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

 vår 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.
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 to the Summer 2012 Affiliate Faculty Orientation & Certification training class! It is a pleasure to have you join our Affiliate Faculty Team and I hope you will enjoy the journey as we examine the various activities of the course together. We have a diverse group so I am looking forward to our six weeks together!

The course is designed for participation and reflection on your becoming one of our "Best Practice" 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 One is focused on the College and we will be concentrating on the learners and our mission. Week Two is an examination of the Professional Studies faculty learning community and instructions on processes but also what drives educational excellence. You will receive a practice classroom and orientation to our Blackboard Learn course management system.

In Week Three we will reflect on what we know about educational excellence, our PS teaching philosophy, as well as practicing with additional resources and approaches to engaging learners. You will have an opportunity to demonstrate your understanding of our perspectives on excellence in the classroom.

Week Four will give you an opportunity to observe an ongoing class and you will also have an opportunity to lead a group discussion in a mock group activity here in our classroom. By the time we get to Week Five, we will be demonstrating our skills for grading and the use of rubrics and other course design expectations at SCPS.

Finally, in Week Six we will be posting and submitting a final outcome based project for a potential course and offering peer reviews of each other's projects. I know you will agree (once we are done - smile-) that the time goes by very quickly but our goal is to provide you with the foundation for a successful beginning with Southwestern College Professional Studies. We have a variety of backgrounds
WEEK ONE

Our College

Our Learners

Week 1 Checklist and Learning Outcomes

Checklist:

1. Review “Start Here” menu and get comfortable with the course navigation.
2. Complete your introduction and greet others.
3. Review the Week One Activity Instructions below.
4. Participate in Our College Discussion Forums.
5. Participate in Our Learners Discussion Forums.
6. Join the Live Chat on Saturday, 9:30 a.m. CDT.

Learning Outcomes:

- Demonstrate an acceptance and understanding of the Southwestern College culture and mission.
- Articulate the challenges and perceptions of the adult learner.
WEEK TWO

Teaching Excellence

Faculty Resources
WEEK THREE

Practice using
the LMS

Practice using
the Web
Conferencing
for Live Chats
WEEK THREE PRACTICE CHATS

- Web Conferencing
- Recording Capabilities
- Audio and Webcam
- Polls or Surveys
- Facilitate Group Activities
- Learner Engagement
# INSERTING SOME RUBRIC FUN

## Live Chat Experience and Discussion Post (10 Points)

<table>
<thead>
<tr>
<th></th>
<th>90-100%</th>
<th>80-89%</th>
<th>70-79%</th>
<th>Really? I don't need this one, right?</th>
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<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>
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<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>
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<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>
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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 grade 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...
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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