REIMAGING COUNSELOR EDUCATION: FACILITATING POSITIVE LEARNING EXPERIENCES FOR STUDENTS IN THE ONLINE ENVIRONMENT

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ABSTRACT

This article describes how intentional planning using the principles of Fink's (2013) taxonomy for significant learning and Garrison's (2007) three presences, a traditional face-to-face course can be converted into a strong online course using the best practices of the flipped classroom model that facilitated better student outcomes. The suggested approach shows how focusing on Garrison's three presences and Fink's taxonomy for significant learning can create a foundation for successful course delivery. This course, Counseling and Guidance in Education, helps counseling educators prepare future counselors to create a comprehensive school counseling program in a well-designed online course. Implications for counselor educators are also discussed encouraging educators to think beyond the traditional face-to-face classroom in an effort to prepare a counseling course for an online environment.

Keywords: *counselor education, online education, community of inquiry, significant learning experiences*

INTRODUCTION

The novel coronavirus (COVID-19) has challenged educators to review course priorities, embrace the unpredictable, and gain new skills and knowledge for online teaching. Developing an effective online course requires instructors to reimagine how to meet course objectives and consider outside influences that would impact student learning. This includes delivering engaging content and helping students develop community with their classmates. The conditions of the pandemic continue to create an unstable environment for higher education. Regardless of the outcome, there are many benefits to thinking about and applying foundational principles of online course design and delivery that will facilitate positive learning experiences for students.

There are countless articles that discuss Garrison's community of inquiry and measure its effectiveness (Garrison & Aughbaugh, 2007; Garrison et al., 2010; Stodel et al., 2006). There is also a large body of research for Fink's taxonomy of significant learning as a planning tool (Jenkins, 2016; Magnussen, 2008; Mokel, 2021). To my knowledge, this is the first article that infuses both Fink (2013) and Garrison (2007), illustrating how the two complement each other to facilitate student success in an online environment.

This article demonstrates how I reimagined a counseling course to be taught in an online learning environment while keeping in mind best practices for course design and delivery. The primary frameworks of Fink's (2013) taxonomy for significant learning and Garrison's (2007) community of inquiry demonstrate thoughtful analysis by the instructor when transitioning a face-to-face class to an online environment. Using the proper frameworks allowed me to make informed decisions about learning and learner needs. Counseling education students gained professional knowledge, while at the same time learning the attitudes and skills necessary in the counseling education

profession. This introductory course, Counseling and Guidance in Education, helped future counselors learn to address the academic, social/emotional, and career goals for K–12 students. It also ensured that counseling education students had the foundational knowledge to advance through the counseling education program. Moving to online instruction encouraged counselor educators to reimagine how their courses could be delivered to meet the counseling standards and course learning outcomes while creating an environment where students were engaged with classmates, the instructor, and the course content.

The pandemic has allowed instructors to reimagine how courses are delivered with a combination of modalities emerging. The temptation to compare online learning to face-to-face in these circumstances should be avoided. Researchers (Hodges et al., 2020) in educational technology have carefully defined terms to distinguish between the high variability of design options that have been developed and implemented. The terms found in this article are an online learning environment, asynchronous, synchronous, and flipped classroom model. The online learning environment, also termed online education, refers to a virtual platform for teaching and learning. Asynchronous is defined as an online learning environment where there are no structured course meetings between students and the instructor. Synchronous courses still have structured times and dates for student meetings; however, those meetings are conducted virtually.

A flipped classroom is a form of blended learning where lectures are prerecorded and shared with students in the Learning Management System (LMS) before they come to either the face-to-face classroom or the synchronous session. When students attend the synchronous online class, they build off what they have learned in the recorded lectures by engaging in the interactive application of concepts through discussions, activities, and collaboration. This article describes the unique way I reimagined a counseling course by converting a face-to-face course to a flipped classroom model in an online learning environment using Garrison's (2007) community of inquiry framework and Fink's (2013) taxonomy of significant learning.

LITERATURE REVIEW

Since the early 2000s, with the increase in the popularity and possibilities of the internet, there has been debate about the effectiveness of online education. Researchers evaluated the effectiveness of distance learning and found no clear decline in educational effectiveness when using distance education technology (Allen et al., 2004). Further, they found that students enrolled in distance education "slightly outperformed traditional students on exams and course grades" (Allen et al., 2004, p. 402). The findings of a meta-analysis and review of empirical online learning research conducted by SRI International for the Policy and Program Studies Service of the U.S. Department of Education found, "on average, students in online learning conditions performed modestly better than those receiving face-to-face instruction" (U.S. Department of Education, 2010, p. ix). Perceptions of online education have also changed. According to survey data published in *Inside Higher Ed*, "recent graduates of online programs rated the value of their education higher than graduates of in-person programs" (McKenzie, 2020, p. 3). In the end, students see the value of online learning.

While access to the internet in the early 2000s increased interest in online education, the pandemic has increased demand. University leaders predict an increase in demand for online education with a variety of modality options (Garrett et al., 2022). McKenzie (2020) found students want more online learning options based on a recent Cengage Digital Learning Pulse Survey. The survey was conducted among 1,413 students who were registered in a U.S. higher education institution for both the fall 2020 and spring 2021 semesters. The majority of students "somewhat" (73%) or "strongly" (46%) agreed that they would like to take some fully online courses in the future. A slightly smaller number of students, 68%, indicated they would be interested in taking courses offering a combination of in-person and online instruction. Further, "59% of SARA-Participating institutions plan to continue some or all of their offerings via distance education after the pandemic" (Lederman, 2021, p. 2).

There are limitations to teaching and learning online. Online teaching is not simply moving a face-to-face course to a virtual platform. Students and instructors both need to be prepared for this environment (Reich et al., 2020). While the value of the relationships between the instructor and the

students and between the students themselves has been shown to be vital for student success, research also shows that most interactions are often constructed in such a way that students feel isolated and unsupported (Pacansky-Brock et al., 2020). This can be due to the lack of adequate personal interactions between students and instructors, as well as among students, which is the strength of the human dimension of online education that is sometimes lacking (Baum & McPherson, 2019). Students who enroll in online courses need to have higher levels of self-discipline and motivation to succeed. Some may need additional support and scaffolding though, and may not get that needed support from instructors (Xu & Jaggars, 2014). Training for online instruction often begins with topics about course planning and delivery. However, many instructors who have always taught only face-to-face have little background in course planning, delivery, or creating community in online spaces (Gannon, 2018).

Although there are some drawbacks to online education, there are many benefits as well. Online education offers flexibility for students who have full-time jobs and families and for whom attending classes in person poses many challenges that make attending a face-to-face class difficult. This is especially true for graduate students (Burnham, 2019). What once was unattainable for some students, online education is now creating the potential for individuals to earn their education with greater flexibility and access.

Another benefit to online learning is the ability to revisit recorded lectures from live sessions allowing students to perform additional research or organize their notes to ensure they understand the material (Northeastern University Graduate Programs, 2019). Online learning is virtual communication and collaboration between students and professors and among students. An online class can help students develop real-world writing and collaboration skills that are demanded by employers (Northeastern University Graduate Programs, 2019). As students post in discussions or collaborate via email, they can quickly refine these skills based on the feedback they receive from their peers and the instructor.

Online courses also include strategies for helping students thrive, such as strategies for promoting meaningful interaction and equitable learning (Wei et al., 2012). There must be means for students to participate and collaborate with classmates that allows them to connect, develop trust, and develop genuine relationships (Garrison & Arbaugh, 2007). Course activities need to promote open communication, group cohesion, and affective expression (Lambert & Fisher, 2013).

There are a variety of peer-to-peer activities that can promote the community and support course learning outcomes (Jenkins & Allen, 2017). Peer learning encourages reciprocal learning among peers overseen by the instructor. Peer learning encourages collaboration and cooperation (Boud et al., 1999) while giving students an opportunity to express their individual personality and develop relationships in a learning community (Lambert & Fisher, 2013). Common types of peer learning activities are discussion boards, small group activities, and peer review. Planning intentional peer learning activities throughout a course will help students meet the course learning outcomes.

A primary goal of any online learning environment should be to build a community where students feel safe to share as real people and are critically engaged in common inquiry (Garrison & Arbaugh, 2007). Traditionally underserved students are less successful in online environments than in-person classroom environments. Instructors must use equitable techniques to not just facilitate engagement but to humanize the course content, students, and themselves as instructors. (Pacansky-Brock et al., 2020). Instructor presence in an online course has been shown to be essential to helping students feel supported and engaged (Xu & Jaggars, 2014).

Transitioning to online instruction at the start of the pandemic challenged instructors to either think about course planning and delivery for the first time or to rethink course planning and delivery in ways they may never have considered before. What is known in the research is that effective online learning results from careful instructional design and planning that uses systematic models for design and development (Branch & Dousay, 2015).

In the next section designing an effective online course will be described through the lens of two frameworks: Garrison's community of inquiry (2007) and Fink's significant learning taxonomy (2013). The delivery of the course will be viewed through the flipped classroom model.

THEORETICAL FRAMEWORK

Garrison et al. (2010) defined the interactions that happen in an online learning environment in the community of inquiry model as cognitive presence, social presence, and teaching presence. Cognitive presence is the phase of learning where students explore the information, gain knowledge, and make sense of a problem. It is here that students integrate ideas and test possible solutions. Cognitive presence fosters inquiry that takes students from exploration to resolution. Cognitive presence is shaped by teacher and social presence. Garrison (2007) defined teaching presence as the design and facilitation of the cognitive and social presence through curriculum choices, content delivery, and managing and monitoring collaboration within the community while providing meaningful feedback. Teaching presence focuses on the design, facilitation, and connection to students within the course. Social presence acts as an intermediary between teacher and cognitive presences where individuals communicate as part of a group developing meaningful relationships as they grapple with the content. (Garrison et al., 2010). Social presence implores instructors to cultivate a sense of community in a learner-centered classroom while maintaining group cohesion.

Garrison's community of inquiry is generally well known to online instructors but may not have been widely known to primarily face-to-face instructors who made the rapid shift to online instruction in the spring of 2020. Instructors should remember that students participate in many types of online communities, but the online learning community should be designed to facilitate focused connections between learners and promote intellectual growth (Lambert & Fisher, 2013). When planning course activities instructors must keep in mind social presence, cognitive presence, and teaching presence (Garrison, 2007).

Garrison's community of inquiry partners well with Fink's (2013) taxonomy for significant learning. The caring dimension of the framework asserts that this type of learning happens when students develop new feelings of interest or value in the content. Successfully planned communities of inquiry can help boost the caring dimension of learning. Additionally, the learning how to learn dimension of Fink's framework states that students learn to become self-directed learners and thus

better students. Both the cognitive presence and the social presence can help students think about their learning styles and how to collaborate in constructivist learning activities.

Fink's taxonomy for significant learning consists of six considerations including (a) foundational knowledge, (b) the application of this knowledge, (c) integration with other course work, (d) the human dimension of connecting the foundational knowledge outside of the classroom, (e) students experiencing a change in values due to the acquisition of the foundational knowledge, and (f) students becoming lifelong learners. Fink's framework is ideal for emergency situations, like the COVID pandemic in 2020, where students and faculty were experiencing situational factors that could potentially impact learning. Fink's human dimension is where students learn about themselves and those around them. Students discover how what they are learning connects to the world outside the classroom. Students can develop increased confidence and a positive self-image. A strong and nurturing teaching presence can help students make these connections and develop as students. Additionally, Fink's taxonomy is ideal for counseling education classes because of its emphasis on affective elements and the ability to stimulate thinking and learning beyond the traditional hierarchical thinking by encouraging future counselors to think about the human dimension of their learning and develop caring attitudes about the subjects of study outside the classroom.

Fink's taxonomy challenges instructors to consider the desired results before considering activities and assessment. This taxonomy is ideal for planning courses with objectives beyond foundational knowledge and promotes self-discovery and lifelong learning (Davis & Arend, 2013). Fink advocates for advanced planning in order to create significant learning experiences. Burbules and Callister (2000) suggested that rich online activities are "unique and irreplaceable learning opportunities themselves; and often they can exist only online" (p. 277). Instructors should first think about the situational factors and the learning goals of the course (Fink, 2013). They can then consider different types of learning activities to fulfill those goals. It is here that the community of inquiry can be taken into consideration by thinking about how those activities meet the requirements of cognitive,

teaching, and social presence.

Intentional course design that takes into consideration the situational factors and the learning outcomes with planned activities that promote teaching, social, and cognitive presence should be the foundation of planning any course, but especially an online course where minoritized students are less likely to be successful (Pacansky-Brocket et al., 2020). Urgent situations, like the pandemic, do not always lend themselves to well thought out, intentional planning. By using the community of inquiry and significant learning taxonomy consistently, all courses can be delivered to facilitate student success even if the mode of delivery changes.

When contemplating the various modalities for course delivery, an instructor must consider the needs of the students and their learning outcomes. If the goal is to create significant learning experiences and build community, an instructor might consider delivering content through a flipped classroom model. According to the Flipped Learning Network (2014), the flipped classroom is a:

> pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter. (p. 1)

A flipped classroom model reverses the traditional cognitive complexity of student work and instructor support. As opposed to the traditional environment, the flipped classroom model allows instructors to teach new material outside of the classroom space, and synchronous times are structured to allow for active learning and interaction not just with recently introduced material but with peers as well (Talbert, 2017). The face-to-face or synchronous interactions are used for meaningful learning activities and discussions that stretch thinking into higher order thinking skills (Anderson & Krathwohl, 2001; Talbert, 2017). Using the flipped classroom model can transform a class from a passive learning environment to one with increased student engagement and motivation through active learning strategies (Bergmann & Sams, 2012) as well as increased opportunities for cognitive and social presences as students collaborate.

This next section describes how, using the principles of Fink's taxonomy for significant learning and Garrison's community of inquiry, a traditional face-to-face course can be converted to a strong online course using best practices of the flipped classroom model that facilitate better student outcomes.

COURSE OVERVIEW

Counseling and Guidance in Education is a four-unit course and one of the first courses students take in the Masters of Counseling with Pupil Personnel Services (PPS) Credential. Prior to the pandemic, this course was taught in person without consideration of Fink's taxonomy of significant learning or Garrison's community of inquiry. In the face-to-face setting, the instructor spent a portion of the instructional time lecturing and reserved time for students to work together on a capstone project. Each group turned in a portfolio at the end of the semester. There was no inter-group interaction or peer review that may have allowed for more constructivist learning. While the assignment aligned with the course objectives, there was not the same level of support from the instructor, less peer-to-peer interaction, and a lack of a deep connection with the course content. The instructor of this course had significant counseling education experience and was certified to teach online courses. The sudden shift to remote instruction at the start of the pandemic presented the need to use these frameworks to reimagine the planning and delivery of this course.

One of the main learning outcomes for this course is to complete a capstone project, which is the development of a Comprehensive School Counseling Program (CSCP). The CSCP encompasses both the ASCA School Counselor Professional Standards and Competencies (ASCA, 2019b) and the ASCA National Model's three domains: Academic, Social/Emotional, and Career (ASCA, 2019a). This project prepares future counselors to work with K–12 students in all three ASCA domains. Further, school counselors who design and apply CSCPs are better equipped to identify the needs of marginalized students. Collecting and analyzing data allows the school counselors to recognize the intersection of race, gender, ethnicity, and visible and invisible disabilities by identifying achievement gaps. Counselor educators are in

a unique role to help counseling students through this process. Building a community of learners, as this course does, helps address the diverse ways in which students learn. Students work collaboratively, provide feedback to each other, and support each other during all phases of the CSCP capstone project.

COURSE DESIGN

In order to successfully transition this course from face-to-face to an online format, I identified the essential course learning outcomes that students should achieve. I constructed a table to organize the information as a visual way to make decisions about the course, such as how to use synchronous time and integrate asynchronous activities and tools. An example of a course design table is presented in Appendix 1. The table includes a column for learning objectives, possible learning activities, and the approximate amount of time that might be required to achieve each learning outcome. Using the table, I decided to break down the course material into shorter assignments and activities throughout the semester with the production of the CSCP document as the overarching goal. Scaffolding large or long-term assignments into smaller assignments with different deadlines gave students natural structure. Breaking large assignments into smaller parts also helped students with time management skills and provided multiple opportunities for students to receive constructive feedback.

The capstone project for this course includes a breakdown of the four components of the ASCA National Model: Define, Manage, Deliver, and Assess (ASCA, 2019a). Although there are four components, the capstone project was broken into five distinct activities as the Manage section was large enough to be split into two sections: Part One and Part Two. Each component of the capstone project was completed using templates from the fourth edition of the ASCA textbook (ASCA, 2019a) that were uploaded into the LMS for students to access. The capstone project helps students understand that counseling decisions must be supported by data and the needs of the school. Students utilize the ASCA Mindsets and Behaviors for Student Success: K–12 College-and-Career-Readiness Standards for Every Student (2014) to identify their goals within the CSCP. Further,

this project allows counseling students to engage in real-life activities that school counselors must engage in to close achievement gaps and support students. The transition from a paper portfolio to an electronic portfolio allowed for stronger collaboration between students throughout the semester, easier revisions, and students to build on the CSCP as they progress through their master's program by adding and revising the content, something students did not do before moving online.

All learning activities, except for quizzes, peer reviews, and the final exam, were completed in groups of four. The groups were formed based on course discussions and the grade level they prefer to work in when they earn their PPS credential (i.e., elementary, middle, high school). The first task for the group was to choose an actual school where they would design their CSCP project. After instructor approval, they begin the five sections of the CSCP. At this point, the instructor can troubleshoot issues of securing a site or issues with the group at the early stages of working together. It also sets the groundwork for creating an environment where students are engaged with classmates, the instructor, and the course content.

The following sections breakdown student and instructor experience with the reimagined course. They show how Fink's (2013) taxonomy and Garrison's (2007) framework laid the foundation for a course that provided much more significant learning through cognitive, social, and instructor presence through the use of a flipped learning environment.

Cognitive Presence and Foundational Knowledge

Garrison et al. (2010) define cognitive presence as the phase of learning where students define the problem, explore information to gain knowledge and make sense of the problem, and test possible solutions. Cognitive presence is shaped by teaching and social presence. Fink's (2013) framework for significant learning integrated well with the cognitive presence in Garrison's (2007) community of inquiry as the instructor was able to integrate different types of learning throughout the different modalities as opposed to thinking about learning as hierarchical. This created a deeper learning experience for students.

An effort was made to create significant learning experiences every time students interacted with the course materials. Students gathered

foundational knowledge through watching prerecorded lectures during asynchronous class time. In this flipped classroom model, students read assigned material and watch lectures that were prerecorded and shared with students in advance of the synchronous session. This strategy helps students as they can return to those lectures when needed and this freed me up to work one on one with individuals or groups who were in most need of help. During the synchronous session, students engaged with the material that would help them design their CSCP. This was done in a variety of ways. First, students collaborated with classmates through case-based learning, problem-solving, demonstrations, peer instruction, and consultation. This gave students the opportunity to apply and integrate the foundational knowledge and develop the caring dimension of significant learning and the human dimension by helping them care about the content they were working with. It helped future counselors reflect on how the course content impacted their future career and understand the significance of developing a CSCP for a school.

While a flipped classroom model can be used in a traditional in-person course, transitioning this course to a fully online model allowed students more flexibility with how and when to structure group sessions creating a more equitable environment for working students. Counselor educators will need to decide how to use the synchronous time to help students actively apply the knowledge most important for their course goals. Some ways that I used synchronous time was to have students work in groups to develop the counseling mission and vision, analyze the school data, create goals to close achievement gaps, design six guidance lessons based on the ASCA domains, and finally deliver one of the six guidance lessons. This real-life simulation provided an opportunity to showcase students' ability to deliver an effective guidance lesson online. Each group delivered a pretest via an online surveying tool before they delivered their guidance lesson. Groups gave the same questions via a posttest to compare the data to include in their final CSCP electronic portfolio. The practice of delivering a lesson to a live audience simulates counselors in a real scenario. In addition, students provide peer feedback on the lesson that was delivered. The final product of the CSCP and live lesson demonstrates that students were able to achieve high cognitive skills by applying what they learned throughout the course.

Most students felt that the flipped classroom approach was a good strategy for course delivery that led to deeper learning. Many students had never experienced this type of course delivery but clearly appreciated the flexibility this format provides. Here are student quotes regarding the learning experience:

> A strength of this course was the flipped classroom itself because this allowed me to focus on the content at hand during class time and being able to view the lectures at a later time was accommodating since I was able to view them on my own time when I was most alert and prepared for them.

> I enjoyed the flipped classroom concept because it was helpful as a graduate student to have the opportunity and freedom to do some of the work on my own time. The flipped classroom concept is ideal for me specifically because all of our classes are online at this time.

> I enjoyed the flipped classroom because it left more time for discussion on our topics. I enjoyed the recordings because it allowed me to go back and check on anything I might've missed or needed further explaining on.

> I especially appreciated the flipped model where the lecture was prerecorded and class time was spent on the application of our CSCP program project.

The flipped learning environment was well received by students. It helps boost cognitive presence by giving more time for higher-order cognitive tasks during synchronous sessions and allows for students to review and reflect as the course progresses. By using a flipped learning environment, I explored, integrated, and applied (Garrison, 2007) the lecture content. Students were able to use the thoughtfully designed activities that focused on outcomes specific to counselor education while interacting with peers in both synchronous and asynchronous sessions to understand how to develop a CSCP.

Due to the implementation of detailed rubrics after moving the course online, students were able

to determine if their own work met the standards or moved beyond that to exceed the standards set in the course. Further, an instructor can target areas where students are struggling that should be addressed either individually or in the group activities. Before the pandemic, the rubrics provided to students were very generic and were not effective in gauging the gains in student knowledge, understanding, skills, and attitudes.

The combination of thoughtful teaching presence and strong social presence acted to shape cognitive presence for students. Fink (2013) asserts that learning does not happen through listening to lectures, recording notes, and taking exams. Providing significant learning experiences like opportunities to interact with the material with the instructor and fellow classmates allowed students to develop an understanding of how the material affected them inside and outside of the classroom. Cognitive presence integrated with Fink's taxonomy helped students to interact with the foundational knowledge vital for career success.

Social Presence

Social presence works as a mediating factor between teaching presence and cognitive presence by thinking about how students communicate, interact, and identify with the group (Garrison et al., 2010). Students need to find ways to make meaning of the material. Sometimes this can be done alone, but often it is more effective when done with other students (Fink, 2013). This collective meaning-making serves to boost significant learning (Fink, 2013), while helping students achieve learning goals beyond just a sense of community (Garrison, 2007).

Careful consideration was given on how to best transfer in-person interactions to the online environment to facilitate meaningful interactions. The work of developing community and incorporating student-to-student interaction began as soon as the course began. This was accomplished through an "introduce yourself" discussion post during the first week of class where students shared their personal journey or experience that brought them to the counseling program. They engaged in replies to other classmates to find common conversations to eventually formulate their groups. This introductory discussion not only helped to begin building community but it also helped students begin the process of collaboration through group work.

These online group discussions helped students reflect on why they want to become a school counselor, the qualities needed to be a school counselor, and effective and/or ineffective strategies to reduce the inequalities and achievement gaps in schools. Simulating a real-life counseling team, the discussions helped them create the first section of the CSCP, which was to write a summary of their beliefs that was the basis of their vision and mission statements. In an in-person course, there would not have been extended discussion over several weeks. Instead, students may have discussed these ideas as ice breaker activities in the first week as opposed to extended collaboration and reflection.

Ongoing discussion forums were embedded throughout the course to develop critical thinking skills and reinforce collaboration with peers. The scenarios used as discussion topics were all related to the creation of students' CSCPs. Students were encouraged to participate in discussions over a period of a week. The initial posts were due at a specified time and the subsequent replies to peers were due a few days later. This allowed time for students to reflect on their own initial post and read the posts from classmates before responding. Discussion activities should encourage learners to integrate their knowledge and comprehension of course content and apply what they know to real-world scenarios (Stavredes, 2011). At the same time, discussions promote learning through community, meet the course objectives, and prepare students with the foundation knowledge needed for advanced counseling education courses. Due to the ongoing feedback given throughout the semester, I was able to gauge their readiness.

A discussion café was also created for students to share information outside the topics of the course. This virtual space was designed to help students to connect with others from the course or within their own groups. Students used the discussion café to build community among their peers. Students posted information about textbooks, upcoming events, or other general information. The discussion café remained open all semester to allow students the opportunity to refer back to conversations or post new information. In a face-to-face environment, these types of discussions would have happened outside of the classroom and would have only included a select group of students. The discussion cafe created an inclusive environment

where all students had access and the ability to participate in authentic conversations while promoting both social and cognitive presence.

Each time the groups turned in a section of their CSCP in the LMS, they were assigned a peer review for that section. Each student in the course was required to provide feedback to one other student from a different group using the rubric provided. The benefits of peer review for the capstone project were two-fold: the students saw how other groups approached each section since they got a different group to peer review each time, and each group ended up with four sets of peer feedback from classmates outside of their group. I also provided feedback based on a detailed rubric. In a face-to-face class, I would have provided verbal instruction instead of a rubric, but in an effort to ensure that students fully grasped the expectations of the assignments, I developed rubrics. The rubrics gave students the opportunity to understand the relevant criteria, practice applying the criteria to peers' work, and reflectively apply the criteria to their own work (Fink, 2013). Groups then revised each section of the CSCP to be turned in at the end of the semester. Group activities are easily accomplished in a face-to-face classroom; however, the transition to an online class allowed students greater flexibility. When thinking about Fink's taxonomy for significant learning, the online environment for this class allows instructors to consider the human dimension, caring and learning how to learn, by helping students gain better knowledge of themselves and their classmates and encouraging self-directed learning.

Overall, students reported an appreciation for working with others and receiving peer feedback on assignments as noted in the following student quotes:

> Even though the courses were online the instructor still managed to keep everybody engaged, which helped the students to get to know each other and learn from each other.

> I found the group format of our CSCP program project to be a helpful learning experience as it was my first ever completely online group assignment.

> [The instructor] really allowed for more class engagement by providing the lecture in advance. This allowed us to ask questions we had in the lecture and engage in more discussions with our peers. This method also allowed us to advance on bigger assignments such as our group projects.

Social presence is more than just opportunities for students to communicate; it's students actively interacting with course material in a way that facilitates learning (Garrison, 2007) An intentionally designed course should create an environment that is more than a social community (Garrison, 2007). Students should feel engaged and intellectually challenged, while at the same time providing opportunities to develop genuine relationships. When thinking about social presence and the connection to significant learning, the interactions allowed students not just to grapple with the information but develop greater confidence in themselves and their future careers (Fink, 2013).

Teaching Presence

Student satisfaction, perceived learning, and sense of community are all determined, at least in part, by teaching presence (Garrison, 2007). For significant learning to happen, instructors must design opportunities for students to engage with material and provide feedback that Fink (2013) describes as "frequent, immediate, discriminating, and loving" (p. 95). Teaching presence stimulates interactions with students delivering content, facilitating and reflecting on significant learning, and reflecting on teaching practices.

There were many opportunities for me to be present in this course due to the combination of the asynchronous and synchronous modalities. Weekly synchronous sessions via Zoom enhanced teaching presence by creating real-time communication with students to address concepts that may have been unclear in the reading or prerecorded lecture. This time together also created opportunities for students to collaborate in their groups and to gain instant feedback on their CSCP. The intentional planning of the course allowed for greater depth of teaching presence and stronger connections with the students.

The flipped classroom model with prerecorded lectures gave me an opportunity to share foundational knowledge and examples of the curriculum. The flipped classroom model helped create teaching presence as students felt supported and connected to me since I was able to spend synchronous time

facilitating active learning and providing one on one feedback to students and groups. This type of delivery also helps build confidence in their ability to complete the cognitive tasks assigned. Here are students quotes regarding the effectiveness of the teaching presence:

> I always knew about the assignments deadlines and what the instructor expected. I also liked that the instructor was available to answer questions through email, text, or during/after class.

> I really felt supported and also cared for. For the first time in my entire college experience I felt that my professor really wanted me to learn the material and become a better version of myself—while learning remotely!

> [The instructor] made it clear from the beginning that we could contact and reach out to her at any time for help. This made her approachable and available; something I found extremely valuable in an online formatted class setting. She is very thorough in explaining EVERYTHING in her class, and made using Canvas (my first time) an easy transition.

> [The instructor] is incredibly supportive during the entirety of the course with any questions I had about projects, assignments, and quizzes.

Overall, the students appreciated the availability and support I provided. The strong teaching presence in this course relates back to Fink's (2013) framework of significant learning by helping students develop deeper levels of caring for their chosen profession, integrate course material into future courses for the counseling profession, and learn how to learn through a continuous feedback loop (Fink, 2013). Further, Garrison's (2007) teaching presence was evident in the comments made by students. The importance of teaching presence may sometimes feel assumed. However, for there to be genuine teaching presence, the instructor must act as a facilitator who connects students to each other and to the course content. Throughout the semester, the instructor should reflect on the effectiveness of student interactions and the quality of their work, and determine whether students are meeting the learning objectives of the course. Additionally, instructors can improve teaching presence by providing detailed student feedback throughout the semester.

There are many strategies the instructor can use to determine student learning, such as keeping teacher notes, comparing work between the first and final drafts, and end of the semester surveys. I used Hughes (2006) indicators of learning to determine evidence of student learning in this course. Compared to prepandemic times, I noted that students more effectively explained their thinking, made more connections to the field of school counseling, and actively worked on revising and rethinking their projects. In addition, I observed the quality of the work they turned in was superior to prepandemic work. All of these strategies can be used to gauge student learning and monitor signs of improvements.

Finally, effective online instruction requires instructors to evaluate their own practices for effectiveness (Gaytan & McEwen, 2007). Student course surveys can provide useful feedback to the instructor to reflect on their practices. At the end of this course students were provided with an instructor created end-of-the-course evaluation survey through Google forms. The survey was optional and no points were assigned for submitting the survey. A total of 28 students were enrolled in the course and 25 students completed the course evaluation survey. Students were asked to rate statements based on four categories: the presentation of content, the clarity of expectations or directions, the usefulness/clarity of feedback on performance, and the overall teaching effectiveness. A complete breakdown of responses and groupings by the rating of course category are shown in Table 2 in Appendix 2.

LESSONS LEARNED

Several specific examples illustrate the strengths of the theoretical approaches to teaching that were chosen for this course. The combination of asynchronous and synchronous delivery methods provided the most flexibility for students to access the content, collaborate with peers, and interact with the instructor during synchronous meetings via an online format. Designing the course using Garrison's community of inquiry and Fink's taxonomy for significant learning created

a strong social and teaching presence. Further, an instructor can pivot from face-to-face to online learning without disruption to the learning environment. This model can be adjusted to meet the individualized needs of a particular course while creating a plan that supports a learner-centered environment for students.

The time taken to think ahead about course content such as recorded lectures, videos, audio, articles, and materials, paid off in the end by allowing the pivot from face-to-face to online teaching to happen seamlessly. Over the last two years, many instructors had to pivot back and forth between face-to-face and online, which caused a lot of stress and disruption for some of them. Having all the content uploaded in the online space ahead of the course creates consistency across the content and provides the benefit of content at the students' fingertips. Further, it is a proactive step in the event multiple sections of an instructor's course move completely online. Prerecording lectures and uploading content ahead of time can be a bit cumbersome, but students did appreciate the flexibility of reviewing content when it was convenient for them. Developing the online content in advance does require time and energy and does not allow the flexibility of shifting gears in the middle of a lecture when students do not understand the content. Instructors should consider their goals for learning when making decisions about how much course content to prerecord and how to balance the time needed to prepare this content and the benefit of consistent course delivery with the need to be flexible and to respond to unexpected learning delays and the lack of nonverbal feedback from students. In this instance, having the course planned and laid out allowed me more time to focus on teaching presence and the day-to-day needs of the students.

Teaching online challenged some instructors to look at their course content with fresh eyes. For instructors committed to student learning, moving courses online helped us find new ways to be flexible and engage in deep and meaningful interactions. Most importantly, this experience moved us beyond the traditional stand and deliver lectures to shorter minilectures with a greater focus on the content. Using Fink's taxonomy for significant learning and Garrison's community of inquiry helped me to think about learning activities that would meet the course objectives and provide opportunities to improve the human dimension. Students developed connections between the course content and their chosen career. They developed a deeper commitment to becoming school counselors and were able to interact with peers in ways that helped them understand differing perspectives about the content and their future careers.

Reflecting on this course in the online environment, I feel little change is necessary. Based on student feedback given in the end-of-course survey, I will incorporate two key changes. One is to provide auditory instructions for assignments, not just written instructions. The other is giving a midcourse survey to obtain information sooner in the semester to make appropriate course adjustments. Adding these two features will show responsiveness to student needs and increase teaching presence.

The first change was the result of feedback given by one student who rated two areas as *agree* rather than *strongly agree*: the clarity of expectations or directions and useful/clear feedback. This may indicate that this student needed more information on assignments from the instructor. One way this can be accomplished is to include a video or audio recording describing the expectations or directions. This student may have preferred the auditory style of learning and struggled with written instructions. Verbal feedback may have also helped this student in the area of useful and clear feedback to facilitate a two-way conversation.

The second change would help me know how the students were responding to course delivery and to what degree the Garrison's three presences were felt by them. In order to assess the impact and effectiveness of the frameworks earlier, a midsemester survey should be administered. The data could help overcome some of the drawbacks discussed in the previous paragraph. A midsemester survey in this situation would also have allowed me to know that some students needed more in-depth instructions or instructions provided in a different modality. Some questions to ask may be "Are you having any difficulties accessing the site or course materials (yes/no)," "How would you rate the content thus far (too easy, too difficult, good, interesting, informative, confusing)," "Overall, I am satisfied with this course so far (agree/disagree)," and "How often would you like to hear from the

instructor (more, less, about the same)." In addition to quick and easy-to-answer questions, open-text responses give a voice to students to help clarify information for the instructor. Midsemester assessments do not just allow the instructor to assess the impact of planning and adjust accordingly, they allow the instructor to see where meaningful interaction is happening within the course promoting equitable learning (Wei et al., 2012).

IMPLICATIONS

Undoubtedly, the pandemic will continue to pose many challenges for instructors across all disciplines. Thinking beyond the pandemic, though, educators should continue to be ready to pivot to online instruction. As educators have seen over the past two years, online education has grown exponentially and may have become more broadly accepted than it previously was, and we may see an increase in online courses when the pandemic ends. What we learned during the pandemic is that many of the tools faculty and students relied on and skills they developed to keep schools open will continue to serve them well, even as campuses open to in-person learning.

All courses, however, should be developed with an intentional focus between the course learning outcomes, the delivery method, and the course activities. Teaching, social and cognitive presence should not be considerations reserved solely for the online environment. For those who will return to in-person instruction, the strategies presented here can easily be translated to physical classrooms. For those who may remain online, counselor educators need to be open to the idea that what previously had been thought to be the best way to plan and teach can be reimagined for online education. Using Fink's (2013) taxonomy took into consideration the situational factors of the pandemic, the course learning objectives, and the importance of all three aspects of a community of inquiry (Garrison 2007), allowing students to engage deeply with the material and feel prepared to advance through the counseling education program. Our role as counselor educators, regardless of course design and delivery, is to create courses with meaningful interactions and higher levels of cognition to transition students from the classroom to becoming a school counselor.

SUMMARY

The pandemic has caused many challenges in education. However, it has also opened the minds of instructors to rethink traditional modes of course planning and delivery. The principles of Garrison's (2007) community of inquiry and Fink's (2013) taxonomy for significant learning should not be treated as distinct dimensions. While it is beneficial to implement these frameworks singularly, a deeper understanding of how these two frameworks can interrelate is the premise of this article. Further, by merging Garrison's community of inquiry and Fink's taxonomy for significant learning we can create a more effective online course. I caution instructors who plan to reimagine their courses for an online environment to remember that the way we design and plan the course should be fundamentally different from when it was taught face-to-face. It is not merely taking the face-to-face course and putting it online. Online courses, when thoughtfully planned with close attention paid to the design process, can create a more equitable and accessible learning environment. Counselor educators can use the methods and techniques discussed here to develop courses that will promote genuine learning in an online environment and help students prepare for the demands of the counseling profession.

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APPENDIX 1

Table 1. Sample Course Design Table

Learning Objective	What learning activities will lead to achievement of the objective?	How will students demonstrate achievement of the objective?	Approximate time required to achieve objective?
Discuss characteristics of effective schools and how school counselors can contribute to effective schools.	• Watch a video • Read about effective schools • Live session discussion	Discussion Quiz	1 hour
Identify and explain the ASCA national Model and the components for this model through the creation of a Comprehensive School Counseling Program.	• Collaborative learning • Active learning in live sessions • Peer reviews	Group creation of CSCP sections Group Discussion	2 hours per week

APPENDIX 2

Table 2. Student Results on End of the Course Evaluation Survey

Course evaluation categories	Strongly Disagree % (#)	Disagree % (#)	Agree % (#)	Strongly Agree % (#)
Presentation of content				
The instructor clearly presented the material in a manner that helped me understand the content more closely	0	0	0	100 (25)
The instructor effectively presented the tools (e.g., materials, skills, interventions, and techniques) needed to be an effective consultant or supervisor	0	0	4 (1)	96 (24)
The instructor effectively presented concepts and techniques in the course for online learning	0	0	4 (1)	96 (24)
The instructor presented content in an organized manner	0	0	4 (1)	96 (24)
Clarity of expectations or directions				
The instructor clearly articulated the standards of performance for the course	0	0	8 (2)	92 (23)
The instructor effectively transitioned the class to remote/online learning	0	0	4 (1)	96 (24)
The instructor kept the rigor of the course while maintaining flexibility for remote/online learning	0	0	0	100 (25)
The instructor provided guidance for understanding course assignments in an online format	0	0	8 (2)	92 (23)
The instructor communicated with the class weekly about directions/procedures for each week	0	0	0	100 (25)
The instructor gave instructions (online, email, handouts, examples, etc.) that were clear and helped me learn	0	0	8 (2)	92 (23)
Useful/clear feedback on performance				

The instructor gave meaningful feedback on my course assignments	0	0	4 (1)	96 (24)
The instructor gave effective feedback in a timely manner so I could complete my assignments online	0	0	4 (1)	96 (24)
The instructor updated grades with feedback for online assignments in a timely manner	0	0	0	100 (25)
The instructor was helpful when I had difficulties or questions	0	0	4 (1)	96 (24)
Overall teaching effectiveness				
How satisfied are you with this course	0	0	16 (4)	84 (21)
How satisfied are you with the knowledge your instructor taught in this course	0	0	8 (2)	92 (23)
How successful was the instructor in creating an environment that was conducive to online learning	0	0	8 (2)	92 (23)
How would you rate the overall effectiveness of the instructor's ability to teach a remote/online course	0	0	4 (1)	96 (24)