Identifying Effective Methods of Faculty Training and Support in the Design, Instruction, and Management of Blended Courses

Roseanna J. Wright  
*Holy Family University, rwright@holyfamily.edu*

Claire A. Sullivan  
*Holy Family University, csullivan@holyfamily.edu*

Maria Agnew  
*Holy Family University, magnew@holyfamily.edu*

Brian Berry  
*Holy Family University, bberry@holyfamily.edu*

Follow this and additional works at: [https://digitalcommons.georgiasouthern.edu/sotlcommons](https://digitalcommons.georgiasouthern.edu/sotlcommons)  
Part of the [Curriculum and Instruction Commons](https://digitalcommons.georgiasouthern.edu/sotlcommons), [Educational Assessment, Evaluation, and Research Commons](https://digitalcommons.georgiasouthern.edu/sotlcommons), [Educational Methods Commons](https://digitalcommons.georgiasouthern.edu/sotlcommons), [Higher Education Commons](https://digitalcommons.georgiasouthern.edu/sotlcommons), and the [Social and Philosophical Foundations of Education Commons](https://digitalcommons.georgiasouthern.edu/sotlcommons)

Recommended Citation  
Wright, Roseanna J.; Sullivan, Claire A.; Agnew, Maria; and Berry, Brian, "Identifying Effective Methods of Faculty Training and Support in the Design, Instruction, and Management of Blended Courses" (2014). SoTL Commons Conference. 78.  
[https://digitalcommons.georgiasouthern.edu/sotlcommons/SoTL/2014/78](https://digitalcommons.georgiasouthern.edu/sotlcommons/SoTL/2014/78)

This presentation (open access) is brought to you for free and open access by the Conferences & Events at Digital Commons@Georgia Southern. It has been accepted for inclusion in SoTL Commons Conference by an authorized administrator of Digital Commons@Georgia Southern. For more information, please contact digitalcommons@georgiasouthern.edu.
Presentation Overview

- History of Blended Course Development at Holy Family University
- Professional Development Projects:
  - Co-Teaching the Blended Course
  - Putting into Practice Student Feedback
  - Pilot Policy and Procedures with Mentoring
- Discussion
  - Merits of each approach
  - Other faculty development options

Holy Family University

- A four-year university based in Philadelphia.
- About 3,500 students
- Undergraduate and graduate programs
- Four schools
  - Education
  - Business
  - Nursing and Allied Health Professionals
  - Arts and Sciences

History

- 2009 – QM Training
- 2011 – SOE first blended courses offered
- 2012-2014
  - Pilot Policy and Procedures
  - Growth in offerings from 2 in SOE to 18 university wide
  - By December 2014 will be 11 more
Three Studies…

- Co-Teaching the Blended Course
- Putting into Practice Student Feedback
- Pilot Policy & Procedures with Mentoring

Study 1

Co-Teaching the Blended Course
Study 2

Previous Study

- Explored challenges to participation in blended courses for students with and without disabilities in terms of:
  - access to the online environment
  - completion of online academic tasks
  - using the Learning Management System - Blackboard
- Method
  - Instructor journal
  - Interviews with students currently in blended courses at Holy Family
  - Survey of all students at Holy Family

Student Feedback

- Students appreciate increased availability of the instructor via the face to face classes and through email
- Students report that the face to face classes are crucial in mastering the material introduced in the online modules and allow them to clarify future module instructions
- Students identified the increased variety of learning materials as an important factor in their success in the course
- Students value the convenience of the online module in terms of time and travel
- Students appreciate the organization of a consistent course template
Professional Development

- Faculty Workshop
  - Specific student feedback from earlier study
  - Specific ideas on how to integrate into course design and management
  - Blended course template based on Quality Matters rubric
  - Monthly check in
  - Availability of help as needed

Putting Feedback into Practice

- Organize class materials in a consistent manner with active links, minimize clutter and bundle online activities
- Provide information for "what" and "how to" in both the online and face to face classes
- Be consistent and timely with feedback during the online module
- Minimize online collaboration requirements and reduce discussion board confusion
- Consider accessibility for all students, implement the principles of universal design in the online modules as well as the face to face classes

Instructor Tasks

- Integrate course management/course design ideas into their course
- Keep a journal
  - Student questions/challenges
  - Your questions
  - Your ideas
Faculty Feedback

- "Bundling the online as well as face to face classes has helped organize the course not only for the student but for myself."
- "The ability to use a consistent template helps in my development of other blended courses and provides consistency for students across courses."
- "This experience has made me a fan of the blended course model."
- "I was apprehensive about an online course and never meeting my students face to face, but the blended module is the best of both worlds."
- Concern: "Would have liked more meetings/training."

Study 3

Pilot Policy & Procedures with Mentoring

The Process...

- Need
- Quality Concerns
- Policy & Procedures Pilot
- Blended Course Mentors
Pilot

- Training Requirements
  - Mentors
  - Faculty Developers
- Preliminary Review Checklist
- Course runs once
- Internal QM full peer review

Mentor/Faculty Developer Feedback

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Challenges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provides Framework</td>
<td>Increase mentor visibility/accessibility within schools</td>
</tr>
<tr>
<td>QM Training Requirements</td>
<td>More training for mentors</td>
</tr>
<tr>
<td>Preliminary Review Checklist</td>
<td>More mentors</td>
</tr>
<tr>
<td>Full Review</td>
<td>Voluntary nature</td>
</tr>
<tr>
<td>Faculty Developers feel supported</td>
<td></td>
</tr>
</tbody>
</table>

Student Outcome Measures

- Resurvey of all students in participating courses:
  - Benefits/challenges
  - Academic Tasks
  - Online Environment
  - Learning Management System
Merits of each approach...

- **Co-Teaching**
  - Provides framework
  - Provides expectations

- **Policy & Procedures**
  - Provides support for FD
  - Provides concern
  - Voluntary nature
  - Need more mentors

- **Mentoring**
  - FD confidence/skill
  - FD comfort with online
  - More meetings needed

- **Putting into Practice**
  - FD confidence/skill
  - FD comfort with online
  - More meetings needed