# **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



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

# Welcome and Introduction

# 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 building community in remote learning environments.

## Format







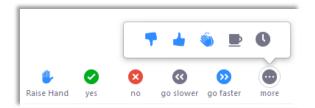
20-30 MINUTES EXPERT PANEL

30 MINUTES SMALL GROUP DISCUSSION

30 LARGE GROUP DISCUSSION

### **Interactions**

### Handraising and Feedback



#### Text on slide



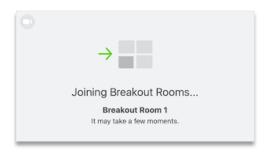
### Writing



#### Video and Audio



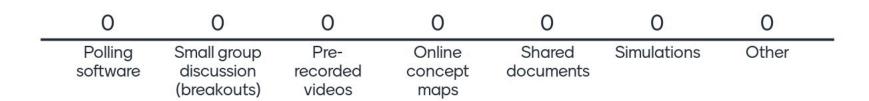
### **Breakout Rooms**



### Chat



# Which of the following technologies do you use to support student learning?





# Why do you use technology to support student learning?

# Technology for online learning framework and example

Elly Vandegrift, University of Oregon

Factors for effective online instruction

## communication skills

technological competence

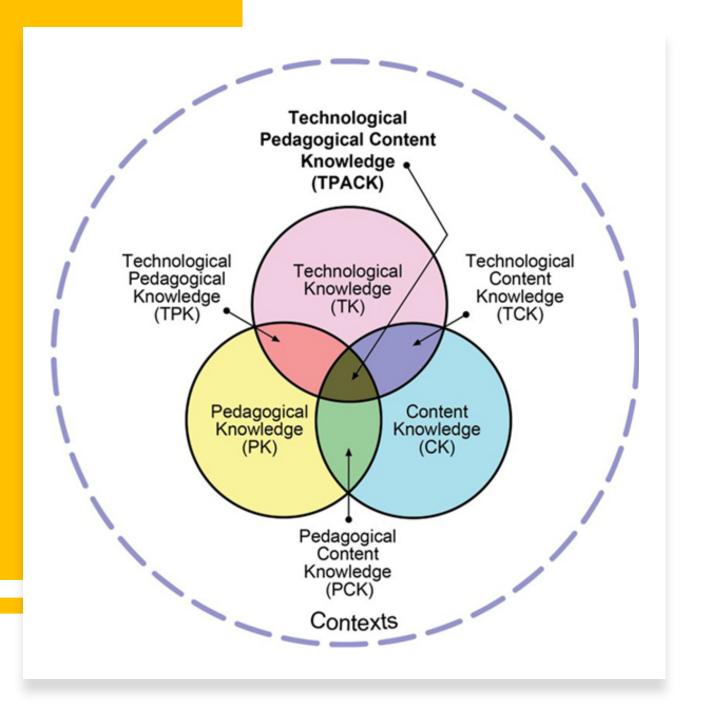
provide informative feedback

administrative skills

responsiveness

monitoring learning

providing student support



Mishra, P., and Koehler, M. (2006). Technological pedagogical content knowledge: a framework for teacher knowledge. *Teach. Coll. Rec.* 108, 1017–1054. doi:10.1111/j.1467-9620.2006.00684.x

# How to decide what technology to use?

# Start with.... What are my goals?



# Technologies

- 1. LMS (Canvas) Weekly pre- and post-work
  - 1. Surveys
  - 2. Discussion board
- 2. Collaborative documents
- 3. Polling software
- 4. Breakout rooms
- 5. Chat
- 6. Video announcements



# Technology for remote teaching

**Staff and student perspectives** 

Julie Clarke
University of Melbourne





# **Key questions**

- What outcomes are we seeking?
- What technologies are available that help us to achieve those outcomes?
- How do we integrate technologies to create an effective online course?





# Experience

- Plan and design for online
- Clear outline and structure
- Regular, predictable, communication
- Appropriate mix of passive and active learning activities with *clear* instructions (what, why, how)





# **Technologies**

- Written content (LMS)
- Pre-recorded video
  - Echo/Zoom/PowerPoint etc
- Discussion boards (LMS)
- Interactive activities
  - Padlet/Google Docs/H5P/LMS/Poll everywhere/quizzes

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- Synchronous activities
  - Zoom/chat/breakout

# 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 slides to record answers (use slide number that matches your breakout group number).

### Questions:

- 1. How have you successfully integrated technology to support student learning?
- 2. What are some **challenges** you have encountered?
- 3. Discuss **possible solutions** to the challenges discussed in your breakout room.



# Report out group discussion (+ #chat)

## **Questions:**

1. How have you **successfully integrated** technology to support student learning?

- 2. What are some **challenges** you have encountered?
- Discuss possible solutions to the challenges discussed in your breakout room.

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

(Chat)

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