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

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

Think and make a note for yourself

Zoom Polling

A.  
B.  
C.

Breakout Rooms

Using Video and Audio
Chat: What is one teaching lesson you’ve learned this year?
Elly Vandegrift,
University of Oregon
Pandemic Lesson 1: Course Structure

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/](https://vse.apru.org/)

• 55 Word Stories: [https://faculty.uwmedicine.org/55-word-stories/](https://faculty.uwmedicine.org/55-word-stories/)

• Slido Surveys

• Collective Drawing

• USC Campus in Minecraft
Pandemic Lesson 4: Constructivism

Concrete Experience
(doing / having an experience)

Active Experimentation
(planning / trying out what you have learned)

Reflective Observation
(reviewing / reflecting on the experience)

Abstract Conceptualisation
(concluding / learning from the experience)

Sources:
https://aminatheysh.wordpress.com/2013/11/10/bruners-constructivist-theory/;
http://phenomscience.weebly.com/blog/philosophy;
https://www.simplypsychology.org/learning-kolb.html#:~:text=1.%20Concrete%20Experience%20%20%20Experience%20or,importance%20are%20any%20inconsistencies%20between%20experience%20and%20understanding.
<table>
<thead>
<tr>
<th>Traditional Classroom</th>
<th>Constructivist Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum begins with the parts of the whole. Emphasizes basic skills.</td>
<td>Curriculum emphasizes big concepts, beginning with the whole and expanding to include the parts.</td>
</tr>
<tr>
<td>Strict adherence to fixed curriculum is highly valued.</td>
<td>Pursuit of student questions and interests is valued.</td>
</tr>
<tr>
<td>Materials are primarily textbooks and workbooks.</td>
<td>Materials include primary sources of material and manipulative materials.</td>
</tr>
<tr>
<td>Learning is based on repetition.</td>
<td>Learning is interactive, building on what the student already knows.</td>
</tr>
<tr>
<td>Teachers disseminate information to students. Students are recipients of knowledge.</td>
<td>Teachers have a dialogue with students, helping students construct their own knowledge.</td>
</tr>
<tr>
<td>Teacher's role is directive, rooted in authority.</td>
<td>Teacher's role is interactive, rooted in negotiation.</td>
</tr>
<tr>
<td>Assessment is through testing and correct answers.</td>
<td>Assessment includes student works, observations and points of view, as well as tests. Process is as important as product.</td>
</tr>
<tr>
<td>Knowledge is seen as inert.</td>
<td>Knowledge is seen as dynamic, ever changing with our experiences.</td>
</tr>
<tr>
<td>Students work primarily alone.</td>
<td>Students work primarily in groups.</td>
</tr>
</tbody>
</table>
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  
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Christina Schönleber  
Morgan Hayward  
Victoria Sanchez
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