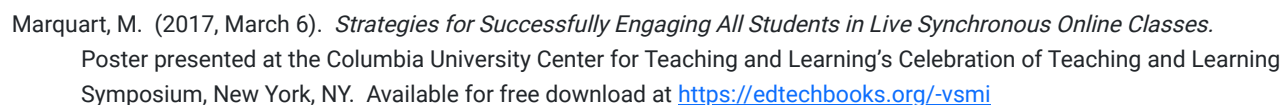


## Matthea Marquart &amp; Kristin Garay

# One-pager: Strategies for Successfully Engaging All Students in Live Synchronous Online Classes




## One-pager: Tips for webcam and lightning set-up

**Lighting and webcam setup for teaching online classes**

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Online Campus Admin Team: Kristin Garay, Matthew Marquart, Rebecca Yee-Eun Chung, and Adrienne Crowell Baez  
Page 1 of 2

### How to light your face



**"The Solo Lamp"**

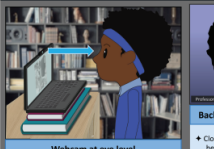
- One (1) lamp or light
- Directly in front of instructor
- Direct light too bright for your eyes? Use a "filing light" or light diffuser!



**"The Double Lamp"**


- Two (2) lamps or lights
- Place one on each side of you, angled toward your face
- Adjust angle until you've eliminated areas of shadow on your face

### How to set up your webcam



**Webcam at eye level**

- Webcam set up so that the line between your eye and the webcam is parallel to the floor
- Tip: Raise your laptop with a book
- Webcam not tilted up or down



**Background and framing**

- Close enough to webcam for head and shoulders to fill the frame
- Background is simple, professional, and uncluttered

### Lighting Checklist

- ☐ Face is brightly and evenly lit
- ☐ Room is evenly lit
- ☐ No bright lights located behind you
- ☐ Webcam is at eye level
- ☐ Head and shoulders comfortably fill image
- ☐ Simple, professional, and uncluttered background

Garay, K., Marquart, M., Chung, R.Y., & Báez, J. C. (2020). Lighting and webcam setup for teaching online classes. Available for free download at <https://edtechbooks.org/-Ruun>

## One-pager: Trauma-informed teaching online

**Trauma-Informed Teaching and Learning Online: Principles & Practices During a Global Health Crisis**

<b>Physical, Emotional, Social, &amp; Academic Respect</b>	<p>Acknowledge, normalize, and discuss difficult topics that are coming up in their community and in the news.</p> <ul style="list-style-type: none"> <li>• Provide content warnings and note the difficult crisis we are all in together</li> <li>• Ask students what they find to be difficult. Listen and empathize</li> <li>• Acknowledge that feelings of being overwhelmed and helplessness (and others) may arise, note that seeing other students' feelings may be triggering for some students</li> <li>• Think about how to balance this time with also covering course content</li> </ul>
<b>Trustworthiness &amp; Transparency</b>	<p>Create class routines or rituals.</p> <ul style="list-style-type: none"> <li>• Create structured break times and a class agenda that is shared</li> <li>• Create a ritual that you do in each class, such as starting with a 15-minute class check-in discussion and ending with validations</li> </ul>
<b>Support &amp; Connection</b>	<p>Conduct regular check-ins with students to help determine how students are doing and if adjustments or supports are needed.</p> <ul style="list-style-type: none"> <li>• Let your students know that you are there for them</li> <li>• Check-in and follow up in with students who express concerns</li> <li>• Provide referral information for campus resources, such as advising, writing services, etc.</li> </ul>
<b>Collaboration &amp; Mutuality</b>	<p>Have class members provide input, share power and make decisions.</p> <ul style="list-style-type: none"> <li>• Facilitate student-led discussions and activities</li> <li>• Use student feedback to inform/revise your present and future classes</li> <li>• Invite students to collaborate on revising policies, assignments, and grading</li> </ul>
<b>Empowerment, Voice, &amp; Choice</b>	<p>Build in choices where possible. Remind each other that it is okay to "take a break."</p> <ul style="list-style-type: none"> <li>• Develop individualized quick break tools: taking a breath, stepping away for a few minutes, and helping students figure out one that works for them.</li> <li>• Allow students to choose their own short break times during a class</li> </ul>
<b>Cultural, Historical, &amp; Gender Contexts</b>	<p>Respect one another's diverse experiences and identities.</p> <ul style="list-style-type: none"> <li>• Note that each student might be going through something different: Caregiving for others, pick themselves, without access to technology, struggling with finances, etc. Provide compassion for the range of diverse experiences and struggles</li> <li>• Acknowledge that particular populations may be targeted or face racism, such as people who look Asian during COVID-19 pandemic and provide support and compassion</li> </ul>
<b>Resilience, Growth, &amp; Change</b>	<p>Recognize our individual and collective strength and resilience.</p> <ul style="list-style-type: none"> <li>• Practice compassion by conveying warmth and support in your communications with students</li> <li>• Use hopeful and optimistic language, laugh when you can</li> <li>• Point out what was done well - in class and with assignments</li> </ul>

Online Campus Admin Team: Adrienne Crowell Baez, Matthew Marquart, Kristin Garay, and Rebecca Yee-Eun Chung

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Adapted from: Camilo, J. (2018). Examples of trauma-informed teaching and learning in college classrooms. Retrieved from <https://traumainformedteaching.org/resources/>

Báez, J. C., Marquart, M., Garay, K., & Chung, R.Y. (2020). Trauma-Informed Teaching and Learning Online: Principles & Practices During a Global Health Crisis. Available for free download at <https://edtechbooks.org/-aHu>

# One-pager: Anti-racist pedagogical considerations and strategies for synchronous online courses



Marquart, M., Marshall, L.W., Chung, R.Y., Garay, K., & the Columbia University School of Social Work's Online Campus Community. (2022, March 29). *Anti-racist pedagogical considerations and strategies for synchronous online courses*. Poster for the Columbia University Center for Teaching and Learning's Celebration of Teaching and Learning Symposium, New York, NY. Available for free download at <https://edtechbooks.org-crKY>





## Matthea Marquart

Columbia University School of Social Work

Matthea Marquart is a social worker, leader, educator, and online education expert. She is the Assistant Dean of Online Education at Columbia University's School of Social Work (CSSW), a Senior Lecturer teaching innovative courses, and the creator and co-facilitator of CSSW's Institute on Pedagogy and Technology for Online Courses. She began working with CSSW's Online Campus in 2014 during beta testing and launch preparation, helped launch the Online Campus in 2015, and has focused on collaborating on the online program's continuous improvement and growth since then. Her team's work with CSSW's Online Campus has won numerous awards, including from the International E-Learning Association, the University Professional and Continuing Education Association, the United States Distance Learning Association, and Chief Learning Officer Magazine. Matthea publishes and presents frequently, including over 125 invited and refereed talks, workshops, keynote speeches, and conference sessions about education, training, teaching with technology, and nonprofit management.

She is honored to have been recognized by the Council on Social Work Education's Women's Council as a Feminist Mentor, by the Network for Social Work Management with an Exemplar Award for exemplary performance and leadership as a social work executive leader, by the White House and Americorps with a President's Gold Volunteer Service Award in recognition of volunteer service to community and country, and by the NYC chapter of the National Association of Social Workers with an Emerald Leadership Award for 16-25 years of exemplary leadership and contributions to the Social Work profession. Matthea began working in education in 1997, and in online education in 2008. She holds a BA in English from Emory University and an MS in Social Work from Columbia University. She is passionate about student-centered teaching and learning, and can be reached on Twitter, on LinkedIn, or on her website.



### Kristin Garay

Columbia University School of Social Work

Kristin Garay has been the Manager of Online Campus Technology at Columbia University School of Social Work since 2017. She graduated from Columbia School of Social Work's (CSSW) 16-month program in 2016 with a clinic focus in the areas of health, mental health & disability. Her field placements were at the Ali Forney Center and New York-Presbyterian Hospital's School Based Health Centers. She became a Live Support Specialist (LSS) at CSSW's online program in 2016 before assuming her current role as Manager of Online Campus Technologies in 2017.



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