



Socializing New Faculty Members into Blackboard for Teaching and Learning

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The Idea

- Create a course for faculty members new to distance education
 - Make course heavy on online pedagogy
 - Give faculty members experience navigating distance education work
 - Provide support for learning to put content and activities online
 - Provide support for development of first TWU distance education course

Philosophy

- Faculty as students
- Faculty as developers
- Emphasis on pedagogy
- Showcase examples and samples
- Integrate QualityMatters course design elements
- Create “Boilerplate” information for future use

Courses – The Goal

- Promising Practices in Online Teaching & Learning
- Promising Practices in Online Teaching – Course Development

Courses – The Reality

- Promising Practices in Online Teaching & Learning
 - Exceeded goal of offering the courses (2X)
- Promising Practices in Online Teaching – Course Development
 - Few faculty members actually worked in the course development shell; Did not meet goal
 - Created individual shells for participants in both courses
- Alumni Course
 - Created in response
- Promising Practices Self-paced
 - Created in response

Promising Practices in Online Teaching & Learning

- Designed for faculty new to TWU or new to distance education
 - Participate in PPOTL course
 - Agree to work with TWU instructional designer to create 1st TWU distance course
 - Receive course development funding for 1st course

Promising Practices in Online Teaching & Learning

- Note the immediate contact information to reassure faculty
- Brief rationale for inclusion of certain categories throughout the course
- Choice to guide participants throughout the course
- 7 modules based on *The Seven Principles for Good Practice in Undergraduate Education* (Chickering & Gamson, 1987)

Promising Practices – Alumni Edition

- Allowed participants to remain in course shell throughout the semester
 - Refer to examples and ideas as they happened

Promising Practices: Self-Paced Edition

- Based on minimalist design principles
- Condensed version of course, formatted for self-paced activities

2 Promising Practices in Online Teaching & Learning 2

Changes from version 1 to version 2

- Removed Cognitive Apprenticeship explanation
- Added a suggested schedule to move through the course
- Designed one course to be self-paced and serve 3 different options
- Included an advanced organizer for each section of the course
- Made the guided navigation even more guided
- Added section on QM within the Welcome section
- Reorganized the Welcome section
- Removed Essential Questions
- Removed Implications for Practice
- Included “how-tos” within the content of each applicable section
- Rechunked content to make smaller sections
- Reworked assignments to make more practical and less “like doing school.”
- Revised discussion board area to move from so much group work to more individual work due to self-paced format

So, Where Are We Now?

- Revised course is part of Online Course Development Program (OCDP)
 - 11 Faculty enrolled in course
 - Will work with ID to develop approximately 50% of new course
 - Receive course development funding
- QM Project
 - 2nd year
 - 26 faculty enrolled
 - Attend 3 week online course in Peer Review from QM
 - Work with ID to revise a course according to QM standards
 - Informally review a course revised by another participant

So, Where Are We Now? (cont.)

- 50 PDF documents
- Expanded DE presentations
 - 3 per semester to 6 per semester
 - Single location to 4 locations
- Adjunct Workshop on Bb
 - 4 offerings; including Saturday offerings
 - Multiple locations
- Online Educator Symposium
 - 100+ attendees

Expanded Communication to DE Faculty

- Added Coordinator, Distance Education Communications
 - DE Faculty email list
 - Created two blogs
 - Online Educator
 - TWU Connections
 - Maintains website
 - Print pieces

Future Directions

- Mini-courses
 - Application of various learning theories to distance education tools and techniques
 - Establishing teaching, social, and content presence
 - Encouraging reflection and reflection in action
 - Active learning strategies using distance tools
- Wiki for all materials
- Just-in-Time training materials
 - 5 minute or less