

Refining *Advanced* Professional Development for Online Teaching and Course Building: An Evaluation From the Faculty Perspective

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Abstract—This paper reports the findings of a study conducted to assess an innovative online course building and instructor faculty development program offered at a major regional university. The training program, entitled “The Project,” was designed to enhance the knowledge and skills of university-level instructors with previous online course development and instructional experience. At the conclusion of the five-month program, “Project” participants completed a 20-item questionnaire to identify best practices of the program and to refine its content for future offerings. Main findings include (a) faculty learn most when faculty development materials model best practices of online teaching, (b) faculty perceive pedagogy and technology-related modules as the most important content of online training, and (c) online training programs must be updated regularly to keep pace with the rapidly changing landscape of online teaching and learning. Future research needs to examine the impact that similar programs have on student learning, evaluate the transfer of developmental training programs to faculty use of technology, and provide a broader sense of how advanced training impacts faculty development in a university setting.

Keywords—*e-learning, faculty perceptions, online course building, online teaching, professional development.*

I. INTRODUCTION

Building on previous research conducted with a pilot implementation of “The Project,” which highlighted the need for an emphasis on pedagogy to further develop online teaching competencies within an online course development workshop [1], the main purpose of this article is to document the effectiveness of the refined program based on the perceptions of the faculty participants as determined by their responses to an end-of-program survey. This research comes as a response to the rapid increase in demand for more faculty training related to building and teaching online courses [2][3], which correlates directly to the considerable growth experienced in the number of online courses offered and their student enrollment [4][5]. In addition, the trend to offer more faculty training, such as the program described here, serves as a response to the increasing pressure from administration in institutions of higher education for faculty to provide more online course offerings [6].

The distinguishing factor of this study is that it evaluates the implementation of an advanced faculty professional development program for online teaching and course building. *Advanced* is used to refer to the faculty members who have been trained in online course development and

teaching, are experienced online course builders, and who have previously taught online courses. The paper begins with a review of the literature associated with advanced professional development for online teaching and course building and its role in developing online courses and programs. Then the design of the advanced faculty professional development program is detailed, including changes made to “The Project” since its initial implementation, along with the research method that was used for this study. Next, the results of the program evaluation and a discussion of the faculty perceptions are provided. Finally, the article concludes with broader implications of this research through a discussion of how the results from the program evaluation will inform future faculty development workshops.

II. LITERATURE REVIEW

Studies confirm a substantial increase in the availability of online courses and programs in recent years [4][5] and research related to online course development continues to be consistent with the creation, implementation, and facilitation of training for faculty new to online teaching. The motivation behind this line of research is the increasing requests for online course offerings and programs from students and, therefore, the increasing pressure for institutions to provide more online course offerings. Consequently, research about the effectiveness of online training models is also more in line with the needs of students [4][7][8][9] and the concerns of faculty new to online teaching. In the history of faculty development for online teaching, first, faculty development consisted of limited and specific opportunities to learn a task such as how to better use a learning management system. According to Meyer, the second stage consisted of assisting faculty with online-specific pedagogy/andragogy and instructional design [10]. There is little or no mention of advanced faculty who develop online courses [11][12][13][14]. However, it can be reasoned that advanced faculty are much more likely to be able to take advantage of self-directed learning in their faculty development experiences. Quinney, Smith, and Gailbraith found that a self-directed program to assist librarians in gaining/updating technological skills increased their motivation to continue updating their skills and increased their likelihood of using their new skills on the job [15].

Furthermore, there is a considerable amount of research that examines the effectiveness of the transfer of learning (TAM) models and the ease of use among faculty when

training for online teaching [12][16]. For example, Agarwal and Prasad [16] describe how training affects the participants' perceptions of usefulness for the technology, and that people more highly educated or trained with the use of technology are more likely to adopt technology for teaching. More directly related to this study, Gegenfurtner, Veermans, Festner, and Gruber [17] found that the way the person perceives training may impact the decision to apply knowledge gained from the training. In an analysis of current and effective training strategies for preparing faculty to teach online Lackey concluded that online "preparation strategies should include both technical and pedagogical training" [18].

Meyer lists examples of 12 faculty development programs offered across the US. The programs come in a wide range of time spans and delivery modes. Meyer notes that some of the programs were offered with little or no in-depth evaluations from participants. As Meyer advances, and the writers of this paper agree, the evaluation of a faculty development program is a great way to learn what is working in the program [10]. Meyer found that often faculty development programs are created using Adult Learning Theory, or andragogy, which originated with Malcolm Knowles [10].

Knowles delineated several characteristics of adult learners: adult learners like to take charge of their own learning experiences, and they like to be respected for the knowledge they bring to the learning environment. In addition, they like to know why they are learning something and what they will do with what they have learned [19]. While adult learners like to take charge of their own learning experiences, institutions seeking to provide professional development opportunities must grapple with the fact that "individual faculty members have different learning styles, needs, knowledge, abilities, and attitudes with respect to developing online courses and teaching online." The challenge with regard to faculty development is to provide "a spectrum of support and professional development opportunities for individual faculty members" [20, p. 21]. Also in relation to adult learning, Mezirow describes transformative learning, which he explains assists adult learners in "reach[ing] their objectives in such as way that they will function as more autonomous, responsible thinkers" [21, p. 8].

Professional development for online instructors, in both online and face-to-face formats, can create effective informal learning whereby participants in the training collaborate, share, discuss, and reflect on different technologies, pedagogies and practices [22]. In this way, participants construct knowledge and transfer learning with each other. It is anticipated that this experience would be heightened and even more beneficial in an advanced faculty online professional development program where the participants already have online training and online teaching experience. Orr contends that as a faculty member gains more experience teaching online, his or her needs with regard to professional development change. Orr notes that faculty surveyed expressed a need for advanced faculty development, a need that institutions had not yet responded to [23, p. 265]. Additionally, researchers have not yet investigated such

perceptions of implementing an advanced faculty professional development program, as addressed by this study. The specific research questions addressed in this article are the following:

1. How do faculty perceive the effectiveness of an advanced professional development workshop designed for online course building?
2. What changes do faculty recommend making to the advanced professional development workshop designed for online course building?

III. METHODS

To address the increasing demand for online and hybrid university courses and provide university-level faculty with the incentive, knowledge, and skills to develop and deliver well-constructed online and hybrid courses, a professional training program known as "The Project" was created in January 2013. "The Project" was created to provide faculty within a college who are already teaching online with advanced tools and pedagogy to develop future online courses. For the first iteration of "The Project" online modules were created, run, and analyzed by online coordinators, designated faculty representing nine academic departments in the College of Humanities and Social Sciences who act as a liaison between department faculty and the Office of Distance Education (ODE) in the college. Since faculty serving as online coordinators completed the alpha testing for "The Project" there was an element of 'creators bias' in the study [1].

In their role as program developers, the coordinators initially generated and tested 11 learning modules on various topics addressing online course building and instruction. The 11 modules created for alpha testing over the course of five months, January to May 2013, are offered in Table I.

TABLE I. OVERVIEW OF LEARNING MODULES INCLUDED IN THE 'ALPHA TEST' ITERATION OF "THE PROJECT"

Learning Modules
Module 1: Latest Research Into Successful Online Learning
Module 2: Best Practices in Mobile Learning
Module 3: Faculty Presence in Online Courses
Module 4: Get Your Students' Heads INTO the Clouds: Cloud Computing
Module 5: Strong and Effective Types of Feedback
Module 6: Taking the Long View: How Online Learning Has Changed at the University
Module 7: Lessons Learned: Five Tips I Would Share with New Online Coordinators
Module 8: Creative Assignments in the Online Classroom: The Virtual Classroom
Module 9: Learner-Content Interaction in Online Courses
Module 10: Real Online Programs at the University
Module 11: Social Media in Online Teaching

Based on the findings from the alpha test of "The Project" [1], a team comprised of two online coordinators, the CHSS ODE director, and a student worker revised "The

Project” in August 2013 by eliminating extraneous content, adding modules that were found valuable to those with online course building and instruction experience, and reorganizing the program’s content for other faculty who desired further training in online course building and online teaching. This version of “The Project” would run as the pilot test in fall 2013 with 12 faculty. The program’s finalized content is offered in Table II.

TABLE II. OVERVIEW OF LEARNING MODULES INCLUDED IN THE PILOT VERSION OF “THE PROJECT”

Category of Module	Name of module
Pedagogy/ Online Teaching	Latest Research Into Successful Online Learning; “Faculty Presence” in Online Courses; Strong and Effective Types of Feedback; Learner -Content Interaction in Online Courses; Work Smarter, Not Harder*; Improving Retention in Online Courses*
Trends	Best Practices in Mobile Learning; Get Your Students’ Heads INTO the Clouds: Cloud Computing; Creative Assignments in the Online Classroom: The Virtual Museum; The Use of Social Media in Online Teaching
Technology	Panopto*; SoftChalk*; VoiceThread*; Tiki Toki*; Doceri*

*New content added for the pilot version of “The Project”

Faculty members were accepted into the program by an application process. Only faculty who had successfully completed the college’s “Build a Web Course” workshop and previously taught online or hybrid courses were eligible to apply. There were four expectations of the advanced faculty development training program: (a) Professional development modules must be completed on schedule, including participant or activity assignments; (b) An online or hybrid course must be built by the participant and delivered in one calendar year; (c) All of a participant’s newly developed online or hybrid course must be submitted for college *Quality Matters* [24] pre-review nine months after starting the program; and (d) a participant’s online or hybrid course must pass a university Quality Matters Peer Review within one year of beginning “The Project”. Participants earned \$1000 for completing all four tasks.

“The Project” was hosted on the learning management system Desire2Learn from September 2013 to February 2014. During the first three months of the program, participants had to complete 9 of 12 skills-update modules in one of three general topic areas: (a) pedagogy and online teaching, (b) trends in online teaching, and (c) technology for online teaching. By timeline, three modules had to be completed each month beginning in September and ending at the end of November. In terms of specific content areas, participants went through advanced online instructor training by covering such topics as successful student learning, faculty presence in online learning, improving retention in

online courses, and best practices in mobile learning (Table II).

During this skills training, participants were asked to relate their own experiences and methods of achieving a particular teaching goal when teaching an online class. For instance, one module addressed establishing instructor presence in an online course. At times participation required that faculty members share samples from their own courses. In other cases, self-assessment quizzes were used to verify content comprehension and retention. The aim was to have participants share information while learning from others at the same time. In this way, participants were not just presented with content but were offered the opportunity to engage in transformative learning. After learning about a tool or theory or pedagogical method, participants were asked to use the tool and share that work or to reflect upon the theory or pedagogical practice in their own teaching. These final exercises were shared with others on an asynchronous discussion board where fellow participants could view, comment on, and discuss results and observations. In this way, “the [n]ew information [was] only a resource in the adult learning process” [21, p. 10]. The participants engaged in transformative learning and were moved to consider and share whether various presented content could be incorporated into their current teaching practices, and if so, how. While the initial “Build a Web Course Workshop,” which was a pre-requisite for “The Project,” was crafted according to adult learning principles, “The Project” was created with an additional emphasis on transformative learning principles [21].

Once the skills-update training was completed, participants next had to build an online or hybrid course. The course had to be fully functional, reflect the latest research in online teaching pedagogy, and be taught in the university within a year. In terms of particulars, participants were encouraged to incorporate such technologies as voiceover PowerPoint presentations, wikis, Panopto, SoftChalk, VoiceThread, Tiki Toki, Doceri, or social media in their course designs. Every module started with learning objectives. Modules routinely made use of discussion boards where participants were asked to reflect and interact by answering one or more directed questions relating to the material covered.

The twelve faculty members participating in “The Project’s” first year rollout from Fall 2013 to Spring 2014 consisted of seven females and five males. In terms of faculty rank, participants included two full professors, five associate professors, three assistant professors, one senior lecturer, and one part-time instructor. Collectively, the group had an average of 15.5 years of university-level teaching experience, 9.2 years of technology-enhanced teaching, and 4.2 years of online teaching experience. At the conclusion of “The Project,” participants completed a survey to gauge perceptions of the professional development program, distinguish what they learned, and clarify what changes needed be made for future iterations of the program. Of the 12 participating faculty, 9 responded to the survey. It should be noted that the relatively small sample size of this research (N=9) limits the generalizability of the findings. Therefore,

the presentation of faculty perceptions regarding the advanced faculty workshop for online course building should be considered in context and only applied to other contexts of comparable nature. To bolster the generalizability of these findings, larger samples should be studied over longer periods of time.

This program afforded a unique opportunity to answer two emerging research questions in online instruction literature. These questions include (a) How do faculty perceive the effectiveness of an advanced professional development workshop for online course building? (b) And what changes do training program participants recommend for future advanced online course-building workshops? While “The Project” was principally designed to improve instructor online course-building and teaching abilities, it also served to gather information to refine an advanced course-building training program for future participants in the university it took place in as well as comparable settings.

This inquiry-based research focused directly on faculty perceptions of advanced online teacher training. To answer the research questions advanced here, participants were administered a 20-item (Appendix A) questionnaire at the end of “The Project”. The questionnaire was electronically administered to the program's 12 faculty members. A general analysis of the open- and closed-ended survey responses was undertaken by focusing on the participants' satisfaction levels with “The Project” as well as by examining specific items addressing the program's components. The survey was designed with the Technology Acceptance Model in mind to ascertain whether the participants planned to use information and tools presented in the project. It was created and delivered via Qualtrics, a cloud-based application for surveys, which made the questionnaire more accessible. Nine of 12 participants completed the questionnaire, which was designed primarily to gauge the participants' perceptions of having participated in and completed the professional development course. The analysis of the survey responses targeted the participants' satisfaction or dissatisfaction with the course and its specific components. This focus was adopted to gather information in an effort to answer the research questions and refine the course for future use. The results of participant feedback follow.

IV. RESULTS

“The Project” participants were generally positive about the ability of “The Project” as an advanced faculty development workshop to effectively serve faculty who have completed the beginning “Build a Web Course” workshop (Fig. 1). A majority (73%) of the respondents were very satisfied or satisfied with the workshop (Fig. 2), and 27% were somewhat satisfied with the workshop, and 91% of the respondents stated that the training materials provided during

the workshop assisted them in creating their online course content. All of the respondents liked the fact that “The Project” was completely online. This was the feature that most participants liked best about “The Project”. One participant stated, “I like that it could be done completely on your own time.” Ninety-one percent of the respondents stated that after completing “The Project” they were better equipped to teach an online or hybrid course (Fig. 3).

Related to this question, participants felt that the updated information about online pedagogy, along with technology expertise that they obtained through the workshop specifically helped better equip them to teach online. Pedagogy, first, and then technology were the two categories of modules from the workshop that were considered the most helpful for the participants. The modules on trends were not selected as helpful to the participants.

Some of the feedback indicated aspects of the workshop that the participants liked the least or felt that could be improved for future iterations of “The Project”. These included the need for more timely feedback and instructor presence in the modules and the perceived drawback of being limited to completing three of the five modules in each of the three sections of the workshop. Some participants mentioned that they did not like the way that the workshop was designed where after the deadline to complete a section of the workshop passed, access to the modules in that section were closed. Some participants suggested having all the sections of the workshop open the entire time of the workshop, thereby allowing participants to move through the modules at their own pace and perhaps do more than the three required modules if desired. One participant even recommended permitting “binge” learning, where participants could go through the entire workshop in a very short space of time and then spend the rest of the time developing their own online courses.

All of the workshop participants stated that they would recommend “The Project” to other faculty. With the exception of one participant, the respondents to the survey about “The Project” felt that this workshop was designed at an appropriate level and that they were fairly compensated for the time and effort requirements of the workshop. While only one participant was not interested in participating again in any potential version of “The Project”, the rest of the participants expressed an interest in participating in future versions of “The Project”. Respondents were asked to what, if any, future version of “The Project” they would most like to see. The most popular potential version of the workshop was one in which “The Project” is completely updated every two years and opened to all faculty.

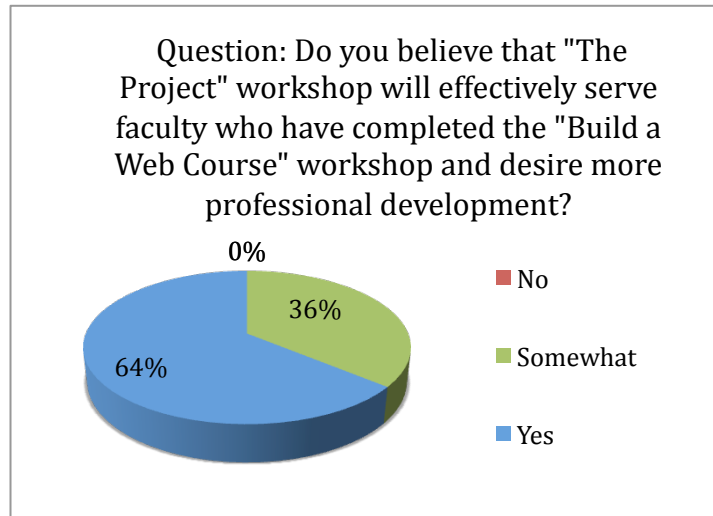


Figure 1. Responses to survey question # 1.

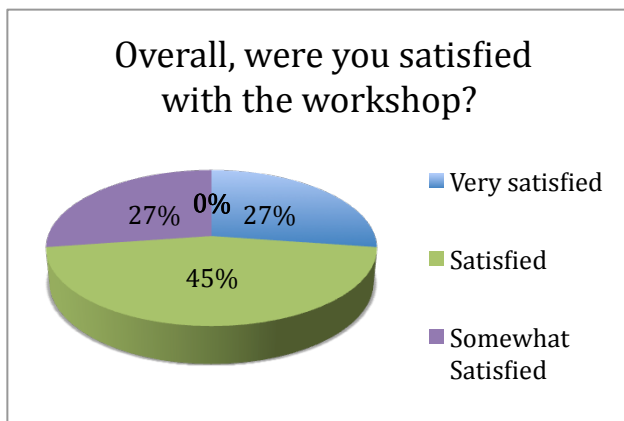


Figure 2. Responses to survey question # 20.

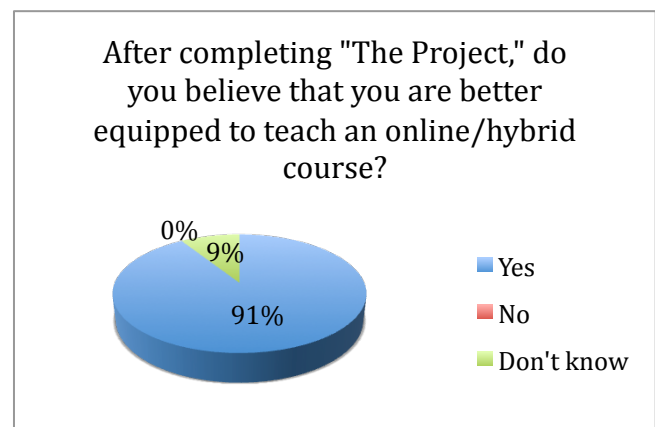


Figure 3. Responses to survey question # 5.

V. DISCUSSION

One of the concerns expressed about the feedback generated from our alpha test of "The Project" was the potential for biased evaluations from participants, given that these individuals also served as content developers for several of the project modules. While acknowledging that structure, content, and post-workshop survey questions were modified somewhat from the initial implementation, the feedback received from the pilot test participants closely mirrored that collected from the alpha test participants. Additionally, the post-workshop survey responses focus on three main findings: First, faculty in online workshops place similar value on the organization of content and immediacy of feedback. Second, participants perceive pedagogy and technology-related modules to be the most important content presented. Third, the revisions implemented were largely successful, but continual improvement is a necessary characteristic of any professional development programs in the rapidly changing landscape of online teaching and learning. A more detailed explanation of each of the findings follows.

A. Characteristics of a Successful Online Professional Development Program

Responses on the post-workshop surveys support the notion that modeling effective practices for online teaching and learning is arguably the preferred method for encouraging faculty to adopt those practices. Conversely, a poorly organized training environment with infrequent or uneven instructor presence does not appear to encourage faculty to reflect on and improve their own course design and online facilitation skills. Specifically, participants overwhelmingly reported that they liked the fact that this workshop was delivered entirely online. Qualitative responses to open-ended questions bemoaned the fact that in a few modules, or at various times during the workshop, instructor feedback was not as interactive or as prompt as participants would have liked. Similarly, several participants reported a desire for immediate acknowledgement of assignment submission and activity completion, which reinforces the suggestion that prompt feedback is important [25], and that may be especially true in the asynchronous online environment [26]. Finally, faculty as students did not

like the fact that the module availability was paced across the workshop period, thereby enforcing distributed practice and content mastery. Instead, survey responses reflected the participants' desire for immediate access to all course materials so they could "binge" learn (actual survey response) and focus only on their preferred learning modules from among those developed for The Project. This expressed preference to direct their own learning reinforces Knowles' [19] earlier characterization of adult learners. Despite any real or perceived shortcomings of this second iteration/pilot version of this advanced professional development workshop, however, "The Project" continued to be quite positively received; all respondents reported that they would recommend it to other colleagues and reported that they would complete "The Project" again once the content is updated to reflect new research and technologies.

B. Content Focus for an Advanced Professional Development Program

A second finding that emerged from participant feedback is that they distinguished both pedagogy and technology modules as the most important content areas in the workshop for furthering one's online teaching abilities. Indeed, 64% of participants noted that of the 12 modules in "The Project," covering three online education topic areas (i.e., pedagogy and online teaching, trends in online teaching, and technology for online teaching), the topic deemed most valuable to the program was pedagogy for online teaching. Ninety-one percent of respondents believed they were improved online teachers based on their "The Project" experience, due especially to content that emphasized pedagogy. These comments substantiated this finding: "I really liked the theory part of the course, because it allowed us to step back and get a look at the context of what we are doing." And "The course made me think again about online pedagogy and how to teach an effective online class." These responses are in line with Orr's findings that experienced online faculty seek to create and deliver high quality courses and want feedback regarding how to improve their courses [23]. These responses also support Mezirow's theory of transformative learning [21]. By being asked to revisit their online practices and discuss these practices online with other online teaching veterans—often also providing screenshots of their online courses with explanations of various practices—faculty were able to reflect on their goals and motivations for various activities. As a result, they often "arrive[d] at a transformative insight" [27, p. 20] that allowed them to transfer concepts presented in "The Project" into improved learning experiences for students. Additionally, a clear preference for the technology-focused modules and their relevance to pedagogy emerged via both the quantitative ratings of those modules and the qualitative comments, such as: "Use of better technology to mark online presence," "I appreciated learning about SoftChalk and immediately incorporated into my online course," and "SoftChalk and Panopto are two very useful softwares that I am using in creating my classes." This second finding fits with Stephenson's [28] perennial work on online education that emphasizes the importance of pedagogy to online

instruction. This finding also supports the significance of the growing body of pedagogical theories being taught in training programs for online instruction and being referenced and tested in social scientific research (e.g., Technology Acceptance Model [16] and Theory of Action [29]). Specifically, the Technology Acceptance Model suggests that the perceived usefulness and ease of use of the technology will increase the users' acceptance of the tool. Overall, these results lead us to concur with Lackey's [18] previously stated view about the importance of including both techniques and pedagogy in online training strategies.

C. Continual Improvement is Critical for a Successful Online Professional Development Program

Assessment has been and will continue to be an essential component of "The Project". The feedback generated during the first iteration of "The Project" underscored a need for and guided the revision process that resulted in the structural and content changes in the current version of the workshop. As evidenced by the qualitative feedback provided by the current participant group, the revisions were largely successful as "The Project" was well-received by a group of experienced faculty who were not involved in the development of the workshop content. Nevertheless, the most recent participants identified several areas for improvement and future enhancements. Additionally, participants continued to acknowledge the importance of continued skill development as part of their experiences in "The Project". As Burke and Hutchins [12] as well as Gegaenfurtner, Veermans, Festner, and Gruber [17] note, emphasis on skill development is an important component of any effective instructor development program, especially for one focused on online teaching. Several responses support attention to online skills training: (a) "Learning about and practicing new technologies for online teaching," (b) "I learned a bit more about online pedagogy (the importance of timely feedback and instructor presence, etc.) and a few techniques and tools to add to classes (like Tiki-Toki)," and (c) "It helps to keep "fresh" with this stuff! It's absolutely necessary actually!" In summary, "The Project" appears to serve as a meaningful experience and, with consistent assessment focused on continuous improvement and technological advances, this workshop model should remain a viable alternative for continuing professional development in the years to come.

VI. CONCLUSION AND FUTURE WORK

The favorable results of this study make plain that "The Project" provides a formal structure for colleges and universities who have yet to establish a similar advanced faculty development program. Moreover, the study offers added insights to developers of teacher training programs. These insights include: (a) based on participant feedback, emphasis on pedagogy must be the cornerstone of any faculty-development online teaching program; (b) colleges and universities are justified in offering skill-development

training to faculty with minimum and extensive online teaching experience, because new teaching technologies continue to emerge; and (c) developers are encouraged to seek regular feedback from program participants in order to assess and revise program components and, as a consequence, maximize faculty development. It is important to seek faculty input on faculty development opportunities both to gain feedback for real improvement and to encourage faculty buy-in [20]. In this respect, this research goes far in addressing an area of deficiency in faculty development programs – the lack of participant analysis and evaluation previously noted by Meyer [10].

As can be seen in Table II, five modules were added to The Project after it was alpha tested. Moreover, two modules on pedagogy were added: “Work Smarter, Not Harder” with timesaving tips for online teachers; and “Improving Retention in Online, Hybrid, and F2F Courses” with research-based strategies and templates for improving course retention. The ODE will continue to revise and modify modules so that faculty members with advanced online teaching experience will benefit from The Project.

As noted in the introduction, this study provides a unique opportunity to examine faculty perceptions of an *advanced* development program for online course building. Although the findings of this research yield positive results, several areas merit future research. First, similar research should draw from a larger sample size. Second, researchers should evaluate the transference of technology skills as a result of completing the workshop. Third and last, future research should examine the impact such workshops may have on student learning. Such future research will provide a fuller picture of how an advanced faculty development workshop impacts faculty teaching and students’ learning.

ACKNOWLEDGMENT

We thank Kennesaw State University’s College of Humanities and Social Sciences Office of the Dean and its CHSS Office of Distance Education for its support of the college’s faculty development opportunities. We would also like to thank the faculty participants in “The Project” for taking the time to provide us with valuable feedback about the workshop.

APPENDIX A: SURVEY ITEMS

Question 1: Do you believe that “The Project” workshop will effectively serve faculty who have completed the “Build a Web Course” workshop and desire more professional development?

- No
- Somewhat
- Can’t say/don’t know
- Yes

Question 2: Do you like the fact that “The Project” was all online?

- No
- Somewhat
- Can’t say/don’t know
- Yes

Question 3: What category of modules was most helpful to you?

- None
- Pedagogy/online teaching
- Trends
- Technology
- Other

Question 4: What category of modules was least helpful to you?

- None
- Pedagogy/online teaching
- Trends
- Technology
- Other

Question 5: After completing “The Project,” do you believe that you are better equipped to teach an online/hybrid course?

- Yes
- No
- Don’t know

Question 5a. If you answered “yes,” above, would you please share an example of how you feel you are better equipped to teach an online/hybrid course

Question 6: After completing “The Project,” do you feel you are better equipped to incorporate technology into your face to face classes?

- Yes
- No
- Don’t know
- N/A

Question 6a. If you answered “yes,” above, would you please share an example of how you feel you are better equipped to incorporate technology into your face to face course

Question 7: What did you like least about “The Project”?

Question 8: What did you like most about “The Project”?

Question 9: What changes would you make to better serve faculty who enroll in “The Project” workshop?

Question 10: For each module below, if you did not participate in the module, click “not applicable.” If you did participate in the module, please rank its value to you (usefulness, helpfulness) on a scale of 1-10, with 1 being “I felt like I wasted my time” and 10 being “It changed my life.”

Quality Matters

Tiki Toki

Soft Chalk

Social Media

Hot Potatoes

MicroPoll

The Schedule Assignment

Grade Mark

The Virtual Owl

Brain Shark

Cloud Computing

The Virtual Museum/Blogging

VoiceThread

Faculty Presence

Mobile Learning

Doceri

Latest Research into Effective Online Learning

Strong and Effective Feedback

Panopto

Question 11: What would you add to “The Project”?

Question 12: Do you believe that “The Project” was an appropriate level/time requirement of faculty development for you, you were asked to contribute an appropriate amount of time and work both on your own course and the professional development, you were compensated adequately, and you gained skills needed?

Question 13: We have had suggestions for various ways to use “The Project” for advanced faculty development. Option 1: Run two versions: one focused on pedagogy and latest research, and one focused on tools and trends. Faculty can participate in each one once. Option 2: Run three versions: one focused on pedagogy, one focused on latest research, and one

focused on tools. Faculty can participate in each one once. Option 3: "The Project" will be completely updated every two years, and all faculty will be eligible to participate in it again. Do any of these ideas interest you, or do you have other suggestions?

Question 14: Would you recommend "The Project" to other faculty?

- Yes
- No
- Don't know

Question 15: Did the training materials provided to you during the workshop assist you in creating course content?

- Yes
- No
- Don't know

Question 16: Was the design of the workshop logical and clear?

- Yes
- No
- Don't know

Question 17: Did the facilitator provide adequate support as you created your online or hybrid course?

- Yes
- No
- Don't know

Question 18: During the QM evaluation portion of the course (as the QM rubric was applied to your course), were you and your course treated with care and respect?

- Yes
- No
- Don't know

Question 19: During the workshop were your questions related to designing and delivering online and hybrid courses answered adequately and respectfully?

- Yes
- No
- Don't know

Question 20: Overall, were you satisfied with the workshop?

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