

Strategies and Techniques for Supporting Faculty Working with Online Courses

Scott Schopieray
Assistant Director
Center for Teaching and Technology
schopie1@msu.edu

Brandon Blinkenberg
eProducer
Virtual University Design and Technology
bran@msu.edu

In this session we'll be providing practical suggestions based on the combined experience of the vuDAT staff using an overview of our model. This model has been developed and refined by vuDAT staff as we continue to work with supporting faculty. Throughout the presentation we will be referring to several print and online resources developed by the vuDAT team to support consulting. Examples of the print documents and links to the online resources are provided online at the following website:

<http://vudat.msu.edu/presentations/disted04>

Additionally, below we have provided an outline of the vuDAT support model, some “quick tips” for supporting faculty developing online courses, and some links to websites referred to during the presentation.

Outline of vuDAT Support Model

“First Contact” Process

- Information collection
- Initial meeting with client

Internal Decision Process

- Contact Dept. / College / other potentially interested parties

Project Acceptance

- Review Course Materials / Plan
 - Syllabus
 - Descriptive paragraph

Producer Assignment

Design and Development

- Consulting
- Design
- Meetings

First Course Offering

Revision of existing materials

Support for existing course ends

- Potential for re-engagement/enhancement

Quick Tips for Supporting Faculty Working with Online Courses

1. Give faculty concise information sheets that are helpful and written in a way that is easy to use.
2. Set up a timetable for development and stick to it.
3. Have consequences for missing deadlines
4. Encourage faculty to experiment, play, fail and try again.
5. Make sure faculty are aware that technology “breaks” regularly and that they need to have a “Plan B” in place.
6. Make sure faculty feel they have ownership of the course
7. Making sure each course is special in some way is a great way to keep interest in the project and gives the faculty member something to show to others.
8. Use minimalist tutoring techniques to ensure the faculty member has the opportunity to learn to perform the task themselves.
9. Share ideas and solutions within your group and keep a collection of past work that you can show to faculty to get them thinking about possibilities.
10. Find instructional support staff or other faculty in their department that can help with technology

Resources

- **vuDAT TeachOnline Site** (<http://teachvu.vu.msu.edu/>) – A site dedicated to online teaching and learning techniques. Discussion forums for faculty are included on this site.
- **vuDAT Demo Course** (<https://angel.msu.edu/section/default.asp?id=DEV%2DSANDBOX%2DDETSKAS%2D100%2D000042>) - To give the MSU community an answer to the questions of what ANGEL is, and what sorts of things ANGEL (A New Global Environment for Learning) can do/be used for?
- **vuDAT ANGEL Tips and Techniques** (<http://vudat.msu.edu/angel/>) – A supplemental site to the ANGEL documentation that provides help with advanced topics.
- **vuDAT Breakfast Series** (http://vudat.msu.edu/resources_breakfast.php) – These presentations are a collaboration of vuDAT and faculty using technology in their teaching. Panelists discuss real life experiences using current technology and encourage collaborative forums to find the methods that work best.
- **vuDAT Online ANGEL Training** (<http://training.angel.msu.edu>) – This site was created to give instructors a chance to learn how to use ANGEL at their own pace, rather than attending long software training courses in person. The entire CMS is broken down into its smallest parts and presented in bite sized chunks. Because the site is indexed and easily searchable, it also serves as a quick reference guide.