

Training Online Social Work Educators: An Award-Winning Institute for Virtual Faculty



Johanna Creswell Báez, Matthea Marquart, & Rebecca Yae-Eun Chung
Monday, November 16th, 2020 from 5-6:00pm EST

Welcome!



Please feel free to tweet about this session:

@CSocialWorkEd @MattheaMarquart @Jcreswellbaez @ColumbiaSSW

#CSSWInstitute

#APM2020

Learning Objectives

- Describe the key elements of the online pedagogy institute
 - Explain how establishing an intensive institute for prospective online faculty can support diversity, equity and inclusion in online social work education
 - Discuss lessons learned in training new online faculty
-
- Q&A: Share experiences & Ask Questions

AGENDA

- | | |
|---|---|
| 1 | Welcome, agenda, and introductions |
| 2 | Intro to CSSW's Institute on Pedagogy and Technology for Online Courses |
| 3 | How the Institute supports diversity, equity, and inclusion in online social work education |
| 4 | Lessons learned in training new online faculty |
| 5 | Wrap up, Q&A, and thank you |

Your Presenters



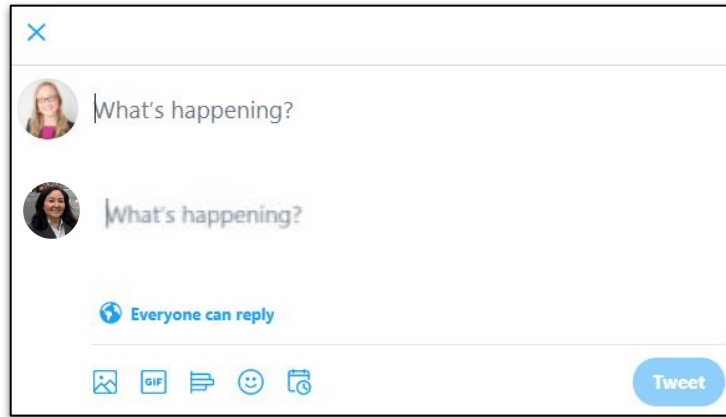
Johanna Creswell Báez, PhD, LCSW; Twitter @Jcreswellbaez
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Matthea Marquart, MSSW; Twitter @MattheaMarquart
Assistant Dean, Online Education; Lecturer
<https://www.linkedin.com/in/matthea-marquart/>

Introductions: Tweet

Please think about what brought you to this webinar and feel free to tweet your response to us:



#CSSWInstitute

[@MattheaMarquart](#) [@Jcreswellbaez](#)

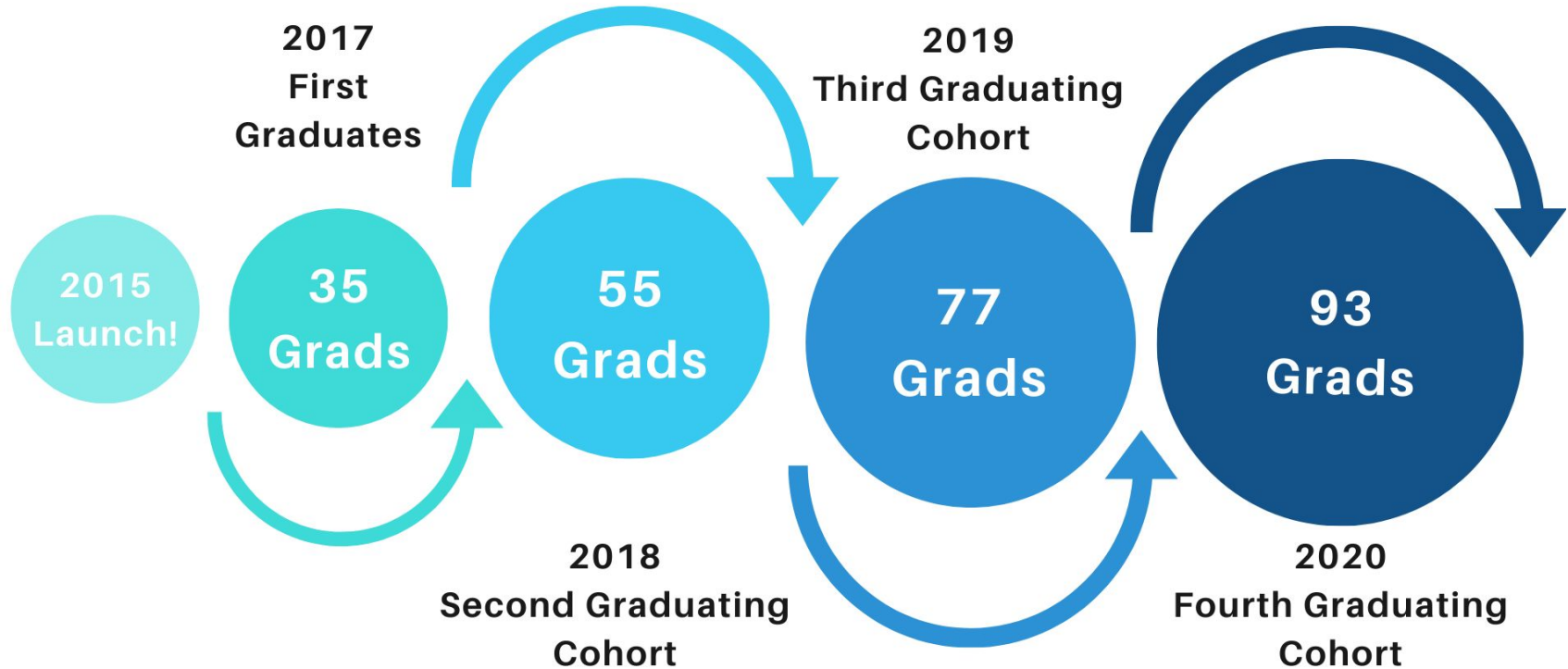
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Intro to the Columbia University School of Social Work's (CSSW) Online Campus

- [Fully online Master's of Science in Social Work](#)
 - Program options: 1) Clinical, 2) Generalist, 3) Management/Leadership/Entrepreneurship, 4) Policy
- Launched in Fall 2015; First graduates in May 2017
- Primary model: Weekly synchronous classes in Adobe Connect + asynchronous homework in Canvas
 - To become an online instructor or associate (TA), candidates must pass our **Institute on Pedagogy and Technology for Online Courses**

CSSW Online Campus Growth



Overview of CSSW Online Campus Faculty Development Overall

Successfully completed



SUCCESSFULLY COMPLETED



Foundational training:

- 1) **Institute on Pedagogy and Technology for Online Courses**
- 2) Institute on Technical Skills for Online Event Production

Successfully completed



Successfully completed



Successfully completed



INTENSIVE WORKSHOP



Ongoing training:

- 1) Annual Online Faculty Development Series
- 2) Intensive Workshops

[Learn more about our Online Campus faculty development](#)

What does this Institute training entail?

Gives prospective faculty an online student experience, modelling our online courses

Five weeks, 5 hours/week

- Weekly live class sessions
- Weekly asynchronous homework

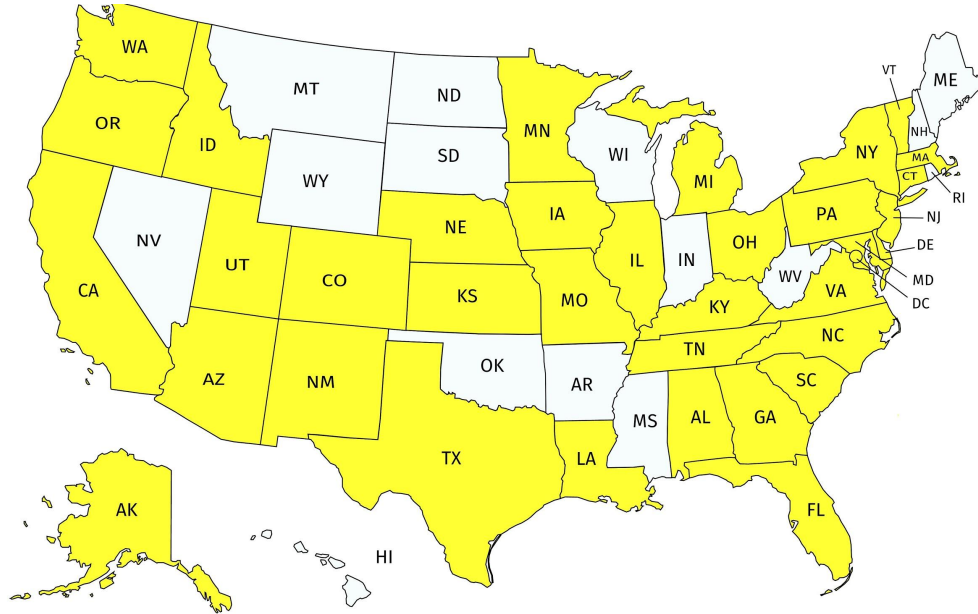
Overview:

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.

Where do Institute participants join from?

Participants have joined from 35 US states and Australia, Canada, France, and India.

We have had 331 total participants pass.



Institute home page

☰ Online Pedagogy Institute_Fall 2019

Home

Modules

Announcements

24/7 Canvas Help

Syllabus

People

Grades

Conferences

Student Wellness

Online Pedagogy Institute_Fall 2019

COLUMBIA School of **SOCIAL WORK**
Make waves. Move mountains. Change lives.



Welcome to the Institute on Pedagogy and Technology for Online Courses!



Video welcome from Steven Schinke (1945-2019), D'Elbert and Selma Keenan Professor of Social Work, Senior Director of the Online Campus, and winner of the [2015 Excellence in Online Teaching Award](#) from the Online Learning Consortium.

Steven was a champion of CSSW's Online Campus; you can read more about him in this Inside Higher Ed article: [Unique](#)

[Memorial for Beloved Online Professor](#).

The Institute is Award Winning

Institute on Pedagogy and Technology for Online Courses, has won:

- [International E-Learning Award](#), Academic Division, Blended Learning Category (2018)
- [UPCEA Mid-Atlantic Region Award](#), Faculty and Staff Development (2019)
- [International Distance Learning Award](#), Excellence in Teaching/Training Award, USDLA (2019)
- [Learning in Practice Award](#), *Chief Learning Officer* magazine (2020)

Where can I read more?

- [An article](#) in the *Journal of Teaching in Social Work* (October 2019)
 - Citation: Báez, J. C., Marquart, M., Chung, R. Y. E., Ryan, D., & Garay, K. (2019). Developing and Supporting Faculty Training for Online Social Work Education: The Columbia University School of Social Work Online Pedagogy Institute. *Journal of Teaching in Social Work*, 39(4-5), 505-518. <https://doi.org/10.1080/08841233.2019.1653419>
- [A blog post](#) by a past participant in the Institute, Laurel Hitchcock (November 2019)
- A United States Distance Learning Association (USDLA) [blog post](#) about the Institute, by Valary Oleinik (August 2019)
- [Application](#) for those who are interested in this Institute
- [Poster](#) for Columbia University Celebration of Teaching and Learning Symposium (February, 2020)

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Institute supports diversity, equity, and inclusion: Content

- **Discussion of social justice themes, including UDL, costs of readings, etc.**
 - Discussions are held on Universal Design for Learning to support accessibility for all learners, and on how to address current events, particularly those impacting social justice.
- **Critical reflection throughout** -- participants engage in critical reflection to uncover and consider their own biases about teaching and learning (Brookfield, 2017).

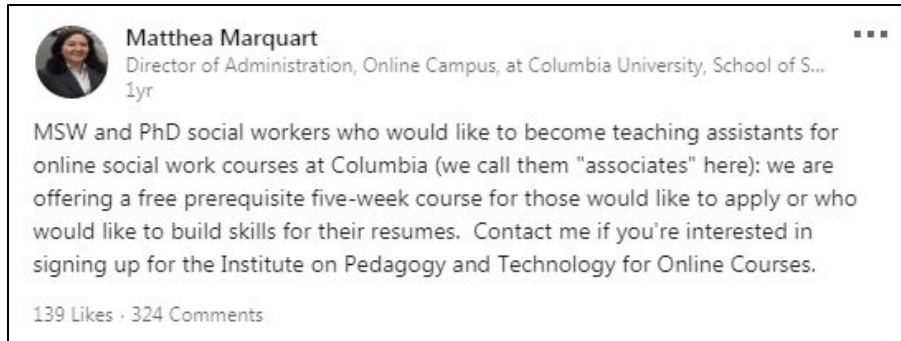
Brookfield, S. D. (2017). *Becoming a critically reflective teacher*. John Wiley & Sons.

Institute supports diversity, equity, and inclusion: Structure

- **Scheduling for adjunct availability**, multiple weekly session options
- **Open recruiting** (outside of hierarchical rolodexes) -- opening up the possibility of teaching to social workers who wouldn't have had access
- **Diversity in guest speakers, and in guest speaker perspectives** (instructor, technical support, former students)
- **Co-create Community agreements** -- which are revisited throughout the Institute
- **Peer learning** in breakout groups & discussion forums

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 - Fall 2018

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

Co-create Community agreements -- which are revisited throughout the Institute, and are encouraged to identify how and why this activity can create an inclusive environment for students.

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 judgmental 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
- **Recognize 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 outch (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) regularly**

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 = respect** // **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**
- **Remember 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**
- **constructive 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, strengths based lens** // **Be aware of possible microaggressions**
- **know that folk feel anxious and vulnerable**
- **Remembering everyone's experience is different** // **Being patient and respectful of each others levels (technology)**
- **Constructive Reflection** // **Constructive 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



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>

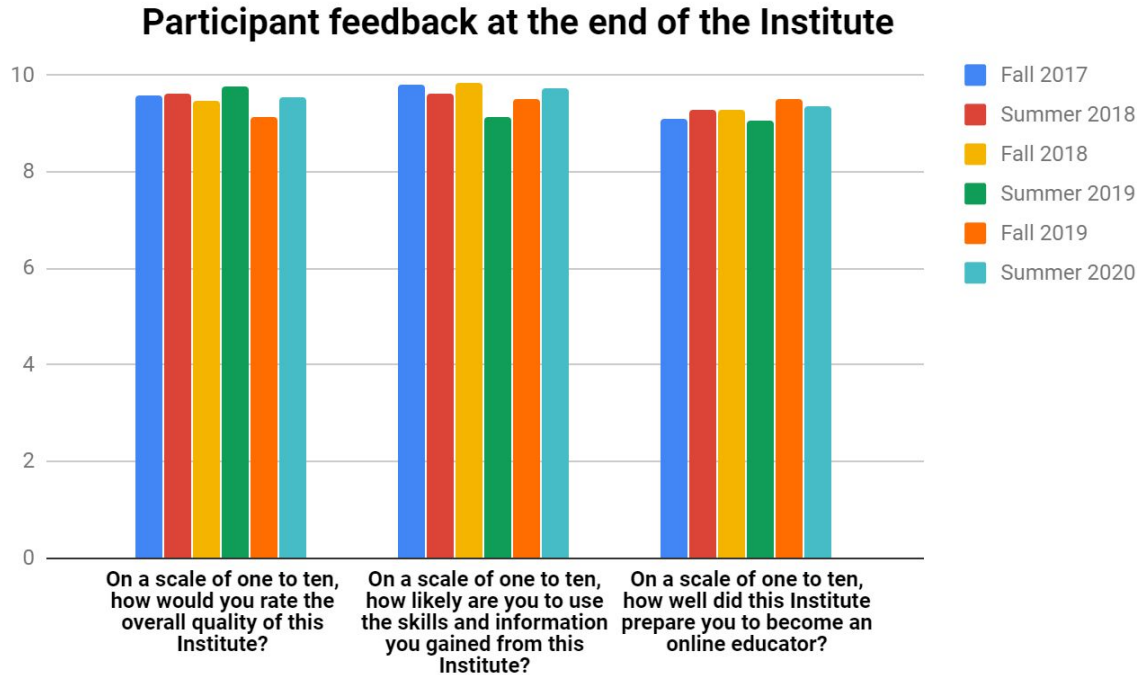
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Lessons learned re: logistical considerations

Recruiting & retaining participants	Differing participant technology & levels of technical skills	Enforcing high standards (passing grade = 90%)
<ul style="list-style-type: none">● 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?	<ul style="list-style-type: none">● 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?	<ul style="list-style-type: none">● How to support 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?

What do Participants Think of the Institute?



Participant feedback

- “I found the Institute to be of highest quality....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 ... 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.”

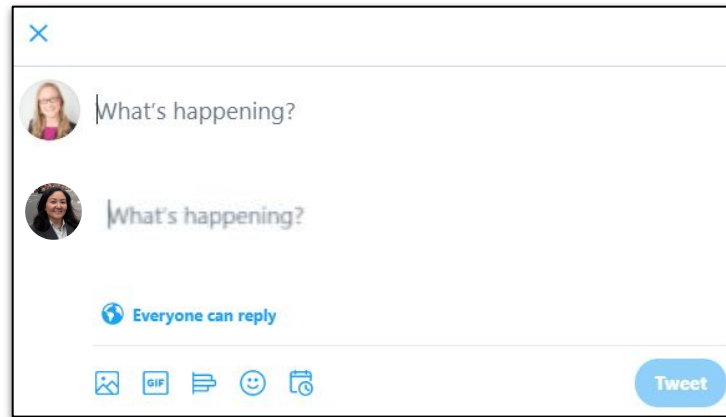
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Tweet:

Application to your unique program?

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



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[@MattheaMarquart](#) [@Jcreswellbaez](#)

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Columbia University School of Social Work:

- [Online Campus](#)
- Twitter @ColumbiaSSW
- Join our email list at the bottom of our [website](#)
- [YouTube](#)
- [Eventbrite](#)
- [LinkedIn](#)
- [Free recordings & resources from our award-winning webinar series](#) to support faculty who are new to teaching online



- Our co-leader of this Institute, Delia Ryan
- The team who has worked on the first seven Institutes and made it excellent: Agata Dera, Ana Quiñones, Andi Snyder, Anna Maria Montes, Chelsea Walus, Elexia Lowe, Erika Wiseberg, Erin Hefner, Jennifer So, Jneé Hill, Josh Levine, Kristin Anderson, Krystal Folk, Marianna Da Costa, Meg Florio, Nicole Wong, Samantha Franklin, Sierra Spriggs, and Vitina Monacello
- The many Online Campus community members who have volunteered their time as guest speakers
- Steven Schinke, Julien Teitler, Melissa Begg, Jackie Martinez, Tiffany Rasmussen
- Our social work colleagues who have joined us for past Institute cohorts
- Columbia University School of Social Work
- Columbia University School of Social Work's Online Campus
- CSWE and the APM team

Q&A

Tweet: [#CSSWInstitute](#) [@MattheaMarquart](#) [@Jcreswellbaez](#)

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- **Johanna Creswell Báez:** Email jc2515@columbia.edu