



Preparing Faculty to Teach Online

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Most online faculty do not feel adequately prepared

- Too much focus on technology
- Not enough focus on pedagogy

Faculty need to reconceptualize the course

Early TV: Thinking in the radio paradigm





Why is Faculty Training so Hard?

Answers?

- They think that they know teaching
- They don't listen to administrators
- They claim to be busy



Maybe the training is also to blame?

- Mentor
 - Hard to control quality
- Documents
 - Boring
 - Often a list of policies
 - Don't learn spelling by reading a dictionary



Need an engaging training program

- Online class is ideal
 - Learn what it is like to be a learner
 - Model good teaching
- BUT....Need to ensure participation and outcomes.

Elements of good design

- Short modules
- Visual elements
 - Narrated powerpoints
 - Videos
 - Audio
- Test learning immediately

Two areas of focus

- Course development
- Course delivery



Course Development—start with pedagogy

- How the online environment differs from the classroom
 - Content delivery online
- Flattening (“democratization”) of the course.
 - Moving the center of the course out to the students.
 - Incorporate more interactive elements

Generating interaction

- How to design a discussion question
 - Not an essay question
- Social Media
 - Blogging for writing
 - Voicethreads for lectures
 - Wikipedia

Structure

- ADA
- Copyright
- Workload
- Presentation
 - Not a brain dump
 - Cheat whenever possible—Use what someone else developed



Do you use development templates?

- Templates are good for first time faculty
- Encourage experienced faculty to move beyond templates

Assessment

- Objective to activity to measurement
- Graded and non-graded assessments
- Rubrics

Name:			
DIMENSIONS/POINTS	5 (Exceptional)	3 (Standard)	1 (Below Expectations)
INTEGRATION OF MATERIALS	Excellent synthesis of information from course readings and discussions; mastery of use of key concepts and principles as support for assertions and conclusions.	Adequate use of most key concepts and principles to support assertions and conclusions; reasonable use of course materials and discussions as examples; occasionally overlooks the obvious opportunity to use key information.	Fails to demonstrate accurate understanding of course information; uses concepts and principles ineffectively or inappropriately; often misses opportunities to strengthen assertions with course content or helpful examples.
CRITICAL THINKING	Consistently demonstrates accurate analysis, interpretation, evaluation, explanation and questioning of assertions, evidence, motives, and support; conclusions reached are supported, reasonable and logical; invariably exhibits imagination and creativity when confronted with complex issues.	Adequately analyzes and assesses relevant information; raises obvious questions about assumptions and support for assertions; recognizes need for support or evidence; identifies relevant and material evidence in support of most conclusions; usually curious and willing to explore varied approaches to	Fails to fully examine or evaluate principal assertions or key evidence; often overlooks important issues or does not fully explore relevant information; prone to maintain or defend own views without good cause; occasionally takes positions or draws conclusions when supporting evidence is weak.

Course Delivery: Import issues

- Establishing classroom environment
- Work in a team: Student support, etc.
- Cordial communications
 - No facial or tonal expressions in communications
 - Diamonds and emails are forever
- Deadlines matter
- More instructions for students



How do you
monitor online
faculty?

Types of monitoring

- Mentor first time faculty
- Administrators monitor faculty and students
- Early student evaluations
 - Focus on classroom environment
 - Not learning outcomes

Monitoring--policies

- What to look for?
 - Lack of participation
 - Timeliness/effectiveness of participation
 - Timeliness/appropriateness of feedback
 - Timeliness/distribution of grading
 - Set standards, response within 24 hours, etc
 - Style of participation
 - Friendly, but firm
 - Professional, but warm and fuzzy

Evaluation

- End of seminar
 - Learning outcomes
 - Create aggregate data for baseline evaluations
- Is there a feedback loop?



Magna: Step-by-Step

- Prepare faculty to teach online
- Three areas
 - Course Development
 - Course Delivery
 - New technologies