Faculty and Staff Professional Development at
Lane Community College
A response to Caleb Ward's request for examples of how Lane has worked to build faculty engagement and faculty professional development.
Submitted on June 2, 2011

Faculty and staff engagement and professional development is central to the advancement of institutional initiatives. This engagement has deliberately been addressed in the implementation plans for Lane's strategic directions as well as other major projects. Here are some examples that will help make visible the intentional and intrusive nature of activities related to faculty and staff development.

iLane Conference Series – Think Outside the Box

iLane is a derivative of the Online Learning and Educational Resources strategic direction, and is designed as a challenge to all attendees to think, teach, and serve outside-the-box. *Think Different*.

Additional information regarding the iLane conferences can be found by visiting the iLane blog.

iLane 1.0

The October 29th activities centered on Web 2.0 technologies including some keynote edutainment from our guest, Barry Dahl. Additionally, the day included 5-Minutes of Fame presentations from colleagues innovating with technology their courses and work; as well as a panel of Lane students answering questions about their online course experiences. Topics of the day included iPads in Education, eduBlogging, social networking, online student progression & completion, and strategic planning for evolving into a Web 2.0 institution.

iLane 2.0

We had approximately 150 participants and tracked more than 200 hits on our live video stream (archived below)! Brian Lamb also took us live on ds106 radio in the afternoon where faculty and technologists from institutions across the country tuned-in to Lane Community College and our discussion on digital storytelling, copyright, and OER. Doing a quick Twitter search produced a number of colleagues around the country 'tweeting' about iLane during the broadcast. Our reach on this day quite simply demonstrates the potential of technology to build community, educate, and create connections. This was new-media in action. I continue to encourage you to consider how to use these kinds of tools and techniques to innovate in your corner of the Lane community. Push the envelope.

T2T

Teacher-2-Teacher is the name of our series of courses, workshops and special projects geared to support instructors in the development and growth of online and hybrid

coursework. The idea is to tap into not just one or two experts in online instruction but to connect and provide a network of support and expertise from within Lane's own online teaching community, teachers supporting teachers.

Additional information can be found on the T2T blog [found here](#)

T2T: Developing an Online or Hybrid Course

What is it like to teach online? What is it like to be an online student? Experience both perspectives during this introductory course. You will be working in a hybrid course environment as you learn about teaching with technology and about transforming your existing curriculum for the online environment using Moodle and best practices. Topics include: getting started, setting up your structure, alignment of key components, tools in Moodle, and designing for quality.

T2T: Audio/Video for Online Instruction

Do you teach online, hybrid or have a web enhanced traditional class? Want to use more audio and video in your class, but find that there are too many hurdles to get these things online? Come to our five-week session, bring some videos and ideas you want to put online, and put those hurdles behind you. Understand, download and use the more efficient formats for audio and video, editing existing content, and production of audio/visual materials.

T2T: Audio/Video Projects for Online Instruction

Continuation of T2T:Audio/Video for Online Instruction. Open-ended class format where participants will produce individual audio/video project(s) for their own courses. Topics/lectures will be centered around current tools, their pedagogical applications and participants needs.

Workshops:

SOFTCHALK

Explore how to promote student interactivity with SoftChalk LessonBuilder. LessonBuilder is a simple yet powerful software, designed with the features you need, to create exciting, interactive content for your online/hybrid course. If you can use a word-processing program, you can use LessonBuilder.

GOOGLE DOCS

Google Docs is a free, Web-based word processor, spreadsheet, presentation, and form application offered by Google. It allows users to create and edit documents online while collaborating in real-time with other users. We will learn to use the tools and also discuss the educational advantages to using a Web 2.0 based collaboration tool. Check out Google Talk, an online video/chat program and other web 2.0 collaboration tools.

ELLUMINATE LIVE

Elluminate is a virtual, interactive learning environment that can be used to open up the boundaries of your classroom beyond the physical boundaries of campus. Use this software to deliver traditional lectures and content, quizzes, long distance expert interviews, online office hours, and could also be used for student presentations. Use this tool when you don't want distance or weather to be a factor in learning (or perhaps when that minor pandemic hits). Elluminate can be integrated into your traditional, online or hybrid courses. This workshop will give you an overview of what it is to be a participant and how to create your own sessions.

EDUBLOGGING

This edu-blogging class will cover three approaches to using blogs in education here at Lane:

- your professional development
- classroom blogs on one topic
- individual student blogs

I will introduce you to Lane Blogs and how to use its Word press software.Edu-blogging is not only a tool but a pedagogy or approach to teaching that faces out into the world. We will talk about both and give you some brainstorming and hands-on time.

SCREEN CAPTURING

Screencasting is a form of computer video that allows viewers to see recordings of your computer screen, complete with audio narration. What are they good for? Try demonstrating techniques or offering feedback while marking student work. Use them to record your Power Point presentations. The best thing about screencasts are the instruction you can deliver once and allow your students to revisit as often as needed. Join us for this workshop and we will show you how to create them and link to them in Moodle.

Projects

T2T: Online Mentoring Project

Last spring in our T2T: Improving Your Online/Hybrid Course we discussed starting a mentor program for instructors teaching their first online course. The goal of the project is to support and encourage instructors that are new to teaching online. This is similar to the mentoring aspect of Faculty Connections.

T2T: Teaching Squares, Improving Your Online Course

The goals of the T2T pilot project Improving Your Online Course are twofold; to improve teaching and build community through a structured, non-evaluative process of course review and reflection, and to set up a future framework for peer review of online courses in the area of student engagement, specifically interactivity, media and social networking.

Faculty Development Workshops for Learning Communities and *Engaging Students Program*

Faculty development for our Learning Communities and *Engaging Students* program has developed along several lines with gradually increasing sophistication over time. For example, an anchor course in our First Year Experience learning communities is College Success using Skip Downing's *On Course* curriculum. In April 2010, a certified "On Course Trainer" introduced this curriculum to 40 faculty across disciplines on campus. In September 2010, about 40 faculty then built on this work with a two-day faculty professional development workshop entitled "Improving Student Success and Retention through Curricular Design and Infusion." Internally led by the Title III Activity Director, this workshop added integrative learning strategies to April's college success focus, adding to faculty expertise. Click here for the [website for Lane's September Workshop](#).

Since September we have continued to add to campus conversations about the role integrative learning can play in student learning and success. In April 2011 Gillies Malnarich and Emily Lardner, co-directors of the [Washington Center for Improving the Quality of Undergraduate Education](#), led another two-day Integrative Learning Workshop, guiding faculty from more than eight disciplines through the process of designing assignments using an integrative learning heuristic. More than 85 faculty attended this workshop, as well as instructional deans and instructional support staff. Click here for Lane's [April Workshop.](#)

Video clips:
Short videos of faculty presentations from the Integrative Learning Workshop can be viewed on YouTube. Gillies Malnarich, co-director of the Washington Center for Improving the Quality of Undergraduate Education sets up the presentations of faculty work for [collaborative review here.](#)

Writing and Library Faculty present their Integrative Assignment [here](#):

Science Faculty Integrative assignment [presentation here.](#)

English as a Second Language Faculty and Early Childhood Education integrative [assignment here.](#)

Effective Learning and Library faculty [Integrative assignment presentation here:](#)

Climate Change Integrative Assignment with Argumentative Writing [here](#).

Water Conservation and Cooperative Education Faculty Case Study Integrative [assignment presentation here.](#)

Table conversation about ["Playing the Whole Game" here](#).

Moodle Pages:
A key challenge has been to create a community of practice around integrative learning and college success curriculum strategies across disciplines. One strategy we have used has been to provide curriculum development "mini-grants" to faculty, who then create integrative assignments and post them to our Learning Management System, Moodle, to share with all faculty. There are two Moodle pages: one is a resource depository and the other is a "sandbox" for faculty to share assignments. This LMS is not viewable to guests, but you can view screen captures of major topics (attached).

Tea and Topics:
Over the past two years, the Title III grant has held ten two-hour faculty conversations on campus, titled "Tea and Topics: Talk about Your Teaching." In the beginning of the year, we choose several topics of interest to faculty working to improve student learning and success. In 2010-11 our topics included developmental education, curricular infusions, online learning and student success, maintaining curricular integration as learning communities are mainstreamed, and writing across the curriculum. The [website is here.](#)

Faculty and Staff Development Conference on Progression and Completion:

150 faculty and staff came together for a day of presentations and discussions to understand what student success, progression and completion should mean and how we can improve on our current work. Dr. Clifford Adelman was the keynote speaker. Dr. Adelman is a senior associate with the Institute for Higher Education Policy (IHEP) since October 2006 and he plays a senior role in the organization's expansive national and international portfolio of research projects focusing on assessment, higher education access, and student mobility.   Find details on the website:
http://www.lanecc.edu/studentsuccess/conferences.html

Faculty and Staff Development Progression and Completion Study Series:

For winter 2011 and spring 2011, 50 faculty and staff attending a progression and completion study series. See website for more details:
http://www.lanecc.edu/studentsuccess/immersion.html

Coming together for a series of presentations and discussions to understand what student success, progression and completion should mean at Lane and how each of our units can help students achieve them. The purpose of this series was to:

- Promote collaborative synergy between and among the study groups
- Share Information
- Coordinate our work together
- Wrestle with real issues, real problems

- Develop an understanding of how the different pieces of work at the college are connected to student success
- Help strengthen College systems to completely focus on student success
- Help each other keep a sense of the larger picture even if the individuals or committees are working at a focused