USFSP Faculty Development Workshops and Mentoring
Schedule Recommendations

As part of the Scope of Work (SOW) for our engagement with USFSP, Blackboard will deliver three faculty development workshops to support emerging online education efforts across the University. A detailed description of the topics covered by these workshops can be found at the end of this document. In addition, Blackboard will provide up to 16 hours of individual faculty mentoring to provide guidance and suggestions as part of the course design process.

Recognizing that it is difficult to schedule intensive workshops at convenient times for busy faculty schedules, and based on feedback in our recent discussions, Blackboard recommends the schedule below for the workshops and individual mentoring

The advantages of this schedule include:
- Optimizing faculty availability by using mostly Fridays and remote sessions
- Using some remote delivery via web conferencing to provide a student online experience for faculty
- Spreading the workshops across several weeks to avoid information overload
- Limiting onsite visits to three and combining onsite consultations with remote workshops to keep travel costs down
- Availability of recorded webinar sessions for later viewing and retrieval for all USFSP faculty.

For strategic purposes, we also recommend that you consider giving priority to faculty who have received course development funding in the recent round of "grants" or who are working with the College of Business MBA program. We recommend sending an invitation to these faculty and their respective Deans first, then opening sign-up to the remainder of the faculty after one week.

Proposed Schedule

Workshop 1: **Designing Exemplary Online Courses** (onsite and remote)

- Onsite Session: USFSP, 9am – 4 pm, Friday, January 28, 2011
- Remote Sessions: Four (4) remote mentoring sessions (via WebEx), for which each faculty attendee would sign up for a single, one-hour timeslot
    - February 18, 2011 (PM)
    - February 21, 2011 (AM)
    - February 23, 2011 (PM)
    - March 7, 2011 (PM)
- Faculty commitment: seven (7) hours

- Requirements:
    - Workshop limited to 15 participants
    - Faculty must have some experience with teaching courses online
    - Faculty must have basic familiarity with Blackboard functionality
    - Participants should be the same as those in Workshop 2, Best Practices in Online Instruction

Workshop 2: **Best Practices in Online Instruction** (onsite only)

- Onsite Sessions: USFSP, Monday – Tuesday, March 14 and 15, from 9am – 4 pm
- Faculty commitment: twelve (12) hours
- Requirements:
    - Workshop limited to 15 participants
    - Faculty must have some experience with teaching courses online
    - Faculty must have basic familiarity with Blackboard functionality
    - Participants should be the same as those in Workshop 1, Designing Exemplary Online Courses

Workshop 3: **Transitioning to the an Online Classroom** (onsite and remote)

- Onsite Session: USFSP, 9am – 4 pm, Friday, February 18, 2011
- Remote Sessions: Two (2) remote follow-on sessions (via WebEx) at 90 minutes per session
    - Friday, February 25, 2011
    - Friday, March 4, 2011
- Faculty commitment: nine (9) hours
- Requirements:
    - Workshop limited to 15 participants
    - Participants should be new to online instruction, and should not be the same as those in Workshops 1 and 2

USFSP Workshop Topics and Outcomes

Workshop 1: Designing Exemplary Online Courses
Description: This 2-day workshop will introduce faculty to effective practices, efficient processes, and key strategies for designing online courses. This workshop is helpful for any faculty member who has current plans to develop a new online course.

Workshop Topics and Outcomes

- *Designing Online Courses Using the Quality Matters (QM) Rubric*
    - Review the eight (8) general and 40 specific standards of the QM rubric
    - Evaluate sample courses against the QM rubric and provide constructive feedback for course improvement
- *Designing Effective Course Navigation and Organizational Structures*
    - Identify QM criteria for effective course navigation and organizational structure
    - Determine the course menu and organization of materials based on course subject matter and audience
    - Apply selected menus and structures to individual courses
- *Enhancing Learner Experiences with Quality Content*
    - Identify QM criteria for effective content design
    - Analyze content design and development options based on audience needs (learning styles, instructional design basics, multimedia)
    - Explore alternative content presentation techniques
    - Upload/revise content to begin building an effective unit of instruction
- *Measuring Student Learning and Achievement*
    - Identify QM criteria for effective assessment
    - Choose the most appropriate tools to support instructional outcomes and strategies
    - Construct assignments and/or tests in individual courses
    - Discuss and implement accountability techniques
- *Supporting Collaborative Learning Environments*
    - Identify QM criteria for effective student-student and student-teacher interaction
    - Establish initial communication/interaction plan
    - Explore alternative uses for effective online discussions and collaborations
    - Implement communication elements in your online course(s)
- *Guided Course Development*
    - Develop and refine course navigation, content, assessments, and communication plans
    - Evaluate course(s) based on the QM rubric
    - Participate in course showcase for peer discussion and review

Workshop 2: Best Practices in Online Instruction

Description: Pedagogically-focused to prepare faculty for facilitating and managing online courses. This workshop will be helpful for faculty members who have current plans to teach their first online course.

Workshop Topics and Outcomes

- *Planning Online Collaboration*
    - Explore ways to organize and use groups in your course
    - Create Groups and select appropriate Group communication and collaboration tools
    - Communicate and share files with group members
    - Set up group tools for collaborative activities
    - Add Group links to Content Areas and folders
    - Create successful group assignments
    - Access, view, and submit assignments and view results in My Grades
    - Support group work in your course

- *Managing Online Interaction*
    - Align interactive assignments to course objectives
    - Determine scenarios for using discussions, blogs, journals and wikis
    - Describe techniques for crafting effective questions and encouraging participation
    - Write effective questions using a three-part model
    - Explore different methods to use interaction for online assessment
    - Create appropriate etiquette guidelines
    - Manage online interaction
    - Evaluate interactive tasks using rubrics

- *Providing Student Feedback*
    - Navigate the Grade Center and change your view of the Grade Center to make it more accessible
    - Hide and sort rows and columns to focus on specific data
    - Use the Column Organization page in the Grade Center to quickly rearrange columns, freeze columns to aid scrolling, and hide or show multiple columns simultaneously
    - Explain the difference between grade columns and calculated columns
    - Create grade columns to enter and manage grades
    - Modify columns to provide feedback
    - Identify best practices for providing feedback
    - Add due dates to grade columns
    - Create calculated columns to calculate grades
    - Enter grades for items that must be manually graded
    - Override and exempt grades
    - Create a Smart View to see a customized display of student performance

- *Monitoring Performance to Retain Students*

- o Enable the Review Status tool and monitor the release and Review Status of content items
- o Enable Early Warning System rules
- o Run status checks on Early Warning System rules
- o Notify learners (and Observers) through Early Warning system notifications
- o Monitor student progress using the Alerts and Needs attention modules
- o Monitor each student's overall performance from the Performance Dashboard
- o Explain the types of course statistics reports and when to use them
- o Run the Overall Summary of Usage report and explain uses for each section of the report
- o Enable tracking by content item and run content item usage reports
- o Print and save statistics

Workshop 3: Transitioning to the an Online Classroom

Description: Designed to help faculty begin the process of making the transition for an on-campus instructor to an online instructor. This workshop is designed to give an introduction to online teaching and learning.

Workshop Topics and Outcomes

- *Revisiting, Selecting, and Adapting Instructional Content*
    - o Describe methods for adapting your existing instructional content for an online course
    - o Describe methods for finding appropriate third-party instructional content
    - o Identify best practices in copyright guidelines when using
- *Developing a Communication Plan*
    - o Identify different methods to share information and interact with your online student
    - o Compare and contrast the strengths and limitations of different methods of communicating with your course
    - o Describe which communication methods might be a good fit for your online course(s)
- *Assessment Strategies*
    - o Describe the strengths and limitations of assessment methods that can be used with online courses
    - o Describe best practices for protecting the academic integrity of your online course assessments
- *The Use of Collaboration*
    - o Describe examples of collaboration tools including wikis, blogs, and social networking and bookmarking tools and their strengths and limitations
    - o Describe collaboration methods that would be useful in your online courses
- *Building and Managing Group Assignments*
    - o Describe general strengths and challenges associated with assigning group work in online courses
    - o Share examples of group assignments and how might you adapt and manage them within an online environment
- *Using Discussions to Further Student Engagement and Learning*
    - o Describe methods that can help you create engaging discussions with your online students

- *Quality Matters 101*
    - Describe the 8 general standards of the Quality Matters rubric
    - Describe the concept of "alignment" and determine if your online courses meet this criterion
    - Describe the peer review process used by the QM program