

## **2. 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 OSU Extended Campus 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 Oregon Distance Education 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.

From July 2001 to June 2002 The Extended Campus and OSU Information Services at Oregon State University maintained a distributed learning developer with the assignment of providing faculty with direct assistance, learning opportunities, and learning resources in their pursuit of distance education and technology enhanced projects. In January 2002, a new staff member (1.0 FTE), an instructional design and training associate, was added to the Extended Campus project development and training team increase the efforts of specifically providing faculty who would be teaching distance education courses with training and assistance.

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

The distributed learning developer and the instructional design and training associate positions also facilitate opportunities for faculty to gather together for discussions, workshops, and seminars on teaching and learning via distance education.

In the past year, the faculty training activities resulted in:

- *152 faculty assisted in distance education projects.*

Individualized assistance to faculty has been shown to be a necessity and the most successful methodology for training. This is evidenced as many of the workshop participants continue their development by seeking one-on-one consultation and qualify their reason as wanting one-on-one support and training. 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 in the process of being revised.

- *The Extended Campus' FORUM.*

In May 2002, The Extended Campus sponsored a Distance Education Forum to introduce departments and faculty to the new services and ways of working with the OSU Extended Campus. The University's president, to give the Extended Campus more exposure on campus, and to get "the word out" about this OSU unit and the services it provides, had originally suggested the idea of the Forum. The Forum was attended by forty faculty, staff, and administrators. The attendees included departmental chairs, deans, faculty, instructors, and department staff who were thinking of developing distance delivered degree programs or offering courses to non-resident students.

- *50 workshop sessions (some as portions of term-long series).*

From July 2001 to June 2002, *Mastering Educational Technology for Academics* workshops were open to all OSU faculty and staff. The objective was to provide OSU faculty, staff, and graduate students with opportunities to increase their skills in using educational technology for teaching and learning. Several technologies available to OSU educators were covered in the workshops. A common theme to all workshops was how to integrate a tool or technique into the OSU e-Learning Blackboard environment.

A total of 50 workshops presented in the 2001-2002 academic year, with the total attendance of 360. 107 participants were served in 31 open workshops. 253 faculty and staff were served in 19 Unit Directed Training sessions. Details on the workshops are shown on *Tables 8 and 9.*

**Table 8. Open Workshops**

**Fall 01**

No.	Date	Topic	Hour	Attendance
1	11/13	Blackboard Basics	1.5	5
2	11/14	Advanced Blackboard Technique	1.5	4
3	11/27	Blackboard Basics	1.5	8
4	11/28	Advanced Blackboard Technique	1.5	3
5	12/4	Blackboard Basics	1.5	4
6	12/5	Blackboard Basics	1.5	2
7	12/18	Advanced Blackboard Technique	1.5	7
<b>Total</b>			<b>10.5</b>	<b>33</b>

**Winter 02**

No.	Date	Topic	Hour	Attendance
1	1/15	Blackboard Basics	1.5	3
2	1/16	Advanced Blackboard Technique	1.5	1
3	2/5	Blackboard Basics	1.5	7
4	2/6	Advanced Blackboard Technique	1.5	2
5	2/12	Teaching with Dreamweaver	1.5	3
6	2/13	Blackboard Basics	1.5	3
7	2/19	Blackboard Basics	1.5	2
8	2/20	Teaching with Outlook	1.5	2
9	3/5	Advanced Blackboard Technique	1.5	5
10	3/6	Blackboard Basics	1.5	4
11	3/12	Blackboard Basics	1.5	4
12	3/13	Advanced Blackboard Technique	1.5	6
<b>Total</b>			<b>18</b>	<b>42</b>

**Spring 02**

No.	Date	Topic	Hour	Attendance
1	5/28	Blackboard Basics	1	4
2	5/28	Blackboard Basics	1	2
3	5/28	Advanced Blackboard Technique	1.5	2
4	5/28	Teaching with Outlook	1	2
5	5/29	Blackboard Basics	1	2
6	6/3	Blackboard Assessment (Respondus)	1.5	5
7	6/4	Blackboard Basics	1.5	3
8	6/5	Teaching with Dreamweaver	1.5	3
9	6/10	Blackboard Assessment (Respondus)	1.5	1
10	6/12	Teaching with Dreamweaver	1.5	4
<b>Total</b>			<b>13</b>	<b>28</b>

**Summer 02 (until the end of June)**

No.	Date	Topic	Hour	Attendance
1	6/25	Blackboard Basics	1.5	3
2	6/26	<b>Advanced Blackboard Technique</b>	<b>1.5</b>	<b>1</b>
<b>Total</b>			<b>3</b>	<b>4</b>

**Table 9. Unit Directed Training**

No.	Date	Unit	Hour	Attendance
1	10/2	Department of Pharmacy (Portland)	1.5	16
2	10/9	Department of Pharmacy (Portland)	1.5	16
3	11/2	Department of Pharmacy (Corvallis)	1.5	11
4	11/6	Department of Fish & Wildlife	1.5	9
5	11/6	College of Agricultural Sciences Managers Meeting	1.5	22
6	11/9	Department of Pharmacy (Corvallis)	1.5	8
7	1/22	Department of Rangeland Resources	1.5	10
8	1/22	Department of Food Science	1.5	15
9	2/5	Department of Computer Science	1.5	24
10	2/26	Department of Entomology	1.5	12
11	2/26	Department of Art	1.5	5
12	2/26	School of Education	1.5	4
13	2/26	Office of the Registrar	1.5	17
14	3/14	Department of Animal Science	1.5	21
15	3/14	College of Liberal Arts Managers Meeting	1.5	15
16	3/21	Department of Microbiology	1.5	17
17	3/21	Department of English	1.5	8
18	4/25	College of Health & Human Sciences	1.5	18
19	5/29	School of Education	1.5	5
<b>Total</b>			<b>28.5</b>	<b>253</b>

Open workshops were offered in OSU computer labs and were open to all OSU members. Marketing was implemented via the campus calendar and “OSU This Week”. Descriptions of the workshops and the registration form could be found at:

<http://oregonstate.edu/meta/workshops/>

Unit Directed Workshops were produced in collaboration with the department chair and were presented to the department faculty and staff at their departmental meeting facilities. Most sessions were 90-minute workshops specifically about instructional technology. The objective of the “Unit Directed Workshops” was to provide all OSU faculty and staff with accurate and current information about how to access Blackboard (via ONID) and how to start using the online tools to enhance teaching and learning.

Progress is reported that the distributed learning developer is scheduled to present to the College of Science managers and the Undergraduate Education Council (UEC) in early fall. College of Agricultural Sciences and College of Liberal Arts Deans have agreed to assist in broadening the “Unit Direct Workshop” efforts within their colleges. This will lead to a rapid growth of knowledge among faculty about their options in using educational technology available to them at OSU.

The reach and effectiveness of the faculty development in educational technology effort can be increased by several means:

- *Increase staff and resources for this effort.*  
Assistants who are capable of presenting workshops will multiply this effort significantly. Graduate students may serve adequately in this capacity.
- *Appropriate equipment resources.*  
A significant minority of faculty are Macintosh users. The distributed learning developer has been unable to acquire a Macintosh so as to become proficient in that environment and to fully help faculty using that platform.
- *Effective internal marketing.*  
Marketing the development opportunities to OSU members will increase the information base and raise participation at the open workshops. Assistance from a marketing unit on campus for this effort will be valuable.