12-12-2013

USFSP Distance Learning and Instructional Media Services Professional Development Platform: A Proposal

Timi Hager

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Hager, Timi, "USFSP Distance Learning and Instructional Media Services Professional Development Platform: A Proposal" (2013). Online Learning Guidelines and Reports. 5.
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USFSP Distance Learning
and
Instructional Media Services
Professional Development Platform:
A Proposal

Drafted by Timi Hager
For Review and Consideration of the
USFSP Distance Learning Steering Committee
Table of Contents

1. Platform ........................................................................................................... 3
2. Professional Development Survey ................................................................. 5
3. Survey Results .................................................................................................. 6
4. Professional Development Sessions ............................................................... 14
1. Distance Learning Professional Development Platform

Introduction:
The Distance Learning unit of the Nelson Poynter Memorial Library is proposing a professional
development platform to provide comprehensive training to meet the online professional developments
needs of faculty and staff to foster excellence in teaching and learning. The goals are to enhance
effective online teaching methods and practices, promote collaboration, develop technological
competences and creativity, and enrich student learning and success. A four tier approach is
recommended to offer a variety of sessions to meet the diverse needs of the faculty and staff. The
development of this approach has been informed by formal and informal surveys and consultations with
faculty. Planning and initial development of course content is underway for a trial run in spring semester
2014 in order to provide concrete feedback on the effectiveness of the approach.

Professional Development Assessment:
A professional development needs assessment is the first step in planning for the training platform. The
purpose of such assessments is to collect information about the training needs of faculty and staff from
their perspective. The professional development needs assessment will help determine new courses and
workshops, delivery methods, days and times for sessions, etc. for the upcoming year. After the initial
professional development needs assessment is conducted, an annual survey will be conducted each
spring semester to plan for the next academic year. The assessment tool will be created electronically
and sent to all faculty and staff.

The first professional development needs assessment was carried out in fall 2013 and is detailed in
Section 2 of this report.

Four Tier Approach:
The four tier approach will consist of a variety of sessions, from weekly, bi-weekly, monthly, to annually.
The purpose is to provide a continuum of professional development to meet the diverse needs of faculty
and staff. Delivery methods will vary from online self-paced modules to live face-to-face sessions and
workshops. The graph below represents the four tiers of professional development:
**Weekly Tier** – The weekly tier is to provide ongoing short informational or how-to sessions. A few examples would be a short video about an update to Canvas that has an impact on functionality or a how-to session about using a new technology. Sessions are meant to be easily accessible such as a how-to video, or blog post. If a session is face-to-face, a recording will be made available online for anyone unable to attend. The weekly sessions will held on Tuesdays from 2 p.m. to 3 p.m. in POY 234.

**Bi-weekly Tier** – The bi-weekly tier will consist of a one hour session every other week. The bi-weekly tier will usually be conducted face-to-face and is to be a collaborative, open forum with an exchange of ideas. The bi-weekly forum will have 20-30 minutes of instruction and hands-on experience, with a question and answer piece or idea exchange at the end. The Lunch & Learn Series will be held every other Thursday from 12 p.m. to 1 p.m. in POY 234.

**Monthly Tier** – The monthly tier is the opportunity to dig into a topic in more detail, sessions will routinely last between 1 ½ to 2 hours. Sessions will focus on the theme of emerging technology in distance learning that will impact higher education. The Emerging Technology Series will be held the third Friday of the month from 1 p.m. to 3 p.m. in POY 234.

**Annually** – Once or twice a year a Faculty Institute or Guest Speaker Series will be hosted by distance Learning. The events will span 1 to 2 days and cover a range of topics in Distance Learning, instructional design, and emerging technologies. The Faculty Institute will promote collaboration and showcase distance learning faculty. The Guest Speaker Series will bring leaders in the field to discuss areas of interest in eLearning and academic technology.

**Recommendations:**
The recommendation is to pilot the 4 tier approach for one year. During the year data will be collected to assess the program. Data collected will include; session/workshop attendance, assessment results, survey results and feedback.
2. USFSP Fall 2013 Distance Learning Professional Development Survey

Introduction:
A professional development survey is the first step in planning for the training platform. The purpose of such assessments is to collect information about the training needs of faculty and staff from their perspective. The professional development survey will help determine new courses and workshops, delivery methods, days and times for sessions, etc. for the upcoming year. After the initial professional development survey is conducted, an annual survey will be conducted each spring semester to plan for the next academic year. The assessment tool will be created electronically and sent to all faculty and staff.

The first professional development needs assessment survey was conducted from November 11th, 2013 through November 22nd, 2013.

Methodology:
The professional development survey used both qualitative and quantitative measures. Data was collected through the use of an electronic questionnaire sent to faculty, administrators, and staff of the USFSP campus. The survey was sent to a total of 506 participants using the Harborside listserv and second direct email to USFSP faculty. Email to faculty included full-time faculty, adjuncts, and instructors. 36 participants responded to the survey.

The questionnaire was designed to collect exploratory information for distance learning professional development planning. The questionnaire addressed areas such as preferred delivery method of training, best days and times for sessions, desired mode of communication, resources utilized in the past and future professional development offerings. The questionnaire was created using Google Forms, respondents were required to use their USF login to view the survey. Collected data was analyzed using Microsoft Excel and Google Docs. Detailed survey responses are included in Section 3 of this report.

Use of Results:
A four tier approach is proposed and will be taken as a trial in spring 2014 for distance learning professional development by offering a variety of sessions to meet the diverse needs of the faculty and staff. The purpose is to provide a continuum of professional development. New sessions will be created, as well as offering previous sessions for which there is still a demand. The four tier approach will consist of a variety of sessions, from weekly, bi-weekly, monthly, to annually. The weekly tier is to provide ongoing short informational or how-to sessions. The bi-weekly tier will consist of a one hour session every other week. The bi-weekly tier will usually be conducted face-to-face and is to be a collaborative open forum with an exchange of ideas. The monthly tier is the opportunity to dig into a topic in more detail, sessions will focus on the theme of emerging technology in distance learning that will impact higher education.
3. Professional Development Survey / Results

**What is your primary job function?**

![Pie chart showing job functions]

- Faculty: 23 (64%)
- Administrator: 6 (17%)
- Staff: 7 (19%)

**How long have you worked at USFSP?**

![Pie chart showing years of work]

- Less than 1 year: 3 (8%)
- 1-5 years: 15 (42%)
- 6-10 years: 6 (17%)
- More than 10 years: 12 (33%)
What is your preferred delivery method of professional development courses?

<table>
<thead>
<tr>
<th>Method</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Face to Face</td>
<td>11</td>
<td>31%</td>
</tr>
<tr>
<td>Online</td>
<td>8</td>
<td>23%</td>
</tr>
<tr>
<td>Both</td>
<td>16</td>
<td>46%</td>
</tr>
</tbody>
</table>

What is the best day for you to attend professional development courses?

<table>
<thead>
<tr>
<th>Day</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>2</td>
<td>6%</td>
</tr>
<tr>
<td>Tuesday</td>
<td>3</td>
<td>9%</td>
</tr>
<tr>
<td>Wednesday</td>
<td>2</td>
<td>6%</td>
</tr>
<tr>
<td>Thursday</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td>Friday</td>
<td>13</td>
<td>38%</td>
</tr>
<tr>
<td>No preference</td>
<td>13</td>
<td>38%</td>
</tr>
</tbody>
</table>
What time of day is most convenient for you to attend professional development courses?

- Morning – 8am-12pm: 12 (38%)
- Afternoon – 1pm-5pm: 15 (47%)
- Other: 5 (16%)

“Other” Answers: It varies; depends on the day; either; evenings

What is your preferred length of courses or workshops?

- Up to 60 minutes: 10 (28%)
- Up to 90 minutes: 10 (28%)
- Up to 2 hours: 7 (19%)
- Up to 3 hours: 4 (11%)
- ½ day: 4 (11%)
- Full day: 0 (0%)
- No preference: 1 (3%)
What communication method would you most prefer for notification of professional development course information?

- **Harborside Listserv**: 25 (69%)
- **Professional Development Calendar**: 3 (8%)
- **Distance Learning Blog**: 1 (3%)
- **Distance Learning Website**: 1 (3%)
- **Other**: 6 (17%)

“Other” Answers: No idea; direct email; college meetings

What method or type of training would best match your learning style?

- **Small Workshop**: 15 (45%)
- **Webinar**: 7 (21%)
- **Discussion**: 4 (12%)
- **Self-paced**: 4 (12%)
- **Seminars**: 2 (6%)
- **Lecture**: 1 (3%)

Timi Hager, Instructional / Multimedia Developer
Distance Learning and Instructional Media Services, USF St. Petersburg
Do you have a preferred presentation style or format for courses or workshops?

Combination of Lecture, group work and discussion 22 28%
Lecture style with PowerPoint 10 13%
Lecture style – No PowerPoint 2 3%
Case Studies 6 8%
Small group discussions 12 15%
Problem-based sessions 12 15%
Hands-on lab environment 16 20%

Have you utilized resources/sessions offered by Distance Learning?

Frequently (5 or more times a year) 7 19%
Occasionally (2-4 times a year) 12 33%
Rarely (once a year) 9 25%
Never 8 22%
Which resources or sessions have you utilized or attended?

Distance Learning Instructional Design Strategies

<table>
<thead>
<tr>
<th>Resource</th>
<th>Utilized</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality Matters Peer Reviewer Course</td>
<td>12</td>
<td>17%</td>
</tr>
<tr>
<td>Instructional Technology Tools</td>
<td>10</td>
<td>14%</td>
</tr>
<tr>
<td>Academic Integrity Strategies</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>ADA Accessibility Best Practices for Online Content</td>
<td>4</td>
<td>6%</td>
</tr>
<tr>
<td>Canvas Overview</td>
<td>16</td>
<td>23%</td>
</tr>
<tr>
<td>Canvas Migration</td>
<td>11</td>
<td>15%</td>
</tr>
<tr>
<td>Panopto Workshop</td>
<td>4</td>
<td>6%</td>
</tr>
<tr>
<td>Camtasia Workshop</td>
<td>2</td>
<td>3%</td>
</tr>
</tbody>
</table>
The following 3 questions utilized a text field for answers. The answers listed are grouped by general themes.

**What professional development courses NOT currently available at USFSP would you like to see offered by Distance Learning?**

Free Tools for video, create, edit, combining audio & video files
Making/editing videos
Video - practice and discussions of effective presentations
Embed videos
Course Design / develop online courses
Hybrid Course Models
Canvas Quiz tips
Advanced Canvas
Creating rubrics
New & Innovative online teaching tools
Best Practices for Preventing Cheating

**What is your primary technology need to support course development?**

Integrating video
Camtasia
Canvas - navigating, group work
Tools for online course interaction, not PPT or Discussion Boards
Please add any additional comments you might have to help us understand your training needs.

Distance Learning Basics

Use of Technology by Faculty

Webinar or Recording Training Sessions
4. Professional Development Sessions - Tentative Schedule

**Tier 1 Weekly Sessions – Tuesdays 2pm-3pm**

<table>
<thead>
<tr>
<th>Date</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/14/2014</td>
<td>Evernote</td>
</tr>
<tr>
<td>1/21/2014</td>
<td>Canvas Apps for phone/tablets</td>
</tr>
<tr>
<td>1/28/2014</td>
<td>Compfight</td>
</tr>
<tr>
<td>2/4/2014</td>
<td>Canvas Quizzes</td>
</tr>
<tr>
<td>2/11/2014</td>
<td>Photo Story 3</td>
</tr>
<tr>
<td>2/18/2014</td>
<td>PollEverywhere</td>
</tr>
<tr>
<td>2/25/2014</td>
<td>Prezi</td>
</tr>
<tr>
<td>3/4/2014</td>
<td>Canvas Discussions</td>
</tr>
<tr>
<td>3/18/2014</td>
<td>Screencasts</td>
</tr>
<tr>
<td>3/25/2014</td>
<td>Tag Galaxy/Finding CC Images</td>
</tr>
<tr>
<td>4/1/2014</td>
<td>Google Hangouts</td>
</tr>
<tr>
<td>4/8/2014</td>
<td>Canvas SpeedGrader</td>
</tr>
<tr>
<td>4/15/2014</td>
<td>Swank Digital Campus</td>
</tr>
<tr>
<td>4/22/2014</td>
<td>Tagxedo/ Wordle – Word cloud creator</td>
</tr>
<tr>
<td>5/6/2014</td>
<td>Smart Pen/Pencasting</td>
</tr>
</tbody>
</table>

**Tier 2 Bi-Weekly Sessions – Lunch & Learn Series, Every Other Thursday 12pm-1pm**

<table>
<thead>
<tr>
<th>Date</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/16/2014</td>
<td>Canvas LTI’s or Plug-ins</td>
</tr>
<tr>
<td>1/30/2014</td>
<td>Collaborate</td>
</tr>
<tr>
<td>2/13/2014</td>
<td>Google Drive</td>
</tr>
<tr>
<td>2/27/2014</td>
<td>ADA Accessibility</td>
</tr>
<tr>
<td>3/27/2014</td>
<td>Panopto</td>
</tr>
<tr>
<td>4/10/2014</td>
<td>QM Rubric - Peer Review Process</td>
</tr>
<tr>
<td>4/24/2014</td>
<td>Canvas Group Work</td>
</tr>
<tr>
<td>5/8/2014</td>
<td>Library Services</td>
</tr>
</tbody>
</table>

**Tier 3 Monthly Sessions – Emerging Technology Series, 3rd Friday from 1pm-3pm**

<table>
<thead>
<tr>
<th>Date</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/24/2014</td>
<td>Intro to Canvas</td>
</tr>
<tr>
<td>2/21/2014</td>
<td>MOOC’s</td>
</tr>
<tr>
<td>3/21/2014</td>
<td>Creative Commons – licensing personal work</td>
</tr>
<tr>
<td>4/18/2014</td>
<td>Flipped Classroom</td>
</tr>
<tr>
<td>5/16/2014</td>
<td>Gamification – Game Creators YoYo Games, ProProfs Brain Games</td>
</tr>
</tbody>
</table>