Transforming Teaching through Targeted Faculty Learning Communities

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Increasingly, faculty members and college instructors are expected to meaningfully integrate technology into their instructional practices.

How can competencies and comfort levels be built up so they can teach with technology in thoughtful, effective ways?
How can we help faculty and instructors become more competent and comfortable with using technology in teaching?

Do you have any ideas?

Have you participated in any initiative, successful or unsuccessful, around this topic?
At the end of this session, you’ll be able to:

● Describe how one faculty unit used the learning communities model to develop understanding of instructional design, build instructional technology capacity, and increase knowledge of discipline-specific instructional standards

● Explain how at least one aspect of the learning communities, or Booth’s USER model, could be applied in your own setting to further professional learning and development

● Identify how the faculty unit’s learning community model could be adapted, scaled, or honed in other situations / future iterations
Faculty Learning Communities

- Relatively small - 8-10 individuals
- Share common goals
- Clear sense of membership
- Use technology to facilitate interaction / learning
- Focus on the scholarship of teaching & learning
- Provide frequent interaction opportunities
- Cohort- or topic-based

(Baker, 1999; Blaisdell & Cox, 2004; Cox, 2004; Layne, Froyd, Morgan, & Kenimer, 2002; Richlin & Cox, 2004)
Booth’s USER Model

ADDIE model

Analyze
Design
Develop
Implement
Evaluate

Understand
- analyze scenario
- identify problem
- revise & reuse

Structure
- create targets
- involve & extend
- develop materials
- deliver instruction

Reflect
- assess impact

Engage

(Booth, 2011)
USER in Action: Designing Learning Communities

**Understand**

- Need to develop technology and pedagogical competencies

**Structure**

- Goal: work on projects that help teach about technology while being applicable

**Reflect**

- Formative evaluation via observations and conversations, summative evaluation via survey

**Engage**

- Create job aids, structure / facilitate regular meetings (f2f and virtual), provide check-in points
USER in Action: Within Learning Communities

1. Understand
   - Fully consider issues and factors at play with input from colleagues
   - Identify problem
   - Analyze scenario

2. Structure
   - Create targets
   - Involve & extend

3. Engage
   - Develop materials
   - Deliver instruction

4. Reflect
   - Revise & reuse
   - Assess impact

2013-2014: Year-long learning community on transforming teaching with technology

2014-2015: Semester-long learning communities on transforming teaching with new professional standards

Learning Community in Action

Understand

Engage

Structure

What is research?

According to Merriam-Webster online dictionary (n.d.) research is “careful study that is done to find and report new knowledge about something,” or “the activity of getting information about a subject.”

At its very core, research is about asking & answering questions?

These questions can be:

- directed or independent
- in school
- at work
- in life

For more information, ask a librarian!

Assessing the Impact: Qualitative Case Study

- Reviewed artifacts
  - Agendas, meeting minutes, job aids, learning objects
- Survey on behavioral, attitudinal, and self-efficacy changes as a result of the learning communities
  - Likert-style scales measuring behavioral / attitudinal changes
  - 11-point self-efficacy scale
  - Free-response questions
### Survey: A Closer Look

**My participation in the faculty learning community has made me feel that I...**

<table>
<thead>
<tr>
<th>Strongly Disagree (1)</th>
<th>Disagree (2)</th>
<th>Agree (3)</th>
<th>Strongly Agree (4)</th>
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<tbody>
<tr>
<td>Know how to select effective instructional approaches to guide student thinking and learning in information literacy.</td>
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<td>Can adapt my instructional style to different learners.</td>
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<td>Can assess student learning in multiple ways.</td>
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<td>Am familiar with common student understandings and misconceptions.</td>
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**My participation in the faculty learning community has made me more likely to...**

<table>
<thead>
<tr>
<th>Strongly Disagree (1)</th>
<th>Disagree (2)</th>
<th>Agree (3)</th>
<th>Strongly Agree (4)</th>
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<tr>
<td>Integrate new activities into my instruction.</td>
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<td>Locate and evaluate educational technologies, including software, hardware, and online resources for use with students.</td>
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<td>Use a variety of software tools and electronic resources to support learning.</td>
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<td>Use technology to support project and problem-based learning activities in my classroom.</td>
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<td>Use technology to help support library instructional standards.</td>
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<td>Employ technology to meet the individual needs of a variety of students in my instruction.</td>
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<td>Design new learning experiences using technology.</td>
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Based on your participation in the faculty learning community, rate how certain you are that you can:

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<th>Cannot do at all (0)</th>
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<th>2</th>
<th>3</th>
<th>4</th>
<th>Moderately certain can do (5)</th>
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<th>7</th>
<th>8</th>
<th>9</th>
<th>Highly certain can do (10)</th>
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<td>Find new technology tools to integrate into my instruction.</td>
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<td>Develop goals, objectives, and outcomes for learning experiences.</td>
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<td>Create engaging face-to-face learning experiences that use technology as appropriate.</td>
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<td>Create engaging online learning experiences.</td>
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<td>Assess student learning and understanding.</td>
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<td>Measure the impact of my instruction.</td>
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<td>Engage in online learning environments.</td>
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<td>Design learning experiences using the USER model.</td>
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Assessing the Impact: Qualitative Case Study Results

Individuals indicated that their participation in the faculty learning communities led to:

- Knowing how to select the right instructional approaches in different situations
- A belief that using technology can help students learn
- Integrating new technologies into instruction
- An increased likelihood of using technology to support professional instruction standards
- Designing new learning experiences that employed technology
- High levels of self-efficacy around integrating technology and instructional design principles into teaching

**Implications**

- Learning communities model can make meaningful change in educators’ practice
- The USER model can help instructors think more intentionally about issues of pedagogy and technology in their teaching

**...and Future Research**

- Adapt the model with other topics around the scholarship of teaching and learning (i.e., assessment)
- Measure the effectiveness of the learning communities model with a pre-/post-survey design
Time for YOUR application!
How could at least one aspect of learning communities, or Booth’s USER model, be applied in your own setting to further professional learning and development?

How could this model be adapted, scaled, or honed in other situations or future iterations?
References
