Championing Faculty Development with Fabulous Design Results

OLC Innovate 2019
Educate & Reflect session
Problems, Processes, & Practices

Cheryl Fulghum
Clyde, NC
cfulghum@haywood.edu
Objectives (always have ’em!)

Considering the relationship between faculty & design ...

- Identify Problems
- Evaluate Processes
- Discover Practices

http://cliparts.co/partner-clip-art
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champion /'CHampēən/

noun:
• a person who has defeated or surpassed all rivals in a competition, especially in sports
• a person who fights or argues for a cause or on behalf of someone else

verb:
• support the cause of; defend

Synonyms: advocate, promote, defend, protect, support
A champion of faculty would ...

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http://www.giphy.com
A champion of faculty would ...

• Get to know faculty as people
• Establish relationships of trust
• Build bridges
• Gain support of higher ups
• Be the SME of the SMES
• Offer quality learning opportunities
A champion of faculty would ...

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Training / Professional Development

http://www.giphy.com
Training / Professional Development

• New faculty orientation
• LMS onboarding
• ERP systems
• Title IX
• Active Shooter / Safety
• Course design basics
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Leading Training in Higher Education: Leveraging the Learning Culture for Faculty and Staff

May 11, 2018 • Taryn Oesch, CPTM • 5 min read

The Challenges of Training in a Higher Education Environment

In higher education, there’s a wide range of skills, from entry-level positions to people with multiple doctorate degrees, says Steve Couchman, CPTM, training and communication manager at Iowa State University. Ken Chapman, vice president of market research for D2L, echoes this challenge. Instructors and faculty members that are just learning and applications of technology, and the very basic level.

In addition, you might be training subject matter experts. Training, so they might “be a little more critical of what you’re doing,” according to Couchman. Chapman agrees, saying that in that case, training managers should “tread lightly and work through influence rather than mandate.”

Working with SMEs, training managers should “tread lightly and work through influence rather than mandate.”

Because employees are in a learning environment already, Couchman recommends looking at training in the same way academic course

“Educators care deeply about their students, about making their students successful,” says Chapman. “That’s a gigantic motivator.” If you can show how participating in the training will benefit their students, “it’s sold.” Additionally, faculty members “want to have a voice in what type of professional learning they take on. They want it to be relevant to their students, and they want to be able to try it right away ... They want to make sure it makes them a better teacher and not just a technologist or a theorist.”
Practices

• Have a faculty development plan
• Establish SME-ness in initial conversation
• Revisit conversations about passions and love for teaching
• Provide spaces for meaningful faculty-led conversations
• Be a curator of content, tech & trends
• Have low-tech PD sessions
• Cheerlead faculty accomplishments & successes
• Promote SME-driven professional development
Important Developments in Technology for Higher Education

Time to Adoption: One Year or Less

- Analytics Technologies
- Makerspaces

Time to Adoption: Two to Three years

- Adaptive Learning Technologies
- Artificial Intelligence

STEM & STEAM Makerspaces

“One of the tools that educators can employ to help bridge this disparity in math and science is the use of makerspaces and hands-on learning techniques. These methods have shown promise for moving students from being typical consumers and brought them towards creative innovation.” – Matthew Lynch
Increase engagement with the POWER of STEAM

FOCUS ON THE CLASSROOM | PROFESSIONAL DEVELOPMENT FOR FACULTY
Low-tech tools for STEAM education and recruitment

Tuesday, April 23
12:00 PM to 3:00 PM
Lunch Provided
Room 7105
Creative Arts Building

FOR MORE INFORMATION
Brad Hughes
bchughes@haywood.edu
828.564.5116

Register @ https://bit.ly/sp19-hcc-fotc

Provided through the NSF Grant # 1509535

Introduction to Using your Calculator

EXPLORING THE ABSURD ODDS OF A PERFECT BRACKET
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Basics of Online Course Design
50 min. Faculty Learning session sample
Championing Faculty Development | C. Fulghum

Planning Worksheet
1. What is the time frame for designing this new course?
2. Are there online components in existence already?
3. What do I do in a face-to-face section that I want to emulate online?

Best practices: the how we teach in an online environment
- Understand your (teacher) role: Sage on Stage vs. Guide on Side
- Structure: clear, repetitive format; each week/module/section follows same plan
- Instructions: clear & overstated at least at the first time; never assume anything
- Operations: how to complete & how to submit work
- Expectations
  - Yours: consistent due dates; firm dates or late work accepted?
  - Theirs: when will work be graded? & where is feedback posted?
- Netiquette: simple, humorous overview (Example: Discussion Board Netiquette)

Basics of Designing an Online Course
- Organization/layout
- Expectations clearly defined
- Design using UDL framework
- Fair work load
- Proper Assessments
- Self-evaluation

Resources [input]
read, watch, view, listen

Activities [output]
complete, submit, post
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