Driven by Teaching

Promoting Pathways for Faculty Development in a 1-Day Self-Paced Course
About Us

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About Us

UM3D
Design. Develop. Deliver. um3d@memphis.edu

Content

Instruction

DEVELOP

DEVELOP

Technology

DESIGN

DELIVER
Agenda

2020/21 Impact - Online Expansion
Summer Institute Program
Faculty Development Needs

Driven by Teaching Foundations
Feedback & Opportunities
2020/2021 Impact

Significant increase:

● Online courses
● Fully/partially online students
● Preference for online/hybrid vs. on-ground only
2020/2021 Impact

Addl. opportunities:

● New online instructors
● Faculty development
Share:

How has the rapid shift to online (or hybrid) instruction impacted your campus and your role?

Share your comments in chat.
Summer Institute (Online)

1. Plan Your Course
   - Review course plan with an instructional designer.

2. Dev. Initial Content
   - Begin initial course development.

3. Develop Full Course
   - Complete the entire course according to GOLD standards.

4. Teach Online
   - Launch course and implement online teaching best practices

Design → Develop → Deliver
Summer Institute (Online)

Opportunities:

- Efficiency
- Transparency
- Readiness
- Examples
Rationale for Online PD

- Modeling remote & asynchronous instruction
- Growing audience and faculty:ID ratio
- Necessity and practicality
Current PD Opps

- Summer Institute
- *Driven by Teaching Foundations*, *Driven by Teaching GOLD*
- Faculty-led Winter Summit
- Ignite Seminars, Coffee Talks, etc.

*asynchronous / self-paced*
Think/Reflect:

In what ways could an online professional development course benefit your faculty? What would you include in this course? How would you structure it?

Quietly brainstorm for 1-2 minutes.
DBT Foundations: Goals

- **Deliver** online, hybrid, and blended course content with evidence-based practices in mind.
- **Implement** online student support solutions.
- **Use** key LMS and enterprise course delivery tools.
- **Collaborate** with support teams and peers in the delivery of online, hybrid, and blended courses.
Self-Directed Learning
Community
Structure

1. Teaching in Various Modalities
2. Online and Remote Teaching: What Works
3. Teaching Tools Quick Guide
4. Student Success
5. Before You Go
Readiness

Prior Learning Assessment
Flexibility
Reinforcement & Rewards

- Optional Self-Assessment
- Certificate of Completion
Clear Goals

Basic Course Delivery Methods

Evidence-Based Practices
Early Feedback

- Shorter timeframe
- Applicability to new faculty / Refresher
- Community-based
- Relevance
- Balanced approach
“This is a MUST for all new faculty ... Honestly, it should be required as part of the contract. The information is so helpful and really helps people to think about instruction in meaningful ways.”
“Really super work! You've really done a service to the university! I honestly wish I could share with K-12 teachers who are struggling to figure out hybrid instruction or complete virtual instruction.”
“Unit 3 is awesome. Teachers who aren't interested in all the educational theory stuff ... will get a lot out of Unit 3. Also, the **Community in MS Teams** - brilliant idea!”
“We're all human, let's not forget our students are too and are dealing with much more than we may know as we're not seeing them face-to-face so I appreciated seeing the empathy topic...”
“The short time frame (really, I could have spent a lot longer if I carefully read every little thing.. but the summaries are great) will be a big draw for faculty.”
Opportunities

- Pilot phase (in progress)
- Pathways for new vs. experienced
- Timeline options
- Application
- Embed in overall curricula
Any questions? “Aha” moments?

Share your comments in chat.
DBT Foundations

Welcome, Fair!

Welcome to Driven by Teaching

We're so glad you're here! Watch the following brief welcome message, then proceed to the Getting Started module to kick off your learning experience.

We look forward to supporting your professional learning and exchanging ideas for integrating online tools and techniques into your online, hybrid, or on ground courses.

This course is all about you and your students! Our mission is to make sure you have everything you need to achieve your personal goals for teaching online or hybrid courses.

In this brief module, you'll learn everything you need to know about this course. You'll also have an opportunity to set personal learning goals and complete a prior learning assessment to make sure you're ready to move forward.

Objectives

- Understand the expectations, goals, objectives, and timeline for the course.
- Know key terms related to teaching online.
- Identify personal learning goals for teaching online.

A. Welcome, Fair!

B. About this Course

C. We're Here to Help You

Additional Resources:

Writing Course Objectives
Welcome to Driven by Teaching GOLD!

Hi Melodie. I’m so glad we will be working together on your course! I’ll be your instructional designer as you work through course developments and will be checking in with you periodically throughout this experience. I’ll also be assisting you with various tasks like setting up your master shell, copying over template content, and providing you feedback on your course.

See the welcome message below and reach out to me at any time if you have questions. Once you’re ready, click Content and begin with the Getting Started module.

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Show All News Items

GOLD: Step-by-Step

Developing an online course doesn’t have to be complicated! We’ve designed GOLD (Guide for Online Learning) to help carry you through each step of the course development process in a flexible and simplified experience. Within this course, you will also have access to plenty of information and examples related to GOLD standards.

1. Plan Your Course
   - Review the rubric and course plan with your instructor.

2. Develop an Orientation
   - Create an engaging and engaging success.

3. Develop Weeks 1 & 2
   - Begin initial development and feedback.

4. Develop Full Course
   - Complete the online course with GOLD guidelines.

Contact your instructional designer to learn more about our services. You can also reach us at um3d@memphis.edu.
Thank you!

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