Book talk:

*Designing Engaging and Interactive Synchronous Online Class Sessions*

Tuesday, May 9, 2023 at 2:00-3:00pm ET

Matthea Marquart, Katherine Segal, Lia W. Marshall, Aparna S. Balasundaram, Amelia Ortega, Kristin Garay

SUNY Online Teaching Community
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Introductions

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Kristin Garay, MSSW
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CSSW Manager of Online Campus Technology; Adjunct Lecturer
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“As a first-timer into book writing and e-publishing, and a co-editor of this book, this was both intimidating and rewarding in ways I wouldn’t have imagined! Through this project, I was reminded that doing things together is doubly fulfilling than doing it alone (and much less daunting).

I see this book as a living example and tangible form of core social work values and ethics, specific to the online community. It was a huge honor to collaborate with so many colleagues, learn from the perspectives and lessons of others, and share a common goal and opportunity with fellow educators. What a privilege it’s been to write a book with social workers and educators who care deeply about quality higher education in online spaces!”

Rebecca Y. Chung
Co-editor, Chapter author:
Community-building in Adobe Connect: Using Layouts and Different Pods to Facilitate Games and Icebreaker Activities
Community-building in Adobe Connect: Using Layouts and Different Pods to Facilitate Games and Icebreaker Activities

FEATURED CHAPTER

Marianna Stayer  Rebecca Yae-Eun Chung

DESIGNING ENGAGING AND INTERACTIVE SYNCHRONOUS ONLINE CLASS SESSIONS

Edited by Matthea Marquart, Lia W. Marshall, Rebecca Y. Chung, and Kristin Garay

Foreword by Ray Schroeder

www.onlinepedagogybooks.com
We are excited to share our ebook with you!

As we go, please feel free to type questions into the chat; at least one of us will reply

We’ll also have a Q&A at the end
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Designing Engaging and Interactive Synchronous Online Class Sessions: Using Adobe Connect to Maximize its Pedagogical Value

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

Foreword:
Ray Schroeder

Link to read/listen for free:
https://edtechbooks.org/designing_engaging_interactive_synchronous_online_classes
Book website with additional resources:
https://www.onlinepedagogybooks.com/

Designing Engaging and Interactive Synchronous Online Class Sessions

Using Adobe Connect to Maximize its Pedagogical Value

Edited by Matthea Marquart, Lia W. Marshall, Rebecca Y. Chung, and Kristin Garay
Foreword by Ray Schroeder


Additional chapters coming this year from Adrianna Taylor, Brittany Lytle, Fatima Mabrouk, and Kevin Ram.
Chapter authors for this book
Chapter authors for this book

Awards

2022 *Chief Learning Officer Magazine* Learning in Practice Award, **Technology Award**, Gold Level, Division 2 category

2022 *LearnX* **Learning Technology Innovation Award** in the category of Best Learning & Talent Technology, Diamond Level

Coming in July -- 2023 *USDLA* International Distance Learning Award, **Trendsetter in Distance Learning Award**, Gold level, Higher Ed category
Blurbs about the book

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.

Alejandra M. Pickett
Director, Online Teaching
State University of New York System Administration, SUNY Online
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.

Stephen Cummings, MSW, ACSW, LISW
Clinical Associate Professor, MSW Program Director
University of Iowa School of Social Work

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's 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.

Jennifer Hofmann, MEd
Founder, President
InSync Training
Example book analytics on 5/1/23

EdTech Books Analytics:
- 30,782 views
- 10,078 downloads

Google Analytics:
- 2,600 unique readers
- 61 countries
Impetus to write the book

- We needed to train our Online Campus community on the updated Adobe Connect platform and how to use it effectively.
- For the training, we wanted a resource that folks would be likely to continue to use over time (rather than a simple handout or PDF that might get lost).
- We also wanted to uplift the voices, ideas, and great work of our Online Campus community, particularly folks who have wanted opportunities to publish, and thereby provide a mechanism for peer learning.
- When we create something for our Online Campus community, we like to also share it with the wider field of online educators -- this matches our social work values and our school & university missions.
Budget

This ebook was created with no budget:

- The ebook platform is free with no ads
- Everyone involved (editors, authors) volunteered their time, which is common in academic publishing
  - A passion project on nights, weekends, and vacation days
Overview of CSSW Online Campus Faculty Development Overall

**Foundational training (40 hours available):**
1) Institute on Pedagogy and Technology for Online Courses
2) Institute on Technical Skills for Online Event Production

**Ongoing training (58+ hours available):**
1) Annual Online Faculty Development Series
2) Intensive Workshop on Power, Trauma, and Grading
3) Advanced Workshop on Designing Engaging and Interactive Synchronous Online Class Sessions
4) Institute on Canvas, Pedagogy, and Creating & Grading Engaging Learning Activities
5) Other less formal training: Mentoring groups, office hours, conference proposal clinics, pop-up faculty development, virtual writing retreats, etc.

Learn more about our faculty development
Connection to overall Online Campus training

1) During trainings, Online Campus members shared ideas in lightning presentations, breakouts, chats, and polls.

2) Online Campus members shared more details about their ideas by writing chapters in this book.

3) Future Online Campus trainings & mentoring include this book as a resource.

Cycle of shared ideas
Ways to use this free book

- Sparking ideas for your own classroom
- Coaching/mentoring educators, including for providing examples when answering questions over email or in meetings -- Sample questions that can be answered using this book
- Asynchronous training -- Use this book for asynchronous training
- Synchronous training -- Use this book for webinars, virtual training, and in-person training
Connection to Columbia University’s Mission

Columbia University is one of the world's most important centers of research and at the same time a distinctive and distinguished learning environment for undergraduates and graduate students in many scholarly and professional fields. The University recognizes the importance of its location in New York City and seeks to link its research and teaching to the vast resources of a great metropolis. It seeks to attract a diverse and international faculty, staff, and student body, to support research and teaching on global issues, and to create academic relationships with many countries and regions. It expects all areas of the University to advance knowledge and learning at the highest level and to convey the products of its efforts to the world.
The mission of the Columbia School of Social Work (CSSW) is to interrogate racism and other systems of oppression standing in the way of social equity and justice, and to foster social work education, practice, and research that strengthen and expand the opportunities, resources, and capabilities of all persons to achieve their full potential and well-being.

Goals:

1) Create an inclusive learning and work environment that promotes diversity and excellence in research, teaching, and the training of social work professionals.

2) Partner with community service providers, advocates, and professionals across all disciplines to promote effective practices, programs, and policies that center and protect the dignity of individuals and their human rights.

3) Uphold ethical standards of competence, service, and integrity as applied locally, nationally, and globally.
Connection to CSSW Dean Begg’s 4 Pillars

The 4 pillars:

● Impact -- Strengthen our **impact on society**, and the degree to which we empower the individuals and organizations we serve
● Visibility -- **Increase visibility of the School and its contributions** to Columbia, and its integration with partners across the University and beyond
● Excellence -- Maintain/enhance excellence and diversity by **increasing our competitiveness in recruiting and retaining the very best staff, students, and faculty**
● Community -- Continue to **build community** through greater engagement and transparency
Connection to the **NASW Code of Ethics**

**Value: Service; Ethical Principle:** Social workers’ primary goal is to help people in need and to address social problems

Social workers elevate service to others above self-interest. Social workers draw on their knowledge, values, and skills to help people in need and to address social problems. **Social workers are encouraged to volunteer some portion of their professional skills** with no expectation of significant financial return (pro bono service).

**Value: Social Justice; Ethical Principle:** Social workers challenge social injustice.

Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers’ social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice. These activities seek to **promote sensitivity to and knowledge about oppression and cultural and ethnic diversity**. Social workers strive to ensure **access to needed information, services, and resources**; equality of opportunity; and meaningful participation in decision making for all people.

**Value: Dignity and Worth of the Person; Ethical Principle:** Social workers respect the inherent dignity and worth of the person.

**Value: Importance of Human Relationships; Ethical Principle:** Social workers recognize the central importance of human relationships.

Social workers understand that **relationships between and among people are an important vehicle for change**. Social workers **engage people as partners** in the helping process. Social workers seek to **strengthen relationships among people** in a purposeful effort to **promote, restore, maintain, and enhance the well-being of individuals, families, social groups, organizations, and communities**.

**Value: Integrity; Ethical Principle:** Social workers behave in a trustworthy manner.

**Value: Competence; Ethical Principle:** Social workers practice within their areas of competence and **develop and enhance their professional expertise**.

Social workers continually **strive to increase their professional knowledge and skills and to apply them in practice**. Social workers should aspire to **contribute to the knowledge base of the profession**.
For more resources about online teaching from CSSW’s Online Campus

https://blogs.cuit.columbia.edu/csswonlinecampus
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Questions for our collaborators
Creating Community Agreements Collaboratively with Online Students: Reasons, Anti-Racist Considerations, and Logistics in Adobe Connect
You wrote about setting the tone for an online course by creating community agreements, and one of your former students wrote about a community-building activity you’ve done with your classes.

What can folks learn about community-building in online courses from these chapters?
FEATURED CHAPTER

Katherine A. Segal

Using Polls to Guide Class Check-in Time

DESIGNING ENGAGING AND INTERACTIVE SYNCHRONOUS ONLINE CLASS SESSIONS
Edited by Matthea Marquart, Lia W. Marshall, Rebecca Y. Chung, and Kristin Garay
Foreword by Ray Schroeder

www.onlinepedagogybooks.com/
In your chapters, you are open about how your teaching techniques have evolved over time, and why you’ve come to use the strategies you wrote about. This makes reading your chapters like having a peer mentoring conversation with a colleague.

How do you envision online instructors learning from your chapters?
FEATURED CHAPTER

Aparna Samuel Balasundaram  Lia W. Marshall

Mindfulness and the Engaged Online Classroom

DESIGNING ENGAGING AND INTERACTIVE SYNCHRONOUS ONLINE CLASS SESSIONS
Edited by Matthea Marquart, Lia W. Marshall, Rebecca Y. Chung, and Kristin Garay
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www.onlinepedagogybooks.com
Your chapter is about using a range of mindfulness activities in online courses.

What makes mindfulness a fit for online courses?
FEATURED CHAPTER

Lia W. Marshall

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

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www.onlinepedagogybooks.com
As an administrator whose role includes mentoring new online instructors, which chapters have been particularly helpful for your mentees and why?

- Group Presentations in Adobe Connect: Using an Extra Wide Video Pod and Dedicated Second Chat Pod for Q&A
- Mindfulness and the Engaged Online Classroom
Quick Resources About Pedagogy and Technology that May be Helpful to Share

DESKTOP ENGLISH AND INTERACTIVE SYNCHRONOUS ONLINE CLASS SESSIONS
Edited by Matthea Marquart, Lia W. Marshall, Rebecca Y. Chung, and Kristin Garay
Foreword by Ray Schroeder
www.onlinepedagogybooks.com
As an instructor who’s new to teaching this year, how have you used the book to support your teaching?

- Quick Resources About Pedagogy and Technology that May be Helpful to Share
Four Reasons Not to Require Students to be on Webcam All the Time
As the editor who worked closely with the authors, what has it been like to work with online educators to create this book?

Matthea Marquart
Co-editor and chapter author

- Four Reasons Not to Require Students to be on Webcam All the Time
- Creating Community Agreements Collaboratively with Online Students: Reasons, Anti-Racist Considerations, and Logistics in Adobe Connect
- Bringing All Students onto Webcam Together for Special Circumstances: Using a Large Video Pod
Additional perspectives from book readers
"Collaborating on a book chapter about using emojis in online education was a joyful experience, as we explored the many ways these small but expressive symbols can promote and enhance learning and engagement. It was a reminder that sometimes the most powerful tools for instruction are the ones that bring a smile to our faces.

As a member of the educational team, I often find myself referring to this book for new ideas to increase student participation and promote an online learning environment that is inclusive and aligned with current best practices. Students have provided excellent feedback about their experiences following the implementation of ideas and activities found in the chapters of this book.”

Mary B. Downs
Live Support Specialist,
Columbia University School of Social Work
Using Emojis in Adobe Connect to Encourage Student Engagement
"As a new faculty member, having a resource library to tap into has been invaluable. I was so grateful to learn from the experience of other faculty from the Online Campus -- not only did I gain access to dozens of creative activities and ideas, but it helped me to feel that I was not alone as I worked to build an engaging online learning experience.

I adapted the "Collective Syllabus Annotation in Adobe Connect" exercise, developed by Dr. Christine D. Holmes and Taylor Alexandra Eutsey. As I was in the final weeks of my course, my goal was to support students in deeply engaging with the guidelines for a major assignment, and to create structure for them to surface questions or concerns. The activity was engaging, unique, and included individual reflection, small group conversation, and peer-to-peer learning. The students enjoyed how participatory it was, and the deeper understanding that the activity enabled shone through in their final assignments.”
“I’m a co-editor for this book and an administrator of Adobe Connect & institutional expert on this tool, and I’ve still gone back to this book again and again for activity ideas for the classes I teach -- the authors’ real-life ideas are creative and applicable, sharing how and why to use the tool.”

Kristin Garay
Adjunct Lecturer, Columbia University School of Social Work
"I was looking at ways to build an online community for first year students, especially for our first semester courses, as this would help set the tone for their learning journey. The goal was to create opportunities for supportive online peer interactions, enhance student ownership in co-creating a meaningful online learning environment and to also be intentional to include diverse student voices. **This book was one of my go to guides! It was practical and I really loved seeing the activities ‘broken down’ with steps and images.**

As I read what others had done and how they had done it, it sparked ideas for me to use directly or customise for my topics. **Knowing how other instructors had successfully engaged their class, gave me the confidence to try it in my class!** Given all the positive feedback from our students at the end of the course, I know the interactive strategies incorporated from this book worked!"

Aparna Samuel Balasundaram
Adjunct Lecturer,
Columbia University School of Social Work
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Thank you!

Questions? Experiences to share?

Request: Please share this book, to help all the volunteers who contributed reach folks who can benefit from their efforts

https://edtechbooks.org/designing_engaging_interactive_synchronous_online_classes

Special thanks to Alejandra M. Pickett and Erin Maney