

Faculty Online Training:

Faculty Driven Development to Support Online Teaching

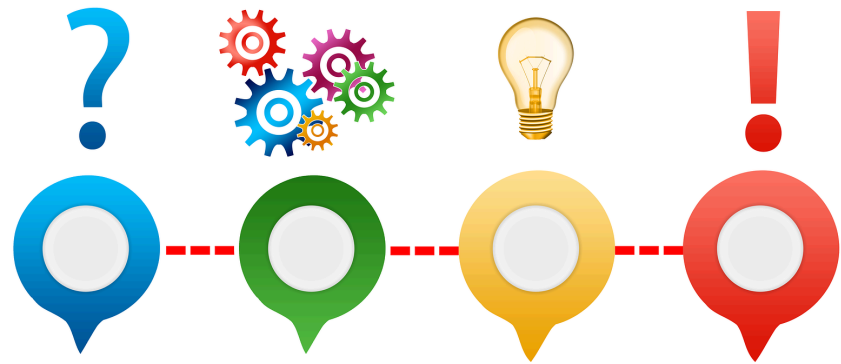
Presented by Suzanne E. Szucs, Accelerate 2020, Nov 11, 1-1:45pm



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





Technology Integration

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





<http://www.dilbert.com/strips/comic/2008-09-03/>

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



What is the Check for RCTC?

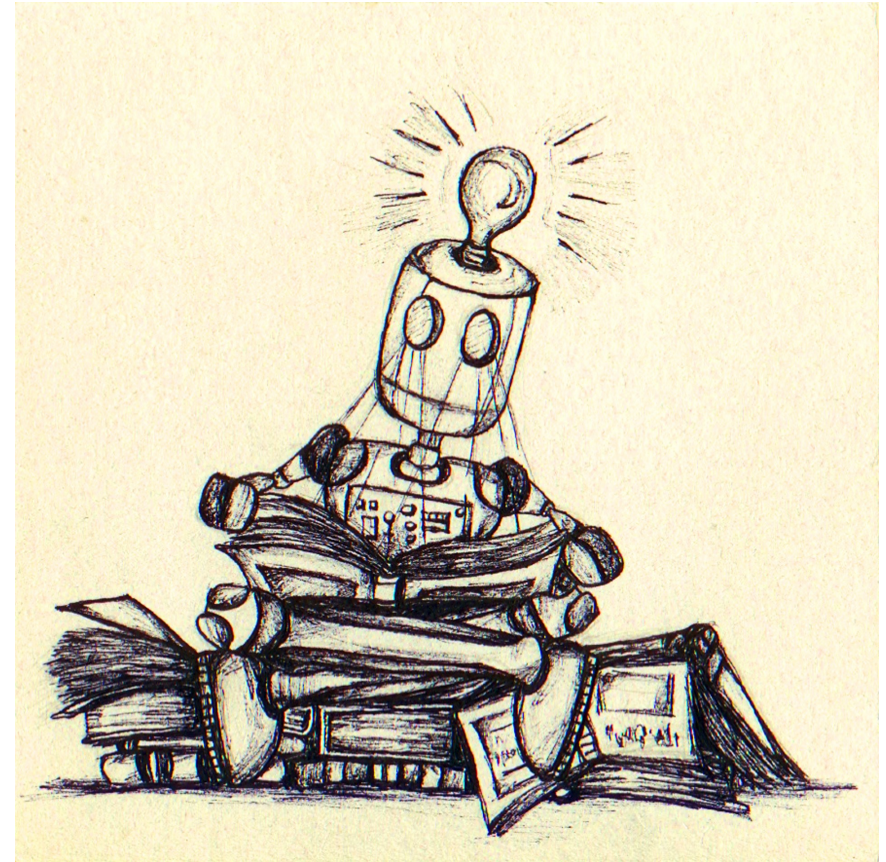
https://mnscu.sharepoint.com/sites/RCTC-academic_affairs/SiteAssets/SitePages/Home/The-Check for RCTC.pdf

- 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



Make it manageable, beneficial, community building

Stakeholder Need:	Course Focus:
Time	<ul style="list-style-type: none">• An 8-month course• Monthly roll-out of modules
Individually focused What's in it for me?	<ul style="list-style-type: none">• Work on what you need, not a pre-design• Develop a self-designed product• Take on as much as you want
Differing levels of experience	<ul style="list-style-type: none">• Best practice focused• Pedagogy for online
Community creation	<ul style="list-style-type: none">• Self-selection• Example gathering• Idea sharing
Free from oversight	<ul style="list-style-type: none">• Mentor feedback – faculty driven (1 facilitator/designer, 4 faculty mentors)• Peer to peer



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

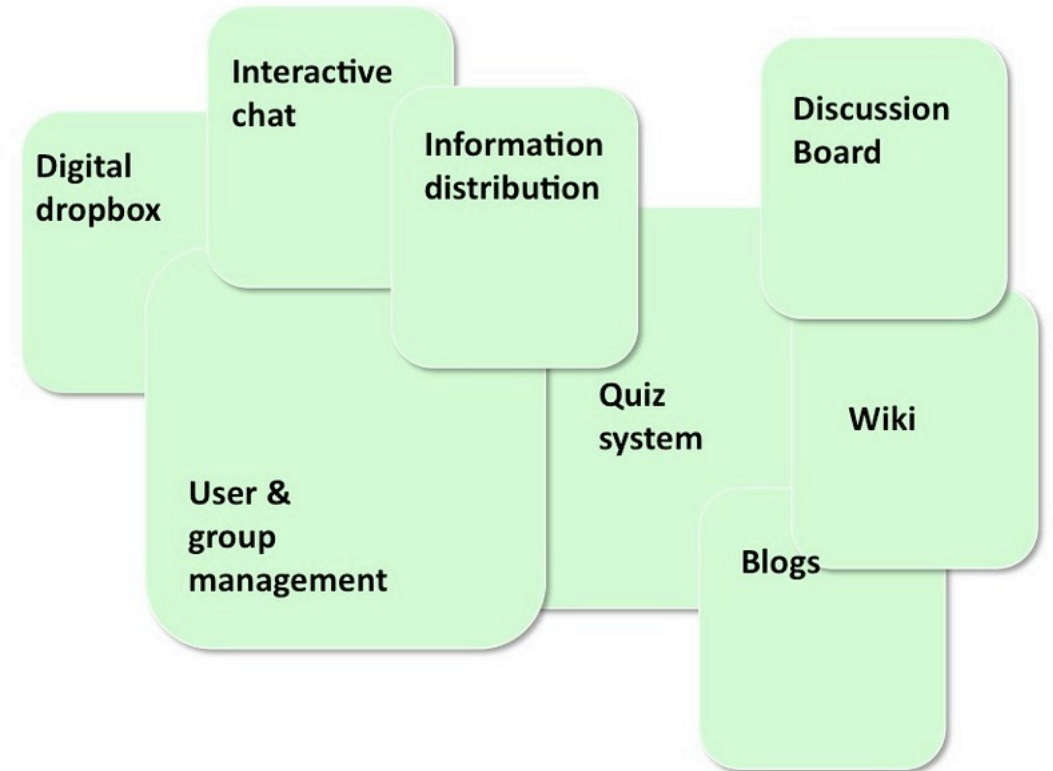
Use the tools as intended

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:

Design Models	https://www.instructionaldesigncentral.com/instructionaldesignmodels
LMS/CMS – Center for Teaching Vanderbilt	https://cft.vanderbilt.edu/learning-and-course-management-systems/
The Future of the LMS - Training Magazine 2020	https://trainingmag.com/trgmag-article/future-lms/
What's Next for the LMS 2015	https://er.educause.edu/articles/2015/6/whats-next-for-the-lms
The Check	https://academics.cehd.umn.edu/digital-education/project/the-check/



Thank you for your time!



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