

# APPLIED TEACHING TRACK: DEVELOPING GRADUATE STUDENTS' ONLINE TEACHING COMPETENCIES

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# Evaluate Sessions and Win!



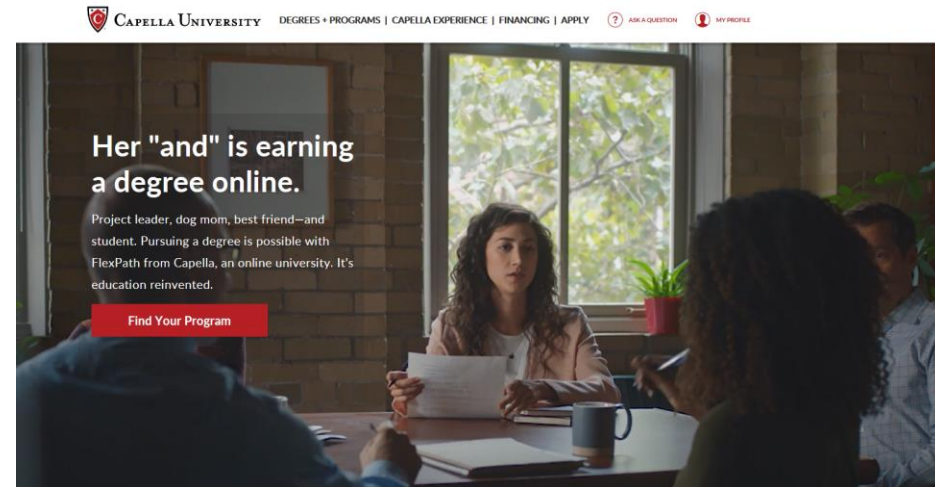
👍 Evaluate Session

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- Inform and Educate:
  - Background and rationale
  - Applied Teaching Track program model
  - Online teaching seminar examples
  - Success measures and outcomes
  - Road map
- Reflect
- Discuss and Q&A

- Physically located in Downtown Minneapolis
- Located online at [www.capella.edu](http://www.capella.edu)
- 37,000+ Learners and 75,000+ Alumni
- Doctorate (24%), Master's (47%), Bachelor's (26%), and Certificate (3%)
- Average age is 49
- 78% female, 22% male
- 88% part-time, 12% full-time
- 50% of color, 50% white, non-Hispanic
- 17% affiliated with the military
- Accredited by The Higher Learning Commission and a member of the North Central Association of Colleges and Schools



*Data as of September 30, 2018.*

- How did you gain online teaching experience?
- Do you currently have a TA, GA, or other embedded support roles in your course at your institution?
- Does your institution offer students opportunities to gain online teaching experience?



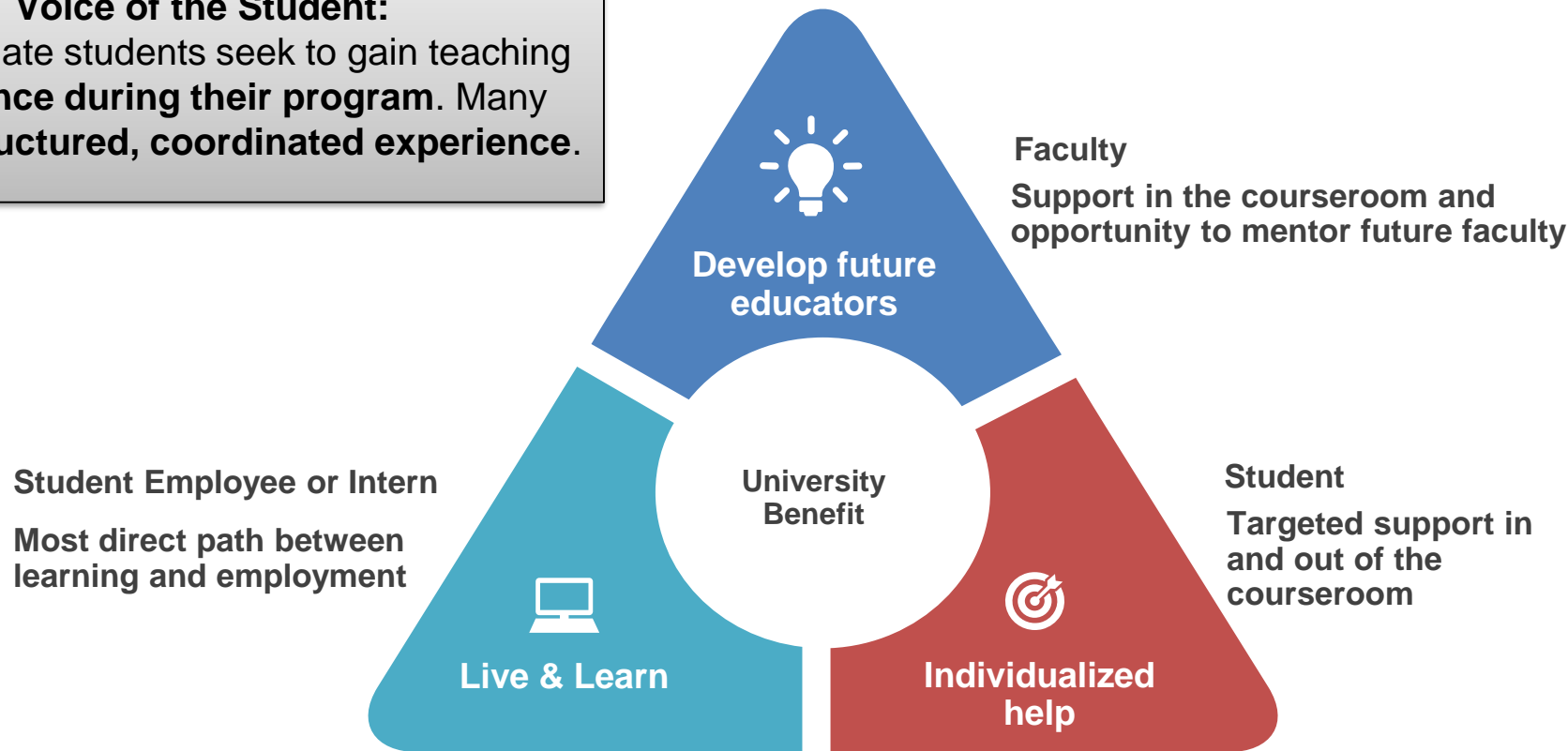
***There is a growing use of students in instructional support roles at distance or online learning universities which has added value for both students and faculty.***

- There is a rich history of student support roles in higher education and their **positive impact on persistence** (Lozada & Johnson, 2018).
- Lozada & Johnson (2018), in their study of outcomes of being a Supplemental Instructor (SI), found that the SI felt that they had developed a set of **skills that were transferable** to other settings and would help them work effectively with a diverse set of people as well as, aid in future career search.
- Fairbrother (2012) looked at her graduate teaching assistant (GTA) role as an **academic trainee** who is developing the skills that will be beneficial in a future academic position.

- Justice, Zieffler, and Garfield (2017) noted that programs with mentoring that included regular meetings with faculty or senior GTAs and teaching observations with feedback have been found to improve GTAs' self-efficacy, reduce teaching anxiety, and **develop more student-centered teaching practices.**
- Boman's (2013) study provided evidence that training **increased TAs' self-efficacy and effective teaching behaviors**, and decreased communication apprehension.
- Park (2004) noted that for many GTA's preparation was when they found out **what it means to be a teacher.** This socialization into the profession and the skills developed impacted future development as an academic.

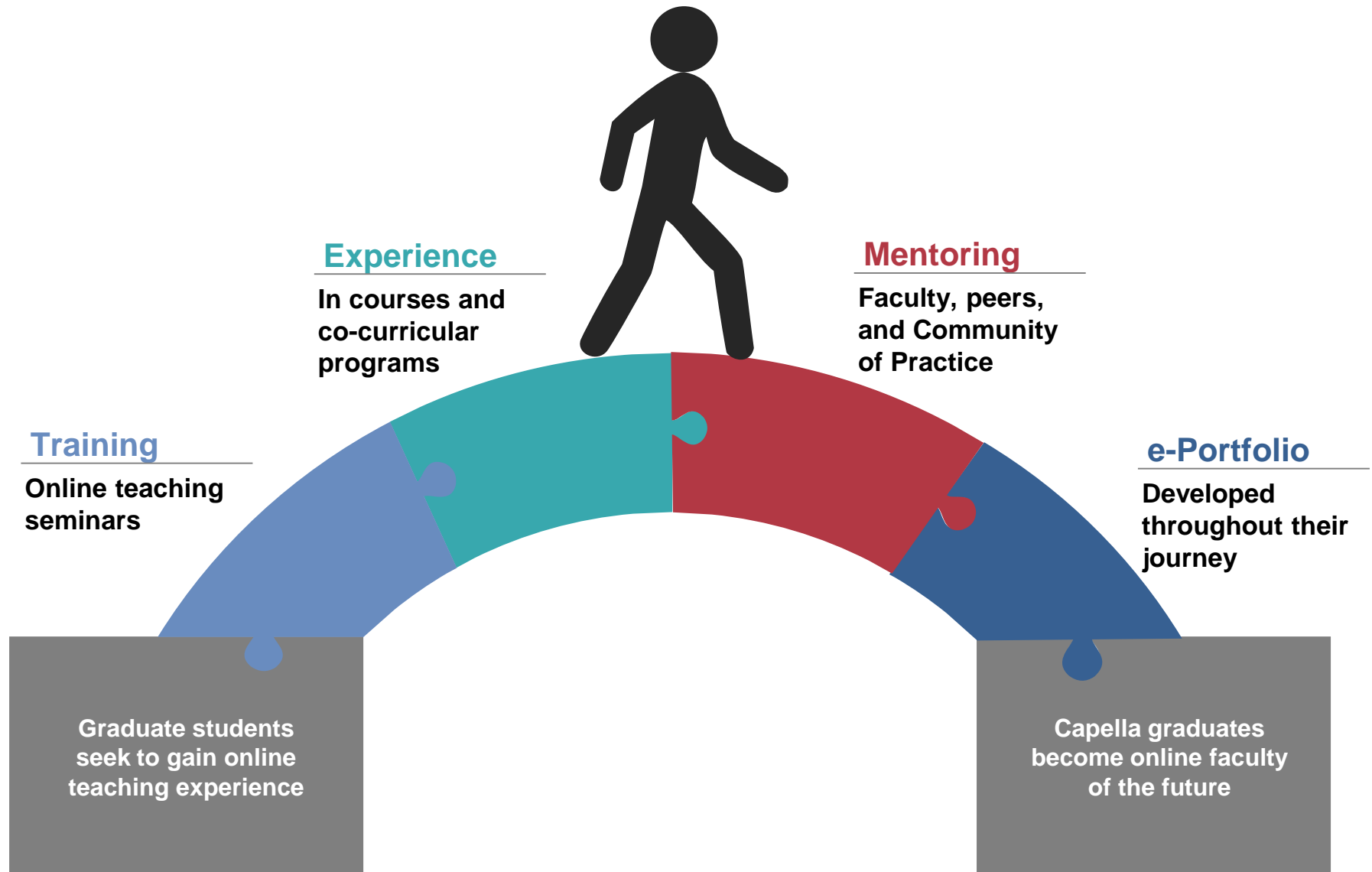
## Voice of the Student:

Our graduate students seek to gain teaching **experience during their program**. Many seek a **structured, coordinated experience**.

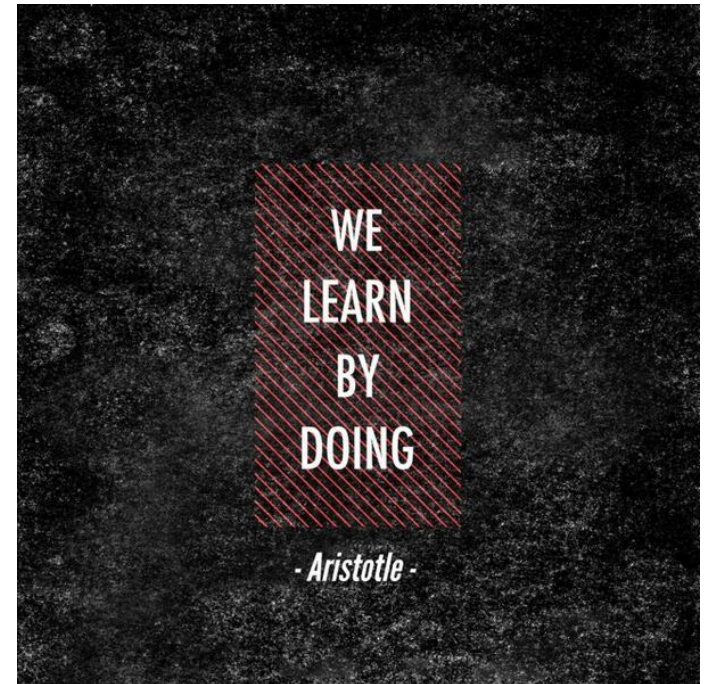


***Supports most direct path between learning and employment  
Impacts student success and instructional costs  
Differentiator for Capella***





- Complete online teaching self-assessment
- Create action plan with skill development goals
- Develop course welcome video
- Develop and deliver mock group session
- Create learning resource for use with students in course
- Share/Discuss online teaching best practices with peers
- Explore online facilitation best practices and apply



- Results from survey to 200+ Learner Staff and Interns\* in Fall 2018
- Experience in role and training impacted confidence, connection to institution, and career-related skill development
- Significant growth in each of the online teaching competency areas

\*50% response rate

## Because of their experience as a learner staff...

My role as a GA strengthens my drive to complete my PhD degree, as teaching will be a facet of my career once my degree has been completed. It provides me an opportunity to see how well I can integrate myself and my educational style into an online platform. -Learner

- 97% added new skills to their resumes
- 93% had a stronger connection to Capella
- 94.5% increased their confidence in their skills
- 94% mentored fellow learners and shared knowledge
- 92% gained direct experience they may not have received without their positions

Agreed or Strongly Agreed

## When comparing knowledge of competencies of learner staff before and after their experience...



10

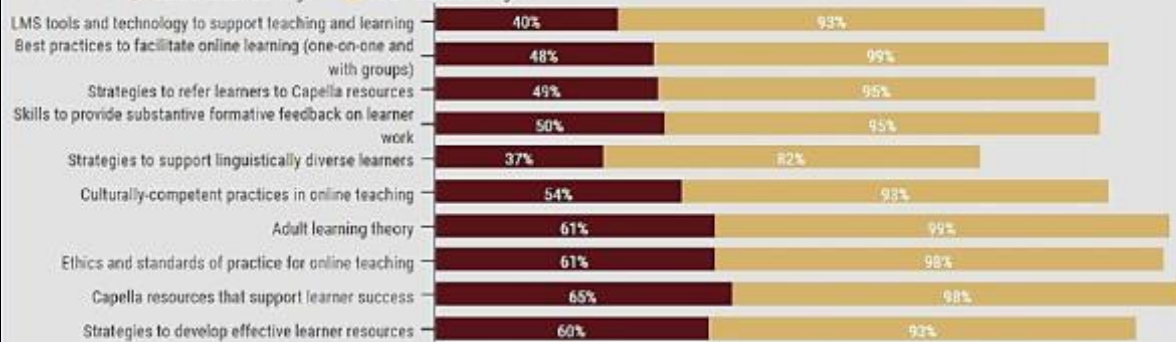
There was a 33% to 54% increase in learner staff who identified as having moderate or high knowledge across all ten competencies



Knowledge of LMS tools and technology to support teaching and learning had the highest increase and Strategies to develop effective learner resources had the lowest increase

99%

99% of learner staff indicated moderate or high knowledge of Adult learning theory and Best practices to facilitate online learning (one-on-one and with groups) after their learner staff experience



By helping learners develop the correct strategies to break down assessments to their simplest form, it gives them the tools to take on more complex theories. I have gotten feedback from learners that applying the same techniques to other courses have made the assessments easier. -Learner

My role as a GA **strengthens my drive to complete my PhD degree**, as teaching will be a facet of my career once my degree has been completed. It **provides me an opportunity to see how well I can integrate myself and my educational style into an online platform**.

Serving as a teaching assistant **motivates me to complete my own program**. I like to think of myself as a **role model to many** and maintaining this status means I need to lead by example.

I think **it has helped encourage me to continue**. I hope by developing working relationships with professors that I can co/publish articles in the future. The **added financial incentive is great too, saving me \$8,000 a year in student loans**.

*Comments from program evaluation survey sent to FWS Staff and Applied Teaching Interns in Fall 2018.*

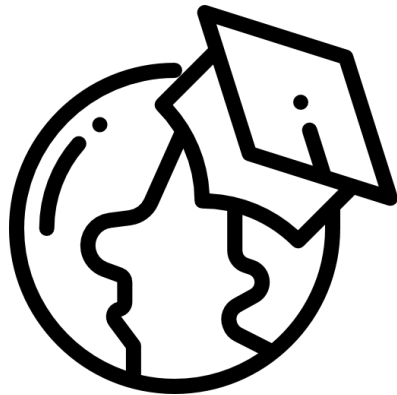
## **Success and Retention:**

### **Impact on persistence and connection to the university**

I have never been one to quit school but **being a TA adds an extra layer to ensuring that I stick with it**. When completing my program is not reason enough to stay focused, **providing motivation and encouragement to learners helps push me along my own educational journey**. There have also been times when my dedication to learners has guided me to reaching my dissertation milestones. I have often told myself, "If you don't pass, you can't help learners anymore. So, I have to prioritize my educational progress in order to continue focusing on helping my learners."

## Career Connections:

*Helping learners gain experience teaching in higher education*



My ultimate goal is to teach. I love my current role and team. I **cannot wait to finish my dissertation so that I can take on a bigger role in teaching.** It is very motivating for me.

It adds further incentive to complete my studies as **I can now envision myself in a permanent role teaching at the University level.**

The **opportunity to gain direct experience in classes is a vital aspect of learner development that should not be eliminated from a university** no matter what format the classes are conducted in. Without this opportunity I would feel as if an important element of the higher education experience was missing.

The **program has helped me get over any self doubts that I had about being an educator.** I know that I have the ability to be an instructor.

*Comments from program evaluation survey sent to FWS Staff and Applied Teaching Interns in Fall 2018.*



- Program expansion
  - Increase number of participants
  - Expand to other GA and Learner Support Roles in the institution
  - Expand internship model; explore tuition waiver/discount options
  - Consider tracks for leadership and research
- Continue program evaluation
- Establish documentation of completion
  - Notation on transcript
  - Certificates
  - Badges
- Complete College Reading & Learning Association (CRLA) certification application



We do not learn from  
experience... we learn  
from reflecting on  
experience.

- John Dewey

- Where do you see value for students, faculty, institutions, and higher education?
- What additional elements should be included in a program to help graduate students gain experience with online teaching?
- If you have online teaching experience, what training did you receive to prepare you? What training would you have found helpful had it been available?

- Where do you see connections to opportunities at your institution?
- What skills will faculty of the future need to have to be successful?
- Which of these online teaching competencies are most critical for new online faculty? What would you add?

- ✓ *Use LMS tools to support online learning*
- ✓ *Provide one-on-one and one-to-many support to learners*
- ✓ *Identify and develop resources to support learning online*
- ✓ *Apply culturally competent practices to online teaching*
- ✓ *Provide substantive formative feedback on academic work submitted online*
- ✓ *Provide support to at-risk learners online*
- ✓ *Provide support for ESL/ELL learners online*
- ✓ *Apply ethics and standards of practice to their online teaching*



- Boman, J. S. (2013). Graduate Student Teaching Development: Evaluating the Effectiveness of Training in Relation to Graduate Student Characteristics. *Canadian Journal of Higher Education*, 43(1), 100-114.
- Fairbrother, H. (2012). Creating space: Maximising the potential of the Graduate Teaching Assistant role. *Teaching in Higher Education*, 17(3), 353-358. doi:10.1080/13562517.2012.678601
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- Lozada, N., & Johnson, A. T. (2018). Bridging the Supplemental Instruction Leader Experience and Post-Graduation Life. *Learning Assistance Review (TLAR)*, 23(1), 95-114.
- Park, C. (2004). The graduate teaching assistant (GTA): Lessons from North American experience. *Teaching in Higher Education*, 9(3), 349-361.

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