

A Chicken in Every Pot: Support for Online Instructors

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Disclaimer

Any views or opinions presented here are solely those of the presenters and do not necessarily represent those of the Academic Technology Services unit or Douglas College administration, faculty, instructors, or staff.

Excerpt from a helpdesk call.

Phone ringing...

Helpdesk: “Hello, Brian here at Helpdesk.
How may I help you?”

Instructor: “It’s my class. The exam started
5 minutes ago but my students can’t get in.”

Helpdesk: “Okay. What’s the name of your
course and where are you and your
students?”

....



Goals

- ▶ To discuss methods of supporting faculty who teach in hybrid or online modes.
- ▶ To re-envision how to provide such support.

Agenda

- ▶ About us
- ▶ Course delivery at Douglas College
- ▶ Current status of support for instructors and courses
- ▶ Technology adoption patterns
- ▶ Traditional support strategies
- ▶ A performance support perspective
- ▶ Future directions

Poll Question

<https://www.surveymonkey.com/r/VQWYZJS>

Can training meet all faculty support needs?

About Us



A word cloud featuring various educational institutions and organizations. The text is arranged in a horizontal, overlapping fashion. The largest and most prominent text is 'UNIVERSITY OF BRITISH COLUMBIA' in a dark teal color. Other large text includes 'SIMON FRASER UNIVERSITY' in brown, 'ATHABASCA UNIVERSITY' in yellow-green, and 'MCGRAW HILL' in brown. Smaller text includes 'FREELANCE' in yellow-green, 'CANADIAN FORCES' in small blue letters, 'CGA' in large green letters with 'CTHRC' in smaller green letters below it, and 'DOUGLAS COLLEGE' in small brown letters below 'ATHABASCA UNIVERSITY'. The word 'VIA' is written vertically in small brown letters between 'MCGRAW HILL' and 'SIMON FRASER UNIVERSITY'.

FREELANCE
MCGRAW HILL CANADIAN FORCES **VIA** **SIMON FRASER UNIVERSITY**
UNIVERSITY OF BRITISH COLUMBIA
CGA CTHRC **ATHABASCA UNIVERSITY** DOUGLAS COLLEGE

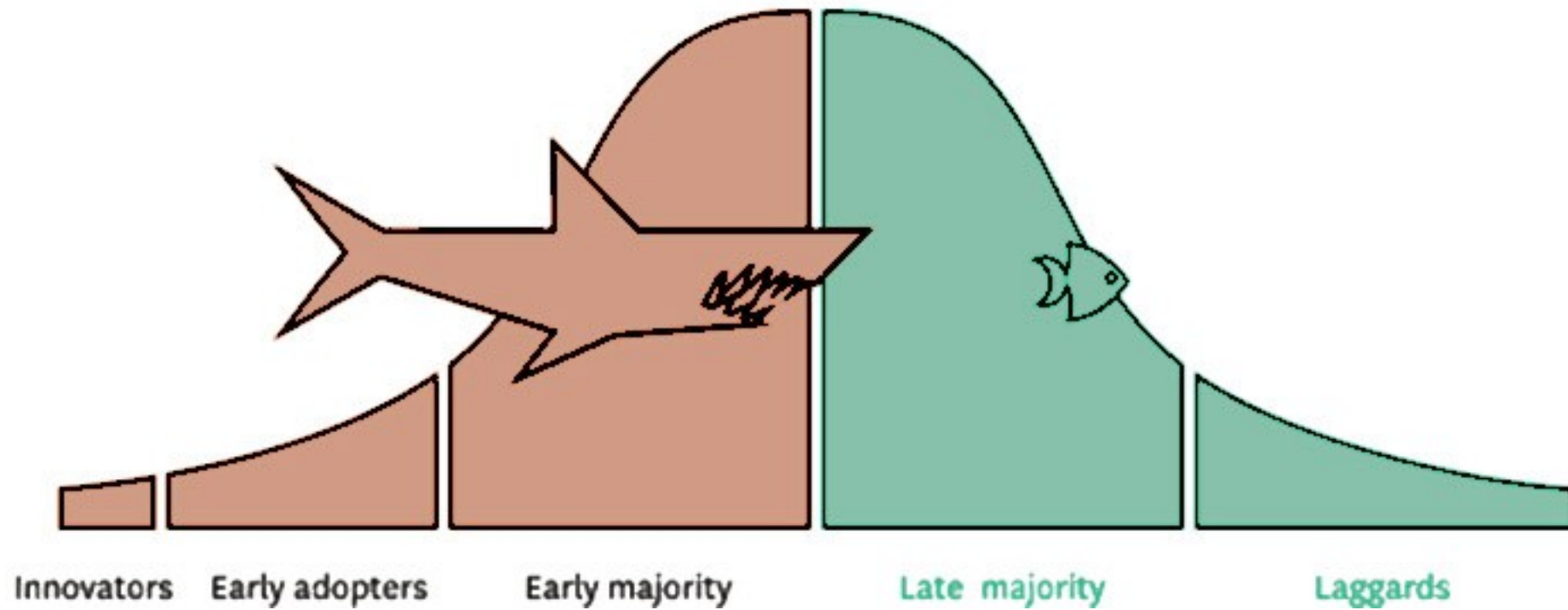
Course delivery at Douglas College



Current status of support for instructors

- ▶ Training workshops and orientations
- ▶ Training sessions by request
- ▶ College website resources (instructional PDFs and screencasts, links to LMS videos)
- ▶ Helpdesk (telephone and email)
- ▶ Telephone in electronically equipped classrooms
- ▶ New hybrid initiative: working with self-identified learners to online to assist in the transition to online teaching

Traditional technology adoption patterns



Traditional support strategies

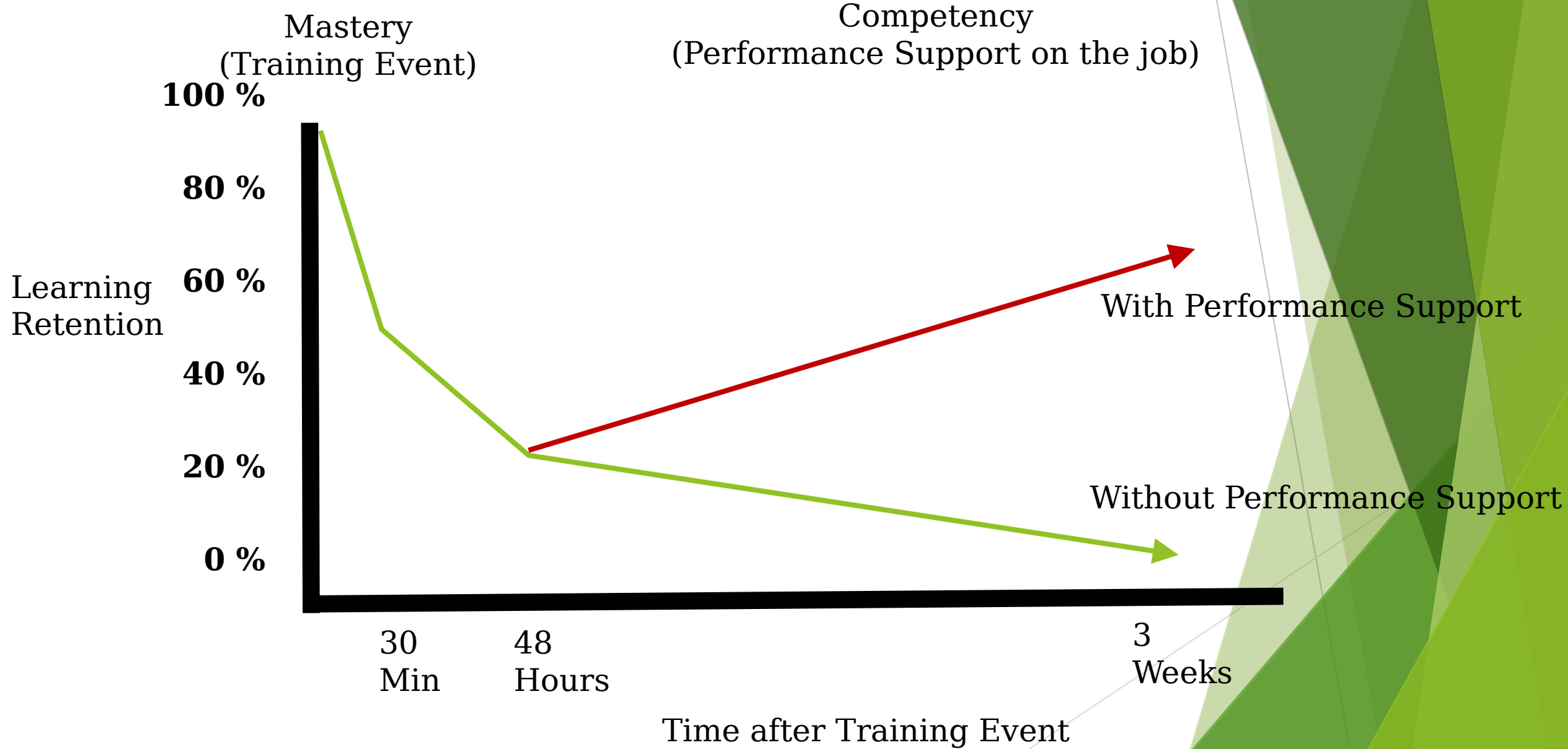
- ▶ Send them to training or back to school?
- ▶ Delegate to coaches and mentors
- ▶ Advertise a workshop, but will they come?
- ▶ Have a call center or helpdesk (however, 24-hour service not possible in unionized workplace)
- ▶ Use just-in-time training (concierge service)

Poll Results

Answer Garden: Wordle activity

www.answergarden.ch/view/177306

A Performance Support Perspective



Adapted from: Research Institute of America

Support in context: How do we help faculty where they are, and when they need it?

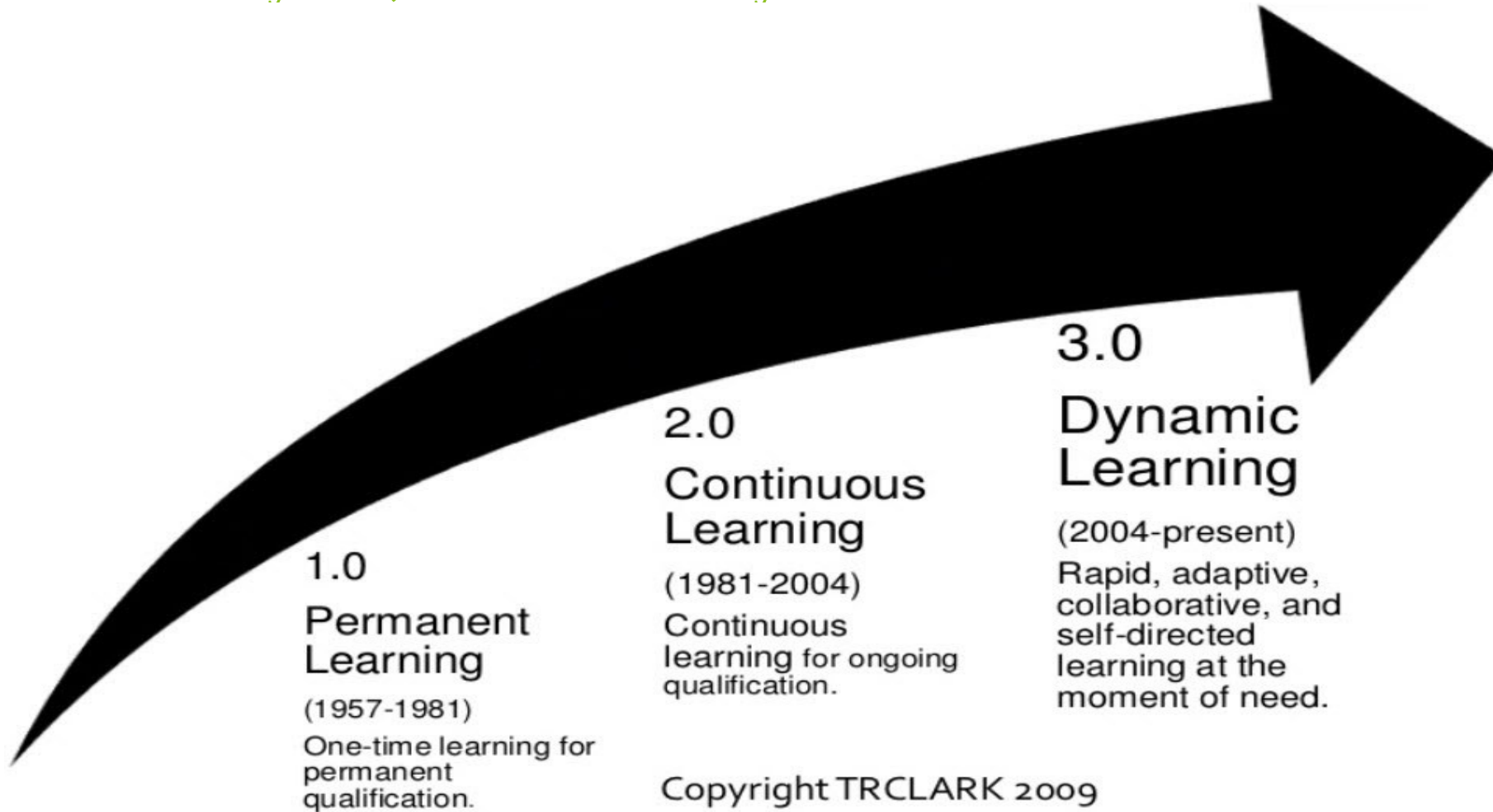
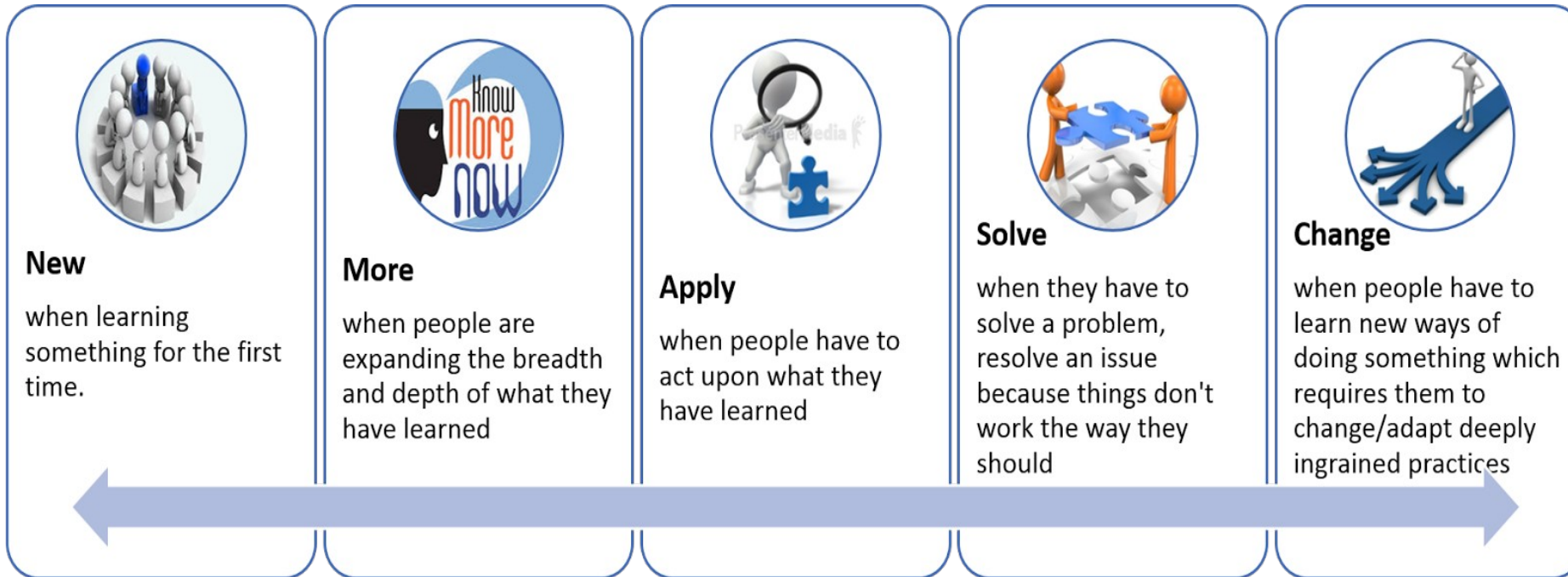


Image originally from Rossett and Clark book: shows how learning is trying to keep up with faster changing knowledge

<http://www.slideshare.net/LGSHoff/m-support-mosher-0511>

5 Moments of Need



Source: Friday, March 7, 2014
From Micro-Learning to Corporate MOOCs

Future Directions

- ▶ Classifying instruction resources by moment of need
- ▶ Instructional resources in multiple formats
- ▶ Organizing resources in a knowledge base (pre-SharePoint)
- ▶ Building communities of practice in the college: Community of Inquiry
- ▶ Working with instructors new to hybrid/online: providing instructional design and technology support
- ▶ Pitching hybrid approach at weekly department meetings

Conclusion

- ▶ Traditional training doesn't solve every support need. Our job is to examine the faculty member's needs to determine the best way of supporting/assisting him or her.

Further readings – Questions?

- ▶ Conrad Gottfredson & Bob Mosher (2011). *Innovative Performance Support: Strategies and Practices for Learning in the Workflow*. New York: McGraw-Hill.
- ▶ Allison Rossett & Lisa Schafer (2007). *Job Aids and Performance Support: Moving Knowledge in the Classroom to Knowledge Everywhere*. San Francisco: Jossey-Boss.
- ▶ Gloria J. Gery (1991). *Electronic Performance Support Systems: How and Why to Remake the Workplace through the Strategic Application of Technology*. Boston: Weingarten Publications.

Contact us

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