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Enhancing Delivery of Online Education; Developing a Teaching Guide to Support Faculty



Who we are

We are social work faculty at New Mexico Highlands University, a Hispanic Serving Institution, and a comprehensive state university in Northern New Mexico.

The Facundo Valdez School of Social Work has campuses in five locations across New Mexico. We have approximately 500 to 600 students in our undergraduate and graduate programs.

We had delivered our program primarily through face-to-face classes with a few asynchronous courses offered each semester prior to the Pandemic.

Pandemic – we moved quickly to a hybrid or asynchronous mode of delivery for all of our courses

Leads for each course with six to eight sections requires us to have some continuity within the course

We have 15 full-time faculty and the rest of our courses are taught by contingent (adjunct) faculty.

Teaching manual – finding a way to support faculty as they transition

Wrote a general manual and then adapted it for each specific course for which we were lead

Background for the Teaching Guide

Teaching Guide Content Areas

Our guide:

BUILDING COMMUNITY:

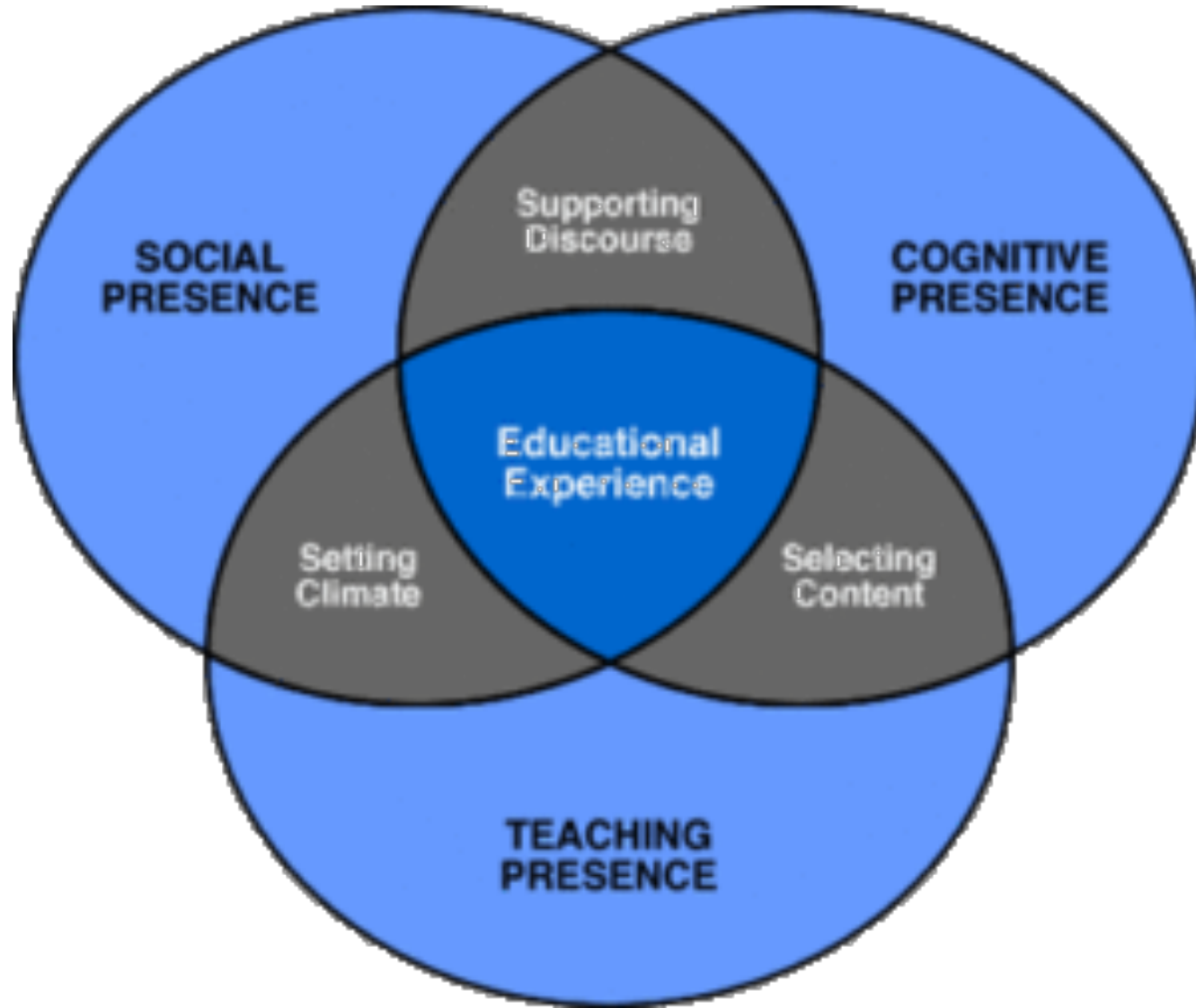
- Community of Inquiry
- Inclusive/Intersectional Teaching Practices
- Trauma-Informed Pedagogy
- Instructor Support and Self-Care

TEACHING:

- Building relationships
- Teaching tips
- Outline for a hybrid classroom
- Setting up your class
- Class time
- Resources
- Expectations

RESOURCES

- Pedagogy
- Self-care
- Instructor training



Community of Inquiry Model

The Community of Inquiry model was developed from a study by Garrison, Anderson, and Archer that was conducted in 2001. The model of a community of inquiry consisted of three key elements of an educational experience: Teaching presence, cognitive presence, and social presence. See below for specific descriptions of how these elements work together to impact a student's educational experience.

[Garrison, D. R., Anderson, T., & Archer, W. \(2000\). Critical Inquiry in a text-based environment: Computer conferencing in higher education. The internet and higher education, 2\(2\), 87-105.](#)

Inclusive/Intersectionality

Inclusive teaching practices honor the wide variety of perspectives of our students while validating their unique lived experiences.

Intersectional pedagogy recognizes oppression occurs based on intersecting multiple social identities, and it encourages an understanding of various perspectives and an examination systemic oppression and privilege and social justice issues.



Teaching Tips:

- Review curriculum content to check for ideas that reflect experiences of our students.
- Engage with students in the process of creating culture for the classroom.
- Students discuss and reflect on issues such as equity issues and community issues.
- Students are supported on how to minimize their fear of making mistakes.



Trauma-Informed Pedagogy

Trauma-informed teaching doesn't need to be burdensome for instructors. Simply increasing awareness and understanding of the core principles can guide our pedagogy (Carello & Butler, 2015).

Trauma-informed principles include:

- ü Safety
- ü Trustworthiness
- ü Choice
- ü Collaboration
- ü Empowerment
- ü Attention to cultural, historical and gender issues
(SAMHSA, 2014; Fallot & Harris, 2009; Fallot & Harris, 2001)

How We Support Faculty

In the Manual include ideas for how to support our colleagues and share ideas for self-care.

Things we have done to Support our Faculty:

Mentor program

Videos

Leads/sequence structure

Social hours

Meetings as needed

Celebrations and Memorials

We started a Good News segment for NMHU and invited students, faculty and staff to share positive stories about experiences they had during the pandemic.



Teaching Tips

Focused on building relationships

- Frequent contact
- Checking in
- Discussions, group projects, & remember to fun!

Working in Bright Space (LMS)

- Frequent contact announcements, DBs, & FAQ
- PPTs, videos, & group projects

Teaching a hybrid class

- What to offer in Zoom
- What to offer on Bright Space
- Resources for Instructors

Resources



Hyperlinks



Webinars



Podcasts



Articles



books

Outcomes

- ❖ Curriculum mapping
- ❖ Support each other
- ❖ Still in this!

NEXT STEPS:

- ❖ Changing the way we will do things going forward
- ❖ Development of an online course for instructors



Teaching Guide Template

INTRODUCTION:

- Why we wrote this guide
- What is included
- Ways to use the guide

BUILDING COMMUNITY: (Theory and applications -include program specific pedagogy)

- Community of Inquiry
- Inclusive/Intersectional Teaching Practices
- Trauma-Informed Pedagogy
- Instructors Support and Self-Care (include university specific training and support for new instructors)

TEACHING: (Include program specific ways to address content, social/emotional connection and modeling, and collaboration)

- Building relationships
- Teaching tips
- Outline for a hybrid classroom (include university specific LMS resources)
- Setting up your class
- Class time
- Resources (include university specific resources for new and returning instructors)
- Expectations

RESOURCES:

- Pedagogy
- Self-care

How about you?

What trainings have you all offered?

What worked? What didn't?

How would you adopt the idea of a teaching guide at your institution?



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