Teaching Practice Online

Social Work Distance Education Conference 2015

Denise J. Krause, Clinical Professor
Anthony Guzman, Instructional Designer
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
- 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
- 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


• Chatzy - http://www.chatzy.com/
Additional Contacts

• Denise Krause
  Email: dkrause@buffalo.edu
  Phone: (716) 645-1223

• Steve Sturman
  Email: sturman@buffalo.edu
  Phone: (716) 645-1241