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LESSONS LEARNED: DESIGNING AND DELIVERING A HYBRID PORTFOLIO MSW COURSE

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Lessons Learned: Designing and Delivering a Hybrid Portfolio MSW Course

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Power-point Graphics and Poster Board

Objectives

- Understand the strengths and challenges of developing and implementing a hybrid course
- Understand the dynamic integration of chalk and wire, online student small group communities, blackboard discussion groups, and WIMBA voice
- Understand the dynamic integration of professional identity for students through e-portfolios in chalk and wire
- Understand how students document evaluate and reflect on their performance and growth related to the 10 CSWE core competencies and analyze and synthesize data from the MSW course assignments



Strengths and Challenges of Developing a Hybrid Course

Strengths

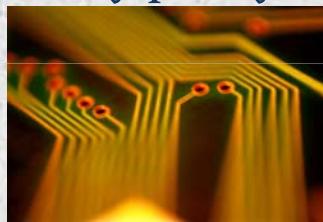
- Increased student participation
- Students can't hide in on-line activities
- Student centered learning
- Integration of out-of-class activities with face-to-face activities increases student learning
- Detailed syllabus
- Beneficial in a distant education program
- Flexibility to time-constrained students

Challenges

- Re-thinking the course design
- Integrating online activities with face-to-face
- Developing on-line learning modules
- Linking learning objectives to specific learning activities and measurable outcomes
- Developing an on-line learning environment / discussions
- Avoiding a course and a half
- Assisting students with the transition and staying organized
- Technology assistance for students and faculty

Navigating the University System

University policy and procedures for online curriculum development and delivery (GVSU)



- To teach an online or hybrid course GVSU faculty must attend workshop modules on online / hybrid pedagogy provided by the 'Faculty Teaching and Learning' department
 - Best practices
 - Consistency of online and hybrid offerings across the university
 - Support and guidance in instructional strategies
 - Support and guidance in technology
- GVSU offers the option to take an online 3 part course through the Sloan Consortium at University of Wisconsin including: 1) designing courses and building community, 2) delivering content and 3) fostering community and staying organized.
- Course change proposal is submitted through Faculty Governance online curriculum development
- Approval includes: Department, Online Education Committee, Dean, and Provosts office

GVSU Definitions

- o **Online**

- o 100% of the course is delivered online

- o **Hybrid**

- o 50% of the course content is delivered online
 - o The remaining time is face to face classroom

- o **Traditional**

- o Course content is delivered on campus during scheduled class times
 - o Web technologies may be incorporated into course delivery



7 Principles of Good Practice to Hybrid Courses

Adapted from Chickering, A., Gamson, Z. (1987)

1. Encourage student-faculty contact and interaction – frequent student-faculty contact is the most important factor in student motivation, intellectual commitment and personal development
2. Develop reciprocity and cooperation among students – Learning is collaborative and social. Working with others often increases involvement and sharpens thinking and deepens understanding
3. Encourage active learning – Learners must talk about what they are learning, write about it, relate it to past experiences and apply it to their daily lives. They must make what they learn part of themselves.
4. Give Prompt feedback – Knowing what you know and don't know focuses learning
5. Emphasize time on task – time plus energy equals learning. Allocating realistic amounts of time means effective learning for students and effective teaching for faculty
6. Communicate High Expectations – And let students know what you expect. Expect more and you will get more. Expecting students to perform well becomes a self-fulfilling prophecy
7. Respect diverse talents and ways of learning – There are many roads to learning. Learners need the opportunity to show their talents and learn in ways that work for them. Then they can be pushed to learn in new ways that do not come so easily

Electronic Methods of Delivery

- Email
- Discussion Board
- Pronto
- Journals
- Grade Center
- Wimba Voice
- Wimba Classroom
- Learning Modules
- Wiki Pages
- Scholar



- Online quizzing
- Surveys
- Announcements
- Rubrics
- Self-Assessment
- External Links
- Black Board
- Chalk and Wire

Backward Design Process

Understanding by Design
by Grant Wiggins & Jay McTighe

Identify desired results

What should students know, understand, and be able to do?

- Goals / Objectives
- Competencies
- Practice behaviors

Determine acceptable evidence

How will we know if students have achieved the desired results and met the standards?

- Assessment methods
- Rubrics
- Surveys / Quizzes

Plan learning experiences and instructions

What enabling knowledge (facts, concepts, and principles) and skills (procedures) will students need to perform effectively and achieve desired results?

- What activities will equip students with the needed knowledge and skills?
- What will need to be taught and coached and how should it best be taught in light of performance goals?
- What materials and resources are best suited to accomplish these goals?
- Is the overall design coherent and effective?

MSW Capstone

Hybrid Detailed

Course Syllabus

Helping Students Navigate the Hybrid Course



Describe in detail on the syllabus:

- Blended method of instruction
- Chalk and Wire
- Blackboard
- Blackboard Small Group Discussion Format
- Netiquette, Participation, and Professionalism
- Wimba Voice
- Career Services online resources/ OOVOO
- Course related communication – Announcements, Email, GVSU Technology help desk, IT website, Online education website, identify how students can get technology help
- Student responsibilities
- Writing standards and academic honesty
- Course requirements, texts, attendance online and face to face
- Grading scale, due dates, rubrics
- Assignments
- Integrated course outline / Learning modules

GVSU Netiquette

Guidance for students in their use of electronic communication –
relevant writing skills

Student guidance

- An email address should be reflective of professionalism
- Identify the course and section number, name of assignment
- Use formal salutation and provide information in subject line
- Avoid informal phrases, text shorthand
- Treat the email as formal business – begin with clear statement of the main idea, followed by necessary information, end with a clear request
- Use appropriate grammar and punctuation
- Proof read

Faculty statements in syllabus

- Inform students of policy on responding to emails
- Policy regarding rude or inappropriate emails
- Policy on laptops and cellphones



Capstone Course Netiquette

Guidance for students in their use of electronic communication
with peers

- Many of us have experience with email, but online discussion is different because we are communicating “one to many” rather than “one to one.” Therefore, it is important that we maintain a sense of freedom to express our thoughts while at the same time providing a safe atmosphere for that expression. Respect and professionalism are required. Often times words come across “more directly and harshly” in the written form of communication, since there are no facial gestures, expression or tone of voice to help convey your message fully. Your contributions should not be overly negative or personal in nature.



- This class is a practice ground for students to prepare for professional social work. Students are expected to contribute to a comfortable learning environment by supporting their peers, treating the opinions of others with respect, maintaining confidentiality of sensitive personal sharing, giving and receiving of constructive feedback, and refraining from talking about others.

Transforming Capstone to a Blended Course

On Line Learning Community / synchronous and asynchronous / small group discussion / Netiquette

Assessment Plan / rubrics

Helping Students Manage Expectations / time, technology support

Managing Workload / staying organized; avoid a course and a half

Course Evaluation / pre and post

Closing the Loop

Integrating Online and Face to Face in Blended Course