



# Minnesota eLearning Summit

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Minnesota eLearning Summit

2017

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Aug 2nd, 3:00 PM - 4:00 PM

## Creating Online Teaching Competencies and a Faculty Development Curriculum

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# Creating Online Teaching Competencies and a Faculty Development Curriculum

<https://z.umn.edu/teachingcompetencies>

Minnesota eLearning Summit 2017  
Bloomington, MN



UNIVERSITY OF MINNESOTA

**Driven to Discover<sup>SM</sup>**

**Sara Hurley**

School of Public Health

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Academic Technology Support Services

**Christina Petersen**

Center for Educational Innovation

**Christiane Reilly**

College of Continuing Education

**Nima Salehi**

School of Nursing

**Peg Sherven**

Academic Health Center

# 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.

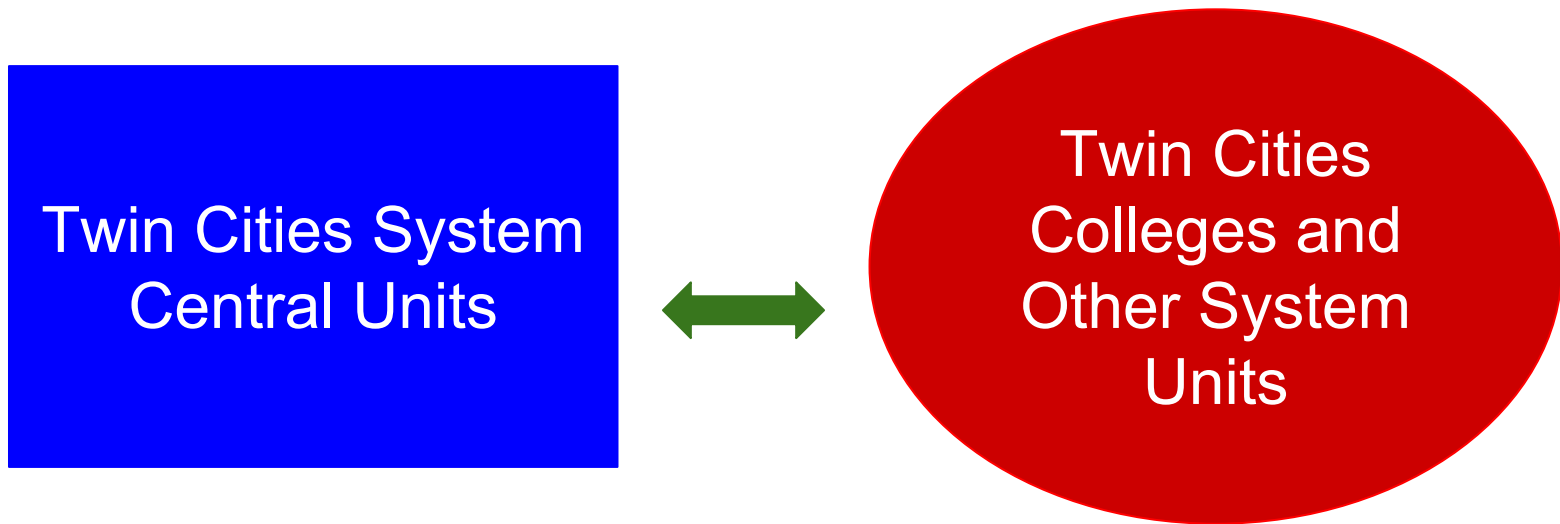
# Online Teaching Competencies

Skills faculty need to support learner-centered instruction in today's digital learning environment.

# Vision for Competency Use

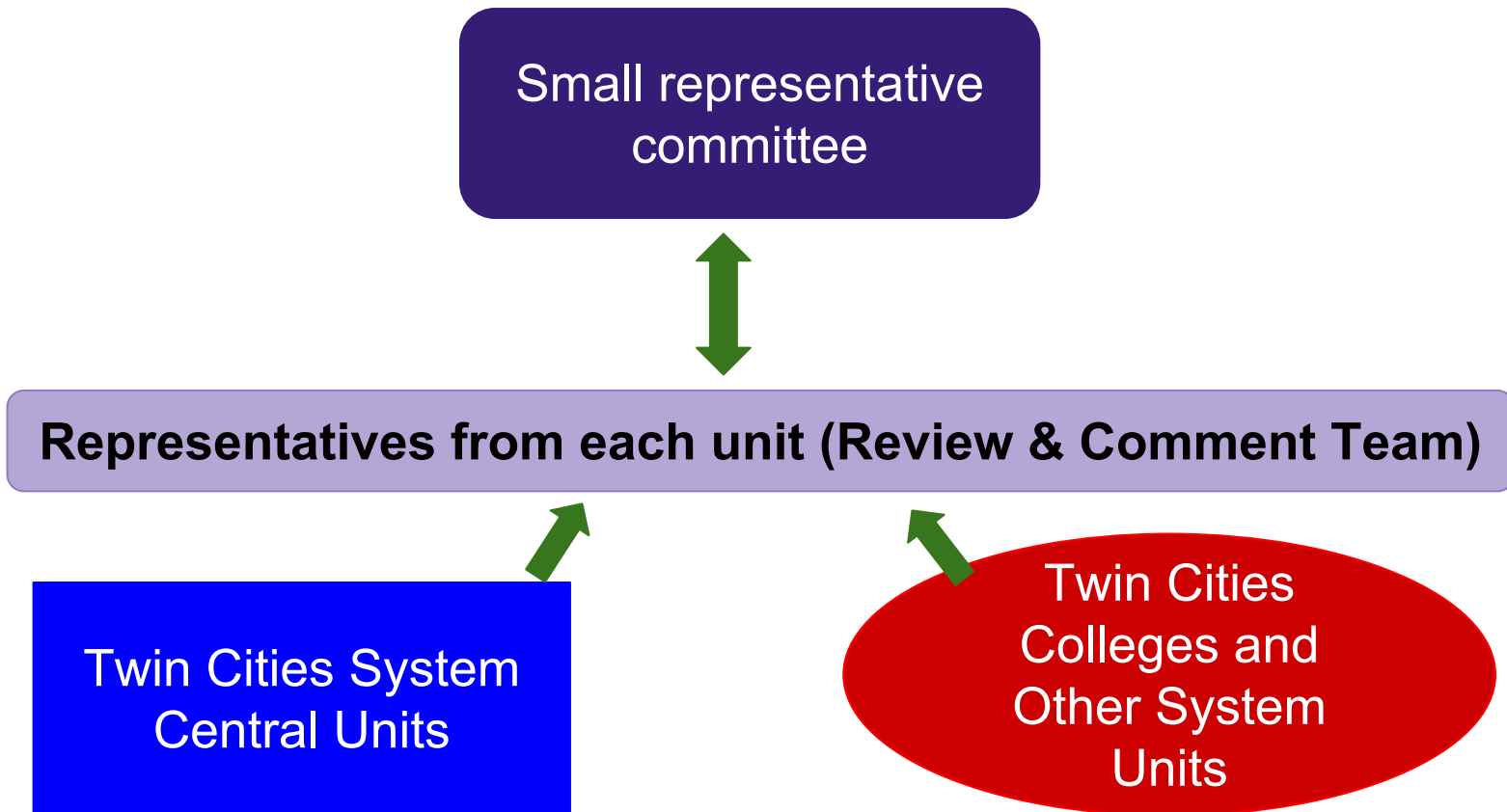
- Flexible for colleges
- Multi-level experiences
- Audience = faculty

# A major challenge we faced was **how** to work together





# We developed an effective, sustainable collaboration framework



# 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.
- Principles of Teaching. Eberly Center Teaching Excellence and Innovation. Carnegie Mellon.
- 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.

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- Online instructor and teaching competencies: Literature review for Quality Matters Final Report. (February 3, 2016). William C. Diehl. Quality Matters.
- Student Perspectives on Online Course Best Practices and Instructor Roles and Responsibilities Guide. School of Public Health, University of Minnesota.
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# Questions



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