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Innovative Teaching Summer Institute

Inspiring trust and risk in online discussion

This session will describe ways to build a respectful and supportive classroom community that encourages participation from all students and deepens opportunities for peer learning. Drawing from how community was created in an online course on racial identity development at the School of Social Work, this interactive session will consider how to build community in courses across a variety of departments.

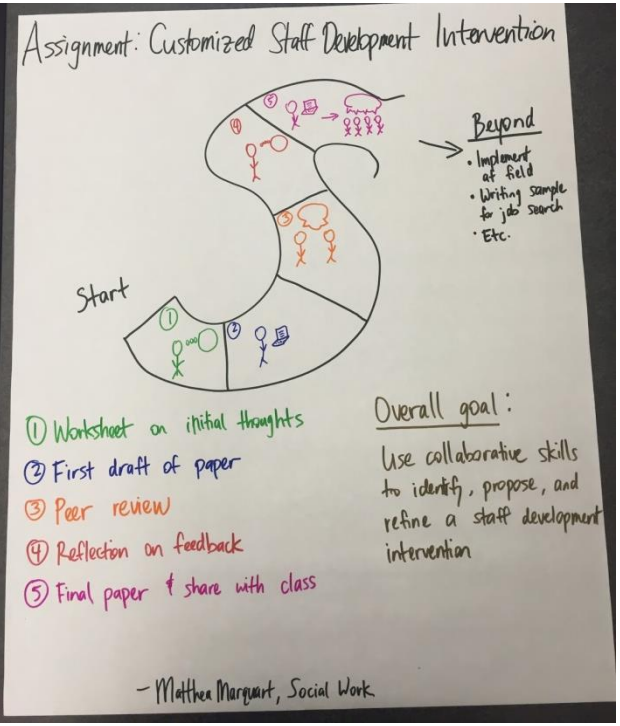
Matthea Marquart
Twitter @MattheaMarquart

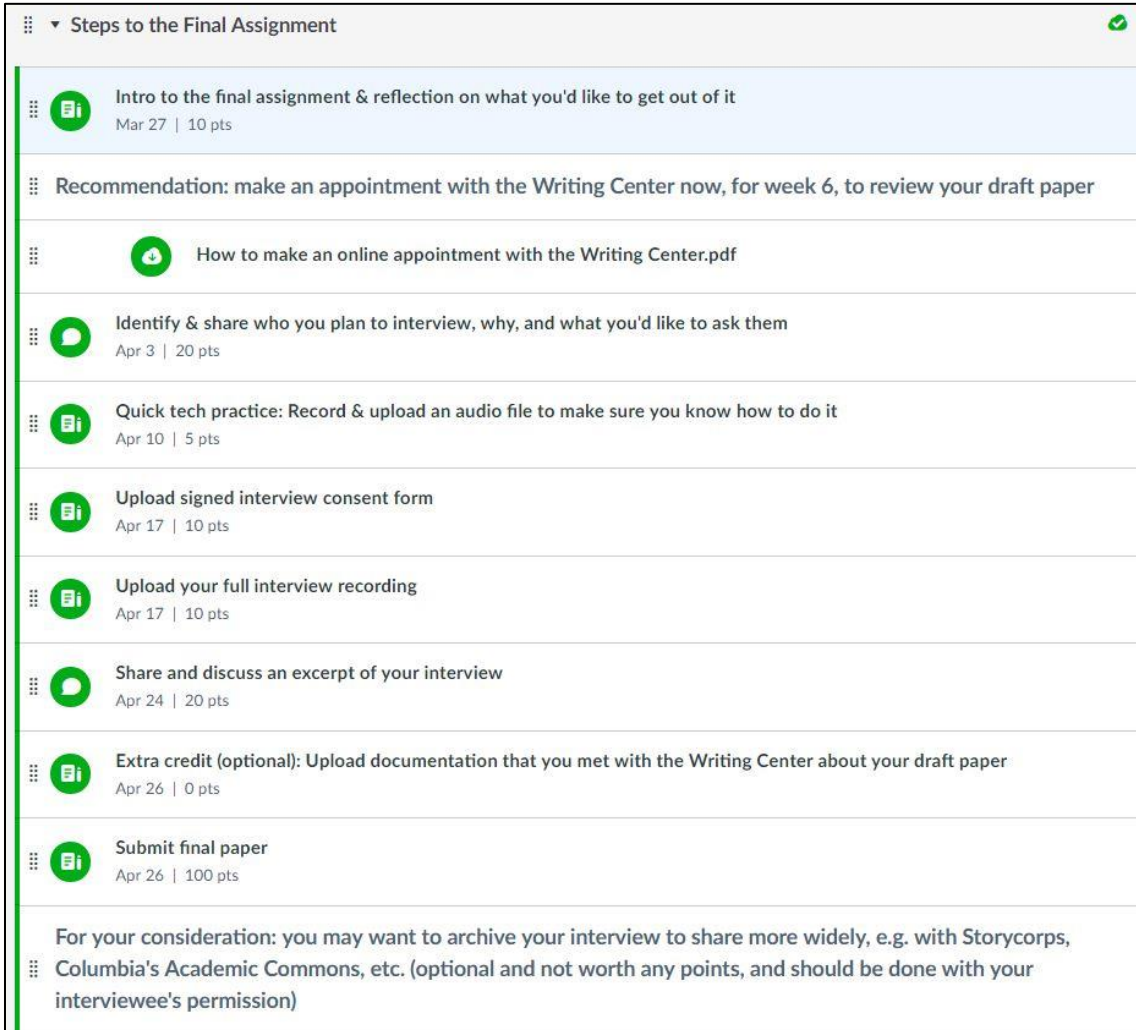
2017 Innovative Teaching Summer Institute #itsi17
Tuesday, June 13, 2017, 11:30am

Quick endorsement of the value of the Center for Teaching and Learning

CTL lessons apply for years

INNOVATIVE TEACHING
WINTER INSTITUTE





AGENDA

1	Welcome and agenda
2	Intro: What risks do we ask students to take?
3	How can we create a classroom in which students feel comfortable taking risks?
4	Examples: Community agreements
5	Examples: Building community
6	Wrap-up: Twitter reflection

What risks do we ask students to take in class?

What risks do we ask students to take in class?

We ask students to be vulnerable in front of others:

- Speaking in public
- Volunteering to have people look at them
- Admitting they don't know the answer
- Being wrong, being right, feeling judged either way
- Experiencing conflict / disagreement
- Sharing personal opinions, thoughts, experiences

The other people include:

- Potential crushes, exes, competitors, friends, peers
- The instructor who has power over them

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How can we create a classroom in which students feel comfortable taking risks?

Creating, using, and enforcing community agreements

Building community

These strategies can help establish a respectful, supportive environment that promotes participation & learning

Why is it important for students to take risks in the classroom?

"Learning results from what the student does and thinks and only from what the student does and thinks. The teacher can advance learning only by influencing what the student does to learn."

HERBERT A. SIMON, one of the founders of the field of Cognitive Science, Nobel Laureate, and University Professor (deceased) at Carnegie Mellon University, from: *How Learning Works: Seven Research-Based Principles for Smart Teaching*

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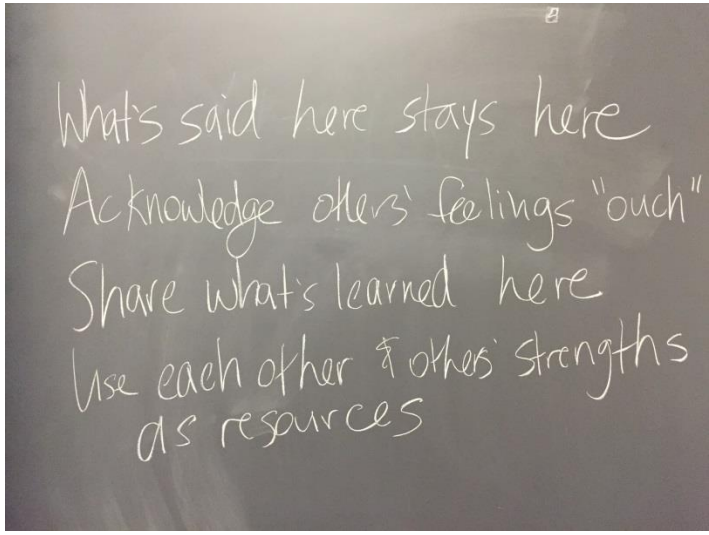
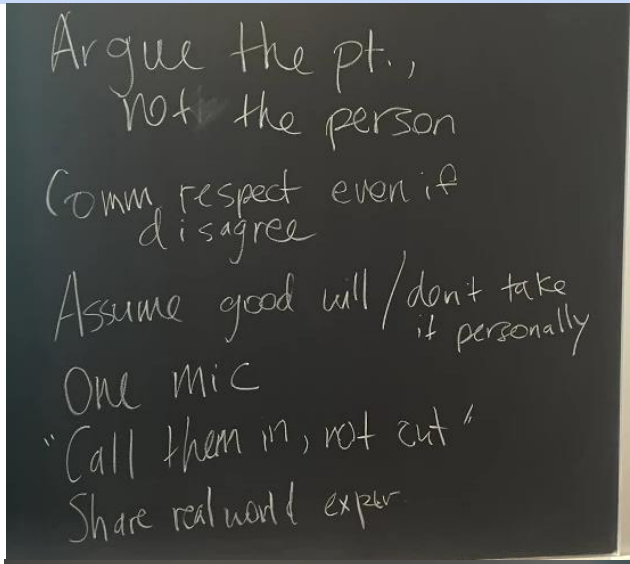
Example community agreements: Workers and the Workplace

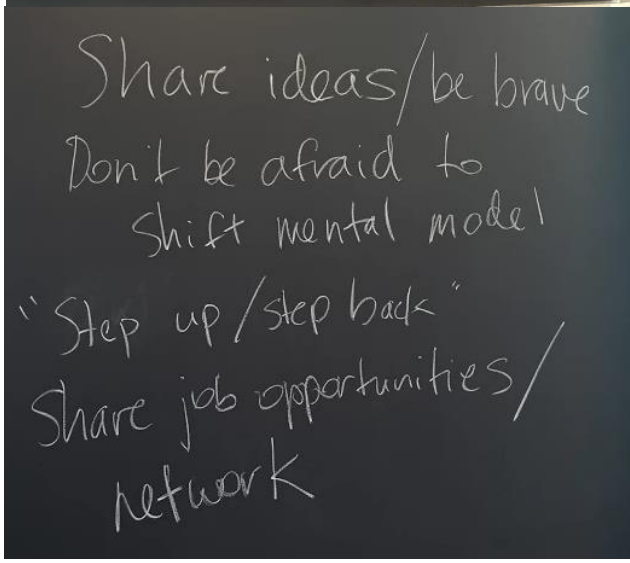
- What's said here stays here
- Acknowledge others' feelings; give feedback, e.g. by saying "ouch"
- Share what's learned here
- Use each other & each other's strengths as resources



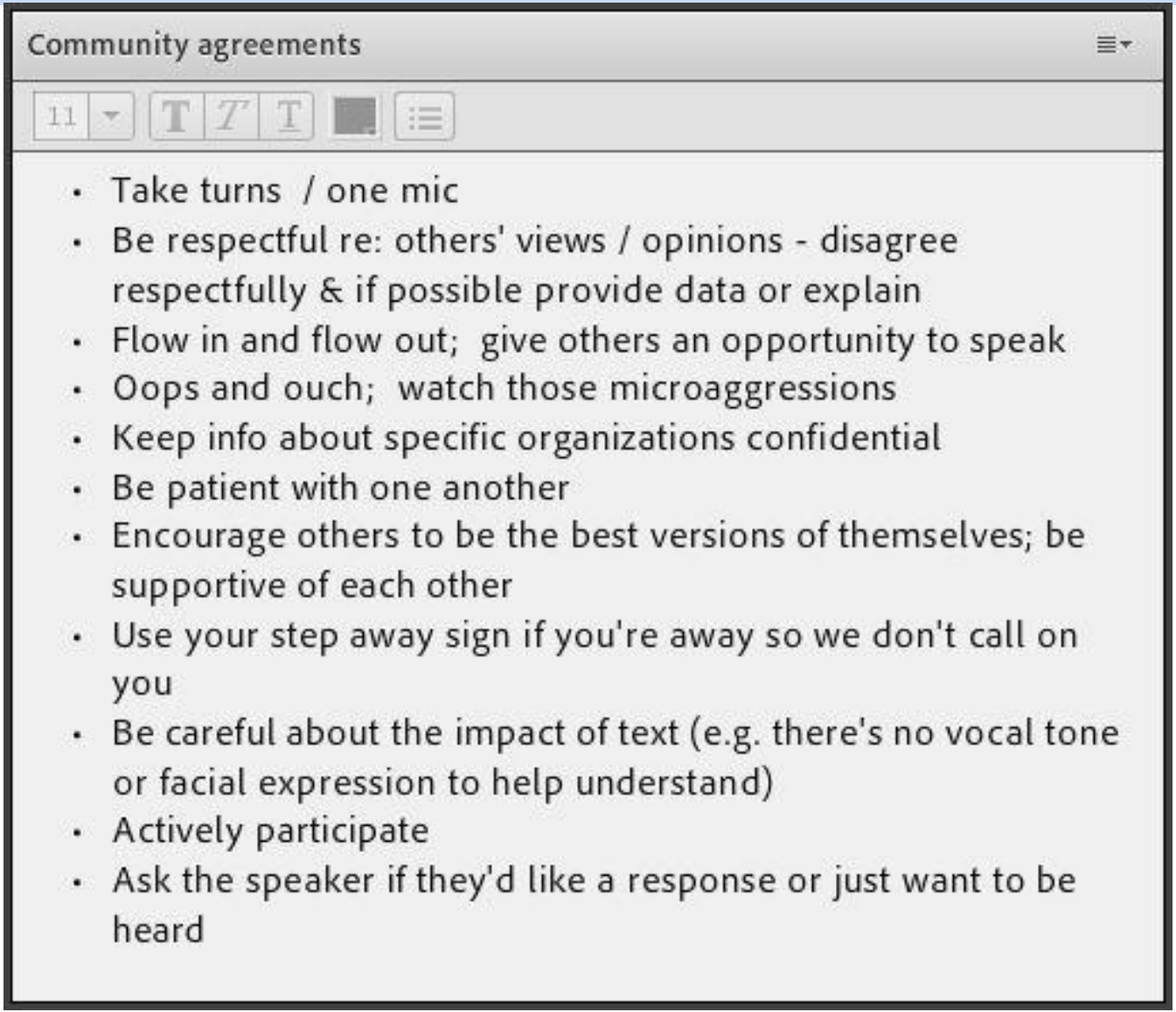
Example community agreements: Staff Development, Training, & Mentoring

- Argue the point, not the person
- Communicate respect even if you disagree
- Assume good will / don't take it personally
- One mic
- "Call them in, not out"
- Share real world experiences
- Share ideas / be brave
- Don't be afraid to shift your mental model
- "Step up / step back"
- Share job opportunities / network

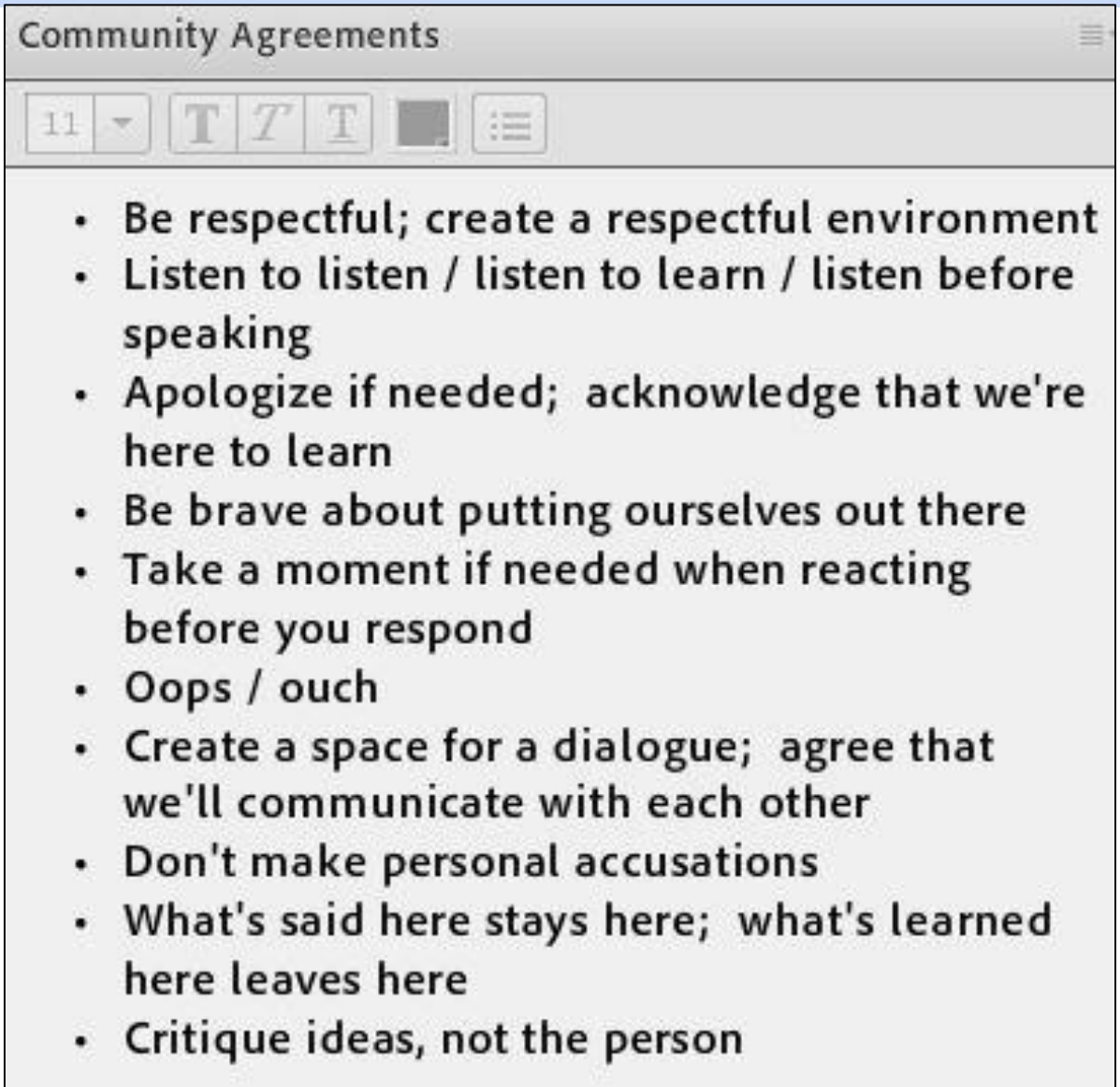




Example community agreements: Macro Community Practice



Example community agreements: Racial Identity Development



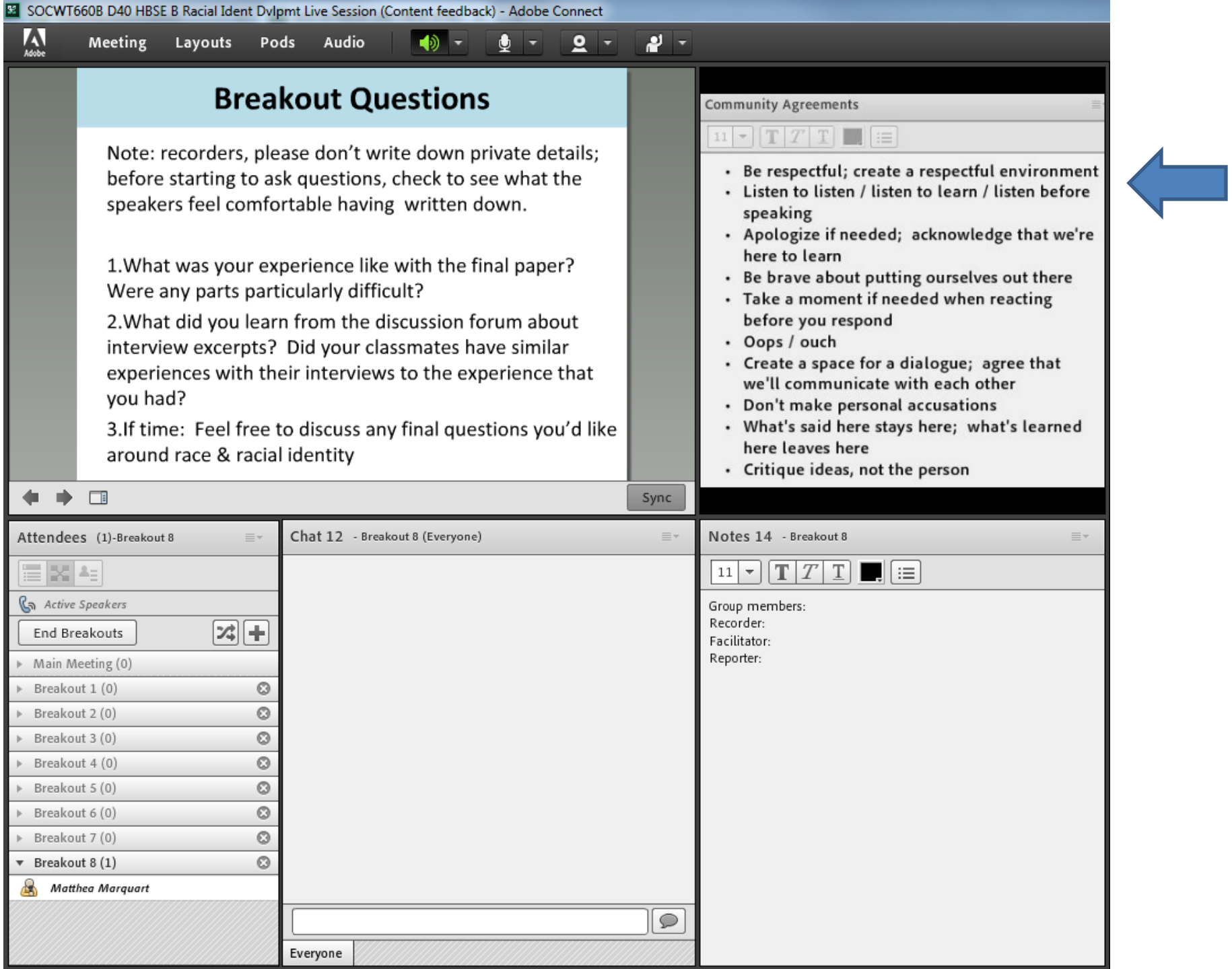
Focus on Racial Identity Development: Online course, First-year MSW students

- Community agreements reviewed:
  - At the start of each class session, with potential to edit / add to the agreements
  - Within each small group breakout discussion

- Community agreements enforced:
  - In grading rubrics for class sessions
  - In grading rubrics for online class discussion forums
  - In the moment during live class discussions

Revisiting our Community Agreements

Anything to add or change? If these are still ok with you and you still agree to follow them, please give us a ***green check.***


SOCWT660B D40 HBSE B Racial Ident Dvlpmt Live Session (Content feedback) - Adobe Connect
Meeting
Layouts
Pods
Audio
Breakout Questions
Note: recorders, please don't write down private details; before starting to ask questions, check to see what the speakers feel comfortable having written down.
1.What was your experience like with the final paper? Were any parts particularly difficult?
2.What did you learn from the discussion forum about interview excerpts? Did your classmates have similar experiences with their interviews to the experience that you had?
3.If time: Feel free to discuss any final questions you'd like around race & racial identity
Sync
Community Agreements
Be respectful; create a respectful environment
Listen to listen / listen to learn / listen before speaking
Apologize if needed; acknowledge that we're here to learn
Be brave about putting ourselves out there
Take a moment if needed when reacting before you respond
Oops / ouch
Create a space for a dialogue; agree that we'll communicate with each other
Don't make personal accusations
What's said here stays here; what's learned here leaves here
Critique ideas, not the person
Attendees (1)-Breakout 8
Active Speakers
End Breakouts
Main Meeting (0)
Breakout 1 (0)
Breakout 2 (0)
Breakout 3 (0)
Breakout 4 (0)
Breakout 5 (0)
Breakout 6 (0)
Breakout 7 (0)
Breakout 8 (1)
Matthea Marquart
Chat 12 - Breakout 8 (Everyone)
Everyone
Notes 14 - Breakout 8
Group members:
Recorder:
Facilitator:
Reporter:

HBSE B: Racial ID Dev - Live Session Participation Rubric (6)

You've already rated students with this rubric. Any major changes could affect their assessment results.

Criteria	Ratings	Pts
Arrived on time and ready to participate	*This area will be used by the assessor to leave comments related to this criterion.*	1.0 pts
Present in session throughout (excluding any breaks) and stayed until the end	*This area will be used by the assessor to leave comments related to this criterion.*	1.0 pts
Technology functioning as per online student agreement (no wifi, headset mic working, webcam working, etc.)	*This area will be used by the assessor to leave comments related to this criterion.*	1.0 pts
Participated in the chat	*This area will be used by the assessor to leave comments related to this criterion.*	1.0 pts
Participated in all of the polls	*This area will be used by the assessor to leave comments related to this criterion.*	1.0 pts
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.)	*This area will be used by the assessor to leave comments related to this criterion.*	1.0 pts
Responded to instructor requests (e.g. using status icons when asked, volunteering to participate on webcam and mic)	*This area will be used by the assessor to leave comments related to this criterion.*	1.0 pts
Behaved in a professional manner -- supportive of your colleagues and followed the community agreements	*This area will be used by the assessor to leave comments related to this criterion.*	3.0 pts
		Total Points: 10.0

In your discussion forum post, due on Monday at 11:59pm EST:

- Share who you'd like to interview, and why. Note: fake names are perfectly ok if there's a reason you'd prefer not to say, and you don't have to tell us it's a fake name.
- Share your list of 10 questions for your interviewee.

By Wednesday at 11:59pm EST, reply to at least two of your classmates. In your replies:

- Share something that resonated with you about their post, or that you found interesting
- Share feedback about the questions they plan to ask -- you can provide unlimited positive feedback, but you have a maximum of ONE piece of constructive feedback if you have something helpful to suggest, e.g. about the phrasing of a question, a tip about the overall approach, etc. So, think carefully about what you'd like to say.
- Engage with those who have responded to your post
- Keep in mind that tone can be difficult to interpret online, so be extra careful to write your responses in a respectful tone, and remember to follow our community agreements

This discussion forum is worth 20 points. The points for this assignment will be for:

- Submitting your first post on time (2 points)
- In your first post, sharing who you'd like to interview and why (4 points)
- In your first post, sharing a list of 10 questions you'd like to ask your interviewee (4 points)
- Submitting your responses to two of your classmates on time (2 points)
- In your responses, following the instructions (4 points)
- Demonstrating professionalism and a supportive tone in your language, and following our community agreements (4 points)

Rubric for discussion forum on who to interview & questions to ask

You've already rated students with this rubric. Any major changes could affect their assessment results.

Criteria	Ratings	Pts
Submitted first post on time	*This area will be used by the assessor to leave comments related to this criterion.*	2.0 pts
In first post, shared who you'd like to interview & why	*This area will be used by the assessor to leave comments related to this criterion.*	4.0 pts
In first post, shared a list of 10 questions you'd like to ask your interviewee	*This area will be used by the assessor to leave comments related to this criterion.*	4.0 pts
Submitted responses to at least two classmates on time	*This area will be used by the assessor to leave comments related to this criterion.*	2.0 pts
In responses, followed the instructions	*This area will be used by the assessor to leave comments related to this criterion.*	4.0 pts
Demonstrated professionalism and a supportive tone in your language, and following our community agreements	*This area will be used by the assessor to leave comments related to this criterion.*	4.0 pts
		Total Points: 20.0

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Examples of community-building

Community-building discussion forum at the start of the semester

Class celebrations/ congratulations

Getting acquainted - Building community by getting to know what we have in common

Mar 3 at 4:51pm

70 190

In this course, we are going to have some personal conversations, and we'll be coming from all sorts of different perspectives. Therefore, before we get into conversations about race, I'd like us to take a little time to connect with each other as human beings and colleagues. The goal is to start to build a supportive community.

In your discussion forum post, due on Tuesday at 11:59pm EST:

- Tell us where you're from and where you live now, and something you like about each place.
- Share 1-2 things that you care about or love, and why. This should be general enough that other people can relate.

By Wednesday at 11:59pm EST, reply to at least 3 of your classmates. In your replies:

- Share something that resonated with you about their post, or that you have in common.
- Engage with those who have responded to your post.
- Keep in mind that tone can be difficult to interpret online, so be extra careful to write your responses in a respectful tone.

The points for this assignment will be for:

- Submitting your first post on time (1 point)
- In your first post, answering the questions (1 point)
- Submitting your responses to three of your classmates on time (3 points)
- In your responses, following the instructions (3 points)
- Demonstrating professionalism and a supportive tone in your language (2 points)

Breakout Instructions: Intros & finding things in common

This activity builds on our Getting Acquainted discussion forum. In the discussion forum, you had the chance to find out what you had in common with individuals in our class. Now, let's see what you have in common with a group of your classmates.

1. Unmute your mics & introduce yourselves
2. Choose a recorder to take notes (only one person can write on the note pod at a time)
3. Choose a facilitator who will make sure all voices are heard in the discussion
4. Choose a reporter to share with the whole group when we come back together
5. Discuss which option below you will do, and then do it:
   - Option 1: List as many things as you can that you all have in common
   - Option 2: Find 1-2 really unique things that you all have in common

Breakout Debrief

- Full group on webcam
- Reporters – share
  1. Which option did your group choose, and why did you choose it?
  2. How did you go about finding out what you had in common?
  3. What's one thing you'd like to share from your list?

Congrats on nearing the end of your first year at CSSW!

Sooner than you know it, you'll be here!

Some class celebrations

____ – Happy birthday!
____ – Good luck with your new job!
____ **&** ____ – Congratulations on your moves!

Anything else to celebrate? Please type into chat.

Welcome back!

Thank you for your open and respectful conversations last week. You are one week closer to this.

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Time to Tweet

#itsi17 @MattheaMarquart

1. In your discipline / courses, what kinds of risks are students asked to take in class?
2. How might community agreements help students take these risks? / What kinds of community agreements might help students take risks?
3. What kinds of community-building activities could help make your classes respectful and supportive? / What's one example of a community-builder you'd like to try?

Thank you!

- Thank you for choosing this session and being amazing!
- Mark Phillipson
- Lucy Appert
- Kenny Hirschmann
- Allison DeWitt
- Peiyi Woo
- Rebecca Chung
- The Center for Teaching and Learning
- Columbia School of Social Work

Great Session Tweets! (1/3)

Catherine Hoar @catherine_hoar · 47m
Group activities discussing multiple approaches to one problem might help build an open environment **#itsi17**

1

Emily Moore @EMoo2916 · 48m
never considered how often we demand students open themselves up 2 public scrutiny, will def apply 2 my classes! **#itsi17** @MattheaMarquart

1

Carrie Cushman @carriecush1 · 48m
I would like to see a community agreement to help students openly acknowledge problems with the way history is written. **#itsi17**

2

Sonia Coman-Ernstoff @sonia_c_e · 49m
Art resonates deeply with personal experiences. Essential to build an inclusive community in the classroom.**#itsi17**

1

itsi @itsicu2017 · 50m
How to decipher between taking a risk and being at risk + a being a risk and putting others at risk? **#itsi17**

2

Candace Cunard @cgcunard · 51m
Replying to @cgcunard
(it helps them learn how to be good people in community w/ others - a major life skill - which is and isn't a course goal) **#itsi17**

1

@RoshanSharma @pkr_roshan · 51m
community agreements can let students take risks under a teacher's guidance and can spark creation **#itsi17**

1

Maayanchik @dynamolition · 52m
In earth science courses students take the risk of asking questions about complex concepts and be perceived as stupid or very behind **#itsi17**

1

Candace Cunard @cgcunard · 52m
The problem with these risks: it's not necessary for their grades to do this level of engagement, but it is for their SOULS! **#itsi17**

1 1

Carrie Cushman @carriecush1 · 52m
In art history, students risk feeling excluded from the historical narrative. **#itsi17**

1

Great Session Tweets! (2/3)

Jess @jme2160 · 53m
In UW, students are asked to share their writing with peers they've just met -- that can feel risky. **#itsi17**

David @ItsMe_David_ · 53m
Students face the risk of being wrong in public. Instructors have to make them confortable while being clear. **#itsi17**

Adriana MM @admalma · 53m
Community agreements may help epi students to take risks because their opinions would be valued and respected. **#itsi17** @MattheaMarquart

Catherine Hoar @catherine_hoar · 53m
Community agreements encouraging students to be open to other ideas or approaches would help them take risks **#itsi17**

dianainthewoods @dianainthewoods · 53m
Community-building in art history... how can I help students feel comfortable about their level of (un)familiarity with art? **#itsi17**

@RoshanSharma @pkr_roshan · 54m
community agreements should be inclusive and set rules such that everyone in the class gets to talk **#itsi17**

Catherine Hoar @catherine_hoar · 55m
In environmental engineering, students are asked to work collaboratively, be creative, and contribute ideas to solve problems **#itsi17**

@RoshanSharma @pkr_roshan · 55m
community agreements should set a boundary enough to push students out of comfort zones but still maintain a civil environment **#itsi17**

Chelsea Spata @chelsea_spata · 55m
Community agreements could help students - especially freshmen - recognize their importance to the Columbia community as a whole. **#itsi17**

Adriana MM @admalma · 56m
In epidemiology, students take the risk of creating hypothesis that others may find too unconventional **#itsi17** @MattheaMarquart

Great Session Tweets! (3/3)

Candace Cunard @cgcunard · 57m

Replying to @cgcunard

and 2) understanding THEIR priorities (benefits of having them make or at least edit a class contract) #itsi17

1

Theo Milonopoulos @MilonopoulosT · 57m

@MattheaMarquart Having a common vocabulary for discussing potentially sensitive topics can help students avoid inadvertent harm #itsi17

1

Candace Cunard @cgcunard · 57m

Community agreements help my students take these risks by 1) letting me set firm boundaries (some things just won't fly) #itsi17

1 1

@RoshanSharma @pkr_roshan · 58m

a teacher should *inspire* a student to explore new area and take risks #itsi17

1

Theo Milonopoulos @MilonopoulosT · 58m

@MattheaMarquart I'm asking students to engage on difficult and potentially sensitive political topics in Political Science courses #itsi17

1

Candace Cunard @cgcunard · 59m

Replying to @cgcunard

More risks: outing one's own religious and/or political views in a discussion of historical views (CC is tough!) #itsi17 @MattheaMarquart

1

Chelsea Spata @chelsea_spata · 60m

UW also encourages students to take risks in challenging what they've learned about writing up to this point. #itsi17

1

Candace Cunard @cgcunard · 1h

Risks my students take: talk about ideas they aren't experts in (tho neither am I!); talking about high stakes ethical problems #itsi17

1 1

Chelsea Spata @chelsea_spata · 1h

In UW, class participation means being vulnerable - as a writer, reader, speaker, and person. #itsi17

1

Candace Cunard @cgcunard · 1h

#itsi17 @MattheaMarquart holding an awesome session on "Trust and Risk in Online Discussion"! Looking forward to thinking through her q's

1