

Additional Resources About Online Education from our Authors

If you'd like to learn more from our authors about online education, please take a look at the resources below.

Getting started with teaching online

Báez, J. C., Marquart, M., & Bidwell, L. (2020, March 17). **Need to move your class online in a hurry? Here's how.** *The Star Tribune*. <https://edtechbooks.org/-jFqU>

Dera, A. (2021, May 6). **Internet Survival Guide for Social Workers.** *Teaching & Learning in Social Work Blog*. <https://edtechbooks.org/-SONx>

Dera, A. (2020, March 16). **The Power of Lighting in a Virtual Classroom: Tips on Improving Webcam Lighting for Online Educators.** *Teaching & Learning in Social Work Blog*. <https://edtechbooks.org/-dazv>

Webinar series to support faculty who are new to teaching online: Recordings and resources

During March-April 2020, the Columbia University School of Social Work's Online Campus team hosted a free webinar series to support faculty who were quickly moving to remote teaching due to the pandemic. The series was open to anyone in the world, and the recordings and resources are openly available on [this Google Doc](#). The series was recognized by the International E-Learning Association with a 2020 International E-Learning Award, Academic Division, Blended Learning Category, and by the University Professional Continuing Education Association (UPCEA) with a 2020 Crisis Management Marketing Award.

Articles about this webinar series:

1. [During Pandemic, In-House Expertise Anchors Faculty New to Teaching Online](#), by CSSW's Communications Team
2. [Teaching Teachers to Teach Online](#), by Evelyn Levine
3. [Promoting Quality E-Learning During the COVID-19 Pandemic via an Award-Winning Webinar Series for Faculty Transitioning to Teaching Online](#) by Marquart, Báez, and Florio (paywall)

Advice for online students, including professional benefits of taking online courses

Alzuru, M. & Marquart, M. (2015, July 6). **Online students develop marketable professional skills.** *EDUCAUSE*. <https://edtechbooks.org/-FunP>

Marquart, M. & Ryan, D. (2019, January 15). **Taking Online Courses -- 7 Professional Benefits for Social Work Students.** *Social Work Today*. <https://edtechbooks.org/-chu>

Wong, N. & Marquart, M. (2020, October 29). **7 Insider Tips for Online Students from Recent Online Degree Grads Who Now Work in Online Education.** *The New Social Worker*. <https://edtechbooks.org/-myRu>

Trauma-informed teaching and learning online

Bernier, H. & Smith, K. (2022). **Moment of Action.** In *Voices of Hybrid & Online Teaching and Learning*. The Columbia University Center for Teaching and Learning. <https://edtechbooks.org/-ZBRJ>

Hitchcock, L.I., Báez, J. C., Sage, M., Marquart, M., Lewis, K. & Smyth, N.J. (2021). **Opportunities from COVID-19: A roadmap from crisis to a new transformational normal for the social work classroom.** *Journal of Social Work Education*. Special issue on Teaching, Field Education, and Administration in the Time of Pandemic or Natural Disaster. <https://edtechbooks.org/-wenT>

Marquart, M. & Báez, J. C. (2021, July). **Recommitting to trauma-informed teaching principles to support student learning: An example of a transformation in response to the coronavirus pandemic.** *Journal of Transformative Learning* 8(1), 63–74. Special issue on Disrupted

Learning Amid the Pandemic. <https://edtechbooks.org/-sRP>

Marquart, M., Carello, J., & Báez, J. C. (2020, July 3). **Trauma-Informed Online Teaching: Essential for the Coming Academic Year.** *The New Social Worker*. <https://edtechbooks.org/-Nbtd>

Marquart, M., Seibel, K., Wong, N., & Scott, N. (2022). **Fostering a Spirit of Collaboration by Sharing Power with Students about Course Decisions.** In Thompson, P. & Carello, J. (Eds.) *Trauma-Informed Pedagogies: A Guide for Responding to Crisis and Inequality in Higher Education*. Palgrave Macmillan. <https://edtechbooks.org/-RTuR>

Marquart, M., Seibel, K., & Wong, N. (2020, June 8). **Fostering a spirit of collaboration with Social Work Students during the COVID-19 Pandemic.** *Teaching and Learning in Social Work Blog*: <https://edtechbooks.org/-nrKR>

Marquart, M. & Verdooner, E. (2019, June 16). **Sharing power with students by seeking their input on a grading rubric.** *Teaching and Learning in Social Work Blog*: <https://edtechbooks.org/-uDFo>

Ortega, A. (2022, March 30). **The Trauma Impact of Cancel Culture.** *The Affirmative Couch*. <https://edtechbooks.org/-Jaif>

Segal, K. (2022). **Mindfulness in the Classroom.** In *Voices of Hybrid & Online Teaching and Learning*. The Columbia University Center for Teaching and Learning. <https://edtechbooks.org/-ZQvE>

Smith, K. & Bernier, H. (2022). **Moment of action.** In P. Thompson & J. Carello (Eds.), *Trauma-informed pedagogies: A guide for responding to crisis and inequality in higher education*. Palgrave Macmillan.

Active learning & student engagement in online and hybrid classrooms

Akilova, M., Donovan, A., Miles, B., Phillips, N. & Verdooner, E. (2021, April 10). **Theory is Not Enough! Experiential and Project-Based Approaches to Teaching International Social Work.** *Journal of Human Rights and Social Work*, 6. 193-203. <https://edtechbooks.org/-vvVn>

Bidwell, L. & Báez, J. C. (2023, Jan 13). **The Impact of ChatGPT and AI on Higher Education: Navigating the Rapidly Changing Landscape.** <https://edtechbooks.org/-afBm>

Counselman-Carpenter, E. & Aguilar, J. (2021, November 13). **Best Practices for Assessing Digital Literacy and Strengthening Online Teaching Pedagogy of Digitally Immigrant Stakeholders in Higher Education.** Paper for The Learning Ideas Conference. <https://edtechbooks.org/-rrA>

Counselman-Carpenter, E., Meltzer, A. & Marquart, M. (2020). **Best practices for inclusivity of Deaf/deaf/Hard of Hearing students in the synchronous online classroom.** *World Journal of Education*. <https://edtechbooks.org/-oJJ> and <https://edtechbooks.org/-tgPj>

Hibbert, M., Garber, A., Kerr, K., & Marquart, M. (2016, March). **That Human Element: Fostering Instructor Presence Through Online Instructional Videos.** In S. D'Agustino (Ed.), *Creating Teacher Immediacy in Online Learning Environments* (pp. 91-112). Hershey, PA: IGI Global. <https://edtechbooks.org/-Egwg>

Marquart, M. & Counselman-Carpenter, B. (2019, March 18). **Practical Tips: Applying Accessibility Practices across a Curriculum.** In Hitchcock, L., Sage, M., & Smyth, N. (Eds.), *Teaching Social Work with Digital Technology*, p. 326. Alexandria, VA: CSWE Press. <https://edtechbooks.org/-hHGq>

Marquart, M. & Counselman-Carpenter, B. (2019, March 18). **Case Study: Teaching Online with Students who are Deaf.** In Hitchcock, L., Sage, M., & Smyth, N. (Eds.), *Teaching Social Work with Digital Technology*, pp. 327-28. Alexandria, VA: CSWE Press. <https://edtechbooks.org/-hHGg>

Marquart, M. & Counselman-Carpenter, B. (2017, June 23). **Supporting the success of online students who are deaf: Lessons presented at #SWDE2017.** *Teaching and Learning in Social Work Blog*: <https://edtechbooks.org/-zHLz>

Marquart, M. & Drury, M. A. (2018, April). **How Co-Teaching and Other Strategies Promote Lively Student Engagement.** In Herman, J. & Nilson, L. (Eds.), *Creating Engaging Discussions: Strategies for "Avoiding Crickets" in Any Size Classroom and Online* (pp. 81-91). Sterling, VA: Stylus Publishing, LLC. <https://edtechbooks.org/-SoLS>

Marquart, M., Fleming, M., Rosenthal, S., & Hibbert, M. (2016, March). **Instructional Strategies for Synchronous Components of Online Courses.** In S. D'Agustino (Ed.), *Creating Teacher Immediacy in Online Learning Environments* (pp. 188-211). Hershey, PA: IGI Global. <https://edtechbooks.org/-AQIB>

Marquart, M. & Folk, K. (2021, January 7). **Twelve Online Educators Share Advice and Encouragement.** *Association of American Colleges & Universities Liberal Education Blog*. <https://edtechbooks.org/-kHay>

- Marquart, M. & Russell, L.R. (2020, September 10). ***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 Transforming Higher Ed Blog. <https://edtechbooks.org/-eCNQ>
- Marquart, M., Segal, K., Ortega, A., Curtain, M., & Feldmann, B. (2021, June 17). **Addressing Substance Use in Online Classes: What do you do when a student at home starts drinking an adult beverage during a virtual class? Five academics offer strategies for dealing with it without shaming or stigmatizing.** *Inside Higher Ed*. <https://edtechbooks.org/-cDI>
- Marquart, M. & Verdooner, E. (2020, September). **Strategy: Co-creating Classroom Community Agreements.** *Journal of Faculty Development*, 34(3). Special section on Pedagogy: Modifying Active Learning Strategies to Fit HyFlex/BlendFlex Instruction. <https://edtechbooks.org/-raBE> and <https://edtechbooks.org/-vuqE>
- Marshall, L. & Balasundaram, A. (2021). **Non-Disposable Assignments: Students as Producers and Sharers of Knowledge.** In *Voices of Hybrid & Online Teaching and Learning*. The Columbia University Center for Teaching and Learning. <https://edtechbooks.org/-ACZ>
- Nair, M. & Nair, U. (2013). **Engaged Learning: Preparing for Professional Practice.** Foreword by David L. Cooperrider. Los Angeles, CA: University of Southern California Figueroa Press. ISBN-13: 9780182155903 <https://edtechbooks.org/-JHJ>
- Ortega, A., Andruczyk, M., & Marquart, M. (2018, January 4). **Addressing Microaggressions and Acts of Oppression Within Online Classrooms by Utilizing Principles of Transformative Learning and Liberatory Education.** *Journal of Ethnic & Cultural Diversity in Social Work*, 27(1), 28-40. <https://edtechbooks.org/-wMt>
- Segal, K. (2022). **Create community in the classroom.** In *Teaching Transformations: Faculty Reflections and Insights on Pandemic Practices*. The Columbia University Center for Teaching and Learning. <https://edtechbooks.org/-oID>
- Verdooner, E. & Marquart, M. (2021, February). **A Modified Version of HyFlex: Piloting Remote Live Participation at Columbia University's School of Social Work.** In Beatty, B. (Ed.), *Hybrid-Flexible Course Design: Implementing student-directed hybrid classes*. EdTech Books. <https://edtechbooks.org/-GVAR>
- Verdooner, E. & Marquart, M. (2020, September). **Strategy: End of Semester Reflection.** *Journal of Faculty Development*, 34(3). Special section on Pedagogy: Modifying Active Learning Strategies to Fit HyFlex/BlendFlex Instruction. <https://edtechbooks.org/-raBE> and <https://edtechbooks.org/-WVK>

Planning online events, courses, trainings, & workshops, including online faculty development

- Araújo Dawson, B. & Counselman-Carpenter, E. (2022, January 21). **Strategic Planning for Long-Term Online Course Improvement.** In Kumar, S. & Arnold, P. (Eds.) *Quality in Online Programs: Approaches and Practices in Higher Education*. Brill. <https://edtechbooks.org/-SwDs>
- Báez, J. C., Marquart, M., Chung, R., Ryan, D., & Garay, K. (2019, October). **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. Special Issue: Online and Distance Social Work Education: Current Practice and Future Trends. <https://edtechbooks.org/-LMdR>
- Folk, K., Marquart, M., Florio, M. B., & Garay, K. (2021). **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*, 14(1), 15-28. <https://edtechbooks.org/-tUrt>
- Marquart, M., Báez, J. C., & Florio, M. B. (2020, December). **Promoting Quality E-Learning During the COVID-19 Pandemic via an Award-Winning Webinar Series for Faculty Transitioning to Teaching Online.** Paper in the Proceedings of the 6th International Conference on E-Learning. IEEE Xplore. <https://edtechbooks.org/-yzAQ>
- Marquart, M., Rizzi, Z. J., & Parikh, A. D. (2010, April). **Using e-learning to train youth workers: The BELL experience.** *Afterschool Matters Journal*, 10. 28-36. <https://edtechbooks.org/-qrtP>
- Marquart, M., & Rizzi, Z. J. (2009, November). **Case study of BELL e-learning: Award-winning, interactive e-learning on a nonprofit budget.** *International Journal of Advanced Corporate Learning*, 2(4), 50-56. <https://edtechbooks.org/-AMcw>
- Segal, K., Jethwani, M., Marquart, M., Curtain, M., & Lowe, K. (2021, September 24). **The Power of Faculty Support Spaces: Whether faculty work on campus, remotely or in a hybrid model, supporting their well-being is vital.** *Inside Higher Ed*. <https://edtechbooks.org/-eZgk>



This content is provided to you freely by EdTech Books.

Access it online or download it at

https://edtechbooks.org/designing_engaging_interactive_synchronous_online_classes/additional_resources_online_educat