Teaching in Virtual Environments

APRU Global Health Program at the University of Southern California

in collaboration with

Global STEM Education Program at the University of Oregon

August 27/28
Creative Ideas for Online and Remote Assessment
Eleanor Vandegrift, University of Oregon
Victor Hoe, University of Malaya

September 3/4
Authentic Experiential Education
Eleanor Vandegrift, University of Oregon
Vivian WY Lee, Chinese University of Hong Kong

September 10/11
Building Community in Remote Classrooms
Eleanor Vandegrift, University of Oregon
César Alberto Lucio Ramírez, Tecnológico de Monterrey

Welcome and Introduction

Mellissa Withers, University of Southern California
Goals for today:

1. Provide pedagogical, technology, and peer support to faculty across the APRU network teaching remotely.

2. Create opportunities for APRU affiliated faculty to connect and share resources and experiences to create authentic experiential education experiences for students even when they cannot meet in person.
Format

20-30 MINUTES EXPERT PANEL

30 MINUTES SMALL GROUP DISCUSSION

30 LARGE GROUP DISCUSSION
Interactions

Handraising and Feedback

Video and Audio

Text on slide

Breakout Rooms

Writing

Chat
Chat: How do you define “Experiential Education”?
Chat: What makes an experience “authentic”?
Chat: What type of experiential education do you typically provide for students?
Experiential Education

Active Learning
Integrated Learning
Project-based Learning
Community-based learning

Cycle of Experiential Learning

1. **Concrete Experience**
   Doing or having a novel experience.

2. **Reflective Observation**
   Review and reflecting on experience with focus on understanding and identifying gaps in understanding.

3. **Abstract Conceptualization**
   Identification of what was learned from the experience. What could be changed to improve future experiences?

4. **Active Experimentation**
   Planning and/or applying new learning.

- Constructivistic Pedagogy
- Student Centered
- Dialectics Drive Motivation
- Cyclical Process Reinforces Progressive Learning

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Global Leadership Challenge

Elly Vandegrift, University of Oregon
University of Oregon Global Leadership Challenge

Led by Grace Honeywell and Will Johnson, Division of Global Engagement
Program designed as experiential education

ACTIVE INTEGRATED PROJECT-BASED COMMUNITY-BASED

ACTIVE EXPERIMENTATION

REFLECTIVE PRACTICE

ABSTRACT CONCEPTUALIZATION

CONCRETE EXPERIENCE
Breakout Room Questions (30 minutes)

Introduce yourselves (Name + Institution)
Select a Discussion Leader, Reporter, Recorder, Time Keeper
Questions. Thinking about Big or Small ideas....

1. How can you bring in active, integrated, project-based, or community learning to your remote/online teaching?

2. How can you build in reflective practice, abstract conceptualization, concrete experience, or active experimentation for students?
Group Discussion

Report out
Chat #Ideas
What one idea from today would you like to try out in your course(s)?
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