

CAN ONLINE STUDENTS BE FULLY INTEGRATED INTO RESIDENTIAL COURSES VIA WEB CONFERENCING?

LESSONS LEARNED FROM TWO PILOT COURSES AT COLUMBIA UNIVERSITY

EDUCATION SESSION: FRIDAY NOVEMBER 16, 2018 - 10:45 AM TO 11:30 AM
Southern Hemisphere 3

When online students attend on-campus classes via web conferencing, can they be fully integrated into the classroom community? What challenges does offering two modes of attendance introduce, and how might technology and careful course design offer solutions? This session will offer lessons learned from two pilot courses at Columbia University.



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Make waves. Move mountains. Change lives.



Can online students be fully integrated into residential courses via web conferencing? Lessons learned from two pilot courses at Columbia University

 **COLUMBIA**
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ACCELERATING ONLINE LEARNING WORLDWIDE



Matthea Marquart, Martin Englisher, Katy Tokieda, Valerie Samuel, Joanne Standlee, Alexis Telfair-Garcia



Please feel free to Tweet throughout this session:

#OLCAccelerate #Telepresence @MattheaMarquart @ColumbiaSSW

AGENDA

- | | |
|---|--|
| 1 | Welcome, agenda, objectives, introductions |
| 2 | Literature review |
| 3 | Logistical concerns that must be addressed prior to the start of the semester |
| 4 | Considerations for designing activities and classroom materials that fully engage both online and on-campus students and build one cohesive classroom community, rather than two segregated groups of students |
| 5 | Methods for managing the technology in the physical classroom, or when taking online students along on a field trip off campus |
| 6 | Turn & talk |
| 7 | Student feedback |
| 8 | Wrap up and Q&A |

Objectives

By the end of this workshop, participants should be able to:

- Describe the benefits, pedagogical challenges, and logistical concerns that accompany a decision about whether to allow online students who do not live near campus to register for residential courses
- Discuss ways to design classroom activities and materials that engage online and residential students with the coursework and with each other as one cohesive classroom community
- Share their experiences, tips, concerns, and questions around how to plan, manage, and teach this type of course
- Describe the existing literature about this type of course modality

Introduction to your facilitators

Course: Staff
Development, Training,
and Coaching

- Matthea Marquart
- Alexis Telfair-Garcia
(via quotes)

Course: Managing NGOs

- Martin Englisher (via
video)
- Katy Tokieda (via
literature review and
quotes)

Alumni who were students in both courses:

- Valerie Samuel and Joanne Standlee (via quotes)

Intro to CSSW Online Campus

Online campus launched in Fall 2015; First graduates in May 2017

Program options: 1) Clinical, 2) Social Enterprise Administration, 3) Policy

Primary model:

- Weekly synchronous classes in Adobe Connect + asynchronous homework in Canvas

Residential & online campuses are integrated

- Residential students can take online courses and vice versa if online students are local
- **Online students who are not local can now take select residential courses**



Source: Twitter #CSSW2017

2018 CSSW Online Campus Highlights



Fall 2015 – Online Campus official launch

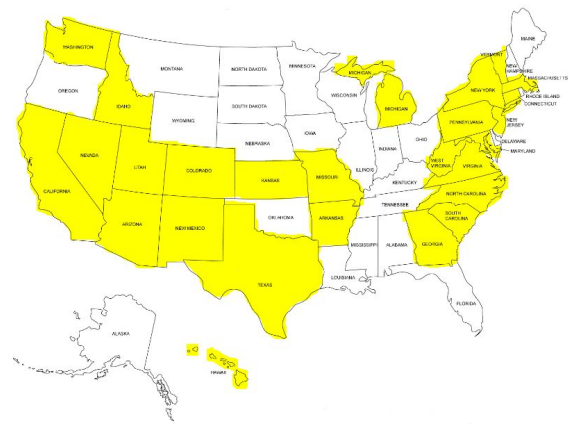
35 graduates – First graduating cohort (2017)

55 graduates – Second graduating cohort (2018)

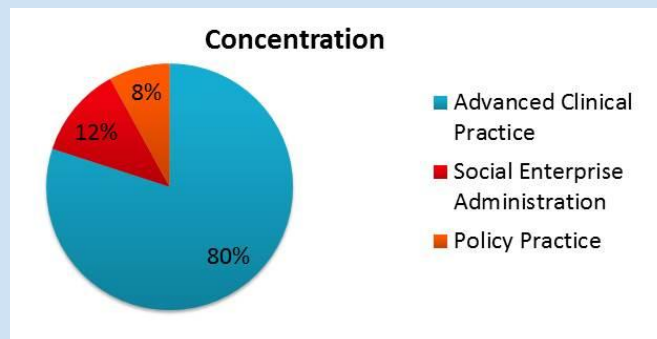
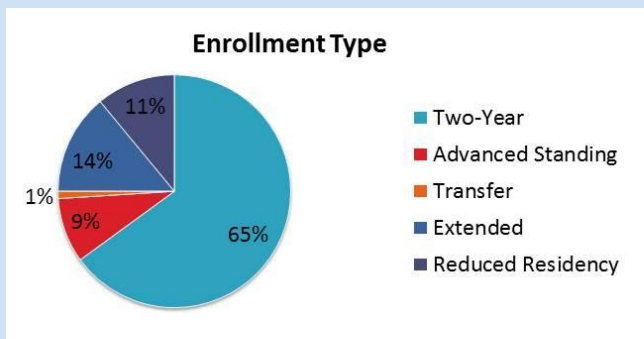
Fall 2015 incoming cohort



Fall 2018 incoming cohort



Fall 2018 incoming online student preliminary info



Online Student Awards & Accomplishments

AY 2017-18

- Linda & Peter Hoffman Writing Award
- Executive Editor of the *Columbia Social Work Review*
- Two authors of articles in the *Columbia Social Work Review*
- National Anthem Performer in American Sign Language at Columbia University Commencement
- Photo Selected for CSSW's First "Embracing Diversity" Exhibition, hosted by the International Students Caucus

AY 2016-17

- Presenter at the Social Work Distance Education Conference in San Antonio, TX
- In the end-of-year capstone competition, out of 28 groups, 2 of out of 4 winning teams included online students

Program Awards

- Online Learning Consortium Excellence in Online Teaching Award (2015)
- University Professional & Continuing Education Association Silver Marketing Award for Virtual Event Invitation Emails (2016) and Live Online Events (2017)
- Columbia University Vice Provost for Teaching and Learning competitive grant for Hybrid Learning Course Redesign and Delivery (2018)
- Network for Social Work Management Mark Moses Distinguished Fellowship Award (2018)
- International E-Learning Association's International E-Learning Award for Institute on Pedagogy and Technology for Online Courses (2018)

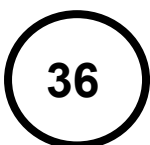


Successfully completed



Currently, 99 prospective online instructors, teaching associates, and administrators have passed our award-winning Institute on Pedagogy and Technology for Online Courses

Successfully completed



Currently, 36 alumni & prospective live support specialists have passed our Institute on Technical Skills for Online Event Production

Frequent notice at conferences via presentations



Fast Facts: CSSW Online Campus Quality

- 1 ONLY TOP-5 SCHOOL OF SOCIAL WORK WITH AN ONLINE PROGRAM**
Of the 5 highest ranked schools of social work, only Columbia has an online program.
- 3 SOCIAL WORKERS ON EACH INSTRUCTIONAL TEAM**
The only online MSW program with three MSW-degree holding professionals on each instructional team: instructor, associate (TA), and live support specialist. Each of these professionals completes rigorous training prior to working on online courses.
- 1 ONLY ONLINE SOCIAL WORK PROGRAM WITH SOCIAL WORKERS AS DEDICATED TECH SUPPORT**
The only online MSW program with live support specialists for each course, who attend each weekly class session to support students and instructors. They are CSSW alumni who took CSSW online courses as students.
- 1 ONE SCHOOL**
Online students can take residential courses and vice versa because our online and residential programs are integrated, unlike programs that keep online and residential students separate.

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12 MAX ONLINE STUDENTS PER ADVISOR

The Office of Advising supports students' graduate success. Our advising model incorporates academic and field advising. For the online program, advisors are assigned no more than 12 students. Academic and field advising is individualized -- advisors meet with students every semester individually and in seminars, and they visit each student's field agency. Advisors support students, field instructors, and academic instructors. They approach students' educations from a holistic perspective, considering academics, field education, and life issues that may impact students' graduate school performance.

2 FIELD PLACEMENTS

CSSW students complete two field placements for a breadth of experience: a foundation year field placement and an advanced year field placement.

2 OFFICES DEDICATED TO DEVELOPING PROFESSIONAL SKILLS

Online students have full access to CSSW's Writing Center and Office of Career and Leadership Development through individual online appointments and web-based events. These offices are dedicated exclusively to CSSW.

29 CAMPUS EVENTS LIVE-STREAMED

Online students can access on-campus activities via live-stream, with 29 live-streamed events offered in the academic year 2017-18.

Many OPPORTUNITIES TO PARTICIPATE IN CAMPUS LIFE

Online students have many opportunities to participate in CSSW student activities, including Community Day, Self-Care Day, student caucuses, and as editors/authors for the Columbia Social Work Review.

Intro to the pilot

One class, two modes of participation: Fully integrating online students into residential classes via web conferencing

Matthea Marquart, Martin Englicher, Katy Tokieda, Alexis Telfair-Garcia, School of Social Work

The Potential:

- Provide online and residential students an expanded choice of electives and scheduling options, and access to more instructors
- Connect online and residential students for peer learning from and networking with a geographically diverse group
- Prep students to work with remote teams

The Challenge:

- How to create one cohesive classroom community rather than two parallel communities or a situation in which the online students simply watch the residential students through a virtual window?
- How to minimize the burden on faculty and budget?

The Courses:

- 1) Staff Development, Training, and Coaching, with Prof Marquart & Associate Telfair-Garcia
 - 2) Managing NGOs, with Prof Englicher & Associate Tokieda
- Elective, 7-week courses for final-semester Master's of Science in Social Work students; 2 online and 13-19 residential students

The Classroom Setup:

- School IT team provides laptop, lavalier mic, Zoom pro account, weekly room setup, second wide angle webcam, tech testing and assistance
- Associate manages the tech, the typed chat, and the online students' experience
- Online students join via Zoom on webcam throughout class



Classroom requires AV:

- Pilot classroom includes desk mics for all students, webcams, speakers, and screens at front & back of room
- If classes will be recorded, consider purpose & media release requirements

Adapt lesson materials:

- Prepare Google Docs links to distribute handouts/quizzes to online students
- Reserve a space on the slides for the webcams
- Include the Associate on webcam
- For student group presentations, online students will need help moving slides & gauging hands raised

Test and re-test tech:

- Offer tech orientation to online students
- Check tech before the start of each class; both room tech and online student tech
- Practice using breakout room functionality

Mobile devices have a role:

- Free Zoom app can connect residential & online students during class for pair or small-group discussions
- App can also work for remote guest speakers, field trips, or students joining group office hours

Key lessons learned:

- 1) Teaching this type of course requires teamwork & thoughtful planning around logistics and engagement of online students
- 2) Technical challenges are inevitable – be ready to reassure students and adapt

Prof Englisher: Thoughts before beginning to teach this course (1:10 minutes)



-- **Martin Englisher, MBA**, is CEO of the YM & YWHA of Washington Heights and Inwood and the instructor for the remote live participation pilot course on Managing NGOs. He has taught the course many times in the residential classroom, and is not an online instructor. By offering his course in the remote live participation format, online students have access to his teaching.

Alexis Telfair-Garcia: Thoughts at the start

“I thought this would be a great opportunity to step out of my comfort zone (which is difficult for me) and explore other avenues that social work had to offer. Ultimately, **I wanted to know if teaching was something I would be interested in** doing regularly down the line.

Being a part of this pilot, for me would be a good segway into the exclusively online platform. I was able to interact with students online and in-person and still had exposure to the ins and outs of the online platform.

The remote live participation was the most nerve-wracking part of it all. **It was my responsibility to make sure that the online students felt fully integrated into the class and that the online aspect wasn't a barrier.** There are a lot of moving parts to be mindful of all at once.

It was all still exciting to me because I saw it as a step forward in my career - boosting up my resume, making new connections and playing a role in helping future social workers be prepared to do this important work!”



-- **Alexis Telfair-Garcia, MSW**, was the Associate for the remote live participation pilot course on Staff Development, Training, and Coaching. This was her first course in the Associate role; she had completed Columbia’s 5-week Institute on Pedagogy and Technology for Online Courses in preparation for becoming an Associate for synchronous online courses.

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Names for this mode of course

At CSSW, we call this Remote Live Participation (RLP)

Other names from the literature:

- Web conferencing
- Telepresence
- Hybrid
- Synchronous hybrid learning
- Blended synchronous learning
- Synchronous learning in distributed environments (SLIDE)
- HyFlex
- gxLearning
- Synchromodal

What do you call this at your institution?

Katy Tokieda: Thoughts on reviewing the literature

“In reviewing the literature, the thing that stood out to me the most was how courses of this kind are considered “hybrid” for a reason - they are neither purely online nor fully traditional - and they present their own opportunities and challenges for both instructors and students. Thankfully, the growth of distance learning has led many institutions around the world to experiment with course design, so there is a lot of information available on best practices, course models, student feedback, etc., a taste of which is presented in our annotated bibliography.

A recurring theme in the literature is how technology is imperfect, so flexibility and a degree of risk tolerance are important qualities for instructors taking on this type of course. **Other essential elements include a dedicated in-class support person** to reduce the cognitive load on instructors whose attention is divided between a physical and virtual world **and institutional support for technological infrastructure** (especially high quality audio/visual hardware).

Finally, **preparing students who sign up for these courses is also important.** While online students may have previous experience with teleconferencing software, robots like Kubi and Double require additional training, and resident students may be unaccustomed to having virtual classmates; therefore, **how to create a cohesive classroom community in this new type of learning environment is another key consideration.”**

-- **Katy Tokieda, MSW**, was the Associate for the remote live participation pilot course on Managing NGOs. This was her first residential course in the Associate role; she had previously served as an Associate for online courses on clinical practice (Fall 2017), couples therapy (Spring 2018), human behavior (Fall 2016), human sexuality (Fall 2015, Fall 2016, Spring 2017), and research methods (Fall 2017).



Email me if you'd like this annotated bibliography of 25 articles
(mms2002@columbia.edu)

**ANNOTATED BIBLIOGRAPHY ON LITERATURE RELATED TO COURSE DESIGN AND TECHNOLOGICAL
CONSIDERATIONS FOR A SINGLE CLASSROOM OF ONLINE AND FACE-TO-FACE LEARNERS**

KATY TOKIEDA, MSSW

Alexander, M.M., Lynch, J.E., Rabinovich, T., & Knutel, P.G. (2014). Snapshot of a hybrid learning environment. *The Quarterly Review of Distance Learning*, 15(1), 9-21.

Authors present an overview of Bentley University's online learning environment's expansion from Blackboard learning management to hybrid synchronous class delivery as a model to other institutions considering similar course design. Survey results provide evidence of hybrid student satisfaction across modes of attendance (online, sometimes online, face to face). Authors also highlight the teaching tools most used by hybrid courses, but note that student learning is only enhanced when instructors understand and leverage their features.

Beatty, B.J. (2007). Hybrid classes with flexible participation options - If you build it, how will they come? In M. Simonson (Ed.), *30th Annual Proceedings Volume 1: Selected Research and Development Papers*. Paper presented at The 2007 Annual Convention of the Association for Educational Communications and Technology, Anaheim, CA (pp. 15-24).

In this paper the author describes his original HyFlex course design model introduced at San Francisco State University in 2005-2006 to meet the needs of the Instructional Technologies graduate program transitioning to serve both online and face-to-face students. The four principles on which this model was designed - learner choice, equivalency, reusability, and accessibility - are detailed, as well as findings from student participation patterns and survey results collected from the first year after implementation.

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| 7 | Student feedback on the first pilot course |
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Logistical concerns that must be addressed prior to the start of the semester

Student registration	Classroom setup & technology	Instructor/TA selection & prep
<ul style="list-style-type: none">● How will students understand what this format entails, and whether it's a good choice for them?● Can any student enroll, or do they need to be tech savvy?● What's the max number of online and residential students?● How will online and residential students register for the same course, but be identified separately?● Will the students need to sign media release forms? If so, who will get this done, and when?● Can residential students attend online?	<ul style="list-style-type: none">● What will the online students see and hear? Can they see their classmates?● Will online students be on webcam throughout class?● What are the classroom's audio/visual needs? E.g. built-in webcams? Microphones in the ceiling or at each student's seat?● What devices will the residential students use to work in small groups with online students?● If they use their own devices to work in groups with online students, does the room have strong enough wifi for the residential students' devices?	<ul style="list-style-type: none">● Should the instructor have taught the course before, or is a new instructor OK?● How comfortable does the instructor need to be with technology?● How much technical expertise does the Associate need?● How much training do the instructor & Associate need? Who will conduct the training?● How will office hours be offered?● Will guest speakers need training?● Will guest speakers need to sign media release forms?

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Considerations for designing activities and classroom materials

Whole-class	Small-group and pairs	Student group presentations
<ul style="list-style-type: none">● Reserve a space for webcams on the slides, so that webcams don't cover up content● Plan how the instructor will know that online students are engaged, and give equal attention to the online & residential students; remember to look at the online students' webcams● Example community-building / energizer activities: the wave, call & response, rhythmic clapping patterns● Figure out how to distribute and collect handouts and quizzes	<ul style="list-style-type: none">● Practice with the technology to assure smooth transitions, so that online and residential students can work together in breakout groups on mobile devices or laptops during class● Incorporating these activities may require the flexibility to cut from the lesson plans if technical issues take time	<ul style="list-style-type: none">● Provide ideas for group collaboration over distance, e.g. Google Slides, meetings via Google Hangouts, etc.● During presentations, residential students may need to click to advance slides for online students, and may need to point out reactions/questions from the room

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Managing the technology in the physical classroom

Handouts/quizzes	Zoom	Whiteboard	Videos/music	Field trips
<ul style="list-style-type: none">● To share documents with online students, create Google Docs with links; share the Google Drive folder before class, or ask the Associate to share the links in chat● Online students can copy Google Docs to type on them, and share the new links to submit quizzes or handouts	<ul style="list-style-type: none">● To show slides & webcams simultaneously, use screen share; Note links on slides aren't clickable● Zoom breakout rooms take up to 1 minute to join and end● For informal chatting, online students can chat informally before/after class via typed chat with Associate	<ul style="list-style-type: none">● Option: type notes into slides instead of writing on the board● Option: ask the Associate to type what's written on the board into chat● If drawing, try using tools to draw on the slides rather than drawing on the board	<ul style="list-style-type: none">● Audio may not come through, or may be at a different volume than the room microphone audio, so be ready to share links to videos/audio with online students	<ul style="list-style-type: none">● If visiting an organization, prepare to set up Zoom in a conference room● If traveling or going outside, prepare Zoom on a mobile device

Valerie Samuel (CSSW '18): Tech tips



“My tech tips for the instructors/associates would be to **think about adjusting the classroom cameras angles so that online students get to view the whole class environment as opposed to just the professor view. This would help foster a stronger community environment and a deeper engagement level** of all students.

My tech tips for the online students participating in a hybrid course would be to have pre-created folders designated to store all in class files and handouts. Also having access to the Adobe software would help when tasked with filling out the downloaded documents. I say this because I found myself printing a lot of the handouts just so I could fit my responses within the confines of the document then having to scan them back to the computer just to submit. This wasted a lot of time and usually left me behind the residential students.”

Joanne Standlee (CSSW '18): Tech tips



“The easiest way to share handouts would be to post them in canvas. We received documents that had to be filled out during class via links to google docs & as attachments to emails. The google doc links method was extremely cumbersome. Often times the links weren’t posted until the assistant was prompted to share them by the participants, by the time we were able click the link and download a copy the rest of the class was usually already finishing up. Email receipt was sometimes delayed or spotty. It seemed challenging for the assistant to navigate between email and Zoom. **The most streamlined option from the user’s perspective, would be to pre-load handouts in canvas so that online participants can have them at the start of the exercise and make provisions so that the finished documents could be upload to canvas using the ‘turn it in’ function.”**

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Turn & talk discussion: Application to your unique program?

What problems might this type of class solve for you?

If you already offer this type of class, what successes and challenges have you encountered?

AGENDA

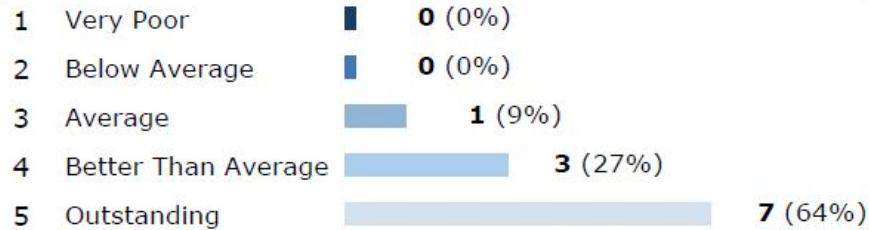
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Course evaluations for Staff Dev course:

Residential students

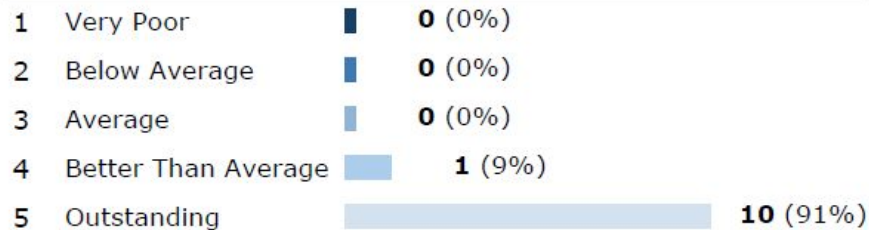
2 online + 1 res. student

29 Overall, I rate this course as . . . N=11



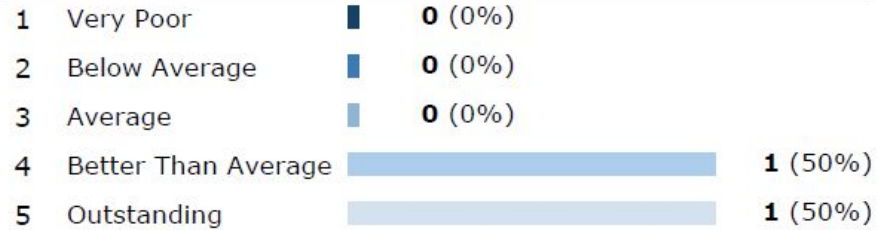
Median 5 Interpolated Median 4.71 Mean 4.55 Std Dev 0.69

30 Overall, I rate this instructor as . . . N=11



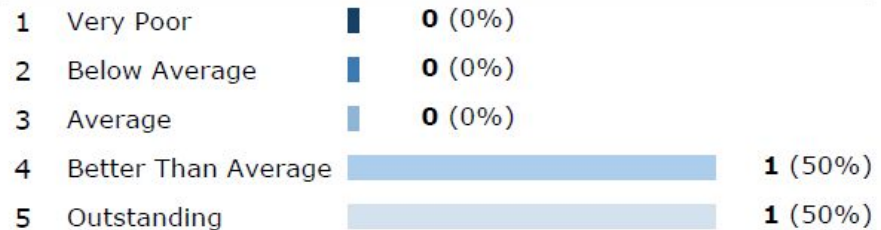
Median 5 Interpolated Median 4.95 Mean 4.91 Std Dev 0.30

29 Overall, I rate this course as . . . N=2



Median 4.5 Interpolated Median 4.50 Mean 4.50 Std Dev 0.71

30 Overall, I rate this instructor as . . . N=2



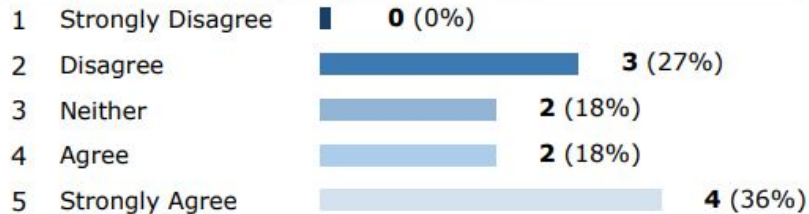
Median 4.5 Interpolated Median 4.50 Mean 4.50 Std Dev 0.71

Course evaluations for Staff Dev course:

Residential students

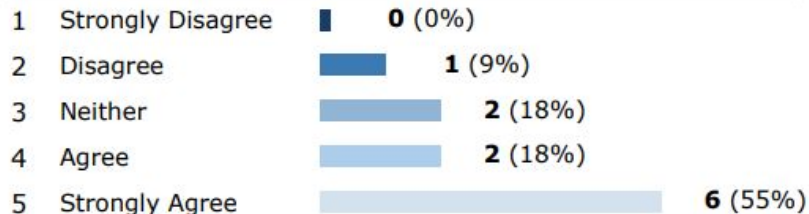
2 online + 1 res. student

31 **Having a mix of online and residential students enhanced the class.** N=11



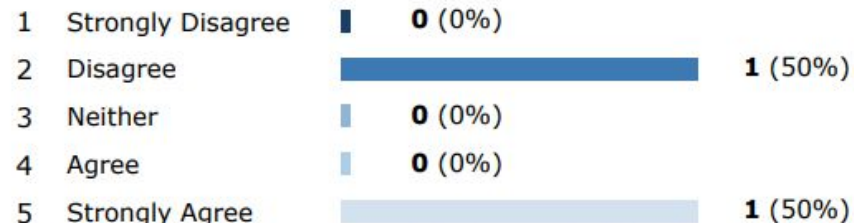
Median **4** Interpolated Median **3.75** Mean **3.64** Std Dev **1.29**

32 **Using Zoom made online classmates seem like fully integrated members of the class** N=11



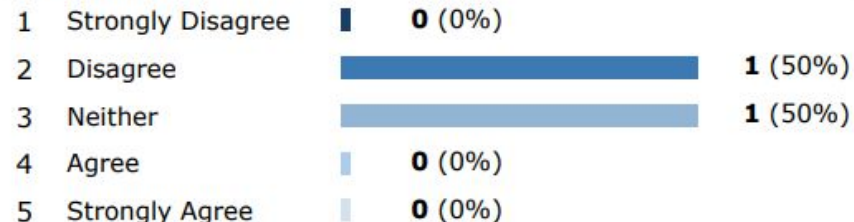
Median **5** Interpolated Median **4.58** Mean **4.18** Std Dev **1.08**

31 **I was able to use Zoom without difficulty.** N=2



Median **3.5** Interpolated Median **3.50** Mean **3.50** Std Dev **2.12**

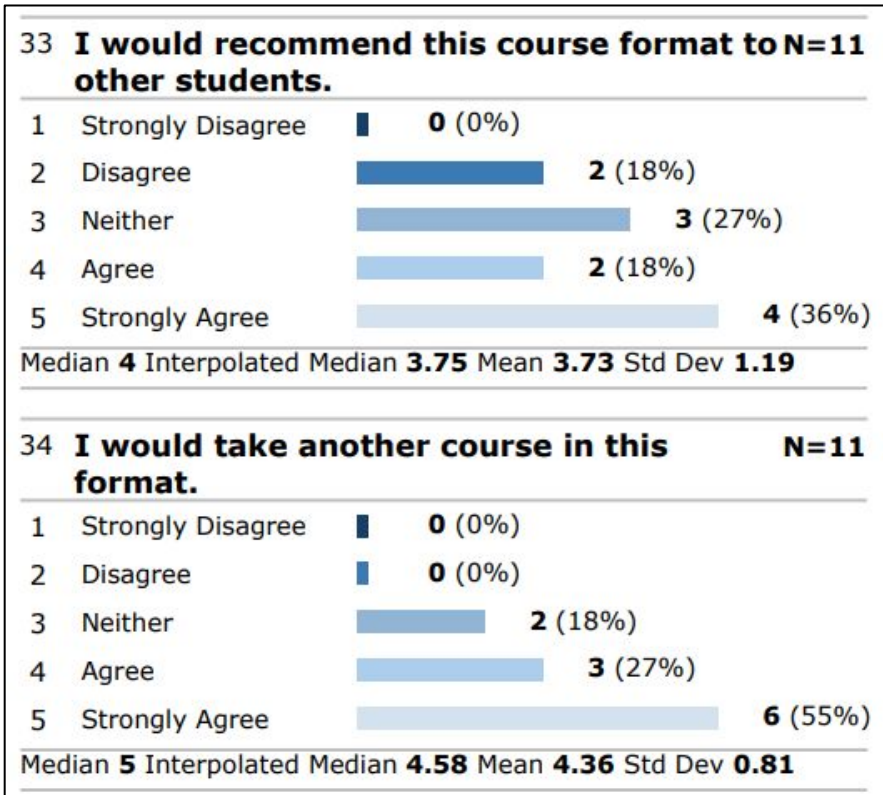
32 **Using Zoom helped me feel like a fully integrated member of the residential class.** N=2



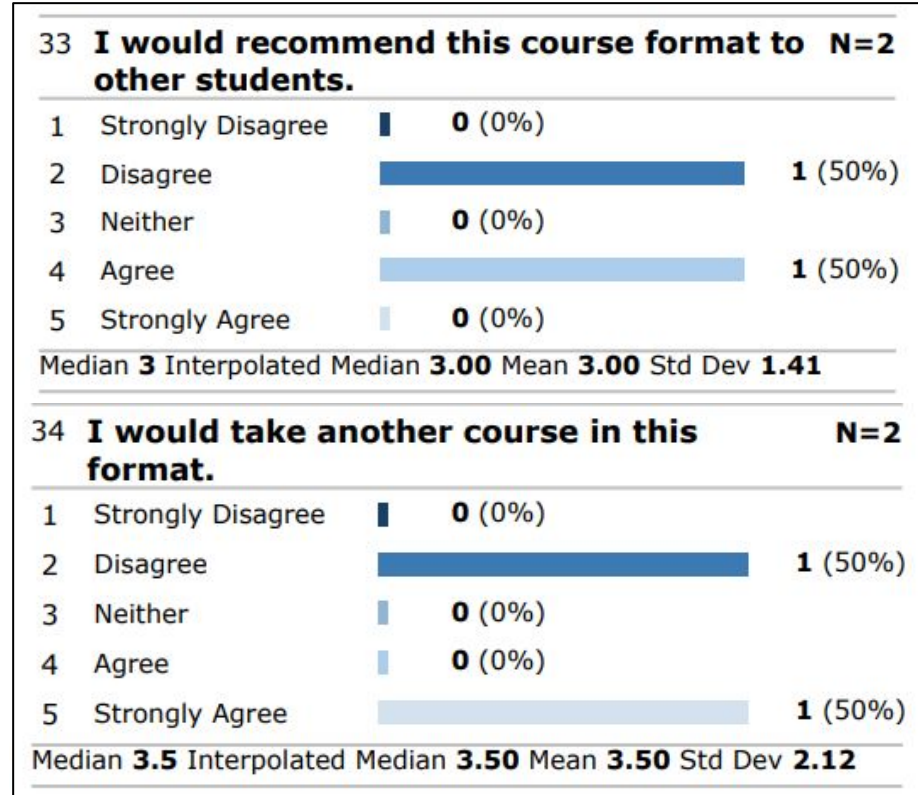
Median **2.5** Interpolated Median **2.50** Mean **2.50** Std Dev **0.71**

Course evaluations for Staff Dev course:

Residential students



2 online + 1 res. student



Valerie Samuel (CSSW '18): Feedback



“My experience as a former student in the hybrid courses offered at Columbia University’s School of Social Work was eventful. In the spirit of transparency, I must say that in the beginning things were nerve-racking. The very thought of being virtually present in a residential classroom via my computer’s webcam was intimidating and thought-provoking. Not knowing what to expect or how to prepare was daunting. **During the days leading up to the course, I contemplated withdrawing and alternatively going for a more familiar fully integrated online course. Despite my reservations, I stuck with my course choice and I have never been more pleased that I did.**

This hybrid course gave me an opportunity to be part of a course and social environment that online students typically do not get to experience. **These unique course offerings not only offered me the opportunity to take courses that were not typically offered to the online cohort but it also offered me a chance to engage with classmates and professors on a deeper level** which in my opinion is not usually attained in an online setting

To any students who are contemplating taking a hybrid course, I recommend you take it. The combining of both online and residential platforms creates a best of both world experiences for the students. To any students who may have reservations about such a course all I can say is do not fear. The thought processes and behind the scenes work that goes into creating such courses will leave you wanting for nothing.”

Joanne Standlee (CSSW '18): Feedback



“First and foremost, both classes were amazing, the content was some of the most relevant and engaging of all the classes I took at Columbia. **The content, delivery and even the brevity of the classes helped to make them very impactful.**

The following are recommendations for how to improve on the technical and interpersonal aspects of the class:

1. **Class Atmosphere.** **At times it felt as if we were intruding on the in-person classes.**
2. **Group Activities.** Group activities were awkward. Additionally, clear guidelines that required groups to meet outside of class would have been very helpful!
3. **Visual.** It felt awkward to be on camera but never see what the students in class were seeing. The full functionality of the tool didn't seem to be well understood, settings were different from one session to the next providing an ever-changing platform from the remote participant's perspective.
4. **Class Engagement.** Canvas could have been used more extensively and effectively to promote student engagement.
5. **Administrative Functions.** Canvas could have been used more effectively to accomplish administrative functions.”

AGENDA

- | | |
|---|--|
| 1 | Welcome, agenda, objectives, introductions |
| 2 | Literature review |
| 3 | Logistical concerns that must be addressed prior to the start of the semester |
| 4 | Considerations for designing activities and classroom materials that fully engage both online and on-campus students and build one cohesive classroom community, rather than two segregated groups of students |
| 5 | Methods for managing the technology in the physical classroom, or when taking online students along on a field trip off campus |
| 6 | Turn & talk |
| 7 | Student feedback on the first pilot course |
| 8 | Wrap up and Q&A |

Katy Tokieda: Final thoughts

“As a graduate of the resident program and a teaching associate online, I have thought a lot about the different experiences the students in the two programs have. Therefore, being part of a pilot that bridges these two worlds was an exciting opportunity for me.



After three weeks, I feel like I have a little better idea of what I am doing in the classroom, but nothing is seamless. I think my greatest challenge is having my attention divided between the various computer screens (Zoom and camera), the Professor, and the students.

I think my advice would be to **familiarize yourself as best as possible with the technology, have a game-plan for each class, but do not be surprised or put off by glitches. Composure (and even humor) is key!**”

Alexis Telfair-Garcia: Final thoughts

“I really enjoyed my experience as an associate. It was completely new territory for me being on the technology side and while it was challenging, once I got a grasp of what to do it was manageable.

A huge part of that came from the support I received from Matthea and feeling comfortable asking questions and knowing that I wasn't expected to have all the answers.

I think it's important to **familiarize yourself with the space and equipment ahead of time** and **troubleshoot any potential issues** that could come up. **Visual and audio checks before each class are a must!**”



Prof Englisher: Thoughts after having begun to teach in this mode (2:14 minutes)



-- Martin Englisher, MBA



Q&A

Connect with us & join us at our online events

Matthea Marquart, Director of Administration, Online Campus; Lecturer

- Twitter @MattheaMarquart
- msm2002@columbia.edu

Columbia University School of Social Work:

- Online Campus: <https://socialwork.columbia.edu/the-student-experience/online-campus/>
- Twitter @ColumbiaSSW
- Join our email list at bottom of web page: <https://socialwork.columbia.edu/>
- YouTube: <https://www.youtube.com/user/columbiassw>
- Livestream: <https://livestream.com/columbiassw>
- Eventbrite: <https://www.eventbrite.com/o/columbia-school-of-social-work-10681780696>

Our team is working on a journal article about this pilot; if you'd like a copy when it's available, please email me



- All of you for joining us today!
- Columbia University's School of Social Work
- Craig Schwalbe, Steven Schinke, Jackie Martinez, Kristin Garay, Rebecca Chung, Karma Lowe, Ann McAnn Oakley, Ed Cardona, Lacarnly Creech, Josephine Tatel, Lucy Appert, Kita Lantman

Session Evaluations & Drawing



👍 Evaluate Session

- Download and open OLC Conferences mobile app
- Navigate to specific session to evaluate
- Select “Evaluate Session” on session details screen (located under session type and track)
- 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

One class, two modes of participation: Fully integrating online students into residential classes via web conferencing

Matthea Marquart, Martin Engliher, Katy Tokieda, Alexis Telfair-Garcia, School of Social Work

The Potential:

- Provide online and residential students an expanded choice of electives and scheduling options, and access to more instructors
- Connect online and residential students for peer learning from and networking with a geographically diverse group
- Prep students to work with remote teams

The Challenge:

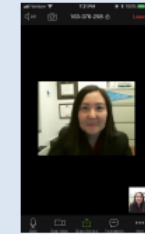
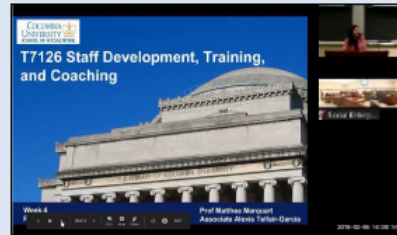
- How to create one cohesive classroom community rather than two parallel communities or a situation in which the online students simply watch the residential students through a virtual window?
- How to minimize the burden on faculty and budget?

The Courses:

- 1) Staff Development, Training, and Coaching, with Prof Marquart & Associate Telfair-Garcia
 - 2) Managing NGOs, with Prof Engliher & Associate Tokieda
- Elective, 7-week courses for final-semester Master's of Science in Social Work students; 2 online and 13-19 residential students

The Classroom Setup:

- School IT team provides laptop, lavalier mic, Zoom pro account, weekly room setup, second wide angle webcam, tech testing and assistance
- Associate manages the tech, the typed chat, and the online students' experience
- Online students join via Zoom on webcam throughout class



Classroom requires AV:

- Pilot classroom includes desk mics for all students, webcams, speakers, and screens at front & back of room
- If classes will be recorded, consider purpose & media release requirements

Adapt lesson materials:

- Prepare Google Docs links to distribute handouts/quizzes to online students
- Reserve a space on the slides for the webcams
- Include the Associate on webcam
- For student group presentations, online students will need help moving slides & gauging hands raised

Test and re-test tech:

- Offer tech orientation to online students
- Check tech before the start of each class; both room tech and online student tech
- Practice using breakout room functionality

Mobile devices have a role:

- Free Zoom app can connect residential & online students during class for pair or small-group discussions
- App can also work for remote guest speakers, field trips, or students joining group office hours

Key lessons learned:

- 1) Teaching this type of course requires teamwork & thoughtful planning around logistics and engagement of online students
- 2) Technical challenges are inevitable – be ready to reassure students and adapt

Acknowledgements:



ANNOTATED BIBLIOGRAPHY ON LITERATURE RELATED TO COURSE DESIGN AND TECHNOLOGICAL CONSIDERATIONS FOR A SINGLE CLASSROOM OF ONLINE AND FACE-TO-FACE LEARNERS
KATY TOKIEDA, MSSW

Alexander, M.M., Lynch, J.E., Rabinovich, T., & Knutel, P.G. (2014). Snapshot of a hybrid learning environment. *The Quarterly Review of Distance Learning, 15(1)*, 9-21.

Authors present an overview of Bentley University's online learning environment's expansion from Blackboard learning management to hybrid synchronous class delivery as a model to other institutions considering similar course design. Survey results provide evidence of hybrid student satisfaction across modes of attendance (online, sometimes online, face to face). Authors also highlight the teaching tools most used by hybrid courses, but note that student learning is only enhanced when instructors understand and leverage their features.

Beatty, B.J. (2007). Hybrid classes with flexible participation options – If you build it, how will they come? In M. Simonson (Ed.), *30th Annual Proceedings Volume 1: Selected Research and Development Papers*. Paper presented at The 2007 Annual Convention of the Association for Educational Communications and Technology, Anaheim, CA (pp. 15-24).

In this paper the author describes his original HyFlex course design model introduced at San Francisco State University in 2005-2006 to meet the needs of the Instructional Technologies graduate program transitioning to serve both online and face-to-face students. The four principles on which this model was designed – learner choice, equivalency, reusability, and accessibility – are detailed, as well as findings from student participation patterns and survey results collected from the first year after implementation.

Bell, J., Sawaya, S., & Cain, W. (2014). Sychromodal classes: Designing for shared learning experiences between face-to-face and online students. *International Journal of Designs for learning, 5(1)*, 68-82.

This article details the iterative development, detailing each stage from planning through evaluation and redesign, of four sychromodal class models designed for Michigan State University's EPET hybrid Ph.D. program. Authors discuss the themes they identified as participants in the design process including that a course's pedagogical and learning objectives should influence the design instead of a one-size-fits-all model, and classroom technology requires instructor flexibility and preparation to manage emerging challenges, some of which can be mitigated with the support of a "Technology Navigator".

Bell, J., Cain, W., Peterson, A., & Cheng, C. (2016). From 2D to Kubi to doubles: Designs for student telepresence in synchronous hybrid classrooms. *International Journal of Designs for Learning, 7(3)*, 19-33.

At Michigan State University, synchronous hybrid learning classes were created with the goal of providing an equitable classroom experience for online and face-to-face students in the EPET hybrid Ph.D. program. Based on their direct observations and data collected from course participants, the authors narrate the evolutionary design process through different telepresence mediums and how each contributed to the realization of this goal. The design mode rationale, type of technology employed, and findings, including successes and failures, for each of the four different modes are presented.

Brinthaupt, T.M., Clayton, M.A., Draude, B.J., & Calahan, P.T. (2014). How should I offer this course? The course delivery decision model (CDDM). *MERLOT Journal of Online Learning and Teaching, 10(2)*, 326-336.

The Course Delivery Decision Model offers a method by which to make a pedagogically informed assessment of the compatibility of course learning objectives and different delivery modes (face-to-face, blended/hybrid/HyFlex, online). The authors offer this model to both new and experienced educators, as well as other contributors to the decision-making process, and detail the micro- and macro- level decisions involved in the process.

Bower, M., Dalgarno, B., Kennedy, G.E., Lee, M.J.W., & Kennedy, J. (2015). Design and implementation factors in blended synchronous learning environments: Outcomes from a cross-case analysis. *Computers & Education, 86*, 1-17. doi:10.1016/j.compedu.2015.03.006.

Authors conducted a cross-case analysis of case study evidence collected from seven blended synchronous learning environments. Using Briggs (1989) Presage-Process-Product (PPP) model, they present pedagogical, technological, and logistical aspects they deemed essential to enhancing student social presence in, and satisfaction from, a hybrid course. These include designing for active learning, selecting technology that complement course objectives, strategies to reduce student and instructor cognitive load.

Butz, N.T., Stupnisky, R.H., Pekrun, R., Jensen, J.L., & Harsell, D.M. (2016). The impact of emotions on student achievement in synchronous hybrid business and public administration programs: A longitudinal test of control-value theory. *Decision Sciences Journal of Innovative Education, 14*(4), 441-474. doi: 10.1111/dsji.12110

This longitudinal study contributes to the body of literature on synchronous hybrid learning environments by providing quantitative data on the relationship between three achievement emotions (enjoyment, boredom, and anxiety) and program achievement and technology use using Pekrun's (2006) control-value theory of emotions. Based on their findings, the authors conclude that the achievement emotions they studied are important for both online and on-campus students in synchronous hybrid courses and present recommendations for how to create emotionally supportive learning environments.

Cain, W., Sawaya, S. & Bell, J. (2013). Innovating the hybrid small group Model in a synchromodal learning environment. In J. Herrington, A. Couros, & V. Irvine (Eds.), *Proceedings of EdMedia: World Conference on Educational Media and Technology 2013* (pp. 1333-1339). Waynesville, NC: Association for the Advancement of Computing in Education (AACE).

This case study outlines the design process of a small group synchromodal course model at Michigan State University's EPET hybrid Ph.D. program. As this class involved both small group and lecture arrangements, the authors were presented with the challenge of designing a learning environment that was best suited to accommodate both formats in one course. The authors describe the three iterations of the design process and discuss the physical and technical adjustments made between each that were guided by student and instructor feedback.

Cain, W., & Bell, J. (2017, May). Navigating between different forms of embodiment in a synchronous hybrid doctoral course. In *Proceedings of the 2017 CHI Conference Extended Abstracts on Human Factors in Computing Systems* (pp. 925-932). ACM.

This case study reports on how utilizing different types of telepresence – robotic Beam devices versus video Zoom platform – affected synchromodal teaching and learning in a course at Michigan State University's EPET hybrid Ph.D. program. User reports showed that while both forms of telepresence were appropriate for classroom activities, transitioning between the configurations initially proved challenging for both the instructor and students. The authors recommend that pre-class training with the different types of embodiment will reduce the transition disruptions that users described.

Day, S., & Verhaart, M. (2015, October). Integrating cloud and mobile technologies in experiential learning: From reality to reflection. In *Proceedings of the 6th Annual Conference of Computing and Information Technology Education and Research in New Zealand incorporating the 28th Annual Conference of the NACCQ, Queenstown, New Zealand, 6th* (pp. 38-44).

This qualitative case study demonstrates the feasibility of geographically extended field trips where by using Adobe Connect, remote students were able to engage with both the field site and onsite participants through live video (via iPad) and text chat (on the lecturer's laptop). While remote students noted that audio/video quality of the iPad affected their experience, authors conclude that mobile devices are an effective way to provide authentic experiential opportunities in gxLearning environments.

Day, S., & Verhaart, M. (2016, July). Beyond wi-fi: Using mobile devices for gxLearning in the field. In *Proceedings of the 7th Annual Conference of Computing and Information Technology Education and Research in New Zealand incorporating the 29th Annual Conference of the NACCQ, Wellington, New Zealand, 11th* (pp. 27-33).

This paper explores how the type of network connection affects gxLearning student field participation. While mobile data offers a wider selection of field sites, case study evidence showed an increase in the audio/video challenges identified in authors' prior field study using Wi-Fi. Authors still conclude that mobile devices using data effectively facilitate gxLearning field trips but recommend advance preparation with a site visit to assess signal strength and

availability, using the best quality devices for optimal streaming and connectivity, and limiting the number of devices in the field to reduce data load.

Day, S. & Verhaart, M. (2016, November). Determining the requirements for geographically extended learning (gxLearning): A multiple case study approach. In S. Barker, S. Dawson, A. Pardo, & C. Colvin (Eds.), *Show Me The Learning. Proceedings ASCILITE 2016 Adelaide* (pp. 182-191).

Authors use a multiple case study approach to report their findings on the elements necessary for effective teaching and learning in a gxLearning environment. Based on five years of data authors conclude that students appreciate the flexibility and accessibility of this format, particularly the recorded lectures. Quality hardware was deemed essential, as audio/video and other technological difficulties were the primary source of disruption. Finally, authors note that a combination of creativity and pragmatism by instructors with these technologies was another important factor.

Gleason, B., & Greenhow, C. (2017). Hybrid education: The potential of teaching and learning with robot-mediated communication. *Online Learning*, 21(4), 159-176. doi:10.24059/olj.v21i4.1276.

Authors present their findings from a study on the impact of robot-mediated communication (Kubi and Double) on students' perceived sense of embodiment and social presence in a discussion-based seminar doctoral course. Results indicated that both social robotic telepresence systems provided the majority of remote students with a greater physical and psychological sense of being in the classroom than with videoconferencing technology; however, users also identified audio/visual quality and increased cognitive load as potential limitations to these systems.

Henriksen, D., Mishra, P., Greenhow, C., Cain, W., & Roseth, C. (2014). A tale of two courses: Innovation in the hybrid/online doctoral program at Michigan State University. *TechTrends*, 58(4), 45-53.

This paper compares the opportunities and constraints that different teleconferencing platforms imposed on two blended doctoral courses designed for Michigan State University's EPET hybrid PhD program. The authors describe goals of each course and how they influenced the design process from selection through review. Class evaluations indicated positive student experiences in both models leading the authors to conclude that even with shared programmatic goals, innovative course design with different forms of telepresence that compliment the unique pedagogical and learning objectives of different courses is possible.

Johnson, S., Rae, I., Mutlu, B., & Takayama, L. (2015). Can you see me now? How field of view affects collaboration in robotic telepresence. In *Proceedings of the 33rd Annual ACM Conference on Human Factors in Computing Systems, Seoul, Republic of Korea* (pp. 2397-2406). doi:10.1145/2702123.2702526.

This study reports on the outcomes of a laboratory experiment that studied how collaboration with a distant partner using a Double robotic telepresence system differed in three different view conditions (narrow, wide-angle, and panoramic). Results showed field of view had no effect on users' sense of presence in the remote location, but that with an even with an increase in cognitive load, the wider view conditions enabled participants to complete the task more efficiently and involved fewer crashes.

Marquart, M., English, M., Tokieda, K., & Telfar-Garcia, A. (2018, February). *One class, two modes of participation: Fully integrating online students into residential classes via web conferencing. Poster presented at the Columbia University Center for Teaching and Learning's Celebration of Teaching and Learning Symposium, New York, NY. doi:10.7916/D8KW6TK3.*

This poster presents information on a new type of hybrid course being piloted at Columbia University's School of Social Work in Spring 2018 that uses Zoom webconferencing to bring online students into residential courses. Based on presenters' experiences with two seminar courses, lessons learned around logistics, and considerations for designing lessons plans, assignments, and live session activities that fully integrate the online and residential students are described.

McGee, P., & Reis, A. (2012). Blended course design: A synthesis of best practices. *Journal of Asynchronous Learning Networks*, 16(4), 7-22.

Based on a qualitative meta-analysis of research on blended course design models, the authors identified six areas of recommendations for both instructors and designers shared by best practice literature: the design process,

pedagogical strategies, classroom and online technology utilization, assessment strategies, and course implementation and student readiness. In addition to a detailed discussion of the guidelines proposed under each of these categories, they also present their findings on topics they deem either missing from or conflicting in the literature.

Miller, J.B., Risser, M.D., Griffiths, R.P. (2013). Student choice, instructor flexibility: Moving beyond the blended instructional model. *Issues and Trends in Educational Technology*, 1(1), 8-24.

The purpose of this paper is to add to the extant literature of HyFlex model based on an assessment of its effectiveness and generalizability to large courses and other institutions. Based on their findings using a modified form that added backchannel communication and an audience response system, the authors conclude that the HyFlex model is effective under the above parameters, but identify solutions for technological lecture disruptions, ways to develop a socially connected classroom community, and improvements on backchannel communication as areas for future consideration.

Nortvig, A.-M. (2014). E-learning in poly-topic settings. *The Electronic Journal of e-Learning*, 20(2), 206-215.

Using the concepts of idiotopic and polytopic learning environments, the author presents her theory on the multiple learning spaces that technology creates in hybrid synchronous courses. Based on her fieldwork collecting qualitative data, the author discusses the impact that this has on students' and instructors' perceived presence. In particular, she found that to manage the sense of disembodiment created by operating in two spaces, instructors were felt more comfortable designing idiotopic course models, while students were drawn to polytopic environments.

Sawaya, S. & Cain, W. (2014). Virtual presence in a synchromodal learning environment. In M. Searson, & M. Ochoa (Eds.), *Proceedings of SITE 2014--Society for Information Technology & Teacher Education International Conference* (pp. 431-436). Jacksonville, Florida, United States: Association for the Advancement of Computing in Education (AACE).

In this exploratory case study, authors examined how the presence of online students was perceived in a personal portal model synchromodal course, where each online student connected to the classroom via iPad. Contrary to the authors' expectations, student surveys revealed that the physical space occupied by the online students by way of the iPads had a greater impact on the face-to-face students' perception of the online students presence than on the online students themselves. However, authors' note limitations to this study, including the small sample size and absence of data for quantitative analysis.

Stewart, A.R., Harlow, D.B., & DeBacco, K. (2011). Students' experience of synchronous learning in distributed environments. *Distance Education*, 32(3), 357-381. doi:10.1080/01587919.2011.610289.

Authors present their findings from an ethnographic study of local and remote graduate students enrolled in *SLIDE* formatted courses. Although observations of eight courses over two years informed authors' research, their discussion focuses on one course where remote student participation was mediated by local student "cultural guides" using laptops with Google Video chat. Based on in-depth analysis of different forms of data, the authors are able to identify how a community of practice evolved in this learning environment.

Tanaka, K., Nakanishi, H., & Ishiguro, H. (2014) Comparing video, avatar, and robot mediated communication: Pros and cons of embodiment. In T. Yuizono, G. Zurita, N. Baloian, T. Inoue, & H. Ogata (Eds.), *Collaboration Technologies and Social Computing. CollabTech 2014. Communications in Computer and Information Science*, vol 460. Berlin: Springer (pp. 96-110). doi:10.1007/978-3-662-44651-5.

Researchers tested six telecommunication conditions – voice, two avatar, video, and two robot – to determine the effect that physical embodiment has on the perceived social telepresence of a distant conversation partner. The results showed that physical embodiment does increase perceived social telepresence; however, the videoconference condition was rated similarly, leading researchers to conclude that the positive effects of the robot's physical embodiment are offset by the lack of physical features available in videoconferencing making the two mediums comparable on this factor.

Torrissi-Steele, G., & Drew, S. (2013). The literature landscape of blended learning in higher education: The need for better understanding of academic blended practice. *International Journal for Academic Development*, 18(4), 371-383, doi:10.1080/1360144X.2013.786720.

Authors contend that effective blended practice has the capacity to transcend the learning experience offered by traditional pedagogical methods or technology alone. However, from their review of literature, they identify what they consider as a gap in knowledge of applied blended practice in higher education. Without research on practitioners (i.e. how, why, and in what way professors use blended methods), authors believe that effective interventions designed to support and develop this practice will be challenging, and risks blended learning in higher education from reaching its full potential.

Verhaart, M., & Hagen-Hall, K. (2012). gxLearning, teaching to geographically extended classes. In *Proceedings of the 3rd Annual Conference of the Computing and Information Technology Research and Education of New Zealand Conference (Incorporating the 25th National Advisory Committee on Computing Qualifications Conference)*, Christchurch, New Zealand (pp. 7-10).

This case study compares how two different gxLearning environments – two classrooms connected by videoconferencing and remote students participating by webinar – affected course delivery. Results from student surveys are supplemented by the authors perspectives as the instructors including the benefits of these formats, strategies for adapting to unanticipated technological challenges, observations regarding student engagement, and recommendations for future courses.

Weitze, C.L. (2016). Learning and design patterns for hybrid synchronous video-mediated learning environments. In A.-M Nortvig, B. Holm Sørensen, M. Misfeldt, R. Ørngreen, B. Allsopp, B. Henningsen, & H. Hautopp (Eds.), *Proceedings for the 5th International Conference on Designs for Learning: Designing New Learning Ecologies* (1 ed., Vol. 1, pp. 236-252). Aalborg: Aalborg Universitetsforlag.

This paper details how the incompatibility of traditional learning designs with a new hybrid synchronous video-mediated course format at VUC Storstrøm, lead instructors to develop original models, with the goal of providing equivalent and motivating active learning experiences for both in-class and at-home students. From these, the author presents four themes – web-based collaborative construction software, “unequal” learning designs for experiments, collaborative workarounds and technological bricolage, and hybrid synchronous mobile learning designs – to inform future design strategies.