

*Can You Hear Me Now?*  
The Importance of Instructor  
Presence & Engagement.

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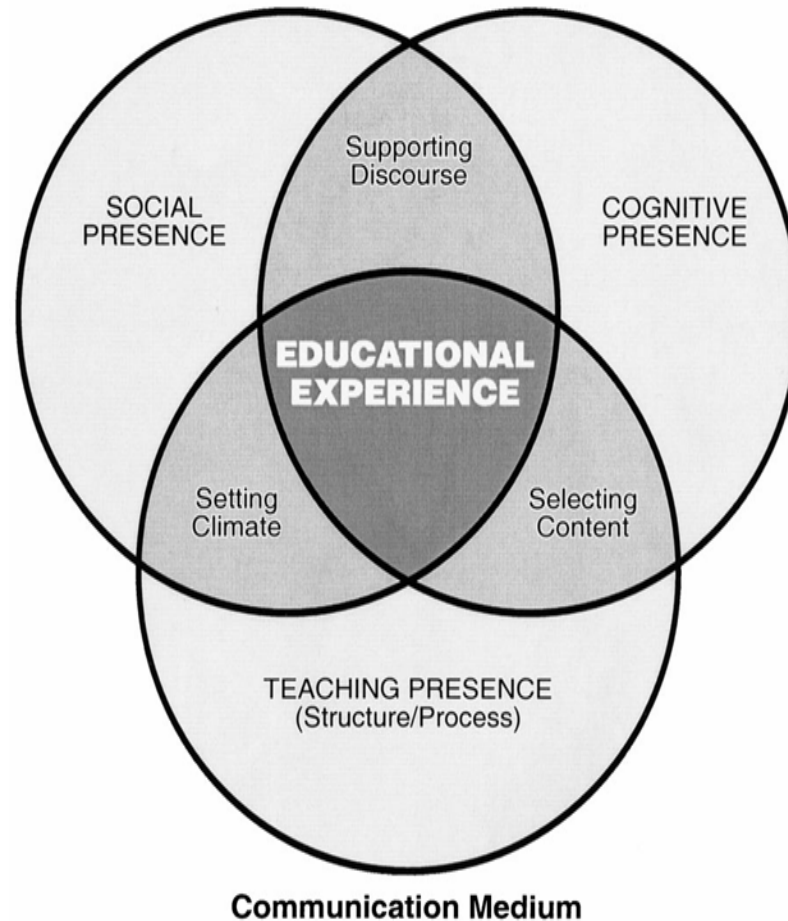
# Learning Objectives

1. Identify core distance education concepts that relate to Touro College's Graduate School of Social Work moving a portion of its MSW curriculum to a blended/hybrid format.
2. Review results from TCGSSW's study of student perceptions of instructor *presence* & *engagement* in blended and traditional courses.
3. Discuss successful techniques for maintaining instructor *presence* & *engagement* when moving Social Work content from a traditional to a blended format.

# Community of Inquiry Model

*(Garrison, Anderson, & Archer, 2000; 2010)*

## Community of Inquiry

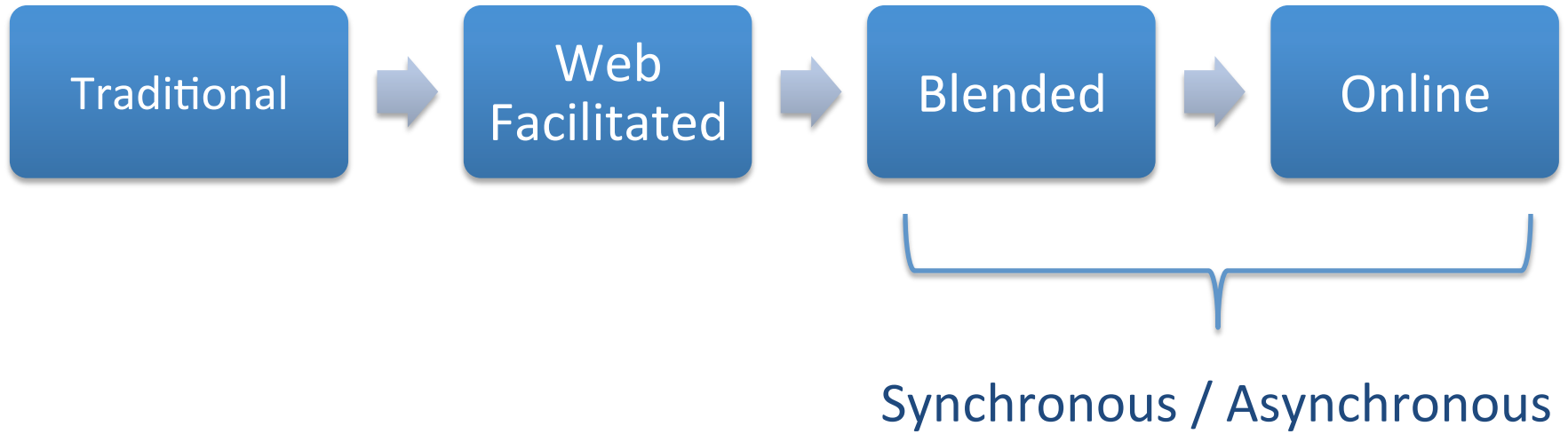


# *Planning and Maintaining Presence = Engagement*

Presence is maintained by:

- Communication that reduces the social and psychological distance between the instructor and the students
- Actions within the online community that facilitate student comfort with the course

Proportion of course online	Type of course	Typical description
0%	Traditional	Course where no online technology used; content is delivered in writing or orally.
1-29%	Web Facilitated	Course that uses web-based technology to facilitate what is essentially a face-to-face course. May use a learning management system (LMS) or web pages to post the syllabus and assignments.
30-79%	Blended/ Hybrid	Course that blends online and face-to-face delivery. Substantial proportion of the content is delivered online, typically uses online discussions, and typically has a reduced number of face-to-face meetings.
80+ %	Online	A course where most or all of the content is delivered online. Typically have no face-to-face meetings.



# Blended Learning:

“The best of both worlds”

“A pedagogical approach that combines the effectiveness and socialization opportunities of a classroom with the technologically enhanced active learning possibilities of the online environment” (Dziuban, Hartman, & Moskal, 2004)

# Blended Learning

## *A shift in pedagogy*

- Moving from lecture-to-student instruction to a format where students become active & interactive learners
- Planned interaction between student-instructor; student-student; student-content; student-outside resources
- Includes an integrated formative & summative evaluation component for students and instructor



# Presence & Engagement Survey Questions

- We developed 5 Presence Questions & 4 Engagement Questions
- Presence & Engagement questions were integrated into to all course evaluations in both traditional and blended coursework- all students answered them
- Integrating the Presence & Engagement questions means that they were not separated out from other questions or identified as a special set of survey questions- they appeared with all of the other questions
- All questions were designed as 5-point Likert scales – The answer choices ranged from 1= Strongly Agree to 5=Strongly Disagree

# Presence and Engagement: Study Results

- A total of 2,841 responses were collected from student course evaluations
- Presence scores for Blended sections were equal to those for the Traditional sections
- Engagement scores for Blended sections were equal to or higher in some semesters than Traditional sections.

# Other Areas of Interest from Presence & Engagement (P & E) Data

1. Full Time professors had higher P & E scores than Part Time professors.
2. There was little difference in the P & E scores between Traditional and Blended sections of Foundation Year Social Work Practice courses.
3. Spring semesters of both traditional and blended courses received higher P & E than Fall for the most part.

So...

*The first place for Social Work educators to start a successful transition of traditional course content to an online format is with...*

# Basic Social Work Practice!

SW Engagement Skills	Online Engagement Skills
<ul style="list-style-type: none"><li>• Greeting your client and setting the stage for them to feel comfortable to talk to you</li><li>• Orienting the client to a helping relationship</li><li>• Discussing expectations</li><li>• Facilitating a decision if it's a good "fit" between the social worker and client</li><li>• Attention to building and maintaining a relationship</li></ul>	<ul style="list-style-type: none"><li>• Welcoming your students to an online/ blended class and setting the stage for them to feel comfortable to talk to you and each other virtually</li><li>• Orienting students to an online or blended class</li><li>• Discussing expectations</li><li>• Facilitating a decision if it's a good "fit" between a student and an online class</li><li>• Attention to building and maintaining a relationship with &amp; among the students</li></ul>

# Common objectives in the development of Social Work education

- Establish a consistent, safe, environment (actual and relational) where you and your students engage in the work.
- Provide students with optimal access and exposure to content that supports and furthers their MSW education.
- Facilitate rich and engaging discussions about course material or current events that impact social work practice.
- Provide students with the opportunity to practice and demonstrate their mastery of Social Work concepts.

# Recommended “tech tools” that meet Social Work education objectives

SW Objective	Tools
1. Consistent Space	Well organized LMS; Adobe Connect; Zoom
2. Access & Exposure to material	Lecture Capture software such as Screencast-O-matic ; Podcasts (yours or others); Kaltura and other streaming video libraries; iTunes U
3. Rich Discussions	LMS discussion forums; organized blogs; Wikis; VoiceThread
4. Opportunity to practice and demonstrate mastery	Organized LMS platforms for video uploads; YouSeeU

***QUESTIONS?***



*Thank-you!*