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

November 12/13
Technology for Remote Teaching
Eleanor Vandegrift, University of Oregon
Julie Clarke, University of Melbourne

December 3/4
Equity and Access in Remote Teaching
Eleanor Vandegrift, University of Oregon
Michael Antonio Mendoza, University of the Philippines Manila

January 21/22
Authentic Online Assessment
Mona Monfared, University of California, Davis
Fung Fun Man, National University of Singapore

More info or to register: apru.org/our-work/pacific- rim-challenges/global-health
Welcome and Introduction

Melissa 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 creating equitable remote learning environments.

APRU Disclaimer: The views, information, or opinions expressed during the APRU Global Health Working Group Webinars: Teaching in Virtual Environments (Part II) are solely those of the individuals involved and do not necessarily represent those of The Association of Pacific Rim Universities (“APRU”) and its employees. APRU is not responsible and does not verify for accuracy any of the information contained in the series.
Format

- 20-30 MINUTES EXPERT PANEL
- 30 MINUTES SMALL GROUP DISCUSSION
- 30 LARGE GROUP DISCUSSION
Write in the Chat...
How do you define equity?
You may want to include some examples from your own teaching.
Some research on equity and inclusivity

Elly Vandegrift,
University of Oregon
Community of Inquiry for Presence

A Pandemic Crash Course: Learning to Teach Equitably in Synchronous Online Classes

Pre-pandemic faculty learning community with class observations

FIGURE 1. Structure of iterative feedback and reflection on teaching practices.
FIGURE 2. Comparison of whole-class participation from the last face-to-face (∼7 weeks in the semester) and online (∼9 weeks) observations.
FIGURE 3. Public chat-based participation increases across the virtual rounds (rounds 3–5). Each round consisted of a classroom observation, feedback, and debrief meeting with the learning community.
A Pandemic Crash Course: Learning to Teach Equitably in Synchronous Online Classes

1. Re-establishing norms
2. Using student names
3. Using breakout rooms
4. Leveraging chat-based participation
5. Using polling software
6. Creating an inclusive environment
7. Cutting content to maintain rigor

The Wide World of Inclusive Teaching—
Studied ways workshop participants described inclusive teaching definitions and practices

Glen Davenport | Meghan Bathgate | Jennifer Claydon | Leo Chen
Scientific Teaching in Practice Webinar Series
December 1, 2020
Ways that workshop participants described inclusive teaching

- Being Aware
- Welcoming Voice
- Student Feelings

- Course Structure
- Course Content
- Accessibility
- Differential Instruction
Content Coding

- **Being Aware**: Instructor awareness. Learn about students.
- **Welcoming Voice**: Encourage students. Avoid excluding.
- **Student Feelings**: Student centered. Assess experience.
- **Course Structure**
- **Course Content**
- **Accessibility**
- **Differential Instruction**
Content Coding

- Being Aware
  - Active learning
  - Group work

- Welcoming Voice
  - Representation
  - Relevant content

- Student Feelings
  - Accommodations
  - Materials availability

- Accessibility
  - Learning styles
  - Preparation levels

- Differential Instruction
  - Course Structure
  - Course Content
Practices Instructors Use to improve Inclusivity

1-on-1 Conferences with Students
Get Data on Local Demographics
Get Inclusive Teaching Training
Reform Office Hours
Learn Student Names
Normalizing Syllabus Language

Captioned Videos
Low-Cost Textbooks
Dyslexie Typeface
Muddiest Point
Free Choice of Assessment Type
Pre-testing

Think Pair Share
Peer Instruction
Case Studies
Random Call
Profiles of Scientists
Justice in Science
Examples from Diverse Contexts

Yale Poorvu Center for Teaching and Learning
hhmi
National Institute on Scientific Teaching
Equity and Access in Remote Teaching

Mechanisms and Experiences by the University of the Philippines

Michael Antonio F. Mendoza, DDM, MA
Department of Community Dentistry
College of Dentistry
University of the Philippines Manila

APRU Global Health Working Group Webinars: Teaching in Virtual Environments (Part II)
03/04 December 2020
Immediate Impact of COVID-19

- rapid shift to asynchronous learning
- increased anxiety for students and faculty
Issues in Remote Learning

Internet in the Philippines: Why Is It Slow and Expensive?

MoneyMax
9 October 2020 - 7-min read

Solon seeks inquiry on PH's slow internet

posted September 15, 2020 at 08:53 pm
by Maricei Cruz

In the Philippines, distance learning reveals the digital divide

Feature Forced to follow a "no vaccine, no classes" policy, the Philippines has implemented distance-learning programs that exacerbate existing inequalities.

6 October 2020 by Ana P. Santos
Course Delivery

• asynchronous > synchronous
• flexibility of deadlines
• Course Packs
The Student Learning Assistance System Online accepts applications for AY 2020-2021

September 18, 2020 | Posted by UP Media and Public Relations Office

Students from the University of the Philippines (UP) come from all walks of life. Some of them may not be able to afford to pay the full tuition and other expenses to complete their academic requirements. As the UP community transitions to remote learning, other forms of learning assistance are needed to respond to the changing times.

To expand the support to financially-challenged students and expedite the processing support for academic activities, the University developed the Student Learning Assistance System (SLAS). The SLAS is an expansion of the Student Financial Assistance Online (SFA Online). The UP designed the SFA Online in 2014 to accept applications for tuition subsidy and allowance. Beginning on 7 September 2020, UP students may apply directly for financial support and learning assistance in the SLAS Online (slasonline.up.edu.ph). The expanded System will gather information on students’ financial capacity, connectivity situation and connectivity options, and learning assistance requirements to help the University determine the support to be extended to the applicant.

For AY 2020-2021, the SLAS Online will support applications to the following learning assistance programs:

Learning Assistance for Remote Learning

In support of remote learning, the University is providing academic support to college students who would apply for learning assistance through the SLAS. Students from low-income households shall receive monthly Internet Connection to support academic instruction and learning activities this Academic Year. Based on their updated application information, students from the most vulnerable families shall be offered gadgets on top of their Internet connectivity subsidy.

UP undergraduate students, including those enrolled in Law and Medicine, are eligible for remote learning assistance.

To accommodate UP students in need of learning assistance in AY 2020-2021, the SLAS Online will accept applications beginning 23 September 2020.
More than 5,600 UP Students can’t afford remote learning

They need your help

Be their kaagapay—one who shares their burden and eases their struggles—in these difficult, rapidly evolving times.

With your donations, monetary and in-kind, to the UP Kaagapay sa Pag-aaral ng mga Iskolar ng Bayan Fundraising and Resource Generation Campaign, our students will receive the computers or laptops and internet connectivity they need toward earning their degrees.

Together, let’s help them achieve their dreams.

Donate securely via
kaagapay.up.edu.ph

For assistance, contact the Kaagapay secretariat at 0916 723 1200 or kaagapay@up.edu.ph.
Office of the Vice President for Academic Affairs

12 October 2020

OVPAA Memorandum No. 2020-117

Re: Mid-Semester Reading Break on 2-6 November 2020

One month of remote teaching and learning has passed with two more months to go before the end of classes. It has been a tough month for our academic community as it faced unprecedented and multiple challenges.

To manage the stress of adjusting to the new experience of remote learning in the midst of a pandemic and to allow students to catch up, focus and understand the course learning materials given them, we are scheduling a System-wide Mid-Semester Reading Break on the week of 2-6 November 2020.
https://earthobservatory.nasa.gov/images/147525/vamco-thrashes-the-philippines
15 November 2020

OVPAA Memorandum No. 2020-139

Re: 16-21 November 2020 Recovery Period in the Aftermath of Typhoon Ulysses; Compassion and Flexibility for Affected Students and Extended Deadline for the Submission of Grades; and Reiteration of Suspended Academic Rules

16-21 November 2020 Recovery Period

Typhoon Ulysses cut a wide swath as it swept across the country with its bigger wind radius and rain impact, compounding the situation of our people in provinces previously hit by Super Typhoon Rolly and Typhoon Quinta, and causing untold human suffering in other parts of Luzon. Given the distribution of UP students across the archipelago, a significant number of students from the different Constituent Universities are affected, with some of them still staying in evacuation centers up to this time. Some of our faculty members and academic and administrative staff are also affected in varying degrees. We will only know the full impact of the typhoon on individual members of our UP community in the next few days.

In the midst of this disaster, it is heartening to note the spontaneous response of UP students, staff and faculty in the different CUs to help alleviate the situation. In the spirit of solidarity with those affected, the UP Administration is declaring the week of 16-21 November 2020 as a period of recovery for affected members of the UP community and for the rest of our community to continue raising funds, soliciting donations in kind, engaging in sorting, packing and repacking relief goods, participating in the delivery of goods to those in need following public health protocols, and helping in the rehabilitation process, if needed. The conduct of synchronous and asynchronous activities as well as the submission of course requirements are suspended for this week.
ACADEMIC GUIDELINES FOR THE REMAINDER OF THE FIRST SEMESTER AY 2020-2021

OVPAA Memorandum No. 2020-143

26 November 2020

ON THE END OF THE SEMESTER

First semester will end as scheduled

Deadline of submission of grades moved to

22 January 2021
to give students time to accomplish requirements and the faculty to grade them

No additional requirements and existing requirements may be further reduced to essentials

Bridging activities may be conducted

ON THE GRADING SYSTEM

Grades shall be numeric

No grades of "4" or "5" will be given this semester

Faculty members are NOT allowed to give a forced D/F based on non-attendance of synchronous classes or non-communication within the semester (e.g. during scheduled consultations). Instead, they will be given an INC in effect, rule of attendance is suspended.

Rule on INC grade is suspended insofar as the student fails to take the final examination or fails to complete final requirements

Academic rules suspended by OVPAA Memo No. 2020-139 remain suspended

Modified Academic Calendar for the Second Semester AY 2020-2021 and Midyear 2021

<table>
<thead>
<tr>
<th></th>
<th>Second Semester</th>
<th>Midyear</th>
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</thead>
<tbody>
<tr>
<td>Start of Classes</td>
<td>1 March 2021</td>
<td>5 July 2021</td>
</tr>
<tr>
<td>Reading/Wellness Break</td>
<td>29 April - 3 May</td>
<td>29-31 July 2021</td>
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<tr>
<td>Reading/Wellness Break</td>
<td>20-27 March 2021</td>
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<tr>
<td>for the split-semester</td>
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<tr>
<td>End of Classes</td>
<td>11 June 2021</td>
<td>20 August 2021</td>
</tr>
<tr>
<td>Finals Period</td>
<td>14-19 June 2021</td>
<td>23-26 August 2021</td>
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</tbody>
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https://www.up.edu.ph/up-announces-additional-flexible-academic-measures-for-the-remainder-of-the-semester/
Bottomline

- Creativity
- Flexibility
- Compassion
Breakout Rooms (30 min)

Introductions (30 seconds per person):
Name, Institution, Discipline, last podcast/TV show/movie/book
Select a reporter, recorder, time keeper, discussion leader.
Type answers into Google doc to record answers for each prompt.

Questions:
1. What are the challenges you have faced with creating an equitable and inclusive remote learning environment?

2. We presented some possible solutions today, discuss which of these you have tried or would like to try.

3. What other suggestions do you have for improving equity in your learning environments?
Report out group discussion (+ #chat)

Questions:

1. What are the **challenges** you have faced with creating an equitable and inclusive remote learning environment?

2. We presented some **possible solutions** today, discuss which of these you have tried or would like to try.

3. What **other suggestions** do you have for improving equity in your learning environments?
Which of the ideas from the discussion today would you like to try in your teaching? (Chat)
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