Faculty Online Training:
Faculty Driven Development to Support Online Teaching

Presented by Suzanne E. Szucs, Accelerate 2020, Nov 11, 1-1:45pm
Overview

• A little bit about me
• Breakout : What are Best Practices?
• What is Faculty Online Training – FOT?
• Turning Need into Focus:
  • Make it: Manageable, Beneficial, Community building
• Lets take a look at the course
• What happened and what did we learn…
• Poll for further discussion
Suzanne Szucs – Faculty in Art + Design

- Technology Integration – Instructional Design
- Pedagogy & curriculum building
- Facilitation & support
- Online standards
Best Practices

Jam session: How do you define “best practices”?

• How do you define best practices?
• What are some best practices that are essential for online learning?

• https://jamboard.google.com/d/1Pb5Sp18N-agdYRaliVUcR-C9f_cpkZVfLAUffsTayCc/edit?usp=sharing
Let’s talk about Best Practices

**best practice** noun

plural **best practices**

**Definition of best practice**

: a procedure that has been shown by research and experience to produce optimal results and that is established or proposed as a standard suitable for widespread adoption

https://www.merriam-webster.com/dictionary/best%20practice
THE CHECK for RCTC

Faculty Online Training

Rochester Community and Technical College
What is the Check for RCTC?

https://mnsu.sharepoint.com/sites/RCTC-academic_affairs/SiteAssets/SitePages/Home/The-Check-for-RCTC.pdf

- Designed by the U of MN College of Education and Human Development’s Digital Education Team
  https://academics.cehd.umn.edu/digital-education/project/the-check/
- Synthesized standards from over 20 institutions
- Open Source: available for use and modification
- RCTC online ed committee – task force 1 revised for RCTC use
- Straight-forward and user friendly – recommended for any course that has an online component when:
  - Designing a new course to help create effective design
  - Evaluating an existing course
Objectives

- Provide faculty with a support structure to implement RCTC online standards.
- Improve the quality of online education provided by RCTC.

Focus on consistent, straightforward delivery that removes barriers to learning.
What is the FOT course all about?

• Explore the Check for RCTC online standards
• Investigate pedagogy specifically for online learning
• Apply best practices while designing or redesigning a course of participant’s choosing
• Create a RCTC community of online teachers
• Use LMS to improve on LMS use
## Stakeholder Need:

<table>
<thead>
<tr>
<th>Course Focus:</th>
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<tbody>
<tr>
<td><strong>Time</strong></td>
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<tr>
<td>• An 8-month course</td>
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<td>• Monthly roll-out of modules</td>
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<td><strong>Individually focused</strong></td>
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<td>• Work on what you need, not a pre-design</td>
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<td>• Develop a self-designed product</td>
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<td>• Take on as much as you want</td>
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<tr>
<td><strong>What’s in it for me?</strong></td>
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<tr>
<td>• Best practice focused</td>
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<td>• Pedagogy for online</td>
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<td><strong>Differing levels of experience</strong></td>
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<tr>
<td>• Self-selection</td>
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<td>• Example gathering</td>
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<td>• Idea sharing</td>
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<td><strong>Community creation</strong></td>
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<td>• Mentor feedback – faculty driven</td>
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<td>(1 facilitator/designer, 4 faculty mentors)</td>
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<td>• Peer to peer</td>
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What are some of the things that happened?

- Surprise: faculty behave just like students!
- There still isn’t enough time
- Resource sharing was paramount
- Survey says:
  - Online teaching self-efficacy went up from 2.5 (novice emerging) to 4 average (quality) on 5 point scale
  - All areas of the course ranked 4-5 (satisfied – very satisfied)
- We were actually much more prepared for CoVid:
  - Self-efficacy
  - Easier transitions
  - Mentoring across faculty
  - FOT-Resources
- Results sharing, community building
What are some of the things that we learned?

- Time is still an issue
- We all know how to use Zoom better now
- We need to make some universal changes to our LMS
- We continue to learn from each other
- Even educators don’t like discussions so much
- Continuous feedback is effective
- We need to make the fundamentals more accessible
- Faculty driven initiatives work!
Discussion

Questions?

Poll for areas for further discussion:

1. Deeper dive into the FOT course features and layout
2. Strategies for creating an instructional design process
3. Strategies for using LMS effectively
4. Curating course content
Strategies for instructional design:

- Organize Team (OEC committee)
- Analysis – survey
- Design & develop with feedback
- Have a plan for implementation
- Evaluate participants
- Analyze with team
Strategies for LMS use:

Do no harm

Use the tools as intended

Consistency / declutter / navigation

Personalize, personalize, personalize

Get feedback

Chickering & Gamson: 7 Principles

What’s next for the LMS: https://er.educause.edu/articles/2015/6/whats-next-for-the-lms
Curating Course content:

- Avoid the rabbit hole
- Align to learning objectives
- Know usage rights
- Don’t reinvent the wheel
- Share resources
- Less is so very often more
- Encourage student contributions
## Useful links:

<table>
<thead>
<tr>
<th>Design Models</th>
<th><a href="https://www.instructionaldesigncentral.com/instructionaldesignmodels">https://www.instructionaldesigncentral.com/instructionaldesignmodels</a></th>
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<tr>
<td>LMS/CMS – Center for Teaching Vanderbilt</td>
<td><a href="https://cft.vanderbilt.edu/learning-and-course-management-systems/">https://cft.vanderbilt.edu/learning-and-course-management-systems/</a></td>
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<td>The Check</td>
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Thank you for your time!

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