TEACHING AND LEARNING DURING THE PANDEMIC: CHALLENGES AND MERITS OF INTERNATIONAL CO-DESIGNING AND INSTRUCTION

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This design case describes the design process and decisions of facilitating a week-long course on virtual teaching strategies taught by three facilitators, one in Vietnam and two in the United States at the onset of the COVD-19 pandemic. Participants were K-12 and college educators in Vietnam. The goal of the course was to introduce the Vietnamese educators to educational technology and pedagogical strategies for teaching virtually. The case also reports the facilitators' self-reflection and biases prevalent within a Western curriculum culture as they attempted to deliver the content knowledge and connect with the Vietnamese learners. Finally, their insights into designing and implementing a cross-cultural, multilingual international online course within a rapid transition context are also shared. The intercultural online teaching experience provided a broader understanding of how students learn and what is valued.

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INTRODUCTION

This design case looks at the design process of co-facilitating an online course in the use of teaching with technology in Vietnam during the COVID-19 pandemic outbreak. The course was taught by three instructors (two from the United States and one from Vietnam): two bilingual and one English only. The course was offered synchronously for one week in April, 2020. As COVID-19 had just gone global, transitioning to online instruction was the only viable solution for educators. However, lessons learned from the design case are applicable beyond the pandemic context. This design case describes the process of curriculum design involving two separate learning cultures, and how the facilitators navigated a multicultural and bilingual pedagogy during a pandemic. Challenges such as language barriers and different time zones were balanced with the rewards of synthesizing Western teaching practices with Eastern learning environments. Intercultural online teaching provided a broader understanding of how students learn and what is valued.

THE DESIGN CONTEXT

Explained within this section are the context, design decisions, and introduces an online training course offered to instructors in a K-12 and college level classroom environment in Vietnam at the time the COVID-19 pandemic hit the globe. Although COVID-19 was the catalyst for this training course, the online curriculum design is, for the design team, a universal product which could enhance a global teaching experience.

The COVID-19 pandemic outbreak had necessitated a global rapid transition to online teaching and learning to replace face-to-face instruction for students and teachers, regardless of whether they had prior experience. However, although the transition happened within weeks in K-12 schools and universities in America and other Western countries due to infrastructure affordability, many countries in Asia closed schools for weeks or even months before continuing education virtually.

Specifically, when COVID-19 was identified in South East Asia in February 2020, Vietnam had taken a cautious preventive approach to shut down schools and universities before a positive case would occur. This shutdown meant full time staying at home with no schooling for children and students of all ages from early February to the end of March. This pause in education presented risks (or reality) of students falling behind, and parents urged the government and educators to search for viable solutions, although potential answers were neither simple nor straightforward.

During the first week of April 2020, two faculty members from a university in Central California who specialize in educational technology were invited by the Vietnam National Academy of Education Management (NAEM) (i.e. under the Ministry of Education and Training, similar to the U.S. Department of Education) to provide virtual teaching training for Vietnamese teachers in the Northern part of Vietnam as an immediate response to COVID-19. Previously, in the summer of 2019, one of these two faculty members received a mini grant from the U.S. Embassy in Vietnam and the Regional English Language Organization (RELO) to provide a three-day training for 30 Vietnamese teachers about uses of technology in teaching English language. The connection to NAEM was due to the fact that one of the students in the 2019 cohort who worked for NAEM reached out with an invitation.

In retrospect, unlike several Western countries prior to the COVID-19 outbreak, Vietnam was still new to the concept of distance learning. Both teachers and learners had little exposure to teaching and learning or curating resources in the virtual environment. Added to this problem was notably the limited infrastructure and access to quality resources and materials, as well as a shortage of electronic devices and Internet access for students and teachers to work from home. The preparation and infrastructure for online education had not been established within the Vietnamese educational system. Best-case scenarios included mobile communications and plenty of experimentation. Instructors would be using cellular phones as would their students as the dominant technology tool.

Mobile technology was well established in the United States' education system; however, this new and immediate transition to mobile technology teaching was a result of affordability and accessibility. Cellular phones were the dominant, if not singular, tool Vietnamese students had available for online learning. This understanding needed to remain at the forefront of course design decisions. Technology use and tools for instruction had to be mobile-application compatible.

On the pedagogical side, Vietnam's education system was still deeply rooted in Confucius values which embraced hierarchy, rote memorization and less so on critical thinking and risk taking. Accordingly, lecture-style, rote learning remained the dominant practice, and teacher-centered approaches were still the norm. Students normally seemed conditioned to receive knowledge passively and were not expected to challenge the instructor or appear critical to the instruction. On the bright side, Vietnam was known for its commitment to education, manifested in the belief that hard work and good education combined was key to success. Vietnamese students in general are known to be diligent, highly motivated with a strong desire to learn. The difference in their teaching and learning philosophy from the West, together with the students' characteristics, presented an appealing combination of challenges while considering the invitation: a) how to navigate the structure of the Vietnamese culture and expectations with the experimental aspect of Western online teaching, b) how to fit a Western pedagogy into an Asian culture, or try to synthesize Eastern principles into the teaching design for the virtual course, and c) how to build trust and to pull the best qualities from the students.

The teaching and learning culture in Vietnam in the context of COVID-19 presented a quite unique scenario which required discussion and planning before saying yes to the invite. Our initial thoughts were to design the course around the elements to which the two faculty members from the U.S. were most familiar and comfortable: to place a greater emphasis on teaching with technology, and which tools to introduce and model. Both instructors had experience running workshops for innovative teaching practices with technology that included creating inclusive learning environments to recognize various cultures students bring to an American classroom (Tesoriero, 2019). However, the differences in this virtual workshop were a) the students receiving the instruction were located in Vietnam with a 14-hour time zone difference from the Pacific standard time where the trainers were, and b) students were taking virtual teaching training while entering their virtual classroom for the first time. Hence this training was meant to directly serve their virtual classroom teaching needs, and it would need to happen outside of their 9-5 working hours. In approaching the design decisions, consideration was given to all of the above cultural dynamics together with their urgent call for help.

Another factor that we pondered prior to accepting the invitation was the Vietnamese learners' command of English in the context of multicultural teaching. While young populations in Vietnam were eager to learn the language, Vietnam was not among the countries with the highest English proficiency skills possessed by its speakers. Even though the target audience would be teachers of English or those who spoke English as a second/foreign language, they were not working in the English-only environment the whole time; thus, the language barriers would still be anticipated, especially when new concepts would be introduced and the conversation got complex. Such language barriers, whether

NAME	KEY ROLE	TASKS
FACILITATOR 1 University faculty member	• Project lead • Course designer • Course instructor	• Designed and developed the course • Provided/delivered instruction • Provided feedback on student's work • Debriefed with students after class • Planned the class on a daily basis • Organized/allocated tasks during the co-instruction • Student/classroom management (i.e., hosting Zoom, organized break-out sessions, etc.) • Graded students' final submission
FACILITATOR 2 University faculty member	• Course instructor	• Provided/delivered instruction • Provided feedback on student's work • Created/managed student discussion forum • Specific support for teaching English and ESL
FACILITATOR 3 NAEM staff	• Co-course designer • Student learning assistant	• Co-designed and developed the course • Provided/delivered instruction • Organized/allocated tasks during the co-instruction • Provided feedback and personal assistance to student's work

TABLE 1. Personnel and tasks during the course design, development and delivery

expected or not, would create some constraints and cause more teaching load for the bilingual instructors who would teach and translate simultaneously and may affect the class flow of instruction.

Added to the student's aforementioned diverse English language proficiency was their workload (as we know teachers were overloaded when making the transition to virtual classrooms during early pandemic). The course design would need to take into consideration all of these factors in order to successfully respond to their needs. The two faculty members accepted the invitation and started the adventure of designing and delivering the course in the international shared-teaching context to achieve the designated goals. Both of the U.S. instructors had the spring break week free, and as COVID-19 had shelter-in-place restrictions, this was a silver lining for learning. With so much angst around the world regarding the virus, it was rewarding to volunteer time and talent to help others. The faculty strongly believed the learning experience would be valuable for themselves and of high practical value for the educators and students in Vietnam.

It is hoped that the emergency transition to virtual teaching is a one-time occurrence; however, resiliency and innovation can be powerful motivators for educators to adopt a change mindset (Averill & Major, 2020). The fluidity of teaching with technology allows for multiple design pathways. The facilitators knew what the Vietnamese teachers needed to learn for successful online instruction based upon the knowledge and

experience of having studied and taught online educational courses in the Western culture. And, this was perhaps the first incorrect assumption about adoption of global curriculum design. Please see Appendix A for a concise list of unforeseen obstacles experienced and discussed throughout this design case. In addition, this design case may be useful and form a precedent experience for those faced with transitional curriculum challenges.

DESIGN OVERVIEW

Course Facilitators

The course was intended for a one-week period with a three-hour synchronous meeting time every day from Monday to Friday in the first week of April 2020. Lectures were mainly delivered by the two U.S. faculty members. One of them was originally from Vietnam and thus fluent in both Vietnamese and English (facilitator 1) and the other spoke only English (facilitator 2). Additionally, facilitator 3, a NAEM staff member from Vietnam, was supporting the course design (co-course designer) by providing insights into the Vietnamese learner characteristics and advising on the topics that were determined suitable for the learners. In addition, facilitator 3 assisted with student learning during and beyond the synchronous sessions.

As for the qualifications, all of the facilitators held a doctoral degree and were working at the university level or equivalent. Specifically, facilitator 1 was an assistant professor in the Department of Curriculum and Instruction, and Director of

Instructional Technology Resource Center at the university. This facilitator had been teaching face-to-face, hybrid and online courses in the educational technology field from undergraduate to doctoral level. Her research focus was on faculty adoption of technology to enhance student-centered learning; design thinking and human-centered design in the field of teacher education; and Massive Open Online Courses (MOOCs). Facilitator 2 was a lecturer in the English Department at the same university as facilitator 1. As an Apple Distinguished Educator, she had taken on a leading role in applied teaching technology, as well as giving presentations and published on the topic of Mobile Application Technology's use in higher education institutions. Facilitator 3 held a Ph.D. degree in STEM Education and Management, and a Ph.D. candidate in Computer Science in Vietnam. His research focus included use of technology to enhance student-centered learning, and application of technology in the classroom among others. Table 1 shows the key roles and tasks performed by each facilitator.

Course Preliminary Planning

Prior to designing the course, facilitators 1 and 3 had multiple preliminary meetings to discuss the learners' characteristics, the context of learning, optimal portions for content coverage for a week and so forth. To gain further details and understanding about the learners, the two facilitators conducted a two-hour Zoom meeting with them to listen to their challenges with virtual teaching and learning, as well as their needs and expectations for the course and what could be delivered. The goal of this meeting was for the facilitators to brainstorm possible course learning outcomes given the needs, expectations, learning preferences, where the students were in terms of technological proficiency, and what pedagogical approach (or combination of) would fit best.

Such organic, first-hand interaction with students prior to starting a course is almost always considered a wise decision (Hyun, 2006). The more knowledge an instructor has about the learners and their needs prior to teaching, the higher likelihood for the course to result in success, especially given this online course would be delivered to a foreign audience who spoke a different language and experienced different teaching and learning norms and practices. Pertinent information gained from the preliminary meeting with students explained that most students were educators who taught various subjects (i.e. English, Chemistry, Medical school, Math, etc.) from kindergarten to college level and whose English proficiency levels ranged from intermediate to advanced. It was projected that this would allow the instructors to capitalize on facilitator 2's English Composition background and hence aimed the learners towards obtaining English-only instruction. However, if the conversation would become complex, translation would be needed to assure the students, especially those at intermediate English language proficiency level, would understand the nuances

and dynamics of the topic being discussed, as well as being able to express themselves in their first language. Instruction could be paused to allow time for translation.

Other pertinent preliminary information gathered was the overall emotional wellness and lifestyles of the students. This was at the beginning of the COVID-19 shelter-in-place regulations. Many of them were working from home all day with children and family to tend to in the evenings. The virtual course would be taught in the evening, at the end of a long day trying to transition everything to online. The time frame was intensive, however, it also benefited them the most as they could apply the online teaching experience gained from the course immediately to their classroom the next day. At the same time in their institution in California, the two instructors were respectively teaching an online doctoral level course to teachers and educational leaders who were dealing with COVID-19 in their own working environment, or were transitioning their own face-to-face courses to online. The instructors thus had first-hand experience of making the instruction directly/immediately responsive to real life situations and needs; the two U.S. facilitators were fully aware of how overwhelming working and learning during the pandemic was for the learners. Combining these two factors, a decision was made to adopt a "less is more" design strategy to provide highly selective, just-in-time instruction to the learners; avoid an avalanche of information, and make the assignments strictly relevant to their classroom environment in Vietnam. The topics were selected based on the students' immediate training needs for virtual teaching stated at the preliminary Zoom meeting with the participants.

Two factors drove the decisions as to which technology tools to introduce in the course: student engagement and assessment potential. Facilitators 1 and 2 were experienced at fostering teaching innovation at their campus. The English only facilitator had worked as a consultant for various institutions in the U.S., helping educators adopt instructional technology, especially in reading and writing courses. The technology tools selected had a proven record of engaging students and ease of use from the perspective of both facilitators. The specific tools were also singled out to provide assessment opportunities for teaching English or writing, as compared to tools more aligned with math or science. In addition, the tools selected had to be applicable to mobile application technology, as the learners and their students' main access to technology was cellular phones. It was hoped that the ease-of-use aspect would be a segue into continued innovative practices.

CONTENT DESIGN DECISIONS

Tools and Modules

The curriculum planning stage took place after the preliminary meetings and before the starting date of the

course. During this stage, facilitators 1 and 3 met to discuss specifically the content coverage for the entire course, how to carry it out, identified specific activities and who did what each day. A master plan was generated and uploaded to the Shared Drive folder after each meeting for facilitator 2 to review and synthesize their instruction for the next day. This process was similar to asynchronous shared-facilitating decisions and appeared to be advantageous for teamwork with spread-out time zones.

Key decisions made during the planning stage included employing a project-based model that combined a) introduction/presentation of a technological tool and in-depth pedagogical discussions of its uses in the classroom with b) hand holding technological how-to sessions starting from setting up the tool on the device to proficiently using it in a classroom activity and followed by c) micro-teaching activities performed by the students. For example, on the first day, the students would be introduced to three different Learning Management Systems (LMS) (i.e. Canvas, Google Classroom, Office 365). Next, each facilitator would demonstrate how to set up and navigate within an LMS and followed by a class discussion of the features and pros and cons of each LMS. Finally, the students would be asked to choose an LMS that would be best suited for their classroom environment in terms of technological affordability, students' skill level, Internet bandwidth, and their subject-specific needs, culminating in a 15-minute teaching activity to present to the whole class. The students would be put in different breakout groups by the LMS of their choice and monitored/supported by the facilitators on their design activity.

As another example, the topic on the next day would be regarding engaging students in online learning environments. To understand the students' perception of virtual classroom interaction, A Wordle game would be created which allowed the students to define the concept of student engagement in one to five words (they could contribute to the Wordle multiple times). Next, the facilitators would present the selected engagement tools (i.e. Wordle, Padlet, Nearpod, and Menti.com), focusing on various strategies the instructor could do to engage the students. Finally, students would be asked to use one (or more) of the tools to design specific learning activities that would include one or more of the following engagement indicators: attendance tracking, hand raising, building an engaging content unit, giving compliments to students, personalized interaction with the students, etc. The technical how-to parts would be presented in generic terms during the tool demonstration by the facilitators. The responsibility of the students would be to apply them into their specific classroom environment and subject.

These sequences would be repeated with modifications of pace and personalized instruction and synchronous

assistance for five days across the five course topics (see Appendix B). There were no asynchronous activities initially planned at this stage. At the end of the course, students would submit a capstone project by designing and delivering a 45-minute lesson to their own students utilizing all the tools and techniques learned in the course. In order to fulfill the course requirements, the students would submit a complete lesson plan on the Canvas course together with self-evaluation/reflection on how the lesson was delivered and perceived by the students.

Another key planning decision involved the three-hour synchronous daily meetings via Zoom to establish a connection between the learners and the facilitators with cameras on when possible. It was hoped that this design decision could prove fortuitous during the COVID-19 lockdown when networking with colleagues was at a minimum. The three-hour meeting time was not necessarily established as an initial goal; rather, it was decided after looking at the lesson plan for each day. After deciding that what was to be offered on day one needed three hours of engagement, that cycle was carried forward to each day. It was understood that the learners had full time jobs during the day, and the synchronous meetings were at the end of their workdays. With this in mind, ending each session with asynchronous work left students an opportunity to complete the homework at their discretion.

Language, Cultural and Pedagogical Concerns

One of the initial goals for this course was to expose the students to as many helpful technological tools as possible, and allow them to get into their sandbox and work independently with the technology. It is important to acknowledge the implicitly biased technology assumptions made by the U.S. instructors during planning, resulting from years of teaching face-to-face courses in Western society, or lack of understanding about the infrastructure and access to technological devices by the students in Vietnam. The facilitators prepared the daily activities thinking the students would understand the most preliminary steps such as logging into an educational application or collaborating on a shared document; in reality the distance and language barriers intensified the challenge to support students struggling with technology. It is a difficult moment when a student cannot navigate a new concept; it is an added challenge when the student does not understand the solution being offered due to a language barrier. While the assumptions about technology use eventually became challenges during course delivery, they also became foundational lessons learned when COVID-19 forced immediate transition to virtual teaching. The specific discussion of cultural differences was not introduced during the design stage; the shared-facilitators had anticipated language barriers and technology glitches, but the culture of the teaching and learning environment was not discussed. It is not clear whether a cultural discussion

would have made much difference in the course design. The actual experience of being immersed in the learners' interactions and understanding may be the optimal lesson in cultural pluralism.

A second assumption, or lack of a full preparation, was envisioning a seamless synthesis of the two languages and cultures. As experienced faculty, regardless of the course content, it was assumed that the facilitators from the U.S. knew what to expect of the learning environment and planned accordingly. Having all facilitators involved synchronously in pre-course meetings with students would have offered a pilot run of the teaching and learning environment across the language and culture. However, this did not occur due to the fact that facilitator 2 was not present and thus, navigating dual languages was not introduced. The student-instructor interaction was established and naturally developed in the Vietnamese language. Based on this experience, it was easy to expect this would be the flow of communication and interaction throughout the course. While the pre-course meeting provided student-needs feedback, it was fairly general in discussion - more of a meet and greet type of engagement. Without the English only facilitator in the meeting, there was no way to gauge the time needed for translation.

Worth noting here, is that the initial invitation to teach an online training course virtually in a foreign country was met with concerns of navigating the language barrier for the American instructor who was not bilingual. Concerns regarding technology tools, time, and the quality of the learning environment were secondary. It became clear that Western educational systems, especially those in California within close proximity to the Silicon Valley, are established on the premise that technology infrastructure is constantly being updated. The antiquated technology tools available to the course participants and their students, became an initial stumbling block necessitating a curriculum change. The facilitators had to take a step back and think about how technology was integrated into teaching and learning going back five to six years, in their experience, and initiate a new starting point for which technology to introduce and how much time to allocate for new tools.

The technology and curriculum assumptions represented a shared sense of implicit bias on the part of the facilitators from the U.S. The varying levels of technology use was difficult to fathom. In hindsight, this challenge became a time for reflection as to what can and should be expected from a more global network of teaching. Just as English does not hold the same status of importance in various cultures, technology skills may have similar associations. The facilitators never actually discussed their reflection process, but it was clearly apparent that each was individually acknowledging initial expectations which may not have been equitable and inclusive for all learners. This realization became

especially relevant during the transition to virtual teaching for COVID-19. As the facilitators were making their own adjustments to their classes at the start of the pandemic, they were able to have a more focused lens on the student online learning environment.

When viewing the entire design module (see Appendix B), the curriculum began with the very broad understanding of a Learning Management System (LMS); this was to establish the foundation upon which teaching and student engagement would transact. LMSs have been prevalent in Western universities for many years, and the American facilitators expected a familiarity with navigating a learning platform: similar to building a house, the foundation and framework come first; however, this is a Western cultural understanding that houses are built on foundations, have frames, and a building process is standard. Beginning with an understanding of where teaching would occur and how activities and communication would be exchanged is beneficial. And, it was understood that participant students were given access to Canvas for the course. Future design concerns may give consideration to more generic forms of learning systems should conventional LMS be unavailable.

The second module in the curriculum was more specific as to the use of individual technology tools applicable to participants' disciplines; this moves the design from the broader scope of the learning platform to the narrower hands-on experience. Participants were engaged with specific tools which could be immediately implemented in their online courses, offering value and authenticity to the course design. The third module emphasized critical thinking and pedagogical justification for a course redesign using technology. This approach moved the participants toward a deeper understanding of why technology may enhance the learning experience.

Discussion Forums were always a part of the pre-planning goals and activities. It was believed that asynchronous discussion forums created a learning community for the students. Discussion forums also provide a repository of best-use practices. What was not identified during pre-planning was that the student text would be in Vietnamese. Again, the assumption during pre-planning and implementation that students would convert to English for the English-only facilitator was further means for reflection. Had the possibility of multilingual text submissions been addressed in pre-planning, a process for students to convert assignments to English would have allowed all the facilitators to offer assessment and feedback. The possibility for the facilitators to convert the text to English through the use of technology was always an option; however, it would have been beneficial for the students to practice the conversion as most of the learners were English teachers.

COURSE DELIVERY

The course was launched on Monday, April 6th at 7:30am PST (9:30pm the same day in Vietnam) and lasted for five consecutive days. As said previously, the three-hour synchronous sessions repeated every day for five days. Although the course was sketched out in details before the starting date, the instructors took a flexible approach and purposefully left room for modifications and adjustment during the delivery time, including the time zone adjustments, the number of students who could attend the course, etc. Accordingly, the modification allowed the students who arrived in the middle of the class to participate and adjust to group activities. Also, due to the modified pace in the class, if a learning content unit was not covered during the class session, it would be either moved to the next day or converted into homework for the students to explore. There would then be time assigned for the uncovered material to be explained in the following class. Appendix B shows the description of the topics and sequences of activities planned for the entire course from day one to day five.

The initial course design included a total of five lessons and was detailed by content units and technological tool presentations (see Appendix B). During the delivery process, this design was quickly adjusted. Three unplanned stumbling blocks occurred: prolonged management of student questions and comments, time for translation, time for technology hand-holding and so forth. One of the advantages of teaching with technology is having students engaged while delivering course content. A challenge to this dynamic in an online course was ensuring all students have similar knowledge as to how to apply the technology being used. Stoppage time was needed to verify that all students were on the same page to understand the lessons.

As one of the goals of the course was to introduce as many technological tools as possible for online education, the content began with the understanding interpreted from the preliminary meetings that the student teachers already implemented some technological tools in the classroom. This interpretation sparked a sense of confusion almost immediately. As an example, one of the first course meetings was to introduce the use of Google Classroom. The facilitators broke the class into groups and gave, what they would consider, the simple instructions of "joining" a class using the provided login code. What was considered a typical process during the planning stage became a more challenging and time-consuming procedure online. Some students were not able to join the class and did not know how to troubleshoot the problem. The instructors were not able to see individual's screens to offer guidance due to unstable Internet connection at times, nor were other students able to work together to problem-solve. It may have been useful to offer pre-course tutorials, or to ascertain the usefulness of such tutorials during the preliminary Zoom session with students.

A survey instrument measuring student familiarity with the technology tools to be introduced, may have also enhanced the course design.

In addition, the process to bring students to equal footing required navigating through two languages. The facilitator from the U.S. (facilitator 1) fielded questions in two languages and responded in kind. Students sometimes panicked when technology was not working and questions began coming in simultaneously: another question would be asked while a previous question was being answered and translated. Managing the confusion took additional time. The "chat" feature was also being used for Q & A, but this required a second area to be translated for the English only facilitator. The surprising advantage was that students began to help in the translation process, which in turn helped to improve their English skills.

The curriculum design for this course was very much student-centered and student-controlled. Technology and tools were introduced as "suggestive" teaching strategies, however; students were offered the opportunity of discovery and exploration as to how to integrate course design. The instructors asked students to experiment with how technology might enhance their teaching skills, but the students were in control of their design thinking. This is not necessarily a common practice in Asian curriculum design and delivery as previously described. Often, the curriculum design process is more of a top-down initiative. Teachers are given the course content to deliver. Only suggested content was offered in this course, which was an adjustment for the students. One lesson learned from this was understanding that online teaching needs to address the environment of the audience. The instructors advocated for students to explore and diversify their teaching tools without fear of failure. There were no preconceived solutions or deliverables; however, there was an abundance of instructor feedback. The learners began to create their own content and adjust innovative technologies to their culture of teaching and learning.

Student Course Performance

Students' performance is probably the most impressive artifact to look at during such a short period of time. There were tasks assigned to individuals and groups of students during the class and a capstone assignment at the end. Each task was constructed differently with group work or individually and budgeted with different amounts of time. There was anxiety, confusion, but also positive pressure felt among the students upon the beginning of a task. However, each learner demonstrated an infectious enthusiasm towards exploring the new content unit and improving their technological skills via the acts of designing their classroom activities and micro teaching. The enthusiasm was felt in the voice, in the work that they performed, and in the responses on the aforementioned Discussion Forum. Table 2 shows a master

EXAMPLES OF STUDENT DESIGN PRODUCTS					
STUDENT	LMS USED	DAY 01	DAY 02	DAY 03	DAY 04
Student 1	Google Classroom: Warm-up activity 1	Activity 2: Mentimeter: attendance checking	Demo teaching a listening task	My google sites	Google Classroom Warm-up activity 1
Student 2	Reactored: Warm-up activity 1	Activity 2: Google Classroom: my online class	Activity 3: Limit of a function (Math lesson) – part 1	My google classroom	Reactored: Warm-up activity 1
Student 3	Reactored: warm-up activity 1	Activity 2: Tell me about your family	Reading activity 1	My google sites 1	Reactored: warm-up activity 1
Student 4	Fun class on Google Classroom	Attendance checking		My google sites 2: Home library	Fun class on Google Classroom
Student 5		Warm-up activity 2: Bingo game	Steps to hand wash	My google sites	
Student 6			Lesson plan: Clinical case	Van_day 4: building a library	
Student 7			Lesson plan: Vietnam geography	Fun class on Google Sites	
Student 8			Unit 12: What does your father do?		

TABLE 2. List of students' works.

list of products completed by the students after each day of instruction. This compiled list was updated on a daily basis and shared publicly on the Canvas course shell for students to provide peer feedback and to learn the techniques from one another.

As for the final capstone project, the students were designing a 45-minute lesson plan and actually taught and recorded it. The lesson would need to show evidence of pedagogical use of technological tools for student engagement and retention, along with the other skills that the students learned within the five days. Table 3 (next page) shows a few examples of students' capstone project.

Modifications

As a catalyst to prompt critical thinking and reflection, a planning adjustment was added to offer a recap of the day's activities. It was a debrief message that summarized key activities during the day and ideas to go forward for the next day. The recap was offered in two languages: English and Vietnamese to assure understanding and allow students to improve their English as they so desire. The daily recap was also an attempt to get students to think about the learning holistically, rather than individually. The bilingual project lead

translated the message into Vietnamese after each class session (see Figure 1). The recap was also an attempt to guide the focus of the discussion forums, which attempted to have students align their responses to the learning outcomes. Figure 2 shows a recap of the first day instruction.

Ultimately, the curriculum design of daily activities and deliverables was adjusted based upon time and flow. If the students were not able to complete a task during the synchronous session, the item could be uploaded to the LMS prior to the next class. The facilitators felt strongly it was more important that students make their best effort to work with new technologies during the class sessions, however that process played out. As educational technology is very dynamic, the facilitators discovered that the existing delivered content would need to be flexible. The online teaching and learning environment lacks the collaborative opportunities provided by face-to-face instruction. Students perform more independent tasks, and these individual engagements require patience in content delivery. Perhaps an activity was particularly challenging and required more time for students to adjust. Conversely, certain technological tools may have been very easy to master, requiring little class time. An understanding of personalized learning allowed the facilitators to support all students in the course. The initial
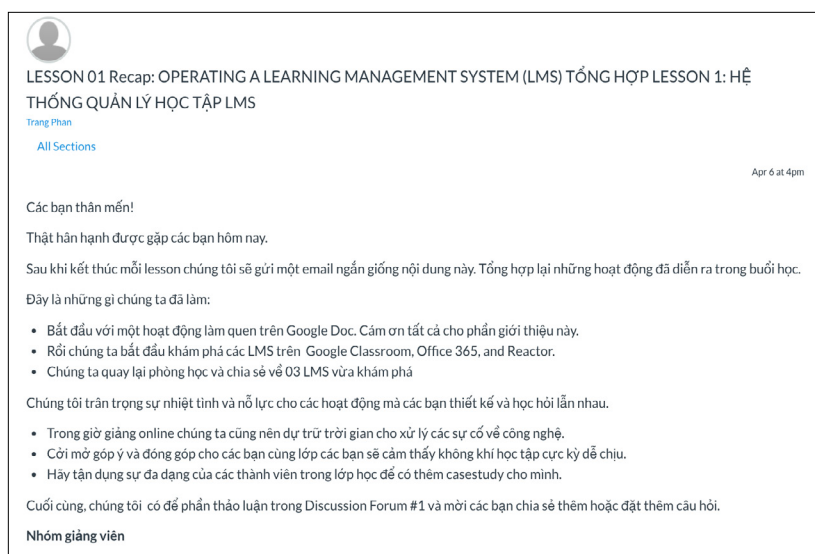
LESSONS	TOOLS USED	EXAMPLE
Circle Equation	Google Slides	
Motorcycle Places Chemistry	Padlet	
Motorcycle	Kahoot!	

TABLE 3. Students' capstone project samples.

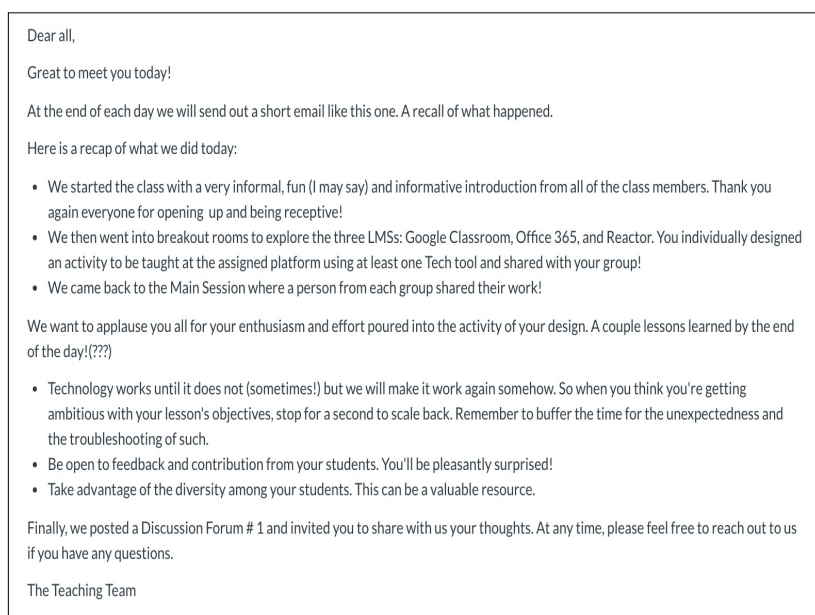**FIGURE 1.** Translated message into Vietnamese.

FIGURE 2. First day's recap.

daily activity planning became more of a framework to work within as opposed to a specific pathway.

A second goal for the course was to instruct and model how to synthesize pedagogy and use of technology. Although Discussion Forum reflections were not initially planned, they were promptly added during course delivery and proved to be helpful. The pre-planning process focused more on outcome deliverables and less on reflective critical thinking about what it meant to teach online. Again, this may have been assumptions of a contemporary Western pedagogical approach which aligns learning objectives with critical reflection but does not necessarily specify the path to fruition (Hanson, 2013). Adjusting the curriculum to include

daily reflections was an attempt to help the students make the connection between what they were producing to teach online, why they selected certain technologies, and how the teaching and learning environment would be affected. A review of the student reflections each day offered the facilitators an opportunity to address any misconceptions about the previous day's session. In effect, the reflections offered formative assessment tools. Going forward, reflection questions could be worded to continuously guide students toward the goal of synthesizing pedagogical knowledge with educational technology use. Table 4 shows examples of discussion forums with some responses from the students on day two and three.

The student responses show a rewarding trend from listing their initial trepidations about online teaching to a discussion of enthusiasm and accomplishments. The U.S. facilitators, who recently transitioned their college face-to-face courses to online during COVID-19, were keenly aware of the need to support students toward successful online learning; academic rigor was intertwined with social-emotional wellness practices (Majeski, Stover, & Valais, 2018). You can see from Discussion Forum #3 (Figure 3, next page), that the student was moving from simply commenting on an activity to actually offering additional tools for engagement. The students were beginning to explore content individually. As mentioned earlier, the faculty for this design were excited about the opportunity to donate their time to the experience. This excitement translated into enthusiasm and positive social engagement throughout the week.

The facilitator living in Vietnam (i.e. facilitator 3) also provided one-on-one instruction and assistance time after each class to the students who needed help to gain a better understanding of where they were in the course. Since the course ended 30 minutes after midnight in Vietnam, one-on-one assistance happened during the day time on the next day and lasted upon demand until when the class started again at 9:30 pm in the evening, which was 7:30 am Pacific time. In addition, the two bilingual project-leads reconvened each evening (i.e. the U.S time) before the next day's class to review the day and to plan for the next class and any curriculum adjustments. Students' feedback during the one-on-one instruction, as well as their reflections in the Discussion Forum, were taken into account as the next lesson was reviewed. This adjustment to course

DISCUSSION FORUMS	STUDENTS' RESPONSES
DISCUSSION FORUM #2: Online Interactions — Trang Phan — All Sections — Apr 7 at 7:44pm — 13 In today's session you were introduced to numerous technology tools for assessment and engagement. What are some of your perceived challenges for teaching an online course as an instructor? Understanding that technology will be a given challenge, but in reflection, what pedagogical challenges are you experiencing? This is an opportunity to reflect and share your thoughts beyond the technology. Please respond to three other posts from your peers The Teaching Team!	**Văn Thị Thu Vân (She/Her)** — Apr 8, 2020 1.In the second lesson, many technology tools were introduced to attract students'attention, and assess students. Especially, learners in our class shared some ways to observe students or check students' attendance like Mentimeter, Quizzes,...all are useful. Using Ms Teams to teach students, I've been introduced and have used Ms Teams for 3 weeks, so I find it difficult to have students practise in Groups. ↩ Reply
DISCUSSION FORUM #3: SEARCHING FOR OPTIONS — Trang Phan — All Sections — Apr 8 at 9:17pm — 13 In today's session, you completed a lot of great work reimagining what your current lesson plans might look like in an online environment. You also were introduced to the fact that there are many existing online curriculum design options that are offered for free on the Internet. Please spend time researching two online lessons from two different sources, which you might be able to utilize in your course. Please post the lessons in the Discussion Forum and reflect on why you selected the lessons, and how you believe they will enrich the learning for your students. Please respond to three other posts from your peers.	**Dang Thi Huong Thao** — Apr 9, 2020 I would like to share with you one website which is very useful for our online teaching. This provides you a range of courses with different levels so you can choose the appropriate course for your own teaching purpose. The thing I like best is that I can import the lesson from the website into my class in the Google classroom so I can save a lot of time for preparing the lessons. This website is https://www.khanacademy.org/ . I hope that you will spend time exploring it. Please enjoy!

FIGURE 3. Students' responses on the Discussion Forum.

delivery each night was time consuming but necessary at this juncture. Everything about the design process and curriculum was new, not dissimilar to the COVID-19 transition. Students had plenty of room to explore new technologies; this meant they also had plenty of opportunities to stumble with innovative activities. Taking the extra time to work with students most in need of hand-holding, while also reviewing their feedback about their learning, made the course more student-centered. The adjustments made can be adopted for future course design and development.

INTERNATIONAL SHARED–DESIGNING AND INSTRUCTION: FINAL WORDS

The shared design and shared teaching were a highly rewarding experience at different levels for all the instructors involved in the process. First and foremost, it was rewarding to be able to demonstrate to the students the wealth and depth of technological and pedagogical knowledge that integrated the Eastern and Western ways of teaching and was highly contextualized in specific content topics. Positive feedback from the students on their advances in technological skills and how the (combination of) pedagogical approaches broadened their professional horizons and mindset has been the greatest reward for the instructors and the merits of this entire endeavor. Specifically, it was a tremendous learning experience for the U.S. project lead who was also the bilingual instructor to navigate between the two languages to feel and understand the needs, struggles, challenges and motivations of the learners and to speak to and on their behalf. In retrospect, this was an ideal scenario to develop empathy and bonding between instructor and the students. For the English-only instructor, the course

provided an opportunity for her to better understand a foreign culture in an attempt to develop bonds and empathy towards the learners. In essence, this faculty member was both a teacher and student. Shared teaching brings together content experts' design thinking and provides a platform for give and take. One facilitator had more experience teaching English, and the other had more experience teaching online courses. Synthesizing these two curriculums was fairly seamless. However, shared teaching in an international learning environment naturally placed the heavier lifting on the bilingual facilitator.

An important take away from teaching a multicultural and multilingual course is the opportunity to reflect on the implicit biases. The COVID-19 pandemic forced a swift teaching transition to online learning; thus, the design process was dominated by the facilitators' existing practices and experiences. The Western educational philosophy can be very dominant when teachers are immersed in its processes and goals. Learning how to synthesize two separate beliefs about the teaching and learning environment allows for a broader understanding of how students learn and what is valued. The design experience for this design case may offer an added level of training for online instruction in times of crisis.

Most often shared-teaching is a design process planned out for many months in advance (Taşdemir & Yıldırım, 2017). Instructors share their pedagogical beliefs and practices with each other, and ascertain strengths and weaknesses. There is also plenty of time to think about the student audience and how to serve their learning needs. Intercultural online teaching brings its own sets of challenges and adventures; COVID-19 amplified this arena. The fast-paced transition to shared online teaching while merging two educational

cultures provided an unexpected opportunity to truly transform the teaching and learning environment.

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APPENDIX A

Unforeseen Obstacles

- The facilitators knew what the Vietnamese teachers needed to learn for successful online instruction based upon the knowledge and experience of having studied and taught online educational courses in the Western culture. And, this was perhaps the first incorrect assumption about adoption of global curriculum design.

- It is important to acknowledge the implicitly biased technology assumptions made by the U.S. instructors during planning, resulting from years of teaching face-to-face courses in Western society, or lack of understanding about the infrastructure and access to technological devices by the students.

- The facilitators prepared the daily activities thinking the students would understand the most preliminary steps such as logging into an educational application or collaborating on a shared document; in reality the distance and language barriers intensified the challenge to support students struggling with technology.

- A second assumption, or lack of a full preparation, was envisioning a seamless synthesis of the two languages and cultures. As experienced faculty, no matter the course content, we assume that we know what to expect of the learning environment and plan accordingly.

- Having all facilitators involved synchronously in pre-course meetings with students would have offered a pilot run of the teaching and learning environment across the language and culture. However, this did not occur due to the fact that the English-only facilitator was not present and thus, navigating dual languages was not introduced. Without the English only facilitator in the meeting, there was no way to gauge the time needed for translation.

- The technology and curriculum assumptions represented a shared sense of implicit bias on the part of the co-facilitators from the United States. The varying levels of technology use was difficult to fathom. In hindsight, this challenge became a time for reflection as to what can and should be expected from a more global network of teaching.

- It was believed that asynchronous discussion forums created a learning community for the students. Discussion forums also provide a repository of best-use practices. What was not identified during pre-planning was that the student text was in Vietnamese. Had the possibility of multilingual text submissions been addressed in pre-planning, a process for students to convert assignments to English would have allowed all facilitators to offer assessment and feedback.

- As one of the goals of the course was to introduce as many technological tools as possible for online education, the content began with the understanding interpreted from the preliminary meetings that the student teachers already implemented some technological tools in the classroom. This interpretation sparked a sense of confusion almost immediately. What was considered a typical process during the planning stage became a more challenging and time-consuming procedure online. It may have been useful to offer pre-course tutorials, or to ascertain the usefulness of such tutorials during the preliminary Zoom session with students. A survey instrument measuring student familiarity with the technology tools to be introduced, may have also enhanced the course design.

- During the delivery process, the design was quickly adjusted. Three unplanned stumbling blocks occurred: prolonged management of student questions and comments, time for translation, time for technology hand-holding and so forth.

- The process to bring students to equal footing required navigating through two languages. The facilitator from the U.S. (facilitator 1) fielded questions in two languages and responded in kind. Students sometimes panicked when technology was not working and questions began coming in simultaneously: another question would be asked while a previous question was being answered and translated. Managing the confusion took additional time.

- Only suggested content was offered in this course, which was an adjustment for the students. One lesson learned from this was understanding that online teaching needs to address the environment of the audience.

- Ultimately, the curriculum design of daily activities and deliverables was adjusted based upon time and flow. If the students were not able to complete a task during the synchronous session, the item could be uploaded to the LMS prior to the next class.

APPENDIX B

Course Sequence of Activities

DAY	CONTENT UNIT	TOOLS USE	SEQUENCE OF ACTIVITIES	STUDENT PERFOR-MANCE/DESIGN PRODUCTS
1	Learning Management Systems (LMS)	Google Classroom Canvas Office365 Teams	• LMS presentation by the instructors • Round table discussion: 　- Strengths of each LMS 　- Set up an LMS 　- Student Engagement • Breakout room by LMS 　- Each group prepares a 15 minutes micro teaching using the designated LMS.	15-minute teaching activity on an LMS
2	Student engage-ment in virtual classroom	Wordle Padlet Nearpod Menti.com	• Warm up: Defined Interaction in 1 or maximum 5 words on Wordle • Tool presentation • Individual task: design specific learning activities that would include one or more of the following engagement indicators 　- Attendance tracking 　- Hand raising 　- Building engaging content 　- Giving compliment 　- Personalized interaction with the students 　- Access/content interaction	Presentation of student design products Peer feedback on Google Forms
3	Steps to create an online lesson		• Whole class discussion: Rationales of your design plan • Co-teaching from the American instructors: 　- Redesigning one module for teaching with technology 　- Pedagogical and technological consider-ation in lesson (re)design 　- Introducing lesson plan • Micro teaching demonstration from the Vietnamese instructor (facilitator 3) • Feedback on the teaching demonstration	Students designed one module for teaching with technology Students created their own teaching lesson plans
4	Motivating online learners	Google Sites Weebly Google Classroom	• Whole class discussion: define student motiva-tion in online learning. 　- Area of focus: building an extended, customized digital library to extend the student learning outside of the classroom • Lecture/instruction: Set up an engaging stu-dent-led discussion activity in Google Classroom • Open discussion/role play: how to cater for 　- Learners' diverse learning needs and styles 　- building multiple modalities	Student design products: Customized digital library Lesson plans that catered for students' diverse learning needs Micro-teaching and feedback
5	Demo teaching and wrap up		Instructor demonstration: Re-designed a teaching activity with suggestions to maximize the use and power of technology Breakout rooms: student teaching demonstration by groups	Reconvening for whole class discussion and feedback Closeup