

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

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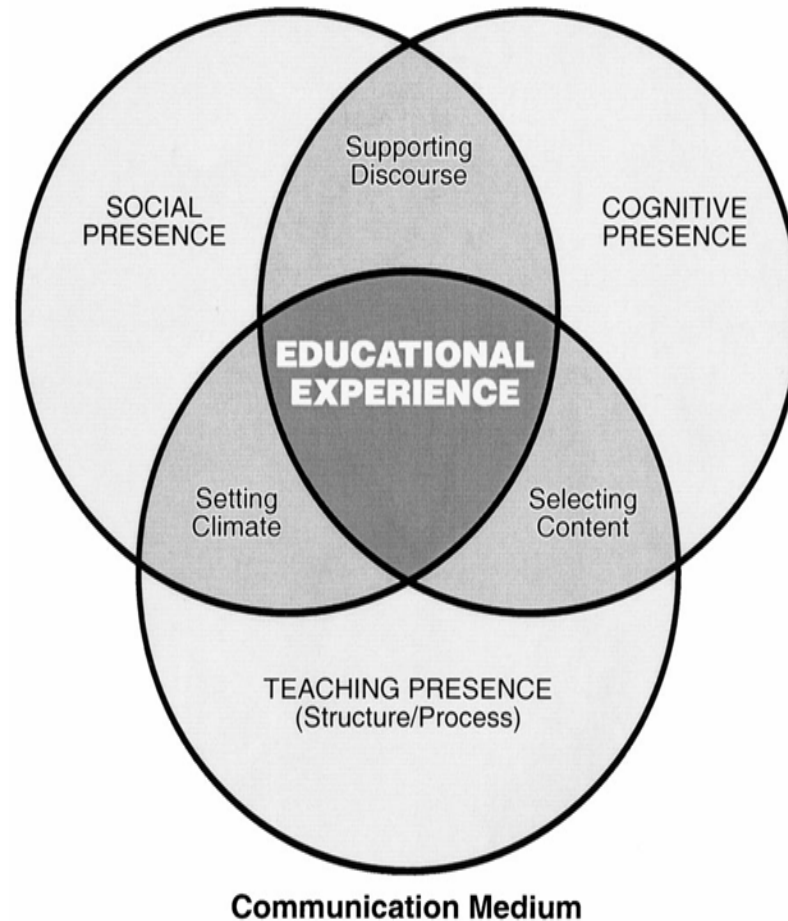
Learning Objectives

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

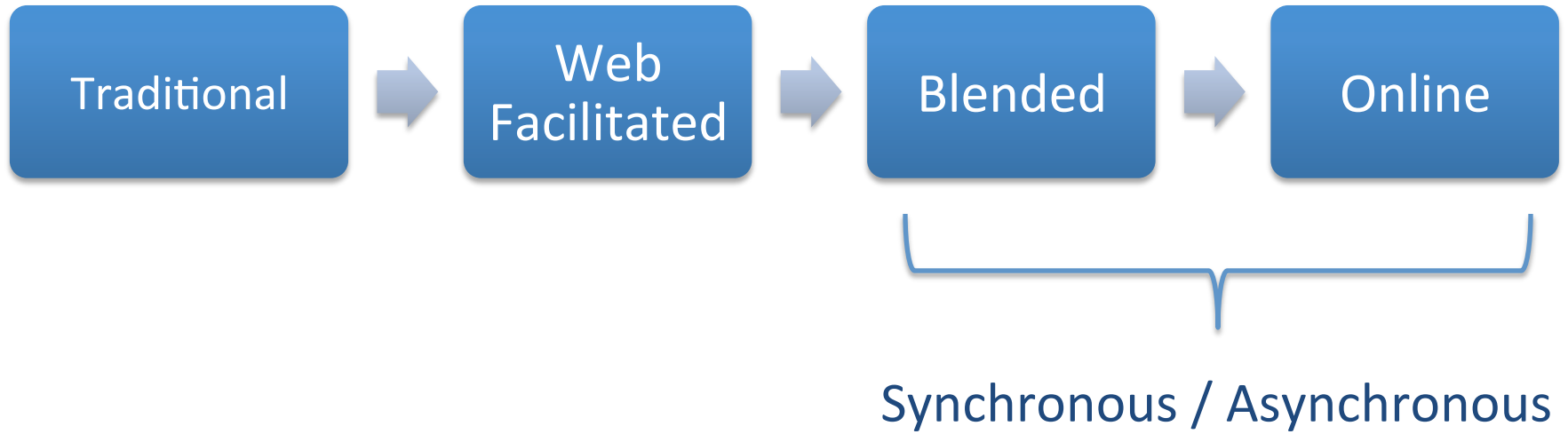


Planning and Maintaining Presence = Engagement

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

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!