

**Implementation**

**Plan**

**Table of Contents:**

Workshop Agenda & Course Objectives 2

Day 1: March 22, 9am - 3pm 3

Icebreaker: TOPkit Scavenger Hunt 3

Community of Practice (COP) 6

Planning: Faculty Development Models & Decision Guide 8

Development: Sample Course 15

Wrap-up: Homework and Individual Project Time 18

Day 2: March 23, 9am - 3pm 19

Development: Tools, Techniques, & Strategies 19

Development: Checklists & Rubrics 26

Project Work Time: Finalize/Continue work for COP posting 45

Development: Content Considerations 46

Evaluation 48

Wrap-up: Group Summaries, Homework, and Takeaways 58

# Workshop Agenda & Course Objectives

March 22, 9am – 3pm:

1. Welcome: Sign-in, Breakfast, Introductions from facilitators, Pam Northrup & Tom Cavanagh Kick-off
2. Technology Set-up and Icebreaker: TOPkit Scavenger Hunt

**Morning Break**

1. Community of Practice (COP)

**Wrap-up and Lunch break**

1. Planning: Faculty Development Models & Decision Guide

**Afternoon Break**

1. Development: Sample Course
2. Wrap-up: Homework and Individual Project Time

March 23, 9am – 3pm:

1. Welcome: Sign-in, Breakfast, and Introductions from facilitators and Joel Hartman
2. Debrief/Recap/Today’s Agenda
3. Development: Tools, Techniques, & Strategies

**Morning Break**

1. Development: Checklists & Rubrics
2. Project Work Time: Finalize/Continue work for COP posting

**Lunch/Optional Work time**

1. Development: Content Considerations

**Afternoon Break**

1. Evaluation
2. Wrap-up: Group Summaries, Homework, Takeaways, and Kelvin Thompson

Course Objectives:

* Use the TOPkit site to build or enhance a faculty development program for online education
* Using TOPkit Implementation Plan, build a plan or framework for implementing a faculty development training program at your home institution
* Participate in the TOPkit Community of Practice to seek advice or feedback on a preliminary plan for your faculty development program
* Provide suggestions for additional TOPkit content/modifications

# Day 1: March 22, 9am - 3pm

## Icebreaker: TOPkit Scavenger Hunt

### Activity Overview

We will be using the TOPkit website (topkit.org) and its resources throughout the workshop activities in the next two days. This TOPkit Scavenger Hunt activity has been created to give you an orientation/introduction to the TOPkit web site. This is also a great time to get to know the other participants at your table (and others also attending). NO cheating (well, maybe a little…)!

### Objectives:

At the end of this activity, participants will:

* have general knowledge of the sitemap for TOPkit.
* be able to locate the TOPkit online resources for the workshop activities.
* get to know other workshop attendees.

### Supporting Documents

Be the first group to **answer the following questions and complete the TOPkit.org sitemap**.

1. What does TOPkit stand for/mean? **Teaching Online Preparation Toolkit**
2. There are 5 main categories for the web site organization, however, what are the three main categories highlighted for professional development: **Planning - Developing -Evaluating**
3. The Statewide Faculty Development Program consists of three components. List all three: **Annual Workshop, Community of Practice, TOPkit Online Toolkit**
4. What is the **QTMFD**? **Quality Transformation Model for Faculty Development**
5. How many faculty development model examples are provided in the toolkit? **Six: UCF, FAU, UNF, Penn State World Campus, the University UK, QTMFD**
6. What is the most recently added **Topic** in the **Community of Practice**? **Online Course Map**
7. True or False: TOPkit is exclusive to Florida educators. **False (only funded and focused)**
8. What are the similarities between the Sample Course and Sample Course Lite? **Both are: a downloadable sample course cartridge, based on UCF’s IDL6543 professional development course, and cover similar content**
9. Name every person who sits at your table: Nancy, Katie, Michael, Jennifer, Alex, Rebecca, Marilyn



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| **Faculty Development Models** | **Checklists & Rubrics** | **Sources of Data on Your Campus** | **Ask ADDIE** | **TOPKit Digest** |
| **Decision Guide** | **Sample Courses** | **Tips & Guidance** | **Share an Effective Practice** | **Journals** |
|  | **Tools, Techniques, & Strategies** |  | **Topical Discussions** | **Organizations & Conferences** |
| **Content Considerations** | **Community Members** | **Other Resources** |
| NOTES:  | **What’s Happening in the Community** | **About Us** |

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| **Icebreaker: TOPkit Scavenger Hunt**Action Items:List below any items you need to take action on after the activity/back at your institution.*
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Please help us improve this workshop for next year by completing this section of the
[TOPkit Workshop Participant Survey](http://ucf.qualtrics.com/SE/?SID=SV_bkALHybTaa0dGmN).

(<https://ucf.qualtrics.com/jfe5/form/SV_bkALHybTaa0dGmN>)

## Community of Practice (COP)

### Activity Overview

The purpose of this activity is to introduce you to the TOPkit Community of Practice (COP). This is your opportunity to start to build a professional persona within the global community and familiarize yourself with the dedicated forum for this workshop. In addition, you will be given time to peruse the existing forums, explore their connections to the toolkit, and start to exchange ideas with colleagues around the world.

**Note:** Registration is not required to view the COP, but it is required to post. You will need to post to complete your homework requirements.

### Objectives

At the end of this activity, participants will:

* Create an account and professional profile in the COP.
* Identify COP forums where they will be asked to post assignments.
* Participate in a discussion with a new post or reply.

### Supporting Documents

This activity will take place within the TOPkit COP located at: <https://topkit.org/community-forum/>.

Please follow these simple steps to register and engage in TOPkit’s Community of Practice:

1. Click the **Register** button on the right side of the page.

2. Create your profile by entering your information and selecting **Complete Sign Up** at the bottom right.
3. Click **Community of Practice** on the top menu bar. A list of forums is displayed.

4. Select a **forum and participate** in conversations by selecting a topic of interest and replying with a response.


**NOTE:** For assistance or to report a technical issue, please contact TOPkit@ucf.edu.

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| **Community of Practice (COP)**Action Items:* Update profile (photo, cover image, etc.)
* Post a thread or reply
* Review threads and replies
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Please help us improve this workshop for next year by completing this section of the
[TOPkit Workshop Participant Survey](http://ucf.qualtrics.com/SE/?SID=SV_bkALHybTaa0dGmN).

## Planning: Faculty Development Models & Decision Guide

### Activity Overview

Prior to arriving at the workshop, you were asked to complete the TOPkit Faculty Development Decision Guide and bring a copy of your personal results. In this activity, you will have an opportunity to discuss your institutional context within the framework of the Quality Transformation Model for Faculty Development (QTMFD) with colleagues from other institutions. Referring back to your individual results from the decision guide may help you identify strengths, weaknesses, opportunities, and threats with regard to faculty development for online learning back at your home institution.

### Objectives

Participants will be able to:

* Evaluate their own institutional context within each of the three rings of the Quality Transformation Model for Faculty Development using a SWOT analysis.
* Identify actionable next steps based on the SWOT analysis.

### Supporting Documents

The Quality Transformation Model Analysis SWOT Table is located on the next page in landscape format.

**QUALITY TRANSFORMATION MODEL SWOT ANALYSIS**

**This document should be used after completing the Faculty Development Guide designed by Dr. Jowallah, Dr. Futch, Dr. Barrett-Greenly and Dr. Bennett)**

**SWOT Analysis:**

* + Strengths are elements internal to your department.
	+ Weaknesses are elements internal to your department/unit that could limit the transformation of faculty development.

**SWOT Analysis:**

* + Opportunities are aspects of the external environment that will enhanced the transformation of faculty development.
	+ Threats are barriers or potential barriers that could limit the transformation of faculty.

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| qualitytransformationmodelJowallah, Futch, Barrett-Greenly and Bennett (2016) | **Inner circle** = Quality transformation process**C2** = Core for enabling transformation**C3** = Supporting agents for ongoing transformation**C4** = Evaluation and feedback for transformation |

**QUALITY TRANSFORMATION MODEL SWOT ANALYSIS**

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| --- | --- | --- | --- | --- |
| **C2:** **Enablers of transformation. Core elements for enabling transformation** | **Strengths** | **Weaknesses** | **Opportunities** | **Threats** |
| **Engagement** | We attempt to engage faculty in our VCIT by providing recertification credits and paying for the course. | Enrollment and completion is not enforced, so not all faculty members that teach online go through the training. | We can use this information to create a better system to engage, enroll, and motivate faculty members. | Faculty members may not want to take the course if they already teach online or if there is no accountability.  |
| **Technology**  | Campus-wide LMS supported with training and job aids. Supervisors are open to exploring new technologies.  | There is no adoption process for new technologies. They are introduced haphazardly and as requested instead of systematically.  | We can use this information to create a systematic technology adoption process.  | Aversion to learning new technologies or lack of purchasing ability (EesySoft).  |
| **Assessment**  | We use a variety of methods to assess faculty and use our course as a model for what we expect. | Not all faculty actively incorporate the skills we teach in their own online courses. We utilize master shells so many assessments are already pre-determined.  | We can use this information to continue to drive the development of our VCIT course and encourage faculty members to implement different assessment tools in their courses. | There has been an increase in the usage of publisher content and third-party tools. The ease of use may be hard to get away from for some faculty.  |
| **Mentoring**  | There is currently a mentoring program put in place by the Employee Development Program. This program pairs new faculty with veteran faculty.  | This program only lasts for one year and is only open to full-time faculty. Mentors are not always from the same department. | We can use this information to potentially open the program to part-time faculty as well if they request assistance. | There may not be enough manpower to facilitate this program outside of full-time faculty.  |
| **Community of Practice**  | The Center for Academic Excellence is doing a great job facilitating Community of Practice for faculty members through sessions and learning communities. | Many sessions in the Center for Academic Excellence are only open to faculty. There are some topics in which staff employees could be beneficial to the conversation. | We can find opportunities for faculty and staff to partner together depending on the topic at hand.  | Faculty and staff may not always be readily available for partnerships due to the nature of their employment.  |
| **Online Pedagogy**  | VCIT provides information and best practices for effective teaching and learning online. The course is taught to model what is expected of online faculty/adjuncts.  | Many faculty/adjuncts do not take this course prior to teaching their first online course. It is normally taken AFTER.  | We can use this information to enforce the requirement to take this course prior to teaching online. We can use DSS to look ahead at offerings and identify faculty/adjuncts that have not yet taken it.  | The need for faculty/adjuncts to teach may outweigh the requirement of them successfully completing this one credit course.  |

**QUALITY TRANSFORMATION MODEL SWOT ANALYSIS**

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| **C3: Supporting agents for ongoing Transformation** | **Strengths** | **Weaknesses** | **Opportunities** | **Threats** |
| **Motivation**  | We promote motivation by offering recertification for taking VCIT and paying for the college credits for employees that enroll in the course. | There is no motivation for those that do not need recertification to take the course. There is no accountability for those that do not take the course before teaching online.  | We can use this information to create a better system to engage, enroll, and motivate faculty members. | Faculty members may not want to take the course if they already teach online or if there is no accountability.  |
| **Scoping for Sustainability**  | My institution has a set program that helps faculty members to teach online and also offers continuous support. | Based on the manpower we have, we are not always able to offer trainings at times that are convenient for faculty/adjuncts. | Using this information, we can work with all faculty to determine a schedule that works better for everyone. | Even with a change in schedule, we still may find we have low or lack of attendance.  |
| **Institutional Culture**  | We have a centralized unit of support for all online courses and faculty know who to contact for what issues. | We are not always great about advertising issues or problems that we may be aware of that faculty may run into. | We can use this information to reevaluate how we communicate with our faculty to eliminate the duplication of effort from our team.  | Finding the right method of communication is key. Many faculty already receive so many emails we may be lost in translation.  |
| **Quality Framework**  | We utilize Quality Matters course review framework.  | Not all courses are utilizing the Quality Matters rubric. Only courses that are selected to become Virtual Campus courses are using the rubric.  | We can continue to implement the Quality Matters rubric to ensure quality design and online delivery. Each year we try to design/redesign at least 40-50 new courses.  | We may run into financial issues (lack of funding to pay subject matter experts and their QM training) and a lack of faculty that qualify to serve as subject matter experts.  |
| **Modality**  | We provide a variety of trainings face-to-face and online. | We do not offer many blended classes. We have a limited amount of staff available to teach/train.  | We can use this information to design/develop or even redesign trainings to be available in different modalities.  | Lack of staff availability to design, develop, and deliver training opportunities.  |
| **Audience**  | We have a wide range of employees including full-time faculty (tenured and non-tenured), adjuncts, and staff. With their backgrounds, they offer vast amounts of experience to the institution. | Because of the wide variety of employees, multiple courses/training sessions need to be offered to address all needs/groups.  | We can use this information to create offerings based on audience needs or provide options (different modules, etc.) for different groups of stakeholders.  | Lack of staff availability to design, develop, and deliver training opportunities. Limited audience availability.  |
| **Ownership**  | My institution has a clear definition of ownership and intellectual property. We utilize a Master Course concept. | We still run into issues regarding academic freedom when utilizing the Master Course concept. | We can use this information to move in a direction that is more department inclusive instead of just the subject matter expert. | Even with good intentions, it is always possible that there will not be department buy-in for a Master Course.  |
| **Flexibility**  | We address some needs of those that teach online. We do our best to provide instruction, tutorials, and privacy statements for all tools. | Instead of adapting things on a case-by-case basis, we could work to better implement UDL during the design and development process. | Using this information, we can redefine our process to better incorporate UDL standards. | We often have a very large design/development cycle (even with PD) that this is not always possible.  |
| **Collaborative partnerships**  | Our institution takes part in some collaborate partnerships with other institutions.  | We normally don’t actively participate unless we are invited or it is part of a grant. | Using this information, we can begin networking and creating partnerships and relationships with other institutions.  | With the State College System moving to a performance based funding model, some partnerships may be strained as we are all working towards the same funding.  |

**QUALITY TRANSFORMATION MODEL SWOT ANALYSIS**

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| **C4=Evaluation and feedback for transformation** | **Strengths** | **Weaknesses** | **Opportunities** | **Threats** |
| **Professional Development** | We have an existing and effective professional development program. EDP – Employee Development Program and Institute for Academic Excellence.  | Not all opportunities are advertised. Some are only open to certain employees (faculty/adjunct) even though others (staff) could benefit from the content.  | Provide more effective advertising for opportunities and open opportunities to all employees.  | There may be pushback to opening opportunities to those outside of faculty/adjunct. Advertising for opportunities means they have to be planned ahead of time.  |
| **Program Review** | (Also see quality framework). For VCIT – we provide a survey that faculty complete at the end of each module to rate study activities and assessments. There is also a survey to provide at the end of the course. | The data is available, but not always accessed for evaluation and redesign after each iteration of the course.  | We can utilize the data retrieved each semester to continue improving and building on the course. | Lack of approval for changes to the course. If too much is changed, it will lose QM review status and have to be redesigned officially.  |
| **Research** | We utilize data gathered throughout the institution to make decisions. | While we use analytics and data, we don’t always provide resources or assistance for those that want to perform research on their own courses. | Using this information, we can partner with faculty to better understand the research they would like to perform and what they need to be successful. | We could run into issues as far as staffing and budget depending on the research.  |
| **Participant Feedback** | We always request feedback after training sessions and courses. | The surveys that are provided are not always unique or tailored to the specific opportunity. Faculty may grow wary of answering the same questions. | We can work with research and reports to create new and fresh surveys for trainings and courses. | Even with new surveys, we may not get the data we are searching for OR those that request the data may not see it.  |
| **Accreditation Framework**  | We are a SACS accredited institution. We utilize this feedback to improve our existing programs and offerings. | The feedback from these accreditation visits is not always shared campus wide.  | We can be more open with the feedback from accreditation visits so different departments can provide improvements as necessary. | There may be an administrative or political reason for which this information is not distributed.  |
| **Professional Development**  | We have an existing and effective professional development program including online and face-to-face courses and campus wide professional development days. | Not all topics that faculty/staff are interested in may be offered. | Using this information, we can work with faculty/staff to develop a comprehensive offering of sessions. | Budget and manpower may limit the scope of the trainings offered.  |

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| **Planning: Faculty Development Models & Decision Guide**Action Items:* Finish the charts within 1 week of TOPkit.
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Please help us improve this workshop for next year by completing this section of the
[TOPkit Workshop Participant Survey](http://ucf.qualtrics.com/SE/?SID=SV_bkALHybTaa0dGmN).

## Development: Sample Course

### Activity Overview

An overview of the TOPkit Sample Course and TOPkit Sample Course Lite has been provided to you. It is now time for you to create an overview/outline for your own professional development offering. You may wish to edit, from the list provided below, or start from scratch. It is up to you to use or delete the materials provided. At the completion of this activity you are expected to have answers to the **Getting Started Questions** asked below, a **rough outline** of your **professional development offering,** and your initial ideas for **assessing the effectiveness** of the course.

### Learning Objectives

Participants will be able to:

* Articulate whether the sample course(s) will be used to enhance current training or used to create new professional development opportunities.
* Articulate the differences in the sample courses offered.
* Use the materials in the sample course to create a personalized professional development course outline. (Optional)
* Arrange/Assemble topics in course.
* Evaluate the effectiveness of course. (formal and informal feedback)

### Supporting Documents

**Getting Started Questions**

The questions below are great “getting started” questions for brainstorming the BIG picture of your professional development needs/plans.

1. What is your current online support structure? **Faculty email** **virtualclassroom@irsc.edu** **for assistance with Blackboard or online learning. Virtual Classroom will redirect them if they have not directed their question to the right place/person.**
2. What are your professional development goals? **Overall**, **our professional development goal is to prepare faculty to teach online.**
	1. Short term goals? **Familiarize faculty members with best practices and give them hands on experience in the learning management system.**
	2. Long term goals? **To provide faculty with the skills necessary to customize and update their courses to increase interaction (student-student, student-content, student-instructor), motivation, and completion.**
3. Will you offer a course or more of a modular training? **Course**
4. Duration: How long will/can course be? **The course is 3 weeks in length and 1 credit hour.**
5. Modality: Will the course be delivered on the Web? Blended? Face-to-face? **100% online**
6. Enrollment: Process? Participant numbers? **Faculty members must register as students to enroll in this course. They earn one credit for successful completion and the instutiton pays for that credit hour. There is no class cap, but the course normally has anywhere from 5 – 15 participants.**
7. Space/Location Capacity? **100% online – no cap**
8. When/How often will it be offered? **The course will be offered online at least two times per semester.**
9. Will you create development courses for participants to work in? **All faculty members have training shells they can work in**
10. Will you offer instructional design consultations? When will these occur? **There are no instructional design consultations. Faculty members will work with an ID when they are assigned as a SME for a course.**
11. What types of interactions will be promoted:
	1. **Student-to-student**
	2. **Student-to-content**
	3. **Student-to-facilitator**
	4. ~~Student-to-other (Instructional Designer)~~
12. What are your plans/protocols to make the professional development offering sustainable, scalable, and systematic? **We review this course every year to ensure that the materials provided are current and relevant. We make adjustment to the course based on current technology trends. We are in the process of developing two advanced VCIT courses for those that wish to learn more technical skills.**

**TOPkit Sample Courses**

1. TOPkit Sample Courses Page: <https://topkit.org/developing/sample-course/>
2. Sample Course: <https://webcourses.ucf.edu/courses/1246849>
3. Sample Course Lite: <https://webcourses.ucf.edu/courses/1248311>

Professional Development Course Outline:

1. List Course Goals and Objectives:
	1. **Course Rationale:** EDG1011 focuses on the fundamental knowledge and application of online pedagogy. Through several assignments, learners demonstrate how they achieved course objectives, and how they will transfer these skills by teaching in the online course environment. Mastering both the knowledge and skills presented in this course will help provide the learner with a foundational understanding of online course management systems and technologies.
* **Explain** the role of an online instructor
* **Demonstrate** proficient abilities in navigation in the LMS
* **Use** tools within the LMS within the course to perform activities such as grading and communicating
* **Apply** effective use of pedagogy in the online learning environment
* **Apply** best practices while teaching online
* **Evaluate** IRSC best practices within their own courses regarding student activities
1. Course Outline – VCIT 1 – EDG1011: Getting Started Teaching Online (course 1 of 3)

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| **Module/Week** | **Content** | **Activities** |
| Module 1 | **Introduction and Course Overview** * Course Overview
* Role of an Online Instructor
* Creating a Welcoming Environment
* Launching my Online Course Action Plan
* 8 Lessons Learned from Teaching Online
* Optional: Conduct Independent Research for Class Wiki
 | * Discussion: Welcoming Your Students
* Discussion: Role of an Online Instructor
* Assignment: Creating Correspondence
* Survey: Module 1 Content Survey
 |
| Module 2 | **Blackboard Navigation Basics*** Module Job Aids and Video Tutorials (edit and upload syllabus and schedule of activities, updating instructor information, creating and posting an announcement, creating and sending an email and message, setting test options, setting up collaborate for office hours, and using the retention center)
* Grade Center Strategies Handbook
* How to Setup and Use Blackboard Collaborate Launcher
* 10 Cool Ways to Engage with Blackboard Collaborate
* Retention Center Video
 | * Collaborate: Meet Your Instructor Through Collaborate
* Survey: Module 2 Content Survey
 |
| Module 3 | **Online Pedagogy and Best Practices** * Community of Inquiry Presentation
* Community of Inquiry Review Paper
* Best Practices for Teaching Online Presentation
* Effective Feedback Presentation
* Strategies for providing effective feedback to Students in Online Courses Video
 | * Quiz: Community of Inquiry
* Discussion: Best Practices
* Discussion: Writing Effective Feedback
* Survey: Module 3 Content Survey
 |
| Module 4 | **Netiquette, Plagiarism, and Acceptable Online Behaviors*** VAILTutor Plagiarism Tutorial
* IRSC Virtual Campus Netiquette Best Practices
* Netiquette is Etiquette in Online Learning
* IRSC Plagiarism Information
* IRSC Plagiarism Guide
* Online Manners Matter
* Optional: Conduct Independent Research on Copyright/Plagiarism for Cass Wiki
 | * Quiz: Copyright Quiz
* Discussion: Plagiarism
* Survey: Module 4 Content Survey
* Survey: Course Evaluation
 |

 3**.** Effectiveness – Write down your **initial thoughts and ideas**:

How will you evaluate the effectiveness of the course? **I will utilize a combination of the feedback provided in module content surveys and the course evaluation and the assessments to evaluate the effectiveness of the course. If the students are able to successfully complete the assessments, it suggests that they are understanding the content provided and successfully applying the strategies learned. The surveys will help me evaluate the study activities (content items) and assessments that I am providing to the students. When being the designer/developer, you often get so close to the material it is sometimes hard to be objective. What seems important and relevant to me may not be so for the faculty teaching online.**

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| **Development: Sample Course**Action Items:*
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Please help us improve this workshop for next year by completing this section of the
[TOPkit Workshop Participant Survey](http://ucf.qualtrics.com/SE/?SID=SV_bkALHybTaa0dGmN).

## Wrap-up: Homework and Individual Project Time

### Activity Overview

Congratulations on the completion of Day 1. We hope you have had some great moments today in the development of your professional development offering. Although the face-to-face facilitation is complete, you do have some items to wrap-up and submit for homework.

**Homework:** Post to the **Community of Practice (COP**) the draft of your professional development course outline. This post should include answers to the “Getting Started” questions as well (This will provide more details on your decision-making process while developing the course outline).

### Objectives

* Create a professional development course outline.
(We understand this is a draft and not the final outline)
	+ Be sure to:
		- * Arrange/Assemble topics in course to fit the length and delivery format of course modality.
			* Describe the evaluation process for assessing the effectiveness of the course.
* Evaluate and provide feedback to others by posting this draft to the TOPkit Community of Practice.
NOTE: If your schedule allows, please provide feedback to others. (Optional)

### Supporting Documents

There are no supporting documents provided for this activity. You will need to post the content developed from your [**Development: Sample Course** draft/outline to the Community of Practice (COP).](https://topkit.org/forums/forum/topkit-workshop/)

Community of Practice (COP):  <https://topkit.org/forums/forum/topkit-workshop/>

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| **Wrap-up: Homework and Individual Project Time**Action Items:*
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# Day 2: March 23, 9am - 3pm

## Development: Tools, Techniques, & Strategies

### Activity Overview

As you proceed with your TOPkit Sample Course, it is important to discover how to motivate faculty within the planning stage. It is now time for you to implement ideas that would work best for your own organization. This section targets design and development strategies by exploring the tools, techniques, and strategies that have been shown to promote effective development regardless of the modality in which it will ultimately take place. In a group, you will come up with ideas and concepts that would work best for your organization. It is up to you to use or delete the materials provided. At the completion of this activity you are expected to have answers to the 5 different sections of the Tools, Techniques, & Strategies that will aid you in the development of your Sample Course.

### Objectives

* Using the TOPkit site Tools, Techniques, & Strategies section attendees will identify/select one or more offerings from each section that may fit the needs of the organization.
* Articulate the reasons why the offering would meet the needs of the organization.
* Evaluate and provide feedback to the entire workshop on the effectiveness of your selected Tools, Techniques, & Strategies. (formal and informal feedback)

### Supporting Documents

#### The Tools, Techniques, & Strategies Form is located on the next page.

#### **Tools, Techniques, & Strategies Form**

#### Provide Incentives for Faculty Participation

##### **Current usage:**

* Faculty get course 1 credit for taking Virtual Campus Instructor Training (VCIT). This course credit is paid for by the institution and can be used on recertification. Faculty are **SUPPOSED** to take this course before teaching online.
* Subject matter experts receive a stipend for working with a designer and developer to create a Quality Matters certified course. These faculty members must take APPQMR and PRC. The institution pays these training courses and they come away with a nationally certified certificate.
* Faculty can use these achievements for recertification, promotion, and be recognized at the Employee Recognition Ceremony.

##### **Implementation needs/challenges:**

* Find better ways to communicate requirements and expectations.
* Hold faculty accountable for expectations
* Change the status quo – make the need for quality trump the need for online instructors

##### **Future Improvements:**

* Use mentors to help empower faculty when monetary incentives are not available. This helps to give a sense of inclusion and self-worth.
* Requiring professional development hours could help encourage faculty to participate – this could be facilitated through the Institute for Academic Excellence.
* We could add the requirement of VCIT to the design and development process. SME’s could complete required QM trainings, complete VCIT, and then work with ID and DEV.

#### Include Faculty in the Analysis, Design, Implementation, & Evaluation of the Curriculum

##### **Current usage:**

* All faculty teaching online are expected to take VCIT (full-time and adjuncts).
* Faculty are selected by instructional deans to serve as SMEs to work with the VC to design and develop an online course.
* Remote/recorded training allows for increased accessibility and flexibility

##### **Implementation needs:**

* More collaboration between instructional designers and faculty members outside of the design and development process
* Identify different employees (faculty/ID) to co-present at workshops and conferences

##### **Future Improvements:**

* Include faculty to facilitate a scheduled series of training, design, and development
* Use survey and feedback to continue refining courses
* Training partnerships between faculty and instructional designers

#### Use Techniques that Complement the Adult Learner

##### **Current usage:**

* Faculty mentors (for first-year faculty members)
* Face-to-face, online, and remote training sessions

##### **Implementation needs:**

* Provide more flexibility and accessibility to trainers and training sessions
* Provide a more structured training program for faculty

##### **Future Improvements:**

* Provide more communication to faculty about what is available and when
* Make training REQUIRED and hold participants accountable

#### Provide Instruction in the Required Technologies

##### **Current usage:**

* Basic LMS training
* VCIT (Virtual Campus Instructor Training)

##### **Implementation needs:**

* Provide more training on accessibility, transcripts, Section 508, UDL, etc.
* Provide additional training on technologies and Web 2.0 tools that faculty can use and have access too

##### **Future Improvements:**

* Create a catalog of training courses and sessions available so they can be requested by faculty/departments
* Create a list of approved Web 2.0 tools that be utilized and incorporated into the online classroom
* Provide troubleshooting and training on specific devices and not just the LMS

#### Foster Continuous Improvement through Ongoing Assessment

##### **Current usage:**

* Some recognition
* Continuous improvement through feedback and surveys
* Rubrics for all assessments

##### **Implementation needs:**

* More recognition
* Need to improve buy-in
* Solutions that are conscious of time commitments
* Training on how to create an effective rubric

##### **Future Improvements:**

* Can utilize badging to increase recognition (badges, certificates of completion, recognition at department/staff/faculty meetings)
* Provide more training opportunities to give faculty and understanding on why we do things and best practices

|  |
| --- |
| **Development: Tools, Techniques, & Strategies**Action Items:*
*
*
 |

Please help us improve this workshop for next year by completing this section of the
[TOPkit Workshop Participant Survey](http://ucf.qualtrics.com/SE/?SID=SV_bkALHybTaa0dGmN).

## Development: Checklists & Rubrics

### Activity Overview

Now that you have heard the considerations when developing and implementing a program/course checklist/rubric, take some time to draft your own guidelines with your personalized criterion. You will probably not have time to create a draft for both a program checklist and a course checklist, so you may wish to select just one for the activity requirements.

Make sure to include an overview of the assessment and how it will be implemented. Is quality your number one identifier?

**NOTE:** It is suggested that you **select one rubric** to draft/create for this session.

### Objectives

* Using the [TOPkit Checklist & Rubrics section](https://topkit.org/developing/checklists-rubrics/), along with presentation highlights, attendees will identify/select campus online teaching and learning quality program/ course requirements.
* Create/Draft institutional quality rubrics for assessment of courses/programs.

### Supporting Documents

Both a sample course and program evaluation rubric have been provided for you below. Please feel free to modify the documents or start from scratch.

**NOTE:** The instructions on the rubrics are meant for their usage outside this TOPkit Workshop. These are not instructions for you to complete.

Don’t forget the [TOPkit Checklists and Rubrics](https://topkit.org/developing/checklists-rubrics/) web page has SEVERAL additional resources to peruse: <https://topkit.org/developing/checklists-rubrics/>

**TOPkit Assignment:**

At Indian River State College, we have already implemented Virtual Campus Instructor Training (VCIT). This course is used to help prepare faculty members for teaching in the online environment. As we have already implemented this course, I chose to focus on one of the checklists that we provide to faculty to be successful when they acquire their online course shell. It is a checklist that outlines what they should do once they’ve acquired the course and what they should remember to do once the course has begun. If it is your first time teaching online or first time teaching in awhile, having a reminder can be very helpful! This is especially true if you are teaching multiple sections. I’ve also gone through the provided checklists and made a few changes/comments on things we need to improve, implement, or change as we roll out VCIT 2 & VCIT 3.

****

VCIT Online Course Checklist

### Instructions:

Please read each section description carefully. Examples are provided to promote clarity. Use the ratings scale below to effectively assess how well you meet each objective. It is helpful to make comments on each objective as to where/how the objective is being met and/or addressed in your course.

|  |  |  |  |
| --- | --- | --- | --- |
| 0 = Not Present | 1 = Developing | 2 = Present | 3 = Exemplary |

### Section 1:

### Course Overview and Introduction Score Comments

|  |  |  |
| --- | --- | --- |
| The course provides a clear starting point for students to begin accessing vital course components, such as syllabus, course schedule, course content, and assignments. | 3 | We provide a start here folder that outlines how to get started and what is expected. Learners can not progress until this folder is completed including start here quiz.  |
| The course has an explicit structure and pace. | 2 | There is a explicit structure, but the pace varies as it is a lot of information for a 3-week course. |
| The syllabus includes the following [Provost-required](http://policies.ucf.edu/documents/4-403CourseSyllabi.pdf) course information:* Course title and number
	+ Credit hours
	+ Course modality (W/M)
	+ Name(s) of instructor(s)
	+ Methods of contact (e.g., email address, phone number)
	+ Office location
	+ Office hours (face-to-face or online)
	+ Course objectives and/or goals
	+ Course description
	+ Course requirements
	+ Required and optional texts
	+ Other required course materials
	+ Course grading policies
	+ Final exam date and time
	+ Makeup exam policy
 | 2 | We do not provide any identifying information in the syllabus online. We teach based on the Master Course concept and this would mean faculty would need to change this information every time the course is copied out. We utilize an Instructor Information section within the course to cover these pieces of information.  |
| Students are offered the opportunity to meet the instructor (e.g., introduction video, written instructor bio). | 3 | Learners meet the instructor via an introductory bio and live collaborate session. |
| Online etiquette (“netiquette”) expectations for course communication are clearly stated (e.g., discussion boards, email, chat, web conference). | 3 | Netiquette expectations are outlined in the Start Here folder and in the rubric. |
| Expectations for instructor response time and feedback are clearly stated (e.g., questions, email, assignment feedback). | 3 | This information is provided in the rubric and is expected of all instructors.  |
| Information about academic integrity/honesty (UCF Golden Rule), campus policies, and FERPA are provided.  | 3 | This information is provided in Start Here and the syllabus.  |
| A notification for students with disabilities to connect with UCF’s Office of Student Accessibility Services is provided. | 3 | This information is provided in Start Here and the syllabus.  |

### Section 2:

### Course Overview and Introduction Score Comments

|  |  |  |
| --- | --- | --- |
| Course objectives and/or goals are measurable and clearly stated.  | 3 | Provided in syllabus and each module |
| Course objectives and/or goals are aligned with learning activities.  | 3  | Provided in syllabus and each module. Objectives in modules are tagged to show alignment. |
| Module objectives and/or goals are measurable and clearly stated.  | 3 | Goals are measured using the tagged activity for alignment. |
| Module objectives are aligned with learning activities.  | 3 | All module assessments are aligned. |
| Multiple methods and opportunities for students to demonstrate learning are offered. | 2 | Multiple types of assessment are offered (discussion, quiz, test, collaborate, assignment, etc.) but we could do better to incorporate more Web 2.0 tools.  |
| Grading criteria for each learning activity is described (e.g. rubrics). | 3 | A rubric is available for each assessment.  |

### Section 3:

### Course Content Score Comments

|  |  |  |
| --- | --- | --- |
| The course offers a variety of instructional materials and media (e.g., external readings, assignments, discussions, videos). | 3 | This course was developed textbook free. It offers research papers, videos, websites, and more. |
| Content is displayed in ways that support learning (chunking, etc.). | 2 | Content is chunked into 4 different topics but could be chunked even more. |
| The course content and media are copyright compliant and appropriately cited.  | 3 | All content utilized is properly cited. |
| The course content is accessible (Section 508 and ADA compliant):* + Alternative (Alt) text for images
	+ Captions for video
	+ Text Headings (e.g., H2, H3, H4)
	+ Table Headers (row and column)
	+ Appropriate Color Contrast
	+ Hyperlink Text is descriptive (avoid using “Click Here”)
 | 2 | This course needs text headings.  |

### Section 4:

### Student Interaction and Community Score Comments

|  |  |  |
| --- | --- | --- |
| The course offers opportunities for students to engage in student-to-student collaboration to enhance learning.  | 3 | Student-student interaction occurs in discussion, wiki, and collaborate |
| The course offers opportunities for student-to-instructor interaction that enhances learning.  | 3 | Instructor-student interaction occurs in discussion, wiki, and collaborate, announcements, course messages |
| The course offers opportunities for student-to-content interaction that promotes learning outcomes.  | 3 | Student-content interaction occurs with videos and interactive presentations  |

### Section 5:

### Technology for Teaching and Learning Score Comments

|  |  |  |
| --- | --- | --- |
| General technical support information is provided for students (e.g., Helpdesk, Service Desk contact information).  | 3 | This information is provided in the syllabus and Start Here folder and within Blackboard shell. |
| General technical support information is provided for faculty (e.g., Helpdesk, Service Desk contact information).  | 1 | Faculty support information is not included in the course. This was done so as not to confuse students as they contact two different places. |
| Technology tools support learning objectives and/or goals. | 3 | Technology tools in this course were utilized to mirror what a faculty member may expect from their students |
| Technology tools support a variety of interactions (e.g., student-to-student, student-to-content, student-to-instructor, student-to-other).  | 3 | A variety of tools are used to facilitate the introduction to a number of different tools and not just discussions |
| Technical support information (e.g. tutorials, instructions) for using technology tools are provided.  | 2 | Tutorials are provided for most tools along with privacy statements |
| Course content is easy to read on multiple platforms such as PCs and mobile devices (e.g., smartphones, tablets). | 3 | Course has been tested on PC, Mac, Tablet, and smart phone with no issues.  |

Adapted from:

* [OLC Quality Scorecard:](http://onlinelearningconsortium.org/consult/quality-scorecard/) Criteria for Excellence in the Administration of Online Programs. <http://onlinelearningconsortium.org/consult/quality-scorecard/>
* CSUN Quality Online Learning and Teaching (QOLT) framework. <http://www.csun.edu/it/qolt>
* UCF Center for Distributed Learning’s Online Course Checklist

|  |
| --- |
| **Development: Checklists & Rubrics**Action Items:*
*
*
 |

Please help us improve this workshop for next year by completing this section of the
[TOPkit Workshop Participant Survey](http://ucf.qualtrics.com/SE/?SID=SV_bkALHybTaa0dGmN).

## Project Work Time: Finalize/Continue work for COP posting

### Activity Overview

We have scheduled in some independent work time. Please use this time to catch-up on activities you have yet to complete or use this time to begin finalizing your Implementation Plan for the COP posting.

### Supporting Documents

There are no documents provided for this activity (besides the use of this TOPkit Implementation Plan).

|  |
| --- |
| **Project Work Time – Finalize/Continue work for COP posting**Action Items:*
*
*
 |

Please help us improve this workshop for next year by completing this section of the
[TOPkit Workshop Participant Survey](http://ucf.qualtrics.com/SE/?SID=SV_bkALHybTaa0dGmN).

## Development: Content Considerations

### Activity Overview

We took some time to discuss ADA, Copyright, FERPA, and UDL content considerations as a whole group. Now is your individual work time. Take the time remaining to locate and draft your institutional stance for each of the following course development considerations:

* ADA,
* Copyright,
* FERPA, and
* UDL

**NOTE:** Although some resources have been provided for you below, take the time to research your own institutional resources. Write down applicable information for your institution. Decide what will be required and what will be promoted as a best practice. You may also chose to revisit your rubrics and modify/update based on presentation and discussion.

### Objectives:

Participants will be able to:

* Recognize the legal issues (ADA, Copyright, FERPA) and UDL that should be addressed with online course development considerations at your institution.
* Design a professional development course with legal issues and UDL addressed/evaluated.

### Supporting Documents

**Legal Content Considerations**

The table below has been prefilled with UCF resources and policies. These are listed as a reference only. It is best that you locate your institutional guidelines and replace them in the empty table located below.

|  |  |
| --- | --- |
| **Content Consideration** | **Institutional Policy - Fill in table below with your institutional policy/stance on the listed content considerations.** |
| ADA | [Student Accessibility Services](http://sas.sdes.ucf.edu/)[President’s Statement](http://eeo.ucf.edu/documents/PresidentsStatement.pdf)[Provost’s Letter](https://online.ucf.edu/files/2015/09/Provost_Letter_Fall_2105.pdf)  Regarding Resources to Support Faculty in Creating Accessible Course Materials |
| Copyright | [UCF-2.033 Copyright and Works](http://regulations.ucf.edu/docs/notices/2033CopyrightsandWorksNov11FINAL_000.pdf)[UCF-2.029 Patents, Trademarks and Trade Secrets](http://regulations.ucf.edu/docs/notices/2029PatentsTrademarksSecretsNov11FINAL_001.pdf)UCF Libraries> [Copyright](https://library.ucf.edu/about/departments/scholarly-communication/copyright/) page |
| FERPA | Registrar’s [FERPA](http://registrar.ucf.edu/ferpa) page |
| UDL | UCF’s Faculty Center for Teaching and Learning’s info on [UDL](http://www.fctl.ucf.edu/TeachingAndLearningResources/CourseDesign/UniversalDesign/):  |
| Syllabus Statement | FCTL’s suggested [Syllabus Statements](http://www.chronicle.com/blogs/wiredcampus/150000-settlement-reached-in-blind-florida-state-students-e-learning-suit/35659) |

|  |  |
| --- | --- |
| **Content Consideration** | **Institutional Policy - Fill in table below with your institutional policy/stance on the listed content considerations.** |
| ADA | In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act of 1990, professional disability specialists and support staff at the Student Disability Services (SDS) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities.IRSC offers many disability resources at on-campus labs. The SDS works with online students to ensure accessibility. A quick link is located to the SDS in the Institutional Resources section in the course control panel. Students who wish to request an accommodation for a documented disability should contact the SDS immediately at 772-462- 7782 or 772-462- 7808. |
| Copyright | IRSC faculty, staff, and students are encouraged to observe the copyright law and guidelines. Federal penalties for violation are strict and pertain to the individual involved as well as the institution.Copyright is a form of protection provided by the laws of the United States (title 17, U.S. Code) to the authors of "original works of authorship" including literary, dramatic, musical, artistic, and certain other intellectual works, whereby authors obtain, for a limited time, certain exclusive rights to their works.The copyright concept is based on the principle that the people who create things ought to have the right to control what's done with them.Copyright users must obey copyright, patent, or other intellectual property law, including restricted software laws. Respect for intellectual labor and creativity is vital to academic discourse and enterprise. Users may not copy or distribute licensed software. Computer software licensed to the College is protected by copyright and is not to be copied or distributed using any campus computing facilities except as permitted by law. Unauthorized use of copyright is violation of Federal Law. This principle applies to works of all authors in all media including material downloaded from the Internet or obtained from other users, such as graphic materials, music or audio files, and written word. A user must obtain permission from the copyright holder before use. Copyright infringements may expose the College to legal actions. When in doubt, contact the Network Administrator and/or the library (library@irsc.edu). |
| FERPA | The privacy of all parties to a complaint of discrimination, harassment, sexual assault, sexual misconduct and other acts of violence must be respected, except insofar as it interferes with the College’s obligation to fully investigate allegations of sexual misconduct. While confidentiality will be maintained to the extent possible while still meeting the requirements of conducting an appropriate investigation and reporting illegal acts to the appropriate authorities, the College cannot ensure confidentiality. The College will weigh the request of confidentiality against the following factors: the seriousness of the alleged harassment; the claimant’s age; whether there have been other harassment complaints about the same individual; and the alleged perpetrator’s rights to receive information about the allegations if the information is maintained by the College as an “education record” under the Family Educational Rights and Privacy Act (FERPA). Witnesses interviewed will be advised and charged with confidentiality as well. Dissemination of information and/or written materials to persons not involved in the complaint procedure is not permitted. Violations of the privacy of the complainant or the accused may lead to disciplinary action by the College.  |
| UDL | Indian River State College does not currently have a policy/statement for UDL.  |
| Syllabus Statement | The instructor views the course syllabus as an educational contract between the instructor and students. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. The instructor reserves the right to make changes to the syllabus as deemed necessary. Students will be notified in a timely manner of any syllabus changes in the course Announcements or course e-mail.If you are experiencing difficulty in your course and have already worked with your instructor to resolve the challenge but feel your issue needs additional attention, please visit http://tinyurl.com/IRSCadmininfo to access the appropriate contact information.IRSC is an equal employment/equal opportunity educational institution. |

|  |
| --- |
| **Development: Content Considerations**Action Items:* Discuss UDL with department.
*
*
 |

Please help us improve this workshop for next year by completing this section of the
[TOPkit Workshop Participant Survey](http://ucf.qualtrics.com/SE/?SID=SV_bkALHybTaa0dGmN).

## Evaluation

### Activity Overview

After a brief presentation on evaluation goals and data sources with experts from the [Research Initiative for Teaching Effectiveness (RITE)](https://cdl.ucf.edu/research/), you will have an opportunity to discuss your personal evaluation goals for your faculty development program. The feedback survey used for this workshop will be provided as a sample that you may choose to customize for your own purposes.

### Objectives:

Participants will be able to:

* Identify research goals, opportunities & data sources on your campus.
* Identify support resources, tools, & personnel who can support your efforts on your campus.

### Supporting Documents

Discussion Questions:

1. What evaluation questions would you like to explore? I would like to explore what training topics faculty are looking for, the modalities they would like to see those trainings in, and what they expect from them.
2. What are the biggest challenges to your research? The biggest challengers will be manpower and time restraints. Because our department is tasked with all design, development, and maintenance, we are often very busy with minimal downtime.

**TOPkit Workshop Survey of Participants**

Q1 As participants in the TOPkit 2-day Workshop, your opinions and reactions are important to us. We will be continually updating and improving this experience for our audience. In addition, we would welcome your feedback regarding the TOPkit website and materials to help us insure that the content is relevant and useful to our audience. The survey below is designed to align chronologically with the topics discussed in the TOPkit 2-day workshop. You will respond to a section only after the content has been discussed in the Workshop. If you exit the survey, Qualtrics will return you to the next unanswered question. You will notice a divider for each section of the survey, so only complete a section after being instructed to do so by the workshop facilitator.  Thanks again for your help in providing us with feedback and suggestions for continuing to improve the TOPkit experience!

Q2 TOPkit Website Please answer the questions below regarding your experience and impressions regarding the TOPkit Website.

Q3 Which of the following links on the TOPkit site did you visit prior to coming to the workshop? (Check all that apply)

* Planning (1)
* Developing (2)
* Evaluating (3)
* Community of Practice (4)
* Resources (5)
* I did not visit the website prior to today (6)
* I do not recall (7)

Q4 How helpful did you find the information contained in the collection of pages on the following TOPkit website sections?

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Very helpful (1) | Helpful (2) | Neither helpful nor unhelpful (3) | Unhelpful (4) | Very unhelpful (5) | I'm not sure (6) | I have not visited this topic (7) |
| Planning (1) |  |  |  |  |  |  |  |
| Developing (2) |  |  |  |  |  |  |  |
| Evaluating (3) |  |  |  |  |  |  |  |
| Community of Practice (4) |  |  |  |  |  |  |  |
| Resources (5) |  |  |  |  |  |  |  |

Q5 Had you read any of the forums on the TOPkit Community of Practice site prior to today's workshop?

* Definitely yes (1)
* Probably yes (2)
* Might or might not (3)
* Probably not (4)
* Definitely not (5)

Q6 Have you posted to a forum on the TOPkit Community of Practice prior to today's workshop?

* Definitely yes (1)
* Probably yes (2)
* Might or might not (3)
* Probably not (4)
* Definitely not (5)

Q7 What did you like most about the TOPkit website?

Q8 What did you like least about the TOPkit website?

Q9 What topics or activities do you wish were available on the TOPkit website that are not?

Q10 If you are interested in contributing content for the TOPkit website, please leave your email below and we will contact you:

Q11 TOPkit Workshop - Day 1, TOPkit Scavenger Hunt. Please give us your feedback on today's Scavenger Hunt presentation and corresponding TOPkit information.

Q12 How helpful did you find the TOPkit scavenger hunt?

* Very helpful (1)
* Helpful (2)
* Neither helpful nor unhelpful (3)
* Unhelpful (4)
* Very unhelpful (5)
* I'm not sure (6)
* I did not participate in the scavenger hunt (7)

Q13 What did you like most about the TOPkit Scavenger Hunt workshop session?

Q14 What did you like least about the TOPkit Scavenger Hunt workshop session?

Q15 What topics or activities do you wish had been covered that were not in the TOPkit Scavenger Hunt workshop session?

Q16 TOPkit Workshop - Day 1, TOPkit Community of Practice Session. Please give us your feedback on today's Community of Practice presentation and corresponding TOPkit information.

Q17 How helpful did you find the TOPkit Community of Practice workshop session?

* Very helpful (1)
* Helpful (2)
* Neither helpful nor unhelpful (3)
* Unhelpful (4)
* Very unhelpful (5)
* I'm not sure (6)
* I did not participate in the workshop (7)

Q18 What did you like most about the TOPkit Community of Practice workshop session?

Q19 What did you like least about the TOPkit Community of Practice workshop session?

Q20 What topics or activities do you wish had been covered that were not?

Q21 If you had any technical challenges with the TOPkit Community of Practice, please let us know what happened. Provide as many details as you can about your technology and the issue that occurred.

Q22 TOPkit Workshop - Day 1, Planning: Faculty Development Models & Decision Guide Session. Please give us your feedback on today's Planning: Faculty Development Models & Decision Guide presentation and corresponding TOPkit information.

Q23 How helpful did you find the TOPkit Planning: Faculty Development Models & Decision Guide workshop session?

* Very helpful (1)
* Helpful (2)
* Neither helpful nor unhelpful (3)
* Unhelpful (4)
* Very unhelpful (5)
* I'm not sure (6)
* I did not participate in the workshop (7)

Q24 What did you like most about the TOPkit Planning: Faculty Development Models & Decision Guide workshop session?

Q25 What did you like least about the TOPkit Planning: Faculty Development Models & Decision Guide workshop session?

Q26 What topics or activities do you wish had been covered that were not?

Q27 TOPkit Workshop - Day 1, Development: Sample Course Session. Please give us your feedback on today's Development: Sample Course presentation and corresponding TOPkit information.

Q28 How helpful did you find the TOPkit Development: Sample Course workshop session?

* Very helpful (1)
* Helpful (2)
* Neither helpful nor unhelpful (3)
* Unhelpful (4)
* Very unhelpful (5)
* I'm not sure (6)
* I did not participate in the workshop (7)

Q29 What did you like most about the TOPkit Development: Sample Course workshop session?

Q30 What did you like least about the Development: Sample Course workshop session?

Q31 What topics or activities do you wish had been covered that were not?

Q32 TOPkit Workshop - Day 2, TOPkit Development: Tools, Techniques, & Strategies Session. Please give us your feedback on today's Development: Tools, Techniques, & Strategies presentation and corresponding TOPkit information.

Q33 How helpful did you find the TOPkit Development: Tools, Techniques, & Strategies workshop session?

* Very helpful (1)
* Helpful (2)
* Neither helpful nor unhelpful (3)
* Unhelpful (4)
* Very unhelpful (5)
* I'm not sure (6)
* I did not participate in the workshop (7)

Q34 What did you like most about the TOPkit Development: Tools, Techniques, & Strategies workshop session?

Q35 What did you like least about the TOPkit Development: Tools, Techniques, & Strategies workshop session?

Q36 What topics or activities do you wish had been covered that were not?

Q37 TOPkit Workshop - Day 2, TOPkit Development: Checklist and Rubrics Session. Please give us your feedback on today's Development: Checklist and Rubrics Session presentation and corresponding TOPkit information.

Q38 How helpful did you find the TOPkit Development: Checklist and Rubrics workshop session?

* Extremely useful (1)
* Moderately useful (2)
* Neither useful for useless (3)
* Slightly useless (4)
* Not useful at all (5)
* I'm not sure (6)
* I did not participate in the session (7)

Q39 What did you like most about the TOPkit Development: Checklist and Rubrics workshop session?

Q40 What did you like least about the TOPkit Development: Checklist and Rubrics workshop session?

Q41 What topics or activities do you wish had been covered that were not?

Q42 TOPkit Workshop - Day 2, TOPkit Development: Content Considerations Session. Please give us your feedback on today's Development: Content Considerations Session presentation and corresponding TOPkit information.

Q43 How helpful did you find the TOPkit Development: Content Considerations workshop session?

* Very helpful (1)
* Helpful (2)
* Neither helpful nor unhelpful (3)
* Unhelpful (4)
* Very unhelpful (5)
* I'm not sure (6)
* I did not participate in the session (7)

Q44 What did you like most about the TOPkit Development: Content Considerations workshop session?

Q45 What did you like least about the TOPkit Development: Content Considerations workshop session?

Q46 What topics or activities do you wish had been covered that were not?

Q47 TOPkit Workshop - Day 2, TOPkit Evaluation Session. Please give us your feedback on today's Evaluation Session presentation and corresponding TOPkit information.

Q48 How helpful did you find the TOPkit Evaluation session?

* Very helpful (1)
* Helpful (2)
* Neither helpful nor unhelpful (3)
* Unhelpful (4)
* Very unhelpful (5)
* I'm not sure (6)
* I did not participate in the session (7)

Q49 What did you like most about the TOPkit Evaluation workshop session?

Q50 What did you like least about the TOPkit Evaluation workshop session?

Q51 What topics or activities do you wish had been covered that were not?

Q52 TOPkit Workshop Overall Impressions. Thanks for participating in the TOPkit 2-day workshop. We hope you found the experience useful. To help us improve the experience for future workshops, please give us your feedback and overall impressions of the workshop itself and corresponding TOPkit information.

Q53 Overall, how helpful did you find the 2-day TOPkit workshop?

* Very helpful (1)
* Helpful (2)
* Neither helpful nor unhelpful (3)
* Unhelpful (4)
* Very unhelpful (5)
* I'm not sure (6)
* I did not participate in the workshop (7)

Q54 How satisfied were you with your TOPkit workshop experience?

* Extremely satisfied (1)
* Somewhat satisfied (2)
* Neither satisfied nor dissatisfied (3)
* Somewhat dissatisfied (4)
* Extremely dissatisfied (5)

Q55 How likely are you to recommend the TOPkit website to others?

* Extremely likely (1)
* Somewhat likely (2)
* Neither likely nor unlikely (3)
* Somewhat unlikely (4)
* Extremely unlikely (5)

Q56 As a result of participating in the workshop, you have developed a draft Implementation Plan for your campus. How helpful do you think this plan will be for your campus?

* Very helpful (1)
* Helpful (2)
* Neither helpful nor unhelpful (3)
* Unhelpful (4)
* Very unhelpful (5)
* I'm not sure (6)
* I did not complete an Implementation Plan (7)

Q57 If you completed a draft Implementation Plan, how likely is it that you will use or act on it upon your return to your campus?

* Extremely likely (1)
* Somewhat likely (2)
* Neither likely nor unlikely (3)
* Somewhat unlikely (4)
* Extremely unlikely (5)

Q58 What did you like most about the workshop?

Q59 What did you like least about the workshop?

Q60 Is there any content or activity you would like to have seen addressed that was not?

Q61 How helpful do you find the TOPkit Digest?

* Very helpful (1)
* Helpful (2)
* Neither helpful nor unhelpful (3)
* Unhelpful (4)
* Very unhelpful (5)
* I'm not sure (6)
* I do not know what the TOPkit Digest is (7)
* I have not signed up for the TOPkit Digest (8)

Q62 TOPkit Workshop Participant Demographics. Please tell us a little bit about yourself so that we can help improve our website and workshop in the future!

Q63 With what gender do you identify?

Q64 How old are you?

* 18 or younger (1)
* 19-24 (2)
* 25-34 (3)
* 35-44 (4)
* 45-54 (5)
* 55-64 (6)
* 65 or older (7)

Q65 What best describes your current primary position?

* Faculty or instructor (1)
* Instructional designer (2)
* Academic administrator (3)
* Other non-teaching position (4)
* Student (5)
* Other (6) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Q66 What is your institution type?

* State University System (1)
* Florida College System State College (2)
* Florida College System Community College (3)
* Other (4) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Q67 How many years have you personally been providing or directing faculty development support for online courses?

* 5 or less (1)
* 6-10 (2)
* 11-20 (3)
* More than 20 (4)
* I do not provide or direct faculty development support for online courses (5)

Q68 How many years has your university been offering online courses?

* 5 or less (1)
* 6-10 (2)
* 11-20 (3)
* more than 20 (4)
* I am not sure (5)

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| **Evaluation**Action Items:*
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Please help us improve this workshop for next year by completing this section of the
[TOPkit Workshop Participant Survey](http://ucf.qualtrics.com/SE/?SID=SV_bkALHybTaa0dGmN).

## Wrap-up: Group Summaries, Homework, and Takeaways

### Activity Overview

In our last few minutes together, we would like thank you for your participation in our first annual TOPkit Workshop!

To wrap-up and summarize the activities completed in the past two days, we would like to request the following:

* Provide us feedback on this initial offering of the workshop. (Complete the TOPkit Participant Survey)
* Remain active in the [Community of Practice (COP)](https://topkit.org/community-forum/).
* Keep in touch with us as you develop your professional development program.
* Sign-up for the [TOPkit Digest](https://topkit.org/resources/topkit-digest/).

Also, your final homework assignments for the course are explained below:

Due today:

* Complete the [**TOPkit Participant Survey**](http://ucf.qualtrics.com/SE/?SID=SV_bkALHybTaa0dGmN)
* Complete the **“Count to Accountability” activity.**

Due March 31, 2017 (Midnight)

[**Post your TOPkit Implementation Plan** to the COP](https://topkit.org/forums/forum/topkit-workshop/). Please begin the submission with a small write-up. This write-up can include a “proud moment” you had working on your Implementation Plan or a question/concern you have with your plan. This will prompt us to review the document, provide feedback, and mail your TOPkit Completion Certificate to you! (<https://topkit.org/forums/forum/topkit-workshop/>)

### Supporting Documents

1. [**TOPkit Participant Survey**](http://ucf.qualtrics.com/SE/?SID=SV_bkALHybTaa0dGmN)
2. **Count to Accountability Activity– Your 30/60/90 Plan**

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| **Count Down** | **Date** | **Expected Outcome/Goal** |
| 30 days from now | April 22, 2017 | Review, design, and develop VCIT 2 & 3 |
| 60 days from now | May 22, 2017 | Run first instances of VCIT 2 & 3  |
| 90 days from now | June 21, 2017 | Meet with stakeholders to review the VCIT Program (VCIT 1, 2 and 3) to get feedback and revise as necessary.  |

1. Don’t forget to post your write-up and TOPkit Implementation Plan to the [COP](https://topkit.org/community-forum/) by March 31, 2017.

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| **Wrap-up: Group Summaries, Homework, and Takeaways**Action Items:*
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Please help us improve this workshop for next year by completing the final section of the
[TOPkit Workshop Participant Survey](http://ucf.qualtrics.com/SE/?SID=SV_bkALHybTaa0dGmN).

Congratulations on your hard work,
the achievement of your TOPkit Implementation Plan,
and completion of the TOPkit Workshop!