

Strategies for Effective Use of Technology to Promote Faculty Development

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Traditional Face-to-Face Faculty Development

Workshops (Lunchtime workshops, afternoon conversation hours, etc)

60% yes, 40% no (65 responses)

Difficult to schedule at a time that works for many

Mini-conferences (Half day and all day programs)

72% yes, 28% no (57 responses)

Technology-Based Faculty Development Strategies

Resource pages posted to Faculty Teaching Center web site

Assessment of use through analysis of web statistics

68% yes, 32% no (68 responses)

Disseminates info, but doesn't foster collegiality

Doesn't address faculty workload: does faculty have time to find info?

Useful for faculty who want to get the work done with minimal interaction

Needs to be easily accessible and well-organized for such resources to be useful

Analysis of web stats can help web administrators organize and refine pages appropriately

Information provided in e-mail messages

88% yes, 12% no (58 responses)

Similar issues to those discussed for resource pages

Distribution of newsletter, weekly teaching tips

54% yes, 46% no (68 responses)

Distributing web links to newsletters or teaching tips via email works better than sending them as attachments, since they remain accessible for future reference and allows for usage tracking

Video recording or streaming of campus workshops (distributed via DVD or web site)

40% yes, 60% no (68 responses)

Challenges: poor video quality, synchronization issues, loss of interactivity, scheduling conflicts

Better alternative may be to record/purchase video and make available for faculty to borrow

Web conferencing software (e.g., Elluminate) for synchronous online participation in campus workshops

Can be recorded and posted to web or distribute link through e-mail

49% yes, 51% no (70 responses)

Online synchronous workshops are an increasing trend at many institutions

Difficult to blend F2F audience with virtual audience, and maintain interactivity

Maybe be better to schedule separate online synchronous workshops without having face-to-face participants

Software that supports such sessions: Elluminate, WiredRed, etc.

Commercial webinar hosted on campus

No control over scheduling; subsequent distribution only at added cost

66% yes, 34% no (73 responses)

Challenges: Faculty become bored, lose their focus, and interact with each other instead

Order DVD instead (little extra cost), and schedule a workshop for faculty to view and discuss it, or put it on reserve

Use asynchronous format instead to allow faculty to participate at flexible times

At some institutions, professional development is required for evaluation

Ask faculty who attend such webinars to complete a reflective component to use as part of their evaluation folder

Create a faculty development course in course management system adopted by institution (e.g., eLearning)

50% yes, 50% no (66 responses)

Useful for online training for new faculty, adjunct faculty, etc

Create a hybrid F2F and virtual training course; factor course development time into faculty workload

Also useful for “just in time” faculty development, e.g., for faculty who start late in semester

Listserv

30% yes, 70% no (61 responses)

Many participants indicated that they subscribe to various listservs, but do not maintain their own

Podcasts

29% yes, 71% no (62 responses)

Very few participants indicated use of podcasts at their institution for faculty development, although there is some use of podcasts for academic instruction

Blogs

28% yes, 72% no (58 responses)

Extends community beyond campus

Enables participation from across institutions and countries

Example: "Online professor"

Wikis

No data on this since Wikis were not formally included in the question

Possible to move training materials & support info to wikis

Easier to maintain/update info

Static web pages can be converted to wikis

One participant indicated that his institution used a wiki for all reaffirmation documentation

Faculty Teaching Center presence on Google groups

General group for faculty development

Create special interest groups (e.g., SoTL, team-based learning, assessment, etc.)

7% yes, 93% no (55 responses)

Useful for faculty interest groups or special projects (e.g., grant writing group, assessment team, manuscript co-authors, etc.)

Question: Potential to push info to faculty and students using smart phones?

Requires giving faculty and students access to laptops or smart phones; may raise economic issues for students on some campuses.

Faculty Teaching Center presence on Facebook

21% yes, 79% no (58 responses)

Little benefit for faculty centers and faculty development

More useful for announcing information or creating connections with those interested

Faculty don't have much time to follow up with Facebook activities

Many participants agreed that Facebook presence is more useful for engaging students

Faculty Teaching Center presence on Second Life

12% yes, 88% no (50 responses)

Similar issues to those discussed for Facebook

Teaching Tips slides

Sent to all faculty including, adjuncts

Also archived on CUTLA web site

Teaching Tip activity

All participants were encouraged to browse through Teaching Tips on CUTLA web site (http://uwf.edu/cutla/topical_archive_teaching_tips.cfm) and to submit a Teaching Tip, which will be compiled and shared with group

Evaluation of clickers

60% strongly agree

Participants liked the use of clickers for engaging audience and stimulating discussions