Columbia Southern University

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EXCELLENCE IN HIGHER EDUCATION
2017 Conference

Session XVII: 11:00 – 11:45 a.m.

Building Community in Online and Face-to-Face Courses, from Starting the Semester to Closing the Course

DESCRIPTION

For new and experienced online and face-to-face instructors, or those who work with them, this session will share concrete strategies for creating community within courses, whether online or face-to-face. Strategies will cover starting the semester, building community throughout, grading class participation, and closing the community at the end of course.

PRESENTER

Matthea Marquart
Columbia University

■ Faculty & Student Engagement

Matthea Marquart

Director of Administration, Online Campus; Lecturer

Columbia University School of Social Work

Founded in 1898, Columbia University School of Social Work now offers a fully online Master's in Social Work.
For more info: http://socialwork.columbia.edu/the-student-experience/online-campus/

AGENDA: Building Community in Online and Face-to-Face Courses, from Starting the Semester to Closing the Course	
1	Welcome & intro
2	What risks do we ask students to take?
3	Before the course begins
4	Community agreements
5	Community-building throughout the semester
6	Closing the community
7	Wrap up, questions, & thanks

Introductions

Please type into chat:

- Your city, school, and something you've learned or enjoyed from this conference so far

- What brought you here today?

Chat

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Why is it important for students to participate 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*

Why is it helpful to create community in class?

Chat

Please type into chat:

- 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

What particular risks do you ask students to take with your subject matter?

Chat

Please type into chat:

- How might students be even more vulnerable in your particular subject area?
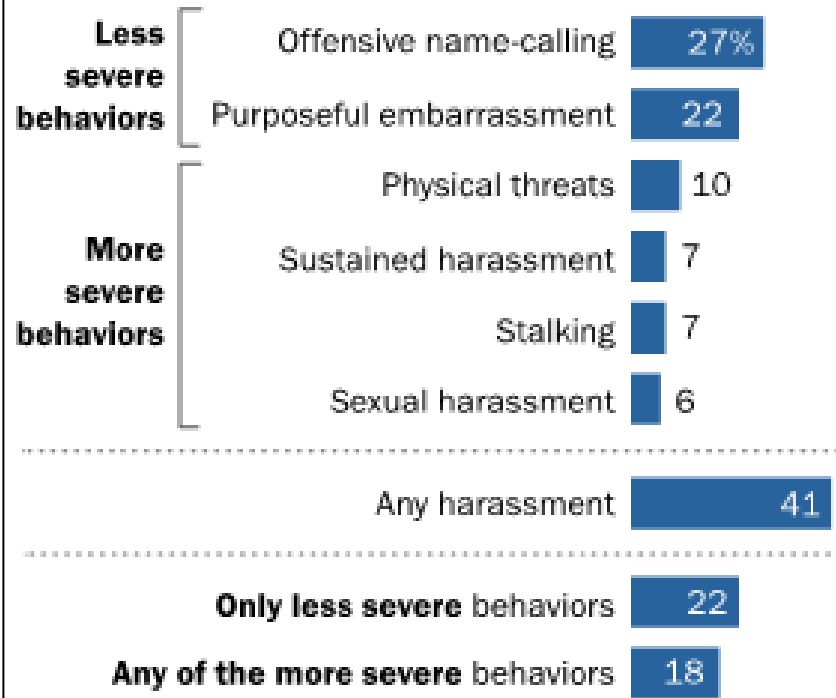
Risks in face-to-face and online classrooms

Please type into chat:

Chat

- What are unique risks for students in the face-to-face (F2F) classroom?
- What are unique risks for students in the online classroom?

Roughly four-in-ten Americans have personally experienced online harassment

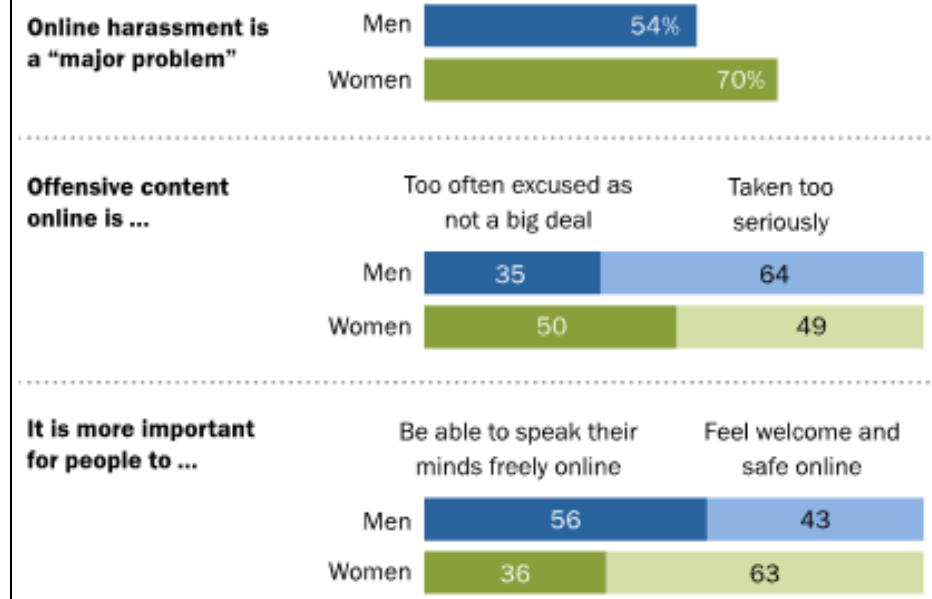*% of U.S. adults who have experienced _____ online*

Less severe behaviors
- Offensive name-calling: 27%
- Purposeful embarrassment: 22

More severe behaviors
- Physical threats: 10
- Sustained harassment: 7
- Stalking: 7
- Sexual harassment: 6

- Any harassment: 41

- **Only less severe** behaviors: 22
- **Any of the more severe** behaviors: 18

Attitudes toward online harassment vary by gender

% of U.S. adults who say...

Online harassment is a "major problem"
- Men: 54%
- Women: 70%

Offensive content online is ...

	Too often excused as not a big deal	Taken too seriously
Men	35	64
Women	50	49

It is more important for people to ...

	Be able to speak their minds freely online	Feel welcome and safe online
Men	56	43
Women	36	63

Source: http://www.pewinternet.org/2017/07/11/online-harassment-2017/

Those who have faced severe forms of online harassment differ in experiences, reactions, attitudes

Among those who have personally experienced online harassment that ...

% who say their online harassment was a result of ...	Does not include severe behaviors	Includes severe behaviors
Physical appearance	12	34
Gender	9	32
Race/ethnicity	15	23
Political views	33	36

% who say their online harassment caused them ...

	Does not include severe behaviors	Includes severe behaviors
Mental/emotional stress	20	45
Problems with friends/family	16	24
Damage to reputation	9	25

% who say they have ever ... after witnessing online harassment

	Does not include severe behaviors	Includes severe behaviors
Set up/adjusted their privacy settings	37	56
Responded directly to the harasser	28	44
Flagged offensive content	25	42
Offered support to person being harassed	23	42
Changed any info in their online profiles	19	42
Reported user to a website or platform	15	36
Stopped using an online service	15	30

0%   20   40   60   80   100

Note: Severe behaviors include stalking, physical threats, sustained harassment and sexual harassment. Less severe behaviors include offensive name-calling and purposeful efforts to embarrass someone.
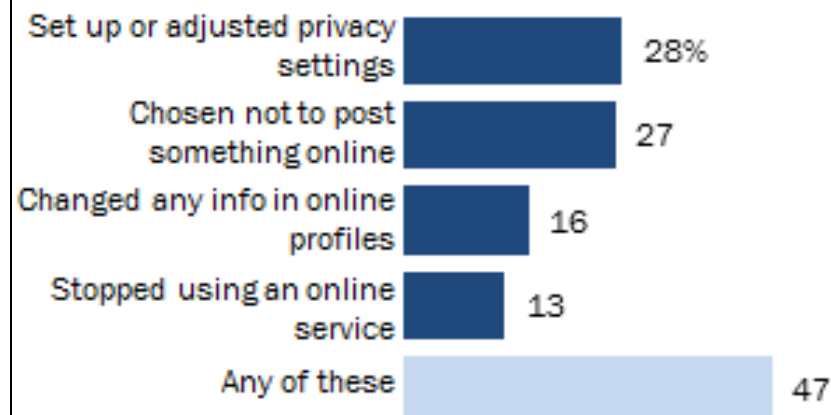Source: Survey of U.S. adults conducted Jan. 9-23, 2017.
"Online Harassment 2017"

PEW RESEARCH CENTER

More than a quarter of Americans have chosen to not post something online after seeing harassment of others

% of U.S. adults who have _____ after witnessing harassing behaviors directed toward others online

Set up or adjusted privacy settings	28%
Chosen not to post something online	27
Changed any info in online profiles	16
Stopped using an online service	13
Any of these	47

Note: Total may not add to 100% because respondents could select multiple options.
Source: Survey conducted Jan. 9-23, 2017
"Online Harassment 2017"

PEW RESEARCH CENTER

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

Building community

Creating, using, and enforcing community agreements

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

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How can you start to build community prior to your first class session?

Please type into chat:

Chat

- What's worked for you in the past?
- How might you start to build community prior to your first class session?

Example welcome announcement

Dear Macro Community Practice Students,

Welcome to the course! I'm delighted to be working with you this semester, and I look forward to each of your contributions to the class discussions, both in the Canvas course site and in class. Everyone at CSSW brings a wealth of experiences to share, and the more you contribute, the stronger this course will be.

For class on Wednesday, please do three things: [continued….]

My policy is to start every class on time. To avoid getting points taken off for lateness, please log in earlier than you think you need to log in; this will help you deal with any unexpected technical difficulties. I will be in class about 20-30 minutes early each week for anyone who wants to chat, ask questions, or get to know each other, e.g. so that I can be a good reference in the future.

I look forward to seeing you in class!

Best,
Prof Marquart

Example discussion forum

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)

Example class slide

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

Example discussion forum

Sample Introductions: Your Columbia Story
Course: Orientation (ungraded, optional)

Instructions:

To begin to get to know your classmates, please share your Columbia story. When and how did you first hear of Columbia School of Social Work, and what made you decide to apply to the online campus? Where were you when you got your acceptance, and how did you feel? What are you excited about?

After you've posted your story, take a look at your classmates' stories and start a conversation.

Example discussion forum

Sample Introductions: A photo of something you enjoy
Course: Orientation (ungraded, optional)

Instructions:

To continue getting to know your classmates, please share a photo of something you enjoy, and let us know why you picked that photo. As an example, you might share a photo of a hobby, a person you admire, the city/town where you live, etc. If you can't decide between two or three photos, feel free to post all of them. Then take a look at your classmates' photos and start a conversation.

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How might you create community agreements in your course?

Please type into chat:

Chat

- What's worked for you in the past?
- How might you go about creating community agreements in your course?

How might you enforce community agreements in your course?

Please type into chat:

- What's worked for you in the past?
- How might you react when someone breaks a community agreement?

Chat

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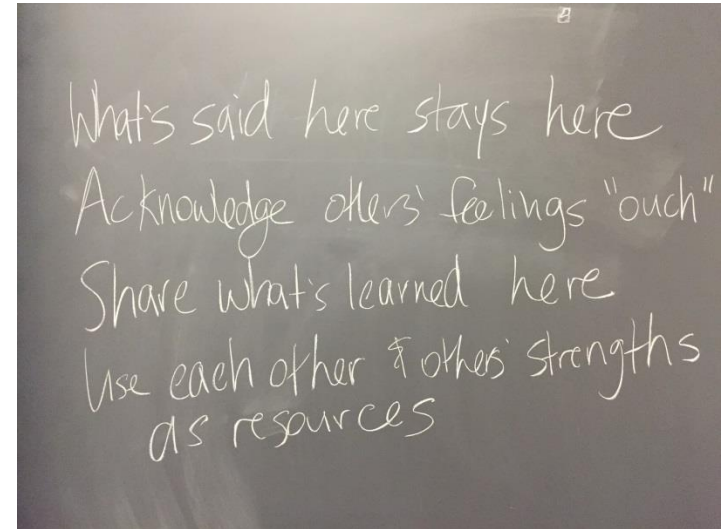
Example community agreements: Staff Development, Training, & Mentoring
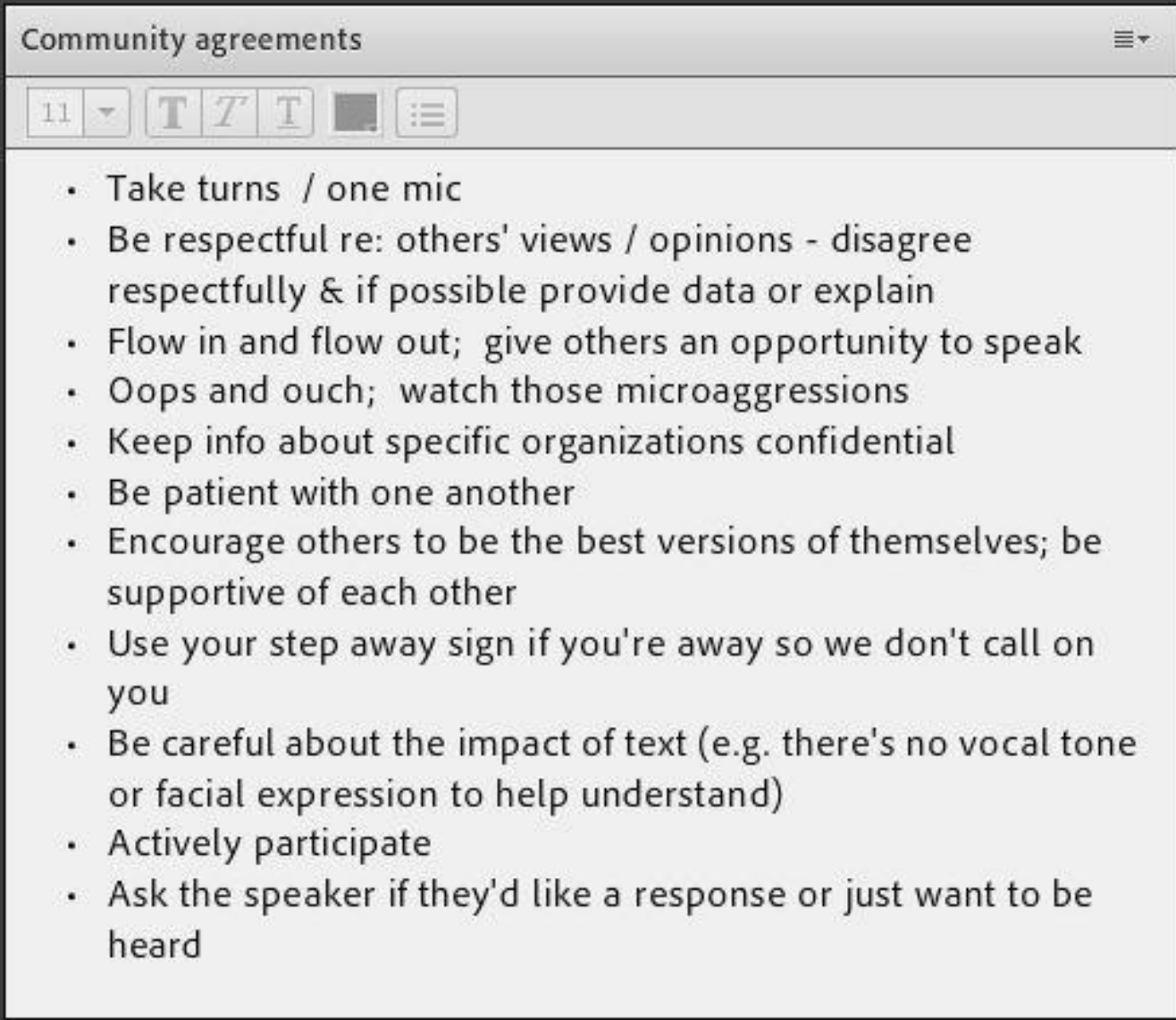
- Argue the point, not the person
- Communicate respect even if you disagree
- Assume good will / don't take it personally
- One mic
- "Call them in, not out"
- Share real world experiences
- Share ideas / be brave
- Don't be afraid to shift your mental model
- "Step up / step back"
- Share job opportunities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

Example community agreements: Macro Community Practice
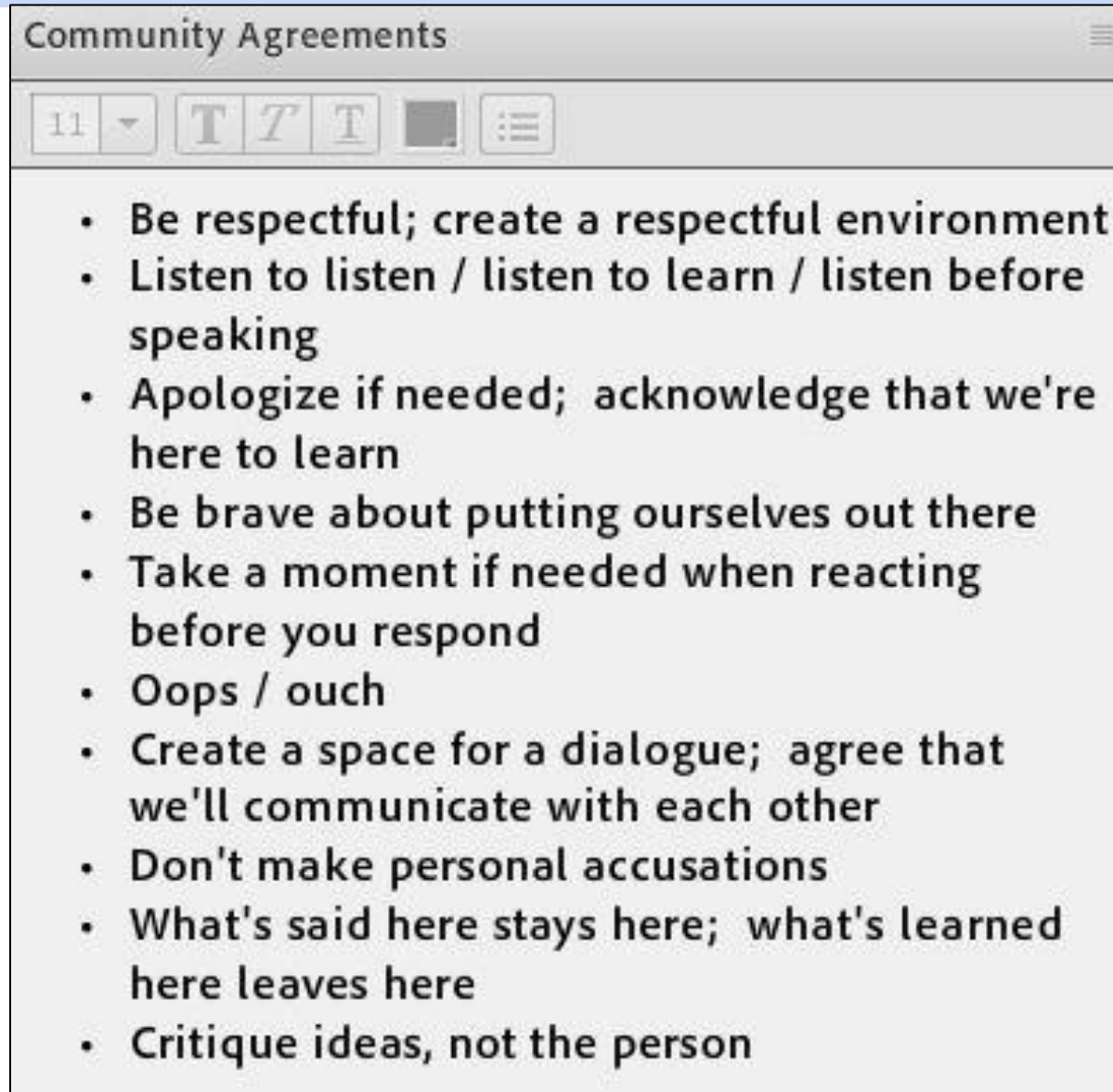
Community agreements

- Take turns / one mic
- Be respectful re: others' views / opinions - disagree respectfully & if possible provide data or explain
- Flow in and flow out; give others an opportunity to speak
- Oops and ouch; watch those microaggressions
- Keep info about specific organizations confidential
- Be patient with one another
- Encourage others to be the best versions of themselves; be supportive of each other
- Use your step away sign if you're away so we don't call on you
- Be careful about the impact of text (e.g. there's no vocal tone or facial expression to help understand)
- Actively participate
- Ask the speaker if they'd like a response or just want to be heard

Example community agreements: Racial Identity Development

Community Agreements

11 ▾ | T T T | ■ | ☰

- 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

EXAMPLE: 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

Example class slide (online)

Revisiting our Community Agreements

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

*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.***

Example class slide (face-to-face)

Community Agreements

- 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

Are these still ok?

Example online breakout group setup

Example class participation rubric

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

Example discussion forum instructions

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)

Example discussion forum rubric

Criteria	Ratings	Pts
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.		
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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How might you build community in your course throughout the semester?

Please type into chat:

Chat

- What's worked for you in the past?
- How might you go about building community in your course throughout the semester?

Examples of community-building strategies

Community-building discussion forums

Class celebrations/ congratulations

Ask students to tell each other what they appreciate / respect / will miss about each other

Share fun or personal music / videos / images before class or during breaks

Example class slide

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

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

Example class slide

Each week you're getting closer to graduation!

Congratulations CSSW Class of 2016!

Congratulations CSSW Class of 2016!
https://youtu.be/fncrrLArBck
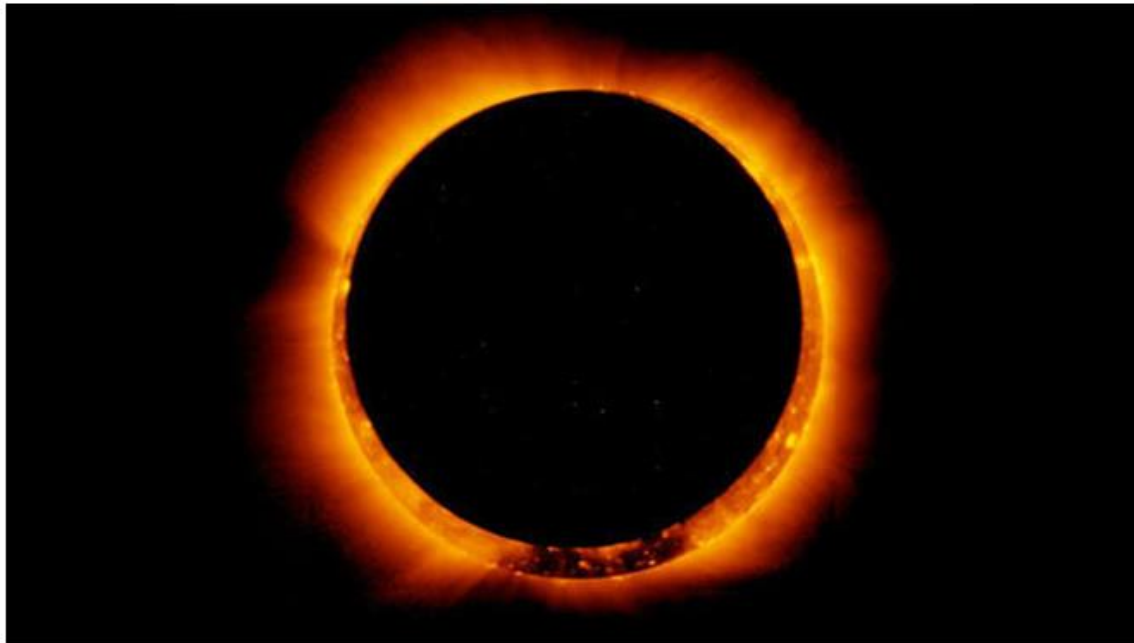
Example class slide

Welcome back!

Thank you for your reflections on the course and your learning

Example class slide

Happy Eclipse Week!

Example class slide

Welcome back!

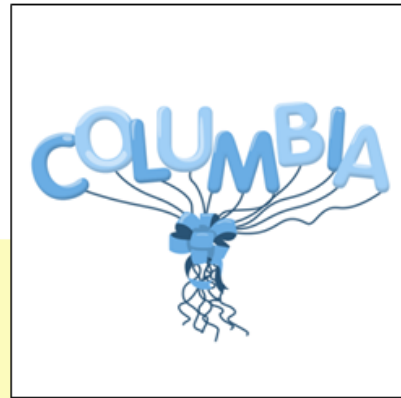Let's get some election processing/reflecting done now, and then move on to class.

Feel free to chat or to come onto webcam/mic.

Example class slide

Some class celebrations
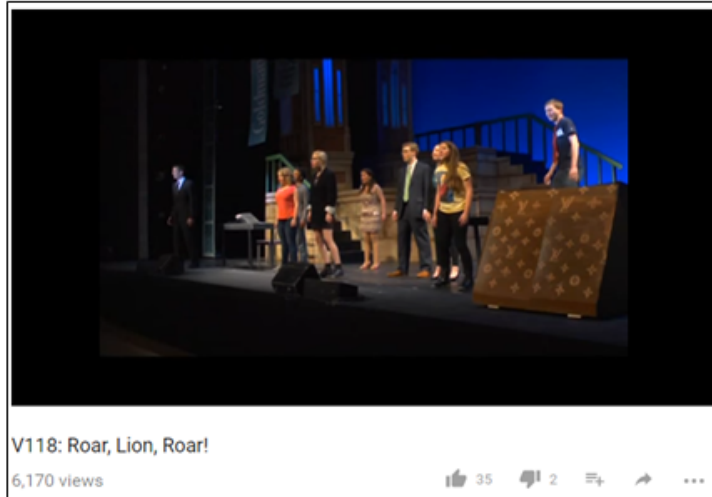
___ – Happy birthday!
___ – Happy 3-year anniversary & upcoming marriage!
___ – Congratulations on your summer fellowship!
___ – Happy 2nd birthday to your daughter!

Anything else to celebrate? Please type into chat.

Example class slide

2-Minute Self-Care Break

V118: Roar, Lion, Roar!
6,170 views 👍 35 👎 2

https://youtu.be/--zv6V8OfKg

Roar, Lion, Roar!
-written by Corey Ford (CC '23)

Lyrics:

Roar, Lion, Roar
And wake the echoes of the Hudson Valley!
Fight on to victory evermore
While the sons of Knickerbocker rally 'round
Columbia! Columbia!
Shouting her name forever!
Roar, Lion, Roar!
For Alma Mater on the Hudson Shore!

Example class slide

2-Minute Self-Care Break

Columbia Goes Gangnam Style

ColumbiaSpirit

Subscribe 16

39,280 views

https://youtu.be/hYjQt_oiQqk

Example class slide

Pre-breakout chat question

Chat

What's something that you respect about your colleagues in this class?

Example class slide

Review: What's something that you respect about your colleagues in this class?

- being brave
- everyone's attention to detail :)
- ability to listen
- willing to have a conversation about race
- Thoughtful, considerate listeners
- Everyone is open-minded and committed to social equity
- listening!
- consideration for everyone else
- They are intelligent, respectful, and supportive
- Willingness to be present and listen
- being able to handle this subject
- everyone seems open to changing their mindset
- being respectful of peers, openness, diverse experiences

- respect each other's opinion even if they do not always agree
- I respect people's ability to open up and ask questions regarding their gaps in knowledge on race
- Open to other viewpoints
- open-minded
- considerate and respectful
- willingness to be honest and brave
- Willing to learn, open minded, willing to change
- Their dedication to constantly strive towards excellence within themselves, and applying that same passion to helping those in need through evidence based social work practice.

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At the end of the semester, how might you close out the community?

Please type into chat:

Chat

- What's worked for you in the past (as a student or as an instructor)?
- How might you thoughtfully close your community at the end of the semester? Is there a way to connect it to the course content?

Example class slide

Welcome back!

LOVE CU

Please share:
- What's something you'd like to thank your colleagues for?
- What's something about your colleagues you've been impressed by?
- If you could give your colleagues a gift, what would it be and why?

Chat

Example class slide

Is this your last class of graduate school?

If yes, let's make this is a good one for you!

If no, good luck with your final class later!

Example class slide

Staying connected

Name	Best way to connect with you? I.e. do you prefer LinkedIn / Twitter / Email / Phone / Skype / other? What's your Twitter name / Email address / Phone number / Skype name / other?	What can your colleagues contact you about?

Note: if you are a private person and would prefer not to connect, it's perfectly ok to leave this blank.

Example class slide

Thank you, and keep in touch!

Please fill out your course evaluations - feedback is welcome

Example class slide

Grades are due December 26

- If you are planning on doing the extra credit or any outstanding make-ups, please let us know and finish by Friday night

- We are meeting to do grading on Friday night, and then will wrap up anything left over the next week

Example class slide

COMMENCEMENT 2016

Congratulations on the end of the semester!

Thank you for being such a wonderful class!

Example class slide

Welcome back, and thank you for a wonderful course!

I look forward to seeing you at graduation in 1-3 years (depending on your program)

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Takeaways

Please type into chat:

Chat

- What's one idea from the presentation or a colleague in this session that you'll try out?
- What's a key takeaway for you from this session?

Q&A

If you would like to contact me:

- **Matthea Marquart**: Twitter @MattheaMarquart or msm2002@columbia.edu

- **Columbia University School of Social Work**: Twitter @ColumbiaSSW; Video https://www.youtube.com/user/columbiassw; Website http://socialwork.columbia.edu

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Make waves. Move mountains. Change lives.

- ***All of you for your fantastic participation!***
- Peter Eggebraaten
- Kelly Holt
- Kim Langham
- John Weidert
- Peiyi Woo
- Rebecca Chung
- Kristin Garay
- Steven Schinke
- Craig Schwalbe
- Jackie Martinez
- Mary Ann Drury
- Natasha Dachos
- Mary-Lea Cox Awanohara
- Dorothy Robinson
- Mark Phillipson
- Lucy Appert
- Columbia Southern University
- 2017 Excellence in Higher Education Conference
- Columbia University School of Social Work
- Columbia's Center for Teaching and Learning

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