PROJECT STATUS: Completed
March 2015

#120 Promoting Excellence in Teaching through On-line Faculty and TA Development

Create on-line faculty development modules that focus on important instructional processes (e.g. providing effective feedback, scaffolding learning, checking comprehension, posing engaging discussion questions, designing appropriate assessments) in common instructional situations such as: lectures, labs, class discussions, office hours, distance and blended formats, and written work.

ACHIEVEMENTS

- Project achieved the following outcomes:
  - Administered a needs analysis that identified the topics for two online self-access professional development modules. The analysis included the points of view of 170 department chairs, faculty, and TAs from a variety of programs and 510 students, allowing the content of these modules to be tailored to the real needs of “instructional personnel” at PSU.
  - Developed two multi-step online self-access learning plans featuring classroom video and online environments. The online modules focused on student engagement and teaching with technology, both topics determined based on the initial needs analysis.
  - The online modules are available in LearnerWeb.
  - Please see the end-of-project report and summary of project artifacts for additional information.

PROGRESS

LEAD: Nike Arnold, Associate Professor, Applied Linguistics, College of Liberal Arts & Sciences
PROJECT MANAGER: Hans VanDerSchaaf
COLLABORATORS: Depts. of World Languages and Literatures and Applied Linguistics

www.pdx.edu/oai/provosts-challenge
PROJECT STATUS: Completed

February 2015

#120 Promoting Excellence in Teaching through On-line Faculty and TA Development

Create on-line faculty development modules that focus on important instructional processes (e.g. providing effective feedback, scaffolding learning, checking comprehension, posing engaging discussion questions, designing appropriate assessments) in common instructional situations such as: lectures, labs, class discussions, office hours, distance and blended formats, and written work.

ACHIEVEMENTS THIS PERIOD (12.01.2014-02.01.15)

• Completed project!
• Added modules to Learner web.
• Worked with the Office of Academic Innovation to develop a communications strategy.
• Developed an assessment plan.
• Project achieved the following outcomes:
  • Administered a needs analysis that identified the topics for two online self-access professional development modules. The analysis included the points of view of 170 department chairs, faculty, and TAs from a variety of programs and 510 students, allowing the content of these modules to be tailored to the real needs of “instructional personnel” at PSU.
  • Developed two multi-step online self-access learning plans featuring classroom video and online environments. The online modules focused on student engagement and teaching with technology, both topics determined based on the initial needs analysis.
• The online modules are available in LearnerWeb.
• Please see the end-of-project report and summary of project artifacts (forthcoming) for additional information.

GOALS FOR NEXT PERIOD (02.02.15-03.08.15)

• Not applicable.

KEY DECISIONS

• Not applicable.

OPEN ISSUES

• Not applicable.

LEAD: Nike Arnold, Associate Professor, Applied Linguistics, College of Liberal Arts & Sciences
PROJECT MANAGER: Hans VanDerSchaaf
COLLABORATORS: Depts. of World Languages and Literatures and Applied Linguistics
#120 Promoting Excellence in Teaching through On-line Faculty and TA Development

Create on-line faculty development modules that focus on important instructional processes (e.g. providing effective feedback, scaffolding learning, checking comprehension, posing engaging discussion questions, designing appropriate assessments) in common instructional situations such as: lectures, labs, class discussions, office hours, distance and blended formats, and written work.

ACHIEVEMENTS THIS PERIOD
(10.20.14-11.30.14)

- Continued identifying usable video clips.
- Continued designing curriculum for modules (identified topics and goals, and decided how to present curriculum).
- Started drafting end-of-project report.

GOALS FOR NEXT PERIOD
(12.01.2014-02.01.15)

- Input modules into Learner web.
- Finish identifying additional materials for modules.
- Work with the Office of Academic Innovation to implement a communications strategy.
- Develop assessment plan.
- Complete end-of-project report.
- Complete project!

KEY DECISIONS

- One module will be on student engagement and the other will be on teaching with technology.

OPEN ISSUES

- None.

LEAD: Nike Arnold, Associate Professor, Applied Linguistics, College of Liberal Arts & Sciences

PROJECT MANAGER: Hans VanDerSchaaf

COLLABORATORS: Depts. of World Languages and Literatures and Applied Linguistics

www.pdx.edu/oai/provosts-challenge
#120 Promoting Excellence in Teaching through On-line Faculty and TA Development

Create on-line faculty development modules that focus on important instructional processes (e.g. providing effective feedback, scaffolding learning, checking comprehension, posing engaging discussion questions, designing appropriate assessments) in common instructional situations such as: lectures, labs, class discussions, office hours, distance and blended formats, and written work.

**ACHIEVEMENTS THIS PERIOD**
(6.2.14-10.19.14)

- Finished analyzing results of needs assessment - modules will focus on teaching with technology and student engagement.
- Finished recordings of the FRINQ course.
- Began identifying usable video clips.
- Began identifying additional materials for modules.
- Began designing curriculum for modules (identify topics and goals, and decide how to present curriculum).

**GOALS FOR NEXT PERIOD**
(10.20.14-11.30.14)

- Begin inputting modules into Learner web.
- Finish identifying usable video clips.
- Finish identifying additional materials for modules.
- Finish designing curriculum for modules (identify topics and goals, and decide how to present curriculum).
- Start developing a communications strategy.
- Start developing an assessment plan.
- Start drafting end-of-project report.

**KEY DECISIONS**

- Worked with the Office of Information Technology and other stakeholders to decide that Toolbox (software platform for viewing the videos) will be deployed through PSU’s self-service tool, enabling faculty to download software and view modules and videos in their offices.

**OPEN ISSUES**

- None.

**PROGRESS**

**LEAD:** Nike Arnold, Associate Professor, Applied Linguistics, College of Liberal Arts & Sciences

**PROJECT MANAGER:** Hans VanDerSchaaf

**COLLABORATORS:** Depts. of World Languages and Literatures and Applied Linguistics

www.pdx.edu/oai/provosts-challenge
PROJECT STATUS: On Schedule

June 2014

#120 Promoting Excellence in Teaching through On-line Faculty and TA Development

Create on-line faculty development modules that focus on important instructional processes (e.g. providing effective feedback, scaffolding learning, checking comprehension, posing engaging discussion questions, designing appropriate assessments) in common instructional situations such as: lectures, labs, class discussions, office hours, distance and blended formats, and written work.

ACHIEVEMENTS THIS PERIOD (4.28.14-6.1.14)

- Finished analysis of need assessment results.
- Recorded every meeting of the FRINQ course to date.
- Began looking for resources for modules.

GOALS FOR NEXT PERIOD (6.2.14-10.19.14)

- Finish recordings of the FRINQ course.
- Begin identifying usable video clips.
- Begin identifying additional materials for modules.
- Begin designing curriculum for modules (identify topics and goals, and decide how to present curriculum).
- Begin inputting modules into Learner Web.

KEY DECISIONS

- Decided on general design of module on technology (if applicable) since we can’t use our videos from the FRINQ course.
- Finalized topics for 2 modules.

OPEN ISSUES

- None.

PROGRESS

LEAD: Nike Arnold, Associate Professor, Applied Linguistics, College of Liberal Arts & Sciences

PROJECT MANAGER: Hans VanDerSchaaf

COLLABORATORS: Depts. of World Languages and Literatures and Applied Linguistics

www.pdx.edu/oai/provosts-challenge
#120 Promoting Excellence in Teaching through On-line Faculty and TA Development

Create on-line faculty development modules that focus on important instructional processes (e.g. providing effective feedback, scaffolding learning, checking comprehension, posing engaging discussion questions, designing appropriate assessments) in common instructional situations such as: lectures, labs, class discussions, office hours, distance and blended formats, and written work.

**ACHIEVEMENTS THIS PERIOD**
*(3.10.14-4.27.14)*

- Visited class to be recorded and secured informed consent.
- Hired student worker.
- Conducted training for student worker.
- Concluded needs assessment administration.
- Conducted more thorough analysis of needs assessment to confirm topics for modules.
- Decided how to set up module - online and hybrid courses cannot be captured with the traditional video setup.
- Resolved issue of Smart Board not fitting into special classroom - Office of Information Technology is loaning a console like those in high tech classrooms.
- Created and finalized Project Plan (detailed work plan/timeline).
- Created and finalized Project Management Plan (brief document covering project scope, roles, and change management process).

**GOALS FOR NEXT PERIOD**
*(4.28.14-6.1.14)*

- Record every meeting of the Freshman Inquiry (FRINQ) course.
- Finalize topics for 2 modules.
- Decide on general design of module on technology (if applicable) since we cannot use our videos from the FRINQ course.
- Begin looking for resources for modules.

**OPEN ISSUES**

- None.

**KEY DECISIONS**

- None.

**PROGRESS**

- [Green progress bar]

**LEAD:** Nike Arnold, Associate Professor, Applied Linguistics, College of Liberal Arts & Sciences

**PROJECT MANAGER:** Hans VanDerSchaaf

**COLLABORATORS:** Depts. of World Languages and Literatures and Applied Linguistics

www.pdx.edu/oai/provosts-challenge
PROJECT STATUS: On Schedule

March 2014

#120 Promoting Excellence in Teaching through On-line Faculty and TA Development

Create on-line faculty development modules that focus on important instructional processes (e.g. providing effective feedback, scaffolding learning, checking comprehension, posing engaging discussion questions, designing appropriate assessments) in common instructional situations such as: lectures, labs, class discussions, office hours, distance and blended formats, and written work.

ACHIEVEMENTS THIS PERIOD (2.3.14-3.9.14)

- Administered needs assessment to faculty, TAs, students and administrators.
- Identified two potential topics for modules (teaching with technology, student engagement) based on preliminary analysis of needs assessment.
- Confirmed class to be recorded.
- Received Institutional Review Board approval.
- Started setting up recordings.
- Secured equipment for classroom where recordings will occur.

GOALS FOR NEXT PERIOD (3.10.14-4.27.14)

- Visit class to be recorded and secured informed consent.
- Hire and train student worker.
- Conclude needs assessment administration.
- Conduct more thorough analysis of needs assessment to confirm topics for modules.
- If one module will cover teaching with technology, decide how to set up module - on-line and hybrid courses cannot be captured with the traditional video setup.
- Create and finalize Project Plan (detailed work plan/time-line).
- Create and finalize Project Management Plan (brief document covering project scope, roles, and change management process).

OPEN ISSUES

- We hope that most students in the class will agree to be recorded. Unfortunately, this issue is beyond our control.
- SmartBoard for special classroom that will be used for Spring 2014 course does not fit in special classroom. Project team is working to resolve this issue.

KEY DECISIONS

- Decided to record only one class.
- Decided to record this class for the whole term.

PROGRESS

LEAD: Nike Arnold, Associate Professor, Applied Linguistics, College of Liberal Arts & Sciences

PROJECT MANAGER: Hans VanDerSchaaf

COLLABORATORS: Depts. of World Languages and Literatures and Applied Linguistics

www.pdx.edu/oai/provosts-challenge
PROVOST’S CHALLENGE

PROJECT STATUS: On Schedule

February 2014

#120 Promoting Excellence in Teaching through On-line Faculty and TA Development

Create on-line faculty development modules that focus on important instructional processes (e.g. providing effective feedback, scaffolding learning, checking comprehension, posing engaging discussion questions, designing appropriate assessments) in common instructional situations such as: lectures, labs, class discussions, office hours, distance and blended formats, and written work.

ACHIEVEMENTS THIS PERIOD (12.15.13-2.4.14)

- Spoke to several faculty members about being recorded.
- Drafted second Institutional Review Board (IRB) application for video recordings.
- Confirmed registration procedure for recorded classes to allow students to opt-out of being recorded.

GOALS FOR NEXT PERIOD (2.3.14-3.9.14)

- Administer needs assessment to faculty, TAs, students and administrators.
- Begin analysis of needs assessment results to identify patterns to ultimately determine topics of modules.
- Confirm classes to be recorded.
- Create and finalize Project Plan (detailed work plan/time-line).
- Create and finalize Project Management Plan (brief document covering project scope, roles, and change management process).

KEY DECISIONS

- Using the change management process, a decision was made to extend the timing of the project to allow project to reach a larger and more representative group to better assess the needs of PSU’s faculty and students, and to limit coercion in order to bring project more in line with IRB compliance. New end date for project is December 15, 2014.

OPEN ISSUES

- None.

PROGRESS

LEAD: Nike Arnold, Associate Professor, Applied Linguistics, College of Liberal Arts & Sciences
PROJECT MANAGER: Hans VanDerSchaaf
COLLABORATORS: Depts. of World Languages and Literatures and Applied Linguistics

www.pdx.edu/oai/provosts-challenge
#120 Promoting Excellence in Teaching through On-line Faculty and TA Development

Create on-line faculty development modules that focus on important instructional processes (e.g. providing effective feedback, scaffolding learning, checking comprehension, posing engaging discussion questions, designing appropriate assessments) in common instructional situations such as: lectures, labs, class discussions, office hours, distance and blended formats, and written work.

ACHIEVEMENTS THIS PERIOD (11.15.13-12.15.13)

- Institutional Review Board (IRB) approvals secured.
- Needs assessments finalized and put on Qualtrics.
- Made first contact with instructors who might be willing to be recorded.
- Identified mechanisms for distributing the needs assessment.
- Began developing plan for securing permissions for students to be video recorded.
- Began drafting of job description for hourly student worker.

GOALS FOR NEXT PERIOD (12.15.13-2.2.14)

- Distribute needs assessment.
- Confirm classes to be recorded and schedule recordings.
- Hire hourly student worker.
- Train hourly student worker.
- Create and finalize Project Plan (detailed work plan/timeline).
- Create and finalize Project Management Plan (brief document covering project scope, roles, and change management process).

KEY DECISIONS THIS PERIOD (11.15.13-12.15.13)

- Design of needs assessments and recruitment strategies.
- Record multiple courses for several weeks as opposed to one course for the whole term.

OPEN ISSUES

- None.

LEAD: Nike Arnold, Associate Professor, Applied Linguistics, College of Liberal Arts & Sciences

PROJECT MANAGER: Hans VanDerSchaaf

COLLABORATORS: Depts. of World Languages and Literatures and Applied Linguistics
#120: Promoting Excellence in Teaching through Online Faculty and TA Development

*Create online faculty development modules that focus on important instructional processes (e.g. providing effective feedback, scaffolding learning, checking comprehension, posing engaging discussion questions, designing appropriate assessments) in common instructional situations such as: lectures, labs, class discussions, office hours, distance and blended formats, and written work.*

<table>
<thead>
<tr>
<th>Project Status: On Schedule</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Achievements this period (5.2013-11.15.13)</th>
<th>Goals for next period (11.16.13-12.15.13)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Project team has created an initial needs assessment to understand the needs of those who will use the modules, and is in the midst of securing IRB approvals.</td>
<td>• Continue work on developing the needs assessment.</td>
</tr>
<tr>
<td></td>
<td>• Continue efforts to secure IRB approvals.</td>
</tr>
<tr>
<td></td>
<td>• Continue discussions on the distribution mechanism for the needs assessment.</td>
</tr>
<tr>
<td></td>
<td>• Develop plan for securing permissions for students to be video recorded.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key decisions this period (5.2013-11.15.13)</th>
<th>Open issues</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Design of needs assessments and recruitment strategies.</td>
<td>• None at this time.</td>
</tr>
<tr>
<td>• Record multiple courses for several weeks as opposed to one course for the whole term.</td>
<td></td>
</tr>
</tbody>
</table>

**Lead:** Nike Arnold, Associate Professor, Applied Linguistics, College of Liberal Arts & Sciences

**Project Manager:** Hans VanDerSchaaf

**Collaborators:** Depts. of World Languages and Literatures and Applied Linguistics