

Summary of Faculty and Peer-to-Peer Transfer of Technology
Participants: variety of roles: faculty, comp. Center, TLT support

Session B on Thursday: Dialog of professors and TLT staff on mutual needs and alternative models including peer-to-peer technology transfer perhaps with TLT professionals serving as guides and facilitators connecting disciplines as information paths.

Explore best practices, cooperation, and collaborative opportunities

Solutions and Best Practices

General:

Macrocosm – need to change culture – reflects in all our points – need to change the culture of administration – to demonstrate to administration that the investment will yield benefits and that current spending is yielding benefits. Also needs participation of the higher administration in a dialog (e.g. in campus TLTR.) We can help by:

- training administration
- campus wide demonstrations
- talking with administration about solutions NOT problems

Central IT – network provides many services: bulk purchasing, bulk software licensing, servers, hardware problems. Build a bridge between TLT and central IT!

Newsletters – print and e-mail [but some people still don't pay attention]. ECSU has a "Technology Spotlight" to highlight noteworthy faculty projects (with a digital picture) – in their on-line newsletter.

ASU has a "Chancellor's Technology Showcase" which presents faculty accomplishments. Having it named "Chancellor" and having Chancellor attend helps with recognition.

Improve PR to let campus know what TLT is up to:

- Newsletters
- Emails
- Workshops
- Conferences
- Attend meetings campus-wide and units

Working with Faculty: General

There are differences between the faculty and staff – also there is "glue". Think of ways to exploit the commonality to improve communication.

Human Click, a free software package can be used on your help pages for instant communication. This personalizes instruction.

Distributed model for day-to-day TLT concerns paired with a centralized model for high-end production.

Collaboration can help in developing on-line content and then multiple instructors can use that common content in each of their teaching. Then collaborate to update the course. [ECSU]

Remember that students are customers. We need to meet their needs or they will go elsewhere.

Working with Faculty: Instruction

"Lesson in a bottle" – bite-sized support lessons via email

Have faculty demonstrate or allow peers to review their course and provide constructive criticism.

Training students to be TLT support people. "Grow your own!" Graduate students are really good prospects to this – combining pedagogy and discipline areas. Have a series of workshops that teach the tools and require a final project. Hand out diplomas upon completion.

Cohort training (ECU) – summer release time – creating courses – What made it work? Cohorts are at same level and getting paid a first summer session stipend. Job is to quickly convert their existing courses to on-line. Faculty are now comparing courses to make sure the flow of information is logical between the courses and to see how their course builds on prior courses and prepare students for subsequent course. Also creates a knowledgeable mentoring community within the department.

Cohort training could be extended into a campus-wide cohort workshop series – one person per department who is given a one-course reduction – meet weekly to present and compare their work. This idea doesn't take new funding, if you give faculty member release time. Also, it does not put a heavy burden on one department.

Should a faculty member have to take an on-line course before teaching one? UNC-C has a short on-line course as an initial part of training faculty. Faculty take this course which helps them create a story-board for their course. Let's faculty see the student side of WebCT.

Faculty who are new to on-line teaching have trouble adapting their in-class material to on-line. (E.g. just put their PowerPoint material on the web.) They need to provide an enhanced experience. So need to train these faculty in the use of many tools to see how they can be used on-line. Story boards should be used in course development. It lets both the instructor and the ITC see what needs to be accomplished. It allows the ITC to recommend solutions for each challenge. See "Inspiration" or for free, PowerPoint, as a tool.

Workshops – seem to need a carrot to spur attendance. Here are some ideas to improve them:

- Incentives include hardware, software and individualized attention after the workshop.
- Combine workshops with 1 on 1 instruction later on.
- Target workshops to entry level.
- Application oriented training vs. project orientation is the wrong way to go. Have workshop participants leave with a completed project. Include handouts, teach from tutorials on the web and make locating online assistance part of the workshop.
- Keep a database on faculty competence level. Also on what equipment they have. [Are there privacy issues?] IT person checks this status before a 1 on 1 session.
- Need to train faculty to use the on-line help facilities, rather than calling for an answer. (WebCT has an Ask Dr. C. board.)

It is extremely important to provide faculty with what they value. The help MUST show time and labor savings, as well as pedagogical improvement.

TLT centers need to have people-people work with faculty. The ideal support person would have a good ear, be polite, easy to understand and patient. Other considerations:

- Do they need to be discipline specific? Or discipline areas?
- Would be best if there was some special competence?
- Perhaps worry about personality mesh between the support person and the people being supported?

Mentoring within the units can improve teaching with technology

- Just In Time assistance
- Fear of using technology lowered when peers use it

- Cohort creation of courses

Working with Faculty: Incentives

Incentives: stipend, hardware (laptops) for faculty who get “invested” in getting trained and using the technology – with part or all contingent on getting material on-line. (ASU provides a series of 8 workshops for these faculty – culminating in a meeting with the faculty showing off what they have done including the pedagogy. The workshops start off with pedagogy and also include technology, with the last 3 being WebCT use emphasizing good pedagogical practices.)

Incentives can be hardware, financial, cooperation (between faculty and IT), continuing support and/or Just In Time support as it is responsive to immediate need.

Senior faculty – do they value on-line participation for P&T votes? Perhaps they do value this more at the smaller campuses? Maybe not? It may take a culture change to get acceptance of on-line publication, of on-line course material (vs. traditional journals, textbooks, etc.) Because of this many junior faculty avoid involvement in on-line courses.

Support for renewal of faculty computers – especially for ones used productively (renewal each 4 years? – perhaps assess quality of productivity?) updating hardware (and software, too). This needs to be done on a continuing basis – but it represents an average, and it is reasonable for the cycle per each faculty member to depend on the use each faculty member makes. This needs to be done on a continuing basis – but it represents an average, and it is reasonable for the cycle per each faculty member to depend on the use each faculty member makes.

NCCCS Virtual Learning Community – now providing incentives to faculty for development of on-line courses. This was done by the Presidents, and led to a great increase in course development. Courses belong to the System according to the NCCCS IP Policy.

Resources:

(NCSU its.ncsu.edu/itap/ has a “Technology Assistant” program which develops non-specialists into support people.)

UNC-C: www.uncc.edu/webct/ to login – use ID bbaggins with password 123456 and see Storyboarding 001 – has this as a training course.

Checklist (at NCSU) for elements that need to be in an on-line course. (somewhere in its.ncsu.edu website – see section on putting your course on-line)

NCCCS has a quarterly document with tips, etc. It is on-line. It is sent out to Presidents and others – to see it, go to ncccs.cc.nc.us click on Students, then on Distance Learning