

Department of Professional Development & Online Learning

Support • Train • Innovate • Research



Connecting the Dots:

Creating Faculty Development Sessions That Meet the Varied Needs of
Faculty Members.

Presented by Louise Jones M.Ed.

Welcome to our session on ***Connecting the Dots: Creating Faculty Development Sessions That Meet the Varied Needs of Faculty Members***. In the many years during which I have been tasked with developing, and running effective faculty development workshops and ‘interventions’ one thing has become clear—there is no such thing as a perfect session—someone(s) will hate it, love it, ignore it, remember it 2 years later, swear they were not there! There is however a wonderful ‘learning community’ to be had, if we deconstruct traditional “faculty development”, acknowledge that we are adult learners, and as such, we bring all the richness of the roads already traveled with us. None of that experience (good, bad or ugly) should be wasted, and as a community of learners we can build incredible and successful instructional models based on our own campus culture, course politics and technology resources. In this brief session, I hope that we can explore motivation and adoption, developing rationale for adoption of technology such as ExamSoft, professional learning communities and how we measure our ‘success’ of professional development strategies.

As a College, PCOM is working to generate a consistent understanding of what we mean when we talk about assessments, competency levels, item writing, data analysis and utilization of ExamSoft features etc. in our quest to maximize student success. This session is really a summary of that journey so far.

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Learning Outcomes

You will be able to:

1. State 4 reasons for faculty resistance to innovation & change
2. Identify 3 elements of a rationale for faculty to participate in ExamSoft
3. List 5 elements of an effective professional development workshop for faculty
4. Determine 2 ways of tracking the effectiveness of a faculty workshop

“We plan. We develop. We deliver. We assess and evaluate the results of the assessment. We revise, deliver the revised material, and assess and evaluate again. Perfection is always just out of reach; but continually striving for perfection contributes to keeping both our instruction fresh and our interest in teaching piqued.” - E.S.Grassian

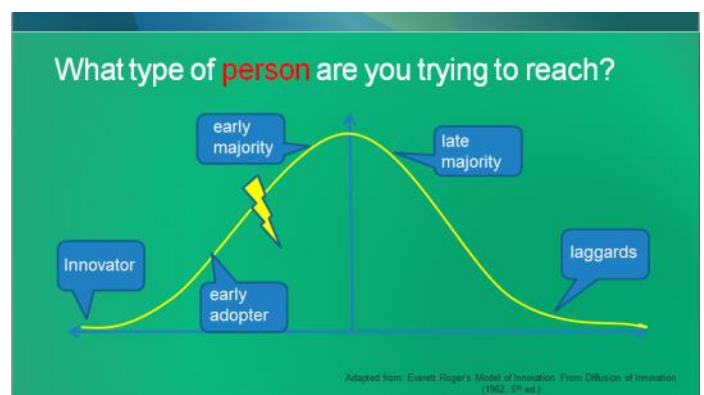
CHANGE MANAGEMENT

People don't really fear change. They fear loss. Buller, 2015

There are many useful theories of 'Change Management' that we can look to for guidance in the management of change, I list a few below :

1. Kubler-Ross Model of Change Management (1969) - 5 stages of grieving adapted for business
2. The Kruger Model of Change Management (1996) - the 'iceberg model' (Aka don't forget the human side of change resistance)
3. The Kotter Model of Change Management (2008) - 8-step model of change management

To make things simple for myself, I use the approach my dad (a management consultant) taught me years ago, based on the three theories mentioned above along with work by Wlodkowski (2008) on motivation theories to build my strategies for professional Development:



Learning Outcome 2: Identify 3 elements of a rationale for faculty to participate in ES.

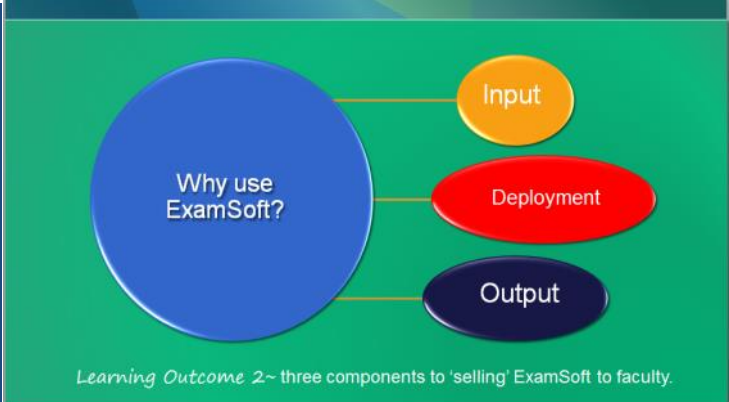
RATIONALE BUILDING

Developing the vision into the 'value proposition'.



	Value Statement
Process	
Support	
Outcome	
People	

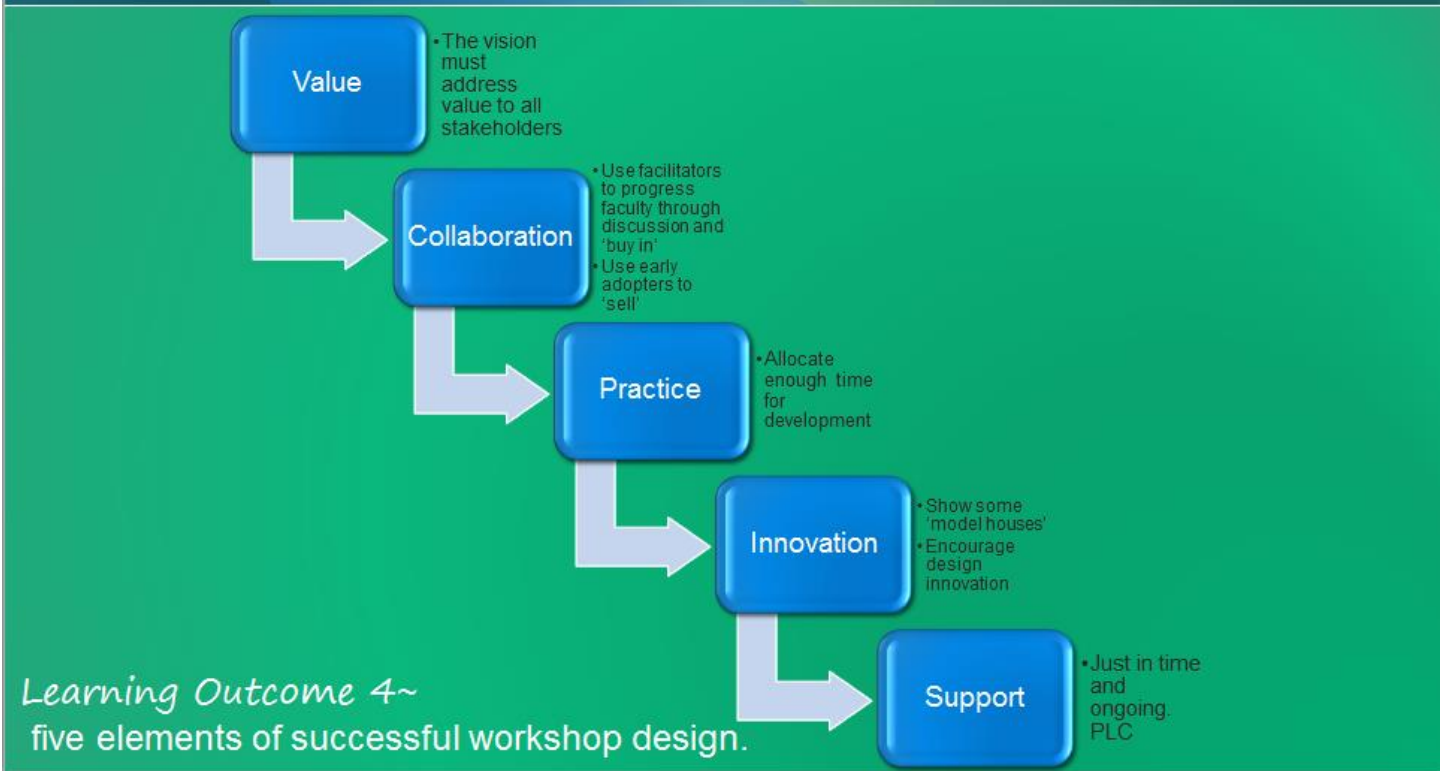
	Pros	Cons
Input		
Deployment		
Output		





PROFESSIONAL DEVELOPMENT

Great things are never done by one person, they are achieved by a team of people. Steve Jobs.



There are 5 elements of workshop design to consider and also (coincidentally) 5 P's of Planning. I think that there must be a wise saying somewhere that says "a wise facilitator uses both when planning a successful workshop"!

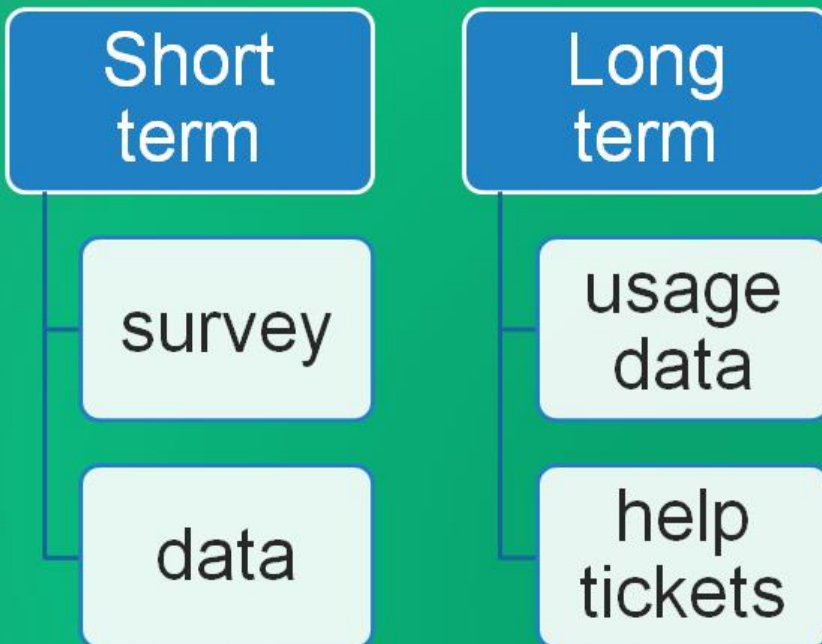
<i>The 5 P's of Planning</i>	
<i>Purpose (Product)</i>	Clear, measurable deliverable/outcome. Vision is pragmatic.
<i>People</i>	Clear roles, commitment requirement, knowledge base
<i>Process</i>	Chunked stages. Use a model or example. Assign a mentor, formatively assess.
<i>Pace</i>	Specific and agreed timeline with 'check in' points for updates.
<i>Present (Implement)</i>	Celebration and reviews in order to energize, progress and refine.

(My husband reminds me that the 5 P's also stand for PRIOR PLANNING PREVENTS POOR PERFORMANCE)

Learning Outcome 4: Determine 2 ways of tracking the effectiveness of a faculty workshop.

EVALUATION TIME

“The most important thing about assessment is that it promotes dialogue among faculty.” Mary Senter



Learning Outcome 5~ two ways to track workshop effectiveness.

PROFESSIONAL LEARNING COMMUNITIES

"There is a deep hunger among faculty members for more meaningful collegial relationships and more 'conversational structures' in our institutions." Gabelnick, et al 1990

Stages of Development



Learning Outcome 4~ five elements of successful workshop design.

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Subtitle Text

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All great achievements require time.

Maya Angelou

Please don't hesitate to contact me following the conference. I keep my website fairly up to date and plan to start a blog soon.

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