

Designing Engaging and Interactive Synchronous Online Class Sessions

Using Adobe Connect to Maximize its Pedagogical Value

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

Table of Contents

Unit 1. About this book	1
Four Reasons Not to Require Students to be on Webcam All the Time Matthea Marquart & Roxanne Russell	3
Quick Resources About Pedagogy and Technology that May be Helpful to Share Matthea Marquart & Kristin Garay	7
Foreword Ray Schroeder	13
Acknowledgements Matthea Marquart, Lia W. Marshall, Rebecca Yae-Eun Chung, & Kristin Garay	15
Unit 2. Examples of Whole-class Activities	17
Creating a Mindful Learning Environment using Adobe Connect Katherine A. Segal	19
Creating Community Agreements Collaboratively with Online Students: Reasons, Anti-Racist Considerations, and Logistics in Adobe Connect Matthea Marquart, Amelia Ortega, Dawn E. Shedrick, Elise Verdooner, & Malwina Andruczyk	29
The Use of a Large Chat Pod to Encourage Chat Participation About Particular Questions Joshua Levine	45
Using Large Slides and a Smaller Chat Pod to Focus Attention on Mini-Lecture Content Helen Garcia	51
Creating Opportunities for Student Voice in Online Classes by Using Polls for Feedback Krystal Folk	55
Using Polls to Guide Class Check-in Time Katherine A. Segal	63
Using a Poll and a Second Chat Pod to Wrap Up the Class Session Delia Ryan	69
Adobe Connect Status Icons: A Useful Feature to Increase Engagement Sahani Chandraratna	

	73
Bringing All Students onto Webcam Together for Special Circumstances: Using a Large Video Pod Matthea Marquart	79
Using PowerPoint Portrait-Oriented Slides to Maximize Content Sharing Katherine A. Segal	83
Group Presentations in Adobe Connect: Using an Extra Wide Video Pod and Dedicated Second Chat Pod for Q&A Lia W. Marshall	93
Live Drawing Using a Second Webcam Agata Dera & Robert Paul Hartley	99
Using a Large Webcam Pod and Large Chat in a Panel View Layout: How to Create a Custom Virtual Stage for Successful Guest Speaker Presentations Agata Dera	107
Dedicated Chat Pods for Simulated Client Role Play Video Exercise in an Online Skills-Based Lab Mary Piepmeier & Jessica P. Satkunasingham	113
"Good Point. I Agree.": Challenging Students to Create "Thoughtful Contributions" in Class Sara Bartlett	123
A Moment of Action: Opening an Inclusive, Engaged, and Trauma-Informed Classroom Kelly Smith & Hans Bernier	131
In-Class Breaks: The Importance of Taking a Break During Online Classes and Considerations for Break Activities Elise Verdooner & Sarah Clem	139
Community-building in Adobe Connect: Using Layouts and Different Pods to Facilitate Games and Icebreaker Activities Marianna Stayer & Rebecca Yae-Eun Chung	153
Building Online Class Community Through Photos and Storytelling Morgan B. Ritacco	159
"Student Spotlight" Activity: Cultivating an Empathetic Online Community Sabeen Qureshi	163
Using Emojis in Adobe Connect to Encourage Student Engagement Mary B. Downs & C. Danette Wilson Gonzalez	

	169
AHA Moments: Connecting Online Course Content to Field Education Melissa Murphy Thompson	173
Using Layouts to Facilitate Guided Mindfulness, Meditation, and Yoga in Adobe Connect Classrooms Carly E. D. King	181
Mindfulness and the Engaged Online Classroom Aparna Samuel Balasundaram & Lia W. Marshall	187
Chair Yoga in the Online Classroom Murali Nair & Katherine A. Segal	195
Using PhotoVoice as a Teaching Tool in the Adobe Connect Classroom Elisabeth Counselman-Carpenter	205
Using a Creative Award Presentation to Review Semester Content and Leave a Lasting Impact Johanna Creswell Báez & M. Karen Lichlyter-Klein	211
Creating a Virtual Quilt: A Final Class Activity/Tool Sierra M Spriggs	219
Unit 3. Examples of Small-Group Breakout Activities and Debriefs	225
Enriching Classroom Discussions with Breakout Rooms Elise Verdooner	227
Enhancing Student Engagement in the 10-Minute Breakout Activity: Pre-assigning Groups and Roles Bonnie Glass, Edy Kupietzky, & Sabeen Qureshi	237
Showing Note Pods from Breakout Groups in one Layout to Debrief or Monitor Progress of a Breakout Conversation: Using a Birds Eye View Setup Vitina Monacello	247
KWL Charts: How to Implement this Teaching Technique in the Adobe Connect Online Classroom Sara E. Terrana	253
Breakout Exercise for Collective Syllabus Annotation in Adobe Connect Christine D. Holmes & Taylor Alexandra Eutsey	263
Concept Mapping: Bringing Universal Design for Learning to the Adobe Connect Classroom Sara E. Terrana	271

An Example of Using the Whiteboard for Small Breakout Groups in Adobe Connect: "Draw Poverty"	
Elexia A. Gonzalez Lowe	279
Scripted Role Play in Adobe Connect: Practicing Clinical Skills in an Online Classroom	
Elise Verdooner	285
Dimensions of Self Care: Exploring Clinical Issues for Social Workers in an Online Classroom	
Allison R. Ross & Ana R. Grullón V.	293
The Use of Polls to Facilitate Post-Role Play Exercise Debriefing Discussions in an Online Skills Lab	
Jessica P. Satkunasingham & Mary Piepmeier	303
Ending a Course with Gratitude: A Unique and Memorable Activity Acknowledging Student Contributions to the Class Community	
Agata Dera	311
Appendix	317
Author bios	319
Additional Resources About Online Education from our Authors	331



Alejandra M. Pickett

State University of New York System Administration, SUNY Online

Designing and planning for effective and efficient online engaging interaction in synchronous online instruction is not intuitive. It takes knowledge, skills, and a commitment to continuously improve your online course design and delivery. This book is full of information and resources that target practical active learning approaches specific to synchronous online interaction that you can adapt and apply in your own online instruction, and supports you in your efforts to do that in a reflective, mindful, and an intentional way. I highly recommend this book.



Stephen Cummings

University of Iowa School of Social Work

We're way beyond just porting what we do in traditional classrooms to the online environment. This book is essential for educators working hard to improve the online learning experience with real best practices. This is a practical guide that addresses myths about the online environment, using a framework of equity to make the learning experience a truly inclusive one for students. The focus on truly engaging students with the class content, rather than constantly managing student behavior, is truly inspiring.



Jennifer Hofmann

InSync Training

Virtual classrooms have been around for 20+ years - but still most publications are anecdotal and promotional. "Designing Engaging and Interactive Synchronous Online Class Sessions" is different. It is a resource on virtual learning that is focused on maximizing the instructional technology (in this case, Adobe Connect) but based on research and drawing on different experts in the field as strong contributors. This book provides the "why", the "how" and examples of activities in that maximize engagement. Worth space on your virtual bookshelf.



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.



Lia W. Marshall

Columbia University School of Social Work

Dr. Marshall is currently the Manager of Course Development and Lecturer at Columbia University's School of Social Work (CSSW) and co-facilitator of CSSW's Institute on Pedagogy and Technology for Online Courses. She has 10 years of public health and medical research administration experience in immunology, oncology and chronic disease prevention and management where she developed an expertise in managing NIH grants, in clinical trial administration, and health policy. Her research interests include older adult well-being, and aging-well-in-place by investigating the interconnections between social isolation, mobility, and the built environment. Her academic interests are in distance learning in higher education and Social Work education as a whole.

Dr Marshall received a PhD in Social Welfare from the University of California, Los Angeles (UCLA), a Masters of Social Work from California State University, Los Angeles (CSULA) and a Bachelors of Arts in Psychology from the University of California at Santa Cruz (UCSC). She is passionate about social justice and health equity.



Rebecca Yae-Eun Chung

Rebecca Y. Chung, LMSW, is the Program Manager for the Online Campus at the Columbia University, School of Social Work, and the Director of Management and Impact at STYRO Matters. She is also currently serving a 2-year appointment term with the National Unification Advisory Council, a presidential consultative body for South Korea. Her roles in different sectors and fields provide her with a unique perspective to contribute to a more socially equitable world.

Ms. Chung's professional experience ranges across international development, administration and management, strategic planning and programming, policy analysis, and direct service. She has previously worked for the NYC Department of Education, UNICEF, UNDP, the United Nations, and a number of grassroots international organizations. In the past few years, Ms. Chung has also been internationally recognized as an emerging leader in the field of social work and nonprofit management. She was honored by the Network for Social Work Management as a Mark Moses Distinguished Fellow in 2018, the Workforce Magazine as a Top-40-Under-40 Game Changer in 2019, UPCEA as an inaugural Bethaida "Bea" González Diversity in Leadership Scholar in 2020, and City & State and NYN Media as a rising Nonprofit 40-Under-40 leader in 2021. She has also been recognized for numerous awards with her team each year.

Ms. Chung holds a Master of Science in Social Work from Columbia University, with a concentration in Social Enterprise Administration and a field of practice in International Social Welfare. She also holds a Bachelor's degree in Psychology from the University of California, San Diego, with a double minor concentration in Computer Science and Technology, and Music. Ms. Chung is proud to serve her many communities and finds great meaning in her commitment to social justice and equality.



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.



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.

Unit 1

About this book

Four Reasons Not to Require Students to be on Webcam All the Time

Quick Resources About Pedagogy and Technology that May be Helpful to Share

Foreword

Acknowledgements



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/unit_1_introduction

Four Reasons Not to Require Students to be on Webcam All the Time

Matthea Marquart & Roxanne Russell

This chapter was first published as an EDUCAUSE blog article on September 10, 2020, under a Creative Commons license (BY-NC 4.0), with the title [Dear Professors: Don't Let Student Webcams Trick You](#). It is reprinted here with the permission of the authors.

During the spring 2020 semester, when higher education quickly shifted to remote online teaching in response to the coronavirus pandemic,¹ faculty and leadership didn't have much time to think carefully about the many details of teaching online. Now that the spring and summer semesters are behind us and we are facing remote teaching during the fall semester and possibly beyond, some faculty members may question whether to require all students in live online classes to be on webcam all the time. As experienced online educators, our answer is no for four reasons.

First is the issue of equity. Online classes with heavy webcam use require faster internet connections and newer computer equipment, and not every student is on equal footing in this regard. For example, some students report tech access problems such as "slow, rural internet." One student said, "[My] internet connection isn't strong enough to support me using my video. When I do, I am often kicked out of the Zoom classroom and have to reenter." Another student described the following untenable situation: "If I need video, I have to set up my decade-old personal computer, which is old and slow and acts like it is going to die any day now." In addition, requiring students to broadcast their homes to their classmates can bring socioeconomic differences to light, including details that students may prefer to keep private.²

Second, constantly being on webcam can detract from student learning. Having all students on webcam invites many distractions that can split students' attention, including a preoccupation with looking at themselves on screen, feeling pressure to perform for the instructor, watching other students' behavior, and looking at other students' home environments. It's difficult to focus on the instructor when classmates are doing things like eating messy meals, constantly shifting and moving, managing children, picking their noses, using the restroom, or sitting in a glorious sunny backyard. There's a reason many of us are tired of Zoom. According to an article published in The New York Times, "the distortions and delays inherent in video communication can end up making you feel isolated, anxious, and disconnected."³ In addition, if students don't want to be on webcam and are forced to do so, they may feel resentment, and if students are required to be on webcam while experiencing illness or grief, they may feel dehumanized. One student noted that the instructor "often tells us to turn on cameras without citing [a] reason. I don't think it's necessary because there are things that may occur in my remote experience at home that may be distracting to me, and I want to limit that to myself (for example, parents and pets often barge in, there's decoration in my childhood home that is rather embarrassing and unprofessional, and there is no option to go to a library or other setting, etc.)." Feelings of resentment and embarrassment can distract from learning. Conversely, allowing students to choose whether or not to be on webcam is an example of trauma-informed teaching—"an approach to college curriculum delivery that involves adopting a set of trauma-informed principles to inform educational policies and procedures."⁴

Third, requiring students to be on their webcams during class poses risks to good teaching. Instructors risk cognitive overload if they try to pay attention to all of their students' webcams while simultaneously focusing on teaching the class. If the instructor incorrectly perceives passive student webcam presence as interaction, they may focus less on incorporating meaningful interactive learning activities because they think that there is no need to do so. This is not exclusive to remote

learning. Carl Wieman—a Stanford University professor who is a leader in the use of experimental techniques to evaluate the effectiveness of various teaching strategies for physics and other sciences—said that approximately one thousand research studies confirm that active learning strategies consistently result in greater learning and lower failure and dropout rates than lecture-based teaching.⁵

Fourth, requiring all students to constantly be on webcam does not provide the benefits that proponents imagine it would, as human instructors cannot monitor twenty or more webcam images at once. Students as young as ten years old know how to fake their webcam presence, making it unreliable for enforcing attendance.⁶ Requiring students to be on webcam is not a reliable way to make sure that they are paying attention, as not everyone looks the same when they are learning, and instructors may have paradigmatic, prescriptive, and causal biases regarding what counts as learning behavior.⁷ For example, each image in figure 1 could be interpreted differently.

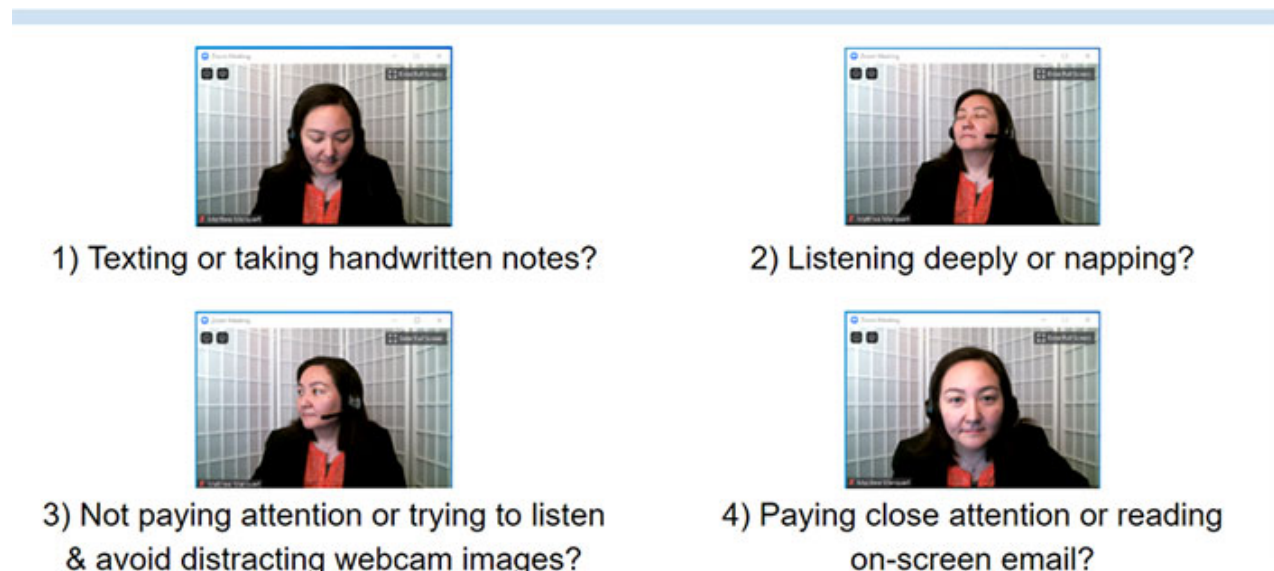


Figure 1. These examples show why interpreting a student's body language (as seen through a webcam) can be difficult.

Figure 1 Alt-Text. This figure includes four images of one of the authors on webcam; they demonstrate the difficulty of interpreting body language on webcam. The first image is the author looking down, with the text "Texting or taking handwritten notes?" The second is the author looking up with eyes shut, with the text "Listening deeply or napping?" The third is the author looking to the side, with the text "Not paying attention or trying to listen & avoid distracting webcam images?" The fourth is the author staring closely at their computer screen, with the text "Paying close attention or reading on-screen email?"

The Benefits of Using a Webcam

For those who would point out that there are many benefits to using a webcam, we agree. Students in online programs feel like they are part of a community when they are able to see each other face-to-face, and pet appearances on webcams are what carried many of us through our spring web conferences.

Furthermore, students who are attending remote online classes from locations all over the world can bring their disparate locations into the classroom every day. This new experience of place can energize the curriculum. A pedagogy of place can be used to build on the critical work we must do to counter structural racism and exclusion. But cameras are not the only way to bring student presence into the online classroom.⁸ One student suggested that educators "encourage people to put on cameras during the group breakout sessions and facilitate discussions so that all members participate. Otherwise, it ends up being the TA and one other student with their camera on working on what is supposed to be a group project while everyone else is silent."

We recommend that instructors stay on their webcams throughout the class and plan selective use of students' webcams for activities such as group discussions, role-play activities, debates, panel discussions, student presentations, and any other interactive activity that would be enhanced by seeing the students who are speaking. Even in those cases, if a student cannot be on webcam, participation via microphone or typed chat can suffice. Allowing these less bandwidth-intensive forms of participation is essential for equity. For example, the Hope Center for College, Community, and Justice surveyed 38,000 students this spring and found that 11 percent of white students and 17 percent of Black students do not have sufficient internet access.⁹

Tips for Optimizing Webcam Use

To get the most out of webcam use, instructors should be thoughtful about their webcam setup and optimize their lighting. Good lighting is just one of the tools instructors can use to enhance their online presence and make their classes more engaging.¹⁰ Instructors should ask students to be ready to activate their webcams as needed. We also recommend incorporating a variety of interactive elements—such as typed chat, formal and informal polling, on-screen drawing, live note-taking pods, and breakout rooms—to help ensure that live online classes are so engaging that instructors don't need to see students on webcam to know that they are present and learning.¹¹

Instructors who are planning to use student webcams in live online classes should consider the following questions:

- Is there a student-centered reason for the use of webcams in this activity?
- Are there other ways to actively engage students in meaningful learning throughout the class?
- How will I accommodate students who cannot be on webcam?
- Have I considered [equity](#) and [inclusion](#) in designing my activities?

These types of questions should also be applied to decision-making about presence for in-person classrooms. Good teaching is good teaching, regardless of how instruction is delivered. For example, passive student presence in any context may detract from teaching and learning, as described above. As educators who are beginning a fall semester that requires the flexibility of remote teaching, we should all reflect on the underlying rationale for what may be ingrained teaching habits rather than sound pedagogical practice.

Notes

1. The World Health Organization declared COVID-19 a pandemic during a media briefing on March 11. See Tedros Adhanom Ghebreyesus, "[WHO Director-General's Opening Remarks at the Media Briefing on COVID-19](#)," March 11, 2020.
2. Nicholas Casey, "[College Made Them Feel Equal. The Virus Exposed How Unequal Their Lives Are](#)," The New York Times, April 4, 2020.
3. Kate Murphy, "[Why Zoom Is Terrible](#)," The New York Times, April 29, 2020.
4. Matthea Marquart, Janice Carello, and Johanna Creswell Báez, "[Trauma-Informed Online Teaching: Essential for the Coming Academic Year](#)," The New Social Worker Magazine, July 6, 2020.
5. Carl Wieman, "[Taking a Scientific Approach to Teaching](#)," (keynote address Columbia University Center for Teaching and Learning 2019 Celebration of Teaching and Learning Symposium, New York, NY, March 12, 2019).
6. Angie Maxwell, "Found the kid playing with her dog instead of Zooming with her teacher. She told me not to worry. She took a screenshot of herself 'paying attention,' then cut her video & replaced it with the picture. 'It's a gallery view of 20 kids, mom. They can't tell.' She is 10. #COVID19," Twitter, April 14, 2020; Samantha Cole, "[People Are Looping Videos to Fake Paying Attention in Zoom Meetings](#)," Vice, March 23, 2020.
7. Stephen Brookfield, "The Getting of Wisdom: What Critically Reflective Teaching Is and Why It's Important," in *Becoming a Critically Reflective Teacher* (San Francisco: Jossey-Bass, 1995).
8. David A Greenwald, "[The Best of Both Worlds: A Critical Pedagogy of Place](#)," *Educational Researcher* 32, no. 4 (2003): 3–12.
9. #RealCollege During the Pandemic, research report, (Philadelphia, PA: The Hope Center for College, Community, and Justice, June 2020).
10. Kristin Garay, Matthea Marquart, Rebecca Y. Chung, and Johanna Creswell Báez, "[Lighting and Webcam Setup for Teaching Online Classes](#)," Columbia University Libraries (website), May 13, 2020. See also Agata Dera, "[The Power of Lighting in a Virtual Classroom: Tips on Improving Webcam Lighting for Online Educators](#)," *Teaching and Learning in Social Work* (blog), March 16, 2020.
11. Matthea Marquart, "[Strategies for Successfully Engaging All Students in Live Synchronous Online Classes](#)," (poster presented at the Columbia University Center for Teaching and Learning 2017 Celebration of Teaching and Learning Symposium, New York, NY, March 6, 2017); Matthea Marquart, Michael Fleming, Sam Rosenthal, and Melanie Hibbert, "[Instructional Strategies for Synchronous Components of Online Courses](#)," in Steven D'Agustino, ed., *Creating Teacher Immediacy in Online Learning Environments* (Hershey, PA: IGI Global, 2016), 188–211; The Columbia School of Social Work has developed a free recorded [webinar series](#) and an associated [Google doc](#) to help instructors prepare to use web conferencing tools such as polling and chat to engage students.



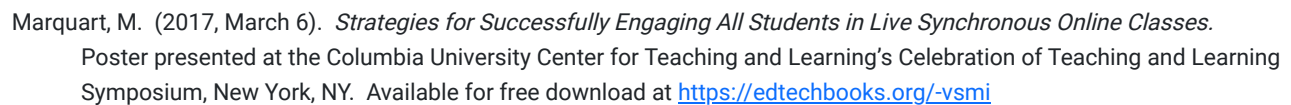
This content is provided to you freely by EdTech Books.

Access it online or download it at

https://edtechbooks.org/designing_engaging_interactive_synchronous_online_classes/student_webcamJ

Matthea Marquart & 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

COLUMBIA SCHOOL OF SOCIAL WORK
Make news. Move mountains. Change lives.


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"

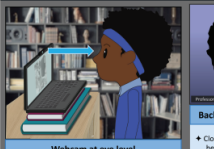
- One (1) lamp or light
- Directly in front of instructor
- Direct light too bright for your eyes? Use a "filing light" or light diffuser!



"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

Physical, Emotional, Social, & Academic Respect	<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"> • Provide content warnings and note the difficult crisis we are all in together • Ask students what they find to be difficult. Listen and empathize • Acknowledge that feelings of being overwhelmed and helplessness (and others) may arise, note that seeing other students' feelings may be triggering for some students • Think about how to balance this time with also covering course content
Trustworthiness & Transparency	<p>Create class routines or rituals.</p> <ul style="list-style-type: none"> • Create structured break times and a class agenda that is shared • Create a ritual that you do in each class, such as starting with a 15-minute class check-in discussion and ending with validations
Support & Connection	<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"> • Let your students know that you are there for them • Check-in and follow up in with students who express concerns • Provide referral information for campus resources, such as advising, writing services, etc.
Collaboration & Mutuality	<p>Have class members provide input, share power and make decisions.</p> <ul style="list-style-type: none"> • Facilitate student-led discussions and activities • Use student feedback to inform/revise your present and future classes • Invite students to collaborate on revising policies, assignments, and grading
Empowerment, Voice, & Choice	<p>Build in choices where possible. Remind each other that it is okay to "take a break."</p> <ul style="list-style-type: none"> • Develop individualized quick break tools: taking a breath, stepping away for a few minutes, and helping students figure out one that works for them. • Allow students to choose their own short break times during a class
Cultural, Historical, & Gender Contexts	<p>Respect one another's diverse experiences and identities.</p> <ul style="list-style-type: none"> • 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 • 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
Resilience, Growth, & Change	<p>Recognize our individual and collective strength and resilience.</p> <ul style="list-style-type: none"> • Practice compassion by conveying warmth and support in your communications with students • Use hopeful and optimistic language, laugh when you can • Point out what was done well - in class and with assignments

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

COLUMBIA SCHOOL OF SOCIAL WORK
Make news. Move mountains. Change lives.

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.



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/resources_to_share

Foreword

Ray Schroeder

Learning in colleges and universities abruptly changed in the spring semester of 2020 when the rise of the highly-contagious Coronavirus prompted most of the 4,000 colleges and universities in the US to close their campuses to students. In many cases, this coincided with the scheduled spring break. While online learning had been a segment of the college experience at many colleges and universities over the prior two decades, suddenly every campus considered moving most or all of their classes online to protect learners from the pandemic. With just one week or less of notice, a limited pool of available faculty experienced with online learning, modest technology capacity, and scarce expert support, most institutions did not have the resources to ensure high quality methods of online delivery for every class.

Faced with moving thousands of classes to remote delivery for the first time, many campus administrations chose to simply move the on-campus syllabus to online delivery with synchronous class sessions meeting online in the same time slots with similar assignments and activities in hopes of accomplishing the learning outcomes designed for the campus-based classes. This was a great emergency solution to the pandemic crisis, but it was less than optimum for the long-term delivery of quality online learning.

From emergency remote teaching to creative and effective synchronous online learning

Over the intervening terms, technologies and strategies have emerged to enhance the engagement and overall quality of synchronous online learning. These creative and highly effective approaches are documented in this volume. They are the product of designers, developers, faculty and students working together to create effective learning environments using the Adobe Connect platform.

It has long been understood that a primary key to success in both online and on-campus learning is to engage learners and personalize the experience for students. It is important to adapt to the individual needs and interests of students in order to be most successful in helping them to achieve their learning expectations. You will find among the chapters to follow that responsiveness to the learner is a most highly valued component.

Most administrators and faculty recognize that the online platform offers a mix of options that include some of those that replicate the face-to-face experience as well as opportunities that are not normally available on campus. For example, bringing in “guest speakers” and engaging in inter-institutional exchanges are more feasible online. Finding the right methods, tools and techniques to provide an optimum learning experience for students in each class continues to be an important part of the design and development process. A wide array of these elements is detailed in the chapters that follow.

A key challenge in online classes is to build a deep trust relationship with learners at a distance. Teaching face-to-face enables non-verbal body language to fill in some of the response gaps in communication. Teaching online requires that we purposefully seek ways to fill those engagement gaps. Practices and strategies included in this book have been tested and proven to be effective in actual classes.

Engaging students with active learning and formative assessments

The many varied interactive methods of engagement detailed in the chapters of this volume are a treasure-trove of pathways to success in online synchronous learning. A wide assortment of active-learning approaches such as simulations, gamifications, role-playing, interactive polling and so many more are among the strategies that have been found to be successful in enhancing the online learning experience.

Formative assessments monitor the progress toward achieving desired learning outcomes so that adjustments can be made mid-course to improve outcomes. Creative ways to accomplish these while reinforcing learning are presented. Authentic assessments at the conclusion of the course are learning experiences in-and-of themselves. In the seamless progression of the course, these authentic assessments create the important linkage between the college and the workplace.

We now are on the cusp of yet more changes in the delivery of higher education. The Web is entering its third stage of development - Web 3.0 - which will offer support for a host of advanced technologies including Virtual Reality, Augmented Reality, Extended Reality and even more immersive environments enabling greater interaction and engagement. The proliferation of online certificates and credentialing to meet workforce needs will add further impetus to the expansion of online learning. The principles, techniques and pedagogies described in this volume are foundational. They remain relevant to the new and emerging environment. They illuminate the pathway to engaging and effective learning.

Please use and share this ebook

I encourage you to keep this volume handy as you design and develop your upcoming courses. You will find the examples most helpful in creating an active synchronous learning environment online. Further, these examples will be a ready resource as you confront unanticipated challenges that inevitably pop up during the term.

Finally, I encourage you to share this widely with your colleagues. The editors and authors of this book have given freely of their time and expertise to share their experiences and best practices as an open resource for the benefit of you who are designing, developing and teaching synchronous online classes. To the contributors to this book, I give my heartfelt thanks on behalf of the many who benefit.

And, to you, the reader, I send my best wishes for an active, engaging and fruitful teaching and learning experience ahead.



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/foreword.

Acknowledgements

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

This book was created via extensive teamwork, and we are grateful to all of the authors who contributed example chapters sharing your knowledge and experience.

In addition, we would like to express our gratitude to the following people:

- **Royce Kimmons**, Founder of EdTechBooks.org – Thank you for all your help with our many questions about the logistics involved in publishing this book, and for creating such an incredible, free, no-advertising, user-friendly platform.
- **Ray Schroeder** – Thank you for agreeing to write the Foreword to this book, and for inspiring us with your kind words about this project. The word “hooray” was used among our editorial team when you said yes. We have been admirers of your leadership in online education for years.
- **Jeanette Takamura** – Thank you for your visionary leadership in deciding to launch the Online Campus (est. 2015) at the Columbia University School of Social Work.
- **Melissa Begg** – Thank you for your leadership, especially during the challenges of the pandemic, and for your support as the Online Campus grows and evolves.
- **Katherine Segal** – Thank you for piloting our example chapter template for this book, providing feedback that helped us get the template ready to use, and in the process writing the first example chapter of this book.
- **Brian J. Beatty** – Thank you for introducing us to the EdTech Books platform when one of the editors contributed to your book [Hybrid-Flexible Course Design: Implementing student-directed hybrid classes](#), and inspiring us with the impact an open ebook can have.
- **Phyllis Thompson** and **Janice Carello** – Thank you for role-modeling what supportive and trauma-informed editorial feedback on chapters can look like when one of the editors contributed to your book [Trauma-Informed Pedagogies: A Guide for Responding to Crisis and Inequality in Higher Education](#). We attempted to follow your example when working with the chapter authors in this book.
- **Laurel Iverson Hitchcock**, **Melanie Sage**, and **Nancy J. Smyth** – Thank you for your book [Teaching Social Work With Digital Technology](#). Appendix 1: Assignment Compendium for Integrating Technology Into Social Work Assignments and Learning Activities, and the examples woven throughout your book, served as an inspiration for using a book to provide a platform to uplift educators' voices.

We would also like to particularly remember **Professor Steven P. Schinke** (1945-2019), Founding Faculty Director of CSSW's Online Campus. Many of the chapter authors in this book were Steven's students, worked with him on online courses, and/or were awarded a [Steven P. Schinke Teaching Innovation Award](#); in this way, this book is an example of his legacy as a leader in online higher education. Three of the editors had the privilege of working with him as Online Campus administrators, and will always be grateful for the impact he had on our lives.

To learn more about Steven Schinke:

- [Remembering Steven Schinke](#)
- [Tributes to Professor Steven Schinke](#)
- [Unique Memorial for Beloved Online Professor: The death of a professor who was passionate about online learning prompted colleagues, students and friends to pay tribute to him through the medium he championed](#)
- [Steven Schinke Receives Online Teaching Award](#)
- [How I Work: Social Work Research Edition: Steven Schinke](#)
- [Steven P. Schinke ResearchGate profile](#)
- [Society for Prevention Research: Steven Schinke](#)

The editors would also like to offer their personal thanks to the following people:

- From Matthea Marquart: Thank you to Khaled, Hee Joo, Wayne, Shane, Katy, Paige, Georgia, Djamila, Hamid, Hanifa, Dahlia, Naila, Slim, June, Zy, Joe, Encarna, Juan, Antonio, Victor, Madeline, Ben, Barbara, Danny, Julian, Liz, Sue, Pasada, Sera, Sam, Alex, Ameenah, Chris, Darise, Trinee, Wendy, Zora, Jason, Kelly, Helena, Keith, Lan, Bernhard, Clay, Jen, Julie, Sam, Joanna, Lisa, Melanie, Fred, Ed, Diana, Leta, Lucia, Jose, Tina, Ellen, Neil, Natasha, Mary, Mary-Lea, Keith, and Elizabeth. Thank you also to our amazing Online Campus team of educators and administrators; working with you is a privilege.
- From Lia W. Marshall: Thank you to Kristin for teaching me how to use Adobe Connect, Aparna my forever work-partner, & Sara for always being there for me ROXO.
- From Rebecca Y. Chung: Thank you to Matthea, Kristin, and Lia for being extraordinary and always raising the bar in all that we do together. Thank you to Andrew and Gatsby for giving my life unmatched meaning and purpose.
- From Kristin Garay: Thank you to the amazing team that I work with for your support and teamwork.



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/acknowledgements

Unit 2

Examples of Whole-class Activities

Illustrating the pedagogical possibilities of teaching in Adobe Connect

Creating a Mindful Learning Environment using Adobe Connect
Creating Community Agreements Collaboratively with Online Students: Reasons, Anti-Racist Considerations, and Logistics in Adobe Connect
The Use of a Large Chat Pod to Encourage Chat Participation About Particular Questions
Using Large Slides and a Smaller Chat Pod to Focus Attention on Mini-Lecture Content
Creating Opportunities for Student Voice in Online Classes by Using Polls for Feedback
Using Polls to Guide Class Check-in Time
Using a Poll and a Second Chat Pod to Wrap Up the Class Session
Adobe Connect Status Icons: A Useful Feature to Increase Engagement
Bringing All Students onto Webcam Together for Special Circumstances: Using a Large Video Pod
Using PowerPoint Portrait-Oriented Slides to Maximize Content Sharing
Group Presentations in Adobe Connect: Using an Extra Wide Video Pod and Dedicated Second Chat Pod for Q&A
Live Drawing Using a Second Webcam
Using a Large Webcam Pod and Large Chat in a Panel View Layout: How to Create a Custom Virtual Stage for Successful Guest Speaker Presentations
Dedicated Chat Pods for Simulated Client Role Play Video Exercise in an Online Skills-Based Lab
"Good Point. I Agree.": Challenging Students to Create "Thoughtful Contributions" in Class
A Moment of Action: Opening an Inclusive, Engaged, and Trauma-Informed Classroom
In-Class Breaks: The Importance of Taking a Break During Online Classes and Considerations for Break Activities
Community-building in Adobe Connect: Using Layouts and Different Pods to Facilitate Games and Icebreaker Activities
Building Online Class Community Through Photos and Storytelling
"Student Spotlight" Activity: Cultivating an Empathetic Online Community
Using Emojis in Adobe Connect to Encourage Student Engagement
AHA Moments: Connecting Online Course Content to Field Education
Using Layouts to Facilitate Guided Mindfulness, Meditation, and Yoga in Adobe Connect Classrooms
Mindfulness and the Engaged Online Classroom

Chair Yoga in the Online Classroom
Using PhotoVoice as a Teaching Tool in the Adobe Connect Classroom
Using a Creative Award Presentation to Review Semester Content and Leave a Lasting Impact
Creating a Virtual Quilt: A Final Class Activity/Tool



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/unit_2_whole_class_activity_exam

Creating a Mindful Learning Environment using Adobe Connect

Katherine A. Segal

In this example, I share how I use the Adobe Connect classroom features to create a mindful learning environment.

Teaching and Learning Goal

My goals with using these strategies are to:

- Promote student's ability to focus by reducing unnecessary distractions.
- Teach mindful practices which benefit students' mental well-being and which can be used by the students between classes for self-care as well as used by students with their internship clients.

Activity and Results

The benefits of mindfulness have been experienced for thousands of years. More recently, mindfulness practices have made their way into healthcare and mental health care settings ([Moss, 2018](#)) as well as into the classroom ([Napoli & Bonifas, 2011](#)). Personally, mindfulness has been an integral part of my life for nearly a decade, permeating my clinical practice, education, and teaching. Throughout my Ph.D. program, we began each class meeting with a short mindfulness practice or meditation. When I began teaching at Columbia University's School of Social Work (CSSW), I knew I wanted to bring this practice with me. However, since I don't remember mindfulness being discussed back when I was a CSSW student I was a bit nervous about how these practices would be received. Happily, most students have provided overwhelmingly positive feedback sharing their appreciation for these practices ([Segal, 2022a](#)). Moreover, I have found Adobe Connect to be a good platform to lead mindfulness practices and overall establish a mindful learning environment.

The first Adobe Connect feature which I believe contributes to a mindful experience during class sessions is potentially a controversial one, limiting how many webcams are turned on during class. While there may be some class activities when it is beneficial to have many or all students sharing their webcams at the same time ([Marquart, 2022](#)) there are also many reasons to have them turned off for the bulk of or the full class session ([Marquart & Russell, 2020](#)). For example, having student cameras on can be draining and distracting. Limiting webcam use to the current speaker(s) or small groups, creates a less chaotic screen and supports students' ability to focus.

Next, you and any other designated "Hosts" are able to mute participants if needed. Presenting good online meeting etiquette guidelines like requesting that attendees mute themselves when not speaking contributes to creating a calmer and more mindful online atmosphere. But, sometimes a student may forget to do so, resulting in unwanted background noise heard by and disruptive to the class. In that case, Adobe makes it very easy to see where the unwanted background

noises are coming from and mute someone if needed. This feature really comes in handy when you don't want to add to the disruption by giving a verbal prompt for everyone to check that they are muted, like during a mindfulness practice.

Thirdly, Adobe allows you (and I highly encourage you) to set up your classroom experience and preload your media before class. How many web-based meetings have we all attended where the flow is disrupted due to the speaker needing to share their screen? This is often paired with speaker remarks like, "where is that file", "can you see my slide", "can you hear the video's audio" and "hold on, I'm trying to resize everything on my screen". As attendees, we all want to be compassionate and understanding, as we've probably also been a presenter on these types of platforms before and are familiar with the potential barriers. However, by presetting your layouts in the Adobe Connect classroom beforehand there is no looking for that file, no wondering if the slides are showing, and no questioning if the audio is coming through - all of the media files are already uploaded and you've verified that everything looks and sounds great.

Throughout this text, several authors share strategies for creating layouts that will best fit the goals you have for each class activity ([Levine, 2022](#); [Marshall, 2022](#); [Segal, 2022c](#)). Adobe makes it easy to create layouts that maximize video pod sharing (for multiple webcams or to physically demonstrate something; [Nair & Segal, 2022](#)), content sharing pods (for slides, pdfs, videos, and images), and the size of the chat pod, along with being able to add other features to the screen such as a timer or polls. Not only does setting up the room prior to class contribute to creating a mindful learning environment, but these layouts also allow all attendees to see the same content in the same configuration - which can't be said for some other online learning platforms. Being able to control this aspect of the online environment eliminates the unnecessary barrier of students needing to configure the pods themselves in order to view the content.

Finally, all of these features can be used to create intentional mindful experiences before and during class. For example, when my students log into Adobe prior to class, they are greeted with calming meditative music playing in the layout designated "Lobby" (**Image 1**). A few minutes after beginning the class session we reach a slide titled "Mindfulness Moment" ([Segal, 2022b](#)). When we reach this slide, I change from the "Lecture" layout to the "Mindfulness" layout (**Image 2**) pairing the slide with a timer. The use of the timer honors the time carved out for this activity and is especially useful when students are leading the activity and need that visual reminder. Following the mindfulness activity, the students are invited to share their feedback in a poll. Polls can be preset into a layout (**Image 3**) or be moved in from the presenter area to cover a portion of the existing content on the screen (**Image 4**). When we reach our designated break time, I either move us back to the Lobby layout and restart the meditative music and timer or move to a "Break" layout to play a video that is demonstrating/leading a mindfulness practice or gentle yoga/stretching routine (**Image 5**). When deciding which layout to use for the break I generally ask the students to share their thoughts in the chat, respond to a poll, or vote by changing their status icon.

Technical Details and Steps

Step 1: Create layouts that reflect the goals of each class activity

Think through the flow of the class session and decide what content and features are necessary for each segment of the class. For example, what do you want students to see, hear, or have access to

- when they log into class early,
- during lecture,
- during class discussions,
- during breaks,
- during student presentations,
- during small group activities, and
- when students report back to the large group following a small group activity.

Step 2: Identify times when mindfulness practices can be incorporated into the class flow

I always lead the mindfulness practice in the first session of class each semester. After that, students are invited to sign-up to lead practices that they enjoy. As we go through the semester if a class doesn't have a student volunteer to lead a

practice, I lead the mindfulness moment that day. While I am now comfortable selecting and leading these practices, I have also played videos I've found on Youtube using the search filter for Creative Commons licenses when I was less comfortable leading these practices. I also continue to use Youtube videos during breaks so that the students can experience another practice if desired, and I can walk away from the computer to take my break. These practices provide a time for students to settle down and transition to class as well as teach mindfulness principles such as mindful awareness, mind-body connection, and non-judgmental observation. Students are able to utilize these principles in class, with clients at their internships, and throughout their day.

Step 3: Reflect on the impact of your choices

Each class of students is different. Choices that may have worked in previous semesters may not work for everyone. I like to invite feedback from students through the use of polls at the end of each session (**Image 6**) as well as asking for feedback throughout the class. For example, stating "This is the first time I'm doing the activity this way, can you share in chat or by raising your hand what you liked or disliked about it"? Or, I've had classes of students who loved small group breakout activities and wanted one every week, while other classes have strongly disliked them and requested the activities be utilized in a large group format. Being flexible and making adjustments throughout the semester in response to student feedback can help create an online learning environment that is comfortable and supports student learning.

What this looked like in Adobe Connect

Image 1: Adobe Connect classroom, in the Lobby layout, showcasing the audio pod which is playing meditation music (Nu Meditation Music, 2015). Adobe product screenshot(s) reprinted with permission from Adobe.

Image 1 Alt-Text: This is a screengrab of an Adobe Connect classroom, in the "Lobby" layout. There are six Adobe pods on the screen. The Video pod, showing chapter author Katherine Segal, is in the top left corner. Below that is the Attendees pod starting directly below the Video pod and continuing to the bottom of the screen. To the right of that column, the top half of the remaining viewing area is a Share pod, showing a slide titled "Welcome to class." The rest of the slide says "Katherine Segal, Ph.D., LCSW" and "Week 1." Below the slide is a short Share pod sharing a music file. This music pod spans two-thirds of the slide pod width. Directly below the music pod is the Chat pod, which is the same width as the music pod. In the chat pod, the messages "Welcome to class" and "Please enjoy the music as you settle in. We will get started in a few minutes" can be seen. Finally, a Share pod with the "Stage Lights" is placed in the bottom right corner. The timer reads 15 minutes.

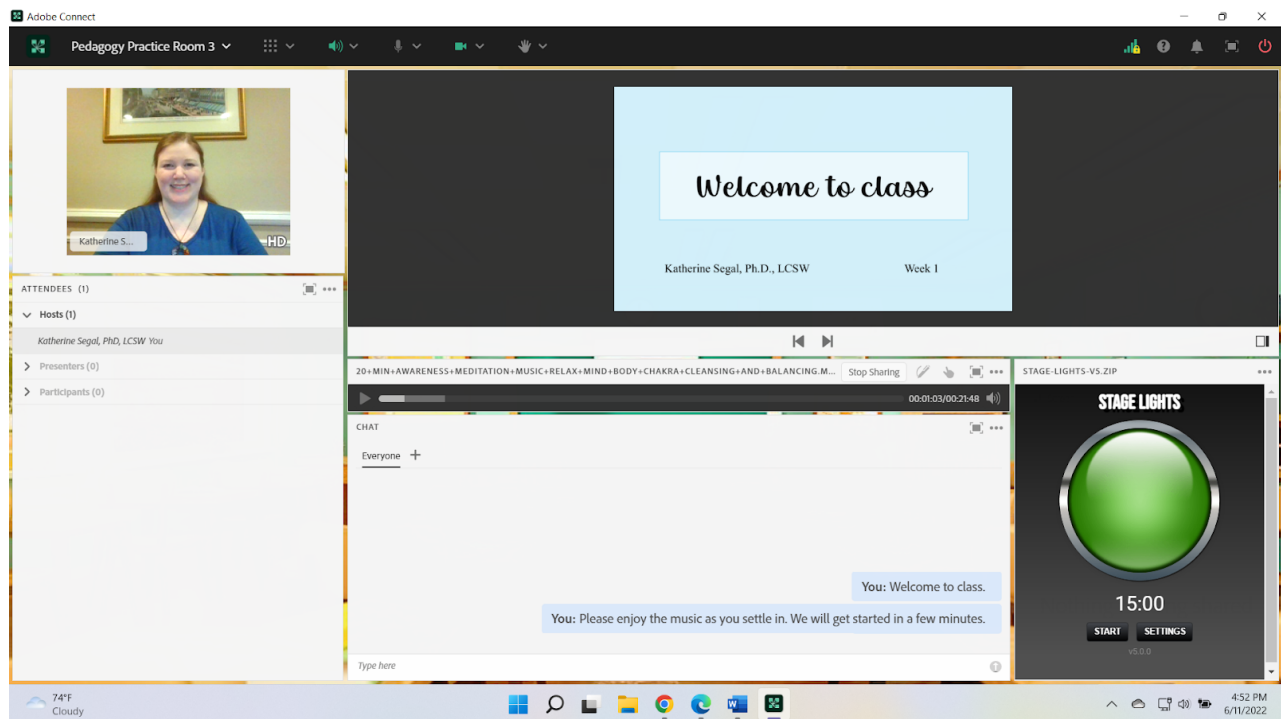


Image 2: Adobe Connect classroom, in the Mindfulness layout, showing the Mindfulness Moment slide, timer, and chat pod. Adobe product screenshot(s) reprinted with permission from Adobe.

Image 2 Alt-Text: This is a screengrab of an Adobe Connect classroom, in the “Mindfulness” layout. The Attendees pod begins in the top left corner and stretches to the bottom of the screen. To the right of that, the Video pod, showing chapter author, Katherine Segal, runs along the top of the screen. Below that in the middle third of the screen, is a Share pod showing a slide titled “Mindfulness Moment”. The text on the slide reads: “In the chat, write 1 word that describes how you are feeling before we head into the mindfulness practice. We will take 2-3 minutes to engage in a mindfulness activity. To sign up to lead a mindfulness activity send me an email. Poll. How are you feeling after the mindfulness activity?” Right of the slide is a Share pod with the Stage Lights, with the timer set to 3 minutes. In the bottom third of the screen is a Chat pod stretching from the Attendees pod to the right edge of the screen.

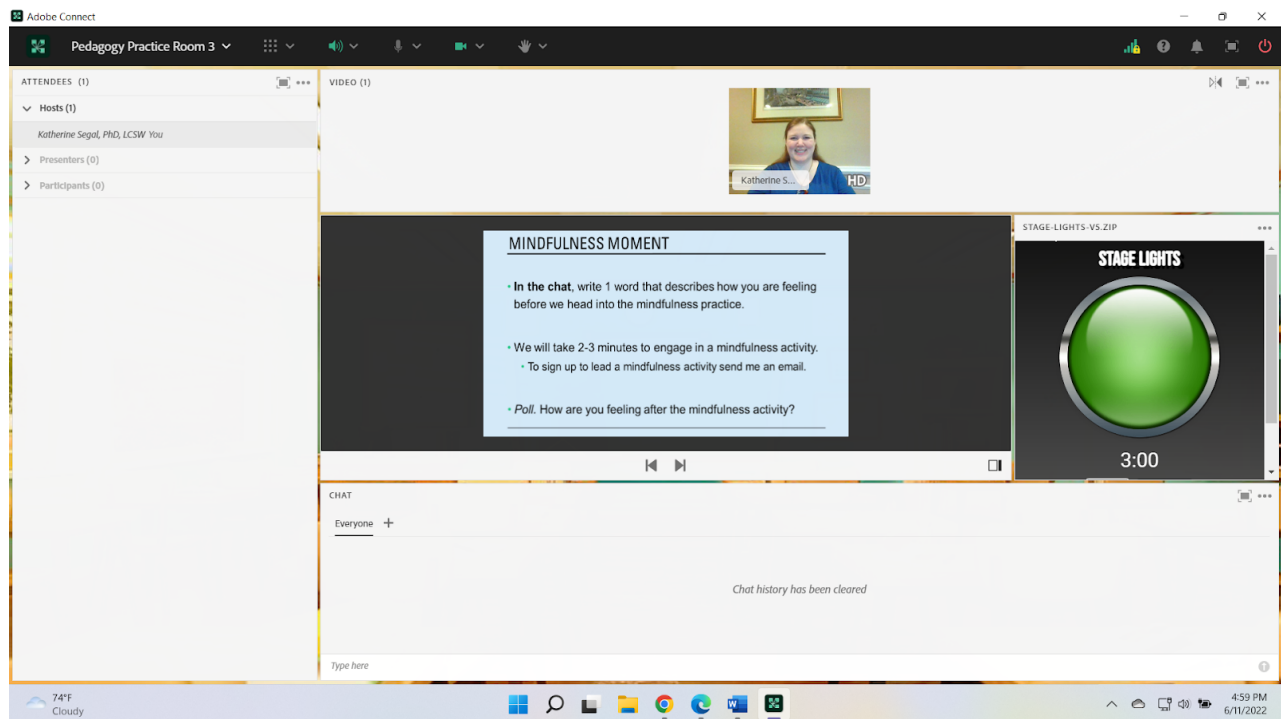


Image 3: Adobe Connect classroom, in the Mindfulness Poll layout, the timer has been replaced with a poll. Adobe product screenshot(s) reprinted with permission from Adobe.

Image 3 Alt-Text: This is a screengrab of an Adobe Connect classroom, in the “Mindfulness Poll” layout. The layout is the same as in Image 2, except the Stages Lights have been replaced with a short answer poll “How are you feeling after the mindfulness activity?” There is one answer to the poll showing, “relaxed!”.

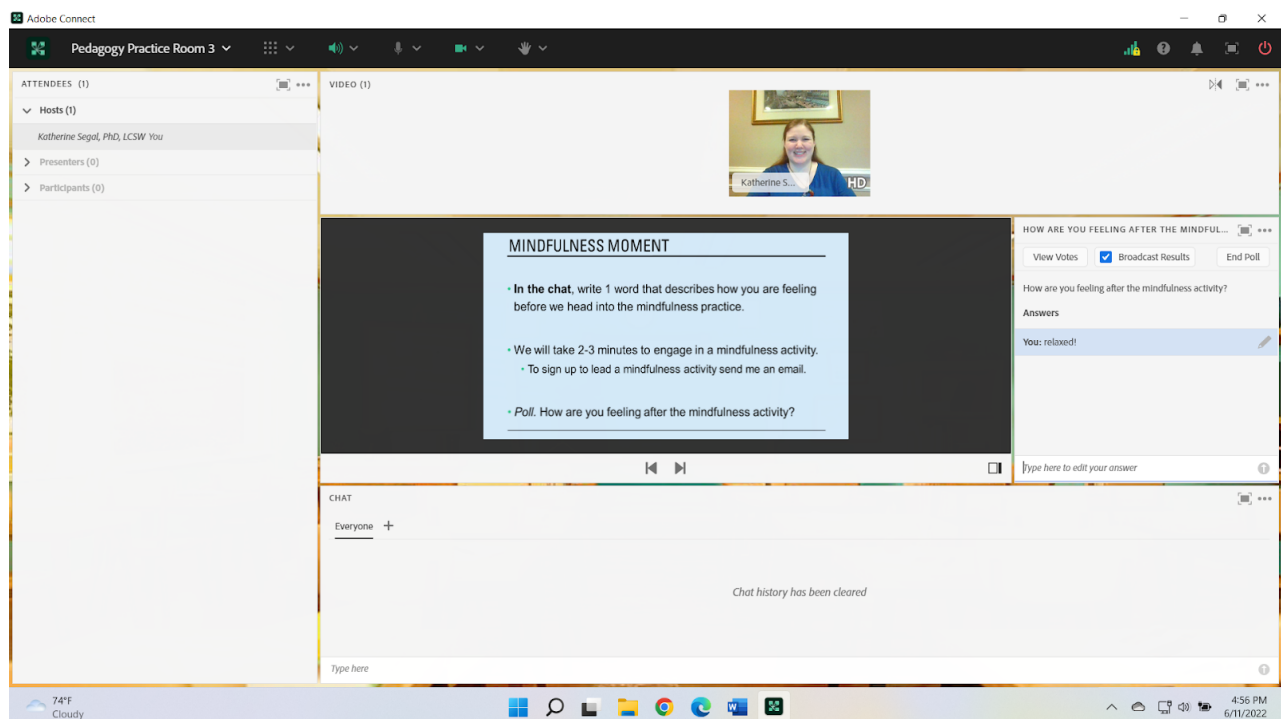


Image 4: Adobe Connect classroom, in the Mindfulness layout, the poll is covering up the Mindfulness Moment slide. Adobe product screenshot(s) reprinted with permission from Adobe.

Image 4 Alt-Text: This is a screengrab of an Adobe Connect classroom, in the “Mindfulness” layout. The layout is the same as in Image 2, except the Stages Lights timer now displays “Time’s Up” and the poll described in Image 3 is covering up most of the slide Share pod.

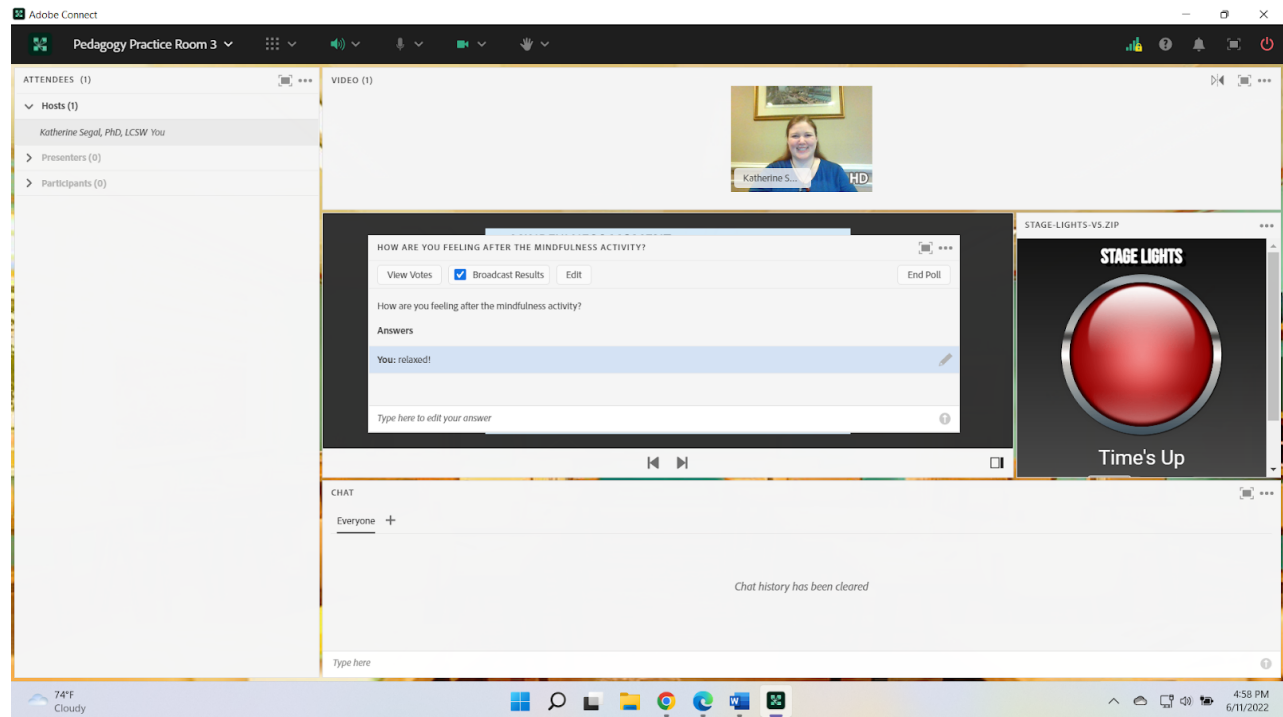


Image 5: Adobe Connect classroom, in the Break layout, the share pod is displaying a still from a chair yoga video (Pooja Yogtara, 2021; Creative Commons License, reuse allowed). Adobe product screenshot(s) reprinted with permission from Adobe.

Image 5 Alt-Text: This is a screengrab of an Adobe Connect classroom, in the “Break” layout. The layout is similar to Image 1. The left-hand column includes the Video pod with the paused image of the chapter author’s webcam above the Attendees pod. A Share pod showing a still from a chair yoga video takes up two-thirds of the viewing area. On the video still are the words “Neck exercises” and “Tension release techniques”. Next to the words, the video’s creator is sitting in a chair and four singing bowls can be seen behind her on the floor. Below the Share pod, the bottom third of the screen has the Chat pod with the message “See you in 5 minutes. Feel free to step away or engage in the short practice” as well as the Stage Lights. The timer reads 5 minutes.

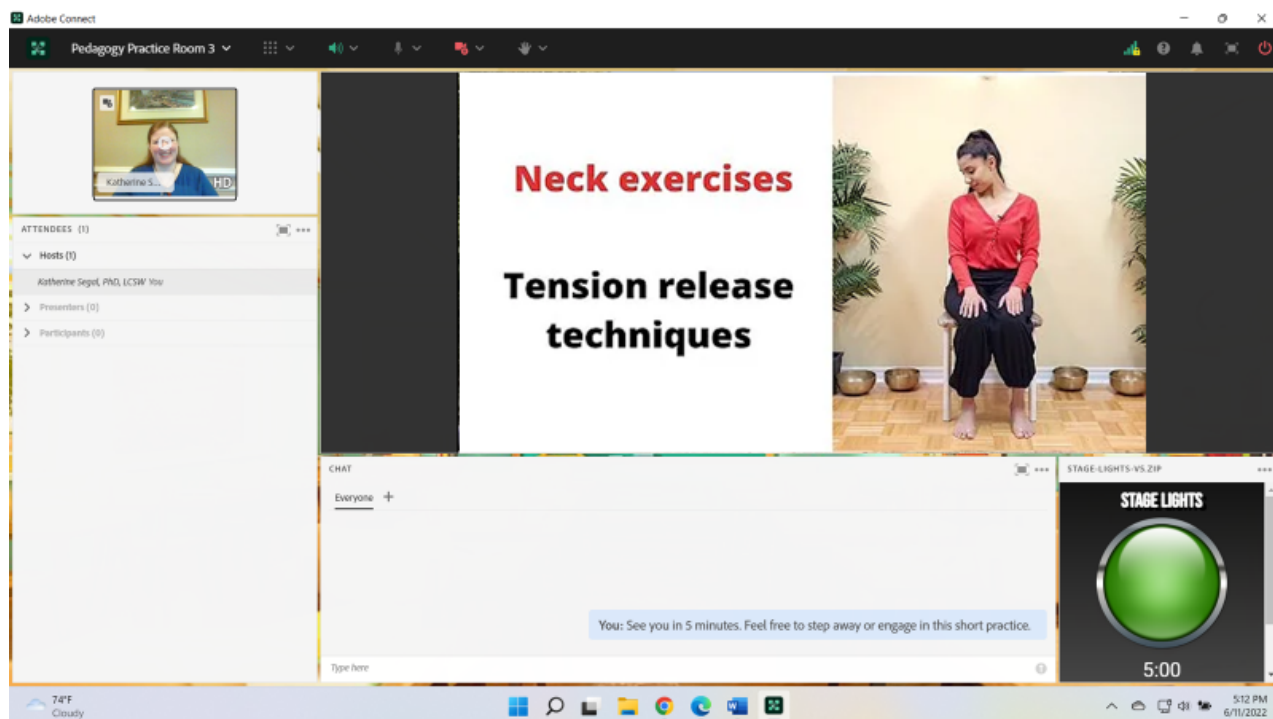
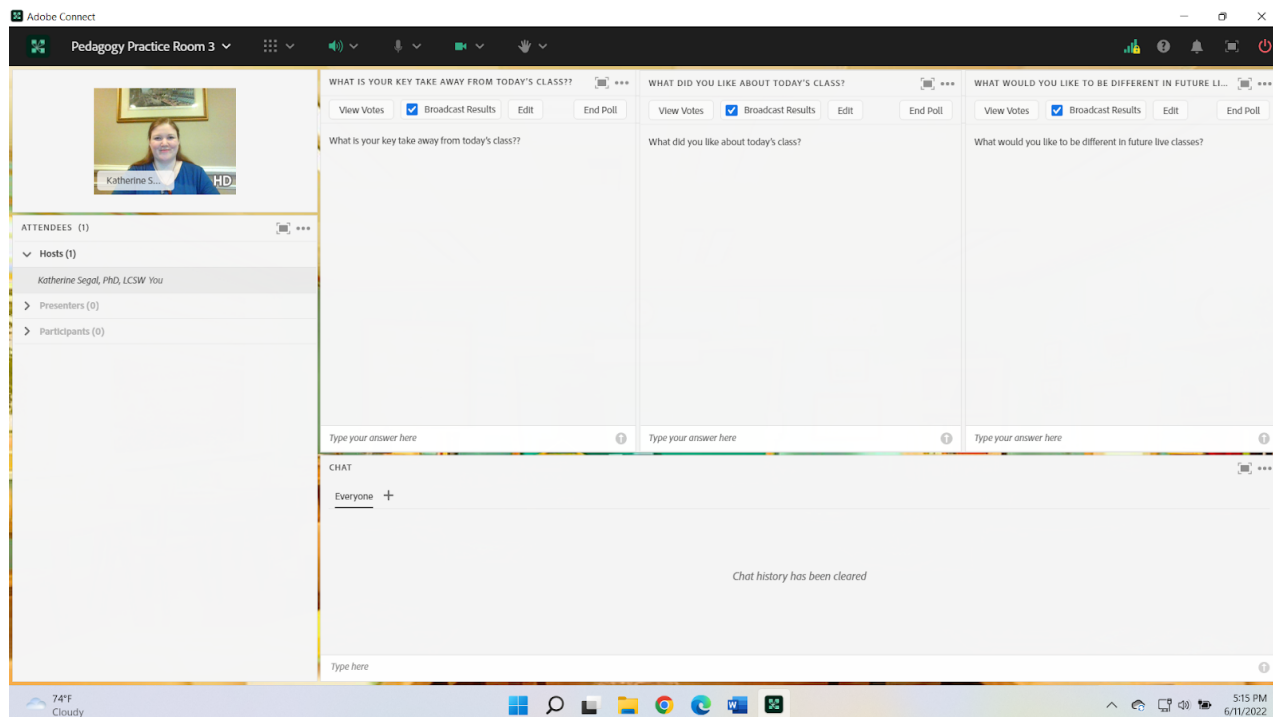


Image 6: Adobe Connect classroom, Closing Polls layout. Adobe product screenshot(s) reprinted with permission from Adobe.

Image 6 Alt-Text: This is a screengrab of an Adobe Connect classroom, in the “Closing Polls” layout. The left-hand column includes the Video pod showing chapter author, Katherine Segal, above the Attendees pod. To the right of this column, the top two-thirds of the screen show three short answer polls next to each other. They read, “What is your key take away from today’s class?”, “What did you like about today’s class?”, and “What would you like to be different in future live classes?”. No answers are showing. Below the polls filling the bottom third of the viewing area is the Chat pod.



References

- Levine, J. (2022). The use of a large chat pod to encourage chat participation about particular questions. In M. Marquart, L.W. Marshall, R. Chung, & K. Garay (Eds.), *Designing Engaging and Interactive Synchronous Online Class Sessions: Using Adobe Connect to Maximize its Pedagogical Value*. EdTech Books. <https://edtechbooks.org/-ReiD>
- Marquart, M. (2022). Bringing all students onto webcam together: Using a large video pod. In M. Marquart, L.W. Marshall, R. Chung, & K. Garay (Eds.), *Designing Engaging and Interactive Synchronous Online Class Sessions: Using Adobe Connect to Maximize its Pedagogical Value*. EdTech Books. <https://edtechbooks.org/-wLti>
- 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>
- Marshall, L.W. (2022). Group presentations in Adobe Connect: Using an extra wide video pod and dedicated second chat pod for Q&A. In M. Marquart, L.W. Marshall, R. Chung, & K. Garay (Eds.), *Designing Engaging and Interactive Synchronous Online Class Sessions: Using Adobe Connect to Maximize its Pedagogical Value*. EdTech Books. <https://edtechbooks.org/-MDhl>
- Moss, D. (2018). The role of mindfulness approaches in integrative medicine. *Biofeedback*, 46(1), 9-14. doi: 10.5298/1081-5937-46.1.03
- Nair, M. & Segal, K. (2022). Chair yoga in the online classroom: Minimize stress and increase body-mind energy. In M. Marquart, L.W. Marshall, R. Chung, & K. Garay (Eds.), *Designing Engaging and Interactive Synchronous Online Class Sessions: Using Adobe Connect to Maximize its Pedagogical Value*. EdTech Books. <https://edtechbooks.org/-zum>
- Napoli, M. & Bonifas, R. (2011). From theory toward empathic selfcare: Creating a mindful classroom for social work students. *Social Work Education*, 30(6), 635-649. doi: 10.1080/02615479.2011.586560
- Nu Meditation Music. (2015, January 8). 20 min Awareness Meditation Music Relax Mind Body: Chakra Cleansing and Balancing. [Audio]. Youtube. <https://youtu.be/Gqfk5sr9fpw>
- Pooja Yogtara. (2021, October 6). Neck release for stiff neck /Neck pain exercises - Chair Yoga. [Video]. Youtube. <https://youtu.be/Vh8PJ-frsPY>
- Segal, K. (2022a). Mindfulness in the classroom. *Voices of Hybrid & Online Teaching and Learning*. Columbia University, Center for Teaching and Learning. <https://edtechbooks.org/-ZQvE>
- Segal, K. A. (2022b). Using Mindfulness Routinely and As Needed in Online Classes. [PowerPoint Slides]. <https://edtechbooks.org/-igwU>
- Segal, K. (2022c). Using PowerPoint portrait-oriented slides to maximize content sharing. In M. Marquart, L.W. Marshall, R. Chung, & K. Garay (Eds.), *Designing Engaging and Interactive Synchronous Online Class Sessions: Using Adobe Connect to Maximize its Pedagogical Value*. EdTech Books. <https://edtechbooks.org/-QuVC>





Katherine A. Segal

Columbia University School of Social Work and Saybrook University

Katherine A. Segal, Ph.D., LCSW is an integrative social worker, graduate-level educator, qualitative researcher, and wellness coach. Dr. Segal earned an MSW from Columbia University and a Ph.D. specializing in Integrative Mental Health along with the Integrative Wellness Coaching certificate from Saybrook University. Dr. Segal has practiced social work in a variety of settings including school, medical, forensic, residential, and community mental health. Dr. Segal has utilized their knowledge and skills in the delivery of direct practice, clinical supervision, providing professional trainings, and teaching. They have taught at Columbia University, Saybrook University, and the University of New Hampshire.

Throughout clinical and academic work Dr. Segal has cultivated an integrative theoretical perspective that guides their assessment and treatment of clients as well as the education of colleagues, aspiring social workers, and integrative practitioners. In addition to teaching, Dr. Segal operates a remote coaching private practice specializing in provider burnout prevention, Integrative Mental Health, holistic wellness, life goal attainment, and dissertation completion.



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/mindful_learning.

Creating Community Agreements Collaboratively with Online Students: Reasons, Anti-Racist Considerations, and Logistics in Adobe Connect

Matthea Marquart, Amelia Ortega, Dawn E. Shedrick, Elise Verdooner, & Malwina Andruczyk

In this chapter, we share how to use Adobe Connect's tools to collaborate with students to create community agreements for the course. Community agreements are also known as group norms, class rules, etc. We also discuss reasons for creating community agreements with online students, and anti-racist considerations.

Teaching and Learning Goal

The goals of creating community agreements collaboratively with students include:

- Taking initial steps to create an inclusive and “brave space” rather than “safe space” (Barrett, 2010; Arao & Clemens, 2013) in which students feel encouraged to risk participating during class
- Empowering students to have a voice in creating the classroom environment, which is a trauma-informed approach to teaching (Carello, 2018; Quiros, 2022) and is important to do when teaching online (Marquart et al, 2020)
- Creating agreements to reference when classroom conflicts occur (Ortega et al, 2018; Ortega & Marquart, 2016)
- Making expectations explicit around online-specific issues such as whether or when webcam presence will be required of students (Marquart & Russell, 2020; Marquart et al, 2021b), or whether adult students joining class from home are discouraged from drinking alcohol or using substances during class (Marquart et al, 2021a)
- Offering students and the teaching team an initial space to acknowledge the importance of social location in our participation, interactions and dynamics, and to unpack any implicit bias in the community agreements themselves (Sensoy & DiAngelo, 2014)

Activity and Results

Creating community agreements collaboratively with students is part of our standard approach to teaching, whether teaching in person, online, or in a hyflex format (Marquart & Verdooner, 2020). In an Adobe Connect virtual classroom, the built-in tools help all students participate in this process.

There are many ways to create community agreements with your students. For example, in a physical classroom, an instructor might simply ask students to call out ideas while the instructor writes on the chalkboard; in an online classroom, the same instructor might ask students to call out ideas on mic while the instructor types into a note pod. Here is one example of creating community agreements as a group, using a circle process (Baldwin & Linnea, 2010; Pranis, 2015), and we share other examples later in this chapter:

1. Invite students to write down two values they want to bring to our classroom space (i.e. open, reflective). Each student and teaching team member shares and the values are gathered in a Notes pod to be revisited at the beginning of each class.
2. Based on the values, ask students to create guidelines that help embody these values (i.e. speak from your own experience, accept feedback). Each student and teaching team member again shares and the guidelines are gathered in Notes pod to be revisited at the beginning of each class.
3. The process of feedback and discussion then begins with each person having space to offer their thoughts or to pass if they are happy and satisfied with the community agreements.
4. At the beginning of each class the values and guidelines are revisited with space to add/change, to reflect on a value or guideline we are struggling with and want to hold ourselves accountable to, and/or to name a value or guideline that especially resonates that day and that we strive to embody.

Why create community agreements with online students

When asking students to participate in class, we are asking them to take the risk of being vulnerable in front of others. It can feel vulnerable for students to speak in public, admit they don't know the answer, make a mistake and be wrong in front of their peers, get an answer correct and worry about accusations of being a sycophant, express an opinion or share a personal experience and feel judged, or experience conflict if someone disagrees with what they've said. On top of that, we ask students to undergo this vulnerability in front of the instructor who has power over them and a group of peers that may include competitors, friends, frenemies, or other complicated relationships.

In addition, for online students, the prevalence of online harassment may influence their feelings of vulnerability about participation in online courses. According to a Pew Research Center survey, in 2017 41% of Americans had experienced online harassment, 66% had witnessed online harassment, 27% had chosen not to post something online after witnessing online harassment, and 8% felt anxiety after witnessing online harassment (Duggan, 2017). Witnessing or being targeted by online public shaming and ostracizing, or "cancel culture," may also cause feelings of anxiety (Ortega, 2022). These experiences in public virtual spaces have the potential to impact how students feel about participating in private virtual spaces like online courses.

Community agreements, therefore, are an essential element of supporting students to take the risk of participating in online classes.

In addition, engaging in a process of developing community agreements also engages students in a process of transparency. Systemic white supremacy is woven into the cultural fabric of educational settings (Schultz, 2019), which creates learning environments with unspoken and assumed normative behaviors and expectations for students and faculty alike. Creating community agreements serves to uproot the oppression of these unspoken norms by making explicit a set of cultural norms that reflect the bodies, minds, experiences, and histories of those present in the learning space. Engaging with a community agreements process aligns with anti-racist pedagogy and a trauma-informed classroom approach that values transparency and choice for all learners.

An example of the rationale to share with students prior to engaging with a Community Agreements activity is provided below (**Image 1**). This content is facilitated by chapter co-author Professor Ortega in online social work courses as a key practice in transparent facilitation.

Image 1: Screenshot of a slide from Professor Ortega's Spring 2019 online course, introducing the activity of creating community agreements.

Image 1 Alt-Text: This slide says "Community Agreements" along the left side. The body of the slide says "Rationale for Community Agreements: 1. Sets clear expectations and boundaries for interpersonal exchange; 2. Supports insight development and inward processing; 3. Directly challenges white supremacy and class supremacy which operate often through covert, unspoken, implicit social contracts within oppressive institutions." At the bottom of the slide, it says "Making the implicit-explicit."

Community Agreements

Rationale for Community Agreements:

1. Sets clear expectations and boundaries for interpersonal exchange
2. Supports insight development and inward processing
3. Directly challenges white supremacy and class supremacy which operate often through covert, unspoken, implicit social contracts within oppressive institutions.

Making the implicit- explicit.

Incorporating expectations around technology into the community agreements

Creating community agreements can also be an excellent opportunity to establish course norms and expectations specifically about technology, and to set the intention for your time together as it relates to certain technical components of the class. Using collective decision making in this way can invite students to consider and discuss the impact of technology on the online classroom community. Some questions to consider with your online students may include:

- What is the expectation for the typed chat? Can students discuss anything at any time during class, or are there parameters to follow? When should students private-message the instructional team? How does chat participation factor into class participation grading? Are typos ok?
- What is the class webcam policy? When will students be required to come on camera, if at all? As a note, the authors strongly recommend making intermittent student webcam use optional and being intentional about any optional webcam use (Marquart et al, 2021b; Marquart, 2022).
- What is the expectation for the instructional team regarding visiting breakout rooms? Should the instructional team visit all the groups or only enter the breakout rooms when invited? When visiting a room, should the instructional team interrupt in order to engage in the conversation, or observe silently?
- When a student steps away during class, should they let the class know? If yes, how? Should they use the stepped-away icon, type into chat, or other?

Technical Details and Steps

Below, this chapter includes three examples of how the authors have created community agreements with their students in Adobe Connect.

Variation 1: Create agreements as a whole-group activity

One helpful feature of Adobe Connect is the ability to create layouts that persist in the room from week to week. This means that we can create a Community Agreements layout to use every week (**Images 2 & 3**). The layout used in this approach includes:

- a Video pod to show the instructor on webcam
- an Attendees pod to be able to visually affirm, using status icons, that everyone agrees to follow the agreements
- a Share pod to show the slides with the activity instructions
- a Notes pod to create the agreements collaboratively
- a Chat pod that is set up to be the largest item in the room, in order to encourage active participation in the chat

Variation 1: Creating the community agreements during the first class

Step 1: To create the agreements, the instructor asks all students to type their proposed agreements into the Chat pod.

Step 2: As the students type, the instructor copy-pastes the text from the chat into the Notes pod, and groups similar concepts together. This ensures that the community agreements will include the exact wording students proposed, to validate the students' ideas.

Step 3: Once all the proposed agreements have been copy-pasted into the Notes pod, the instructor gives everyone time to read them, ask clarifying questions, respond to questions, and generally discuss. This can happen fully in the chat, or the instructor may encourage students to speak on mic. If needed, additional agreements may be added to the Notes pod as part of this process.

The instructor may ask clarifying questions as well, and may ask questions that prompt students to add more agreements if an important concept is missing. For example, the instructor may ask "How would you like us to handle it when a conflict arises in class, or a microaggression occurs?" or suggest "If a microaggression occurs, I've found it helpful to use the NAME Steps model to address it; would that work for this class?" (McInroy et al, 2019; Byers et al, 2019). The instructor may also prompt students to rephrase agreements that need tweaking. For example, the instructor may say, "I see that we've got 'safe space' here. Would it work to replace that with 'brave space'?" (Barrett, 2010; Arao & Clemens, 2013).

Step 4: Once students have finished asking questions, the instructor gives students time to review the final agreements, and asks them to use the green thumbs up agree status icon to indicate that they commit to following the community agreements throughout the course. If a student doesn't respond, the instructor can check to see whether they're having technical difficulties. Once the whole class has committed to following the community agreements, this concludes the creation of the agreements.

In our experience, all of our students across years of teaching have agreed to follow the community agreements we have created together. However, the reader may be worried about what happens if a student doesn't agree. In such a case, the instructor could pause the discussion, let the class know that the process of creating the agreements will be on hold until the following class session, and follow up with the student to discuss their concerns about the community agreements as drafted and what would be needed during the next class for them to commit to following the agreements.

Variation 1: Example community agreements

The following are examples of community agreements created using this method. They come from the Institute on Pedagogy and Technology for Online Courses (Báez et al, 2019). In Summer 2022, this institute had about 50 participants, who attended class on either Tuesday evenings or Friday afternoons, with the same instructors for either day. It is interesting to compare and contrast the agreements created by two groups taking the same class during the same summer. Note that typos are left in as-is, as they reflect the informality of participants typing into chat.

Tuesday class:

- mutual respect // respect all opinions // respectful consideration of everyone's opinions // Mutual Respect // Respect for different opinions // mutual respect // being respectful and empathetic // Respect for different abilities ie (skills, having a disability) // Courteous of others // Modeling social work ethics and values // Understanding that we have different ways of understanding // Grace // Be kind and compassionate
- Don't yuk my yum // Understanding our taste can be different we are all entitled to our opinion because it is ok for me it might not be ok for others but that is also fine // I like it but don't hate on it because you do not like it // Not calling out but calling in
- active brainstorming and collaboration
- step up/step back // Making sure we speak up but also listen // just listen // Avoid interrupting
- be mindful of How to discuss conflicting opinions and follow-up when an individual might be hurt -- address microaggressions and conflict in a brave and supportive way
- confidentiality - whatever is said here, stays here
- Being ok with a lack of closure on course topics // It's okay to agree to disagree // Be aware of time.
- stay present during our time together // take care of yourself (ie need to go to bathroom, grab sip of water)
- Humility towards learning // Being curious // Be open to learning new things // Be curious while not being judgmental of others. // No one knows everything - together we know a lot. // Don't be afraid to ask questions - others may have the same ones
- Challenge assumptions // Practice self-inquiry as much as external inquiry // Speak from your own experience
- taking holistic perspectives to problems
- having some fun // Learning should be fun! // learning being fun.
- No matter you're intention, you're responsible for your impact // We can't be articulate all the time // Speaking plainly is allowed and encouraged.

Friday class:

- Be respectful of others opinions even if you disagree, do so respectfully. // Use I statements. When giving feedback, be direct and offer suggestions. // Keep an open mind and receive all ideas with respect. // Challenge the idea, not the person // Try not to get caught up in the politics of niceness. Be OK with asking questions if something is curious to us, or doesn't sit well. // Correct with care, assume good intent // Be conscious of intent vs impact // open to feedback
- Listen to understand. // Active listening // Listen = silent - in order to truly listen - we have to stop our minds from wanting to say the next thing. We have to be silent and listen to others. Listen to understand // practice mindfulness... often what the other person says prompts other thoughts that may take us away from present
- Be mindful of others' time to speak if you have spoken recently or several times. // Make space for all voices. // Notice power dynamics // Be mindful of power dynamics and the dynamics of taking up space during conversations. Making space for less talkative voices. // aware of our positionality, compassion // Step up and Step back as needed // Equity
- Avoid making assumptions
- Speak from experience and avoid generalizing
- We are here to learn from our instructors and colleagues. // Be curious and open // Curiosity instead of judgement // Engage with cultural humility and move with compassion. Assume the best of and from each other. // Be understanding of different levels of experience (both the tech aspect of the online class, and where we all are in our professional development journey) \ Be patient with yourself and others // Apply what we're learning from readings and discussions.
- Stay accountable for showing up. It is so easy to get distracted on line. So checking in before to see what we need to do to remain focused // Be on time. In case of an emergency, e-mail the teaching team.
- Recognize everyone's inherent value
- [added in a subsequent week] Chat to show positive support for your peers. :)
- [added in a subsequent week] What is said here, stays here in terms of authors/speakers
- [added in a subsequent week] Its ok not to be perfect

Variation 1: Recommitting to the community agreements each week

Each week, near the start of class, the instructor gives the class a chance to add to or edit the community agreements, and then asks everyone to recommit to following them.

Step 1: In the same Community Agreements layout each week (**Image 3**), the instructor gives students some time to review the community agreements, and asks if anyone has something to add, clarify, or edit. This is usually a quick process, but sometimes a discussion comes up that improves the existing agreements.

Step 2: Once students have finished asking questions or proposing additions/edits, the instructor asks the class to use the green thumbs up status icon to indicate that they recommit to following the agreements. Once everyone has put up a green thumbs up status icon, this concludes the recommitment to the agreements.

Variation 1: Using the community agreements when an issue or conflict arises during class

If an issue or conflict arises during class, it can be helpful to move to the Community Agreements layout (**Image 3**) as a reminder of the class's agreements. The agreements can frame the instructor's approach to addressing the issue or conflict.

Variation 1: Using the community agreements when grading class participation or asynchronous discussion forums

For those who grade class participation, it can be helpful to include following the community agreements as one of the requirements in a grading rubric; it can also be helpful to include following them as a requirement for asynchronous discussion forums. This can help hold students accountable to their commitment to follow the agreements, and as it is rare for students not to follow the agreements, this creates a reward for doing so.

Variation 1: Posting the community agreements within breakout rooms

When setting up the layouts for activities in breakout rooms, it is helpful to include an image of the community agreements as a reminder for the groups.

Variation 2: Create agreements in small groups first, and then come together to complete them with the whole group

In online courses, it can be supportive to vary the means of classroom engagement (Tanis, 2020), and this can include offering multiple modes of student engagement while creating the community agreements.

Adobe Connect breakout rooms allow students to meet in a smaller group arrangement. These breakout groups can be created randomly or can be created with additional considerations regarding gender and racial parity. If you are a professor who has previously facilitated racial affinity based groups, you may also arrange breakouts in this way to support race-alike spaces for deeper dialogue. Regardless of how you decide to design your breakout sessions, these smaller groups enable longer speaking times for each student (more mic time), as well as a collaborative process between students as they determine their contributions to the community agreements.

Variation 2: Creating the community agreements during the first class

Before class:

Step 1: The instructor prepares for class by creating the number of breakout rooms based on the number of preferred students in each group. For example, in a class of 25 students a professor may wish to create 5 breakouts in advance so that each has 5 students.

Step 2: After creating the breakout rooms, the instructor sets the rooms up, including placing a Notes pod in each breakout room with instructions for students to work together to discuss their past experiences with building community agreements in other groups and to share what has gone well, and what has been challenging (**Image 4**).

During class:

Step 3: The instructor tells the class their rationale for the use of community agreements as well as the use of breakout groups to discuss community agreements, and sets a timeframe for the small group process.

Step 4: When the breakout activity is over, the instructor asks students to respond to a "Contributions to the community agreements" Poll. The instructor gives students some time to respond with their breakout group contributions, and to then reflect on what they observe in the final Poll results once the instructor has broadcast the responses (**Image 5**).

Step 5: The instructor asks for feedback from students on microphone, video or in the chat pod regarding the contents of the agreements. Suggested prompts for dialogue include:

- Are there any statements here that you feel require additional discussion and consideration before including?
- Are there statements here that you feel are particularly powerful for you to consider given your social identities?
- Are there particular statements here that you would particularly like to commit to as a part of your own learning process?
You may wish to not share this, or to share privately with a peer in the class.
- What would you need to change in this list to feel certain about co-signing the agreements?

Step 6: The instructor either copies Poll results onto a Notes pod within Adobe Connect to save, or takes a screengrab of the Poll results to save for future use. The Notes pod or screengrab can then be used to create a separate PDF or file to be shared for student use, and as a weekly in-class reminder of the group's agreements.

Step 7: The instructor may wish to facilitate a brief discussion about the community agreements that were brainstormed, providing the option for students to suggest changes or additions before closing the activity. The instructor closes out the activity by asking students to provide a thumbs up agree status icon to denote "I co-sign these community agreements." In addition, the instructor notes that the agreements will be reviewed in the next class session and are a working document that can be shifted, edited, and added to at any time during the semester.

After class:

Step 8: The instructor pastes the community agreements into a slide for use in future classes. This slide can be displayed at the beginning of class, either as an on-going component of the slides used for facilitation each week, or as a PDF that students can download using Adobe Connect's File Share tool.

Variation 2: Example community agreements

The following are examples of community agreements created using this method during Spring 2021 with an online course. This course had 28 students present and the final agreements represent the process steps of Variation #2 described above.

Spring 2021 Community Agreements:

- Respect each other's own experiences and views
- Call people "in" not "out" to facilitate learning
- Try it on
- Do your best to hold yourself accountable
- Place pronouns next to your name
- Don't question someone's lived experience
- Commitment to self-awareness and self-reflection
- Try to remain kind and thoughtful in all communication
- Have open minds and hearts
- Honor other's experiences
- Seek first to understand, then to be understood
- Intent vs. impact matters here
- What is said here- stays here
- Sway in, sway out: be mindful of mic time
- Honor each other's vulnerability
- Take space, make space
- Use "I" statements
- Do not take anyone or anything for granted

Variation 3: Request community agreement suggestions before class and use this as a starting point to create agreements together

A third variation for creating community agreements is to invite your students to email you suggestions of proposed community agreements prior to the first day of class and use these responses to start the in-class group discussion. This variation has the advantage of including the perspectives of students who might want time to think about their suggestions, who might want to share their suggestions privately with the instructor, or who might feel inhibited about sharing their ideas with classmates who are strangers on the first day of class. A disadvantage is that students may be less likely to respond to email before the class has begun, resulting in a starting set of agreements that don't reflect all of the students.

To create community agreements in this way, consider the following steps:

Step 1: Request community agreement suggestions before the first day of class. This could be done via individual emails, a group email to the class, or as part of a welcome/general announcement on Canvas (or another learning management system). When you make this request, you may want to explain how their responses will be used, whether their responses will be anonymously shared, and that proposing community agreements is optional. Consider sending this message approximately one week before the first class and follow-up with a reminder 2-3 days before class.

Step 2: Compile the students' responses onto a slide, to be shared as part of the in-class discussion. It may be helpful to clearly state somewhere on the slide that these are initial suggestions that you will discuss and develop further together.

Step 3: Introduce the in-class activity in which you will create community agreements together. Share the slide with the collected proposed agreements as a starting point for the discussion. See Variations 1 and 2 above for recommendations and considerations on how to facilitate the in-class discussion.

For all variations: Critical considerations for addressing white supremacy while co-creating community agreements

1. **Understand white supremacy and how it shows up in the classroom.** White supremacy, as defined by activist scholar Elizabeth Martinez (2004), is the systemic "exploitation and oppression of people of color by white people to maintain a system of wealth, power, and privilege." Instructors should understand how white supremacy can show up in the learning environment, land-based and online, to ensure authentic cultivation of inclusive spaces. It is critical to note that white supremacy doesn't always manifest as racial slurs or other obviously racist gestures or occurrences. Although the legacy of this ideology benefits white people, it can also devalue white people in certain instances, thus making it challenging to detect and address.

Here are some examples of how white supremacy manifests in online classrooms, as adapted from Okun's (2010) scholarship on white supremacist culture in organizations:

- o **1) Perfectionism.** Ex: Penalizing students whose technology malfunctions prohibit them from fully participating in a class activity.
 - o **2) Sense of Urgency.** Ex: dismissing a student who explains they had to interpret for a family member who doesn't speak English and, thus, were a few minutes late to class.
 - o **3) Defensiveness.** Ex: Immediately defending yourself without actively listening to a student's report of how they believe white supremacy shows up in your classroom.
 - o **4) Quantity Over Quality.** Ex: Students are assessed based on the number of times they contribute to small group breakout discussions in class as opposed to the quality of their contribution.
 - o **5) Worship of the Written Word.** Ex: Course assignments are only limited to written papers that conform to traditional writing conventions. This practice excludes other culturally grounded ways students can convey their comprehension of the knowledge imparted in the course.
 - o **6) Only One Right Way.** Ex: Not accepting qualitative, culturally informed ways of knowing and knowledge production as valid sources in student assignments.
 - o **7) Paternalism.** Ex: Deciding not to co-create community agreements with your students.
 - o **8) Power Hoarding.** Ex: Prioritizing the contributions of white students over students of color.
 - o **9) Fear of Open Conflict.** Ex: A student raises concerns within a class session about their marginalization as a student of color in the class. The instructor isn't comfortable managing conflict so asks the student not to "disrupt" class and address the issue outside of class time.
2. **Acknowledge and address any of your own implicit biases,** internalized white supremacy, and oppressive ideologies. Before addressing any bias that may arise from students, the instructor should commit themselves to actively identifying and deconstructing any internalized white supremacy and oppressive ideologies (Bussey et al., 2021; Kendi, 2019). This ongoing process of reflection will sharpen the instructor's capacity for recognizing and addressing any biases that arise among students while developing community agreements.

3. **Allow students to voice their concerns about any of the suggested community agreements if they'd like to.** At least one student may voice their concerns about any potentially biased community agreements (Boatright-Horowitz et al., 2013). It is imperative for students, particularly those of marginalized identities, to have the opportunity to articulate their experiences of white supremacy and oppression in this process if they choose to. A discussion of concerns will help students better understand how these structural systems play out in the classroom.

4. **Identify any concerning suggested community agreements if none of your students articulate their concerns.** Students of marginalized identities may choose not to vocalize their concerns about potentially biased community agreements as a protective factor. This reticence may be due to myriad possible reasons, such as unfamiliarity with their classmates, concerns about retaliation for raising uncomfortable topics in the course (or entire academic program), and racial battle fatigue, which is the emotional and mental fatigue Black people and People of Color experience as a result of anticipating and experiencing racial microaggressions (Smith, 2009).

If this occurs, the instructor should identify the problematic community agreement(s) and explain why it appears to be rooted in white supremacy and other forms of oppression. For example, while co-creating community agreements a white student suggests the following community agreement, "Students of color will call out any white students who says or does anything perceived to be racist." The instructor explains that this agreement places a degree of emotional, intellectual, and often trauma-inducing responsibility on students of color who are already, by racial identity, victimized by white supremacy, and reinforces a white supremacist power dynamic that relieves white students of recognizing and accepting responsibility for harmful behavior. The instructor suggests editing the proposed agreement to "we will address microaggressions or macroaggressions that occur during class" and invites the class's feedback on this proposed edit.

5. **Challenge a student's oppressive thinking without judgment.** Students who suggest at least one community agreement that's informed by white supremacy may need support in understanding why their contribution may be problematic. Moving the conversation to a structural analysis from an individual one can help the student understand the broader implications of white supremacy and how it shows up interpersonally (Schultz, 2019). Instructors are encouraged to share and discuss the list in #1 above about how white supremacy shows up in the classroom, to expand students' understanding of how well-intended community agreements may actually conform to white supremacist conventions.

6. **Be prepared to facilitate a nuanced conversation.** Students might not be able to engage in nuanced discussions about white supremacy for a number of reasons (Smalling, 2020). For example, they might not have participated in intimate, vulnerable conversations before; they may feel self-conscious or uncomfortable doing so; or they might not have a keen understanding of the intricacies of white supremacy, which is necessary to understand its structural and interpersonal implications. Reflect on your comfort level in facilitating these conversations, and seek support and insight from trainings, readings, peers, or colleagues if necessary.

As a note, white faculty should be mindful when seeking support from colleagues of color, particularly when asking for free labor. It can be mentally and emotionally taxing to support or teach white colleagues about racism and oppression. Remain open to the possibility that your colleague of color may decline the opportunity to support you in this way or ask to speak about it at another time. Understand that this is most likely a protective measure to minimize their risk of mental and emotional exhaustion. We also recommend the following books by anti-racism scholars and writers:

- How to Be an Antiracist, by Dr. Ibram Kendi
- Be Antiracist: A Journal for Reflection, Awareness, and Action, by Dr. Ibram Kendi
- So You Want to Talk About Race, by Ijeoma Oluo
- Me and White Supremacy, by Layla F. Saad
- But I Don't See You as Asian: Curating Conversations About Race, by Bruce Reyes-Chow
- My Grandmother's Hands: Racialized Trauma and the Pathway to Mending Our Hearts and Bodies, by Resmaa Menakem

7. **Understand that students may indicate their concern about a community agreement in other ways.** Students may reach out to the instructor after class to discuss their concerns about particular community agreements. They may have been hesitant to voice their concern in class due to the reasons stated above in point #4. Validate their concerns about speaking up in class and offer to introduce their concern anonymously in the next class session when you revisit the community agreements as a class (Ortega & Marquart, 2016; Shedrick & Marquart, 2020).

What this looked like in Adobe Connect

Image 2: The Community Agreements layout during the first class session included a slide with instructions to type proposed agreements into the chat, and a Notes pod where agreements were copy-pasted from the chat, with related proposed agreements grouped together. The Chat pod is large so as to encourage participation. The person on webcam is one of the chapter authors. Adobe product screenshot(s) reprinted with permission from Adobe.

Image 2 Alt-Text: In this screengrab of an Adobe Connect classroom, the instructor is on webcam in a Video pod in the far left, with the Attendees pod below. The remainder of the screen is divided horizontally, with a slide and Notes pod sharing the top half and a Chat pod taking up the full bottom half. The slide is titled “Let’s come up with community agreements for the remainder of this Institute.” It includes the instructions: “Please type into chat: What agreements would be helpful in establishing an environment in which we can critically reflect about teaching and learning in this Institute?” The final instruction reads “After we’ve created our agreements, please give a green check if you agree to follow them during this Institute.” The Notes pod in this image demonstrates what the start of this process would look like during class. It displays text that’s been copy-pasted from the chat, from comments typed by “Example Student 1.” The Notes pod is titled “Community Agreements” and has three bullet points. The first says “one mic // listen to learn, not to argue.” The double slash indicates that “one mic” and “listen to learn, not to argue” were separate comments in the chat that have been grouped together because they are related. The second bullet point says “encourage and celebrate each other.” The third says “use the stepped away icon if you need to take a break so we’re not waiting for you to respond to something.”

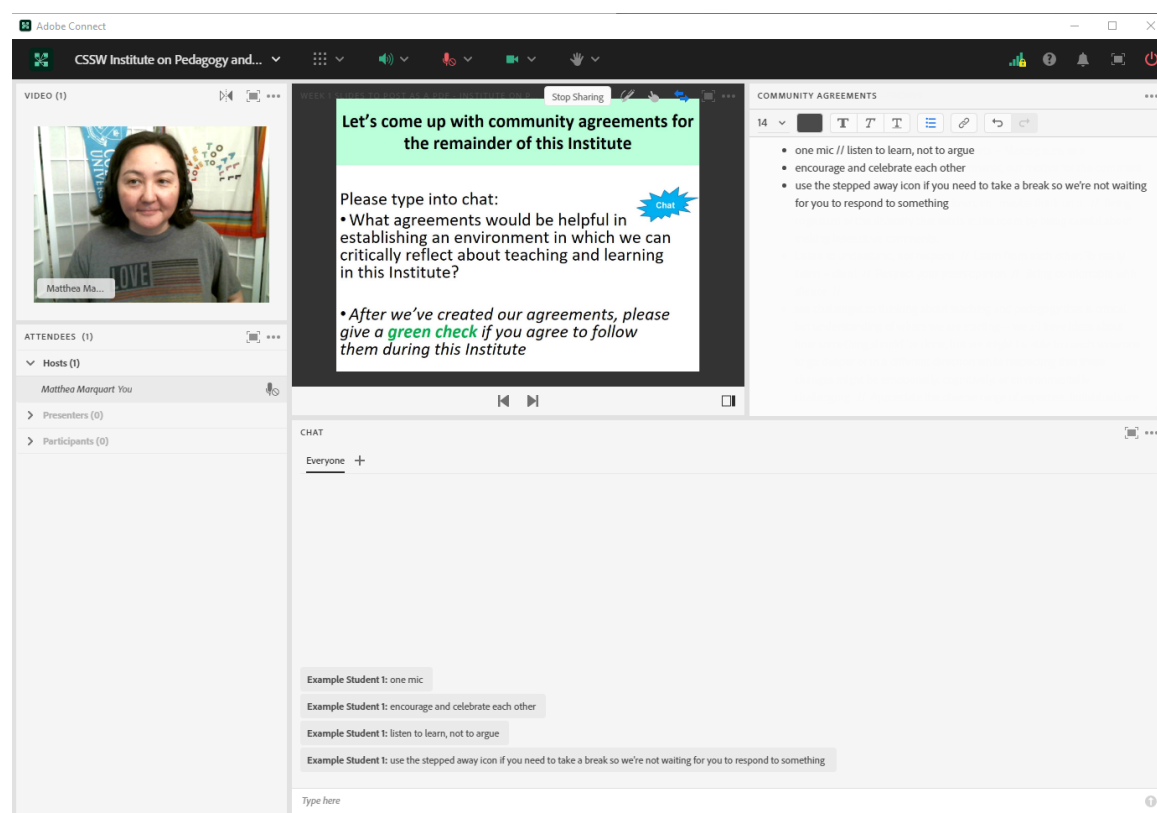


Image 3: The Community Agreements layout during subsequent weeks of class included a slide with a screengrab of the community agreements and the original Notes pod where the community agreements were housed, so that they could be edited if needed. The slide included the instruction to either type additional proposed agreements or proposed edits into the chat, and then use the status icon options to put up a thumbs up agree status icon to demonstrate a recommitment to follow the community agreements. The person on webcam is one of the chapter authors. Adobe product screenshot(s) reprinted with permission from Adobe.

Image 3 Alt-Text: This is a screengrab of an Adobe Connect classroom showing the same layout as Image 1, with four key differences. The first difference is that there is a different slide with instructions, reflecting that it's a different week of the class so the class is recommitting to the community agreements rather than creating them. The second difference is that the Notes

pod is full, reflecting that it includes the full list of the class's community agreements. The third difference from Image 1 is that in the chat pod, Example Student 1 has typed "these still work for me." The final difference is that the Attendees pod reflects that the instructor and Example Student 1 have put up green thumbs-up status icons to indicate that they agree to follow the community agreements. The full text of the slide includes the header "Revisiting our Community Agreements (Wednesday sessions)" and an instruction that says "Anything to add or change? If these are still ok with you and you still agree to follow them, please give us a thumbs up." The slide includes an image of the community agreements, which are also visible on the Notes pod. They include "active listening when others are sharing; Being open minded to others // Being open-minded // Try to understand that everyone has something valuable to teach and learn // humility can be helpful in a classroom space; Co-sign at least 3 ideas a class // Find a way to affirm, amplify, or uplift an idea that someone shared, either verbally (in breakout rooms) or in chat. It creates an affirming space and challenges you to stay engaged with your learning peers // Affirmation is important // Validate and challenge // validate other feelings and opinions // Calling in rather than calling out; Be respectful to each other // respectful communication // Recognizing cultural differences as strengths // A space that encompasses our social work values that we all live and work by // be aware of your biases when both thinking and speaking in the institute // be mindful of our own privilege // Commitment to anti-racism and honoring feedback from one another // inclusive language; ability to revisit and come back to things // acknowledging that people process information differently."

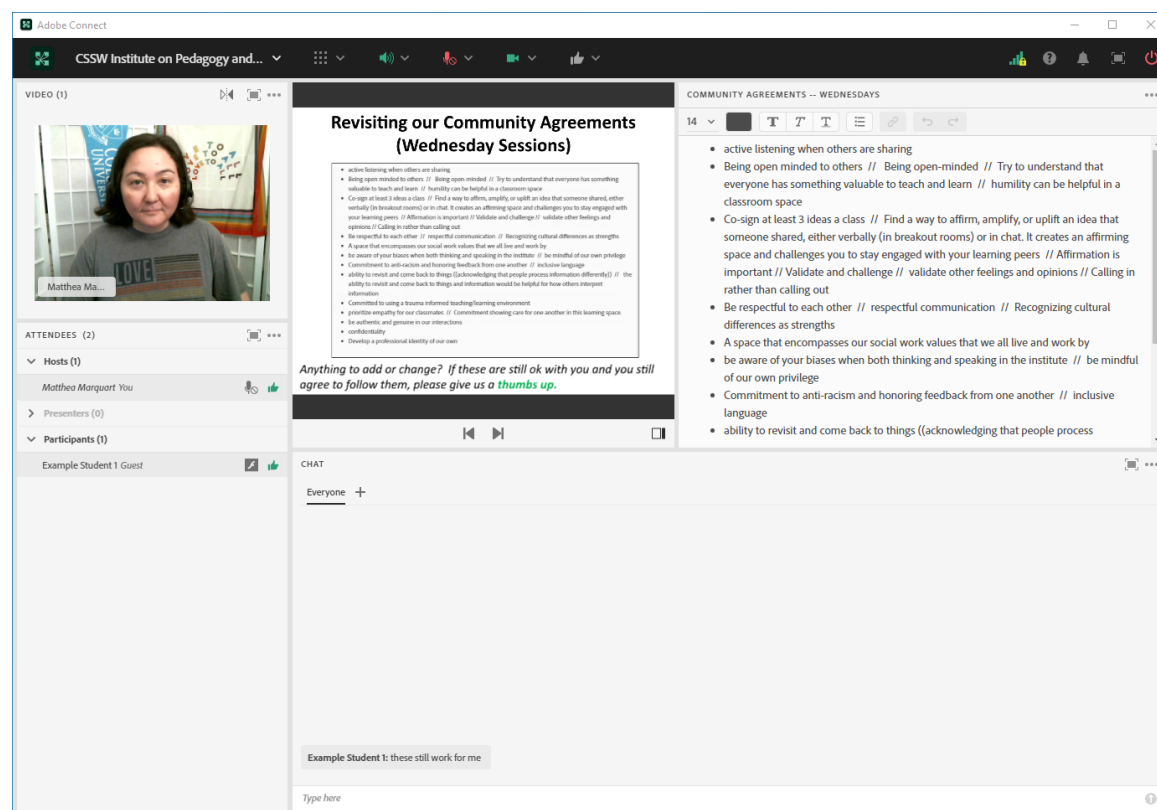


Image 4: The Community Agreements breakout room layout used during the breakout groups included a chat pod and also a Notes pod in the center of the layout. The Notes pod (formatted in advance of the class) asks students to discuss as a group what experiences they've had with building community agreements. Secondly, the Notes pod cues students to engage with each other about what was challenging in their previous experiences, and what has worked for them about using community agreements. Lastly, students are asked to document their brainstorm of specific agreements they would like to contribute to the larger class list of agreements that will be formed. Using the Notes pod allows the breakout groups to document their dialogue and bring these ideas back to the larger classroom after the breakouts are closed. The chat pod is available for students to chat if there are any technical difficulties with microphone or camera access, and encourages varied forms of communication for group members. The people on webcam are two of the chapter authors. Adobe product screenshot(s) reprinted with permission from Adobe.

Image 4 Alt-Text: This image demonstrates how the Adobe Connect breakout room for this activity would appear to students. In this screengrab, two example students are on webcam in a Video pod in the far left upper corner, with an attendees pod below. The remainder of the screen includes a large Notes pod on the top two-thirds of the layout and a Chat pod below. On the Notes

pod are written instructions stating “As a group discuss what experiences you’ve had prior to this class with building community agreements.” Below this are two additional questions: “What has worked for you and why? What has been challenging and why?” The final instruction reads “NEXT: Brainstorm as a group what you would like to contribute to our class agreements.”

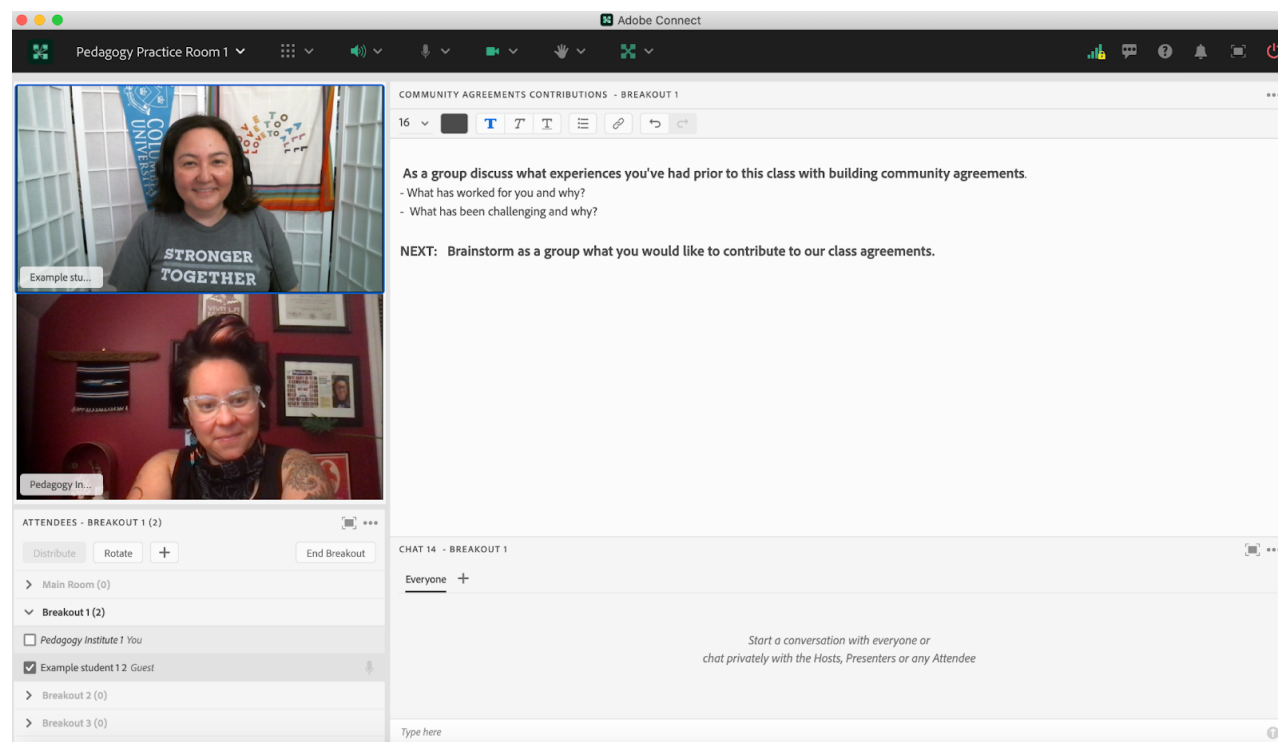
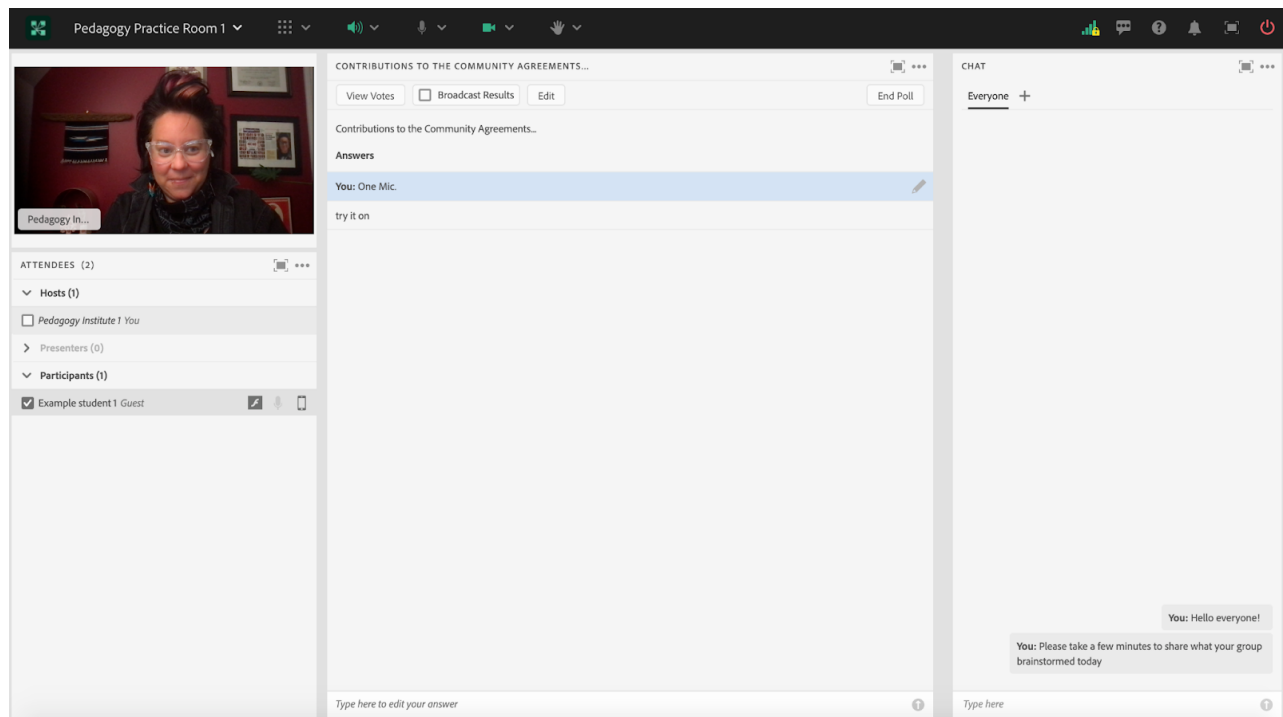


Image 5: This layout, used after the breakout groups ended and students returned to the whole-group classroom, centers a Poll and a chat pod. The Poll asks students to take time to share the contributions to the community agreements that they brainstormed in the small breakout groups. After that, the professor will use the “Broadcast Results” option to make the Poll results visible to everyone in the class, and tell the students to review the results. The person on webcam is one of the chapter authors. Adobe product screenshot(s) reprinted with permission from Adobe.

Image 5 Alt-Text: In this screengrab of an Adobe Connect classroom, the professor is on webcam in a Video pod in the far left quarter of the room, with an attendees pod below. The remainder of the screen is divided vertically, with a large Poll in the center taking up almost half of the space in the room, and a vertical Chat pod taking up the right quarter of the screen. The Poll says “Contributions to the Community Agreements.” There are two Poll responses so far: “One Mic” and “try it on.” The chat pod on the right does not contain any student contributions yet, however the professor has written “Hello everyone! Please take a few minutes to share what your group brainstormed today.” These written instructions support what was verbally shared as well.



References

- Arao, B. & Clemens, K. (2013). From Safe Spaces to Brave Spaces: A New Way to Frame Dialogue Around Diversity and Social Justice. *The Art of Effective Facilitation*. Pp. 135 -150. Stylus Publishing.
- Báez, J. C., Marquart, M., Chung, R., Ryan, D., and 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>
- Baldwin, C., & Linnea, A. (2010). *The circle way: A leader in every chair*. Berrett-Koehler Publishers. <https://edtechbooks.org/yFgr>
- Barrett, B. J. (2010). Is "Safety" Dangerous? A Critical Examination of the Classroom as Safe Space. *Canadian Journal for the Scholarship of Teaching and Learning*, 1(1), 9. <https://edtechbooks.org/tJUa>
- Boatright-Horowitz, S. L., Frazier, S., Harps-Logan, Y., & Crockett, N. (2013). Difficult times for college students of color: Teaching White students about White privilege provides hope for change. *Teaching in Higher Education*, 18(7), 698-708. <https://edtechbooks.org-mYaU>
- Bussey, S. R., Thompson, M. X., & Poliandro, E. (2021). Leading the charge in addressing racism and bias: Implications for social work training and practice. *Social Work Education*, 1-19. <https://edtechbooks.org-hjkc>
- Byers, D. S., McNroy, L. B., Craig, S. L., Slates, S., & Kattari, S. K. (2019). Naming and addressing homophobic and transphobic microaggressions in social work classrooms. *Journal of Social Work Education*, 1-12. <https://edtechbooks.org-BfzC>
- Carello, J. (2018, July 8). Principles for trauma-informed teaching and learning. *Trauma-Informed Teaching & Learning* [Blog]. <https://edtechbooks.org-ZkaZ>
- Duggan, M. (2017, July 11). Online Harassment. Pew Research Center. <https://edtechbooks.org-PPJA>
- Frazier, M. L., Fainshmidt, S., Klinger, R. L., Pezeshkan, A., & Vacheva, V. (2017). Psychological safety: A meta-analytic review and extension. *Personnel Psychology*, 70(1), 113-165. <https://edtechbooks.org-BLjH>
- Kendi, I. X. (2019). How to be an antiracist. *One world*. <https://edtechbooks.org-rtvQ>

- Kendi, I. X. (2020). Be antiracist: A journal for awareness, reflection, and action. One World. <https://edtechbooks.org/-jWe>
- Marquart, M. (2022). Bringing all students onto webcam together for special circumstances: Using a large video pod. In M. Marquart, L.W. Marshall, R. Chung, & K. Garay (Eds.), *Designing Engaging and Interactive Synchronous Online Class Sessions: Using Adobe Connect to Maximize its Pedagogical Value*. EdTech Books. <https://edtechbooks.org/-wLti>
- Marquart, M., Carello, J., & Báez, J. C. (2020, July 3). Trauma-Informed online teaching: Essential for the coming academic year. *The New Social Worker Magazine*. <https://edtechbooks.org/-Nbtd>
- 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. (2021a, 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., Shedrick, D., and Ortega, A. (2021b, February 25). A conversation about anti-racist approaches to student webcam requirements in online courses. Roundtable discussion for the 38th Winter Roundtable Conference: A Pandemic of Racism, Teacher's College, Columbia University. Online via Zoom. Handout deposited in Columbia University's Academic Commons: <https://edtechbooks.org/-UuYx>
- 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/-vugE>
- Martinez, E. (1993). Beyond Black/White: The racisms of our time. *Social Justice*, 20(1/2 (51-52), 22-34. <https://edtechbooks.org/-NPkw>
- McInroy, L. B., Byers, D. S., Kattari, S. K., & CSWE Council on Sexual Orientation and Gender Expression. (2019). *The NAME Steps: How to name and address anti- LGBTQIA2S+ microaggressions in social work classrooms*. Alexandria, VA: Council on Social Work Education. <https://edtechbooks.org/-imhQ>
- Menakem, R. (2017). *My Grandmother's Hands: Racialized Trauma and the Pathway to Mending Our Hearts and Bodies*. Central Recovery Press. <https://edtechbooks.org/-lwlX>
- Okun, T. (2010). *The Emperor Has No Clothes: Teaching About Race And Racism To People Who Don't Want To Know*. Information Age Publishing. <https://edtechbooks.org/-VstU>
- Oluo, I. (2019). *So you want to talk about race*. Seal Press. <https://edtechbooks.org/-zrQ>
- Ortega, A. (2022, March 30). The Trauma Impact of Cancel Culture. *The Affirmative Couch*. <https://edtechbooks.org/-Jaif>
- 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>
- Ortega, A. and Marquart, M. (2016, June 18-19). Creating Anti-Racist Learning Environments Online. Two-day session facilitated at the St. Cloud State University 7th Annual Anti-Racist Pedagogy Across the Curriculum Workshop, St. Cloud, MN. Slides deposited in Columbia University's Academic Commons: <https://edtechbooks.org/-SXd>
- Pranis, K. (2015). *Little book of circle processes: A new/old approach to peacemaking*. Simon and Schuster. <https://edtechbooks.org/-ySZ>
- Quiros, L. (2022, May 11). *Brave Learning Spaces: The embodiment of social justice through a trauma-informed lens*. Liberal Education. <https://edtechbooks.org/-zFo>
- Reyes-Chow, B. (2013). *But I Don't See You as Asian: Curating Conversations About Race*. BRC Publishing.

- Saad, L. F. (2020). Me and white supremacy: Combat racism, change the world, and become a good ancestor. Sourcebooks, Inc.. <https://edtechbooks.org/-bojP>
- Schultz, H. (2019). Disrupting White Vision: Pedagogical Strategies Against White Supremacy. Journal of Cultural Research in Art Education (Online), 36(3), 59-73. <https://edtechbooks.org/-sCkw>
- Sensoy, Ö., & DiAngelo, R. (2014). Respect differences? Challenging the common guidelines in social justice education. Democracy and Education, 22(2), 1. <https://edtechbooks.org/-MMHD>
- Shedrick, D. and Marquart, M. (2020, February 29). Leadership Development for Educators & Trainers - Best Practices for Addressing Power, Privilege and Oppression when Teaching Topics of Diversity & Increasing the Intersectional Lens in the Classroom. Workshop for the 2020 Winter Roundtable Conference, Teacher's College, Columbia University, New York, NY. <https://edtechbooks.org/-dRpy>
- Smalling, S. E. (2022). Overcoming resistance, stimulating action and decentering white students through structural racism focused antiracism education. Teaching in Higher Education, 27(5), 601-614. <https://edtechbooks.org/-yQWn>
- Smith, W. A. (2009). Higher education: Racial battle fatigue. In R. T. Schaefer (Ed.), Encyclopedia of race, ethnicity, and society (pp. 615-618). Sage Publications.
- Tanis, C. J. (2020). The seven principles of online learning: Feedback from faculty and alumni on its importance for teaching and learning. Research in Learning Technology, 28. <https://edtechbooks.org/-Jaaf>



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/community_agreement

The Use of a Large Chat Pod to Encourage Chat Participation About Particular Questions

Joshua Levine

The use of the large chat pod on Adobe Connect can encourage chat participation, and promote fruitful discussions in the online classroom. This chapter will discuss the benefits of the large chat pod, and provide examples of when to utilize this unique feature.

Teaching and Learning Goal

My goals for using the large chat pod are to:

- Promote fruitful and meaningful conversations in the Adobe Connect online classroom.
- Establish a community among students that is inclusive, values diversity, and is conducive to learning.
- Create a natural transition where the attention is shifted away from the slides and focused directly onto the chat pod.

Activity and Results

When I first started using Adobe Connect in August 2016, I would create layouts that had a small chat pod displayed at the bottom portion of the screen. I would reduce the size of the chat pod as a way to feature the classroom slides. While the smaller chat pod is preferable for certain functions or activities, there were instances where I thought there were drawbacks. For example, I thought it inhibited the flow of certain conversations, or even missed key opportunities for meaningful class discussions. The smaller chat pod requires the user to frequently scroll up if they want to view the chat history. After thinking of alternative approaches to this dilemma, I started to incorporate the use of a large chat pod as a way to encourage chat participation.

There are many benefits to using the large chat pod. First, if a student is using a smaller computer screen, the larger chat pod can reduce the amount of scrolling required to see the chat history. The large chat pod can also be utilized to

encourage participation about particular questions, or to discuss sensitive topics. It can also serve as a transition for the flow of the class, as the attention is shifted away from the slides and focused directly onto the chat pod.

One example of the large chat pod being used during a live class session was in March 2020, to discuss the student's thoughts and feelings surrounding the COVID-19 pandemic. COVID-19 has affected all communities and nations throughout the world, and many students have been directly impacted. The teaching team felt it would be beneficial to check-in on the students, and see how they were coping with this crisis. Prior to posting the check-in question in the chat, the teaching team verbalized a disclaimer and acknowledged that this was a sensitive topic. Students were encouraged to step away if they needed. The teaching team also requested that students be sensitive to their peers, as everyone has been impacted in different ways.

After the disclaimer, the Adobe Connect layout was changed to feature the large chat pod.

The chat had the following question posted, "How have you been coping with the COVID-19 pandemic?" Students were given the opportunity to answer this question, and also support their peers. Several of the students commented that they appreciated having time set aside from the lecture to process their thoughts and feelings surrounding this global crisis.

I have found that the large chat pod is an excellent option to promote a sense of community amongst students in the online classroom. It provides a space where sensitive questions can be posted, and conversations are encouraged. The large chat pod does not only need to be used for sensitive topics or questions. I've noticed that it also works well with posting questions related to the course content. It provides a platform for students to feel empowered, and have their ideas be heard.

Technical Details and Steps

Step 1: Create the large chat pod layout on Adobe Connect

The Adobe Connect layout should include the attendees pod, video pod, and chat pod. You can have a file share pod with slides. However, I like to have this pod reduced to a smaller size and placed in the corner so that it doesn't take away from the focus of the large chat pod. I'll usually have the video pod placed directly over the large chat pod as a way to encourage students to come on webcam. The video pod can be placed elsewhere, as per your preference. I may post a question in the chat prior to the class session, so that it is already there when we switch to the layout. I like to change my chat color to further have the question stand out. The chat text color can be changed using the chat 'Pod Options' button.

Step 2: Set the stage for the large chat pod

One way to set the stage is to include a slide in the slide deck that shows the large chat pod question (refer to image 1). The teaching team can also explain the large chat pod activity, and provide a disclaimer if the topic matter is sensitive. If the slide deck includes an agenda slide, the large chat pod activity can be listed in the agenda. The teaching team should specify a time allotment for the large chat pod activity, and communicate this to the class. This is important as there are often many items to cover on the class agenda, and this can help facilitate a smooth transition at the end of the large chat activity.

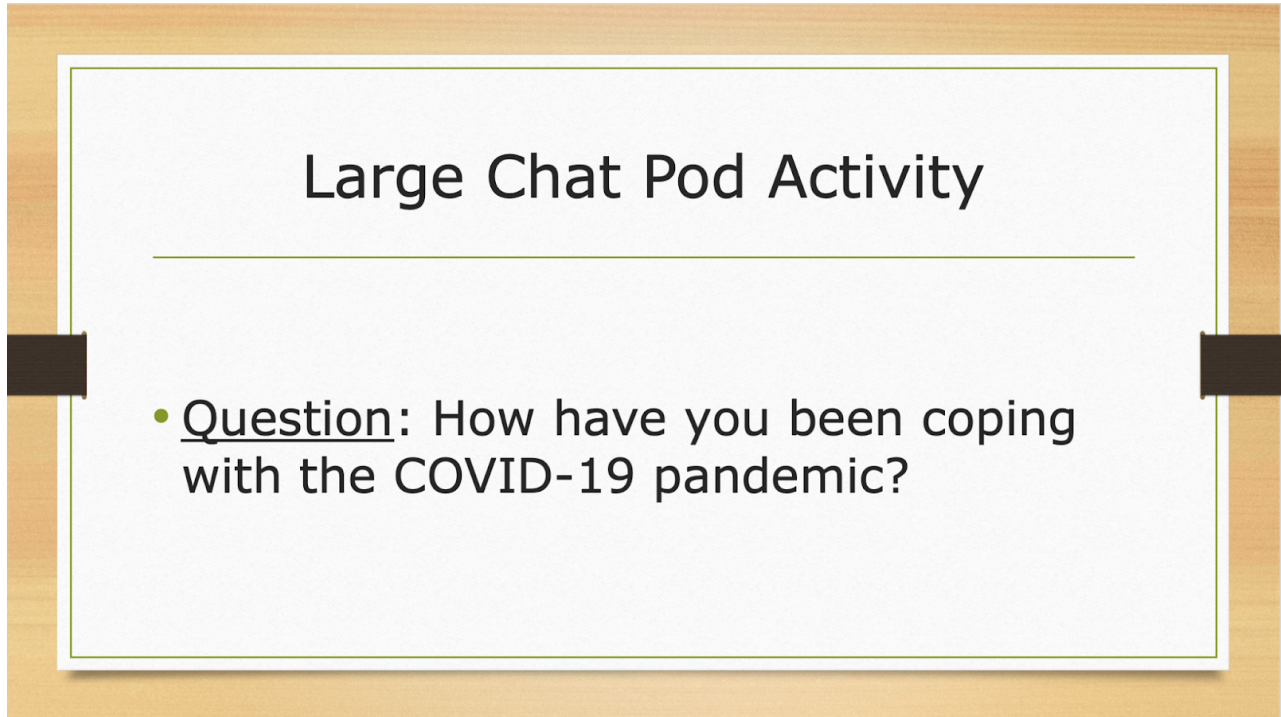
Step 3: Switch to the large chat pod layout

After setting the stage for the large chat pod, you can switch to the large chat pod layout. During this step, students can be encouraged to come on webcam to help promote participation. The teaching team should serve as moderators, and monitor the flow of the chat. If the teaching team notices that the student chat participation is waning, then they could post another question to try to encourage participation, or end the activity altogether. The use of community agreements (refer to chapter: 'Using a note pod and large chat to co-create community agreements') can be beneficial, as it can

ensure that students are respectful of each other, especially when discussing sensitive topics. Community agreements can help promote a community that is inclusive, values diversity, and is conducive to learning.

Image 1: PowerPoint slide with large chat pod question

Image 1 Alt-Text: This is an image of a slide with the heading "Large Chat Pod Activity." The body of the slide says "Question: How have you been coping with the COVID-19 pandemic?"



What this looked like in Adobe Connect

Image 2: Adobe Connect classroom, displaying the large chat pod, no text. Adobe product screenshot(s) reprinted with permission from Adobe.

Image 2 Alt-Text: This is a screengrab of an Adobe Connect classroom. On the far left, in a narrow column, there is a Share pod with the slide from Image 1, and below that is the Attendees pod. To the right, there is a short Video pod with the webcam showing an image of the author, Josh Levine. Below that is a large Chat pod that takes up most of the classroom space.

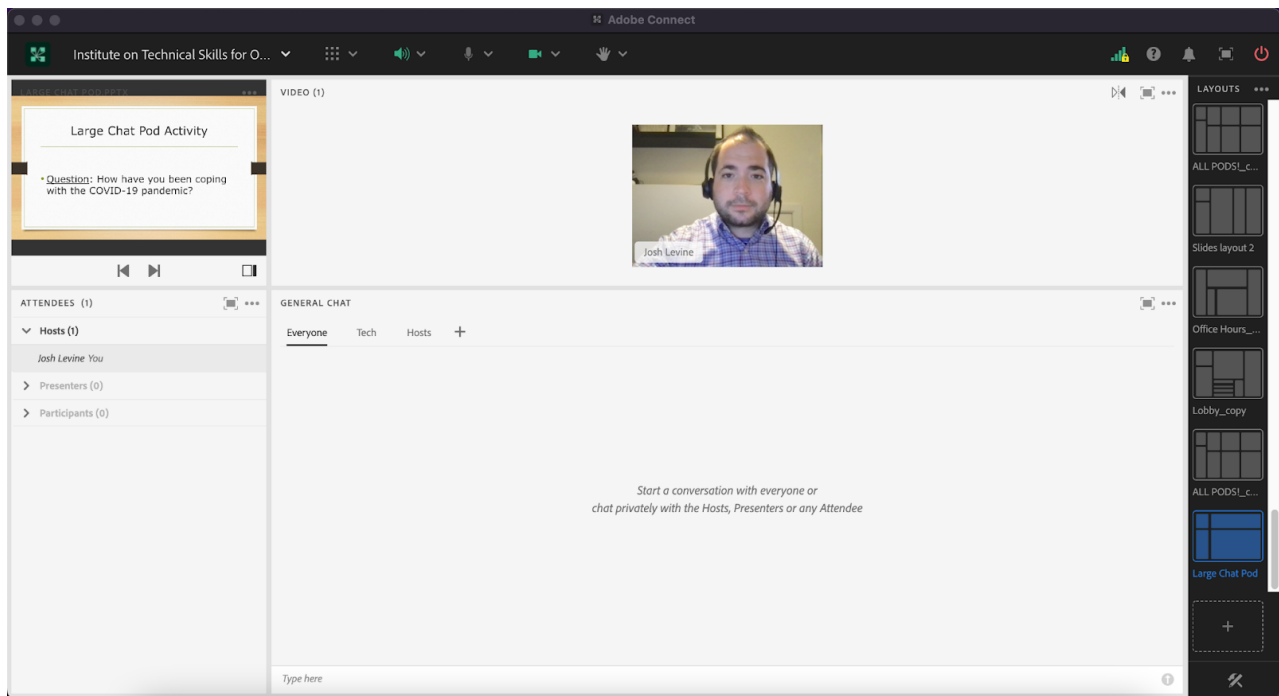


Image 3: Adobe Connect classroom, displaying the large chat pod with the chat question in green text. Adobe product screenshot(s) reprinted with permission from Adobe.

Image 3 Alt-Text: This is a screengrab of an Adobe Connect Classroom that is a copy of Image 2. The difference is that the Chat pod is no longer blank – the instructor has typed the question from the slide into the chat "How have you been coping with the COVID-19 pandemic?" This chat comment is highlighted in green.

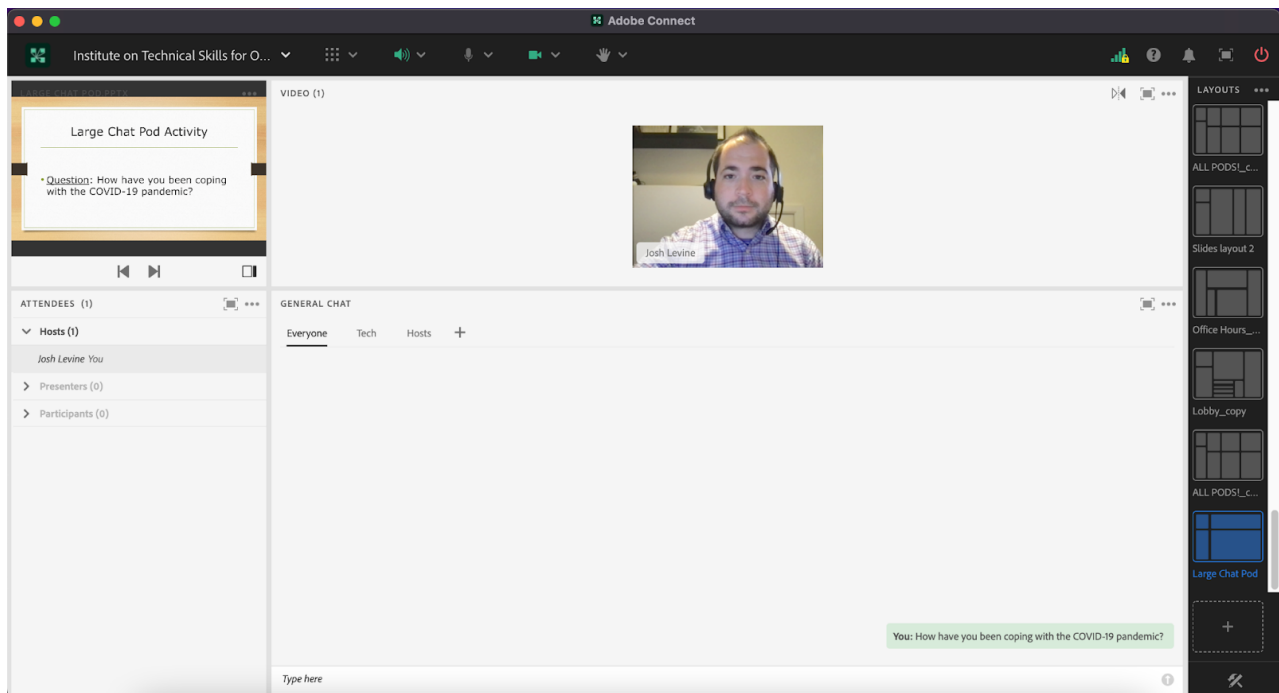
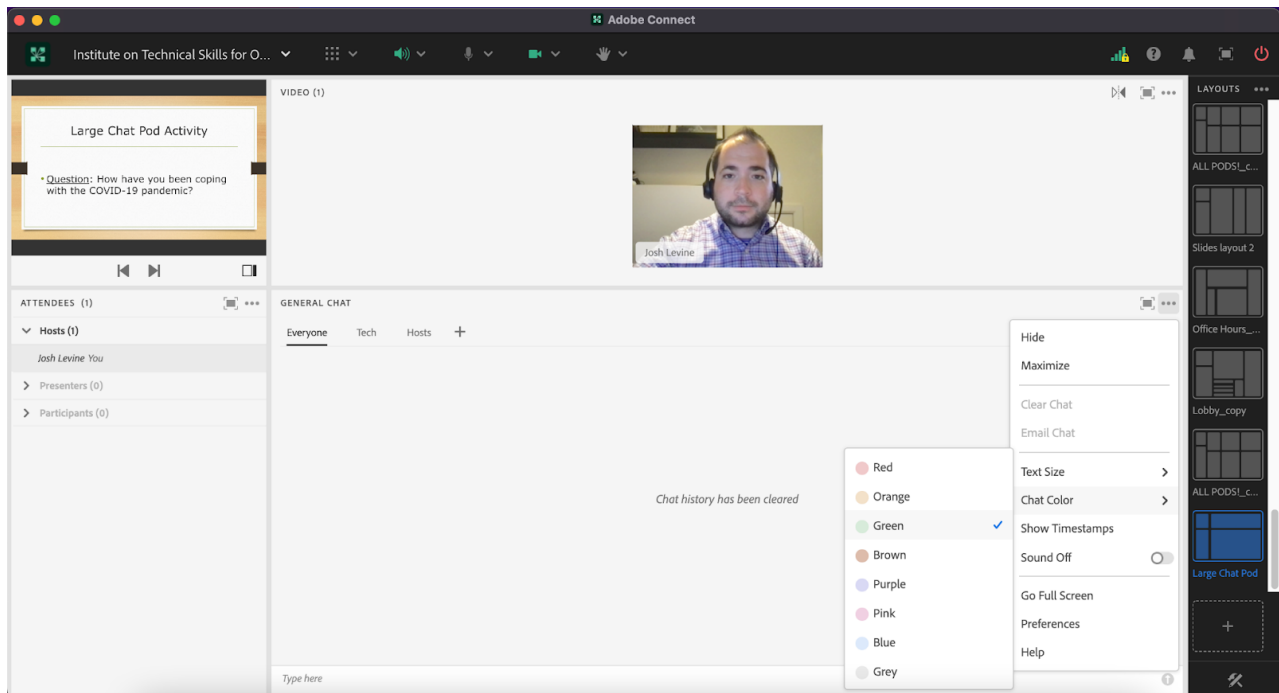


Image 4: Adobe Connect classroom, displaying the large chat pod, no text. The chat box pod options button is clicked to show additional tools and features. Adobe product screenshot(s) reprinted with permission from Adobe.

Image 4 Alt-Text: This is a screengrab of an Adobe Connect Classroom that is a copy of Images 2 and 3. The difference is that the Chat pod's menu is open to show the option to change one's chat highlight color. The color green is selected.





Joshua Levine

Columbia University - School of Social Work

Joshua Levine, LCSW is a Mentor and Live Support Specialist (LSS) at Columbia University's School of Social Work. He is also the Suicide Prevention Coordinator at the VA New York Harbor Healthcare System – Brooklyn campus. Mr. Levine's research interests include suicide prevention and related issues, and more specifically with the military veteran population. Mr. Levine has published several research articles, including a textbook chapter, in this area. He received his Masters of Science in Social Work from Columbia University – School of Social Work, and a Bachelors of Arts in Psychology from the University of Massachusetts – Amherst.



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/large_chat_pod.

Using Large Slides and a Smaller Chat Pod to Focus Attention on Mini-Lecture Content

Helen Garcia

This section addresses lecture engagement. I will review how to simultaneously utilize large slides and a small chat pod to focus participants' attention.

Teaching and Learning Goal

In this case example, I tried to limit engagement distractions and focus student attention on the lecture. My goal was to:

- Focus student attention on the lecture and slides.
- Facilitate multi-tasking without many interruptions.
- Allow student communication and community building.

Activity and Results

At Columbia School of Social Work's Online Campus, a Live Support Specialist is a technical assistance professional who is dedicated to managing and troubleshooting technology issues to ensure live classes run smoothly. During live class sessions throughout the semester for the same online course, a Live Support Specialist is always present. An ongoing challenge I have encountered as a Live Support Specialist is: How can I influence the students' focus and attention to maximize class content and learning? Adobe Connect is a wonderful platform for student learning because there is a plethora of tools available to engage students. There are polls, breakout activities, videos, link shares, white boards, etc. These are very enriching tools, however at times there are portions of lectures in which the instructor would like the student to focus solely on the crafted slides and instruction. I have noticed that if there are too many pods on the screen, the students will often toggle between where to focus their attention.

Initially, when an instructor planned a portion of class to be focused on their lecture, I would arrange the instructor slides and chat pod to be equally sized (half slide pod and half chat pod). Some issues I encountered with this format were:

- At times the instructor would lose the flow of the lecture because their attention was drawn to the chat pod when someone made a comment
- Some students had smaller screens and it was more difficult to view the slides
- Sometimes the students would engage in conversations during the lecture and this distracted from the focus of the slides

When I reduced the size of the chat pod and made the slides larger, I noticed:

- Lectures flowed with fewer interruptions
- Students were able to view slides more clearly
- Side conversations were drawn to a minimum and comments in the chat were more resource sharing/reactions/and questions.

I have found that this layout allows for greater focus on the class lecture and slides. The layout does not negatively impact community building and student interaction because students are still able to communicate in the chat pod. It also permits multitasking without multiple interruptions because the main focus is on the enlarged slides rather than the chat pod.

Technical Details and Steps

Step 1: Create a Layout and Add Pods to the Adobe Connect Layout

When you are logged in as a Host, on the far right of Adobe Connect you will notice a section labeled “Layouts.” At the bottom of the “Layout” section, you will notice a plus sign (+) located inside of a dotted box. When you click this “plus sign (+)” a pop up opens and asks if you would like to “Create a new layout.” Select this option and label it. I personally label it “Slides” for ease of access.

Then add your desired pods. My recommendation is to include a Video Pod, Attendees Pod, Slides Pod, and lastly a Chat Pod.

Step 2: Arrange Pods on the Adobe Connect Layout

The pods can be arranged in multiple ways. My preferred arrangement is to align the Video Pod to the top left hand and insert the Attendees Pod directly below the video pod. Then I select the Slides Pod and place it in the middle of the screen. You can test different sizes but for this layout the goal is to have the Slides Pod be the center of focus. After you have sized the Slides Pod, you can insert the smaller Chat Pod either directly below (**Image 1**) or to the right side of the Slides Pod (**Image 2**). I personally prefer the Chat Pod to be placed to the right of the Slides Pod because I find it easier to scroll through the comments in this format with my smaller computer screen.

What this looked like in Adobe Connect

Image 1: This image demonstrates an Adobe Connect classroom with large slides and a short and wide Chat pod under the slides. Adobe product screenshot(s) reprinted with permission from Adobe.

Image 1 Alt-Text: This is a screengrab of an Adobe Connect classroom. In this classroom layout, the Video pod is shown at the top left of the screen. Directly below the Video Pod, is the Attendees pod. To the Right of the Video Pod is the Slides Pod. The example side in the pod says “Class Slides.” Below the Slides Pod is a smaller Chat Pod.

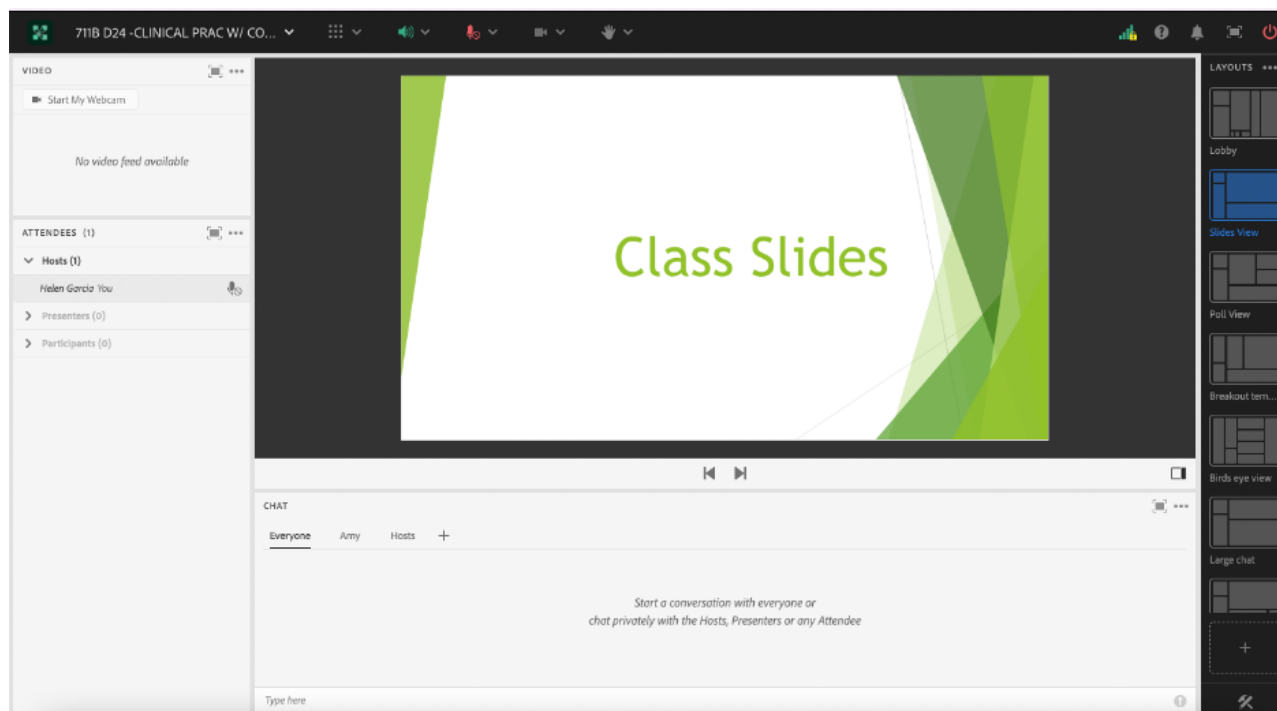
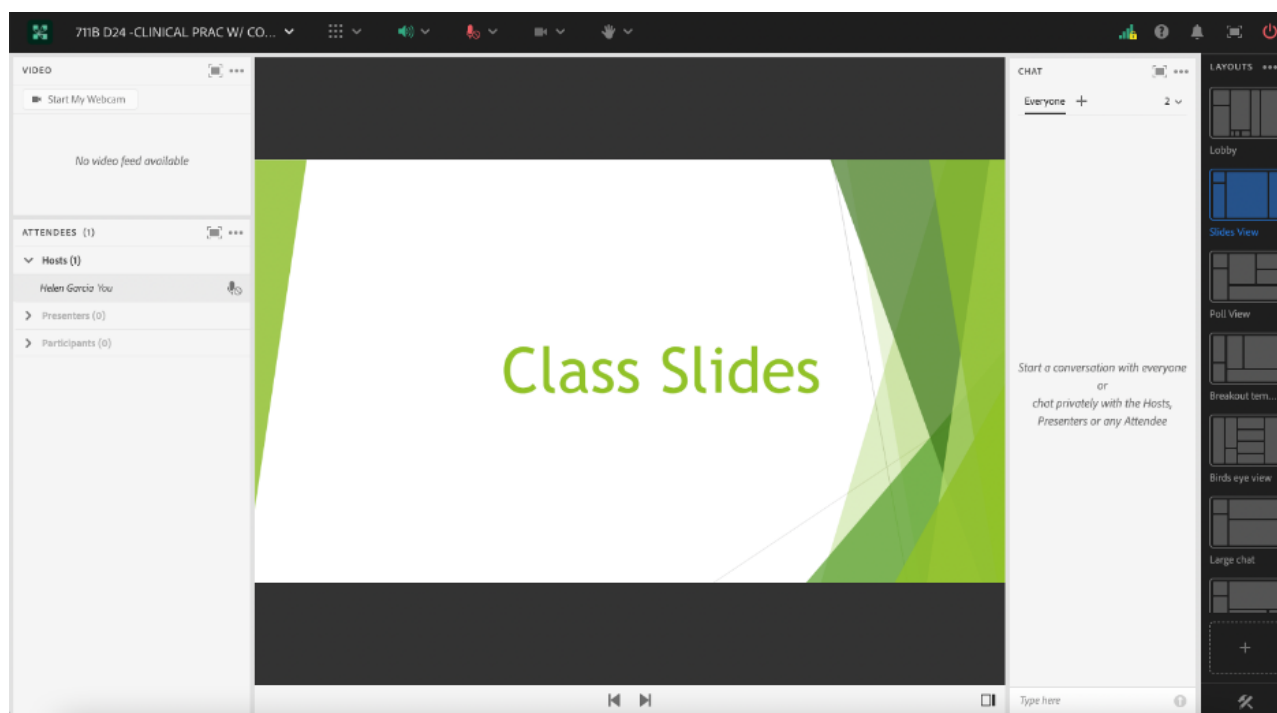
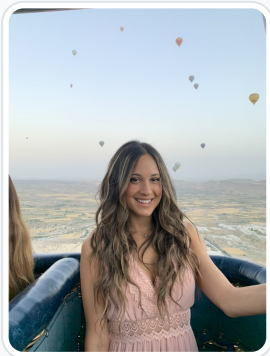


Image 2: This image demonstrates an Adobe Connect classroom with large slides and a tall and narrow Chat Pod to the right of the slides. Compared to Image 1, this layout design allows the slides to be larger. Adobe product screenshot(s) reprinted with permission from Adobe.

Image 2 Alt-Text: This screengrab shows an adjustment to the layout shown in Image 1; the Chat Pod has been moved, and the Slides Pod is larger. The Slides pod takes up most of the center of the layout and stretches from the bottom to the top of the layout. To the right of the Slides Pod is a narrow vertical Chat Pod that stretches from the bottom to the top of the layout.





Helen Garcia

Columbia University School of Social Work

Helen Garcia (Gero), LMSW. Helen currently works as a Live Support Specialist for Columbia University School of Social Work. In this role, Helen provides technical assistance to the online campus, conducts trainings, and other administrative tasks. Helen also works as a Clinical Facilitator for the Clinical Technical Assistance Center (CTAC) at Healthfirst. In this role, Helen works closely with clinical teams and internal stakeholders to advance Healthfirst's clinical practice through technical assistance, education, and innovation solutions by applying adult learning theory and clinical practice standards. Helen received her Master of Science degree in Social Work from Columbia University in 2016 and her Bachelor of Science degree in Sociology and Social Work from Seton Hall University in 2015, Summa Cum Laude.



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/large_slides_small_cha

Creating Opportunities for Student Voice in Online Classes by Using Polls for Feedback

Krystal Folk

This chapter focuses on getting student feedback on live class sessions by using various types of polls to encourage input for bettering the classes sessions and the course overall.

Teaching and Learning Goal

The instructional team's goals for using polls to get feedback are to:

- Highlight the importance of student voice on their own learning.
- Encourage participation, even from students who are usually less talkative.
- Continuously improve the live class sessions throughout the semester.
- Make improvements to the course in the future.
- Grow as educators.

Activity and Results

Feedback is essential for growth. As a current doctoral student, it's very important for me to get feedback on my assignments to see how I can better them and further push my thinking. Similarly, getting feedback on a class session allows the instructional team to improve the class material to better engage students in their learning.

Using the polls in Adobe Connect to collect this information from students encourages the feedback to be open and honest because the responses are semi-anonymous. I remember being a student taking Statistics in Adobe Connect and feeling respected and valued since the Professor asked for this feedback and made adjustments the following class. Similarly, when I took the institutes that Columbia School of Social Work's Online Campus offers, similar feedback polls were asked at the end of class and talked about during the next class, which made me feel heard. It feels good to know that the people leading the class/ institutes want to make sure my voice is included. It is cool to know my opinions can help shape the experience of future participants.

Adobe Connect has three different types of poll options: Multiple Choice, Multiple Answers, and Short Answer. A multiple choice poll allows participants to select only one answer. A multiple answers poll allows students to select all answers that apply. A short answer poll allows students to write their own answers to the question. These three poll options allow for various ways to collect information on what worked well during the class session and what needs improvement.

Poll responses can be “broadcasted” for participants to see what their classmates wrote, but each answer remains anonymous to the class, which can help participants feel more willing to give their honest opinions. The instructional team can see each student’s response if they choose, and should be transparent with students about this.

Examples of poll questions that can be used in a multiple choice poll:

Likert scale-type questions

- Poll question: Having a case example helped me to better understand how to apply clinical tools in practice
- Poll answer choices: Strongly Agree, Agree, Disagree, Strongly Disagree

Getting input on a new element to the class

- Poll question: Today we tried using the share my screen feature. Was this something you would like to see in the future?
- Poll answer choices: Yes, Maybe, No

Examples of poll questions that can be used in a multiple answers poll:

Getting feedback on which classroom activity helped participants learn best

- Poll questions: During today's class, we did the following activities. Which ones helped you learn best today? Please select as many as apply. I learn best by....
- Poll answer choices: Starting class with a short mindfulness activity, Watching a short video, The instructor giving an interactive lecture, Taking a 5-minute break, Practicing the skill in breakout rooms, Discussing as a whole class

Seeing which classroom activity students enjoy doing

- Poll Questions: My favorite ways to participate in Adobe Connect live class sessions are...
- Poll Answer choices: Polls, chat, using status icons, breakout activities, coming on the mic, coming on webcam

Examples of poll questions that can be used in a short answer poll:

General questions to see what students liked and did not like

- Poll Question: What went well?
- Poll Question: What can be improved?
- Poll Question: What is your takeaway from this class session?
- Poll Question: What is your takeaway from this course?
- Poll Question: What questions do you have?

Technical Details and Steps

Steps for facilitating this activity to gather student feedback

Step 1: Plan your class session and allow time for feedback

As always, planning the key parts of your class is essential. This allows you to make sure you hit the main activities you want to cover. In regards to feedback, it is important to set when you want it to occur. For example, are you asking for feedback after every class session? Do you want feedback only when you use something new? Once you know this, it is important to set time for students to answer the feedback polls. I recommend allowing about 5 minutes, depending on the number and type of poll questions being asked at once, for students to answer polls so answers are not rushed. In my

experiences working on more than 20 courses over the past 5 years, feedback polls were used either at the end of every class or at the end of the last class. Professors usually allot about 5 minutes for students to complete the polls as class wraps up. While students are answering the questions, I have worked with instructors who make announcements and allowed time for Q&A. Students who finish answering the polls and do not have questions are free to log off once they are done. Students who finish and do not have questions but want to listen to others are more than welcomed to stay and do so.

Step 2: Introduce the opportunity for completing the polls

As a Live Support Specialist, I have worked with instructors who introduce the feedback polls in various ways. Some include a slide in their Powerpoint with the poll questions listed, which cues me to switch to the “Feedback Layout” (see Image 1) I create before class. Other instructors use a verbal cue saying something like “before we end class today, let’s take some time to answer our feedback polls.” Whichever the way, clearly stating the importance of why you are asking for feedback and allowing the time for students to provide it in class, encourages meaningful responses.

Step 3: Review poll results and implement feedback

There’s no benefit of asking for feedback unless it is going to be taken seriously. After the class session, read everyone’s feedback and implement it for the benefit of the course. If feedback is used, let the class know! As a student, it makes me feel valued when I hear my professor say something like “I heard what you said last class and I made a few changes today based on our previous conversation.” It makes me feel like my professor values my input and is willing to make adjustments. A specific example I experienced as part of an instructional team for Statistics is that international students were not understanding the references to baseball that were used while explaining statistics. The professor shared this feedback with the class and altered the examples for future classes.

If feedback is given and not used, I also encourage having a conversation with the class about why not. For example, polls were a big part of a past course on Statistics. As part of the feedback responses, the Stats instructional team was asked to use fewer polls. As an instructional team, we felt like it was important to explain to the class why we used so many polls. Stats classes had a large number of students (80-100 at times), so polls were the best way to get everyone’s input, and the easiest way to check for understanding. Once students heard this, there was less negative input around the use of polls due to the deeper understanding of the importance of polls. It also showed students that we heard the concern, and did not ignore the feedback that was provided.

Steps for setting up and using polls in Adobe Connect

Step 1: Create a poll

In order to create a poll, go to the pods menus (the 9 square boxes icon at the top of the Adobe Connect window) and go to the “Poll” option. Once there click “Add New Poll” and a new poll will pop open.

Step 2: Select the type of poll you want to use

Once the poll is created, you can select the type of poll (multiple choice, multiple answers, or short answer) you want to use.

Step 3: Enter the poll question and answers

Now that you selected the type of poll you are using, input the question in the “Question” section of the poll. If you choose to do a multiple choice or multiple answers poll, enter those options in the “Answers (one per line)” section of the poll. If the poll is an open-ended one, there is no need to add an answer choice.

Step 4: Open the poll

To allow students to answer the poll, the poll has to be opened. Click the “Open Poll” button. Students are now able to select or enter their answers (Images 1 & 2).

Step 5: Broadcast the poll (optional)

If you'd like everyone to see what their classmates thought, you are able to broadcast results by selecting the checkbox next to the "Broadcast Results" option. While this is optional, I recommend doing this so everyone in the class can see all the feedback. While participants are able to see what others said, they are not able to see who said what. This might encourage participants to be more honest in their feedback, which in my experience has been the most beneficial for implementing feedback (**Image 2**).

Step 6: End the poll

To make sure the results are captured in the back end of Adobe Connect, you need to remember to click on "End Poll." This will let you go back and review the poll results after class (**Image 3**).

Step 7: Review poll results

To review poll results, you will need to go to the back end of Adobe Connect. Once you are in the back end, go to the drop down arrow next to the name of the class and select "Manage Meeting Information." The information meeting page will open in your browser. Once it does, click "Reports," then "Questions." This will show the poll results for all the polls asked throughout the class, which are organized by session and the order the polls were closed. Go to the poll you want to see the results for and select "View User Responses." If the poll is a multiple choice or multiple answer poll, you may also click "View Answer Distribution" to get a graphic of the distribution of poll responses.

What this looked like in Adobe Connect

Image 1: An Adobe Connect classroom displaying the three types of polls, which are open and have no votes. Adobe product screenshot(s) reprinted with permission from Adobe.

Image 1 Alt-Text: This screenshot shows a layout in an Adobe Connect classroom. Starting at the top left corner, there is a small narrow video pod showing the webcam image of this author, stretching about a quarter of the length of the display. Directly below, there is a narrow Attendees pod that starts right under the Video pod and stretches down the bottom of the display (about ¾ of the length). To the right of the Video and Attendees pods, there are three open polls showing no votes. The first poll is asking a multiple choice question that asks: "Select your preference for holding in-class breaks." The 6 options are as follows: "Have a 10 minute break in the middle of class, Start class 10 minutes later, End class 10 minutes earlier, No preference, Other (type into chat or private message teaching team), No Vote." The second poll is asking a multiple answer poll that asks: "During break time, would you prefer an optional break activity or unstructured time?" The three choices are "Optional break activity, Unstructured time, No preference." The last poll is asking a short answer question that asks: "Do you have any recommendations for break activities or media to share during the break?" Below the polls is a blank Chat pod.

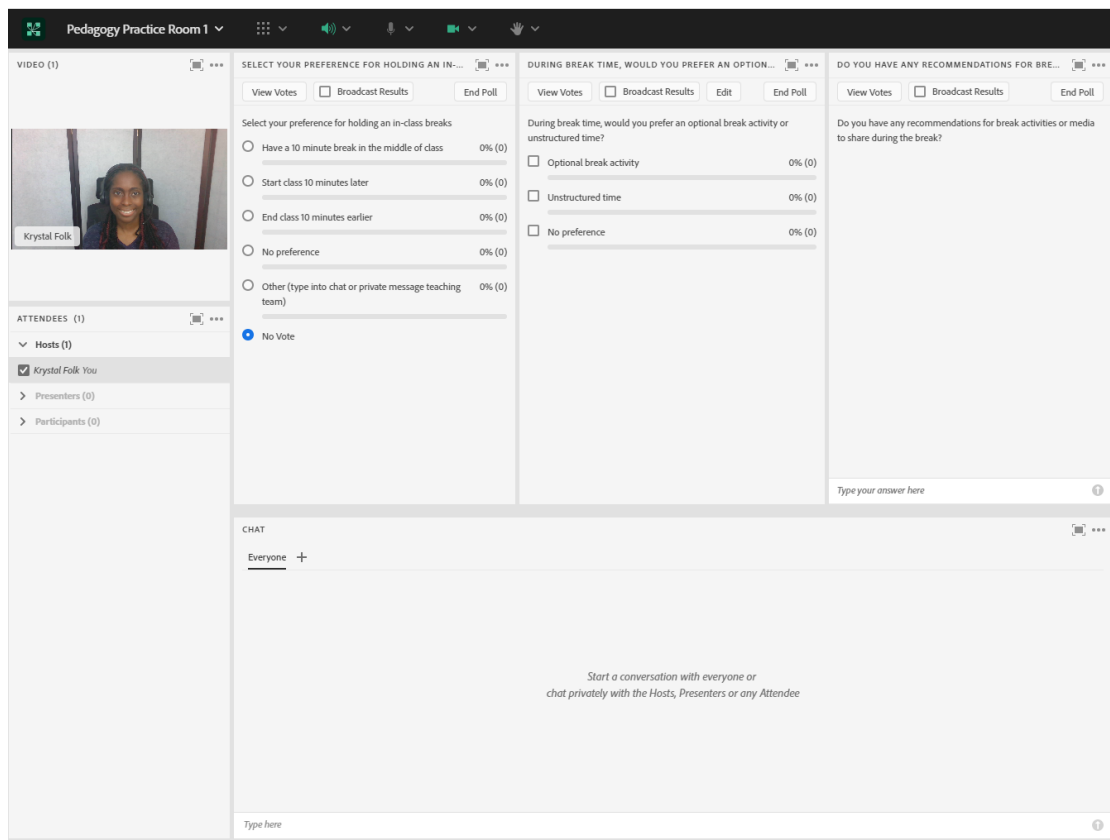


Image 2: An Adobe Connect classroom displaying three feedback polls, all with responses recorded. The polls are open and “Broadcast results” has been checked off on each poll, allowing everyone to see the responses. Please note that Adobe Connect displays a vote count and percentage next to each response for every multiple choice and multiple answer poll. Adobe product screenshot(s) reprinted with permission from Adobe.

Image 2 Alt-Text: This screenshot shows the same Adobe Connect classroom layout depicted in Image 1. The difference is each poll has responses recorded and the “Broadcast Results” box has been checked off on each poll. The first poll has one vote for “Start[ing] the class 10 minutes later” and the poll indicates that 100% (1) of the votes is for this option. The second poll has three responses recorded, one for “Optional break activity”, one for “Unstructured time”, and one vote for “No preference,” and the poll indicates that 100% (1) of the respondents has selected each option. The last poll has a written-in response stating “I like when we listen to music related to the class topic.”

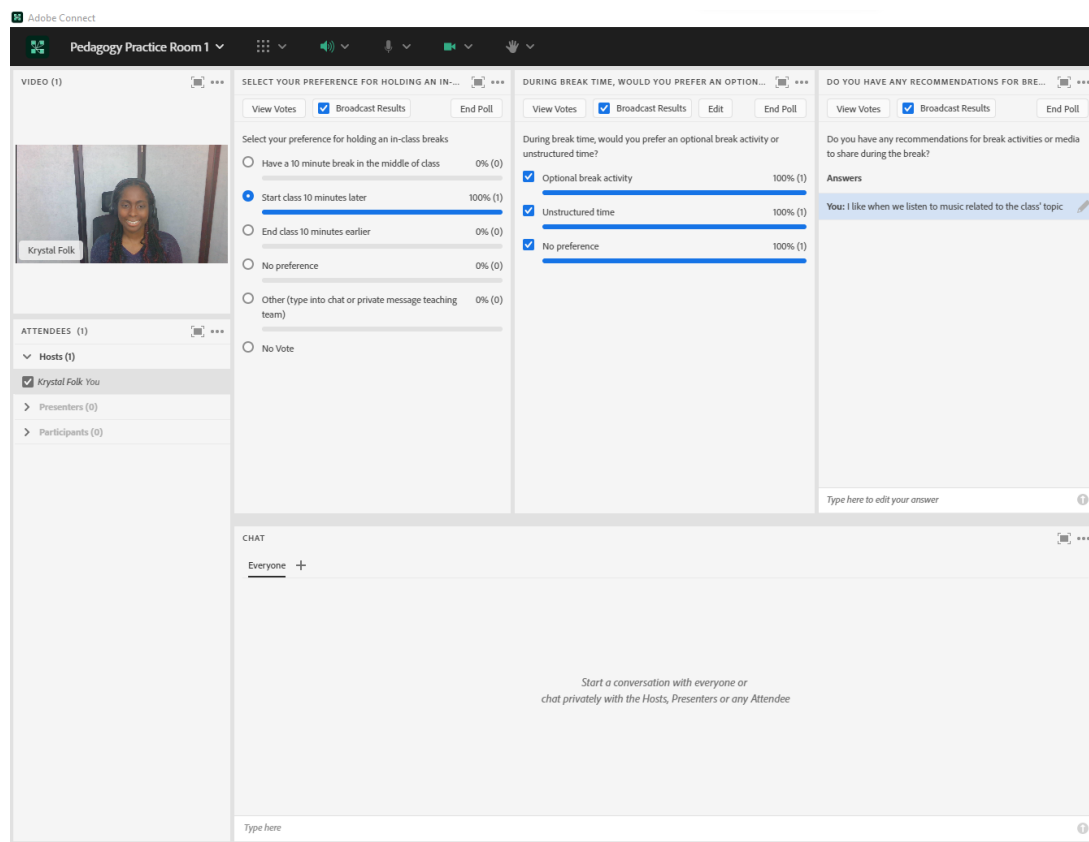


Image 3: An Adobe Connect classroom displaying three feedback polls, all with responses recorded. The polls have been ended so the results can be viewed in the back end of Adobe Connect. Adobe product screenshot(s) reprinted with permission from Adobe.

Image 3 Alt-Text: This screenshot shows the same Adobe Connect classroom layout depicted in Image 2. The difference is each poll has been ended, so the button that used to say “End Poll” now says “Reopen Poll” and there is a message on each poll that says “Poll Closed.”

Adobe Connect

Pedagogy Practice Room 1

VIDEO (1)

Krystal Folk

ATTENDEES (1)

Hosts (1)

Krystal Folk You

Presenters (0)

Participants (0)

SELECT YOUR PREFERENCE FOR HOLDING AN IN-CLASS BREAK

View Votes Broadcast Results Reopen Poll

Poll Closed

Select your preference for holding an in-class break

- ☐ Have a 10 minute break in the middle of class 0% (0)
- ☒ Start class 10 minutes later 100% (1)
- ☐ End class 10 minutes earlier 0% (0)
- ☐ No preference 0% (0)
- ☐ Other (type into chat or private message teaching team) 0% (0)
- ☐ No Vote

DURING BREAK TIME, WOULD YOU PREFER AN OPTIONAL BREAK ACTIVITY OR UNSTRUCTURED TIME?

View Votes Broadcast Results Edit Reopen Poll

Poll Closed

During break time, would you prefer an optional break activity or unstructured time?

- ☒ Optional break activity 100% (1)
- ☒ Unstructured time 100% (1)
- ☒ No preference 100% (1)

DO YOU HAVE ANY RECOMMENDATIONS FOR BREAK ACTIVITIES OR MEDIA TO SHARE DURING THE BREAK?

View Votes Broadcast Results Reopen Poll

Poll Closed

Do you have any recommendations for break activities or media to share during the break?

Answers

You: I like when we listen to music related to the class' topic

CHAT

Everyone +

Type here

Start a conversation with everyone or chat privately with the Hosts, Presenters or any Attendee

Acknowledgements

I would like to thank Matthea Marquart and Kristin Garay for their longtime personal and professional friendship. Thank you for always encouraging me to write, present, and/or facilitate. You both have helped me grow professionally more than you know. Thank you for always being such a great support.

I would also like to thank the CSSW Online Campus community. Being part of this team has shown me how to build relationships and a sense of belonging virtually before the world shifted to remote.



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/polls_for_feedback

Using Polls to Guide Class Check-in Time

Katherine A. Segal

In this example, I will share how and why I use polls to determine how much time I allot to class check-ins. I will also provide examples of how to use Adobe Connect features to support the check-in experience.

Teaching and Learning Goal

My goals with using this strategy are to:

- Acknowledge that the students are engaging in class as whole people, which includes experiencing stress and other feelings/reactions to events that may or may not be related to course content or being a student but nevertheless may impact their ability to learn during the session;
- Name, validate, and build a sense of community around shared stressors;
- Process and identify resources to address stressors;
- Make space to share the floor (mic) with students which honors them as equal members of the learning community.

Activity and results

Prior to March 2020, I utilized class check-ins sparingly and they were always held in response to an event that could potentially impact a majority of the students. For example, when class fell on the anniversary of September 11th, class following the results of the presidential election, and classes following acts of violence that made the national news. Every time I considered using class time for these check-ins I was worried that this wasn't an appropriate use of our class time, that I wasn't having class check-ins in response to the correct events, and that by having a class check-in following a particular event the check-in discussion was limited to reacting to that event. I also didn't like that the decision to have these check-ins or not was solely based on my discretion.

As these check-ins were in response to a particular event, chances were high that other instructors were also considering holding these discussions the same week. As a result student feedback was generally split between two main responses: 1) thank you for the check-in, it was needed, and my other instructors didn't make time for this; and 2) this was a waste of time, I'm tired of talking about this event, every class has talked about it this week. In both cases, I would question my decision to use class time for these check-ins.

However, as we returned to class following spring break of 2020 I invited the students to engage in a class check-in. While this was still in reaction to a national situation and my decision to put our course content on pause, I didn't question my choice to use our class time in this way. How could I not acknowledge the gravity of the situation and expect the students to engage on a "business as usual" level. Since that class session, I have continued to offer a check-in space every week, although its form has shifted each semester in response to student feedback.

For example, for the remainder of the Spring 2020 semester, I blocked out 10 minutes near the start of class for a class check-in. Looking back at my slides I called this time “Current Events Check-In”. This made the check-in time a staple on the weekly agenda but kept the discussion topic narrow. Beginning in Summer 2020, I shifted to titling the slide “Class Check-in” and welcoming whatever topic the students felt they’d like to discuss. While the pandemic continued to be a topic of discussion during these chats for the remainder of the year, many other topics were raised as well such as “how do I have a difficult discussion with my internship supervisor”, “how do I balance school/internship/work/life?”, and “how do I prepare for life after graduation?”. Students also took this time to voice “shout outs” to their classmates thanking them for being supportive in and out of class.

Particularly since opening the check-ins to any topic, students shared that they attributed the check-ins to aiding in building a sense of community in the online learning environment, getting to know each other, and having their concerns validated by their peers. The check-ins were also useful to me as I was able to relay how the students were doing during faculty meetings. For example, sharing that in Spring 2021 the soon-to-be graduates unsurprisingly felt even more nervous about entering the workforce compared to previous cohorts, which lead to brainstorming discussions on how best to support them. Or, most recently when the students shared they wanted more courses and workshops focused on supporting refugees. These are topics that otherwise wouldn’t come up in the normal flow of the class.

In addition to widening the focus of the check-ins, I also implemented using polls to decide if we would have one each week. At first, my poll question was “Would you like a 10-minute class check-in today?” and the available responses were “yes” and “no”. While there are pros and cons with following the majority, I felt this was a good way to shift the power to the students and allow them to decide if this was how they wanted to spend a portion of their class time.

During one of the class sessions, the votes were evenly split between wanting the 10-minute check-in and not wanting it. So I asked the class if they would like a 5-minute check-in and allowed them to revote. The votes shifted overwhelmingly to “yes” and we moved into our check-in. After that, I updated the poll question to “Would you like a class check-in today?” with the available answers of “Yes, 10 minutes”, “Yes, 5 minutes”, and “No, not today”. I have found these options give the students more flexibility, keeps us from being locked into a 10-minute check-in that might not be needed or wanted during a particular session, and reduces the chances of skipping even a brief check-in when it is needed.

Technical details and steps

Step 1: Plan for a 10-minute class check-in.

There are two components when deciding to include a class check-in, making room for it in your agenda and deciding when it will occur. First, as you prepare for class assume that the students will always vote for the 10-minute option and plan the remainder of the session accordingly. This may mean cutting out a slide or two or getting comfortable with running out of time rather than rushing to cram all of the content in with less time. If the check-ins feel like an afterthought or the remainder of the session feels rushed for having included the check-in students will be less likely to vote for them. Therefore, stating that it is an option while treating it as an imposition is performative at best and does not truly allow the students to vote for the check-in nor will they feel comfortable voicing their concerns during a check-in.

Second, decide when you want to have the class check-in. I prefer to have the check-in near the start of class as a way to name and validate student concerns and experiences which could potentially be a barrier to some students focusing during class. Other instructors reserve the last few minutes of class following the lecture content. In addition to clearing the air or placing items in the metaphorical parking lot to allow for improved engagement during class, another reason to have the check-in near the beginning of class is that if they vote for the 5-minute option or to skip it altogether, you can also have a plan on how to use that extra time throughout the session such as allowing for a longer class discussion or extra time in the breakout activity.

Step 2: Set the stage for the check-in.

To further solidify that the check-ins are welcome I include a slide in my slide deck and create a poll (see image 1). I find that including a slide for the check-in reinforces that the check-ins are not an afterthought, crammed in, or unwanted. As mentioned, I like to have the check-ins before diving into the lecture content. My opening routine for each class is to welcome the students, go over the session’s agenda, have them reaffirm the community agreement, engage in a short mindfulness activity, then have them respond to the poll “Would you like a class check-in today?” with the available answers of “Yes, 10 minutes”, “Yes, 5 minutes”, and “No, not today” (see image 2).

Step 3: Honoring the votes.

When using the multiple-choice polls within Adobe Connect you will see the results displayed as the students select their response (see image 3). If the majority of students vote for “Yes, 10 minutes” then we will have a 10-minute check-in. If the majority of students vote for “Yes, 5 minutes” or if the majority of votes are split between 10 minutes and 5 minutes, we will have a 5-minute check-in. And, if the majority of students vote for “No, not today”, then we will move on with class.

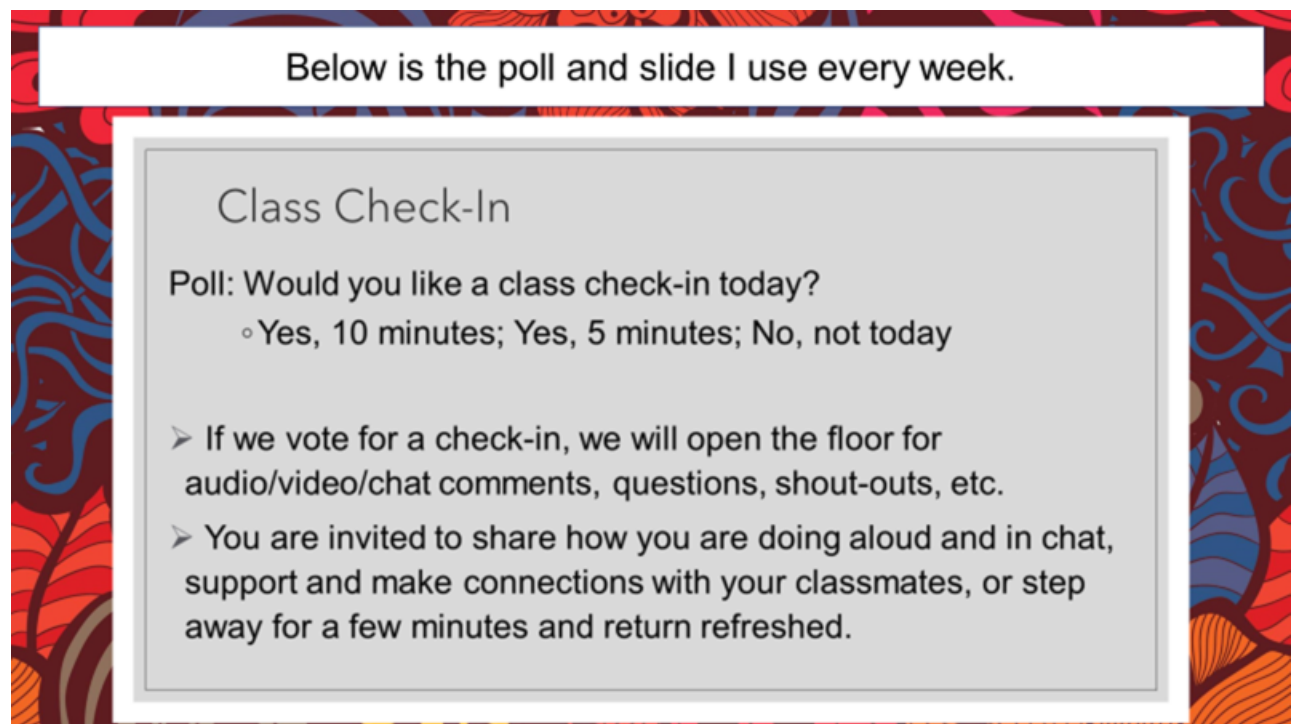
If we have a check-in, I like to move into a layout that includes a countdown timer (see image 4). Displaying the countdown timer and closing the check-in when the time is up honors how the students voted to use their class time. On a few occasions, when there has been a lot of discussion during the check-in, particularly in response to significant events, I have moved back into the poll asking the students if they want to extend the check-in for an additional 5 minutes. If the extension is voted for, we reset the timer to 5 minutes and then move on to the course content when the timer runs out. If they don’t vote for the extension, then we move forward with the session agenda at that point.

Along with the timer, I like to display the Class Check-In slide. On the slide, I include some examples of how to engage in the check-in and provide permission for students to step away. Including explicit permission to step away acknowledges that some students don’t want to utilize their class time this way as well as acknowledging that some students may need to step away from discussions that could potentially increase their distress.

To close the check-ins I thank the students for participating via microphone and chat and thank those who didn’t participate and those who voted to skip the check-in for allowing the conversation to take place. When the class votes to skip the check-in I thank them for voting, encourage them to connect with their classmates between sessions to build community, and encourage them to meet with me following and between classes for additional support.

Image 1: Class Check-In Powerpoint slide with poll text.

Image 1 Alt-Text: This is an image of a slide labelled “Below is the poll and slide I use every week.” The slide’s heading says “Class Check-In” and the body of the slide says “Poll: Would you like a class check-in today? Yes, 10 minutes; Yes, 5 minutes; No, not today.” The slide continues with bullet points that say “If we vote for a check-in, we will open the floor for audio/video/chat comments, questions, shout-outs, etc.” and “You are invited to share how you are doing aloud and in chat, support and make connections with your classmates, or step away for a few minutes and return refreshed.”



What this looked like in Adobe Connect

Image 2: Adobe Connect classroom, displaying the check-in poll open, no votes. Adobe product screenshot(s) reprinted with permission from Adobe.

Image 2 Alt-Text: This is a screengrab of an Adobe Connect classroom. There is a narrow Attendees pod on the far left side that stretches from top to bottom. To the right of the Attendees pod, there are a Video pod in the top center that shows the instructor (this chapter's author), a Share pod below that that shows the slide from Image 1, and below that the rest of the screen is split between a Poll on the left with the questions from Image 1 and no votes, and a blank Chat pod on the right.

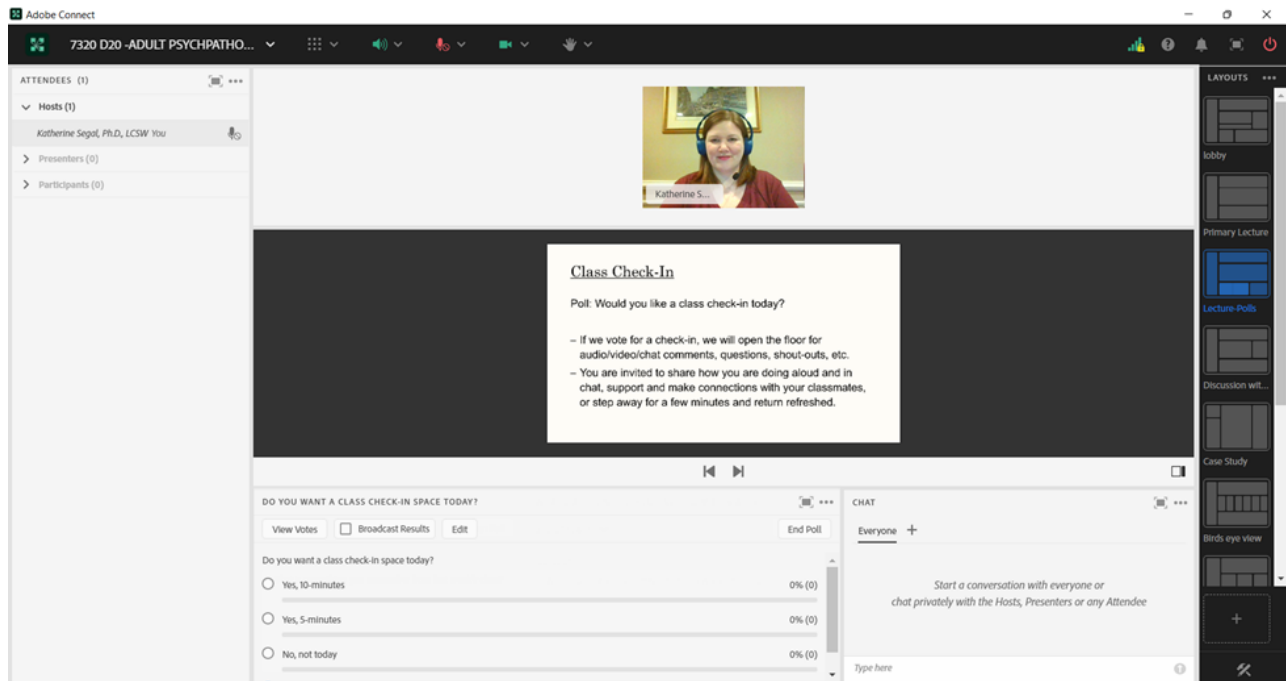


Image 3: Adobe Connect classroom, displaying the check-in poll with one response. Note that Adobe Connect displays a vote count and percentage next to each response. Adobe product screenshot(s) reprinted with permission from Adobe.

Image 3 Alt-Text: This is a screengrab of an Adobe Connect classroom that is a copy of Image 2. The difference is that the Poll has a vote for "Yes, 10 minutes."

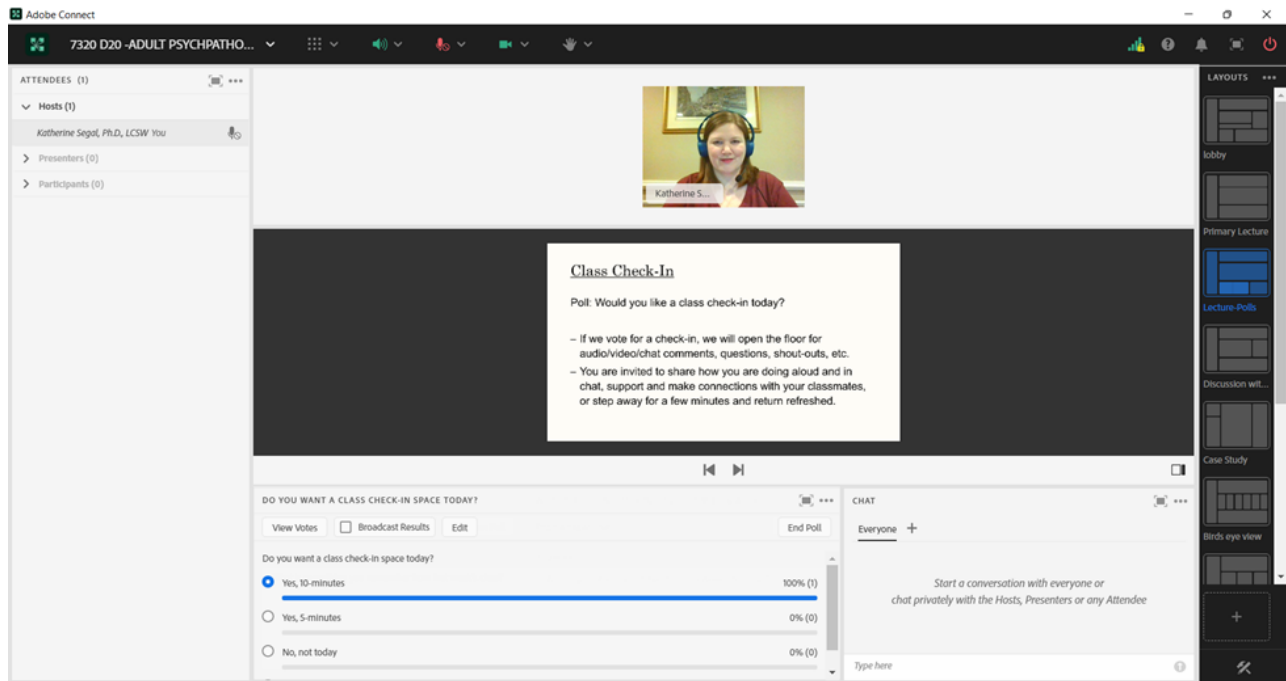
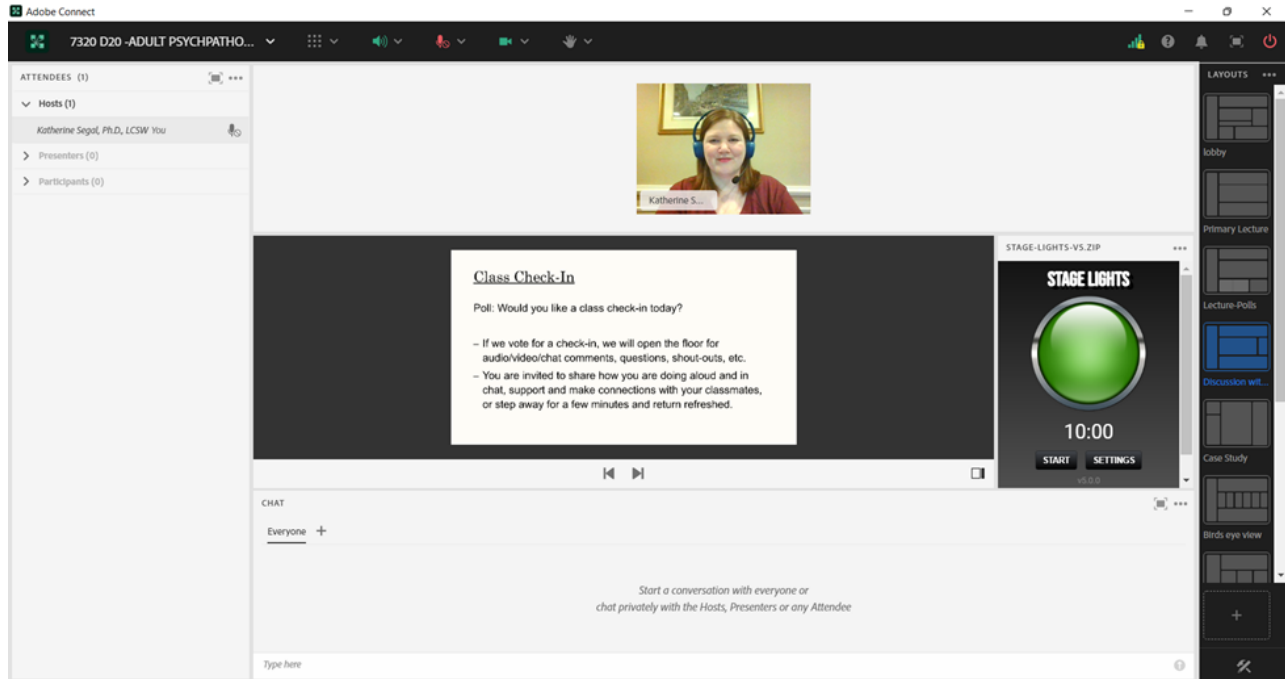


Image 4: Adobe Connect classroom, displaying a layout option with video, share pod with slide, timer, and chat pod. Adobe product screenshot(s) reprinted with permission from Adobe.

Image 4 Alt-Text: This is a screengrab of an Adobe Connect classroom that is similar to images 2 and 3. The difference is that the Poll is no longer there and the Chat pod is therefore wider and covers the space formerly occupied by the Poll. In addition, a "Stage Lights" countdown timer has been added next to the slide, showing that the class will be checking in for 10 minutes.





Katherine A. Segal

Columbia University School of Social Work and Saybrook University

Katherine A. Segal, Ph.D., LCSW is an integrative social worker, graduate-level educator, qualitative researcher, and wellness coach. Dr. Segal earned an MSW from Columbia University and a Ph.D. specializing in Integrative Mental Health along with the Integrative Wellness Coaching certificate from Saybrook University. Dr. Segal has practiced social work in a variety of settings including school, medical, forensic, residential, and community mental health. Dr. Segal has utilized their knowledge and skills in the delivery of direct practice, clinical supervision, providing professional trainings, and teaching. They have taught at Columbia University, Saybrook University, and the University of New Hampshire.

Throughout clinical and academic work Dr. Segal has cultivated an integrative theoretical perspective that guides their assessment and treatment of clients as well as the education of colleagues, aspiring social workers, and integrative practitioners. In addition to teaching, Dr. Segal operates a remote coaching private practice specializing in provider burnout prevention, Integrative Mental Health, holistic wellness, life goal attainment, and dissertation completion.



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/using_polls_to_guide_check

Using a Poll and a Second Chat Pod to Wrap Up the Class Session

Delia Ryan

The use of a poll and a second chat pod to end a class session promotes student reflection on the material and connection of course content to social work practice. This chapter will discuss ways to utilize the chat and poll pods to wrap up and reflect on a live class session.

Teaching and Learning Goal

My goals for using polls and chats to end a class session include:

- Encouraging mindful reflection on the material
- Creating a space to share final thoughts and bring a sense of closure to all students
- Gauging student takeaways and feedback on the day's lesson to adapt content in the future
- Building a seamless transition from one week to the next by sharing the responses across class sessions
- Fostering a classroom environment where student opinions and feedback are valued
- Giving students multiple avenues for engaging with complex ideas and allowing students to find broader meaning in their work

My goals for using polls and chats to end a class session include:

- Encouraging mindful reflection on the material
- Creating a space to share final thoughts and bring a sense of closure to all students
- Gauging student takeaways and feedback on the day's lesson to adapt content in the future
- Building a seamless transition from one week to the next by sharing the responses across class sessions
- Fostering a classroom environment where student opinions and feedback are valued
- Giving students multiple avenues for engaging with complex ideas and allowing students to find broader meaning in their work

Activity and Results

At the end of a long class session, students and instructors may feel tired and overwhelmed by the material covered over the last hour or three. It is tempting to sign off and move on with one's day without processing the class content or reflecting on lessons learned. The primary chat pod is often filled with goodbyes while students log out of the classroom.

However, it's helpful to build in time to process and reflect. The pedagogical practice of utilizing different avenues for learning and engagement with the material is standard in the online classroom. In this example, I ask students to reflect on the class content in two separate pods: one short-answer poll and one unique chat pod, used to distinguish the reflections from the comments and questions posted in the primary chat pod.

The polling function in Adobe Connect is semi-anonymous, meaning that if the poll results are broadcast, the student names attached to each answer are not visible in the classroom setting (they are recorded and available to faculty via the back-end reporting tool). The chat pod, on the other hand, displays student names as they respond to prompts. Instructors may prefer to make some reflection questions semi-anonymous by using polls and others "public" within the classroom setting by using chat pods.

It is common for instructors to repeat the same questions at the close of each class session, such as "What is your key takeaway from this class?", which turns the process of reflection into a routine one for students who know they will be expected to share their thoughts at the end of each class. This practice deepens their engagement with the content and provides an opportunity for giving feedback on what lessons were most powerful or memorable for them.

It is also common to ask students to connect lessons learned in the class session to their work outside the classroom. In this example, I ask "What's one idea you heard today that you're excited to implement in your social work practice?" This allows students to imagine how their professional development can be enhanced by classroom learning, and reflect more deeply on the tools that will be useful to them in the field.

Other questions that might be considered for closing out a live class session include:

- What did you appreciate the most today?
- What topic or practice would you have wanted to learn more about?
- What did or didn't work for you in today's class?
- What are you most interested in learning about next?

Technical Details and Steps

Before class:

Step 1: I create a "Wrap up" layout in Adobe Connect to use in the final minutes of the live class session (**Image 1**). The layout includes the video pod, attendees pod, regular chat pod, and a share pod with slides. I make the share pod small enough to include space for the poll pod and second chat pod side by side.

Step 2: I include a slide in my slide deck that contains the text "Final Thoughts" and the two questions that will be posed to students.

Step 3: I set up a poll using the "short answer" question type, then type in the question "What is your key takeaway from this week's class?"

Step 4: I type a question into the new chat pod after changing my chat color in the "Pod Options" menu to green: "What's one idea you heard today that you're excited to implement in your social work practice?"

During class:

Step 1: Five minutes before the class end time, I display the "Final Thoughts" slide and remind students that there will be two reflection questions as displayed on the slide.

Step 2: I then move to the Wrap up layout, open the poll, and read both reflection questions aloud to students.

Step 3: As responses come in, I broadcast the poll results and read aloud the responses to both questions. Ideally, there would be time to review all responses before the official class end time.

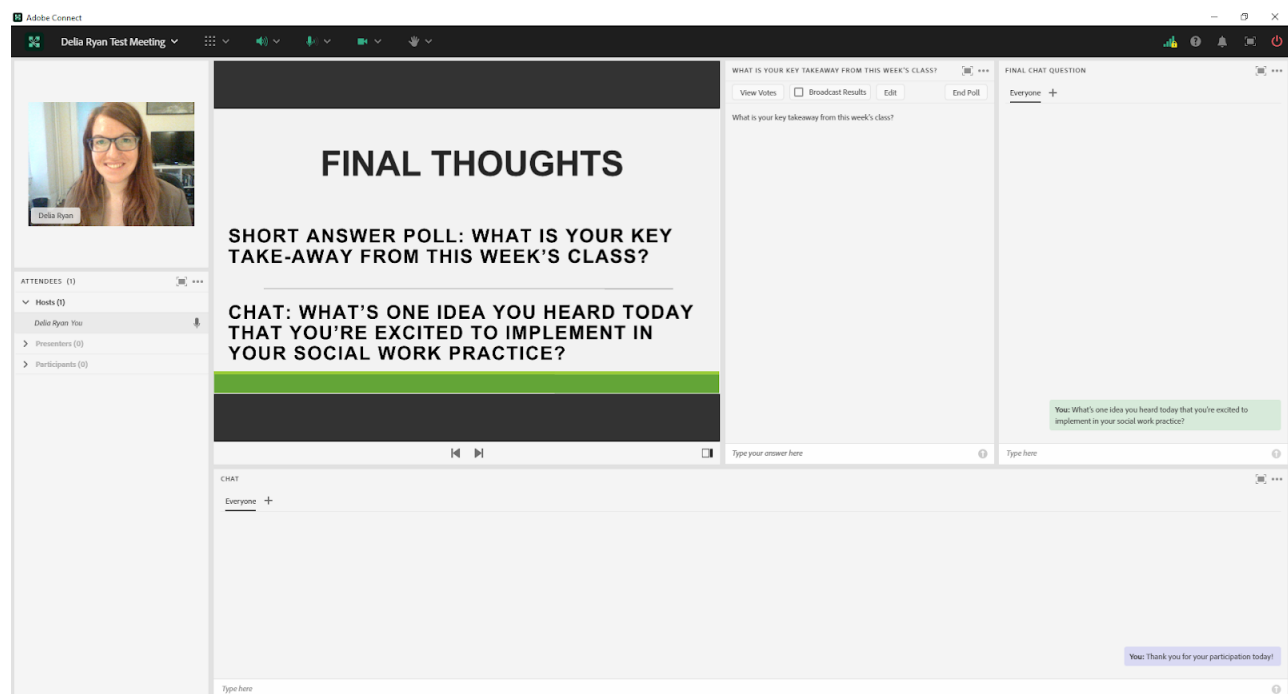
After class:

Step 1: I again review the closing reflections and add them to a slide to share at the start of class the following week, reminding students of their takeaways and ideas.

What this looked like in Adobe Connect

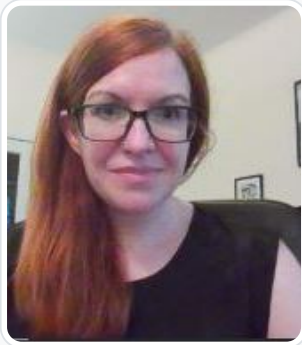
Image 1: A “wrap up” layout in an Adobe Connect classroom displaying the video pod with this chapter’s author on webcam, attendees pod, chat pod, and “Final Thoughts” slide next to a short-answer poll and final chat question. Adobe product screenshot(s) reprinted with permission from Adobe.

Image 1 Alt-Text: This is a screengrab of an Adobe Connect classroom. In the upper left corner, there is a Video pod that shows the instructor and underneath that, there is a narrow Attendees pod that stretches from just under the Video pod to the bottom of the layout. In the center, there is a Share pod that shows a slide titled “Final Thoughts.” It includes the two closing questions that are in the Poll and Chat pods. To the right of the slide there is a Poll pod that asks “What is your key takeaway from this week’s class?” To the right of the Poll pod is a Chat pod that prompts students with the question “What’s one idea you heard today that you’re excited to implement in your social work practice?” Below the slide, poll pod, and chat pod, is another chat pod, referred to in this chapter as the primary chat pod, that would have been present for the entirety of the class session. It has a message that says “Thank you for your participation today!”



Acknowledgements

I am grateful to the CSSW Online Campus team for the opportunity to contribute to this book, and in particular to Matthea Marquart whose Pedagogy Institute class sessions guided the creation of this chapter.



Delia Ryan

Delia Ryan is a licensed social worker in New York. She currently works as a Forensic Social Worker at The Legal Aid Society of New York City and a Live Support Specialist at Columbia University's School of Social Work (CSSW). At Legal Aid, Delia conducts psychosocial assessments with clients facing lengthy prison sentences and writes mitigation reports to the Court and Bronx DA's office advocating for non-incarceratory alternatives. She also supervises Master's-level student interns. At CSSW, Delia is a co-leader of the Institute on Pedagogy and Technology for Online Courses, Associate for the Institute on Technical Skills for Online Event Production, mentor to incoming Live Support Specialists, and member of the Quality Assurance administrative team. Delia holds a BA in English from Rutgers University and a Master's of Science in Social Work from Columbia University.



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/wrap_up_poll_second_ch

Adobe Connect Status Icons: A Useful Feature to Increase Engagement

Sahani Chandraratna

The status icons feature in Adobe Connect can be a useful tool to increase engagement, check in with students, get real-time feedback, and gauge student preferences.

Teaching and Learning Goal

I use the status icons feature for several reasons and under varied conditions. I found that it can be useful for the following activities.

- To gauge students' perception of a video or other presented item.
- To determine students' preferences.
- To keep students engaged throughout the class.
- To obtain feedback about lecture pace.

Activity and Results

The Adobe Connect status icons feature is automatically available in the classroom. To ensure both the instructional team and students are familiar with how to use the tool, I recommend instructional teams complete a brief technology orientation during the first class session, including reviewing how to use the status icons feature. I also recommend instructors consider how to incorporate the status icons feature when planning the weekly lecture, and include prompts in slidesets; however, it can be utilized on an ad hoc basis whenever relevant.

The status icons feature can be used to help determine students' status or level of engagement. For example, it can be used to decide when to take a break or how to structure class (e.g., give me a laughing symbol to do our breakout activity now or a thumbs up to take a break first). It can also inform preferred lecture pace (e.g., instructors can encourage students to use the "slow down" request icon as needed), or gauge students' prior knowledge about a topic (e.g. give me a thumbs up if you have experience working with clients on this, and an applause status icon if this is new to you). Following a presentation, video, etc., the instructor can use the status icon to gauge reactions (e.g., give me a

thumbs up if you thought the video was informative and a thumbs down if you did not enjoy it, and please share more about your opinion in the chat). It can also simply be used to engage students and keep them on their toes (e.g., give me a round of applause status icon if you agree).

Technical Details and Steps

The Adobe Connect status icon feature is automatically available in the classroom. The feature can be accessed at the top of the Adobe Connect classroom to the right of the video icon. The status icon feature icon is an open hand. To use the feature, open the drop-down menu next to the icon by clicking on the downward-facing arrow. Select the status icon you would like to use. The current status icon options are listed below and can be seen in **Image 1**.

- Raise hand
- Agree
- Disagree
- Applaud
- Laugh
- Step away
- Speak louder
- Speak softer
- Speed up
- Slow down

Some of the status icons automatically clear after a period of time and some are persistent (Raise Hand, Agree, and Disagree). I often clear the status icons after the activity goal has been completed to avoid confusion. You can clear everyone's status by clicking the three dots next to the word 'attendees' in the attendees pod. A drop-down menu will open when you click the three dots (**Image 2**), and you can scroll down and click 'clear everyone's status'.

What this looked like in Adobe Connect

Image 1: An Adobe Connect classroom with the status icon feature drop-down menu open. Adobe product screenshot(s) reprinted with permission from Adobe.

Image 1 Alt-Text: This is a screengrab of an Adobe Connect classroom with the status icon drop-down menu open. The status icon is located in the top center of the Adobe Connect classroom and can be identified by the symbol of an open hand, and the menu can be opened by clicking on the down arrow to the right of the open hand symbol. With the drop-down menu open, the following status icon options are visible: raise hand (the icon is an open hand), agree (the icon is a thumbs up), disagree (the icon is a thumbs down), applaud (the icon is a hand clapping), laugh (the icon is a smiley face), step away (the icon is a circle with a line across the middle), speak louder (the icon is a loudspeaker with several sound lines getting larger), speak softer (the icon is a loudspeaker with sound lines getting smaller), speed up (the icon is a speed dial with the arrow pointing to the right), and slow down (the icon is a speed dial with the arrow pointing to the left). The rest of the classroom layout includes a video pod, share pod for the class slides, attendees pod, and chat pod.

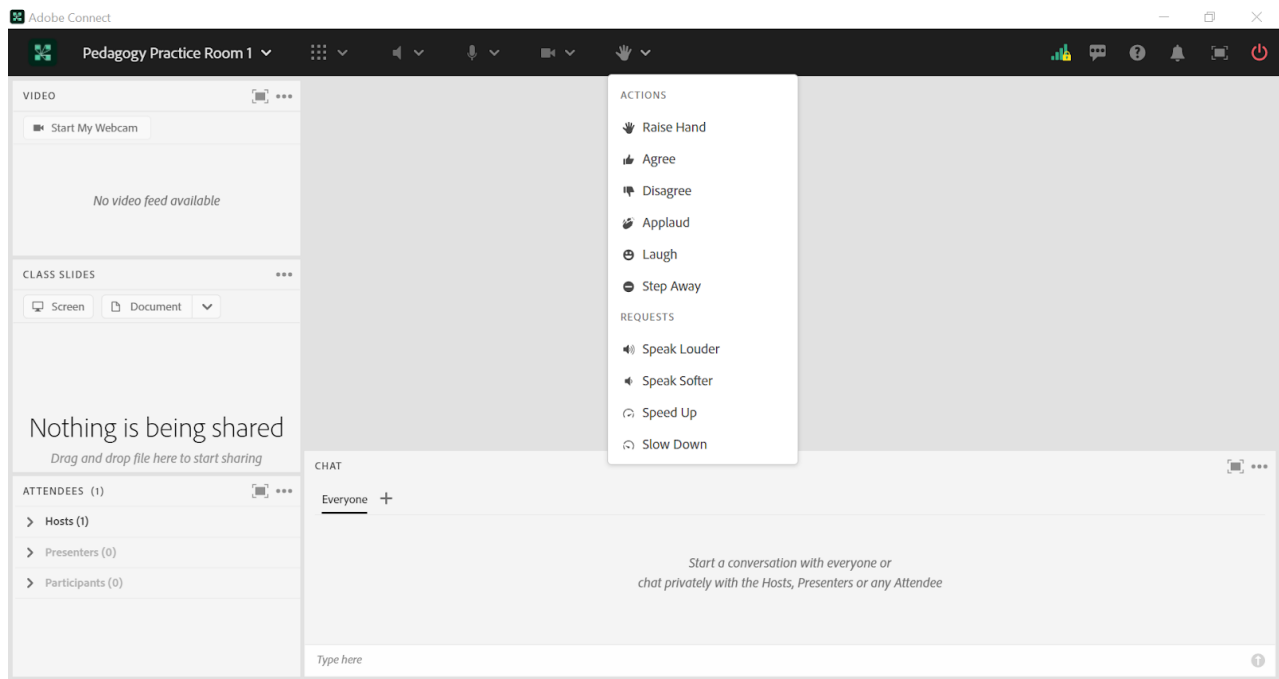
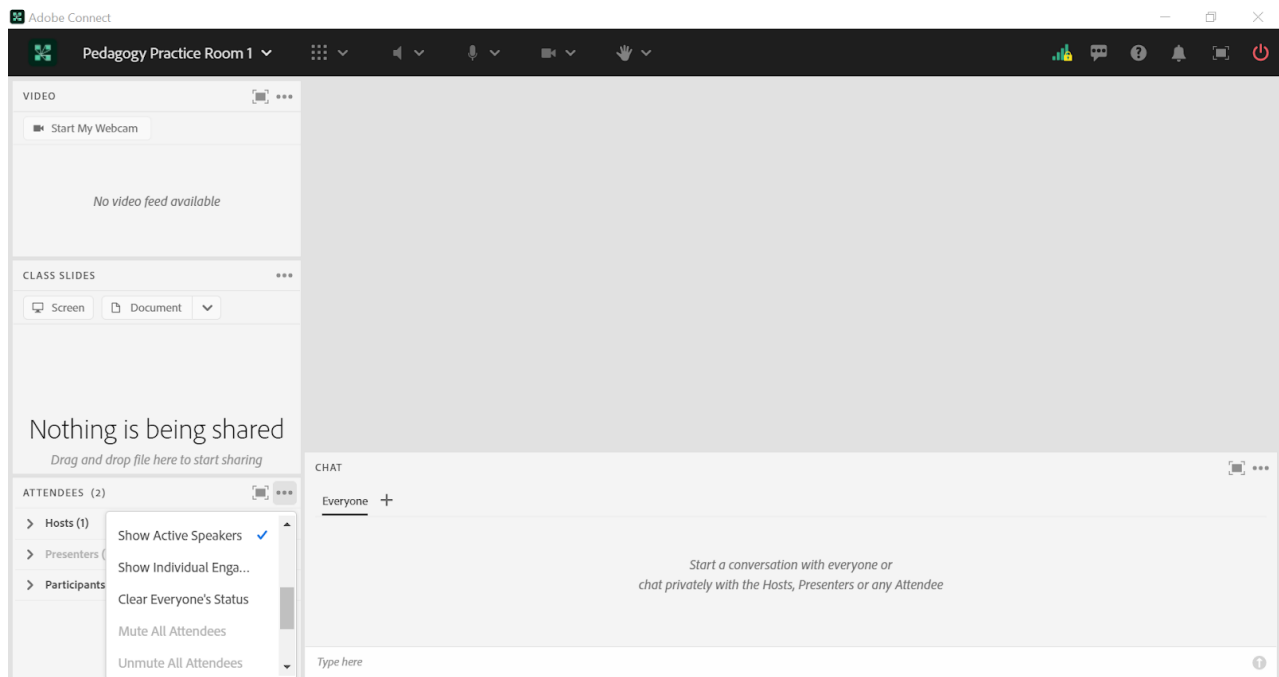


Image 2: An Adobe Connect classroom with the attendees pod drop-down menu open and the option to clear everyone's status is visible in the drop-down menu. Adobe product screenshot(s) reprinted with permission from Adobe.

Image 2 Alt-Text: This is a screengrab of the same Adobe Connect classroom as in Image 1. The difference is that the status icon menu is closed and the attendees pod on the left side of the screen has its drop-down menu open. This menu can be opened by clicking on the three dots in the top right corner of the attendees pod, to the right of the word "attendees." The following options are visible in the drop-down menu: "Show Active Speakers," "Show Individual Engagement," "Clear Everyone's Status," "Mute All Attendees," and "Unmute All Attendees." The option of relevance to this chapter is "Clear Everyone's Status."



Acknowledgements

I would like to thank Matthea Marquart for inviting me to contribute a chapter to this book and for her guidance over the years. I would also like to thank the leadership team at the Columbia School of Social Work's online campus, especially Rebecca Chung, Kristin Garay, Marianna Stayer, and Josh Levine, who have always been supportive, helpful, and responsive colleagues.



Sahani Chandraratna

Sahani Chandraratna has nearly a decade of experience in the public, private, and non-profit sectors, and has published articles on community engagement and women's rights in low- and middle-income countries. Sahani is passionate about health equity, effective altruism, and the social determinants of health. She worked as a Senior Project Officer in the New York City Department of Health, where she managed four programs in the Bureau of HIV, providing programmatic and technical support to over 30 clinics, hospitals, and nonprofits in the New York City area. In 2019, she moved to Sri Lanka to work as the Health Promotion and Communications Officer for the World Health Organization (WHO) Sri Lanka country office. During her tenure at this post, she served as the risk communication and community engagement focal point during the COVID-19 Pandemic. Sahani was awarded the WHO Regional Director Team Award for Excellence as the communication team lead in 2021. Currently, Sahani works at a Sri Lankan women's rights nonprofit and consults for the development sector. Sahani has a Bachelor of Art in Sociology from The George Washington University and a Master in Public Health, as well as a Master of Science in Social Work from Columbia University in the City of New York.



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/status_icons.

Bringing All Students onto Webcam Together for Special Circumstances: Using a Large Video Pod

Matthea Marquart

At times, instructors may want to bring all students onto webcam together. This chapter demonstrates an example of what this might look like.

Teaching and Learning Goal

In general, I do not ask students to be on webcam throughout a full class session, for reasons of equity, privacy, cognitive load, webcam fatigue, and attention to learning (Marquart & Russell, 2020; Marquart et al, 2021; Marquart et al, 2022). However, some classroom activities can benefit from having everyone on webcam together. In those cases, the goals of having everyone on webcam can include:

- Building community.
- Facilitating a discussion in which everyone can see each other

Activity and Results

Activities that can benefit from having everyone on webcam together include:

- Some whole-class discussions can benefit from students being able to see each other.
- Before going into breakout group activities, it can be helpful to briefly bring everyone onto webcam together so that when the class transitions into breakout groups, everyone's ready to begin talking together. This can minimize the transition time before starting the small-group activity.
- Saying hello and chatting before class begins, during breaks, or after class ends. It can build community to get to know each other informally.
- Taking a class photo together on the last day of class, for those who would like to do this as an optional goodbye activity. When doing this, it's important to first agree as a class about how and where the photo can be shared. For example, the class may agree that the photo can or cannot be shared on social media.

In addition, some activities can use a similar layout but only entail bringing some of the students in the class onto webcam together, rather than all of the students. Activities that can benefit from having part of the class on webcam together include:

- Role play activities
- Fishbowl activities
- Panel discussions
- Breakout activity report-backs
- Debates

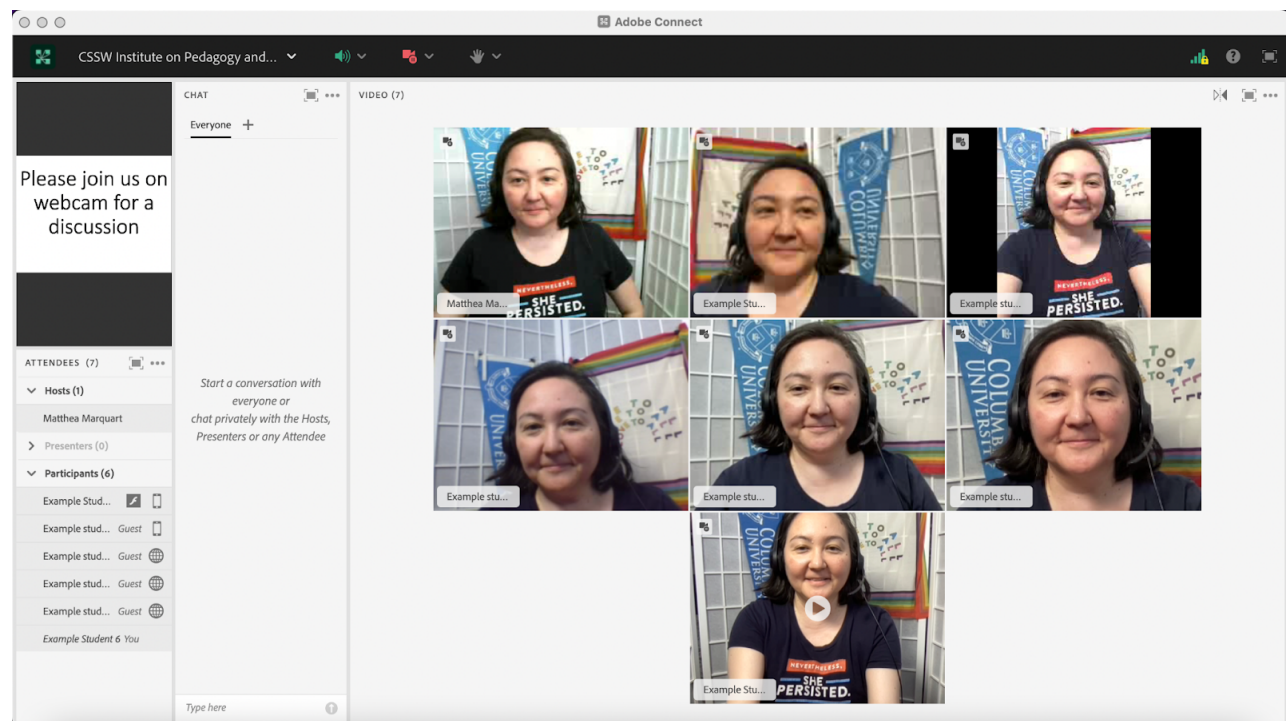
Technical Details and Steps

To bring the class onto webcam together, I created a classroom layout with a large Video pod (see **Image 1**). I made the Chat pod tall and narrow, so that many chat comments can be visible at once. This makes it easier to read the chat conversation than it would be to read it on a short and wide Chat pod where only a few chat comments can be visible at a time. I put the Chat pod on the left, so that the Chat is near the instructions and Attendees pod and all the text in the room is grouped together, with the rest of the layout dedicated to webcams.

What this looked like in Adobe Connect

Image 1. Example Adobe Connect layout with a large Video pod to demonstrate what this can look like. The screengrab was captured by the author while logging into the room using multiple Internet browsers and devices. As a note, many more webcams can be shown together in an Adobe Connect room, but the author ran out of devices to be able to include more webcam images in this screengrab. Adobe product screenshot(s) reprinted with permission from Adobe.

Image 1 Alt-Text. This is a screengrab of an Adobe Connect classroom layout designed to prioritize participation on webcam. On the far right side, there is a small Share pod showing a slide with the following instructions: "Please join us on webcam for a discussion." Below that is a narrow Attendees pod. Next, there is a narrow Chat pod stretching from the top to the bottom of the layout. The rest of the layout is one large Video pod that takes up about 75% of the layout. In the Video pod, there are 7 webcams, all showing the author of this chapter.



References

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.

<https://edtechbooks.org/-crKY>

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., Shedrick, D., and Ortega, A. (2021, February 25). *A conversation about anti-racist approaches to student webcam requirements in online courses*. Roundtable discussion for the 38th Winter Roundtable Conference: A Pandemic of Racism, Teacher's College, Columbia University. Online via Zoom. <https://edtechbooks.org/-UuYx>





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.



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/all_students_on_webcam

Using PowerPoint Portrait-Oriented Slides to Maximize Content Sharing

Katherine A. Segal

In this example, I will share how and why I use PowerPoint slides set to the “portrait” orientation when I need to share a lot of text on a slide.

Teaching and Learning Goal

My goal with using this strategy is to:

- Improve the readability of slides when a large amount of text needs to be displayed.

Activity and Results

Arriving at the portrait-oriented slide came about after trial and feedback on several other options. This technique has become especially useful in my Adult Psychopathology course. Within this course, as we discuss each diagnostic chapter of the Diagnostic and Statistical Manual of Mental Disorders students are provided a case study to review prior to class. Then, during the live Adobe Connect class, we review the case content together, identify the diagnostic criteria presented, and arrive at the supported diagnosis.

The first strategy I used, was a landscape-oriented slide within the lecture slide deck that named the individual in the case study and listed their symptoms (**Image 3**). I animated the slide so that the symptoms would not appear without additional prompting. That way as the students named the symptoms I could make them appear on the screen. There were two main downsides of this strategy. The first was that the class was not viewing the original text of the case study, we only saw the interpretation of the text via the named symptoms which I had identified. Secondly, the symptoms on the slide could only appear in a certain order. So if a student named a symptom further down in my list, I needed to wait for someone to name the symptoms I had listed earlier in the list before advancing the slide that far.

As being able to view the full text of the case study on the screen was important so the students could link actual descriptions of behaviors to the symptoms, I started thinking of ways to display the text in a readable manner. This led me to strategy 2, simply adding the full text to a slide (**Image 4**). The length of each of the case studies varied, so for the most part, if I wanted to have the full text displayed at the same time I would need to reduce the font size so that the text was too small to read, or separate the text onto multiple slides. Neither of these strategies really worked well for the in-class activity.

I also knew that Adobe Connect allowed the use of pdf documents. Without changing the room set-up, I used the share pod to display a pdf document with the full text of the case study. This resulted in a lot of wasted gray space on either side of the pdf (**Image 5**) as well as needing to scroll up and down the document as the full text could not be seen at the same time. Next, I updated the room set-up to allow for the share pod to take up more space, approximately the top two-thirds of the viewing area (**Image 6**). While the text was easier to view, there was still wasted gray space and the need for scrolling through the document. Sticking with this same pdf, I changed the room again. This time, to increase the size of the share pod I stretched it from the top of the screen to the bottom of it, moving the chat pod from its usual position at the bottom of the screen to the side, also running from the top to the bottom of the screen (**Image 7**). This resulted in less wasted space and I liked the larger chat pod, but I still needed to scroll down as the full text was not able to be displayed at the same time.

Finally, at the suggestion of my Live Support Specialist at the time, Natasha Burton, we continued to use the tall share pod but moved the text to a portrait-oriented PowerPoint slide (**Image 8**). This further reduced wasted space on the screen, allowed for the full text of the case studies to be displayed on one slide, and was more user-friendly when engaging the “drawing” tool to highlight the text during the discussion. I have continued to use this approach every time I need to display a lot of text on the screen during class. I have also found that even when the case study, or other text, is rather lengthy, separating the text across multiple portrait-oriented slides is still easier and cleaner to navigate between compared to multiple landscape-oriented slides and multiple pages within a pdf document.

Technical Details and Steps

Step 1: Create a new PowerPoint deck.

If you need landscape and portrait slides during the same class session create two separate files. To know when in the main lecture deck to switch the layout, I include a slide that reads: “See other layout for the case study text”. This is not only a reminder to you of the upcoming activity, but also visually prompts your tech assistant to switch the layouts and alerts the students to expect a change on the screen.

Step 2: Set the deck to portrait orientation.

Once you’ve created a new file, select “Design” at the top of the screen. Then select “Slide Size” near the right-hand side of the screen, near the top. A dropdown box will appear with the options “Standard”, “Widescreen”, and “Custom Slide Size” (**Image 1**).

Select, “Custom Slide Size” from the dropdown box, and locate the “Slide Size” pop-up box. Within the pop-up box look for “Orientation”, “Slides”, and the buttons next to the options for “Portrait” and “Landscape” (**Image 2**).

Select “Portrait”, then click “OK”. When the pop-up box closes the orientation of the slides will change. If you had content on the slides before making this change (as I do in the pictured examples), you may need to resize some of the items to ensure a good fit.

Step 3: Create an Adobe Connect room layout to use the portrait-orientated slides.

As shown in Image 8, I prefer to use a layout that allows the portrait-oriented slide to be shown from the top of the screen to the bottom of the screen. However, as you have probably noticed, the Adobe Connect pods can be resized and moved around the room to create your ideal layout. This is best accomplished prior to class.

Step 4: Navigate between layouts (if you are using multiple room layouts during a class).

If you are using multiple layouts throughout a class session, preload each of the selected layouts with the relevant content. For example, in a layout named “Lecture”, I include a share pod that is optimized for my landscape-oriented slides, while the layout with my portrait-oriented slides with the case study text is named “Case Study”. During class, you or someone supporting you, can click on a layout to display the pre-loaded content.

Image 1. Screenshot of PowerPoint, highlighting the location of the “Design” and “Slide Size” options.

Image 1 Alt-Text: This is a screenshot of a PowerPoint slide within the PowerPoint program. The words “Design” and “Slide Size” have been highlighted with a yellow highlighter. The “Slide Size” button has been selected and the dropdown box containing “Standard”, “Widescreen”, and “Custom Slide Size” is viewable. Also viewable in the screenshot are two slides in the

landscape orientation. Slide 1, described in Image 3, displays the bullet-pointed version of the mindfulness script, and slide 2, described in Image 4, displays the full text of the script however their content is not the focus of this image.

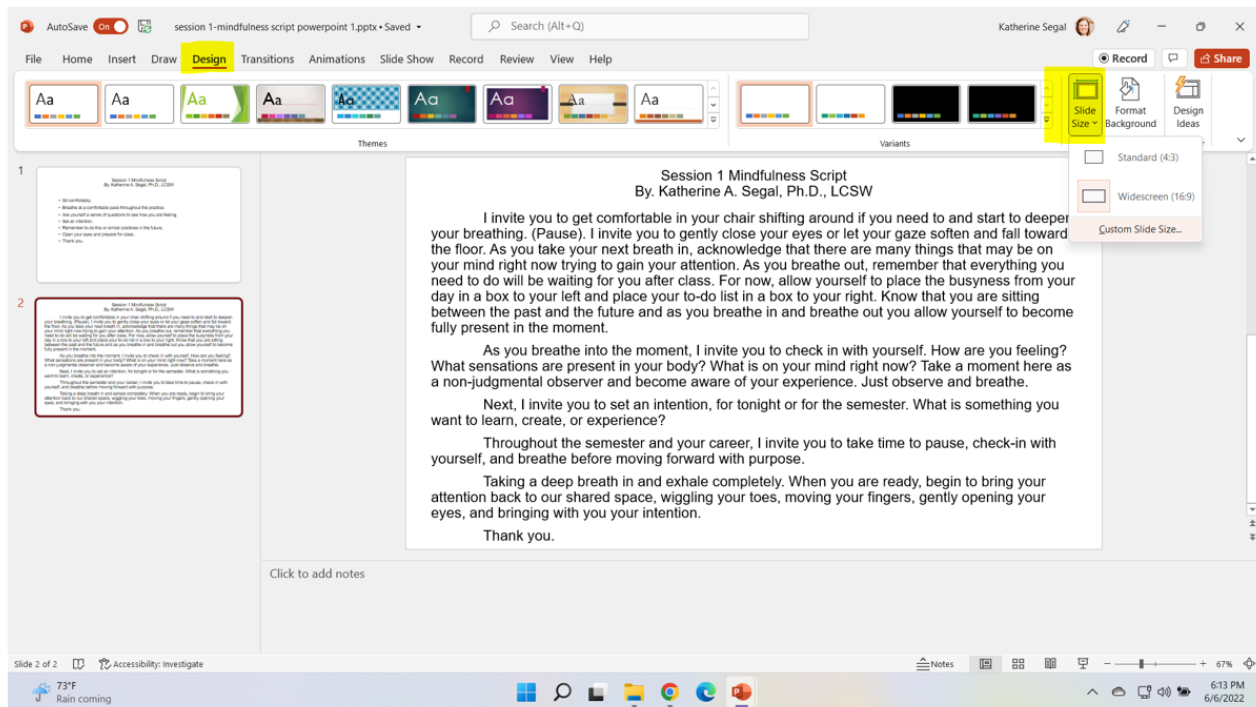
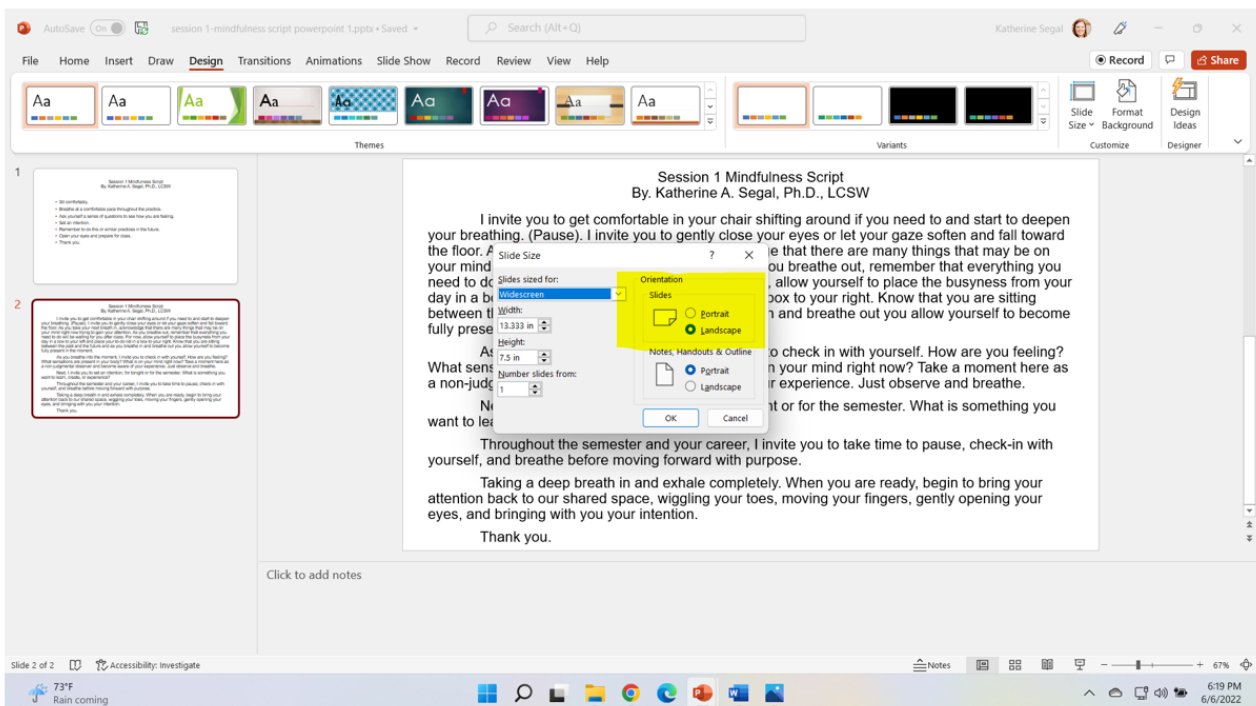


Image 2. Screenshot of PowerPoint, highlighting the location of the “Portrait” and “Landscape” options.

Image 2 Alt-Text: This is a screenshot of a PowerPoint slide within the PowerPoint program. The “Slide Size” pop-up box is viewable in the center of the screen. The words “Orientation”, “Slides”, “Portrait” and “Landscape” have been highlighted with a yellow highlighter. The “Landscape” button is currently selected which is represented with a small blue circle next to the word. The two slides described in the previous image continue to be viewable in the background.



What this looked like in Adobe Connect

To not display the copyrighted content of the case studies used in class, I have written a one-page mindfulness script to use as the text in the following screengrabs.

Image 3. Adobe Connect classroom, displaying the mindfulness script via a bullet-pointed summary, similar to how I would list out the symptoms seen in the case study. Font Arial, size 20. Adobe product screenshot(s) reprinted with permission from Adobe.

Image 3 Alt-Text: This is a screengrab of an Adobe Connect classroom. The Attendees pod is on the far left side of the screen and stretches from top to bottom. To the right of the Attendees pod, the screen is split between a Video pod taking up the top third of the viewing area, below that is a Share pod and then a Chat pod each taking up approximately a third of the viewing area. The Video pod shows chapter author, Katherine Segal, and the Share pod is displaying a landscape-oriented PowerPoint Slide titled "Session 1 Mindfulness Script" (images 3-8 will use the same slide title) with the following bullet-pointed text: "Sit comfortably, Breathe at a comfortable pace throughout the practice, Ask yourself a series of questions to see how you are feeling, Set an intention, Remember to do this or similar practices in the future, open your eyes and prepare for class, Thank you".

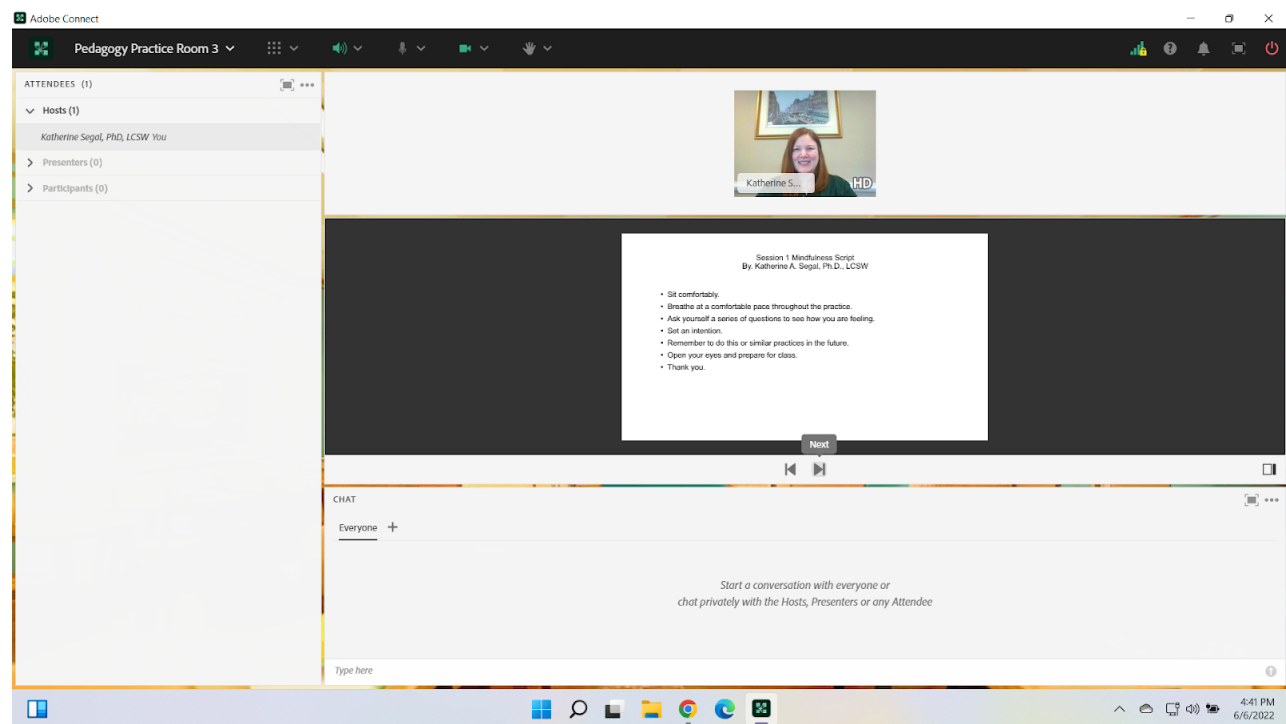


Image 4. Adobe Connect classroom, displaying the full mindfulness script text on a landscape-oriented slide. Font Arial, size 20. Adobe product screenshot(s) reprinted with permission from Adobe.

Image 4 Alt-Text: This is a screengrab of an Adobe Connect classroom. The set-up of the room has remained the same from Image 3. The only change is what is displayed on the slide. The slide titled "Session 1 Mindfulness Script" is displaying the full text of the mindfulness script: "I invite you to get comfortable in your chair shifting around if you need to and start to deepen your breathing. (Pause). I invite you to gently close your eyes or let your gaze soften and fall toward the floor. As you take your next breath in, acknowledge that there are many things that may be on your mind right now trying to gain your attention. As you breathe out, remember that everything you need to do will be waiting for you after class. For now, allow yourself to place the busyness from your day in a box to your left and place your to-do list in a box to your right. Know that you are sitting between the past and the future and as you breathe in and breathe out you allow yourself to become fully present in the moment. As you breathe into the moment, I invite you to check in with yourself. How are you feeling? What sensations are present in your body? What is on your mind right now? Take a moment here as a non-judgmental observer and become aware of your experience. Just observe and breathe. Next, I invite you to set an intention, for tonight or for the semester. What is something you want to learn, create, or experience? Throughout the semester and your career, I invite you to take time to pause, check-in with yourself, and breathe before moving forward with purpose. Take a deep breath in and exhale completely. When you are ready, begin to bring

your attention back to our shared space, wiggling your toes, moving your fingers, gently opening your eyes, and bringing with you your intention. Thank you.”

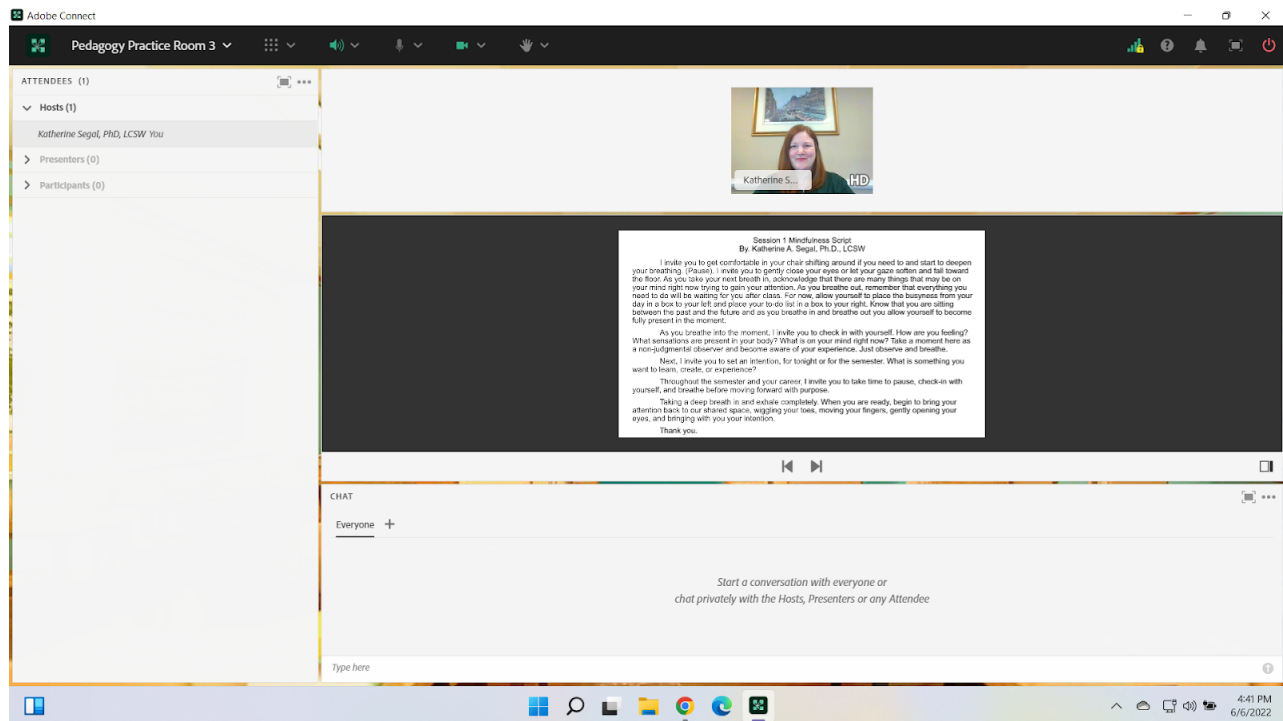


Image 5. Adobe Connect classroom, displaying the mindfulness script text as a pdf, using the same room set-up used for the landscape-oriented slides. Font Arial, size 20, margins set to 0.5 on all four sides. Adobe product screenshot(s) reprinted with permission from Adobe.

Image 5 Alt-Text: This is a screengrab of an Adobe Connect classroom. The set-up of the room has remained the same from images 3 and 4. The only change is what is displayed in the Share pod. The share pod now displays a pdf version of the same script mentioned in the previous description. A scrolling bar is also seen on the right-hand side of the document as the full text of the script is not viewable.

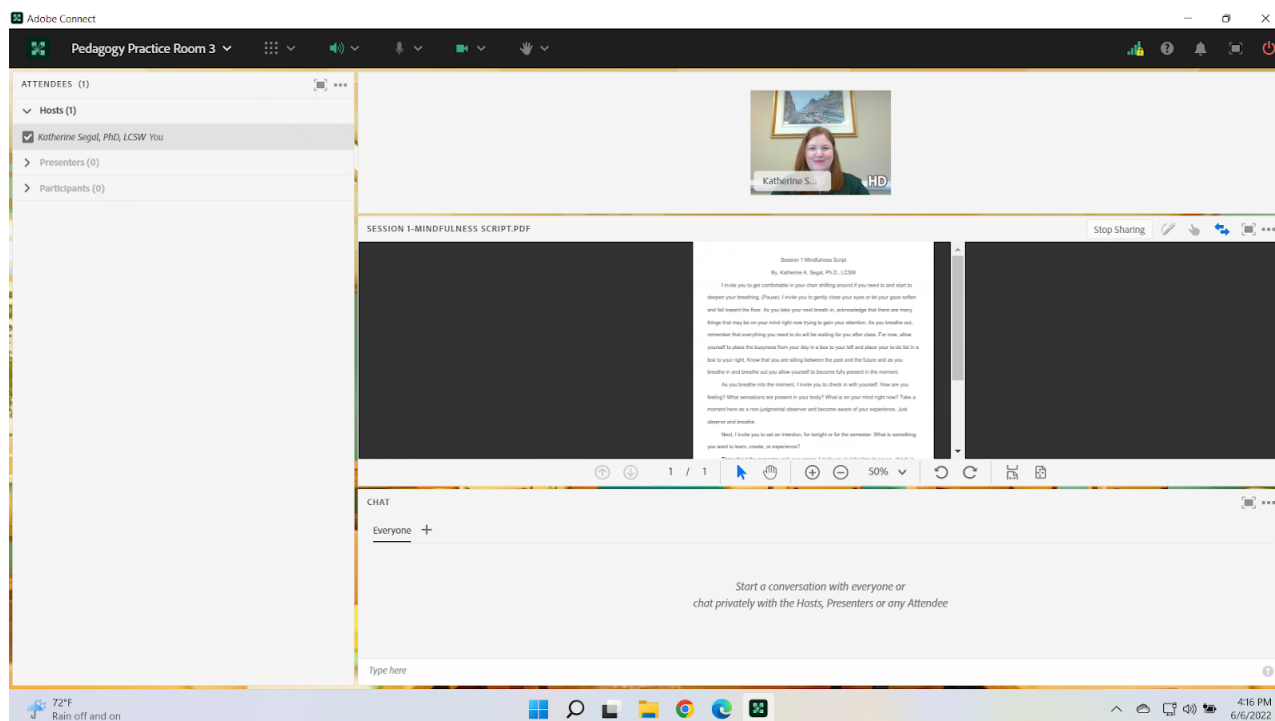


Image 6. Adobe Connect classroom, displaying the mindfulness script text as a pdf, changing the orientation of the room to allow for more area for the Share pod and a smaller Video pod area. Font Arial, size 20, margins set to 0.5 on all four sides. Adobe product screenshot(s) reprinted with permission from Adobe.

Image 6 Alt-Text: This is a screengrab of an Adobe Connect classroom. The Video pod, showing the chapter author, Katherine Segal, is in the top left corner. Below the Video pod stretching the bottom of the screen is the Attendees pod. To the right of the Video and Attendees pods, the screen is split between the Share pod and then a Chat pod. The Share pod begins at the top of the screen and takes up approximately two-thirds of the viewing area and is above the Chat pod. The Share pod is displaying the same pdf version of the script mentioned in the previous description. The text appears larger, however, a scrolling bar continues to be present on the right-hand side of the document as the full text of the script is not viewable.

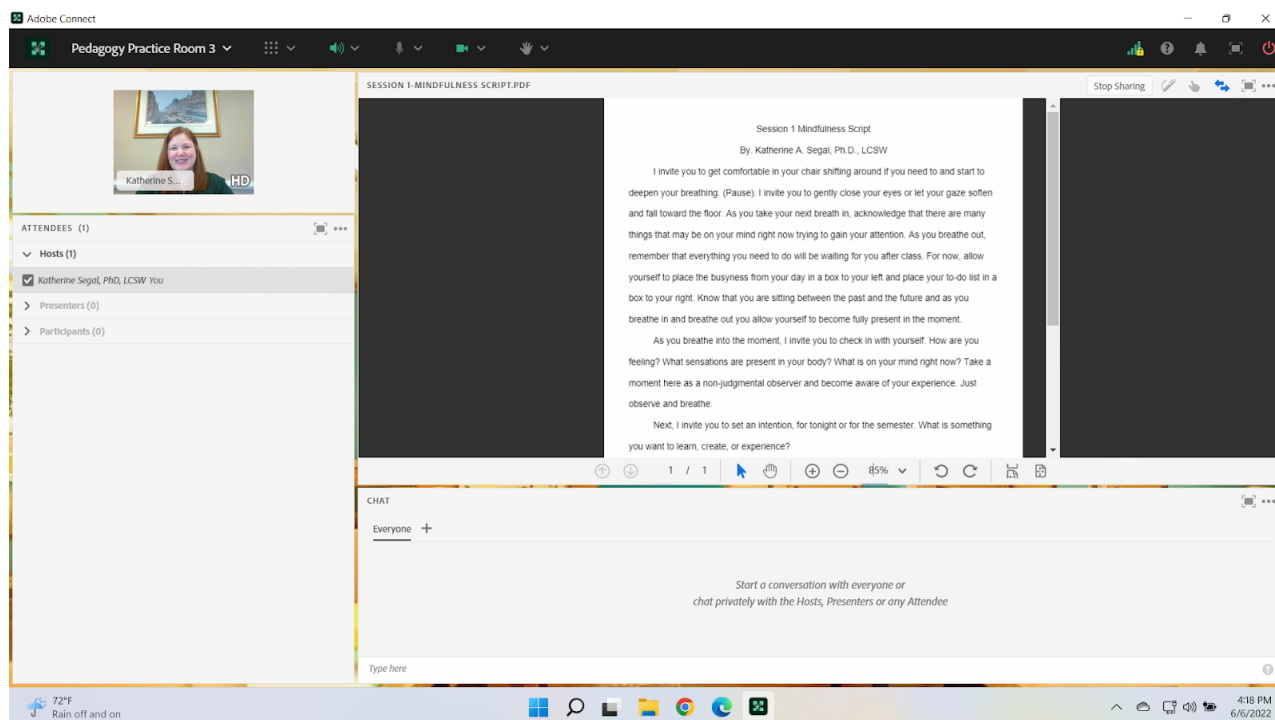


Image 7. Adobe Connect classroom, displaying the case study text as a pdf. The Adobe room set-up has been changed to allow for a larger display area for the text. Font Arial, size 20, margins set to 0.5 on all four sides. Adobe product screenshot(s) reprinted with permission from Adobe.

Image 7 Alt-Text: This is a screengrab of an Adobe Connect classroom. The Video pod, showing the chapter author, Katherine Segal, and the Attendees pod continues to be on the left-hand side of the screen. To the right of the Video and Attendees pods, is the Share pod stretching from the top of the screen to the bottom of the screen and taking up approximately half of the viewing area. Right of the Share pod is the Chat pod, also stretching from the top of the screen to the bottom and taking up the remaining width of the viewing area. The Share pod is displaying the same pdf version of the script mentioned in the previous descriptions. The text appears larger, however, a scrolling bar continues to be present on the right-hand side of the document as the full text of the script is not viewable.

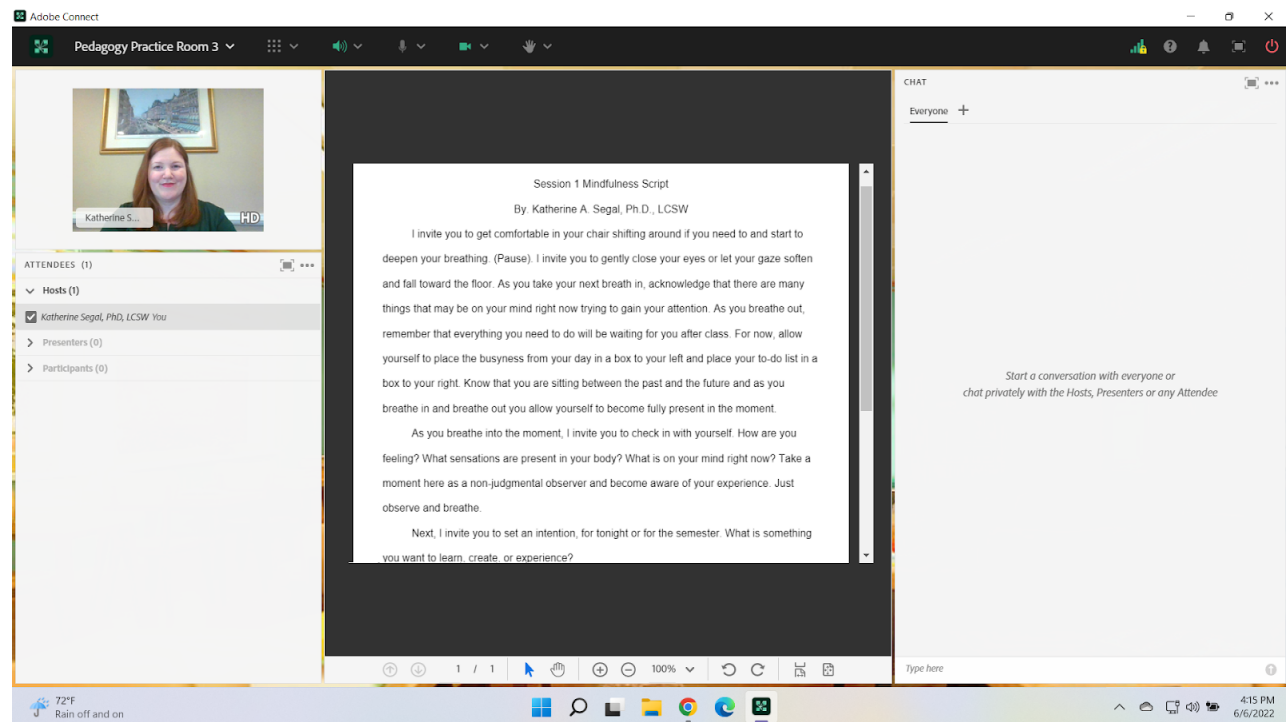


Image 8. Adobe Connect classroom, using the same room set-up as the previous image, displaying the case study text on a portrait-oriented slide. Font Arial, size 20. Adobe product screenshot(s) reprinted with permission from Adobe.

Image 8 Alt-Text: This is a screengrab of an Adobe Connect classroom. The set-up of the room has remained the same from image 7. The only change is what is displayed in the Share pod. The Share pod now displays the full text of the mindfulness script on a portrait-oriented slide. The full text is viewable on the slide.

Adobe Connect

Pedagogy Practice Room 3

Session 1 Mindfulness Script
By: Katherine A. Segal, Ph.D., LCSW

I invite you to get comfortable in your chair shifting around if you need to and start to deepen your breathing. (Pause). I invite you to gently close your eyes or let your gaze soften and fall toward the floor. As you take your next breath in, acknowledge that there are many things that may be on your mind right now trying to gain your attention. As you breathe out, remember that everything you need to do will be waiting for you after class. For now, allow yourself to place the busyness from your day in a box to your left and place your to-do list in a box to your right. Know that you are sitting between the past and the future and as you breathe in and breathe out you allow yourself to become fully present in the moment.

As you breathe into the moment, I invite you to check in with yourself. How are you feeling? What sensations are present in your body? What is on your mind right now? Take a moment here as a non-judgmental observer and become aware of your experience. Just observe and breathe.

Next, I invite you to set an intention, for tonight or for the semester. What is something you want to learn, create, or experience?

Throughout the semester and your career, I invite you to take time to pause, check-in with yourself, and breathe before moving forward with purpose.

Taking a deep breath in and exhale completely. When you are ready, begin to bring your attention back to our shared space, wiggling your toes, moving your fingers, gently opening your eyes, and bringing with you your intention.

Thank you.

Start a conversation with everyone or chat privately with the Hosts, Presenters or any Attendee

72°F Rain off and on

4:14 PM 6/6/2022

Acknowledgments

Natasha A. M. Burton, LMSW, for supporting me and my Fall 2021 Adult Psychopathology course and for figuring out and teaching me how to create portrait-oriented slides. Without this important spark of creativity, this piece could not have been written.





Katherine A. Segal

Columbia University School of Social Work and Saybrook University

Katherine A. Segal, Ph.D., LCSW is an integrative social worker, graduate-level educator, qualitative researcher, and wellness coach. Dr. Segal earned an MSW from Columbia University and a Ph.D. specializing in Integrative Mental Health along with the Integrative Wellness Coaching certificate from Saybrook University. Dr. Segal has practiced social work in a variety of settings including school, medical, forensic, residential, and community mental health. Dr. Segal has utilized their knowledge and skills in the delivery of direct practice, clinical supervision, providing professional trainings, and teaching. They have taught at Columbia University, Saybrook University, and the University of New Hampshire.

Throughout clinical and academic work Dr. Segal has cultivated an integrative theoretical perspective that guides their assessment and treatment of clients as well as the education of colleagues, aspiring social workers, and integrative practitioners. In addition to teaching, Dr. Segal operates a remote coaching private practice specializing in provider burnout prevention, Integrative Mental Health, holistic wellness, life goal attainment, and dissertation completion.



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/portrait_oriented_slide

Group Presentations in Adobe Connect: Using an Extra Wide Video Pod and Dedicated Second Chat Pod for Q&A

Lia W. Marshall

** Using a flipped classroom model, I was able to prepare students for group work and oral presentations in their future careers.*

** I wanted to ensure focus and visibility of all student presenters.*

** I wanted to make sure all groups had enough time to present which meant presenters needed to be prepared, rehearsed, and familiar with Adobe Connect in the Presenter Role.*

** There was a Q&A at the end of the presentation, so I needed to figure out how to quickly retrieve and present questions from their classmates received during the oral presentation.*

Teaching and Learning Goal

In this case example, I focused on building group presentation skills which are a useful tool for preparing students for group work and group presentations in their professional careers. Additionally, by using a flipped classroom I was able to center the students as the expert, an alternative to top-down instructor-led lecture.

- I wanted to facilitate focused attention on the students' presentation and ensure that questions could be answered quickly and easily.
- I also wanted to give students time prior to class to rehearse their presentation and become familiar with the Adobe Connect view in the Presenter Role.

Activity and Results

How it started: When I first started using Adobe Connect I was intimidated to use pods in ways I had not seen before. I continued using the familiar lay-outs until I used a group assignment which meant I would have more people on-camera than I was used to. At first I set up the Adobe Connect room as I had traditionally used it (Image 1), with the Video Pod in the top center; however, after all 5 participants had come on camera their images became quite small. Further, I had trouble digging through chat trying to identify specific questions for the presenters while also paying attention to the presentation I was grading live.

Issues: Some students use laptops with smaller screens, so it was possible that students could not properly see the presenter speaking when using smaller pods. Additionally, using one Chat Pod may become challenging when digging through the chat for specific questions for presenters during the proceeding Q&A.

How it's going: Because I allowed students to rehearse prior to their presentation students were quick to come on camera and audio without issues, and they were not overwhelmed by the unfamiliar layout visible when I moved them to the Presenter Role. Next, by enlarging the size of the Video Pod I was better able to ensure visibility of all group presentation members for students. By minimizing the Attendee Pod and thus allowing a bigger area at the bottom, I was able to fit two Chat Pods: one for support and kudos to the presenters and one dedicated to Q&A. This enabled a quick transition to Q&A, and allowed me to focus my attention on grading. Further, it had the added benefit of giving presenters a view of the questions as they came in, which may facilitate their preparation of responses and support those who find it helpful to see the questions in writing.

Technical Details and Steps

Step 1: Students submit group presentation prior to class

- Early receipt of the presentation allows the instructor the ability to make adjustments to the format of the presentation ahead of class to ensure useability

Step 2: Prepare Adobe Connect room for a group presentation

- Upload the student group presentation slides into a Share Pod
- Minimize the size of the Attendee Pod
- Enlarge the size of the Video Pod across the length of the top
- Create two separate Chat Pods, one for general conversation and a second specifically for students to ask the presenters questions about the content of their presentation. These two pods take up the bottom half of the screen, further minimizing the Attendee Pod
- Name the two Chat Pods clearly for student usability

Step 3: Have students enter Adobe Connect prior to class to rehearse and adjust layout if needed

- Having students enter the room prior to the regularly scheduled class time serves as a time to rehearse giving students the opportunity to make any needed adjustments and facilitates comfort in viewing and using Adobe Connect in the Presenter role.
- The rehearsal time also allows for adjustments to the Adobe Connect layout as needed

What this looked like in Adobe Connect

Image 1: A smaller video pod would not allow a large enough space for more than 4+ on-camera presenters. Adobe product screenshot(s) reprinted with permission from Adobe.

Image 1 Alt-Text: This image includes a video pod with an image of the presenter in the top corner. The image is of a woman wearing glasses with dark hair. The attendee pod is below it, an example of a student presentation slide as a large share pod is centered and a smaller chat pod below it. In the host & presenter areas is a pod for presenters and hosts as well as a timer or "stage lights".

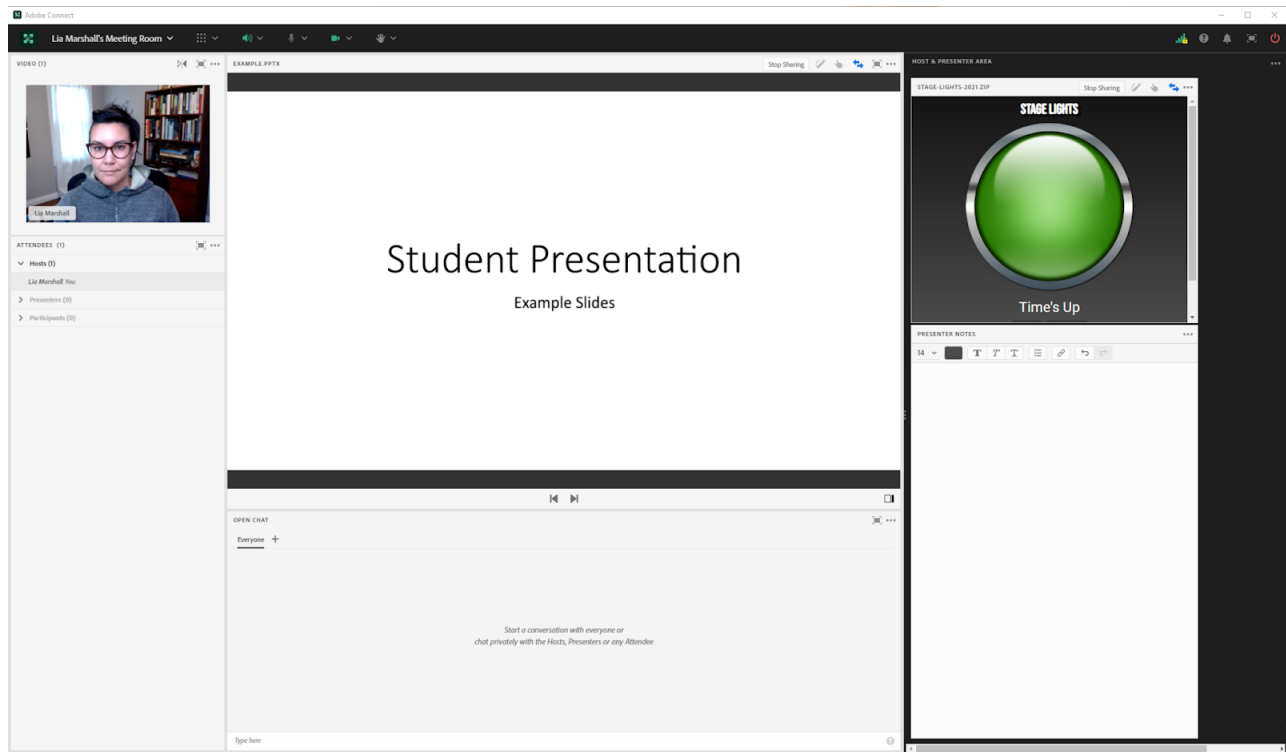


Image 2: The larger video pod, spread across the top allowed space for more presenters while not sacrificing visibility. Adobe product screenshot(s) reprinted with permission from Adobe.

Image 2 Alt-Text: The video pod includes an image of the presenter in the center. The image is of a woman wearing glasses with dark hair. The attendee pod is below it on the left hand side. An example of a student presentation slide as a large pod is centered and a smaller chat pod below it; however, to make room for the now larger video pod, the share pod and the chat pod are smaller. In the host & presenter areas is a pod for presenters and hosts as well as a timer or "stage lights".

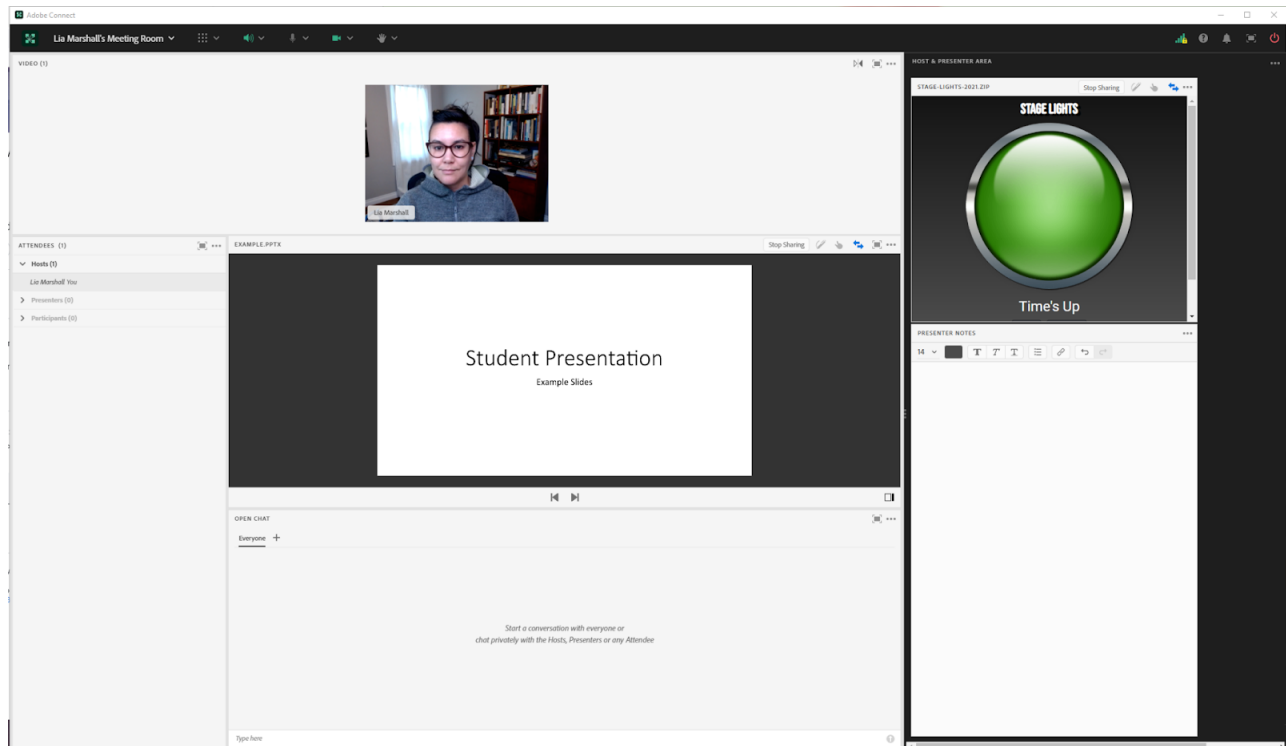
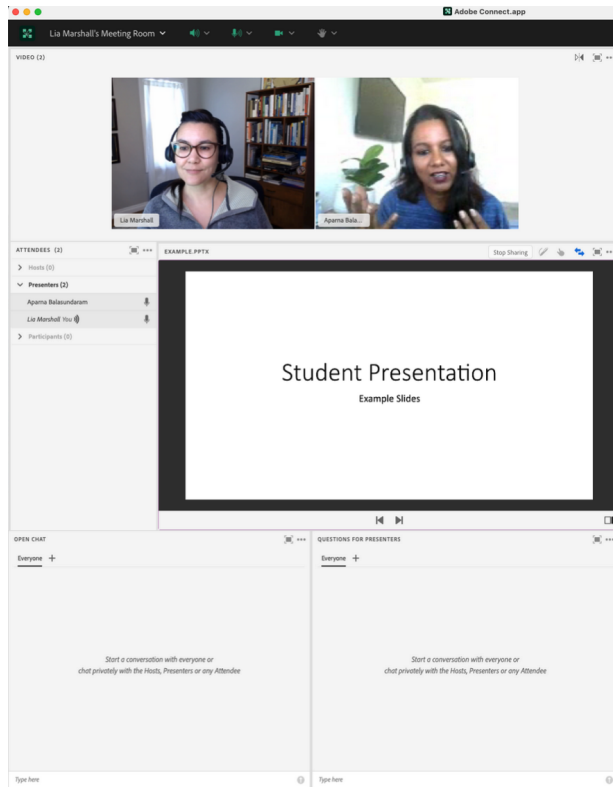


Image 3: The lengthened video pod and extended chat areas prioritizes student engagement with the presentation and the presenters, and reduces the focus on the Attendee pod. Adobe product screenshot(s) reprinted with permission from Adobe.

Image 3 Alt-Text: The image is of two women with dark hair, one is wearing glasses. Exactly like in Image 2, the attendee pod is below it on the left hand side. An example of a student presentation slide as a large pod is centered. In Image 3 there are 2 smaller chat pods below it; one is for open chat, the other is for questions for the presenters. In the host & presenter areas is a pod for presenters and hosts as well as a timer or "stage lights".



Acknowledgements

Thank you to Aparna Balasundaram for her time and the use of her face in these screengrabs.





Lia W. Marshall

Columbia University School of Social Work

Dr. Marshall is currently the Manager of Course Development and Lecturer at Columbia University's School of Social Work (CSSW) and co-facilitator of CSSW's Institute on Pedagogy and Technology for Online Courses. She has 10 years of public health and medical research administration experience in immunology, oncology and chronic disease prevention and management where she developed an expertise in managing NIH grants, in clinical trial administration, and health policy. Her research interests include older adult well-being, and aging-well-in-place by investigating the interconnections between social isolation, mobility, and the built environment. Her academic interests are in distance learning in higher education and Social Work education as a whole.

Dr Marshall received a PhD in Social Welfare from the University of California, Los Angeles (UCLA), a Masters of Social Work from California State University, Los Angeles (CSULA) and a Bachelors of Arts in Psychology from the University of California at Santa Cruz (UCSC). She is passionate about social justice and health equity.



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/group_presentations_layout

Live Drawing Using a Second Webcam

An application for teaching economics online

Agata Dera & Robert Paul Hartley

Creative usage of technology allows us to translate the traditional in-person lesson into engaging and easy-to-follow online sessions. In this chapter, we discuss a strategy to demonstrate graphs, annotations, and other visual materials using a second webcam. The approach is to set up another webcam option to broadcast hand-drawn illustrations on paper in real time. A key contribution of supplementing prepared materials with live drawing by webcam is the flexibility to connect concepts or address questions with a more personal interaction with students

Teaching and Learning Goal

The second-camera drawing strategy was developed to diversify how we teach, make content more relatable, and respond to learning opportunities in real time. Notably, incorporating a second webcam promotes Instructor immediacy by breaking up the online lecture format to connect and co-create content through a more human medium. This strategy also allows for more improvisation in responding to student ideas as well as more insights when innovating course content in students' own terms.

Activity and Results

Students can benefit greatly from class materials that are well-designed and prepared in advance, yet there may be trade-offs in terms of responding to students in real time. How can we better adapt difficult concepts, such as graphical models in economics, to meet students where they are in the classroom? There are drawing tools for commonly used online classroom environments, yet drawing by hand on paper changes the pace, slows things down, and models the thought process behind a problem. Live drawing for an online class could happen a couple of different ways. Initially, Rob began looking into a tablet-and-stylus approach; however, in consulting with colleagues Matthea Marquart, Ed Cardona, and Ann McCann Oakley, we landed on a plan that was simpler, cheaper, and ultimately more human. A second webcam would enable the instructor to demonstrate ideas by hand and connect with students at a different level. Importantly, slowing down and uncapping a marker signals to the student that the instructor is about to model the thought process behind an illustration.

There are several potential benefits from live drawing by webcam, but first, we note a few alternatives by way of comparison. One approach would be to stick with prepared materials that are clear and precise. However, in the classroom, there may be trade-offs between precision and relatability. Students raise questions that sometimes require reframing information, or contrasting different approaches to the same problem. Also, a perfectly drawn graph may obscure the takeaway goal that students, too, can reproduce the concept. When drawing a graph out in steps, the student observes the process and hears the instructor talk through choices of how to draw the parts and how to know what comes next. Some of this can be achieved with common drawing tools available in online classrooms, either on top of a current slide or using a whiteboard application. An advanced version of digital drawing that preserves that hand-drawn illustration style would be to integrate a drawing tablet into the classroom, as mentioned above. Quick digital sketches may be useful at times, and a drawing tablet may offer a more human touch. Ultimately, drawing on paper with a webcam broadcasting the live hand-drawing achieves the improvisational responsiveness to students while also increasing instructor immediacy and presence, which further supports students' learning.

Baker (2010) discusses instructor immediacy and presence and finds benefits for online student learning outcomes. Live drawing by webcam promotes immediacy by making the instructor more accessible—responsively co-creating content based on student ideas—and also more vulnerable while drawing concepts imperfectly working through an idea from scratch. Likewise, the live video of drawing by hand

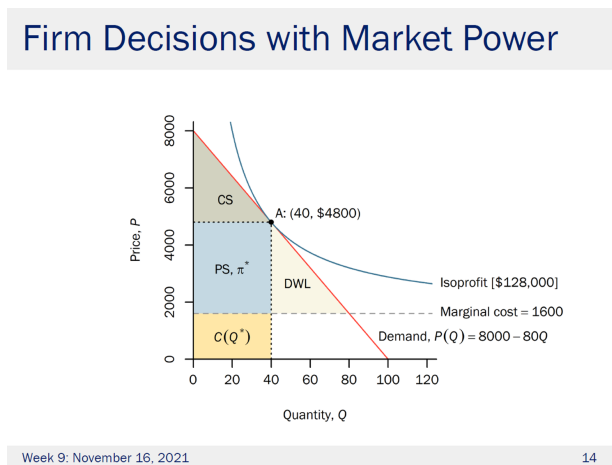
promotes presence in that the psychological distance of learning online is reduced. In these moments, slowing down to respond to a student is part of the pedagogical process: “that is an important question, let’s work through an example together.” When improvising upon the prepared content in this way, students can better hear concepts in their own words and may gain new insights for more durable learning.

As an example from an economics classroom application, students frequently get overwhelmed with seeing graphs and not knowing which parts are drawn a certain way because of theoretical rule or practical choice. **Figure 1** shows two illustrations of the same concept: one prepared in advance and the other drawn live during class. The prepared slide is geometrically precise, including mathematical equations and perfectly intersecting lines. Yet, this is where students often ask: is the demand always a straight line, or is marginal cost always constant, or how do you decide what is deadweight loss (triangle DWL)? The first two questions are easily addressed by sketching an alternate version of the graph, and the third question (all three may arise at once, not uncommonly) is best discovered after the consumer and producer surplus areas have been drawn. Drawing by hand is a great opportunity to repeat important information and make sure everyone is following along.

Figure 1: Illustrating economic surplus, by presentation mode.

Figure 1 Alt-Text: Side-by-side panels compare illustrating economic surplus by (A) prepared lecture slide and (B) drawing via secondary webcam. Panel (A) demonstrates an example of firm decisions with market power, which includes a linear inverse-demand function with constant marginal cost, along with shaded regions representing consumer surplus (CS), producer surplus (PS), cost ($C(Q^*)$), deadweight loss (DWL), and an isoprofit curve. Panel (B) shows a photo of the secondary webcam clamped to a desk with the ring-light positioned to illuminate a hand-drawn version of the graph in the lecture slide in panel (A). In contrast to the precise lines and shading in panel (A), panel (B) shows demand and marginal cost functions that are curved instead of straight lines, though the general labels and shaded areas correspond to those in panel (A).

A) Prepared lecture slide



B) Drawing via secondary webcam



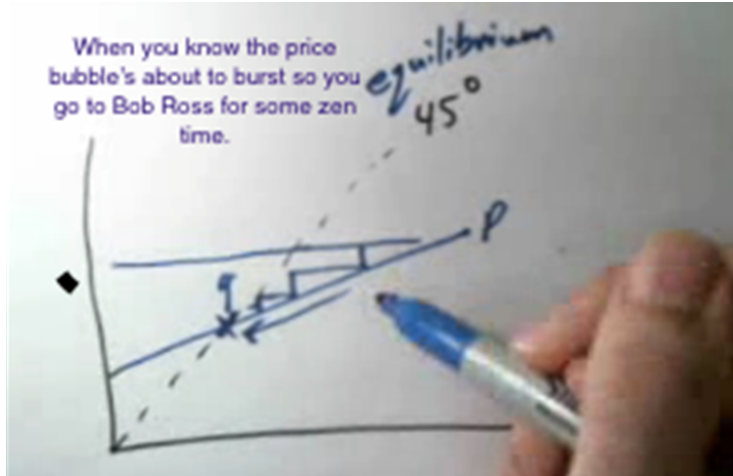
Student Feedback

We introduced a second webcam for periodic breakaways to live drawing as an experimental approach without certainty about how easy or effective it might be in the online classroom. The course was a master’s level course on microeconomics and policy analysis, and at the end of the first semester, we asked students for their thoughts. Here are some responses and a meme that a student shared with the class (**Image 1**):

- seeing graphs drawn in real time can definitely be more helpful than a pre-made graph and it seemed to flow well with the class/work logistically
- it was helpful as i am a visual learner
- ... when there is too much drawing the slide became difficult to read
- very helpful to see the Professor draw in real time and it is better visually than drawing on a whiteboard electronically with a cursor.. this camera was helpful in a class with a lot of graphs, charts, ...
- It's really helpful! I wish this was done for my previous classes!
- It would def be helpful and make the online sessions seem more like in class sessions
- Yes, when you change your camera to see you drawing a graph makes it way easier to understand.

Image 1: Student meme based on a secondary webcam illustration from class. Student-created meme shared with permission from the student, El Corkery, over a year after the course ended and grades could not be impacted whether permission was granted or not. The graph represents a dynamic process of price adjustments after a price bubble ends and the market moves back to a stable equilibrium. Note that this quick sketch is not well labeled because it was an impromptu supplement to the precisely labeled lecture slide showing a price bubble growing; an answer to “how do bubbles end?”

Image 1 Alt-Text: A student shared their reaction with the class by way of a meme based on a screenshot from class with the added text “When you know the price bubble’s about to burst so you go to Bob Ross for some zen time.” The screenshot shows a 45-degree line with a drawing representing the dynamics of a price bubble returning to a stable equilibrium, as well as a hand with a marker.



Technical Details and Steps

Step 1: Prior to the live class, a secondary webcam must be installed to ensure it is recognizable by your device. In our case, we used a plug-and-play webcam that only needed a USB connection.

Step 2: The webcam should be mounted to your desk and pointed at a paper or drawing board you wish to draw/write on (**Image 2**). We highly recommend using the Ring-Light Flexible Gooseneck Mounted Webcam because it is easy to position and also includes a light source to nicely illuminate any materials we wish to show via the second webcam.

Image 2: Secondary webcam and ring-light setup.

Image 2 Alt-Text: The image shows a secondary webcam and ring-light clamped to a table. The flexible gooseneck style arms allow the camera and ring-light to each be positioned conveniently relative to a blank paper with markers nearby on the table.



Step 3: Once the second webcam is installed and placed in the correct spot, log into an Adobe Connect classroom to practice transitioning between the main webcam showing your head and shoulders (**Image 3**) and the second webcam to demonstrate writing graphs (**Image 5**).

Step 4: While in Adobe Connect, you will have a panel of icons located in the upper center-left area of the screen (**Image 4**). One of the icons will include a video camera which can activate your camera. With the secondary webcam installed, we now have two choices under 'Select Camera' within the drop-down arrow menu, yet clicking the camera icon from the toolbar directly without going through the menu should activate your primary webcam.

Step 5: Once you are ready to change webcams, simply click the drop-down arrow menu by the camera icon, click 'Select Camera', and quickly switch back and forth as needed. (See screenshots in the following section.)

Step 6: Using the secondary webcam, illustrate any concepts by hand while talking through the process, and when ready to return to the main webcam, simply repeat Step 5.

What this looked like in Adobe Connect

Below are a series of screenshots in an Adobe Connect classroom, which demonstrates the transition from primary to secondary webcam.

Image 3: Primary Webcam. Although switching a webcam can be done from any layout, to best demonstrate the transition between the main and the secondary webcam, we are using a large video pod layout. This layout includes three main pods: the share pod displaying our powerpoint presentation, the attendee pod, and the video pod. Additionally, to perform the webcam transition, we use the camera icon located in the panel of icons at the top of the screen. Adobe product screenshot reprinted with permission from Adobe.

Image 3 Alt-Text: In this Large Webcam pod, the powerpoint presentation (share pod) is located in the upper left corner of the room stretching about one-half of the layout's total height and one-third of the total width. Directly under the powerpoint presentation (share pod), the Attendee Pod stretches to the bottom of the screen matching the width of the share pod above. The rest of the layout consists of a large Video pod. The video pod is the largest pod on the screen measuring about 65 percent of the total screen space, and displays the Instructor's main webcam, which is broadcasting his head and shoulders, with his office behind him. Lastly, as part of the standard Adobe Connect room structure, a narrow panel of icons is located above each layout stretching from the left edge of the screen to the right edge of the screen.

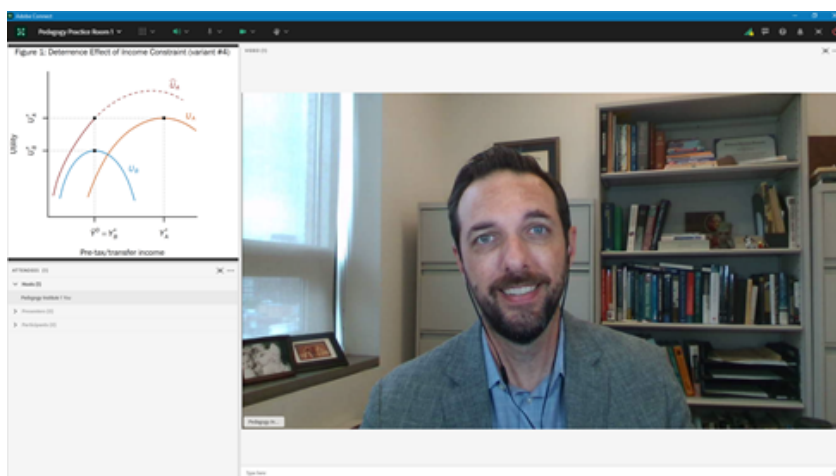


Image 4: Changing Webcams. In order to select our secondary webcam, the Instructor is clicking on the drop-down menu arrow located next to the camera icon in the upper panel. Doing so expands a small drop-down menu including the option to 'Select Camera'. Clicking on 'Select Camera' displays an additional drop down menu listing all of the pre-installed webcams available on the Instructor's device. Adobe product screenshot reprinted with permission from Adobe.

Image 4 Alt-Text: This screengrab shows the same Adobe Connect layout as in Image 3. The difference is that this image focuses on the menu that enables the Instructor to switch webcams. In this image, the instructor has clicked on the small arrow button directly to the right of the camera icon, which has expanded a drop down menu where the second option from the top is "Select Camera". The instructor has clicked on this option, which has opened another small drop down menu listing all of the available webcams; the names of the webcams are not legible in the image. Selecting the desired webcam will automatically change the video source between the primary and secondary webcams.

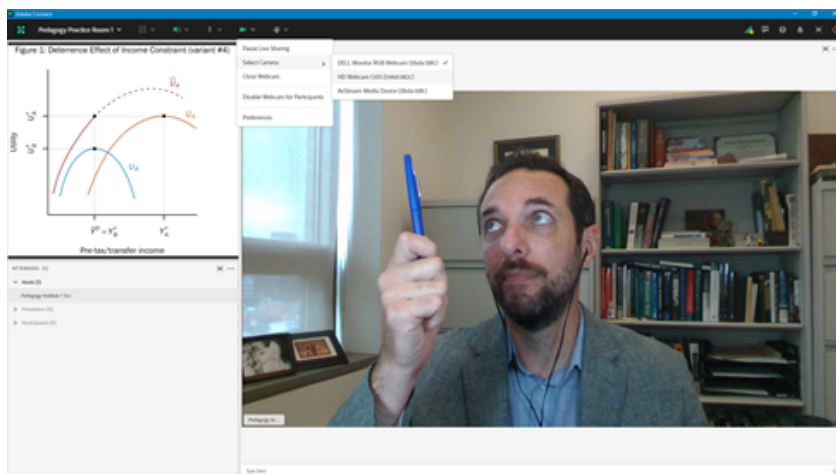
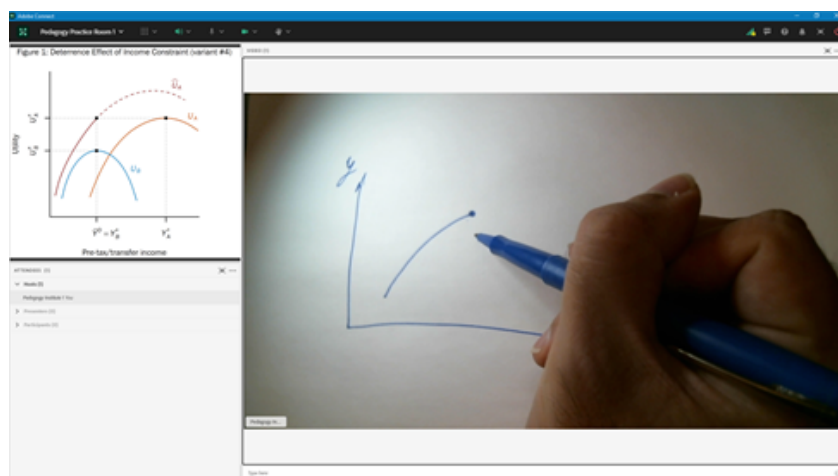


Image 5: Secondary Webcam. After the Instructor selects the name of his secondary webcam in the dropdown menu, the webcam feed (video pod) will no longer display his primary camera. At this time, students will be able to view the live drawing demonstration. To change back to the primary webcam, the Instructor will follow the same process but select the main webcam instead. Adobe product screenshot reprinted with permission from Adobe.

Image 5 Alt-Text: This screengrab shows the same Adobe Connect layout as in Images 3 and 4. The difference is that this image displays the Instructor's secondary webcam being shared through the video pod, demonstrating a live in-class drawing of a graph. The secondary webcam is broadcasting video of a hand holding a blue marker, and the beginning of a drawing of a graph.



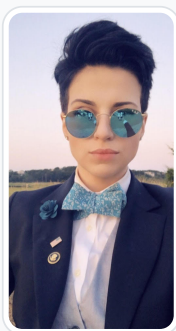
Acknowledgements

The authors are grateful to the advice and support from Matthea Marquart, Ed Cardona, and Ann McCann Oakley, as well as our teaching teammate Kameron Mims-Jones along with our wonderful students. We would also like to acknowledge the intellectual foundation behind this experiment, which we owe to the Columbia University School of Social Work's Institute on Pedagogy and Technology for Online Courses.

References

Baker, C. (2010). The impact of instructor immediacy and presence for online student affective learning, cognition, and motivation. *Journal of Educators Online*, 7(1), 1–30.





Agata Dera

Columbia University

Agata Dera, MSW is bilingual educator, an activist, guest speaker and a technology expert working as a Live Support Specialist at Columbia University School of Social Work (CSSW). Since 2018, she has worked on over 42 courses assisting with several hundred live class sessions. In addition to utilizing technological advancements to create dynamic, engaging and innovative virtual classrooms, she specializes in coaching online educators on ways to improve webcam image. Prior to receiving her Master's Degree from Columbia University, Agata served as a White House intern under the Obama Administration working in the Office of Public Engagement and Intergovernmental Affairs. She was selected as one of the leaders of the intern class and led the LGBTQ Policy Professional Interest Group organizing weekly guest speaker events at the White House. She has also worked on the 2019 docu-series "Why We Hate" produced by Steven Spielberg and Alex Gibney "exploring the history of human hatred and ways to overcome it". Athletic Achievements include: Drafted to the U-19 Polish Women's National Soccer Team; Represented Poland in the UEFA European Championship Qualifiers in the Netherlands; Goalkeeper for the Maryland Capitols FC in the Women's Premier League; Member of NCAA Division III Women's Soccer Team; Participant in the 2013 NCAA Women's Soccer Championship; Awarded Most Valuable Player by Landmark Conference for her performance in the Women's Championship Final.



Robert Paul Hartley

Columbia School of Social Work

Robert Paul Hartley is an assistant professor at the Columbia University School of Social Work where he teaches economics and policy analysis. His research addresses the economics of social policy related to childhood poverty, food security, and family outcomes across generations. He holds a BS in Industrial Engineering from Georgia Institute of Technology, an MDiv in Theology from Emmanuel School of Religion, and a PhD in Economics from the University of Kentucky.



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/live_drawing_with_second_webc

Using a Large Webcam Pod and Large Chat in a Panel View Layout: How to Create a Custom Virtual Stage for Successful Guest Speaker Presentations

Agata Dera

Inviting a guest speaker into a live class session can be an excellent way of diversifying our lectures. It allows us to introduce a new perspective on the topic, share alternative experiences within the field of social work, and possibly connect our students with prospective mentors for further guidance. Through Adobe Connect, we are able to transform our classroom into a customized virtual stage to create truly personalized, dynamic and interactive guest speaker presentations. This chapter will discuss how adjusting the size of the webcam and the chat pod can improve the quality of guest speaker presentations within an online classroom.

As I am writing this chapter, I reflect on the 42 courses I have supported as a Live Support Specialist thus far, many of which included at least one guest speaker at some point in the semester. If you wish to learn more about the role of our program's tech support also known as Live Support Specialist (LSS), please refer to this chapter's section "Teaching team structure and the Live Support Specialist role." In addition to my experience as an LSS, I aim to tie in my personal experience guest speaking in several online courses at Columbia University School of Social Work (CSSW).

Teaching and Learning Goal

The goal of creating personalized virtual stages for guest speakers in online classes is to maximize the ability of the visuals in Adobe Connect to:

Technical details and steps

- Support guest speakers in building a connection with the students
- Create a classroom environment that invites students to ask questions and engage with the guest speaker
- Maximize the visibility of any presentation materials the guest speaker will use

Technical details and steps

Considerations for preparing custom guest speaker layouts

When designing layouts for guest speakers, the primary goal is to resize both the webcam and chat pods to match the teaching style of your presenter. In addition, you may want to create multiple layouts for the same guest speaker, to use during different parts of their

presentation. For example, they may want to ask poll questions during one part of their presentation, show slides during another part, speak directly to students without visuals during another part, and create space for questions or dialogue with students during another part.

In my role as an LSS, when it comes to guest speakers I predominantly work on creating the virtual stage and helping them prepare technically and logistically. However, I have personally been invited to speak in numerous online courses on topics such as Policy, Human Sexuality, Disability Advocacy, and Technology in Online Education, as well as my own professional experience. Part of my preparation for each of the presentations was adapting my materials to the class and the topic discussed. For example, while presenting on policy, my visual materials were likely to include more substance on each slide, such as numerous sources, data and other supplementary information. This type of content-focused presentation requires a larger share pod for the slides (**Image 3**) to ensure all text is legible to every member of the class. In contrast, when wrapping up a presentation on my professional experiences within the field, I usually end with a short Q&A. In that case, my primary focus would be enlarging the chat box to address student questions/comments written in the chat (**Image 2**).

Reasons to prepare layouts with larger webcams:

- As our guest speakers have significantly less time to build a relationship with their audience than Instructors who meet with students weekly, a larger video pod (**Image 1**) can seem more personal and therefore can help expedite that process. Instructors have much more time to do things like simulate making eye contact with the students by often looking directly into the webcam to build a sense of connection over the semester.
- In addition, during the questions and answers (Q&A) portion of the presentation, if students come up on webcam to ask questions, a larger video pod tends to feel more personal and generally more inviting to the class.

Reasons to prepare layouts with larger chat pods:

- Physically enlarging the chat pod (**Image 2**) can signal to students that their questions and opinions are valid and listened to. This can initiate more engagement from students using the chat pod.

Reasons to prepare layouts with larger share pods to show slides:

- Some presenters might prepare slide presentations which will display more text/images than others. It is important to take this into consideration as slides (uploaded into a share pod) with statistics, graphs, research data and generally more text on each slide will need to be enlarged in order to be legible. Ensuring all pods fit nicely within the layout, the size of the webcam and chat pods will depend on the size of the slide presentation in the share pod.

Tips for setting up the custom layouts

In my experience it is best to prepare Adobe Connect layouts prior to a live class session. Although this can be done during the session using the "Prepare Mode", having already created layouts specifically for the guest speaker presentation allows for much smoother transitions between sections of the class agenda. It can also be helpful to have the layouts already set up for guest speakers who are available to do a quick dress rehearsal or tech check in the days before class.

The steps to customizing the sizes of each pod displayed in the room include:

Step 1: With your mouse, hover over your cursor to the bottom right corner of the pod you wish to resize.

Step 2: With your mouse, begin to drag the corner of the pod to expand or contract its size.

Step 3: When the pod is at the desired size, release your mouse.

Helpful tip for planning layouts that work with different screen sizes

When deciding how much space each pod will take on the screen (layout), it is important to recognize that students use monitors that vary in size. As I began supporting online courses while personally using a large monitor, I was unsure of how my Adobe Connect room setups would translate to much smaller monitors. Therefore, while setting up the Adobe Connect room each week, I periodically logged into the classroom using an older laptop to check that all pods were fully visible on the screen. After supporting many live class sessions, I developed a sense of how resizing various pods will affect what students see on their screens. If you are new to Adobe Connect and do not have access to a different size monitor to check your new layout, I recommend that when making significant changes to the pod sizing you ask students (to share in the chat or via a status icon change) whether they see all of the pods fully. If you are using a large monitor, you can also resize the Adobe Connect window to different sizes to show you what the room will look like on different sizes of monitor.

Teaching team structure and the Live Support Specialist role

One unique aspect of the Columbia University School of Social Work's Online Program is the implementation of teaching teams in every single online course. Thus, prior to the start of a semester, each of our Instructors is paired with a Live Support Specialist (LSS) like myself. A Live Support Specialist is an alumni of the program whose role is to utilize technology to assist the Instructor in creating the best learning environment possible. This includes many responsibilities such as: uploading each week's class materials into the room and setting up the week's layouts, supporting the Instructor with planning interactive and engaging teaching activities each week, assisting students and the Instructor with any troubleshooting, writing a session participation report, and many others.

What this looked like in Adobe Connect

Image 1: A panel view layout with a larger video pod can include the Attendee pod on the left side of the screen, a Video pod for webcams, and the Chat pod. The person pictured in the room is the author. Adobe product screenshot(s) reprinted with permission from Adobe. Screengrab taken by Agata Dera, 2022.

Image 1 Alt-Text: In this Panel View layout, on the far left, the Attendees pod is narrow and stretches from top to bottom. Next, the Video pod is in the center of the screen taking up the majority of the layout space. Finally, the Chat pod is included on the bottom of the screen, directly under the Video pod. In the Chat pod, there is a message that says "Hi everyone! Welcome to today's live class session. Today we will hear from our guest speaker talk about their experiences in the social work field."

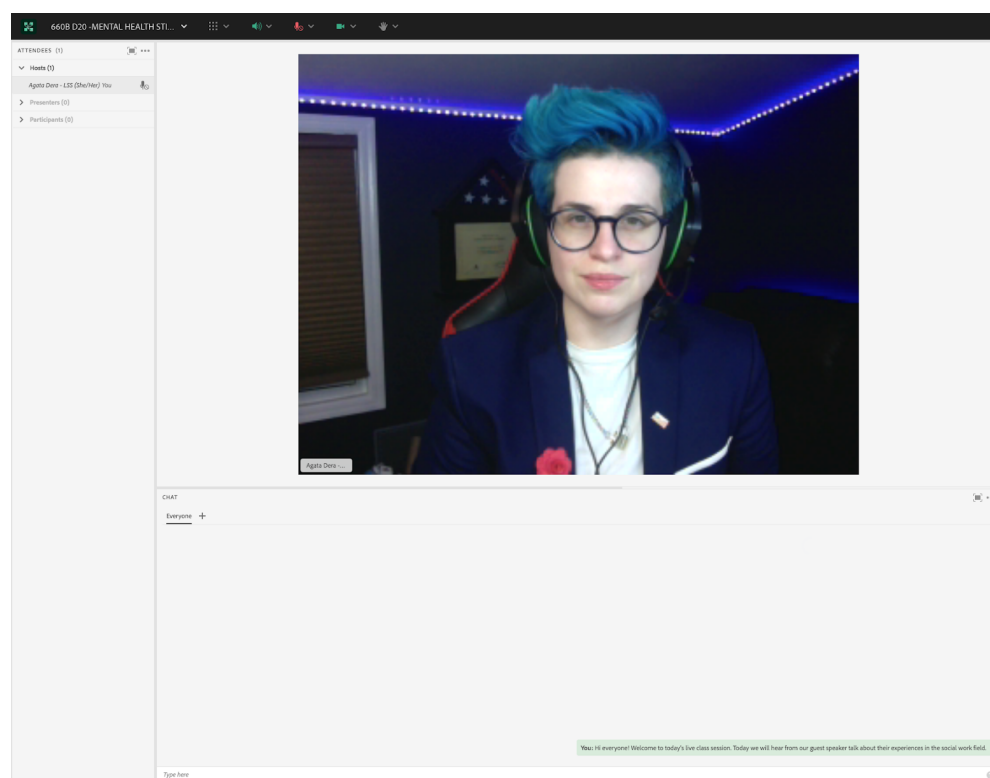


Image 2: A panel view layout with a larger chat pod would include the Attendee pod on the left side of the screen, a Video pod for webcams, and the Chat pod. The person pictured in the room is the author. Adobe product screenshot(s) reprinted with permission from Adobe. Screengrab taken by Agata Dera, 2022.

Image 2 Alt-Text: This screengrab shows the same room as in Image 1. The difference is that in this layout, the Video pod is smaller, and the Chat pod takes up most of the layout's space. The Chat pod includes the same message as in Image 1.

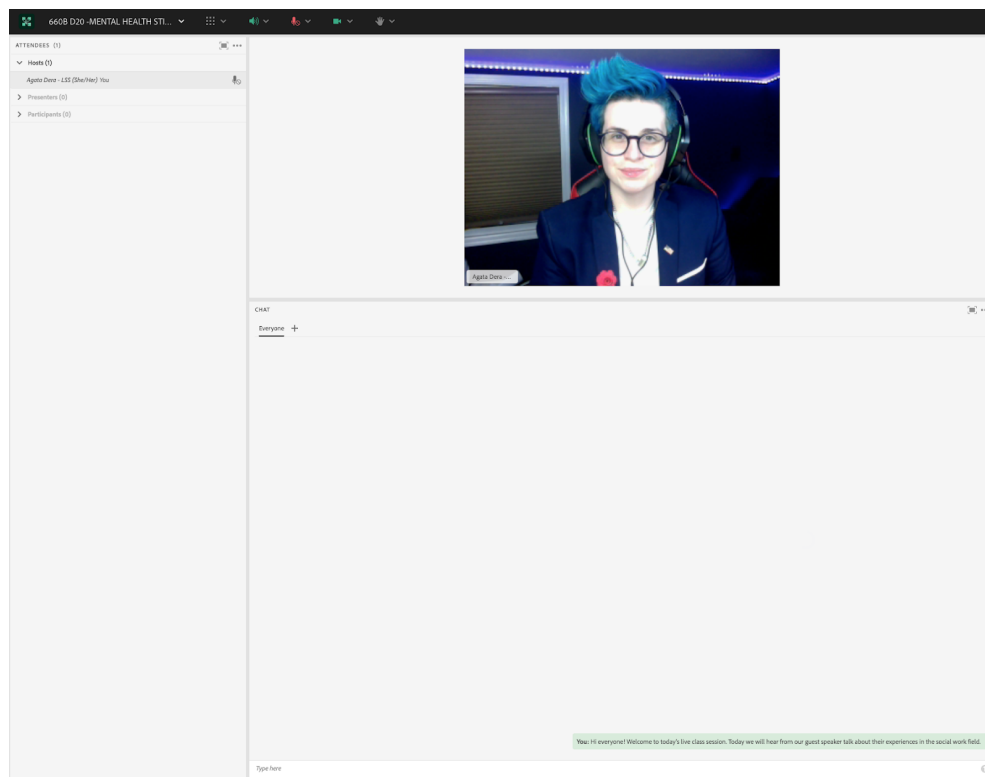
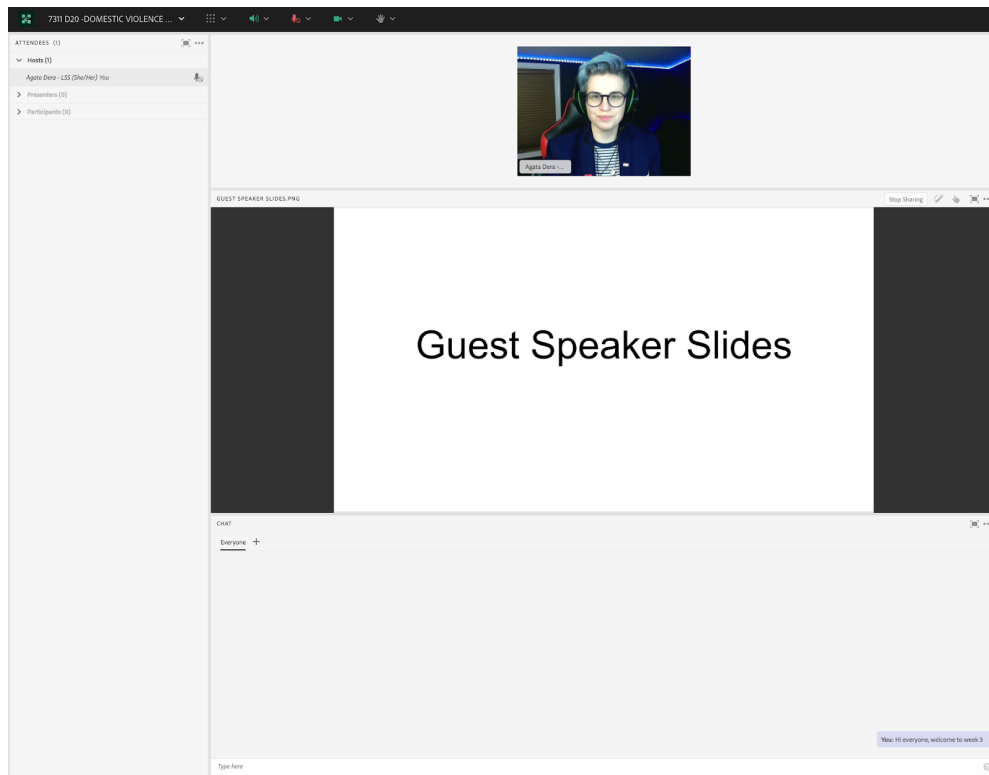


Image 3: A panel view layout with a powerpoint presentation would include the Attendee pod on the left side of the screen, a Video pod for webcams, a Share Pod (powerpoint presentation) and the Chat pod. The person pictured in the room is the author. Adobe product screenshot(s) reprinted with permission from Adobe. Screengrab taken by Agata Dera, 2022.

Image 3 Alt-Text: In this Panel View layout, on the far left, the Attendees pod is narrow and stretches from top to bottom, taking up approximately 20% of the total width of the screen. Next, three pods are stacked one on top of the other and take up the rest of the layout. The Video pod is on top with the author on webcam, the Share pod is in the middle with a sample slide that says "Guest Speaker Slides," and the Chat pod is on the bottom with a message that says "Hi everyone, welcome to week 3."



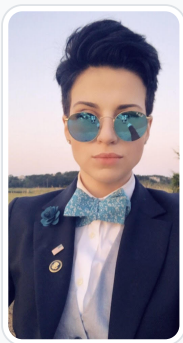
Acknowledgements

I would like to take this opportunity to thank Matthea Marquart for her wonderful leadership. To Beth Counselman Carpenter, (the first Instructor I ever supported) a remarkable person I am honored to call my friend.

To my incredible lifelong mentors: Jill Cermele for her guidance and for inspiring me to pursue a career in higher education; Michelle Ballan for her impact on my professional accomplishments and Paul Blodgett for his impact on my development as an athlete and person.

Lastly to my phenomenal friend: Magdalena Tyrpien; and to my amazing mom!





Agata Dera

Columbia University

Agata Dera, MSW is bilingual educator, an activist, guest speaker and a technology expert working as a Live Support Specialist at Columbia University School of Social Work (CSSW). Since 2018, she has worked on over 42 courses assisting with several hundred live class sessions. In addition to utilizing technological advancements to create dynamic, engaging and innovative virtual classrooms, she specializes in coaching online educators on ways to improve webcam image. Prior to receiving her Master's Degree from Columbia University, Agata served as a White House intern under the Obama Administration working in the Office of Public Engagement and Intergovernmental Affairs. She was selected as one of the leaders of the intern class and led the LGBTQ Policy Professional Interest Group organizing weekly guest speaker events at the White House. She has also worked on the 2019 docu-series "Why We Hate" produced by Steven Spielberg and Alex Gibney "exploring the history of human hatred and ways to overcome it". Athletic Achievements include: Drafted to the U-19 Polish Women's National Soccer Team; Represented Poland in the UEFA European Championship Qualifiers in the Netherlands; Goalkeeper for the Maryland Capitols FC in the Women's Premier League; Member of NCAA Division III Women's Soccer Team; Participant in the 2013 NCAA Women's Soccer Championship; Awarded Most Valuable Player by Landmark Conference for her performance in the Women's Championship Final.



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/custom_layout_guest_speak

Dedicated Chat Pods for Simulated Client Role Play Video Exercise in an Online Skills-Based Lab

Mary Piepmeier & Jessica P. Satkunasingham

In this chapter we will show how dedicated chat pods in Adobe Connect were used in a simulated client role play video exercise in a motivational interviewing skills-based lab for master's level social work students. We will also discuss how these particular features and functions in Adobe Connect helped support the experiential learning approach for clinical skills training.

Teaching and Learning Goal

The learning goals for this activity are for students to:

- Develop clinical skills through their own practical experience of implementing the skills in a simulated “real world” client scenario.
- Reflect on their experiences in the exercise to then be able to assess how to infuse clinically effective and meaningful skills.
- Engage in peer-to-peer observation and feedback.

Activity and Results

The Motivational Interviewing Skills-Based Lab Program

A motivational interviewing (MI) skills-based lab program was developed to help prepare master's levels social work students for entry into first year field practicum (Zweben et al., 2022). The training program was adapted from an empirically-supported experiential learning approach. This approach is characterized as learning by doing – in which students gain knowledge and skill through heavily interactive, practical-based activities and exercises, with minimal didactic teaching by the instructor. Experiential learning is highly regarded by educators interested in improving field education (Bogo, 2015; Cheung & Delavega, 2014; Huerta-Wong & Schoech, 2010) and for trainings in motivational interviewing (Madson et al., 2009; Martino et al., 2011; Schwalbe et al., 2014).

In the MI lab program, experiential learning is a multi-phase model (Kolb, 1984): first, students learn how to apply the skills empirically with a role play exercise. Second, students are then able to reflect upon their concrete experience in the role play by exploring how and why the particular skills were effective and/or helpful in meeting the goals of the exercise. Third, students practice providing feedback based on their observations of their peers' practice, and finally, fourth, they link their praxis to established concepts.

Skills-Based Lab Exercise in Adobe Connect

The use of specific Adobe Connect features and layout design helped maintain the above learning model in the execution of this particular role play exercise in a virtual classroom (Piepmeier & Marquart, 2020; Whitfield, et al 2021). The simulated client role play video exercise is a multi-step process: students watch the client give a statement, then the students role play by generating their own response to the statement in the role of a practitioner. They are then prompted to reflect on why they chose their specific response and how it would be

helpful/effective for client engagement. Finally, they review other examples of client responses made by their peers and provide feedback. This process is repeated after each new statement given by the client.

To facilitate this in Adobe Connect, the video pod is centrally located in the layout (**Image 4**) so students are able to view the client as if they are meeting face-to-face (the client video was filmed in such a way where the actor playing the client is facing directly toward the camera). To accommodate students having to respond to multiple successive prompts we used dedicated chat pods for respective prompts. One "primary" chat pod was designated for students to type in their response to the client statement. A secondary chat pod was dedicated to students' reflections and feedback on the role play responses from the primary chat pod. They used the secondary chat space to elaborate further on why they chose their specific response, discuss how it may be clinically effective for the client, and identify the specific skills they used in their response. The secondary chat pod was also used for students to then provide feedback to their peers' response from the primary chat pod. This provided a chance for students to be exposed to alternative methods for client response which can help encourage them to think more openly about strategies in the clinical setting.

There are many advantages to this layout for the success of this exercise. The use of dedicated chat pods allows for all students to participate simultaneously in a timely manner (versus having only a select number of students share one by one which could be time consuming). Dedicated chat pods also help organize the volume and type of responses coming in from students thereby easing the process of locating and reading specific responses when it comes to reflecting on the experience of the exercise. Furthermore, this layout is more accommodating to the fact that students work at different paces and reduces the risk of some steps in the activity getting overlooked. A fast-paced single chat pod in which students type everything would likely place undue pressure on the students and result in rushing or only partial participation in the activity. Ultimately, the use of dedicated chat pods ensure a higher level of participation and a higher level of quality of work from the students.

Technical Details and Steps

Steps for managing the technology for this exercise:

1. When prompted to play the video, I pressed play and allowed the video to play its introduction, which is immediately followed by the client actor giving their first statement. After the client finished their statement, I paused the video and the students were prompted to generate a response to the client.
2. The students typed their replies to the client into the primary chat pod labeled "Video exercise response" (**Image 4**).
3. Once the students completed their response, they were then prompted by the instructor to use the secondary chat pod to identify the skills they used in crafting their response to the client, and why those skills would be helpful and/or effective for the client.
4. Once students completed the above two steps, then the class was directed by the instructor to review the "Video exercise response" chat pod and choose a peer's response that they found particularly effective and why. Students provided this feedback in the secondary chat pod.
5. Steps 1-4 were repeated for each client statement in the video.

Setting up the layout in Adobe Connect

There are two ways to set up a layout. The first way is to create a new layout from a duplicate layout. This means that you create a copy of an existing layout and modify it to meet your needs. The second way is to select a new layout and add all the pods that you need individually. Below, I explain both ways to set up the layout for this activity.

Steps for setting up a duplicate layout:

1. In the layout manager (which will be located on the right or left of the Adobe Connect window depending on how you have your Adobe Connect window set up) (see **Image 1**), I selected the "+" sign to create a new layout. Another option is to click on the *** drop down menu for layout (it can be found on the layout ribbon next to where it says Layout) and select "create new."
2. I selected "Duplicate Existing Layout" and then chose a layout I had previously set up in the room. This layout was one that we used when showing the session slides, and already contained a share pod, attendees pod, chat pod and video pod that will be needed for this layout. It gave me the option to rename the layout, and for the purpose of this article I left it as "slides view_copy."
3. I moved the video pod, share pod, and attendee pod to the left side of the screen and resized them to allow for additional pods to be added. Because the share pod was duplicated from the prior layout, the slides on the share pod were synchronized across layouts, so that if I clicked through the slides in one layout, they also progressed in the other layout. I left the chat that was duplicated from the other layout on the bottom of the layout so that students could continue the same conversation across different layouts (see **Image 2**).
4. I added a new share pod and a new chat pod. The newly added share pod will contain the video for the exercise and is placed above the existing chat pod. The newly added chat pod creates a space for the students to respond to the video exercise and it is placed to the right of the new share pod (see **Image 3**).
5. I completed the layout by uploading the video exercise and making sure the slides in the carried over share pod were on the correct page. The second chat pod was renamed "Video Exercise Response" (see **Image 4**).

Steps for setting up a new layout:

1. In the layout manager I selected the “+” sign to create a new layout. This caused Adobe Connect to create a new layout and place it at the bottom of the Layouts ribbon (see **Image 1**). Adobe Connect also pre-named it “New Layout.” You can change the layout’s name; for the purpose of this chapter I choose to leave it.
2. I then added a share pod, video pod and attendee pod and moved them to the left side of the screen (see **Image 5**).
3. I located the chat from the main slides page in the pods menu and added that to the bottom of the screen so that discussions from previous layouts could be carried over to this layout (see **Image 6**).
4. I added a second share pod above the existing chat pod and second chat pod to the right of the newly added share pod. Once all the pods were added, I re-sized everything to allow for proper spacing. I also renamed the second chat box: “Video exercise response” (see **Image 7**).
5. I completed the layout by uploading the video exercise, adding the slides, and making sure the slides in the share pod were showing the correct slide (see **Image 4**).

What this looked like in Adobe Connect:

Image 1: Blank Adobe Connect classroom layout with drop down menu showing. Adobe product screenshot(s) reprinted with permission from Adobe.

Image 1 Alt-Text: This image is a screengrab of an Adobe Connect classroom. In the menu bar across the top, on the left the room is titled “Pedagogy Practice Room 1,” and this is followed by icons for a room options dropdown menu, pods dropdown menu, device speaker, microphone, webcam and raise hand feature. On the right side of the menu bar, there are icons that represent: Internet connection status, report a problem, links to support resources, notifications, maximize to full screen, and end session. Under the end session icon, there is the “Layouts” ribbon. The dropdown menu for layouts is open and the choices include “Create New, Manage, Lock, Reset to Default, Dock to Right, Dock to Left, Auto Hide and Close.” Under the dropdown menu there is the vertical Layout panel with the icons for several different layouts. The selected layout is blue in color while the rest are grayed out.

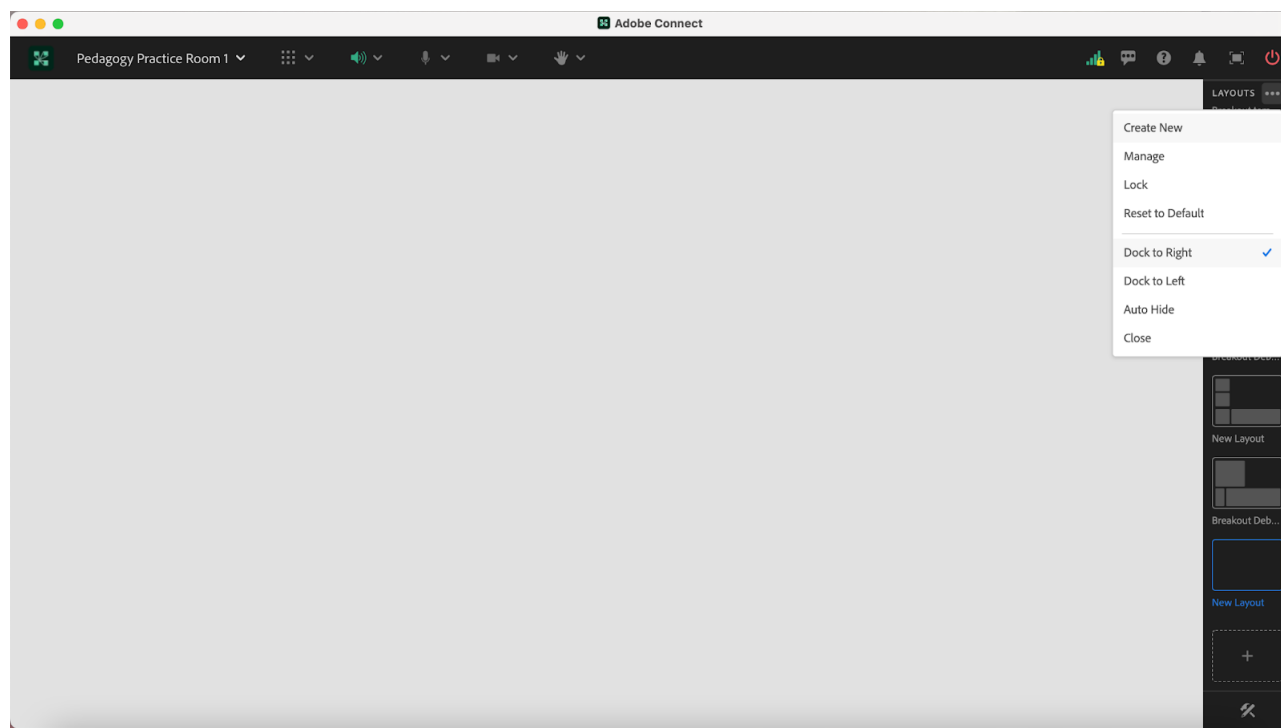


Image 2: Adobe Connect Classroom Layout with a Share Pod, Video Pod and Attendee Pod on the right side. The slides in the share pod contain a PowerPoint that is the property of MI Training Program at CSSW. There is a chat pod located on the bottom of the layout and an empty space above the chat for additional pods. The video pod includes an image of one of the authors on webcam. Adobe product screenshot(s) reprinted with permission from Adobe.

Image 2 Alt-Text: This is a screengrab of an Adobe Connect classroom. In the top left corner of the layout is a share pod showing a slide that is labeled “Video: ‘Annie.’” The slide has three bullet points. The first says “Annie will get a series of statements. For every statement, a prompt will appear to write down a response to that specific statement.” The second bullet point says “After each statement: (1) share your

response with class, (2) indicate if it is an affirmation, reflection, or summary, and (3) give reason(s) for why/how you chose your specific response.” The third bullet point says “Group replies with feedback: Did the responses show an accurate understanding of Annie’s perspectives of her situation? Would it facilitate engagement and rapport building?” Beneath the share pod is a video pod with a woman with dark hair pulled back, a blue shirt and a light-yellow background. In the bottom left of the video window the webcam is labeled with her name “Pedagogy Institute.” She is smiling for the camera. Below the video feed there is an Attendees pod, and within the pod there are three labels: Host, Presenter and Participants. There is only one attendee logged in to the room; the attendee is named “Pedagogy Institute (you).” To the right of the attendees pod there is a blank area, with a chat pod below. The chat pod is labeled “Chat Everyone,” and it is blank, with text in the middle that states “Start a conversation with everyone or chat privately with the Hosts, Presenters or any Attendee.” On the right side of the screen is the Layout panel described in Image 1.

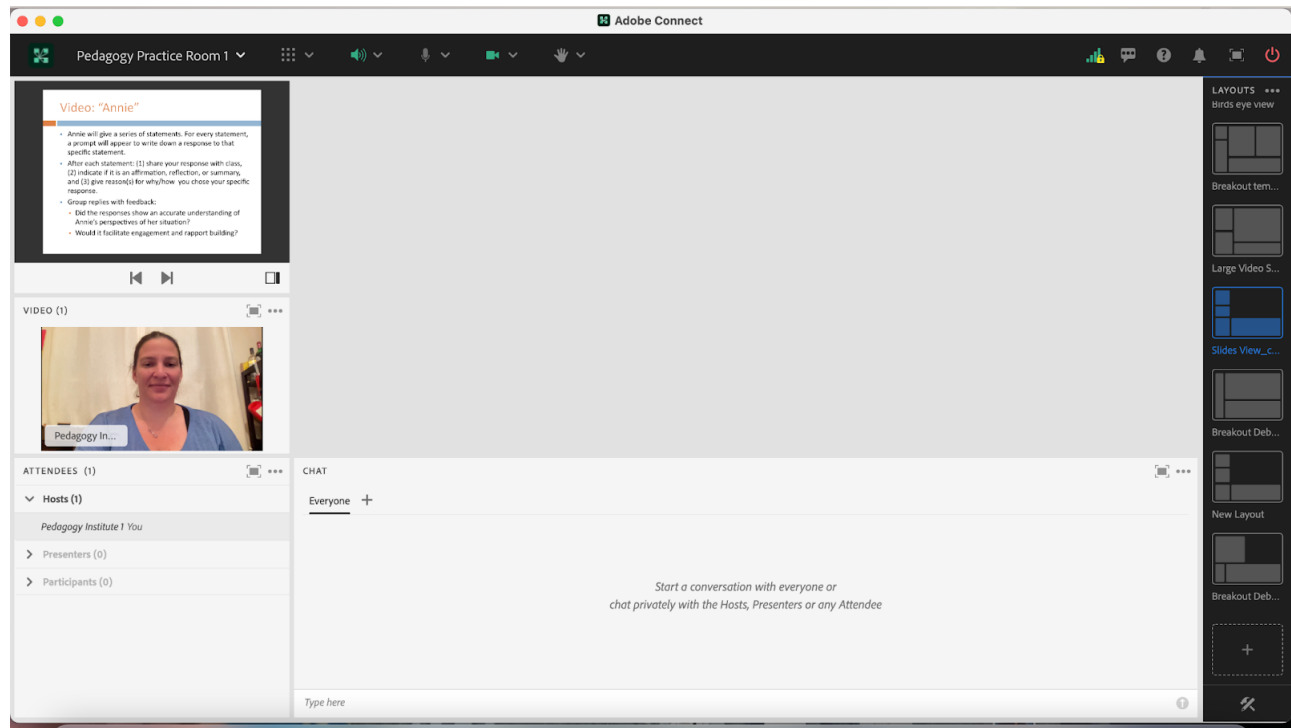


Image 3: Adobe Connect classroom layout with additional share pod and additional chat pod. Adobe Connect classroom layout contains share pod (with slides which are property of MI Training Program at CSSW), video pod and attendee pod on the right side as well as a chat pod located on the bottom of the layout. Adobe product screenshot(s) reprinted with permission from Adobe.

Image 3 Alt-Text: This is a screengrab of the same Adobe Connect classroom as in Image 2. The difference is that two new pods have been added to the room, in the area that was previously blank. The first new pod is a Share pod labeled Share 29, which has a menu across the top with icons for the following options: Share screen, Share document, and Share whiteboard. In the middle of the share pod, it states “Nothing is being shared, Drag and drop file here to start sharing.” To the right of this share pod is the other new pod – a blank chat pod labeled “Chat 19.”

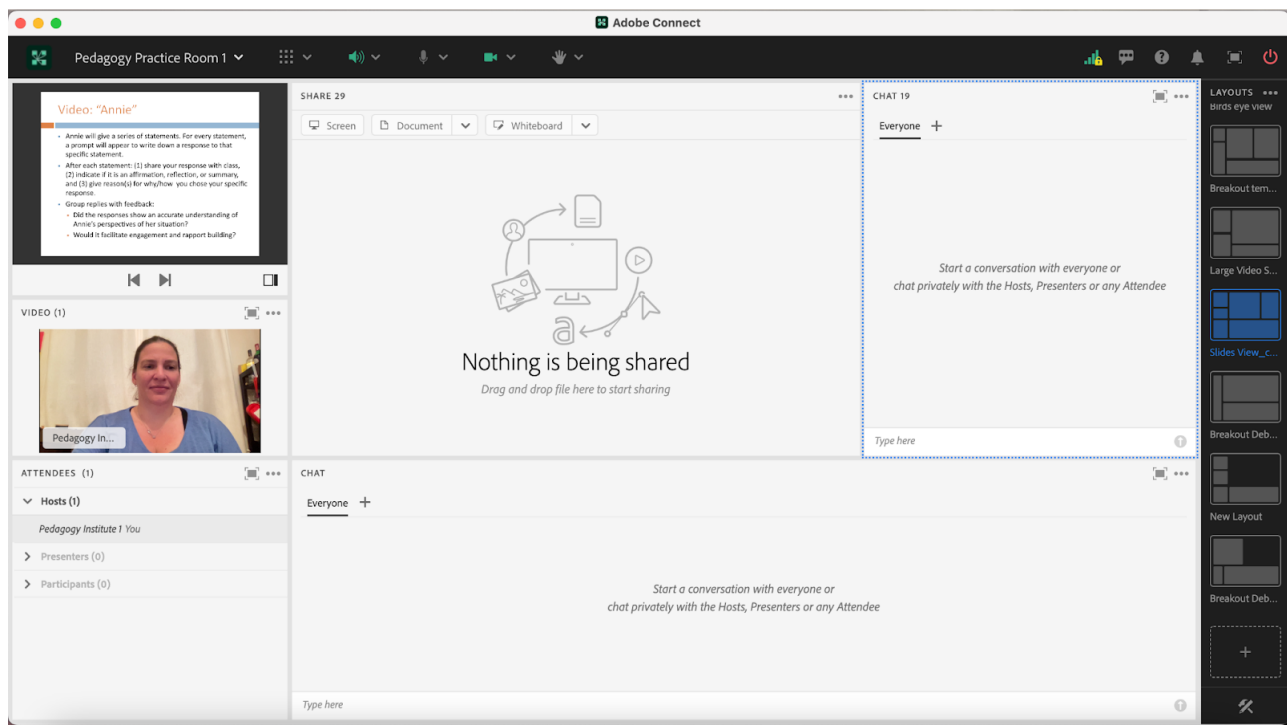


Image 4: Adobe Connect classroom layout with two share pods, video pod, attendee pod and two chat pods. This layout contains slides and video that are property of MI Training Program at CSSW. Adobe product screenshot(s) reprinted with permission from Adobe.

Image 4 Alt-Text: This is a screengrab of the same Adobe Connect classroom as in Image 3. The difference is that two new blank pods added in Image 3 have been updated. The share pod now contains a video, and the pod is labeled "Annie Vase Exercise.MP4." The video is black with the word "ANNIE" in white text in the center, and at the bottom of the pod are a small video play icon, video time (00:00:41/00:03:49), and volume icon. To the right of this video, the chat pod's label has been changed to "Video Exercise Response."

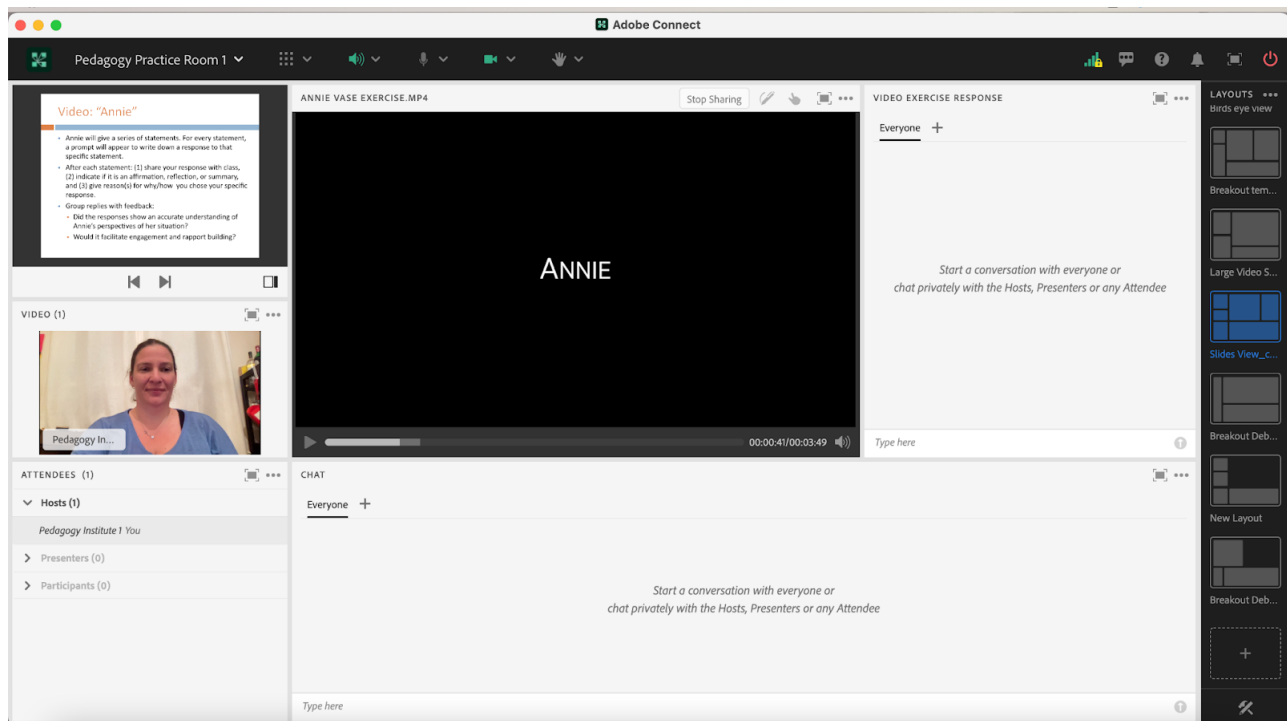


Image 5: Adobe Connect classroom layout with a share pod, video pod and attendee pod on the left side. Adobe product screenshot(s) reprinted with permission from Adobe.

Image 5 Alt-Text: This is a screengrab of an Adobe Connect classroom with a narrow column of pods stacked on the left, and most of the room blank. The top pod on the left is a share pod that is labeled “Share 34.” Beneath the share pod is a video pod that contains a button labeled “Start My Webcam.” There is no webcam showing, so the pod says “No video feed available.” Below the video pod is an attendees pod.

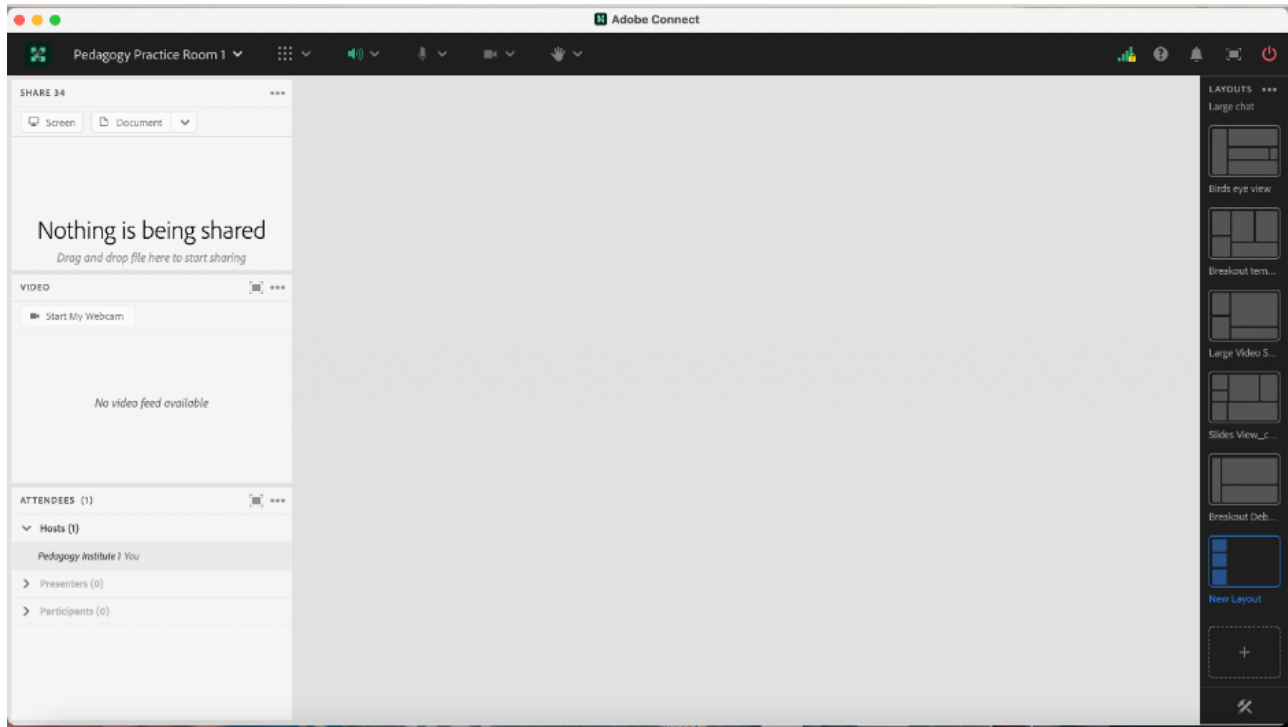


Image 6: Adobe Connect classroom layout with newly added chat pod. Adobe product screenshot(s) reprinted with permission from Adobe.

Image 6 Alt-Text: This is a screengrab of the same Adobe Connect classroom as in Image 5. The difference is that in the bottom part of the area that was previously blank, there is now a blank chat pod labeled “Chat Everyone.” The rest of the classroom is still blank.

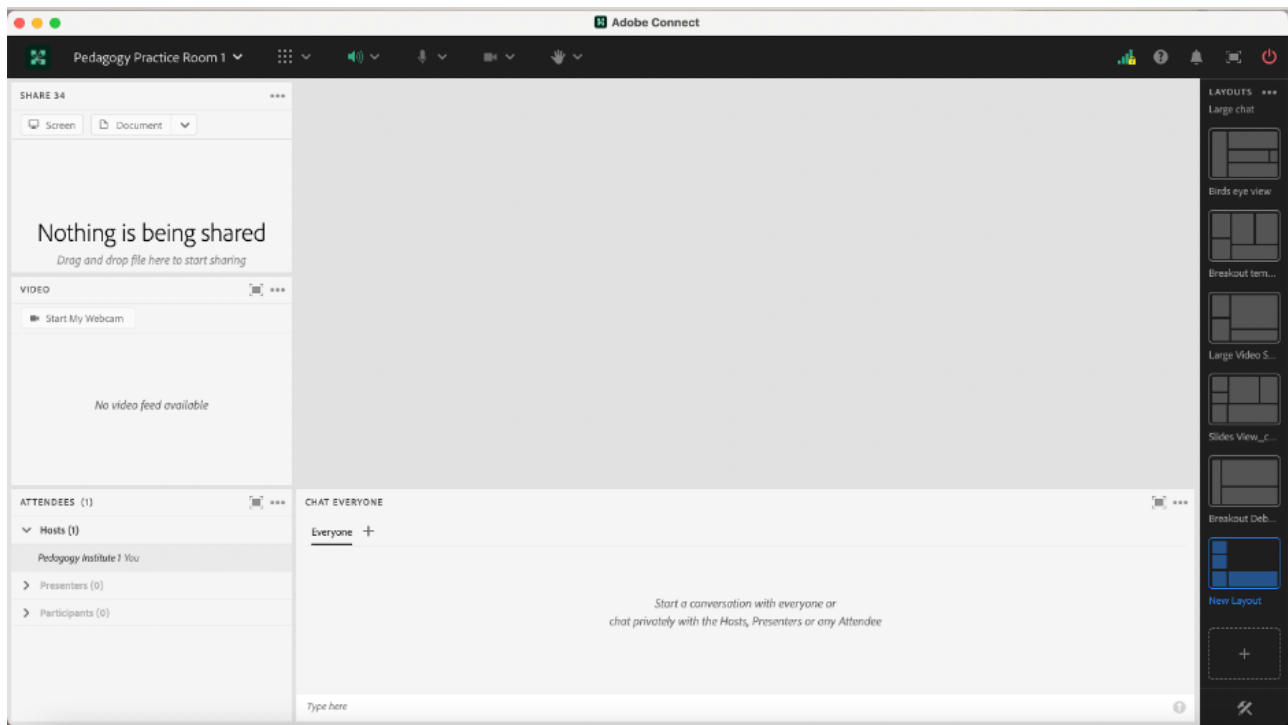
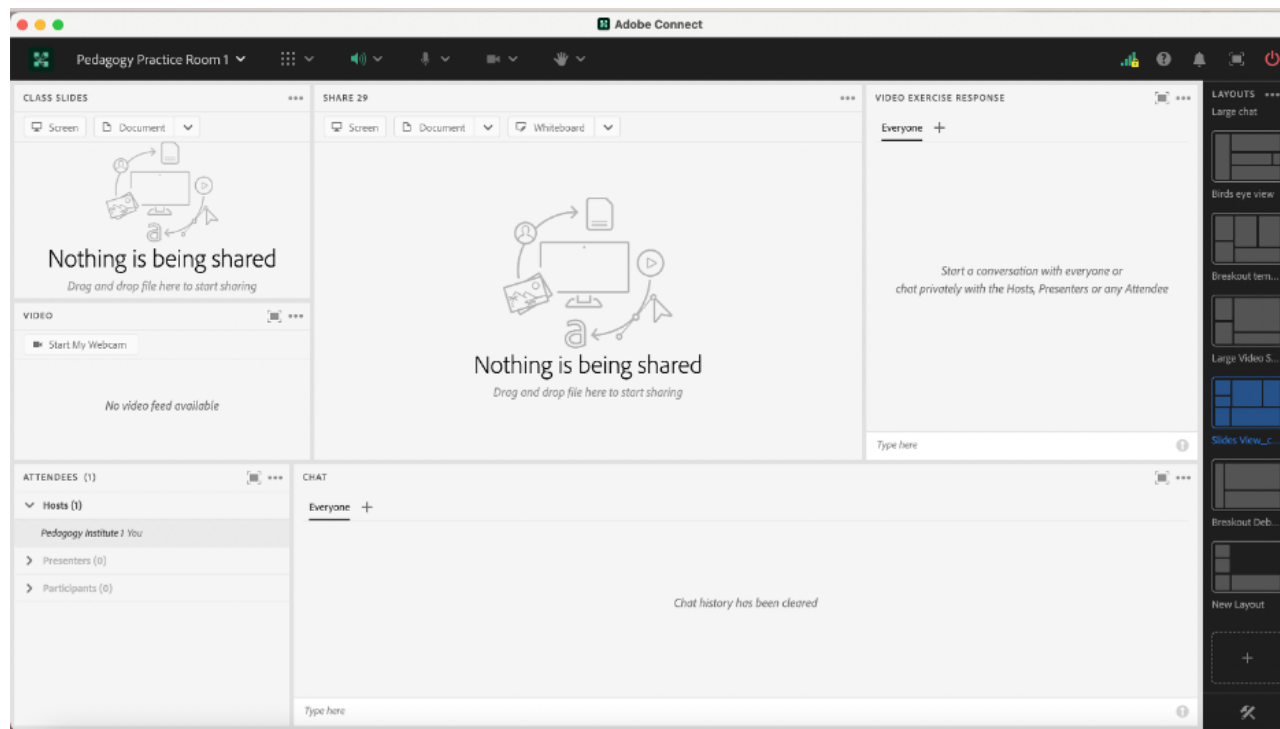


Image 7: Adobe Connect Classroom Layout with newly added chat and share pod. The newly added share pod has also been renamed to “Video Exercise Response.” Adobe product screenshot(s) reprinted with permission from Adobe.

Image 7 Alt-Text: This is a screengrab of the same Adobe Connect classroom as in Image 6. The difference is that the share pod in the upper left corner previously called “Share 34” has been renamed “Class Slides,” the “Chat Everyone” pod has been renamed “Chat,” and two new pods have been added to the layout in the space that was previously blank. The first new pod is a blank share pod labeled “Share 29,” and the second new pod is a blank chat pod labeled “Video Exercise Response.”



Acknowledgements

We would like to thank Matthea Marquart, Assistant Dean, Online Education and the entire CSSW Online Campus Team, Allen Zweben, Director of the MI Training Program at CSSW, and all the MI skills-based lab instructors.

References

- Bogo, M. (2015). Field education for clinical social work practice: Best practices and contemporary challenges. *Clinical Social Work Journal*, 43(3), 317-324. <https://edtechbooks.org/-ppdc>
- Cheung, M., & Delavega, E. (2014). Five-way experiential learning model for social work education. *Social Work Education*, 33(8), 1070-1087. <https://edtechbooks.org/-ZJxG>
- Huerta-Wong, J. E., & Schoech, R. (2010). Experiential learning and learning environments: The case of active listening skills. *Journal of Social Work Education*, 46(1), 85-101. <https://edtechbooks.org/-pLZT>
- Kolb, D. (1984). *Experiential learning: Experience as the source of learning and development*. Englewood Cliffs, NJ: Prentice Hall.
- Madson, M. B., Loignon, A. C., & Lane, C. (2009). Training in motivational interviewing: A systematic review. *Journal of substance abuse treatment*, 36(1), 101-109. <https://edtechbooks.org/-SNEq>
- Martino, S., Canning-Ball, M., Carroll, K. M., & Rounsaville, B. J. (2011). A criterion-based stepwise approach for training counselors in motivational interviewing. *Journal of substance abuse treatment*, 40(4), 357-365. <https://edtechbooks.org/-SRue>
- Piepmeyer, M. & Marquart, M. (2020, February 18). Converting an experiential clinical skills-based lab from an on-campus to a live online version: A pilot. Poster for the Columbia University Center for Teaching and Learning's Celebration of Teaching and Learning Symposium, New York, NY. <https://edtechbooks.org/-tfuu>

Schwalbe, C. S., Oh, H. Y., & Zweben, A. (2014). Sustaining motivational interviewing: A meta-analysis of training studies. *Addiction*, 109(8), 1287-1294. <https://edtechbooks.org/-XLCQ>

Whitfield, A., Piepmeier, M., and Marquart, M. (2021, April 15). Online Skills-Based Motivational Interviewing Lab: Tools to Prepare Students for Field Education. Workshop for the Social Work Distance Education Conference, San Antonio, TX. Online via Zoom. <https://edtechbooks.org/-kYM>

Zweben, A., Piepmeier, M., & Leak, K. (2022). Training Incoming Social Work Students in Motivational Interviewing Skills: An Experiential Lab Model for Advancing Social Work Education. *Advances in Social Work*, 22(1), 178-196. <https://doi.org/10.18060/25478>



Mary Piepmeier

Columbia University School of Social Work

Mary Piepmeier, MA is an adjunct lecturer at Columbia School of Social Work (CSSW) and the Program Manager for CSSW Office of Professional Excellence (OPE) & MI Training Program. As an adjunct lecturer, Mary is a certified lab instructor for the motivational interviewing (MI) lab, a highly intensive, skills-based training lab to help prepare first year MSW students for field education. Mary has been involved with the MI labs since its inception four years ago- she contributed to the curriculum development, training of certified lab instructors, and implementation as part of the CSSW Field Education. As the Program Manager for CSSW OPE & MI Training program, Mary is responsible for identifying and overseeing the event programming to support CSSW OPE's vision to provide innovative, high quality professional development courses to social workers and related professions. In addition to administrative support in her management role, Mary also serves as an instructor for OPE-hosted MI Training Program workshops for community members. Mary has also co-authored publications on MI in brief intervention, medication adherence, and alcohol pharmacology treatment trials. Mary has also authored and presented on best practices and tools for skills-based training for online MSW students. Mary holds a Master's in Clinical Psychology from New School for Social Research.



Jessica P. Satkunasingham

Columbia University School of Social Work

Jessica Satkunasingham is a licensed social worker in New York. She is currently working as a private clinician on Long Island. She has previously worked in education specializing in the special needs population. Ms. Satkunasingham's current focus is the mental health and wellbeing of her clients. She also works as a live support specialist for Columbia University's School of Social Work's online program where she provides technical support to the instructional team and students. Ms. Satkunasingham received her Bachelors in Community and Human Services from SUNY Empire State and a Masters of Social Work from Columbia University.



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/dedicated_chat_pods_for_role_p

“Good Point. I Agree.”: Challenging Students to Create “Thoughtful Contributions” in Class

Sara Bartlett

Use of the chat feature in Adobe Connect and of discussion forums in learning management systems (LMS) such as Canvas are two popular pedagogical strategies for encouraging students to contribute in online classes. However, high quality student contributions should move beyond agreement with others in order to maximize learning. In this chapter, I share the process of how collaboratively drafting a list of what constitutes “thoughtful contributions” to class can lead to richer online class learning opportunities.

Teaching and Learning Goal

My goals in using this strategy are to:

- Promote a thoughtful classroom environment in which quality of ideas, opinions, examples, and expressions of emotions are valued over quantity of comments made in chat or in discussion forums
- Contribute to feelings of bravery for students wishing to make contributions to classroom discussions
- Create clear and transparent criteria for grading discussion forum initial posts and replies, as well as the “chat” part of the live class participation grading rubric
- Address issues of power and privilege in the classroom by providing all students equal voice in creation of the list of “thoughtful contributions” as well as sharing instructor control over grading with them by incorporating their criteria into grading schemes

Activity and Results

I was first exposed to the idea of creating a list of what constitutes “thoughtful contributions” when I was a teaching associate at Columbia University’s School of Social Work (CSSW) for Dr. Katherine Shear, who did something similar in her class. Then, when

the Covid-19 pandemic hit in 2020, many instructors who had been teaching residentially were forced to begin teaching online. A pedagogical trend developed in which instructors created online discussion forums where students would write an initial post and then make two or more replies to fellow classmates' posts. While instructors in CSSW's online school had been utilizing this strategy for some time, many former residential instructors were using it for the first time. Instructors soon discovered that without setting some parameters for what should be included in replies to others' initial discussion posts, that the forums quickly became homogeneous, with frequent agreements and restating, but little variety. I myself, in teaching online somewhere that I normally taught residentially, experienced negative student evaluations regarding the forums, with students expressing the monotony of having to do discussion forums in all of their classrooms and the lack of learning that came from this "busy work".

Around this same time, I began teaching for CSSW. I knew I wanted to avoid the homogeneity I'd seen in other online learning environments. Secondly, I was sensitive to the fact that some students feel more comfortable speaking up in class or writing in the chat than others and also that without permission, some may be hesitant or even avoid disagreeing with others in forums in order to limit what they might interpret as confrontation.

I created a process in which, in addition to drafting community agreements in the first class session, we also draft a list of what constitutes a "thoughtful contribution" in class (particularly in the chat) and also in replies to discussion forums. This is a collaborative process in which students draft the list in Class 1, we review and finalize the list in Class 2, and I begin using the list for grading in Class 3. Students have shown appreciation for having input over this part of the grading process and for creating a classroom environment that values quality of contributions over quantity. Most of all, I have seen a change in discussion forums in the LMS and chats in Adobe. Now, students pose more questions, add more examples, and respectfully disagree and offer different perspectives. This leads to more interesting classes and greater learning from one another.

Technical Details and Steps

Step 1: Introduce the concept of "thoughtful contributions" in Class 1.

Within the first 15 minutes of Class 1, just after drafting a list of community agreements, I introduce the concept of "thoughtful contributions". I do this by first showing a slide as part of my slide deck in Adobe Connect that contains a Tweet with a fictitious, humorous discussion forum reply in which the "student" expresses agreement with a discussion forum post (see **Image 1**). I read the Tweet on the slide and explain that this was a joke Tweet that circulated during Covid-19 amongst instructors new to using discussion forums as an educational tool. Then, I ask for students to put their thoughts in the chat about what is wrong with this discussion forum reply and what could have been done better. Students will write in comments like, "The student replying doesn't add anything further to the discussion" or "The student is simply restating what the other student said" etc. (see **Image 3**). I then read through the chat out loud, summarizing and commenting on what the students have written.

Step 2: Launch an open-ended Poll asking for students' definition of a "thoughtful contribution".

After reading through the chat, I further define a "thoughtful contribution" as a comment that moves beyond a restatement or that simply adds a word or two, but that rather adds something new to the discussion. Then I launch an open-ended poll with this question: "What would you consider a Thoughtful Contribution for the online Discussion prompts and for Class Participation?" (see **Image 4**). After giving students time to respond, we broadcast the results of the poll so they can see what others wrote (see **Image 5**). I then inform students that we will review their list in Class 2 before finalizing. This allows them time to reflect on anything else they want to contribute to the list, and also gives students who add the class late an option to contribute.

Step 3: Incorporate the "thoughtful contributions" list into a slide for Class 2.

At the beginning of Class 2, just after reviewing the community agreements, I show a slide of the "thoughtful contributions" which I copy/paste from the open-ended poll responses in the participation report I receive after each class session from my Live Support Specialist (LSS), who is the member of my course instructional team that manages the technology for each class session. I ask students to use the green thumb Adobe Connect status icon once they have reviewed the list and are in agreement, and to enter any further contributions to the list or comments/questions about it into the chat (see **Image 6**). I then explain that I will put the "thoughtful contributions" criteria into the assignment descriptions on the LMS for all future live class participation assignments and all future discussion forums. I also tell them I will put the list in the syllabus and that I will begin grading using the criteria in Class 3.

Step 4: Integrate the "thoughtful contribution" criteria into LMS and syllabus.

In between Class 2 and Class 3, I integrate the “thoughtful contributions” criteria into the LMS descriptions of live class participation and discussion forums (see **Image 2**). I also integrate the criteria into the syllabus. Here are some examples of the finalized list of “thoughtful contributions” criteria from three different courses. Here, you can see how the differences in responses reflect the different student needs and personalities in each class.

Course 1:

- Asking for or giving relevant examples
- Asking a question to further the discussion or to clarify
- Acknowledging the discussion (whether you agree or not) and then giving your personal, thoughtful opinion; respectfully critiques and adds meaningfully to something someone else said
- Providing an alternative lens from which to look at an issue, subject or topic
- Offers an original insight, observation or idea
- Adding perspective from personal or professional experience
- Connecting thoughts/opinions/observations to class material
- Giving encouragement/validating a person's experience while also adding new insights/information

Course 2:

- Connection to the materials/reading
- Brings new learnings/insights not already presented, information based on diverse backgrounds and experiences
- Ongoing dialogue-elaborating and asking each other questions
- Information that could be helpful towards the program
- Testimonials, connecting to personal or professional experience
- Providing reasoning behind answers and engaging in critical thinking
- Counterpoints and respectful critique
- Tying in resources or current events
- If agreeing with someone, add an additional thought, question, or deepen the discussion without diverting

Course 3:

- connecting your personal experience to theirs
- giving more clarification including details
- Offering a new perspective
- reflection and expansion on ideas and thoughts
- challenge (politely stated) to something I say, to get me thinking and to help me see different perspectives
- sharing any thoughts or ideas that haven't been mentioned or adding onto what has been
- Relate to the readings
- offering new perspectives or sharing personal lived experience if comfortable
- Pose engaging questions
- Answer “why”
- sharing your experience or authentic knowledge
- Relate to professional experience/field placement

Step 5: Remind the class in an Announcement prior to Class 3 that the “thoughtful contributions” criteria will now be used.

I send a weekly Announcement through the LMS in between classes to summarize the previous class and to preview/remind about the upcoming class. In the Announcement prior to Class 3, I remind students that beginning with that class, I will be using the “thoughtful contributions” criteria to evaluate their discussion forum replies and the chats they make as part of their live class participation grade.

Step 6: Check in with students who are not meeting the “thoughtful contributions” criteria.

Occasionally, a student will struggle with meeting the “thoughtful contribution” criteria, particularly when using the chat feature in Adobe Connect. I will discuss this with a student as soon as I notice it. Usually, the student says it is because they have trouble splitting their attention between the chat feature and listening to class. In these cases, I suggest they either make a verbal

contribution instead, or that they draft a “thoughtful contribution” prior to class and then copy/paste it into the chat at some point during class when it seems relevant. This helps take the pressure off of multi-tasking for those that have difficulty with that.

Image 1: PowerPoint slide used in Class 1 introducing the concept of a “thoughtful contribution” (with joke Tweet).

Image 1 Alt-text: This is an image of a slide showing a Tweet posted by Liv Howard about a joke discussion board post. It says, “*discussion board posts* Student: I love bread Me: Joe, I agree with you! I love bread too. I liked the part when you said you loved bread. Great point!” Underneath the Tweet is the source citation, which is <http://www.buzzfeed.com/kellymartinez/students-on-discussion-board-posts-who-are-honestly-trying>.

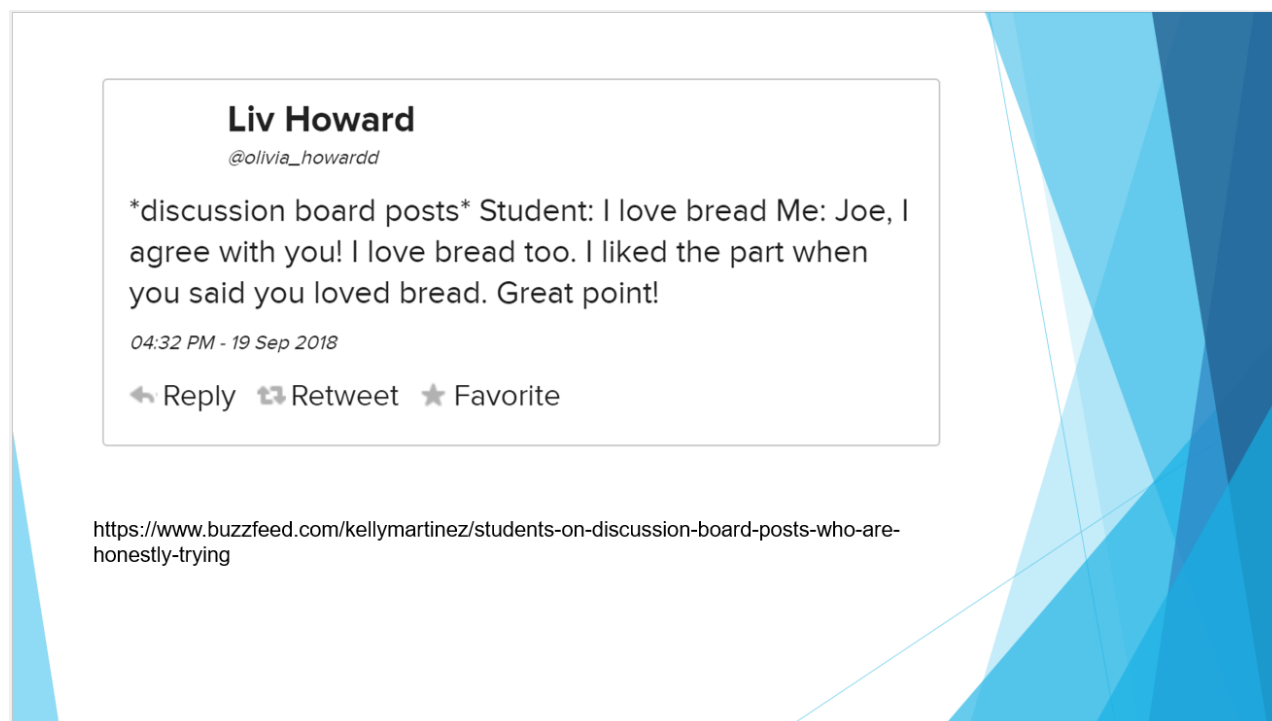


Image 2: Display of finalized “thoughtful contributions” criteria in description of Live Class Session Participation Grade assignment in LMS.

Image 2 Alt-Text: This is a screenshot of a page in the instructor’s course site in the Canvas LMS. On the left side of the image are the left-navigation menu items in the LMS. In the center of the image, it shows the description of an assignment titled “Participation Grade for Live Class Session” with a description of why participation matters which says, “High quality participation is valued because it contributes to the learning environment and supports a collaborative, engaged, and respectful classroom atmosphere. It also provides valuable feedback to the instructor and Associate, and supports our ability to understand, evaluate and respond to the ongoing learning needs of students. The following represents full participation: On time arrival ready to participate, present in session throughout (excluding any breaks), chats, polls, contributions in breakout sessions, responds to instructor requests, webcam & mic when appropriate”. It then shows a partial list of the finalized “thoughtful contribution” criteria under a heading that says, “The following constitutes a “thoughtful contribution” in class:” including “Asking for or giving relevant examples, asking a question to further the discussion or to clarity, acknowledging the discussion (whether you agree or not) and then giving your personal, thoughtful opinion; respectfully critiques and adds meaningfully to”. There is a red arrow pointing to that heading to demonstrate where the “thoughtful contribution” criteria is placed in the LMS.

3. Participation Grade for Live Class Session

Published Edit

Related Items
SpeedGrader™

Why Participation Matters:
High quality participation is valued because it contributes to the learning environment and supports a collaborative, engaged, and respectful classroom atmosphere. It also provides valuable feedback to the instructor and Associate, and supports our ability to understand, evaluate and respond to the ongoing learning needs of students.

The following represents full participation:

- On time arrival ready to participate
- Present in session throughout (excluding any breaks)
- Chats
- Polls
- Contributions in breakout sessions
- Responds to instructor requests
- Webcam & mic when appropriate

The following constitutes a "thoughtful contribution" in class:

- Asking for or giving relevant examples
- Asking a question to further the discussion or to clarify
- Acknowledging the discussion (whether you agree or not) and then giving your personal, thoughtful opinion; respectfully critiques and adds meaningfully to

What this looked like in Adobe Connect

Image 3: Adobe Connect classroom, showing the slide with fictitious discussion forum Tweet and imaginary student responses to it in the chat. The chat responses below were written by the chapter author for the purpose of this screengrab. Adobe product screenshot(s) reprinted with permission from Adobe.

Image 3 Alt-Text: This is a screengrab of an Adobe Connect classroom. In the upper left corner, there is a Video pod that shows the instructor (this chapter's author) and underneath that, there is a narrow Attendees pod that stretches from just under the Video pod to bottom. In the center, there is a Share pod that shows the slide from Image 1, and below that is a Chat pod that shows some imaginary student chat responses to the slide image. The imaginary chat responses read, "the second student doesn't elaborate on the first student's post", "the other student just agrees", "the student doesn't add anything to Joe's post", and "I like bread too! But I would probably want to say something more about it".

Adobe Connect

6501 D14 -SOCIAL WORK RESEA...

Sara Bartlett

ATTENDEES (1)

Hosts (0)

Presenters (0)

Participants (1)

Sara Bartlett You

Liv Howard
@olivia_howard

"discussion board posts" Student: I love bread Me: Joe, I agree with you! I love bread too. I liked the part when you said you loved bread. Great point!

04:32 PM - 19 Sep 2018

Reply Retweet Favorite

<https://www.buzzfeed.com/kellymartinez/students-on-discussion-board-posts-who-are-honestly-trying>

CHAT

Everyone

You: the second student doesn't elaborate on the first student's post

You: the other student just agrees

You: the student doesn't add anything to Joe's post

You: I like bread too! But I would probably want to say something more about it!

Image 4: Adobe Connect classroom, showing the open ended poll asking students what they would consider a "thoughtful contribution". Adobe product screenshot(s) reprinted with permission from Adobe.

Image 4 Alt-Text: This is a screengrab of an Adobe Connect classroom that is a copy of Image 2. The difference is that slightly to the right of the slide, there is a Poll displayed. The Poll reads, “What would you consider a thoughtful contribution for the online Discussion Prompts and for Class Participation?”

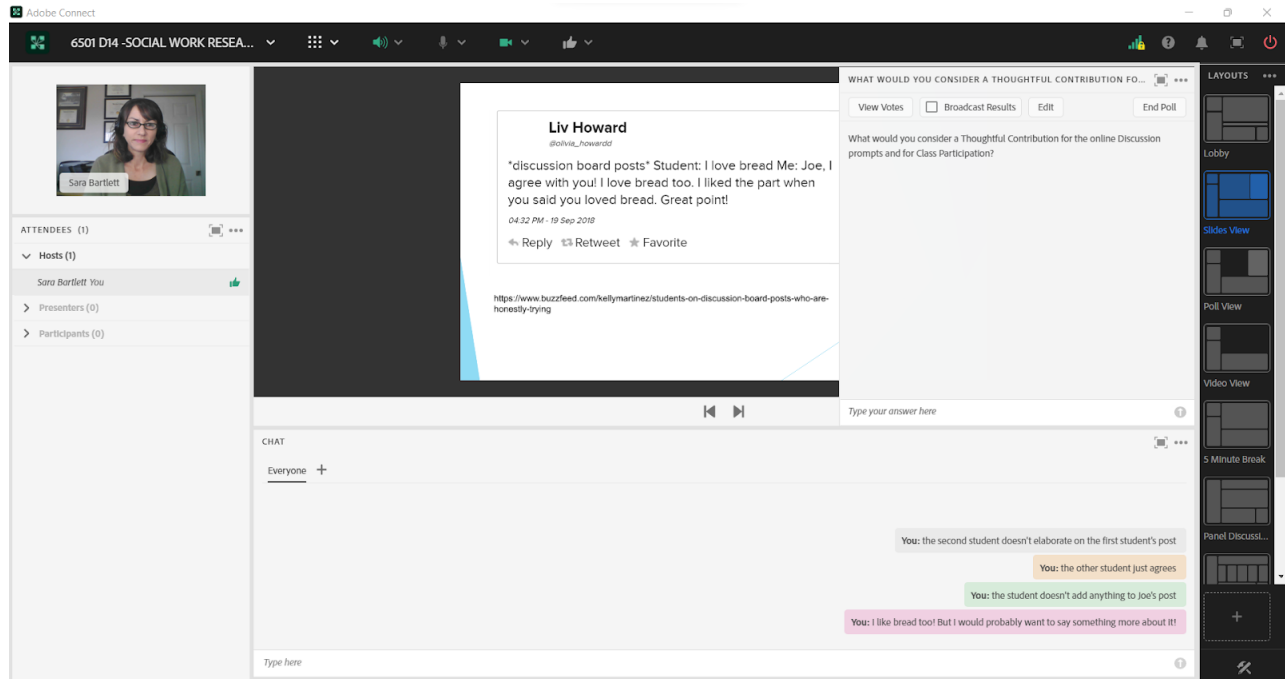


Image 5: Adobe Connect classroom, showing the open ended poll asking students what they would consider a “thoughtful contribution” as well as an imaginary student answer given by the chapter author for the purpose of this screengrab. Adobe product screenshot(s) reprinted with permission from Adobe.

Image 5 Alt-Text: This is a screengrab of an Adobe Connect classroom that is a copy of Image 3. The difference is that the poll shows an imaginary student answer to the poll question. The answer reads, “connecting your personal experience to theirs”.

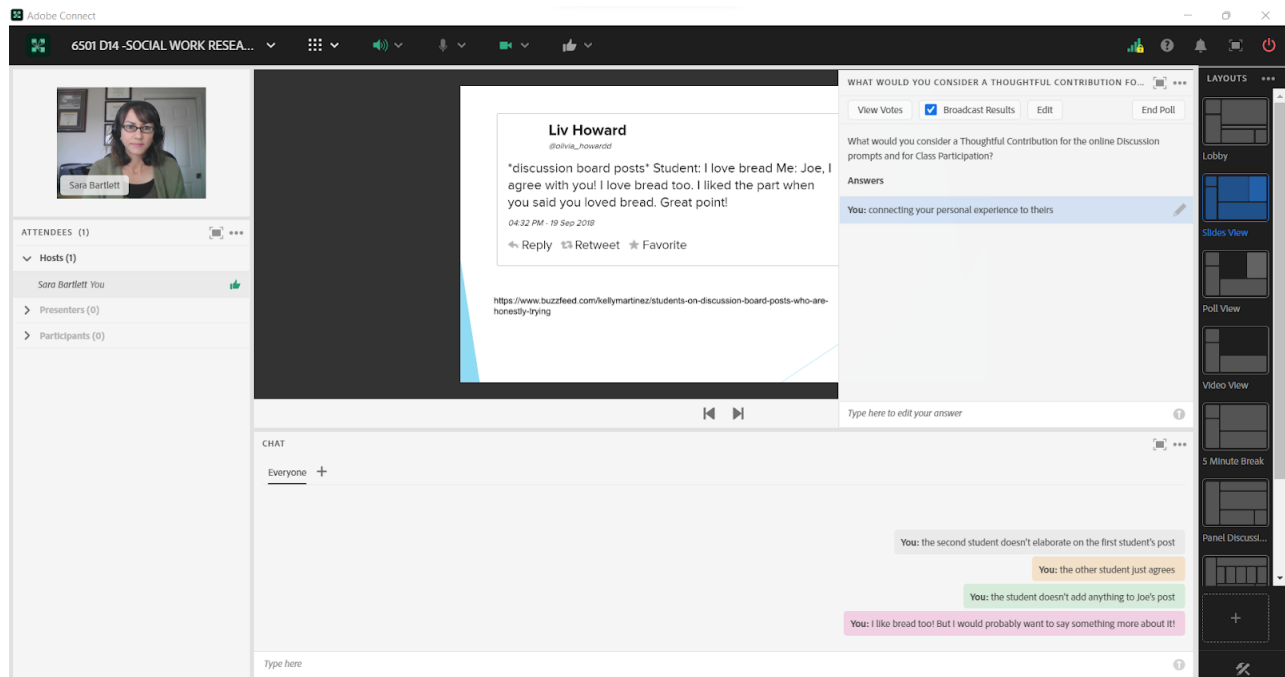
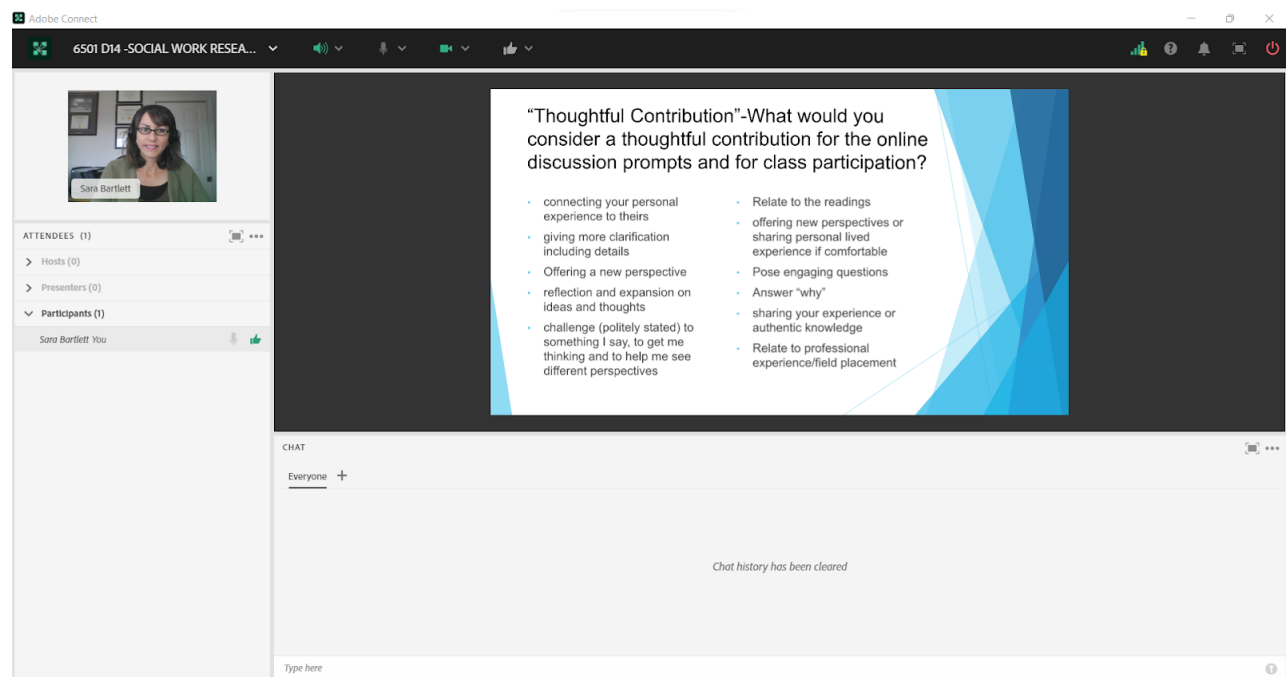


Image 6: Adobe Connect classroom, showing the slide used in Class 2 to summarize student “thoughtful contribution” responses given in Class 1, as well as the green thumb status. The student role below is played by the chapter author for the purpose of this

screengrab. Adobe product screenshot(s) reprinted with permission from Adobe.

Image 6 Alt-Text: This is a screengrab of an Adobe Connect classroom that is set up like that in Image 2. The difference is that the slide is titled “Thoughtful Contribution”-What would you consider a thoughtful contribution for the online discussion prompts and for class participation?” and has two columns with student answers underneath. The answers read, “connecting your personal experience to theirs”, “giving more clarification including details”, “Offering a new perspective”, “reflection and expansion on ideas and thoughts”, “challenge (politely stated) to something I say, to get me thinking and to help me see different perspectives”, “Relate to the readings”, “offering new perspectives or offering personal lived experience if comfortable”, “pose engaging questions”, “answer ‘why’”, “sharing your experience or authentic knowledge”, and “Relate to professional experience/field placement”. The screengrab also shows the author as a student participant using the green thumb status icon.



Acknowledgements

I would like to thank Dr. Katherine Shear for exposing me to the idea of “thoughtful contributions” when I was her Associate and for being a wonderful mentor for use of Adobe Connect and instruction at CSSW.

References

Martinez, K. (2019, September 21). 17 Tweets about discussion board posts that are brutally honest. BuzzFeed.
<https://edtechbooks.org/-owD>





Sara Bartlett

Columbia School of Social Work; Cal Poly, San Luis Obispo

Sara Bartlett is a licensed clinical social worker in California. Her background is in medical social work and social work with older adults. She has worked as a home health and hospice social worker, older adult case manager, medical social worker, hospice volunteer coordinator, and as Area Director of a local Alzheimer's Association chapter. She also teaches Sociology and Psychology courses at Cal Poly, San Luis Obispo and Social Work courses at Columbia's School of Social Work (online). Sara received her B.A. in Psychology and minor in Gerontology from UC Davis, her MSW with an aging concentration from UC Berkeley, and her DSW from Penn. Her research interests center around intergenerational service-learning as a tool for increasing interest among social workers to enter the field of aging, as well as intergenerational relationships, successful aging, and Alzheimer's disease/dementia and caregiving.



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/thoughtful_contribution

A Moment of Action: Opening an Inclusive, Engaged, and Trauma-Informed Classroom

Kelly Smith & Hans Bernier

An alternative to a Moment of Silence, a Moment of Action encourages student activism as a formalized opening exercise. Using a PROP-informed (power, racism, oppression, and privilege) framework, the Moment of Action is a practice that holds space in the classroom to acknowledge current events from a trauma-informed lens. This is especially necessary given the intensity of today's political and social climate. The Moment of Action allows the whole class to share their perspectives, provide resources, and act in alignment with social work ethics. Its consistency, paired with the real-time flexibility to incorporate events, allows students to reflect on issues of importance before transitioning into the day's coursework

Teaching and Learning Goal

The Moment of Action was implemented in a CSSW Online Campus course during the summer of 2020 amidst the backdrop of the global pandemic and resurgence of activism responding to anti-Black racism. As instructors, we, too, felt the need for connection to process the range of circumstances occurring. The Moment of Action is a trauma-informed practice that helps students engage with diverse, collaborative efforts relevant to social work values. With mutuality as a guiding principle, the Moment of Action embeds inclusive problem-solving and decision-making.

The practice establishes a predictable routine for students to acknowledge the myriad ways to collaborate in the social work community, from micro- to macro-level practice. It is also important to note that a financial commitment is never tied to any interventions or causes discussed. The Moment of Action creates opportunities for instructors to acknowledge and meaningfully respond to relevant issues balancing news coverage with the planned curriculum. Using a Moment of Action allows instructors to recognize the individual strengths and experiences when building this practice by centering the collective knowledge of all the course participants.

The trauma-informed principles exemplified include collaboration, resilience, peer support, mutuality, and empowerment. Finally, the activities create opportunities to foster relationships that honor the social work field and empower student choice in deciding whether to engage with or suggest Moments of Actions throughout the course.

Activity and Results

Each Moment of Action centered on participation in optional activism, providing ways for students to collaborate in the social work community and share their voices on the relevant issues. Activities for the Moment of Action were concrete responses to events happening nationally or closely related to the school and student geographies. Instructors connected

topics with the National Association of Social Workers (NASW) Code of Ethics and the Power, Racism, Oppression, and Privilege curriculum materials.

Instructors can introduce the concept of the Moment of Action by comparing it to a moment of silence, which holds meaningful space in many situations. However, unlike a moment of silence, Moments of Action offer unique opportunities to simultaneously acknowledge events in real-time while building community. Additionally, the practice provides students opportunities to engage with the NASW professional ethical principles to “help people in need and to address social problems; challenge social injustice; [and] respect the inherent dignity and worth of the person” (NASW, 2021).

Integrating the social problems of our day and their interactions between the micro, mezzo, and macro systems also helped highlight the role of policy in problem identification and the various intervention options. The consistency of the Moment of Action, paired with its flexibility to incorporate current events, allows students to tie the issues of importance into their coursework. Protecting this time acknowledges the importance of social justice in social work scholarship and practice while also maintaining space for the curriculum. Predictability and routines in the classroom also help support student resilience while facing the unprecedented uncertainty present during the summer of 2020. The Moment of Action culminated in students schedule-sending an email to their “future self” during their graduation week (see **Image 1**). This cumulative Moment of Action offers students space for self-reflection, recognition, acknowledgment, and a piece of advice specifically around their advocacy work throughout the course.

Image 1: Slide introducing the activity Moment of Action: A Letter to your Future Self

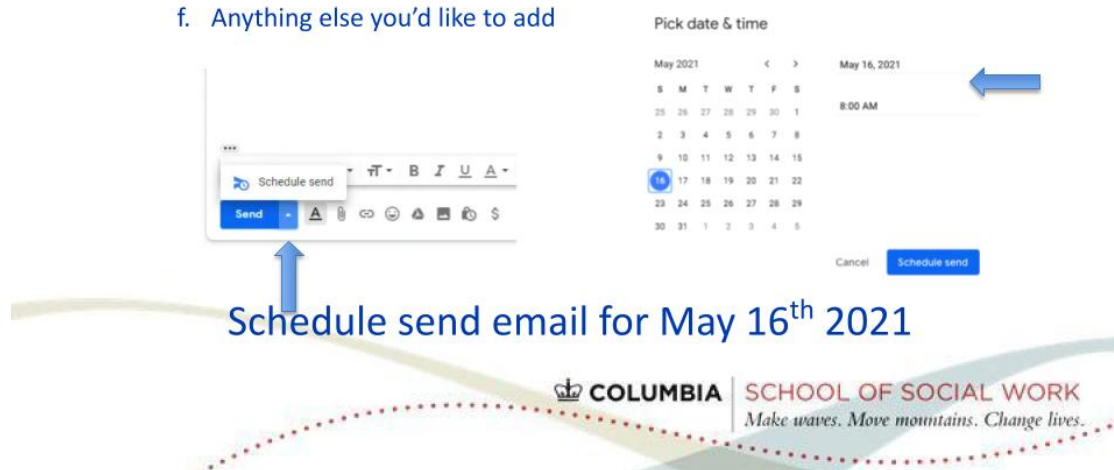
Image 1 Alt-Text: This screengrab is from our final slide deck from the session on August 26, 2020. The slide presented includes the text: “Moment of Action: A Letter to your Future Self”

- a. Congratulate yourself on all you’ve accomplished
- b. Remind yourself of why you began your MSW journey
- c. Note any key realizations made about your positionality
- d. Name a goal or two you hope to be moving toward
- e. A piece of advice for your future-self
- f. Anything else you’d like to add

Schedule send email for May 16th 2021”

Moment of Action: A Letter to your Future Self

- Congratulate yourself on all you've accomplished
- Remind yourself of why you began your MSW journey
- Note any key realizations made about your positionality
- Name a goal or two you hope to be moving toward
- A piece of advice for your future-self
- Anything else you'd like to add



Technical Details and Steps

Each class included an introductory slide to share the Moment of Action. In Adobe Connect, the classroom includes pods for the instructor video(s), slide view, timer, and chat box (see **Image 2**). Instructors or students open the 5-minute discussion around the Moment of Action and primarily use the chat feature to share additional resources and hold conversations.

For our course, the Moment of Action occurred at the beginning of each session. This practice gave students a sense of predictability and assurance that the community will process critical events that may be tangential to the curriculum but deeply connected to social work values. Instructors carefully note any content warnings, and students always have the option to use the time for self-care rather than engage with the suggested actions.

In a given class, the lead lecturer explicitly labels and talks through the current event, with intentional fluidity for student interjection to disrupt the presumption that knowledge lies only with the educational practitioner. For example, after the general introduction, the instructor may say, "For today's Moment of Action, we wanted to create space to discuss this week's events before moving into the lesson." The beauty of the Moment of Action is its combination of structure and fluidity, so each class community can make it what it needs to meet specific student needs and resilience. **Table 1** shows the topics covered each week during our course.

Students consistently responded positively to the various Moments of Action, noting in course evaluations, "the moments of action were really interesting." During the Moments of Action, students consistently share affirming comments and gratitude for the space to discuss and activate one another toward social justice and offer additional resources in the chat. Students are warmly encouraged to join the discussion in chat, over mic, or on video; many did so as the topics resonated with their experiences, geography, and needs. As instructors, we created a space of choice for students, encouraging students to feel empowered about their decisions to participate actively or not. Since the Moment of Action topics intentionally incorporate current events, the issues and resources were often top of mind for many in the class community as they entered the academic space. The consistent processing time became a key community-building opportunity in this

way. The course evaluation question: "What did the instructor do that was most helpful?" led to student responses such as, "provided daily moments of action, allowing students to partake in social justice outside of the classroom" and "[what] was most helpful was to give us so much to reflect upon, she really has promoted our growth intellectually, and academically... [instructors] covered difficult and sensitive material, sensitively." Other students reflected upon the resources provided, sharing the course "provided outstanding outside resources...This allowed students to receive education other than from textbooks, readings, assignments, and from regular class lectures."

Table 1: Moment of Action Agenda for Advanced Standing Integrative Seminar, Summer 2020. Here is a list of the Moments of Action discussed during each class session from our Advanced Standing Integrative Seminar SOCW T7105, Summer 2020. The active hyperlinks highlight the agencies, causes, and movements provided to facilitate each conversation.

Week 1: VOTE!

- [Registration Application](#)
- [Impact for Justice Involved](#)

Week 2

- [Black Mental Health](#)
- [Equity in Maternity Care](#)

Week 3

- [#JusticeForBre](#)
- [#SayHerName](#)

Week 4

- [Wrongful Conviction](#)
- [Documentary- Radical Monarchs](#)

Week 5

- [Capitalizing Black in writing](#)

Week 6

- Thank Kamala Harris for persevering despite racism and misogyny @KamalaHarris

Week 7

- [Excavation of Seneca Village](#)

Week 8: VOTE!

- [Post office election petition](#)
- [Voter Suppression Documentary](#)

Week 9

- [Building Awareness of New Title IX Regulations and Columbia's Commitment](#)

Week 10

- Draft a letter to your future self - scheduled for arrival during graduation week (see **Image 1**)

What this looked like in Adobe Connect

Image 2: Moment of Action in Adobe Connect. Adobe product screenshot(s) reprinted with permission from Adobe.

Image 2 Alt-Text: This screengrab is from a mock classroom to comply with FERPA. The slide reads "Moment of Action: Voting" at top top, and the body of the slide shows a screengrab of a website for voter registration that's linked in the chat (link below). Below that, it says "Learn more about disenfranchisement laws that exclude millions of Americans from democratic participation with the Brennan Center." The former Columbia School of Social Work logo and the slogan "Make waves. Move mountains. Change lives." also appear in the bottom right corner of the slide. In the chat pod, the instructor shares the following text and links: "Moment of action (Part 1): <https://edtechbooks.org/-qiDX>" and "Moment of Action (Part

2): Center for Justice @ NYU Law <https://edtechbooks.org/-Ebhd>"

The screenshot displays a Zoom meeting window. On the left, a video feed shows two participants: Kelly Smith and Hans Bernier. Below the video feed, the 'ATTENDEES (2)' list shows 'Hans Bernier (he/his/him- Teaching Assis...' and 'Kelly Smith (she/her) You'. The main window displays a PDF titled 'MOA ADOBE PDF' with the title 'Moment of Action: Voting'. The PDF content includes sections on Voter Registration, Change Your Voter Registration, and Confirm You're Registered to Vote. The Zoom interface shows a chat window with a message from 'You' about the Moment of Action (Part 1) and (Part 2) sessions. The chat message includes links to the USA.gov voter registration page and the Brennan Center for Justice website. The Zoom interface also shows a timer for the 'MOMENT OF ACTION: 3 minutes' and buttons for 'Stop' and 'Settings'.

Acknowledgements

We are grateful for the camaraderie provided by CSSW and the OLC team, guided by the inclusive and encouraging leadership style of Assistant Dean Marquart.

References

National Association of Social Workers. (2021). NASW code of ethics. <https://edtechbooks.org/-CuAsn>

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.

Smith, K. & Bernier, H. (2021, February 26). A Moment of Action: Opening an Inclusive, Engaged, and Trauma-Informed Classroom [Conference session]. Teachers College, Columbia University Winter Roundtable Conference, New York, NY, United States. <https://edtechbooks.org/-DLQC>





Kelly Smith

Columbia University & Adelphi University

Kelly Smith, DSW is the founder and director of the Institute for Social Work and Ecological Justice, developing programs that build social workers' capacity to confront environmental and social justice challenges related to climate change. She is also a lecturer at Columbia's School of Social Work and an adjunct professor at Adelphi University. Kelly earned her doctorate in social work from the University of Southern California, where she was honored with The Order of Arête. She is a member of the Grand Challenge for Creating Social Responses to a Changing Environment Advisory Council. Kelly holds a master's degree in Gender and Social Policy from the London School of Economics.



Hans Bernier

CSSW

Hans Bernier is an Associate Director of Field for CSSW focusing on school and school based placements. As a youth development and education practitioner with over fifteen years of service in the field I am aiming to continue this commitment by drawing on my MPA, from The Metropolitan College of NY, and LCSW, from the Silberman School of Social Work at Hunter College. Given my years of work experience coordinating school and community based programming I have acquired the skills needed to successfully collaborate with the range of stakeholders currently supporting social work and social justice practices. I have helped build programs from startup to established, specifically as Co-Founder of the Wediko NY School Based Program and Director of Harlem Grown, a NYC based food justice organization. I also serve as the NYC lead clinician for Black Men Heal a non-profit that focuses on connecting clinicians of color with Black men to combat issues of access in our communities. I am currently working at CSSW as an Associate Director of Field. In addition to my school based roles I have also provided direct clinical supports to children and adults through a number of NYC based community organizations and a private practice. I have also successfully completed the Online Pedagogy Institute, Institute on Technical Skills for Online Event Production, and have served as an online TA through the Columbia University School of Social Work Online Campus. I am always looking for interesting ways to connect to the work so feel free to contact me at: hb2653@columbia.edu.



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/moment_of_action

In-Class Breaks: The Importance of Taking a Break During Online Classes and Considerations for Break Activities

Elise Verdooner & Sarah Clem

This chapter discusses the importance of taking in-class breaks and the steps for how you might do this in your online classroom. Based on our combined experiences in the role of student, instructor, and classroom support, we offer our knowledge of essential considerations when planning in-class breaks. In addition, we provide suggestions for optional activities to complete during the break.

Teaching and Learning Goal

An in-class break can be a structured or unstructured time to pause the lesson plan and allow students to literally or figuratively step away from the virtual classroom. Giving students an in-class break can have physical, mental, and emotional benefits. For example, Peiris et al. (2021) observed that movement breaks improved engagement and productivity in the classroom among university students. Kogan et al. (2018) found that showing cute animal videos to a veterinary pharmacology course increased students' moods, engagement, and perceived understanding of the class content. Nair and Segal (2022) suggest that doing chair yoga together can reduce stress and increase concentration in the online classroom, and Segal (2022) has received positive feedback from her online graduate students about using short mindfulness activities in her classes. And Dunn et al. (2013) found that looking at nature from inside or looking at images or videos of nature reduced stress.

Adult learners have multifaceted needs and multiple roles, both in and outside the classroom. We have seen students as primary caregivers for children, parents, or other loved ones; students working full- or part-time and taking classes from their place of work or even in rare cases while in transit home from work; and students balancing the heavy demands of other school work, field work, and home life. These external factors may impede active engagement in the virtual classroom, along with challenges such as adapting to new technology (Smythe & Breshears, 2017), transitioning from being a working professional to being a student (Kleinke & Lin, 2020), or tiredness (Abu Bakar et al., 2017).

Acknowledging the complexity of these roles and being intentional about giving students time in-class to take care of their needs and adjust to the online classroom environment allows students to meet their obligations in and outside the classroom. Similarly, there are also benefits for

instructors to have breaks, as they also have personal needs that may arise during class.

The goals of having an in-class break include:

- Providing spaces for community bonding and encouraging student interactions;
- Preparing students to be more attentive, focused, and engaged for the rest of class (Keller et al., 2020; Peiris et al., 2021);
- Allowing students to prepare for activities in the remainder of class (skimming or refreshing themselves on the material);
- Giving students and the instructor scheduled time for bathroom breaks, coffee/tea/water refills, or caregiving check-ins without having to miss class content;
- Giving everyone a chance to stretch or relax, to relieve any body pain associated with being in front of a computer (Intolo et al., 2019);
- Providing time for the instructor to adjust the lesson plan if modifications are needed for the remainder of the class; and
- Allowing instructors to follow up on questions or chat comments they may have missed.

Activity and Results

The emotional, social, and intellectual development of the student is amplified or hindered based on the classroom environment we create (Ambrose, 2010). As class breaks can be thought of as occurring outside the classroom or class time, we may not immediately consider the impact that breaks have on the overall climate of the class. However, the many decisions that inform the structure of class breaks may directly influence the overall climate of the class and ultimately impact student learning. There are many considerations to be mindful of when deciding the format of class breaks. Some key considerations that influence class climate are timing, structure, content, student voice, and class norms.

Timing

Timing is essential for planning breaks in class. Ensuring that breaks are planned to occur at natural ports of exit that minimize disruption to the class content and are frequent enough to meet student needs demonstrates respect for students as learners and as individuals with lives that exist beyond the walls of the classroom. Poorly timed class breaks can occur when class breaks are delayed or when scheduled breaks are too short or go on for too long. When class breaks are poorly timed compromises must be made, either to the class content or to the students' time to address their personal needs. Subsequently, these compromises may be perceived as a lack of regard for either the class material or the students' needs, overall impacting the class climate.

When considering the length of the break compared to the amount of time spent on class content, our experience has been to provide a 10 minute break for every hour of class content. You may also want to ask the students if they prefer one longer

break or a few shorter breaks. At Columbia University's School of Social Work, most classes are an hour and 50 minutes long, and we found a 10 minute break after the first hour worked well in this setting. Depending on the duration of your class and intensity of the subject material, you may want to adjust break times accordingly. Breaks can also be used strategically in the class to optimize the learning experience. For example, holding a break after difficult topics or conversations could be a way to give students a chance to practice self care and allow the teaching team to be more intentional about coming back together. You may also want to adjust the timing of the break to be earlier if there are any logistical or technical difficulties you need to address.

Structure

Secondary to getting the timing of breaks right is the structure, or lack thereof, for class breaks. Class breaks can be completely unstructured during which the class disbands for a period of time to take care of their own needs before rejoining to dive back into class content. However, some may choose to apply a structured approach to class breaks by providing an activity to engage in. While activities may be made available to students, it is important to inform students that structured break activities are optional and they should use the scheduled time as needed. Whether choosing an unstructured or structured approach to class breaks, we should continue to reflect on the unspoken communication of our decisions and how they influence the class climate.

One potential challenge with providing unstructured break time is regrouping as a class and bringing together students that are separately focused on addressing their personal needs. An option for bringing students back together from an unstructured break to continue on with the lesson plan is to facilitate a post-break energizer. A post-break energizer is a short activity that is completed collectively by the class and is intended to heighten the energy and re-engage students for the remainder of the class period. These activities are particularly effective during evening classes when students may be getting tired. "Count to 10" is an example of an activity that could be done when returning from a break (see **Image 1**). This involves students coming on microphone and counting to 10 without talking over each other where the only thing that can be communicated is the next number, no other visual forms of communication. When doing this activity in the course Staff Development, Coaching, and Training, students were smiling and laughing and they seemed more engaged for the second half of class after having this shared experience.

Content

If choosing to incorporate structured class breaks, it is important to consider the potential influence of the content being introduced during the break. To enable students who engage in the structured break activities to view the class break as intended, a break, it is essential that the break content is not a critical learning opportunity in and of itself. In order for students to feel like they are free to step away and attend to any personal needs, the activities must be low stakes. It is also beneficial to give assurance to students that a learning opportunity will not be missed if they need to step away.

There are a variety of optional activities that can be used to fill the break time. When designing any activities, we must think about the abilities of our students, modifying the activity as necessary so all students can fully participate and engage in the activity if desired. Further consideration for break content should be given to screen time, as planning activities that encourage students to look away from their screen may help reduce fatigue. You may want to have a balance of break activities that involve looking at a screen and ones you can do away from the screen.

Screen-based activities may include watching a video together, such as a music video, videos from student groups at your university, or relaxing videos from online platforms. Activities that don't require a screen include listening to a song together, offering a guided meditation or stretching activity, or inviting students to chat using the microphone without looking at the screen.

Student Voice

Consideration should also be given to student voice when planning in-class breaks, as incorporating student voice is a focus of trauma-informed teaching (Carello, 2018; Quiros, 2022). Seeking student feedback regarding the timing, structure, and content of the breaks may help to develop breaks that best suit the needs of the class, as every cohort of students is unique. Additionally, student voice may be incorporated into the planning of break activities by inviting students to design and lead

break activities. Allowing students to contribute by planning and leading activities may promote student ownership and encourage greater class engagement.

One way to elevate students' voices when designing the break is to invite feedback at the beginning of the course and at strategic moments throughout the semester, either through in-class polls (**Image 7**), Canvas (or other learning management system) discussion board prompts, private email, a Google Form, or other feedback mechanisms. For example, at the beginning of the semester you could have a series of polls asking for student input, including 1) at what point in the class they would like to have a break(s), 2) whether they want structured or unstructured break time, and 3) recommendations for break activities or content.

Class Norms

Finally, creating class norms is an important component of planning in-class breaks. Establishing class norms can set a foundation for the overall class climate (Marquart et al., 2022). By including breaks in the class agenda at the start of each class and later signaling to the class when breaks are coming, students can anticipate when the break will take place and can create plans to maximize their use of the break time (see **Image 2**).

Another norm to consider is communicating the use of microphones, cameras, and status icons during in-class breaks. Status icons can be especially useful to gauge how many students are available to participate in break activities and to assess whether the full class has returned as the break comes to an end. For example, at the beginning of the break you may ask the class to indicate their status by selecting the red Stepped Away icon if they are moving away from their computer (**Image 8**) or by selecting the green Agree thumbs up icon to show that they have returned or are staying at their computer. When choosing to use a post-break energizer you may remind the class to update their status icon when they have returned to their computers and if students are ready to begin the energizer.

Image 1: A screengrab of a post-break energizer activity called "Count to 10." Slide image used with permission from the Staff Development, Coaching, and Training Spring 2019 teaching team at Columbia University School of Social Work.

Image 1 Alt-Text: This slide is titled "Post-break energizer." The content of the slide includes the following text, "Count to 10 - Sounds easy, right? Our task is to count from 1 to 10 out loud, in random order, with each group member offering one number at a time. If two people say a number at the same time, the game stops and begins again with 1."

Post-break energizer

Count to 10 - Sounds easy, right?

Our task is to count from 1 to 10 out loud, in random order, with each group member offering one number at a time. If two people say a number at the same time, the game stops and begins again with 1.

Image 2: Class agenda slide example indicating how to signal to students when the break will be held in regards to the content so students can manage their expectations and plan for the break time. Slide image used with permission from the Staff Development, Coaching, and Training Spring 2019 teaching team at Columbia University School of Social Work.

Image 2 Alt-Text: The title of this slide is "Agenda" and the following agenda items are listed out below: 1) Welcome, agenda, intro to this class format, media release forms; 2) Introductions, class policies, and community agreements; 3) Course objectives and course overview; – Break; 4) Social workers as trainers; learning organizations; training transfer; 5) Wrap up and reflections."

AGENDA	
1	Welcome, agenda, intro to this class format, media release forms
2	Introductions, class policies, and community agreements
3	Course objectives and course overview
--	<i>Break</i>
4	Social workers as trainers; learning organizations; training transfer
5	Wrap up and reflections

Technical Details and Steps

The following steps outline how to facilitate a 10-minute structured optional break activity.

Step 1: Design your in-class break activity and prepare materials

If you have decided to facilitate a structured in-class break activity, it will be important to prepare these materials prior to the start of class. If you plan on showing a video, you may want to embed the video into your presentation slides or prepare a dedicated Adobe Connect layout for your breaks. Alternatively you can upload a separate share pod and drag the pod from the presenter area to the class layout to start the video (**Image 4**). We would also recommend having the link available to share in the chat box so that students who choose not to participate in the break activity can watch the video later or for students who have to take care of other needs and want to start watching the video halfway through the break. If you are facilitating a stretching activity, guided meditation, or other non-video activity, include any material you may need in your presentation slides.

Step 2: Move into the break

Announce to the students you will be moving into a break, sharing the duration, start time, and end time. We recommend posting what time you expect students back in the classroom somewhere consistently visible. If including the timing in the chat, there is the risk that students may lose track of it while chatting with each other. Therefore, we'd recommend either using the drawing function in Adobe Connect to write the time on a break presentation slide (**Image 5**) or to open a new note pod with the time stated in an area that will not be disturbed (**Image 6**).

Step 3: Return from the break and lead a post-break energizer or continue with the class session

Following the break, assess whether the class is ready to jump back into the class content or if a post-break energizer is needed to bring the focus of the class together. It may be helpful to have a few activity options ready so you can make a decision in the moment. The decision to employ a post-break energizer will likely be influenced by the structure of the break.

Whether or not a post-break energizer is implemented, using transition statements, such as “welcome back,” can help signal to the class that the break has fully come to an end and the focus will be shifted to the class content. This could also be an opportunity to remind students to update their status icon.

What this looked like in Adobe Connect

Image 3: Adobe Connect classroom displaying break activity content on a share pod in the main room. Adobe product screenshot(s) reprinted with permission from Adobe.

Image 3 Alt-Text: This screengrab of the Adobe Connect classroom shows a large pod along most of the top of the screen, showing the slides presentation. The slide in this pod says “Break” in the header and “Include break activity content here” in the body. Below the slides, there is a chat box taking up the width of the slides. Along the left side of the screen are a narrow video pod, with an attendees pod below.

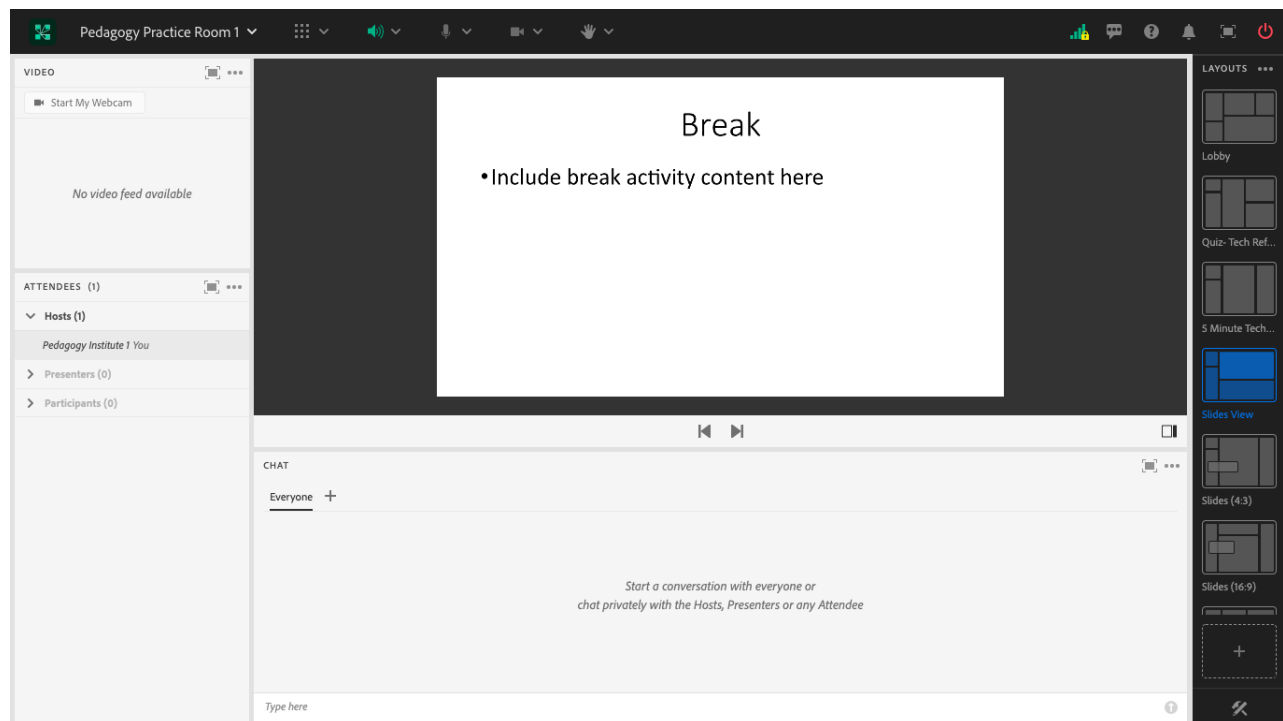


Image 4: Adobe Connect classroom layout with the presenter-only area open, showing how to have a separate share pod with the break content ready to drag into the main classroom area at the start of the break. The presenter-only area is not visible to students. Adobe product screenshot(s) reprinted with permission from Adobe.

Image 4 Alt-Text: This screengrab of the Adobe Connect platform shows the classroom in two thirds of the screen on the left and the presenter-only area for a third of the screen on the right. In the classroom, there is a large pod along most of the top of the screen, showing the slides presentation. The slide in this pod says “Class Slides.” Below the slides, there is a chat box, and along the left side of the screen are a narrow video pod and an attendees pod. In the presenter-only area there is a share pod on the top with a slide with the title “Break” and the content saying “Include break activity content here.” Below the slide is a presenter chat pod that is blank, where the teaching team can communicate privately during class.

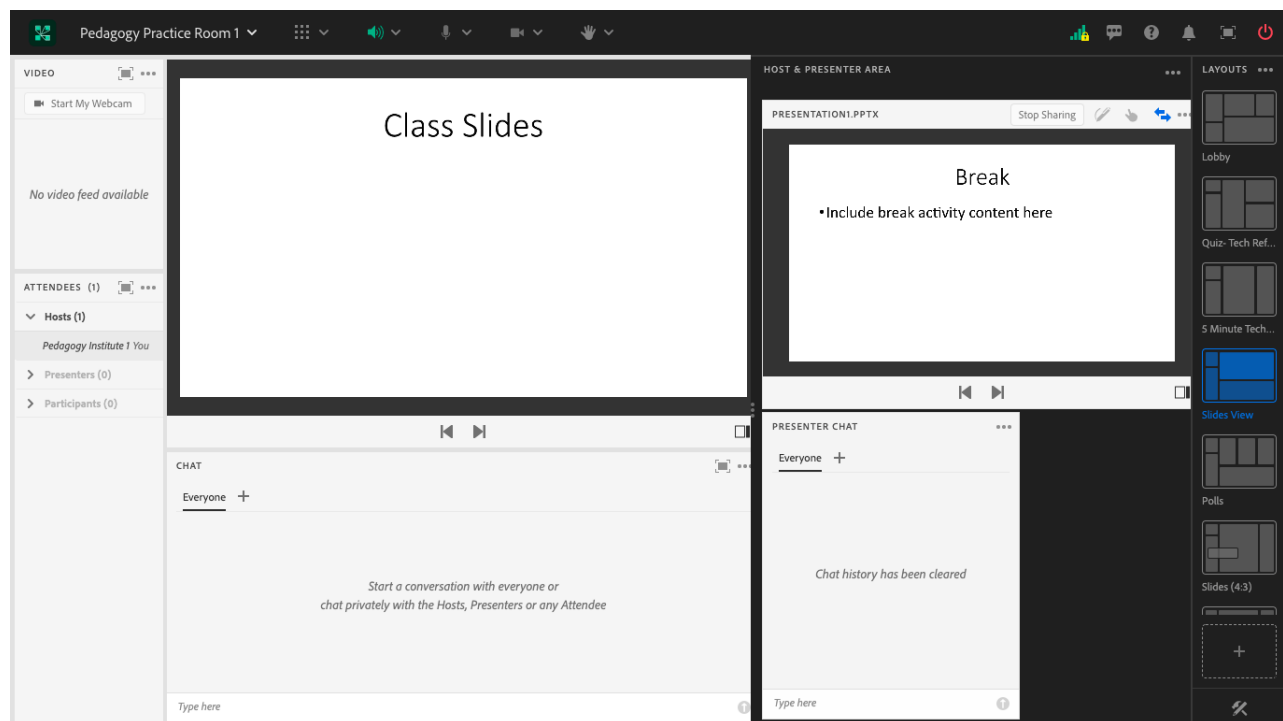


Image 5: Adobe Connect classroom layout showing the designated in-class break time drawn on the presentation slide using the drawing function. Adobe product screenshot(s) reprinted with permission from Adobe.

Image 5 Alt-Text: This screengrab shows the same Adobe Connect classroom as Image 3, with large slides along most of the top of the screen. In text that is written using a mouse and the Adobe Connect drawing tool, the slide says “4:05-4:15pm EST” next to the word “Break” on the slide.

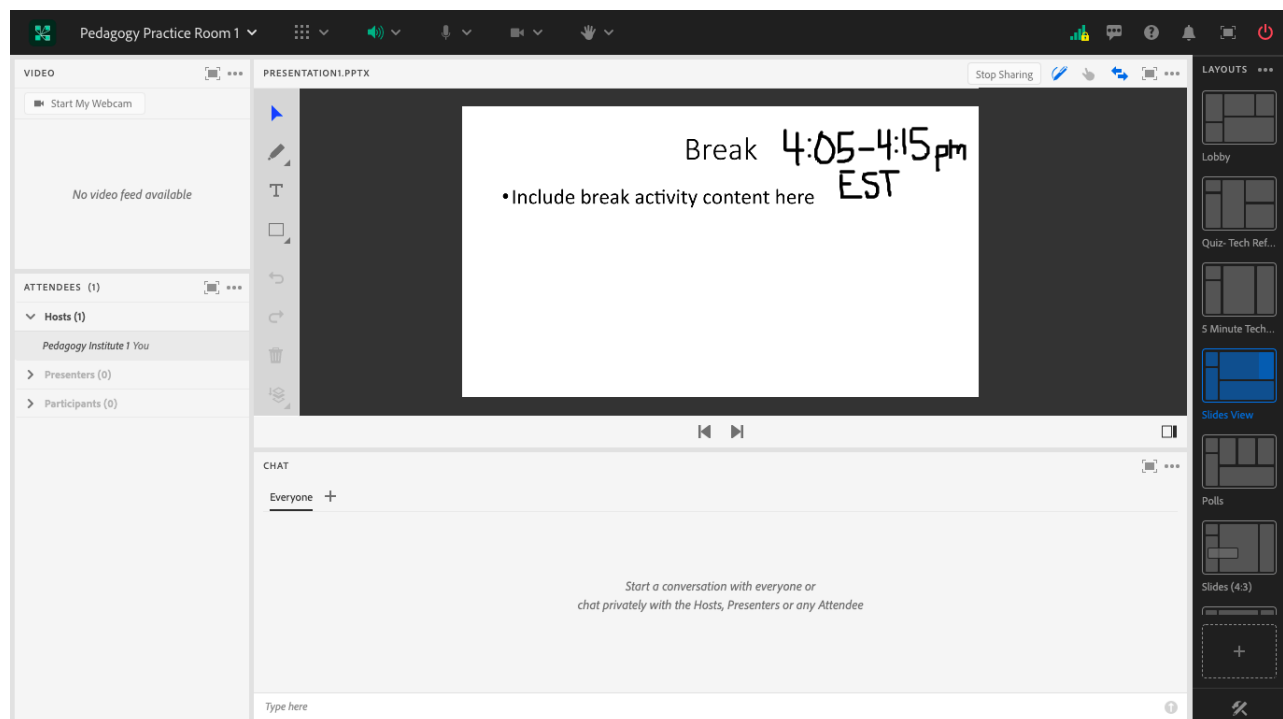


Image 6: Adobe Connect classroom displaying break activity content in a share pod and a note pod stating the start and end times of the break. Adobe product screenshot(s) reprinted with permission from Adobe.

Image 6 Alt-Text: This screengrab shows the same Adobe Connect classroom as Images 3 and 5. The difference is that to the right of the “Break” slide is a narrow note pod that has the text, “Break Start Time: 4:05 pm EST” and “Break End Time: 4:15pm EST.”

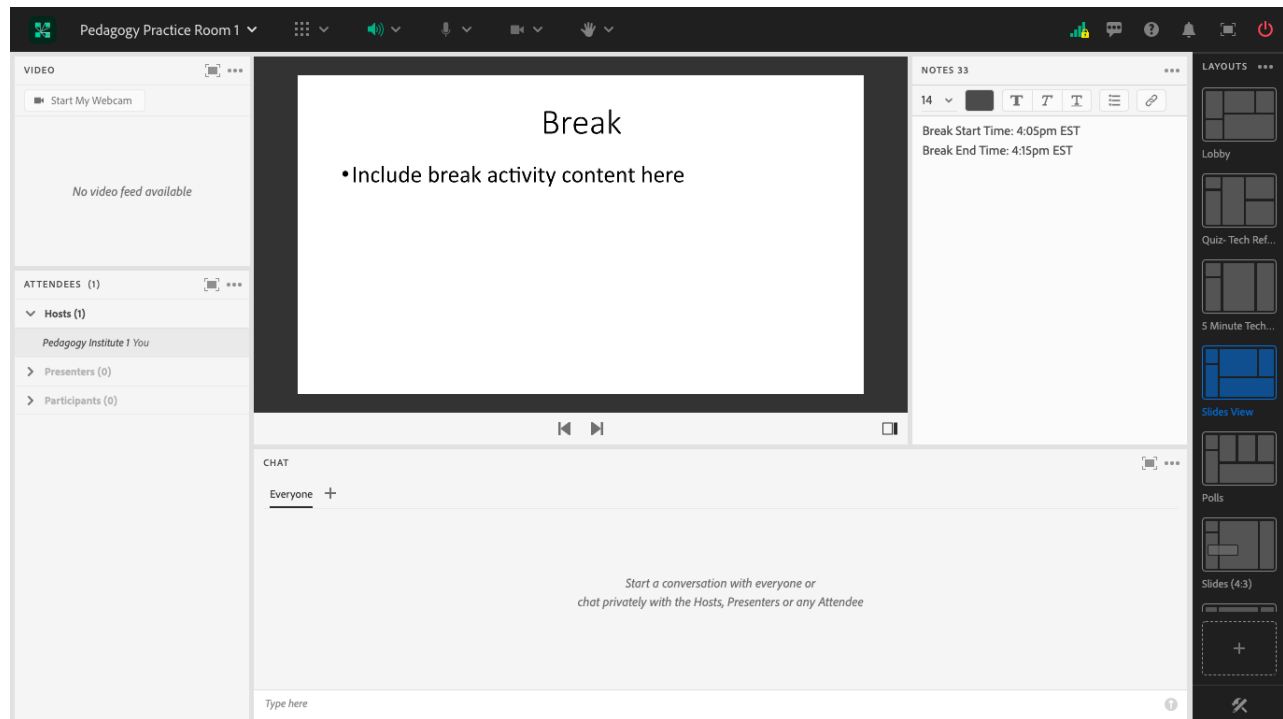


Image 7: Adobe Connect classroom layout with poll questions which can be used when seeking student feedback on in-class breaks. Adobe product screenshot(s) reprinted with permission from Adobe.

Image 7 Alt-Text: This screengrab of the Adobe Connect classroom shows three poll pods along the top of the screen. The poll “Break Feedback Q1” prompts “Select your preference for holding an in-class break” and the multiple choices responses include “Have a 10 minute break in the middle of class,” “Start class 10 minutes later,” “End class 10 minutes earlier,” “No preference,” “Other (type into chat or private message teaching team),” and “No Vote.” The poll “Break Feedback Q2” asks, “During break time, would you prefer an optional break activity or unstructured time?” Multiple choice responses include “Optional break activity,” “Unstructured time,” “No preference,” and “No Vote.” The poll “Breakout Feedback Q3” is a short answer question which asks, “Do you have any recommendations for break activities or media to share during the break?” and there is a blank space to type responses. Below the poll pods there is a chat box taking up the width of the polls. Along the left side of the screen are a narrow video pod and an attendees pod.

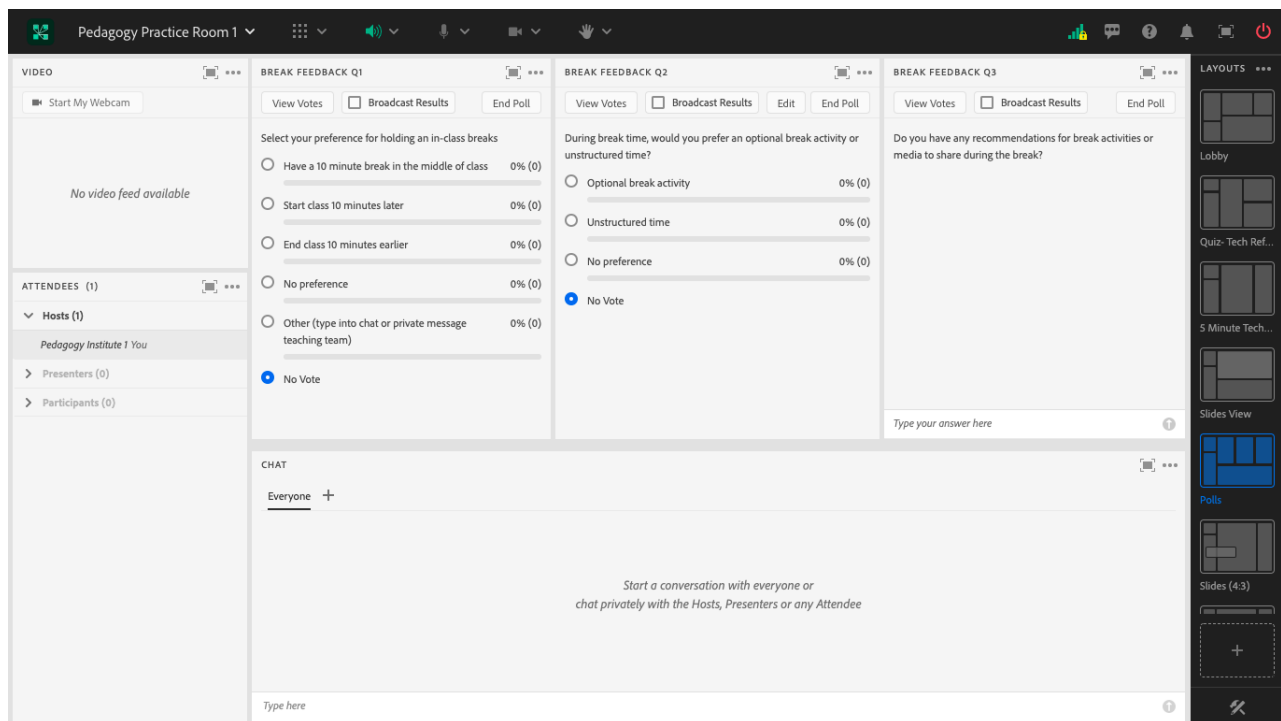
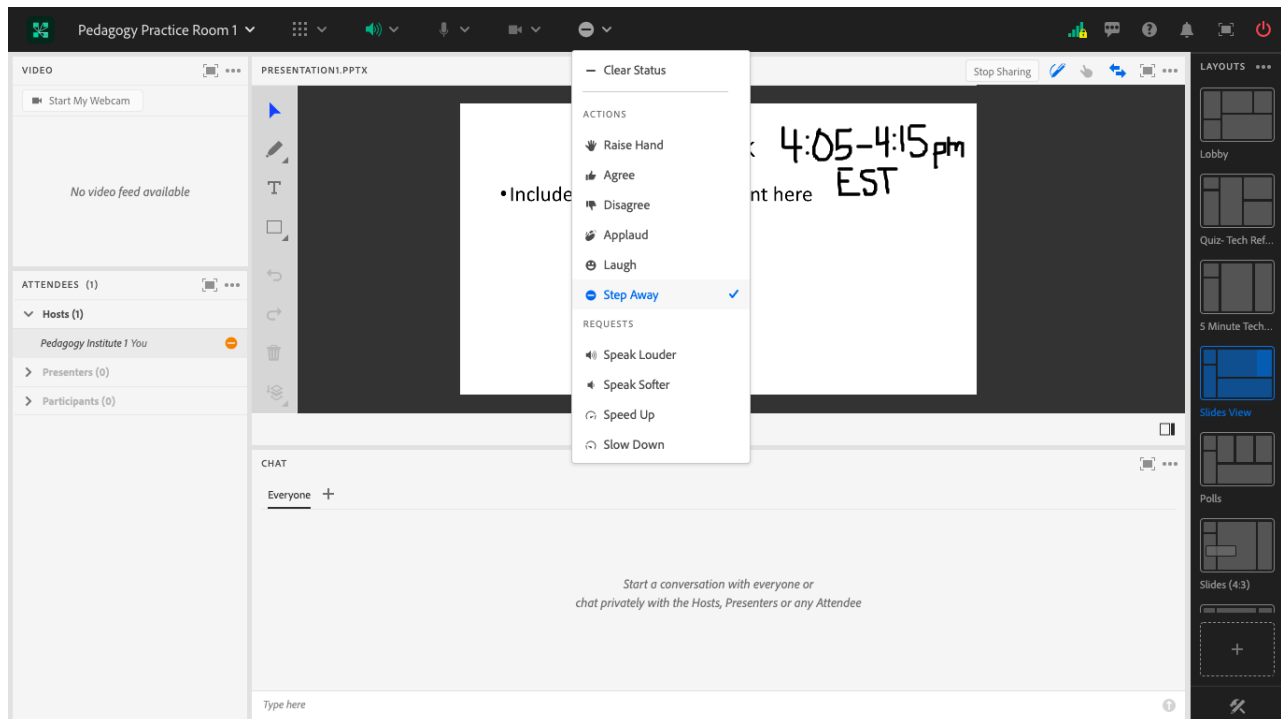


Image 8: Adobe Connect classroom layout showing how to change your status icon to indicate that you have stepped away from the computer. Adobe product screenshot(s) reprinted with permission from Adobe.

Image 8 Alt-Text: This screengrab shows the same Adobe Connect classroom as Images 3 and 5. The difference is that disrupting the view of the slide presentation is the drop down menu for the Adobe Connect status icons. The first option at the top of the menu says "Clear Status." Underneath is a series of options under the label "Actions," which include: "Raise Hand, Agree, Disagree, Applaud, Laugh, Step Away." Following these options is another section in the menu labeled "Requests." The options under "Requests" include "Speak Louder, Speak Softer, Speed Up, Slow Down."



Acknowledgements

We would like to thank Matthea Marquart for allowing us to use her Staff Development, Coaching, and Training course for inspiration and examples. We would also like to thank Professor Steven Schinke for his mentorship, guidance, and support. His legacy continues to inspire this work.

References

- Abu Bakar A. B., Tengku Wook T. S., & Sahari, N. (2017). The development of e-Learning user engagement framework for adult learners. In Proceedings of the 2017 6th International Conference on Electrical Engineering and Informatics (ICEEI): Langkawi, Malaysia, November 25–27, 2017. <https://edtechbooks.org/-cAay>
- Ambrose, S.A., Bridges, M.W., DiPietro M., Lovett, M.C., & Norman, M.K. (2010). How learning works: 7 research-based principles for smart teaching. Jossey-Bass. <https://edtechbooks.org/-pipF>
- Carello, J. (2018, July 8). Principles for trauma-informed teaching and learning. Trauma-Informed Teaching & Learning [Blog]. <https://edtechbooks.org/-ZkaZ>
- Dunn, D.S., Saville, B.K., Baker, S.C., & Marek, P. (2013). Evidence-based teaching: Tools and techniques that promote learning in the psychology classroom. Australian Journal of Psychology, 65, 5-13. <https://edtechbooks.org/-mRYG>
- Intolo, P., Shalokhon, B., Wongwech, G., Wisiasut, P., Nanthavanij, S., & Baxter, D. G. (2019). Analysis of neck and shoulder postures, and muscle activities relative to perceived pain during laptop computer use at a low-height table, sofa and bed. Work, 63(3), 361–367. <https://edtechbooks.org/-yVeD>
- Keller, A. S., Davidesco, I., & Tanner, K. D. (2020). Attention matters: How orchestrating attention may relate to classroom learning. CBE—Life Sciences Education, 19(3), fe5. <https://edtechbooks.org/-oQM>
- Kleinke, S., & Lin, Y. (2020). Application of adult learning theory to STEM education in online learning environment. In Proceedings - Frontiers in Education Conference, FIE. <https://edtechbooks.org/-VfiB>
- Kogan, L. R., Hellyer, P. W., Clapp, T. R., Suchman, E., McLean, J., Schoenfeld-Tacher, R. (2018). Use of short animal-themed videos to enhance veterinary students’ mood, attention, and understanding of pharmacology lectures. Journal of Veterinary Medical Education, 45(2), 188-194. <https://edtechbooks.org/-kfkHQ>
- Marquart, M., Ortega, A., Shedrick, D., Verdooner, E., & Andruczyk, M. (2022). Creating community agreements collaboratively with students by using Adobe Connect’s built-in tools. In M. Marquart, L.W. Marshall, R. Chung, & K. Garay (Eds.), Designing Engaging and Interactive Synchronous Online Class Sessions: Using Adobe Connect to Maximize its Pedagogical Value. EdTech Books.
- Nair, M. & Segal, K. (2022). Chair yoga in the online classroom : Minimize stress and increase body-mind energy. In M. Marquart, L.W. Marshall, R. Chung, & K. Garay (Eds.), Designing Engaging and Interactive Synchronous Online Class Sessions: Using Adobe Connect to Maximize its Pedagogical Value. EdTech Books. <https://edtechbooks.org/-zum>
- Peiris, C.L., O’Donoghue, G., Rippon, L., Meyers, D., Hahne, A., De Noronha, M., Lynch, J., & Hanson, L.C. (2021). Classroom Movement Breaks Reduce Sedentary Behavior and Increase Concentration, Alertness and Enjoyment during University Classes: A Mixed-Methods Feasibility Study. International Journal of Environmental Research and Public Health, 18(11), 5589. <https://edtechbooks.org/-dmxR>
- Quiros, L. (2022, May 11). Brave Learning Spaces: The embodiment of social justice through a trauma-informed lens. Liberal Education. <https://edtechbooks.org/-zFo>
- Segal, K. (2022). Mindful learning in the Adobe Connect classroom. In M. Marquart, L.W. Marshall, R. Chung, & K. Garay (Eds.), Designing Engaging and Interactive Synchronous Online Class Sessions: Using Adobe Connect to Maximize its Pedagogical Value. EdTech Books. <https://edtechbooks.org/-ttbf>

Smythe, S., & Breshears, B. (2017). Complicating access: Digital inequality and adult learning in a public access computing space. *Canadian Journal for Studies in Adult Education*, 28(2), 67–81. <https://edtechbooks.org/-HUwY>



Elise Verdooner

Columbia University

Elise Verdooner, a Fulbright Scholar and returned Peace Corps volunteer, has worked in international development for eight years. She is the former Executive Director of TEEEM, a global nonprofit organization focused on health, education, and economic empowerment in Ethiopia, Kenya, Burkina Faso, Senegal, Cambodia, Mongolia, Slovakia, and Peru. She holds a master's degree in social work from Columbia University with a focus on social enterprise administration and international social work and a master's degree in global affairs from the University of Notre Dame. As a Fulbright Scholar in India, she is researching international social welfare, corporate social responsibility, and culture. Elise started as a Teaching Associate at Columbia University School of Social Work in 2019 before transitioning to Adjunct Faculty in 2022. As a youth development volunteer with the Peace Corps in Botswana, Elise worked on organizational capacity building, HIV prevention and outreach, and gender equality initiatives. Elise is a member of National Association of Social Workers' (NASW) New York City Chapter and the Immigration and Global Social Work Committee. She is a member of the Network for Social Work Management (NSWM) and was the 2019 recipient of the NSWM Mark Moses Distinguished Fellowship Award, which is presented annually to one exemplary practitioner or academic working in the field of social work management. She publishes and presents on topics of international development and teaching with technology.



Sarah Clem

University of Maryland School of Social Work

Sarah Clem is a PhD student at the University of Maryland School of Social Work and is an AGESW Pre-Dissertation Fellow. Previously, Sarah was an instructor for the Introduction to Statistics course at Columbia University School of Social Work. Sarah has also worked in multiple capacities serving immigrants and refugees in New York City. She served as a counselor and program director for a program supporting youth transitioning to the US, helped immigrants resolve visa issues while working in a congressional office, and supervised a team of case planners providing education and monitoring to recent immigrant families at risk of abuse and neglect. Sarah's research is focused on funeral planning and death rituals among immigrant populations.



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/breaks_during_class

Community-building in Adobe Connect: Using Layouts and Different Pods to Facilitate Games and Icebreaker Activities

Marianna Stayer & Rebecca Yae-Eun Chung

This chapter discusses the importance of taking in-class breaks and the steps for how you might do this in your online classroom. Based on our combined experiences in the role of student, instructor, and classroom support, we offer our knowledge of essential considerations when planning in-class breaks. In addition, we provide suggestions for optional activities to complete during the break.

Teaching and Learning Goal

Our goals for using these Adobe Connect tools to build community are to:

- Provide an opportunity to get to know and connect with our remote community
- Develop a sense of community and trust among members
- Boost community morale and engagement

Activity and Results

In online courses, it's important to intentionally develop a sense of community and belonging with the students. The Adobe Connect platform and its features offer many options for community-building. In this chapter, we share activities that can foster teamwork and collaboration.

For a first class session, instructors may want to include an activity focused on introductions. We did this at a meeting for remote team members by setting up the Adobe Connect room and the layouts so that attendees could share via webcam, mic, and chat, and also comment on or respond to each other's introductions (**Image 1**). Folks were excited to see that some of their team members lived nearby or in their home state, that there were shared hobbies, and that they had interests in common. Starting with an introductory icebreaker helped us to build a connection. In an online

classroom, instructors can create a slide with prompts for the introduction that are connected to the class topic. It is important for instructors to be transparent with students about the goals of doing an introductory icebreaker, and let them know that you will use any feedback to improve future classes.

Instructors can adapt fun activities in order to teach or review key concepts, or you can use fun activities during class breaks (Verdooner & Clem, 2022). For example, for our meetings with remote team members, we researched team-based activities and found online versions of “Who Wants to be a Millionaire” (Millionaire quiz, 2022) and an escape room (Enchambered Escape Room Sacramento: Best puzzle games in CA, 2021), and we created our own virtual picture charades game. In the next section, we’ll detail exactly what steps we took to prepare the Adobe Connect room for these activities and how we facilitated them during the session.

In our meetings, we were able to accomplish our goals of strengthening the remote team’s sense of community, building trust, and boosting morale through these activities, and we suggest that activities like these can also benefit online classes. We measured this by gathering verbal feedback and using polls at the end of each session. Attendees often provided feedback that they enjoyed the meetings and the opportunity to connect with their colleagues.

Technical Details and Steps

Step 1: Consider how you want to integrate the community-building activity into your class session.

- If the goal is to engage the community for content review before an exam or clarify nuances of different theories, you might consider activities based on Jeopardy (**Image 4**) or Who Wants to be a Millionaire that are question based.
- If the goal is community-building, you might consider charades or an escape room where students have to work together for an outcome. You could set aside time before class for students who arrive early or play a quick round during a 5-10 minute break.

Step 2: Find a game, icebreaker, and/or activity that you'd like to use for community-building.

- We spent some time researching virtual and remote team-building activities online. There are so many free resources out there now about remote work and teams! We did a Google search for online team building activities and came across a very helpful article (Alexis, 2022) that listed a ton of activity ideas.

Step 3: Prepare the Adobe Connect room for the community-building exercise.

- For example, for Who Wants to be a Millionaire, we included the link in our slide deck. When links are included in the slide deck, they are active and clickable in Adobe Connect, which makes it really convenient to access resources. We clicked the link and then used the “screen share” option in the share pod so we could all play together. One of the session facilitators managed the online game and selected the answers for the team.
- As another example, for picture charades with a small group, we used two layouts. First, we introduced the game in a layout that showed the instructions on a slide (**Image 2**). Then, to play the game, we used a layout that included four empty share pods, a large chat, and the stage lights countdown clock (**Image 3**). We gave everyone 3 minutes to pick their subject and gather their clues, and then their pictures were uploaded to the share pods. Once everyone had their clues together, we went in random order looking at the uploaded pictures and we all took turns guessing their clue in the chat or on microphone. A small group game like this could be relevant for instructors who have a small number of students who arrive early to class.

Step 4: Run the activity and have fun!

- During our activities, everyone had a great time and there was a lot of laughter!

What this looked like in Adobe Connect

Image 1: This image is of an example Adobe Connect layout for an introduction activity. Adobe product screenshot(s) reprinted with permission from Adobe.

Image 1 Alt-Text: This is a screengrab of an Adobe Connect classroom, in a layout focused on displaying slides. The top left corner of the screen has a small Video pod. The Attendees pod is directly below it and extends to the bottom of the screen. To the right of the Video pod and Attendees pod is a Share pod that takes up the majority of the layout and shows a slide image titled “Introduce Yourself”. The text in the body of the slide is a bulleted list and reads: “Name, CSSW Graduation Year, Were you a Residential or Online Student? Where are you currently located? Where else have you lived? Do you have other types of employment? What are your side hobbies or interests? What is one thing others should know about you?” In the top left corner of the slide is a yellow text-box that says “Please join us on webcam/microphone!” In the bottom third of the screen is a horizontal Chat pod with a happy face with sunglasses emoji in the header that stretches from the Attendees pod to the right edge of the screen. The right side of the screen includes a thin column that displays different layout options for the Adobe Connect room.

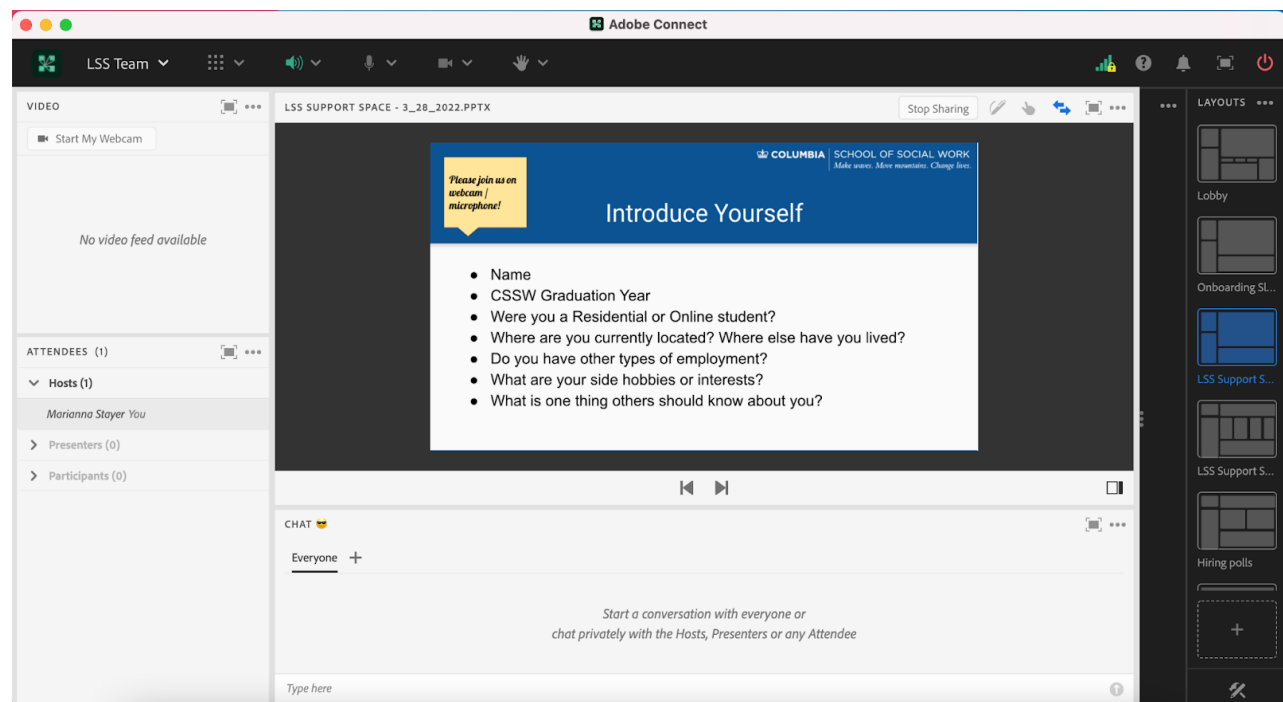


Image 2: This image is of an example Adobe Connect layout to introduce the charades activity. Adobe product screenshot(s) reprinted with permission from Adobe. Images used in the slide are public domain.

Image 2 Alt-Text: This is a screengrab of an Adobe Connect classroom. The format of the layout is the same as Image 1 except the Share pod now shows a slide image titled “Group Activity: Picture Charades.” The text in the body of the slide reads: “Like Charades but with a remote twist where you can only use images to explain whatever famous movie, book, song, etc. they pick. Similar rules, no talking, and the images cannot be directly from the movie or book.” Below the text are three pictures: an adult tiger head with orange, white, and black stripes, with a slight shadow on the left of its face and a black background; a majority black-and-white photo with a black background that selectively highlights the bright red color of a pair of boxing gloves; and a close-up of a stock image of a white woman’s blue-green eye, brown eyebrow, and natural pink eyeshadow.

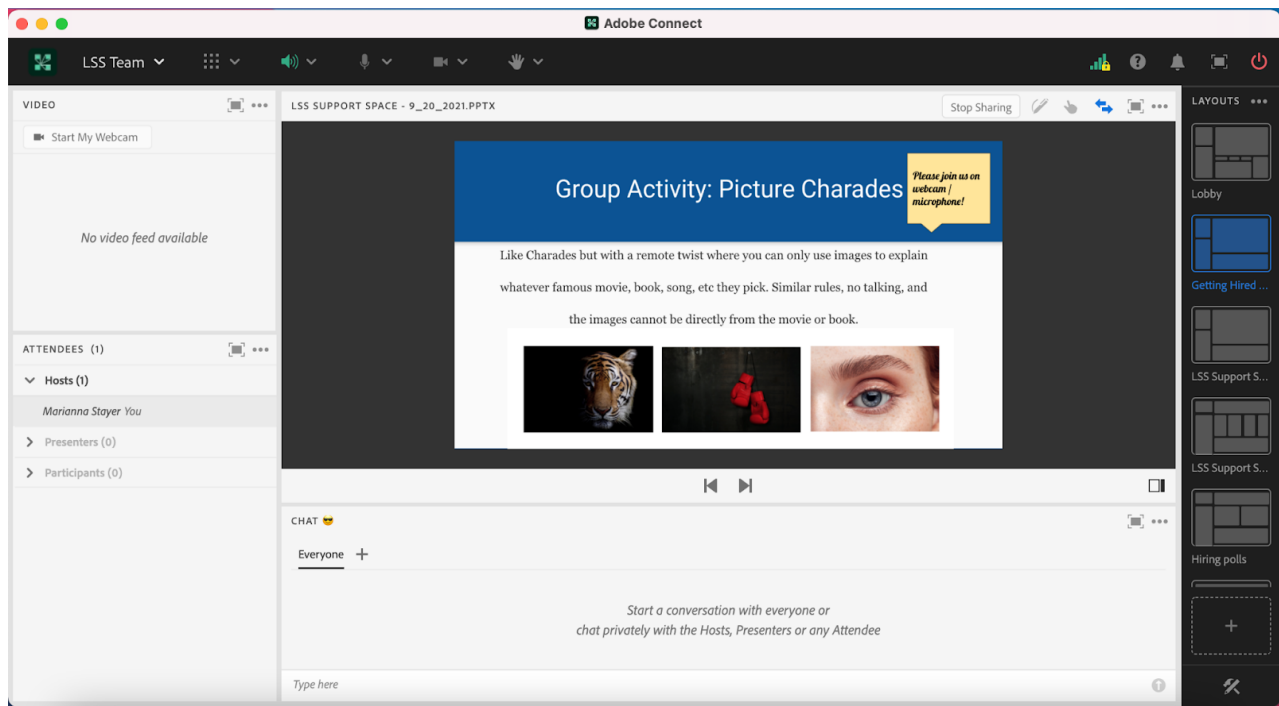


Image 3: This image is of an example Adobe Connect layout for the picture charades activity. Adobe product screenshot(s) reprinted with permission from Adobe.

Image 3 Alt-Text: This is a screengrab of an Adobe Connect classroom. The format of the layout is similar to the previous slides layout in Image 1 and Image 2 except the Video pod in the top left corner has been replaced with a Stage Lights timer with text that reads “Time’s Up” and a big green button with “start” and “settings” buttons below it. Also, instead of one large Share pod to show slides, there are four smaller Share pods that are empty and have no media uploaded yet, and the Chat pod is taller so that players can participate via chat and see more comments at a time.

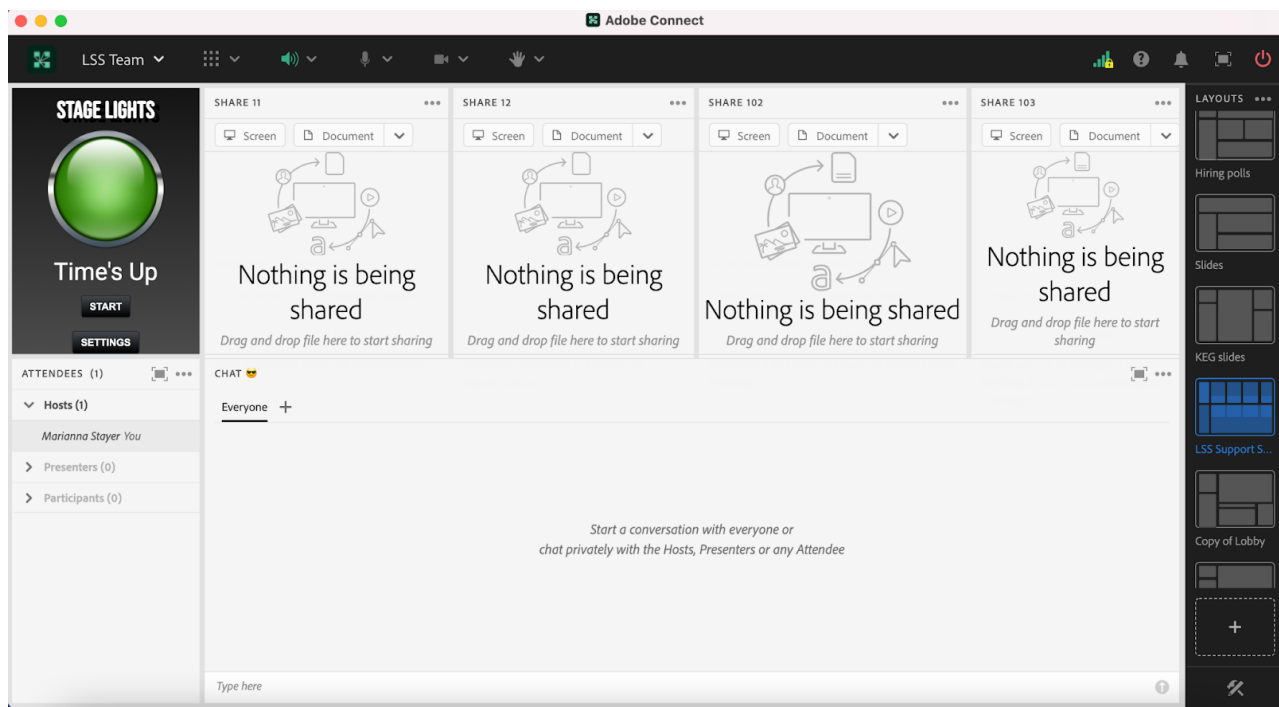
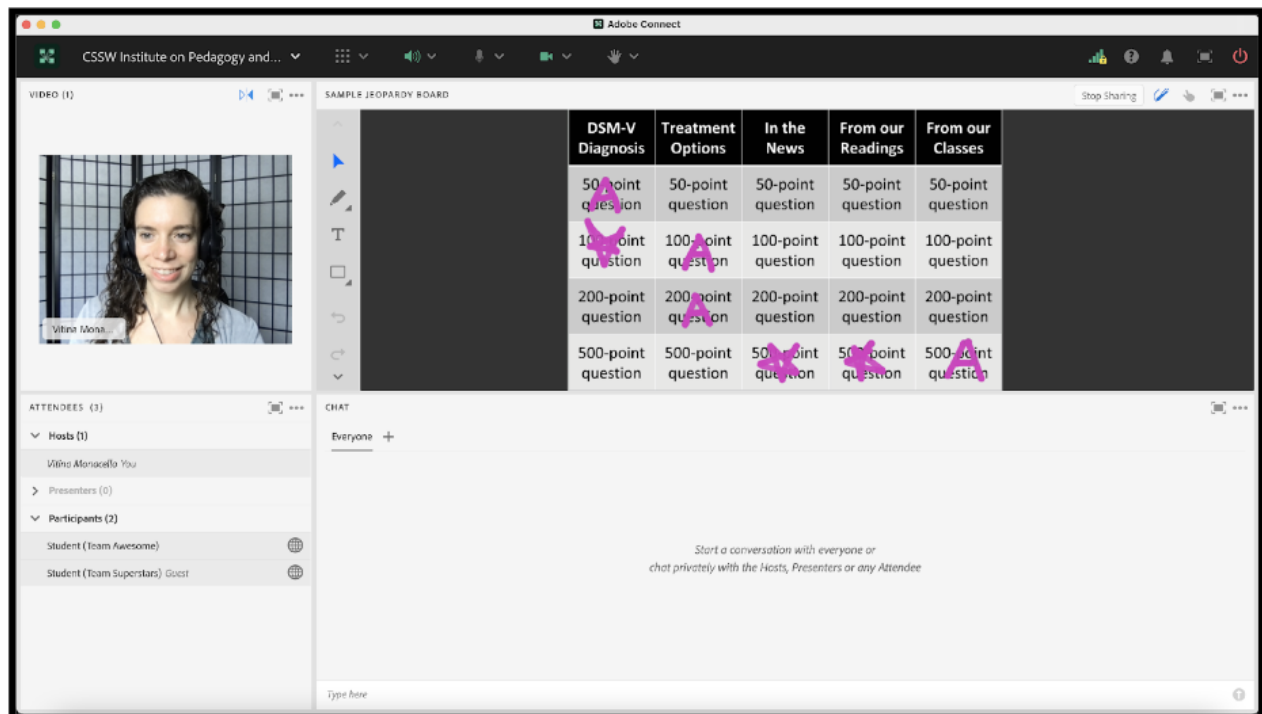


Image 4: This image is of an example Adobe Connect layout for a Jeopardy style activity. Adobe product screenshot(s) reprinted with permission from Adobe. Screengrab produced by Vitina Monacello with permission to publish for the purposes of this chapter.

Image 4 Alt-Text: This is a screengrab of an Adobe Connect classroom. The top left corner of the screen is a small Video pod with an image of a Live Support Specialist, Vitina Monacello. Similar to the prior images, the Attendees pod is directly below the Video pod. To the right of the Video pod and Attendees pod is a Share pod with the drawing tool activated, displaying a Jeopardy-style board that includes the following categories across the top from left to right: "DSM-V Diagnosis, Treatment Options, In the News, From our Readings, and From our Classes." Below each category there are four boxes that each display the following point options: "50-point question, 100-point question, 200-point question, 500-point question." Pink stars and pink A's have been drawn on some of the boxes to indicate which team won the points for those questions. Below the game board is the Chat pod.



References

- Alexis, M. (2022, April 14). 31 online team building games for Remote Employees in 2022. teambuilding.com. Retrieved July 1, 2022, from <https://edtechbooks.org/-MQHt>
- Enchambered: Sacramento Escape Room. (2021). Enchambered Escape Room Sacramento: Best puzzle games in CA. Enchambered: Live Escape Room Adventure . Retrieved July 1, 2022, from <https://edtechbooks.org/-ANvK>
- Millionaire quiz. Play Millionaire Quiz on CrazyGames. Retrieved July 1, 2022, from <https://edtechbooks.org/-aAAV>
- Verdooner, E. & Clem, S. (2022). In-class breaks: The importance of taking a break during online classes and considerations for break activities. In M. Marquart, L.W. Marshall, R. Chung, & K. Garay (Eds.), Designing Engaging and Interactive Synchronous Online Class Sessions: Using Adobe Connect to Maximize its Pedagogical Value. EdTech Books. <https://edtechbooks.org/-etHR>

Acknowledgements

We'd like to thank Josh Levine for his endless enthusiasm and collaboration on our LSS mentorship projects! We'd also like to thank Vitina Monacello for sharing the Jeopardy screengrab and allowing us to include her in this chapter!



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/games.

Building Online Class Community Through Photos and Storytelling

Morgan B. Ritacco

In this chapter, I describe an activity in which students have the opportunity to volunteer to share photos of themselves or family members and use short 1-2 minute presentations at the beginning of each class to share about themselves. The goal of this activity is to build class community, empower student participation, and deepen awareness of class diversity.

Teaching and Learning Goal

- Fostering connectedness
- Connecting to the material in class and also to the final paper that is being written throughout the course of the class
- Increasing student and instructor presence in class
- Assisting the instructor with getting to know students on a deeper level
- Developing awareness of the diversity of classmates (age, gender, ethnicity, family upbringing, etc.)
- Building class community
- Empowering student participation
- Perspective-taking (understanding a concept or idea from someone else's point of view)
- Increasing student comfort with coming on mic and webcam

Activity and Results

How it started: In preparing to teach a Master's level social work course on human behavior in the social environment, I wanted to find ways to make sure that I could build community in the virtual classroom. As a clinician, I often sit with clients and ask them if they would like to share pictures with me of people whom they talk about in their sessions. This sparked my thinking that as a way of getting students to know me throughout the developmental life course perspective (starting at infancy and all the way through death), sharing photographs of my family and myself would help foster that connectedness. And then I thought, why don't I also ask students if they would like to share photographs and stories about their lives and build connectedness within the entire class?

Sharing photographs and stories about their lives is directly connected to the developmental life course perspective, which considers individual behavior throughout one's life as impacted by larger socio-historical forces. This is a theory that my course is rooted in, and it

is woven throughout the course. It is important that students understand the concept, and we spend each week talking about the specific aspects of this theory.

For readers from other disciplines, this activity does not need to be tied to this theory in particular. This activity can be applied to many different course topics, such as education, sociology, psychology, or even a biology class (when looking at genetics). The students can use photos in breakout groups or at the beginning of class like I discuss below.

Issues: Not all people come from families where they want to share photos with classmates who are strangers right away, or someone may not have photographs from childhood for many reasons (for example adoption, not living near family to access the photos for class, house fires, lack of access to traditional cameras with film). I acknowledge and give this caveat at the beginning of the course, which also opens up the conversation about why clients or families need time to build rapport to share.

How it is going: For the most part I have about 5-6 students who will share photographs with me each week and we will spend the first 5-6 minutes of class sharing who is in the photo and anything else they would like to share about that photo or memory in the photo. As the class progresses and students start to form bonds, I will have more students share photos. Some will share a photo every week or some will opt to share a photo on a particular week that they feel connected to. So far I have had one student who has expressed sadness that they didn't have photographs to share.

One of the beautiful things that has come out of this is that the stories that are shared also mirror some of the other topics that are covered each week. Students are able to place themselves into the material and make the theoretical models more concrete. The students have loved having this icebreaker conversation each week and, at the end of the semester, have noted that they feel connected to each other.

Technical Details and Steps

In our first class, I share a slide about myself and my journey to becoming a social worker (**Image 1**). I model for my students the arc of storytelling and highlight life trajectories and events that have led me to where I currently am in my life. Many students come to the social work field because of traumatic life experiences, and so I ask the students to only share what they feel comfortable sharing. The bulk of our class is learning about different stages of life and ways that different groups of people go through those stages of life. I let the students know that they will have opportunities to share photos of themselves as we progress throughout the semester by sharing a photo that matches the stages of life that we are exploring (**Image 2**). This can also be tailored to a class that does not use this theoretical model as a way of getting to know a few students each week by asking them if they would like to share a photo that matches the topic of that week.

As the course continues, I send an announcement each week as I am creating my slide deck, for students to share photos with me at least one day in advance of our class. I then add the pictures and students' names to the slide. When we come to class, I go over the agenda and remind the students that we will be sharing our photos for the class. I ask students to come on mic and camera (if they feel comfortable) and take a minute to share who is in the photo and what is the context of the photo. This highlights an added bonus of this activity: especially since this is a first semester course, these short presentations are low-stake opportunities for students to practice presenting on mic and webcam. Because the students are usually nervous the first couple of weeks, they never go over time to present. If they start to go over time, I add a timer for the students, to let them know how long they have to present.

Students have shown their grandparents, parents, siblings, themselves and their own children. This helps show the diversity of age ranges of students in your class, as well as highlights different parts of the country/world that students have lived in.

What this looked like in Adobe Connect

Image 1: Screenshot of my introduction slide in the Adobe Connect classroom. This is a slide I shared during the first class. I included images that visually show my journey to becoming a social worker, including a photo of my family. Adobe product screenshot(s) reprinted with permission from Adobe.

Image 1 Alt-text: This is a screenshot of an Adobe Connect layout, with the instructor (the chapter author) on webcam in the upper left hand corner and the attendees pod below. In the center of the screen there is a PowerPoint slide with images that show the instructor's journey to becoming a social worker. The first image is the state flag of Colorado, where the instructor was born. The second image is the state flag of Alaska. The third image is a map of the state of Florida with the abbreviation of FL on top. The fourth image is the crest for Florida State University. The fifth image is the DC statehood flag. The sixth image is the logo for the Lab School of Washington. The seventh image is a picture of the instructor with her husband and two kids on a beach. The eighth image is the logo for the NYC

Marathon. Below the slide is the chat box.

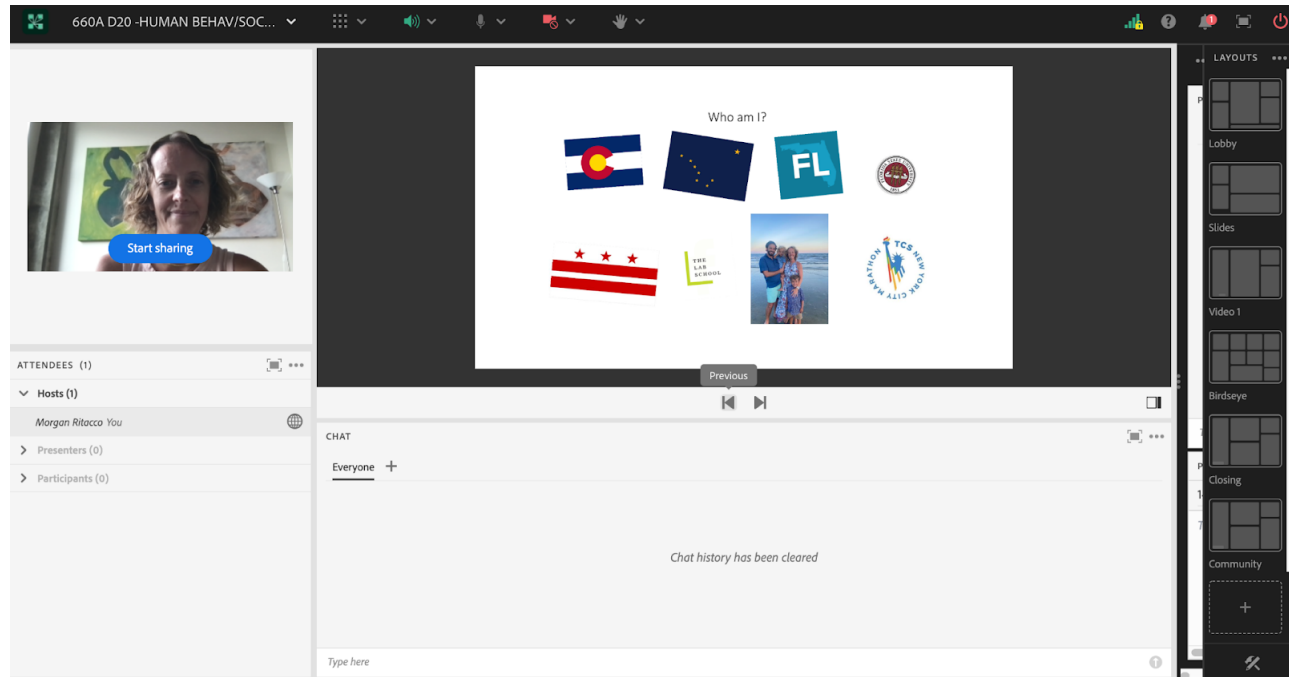
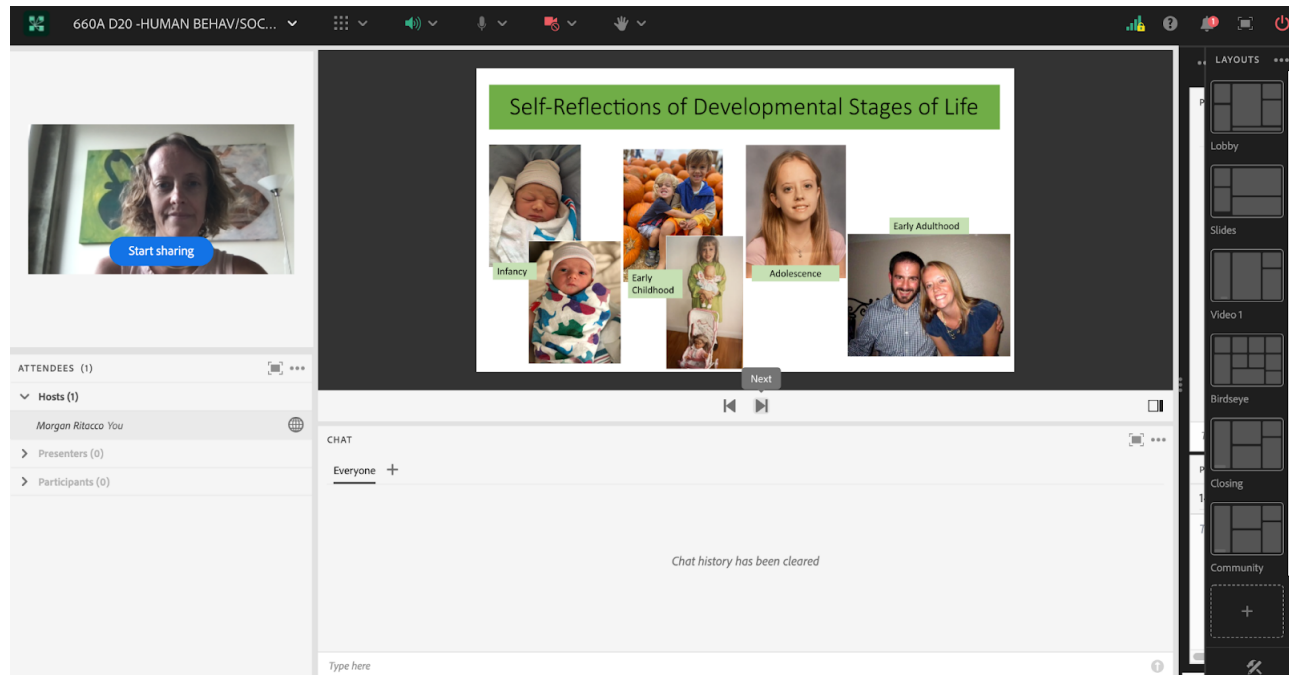


Image 2: In this screengrab I have included a slide that shows some of the pictures I have shared with students aligning with different developmental stages of my own children and of myself. Adobe product screenshot(s) reprinted with permission from Adobe.

Image 2 Alt-text: This is a screengrab of the same Adobe Connect layout as in Image 1. The difference is that the slide in the middle of the screen is different. The slide's title says "Self-Reflections of Developmental Stages of Life." On the slide are 6 photographs. The first set of photos are of two babies (the instructors' kids when they were born), labeled with the words "Infancy." In the next set of photos there is one photograph of two boys and a photo of the instructor as a child holding a baby doll with a toy stroller. These two photos are labeled "Early Childhood." The next photo is of the instructor with long hair labeled "Adolescence." The last photo on the slide is a photo of the instructor smiling next to her husband labeled "Early Adulthood."





Morgan B. Ritacco

Morgan Ritacco, LICSW, LCSW has been a school based social worker in Washington, DC since 2012 providing therapeutic services to students and families on an individual and group level. She earned her BSW and MSW from Florida State University with a focus in Child Welfare. Morgan has been an online instructor with Columbia School of Social Work since 2019 and has also taught online with Wilmington University since 2016. Throughout her clinical work Morgan has created spaces for individuals to dig into therapeutic work that embraces the whole person and allows for growth at all stages of life. Morgan specializes in working with students with learning differences and is passionate about advocating for students within school systems. Morgan has integrated her experience and expertise into direct practice with children and families, MSW students, and online instruction classes.



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/community_photos_storytelli

“Student Spotlight” Activity: Cultivating an Empathetic Online Community

Sabeen Qureshi

“Student Spotlight” is an engagement activity for which instructors can allot up to five minutes of class time to allow students to get to know one another as well as the instructional team.

This activity consists of using the Adobe Connect Randomizer Tool to randomly select a student from the attendees in the room. The selected attendee is invited to come on microphone and camera. If the student is unable to come on camera, they are encouraged to only use the microphone. A short-answer poll is then shared with the class, and students are encouraged to submit a question for their colleague. The selected attendee is welcome to choose the questions they would like to answer, and answer as many or as few questions as they would like within the time period allotted.

The course Human Behavior in the Social Environment taught by Amelia Ortega utilized this activity in the beginning of each class to create a sense of community online as well as help students connect and network with one another. This chapter is written from my perspective as a graduate student experiencing this exercise firsthand and as a Live Support Specialist: handling all the technical aspects of preparing for and implementing the live session, allowing the professor to focus on teaching (Báez et al, 2019.)

Teaching and Learning Goal

The teaching and learning goals with this activity are to:

- Enhance student engagement by decreasing the anxiety associated with “public speaking”.
- Cultivate empathy among students, as it can be easy to create false assumptions in the online sphere where you may not be able to decipher the tone or intent of typed chat.
- Foster a sense of community with other students.

Activity and Results

As an instructional team, we wanted students who do not feel comfortable speaking or coming on camera to be given an opportunity to engage with colleagues in a low pressure environment. Students are given a sense of control over which questions they choose to answer about themselves. Conducting this activity, particularly in the beginning of class, also encourages students to test that their technology is working properly.

As a student in the past, my experience with online seminars was that I took them simultaneously with in-person lectures. As someone who has struggled with finding my voice in a classroom environment, I found the Student Spotlight activity to be an exceptional tool for overcoming my anxiety and fear of speaking up during class. In anticipation of being selected by the randomizer, each week I would ensure that my microphone was working correctly, the web camera was clear and connected, and I had a stable hard wired internet connection. On the flip side, I thoroughly enjoyed asking my colleagues questions in the poll such as “Where are you from?”, “Do you have any pets?”, “If you were stranded on a deserted island, what three things would you want?”. When I was finally selected as the “student spotlight”, I already felt a sense of camaraderie with my classmates and was not as nervous. After the student spotlight, I felt even more comfortable engaging on microphone and camera providing insight on class material.

Students shared in chat and feedback polls how much they enjoyed getting to know one another on a more personal level and felt at ease knowing who was behind the screen. As a result, the sense of community and empathy I felt in that class was in many ways superior to other online classes and even many in-person classes!

As a part of an instructional team, I would recommend sending an announcement prior to the first week of classes informing students about the spotlight activity and how students will participate. Additionally, it's useful to keep a record of names in the Host & Presenter Area of who has already shared, to prevent repeated spotlights (**Image 4**). Depending on the length of the course and number of students, you may need to have multiple student spotlights in one class session to ensure that all get the opportunity to engage. Lastly, it is crucial to have a timer or stage lights visible as students can engage so enthusiastically that they go over the allotted time.

Technical Details and Steps

Step 1: Download the [Randomizer tool](#) and [Stage Lights](#) tool from Adobe's website.

Step 2: Create a new layout and label it “Student Spotlight”. Include the attendees pod, chat pod, a share pod with the randomizer tool, another share pod with the stage lights tool, a video pod to be the main focus and a poll (**Image 1**).

Step 3: Select “short answer question” for the poll and write “What would you like to ask our Student Spotlight today?” (**Image 2**). I like to select the “Broadcast results” option ahead of time so our Student Spotlight presenter is able to see the questions submitted by their classmates/instructional team in real time.

Step 4. During the live session, switch to the “Student Spotlight” layout and click the “randomize” button. After a student is selected and is on camera and/or microphone, open the poll to allow class questions (**Image 3**).

Step 5. Once the student starts answering their choice of questions, start the stage lights timer tool to count down the appropriate number of minutes allotted for this activity.

Step 6. Keep a list of students who have already been selected for the student spotlight in the Host & Presenter Area of the Adobe Connect room for easy reference (**Image 4**). If any students come up twice, simply press the “randomize” button again until a new student is selected .

What this looked like in Adobe Connect

To keep this chapter's screengrabs simple while illustrating the Student Spotlight activity, I have created the images using 4 students. The only names visible throughout these images are the author and made-up student names. No actual student names are included.

Image 1: Student Spotlight Layout. Adobe product screenshots reprinted with permission from Adobe.

Image 1 Alt-Text: This is a screengrab of the Student Spotlight Layout with an attendees pod, video pod, chat pod, poll, randomizer tool and stage lights tool. The randomizer tool has a white box with the text "Sabeen Qureshi" currently selected since no one else is present in the Adobe Connect classroom; under the box are two checkboxes with the following options: "Include last names" (checked) and "Include Hosts & Presenters" (not checked). On the right is a list of layouts, which is only visible to hosts. The Student Spotlight layout is selected from this list. The Stage Lights tool has a green button and is set to its 15 minute default timer. The buttons underneath are "start" and "settings".

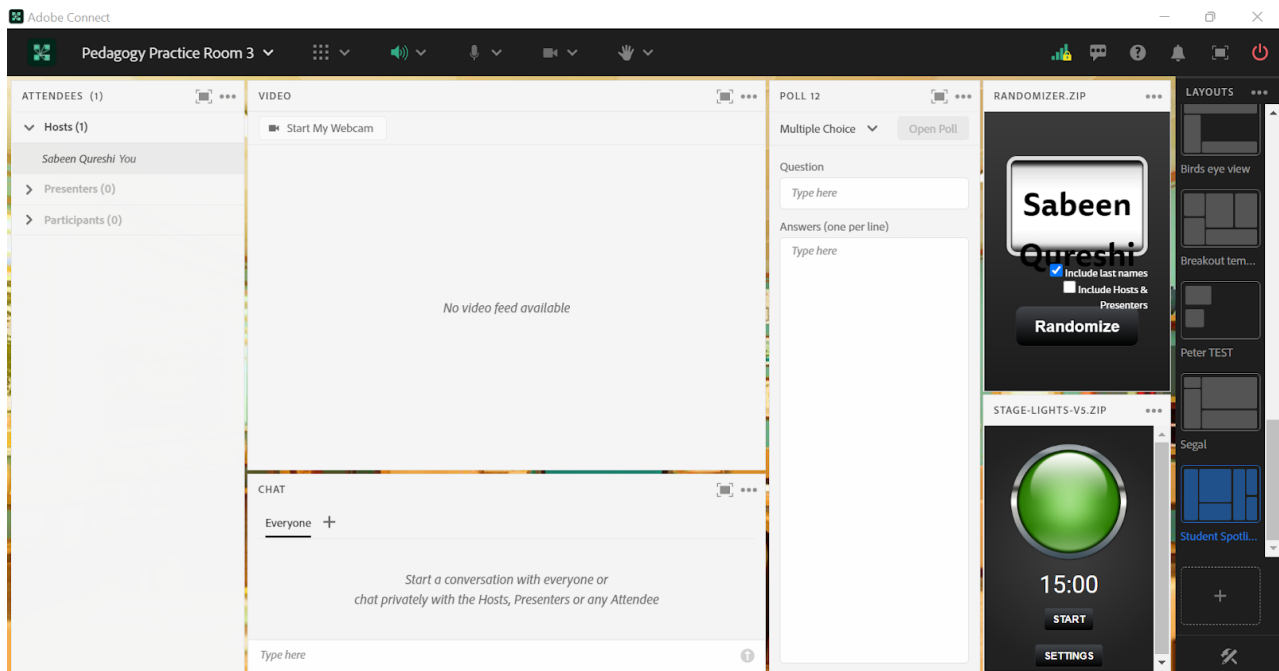


Image 2: Setting up the poll in the Student Spotlight Layout. Adobe product screenshots reprinted with permission from Adobe.

Image 2 Alt-Text: This is a screengrab of the same layout as Image 1. The difference from Image 2 is the poll now has a short answer question with the text "What would you like to ask our Student Spotlight today?" and there is a sample

question submitted that reads “Where is your field placement this semester?”

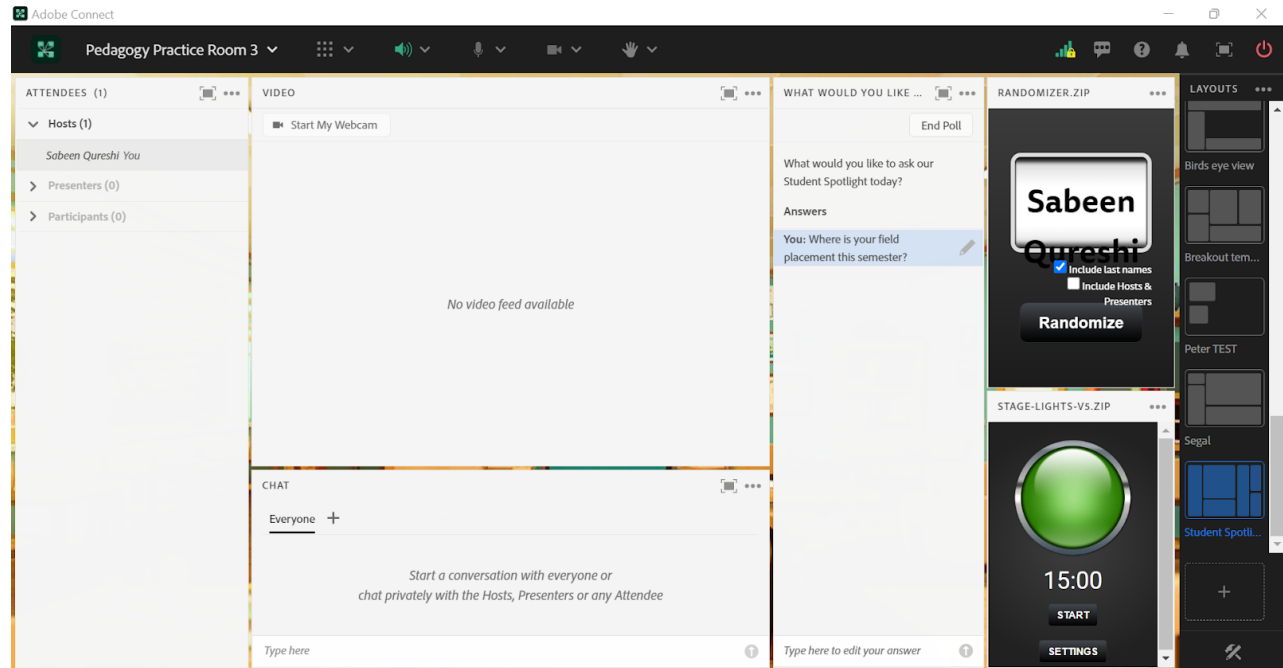


Image 3: Using the Student Spotlight Layout. Adobe product screenshots reprinted with permission from Adobe.

Image 3 Alt-text: This is a screengrab of the same layout as Image 2. The difference is there are more example student names in the attendees pod for the purposes of illustrating this activity. More questions/text have been entered into the poll by the example students, and the list of questions now includes “Where is your field placement this semester?” “If you were stuck on a deserted island, what 3 things would you have?” “What’s your favorite book?” and “Where are you from?” The randomizer now has the name “Sireen S” as the selected student spotlight. The Stage Lights timer tool is set to five minutes.

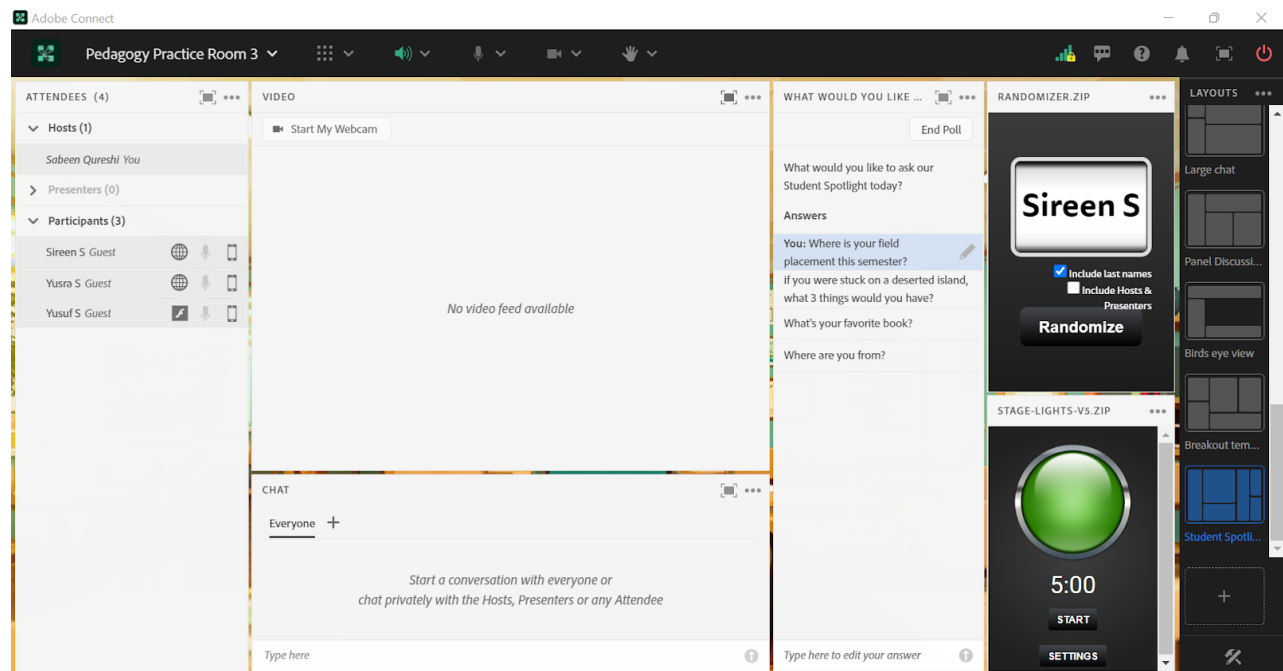
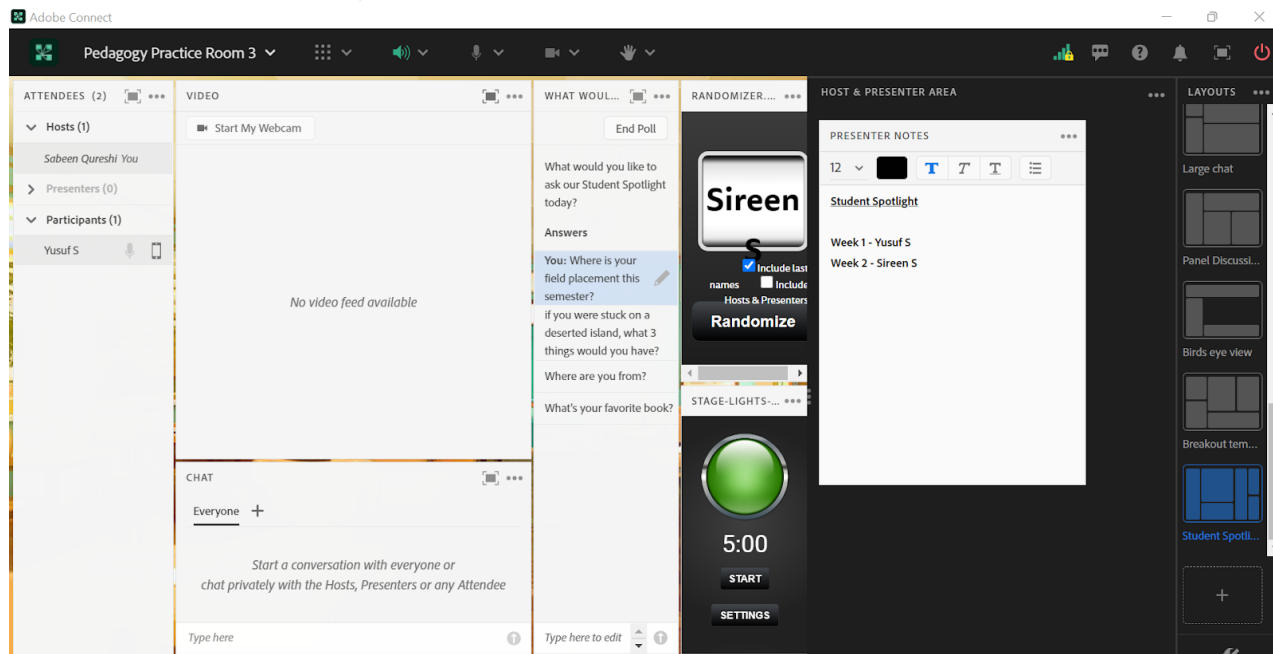


Image 4: Student Spotlight Layout with Host & Presenter Area. Adobe product screenshots reprinted with permission from Adobe.

Image 4 Alt-Text: This is a screenshot of the same room layout as Image 3 but shows the Host & Presenter area open to the right. This area is not visible to students. It has a Presenter Notes pod with text consisting of “Student Spotlight, Week 1 - Yusuf S, Week 2 - Sireen S” (example student names). This demonstrates how the instructional team can keep an ongoing record of who has already been in the spotlight.



References

Adobe Connect Apps Randomizer. Adobe. (n.d.). Retrieved June 14, 2022, from <https://edtechbooks.org/-kllE>

Adobe Connect Apps Stage Lights. Adobe. (n.d.). Retrieved June 14, 2022, from <https://edtechbooks.org/-ETMo>

Báez, J. C., Marquart, M., Chung, R. Y., Garay, K., & Ryan, D. (2019, April 11). Increasing faculty satisfaction and student access to online education via dedicated technical support specialists. Columbia: Academic Commons. Retrieved June 13, 2022, from <https://edtechbooks.org/-jPhG>

Acknowledgements

The first person I would like to thank is Professor Amelia Ortega for introducing me to the Student Spotlight activity and being the inspiration for this article! A big thanks to Matthea Marquart for being an amazing mentor and always encouraging me. Plus a huge thanks to my dear friend Nelly Cubahiro for proofreading and helping my ideas come to life!





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/student_spotlight

Using Emojis in Adobe Connect to Encourage Student Engagement

Mary B. Downs & C. Danette Wilson Gonzalez

This chapter will discuss the benefits of using emojis in your online classroom, as well as different ways to incorporate them into your class sessions.

Teaching and Learning Goal

The teaching and learning goal is to encourage active participation during class discussions and enhance the learning environment for all users.

Activity and Results

As Instructor and leader of the instructional team, Ms. Wilson Gonzalez was responsible for providing course materials, lectures, and class agendas for the online course. Additionally, she was responsible for creating a classroom setting where students actively engaged in discussions. The material for this online course, Domestic Violence and Social Work Practice, covers difficult material, and given the statistics on domestic violence, often has students sharing personal experiences.

Having taught this online course before, Ms. Wilson Gonzalez knew that active engagement was crucial and saw the potential benefit of encouraging the use of emojis during class.

As a Live Support Specialist (LSS), Ms. Downs was responsible for organizing the classroom in Adobe Connect. This role includes uploading class materials, including slides, polls, music, and videos, as well as setting up breakout rooms in advance and providing technical support to students and instructors throughout the live class sessions. Following each live class session, Ms. Downs was also responsible for writing a brief participation report that included transcripts from the chat.

Benefits of using emojis in an online classroom

Serving in the role of a LSS enabled Ms. Downs to see the potential benefits of promoting the use of emojis during class. Emojis provide an instant way to express a mood or feeling without spending time searching for the right words and typing them out. Since emojis are commonly used in informal and personal communications, they are familiar and natural for most users to incorporate into a chat. It made sense to let students know that they had the option to use emojis in our classroom to build our classroom community through the shared experience of emotional expression.

The Instructor and LSS worked very closely to encourage students to use the emoji feature in Adobe Connect. The course, on domestic violence in social work practice, covered a great deal of sensitive and activating topics which led to some very emotional conversations.

As every class is different, and not all instructors might want students to use emojis, we felt it was important to set the tone and let the students know that we wanted to invite them to use emojis to connect with one another, as well as the instructional team, on a more personal level.

Different ways to incorporate emojis into online class sessions

The Instructor and LSS believed that emojis could be used to convey a mood or reflect an identity or interest in the Attendees pod next to their names. We decided to use them next to our names so students could easily see how the emojis quickly personalized our names. We encouraged students to do the same, and it became very natural for students to put an emoji next to their name at the beginning of class. This led to some lively icebreaker conversations about why someone chose a particular emoji. It was nice to see students interacting on a deeper level than the usual “Hi Everyone” that most students typically type when entering the room. Instead, we were seeing them engaging with one another and sharing some of their interests before class started.

We also thought that in the chat, the use of emojis could provide students with a quick way to respond in the moment rather than taking the time to write out a lengthy text response to something that came up in discussion. This was especially helpful when students were sharing personal experiences or giving a presentation. It was very common to see hearts in the chat as students wanted to show support for one another.

Student Reactions

We received positive feedback from the students in this course about how having the ability to use emojis helped them feel more connected to one another and that this led to them also feeling more comfortable sharing personal experiences as they related to the course content. Many students reported that they used emojis regularly in their everyday lives, so it made sense to be able to use them in class.

Students for whom English was not their native language reported that it was particularly helpful for them to be able to respond quickly instead of spending time thinking of the best way to articulate their response. They indicated that sometimes the chat can move very quickly and that there had been times when the discussion had moved to a different topic before they were able to complete their comment. When they finally did complete it, their comment could have been misinterpreted or seemed inappropriate or out of place for the current discussion. Emojis were a very welcome addition to the classroom experience.

Technical Eetails and Steps

At the beginning of the first class, we let the students know that they could now use emojis in Adobe Connect.

1. LSS provided them with instructions on how to use emojis in both Mac and Windows operating systems (**Image 1**).
2. Next, LSS offered students an opportunity to experiment with using emojis in the chat so they could become familiar with how to quickly access the emojis and ask questions if they had any trouble finding the emojis or using them.
3. After that, LSS let the students know they could place an emoji next to their name in the Attendees pod by clicking on “edit my info” and selecting an emoji of their choice (**Image 2**).

What this looked like in Adobe Connect

Note: These screengrabs do not include a Video pod to show the instructor’s webcam, which is recommended for all layouts. Instead, the screengrabs focus on the tools mentioned in this chapter, i.e. the Attendees pod where students can add emojis to their names, the Chat pod where students can use emojis in addition to text, and a Share pod showing a slide with instructions for how to access emojis. Readers who plan to use emojis should remember to include a Video pod in their layouts.

Image 1: Screenshot of an Adobe Connect classroom showing instructions on how to access and personalize emojis in both Windows and Mac operating systems. To use emojis in the Adobe Connect classroom, you need to open your operating system’s emoji keyboard. Adobe product screenshot(s) reprinted with permission from Adobe. The name visible in the room is one of the authors.

Image 1 Alt-Text: This is a screengrab of an Adobe Connect layout that includes an Attendees pod, Share pod, and Chat pod. The Attendees pod's menu options are visible and include "Edit My Info," which is the feature that enables users to add an emoji to their username. The focus of the layout is on the Share pod, which is displaying a slide with instructions on how to access the emoji keyboard on your computer. The title of the slide is "How to access and use emojis in Adobe Connect." The body of the slides first says "Windows: Press and hold the Windows key, then press the period key. The emoji keyboard will appear. To select an emoji, double-click on it." Then it says "Mac OS: Press and hold both the Control key and the Command key simultaneously, then press the space bar. The emoji keyboard will then appear. Next, click on the emoji you wish to use." The screengrab also shows an image of an open emoji keyboard, which provides a menu of emojis to select from.

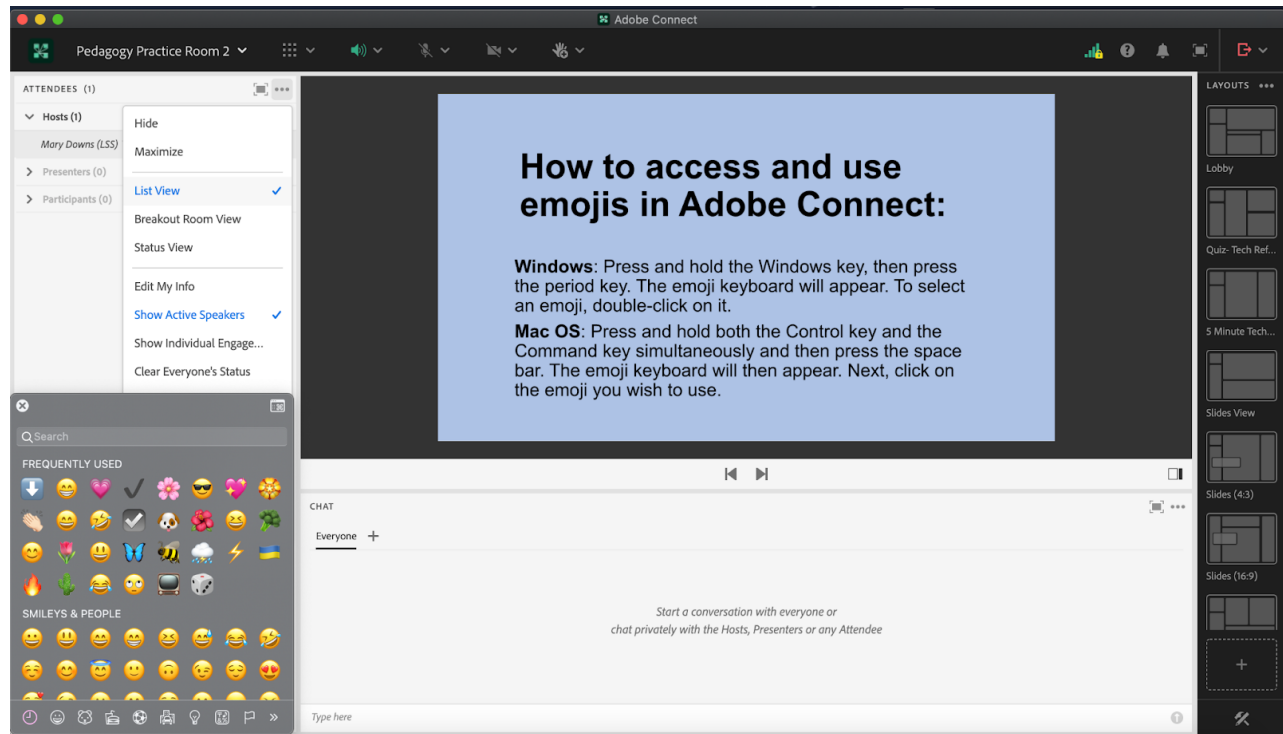
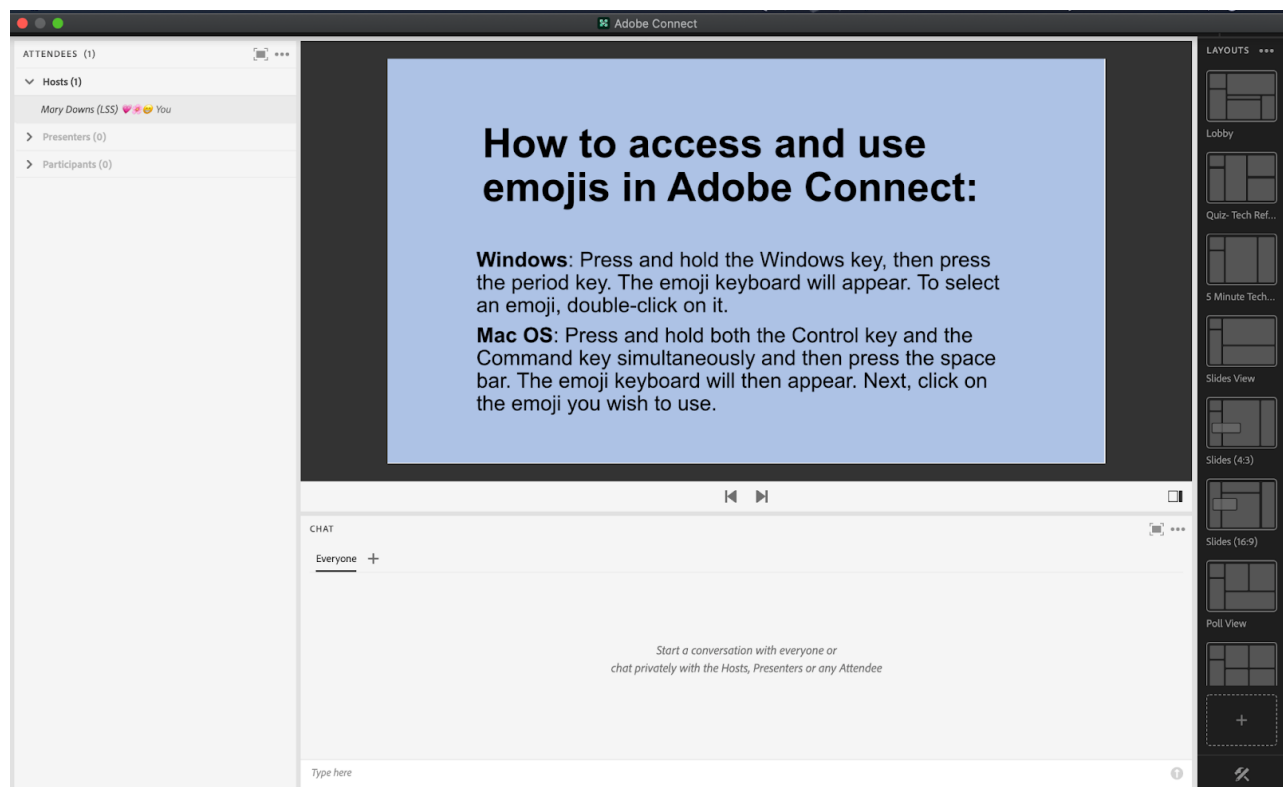


Image 2: Screengrab of the same Adobe Connect classroom, showing emojis in the Attendee pod on the left side of the layout. Adobe product screenshot(s) reprinted with permission from Adobe.

Image 2 Alt-Text: This is a screengrab of the same Adobe Connect classroom that is displayed in Image 1. The difference is that the emojis menu is now closed, and the Attendees pod shows emojis next to the author's name.



Acknowledgements

Ms. Wilson Gonzalez would like to acknowledge the creativity and professionalism of Ms. Mary B. Downs in providing not only the instructions on using emojis in Adobe Connect, but also actively providing the support for their use during live class sessions.

Ms. Downs would like to thank Professor C. Danette Wilson Gonzalez for quickly adapting to the new emoji feature and recognizing the many ways that emojis could enhance the learning experience for the students in the course.



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/using_emojis_in_adobe_connect

AHA Moments: Connecting Online Course Content to Field Education

Melissa Murphy Thompson

"The intent of field education is to integrate the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum and each contributes to the development of the requisite competencies of professional practice." (EPAS, 2015)

Human Behavior and the Social Environment (HBSE) courses focus on theories and models of human behavior. Often when we are learning theory, we find that we have an "AHA" moment where real world experience and theory come together. In this course activity, I ask students to integrate theory and their field experiences. Each student searches out at least one "AHA" moment they experience over the course of the semester where they connect a theory and a moment in their field experience coming together. This "AHA" moment is then shared with the learning community in our Adobe Connect classroom. These shared examples reinforce the importance of both classroom and field components of social work curriculum.

Teaching and Learning Goal

My goals for this assignment were to:

- Bring course content to life that students sometimes perceive as dry or flat
- Engage student's curiosity and critical thinking skills regarding course content and how this content applies to the work they are doing in their field placement and eventually as professional social workers
- Provide students with the opportunity to evaluate where and how a model or theory may connect to a client, community or organization
- Connect our signature pedagogy - field education - to classroom learning/course content
- Build community using the features Adobe Connect offers

Activity and Results

Field education is the signature pedagogy of social work education, providing students opportunities to integrate theory and classroom knowledge into the practice of social work. My goal in this activity was to raise students' curiosity and ask them to utilize their critical thinking skills by searching for examples of how a theory of human development can be seen in the work they do in their field placements.

This straightforward activity is highly impactful for students. Each semester that I've utilized it, students share how much this kept them focused on looking for live examples of something we were learning in our course. Students also share that they experience the activity as a chance to go on a "theory treasure hunt" or "play theory detective" throughout the course - even if they have already completed the requirement for this assignment. Another outcome of this activity is that it requires students to use a critical lens and explore a theory or model more deeply than they may have if they only had to define components or apply it to a case study.

Unexpected Results: While students are only required to complete one "AHA" moment each semester, most students end up completing 3-4. This delightful result was unexpected; students found themselves applying the "AHA" assignment requirements to each theory we were covering in the class. Additionally, the organic dialogue and discussions that resulted from students sharing their "AHA" moment allowed the learning community to analyze and question a model or theory utilizing the PROP (power, race, privilege, and oppression) lens presented in their Foundations of Social Work Practice classes. Finally, this activity, done at the beginning of each class, assists in

building and strengthening a sense of community, where over time, students are willing to take risks and learn from each other.

Technical Details and Steps

Step One: Introduce the Activity

First, I provided instructions for this activity in both the course syllabus and the learning management system. Here is an example of those instructions:

“AHA Moment” Field Discussion

*The content taught in this course is critical to a successful career as a social worker. Often when we are learning theory, we find that we have an “Aha” moment where real world experience and theory come together. During our course, each student will share one “Aha” moment they experienced related to the models and theories of human behavior in the social environment. These types of moments should come from the students’ field experience (or current event if you are not currently in a field placement). We will start each class with our “AHA Moments”. **There is no one due date but all students must complete this by Session 13 of our class.***

Step Two: Prepare the Learning Community

My second step was to introduce this activity to students during our first meeting as a learning community (**Images 1 & 2**).

I asked students to share or “drop” some ideas of what an “AHA” moment might look like in the chat feature. Since this is the first class meeting, asking students to use the chat feature in Adobe Connect provides students an opportunity to practice using this important feature. Chat also captures all information shared in it, so instructors can review chat after a class is over. Finally, the use of chat allowed me to affirm students understood the activity or provide clarification about the assignment that students might need.

The last step in preparing the learning community for this activity was to share that, based on class size and time, we’d allow up to 4 of their colleagues to report in each week.

Step Three: Report In: Weekly “Aha” Moments

Time Management: I allowed 15 minutes in each class session for this activity. This activity was done at the beginning of class.

Share: I shared an AHA moment slide prompt and asked students to raise their hand icon if they had an AHA moment to share (**Image 3**).

Using Visuals to Create a Community Discussion: Once students were ready to share with the learning community, I used Adobe Connect to make the discussion more intimate through changes to the layout. It is important to note here that when working with Adobe Connect, instructional teams work together to ensure the best possible experience for students. This includes not only the instructor but the Live Support Specialist. This role incorporates the “behind the scenes” technology needs for the course. In this course, the Live Support Specialist changed the layout depending upon the number of students who were participating in the activity each week. We used various layouts to ensure that the camera view of students filled the screen. Our goal for doing this was to make this activity a community discussion. I wanted students to see each other and feel a sense of connection while sharing their experiences.

Step Four: Celebrate What Is Shared

Throughout the semester, I captured what the students shared during their “AHA” moments. The purpose of capturing this content was for the final step of this activity, which was to review and “celebrate” the “AHA” moments students shared at the end of our term.

As we prepared for our last class session, we organized the “AHA” moments based on the theory or model of human behavior covered in the course that they applied to. We then shared those moments via slides in our final session to celebrate what the students learned. It also gave us the opportunity to encourage students to continue to search for “AHA” moments in the field that applied to their course content (**Images 4 & 5**).

What this looked like in Adobe Connect

Image 1: Introducing the Activity: Aha Moment PowerPoint Slide. This is an image of the slide that was used in the first class meeting to introduce the “Aha Moment” Activity.

Image 1 Alt-Text: This is an image of a PowerPoint slide introducing the activity to the learning community. At the top of the slide is the title “Connecting Theories to Practice.” The body of the slide is split in half with a left and a right side. On the left side, there are three bullet points. Bullet point one states “Let’s bring it alive!” Bullet point two states “‘AHA!’ moments connect course content and theories to an experience in your field placement.” Bullet point three states, “We will start each class with members of our learning community coming on camera and sharing their “AHA” moment.” On the right side of the slide, there is a title that says “Aha Moment” and the word “Aha!” in white text within a blue square.

Connecting Theories to Practice

- **Let’s bring it alive !**

- “AHA!” moments connect course content and theories to an experience in your field placement
- We will start each class with members of our learning community coming on camera and sharing their “AHA” moment

Aha Moment



Image 2: Introducing the Activity in Adobe Connect: The Weekly AHA Moment Activity. Note: Chelsea Walus is a member of the instructional team who helped create these images. Adobe product screenshot(s) reprinted with permission from Adobe.

Image 2 Alt-Text: This is a screengrab of an Adobe Connect classroom. At the top of the left side of the screen there is an image of the instructor on webcam. Below this, there is a narrow Attendees pod that lists the host who is the instructor and one participant who is a member of our instructional team. To the right of the Attendees pod, in the center of the screen, there is the “Connecting Theories to Practice” PowerPoint slide from Image 1. At the bottom of the

screen is a Chat pod with example dialogue happening in Chat; it says “@you - So agree! It is like I am on a treasure hunt!” “How to we know what we know? That is a tough question” “Culture? Our families?” “I was thinking the environment” “Am I off base?” “Such a great break out group we had! Thanks Chelea!”

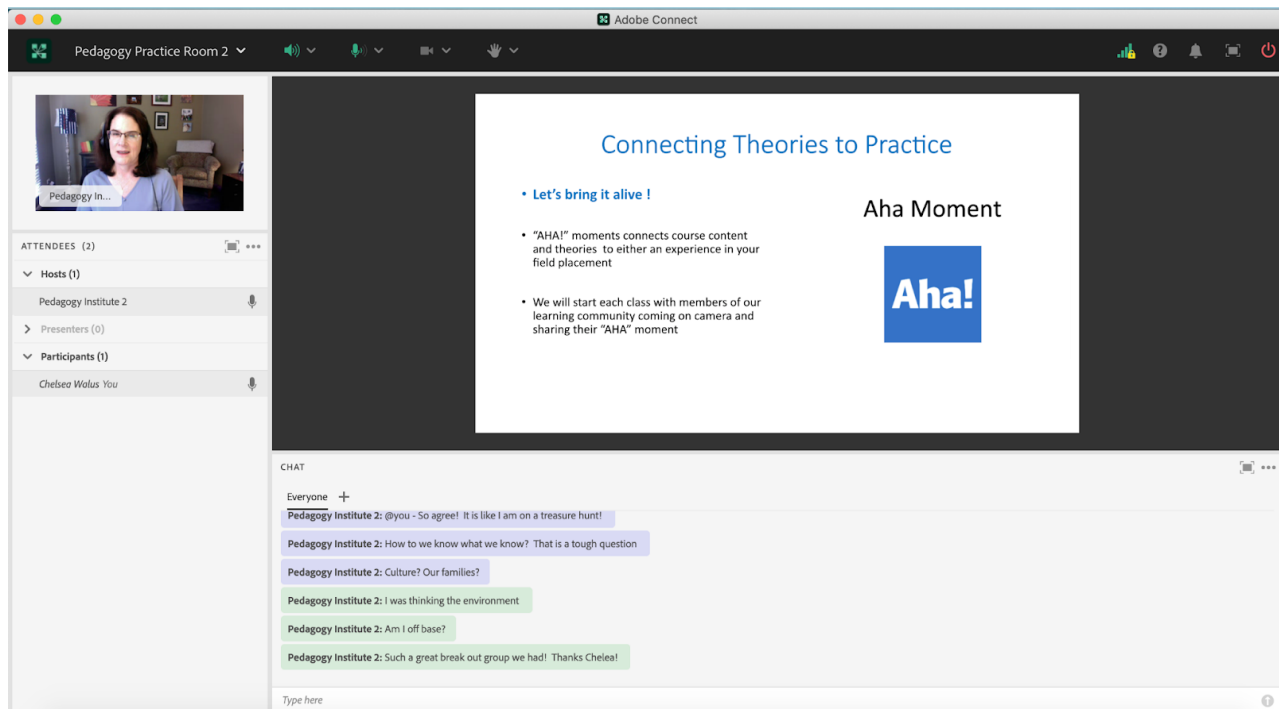


Image 3: The PowerPoint Slide: The Weekly AHA Moment Activity.

Image 3 Alt-Text: This is an image of a PowerPoint slide that opens the AHA moment activity each week. At the top of the slide is the title “Aha Moment.” On the right side is an image of the word “Aha!” in white text within a blue square.

Aha Moment



Image 4: Celebrate What Is Shared PowerPoint Slide: Our Connections: AHA Moments. This is an image of the PowerPoint slide used in the final step of this class activity, where I organized the “AHA” moments that students shared throughout the semester by theory or model. This image contains a photo of an actor and has been used with permission.

Image 4 Alt-Text: This is an image of a PowerPoint used as the final step in the AHA Moments activity. The title reads “Our Connections: AHA Moments”. Below that is an image of a PowerPoint slide with a title that reads “The Developmental Life Course “AHA” Moments”. Moving down the slide on the left is a bullet point list. The title of the list is “Cohorts and their Impact.” Below are three examples. They read “1. Social Media and Generation X. 2. World War II & The Depression. 3. Baby Boomers and Aging.” To the right is an image of an actor looking at their cell phone.

Our Connections: AHA Moments



Image 5: Final Step of this Activity in Adobe Connect: Celebrate what was shared. Note: Chelsea Walus is a member of the instructional team that helped create these images. The image used on the slide is an actor and is used with permission. Adobe product screenshot(s) reprinted with permission from Adobe.

Image 5 Alt-Text: This is a screengrab of the same Adobe Connect classroom as Image 2. The difference is that the slide has been changed to the “Our Connections: AHA Moments” PowerPoint slide from Image 4.

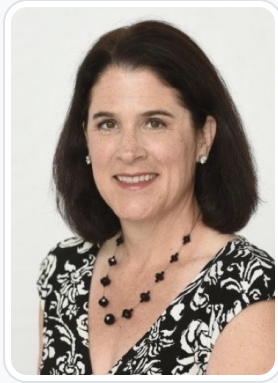
Acknowledgements

I'd like to acknowledge my colleagues at Columbia School of Social Work's Online Campus for their ongoing inspiration, support, commitment to excellence and collaboration. These colleagues include Matthea Marquart, Johanna Creswell Báez, Josh Levine, and Chelsea Walus. Their commitment to lifelong learning and student success inspires my work every day.

References

Council on Social Work Education. (2015). Education and policy accreditation standards. Retrieved from <https://edtechbooks.org/-pzMt>





Melissa Murphy Thompson

Salisbury University, Columbia University

Melissa Murphy Thompson MSW, LCSW, OSW-C is an award winning online educator and professor of social work. Melissa utilizes models of accompaniment, trauma informed teaching and learning, and radical hope in her work with students, colleagues and clients. A board certified oncology social worker, she has worked in mental health, health care and community settings as a clinician and a leader. She is in private practice in the Chicagoland area. Her research, teaching and clinical practice focus on supporting those who have experienced trauma, the LGBTQI+ and non-binary communities, military veterans and families, health and health disparities and the utilization of mindfulness in various settings. Melissa was a full time faculty member at Dominican University in River Forest, Illinois where she was the Director of Online Learning and Development and the Coordinator of the Military Social Work Program. She is currently a Clinical Assistant Professor at Salisbury University in Maryland and a member of the online faculty for the Columbia School of Social Work. Besides accompanying amazingly talented and passionate students, Melissa's contributions in higher education include curriculum design for both online and face to face learning communities, training for teaching excellence, student success, and professional development for faculty and administration. She is often found researching how to make a class, a content area or a program more effective, engaging and student centered. Melissa is a sought after keynote speaker and consultant in the areas of social work, higher education, health, business leadership and employee wellness. Melissa holds a Master in Social Work degree from Aurora University and a Bachelor of Arts degree in Human and Organizational Development from DePaul University in Chicago.



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/aha_moments.

Using Layouts to Facilitate Guided Mindfulness, Meditation, and Yoga in Adobe Connect Classrooms

Carly E. D. King

Research is emerging about the effectiveness of online Mindfulness-Based Interventions (MBIs) on well-being, mental health, stress, depressive symptoms and anxiety (Spijkerman, Pots, and Bohlmeijer, 2016). As the world becomes more virtually accessible and online learning continues to grow across professions, creativity in classroom design is important for learning and student well-being. In this chapter I discuss how to design an effective layout in Adobe Connect to practice mindfulness in the classroom. In the following example, a social work professor used the Adobe Connect classroom to virtually teach social work students mindfulness, meditation, and yoga-based intervention skills that could be utilized personally and/or professionally/clinically. As the Live Support Specialist responsible for setting up the Adobe Classroom in advance, I carefully considered how to keep slides and/or videos visible that would be used for demonstration and reference, while also creating a space large enough for the entire class to come on camera collectively to practice chair yoga together.

Teaching and Learning Goal

In this case example, I am demonstrating how to maximize the use of layouts in Adobe Connect to encourage live, collective participation in guided mindfulness and meditation in the virtual classroom. Using and resizing video pods and share pods within layouts allows for both instructors and students to access video and/or visual examples while watching each other synchronously practicing the skills they may utilize in clinical practice or in their own self-care. Having students practice collectively on camera creates community, provides opportunity for real-time virtual adaptations of practice activities, and allows for visual demonstration of skills that may occur in-person in other training or education settings. In this specific classroom example, the professor sought to:

- Teach students how to physically practice various chair yoga poses and stretches.
- Utilize the practice of yoga and mindfulness in the classroom as a break in lecture for students' own well-being.
- Initiate conversation about adaptations to the suggested yoga poses and movements to remain inclusive of disability, body diversity, or receptiveness to participate among clientele.
- Explore how clinicians, therapists, and social workers can practice somatic and mindfulness-based interventions with clients in a virtual space.

Activity and Results

As a Live Support Specialist, assigned to an online social work course for the full semester in order to be responsible for the classroom design and technology support for the online classes, the instructor provided me with a description of the activities and lesson plan for the class that described wanting all students on camera simultaneously while also showing slides with an image of Chair Yoga poses. In recognizing that she wanted to demonstrate some practical breathing, mindfulness, and meditation, with students following along on video simultaneously, I began preparing layouts in the Adobe Connect classroom. I saved multiple layouts to be used moving forward in the succession of courses, that could be utilized depending on if the instructor was demonstrating techniques themselves on video, whether all (or most) students would be joining and following along on video, or whether the instructor had an external video clip or image to show for demonstration while the class collectively followed along.

Keeping layouts saved from week to week in the classroom and only changing out the media files uploaded in the Share pods, was incredibly helpful for a recurring class where a similar activity might be completed in subsequent classes. Additionally, we found that students liked to be given a heads-up that they would be participating in on-camera activities during class. The weekly activities were engaging, well received by students, and easy to execute in planning and in setting up the Adobe Connect classroom. It was an effective tool to model and practice skills collectively and to promote conversation and community building in the virtual classroom. It also breaks up the monotony of lecture-based classes where only the instructor may be on video in a virtual learning environment during the majority of a synchronous online class.

Technical Details and Steps

The Set Up in Adobe Connect:

1. From the Layout Manager banner, select the "+" sign to create a new layout.
2. If you have a pre-existing layout such as the "Panel Discussion Layout" that already includes a Video pod and Share pod, continue to follow Steps 3- 7. If not, skip to Step 8.
3. Select "Duplicate Existing Layout" and then from the drop down menu, select "Panel Discussion Layout". You may rename the layout copy something recognizable. I named the duplicate "Large Video Small Slide".
4. On the newly copied layout, I first shrunk the Attendee's pod (**see Image 1**), because for the few moments that the students and instructor were engaging in collective skill practice, the attendee's pod was the least important of the largely visible pods to access at that moment, yet still critical to have visible to some extent. I positioned it in the bottom left corner of the screen/layout.
5. Next, I minimized the share pod containing the slides (or where I intend to upload the slides) and relocated them to the top left corner of the classroom screen, above the attendees pod. I still wanted the slides visible, as they would display images for the students to reference or copy/practice on video.
6. I then minimized the height of the chat pod and lengthened it across the remaining bottom portion of the classroom. It's important to leave this visible and accessible, in case any student is trying to contact the LSS or Instructor with technical challenges and unable to use their camera or mic during the activity.
7. Finally, I maximized the video pod to encompass the largest part of the classroom layout screen, preparing for 18-20 students plus the instructor to share their videos and appear here simultaneously. (**See Image 2** below for an example of final layout adjustment).
8. If you do not have a predesigned "Panel Discussion" layout, you can create a new layout, ensuring that you include a share pod, video pod, attendee's pod, and chat box. You will be able to position and size them to mimic the final layout design in Step 7 above (**Image 2**). Continue to Steps 9-10.
9. In the share pod in the top left corner of the layout, you can upload a PowerPoint or PDF that contains images for the students to follow along with on camera. In this example, the instructor had a slide deck that contained one slide with an image from an internet resource, of stick figure drawings in various Chair Yoga poses for the students to emulate and practice together while on camera. (See **Image 2** below).
10. Alternatively, in the share pod in the top left corner of the layout, you can upload an mp3 audio or mp4 video. Instructors have sometimes shared Youtube or internet links to audio of guided meditation clips (voice over instructions for deep-breathing or visualization exercises), or videos demonstrating stretching, yoga, or other forms of mindfulness or meditation. These audio or video clips may be converted to mp3 or mp4 file formats and uploaded into the share pod, then played while students listen, watch, emulate, and follow along collectively on camera. (See **Image 3** below).
11. You can also prepare a layout in advance to include a poll question or debrief related to the collective activity to be launched after the activity is completed. (See **Image 4** below).

The Classroom Facilitation:

1. When the instructor reached the point in the lecture in which the slides displayed visual images of stretches and chair postures, I switched from the traditional Slides View Layout we had been using, to the “Large Video Small Slide” copy layout I created (**Image 2**) by selecting the layout from the Layout Manager banner to the right of my screen.
2. The instructor verbally prompted students who were willing and able to start sharing their webcam/ come on camera and join them. The slides in the top left corner of the screen continued to display stick figure drawing examples of body positions for reference.
3. The instructor acknowledged differences in each person's ability to engage in various poses, movements, or positions, as well as differences in students' current conditions where they may be located while joining class. Some may have been in an office chair, or on a sofa, in their bed, in a room with others, in public, unable to get on the floor, at home, etc. The professor acknowledged that students could choose one of any of the displayed examples and try what they were comfortable with.
4. Collectively students began appearing on camera, resulting in over 15 students, the instructor and myself, collectively practicing mindfulness, meditation, and yoga, after a lecture on topics of trauma, healing, and mind-body interventions. This allowed for students to see examples demonstrated in real time, learn how they could model interventions with and for clients, and ask questions about the skills while practicing them. It led to a discussion about accommodations, adaptations, and modifications that practitioners can use in promoting equitable and ableism-free somatic therapy skills and interventions. It also is a break from traditional lecture and practice for well-being for students in the classroom.
5. If the instructor wanted a poll or debrief after the collective on-camera activity, I was able to switch to a poll layout, with a pre-prepared poll question available to open to students, with questions such as, “How do you feel after the mindfulness activity?” or “How could this be adapted for individuals with disabilities?” for example.

What this looked like in Adobe Connect

Image 1: Panel discussion layout being edited. Adobe product screenshot(s) reprinted with permission from Adobe.

Image 1 Alt-Text: This image is a screengrab of an Adobe Connect classroom. At the top of the screengrab, the room is named “Pedagogy Practice Room 1.” On the left side of the screengrab, the Attendee's pod is shown small in the bottom corner, with gray space to the top and right where it had been resized from its original placement in the layout. At the top of the classroom layout is the video pod, stretching horizontally almost the whole way across the layout. The button labeled “Start My Webcam” is visible in the video pod, however, no webcams are turned on in this screengrab. Below the video pod are the chat pod and a share pod displaying a slide. The chat pod displays text that says “Start a conversation with everyone or chat privately with the Hosts, Presenters, or any Attendee.” The slide in the share pod has a header that says “Role Play Coping Strategies” and text in the body that says “Coping Strategies.” On the right of the screengrab, the Layout Manager banner is visible descending down the right hand side of the page. Multiple saved layouts are visible in the banner, each gray as they are not selected. The final layout is highlighted in blue indicating it is the current layout displayed, titled “Large Video”.

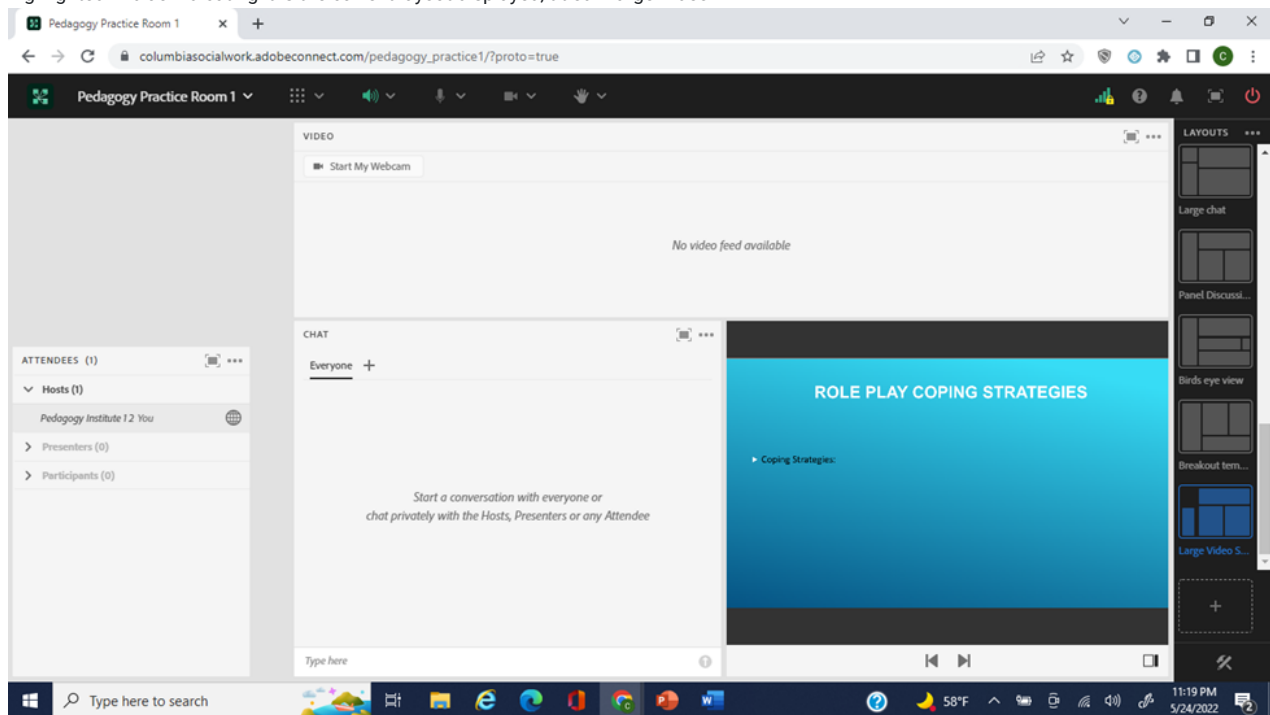


Image 2: Adobe Connect classroom layout with a large Video pod for the class's webcams, and a slide in a Share pod. Adobe product screenshot(s) reprinted with permission from Adobe.

Image 2 Alt-Text: This image is a screengrab of the same Adobe Connect classroom as in Image 1, but in a different layout. In the top left corner of the classroom is a share pod that is displaying an example powerpoint slide with text that says "Could Upload Image or Slide Here with Diagram/Display. (This is where the Instructor displayed an image with variations of Chair Yoga Poses for students to emulate.)" The share pod has two arrows at the bottom facing in opposite directions, to advance or rewind the slides as needed. Directly below this Share Pod and image is the Attendee's pod, displaying only one attendee, named "Pedagogy Institute (you)." The largest area of the classroom layout is the Video pod which is to the right of the share pod and takes up about 60% of the layout. The button labeled "Start My Webcam" is visible in the video pod, however, no webcams are on in this screengrab. Directly below the video pod, at the bottom of the classroom (and to the right of the Attendee's pod), is the chat pod. The chat pod displays text that says "Start a conversation with everyone or chat privately with the Hosts, Presenters, or any Attendee." On the right of the screengrab, the Layout Manager banner is visible descending down the right hand side of the page, as in Image 2.

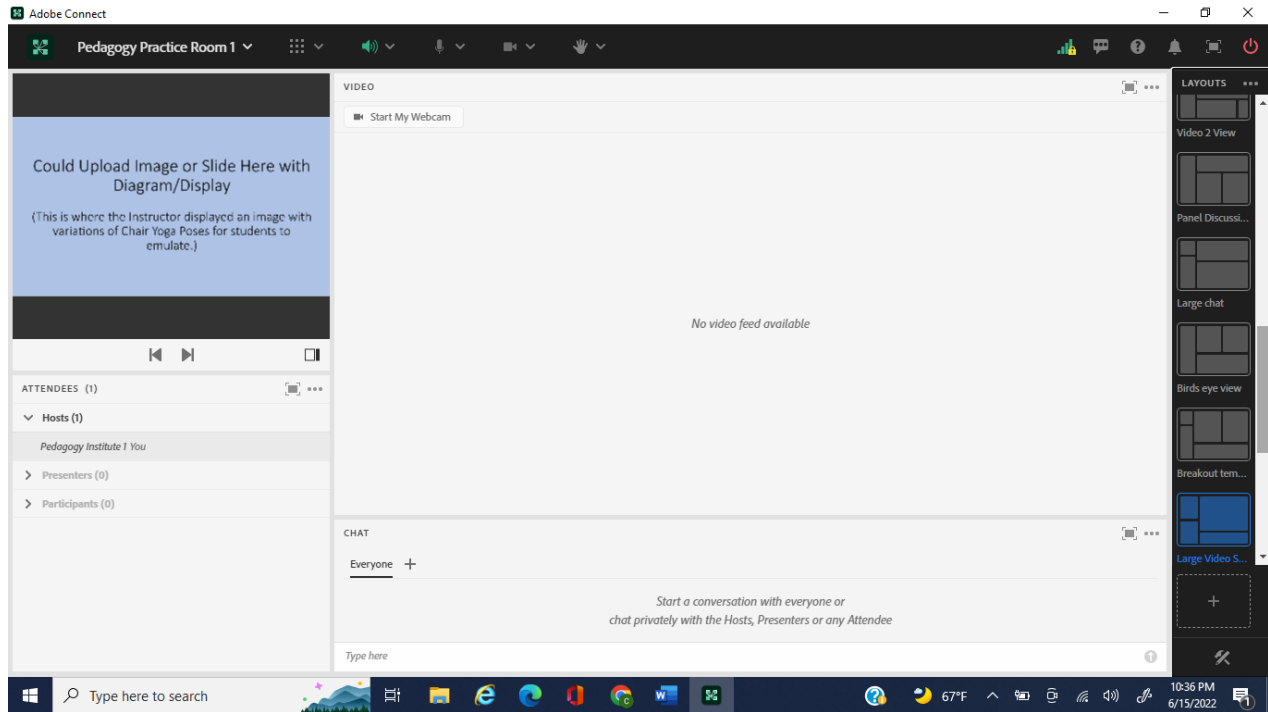


Image 3: Adobe Connect classroom layout with a video demonstration in Share pod and large Video pod to start webcams. Video created by the author of the chapter, with special thanks to social worker, Zaire Morris, MSW for demonstrating. Adobe product screenshot(s) reprinted with permission from Adobe.

Image 3 Alt-Text: The image is a screengrab of the same Adobe Connect classroom as in Images 2 and 3, but in a different layout. In the top left corner of the classroom is a share pod that is displaying a video. The video shows a person sitting on a mat on the floor, holding their feet together, back straight. The video pod has a progress bar showing that the video is playing at 0:12 of 1:52 minutes total. Directly below this Share Pod is the Attendee's pod, displaying only one attendee, named "Pedagogy Institute (you)" logged in. The largest area of the classroom layout is the Video pod, which is to the right of the share pod and takes up about 60% of the layout. The button labeled "Start My Webcam" is visible in the video pod, however, no webcams are on in this screengrab. Directly below the video pod, to the bottom of the classroom (and to the right of the Attendee's

pod), is the chat pod.

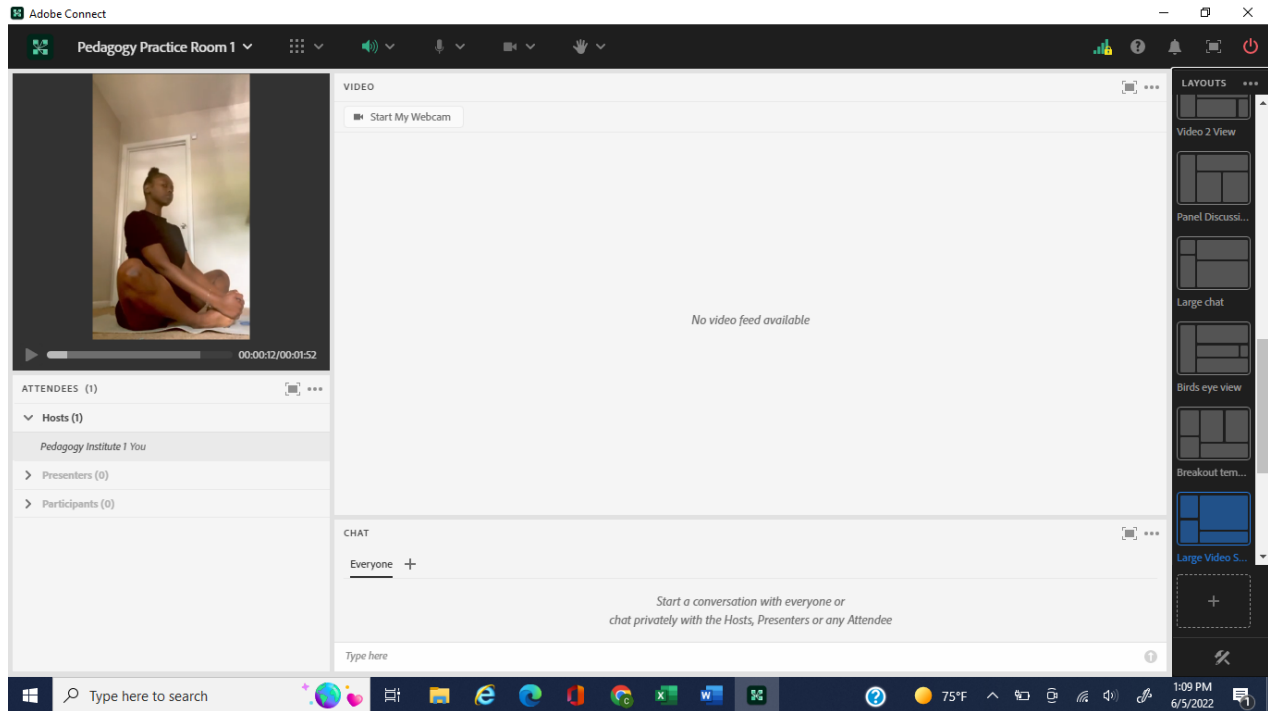
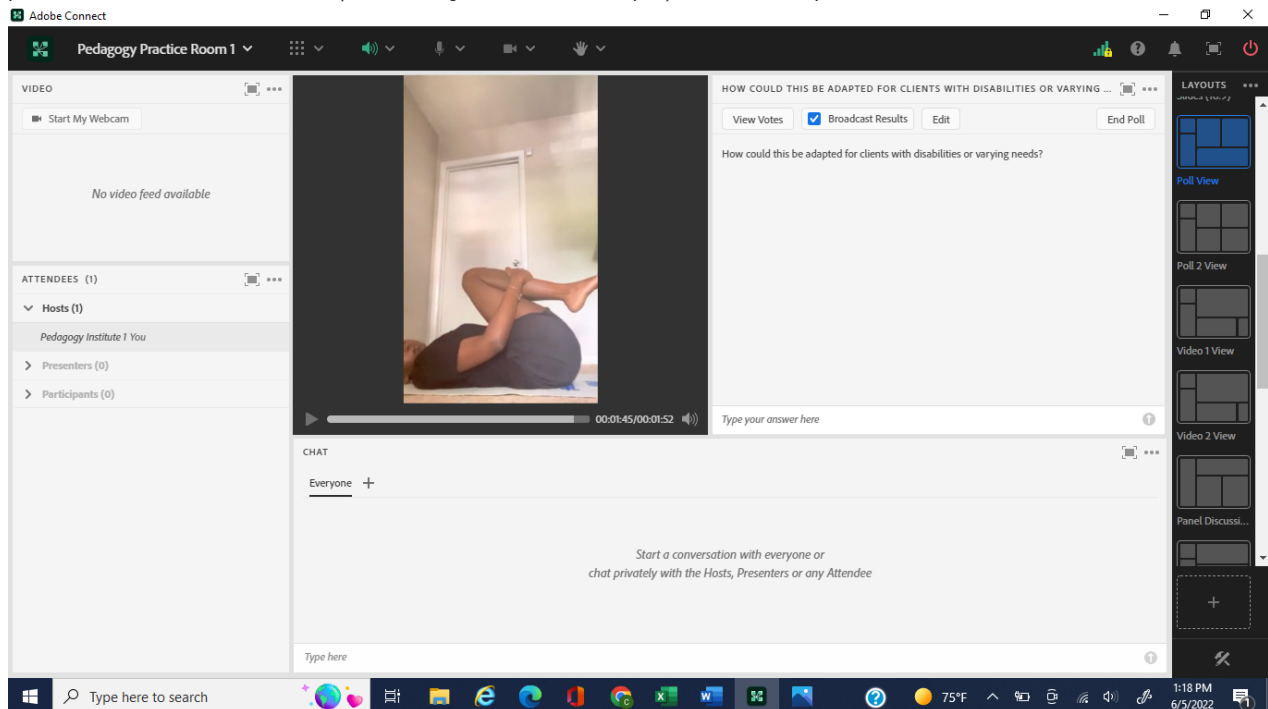


Image 4: Adobe Connect classroom with a video demonstration in Share pod and a Poll question. Video created by the author of the chapter, with special thanks to social worker, Zaire Morris, MSW for demonstrating. Adobe product screenshot(s) reprinted with permission from Adobe.

Image 4 Alt-Text: The image is a screengrab of the same Adobe Connect classroom as in Images 1, 2, and 3, but in a different layout. In the top left corner of the classroom is a video pod; the button labeled “Start My Webcam” is visible in the video pod, however, no webcams are on in this screengrab. Directly below this video Pod is the Attendee’s pod. At the top of the classroom layout, to the right of the video Pod, is a share pod displaying a video of a woman laying on a mat on the floor with her knees bent towards her stomach, holding them in. The video pod has a progress bar showing that the video was paused at 1:45 of 1:57 minutes total. To the right of the share pod is a poll pod. The poll is a short answer/ open response poll that displays the question, “How could this be adapted for clients with disabilities or varying needs?” The poll pod displays buttons across the top that include, “view votes”, “broadcast results”, “edit”, and “end poll”; “broadcast results” has been selected in this screengrab. The bottom of the poll displays an open field to type responses, with the faded text, “Type your response here”. Directly below the video pod and poll pods, to the bottom of the classroom (and to the right of the Attendee’s pod), is the chat box pod.



Acknowledgements

I'd like to thank Matthea Marquart and Dr. Johanna C Báez for introducing me to the opportunity as an Alumnae to work with the CSSW Online Campus and for continuing to always see me and my professional potential; Dr. Julia Colangelo for challenging me as a Live Support Specialist to learn creative ways to alter layouts so that students could have a shared virtual space to be in community, on camera together, practicing mindfulness in real time in the Adobe Connect Classroom; Professor De'Asia Thompson for demonstrating the need for self-care among social workers and in academia by beginning each class she taught with a mindfulness/ deep-breathing moment and a check in with students; Zaire Morris, MSW, for the yoga demonstration video; All of the CSSW online campus team that I've had the pleasure of working with and learning from on my journey from student to alum to staff; and my family for always having my back and being part of my village.

References

Spijkerman, M. P. J., Pots, W. T. M., & Bohlmeijer, E. T. (2016). Effectiveness of online mindfulness-based interventions in improving mental health: A review and meta-analysis of Randomised Controlled Trials. *Clinical Psychology Review*, 45, 102–114. <https://doi.org/10.1016/j.cpr.2016.03.009> from <https://edtechbooks.org-HyEo>



Carly E. D. King

Widener University Center for Social Work Education; Columbia University School of Social Work

Carly King, MSSW, LSW (she/her/hers) is a licensed social worker in Philadelphia, Pennsylvania who holds a Bachelor of Arts in Psychology from Temple University and a Master of Science in Social Work with a concentration in policy practice from Columbia University. She has worked for over a decade in various child welfare roles, including foster care, adoption, prevention work, and training clinicians who provide mental health services for members of the adoption kinship network. Carly is currently serving as the Interim Director at the Widener University Center for Social Work Education for the Online MSW Program. She has also been a Live Support Specialist for Columbia University School of Social Work's Online Campus since 2020. Outside of these roles, Carly is frequently found teaching or facilitating training and workshops, around topics of grief and loss, trauma, transracial adoption, attachment, LGBTQIA+ topics, physical and mental health care.



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/layouts_for_mindfulness_meditation_y

Mindfulness and the Engaged Online Classroom

Aparna Samuel Balasundaram & Lia W. Marshall

In this chapter we share how mindfulness practices can be leveraged to support various goals including creating an engaged virtual learning environment, and to enhance a student's toolkit for self-care and clients as a future practitioner.

Teaching and Learning Goal

The examples shared here are from a Master's of Social Work graduate course, called Social Work Practice with Individuals with Dementia and their Families. The purpose of this course was to introduce social work students to evidence-based clinical practice with clients affected by dementia and their families. There was a three fold teaching and learning goal that we hoped to accomplish by adopting this approach of starting class with a mindfulness practice.

Symbolic Transition:

Classes were held in the evening and many of our students were coming into the classroom environment after a day at work or internship. We felt a need to help our students transition from work into study/learning/teaching mode. For example, students may be entering the classroom after completing another work assignment, driving in traffic, feeding and putting their children to bed. One of the purposes of this mindfulness activity was to serve as a transitional activity that helped our students (and us, the instructional team) shift our focus into our collective learning environment.

Grounding in Times of Uncertainty:

This course started during the unpredictable times when the COVID-19 pandemic became a global reality. We felt the need to be intentional about grounding our students (and ourselves) to the "here and now" as we entered a time and space for learning. Our intention was to help our students hone their ability to focus in the moment, while also expanding their capacity to learn and regulate their emotions (Tatter, 2019).

Skill Building:

The regular facilitation of mindfulness additionally created a space for students to actively learn by leading a mindfulness activity. This activity accomplished multiple skill building aims. First, we were able to impress upon students the importance of self-care as social workers. Second, built as an active learning activity, it was a ready-to-use tool as students enter this new profession. This psycho-social intervention tool was an easily transferable skill to use with their current and future client groups. Teaching and leading mindfulness meditations is a highly valuable skill to use with many groups, and particularly when working with individuals living with dementia and their care partners.

Activity and Results

We were intentional about using a mix of modalities. Our intent was to showcase a buffet of mindfulness practices and ways to demonstrate them (**Table 1**). The hope was that students could see first-hand the variety of mindfulness techniques available, and how one might utilize them.

Table 1: Descriptions and examples of four modalities that can be used in mindfulness practice.

	Modality	Description	Examples of Mindfulness Practice
1	Video with audio (mp4 files)	<ul style="list-style-type: none"> As pre-reading material, we shared videos that capture the basics of mindfulness - what it is, why it is effective - including the research and how it can be used as a self-care activity as well as in our work with clients. In the classroom, we played videos as part of the symbolic transition and grounding activity. 	<ul style="list-style-type: none"> Sample mindfulness videos: Johns Hopkins Rheumatology. Reducing Stress Through Deep Breathing (1 of 3) Family Caregivers Alliance. Relaxation for Caregivers: 03 Triangle Breathing Johns Hopkins Rheumatology. Reduce Stress Through Guided Imagery (2 of 3)
2	Modeling (teaching team and students)	<ul style="list-style-type: none"> The instructional team modeled various mindfulness practices during the class. We used a timer to help keep track of time and demonstrate that such a practice could be accomplished in less than 2 minutes. Students were encouraged to practice at home and submit their images/videos. These served as artifacts for modeling this practice for their classmates. 	<ul style="list-style-type: none"> Grounding exercises (focused on senses) Breath counting
3	Audio (mp3 files or student mic)	<ul style="list-style-type: none"> As an active learning strategy, students used their voices to walk their classmates through a mindfulness practice. Some students chose not to come on camera while leading this activity, and that option may have encouraged more to participate. 	<ul style="list-style-type: none"> Guided imagery Body scan PMR - Progressive muscle relaxation Sample mindfulness audio: UCLA Semel Institute Mindful Awareness Research Center. Body Sound Meditation
4	Audio-visual (Gif file or student mic and webcam)	<ul style="list-style-type: none"> We also gave students the option to come on camera to model this exercise. 	<ul style="list-style-type: none"> Box breathing (breathing exercise)

Results - Symbolic Transition:

Teaching online requires an understanding of online pedagogy. For example, one difference between in-person and online education is the lack of a commute to class, which can function as a mind-body transition into a place of learning. Some students might end their workday in front of the computer at their home office, then seamlessly enter into an online classroom without moving from their chair. Mindfulness activities were a useful tool to help facilitate the mind-body shift from a workspace to a learning space.

Results - Grounding in Times of Uncertainty:

The COVID-19 pandemic created uncertainty regarding the future and threats to our physical, social, and emotional well-being. Mindfulness practice can help students acknowledge and be present with their current mind-body space. It can also reveal how best to proceed by facilitating compassion towards oneself and for others, even in times of uncertainty.

Results - Skill Building:

Mindfulness is “paying attention to your attention” and is the cultivation of intentional moment-to-moment awareness, without judgment (Kabat-Zinn, 1994). One of the benefits of mindfulness is that it can reduce stress. Social workers (and social work students) can feel stress during challenging situations and thus mindfulness practice used for self-care is a skill that can be used throughout their

professional practice. Furthermore, mindfulness is a useful practice for many populations that social workers work with including individuals living with dementia, and for dementia care-partners to sustain themselves emotionally and physically.

Technical Details and Steps

Step 1: Setting the stage during the first class

In our first class we introduced the idea of mindfulness meditation as both a tool for personal self-care and a valuable skill when working with care-partners of individuals living with dementia. The instructor for the course modeled an example of a 5 minute mindfulness meditation activity (**Image 1**). To spur interest and participation in active learning, students were provided an opportunity to lead one mindfulness meditation for extra credit. Each class began with the same routine: a review of the agenda, a 3-5 minute meditation, and then a transition into the course content.

Step 2: Preparing the student mindfulness meditation leaders

Prior to the live class session, students provided the instructional team with any presentation materials such as a video, or a still image. The media was uploaded to Adobe Connect prior to the class and the student was offered an opportunity to come on camera prior to the start of class for practice and assurance the audio-visual aids worked properly.

Step 3: Live Student Mindfulness Meditation Activity

During the activity, students came on camera and were promoted to Presenter to enable their view of the timer. Timers were located in the Presenter-only area of the layout, and therefore were only viewable by hosts and presenters (**Images 2 & 3**). Students led a variety of mindfulness activities (**Table 1**).

What this looked like in Adobe Connect

Image 1: Adobe Connect classroom layout demonstrating a meditation using an image. In this example, students were able to concentrate on a calming image and listen to the meditation modeled for them by the presenter (one of the authors, Lia Marshall). When students led this activity using this layout, student leaders came on camera and were promoted to the Presenter role. In the Presenter role, presenting students had visual access to a timer in the Presenter-only area of the layout to help manage the timing of the activity. Adobe product screenshot(s) reprinted with permission from Adobe. Photo on the slide by Lia W. Marshall, 2020.

Image 1 Alt-Text: In this screengrab, the Adobe Connect layout has a video pod across the top of the screen, with a webcam image of the presenter in the center. The image is of a woman wearing glasses who has dark hair. Her eyes are closed. The attendee pod is below the video pod and is on the left hand side. A share pod is in the center of the screen, and is displaying an example presentation slide. The slide has an image of a lake with still water with morning light and trees in the background, and lily pads in the foreground. The text on the slide says "Mindfulness Meditation" at the top and "Be here now..." below. A chat pod is below the slide. In the Presenter-only area on the right side of the layout is a timer.

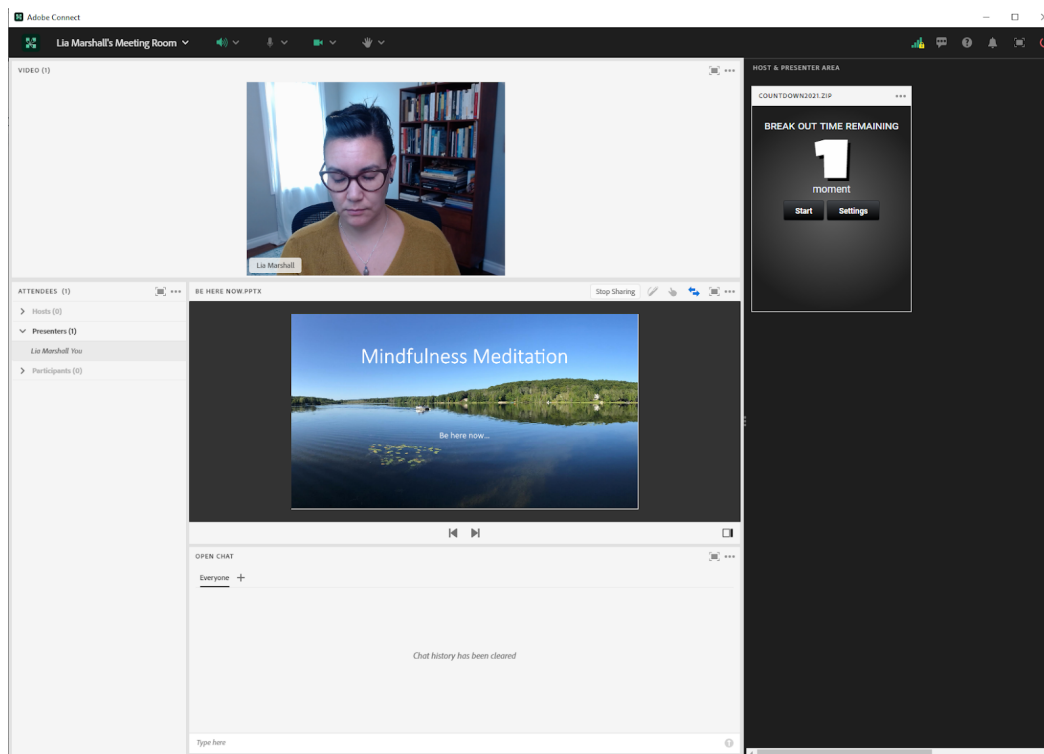


Image 2: Adobe Connect classroom layout demonstrating a meditation using a gif file. The gif file was created by Lia W. Marshall, 2020. Adobe product screenshot(s) reprinted with permission from Adobe.

Image 2 Alt-Text: This screengrab shows a similar classroom layout as in Image 1. The difference is that instead of showing a slide in the center of the screen, there is a gif file illustrating Box Breathing, which includes an animated square that indicates when to breathe and when to hold the breath. The text in the center of the square instructs participants to repeat the box breathing activity for “4 Cycles Through”. On the top of the square is an arrow pointing right and the text instructs participants to “Breathe in 4 Seconds”, on the right side of the square is an arrow pointing down with the text instructing participants to “HOLD 4 Seconds”, on the bottom of the square is an arrow pointing left that instructs participants to “4 Seconds Breathe out”, and finally on the left side of the square the arrow points up and instructs participants to “HOLD 4 Seconds”. Following these four arrows that make a box is one cycle through of the breathing exercise.

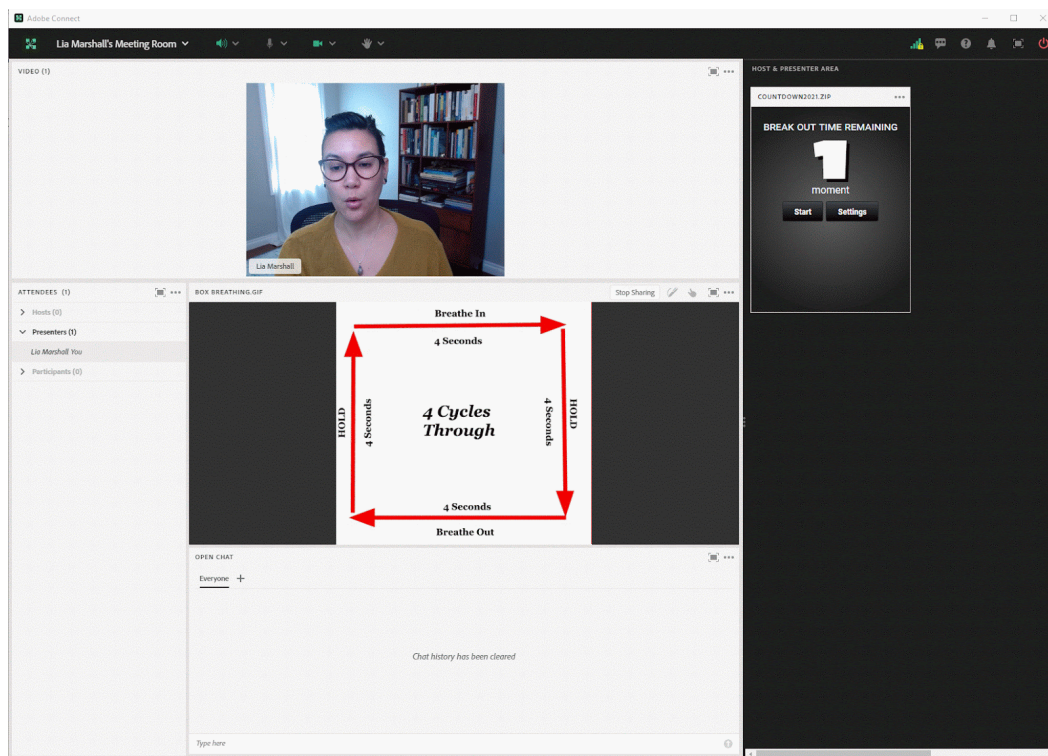
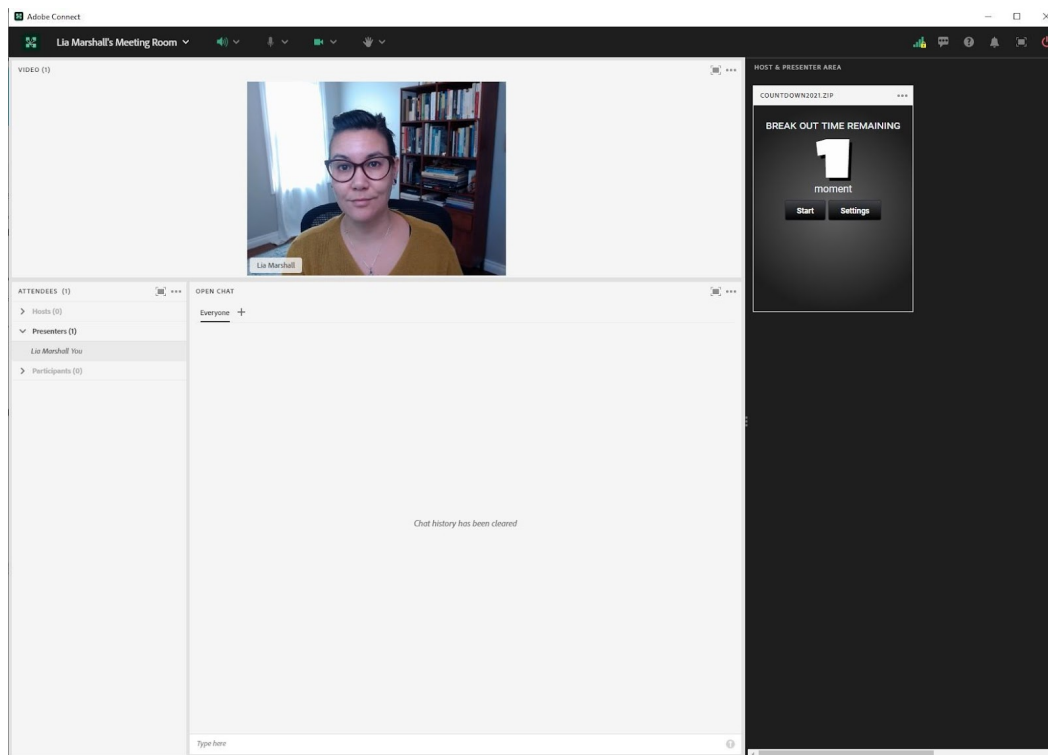


Image 3: Adobe Connect classroom displaying a meditation using audio guidance by the presenter. Adobe product screenshot(s) reprinted with permission from Adobe.

Image 3 Alt-Text: This screengrab shows a similar classroom layout as in Images 1 and 2. The difference is that there is no share pod in the middle of the screen showing a slide or gif. Instead, the chat pod is much larger and includes the space formerly occupied by a slide or gif.



Acknowledgements

Thank you to our mentors and teachers who have modeled mindfulness meditation for us and to our students who gave us feedback.

References

Family Caregivers Alliance. (2018, October 26). Relaxation for Caregivers: 03 Triangle Breathing. <https://edtechbooks.org/-yMKw>

Johns Hopkins Rheumatology. (2018, January 25). Reducing Stress Through Deep Breathing (1 of 3). <https://edtechbooks.org/-dZcK>

Johns Hopkins Rheumatology. (2018, January 31). Reduce Stress Through Guided Imagery (2 of 3). <https://edtechbooks.org/-lavv>

Kabat-Zinn, J. (1994). Wherever you go, there you are: Mindfulness meditation in everyday life. New York: Hyperion.
<https://edtechbooks.org/-rgZ>

Tatter, G. (2019, January 23). Making Time for Mindfulness: A new study shows how mindfulness education in the classroom can reduce students' sense of stress and lengthen attention spans. [Usable Knowledge: Relevant research for today's educators. Harvard Graduate School of Education. https://edtechbooks.org/-wAeC](https://edtechbooks.org/-wAeC)

Winston, D. (n.d.). Body and Sound Meditation. UCLA Semel Institute Mindful Awareness Research Center. Audio: <https://edtechbooks.org/-vEE>; Transcript: <https://edtechbooks.org/-fVLv>





Aparna Samuel Balasundaram

Dr. Aparna Samuel Balasundaram is an award-winning psychotherapist, author and TEDx speaker and is a passionate and results-driven mental health leader. She has 23+ years of global experience across operations, program, and people management, in large corporate and behavioral healthcare settings. She is currently the Global Head for Wellbeing and Resilience for an international organization and is responsible for the design and execution of an evidence based and culturally appropriate well-being and resilience framework, with a special focus on diversity, equity, and inclusion, for 35,000+ employees, across APAC, EMEA and the AMERICAS. Her academic and professional interest includes the development of online curriculums and training programs to enhance an engaging and inclusive online learning environment. She has been a Teaching Associate and Guest Lecturer at Columbia University, NY and the University of Pennsylvania, PA. Her educational qualifications include national and international institutes. She is the recipient of New York University's 'Deans Award' for academic excellence, the Press-Ganey Award for Clinical Expertise with Children and Adults, USA and a Special Recognition Award by NAMI, New Jersey (SAMHAJ) for her outstanding contribution to combating stigma and promoting public awareness and understanding about mental health in the South Asian community. Aparna lives in Austin but works remotely across the globe. UNIVERSITY OF PENNSYLVANIA | NYU | TISS (INDIA) | NIMHANS (INDIA) | MCC (INDIA)



Lia W. Marshall

Columbia University School of Social Work

Dr. Marshall is currently the Manager of Course Development and Lecturer at Columbia University's School of Social Work (CSSW) and co-facilitator of CSSW's Institute on Pedagogy and Technology for Online Courses. She has 10 years of public health and medical research administration experience in immunology, oncology and chronic disease prevention and management where she developed an expertise in managing NIH grants, in clinical trial administration, and health policy. Her research interests include older adult well-being, and aging-well-in-place by investigating the interconnections between social isolation, mobility, and the built environment. Her academic interests are in distance learning in higher education and Social Work education as a whole.

Dr Marshall received a PhD in Social Welfare from the University of California, Los Angeles (UCLA), a Masters of Social Work from California State University, Los Angeles (CSULA) and a Bachelors of Arts in Psychology from the University of California at Santa Cruz (UCSC). She is passionate about social justice and health equity.



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/mindfulness_practices_and_go

Chair Yoga in the Online Classroom

Minimize stress and increase body-mind energy

Murali Nair & Katherine A. Segal

In this chapter, we share a simple chair yoga routine that can be used during online classes in Adobe Connect.

Teaching and Learning Goal

The benefits of using chair yoga during class include:

- Improving student concentration and focusing throughout the class session;
- Reducing student stress;
- Providing a tangible mind-body activity that students can take with them following the semester; and
- Increasing instructor presence during the class session

Activity and results

All of us go through happy days and not-so-happy days. It is common to feel that we have too much to do in too little time. But, the inclination to buckle down, and work harder and longer is not the answer. It is easy to get caught up in the “activity trap”, where our time is filled with busy work that is focused on generating quantity over quality and where taking breaks, regenerating, and returning to the task refreshed are not valued.

A little stress can be helpful. For example, some of us have felt slightly motivated to complete a task when we have a deadline. However, too much stress and chronic stress can easily shift that sense of motivation into overwhelm. Where a little stress can actually help heighten our senses and improve our ability to learn new information, overwhelm can block our ability to focus, store new information, and engage in logic, reason, and creativity.

Therefore it is absolutely essential to learn and practice skills that help us reduce, release, and feel respite from stress, especially prolonged and intense stress. Given all of the stressful aspects our students live through daily - and bring with them into the classroom - it is important to engage in stress reducing activities during class.

Chair yoga is one of the techniques we have used in our online classes to improve student concentration, reduce student stress, and improve student mind-body connection. Chair yoga is easily led during online classes, as most of our students are already in quiet areas and sitting in chairs facing the computer screen. Therefore, no other equipment or space is needed to complete the practice. Chair yoga, and the steps described below, is also generally more accessible compared to other physical/asana based yoga practices. Having the support of the chair along with the gentle prompts addresses the needs of many who otherwise would not be able to engage in a standing or more strenuous yoga flow. That said, some students may still be unable to follow the described practice, so we like to include the prompt "if there are any movements that you are unable to perform for any reason, we invite you to imagine yourself following the prompts". Remember, the goal of yoga is not speed or flexibility. We encourage everyone to go at their own pace and remain within their range of motion.

Technical Details and Steps

Let us practice a few chair yoga poses. We recommend the instructor, or a designated student, lead the practice by providing verbal prompts and if possible, also engage in the activity on camera.

Get into position

- Begin by sitting on an armless chair
- Sit toward the middle or front of the chair (don't lean into the back of the chair)
- Sit tall with both feet flat on the floor, back straight, and legs hip-width apart.

Breathing

- Close your eyes, breathe at a natural pace, exhaling and inhaling through your nostrils
- Bring your right hand to your face, position your thumb on the right nostril and ring finger on your left (the middle and index fingers can rest on the forehead, or be curved down toward the palm); **See image 1**
- Inhale through both nostrils, then gently block the right nostril as you exhale through the left
- Staying in this position, inhale through the left nostril, then gently block the left nostril, release the pressure on the right, and exhale through the right nostril
- Inhale on the right side, then switch and block the right nostril and exhale through the left. Inhale left.
- Repeat this pattern of breathing in from one nostril and exhaling through the opposite nostril approximately 11 times.
- After inhaling through the right nostril for the 12th (or so) time, block both nostrils and hold the breath in for a few seconds.
- Finally, release your hand and exhale through both nostrils.
- Take a few more slow deep breaths and open your eyes.

Arm movements

- Continuing to sit upright in your chair, pair your movements with your breath. In general, breathe in as you move to take up more space (stretching your arms out) and breathe out as you move to take up less space (bringing your arms back toward your torso).

- Hold your arms straight, by your sides.
- As you breathe in, stretch your arms out as wide as you can, then as you exhale, bring your arms together in front of you, touching palms.
- Inhale, open your arms wide again,
- Exhale, place your fingertips on your shoulders, keeping your elbows out to the sides.
- Pause here as you take another inhale.
- On your next exhale, turn your torso to the right.
- Inhale, twist your torso back to center/ looking forward.
- On your next exhale, turn your torso to the left.
- Continue twisting center, right, center, left, center, a few more times, moving to the center as you inhale and twisting to a side when in exhale.
- Returning to center/looking forward, inhale and reach your arms overhead and slightly arch your back (don't hyperextend); **See image 2**
- Exhale, fold forward at the hips, bringing hands towards feet as far as is comfortable
- Inhale, slightly raise your torso - if your hands were on the floor or your feet they should now be touching your shins, if your hands were at your shins or knees, they should now be touching your thighs - slightly lift your head and chest to lengthen through the spine
- Exhale, fold forward again
- Inhale, sit all the way up, raising the arms back over your head
- Exhale, bring hands to your heart; **See image 3**
- Pause here to inhale and exhale a few times.
- Inhale, raise your hands, looking up at the ceiling
- Exhale, fold forward at the hips, bringing hands towards feet as far as is comfortable,
- Inhale, place the left hand on or as close to the floor on the outside of the left foot while also raising the right arm toward the ceiling, opening the chest as you twist to the right,
- Gaze up towards the ceiling, exhaling and inhaling
- Exhale, bring the right hand down to or toward the floor
- Inhale, place the right hand on or as close to the floor on the outside of the right foot while also raising the left arm toward the ceiling, opening the chest as you twist to the left,
- Gaze up towards the ceiling, exhaling and inhaling
- Exhale, bring the left hand down to or toward the floor
- Repeat on both sides one more time
- Inhale as you sit up
- Sitting tall with both feet flat on the floor
- Inhale, reach your arms overhead
- Exhale, bring your arms down, crossing your right arm under your left
- Bend your elbows and wrap your arms around each other, bringing your palms together
- Pull your elbows into your chest and look over your fingertips
- Cross your right leg over your left and wrap your right foot behind and around your left leg
- Stay in this position for 3-4 breaths
- Then, with arms still wrapped around each other, raise your hands up and drop your chin towards your chest.
- Stay in this position for 3-4 breaths.
- Repeat on the other side.

Chair Hamstring Stretch

- Sit tall facing forward with both feet flat on the floor
- Extend your right leg, straightening your knee and placing your heel on the floor with your toes flexed up towards the ceiling
- Inhale, sit up tall with your hands placed on your thighs
- Exhale, reach your chest forward and press back through your sitting bones as you hinge forward at your hips.
- Relax your head and neck
- Slowly come back up to sitting.
- Repeat on the other side.

Chair Leg Lift

- Sit tall facing forward with both feet flat on the floor
- Extend your right leg, straightening your knee and placing your heel on the floor with your toes flexed up towards the ceiling
- Inhale, sit up tall with your hands placed on your thighs
- Exhale, lift your right leg off the floor.
- Repeat on the other side.

Oblique stretch

- Sit tall facing forward with both feet flat on the floor
- Inhale while raising your right arm toward the ceiling with your palm facing in.
- Point your fingertips to the ceiling.
- Slowly exhale and bend to the left; **See image 4**
- Hold this pose, breathing slowly several times, before exhaling and bringing your right arm down to your side.
- Repeat with your left arm.
- Slowly inhale while raising your left arm toward the ceiling with your palm facing in. Point your fingertips to the ceiling.
- Slowly exhale and bend to the right.

Head roll

- Sit with your back straight and both feet flat on the floor. Inhale deeply.
- As you exhale, slowly roll your left ear towards your left shoulder.
- Inhale deeply and exhale slowly, rolling your chin down into your chest.
- Inhale deeply and exhale slowly, rolling your right ear to your right shoulder.
- Inhale deeply and exhale slowly, rolling your chin back to your chest.
- Repeat a few times, right shoulder, chest, left shoulder, chest. Finish the sequence with chin to chest and inhale as you raise your head to look forward.

Back extension

- Sitting up tall on the front of a chair
- Place your hands on the middle of your thighs.
- Keep your elbows in by your sides, push your chest out, squeeze your shoulder blades and look up.

Keep in mind that it may be difficult to do all of these poses in one sitting. Experiment and try to do it on an incremental basis.

- The information here is derived from thousands of years of yoga practices. It is not the intent of the author to recommend or prescribe any substance to cure, mitigate, treat, or prevent any disease.

What this looked like in Adobe Connect

Image 1: Adobe Connect classroom with a picture demonstrating the hand position for the breathing practice. Adobe product screenshot(s) reprinted with permission from Adobe.

Image 1 Alt-Text: This is a screengrab of an Adobe Connect classroom. The Attendees pod is on the far left side of the screen and stretches from top to bottom. To the right of the Attendees pod, the screen is split between a Video pod taking up the top half of the viewing area and a Chat pod below that taking up the bottom half of the viewing area. The video pod shows chapter author, Murali Nair, demonstrating the hand position for the breathing practice.

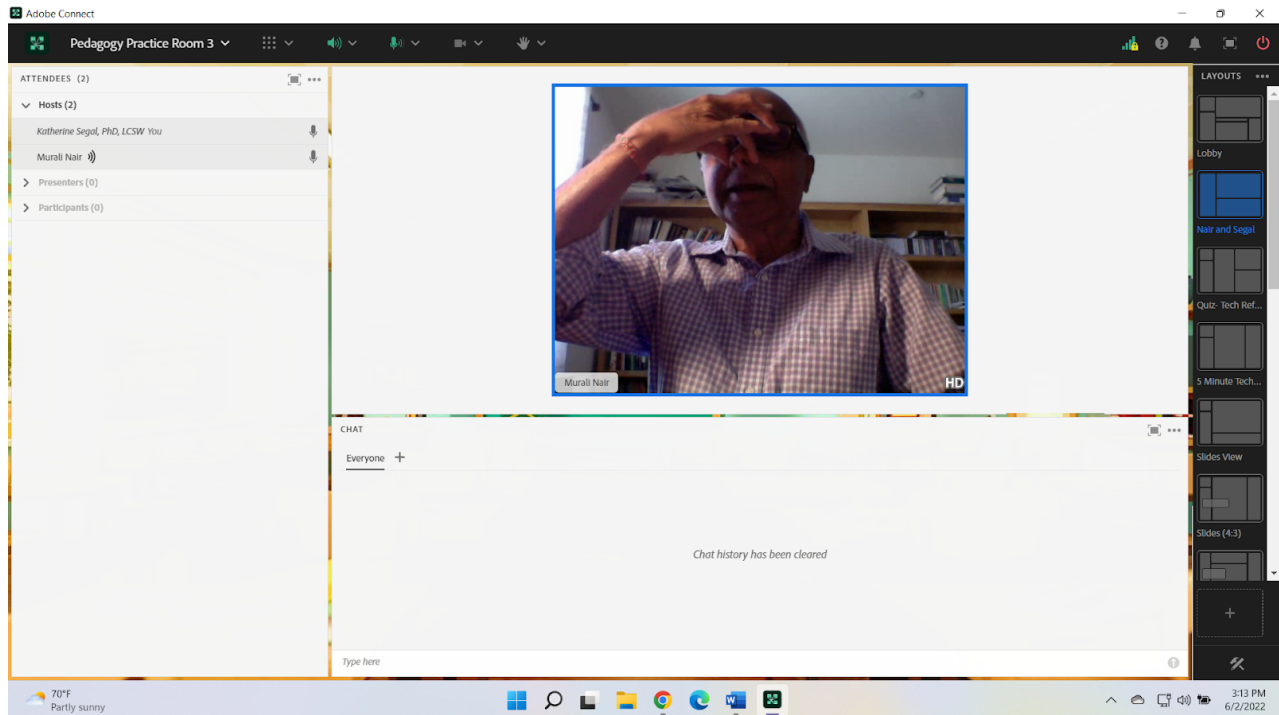


Image 2: Adobe Connect classroom with a picture demonstrating sitting with arms raised. Adobe product screenshot(s) reprinted with permission from Adobe.

Image 2 Alt-Text: This is a screengrab of an Adobe Connect classroom. The Attendees pod is on the far left side of the screen and stretches from top to bottom. To the right of the Attendees pod, the screen is split between a Video pod taking up the top half of the viewing area and a Chat pod below that taking up the bottom half of the viewing area. The video pod shows chapter author, Murali Nair, demonstrating the position sitting with arms raised.

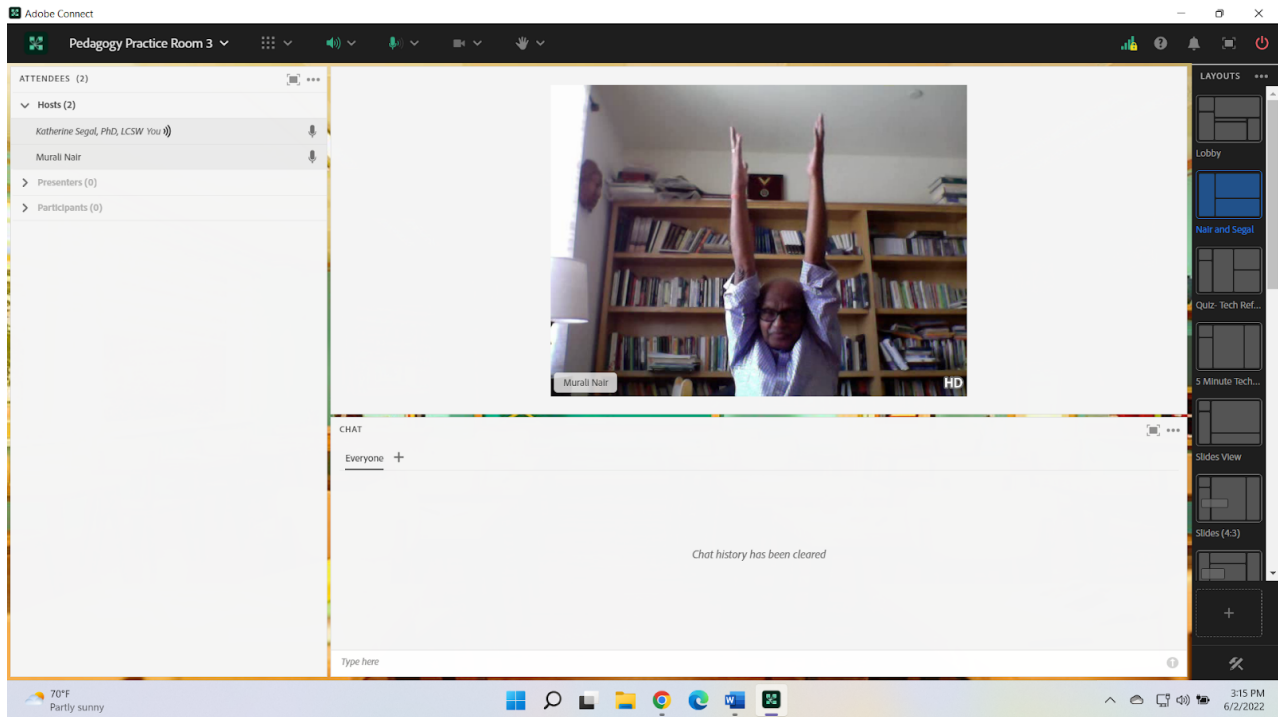


Image 3: Adobe Connect classroom with a picture demonstrating bringing hands together at the heart. Adobe product screenshot(s) reprinted with permission from Adobe.

Image 3 Alt-Text: This is a screengrab of an Adobe Connect classroom. The Attendees pod is on the far left side of the screen and stretches from top to bottom. To the right of the Attendees pod, the screen is split between a Video pod taking up the top half of the viewing area and a Chat pod below that taking up the bottom half of the viewing area. The video pod shows chapter author, Murali Nair, demonstrating the position of sitting with hands, palms together, pressed against the chest at approximately heart level.

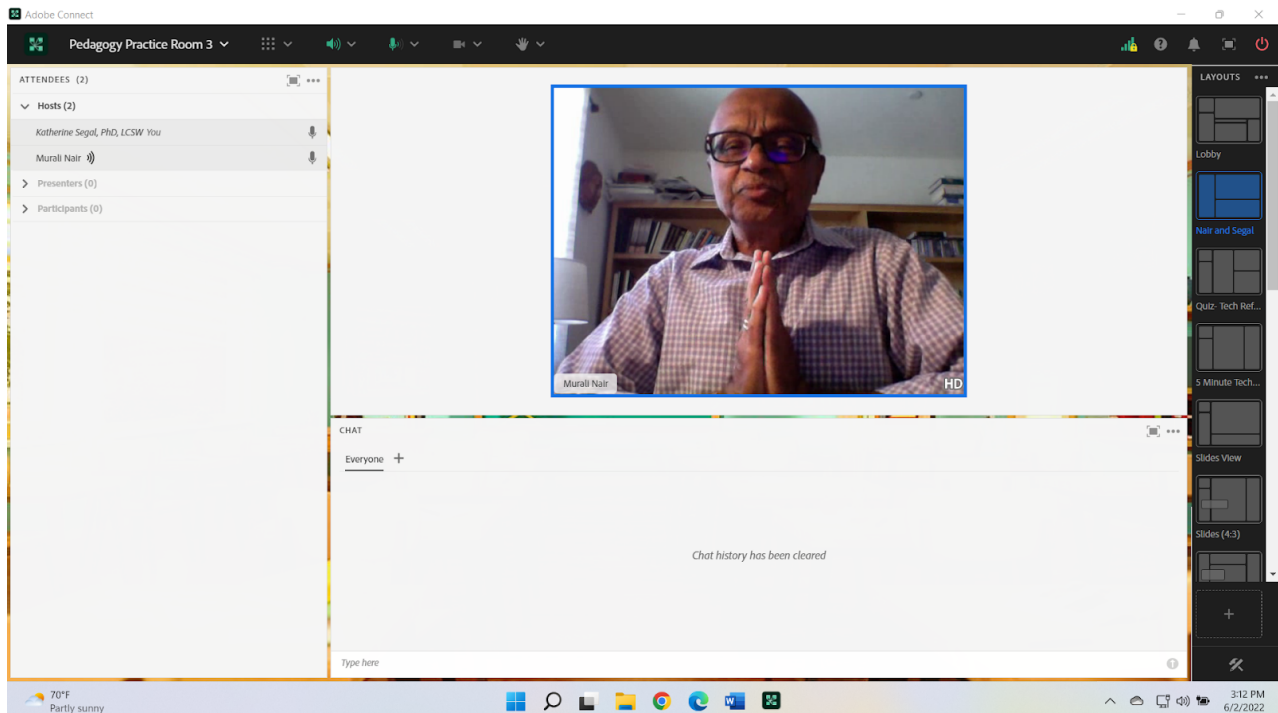
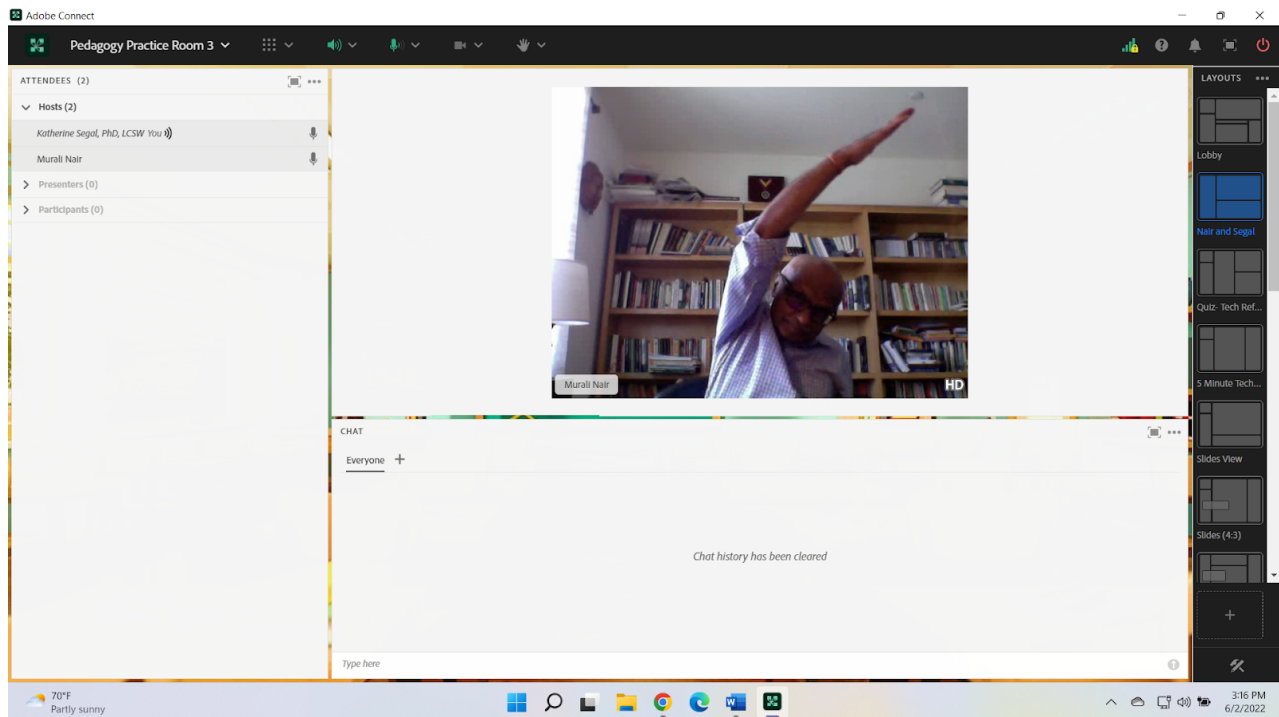


Image 4: Adobe Connect classroom with a picture demonstrating the position of sitting with one arm raised and leaning toward the opposite side. Adobe product screenshot(s) reprinted with permission from Adobe.

Image 4 Alt-Text: This is a screengrab of an Adobe Connect classroom. The Attendees pod is on the far left side of the screen and stretches from top to bottom. To the right of the Attendees pod, the screen is split between a Video pod taking up the top half of the viewing area and a Chat pod below that taking up the bottom half of the viewing area. The video pod shows chapter author, Murali Nair, demonstrating the position of sitting with one arm raised and leaning toward the opposite side.



Acknowledgments

[Matthea Marquart](#), for her continued support and encouragement in bringing our passion for yoga and self-care to our students.

Resources

The chapter authors, Katherine Segal and Murali Nair, along with their colleague, Elise Marie Collins, are currently writing a book to make this and other yogic practices an accessible addition to healthy living.





Murali Nair

Columbia University School of Social Work

Murali D. Nair is an Adjunct Professor, School of Social Work, Columbia University. Nair teaches on line courses on “Corporate Social Responsibility”, “Social Welfare Policy” and “Mindfulness”. Also on a weekly basis, provides students and alumni “mentoring” and “self-care” sessions. As an authority on engaged learning, Murali Nair combines traditional cross national value systems with evidence based knowledge in the classroom setting. Over his 45-year academic career, Murali Nair has served as a BSW, MSW, and DSW professor and administrator at five universities in the United States and as a Distinguished Visiting Professor at three overseas universities. In his last positions, Nair was the Clinical Professor of Social Change and Innovation at University of Southern California (2012-2020) and a Professor and the Director of the School of Social Work at Cleveland State University (1992-2012). His areas of teaching expertise include macro practice, social enterprise, social responsibility, wellbeing innovation, harnessing technology for social good, advancing long and productive lives, and social responses to changing environments. Nair has published extensively in the area of social development, including 13 books, nine short documentaries, and over 100 journal articles and peer reviewed paper presentations at national and international conferences. His latest books include Engaged Learning, Leading and Managing Human Service Organizations (4th edition), and Evidence Based Macro Social Work Practice (2nd edition). He is a CSWE member of the Special Commission to Advance Macro Practice and an Associate Editor of the Oxford Encyclopedia of Macro Social Work. Some of Nair’s recent teaching-service awards include: - Distinguished Faculty Award for Excellence in Teaching, Service to the University, the School and the Community, University of Southern California (2019, 2015, 2014) - The Frances Feldman Excellence in Education Award, The California Social Welfare Archives (2017) - National Policy Fellow Lead Mentor Award: National Network for Social Work Management (2017) - Distinguished Mentoring Award: CSWE-APM conference in Denver (2018) - President’s (White House) Volunteer Action Award (2012) - Columbia University School of Social Work Alumni Hall of Fame Inductee (2011) - Distinguished Faculty Award for Service, Multi-culturalism and Teaching, Cleveland State University (2011, 2006, 2002) - Senior Fulbright Scholar Award (2010) - Certificate of Special United States Congressional Recognition for Outstanding Services to Community (2009) He holds an MSW from Loyola College of Social Sciences, an MS in Computer Science from the New York Institute of Technology, and a Ph.D. from the Columbia University School of Social Work.



Katherine A. Segal

Columbia University School of Social Work and Saybrook University

Katherine A. Segal, Ph.D., LCSW is an integrative social worker, graduate-level educator, qualitative researcher, and wellness coach. Dr. Segal earned an MSW from Columbia University and a Ph.D. specializing in Integrative Mental Health along with the Integrative Wellness Coaching certificate from Saybrook University. Dr. Segal has practiced social work in a variety of settings including school, medical, forensic, residential, and community mental health. Dr. Segal has utilized their knowledge and skills in the delivery of direct practice, clinical supervision, providing professional trainings, and teaching. They have taught at Columbia University, Saybrook University, and the University of New Hampshire.

Throughout clinical and academic work Dr. Segal has cultivated an integrative theoretical perspective that guides their assessment and treatment of clients as well as the education of colleagues, aspiring social workers, and integrative practitioners. In addition to teaching, Dr. Segal operates a remote coaching private practice specializing in provider burnout prevention, Integrative Mental Health, holistic wellness, life goal attainment, and dissertation completion.



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/chair_yoga.

Using PhotoVoice as a Teaching Tool in the Adobe Connect Classroom

Elisabeth Counselman-Carpenter

This case study:

** Discusses the use of PhotoVoice to teach human development in the Adobe Connect classroom.*

** Reviews steps to scaffolding student knowledge related to the theory and implementation of a PhotoVoice project.*

** Shares how students used visual imagery and captioning individually and in a group to deepen their understanding of gender and sexuality*

Teaching and Learning Goal

I chose PhotoVoice for this project in order to help students grapple with understanding constructs of gender and sexuality not just by reading articles, but also by engaging their visual analytic and discussion skills. PhotoVoice is a participatory action form of ethical photography that weaves together self-advocacy and community participation as an agent of change, particularly for those with identities that have been historically and socially excluded. Wang and Burris (1997) developed the methodology based on the concept that people can best represent their own realities and tell their own stories as a method of empowering those who often do not hold a lot of social capital or power related to stigma and/or marginalized identities.

This activity was designed to both encourage students to think about their own positionality, and to deepen understanding of how constructs of sexuality and gender are embedded and expressed within one's community throughout the developmental life span in both asynchronous and synchronous formats.

Activity and Results

For me, it was important to have PhotoVoice assignments embedded throughout the entire course. Students participated in brief pre-course theoretical readings about PhotoVoice and I also wrote up a 'brief' about the goals and objectives of the semester's PhotoVoice projects. Students were also assessed through a brief survey about their exposure and knowledge of PhotoVoice prior to starting the course. For each week of all 6 weeks, students were asked to complete a visual reflection log which included a required 2 photos, captions and a brief written reflection. These helped me understand how seriously students were taking the assignments and to see how they were understanding the class material. The activity then culminated in the final week of the class in which the 'PhotoVoice exhibition' takes place, and students presented two images culled from their semester's work along with captions and facilitated discussion with their peers. Data was gathered between 2019-2021 in three separate course iterations, and students who participated in the assignment evaluation survey reported that this assignment both deepened their experience with the course's constructs and was a perfect fit for synchronous online learning. One student wrote, "I really enjoyed seeing the final visual journals of my fellow students. It helped to personalize the course material in a powerful way. It is often a challenge to feel connected in online classes, and this format created connection that I don't normally see". ~

Graduate Student, 2020. As the instructor, I really saw how much students enjoyed this format, and our final synchronous session had great energy and student engagement as they presented their images.

Technical Details and Steps

Throughout the course, it is important to convey to students the theoretical underpinnings of PhotoVoice, which include understanding all aspects of participation, action, research and social change for social justice. This information should be scaffolded throughout the course design, with readings early in the course that describe the use of PhotoVoice in different studies as they relate to the lifespan, and sharing in live sessions any excerpts of PhotoVoice exhibits. Photovoice.org is a good place to start with basic information for students.

Step One:

In the initial course module, it is important to spend some time explaining the theory behind PhotoVoice, as well as to give a brief history of how it was developed. Even if you're not familiar with PhotoVoice, this is something any instructor can add to the course. It is important to clarify that PhotoVoice is more than handing someone a camera and asking them to take pictures. There are five key concepts at the foundation of PhotoVoice, as defined by Wang (1999), include the idea that images teach, that pictures can influence policy changes, that community members should be participants in both the creation of and the definition of images that shape positive public policy related to health, that plans should be embedded in the project to involve policy makes and other influential stakeholders as an audience to the images and that there are both individual and community levels.

Another early conversation should cover the topic of ethics in photography. Students should be prepared to have a consent form signed by anyone whose image is captured, or to be prepared to edit and blur out the faces or identifying information in any images that are shown. Smartphones make this process very simple, and it is important to check with students to make sure they have access to some form of capturing digital images such as a smartphone, tablet or digital camera. Students can also use Poloroid or analog photography, but it should not be replaced by sketching, drawing or collaging. It is also important to emphasize that the photos should be taken by the student, as opposed to downloaded off the internet, or used from other sources. This question came up in every section of the class I taught, and it is important that students have ownership and use the lens of their camera to express themselves. If the images include content that may be upsetting to viewers in the class, or if the final class session is opened up to others, a general content warning should be shared at the beginning of the session.

Step Two:

Assigning images should also start out as 'low-stakes' assignments so that students get more comfortable with the assignment as the semester progresses. For example, the language for Visual Journal I is as follows:

For your visual journaling exercise, you will be asked to choose images and to write an explanatory paragraph. Please only write 1 paragraph per image.

1. Choose an image that reflects a 'favorite' something of yours.
2. Choose an image that reflects your identity as a social worker.
3. Choose an item that represents your identity as a student.
4. Take a picture of something that conveys the idea of inclusion.
5. Take a picture of something that conveys the idea of exclusion.

For each image, please give reasoning for your selection (3-5 sentences for each image).

Step Three:

Each week, instructors may increase the complexity of the image chosen, and/or expand the depth of the reflection. In the Adobe Connect classroom throughout the semester, students can meet in breakout groups to discuss their process, their images, or the weekly assignment. Similarly, students may meet in breakout groups prior to the final session to go through the final culling process in which they choose from all their images to discuss the final two images to share in the exhibition.

Step Four:

For the final assignment, there should be both an asynchronous and synchronous component to reinforce the learning objectives. For this HBSE course, students first completed their Final Reflection Journal, which was due before the live session:

Assignment Text:

Please choose two images that you have taken this semester. These images WILL be shared with the entire class in our Live Session this week. Please email these images along with their captions in a single Powerpoint slide to the Instructor 48 hours before class time, and be prepared to discuss them in a panel format.

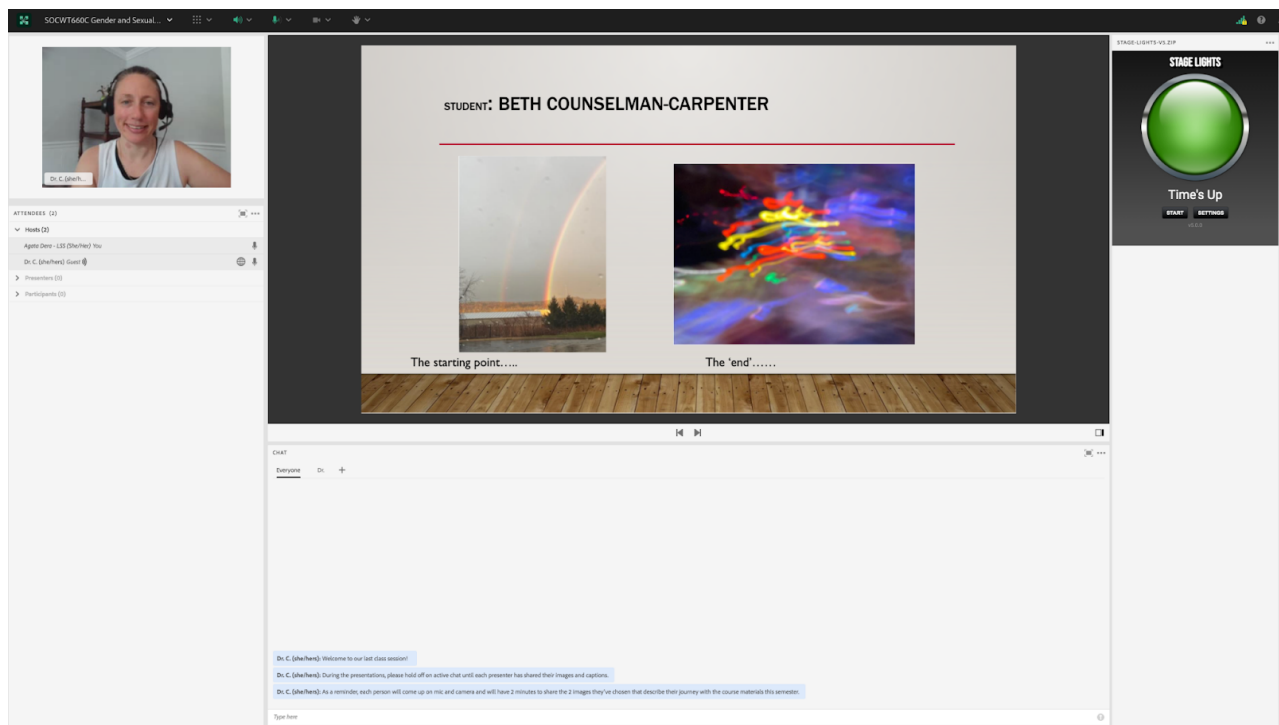
1. Choose an image that represents the evolution of your relationship with the course material.
2. Choose an image that represents questions you have left about the course material.
3. Please caption both of these images.
4. Please submit a brief paragraph describing your relationship to these images and how you selected them.

In the synchronous course session, it is important that students be assigned a presentation slot so that photo slides can be pre-uploaded into a prescribed order to be shared with the class. Prior to the synchronous session, the instructor should gather all the individual slides into one Powerpoint presentation. Students should present individually or in dyads, in order to ensure that the images can be shown in their entirety. As students come up on mic and camera, their images and captions should be broadcast as they describe the images and the process of selecting them. Chat should be monitored for questions for the presenter and for any follow-up discussion.

What this looked like in Adobe Connect

Image 1: This screen grab demonstrates an example of the final PhotoVoice presentation. Both photos on the slide were captured by the author in the Spring of 2022. Adobe product screenshot(s) reprinted with permission from Adobe.

Image 1 Alt-Text: The presenter is featured in a small video pod on the far left side, with an Attendees pod below that. The bottom third of the room is a chat pod that shares brief directives for the presenter, including the amount of time for the presentation. There are three chat comments from Dr. C (she/her). The first says "Welcome to our last class session!" The second says "During the presentation, please hold off on active chat until each presenter has shared their images and captions." The third says "As a reminder, each person will come up on mic and camera and will have 2 minutes to share the 2 images they've chosen that describe their journey with the course materials this semester." The primary focus of this screen grab is the single PowerPoint slide which features the two chosen images being presented, the two captions the presenter has chosen for them, and the presenter's name. The text on the slide says "Student: Beth Counselman-Carpenter" at the top. As a note, this is not an actual student, but rather the author. The first image on the slide is a double rainbow, and below that the text reads "The starting point...." The second image is a blur of colorful squiggles, and below that the text reads "The 'end'...." A stagelight timer is featured on the far right-hand side of the screen.



Acknowledgements

Thank you to Agata Dera, MSSW, for her contributions in preparing the screen grabs for this chapter.

References

About PhotoVoice (2021). [Home - Ethical photography for social change | PhotoVoice](#)

Wang, C. (1999). Photovoice: A participatory action research strategy applied to women's health. *Journal of Women's Health, 8* (2), 185–192. <https://edtechbooks.org/-UFa>

Wang, C., & Burris, M. A. (1997). Photovoice: Concept, methodology, and use for participatory needs assessment. *Health Education & Behavior, 24* (3), 369-387. <https://edtechbooks.org/-pdNg>





Elisabeth Counselman-Carpenter

Adelphi University

Beth Counselman-Carpenter, PhD, LCSW, RPT-S is an Associate Professor of Social Work at Adelphi University. Her practice and research interests include understanding the role of post-traumatic growth in decreasing barriers to service provision in social work and medical settings, particularly with the LGBTQIA+ community; online learning pedagogy and mental health service provision for breast cancer survivors. She has co-authored two books: 'Working with Grief, & Traumatic Loss: Theory, Practice, Personal Reflection' & 'Self-care for Clinicians and Decolonizing Human Behavior: An Anti-Oppressive Reader' and frequently contributes to peer reviewed journals. In addition to teaching, she maintains a small private practice and community DEI consultancy practice. Beth has a BA in Sociology from the University of Richmond, an MSW from New York University and a PhD from Adelphi University.



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/photovoice.

Using a Creative Award Presentation to Review Semester Content and Leave a Lasting Impact

Johanna Creswell Báez & M. Karen Lichlyter-Klein

In this example, we share how putting together a fun, creative recording of key course content can leave a lasting impression on students' learning.

Teaching and Learning Goal

The goals with using this strategy are to:

- Solidify student learning through a creative, engaging wrap up;
- Acknowledge the insights and work students did in their simulated family therapy sessions;
- Celebrate the learning that took place during engagement with the curriculum, activities, and fellow classmates;
- Build a sense of community around the educational process;
- Show the importance of the professor-student relationship to validate the work students have completed.

Activity and Results

Because students most often remember the first and last day of a class, providing a creative review allows for them to recall vital information through watching clips of their work. This activity honors their hard work and engagement with the material, while acknowledging the importance of students' growth. This activity was developed from a student in the course who suggested that they receive "Emmy" awards for their acting in the family therapy role plays throughout the course. The "Fammies" was born as a way to celebrate students' growth and acknowledge their work while reviewing the concepts they had learned. Note that you can name your ceremony awards anything you like; "Fammies" was the name used because we were studying family therapy.

Because the online classes are recorded, there was ample material to pull clips of each group's simulated role-plays and categories of awards were applied to each group. This project did take a little time, but using Animoto Video Maker (free for educators, [Animoto](#)) aided in easily putting together a fun video that celebrated the class with clips from their role-plays.

Response to the video was overwhelmingly positive! The class seemed to enjoy seeing their work in clips on video and remembering the lessons learned through the assignment process. The reflection video also helped them feel heard by a professor who valued

their work, input, and suggestions, while reviewing the concepts, theories, and interventions they had learned. This celebration of students also empowers them to see themselves as contributors to the class and the curriculum rather than just consumers of information. Collaborative effort with the professor and other class colleagues enhances the class experience culminating in a fun way to impact students and their education for the long-term.

Technical Details and Steps

Step 1: Ensure all class material is recorded.

Because you want to have enough material to work with to celebrate and solidify learning for students, ensuring that your classes and the group project sessions are recorded is important. Also ensure that you have access to all the recordings. If you plan to add this into your class, it may help to work through the semester to pull clips rather than waiting til the end of the semester to review each class. See [record and play back Adobe Connect meetings tutorial webpage](#) for more information (Adobe, 2022).

Step 2: Create a name and categories for awards - ensure all groups and individuals are acknowledged.

Choose a name for your celebration that reflects the course. In order to celebrate the contributions of each student ensure that each person or each group wins a category. Match the categories to the video clips to show the theories or interventions. For the "Fammies," I listed the different theories we explored and who was in each role-play and then thought of award categories that matched. See **Image 1** for an example where I mapped out the name and categories, along with making sure the clips highlighted each student:

Step 3: Using Animoto, splice out key parts of the recordings you'd like to use and edit into a cohesive video, adding your own effects and text.

Plan to set aside a little time to finalize your celebration video. Using short video clips from your course, edit them in Animoto with your own additions of award categories, music, and special effects. Note that Animoto is easy to use and has you drag and drop video clips and images into the program, along with providing templates. Here is a short 3-minute video that shows you how to create a video in Animoto: [The Complete Guide To Making A Video With Animoto](#) (Animoto, 2022).

You can also consider adding some photos of the major concepts you covered (e.g., family therapy theorists) to help students remember the key concepts or interventions before watching the class recorded video clips. Make sure the music is meaningful and fun for the video you have created! Pay attention to cultural competency when making your creative choices. See **Image 2** for an example of working on the video slideshow in Animoto.

Step 4: Show the video during class

During your final class session, introduce the video (**Image 3**) and show it to the class (**Image 4**). Lastly, after the video has been viewed, ask for feedback on how the students enjoyed the recap of the class and what they liked most about seeing themselves and their classmates in a video montage.

Image 1: Building up the "Fammy" awards: Categories, winning role-play, and times in recording. This image was created by the author for the course and this chapter.

Image 1 Alt-Text: This is an image of the categories, where winning role-play names would go, and time stamps to help put together the Animoto video. The title of the Award Program ("The Fammy Awards! Summer 2020 - Fammies") is across the top. Below that are the award categories, and each category includes space for the names of the students and the timestamps. In this list, the first category says, "The McGoldrick & Bowenian Great 'Shapes' Award: For excellent use of Genograms & Triangles!" Below that, it says "Week 4: Intergenerational Family Systems Theory Role-Pay. [List student names here] 4:13-5:14-genogram 8:29-9:04-triangle." The second category says, "Best Exploration of Culture in a Drama." Below that, it says "Week 5: Multicultural Family Therapy Techniques Role-Play. [List student names here] 6:54-8:36." The third and last category says "Salvador Minuchin Mapping Award for Best Dramatic Performance." Below that, it says "Week 6: Structural Family Therapy Role-Pay. [List student names here] 5:22-6:50 8:34-8:54 mapping."

The Fammies Awards! Summer 2020 - Fammies

The McGoldrick & Bowenian Great “Shapes” Award: For excellent use of Genograms & Triangles!

Week 4: Intergenerational Family Systems Theory Role-Play

[List student names here]

4:13-5:14--genogram

8:29- 9:04 -triangle

Best Exploration of Culture in a Drama

Week 5: Multicultural Family Therapy Techniques Role-Play

[List student names here]

6:54-8:36

Salvador Minuchin Mapping Award for Best Dramatic Performance

Week 6: Structural Family Therapy Role-Play

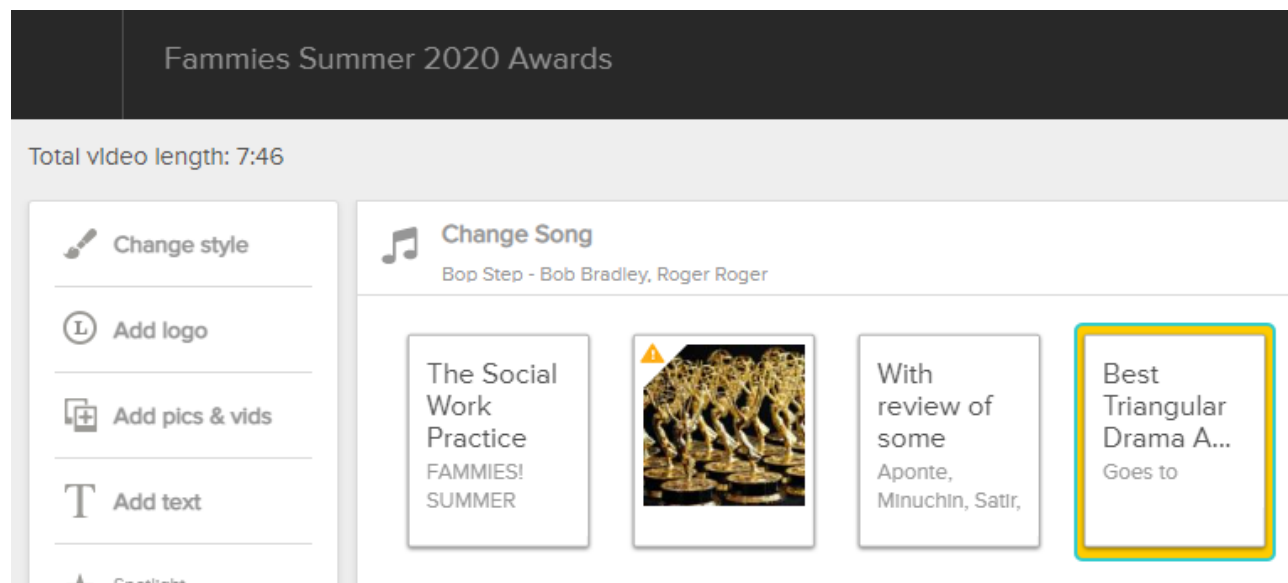
[List student names here]

5:22—6:50

8:34--8:54 mapping

Image 2: Animoto image of creating the slide show video. This image was created by the author for the course and this chapter.

Image 2 Alt-Text: This is an image from the Animoto program that shows the process of putting together the video for the “Fammies.” The title of the project, “Fammies Summer 2020 Awards,” is in the top header, and the menu for formatting, adding pictures, texts, and logos is along the left side. The total video length is 7 minutes and 46 seconds, along with the song Bop Step by Bob Bradley and Roger Roger. In the body of the program, are slides with text for the slide show video. The first slide says the title of the presentation: “The Social Work Practice Fammies! Summer.” The second slide is a photo stock image of emmy awards lined up. The third slide says, “With review of some” followed by the names “Aponte, Minuchin, and Satir.” The fourth slide says, “Best Triangular Drama goes to...”



What this looked like in Adobe Connect

Image 3: Animoto video with opening image words for the start of the Fammies Video. Adobe product screen image reprinted with permission from Adobe. This video image was created by the author for the course and this chapter.

Image 3 Alt-Text: This is an image of an Adobe Connect classroom. In the left hand corner, the instructor is visible in the video pod. In the middle of the screen is the front page of the award presentation, which says "The Social Work Practice with Families: Fammies! Summer 2020!!" Along the right side of the screen is a running chatbox that stretches from top to bottom for conversation and student interaction.

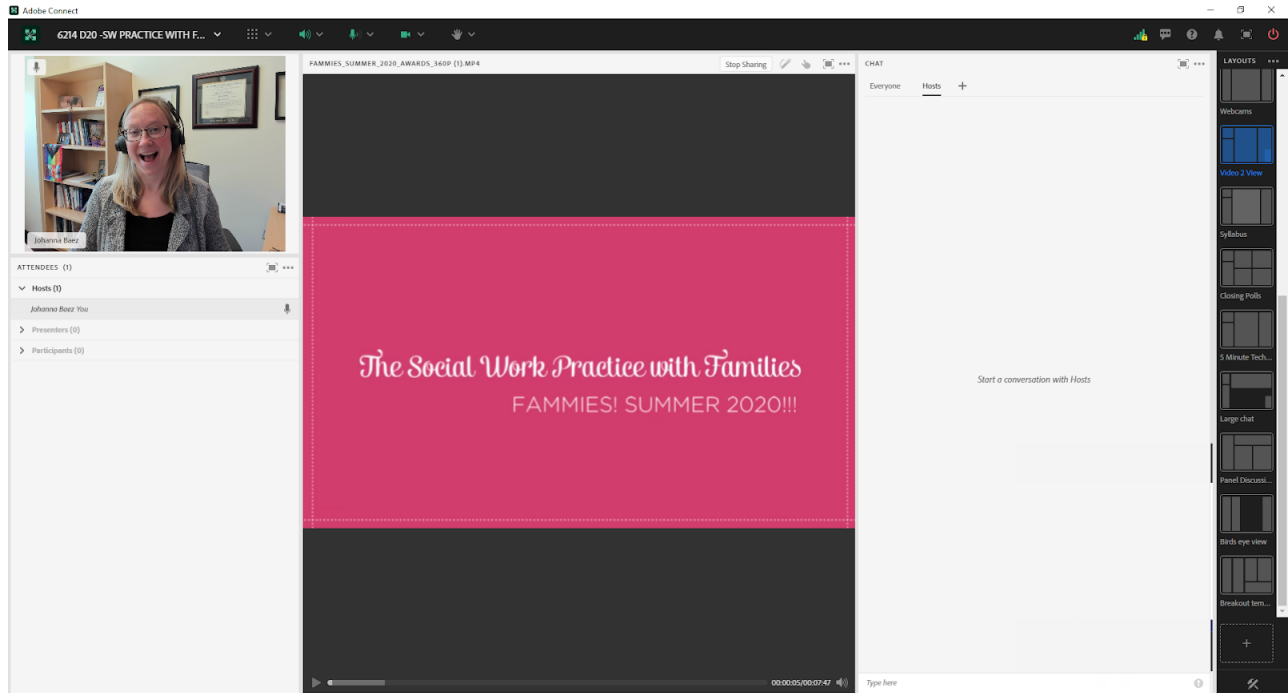
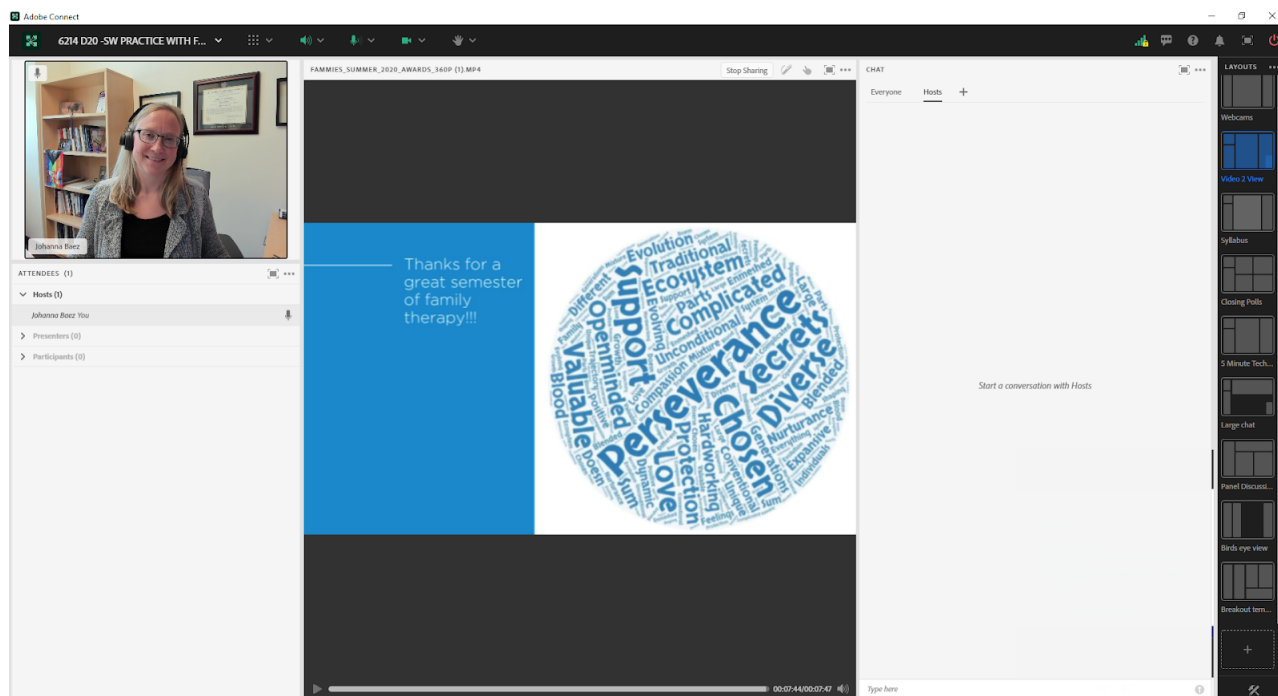


Image 4: Animoto video with closing image words to thank the students for their hard work and dedication, and a word collage image of words students brainstormed for what family means to them. Adobe product screen image reprinted with permission from Adobe. This image was created by the author for the course and this chapter.

Image 4 Alt-Text: As in Image 3, in the left hand corner, the instructor is visible, and the chatbox continues to be an option throughout the presentation on the right side of the layout. In the center of the screen, the closing slide says "Thanks for a great semester of family therapy!!!" and has a word collage brainstormed by the students on what family means to each of them. The word collage is blue and in the shape of a circle. Multiple words are combined in the image with larger words like perseverance, support, chosen, diverse, love, and value more visible than smaller words like protection, hardworking, complicated, ecosystem, traditional, evolution, open minded, blood, nurturance, explosive, and blended. Smaller words fill in the rest of the space including dynamic, companion, and different, among others. These words are how the students described their understanding of family forming an intricate, beautiful collage of expressions and feelings.



Acknowledgements

Thanks to the students throughout the years in the Social Work Practice with Families courses at the Columbia University School of Social Work that have inspired creativity in teaching and learning.

References

Animoto. (n.d.). <https://animoto.com>

Animoto. (2022). The complete guide to making a video with Animoto. Animoto. <https://edtechbooks.org/-bMXI>

Adobe. (2022). Record and play back Adobe Connect meetings. Adobe. <https://edtechbooks.org/-QSuH>





Johanna Creswell Báez

University of Colorado

Dr. Báez is an Assistant Professor in social work at University of Colorado in Colorado Springs. She completed her Masters of Science in Social Work at the Columbia University in 2006 and then worked at several non-profits as a director of clinical and research programming and as a private practice clinician before completing her PhD in clinical social work at Smith College in 2016. She was then a Manager of Course Development and an Adjunct Assistant Professor at Columbia University School of Social Work from fall of 2018 through summer of 2021. Dr. Báez's research focuses on issues related to trauma, children and families, and immigration. She has a particular interest in mental health support for immigrant youth and their families, school-based mental health services, culturally responsive interventions, and qualitative research methods. Dr. Báez is a passionate social work educator who has taught social work practice classes along with coursework on social welfare policies, families and children, immigrants, trauma, financial management, and research methods. She recently published a book on how to do qualitative research with SAGE Publications, co-authored with John W. Creswell, *30 Essential Skills for the Qualitative Researcher* (2nd ed.), and is an Associate Editor for the journal, *Qualitative Health Research*. She has published articles in journals such as *Child and Adolescent Social Work Journal*, *Children and Schools*, *Families in Society*, *Journal of Social Work Education*, *Journal of Teaching in Social Work*, *International Journal of School Social Work*, *Social Work in Mental Health*, and *Journal of Public Health*. She recently completed a three-year fellowship as a Robert Wood Johnson Foundation Clinical Scholar Fellow (2018-2021) bridging practice and research to support the mental health needs of unaccompanied immigrant minors. You can see more of her work in support of unaccompanied immigrant minors here: <https://www.bbhouston.org/>



M. Karen Lichlyter-Klein

University of Colorado Colorado Springs

M. Karen Lichlyter-Klein is an MSW student at the University of Colorado Colorado Springs. She holds a Bachelor's Degree from Colorado Christian University and a Master's of Divinity from North Park Theological Seminary. Her first career was as a pastor/theologian, public speaker, and religious writer, but then moved into the nonprofit sector working as a consultant in leadership development, organizational management, and conflict mediation, while also serving as the Chief Operating Officer of a county-wide nonprofit action agency. Her areas of research and interests include spiritual identity and its impacts on emotional health, health equity, burnout and resiliency, and organizational/systemic interventions for staff retention and health.



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/award_presentation_revie

Creating a Virtual Quilt: A Final Class Activity/Tool

Sierra M Spriggs

A termination quilt is the cumulative visual of a class's experience in a virtual format. Similar to a physical quilt that is created by joining together multiple unique squares, this virtual quilt is made up of individual photos or images created by the students in an online classroom.

This chapter is written from my perspective as a Live Support Specialist (LSS). As a LSS, I was responsible for setting up the virtual platform (Adobe Connect) and ensuring that the virtual tools we used (polls, slides, music, etc.) were ready for the live session and ran smoothly. As a LSS, I also provided live technical support to students and the instructional team.

Teaching and Learning Goal

Termination is an expected, but often dreaded, aspect of being a social work student. It can be described as the process to ending a relationship. For students, they terminate their internships and their relationships with the clients and professionals they learn from during that time. Termination is a process because it often starts weeks before the actual end date or last day for students and gives the students the opportunity to review goals accomplished and to plan for their clients after they finish their internships. This activity allows students an opportunity to create an image that illustrates their experience over the course of a semester as part of the process of terminating with a classroom community at the end of a semester. Instructions are minimal to allow students to be as creative as they would like.

This activity allows students to:

- Reflect on new knowledge, skills, and experiences gained over an academic semester,
- Be creative by using any media (digital art, pencils, markers, colored pencils, etc.) they would like to create their photo or image.
- Build community and process the end of the semester together.

Activity and Results

This activity was used as a way for students to terminate with the online community that was built over the course of a semester in an advanced clinical course for second year students. Coupled with a lecture on terminating with clients in their field placement, this activity was used as a tool to show students an example of termination in a hands-on way. A Termination Quilt can be adapted in the following ways:

- Students can describe themselves before and after a semester with the two images being displayed at the final class;
- Students can reflect on their entire experience of an academic program;
- Students can create a visual for their future selves that can be emailed to them at an agreed upon time with the students' permission (for example: in two years, when they pass their licensing exam), or students can use an email scheduler to schedule-send a future email to themselves;
- Students can do this as an introductory activity, where the images represent who each student is.

This was one of my favorite activities because the entire class was able to see everyone's experience as individuals and as a class. The instructional team chose to display each student's image separately in a slideshow first, and then all the images together in a compilation image. Students created images using the new vocabulary they learned, included photos of themselves and their favorite tools from their internships, and wrote stories about the moments that made the biggest impact on them. Some images were simple and only included a few colors or words while others incorporated a variety of colors and quotes.

Technical Details and Steps

Step 1: Introducing the Termination Quilt activity via your learning platform

We utilized Canvas (our learning management system) to create an assignment that included the instructions for this activity and to send out an announcement to remind students of the deadline. For our class, students emailed the finished photo to me as the LSS. However, Canvas can also be used to upload the images to an assignment if the individual creating the quilt has access to the assignment.

Here is some sample language for the assignment:

Please create an image on a 8x11 piece of paper (standard printer paper) or a digital image of the same size using any materials you would like. These materials can include paint, pens, colored pencils, markers, and magazines. You are welcome to use words or images or a combination of both! Please reflect on the semester and your experience with the course materials. Once you've created your image, please take a picture of it and save it as a .JPEG file to be emailed to the LSS. Please email your images to our LSS Sierra by Monday, April 11 at 9am EST.

Step 2: Creating the Termination Quilt

I used Powerpoint but you can substitute that for any program/software that allows you to create a slideshow. Once all the students' images have been collected, insert each photo onto a slide and arrange them in rows. Larger classes will have smaller images. Images can be arranged at the instructional team's discretion. Some potential arrangements are 1) in order of images received, 2) in alphabetical order, 3) reverse alphabetical order, or 4) at random.

We also chose to create a slideshow with the student's images. To create the slideshow, we also used Powerpoint. If you'd like to do this, first insert each student's photo on a separate slide. Next, adjust the photo's size, depending on the orientation of portrait or landscape, so that the photo fills as much of the slide as possible. Next, use the Create a Video option under Export to create your video with the custom settings that you would like.

Step 3: Displaying your Termination Quilt in Adobe Connect

The slideshow or video can be uploaded to Adobe Connect as you would upload any slideshow or video. Please refer to the below section for more information about displaying your termination quilt. I have included examples of what this can look like for a class with 12 students (**Image 1**) and a class with 30 students (**Image 2**). For a fun addition, you can upload a song of the class' choice to play in a separate share pod.

What this looked like in Adobe Connect

Image 1: Adobe Connect classroom, displaying a large share pod with a slide with 12 colored boxes to represent student images. Adobe product screenshot(s) reprinted with permission from Adobe.

Image 1 Alt-Text: This is a screengrab of an Adobe Connect classroom. On the far left, there is a video pod with the webcam displaying an image of the author, Sierra Spriggs, with a share pod underneath with a song selection, titled "music," and the attendees pod is at the bottom. In the middle, there is a large share pod displaying a slideshow with twelve colored boxes to represent student images. The colored boxes are arranged in six columns with two rows. The top row is blue, yellow, red, purple, orange, white. The bottom row is light blue, light orange, gray, light pink, red, and green. Below the colored boxes the slide says "Example Class Size: 12 students." On the right side, there is a Chat pod that does not have any chat messages.

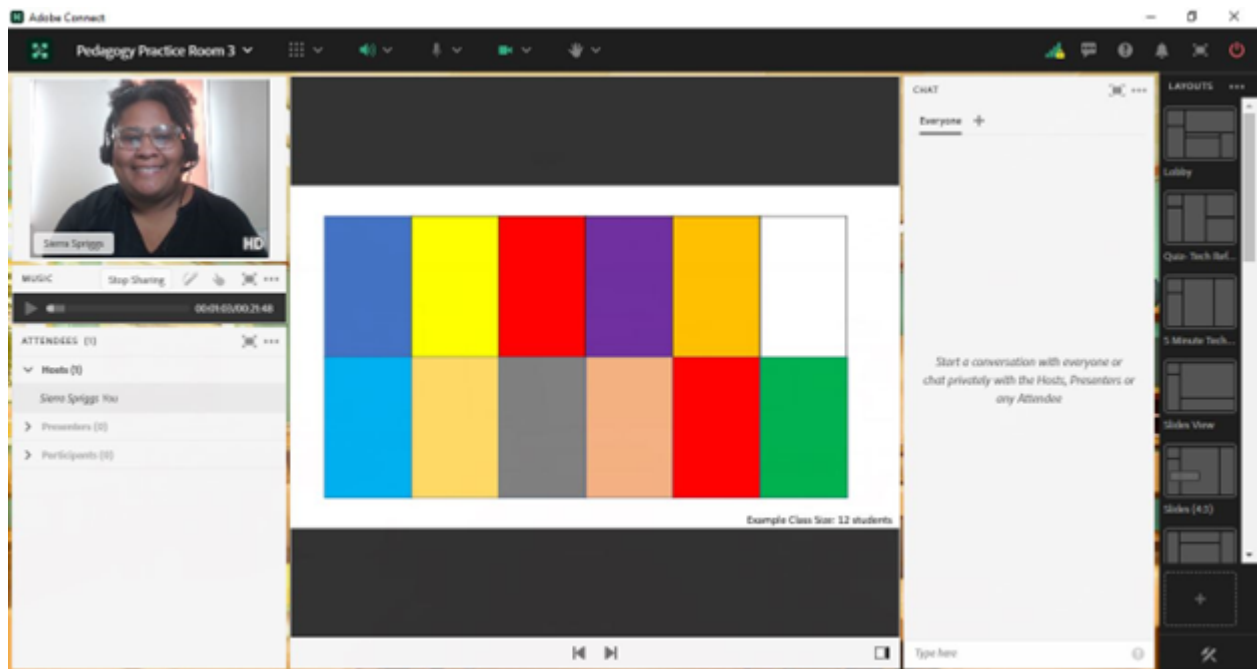
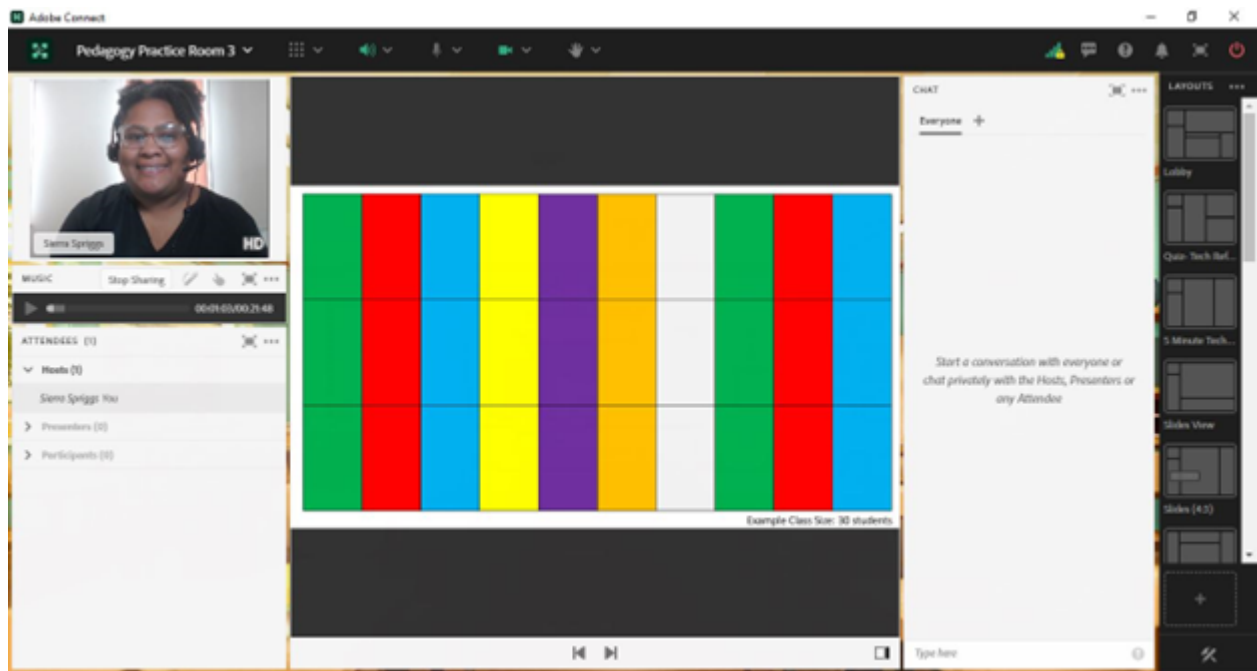


Image 2: Adobe Connect classroom, displaying a large share pod with a slide with thirty colored boxes to represent student images. Adobe product screenshot(s) reprinted with permission from Adobe.

Image 2 Alt-Text: This is a screengrab of an Adobe Connect classroom that looks almost the same as the one in Image 1. The difference is that the large share pod is displaying a slideshow with thirty colored boxes to represent student images. The colored boxes are arranged in ten columns with three rows. The color sequence is green, red, light blue, yellow, purple, orange, gray, green, red, and light blue. Below the colored boxes the slide says "Example Class Size: 30 students."



Acknowledgements

I would personally like to thank Elisabeth Counselman-Carpenter (Instructor), Kristin Garay (Associate), and the Fall 2017 Advanced Clinical Practice students for being the real inspiration for this chapter.





Sierra M Spriggs

Sierra Spriggs, MSW, LSW is a Family Service Specialist with the New Jersey's Department of Children and Families. Ms. Spriggs completed her associate degree at Essex County College (located in Newark, NJ) in 2014 before completing her B.S.W. at Seton Hall University (located in South Orange, NJ) in 2016. Ms. Spriggs continued her education at Columbia's University's School of Social Work graduating with her M.S.W in 2017. Ms. Spriggs worked for the Columbia University's online campus from 2017 to 2022 as a Live Support Specialist. Since graduation, Ms. Spriggs has also worked as an administrative assistant for a non-profit, an Intensive In-Community Clinician (IIC), and a clinical case manager for a residential program.



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/virtual_quilt.

Unit 3

Examples of Small-Group Breakout Activities and Debriefs

Enriching Classroom Discussions with Breakout Rooms

Enhancing Student Engagement in the 10-Minute Breakout Activity: Pre-assigning Groups and Roles

Showing Note Pods from Breakout Groups in one Layout to Debrief or Monitor Progress of a Breakout Conversation: Using a Birds Eye View Setup

KWL Charts: How to Implement this Teaching Technique in the Adobe Connect Online Classroom

Breakout Exercise for Collective Syllabus Annotation in Adobe Connect

Concept Mapping: Bringing Universal Design for Learning to the Adobe Connect Classroom

An Example of Using the Whiteboard for Small Breakout Groups in Adobe Connect: “Draw Poverty”

Scripted Role Play in Adobe Connect: Practicing Clinical Skills in an Online Classroom

Dimensions of Self Care: Exploring Clinical Issues for Social Workers in an Online Classroom

The Use of Polls to Facilitate Post-Role Play Exercise Debriefing Discussions in an Online Skills Lab

Ending a Course with Gratitude: A Unique and Memorable Activity Acknowledging Student Contributions to the Class Community



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/unit_3_small_group

Enriching Classroom Discussions with Breakout Rooms

Elise Verdooner

Breakout rooms in Adobe Connect have the potential to create an intimate classroom experience where students can engage with each other and group-based, participatory learning can be facilitated. This chapter describes how Adobe Connect breakout rooms can be used for short in-class activities, highlighting four different use cases. The four types of breakout group discussion activities include 1) discussions based on the homework, 2) discussions based on in-class materials and lectures, 3) a case study analysis, and 4) group project-based work. These examples are drawn from my experiences conducting breakout groups in a wide range of classes, including the course Program Planning and Development taught by Rick Greenberg, and is written from my perspective as a teaching associate: supporting the professor with the course, including planning and facilitating breakout activities.

Teaching and Learning Goal

Breakout groups were used in a variety of contexts, including debriefing the homework assignments, discussing in-class videos and lectures, engaging with case materials, and group project-based work. Our goal was to allow students to more deeply engage with the course material and to provide ample opportunities for everyone's perspective to be shared, something that can be challenging in courses of any size. In addition to these goals spanning each type of breakout group discussion activity, each use case had another objective:

- The focus of the homework breakout group discussions was to connect the homework to the course concepts and to keep students accountable in completing the homework;
- The focus of the breakout discussions based on in-class material was to elicit student interaction, keep students engaged throughout the class session, and to “dig deeper” in a small setting;
- The focus of the case study breakout group discussion was to use a concrete example to deepen student understanding of strategic planning, budgeting, and the pros and cons of different organizational structures;
- And the focus of the project-based breakout group discussions was to allow students time to collaborate and make progress on their group assignments as well as to use the other students, the teaching associate, and the professor to “bounce around” ideas.

Activity and Results

The class was designed so that there were breakout group activities in every class period. We facilitated four types of breakout group activities: 1) discussions based on the previous week's reading or homework, 2) discussions based on a shared in-class experience (such as a section of the lecture or a video), 3) case study analysis, and 4) unstructured group project-based work.

Discussions based on the previous week's reading or homework

The discussions based on the previous week's reading or homework were a nice way to start off the class and set the stage for the topic of the day. After a two-minute welcome and introduction, some weeks we would move into breakout rooms to discuss the homework. By creating breakout groups for the homework discussion, it allowed all students to share their thoughts and reflections rather than only having time for a few students to share as part of a full-class group discussion. In addition, I suspect there was greater accountability to completing the homework when students knew they would have to discuss the readings or videos with their peers during class. Depending on the duration of your course and how much content you need to get through, this can easily be a five minute activity: four minutes in breakout rooms followed by a one minute debrief (such as a poll question or asking for one or two comments). At the same time, if students are really engaged in the discussion, it may be advantageous to more fully integrate this into your class outline and allocate more time to the activity in future weeks. I think taking the time at the beginning of class to engage students goes a long way in deepening the learning for the rest of the class period.

Another slight variation on the homework breakout group discussions is to divide into groups based on which reading or video students watched and wanted to discuss. To do this, we asked students to change their Adobe Connect status icon based on which article they read (for example, students could raise their hand if they read the first one and put a green check mark if they read the second), and then separated them into groups based on their preferences. Organizing breakout groups in this way might take longer than simply randomizing the groups, however, I found that giving students the option to decide which reading or video to discuss in the breakout groups enriched the conversation and increased class participation and engagement for the remainder of class. In addition, if students were not able to complete all of the assigned readings for the week, it allowed them to engage with the specific material they may have read or were interested in learning more about from their peers.

Discussions based on a shared in-class experience

We also had breakout groups to deepen in-class shared experiences. These were typically longer activities (approximately 10 minutes in breakout rooms and 5-10 minutes debrief) with more targeted questions that connected to the lecture topic. For example, one week we watched a TED Talk together as a whole class. We then divided up into smaller groups and asked questions specific to the video. In another week, there was a brief lecture on the importance of business plans. We then moved into breakout groups to discuss the five business planning steps from the reading and asked students to "note one key reason that [each business planning step] is crucial to the process and what could happen if we skip it." This was a great way to break up the lecture and invite students into the conversation. It allowed students to reflect and react to what was being presented in the moment, aligning it with their personal experiences, and boosting engagement throughout the class period.

Case study analysis

In weeks four and five of the class, we immersed ourselves in a case study exercise using a fictional case study of changes in a fictional organization during many years of its long existence. The homework assignment for the previous week was to read the 7-page case study document. This document included a description of the organization, a brief history, the changes in organizational structure, a budget, and changes in recent years, including company mergers, changes to the mission statement, and changes in assets and contracts. During these two weeks, the in-class lecture and breakout group question prompts were focused on this case study. Each week, we allocated 20 minutes to breakout groups and 10-15 minutes for debriefing the activity. Given the rich detail in the case study document, it was important for students to read it before engaging in the in-class activity. However, when doing case-based activities like this, it is likely that at least one student did not read it ahead of time. In order for all students to maximize learning from this type of exercise, I would recommend a few different options: 1) presenting a brief summary of the case as part of the lecture and before moving into breakout rooms, as this might even be a good refresher for the students that read it and can help highlight the details you see as most important to the case; 2) moving into breakout groups right after a class break so that students can read the document during the break if they decide; or 3) including a prompt within breakout rooms for students to start the discussion by sharing a brief summary amongst themselves, as having the students summarize the reading themselves might be a good way to deepen their understanding of the case.

Unstructured group project-based work

Lastly, students were placed into teams at the beginning of the semester to develop a program/project/product from inception through funding through a series of assignments due throughout the second half of the semester. To allow students to make progress on their project while having the teaching team available as a resource, we often allocated the last minutes of class for group work. In group-based work it can be helpful to create this time for students where everyone is available (instructor included), as it can sometimes be difficult for students to find time outside of class to meet and make progress on the assignments. The amount of time for these breakout groups was allocated based on the perceived need of the specific assignment they were working on. Ideally, we would have liked to dedicate 20-40 minutes for these particular breakout sessions; however, this often needed to be adjusted due to the demands of a particular session.

I would recommend thinking about how much structure (if any) you want to have in this last type of breakout activity. Do you want to require a deliverable at the end of the breakout group (i.e., notes, outlines, verbal debrief, etc.)? Do you want to come back into the main room as a full class for any closing remarks or do you want to share closing remarks before moving into breakout rooms? It may even be advantageous to have an open conversation with students about how they want to use the time and to answer some of these questions together. In our class, this was time devoted exclusively to the groups. We typically didn't visit these breakout rooms unless invited in for questions or to brainstorm an element of their project. We encouraged them to utilize the time together, but did not require them to stay. Therefore, we had some groups that decided to leave class early and others that used the whole time and even stayed longer to continue working. I'd recommend setting the intention for this breakout group activity collectively with students (either as a whole class or individually with each group) and honoring what is agreed upon.

Recommendations

In any breakout activity, it is important to think about how and if you plan to visit the breakout rooms. In the homework and other short breakout activities, we typically remained in the main room because there was limited time for the activity, and we wanted to give students the full time together to discuss. Whereas in the breakout group discussions that were longer than 10 minutes, we would typically visit each of the breakout groups to engage and answer questions. This worked well based on the nature of the activities the students were doing in this class; however, I've also facilitated breakout group activities in other classes where we intentionally did not visit the rooms to allow the students to more confidently engage with each other. At times, going into the breakout rooms can feel a bit like spying on the students, so I would recommend stating your expectations and intentions with breakout groups at the beginning of the class or activity. Do you want to observe quietly or engage in the conversation? Do you want to drop in randomly or set a general time to drop in? If you are needed in multiple breakout rooms at once, how might you handle this situation? If you plan to visit breakout rooms during the activity, I would recommend normalizing this early on and clearly outlining some of these questions for students so that it doesn't feel intrusive when floating from room to room. This could also be collectively decided. Consider asking students whether they would like the teaching team to come around to the groups to answer questions and engage in dialogue or if they would prefer you only enter the room when invited in. Finally, it is important to keep in mind that each activity may vary, requiring different needs and levels of support from the teaching team. In the same way, each group may have its own "personality" with different preferences for levels of support and attention. We should be constantly seeking feedback from our students and adapting to create the most conducive learning environment for each cohort of students.

Technical Details and Steps

Step 1: Create breakout rooms in Adobe Connect

Create breakout rooms based on the number of students in your class and how many students you would like in each group. I suggest 3-4 students per breakout group so everyone has the opportunity to engage in the discussion. For short, homework reflection activities, I recommend allocating 5-7 minutes for the whole activity (4-5 minutes for the breakout group discussions and 1-2 minutes for debrief). For the longer lecture-based activities, I recommend allocating 15-20 minutes for the activity (10 minutes for the breakout group discussions and 5-10 minutes for the debrief). The case study activity was slightly longer, with students in breakout rooms for 20 minutes, followed by 15 minutes debrief, for a total of 35 minutes. For the group work breakout activity, we aimed for 10-15 minutes.

In each breakout group, we had a screen sharing pod for a slide with the activity instructions, a chat box for the group members to message with each other, a video pod for students to come on camera, and a note pod where students could write notes from the discussion to reference while debriefing the activity (see **Image 2** below). Depending on your activity, you may want to modify this list or utilize other tools on the Adobe Connect platform.

Step 2: Share discussion materials

Before moving into breakout groups, you may find it helpful to include a lecture slide that briefly outlines the expectation for the activity. This could include the discussion prompts and the amount of time that will be allocated to the activity. A similar slide could also be shared in the breakout room for quick reference, especially if you are asking students to respond to specific questions rather than a general reflection and discussion on the material. When possible and appropriate, I would recommend prompting students to respond to specific questions curated based on the reading, video, or lecture that connect back to the weekly topic and course learning objectives. In addition to more carefully targeting the learning objectives, this can help guide future in-class conversations, allowing students to build off what others are saying in meaningful ways.

When doing a case study activity, we shared the case document in an email ahead of time, posted the document as a resource in Canvas, and made it available for download in the class session through a files pod in Adobe Connect.

Step 3: Assign roles in breakout rooms

At the start of most breakout group activities, we asked students to assign the following roles: facilitator, recorder, and reporter. The facilitator would facilitate the group conversation, ensuring that everyone had a chance to share; the recorder would take notes during the activity; and the reporter would share during the debrief with the larger group. Depending on the way you debrief the activity (group sharing versus individual sharing or alternative ways of debriefing), you may not want to include the reporter role. We also asked that students rotate roles in subsequent breakout groups so that everyone had the opportunity to assume different roles. This can be challenging if you are randomizing the groups each time, and people will likely repeat roles at one point during the semester.

Step 4: Debrief the breakout group discussion

Depending on the activity, we would debrief in different levels of depth. For example, after the homework breakout groups we might move quickly to the lecture, asking for one or two high level comments from folks. In this case, you can use the slides layout (see **Image 1** below) with your original question prompts. When debriefing the case study and longer breakout group discussions we would allow for more time to debrief, inviting the reporter from each group to share what they discussed. In these instances, we included the note pod from the breakout groups in the main room so that the reporter could reference their notes when sharing (see **Image 3** and **Image 4** below).

Another possible way to debrief the breakout group discussions is having poll questions for students to answer while in the breakout group or immediately after returning to the main room (see **Image 5** below). Using polls is a good alternative way to debrief the activity in a more anonymous way. In addition, it might be interesting to encourage drawing as part of the debrief and include a whiteboard for students to do this in Adobe Connect (see **Image 6** and **Image 7** below). You could include a whiteboard either in each breakout room for students to draw on as a group or one in the main room to draw on collectively.

What this looked like in Adobe Connect

Image 1: Adobe Connect classroom displaying breakout group discussion instructions on a share pod and downloadable instructions in a file pod in the main room. Adobe product screenshot(s) reprinted with permission from Adobe.

Image 1 Alt-Text: This screengrab of the Adobe Connect classroom shows a large pod along most of the top of the screen, showing the slides presentation. The slide in this pod says “Breakout Groups” in the header and “Insert Prompt here for discussion” in the body. Below the slides, there is a chat box taking up most of the width of the slides and there is a smaller

file sharing pod on the right where the breakout documents can be shared with students. Along the left side of the screen are a narrow video pod, with an attendees pod below.

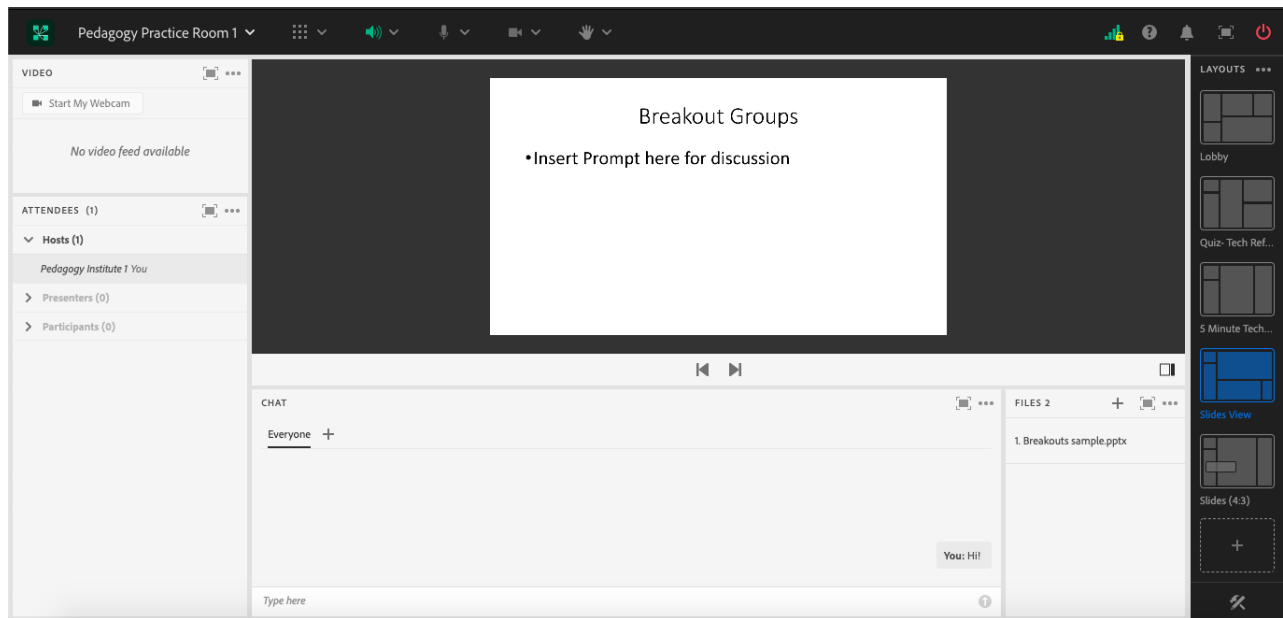


Image 2: Example of a possible Adobe Connect breakout room with a note pod, a share pod with slides uploaded, a video pod, and a chat pod. Adobe product screenshot(s) reprinted with permission from Adobe.

Image 2 Alt-Text: This screengrab of the Adobe Connect breakout group room shows five pods. Along the left side of the screen are a video pod and the attendees pod below that. The main part of the screen is divided between three pods. Along the bottom is a chat pod, and above this the space is divided between a notes pod and a presentation sharing pod with an example slide titled, “Breakout Groups.” The slide says “Insert Prompt here for discussion.” The notes pod says “Breakout Group 1 Notes.”

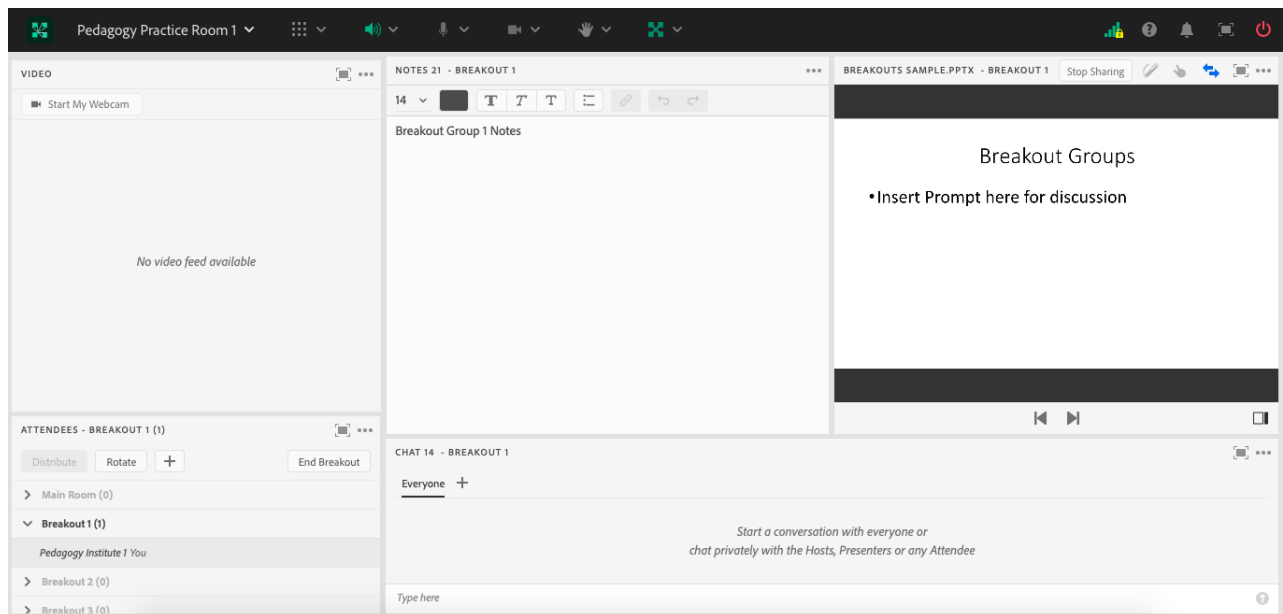


Image 3: Drop down menu showing how to add Adobe Connect breakout pods to the main room for use in activity debrief. Adobe product screenshot(s) reprinted with permission from Adobe.

Image 3 Alt-Text: This screengrab of the Adobe Connect classroom shows a drop down menu with a list of the pods you can add to the room. The drop down menu includes the following options: “Share, Notes, Attendees, Video, Chat, Files, Web

Links, Poll, Q & A, Engagement Dashboard, Breakout Pods, Move and Resize Pods, and Manage Pods.” It shows me selecting “Breakout Pods” and then “Breakout 3,” and then “Notes 23.” Behind the drop down menu is a large video pod in the top left of the screen. Below the video pod is a chat pod running across most of the layout, and to the left of the chat pod is a narrow attendees pod. In the top right quarter of the screen are two note pods: “Note 21” includes the text “Breakout Group 1 Notes” and “Note 22” includes the text “Breakout Group 2 Notes.” There is an open space where the third note pod will go.

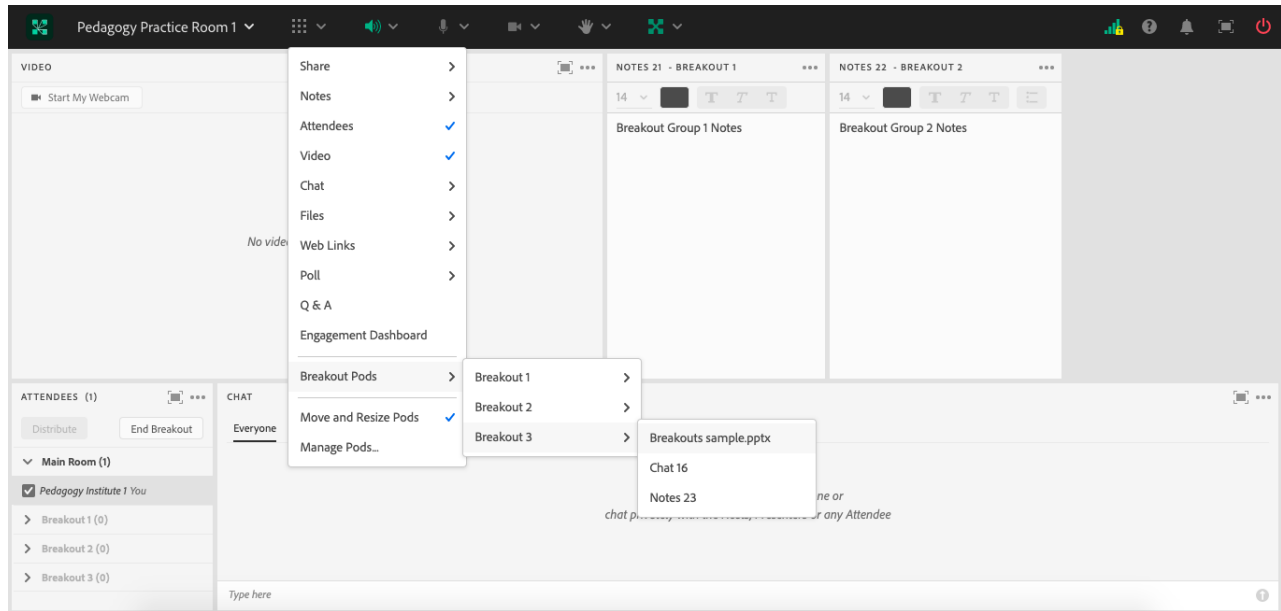


Image 4: Adobe Connect classroom showing possible debrief layout with breakout group note pods for student reference. Adobe product screenshot(s) reprinted with permission from Adobe.

Image 4 Alt-Text: This screengrab of the Adobe Connect classroom is a continuation of the process illustrated in Image 3. The difference is that the third note pod has been added to the open space in Image 3 so that the three breakout group note pods are visible in a row.

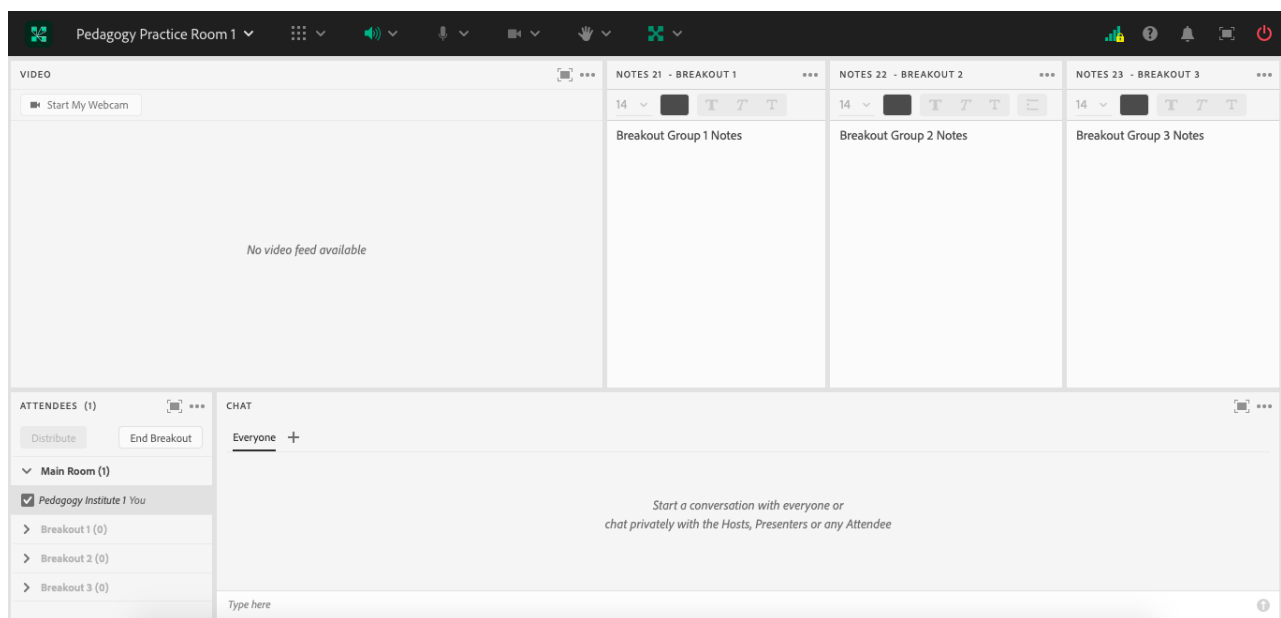


Image 5: Drop down menu showing how to add Adobe Connect poll pods to the main room for use in activity debrief. Adobe product screenshot(s) reprinted with permission from Adobe.

Image 5 Alt-Text: This screengrab of the Adobe Connect classroom shows a drop down menu with a list of the pods you can add to the room. Behind the drop down menu is a large video pod in the top left of the screen. Below the video pod is a chat pod running across most of the layout, and to the left of the chat pod is a narrow attendees pod. In the top right corner of the screen there is an open space where the poll pod will go. The drop down menu includes the following options: “Share, Notes, Attendees, Video, Chat, Files, Web Links, Poll, Q & A, Engagement Dashboard, Breakout Pods, Move and Resize Pods, and Manage Pods.” The screengrab shows me selecting “Poll” and then “Add New Poll.”

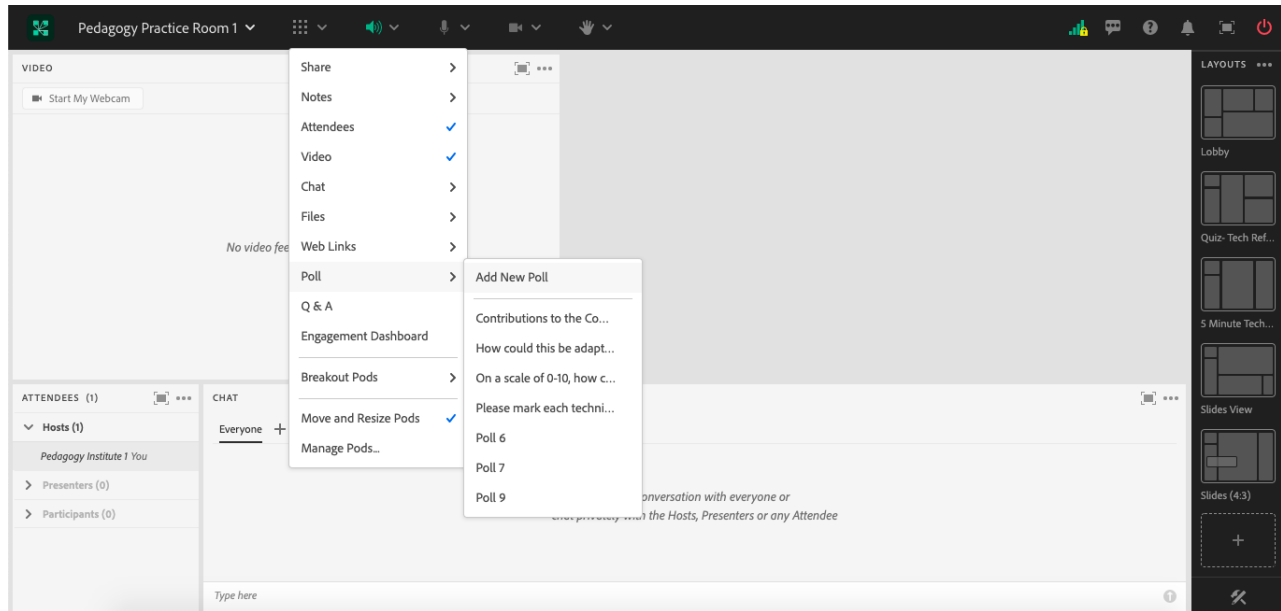


Image 6: Adobe Connect classroom showing possible debrief layout with a large video pod and a share pod with the option to upload a document, share your screen, or create a whiteboard for drawing. Adobe product screenshot(s) reprinted with permission from Adobe.

Image 6 Alt-Text: This screengrab of the Adobe Connect classroom shows a large video pod in the top left of the screen. In the top right of the screen is a large share pod which is currently blank. Below these pods is a chat pod running across most of the layout, and to the left of the chat pod is a narrow attendees pod.

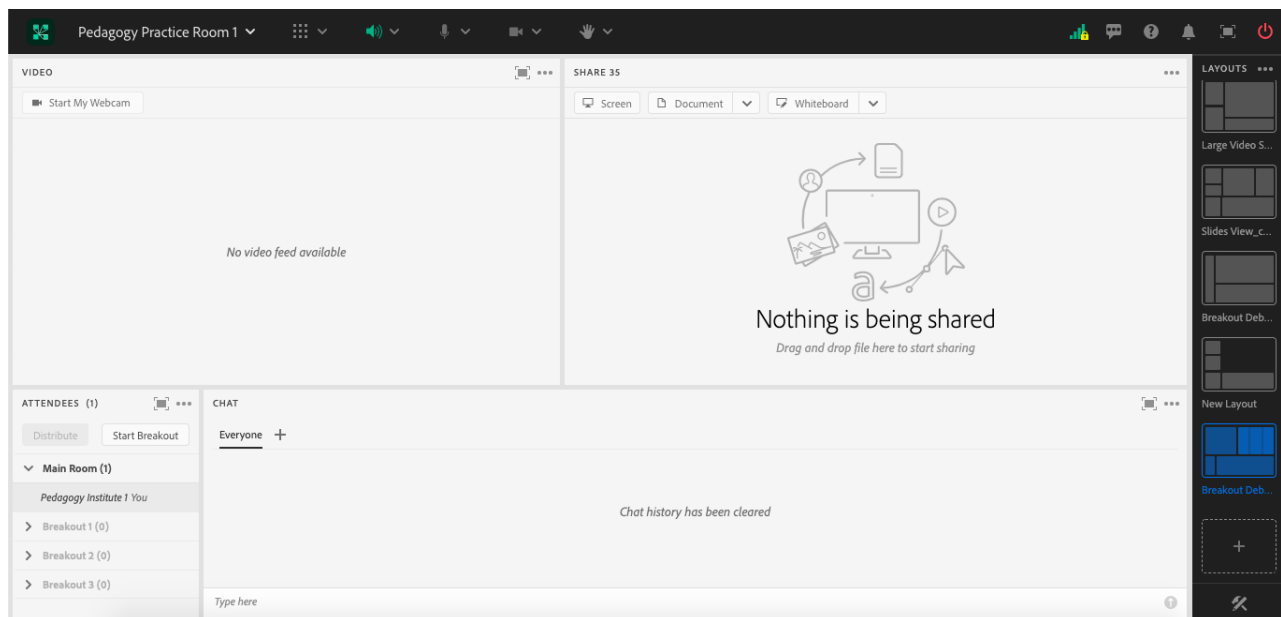
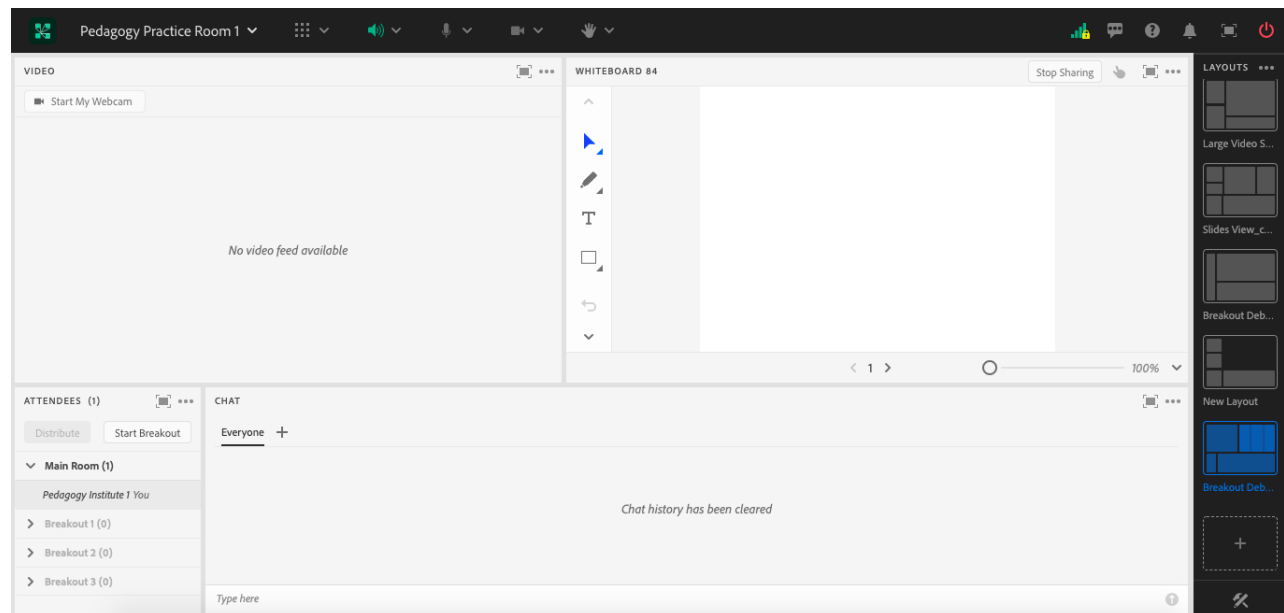


Image 7: Adobe Connect classroom showing possible debrief layout with a large video pod and a share pod with a whiteboard to draw on. Adobe product screenshot(s) reprinted with permission from Adobe.

Image 7 Alt-Text: This screengrab of the Adobe Connect classroom shows a large video pod in the top left of the screen. In the top right of the screen is a large share pod with a whiteboard uploaded. Below these pods is a chat pod running across most of the layout, and to the left of the chat pod is a narrow attendees pod.



Acknowledgements

Rick Greenberg, thank you for being a wonderful instructor (when I took this course as a student) and now collaborator in the classroom and for inspiring this chapter based on my experiences in your courses. Matthea Marquart, thank you for being an incredible mentor and collaborator inside and outside the classroom, for always supporting my personal and professional development, and for inviting me to write this chapter. Teis Jorgensen, thank you for your thoughtful edits (again) and your never-ending love and support.





Elise Verdooner

Columbia University

Elise Verdooner, a Fulbright Scholar and returned Peace Corps volunteer, has worked in international development for eight years. She is the former Executive Director of TEEEM, a global nonprofit organization focused on health, education, and economic empowerment in Ethiopia, Kenya, Burkina Faso, Senegal, Cambodia, Mongolia, Slovakia, and Peru. She holds a master's degree in social work from Columbia University with a focus on social enterprise administration and international social work and a master's degree in global affairs from the University of Notre Dame. As a Fulbright Scholar in India, she is researching international social welfare, corporate social responsibility, and culture. Elise started as a Teaching Associate at Columbia University School of Social Work in 2019 before transitioning to Adjunct Faculty in 2022. As a youth development volunteer with the Peace Corps in Botswana, Elise worked on organizational capacity building, HIV prevention and outreach, and gender equality initiatives. Elise is a member of National Association of Social Workers' (NASW) New York City Chapter and the Immigration and Global Social Work Committee. She is a member of the Network for Social Work Management (NSWM) and was the 2019 recipient of the NSWM Mark Moses Distinguished Fellowship Award, which is presented annually to one exemplary practitioner or academic working in the field of social work management. She publishes and presents on topics of international development and teaching with technology.



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/breakout_activities

Enhancing Student Engagement in the 10-Minute Breakout Activity: Pre-assigning Groups and Roles

Bonnie Glass, Edy Kupietzky, & Sabeen Qureshi

Pre-assigning breakout groups and student roles for 10-minute breakout activities during live sessions is a practice that supports time management and diversification of student roles and responsibilities. Students report that a 10-minute breakout activity often feels like a short amount of time and this tool helps maximize the time for activity engagement. It also ensures that all students share breakout group role responsibilities throughout the semester. In an effort to honor trauma-informed practices, instructional teams send an announcement with pre-assignments prior to the live session so that students can prepare accordingly

Teaching and Learning Goal

that this tool aligns with several teaching and learning goals:

- Support time management
- Enhance student engagement
- Diversify student roles, responsibilities, and skill-building
- Strengthen community-building

Activity and Results

The challenge

Breakout activities are a time to reflect on course material, connect with colleagues, and practice professional skills. Prior to using the practice described in this chapter, we noticed that students spent a significant amount of time during the breakout activity deciding who would take on which role. Oftentimes, when there were long periods of silence in the decision-making process about student roles in breakout activities, the students who were more likely to take on leadership roles would lean into taking on the presenter or scribe role in an effort to model leadership and/or progress the activity. This tendency created a trend where the same students were the presenters and/or scribes throughout the semester and the students who were less likely to speak up in the decision-making process around role responsibility did not have the opportunity to practice presentation, documentation, and reflection skills. Consistent feedback from instructional team members and students highlighted that the 10 minutes dedicated to the breakout activity were therefore not well-utilized. We even found that some students would use their “away” icon and not engage in the assigned activity at all. The practice described in this chapter was created out of a desire to support time management as well as to diversify and enhance student engagement and responsibility.

The solution

Pre-assigning students to specific breakout groups, rather than using the random breakout assignment function in Adobe Connect, allows for the instructional teams to have autonomy around enhancing community-building as well as meeting any specific student needs. Intentionally creating new breakout groups emphasizes diversity, equity, and inclusion practices. As the semester progresses, we are able to balance the groups to meet student dynamics and connect students in a meaningful way to positively leverage skills.

The CSSW Online Campus Faculty Development Series ([Levine et al, 2021](#)) introduced us to the roles “presenter,” “scribe,” and “facilitator.” The presenter represents many voices and is the person who shares highlights from the breakout group to the full class group. The student in the “scribe” role takes notes from the discussion during the breakout. The “facilitator” helps to manage time and ensure that all voices have time to share and are heard. Over the course of several semesters, we invited students to brainstorm a fourth role for pre-assignment because our breakout groups often have at least 4 students. They developed the “summarizer” role. The person in this role summarizes the discussion and supports the scribe in capturing the important highlights for the presenter to share out in the larger group.

Pre-assigning students to the presenter, scribe, facilitator, and summarizer roles positively impacts the efficiency and efficacy of the 10-minute breakout activity. Students better manage time to prioritize engaging in the material with one another and they are afforded opportunities to practice a diverse range of professional skills. It enables students who are more comfortable taking a less public role to take more public-facing roles and vice versa. Students who are concerned or uncomfortable with their pre-assigned role can receive positive recognition and support from peers. For example, students consistently offer words of support and praise in the chat during report-backs. This provides validation and positive reinforcement. Ensuring that all students participate in each role highlights that each role is valuable. Presenter, scribe, facilitator, and summarizer each require their own set of unique skills, not only in mastery of the subject matter but in group work, as well. There is more quality time spent on students engaging with one another, reflecting on course material, and returning to the larger group with insightful highlights.

Recommendations

Per student feedback, we recommend informing students of the pre-assigned roles for the upcoming session’s breakout rooms prior to class. Sending an announcement to the class in Canvas is an easy way to do this. Trauma-informed efforts are essential, and giving students a heads up about what to expect helps minimize unexpected stressors.

The Live Support Specialist, or LSS, is a dedicated technical support specialist who handles technological challenges for synchronous social work classes and provides a seamless transition between technical planning and implementation in live sessions ([Báez et al, 2019](#)). We recommend that the LSS keep a spreadsheet of the group assignments and the pre-assigned roles so that they can track diversifying the groups and student roles from one breakout activity to the next throughout the semester (**Image 1**). Updating the spreadsheet does require thoughtful attention to recognizing and responding to student and class needs. It is helpful to have all breakout group information for the upcoming week in the presenter notes area of the Adobe Connect room for quick access and reference (**Image 7**). This allows the instructional team to edit pre-assigned roles as needed in the event of student absences.

Technical Details and Steps

Step 1: Create a spreadsheet with all student names and pre-assign groups depending on the number of students needed in each group (**Image 1**).

Step 2: Continue to pre-assign student roles from one breakout activity/live session to the next. This needs consistent updating (**Image 1**).

- Create the spreadsheet to diversify groups from one activity/session to the next and diversify pre-assigned roles so that students have an opportunity to participate in different roles in each activity.
- Rotating students is important in that everyone gets a chance to discuss and engage with one another. After completing week 1, give each student a new role for week 2 while also placing them with two new students they were not with in week 1.
- If the instructor requests that the groups remain the same from one activity to the next or throughout the semester in its entirety, you can still diversify pre-assigned roles within the groups.
- If the student you pre-assigned to be the presenter role for a certain group was unexpectedly absent or unable to perform their role, the LSS can easily edit the pre-assigned roles and move the student from facilitator or summarizer into the presenter or scribe role.

Step 3: Prior to class, while in the Adobe Connect classroom, create a breakout template layout and use it to create a demo of the breakout rooms. This could include a chat pod, notepad, video, and a share slide that includes a breakout activity prompt. The slide uploaded here will automatically be present in all breakout groups if rooms are created while in this layout (**Image 2**).

Step 4: After creating the breakout template layout, create the desired number of breakout rooms in the breakout view mode and click “start breakout” which should automatically duplicate the breakout template made earlier (**Image 3**).

Step 5: While in the breakout mode, enter each breakout room to further customize them prior to class. Set up each breakout room’s notepad with the following pre-assigned roles from the spreadsheet:

- Presenter: Student A
- Scribe: Student B
- Facilitator: Student C
- Summarizer: Student D (**Images 4 and 5**)

Step 6: During the live class session, manually move attendees into pre-assigned groups after all students have arrived. Placing students in their groups by using the attendees pod ahead of time ensures a smooth transition into the activity once the “Start Breakouts” button is clicked (**Image 6**).

Step 7: During the live session, if any students with pre-assigned roles are missing, the LSS can start breakout mode during class while only moving themselves through the rooms to edit the pre-assigned roles. If a student is absent shortly before breakouts and there is not enough time to edit the breakout notepad, the LSS can enter the breakout group during the live session and re-assign the missing role. I recommend keeping the list of students who will be in each breakout group in the Presenter notes section (**Images 7 and 8**).

Step 8: Breakouts begin and the Instructor and Live Support Specialist can observe the groups’ notes in real time through the Bird’s-Eye View Layout (**Image 9**).

Image 1: Spreadsheet of Pre-Assigned Groups & Roles. To keep this chapter’s screengrabs simple while illustrating the practice of pre-assigning students to groups, we have created the images using only 8 students. The three visible names are the authors’ names.

Image 1 Alt-Text: This is a screengrab of a spreadsheet with six tables labeled Week 1 - Week 6 respectively. Each table includes two breakout groups with 4 students each, and each student has a pre-assigned role. Pre-assigned roles are “Presenter” in red font, “Scribe” in blue font, “Facilitator” in green font, and “Summarizer” in purple font. The different colors are used to help distinguish one role from the other and make it easier to recall who has already been in that role in the past. This image illustrates the names cycling through different roles and different groups each week. For example, “Sabeen” has already been the Facilitator (green text) in Week 1/Group 1, the Scribe (blue text) in Week 2/Group 1, and the Summarizer (purple text) in Week 3/Group 2, so they are assigned the Presenter (red text) role in Group 1 for the Week 4 class.

	A	B	C	D	E	F	G	H	I	J	K
1	Week 1	Student Names	Roles		Week 3	Student Names	Roles		Week 5	Student Names	Roles
2	Breakout Group 1	Bonnie Glass	Presenter		Breakout Group 1	Student 7	Presenter		Breakout Group 1	Edy Kupietzky	Presenter
3		Edy Kupietzky	Scribe			Student 4	Scribe			Student 6	Scribe
4		Sabeen Qureshi	Facilitator			Edy Kupietzky	Facilitator			Sabeen Qureshi	Facilitator
5		Student 4	Summarizer			Bonnie Glass	Summarizer			Student 7	Summarizer
6											
7	Breakout Group 2	Student 5	Presenter		Breakout Group 2	Student 6	Presenter		Breakout Group 2	Student 5	Presenter
8		Student 6	Scribe			Student 5	Scribe			Student 4	Scribe
9		Student 7	Facilitator			Student 8	Facilitator			Bonnie Glass	Facilitator
10		Student 8	Summarizer			Sabeen Qureshi	Summarizer			Student 8	Summarizer
11											
12											
13	Week 2	Student Names	Roles		Week 4	Student Names	Roles		Week 6	Student Names	Roles
14	Breakout Group 1	Edy Kupietzky	Presenter		Breakout Group 1	Sabeen Qureshi	Presenter		Breakout Group 1	Sabeen Qureshi	Presenter
15		Sabeen Qureshi	Scribe			Student 7	Scribe			Bonnie Glass	Scribe
16		Student 5	Facilitator			Student 4	Facilitator			Student 6	Facilitator
17		Student 6	Summarizer			Student 5	Summarizer			Student 4	Summarizer
18											
19											
20	Breakout Group 2	Student 4	Presenter		Breakout Group 2	Student 8	Presenter		Breakout Group 2	Student 7	Presenter
21		Student 8	Scribe			Bonnie Glass	Scribe			Student 8	Scribe
22		Bonnie Glass	Facilitator			Student 6	Facilitator			Edy Kupietzky	Facilitator
23		Student 7	Summarizer			Edy Kupietzky	Summarizer			Student 5	Summarizer
24											

What this looked like in Adobe Connect

To keep this chapter’s screengrabs simple while illustrating the practice of pre-assigning students to groups, we have created the images using only 8 students. The only names and images visible throughout these images are the authors’; no actual student names or images are included.

Image 2: Breakout template layout. Adobe product screenshots reprinted with permission from Adobe.

Image 2 Alt-Text: The is a screengrab of a breakout template layout with a video pod, attendees pod, notes pod with the words “Breakout Group 1, Presenter, Scribe, Facilitator, and Summarizer” written on it, chat pod, and a slide with the label “Breakout Groups” and the text “Insert Prompt here for discussion.”

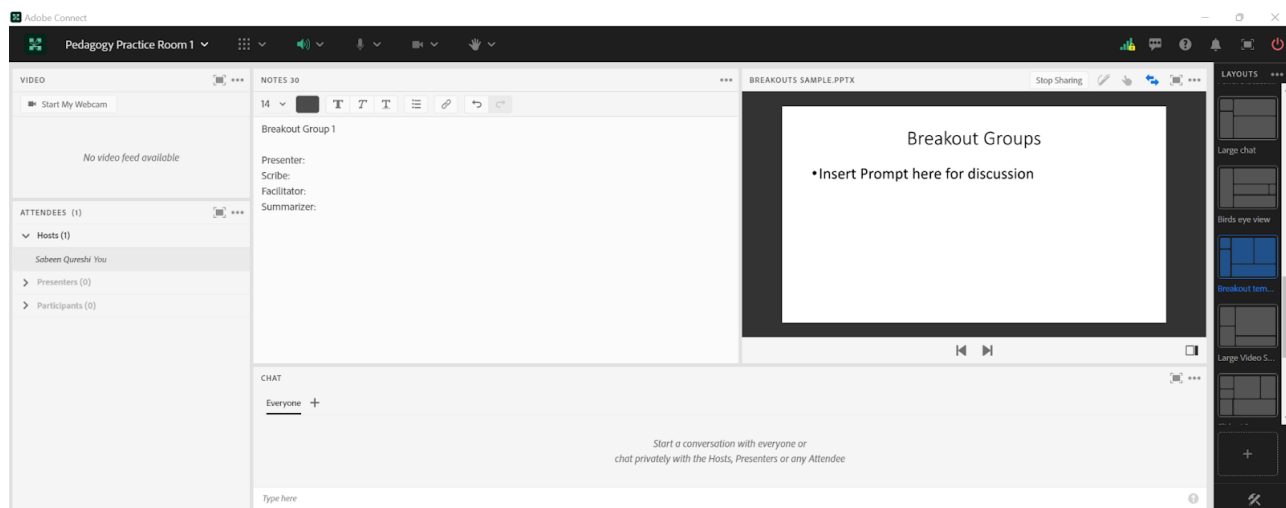


Image 3: Breakout room 1 View. Adobe product screenshots reprinted with permission from Adobe.

Image 3 Alt-Text: This is a screengrab of the same breakout room layout as Image 2. The difference from Image 2 is that the attendees pod now shows two breakout rooms, and there is a small pop-up message in the upper right corner with the message "Breakout Session Started. The host/presenter has started a breakout session."

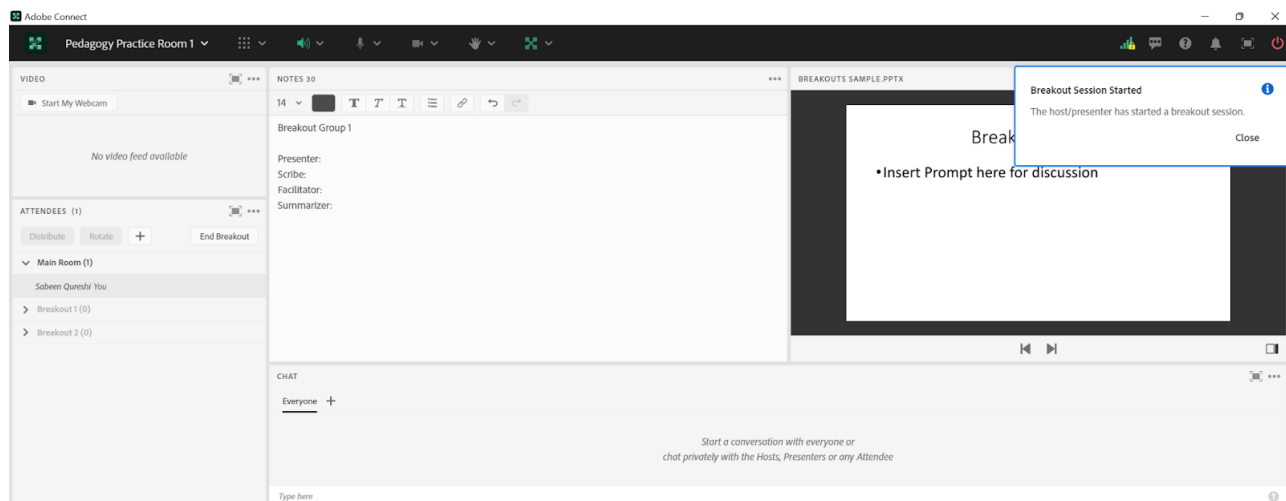


Image 4: Breakout group 1 view. Adobe product screenshots reprinted with permission from Adobe.

Image 4 Alt-Text: This is a screengrab of the same breakout room layout as Image 3. The notes pod for Breakout group 1 now has sample student names next to each role. The notes pod has the words "Breakout Group 1, Presenter: Bonnie Glass, Scribe: Edy Kupietzky, Facilitator: Sabreen Qureshi, Summarizer: Student 4."

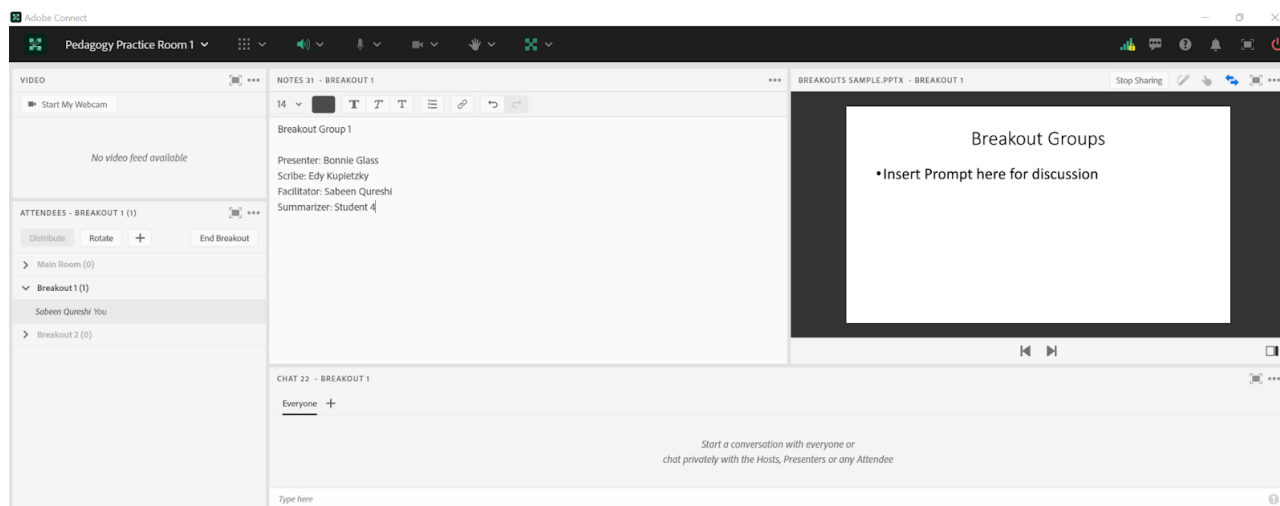


Image 5: Breakout group 2 View. Adobe product screenshots reprinted with permission from Adobe.

Image 5 Alt-Text: This is a screengrab of breakout room 2. The layout is the same as the breakout room in Image 4. The difference is that the notes pod reflects a different group of students and includes the words “Breakout Group 2, Presenter: Student 5, Scribe: Student 6, Facilitator: Student 7, Summarizer: Student 8.”

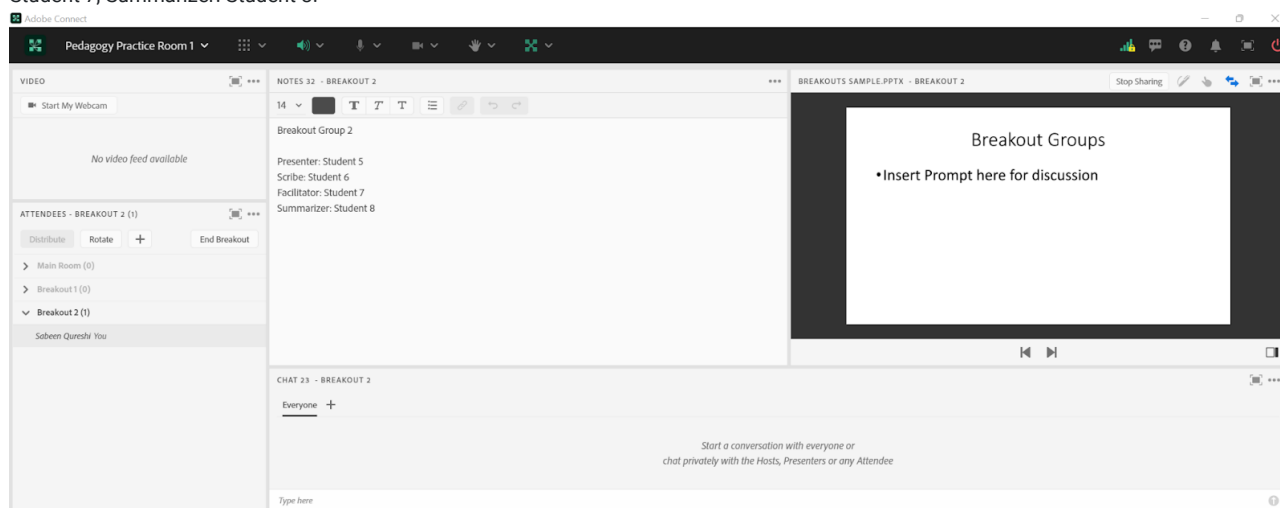


Image 6: Breakout group 1 view with example students present. The authors are shown on webcam in the Video pod to demonstrate what this breakout room looks like when students are in the midst of an activity. Adobe product screenshots reprinted with permission from Adobe.

Image 6 Alt-Text: This is a screengrab of the same group 1 breakout room as image 4. The video pod includes webcam images of the three authors. There is an attendees pod open in the Breakouts view mode showing four names under Breakout 1: “Bonnie Glass, Edy Kupietzky, Sabeen Qureshi, Student 4” as well as four names under Breakout 2: “Student 5, Student 6, Student 7, Student 8”. The notes pod, chat, and slide remain the same as image 4.

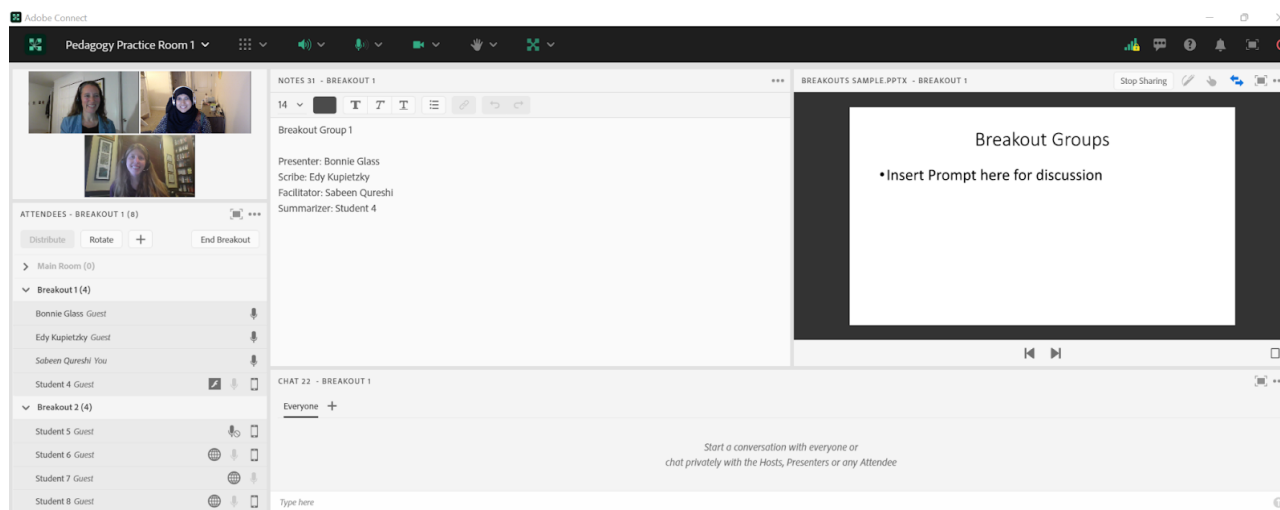


Image 7: Breakouts view with the Presenter-only area visible to demonstrate managing a student absence. Adobe product screenshots reprinted with permission from Adobe.

Image 7 Alt-Text: This is a screengrab of the same group 1 breakout room layout as Image 6 with three webcam images of the authors in the video pod. The difference is that there are seven attendees present in the attendees pod that reads: "Bonnie Glass, Edy Kupietzky, Sabeen Qureshi, Student 4, Student 5, Student 7, Student 8." Student 6 is missing. The Presenter-only area in Adobe Connect is open and visible on the right side, with the Presenter Notes pod containing the breakout group assignments for easy reference during the live class session. The Presenter Notes pod has the following text: "Edy - Scribe, Sabeen - Facilitator, Student 4 - Summarizer. Breakout group 2, Student 5 - Presenter, Student 6 - Scribe, Student 7 - Facilitator, Student 8 - Summarizer." The Presenter Chat is below the Presenter Notes pod and includes text from the instructor, Bonnie Glass, messaging the LSS: "Hi! It looks like Student 6 is absent today. LSS, please edit the pre-assigned notes for the group they are in. Thanks!" The Stage Lights pod is located to the right with a default 15:00 minute timer.

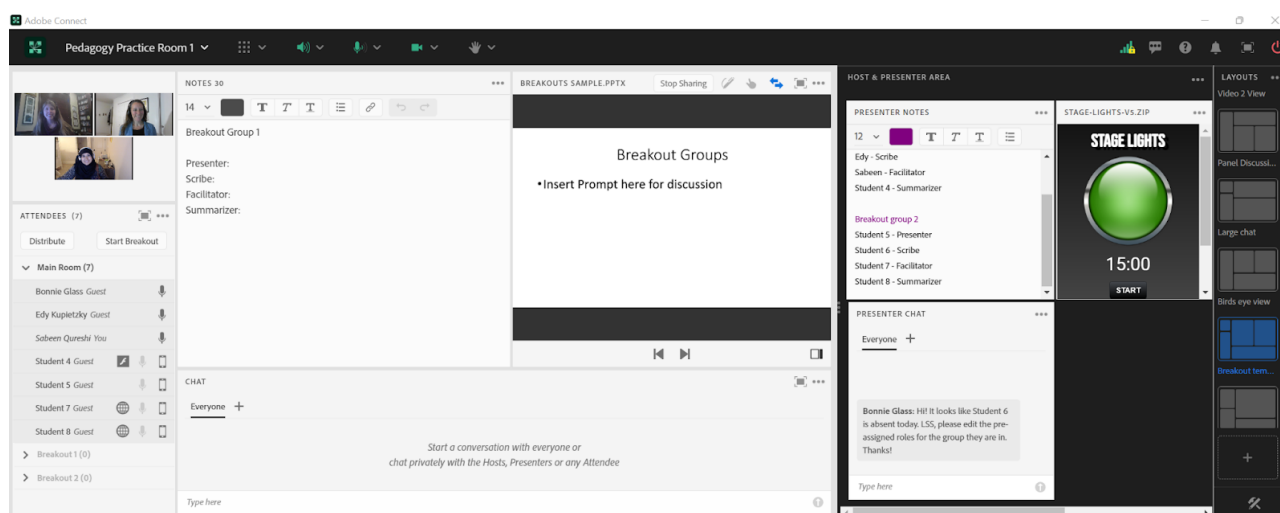


Image 8: Breakout with the Presenter-only area visible to continue demonstrating managing a student absence. Adobe product screenshots reprinted with permission from Adobe.

Image 8 Alt-Text: This is a screengrab of the same breakout room layout as image 7. The Presenter chat pod has new text with the LSS responding to the instructor, "Thanks for the heads up! Updated the group with Student 8 as the Scribe and made a note that Student 6 is absent today." The Presenter Notes pod has the new text of "Breakout group 2, Student 5 - presenter, Student 8 - Scribe, Student 7 - Facilitator, (Student 6 absent today)."

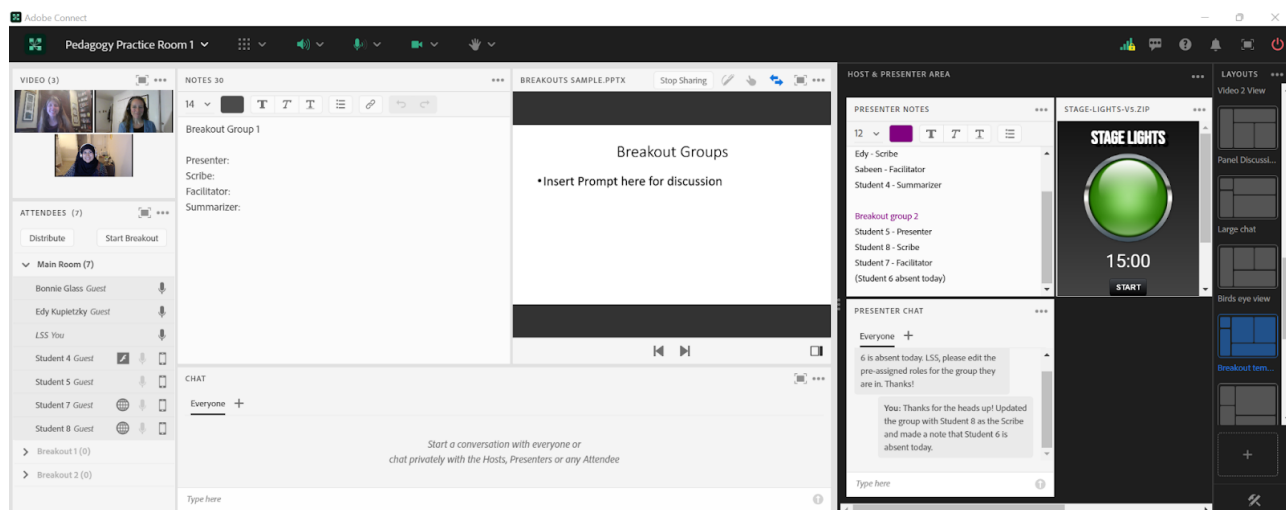
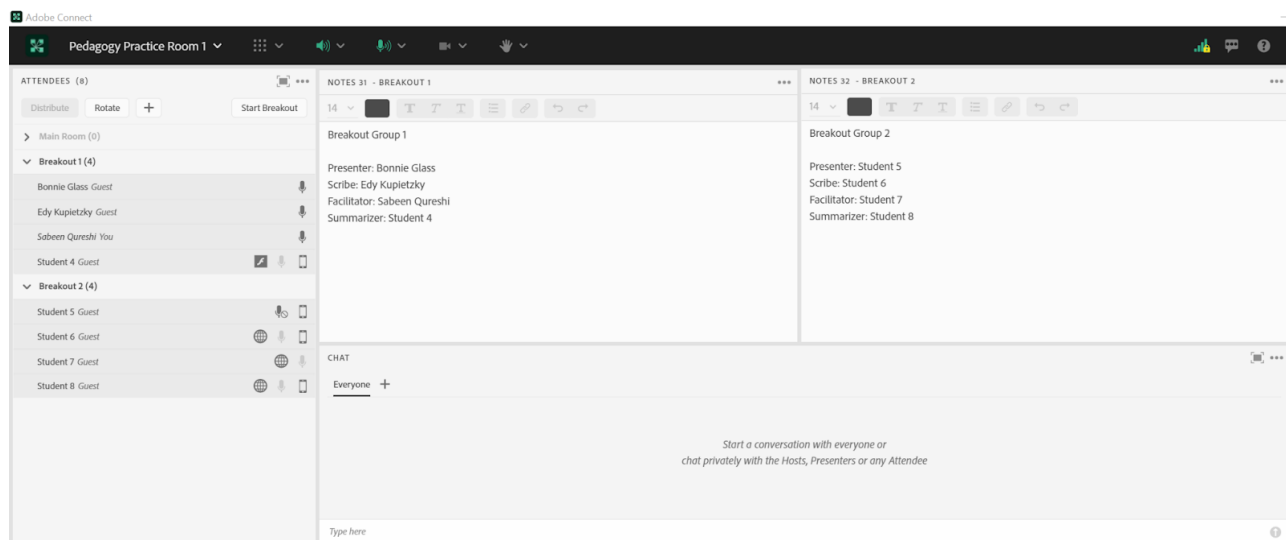


Image 9: Bird's-eye view layout for monitoring the breakout group activity. Adobe product screenshots reprinted with permission from Adobe.

Image 9 Alt-Text: This is a screengrab of the bird's-eye view layout. This is a view of the notes pods belonging to both breakout groups, for the instructional team to observe in real time while students are in breakouts. The layout includes an attendees pod that shows two breakout rooms with four students in each one, and the notes pods from the two breakout rooms take up most of the screen. The breakout 1 notes pod consists of the text "Breakout Group 1, Presenter: Bonnie Glass, Scribe: Edy Kupietzky, Facilitator: Sabeen Qureshi, Summarizer: Student 4". The breakout 2 notes pod consists of the text "Breakout Group 2, Presenter: Student 5, Scribe: Student 6, Facilitator: Student 7, Summarizer: Student 8."



Acknowledgments

Bonnie Glass would like to thank Live Support Specialist Kristiana Reyes, MSW, who originally collaborated with me to bring this activity to life during the Fall 2020 course we taught together on Columbia University School of Social Work's Online Campus. Many thanks to Matthea Marquart for ongoing mentorship and leadership in the field of online teaching and learning. Lots of enthusiastic gratitude to Edy Kupietzky and Sabeen Qureshi for collaborating with me to publish this chapter!

Edy Kupietzky would like to express gratitude to Matthea Marquart for her continued support and encouragement. A special thank you to Bonnie Glass, who I had the pleasure of having as an instructor and now I have the privilege of collaborating on this article. Thank you to Sabeen Qureshi for your assistance and expertise.

Sabeen Qureshi would like to thank Matthea Marquart for being an excellent mentor and colleague ever since joining Columbia University School of Social Work's Online Campus. Lots of gratitude to Bonnie Glass and Edy Kupietzky for working with me! I am truly grateful for the opportunity to work with both of you.

References

Báez, J. C., Marquart, M., Chung, R. Y., Garay, K., & Ryan, D. (2019, April 11). Increasing faculty satisfaction and student access to online education via dedicated technical support specialists. Columbia: Academic Commons. Retrieved June 13, 2022, from <https://edtechbooks.org/-jPhG>

Levine, J., Marquart, M., Folk, K., Florio, M.B., and Chung, R.Y. (2021, June 9). Columbia University School of Social Work - Online Faculty Development Series. Poster for the Network for Social Work Management Forward Thinking Summit, Fordham University, New York, NY. Retrieved June 13, 2022, from <https://edtechbooks.org/-Moo>



Bonnie Glass

Bonnie Glass is a Licensed Independent Clinical Social Worker (LICSW) currently practicing in Vermont where she is Assistant Director, Clinical Supervisor, and Clinician at the Vermont Center for Resiliency. She is Senior Lecturer at Columbia University School of Social Work (CSSW) where she teaches courses on Advanced Clinical Practice, Trauma, and Spirituality. Bonnie's clinical practice, supervision, mentorship, and teaching style is rooted in an Integrative Mind-Body-Spirit Social Work approach balanced with strengths-based, empowerment, psychodynamic, and Narrative Medicine perspectives. She has over 20 years of experience serving New York City and Vermont individuals and communities as program coordinator, supervisor, grant-writer, clinical therapist, clinical forensic specialist, crisis counselor, advocate, researcher, and consultant at a variety of multi-disciplinary agencies and institutions. Bonnie was research faculty and psychedelic psychotherapist in the NYU Cancer Anxiety Psilocybin Research Study and studies Dreamwork in Clinical Practice. As a certified yoga instructor, Bonnie integrates mindfulness, yoga, and breathwork into aspects of her work. She received a MS in Social Work from CSSW and a BA from Miami University (Ohio) with a major in Psychology and a minor in Criminology. In addition to her role as social worker, Bonnie is also head coach of The University of Vermont Synchronized Skating Team.



Edy Kupietzky

Edy Hanus Kupietzky, DrPH, MPH, LMSW is currently a clinical consultant assisting hospitals and other providers with strategies to impact employee retention, reduce burnout and improve overall employee health. Dr. Kupietzky has over twenty years of public health and medical research experience. Her focus areas include pediatric oncology, childhood cancer survivorship, asthma, and health education. She implemented interventions, research designs and assessed the psychosocial needs of patients throughout her various positions. Edy maintains her passion for public health by serving on advisory boards for health related non-for profits.

She earned her Doctor of Public Health and Master of Public Health from Columbia University, where she concentrated in sociomedical sciences, health promotion and disease prevention. She received a MS in Social Work from Columbia School of Social Work in Advanced Clinical Practice with a concentration in health, mental health, and disabilities. Edy earned her BA from Barnard College with a major in Urban Affairs and Public Health.



Sabeen Qureshi

Sabeen Qureshi graduated with her Masters in Social Work from Columbia University School of Social Work in 2016 where she specialized in Advanced Clinical Practice with an emphasis on Family, Youth and Children. She has worked with Assertive Community Treatment teams for adults with severe mental illnesses and Residential Treatment facilities for adolescents in Long Island, NY. She graduated with her Bachelors of Science in Psychology from the University of Houston with a minor in Arabic Studies. During which she conducted research in Motivational Interviewing at Baylor College of Medicine. She has been a part of CSSW's Online Campus as a Live Support Specialist since 2017. Sabeen is passionate about advocating for Muslim Mental Health and battling cultural stigma.



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/preassigning_breakout_groups_ro

Showing Note Pods from Breakout Groups in one Layout to Debrief or Monitor Progress of a Breakout Conversation: Using a Birds Eye View Setup

Vitina Monacello

After a breakout group activity, instructors may want to have students debrief their conversations. Providing a view of the note pods each group used in their breakout room can facilitate this discussion. I refer to this layout as a “birds eye view” because it allows you to take in information from each breakout room at a glance. Instructors can also use this layout to monitor the progress groups are making during the breakout activity. This chapter demonstrates an example of what this layout might look like.

Teaching and Learn Goal

My goals for using a birds eye view layout, a layout that simultaneously shows note pods from each group’s breakout room, are to:

- Monitor each group’s progress during a breakout activity in which students were asked to take notes.
- Create a transition space to move into and out of breakout sessions.
- Facilitate debriefing the breakout activity.
- Integrate learning from different groups by allowing students to see all of the work generated during the breakout session.
- Support students who are sharing out to the class by providing access to the notes their group took during the activity.

Activity and Results

A birds eye view layout has become a standard part of my classroom setup whenever a breakout session is planned. This layout allows me and other members of the instructional team to monitor the progress each group is making during the activity. I can often identify if a group is stuck or if there is confusion about the activity by monitoring what is being recorded on

the note pods. This allows me to pop into a breakout room and offer assistance in real time during the activity, or broadcast a message to all rooms to clarify an instruction or add more time to the activity.

The birds eye view layout helps ease students into breakout groups. By moving to this layout after introducing the activity but before starting the breakout session, I provide students with a visual cue that the breakout session is about to begin. It also facilitates moving efficiently into a debrief of the activity when students return to the main room.

During the debrief, this layout allows students to see how many small groups there were, and the groups' notes provide a snapshot of the discussion or work that each group produced. Students can identify common points of discussion across different groups and adjust their report-backs to amplify these points or note unique contributions from their group's discussion. Providing access to the same note pods that were used in the breakout rooms also supports students who are sharing out to the class and can reduce anxiety about volunteering to speak on behalf of their group.

I recommend creating a birds eye view for each breakout activity planned during a class session. For example, if two breakout activities are planned, begin by creating separate sets of breakout rooms for each activity. Next, create two birds eye view layouts, with rooms from the first activity reflected in one layout and rooms from the second activity reflected in the other.

Technical Details and Steps

Step 1: Create the birds eye view layout in the Adobe Connect classroom before the class session.

The birds eye view layout should include the attendees pod, video pod, chat pod, and the note pods from each breakout room (**Image 1** and **Image 2**). An elongated video pod across the top of this layout can allow space for multiple presenters, or multiple students from each group, to appear on camera without sacrificing visibility. The chat pod can be wide along the bottom of the layout or narrow and tall along one side based on your preference.

Breakout sessions and debriefs can run longer than planned. To manage this, when asking students to report out about their breakout group's discussion, it can help to set expectations by asking each group to limit their report back to a few minutes. As a visual support, I often like to include a small share pod with a countdown timer to allow students to monitor how much time they have to speak. I usually will position the timer: (1) in the lower left corner, under the attendees pod, (2) on the left above the attendees pod but below the video pod, or (3) in the lower right corner of the layout.

Step 2: Transition to the birds eye view layout before beginning breakout groups.

It is important to remember that you cannot change layouts once you have started a breakout session. Transitioning to this layout before beginning the breakout session will allow you to monitor how groups are progressing with the activity in real time and facilitate moving quickly into debriefing when the breakout session ends.

Step 3: Expand note pods as students from that breakout room share out, if needed for readability.

Based on the number of breakout groups, you may need to fit many note pods into your birds eye view layout (**Image 2**). This might make it difficult to read what is written on each note pod, particularly if there is a lot of text and it is necessary to scroll. In this case, I enlarge the note pod while students from that group are sharing out (**Image 3**). I resize the note pod when that group is finished so that all note pods are visible again.

What this looked like in Adobe Connect

Image 1: Example Adobe Connect layout with note pods from three breakout rooms organized under an elongated video pod spread across the top of the layout to allow space for multiple presenters. Adobe product screenshot(s) reprinted with permission from Adobe.

Image 1 Alt-Text: This is a screenshot of an Adobe Connect classroom layout designed to show note pods from three breakout group rooms in one bird's eye view layout. This layout facilitates conversation while debriefing a breakout activity. An elongated video pod is spread across the top of the layout and shows a single webcam of the author. On the far left side, there is a narrow attendees pod. Next, there are three note pods, one from each breakout room. The note pods all have the following

text: “Present (Who’s in the room): Facilitator (Help guide the discussion): Reporter (Report back to the class): Recorder (Take notes during breakout): Notes:” A chat pod is stretched along the bottom of the layout under the note pods. In the bottom left corner, there is a small Stage Lights countdown timer for presenters to monitor how much time they have left to speak.

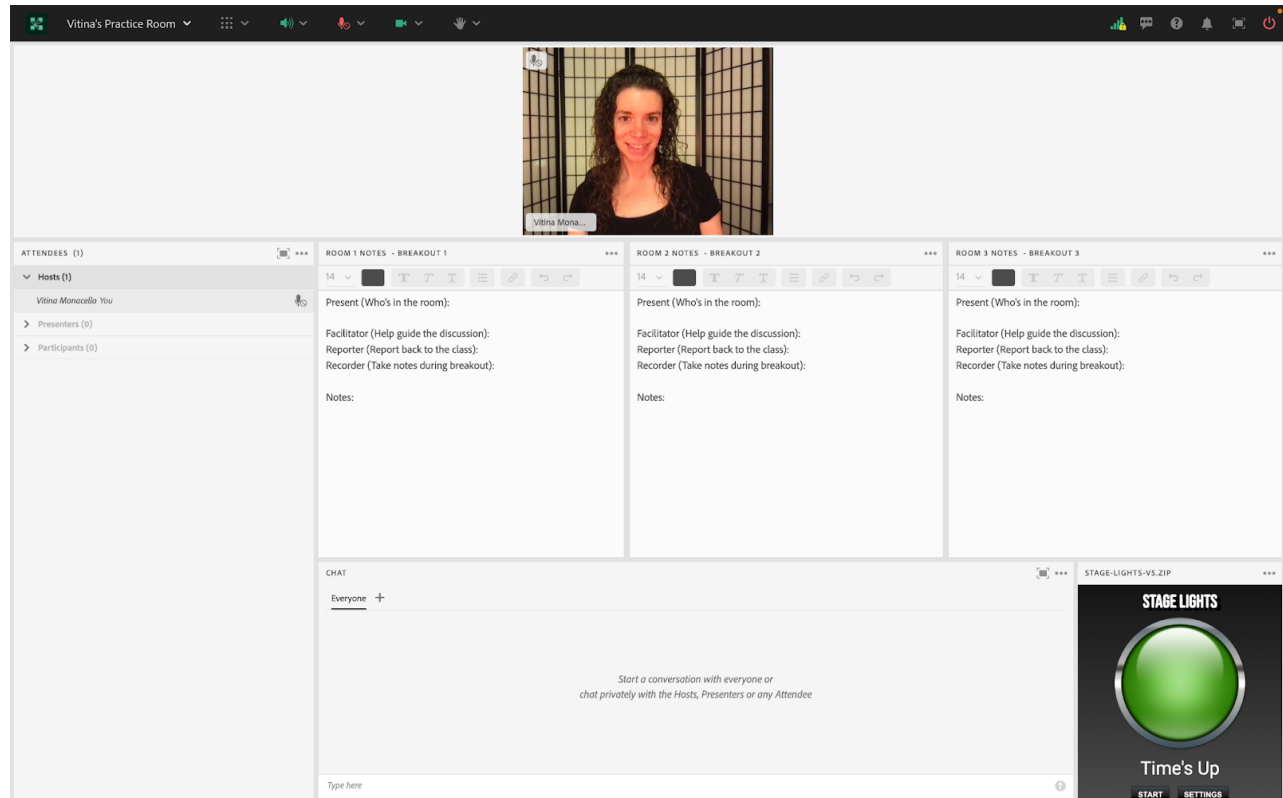


Image 2: Example Adobe Connect layout with more space for note pods when many breakout rooms are utilized. Note pods are organized under an elongated video pod spread across the top of the layout to allow space for multiple presenters. The chat pod stretches vertically along the right side of the screen to create more space for note pods from each breakout room. Adobe product screenshot(s) reprinted with permission from Adobe.

Image 2 Alt-Text: Like Image 1, this is a screenshot of an Adobe Connect classroom layout designed to show note pods from breakout group rooms in one bird’s eye view layout to facilitate conversation while debriefing a breakout activity. The difference is that this layout shows an alternative setup with more space for note pods when many breakout rooms are utilized. An elongated video pod is spread across the top of the layout and shows a single webcam of the author. In the bottom left corner, there is a narrow attendees pod. Above the attendees pod is a small countdown timer for presenters to monitor how much time they have left to speak. In the middle of the layout, under the video pod, are eight note pods, one from each breakout room. The note pods have the same text as the note pods in Image 1. A chat pod is stretched vertically along the right side of the layout, under the video pod.

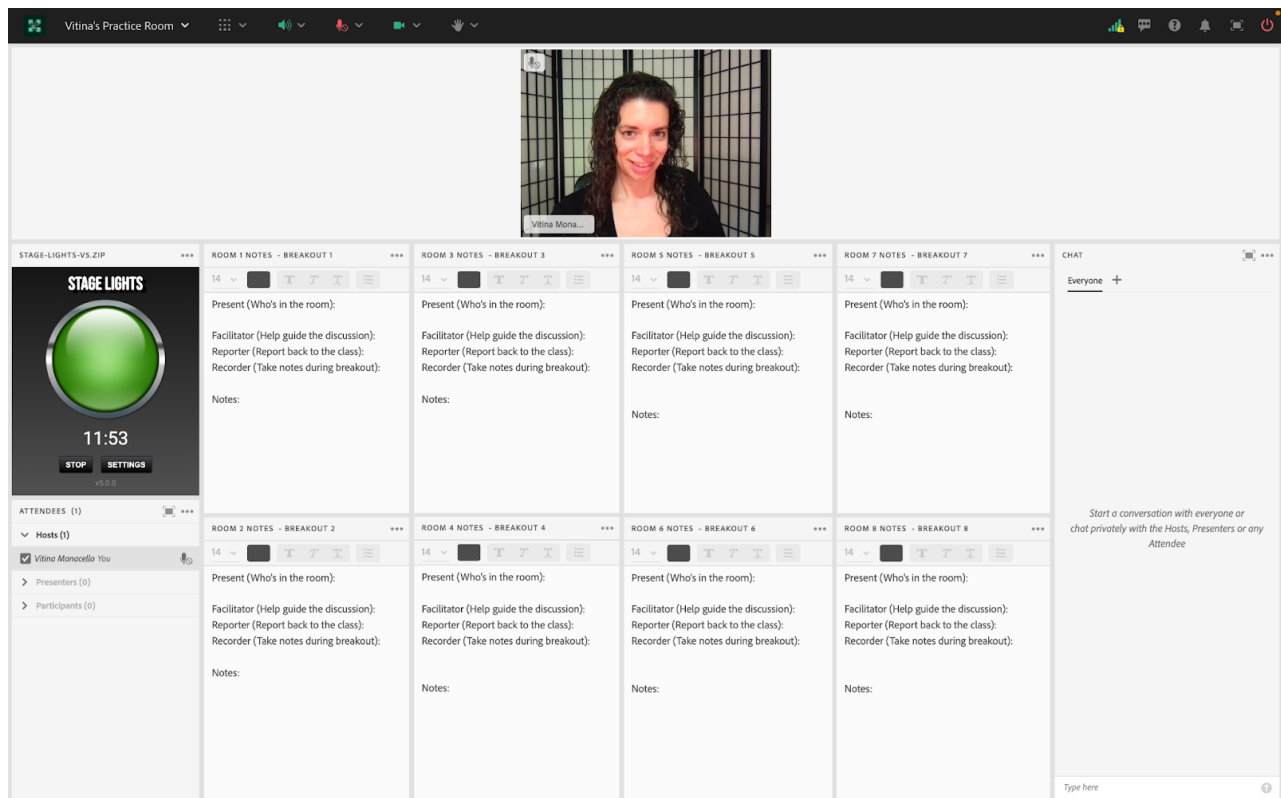


Image 3: When many note pods are fit into the layout, it is often helpful to expand the note pod of the group that is reporting out to make it easier to read. Adobe product screenshot(s) reprinted with permission from Adobe.

Image 3 Alt-Text: This is a screenshot of the same Adobe Connect classroom layout as in Image 2. The difference is that the note pod to the left of the timer has been temporarily expanded to cover three other note pods, to make the note pod easier to read as that group presents. Four note pods to the right of the expanded note pod are still visible.





Vitina Monacello

Vitina Monacello, MSW, works as a live support specialist for Columbia University's School of Social Work (CSSW) online program. Live support specialists enhance the synchronous online classroom experience and use social work skills while providing technical support to the instructional team and students. She also works as a therapist at Pace Center for Girls in Immokalee, Florida. Pace is a non-profit organization that provides academic classes, counseling, and social services to middle school and high school girls in a trauma-informed and gender-responsive environment. Ms. Monacello received a Masters of Social Work from Columbia University and a Bachelors of Arts in Human Rights and Economics from the University of Dayton. She is passionate about human rights, education, and health equity.



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/birds_eye_view_layout

KWL Charts: How to Implement this Teaching Technique in the Adobe Connect Online Classroom

Sara E. Terrana

Taking ownership of one's learning process can be an empowering activity for graduate students. Utilizing a KWL chart (Know, Want to know, Learned) assists students in this reflective process from start to finish. KWL charts work well with contained lessons, guest speakers, or for an entire semester's reflection.

Teaching and Learning Goal

My goals for using KWL charts are to:

- Understand students' baseline knowledge on a topic,
- Effectively tailor lectures to fill knowledge gaps and address students' learning desires.
- Determine what students found as their biggest takeaways.

My goals for students completing KWL charts are to:

- Describe prior knowledge of a given topic.
- Identify learning goals for the given topic.
- Evaluate individual learning through a written reflection.
- Take ownership of the learning process.

Activity and Results

Informally, when chatting with students before and after class I noticed that while many would comment they were "learning a lot," they could not articulate well what they actually learned. Additionally, I wanted a way for students to take ownership of their learning processes. I also needed a better understanding of the baseline knowledge of the class on

new topics, what students desired to learn about from the given topic, and a way that I could easily reference this information to tailor my live session lesson. Thus, I turned to the KWL chart (Ogle, 1986).

There are three main steps to a KWL chart. The first two steps are completed before the lesson begins. Step one is to find out the baseline knowledge of the students by asking them to respond to “What do you know about topic x?” Step two is for students to answer the prompt, “What do you want to know about topic x?” The final step occurs after the lesson (or semester) is complete when you ask students to write a written reflection to the prompt, “What did you learn about topic x?”

There are several ways to utilize KWL charts in the online classroom. I recommend using them as a reflection over a semester, for a contained lecture on a new or unfamiliar topic, and for guest speakers.

It is important to note that when doing a full course reflection, on the first day of class, complete steps one and two. For example, I take the main topic of the course (e.g., the name of the course) and have students spend a few minutes typing into chat what they already know (**Image 1**). After that, students spend several minutes in small breakout groups detailing what they want to know (**Image 2**). Please note that this could be done individually but I have found breakout groups to elicit more responses. After I ask one volunteer from each group, for example, ‘reporters’ to report back to the main group on camera while the groups’ notes are displayed and a different volunteer, the ‘recorder’ (note-taker), shares any of their group’s additional findings in chat (**Image 4**). As a class, we can see if there are commonalities among the groups for what the class desires to learn about on that topic. Additionally, I hold on to the notes from the chat and note pods to be sure that at some point throughout the semester I cover what everyone wants to know. On the last day of class, as part of our ‘termination,’ we reflect on the semester. I bring us full circle, reflecting on the main course objectives and bringing up the overarching themes of what the students wanted to know on the first day of class to see if we covered them. Towards the end of the final class, I provide five or so minutes where students then respond to the prompt about what they have learned throughout the semester. This could be done as a short answer poll (**Image 5**), in the group chat, or submitted on Canvas as a final course reflection.

Results and recommendations

Barriers to completing this activity have been minimal. Personally speaking, the biggest barrier is allowing enough time for students to respond to each of the prompts. I like to set a timer (on the host/presenter side, hidden from students) for me to be quiet as silence can sometimes be uncomfortable for the instructor in a live online class.

Using KWL charts has been beneficial for me as an instructor, particularly at the beginning of a semester when I may not have much baseline knowledge of what students already know on a given topic. Additionally, if there are big misconceptions about a certain topic, I can address these up front once students are writing about what they think they know about the topic. Finally, it is always interesting to find out what students regard as their biggest takeaways. Regardless of when I utilize a KWL chart, this exercise assists students in taking ownership of their learning journey and helps me better understand my students.

Technical Details and Steps

There are numerous ways these three **Know**, **Want to know**, **Learned** steps can be done but below is the way that I have found to garner the most information and result in the best learning outcomes.

Step 1: In Adobe Connect, I begin the KWL exercise with a large format chat pod layout (**Image 1**). I ask students to individually brainstorm and then write out all the things that they know about topic x. After I have verbally asked the question, I type into chat “what are all the things you already know about topic x? Please type into the chat!” Then, I stay quiet for a minute as students are typing in their responses. If needed, I verbally ask probing questions (what about ..., how does ..., why...) to elicit more responses. I take another minute or so to read aloud some of the responses from the chat box, which allows time for others to keep posting responses.

Another way of doing this is the ‘waterfall effect’ where I ask students to type their replies into chat but to wait to hit enter. After a minute or so, I ask students to put an agree/green thumbs up if they have something typed up (but no one has hit enter yet) or a disagree/red thumbs down if they need more time. Once I see there are a majority of green thumbs up, then I tell the class to all hit enter at the same time. This creates a waterfall effect of replies that makes for a lively chat.

Step 2: I provide the prompt verbally of ‘What do you want to know about topic x?’ Then I put students into breakout groups of three to four. It is important to keep the groups small so that each student has an opportunity to contribute as this also provides an accountability measure to the group work component. Before students go into their breakout groups, I verbally discuss group roles and assign students to the roles (e.g., alphabetically by the first name) of reporter (report back to the main group), recorder (note-taker for the breakout group), timekeeper (ensures group stays on task), and contrarian (comfort zone expander, discourages group-think). I set the timer for at least three but no more than five minutes. I also have these same directions in each breakout group’s chat box (**Image 2**). As multiple group recorders are simultaneously jotting down notes, I utilize a birds-eye view to monitor their progress (**Image 3**) and send out broadcast messages as needed.

When students come back to the main group, I call on the reporters to all come on camera in a panel view (**Image 4**) to briefly share what their group discussed regarding what they want to learn about the given topic. After each reporter has spoken, I ask the class for any volunteers who would like to come on camera or if not, to type into chat any ongoing themes about the class’s desires for learning goals for the lesson. As an instructor, I keep a running tab regarding overarching themes to remind myself to address these topics in the lecture.

Step 3: After the lecture concludes or at the end of the semester, I use the poll function for students to fill in the prompt “What I learned about topic x” (**Image 5**). It is important to provide at least three to five minutes of quiet time for students to reflect. As answers start to come in, I often ask probing questions to push students into a deeper level of reflection (e.g., *why* is that important).

What this looked like in Adobe Connect

Image 1: This screengrab shows a large chat format layout. The instructor’s video (showing the author) is set as a small size in the upper left-hand corner and no slides are being shared in order to maximize space for viewing the chat. Adobe product screenshot(s) reprinted with permission from Adobe.

Image 1 Alt-Text: This screengrab shows an Adobe Connect classroom with a large chat format layout, prioritizing space for the chat box. There are three pods in this image. On the left-hand side of the screen is a narrow column, about 20% of the screen, containing two pods. In the upper left-hand corner, the instructor is shown in a small video pod. Below the video pod is the attendees’ pod. The majority of the screen, approximately 80%, is taken up by the large format chat box. There is one comment from the instructor in the chat box that says “What are all the things you know about topic x? Please type them into the chat!”

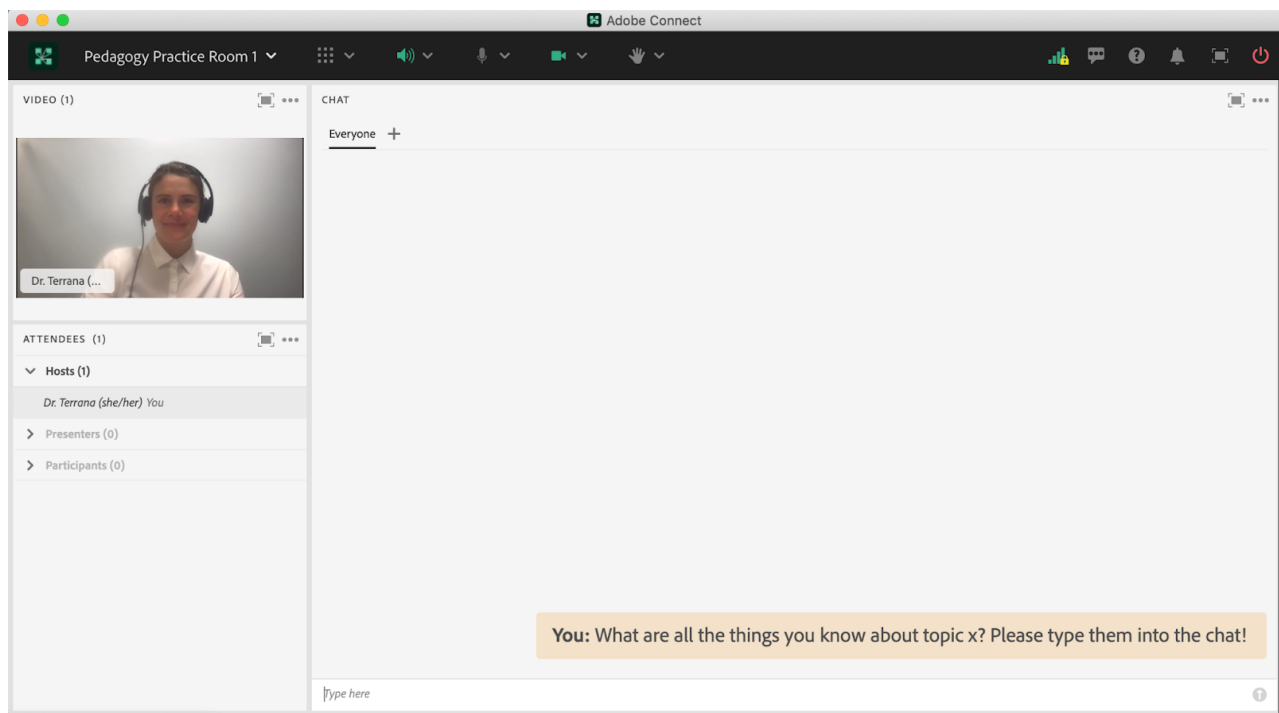


Image 2: This screengrab shows what one breakout group would look like. I set the timer for anywhere between three and five minutes, and set up the layouts with the same timer displayed in all of the breakout rooms so that everyone sees the same countdown. It is a helpful feature of Adobe Connect that the same pods can be shown and synchronized across multiple layouts and breakout rooms. In the notes section of the breakout room, I include the prompt “What do you want to know about topic x?” and role assignments of reporter, recorder, time keeper, and contrarian. In the screengrab, the name Lia Marshall is visible; this is not a student name, but rather a colleague helping with the screengrab. Adobe product screenshot(s) reprinted with permission from Adobe.

Image 2 Alt-Text: This image shows the breakout room layout. The screen is divided into four main sections. The top section includes a video pod on the left that takes up about three-fourths of the width of the layout that’s visible to students and a countdown timer on the right that indicates how much time is remaining in the breakout room. The bottom two-thirds of the screen includes three sections. On the left-hand side is a narrow pod with a list of the attendees’ names. Next to that is the breakout group’s notepad, which states: “Group 1, In breakout, you will have three minutes to answer the question: What do you want to know more about? Reporter: Recorder: Time Keeper: Contrarian:.” Directly below that is the breakout 1 chat pod. Hidden from student view but shown in this screengrab on the right-hand side is an area for the host and presenter to share private notes.

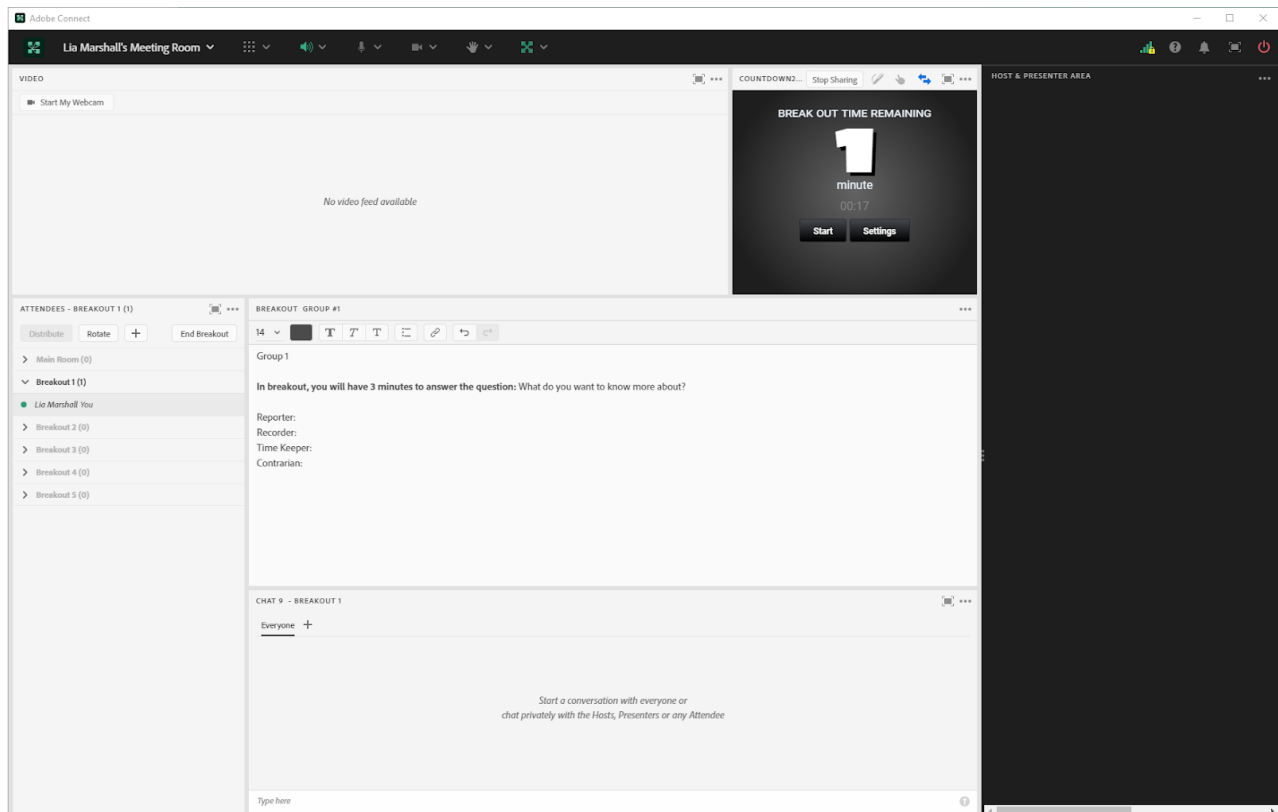


Image 3: This screengrab shows a birds-eye view of each breakout group, which allows the instructor to monitor the groups' progress on their notes. There is a countdown timer along with the ability to simultaneously see each group's notepad. In the screengrab, the name Lia Marshall is visible; this is not a student name, but rather a colleague helping with the screengrab. Adobe product screenshot(s) reprinted with permission from Adobe.

Image 3 Alt-Text: This screengrab shows the instructor's birds-eye view of all the breakout groups' notepads. The top third of the screen includes a video pod and a countdown timer. On the far left-hand side of the screen, below the video pod, is the attendees' pod, which shows the names of students in the five breakout groups along with a button to 'End Breakout.' Next to the attendees' pod are each of the five breakout groups' notepads. For each group, the notepad reads: "Group [1, 2, 3, 4, or 5], In breakout, you will have 3 minutes to answer the question: What do you want to know more about? Reporter: Recorder: Time Keeper: Contrarian:." Directly below is the chat pod, which is empty in this screengrab. Hidden from student view is the empty presenter-only area on the right-hand side of the screen.

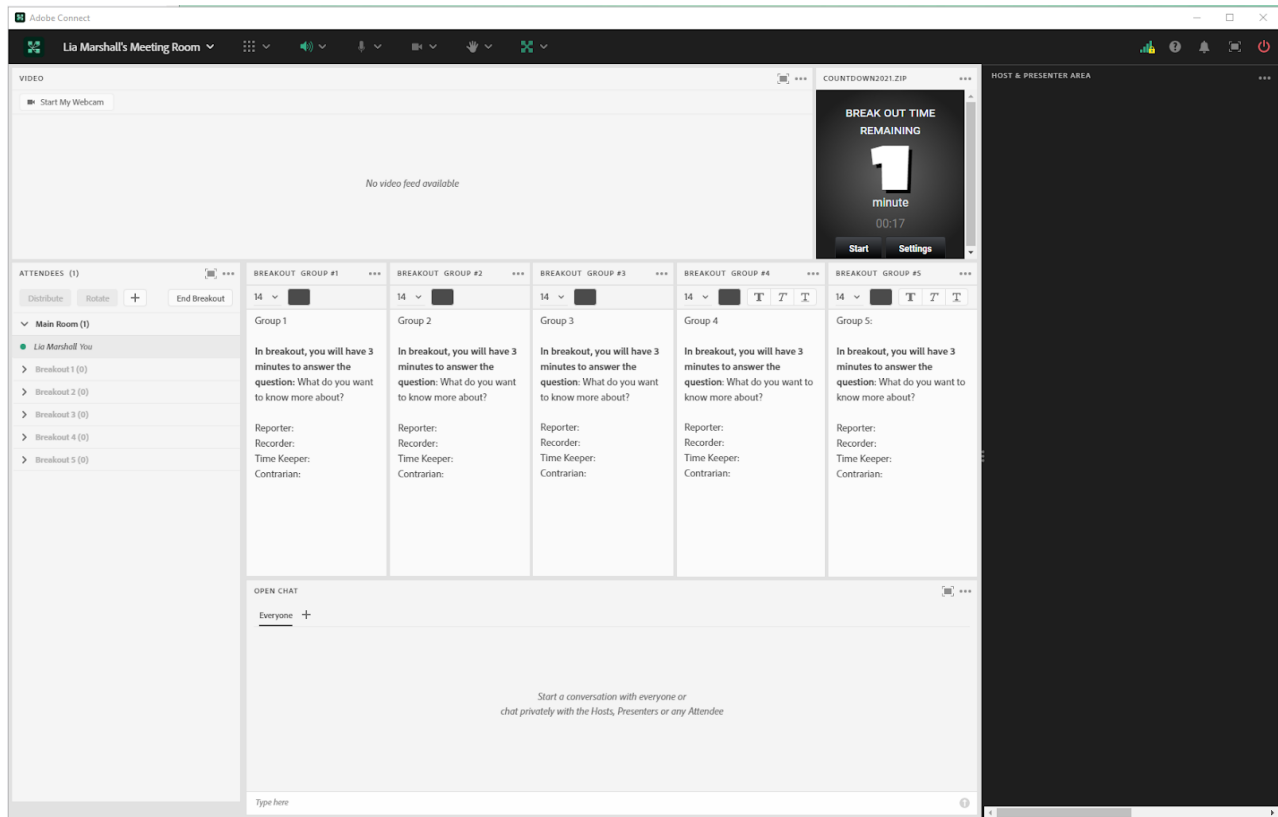


Image 4: When students come back to the main group, I call on the reporters to all come on camera in a panel view to briefly share what their group discussed regarding what they want to learn about the given topic. In the screengrab, the name Lia Marshall is visible; this is not a student name, but rather a colleague helping with the screengrab. Adobe product screenshot(s) reprinted with permission from Adobe.

Image 4 Alt-Text: This screengrab shows the same layout as in Image 3. The difference is that the countdown timer has been removed, and the video pod is therefore larger.

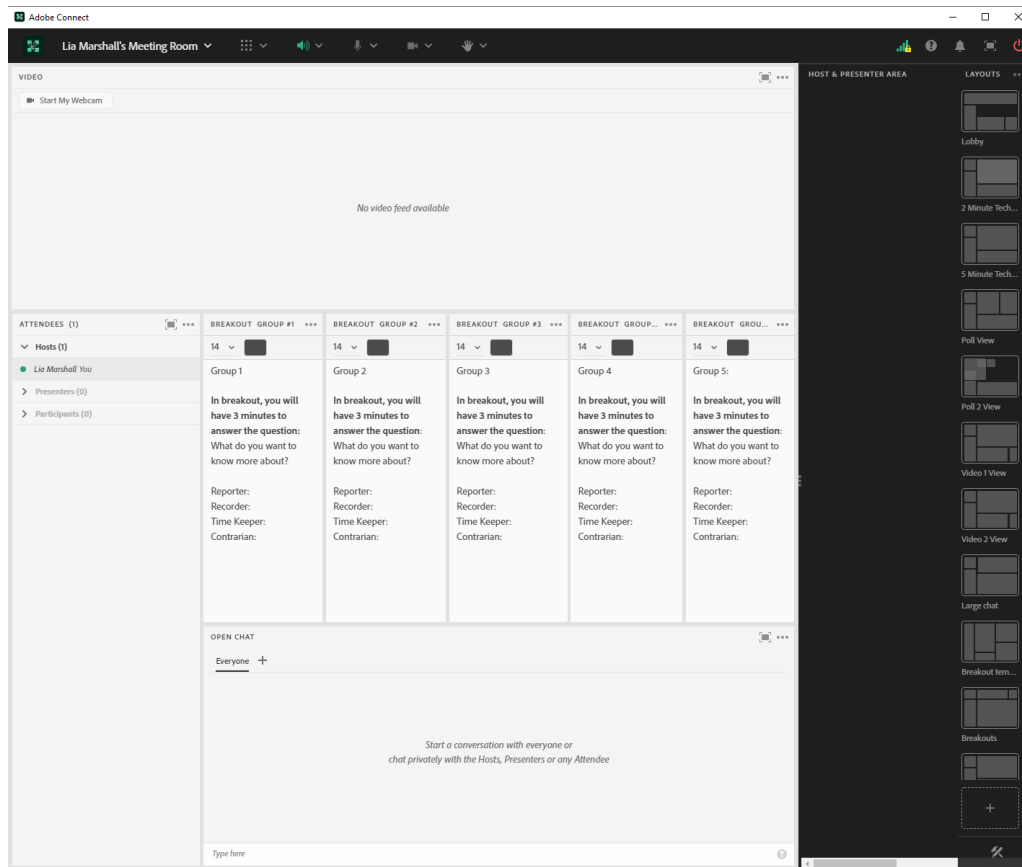
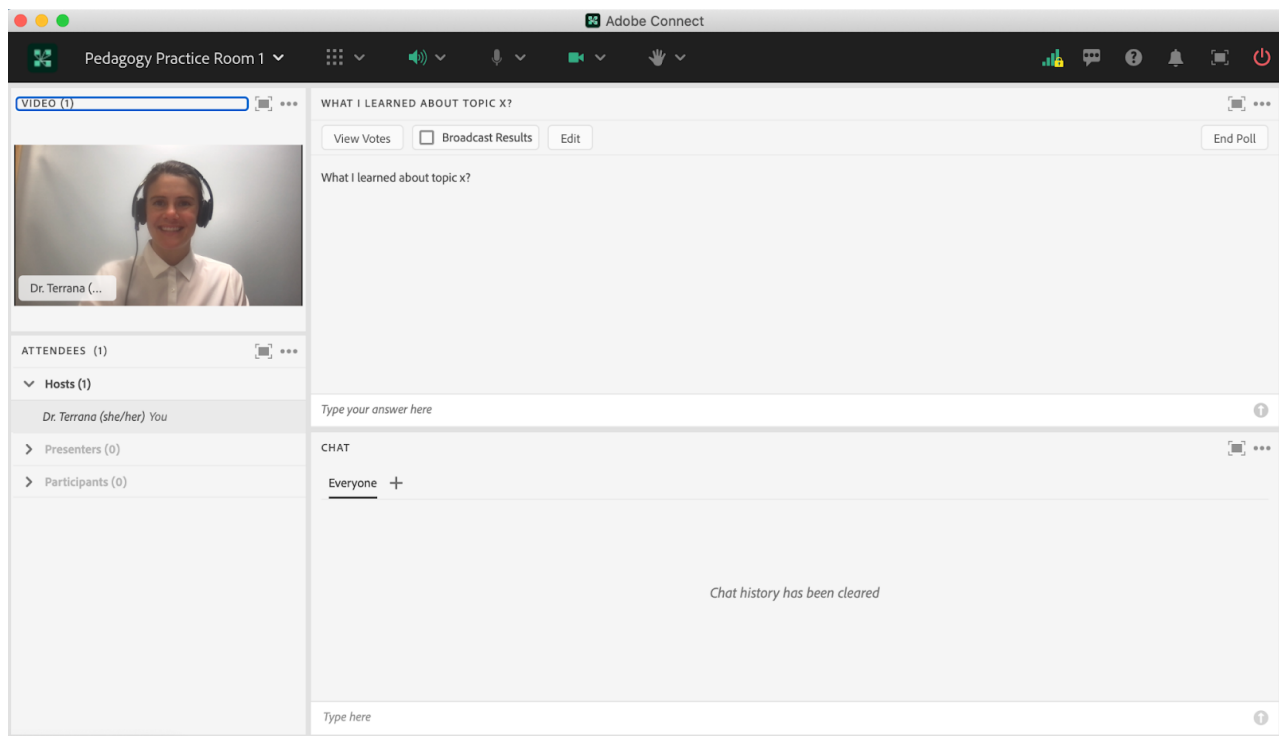


Image 5: This screengrab is the layout I use for the 'short answer' poll function for students to fill in the prompt "What I learned about topic x." It is important to provide at least three to five minutes of quiet time for students to reflect. Adobe product screenshot(s) reprinted with permission from Adobe.

Image 5 Alt-Text: This screengrab shows the same Adobe Connect room as Image 1, showing a video pod with the instructor on webcam, attendees pod, and chat pod. The difference is that the chat is smaller in order to make space for a short-answer poll that asks: "What I learned about topic x?"



Acknowledgments

I would like to thank Dr. Lia Marshall for her assistance in the screen grabs and Matthea Marquart for her continued support and mentorship in my online teaching journey.

References

Ogle, D. M. (1986). KWL: A teaching model that develops active reading of expository text. *The reading teacher*, 39(6), 564-570.





Sara E. Terrana

Adelphi University

Sara E. Terrana is an Assistant Professor in the School of Social Work at Adelphi University. She is a passionate social work educator and loves teaching in the online environment. Recently she is the PI of a mixed-methods study evaluating the effects of teaching social work students about social action. Additionally, Dr. Terrana uses qualitative methods and critical theory to study leaders and leadership in organizations in the neoliberal context in order to fight for a more equitable and just society. Dr. Terrana was a 2020–2021 Teaching Fellow at Adelphi University and was nominated for the Excellence in Teaching award in the 2021–2022 academic year. She has several publications in peer-reviewed journals; she has presented her work at national and international conferences across academic disciplines. Dr. Terrana received her Ph.D. and M.S.W. from the University of California, Los Angeles, an M.A. from Teachers College – Columbia University, and a B.A. in communications and psychology from the University of Hawai'i Hilo.



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/kwl_charts.

Breakout Exercise for Collective Syllabus Annotation in Adobe Connect

Christine D. Holmes & Taylor Alexandra Eutsey

In this example, we present a breakout exercise to review a course syllabus on the first day of class. We also share how to set up the exercise using features of Adobe Connect.

Teaching and Learning Goal

To stimulate course interest and promote community amongst students, we facilitated a collective syllabus annotation exercise, so that students could collaboratively interact with the syllabus on the first day of class. Our goals included the following:

- To encourage critical discussion for students to determine the significance of assignments.
- To enable students to flag new course concepts and process how assignments apply to their respective practice contexts.
- To advance students' course preparation while emphasizing their value as teachers and learners

Activity and Results

What we did: In a previous course, we had spent most of the first day of class reviewing the syllabus in detail with students. The length of time it took to review the syllabus by lecture was disengaging for students, particularly students who were attending class online and subject to distractions while using their tech devices for class participation.

Based on past experiences of students reviewing the syllabus for the first time during class, we designed a breakout exercise with prompts that would encourage students to review one assignment in the syllabus with each other in small groups. Our assignments were applied projects containing core course concepts, and reviewing them enabled students to flag new terms and consider how the assignments would apply to their respective practice settings.

We divided the class into small groups to annotate different assignment descriptions found in the syllabus. Each group had preassigned roles: a notetaker, a facilitator to ensure all group members' voices were represented and a reporter to share the group's findings in large group discussion. The groups were given 15 minutes to produce an assignment summary, note their questions about the assignment and provide peer advice on how to prepare for the assignment (**Image 1**). After small group discussions, each reporter

presented their group's work to the class, while non-reporters validated or supplemented presentations with additional points via chat, mic and/or webcam.

What we learned: After the exercise, students reflected that it was fun to think about the course topic through the projects; group work helped the class all think together; and that group discussions and presentations helped give real attention to assignments at the outset of the class. The experience of this exercise stressed how even the most taken for granted aspects of a lesson, such as the syllabus lecture, can be opportunities to illuminate the curiosity and intellect of a learning community.

What we'd recommend: Instructional teams that facilitate this exercise may need additional time to answer students' questions on the syllabus. To save time, students' assignment questions that require a timely response can be answered through a class email, asynchronous lecture video and/or a large group discussion in the next class session. Throughout the semester, refer back to the assignment suggestions students offered one another to reflect on how students had made meaning of the assignments.

Technical Details and Steps

Step 1: Prepare the Adobe Connect breakout rooms for the exercise.

- Create enough breakout rooms for each section of the syllabus you would like reviewed. For example, we created 5 breakout rooms for each group to review a different assignment description - 5 assignments in total.
- Upload a different assignment description to each breakout room. For ease, we copied the assignment descriptions to PowerPoint slides and uploaded a slide deck to each breakout room.
- Every breakout room should also have a notes pod that includes the following:
 - A. Group roles with the names of students randomly pre-assigned to each role:
 1. Reporter
 2. Facilitator
 3. Notetaker
 4. Other participants
 - B. Discussion prompts:
 1. Prepare a brief summary of the assignment.
 2. Note your group's questions about the assignment.
 3. Advise your peers on how to prepare for this assignment.

Step 2: During the first live session, provide a brief lecture on course policies.

- The lecture should take no longer than 15 minutes with student Q&A.

Step 3: Facilitate the syllabus annotation activity.

- Divide students into small groups (**Image 2**) and give 15 minutes to "annotate" an assignment description by answering discussion prompts.
- Student groups will read the assignment description, note their questions about the assignment and prepare advice for other students on how to prepare for the assignment.

Step 4: Have group reporters shareback for class discussion (**Image 3**).

- One student per group will report their group's assignment description, questions about the assignment and tips on how to prepare for the assignment.
- After each reporter presents, have students use the chat, mic and/or webcam to validate their reporter's presentation and add additional points. (For student privacy and to limit bandwidth needs for students with low bandwidth, we made webcam use optional for this exercise.)

Step 5: Collect student feedback.

- At the end of class, conduct an exit survey (**Image 4**) to ask the following questions:
 1. What did you like about today's session?
 2. What were your takeaways from the session?
 3. What do you still have questions about?

Image 1: Exercise instructions PowerPoint slide.

Image 1 Alt-Text: This is an image of a slide with the header "Breakout exercise: Collective annotation." The slide contains four bullet points. The first bullet point says "Each group => 4 to 5 students." The second bullet point says "Group roles: Facilitator, notetaker, and reporter." The third bullet point says "Instructions: 1. Prepare a brief summary of the assignment; 2. Note your group's questions about the assignment; 3. Advise your peers on how to prepare for this assignment." The last bullet point says "Debrief: Reporters will have 2 minutes to share assignment summary, questions and advice on preparing for the assignment." There is a Columbia School of Social Work logo in the bottom right corner.

Breakout exercise: Collective annotation

- Each group => 4-5 students.
- Group roles: Facilitator, notetaker, and reporter
- Instructions:
 1. Prepare a brief summary of the assignment.
 2. Note your group's questions about the assignment.
 3. Advise your peers on how to prepare for this assignment.
- Debrief: Reporters will have 2 minutes to share assignment summary, questions and advice on preparing for the assignment.

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



What this looked like in Adobe Connect

Image 2: The breakout room setup in Adobe Connect. New student names were created for the purpose of this screen grab. Adobe product screenshot(s) reprinted with permission from Adobe.

Image 2 Alt-Text: This is an image displaying the layout for Breakout Room 1. This layout contains an attendees pod at the bottom left hand corner for students to identify which peers are sharing in this collective space. There is a video pod in the top left corner for students to interact with one another via webcam, if they choose. A share pod is in the center of the layout containing a PowerPoint slide deck of the pre-selected syllabus assignment for students in Breakout Room 1 to review. The slide says "Listening to the people that the student serves - 10 points. Due Wednesday, February 16th at 8:30pm ET." There is a notes pod to the right of the PowerPoint slides. The notes pod says "Group 1; Facilitator: Lisa; Notetaker: Kelsey; Reporter: Maria; Other participant(s): Lin & Steven; Instructions: 1. Prepare a brief summary of the assignment. 2. Note your group's questions about the assignment. 3. Advise your peers on how to prepare for this assignment." A chat pod is stretched across the bottom of the layout beneath the PowerPoint and notes pod. On the far right of this layout is the host and presenter area containing presenter chat and presenter notes. The presenter chat above the presenter notes says "Start a conversation with everyone or chat privately with the Hosts, Presenters or any Attendee." The presenter notes beneath it says "Class Attendance:"

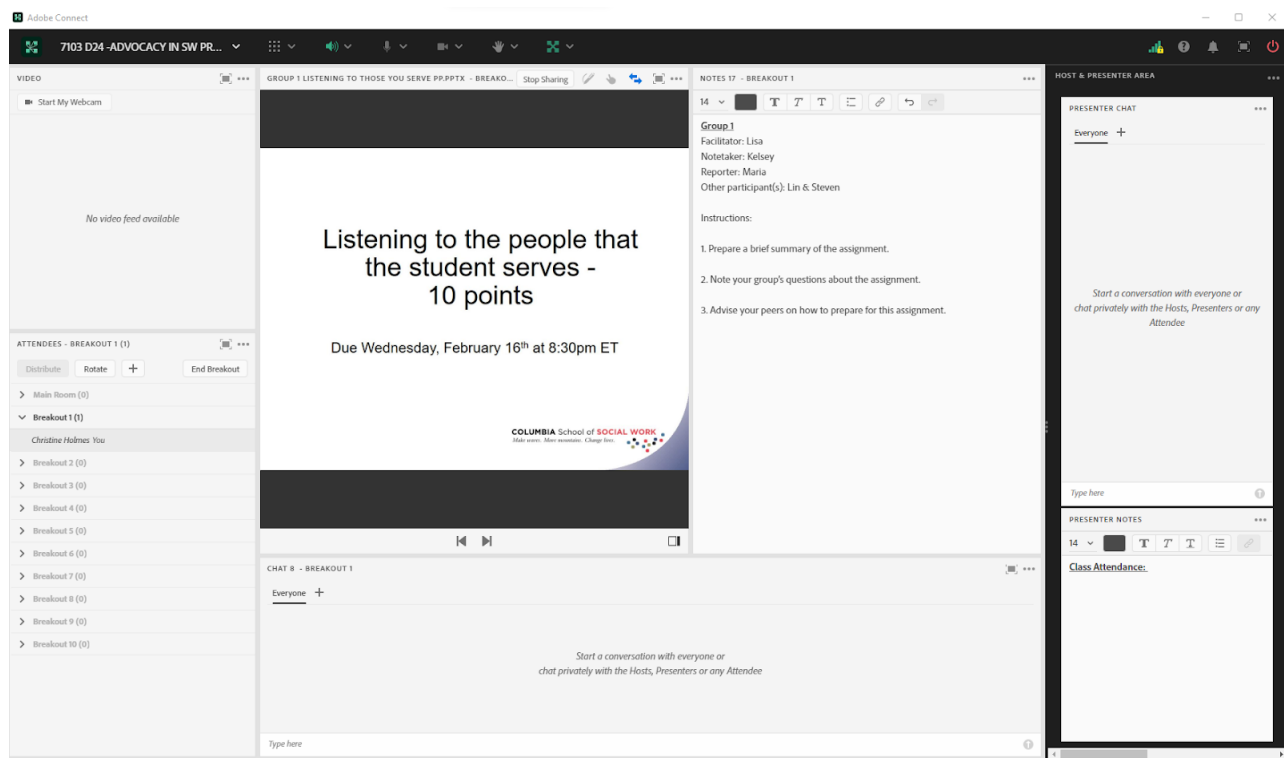


Image 3: Adobe Connect classroom displaying a Bird's-Eye View layout of the notes pods during the breakout debrief. New student names were created for the purpose of this screen grab. Students primarily participated over chat and mic with the option to activate their webcams. Adobe product screenshot(s) reprinted with permission from Adobe.

Image 3 Alt-Text: This is an image displaying a Bird's-Eye View layout of the breakout debrief. The center of this layout contains the notes pod from each breakout room for students to refer to their group's notes during the debrief. The first notes pod says "Group 1; Facilitator: Lisa; Notetaker: Kelsey; Reporter: Maria; Other participant(s): Lin & Steven; Instructions: 1. Prepare a brief summary of the assignment.; Develop and conduct a focus group at your field placement or other setting; write a 3 page paper reflecting on the experience.; 2. Note your group's questions about the assignment. • What might be some alternate settings to conduct this focus group if a student's field placement is not a viable option (i.e. a crisis texting hotline); • Can interviews be conducted..." To the right of the first notes pod is the second notes pod, which says "Group 2; Facilitator: Charlie; Notetaker: Farrah; Reporter: Melinda; Other participant(s): Tyra & Dianna; 1. Prepare a brief summary of the assignment.; -Based on perspective of person you serve, explore strengths and weaknesses of; -their experiences within their community; -the organization you met them at; -US social policy systems that impact them; -Apply PROP lens to clients and the circumstances that led to the relationship; Using PROP lens and keeping intersectionality in mind, evaluate how the individual served ended up where they are based on the..." To the right is a third notes pod, which says "Group 3; Facilitator: Olivia; Notetaker: John; Reporter: Trinity; Other participant(s): Caleb & Rebecca; 1. Prepare a brief summary of the assignment.; • Come up with a plan to resolve an issue that affects the persons in your agency; • Sample outline: See McGowan, Netting, Ray or Heffner readings; 2. Note your group's questions about the assignment. • What is a force field analysis? • Do we have the option of focusing our attention on the actual site we are at, or the agency that placed us at the site?; • What does a successful..." To the right is a fourth notes pod, which says "Group 4; Facilitator: Elizabeth; Notetaker: Kevin; Reporter: Amanda; Other participant(s): Greg & Lily; 1. Prepare a brief summary of the assignment.; This is a 2 minute presentation to "policy makers"; 2. Note your group's questions about the assignment.; Do we need to wear special attire like for a mock Senate hearing?; 3. Advise your peers on how to prepare for this assignment.; Be prepared, be concise, be comfortable with your material, be brief! You got this! :) " To the right is a fifth notes pod, which says "Group 5; Facilitator: Laura; Notetaker: Eric; Reporter: Maggie; Other participant(s): Kim & Ben; 1. Prepare a brief summary of the assignment.; - culmination of all of our advocacy work; - our accomplishments and limitations of our work; - self reflective; 2. Note your group's questions about the assignment.; - all about coursework or just based off the previous project?; 3. Advise your peers on how to prepare for this assignment.; - keeping a log of experiences throughout field placement to help..." A video pod is in the upper lefthand corner for students to see their professor (the first chapter author) and to encourage students to participate via webcam as well, if they choose to. Beneath the video pod is an attendees pod for students to identify which peers are sharing in this collective space. A chat pod is stretched across the bottom of the layout beneath the first three notes pods. A share pod with a countdown timer is included to the right of the chat pod. On the far right of this layout is the same host and presenter area as in Image 2.

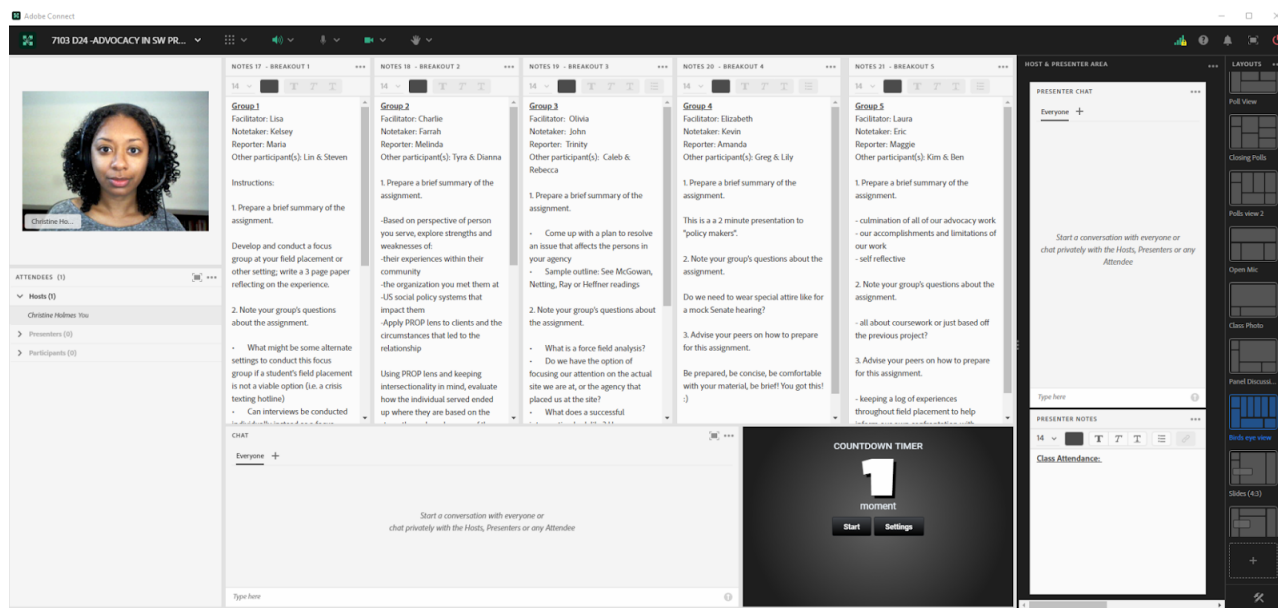
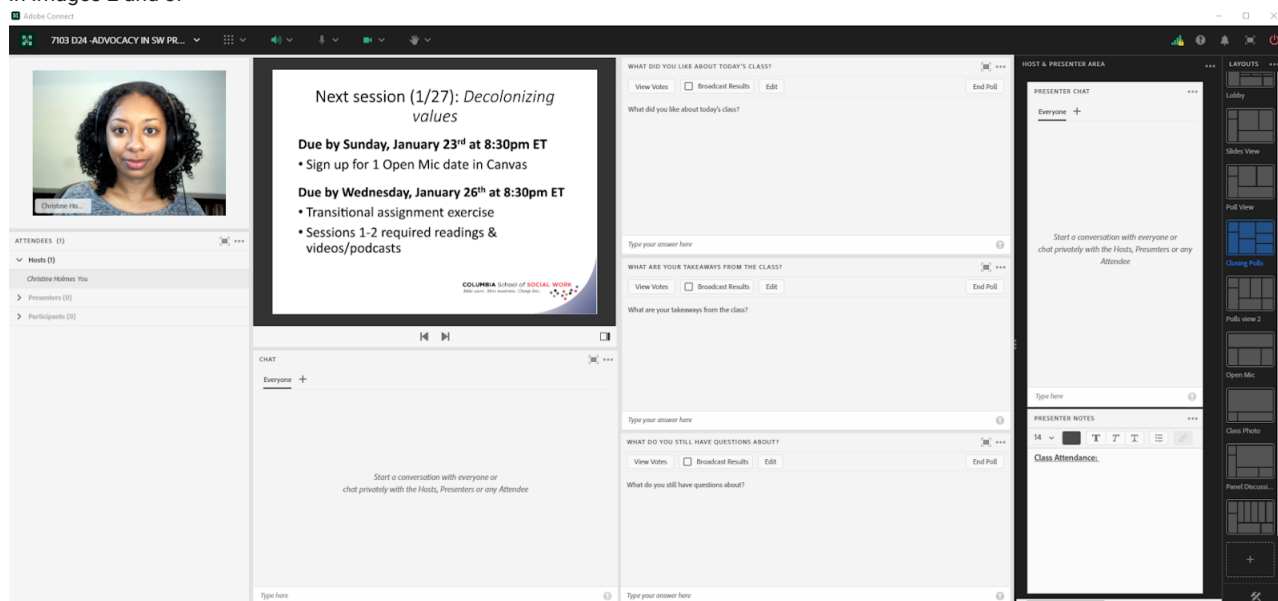


Image 4: Adobe Connect classroom presenting the exit polls for student feedback. Adobe product screenshot(s) reprinted with permission from Adobe.

Image 4 Alt-Text: This is an image displaying the layout for the exit polls at the end of the session. This layout contains three short answer exit polls on the right hand side for students to provide feedback on the exercise and the session. The first poll says “What did you like about today’s class?” The second poll says “What are your takeaways from the class?” The third poll says “What do you still have questions about?” To the left of the polls is a share pod displaying the PowerPoint slides for the session. The PowerPoint title says “Next session (1/27): Decolonizing values.” The body of the PowerPoint says “Due by Sunday, January 23rd at 8:30pm ET Sign up for 1 Open Mic date in Canvas; Due by Wednesday, January 26th at 8:30pm ET Transitional assignment exercise, Sessions 1-2 required readings & video/podcasts.” There is a video pod in the top left corner for students to see their professor (the first chapter author). Beneath the video pod is an attendees pod for students to identify which peers are sharing in this collective space. To the right of the attendees pod and beneath the PowerPoint slides is the chat pod. On the far right of this layout is the same host and presenter area as in Images 2 and 3.



Acknowledgements

We'd like to thank Matthea Marquart, Lia Marshall, Rebecca Chung and Kristin Garay for the opportunity to work with the CSSW Online Campus and innovatively contribute to online social work education.

References

Kalir, Jeremiah H. (2020). "Social Annotation Enabling Collaboration for Open Learning." *Distance education*, 41.2, 245–260.
<https://doi.org/10.1080/01587919.2020.1757413>

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. & 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>

Murphy, J. (2021). Collaborative Annotation: Tools for Enhancing Learning and Scholarly Communication. *Serials Review*, 1–6.
<https://doi.org/10.1080/00987913.2021.1986917>





Christine D. Holmes

Christine Holmes is an adjunct lecturer of the Columbia School of Social Work and has enjoyed working with the Online Campus since 2018. Her areas of interest bridge aging and international social work. Christine is the founder and counselor of Hand in Hand Caregiver Counseling, supporting long-distance caregivers through elder care and bereavement. She is also an ASA RISE Fellow for the American Society on Aging for leadership development with other BIPOC professionals in aging.

Christine has served internationally in various capacities, including her role as a course facilitator for the Young Southeast Asian Leaders Initiative in Jakarta, Indonesia. Previously, she was Visiting Faculty for The Banyan Academy of Leadership in Mental Health, an academic institution of The Banyan, a mental health and homelessness NGO in Chennai, India. She developed an operations manual and a diploma course for homeless shelter coordinators and led research on the history of colonial psychiatry in Kerala, India. Christine also worked in Cambodia as a Regional Teacher Trainer for the Peace Corps and an advisor to local NGOs and academic programs.

Christine's clinical practice began at a diversion program of The New York Foundling where she delivered Functional Family Therapy in the South Bronx. Christine went on to support families as a case manager in D.C.'s juvenile justice system, the Department of Youth Rehabilitation Services. Christine discovered her passion for family caregiving while managing adult guardianship cases at the D.C. Superior Court's Guardianship Assistance Program. Afterward, she provided distance-counseling to adult child and spousal caregivers of persons with Alzheimer's Disease and Related Dementias for the NYU Caregiver Intervention study.

Christine earned her Doctor of Clinical Social Work at the University of Pennsylvania where she was honored with the Dr. Ram Cnaan Award for merit. Christine holds a Masters in Social Work from the Columbia School of Social Work, a Bachelor of Science in Social Work from Arizona State University and an Associate of Arts degree in General Studies from Glendale Community College.



Taylor Alexandra Eutsey

Taylor (She/her/hers) earned her Masters in Social Work from Columbia University. While attending Columbia University, she advocated remaining at her internship placement at the Federal Defenders of New York, Inc. for two years to full-heartedly immerse herself in forensic social work. As a social work intern at the Federal Defenders office, Taylor engaged in pre-sentencing and post-incarceration advocacy for individuals affected by the criminal justice system on a federal level. While working towards her degree, she had the opportunity to volunteer at Metropolitan Correctional Center to co-facilitate a brief cognitive-behavioral therapy group for men and developed a curriculum for a parenting group. Prior to rejoining the Bronx Defenders in her new role, Taylor worked as a Criminal Defense Practice Social Worker at the Bronx Defenders. She also worked at the Federal Community Defenders Office of the Eastern District of Pennsylvania in the Capital Habeas Unit as a Mitigation Specialist/Investigator providing forensic social work services to death-sentenced clients, including supportive counseling and family support. While working at the Federal Community Defender Office, Taylor worked on a collaborative team to develop and present guilt, as well as penalty phase issues in federal habeas corpus proceedings. Originally from New Jersey, Taylor received her Bachelor of Arts dual degree in Criminal Justice and Psychology with a minor in Women's and Gender Studies from Rutgers University-New Brunswick Campus.



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/collective_syllabus_annotation

Concept Mapping: Bringing Universal Design for Learning to the Adobe Connect Classroom

Sara E. Terrana

Concept mapping is a visual aid that students create through identifying relationships between and among important concepts. Concept mapping is an effective way to creatively engage students in the learning process when introducing new topics, hard-to-grasp ideas, or needing students to expand their knowledge on a previously learned subject.

Teaching and Learning Goal

My goals for using concept mapping are to:

- Assess students' understanding of course materials;
- Understand where students need additional support.

My goals for my students completing a concept map are to:

- Remember important concepts from the readings; basic recall to identify concepts (can be done as a class, in small groups, or individually).
- Engage in higher-order thinking by making associations and assigning relationships between and among concepts.
- Create maps that visually arrange concepts in a meaningful 'big picture' way.

Activity and Results

In this case example of concept mapping (Novak, 2010), I wanted to provide students with an alternative to the typical 'read and respond' sorts of in-class and homework assignments; my overarching teaching goal is to apply a 'Universal Design for

Learning' (UDL) approach to my classroom (meaning that my pedagogical approach has multiple means of engagement, representation, and action; Rose & Meyer, 2002). However, I quickly realized that to provide a UDL platform, I needed to model activities through scaffolded exercises as otherwise, students do not understand the objectives or how to complete the assignment. Thus, the first time I assign concept mapping, we do it together in a live lecture. Moving forward in the semester, I offer concept mapping as an option for submitting certain homework assignments.

There are multiple ways to complete a concept map, which can vary significantly in the level of detail and design. The main steps include students first listing key terms or concepts related to the assigned topic. This topic could be the required readings from homework or perhaps the focus of a research paper. After listing out essential concepts, students then arrange these concepts on a whiteboard in a way that makes sense to them (in the Adobe Connect classroom). Students may also use a piece of paper, or if completed as a homework assignment, utilize a free version of a digital whiteboard for a more stunning visual effect (e.g., JamBoard, Lucidchart). An important final step for students is to identify and detail the links between concepts (e.g., is part of, connected by, consists of, between, defined, needs, requires, includes, etc.) as they all eventually relate to the main/assigned topic.

After viewing students' completed concept maps, it is like a view into their thinking processes. I can quickly ascertain where they are making strong connections with the course material and when additional support is needed. Additionally, this activity provides great motivation for students to complete the assigned readings before coming to class so that they can engage in the learning activity in a meaningful way.

Barriers that I have encountered are the wildly different degrees of detail and complexity in their maps. That is why scaffolding this activity is helpful so that together as a class, students can first learn from one another about what are important concepts from the readings, for example, and how to describe relationships among concepts. Another thing that I learned when assigning this as homework is to allow students a week to revise their maps with the additional information they learn from the lecture. Students are often quite pleased with the connections they make, and the visual appeal of their maps, especially when it comes to hard-to-grasp theories or ideas. Allowing students to share their maps in small groups or be posted in Canvas for others to comment on, is rewarding for all involved.

Technical Details and Steps

Step 1: First, I set up the layout with a large chat pod to view more replies at once (**Image 1**). I ask students to recall essential concepts from topic x (e.g., the assigned readings or what the topic is for that week). Initially, there might be a lag, but as students start typing in relevant concepts, I typically acknowledge them and keep probing for more until the list is at least 25+ important concepts. Notably, the concepts that students list may not be what you deem noteworthy, and that is okay; the point here is messy brainstorming. This is modeling to the students just to get ideas written down.

Step 2: Next, I verbally explain that now with this long list of concepts related to topic x, the work is to make connections between them on the whiteboard using connectors such as: is part of, connected by, consists of, between, defined, needs, requires, includes, etc.

Step 3: I put students into breakout groups of about four students to create their first concept map (**Image 2**). Anytime I put students into small groups, I make sure there are roles assigned (e.g., in alphabetical order, recorder, contrarian, time-keeper, reporter). When they are in their small groups, they work together with the list of concepts generated from the large group (but are free to add in additional concepts) to create a map that identifies and explains links among the concepts, including defining key terms if necessary. Notably, the layout of this breakout room includes the chat from the main group so that students have access to all of the concepts that the class generated. It is the role of the recorder (note-taker) to use the whiteboard and create the map. Importantly, all group members provide input regarding what they think the connections are between and among the various concepts. The role of the contrarian is pivotal here as they push the boundaries by disrupting 'group think' regardless of their personal views. The time-keeper ensures the group stays on task while the reporter reports back to the main group. While students are in breakout groups, I am in the main room taking a birds-eye view of their group work so that I can send out broadcast messages when needed or enter the rooms of groups who are struggling (**Image 3**). I give students about 15 minutes in their groups to create their map.

Step 4: I then take about 10 minutes of class time to have each group's reporter report back to the main group in one minute explaining the highlights of their map. I set up the Adobe classroom with a video pod that shows one speaker, minimizes the chat, and makes the focus of the layout the large whiteboard (**Image 4**). During this time, students note the different levels of complexity and visual detail of the various maps by posting encouraging comments in the chat. As the instructor, I aim to highlight the content and substance of the maps' connections.

The entire activity takes approximately 30 minutes of class time. Through this type of scaffolding experience, students become knowledgeable and comfortable submitting their assignments in this manner for future assignments. For example, later in the semester, I may have a video or book chapters as assigned homework along with a prompt they need to answer. For the response, students could upload a concept map, post a VoiceThread reaction, or respond with a traditional written response. The main point is that they have reflected upon and engaged with the material, then followed their learning path to show what they now know as part of a UDL approach.

What this looked like in Adobe Connect

Image 1: This screengrab shows a large format chat pod with the instructor's video minimized in the upper left corner and attendees listed below the video pod while the majority of the screen is the open chat box. The attendees' section shows Lia Marshall as an example student; notably, she is not an actual student but rather a colleague helping with the screengrab. To the right is the presenter-only area, which is not visible to students. Adobe product screenshot(s) reprinted with permission from Adobe.

Image 1 Alt-Text: This image shows a large format chat layout. There are three sections viewable to students and two sections on the right side viewable only to the instructor. On the very left side of the screen, making up approximately 20% of the screen are two sections. In the upper left corner is the instructor's video. Below the video pod is a narrow section that has all of the attendees. In this example, there is the host (instructor) and participants (e.g., students; in this example, Lia Marshall is listed as an example student but she is not an actual student). About two-thirds of the screen is the open chat. I have typed in the prompt in this example, "What are the most important concepts you remember from the readings? Please type them into chat!" Approximately 10% of the right side of the screen is hidden from students and has a place for host & presenter notes and shows the links to different layouts.

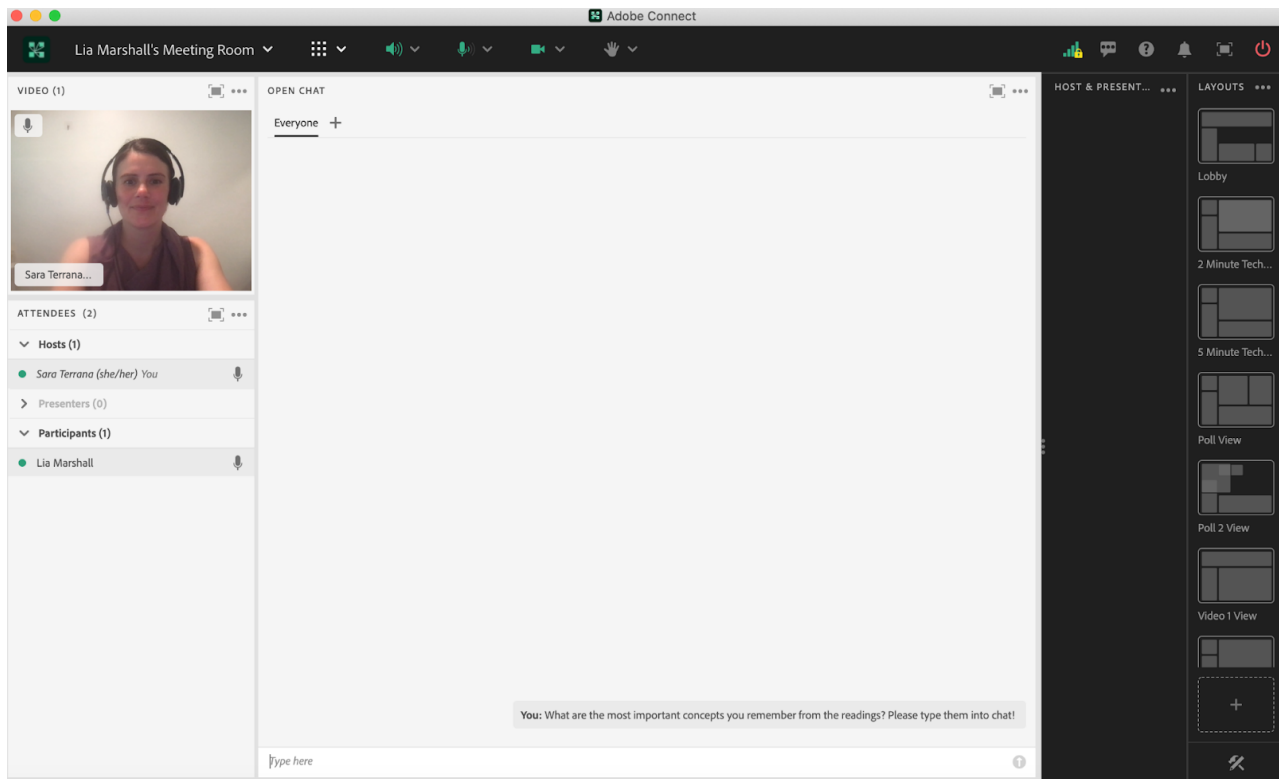


Image 2: This screengrab shows the layout for the breakout groups from a student's view. The whiteboard takes up about 60% of the screen while the rest of the screen has the main group's chat (so that students can access all of the concepts generated in the first brainstorming discussion) and a separate breakout room chat, videos, and the attendees' list. The section shows Matthea Marquart as a sample student; she is not an actual student but rather a colleague helping out with the screengrab. Adobe product screenshot(s) reprinted with permission from Adobe.

Image 2 Alt-Text: This screengrab is what the student's view would be in their breakout room. There are three main sections divided vertically. The left side section one, approximately 20% of the screen, has a space for student videos, which is currently empty except for a small 'start my webcam' button on the upper left corner. Directly below the video space is a chat box for the specific breakout group, which is currently void of chat except for the standard message "start a conversation with everyone or chat privately with the Hosts, Presenters, or any Attendee." Below that in the lower left-hand corner is the attendees' list where one participant is listed, Matthea Marquart (she is not an actual student). In the second section, also approximately 20% of the screen, is one tall vertical rectangular box that is the full height of the layout, which is the main group chat. The message in the chat box states: "This is the chat from the main room, where we were listing concepts together as a whole class." The third section, approximately 60% of the screen, is the group's whiteboard, which is currently empty.

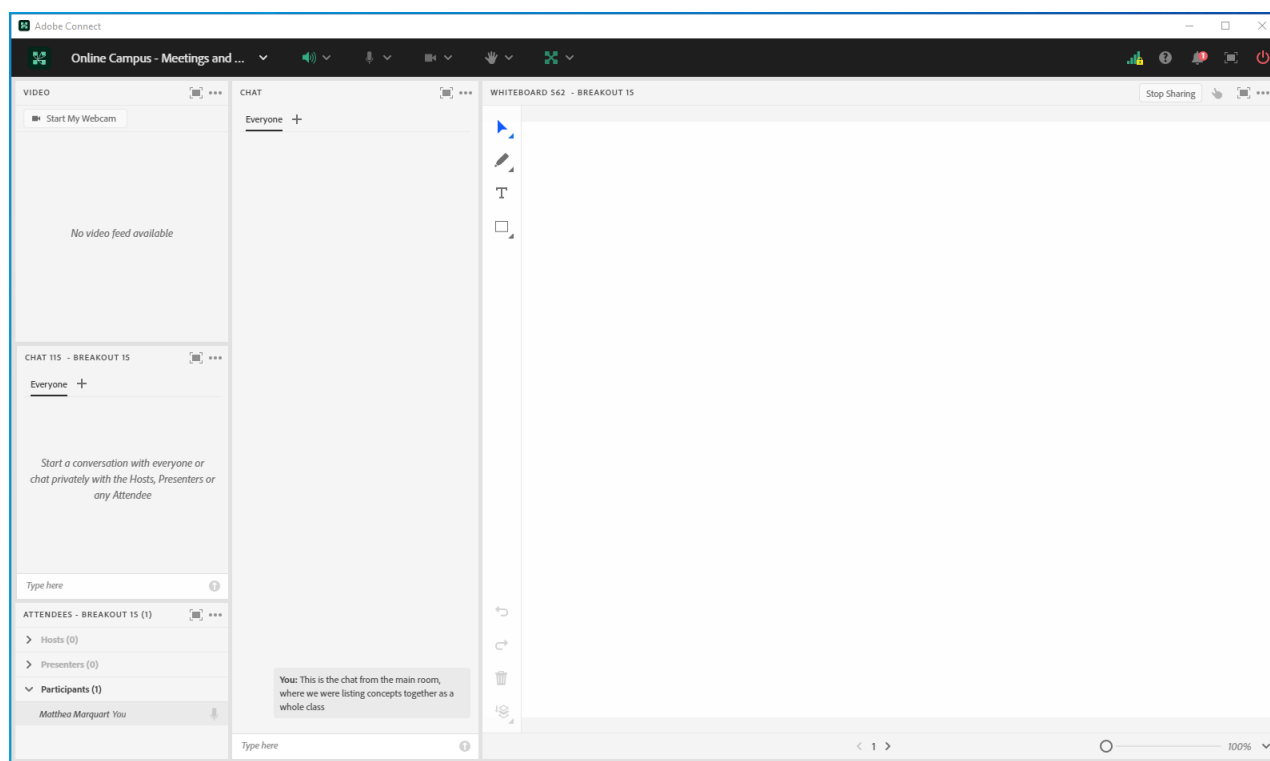


Image 3: When students are in their respective breakout rooms I take a birds-eye view of the class. This means that while students are working in their groups, I can monitor their whiteboards in real time. The attendees' section shows Lia Marshall as an example student; notably, she is not an actual student but rather a colleague helping with the screengrab. Adobe product screenshot(s) reprinted with permission from Adobe.

Image 3 Alt-Text: This screengrab shows a birds-eye view of the breakout rooms. The screen is divided into five sections. On the left side, there is a narrow column with two sections. The first is a small square video pod of the instructor, and the second section is the list of attendees directly below the video pod. Lia Marshall is listed as an example student in the attendees' section; she is not an actual student. In the center of the screen, the largest section shows five different breakout groups' whiteboards. In this example, the whiteboards are empty. Below this section is the open chat where I have

typed in three messages. The first message says “What are the most important concepts you remember from the readings? Please type them into chat!” The second message says “In your breakout group, you will have 15 minutes to create a concept map. Be sure to assign group roles: reporter, record, timekeeper, contrarian.” The third message says “All concepts from the big group discussion are accessible via the open chat.” On the right side, a narrow column that is hidden from student view has a place for notes to the host and presenter and next to that are links to various other layouts that have been set up in this room.

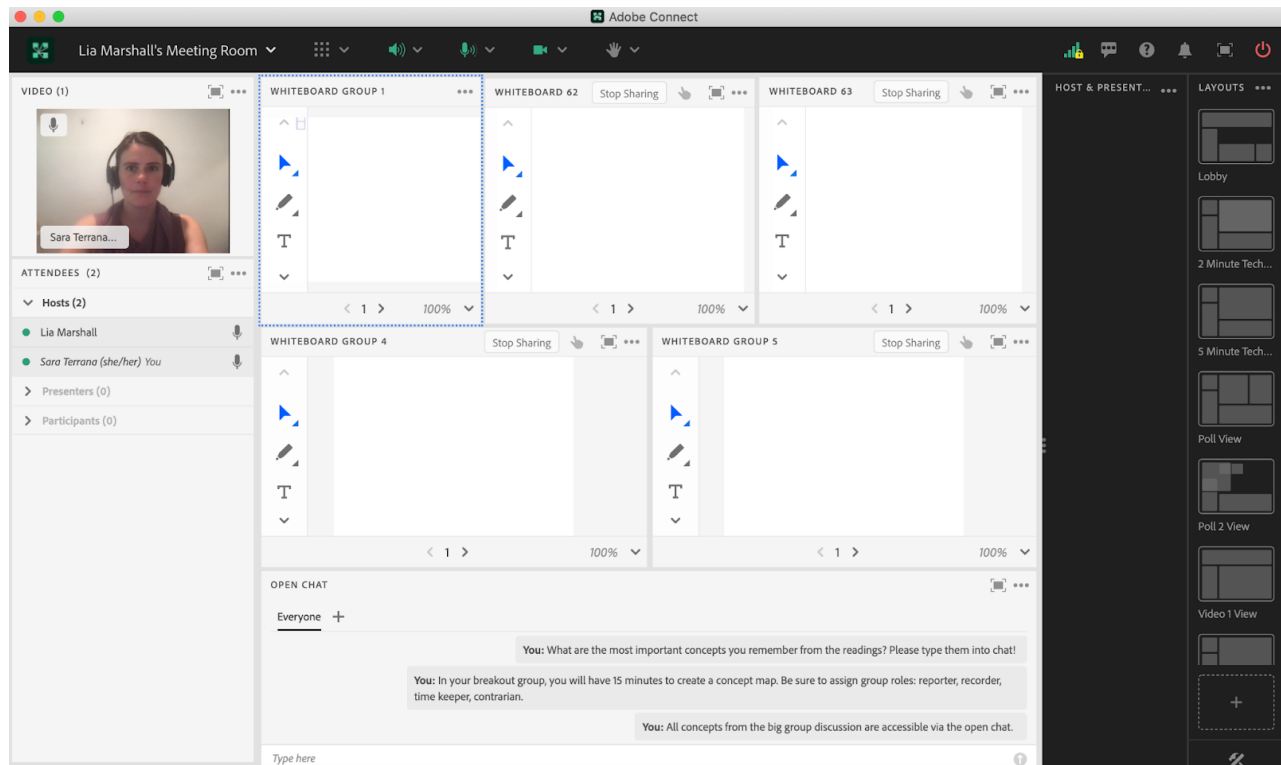


Image 4: Here, the Adobe classroom layout reflects one student speaker (i.e., reporter) on camera presenting their group's concept map. The chat is minimized but included so that their peers can type in encouraging comments. Adobe product screenshot(s) reprinted with permission from Adobe.

Image 4 Alt-Text: The layout of this screengrab shows one example student (Sara Terrana) presenting their group's concept map on a whiteboard. The example student is not an actual student but the chapter author. The chat at the bottom has two entries including “voting is social work” and a list of ways to connect concepts: “is part of, connected by, consists of, between, defined, needs, requires, includes, etc.” The narrow column on the right-hand side of the screen is hidden from students and shows the host and presenter area which is currently left blank. The left side column is about 20% of the screen and includes a video of the student presenting, with the list of attendees below. About 50% of the screen is the group's concept map. This map, as an example, has the topic “advocacy” in the center with a green circle around it. There are four arrows pointing out from the main topic. The first arrow is labeled ‘defined by’ and is pointing to the words “core values.” Underneath “core values” is another arrow that is labeled ‘includes’ and the term “social workers mandate.” Under that is an arrow labeled ‘must deal with’ then the term “politicians.” Under politicians is a final arrow, labeled ‘very important’ and the concept of “voting is social work” is underlined. So this path illustrates that Advocacy is defined by core values, and the core values include a mandate for social workers to advocate. In order to do this, social workers must deal with politicians, and it is very important that social workers advocate around voting. Moving clockwise from the main concept of advocacy, the second arrow is labeled ‘is part of’ and the term “macro social work.” This path illustrates that advocacy is part of macro social work. The third arrow is pointing to the concept of “disenfranchised communities.” Underneath that is an arrow pointing to “minoritized populations.” These two main concepts, disenfranchised communities, and minoritized populations have two arrows labeled ‘issues of’ that are pointing to the term “equity.” The fourth arrow states ‘fighting for’

and points to “equity” as well. These two paths on the map illustrate that advocacy for disenfranchised communities, including minoritized populations, is an issue of equity, and that advocacy involves fighting for equity.

The screenshot shows an Adobe Connect interface. On the left, a video feed shows Sara Terrana. Below it, the 'ATTENDEES (2)' list includes Lia Marshall and Sara Terrana (she/her) You. The main area is a 'WHITEBOARD GROUP 1' displaying a concept map. The map has 'Advocacy' at the center, circled in green. Arrows point from 'Advocacy' to 'core values' (defined by), 'macro social work' (is part of), 'social workers mandate' (includes), 'fighting for' (fighting for), 'disenfranchised communities' (issue of), 'equity' (issue of), and 'minoritized populations' (issue of). From 'social workers mandate', an arrow points to 'politicians' (must deal with), which then points to 'Voting is Social Work' (very important). The text 'Voting is Social Work' is underlined in green. At the bottom, an 'OPEN CHAT' window shows a message: 'You: voting is social work'.

Acknowledgments

I would like to thank Dr. Lia Marshall for her incredible patience and assistance in the screen grab process and Matthea Marquart for her continued support and mentorship in my online teaching journey.

References

Novak, J. D. (2010). Learning, creating, and using knowledge: Concept maps as facilitative tools in schools and corporations. Routledge.

Rose, D., & Meyer, A. (2002). Teaching every student in the digital age: Universal Design for Learning. Association for Supervision and Curriculum Development.





Sara E. Terrana

Adelphi University

Sara E. Terrana is an Assistant Professor in the School of Social Work at Adelphi University. She is a passionate social work educator and loves teaching in the online environment. Recently she is the PI of a mixed-methods study evaluating the effects of teaching social work students about social action. Additionally, Dr. Terrana uses qualitative methods and critical theory to study leaders and leadership in organizations in the neoliberal context in order to fight for a more equitable and just society. Dr. Terrana was a 2020–2021 Teaching Fellow at Adelphi University and was nominated for the Excellence in Teaching award in the 2021–2022 academic year. She has several publications in peer-reviewed journals; she has presented her work at national and international conferences across academic disciplines. Dr. Terrana received her Ph.D. and M.S.W. from the University of California, Los Angeles, an M.A. from Teachers College – Columbia University, and a B.A. in communications and psychology from the University of Hawai'i Hilo.



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/concept_mapping

An Example of Using the Whiteboard for Small Breakout Groups in Adobe Connect: “Draw Poverty”

Elexia A. Gonzalez Lowe

In this example, I will share how to use the whiteboard for small breakout groups in Adobe Connect. I will also share an example of a whiteboard activity I found meaningful for social work students learning in an online environment. This submission is written from my perspective as a Live Support Specialist. I was responsible for taking the instructor's ideas and agenda items and producing them on the Adobe Connect virtual platform with engaging and user friendly solutions. I utilized a variety of virtual tools, provided technical support, and facilitated an organized communication system for seamless “behind the scenes” collaboration during class. I also occasionally participated in the discussion or presentation of course concepts when my experience in the field of social work was solicited.

Teaching and Learning Goal

Breakout groups in the online learning environment allow for enhanced collaboration, connection, and teamwork skills building. The goals for using the whiteboard in the breakout rooms were to facilitate a creative way to discuss complex topics and to include differing engagement preferences in the virtual learning environment. The use of the whiteboard in breakout rooms also allowed for:

- the application of problem-solving skills as a team while being spontaneous;
- eliciting the engagement of participants with the hopes of enhancing interactions and accessing critical thinking in a new way;
- highlighting the limitations of “group think” when evaluating the outcome of the activity

Activity and Results

The course I supported for this specific activity was the PROP (power, race, oppression, and privilege) course at the Columbia University School of Social Work, learning about social justice and anti-oppressive practice. The instructor provided me with the instructions and agenda for the next class session and requested four breakout rooms with a whiteboard in each room. The instructor also requested that all whiteboards be present and visible when returning to the main room. I set up the Adobe Connect classroom with the layouts requested and we tested my proposed layouts and the activity during our instructional team meeting prior to the week's class.

When the instructor provided instructions for the activity on the day of class, the instructions were left intentionally vague. The students were told they would be randomly assigned breakout groups for 10-15 minutes, there would be a whiteboard setup for their use, and their instructions were to “draw poverty.” To reduce pressure, the instructor highlighted that no one was expected to be an artist with extraordinary whiteboard skills using a computer mouse.

Once the breakout groups were started, the instructional team was able to view the activity of all four rooms from the “bird's eye view” layout (**Image 2**). A barrier to participating for some students was either a lack of a strong internet connection or joining from a mobile device. If a student lost connection during the breakout group activity, they would appear in the main room and I would return them to their assigned group.

Initially, when watching from the “bird's eye view” layout, there appeared to be little to no activity occurring on the whiteboards. The slow start was likely due to discussing the activity prompt, confusion about the instructions, or learning how to use the whiteboard tools. The instructional team was able to visit each room to answer questions and soon we were able to observe movement on the whiteboards.

At the conclusion of the activity, the breakout groups were ended and all participants were brought back to the main room for presentations and debriefing. Each group took turns presenting their whiteboards and discussing their process. Many of the drawings consisted of sadness, depravity, and loss when drawing poverty. None of the drawings approached the activity from an empowerment or strengths-based perspective with respect to people experiencing poverty. Leaving “draw poverty” up for interpretation led to a valuable discussion about assumptions and biases commonly held about people experiencing poverty by social workers in the field.

The students were receptive to the disconfirming reflection of the activity and provided the following feedback in the chat throughout the discussion:

- “So powerful”
- “It was fun. Good brain exercise”
- “Def the most fun breakout activity all semester”
- “It was difficult! Hard to conceptualize”
- “It is hard to visualize a concept”
- “It was really enjoyable/good brain exercise hah”
- “I also thought about not wanting to offend anyone”

I really enjoyed being a part of creating and facilitating this activity. This was my first time using whiteboards in breakout rooms and it provided a way for students to connect and process beyond the use of words. I felt that I also learned along with the collective as I saw how they accepted and learned from their blindspots. While the lack of instructions led to a need for additional time, the ambiguity was also what allowed the importance of this activity to surface and become revealed.

Technical Details and Steps

Prior to class

1. Create the layout you want for the breakout rooms (**Image 1**). Choose the “whiteboard” option in the share pod you have created. You may also include a chat pod, note pod and video pod or a separate pod with instructions loaded, if desired.
2. Add the desired number of breakout rooms using the breakout room layout you created.
3. Create a “bird's eye view” layout (**Image 2**) and insert the whiteboard share pods from each breakout room for viewing during the plenary debrief, if desired. You will also be able to view the whiteboard activity from the main room during breakouts from this layout.
4. Test the activity with other members of your team prior to class.

During class

1. When introducing the activity to your class, remind students that joining from a mobile device or with low-bandwidth wifi may inhibit participation.
2. It may be advisable to provide a brief tutorial of the various whiteboard tools, if needed.
3. Distribute students to the desired breakout rooms. (You can begin pre-distributing students as soon as they join the class, so that the groups are ready to go when you start the breakouts.) I would recommend at least 3-4 students per group. In the case that one of the group members loses connection, the remaining members can continue working together.
4. Before starting breakouts, move to the “bird’s eye view” layout, if desired.
5. Start breakouts and watch for questions and engagement. I would recommend allowing for at least 10-15 minutes for this activity.
6. Sometimes students may lose connection and reappear in the main room. When this happens, you may move them back to their breakout group room.
7. Visiting each breakout room may be helpful.
8. Provide periodic broadcasted messages during the breakout to let students know how much time they have left to collaborate.
9. When ending the breakout and returning to the main room, everyone will see their whiteboards in the main room for them to present.
10. If needed, you may drag a corner of a specific whiteboard to enlarge it when that group presents (**Image 3**).

What this looked like in Adobe Connect

These images, including the whiteboard art, are my recreations, not a screenshot of actual students' work.

Image 1: Example breakout room layout created with a whiteboard included. Adobe product screenshot(s) reprinted with permission from Adobe.

Image 1 Alt-Text: This is a screengrab of an example layout for a breakout room with the whiteboard share pod. The top of the image has a video pod that stretches across the screen to allow for multiple people to be on camera. Underneath the video pod to the left is a short and narrow chat pod. Beneath the chat pod is a short and narrow attendees pod where attendee names can be viewed. The center of the layout has the share pod with the whiteboard. The whiteboard has multiple tool options in a bar to the left that includes a pointer, marker, text box, and shape making tools.

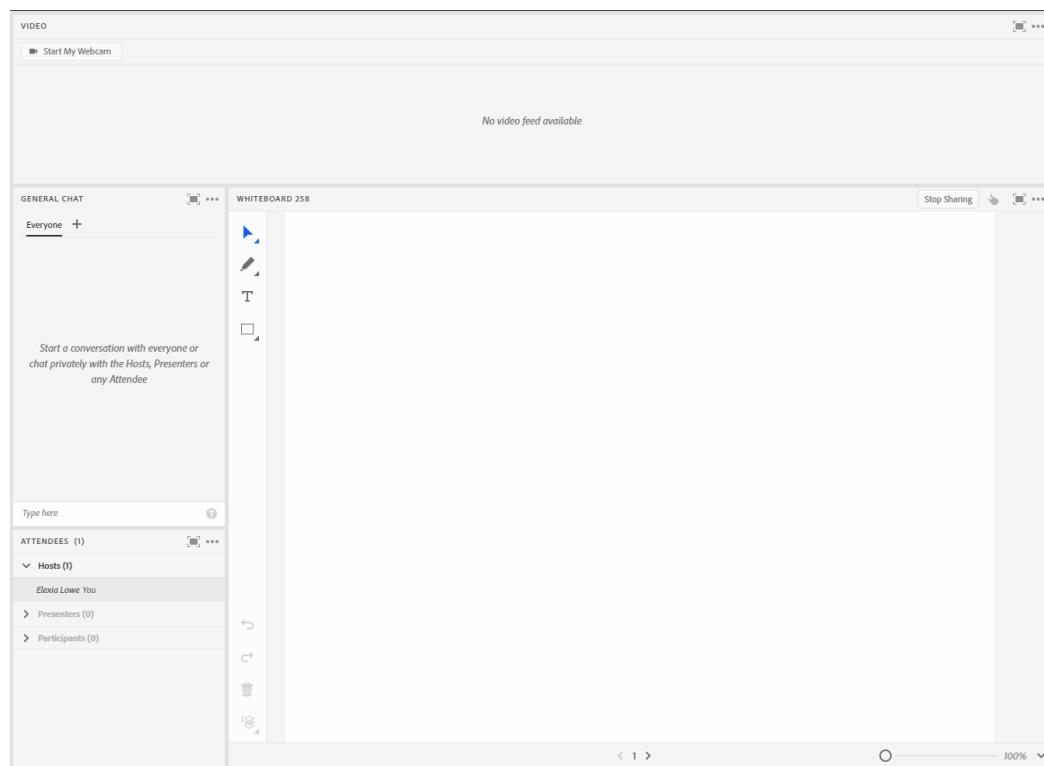


Image 2: Example “bird’s eye view” layout created with all breakout room whiteboards included. Adobe product screenshot(s) reprinted with permission from Adobe.

Image 2 Alt-Text: This is a screengrab of the “bird’s eye view” layout where the instructional team can view the breakout room activity from the main room. This is also the layout you can use to present each breakout room’s work at the conclusion of the breakout activity.

The far left corner has a “stage lights” pod for timing the presenters. Beneath the stage lights is the attendees' pod in a narrow column. At the top of the layout is the video pod stretching from the edge of the stage lights pod to the far right of the layout to allow for multiple participants on camera. Beneath the video pod, to the far right, is a long and narrow chat pod. The center of the layout beneath the video pod are four whiteboard share pods side by side with drawings created in the breakout rooms viewable.

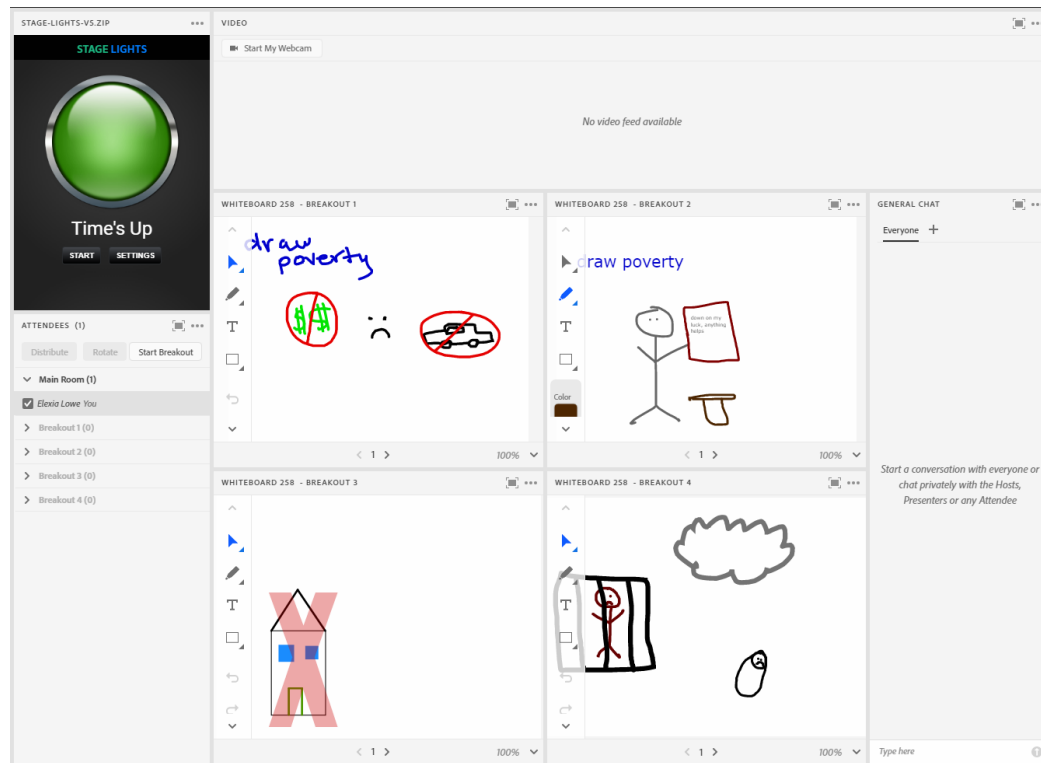
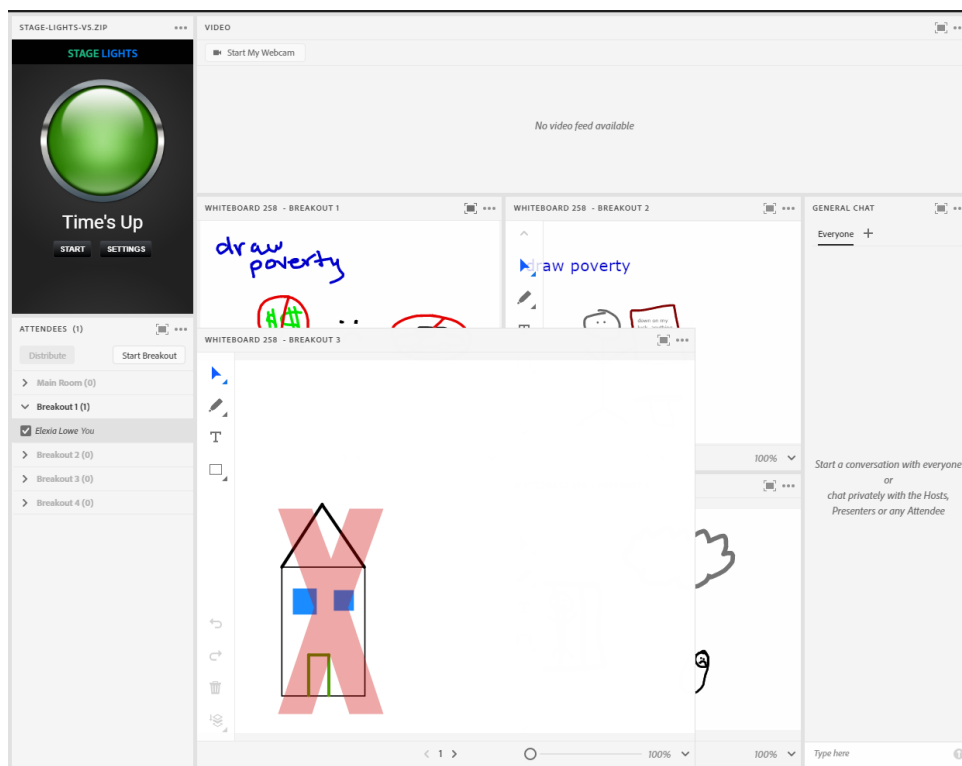


Image 3: Same image as Image 2 with one of the whiteboards enlarged and overlapping the other whiteboards. Adobe product screenshot(s) reprinted with permission from Adobe.

Image 3 Alt-Text: This screengrab is the same image from Image 2 with one difference. The bottom left whiteboard is overlapping the other whiteboards to show how to enlarge the image during presentations if needed.



Acknowledgements

I would like to acknowledge and thank Ashley Stewart, PhD (Instructor), Hannah Tenadu (Associate), and Taryn Dwyer (Associate) for their creativity and thought leadership. Working on the PROP course with them was a wonderful experience. I would also like to thank Matthea Marquart for including and considering me for wonderful opportunities to further my career, such as contributing to this book.



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/whiteboard_in_breakout_group

Scripted Role Play in Adobe Connect: Practicing Clinical Skills in an Online Classroom

Elise Verdooner

This chapter describes how scripted role play activities were conducted in breakout rooms using the Adobe Connect platform and provides insights for educators interested in adopting similar activities in their classroom. Two courses (Introduction to Prolonged Grief Treatment and Foundations of Grief Therapy) taught by Katherine Shear used scripted role plays to practice clinical skills and engage and reflect on the emotional experience of engaging in grief therapy. The chapter is written from my perspective as a teaching associate: supporting the professor with the course material as well as occasionally participating in the role play when the number of students in the class required me to do so.

Teaching and Learning Goal

The purpose of the scripted role play activity is to provide students with the practical skills, experience, and exposure to the seven themes of Prolonged Grief Disorder Therapy (PGDT) so that they feel more confident engaging in the 16-session evidence-based treatment in their practice. Specifically, we wanted to give students the opportunity to respond to and reflect on the emotional experience of engaging in grief therapy. This activity also served to facilitate two of our course learning objectives:

- Demonstrate mindful self-awareness, thoughtful self-monitoring and effective self-care as a PGDT therapist.
- Demonstrate active listening and personalized intervention with cultural humility and respect for all forms of human diversity.

Activity and Results

This activity evolved over several semesters to target specific skills and elicit the emotional reactions one might expect when doing PGDT. In many social work classes, we focus on critiquing and critically analyzing social work techniques, but there is also great value in identifying and naming the emotions we experience in the therapeutic relationship, something that is not often practiced. For this reason, we used scripted role plays inspired by real conversations where each participant read directly from the script. We then asked students to reflect on specific questions related to the exchange (see **Image 1** for reflection question examples). This gave students the opportunity to focus inward rather than on the dialogue or interaction between the therapist and client. The scripted role play documents include discussion question prompts, brief background information on the client and past interactions, and the verbal exchange between therapist and client.

In early iterations of this activity, we noticed that students tended to focus on critiquing the script and the dynamic between the therapist and client. This prompted us to include targeted reflection questions in future scripts which helped direct the conversations in the direction we would like. However, at the beginning of the semester I would still observe students focusing on the words being used and the specific choices of the therapist. For this reason, I would recommend that scripted role plays are best used over several class sessions to give students the opportunity to learn and grow with the activity. With further prompting and support from the teaching team, over the course of the semester and in each time completing the activity, students began tapping into the emotional response more and more.

One potential concern with engaging in a role play activity (or other clinical skills activities) online is that students may not have the experience of practicing using their body language in therapy. While we encourage students to turn their video on while in the breakout sessions, this is not something we monitor. Furthermore, monitoring body language is not the learning objective of this assignment. By assigning scripted role plays, we target discussion of the emotional reaction of hearing people talk about the death of a loved one. At times the script may describe the physical environment of the room: pauses in the conversation, body position of the client, etc. But mostly, we want students to focus on their overall emotional responses. The online platform allows us to very specifically target certain clinical skills, and I have observed powerful reactions and beautiful discussions emerge from narrowly focusing on this aspect of therapy.

The few times I participated in the activity I could see its value for students, as I recognized the value it had in my own work. During my own social work education, I participated in a number of unscripted, improvisational role play activities. These exchanges didn't seem to mirror reality. When role playing the client, it can be difficult to think of something to talk about, knowing you will be sitting alongside the "therapist" for the rest of class. And role playing the therapist is not necessarily an accurate representation of the experience of sitting in a therapy room. Some schools bring in actors to engage in role plays to simulate a more realistic exchange. What both of these experiences have in common is the new therapist is often focusing almost exclusively on what to say in the interaction. It is easy to be critical of the words used and how the therapist engages with the other person rather than on the substance of the dialogue and the emotional response. Providing students with a script and question prompts that target the emotional experience can be empowering for students in recognizing their own emotions, and when leveraged can be a valuable learning tool.

Image 1: Sample discussion questions from a scripted role play.

Image 1 Alt-Text: The image is a screen grab of text from a scripted role play which says, "Read this role play with your partner and think about the following questions: 1. How did you react to this story? Was it comfortable to read or did it make you uncomfortable? Try to explain your answer to this – what might have made you uncomfortable – or comfortable? 2. Did you learn anything about yourself from this script? 3. Did you learn anything about grief from this script? 4. How would you manage your own emotional responses to this vignette? 5. How might you self monitor when doing grief therapy? How might you take care of yourself in doing grief therapy? 6. What questions do you have?"

Read this role play with your partner and think about the following questions:

1. How did you react to this story? Was it comfortable to read or did it make you uncomfortable? Try to explain your answer to this – what might have made you uncomfortable – or comfortable?
2. Did you learn anything about yourself from this script?
3. Did you learn anything about grief from this script?
4. How would you manage your own emotional responses to this vignette?
5. How might you self monitor when doing grief therapy? How might you take care of yourself in doing grief therapy?
6. What questions do you have?

Technical Details and Steps

The two-hour course session was divided into three parts: didactic presentation, skills work, and question and answer. The scripted role play activity was part of the skills work section of class where students went into breakout groups for approximately 20 minutes. Ten minutes were estimated to read the script (with each person having the chance to read both the therapist and client roles, swapping roles halfway through) and ten minutes were estimated for engaging in discussion with their partner. The class was divided into pairs to complete the activity. When there was an odd number of students in the class, we would either create one group of three where one student could observe (or rotate roles) or I, as the teaching associate, would participate in the activity with one of the students.

Step 1: Sharing the scripted role play document

Before class: Decide when you want to share the role play with students, either before class or during the session. Unless a student specifically requested the document ahead of time (or this was part of a student's disability accommodations), we decided to share the document at the start of the activity. This way students could share their initial reactions to hearing the script for the first time with each other during the activity.

During class: When introducing the role play activity, you can share the downloadable file in a separate Adobe Connect pod (see **Image 2**) and/or include the document as part of a file sharing pod in the breakout group.

Additional considerations: If you decide to share the downloadable file in the main room and before going into breakout rooms, make sure you provide enough time for students to download the document, and be prepared to jump into breakout rooms and share it quickly with students that were not able to download it immediately because of technical challenges or other delays. In addition, you can include a screen sharing pod with the script pulled up in the breakout room for students to read from. However, I would also recommend having a downloadable file available for students, as the text may be small and difficult to read without making the document full screen, and by doing so, it may be challenging for students to use the other features in the breakout room such as the chat and video pods.

Step 2: Sending students into breakout groups

Before class: Create breakout group rooms based on the number of students enrolled in your course divided by two. That way it is easy to quickly move students into groups at the start of the activity. When preparing the breakout groups (see **Image 3**), you may want to include a video pod so students can turn on their cameras, a breakout group chat pod so that students can message with each other (you will need to create new chat pods for this so that the chat doesn't broadcast to the entire group), a blank note pod so that students can take notes during the activity (if you expect to use the notes during group discussions, be sure to label the pods with the group number and/or ask students to include their name so that it can be easily identified), and/or a file sharing pod with the script uploaded.

During class: Notify students of the duration of the activity and consider sending timing reminders when students should switch roles, when they should transition to responding to the discussion questions, and when they have 2-3 minutes to wrap up their discussion.

Additional considerations: We were intentional about not entering the breakout groups to observe students unless explicitly called in by the group. In other classes, with less emotionally sensitive topics, I have gone from room to room to check on students and offer support, but I thought this might be disruptive to the interaction and discussion. Another thing to consider is the makeup of the breakout groups, whether you want random groups or predetermined groups. We opted for randomization; however, we had one group report that they were in the same matching two weeks in a row. In this instance, we briefly scanned the groups to make sure the two students were not matched for a third time. Depending on the size of the group, repeating partners may be inevitable, but it may be something to think about and be intentional about ahead of time. You may also consider manually creating breakout rooms to ensure students are matched with someone different for each activity; however, this may be time consuming if you don't have a teaching assistant or technical support in the classroom to manage the process.

Step 3: Debriefing the activity

Before class: Create a layout in Adobe Connect to facilitate your debrief conversation or activity. In our case, we included a large video pod to create space for students to join us on camera (see **Image 4**). In previous iterations of the course, we also experimented with including the note pods in the main room for students to reference.

During class: We debriefed the activity by inviting everyone to join us on video, in an attempt to simulate a more traditional group conversation. As students are brought back into the main room, you can often hear remnants of spirited discussion – try to draw on this energy as you move into the debrief conversation!

Additional considerations: It was rare that we had everyone on camera the entire time, and I would recommend having a discussion as part of community agreements around how and when you expect folks to come on camera (if at all). I observed that we would often have the same few students sharing during the debrief conversation, and those were the ones that often joined us on camera. At the same time, I think it's an important conversation to have with students rather than simply requiring everyone to be on camera. In future iterations of this activity, I'd recommend brainstorming other creative ways to facilitate equitable sharing during the debrief such as drawing or creative writing.

What this looked like in Adobe Connect

Image 2: Adobe Connect classroom displaying breakout group discussion instructions on a share pod and downloadable instructions in a file pod in the main room. Adobe product screenshot(s) reprinted with permission from Adobe.

Image 2 Alt-Text: This screengrab of the Adobe Connect classroom shows a large pod along the top of the screen for the slides presentation. The slide says "Breakout Groups" at the top and "Insert Prompt here for discussion" beneath. Below the slides, there is a chat box taking up most of the width of the slides and there is a smaller file sharing pod on the right where the breakout documents can be shared with students. There is an example file in the file sharing pod titled "Breakouts sample.pptx." Along the left side of the screen is a narrow video pod and attendees pod.

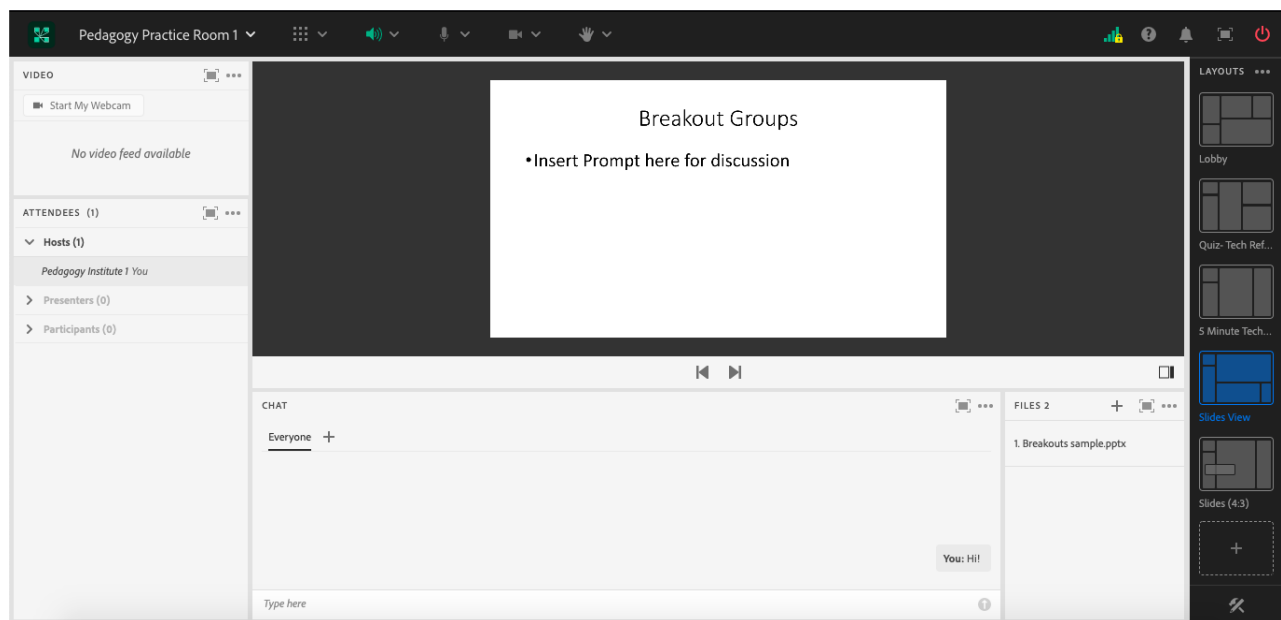


Image 3: Example of an Adobe Connect breakout group room with a note pod, a share pod with slides uploaded, chat pod, and video pod. Adobe product screenshot(s) reprinted with permission from Adobe.

Image 3 Alt-Text: This screengrab of the Adobe Connect breakout group room shows five pods. Along the left side of the screen are a video pod and the attendees pod below that. The main part of the screen is divided between three pods. Along the bottom is a chat pod, and above this the space is divided between a notes pod that says “Breakout Group 1 Notes” and a presentation sharing pod with an example slide titled, “Breakout Groups,” with the text “Insert Prompt here for discussion.”

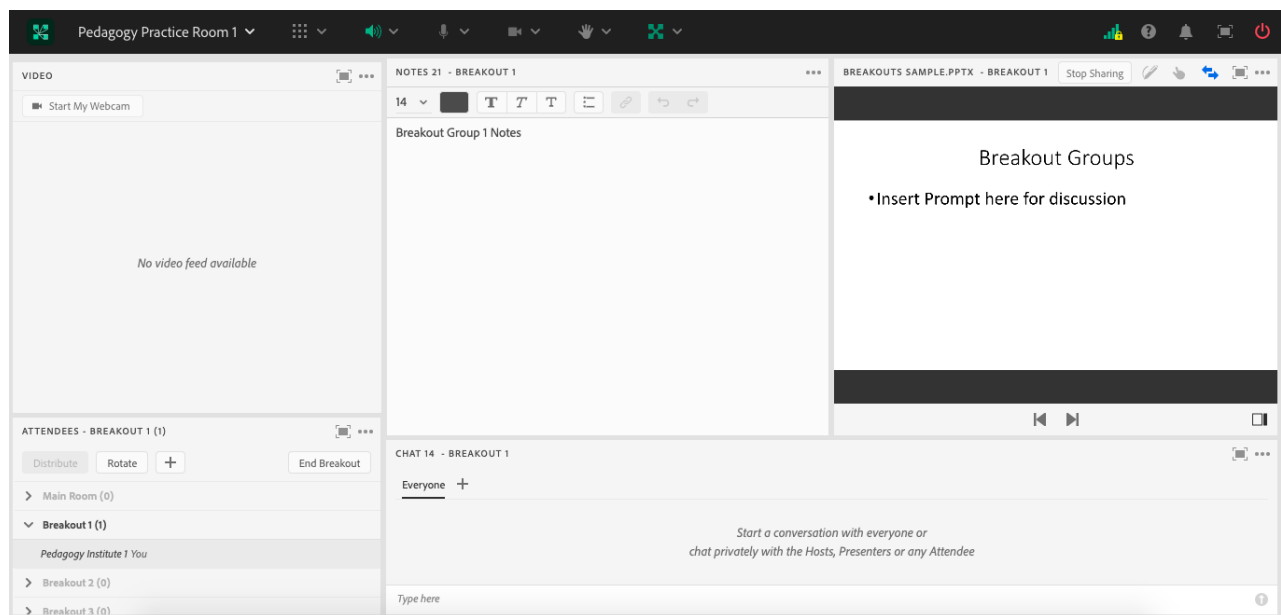
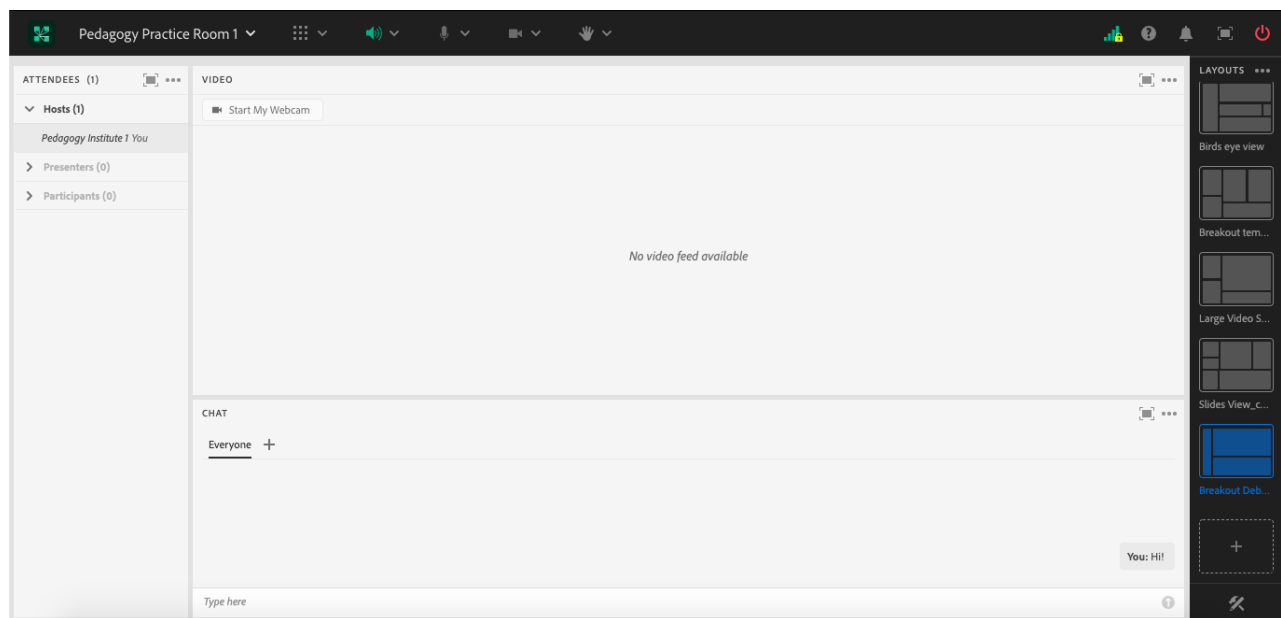


Image 4: Adobe Connect classroom displaying possible debrief layout with large video pod. Adobe product screenshot(s) reprinted with permission from Adobe.

Image 4 Alt-Text: This screengrab of the Adobe Connect classroom shows a large video pod covering most of the screen. Below the video pod is a chat pod running the width of the video pod, and along the left side of the screen is the attendees pod.



Acknowledgements

Kathy Shear, thank you for being a phenomenal collaborator in the classroom and for welcoming this chapter based on my experiences in your courses. Matthea Marquart, thank you for being an incredible mentor and collaborator inside and outside the classroom, for always supporting my personal and professional development, and for inviting me to write this chapter. Teis Jorgensen, thank you for your thoughtful edits and your never-ending love and support.





Elise Verdooner

Columbia University

Elise Verdooner, a Fulbright Scholar and returned Peace Corps volunteer, has worked in international development for eight years. She is the former Executive Director of TEEEM, a global nonprofit organization focused on health, education, and economic empowerment in Ethiopia, Kenya, Burkina Faso, Senegal, Cambodia, Mongolia, Slovakia, and Peru. She holds a master's degree in social work from Columbia University with a focus on social enterprise administration and international social work and a master's degree in global affairs from the University of Notre Dame. As a Fulbright Scholar in India, she is researching international social welfare, corporate social responsibility, and culture. Elise started as a Teaching Associate at Columbia University School of Social Work in 2019 before transitioning to Adjunct Faculty in 2022. As a youth development volunteer with the Peace Corps in Botswana, Elise worked on organizational capacity building, HIV prevention and outreach, and gender equality initiatives. Elise is a member of National Association of Social Workers' (NASW) New York City Chapter and the Immigration and Global Social Work Committee. She is a member of the Network for Social Work Management (NSWM) and was the 2019 recipient of the NSWM Mark Moses Distinguished Fellowship Award, which is presented annually to one exemplary practitioner or academic working in the field of social work management. She publishes and presents on topics of international development and teaching with technology.



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/scripted_role_play

Dimensions of Self Care: Exploring Clinical Issues for Social Workers in an Online Classroom

Allison R. Ross & Ana R. Grullón V.

In this example, we will share how and why we utilized Adobe Connect to explore self-care in a classroom setting. We will also explore how different features of Adobe Connect can be used to facilitate activities similar to this one, such as utilizing polls and breakout rooms

Teaching and Learning Goal

We had several goals in mind when teaching this activity.

- We wanted to help highlight the importance of self-care, focusing specifically on the need for it among social workers and educators given the many individual and systemic stressors that can arise for those of us in these fields.
- We wanted to explore the definitions and varying dimensions of self-care, hoping to facilitate a group discussion to allow space for those present to share their own definition and approach to it.
- By going into depth into a discussion on self-care, we were aiming to highlight how vital a well-balanced approach to self-care is, including creating a brave space to explore stressors that validates the communal need to prioritize self-care.

Activity and Results

Activity

We designed our activity to stress the vital importance of self-care in our field. We also prioritized images in the presentation to help facilitate discussion. We took into consideration who the students were and that they were ending the end of their semester. We presented this activity in the final class of our course. We sent the students a link to a resource which was a self-care questionnaire ([IFM Self-Care Questionnaire](#)) so they could have some familiarity with the topic the week before we presented. The students were advised to complete the questionnaire but did not need to submit it or share their results in the class if they weren't comfortable. The day of our class, we initially opened the discussion of what is self-care with the entire class (**Image 1**) and prioritized conducting a poll to get a sense of what some students utilize for self-care strategies (**Image 2**). After some time, we transitioned to break out groups (**Image 3**) in order to facilitate more nuanced discussions on the topic with guided questions. After fifteen to twenty minutes, the break out groups ended and we provided space for each group to present what they discussed. We concluded the session by discussing vicarious trauma, institutional trauma, and sharing suggestions around destigmatizing the need to seek professional help for those in the helping profession (**Image 4**). Lastly, we recommended the book "Trauma Stewardship" by Laura van Dernoot Lipsky and other resources.

Results

Students were engaged in the discussion and a few shared how thankful they were that we were making space in our class to discuss this topic. A number of students were able to share their current self-care activities as well as activities they would like to adopt. Other students shared that they felt their self-care routine was lacking given their busy schedules but that they wanted to carve out more time to incorporate this into their current routines.

Recommendations

Working as a team made the work enjoyable and more manageable. Our recommendation for folks who want to do something like this is to find a topic you're curious about or want to explore further and go for it! If you have worries or need support, finding a co-collaborator is a great way to also put something together that you're proud of. We also recommend checking in with your students after the presentation to see what resonated with them and what, if anything, they would do differently if they wanted to present themselves or wanted their professors to do another presentation on the same subject matter.

Technical Details and Steps

1. We researched for relevant resources and materials to be able to put our presentation together (Newell & MacNeil, 2010; Tse, 2008).
2. We created our presentation materials, creating slides, inputting relevant images and wordings onto the slide.
3. We sent our students a self-care questionnaire a week ahead of class with relevant instructions.
4. **Step one: polls.** The day of class, we utilized the poll function to increase class engagement and get an initial sense of some self-care activities used by our students.
5. **Step two: powerpoint slides.** Next, we presented our lecture which included topics such as vicarious trauma, compassion fatigue, institutional trauma, and burnout.
6. **Step three: break out groups.** Following this, we utilized the break out group function in Adobe Connect in order to further discussion among our students. In these groups we provided suggested questions to help enrich the discussion. Some examples of the questions utilized included: "How do you utilize self-care in your practice or personal life? How do you see the issue of burnout being addressed (or not) in your agencies? How can institutional trauma be addressed in your organizations/agencies? What are some of the unique challenges that social workers face in the field? How would you address them?"
7. **Step four: clock and messaging functions.** While the break out groups were happening, we utilized the clock function as well as the messaging function to help groups stay on track with the fifteen to twenty minute discussion time frame. We also wrote to each group to give them 5 minute warnings then 2 minute warnings when we were nearing the end of the breakout group time.
8. To **conclude**, we ended the breakout groups and had the groups share their feedback with the larger class. We spoke with the whole class together to summarize the session and ended class soon after.

What this looked like in Adobe Connect

Image 1: Adobe Connect classroom displaying our title slide "Dimensions of Self-Care: Clinical Issues for Social Workers" with both authors' names listed below. Note: The names in the chat are those of the authors and a friend who agreed to help out with taking a screengrab; no student names are shown. Adobe Product screenshots reprinted with permission from Adobe.

Image 1 Alt-Text: In this image, the presenters are featured in a small Video pod on the far left side, with an Attendees pod below that. The top center shows the PowerPoint slide which features the topic for the session and the names of the presenters. Below the PowerPoint slide is the Chat Pod in which we are greeting each other and students as they enter the room at the beginning of the session. The chat comments say: "Hi all!" "Hi Everyone, Welcome," "Hi guys," and "How is everyone doing today?" To the right is a presenter chat pod, which is only visible to presenters and which is used to keep presenters on track during the session.

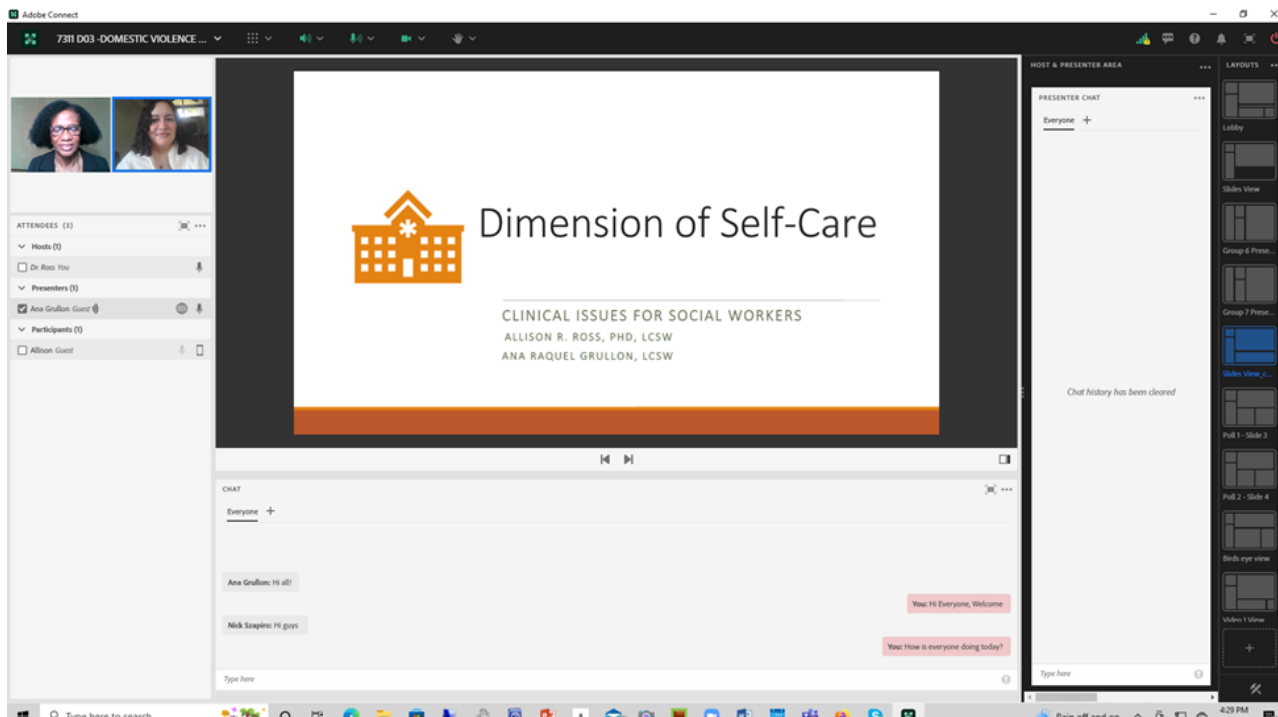


Image 2: Adobe Connect classroom displaying our poll question: “Why is self-care important and relevant to our work?”. Note: The names in the chat are those of the authors and a friend who agreed to help out with taking a screengrab; no student names are shown. Adobe Product screenshots reprinted with permission from Adobe.

Image 2 Alt-Text: In the top center, this image shows a Poll Question with responses from attendees. The question says “Why is self-care important and relevant to our work?” There are four sample responses shown: “Self Care helps to keep us grounded; To help reduce the possibility of burnout; Because it helps keep us balanced to be able to continue to do our work effectively; and It’s a skill we and our clients need to learn to be healthy.” The presenters are featured in a small video pod on the far left side, with an Attendees pod below that. Below the Poll responses is a Chat pod with some of the poll responses also typed into the chat, and to the right is a Slide displaying the poll question. To the far right is the Presenter-only area, which students cannot see.

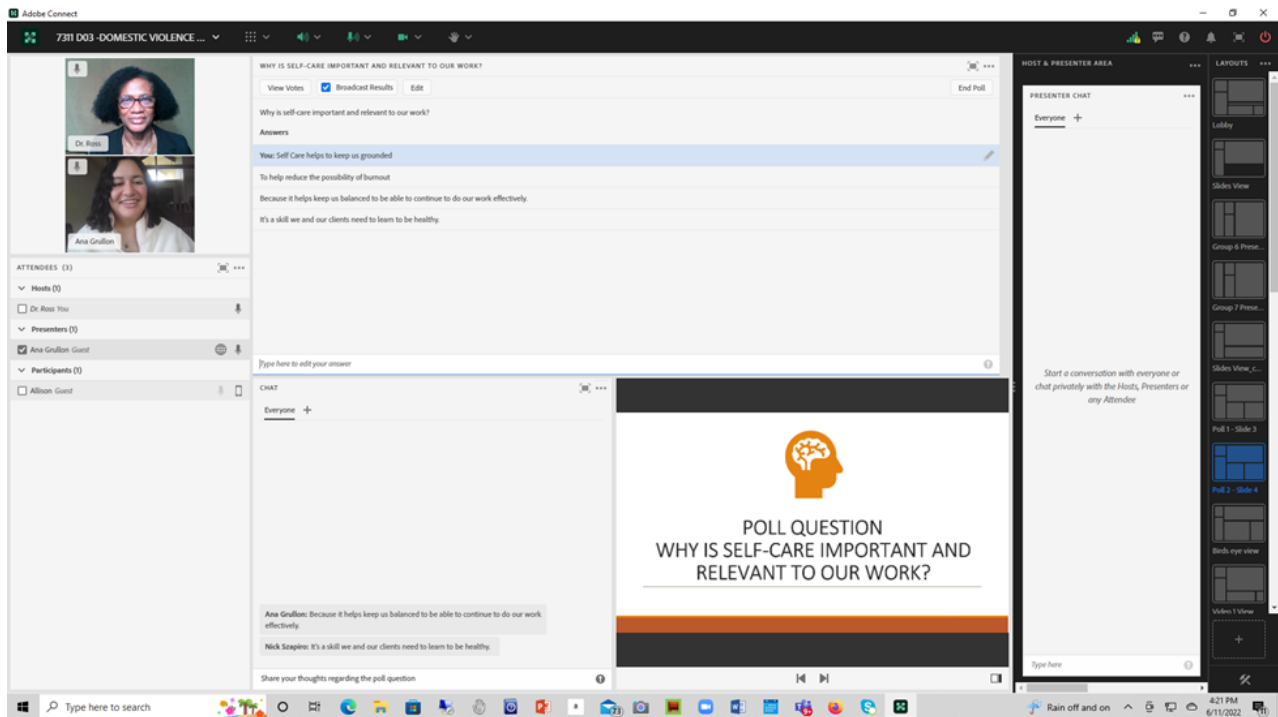


Image 3: Adobe Connect classroom displaying our layout and guided questions for the breakout groups, including “How do you utilize self-care in your practice and personal life? How do you see the issue of burnout being addressed in your agencies?”. Note: The names in the chat are those of the authors and a friend who agreed to help out with taking a screengrab; no student names are shown. Adobe Product screenshots reprinted with permission from Adobe.

Image 3 Alt-Text: This image shows a Breakout Group activity layout. At the far left is the Attendees pod that stretches from top to bottom of the image. The presenters are featured to the right of the Attendees pod; this is where students in breakout groups would be able to see each other. To the right of the presenters is an example of a breakout room Notes pod depicting suggested roles for students. It says “Roles” at the top, followed by “Facilitator: Reporter: Scribe:” with space for the group to type the names of the students who will facilitate the discussion, who will take notes and who will report back after returning to the class. The questions for discussion in the breakout room are shown to the far right on a slide that says “Self-care discussion (Breakout Groups)” at the top. Below that is a decorative image of a human body, in orange and white, with these questions next to it: “How do you utilize self-care in your practice or personal life?” “How do you see the issue of burnout being addressed (or not) in your agencies?” “How can institutional trauma be addressed in your organizations/agencies?” and “What are some of the unique challenges that social workers face in the field? How would you address them?” Below the breakout room and slide is a Chat pod with one chat that says “Breakout group will start soon.” To the far right is the Presenter-only area, which students cannot see; it contains a blank Presenter Chat pod.

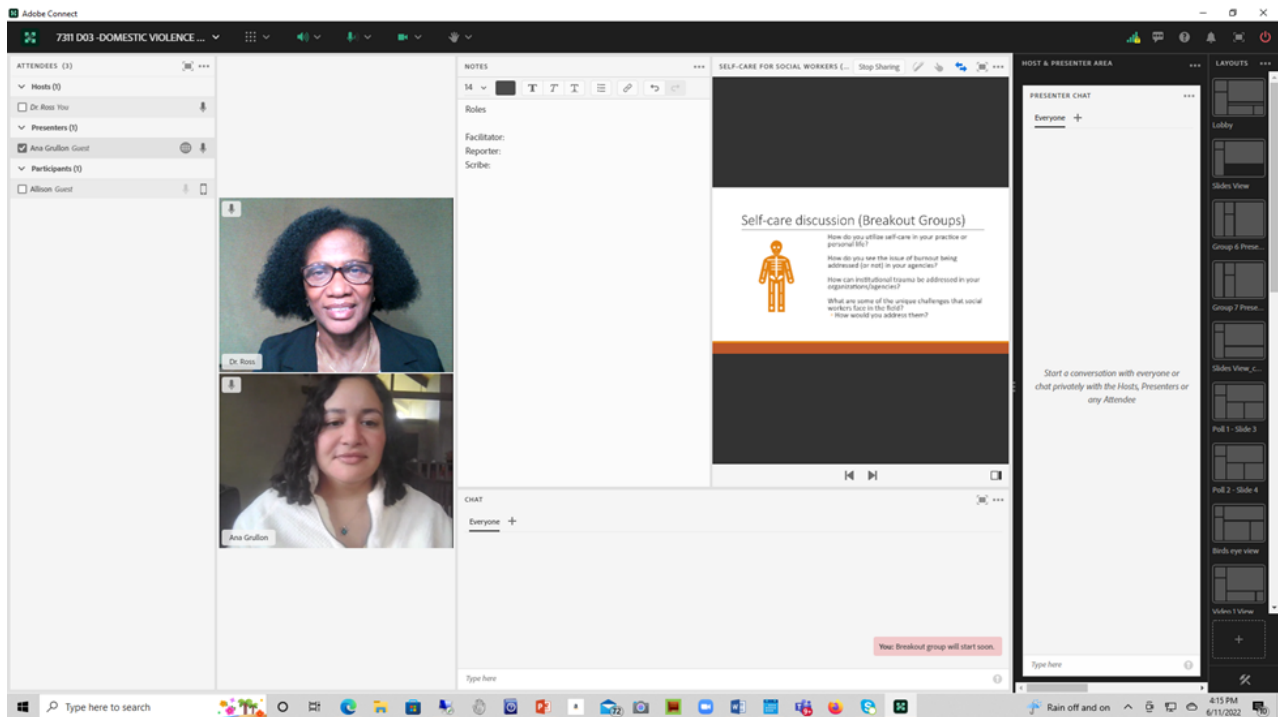
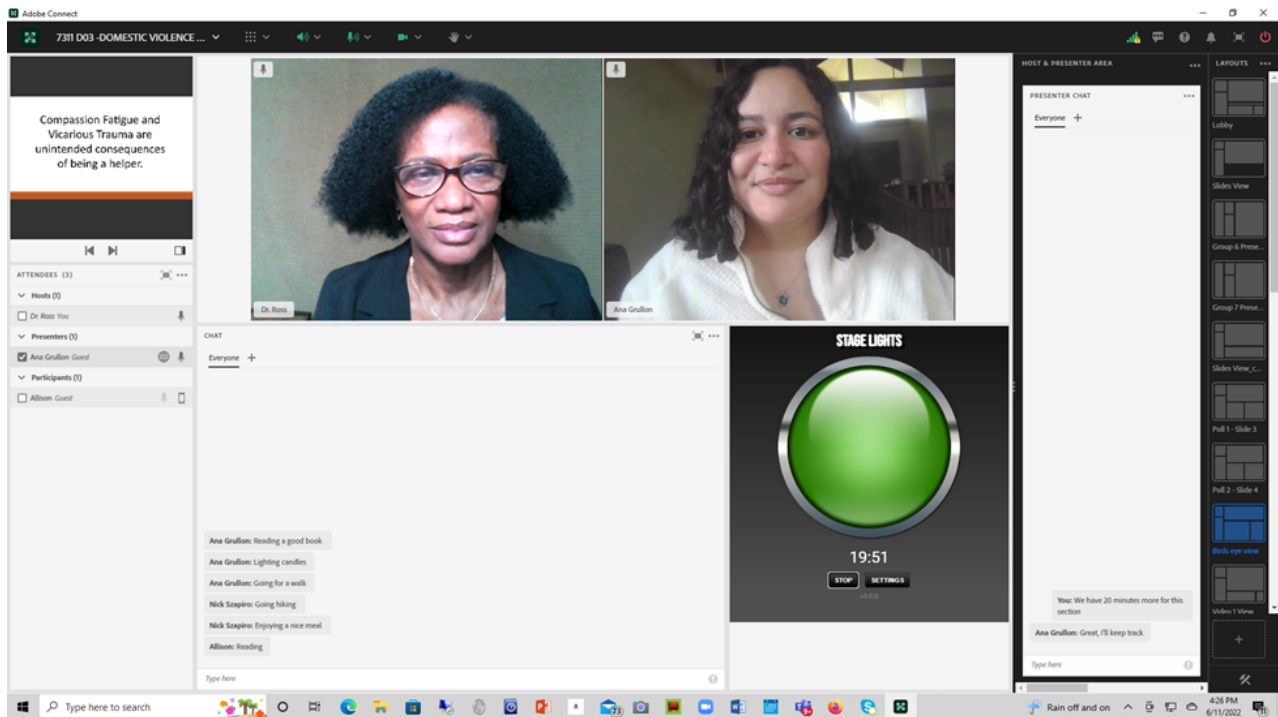


Image 4: Adobe Connect classroom showing our continued lecture, with a slide stating: “Compassion Fatigue and Vicarious Trauma are unintended consequences of being a helper.” Note: The names in the chat are those of the authors and a friend who agreed to help out with taking a screengrab; no student names are shown. Adobe Product screenshots reprinted with permission from Adobe.

Image 4 Alt-Text: This is a screengrab of an Adobe Connect classroom. On the far left, there is a narrow slide pod with a narrow Attendees pod below. The slide says “Compassion Fatigue and Vicarious Trauma are unintended consequences of being a helper.” In the top center of the image there is a Video pod that shows both instructors (this chapter’s authors). Below the Video pod is a Chat pod where all attendees are able to share thoughts or respond to questions. The chats say: “Reading a good book;” “Lighting candles;” “Going for a walk;” “Going hiking;” “Enjoying a nice meal;” and “Reading.” To the right of the Chat pod is a stage lights timer to help us keep time for each activity. To the far right is the Presenter-only area, which students cannot see; it contains a Presenter Chat pod, with chats that say “We have 20 minutes more for this section” and “Great, I’ll keep track.”



Acknowledgements

Allison Ross' Acknowledgements: To my family, as always, thank you for your continued love and support. To Ana Grullon, co-author, thank you for agreeing to work on this project with me, your brilliance and input helped to make this finished product possible. Thank you Matthea Marquart for your support and guidance in the Online Education platform.

Ana's Acknowledgements: To Galia, Nick, and all my loved ones: thank you for continually supporting my ability to be a whole person. Not just a wife or a mom but also a social worker and an educator. Your patience and support is a gift. To my co-author Allison Ross: thank you for the privilege of working alongside you both at Sanctuary for Families and at Columbia. Your mentorship and friendship are a constant inspiration to me.

References

Horneffer-Ginter, Karen.(2012, July 2). 50 Ways to Take a Break, and the Essential First Step of Remembering. HuffPost.com. <https://edtechbooks.org/-Wvwp>

Newell, J., & MacNeil, G. (2010). Professional burnout, vicarious trauma, secondary traumatic stress, and compassion fatigue: A review of theoretical terms, risk factors, and preventive methods for clinicians and researchers. Best Practices in Mental Health, 6(2). 57-68. <https://edtechbooks.org/-tVaJ>

The Gottman Institute and BlissfulMind.com. (n.d.). The Dimensions of Self Care. In Beard, C. (2016, June 22). What The Five Dimensions of Self-Care Look Like. The Blissfulmind.com. <https://edtechbooks.org/-RnU>

The Institute for Functional Medicine. (n.d). Self-Care Questionnaire. <https://edtechbooks.org/-RAPG>

Self Care. In NEDA Staff. (n.d.). The Self-Care Master Post: Ideas, Inspiration & More! <https://edtechbooks.org/-dlcV>

Tse, S. (2008). Self-care for health professionals: Addressing mind, body, and spirit. International Journal of Therapy and Rehabilitation, 15(6). 244. <https://edtechbooks.org/-DZRE>

van Dernoot Lipsky, L. & Burk, C. (2009). Trauma stewardship: A everyday guide to caring for self while caring for others. San Francisco: Berrett-Koehler, Inc. <https://edtechbooks.org/-vFL>





Allison R. Ross

NYSCADV, NASW

Allison Ross, PhD, LCSW-R is the Deputy Clinical Director at Sanctuary for Families, a \$24M organization that provides comprehensive services to adults and children survivors of domestic violence, sex trafficking and other forms of gender violence. In this role, she supports the oversight of the Clinical Department, which has a staff of over 60 and a budget of over \$4.5M, including overseeing the Non-Residential Program Services to survivors and children at multiple sites, the African Community Initiative, the South and East Asian Community Initiatives, the Hotline and the Clinical Administrative Program. Dr. Ross earned her MSW from Columbia and her PhD from Fordham. As an educator, she serves as a Field Instructor for MSW, MHC, and undergraduate interns. She has also been an Adjunct Instructor at Columbia University's School of Social Work since 2011, teaching Domestic Violence and Social Work Practice including Field Education Seminar. Dr. Ross was one of the school's first online instructors, piloting two online courses before the Online Campus launched and currently having taught more than 20 online courses. She serves on the school's adjunct advisory committee. Dr. Ross is also an Adjunct Instructor at Silver School of Social Work, New York University since 2013, Teaching Research 1 and II. Dr. Ross is serving on a dissertation committee as an outside reader for a doctoral student completing her PhD. She presently serves on the Board of Directors for the New York State Coalition against Domestic Violence (NYSCADV) and is a member of National Association of Social Workers (NASW- NYC Chapter) As a Clinical Practitioner, Dr Ross is certified and rostered in Trauma Focused Cognitive Behaviors Therapy (TF-CBT), Cognitive Processing Therapy (CPT), and Child Parent Psychotherapy (CPP) with additional trainings and certificates in other interventions such as Cognitive Behavior Therapy (CBT), Dialectical Behavior Therapy (DBT) and Trauma Informed Care (TIC). She is honored to be recognized by The National Association of Social Workers- NYC Chapter (NASW-NYC), and the Board of Directors as a recipient of the EMERALD AWARD, representing 16-25 Years of exemplary leadership and contributions in the Social Work profession. Dr. Ross' publications demonstrate her commitment to social justice, advocacy, and empowerment through the lens of race, diversity, and intersectionality. They include Working with Immigrants at Sanctuary for Families; Impact of Psychoeducational Advocacy Training as Compared to Psychoeducational Support Group as an Empowering Tool for Female Survivors of Domestic Violence; and Cell phones, clothing, and sex: First impressions of power using older African Americans as stimuli.



Ana R. Grullón V.

Ana Raquel Grullón, LCSW is a licensed clinical social worker currently working towards obtaining a second master's in International Community Health from the University of Oslo. She completed her undergraduate studies at Swarthmore College and obtained her MSW degree from Rutgers University. She has been an associate at Columbia University's School of Social Work since 2018. She has specialized in providing individual, dyadic, family, and group therapy with a focus on trauma informed developmental and behavioral services from birth throughout the lifespan. She is trained in TF-CBT, Parenting Journey, and GABI. While working at Montefiore Medical Center, she was actively engaged in child welfare and was the Program Coordinator for the Parent Infant Court Project, with a special focus on reunification for children in foster care. She was also on the Adoption for Safe Families Act Mental Health Subcommittee, where she helped coordinate mental health trainings for family court judges in NYC's boroughs. She has worked in various settings, including medical and community mental health. Currently, she is in private practice focusing on supporting clients with a holistic and functional medicine approach. Her areas of interest include earning secure attachments, the correlation between physical and mental health in people with a high number of Adverse Childhood Experiences and how domestic violence impacts health outcomes. She is currently working on obtaining certification to better serve neurodivergent clients, clients who have faced toxic work environments, as well as clients who need perinatal mental health support. She focuses on supporting both children and adults through a number of experiences, including trauma, social/emotional issues, life transitions, and fostering secure attachments. Empowering clients, helping to strengthen family and community connections, as well as supporting clients to facilitate healthier interactions with those around them have been the main foci of her work.



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/self_care.

The Use of Polls to Facilitate Post-Role Play Exercise Debriefing Discussions in an Online Skills Lab

Jessica P. Satkunasingham & Mary Piepmeier

This chapter will provide a case example of how we used polls to facilitate debriefing discussions among students after conducting role play exercises in an online motivational interviewing skills-based training lab for first year MSW students.

Teaching and Learning Goal

The teaching goal for this activity is to provide students a platform to participate in a debriefing discussion after role play exercises, to facilitate the experiential learning process.

The learning goal for students is to use the polls as a means to share their reflections of their own skill application and performance during role play exercises and assess how those skills can be applied toward their core functions in their social work field practicum.

Activity and Results

For a motivational interviewing (MI) skills-based lab, we used an experiential learning approach to help upskill first year MSW students in preparation for direct practice with clients in their field education (Zweben et al, 2022; Piepmeier & Satkunasingham, 2022). This was accomplished through conducting role play exercises that were followed by debriefing discussions that involved the students reflecting on their experience in applying particular skills in the role play scenario. After piloting and launching the MI skills-based lab as a face-to-face course, we then piloted and launched an online version (Piepmeier & Marquart, 2020; Whitfield et al, 2021).

We found that using polls was an efficient way to facilitate the debriefing discussions in Adobe Connect. During the live lab sessions in Adobe Connect, after each role play exercise, students were presented with 3-4 open-ended questions to help guide them to begin to reflect on their role play performance (**Image 4**). The debriefing questions varied depending on the goals of the exercise but generally elicited students to consider what they learned from the exercise, what they found challenging and/or helpful in the exercise, and finally how the skills they learned to use in the exercise would translate into their work in the field with clients.

There were many benefits to using the polls for these discussions. Students could respond simultaneously to each question, which helped encourage all students to participate actively in the debriefing. Students were encouraged to respond at their own pace, allowing for more contemplation in their reflections, and they also had the option to respond to the various polls in whichever order they chose. Additionally, students had the benefit of being able to read their peers' reflections and responses to the debriefing questions, which helped stimulate more discussion. As an alternative to using the main chat pod for students to respond to the multiple questions, polls are a far more efficient way for the instructor to be able to look through the responses without overlooking others and then also to offer the students the option to elaborate further on their responses via mic accordingly.

Technical Details and Steps

Steps for managing the technology for this exercise:

1. When students completed the role play exercise and it was time to move to the debriefing discussion, I was prompted to switch to the exercise debrief layout.
2. I ensured the “Open Poll” button for each poll was selected to allow the students to submit their answers.
3. When about 70-80% of the students had submitted a response to an individual poll, I selected the “Broadcast Results” checkbox to allow the class to read the (anonymous) results of the polls.
4. The results were then reviewed with the class by the instructor.

Setting up the layout in Adobe Connect

When you create a new layout in Adobe Connect, you have two choices: duplicate an existing layout and modify it, or create a new layout. Below, I explain both of the options for setting up the same layout for this activity. It is my personal preference to use a duplicate layout, this reduces the amount of time I have to take to locate and add pods and slides.

Steps for setting up a duplicate layout:

1. In the layout manager, I selected the “+” sign to create a new layout (see **Image 1**).
2. I selected “Duplicate Existing Layout” and then chose an existing layout to copy that contained pods that we needed for this layout. For “Layout Name,” I used “poll 2 view”.
3. In this new layout that contained duplicated pods, I left the chat pod on the bottom of the layout, and moved the video pod, share pod, and attendee pod to the left side of the screen and resized them to create space for additional pods (see **Image 2**).
4. I added three poll pods to the blank space I had created in the middle of the screen and made them all equal sizes (see **Image 3**).
5. I completed the layout by setting up the polls. First, I selected the correct poll format from the options of multiple choice, multiple answers, and short answer. For the purposes of these questions, I chose the short answer option for each of them. Then I added a poll question to each poll pod and selected “Open Poll” to publish each poll (see **Image 4**). After that, I selected “End Poll” so the polls were closed and ready for our live session. During the live session, when it was time for the students to answer the questions, I selected “Reopen Poll” for each poll.

Steps for setting up a new layout:

1. In the layout manager, I selected the “+” sign. Adobe Connect created a new layout at the bottom of the Layouts ribbon, labeled “New Layout.”
2. I then added a video pod, share pod, and attendee pod and arranged them on the left side of the layout (see **Image 5**).
3. I went into the pods dropdown menu at the top of the Adobe Connect room, selected the “Chat” option, and opened the chat that was being used in other layouts. I added it to the bottom of the screen so that there could be a fluid conversation during the class, as the same chat could continue across different layouts (see **Image 6**).
4. I added three poll pods to the empty space that was left in the middle of the screen and made them equal sizes (see **Image 7**).
5. As in Step 5 above, I completed the layout by setting up the polls. First, I selected the correct poll format from the options of multiple choice, multiple answers, and short answer. For the purposes of these questions, I chose the short answer option for each of them. Then I added a poll question to each poll pod and selected “Open Poll” to publish each poll (see **Image 4**). After that, I selected “End Poll” so the polls were closed and ready for our live session.

What this looked like in Adobe Connect:

Steps for setting up a duplicate layout

Image 1: Blank Adobe Connect classroom layout with drop down menu showing. Adobe product screenshot(s) reprinted with permission from Adobe.

Image 1 Alt-Text: This image is a screengrab of an Adobe Connect classroom. At the top left of the screengrab, the room is titled “Pedagogy Practice Room 1,” and there are icons for various tool menus across the top. On the far right, there is the layout ribbon. The dropdown menu for layouts is open and the visible choices are Create New, Manage, Lock, Reset to Default, Dock to Right, Dock to Left, Auto Hide and Close.” Under the dropdown menu, among the icons for several different layouts on the vertical panel, the selected layout is blue while the rest are grayed out.

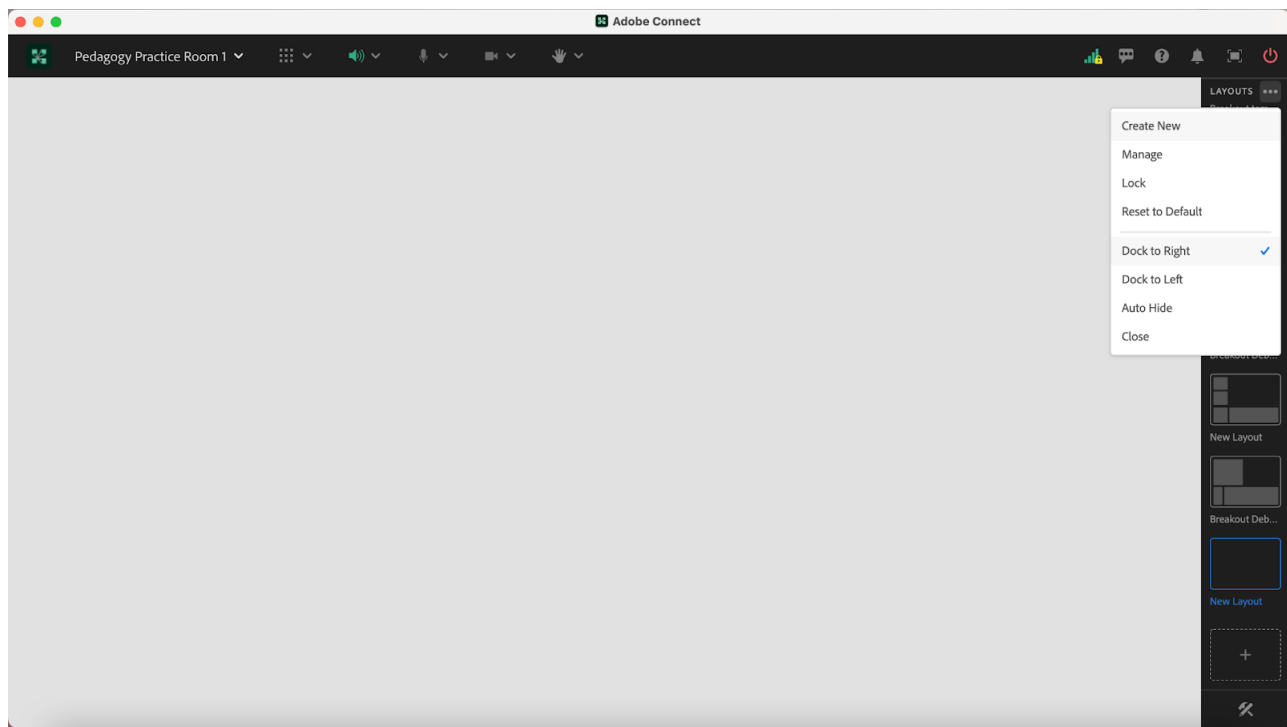


Image 2: Adobe Connect classroom layout with a Share Pod, Video Pod, and Attendee Pod on the left side. The Share pod contains a slide from a PowerPoint deck that is the property of the MI Training Program at CSSW. There is a chat box on the bottom of the layout and an empty space above the chat for additional pods to be added. Adobe product screenshot(s) reprinted with permission from Adobe.

Image 2 Alt-Text: This is a screengrab of an Adobe Connect classroom. In the top left corner of the layout is a video pod, with a share pod below showing a slide that is the property of the MI Training Program at CSSW. The title of the slide is "Exercise Debrief – Poll Questions" and it lists three questions: "1.What did you learn from your experience in practicing these skills in your role play? 2. What did you find challenging in applying these skills into your role play? 3. How do you envision integrating these skills into your field practice?" Below the slide there is an Attendees pod. There is only one attendee logged in to the room – the attendee is named "Pedagogy Institute (you)". To the right of the attendee's box there is a chat pod. The chat pod is labeled "Chat Everyone," and it has text in the middle that states "Start a conversation with everyone or chat privately with the Hosts, Presenters or any Attendee." On the right side of the screengrab is the Layouts panel with the icons for many different layouts, and the selected layout is blue in color while the rest are grayed out.

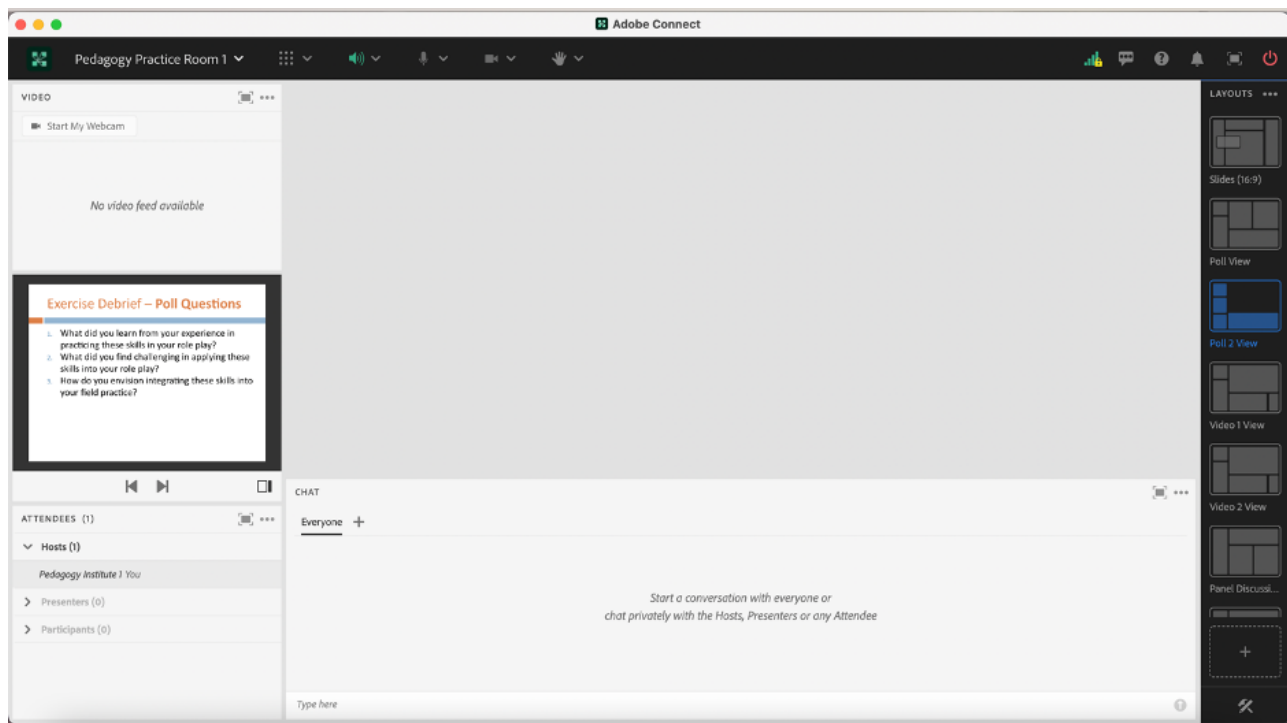


Image 3: Adobe Connect classroom layout with three Poll pods added. Note that the slide shown is the property of the MI Training Program at CSSW. Adobe product screenshot(s) reprinted with permission from Adobe.

Image 3 Alt-Text: This is a screengrab of the same Adobe Connect classroom as in Image 2. The difference is that above the chat box, in the area that was previously blank, there are three blank poll pods. Each poll is equal in size and shows a drop-down menu with the choice “Multiple Choice” selected, followed by space to type the question and answers.

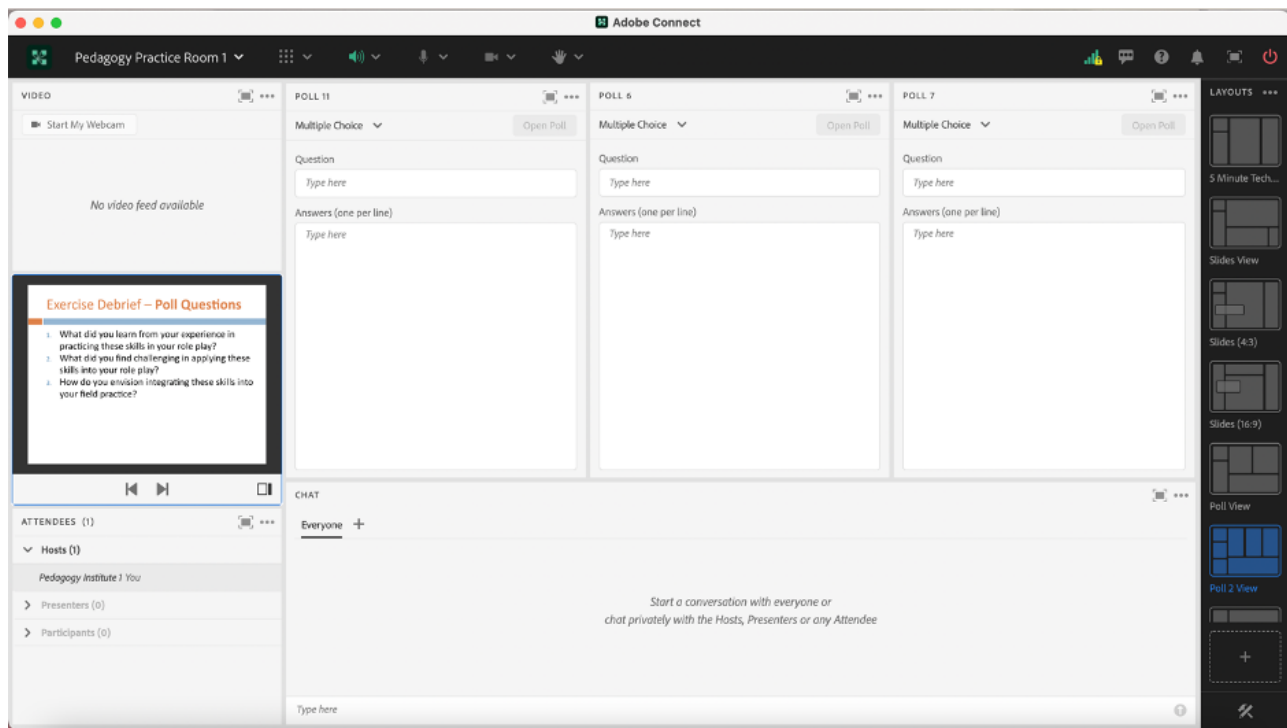
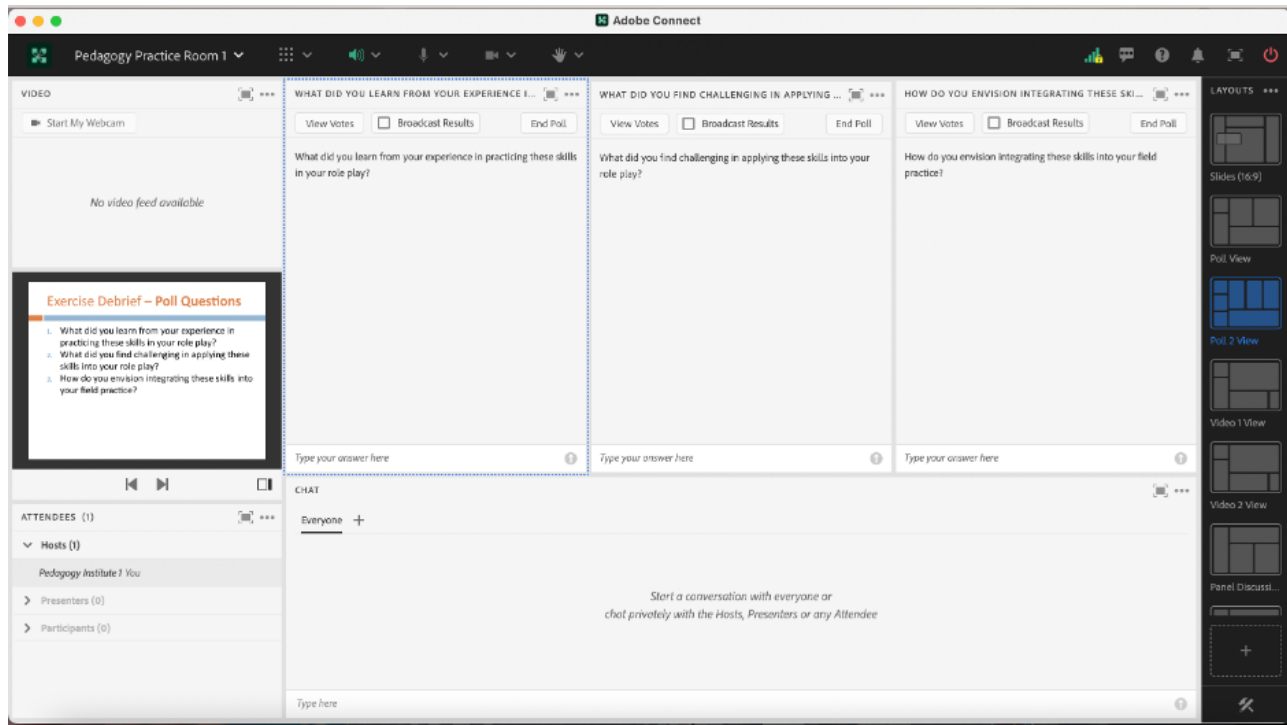


Image 4: Adobe Connect classroom layout with three published Polls, a Share Pod, Video Pod, Attendee Pod and Chat Pod. Note that the slide shown is the property of the MI Training Program at CSSW. Adobe product screenshot(s) reprinted with permission from Adobe.

Image 4 Alt-Text: This is a screengrab of the same Adobe Connect classroom as in Image 3. The difference is that the polls are no longer blank. The first poll question states “What did you learn from your experience in practicing these skills in your role play?” The second poll question states “What did you find challenging in applying these skills into your role play?” The last poll question states “How do you envision integrating these skills into your field practice?” Each poll has a box at the bottom that says “Type your answer here.”



Steps for setting up a new layout

Image 5: Adobe Connect classroom layout with a Share Pod, Video Pod and Attendee Pod on the left side. Adobe product screenshot(s) reprinted with permission from Adobe.

Image 5 Alt-Text: This is a screengrab of an Adobe Connect classroom. At the top left of the screengrab, the room is titled “Pedagogy Practice Room 1,” and there are icons for various tool menus across the top. On the far right, there is a vertical panel of icons representing the different layouts already set up in the room. There are three pods set up in a narrow column in the far left of the room: a video pod, share pod labeled “class slides,” and attendees pod. The majority of the room is blank.

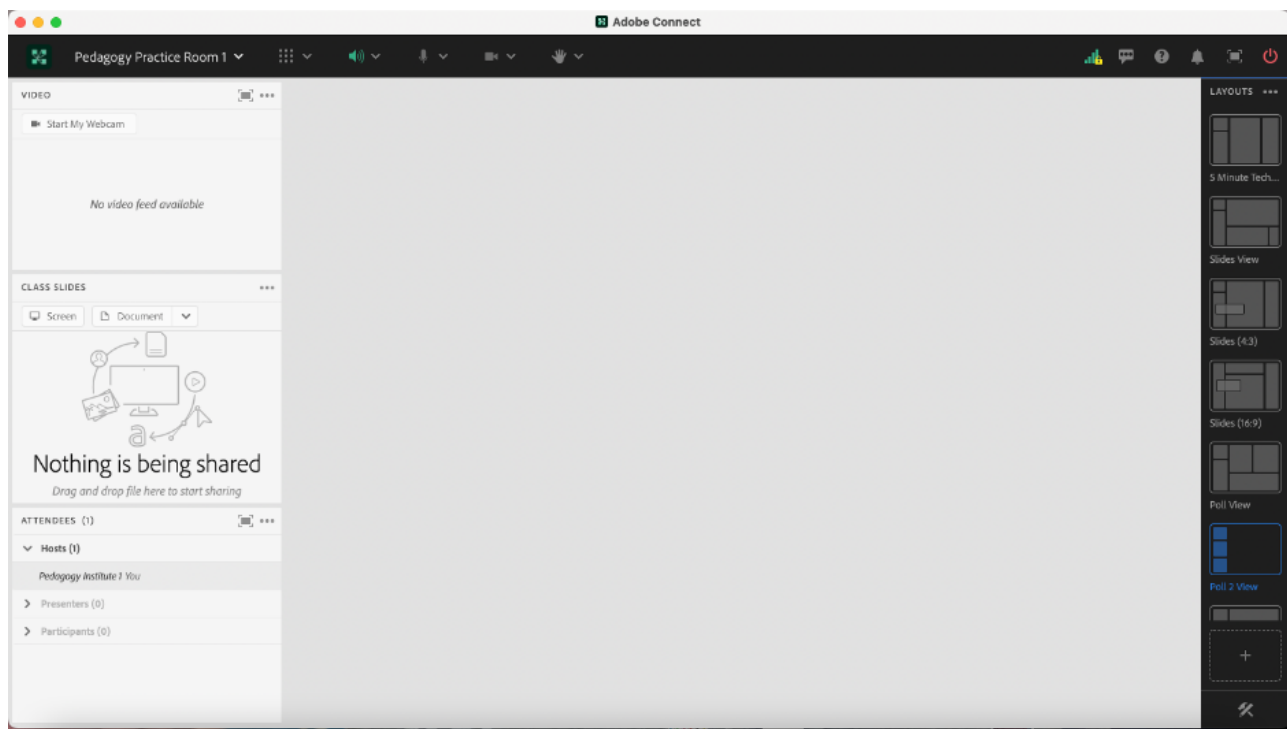


Image 6: Adobe Connect classroom layout with newly added Chat Pod. Adobe product screenshot(s) reprinted with permission from Adobe.

Image 6 Alt-Text: This is a screengrab of the same Adobe Connect classroom as in Image 5. The difference is that a chat pod has been added to the bottom of the area that was previously blank. The majority of the room is still blank.

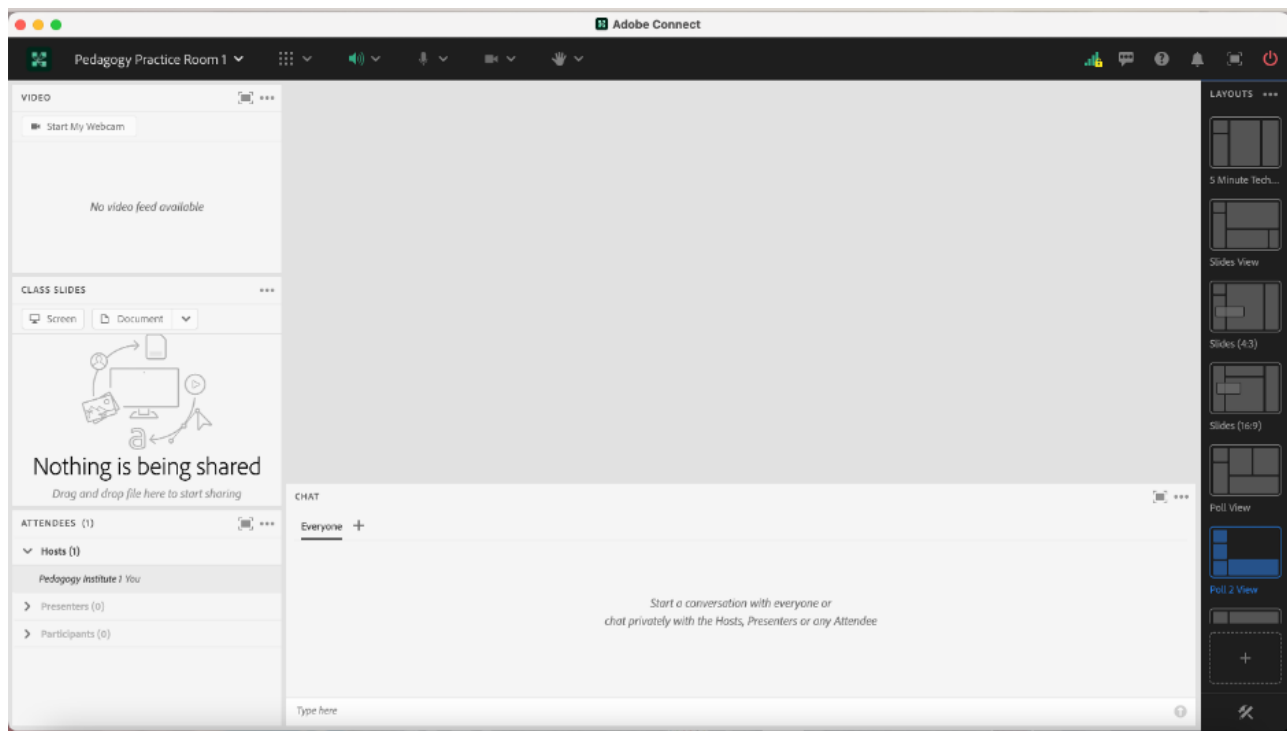
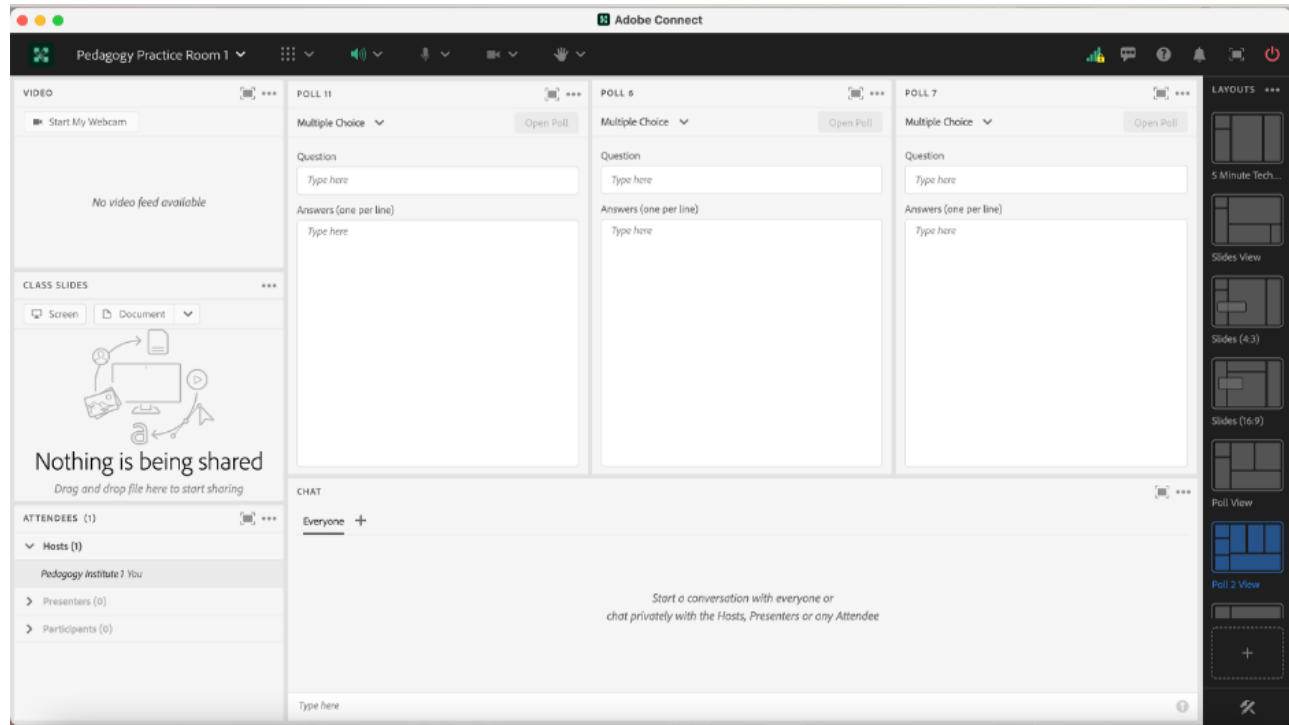


Image 7: Adobe Connect Classroom Layout with three Poll Pods added. Layout previously contained a Share Pod, Video Pod and Attendee Pod on the right side and recently added a chat pod on the bottom. Adobe product screenshot(s) reprinted with permission from Adobe.

Image 7 Alt-Text: This is a screengrab of the same Adobe Connect classroom as in Image 6. The difference is that there are now three poll pods in the previously blank space above the chat pod. Each poll is equal in size and shows a drop-down menu with the choice "Multiple

Choice” selected, followed by space to type the question and answers.



Acknowledgements

We would like to thank Matthea Marquart, Assistant Dean, Online Education and the entire CSSW Online Campus Team, Allen Zweben, Director of the MI Training Program at CSSW, and all the MI skills-based lab instructors.

References

- Bogo, M. (2015). Field education for clinical social work practice: Best practices and contemporary challenges. *Clinical Social Work Journal*, 43(3), 317-324. <https://edtechbooks.org/ppdc>
- Cheung, M., & Delavega, E. (2014). Five-way experiential learning model for social work education. *Social Work Education*, 33(8), 1070-1087. <https://edtechbooks.org/-ZJxG>
- Huerta-Wong, J. E., & Schoech, R. (2010). Experiential learning and learning environments: The case of active listening skills. *Journal of Social Work Education*, 46(1), 85-101. <https://edtechbooks.org/pLZT>
- Kolb, D. (1984). *Experiential learning: Experience as the source of learning and development*. Englewood Cliffs, NJ: Prentice Hall.
- Madson, M. B., Loignon, A. C., & Lane, C. (2009). Training in motivational interviewing: A systematic review. *Journal of substance abuse treatment*, 36(1), 101-109. <https://edtechbooks.org/-SNEq>
- Martino, S., Canning-Ball, M., Carroll, K. M., & Rounsaville, B. J. (2011). A criterion-based stepwise approach for training counselors in motivational interviewing. *Journal of substance abuse treatment*, 40(4), 357-365. <https://edtechbooks.org/-SRue>
- Piepmeyer, M. & Marquart, M. (2020, February 18). Converting an experiential clinical skills-based lab from an on-campus to a live online version: A pilot. Poster for the Columbia University Center for Teaching and Learning's Celebration of Teaching and Learning Symposium, New York, NY. <https://edtechbooks.org/-tfuu>
- Piepmeyer, M. & Satkunasingham, J. (2022). Dedicated chat pods for simulated client role play video exercise in an online skills-based lab. In M. Marquart, L.W. Marshall, R. Chung, & K. Garay (Eds.), *Designing Engaging and Interactive Synchronous Online Class Sessions: Using Adobe Connect to Maximize its Pedagogical Value*. EdTech Books. <https://edtechbooks.org/-tSSa>
- Schwalbe, C. S., Oh, H. Y., & Zweben, A. (2014). Sustaining motivational interviewing: A meta-analysis of training studies. *Addiction*, 109(8), 1287-1294. <https://edtechbooks.org/-XLCQ>

Whitfield, A., Piepmeier, M., and Marquart, M. (2021, April 15). Online Skills-Based Motivational Interviewing Lab: Tools to Prepare Students for Field Education. Workshop for the Social Work Distance Education Conference, San Antonio, TX. Online via Zoom.
<https://edtechbooks.org/-kYM>

Zweben, A., Piepmeier, M., & Leak, K. (2022). Training Incoming Social Work Students in Motivational Interviewing Skills: An Experiential Lab Model for Advancing Social Work Education. *Advances in Social Work*, 22(1), 178-196. <https://doi.org/10.18060/25478>



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/polls_to_debrief_roleplay_exerci

Ending a Course with Gratitude: A Unique and Memorable Activity Acknowledging Student Contributions to the Class Community

Agata Dera

Inspired by supporting several hundred live class sessions as a Live Support Specialist at Columbia University School of Social Work, I have created a unique class activity to recognize each student's contributions to the class community. The "Acknowledging your peer" exercise is a student-led breakout room activity to conclude a course and help students create graduate school memories they can carry for a lifetime

Teaching and Learning Goal

The primary goals for this exercise are to recognize each other's impact on the group, validate all voices, emphasize the importance of acknowledging colleagues' successes, highlight each other's uniqueness, critically evaluate one's own impact and encourage further connection-building as students enter the workforce. It would also aim to reiterate that each student played an important role in creating the virtual class community.

Activity and Results

Teaching Team Structure - Live Support Specialist

One unique aspect of the Columbia University School of Social Work's Online Program is the implementation of teaching teams in every single online course. Thus, prior to the start of a semester, each of our Instructors is paired with a Live Support Specialist (LSS) like myself. A Live Support Specialist is an alumni of the program whose role is to utilize technology to assist the Instructor in creating the best learning environment possible. This includes many responsibilities such as: uploading each week's class materials into the room, assisting students and the Instructor with any troubleshooting, writing a session participation report and many others. In this chapter you will come across references to an LSS, however, this activity can absolutely be executed by one person without any support staff.

Activity

Working as a Live Support Specialist for Columbia University School of Social Work, I have supported over 42 online courses, assisting with several hundred live class sessions. Each course gave me a unique opportunity to observe class communities flourish throughout the course of the semester. Many of the Instructors I had the absolute pleasure to work with over the last four years have introduced me to their unique methods of wrapping up a course. Some included webcam dance-offs, polls and simply giving students the floor to

come up on the webcam and thank their classmates. Although I believe that all three examples are quite fun and effective, I have come up with my own strategy to recognize each student for their efforts, teamwork, dedication and personal/professional growth.

The activity I propose here takes no more than 15-20 minutes to set up and only requires one person to lead (if no Live Support Specialist is available) regardless of their level of expertise with Adobe Connect. On the assumption that the prep work discussed below is completed prior to the live class session, this exercise has potential to be a truly memorable experience in any course up to roughly 30 students.

Technical Details and Steps

Step 1: (Prior to live class session) Plan the groups. For this exercise, students are broken up into pre-assigned breakout groups created before the start of a live session.

My recommendation is to include between 3 to 4 students per group. If there are at least 3 students in a group, if one student is absent, having any technical issues, or is unable to participate for any other reason, there are at least 2 other students to continue the discussion. If there are more than 4 students in a group, it is likely that some students might lead the conversation as others participate less. Therefore, having between 3 to 4 students in a group is ideal.

Step 2: (Prior to live class session): Create breakout rooms in Adobe Connect. (See **Image 1.**)

Each breakout room should include a notepad listing which other group the students would be writing their acknowledgements for. For example, students in breakout group 1 would see a notepad listing names of students in group 2. The notepad should also list the prompt. Here is an example of what the notepad could say:

Example: As a group, please write a sentence or two for every student listed below. Some questions to think about: What is something about them that you admire/find inspiring? How have they helped you this semester? What is something they have done to make a big impact on the class community? What are the reasons you appreciated having this person as your classmate?

Note: It is important that your acknowledgements are typed in this notepad so your responses can be saved. Please pick a notetaker to type up all acknowledgements based on the group discussion. You will also need to pick a reporter who will share your statements with the rest of the class.

Step 3: (Prior to live class session) Create a bird's-eye view layout in Adobe Connect to monitor all breakout notepads in real time from the main room. (See **Image 2.**)

Step 4: As students enter the classroom, begin organizing them into the pre-assigned breakout groups. Since for this we are utilizing the Breakout Room View option of the Attendee Pod, students have to be in the class session in order for their names to be showing. Therefore, this can only be achieved while students are present in the room.

Step 5: Introduce the assignment and their goals to students. I would recommend giving an example of a thoughtful acknowledgement. If there is a Live Support Specialist in the course, this is a great time for the Instructor to recognize their impact and hard work.

Step 6: Change the current layout to Bird's-Eye View (prepared in Step 3).

Step 7: Start breakout activity. From the main room, monitor the notepads in real time to ensure groups are following the instructions.

Step 8: Broadcast a message to all groups with a time warning (example: 3 minutes remaining) and remind students to pick a presenter who will represent the group during debrief.

Step 9: End breakout activity.

Step 10: Invite each group onto webcam (preferably one group at a time) to share the acknowledgements they came up with.

Once the students are back in the main room, the Instructor can then ask for each group to come up onto webcam separately to share their acknowledgements with the class. In other words, if breakout room 1 is invited up, although all members of that group are on webcam, the chosen reporter would present all of the acknowledgements for group 2.

It is likely that as groups are recognizing their peers, students from other groups might contribute additional acknowledgements for those students in the chat. In that case, it is important that either the Instructor or another member of the teaching team monitors the chat conversations.

Tip: Using the Presenter notepad to pre-prepare remarks from the Instructor

Thoughtful and encouraging feedback from the Instructor might also be greatly appreciated. The time spent during report-backs on student recognitions would not allow the Instructor (along with any other members of the teaching team) enough time to type up meaningful statements about each student in real time; the instructional team should be paying attention to what's said and typed in the chat during this time. However, planning ahead can make this activity a really well planned and thought-out exercise. Prior to the live class session, the Instructor can type out short remarks about each student and copy-paste them into the notepad in the Presenter-only area of the Adobe Connect room; this is the area of the layout that students cannot see, which the teaching team uses to prepare for class and communicate behind the scenes. This way, during the report-backs, the Instructor can easily copy the sentiment for each student and paste it into the chat. This would ensure that no students are missed and each person receives an equally deliberate note.

Group structure

There are several reasons why I think that the group component adds to the potential success of this activity. First of all, the acknowledgements come from a group representing the opinion of the entire class community as opposed to just one individual. If the activity's structure included pairing students to acknowledge each other, there is a possibility the two students would not have had a chance to interact much with one another or they might not have built a strong connection; therefore, the remarks might seem generic or not as meaningful. However, in a breakout group of 3 - 4 where students are asked to recognize 3 - 4 of their peers, for each peer, there is a much higher chance that at least one person from the group is able to include more personal and meaningful remarks.

Secondly, by dividing students into groups, we are creating room for students to keep each other accountable when it comes to the remarks they come up with. This ensures all acknowledgements are 100% positive, encouraging and thoughtful.

Lastly, this particular structure allows us to not only ensure that all students in the class receive feedback but we are also able to monitor the feedback in real time before the recipient hears it.

As students are asked to write their acknowledgements on the notepad included in the breakout room, the teaching team will be able to simultaneously view all of the notepads from the main room. In case one particular comment seems less positive/encouraging, the Instructor can visit the breakout room to address it before the feedback is shared with the rest of the class.

What this looked like in Adobe Connect

Image 1: Breakout Room (prepared before class). A helpful breakout room setup would include a few essential pods. Those consist of the Attendee Pod, Video Pod, Breakout Room, Chat Box and a Notepad. The notepad should include the group number, activity prompt, and the student names to write acknowledgements for. The person pictured in the room is the author. Adobe product screenshot(s) reprinted with permission from Adobe. Screengrab taken by Agata Dera, 2022.

Image 1 Alt-Text: In this breakout room layout, on the far left, the Attendees pod stretches from top to bottom. Next, the Video pod stretches in a column from top to bottom so that all of the students in the group can be on webcam together. Finally, to the right is the notepad with the activity instructions, with a Chat pod below. The notepad says "Breakout group 1. As a group, please write a sentence or two for every student listed below. Some questions to think about: What is something about them that you admire/find inspiring? How have they helped you this semester? What is something they have done to make a big impact on the class community? What are the reasons you appreciated having this person as your classmate? Note: It is important that your acknowledgements are typed in this notepad so your responses can be saved. Please pick a notetaker to type up all acknowledgements based on the group discussion. You will also need to pick a reporter who will share your statements with the rest of the class. Please include the acknowledgements for each person below: Student Name, Student Name, Student Name, Student Name." In the Chat pod, there's a comment that says "Hi group 1, thank you for your great discussion! Please let us know if you have any questions about the activity, thank you!"

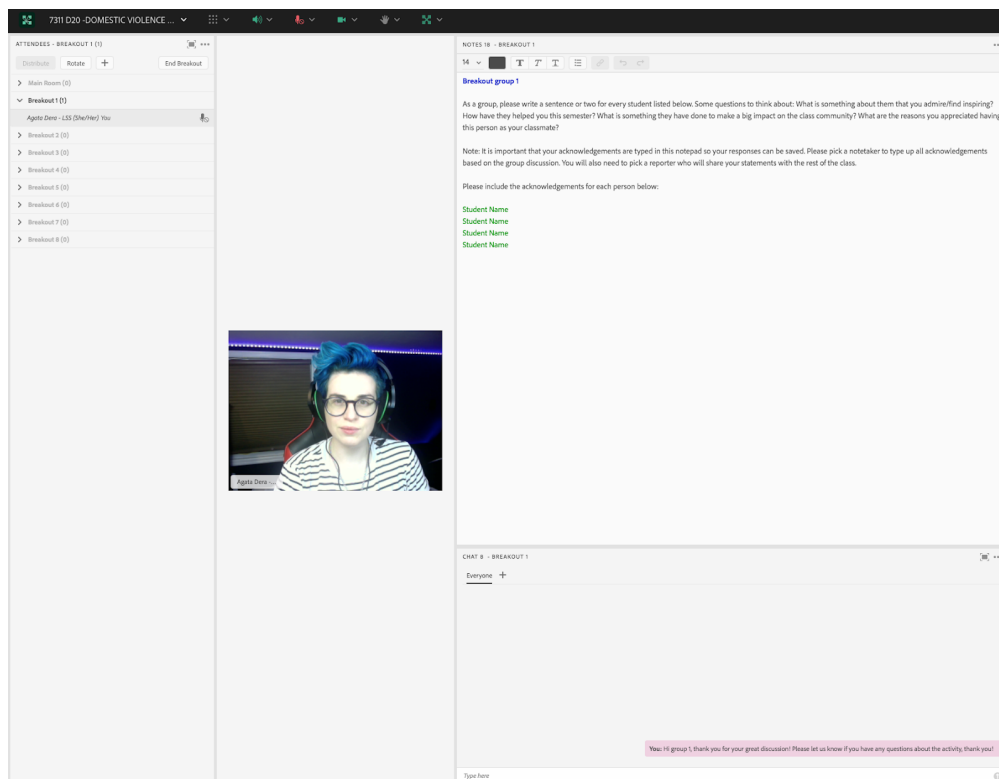


Image 2: Bird's-Eye View layout displaying all breakout room notepads (prepared before class). Organizing all breakout room notepads on one layout not only allows for easy debrief transitions between presenting groups but it also allows the teaching team to monitor all notepads during the breakout activity. The most efficient Bird's Eye View Layout would include the notepad from each breakout room as well as the Attendee Pod, Video Pod and the Chat Pod. The person pictured in the room is the author. Adobe product screenshot(s) reprinted with permission from Adobe. Screengrab taken by Agata Dera, 2022.

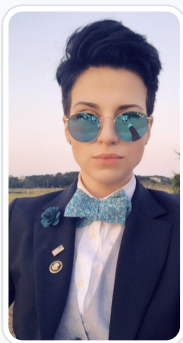
Image 2 Alt-Text: In this Bird's-Eye View layout, on the far right is the Attendees pod stretching from the top to the bottom of the screen in a narrow column. The rest of the layout consists of a Video pod stretching across the top so that many webcams can be shown at once, the four notepads from the four different breakout groups in a row across the middle, and a Chat pod stretching across the bottom of the layout. Each of the four notepads includes the same activity instructions as the notepad in Image 1. The difference between the notepads is that the first one is labeled "Breakout group 1" at the top in blue text, the second is labeled "Breakout group 2" at the top in green text, the third is labeled "Breakout group 3" at the top in orange text, and the fourth is labeled "Breakout group 4 in pink text."

Acknowledgements

A chapter about recognizing one's impact would not be possible without its own acknowledgements. I would like to take this opportunity to thank Matthea Marquart for her wonderful leadership. To Beth Counselman Carpenter (the first Instructor I ever supported), a remarkable person I am honored to call my friend.

Finally, to my incredible lifelong mentors: Jill Cermele, Michelle Ballan, Paul Blodgett; my dear friend: Magdalena Tyrpien; and to my amazing mom!





Agata Dera

Columbia University

Agata Dera, MSW is bilingual educator, an activist, guest speaker and a technology expert working as a Live Support Specialist at Columbia University School of Social Work (CSSW). Since 2018, she has worked on over 42 courses assisting with several hundred live class sessions. In addition to utilizing technological advancements to create dynamic, engaging and innovative virtual classrooms, she specializes in coaching online educators on ways to improve webcam image. Prior to receiving her Master's Degree from Columbia University, Agata served as a White House intern under the Obama Administration working in the Office of Public Engagement and Intergovernmental Affairs. She was selected as one of the leaders of the intern class and led the LGBTQ Policy Professional Interest Group organizing weekly guest speaker events at the White House. She has also worked on the 2019 docu-series "Why We Hate" produced by Steven Spielberg and Alex Gibney "exploring the history of human hatred and ways to overcome it". Athletic Achievements include: Drafted to the U-19 Polish Women's National Soccer Team; Represented Poland in the UEFA European Championship Qualifiers in the Netherlands; Goalkeeper for the Maryland Capitols FC in the Women's Premier League; Member of NCAA Division III Women's Soccer Team; Participant in the 2013 NCAA Women's Soccer Championship; Awarded Most Valuable Player by Landmark Conference for her performance in the Women's Championship Final.



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/ending_course_with_gratituc

Appendix

This appendix includes resources to learn *about* our authors, and resources to learn more *from* our authors.

Author bios

Additional Resources About Online Education from our Authors



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/appendix.

Author bios



Malwina Andruczyk

Malwina Andruczyk, LCSW, SIFI (they/them) is a trauma therapist and adjunct professor of social work with a focus on gender and sexuality. Malwina identifies as a white, queer, non-binary, 1.5 generat...



Johanna Creswell Báez

University of Colorado

Dr. Báez is an Assistant Professor in social work at University of Colorado in Colorado Springs. She completed her Masters of Science in Social Work at the Columbia University in 2006 and then ...



Aparna Samuel Balasundaram

Dr. Aparna Samuel Balasundaram is an award-winning psychotherapist, author and TEDx speaker and is a passionate and results-driven mental health leader. She has 23+ years of global experience across o...



Sara Bartlett

Columbia School of Social Work; Cal Poly, San Luis Obispo

Sara Bartlett is a licensed clinical social worker in California. Her background is in medical social work and social work with older adults. She has worked as a home health and hospice social worker,...



Hans Bernier

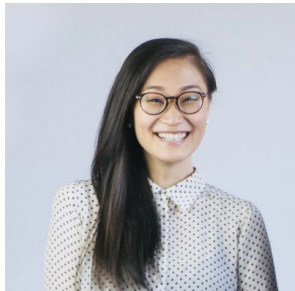
CSSW

Hans Bernier is an Associate Director of Field for CSSW focusing on school and school based placements. As a youth development and education practitioner with over fifteen years of service in the fiel...



Sahani Chandraratna

Sahani Chandraratna has nearly a decade of experience in the public, private, and non-profit sectors, and has published articles on community engagement and women's rights in low- and middle-inc...



Rebecca Yae-Eun Chung

Rebecca Y. Chung, LMSW, is the Program Manager for the Online Campus at the Columbia University, School of Social Work, and the Director of Management and Impact at STYRO Matters. She is also currentl...



Sarah Clem

University of Maryland School of Social Work

Sarah Clem is a PhD student at the University of Maryland School of Social Work and is an AGESW Pre-Dissertation Fellow. Previously, Sarah was an instructor for the Introduction to Statistics course a...



Elisabeth Counselman-Carpenter

Adelphi University

Beth Counselman-Carpenter, PhD, LCSW, RPT-S is an Associate Professor of Social Work at Adelphi University. Her practice and research interests include understanding the role of post-traumatic growth ...



Agata Dera

Columbia University

Agata Dera, MSW is bilingual educator, an activist, guest speaker and a technology expert working as a Live Support Specialist at Columbia University School of Social Work (CSSW). Since 2018, she has ...



Mary B. Downs

Columbia University School of Social Work

Mary graduated from Columbia University School of Social Work in 2019. She also holds a Masters of Education from Long Island University and has over twenty-five years of experience as an educator. He...



Taylor Alexandra Eutsey

Taylor (She/her/hers) earned her Masters in Social Work from Columbia University. While attending Columbia University, she advocated remaining at her internship placement at the Federal Defenders of N...



Krystal Folk

Krystal Folk, LMSW, is a Founding Lead School Social Worker at a KIPP Purpose Academy middle school where she provides counseling and crisis intervention services to students while helping to create t...



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 ...



Helen Garcia

Columbia University School of Social Work

Helen Garcia (Gero), LMSW. Helen currently works as a Live Support Specialist for Columbia University School of Social Work. In this role, Helen provides technical assistance to the online campus...



Bonnie Glass

Bonnie Glass is a Licensed Independent Clinical Social Worker (LICSW) currently practicing in Vermont where she is Assistant Director, Clinical Supervisor, and Clinician at the Vermont Center for Resi...



Ana R. Grullón V.

Ana Raquel Grullón, LCSW is a licensed clinical social worker currently working towards obtaining a second master's in International Community Health from the University of Oslo. She comp...



Robert Paul Hartley

Columbia School of Social Work

Robert Paul Hartley is an assistant professor at the Columbia University School of Social Work where he teaches economics and policy analysis. His research addresses the economics of social policy rel...



Christine D. Holmes

Christine Holmes is an adjunct lecturer of the Columbia School of Social Work and has enjoyed working with the Online Campus since 2018. Her areas of interest bridge aging and international social wor...



Carly E. D. King

Widener University Center for Social Work Education; Columbia University School of Social Work

Carly King, MSSW, LSW (she/her/hers) is a licensed social worker in Philadelphia, Pennsylvania who holds a Bachelor of Arts in Psychology from Temple University and a Master of Science in Social Work ...



Edy Kupietzky

Edy Hanus Kupietzky, DrPH, MPH, LMSW is currently a clinical consultant assisting hospitals and other providers with strategies to impact employee retention, reduce burnout and improve overall employe...



Joshua Levine

Columbia University - School of Social Work

Joshua Levine, LCSW is a Mentor and Live Support Specialist (LSS) at Columbia University's School of Social Work. He is also the Suicide Prevention Coordinator at the VA New York Harbor Healthca...



M. Karen Lichlyter-Klein

University of Colorado Colorado Springs

M. Karen Lichlyter-Klein is an MSW student at the University of Colorado Colorado Springs. She holds a Bachelor's Degree from Colorado Christian University and a Master's of Divinity from North Park T...



Elexia A. Gonzalez Lowe

Columbia University in the City of New York

Elexia A. Gonzalez Lowe, LCSW (she/they) is a diversity coach, psychotherapist, advocate, and program management professional. Elexia earned her MS in Social Work from Columbia University, her BA in E...



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 ...



Lia W. Marshall

Columbia University School of Social Work

Dr. Marshall is currently the Manager of Course Development and Lecturer at Columbia University's School of Social Work (CSSW) and co-facilitator of CSSW's Institute on Pedagogy and Techno...



Vitina Monacello

Vitina Monacello, MSW, works as a live support specialist for Columbia University's School of Social Work (CSSW) online program. Live support specialists enhance the synchronous online classroom...



Melissa Murphy Thompson

Salisbury University, Columbia University

Melissa Murphy Thompson MSW, LCSW, OSW-C is an award winning online educator and professor of social work. Melissa utilizes models of accompaniment, trauma informed teaching and learning, and radical...



Murali Nair

Columbia University School of Social Work

Murali D. Nair is an Adjunct Professor, School of Social Work, Columbia University. Nair teaches on line courses on "Corporate Social Responsibility", "Social Welfare Policy"...



Amelia Ortega

Columbia University

Amelia Ortega, LCSW, currently works as a somatic psychotherapist, organizational consultant and professor of Social Work practice. As a non-binary, mixed Chicana identified clinician, Amelia's ...



Mary Piepmeier

Columbia University School of Social Work

Mary Piepmeier, MA is an adjunct lecturer at Columbia School of Social Work (CSSW) and the Program Manager for CSSW Office of Professional Excellence (OPE) & MI Training Program. As an adjunct le...



Sabeen Qureshi

Sabeen Qureshi graduated with her Masters in Social Work from Columbia University School of Social Work in 2016 where she specialized in Advanced Clinical Practice with an emphasis on Family, Youth an...



Morgan B. Ritacco

Morgan Ritacco, LICSW, LCSW has been a school based social worker in Washington, DC since 2012 providing therapeutic services to students and families on an individual and group level. She earned her ...



Allison R. Ross

NYSCADV, NASW

Allison Ross, PhD, LCSW-R is the Deputy Clinical Director at Sanctuary for Families, a \$24M organization that provides comprehensive services to adults and children survivors of domestic violence, sex...



Roxanne Russell

Columbia University

Roxanne Russell, PhD has over 20 years of university-level teaching experience and over 15 years of professional experience with designing, developing, integrating and evaluating online learning environments.



Delia Ryan

Delia Ryan is a licensed social worker in New York. She currently works as a Forensic Social Worker at The Legal Aid Society of New York City and a Live Support Specialist at Columbia University's Center for Professional and Continuing Education.



Jessica P. Satkunasingham

Columbia University School of Social Work

Jessica Satkunasingham is a licensed social worker in New York. She is currently working as a private clinician on Long Island. She has previously worked in education specializing in the special needs of students.



Ray Schroeder

University of Illinois Springfield (UIS) & University Professional and Continuing Education Association (UPCEA)

Nationally respected and connected leader in higher education online learning, Ray Schroeder is Senior Fellow at the University Professional and Continuing Education Association (UPCEA) and Professor of Educational Technology at the University of Illinois Springfield.



Katherine A. Segal

Columbia University School of Social Work and Saybrook University

Katherine A. Segal, Ph.D., LCSW is an integrative social worker, graduate-level educator, qualitative researcher, and wellness coach. Dr. Segal earned an MSW from Columbia University and a Ph.D. speci...



Dawn E. Shedrick

Columbia University School of Social Work

Dawn Shedrick, LCSW-R, is the founder and CEO of JenTex Training & Consulting, a professional development company that offers continuing education training; leadership development training and coa...



Kelly Smith

Columbia University & Adelphi University

Kelly Smith, DSW is the founder and director of the Institute for Social Work and Ecological Justice, developing programs that build social workers' capacity to confront environmental and social...



Sierra M Spriggs

Sierra Spriggs, MSW, LSW is a Family Service Specialist with the New Jersey's Department of Children and Families. Ms. Spriggs completed her associate degree at Essex County College (located in ...



Marianna Stayer

Columbia School of Social Work

Marianna Stayer, LMSW (she/her) is a Mentor and Live Support Specialist (LSS) at Columbia University's School of Social Work. Marianna is currently a Provider Relationship Manager at HealthMap S...



Sara E. Terrana

Adelphi University

Sara E. Terrana is an Assistant Professor in the School of Social Work at Adelphi University. She is a passionate social work educator and loves teaching in the online environment. Recently she is the...



Elise Verdooner

Columbia University

Elise Verdooner, a Fulbright Scholar and returned Peace Corps volunteer, has worked in international development for eight years. She is the former Executive Director of TEEEM, a global nonprofit orga...



C. Danette Wilson Gonzalez

Columbia University School of Social Work

Before receiving her MSW from New York University in 1997, C. Danette Wilson Gonzalez, LCSW-R, was active in grassroots efforts in the movement against sexual assault/abuse and domestic violence in Te...





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/author_bios.

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