



North American Association of Christians in Social Work
A Vital Christian Presence in Social Work

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**DEVELOPMENT AND DELIVERY OF A HYBRID MSW
ADMINISTRATION SUPERVISION COURSE**

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Development and Delivery of a Hybrid MSW Administration Supervision Course

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Graphics

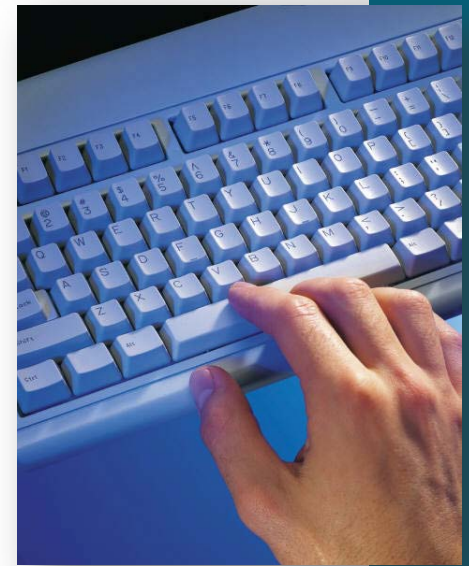
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Objectives

- Discuss the strengths and challenges of developing and teaching hybrid courses and the support necessary in a University system
- Demonstrate the planning of learning experiences, for a hybrid course, that intersect and enhance each other within the context of small groups, large group discussion, private journals, and face to face sessions
- Describe the development, reciprocity and cooperation among students in small group online discussion to implement an audit of a community agency administration research project
- Illustrate self-reflective questions that enhance student self-awareness through the integration of personal experiences, class readings, classroom case exercises, and journal writing



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

- **Online**
 - 100% of the course is delivered online
- **Hybrid**
 - 50% of the course content is delivered online
 - The remaining time is face to face classroom
- **Traditional**
 - Course content is delivered on campus during scheduled class times
 - Web technologies may be incorporated into course delivery



Why Develop Hybrid Courses???

Strengths and Challenges of Hybrid Courses

+ 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

Questions to Ask Yourself

as You Begin to Develop a Blended Class



- Does your university have a policy and procedures for developing blended or online courses?
 - Do they have a training program?
 - Must all courses have similar formats?
 - Is there a policy on how many students may be in a blended course?
 - Is there a reimbursement for developing courses into blended format?
 - Who owns the course once you do the work?
 - Does the university have an IT program that will support your efforts and support the students in adjusting to a hybrid course?

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 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?

7 Principles of Good Practice to Hybrid Courses

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

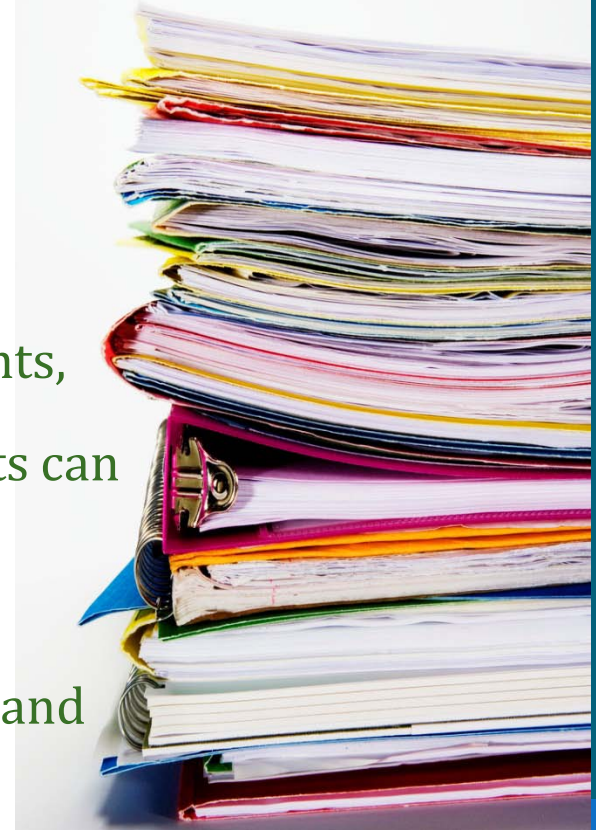
- 1. Encourage student-faculty contact and interaction
- 2. Develop reciprocity and cooperation among students
- 3. Encourage active learning – Learners must talk about what they are learning, write about it, relate it to past experiences and apply it to their daily lives. They must make what they learn part of themselves.
- 4. Give Prompt feedback
- 5. Emphasize time on task
- 6. Communicate High Expectations – And let students know what you expect.
- 7. Respect diverse talents and ways of learning



Detailed Course Syllabus

Describe in detail on the syllabus:

- Blended method of instruction
- Blackboard
- Blackboard Small Group Discussion Format
- Netiquette, Participation Professionalism
- Wimba Voice
- Career Services on line resources / OOV00
- 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 on line and face to face
- Grading scale, due dates, rubrics
- Assignments
- Integrated course outline / Learning modules

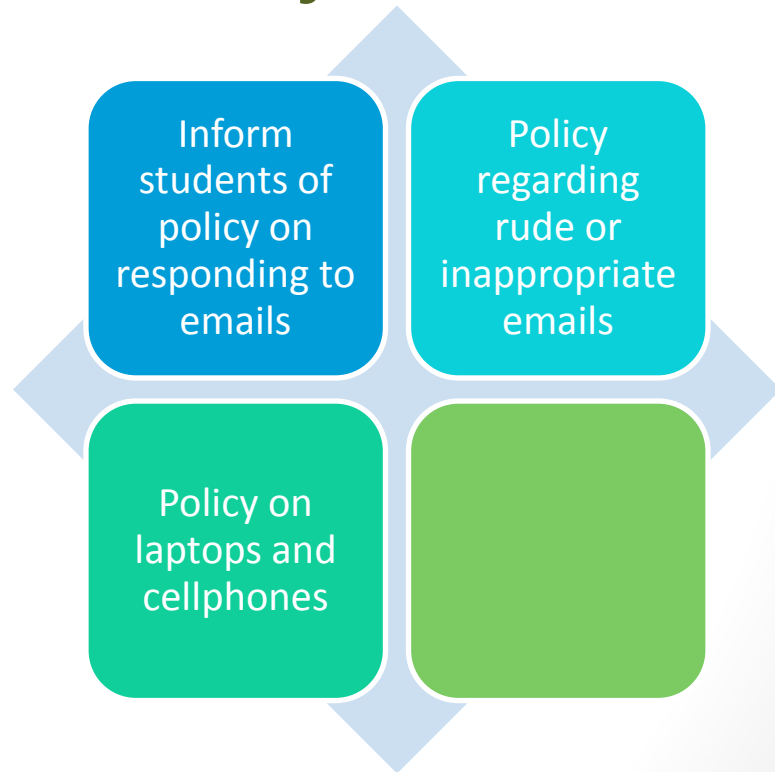
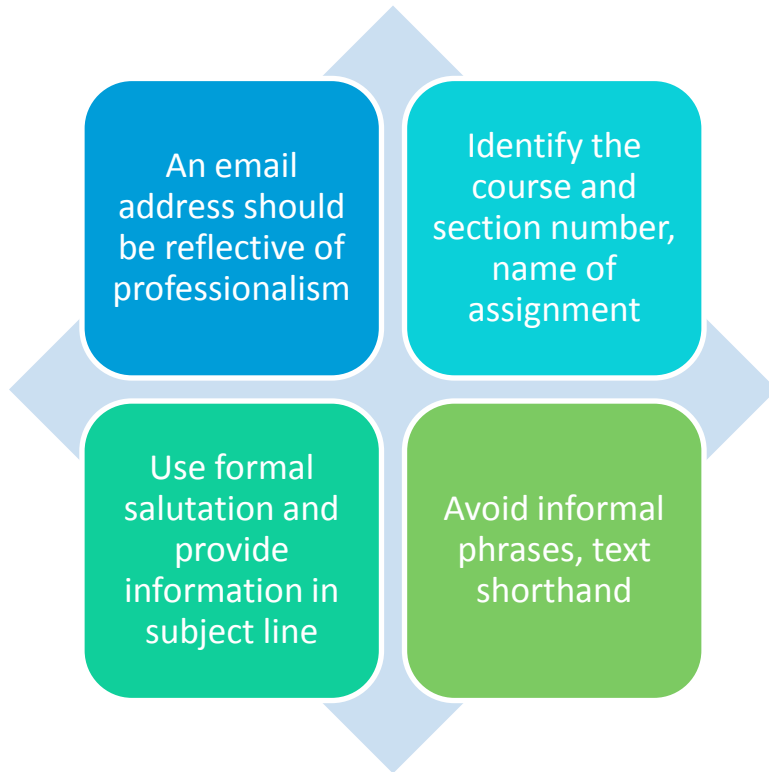


GVSU Netiquette

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

Student guidance

Faculty statements in syllabus



Course Netiquette

- 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

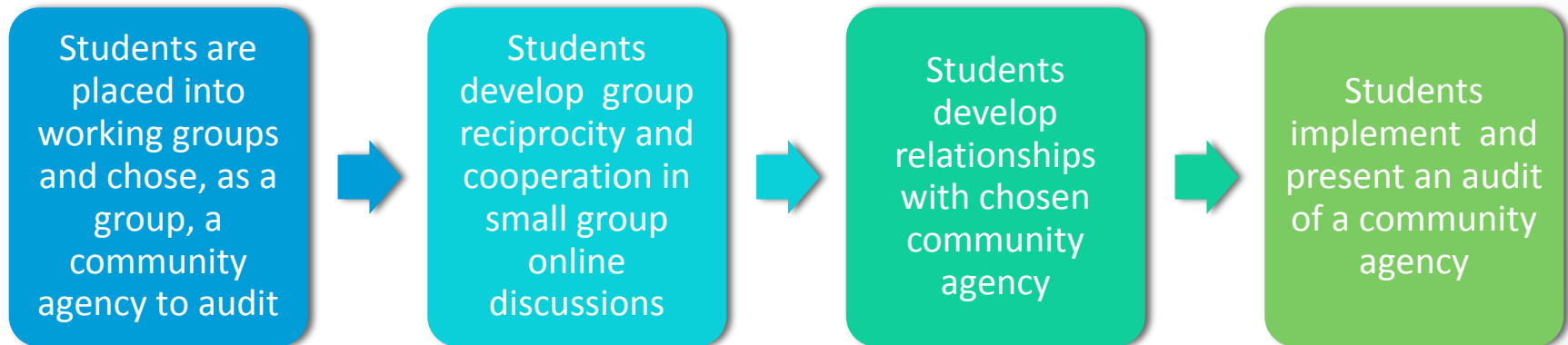
Administration and Supervision Course

Planning of learning experiences that intersect and enhance each other



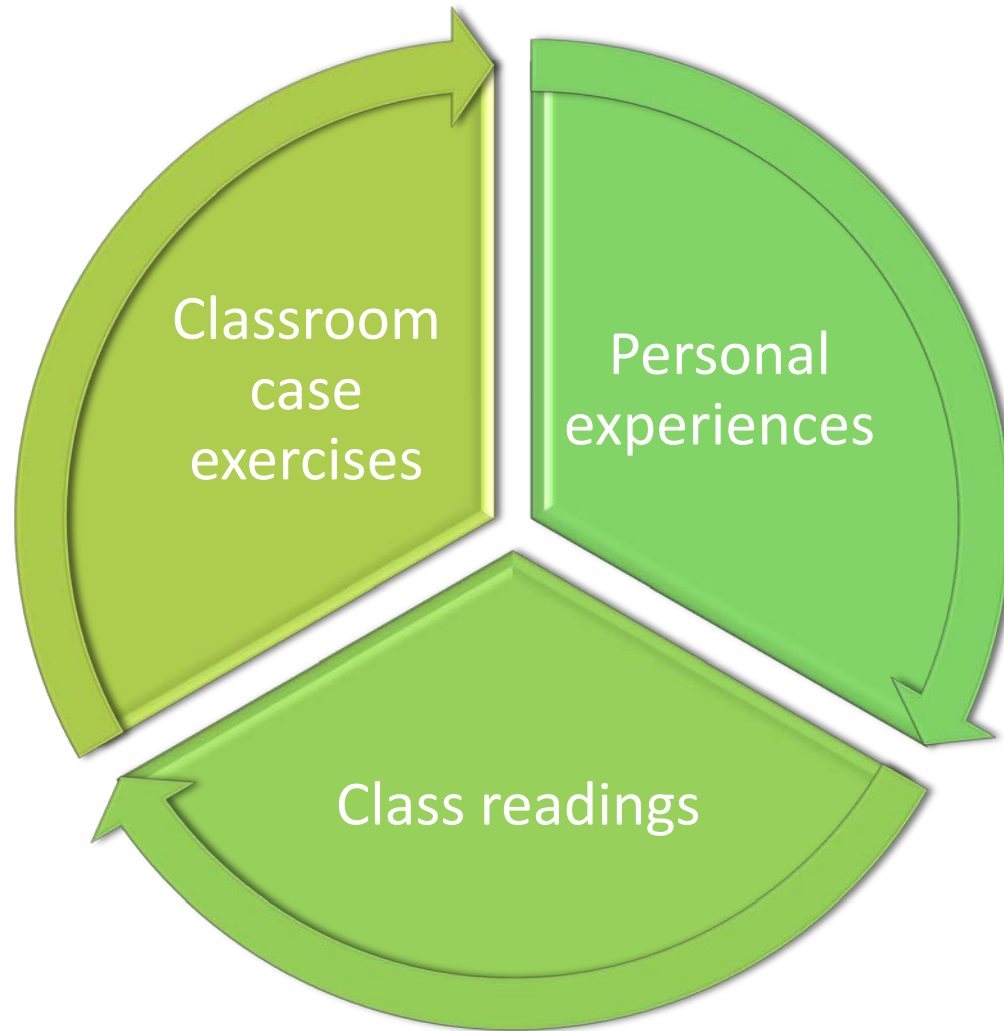
Administration and Supervision Course

Group development of a community agency administration audit

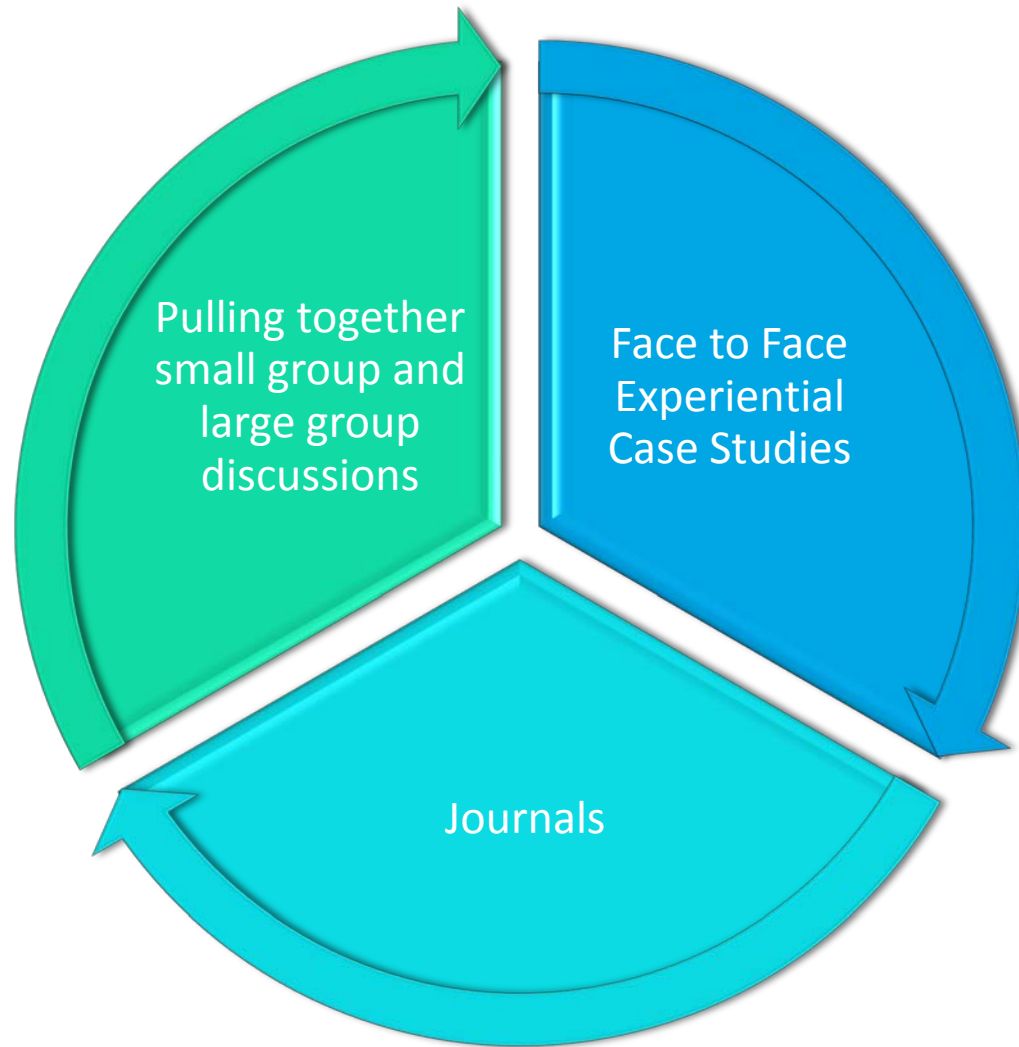


Self-reflective questions

that enhance student self-awareness




Closing the Loop



10 Questions

Clark Shah-Nelson – The Sloan Consortium

- 
- What do you want students to know when they have finished taking your blended course?
 - As you think about learning objectives, which would be better achieved online and which would be best achieved face-to-face?
 - How will you develop challenging and engaging online learning activities that complement face-to-face activities?
 - What new learning opportunities will arise as a result of using asynchronous (on line) discussions? What challenges?
 - How will the face-to-face and time out of class components be integrated into a single course? Feedback loops?
 - How will you help your students address scheduling their work, managing time, understanding the implications of the blended course module as related to learning?
 - How will you divide the percent of time between the face to face portion and the online portion of your course?
 - How will you divide the course grading scheme between face-to-face and online activities? What means will you use to assess student work in each of these components?
 - What specific technologies will you use for online and face-to-face portions of the course? How will you assist students to become familiar with your instructional technologies? How will students get help with technology? How will you ensure that you have not created a course and a half?

Questions?

