



“This is what it’s like on the frontlines”: Training faculty to teach online



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Theoretical Framework

- Gagne, R. (1985). The Conditions of Learning (4th ed.). New York: Holt, Rinehart & Winston .
- Chickering, A. and Gamson, Z. (1987). Seven principles for good practice in undergraduate education. *American Association of Higher Education Bulletin*, pp.3-7
- Graham, G., Cagiltay, K., Craner, J. Lim, B. & Duffy, T. M. (2001). Seven principles of effective teaching: a practical lens for evaluating online courses. *The Technology Source*, March/April 2001.

Original OIC Course Results

- Course design
 - Two parts: Theory and Blackboard
- Instructors
 - DL Director & Blackboard Administrator
- Faculty success rates
 - Retention rate = 56%
 - Teaching rate = 38%

Redesigned OIC Course Results

- Course design
 - Integration of Technology and Theory
- Instructors
 - Distance Learning Faculty members
- Student success rates
 - Retention rate: 87%
 - Teaching rate: 92%

Success Strategies

1. Conduct preliminary assessments
 - Participant interviews
 - Meetings with participants (connecting)
 - Pre- and Post-testing
2. Computer lab sessions
 - Provide a way for learners to get hands on experience if needed.
3. Use Humor
 - “Madame Lazonga”

4 “How to” instructions

- Stress skills that have learners actually practicing and repeatedly using Blackboard skills throughout the course.

5 Meaningful assignments

- Back-up plan
- Development timeline
- Design with student retention in mind

Success Strategies cont.

6. Moderated discussion boards

- Provide ample opportunities for discussion so they see more than one way of using discussion in a DL course.

7. Peer reviews

- Provide plenty of opportunities for them to interact with and give feedback to other learners in the course. This way they begin to see how to evaluate courses but also how students will be evaluating their own course.

6. “Visitor” status for existing courses

- Give them lots of good examples they can borrow from without feeling they are just duplicating someone else's course.

7. Evaluation rubrics

- Have a course rubric that they can use to do self-evaluation and evaluation of other courses. (Quality Matters)

9 Cohort experience

- Partner projects assist in strengthening their experience and improve retention.

10 Faculty Resources Shell

- Provide a way for learners to get help & feedback after the course is over.

Questions????

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