Kathy Keairns, Director of Web-Based Learning
Office of Teaching & Learning, University of Denver (DU)

Objectives

- Describe best practices for faculty development programs
- Share how faculty development programs for online teaching impact face-to-face pedagogy.
- Share research that describes how faculty development and teaching online has a positive impact on teaching and learning in all types of classrooms.
- Describe the format and objectives of the Teaching Online Workshop and its impact on face-to-face teaching at the University of Denver.

The Problem

Historically, college faculty members learn how to teach based on how they were taught over their many years as students in a college classroom. Unfortunately, the "dominant paradigm for preparing colleges teachers has not, with few exceptions, included instruction about learning."[1]

According to Dr. Richard M. Felder, Professor Emeritus of Chemical Engineering,

"College teaching may be the only skilled profession for which no preparation or training is provided or required. You get a Ph.D., join a faculty, they show you your office, and then tell you "By the way, you're teaching 205 next semester. See you later." The result is the consistent use of teaching techniques that have repeatedly been shown to be ineffective at promoting learning."

Dr. Richard M. Felder, used by permission

Another outspoken critic about the lack of opportunities for college faculty to learn about teaching and learning is author and researcher, L. Dee Fink. Dr. Fink recently visited the University of Denver during our Teaching and Learning Week to talk about high impact teaching practices. During his session for administrators, he made it very clear why he believes it is no longer acceptable to NOT require faculty to know about proven teaching strategies before they become college level teachers.

Kathy Keairns and Dr. Fink

Dr. Fink's recommendation to our administrators was to make professional development about teaching and learning, the 4th obligation of faculty members, in addition to the traditional emphasis on research, teaching, and service. In Fink's foreword to Davis and Arend's *Facilitating Seven Ways of Learning* book, he bluntly states that the lack of emphasis on requiring higher education faculty members to know about proven strategies that promote learning is the "shame of higher education today."

Solutions

According to John Sener, author of *The Seven Futures of American Education: Improving Learning and Teaching in a Screen-Captured World*, online education has become a major "source of faculty development and rejuvenation in US higher education." Online education requires that faculty change their approach to teaching. There is a growing body of evidence that faculty apply best practice about teaching online to the design and development of their face-to-face courses.

THE SEVEN FUTURES OF AMERICAN EDUCATION
JOHN SENER
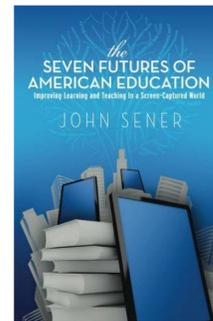
Best Practices for Faculty Development Programs

- Design and development based on adult learning principles
- Provide training in an authentic context in which to experiment and apply new skills
- Actively engage participants
- Create opportunities for faculty to connect with colleagues
- Designed intentionally to inform and change faculty's face-to-face teaching practices.
- Provide opportunities for reflective writing and discourse about online teaching assumptions
- Target program content to the needs and interests of the participants
- Model recommended techniques and provide opportunities to practice
- Adhere to and share quality standards
- Offer incentives and/or recognition
- Endorsement and support by administration and colleagues

How Learning to Teach Online Impacts Face-to-Face Teaching and Course Design
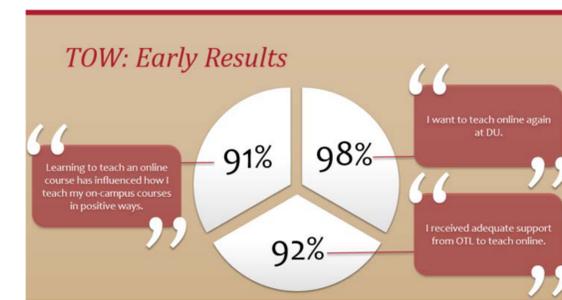
- Improved use and integration of digital media and technology in face-to-face classes
- Increased usage and better organization of content within the Learning Management System (LMS)
- Greater attention to alignment of course outcomes with instructional materials, activities, and assessments
- Greater appreciation of the student perspective
- Move from a teacher-centered to learner-centered classroom
- Increased communication with students
- More open to learning more about pedagogy and course design for all courses

Dr. Carol Johnson
2010 TOW Graduate
eLearning Consortium of Colorado Conference

Teaching Online Workshop (TOW) Objectives

- Identify how and where to locate resources for the design and facilitation of your online course.
- Develop an organized and effective syllabus appropriate for an online class.
- Design an organized and logically structured online course.
- Identify types of activities most appropriate for online learning.
- Demonstrate the use of evaluation tools (e.g. assignments, quizzes, rubrics) within the Learning Management System.
- Identify components of a quality online course using the Quality Matters rubric.

History & Evolution
Teaching Online Workshop (TOW)

2005 — 1 Distance Learning Workshop — 2 Teaching Online Initiative — 3 Requirements/Expectations for All — 4 QM Standards Integrated — 2015

TOW: Early Results

91% — Learning to teach an online course has influenced how I teach my on-campus courses in positive ways.

98% — I want to teach online again at DU.

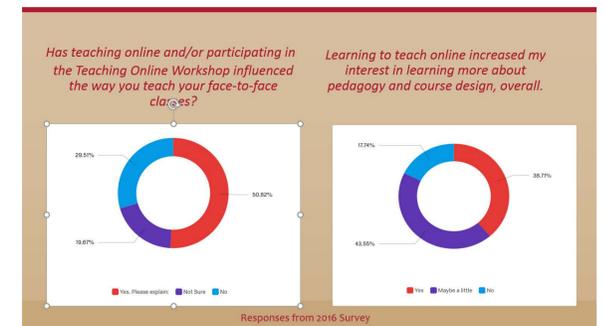92% — I received adequate support from OTL to teach online.

Faculty Testimonials

"Being a student in an online class was a practical way to experience what our students will encounter and it was a helpful first look for me, since I have never taken an online class before."
Gender & Health Instructor

"I really enjoyed and appreciated this course. I can't imagine trying to teach an on-line course without this training. I anticipate using many of the on-line learning activities for other 'traditional' courses."
Social Work Instructor

"Participating in the TOW helped me recognize what quality online learning looks like and changed my perception of online courses for the better. As a student in this online workshop, I was able to experience firsthand how thoughtful course design and judicious use of multimedia tools can come together to create a rich learning environment."
Assistant Professor, Psychology

Workshop: Design

5 Weeks

- 1 Week
- 1-3 Hours
- Readiness & Introductions
Pre-Workshop

Workshop Weeks 1-3
- 5-10 Hrs/Week
- Discussions, QM Activities, Peer-Reviews

- 1-2 weeks
- 3-5 hrs/week
- Presentations, Self-Reviews
Post-Workshop

Impact on Face-to-Face Teaching Practices

Has teaching online and/or participating in the Teaching Online Workshop influenced the way you teach your face-to-face classes?

Learning to teach online increased my interest in learning more about pedagogy and course design, overall.

Responses from 2016 Survey

- "It has emphasized the need for frequent communication, not just once a week in a classroom."
- "Organization of content on Canvas for the face-to-face class is more organized as result of my online course teaching."
- "I have added more incremental learning objective measurements to enable me to adjust the course to better meet student needs and identify individual student challenges."
- "Absolutely, I am much more organized and use many of the things I learned in online classes I've taken in my F2F classes."

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