

# Teaching Practice Online

Social Work Distance Education Conference  
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Where are we going?

What do you need to leave here with,  
to know it was worth your time  
being here?

# Setting the Stage

- Curriculum design
- Core Methodologies
- Technologies
- Practical application
  - Recorded session
- Lessons learned
- Possible Activity
- Workshop debriefing



# Teaching in the *Online* Environment

- Hybrid Format – Mix of seated and online sessions. Mix of asynchronous and synchronous sessions. Synchronous can be **text only**, phone and/or video conferencing.
- Online Format- Online only sessions with mix of asynchronous and synchronous sessions. Synchronous can be text only, phone and/or video conferencing.

# Planning in the Educator's Role

- Anchored in Levels of Learning
  - Conceptual
  - Perceptual
  - Executive
  - Self-awareness

# Conceptual Learning

## Subject Knowledge

- Definitions
- Concepts
- Principles
- Evidence
- Theory

## Methodology

- Lecture, guest lecture (live, recorded)
- Readings, Video, websites
- Interviewing expert

# Perceptual Learning

## Experiencing Knowledge

- Help students “experience” the concepts via senses (hear, see, feel ...)

## Methodology

- Multimedia-audio/visual
- Watch role play
- Real time parallel process
- Lab experimentation
- Deconstruction of a process
- Interviewing others on concept

# Executive Learning

## Applying Knowledge

- Execution of the knowledge:  
*“The Doing”*

## Methodology

- Practice through:
  - Role plays
  - Exercises
  - Simulations

Online “doing” includes: text-based chat; videoconferencing, audio-only chat, large group, small group, with and w/o instructor, student and/or instructor feedback...



# Self-Awareness Learning

## Making Meaning of Knowledge

- Student understanding of the fit between the material and themselves?

## Methodology

- Reflection
- Discussion
- Integration
- Anticipation

## Online Lesson Plan Example:

### Class on Engagement in Difficult Situations

Step #1: Class objectives

Step #2: Specific concepts

Step #3: Experiencing the  
concepts

Step #4: Applying the concepts

Step #5: Self Reflection

Step #6: Evaluation

# Lesson Plan Step #1: Objectives

Objective #1: Students will identify skills to engage in difficult situations as a generalist practitioner.

Objective #2: Students will demonstrate engagement techniques in at least one level of generalist practice.

# Lesson Plan Step #2: Specific Concepts (Conceptual Level)

Content on Engagement in Generalist Practice  
provided through:

- Online instructor lecture
- School of Social Work Podcasts
- Readings about engagement strategies

# Lesson Plan Step #3: Experiencing Concepts (Perceptual Level)

- Video: Engagement in Generalist Practice
- Review of previous semester skills recordings
- Instructor examples (includes examples of poor engagement and engagement at macro level)
- Visual tools connecting engagement to trauma-informed care
- Brainstorming activity during online class

# Lesson Plan Step #4: Applying the Concepts (Executive Level)

- Large group role plays:
  - Students are micro client and worker; rest of class is observing with assigned tasks.
  - Students are part of mezzo system and worker; rest of class is observing with assigned tasks.
  - Debriefing
- Dyad activity in breakout rooms:
  - Choose one of the difficult situations they identified as part of class preparation activity and role play engagement with that system.

# Lesson Plan Step #5: Self Reflection (Self Awareness Level)

**Class preparation activity** of identifying difficult situations (and associated strategies) for themselves

**Large/Small Group Discussion; Reflection Questions**

- Discuss these and how personal & professional values that may come into play
- Evaluate their own comfort level around using the process to make decisions

# Lesson Plan Step #6: Evaluation

- Online quiz
- Recognizing skills as they are used in role plays
- End-of-class debriefing
- Engagement assignment-reflection paper



# Practical Application

Pre recorded mini session on:

*How to Engage with Difficult Clients in  
Generalist Practice*

# Chat Options at UBSSW

- Blackboard Virtual Classroom in our CMS
  - Java based so it produces user issues
- Collaborate Text-Only
  - Need to schedule a Collaborate room and Java based
- Chatzy
  - [www.chatzy.com](http://www.chatzy.com)
  - Free web based software
  - Works in any browser and mobile device with a web browser

# Text-Based Chat

- Requires students to participate – they cannot lurk
- Typing forces them to think about their responses on a deeper level
- Provides a text transcript to review concept/skill use and understanding
- Allows for pairing and small group discussion w/i the chat
- Requires the instructor to be focused and goal oriented
- Real-time written feedback (and access to instructor)
- Written work to assess
- Dynamic w/o interruption

# Videoconferencing Options at UBSSW

- Blackboard Virtual Classroom in our CMS
  - Java based so it produces user issues
- Collaborate Text-Only
  - Need to schedule a Collaborate room and Java based
- Chatzy
  - [www.chatzy.com](http://www.chatzy.com)
  - Free web based software
  - Works in any browser and mobile device with a web browser

# Videoconferencing

- Requires students to participate – they cannot lurk
- Pressure to perform (and be prepared) as others can see/hear them
- Can provide a recording to review concept/skill use and understanding
- Allows for pairing and small group discussion w/i the videoconference
- Requires the instructor to be focused and goal oriented
- Real-time feedback
- Allows for real-time assessment
- Dynamic

# Select Activities to Demonstrate Practice Skills in Chat

- Traditional role play (in large group or smaller groups)  
Instructor: passive role (reading) or active role (texting comments/suggestions)
- Round robin role play-one person is “client” and everyone else is worker and asks questions/statements in a structured format  
Instructor: active making sure group attends to structure and nature of role play

# Select Activities to Demonstrate Practice Skills in Chat (con't)

- Skill set demonstrations-assign specific skills to practice in large or small groups. Usually involves tracking sheets and processing of specific wording and sequencing choices (akin to microanalysis)
- Skills video processing-analysis and feedback of pre recorded skills videos with emphasis on real-time parallel process
- Case consultation

# Select Activities to Demonstrate Practice Skills in Videoconferencing

- Traditional role play (in large group or smaller groups)  
Instructor: passive role (watching) or active role (texting or speaking comments/suggestions)
- Round robin role play-one person is “client” and everyone else is worker and asks questions/statements in a structured format  
Instructor: active making sure group attends to structure and nature of role play



# Select Activities to Demonstrate Practice Skills in Videoconferencing (con't)

- Skill set demonstrations-assign specific skills to practice in large or small groups. Usually involves tracking sheets and processing of non-verbals, specific wording and sequencing choices (akin to microanalysis)
- Skills video processing-analysis and feedback of pre recorded skills videos with emphasis on real-time parallel process
- Case consultation

# Challenges to Synchronous Instruction in Online Course Delivery

- Down time
- Passive participants
- Instructor takes over
- Conversation lacks depth
- Lack of preparation
- No goal/direction of chat
- How do I know if students are learning anything?
- Are students really there?
- Can students apply the concepts/skills?
- **Technology related issues**

# Lessons Learned

- Incorporate a joining activity
- Send agenda/outline ahead
- Assume technical difficulties
- Test chat technology first
- Give feedback throughout chat/videoconference to the group and mention students by name
- Give students time to think (and type/respond)
- Know it can be difficult follow at first (especially chat)
- Use the icons for “thumb up”, hand raising, etc...
- Validate student experiences and stay focused on agenda

# Activity

## In pairs

- What are some challenges you have faced or might face in using online synchronous chats?
- How have you addressed these?
- What works for you?
- What would be helpful for you to be even more successful?

# Synchronous Teaching Resources

- Benshoff, J. & Gibbons, M. (2011). Bringing Life to e-Learning: Incorporating a Synchronous Approach to Online Teaching in Counselor Education. *The Professional Counselor: Research and Practice* 1(1), 21-28. Retrieved from: <http://tpcjournal.nbcc.org/wp-content/uploads/bringing-life-to-elearning-Article.pdf>
- Martin, F. & Parker, M (2014). Use of Synchronous Virtual Classrooms: Why, Who, and How?, *MERLOT Journal of Online Learning and Teaching*, 10(2). Retrieved From: [http://jolt.merlot.org/vol10no2/martin\\_0614.pdf](http://jolt.merlot.org/vol10no2/martin_0614.pdf)
- McBrien, J., Jones, P., & Cheng, R. (2009). Virtual spaces: Employing a synchronous online classroom to facilitate student engagement in online learning. *International Review of Research in Open and Distance Learning*, 10(3), 1-17. Retrieved from: <http://www.irrodl.org/index.php/irrodl/article/view/605/1264>
- Chatzy - <http://www.chatzy.com/>

# Additional Contacts

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