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 with assessments for remote settings.
Format

20-30 MINUTES EXPERT PANEL
30 MINUTES SMALL GROUP DISCUSSION
30 LARGE GROUP DISCUSSION
Interactions

- Handraising and Feedback
- Text on slide
- Writing
- Video and Audio
- Breakout Rooms
- Chat
Which of the following types of assessments have you used?

1. Midterm exams
2. Final exams
3. Multiple-choice questions
4. Short answer responses
5. True/False questions
6. Essay exams
7. Practical exams
8. Research papers
9. Poster presentations
10. Presentations
Mark where you are today.
How can we reduce student pressure and increase the learning during exams?

Elly Vandegrift, University of Oregon
Three ideas for exams

1. Two Part Exams
2. Public Exams
3. Exam Wrappers

Two Part Exams

- Students take full exam alone (80% grade)
- Students retake the full exam (20% grade)
- During in class in groups
- Resubmit answers online
Public Exams

60-70% of material

Missing key elements

Posted for students for one week

Students provide feedback

Full Exam Question (Multiple True/False)
For each answer, select True or False.

___ This diagram represent mitosis.
___ This process creates eggs and sperm that are ready for fertilization.
___ In this image, at stage D the cells are identical to the cells at stage A.
___ In this image, the cells at stage D are diploid.
___ In this image at stage C the chromosomes undergo crossing over.
___ In this image at stage B the cell is diploid.

Elly Vandegrift, University of Oregon
Example (questions no image)

This diagram represents mitosis.

This process creates eggs and sperm that are ready for fertilization.

In this image, at stage D the cells are identical to the cells at stage A.

In this image, the cells at stage D are diploid.

In this image at stage C the chromosomes undergo crossing over.

In this image at stage B the cell is diploid.

Elly Vandegrift, University of Oregon
Review the graph at right.

Which of the following passages describes the graph?
A) membrane permeability to urea is only dependent on the amount of membrane cholesterol
B) amount of membrane cholesterol is only dependent on membrane permeability to urea
C) membrane permeability to urea is dependent on temperature and the amount of membrane cholesterol
D) amount of membrane cholesterol and membrane permeability to urea are dependent on one another

Which of the following best describes why you selected the answer that you did?
The graph shows . . .
A) two dependent variables and one independent variable
B) one dependent variable and two independent variables
C) one dependent variable and one independent variable
D) two dependent variables and two independent variables

Example (figure no questions)

Exam Wrappers -- Reflection

Before Exam

• I am MOST comfortable this content:

• I am still confused about this content:

• I plan to do the following before the exam:
Exam Wrappers -- Reflection

Before Exam
• I am MOST comfortable this content:
• I am still confused about this content:
  
• I plan to do the following before the exam:

After Exam
For missed questions
• I was confused about the facts
• I didn’t study/review/practice this content enough
• I still do not understand this topic
• I did not follow the directions

Reflection
• How did you prepare for this exam/lesson/activity/class session?

Our experience in Malaysia

Victor Hoe, University of Malaya
Final Examination

• Take Home Examination
  • Problem Solving Questions

• Two-parts Take Home Examination
  • Part 1
    • Problem Solving Questions
  • Part 2
    • Present the answer for the Part 1 which leads to the second Problem Solving Questions
Final Examination

• Remote Examination
  • Questions can be Essay, Problem Solving, MCQ
  • Preparation before the examination
  • Direct observation using video conferencing software

• Issues encountered
  • Server downtime
  • Slow Internet Connections
Breakout Room Questions (30 minutes)

Introduce yourselves (Name + Institution)

Questions

1. Which of the ideas presented could you implement in your courses?
2. What other ideas do you have for assessing your students’ knowledge?
3. What concerns do you have about cheating?
4. What other types of lower stakes assessments might you like to try?
Group Discussion

Report out
Chat #Ideas
Final Poll: Which of the following ideas from today would you like to try out?

1. Two-part exams
2. Public exams
3. Exam wrappers
4. Multiple True/False questions
5. Two tiered multiple choice questions
6. Take home examinations
7. Two-parts take home examinations
8. Remote examination
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