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Creating Online Teaching Competencies and a Faculty Development Curriculum

Nima Salehi  
University of Minnesota - Twin Cities

Christina Petersen  
University of Minnesota - Twin Cities, pete6647@umn.edu

Sara Hurley  
University of Minnesota - Twin Cities, hurley@umn.edu

Peg Sherven  
University of Minnesota - Twin Cities, peg@umn.edu

Christiane Reilly  
University of Minnesota - Twin Cities, reill110@umn.edu

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Creating Online Teaching Competencies and a Faculty Development Curriculum

https://z.umn.edu/teachingcompetencies

Minnesota eLearning Summit 2017
Bloomington, MN
Agenda for our presentation

1. Introduction of our charge and how we approached it
2. Presentation of the teaching competencies
3. Activity 1 - Feedback on the competencies
4. Presentation of the professional development curriculum
5. Activity 2 - Feedback on the curriculum
6. Discussion and Q & A
Committee Charge

Create an online teaching curriculum for faculty that offers breadth and depth and is delivered with a variety of modalities.
Online Teaching Competencies

Skills faculty need to support learner-centered instruction in today’s digital learning environment.
Vision for Competency Use

- Flexible for colleges
- Multi-level experiences
- Audience = faculty
A major challenge we faced was **how** to work together

- Twin Cities System
- Central Units

- Twin Cities Colleges and Other System Units
We developed an effective, sustainable collaboration framework

Small representative committee

Representatives from each unit (Review & Comment Team)

Twin Cities System
Central Units

Twin Cities Colleges and Other System Units
Sources for Online Teaching Competencies

COLLEGE OF CONTINUING EDUCATION
UNIVERSITY OF MINNESOTA
CCE Quality Standards
AY16-17
Competencies

● Learning Design Competency
● Learning Environment Competency
● Online Teaching Competency
Learning Design Competency

Learning Outcomes

● Objectives are at level for course
● Align with content, activities, assessments
● Measurable and written from student perspective

Activities and Assessments

● Activities: align, support active learning, invite reflection/self assessment, include learner interaction, adhere to universal design.
● Assessments: align, are sequenced and varied, are clearly communicated with explicit grading criteria, are formative and summative
Learning Environment Competency

Materials and Content

- Getting started
- Instructor availability
- Response/feedback on assignments
- Variety of learning materials
- Integrate media
- Directions for technologies used
- Copyright/universal design compliant
- Learner academic/technical support resources
Online Teaching Competency

Pedagogical/Social
● Create community and instructor presence
● Provide safe and respectful environment
● Foster critical thinking skills
● Manage discussions/progress/participation
● Respond/encourage/model
● Provide prompt feedback on assignments

Technical/Managerial
● Manage use of tools
● Get technical assistance
● Manage/set up grades
● Manage roster/adhere to FERPA
Competency Activity Questions
https://z.umn.edu/competencyqs

1. Which competencies are most important for your faculty?

2. How would you use these competencies with faculty?

3. What are issues you might find with using these competencies?
Competency Mapping Data

- 85 workshops
  - 67 central unit workshops
  - 18 college workshops
- Modalities
  - 50 F2F sessions (1-3 hours long)
  - 10 Online
  - 5 hybrid
  - 5 independent tutorials
Professional Development Gaps

Competency coverage = 1 > 2 > 3

1. Learning Design Competency
2. Learning Environment Competency
3. Online Teaching Competency
Professional Development Gaps

● Gap for workshops that provide in depth exploration of competencies

● Gap in providing asynchronous and fully online workshop offerings

● Gap in providing independent study workshop offerings
Proposed Curriculum

● Informed by the competencies
● Informed by theory/current best practice
● Multiple modalities
● Using LMS and tools
● Provides varied levels
Proposed Curriculum 2

- Modular topics for flexible delivery/choice
- Has practical application
- Can be modified by colleges
- Includes incentives and CEUs
- Provides opportunity for faculty input
Curriculum Activity Questions
https://z.umn.edu/curriculumqs

1. How is faculty professional development for online teaching and learning provided in your institute?

2. What are gaps you currently have in your faculty professional development?

3. How could these competencies help you organize your faculty professional development?
References

- Quality Matters Online Instructor Skill Set
- Quality Course Teaching and Instructional Practice Scorecard. Online Learning Consortium.
- Penn State Faculty Competencies for Online Teaching.
- International Society for Technology in Education (ISTE) Standards for Teachers.
- Quality Standards for online/blended course design and teaching. College of Continuing Education. UMN.
- Instructor Roles and Responsibilities Guide. School of Public Health, University of Minnesota.
- The Check: Guideline to Online Course Design. College of Education and Human Development. UMN.
References (cont.)


● Student Perspectives on Online Course Best Practices and Instructor Roles and Responsibilities Guide. School of Public Health, University of Minnesota.


Questions