

2. FACULTY TRAINING

In order for faculty to receive training opportunities, a staff member with instructional design experience will be assigned to organize and coordinate training workshops in Web based instruction, interactive video, and in developing video based courses.

Goal 2A. A staff person will be available on an on-going basis to provide mentoring and one-on-one help in development and teaching of distance delivered courses.

As shown in Table 2, one-half (.5 FTE) of a staff member's time has been assigned to provide mentoring and one-on-one help in developing and teaching distance delivered courses.

Goal 2B. Staff from Distance and Continuing Education and Information Services will develop and participate in teaching faculty workshops.

Faculty Development and Training

From June 1999 to June 2000, one DCE staff operated as a Distributed Learning Developer for the Communication Media Center under Information Services at Oregon State University. In this capacity, this staff member worked directly with OSU faculty and other staff to assist in the development of distance education courses. This involved a range of services from ad hoc consulting by phone to full design, production, and mentoring. A large part of this position's responsibility was to help instructors plan and design their uses of educational technology and to provide coaching in the practices that lead to successful distance education teaching. This staff member provided assistance to approximately 35 faculty and staff members in the development of 51 courses or course elements.

Typically, interaction with a faculty or staff member starting course development involved 1-3 meetings to determine the needs and options for the course. Technologies were then recommended (e.g. CourseInfo course management system, web-editing programs, email lists, etc.) and training time was dedicated to the individual faculty or staff member. In most cases, the faculty development staff assisted in the design of course organization (e.g. task-based, week-by-week, topic-based, etc.) and in the design of specific lessons and activities. A significant part of this design work was to develop communication elements of the course, such as class discussion activities, group projects, peer review and draft revision processes, and web-based research activities. Listed below are the four general functions performed by the faculty development staff.

Consult. This category includes interactions as brief as a 15-minute phone call to assist with a technical matter to a complete needs assessment and technology recommendation. The basic task in all cases is to determine what the

individual's objectives are, what they need to accomplish those objectives, and which methods and technologies are best suited to those aims. The 35 faculty supported by this project were assisted by at least one meeting with needs assessment and recommendation.

Design. Designing for distance education courses listed in Project Funded Support included:

- Web interface design
- Course organization
- Organizing the process of content development
- Developing dynamic methods of displaying tabular information
- Scripting video productions
- Flowcharting website structures
- Designing student-student communication activities
- Designing group project methods
- Scripting animated programs
- Designing interactive glossaries
- Developing the theory and methods of a dynamic feedback mechanism
- Specifying the characteristics of online interactive labs

Training. Training consists of all the varied tasks it takes to raise the technical competency of a faculty or staff member to become self-sufficient in producing and controlling technology-based media.

- Web-editing tools and methods
- HTML
- Unix
- Email for classroom communications
- MS Outlook as a dynamic feedback tool
- Producing Web forms
- Using Lyris email lists
- Threaded web board use
- Image editing tools
- Web browser use
- Creating animated images
- Javascript

Produce. In several cases the faculty development staff took on the role of producing and implementing the web-based elements of a course or course part. This included html markup of web pages, layout of web pages, image selection and editing, web site creation, online quiz and exam creation, email list management, threaded web board activity production, and javascript implementation.

Faculty Training Activities

Over the project-reporting period, "Teaching from a Distance Workshops" were designed as intensive orientations to distance educational concepts, technologies, and methods. A primary objective of these workshops was to equip faculty or staff members with sufficient general knowledge to make technology choices and plan initial strategy in order to start the process of distance education course development. In most cases the faculty or staff were expected to follow-up the sessions with consultation with the technical staff in the Communication Media Center. The three days of the workshop conveyed demonstrations, lectures, hands-on exercises, and panel discussions. Presenters covered four main areas: (1) Administrative aspects of distance education, (2) Distance education resources, (3) Interactive television and video, (4) Web-based teaching and learning.

Independent "Distance Learning Web-Enhancement Workshops" covered an eight-week period in the summer of 1999. This workshop series was provided with the major objective being to raise the computer use skills of faculty and staff to the point of being self-sufficient in the production and management of course materials within the CourseInfo course management system. While the mechanical operations (e.g. creating web pages, using the grade book, etc.) were covered in the workshops, the prime focus was on the conceptual and planning methods needed for producing effective educational materials on the web. Participants worked collaboratively and individually in producing genuine projects (i.e. courses), most of which are now being offered through DCE. This workshop was successful enough that requests to repeat it were made by departmental colleagues of the participants. This workshop has now become a regular feature of the CMC-DCE faculty/staff development offerings.

Faculty Development

The faculty development team and Communication Media Center has been providing faculty and staff training in distance education since 1986. Over this last year, the staff from DCE and the Communication Media Center have taken a lead in providing faculty development and training for other universities within the Oregon University System of higher education. Courses, workshops, and seminars have evolved from one-on-one training into group training, full-day training sessions, 3-day training to 8 week training sessions once a week (see Table 6).

Faculty training and development are happening daily. Regularly scheduled sessions are conducted through the academic year and during the summer. These sessions are conducted in a faculty development area, enhanced computer classrooms, computer laboratories and enhanced interactive television classrooms.

Since July of 1999 the following faculty development training sessions have included;

Table 6. Faculty Development Training and Workshops

Date	Workshop Title	Participants
June 15-17, 1999	"Teaching from a Distance Workshop"	30
September, 8-10, 1999	"Teaching from a Distance Workshop"	30
June – August, 1999	"Independent Distance Learning Web Enhancement"	15

Goal 2C. Opportunities will be created for faculty to gather together for discussions on teaching and learning via distance education.

Planning has begun on the design and development of an online community for collaboration, research, and discussion. The tools are currently not ready for implementation. It is estimated that the online system for discussions on teaching and learning via distance education will be implemented during the second year of this project.