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EDUCATION SESSION - INDIVIDUAL OR DUAL PRESENTATION



Synchronous Strategies For Interactive Live Virtual Class Sessions That Engage Students And Build Community

Date: 11/18

Time: 11:45 AM to 12:30 PM

Conference Session: Concurrent Session 12

Streamed session

Lead Presenter: Matthea Marquart (Columbia University)

Strand: Learning Effectiveness

Location: Southern Hemisphere III

Session Duration: 45min

Brief Abstract:

For new and experienced online instructors, or those who work with them, this session will give participants a chance to learn concrete activities and strategies that have been experience-tested during synchronous, live virtual class sessions. Participants will come away with something new for their virtual instruction toolkit.





Synchronous Strategies for Interactive Live Virtual Class Sessions that Engage Students and Build Community



**OLC Accelerate
Session 2358**



**Matthea Marquart
November 18, 2016**

Thank you for being here, whether in person or online!



To download slides and handouts:

<http://tinyurl.com/OLCsynchronous>

For a Twitter backchannel:

#Synchronous

#OLCAccelerate

AGENDA

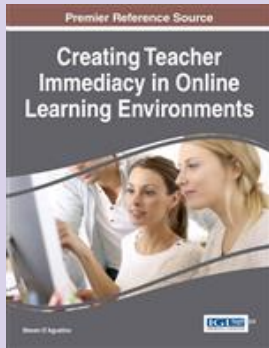
1	Welcome, agenda, intros
2	Building community in synchronous classes
3	Interaction in synchronous classes to engage students
4	Q&A, and thank you

Your Presenter



Matthea Marquart

Director of Administration, Online Campus
Lecturer
Columbia University School of Social Work



Chapter: Instructional Strategies for Synchronous
Components of Online Courses

Authors: Matthea Marquart, Michael Fleming,
Sam Rosenthal, Melanie Hibbert

*Creating Teacher Immediacy in Online Learning
Environments*, Steven D'Agustino, Ed.

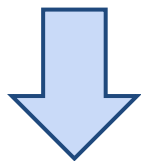
<http://www.igi-global.com/chapter/instructional-strategies-for-synchronous-components-of-online-courses/148897>



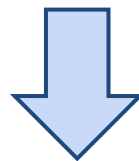
- Fully online, national Master's in Social Work
- Integrated with residential MSW program
- LMS: Canvas
- Synchronous platform: Adobe Connect
 - Each course & class session has instructor, teaching assistant with MSW, and live support specialist (alumni who took online courses)

What's in this for you?

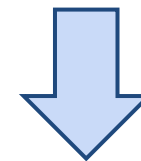
- Presentation of philosophy and strategies from chapter & experience with hundreds of virtual class sessions
- Handout of concrete ideas & activities you can use to engage students and build community



Share strategies



Share activities



Ask questions

What brought you to this session today?

Show of hands / type into chat

- I'm experienced with synchronous instruction and would like to share ideas
- I'm new to synchronous instruction and would like to learn
- General curiosity
- I'm here to criticize, so please be terrible

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1	Welcome, agenda, intros
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Why does community matter?

Positive learning environment in which students feel valued can help motivate students to make an effort, participate, take risks, and learn

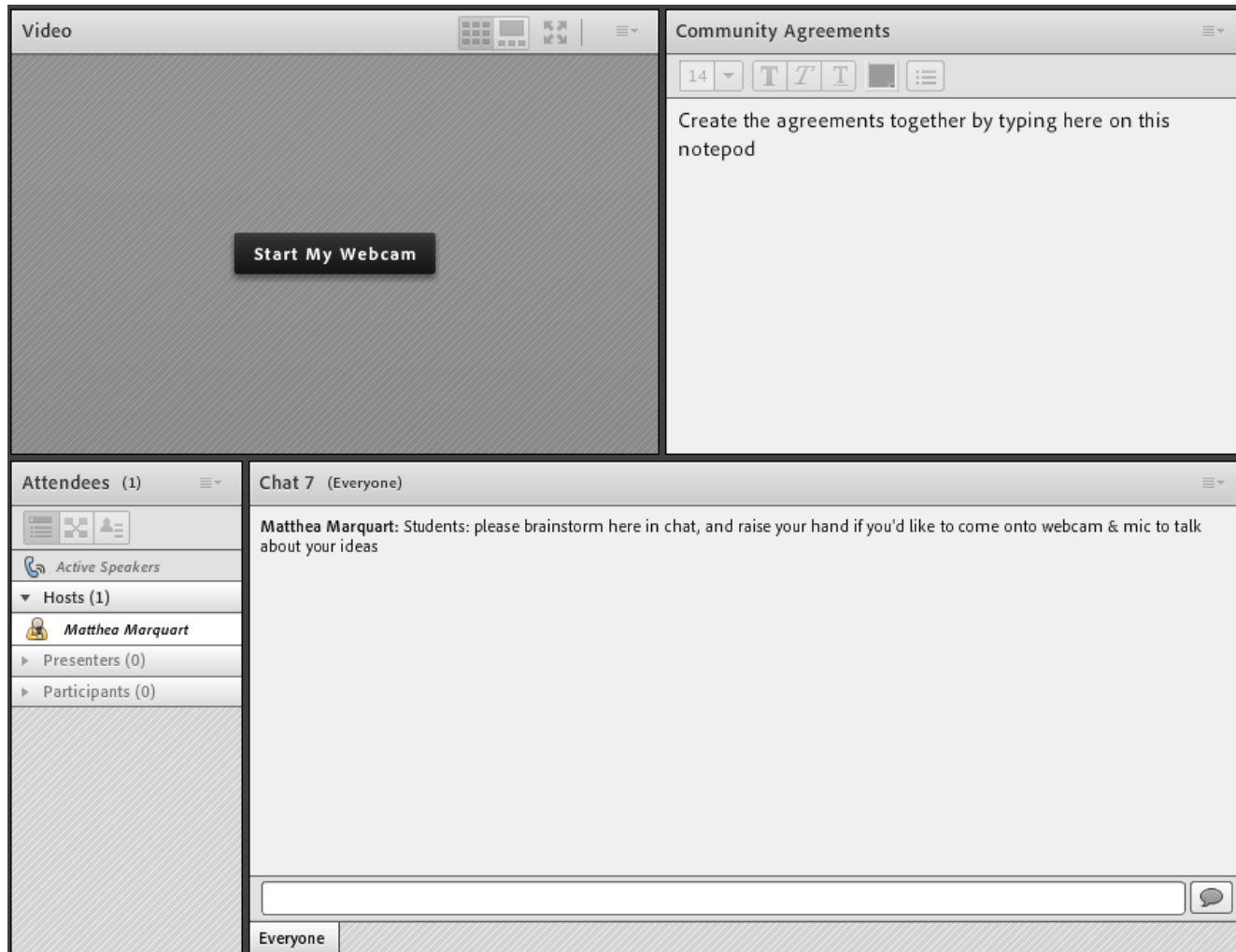
Helps students activate prior knowledge, make connections between what they know and what they're learning, apply what they're learning, reflect

Helps the instructor adapt the course as needed

Set the tone to build community

- Instructor audio and webcam quality / lighting
- Expectations for student participation
 - Contract fr. School; expectations fr. instructor
- Community agreements:
 - Create together
 - Review weekly & discuss as needed
 - Build into grading of activities in which students interact as a community (e.g. breakout group activities, discussion forums, etc.)

Sample layout to encourage student-created community agreements



Sample rubric for class participation

Rubric Introduction

Why Participation Matters:

High quality participation is valued because it contributes to the learning environment and supports a collaborative, engaged, and respectful classroom atmosphere. It also provides valuable feedback to the instructor and TA, and supports our ability to understand, evaluate and respond to the ongoing learning needs of students.

The following represents full participation:

- On time arrival ready to participate
- Present in session throughout (excluding any breaks)
- Chats
- Polls
- Contributions in breakout sessions
- Responds to instructor requests
- Webcam & mic when appropriate

Sample rubric for class participation

Criteria	Pts
Arrived on time and ready to participate	1
Stayed until the end	1
Participated in the chat	2
Participated in all of the polls	1
Contributed to the group during breakout sessions (e.g. taking on the recorder or reporter roles, contributing to the group discussion, joined the group on webcam when reporting back, etc.)	2
Responded to instructor requests (e.g. using status icons when asked, volunteering to participate on webcam and mic)	1
Behaved in a professional manner -- supportive of your colleagues and following the community agreements	2

How else can you build community in your synchronous classes from the start?

Turn and talk / type into chat

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Why does interaction matter?

The one who does the work does the learning

- Interaction gives students the chance to reflect, to create meaning, to process, to recall, to apply, to make connections to their real life

Rule of thumb: have students do something every 3-5 minutes

Chat	Polls	Status icons
Webcam	Mic	Breakout groups

Potential uses of interactive tools

<h2>Chat</h2> <ul style="list-style-type: none">• Brainstorm• Add to verbal discussion• Share connections	<h2>Polls</h2> <ul style="list-style-type: none">• Check comprehension• Reinforce points• Opinions	<h2>Status icons</h2> <ul style="list-style-type: none">• Ready to move on?• Agree?• Happened to you?
<h2>Webcam</h2> <ul style="list-style-type: none">• Panels• Role plays• Group discussions	<h2>Mic</h2> <ul style="list-style-type: none">• Quick questions / comments	<h2>Breakout groups</h2> <ul style="list-style-type: none">• Discussions• Cases• Peer review

Sample layout for review at start of class

The screenshot displays a Zoom meeting interface with the following components:

- Video Window:** A large window on the left with a "Start My Webcam" button.
- Attendees (2):** A list of participants including "Columbia School of Social Work On..." and "Matthea Marquart".
- Poll 1:** Titled "What do you remember from our last class?". It includes a "View Votes" button, "Edit" and "End Poll" buttons, a text input field "Type your answer here...", and a "Broadcast Results" checkbox.
- Poll 2:** Titled "According to the readings: [question about the read...]". It includes a "View Votes" button, "Edit" and "End Poll" buttons, a text input field "Type your answer here...", and a "Broadcast Results" checkbox.
- Chat 7 (Everyone):** A chat window at the bottom with a text input field and a send button.

Sample layout to set up breakouts

The screenshot displays a Zoom meeting interface with the following components:

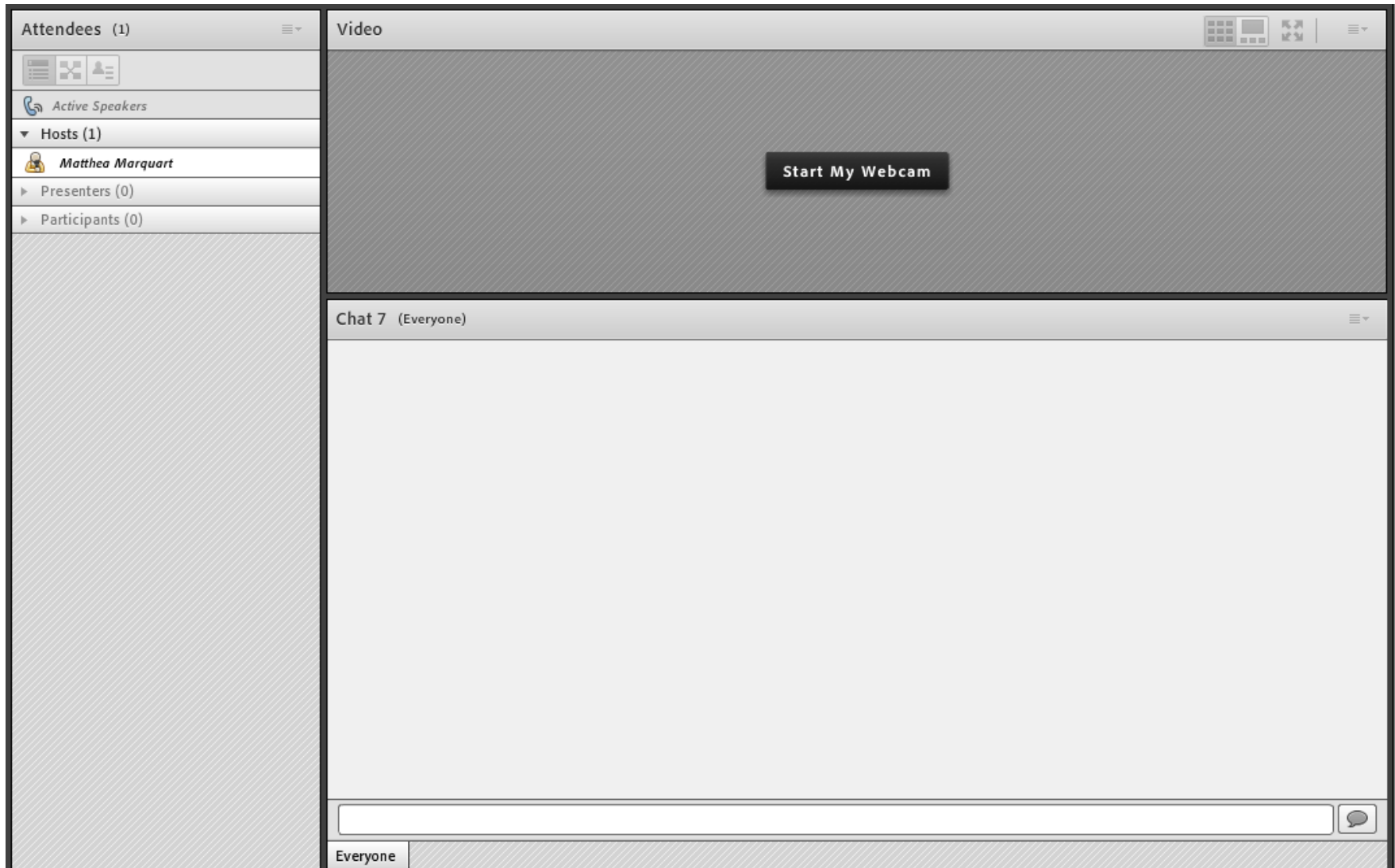
- Video Panel (Top Left):** A "Start My Webcam" button is visible.
- Attendees Panel (Middle Left):** Shows "Attendees (1)", "Active Speakers", "Hosts (1)" (Matthea Marquart), "Presenters (0)", and "Participants (0)".
- Breakout Group Instructions (Center):**
 1. Select a note-taker and a reporter
 2. After the breakout, each full group will come onto webcam, and the reporter will share
 3. Introduce yourselves if needed, and check in with each other about how you are today
 4. Discuss the case from the readings:
 - Do you agree with how the manager handled the situation?
 - How might you approach a similar situation when you are the organizational leader?
- Poll (Top Right):** Titled "What's your opinion? Do you agree with how t...". It includes "View Votes", "Edit", and "End Poll" buttons. The poll options are:
 - Yes, I agree completely (0%) (0)
 - I'm not sure (0%) (0)
 - No, I disagree completely (0%) (0)
 - No VoteA "Broadcast Results" checkbox is also present.
- Chat Panel (Bottom):** Titled "Chat 7 (Everyone)", it is currently empty.
- Navigation (Bottom):** Includes back, forward, and screen share icons, and a "Sync" button.

Sample layout to debrief breakouts

The screenshot displays a Zoom breakout room interface with the following components:

- Breakout Group Instructions:**
 1. Select a note-taker and a reporter
 2. After the breakout, each full group will come onto webcam, and the reporter will share
 3. Introduce yourselves if needed, and check in with each other about how you are today
 4. Discuss the case from the readings:
 - Do you agree with how the manager handled the situation?
 - How might you approach a similar situation when you are the organizational leader?
- Video:** A large video area with a "Start My Webcam" button.
- Attendees (1):** A sidebar showing the host **Matthea Marquart** and sections for Presenters (0) and Participants (0).
- Notes from group 1, 2, and 3:** Three separate note-taking areas, each with a toolbar containing a dropdown menu (set to "11"), bold (T), italic (T), underline (T), background color, and list (bulleted) icons.
- Chat 7 (Everyone):** A chat window at the bottom with a text input field and a send button.

Sample layout for panel discussion



Sample layout to reflect at end of class

The screenshot displays a Zoom meeting interface with the following components:

- Video Panel (Top Left):** A greyed-out video area with a "Start My Webcam" button.
- Attendees Panel (Middle Left):** A list of participants including "Matthea Marquart" under the "Hosts (1)" category, and "Presenters (0)" and "Participants (0)" categories.
- Main Content Area (Center):** A slide titled "Thank you for a great class!" with a "Wrap-up" section containing two bullet points:
 - Poll: your key takeaway
 - Chat: how might you respond to a job interview question about the value of this class?
- Control Bar (Bottom of Main Content):** Navigation arrows and a "Sync" button.
- Poll Panel (Top Right):** A poll titled "What are your key takeaways from today's class?" with buttons for "View Votes", "Edit", and "End Poll". It includes a text input field for answers and a "Broadcast Results" checkbox.
- Chat Panel (Bottom):** A chat window titled "Chat 7 (Everyone)" with a text input field and a send button.

What are some of your favorite synchronous activities to engage students?

Turn and talk / type into chat

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If you have any questions later:

Matthea Marquart

- msm2002@columbia.edu

Online Campus:

- sw-online@columbia.edu

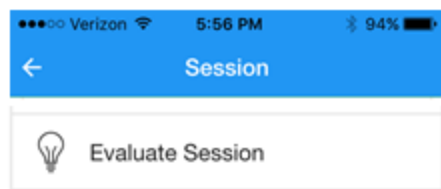
- swonlinecampus-director@columbia.edu

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Session Evaluations Contest



- **Download and open OLC Conferences mobile app**
- **Navigate to specific session to evaluate**
- **Click "Evaluate Session" at the bottom of session details screen**
- **Complete session evaluation***

Each session evaluation completed (limited to one per session) = one contest entry
Five (5) \$25 gift cards will be awarded to five (5) individuals
Must submit evals using the OLC Conferences mobile app or website

(As part of our "green" initiatives, OLC is no longer using paper forms for session evaluations.)

**Contact information required for contest entry but will not be shared with the presenters. Winners will be contacted post-conference.*