



UNIVERSITY OF CENTRAL FLORIDA

COLLEGE OF EDUCATION



Preparing Faculty for Online Teaching

Sandra L. Robinson, Dean

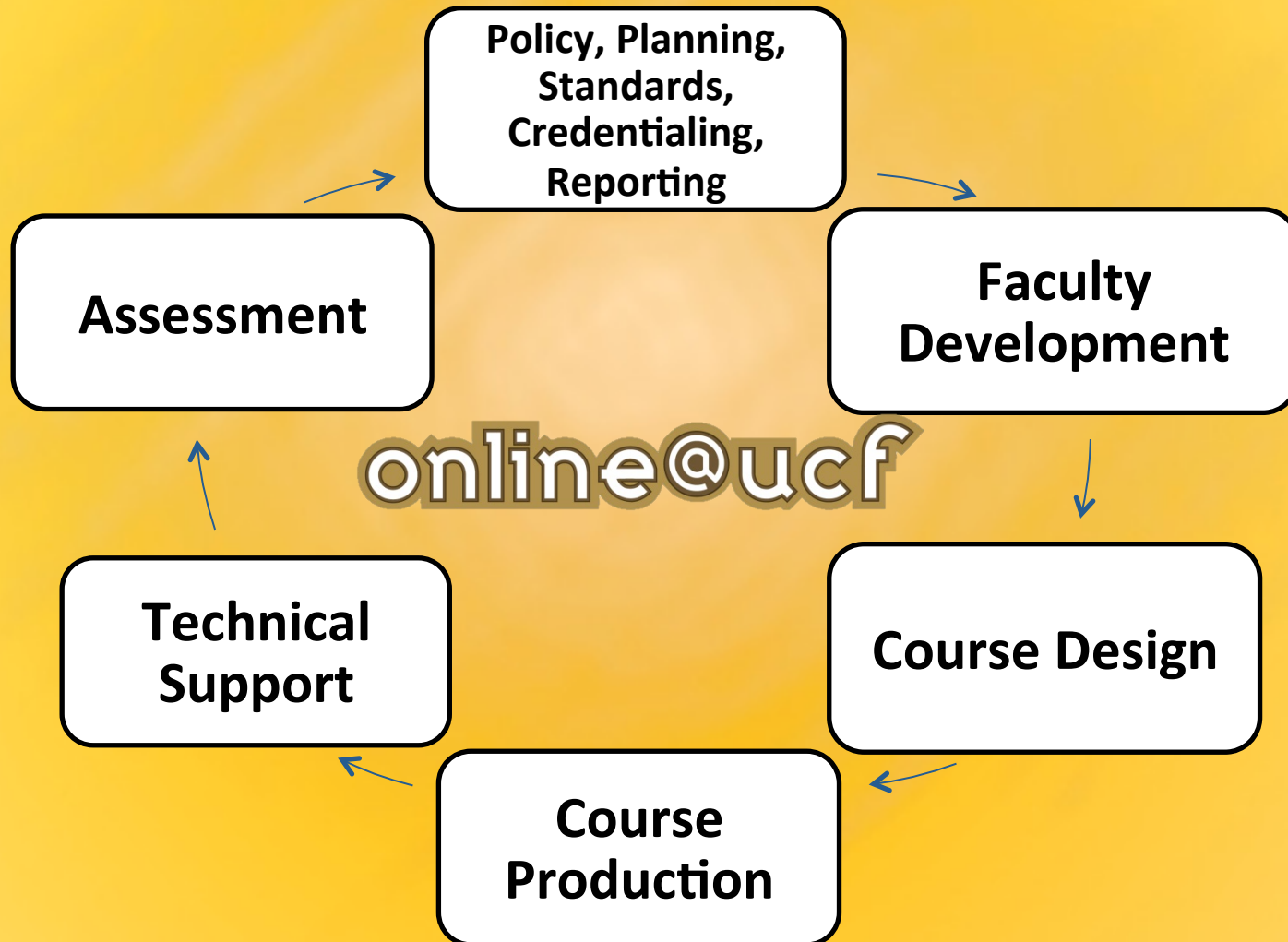


About UCF

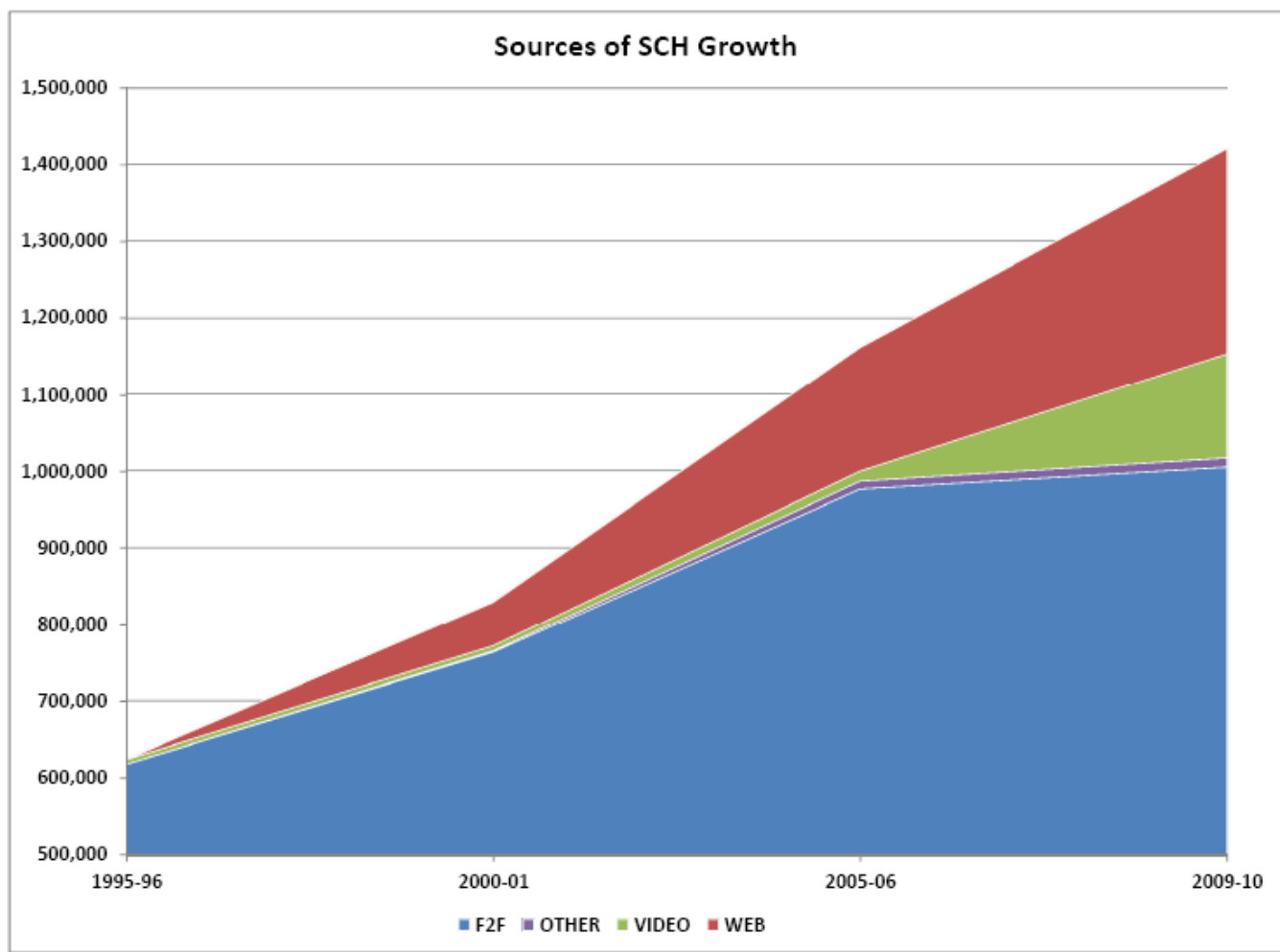
- Orlando, FL
- Metropolitan, suburban university
- 58,600+ students
- 2nd largest university in U.S.
- Carnegie classification: RU/VH Research University: Very High Research Activity
- 216 degree programs across 11 colleges
- 11 Campuses throughout Central Florida



Center for Distributed Learning



University of Central Florida



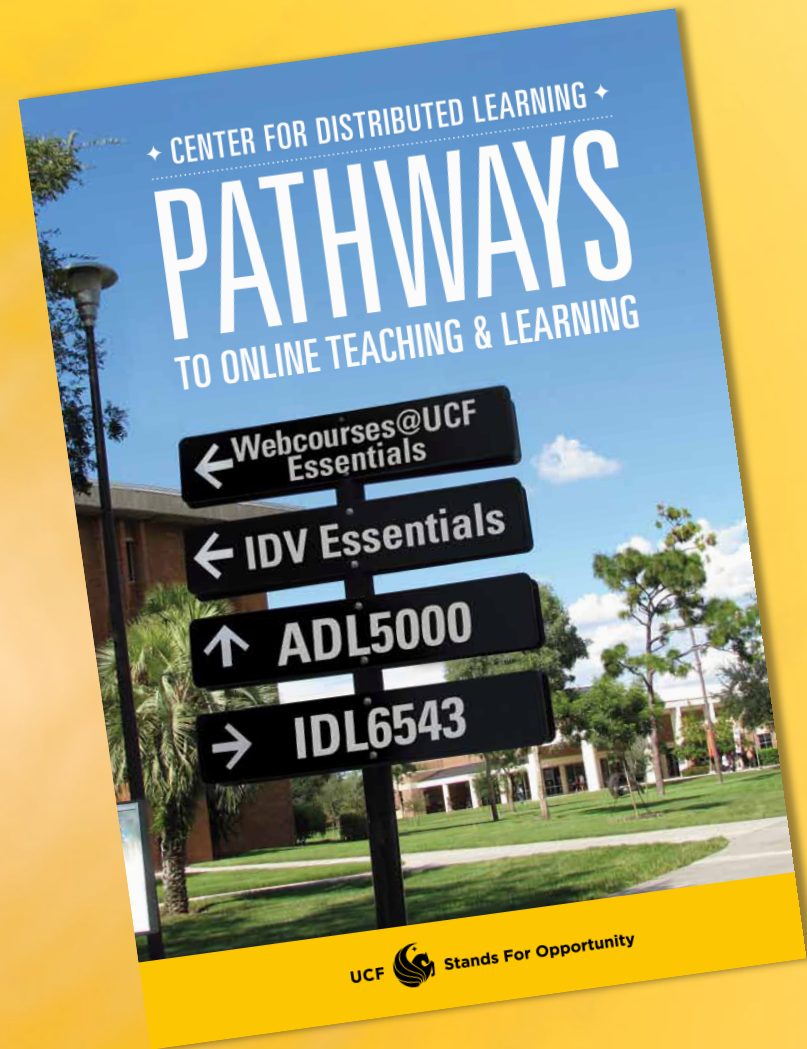
- F2F
- OTHER
- VIDEO
- WEB



online@ucf

Online@UCF offers

- 59 completely online programs
- 5 undergraduate degree completion programs
- 25 graduate degree programs
- 29 graduate certificates



Over 32% of university SCH is online

Over half of all UCF students take at least 1 online course each year



Online Modalities

- Web (W)
- Blended/ Mixed-mode (M)
- Video-streamed (classroom-based) (RV)
- Video-streamed (no classroom) (V)
- Face-to-face (P)
 - Included technology-enhanced courses



Faculty Development

Web Essentials	IDV Essentials	ADL5000	IDL6543
Required to teach "Web-enhanced" Face-to-face	Required to teach lecture-capture/video streaming course	Required to teach existing online/blended course	Required to design and teach original online/blended course (\$ stipend)
Technology Focus	Design and Delivery Focus	Pedagogy, Logistics, Technology Focus	Deeper Design, Delivery, and Teaching Focus
5 hrs	8 hrs	35 hrs	80 hrs

Ad hoc training, open labs, JIT Resources, and advanced topics sessions



Professional Development *for Online Teaching*

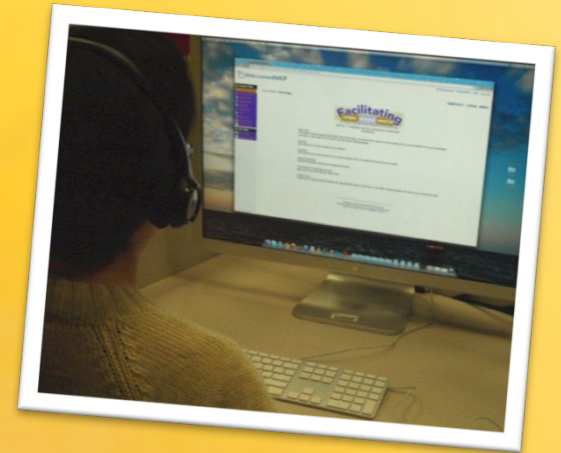
IDL 6543: To design, develop, and deliver an online course (mixed or WWW)	ADL 5000: To teach an existing online course (mixed or WWW)
Non-credit, combines face-to-face seminars, labs, and online content	Non-credit, self-paced, online
Estimated completion time is 80 hours	Estimated completion time is 35 hours
Delivered 3 times a year	Available throughout the year
Consultations with an instructional designer	
Compensation is available for eligible participants	
To enroll, talk with Chair of Department	

*Sponsored by the Center for Distributed Learning, and
delivered by Course Design & Development*

Faculty will learn...

IDL 6543 and ADL 5000

- Online pedagogy
- How to succeed in online delivery
- Online course design elements
- Online technical and logistical issues
- Tools used in Webcourses@UCF
- Features unique to UCF



OUTLINE OF IDL6543

Classroom

Online Content

Assignments

Consultations

Strategies

Week 1:
Seminar-Orientation & Research
Lab-Communication & e-mail tools

Mod 1.1-Overview of Asynchronous Learning
Mod 1.2-Best Practices

Consultation #1

- Participant survey
- Syllabus example
- Read Start Here, IDL6543 syllabus
- Take syllabus quiz
- Student orientation
- Webcourses lab

Consultation #1

- Shared course view
- Typical student
- Strategies & media
- Assess tech skills
- Build trust relationship

- Build trusting relationship with faculty member, learn about course and instructional strategies

Week 2:
Seminar-Web Vets
Lab-Content Resources

Mod 2.1-Library Resources
Mod 2.2-Copyright and Fair Use
Mod 2.3-Accessibility

- Distributed learning discussion
- WebVet interviews
- Parlor signup for week 3

- Participant is learning about online environment, collecting ideas, finding resources, learning about issues unique to online

- Library discussion
- Information Literacy Modules
- Research consultation
- Copyright discussion
- Accessibility quiz
- Complete Web Vet

Week 3:
Seminar-Notes from Web Vet Interviews
Lab-Media Parlors

Mod 3.1-Instructional Models
Mod 3.2-CDL Process

- Instructional design activity

Consultation #2

- Instructional strategies discussion

Consultation #2

- Discuss course flow & instructional strategies
- Ideas for showcase module
- Objectives and Inaction activity
- Syllabus



OVERVIEW OF IDL6543

Classroom

Week 4:
Seminar-Systematic Design
Lab-Submission
Guidelines

Week 5:
Seminar-Interaction &
Assessment

Week 6:
Seminar-Course
Administration
Lab-Media Lab

Week 7:
All Day Lab -
Creating and
Maintaining Course

Week 8:
Break

Week 9:
Showcase & lunch

Online

Mod 4.1-Interaction
Mod 4.2-Groupwork
Mod 4.3-Assessment

Mod 5.1- Course
Administration
Mod 5.2- Learner
Support

Assignments

- Objective & activity discussion
- Use of groups discussion
- Submit syllabus, schedule & protocols
- Consultation #3

- Group evaluation
- Develop showcase module
- Course Completion Plan
- Consultation #4

Consultations

- Consultation #3**
- Discuss syllabus, schedule & protocols
 - Discuss showcase module

- Consultation #4**
- Review showcase module
 - Discuss presentation

- Consultation #5**
If needed-
- Discuss completion of course components
 - Discuss special media requirements

Strategies

This phase identifies instructional strategies, course flow, how to link objectives, activities and assessment

- Identify faculty resources & support
- How do you set up a course to avoid problems
- Identify potential student support issues & avoid pitfalls

- Prepare for showcase
- Plan for course completion
- Identify media requiring extended development time
- Faculty development plan, what else do "I" want to learn





Faculty Seminars in Online Teaching

Examples of Past Seminars

Effective Online Assessment: Scalable Success Strategies

Engaging Online Students: Practical Interaction Strategies to Enhance Learning

Creating Accessible Content in the Online Course Development

Co-presented by the Center for Distributed Learning and members of the UCF teaching faculty

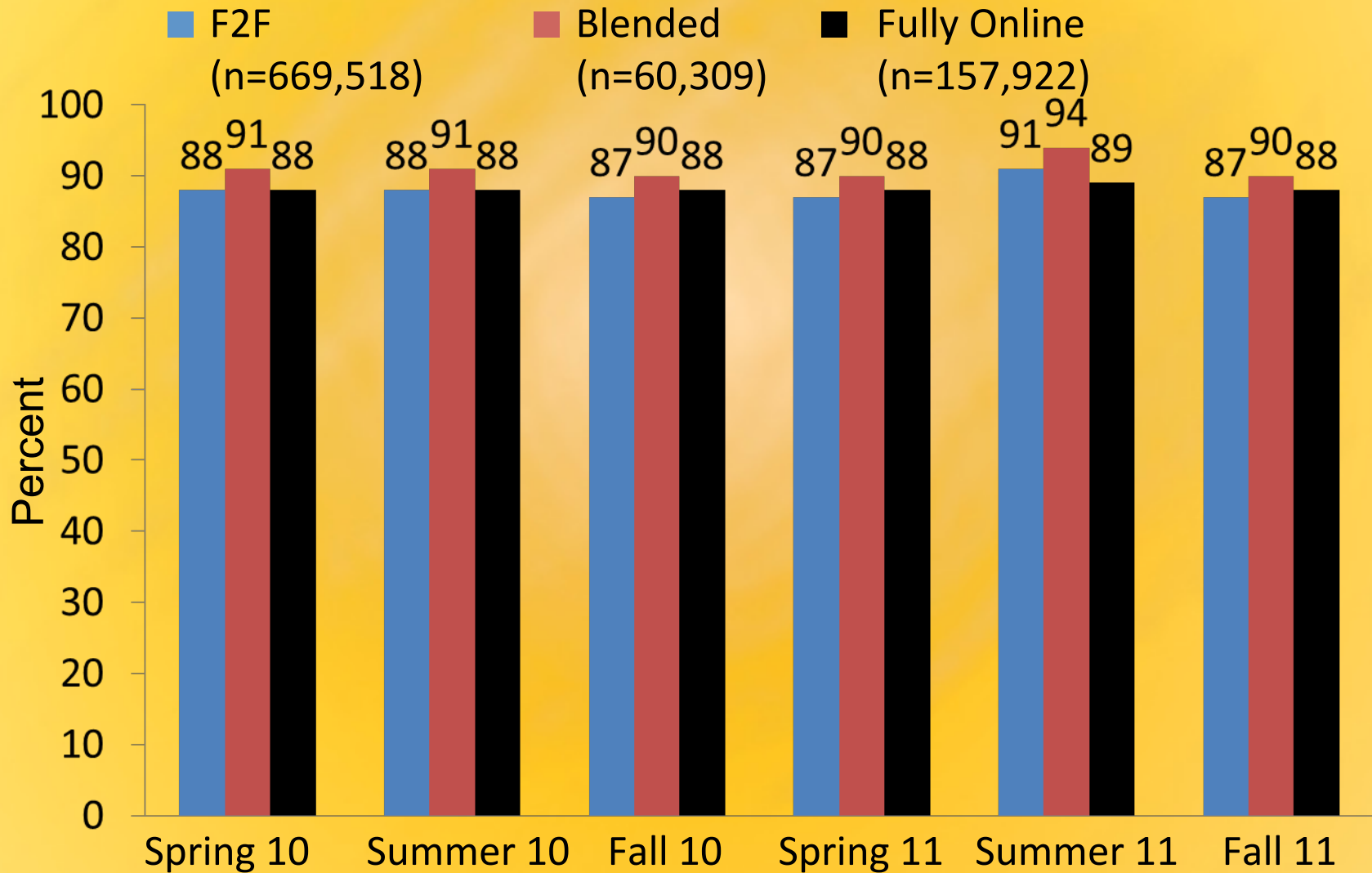
<http://teach.ucf.edu/professional-development/faculty-seminars/>

Award Winning Online Education

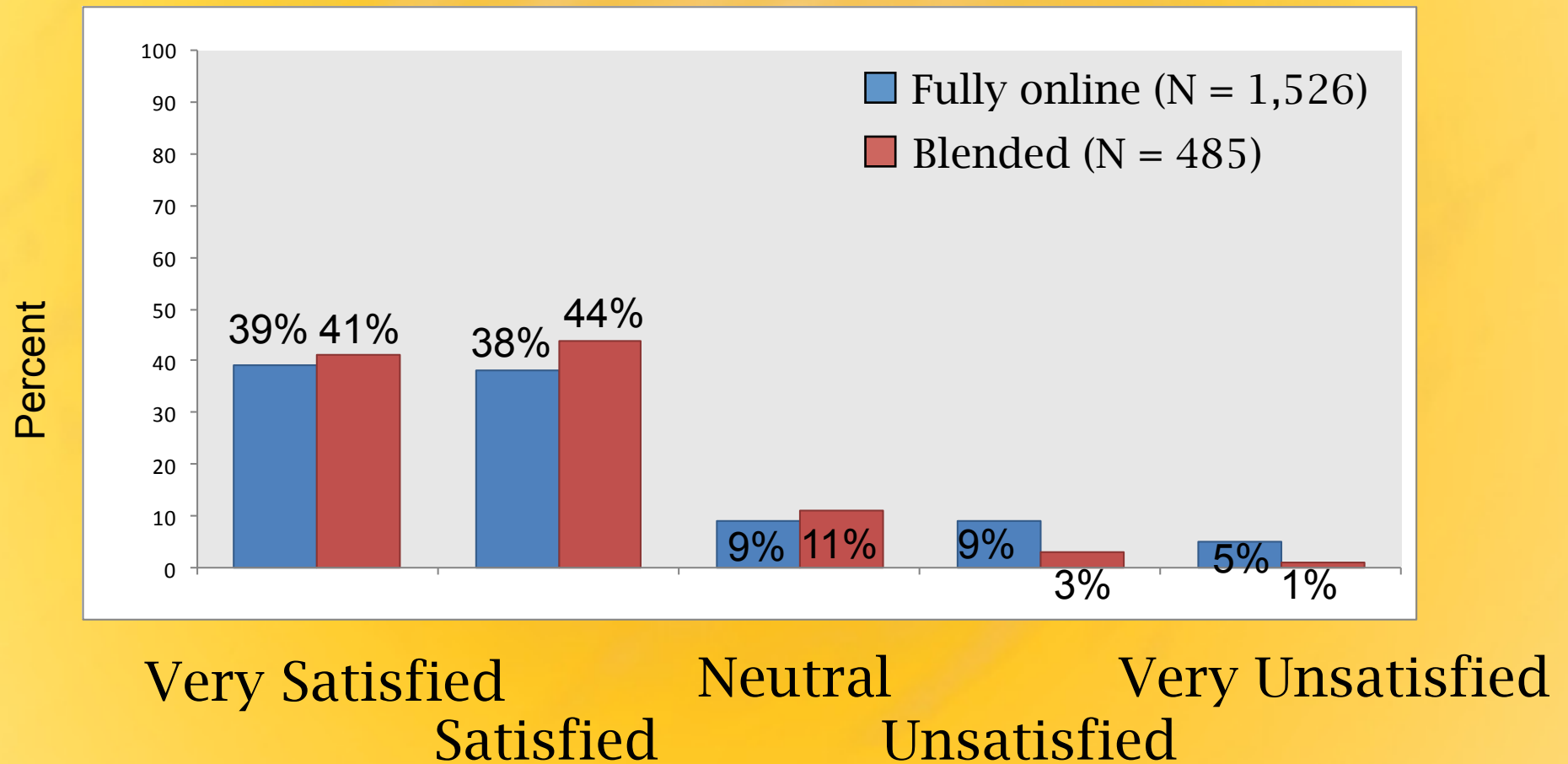
- 2012: The Sloan Consortium: Excellence in Institution-Wide Online Education
- 2011: Sloan Consortium Effective Practice in Online Education Award
- 2005: EDUCAUSE Teaching and Learning Award for Online Program
- 2003: The Sloan Consortium: Excellence in Faculty Development for Online Teaching

The EDUCAUSE logo consists of the word "EDUCAUSE" in white, uppercase letters, centered within a dark red rectangular background.

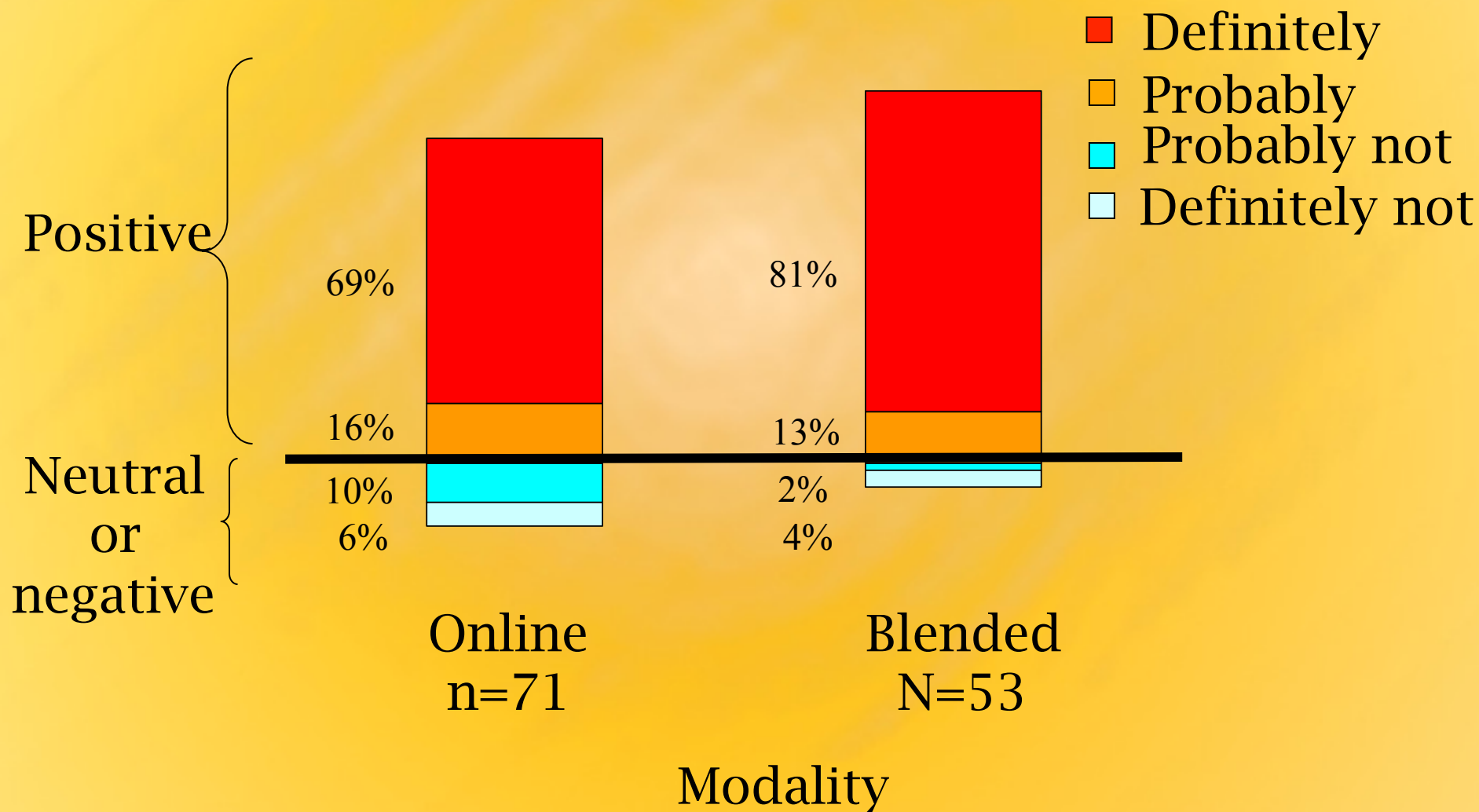
Student Success Rates by Modality



Student Satisfaction in Fully Online and Blended Courses



Faculty Willingness to Teach Web/ Blended Courses in the Future





Completion Rates

Since 1996, approximately 1,000 UCF faculty have successfully completed the campus-wide faculty development course, *IDL6543*.

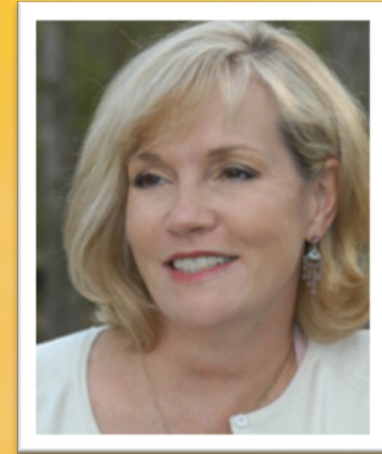
- ***181 CED faculty*** completed IDL (5 currently enrolled)
- ***137 CED faculty*** completed ADL





College of Education Faculty Highlights

*“I joined the first group of faculty delivering instruction using this medium. We all were offered **various training activities and support through those years of growth.** The professional development has been amazing and many times goes way **beyond our expectations.** The CDL team has provided support and training at every level; **providing quality and timely professional growth and development opportunities** to meet the needs of each faculty member’s journey in e-learning.”*



Glenda Gunter, Ph.D.

*Associate Professor, Instructional
Design & Technology*

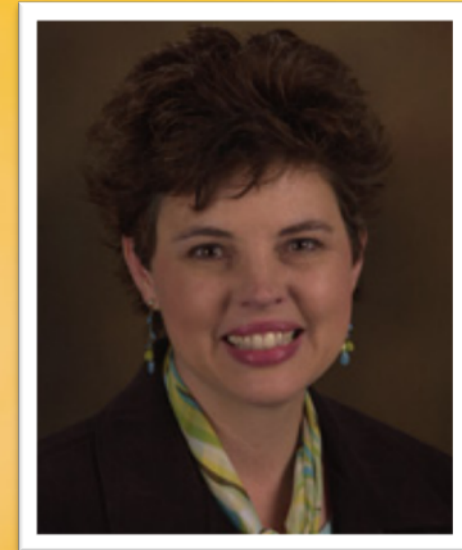
2010 - Sloan-C Excellence in Online Teaching





College of Education Faculty Highlights

*“I have felt **supported and challenged by the professional development** that is provided at UCF. Not only did I participate in a semester-long course to create my course, I have also taken advantage of **formal and informal interactive sessions to learn more about teaching online**. I was assigned an **instructional designer, who helps me even today for years removed from my first session**. Without a doubt, I am a better online instructor because of the exemplary professional development that UCF offers.”*



Susan Wegmann, Ph.D.
Associate Professor, Reading

*2009 - Excellence in Online Teaching Sloane Consortium
2008 - Sloan-C Effective Online Practice Awards*

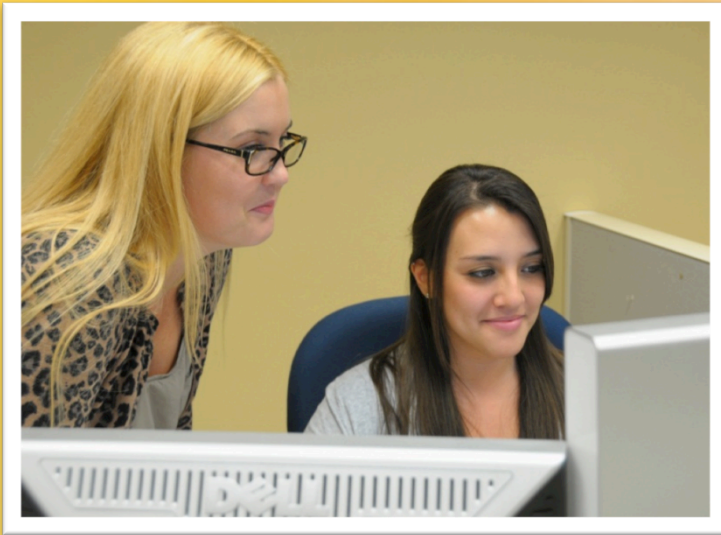




College of Education Student Testimonials

“Online learning provides students a lot of **flexibility**. Students can easily **interact** not only with the teacher but also with other students beyond the classroom. As a student whose native language is not English, I enjoy online classes since I have **more time to read and comprehend materials.**”

-Instructional Technology and Design, Graduate student



"I had the opportunity of taking several courses online. Not only did these classes allow me to work from home, **at my own pace**; they also provided me with **multiple online resources** to deepen my understanding. **The professor was always available** via chat or email, and the chatrooms also helped me to connect with classmates.

-Counselor Education, Ph.D. student



College of Education Student Testimonials

“I tend to favor mixed mode classes as the online component serves as a **24/7 resource**. In my Quantitative Foundations of Educational Research class, I continuously returned to the online lectures to **assist my learning of the complex content**. Furthermore, I was able to **connect online with my classmates** which often extended my learning.”

-Ed. D., Curriculum Instruction student

“One aspect of online courses that I enjoy, aside from the convenience, is the likelihood of **interacting with a variety of classmates** in a virtual forum. What it lacks in face-to-face interaction, it makes up for in the opportunity to **reflect and allow for more in depth and thoughtful discussions**. However, what I found frustrating was the common requirement to demonstrate active class participation by meeting a quota of ‘meaningful’ posts which tends to result in several iterations of the same idea from multiple students.”

-Graduate Certificate, student





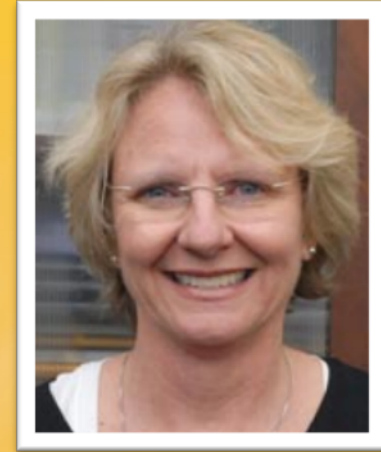
UCF' s New Direction: **Instructure Canvas**

- The new learning management system will be in full implementation in Spring 2013
- Includes next generation features
- Cloud-based system



College of Education

*“CANVAS allows for live video streaming in their "conferences" feature. It is built into the system, so the professor does not need additional software to "teach live". Another feature, separate from "conferencing" is that the system allows for videotaping the professor. The capacity to video and audio tape is within the software, you just push a button and your camera and microphone come on. This feature is saved and can be played as many times as the student wants. **Although teaching face to face is very different from teaching online, it seems like teaching online is becoming more like face to face because of the capacity of live video streaming.** It is still a different teaching style, but having it live makes it more like face to face.”*



Anne Culp, Ph.D.
Professor, Early Childhood



Faculty Development Challenges

- Recruiting faculty participants
- System of tracking performance of “exempted” faculty over time to see if quality results and support needs are comparable to “trained” faculty
- Compensation issues



Contact Information

<http://online.ucf.edu/>

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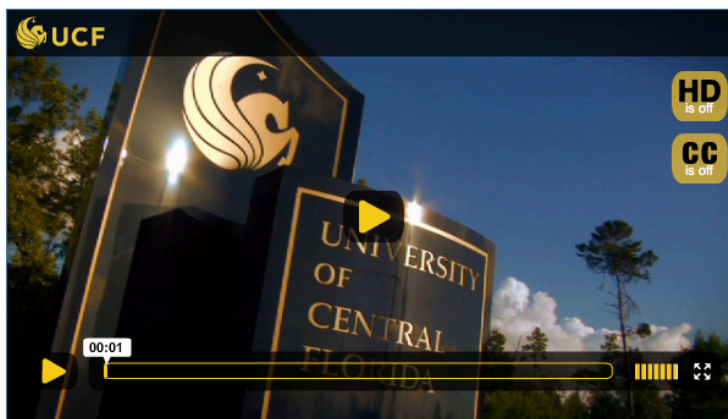
Quicklinks:

myUCF

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ONLINE PROGRAM GUIDE ▶



WELCOME

In 1996, UCF established an institutional goal of expanding its services to include students who might not otherwise have access to higher education. The Center for Distributed Learning was created to leverage new opportunities for flexible, Web-based course delivery to benefit campus-based students as well as off-campus and distant students. UCF now offers over two dozen totally Web-based degree, degree-completion, and certificate programs, and hundreds of individual Web-based courses.

▶ LEARNING ONLINE

The primary resource for students taking online courses at UCF. This site contains information and support materials for prospective and current students, including available online courses and programs.

▶ [Student Technical Support](#)



▶ TEACHING ONLINE

The primary resource for faculty and staff teaching online courses at UCF. Teaching Online contains information and support materials related to online pedagogy, tools, and help.

▶ [Faculty Technical Support](#)



▶ DISTRIBUTED LEARNING

The history, research, trends, definitions, statistics, and personnel related to the Distributed (online) Learning Initiative at UCF.





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Access this presentation at:

<http://education.ucf.edu/CADREI/E-learningUCF.ppt>