

Report from the Field

Building Trust, Confidence, and Relationships From Afar: Teaching Web-Based Developmental Writing in a Pandemic

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This report discusses the challenges and opportunities of converting developmental writing courses from face-to-face to web-based classes at Berkshire Community College, a rural two-year college in Western Massachusetts. The college utilizes the Accelerated Learning Program (ALP), where students are co-enrolled in college-level writing and developmental writing. The success of the program has been due to the trust and confidence that students gain when working with their instructor and their peers. Moving to a largely web-based model may disrupt this process. Nonetheless, there are opportunities to examine the success of the program in web-based settings and consider whether we may offer ALP-based developmental writing to those unable to attend physical classes.

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