

2.0 Faculty Training

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.

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

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

Summary

Goal 2A. Faculty Training for the Teaching of Distance Delivered Courses

The OSU Project has assigned one staff member as a Distributed Learning Developer since 1999. This faculty training area provides faculty mentoring and one-on-one help in the teaching of distance education.

Goals 2B and 2C. Teaching Faculty Workshops and Discussions

The Distributed Learning Developer position also facilitates opportunities for faculty to gather together for discussions, workshops, and conferences on teaching and learning via distance education.

From June 2000 to June 2001 Distance and Continuing Education (.5 FTE) and Information Services at Oregon State University maintained a Distributed Learning Developer (.5 FTE) with the assignment of providing faculty with direct assistance, learning opportunities, and learning resources in their pursuit of distance education and technology enhanced projects.

This role resulted in:

- 1. Approximately 50 faculty assisted in distance education projects.*

From June 2000 to June 2001, DCE provided distributed learning development. DCE provided a staff member to work with OSU faculty to provide leadership in the support of DE staff and faculty development.

Individualized assistance to faculty has been shown to be a necessity. Many workshop participants continue their development by seeking one-on-one consultation. The consultation ranges from a single email or phone call in which a specific issue is raised and solved, to a long-range collaboration what spans several terms. In some cases the consulting staff member acts as a distance education in-class mentor, helping the faculty member solve problems during the term by acting as a technical assistant who is available to students as well as faculty. Most of the projects consulted on in this capacity are already existing distance education courses that are being revised.

2. 29 workshop sessions (some as portions of term-long series).

From June 2000 to June 2001, *Mastering Educational Technology for Academics* workshops were open to all OSU faculty and staff. The workshops here referred to include:

Mastering Educational Technology for Academia workshops (16 sessions)

These are general attendance workshops on a variety of educational technology issues including:

- Basic Blackboard Course Development
- Advanced Content Design for Blackboard
- Assessment Strategies for Blackboard
- Designing Discussion and Online Communication
- Teaching with Dreamweaver

Much of the focus has been on using the Blackboard tool-set to produce and deliver course materials. The emphasis of these workshops has always focused on DE design and pedagogical issues. Workshop participants learn to operate the relevant technologies in the service of a specific educational project. The workshops operate as mini courses, with readings, assignments, group interaction, feedback, and assessments. These workshops were promoted in OSU internal current events literature such as the "OSU This Week" publication and the Campus Events Calendar. An estimated 80 faculty attended these workshops (with some participants attending several offerings).

Individualized Distance Learning Course Web Enhancement seminars (12 sessions)

Individualized Distance Learning (IDL) Courses are traditional correspondence courses using paper and post delivery. The IDL Course Web Enhancement workshops were produced to assist IDL instructors in using Blackboard and the Internet to enhance their courses. This program assisted 15 IDL faculty members. Some of the faculty who were assisted, teach multiple IDL courses.

Distance and Continuing Education Faculty Workshops (1 session)

A workshop session designed to introduce DCE faculty/developers to the Blackboard course management system. Approximately 15 faculty members attended this session.

3. A *Mastering Educational Technology* website for learning about educational technology issues.

A website for users of Blackboard at OSU is in development at <http://osu.orst.edu/meta>. This site contains information about the uses of Blackboard course management tools. The META site also provides four sessions (six hours) video from the 2000-2001 of PBS/Dallas Teleconference series "Faculty Issues in Online Learning." These videos are viewable from the

OSU IP address (by contract with PBS) via streaming video. The sessions have been divided into short (3-10 min) segments and categorized by topic for ease of use. The topics covered are:

- Faculty Security in and Online World
- Implementing Information Technology into the Curriculum
- Intellectual Property in Online Education
- Student Retention in Distance Education

Relevant resources for each video portion are provided online as well as discussion forums for faculty. These resources are available to all OSU faculty, staff, and students.

4. A conference with a track on distance education methods.

The annual Computing and Philosophy conference (CAP) held at OSU in January ran a track in collaboration with DCE with three sessions devoted to issues in distance education in the humanities. The conference was internationally attended by 60 individuals, was webcast live, and is archived as streaming video at <http://osu.orst.edu/groups/cap>.

5. A conference session on the principles and values that should guide the uses of educational technology.

A three hour guided discussion with the purpose of developing a consensus on principles and values to guide the uses of educational technology was held at the CAP meeting. 15 participants attended the session. The results of the session are published in the American Philosophical Association Newsletter on Philosophy and Computers (Spring 2001, Vol. 00, No.2 Pp. 76-78).

6. Three publications resulting from these activities.

- Edwards, M, Cordray, S, Dorbolo, J. 2000. *Unintended Benefits of Distance Education Technology for Traditional Classroom Teaching*. Teaching Sociology. Vol. 28, No. 4, Pp. 386-391.
- Dorbolo, J. 2000. *The Philosopher's Web*. In Academic Research on the Internet. Laurence, H and Miller, W (Eds.) Binghamton, NY: The Hayworth Information Press.
- Dorbolo, J. 2001. *Principled Educational Technology*. American Philosophical Association Newsletter on Philosophy and Computers. Spring 2001, Vol. 00, No.2. Pp. 76-78.

Feedback and evaluations from faculty and staff utilizing the resources show that these strategies have been successful in supporting the development of OSU distance delivered undergraduate and graduate programs.