A Learner-Centered Approach to Faculty Development

Model Plan & Assessment

Need to be addressed

- Students aren’t prepared for class discussion because they haven’t kept up with the textbook reading.

Pedagogical implications*

- Good practice communicates high expectations (#6)
- Good practice emphasizes time on task (#5)
- Good practice gives prompt feedback (#4)

*Based on Chickering & Ehrmann’s “Seven Principles”

LCFD Goal - Pedagogy

- Faculty need to hold students accountable for assigned readings and to help students regularly assess their understanding of text readings.
Learner-Centered Approach – Model
Plan – CIC Regional Workshops

LCFD Goal - Tool
• As a result, they need to learn how to use the online quizzing function of the Course Management System as a tool for achieving this goal. Specific functions that help achieve this goal are the ability to turn off submission of quiz results prior to the class and the ability to provide feedback on quiz answers.

Necessary Skills/Objectives
• Pedagogical
  – How to write good evaluation questions
  – How to use feedback to help students assess their understanding

Necessary Skills/Objectives
• Technical
  – How to prepare a question for delivery online, including:
    • How to format a question to upload into the CMS or how to use the quiz area of the CMS to create a question.
    • How to select the answer that is correct
    • How to assign a point value to correct and partially-correct answers
    • How to provide feedback for each response

Necessary Skills/Objectives
• Technical
  – How to prepare a question for delivery online, including:
    • How to use a set of questions to generate different versions of the test for each student and for students taking the quiz more than once
    • How to use the quiz settings to set the time of release of the quiz and the time at which the quiz will turn off
Necessary Skills/Objectives

- Technical
  - How to prepare a question for delivery online, including:
    - How to use the quiz settings to allow multiple attempts, to indicate how the item will be scored and to set the amount of time that must pass between attempts
    - How to use the quiz settings to provide feedback to the student after the quiz has been evaluated by the system

Assessing Attainability

- Does this goal fit institutional priorities?
- Achievable within institutional resources?
  - Technical
    - Network reliable to provide 24/7 access?
    - Can all students get access in time?
    - IT staffer to maintain the CMS and provide technical help for faculty?
    - Help desk workers prepared to help users?

- Achievable within institutional resources?
  - Financial
    - Have we purchased a license that provides enough students access to meet demand for this term?
    - This academic year?
    - Can we raise the limit when necessary to prepare for success?

- Achievable within institutional resources?
  - Human
    - Do we have someone who can lead faculty workshops?
    - Is the person available to help faculty one-on-one as they need “hand holding”?
    - What resources are available to help support that person?
Assessing Attainability

Do we have a plan with concrete objectives and strategies?

Who does What?
- Who is responsible for the faculty development sessions?
- Who is responsible for technical support of the CMS?
- Who is responsible for training the help desk staff on how to field questions?

- When?
  - When will sessions be offered? When in the term? How many times will they be offered?
  - Will the TLM be available other times to provide individual help or respond to questions?
  - At what times are tech and help desk help available?

- Which tools and resources?
  - What materials will the TLM use for the workshop or make available to faculty?
  - If faculty will use a word processor to create the quiz, what tools are available to change the file into a format the CMS will recognize?
  - Any third party tools available to help with the process?

- Which faculty?
  - What are the abilities of your faculty?
  - Is there a base level of skills the faculty participating should have?
Assessing Attainability

- Do we have a plan with concrete objectives and strategies?
  - Create ownership and leadership for the plan
    - What can you do to get faculty interested in trying this approach?
    - What venues are available to showcase faculty who have had successes with the technology?

Seven Principles

1. Good practice encourages contacts between students and faculty.
2. Good practice develops reciprocity and cooperation among students.
3. Good practice uses active learning techniques.
4. Good practice gives prompt feedback.
5. Good practice emphasizes time on task.
6. Good practice communicates high expectations.
7. Good practice respects diverse talents and ways of learning.
Quiz Settings - Jenzabar

[Image of a computer screen showing Jenzabar quiz settings]

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