

# Inclusive online teaching and teachable moments in online classrooms

 **COLUMBIA**  
SCHOOL OF SOCIAL WORK  
*Make waves. Move mountains. Change lives.*



**Webinar #3**  
Webinar series to support faculty who are new to  
teaching online

**Online Campus**  
Matthea Marquart and Dawn Shedrick  
Wednesday, March 25, 1:00-2:00pm ET



# AGENDA

- 1 Welcome, agenda, and introductions
- 2 Creating an inclusive classroom community online
- 3 Example: Teaching a Course on Gender and Sexual Identity Development
- 4 Planning to respond to microaggressions & other teachable moments in classrooms
- 5 Wrap up, Q&A, and thank you

# Welcome!



Note: Please feel free to chat and/or Tweet throughout this session: [@ColumbiaSSW](https://twitter.com/ColumbiaSSW)

# **Webinar series to support faculty who are new to teaching online**

**Webinar #1: The basics of online student engagement and online instructor presence:** Engaging students using instructor webcam, chat, polling, and breakout rooms

**Webinar #2: Trauma-informed teaching & learning (TITL) online:** The principles of TITL, practical ways to apply them online, and self-care for instructors and students

**Webinar #3: Inclusive online teaching and teachable moments in online classrooms:** Creating an inclusive classroom community online, responding to microaggressions online, and other teachable moments online

**Webinar #4: Panel of instructors who have experience teaching in both physical and online classrooms:** Sharing advice and lessons learned

# A couple notes about today's session

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This week we are using Adobe Connect for our webinars, and next week we will use Zoom. You are welcome to attend both to see the difference.

Today is the third session of our series; the recordings are being posted on the CSSW YouTube channel, at <https://www.youtube.com/user/columbiassw>.



# Intro to CSSW's Online Campus

Online campus launched in Fall 2015; First graduates in May 2017

Master's of Science in Social Work program options:

- 1) Advanced Generalist Practice & Programming
- 2) Advanced Clinical Social Work Practice
- 3) Policy Practice
- 4) Social Enterprise Administration

Primary model:

- Weekly synchronous (live) classes in Adobe Connect + asynchronous homework in Canvas

<https://socialwork.columbia.edu/academics/online-msw/>



Source: Twitter #CSSW2017

# Your Presenters



**Matthea Marquart, MSSW;** Twitter @MattheaMarquart  
Director of Administration, Online Campus; Lecturer



**Dawn E. Shedrick, LCSW-R;** Twitter @DawnShedrick  
Lecturer; Founder & CEO of JenTex Training



Upcoming event:

# Online panel on Creating a Gender Affirming and Inclusive Praxis

- Monday, March 30, at 8pm EST:
- Free registration here:

[https://docs.google.com/forms/d/e/1FAIpQLSdK7fDYwZ8LW\\_pkVtupzjoJ8ZxneL9WleFOqyabe6YxvFYxiQ/viewform](https://docs.google.com/forms/d/e/1FAIpQLSdK7fDYwZ8LW_pkVtupzjoJ8ZxneL9WleFOqyabe6YxvFYxiQ/viewform)





# A note for these challenging times

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If you are quickly transitioning to teaching online in response to COVID-19 social distancing:

We do not expect you to be perfect.

Everyone is balancing a lot and trying hard.

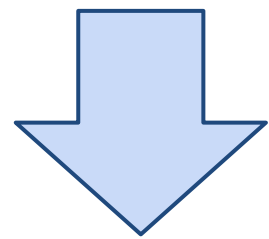
We're offering our advice to support you.

Thank you for all of your efforts for your students.

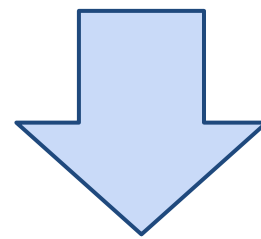
# What's in this for you?

**Learn about inclusive online teaching and teachable moments in online classrooms, including:**

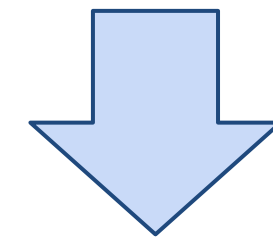
- Creating an inclusive classroom community online
- Responding to microaggressions online
- Other teachable moments online



- Share experiences



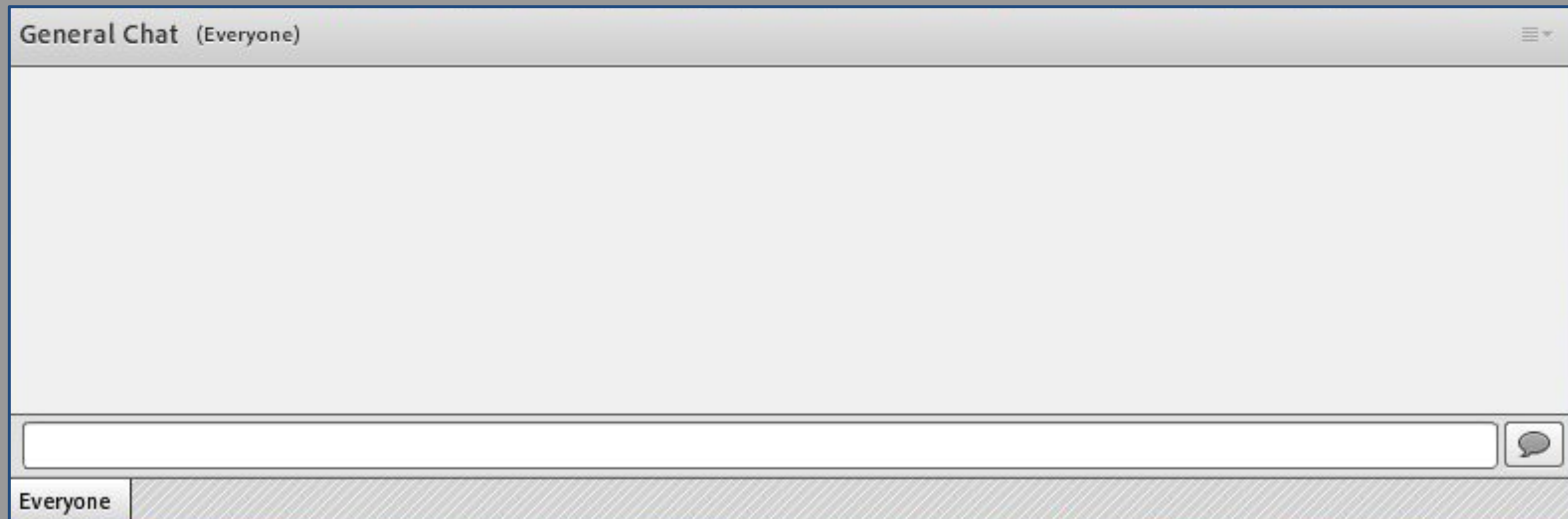
- Ask questions



- Add to your toolkits



# Classroom chat



**This is the chat**



# Introductions: Chat and Poll

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Chat: Please share your institution and something that's been helpful for maintaining your connection to your communities these days.

Poll: What is your comfort level with creating inclusive classroom communities online, including managing difficult conversations?



# Classroom polls

## Polls – Multiple Choice

### How to answer

Click the circle next to your answer

You can only select one answer

What experience do you have with online classes

- I'm new!
- I've taken online courses before, without live class sessions
- I've take online courses before, with live class sessions
- No Vote

You can tell your answer was submitted if

Any circle other than "No Vote" is selected

What experience do you have with online classes

- I'm new!
- I've taken online courses before, without live class sessions
- I've take online courses before, with live class sessions
- No Vote

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# Why create an inclusive classroom community?

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- Class participation is essential for learning

“Learning results from what the student does and thinks and only from what the student does and thinks. The teacher can advance learning only by influencing what the student does to learn.”

HERBERT A. SIMON, one of the founders of the field of Cognitive Science, Nobel Laureate, and University Professor at Carnegie Mellon University, from: *How Learning Works: Seven Research-Based Principles for Smart Teaching*

**Chat: What risks do we ask students to take when participating in class?**

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**This is the chat**



# Some risks we ask students to take when participating

We ask them to be vulnerable in front of others:

- Speaking in public
- Volunteering to have people look at them / their words
- Admitting they don't know the answer
- Being wrong, being right, feeling judged either way
- Experiencing conflict / disagreement
- Sharing personal opinions, thoughts, experiences

The other people include:

- Potential crushes, exes, competitors, friends, peers
- The instructor who has power over them

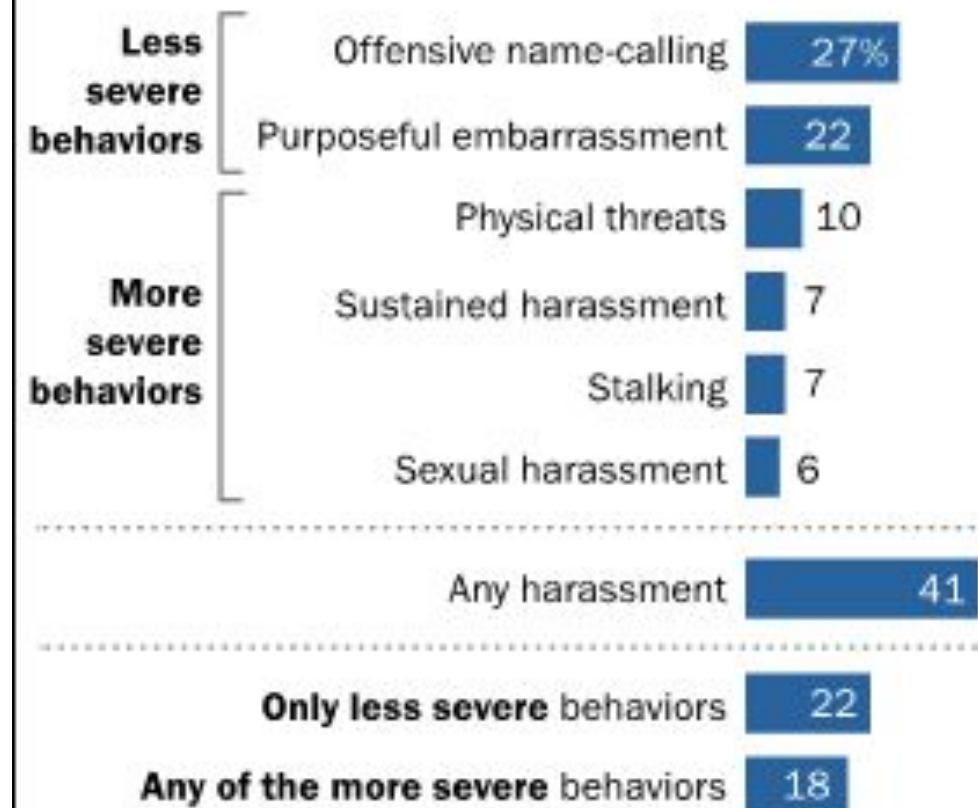
**And right now students are experiencing trauma (yesterday's webinar)**



# Also, online has a special consideration: It is common to have witnessed or experienced online harassment

## Roughly four-in-ten Americans have personally experienced online harassment

% of U.S. adults who have experienced \_\_\_\_\_ online



Source: Survey conducted Jan. 9-23, 2017.  
"Online Harassment 2017"

PEW RESEARCH CENTER

## More than a quarter of Americans have chosen to not post something online after seeing harassment of others

% of U.S. adults who have \_\_\_\_\_ after witnessing harassing behaviors directed toward others online



Note: Total may not add to 100% because respondents could select multiple options.

Source: Survey conducted Jan. 9-23, 2017  
"Online Harassment 2017"

PEW RESEARCH CENTER

Source: Duggan, M. (2017, July 11). Online Harassment. Pew Research Center.  
<https://www.pewresearch.org/internet/2017/07/11/online-harassment-2017/>

# How can we create a classroom in which students feel comfortable taking risks & participating?

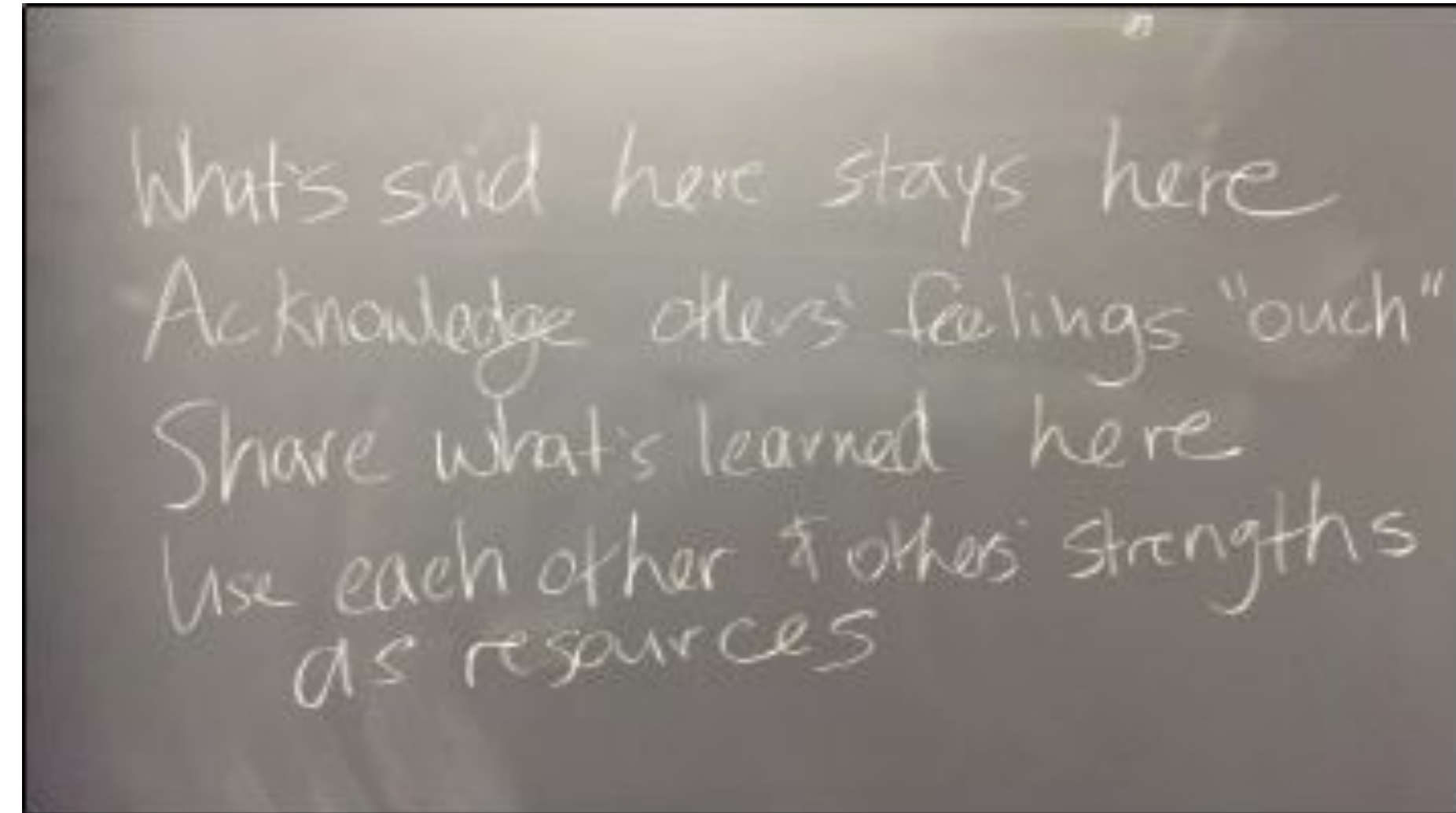
Community agreements:  
Creating, using, and  
enforcing

Building community during  
the semester

Closing the community at the  
end of the semester

# Example community agreements: Workers and the Workplace

- What's said here stays here
- Acknowledge others' feelings; give feedback, e.g. by saying "ouch"
- Share what's learned here
- Use each other & each other's strengths as resources






# Example community agreements: Institute on Pedagogy and Technology for Online Courses (faculty training)

Monday Community Agreements - Fall 2018

13 [T] [T] [T] [M] [M]

- kind responses even during struggles or disagreements // Kindness
- assume the best intentions // remembering we're all tired from a long day, not being judgy or snippy // elicit and ask for feedback without assuming it is negative // Intention vs. Impact
- Being honest
- Listen to learn and understand
- reflect before responding // practice critical reflection :)
- Confidentiality
- Using preferred pronouns when applicable.
- asking questions rather than making assumptions // Ask clarifying questions (rather than assume or jump to a conclusion)
- Take Risks
- Flow in/flow out // one person speaks at a time
- Being respectful and patient as we all learn how to navigate the technology // Patience // ask for help when you need rather than disengaging // be patient
- using clear and straight forward language // using non-gendered terms // avoid big words or buzz words that don't really mean anything and don't nec convey what we are really trying to say
- Keep your mic muted unless otherwise noted
- Recognize the expertise in the group // creating an environment where we agree to be open about what we know, and what we don't know // Speak from your own experience
- Stay engaged
- say ouch (then educate the group) if something is offensive and oops as a way of apologizing
- Practice self care // take the self care break, you need it!
- address power dynamics as best we can
- Forgive typos in the chat
- using the icons (applause, smile, turtle and rabbit) reguarly

# Example community agreements: Racial Identity Development



The image shows a screenshot of a document titled "Community Agreements". At the top, there is a header bar with the title. Below the header is a toolbar containing a page number "11", a dropdown arrow, and several icons for text formatting (bold, italic, underline, background color, and list). The main content of the document is a bulleted list of 11 items, all in bold black text.

Community Agreements


11

- Be respectful; create a respectful environment
- Listen to listen / listen to learn / listen before speaking
- Apologize if needed; acknowledge that we're here to learn
- Be brave about putting ourselves out there
- Take a moment if needed when reacting before you respond
- Oops / ouch
- Create a space for a dialogue; agree that we'll communicate with each other
- Don't make personal accusations
- What's said here stays here; what's learned here leaves here
- Critique ideas, not the person



# Example: Using & enforcing community agreements

## Revisiting our Community Agreements



The image shows a screenshot of a document titled "Community Agreements". The document has a header bar with a title and a toolbar containing icons for font size (11), bold, italic, underline, background color, and list. Below the toolbar is a bulleted list of community agreements.

- Be respectful; create a respectful environment
- Listen to listen / listen to learn / listen before speaking
- Apologize if needed; acknowledge that we're here to learn
- Be brave about putting ourselves out there
- Take a moment if needed when reacting before you respond
- Oops / ouch
- Create a space for a dialogue; agree that we'll communicate with each other
- Don't make personal accusations
- What's said here stays here; what's learned here leaves here
- Critique ideas, not the person

*Anything to add or change? If these are still ok with you and you still agree to follow them, please give us a **green check**.*



# Example class participation rubric

HBSE B: Racial ID Dev - Live Session Participation Rubric (6) <span style="float: right;">✎ 🔍 🗑</span>		
You've already rated students with this rubric. Any major changes could affect their assessment results.		
Criteria	Ratings	Pts
Arrived on time and ready to participate	<i>This area will be used by the assessor to leave comments related to this criterion.</i>	1.0 pts
Present in session throughout (excluding any breaks) and stayed until the end	<i>This area will be used by the assessor to leave comments related to this criterion.</i>	1.0 pts
Technology functioning as per online student agreement (no wifi, headset mic working, webcam working, etc.)	<i>This area will be used by the assessor to leave comments related to this criterion.</i>	1.0 pts
Participated in the chat	<i>This area will be used by the assessor to leave comments related to this criterion.</i>	1.0 pts
Participated in all of the polls	<i>This area will be used by the assessor to leave comments related to this criterion.</i>	1.0 pts
Contributed to the group during breakout sessions (e.g. taking on the recorder or reporter roles, contributing to the group discussion, joined the group on webcam when reporting back, etc.)	<i>This area will be used by the assessor to leave comments related to this criterion.</i>	1.0 pts
Responded to instructor requests (e.g. using status icons when asked, volunteering to participate on webcam and mic)	<i>This area will be used by the assessor to leave comments related to this criterion.</i>	1.0 pts
Behaved in a professional manner -- supportive of your colleagues and followed the community agreements	<i>This area will be used by the assessor to leave comments related to this criterion.</i>	3.0 pts
		<b>Total Points: 10.0</b>



# Example discussion forum instructions

In your discussion forum post, due on Monday at 11:59pm EST:

- Share who you'd like to interview, and why. Note: fake names are perfectly ok if there's a reason you'd prefer not to say, and you don't have to tell us it's a fake name.
- Share your list of 10 questions for your interviewee.

By Wednesday at 11:59pm EST, reply to at least two of your classmates. In your replies:

- Share something that resonated with you about their post, or that you found interesting
- Share feedback about the questions they plan to ask -- you can provide unlimited positive feedback, but you have a maximum of ONE piece of constructive feedback if you have something helpful to suggest, e.g. about the phrasing of a question, a tip about the overall approach, etc. So, think carefully about what you'd like to say.
- Engage with those who have responded to your post
- Keep in mind that tone can be difficult to interpret online, so be extra careful to write your responses in a respectful tone, and remember to follow our community agreements

This discussion forum is worth 20 points. The points for this assignment will be for:

- Submitting your first post on time (2 points)
- In your first post, sharing who you'd like to interview and why (4 points)
- In your first post, sharing a list of 10 questions you'd like to ask your interviewee (4 points)
- Submitting your responses to two of your classmates on time (2 points)
- In your responses, following the instructions (4 points)
- Demonstrating professionalism and a supportive tone in your language, and following our community agreements (4 points)

# Recommendation: Gentleness, flexibility, compassion

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- As you create, use, and enforce community agreements, ask students to keep in mind the exceptional challenges we're all facing now



# Recommendation: Avoid the term “safe space”

- Unrealistic: No one is feeling particularly safe right now
- Calling a classroom a “safe space” can be a microaggression, because “safety” is impossible for racially, socially, and/or economically marginalized students.
- Alternatives to “safe space” include:
  - Brave space
  - Respectful community
  - Civil environment
  - Anti-oppressive classroom

For more info: 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://eric.ed.gov/?id=EJ1073567>



**Chat: How might you create community agreements with your students as you move to online classes (with live classes or asynchronous/recorded classes)?**

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**This is the chat**



# How can we create a classroom in which students feel comfortable taking risks & participating?

Community agreements:  
Creating, using, and  
enforcing

Building community during  
the semester

Closing the community at the  
end of the semester

# Example class slide

## 2-Minute Self-Care Break



<https://youtu.be/--zv6V8OfKg>

**Roar, Lion, Roar!**

-written by Corey Ford (CC '23)

Lyrics:

Roar, Lion, Roar  
And wake the echoes of the Hudson Valley!  
Fight on to victory evermore  
While the sons of Knickerbocker rally 'round  
Columbia! Columbia!  
Shouting her name forever!  
Roar, Lion, Roar!  
For Alma Mater on the Hudson Shore!



# Example class slide

## 2-Minute Self-Care Break



[https://youtu.be/hYjQt\\_oiQqk](https://youtu.be/hYjQt_oiQqk)



# Example class slide



## Pre-breakout chat question

What's something that you respect about your colleagues in this class?

# Example class slide

**Review:** What's something that you respect about your colleagues in this class?

- being brave
- everyone's attention to detail :)
- ability to listen
- willing to have a conversation about race
- Thoughtful, considerate listeners
- Everyone is open-minded and committed to social equity
- listening!
- consideration for everyone else
- They are intelligent, respectful, and supportive
- Willingness to be present and listen
- being able to handle this subject
- everyone seems open to changing their mindset
- being respectful of peers, openness, diverse experiences
- respect each other's opinion even if they do not always agree
- I respect people's ability to open up and ask questions regarding their gaps in knowledge on race
- Open to other viewpoints
- open-minded
- considerate and respectful
- willingness to be honest and brave
- Willing to learn, open minded, willing to change
- Their dedication to constantly strive towards excellence within themselves, and applying that same passion to helping those in need through evidence based social work practice.

**Chat: What has worked for you in the past for building community, that you might adapt now?**

---

**This is the chat**





# How can we create a classroom in which students feel comfortable taking risks & participating?

Community agreements:  
Creating, using, and  
enforcing

Building community during  
the semester

Closing the community at the  
end of the semester

# Closing your community: Planning is particularly important now

- Ending your course will be yet another change in a time of many changes
  - If students usually feel sad at your course ending during normal times, that may be intensified now
  - Your classes may have been one of the only “normal” things in your students’ lives right now
- If your students are graduating, they are facing an uncertain economy and different job prospects than they expected

**Chat: What has worked for you in the past when closing your classroom community, that you might adapt now?**

---

**This is the chat**





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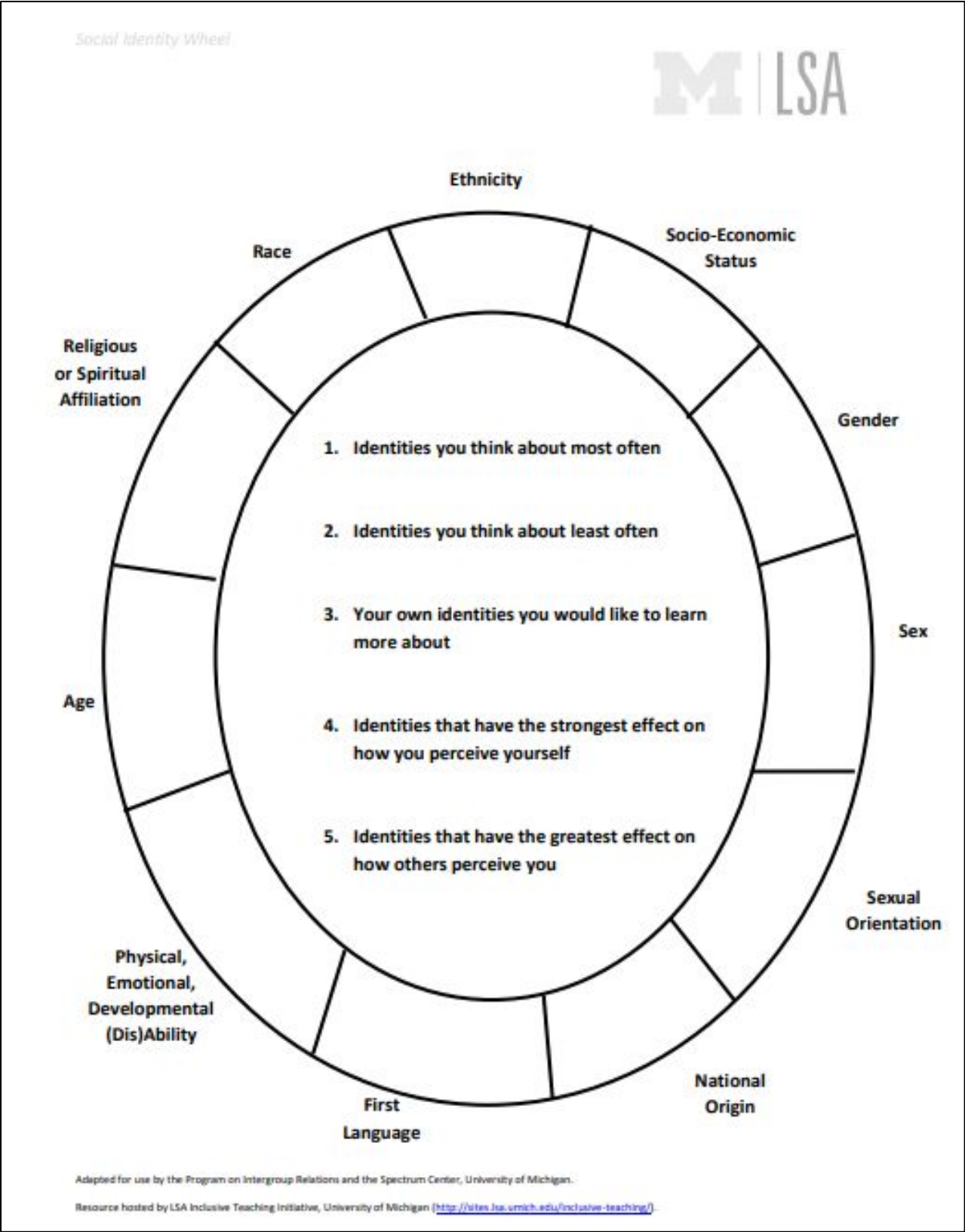
# Example: Teaching a Course on Gender and Sexual Identity Development

- Human Behavior in the Social Environment
  - Gender & Sexuality graduate course
- Exploring the social environment
  - And its impact on our gender and sexual identity development
- Intersecting identities
  - How gender and sexuality interact with our other social identities (e.g. race, socioeconomic status, ability, etc.)

# Create a brave space

- Community agreements: students and instructor collaboratively develop a list of agreements to create space for exploration, authenticity and vulnerability
- Instructor acknowledges the course as an opportunity for my own learning and evolution; experienced, not an expert
- Instructor injects examples of my own exploration of power and privilege in a professional context
- Instructor does not default to students of marginalized identities to “school” their classmates on issues of identity and oppression
- Use “Social Identity Wheel” in first class to set context of the course for all
- NOTE: I engage this process in professional/CE trainings as well as graduate courses

# Social Identity Wheel (many versions)

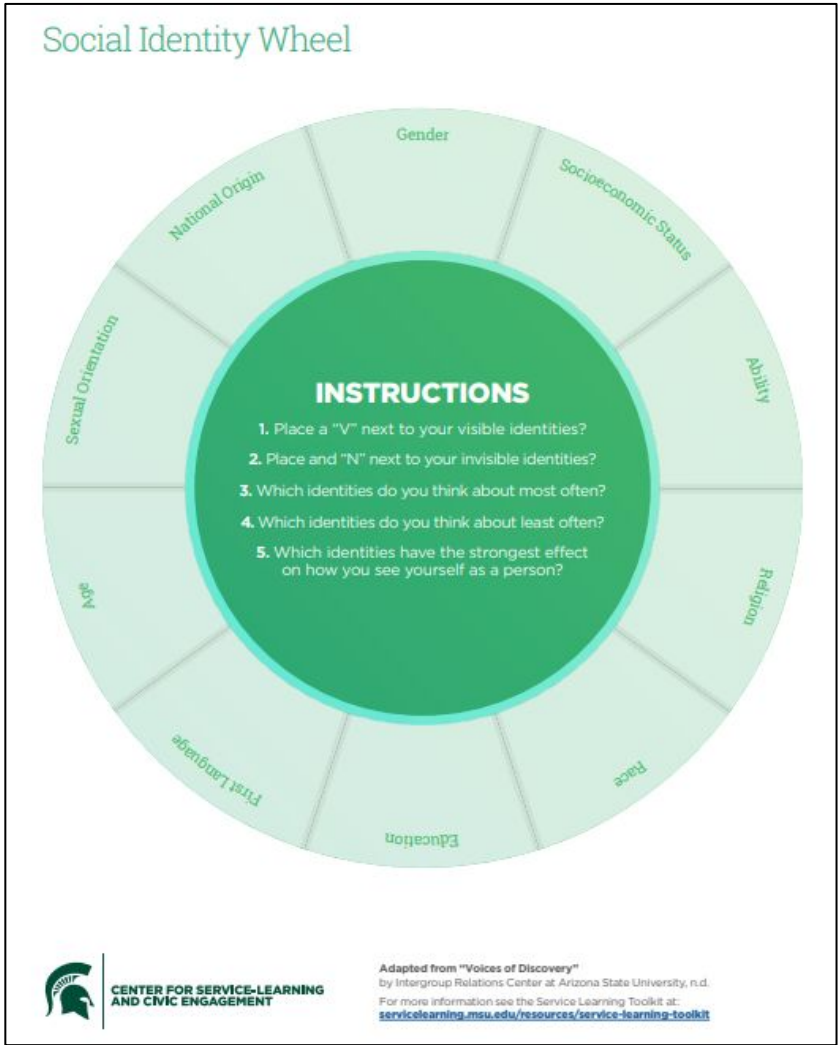


## LSA Inclusive Teaching Institute

<https://sites.lsa.umich.edu/inclusive-teaching/wp-content/uploads/sites/355/2018/12/Social-Identity-Wheel-3-2.pdf>

## Center for Service-Learning and Civic Engagement Service-Learning Toolkit, p. 107:

<https://communityengagedlearning.msu.edu/upload/toolkits/Service-Learning-Toolkit.pdf>





# Example: Realization of cisgender identity

A student kept referring to her gender identity as “normal” and “not transgender” before we specifically discussed gender identity in class. She had a powerful “a-ha moment” after learning the definition of cisgender identity.

- I acknowledged her desire and effort to be affirming
- We discussed the value of affirming people’s identities
- I referred back to Social Identity Wheel tool from 1st class
- Rich class discussion about other aspects of affirming identity we all can relate to (ethnic and/or multi-syllabic names, age, etc)

# Example: Challenging heteronormativity

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A white, cisgender, heterosexual male student questioned the existence and validity of heteronormativity as evidenced by some social and legal advances of late (marriage equality, more queer people visible in pop culture)

- Acknowledged his perspective in recognizing these shifts
- Encouraged the entire class to identify examples of heteronormativity that are still prevalent
- Discussed the social, health and economic impact of heteronormativity
- The original student was deeply engaged in these discussions

# Example: Marginalized people denying privilege

A cisgender, Caribbean-American, queer student found it difficult to identify any privilege based on her primary intersecting identities:

- Acknowledged her willingness to share this and discuss with the class
- Affirmed the challenges for any marginalized people in recognizing any privilege
- Discussed the contextual nature of our identities
- Shared my own exploration and reflection on privilege in my travels abroad as an American woman (contextual); and as a cisgender lesbian
- Referenced the Social Identity Wheel and intersectionality
- Shared resources after class that were relevant to this discussion

# Reflections as an educator

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- Check in on my own experiences as a consistent reflective practice
  - With marginalization, privilege and power
- Create brave space for myself
  - Support system, receive mentoring, read, learn
- Read and incorporate feedback
  - Student evaluations and feedback
  - Instructional team feedback, intel and insights
- Grounding rituals before and during class



# References

- Adams, M., & Bell, L. A. (Eds.). (2016). Teaching for diversity and social justice. Routledge.
- Abrams L. S., & Moio, J. A. (2009). Critical race theory and the cultural competence dilemma in social work education. *Journal of Social Work Education*, 45(2), 245-261.
- Bohmer, S., & Briggs, J. L. (1991). Teaching privileged students about gender, race, and class oppression. *Teaching sociology*, 154-163.
- Croteau, J. M., Talbot, D. M., Lance, T. S., & Evans, N. J. (2002). A qualitative study of the interplay between privilege and oppression. *Journal of multicultural Counseling and Development*, 30(4), 239-258.
- Hays, D. G., Dean, J. K., & Chang, C. Y. (2007). Addressing privilege and oppression in counselor training and practice: A qualitative analysis. *Journal of Counseling & Development*, 85(3), 317-324.
- Kishimoto, K. (2018). Anti-racist pedagogy: from faculty's self-reflection to organizing within and beyond the classroom. *Race Ethnicity and Education*, 21(4), 540-554.
- Tisdell, E. J. (1993). Interlocking systems of power, privilege, and oppression in adult higher education classes. *Adult Education Quarterly*, 43(4), 203-226.
- Varghese, R. (2016). Teaching to Transform? Addressing Race and Racism in the Teaching of Clinical Social Work Practice. *Journal of Social Work Education*, 52(sup1), S134-S147.

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# Helpful tool for responding to microaggressions

## The NAME Steps - More info:

- 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://cswe.org/CSWE/media/CSOGIE/6861\\_cswe\\_CSOGIE\\_TheNAMESteps\\_Guide\\_WEB72\\_REV2.pdf](https://cswe.org/CSWE/media/CSOGIE/6861_cswe_CSOGIE_TheNAMESteps_Guide_WEB72_REV2.pdf)
- Byers, D., McInroy, L., Craig, S., Slates, S., & Kattari, S. (2019). Naming and Addressing Homophobic and Transphobic Microaggressions in Social Work Classrooms. *Journal of Social Work Education*. <https://doi.org/10.1080/10437797.2019.1656688>

**Special thanks** to Lauren McInroy, MSW, PhD, Assistant Professor, College of Social Work, The Ohio State University and David Byers, MSW, Ph.D., Assistant Professor at Bryn Mawr College GSSWSR.

# Summary: The NAME Steps

- **Notice**: “Recognize that a microaggression has happened in class....As soon as you can, take the opportunity to name what you are noticing in class—whether in the moment or at a later date.”
- **Acknowledge**: “Acknowledge [your] responsibility to help the group to name and address microaggressions when they come up, regardless of who commits them.”
- **Make space**: “Provide students an opportunity to reflect on their feelings about what happened, and attempt to understand it.”
- **Engage the group**: “Engage the class in discussion about how to move forward as a group in a reparative way.”



# Microintervention strategies for disarming racial microaggressions



- Make the "invisible" visible
- Disarm the microaggression/macroaggression
- Educate the offender
- Seek external intervention

Source: Sue, D. W., Alsaedi, S., Awad, M. N., Glaeser, E., Calle, C. Z., & Mendez, N. (2019). Disarming racial microaggressions: Microintervention strategies for targets, White allies, and bystanders. *American Psychologist*, 74(1), 128-142. <http://dx.doi.org/10.1037/amp0000296>

# Chat: Sharing what works

- Think about an example of a time that you handled (or saw a teacher/trainer handle) a microaggression, teachable moment, or difficult conversation in class
- Without sharing personal details, share **what you learned about what works**

**This is the chat**





# Example of responding to a microaggression

## Lessons Learned: Practical Tips

- When a microaggression occurs in your classroom and you didn't notice it/aren't sure if you agree, try not to feel defensive, and rather focus on supporting your students in their emotional reactions
- Collaborate whenever possible, and try to see it as something that will take you further rather than taking longer
- If you teach alone, locate another voice to support your framework (TedTalk, consult a colleague, blog)
- Keep all students involved--including student(s) who are responsible for the microaggression
- Use technology to build community (e.g. webcam, chat curator)

- 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://doi.org/10.7916/D8GT60QB>
- 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://doi.org/10.1080/15313204.2017.1417945>

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# Resources about inclusive teaching from Columbia's Center for Teaching & Learning

Guide for Inclusive Teaching at Columbia:

<https://ctl.columbia.edu/resources-and-technology/resources/inclusive-teaching-guide/>

MOOC (Massive Open Online Course): Inclusive Teaching: Supporting All Students in the College Classroom

<https://www.edx.org/course/inclusive-teaching-supporting-all-students-in-the>

5 Principles as Pathways to Inclusive Teaching (op-ed)

<https://www.insidehighered.com/advice/2020/02/19/practical-steps-toward-more-inclusive-teaching-opinion>

# Wrap up: Poll and Chat

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Poll: What is your comfort level with creating inclusive classroom communities online, including managing difficult conversations?

Chat: What's something new & helpful you learned in this session?

# Thank you!!!

## Questions & Answers

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

**If you're interested in learning more about CSSW's Online Campus:**

- [The CSSW website](#)
- Public hearing testimony about our Online Campus for the New Jersey Senate [Higher Education Committee](#) Feb 25, 2020 (Appendix pp. 25-32)
- A [journal article](#) about our faculty training
- Op Ed: [Need to move your class online in a hurry? Here's how](#)
- One-pager: [Quick Tips for Online Instruction: The Basics](#)
- One-pager: [Preparing to teach your first class online in Zoom](#)