

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

March 3, 6-7:30pm US Pacific

March 4, 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

The imperative need for collaboration during COVID for Higher Education

Eleanor Vandegrift, University of Oregon

Claudia Tobar, Universidad San Francisco de Quito



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**



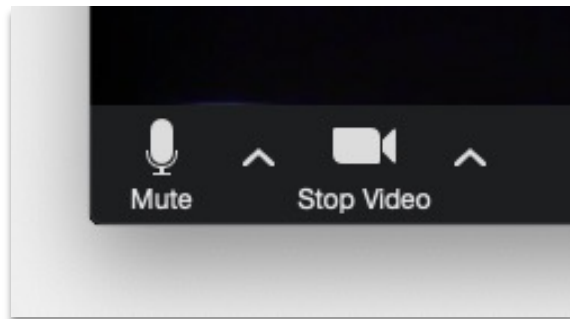
**30 MINUTES SMALL
GROUP DISCUSSION**



**30 LARGE GROUP
DISCUSSION**

Zoom Interactions Today

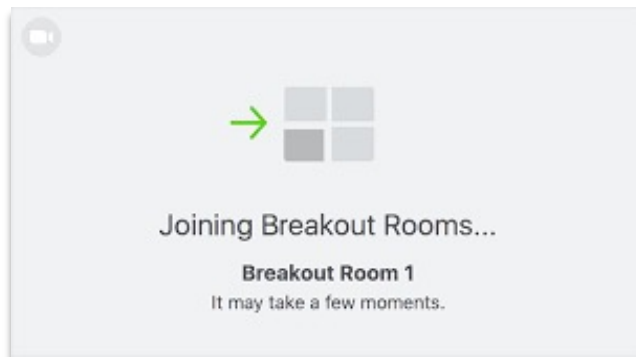
Video and Audio



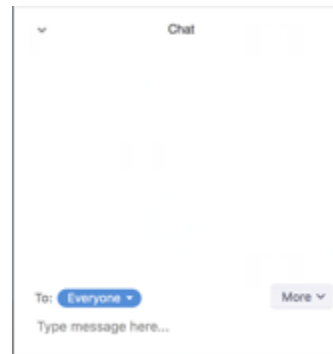
Writing



Breakout Rooms



Chat #Aha



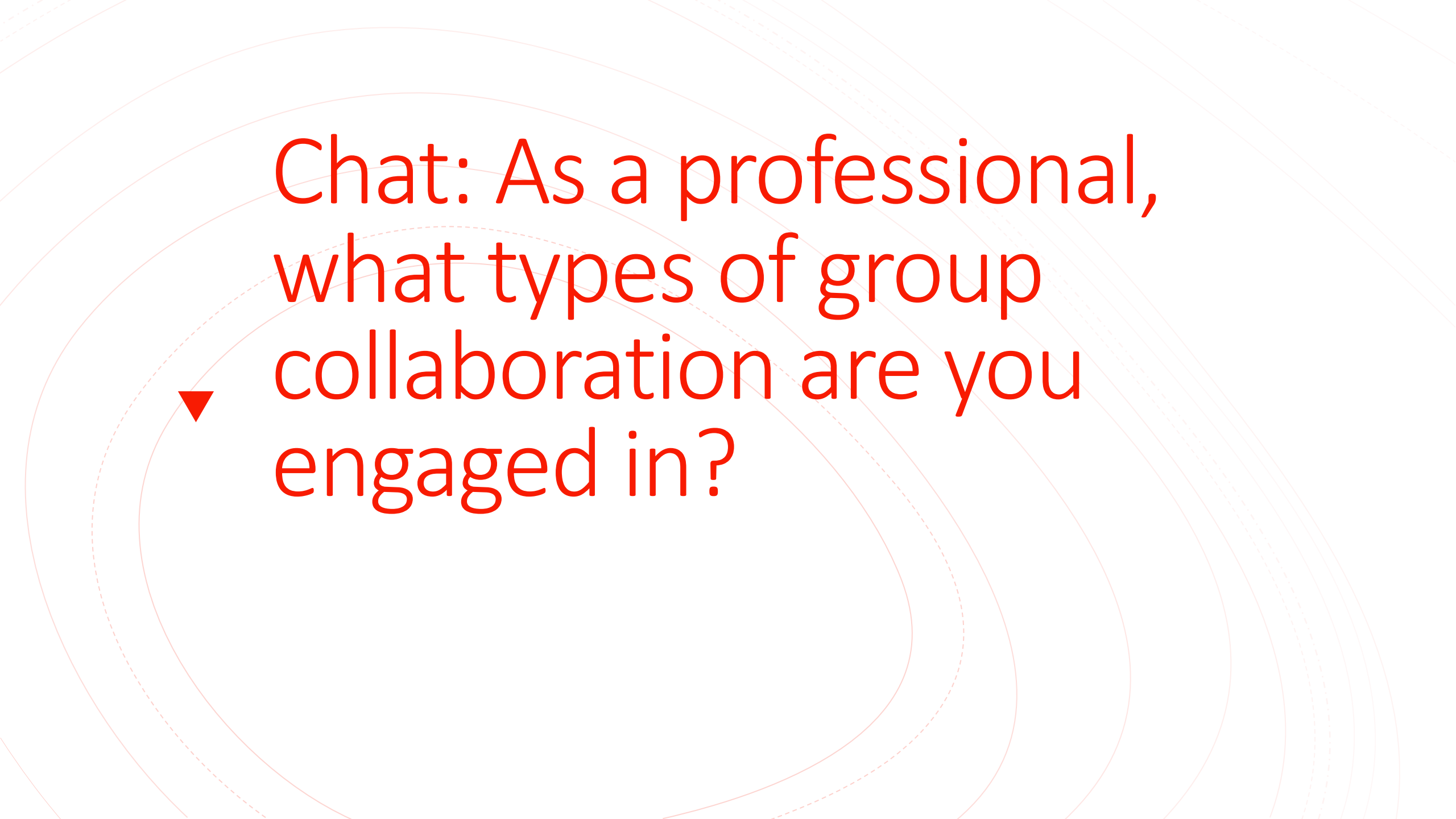


Student Group Work

Elly Vandegrift,
University of Oregon

The background features several concentric red circles of varying radii, some solid and some dashed, creating a sense of depth and movement. A small red triangle points downwards on the left side of the text.

Chat: What type of
▼ group collaborations do
you assign to students?

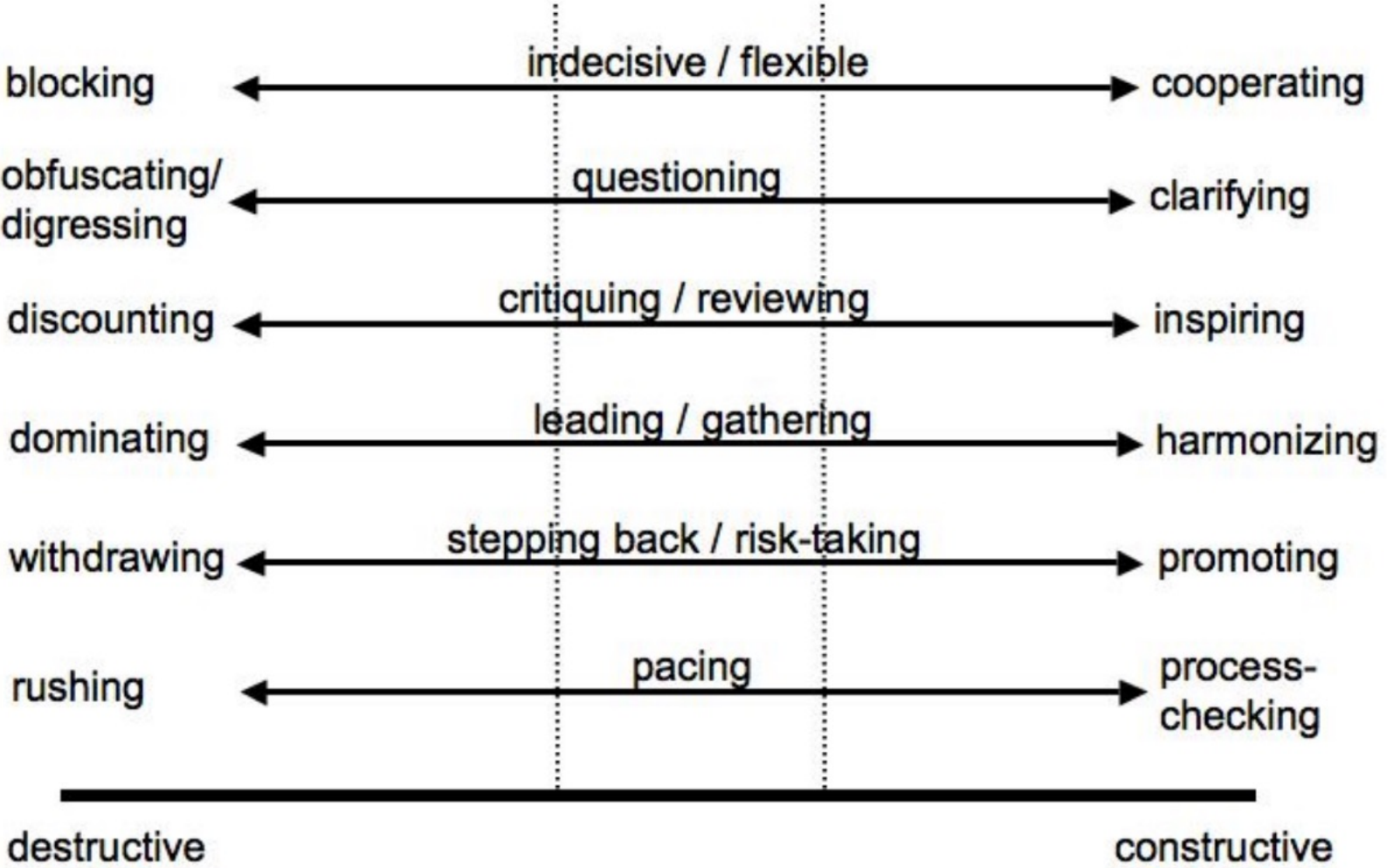
The background features several concentric circles in a light red color. A dashed red arrow starts from the left side and points towards the text.

Chat: As a professional,
what types of group
collaboration are you
engaged in?

Reflecting on
What We
Bring to
Group Work



The Group Behavior Continuum



Takayama, K. (2009). Facilitating Group Discussions: Understanding Group Development and Dynamics. *Toward the Best in the Academy*, 21(1).

Identify Your Constructive & Destructive Group Behaviors

Constructive

Cooperating

Clarifying

Inspiring

Harmonizing

Risk Taking

Process Checking

Destructive

Dominating

Rushing

Withdrawing

Discounting

Digressing

Blocking

Constructive Group Behaviors

- Cooperating:** Expresses interest in the views and perspectives of other group members and is willing to adapt for the good of the group.
- Clarifying:** Makes issues clear for the group by listening, summarizing and focusing discussions.
- Inspiring:** Enlivens the group, encourages participation and progress.
- Harmonizing:** Encourages group cohesion and collaboration. For example, uses humor as a relief after a particularly difficult discussion.
- Risk Taking:** Is willing to risk possible personal loss or embarrassment for the group or project success.
- Process Checking:** Questions the group on process issues such as agenda, time frames, discussion topics, decision methods, use of information, etc.

Destructive Group Behaviors

- Dominating:** Takes much of meeting time expressing self views and opinions. Tries to take control by use of power, time, etc.
- Rushing:** Encourages the group to move on before task is complete. Gets "tired" of listening to others and working as a group.
- Withdrawing:** Removes self from discussions or decision-making. Refuses to participate.
- Discounting:** Disregards or minimizes group or individual ideas or suggestions. Severe discounting behavior includes insults, which are often jokes.
- Digressing:** Rambles, tells stories, and takes group away from primary purpose.
- Blocking:** Impedes group progress by obstructing all ideas and suggestions. "That will never work because..."

Zoom Rename
For example:

Elly Process checking/Blocking

POGIL

Process-Oriented Guided Inquiry Learning

<https://pogil.org/educators/implementing-pogil/using-pogil-materials>

Description of Typical Roles

Manager / Facilitator: Manages the group. Ensures that members are fulfilling their role, the assigned tasks are being accomplished on time, and all members of the group are participating in the activities.

Recorder: Records the names and roles of the group members at the beginning of each day. Records the important aspects of the group discussions, observations, insights, etc.

Spokesperson (Presenter): Presents oral reports to the class for the group.

Strategy analyst (Reflector): Observes and comments on the group dynamics and behavior with respect to the learning process. The reflector/analyst may be called upon to report to the group (or the entire class) about how well the group is operating (or what needs improvement) and why.



▼ Faculty Learning Communities

Claudia Tobar, Universidad San Francisco de Quito



“There is not a better time in history to be called SHIFT”

Mini reflection

- **I could not been able to survive remote teaching without?**

Collaboration as mechanism to cope

We are all in this together



SHIFT Champions

Spirit for support and strategies for action



Adaptation and learning experiences

1. Practical workshops
2. Multiple channels of communication
3. Opportunities for collaboration
4. COIL as the result of innovation

Capstone project:
Industry and group work

CAPSTONE
PROJECT



Research and thoughtful
reflection

> [Med Sci Educ.](#) 2021 Apr 6;1-8. doi: 10.1007/s4

The Impact of Strengthening Medical Students During Transition: a Mixed-Method

[Claudia Tobar](#)¹, [María Sol Garcés](#)^{1 2}, [María C](#)

Affiliations + expand

PMID: 33842024 PMCID: [PMC8023781](#) DOI: 1

[Free PMC article](#)

Abstract

Purpose: Assess the impact of learner-specific interventions to help students cope with quarantine distance learning due to the COVID-19 pandemic.

Methods: We conducted a nested cross-sectional study of 100 third-year medical students. Two face-to-face interventions were implemented: a workshop and a series of tools to improve study habits, time management, and stress management. A questionnaire was administered. Descriptive statistics were used to analyze the data.

Breakout Room

Introduce yourselves (Name + Institution)

Select a Facilitator, Time Keeper

1. What are the benefits and challenges to group collaborations?
2. What types of group collaborations are you (as a professional already involved in)?
3. What group work do you have students do?
4. What learning in your classes would be well-suited to group work?

Chat: Reflection

1. What's one idea for more student group work you can incorporate into your courses?
2. How will you integrate more group collaboration into your professional work?

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



USC



APRU
Global Health



**UNIVERSITY OF
OREGON**

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