HOW GOOD IS THE CLASSROOM INSTRUCTION

> TCC G17042 April 18, 2017 10:30 AM

Presenter: Karen Bakuzonis, PhD, MS, RHIA

- Description
 - How engaged are your faculty in courses?
 - How do you encourage instructor demonstration of:
 - Critical thinking
 - Sharing of knowledge and experience
 - ► Helpful feedback on assignments
 - Timely feedback
 - Engagement of students

Ideal World

- Perception versus reality
 - Whether on campus or online, the student feels
 - The instructor cares about him/her individually
 - > The instructor is engaged in the course and not just meeting minimum requirements
 - > The instructor feedback reflects positive feedback and opportunities for improvement
 - > The instructor is receptive to student questions
 - ▶ The instructor grading is consistent and fair

Meeting Minimum Requirements vs Best Practice

If you were the student, would you like the instructor to just meet minimum requirements or exceed minimum requirements?

Poll

- A. Meet minimum requirements
- B. Exceed minimum requirements

Critical Steps

- The hiring decision
- The initial training
- Ongoing support
- Evaluation
- Making the difficult decision

The Hiring Decision

- Education
- Field experience
- Teaching experience
- Longevity in positions

The Initial Training

- The learning management system
- University/college requirements
- Best practices
- Classroom management

Ongoing Support

- Initial mentor
- Ongoing support contact person
- Opportunities for sharing best practice
- Words of wisdom
- Compendium of answers to common questions

Evaluation

Formal review once a year

But What Happens In Between Evaluations?

- Similar discussion posts to all students
- Similar feedback on assignments to all students
- Not meeting university/college requirements
 - Number of times posting in a weekly discussion
 - Not answering a student's question in a reasonable time period
- Grade inflation (everyone gets a perfect score, regardless of content or mechanics)
- Focusing on APA and ignoring content
- No sharing of topic knowledge or experience
- Inaccurate information shared with student

Poll: Of the Following Items, How Many Have You Observed?

Pn	П	•
10		•

A. None

B. 1 to 3

C. 4-5

D. 6+

- Similar discussion posts to all students
- Similar feedback on assignments to all students
- Not meeting university/college requirements
 - Number of times posting in a weekly discussion
 - Not answering a student's question in a reasonable time period
- Grade inflation (everyone gets a perfect score, regardless of content or mechanics
- Focusing on APA and ignoring content
- No sharing of topic knowledge or experience
- Inaccurate information shared with student

Looking for Patterns

- Central point reviewing all feedback on an instructor
- Determining if instructor is better suited for certain courses versus other courses
- The never ending list of why they did not do something
- Recognizing everyone can have one bad class

Now What?

- Can this instructor be saved?
 - Does the instructor accept there is room for improvement?
 - Are there key areas to address in an orderly fashion?
- Increasing level of support and review
 - Course set-up
 - Meeting minimum requirements
 - Incorporating best practices
 - Sharing examples
- Words of Wisdom
- Central location to find information
- Changing the mentor
- The difficult decision

Questions and Comments

References

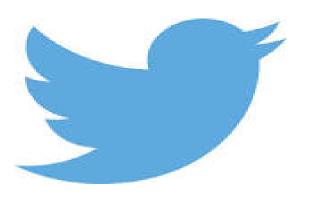
- Eney, P. R., & Davidson, E. (2012). Improving Supervision of Part-Time Instructors. Journal Of Developmental Education, 36(2), 28-39.
- Gehrke, S. J., & Kezar, A. (2015). Supporting Non-Tenure-Track Faculty at 4-Year Colleges and Universities. *Educational Policy*, 29(6), 926. doi:10.1177/0895904814531651
- Pataraia, N., Falconer, I., Margaryan, A., Littlejohn, A., & Fincher, S. (2014). Who Do You Talk to about Your Teaching?: Networking Activities among University Teachers. *Frontline Learning Research*, 2(2), 4-14.
- Phillips, S. L., & Dennison, S. T. (2015). Faculty Mentoring : A Practical Manual for Mentors, Mentees, Administrators, and Faculty Developers. Herndon, US: Stylus Publishing. Retrieved from <u>http://www.ebrary.com</u>
- Portugal, L. M. (2015). Work Ethic, Characteristics, Attributes, and Traits of Successful Online Faculty. Online Journal Of Distance Learning Administration, 18(1), 1.
- Shattuck, J., & Anderson, T. (2013). Making a Match: Aligning Audience, Goals, and Content in Online Adjunct Training. Online Journal Of Distance Learning Administration, 16(4).

Contact Information

- Karen Bakuzonis, Ph.D, MS, RHIA
- Associate Professor and Program Chair
- Ashford University
- ► <u>Karen.Bakuzonis@Ashford.edu</u>
- *858) 207-8029

Thank you for attending this session!

#tcc22nd





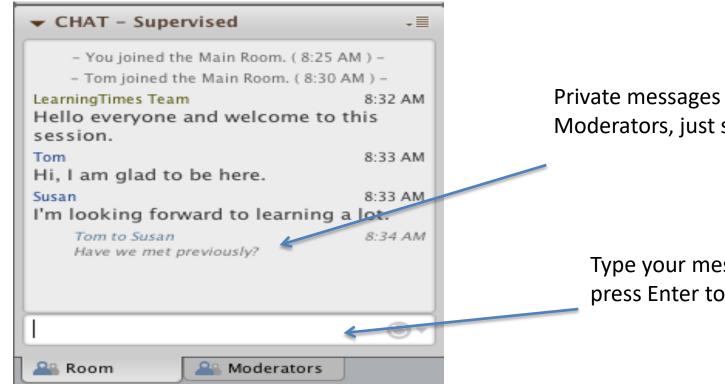
OLC and 1 other follow
Bert Kimura @kimubert · 12h
Join Lucy MacDonald for a special TCC 2017 Pre-conference webinar. March 15, 1400 HST. #tcc22nd

TCCHawaii @techawaii TCC 2017 Pre-Conference: A New Way of Looking at Apps March 15 at 2pm (HST) Free Details: 2017.tcconlineconference.org/pre-conference/

🛧 11 🖤 1



Chat with us!



Private messages can be viewed by Moderators, just so you know.

Type your message here and press Enter to send.









You have a voice!



