

Chapter 54

Multi-Modal Professional Development for Faculty

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ABSTRACT

This chapter describes a multi-modal faculty professional development program designed using the Analyze, Design, Development, Implement, and Evaluation process (ADDIE) and the Community of Learners model. The program includes a general training series, one-on-one trainings, on-demand training, as well as social events. The general training series is offered synchronously via face-to-face and webinar formats simultaneously. This training series is also offered asynchronously via training videos and slides that are published to a website. Additionally, the professional development program encourages faculty to support one another and share their experiences through social events and colloquiums. This multi-modal approach creates an adaptable and flexible environment that allows the professional development program to meet the needs of a diverse group of faculty.

INTRODUCTION

Online course offerings are growing at an exponential rate. According to the national center for educational statistics, in 2006, 89% of public 4-year universities offered distance education courses for credit hours (Parsad, Lewis, Tice, & National Center for Education Statistics., 2008).

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There is an increased need for higher education institutions to offer more professional development for faculty who teach online courses due to the increasing offerings of online courses. To date, universities and colleges employ a variety of methods to teach/train faculty on new technology and pedagogy from group technology training supported by an Information Technology department to creating Centers for Teaching Excellence on pedagogy (Blair & Madigan, 2000;

Brown, Maeers, & Cooper, 2000). Too often these professional development programs provide one method of training faculty with separate technology and pedagogy training. Often the teaching and learning styles between the trainer and faculty are misaligned or faculty expectations and the actual training content may be mismatched. As a result, this may lead to poor faculty experience with professional development (Lawlar, 2003). Utilizing multi-modality to design professional development for faculty applies several processes and models as well as integrates technology and pedagogy training. Multi-modality can eliminate known faculty barriers to integrating technology into their courses such as time constraints (Rutherford & Grama, 1995).

This chapter describes a multi-modal faculty professional development program designed using the Analyze, Design, Development, Implement, and Evaluation approach (ADDIE) combined with Community of Learning model. The program includes a general training series, one-on-one trainings, on demand training as well as social events. The Community of Learning model allows faculty to support one another through social events and colloquiums. This multi-modal approach creates an adaptable and flexible environment that allows the professional development program to meet the needs of a diverse group of faculty.

BACKGROUND

Faculty and Technology

Faculty members face shifting roles from being an instructor and lecturer to course developer and facilitator (Conrad, 2004). Online learning and instructional strategies are still in nascency. Faculty often resist to moving to this format for a variety of reasons. Rutherford and Grama (1995) have suggested faculty fear integrating technology due to following factors: time constraints, having

to move backward to move forward, and not knowing where to begin. Tsounda (1992) states faculty are resistant to professional development due to a lack of technology skills. Also, training workshops may not meet faculty's goals for development. Lawlar (2004) reported that faculty development workshops often had goals that did not align with faculty expectations. Additionally, timing of the workshops may not fit into faculty schedules. Lee and Busch (2005) found that faculty participation in distance education is related to their perception of training. Faculty members are more willing to participate in distance education instruction if they perceive the training offered is adequate and relevant to their instruction.

Universities offer many strategies and models for faculty development regarding technology and pedagogy, yet they only offer training in technology or pedagogy either face-to-face or online instead of a flexible approach that incorporates all. Many times there are "ideological constraints that maintain the separation of technology and pedagogy" (Blair & Madigan, 2000). One university's Teaching and Learning Center proposes a technology-pedagogy model that ensures that faculty will be able to integrate technology effectively for the initial planning stages of course development through implementation and assessment stages (Blair & Madigan, 2000). Another university utilizes the Community of Learners model for faculty development. This collaborative approach utilizes faculty discussing educational communication while learning technology skills (Brown, Maeers, & Cooper, 2000). Another university uses a Perceptual Control Theory (PCT) and ADDIE model (Georgina and Hosford, 2009). However, faculty indicate that combining technological and pedagogical training would be more effective for their instructional needs. In order to reach a diverse group across multiple departments, professional development programs must incorporate a variety of models and delivery modes.

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