



UF

BETTER TOGETHER:
UNSTOPPABLE
STUDENT TEAMS

APRIL 14 & 15, 2021

TEACHING AND LEARNING ABOUT PANDEMICS DURING THE COVID-19 CRISIS

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LIVING THE EXPERIMENT

The Circular Nature of the 2020 Covid-19 Pandemic

04/14/2021

Rania Gollakner & Sara Agnelli

One Health Center of Excellence
University of Florida

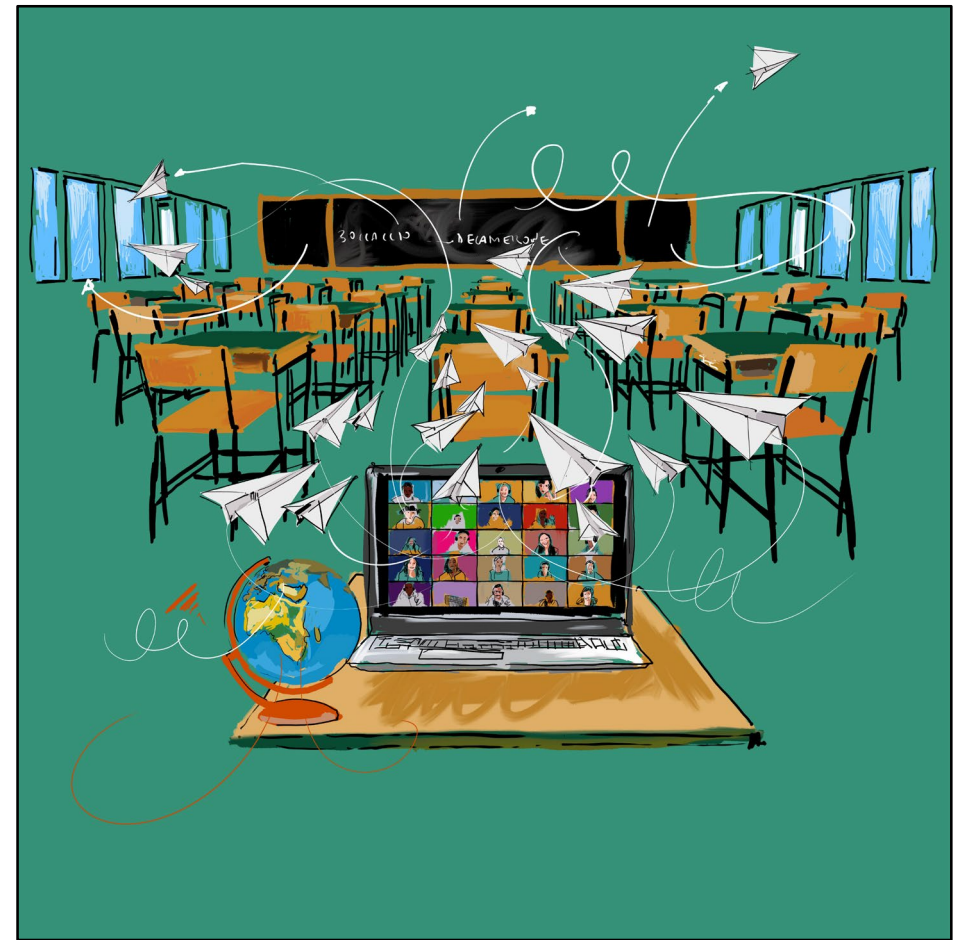


Image. DistanceLearning, in #ContagiousImages
Francesca Agnelli, 2020



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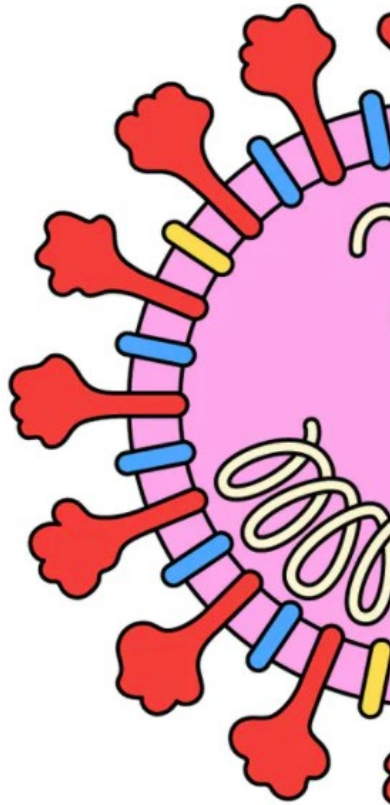
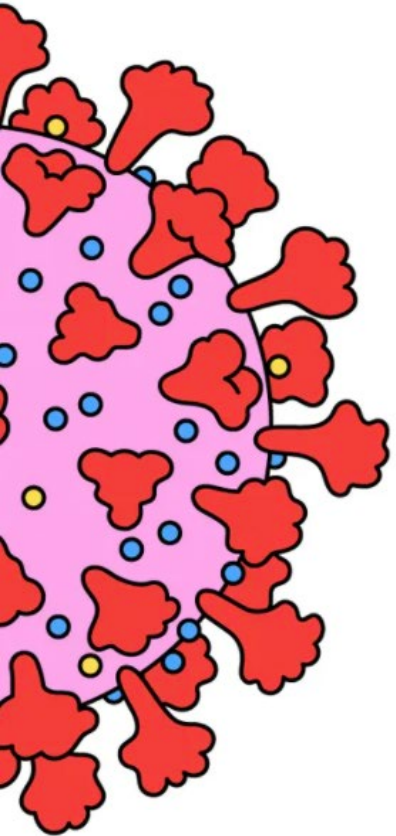


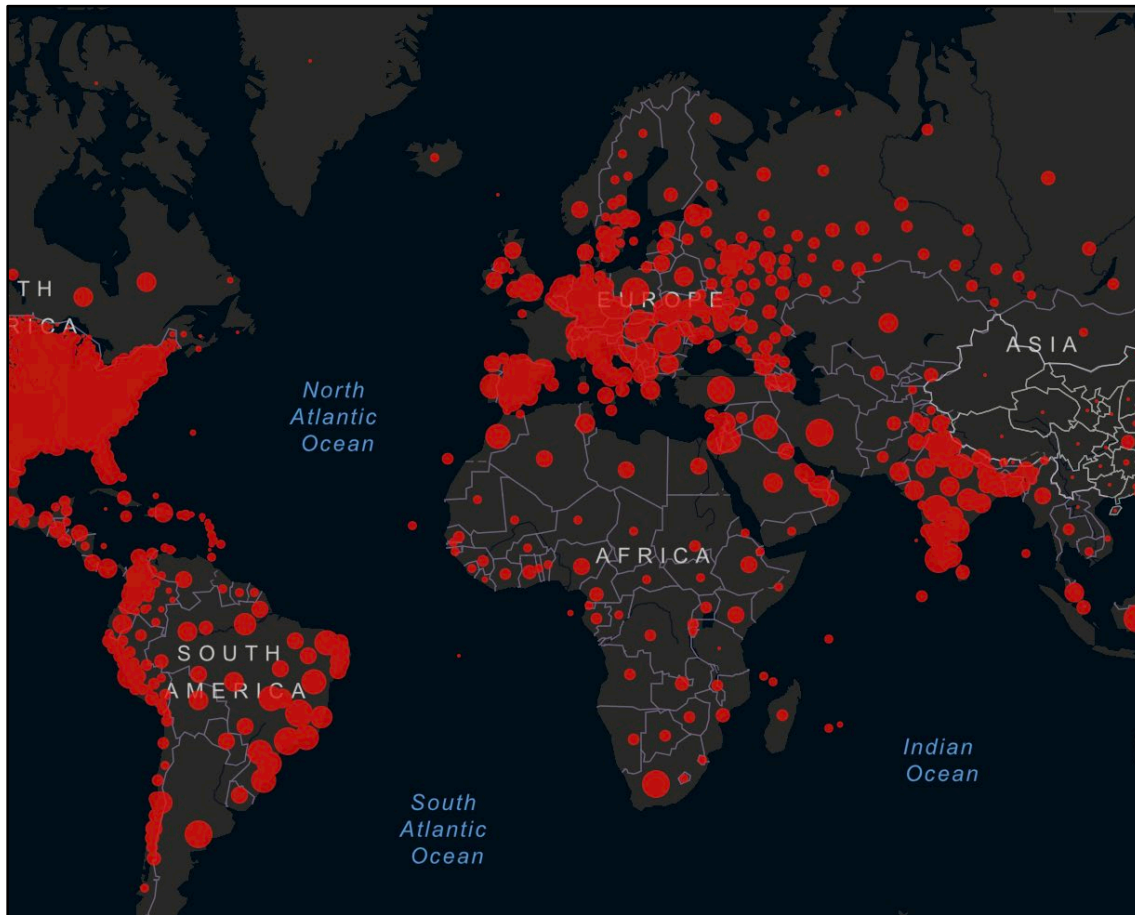
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COURSE DESCRIPTION

This interdisciplinary course focuses on the Coronavirus pandemic and is designed for undergraduate students with diverse backgrounds and ambitions who desire to learn a systems-thinking approach to better understand this global event and how we move forward by putting the Circular Health philosophy into practice.





Secondary General Education Designation: International

- A global perspective
- International assignments/activities: for example, a guest speaker from another country; Virtual Exchange discussion; Global penfriends; “Mapping zoonotic diseases around the world”; Infographics, etc.



Course Objectives

- Apply the Circular Health approach to various aspects of the Covid-19 pandemic.
- Critically assess the education and behavior modification techniques essential during the pandemic and develop suggestions that improve upon the original approach.
- Discuss the several public health policies used around the world to handle Covid-19.

Course Objectives [continued]

- Learn how to communicate in a crisis and how to inform a non-expert audience.
- Compare and contrast how people cope and create new customs amid a pandemic in different countries.
- Discover how language has been changing around the world during the pandemic (#ContagiousWords).

Image. Flatten the Curve, in #ContagiousImages
Francesca Agnelli, 2020

Reflections

Assets:

- Network of researchers that were brought into the class
- Teaching techniques and learning outcomes:

☐ **GLOBAL INTERPERSONAL SKILLS**

☐ **ANALYTICAL SKILLS**



Image. Incubation, in #ContagiousImages, Francesca Agnelli, 2020

Reflections [continued]

- ❑ CULTURAL AWARENESS
- ❑ SELF-REFLECTION
- ❑ ROLE PLAYING
- ❑ COMMUNICATION and COLLABORATION



Challenges

- Rapidly changing information
- Physical distancing during a crisis
- Pandemic Fatigue
- [Political climate]

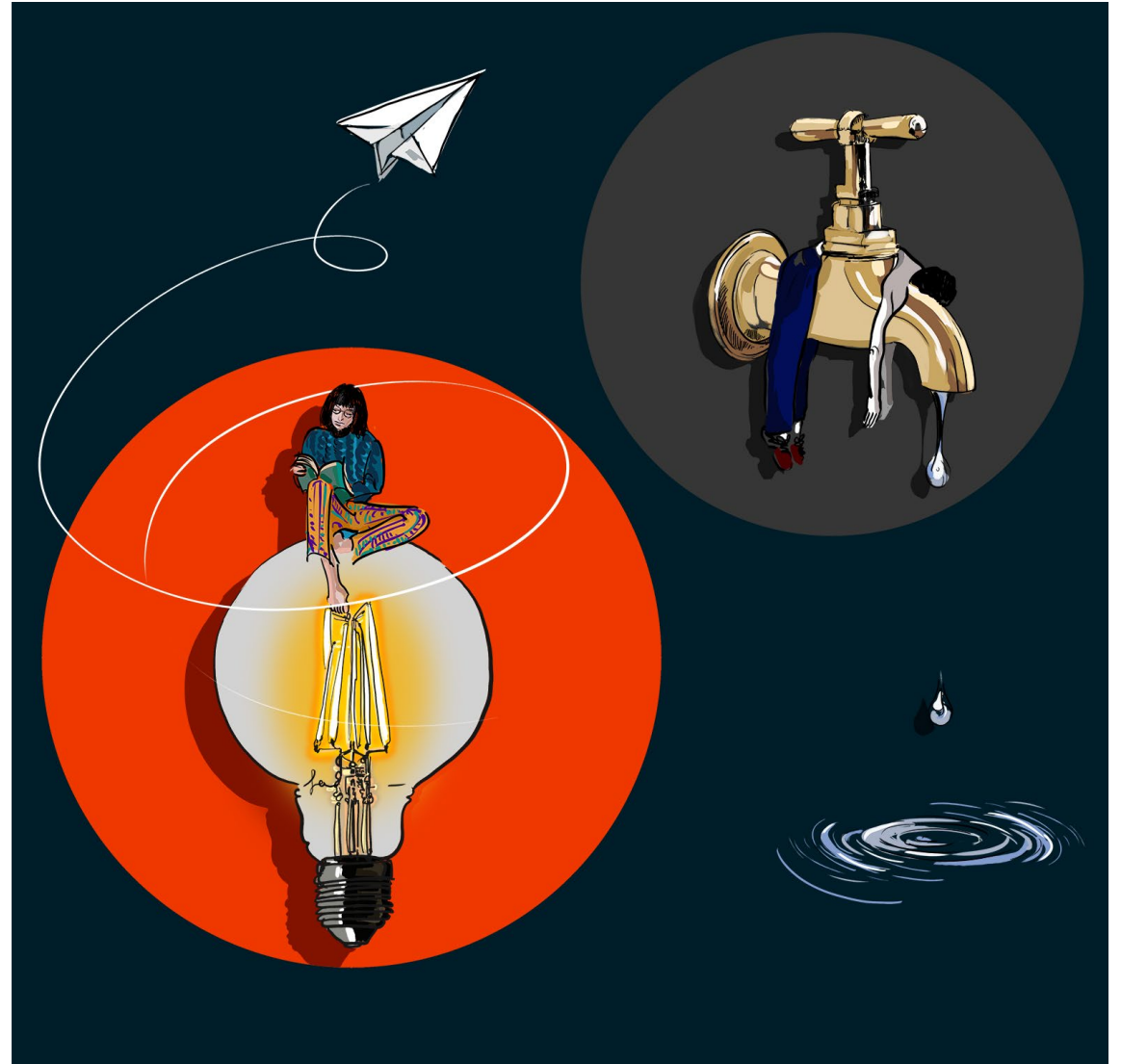


Image. Noia, in #ContagiousImages, Francesca Agnelli, 2020



What's next?

- Virtual exchange
- Bring in more awareness of different cultures
- ?



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Course logistics:

Fall 2019, 2020

Spring 2021

3 credit hours

Instructor:

Dr. Gabriela Hamerlinck

ghamerlinck@ufl.edu

THE NEXT PANDEMIC

This course is a basic introduction to the most devastating disease outbreaks in human and animal history. We will explore the long-lasting social implications of disease and evaluate control methods. We will use the geographical spread of these historic pandemics to predict where the next pandemic will strike.

Course work will consist of lectures, activities, discussions, case studies, and games. There are no pre-reqs, and no required textbooks for this freshman level course.

Student Teams in Class

- **Activities & Discussions** – Wednesday activities are supplemented with Friday small group discussions
 - **Example:** Exploring the 2014-2015 Ebola epidemic through simulations ([BSCS Science Learning](#)).
- **Final Project** – Designing the next pandemic. A “choose your own ending” style project where students can work in teams to craft a new pathogen with pandemic potential, perform a socioeconomic and cultural risk assessment, and outline a global response plan.



Teaching Techniques & Pedagogies

Before learning the material from class, I had not thought about [this] much. Before the coronavirus outbreak, I did not think about the outbreaks of diseases very often. In the last few weeks/months, living through Covid-19, and taking this class, my view of the world has shifted. I did not think much about diseases or how much of our daily lives (including the economy, politics, and physical and mental health) was impacted by pandemics, outbreaks, and viruses. It is now something I think about daily, and something I apply in my everyday activities and decisions.

Historical [...] pandemics can teach us incredible amounts about how to currently approach the COVID-19 pandemic.

The more I learn about pandemics and epidemics, the more I wonder why I went [...] years without a single mandatory class that educated me on this issue. It leaves me asking why we [don't have] a mention of the science and humanitarian effect pandemics can reach.

--Student Reflections



Teaching Notes & Future Planning

What worked

- Guided reflections
- Activities that had students argue viewpoints that weren't their own
- Asynchronous teaching vs synchronous virtual teaching vs face to face
 - Stay tuned!

What's next

- More thoughtful awareness of cultural competency
- Virtual exchange
- Experiential learning
 - "Teaching Glocally" to engage students with the community

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Thanks!

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