Course Syllabus

Welcome to our course. Whether you are a "newbie" to online teaching or a "seasoned" veteran, you will find this course valuable and extremely useful. The participants drive this course through asynchronous discussion and interaction. In this course you will read and discuss several issues related to the opportunities and challenges of supporting and developing online faculty.

Course Description

This course runs eight (8) weeks, including an online orientation and six content modules. You will probably spend a minimum of 8 - 12 hours a week working on the course itself; however, the time commitment will vary depending on your input, needs, and personal study habits. Participants are required to log on to the course a minimum of 4 times a week, but as discussions develop, you will probably log on more often (5-6 days a week).

Topics to be Covered

- An orientation that allows participants to introduce themselves to each other.
- An Introduction to Developing & Supporting Faculty.
- Identifying Training Needs
- Designing a Faculty Training Program
- Evaluating the Effectiveness of a Training Program
- Providing Ongoing Support to Faculty

Technical Support

For technical support, please contact me using my provided contact information or the MVCR office by sending an email mvcr-support@uillinois.edu or calling +1 (217) 333-4393.

Goals & Objectives

Goals

By the end of this course, students will be able to:

- Identify the benefits and challenges of providing support and development programs/opportunities to distant faculty.
- Identify training needs within their own institutions and organizations.
- Develop a training session to meet identified training needs.
- Evaluate the effectiveness of a faculty training session or program.
- Identify information technologies that can assist in supporting distant faculty.
- Define mentoring and identify its benefits and challenges.
- Profile online conferences as a resource for faculty development opportunities.

Course Objectives

During the course of the class, students will:

- Participate in class and small group discussions as a way of articulate understanding of course content and gaining insight from one another.
- Complete module activities directly relating to the final project: a proposal for implementing a new support or development module.
- Contribute to a class wiki as a vehicle for sharing resources.
- Attend synchronous meetings as a means for interacting with one another and the instructor (Optional).

Required Textbook

There is no required textbook for this course. All required materials are available online. As such, please recognize that occasionally a resource is no longer available despite our testing the link in advance. If you find a broken link, please let me know. An alternative will be supplied if available.

Also, the readings selected for this course are largely practitioner-based and may not have the same research/scholarly orientation you would want for your own class. Since we are only together for eight short weeks and recognize each student has competing demands on his or her time, for the purpose of our course, we want to keep the reading to a reasonable level.

Course Structure

The course has a modular structure, which is consistent and predictable. Our course has a straightforward design and is easily navigable. Instructions and due dates for activities and assignments are clearly articulated so students know what is expected of them and can easily stay on track. Due dates of weekly assignments are staggered throughout the week (see the course calendar) in order to give participants time to read and comment on their classmates' work before the next module begins. The course design is based on principles of collaborative learning and active participation, as well as sharing of thoughts and problem solving. I also realize that participants have lives beyond the scope of this course and since professional adults often have more free time on weekends, I have also taken that into consideration. However, participants unable to complete an assignment by the scheduled deadline should notify the instructor prior to the assignment's due date. Better yet, prepare the assignment early and post it. This will give classmates a head start in reading and responding to your work. See the course calendar to get an overview of when assignments are due.

For each course module, participants will be presented with a brief, text-based lecture along with hyperlinks to related online articles. Participants will engage in guided discussions about these topics via the asynchronous discussion forums. Discussions will be prompted by "advanced organizer" questions inviting participants to consider the topic as it relates to their own personal teaching situations.

Assigned readings and responses to discussion questions should take place during the Module in which they are assigned in order to get the most benefit from the discussions. Instructions and due dates for activities and assignments are clearly articulated so participants know what is expected of them and can easily stay on track.

Course Requirements

The following activities and requirements apply to this course:

- Read the lesson introductions and assigned articles from the Web.
- Answer weekly discussion questions related to the assigned Web articles.
- Engage in positive and meaningful dialogue with classmates concerning the course subject matter.
- Complete weekly assignments.
- Write a summary of the key items covered each week and how they apply to your work environment.

Course Communication

News

The News Forum, linked under the Communication Center module on our course's home page, serves as a way for me to make announcements within our virtual learning environment. All students are automatically subscribed to this forum and will receive a duplicate email of each message posted within it.

Twitter

I use Twitter a little differently than others. I will use it as a method for sending out encouraging messages, deadline reminders, and additional resources that I find on the Web such as conferences, headlines, etc. You can follow/subscribe to my tweets by going to http://twitter.com/kejohns or simply viewing the twitter feeds on the right side of our home page. Subscription to Twitter and following my tweets is not a requirement, just another way of receiving information if you like. I will tag our information with #IS0941 so that you know the tweet pertains to this class.

Discussion Forum

The discussion forum is the heart of our online course. It is where you will submit many of your assignments, and where you will discuss your work with your classmates. Other than the discussion forum set up for group assignments, all forums are public. Therefore, whatever is posted can be seen by everyone in the course. If you want to send a private message, use email.

Chat

For synchronous discussions among multiple class members, you can use the synchronous Chat tool. You can get to the Chat tool at any time by clicking on the Chat Room link under the Communication Center section of our Course Home page.

Elluminate

Occasionally, I may want to meet synchronously with an individual, group, or class. Participants may also want an alternative way to meet synchronously with each other for group projects, problem solving, etc. Elluminate is a synchronous, web-conferencing application that allows us to share a white-board, chat, talk, break-up into groups, and perform other tasks in a live environment. To enter our virtual Elluminate Live classroom, simply click on the Elluminate Live! link under Communication Center on our course home page. You must be inside of our course before clicking on that link because

instructor and course information is transferred to Elluminate as a way of directing you to our specific classroom.

Email

Course participants can also use email to communicate with me, group members, and each other privately. Please copy me on all communications using email so that I can keep up on what's going on.

Telephone

The telephone is still sometimes the most effective mode for troubleshooting problems related to the course. My phone number, virtual office hour times, and other contact information can be found by clicking on the Instructor Information link on our course's home page.

Pedagogical Rationale

Course Orientation

As a culminating activity for the course orientation, participants will submit background information regarding support and development programs/opportunities offered by their institution. This assignment gives participants practice with using the discussion forum and creates a sense of community. It also helps participants identify common links among themselves.

Module Discussion Questions

Our discussion questions serve as advance organizers to encourage critical thinking and informed participation. Specific discussion questions (requiring a 150-300 word response) will be assigned to individuals with ensuing discussion from all course members. The time specified for the initial posting ensures that all participants have ample opportunity to interact.

Module Activities

Module assignments are another way students articulate their ability to apply, analyze, evaluate, and synthesize course content.

Module Summaries

By the end of the module, participants will submit a 100-200 word summary of what they feel to have been the most important points covered in the course that week and relate this to their own teaching goals. This exercise has four functions:

- It helps the participants reinforce and synthesize the material covered.
- Each participant personalizes the material, adapting it to his/her own specific professional needs.
- Participants get a multitude of perspectives on the week's subject and how it could be useful to them.
- It gives me insight to understand what parts of the course have been effective and what may need to be taught in more depth the next time.

Grading

Grades

Participants will be provided a numeric grade for each assignment, but will also be evaluated qualitatively based on the participation levels and abilities to perform the required assignments. The instructor will provide individual and group feedback as need using a variety of communication methods such as email, the News Forum, and discussion posts.

Graded Assignments

Orientation Module	Points
Introduction Assignment: Provide a brief summary of yourself and describe a training session or workshop you would consider to be your most memorable and tell us why.	5
Project Proposal: Submit a proposal for your final project, which will consist of creating a single development or support module to implement at your institution.	10
Total	15

Module 1: An Introduction to Developing & Supporting Faculty.	Points
Discussion: Answer an assigned discussion question (150-300 words) and read/respond to at least two other students' posts.	20
Activity: Give a detailed description of the support and development programs your institutions offers to onground vs. distant faculty.	10
Reflection: Reflect on the major principles and issues for this module and apply them to your specific work situation.	5
Total	35

Module 2: Identifying Training Needs	Points
Discussion: Answer an assigned discussion question (150-300 words) and read/respond to at least two other students' posts.	20
Module Activity: Conduct a Training Needs Analysis at your institution and submit the results. Identify the similarities and differences between onground and distant faculty.	20
Reflection: Reflect on the major principles and issues for this module and apply them to your specific work situation.	5
Total	45

Module 3: Designing a Faculty Training Program	Points
Discussion: Answer an assigned discussion question (150-300 words) and read/respond to at least two other students' posts.	20
Module Activity: Based on your Needs Analysis from last module, and our reading, provide a detailed description of a faculty training session or program you would like to implement on your campus.	20
Reflection: Reflect on the major principles and issues for this module and apply them to your specific work situation.	5
Total	45

Module 4: Evaluating the Effectiveness of a Training Program	Points
Discussion: Answer an assigned discussion question (150-300 words) and read/respond to at least two other students' posts.	20
Module Activity: Based on the your program proposal from the last module, provide a detailed description on how you will evaluate the effectiveness of your program or service.	20
Reflection: Reflect on the major principles and issues for this module and apply them to your specific work situation.	5
Total	45

Module 5: Providing Ongoing Support to Faculty	Points
Module 5A Activity 1: Analyze and evaluate two technologies that could be used in supporting distant faculty.	30
Module 5A Activity 2: Using data collected by your institution, your experience, our readings, and additional research, describe your institution's support needs and the benefits and challenges to offering this support in-house vs. outsourcing it to an external agency.	20
Module 5A Reflection: Reflect on the major principles and issues for this module and apply them to your specific work situation.	5
Module 5B Dialogue Activity: In small groups, discuss assigned question (150-300 words) and read/respond to at least two other students' posts.	20
Module 5B Activity: Provide a detailed description of how your institution currently uses peer mentors, benefits and challenges, and ideas for improving/implementing such a program.	20
Module 5B Reflection: Reflect on the major principles and issues for this module and apply them to your specific work situation.	5
Module 5C Dialogue Activity: Discuss programs, strategies, benefits, and challenges of providing development opportunities for distant faculty.	10
Module 5C Activity: Research and profile at least two online conferences that your institution could promote, and possibly send faculty to.	20
Module 5C Reflection: Reflect on the major principles and issues for this module and apply them to your specific work situation.	5
Total	135

Final Project	Points
Proposal: Refine and submit/present your program or service proposal.	40

Course Total	Points
Total	360

Grading Scale

Letter Grade	Minimum Score	Maximum Score

A	92%	-	100%
A-	90%	-	91%
B+	88%	-	89%
B	82%	-	87%
B-	80%	-	81%
C+	78%	-	79%
C	72%	-	77%
C-	70%	-	71%
D+	68%	-	69%
D	62%	-	67%
D-	60%	-	61%
F	0%	-	59%