A rapid, scalable, & collaborative framework for training & evaluating teaching online

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### Who we are | CTL Staff

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director</td>
<td>Michelle F.</td>
<td>Part-time</td>
</tr>
<tr>
<td>Associate Director</td>
<td>Nathalia H.</td>
<td>Part-time</td>
</tr>
<tr>
<td>Project Coordinator</td>
<td>Rowena L.</td>
<td>Part-time</td>
</tr>
<tr>
<td>Program Manager</td>
<td>Robert H.</td>
<td>Part-time</td>
</tr>
<tr>
<td>Program Coordinator</td>
<td>Josh B.</td>
<td>Part-time</td>
</tr>
<tr>
<td>Instructional Technologist</td>
<td>Rachel S.L.</td>
<td>Full-time</td>
</tr>
<tr>
<td>Instructional Technologist</td>
<td>Jean K.</td>
<td>Full-time</td>
</tr>
<tr>
<td>Instructional Technologist</td>
<td>Rob G.</td>
<td>Full-time</td>
</tr>
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</table>
Where we were before the College went fully online

QC courses offered in each mode (≈3500 course sections)

- Online: 1.93%
- Hybrid/blended: 4.2%
- In-person: 93.87%

Faculty’s skills in teaching online (≈1500 full-time & adjunct faculty)

- Trained (2010-2/2020): 264 (17.6%)
- Not trained: 1236 (82.4%)
Challenges we are facing

- Faculty with a wide range of online teaching experiences.
- Ingrained pedagogical methods.
- Limited resources and time.
Please go to menti.com and enter the code (This slide will be replaced with the poll results after the presentation)

Mentimeter Poll | question and result

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our administration was prepared to move online</td>
<td></td>
</tr>
<tr>
<td>Our faculty was prepared to move online</td>
<td></td>
</tr>
<tr>
<td>Our students were prepared to move online</td>
<td></td>
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</tbody>
</table>
Culture | CTL

01. Student-centered
02. Kindness
03. Empathy
04. Encouragement
05. Flexibility
06. Iterative Feedback
Plan of Action

ADAPT our *module-based* learning collective workshops

CREATE the *Keep Teaching at QC* resource site

PROVIDE webinars and online Drop-in Hours

DISTRIBUTE computers to faculty and students in need
**Process**

| emergency response (3/1 - |

1. **WEBINARS/WORKSHOPS**
   - Train faculty weekdays and weekends in-person and online

2. **KEEP TEACHING SITE**
   - Provides strategies in teaching pedagogy and technology skills

3. **CONTINUOUS STRATEGIC RECALIBRATION**
   - Meeting scheduled among the CTL staff for constant situation assessment and strategy adjustment
Process

leverage existing resources (3/16-)

Identify faculty in need and their specific problems

Find experienced discipline-specific peer faculty mentors in the same departments and peer them up with faculty in need

Create learning collective cohorts. Integrate online discussion forums and Q&A forum in workshops

CTL Instructional Design staff focus on higher level pedagogical support

Train underutilized staff from other offices to serve as tier-1 support

Draw resources and ideas from university wide community of practice.
Process: module-based learning collective workshops

**BALANCE**
- Introducing both Pedagogy and technical skills

**MODEL**
- Teaching online strategies and best practices

**PERSPECTIVE**
- Have instructors experience the student perspective

**ENGAGE**
- A learning collective model with discussion forums

**ASSESS/FEEDBACK**
- The skills learned in the modules with active learning activities
1. Creating a welcoming online learning environment

2. Structuring an online course and an effective syllabus

3. Developing online content

4. Engaging students in an online environment

5. Online assessment

SESSION 1 - CREATING A WELCOMING ONLINE ENVIRONMENT

Anything color-coded with a yellow background is required for Emergency Certification, all assignments and discussions are required for Full Certification.

Providing a creative, welcoming, and flexible online environment is crucial to the success of online teaching and learning, especially during this disruptive and uncertain time. Please work your way through the readings, videos, and activities listed below.

READ & WATCH folder contains articles and videos which provide some insights into students’ expectations in an online environment and how we should address them as an instructor. We also included some articles regarding the way to create a positive and caring online environment for remote teaching at this time of COVID-19.

TECH RESOURCES folder provides technical support for setting up a welcoming and simple functioning learning environment. You may find step-by-step tutorials and short videos to help you create a Blackboard course interface.

We ask you to introduce yourself and meet your colleagues in a video discussion forum - DISCUSSION 1.

ASSESSMENT 1 provides you with the opportunity to set up your Blackboard course interface.
Process: assessment of module-based learning collective workshops

**Feedback**
Continuous formative guidance, not just a grade

**Pedagogy**
And context given from an aware and holistic perspective.

**Multiple submissions**
Unlimited learning opportunities

**Multimodal approach**
Meet faculty where they are: (phone calls, emails, individual meetings, Drop-in Hours, & Q&A forums)
Process | support and service

REFRAME
from the learning goals out

EXPLAIN & DEMONSTRATE
not just how, but what, when, and why

JUST-IN-TIME SUPPORT
through phone calls, emails and online Drop-in Hours
Process | supporting new staff

**ACCLIMATE**
New support staff into the CTL mentality of collaboration, understanding, and student-centered pedagogy

**TRAIN THE TRAINER**
Hold multiple training sessions so the new support staff get ready for the Drop-in Hours.

**TRIAGE**
Support staff handles basic support to allow instructional technologists, designers, and faculty peers to focus on pedagogy and advanced issues.
### Process: Feedback and Reflection

<table>
<thead>
<tr>
<th>SELF-REFLECT &amp; ADJUST</th>
<th>According to faculty needs - workshop contents, requirements, and Drop-in Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q&amp;A</td>
<td>Forum is set up in all workshops to receive participants feedback and answer any questions</td>
</tr>
<tr>
<td>SURVEY</td>
<td>Surveys are sent out to the participants after each workshop, webinars, and events. Feedback from those surveys is integrated into future workshops</td>
</tr>
<tr>
<td>DISCUSSION SERIES</td>
<td>Collaborative feedback and discussion series on faculty online teaching experience</td>
</tr>
</tbody>
</table>
STATISTICS
MARCH 16 - NOVEMBER, 2020

- 1,500 Faculty (Full-time & Adjuncts)
- >3,577 Email Support Requests (CTL Email Account)
- 560 Hours
- ≈820 Unique Visitors
- >2,000 Visits
- 65 Webinars
- 30 Topics
- 1376 Registrations

FACULTY TRAINED VS. NOT TRAINED AT QC

Before March 2020: 1236 (82.4%) vs. March - Nov. 2020: 622 (41.5%)
Breakout rooms | link and topics


Main
1. Technology issues
2. Administrative issues
3. Pedagogical issues
4. Assessment issues
Breakout rooms: How to join

1. Click on “Breakout Rooms”
2. Click “join” next to the breakout room you want to join.
FUTURE PLAN
our world ahead

DISCUSSION SERIES

DROP-IN HOURS

WEBINAR
Q&A

You have questions. We have answers.
Thank you

FOR JOINING US

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https://t.ly/jpGA