ASYNCRONOUS MODEL FOR FACULTY ORIENTATION

SIDLIT 2012 August 2-3
Gail Cullen
AGENDA

SOUTHWESTERN COLLEGE – PS ORIENTATION BACKGROUND
ASYNCHRONOUS MODEL – GOALS
WEEKLY THEMES & ACTIVITIES
NEXT STEPS – A WORK IN PROGRESS
SOUTHWESTERN COLLEGE - OUTCOMES

Critical Thinking
Ethical Reasoning
Leadership
Communication
Career Preparation
ORIENTATION BACKGROUND

- F2F 2-3 hours
- F2F community
- Saturday conference call
- Blackboard shell – 3 weeks
- Blackboard shell – 4 weeks
- Now 6 week asynchronous course
THE GOALS OF THE MODEL

*Focus is on demonstrating the value of Experiential Learning coupled with Applied Learning and Reflection*

- Model how to create the learning community within a course.
- Set an example for engaging learners and being responsive to adult learners’ expectations.
- Demonstrate how to turn fear and anxiety into teachable moments.
- Ensure participants have an opportunity to use system tools while in training.
- Observe participants’ potential for success using technology.
- Demonstrate professional communication and netiquette.
- Use applied learning and reflection for best practice instruction.
WEEKLY THEMES & ACTIVITIES

The Weekly Themes move from general and conceptual activities to hands-on active learning, reflective, and applied learning activities.

The common thread throughout all weekly themes is to engage collaboratively as we identify and encourage best practices for Professional Studies courses.
WELCOME
Create the Community
Identify Experience
Set the Tone for a Collaborative Experience

Welcome to the Summer 2012 Affiliate Faculty Orientation & Certification Training! It is a pleasure to have you join our Affiliate Faculty Team and I hope you will enjoy the joining as we examine the various activities of the course together. We have a diverse group of six faculty members, each with a theme around the content and discussions with activities. There will be multiple tasks each week so be sure to check in early and often as we move through the course.

Week One is focused on the Professional Studies faculty learning community and instructions on processes but also what drives educational excellence. You will receive a practice classroom and instruct the professional faculty members. Each week we have a theme around the content and discussions with activities. There will be multiple tasks each week so be sure to check in early and often as we move through the course.

Week Two will be reflecting on what we know about educational excellence in 21st Century teaching. We will be exploring and submitting a final outcome-based project from potential ideas. Finally, in Week Six we will be assessing and completing a final project-based project. You will be given a topic once we are done - develop a project that is to provide you with the foundation for a successful beginning with Southwestern College Professional Studies. We have a variety of backgrounds.
Welcome to Our College Our Learners

Week 1: Checklist and Learning Outcomes

Learning Outcomes:
- Demonstrate an acceptance and understanding of the Southwestern College culture and mission.

- Complete the course navigation and familiarize yourself with the course materials.

4. Participate in Our College Discussion Forums.

5. Submit your completed Week 1 assignment.

6. Join the Live Chat on Saturday, 09:30 a.m. CDT.
WEEK TWO

Teaching Excellence

Faculty Resources
WEEK THREE

Practice using the LMS

Practice using the Web Conferencing for Live Chats

2012 (07/02/2012 - 08/12/2012)
(PSC405)

Announcements
Start Here
Recorded Chat July 7th
Syllabus and Overview
Faculty Information
Academic Resources
Course Materials & Links
Discussion Board
Meet Lead Faculty
Group Area
Week One
Week Two
Week Three
Week Four
Week 3 Checklist and Learning Outcomes

Checklist

1. Review the Week Three Activity Instructions below
2. Contact Martin.Clements@sogans.edu for your personal Elluminate Live! account log-in and password if you have not already received that from her
3. Practice a Blackboard Collaborate (Elluminate Live!) chat session and participate in the related Discussion Forum
4. Add your first Post/Welcome Announcement in your practice BB classroom
5. Post your first Post/Welcome Announcement in the 'First Post' Discussion Forum for feedback from your peers

Learning Outcomes

- Use the learning management system tools and technology successfully.
- Engage in collegial feedback and reflection with faculty peers.

Week Three Guide to the Activities

As you can see from our checklist, we will be having an action packed week! I understand busy lives and I am happy to work with you when you have challenges. Be sure to communicate your situations with me and we will work through the challenges together.

One of the activities you will be doing is to try out the Blackboard Collaborate software, previously known as...
WEEK THREE PRACTICE CHATS

Web Conferencing
Recording Capabilities
Audio and Webcam
Polls or Surveys
Facilitate Group Activities
Learner Engagement
<table>
<thead>
<tr>
<th><strong>Live Chat Experience and Discussion Post (10 Points)</strong></th>
<th>90-100%</th>
<th>80-89%</th>
<th>70-79%</th>
<th>Really? I don't need this one, right?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Technology</strong> (1 point)</td>
<td>Created chat and posted the link for participants to join.</td>
<td>Created the chat but forgot to post the invite link successfully.</td>
<td>Unable to create or post the chat link</td>
<td></td>
</tr>
<tr>
<td><strong>Communication</strong> (3 points)</td>
<td>Greeted attendees and had a conversational style with chat participants</td>
<td>Had some conversations with attendees during the chat</td>
<td>Forgot to greet participants as they joined and did not ask questions or otherwise engage with participants.</td>
<td></td>
</tr>
<tr>
<td><strong>Experimenting</strong> (1 point)</td>
<td>Presented clearly but left time to try out a few things</td>
<td>Presented but used only one tool</td>
<td>Only talked and did not present or use any tools</td>
<td></td>
</tr>
<tr>
<td><strong>Attending Others' chats</strong> (2 points)</td>
<td>Attended at least two others' chats</td>
<td>Attended only one other chat</td>
<td>Attended no other chats</td>
<td></td>
</tr>
<tr>
<td><strong>DB Experience</strong> (3 points)</td>
<td>Met all DB participation requirements</td>
<td>Met most of the DB participation requirements</td>
<td>Met some of the DB participation requirements</td>
<td></td>
</tr>
</tbody>
</table>
WEEK FOUR

Observing an Active Classroom

Facilitate a Discussion Forum

Learning Outcomes

- Evaluate and describe a quality classroom from first hand observation.
- Anticipate appropriate Classroom Management techniques.
- Discover new ways to ask questions to promote higher learning.

Week Four Guide to the Activities

This week there are 3 main activities on which you will be working. First, we will have another group activity where you will be monitoring a discussion question in a small group area. You will be assigned to a specific group and within that group you will create a discussion question (forum) on any topic that aligns with the name of the group you have been assigned. For example, if you are assigned to the Career Preparation group, you will create a discussion question on something in that category. Within that same group area, you will be responding to the discussion forums others have created. Essentially, you will monitor your own forum and "play student" in the others' forums. I will also be playing a role in your groups.

Second, after you monitor the discussion forum you created in your small group location, and you respond to your peers who are acting as learners, we will all participate in the large classroom forum -- our main class discussion area, Classroom Management.

By now, you have gained some good practice as a student in our training classroom so the third activity this week is getting access to a live classroom (online) to observe. If you are teaching an on ground class, we will make arrangements for you to observe a class in our ground environment. You will have teaching assistant status in the online classroom so do not try to edit anything because to see the grades center they had to give you TA status. Also, you are an observer so you will not participate in discussions, etc. Toward the end of the week you will return to our classroom and...
CREATE AND MANAGE A MOCK D.B.

Create forums

Small groups

Institutional Outcomes are the topics for each group

Learner and Instructor Roles

Generic Student ID used to engage in forum
WEEK FIVE

Assessments

Rubrics

Course Design

Week 5 Checklist and Learning Outcomes

Checklist

1. Review the Week Five Activity Instructions below.
2. Review the APA guidelines for writing papers.
3. Grade (according to APA guidelines) and submit feedback on a sample student paper using a rubric from the AFR site or one of your own.
4. Review the Quality Matters and sample course rubrics in the AFR site.
5. Participate in the Using Rubrics Discussion Forum.
6. Participate in the Course Design Discussion forum.

Learning Outcomes

- Create, critique, and use rubrics for grading various types of assignments.
- Locate and use the resources available to the Affiliate Faculty.

Sample Papers for Grading

Choose a paper from this folder to use for your assignment this week to demonstrate/practice your skills in grading and student feedback.

Week Five Guide to the Activities

Aha, now we begin the process of evaluation and assessment...This week, you will choose a sample paper provided in the previous three weeks and submit your feedback to your Lead Faculty member for grading and comments. Your Lead Faculty member will also provide you with feedback on your work in the form of comments and scores. Please ensure that you have read the Course Design Guidelines and the Using Rubrics Discussion Forum before you begin this week's activities. Good luck!
WEEK SIX

Creating a Course Project

Peer Feedback

Reflection and Commitment

Learning Outcomes

- Create an outcome based project for specific course content.
- Engage in collegial feedback and reflection with faculty peers.
- Make a personal commitment to instructional expectations and standards at SCPS

Week Six Guide to the Activities

During our final week together we will be collaborating on your final projects in one of our discussion forums. After you share a general/executive summary of your final project assignment with your peers, you can fine tune it and submit a final draft of your project to the assignment link below. The due date for your final draft is the last day of our training class. It might be a project you are working on for your upcoming course or for a course you are interested in teaching.

The second discussion forum this week is for you to reflect on our six weeks together and respond to the questions about your learning and interaction in the classroom. This reflection forum is modeled after our philosophy of teaching that includes reflective learning and reinforcing the applied activities designed for achieving the course outcomes. As a best practice, SCPS affiliate faculty team member, just like our learners, we want you to take away important information that aids your competency on the course content. It is not about what you know but what you can use of what you know!

After we complete our time together, you will be receiving additional information that will guide you through the assignment of your first class, mentoring for your first session, and any other administrative details still needing to be completed for your faculty file. We leave this course open perpetually so you can always return and review anything we have covered or discussed during your orientation.
EMPHASIZING COLLABORATION

Extend the Discussions to the Faculty Forums

Engage with the Content Area Lead Faculty

Week 6 Checklist and Learning Outcomes

Checklist

1. Review the Week Six Activity Instructions below.
2. Complete a draft of a final project for a course you may be teaching.
3. Collaborate with others on projects in the Final Project Discussion Forum.
4. Reflect on what we have covered and participate in the Reflection Discussion Forum.
5. Submit final draft of your project.
6. Remember your documents on course preferences (located in Week Four menu) to be submitted.

Learning Outcomes

- Create an outcome based project for specific course content.
- Engage in collegial feedback and reflection with faculty peers.
- Make a personal commitment to instructional expectations and standards at SCPS
SUMMARY-CONTINUOUS PROGRESS

- Six week learning aligns with academic calendar
- The course models the PS classroom
- New faculty assume the student role
- Faculty expectations are the learning outcomes using applied learning
- The collaboration continues in faculty forums beyond the training course
Questions?
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