UHMC Online Course Development and Mentoring Program

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DL Committee’s Goals with Program

- To better support UHMC Distance Instructors

- To help create the highest quality distance learning experiences for our students
Curriculum development is part of our regular duties as teaching faculty.

However, online teaching requires specialized training, skills, and support.
Distance students are not achieving comparable success in classes as non-distant students.
Comparing Success Rates

Passing Grades (C or higher)

Non-Distance = 74.37%
Distance = 67.23%

Fall 2012 data reported to National Community College Benchmark project
In data from the Moloka’i Education Center, we see that student success is correlated to the distance between students and instructors:

<table>
<thead>
<tr>
<th>Program</th>
<th>Face-to-Face</th>
<th>Online</th>
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</thead>
<tbody>
<tr>
<td>Liberal Arts</td>
<td>84%</td>
<td>58%</td>
</tr>
<tr>
<td>CTE</td>
<td>83%</td>
<td>48%</td>
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</table>
Who can participate?

The program is designed for all distance teaching faculty (adjunct and full-time faculty)

- Faculty new to online teaching
- Faculty transitioning a face-to-face class to online delivery
- Faculty already teaching online but wanting to improve their online classes
What is the design of the program?

* **Phase 1** = semester prior to teaching the distance course

* **Phase 2** = semester the participant is teaching the distance course

* **Phase 3** = after the semester the participant has taught the distance course
Faculty members are not always given lengthy notification of their future classes.

Therefore, we will incorporate flexibility to assist instructors not able to participate in Phase 1.
To strive as a campus to not place inexperienced instructors into a distance class without sufficient opportunity for training and mentoring.
What would the 3 phases of the program involve?
Phase 1

Distance Course Design & Development

* An engaging asynchronous online class via Laulima with weekly tasks / capstone project
* Best practices covered extensively, including important topics (e.g. accessibility)
* Some synchronous elements included
* Capstone project = setting up and developing important elements of first 2 weeks of distance course
Phase 1 (Observation)

Distance Course Observation

In addition to the online training course:

* Participants will observe mentor’s class
* Participants will communicate with mentors via scheduled and purposeful discussions regarding distance teaching best practices
Phase 2

Distance Course Implementation

* Teaching the distance course with continuous mentoring and guidance throughout semester
* Communication with mentor via scheduled and purposeful discussions regarding class
* Mentors will observe mentee’s course and complete a formal peer observation
Distance Course Reflection & Revision

* Participants formally reflect with mentor about the distance class
* Goal of the formal reflection is to improve the distance course for future implementation
* Course reflection involves review of student evaluations of the course
* Successful completion of Phase 3 includes a capstone = revising important elements of course
Program participants, mentors, and facilitator will be compensated for their participation

- Overload
- Release Time
- Stipends
Initially:

* Seeking grant funding for the program.

Then, with data analysis of program:

* Seeking to institutionalize and sustain program as part of regular college budget.
Our goal is to begin the program in the Fall 2014 semester.
Other Important DL Initiatives

* Student Online Readiness Diagnostic Testing
* IT Help Desk – Expanded Hours
* Full-Time, Permanent Instructional Design Team devoted to faculty and student success
* DL student cohorts
* Addressing Student Technology Needs
* …