

LIVE

IBM



Monterey Bay
Aquarium



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

August 27/28

Creative Ideas for Online and Remote Assessment

Eleanor Vandegrift, University of Oregon

Victor Hoe, University of Malaya

September 3/4

Authentic Experiential Education

Eleanor Vandegrift, University of Oregon

Vivian WY Lee, Chinese University of Hong Kong

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Building Community in Remote Classrooms

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César Alberto Lucio Ramírez, Tecnológico de Monterrey



USC Institute on Inequalities in Global Health



APRU
Global Health



UNIVERSITY OF
OREGON

Register at apru.org/our-work/pacific-rim-challenges/global-health.

Welcome and Introduction

Mellissa Withers, University of Southern California



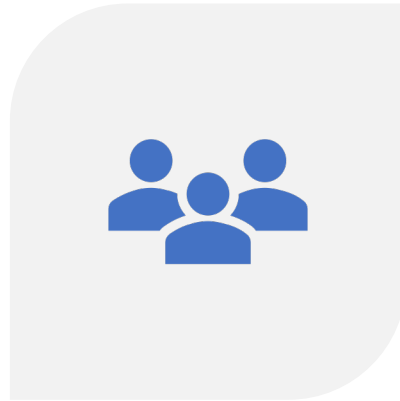
Goals for today:

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 to create authentic experiential education experiences for students even when they cannot meet in person.

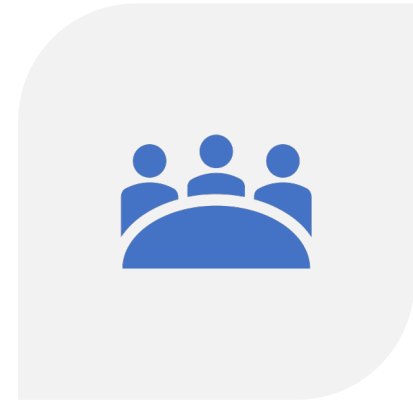
Format



20-30 MINUTES EXPERT
PANEL



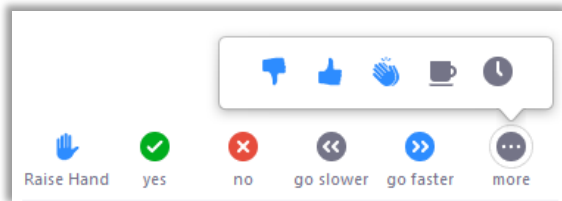
30 MINUTES SMALL
GROUP DISCUSSION



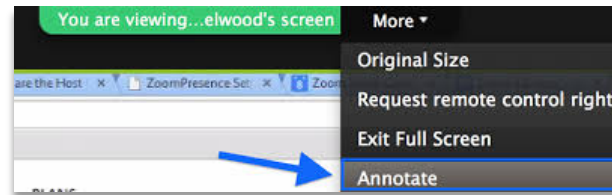
30 LARGE GROUP
DISCUSSION

Interactions

Handraising and Feedback



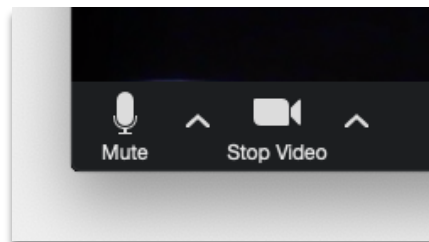
Text on slide



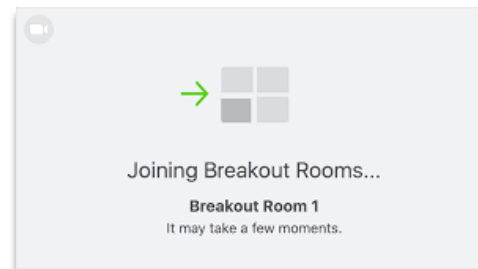
Writing



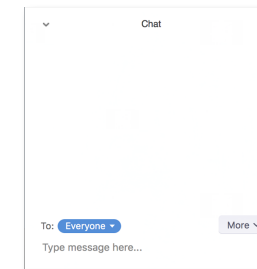
Video and Audio



Breakout Rooms



Chat



Chat: How do you define
“Experiential Education”?

Chat: What makes an
experience “authentic”?

Chat: What type of
experiential education do
you typically provide for
students?



Experiential Education

Active Learning

Integrated Learning

Project-based Learning

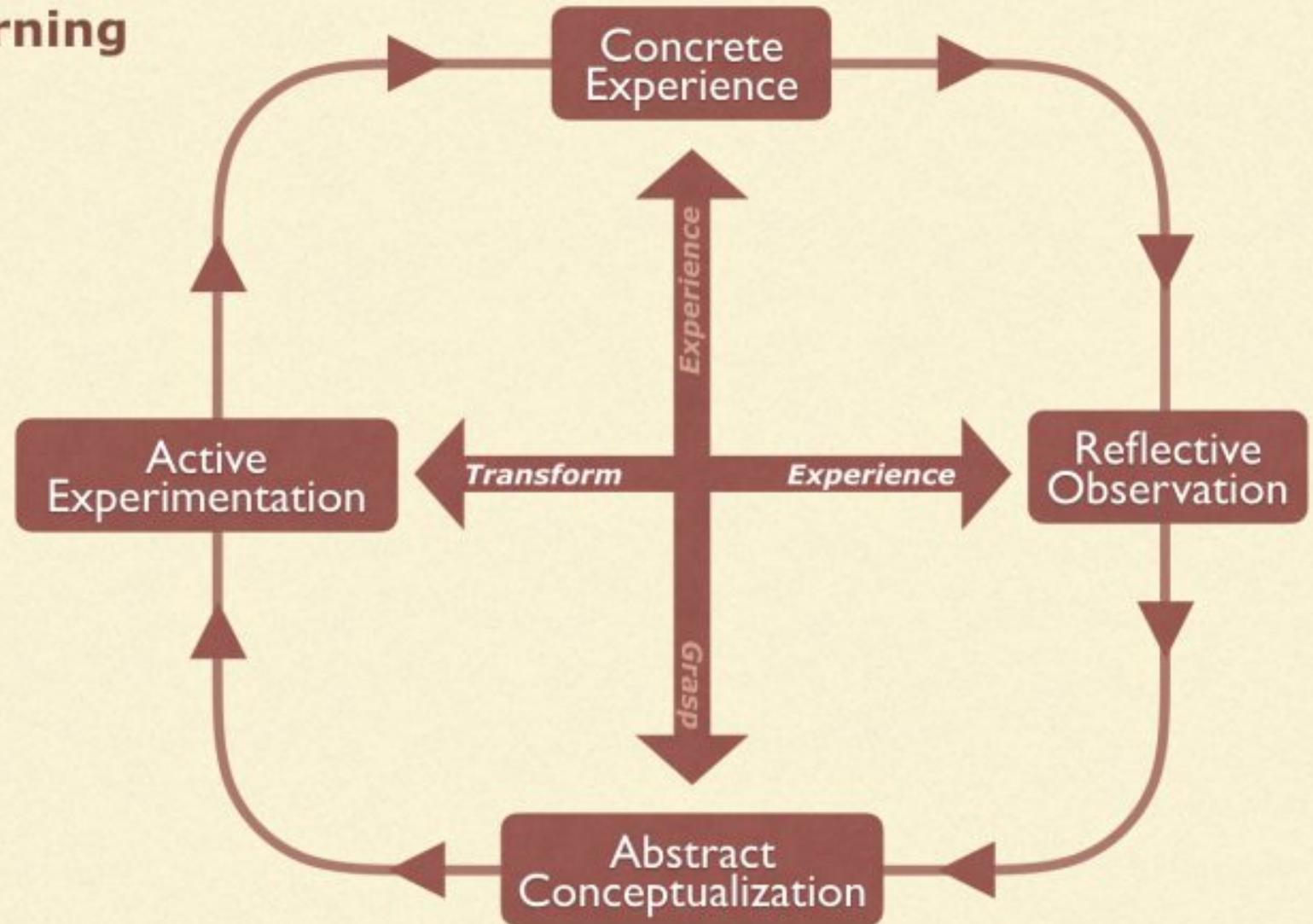
Community-based learning

Roberts, J. W. (2015). *Experiential education in the college context: What it is, how it works, and why it matters*. Routledge.

Cycle of Experiential Learning

1. **Concrete Experience**
Doing or having a novel experience.
2. **Reflective Observation**
Review and reflecting on experience with focus on understanding and identifying gaps in understanding.
3. **Abstract Conceptualization**
Identification of what was learned from the experience. What could be changed to improve future experiences?
4. **Active Experimentation**
Planning and/or applying new learning.

- ✓ Constructivistic Pedagogy
- ✓ Student Centered
- ✓ Dialectics Drive Motivation
- ✓ Cyclical Process Reinforces Progressive Learning



Global Leadership Challenge

Elly Vandegrift, University of Oregon

University of Oregon Global Leadership Challenge

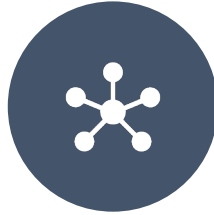


Led by Grace Honeywell and Will Johnson, Division of Global Engagement

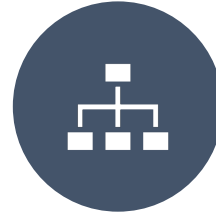
Program designed as experiential education



ACTIVE



INTEGRATED



PROJECT-BASED



COMMUNITY-BASED



REFLECTIVE PRACTICE



ABSTRACT
CONCEPTUALIZATION



CONCRETE
EXPERIENCE



ACTIVE
EXPERIMENTATION

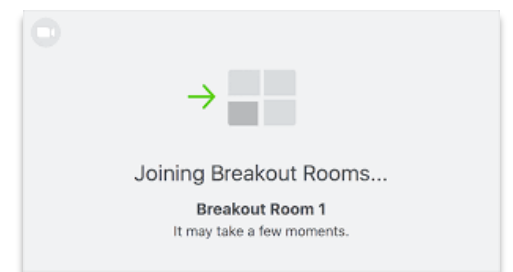
Breakout Room Questions (30 minutes)

Introduce yourselves (Name + Institution)

Select a Discussion Leader, Reporter, Recorder, Time Keeper

Questions. Thinking about Big or Small ideas....

1. How can you bring in active, integrated, project-based, or community learning to your remote/online teaching?
2. How can you build in reflective practice, abstract conceptualization, concrete experience, or active experimentation for students?



Group Discussion

Report out

Chat #Ideas

What one idea from today
would you like to try out in your
course(s)?

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