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

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
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
Chat: What type of group collaborations do you assign to students?
Chat: As a professional, what types of group collaboration are you engaged in?
Reflecting on What We Bring to Group Work
<table>
<thead>
<tr>
<th>Constructive</th>
<th>Destructive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cooperating</td>
<td>Dominating</td>
</tr>
<tr>
<td>Clarifying</td>
<td>Rushing</td>
</tr>
<tr>
<td>Inspiring</td>
<td>Withdrawing</td>
</tr>
<tr>
<td>Harmonizing</td>
<td>Discounting</td>
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<tr>
<td>Risk Taking</td>
<td>Digressing</td>
</tr>
<tr>
<td>Process Checking</td>
<td>Blocking</td>
</tr>
</tbody>
</table>
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..."

Adapted from Brunt (1993). Facilitation Skills for Quality Improvement. Quality Enhancement Strategies. 1008 Fish Hatchery Road, Madison, WI 53715
Zoom Rename
For example:
Elly Process checking/Blocking
POGIL
Process-Oriented Guided Inquiry Learning

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
The Impact of Strengthening Medical Students During Covid Transition: a Mixed-Methods Approach

Claudia Tobar 1, María Sol Garcés 1 2, María C García 1 3

Affiliations + expand
PMID: 33842024  PMCID: PMC8023781  DOI: 10.1007/s40273-020-00394-7

Abstract

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

Methods: We conducted a nested cross-sectional study with a mixed-methods approach of third-year medical students. Two face-to-face interventions were conducted using key study tools to improve study habits, time management, and academic performance. A survey-based questionnaire was administered. Descriptive statistics were used to analyze the results.
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 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?
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?
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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

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