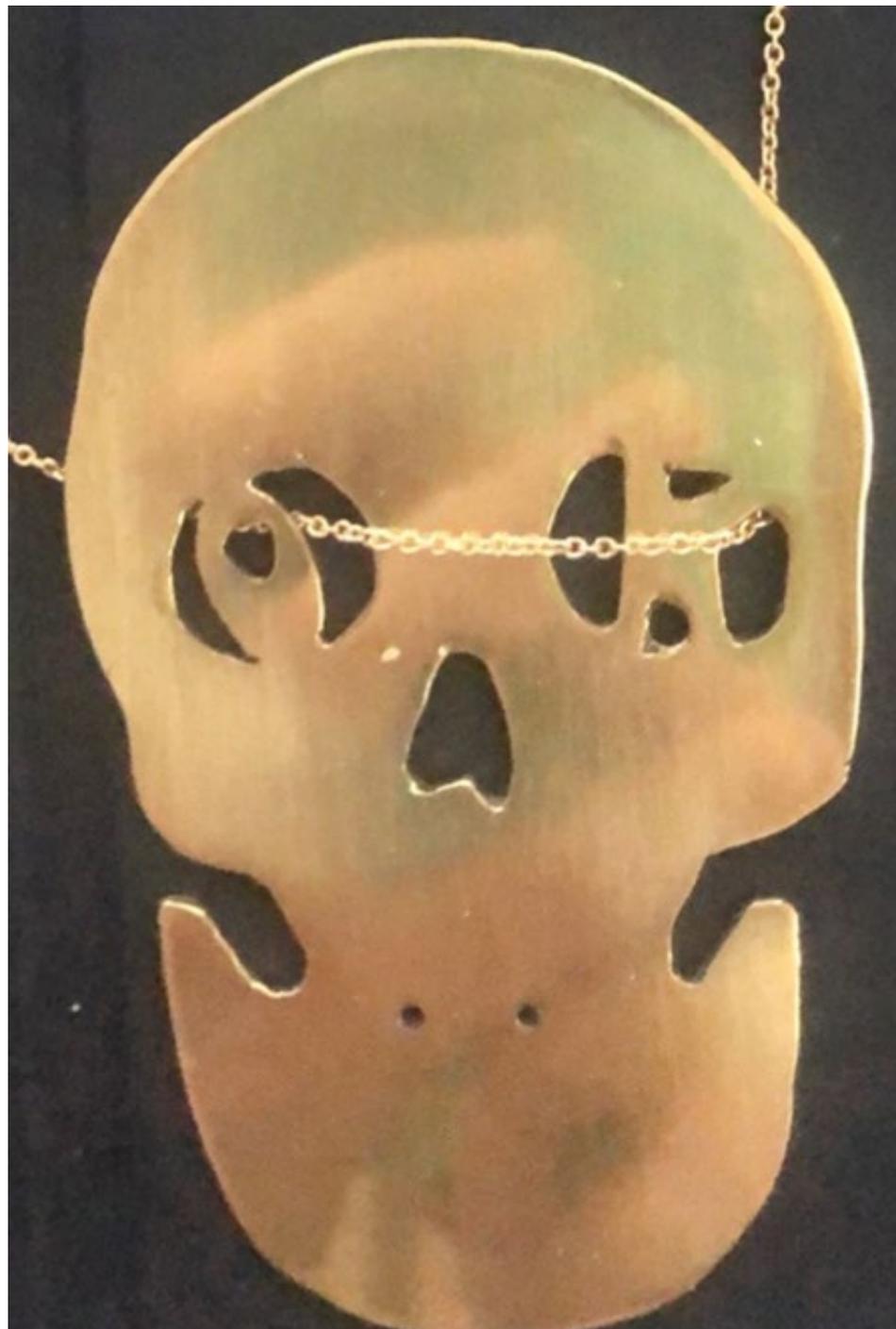
# The Beach

This student loved the Jersey shore and that was the part of her identity she wanted to convey in wearable art.



# Initials in the eyes

difficult to make, patiently done



## Our second assignment focused on rings.

How to make rings—this involved revisiting the math it takes to find the circumference of a circle, learning the formula for calculating ring sizes—then cutting, filing, bending, soldering and sizing the ring.



# Materials

## The Abrupt Shift to Remote Learning

Students dispersed—scattering to homes, apartments, even dorm rooms around the world.

I had to translate the making of projects into materials that could be found and used safely at home.



# Pivot: Re- Thinking Content:

Combining real and virtual  
experiences to make jewelry

- This involved:
- Re crafting projects to make them do-able with materials at home
- Creating virtual experiences in class time to rekindle the enthusiasm for making—even without metal and gems
- Visiting online exhibitions
- Visiting museum collections online—targeting artists whose work supports the assignment learning outcomes
- All of the assignments after lockdown had both a making and a written component.
- Rather than formal essays, I asked students to write to me—saying what they would say if we were walking through the virtual exhibition together...thinking out loud about the conceptual themes in the assignment...emphasizing candid thoughts about how, why and what if...

# The following are examples of projects re-crafted to work in the shift to Remote Learning.

## The Chain Project:

Create a chain without soldering, using re-purposed materials. Online demonstration: [Making Byzantine Chainmaille](#). Students were given the option to make a Byzantine chainmaille composition, or to make their own statement with any alternative material of their choice. These are a few of their solutions.



# With Staples

An elegant re-thinking of the links  
in a chain



# Sewing Notions

This fashion student re-interpreted a classic necklace form with items from her sewing box.



# Materials

## A Byzantine Chainmaille necklace

Made with aluminum jump rings  
and an odd earring from mom's  
jewelry box



# Mastering the Chain Pattern

Without soldering

# Progress



# Finished Design

## Finished Necklace

Light, wearable, elegant



# The Final Project: Alternative Materials in Jewelry

We went on a virtual visit to the Smithsonian American Art Museum to see the work of James Hampton. He was an artist who created wonderful, otherworldly jewelry and furniture out of found objects, cardboard, paint and foil.

The assignment was to experience the work as both concept and craftsmanship, write about it, and then create a piece of wearable art using the same material Hampton used.



# Student Creations

Tiara in Progress



# Materials

Close-up detail



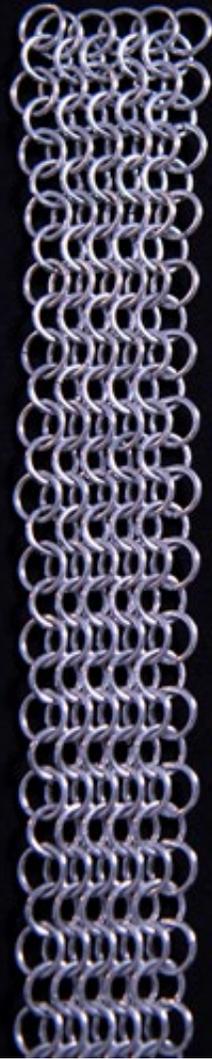
# Tiara

Consummated concept



# Cardboard & Foil

PROGRESS



# Aluminum foil & rings

Hampton inspired

FINISHED  
PROJECT



# Conclusion

- The abrupt shift from studio to remote learning affected students differently. It brought the challenges for each student into sharp focus.
- **Fearless:** Some students were fearless, active learners—diving right into each new assignment—open to trying new materials and new ways of thinking about jewelry
- **Frightened:** Some were frightened—and nearly lost. My task was to find out what they needed most and help. Often this was as simple as reassurance. Sometimes it was helping them find materials for projects. In all cases, it involved helping them build a personal tool kit for facing-down big problems...breaking them into do-able parts, and tackling the parts one-at-a-time.
- **Passive:** My task was to lead the passive learners to the personal epiphany—learning requires active investment, with their whole mind and heart.

# Dealing with Change: Interrogating the relationship of students to their education

- Passive learning is a problem in an “in-person” class, as well. A passive learner waits for others to raise their hand—waits for the instructor to praise and validate each step of the work in progress—waits to be told to put away the phone—waits for class to end.
- In Remote Learning--left alone with themselves, (and my guiding ghost in cyberspace) each student had to interrogate their relationship to their education and take ownership of it. Is it worth trading “good” for “easy”?
- Passive learners found this especially difficult. It was almost a bridge too far to cross. They had to shift their thinking from anticipating an expected, “fill-in-the-blank answer” to creating a piece of jewelry that tells a story no one else can tell.

# A Note on the Images

Postscript

- The images here are a cross-section of work created before and after the shift to remote learning. In the end—of the fifty students in two sections, three dropped the class when it shifted to remote learning; one dropped because of connectivity problems from her village in China; one ended the semester with an incomplete.
- Everyone else—whether bravely, gingerly or reluctantly—found a way to engage the assignments and make lovely jewelry.

# What I Learned from Shifting to Remote Learning—Mid Semester

Backwards and in heels

- I was in shock for the first week or two. It took that amount of time to realize there is valuable content that is best conveyed virtually. Technical information is easier to absorb written online than embedded in the flow of a demonstration in the studio.
- I learned that students respond online very openly to new experiences in art when they are not afraid of risking a candid, contrary opinion.
- Online is an excellent platform for delivering salient facts and exploring concepts.
- It is not a replacement for learning in a group or individual in-person help and encouragement. I am very willing to work with my colleagues to explore effective tools for remote learning that can be used in tandem with real studio experience.
- **Remote Learning has inherent inequality built into it.** Not every student has equal access to WiFi, even without a pandemic.
- In this extraordinary time, with jobs lost, cell phone service and WiFi was cut off for some students. Their usual Plan B was the library or the computer labs--COVID 19 lockdown ended that.

“...Poetry is an  
imaginary  
garden with  
real toads in  
it” ...

Marianne Moore Turning  
concepts into reality requires  
engineering, and a work place. The  
studio was created for that.

Its where imaginary gardens  
nurture those real toads.

With parents suddenly out of work, some students supported the whole family with grocery store jobs, food delivery jobs, and warehouse restocking for Amazon--while parents struggled to home-school siblings and care for sick family members.

In face-to-face education, all students have dedicated time and physical space for unfettered learning. They have equal access to faculty, facilities, technical support, and the instant interaction with their peers that sparks creativity.

My students and I tackled the problems inherent in Remote Learning, one at a time.

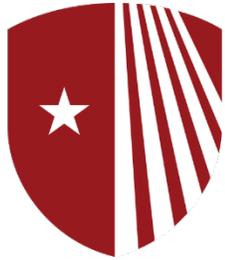
As we worked at it, we re defined our relationship to our jobs--they did, as learners, and I did, as their teacher.

**Then there was a wonderful surprise:**

My students were born as cyber natives. I was born during the Truman Administration. For many, our class was their first real experience with a hammer, saws and files. They loved jewelry making, missed the studio, and were very patient with me as I dove head-first into cyberspace to engage them.

Thank You





**Stony Brook**  
**University**

# Michael Jannace

*Adjunct-Lecturer,  
Social Studies Education  
D-TALE & History Departments*

## **COURSES:**

*Social Studies Teaching Methods I & II  
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# Dr. Nicole Simon

*Associate Professor,  
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# Presenter

## **Dr. Nicole Simon**

STEM Faculty

Instructional Designer

Assessment Fellow

Nassau Community College

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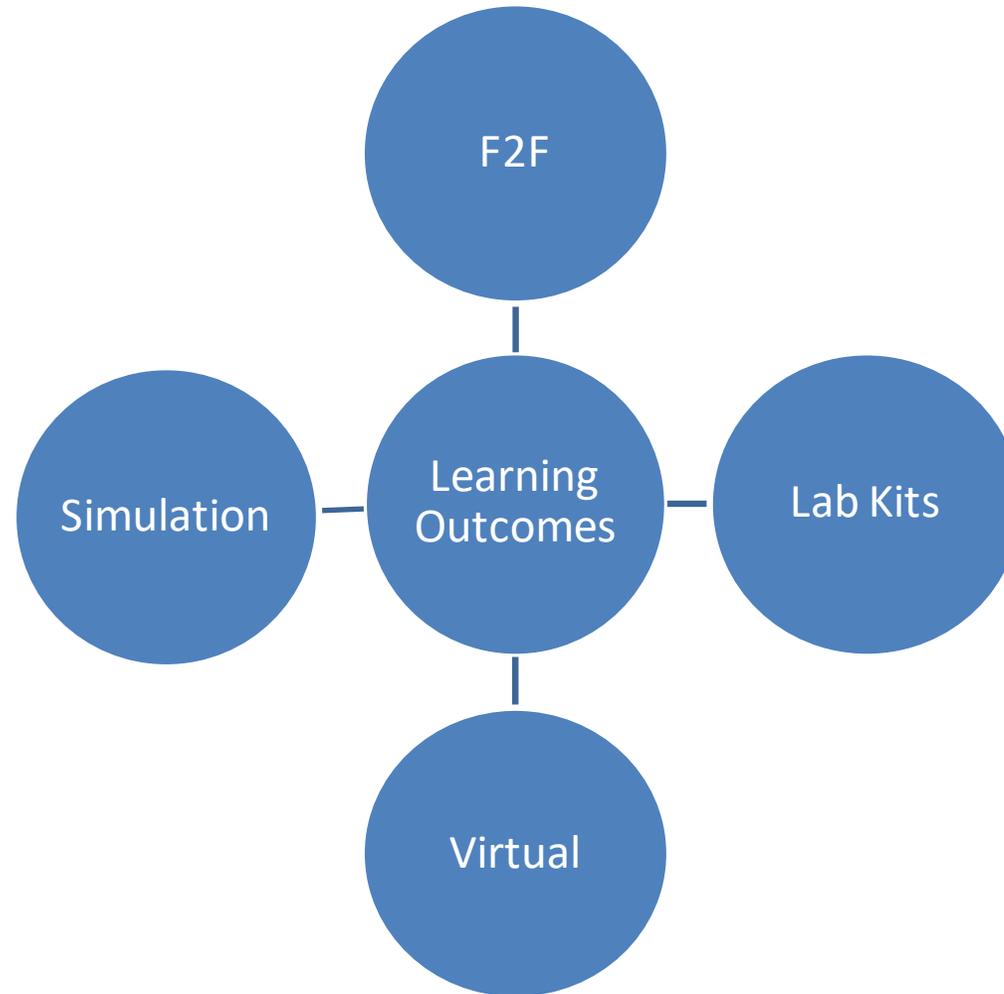
# Science Laboratory

- Allow students to manipulate variables and receive dynamic feedback, facilitating exploration and inquiry.
- Students can investigate how things work on their own.
- It helps them develop questions and answers.

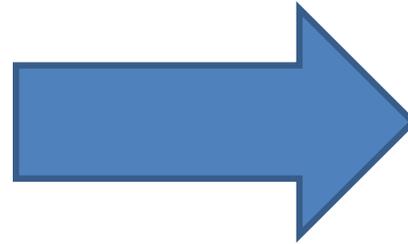
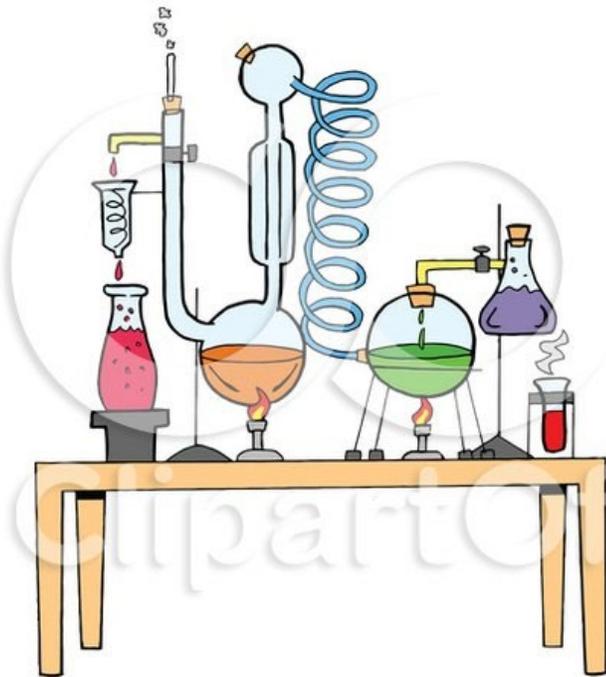
# Properly designed laboratory investigations should:

- have a definite purpose that is communicated clearly to students;
- focus on the processes of science as a way to convey content;
- incorporate ongoing student reflection and discussion; and enable students to develop safe and conscientious lab habits and procedures (NRC 2006, p. 101-102).

# How do we teach STEM online?



# How do we get labs to our students?



# Laboratory Goals and Outcomes

- Make the content the focus, not the technology.
- Engage students in the Scientific Method.
- Create a learning environment where students can freely explore.
- Develop analytical skills.

# Virtual Labs

## Commercially Available Virtual Labs

- Cost for students
- Usually complete with lab reports and/or quizzes
- Usually ADA compliant

## OER Virtual Labs

- Free to students
- Often contain questions, data reports, notebook features
- Often not ADA compliant

# *Remote Lab*



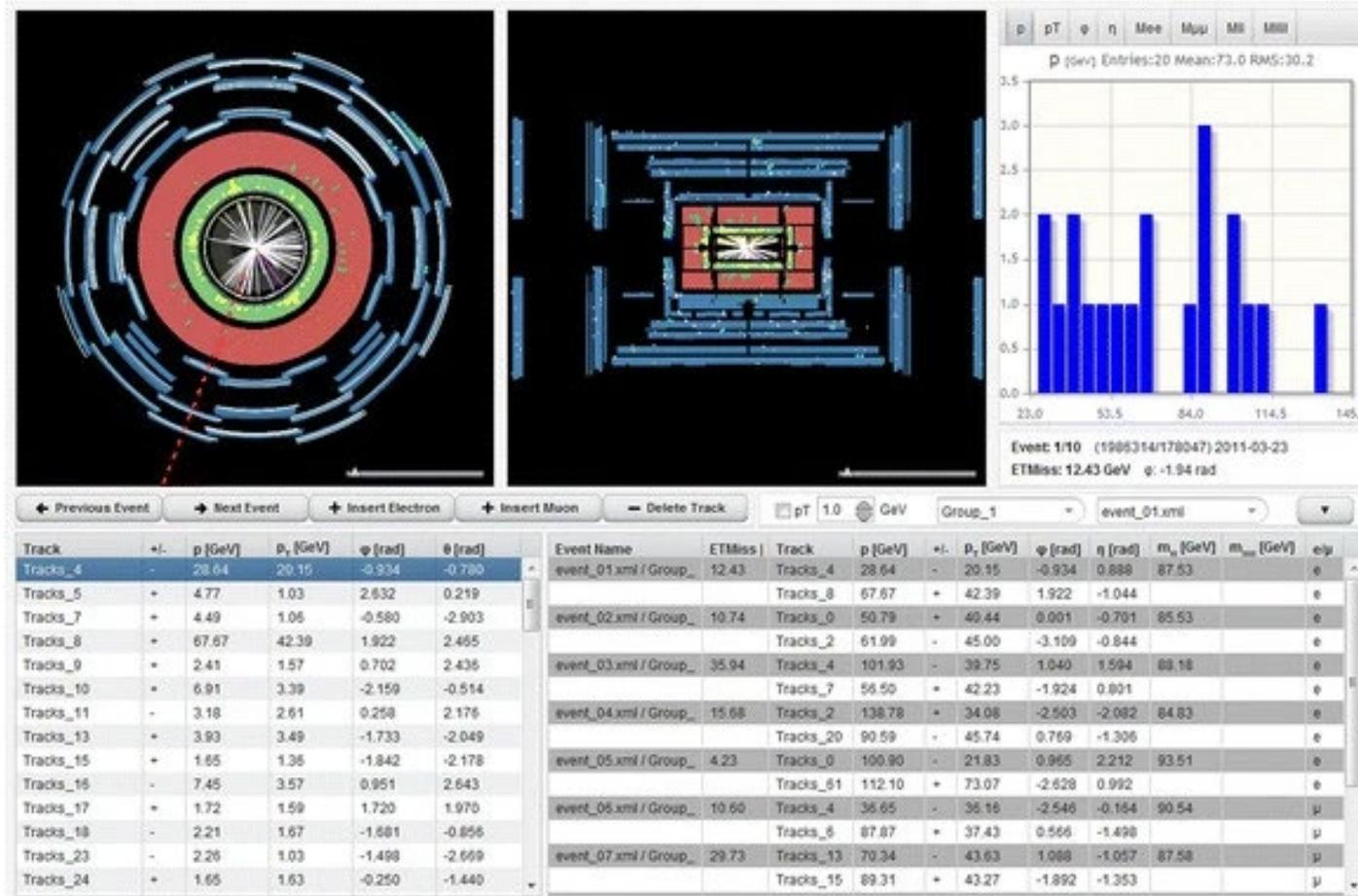
# OER Virtual Laboratory Activities

## OER Internet Resources

(videos, animations, worksheets, etc.)

- Free to students.
- Instructor can write directions and questions to accompany activities.
- They can be used to augment content, for discussions and written assignments, and/or as part of labs.
- Sometimes not ADA compliant.

# Dataset Lab



# Simulation Labs

Simulations can be:

- run quickly
- have random components
- allow students to easily gather data from multiple trials.

# Resources – Free or Low Cost



# Resources – Simulations



# Resources – Lab Kits



Farmingdale  
State College  
State University of New York

**Azad Gucwa**

*Assistant Professor,  
Biology*

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*For these and more stories  
from the front lines, visit:*

*<http://bit.ly/RemoteTeachingStories>*

www.suny.edu





The State University of New York

# **FACT2 Online Symposium: Presentation on Shared Governance**

**Gwen Kay, President UFS  
Christy Fogal, President FCCC**

May 28, 2020

[www.suny.edu/fact2symposium](http://www.suny.edu/fact2symposium)



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of New York

# **Faculty Governance Involvement in the Switch to Remote Learning**

- **This was split. Some colleges involved the CGL while others did not**
- **This became a mandate by the Governor so above was moot**



The State University  
of New York

# **Campus Support to Convert to Remote Instruction**

- **Feedback from faculty was VERY positive in this aspect including**
  - **Purchase of new software**
  - **Extended Spring Break to allow faculty to prepare for remote instruction**
  - **IT and ID support, peer support**



The State University  
of New York

# **Faculty Governance Involvement in the Pass/Fail Discussion?**

- **This decision was mixed. Some campuses expressed concern that it became an administrative decision only.**
- **Difference between state operated and community college campuses (GE, transfer)**
- **Grading is the purview of faculty!**

# Faculty Governance Involvement in Fall Planning

- This again has been very mixed. Some campuses have involved faculty in various ways:
  - Creation of committees to determine how and when campus will open for the fall semester
  - Faculty have been surveyed
  - “Period of obligation”



# Additional Comments

- **Some Campuses have expressed excellent communication from SUNY and administrators regarding the current situation**
- **Community Colleges in particular have expressed concern over layoffs, furloughs, and retrenchment. This has been discussed at many campuses**
  - **Some colleges have created retirement incentives to decrease faculty/staff through attrition**

# Summary

- Overall the switch to online was supported by college IT
- Many questions about the fall or remote
- Current budget situation has many college employees concerned for their jobs
- Desire to “get it right”

**FEAR OF THE UNKNOWN!**

# Breakout Disussions

- **Break**      2:15 pm – 2:30 pm
- **Choose Your Breakout Session**      2:30 pm – 3:15 pm
- **Links and passwords sent via email**
  - Student Experience, Life and Wellness in Remote Learning (John Graham/Michele Forte)
  - Evolving Models for Online/Remote Learning Fall 2020 (Kim Scalzo/Ryan McCabe)
  - Faculty Experience, Development & Support (Jamie Heron/Alex Pickett)
  - Experience, Infrastructure (Karen Geduldig/Sean Moriarty)

# Transforming Experience into Practice: Report out and key takeaways





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## FACT2 Chair Transition

Thank You Jeffrey!



**Jeffrey Riman**  
FACT2 Council Outgoing Chair



**Welcome John Kane**  
FACT2 Chair

Welcome  
John





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