Recruiting, Training, and Engaging Virtual Faculty via an Award-Winning Online Pedagogy Institute

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Delia Ryan, Matthea Marquart, Johanna Creswell Báez, Kristin Garay, Rebecca Y. Chung

Weds, April 10, 2019 @ 4:00-4:45pm CST

Welcome!

Please feel free to Tweet throughout this session:

#SWDE2019   @MattheaMarquart   @ColumbiaSSW   @Jcreswellbaez
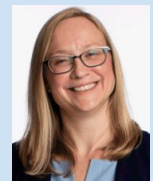
Your Presenters

Delia Ryan, LMSW
Live Support Specialist, Online Campus

Matthea Marquart, MSSW; Twitter @MattheaMarquart
Director of Administration, Online Campus; Lecturer

Johanna Creswell Báez, PhD, LCSW; Twitter @Jcreswellbaez
Manager of Course Development; Adjunct Assistant Professor

Kristin Garay
Manager of Online Campus Technologies; Associate

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https://socialwork.columbia.edu/academics/online-msw/

What's in this for you?

- Learn about CSSW's Institute on Pedagogy and Technology for Online Courses (case study)

- Learn ways to effectively prepare online faculty and TAs (practical application of the case study)

- Share experiences

- Ask questions

- Add to your toolkits

AGENDA	
1	Welcome, agenda, and introductions
2	Intro to CSSW's Institute on Pedagogy and Technology for Online Courses
3	Lessons learned
4	Turn & talk: Applications for your unique context
5	Wrap up, Q&A, and thank you

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Introductions: Hand raise polls

- Who here has taught an online course?
- Who here is an administrator of an online program?
- Who here has taken the Institute already?
- Who is here because they've already heard about the Institute and want to learn more?
- Who is here to learn about online faculty development?

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 (new in Fall 2018)

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

Source: Twitter #CSSW2017

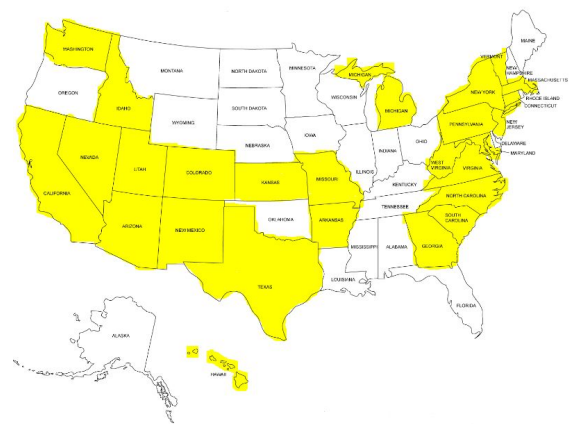# CSSW Online Campus Highlights

2015 · **35** · **55** · **77**

Fall 2015 – Online Campus official launch

35 graduates – First graduating cohort (2017)
55 graduates – Second graduating cohort (2018)
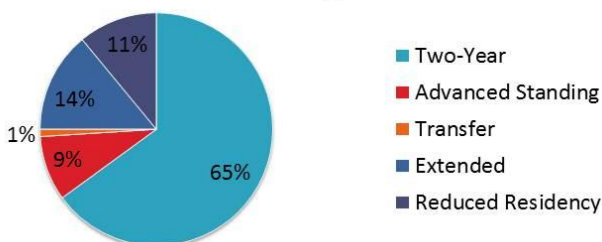77 graduates – Third graduating cohort (2019)

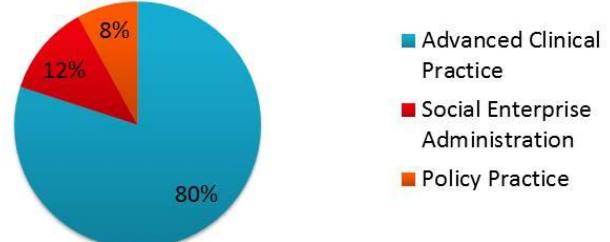## Fall 2015 incoming cohort

Fall 2018 incoming cohort

Fall 2018 incoming online student preliminary info

Enrollment Type
- Two-Year — 65%
- Advanced Standing — 9%
- Transfer — 1%
- Extended — 14%
- Reduced Residency — 11%

Concentration
- Advanced Clinical Practice — 80%
- Social Enterprise Administration — 12%
- Policy Practice — 8%

Online Student Awards & Accomplishments

- Student presenter at the Social Work Distance Education Conference in San Antonio, TX (2017)
- In the end-of-year capstone competition, out of 28 groups, 2 of out of 4 winning teams included online students (2017)
- Linda & Peter Hoffman Writing Award (2018)
- Executive Editor of the *Columbia Social Work Review* (2018)
- Two authors of articles in the *Columbia Social Work Review* (2018)
- National Anthem Performer in American Sign Language at Columbia University Commencement (2018)
- Photo Selected for CSSW's First "Embracing Diversity" Exhibition, hosted by the International Students Caucus (2018)
- Three students selected for the Social Work with Refugees travel course to Jordan (2019)

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)
- International E-Learning Association's International E-Learning Award for Institute on Pedagogy and Technology for Online Courses (2018)
- Network for Social Work Management Mark Moses Distinguished Fellowship Award (2018) and Exemplar Award (2019)
- *Workforce Magazine* Game Changers Award (2019)
- US Distance Learning Association International Award for Non-Profit Excellence in Training Award (2019)

COLUMBIA VPTL — Office of the Vice Provost for Teaching and Learning · OLC ONLINE LEARNING CONSORTIUM · UPCEA · THE NETWORK FOR SOCIAL WORK MANAGEMENT · iELA The International E-Learning Association — Bringing together international research and practice · USDLA United States Distance Learning Association

Successfully completed — CSSW Institute on Pedagogy and Technology for Online Courses 2018

151 — Currently, 151 prospective online instructors, teaching associates, and administrators have passed our award-winning Institute on Pedagogy and Technology for Online Courses

Successfully completed — CSSW Institute on Technical Skills for Online Events - 2018

53 — Currently, 53 alumni & prospective live support specialists have passed our Institute on Technical Skills for Online Event Production

Frequent notice at conferences via presentations

OLC Accelerate — ACCELERATING ONLINE LEARNING WORLDWIDE

#NSWM29 DISRUPTIVE LEADERSHIP — MAXIMIZING INCLUSION, INVENTION, AND INNOVATION IN HUMAN SERVICE

2018 Celebration of Teaching and Learning Symposium — COLUMBIA/CTL

EXCELLENCE IN HIGHER EDUCATION 2017 Conference

SOCIAL WORK DISTANCE EDUCATION CONFERENCE — Advancing Social and Economic Justice Through Innovation

Innovative Teaching Summer Institute

RUTGERS — Office of the Senior Vice President for Academic Affairs — National Academic Conference

2016 EDUCATION BEYOND TOMORROW: INNOVATION IN PEDAGOGY AND PRACTICE — VIRTUAL CONFERENCE

Framing the Value of Diversity & Inclusion in Higher Education: Setting the Research Agenda

Fast Facts: CSSW Online Campus Quality

1 ONLY TOP-3 SCHOOL OF SOCIAL WORK WITH A FULLY ONLINE MSW PROGRAM

Of the 3 highest ranked schools of social work, only Columbia has a fully online MSW 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.

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.

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Award-Winning Institute on Pedagogy and Technology for Online Courses

151 participants have passed in the first four cohorts, and they have gone on to lead about 100 online courses.

New award to be announced in late May 2019

Institute graduates have joined from 31 US states + Canada and India

Participants may earn CEUs or use this language for CVs/resumes: Five-week, 25-hour intensive post-Master's online institute with weekly synchronous classes and asynchronous homework, covering the design and delivery of engaging online courses that embody social work values, including instructor presence, community building, interactivity in live online class sessions, inclusiveness, universal design for learning, and the basic mechanics of Canvas and Adobe Connect.

At the end of every Institute, we survey participants to request their feedback. Average scores out of 10 among online instructors are as follows:

Participant feedback survey at the end of the Institute	On a scale of one to ten, how would you rate the overall quality of this Institute?	On a scale of one to ten, how likely are you to use the skills and information you gained from this Institute?	On a scale of one to ten, how well did this Institute prepare you to become an online educator?
Fall 2017	9.87	9.87	9.75
Summer 2018	9.60	9.90	9.40
Fall 2018	9.78	10	9.57

"The Institute set a golden standard for online education. The live sessions, along with the assignments, modeled holistic learning opportunities and effective teaching strategies. It was incredibly well-rounded and of high quality!" - Pedagogy Institute graduate (Fall 2017)

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Institute home page

Pedagogical approaches to advance social justice: Connection to the Institute

- Universal design for learning
- Accessibility
- Inclusive teaching
- Addressing current events in class, including those impacting social justice
- Geographic and demographic diversity
- Community agreements & setting the tone for discussions on topics of social justice

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Institute Evolution
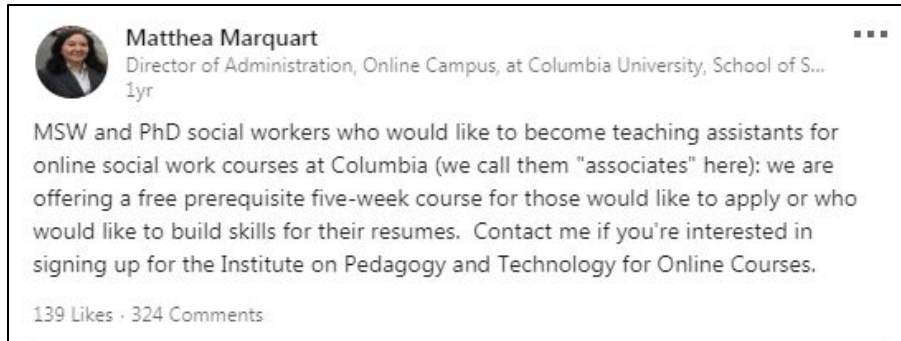
Early online faculty training (2014-16)	Second year of early online faculty training (2016-17)	Launched the Institute on Pedagogy and Technology for Online Courses (2017)	Updated the Institute on Pedagogy and Technology for Online Courses (2018)
● Consisted of 2 live online class sessions ● Focused only on designing live synchronous class sessions	● Consisted of 4 live online class sessions ● Added more info & practice with the web conferencing tools ● Separate training for instructors & associates	● Consisted of 5 weeks of asynchronous homework + weekly live online class sessions ● Added pedagogy, practice with the learning management system, and info about Columbia policies ● Brought instructors & associates together	● Consisted of 5 weeks of asynchronous homework + weekly live online class sessions ● Added more info & practice with the learning management system and practice with other educational tech tools ● Enabled participants to work ahead ● Added CEUs

Lessons learned re: logistical considerations

Recruiting & retaining participants	Differing participant technology & levels of technical skills	Enforcing high standards (passing grade = 90%)
- How to identify potential candidates? - How to decide who's admitted and who goes on the waitlist? - How to motivate busy people to complete a 25-hour training? - How to persuade participants that the learning activities are worth their time?	- How to prepare participants to fully participate, without going to their homes to set up their tech? - How to help participants deal with stress around technology? - How to help participants differentiate where to go for support with various types of technical questions?	- How to support tenured faculty or other VIPs who are having difficulty passing? - How to help participants deal with stress around grades? - How to help participants with questions about course content? - How to grade assignments quickly? How to manage a team of graders?

How we recruit our Institute cohorts

- Word of mouth
- Email to CSSW and personal networks
- Personal invitations to known online instructor candidates
- Personal social media

Matthea Marquart
Director of Administration, Online Campus, at Columbia University, School of S...
1yr

MSW and PhD social workers who would like to become teaching assistants for online social work courses at Columbia (we call them "associates" here): we are offering a free prerequisite five-week course for those would like to apply or who would like to build skills for their resumes. Contact me if you're interested in signing up for the Institute on Pedagogy and Technology for Online Courses.

139 Likes · 324 Comments

Matthea Marquart
@MattheaMarquart

To my social work colleagues interested in online education, we have opened our application for our fall Institute on Pedagogy and Technology for Online Courses:

Institute on Pedagogy and Technology for Online Courses -...
The deadline has passed for our Fall institute, but if you sign up below, we will add you to the email invitation list for our Summer 2019 institute cohort. Thank you for your interest in the...
docs.google.com

12:26 AM - 13 Sep 2018

4 Retweets 19 Likes

1   4   ♥ 19

Community agreements are key

Monday Community Agreements - Fall 2018

- kind responses even during struggles or disagreements // Kindness
- assume the best intentions // remembering we're all tired from a long day, not being judgy or snippy // elicit and ask for feedback without assuming it is negative // Intention vs. Impact
- Being honest
- Listen to learn and understand
- reflect before responding // practice critical reflection :)
- Confidentiality
- Using preferred pronouns when applicable.
- asking questions rather than making assumptions // Ask clarifying questions (rather than assume or jump to a conclusion)
- Take Risks
- Flow in/flow out // one person speaks at a time
- Being respectful and patient as we all learn how to navigate the technology // Patience // ask for help when you need rather than disengaging // be patient
- using clear and straight forward language // using non-gendered terms // avoid big words or buzz words that don't really mean anything and don't nec convey what we are really trying to say
- Keep your mic muted unless otherwise noted
- Rcognize the expertise in the group // creating an environment where we agree to be open about what we know, and what we don't know // Speak from your own experience
- Stay engaged
- say ouch (then educate the group) if something is offensive and oops as a way of apologizing
- Practice self care // take the self care break, you need it!
- address power dynamics as best we can
- Forgive typos in the chat
- using the icons (applause, smile, turtle and rabbit) reguarly

Thursday Community Agreements - Fall 2018

- Use I statements
- agree to disagree
- Active Listening // Listen Attentively // reflective listening // listen to understand not form your response // One mic
- Respect // Respectful responses // respect others opinions // To respect others // Respect opinions and each other // to be aware of tone and language = repsect // respect is knowing that your truth isn't the only one // watch the language in chat or tone of message during chat // Language and tone // For me respect means getting curious about different opinions; not judgemental // Respect is also to encourage others to express their views
- be open minded // Be open minded
- Remeber we all come in at different levels of knowledge
- Remain professional
- mute your microphone
- Step up step back
- Be aware of assumptions // clear statements without judgement or bias // acknowledge microaggressions // Clarify your statements, you can be direct without appearing dismissive or short
- constuctive feedback
- Own our own statements/opinions if challenged. Take responsibility for what we say in an open-minded way. Be willing to be challenged
- Be mindful
- Check your ego
- Affirm differing perspectives // No judgement // Be supportive // encourage one another
- Assume the best of others
- Do not use ALL CAPS it can be taken as yelling // avoid caps that can be understood as yelling
- Be present
- apologize if you hurt or offend someone
- There is enough space for us all to share this platform. Let's have FUN while learning!
- ask questions, even if you feel like it is a dumb question, others may be wondering the same thing
- Be flexible

Friday Community Agreements - Fall 2018

- Being respectful of each others ideas
- read/listen carefully before reacting
- assume good intentions
- that we agree to work from an anti-oppressive, stengths based lens // Be aware of possible microaggressions
- know that folk feel anxious and vulnerable
- Remembering everyone's experience is different // Being patient and respectufl of each others levels (technology)
- Constructive Reflection // Consturctive reflection requires considering both sides of an argument // Constructive reflection would mean to offer suggestions to another student in a way that is helpful to their learning and growth
- Be patient with the process!// Be patient
- we are all in it together - help learning community members when you can // Important to be supportive of one another
- Seeking to understand, before being understood
- If someone gets upset about something to remember that tone can be misinterpreted in text form. Take a breathe and clarify with the other person.
- permission to make mistakes

Themes:

Respect, kindness, patience, listening, trying, mindfulness of the community

Community-building throughout

Examples:

- Introductory discussion forum (about what participants have in common)
- Webcam dance parties before class began / after class, including a special Halloween lip sync battle before class began
- Fun videos during breaks
- Playlist of songs played before class began: http://tinyurl.com/InstitutePlaylist or https://sptfy.com/1fsy

Lobby Lip Sync Battle – Columbia's Fight Song

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!

https://youtu.be/gVsXseZJPg0

Participant feedback

- "I found the Institute to be of highest quality. Matthea and the rest of the instructional team (and Online Campus dept) are very informative, supportive, and extremely helpful in the process of learning a monumental skill of teaching online (which can be a bit overwhelming at first as a novice, myself!). They not only were teaching a class, but truly encouraging of building a community amongst all the students. Despite all of us being in different locations, I really felt the 'connection' amongst us all that we were all learning and developing online teaching skills with each other."

- "I thought the quality of the Institute was exceptional. It was extremely organized, the educational team was responsive to email questions, and Matthea seems like an expert in the realm of online education. The live sessions were carried out so seamlessly.... I feel much more equipped to enter this sphere. Thank you!"

- "Definitely a model for how all online courses should be conducted."

- "The quality of this course was so much higher than I expected. Before enrolling in this institute, I was skeptical that an online class could be as engaging and rigorous as a residential one, but the past several weeks have taught me that they may be even more demanding."

For more participant impressions, go to Stephen Cummings & Melissa Thompson's session tomorrow morning! (April 11 @9am, Jones Room, 3rd floor): Teacher as Student: Developing empathy in an online pedagogical course.

Instructor perspective: Johanna Creswell Báez

- The Institute supports social work educators in feeling comfortable and proficient with technology and online pedagogy
- Supports social work educators in online teaching best practices:
  - Building community and interpersonal relationships between the instructor and students and between students (Secret, Bentley, & Kadolph, 2016)
  - Focus on social presence and authentic connection with students to support communication (Bentley, Secret, & Cummings, 2015; Rapp-McCall & Anyikwa, 2016)
  - Effective engagement of students, including using a range of technology tools (Farrel et al., 2018; Hibbert, Kerr, Garber, & Marquart, 2016; Levin, Whitsett, & Wood, 2013)
  - Promotion of instructor immediacy that requires frequent and purposeful interactions with students to support interactivity (Marquart et al., 2016)

- Another perspective: *"The instructional team first creates a vibrant, welcoming online learning community that reflects what is expected for our students. The aptly titled training offers a blend of pedagogical/andragogical exploration along with experiential training in the use of the online classroom and the learning management system. As online instructors, we were also challenged to create learning environments that are inclusive of all learning styles, communication styles, and technical abilities through the use of tools including (but certainly not limited to) breakout rooms/discussions, polls, live chats and live note-taking."* - Dawn E. Shedrick, Instructor

Associate perspective: Kristin Garay

- Build empathy for the online student experience

- Gain hands-on practice with the both the Learning Management System (Canvas) and the web conferencing platform (Adobe Connect) used in online classes.

- Course activities and assignments require students to actively engage in planning to support a course. For example:
  - Creating a weekly schedule
  - Composing and sending a welcome announcement in Canvas
  - Create a high quality on-camera image by properly setting up lighting, webcam, and background
  - Create an assignment, a quiz, and a discussion board in Canvas
  - Contact Canvas support with a question

Administrator perspective: Rebecca Y. Chung

- "For me, the Pedagogy Institute set the standard for online education. Every week also modeled holistic learning opportunities and effective leadership strategies that I was immediately able to apply in my role at CSSW. All that I've learned -- from the readings, discussions, assignments to live sessions -- has equipped me with a wealth of knowledge and relevant skills that I still apply to this day. It was incredibly well-rounded and of high quality, and I think everyone should attend. I walked out of it feeling challenged and inspired to think critically about the impact I have as an administrator working for an online program."

- Another perspective: *"I participated in the Institute in fall 2018 to learn about effective strategies and use of tools for engaging students online. The Institute reshaped my perception of online education. I was thoroughly impressed with how the course explained and underlined the ongoing role of pedagogy in a way that resonated with me as someone who had no prior instructing experience. It provided me with the opportunity to learn about and experiment with the different tools that can be used to create high quality and engaging educational content."*

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Turn & talk discussion: Application to your unique program?

1. What type of faculty training do you already have in place at your institution?

2. What have you heard here that would benefit your faculty training? E.g. are there any ideas that would help with existing challenges?

3. What's your key takeaway from this session?

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Q&A

If you would like to contact us:

- **Delia Ryan:** Email der2153@columbia.edu
- **Matthea Marquart:** Twitter @MattheaMarquart or Email msm2002@columbia.edu
- **Johanna Creswell Báez**: Email jc2515@columbia.edu
- **Kristin Garay**: Email: keg2143@columbia.edu
- **Rebecca Y. Chung**: Email rc2703@columbia.edu

If you'd like to apply for our Summer 2019 Institute, follow Matthea on Twitter, where she will post the link to the application form. Also, our team is working on a journal article about the Institute, and she will post that as well.

Connect with CSSW & join us at our free online events

Columbia University School of Social Work:

- Online Campus: https://socialwork.columbia.edu/academics/online-msw/
- Twitter @ColumbiaSSW
- Join our email list at the bottom of our website: 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

- ***All of you for your fantastic session participation!***
- Everyone here who has graduated from the Institute on Pedagogy and Technology for Online Courses!
- The team who has worked on the first four Institutes and made it excellent: Agata Dera, Ana Quiñones, Chelsea Walus, Erika Wiseberg, Jneé Hill, Josh Levine, Kristin Anderson, Krystal Folk, Marianna Da Costa, Sierra Spriggs
- The many Online Campus community members who have volunteered their time as guest speakers
- Steven Schinke
- Julien Teitler
- Jackie Martinez
- Columbia University School of Social Work
- Columbia University School of Social Work's Online Campus