

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

May 5, 6-7:30pm US Pacific
May 6, 9-10:30am Hong Kong
Connecting Classroom Teaching to the Real World
Eleanor Vandegrift, University of Oregon &
Adik Wibowo, University of Indonesia

May 19, 6-7:30 pm US Pacific
May 20 9-10:30am Hong Kong
Developing Learners' Practical Skills in Remote Classrooms
Eleanor Vandegrift, University of Oregon &
Yotsawee Saifah, Chulalongkorn University


June 2, 6-7:30pm US Pacific
June 3, 9-10:30am Hong Kong
Reflections on a Year of Virtual Teaching
Eleanor Vandegrift,, University of Oregon &
Mellissa Withers, University of Southern California







APRU
Global Health



UNIVERSITY OF OREGON

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

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Welcome and Introduction

Mellissa Withers, University of Southern California

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Goals for Today

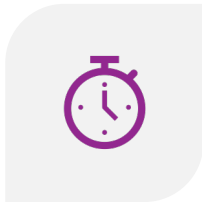
1. Provide pedagogical, technology, and peer support to faculty across the APRU network teaching remotely.
2. Create opportunities for APRU affiliated faculty to connect and share resources and experiences

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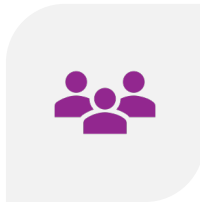
Inclusive Belonging Emotional Intelligence
 Negotiation Creativity Evidence Based Pedagogy
 Connect Diversity Student Engagement Reflect
First Year Experience Engage
 Academic Excellence Groups Active Learning
 Identity Community Problem Solving Discover
 Create Critical Thinking Research Experiences

4

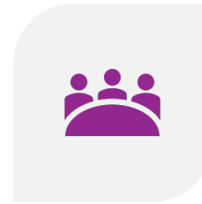
Format



30 MINUTES EXPERT
PANEL



30 MINUTES SMALL
GROUP DISCUSSION

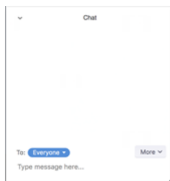


30 LARGE GROUP
DISCUSSION

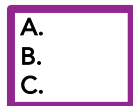
5

Interactions Today

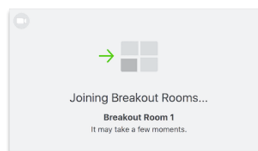
Zoom Chat



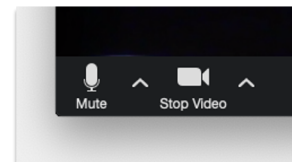
Zoom Polling



Breakout Rooms




Using Video and Audio



Think and make a
note for yourself



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Chat: How do you provide opportunities for students to connect your class content to “the real world”?

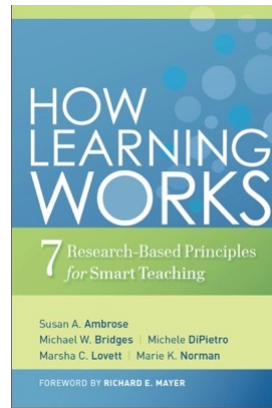
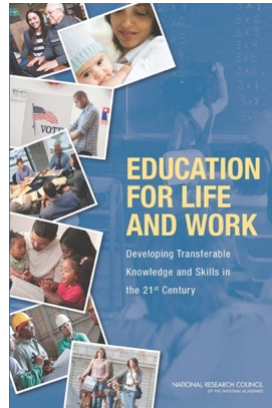
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Classroom applications

Elly Vandegrift,
University of Oregon

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Applying Knowledge Beyond the Classroom



Ambrose, S. A., Bridges, M. W., DiPietro, M., Lovett, M. C., & Norman, M. K. (2010). *How learning works: Seven research-based principles for smart teaching*. John Wiley & Sons.

National Research Council. (2012). *Education for life and work: Developing transferable knowledge and skills in the 21st century*. National Academies Press.

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Applying Knowledge Beyond the Classroom

1. multiple and varied representations of content;



10

Applying Knowledge Beyond the Classroom

2. opportunities for consolidation and elaboration;



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Applying Knowledge Beyond the Classroom

3. explicit connections to real life examples;



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Applying Knowledge Beyond the Classroom

4. high expectations and cognitively challenging tasks which are coupled with scaffolding;



Image courtesy of Mater Isolated Images] / FreeDigitalPhotos.net".

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Applying Knowledge Beyond the Classroom

5. intentional prompts to connect new content and prior knowledge;



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Applying Knowledge Beyond the Classroom

6. opportunities for practice, feedback, and formative assessment;



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Applying Knowledge Beyond the Classroom

7. time for reflection and metacognition.



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Applying Knowledge Beyond the Classroom

1. multiple and varied representations of content;
2. opportunities for consolidation and elaboration;
3. explicit connections to real life examples;
4. high expectations and cognitively challenging tasks which are coupled with scaffolding;
5. intentional prompts to connect new content and prior knowledge;
6. opportunities for practice, feedback, and formative assessment; and
7. time for reflection and metacognition.

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Evidence-Based Curricular Innovation

Capstone Experiences

Community-Based Learning

Course-Based Undergraduate Research Experiences (CURES)


Learning Communities


Off-campus Study Programs

Project-Based Learning

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REACTING TO THE PAST






The Threshold of Democracy: Athens in 403 B.C.E.

By Mark C. Carnes, Josiah Ober, Naomi J. Norman


In the wake of Athenian military defeat and rebellion, advocates of democracy have reentered the Assembly, but stability remains elusive.



Rousseau, Burke, and Revolution in France, 1791

By Mark C. Carnes, Gary Kates, Jennifer Pugh

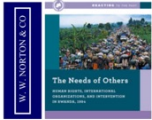
Your classroom gathers to craft a constitution for a new France, wrestling with the threat of foreign invasion, political and religious power struggles, and questions of liberty and citizenship.



The Constitutional Convention of 1787: Constructing the American Republic


By John Patrick Cooley

Your classroom takes on the debates that most profoundly shaped American government, investigating ideological arguments behind possible structures for a new government, and creating a new constitution.



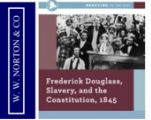
The Needs of Others Human Rights, International Organizations, and Intervention in Rwanda, 1994

By Kelly McFall



Mexico in Revolution, 1912-1920

By Jonathan Truitt, Stephanie Slaughter



Frederick Douglass, Slavery, and the Constitution, 1845

By Mark Highes, James Stewart

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Zoom Poll

How familiar are you with the Reacting to the Past Curriculum?

- A. I'm not familiar with it
- B. I've heard of it
- C. I'm familiar with some of the games
- D. I've attended a RTTP workshop
- E. I've been a Gamemaster

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Food or Famine, 2002: The Debate Over Genetically Modified Crops in Southern Africa

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Students

Critical Thinking
 Problem Solving
 Reflection
 Metacognition
 Communication Skills
 Community
 Belonging
 Global Perspectives

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Instructors

Evidence-Based Pedagogy

Context for Content

Professional Development

Inclusive Pedagogy

Increased Teaching Enjoyment

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Project-Based Learning

Adik Wibowo, University of Indonesia

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FROM CLASS ROOM TO THE REAL WORLD

(sharing experience working at the WHO)

Adik Wibowo

Global Health Initiative Faculty of Public Health

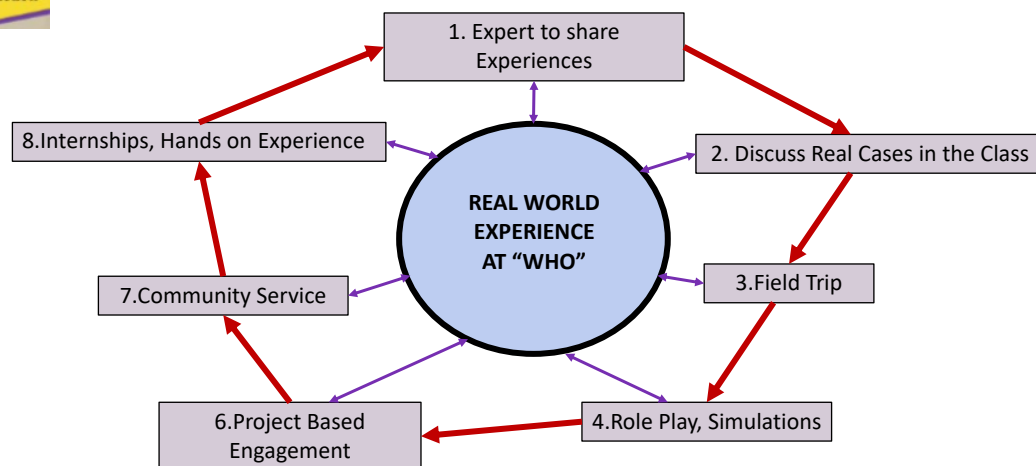
Universitas Indonesia

May 6, 2021, 08.00-09.30 Jakarta Time

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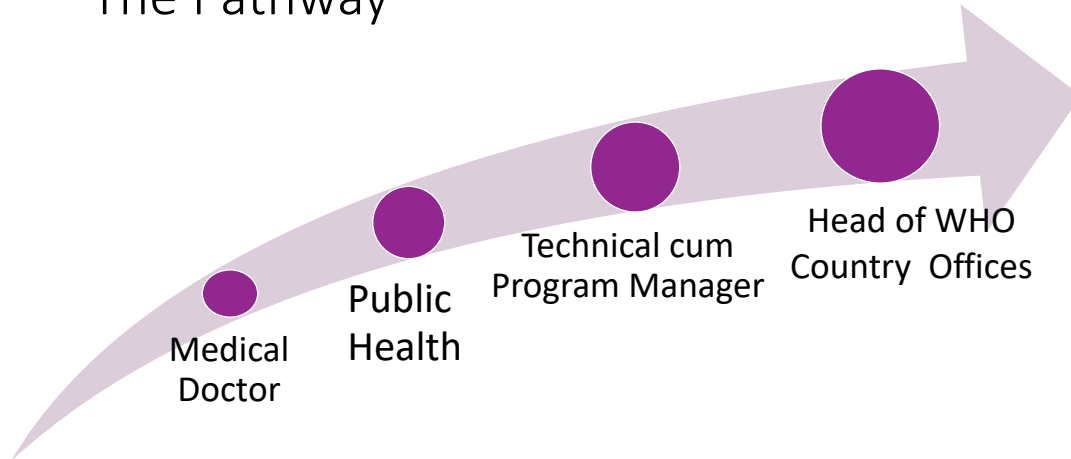


The Spider Web: ...into the real world



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The Pathway



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The Modalities

- In the class room: gaining theories as to know the standards, core values
- Learn about Management
- Learn about Culture
- Learn about Politics
- Soft skills : communication → negotiation, advocacy → diplomacy, how to work in team, how to lead
- How to develop a “ sellable “ curriculum vitae

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The real world at WHO

- A place that brings daily practice of “jargon words”: collaboration, partnership, sustainability, network at a global environment
- In the career pathway: Positions can vary
- Linearity vs Non-linearity
- The need for long life learning
- Knowledge + Involvement + Experience → bring to Understanding, Ownership and Long-term Retention

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Thankyou

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Breakout Room

Introduce yourselves
(Name + Institution)

Select a
Facilitator,
Time Keeper

1. What are the benefits and challenges to connecting classroom learning to real world experiences?
2. How do you already connect content beyond the classroom environment?
3. What are the skills needed to solve problems in their future careers?
4. What modalities should faculty member have to bring classroom teaching to the real world experiences?

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Chat: Reflection

1. What's one idea from today that you would like to apply in your teaching?

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USC



APRU
Global Health



**UNIVERSITY OF
OREGON**

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