

# FACULTY DEVELOPMENT IN BLENDED & ONLINE LEARNING

March 15 – 17, 2010  
San Diego, CA



ACADEMIC • IMPRESSIONS

## OVERVIEW

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With the growth of online education, it is critical for institutions to find a way to develop their faculty to effectively make the transition to online teaching. However, providing faculty with the structure they need to succeed requires a shift in the role of technology, an understanding of the new online and blended teaching environment, and effective administrative support.

Join us for the Faculty Development in Blended/Online Learning conference to explore the best approaches for engaging and supporting faculty interested in the online and blended teaching experience. This interactive workshop will address the areas of professional development essential to the preparation of instructors for online teaching and learning success. Each participant will return to campus with a relevant framework that covers their key concerns and action steps.

## LEARNING OUTCOMES

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Effective faculty development programs are built on unifying three key aspects:

- Use of technology that supports instructional strategies
- Pedagogy for an online environment
- Administrative systems to support faculty development

Faculty development professionals, instructional technologists, and academic leaders will develop the skills and competencies to create a community of learners and teachers in online and blended environments.

## A TEAM APPROACH

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You will be engaged in small and large group discussions, brainstorming, and strategizing as you develop action plans *specific to the needs of your own institutions*. Institutions are encouraged to bring academic leaders, faculty development professionals, and instructional technologists who can formulate a framework integrated with rich resources needed to significantly develop faculty who teach online and blended courses.

## WHAT TO BRING

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You are required to bring a laptop computer with wireless capability. You will be actively engaged in using social networking tools and will be asked to post and interact with other participants through various social networking sites. This will provide a hands-on understanding of how to effectively use some of these social networking tools.

Conference proceedings will be delivered to you on a flash drive rather than in a binder.

**Explore the  
best approaches  
for engaging  
and supporting  
faculty  
interested  
in the online  
and blended  
teaching  
experience.**

## **AGENDA**

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### PRE-CONFERENCE WORKSHOP :: MONDAY, MARCH 15, 2010

8:00 – 9:00 a.m.      **Registration & Continental Breakfast for Pre-Conference Workshop Attendees**

9:00 a.m. – 12:00 p.m.      **Pre-Conference Workshop: Strategies for Helping Faculty Manage the Online Workload**

*Online teaching can require faculty to commit significantly more time than they would for a face-to-face class. Unless faculty are provided specific strategies that match their teaching and learning styles, they are in jeopardy for over-committing to the online teaching workload. This can lead to frustration and disillusionment with the potential of online education.*

*Participants in this workshop will discuss strategies and best practices for helping faculty manage their online workload and gain an understanding of the issues related to engaging faculty in distance learning activities.*

12:00 – 1:00 p.m.      **Lunch for Pre-Conference Workshop Attendees**

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### CONFERENCE :: MONDAY, MARCH 15, 2010

12:00 – 1:00 p.m.      **Registration for Main Conference**

1:00 – 1:45 p.m.      **Welcome, Program Overview, & Ice Breaker**

*Following the general orientation of the workshop, session overviews, and introductions, we will engage in an icebreaker activity. Each participant will be asked to share the challenges of faculty development and expectations at their institution.*

1:45 – 2:45 p.m.      **Context of Faculty Development**

*We will explore the role of faculty development within the institution serving online and blended programming. With increased attention on the role and responsibilities of the online instructor, various aspects of effective faculty development programs will be addressed.*

2:45 – 3:00 p.m.      **Break**

3:00 – 3:45 p.m.      **Competencies for Online Teaching Success Framework**

*The key to an effective faculty development program is the articulation of the skills and competencies necessary for online instructor success. The definition of the competencies serves as the “roadmap” for the design and development of the systems and services included in faculty development programs.*

3:45 – 4:45 p.m.      **Pedagogy of Online Instruction**

*If good teaching has the elements of effectiveness and significance, how are these outcomes achieved? The online environment in which this interaction between teacher and learner takes place requires careful consideration of teaching theory, practice, and flexibility.*

4:45 – 5:15 p.m.      **Working Session/Reflection**

*This is an opportunity to reflect on the day’s discussions and apply the concepts to your institutional setting.*

5:30 – 6:30 p.m.      **Networking Reception (included in registration)**

## **AGENDA**

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TUESDAY, MARCH 16, 2010

8:00 – 8:30 a.m.      **Continental Breakfast (included in registration)**

8:30 – 8:45 a.m.      **Recap of Day One**

8:45 – 10:15 a.m.    **Getting the Right Technology Fit**

*What makes a good fit? How can you determine which technologies support particular pedagogies? Will you be able to help a faculty member find technologies that fit as comfortably as a glove? In this session, we'll examine the art and science of assessing faculty instructional goals, teaching styles, and technology aptitude and then pairing them with current technologies to produce effective learning.*

10:15 – 10:30 a.m.    **Break**

10:30 a.m. – 12:00 p.m. **Administrative Considerations**

*Effective online programming requires the consideration of a wide variety of administrative issues such as faculty development models, resources and funding, formats, and faculty buy-in. We will explore options that serve different institutional needs.*

12:00 – 1:15 p.m.    **Lunch (included in registration)**

1:15 – 2:30 p.m.      **Quality Assurance in Online Learning**

*This session will explore a variety of strategies that can be used to assure the quality of the online teaching and learning experience. These strategies include the Quality Matters program and other team-oriented review processes.*

2:30 – 2:45 p.m.      **Break**

2:45 – 4:00 p.m.      **Getting Comfortable with Emerging Technologies**

*In this interactive hands-on session, you will use a sampling of emerging technologies to evaluate their ease of use and potential for enhancing learning. Building on the morning session, participants will assess the efficacy of different technologies for varying faculty audiences at their home institutions.*

4:00 – 4:30 p.m.      **Applying the Concepts**

*You will have the opportunity to apply the concepts and techniques of the day's program to your own your institutional setting.*

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WEDNESDAY, MARCH 17, 2010

8:00 – 8:30 a.m.      **Continental Breakfast (included in registration)**

8:30 – 8:45 a.m.      **Recap of Day Two**

8:45 – 9:45 a.m.      **Metrics for Establishing Faculty Development Success**

*What metrics can be used to quantify the impact of faculty development on the online teaching and learning experience? Defining these metrics can be challenging and need careful planning to be effective and true.*

## AGENDA

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WEDNESDAY, MARCH 17, 2010 (CONTINUED)

9:45 – 10:30 a.m. **Getting Faculty Buy-in**

*An important aspect of online teaching success is the perspective and approach of the online instructor. In this session, we will explore strategies for gaining faculty engagement and buy-in which requires careful planning, effective implementation, and creativity.*

10:30 – 10:45 a.m. **Break**

10:45 – 11:30 a.m. **Applying Lessons to Your Institutional Context**

*In a small group of similar institutional types, you will work on applying the faculty development operating parameters to your institutional settings. Discussion will be centered on funding issues, access to resources, faculty compensation, workload management strategies, and compensation for participation in faculty development programs.*

11:30 a.m. – 12:00 p.m. **Sharing: Program Take-Aways**

## INSTRUCTORS

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**(Chair) Lawrence C. Ragan, Director, Faculty Development for the World Campus, The Pennsylvania State University**

Larry is charged with directing the design and development of a wide range of faculty development services and systems. He has presented internationally on the topics of instructional design, multimedia development, faculty development issues, and instructional design for distance education. His current areas of research includes the articulation of strategies, techniques, and methods that faculty can use to manage their online teaching workload and the definition of the core competencies required for online teaching success.



**Edward C. Bowen, Executive Dean, Distance Learning, Dallas TeleCollege, Dallas County Community College District (DCCCD)**

Ed's responsibilities include the management and operation of the instructional division of the Dallas TeleCollege. He works closely with faculty and instructional deans across the 7 Colleges in the DCCCD to increase operational efficiency and instructional capacity of online course sections. Ed also serves as the catalyst for implementation of Quality Matters in the District. His experience and interests focus on distance education in community colleges, military education, and proprietary institutions.



**Kimberly Eke, Senior Manager for Teaching and Learning Interactive, ITS Teaching and Learning, University of North Carolina at Chapel Hill**

Kimberly oversees two primary and interrelated services: the digital delivery of instructional materials and the development of custom interactive instructional content. Prior to joining ITS Teaching and Learning, Kimberly developed online courses at Penn State's World Campus and Michigan State's Virtual University.

## **HOTEL RESERVATIONS**

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The conference will be held at:



Loews Coronado Bay Resort  
4000 Loews Coronado Bay Road,  
Coronado, CA 92118

To reserve your room, call 619-424-4000. Please indicate that you are with the Academic Impressions group to receive the room rate of \$169 for single or double occupancy, plus applicable tax.

A room block has been reserved for the nights of March 14 – 18, 2010. Reservations must be made by February 22, 2010. There are a limited number of rooms available at the conference rate. Please make your reservations early.

Loews Coronado Bay Resort & Spa is situated on a private 15-acre peninsula surrounded by the Pacific Ocean and the Coronado Bay, just minutes from downtown Coronado. This luxury California resort is across the street from Silver Strand State Beach, four miles from Coronado Village and nine miles from downtown San Diego. In addition to private beach access and breathtaking views of the San Diego Bay, the resort features The Market Cafe, Azzura Point Restaurant, La Cantina Bar and Grill, and Cays Lounge. Downtown Coronado also offers the Ferry Landing Marketplace, a bayside complex comprised of charming shops and restaurants.

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Attend as a team – remember, if you register as a group, every 4th registrant is free.  
Questions about the event? Call us at 720.488.6800 to help determine if this event is right for you.  
**Register online at [www.academicimpressions.com](http://www.academicimpressions.com)**

## REGISTRATION FEES

Your registration fee includes: full access to all conference sessions and materials, access to the networking reception on Monday, breakfast and lunch on Tuesday, and breakfast on Wednesday, as well as refreshments and snacks throughout the conference.

- Faculty Development in Blended & Online Learning and Pre-Conference Workshop (BEST VALUE) \_\_\_\_\_ \$1395 USD  
 Faculty Development in Blended & Online Learning Conference Only \_\_\_\_\_ \$1095 USD

Check here if you have any dietary or accessibility needs. Please list any needs in the space below and we will do our best to accommodate you.

How did you hear about this event? (email from AI, colleague forwarded email, *The Chronicle*, etc.) \_\_\_\_\_

## CONFERENCE REGISTRATION INFORMATION (PLEASE PRINT CLEARLY)

Name \_\_\_\_\_ Name Preferred for Badge \_\_\_\_\_  
Job Title \_\_\_\_\_ Institution/Organization \_\_\_\_\_  
Address \_\_\_\_\_  
City \_\_\_\_\_ State/Province \_\_\_\_\_ Zip/Postal Code \_\_\_\_\_ Country \_\_\_\_\_

(For registration confirmations and pre-conference communication. FOR ADDITIONAL REGISTRANTS PLEASE COMPLETE ADDITIONAL FORMS.)

Telephone \_\_\_\_\_ Fax \_\_\_\_\_ Email \_\_\_\_\_  
Additional Contact Name \_\_\_\_\_ Additional Contact Phone \_\_\_\_\_  
Additional Contact Title \_\_\_\_\_ Additional Contact Email \_\_\_\_\_  
Emergency Contact Name \_\_\_\_\_ Emergency Contact Phone \_\_\_\_\_  
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## PAYMENT METHOD

We accept Visa, MC, and AmEx credit cards. To pay by check, include the check with this form or select the "invoice me" option. Fax form to 303.741.0849 or mail form along with payment to: Academic Impressions, 4643 S. Ulster St. Ste. 350, Denver, CO 80237.

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Name on Card \_\_\_\_\_  
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Billing Zip Code/Postal Code \_\_\_\_\_  
Security Code (last 3 digits on the back of Visa and MC or  
4 digits on front of AmEx) \_\_\_\_\_

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- My check is included and covers \_\_\_\_\_ registration(s)  
Check # \_\_\_\_\_
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(PO# not required to receive invoice)

## REFUND/CANCELLATION POLICY

Refunds will be issued only if cancellations are received in writing by December 18, 2009. A \$100 processing fee will be assessed. After December 18, 2009 a credit (less \$100 processing fee) will be issued. The credit will be valid for 12 months and can be used toward any future conferences, web conferences, audio proceedings, or web conference archives. In case this event is cancelled, Academic Impressions' liability is limited to a refund of this registration fee only.