

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



Matthea Marquart, Lia W. Marshall, & Delia Ryan
Friday, March 24, 2023 from 1:00-2:00pm EST

Welcome!



Please feel free to tweet about this session:

@USDLA

@MattheaMarquart

@ColumbiaSSW

#CSSWInstitute

Abstract

At Columbia University's School of Social Work, instructors who teach with the online campus pass a 5-week Institute on Pedagogy and Technology for Online Courses. Launched in 2017, this is a fully virtual professional development training that includes five live class sessions and about 15 hours of homework. Over 400 educators have passed in the first nine cohorts, earning a digital badge. This presentation will share the details of this institute, and how CSSW's online campus uses it to recruit, train, and engage online faculty.

This institute was recognized by USDLA with an International Award for Excellence in Training in 2019.

AGENDA

- | | |
|---|---|
| 1 | Welcome, agenda, and introductions |
| 2 | Intro to CSSW's Institute on Pedagogy and Technology for Online Courses |
| 3 | Logistical details |
| 4 | How CSSW's online campus uses this Institute to recruit, train, and engage online faculty |
| 5 | Wrap up, Q&A, additional resources, and thank you |

Your Presenters



Matthea Marquart, MSSW; Twitter @MattheaMarquart
Assistant Dean, Online Education; Senior Adjunct Lecturer
<https://www.linkedin.com/in/matthea-marquart/>



Lia W Marshall, PhD, MSW
Manager of Course Development, Online Campus; Adjunct Instructor
<https://www.linkedin.com/in/liawmarshall>



Delia Ryan, LMSW
Live Support Specialist, Online Campus
<https://www.linkedin.com/in/delia-ryan-lmsw-52a73436/>

What's in this for you?

- Learn about CSSW's Institute on Pedagogy and Technology for Online Courses
- Learn the details of this institute
- Learn how CSSW's online campus uses it to recruit, train, and engage online faculty



- Share experiences



- Ask questions



- Add to your toolkits

Introductions

Please share in the chat:

- What brought you to this webinar?
- What are you hoping to learn about?
- What industry do you work in?

Please feel free to chat throughout this session

We are happy to answer questions throughout the session, and we'd value sharing your experiences, too. Plus this is a great chance to network and connect with others.

If you're tweeting, please tag us:

@USDLA @MattheaMarquart @ColumbiaSSW

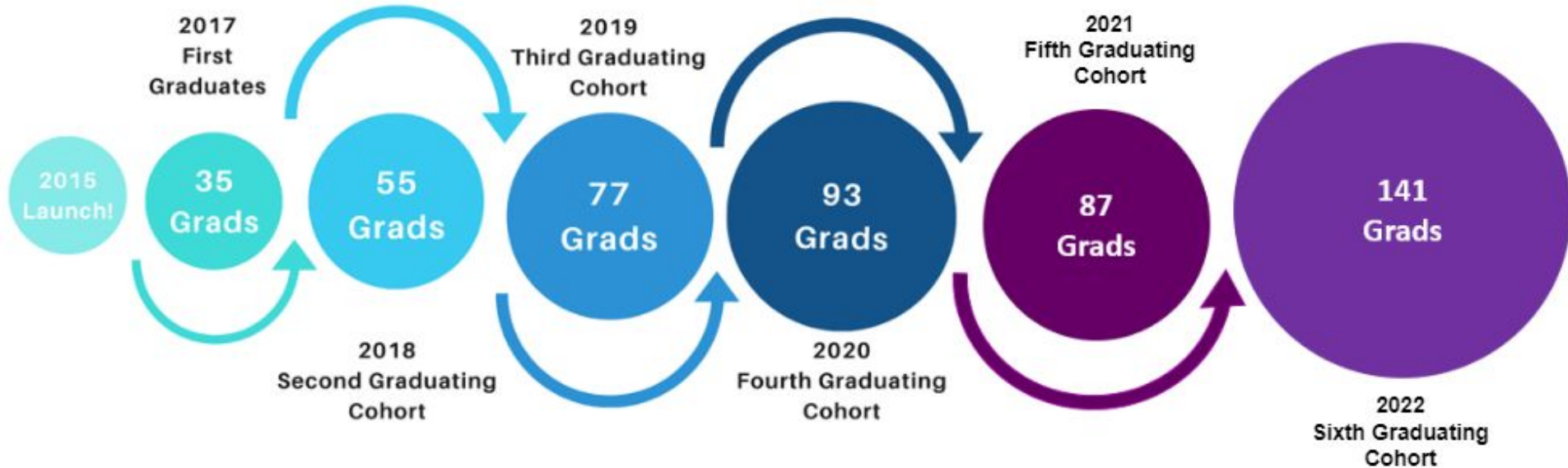
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Intro to the Columbia University School of Social Work's (CSSW) Online Campus

- [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's Online Campus Graduates



488 Online Campus grads since 2017

Overview of CSSW Online Campus Faculty Development Overall



25 hours



15 hours

Foundational training (40 hours available):

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



10 hours



8 hours



10 hours



10 hours



10 hours

Ongoing training (58+ hours available):

- 1) Annual Online Faculty Development Series
- 2) Intensive Workshop on Power, Trauma, Grading
- 3) Advanced Workshop on Designing Engaging and Interactive Synchronous Online Class Sessions
- 4) Institute on Canvas, Pedagogy, and Creating & Grading Engaging Learning Activities
- 5) Other less formal training: Mentoring groups, office hours, conference proposal clinics, pop-up faculty development, virtual writing retreats, etc.



6 hours



4 hours



variable

[Learn more about our faculty development](#)

	Academic Publications	Conference Presentations	Awards & Media
Institute on Pedagogy and Technology for Online Courses	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 , 2019 & published as a chapter in Online and Distance Social Work Education: Current Practice and Future Trends , 2020	<ul style="list-style-type: none"> ● Columbia University Center for Teaching and Learning Celebration of Teaching and Learning Symposium, 2020 - poster ● Council on Social Work Education, 2020 - slides ● Network for Social Work Management, 2019 - poster ● Social Work Distance Education Conference, 2019 - slides ● UPCEA Mid-Atlantic Regional Conference, 2020 ● UPCEA invited webinar, 2020 - slides 	<ul style="list-style-type: none"> ● International E-Learning Award (IELA, 2018) ● International Award for Excellence in Training (USDLA, 2019) ● Faculty and Staff Development Award (UPCEA Mid-Atlantic, 2019) ● Learning in Practice Award (Chief Learning Officer Magazine, 2020) ● Outstanding Program Award (UPCEA National, 2023) ● The Best Teachers are Also Amazing Learners, USDLA Blog ● Reflections from the Summer 2019 Institute, Teaching & Learning in Social Work Blog
Institute on Technical Skills for Online Event Production	Developing Technical Expertise to Support Synchronous Online Classes: The Columbia University School of Social Work Institute on Technical Skills for Online Event Production, International Journal of Advanced Corporate Learning , 2021	<ul style="list-style-type: none"> ● UPCEA Mid-Atlantic Regional Conference, 2020 - slides ● Network for Social Work Management, 2021 - slides 	<ul style="list-style-type: none"> ● International E-Learning Award (IELA, 2020) ● Learning in Practice Award (Chief Learning Officer Magazine, 2022)
Annual Online Faculty Development Series	(in progress)	<ul style="list-style-type: none"> ● The New School's Management & Social Justice Conversation Series, 2020 - slides ● UPCEA Mid-Atlantic Regional Conference, 2020 - slides ● Network for Social Work Management, 2021 - slides 	<ul style="list-style-type: none"> ● Faculty and Staff Development Award (UPCEA Mid-Atlantic, 2020) ● Learning in Practice Award (Chief Learning Officer Magazine, 2021) ● International Award for Excellence in Training (USDLA, 2021)
Webinar Series for Educators Moving to Remote Teaching Due to COVID-19	Promoting Quality E-Learning During the COVID-19 Pandemic via an Award-Winning Webinar Series for Faculty Transitioning to Teaching Online, IEEE Xplore , 2021	<ul style="list-style-type: none"> ● Sixth International Conference on e-Learning, 2020 - slides 	<ul style="list-style-type: none"> ● International E-Learning Award (IELA, 2020) ● Crisis Management Marketing Award (UPCEA, 2020) ● During Pandemic, In-House Expertise Anchors Faculty New to Teaching Online, CSSW News ● Teaching Teachers to Teach Online, IELA Blog

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.

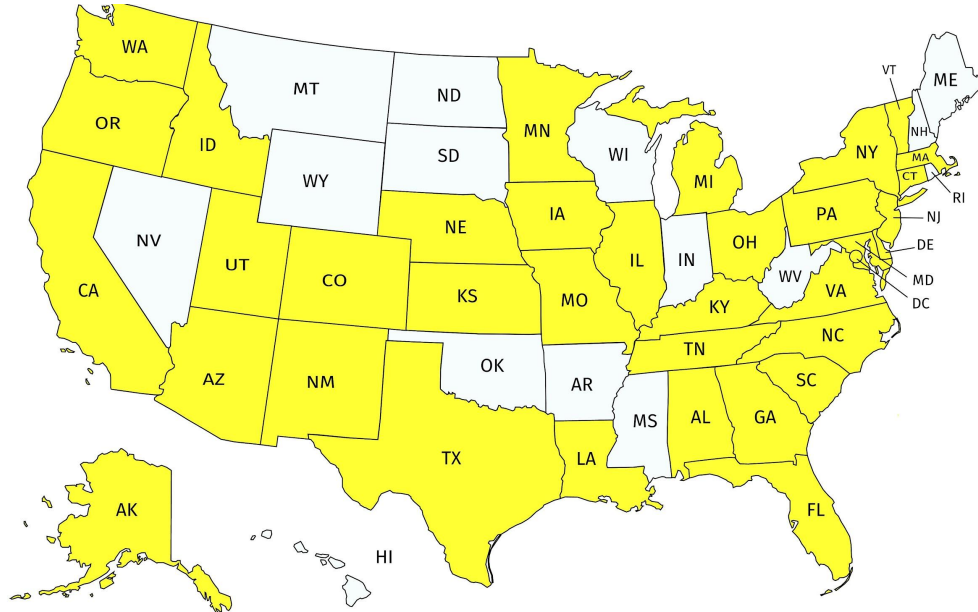
Your experiences

Please let us know in the chat:

- Have you participated in a formal training like this?
- What kind of training does your organization require for virtual instructors or facilitators?

Where do Institute participants join from?

Participants have joined from 35 US states and Australia, Canada, France, and India.
We have had 406 total participants pass in our first 9 cohorts.




Institute home page


☰ Summer 2023_online pedagogy institute

Home
Modules
Announcements
24/7 Canvas Help
Syllabus
People
Grades
BigBlueButton
Secure Exam Proctor

Summer 2023 Institute on Pedagogy and Technology for Online Courses [▲]

 **COLUMBIA** | SCHOOL OF SOCIAL WORK

CELEBRATING 125 YEARS OF
RESEARCH, POLICY & ADVOCACY
SINCE 1898



Institute welcome - Schinke

Welcome to CSSW's
Institute on Pedagogy and
Technology in Online Courses

MORE VIDEOS

0:00 / 5:46

YouTube

Copy link

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)
- [Faculty and Staff Development](#), UPCEA Mid-Atlantic Region, (2019)
- [International Distance Learning Award](#), Excellence in Teaching/Training Award, USDLA (2019)
- [Learning in Practice Award](#), *Chief Learning Officer* magazine (2020)
- [Outstanding Program Award: Noncredit](#), UPCEA National (2023)

Where can I read more?

- An article in the Journal of Teaching in Social Work (October 2019): [Developing and Supporting Faculty Training for Online Social Work Education: The Columbia University School of Social Work Online Pedagogy Institute](#)
- A United States Distance Learning Association (USDLA) blog post about the Institute, by Valary Oleinik (August 2019): [The best teachers are also amazing learners](#)
- A blog post by a past participant in the Institute, Laurel Hitchcock (November 2019): [Reflections from the Summer 2019 Institute on Pedagogy and Technology for Online Courses](#)

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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

Modules view

▶ Getting Ready for the Institute (before we begin) (deadline to complete all tasks is May 31 at 9am EST)

▶ Live Class Session Log-in and Info

▶ Our Community Agreements

▶ Week 1 (starts June 5 but you're welcome to work ahead)

▶ Week 2 (starts June 12 but you're welcome to work ahead)

▶ Week 3 (starts June 26 but you're welcome to work ahead)


▶ Reminder: We have the week between weeks 3 and 4 off for the 4th of July holiday

▶ Week 4 (starts July 10 but you're welcome to work ahead)

▶ Week 5 (starts July 17 but you're welcome to work ahead)

▶ Week 3 (starts June 26 but you're welcome to work ahead)

Pedagogy

 In your groups: Week 3 reading and discussion - chapter on how to motivate students to learn
Jul 1 | 10 pts

 Download the chapter by Ambrose et al (2010) on What factors motivate students to learn?


Pedagogy at CSSW

 Role of Live Support Specialists & the weekly preflight meeting

 Whose role: Instructor, Associate/TA, or Live Support Specialist?
Jul 3 | 9 pts

Technology at CSSW: Canvas


 Canvas: How to create & edit assignments, discussion forums, quizzes

 Practice setting up a new assignment in the Canvas test site, and submit a screenshot
Jul 3 | 10 pts

 Practice setting up a discussion forum in the Canvas test site, and submit a screenshot
Jul 3 | 10 pts

 Practice setting up a quiz in the Canvas test site, and submit a screenshot
Jul 3 | 10 pts

Technology at CSSW: Adobe Connect

 Share your Adobe Connect experience: An activity or tool you like
Jul 3 | 5 pts

Institute on Pedagogy & Tech for Online Courses - Live Session 3

 Participate in week 3 live session
Jun 30 | 10 pts

After Participating in Live Session 3

 Reflection Journal: Institute week 3 (Available June 26)
Jul 3 | 10 pts

Types of homework activities

- Readings
- Discussion forums -- whole-group and small-group
- Quizzes and surveys
- Reflection journals
- Peer-reviewed sample class agendas
- Interactive videos with embedded questions
- Practice being proctored by AI
- Practice recording a presentation on webcam
- Hands-on practice with editing the learning management system
- Optional practice activities

Example class view (many layouts used throughout)

The screenshot displays the Adobe Connect interface for a meeting titled "CSSW Institute on Pedagogy and...". The main content area shows a presentation slide from Columbia University School of Social Work. The slide title is "Welcome Back to CSSW's Institute on Pedagogy and Technology for Online Courses, Session 5". Below the title, there are "Tech reminders" listed as follows:

- ★ Make sure you restarted your computer recently (or do it now)
- ★ You need a webcam, headset with mic (plugged in before logging in), and hard-wired Internet connection – you can test your webcam on your own using the Preview mode
- ★ You need at least two light sources aimed at your face
- ★ Make sure your background is professional or neutral
- ★ Run the Speaker & Microphone Setup (above), and activate and mute your mic

The interface also includes a video gallery on the left showing two participants: Matthea Marquart and Delia Ryan. Below the video gallery is an attendees list with sections for Hosts (Delia Ryan and Matthea Marquart), Presenters (0), and Participants (0). A chat window at the bottom shows "Everyone" and a message stating "Chat history has been cleared". On the right side, there is a "LAYOUTS" panel with various view options like "Large webcams", "Bird's Eye View", "Final Wrap Up", "Guest Speaker 1", "Guest Speaker 2", and "Panel".

Types of live class session activities

- Interactive mini lectures
- Review polls, feedback polls
- Low-stakes pop quizzes
- Chat activities
- Breakout group discussions
- Guest speakers and Q&A
- Screen share demo
- Break videos, mindfulness activities, and games

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 - Please wear a mask**
@MattheaMarquart

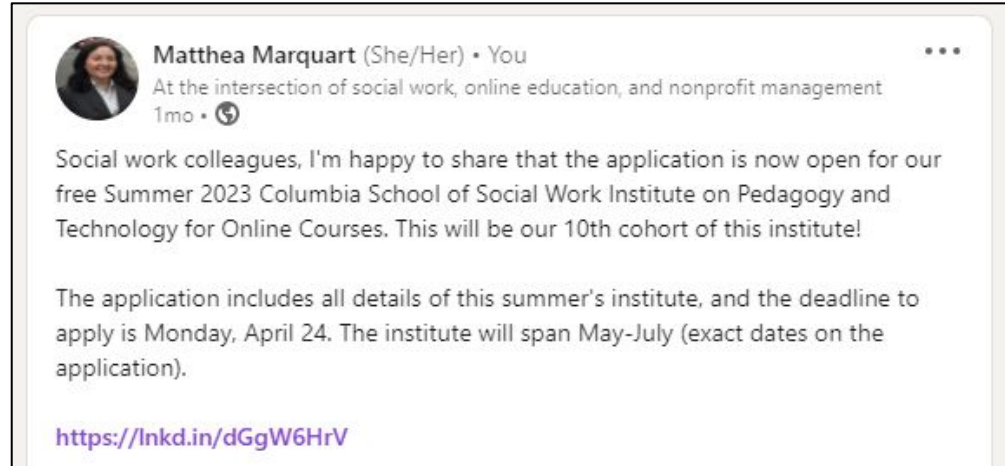
#Socialwork #SWTech colleagues, the application is open for our free Summer 2023 Institute on Pedagogy & Tech for Online Courses. This will be our 10th cohort of this institute! The app includes all details & the deadline to apply is Mon, April 24.



forms.gle/d8r6LB6uzHJqQo...

1:22 PM · Feb 2, 2023 · 993 Views

 View Tweet analytics

3 Retweets 3 Quotes 14 Likes



 **Matthea Marquart (She/Her) · You**
At the intersection of social work, online education, and nonprofit management
1mo · 

Social work colleagues, I'm happy to share that the application is now open for our free Summer 2023 Columbia School of Social Work Institute on Pedagogy and Technology for Online Courses. This will be our 10th cohort of this institute!

The application includes all details of this summer's institute, and the deadline to apply is Monday, April 24. The institute will span May-July (exact dates on the application).

<https://lnkd.in/dGgW6HrV>



Matthea Marquart (She/Her) · You

At the intersection of social work, online education, and nonprofit manage...

1mo · 🌐



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<https://lnkd.in/dGgW6HrV>

If you'd like to learn more about this award-winning institute:

ARTICLES

1) An article in the Journal of Teaching in Social Work (October 2019):

<https://lnkd.in/dFYbCCZH>

2) A United States Distance Learning Association (USDLA) blog post about the Institute, by Valary Oleinik (August 2019): <https://lnkd.in/dRX8x6k>

3) A blog post by a past participant in the Institute, Laurel Hitchcock (November 2019): <https://lnkd.in/dyXtD3n>

ONE-PAGERS (CONFERENCE POSTERS)

1) Columbia University Center for Teaching and Learning Celebration of Teaching and Learning Symposium poster (February 2020): <https://lnkd.in/dKm2YXTe>

2) Network for Social Work Management conference poster (June 2019): <https://lnkd.in/dfDhVWyD>

PRESENTATION SLIDES

1) CSWE Annual Program Meeting (November 2020): <https://lnkd.in/dMwMvK7>

2) UPCEA webinar (February 2020): <https://lnkd.in/dpbGXfBP>

3) Social Work Distance Education conference slides (April 2019): https://lnkd.in/dydcyM_4

I co-lead this institute with [Delia Ryan](#), and [Lia W Marshall](#), and we are lucky to work with a fabulous institute team!



Google Forms - easily create and analyze surveys.

accounts.google.com · 1 min read



Stephen Cummings · 1st

MSW Program Director at University of Iowa School of Social Work

1mo ...

This was a great learning experience!



Gary Livshits, LMSW, LCAT, CRPA · 1st

Health Care Professional with 20 + years of Clinical and Administrativ...

1mo ...

I really enjoyed learning new skills!



Kalisha Smith, LCSW CASAC-M (She/Her) · 1st

Social Work Leader and Consultant Specializing in Equitable Health a...

1mo ...

I've shared it with my network! Perfect course that puts you in the position as a student to also experience their point of view in the student seat! Experiential Learning at it's finest! I'm forever grateful for the experience!



David Bolt · 1st

Strategic Talent Management | Coaching | Workplace Mental Health A...

1mo ...

What an excellent experience this was! Highly recommend it!



Leslie Yaffa, MSW, RSW, EdD · 1st

Founder/ Head Volunteer- Jahmeyka Project

1mo ...

Great course, changed how i saw SW online education!!!!!!

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 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) 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

To read more: [Creating Community Agreements Collaboratively with Online Students: Reasons, Anti-Racist Considerations, and Logistics in Adobe Connect](#)

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>

Your experiences

Please let us know in the chat:

- What kinds of community-building activities have you enjoyed in online webinars or workshops?

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?

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Recruiting & training faculty

- All faculty who teach with our online campus need to pass this institute
- This institute serves as a way to recruit new adjunct faculty
- Existing adjunct faculty often recruit colleagues
- This training is also helpful for faculty who want to work at other institutions, or who want to teach in person
- [Application](#) -- applicants must have an MSW

Your experiences

Please let us know in the chat:

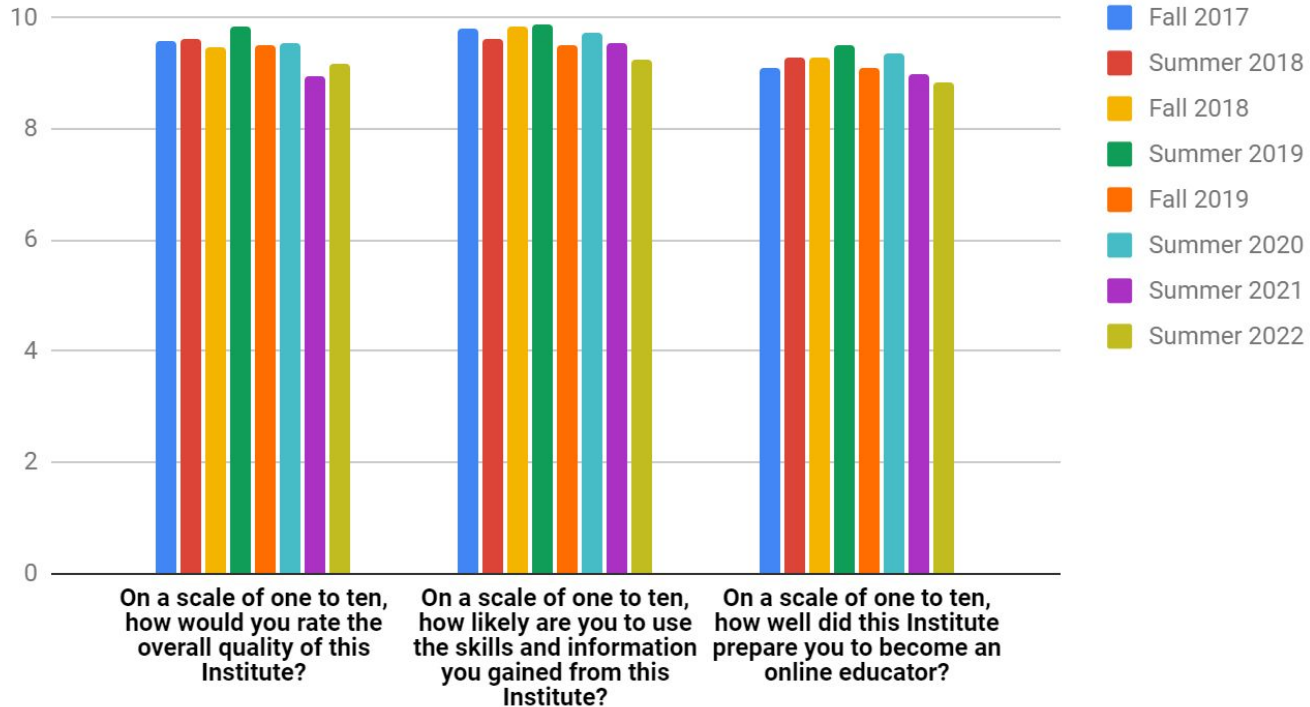
- How do you recruit new instructors or workshop facilitators?

Engaging faculty

- Existing faculty are invited as guest speakers
- This training serves as a foundation for additional faculty development
- Many participants come to this institute with experience teaching in person, but without a background in online teaching or learning
- The institute converts skeptics who initially say they don't like online courses
- Candidates for future instructor roles also take this institute, e.g. TAs (called Associates) or Technical Support Specialists

What do participants think of the Institute?

Participant feedback at the end 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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20 helpful articles & resources re: online teaching & learning

1. Designing Engaging and Interactive Synchronous Online Class Sessions: Using Adobe Connect to Maximize its Pedagogical Value: [EdTech Books](#)
2. Lighting and webcam setup for teaching online classes: [One-pager](#)
3. Strategies for successfully engaging all students in live synchronous online classes: [One-pager](#)
4. Anti-racist pedagogical considerations and strategies for synchronous online courses: [One-pager](#)
5. A conversation about anti-racist approaches to student webcam requirements in online courses: [One-pager](#)
6. Trauma-Informed Teaching and Learning: Considerations For Teaching Online: [One-pager](#)
7. Twelve Online Educators Share Advice and Encouragement: [Association of American Colleges & Universities Liberal Education Blog](#)
8. Internet Survival Guide for Social Workers: [Teaching and Learning in Social Work Blog](#)
9. The Power of Lighting in a Virtual Classroom: Tips on Improving Webcam Lighting for Online Educators: [Teaching and Learning in Social Work Blog](#)
10. Trauma-Informed Online Teaching: Essential for the Coming Academic Year: [The New Social Worker](#)
11. Instructional Strategies for Synchronous Components of Online Courses, in [Creating Teacher Immediacy in Online Learning Environments](#)
12. Non-Disposable Assignments: Students as Producers and Sharers of Knowledge, Columbia CTL's [Voices of Hybrid and Online Teaching and Learning](#)
13. Sharing power with students by seeking their input on a grading rubric: [Teaching and Learning in Social Work Blog](#)
14. Dear Professors: Don't let student webcams trick you: Instructors who teach live online classes should thoughtfully consider whether to require students to use their webcams during class: [EDUCAUSE](#)
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Designing Engaging and Interactive Synchronous Online Class Sessions: Using Adobe Connect to Maximize its Pedagogical Value

Editors:

Matthea Marquart, Lia W. Marshall, Rebecca Yae-Eun Chung, & Kristin Garay

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Book website with additional resources:

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Wrapping up

Please share:

- What's your key takeaway from this session?

Q&A

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