FACULTY DEVELOPMENT IN BLENDED AND ONLINE LEARNING

March 12-14, 2012
Houston, TX

"I've been attending professional development conferences for over two decades and this was the best one I've ever been to. The content was practical and useful and the instructors were well-experienced and professional."
– Dr. Steve Dwinnells, Assistant Director of the Delphi Center for Teaching and Learning, University of Louisville

"Exceeded my expectations. Good team work. Discussions taught me to meet the resistance with acceptance and persistence."
– Dr. Eli Bartle, Professor, California State University, Northridge

"This has been one of the most inspirational conferences I have ever attended in my 30 years in education! Active and collaborative engagement in practice … essence of leadership and management of blended learning incorporated into agenda … opportunity to network and inspirational conference leaders who truly "walk the talk." I am leaving Atlanta with a rich experience, new tools, and myriad insights to take back to South Africa and share to ultimately make an impact!"
– Kathleen Whaits, Academic Manager, Varsity College (Rondebosch, South Africa)

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OVERVIEW

Providing faculty with the structure they need to successfully make the transition to online teaching requires a shift in the understanding of technology, a comprehension of the new online and blended teaching environment, and effective administrative support.

Join us to explore the best approaches for engaging and supporting faculty interested in the online and blended teaching environment. 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.

WHO SHOULD ATTEND

This interactive conference is designed specifically for faculty development professionals, instructional technologists, and academic leaders who are responsible for effectively developing faculty to teach online and blended courses.

A TEAM APPROACH

You will 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

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 and contribute to the available resources.

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

AGENDA

MONDAY, MARCH 12, 2012

8:00 – 9:00 a.m.	*Registration and continental breakfast for pre-conference workshop attendees*
9:00 a.m. – 12:00 p.m.	*Optional pre-conference workshop: Using Web 2.0 Tools in Education* *Much has been written about the potential of Web 2.0 tools and social media to engage learners, add interactivity, and extend the functionality of a course management system. In this immersive, hands-on session, we will explore the implications of such a claim and offer strategies to select tools that meaningfully support learning while considering the technical requirements, costs, and benefits. Participants will use emerging technologies to create an engaging learning experience. Topics will include collaboration, content generation, and visualization strategies.*
12:00 – 1:00 p.m.	*Conference registration and lunch for pre-conference workshop attendees*
1:00 – 1:45 p.m.	*Welcome, program overview, and 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.*

> Better support and develop faculty who teach in the blended and online environment.

AGENDA

MONDAY, MARCH 12, 2012 (CONTINUED)

1:45 – 3:00 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. We'll also discuss the evolution of blended learning and its challenges.

3:00 – 3:15 p.m.   *Break*

3:15 – 4:30 p.m.   *Competencies for Online and Blended 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 "road map" for the design and development of the systems and services included in faculty development programs.

4:30 – 5:15 p.m.   *Working Session and 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)*

TUESDAY, MARCH 13, 2012

8:30 – 9:00 a.m.   *Continental breakfast (included in registration)*

9:00 – 10:30 a.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. We will discuss:
- *Best practices for teaching online*
- *Role of instructional design in good pedagogy*
- *How faculty can select the correct instructional design approach to address the learning objectives*
- *Strategies that faculty developers can use to teach good pedagogy*

10:30 – 10:45 a.m.   *Break*

10:45 a.m. – 12:15 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.

12:15 – 1:30 p.m.   *Lunch (included in registration)*

1:30 – 2:45 p.m.   *The Technology Fit*
The technology interface is a critical dimension of the online classroom. Today's technology options can easily overwhelm faculty with too many bell-and-whistle options. What are the most effective strategies for helping to develop technology aptitude in order for our online faculty to succeed?

2:45 – 3:00 p.m.   *Break*

3:00 – 4:00 pm   *Managing the Impact of New and Emerging Technologies*
With new technologies being introduced into the social and learning landscape, some consideration needs to be given to the impact on the online and blended instructor. How do we manage the rapid change? What strategies can we employ to help faculty?

4:00 – 4:45 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.

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

AGENDA

WEDNESDAY, MARCH 14, 2012

8:00 – 8:30 a.m.	**Continental breakfast (included in registration)**
8:30 – 9:30 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.*
9:30 – 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.w*
11:30 a.m. – 12:00 p.m.	**Sharing: Program Takeaways**
12:00 – 1:00 p.m.	**Lunch for post-conference workshop attendees**
1:00 – 3:00 p.m.	**Optional post-conference workshop: How to Create a Mentoring Program** *This workshop is targeted for faculty and faculty development staff who are interested in developing and implementing an effective faculty mentoring program. The goals of the workshop are:* *• To introduce participants to the critical issues involved in mentoring* *• To help participants draft a plan to create a program tailored to meet their institution's needs or to improve their existing faculty mentoring program* *Discussion will be informed by the lessons learned through the University of Maryland University College (UMUC) Peer Mentoring Program that supports global faculty who teach in on-site, hybrid, and online classrooms.*

INSTRUCTORS

Edward C. Bowen, Director of New Course Design and Development, R. Jan LeCroy Center for Educational Telecommunications, Dallas County Community College District

Ed oversees the creation and distribution of high-quality, technology-based distance learning products and services to students and educational institutions worldwide. Prior to this, he served as the executive dean of distance learning for the Dallas TeleCollege. In this capacity, Ed oversaw the design, development, and delivery of online courses for the Dallas County Community College District; developed online faculty training workshops and materials; mentored, reviewed, and evaluated the performance of online faculty; and served on various DCCCD working groups that focused on online course training, development, delivery, and quality. Under his leadership, the Dallas County Community College District, which is composed of seven separately accredited colleges, implemented Quality Matters. Over 200 faculty have been trained through this program. Ed served as a chair for Quality Matters reviews and is a certified Master Reviewer. He was also the Institutional Representative for Quality Matters. He has been serving in distance learning leadership roles for over 20 years and frequently presents at national, state, and local distance learning conferences.

Stevie Rocco, Senior Learning Designer, John A. Dutton e-Education Institute, Penn State University

Stevie has 11 years of experience working with faculty to create and manage online learning. In her position, she creates tools and technologies to improve online course experiences. In addition, Stevie teaches courses in information sciences and technology and instructional systems. She also consults on a wide variety of topics, including faculty development for online teaching, accessibility, usability, open source/free tools, copyright and creative commons, and social media.

Pamela Witcher, Director, Faculty Development Programs, and Adjunct Associate Professor in Psychology and Behavioral and Social Sciences, University of Maryland University College

Pamela develops and implements various programs and services for UMUC's worldwide faculty including their new faculty orientations, faculty peer mentoring, faculty recognition awards, and a new faculty coaching program. She is one of the founding members of Maryland Consortium for Adjunct Professional Development, and has presented at several conferences, including the Sloan-C International Conference on Online Learning, the International Conference for College Teaching and Learning, and the Maryland Distance Learning Association. She has conducted and evaluated many workshops and trainings on health education and faculty development issues in the United States and Japan. Her doctorate is in applied social psychology from The George Washington University with a specialty in health psychology.

HOTEL RESERVATIONS

The conference will be held at:
Omni Houston Hotel
Four Riverway
Houston, TX 77056

To reserve your room, call 713-871-8181. Please indicate that you are with the Academic Impressions group to receive the room rate of $179 for single or double occupancy, plus applicable tax.

A room block has been reserved for the nights of March 11 – 13, 2012. Reservations must be made by February 20, 2012. There are a limited number of rooms available at the conference rate. Please make your reservations early.

The Omni Houston Hotel is centrally located in the prestigious Uptown Post Oak/Galleria area and is just minutes from all of the excitement that Houston has to offer. You will be just 10 minutes by car from the central business district and 30 minutes from George Bush Intercontinental Airport or 25 minutes from William P. Hobby Airport.
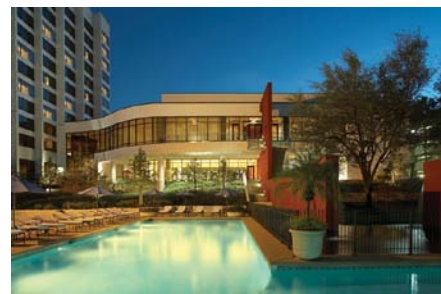
Attend as a team – remember, if you register as a group, every fourth registrant is free. Questions about the event? Call us at 720.488.6800 to help determine if this event is right for you. **Register online at www.academicimpressions.com**

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.

Postmarked on or before February 24, 2012

☐ Faculty Development in Blended and Online Learning and both workshops **(BEST VALUE)** _____ $1695 USD

☐ Faculty Development in Blended and Online Learning and one workshop _____ $1395 USD

    ☐ Pre-conference workshop   ☐ Post-conference workshop

☐ Faculty Development in Blended and Online Learning _____ $1095 USD
    (For registrations postmarked after February 24, 2012, an additional $100 fee per registrant applies)

☐ 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.

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How did you hear about this event? (email from AI, colleague forwarded email, Vital English, *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 _____

Telephone _____   Fax _____   Email _____

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

Additional Contact Name _____ Additional Contact Phone _____

Additional Contact Title _____ Additional Contact Email _____

Emergency Contact Name _____ Emergency Contact Phone (day) _____
(In case of emergency, we will contact this person on your behalf)
    (evening) _____

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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 303.221.2259 or mail form along with payment to: Academic Impressions, 4601 DTC Blvd., Ste. 800, Denver, CO 80237.

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Please charge my credit card: (Visa, MC, AmEx)

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REFUND/CANCELLATION POLICY

Refunds will be issued only if cancellations are received in writing by December 16, 2011. A $100 processing fee will be assessed. After December 16, 2011 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.

Questions about the event?
Call us at 720.488.6800 to help determine if this event is right for you.

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