

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

February 22, 6-7:30pm US Pacific

February 23, 10-11:30am Hong Kong

Supporting Students Beyond the Classroom

Eleanor Vandegrift, University of Oregon &

Catherine Zhou, Hong Kong University of Science and Technology

March 29, 6-7:30pm US Pacific

March 30, 9-10:30am Hong Kong

Creating an Active Learning Environment

Eleanor Vandegrift, University of Oregon

Maria Vassileva, Nagoya University

April 26, 6-7:30pm US Pacific

April 27, 9-10:30am Hong Kong

TBD

Eleanor Vandegrift, University of Oregon

TBD



USC



APRU
Global Health



**UNIVERSITY OF
OREGON**

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

Welcome and Introduction

Melissa Withers, University of Southern California

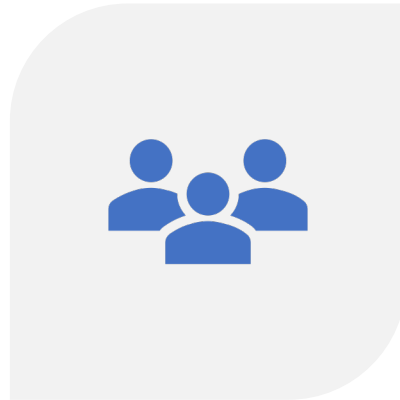
Goals for today:

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

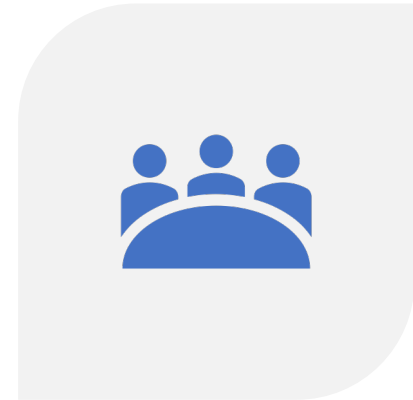
Format



30 MINUTES EXPERT
PANEL



30 MINUTES SMALL
GROUP DISCUSSION



30 LARGE GROUP
DISCUSSION

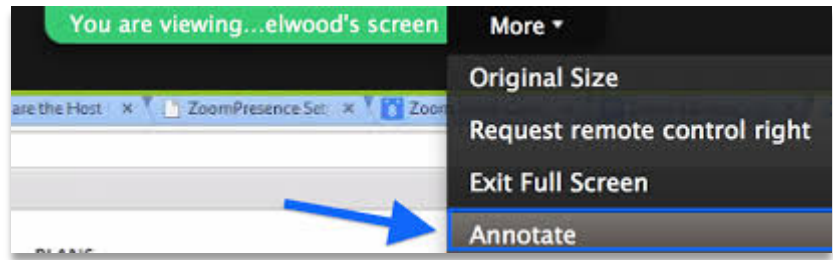


Zoom Interactions Today

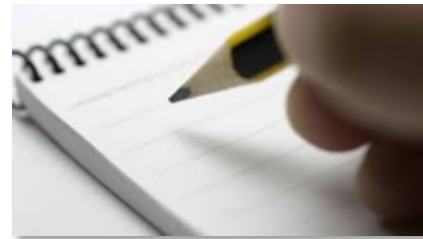
Feedback and Polls



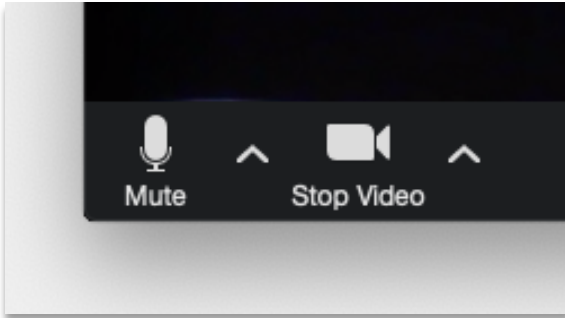
Text on slide



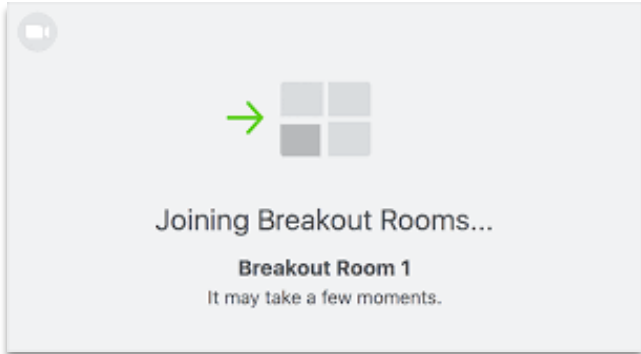
Writing



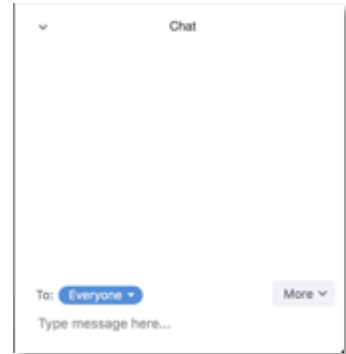
Video and Audio



Breakout Rooms



Chat #Aha



Chat: What types of support do your students need outside of the classroom?



Success in Online Learning: A Student Resource Kit

Elly Vandegrift
Program Director, Global Science Education Initiatives

Jennifer Rice
Senior II Instructor, American English Institute

Division of
Global Engagement





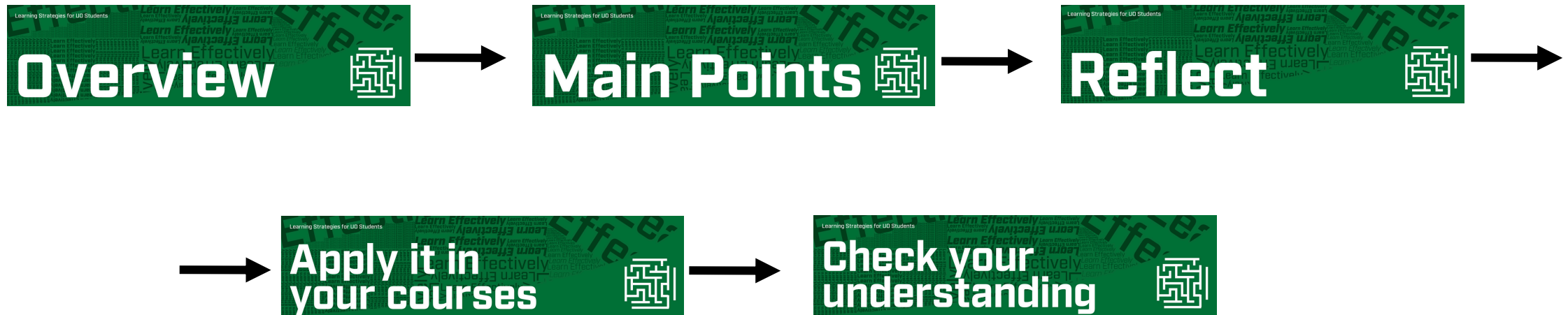
Glimpse into the Resource Kit

Modules





Five Sections of a Module



Glimpse into a Module

How to Learn Effectively Overview



In this module, you will...

- Analyze learning principles that including the testing effect, interleaving, and struggle to learning in online courses.
- Apply cognitive science principles of learning to online academic studies.

Let's get started!

} Objectives



Glimpse into a Module

Learning Effectively—Main Points



The science of learning has shown us that there are effective and ineffective ways that students study. To maximize your time and energy, it's important to study in the most effective way possible. Sometimes the things that feel "easy" do not help us learn and study as much as the processes that feel more "difficult". Let's look at what science tells us.

Intensive Study Session

Try an **Intensive Study Session** which is one of the most powerful strategies that has helped students improve the effectiveness of their study time.

Much like the [notetaking](#) and [test preparation](#) strategies, intensive study sessions have before, during, and after components.

Steps in an Intensive Study Session

1. Take 2 minutes to plan what you are going to study before you actually start studying.
2. Spend 50 minutes (without any distractions) to actually study the material: complete homework, [read](#), [review notes](#), [study for a test](#), or write an essay. If you worry that you cannot focus for 50 minutes on this, start with 15 and challenge yourself to build up your focus time.
3. Take a 10-minute break from studying. Remember to set a timer so you can get back to work when your break is over.
4. After your break, spend 2 minutes briefly reviewing the material you just studied. Try to make yourself recall the information without looking at the book or notes.

Intensive study sessions can be completed multiple times in a row with each one focused on a different class. After every 2 sessions, take a 30 minute break. The [time management](#) and [procrastination](#) sections have more ideas about how to fit study time into your day.

Succinct, practical,
evidence-based
information for students



Glimpse into a Module

Memory and Learning

- Memory is complex. You need to make connections in your brain over and over again for something to be remembered. The more **effortful connections** you make with a piece of information, the stronger the memory will be.
- **Thinking about how you think about things** (metacognition) can be a really important piece of learning that students often overlook. Instructors are asking you to use the metacognitive process when they ask you to reflect on your learning. There are three parts to the metacognitive process:
 - Planning—think about the learning goal the teacher has set and consider how you will approach the task and which strategies you will use
 - Monitoring—implement your plan and monitor the progress you are making towards your learning goal
 - Evaluating—determine how successful the strategy you used was in helping you achieve your learning goal. Ask yourself these types of questions: 'What didn't go well?' 'What could I do differently next time?' 'What went well?' 'What other types of problems can I use this strategy for?'

How People Learn Part 1



How do people learn?

Powered by Panopto



Short videos that act like *Student Office Hours* where Elly offers advice and encouragement



Glimpse into a Module

Other Resources

[3 Study Tips From the Book 'Make It Stick'](#)

- **Test yourself** on the material instead of rereading it. By making your brain actively recall the information, you are learning it more deeply than simply rereading it. Studies show that you will remember information for a longer period of time if you test yourself on it than if you reread it—even if you don't feel like it's helping you!
- **Interleave** (or mix up) your studying so that you focus on many different topics in one study session. Don't try to master one topic before moving on to another. You'll actually learn all the information better if you interleave your study topics.
- **Struggle** with the material. Challenge is actually good for your learning—it's making your brain work! Trying out something difficult can result in better learning. Easy successes aren't the best thing for learning—it's the struggle where the real learning takes place.

5-Step Study Cycle

The [5-Step Study Cycle](#)  includes the following:

1. Preview materials before class.
2. Attend the class.
3. Review for 8–10 minutes sometime after class on the same day.
4. Study by quizzing yourself using your notes, creating concept maps, or working problems.
5. Check your understanding by asking yourself if the information makes sense and if you could teach it to someone else.

Links out to more information and other resources, often with a brief summary



Glimpse into a Module

Learning Effectively—Reflect



Reflect



Use the questions below to guide your thinking about Learning Effectively. It may help to record your answers somehow—maybe by typing on a blog, writing in a journal, or recording audio on your phone.

1. How do you usually study? How does it compare with the information in this module?
2. Students are often surprised by some of the research about how people learn—especially because sometimes what feels like successful learning to them is not actually helping them learn. What surprised you?

Meta stuff
to get
students to
think about
what they
are
currently
doing



Glimpse into a Module

Learning Effectively—Apply It to Your Courses



Choose one or more of the ideas from this module to try out in your courses this term. Time is precious, so learn effectively and efficiently!

- Get in the habit of doing intensive study sessions.
- Test yourself on material using questions (and really thinking of the answers, not looking them up) instead of rereading notes or chapters.
- Space out your practice.
- Interleave the topics that you are studying.
- Get comfortable with struggling. That means you are learning!

Remember that it may not be easy, but you **can** do it!

Concrete steps students can take immediately to apply the strategies



Glimpse into a Module

Quiz Instructions



To check your understanding about this topic, answer these questions.



Question 1

1 pts

Effort and a bit of struggle are usually needed to learn something well.

True

False

- 3–5 questions about the key points of the module
- Includes some automatic feedback



What We've Learned

1. Getting the information to students has been challenging
2. Students do not always want to admit that they need support
3. Students have great ideas about additional resources (modules) they need
4. Faculty and advisors are excited that these resources exist for students

Catherine Zhou

Hong Kong University of Science and Technology



Supporting Students beyond Classroom

Catherine Zhou, PhD

The Hong Kong University of Science and Technology

March 4, 2021

Pandemic's impact

Chirikov and Krista,
2021

- Lack of motivation
- Lack of interaction
- Inability to learn

McCarthy, 2021

students first-year

Grubic et al, 2020

reduced
motivation
increased pressure
abandonment of
daily routines

Copeland et al, 2021

first-year college life

.....

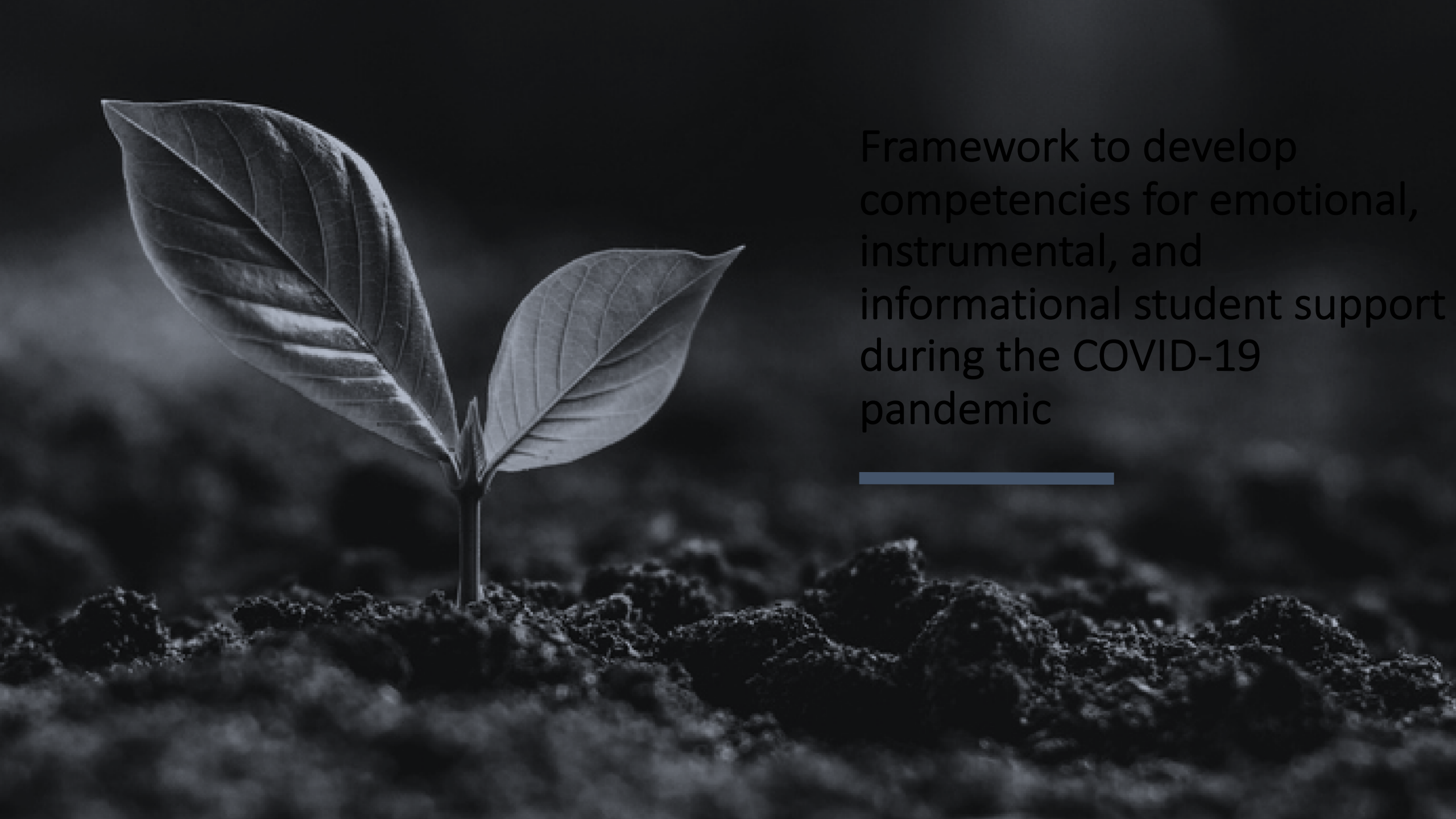
<https://escholarship.org/uc/item/43q5g2c9>

Factors causing moderate or high distress

	Graduate/ professional students (%)	Undergraduate students (%)
Academics	85.9	88.2
Career	80.5	73.4
Death of a family member, or someone close to me	75.2	75.2
Finances	74.2	77.7
Health of someone close to me	68.5	67.5
Family	66.1	67.5
Procrastination	60.1	68.5

Factors negatively impacting academic performance

	Graduate/ professional students (%)	Undergraduate students (%)
Procrastination	34.6	49.8
Career	11.2	12.1
Finances	11.1	17.4
Health of someone close to me	9.0	10.0
Family	8.9	12.4
Intimate relationships	8.4	10.0
Death of a family member, friend, or someone else to me	8.0	9.7



Framework to develop competencies for emotional, instrumental, and informational student support during the COVID-19 pandemic

Coaching

Caring

Collaboration

- **Peer-support**

emotional **reflective**

- **Consistent positive engagement
reflexive teaching practices**

Emotional support

**behaves in a way that
is caring**

- **Collaboration in the spirit of teamwork and shared experience**

Instrumental support

- **New tools, processes, and procedures need to be conveyed and executed**

Informational support

- **Keep students in the loop**



Channel



Conversations on

Small class vs. large class



Collaboration

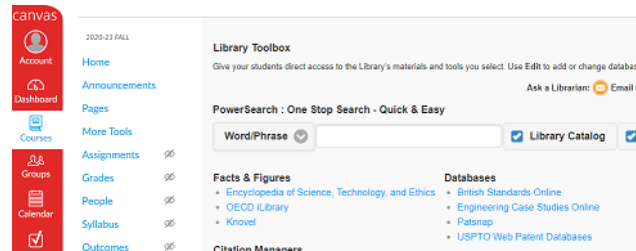
- Literature review
- In-person or online interview
-



Other Support

Consider time difference

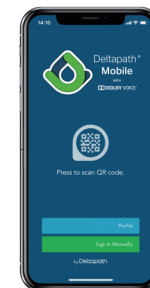
Provide 'shortcut' to learning resources



Test Zoom with students

'Proxy service'

Let students call you directly





“

Every crisis offers an opportunity to explore and find new structures and forms of engagement to critically reimagine educational practices and interactions.



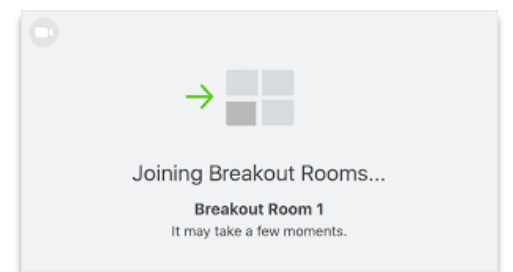
Catherine Zhou, PhD
egcatherine@ust.hk

Breakout Room Questions (30 minutes)

Introduce yourselves (Name + Institution)

Select a Discussion Leader, Reporter, Recorder, Time Keeper
Questions.

1. How are you encouraging peer collaboration and peer support with social distancing and isolation?
2. What supports has your institution provided to students outside of the classroom during the pandemic?
3. How do students learn about the resources?
4. What additional resources do you wish your institution could offer students?





Group Discussion

1. How are you encouraging peer collaboration and peer support with social distancing and isolation?
2. What supports has your institution provided to students outside of the classroom during the pandemic?
3. How do students learn about the resources?
4. What additional resources do you wish your institution could offer students?

Chat: What one idea from today would you like to share with a colleague?



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