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

February 22, 6-7:30pm US Pacific
February 23, 10-11:30am Hong Kong
Supporting Students Beyond the Classroom
Eleanor Vandegrift, University of Oregon & Catherine Zhou, Hong Kong University of Science and Technology

March 29, 6-7:30pm US Pacific
March 30, 9-10:30am Hong Kong
Creating an Active Learning Environment
Eleanor Vandegrift, University of Oregon
Maria Vassileva, Nagoya University

April 26, 6-7:30pm US Pacific
April 27, 9-10:30am Hong Kong
TBD
Eleanor Vandegrift, University of Oregon
TBD

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

- 30 MINUTES EXPERT PANEL
- 30 MINUTES SMALL GROUP DISCUSSION
- 30 LARGE GROUP DISCUSSION
Zoom Interactions Today

Feedback and Polls
- Mentimeter

Text on slide
- Annotate

Writing

Video and Audio
- Mute
- Stop Video

Breakout Rooms
- Joining Breakout Rooms...
  - Breakout Room 1
  - It may take a few moments.

Chat #Aha
Chat: What types of support do your students need outside of the classroom?
Glimpse into the Resource Kit

Modules

- Start Here
- Creating Goals
- Time Management
- Online Learning
- Learn Effectively
- Taking Notes
- Active Reading
- Test Prep
- Increasing Motivation Reducing Procrastination
- Taking Tests & Reducing Anxiety
- Finding Appropriate Resources
- Study Plans for finals
Five Sections of a Module

Overview → Main Points → Reflect

Apply it in your courses → Check your understanding
Glimpse into a Module

How to Learn Effectively Overview

In this module, you will...

- Analyze learning principles that including the testing effect, interleaving, and struggle to learning in online courses.
- Apply cognitive science principles of learning to online academic studies.

Let's get started!

Objectives
Glimpse into a Module

Learning Effectively—Main Points

The science of learning has shown us that there are effective and ineffective ways that students study. To maximize your time and energy, it’s important to study in the most effective way possible. Sometimes the things that feel “easy” do not help us learn and study as much as the processes that feel more “difficult”. Let’s look at what science tells us.

Intensive Study Session

Try an Intensive Study Session which is one of the most powerful strategies that has helped students improve the effectiveness of their study time.

Much like the notetaking and test preparation strategies, intensive study sessions have before, during, and after components.

Steps in an Intensive Study Session

1. Take 2 minutes to plan what you are going to study before you actually start studying.
2. Spend 50 minutes (without any distractions) to actually study the material: complete homework, read, review notes, study for a test, or write an essay. If you worry that you cannot focus for 50 minutes on this, start with 15 and challenge yourself to build up your focus time.
3. Take a 10-minute break from studying. Remember to set a timer so you can get back to work when your break is over.
4. After your break, spend 2 minutes briefly reviewing the material you just studied. Try to make yourself recall the information without looking at the book or notes.

Intensive study sessions can be completed multiple times in a row with each one focused on a different class. After every 2 sessions, take a 30 minute break. The time management and procrastination sections have more ideas about how to fit study time into your day.
Glimpse into a Module

Memory and Learning

- Memory is complex. You need to make connections in your brain over and over again for something to be remembered. The more **effortful connections** you make with a piece of information, the stronger the memory will be.
- **Thinking about how you think about things** (metacognition) can be a really important piece of learning that students often overlook. Instructors are asking you to use the metacognitive process when they ask you to reflect on your learning. There are three parts to the metacognitive process:
  - Planning—think about the learning goal the teacher has set and consider how you will approach the task and which strategies you will use
  - Monitoring—implement your plan and monitor the progress you are making towards your learning goal
  - Evaluating—determine how successful the strategy you used was in helping you achieve your learning goal. Ask yourself these types of questions:
    - ‘What didn’t go well?’ ‘What could I do differently next time?’ ‘What went well?’ ‘What other types of problems can I use this strategy for?’

Short videos that act like **Student Office Hours** where Elly offers advice and encouragement.
Glimpse into a Module

Other Resources

3 Study Tips From the Book 'Make It Stick'

- **Test yourself** on the material instead of rereading it. By making your brain actively recall the information, you are learning it more deeply than simply rereading it. Studies show that you will remember information for a longer period of time if you test yourself on it than if you reread it—even if you don’t feel like it’s helping you!
- **Interleave** (or mix up) your studying so that you focus on many different topics in one study session. Don’t try to master one topic before moving on to another. You’ll actually learn all the information better if you interleave your study topics.
- **Struggle** with the material. Challenge is actually good for your learning—it’s making your brain work! Trying out something difficult can result in better learning. Easy successes aren’t the best thing for learning—it’s the struggle where the real learning takes place.

5-Step Study Cycle

The [5-Step Study Cycle](#) includes the following:

1. Preview materials before class.
2. Attend the class.
3. Review for 8–10 minutes sometime after class on the same day.
4. Study by quizzing yourself using your notes, creating concept maps, or working problems.
5. Check your understanding by asking yourself if the information makes sense and if you could teach it to someone else.
Glimpse into a Module

Learning Effectively—Reflect

Use the questions below to guide your thinking about Learning Effectively. It may help to record your answers somehow—maybe by typing on a blog, writing in a journal, or recording audio on your phone.

1. How do you usually study? How does it compare with the information in this module?
2. Students are often surprised by some of the research about how people learn—especially because sometimes what feels like successful learning to them is not actually helping them learn. What surprised you?
Glimpse into a Module

Learning Effectively—Apply It to Your Courses

Choose one or more of the ideas from this module to try out in your courses this term. Time is precious, so learn effectively and efficiently!

- Get in the habit of doing intensive study sessions.
- Test yourself on material using questions (and really thinking of the answers, not looking them up) instead of rereading notes or chapters.
- Space out your practice.
- Interleave the topics that you are studying.
- Get comfortable with struggling. That means you are learning!

Remember that it may not be easy, but you can do it!
Glimpse into a Module

Quiz Instructions

To check your understanding about this topic, answer these questions.

- 3–5 questions about the key points of the module
- Includes some automatic feedback

**Question 1**

Effort and a bit of struggle are usually needed to learn something well.

- True
- False
What We’ve Learned

1. Getting the information to students has been challenging
2. Students do not always want to admit that they need support
3. Students have great ideas about additional resources (modules) they need
4. Faculty and advisors are excited that these resources exist for students
Catherine Zhou
Hong Kong University of Science and Technology
Supporting Students beyond Classroom

Catherine Zhou, PhD
The Hong Kong University of Science and Technology
March 4, 2021
Pandemic’s impact

Chirikov and Krista, 2021
- Lack of motivation
- Lack of interaction
- Inability to learn

Grubic et al, 2020
- Reduced motivation
- Increased pressure
- Abandonment of daily routines

McCarthy, 2021
- Particularly challenging to help students—especially first-year students—to engage and connect in meaningful ways with college life in the midst of pandemic

Copeland et al, 2021
- The transition from home to college has been identified as a significant social and academic stressor for many. The transition back home may, in turn, reduce the social stress of first-year college life

For more information, please visit: https://escholarship.org/uc/item/43q9q2c9
Factors causing moderate or high distress

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<th>Graduate/ professional students (%)</th>
<th>Undergraduate students (%)</th>
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<td>Academics</td>
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<td>88.2</td>
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<tr>
<td>Career</td>
<td>80.5</td>
<td>73.4</td>
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<tr>
<td>Death of a family member, or someone close to me</td>
<td>75.2</td>
<td>75.2</td>
</tr>
<tr>
<td>Finances</td>
<td>74.2</td>
<td>77.7</td>
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<tr>
<td>Health of someone close to me</td>
<td>68.5</td>
<td>67.5</td>
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<tr>
<td>Family</td>
<td>66.1</td>
<td>67.5</td>
</tr>
<tr>
<td>Procrastination</td>
<td>60.1</td>
<td>68.5</td>
</tr>
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Factors negatively impacting academic performance

<table>
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<tr>
<th></th>
<th>Graduate/ professional students (%)</th>
<th>Undergraduate students (%)</th>
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</thead>
<tbody>
<tr>
<td>Procrastination</td>
<td>34.6</td>
<td>49.8</td>
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<tr>
<td>Career</td>
<td>11.2</td>
<td>12.1</td>
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<tr>
<td>Finances</td>
<td>11.1</td>
<td>17.4</td>
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<tr>
<td>Health of someone close to me</td>
<td>9.0</td>
<td>10.0</td>
</tr>
<tr>
<td>Family</td>
<td>8.9</td>
<td>12.4</td>
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<tr>
<td>Intimate relationships</td>
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<td>10.0</td>
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<tr>
<td>Death of a family member, friend, or someone else to me</td>
<td>8.0</td>
<td>9.7</td>
</tr>
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</table>
Framework to develop competencies for emotional, instrumental, and informational student support during the COVID-19 pandemic
Technical competencies to maintain an uninterrupted learning environment

Coaching
- Equipping individuals with the tools, information, and opportunities they need to achieve goals, improve performance, and enhance personal satisfaction

Caring
- Assisting, supportive, or facilitative acts toward or for another individual or group with evident or anticipated needs to ameliorate or improve a human condition or lifeway
- Consistent positive engagement and reflexive teaching practices, as aspects of pedagogical care, are morally imperative if instructors are to achieve transformative student outcomes.

Collaboration
- Peer-support, such as peer-to-peer knowledge sharing, which enables learners to “find relevant content as well as collaborators who are willing to share their knowledge”

Social-emotional competencies for maintaining continuity in relationships

Emotional support
- When one behaves in a way that is caring, there is an underlying moral and ethical imperative that materializes as the provision of emotional support.
- Collaboration in the spirit of teamwork and shared experience can be considered the provision of emotional support.

Instrumental support
- New tools, processes, and procedures need to be conveyed and executed for students to experience success in the course after the format abruptly moved online.

Informational support
- Keep students in the loop with regard to every and all communications.

Coaching on coping with stress and anxiety in uncertain time
Individual connections

Channel

Person meeting

Phone calls

Individual Zoom meeting

Conversations on

Whether to shift course grades from lettered grades to pass/fail

Personal concerns about the current situation

Emotions

Small class vs. large class
Collaboration

- Literature review
- In-person or online interview
- ......
Other Support

Consider time difference

Provide ‘shortcut’ to learning resources

Test Zoom with students

‘Proxy service’

Let students call you directly
Every crisis offers an opportunity to explore and find new structures and forms of engagement to critically reimagine educational practices and interactions.
Thank you

Catherine Zhou, PhD
egcatherine@ust.hk
Breakout Room Questions (30 minutes)

Introduce yourselves (Name + Institution)
Select a Discussion Leader, Reporter, Recorder, Time Keeper

Questions.

1. How are you encouraging peer collaboration and peer support with social distancing and isolation?
2. What supports has your institution provided to students outside of the classroom during the pandemic?
3. How do students learn about the resources?
4. What additional resources do you wish your institution could offer students?
Group Discussion

1. How are you encouraging peer collaboration and peer support with social distancing and isolation?

2. What supports has your institution provided to students outside of the classroom during the pandemic?

3. How do students learn about the resources?

4. What additional resources do you wish your institution could offer students?
Chat: What one idea from today would you like to share with a colleague?
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