Designing Successful Faculty Training for Online Teaching

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http://youtu.be/qx1fTRqLKXE
Why is teaching online considerably different than teaching on-ground?
Topics

• State of Online Teaching and Learning
• Basic Learning Theories Underlying Online Teaching
• Research into Best Practices in Online Teaching and Learning
• Research into Faculty Development for Online Teaching
• What MOOCs tell us so far about best practices and student learning
• Strategies in Faculty Development for Teaching Online
State of Online Teaching and Learning

• According to: Sloan Consortium’s 2012 Study¹:

1. 12% of Higher Ed institutions have or are planning MOOCs
2. 70% of Higher Ed institutions see online education as strategic
3. Number of additional students taking online courses has grown (by over 570,000 to a new total of 6.7 million – 32% overall)
4. Perception that it takes more effort to teach online has grown (41.4% in 2006 to 44.6% this year)
5. Rating of online education as the same or superior than f2f has grown (57.2% in 2003 to 77% today)
6. CAOs perception of acceptance of online education by faculty remains low (at 30.2%)
7. There is concern about discipline of OL students and low retention rates (56.1% in 2007 to 73.5% today)

¹ Changing Course: Ten Years of Tracking Online Education in the United States – The Babson Research Survey Group
State of Online Teaching and Learning

• ¹In California:
  • Largest online system of higher education
  • 1354 degree programs
  • Over 19,900 courses
  • 167 accredited colleges and universities offering courses online
• CA Senate Bill 520 (Steinberg) allows credit for students who take MOOCs from for-profit companies (status: in Higher Ed Comm)

¹California Virtual Campus – www.cvc.edu
Basic Learning Theories Underlying Online Teaching
Adult Learning Theory

- Malcolm Knowles studies adult learning (1950’s)
- Defines Andragogy (how adults learn) vs. Pedagogy
Knowles’ Assumptions of Adult Learning

Adults have:

1. **Self-concept** – maturing to become self-directed
2. **Experience** – being a resource for learning
3. **A Readiness to learn** – becoming oriented to the task of one’s social roles
4. **Orientation to Learning** – applying immediately what one learns to the problem(s) at hand
5. **Motivation** – an internal desire which motivates learning
Constructivism

- Constructing knowledge vs. receiving it
- Transmission modes of education ≠ address misconceptions
- Learning by confronting misconceptions
Learner-Centered Teaching

• Maryellen Weimer (2002) gave five key changes in practicing a learner-centered classroom environment:
  • Balance of power > student equality
  • Function of content > learning skills
  • Role of the teacher > facilitator
  • Responsibility for learning > student acceptance
  • Purpose & process for evaluation > promotes learning
Basic Learning Theories Underlying Online Teaching

- Adult Learning Theory
- Constructivism
- Learner-centered Teaching

Therefore, any good online teaching tools, course design, or teaching method should be based on these theories.
Research into Best Practices in Online Teaching and Learning
Best Practices (observations)

• Distance education driven by technology innovations
• Wealth of innovative technology tools being discussed and utilized
• While technology training is available, faculty is skeptical
• Best practices (seem) standardized
• Still need more emphasis on understanding online pedagogy
Best Practices

• Key elements of a good online course:
  • Quality Course Design (e.g. using Quality Matters rubric – MarylandOnline)
  • Quality Performance from the instructor (utilizing best practices)
  • Support Services (technology support)
Best Practices (some basic principles)

- The instructor functions as a moderator and equal member of the e-learning community.
- The learning community is especially significant in effective distance education.
- Distance education needs to be interactive.
- Goals of online teaching should include facilitating higher-level, thinking skills, such as analysis, synthesis, and evaluation.
- Effective distance teaching strategies include requiring the following: posting of biographies, interactivity projects, collaboration, and participation.
- Web sites for distance courses should include syllabi pages with course goals, objectives, requirements, procedures, policies, schedules, required materials, and contact information.

¹Howard, Diane. (2003). The Rewards of Effective Facilitation of Online Learners.
Best Practices

• Whatever practice is utilized should be based upon the underlying learning theories of online teaching and key elements of online courses, especially quality instructor performance.

• How do we maximize instructor performance?

A good faculty development program
Research into Faculty Development for Online Teaching
The Issues:

- Dramatic increase in online courses
- Requires dramatic paradigm shift in pedagogy
- Higher education (especially community colleges) has challenge in helping faculty make paradigm shift
Study:

- Attempts to describe state of online teacher training
- Survey to faculty on opinions of their online teacher training
- What can we learn to effect faculty development?
• Research Questions:
  1. Which areas of training for online teaching do instructors perceive as being most important?
  2. How satisfactory do online instructors perceive of the training they receive?
  3. How do online instructors perceive the quality of the training offered by their institution?
• Results:
  • Q1 – Most important areas of training – technology and online teaching activities
  • Q2 – Most satisfied w/technology training, but not enough emphasis on pedagogy
  • Q3 – Quality of institution’s training is based upon: student-to-student communication, faculty and student evaluations
What MOOCs tell us so far about best practices and student learning
MOOCs, what are they?

- MOOCs are Massive(ly) Open Online Courses
- Taught by university/college instructors freely open to the public
- Hosted by third party private companies
- Focus is on short video lectures and interactive quizzes for instant feedback
- Given by professors from “high-quality” institutions
MOOCs, who’s involved?

- Coursera – Stanford faculty: Daphne Koller, Andrew Ng
- Udacity – Stanford faculty: Sebastian Thrun, Peter Norvig
- edX – Harvard and MIT faculty: Anant Agarwal, Alan Garber, Michael Smith
MOOCs, growth rate
MOOCs (growth for Coursera)

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<th>Students</th>
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<td>81</td>
<td>3.8 mil</td>
<td>190+</td>
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MOOCs, what we’ve learned so far

• Quotes from MOOCers:
  • “Personalized curriculum: it’s not one size fit all”
  • “Students need to practice with the material”
  • “Here, every student needs to engage in the material”
  • “This ability to interact actively with the material...is essential to student learning.”
  • “Peer grading is a surprisingly effective strategy...”
  • “A global community is formed around a shared intellectual endeavor”
MOOCs, other things noticed

- Peer grading and even self-grading are correlative to instructor grading.
- In a large community of learners, students are able to interact with each other on a deeper level than in a typical classroom.
- Students formed themselves into study groups, some physical and some virtual without prompting from the instructor.
- Data is being collected to form data-driven rather than hypothetical theories on human learning.
- The lecture format needs to change into active learning in the classroom.

¹“The Impact of Self-and Peer-Grading on Student Learning” (Sadler and Good, 2006)
MOOCs, critiques (by faculty and admin)

• Lectures are face-to-face interactions
• Public lectures will never replace online ones
• Quality of live student interactions during lectures not the same online.
• (Teaching) Humanities inherently against/skeptical of online education
• Certain seminar classes best taught discussion-based; online discussion forum very different from an onground one
• Feedback from students not as insightful as a highly-skilled professor
• Writing instructor’s line by line feedback not possible
• Construct knowledge, not just consume it
• Undergraduate experience irreplaceable by technology
MOOCs, observations

- Have some characteristics of good online courses
- Mostly driven by technology
- Heavily influenced by private for-profit entities
- Jury still out on their effectiveness and place in higher education
- Potential to drastically change delivery of higher education (e.g. SB 520)
Strategies in Faculty Development for Teaching Online
Faculty Development Strategies

• Create culture of staff development
  • College faculty resource page for internal use
  • Faculty-driven DE (staff development) committee
  • Administrative support

• Promote faculty development networking
  • Local conferences
  • Academies
  • Network with other colleges
Faculty Development Strategies

- Academies
  - MSJC Academy – Mt. San Jacinto biannual faculty training
    - 3 days faculty development
    - Effective Practices in Online Teaching & Learning
    - Blackboard tools and teaching strategies
    - Other professional development
  - DEA (Distance Education Academy – biannual training) – Victor Valley College
    - One day faculty development
      - In cooperation w/@One
      - Victor Valley College faculty workshops
  - MSJC and VVC reciprocal training
Faculty Development Strategies

• Promote Certifications to Professionalize Training (examples)
  • COAT (Certificate for Online Adjunct Teaching) – MarylandOnline.org
    • Competencies:
      1. Orientating students to online learning
      2. Technology skills
      3. Learning Management System (LMS) skills
      4. Basic instructional design principles
      5. Pedagogy/Andragogy
      6. Social process and presence
      7. Managing assessment
Faculty Development Strategies

• Promote Certifications to Professionalize Training (examples)
  • @One “Online Teaching Certification Program
    • Outcomes:
      1. Demonstrate mastery of iNACOL’s standards quality for online teaching
      2. Demonstrate CA DE policies and regulations
      3. Design/Facilitate student-centered learning activities
      4. Design/Develop/Teach course w/teacher-student & student-student interaction
      5. Demonstrate effective use of course management system
      6. Meet student diversity needs

• 5 Core Courses:
  1. Introduction to Online Teaching and Learning
  2. Course Management Training
  3. Building Online Community with Social Media
  4. Designing Effective Online Assessments
  5. Practicum: Designing an Accessible Online Course
Faculty Development Strategies

- Promote Certifications (examples)
  - The Sloan-C Online Teaching Certificate
    - 9-week foundation course
      - Week 1 – Introductions
      - Week 2 – Quality Online Courses and Teaching
      - Week 3 – The Syllabus and Schedule
      - Week 4 – Online Learning Communities
      - Week 5 – Emerging Technologies
      - Week 6 - Assessment and Evaluation
      - Week 7 - ADA, Usability, & Copyright
      - Week 8 - Workload Management
      - Week 9 - Wrap Up & Next Steps
Faculty Development Strategies

Conclusion

• There is a paradigm shift from onground to online teaching.
• Teaching online requires faculty to be trained.
• Training should be based upon proven learning theories.
• Colleges should focus on staff development for online teaching.
• Faculty who teach online need professional training with quality standards to ensure quality instruction.
Evaluation Survey

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http://onefortraining.org/