Developing Practitioner Faculty

for Online Degree Programs in Population Health

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Topics for Discussion

Part I (Our Purpose and Structure)

- Context: Our School and its Goals for Online Education
- The Role of Practitioner Faculty at JSPH
- Our Quality Framework
- Our Focus for Practitioner Training and Support
- The JSPH Model Course, Lesson Plan, and Week Online
- Our Faculty and Web 2.0

Part II (How we Work with Practitioner Faculty)

- Constraining Factors
- Rapidly adopted approaches
- Support Strategies (Program level)
- Looking Forward: Mission-based Development and Web 2.0

Why Online Learning in the Jefferson School of Population Health?

- Our specialized subject matter:
  - ➤ Health policy
  - ➤ Healthcare quality and patient safety
  - ➤ Chronic care management
  - ➤ Applied health economics and outcomes research
- Widely distributed national and regional audiences
- Working professionals as primary student group
- Specialized professionals as faculty = adjuncts

JSPH Journey to Online (Planning)

Our strategic plan for online learning :

- ➢ Definition of goals and outcomes:
  Sloan Consortium's *Five Pillars of Quality* + 1
    - Learning Effectiveness
    - Cost Effectiveness
    - Access
    - Faculty Satisfaction
    - Student Satisfaction
    - Student Community
- ➢ SWOT analysis of University/School resources/capabilities
- ➢ Identification of key personnel/support units within University
- ➢ Recommended actions, in sequence, for accomplishment of goals/outcomes

Journey to Online (Design & Development)

- Review of e-learning literature to identify "best practices"
- Interview/review successful online programs (Penn State World Campus, SUNY Learning Network, UMd, UT, APLU, etc.)
- Identify continuous improvement model/rubric to assure quality: *Quality Matters Rubric for Online Learning*
- Secure online teaching and faculty development specialist
- Develop faculty development training program for online teaching
  - Comprehensive 14-week training program (mandatory)
  - One-on-one mentoring/faculty workshops
- Develop online CMS training module for matriculated students: Orientation
- Design/implement uniform online course navigation template in conjunction with CMS

Journey to Online (Student Management)

- FAQs for website
- Self-assessment module for potential online learners
- Development of formative and summative course evaluations
- Analysis of student life cycle from perspective of online student
- Creation of online student community

Key Issues: Practitioner Faculty and Web 2.0

Practitioner Faculty:

- What do our Practitioner Faculty most need to know?
- What are limiting factors in fully engaging practitioner faculty—and how can these be addressed?

Web 2.0:

- What is the optimal role of Web 2.0 technology in our learning environment?
- Where can its use be built in to course or program structure?
- Where can (or should) its use be ad hoc?

Quality Matters Rubric Standards (2008 – 2010)

QM Standards call for:

- Course Overview and Introduction
- Learning Objectives
- Assessment and Measurement
- Resources and Materials
- Learner Engagement
- Course Technology
- Learner Support
- Accessibility

Faculty Development Paths
– Modeled on Penn State's COTS

Competency standards
   call for:

- Attitude/Philosophy

- Building Community

- Class Administration

- Faculty Workload Management

- Teaching/Learning

- Technology Ability

Degrees of Accomplishment

- Novice

- Journeyman

- Master

So, What do Practitioner Faculty Need to Know?

One of the greatest difficulties in helping faculty switch from face-to-face to online is the clash between more traditional modes of instruction and mentoring and the pedagogy of collaborative learning.

Leni Wildflower, "Teaching Professionals to be Effective Online Facilitators and Instructors." Handbook of Online Learning. K.E. Rudestam and J. Schoenholtz-Read. Sage, 2010

Pay special attention to:

1. Use of (the right) software
2. Attention to social space
3. Establishment of clear norms/boundaries
   1. Group collaboration
   2. Grading/evaluation
4. Protection of confidentiality
5. Facilitation of dialog
6. Creation of online presence
7. Encouraging student-student support
8. Managing conflict
9. Sustaining motivation

What do *Our* Practitioner Faculty Need to Know?

Use of (the right) software	Discussion and Grading tools
Attention to social space	Professional Events and Student Community
Establishment of clear norms - Group collaboration - Grading/evaluation	Program Policies - Required Group Charter template - Rubrics and standard point scheme
Protection of confidentiality	Student Orientation – Employer policies
Facilitation of dialog	Faculty Training (in service)
Creation of online presence	Faculty Training (wrap up)
Encouraging student-student support	Student Orientation– profiles, IM, Intros
Managing conflict	Not a significant issue in our population
Sustaining motivation	Workplace and mission focus

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A Definition of Web 2.0

The term Web 2.0 is associated with web applications that facilitate participatory information sharing, interoperability, user-centered design,[1] and collaboration on the World Wide Web. A Web 2.0 site allows users to interact and collaborate with each other in a social media dialogue as creators (prosumers) of user-generated content in a virtual community, in contrast to websites where users (consumers) are limited to the passive viewing of content that was created for them.

Wikipedia (03-23-2011)

Structure: The JSPH Model Course

Notes:

JSPH Model Lesson Plan

A Week in the Online Life at JSPH

Monday:
New Week OPENS

End of Week:
Discussion &
Assignment Submission

Tuesday:
Reading & Discussion

Thursday:
Discussion & Writing

Wednesday:
Reading & Discussion
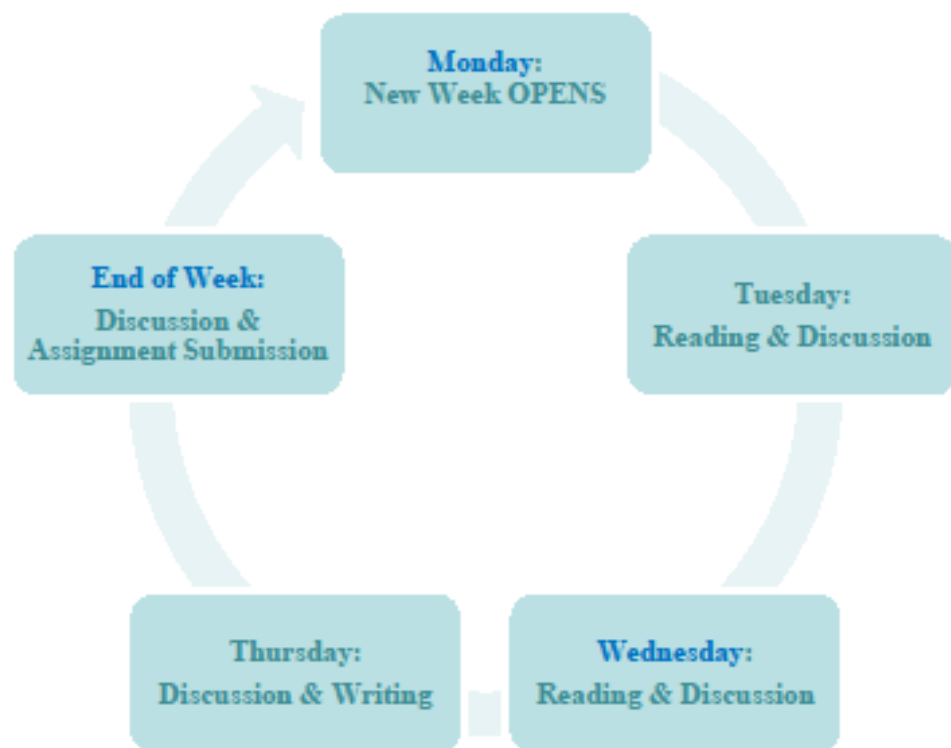
Monday – Tuesday: Access week's readings and lectures; begin posting to discussions

Wednesday – Friday: Complete readings, lectures, and initial discussion posts (by Wed. midnight); respond to peers and instructor; begin assignments

By end of Week:

- Complete all discussion postings by Saturday, noon.

 - Submit all assignments by Sunday, midnight

Our Faculty and Web 2.0

Adoption (ad hoc):

- Wikis - glossary

- Blogs – topical blog

- Podcasting – weekly Intro

- Video casting – "guest"

- Interactive online lecture – prep for supplemental synchronous sessions

Why is web 2.0 adoption one predictor of faculty success?

- Demonstrates *openness* to new tools (talent for technology not required)

- Facilitates *collaborative* work

- Facilitates *student-centered* instruction

- Accommodates various learning and *communication styles*

- Supports design of online course as a *web-based learning environment.*

Limiting Factors: Working with Practitioners

Extreme:

1. Time Shortfalls
2. Disparities of Teaching Experience
3. Disparities of Experience with Instructional Technology
4. Uncertainties of Expectation
5. Preoccupation with "Expert" Role (and consequent lack of student-centeredness)
6. Diversity of Support Needs
7. Limitations of Opportunities to Communicate

1. Addressing Practitioner Time Constraints

- Course Authoring:
  - Course template
  - Course copy and prep
- Course Delivery:
  - Courseware troubleshooting
  - Student troubleshooting
- On-going Development:
  - One-on-one support with new tools
  - Knowledge sharing events

2. Addressing Differences in Practitioner Teaching Experience

- Course Authoring:
  - ➢ ID support
  - ➢ Course design guidelines: discussion, assignment number and type, etc.
  - ➢ Promotion of grading rubrics
- Course Delivery:
  - ➢ Grading assistance (especially discussion)
  - ➢ In-service calls (3) and ad hoc support
  - ➢ Student performance monitoring
- On-going Development:
  - ➢ Review of weekly 5-minute evaluations
  - ➢ Review of formal <u>online</u> course evaluations

3. Addressing Practitioner Technology Skills

- Course Authoring:
  - Faculty training and dedicated technical support
  - Partnership in Innovation
- Course Delivery:
  - Extension of dedicated technical support (from authoring phase)
  - Course mechanics (creation of group spaces)
- On-going Development:
  - Share innovation driven by highly skilled faculty

4. Setting Practitioners' Expectations

- Course Authoring:
  - ➤ Model Course, Lesson Plans, Syllabus, and Week in the Life
  - ➤ Course component "Hall of Fame"
  - ➤ Shadowing
  - ➤ Contracts: authoring, conversion to online, delivery
- Course Delivery:
  - ➤ Time tracking (goal: 10-12 hours per week of 14 week course)
- On-going Development:
  - ➤ Faculty driven yearly meetings
  - ➤ Faculty envisioning and shaping of program's future

5. Developing Student Centered Instructors

- Course Authoring:
    - Train faculty from student-centered perspective
    - Educate "about" student-centered teaching
- Course Delivery:
    - Coach faculty in their role as moderators of discussion
- On-going Development:
    - Bring faculty together with student panels (aspirational)

6. Meeting Practitioners' Unique Needs

- Course Authoring:
  - ➤ Three-week "Jump Start" courses followed by intensive "production management" phase that combines small group and one-on-one support
- Course Delivery:
  - ➤ Extensive training of Course Authoring and Teaching Support (CATS) staff allows for flexibility
  - ➤ Personalization of service for individual faculty
- On-going Development:
  - ➤ Faculty agenda setting at semi-annual meetings
  - ➤ Regular faculty meetings with Academic Dean

7. Communication and the Bigger Picture: Practitioner Faculty are "Teacher-Learners"

Isolated teachers can suffer from:

- Incomplete/incorrect program information
- Decline in engagement
- Slow down in professional development
- Demoralization

We address risk of isolation through:

- Community building beginning with faculty training itself
- Semi-annual faculty development/appreciation events
- On-going development programs for practitioner "teacher-learner"

Rapidly Adopted Approach: Interviews

Audio recorded interviews (semi-structured)

- Tool: Skype and Pamela (recorder)
- Support: post production editing and posting to media server

- Video-taped interviews (ad hoc)
- Tool: Flip Video camera
- Support: recompression and posting to Flash media server
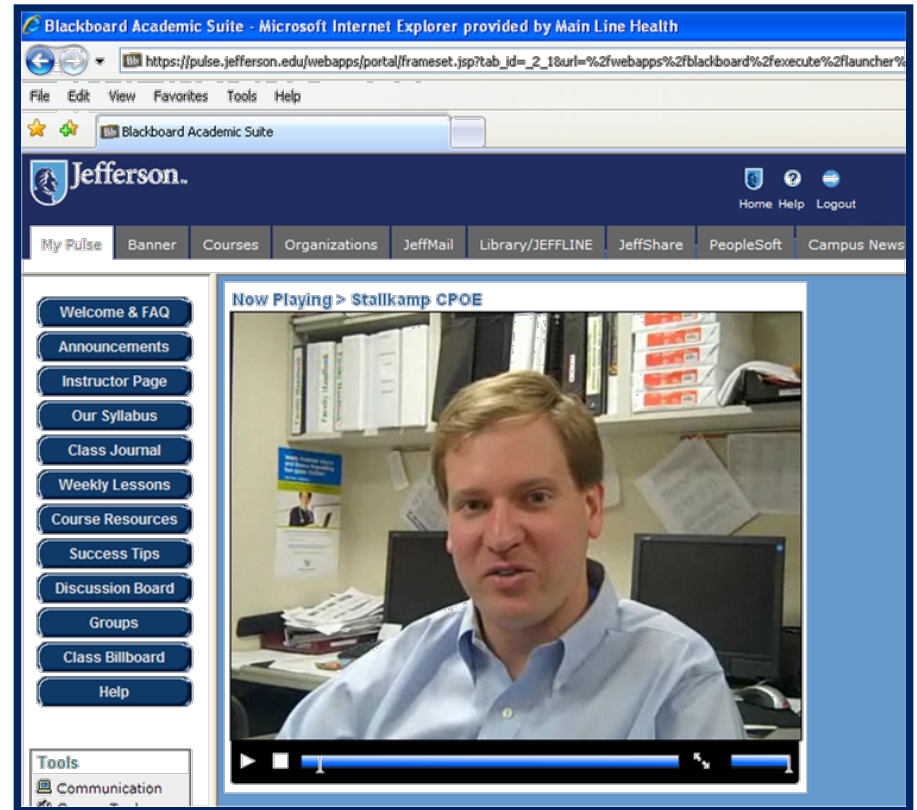
A Forward Look: Aligning Each Practitioner's Teaching Strengths with the School Mission

Pillar: *Practitioner Faculty Satisfaction*

On-going General Support:

- "Jump Start" courses
- Model Course(s) provided
- Hall of Fame (exemplary course components) provided
- "Chinese Menu" of CATS support

Mission Oriented Support:

- Bridge class/program boundaries through shared resources: Wikis
- Promote faculty/student blogs
- Facilitate faculty attendance at School sponsored events
- Feature faculty activities in School online bulletin student virtual community
- Actively manage "Class Billboard" wiki
- Hold faculty-driven yearly meetings