

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

November 12/13

Technology for Remote Teaching

Eleanor Vandegrift, University of Oregon

Julie Clarke, University of Melbourne

December 3/4

Equity and Access in Remote Teaching

Eleanor Vandegrift, University of Oregon

Michael Antonio Mendoza, University of the Philippines Manila

January 21/22

Authentic Online Assessment

Mona Monfared, University of California, Davis

Fung Fun Man, National University of Singapore



USC Institute on Inequalities in Global Health



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:

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 with creating equitable remote learning environments.

APRU Disclaimer: The views, information, or opinions expressed during the APRU Global Health Working Group Webinars: Teaching in Virtual Environments (Part II) are solely those of the individuals involved and do not necessarily represent those of The Association of Pacific Rim Universities (“APRU”) and its employees. APRU is not responsible and does not verify for accuracy any of the information contained in the series.

Format



20-30 MINUTES EXPERT
PANEL



30 MINUTES SMALL
GROUP DISCUSSION



30 LARGE GROUP
DISCUSSION

Write in the Chat...

How do you define equity?

You may want to include some examples from
your own teaching.

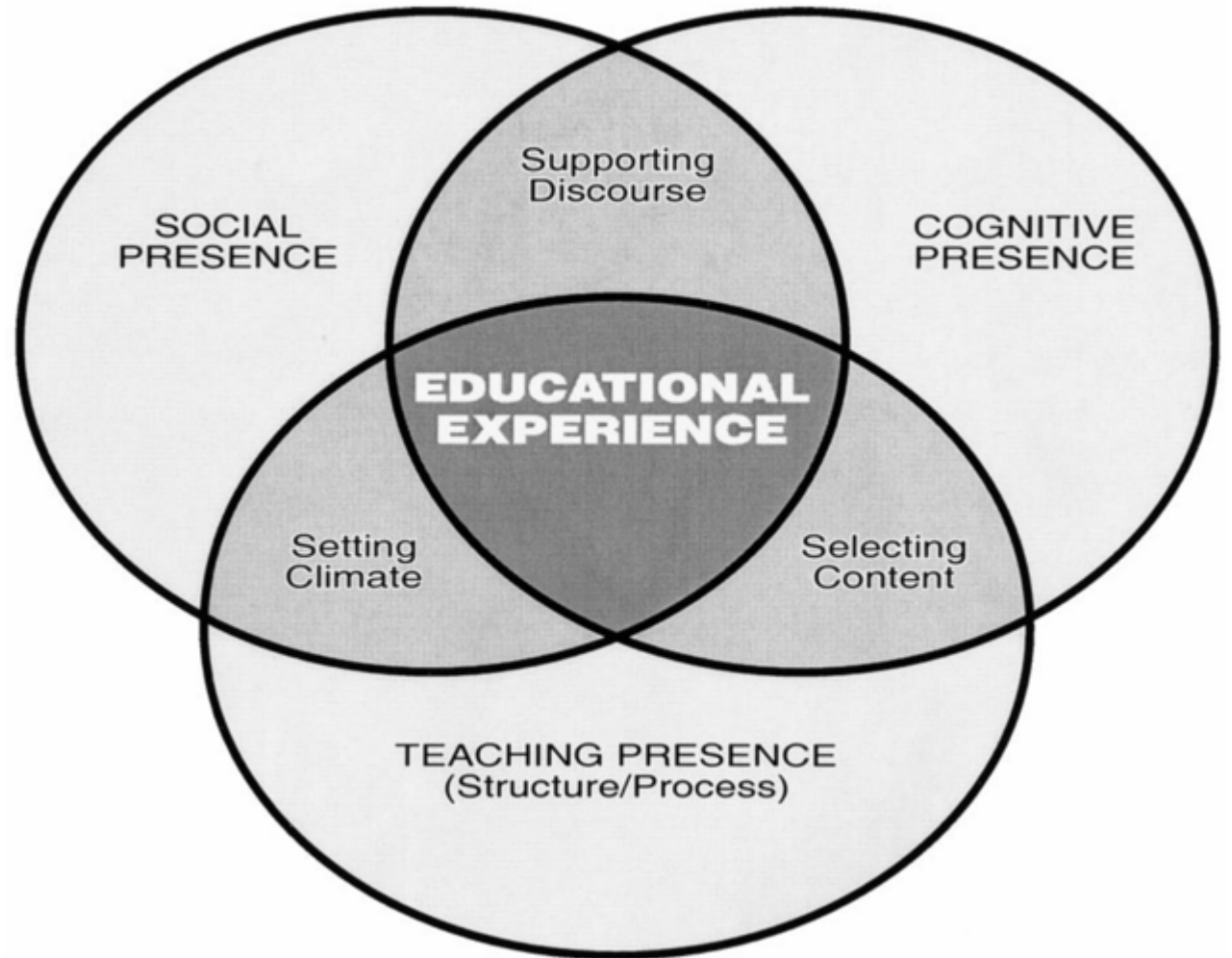





Some research on equity and inclusivity

Elly Vandegrift,
University of
Oregon

Community of Inquiry for Presence



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.



A Pandemic Crash Course: Learning to Teach Equitably in Synchronous Online Classes

Reinholz, D.L., Stone-Johnstone, A., White, I., Sianez, L.M., & Shah, N. (2020). A pandemic crash course: learning to teach equitably in synchronous online classes. CBE-Life Sciences Education, 19(ar60); 1-13.

Pre-pandemic
faculty learning
community with
class observations

FIGURE 1.
Structure of
iterative feedback
and reflection on
teaching practices.

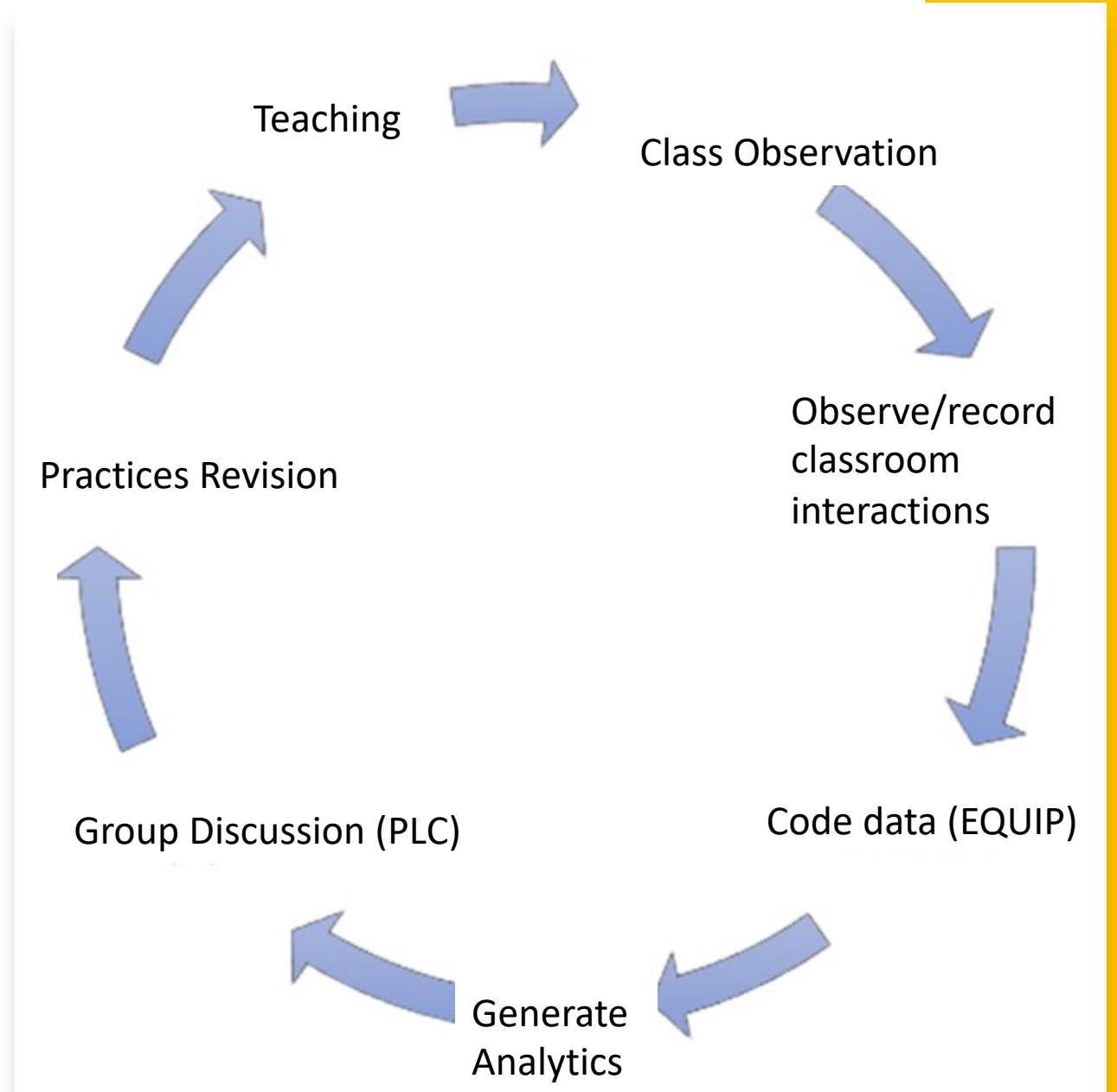


FIGURE 2. Comparison of whole-class participation from the last face-to-face (~7 weeks in the semester) and online (~9 weeks) observations.

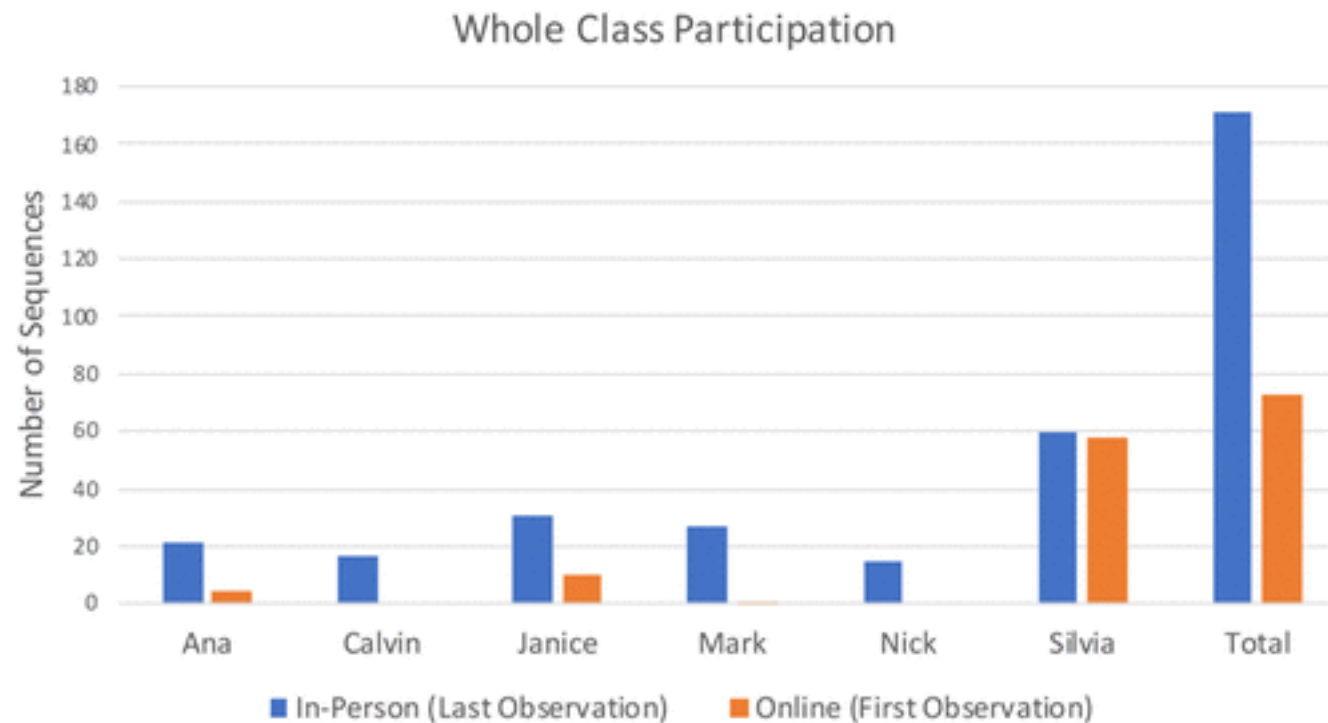
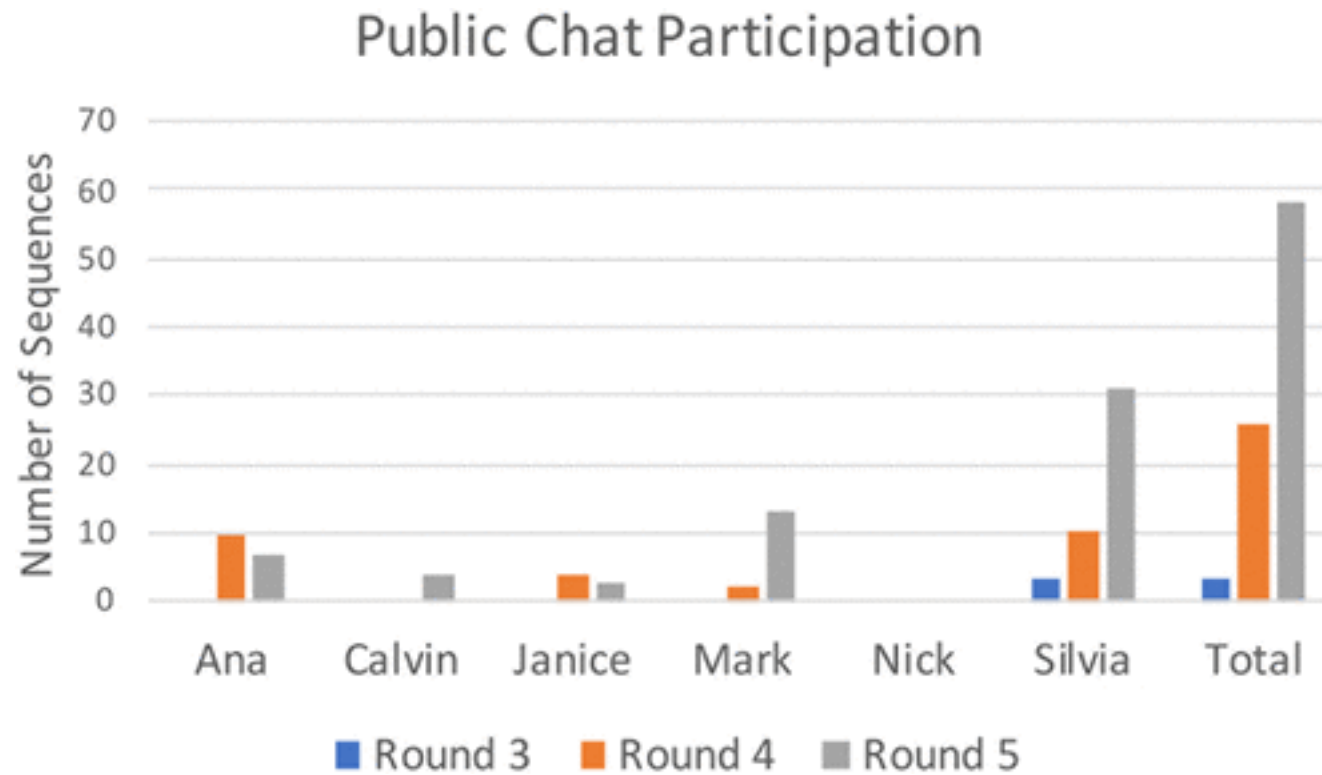



FIGURE 3. Public chat-based participation increases across the virtual rounds (rounds 3–5). Each round consisted of a classroom observation, feedback, and debrief meeting with the learning community.





A Pandemic Crash Course: Learning to Teach Equitably in Synchronous Online Classes

1. Re-establishing norms
2. Using student names
3. Using breakout rooms
4. Leveraging chat-based participation
5. Using polling software
6. Creating an inclusive environment
7. Cutting content to maintain rigor

The Wide World of Inclusive Teaching— Studied ways workshop participants described inclusive teaching definitions and practices

Glen Davenport | Meghan Bathgate | Jennifer Claydon | Leo Chen

Scientific Teaching in Practice Webinar Series

December 1, 2020

Yale *Poorvu Center for
Teaching and Learning*

hhmi



NATIONAL INSTITUTE
on Scientific Teaching

Ways that workshop participants described inclusive teaching

Being Aware

Welcoming
Voice

Student
Feelings

Course
Structure

Course
Content

Accessibility

Differential
Instruction

Content Coding

Being Aware

Instructor awareness
Learn about students

Welcoming
Voice

Encourage students
Avoid excluding

Student
Feelings

Student centered
Assess experience

Course
Structure

Course
Content

Accessibility

Differential
Instruction

Content Coding

Being Aware

Active learning
Group work

Course
Structure

Welcoming
Voice

Representation
Relevant content

Course
Content

Student
Feelings

Accommodations
Materials availability

Accessibility

Learning styles
Preparation levels

Differential
Instruction

Practices Instructors Use to improve Inclusivity

1-on-1 Conferences with
Students

Get Data on Local
Demographics

Get Inclusive Teaching
Training

Reform Office Hours

Learn Student Names

Normalizing Syllabus Language

Captioned Videos

Low-Cost Textbooks

Dyslexie Typeface

Muddiest Point

Free Choice of
Assessment Type

Pre-testing

Think Pair Share

Peer Instruction

Case Studies

Random Call

Profiles of Scientists

Justice in Science

Examples from Diverse
Contexts

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Equity and Access in Remote Teaching

Mechanisms and Experiences by the University of the Philippines



Michael Antonio F. Mendoza, DDM, MA

Department of Community Dentistry

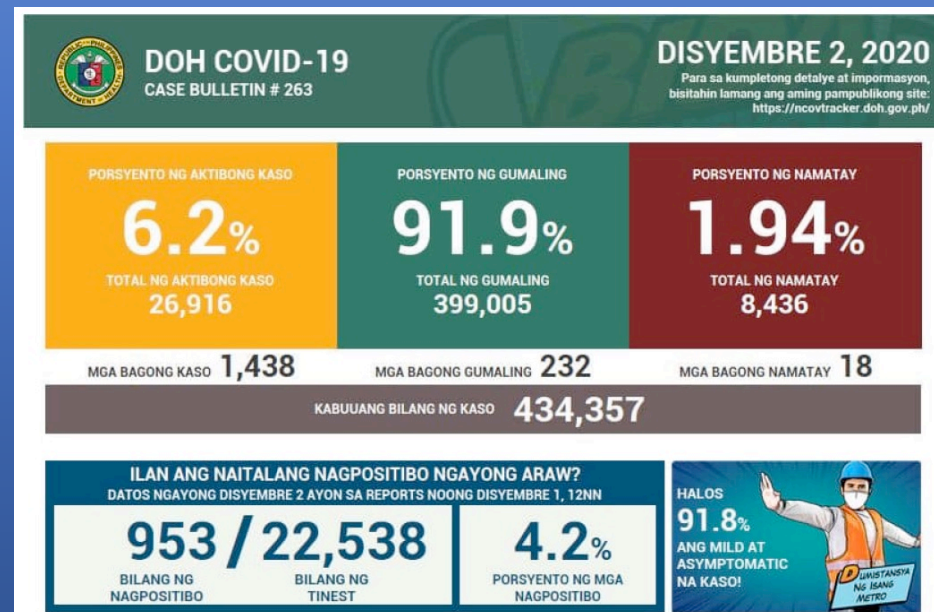
College of Dentistry

University of the Philippines Manila



APRU Global Health Working Group Webinars: Teaching in Virtual Environments (Part II)

03/04 December 2020



Immediate Impact of COVID-19

- rapid shift to asynchronous learning
- increased anxiety for students and faculty



UNIVERSITY OF THE PHILIPPINES
Quezon City

OFFICE OF THE PRESIDENT

**UP SYSTEM POLICY ON THE SECOND SEMESTER AY 2019-2020
IN THE TIME OF COVID-19**

WHEREAS, UP suspended face-to-face classes and remote teaching and learning using alternative modes of delivery from 17 March 2020 up to the end of the ECQ in Luzon and other parts of the country on 30 April 2020;



University of the Philippines
Shaping minds that shape the nation



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TOP 100
ASIA

QS WORLD
UNIVERSITY
RANKINGS

2021

University of the Philippines

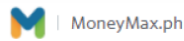
OVERALL RANK

69

QS World University Rankings
ASIA

UP is Asia's 69th best, 52nd in academic reputation—QS

Issues in Remote Learning



Internet in the Philippines: Why Is It Slow and Expensive?

Moneymax

9 October 2020 · 7-min read

manilastandard.net

[Home](#) / [NEWS](#) / [NATIONAL](#)

Solon seeks inquiry on PH's slow internet

posted September 15, 2020 at 08:53 pm
by **Maricel Cruz**

 **HEINRICH BÖLL STIFTUNG**
BRUSSELS

In the Philippines, distance learning reveals the digital divide

Feature Forced to follow a “no vaccine, no classes” policy, the Philippines has implemented distance-learning programs that exacerbate existing inequalities.

6 October 2020 by [Ana P. Santos](#)

Course Delivery

- asynchronous > synchronous
- flexibility of deadlines
- Course Packs



University of the Philippines

Shaping minds that shape the nation



HOME

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Home » ANNOUNCEMENTS » The Student Learning Assistance System Online accepts applications for AY 2020-2021

The Student Learning Assistance System Online accepts applications for AY 2020-2021

September 18, 2020 | Posted by [UP Media and Public Relations Office](#)

Students from the University of the Philippines (UP) come from all walks of life. Some of them may not be able to afford to pay the full tuition and other expenses to complete their academic requirements. As the UP community transitions to remote learning, other forms of learning assistance are needed to respond to the changing times.

To expand the support to financially-challenged students and expedite the processing support for academic activities, the University developed the **Student Learning Assistance System (SLAS)**. The SLAS is an expansion of the Student Financial Assistance Online (SFA Online). The UP designed the SFA Online in 2014 to accept applications for tuition subsidy and allowance. Beginning on 7 September 2020, UP students may apply directly for financial support and learning assistance in the SLAS Online (slasonline.up.edu.ph). The expanded System will gather information on students' financial capacity, connectivity situation and connectivity options, and learning assistance requirements to help the University determine the support to be extended to the applicant.

For AY 2020-2021, the SLAS Online will support applications to the following learning assistance programs:

Learning Assistance for Remote Learning

In support of remote learning, the University is providing academic support to college students who would apply for learning assistance through the SLAS. Students from low-income households shall receive monthly Internet Connection to support academic instruction and learning activities this Academic Year. Based on their updated application information, students from the most vulnerable families shall be offered gadgets on top of their Internet connectivity subsidy.

UP undergraduate students, including those enrolled in Law and Medicine, are eligible for remote learning assistance.

To accommodate UP students in need of learning assistance in AY 2020-2021, the SLAS Online will accept applications beginning **23 September 2020**.

<https://www.up.edu.ph/the-student-learning-assistance-system-online-accepts-applications-for-ay-2020-2021/>



**Kaagapay
sa Pag-aaral**

NG MGA ISKOLAR NG BAYAN

More than

5,600 UP Students

can't afford remote learning

They need your help

Be their **kaagapay**—someone who shares their burden and eases their struggles—in these difficult, rapidly evolving times.

With your donations, monetary and in-kind, to the UP Kaagapay sa Pag-aaral ng mga Iskolar ng Bayan Fundraising and Resource Generation Campaign, our students will receive the computers or laptops and internet connectivity they need toward earning their degrees.

Together, let's help them achieve their dreams.

#Kaagapay UP

Donate securely via

kaagapay.up.edu.ph



BDO

LANDBANK

PNB



UCPB



Veteransbank

VISA



PayMaya



dragonpay
| more ways to pay

For assistance, contact the Kaagapay secretariat
at **0916 723 1200** or **kaagapay@up.edu.ph**.



UNIVERSITY OF THE PHILIPPINES

3F, Quezon Hall, Diliman, Quezon City

Tele/Fax: (632) 8962-6345; 89818722;

89818500 local 2528

Email: ovpaa@up.edu.ph

Office of the Vice President for Academic Affairs

12 October 2020

OVPAА Memorandum No. 2020-117

Re: Mid-Semester Reading Break on 2-6 November 2020

One month of remote teaching and learning has passed with two more months to go before the end of classes. It has been a tough month for our academic community as it faced unprecedented and multiple challenges.

To manage the stress of adjusting to the new experience of remote learning in the midst of a pandemic and to allow students to catch up, focus and understand the course learning materials given them, we are scheduling a **System-wide Mid-Semester Reading Break** on the week of **2-6 November 2020**.



<https://earthobservatory.nasa.gov/images/147525/vamco-thrashes-the-philippines>

15 November 2020

OVPAAM Memorandum No. 2020-139

Re: 16-21 November 2020 Recovery Period in the Aftermath of Typhoon
Ulysses;
Compassion and Flexibility for Affected Students and Extended
Deadline for the Submission of Grades; and
Reiteration of Suspended Academic Rules

16-21 November 2020 Recovery Period

Typhoon Ulysses cut a wide swath as it swept across the country with its bigger wind radius and rain impact, compounding the situation of our people in provinces previously hit by Super Typhoon Rolly and Typhoon Quinta, and causing untold human suffering in other parts of Luzon. Given the distribution of UP students across the archipelago, a significant number of students from the different Constituent Universities are affected, with some of them still staying in evacuation centers up to this time. Some of our faculty members and academic and administrative staff are also affected in varying degrees. We will only know the full impact of the typhoon on individual members of our UP community in the next few days.

In the midst of this disaster, it is heartening to note the spontaneous response of UP students, staff and faculty in the different CUs to help alleviate the situation. In the spirit of solidarity with those affected, the UP Administration is declaring the week of **16-21 November 2020** as a period of recovery for affected members of the UP community and for the rest of our community to continue raising funds, soliciting donations in kind, engaging in sorting, packing and repacking relief goods, participating in the delivery of goods to those in need following public health protocols, and helping in the rehabilitation process, if needed. The conduct of synchronous and asynchronous activities as well as the submission of course requirements are suspended for this week.



ACADEMIC GUIDELINES FOR THE REMAINDER OF THE FIRST SEMESTER AY 2020-2021

OVPAA Memorandum No. 2020-143

26 November 2020

up.edu.ph

@upsys @UniversityofthePhilippines1908

ON THE GRADING SYSTEM

Grades shall be numeric

No grades of "4" or "5" will be given this semester

Faculty members are NOT allowed to give a forced DRP based on non-attendance of synchronous classes or non-communication within the semester (e.g. during scheduled consultations). Instead, they will be given an INC. In effect, rule of attendance is suspended.

Rule on INC grade is suspended insofar as the student fails to take the final examination or fails to complete final requirements

Academic rules suspended by OVPAA Memo No. 2020-139 remain suspended

ON THE END OF THE SEMESTER

First semester will end as scheduled

Deadline of submission of grades moved to

22 January 2021

to give students time to accomplish requirements and the faculty to grade them

No additional requirements and existing requirements may be further reduced to essentials

Bridging activities may be conducted

Modified Academic Calendar for the Second Semester AY 2020-2021 and Midyear 2021

	Second Semester	Midyear
Start of Classes	1 March 2021	5 July 2021
Reading/Wellness Break	29 April - 5 May 2021	29-31 July 2021
Reading/Wellness Breaks for the split-sem schedule	25-27 March 2021 20-22 May 2021	
End of Classes	11 June 2021	20 August 2021
Finals Period	14-19 June 2021	23-26 August 2021

Bottomline

- Creativity
- Flexibility
- Compassion



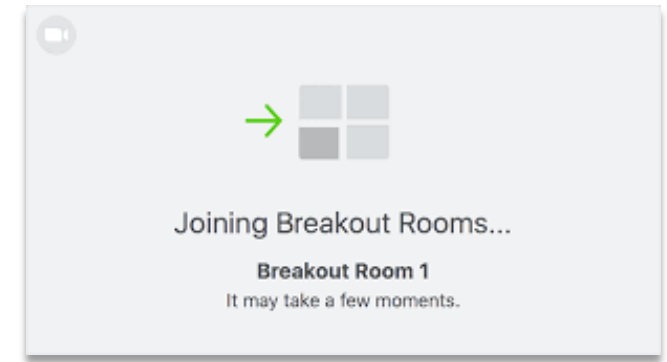
Breakout Rooms (30 min)

Introductions (30 seconds per person):

Name, Institution, Discipline, last podcast/TV show/movie/book

Select a reporter, recorder, time keeper, discussion leader.

Type answers into Google doc to record answers for each prompt.



Questions:

1. What are the **challenges** you have faced with creating an equitable and inclusive remote learning environment?
2. We presented some **possible solutions** today, discuss which of these you have tried or would like to try.
3. What **other suggestions** do you have for improving equity in your learning environments?

Report out group discussion (+ #chat)

Questions:

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2. We presented some **possible solutions** today, discuss which of these you have tried or would like to try.
3. What **other suggestions** do you have for improving equity in your learning environments?

Which of the ideas from the
discussion today would you like
to try in your teaching?
(Chat)

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