Utilizing Innovative Strategies
TO COLLABORATE WITH AND SUPPORT NOVICE OR NONTRADITIONAL FACULTY IN THEIR MOVE TO ONLINE INSTRUCTION

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Instructional Technologist and Designer
How do we collaborate effectively and innovatively?

Session Goals
Challenges

• Limited time and resources
• By the time faculty reach out, it’s too late
• Technical limitations
Who we are | CTL Staff

Kathie M. Director Part-time

Rowena L. Project Coordinator Part-time

Josh B. Program Manager Part-time

Andrew F. Program Coordinator Part-time

Rachel S.L. Instructional Technologist & Designer Full-time

Jean K. Instructional Technologist & Designer Full-time

Rob G. Instructional Technologist & Designer Full-time
Summary of our campus: Demographics

Student Demographics

- Commuter school
- Over 60% receive financial aid
- Diverse student body
  - Asian-Pacific Islander - 27.1%
  - Black - 8.6%
  - Hispanic - 28%
  - White - 29.1%
- Most common majors are STEM or math intensive (psychology, accounting, economics)

https://datausa.io/profile/university/cuny-queens-college
Summary of our campus:

Faculty Demographics

- About 600 full time faculty
  - Plus 900 adjuncts
- Most courses pre-COVID were taught in person

Faculty Support Demographics

- 3 IT&D
- 5 Student Tech Mentors
MentiMeter
Please share your concerns and considerations using these polls

Go to menti.com and enter the code:

2039 6393
MentiMeter Results

When they reach out....

- Faculty are frustrated: 3.8
- Faculty have tried and failed a particular technical task at least once: 3.2
- Faculty are happy and willing to explore/try different things when you start talking: 2.7
- Faculty are asking HOW instead of WHAT or WHY: 3.7

Not at all | Very much
What are specific challenges you have had with frustrated faculty:

- Unwilling to try new tools - think it's too hard.
- Many of them have technical limitations that prevent them from moving forward.
- Intimidated by using apps on the LMS
- Don't have the time to commit to the changes
- Analog Technology
- They want to do things online the exact same way as they do face-to-face.
- Too time intensive
- Faculty are overworked trying to research, clinicals
- Feel they are being asked to change very short notice, sometimes mid semester
What are specific challenges you have had with frustrated faculty:

- Not attending trainings
- Unwilling to listen
- resources
- They want it fixed for them, unwilling to learn. They are impatient.
- Wanting strategies to engage students but not wanting to use a variety of techniques to achieve this
- Exhaustion and not trained
- Limited capacity.. Asking folk to try on new things when already burnt out (lack of willingness)
- poor video/web-cam/practices... poor lighting
- Not being open to listening
What are specific challenges you have had with frustrated faculty:

- Unwilling to try new technology because they are "old school"
- They don't have enough time to do it all. Communication with students is difficult to maintain with all the emails.
- Lack of know-how with technology -- too many things to master.
- Confusing the appearance of interest on a Zoom screen as engagement.
- Online learning just doesn't work for this subject matter.
- Keeping cameras on and engagement with discussions; Having to teach multiple modalities at once (those joining in the classroom and those joining remotely).
- Chalk user
- Intimidated with tools or unwilling to learn tools.
- Resistant to change
What are specific challenges you have had with frustrated faculty:

- Online is inferior in many faculty members' opinion
- Faculty think online proctoring will solve cheating in their course.
- "I’m not going to use a ‘best practice quality assurance rubric’ because it doesn’t apply to my course content" (???)
- Communicating as a digital native to a digital immigrant
- Don’t want to read the instructions, just do it for me.
- Do not understand pedagogy
- Don’t value online learning experience
- Emailing with issues overnight wanting them fixed right then (I’m sleeping).
- Trying to do “what always worked” online
What are specific challenges you have had with frustrated faculty:

- "I've been teaching for 30 years and have been successful, so why should I do what you're telling me?"
- "I can never do this online"
- Too many tools
- Moving from emergency mode to quality mode.
- The lack of technology knowledge. We have some that never did online anything until the pandemic. Also, penalizing students for late assignments.
- Lack of willingness to understanding the ID staff have a life outside of M-F 8-5
- Think Online Learning is not equal.
- Time
- Keep thinking that the return to campus will make this experience moot
What are specific challenges you have had with frustrated faculty:

- "this approach doesn't work with my teaching style"
- why do I need to do more when I don't have to do this in my face to face classes?
- Losing their files in Canvas.
- I tried to design a quiz for students to take but the multiple drop down button can be frustrating.
- They think they have to retire because the pace of technological change is too fast for them
- Aren't considering vast needs & diversity of learners
- The science hasn't changed in 20 years!
- I miss the relationships with students
- Faculty member had some expertise in pedagogy (not necessarily online) and was resistant to suggestions based on best practices.
- Requiring students to keep their cameras on and dress appropriately to prove to the faculty member the students because this proves engagement.
Working Smarter with Limited Time

With three Instructional Technologists and Designers, how can we support 1,600 faculty?
Moving Online Plan of Action

**ADAPT** our *module-based* learning collective workshops

**EXPAND** the *Keep Teaching at QC* resource site

**DISTRIBUTE** computers to faculty and students in need

**SUPPORT** through triaged support model.
Adapt Module Based Learning Workshops
Modules

1. Creating a welcoming online learning environment

2. Structuring an online course and an effective syllabus

3. Developing online content

4. Engaging students in an online environment

5. Online assessment

SESSION 1 - CREATING A WELCOMING ONLINE ENVIRONMENT

Anything color-coded with a yellow background is required for Emergency Certification, all assignments and discussions are required for Full Certification.

Providing a creative, welcoming, and flexible online environment is crucial to the success of online teaching and learning, especially during this disruptive and uncertain time. Please work your way through the readings, videos, and activities listed below.

READ & WATCH folder contains articles and videos which provide some insights into students' expectations in an online environment and how we should address them as an instructor. We also included some articles regarding the way to create a positive and caring online environment for remote teaching at this time of COVID-19.

TECH RESOURCES folder provides technical support for setting up a welcoming and simple functioning learning environment. You may find step-by-step tutorials and short videos to help you create a Blackboard course interface.

We ask you to introduce yourself and meet your colleagues in a video discussion forum - DISCUSSION 1.

ASSESSMENT 1 provides you with the opportunity to set up your Blackboard course interface.

SESSION 2 STRUCTURING AN ONLINE COURSE AND AN EFFECTIVE SYLLABUS

Anything color-coded with a yellow background is required for Emergency Certification, all assignments and discussions are required for Full Certification.
Expand Resources and Device Access
Innovate Support
Where we start:

- Pedagogy of kindness
- Emphasizing understanding from all sides
- It’s okay to say “I Don’t Know”
- Catching faculty before they hit “the frustration wall”
Open Support Model

- Structure conversation around workshop module topics while maintaining ability to ask any question or just “observe.”
- Encourage faculty to come in to talk, even without a direct question.
- Reframe online course development around backwards design and pedagogy.
- Train student and part time workers to answer basic questions, while allowing them to pull in the more senior staff for the pedagogical ones.
Best Practices for Teaching Online Drop-in Hours

Welcome!
In the chat box, or unmute yourself and tell us your name, department and the workshop in which you’re registered.

Center for Teaching and Learning
Queens College
Slack

Slack as a mechanism for backend discussion
Process | supporting new staff

**ACCLIMATE**
New support staff into the CTL mentality of collaboration, understanding, and student-centered pedagogy

**TRAIN THE TRAINER**
Hold multiple training sessions so the new support staff get ready for the Drop-in Hours. Use backchannel Slack for hands-on support when an issue is beyond staff capabilities

**TRIAGE**
Support staff handles basic support to allow instructional technologists, designers, and faculty peers to focus on pedagogy and advanced issues.
Discussion Topics

- Convincing faculty who don’t want to adapt/use best practices (Main Room)
- Dealing with extremely technically limited faculty (Breakout room 1)

https://t.ly/1dP3
Future

- Implement and expand drop in hours as a permanent aspect of CTL Support
- Improve collaborative measures between CTL and IT
- Expand on peer collaborators within disciplines.
- Implementing proactive pedagogically focused technical, software, and hardware support and training.
Questions
Thank you!

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https://t.ly/fwmb