

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 &

Melissa Withers, University of Southern California



USC



APRU
Global Health



**UNIVERSITY OF
OREGON**

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

Reflect on the lessons
we've learned as
educators over the
past year.

Consider ways to
apply what we have
learned to future
teaching experiences.

Format



30 MINUTES EXPERT
PANEL



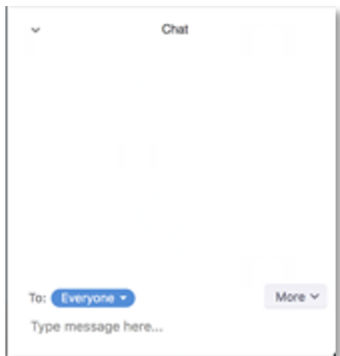
30 MINUTES SMALL
GROUP DISCUSSION



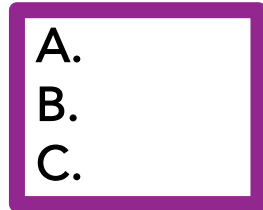
30 LARGE GROUP
DISCUSSION

Interactions Today

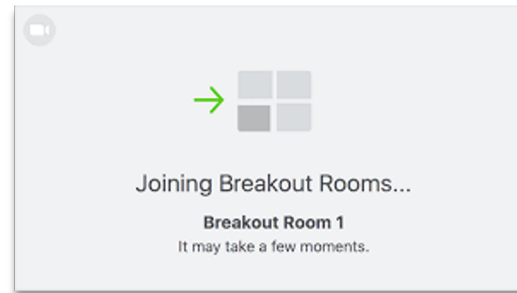
Zoom Chat



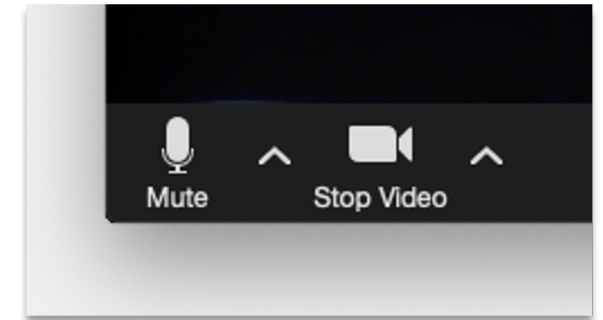
Zoom Polling



Breakout Rooms



Using Video and Audio



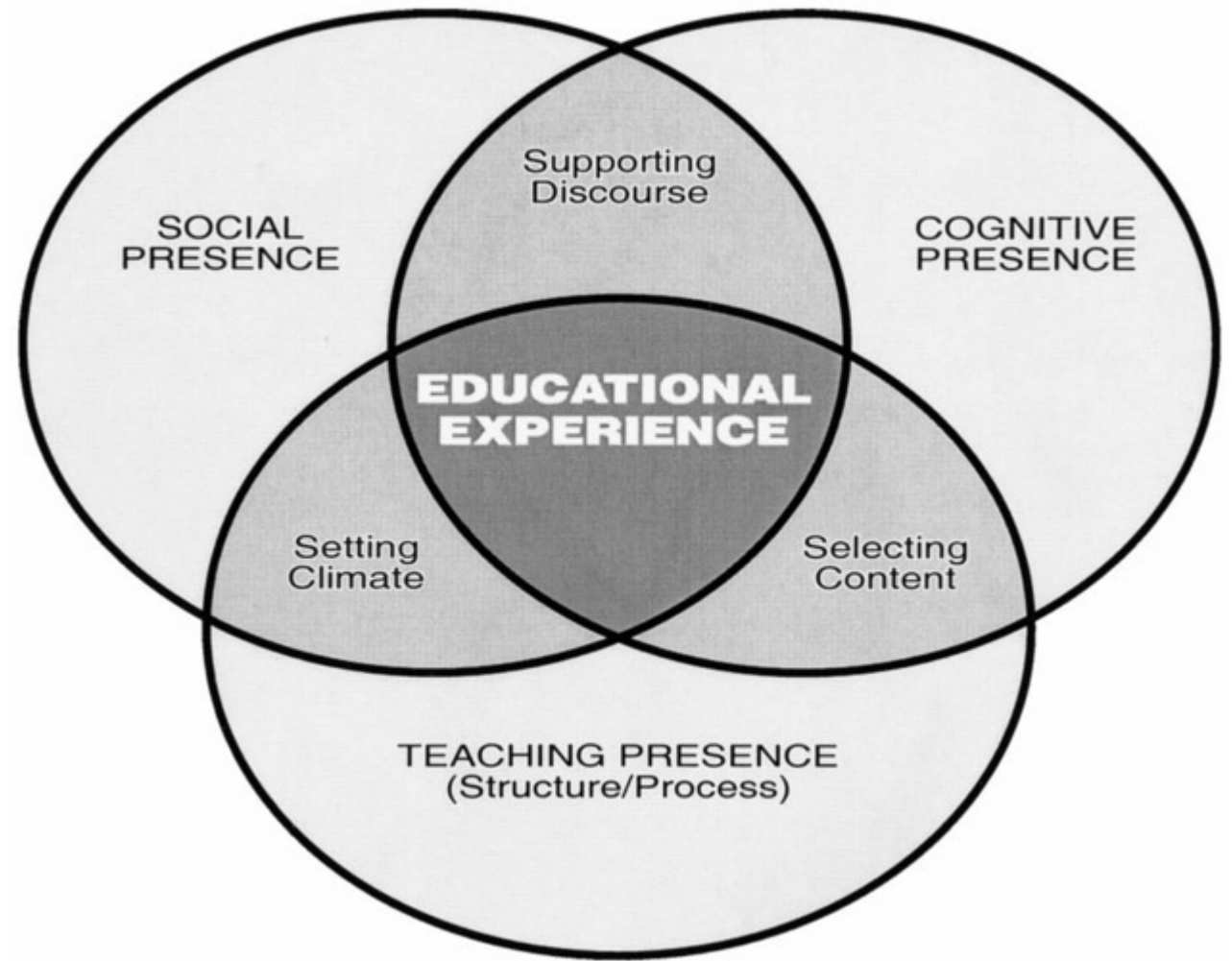
Think and make a
note for yourself



Chat: What is one teaching lesson
you've learned this year?

Elly Vandegrift,
University of Oregon

Pandemic Lesson 1: Course Structure

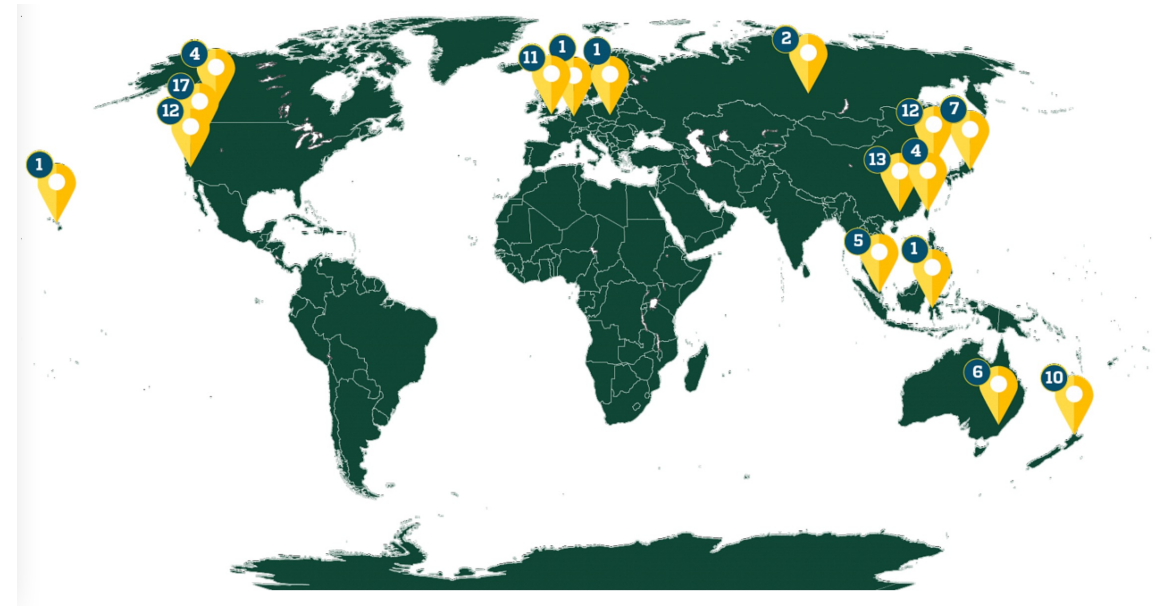


(Garrison, D. R., Anderson, T., & Archer, W. (1999). Critical inquiry in a text-based environment: Computer conferencing in higher education. *The internet and higher education*, 2(2-3), 87-105.)

Pandemic Lesson 2: Power of Global Networks



Corona Corps



Global Leadership Challenge

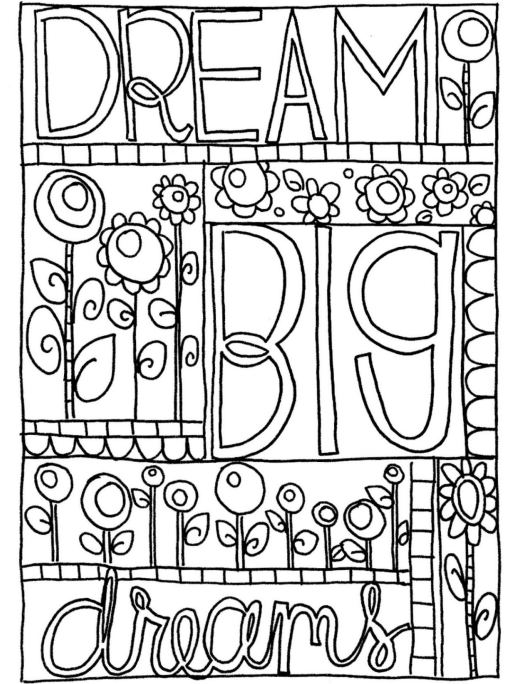
Mellissa Withers, University
of Southern California

Pandemic Lesson 3: Building Community

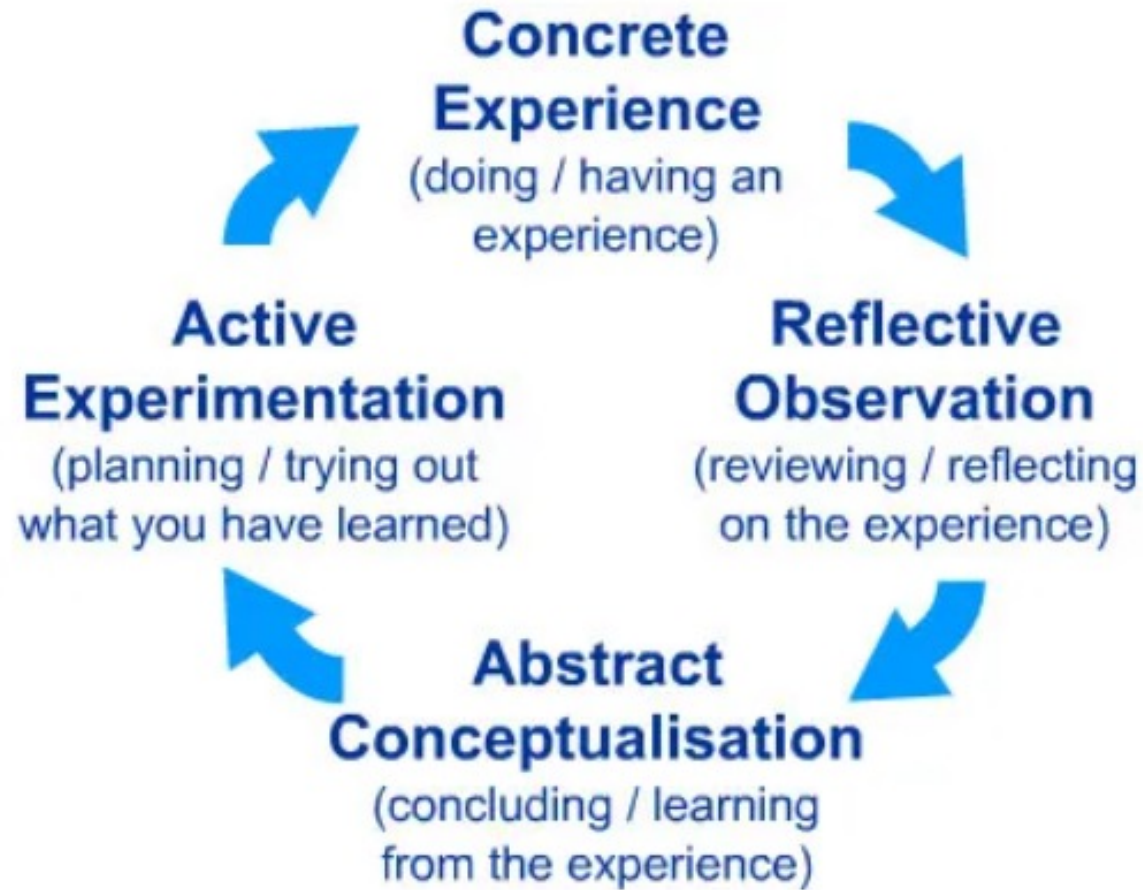
- Give students a voice, choices
- Set ground rules
- Use technology to get to know each other, know students' names
- Be vulnerable, “we’re in this together” mentality
- Show up early and stay late

Examples

- APRU Virtual Student Exchange: <https://vse.apru.org/>
- 55 Word Stories: <https://faculty.uwmedicine.org/55-word-stories/>
- Slido Surveys
- Collective Drawing
- USC Campus in Minecraft



Pandemic Lesson 4: Constructivism



Traditional Classroom	Constructivist Classroom
Curriculum begins with the parts of the whole. Emphasizes basic skills.	Curriculum emphasizes big concepts, beginning with the whole and expanding to include the parts.
Strict adherence to fixed curriculum is highly valued.	Pursuit of student questions and interests is valued.
Materials are primarily textbooks and workbooks.	Materials include primary sources of material and manipulative materials.
Learning is based on repetition.	Learning is interactive, building on what the student already knows.
Teachers disseminate information to students. Students are recipients of knowledge.	Teachers have a dialogue with students, helping students construct their own knowledge.
Teacher's role is directive, rooted in authority.	Teacher's role is interactive, rooted in negotiation.
Assessment is through testing and correct answers.	Assessment includes student works, observations and points of view, as well as tests. Process is as important as product.
Knowledge is seen as inert.	Knowledge is seen as dynamic, ever changing with our experiences.
Students work primarily alone.	Students work primarily in groups.

Breakout Room

Introduce
yourselves (Name
+ Institution)

Select a
Facilitator,
Time Keeper

1. We know there have been a lot of challenges with remote teaching, but where have you found moments of joy?

2. What new teaching strategies have you tried that you want to continue doing even when you're back in person?

3. What have you learned about yourself as an educator?

Zoom Poll:

Are you interested in participating in future teaching-focused professional development

1. Yes
2. No

Zoom Poll:

Which topics are you most interested in learning about best practices...

1. Course design
2. Equitable teaching practices
3. Developing students' practical skills
4. Syllabus design
5. Building community
6. Measuring student learning (assessments)
7. Classroom engagement (active learning)
8. Research on how people learn
9. Learning beyond the classroom (field placements, labs, internships, etc.)
10. Other—type in chat

Chat: Share one example of resiliency that you've experienced or observed in faculty or students.



Thank you—350 global educators who have joined us for conversation

Instructors

Victor Hoe

Vivian WY Lee

César Alberto Lucio Ramirez

Julie Clark

Michael Antonio Mendoza

Mona Monfared

Fun Man Fung

Catherine Zhou

Maria Vassileva

Claudia Tobar

Adik Wibowo

Yotsawee Saifah

Technical and Logistical support

Tina Lin

Mo Rayburn

Annie Zeidman-Karpinski

Quinne Hauth

Alyssa Červenka

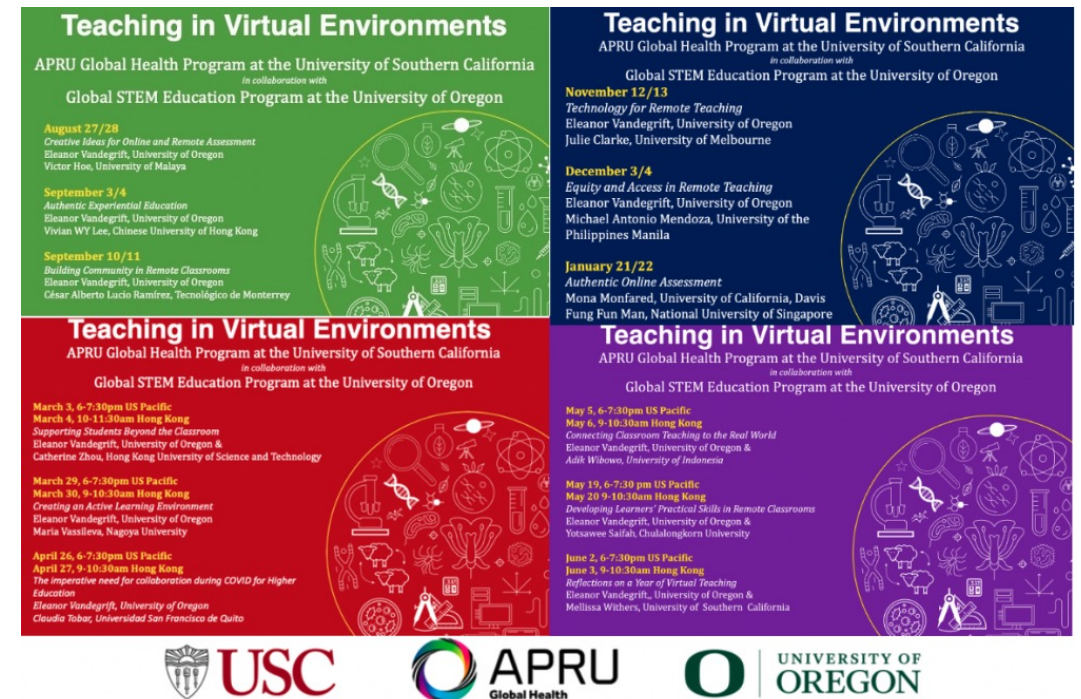
Yifang Zhang

Grace Honeywell

Christina Schönleber

Morgan Hayward

Victoria Sanchez



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