Supporting Online Faculty

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Evaluate Sessions and Win!

- Download and open OLC Conferences mobile app
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*Each session evaluation completed (limited to one per session) = one contest entry

**Five (5) $25 gift cards** will be awarded to five (5) individuals
Must submit evals using the OLC Conferences mobile app or website
Context:
- Completely online Masters of Arts in Education
- 280 students
- 280 students
- 12 FT faculty
- 18 PT faculty (local and remote)
- 5 areas of concentration
  (through partnership with Learners Edge)
Robust support is *crucial* for success!

- Coaching in effective online course design and delivery
- Onboarding of new faculty
- Providing just-in-time faculty development and technical support (often one on one!)
- Offering opportunities for peer feedback and interaction in the context of a Community of Practice

*(Wenger and Lave, 1991)*
Keys to success:

- Communities of Practice (CoP)
- Lead Faculty
- "Just in Time" Faculty Development
Communities of Practice (CoP)

1. Shared practice/professional growth and development
2. Promotion of reflective practice
3. Peer support/mentoring/motivation
4. Trust building/safe environment
5. Community building/prevention of isolation
6. Sharing of resources and modelling of techniques
Community building via **Faculty Gatherings** (Zoom)
Community building via **Faculty Gatherings** (Zoom)

Being able to attend the MAE Faculty Gathering via Zoom has allowed me to be a part of a group of like-minded educators positively impacting teacher professional growth despite the challenge of distance. Hearing what others are doing with students, learning about new tools and strategies and reflecting as a group on current processes and the future of the program allows us to band together and develop consistencies to better the program and the outcome for the learner. (Curriculum Director-Learner’s Edge)
Community building via **Faculty Gatherings** (Zoom)

As an adjunct and now a full time instructor, these gatherings have been a powerful experience of building relationships and sharing ideas and expertise. It has become very clear to me that we all are seeking the same goals. Together we are able to expand our thinking and implement our common goals. (FT Faculty member)
Community building via **Faculty Gatherings (Zoom)**

I have found the community of colleagues and the times when we have been able to meet to be the single most important factor in my growth as an online instructor. A strong online teaching community is essential for teacher and student growth. I am lucky to work for a University that ensures time for our team to meet. *(PT Faculty member)*
Keys to success:

- Communities of Practice (CoP)
- Lead Faculty
- "Just in Time" Faculty Development
Lead Faculty

• Primary responsibilities
  – Updating syllabus each term
  – Updating course template each term
  – Onboarding new faculty
  – Seeking input/feedback from other instructors teaching course
  – Working with instructional designers to review and revise course

• Annual stipend
Instructional design review...
Being a Lead Faculty for a core MA in EDUC course means that I am constantly evaluating and refining the course to make it the best it can be for our students. It's great to have a colleague who is teaching the same course to give feedback about assignments or to help process through making changes to the course based upon student feedback. I think it means our courses are constantly being reviewed and validated. (Lead Faculty Member-FT)

Being a lead faculty member assigned to a core course has allowed me to receive suggestions from other faculty members on course improvements. Instead of only getting my own perspective on how to design a course and implement activities, I get perspectives from a group of great instructors as well. The results have been better course design and better course activities. (Lead Faculty Member-FT)

It has been instrumental to have Lead Faculty assistance and leadership, particularly as I am getting started as a new MAE faculty member. Lead Faculty have generously provided resources and support that have proved invaluable. I feel that I am able to better teach and serve students as a result of their support. I feel I am able to teach a very high quality course, and avoid the typical "bumps" that one often experiences when teaching a new course. (PT Faculty member)
Keys to success:

- Communities of Practice (CoP)
- Lead Faculty
- "Just in Time" Faculty Development
Faculty Workshop for Online Teaching and Learning

This workshop will help you:

- Design your own online course based upon best practices.
- Determine course learning objectives and align course activities to meet them.
- Create means of fostering communication among students and between instructor and students.
- Create authentic assessments directly aligned with your course learning objectives and desired outcomes.
- Use Moodle activities appropriate to your course learning objectives.

Click to enter this course
“How do I make sure that a first draft doesn’t get added to Turnitin’s student repository and later count as 100% match against a final draft?” (Create a two-part Turnitin assignment.)

“How can I help students use correct APA style?” (They should purchase the newest APA stylebook.)

“How can I use Moodle’s Activity Completion settings to make it easier to grade discussion forums?” (Set conditions to show as complete: Post one discussion and reply to two posts.)
How do I sent email to my students and make sure they all receive it? And how do I add attachments?

How do I change all of my due dates in one place?

How do I set up password-protected online quizzes?

How do I copy and paste text from Microsoft Word into Moodle without getting strange characters?

How do I use Activity Completion to help me grade discussion forums?
In conclusion – this is what we’ve found works:

- **Communities of Practice** ➢ Faculty Gatherings via Zoom for sharing and support
- **Lead faculty** ➢ Ongoing program development and instructional design review
- "**Just-in-time" faculty development** ➢ Readily available and easy to find
Poll Everywhere

- What processes and practices does your IHE have in place to foster engagement and connection between FT and PT faculty?

- How might a Community of Practice work in your context?

- What are the greatest challenges at your IHE to empower faculty to engage in collaborative improvement efforts in online teaching?
Here are some helpful resources to support online faculty:

Exemplary Online Instruction (EOI) website, California State University Chico. [http://www.csuchico.edu/roi/](http://www.csuchico.edu/roi/)

Rubric for Online Instruction (ROI), California State University Chico [http://www.csuchico.edu/roi/](http://www.csuchico.edu/roi/)

Writing Quality Learning Objectives, Park University [http://www.park.edu/cetl/quicktips/writinglearningobj.html](http://www.park.edu/cetl/quicktips/writinglearningobj.html)
(This link is no longer available, but I found a copy of it here: [https://assessment.trinity.duke.edu/sites/assessment.trinity.duke.edu/files/page-attachments/learning_objectives_park.pdf](https://assessment.trinity.duke.edu/sites/assessment.trinity.duke.edu/files/page-attachments/learning_objectives_park.pdf))

Creating a Syllabus Tutorial, SFSU [http://oct.sfsu.edu/design/syllabus/index.html](http://oct.sfsu.edu/design/syllabus/index.html)

Copyright, Fair Use, and Education, Columbia University Copyright Advisory Office [http://copyright.columbia.edu/copyright/](http://copyright.columbia.edu/copyright/)

NEA Guide to Teaching Online Courses [http://www.nea.org/assets/docs/onlineteachguide.pdf](http://www.nea.org/assets/docs/onlineteachguide.pdf)

Teach Online, University of Central Florida [https://cdl.ucf.edu/teach/](https://cdl.ucf.edu/teach/)

Effective Online Assessment: Scalable Success Strategies seminar [https://cdl.ucf.edu/faculty-seminar01/](https://cdl.ucf.edu/faculty-seminar01/)


Coalition on the Academic Workforce. (2012, June) *A Portrait of Part-Time Faculty Members: A Summary of Findings on Part-Time Faculty Respondents to the Coalition on the Academic Workforce Survey of Contingent Faculty Members and Instructors.*


Wenger, E., McDermott, R., & Snyder, W. *Cultivating Communities of Practice: A guide to managing knowledge*. Cambridge, MA: Harvard University Press.
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